



# COASTER

## Teacher Manual

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# Goals/Objectives

## English Language Arts Standard(s)

Phonological Awareness: students will demonstrate understanding of spoken words, syllables, and phonemes

Phonics and Word Recognition: students will know and apply grade-level phonics and word analysis skills in decoding words

## Language/ Reading Skills

Students will be able to...

- discriminate between sounds and to correctly identify sounds and sound sequences (listening accuracy)
- recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes (phonological/phonemic awareness)
- relate speech sounds to specific letters (phonics) and apply knowledge of letter-sound relationships to the process of sounding out and reading words (phonics/decoding)

## Cognitive Skills

Students will be able to...

- hold a spoken consonant-vowel syllable in working memory while identifying the letter associated with the consonant (memory)
- focus on specific information, sustain that focus, and ignore distractions while carrying out a task (attention)
- rapidly interpret and integrate auditory and visual information to match a spoken syllable with a letter (processing)

## Social-Emotional/ Executive Function Skills

Students will be able to...

- selectively focus on and identify initial consonants in consonant-vowel-consonant (CVC) words
- inhibit guesses and impulsive responses
- build confidence in listening skills, including accurate auditory distinctions and retention of similar words

### Icon Key



Audio



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English Learner



Quick Check

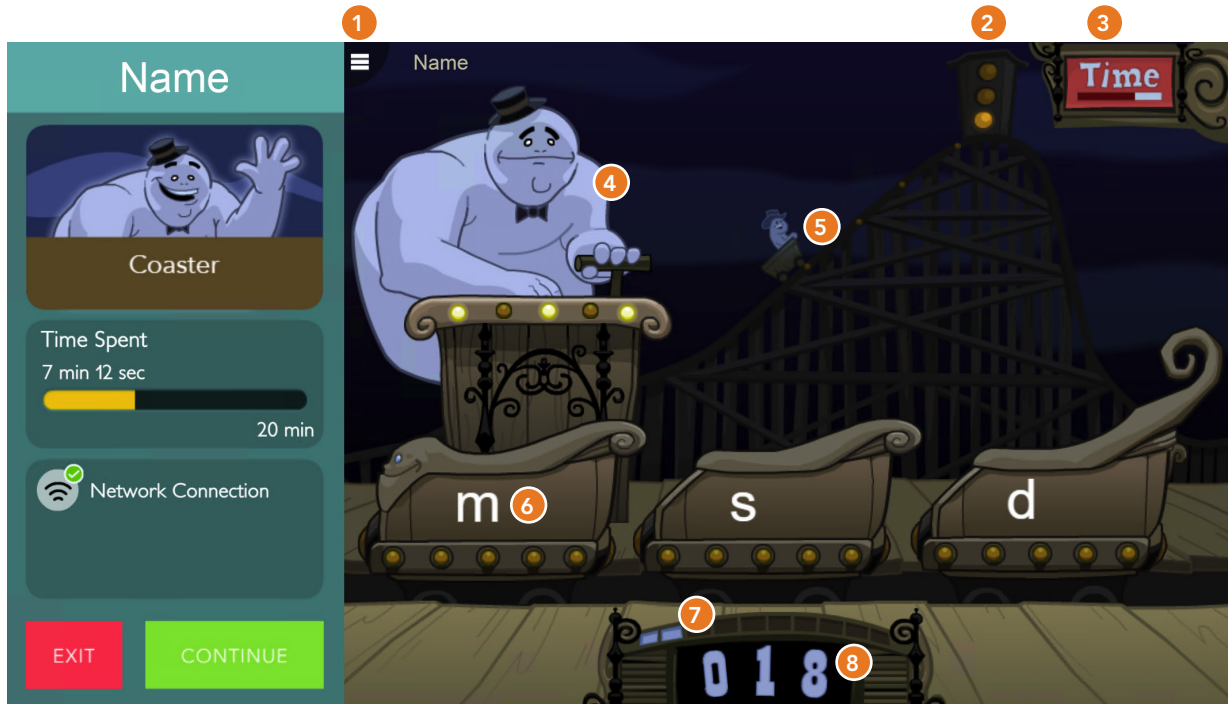


Settings



Video

## Exercise Screen



### 1 Menu

Shows:

- Time Spent / Time Scheduled for the exercise.
- Network connection status.
- Exit: Returns student to the Assignments screen.
- Continue: Returns student to the exercise.

