

# Understanding Big Ideas

## Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following words:
  - fast
  - slow
  - yes/no
2. Print and cut out (if applicable):
  - Print out *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet (one copy for teacher) and cut out Picture Cards.
3. Gather the materials listed to the right from the enCORE Manipulatives Kit and/or from around your classroom.
  - Place five Unilink Cubes into one of the Plastic Jars. Screw the lid on tightly.
  - Optional for students with limited communication: Prepare simple yes/no cards (e.g., a piece of paper with a green check mark and the word "yes" and a piece of paper with a red "x" and the word "no").
4. Print out these data sheets (enough for each student/group of students):
  - Constant Time Delay Individual Data Sheet – Fill in the lines with the words: fast, slow.
  - System of Least Prompts Small Group Data Sheet – Fill in the lines with the words: fast, slow.



## Learning Objectives

- Identify ways to change the motion of an object.
- Recognize an action as fast or slow.
- Recognize concepts of motion.
- Recognize that a heavier object is harder to move than a light one.

## Materials

- *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet
- Unilink Cubes
- Plastic Jar

## Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning level and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.
2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

### Anchor Instruction for All Students

In our book, *The Tortoise and the Hare*, the tortoise and the hare decide to race each other. Moving from one place to another is called motion. Speed is how fast or slowly something moves. The tortoise is slow and the hare moves fast. Let's learn more about fast and slow.

### Core Vocabulary and Concepts

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>fast</li> <li>slow</li> </ul>	<ul style="list-style-type: none"> <li>fast</li> <li>slow</li> </ul>	<ul style="list-style-type: none"> <li>fast</li> <li>slow</li> </ul>

Cut apart and gather the Picture Cards from *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet before introducing the Core Vocabulary and Concepts.

LEVEL 1	LEVEL 2	LEVEL 3
<p><b>This says fast.</b> Hold up/point to the Picture Card. <b>This says slow.</b> Hold up/point to the Picture Card. <b>I am going to move and you will tell me if I am fast or slow!</b></p>	<p><b>This says fast.</b> Hold up/point to the Picture Card. <b>This says slow.</b> Hold up/point to the Picture Card. <b>How fast or slowly something moves is called speed.</b> I am going to move and you will tell me if I am fast or slow!</p>	<p><b>This says fast.</b> Hold up/point to the Picture Card. <b>This says slow.</b> Hold up/point to the Picture Card. <b>When something moves from one place to another, this is called motion.</b> How fast or slowly something moves is called speed. I am going to move and you will tell me if I am fast or slow!</p>

The following instruction is recommended for all learners. There are two rounds: zero-second time delay and four-second time delay. During the zero-second delay round, you will provide the direction and immediately give the correct response (i.e., "Touch the [target]," and immediately touch the [target]). There is no pause between giving the direction and providing the correct response. Vary the order in which you present the targets each time.

#### Zero-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing moderate to substantial prompting and support.

**Materials:** *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet

**Data Sheet:** Constant Time Delay Individual Data Sheet

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p>Put the "fast" and "slow" Picture Cards on the table. Walk quickly back and forth in front of the table and say, <b>Am I fast or slow?</b> Immediately point to the Picture Card that says "fast" and say, <b>Fast</b>, while continuing to walk back and forth.</p> <p>(continued)</p>	<p>Student touches and/or says "fast."</p>	<p><b>Great job! I was moving fast. How fast or slowly something moves is called speed.</b></p> <p>Include a brief description with each Picture Card in your feedback.</p>

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p>forth quickly. Wait for the student to point to the Picture Card and/or say “fast” after you. You may encourage the students to get up and walk fast back and forth like you as well.</p> <p>Repeat this multiple times, going fast and slowly.</p> <p>Use this opportunity to collect data on the students’ vocabulary acquisition on the data sheet.</p>	<p>Student does not respond.</p> <p>Student responds incorrectly.</p>	<p>Point to the correct response. <b>This is “fast.” Touch “fast.”</b></p> <p>Wait for the student to respond and then give them positive reinforcement (see statement listed above). Provide physical guidance if needed.</p>

During the four-second delay round, you will provide the direction and wait four seconds for the student to respond. If the student does not respond within four seconds, provide the correct answer.

