

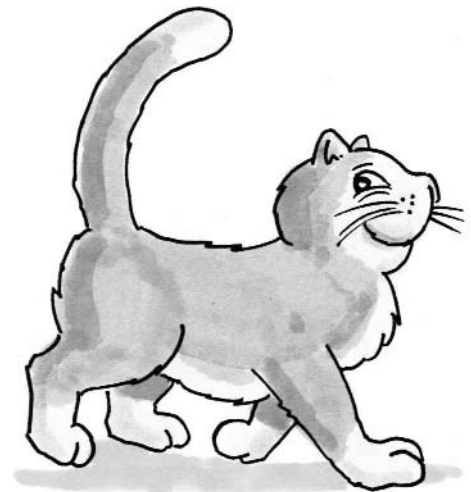
# Read, Write & Type!™ Learning System

Activity Book for Parents, Teachers and Children



# Read, Write & Type!

## *Learning System*



# Credits

*To Leslie Grimm...*

*...without her unflagging good humor and tenacity,  
...without her brilliant design, programming and production,  
...without her generous spirit,  
...this program would never have happened.*

## **READ, WRITE & TYPE! Learning System**

*Read, Write & Type!* and *Spaceship Challenge* CD ROMS are designed and produced by neuropsychologist Jeannine Herron, Ph.D., and software developer, Leslie Grimm, Ph.D. The programs are the result of 15 years of development and research by Talking Fingers, Inc. and its parent company, California Neuropsychology Services (CNS). CNS is a non-profit educational research group which investigates ways for teachers to use computers more effectively and provides professional development for teachers. Earlier versions of *Read, Write & Type!* (including the Apple IIe version called “*Talking Fingers*”) were evaluated extensively throughout northern and southern California in school projects funded by the Hearst Foundation, Valley Foundation, John S. and James L. Knight Foundation, Joseph P. Drown Foundation and Walter S. Johnson Foundation. The *Read, Write & Type! Learning System* is recommended for children learning English as a second language and for children struggling to read, as well as for use in regular classrooms.

Leslie Grimm, Ph.D., founder and president of Educators’ Software, is the creator of *Reader Rabbit*, and the designer/developer of such favorites as *Playroom*, *Treehouse*, and *Backyard*, among many others. She was one of the original founders of The Learning Company.

*Read, Write & Type!* Version 1 was licensed in 1994 to The Learning Company (TLC), which is currently owned by Mattel Interactive. *Read, Write & Type!* Version 2 is a networkable version available from The Learning Company. The TLC *K-2 Reading Collection* is a networkable package of four products: *Read, Write & Type!*, *Reader Rabbit's Interactive Reading Journeys 1 and 2*, and *Word Munchers Deluxe*, also available from TLC.

The *Read, Write & Type! Learning System*, which includes *Read, Write & Type!* Version 3 and *Spaceship Challenge*, and its package of Companion Materials, was developed, in part, through a grant from the National Institute for Child Health & Human Development (NICHD), Grant #4R44HD36998-02. The NICHD also funded research with the *Read, Write & Type! Learning System*, to evaluate its effectiveness with Spanish-speaking students, and students struggling to read.

The *Read, Write & Type! Learning System* is available exclusively from Talking Fingers, Inc. at [www.talkingfingers.com](http://www.talkingfingers.com) or [www.readwritetype.com](http://www.readwritetype.com) or 888-839-8939.

## **CREDITS for...**

***Read, Write & Type!* CD:** Leslie Grimm, Ph.D., Jeannine Herron, Ph.D., Robert (Jeremy) Geuting, Presage Software, Prosoft Engineering

***Spaceship Challenge* CD:** Leslie Grimm, Ph.D., Robert (Jeremy) Geuting, Jeannine Herron, Ph.D., Nina Gentile, Lynn Kirkpatrick, Prosoft Engineering

From Prosoft Engineering, thanks to - Greg Brewer, Carlo Colombo, Dai Dinh, Bill Modesitt, Lois Modesitt, Philippe Rollet, Guy Winslow

**Reading Booklets:** Kyra Anderson (*Author*), Mitchell Rose (*Illustrator*), Jeannine Herron (*Author & Editor*), Natasha Hoehn (*Design & Production*)

**Activity Book and Other Materials:** Jeannine Herron (*Author & Editor*), Adam Titone, Kris Kuebler and Natasha Hoehn (*Graphic Design & Production*)

# Technical Support

## *About Our Company...*

Talking Fingers, Inc. is a subsidiary of California Neuropsychology Services (CNS), a non-profit organization for research and education. Our goal is to empower generations of children with excellent writing, reading, and thinking skills that they can use to enrich their personal lives, earn a livelihood, and contribute toward a more literate and thoughtful society.

The design of the *Read, Write & Type!*<sup>™</sup> *Learning System* is based on the best methods of reading instruction and years of research in brain development. The program itself has been rigorously tested in elementary classrooms for over 10 years and has produced significant reading improvement. *Read, Write & Type!* brings together the fundamental principles of reading instruction, with an emphasis on writing as a route to reading, in a program packed with visually exciting games and challenges.

If you have any problems using either *Read, Write & Type!* or *Spaceship Challenge*, please call the numbers listed below. To enable us to provide optimal service, please be in front of your computer when you call or have the following information available:

- the name, product number, and version number of the software;
- the brand and model of the equipment you are using;
- the specific details of where and how a problem occurred; and,
- the exact wording of any error message(s) you received.

## ***Read, Write & Type! Technical Support:***

### **E-mail:**

help@tlcsupport.com

World Wide Web:

http: www.learningco.com /support

### **Automated Support and Fax-back:**

Recorded and fax-back technical  
and product information, available  
24 hours a day, 7 days a week  
319-395-9600

### **Telephone:**

Central Standard Time  
M, T, Th, F - 8:00am - 8:00pm  
Wed. - 9:30am - 8:00pm  
800-723-6322

## ***Spaceship Challenge Support:***

**Talking Fingers, Inc. Customer Service: 888-839-8939**

***(You can also call the number above for inquiries about previews, orders, shipments, and returns)***

*Read, Write & Type!* © 1995 Mattel, Inc., and its licensors. Software developed by California Neuropsychology Services. Copyright 1995, 2000 California Neuropsychology Services and Talking Fingers, Inc. Exclusively licensed to and published by Mattel, Inc. *Read, Write & Type!* is a trademark of Mattel, Inc. QuickTime and the QuickTime logo are trademarks used under license. QuickTime is registered in the U.S. and other countries. All other trademarks are the property of their respective owners. *Spaceship Challenge* © 2000 California Neuropsychology Services. Exclusively licensed to and published by Talking Fingers, Inc. *Spaceship Challenge* is a trademark of Talking Fingers, Inc.

Unauthorized reproduction, adaptation, distribution, performance, or display of this document, the associated computer program, or the audiovisual work is strictly prohibited by law. The blackline masters in this publication are designed to be used with duplicating equipment to reproduce copies for classroom use. Talking Fingers, Inc. grants permission to teachers and parents to reproduce these masters, as well as the PDF documents and Clip Art contained on the *Spaceship Challenge* CD.

Warning: This software is protected by both the United States copyright law and international treaty provisions. If a backup copy is not provided with your original disk, you are allowed to make one backup copy for archival purposes. It is illegal to make or distribute copies of copyrighted material, including software, without authorization. You may not install these programs on more than one computer or network server without a special license agreement with The Learning Company and Talking Fingers, Inc. The Lab Edition of these products are for use at a single site.

## A Message to Parents

*Your child will only learn to read and write once!  
Don't miss it!*

Sometimes it happens in the space of a few short months. You can play a vital role, and it may be one of the most significant things you and your child ever do together! Reading and writing are the most important skills children learn for success and happiness in school and beyond.

Learning to read and write is a staggering accomplishment, much more difficult than learning to speak and to understand speech. Becoming literate is one of the most essential major learning experiences of modern life. It is a valuable tool for personal expression, and a doorway to the written wisdom of the brightest and most interesting members of the human tribe since history began.

These materials can show you that computers offer an extraordinary opportunity for parents to participate in this critical learning experience with their children. These materials provide a unique framework for short enjoyable day-to-day lessons. A few minutes each day is all that it takes!

You will learn to help your child hear and identify the individual sounds in spoken words and represent those sounds with letters. Each of the 40 sounds can be made visible with a simple fingerstroke on the keyboard. With these three skills, children can learn to write any word in their vocabulary – five or six thousand words for most first graders. (Spelling correctly will develop as they practice). There are only 40 sounds in English and 40 lessons to play.



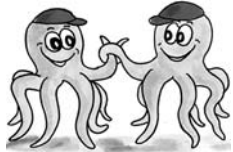
**Play together 30 minutes/day for a week!**  
**You'll have so much fun, you won't want to stop!**

It's easy! You'll find a way to continue after a week, because you will realize that you are making an enormous difference! This Activity Book will show you how to help your child make the best use of the software and will also teach you enjoyable games and activities that you can play with your child – in the car, or at the kitchen table. Flip this book and read a page-a-day-as-you-play. You won't regret it!

## Important Tips for Teachers & Parents

Please spend a few minutes getting acquainted with this book. It is crammed with good tips about teaching reading and about using these materials to maximum benefit.

For children just beginning to learn about letters and sounds, or struggling with reading, do the Warm-Ups and many of the suggested games and activities in this book. Use the Phonics Assessment or *Spaceship Challenge* Level 2 (described on page 7) to assess a player's ability to hear the sounds in words and associate the sounds with letters.



If you don't have time to browse, please stand this book up, **FLIP IT OVER**, and read one page with each lesson for important tips and surprises!

The most essential role for you:

- Help as much as is needed at the beginning to get started with good habits.
- Spend time with children at the computer! Name the pictures and sound-out words together **ALoud** until it happens automatically.
- Provide gentle encouragement to use the right fingers!
- Provide lots of praise and enjoy yourself! This will be fun!



# Assessing Phonics Skills

Children sometimes do well on reading tests in first or second grade because they are good at memorizing the visual appearance of words. You think they are doing fine! However, when they get to third grade, they may start experiencing more difficulty because they encounter many more words that begin to look alike. If they have not learned to “sound-out” words using phonics skills, they will not be able to decode new words independently, and they may have more and more difficulty as reading becomes more complex. Guessing from context or pictures no longer works if there are too many gaps in a sentence to comprehend the overall meaning. If guessing becomes a strategy, children often begin to feel uncomfortable about reading, because they are not experiencing success. Their confidence lags, and their interest and curiosity can turn to frustration.

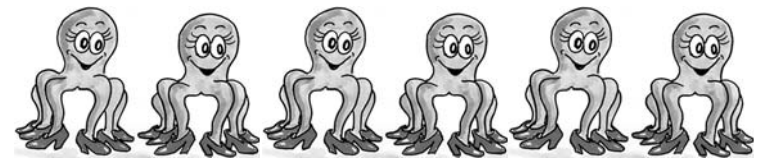


Try this simple test to assess whether a child is using phonics and knows how to sound-out new words. The words at the right are nonsense words. Cover the answers and ask the child to read the non-words

on this page. The correct pronunciation is suggested in the parentheses. Listen carefully to the pronunciation. When children miss more than three, or take a long time to figure out each word, they need more practice with encoding and decoding words and non-words. The use of phonics should be automatic and unconscious, like riding a bicycle.

You can also insert the *Spaceship Challenge* CD, sign in as a GUEST, and ask children to play Level 2. If they have difficulty naming the pictures and identifying the sounds, or if they do poorly on reading comprehension or spelling, they will benefit from support with the extra activities and games suggested in the day-to-day lessons on the “flip” side of this book.

NID	(rhymes with LID)
HIFT	(rhymes with LIFT)
SUG	(rhymes with HUG)
TREB	(rhymes with WEB)
LAT	(rhymes with HAT)
VACTUS	(rhymes with CACTUS)
BOZ	(rhymes with OZ)
FANT	(rhymes with PANT)
WEM	(rhymes with THEM)
SLIG	(rhymes with BIG)





# Table of Contents

## Introductory Information

Credits	Page i
Technical Support	Page ii
A Message to Parents	Page iii
Important Tips for Teachers and Parents	Page iv
A Quickie Phonics Assessment	Page v

## Table of Contents

Foreword-- <i>Reading Through Writing</i>	Page 2-3
---	----------

## The Read, Write & Type Approach

Introduction: Making Learning Easy	Page 4
Making Writing and Reading Easy	Page 5
Making Typing Easy	Page 6

## Scope & Sequence Chart

Page 7-10

## Educational Focus

Page 11-13

Different Ages and Abilities	Page 14
After Level 10	Page 15

## Helpful References

Page 16

## Program Guide

Program Guide Overview	Page 17
RWT Learning System includes...	Page 18
Getting Started with Macintosh	Page 19
Getting Started with Windows	Page 20
Visual Map of Home Screen	Page 21
Read, Write & Type Opening Choices	Page 22
Read, Write & Type Games	Page 23

Read, Write & Type Optional Choices	Page 24
Introduction to Spaceship Challenge CD	Page 25
Spaceship Activities	Page 26
Progress Reports	Page 27
Spaceship Editor	Page 27
Clip Art and Printable Materials	Page 28
Printable Materials:	
Using Acrobat Reader	Page 28
Sound Game Pictures	Page 28
RWT Stories	Page 28
Certificates	Page 28
Storytellers	Page 28
Alphabet Tiles	Page 28
Clip Art:	
Storytellers	Page 28
Pictures	Page 28
Reading Booklets	Page 29
Activity Book	Page 29
Supplementary Materials	Page 30
Keyboard Cover	Page 30
Practice Keyboard	Page 30
Stickers	Page 30

## Resource Materials

Storyteller Sketches	Page 31-33
Class Mastery Chart	Page 34
Blank Keyboard	Page 35
Sound Game Pictures (Sample - Level 1)	Page 36

## TURN THIS BOOK OVER!

## Day-to-Day Activities

Getting Started	Page 37
Lessons 1-8	Page 38-45
Using Spaceship Challenge	Page 46
Lessons 9-40	Page 47-78



# Foreword . . . *Reading Through Writing*



*Kacey age 6 has things to say!  
Her story appears below.*

Text stands for speech. It's a way of making speech visible. To a young child, speech is familiar; squiggles on paper are not. Yet typically, when we teach reading, we don't start with speech. We teach children first to recognize squiggles and then name them. Or we might even teach them the names (in the alphabet song) before we show them the squiggles. Eventually, we may get around to teaching the sound

of the letter. What a long route to words and meaning! The cart is before the horse!

**Starting with Speech:** Consider what happens when you start with the spoken word. Take a word that's familiar to every child – "CAT." Listen to the sounds in the word and write down a letter (or pick an alphabet tile) to stand for each sound. *The alphabet stands for speech sounds.* Try another word – "FAT." It sounds almost the same! We can use some of the same letters! Leave the alphabet tiles in place. Take away the C and replace it with F. What about another – "SAT." Five sounds represented by five letters! Three words! We not only wrote them, but we can read them as well. We can *see how words are built* and how they change when we move the letters around. *We only have to learn 35 more sounds and 21 more letters, and we can write and read thousands of words!* Writing is the most efficient and meaningful route to reading.

I have worked with fifth grade children, struggling to read, who were never told that the alphabet stands for speech sounds. They never learned to "sound-out" a word. They were taught to memorize the appearance of whole words. Soon there were too many words that

looked alike. They were not able to decode a word they had never seen. Guessing at words from context or pictures was time-consuming and inaccurate. They were losing heart. Some of them hated to read. They are the children who caused me to spend 15 years developing these materials.

**Your words or mine?** Reading is a process of decoding someone else's words, someone else's meaning. If I start with my own words, I already know what they mean. What an excellent way to learn a code (40 sounds represented by 26 letters), and practice it until it is automatic! We can start with words that rhyme, words that are predictable. We can write a letter for each sound until the brain makes associations between sounds and letters automatically.

Writing comes before reading. It is the writer who creates the words for the reader to read. It is the writer who initiates the action--who chooses the words, generates the ideas, and actively shapes the meaning of the message. It is the writer who sees the "big picture" but who, at the same time, must assemble the whole message, one piece at a time, from individual sounds and letters.

## **Growing**

Plants grow from a seed and roots.

We grow from food and water and love.

Anamas grow from food and water.

Love grows from fathe.

Drowings grow from a pencil or cran or makr.

A brane grows from Irning.

A stoey grows from an idea.

Kacey, First Grade

I am writing the text you will read on this page. If you were beside me at this moment, I could say these things to you. I would use my mouth and breath to form words, and the resulting sound vibrations would be audible to you and anyone else standing near me.

But since you are not here, I am using a code to send you a message that you can read any time, any place. I am using the English alphabet to stand for the sounds in the words I might have said. I encode, and I decode, and I code again, all the while focused on the meaning of my message. I read what I am writing to keep the meaning in my mind. Reading and writing are interlinked in a process that uses both phonics and "whole language."

**Learning the Code:** As an adult, I no longer have to think much about the sounds or the code as I write. The encoding and decoding have become automatic. My brain has found an efficient way to carry on that process without requiring my conscious control, just as it drives my car for me while I hum along with Mozart, marvel at my neighbor's roses, and plan my day. In a similar fashion, right now, my brain is producing all the signals that tell each finger what key to press on the keyboard, while I silently say this sentence to myself.

But when I was much, much younger, and first learning to write, the coding of each word was a conscious process. If I wanted to write the word CAT, it had to be broken down into each one of its sounds – C-A-T. I had to say the word aloud and identify each sound. As my mouth and breath formed each sound, my ears listened to it. My brain stored and connected hundreds of pieces of information from my mouth and throat and diaphragm and ears in a system of pathways that became stronger and more habitual as I repeated the process of "sounding-out" words. Gradually, with practice, I could imagine saying the sounds without using my lips. I could imagine hearing the sounds without using my ears. This process is often referred to as

developing "phonemic awareness."

Of course, in addition to identifying the individual sounds, I needed to remember the letters that stood for them, and retrieve information about those letters fluently – their names and their shapes. This process is commonly called "phonics."

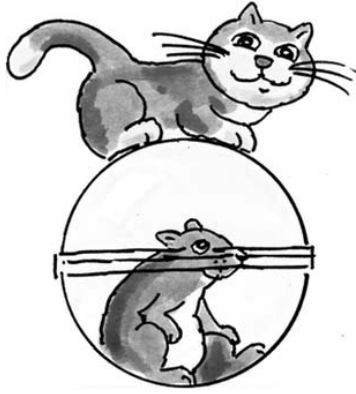
Much recent research provides evidence that both phonemic awareness and phonics are critical to learning to read. This research-based software and the accompanying teaching materials were funded by the National Institute for Child Health and Human Development because they provide systematic instruction in phonemic awareness and phonics. They are designed to engage children in highly-motivating writing activities to help them create the mental habits and pathways they need to "go on automatic."



**The case for writing:** I write this foreword to make a case for writing, to elevate the status of writing at home and in school, and to urge a more equal balance of writing with reading instruction. It will become obvious, as children use this program, how miraculously computers can help children write. We know from the research on *Read, Write & Type!* that the program not only boosts reading scores, but also helps children learn numerous critical skills – phonemic awareness, phonics, spelling, grammar, punctuation, composition, editing, revising, keyboarding and word-processing. We hope you will get to see the excitement we have seen in children when they experience the computer as a playful teacher and a powerful writing tool.

Jeannine Herron, Ph.D.  
San Rafael, California  
June 20, 2000

# The *Read, Write & Type!* Approach



Writing is a powerful route to reading because children can easily decode words they have constructed themselves. These software programs and learning materials serve to bridge reading and writing. Additionally, in this computer age, children need to learn computer skills just as they need to learn “pencil skills.” Those who master keyboarding and word processing will have a powerful advantage, both in school and the workplace.

The *Read, Write & Type! Learning System* offers children an enjoyable way to begin with what they know best – *speaking* – and magically transform their speech into written words. They learn to write, type, and read as they master a series of simple finger strokes on the keyboard.

Children as young as six or seven can teach their fingers to “talk” to the computer by learning a finger stroke for each speech sound. The program is designed to give children immediate success in writing and offer them the skills they need to write anything they can say.

## Making Learning Easy

### Multi-sensory Activities

With *Read, Write & Type!*, children use their ears, their eyes, their mouths, and their fingers. They learn to identify sounds in words, to associate sounds with letters, and to type sounds together to make words and stories. As children progress through the different games, their fingers learn to find the letters automatically.

### Motor-memory

Young children learning to write often have difficulty remembering which letter makes a particular sound, what it looks like, and how to draw it. With *Read, Write & Type!*, “motor memory” tells them which

finger to press, and the computer takes care of the difficult work of printing and spacing the letters. Early success with the mechanics lets enthusiastic young writers immediately feel the pride and self-esteem that come from putting their own ideas on paper.

### Guided Sequence

The program's colorful Storyteller characters and Helping Hands guide children through 40 speech sounds (phonemes), adding each new sound to the previous ones in a systematic sequence. The sequence is carefully designed to start with the left hand, to use key letters (in the middle row of letters) first, to use the easiest fingerstrokes first, and to introduce the letters in a sequence that will allow players to type whole words and sentences as soon as possible. The phoneme sequence and the progression of language concepts and typing skills are fully described in the *Scope and Sequence Chart* following this section.

### Concrete Ways to Learn Abstract Ideas

When children try to write at the computer, it can be very hard to remember where the letters are on the keyboard. To them, the keyboard is full of abstract symbols, senselessly organized. In *Read, Write & Type!*, two Keyboard Houses give children a vivid visual map of the keyboard. The animated Storytellers who live in the Keyboard Houses have names that start with the sound of the key where they live (like “Cass the Cat” and “Hug the Hamster”) and interact with each other in ways that help children remember the location of their “rooms.” At certain times, the keys “say” their sounds when they are typed.





## Immediate feedback

Children need immediate feedback and some help when they are learning something new. Two lively Helping Hands say the sounds and show players where to put their fingers on the keyboard to make each sound. And Vexor the Virus is always popping up to introduce new sounds and present players with interesting challenges and silly rhymes.

## Motivation

Mastering the skills of writing takes practice and repetition. To provide continuous motivation, a captivating story and a variety of entertaining graphics, animations, and sounds will surprise and delight youngsters as they proceed through *Read, Write & Type!* At each of the 10 levels, children add four new sounds (and the letters that stand for those sounds) to their typing repertoire and are rewarded at the Hall of Fame with a personal certificate for each completed level. Stickers and Easy-to-Read books add to the anticipation of completing the next level.

## Research-based Instruction

Research shows that beginning readers need systematic phonics instruction letter-by-letter, as well as frequent contact with interesting whole words and stories. *Read, Write & Type!* offers a balance of both. To see research results with *Read, Write & Type!*, visit [www.readwritetype.com](http://www.readwritetype.com).



# Making Writing and Reading Easy

## The Reading-Writing Connection

The *Read, Write & Type! Learning System* teaches the basic mechanics necessary for writing, for putting speech on paper. Throughout the program, it provides a model for sentence structure, syntax, grammar, punctuation, capitalization, spelling, and word processing.

There are many reasons to write. Writing eases the route to reading, because it is simpler to read your own words than someone else's. When children write, they are thinking about whole words, sentences, or stories, but they must write them down one sound at a time. They are processing the "parts" and the "whole" simultaneously. Children can read without writing, but they can't write without reading.

Children learn best by putting their ideas about the world into their own words and by telling (or writing) someone about them. Getting feedback from an audience is a good way to learn whether or not their ideas make sense.

Writing makes ideas visible. Once their ideas are captured on screen or paper, children can read them over and over and think about them. They can show their ideas to others. As they revise their work, they become more confident about what they know, what they believe, and who they are.

## Reading and Writing in English

For those whose native language is not English, *Read, Write & Type!* offers a rich opportunity for developing English skills. Over the course of the program, players have the chance to hear, say, see, and type more than 1,200 English words. Sentences in the stories demonstrate syntax and grammar in English, with pictures and animations to help supply meaning. The program provides spoken help through the Helping Hands, whose synchronized lips help clarify the pronunciation of unfamiliar words. It is enjoyable for all ages.

