READING LEVEL 2
Teacher Manual

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Teacher Manual

Contents

ANT ANTICS
Teacher Manual

Goals/Objectives

English Language Arts Standard	Students will build reading comprehension skills by selecting the sentence that best describes a given picture.
Language/ Reading Skills	Students will... • understand the structural features of the English language, including syntactic features like word order and parts of speech, and morphological features like prefixes, suffixes, plurals, and subject-verb agreement (English grammar) • quickly and automatically read common high-frequency words by sight (high-frequency words) • recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge) • clarify the meaning of unknown words using strategies such as morphemic and contextual analysis (word learning strategies)
Reading Comprehension Skills	Students will… • recognize whether they understand what they are reading, and if necessary, take steps to repair their comprehension before continuing to read (monitoring comprehension)
Cognitive Skills	Students will… • hold a phrase or sentence in working memory while comparing it to a picture (memory) • focus on specific information, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret visual information to identify written words as well as details within the picture (processing) • use the order of words to identify subtle differences in meaning among phrases and sentences (sequencing)
Social-Emotional/ Executive Function Skills	Students will... • increase selective attention to detail • increase confidence in syntactic comprehension • enhance motivation for tasks requiring attention to contentive details • increase self-regulation

Icon Key

Audio	Download	English Learner	Quick Check	Settings	Video

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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 Time
Bar fills in from left to right to show time spent in the exercise.

3 Points
Shows total points awarded across all of a day's sessions.
- Correct answers: 5 points for each correct answer.
- Bonus points: 16 points after 10 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

4 Progress Meter
Tracks and celebrates every 10% of exercise content completion.

5 Go Button
Presents a question.

6 Current Streak (Raised paw)
The anteater student with the raised paw holds up more fingers to show the current number of consecutive correct answers. Resets after 3 correct in a row or an incorrect answer.

7 Number of Streaks (Ants)
An ant climbs part way up the side of the notebook after the student makes each 3-in-a-row streak. After 4 streaks, the ant reaches the top, jumps up, hits the bell on the wall, and reappears on the globe (up to 13 ants).

8 Answer Buttons (Lines in notebook)
Presents possible answers on 4 lines on the notebook page. The student must choose the phrase or sentence that correctly describes something in the picture.

Exercise Overview

Task

In Ant Antics, the student views a picture and reads 4 phrases or sentences, written on the lines of the notebook below. The student must choose the phrase or sentence that correctly describes something in the picture.

Content

Progression

In Ant Antics, the student progresses through increasingly difficult groups of phrases and sentences. There are three levels of reading difficulty (vocabulary level and sentence length). Within each of these levels, the grammatical structures presented become increasingly difficult. Increasing the reading level and grammatical difficulty of the text increases the attentional and memory demands of the task as the student demonstrates mastery of the content.

Grammatical Structure	Sample Sentences
Predicative Adjectives	The paper is blue.
Third Person Subject Pronouns	They are running.
Singular/Plural Nouns	large box / large boxes
Singular/Plural Nouns with Quantifiers	a large box / some large boxes
Singular/Plural Verbs	The spotted cow eats. / The spotted cows eat.
Possession	The rat has some cheese.
Active Voice	The man calls the woman.
Wh- Object Questions	What is the cat pulling?
Singular/Plural Auxiliary Verb	The cow is standing. / The cows are standing.
Simple Negation	The cow is not standing.
Object Pronouns	I gave the paper to her.
Possessive Pronouns	Her paper is blue.

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Grammatical Structure	Sample Sentences
Comparative	This cat is smaller.
Quantifiers	The basket has some. / The basket has none.
Comparatives	This shelf has more books.
Subject Relative Clauses	The boy that is sitting is tired.
Reduced Subject Relative Clauses	The boy sitting is tired.
Complex Negation	The box that is not open is large.
Passive Voice	The cheese was eaten by the rat.
Prepositions	Pancakes are made for the children.
Who vs. What	What is on the shelf?

Did you know?

There are many research studies that provide evidence for the value of visual cues to improve retention and retrieval of information.[1] Pictures and diagrams within a text slow readers down, so that there is more processing time for reading comprehension. They also help to break down the learning task into manageable parts. Using visual aids also allows for clearer delivery of content, resulting in greater retention of key concepts in long-term memory. Visual aids also enhance and serve an important role in maintaining student attention. Additionally, pairing instructional content with visuals within clear, short activities supports students' working memory.[2] Based on the research, Ant Antics provides visually aided, appropriately leveled syntactic and vocabulary instruction in clear, short chunks.

1. Kouyoumdjian, H. (2012) Learning Through Visuals: Visual imagery in the classroom. *Psychology Today*. Posted July 20, 2012.