### Four-Second Delay Round

*Complete 5-10 trials per student. Recommended for students needing some prompting and support.*

**Materials:** *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet

**Data Sheet:** Constant Time Delay Individual Data Sheet

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p><b>Let’s practice identifying “fast” and “slow” again.</b></p> <p>Put the “fast” and “slow” Picture Cards on the table. Walk slowly back and forth in front of the table and say, <b>Am I fast or slow?</b> While continuing to walk slowly back and forth. Wait for the student to point to the Picture Card and/or say “slow.” You may encourage the students to get up and walk slowly back and forth, as well, after they have responded.</p> <p>Repeat this multiple times, going fast and slowly.</p> <p>Use this opportunity to collect data on the student’s vocabulary acquisition on the data sheet.</p>	<p>Student touches and/or says “slow” within four seconds.</p> <p>Student responds incorrectly before additional prompting.</p> <p>Student does not respond within four seconds.</p>	<p><b>Yes! I was slow. How fast or slowly something moves is called speed.</b></p> <p>Include a brief description with each Picture Card in your feedback.</p> <p>Point to the correct response. <b>This is “slow.” Touch “slow.”</b></p> <p>Wait for the student to respond and then give them positive reinforcement (see statement listed above). Provide physical guidance if needed.</p>

### Concept Building

You will teach students the concept of motion by moving an object fast and slowly. During the Test phase of Model-Lead-Test, students will have an opportunity to respond by themselves. If students are working in a small group, allow each student a chance to answer each item independently during the Test phase. Use the information in the Prompting and Error Correction box to provide support

as needed. Prior to instruction, place five Unilink Cubes into one of the Plastic Jars and screw the lid on tightly.

**Materials:** *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet (one copy for teacher), five Unilink Cubes placed in a Plastic Jar