Extensive Help and Instruction is also provided in Spanish. If players select Spanish Help at the beginning of the program, they can click on the Yellow Balloon whenever they need clarification or assistance in Spanish.

## Tips for Success for Young Writers

- Show children what *you* write – lists, journal entries, notes, poetry, letters.
- Write frequently to children – notes, rhyming messages, jokes, stories, favorite songs.
- Talk to them about the ideas they want to write, so that their thoughts are articulated as speech before they write.
- Don't push for "correctness" right away. Too much early emphasis on "proper" spelling may derail a child's enthusiasm for writing.
- Children will make a best guess at spelling while they are learning to associate letters with sounds. Let spelling come gradually, correcting one or two words at a time. They will see correctly spelled words in *Read, Write & Type!*, and they will also become more and more familiar with the appearance of correctly spelled words as they read good literature with you.

## Making Typing Easy

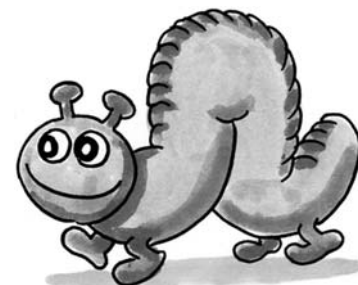
Keyboarding is more fun when it involves real words and stories rather than rote exercises or copying. *It is easier to teach first graders to type than fifth graders because there are no "hunt and peck" habits to overcome.* Typing, like handwriting, should be integrated with language arts, to make clear that it is a tool for putting speech on paper.

Research has shown that beginning typists learn to touch type faster if the keyboard letters are covered. You can cover the individual letters with colored dots, or you can cover the whole keyboard with a flexible plastic dustcover. But be sure that the D and K keys stand out from the rest in some obvious way so that the Power Up! keys are easy to find.

For first graders, the goal should be using the correct fingers, not speed. First graders are perfectly capable of reaching the keys and learning the correct fingering of the keyboard. The secret is teaching them to "anchor" just two fingers to the D and K keys.

## "Powering Up"

In this program, "anchoring" is called "**Powering Up**"– keeping the hands consistently in the same place on the keyboard. In *Read, Write & Type!*, children simply anchor their tall fingers on the D and K keys. It is easier for small hands to anchor one finger than it is to hold all four fingers in "home position." The Helping Hands will show players several times how to "**Power Up!**" but children may also need assistance from you to develop this important habit. Offer a lot of praise and encouragement for **Powering Up**.



Children can practice the **Power Up!** position using the paper keyboard provided on the center pages of this user's guide. Encourage them to say the sounds or the names of the Storytellers as their fingers tap the keys. Challenge them to try this with their eyes closed.

## Tips for Success for Young Typists

- If you know how to type, let children see how fast typing can be and that your fingers can find the right keys without your looking. Show them that you don't peek at the keyboard.
- Stay nearby while children are doing the first 8-10 letters. Gently encourage the use of the correct fingers.
- If good finger habits are established early, children begin to see that using the same finger consistently is faster and more efficient.
- Ask children to say words aloud as they do the activities in this program. The mouth will remind the fingers what to do. You can help by touching the correct fingers occasionally and saying the sounds aloud together.
- Children will learn faster if you encourage short, frequent play with one or two new letters, rather than longer sessions with three or four.

## 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
<b>Don’t use the <i>Spaceship Challenge</i> CD until 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).						
<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

## Scope and Sequence

Level/ Lesson	Letter and Storyteller	Sound Positions	Program Features (first occurrence)	Typing Basics (first occurrence)	Language Concepts	Student Activities
<b>After Lesson 8, go to <i>Spaceship Challenge, Level 2. Read Books 1-2, Sass Has a Fit and 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 Hug 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 Lesson 12, go to <i>Spaceship Challenge, Level 3. Read Books 3, Rat-a-Tat-Tat and 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



## Scope and Sequence

Level/Lesson	Letter and Storyteller	Sound Positions	Program Features (first occurrence)	Typing Basics (first occurrence)	Language Concepts	Student Activities
<b>After Lesson 16, go to <i>Spaceship Challenge, Level 4. Read Books 4, Rick the Rat and 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						
Lesson 18	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 19	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 20	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
<b>After Lesson 20, go to <i>Spaceship Challenge, Level 5. Read Books 5, Fantastic Fish and 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						
Lesson 22	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 23	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 24	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

## Scope and Sequence

Level/ Lesson	Letter and Storyteller	Sound Positions	Concepts/ Activities
<b>After Lesson 24, go to <i>Spaceship Challenge, Level 6.</i> Read Books 6, <i>Hippos</i> and <i>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>moth- er</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 Lesson 28, go to <i>Spaceship Level 7.</i> Read Books 7, <i>A Hen Date</i> and <i>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 Lesson 32, go to <i>Spaceship Level 8.</i> Read Books 8, <i>Pancakes in the Mud</i> and <i>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 Lesson 36, go to <i>Spaceship Level 9.</i> Read Books 9, <i>Gus and the Band</i> and <i>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 Lesson 40, go to <i>Spaceship Level 10</i> Read Books 10, <i>Jack Tricks a Bat</i> and <i>The Ice Thing</i>  <b>Congratulations! Now replay without look- ing at your hands! And have fun writing!</b></b>			

# Educational Focus

The materials in the *Read, Write & Type! Learning System* are described in the Program Guide at the end of this 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 CD and the 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.readwritetype.com](http://www.readwritetype.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

The *Read, Write & Type! Learning System* 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.

# Working with Students

## Testing for Ability Level

Children who are just learning about sounds and letters will benefit from extra help. If you don't know whether or not a child will need the extra activities, put in the *Spaceship Challenge* CD and sign in as a GUEST. Have the child play Level 2. In the first game, see if the child has difficulty naming the picture or telling you the beginning sound (picture in the left monitor), middle sound (picture in the middle monitor), or the ending sound (right monitor). If children can say the sounds and know the letters that stand for the sounds, and can find the right key on the keyboard, they probably won't need extensive supervision with *Read, Write & Type!*

On the other hand, if they have difficulty with any of the games at this level, they would probably benefit more from the program if you help them by carrying out at least some of the WARM-UPS and tips on the Activity Book lesson pages.

## Warm-Up Activities

Procedures for classrooms and labs have been explored over the last ten years. The system that seems to work most efficiently, especially for



first graders, is to do WARM-UPS using the Practice Keyboards with the entire class at their tables, or on the floor, BEFORE THEY START at the computers.

Each Lesson Plan contains WARM-UP suggestions for WORKING WITH PICTURES (identifying beginning, middle or ending sounds). THINKING ABOUT WORDS, (thinking

about sounds in words), and RHYMING (onset-rime activities using all 37 primary rimes in English).

In addition, each lesson plan includes a section called WORDS FOR WRITING (regularly-spelled words using only the letters learned in previous lessons that children

should be able to sound-out and type), and a DICTATION section (a selection of three or four short, easy words from the words-for-writing list to dictate for practice with the paper keyboards).

New games and skills are introduced throughout the 40 lessons. It helps young children to have advance preparation in Warm-Ups for such surprises as learning to use the SHIFT key or learning to start sentences with capital letters.



## **The Read, Write & Type! Lessons**

The *Read, Write & Type!* program is designed to move children automatically from lesson to lesson and to provide extensive assistance and feedback. Once the routines are learned in the first lesson, most children enjoy using it independently and rarely get stuck. (Kindergarten and first grade students will always need more help than second graders). However, the program works most effectively when children use the right fingers and say the words aloud as they type them.

Teachers, aides, parent volunteers, and older students can all help them do this without much training. The ideal ratio is one helper with five-ten students.

## **The Spaceship Assessment and Progress Reports**

The *Spaceship Challenge* disk, which is used between each level of *Read, Write & Type!* (after the second level), provides assessment activities in phoneme awareness and phonics, reading comprehension, and spelling. A default passing criterion is set at 70%. (The *Spaceship Editor* provides a way to change the criterion level.) For children who do not pass, prescriptive activities are recommended based on performance. Children can go back to *Read, Write & Type!* and practice or try the assessment games again.



## **Schedule:**

Since children are learning to type, they need frequent practice, just like learning to play the piano. For maximum benefit, children should have access to the same computer three times a week for 30-60 minutes. It takes about 50-60 hours for a first grade class to get through the 40 lessons. The ideal time is between November and June of first grade.

The time required will vary depending on whether students are at-risk, or learning English. It will also depend on how many of the optional activities the teacher chooses to do. After students pass lesson 20, it is helpful to spend time with the E-Mail Tower word processor, or any word processor, writing creatively, making lists, doing dictations, writing stories, etc. These activities take extra time.

The logistics of getting three sessions a week sometimes require negotiations for time with a limited number of computers. If first graders are given more time, and learn to type, they will use time on computers more efficiently in every subsequent grade. Many schools have found that early-bird or after-school sessions are valuable to provide enrichment or intervention for children who need extra help.



# Working with Different Ages and Abilities

## For Five Year Olds

Most five-year-olds are just beginning to learn letter names and letter sounds. They may be learning to listen for the first sounds in words and to identify the letters that make those sounds. They may be starting to write words that they say. However, many kindergarten children may not be ready to use the right fingers to type, or proceed through the sequence of *Read, Write & Type!*. They might very easily play through the first four lessons, but then it might become difficult. At five, they may need a little more time to develop dexterity in their fingers and play with letters and sounds first. For TIPS, see the Activity Pages for Lessons 1-8.

There are excellent and engaging ways that kindergarten students can use *Read, Write & Type!* to learn letter-sound relationships, and become familiar with the keyboard without playing through the sequence or worrying about using the right fingers.

**Playing Sound Games:** After starting *Read, Write & Type!*, SELECT the “DEMO MODE” rather than “PLAY INTRODUCTION.” Play the MOVIE THEATER for Beginning Sounds, the VIDEO STORE for Middle Sounds or the FAIR BOOTH for Ending Sounds. Start with the Movie Theater, because it’s easiest to hear the sounds at the beginning of words. Name the pictures aloud together and talk about the beginning sounds. You can choose any sound on the keyboard or on the special menu that appears above the keyboard. Red balloons indicate the “name sound” or “long sound” of the vowel.

**Playing with the Keyboard:** At the Main Screen, when you click on a letter on the keyboard, you will hear the letter name. If you press the key, you will hear the letter sound. Children can have great fun learning the sounds that go with each letter by pressing keys.

## For Children Learning to Read and Write, or Children Struggling with Reading

If you are teaching a child who is just learning to read and write, use the *Read, Write & Type!* sequence. Start with the Introduction and then play through each lesson. After Level 2, use the Spaceship CD between each *Read, Write & Type!* Level. Read the TIPS part of each page in the Activity Book and do as many of the suggested activities as you can. Do a WARM-UP before each lesson. The more WARM-UPS you do, the better the child will learn.

Don’t assume children are good readers if they can read a few words by sight. Try the Nonsense Word Game on page 5 to see whether or not they can sound out new words. If they make errors or are not fluent, make sure they go through *Read, Write & Type!* and *Spaceship Challenge* systematically, and get your support with WARM-UPS.

## For Students Who Can Read, But Need More Writing and Typing

Teen-agers and even adults have played *Read, Write & Type!* to learn to type by touch. Cover the keyboard. Type without looking at the keyboard. Play the *Read, Write & Type!* Introduction, then play through all 40 lessons. Start using the E-Mail Tower at Lesson 12 and the Power Fountain at Lesson 16. There are three difficulty levels at the Power Fountain. You can choose a more difficult level by selecting SETTINGS at the POP screen (click on STOP). Concentrate on ACCURACY, rather than SPEED, until the fingers know where to go. The goal is to type any word by sounding it out and typing it by feel.

## For Spanish-Speaking Students Learning to Read and Write in English

Extensive help and instruction is available in Spanish. Select ESL HELP at the first *Read, Write & Type!* Dialog Box and scroll to Spanish. Then click on the Yellow Balloon whenever you want help.

## After Level 10

### After Level 10

*Read, Write & Type!* is such a rich program that there is always something to do, even after completing Level 10.

**Replay:** All the way through the program, the player can replay any activity by clicking on a game location at the main screen. Usually, the first time through, children use their eyes to find the keys. Even though they use the correct fingers, the fingers are not always finding the keys by feel. Now is the time to put that keyboard cover on and replay without looking at the keyboard!

**Setting Difficulty Level:** There are three levels of difficulty in the Power Fountain games to develop speed and accuracy in typing. Set the difficulty level by going to Settings at the POP screen. (That's the screen that appears after you click the STOP sign). It's also possible to set the E-mail messages at a more advanced reading level.



**Writing:** After completing Read, Write & Type!, students should write, write and write, always getting feedback from an interested audience. Once they have mastered the basic mechanics, there are more advanced tasks to learn as they develop their writing skills through the primary grades.

The essence of good writing is editing and revising. That's the fun of writing! There are many opportunities for mini-lessons as students correct their errors and revise. They can continue to learn more advanced spelling and grammar rules. They can learn to use a spell-checker and grammar-checker. They can learn to think about meaning, and reorganize or re-word for clarity. They can expand the variety and complexity of writing with other genres – poetry, reports, essays, creative stories.

Good writing skills will serve a student for a lifetime. Jonathan, (below), is on his way, with admirable exuberance, courage and self-esteem – qualities to nurture in all children!

### I Made a Ovrhedpjektr

**Me and my sistr made a ovrhedpjektr. I made it with a big box, and a litl box, and a mere, and a magnafire and a flashlite.**

**When the flashlite shines thruwe the magnafire and then it shines on the mere and it bountsis off the mere and it shines on the wall.**

**And we made a play.     *Jonathan, 1st Grade***



## Helpful References & Resources

- Adams, Marilyn Jager. *Beginning to Read: Thinking and Learning About Print*. MIT Press, 1990.
- Bissex, Glenda. *Gnys at Wrk: A Child Learns to Write and Read*,: Harvard UP, 1980.
- Blachman, Benita. *Foundations of Reading Acquisition and Dyslexia*, Lawrence Erlbaum Associates, 1997.
- Calkins, Lucy McCormick. *Lessons From a Child*,: Heinemann, 1983.
- Calkins, Lucy McCormick. *The Art of Teaching Writing*,: Heinemann, 1986.
- Chomsky, Carol. *Write First, Read Later*. Childhood Education 47 (1971: 296-99).
- Gardner, Howard. *Multiple Intelligences: The Theory in Practice*.: Basic Books, 1993.
- Graves, Donald. *A Fresh Look at Writing*. Exeter, N.H.: Heinemann, 1994.
- Graves, Donald. *Writing: Teachers and Children at Work*. Exeter, N.H.: Heinemann, 1983.
- Hall, Susan L. and Moats, Louisa C., Ed.D. *Straight Talk about Reading*. Contemporary Books, 1999.
- Honig, Bill. *How Should We Teach Our Children to Read?* Far West Laboratory, San Francisco, CA, 1995.
- Olson, C.B. *Practical Ideas for Teaching Writing as a Process*, California State Dept. of Education, 1987.
- Pressley, M. & Woloshyn, V.. *Cognitive Strategy Instruction That Really Improves Children's Academic Performance*. Brookline Books, 1995.
- Rico, Gabrielle. *Writing the Natural Way*, Tarcher, 1983.
- Snow, Catherine E. et al., eds. *Preventing Reading Difficulties in Young Children*. National Academy Press, 1998.
- Spalding, Ramalda Bishop. *The Writing Road to Reading*. New York: William Morrow, 1986.
- Zinsser, William. *Writing to Learn*. Harper & Row, 1988.

# **Read, Write & Type!™ Learning System**

## *PROGRAM GUIDE*

### **Overview**

**Introducing *Read, Write & Type! Version 3* (with Spanish Help), the new *Spaceship Challenge* Assessment CD ROM, plus a treasure-chest of learning materials – to help children learn phonics, reading, writing, spelling, and keyboarding.**

This new research-based learning system is built on this simple but innovative idea: *if children can associate each speech sound with a finger stroke on the keyboard, they can write whatever they can say.* Spelling-out words in this way develops fluent phonics skills and is a powerful route to reading. Children are introduced, in a 40-lesson sequential adventure, to the 40 speech sounds in English. They learn to associate each phoneme with a letter (or combination of letters) and a fingerstroke on the keyboard. They use their eyes, ears, mouth, and fingers to sound-out and spell a multitude of words, sentences, and stories. Immersed in the meaning of the words, they read without effort as they write.

Periodically, they play a different set of games that assess their progress in phonics, reading comprehension, and spelling. Based on scores, the program makes recommendations to proceed or to practice specific activities. Additional materials provide Easy-to-Read books and day-to-day tips. Extensive help and instructions are available in Spanish.

This Program Guide has two purposes. The first is to give you instructions and assistance in installing and using the programs on each of the two CDs included in the Learning System: the *Read, Write & Type!* CD and the *Spaceship Challenge* CD.

The second purpose of the Program Guide is to give a brief description of all the materials in the *Read, Write & Type! Learning System*. We explain some of the conventions created to make the materials easy for children to understand and use, and give important tips where we think they will be helpful.

*The Read, Write & Type! Learning System has been developed, in part, through a grant from the  
National Institute of Child Health and Human Development.*



Talking Fingers, Inc. - One St. Vincent Drive, San Rafael, CA 94903 - Tel: (888) 839-8939 - Fax: (415) 472-3106 - [www.talkingfingers.com](http://www.talkingfingers.com)

# *Read, Write & Type! Learning System includes...*

## *Read, Write & Type!™ CD*

Each of 40 lessons (with new SPANISH HELP) includes:

- **Sound Games** (Phonemic Awareness & Phonics)
- **Typing Challenges** (Blending)
- **Story Ideas** (Whole Words)
- **Stories** (Sentences & Punctuation)

Optional activities include:

- **E-Mail Tower** (Word Processor & Simulated E-mail )
- **Power Fountain** (Typing Speed & Accuracy )
- **Bonus Blimp** (Extra Practice based on performance)
- **Hall of Fame** (Certificates for completion of each level)



## *Spaceship Challenge Assessment CD*

*Companion Assessment CD*

*to be used with the Read, Write & Type! CD*

Each of 9 levels of assessment and practice (also with SPANISH HELP) includes:

- **Sound Games** (Phonemic Awareness & Phonics)
- **Reading Games** (Reading Comprehension)
- **Spelling Games** (Spelling Regular Words)
- **Progress Reports** (Individual and class reports displaying scores from both CDs)
- **Recommendations for Bonus Blimp practice** (Based on performance)

## **PLUS:**

- **Reading Booklets** (18 level-appropriate books)
- **Activity Book** (40 day-to-day lessons, tips, warm-ups)
- **Wall Poster** (24" x 30" full-color poster with protective coating)

- **Embossed Practice Keyboard** (For warm-ups and dictation)
- **Keyboard Cover** (Opaque cover obscures letter keys)
- **Colorful Reward Stickers** (*Read, Write & Type!* Storytellers)

# Getting Started with Macintosh

## **READ, WRITE & TYPE! CD (Sign-in & play this first!)**

### **SETTING UP AND STARTING THE PROGRAM**

*Read, Write & Type!* runs from your CD-ROM drive. However, a program file and your saved games will be stored on your hard drive.

#### **To set up the program:**

- Insert the *Read, Write & Type!* CD into your CD-ROM drive.
- Double-click on the Installer icon in the open window called *Read, Write & Type! CD*. The *Read, Write & Type! CD* installer icon appears. Double-click on the icon to begin.
- Make sure the drive selected is the one you want to use for the installation. Click on Install. The installer will install *Sound Manager 3.1* and *QuickTime®* if you do not already have them installed. (*Read, Write & Type!* CD requires Sound Manager 3.0 or higher to run). Follow the instructions on the screen to complete the installation.
- If the installer has updated or added *Quicktime* or *Sound Manager* to your System, you will need to restart your machine after installation is complete.

#### **To start the program:**

- Make sure the *Read, Write & Type!* CD is in the CD-ROM drive.
- Double-click on the *Read, Write & Type!* program icon in the folder called *Read, Write & Type!* on your hard drive.

## **SPACESHIP CHALLENGE CD (Play after RWT Level 2)**

### **SETTING UP AND STARTING THE PROGRAM**

Three programs, *Spaceship Challenge™*, *Spaceship Editor*, and *Progress Reports*, all run from your CD-ROM drive. The first time you run the *Spaceship Challenge* or *Spaceship Editor*, it will create a small file in your system folder for the player scores.

#### **To start the programs:**

- Make sure the *Spaceship Challenge* CD is in the CD-ROM drive.
- Double click on the *Spaceship Challenge CD* icon. A window will open with folders for each of the three programs. Open the folder and double-click on any of the programs. Select *Spaceship Challenge*, to play the game.

#### **NOTES:**

*If you have started Spaceship Challenge before Read, Write & Type!, or if you are playing Spaceship Challenge without Read, Write & Type!, please see page 10.*

#### **HARDWARE REQUIREMENTS for both cds:**

- Macintosh computer 68040/33 MHz or better
- Hard disk with 2 MB free disk space
- 8 MB available memory (RAM)
- Double-speed or higher CD-ROM drive
- 13" or larger 256-color monitor
- System 7.5 or higher
- Mouse      • Optional: Macintosh-compatible printer

#### **Tips for Running Both Programs:**

- Both programs are designed to be played in 640 x 480 display mode. For optimal performance, make sure this setting is selected.
- Programs must be run in 256-color mode.
- For best performance, do not run other programs, especially ones which use sound, while running *Read, Write & Type!* and *Spaceship Challenge*.
- Do not run screen savers while running *Spaceship Challenge*

# Getting Started with Windows 95 and 98

## **READ, WRITE & TYPE! CD (Play this first!)**

### *SETTING UP AND STARTING THE PROGRAM*

*Read, Write & Type!* CD runs from your CD-ROM drive. However, a program file and your saved games will be stored on your hard drive.

#### **To set up the program:**

- Insert the *Read, Write & Type!* CD into your CD-ROM drive.
- Follow the instructions on the screen to complete the set-up process.

#### **To start the program:**

- Make sure the *Read, Write & Type!* CD is in the CD-ROM drive.
- Click on the *Start* button. From the Start menu, choose *Programs*. Next, choose *The Learning Company*. Then choose *Read, Write & Type!* from the list.

## **HARDWARE REQUIREMENTS FOR BOTH PROGRAMS:**

*Runs on: IBM® PC and compatibles, 486 or better, Windows 95 or 98, with:*

- 16 MB available RAM memory
- Double-speed or higher CD-ROM drive
- Windows-compatible Mouse
- Hard disk with 2 MB free disk space
- Windows 95/98 compatible printer driver (printer is optional)
- Windows-compatible sound card

## **SPACESHIP CHALLENGE CD (Play this after RWT Level 2)**

### *SETTING UP AND STARTING THE PROGRAM*

*Spaceship Challenge* runs from your CD-ROM drive. However, a program file of your scores will be stored on your hard disk.

#### **To set up the program:**

- Insert the *Spaceship Challenge* CD into your CD-ROM drive.
- Follow the instructions on the screen to complete the set-up process.
- The installer may add or update a file to your system folder.

#### **To start the program:**

- Make sure the *Spaceship Challenge* CD is in the CD-ROM drive.
- Click on the *Start* button. From the Start menu, choose *Programs*. Next, choose *Spaceship Challenge* from the list. Then you can run either *Spaceship Challenge*, *Spaceship Editor* or *Progress Reports*.