2. Pictures & Visuals/Learner Variability Project (digitalpromiseglobal.org)

Facilitate and Encourage

Introduce

Engage

To introduce this exercise to your students, start by saying: Today, we are going to practice identifying the sentence that best matches a picture. Display a picture of a student laughing. Next, display the three sentences: *the student is laughing*, *the student is sleeping*, and *the student is talking*. Ask: Which phrase best matches the picture? Read the response options aloud as you point to each sentence. Confirm the correct response by saying: the student is laughing. After the correct response is confirmed, allow the students to come up with other correct and silly/incorrect answers.

Demo

1. Say: Today, we're going to practice selecting the phrase or sentence that best matches the picture or parts of the picture. Together, we'll work on an exercise called Ant Antics. I'll get us started, and then I'd like for you to try.

2. Project the "Introduction - English or Spanish" demo for Ant Antics.

3. Follow along with the demo, which explains how the exercise works.

   • Describe the details you see in the picture.

   • Then, read the 4 phrases/sentences to choose from.

   • Explain which one is the best match and how you ruled out the other options.

   • Click the correct answer.

4. Demo the keyboard shortcuts:

   • Go button = Space bar

   • Possible answers (left to right) = Number keys 1 - 4

Direct students to log in and work individually on the Ant Antics 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.

Ant Antics 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.
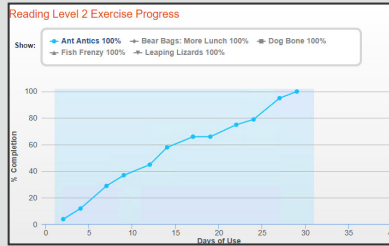
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Monitor Student Progress

Review Ant Antics 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 Level 2 Exercise Progress - Ant Antics

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

USAGE: Usage Details - Schedule

USAGE: Usage Details - Minutes/Questions

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.

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.

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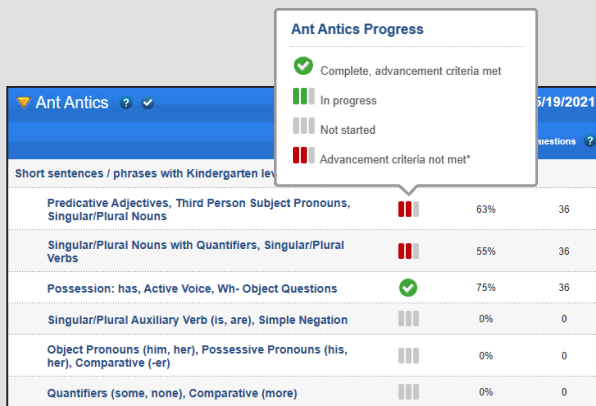
Is the student answering more questions than usual?
They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress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

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Ant Antics Progress

Ant Antics Progress

- ✅ Complete, advancement criteria met
- 🟩 In progress
- ⬜ Not started
- 🟥 Advancement criteria not met*

Short sentences / phrases with Kindergarten lev...			
Predicative Adjectives, Third Person Subject Pronouns, Singular/Plural Nouns	🟥	63%	36
Singular/Plural Nouns with Quantifiers, Singular/Plural Verbs	🟥	55%	36
Possession: has, Active Voice, Wh- Object Questions	✅	75%	36
Singular/Plural Auxiliary Verb (is, are), Simple Negation	⬜	0%	0
Object Pronouns (him, her), Possessive Pronouns (his, her), Comparative (-er)	⬜	0%	0
Quantifiers (some, none), Comparative (more)	⬜	0%	0

Percent Correct

To make progress, students must correctly answer 3 of the 4 questions in each of three grammatical areas.

Questions

Each attempt on a group includes 12 questions.

What to look for... what it means

Are there red bars under Progress?

Each group targets three different grammatical structures. To pass a group, the student must correctly answer at least 9 out of 12 questions (3 out of 4 for each structure). Red bars indicate that the student did not pass the group within three attempts (36 questions). After 3 attempts to pass, the student will move on to new content but they will revisit the group later. Make sure that the student remains focused and motivated.

Is percent correct well below 70%?

The student may be struggling with the task. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Has the student answered too many questions without passing?

Typically, students will pass a group on the first or second attempt (12 or 24 questions), although some groups, especially those pertaining to singular and plural, may require an additional attempt. A student who has not passed a group after 3 attempts may be struggling. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

⬇️ Reading Level 2 Progress Monitoring Chart in Student & Teacher Resources

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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 Ant Antics 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 Ant Antics.

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

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

- First, start by setting a clear goal:
  - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 2 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.

Facilitate and Encourage

☑ **Is the student on task and engaged with the activity?**

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

- Adjust the pacing or duration of instruction.

- Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.

- Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.