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p><b>We have been talking about how objects can move both fast and slowly.</b> Hold up the “fast” and “slow” Picture Cards as you are talking. Put the Plastic Jar with Unilink Cubes on the table. <b>Let’s practice shaking this jar fast or slowly.</b></p>	<p><b>We have been talking about how objects can move both fast and slowly.</b> Hold up the “fast” and “slow” Picture Cards as you are talking. Put the Plastic Jar with Unilink Cubes on the table. <b>The jar is not moving right now, but we can make it move.</b> Pick up the jar and shake it. <b>Let’s practice shaking the jar fast or slowly.</b></p>	<p><b>We have been talking about how objects can move both fast and slowly.</b> Hold up the “fast” and “slow” Picture Cards as you are talking. Put the Plastic Jar with Unilink Cubes on the table. <b>The jar is not moving right now, but we can make it move.</b> Pick up the jar and shake it. <b>When something moves from one place to another, this is called motion. How fast or slowly something moves is called speed. Let’s practice shaking the jar fast or slowly.</b></p>
MODEL	<p><b>I’ll go first.</b> Place the jar on the table. Hold up the “slow” Picture Card and say, <b>Slow. I will shake the jar slowly.</b> Shake the jar slowly. <b>Slow.</b> Point to the “slow” Picture Card again while you continue to shake the jar. Give each student an opportunity to shake the jar slowly, then place the jar back on the table.</p>	<p><b>I’ll go first.</b> Place the jar on the table. Hold up the “slow” Picture Card and say, <b>The jar is not moving. It is not in motion. I will make it move slowly.</b> Shake the jar slowly. <b>It is moving slowly.</b> Point to the “slow” Picture Card again while you continue to shake the jar. Give each student an opportunity to shake the jar slowly, then place the jar back on the table.</p>	<p><b>I’ll go first.</b> Place the jar on the table. <b>The jar is not moving right now. It is not in motion.</b> Hold up the “slow” Picture Card and say, <b>I will make the jar move slow.</b> Shake the jar slowly. <b>The jar is in motion and it is moving slowly.</b> Point to the “slow” Picture Card again while you continue to shake the jar. Give each student an opportunity to shake the jar slowly, then place the jar back on the table.</p>
LEAD	<p><b>Let’s do the next one together.</b> Hold up the “fast” Picture Card. <b>Fast. Let’s make the jar move fast.</b> Pick up the jar and shake it quickly. <b>Fast.</b> Point to the “fast” Picture Card again while continuing to shake</p>	<p><b>Let’s do the next one together.</b> Hold up the “fast” Picture Card. <b>Let’s change the motion of the jar and make it move fast.</b> Pick up the jar and shake it quickly. Continue to shake the jar quickly and say, <b>Is the jar</b></p>	<p><b>Let’s do the next one together.</b> With the jar placed on the table, ask, <b>Is the jar in motion right now?</b> Give the students a brief opportunity to respond, then say, <b>No! The jar is not moving or in motion.</b> Hold up the “fast”</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	the jar. Give students an opportunity to shake the jar fast. After all students have had a chance to practice, place the jar back on the table.	<b>moving fast or slow?</b> Give the students a brief opportunity to respond, then say, <b>It is moving fast!</b> Point to the “fast” Picture Card again. Give students an opportunity to shake the jar fast. After all students have had a chance to practice, place the jar back on the table.	Picture Card. <b>Let’s change the motion of the jar and make it move fast.</b> Pick up the jar and shake it quickly. <b>What speed am I moving the jar?</b> Give the students a brief opportunity to respond, then say, <b>Fast! I am shaking the jar fast.</b> Point to the “fast” Picture Card again. Give students an opportunity to shake the jar fast. After all students have had a chance to practice, place the jar back on the table.
TEST	<p><b>Your turn.</b> Hold up a “fast” or “slow” Picture Card and say, <b>Shake the jar [fast/slow].</b> Hand the student the jar and wait for the student to respond.</p> <p>Repeat this procedure with the other Picture Card. You may do multiple trials of “fast” and “slow” with student.</p> <p>Use this opportunity to collect data on student’s ability to demonstrate the concepts of fast and slow.</p>		<p><b>Your turn.</b> Hold up a “fast” or “slow” Picture Card and say, <b>Shake the jar [fast/slow].</b> Hand the student the jar and wait for the student to respond.</p> <p>Repeat this procedure with the other Picture Card. You may do multiple trials of “fast” and “slow” with student.</p> <p>Use this opportunity to collect data on student’s ability to demonstrate the concepts of fast and slow.</p> <p>For students who need an additional challenge, you may ask the student to demonstrate how to change the motion of the jar and to identify the speed.</p>
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide them with a verbal prompt, such as, <b>Move [fast/slow].</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a model prompt. For example, point to the correct response and say, <b>[Fast/slow]. Your turn!</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct response. Say <b>[Fast/slow]</b>, as you prompt them.</p>		

	LEVEL 1	LEVEL 2	LEVEL 3
REINFORCE	Great job! You shook the jar fast and slowly!	Great job! You changed the motion of the jar and shook it fast and slowly!	Great job! You changed the motion of the jar and shook it at a fast and slow speed. Motion is when something moves from one place to another. Speed is how fast or slowly something moves.



**Instructional Tip!** An alternate expressive response option would be to ask a yes/no question about each picture (e.g., **Is it moving fast?**) and students could say “yes/no,” point to a yes/no response card, or activate an AAC device to say yes/no.

### Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
Fast or Slow Tempo?	Have students listen to different songs to identify if the tempo of the song is fast or slow (search Internet for different kinds videos that focus on fast and slow tempo).
Move It Fast, Move It Slow!	Let students participate with an interactive movement video from Internet showing fast and slow movements. If students are unable to fully participate due to physical limitations, provide item student can hold to move fast/slowly or assist students as needed with moving their arms and/or legs in a fast or slow motion.