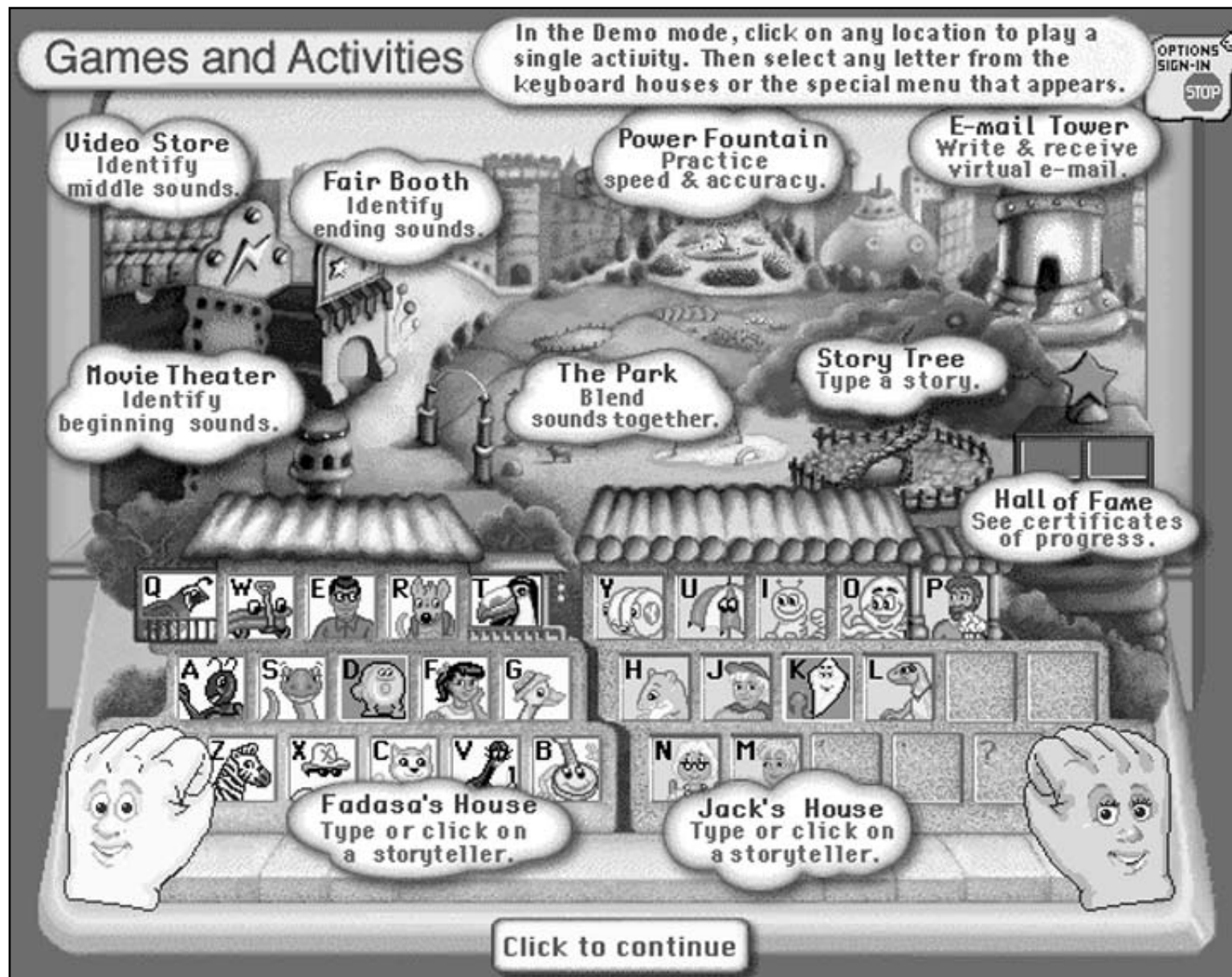
## **NOTES:**

*If you have started Spaceship Challenge before Read, Write & Type!, or if you are playing Spaceship Challenge without Read, Write & Type!, please see page 10.*

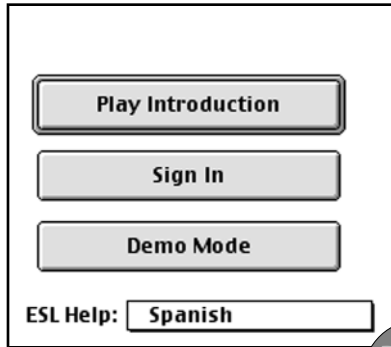
### **Tips for Running Both Programs:**

- These programs are designed to be played in 640 x 480 display mode. For optimal performance, make sure this setting is selected.
- Both CDs run in 256-color mode. Be sure the 256-color driver provided with Windows or by the manufacturer of your SVGA video card is installed.
- Make sure you have installed the sound card drivers provided by the manufacturer of your sound card.
- For best performance, do not run other programs, especially ones which use sound, while running *Read, Write & Type!*
- Do not run screensavers while running *Read, Write & Type!* or *Spaceship Challenge*.

# Visual Map of Read, Write & Type!



# Read, Write & Type! – Opening Choices



Click on ESL button and scroll down to “Spanish” to activate the “yellow balloon.” Within the games, click on the yellow balloon for help.

To jump a player ahead to a higher level press CTRL-NEW PLAYER (Windows) or COMMAND-NEW PLAYER (Macintosh) at the Sign-In screen.

**ESL HELP:** If you want to access HELP IN SPANISH, **do this first!** Before selecting “Play Introduction,” “Sign In” or “Demo Mode,” **select the “ESL Help” button and scroll to Spanish.** In each lesson, assistance with new activities is provided in Spanish as well as English. To access Spanish Help as you play, click on the Yellow Balloon.

**DEMO MODE:** **This is the only way to preview individual activities at any level.** Select DEMO MODE from the first dialog box. (Type TEACHER for the password). Look at your choices on the Home Screens (see “Map” previous page). Then click on any location on the main screen and play. If you click on Vexor, you play all the activities for the letter P (Lesson 23).

**PLAY INTRODUCTION:** The introduction sets the scene, and launches you into the sequence. **You can bypass it at any time by pressing the spacebar and going directly to “Sign-In.”** Vexor the villain “can’t stand stories,” so he arrives in his spaceship to upset the fantastic world of the Storytellers inside your computer. The Storytellers, who live peacefully in their Keyboard Houses, need your help to rescue the letters he steals and to help them keep their stories safe by writing them down at the Story Tree. Lefty LaDee and Rightway McKay, the talkative Helping Hands, will show you what to do and help your fingers find the right keys.

**SIGN-IN:** New players should play the introduction to understand the storyline. If you want to skip the introduction, select Sign-In. At the Sign-In screen, type in your name and click on PLAY to start. After you have signed-in once, your name will always appear. Select it and click on PLAY to continue in the sequence. To delete names from the Sign-In Screen, press CTRL-R (Windows), or COMMAND-R (Macintosh).

# Read, Write & Type! - Activities

## ACTIVITY

### Home Screen – Meet the Storytellers

At the Home City screen, Vexor introduces the phonemes one at a time and associates each sound with a keystroke. The Helping Hands show the correct finger, the placement, and the Storyteller who lives in that room (key). The Storytellers give each key a memorable identity, helping children to remember where each letter is located.

The speech sounds are introduced in a carefully designed sequence to allow children to progress quickly from typing single letters to constructing whole words, phrases, sentences, and stories.

## TO PREVIEW (Select “Demo Mode”)



Click on any of the Storytellers to see what happens.

Click on a location to choose an activity and then select any letter on the keyboard or menu above keyboard to play.

Click on Vexor to play a whole lesson. In the DEMO the sound is “P.” Type the letter P when Vexor asks you to.



## ACTIVITY

### Theater, Video Store, Fair Booth – *Build Phonics Skills*

In the Downtown Sounds activities, the player names pictures and identifies the beginning, middle, or ending sounds of the words. Depending on the sound, children will be directed to the Theater to work on the beginning sounds, the Video Store for middle sounds, or the Fair Booth for ending sounds.

### Park – *Blend Sounds Together*

At the Typing Park, children will learn to blend the sounds together to construct syllables, words, and phrases. In this program, rather than copying words (the usual approach of most typing programs), children are learning to transform their own speech into text. Once they help the Storyteller reach the Typing Park, they are on their way to the Story Tree. Capital letters are automatically provided in the Typing Park.

### Story Tree – *Build Words*

Under the Story Tree, the Storytellers think of several Story Ideas before coming up with the idea they will use in their story. The child's job is to help them write down the word for each idea.

### Story Tree – *Write Simple Stories*

Once a child has written the Story Ideas, the Storytellers can tell a Story and the child will need to help them write it down. The Story will include many words that use the Storyteller's letter. The words are regularly spelled and only use the letters that have been learned so far. By Level 8 (Lesson 32), students will have also learned to type capitals, periods, and question marks.

## TO PREVIEW

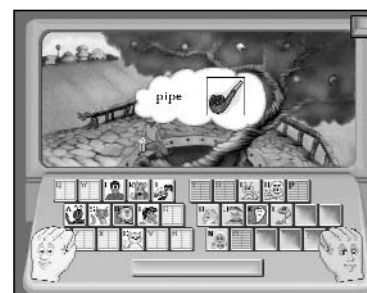


Type "P" for the picture that has the "P" sound at the beginning, and press spacebar for pictures that don't.

When you are returned to Home Screen put "P" back into the right room. by clicking on the P window.



Type "periscope" 3 times, with a space between, to reach the other side of the park.

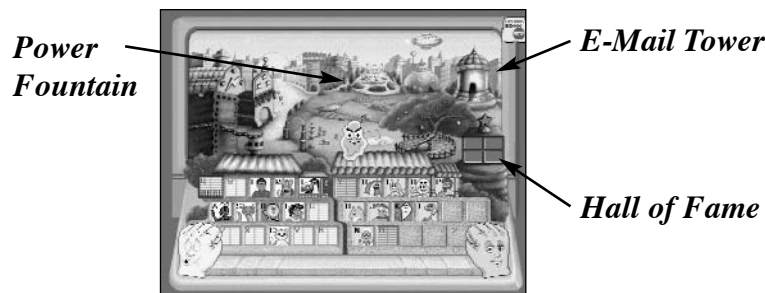


Type the words for the pictures you see. If you don't know what the picture is, click on it with the mouse.



Type the story you hear, line by line. When you finish the story, click on the computer in the upper right-hand corner to return to Home City.

# Read, Write & Type! - Optional Activities



## ACTIVITY

### **Power Fountain** – *Build Speed and Accuracy*

At the Power Fountain, children can build speed and accuracy by practicing their typing skills. Three difficulty levels offer more than 500 words and phrases for children to practice. Students can choose any letter previously played, but level-appropriate letters are suggested. The faster they type, the wetter Vexor gets! Scores for the suggested level-appropriate games are recorded on Certificates in the Hall of Fame.

### **Hall of Fame** – *Earn Certificate for Achievements*

At the end of each of the 10 levels, the player receives a certificate which can be printed out in either color or black and white. The certificate shows any Bonus Points won from the Bonus Blimp and typing scores from the Power Fountain. The certificates provide tangible, motivating rewards to encourage children to continue through the adventure.

### **E-Mail Tower** – *Express Original Ideas, Send “E-Mails”*

The simple word processor allows children to express their own ideas using their new-found writing and typing skills. Once children write an idea and send it through the E-Mail system, they will receive a letter in return, collected from actual children around the world. The E-Mail Tower has 84 stories available in three levels of difficulty. (Set difficulty level at the POP screen after clicking on STOP).

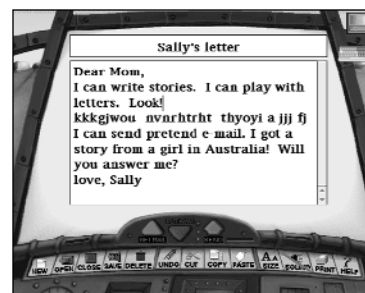
## TO PREVIEW



Click on the Power Fountain and select a letter or letter combination. Practice typing the challenge Vexor gives you. Then click the timer and type!



Previously earned certificates are indicated by Level number and a blue ribbon. Click on the numbers to see completed certificates.



A self-running tutorial will walk you through the word processor and e-mail process the first time you go to the E-Mail Tower. If you would like to skip the tutorial, click on the lips that appear under the computer when the tutorial begins.

# An Introduction to Spaceship Challenge Assessment Program

The *Spaceship Challenge* Assessment Program is designed to provide periodic assessments in between levels of *Read, Write & Type!* in order to determine whether a child is ready to proceed to the next level, or perhaps would benefit from more practice at a particular activity before proceeding.

Use *Spaceship Challenge* first after Level 2 of *Read, Write & Type!* and thereafter between each level. There are nine sets of three level-appropriate games: Phonics, Reading Comprehension, and Spelling. In each game, the first answer is scored. (Children are given a scaffolded series of help messages until they get the right answer, so these games are instructional as well as evaluative. For example, in Spelling, after the second try, the word is sounded-out for the child, phoneme by phoneme. After the third try, the child is told what sounds to type while the hands show what to type). An overall average score is computed for the three games and reported at completion.

If the score is above the criterion set (see *Spaceship Editor* for instructions about setting criterion), the player proceeds to the next level of *Read, Write & Type!* If the score is below the criterion set, the program will recommend some Bonus Blimp Activities.

Since the Bonus Blimp in *Read, Write & Type!* is keeping track of performance, children can return to the *Read, Write & Type!* disk, click on the Bonus Blimp, and it will take them automatically to activities they need to practice.

If they think they are ready to try the same *Spaceship* Level again, they can do that at any time. When they pass criterion they can proceed to the next *Read, Write & Type!* level. If the criterion is set too high, it can be changed at the *Spaceship Editor*.

## **Case #1: You have *Read, Write & Type!* AND *Spaceship Challenge*. (RECOMMENDED)**

Players names for BOTH the CDs are added or removed at the Sign-In screen in *Read, Write & Type!* If you have signed in and played *Read, Write & Type!*, your name will automatically appear on *Spaceship Challenge*.

Players must finish Level 2 in *Read, Write & Type!* before they can play *Spaceship Challenge*. As parent or teacher, you will need to suggest switching CDs after Level 2, and if necessary, assist players in getting started on *Spaceship Challenge*.

You can use *Spaceship Editor* to change the passing criterion for any player. (Default is 70%)

You can set the starting level for *Spaceship Challenge* higher than 2 if the player has already progressed to a higher level in *Read, Write & Type!*

## **Case #2: You install *Read, Write & Type!* after you've used SC. (NOT RECOMMENDED)**

If you install *Read, Write & Type!* at a later time, after you've used *Spaceship Challenge*, the *Spaceship* program will ask you whether you want to replace your player list with the list of players from *Read, Write & Type!* If you say "yes," your current list of players will be removed, along with all of their scores. You may want to first use the Progress Reports program to print out a record of their scores.

## **Case #3: You only have *Spaceship Challenge* (NOT RECOMMENDED)**

If you don't have *Read, Write & Type!* on your hard drive, you can still play the assessment activities in *Spaceship Challenge*. When you open the program, *Spaceship Challenge* will show only the name "Guest." To add or delete other names, use the *Spaceship Editor* program.

# Spaceship Challenge Activities

- Choose CITY to see the introduction.
- Choose SPACESHIP to play the games.
- Click SPANISH HELP IS OFF, button for help in Spanish. It will toggle to ON. and activate the Yellow Balloon.



To preview the *Spaceship Challenge Games*, sign in as GUEST and then select the level you want to play.

*(GUEST can also be used for pre-assessment, to determine how easily children might progress through the program.)*



Choose “Next Level” to play all 3 activities in order.

Choose “Replay” to play a single activity. Click on Sound Games (top), Reading Comprehension (middle), or Spelling (bottom).

## ACTIVITY

### Assess Sound (Phoneme) Awareness and Phonics

In Vexor’s Spaceship the first game is the Sound Game. The picture will appear at the left (for Beginning Sound), middle (for Middle Sound), or right (for Ending Sound). The sound may be any of the sounds the player has learned previously in *Read, Write & Type!* Say the name of the picture and type the correct letter. Press RETURN or ENTER when finished. The first answer will be scored, but if it is incorrect, there will be help getting the right answer. The game is to beat Vexor!

### Assess Reading Comprehension

In the Reading Game, the player reads the word or sentence at the top, then clicks on the picture below that matches. Or, if there is a picture at the top, reads the words or sentences below and clicks on the one that matches. The first answer will be scored, but children can try again until they get it right. If everything is correct, Vexor will be very upset!

### Assess Spelling

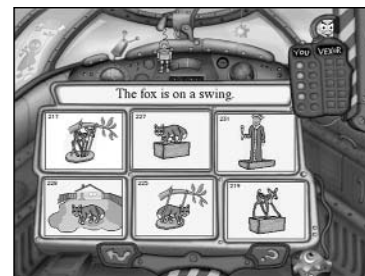
In the Spelling Game, children look at the picture and listen to the word. Then they sound it out, type it, and press RETURN or ENTER. If they miss a letter, the screen will show them which one is incorrect and will give helpful hints about how to get it right.

## TO PREVIEW



The middle monitor requires you to type the middle sound “AW.” Type “AW” and press RETURN or ENTER.

For HELP, click on the question mark at the right of the spacebar.



To QUIT, click on the arrow to the left of the spacebar.

Click on the picture that best describes the sentence at the top.



Sound-out and spell the word portrayed by the picture.

# Progress Reports

Open the *Progress Reports* folder. You can select a report for an individual or for everyone listed on the Sign-In screen. You can select Reports for *Read, Write & Type!* or *Spaceship Challenge* activities. The reports display Levels Completed, Passing Criterion, and scores from activities. You can view these reports on screen, print them out, or export them to a file. The file can be opened from a word processor or spreadsheet application later for viewing or printing.

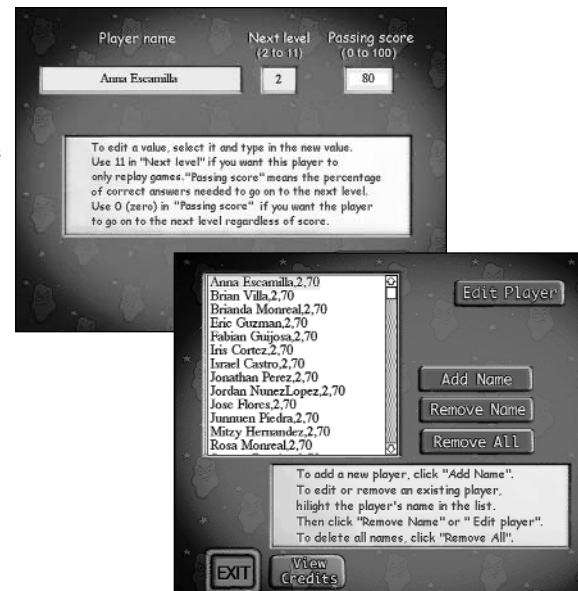
**IMPORTANT TIP:** Windows Users will need to have a printer driver installed to view reports on the computer monitor. Most computers have a printer driver. If you don't have one, you can save the file to a floppy disk and view or print the reports from a word processor or spreadsheet application on another computer.

Progress Reports							
Spaceship Challenge Report							
All Students Report - current level scores							
Name	Levels Completed	Passing Criterion %	Sound Game First Time Score %	Comp Game First Time Score %	Spell Game First Time Score %	Average First Time Score %	Average Repeat Game Score %
Anna	6	60	60	45	52	52	70
Brian Villa	6	80	40	60	60	60	65
Brinda Monreal	6	80	75	80	70	75	85
Eric Guzman	4	70	40	30	35	35	72
Fabian	7	60	50	60	65	65	90
Iris Cortez	4	70	70	40	75	75	65
Israel Castro	7	60	95	65	65	69	92
Jonathan Perez	6	60	100	90	95	95	99
Jordan Nunez	6	70	75	75	70	73	77
Jose Flores	6	80	65	60	65	60	74

# Spaceship Editor

The *Spaceship Editor* is used to change passing-level criteria (the default criterion is 70%). It can also be used to pre-set any child to play higher or lower level games. Select a name on the list, click the “edit” button, then change the numbers in the appropriate boxes.

If you are using *Spaceship Challenge* as a stand-alone program (we don't recommend this), you will use *Spaceship Editor* to add or remove names from the program. For teachers, this feature will also come in handy for removing all students' names and data at the end of the school year.



Choose *Spaceship Editor* from the program folder. To change the level of *Spaceship Challenge* that a student is playing or to change the passing criterion, highlight that child's name and select the “Edit Player” button. Follow the instructions given on the screen.

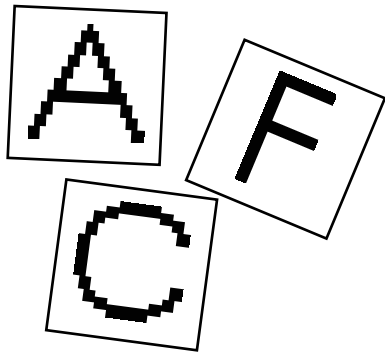
To add or remove names, follow directions on screen.

# Clip Art and Printable Materials

## Printable Materials Folder (has 5 folders inside it)

### 1. Alphabet Tiles

Print out the Alphabet Tiles on glossy paper and laminate them. Cut the paper into squares. Use the tiles one-on-one with children to spell out simple words or nonsense words. Children sometimes need to manipulate something concrete to see how sounds appear in different places in words.



### 2. Sound Game Pictures by Level

These are the pictures used in the Sound Games. They are laid out by level. Teachers sometimes make larger posters of these pages to use in class for developing phonemic awareness or English vocabulary. To make a poster, print out the page in color. Take it to the nearest Copy Shop and ask them to blow up each half of the page as large as you want. Tape the two halves together, trim the edges, then get the poster laminated.

### 3. Hall of Fame Certificates

Certificates have portraits of the four Storytellers and display Bonus Blimp points and Power Fountain points. You can print out the Certificate from the *Read, Write & Type!* Hall of Fame after each level is finished. For teachers, if there are too many students finishing at the same time, you can print black & white generic certificates from the Spaceship PRINTABLE MATERIALS ahead of time, copy them, and write in the students' names by hand when they finish. Since they are generic, they will not display

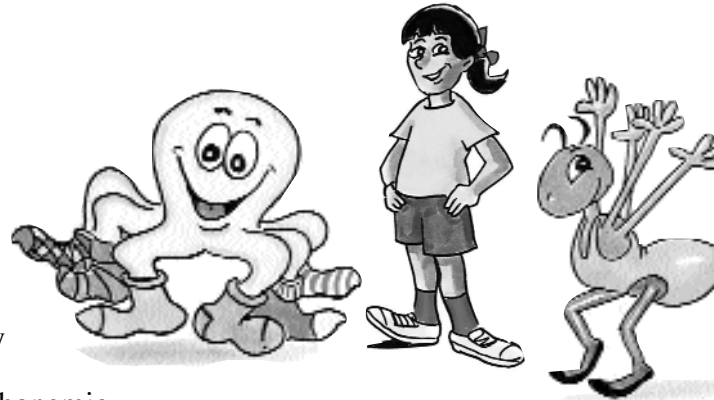
points.

### 4. Read, Write & Type! Storytellers by Level

It's fun to have large pictures of the Storytellers by level on a page. They look great, especially if you print in color on glossy paper. Use the whole page to introduce the Storytellers in a given level, or cut the Storytellers out of the page and use in other ways for decoration or illustration.

### 5. Read, Write & Type! Stories

You can print out all 40 of the *Read, Write & Type!* Stories in color or black and white. When children finish a lesson, they can



## Clip Art Folder

### Storytellers and *Read, Write & Type!* Pictures

Children can copy and paste these graphics into any word processor to illustrate stories or reports.