### 2 Current Streak (Stoplight)

Lights turn on to show the current consecutive correct answer. Resets after 3 correct in a row or an incorrect answer.

### 3 Time

Moves from right to left to show the amount of time left vs. the time scheduled for the exercise.

### 4 Go (Coaster operator)

Presents a question.

### 5 Highest Streak (Coaster car)

Moves up the track to show the current number of 3-in-a-row streaks in the session. Resets after five 3-in-a-row streaks.

### 6 Answer Buttons (Cars)

Presents possible answers on 3 coaster cars. The student must choose the car with the correct answer.

### 7 Progress Meter

Tracks and celebrates every 10% of exercise content completion.

### 8 Points

Shows total points awarded across all of a day's sessions.

- Correct answers: 1 point for each correct answer.
- Bonus points: 5 points after 10 correct answers.

# Exercise Overview

## Task

In Coaster, the student completes 2 tasks:

- **Instruction:** To start the exercise, the student clicks the coaster operator at his podium. They hear a consonant letter sound, such as /s/, and 3 coaster cars display the letter *s*. When the student clicks each car, a word beginning with the letter sound /s/ is heard and displayed on each car, such as *sad*, *sap*, *sag*.
- **Practice:** The student clicks the coaster operator and hears a word, such as *mad*, that begins with one of 3 consonant letter sounds from the instruction activity. They see a different consonant letter, such as *s*, *d*, and *m*, displayed on each coaster car. The student must click the car displaying the letter that corresponds to the initial consonant sound of the word they heard. Confirmation or corrective feedback is provided depending on the student's response.

## Content

Coaster presents 20 groups of initial consonants and consonant-vowel-consonant (CVC) words that begin with the same consonant-vowel (CV) and end with a variety of single consonants.

Initial Consonants	Consonant-Vowel-Consonant (CVC) Words		
s, m, d	sad, sap, sag	mad, map, man	dab, dad, dam
p, t, n	pad, pat, pan	tap, tan, tag	nap, nag, nab
g, b, r	gas, gap, gag	bad, bat, bag	rap, rat, ran
f, l, v	fad, fat, fan	lap, lag, lab	van
s, m, d	sob	mom, mop	dot, dog
p, t, n	pod, pop, pot	top	nod
g, r	got	rod, rot	---
f, l	fog	lot, log	---
s, d	sip, sit	did, dip, dig	---
p, t, n	pit, pin, pig	tip, tin	nip
b, r	bit, big, bib	rid, rip, rib	---
f, l	fit, fin, fig	lid, lip, lit	---
s, m	sum, sun	mud, mug	---
p, t, n	pup	tug, tub	nut
g, b, r	gum, gut	bus, but, bug	run, rug, rub
f, l	fun	lug	---
s, m, d	set	met	den
p, t	pet, pen, peg	ten	---
g, b, r	get	bed, bet, beg	red
f, l, v	fed	led, let	vet

## Did you know?

Phonemic awareness is a core capacity for accurate phonics decoding in reading. The ability to hear and manipulate the sounds in spoken words, and the understanding that spoken words and syllables are made up of sequences of speech sounds is essential to learning to read in an alphabetic writing system in which letters represent sounds or phonemes. When initial letter/sound correspondence is underdeveloped, students often guess at and/or misread words with similar appearing or similar sounding initial letters e.g. *dig*, *pig*, *big*. Being able to connect sounds with their written symbols or blending sounds to make a word is essential to learning to read English.

### Progression

In Coaster, students must complete 2 tasks for each group of 20 initial consonants:

- Instruction: The student hears a spoken consonant sound and is shown words that begin with the sound's corresponding written letter. No incorrect responses are possible.
- Practice: The student discriminates between the 3 consonant sounds presented in the instruction activity: they hear a word, see three consonant letters, then choose the letter associated with the first sound of the word they heard.
  - To advance to the next group, they must answer all questions in a group correctly. Otherwise, they will revisit that group at the end of the exercise.
  - To complete Coaster, the student must pass all groups in the exercise.

# Facilitate and Encourage

## Introduce

### Engage

Introduce the exercise to your students by saying: *Maybe you have noticed that some words can be difficult or confusing because they sound so much alike, such as **sad**, **mad**, and **bad**. What are some words that have a different first consonant sound that might be hard for you to pronounce or understand if someone spoke them unclearly or if you were listening in a noisy environment? For example: **fat**, **mat**, **cat**, **bat**, and so on. What might happen if you heard or read, “The cat flew out the window.” vs. “The bat flew out the window.”? Sample responses: it might not make sense; it might be funny; communication breaks down.*

Play a “Word Grab” game:

1. Write a few words that differ by a single initial consonant on slips of paper (one word per paper) and give a set to a student or group of students. For example: *had, lad, fad, mad, bad*
2. Put your hand in front of your mouth and call out a word.
3. Have students grab the correct word. Keep calling out words until there are none left.