☑ **Are there words in the phrases or sentences that the student doesn't know?**
- Have the student write down any unfamiliar words.
- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided-notes, response cards, or note cards.

☑ **Is the student struggling to identify details within a picture?**
- Gather a set of images that display clear events, social interactions, or still shots of multiple items displayed next to each other. Show the student one image at a time.
- Provide the student response options related to each picture in the form of sentence strips. Have the student select the response option that best describes a detail in the picture.

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✅ **Is the student demonstrating difficulty with answering comprehension questions?**

- Present a picture and have the students write one to three sentences that describe the picture. You can use the Ant Antics Comprehension Questions Worksheet in Student & Teacher Resources.

- Gather a set of images that display clear events, social interactions or multiple items displayed. Show the student one image at a time, and ask the student questions about the displayed picture. Some examples of questions are:

  - What are they doing?

  - Who is the main character?

  - How does the character feel?

  - Why does the character feel that way?

Facilitate and Encourage

Adjust Instruction/Intervene

Student Resources

You may decide to use the following worksheets with your students:

Ant Antics Comprehension Questions Worksheet in [Student & Teacher Resources](#)

Reading Level 2 Completion Chart in [Student & Teacher Resources](#)

Students can self-monitor their progress in each Reading Level 2 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.

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BEAR BAGS: MORE LUNCH
Teacher Manual

Goals/Objectives

English Language Arts Standard	Students will build phonological awareness and phonics/decoding skills by sorting words based on the sounds at their beginning, middle, or ending, including morphological endings, complex sounds such as consonant blends, and complex spelling patterns such as consonant digraphs and vowel digraphs.
Language/ Reading Skills	Students will... • discriminate between sounds and 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 and spelling patterns (phonics) and apply knowledge of letter-sound relationships to the process of sounding out and reading words (decoding) • recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge)
Cognitive Skills	Students will... • hold words in working memory while comparing the sounds at their beginning, middle, or ending (memory) • focus on specific information about words, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret and integrate auditory information to identify words (processing)
Social-Emotional/ Executive Function Skills	Students will... • build confidence in reading accuracy through enhanced phonological working memory skills • increase automaticity of phonological processing through graphophonemic (sound-symbol relationship) knowledge • enhance self-regulatory skills though independent practice with increasingly more challenging phonemic awareness activities

Icon Key

Audio	Download	English Learner	Quick Check	Settings	Video

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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 Time
Bar fills in from left to right to show time spent in the exercise.

3 Number of Streaks (Honey bears)
A honey bear is added after the student makes nine 3-in-a-row streaks in the session. Up to 16 honey bears can be earned.

4 Progress Meter
Tracks and celebrates every 10% of exercise content completion.

5 Current Streak (Honey)
Lumps of honey in the tube show the current consecutive correct answers. Resets after 3 correct in a row or an incorrect answer.

6 Content
Shows a picture or word that the student must sort.

7 Go Button
Presents a question (picture or word). The student can click Go as many times as needed to hear the question again.

8 Points
Shows total points awarded across all of a day's sessions.
- Correct answers: 2 points for each correct answer.
- Bonus points: 10 points after 24 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

9 Answer Buttons (Bags)
Presents possible answers. The student must choose the lunch bag that shows the correct category to sort the picture or word.

10 Help (Speaker)
Presents the category description again.

Task

In this exercise, the student sorts groups of words into sound-based categories that are represented by lunch bags. Bear Bags: More Lunch starts by introducing a set of lunch bags and their sorting rules. For example, the rule for one bag might be: has the same beginning as *tractor* and *true*. As a memory cue, that bag shows a picture of a tractor. Next, the exercise presents a series of written and spoken words to be sorted into the bags. The student must click the correct lunch bag to sort the word into the proper category. Early on, students sort each word by its onset (for example, the /tr/ consonant blend at the beginning of *tractor*); later they sort by the word ending or the middle vowel sound.

To help students remember the sorting rule, and to call attention to the spelling patterns that represent these sounds, the relevant letters in the words are highlighted in red (for example, when the word *treat* is to be sorted based on onset, the letters /tr/ will appear in red).

Usually, students are presented with four sorting categories. However, when a new sorting rule is introduced, students are presented with two categories until they demonstrate that they understand the rule.

Speed (Fluency) Round

Periodically, Bear Bags: More Lunch presents a speed round, which gives the student an opportunity to review the material at a faster pace and earn extra points. The student performs the same tasks as before, but faster; they only have a few seconds to sort each word. The round automatically ends after one minute and returns to the regular exercise. By requiring students to respond more rapidly while maintaining high accuracy, Bear Bags: More Lunch increases the attention and memory demands of the task.