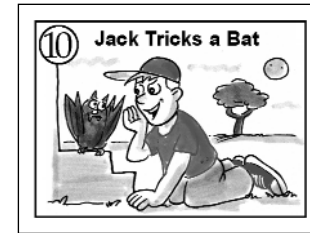
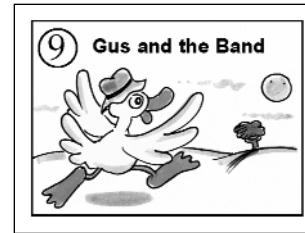
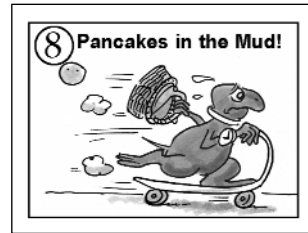
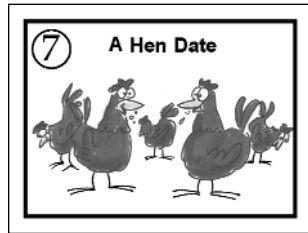
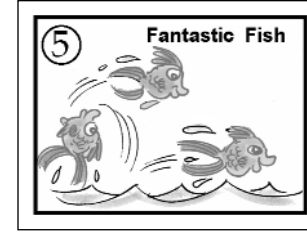
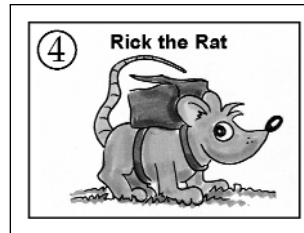
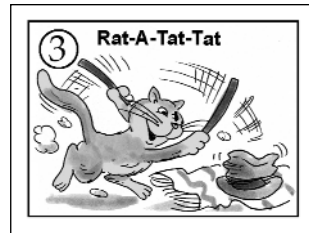
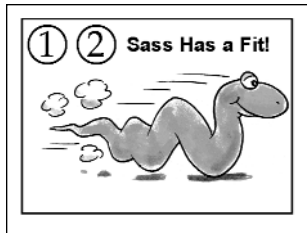
**IMPORTANT TIPS:** To print any of the files from the Printable Materials folder, you need to install *Adobe Acrobat Reader 3.0* (for older Macs) or *4.0* (for Power PC Macs). See READ ME on the disk.

**MAC USERS:** Double click on the *Acrobat Reader Installer* provided on the Spaceship CD and follow the instructions. Once installed, you can double click on any of the PDF files to open and print.

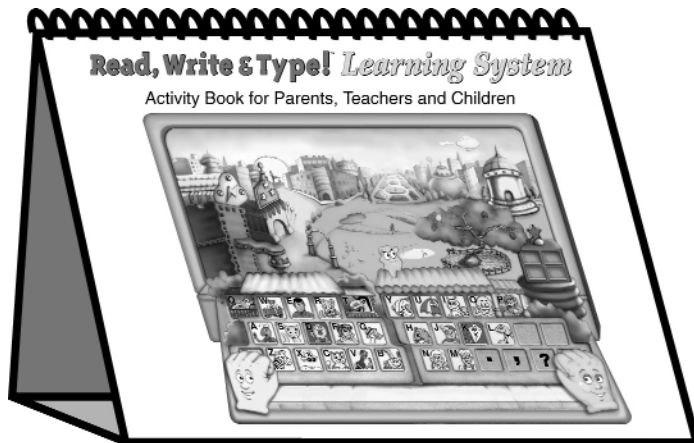
**WINDOWS USERS:** Windows users, go to *Start* and choose *Run*. Then locate the *Acrobat Reader* install file on the CD. Follow the steps to load the program. In order to access Clip Art and Printable Materials PDF files, use *Windows Explorer* to locate the files on the *Spaceship Challenge* CD-ROM.

# Reading Booklets

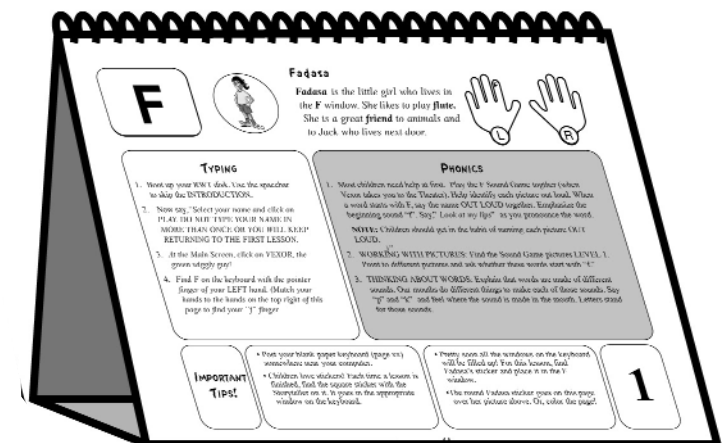
Two sets of nine delightful, easy-to-read books for extra reading, each one numbered to indicate the corresponding *Read, Write & Type!* level. The words in the stories are mostly regular (easy to sound-out). Occasional "outlaw words" (because they don't follow the rules) are included because they occur so frequently in everyday reading. They are identified in the lesson plans because children may need help with them.



# Activity Book

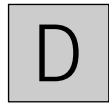
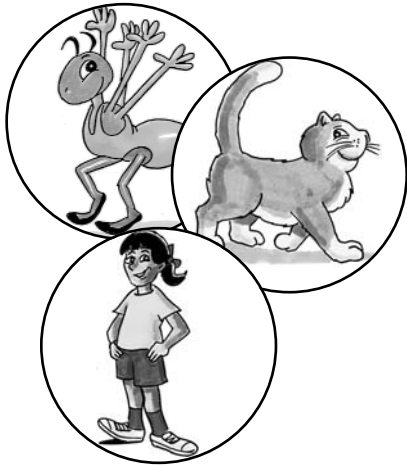


An easy-to-use flip-book that provides clear instructions for day-to-day use of *Read, Write & Type!* and *Spaceship Challenge*. There are lots of tips for games and activities to help children build skills with sounds, letters, and words.





# Supplementary Materials



## Stickers

The Storytellers are a concrete way for children to learn letter-sound associations and the location of letters on the keyboard. Storyteller stickers are an exciting reward and are another way to help children remember the names of each character. As children finish each lesson, they can stick the square stickers on the appropriate window of the blank keyboard (My Storytellers) in the back of the Activity Book. They can stick the round stickers on the lesson pages themselves, or use them for decoration as they would use any sticker.

## Keyboard Cover

Also provided in the *Read, Write & Type! Learning System*, is a flexible, black plastic keyboard cover. Children will learn to type by feel more rapidly if the keyboard is covered. (Slide the cover around the keys using a credit card to tuck it down the cracks). You may want to wait until after children have completed Level 2 to use the cover. Some six-year-olds may not be comfortable typing by feel. If so, just make sure they use the right fingers from the beginning, and save the cover for a review in second grade.

## Practice Keyboard

You can work with children very productively before they go to the computer. Follow the WARM-UPS in each of the 40 Lessons. Get children to POWER UP, anchoring their tall fingers to the embossed D and K keys. Ask them to sound-out the DICTATION words and chant them aloud together as they type them three times. Ten minutes of WARM-UPS with paper keyboards can save computer time and can be enormously helpful.



*Both the Practice Keyboard and the Poster show the Main Home Screen*

## Wall Poster

32" x 40" full-color poster of the Home Screen, printed on heavy stock, with protective coating. The poster brings the story of the Storytellers and their Houses to life and helps children remember the Storytellers' names and where they "live" on the keyboard.

# Storyteller Sketches, in order of appearance...

## Level 1



### Fadasa

The whole left-hand house is Fadasa's home. Fadasa's name comes from the sounds on the main floor of her house – the “home” keys. Fadasa is a lively girl who loves to play the **flute**. She is a great **friend** to animals and to Jack who lives next door.



### Ann

Ann, the **acrobatic ant**, is always trying new **antics**. Sometimes when she's practicing a new **act**, she falls and cries “**aaaa!**”



### Tut

Tut the **toucan** is a **trickster**. He's very conceited and thinks he's just **terrific**. Sometimes his **tricks** get him in **trouble**. He lives in a porch in Fadasa's house near his favorite **tree**.



### Cass

Cass the **cat** loves to eat **crackers** and **crab**. She does eat a bit too much! She lives downstairs in Fadasa's house where she can stay **cozy** and **comfortable**.

## Level 2



### Jack

Jack lives next door to Fadasa with Mom, Pop, and Nana in the right-hand house. He likes to **jump**, **juggle**, and write in his **journal**.



### Hug

Hug the **happy hamster** loves to be **hugged**. He is **happy** in his **hamster** ball, but he has the **habit** of riding a **hobby horse** on **holidays**.



### Issa

Issa the **inchworm** is very picky. She thinks lots of things are **icky**, and she's always saying “**iiii!**”



### Sass

Sass the **snake** likes to **sleep** by the window in Fadasa's house. When he **snores**, he says “**zzzzzz**,” but when he is awake he says “**sssssss**.”

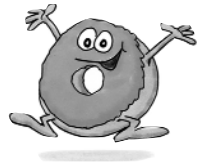
# Storyteller Sketches, continued...

## Level 3



### Kit

Kit the **kite** is the “anchor” **key** on the main floor in Jack’s **keyboard** house.



### Daff

Daff the **doughnut** is the “anchor” key on the main floor in Fadasa’s house. Daff **dreams** of **delicious** frosting and **dabs** it all over himself.



### Nana

Nana is Jack’s very **nice** grandmother. She has a room downstairs in Jack’s house **next** to Mom’s studio where she writes **novels**.

## Level 4



### Rick

Rick the **rat** is actually a **rare** kind of pack **rat** who cares about the environment. He is always picking up litter and carting it away to the **recycling** center.



### Ed

Ed the **engineer** is Fadasa’s father. He has designed **everything** in Fadasa’s house. When Ed likes something, he says “**Excellent**.”

## Level 5



### Otto

Otto the **octopus** has trouble keeping all his socks sorted. He is not at all **obnoxious** about food the way some **octopi** are, but when Pop offers him popcorn he thinks it is very **odd**.

## Level 6



### Lo

Lo the **lizard** is always **late**. She loves to skate **lickety-split** down the **left lane** in **low** gear.



### Pop

Pop is Jack’s father. He loves to **play ping-pong**, watch **polo**, and eat **popcorn**. He also loves **picnics**.

### Um

Um the **umbrella** never knows what to say, so she always says, “**Ummm**.”

# Storyteller Sketches, continued...

## Level 7



### Gus

Gus the **goose gets giddy** at the sight of **green grapes**. He **grows** his beak into a horn and honks whenever Vi the violin and Bud the banjo start making music.



### Queenie

Queenie the **quail** lives **quietly** on the upstairs back porch of Fadasa's house where she can **quickly** hop into the woods with her chick.



### Mom

Mom is Jack's **mother**. She is the **mayor** of the Storytellers' city and likes to **make marmalade**.



### Bud

Bud the **banjo** likes to play **bluegrass** with Vi the violin downstairs in Fadasa's house. He used to play with all the top **bands**, but now he just plays for his **bud-dies**.

## Level 8



### Will

Will the **wonder wagon** was engineered by Ed. Will likes to hang out in Ed's **workshop** and help him **with his work**.



### Vi

Vi the **violin** is very **valuable**. She wears a **vest** and loves the composer **Vivaldi**.

## Level 9



### Yellow

Yellow the **yoyo** is always rolling over something **yucky**. He likes to say "**Yes!**" and "**Yummy!**" He also likes to annoy Hug, who lives in the room below.



### Zippo

Zippo the **zebra** is very shy. He turns lots of colors when he is embarrassed.

## Level 10



### Mr. X

Mr. X was delivered in a mysterious **box** to Fadasa's house. Ed finally figured out how to assemble him, and Mr. X went back to **Planet X** in **Galaxy Six**.

# Class Mastery Chart

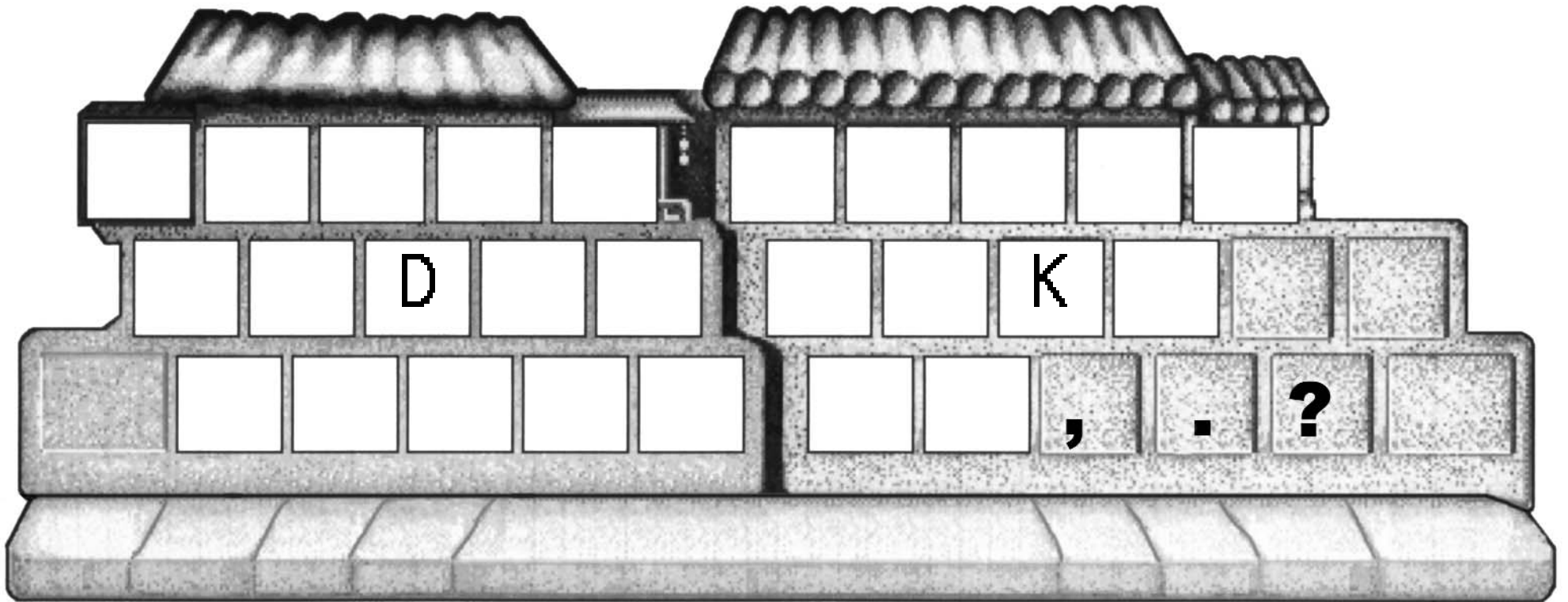
Teacher: _____ Room: _____ Student Name		1	2	✓	3	✓	4	✓	5	✓	6	✓	7	✓	8	✓	9	✓	10
		F A T C	J H I S	Spaceship Challenge	K TH D N	Spaceship Challenge	R E E* A*	Spaceship Challenge	I* SH CH O	Spaceship Challenge	O* L P U	Spaceship Challenge	G U* M B	Spaceship Challenge	W WH V Q	Spaceship Challenge	Y Z OO° OO†	Spaceship Challenge	AW OU NG X
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10.																			
11.																			
12.																			
13.																			
14.																			
15.																			
16.																			
17.																			

Directions: Enlarge & hang on wall. For each student, fill in the date as each level of Read Write and Type! is completed and record each score received on the Spaceship Challenge CD.

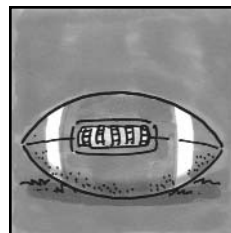
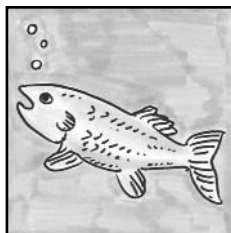
\*Boldface indicates long sound.

°oo as in "book" †oo as is "moon"

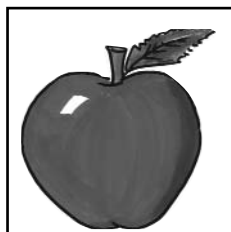
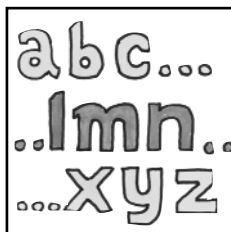
# My Storytellers



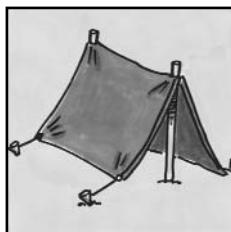
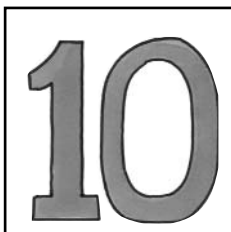
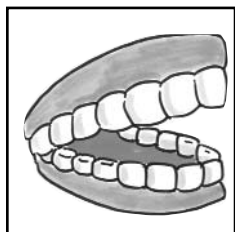
# Sound Game Pictures...Level 1



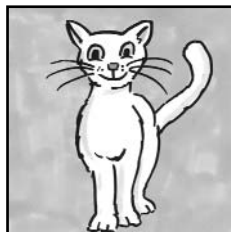
feet  
fire  
fish  
five  
flower  
football



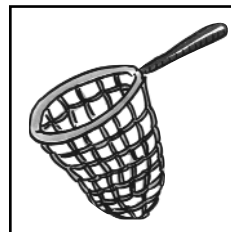
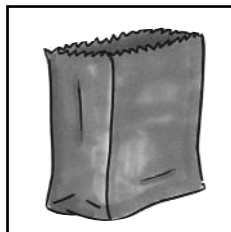
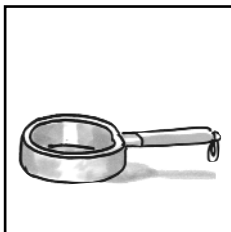
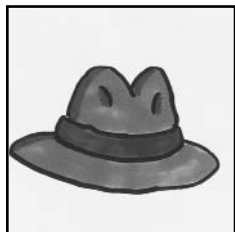
acrobat  
alligator  
alphabet  
ant  
apple  
axe



teeth  
ten  
tent  
tiger  
top  
truck



cactus  
cake  
cane  
cast  
cat  
cup



hat  
pan  
rat  
van  
bag  
net

# Getting Started with *Read, Write & Type!*

## 1. Print out the following:

### **“Pictures by Level,” “Storytellers by Level,” “Stories,” and “Alphabet Tiles”**

(These are in the PRINTABLE MATERIALS folder on the Spaceship CD. You can just print Level 1 if you like, and print the rest later. Or print them all at once and file them in your box. Directions are in the READ ME file on your disk).

## 2. Put the “D” and “K” stickers on the D and K keys.

(Use the keyboard cover after Level 2.)

## 3. INSTALL RWT!

Put the RWT CD in your CD drive and follow directions for installing. The CD tells you what to do, or read the Program Guide or the READ ME file in the RWT folder.

## 4. Select ESL HELP and Spanish if the player needs Help in Spanish. Click on the Yellow Balloon whenever Help is needed.

## 5. Select PLAY INTRODUCTION. Watch the INTRODUCTION.

## 6. At the SIGN-IN SCREEN, you may need to help with entering the player’s name. Use the keyboard or click the letters on the screen.

## 7. Tell the player, “From now on, whenever you return to the SIGN-IN SCREEN, select your name. Don’t type in your name again!”

## 8. Click PLAY or press RETURN to begin Lesson 1.

### **IMPORTANT NOTE FOR PARENTS & TEACHERS:**

Italicized sentences on these pages are suggestions of things you can say to encourage and assist the child while working on lessons.

**PLAY ONLY ONE LESSON A DAY. YOU BOTH WILL LOOK FORWARD TO PLAYING AGAIN TOMORROW!**

## TIPS

### 1. When the INTRODUCTION is over, talk about the story and ask questions like these:

*“Who is the bad guy?”* (Vexor the Virus.)

*“What did he do?”* (He stole the letters from the keyboard.)

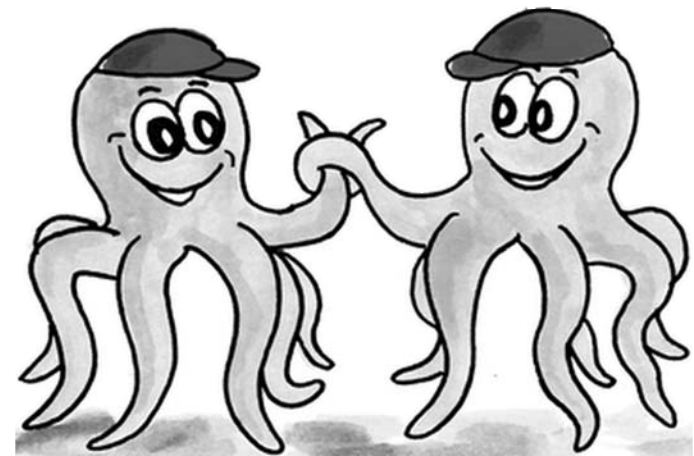
*“Why is he mean to the Storytellers?”* (He is mean to the Storytellers because he doesn’t like stories.)

*“Who are you going to help?”* (I will help the Storytellers.)

*“Why are you going to help them?”* (I will help so that they can write down their stories.)

*“Who’s going to help you?”* (The two Helping Hands will help--Lefty LaDee and Rightway McKay!)

### 2. In Level 1, students use the LEFT HAND ONLY! Remember, establish good habits right away by helping students use the correct fingering!



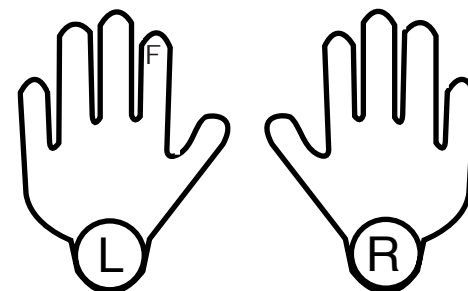


# F



## Fadasa

*Fadasa is the little girl who lives in the **F** window. She likes to play **flute**. She is a great **friend** to animals and to Jack who lives next door.*



### TYPING

1. Insert your RWT CD. Click on SIGN-IN to skip the INTRODUCTION.
2. Now say, “*Select your name and click on PLAY. DO NOT TYPE YOUR NAME IN MORE THAN ONCE, OR YOU WILL KEEP RETURNING TO THE FIRST LESSON.*”
3. *At the Main Screen, click on VEXOR, the green wiggly guy!*
4. *Find F on the keyboard with the pointer finger of your LEFT hand. (Match your hands to the hands on the top right of this page to find your “f” finger.)*

### PHONICS

1. Most children need help at first. Play the F Sound Game together (when Vexor takes you to the Theater). Help identify each picture out loud. When a word starts with F, say the name OUT LOUD together. Emphasize the beginning sound “f”. Say, “*Look at my lips*” as you pronounce the word.  
**NOTE:** Children should get in the habit of naming each picture OUT LOUD.
2. **WORKING WITH PICTURES:** Find the Sound Game pictures LEVEL 1. Point to different pictures and ask whether these words start with “f.”
3. **THINKING ABOUT WORDS:** Explain that words are made of different sounds. Our mouths do different things to make each of those sounds. Say “p” and “k” and feel where the sound is made in the mouth. Letters stand for those sounds.

### IMPORTANT TIPS!

- Post your blank paper keyboard (page 35) somewhere near your computer.
- Children love stickers! Each time a lesson is finished, find the square sticker with the Storyteller on it. It goes in the appropriate window on the keyboard.

- Pretty soon all the windows on the keyboard will be filled up! For this lesson, find Fadasa’s sticker and place it in the F window.
- The round Fadasa sticker goes on this page over her picture above. Or, color the page!

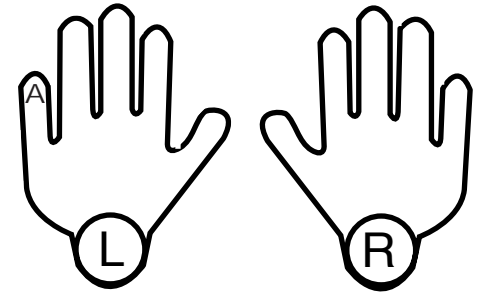
# 1

# A



## Ann the Ant

*Ann the **acrobatic ant** lives in the **A** window. She is **always** trying new **antics**. When she practices a new balancing **act**, sometimes she falls and says “aaa!”*



### TYPING

1. WARM-UPS. With the keyboard or the paper keyboard, say something like this:  
***“Put the tall finger of your left hand on the D key. Anchor your hand this way every time you start.”***
2. *“Find A on the keyboard. Make sure you use the pinky finger on your LEFT hand. If you’re right-handed, sit on the right hand until you get used to using your left hand!”*  
**NOTE:** Young children may have difficulty at first using the right fingers. Be patient. Don’t push it. Dexterity will come. If fingers are stiff, hold the child’s hand and gently bend the fingers.