# Applying What We Know

## Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following words:
  - fast
  - slow
  - yes/no
2. Print and cut out (if applicable):
  - Print out *The Tortoise and Hare* Fast and Slow Picture Cards Worksheet (one copy for teacher) and cut out Picture Cards.
3. Gather the materials listed to the right from the enCORE Manipulatives Kit and/or from around your classroom.
  - Optional for students with limited communication: Prepare simple yes/no cards (e.g., a piece of paper with a green check mark and the word "yes" and a piece of paper with a red "x" and the word "no").
4. Print out these data sheets (enough for each student/group of students):
  - Constant Time Delay Individual Data Sheet – Fill in the lines with the words: fast, slow.
  - System of Least Prompts Small Group Data Sheet – Fill in the lines with the words: fast, slow.

## Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning level and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.
2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.



## Learning Objectives

- Identify ways to change the motion of an object.
- Recognize an action as fast or slow.
- Recognize concepts of motion.
- Recognize that a heavier object is harder to move than a light one.
- Use sight and hearing to make observations.

## Materials

- *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet

### Anchor Instruction for All Students

We have been learning about fast and slow. Speed tells us how fast or slow something moves. When a ball is placed on the floor, it is not in motion. When we roll the ball across the floor, the ball is in motion, or moving. If we give the ball a little push, the ball will move slowly, but if we give the ball a big push, the ball will move fast. A heavy ball is harder to move or roll than a light ball. Let's practice making objects move fast or slowly again.

### Core Vocabulary and Concepts

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>fast</li> <li>slow</li> </ul>	<ul style="list-style-type: none"> <li>fast</li> <li>slow</li> </ul>	<ul style="list-style-type: none"> <li>fast</li> <li>slow</li> </ul>

Gather the Picture Cards from *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet before reviewing the Core Vocabulary and Concepts.

LEVEL 1	LEVEL 2	LEVEL 3
<p><b>Let's talk about how things move again. This says "fast."</b> Hold up/point to the "fast" Picture Card. <b>This says "slow."</b> Hold up/point to the "slow" Picture Card.</p>	<p><b>Let's talk about how things move again. This says "fast."</b> Hold up/point to the "fast" Picture Card. <b>This says "slow."</b> Hold up/point to the "slow" Picture Card.</p>	<p><b>Let's talk about how things move again. This says "fast."</b> Hold up/point to the "fast" Picture Card. <b>This says "slow."</b> Hold up/point to the "slow" Picture Card. <b>Some objects are fast and some are slow. Speed tells us how fast or slowly something moves. I am going to move and you will tell me if I am fast or slow!</b></p>

The following instruction is recommended for all learners. There are two rounds: zero-second time delay and four-second time delay. During the zero-second delay round, you will provide the direction and immediately give the correct response (i.e., "Touch the [target]," and immediately touch the [target]). There is no pause between giving the direction and providing the correct response. Vary the order in which you present the targets each time.

### Zero-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing moderate to substantial prompting and support.

**Materials:** *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet

**Data Sheet:** Constant Time Delay Individual Data Sheet

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p>Put the "fast" and "slow" Picture Cards on the table. Walk quickly back and forth in front of the table and say, <b>Am I fast</b></p> <p>(continued)</p>	<p>Student touches and/or says "fast."</p>	<p><b>Great job! I was moving fast. Speed is how fast or slowly something moves.</b></p> <p>(continued)</p>



TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p><b>or slow?</b> Immediately point to the Picture Card that says “fast” and say, <b>Fast</b>, while continuing to walk back and forth quickly. Wait for the student to point to the Picture Card and/or say “fast” after you. You may encourage the students to get up and walk fast back and forth like you, as well.</p> <p>Repeat this multiple times, going fast and slowly.</p> <p>Use this opportunity to collect data on the student’s vocabulary acquisition on the data sheet.</p>		Include a brief description with each Picture Card in your feedback.
	Student does not respond.	Point to the correct response. <b>This is “fast.” Touch “fast.”</b>
	Student responds incorrectly.	Wait for the student to respond and then give them positive reinforcement (see statement listed above). Provide physical guidance if needed.