### Demo

1. Say: *Today, we’re going to practice matching the sound you hear to the first letter that makes that sound. Together, we’ll work on an exercise called Coaster. I’ll get us started, and then I’d like for you to try.*
2. Project the “Early Levels” for Coaster.
3. Follow along with the demo, which explains how the exercise works.
  - At first, Coaster will show the same letter on all three cars. Later, students will listen for a consonant and then click on the coaster car with the written word that starts with that consonant.
  - Explain that the student must listen for the consonant. For example, say: *If you hear Coaster say /r/, (draw out the sound) what letter would you look for at the beginning of the word? What if Coaster said /s/? What letter would you look for then? That’s right, you are going to match the sound you hear to the letter that makes that sound. Listen carefully so you’ll hear the sound the first time the coaster operator makes it!*
4. Demo the keyboard shortcuts:
  - Go button (coaster operator) = Space bar
  - Possible answers (left to right) = Number keys 1 - 3

Direct students to log in and work individually on the Coaster Demo for approximately 10 minutes. This time period mimics the timing of the exercise once it’s assigned. Debrief with students to ensure they understand the task and objective of the exercise. Ask: *What did you notice?* Have students share anything that they have questions about.



Coaster includes instructional audio for the exercise introduction and instructions. By default, these are presented in English. You can, however, select Spanish instructions for all, some, or individual students on the Manage page in mySciLEARN.

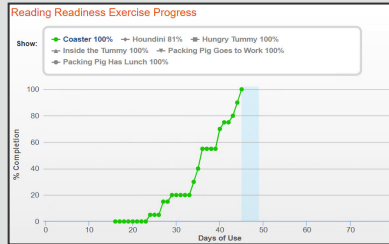
## Monitor Student Progress

Review Coaster reports regularly to monitor student progress. Use the data to determine which students are succeeding and which students might be struggling to make progress.

### Where to look...

#### PROGRESS: Reading Readiness Exercise Progress - Coaster

The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise.



### What to look for... what it means

#### Is the line going up?

The student is completing content accurately and making progress.

#### Is the line flat across several dots?

The student may be struggling and you need to find out why.

#### Are there long lapses between dots?

The student may be skipping this exercise.

#### USAGE: Usage Details - Schedule

Schedule		Minutes/Questions		Start Time		Total Minutes	
Days of Use	Date	Coaster	Houndini	Hungry Tummy	Inside the Tummy	Packing Pig Goes to Work	Packing Pig Has Lunch
29	01/31/2021	●	●				
28	01/25/2021	●	●				
27	01/20/2021	○	○				
26	01/15/2021	●	●				
25	01/12/2021	●	●				
24	01/08/2021	●	●				

**Schedule**

See if the student has met their daily schedule, and check what's planned for the next few days:

- Time completed
- Time not completed
- Exercise Skipped
- Planned for day

#### Do you see half-filled gray circles?

The student is working on this exercise, but not meeting the scheduled time. Make sure that they have time to complete their daily schedule. If fatigue is an issue, add some breaks to their schedule.

#### Do you see red circles?

The student is skipping this exercise. Provide support to help them re-engage.

#### USAGE: Usage Details - Minutes/Questions

Schedule		Minutes/Questions		Start Time		Total Minutes							
Days of Use	Date	Coaster		Houndini		Hungry Tummy		Inside the Tummy		Packing Pig Goes to Work		Packing Pig Has Lunch	
		Min	Ques	Min	Ques	Min	Ques	Min	Ques	Min	Ques	Min	Ques
28	01/25/2021	15	78	15	32	-	-	-	-	-	-	-	-
27	01/20/2021	1	9	0	-	-	-	-	-	-	-	-	-
26	01/15/2021	15	104	15	31	-	-	-	-	-	-	-	-
25	01/12/2021	15	68	15	29	-	-	-	-	-	-	-	-
24	01/08/2021	15	88	15	24	-	-	-	-	-	-	-	-
23	01/05/2021	15	64	15	29	-	-	-	-	-	-	-	-
22	12/18/2020	10	47	10	22	-	-	-	10	18	-	-	-
21	12/15/2020	10	48	10	32	-	-	-	10	56	-	-	-
20	12/10/2020	-	-	20	41	-	-	-	20	117	10	45	-

#### Are many days highlighted in red?

The student is not meeting their daily schedule. Check the Schedule tab in this report to investigate further.