### PHONICS

1. Play the A Sound Game together (when Vexor takes you to the theater). Say the names of the pictures out loud together, emphasizing the “a” when it is at the beginning. In the middle sound game, help identify words that have “a” in the middle (cat, hat, etc.). Play a game to see who can think of the most words that start with “a” or have “a” in the middle (axe, sat. etc.)
2. Teach this song to the tune of Frere Jacques:  
*Ann is falling, Ann is falling!  
Run and tell! Run and tell!  
Maybe we can save her. Maybe we can save her.  
Hear her yell! “aaa!” Hear her yell! “aaa!”*  
(Children can jump up and shout “aaa!” – (as in CAT). Remind them that “aaa!” is a sound people sometimes make when they are afraid.)

### IMPORTANT TIPS!

- Sometimes children have difficulty hearing separate sounds in words.
- It is very helpful to play games that require listening for beginning sound. For example: **“I Spy!”**. Find something nearby that starts with “f,” (like a FLOWER).

- Say *“I spy with my little eye something that starts with “f.”*
- If another hint is needed, say, *“I spy with my little eye something that starts with “f” and rhymes with TOWER.”*  
Then try another word.

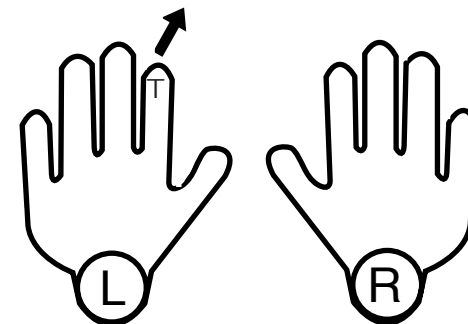
# 2

# T



## Tut the Toucan

*Tut the Toucan likes to play tricks. He lives on on Fadasa's porch near the tree. He thinks he's terrific. But his tricks get him into trouble!*



### TYPING

1. WARM-UPS. Say something like this:  
*"Put the tall finger of your left hand on the D key".*  
**ANCHOR YOUR HAND THIS WAY EVERY TIME YOU START!**
2. Find T on the keyboard by stretching your pointer finger upstairs in Fadasa's House.
3. Try to rest your ANCHOR finger on D, and practice moving your pointer finger up to T and back to F.

### PHONICS

1. WORKING WITH PICTURES: Look at the Level 1 pictures on page 36 or the pictures you print from the Spaceship CD. Talk about the pictures together, and say the names that start with "t" OUT LOUD. Some children have difficulty doing this. If so, do it often with all the Level 1 pictures.
2. Play the T Sound Game together. Talk about words that end with "t" (*cat, hat, bat*). Find the pictures that begin with "t" and the ones that end with "t," and say the names OUT LOUD.
3. THINKING ABOUT WORDS: Say, "What other words can you think of that start with "f" or "a" or "t"?" (*friend, fun, fast, apple, appetite, anteater, tub, tree, terrific*)
4. Explain that sounds can be put together in different ways by changing the order of the letters that "say" those sounds, like "AF," "FA," or "FAF." Use alphabet tiles to demonstrate and pronounce each combination.

### IMPORTANT TIPS!

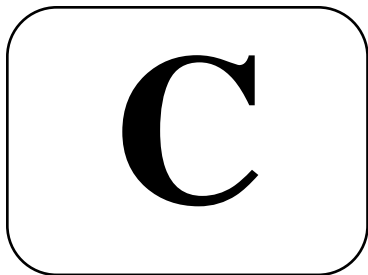
### THE ALPHABET STANDS FOR SPEECH SOUNDS!

- Middle sounds are hard to hear. Practice with the middle "a" sound by playing **I Spy**.  
Find something nearby that rhymes with RAT (i.e., a hat, a cat, a bat, etc.).

Say, "I spy, with my little eye, something that rhymes with RAT,"etc.

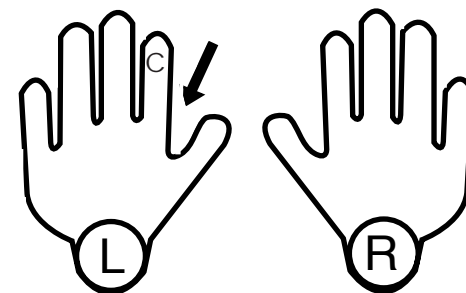
- See who can think of the most words that start with "t." Do the same thing with words that end with "t."

# 3



## Cass the Cat

*Cass is a **cuddly cat** who likes to sleep downstairs in Fadasa's house where she **can** be **cozy** and **comfortable!** She loves to eat **crackers** and **crab**.*



### TYPING

1. WARM-UPS: Use paper keyboards.

*POWER UP! TALL FINGER ON THE D KEY.*

*Use the pointer finger of your left hand to find C "downstairs" in Fadasa's house.*

**NOTE:** It is easier for young children to use the pointer for C, even though classic typing usually uses the middle finger.

2. *Use the thumb of the same hand for the space bar. On the paper keyboard, that's the sidewalk in front of the houses!*

### PHONICS

1. WORKING WITH PICTURES: Find the pictures on page 36 that start with "c"
2. DICTATION: Use the paper keyboard. *"I want you to sound-out these words and type them three times the very best you can. Say the sounds out loud as you type, and be sure to use the right fingers!"*

*"Write fat" – f-a-t (say "space") f-a-t ("space")*

*"Write cat" – c-a-t ("space") c-a-t ("space")*

*"Write tat" – t-a-t ("space") t-a-t ("space")*

*"Write fat cat" – f-a-t ("space") c-a-t ("space")*

**NOTE:** Don't use letter names when you do this. Just say the sounds!

### IMPORTANT TIPS!

#### 1. "SAY WITHOUT" GAME

- This game helps children learn to hear and manipulate the sounds in words:
- Adult: Say "COWBOY." (Child says "COWBOY"). Now say it without the "COW." (Child should say "BOY.")

#### 2.

Say "CUPCAKE." (Child says CUPCAKE.) Now say it without the CAKE. (Child should say CUP.)

- Try these, too: JELLYFISH, BASEBALL, ANTEATER, OUTSIDE, HIGHWAY

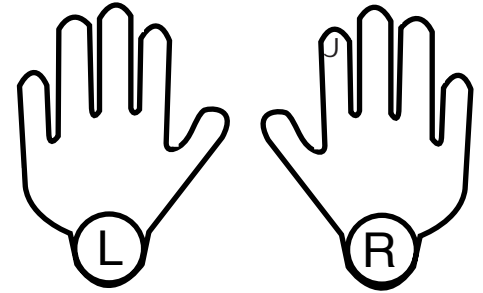
# 4

# J



## Jack the Jumper

*Jack lives in the **J** window in the blue house with his Mom, Pop, and Nana. He loves to **jump, juggle** and write in his **journal**. He likes **jam** or **jelly** on his toast!*



### TYPING

1. WARM-UPS: Use the keyboard or paper keyboard for warm-ups. Say:  
*“POWER UP! Put the tall finger of your left hand on the D key, and the tall finger of your right hand on the K key. ANCHOR your hand this way every time you start!”*  
*“Lift and Find!”* (Children lift hands in the air and come down with tall fingers on the D and K.)  
*“Find J on the keyboard with the pointer finger of your RIGHT hand. Type JAF or FAJ.”*
2. Are the D & K stickers still on the computer keyboard so D & K are easy to find?

### PHONICS

1. WORKING WITH PICTURES: Print the Level 2 pictures (for convenience, print all Levels!) from the “Printable Materials” folder on the Spaceship Challenge CD.  
*“Name all the pictures that start with the “j” sound.”* (jacket, jeep, jellyfish, jet, juggler, jump)
2. THINKING ABOUT WORDS: Together, think of other words that start with “j.” (just, jam, jiggle, jelly, etc.)
3. RHYMING: Rhyming is an important way to become aware of the sounds in words. Play rhyming games as often as possible.  
*Think of words that rhyme with AT*  
*AT (cat, fat, hat, sat, rat, bat, etc.)*

### IMPORTANT TIPS!

#### STAY PRESENT TO HELP!

- Stay nearby at least for the first 8 letters. Gently encourage the correct fingers for each letter. Good finger habits are established early! Eventually, the fingers will be able to find the keys automatically by feel!

- It’s hard for some children to coordinate both hands. Practice with the paper keyboard. Say this: *“Say the sound aloud as your finger presses the key. Say “SPACE” aloud between each nonsense word.*
- Chant the sounds together: *“J-A-T space J-A-T”, etc, F-A-J space ,etc. as they are typed.*

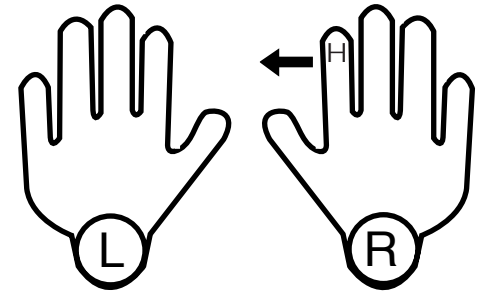
# 5

# H



## Hug the Hamster

*Hug the happy hamster lives in Jack's house. He loves to be hugged, and has the habit of riding a hobby horse on holidays.*



### TYPING

1. Use warm-ups! Ten minutes of warm-ups will reinforce previous letters and build confidence. Say something like this:

*“POWER UP! Put the tall finger of your left hand on the D key, and the tall finger of your right hand on the K key. ANCHOR your hand this way every time you start!”*

*“Use the pointer finger of the RIGHT hand to reach over to the H key.”*

2. Type HAT space HAT space (ten times).

*“Remember, your ‘blue’ hand never goes in the yellow house and your ‘yellow’ hand never goes in the blue house.”*

### PHONICS

1. WORKING WITH PICTURES: Look at the Sound Game pictures. Name all the pictures that start with “h.” (hand, handcuffs, hat, hive, hose, house).
2. THINKING ABOUT WORDS: Think of more words that start with “h.”

It’s so important to say the words aloud! Wake up the brain by activating the “feel” and “motor” speech processing mechanisms, as well as auditory, visual and tactile centers. Children may be shy about saying the sounds aloud. Teachers sometimes give out poker chips whenever a child is saying the sounds aloud or using the right fingers, to establish this habit early. Three poker chips during a session can earn a sticker, or marble, or some other nifty prize!

### IMPORTANT TIPS!

### NAME GAME

- To practice identifying beginning sounds, play the **Name Game**:

*Say, "What would your name sound like if it started with "f?" or "t?", etc.*

- Try the “Say Without” Game again!

*“Say HORSEFLY. Now say it without the FLY.” (HORSE)*

*“Say INSIDE. Now say it without the IN.” (SIDE).*

- Try other words: BEANBAG, BOBCAT, BEDBUG, SUNDAY, MOTORCYCLE

# 6

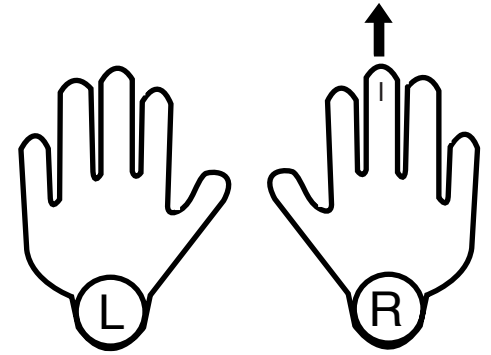


# I



## Issa the Inchworm

*Issa the inchworm lives upstairs in Jack's house. Issa is very picky. She thinks lots of things are icky, and always says "iiii!"*



### TYPING

1. WARM-UPS: *"POWER UP! Put the tall finger of your left hand on the D key, and the tall finger of your right hand on the K key. ANCHOR your hand this way every time you start!"*

*With the tall finger of your RIGHT hand, "inch" up from the K to the I and back to the K key. Do this a few more times to get used to the motion."*

**NOTE:** THIS IS THE FIRST TIME THE TALL FINGER WILL LEAVE THE ANCHOR POSITION. IT'S OK!

2. DICTATION: Type: *HIT, SIT, or ISSA*, chanting the sounds.

### PHONICS

1. WORKING WITH PICTURES: Look at the Sound Game pictures. Name the ones that start with "i" or have the "i" sound in the middle. Name other words that have the "i" sound. (*fit, bit, in, rip, dig*)
2. Try saying this poem together. Adults should say lines 1 and 2. After each verse, children can say the chorus. Next verses are lines 1 & 3, etc.

(1) *Little Issa is quite picky. She thinks lots of things are icky!*

(2) *Tut thought he would bring a treat. He dropped a plum for her to eat.*

**Chorus: What happened? Her face turned red, she turned her head, and this is what she said! She said "iiii!"**

(*Children like to hold their noses and make a disgusted face here.*)

(3) *When Cass jumped up, the trash can fell. The garbage made an awful smell!*

(4) *Nana made her a new bonnet. It had plastic flowers on it!*

(5) *One day when her friends had come, she stepped upon some chewing gum.*

### IMPORTANT TIPS!

- Try *"I Spy"* again with words that have "a" or "i" in the middle. Sometimes it's hard to hear the difference between those two sounds.

*I spy with my little eye something with "i" in the middle that rhymes with SIP. (LIP)*

Think of some more!

- A good way to distinguish the sounds "a" and "i" is to remember that "a" is what Ann the ant says when she falls.

*You say "aaa!" when you are afraid.*

*Issa says "i" when she is disgusted. You say "iii" when something is really YUCKY!*

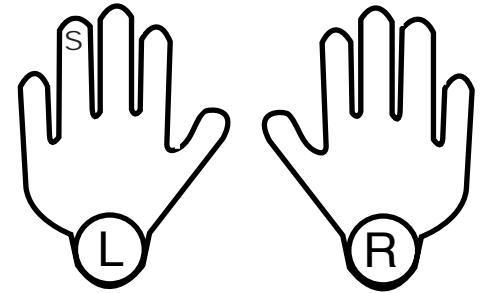
# 7

# S



## Sass the Snake

*Sass the snake likes to sleep by the window in Fadasa's house. When he snores, he says "zzzz," but when he is awake he says "ssss."*



### TYPING

1. **WARM-UPS: POWER UP!!** Put the tall finger of your left hand on the D key, and the tall finger of your right hand on the K key. **ANCHOR** your hand this way every time you start!

*Find the S key with the ring finger of your LEFT hand. Type "s" space "s" space, etc.*

**NOTE:** Sometimes S is repeated at the end of words (as in Cass, hiss, etc.)

2. **DICTATION:** Type each word three times, chanting the sounds.

*Sass, fist, fat, cat, fast*

### PHONICS

1. **NEW CONCEPTS:** A sentence conveys a complete thought. Give some examples of sentences and non-sentences. Sentences and names begin with capital letters.
2. **WORKING WITH PICTURES:** Look at the Sound Game pictures. Think of words that start with "s." (*slide, snake, sun, swing, sit, stick*)
3. Sass makes two sounds. When he is awake he says "sss," like **SILLY** or **SASSAFRASS**. When he's asleep, he says "zzz," like **IS** or **HIS**.
4. Sing **The Sass Song** to help you remember!  
(Tune: *Frere Jacques*, or *Are You Sleeping?*)

*Sass is hissing, Sass is hissing,  
Hiss some more....ssss! Hiss some more....ssss!  
But when he is sleeping, but when he is sleeping,  
hear him snore....zzz! Hear him snore....zzz!*

### IMPORTANT TIPS!

### SPELLING TIPS

- Usually when the sound "s" comes at the end of a word, it needs a double S, like **GRASS**, **SASS**, **CASS**, **KISS**.
- Think of some other words that probably end in a double **SS**, like **HISS**, **MISS**, **MESS**, **FUSS**, **CHESS**, etc.

### GO TO SPACESHIP LEVEL 2

(SEE NEXT PAGE FOR HELP!)

- **READ BOOK(s) #1 & 2:**
- **READ PRINTED STORIES 4-8** to a classmate, family member or friend.

# 8



## GO TO SPACESHIP LEVEL 2

**Starting Spaceship:** Take out the *Read, Write & Type!* CD and put in the *Spaceship Challenge CD*. (See instructions for Windows or Macintosh in the Program Guide in this book if you need help). Locate and select the Spaceship Game.

Click “Spanish is OFF” to “ON” if you want Spanish Help. Choose “CITY” to see the introduction. Or choose SPACESHIP to play. The player should select the correct name and play Level 2.

**Playing the Games:** For instructions about playing the games, click on the question mark at the bottom of the game screen or look at the Program Guide. Click the Yellow Balloon for Spanish Help. Remind the player to press RETURN after entering answers.

If the final score is below the criterion (the criterion set is 70%), put in the *Read, Write & Type!* CD. The child can play the Bonus Blimp for the number of times suggested, then try to pass *Spaceship Challenge* Level 2 games again.

If the final score is above the criterion, put in the *Read, Write & Type!* CD and play Level 3.

**Changing Criterion:** If you want to increase the criterion (for players who need a challenge) or lower it (for players who struggle and may get discouraged), use the *Spaceship Editor*. (See the Program Guide in this book for help).

**Returning to the *Read, Write & Type!* sequence:** If the player passes *Spaceship Challenge* Level 2, remove the *Spaceship CD*, then put in the *Read, Write & Type!* CD and play Level 3.

**Replay:** If Level 1 or Level 2 have been a struggle, it may help to replay activities in Level 1 or 2 again. The player can sign in with a different name (use initials or something like TOM TWO), and replay from the beginning. Sometimes it takes a while for youngsters to get the routines and the feel of using the right fingers.

Or, simply click on any game location at the main screen and play the letters in Levels 1 and 2.

**Keyboard Cover:** You might experiment with the keyboard cover at this point. Put the D and K stickers in the right places and ease the cover over the keys. You may need to use something flat like a credit card to help slide the cover around the keys.

## LEVEL 2 CHECK LIST

- ☐ Saying names of the pictures **OUT LOUD?**
- ☐ Sounding-out the words **OUT LOUD?**
- ☐ Using the right fingers?
- ☐ “Anchoring” the D & K fingers on the keyboard?

Children may have difficulty hearing the sounds in words.

Play lots of games in the car or at the grocery store.

*“I spy with my little eye, something that starts with “f.”*

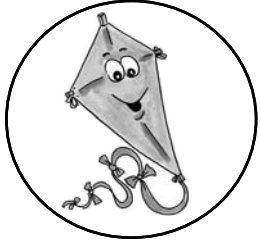
*“I spy with my little eye, something that ends with “t.”*

*“I spy with my little eye, something that rhymes with “hat.”*

If children have difficulty using the right fingers, keep encouraging them to use the right fingers and be patient.

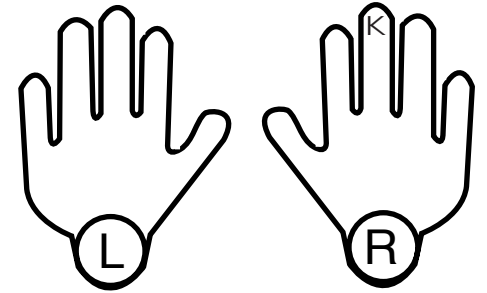
That little brain is doing lots of work! Sometimes it’s important to do the whole first level over again just to learn those four sounds and keys well before going on to new sounds. If you want to replay Level 1, sign in with a different name.

# K



## Kit the Kite

*Kit the **Kite** is the Power **Key** on the Main Floor of Jack's **Keyboard** House. She is **keen** on flying. She **keeps** looking for a **kind** wind.*



### TYPING

1. **POWER UP!!** Put the tall finger of your left hand on the D key, and the tall finger of your right hand on the K key. **ANCHOR** your hand this way every time you start!  
Type K space K space. Say “k” and the word “SPACE” as you type the space between the words.
2. **DICTION:** Dictate these words to sound-out and type:.

HAT – h-a-t (say “space”) h-a-t (“space”)

KISS – k-i-s-s (space) k-i-s-s

FAT CAT – f-a-t (space) c-a-t (space)

HIT IT – h-i-t (space) i-t (space)

### PHONICS

1. **WORKING WITH PICTURES:** Find the pictures that start with the sound “k.” Which pictures do not?
2. **THINKING ABOUT WORDS:** Explain that there are two letters that make the sound “k.” What’s the one we already learned? (“c”). Think of some words that start with “k” followed by an “i” sound. (like KISS, or KICK)
3. **RHYMING:** With a pencil or using the keyboard, write some words that rhyme with IT.

IT (hit, bit, fit, sit,)

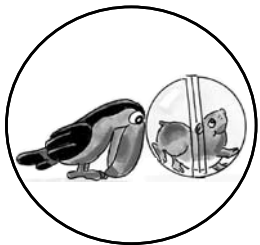
### IMPORTANT TIPS!

### SPELLING TIPS

- There are three ways to make the sound “k” – by using the letters C, K, and CK.
- When the “k” sound is at the beginning of a word, you usually use the letter C if the next sound is “a” or “o” or “u,” like CAT or CUT.

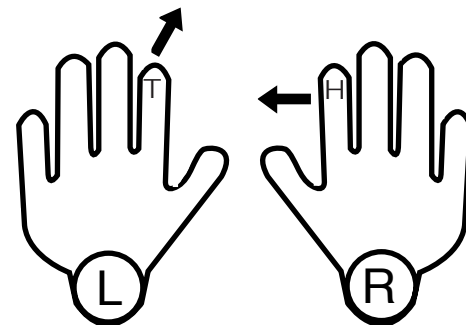
- You usually use the letter K if the next sound is “e” or “i,” as in KETTLE or KICK. This is because when “e” or “i” follow the letter C, they usually make the C say “s,” as in CENT.
- When the sound “k” comes after a vowel at the end of a syllable or word, use CK.

# 9



## Tut and Hug

Sometimes it *takes two* letters to make a sound. **TUT** and **HUG** **TOGETHER** make the sound **TH**.



### TYPING

1. **WARM-UPS: POWER UP!** Put your tall fingers on the D and K. Inch your left pointer up from F to T and back again. Then inch your right pointer over from J to H and back again.

REMEMBER: Children will learn better if you encourage short, frequent play with one or two new letters, rather than longer sessions with three or four.

2. **DICTATION:** Type these phrases, saying each word and sound **OUT LOUD**.  
this (space) cat  
that (space) hat

### PHONICS

1. Ask “How do you make the sound ‘th’?” You may have to demonstrate that you put your tongue between your teeth and blow.
2. Sometimes “th” has a voice, as in *this, that, there*, but it often has no voice, as in *throw, think, throne, thistle*.

Put your hand on your throat and make the “th” in “think”. Then say “this” Can you feel the difference between “th” with a voice and “th” with no voice? Say some “th” words and decide which have a voiced “th.”

3. **WORKING WITH PICTURES:** Look at the Sound Game pictures and identify the “th” row of pictures.
4. **THINKING ABOUT WORDS:** What other words start with “th”?  
(thunder, thorn, three, thought)
5. **RHYMING:** Find words that rhyme with **AND**. (sand, band, land, etc.)

### IMPORTANT TIPS!

### SPELLING TIP

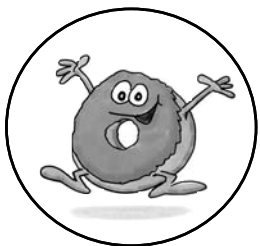
- There are lots of words in English that are not spelled regularly and cannot be “sounded-out.”  
They are sometimes called “**Outlaw Words**” because they don’t follow the rules.

- Outlaw words need to be **memorized** a few at a time. You can start making lists. Post them on the wall and add a new one each day.