During the four-second delay round, you will provide the direction and wait four seconds for the student to respond. If the student does not respond within four seconds, provide the correct answer.

### Four-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing some prompting and support.

**Materials:** *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet

**Data Sheet:** Constant Time Delay Individual Data Sheet

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
<p><b>Let’s practice identifying fast and slow again.</b></p> <p>Put the “fast” and “slow” Picture Cards on the table. Walk slowly back and forth in front of the table and say, <b>Am I fast or slow?</b> while continuing to walk slowly back and forth. Wait for the student to point to the Picture Card and/or say “slow.” You may encourage the students to get up and walk slowly back and forth, as well, after they have responded.</p> <p>Repeat this multiple times, going fast and slowly.</p> <p>Use this opportunity to collect data on the student’s vocabulary acquisition on the data sheet.</p>	Student touches and/or says “slow” within four seconds.	<p><b>Yes! I was slow. Speed is how fast or slowly something moves.</b></p> <p>Include a brief description with each Picture Card in your feedback.</p>
	Student responds incorrectly before additional prompting.	Point to the correct response. <b>This is “slow.” Touch “slow.”</b>
	Student does not respond within four seconds.	Wait for the student to respond and then give them positive reinforcement (see statement listed above). Provide physical guidance if needed.

## Using What We Know

Students will use what they have learned about the concepts of fast and slow by moving different parts of their body fast or slowly.