#### Is the student answering fewer questions than usual?

They may be distracted or losing focus. In comparison to their previous activity, a low number of questions to minutes may indicate the student is not applying themselves to the task.

#### Is the student answering more questions than usual?

They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.



# Facilitate and Encourage

## Where to look...

### PROGRESS: Progress Details - Coaster Progress

**Coaster Progress**

- ✔ Complete, advancement criteria met
- ▬▬▬ In progress
- ▬▬▬ Not started
- ▬▬ Advancement criteria not met

\*If the student doesn't achieve a high enough percentage of correct answers in a level, they will repeat the language structures that challenge them. If the student is close to meeting advancement criteria, simply explaining this to the student can often result in more focused attention on the repeated level. If a student has to repeat a level several times, they may need more support.

Coaster	Progress	Questions
s, m, d Example: sad	▬▬	27
	▬▬	33
	✔	33
p, t, n Example: pat	▬▬	48
	▬▬	33
	✔	42

### Questions

The number of questions in a group ranges from 18 to 27, depending on the group. The actual number of questions presented is frequently higher; for example, if the student finishes their daily schedule with a group still in progress, the next day they will repeat the entire group.

## What to look for... what it means

### Are there red bars under Progress?

When the student answers any of the questions in a group incorrectly, they will repeat that group. Students can typically pass a group within 3 attempts. It is important to note how close the student is to meeting the advancement criteria. Often, simply explaining this to the student can result in more focused attention on the repeated content.

- If the student has worked on 4 or more groups without passing them, make sure they understand the task.
- If the student has repeated the same group more than 3 times, make sure they remain attentive and motivated.

See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.



Reading Readiness Progress Monitoring Chart in [Student & Teacher Resources](#)



## Adjust Instruction/Intervene

### Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Coaster reports to adjust instruction to meet each student's needs and respond to variance among learners. The activities below are suggestions to support students who might be struggling with their progress in Coaster.



#### **Does the student understand the exercise goal/task?**

Observe the student as they work through the exercise demo to determine where their understanding may be breaking down.



#### **Is the student struggling to identify the consonants?**

Listen in as the student works on the Coaster exercise. After the student listens to the target consonant sound, do the following:

1. Ask the student to repeat out loud 4-5 times the initial consonant sound of the word they heard, for example: *mad* - /mmmmm/
2. Then have the student point to each car and pronounce the consonant sound they see on each car, for example: /ssss/, /mmmm/, /dddd/
3. Finally, ask the student to select the car with the consonant letter that matches the consonant sound they repeated out loud, for example: /mmmm/



#### **Can the student match the first sound in a word to its initial consonant letter?**

Work with the student to play a matching game associating initial consonant sounds of words to their corresponding letters. Provide students with 3 sticky notes, each one displaying a different consonant letter. Say: *I will say a word and you will listen for the consonant sound at the beginning of the word. You will hold up the sticky note that shows the letter that the word begins with. I'll show a thumbs up if the letter you hold up is the one that matches the first sound of the word I said. I'll show a thumbs down if the letter you hold up doesn't match.* Repeat these steps with 10-15 words.

## Facilitate and Encourage



### **Is the student able to articulate the consonant sounds they are hearing?**

To teach initial consonant sounds, select one-syllable words that isolate the initial letter so the student can clearly hear the individual sound being made. For example: *cat, bat, fat, mat, pat*

1. Say each word out loud and draw out the sound of the letter being introduced so they can clearly hear the sound as it is being enunciated.
2. Have the student say each word:
  - a. Draw their attention to the position of their lips, tongue, and teeth while they are saying the initial consonant sound so that they clearly see the differences in articulation and mouth formation.
  - b. Provide mirrors so the student can self-monitor as they say each word.
  - c. Have them put their hand in front of their lips as the word is spoken to help them feel the sound they are making.

## Adjust Instruction/Intervene

### Student Resources

You may decide to use the following monitoring sheet with your students:



Reading Readiness Completion Chart in [Student & Teacher Resources](#)

Students can self-monitor their progress in each Reading Readiness exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.