I-POD PROBLEMS INSTRUCTIONS

Spelling

Instructor records himself/herself saying the spelling word first then waiting the appropriate amount of time, and finally spelling out each letter into an I-Pod recorder or another recording device.

Sample Spelling List

1. flower
2. other
3. center
4. after
5. water

6. under
7. brother
8. sister
9. mother
10. father

For example, for Probe 1, the instructor says:

1. Flower (wait one second for each letter of the word, +1 second= 7seconds) F-L-O-W-E-R
2. Other (wait 6 sec, then spell) 0-T-H-E-R
3. Center (wait 7 sec, the spell) C-E-N-T-E-R
4. (Repeat same process for words 4-10, save recording as Probe 1)

Probe 2, the instructor says:

1. Flower (wait one second for each letter of the word, +4 seconds=10 seconds) F-L-O-W-E-R
2. Other (wait 9 seconds, then spell) O-T-H-E-R
3. Center (wait 10 seconds, then spell) C-E-N-T-E-R
4. (Repeat same process for words 4-10, save recording as Probe 2)

Probe 3, the instructor says:

1. Flower (wait one second for each letter of the word, +2 seconds= 8 seconds) F-L-O-W-E-R
2. Other (wait 7 seconds, then spell) O-T-H-E-R
3. Center (wait 8 seconds, then spell) C-E-N-T-E-R
4. (Repeat same process for words 4-10, save recording as Probe 2)

Student then sits down a table with Spelling Probe 1 worksheet and I-Pod Probe 1 recording. Student will attempt to spell the word, or write the spelling word correctly before the instructor starts to spell the word. If the student is unable to spell the word or does so incorrectly, he/she marks it incorrect and goes on to the next word.

After a period of time (1-2 hrs) student attempts to do Probe 2, and repeats the same process while listening to I-Pod Probe 2.

Finally, after a period of time, student attempts to do Probe 3, and repeats the same process while listening to I-Pod Probe 3.

Spelling

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

Spelling

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

Multiplication

Probe 1

Instructor records himself/herself asking the first problem.

1. He/She says, "6 times 7" waits 1 sec, then says "42"
2. He/She says, "4 times 6" waits 1 sec, then says "24"
3. Records the rest of the multiplication problems, waiting one second before giving the answer.
4. Saves this recording as Probe 1.

Probe 2

Instructor records himself/herself asking the first problem.

1. He/She says, "6 times 4" waits 4 sec, then says "24"
2. He/She says, "9 times 6" waits 4 sec, then says "54"
3. Records the rest of the multiplication problems, waiting 4 seconds before giving the answer.
4. Saves this recording as Probe 2.

Probe 3

Instructor records himself/herself asking the first problem.

1. He/She says, "6 times 9" waits 2 sec, then says "54"
2. He/She says, "4 times 6" waits 2 sec, then says "24"
3. Records the rest of the multiplication problems, waiting 2 seconds before giving the answer.
4. Saves this recording as Probe 3.

Student then sits down a table with Multiplication Probe 1 worksheet and I-Pod Probe 1 recording. Student will attempt to answer the multiplication problem correctly before the instructor says the answer on the recording. If the student is unable to answer the problem or does so incorrectly, he/she marks it incorrect and goes on to the next problem.

Student will attempt Probes 2 &3 within the day.

When student completes problems in Probe 3 with 80% accuracy, he/she can go on to another number.

Probe 1- 1 second

6	4	6	8	3	2
x 7	x 6	x 10	x 6	x 6	x6

6	12	6	6	9	11
x 5	x 6	x 4	x 6	x 6	x 6

Probe 1- 1 second

6	4	6	8	3	2
x 7	x 6	x 10	x 6	x 6	x6

6	12	6	6	9	11
x 5	x 6	x 4	x 6	x 6	x 6

Probe 2- 4 seconds

6	9	2	12	11	6
x 4	x 6	x 6	x 6	x 6	x 10

6	8	6	6	4	3
x 6	x 6	x 7	x 5	x 6	x 6

Probe 3- 2 seconds

6	4	8	7	6	6
x 9	x 6	x 6	x 6	x 6	x 4

6	2	6	6	10	5
x 11	x 6	x 12	x 5	x 6	x 6