**Materials:** *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet (one copy for teacher)

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p><b>We have been talking about how objects can be both fast and slow.</b> Hold up the “fast” and “slow” Picture Cards as you are talking. <b>We can also make our body fast or slow.</b> Stand up in front of students and say, <b>I can walk fast.</b> Model walking quickly back and forth a couple of times in front of students, then stop and say, <b>I can walk slowly.</b> Model walking slowly back and forth a couple of times in front of students, then stop. <b>Let’s practice moving different parts of our body fast or slowly.</b></p>	<p><b>We have been talking about how objects can be both fast and slow.</b> Hold up the “fast” and “slow” Picture Cards as you are talking. <b>We can also make our body fast or slow.</b> Sit still in chair and say, <b>Look at me. My body is not moving or in motion.</b> Next, stand up in front of students and say, <b>As I stand up, I am moving, or in motion. When I walk, I can walk fast.</b> Model walking quickly back and forth a couple of times in front of students, then stop and say, <b>I can walk slowly.</b> Model walking slowly back and forth a couple of times in front of students, then stop. <b>Let’s practice moving different parts of our body fast or slowly.</b></p>	<p><b>We have been talking about how objects can be both fast and slow.</b> Hold up the “fast” and “slow” Picture Cards as you are talking. <b>We can also make our body fast or slow.</b> Sit still in chair and say, <b>Look at me. My body is not moving or in motion.</b> Next, stand up in front of students and say, <b>As I stand up, I am moving, or in motion. When I walk, I can move fast.</b> Model walking quickly back and forth a couple of times in front of students, then stop and say, <b>I can change my speed and walk slowly.</b> Model walking slowly back and forth in front of students. <b>Let’s practice moving different parts of our body fast or slowly.</b></p>
MODEL	<p><b>I’ll go first.</b> Hold up the “slow” Picture Card. <b>I’ll move my hand slowly.</b> Model slowly moving hand back and forth, as if waving, for students to see. <b>Now you try!</b> Give the students an opportunity to practice moving their hand slowly back and forth, assisting them as needed to maintain a slow movement.</p>	<p><b>I’ll go first.</b> Hold up the “slow” Picture Card. <b>I’ll move my hand slowly.</b> Model slowly moving hand back and forth, as if waving, for students to see. <b>I am moving my hand slowly. Slow is the speed I am moving my hand. Now you try!</b> Give the students an opportunity to practice moving their hand slowly back and forth, assisting them as needed to maintain a slow movement.</p>	<p><b>I’ll go first.</b> Hold up the “slow” Picture Card. <b>I’ll move my hand slowly.</b> Model slowly moving hand back and forth, as if waving, for students to see. <b>I am moving my hand slowly. Slow is the speed I am moving my hand. Now you try!</b> Give the students an opportunity to practice moving their hand slowly back and forth, assisting them as needed to maintain a slow movement.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
LEAD	<p><b>Let's do the next one together.</b> Hold up the “fast” Picture Card. <b>Let's jump up and down in one place.</b> Point to the “fast” Picture Card and say, <b>Fast. Let's practice jumping up and down in one place fast. Stand up, push in chair, and jump fast!</b> Give students an opportunity to practice jumping up and down in one place fast, assisting students as needed with staying in their own space and maintaining a fast movement. If you have students who are unable to jump up and down, you may have them perform an appropriate alternative action, moving fast and slowly.</p>	<p><b>Let's do the next one together.</b> Hold up the “fast” Picture Card. <b>Let's jump up and down in one place.</b> Point to the “fast” Picture Card and say, <b>Are we going to jump fast or slowly?</b> Give the students a brief opportunity to respond, then say, <b>We are going to jump fast! Let's all stand up, push in our chairs, and jump up and down in one place fast.</b> Give students an opportunity to practice jumping up and down in one place fast, assisting students as needed with staying in their own space and maintaining a fast movement. If you have students who are unable to jump up and down, you may have them perform an appropriate alternative action, moving fast and slowly.</p>	<p><b>Let's do the next one together.</b> Hold up the “fast” Picture Card. <b>Let's jump up and down in one place.</b> Point to the “fast” Picture Card and say, <b>Are we going to jump fast or slowly?</b> Give the students a brief opportunity to respond, then say, <b>We are going to jump fast! Let's all stand up, push in our chairs, and jump up and down in one place fast.</b> Give students an opportunity to practice jumping up and down in one place fast, assisting students as needed with staying in their own space and maintaining a fast movement. If you have students who are unable to jump up and down, you may have them perform an appropriate alternative action, moving fast and slowly.</p>
TEST	<p><b>Your turn.</b> Hold up the “fast” or “slow” Picture Card and say, <b>[Movement description] your [body part] [fast/slow]</b> (e.g., <b>Clap your hands fast</b>). Wait for the student to respond.</p> <p>Repeat this procedure with the other Picture Card until the student has demonstrated the concepts of fast and slow. You may do multiple trials of “fast” and “slow.”</p> <p>Use this opportunity to collect data on student's ability to demonstrate the concepts of fast and slow.</p>	<p><b>Your turn.</b> Hold up the “fast” or “slow” Picture Card and say, <b>[Movement description] your [body part] [fast/slow]</b> (e.g., <b>Clap your hands fast</b>). Wait for the student to respond.</p> <p>Repeat this procedure with the other Picture Card until the student has demonstrated the concepts of fast and slow. You may do multiple trials of “fast” and “slow.”</p> <p>Use this opportunity to collect data on student's ability to demonstrate the concepts of fast and slow.</p>	<p><b>Your turn.</b> Hold up the “fast” or “slow” Picture Card and say, <b>[Movement description] your [body part] [fast/slow]</b> (e.g., <b>Clap your hands fast</b>). Wait for the student to respond.</p> <p>Repeat this procedure with the other Picture Card until the student has demonstrated the concepts of fast and slow. You may do multiple trials of “fast” and “slow.”</p> <p>Use this opportunity to collect data on student's ability to demonstrate the concepts of fast and slow.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide them with a verbal prompt, such as, <b>[Movement description] your [body part] [fast/slow]</b> (e.g., <b>Clap your hands fast</b>).</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a model prompt. For example, point to the correct response and say, <b>[Fast/slow]. Your turn!</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct response. Say, <b>[Fast/slow]</b>, as you prompt them.</p>		
REINFORCE	Great job! You moved different parts of your body fast and slowly.	Great job! You moved different parts of your body fast and slowly.	Great job! You moved different parts of your body fast and slowly.