Start with words like **THE, AM, ARE, TO, YOU, WAS**.

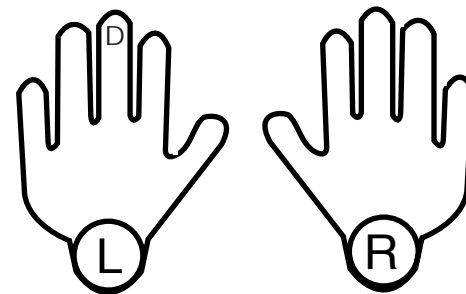
# 10

# D



## Daff the Doughnut

*Daff the Doughnut is the anchor key on the main floor in Fadasa's house. He is **daffy** but very **dear**. Daff dreams of **delicious** frosting and **dabs** it on himself! **Dreadful**!*



### TYPING

1. WARM-UPS: *POWER UP! Put your tall fingers on the D and K. Find the D with your left tall finger. Drop the left thumb to the space bar and type space.*

*Now type: D space D space D space (Say "d" as in DRUM.)*

2. DICTATION: *Dictate these words to sound-out and type:*

*fad, sad, did, his*

3. WORDS FOR WRITING:

*sad, hid, kid, has, cat,  
fat, disk, Fadasa, Daff*

### PHONICS

1. WORKING WITH PICTURES: Look at the Sound Game pictures. Find words that start with "d."  
(desk, dice, dive, dragon, dress, drum)
2. THINKING ABOUT WORDS: Think of more words that start with "d."  
Make up some phrases or sentences with some of these words.
3. RHYMING: Make a list of all the words you can think of that rhyme with SAD. How many did you get?  
Try another list with the word KID. Try to think of more than the first list!

### IMPORTANT TIPS!

#### "SAY WITHOUT" GAME

Adult: Say "SIXTEEN." Now say it without the "SIX." ("TEEN")

Say "AIRPORT." Now say it without the "PORT." ("AIR")

Try these: sunset, stoplight, childhood

#### PLAY WITH THE KEYBOARD!

- When you finish this lesson, put Daff in his window. Click on that Daffy Doughnut and see if he will do the frosting trick.
- Click on the other letters you have saved. Are you surprised?

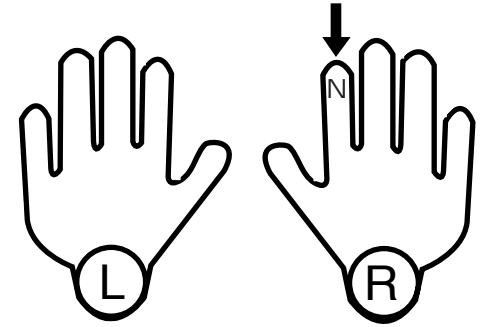
# 11

# N



**Nana**

*Nana is Jack's very **nice** grandmother. She has a **neat** room downstairs in Jack's house **next** to Mom's studio where she writes **novels**, and is **never nasty***



## TYPING

1. WARM-UPS: **POWER UP!!** Put the tall fingers on the D and K. With your right pointer finger inch down from J to N and back to J. Drop your right thumb down to the space bar and type space.

Now type: N space N space N space (Say "n" as in NEST.)

2. DICTATION: Type these words 3 times each:  
in, ant, tan, fan
3. WORDS FOR WRITING:

*Nana, Ann, hand, fantastic, fan, fad,  
sand, thin, skin, can, and, than, fin,  
in, hen, hint, satin, stand, din, tin*

## PHONICS

1. WORKING WITH PICTURES and WORDS: Look at the Sound Game pictures. Find the pictures that start with "n" or end with "n." Think of words that start with "n." (nail, nest, nine, nose, note, net, no)
- REMEMBER:** A three-syllable word can be sounded out one syllable at a time (i.e., *fantastic* = fan -- tas -- tic).
2. RHYMING: Write some words that rhyme with IN and AN  
IN ( bin, chin, din, fin ,pin, sin, tin, win) AN (ban,can, fan, man, pan, ran)
3. READ BOOK(s) #3:
4. READ PRINTED STORIES 9-12 to a classmate, family member or friend.
5. E-MAIL TOWER! Here is the moment you've been waiting for...the E-Mail Tower is finished!After this lesson is finished, click on the Tower and follow the directions. You may receive a special message from someone!

## IMPORTANT TIPS!

### GO TO SPACESHIP LEVEL 3

- Take out RWT CD and put in *Spaceship Challenge* and play Level 3. You can practice with Level 2 activities again, if you like. If you score below the criterion, put in RWT and play the Bonus Blimp as suggested.

- Or **replay** any RWT activity you like by clicking on any game location at the RWT Main Screen. Then try to pass *Spaceship* Level 3 games again.
- When you pass *Spaceship* Level 3, remove the *Spaceship* disk, insert RWT and play Level 4. For Help see page 46 or Program Guide.

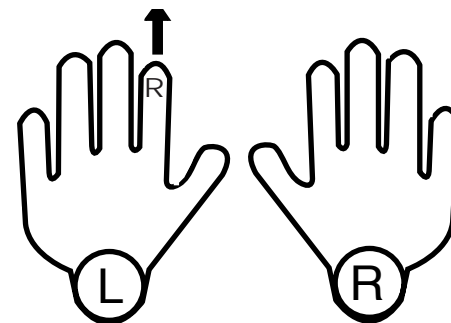
# 12

# R



## Rick the Rat

*Rick the **Rat** is a **rare** kind of pack **rat**. He **really** cares about the environment. He **roams** around picking up **refuse** and **recycling** it.*



### TYPING

1. WARM-UPS: **POWER UP!** Find the R key by inching your left pointer finger up from F to R and back to F. Drop your left thumb down to the space bar and type space.

Now type: R space R space R space (Say “r” as in RAN.)

**NOTE:** Sentences end with periods. In this lesson, you will type periods for the first time. THE RIGHT RING FINGER DROPS DOWNSTAIRS FOR PERIODS.

2. DICTATION: Type 3 times each: *ran, rat*
3. WORDS FOR WRITING: *raft, crack, track, trick*

### PHONICS

1. Children can’t memorize the spelling of every word. You want them to be able to sound-out ANY regularly spelled word. For example, to help with the word RAN, say something like the following:

“You say the word. What’s the first sound? Say it slowly. Stretch it out. Listen to the different sounds you are making with your mouth. rrrr--aaaa--nnnnn. Feel your mouth making the sounds. Do you hear the first sound rrrrrr? Find the R with your pointer finger. What’s the next sound?” Stretch out the sounds so they are easy to hear.

2. WORKING WITH PICTURES: Find the pictures that start with “r.”
3. THINKING ABOUT WORDS: Think of other words that start with “r” or end with “r.”

### IMPORTANT TIPS!

### SPELLING TIP

- When the sound “k” comes after a short vowel at the end of a word, it needs a consonant in front of it. If there’s no consonant, use CK, as in CRACK, or TRICK. (The word BANK doesn’t need CK because “n” comes before the “k.”)

### SENTENCE GAME

- Play a game to identify sentences: The first player says a phrase or a sentence. The second player says if it was a complete sentence or not. Points for correct answers. Then switch.
- Go to the E-Mail Tower and write a complete sentence. Put a period at the end!

# 13

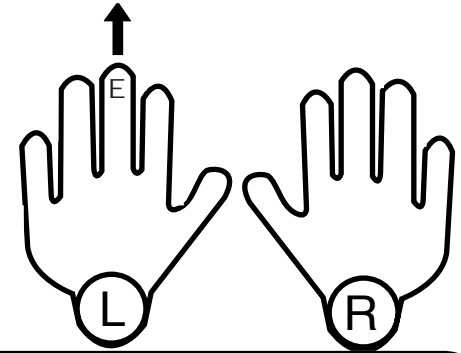


# E



## Ed the Engineer

*Ed the Engineer is Fadasa's father. He has designed **everything** in Fadasa's house. When **Ed** likes something, he says, "**Excellent!**"*



### TYPING

1. WARM-UPS; **POWER UP!** *Inch your left tall finger from D up to E and back down to D. Practice inching up and back to D. Drop the left thumb to the space bar and type space.*
2. Type: E space E space E space (say "e" as in ED.)

**NOTE:** Sentences begin with capital letters. In this lesson, you will type capitals **HOLDING** the **SHIFT KEY** with the **RIGHT** hand **PINKY** while you type E with the left tall finger. **Don't forget the period at the end of every sentence!**

### PHONICS

1. WORKING WITH PICTURES: Find the pictures that start with "e". Think of words that have "e" at the beginning (*Ed, end*) and "e" sound in the middle. (*fed, rest, jet, fret*).
2. Read this poem: Children say the chorus line.  
*"It's done," Ed said. "It's painted red, and it is very clear:  
 This wagon is my very best invention of the year!"*  
*(Chorus) "Everything's ever so excellent!" said Ed the Engineer.*  
*Will the Wagon hit a bump and broke his favorite gear.  
 He said, "Watch out! I'm coming!" for he couldn't even steer!*  
*Will began to roll without control, and bumped Ed in the rear.  
 Ed hit a rose and scratched his nose. With that, he shed a tear.*  
*Will stopped before the kitchen door and quietly said, "Oh dear!"  
 And everyone was so relieved that they began to cheer!"*

### IMPORTANT TIPS!

### STORY TIME!

- Make up a story about a favorite Storyteller. You might want to write it at the E-Mail Tower and send it. Give it a title and save it under that name.

- Phonetic spelling in these stories is OK at first. Students can be told the correct spelling a few words at a time.
- If you'd rather not write a story, make a list of words at the E-Mail Tower that rhyme with ET. (*bet, let, set, get, wet*).

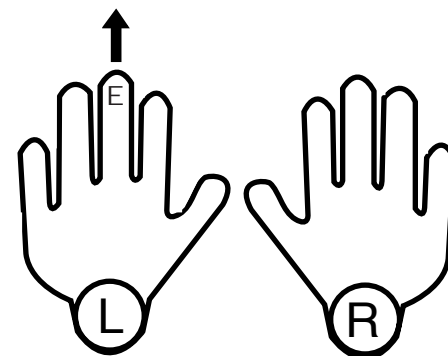
# 14

# E



## Long E

*Ed the Engineer has a **BALLOON**.  
That means the **E** makes its **LONG**  
**E** sound (“says its name”).*



## TYPING

1. **WARM-UPS: POWER UP!** *Inch your left tall finger from D up to E and back down to D. Practice inching up and back to D. Drop the left thumb to the space bar and type space. Now type: EE space EE space EE space (Say “ee” as in SEED.)*

**NOTE:** The POWER-UP should be happening automatically now. Do you still have stickers on the D and K?

2. **DICTION:** Type these words 3 times each: *see, tree, free, three*
3. **WORDS FOR WRITING:** *creek, need, reef, feet, free, tree, teeth, street, he, she*

## PHONICS

1. **SPELLING TIP:** It takes two E’s to make the E say its name. To help with the word FEET, for example, try something like the following:

*“You say the word. What’s the first sound? Say it slowly. Stretch it out. Listen to the different sounds you are making with your mouth. fff--eeee-tt. Feel your mouth making the sounds. Do you hear the first sound “fff”? Find the F with your pointer finger. What’s the next sound?”*

2. **WORKING WITH PICTURES:** Find the pictures that have “ee” in the middle.
3. **RHYMING:** Think of some words that rhyme with *see, feed, or beet*. See who can think of the most. *SEE (tree, bee, free) FEED (seed, need, greed) BEET (feet, greet, meet)*

## IMPORTANT TIPS!

### Using Alphabet Tiles

- Buy some alphabet tiles, or make them yourself. Print out the Alphabet Tiles on the *Spaceship CD*. Laminate the pages if you like, then cut each letter out. Use the letters in Lessons 1-15. Make several of each vowel so you can try words like TREE or FEET.

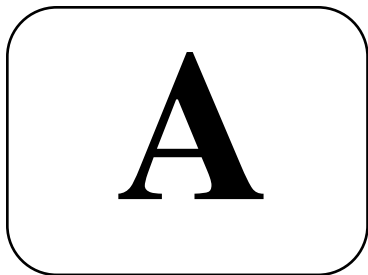
- Start with F, C, T, and A.

*“Arrange the tiles to say AT, then add a tile to say FAT or CAT. Then see what happens when you move them around. Read those nonsense words, like TAT or CAF.”*

- Make up lots of words or nonsense words and pronounce them. Make a game out of deciding whether they are words or not.

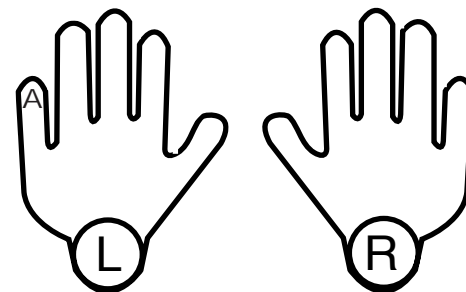
# 15





## Long A

*Ann the Ant has a **BALLOON**.  
That means that the **A** makes a  
**LONG A** sound.*



### TYPING

1. **WARM-UPS: POWER UP!** With your left pinky finger type A. Drop your left thumb down to the space bar and type space.

*Now type: A space A space A space (saying "a" as in CAKE.)*

**NOTE:** Sentences begin with capital letters. In this lesson, you will type capital I. Do this by **HOLDING THE SHIFT KEY** with the **LEFT** hand **PINKY** and **TYPING "I"** with the **RIGHT TALL FINGER**.

2. **DICTATION:** *ate, cane, cake, safe,*
3. **WORDS FOR WRITING:** *rake, snake, fake, flake, date, case haste, rate, state, skate, take, fade, taste*

### PHONICS

1. **WORKING WITH PICTURES and WORDS:** Name pictures that have the LONG "a." in the middle. Think of words that have LONG "a" at the beginning (*ape, ate, angel*) and words that have LONG "a" in the middle (*cake, bake, mane, cane, rake, date*).
2. **RHYMING:** Write words that rhyme with *ate* (*hate, fate, bate, late*)
- 3.. **NEW SPELLING RULE:** A silent 'e' at the end makes the vowel say its name! This can be a hard rule to learn BUT THE MOST IMPORTANT ONE TO GRASP NOW! Help identify the long A sound as you say some of the dictation words listed above. You can call it the "name sound" of A. Demonstrate the effect of silent "e" on word pairs as: *mat/mate, kit/kite, bit/bite, cub/cube*. Think of some more...

*Say 'Silent E' whenever you write the silent E on the end.*

*Keep repeating the idea that the silent E is needed to make the A say its name.*

### IMPORTANT TIPS!

#### GO TO SPACESHIP LEVEL 4

- Take out *RWT* and put in *Spaceship Challenge* and play Level 4. You can practice with Levels 2 and 3 activities again, if you like. If you score below the criterion, put in *RWT* and play the Bonus Blimp as suggested.

Then try Spaceship Level 4 again.

For Help see page 46 or Program Guide.

- **READ BOOK(s) #4:**
- **READ PRINTED STORIES 13--16** to a classmate, family member or friend.

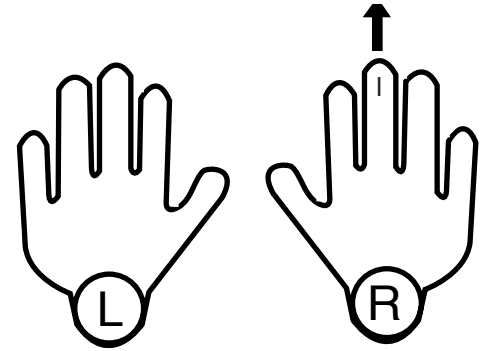
# 16

# I



## Long I

*Issa the Inchworm has a BALLOON. That means that the I makes a **LONG I** sound.*



### TYPING

1. WARM-UPS: **POWER UP!** *Inch your right tall finger from K up to I and back down to K. Drop the right thumb to the space bar and type space.*
2. *Now type: I space I space I space (saying the sound “i” as in NINE.)*
3. DICTATION: *Please sound-out and type these words. Say “silent E” as the final E is typed. kite, nine, fire, hi*
4. WORDS FOR WRITING:  
*I, hike, ride inside, fine, hide, hides*

### PHONICS

1. WORKING WITH PICTURES: *Find the pictures that have the long I (name sound of I) in the middle.*
2. THINKING ABOUT WORDS: *Think of three words with the “name sound of I” in the middle. (nine, fine, wine, time, line)*
3. RHYMING: *See which of the syllables below has the longest list of words that rhyme.*  
*IN (pin, fin, shin, din, win)*  
*INE (pine, fine, shine, dine, wine)*

### IMPORTANT TIPS!

- **Children may access the Power Fountain now. Try for five stars for accuracy.**
- **DON'T LOOK AT THE KEYBOARD!** *Look at the screen instead!*  
Use the letters recommended at the top of the menu at the top of the screen. Then points will appear on the Certificate.

- **At the Power Fountain,** it's important to focus on accuracy, *not speed*. This game is only useful if children type by feel, looking at the screen. Be strict about this.  
Stop the play if children are looking at the keyboard! Use a cardboard box to cover the hands, if necessary.

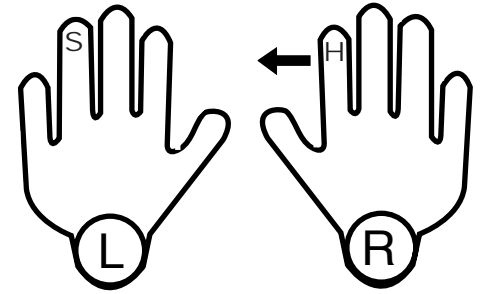
# 17

# SH



## Sass and Hug

“**SH**” is one of the sounds that is made with two letters. **Sass** the **Snake** and **Hug** the **Hamster** **TOGETHER!**



### TYPING

1. **WARM-UPS: POWER UP!** Type *S* with your **LEFT** ring finger and then inch over to *H* with your **RIGHT** pointer. Drop the right thumb to the space bar and type space.

Now type: *SH* space *SH* space *SH* space  
(Say “sh” as in *SHOUT*.)

2. **DICTATION:** Dictate these words to sound-out and type 3 times each: *she, cash, fish*
3. **WORDS FOR WRITING**

*catfish, finish, shade, shake, sheet, shift, shine, dish, ash, dash, hash*

### PHONICS

1. **WORKING WITH PICTURES:**

*Find the Sound Game pictures that start with the sound “sh.” Think of other words that start with “sh” (shine, she) and words that end with “sh” (fresh, dash).*

2. **THINKING ABOUT WORDS:** Help with sounding out each word. Try saying something like this:

*“You say the word FISH. What’s the first sound? Say it slowly. Stretch it out. Listen to the different sounds you are making with your mouth. fff--i-sh. Feel your mouth making the sounds. Do you hear the first sound fff? Find the F with your pointer finger. What’s the next sound?”*

3. **RHYMING:** Write some words that rhyme with:

*ash (cash, dash, gash, hash, mash, rash)  
ish (dish, fish, wish)*

### IMPORTANT TIPS!

### SPELLING TIPS

- Words like SHE and HE are called OPEN, because there is no consonant at the end. When the syllable or word is OPEN, the vowel usually says its name.

HI, NO, GO, SO, BE, ME, O-PEN, LA-DY  
etc.

- Try the “**Say Without**” Game. Say the letter sounds, not the letter names!

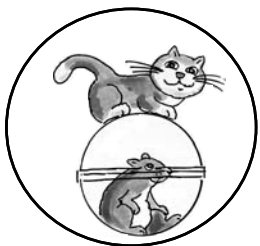
*Say CAT. Now say it without the “C.”  
 (“AT”)*

*Say CLIP. Now say it without the “C.”  
 (“LIP”)*

*Say CART. Now say it without the “T.”  
 (“CAR”)*

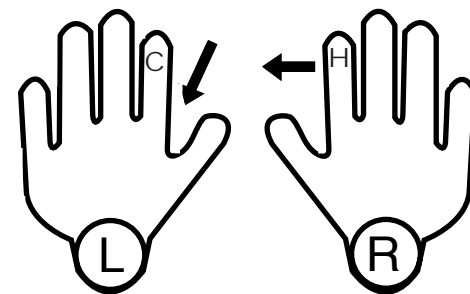
# 18

# CH



## Cass and Hug

*“CH” is a sound that is made with  
Cass the Cat and Hug the Hamster  
TOGETHER!*



### TYPING

1. WARM-UPS: **POWER UP!** Put your tall fingers on the D and K. Inch your left pointer from F down to C and back up to F. Inch your right pointer finger from J over to H and back to J. Drop the right thumb down to press the space bar .

Now type: CH space CH space CH space  
(Say “ch” as in CHEESE.)

2. DICTATION: Dictate these words to sound-out and type 3 times each: *chin, chess, rich*
3. WORDS FOR WRITING:  
*inch, check, chicken, itch, catch, hatch, cheek, ranch, sketch*

### PHONICS

1. WORKING WITH PICTURES: Find pictures that start with “ch.”  
(*chair, cheek, cheese, chicken*)
2. THINKING ABOUT WORDS: Think of more words that start with “ch” or end with “ch.” (*bench, inch, lunch, march*)
3. **NEW GAME:** The Power Fountain is available from now on! Just click on the Fountain to access its activities. Remember, the Power Fountain is fun, but **use it only for typing by feel!** No looking at the keyboard!
4. RHYMING: Think of some words that rhyme with *ATCH* or *ITCH*.  
*ATCH* (*batch, catch, hatch, latch, match, patch*)  
*ITCH* (*ditch, hitch, pitch, witch*)

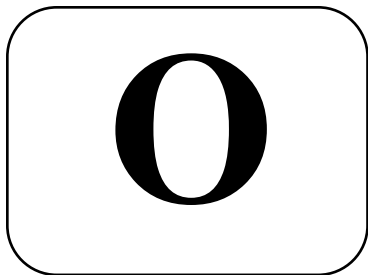
### IMPORTANT TIPS!

### SPELLING TIPS

- Notice that the words that end with the sound “ch” have an N or R or L before the CH. When the “ch” sound comes at the end of a word, the CH is usually preceded by a consonant.

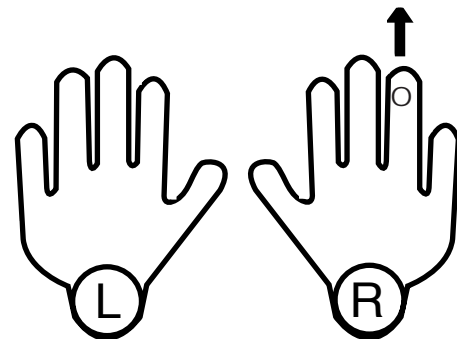
- That is why words that DO NOT have N or R or L before the CH, usually end with TCH (*batch, catch, hatch, latch, itch, stitch*). Exceptions include *rich, such, and much*.
- Go to the E-Mail Tower. Dictate some words that end with TCH and CH.

# 19



## Otto the Octopus

*Otto the Octopus has lots of odd socks. He likes to eat olives and he has two friends, an otter and an ostrich.*



### TYPING

1. WARM-UPS: **POWER UP!** Put your tall fingers on the D and K. Inch your right ring finger up from L to O and back to L. Drop your right thumb down and press the space bar.

Now type: O space O space O space (Say “o” as in NOT.)

2. DICTATION: Dictate at least three of these words to sound-out and type. Make sure the right fingers are used for all the letters.  
*sock, not, hot, odd,*
3. WORDS FOR WRITING: *off, on, rock, rod, rot, shot, nod, dot, font, notch, otter, ostrich*

### PHONICS

1. WORKING WITH PICTURES: Find the pictures that start with “o” or have “o” in the middle.
2. THINKING ABOUT WORDS: Think of more words that start with “o” (as in octopus.)
3. RHYMING: Write some words that rhyme with OT (*hot, shot, not, rot, cot, dot, lot, pot*) and with OP (*hop, pop, stop, top, glop*).
4. **READ BOOK(s) #5:** Help sound-out unfamiliar words. In “**RICK THE RAT**,” help with the word *ME, BE, SO* and *GO*. In “**THE SEED CAKE**,” please help with *KITCHEN, FAMOUS, DO*, and the “g” sound in *AGREE* and *GAME*.
5. **READ PRINTED STORIES 17-20** to a classmate, family member or friend.