### Instructional Tip!

- For students who have fine and/or gross motor needs that make overall movement or movement of different body parts difficult, you could place different items (e.g., toy car, small ball, etc.) on table for the student to move “fast” or “slow.”
- An alternate expressive response option would be to ask a yes/no question about the movement of a body part or item (e.g., **Am I clapping my hands fast?**) and students could say “yes”/“no,” point to yes/no response cards, or activate an AAC device to say “yes”/“no.”

## Sharing What We Know

Students will have an opportunity to share what they have learned about the concepts of fast and slow by demonstrating fast and slow while playing a game together.

Prior to Introduction, identify a setting outside of the classroom with adequate open space for students to demonstrate the concepts of fast and slow (e.g., school gym, large hallway, etc.). Identify a teacher assistant or student helper to model fast or slow walking while you hold up a Picture Card and stopping when you take the Picture Card down. Cut apart the Picture Cards from *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet (for teacher).

**Materials:** *The Tortoise and the Hare* Fast and Slow Picture Cards Worksheet (one copy for teacher), location outside of classroom with adequate space for students to demonstrate the concepts of fast and slow

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p><b>Now we will play a game called Fast or Slow.</b> Hold up the “fast” and “slow” Picture Cards as you are talking. <b>Let’s go to the [room name] for this activity so we have enough room for all of us to play our game.</b> After students are in location outside of classroom, have them form a line on one side of the space, allowing enough room for them to walk fast or slowly to the other side of the space. <b>We are going to play Fast or Slow using our “fast” and “slow” Picture Cards. When I hold up a “fast” Picture Card, you will walk fast.</b> Have teacher</p>		

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>assistant/student helper demonstrate walking fast. <b>When I take the Picture Card down, you will stop walking and wait until I hold up another Picture Card.</b> Have teacher assistant/student helper stop walking and wait while looking at teacher. <b>When I hold up a “slow” Picture Card, you will walk slowly.</b> Have teacher assistant/student helper demonstrate walking slowly. <b>You will need to look at me to know which Picture Card I am holding up and when I take the Picture Card down.</b></p>		
MODEL	<p><b>I’ll go first.</b> Hold up the “slow” Picture Card. <b>When I hold up the “slow” Picture Card, walk slowly.</b> Have teacher assistant/student helper demonstrate walking slowly. <b>Stop walking when I take the “slow” Picture Card down.</b> Have teacher assistant/student helper stop and wait. <b>Now you try!</b> Stand in front of the students and hold up the “slow” Picture Card. Give the students an opportunity to practice walking slowly across the room, assisting them as needed to maintain a slow walk. Take down the “slow” Picture Card. Give the students an opportunity to stop where they are, assisting them as needed.</p>	<p><b>I’ll go first.</b> Hold up the “slow” Picture Card. <b>When I hold up the “slow” Picture Card, you walk slowly.</b> Have teacher assistant/student helper demonstrate walking slowly. <b>You walk slowly while I hold up the “slow” Picture Card. Stop walking and wait when I take the “slow” Picture Card down.</b> Have teacher assistant/student helper stop and wait. <b>Now you try!</b> Stand in front of the students and hold up the “slow” Picture Card. Give the students an opportunity to practice walking slowly across the room, assisting them as needed to maintain a slow walk. Take down the “slow” Picture Card. Give the students an opportunity to stop where they are, assisting them as needed.</p>	<p><b>I’ll go first.</b> Hold up the “slow” Picture Card. <b>When I hold up the “slow” Picture Card, you walk slowly.</b> Have teacher assistant/student helper demonstrate walking slowly. <b>You walk slowly while I hold up the “slow” Picture Card. Stop walking and wait when I take the “slow” Picture Card down.</b> Have teacher assistant/student helper stop and wait. <b>Now you try!</b> Stand in front of the students and hold up the “slow” Picture Card. Give the students an opportunity to practice walking slowly across the room, assisting them as needed to maintain a slow walk. Take down the “slow” Picture Card. Give the students an opportunity to stop where they are, assisting them as needed.</p>
LEAD	<p><b>Let’s do the next one together.</b> Hold up the “fast” Picture Card. Give the students a brief opportunity to respond, then say, <b>Walk fast!</b> Give the students an opportunity to practice walking quickly across the room, assisting them as needed to maintain a fast walk. Take down the “fast” Picture Card and give the students a brief opportunity to respond, then say, <b>Stop!</b></p> <p>(continued)</p>	<p><b>Let’s do the next one together.</b> Hold up the “fast” Picture Card. <b>Do we walk fast or slowly?</b> Give the students a brief opportunity to respond, then say, <b>Fast!</b> Give the students an opportunity to practice walking quickly across the room, assisting them as needed to maintain a fast walk. Take down the “fast” Picture Card and say, <b>When I take the Picture Card down, what should you do?</b></p> <p>(continued)</p>	<p><b>Let’s do the next one together.</b> Hold up the “fast” Picture Card. <b>Do we walk fast or slowly?</b> Give the students a brief opportunity to respond, then say, <b>Fast!</b> Give the students an opportunity to practice walking quickly across the room, assisting them as needed to maintain a fast walk. Take down the “fast” Picture Card, and say, <b>When I take the Picture Card down, what should you do?</b></p> <p>(continued)</p>



	LEVEL 1	LEVEL 2	LEVEL 3
	<p>Give the students an opportunity to stop where they are, assisting them as needed. <b>Look at the Picture Card I hold up and walk fast or slowly. Stop when I take the Picture Card down.</b></p> <p>Give the students an opportunity to play several practice rounds of the game, ensuring each student understands the game rules and how to play.</p>	<p>Give the students a brief opportunity to respond, then say, <b>Stop!</b> Give the students an opportunity to stop where they are, assisting them as needed. <b>Look at the Picture Card I hold up and walk fast or slowly. When I take the Picture Card down, stop!</b></p> <p>Give the students an opportunity to play several practice rounds of the game, ensuring each student understands the game rules and how to play.</p>	<p>Give the students a brief opportunity to respond, then say, <b>Stop!</b> Give the students an opportunity to stop where they are, assisting them as needed. <b>Look at the Picture Card I hold up and walk fast or slowly. When I take the Picture Card down, stop!</b></p> <p>Give the students an opportunity to play several practice rounds of the game, ensuring each student understands the game rules and how to play.</p>
TEST	<p><b>Your turn.</b> Hold up the “fast” or “slow” Picture Card. Wait for the student to respond.</p> <p>Repeat this procedure with the other Picture Card until the student has demonstrated the concepts of fast and slow walking. You may do multiple trials of “fast” and “slow.”</p> <p>Use this opportunity to collect data on student’s ability to demonstrate and identify the concepts of fast and slow.</p>		
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide them with a verbal prompt, such as, <b>[Walk fast/slow or stop].</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a model prompt. For example, point to the correct response and say, <b>[Fast/Slow/Stop].</b></p> <p><b>Your turn!</b></p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct response. Say, <b>[Fast/Slow/Stop],</b> as you prompt them.</p>		
REINFORCE	<p><b>Great job! We played the Fast or Slow game together!</b></p>	<p><b>Great job! We played the Fast or Slow game together!</b></p>	<p><b>Great job! We played the Fast or Slow game together! You showed us how to walk fast or slowly depending on the Picture Card I held up. Speed tells us how fast or slowly something moves.</b></p>

**Generalization and Extension Activities**

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
How Should I Go – Fast or Slow?	Discuss different situations where it's important to move fast or slowly (e.g., quickly and safely exiting a building during an emergency situation, moving slowly in the dark or on an icy or slippery area, quickly moving away from wasp or something dangerous, etc.).
Fast and Slow Animals	Show examples (from Internet or books) of animals that are fast or slow. Discuss how animals that are slow have adapted to protect themselves when in danger (e.g., turtle tucking into shell, porcupine with quills all over its body, etc.).