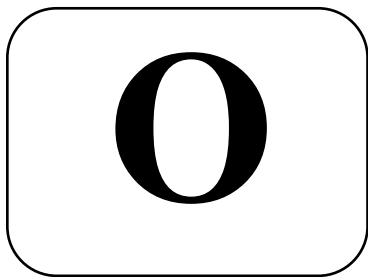
### IMPORTANT TIPS!

#### GO TO SPACESHIP LEVEL 5

- Take out RWT and put in *Spaceship Challenge* and play Level 5. You can practice with Levels 3 and 4 activities again, if you like. If you score below the criterion, put in RWT and play the Bonus Blimp as suggested.

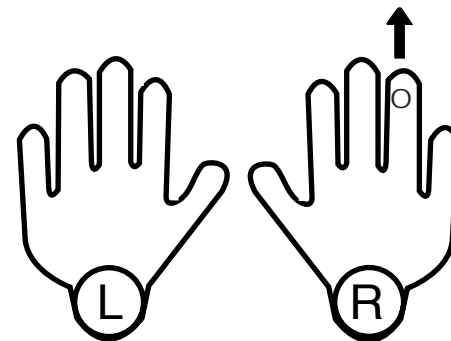
- Or replay any RWT activity you like by clicking on any game location at the RWT Main Screen. Then try to pass *Spaceship* Level 5 games again.
- When you pass *Spaceship* Level 5, remove the *Spaceship* CD, put in RWT and play Level 6.

# 20



## Long O

*Otto the Octopus has a red **BALLOON**. That means the **O** makes the sound of its name--the **LONG O** sound.*



### TYPING

1. **WARM-UPS: POWER UP!** Put your tall fingers on the D and K. Find the O key by inching your right ring finger up from L to O and back to L. Drop your right thumb down to the space bar and type SPACE.
2. Now type: O space O space O space (Say "o" as in note.)
3. **DICTION:** Dictate some of these words to sound-out and type: no, so, rose, nose,
4. **WORDS FOR WRITING:**  
*note, joke, hose, choke, code, cone, throne, tone*

### PHONICS

1. **WORKING WITH PICTURES:** Find the pictures that have long O in the middle, like ROSE.
2. **THINKING ABOUT WORDS:** Think of three other words that have the long "o" sound in the middle (as in note, or choke).  
To give help in sounding out words, say something like this:  
*"Say the word ROSE. What's the first sound? Say it slowly. Stretch it out. Listen to the different sounds you are making with your mouth. rrrr--o--szs. Feel your mouth making the sounds? Do you hear the first sound rrr? What sound comes next?"*
3. **RHYMING:** Write some words that rhyme with ROSE. (hose, nose, chose)

### IMPORTANT TIPS!

### ALPHABET TILE GAME

- Make alphabet tiles to cover all the letters in lessons 1-21. Make 5 of each vowel.
- Use your alphabet tiles to play some games. Deal each player 8 or 10 tiles and see who can make the most words.

### SPELLING TIP

- Remember, when there is no consonant at the end of the syllable, it is "open." The vowel says its name: NO, GO, and SO.
- There are exceptions that children must memorize, such as DO and TO.

# 21

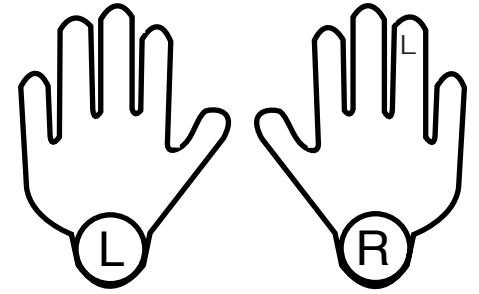


# L



## Lo the Lizard

*Lo the Lizard is always late. She loves to skate lickety-split down the left lane in low gear!*



### TYPING

1. **WARM-UPS: POWER UP!** With your right ring finger, type L. Drop your right thumb down to the space bar and type space.
2. Now type: L space L space L space (Say “l” as in LAKE.)
3. **DICTIONARY:** Dictate these words to sound-out and type: *hill, late, like, land, sell*
4. **WORDS FOR WRITING:**

*doll, lion, elf, hello, lot, flash, flat,  
feel, class, cliff, clock, alone, lake,  
last, salad, less, lesson, lift, line, list,  
self, slide, shell, fell, tell, fill, kill.*

### PHONICS

1. **WORKING WITH PICTURES:** Find the pictures that start with “l” or end with “l.”
2. **THINKING ABOUT WORDS:** Think of three words that start with “l” (as in lake).
3. **RHYMING:** With a pencil or word processor, write some words that rhyme with *HILL* and *BELL*:  
*HILL* (still, drill, kill, thrill, fill, hill, skill)  
*BELL* (bell, fell, sell, tell, shell)

### IMPORTANT TIPS!

### SPELLING TIP

- In Lesson 8, we wrote words that had a vowel in the middle, and ended with the sound “sss.” They needed SS on the end, like *KISS* and *SASS*. Words with “f” at the end follow the same rule, like *STIFF* or *DAFF* or *OFF*.

- Similarly, single syllable words that end in the sound “l” usually need LL on the end, like *HILL* or *BELL* or *DOLL*.
- Think of other words that might end in a double “l.”

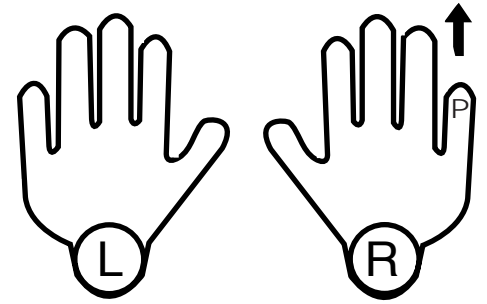
# 22

# P



## Pop the Popcorn Lover

*Pop the Popcorn Lover is Jack's father. He loves to **play ping-pong**, watch **polo**, and eat **popcorn**. He also loves **picnics**!*



### TYPING

1. WARM-UPS: **POWER UP!** With your right pinky finger, inch up and type **P**. Drop the right thumb to the space bar and type space.
2. Now type: **P space P space P space** (Say "p" as in **POP**.)
3. DICTATION: Dictate some of these words to sound-out and type: *hop, pipe peel, sip*
4. WORDS FOR WRITING: *hippo, antelope, pants, ship, jeep, octopus, telescope, jump, press, pride, pinch, hops, help, punch, shape, speed, spell, flap, helicopter, cockpit, napkin, nap, escape, panda, panic, paste, plus, sleep, kidnap, pop, stop, rope, periscope, nip, lip, trip.*

### PHONICS

1. WORKING WITH PICTURES: Find the words that start with "p" or end with "p."
2. THINKING ABOUT WORDS: Think of other words that start with "p" (like *pop*).
3. RHYMING: With a pencil or computer, write some words that rhyme with *HOP*, and *CHIP*

*HOP* (pop, top, flop, drop)

*CHIP* (hip, sip, slip, drip)

### IMPORTANT TIPS!

### WRITE A STORY!

- There are some interesting words in the WORDS list above that could be used in a story. Re-read the list. What images do those words bring to mind?
- Think about a story that might use some of those words.

- Think about other words to use in the story. Discuss these words and brainstorm some ideas for a story. Write a short story together.
- Use the E-Mail Tower or any word processor. You can save the file and finish later if the story gets long.

# 23

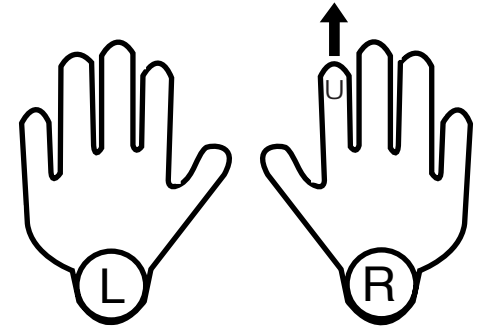


# U



## Um the Umbrella

*Um the Umbrella finds that people put her **up** and crowd **under** her when it rains. She never knows what to say, so she always says “ummm.”*



### TYPING

1. WARM-UPS: *POWER UP!* With the right pointer, inch up from the J to the U and back to the J. Drop the right thumb to the space bar and type space.

*Now type: U space U space U space (say “u” as in UMBRELLA.)*

2. DICTATION: Dictate these words to sound-out and type: *rug, sun, such, nut,*
3. WORDS FOR WRITING  
*Tut, rush, rust, flush, such, suck, slug, cactus, hundred, huff, puff, handcuff, crush, fund, insult, hulk, hull, thud, thunder, tusk, unless, usher, truck, under, run, fun, shut*

### PHONICS

1. WORKING WITH PICTURES: *Find the pictures that start with “u” or have “u” in the middle, like UMBRELLA or TRUCK.*
2. THINKING ABOUT WORDS: Think of three words that start with “u” (like umbrella).
3. RHYMING: *Write some words that rhyme with UN or UT.*  
*BUN (fun, gun, nun, run, sun) BUT (cut, gut, hut, nut, shut)*
4. READ BOOK(s) #6-- Help sound-out unfamiliar words. In the book “FANTASTIC FISH,” you may need to help with the word *FROM*, *START*, and *BY*. In “KITTENS,” please help with *GO* and the “b” sound in *BAT* and *BEES*.
5. READ PRINTED STORIES 21-24 to someone in the family or a friend.

### IMPORTANT TIPS!

### GO TO SPACESHIP LEVEL 6

- Take out RWT, put in *Spaceship Challenge* and play Level 6. You can practice with Levels 4 and 5 activities again, if you like. If you score below the criterion, put in RWT and play the Bonus Blimp as suggested.

Then try to pass *Spaceship* Level 6 games again. (Remember you can change the criteria with the *Spaceship Editor* if necessary).

- When you pass *Spaceship* Level 6, remove *Spaceship*, put in RWT, and play Level 7.

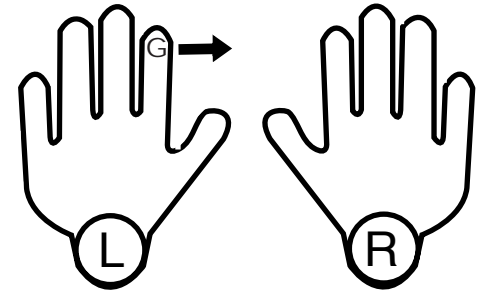
# 24

# G



## Gus the Goose

*Gus the Goose gets giddy at the sight of **green grapes**. He lives in Fadasa's house. Can you find his window?*



### TYPING

1. WARM-UPS: **POWER UP!** With your left pointer finger, inch across from the F to the G and back to the F. Drop your left thumb down to the space bar and type space.

Now type: G space G space G space (Say "g" as in GATE.)

2. DICTATION: Dictate some of these words to sound-out and type: gas, go, dig, get
3. WORDS FOR WRITING:

got, gate, green, gift, glass, glad,  
glide, dragon, grade, grand, grape,  
greet, grill, pig, peg, gale, rug, glad

### PHONICS

1. WORKING WITH PICTURES: Find the pictures that start with "g."
2. THINKING ABOUT WORDS: Think of three words that start with "g" (like gate).
3. RHYMING: Using a pencil or computer, write some words that rhyme with: AG, IG, and UG

BAG (lag, drag, nag, sag)

BIG (big, dig, fig, jig, pig)

BUG (jug, rug, chug, lug, bug)

### IMPORTANT TIPS!

#### ONSET-RIME ACTIVITIES

- The syllables listed above – AG, IG, UG– are called rimes. Every syllable has a rime. When syllables start with a consonant, like BAG, the B is called the onset.

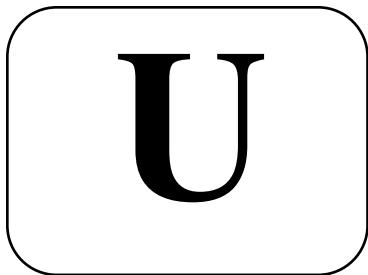
Rimes are predictable. The vowels are almost always pronounced the same way.

- Only 37 rimes make up approximately 500 primary grade words

- If children work with the rimes suggested on each activity page, it will become easy to read or spell any word that uses these rimes.

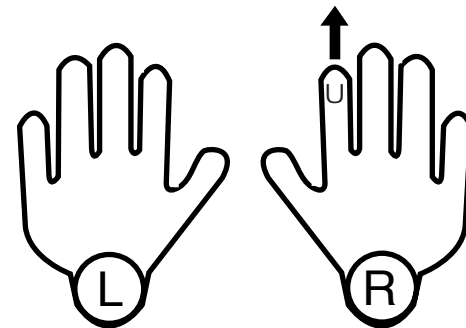
Keep lists of rimes on the wall or on the computer and add new words as you find them.

# 25



## Long U

*Um the Umbrella has a red **BALLOON**. That means the U makes a **LONG U** sound.*



### TYPING

1. **WARM-UPS: POWER UP!** *With the right pointer finger, inch up from the J to the U and back to the J. Drop the right thumb down to the space bar and type space.*

*Now type: U space U space U space  
(Say “u” as in CUTE.)*

2. **DICTATION:** Dictate some of these words to sound-out and type: *cute, rude, use*
3. **WORDS FOR WRITING:** *stupid, include, rule, prune, puke, truth, tune, tutu, June, clue, cue, true, rescue, flute, fuse, refuse, computer.*

### PHONICS

1. The LONG “u” sounds like the name of the letter U in the word USE. It also says its name after P, C, and F, as in CUTE, CURE, CUE, COMPUTER, and FUSE.
  - After R or L, the U usually sounds like OO, as in RUDE, GLUE, or INCLUDE.
  - Sometimes the U is pronounced either way, as in TUNE or STUPID
2. **WORKING WITH PICTURES:** *Find the pictures that have long U in the middle.*
3. **THINKING ABOUT WORDS:** *Think of other words with long U.*
4. **RHYMING:** *Write words that rhyme with: UNE and UMP*  
*UNE (tune, June, prune) UMP (bump, chump, dump, hump, lump)*

### IMPORTANT TIPS!

### LEARNING TO WRITE

- The fun of learning the mechanics of writing is the experience of expressing ideas for someone else to read.
- Now is the time to encourage as much writing as possible.

- Early writing will be full of spelling errors. THAT’S OK! Be lavish with praise and simply correct the spelling a few words at a time. Here are some new “**Outlaw Words**” to add to your list:

THERE, DOES, ONCE, UPON,  
ONE, FATHER

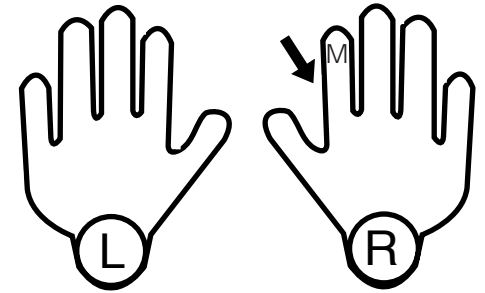
# 26

# M



## Mom the Mayor

*Mom* is Jack's *mother*. She is the *mayor* of the Storyteller's city and likes to go to the *movies* and *make* *marmalade*.



### TYPING

1. WARM-UPS: **POWER UP!** With the right pointer finger, inch down from the J to the M and back to the J. Drop the right thumb to the space bar and type space.
2. Now type: M space M space M space (Say "m" as in MOM.)
3. DICTATION: Dictate these words to sound-out and type: Mom, me, jam, mop, from
4. WORDS FOR WRITING: home, mug, drum, dime, jump, umpire, mule, monster, much, music, must, lemon, film, animal, hamster, hippopotamus, human, milk, mine, mad, mad, magnet, make, man, mistake, admit, smoke, slime, time, computer,

### PHONICS

1. WORKING WITH PICTURES: Find the words that start with "m" or end with "m."
2. THINKING ABOUT WORDS: Think of three words that start with "m" (like MOM).
3. RHYMING: Write some words that rhyme with AM, AME, and AMP:

RAM (jam, clam, slam, am, gram)

GAME (fame, frame, flame, game, name)

LAMP (stamp, camp, champ, ramp)

### IMPORTANT TIPS!

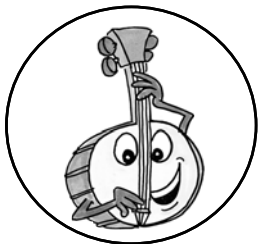
### POWER FOUNTAIN FUN

- If children use the right fingers and learn to use the keyboard by feel, without looking, then using the *Power Fountain* with every lesson will develop fluency and accuracy.

- Children enjoy getting credit on their Certificates for having done the suggested current *Power Fountain* Game.
- **MAKE FIVE STARS FOR ACCURACY THE GOAL!** (Accuracy is much more important than speed at this point!)

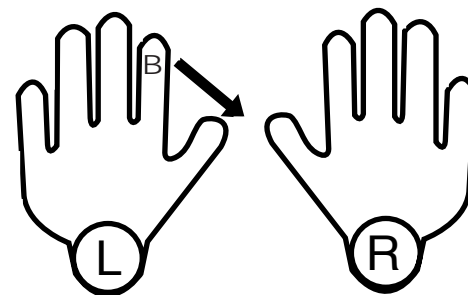
# 27

# B



## Bud the Banjo

*Bud the Banjo plays bluegrass with Vi the violin downstairs in Fadasa's house. He used to play with all the top bands, but now he just plays for his buddies.*



### TYPING

1. WARM-UPS: **POWER UP!** With the left pointer finger, inch from the F to the B and back to the F. Drop the left thumb down to the space bar and type space. Now type: B space B space B space B space (Say "b" as in BAT.)

**NOTE:** In this lesson, you will type a **question mark** with your right hand while you hold the **SHIFT** key down with the left pinky.

2. DICTATION: Dictate these words: *Bud, bee, but, bag*
3. WORDS FOR WRITING: *globe, tube, cube, beets, bib, bug, bulb, be, back, habit, cabin, crab, absent, acrobat, bad, bake, base, bar, bath, beef, blimp, bunch, bus, bum, bump, bucket, lobster, glob, goblin, rib, job, rob, tub, rub, scrub, club, grab*

### PHONICS

1. WORKING WITH PICTURES: Find the words that start with "b."
2. THINKING ABOUT WORDS: Think of five more words that start with "b" (like BABY).
3. RHYMING: With a pencil or computer, write some words that rhyme with AM, UB, and AB: JAM (clam, dam, ham, ram); TUB (cub, club, dub, hub, pub); JAB (crab, dab, lab, nab, grab)
4. IDENTIFYING QUESTIONS: You make a statement and the child turns it into a question. Then reverse roles. Give points for correct answers!
5. READ BOOK(s) # 7 Help with sounding-out unfamiliar words. In the book "HIPPOS," you may need to help with the word *THEY*. In "PICNIC IN A TREE," please help with *BUDDY* and the "z" sound in *BUZZ*.
6. READ PRINTED STORIES 25-28 to someone in your family or a friend.

### IMPORTANT TIPS!

### GO TO SPACESHIP LEVEL 7

- Take out RWT and put in *Spaceship Challenge* and play Level 7. You can practice with Levels 5 and 6 activities again, if you like. If you score below the criterion, put in RWT and play the Bonus Blimp as suggested.

- Or replay any RWT activity you like by clicking on any game location at the RWT Main Screen.. Then try to pass *Spaceship Level 7* games again.
- When you pass *Spaceship Level 7*, remove the *Spaceship CD*, put in RWT and play Level 8.

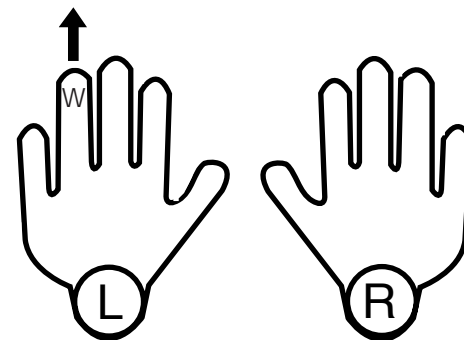
# 28

# W



## Will the Wagon

*Will the Wonder Wagon was engineered by Ed. Will likes to hang out in Ed's workshop and help him with his work.*



### TYPING

1. WARM-UPS: **POWER UP!** With your left ring finger, inch up from S to the W and back to the S. Drop the left thumb to the space bar and type space.

Now type: W space W space W space (say "w" as in WIN)

2. DICTATION: Dictate these words to sound-out and type: web, will, we, win,
3. WORDS FOR WRITING: wish, went, awake, sweet, swim, twin, twist, week, wet, waste, wide, wig, wind, winter, witch, with, wagon

### PHONICS

1. WORKING WITH PICTURES: Find the pictures that start with "w."
2. THINKING ABOUT WORDS: Think of three words that start with "w" (like WIN).
3. RHYMING: Write some words that rhyme with EEP.

*BEEP (deep, jeep, keep, steep, creep)*

If children have trouble thinking of a word, try asking a question like "How do babies get around?" (*creep*) Or go through the alphabet trying out different sounds at the beginning, like *feep*, *geep*, *heep*, *jeep*, and ask which is a real word.

**NOTE:** Some "Outlaw Words" to memorize: WAS, WERE

### IMPORTANT TIPS!

### "SAY WITHOUT" GAME

This game helps children become aware of the sounds in words. Now let's try something a little harder.

Say *BRANCH*. Now say it without the "b" (*RANCH*)

Say *CLUB*. Now say it without the "l." (*CUB*)

Say *TRAIN*. Now say it without the "t." (*RAIN*).

- Think up other words to challenge classmates, family members or friends.

# 29

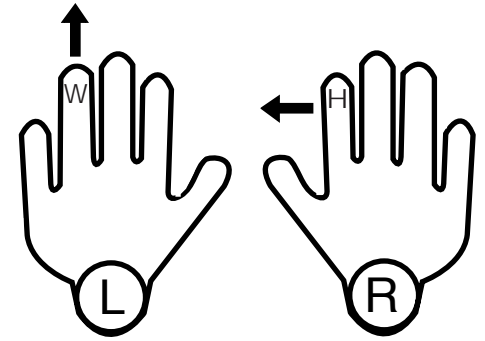


# WH



## Will and Hug

“WH” is a sound made with both  
*Will the Wagon and Hug the  
Hamster TOGETHER.*



### TYPING

1. WARM-UPS: *POWER UP!* Put your tall fingers on the D and K. Inch your left ring finger from S up to W and back to S. Inch your right pointer over from J to H and back to J. Drop your right thumb to the space bar and type space.

Now type: WH space WH space WH space  
(Say “wh” as in WHEEL.)

2. DICTATION: Dictate some of these words to sound-out and type: *whale, when, white*
3. WORDS FOR WRITING: *wheel, whip, white, whiskers, what, which, while*

### PHONICS

1. WORKING WITH PICTURES: Find the pictures that start with “wh.”
2. THINKING ABOUT WORDS: Think of other words that start with “wh” (like WHEN).
3. RHYMING: Write some words that rhyme with AME and OME:

AME (came, blame, fame, name, same)

OME (home, dome)

Watch out for words that don’t follow the silent E rule, for example: SOME, COME. These words just have to be memorized. Use them frequently. so their spelling becomes familiar.

**NOTE:** Memorize “**Outlaw Words**” WHO and WHERE

### IMPORTANT TIPS!

### SPELLING TIP

- People rarely pronounce WH differently from W. Memorize the following poem to remember the main words that start with WH:

WHO, WHAT, WHERE, WHEN,  
WHICH? and WHY?  
WHITE WHALES WHISTLE  
WHILE passing by!

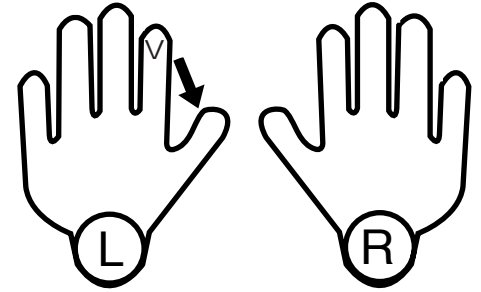
# 30

# V



## Vi the Violin

*Vi the Violin is very valuable. She wears a vest and loves the composer Vivaldi.*



### TYPING

1. WARM-UPS: **POWER UP!** With your left pointer finger, inch down from F to V and back to F. Drop your left thumb down to the space bar and type space.

Type: V space V space etc. (Say “v” as in VEST.)

2. DICTATION: Dictate these words to sound-out and type: *van, gave, vote, five*
3. WORDS FOR WRITING:

*Vi, violin, seven, twelve, vane, vest, vine, envelope, river, never, drive, canvas, lava, level, TV, video, vampire, vast, vat, velvet, viola, visit, vodka, volunteer, pave, rave, save, brave, shave, slave, wave, grave, cave, dive, alive:*

### PHONICS

1. WORKING WITH PICTURES: Find the pictures that start with “v” or end with “v.”
2. THINKING ABOUT WORDS: Think of some other words that start with “v” or end with “v.”
3. RHYMING: Write some words that rhyme with AVE, IVE, and OVE.

*SAVE (gave, cave, pave, rave, brave)*

*FIVE (dive, hive, alive)*

*COVE (grove, stove, wove)*

### IMPORTANT TIPS!

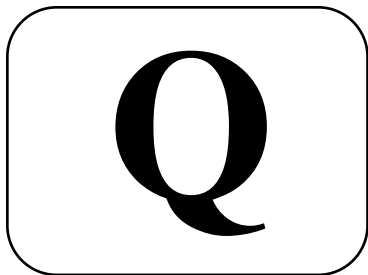
### SPELLING TIP

- English words can’t end in V. There has to be an E after the V. So words that have a short vowel like GIVE, can’t be spelled GIV! They have to end with an E!

- Watch out for words like these:  
HAVE, GIVE, LIVE, LOVE, ABOVE

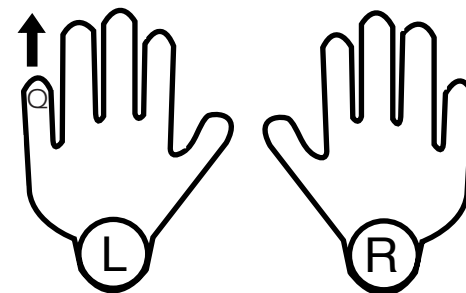
# 31





## Queenie the Quail

*Queenie the Quail lives quietly on the upstairs back porch of Fadasa's house where she can hop quite quickly into the woods with her chick!*



### TYPING

1. WARM-UPS: **POWER UP!** With your left pinky finger, inch up from A to Q and back to A. With the right pointer finger, inch up from the J to U and back to J. Drop your left thumb down to the space bar and type space.

Now type: QU space QU space QU space  
(Say "qu" as in QUEEN.)

2. DICTATION: Dictate some of these words  
quit, quick, queen,
3. WORDS FOR WRITING: Queenie, quilt,  
queer, quite, quiet, quote, squash

### PHONICS

1. Q can't be pronounced by itself. It is always followed by U to say "kw."
2. WORKING WITH PICTURES: Find the pictures that start with "qu."
3. RHYMING: With a pencil or the computer, write some words that rhyme with EET and EEN.  
*BEET (beet, feet, meet, greet, sleet) GREEN (green, sheen, screen)*
4. READ BOOK(s) 8-- Help with sounding-out unfamiliar words. In the book "A HEN DATE," you may need to help with the words SCRATCH. FALL, FROM and HOW. In "WILL MAKES A WISH," please help with WALL, FALL, WHISPERS, WHO, WHERE, FEELING.
5. READ PRINTED STORIES 29-32 to a family member or friend

### IMPORTANT TIPS!

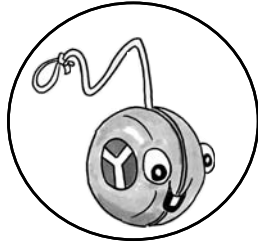
#### GO TO SPACESHIP LEVEL 8

- Take out RWT, put in *Spaceship Challenge* and play Level 8. You can practice with Level 7 activities again, if you like. If you score below the criterion, put in RWT and play the Bonus Blimp as suggested.

- Or replay any RWT activity you like by clicking on any game location at the RWT Main Screen. Then try to pass *Spaceship* Level 8 games again.
- When you pass *Spaceship* Level 8, remove the *Spaceship* CD, put in RWT and play Level 9.

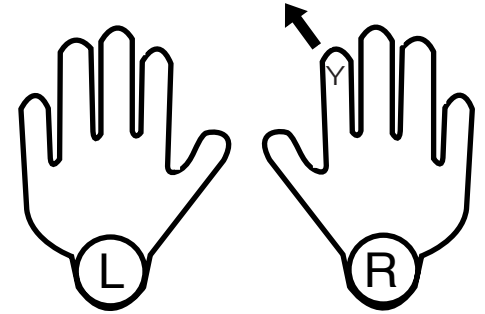
# 32

# Y



## Yellow the Yo-Yo

*Yellow the Yo-Yo is always rolling over something yucky! He likes to say “Yes!” and “Yummy,” and he yawns a lot when he’s sleepy. Can you find Yellow’s window?*



### TYPING

1. **WARM-UPS: POWER UP!** With your right hand pointer finger, reach upstairs from J to Y and back to J. Drop the right thumb down to the space bar and type space.

*Now type: Y space Y space Y space (say “y” as in YELL.)*

2. **DICTATION:** Dictate these words to type:  
yak, yes, say, joy, yell, yet
3. **WORDS FOR WRITING:** crayon, funny, candy, copy, nanny, nasty, melody, missy, yucky, very, family, fifty, lady, baby, holiday, twenty, ugly, yesterday, yo-yo, jelly, jellyfish, very, fly, fry, sky, my, try, why, toy, boy, gray, away, hay, pay, play, stay, gay, way, day clay

### PHONICS

1. **THE BUSY Y:** Y has several pronunciations
  - At the beginning of a word, Y is “y” as in YELL.
  - At the end of a single syllable word, where it takes the role of a vowel, it is usually pronounced like a LONG I, as in MY, TRY, or WHY
  - At the end of a word it is pronounced “EE” as in BOY (“bo-ee”), DAY (“da-ee”), FIFTY (“fif-tee”), or BABY (“ba-bee”).
2. **WORKING WITH PICTURES:** Find the pictures that start with “y.”
3. **THINKING ABOUT WORDS:** Think of words that start with “y.”
4. **RHYMING:** Write some words that rhyme with OY and AY:
 

OY (boy, joy, toy, annoy)  
AY (bay, clay, day, hay, say)

### IMPORTANT TIPS!

### OUTLAW WORDS

- Here are some more Outlaw Words that appear with high frequency. Add them to your list! Remember, they must be memorized! They don’t follow the rules **BEEN, ANY, SAID, TWO, YOU, FOUR, YOUR**

- If you want to find more high frequency words, both “soundable” and “not soundable,” look at Beginning to Read by Marilyn Jager Adams, MIT Press, 1990, page 274.

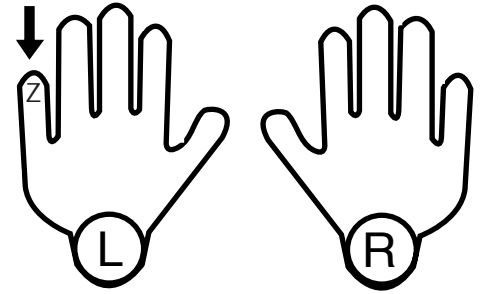
# 33

# Z



## Zippo the Zebra

*Zippo the zany zebra is very shy.  
He turns lots of colors when he is  
embarrassed.*



### TYPING

1. **WARM-UPS: POWER UP!** Put your tall fingers on the D and K. Inch the left pinky finger down from A and type Z. Drop the left thumb down to the space bar and type space.

*Now type: Z space Z space Z space (Say "z" as in ZEBRA)*

2. **DICTION:** Dictate these words to sound-out and type: zip, jazz, size, zero
3. **WORDS FOR WRITING:** zebra, zigzag, sipper, quiz, fuzz, fuzzy, dizzy, chimanee, amaze, zone, priize, breeze, freeze, sneeze, maze, gaze, haze, lazy, crazy

### PHONICS

1. **WORKING WITH PICTURES:** Find the pictures that start with "z."
2. **THINKING ABOUT WORDS:** Think of three words that have "z" in them (like ZEBRA).

**IMPORTANT:** It is important to sound-out each word. Don't spell or sound-out the words for children until they have tried it themselves.

3. **RHYMING:** Write some words that rhyme with ALE and ANE:

**NOTE:** Sometimes AI makes the Long A sound. Make a list of the words that use the silent E rule and the words that use AI.

*SALE (bale, gale, hale, pale, sale, tale)*

*SAIL (bail, fail, hail, jail, mail, nail, sail)*

*MANE (crane, lane, mane, pane, sane)*

*MAIN (drain, gain, chain, rain, train)*

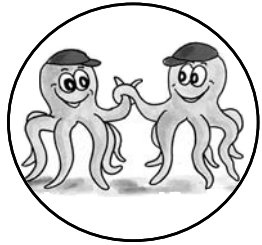
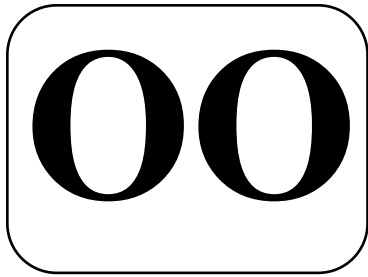
### IMPORTANT TIPS!

### "SAY WITHOUT" GAME

- This game requires thinking about the sounds in the middle of the words. This can be a challenging game to play in the car.
- Say "WINTER." Now say it without the "t." ("WINNER")

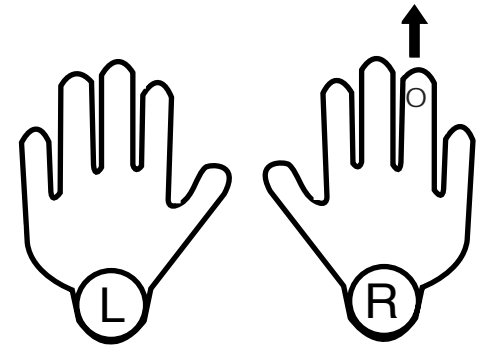
- Say "COMPUTER." Now say it without the "p." ("COMMUTER")
- Say "SILKY." Now say it without the "k." ("SILLY")
- Say "TYPING." Now say it without the "p."
- Think of other words to play with.

# 34



## Octopus Boys

The *Octopus Boy Twins* team up together to make the “OO” sound, as in **BOOK**!



### TYPING

1. WARM-UPS: **POWER UP!** Put your tall fingers on the D and K. With the right ring finger, inch up from L and type O two times. Drop the right thumb down to the space bar and type space.

Now type: OO space OO space OO space  
(Say “oo” as in **BOOK**.)

2. DICTATION: Dictate these words to sound-out and type: *book, look, wood, good*
3. WORDS FOR WRITING: *foot, hoof, wood, cook, hook, book, took, crook, nook*

### PHONICS

1. WORKING WITH PICTURES: Find the pictures that have “oo” in the middle. (like **BOOK**).
2. THINKING ABOUT WORDS: Think of other words that have “oo” in the middle that sound like **BOOK**.
3. RHYMING: Write some words that rhyme with **OOK** and **OOD**:

**BOOK** (*cook, hook, book, took*)

**GOOD** (*wood, hood*)

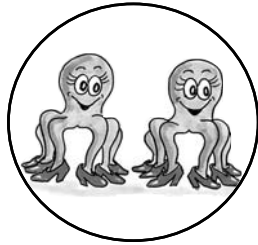
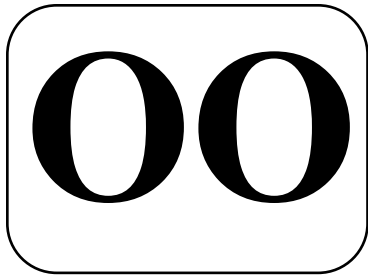
### IMPORTANT TIPS!

### THE ROUTE TO READING

- You can’t write without reading!
- Now that most of the keyboard IS MASTERED, and most of the sounds in English, the next step is to WRITE! The sky is the limit!

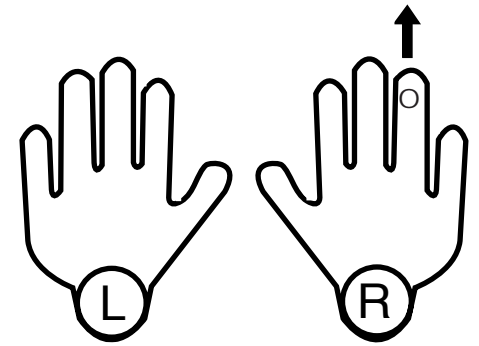
- Use any word processor. Illustrate a story or poem by importing clip art images from the Spaceship disk.
- Lists, stories, personal experiences, book reports, poems, WHATEVER!

# 35



## Octopus Girls

*The Octopus Girl Twins team up together to make the “OO” sound as in **MOON**!*



### TYPING

1. **WARM-UPS: POWER UP!** With the right ring finger, inch up from L and type O two times. Drop the right thumb down to the space bar and type space.  
*Now type: OO space OO space OO space (Say “oo” as in MOON.)*
2. **DICTATION:** Dictate these words to type:  
*cool, soon, too, moon, room*
3. **WORDS FOR WRITING:** *roof, stool, igloo, tooth, food, gloomy, goofy, hoop, ooze, pooch, proof, roost, scoop, smooth, snooze, bamboo, mood, loop, voodoo, zoo, baboon, spoon, spoon, noon, root, hoot, shoot, boot, moose, loose, goose, caboose, noose, tool, fool, pool, doom, broom, mushroom, loom, gloom, groom*

### PHONICS

1. **WORKING WITH PICTURES:** Find pictures with “oo” in the middle.
2. **THINKING ABOUT WORDS:** Think of three other words that have “oo” in the middle that sound like SOON or ROOM.
3. **SPELLING TIP:** If you spelled GOOSE without an E on the end, it would look like the plural of GOO. When the “s” sound comes after a vowel at the end of a word, add a silent E, as in HOUSE.
4. **RHYMING:** Write some words that rhyme with OOSE, OOM and OOL:  
*OOSE (loose, goose, moose, caboose); OOM (room, broom, doom, bloom, zoom); OOL (fool, tool, pool, cool)*
5. **READ BOOK(s) #9.** In the book “PANCAKES IN THE MUD,” you may need to help with the words LIZARD and OTTER.. In “THE BIG SNEEZE,” please help with THERE, HER, MY, BEYOND, and STARS.
6. **READ PRINTED STORIES 33-36** to a family member or friend.

### IMPORTANT TIPS!

#### GO TO SPACESHIP LEVEL 9

- Take out RWT and put in *Spaceship Challenge* and play Level 9. You can practice with Levels 7 and 8 activities again, if you like. If you score below the criterion, put in RWT and play the Bonus Blimp as suggested.

- Or replay any RWT activity you like by clicking on any game location at the RWT Main Screen. Then try to pass *Spaceship* Level 9 games again.
- When you pass *Spaceship* Level 9, remove the *Spaceship* CD, put in RWT and play Level 10.

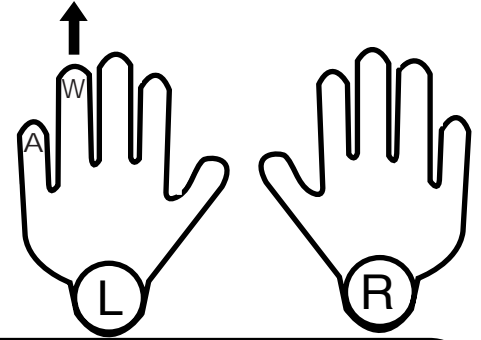
# 36

# AW



## Ann and Will

“AW” is a sound made with Ann  
the Ant AND Will the Wagon  
TOGETHER!



### TYPING

1. WARM-UPS: *POWER UP!* Put your tall fingers on the D and K. With your left pinky, type A, then type W with the left ring finger. Drop the left thumb down to the space bar and type space.

Now type: AW space AW space AW space  
(Say “aw” as in LAWN.)

2. DICTATION: Dictate these words:  
saw, jaw, draw, lawn
3. WORDS FOR WRITING:  
hawk, crawl, prawn, fawn, yawn, paw, law,  
flaw, claw

### PHONICS

1. WORKING WITH PICTURES Find words with “aw” in the middle.
2. THINKING ABOUT WORDS: Think of other words that have “aw” (like SAW or LAW or DRAW).
3. RHYMING: Write some words that rhyme with AW:

AW (paw, draw, law, flaw, claw)

### IMPORTANT TIPS!

### SPELLING TIP

- When the letter C is followed by an E, it sounds like “s,” as in ICE, MICE, or NICE
- It happens mostly on words that need a “silent E” on the end to make the vowel say its name. The E makes C say “s.”

For other words that end with the “s” sound, if the “s” comes after a short vowel, the word ends with SS, like KISS, or MISS or PASS.

Think of some words that end with ACE  
(brace, race, face, grace, lace, pace, trace)

- In READING BOOK #10, you will be reading about ICE and MICE.

# 37

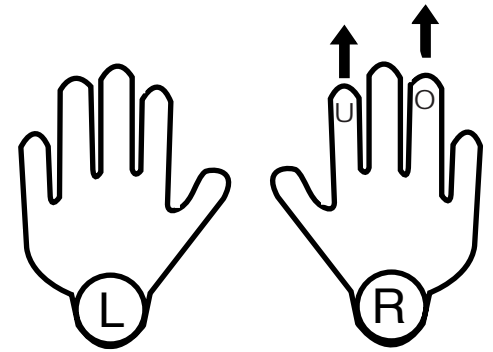


# OU



## Otto and Um

*“OU” is a sound made with Otto the Octopus AND Um the Umbrella TOGETHER!*



### TYPING

1. WARM-UPS: *POWER UP!* Type O with your right ring finger, and then U with your right pointer finger. Drop your right thumb down to the space bar and type space.

*Now type: OU space OU space OU space (Say “ou” as in SHOUT.)*

2. DICTATION: Dictate these words: *out, loud, mouth, round*
3. WORDS FOR WRITING: *foul, outside, south, mount, trout, without, scout, proud, couch, ouch, ouch, house, mouse, blouse, sound, mound, ground, hound, pound*

### PHONICS

1. WORKING WITH PICTURES: *Find pictures that have “ou” in the middle.*
2. THINKING ABOUT WORDS: *Think of other words that have “OU” in the middle (like SHOUT).*
3. RHYMING: *Write some words that rhyme with OUT and COW:*

*OUT (out, scout, trout, out, about, without)*

*COW (bow, how, now, vow, wow)*

### IMPORTANT TIPS!

- When the OU sound (as in OUCH!) comes at the beginning or middle of a word, it is spelled OU.
- But OU does not end English words. When the “OU” sound comes at the end, it is spelled OW, as in COW.

- **NOTE: WATCH OUT!** In some words with OW at the end, the pronunciation is like a long O, as in LOW, SHOW, ROW, TOW, and GROW.
- These words have to be memorized. Read and write them frequently.

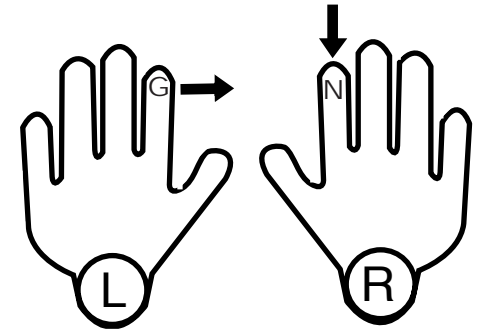
# 38

# NG



## Nana and Gus

*“NG” is a sound made with Nana  
AND Gus the Goose TOGETHER!*



### TYPING

1. **WARM-UPS: POWER UP!** With your right pointer finger inch down from J and type N, and type G with your left pointer finger, inching over from F. Drop your right thumb down to the space bar and type space.

Now type: NG space NG space NG space  
(Say “ng” as in SING.)

2. **DICTION:** Dictate these words to type:  
sing, king, rang, song
3. **WORDS FOR WRITING:** sang, hang,  
sting, string, spring, ring, swing, wing, fling,  
finger, ping-pong, kangaroo

### PHONICS

1. **WORKING WITH PICTURES:** Find words with “ng” at the end.
2. **THINKING ABOUT WORDS:** Think of other words that have “NG” at the end (like SING).
3. **RHYMING:** Write some words that rhyme with ING, ANG, and ONG:

SING (thing, string, sting, spring, king, ring)

SANG (rang, hang, BANG)

SONG (bong, gong, long, along)

### IMPORTANT TIPS!

### POWER FOUNTAIN FUN

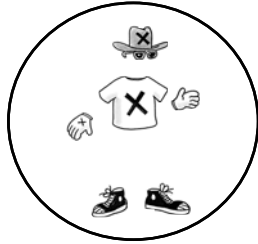
- Did you know that the Power Fountain has three levels of difficulty? For a greater challenge, go to SETTINGS at the POP screen (after you click on STOP to stop the game) and try Level 2 or 3.

- There are more than 100 different words and phrases to try.
- Power Fountain experts can be good typists. The secret is to work for 5 stars and type without looking at the keyboard!

# 39

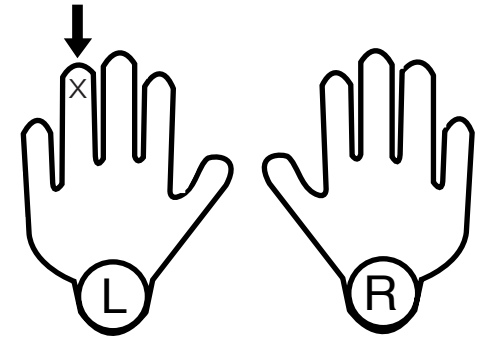


# X



## Mr. X, the Mystery Man

Mr. X arrived in a **box** from **Galaxy Six**. He needs **extra** parts before he can make his **exit**. Should he take a **taxi**?



### TYPING

1. WARM-UPS: **POWER UP!** With your left ring finger, inch down from S to X and back to S. Drop your left thumb down to the space bar and type space.

Now type: X space X space X space (Say "ks" as in TAXI).

2. DICTATION: Dictate these words to type: ox, box, fix, tax
3. WORDS FOR WRITING: taxi, sixty, hexagon, extra, next, text, galaxy, tuxedo, exit, wax, fox, six, mix

### PHONICS

1. WORKING WITH PICTURES: Find the words with "ks" at the end.
2. THINKING ABOUT WORDS: Think of other words that have "ks" in them ( taxi.)
3. READ BOOK(s) #10--Help sound-out unfamiliar words. In the book "JACK TRICKS A BAT," you may need to help with the words **PESTER**, **BALLS**, **YARN**, and **DOWN**. In "THE ICE THING," please help with **SOME**, **ONE**, **WAS**, **ICE**, **MICE**,. **EVERY**, **OFF**, **SMALLEST**, and **LOOKED**.
4. READ PRINTED STORIES 37-40 to a family member or friend.
5. DON'T FORGET STICKERS AND CERTIFICATES!
6. REMEMBER: The E-MAIL Tower has messages in three levels of difficulty. For more messages, set a new level at **SETTINGS** at the POP screen (the screen that appears as you exit, after you click on STOP).

### IMPORTANT TIPS!

### GO TO SPACESHIP LEVEL 10

- Take out RWT and put in *Spaceship Challenge* and play Level 10. You can practice with any Levels you like.

**CONGRATULATIONS!!!**

- **Replay**-Click anywhere on the Main Screen to replay any game for any phoneme.
- **New Power Fountain Games:** Change the difficulty level at the POP screen (see above) for 400 new words!  
*Play without looking at your fingers!*
- **Write! Now you can write anything!**

# 40