Content

Progression

In Bear Bags: More Lunch, students progress through increasingly difficult content, increasing the attentional and memory demands of the task as the student demonstrates mastery of the content.

Target Sounds / Spelling Patterns	Response Alternatives	Sample Categories & Words
Initial Consonant Blends and Digraphs	Easy Alternatives	tr: trade vs. gl: glade
	Difficult Alternatives	tr: tries vs. dr: dries
Final Consonants, Blends, Digraphs, Doubles & Grammatical Endings	Easy Alternatives	ng: rang vs. ft: raft
	Difficult Alternatives	ng: bring vs. nk: brink
Long Vowel Digraphs & Silent E	Easy Alternatives	oa: loaf vs. i_e: life

Did you know?

Two interrelated cognitive capacities are essential components of phonological awareness and decoding: *phonological working memory* and *phonological processing*. In contrast to short-term memory, which is a passive information storage system, working memory is an active process that enables the simultaneous storing and processing of information. Our phonological system has a dedicated, domain-specific pool of working memory resources which aid in understanding spoken language. This is called phonological working memory, and researchers have found that it is related to many aspects of reading achievement, from foundational reading skills such as phonological awareness and decoding all the way to reading comprehension.[1] Phonological working memory is essential for phonological awareness tasks like breaking down words into onsets and rimes, or manipulating phonemes. Furthermore, research indicates that the importance of working memory in reading increases with grade level. So building phonological working memory in early grades is essential for later reading achievement. For these reasons, contemporary reading scientists recommend that domain-specific working memory activities be a focus in the early stages of reading instruction.[2]

The Bear Bags: More Lunch exercise provides activities that consistently challenge students' phonological working memory. Students must identify complex sound/spelling patterns in different positions within words, working with both single and multisyllabic words. Each time they demonstrate mastery for a given set of sorting categories, they are presented with a speeded fluency round to increase the cognitive demands.

1. Torgesen, J.K., Wagner, R.K., Rashotte, C.A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, *91*(4), 579–593. https://doi.org/10.1037/0022-0663.91. 4.579

2. Peng, P., & Goodrich, J. M. (2020). The cognitive element model of reading instruction. *Reading Research Quarterly*, *55*, S77-S88.

Introduce

Engage

Before beginning this exercise, provide the students with word cards for *trip*, *most*, *chirp*, and *wash*. The students will use these word cards as responses during this activity.

1. To introduce this exercise to your students, start by saying: Did you ever notice that sometimes two letters make one sound and sometimes they make two sounds? We are going to review some of these words together. Listen to the beginning of the word *try*. Repeat the word in isolation. Say: This word begins with the letters *t, r* and when you say *try*, you can hear both of these sounds. *Try*. Hold the word up that has the same beginning as *try*. Review all of the student response cards. After reviewing the student responses, hold up the card with the word *trip* on it. Say: *Trip. Trip* has the same beginning as *try*.

2. Next, repeat this process with an ending blend. Say: Listen to the end of the word *fast. Fast*. Hold the word up that has the same ending as *fast*. Review all of the student response cards. After reviewing the student responses, hold up the card with the word *most* on it. Say: *Most. Most* has the same ending as *fast*.

3. Then, repeat this process with an initial blend. Say: Listen to the beginning of the word *chase*. Repeat the word in isolation. Say: This word begins with the letters *c, h* but when you say *chase*, there is only one sound at the beginning. The letters *c, h* combine to make a blend, the /ch/ sound. *Chase*. Hold the word up that has the same beginning as *chase*. Review all of the student response cards. After reviewing the student responses, hold up the card with the word *chirp* on it. Say: *Chirp. Chirp* has the same beginning as *chase*.

4. Conclude the exercise by providing positive feedback. Say: Fantastic effort, everyone! In the Bear Bags: More Lunch exercise, you will practice noticing the sounds that are made when two letters come together in a word.

Demo

1. Say: Today, we're going to practice sorting words by their beginnings, middles, or endings sounds. Together, we'll work on an exercise called Bear Bags: More Lunch. I'll get us started, and then I'd like for you to try.

2. Project the "Introduction - English or Spanish" demo for Bear Bags: More Lunch.

3. Follow along with the demo, which explains how the exercise works.

4. Demo the keyboard shortcuts:
   • Go button = Space bar
   • Possible answers (left to right) = Number keys 1 - 4

Notes

Speed (Fluency) Round Demo - Say: When the go button turns into a timer, the speed round begins. Work on the exercise as before, but faster. You can earn points by getting as many correct answers as possible in the time allowed.

Content Demo - Say: After you get good at doing the beginnings of the words, you'll begin to focus on word endings. Later, you'll move to match the middle sounds in the words. You are good listeners, so I know you can do it!

Direct students to log in and work individually on the Bear Bags: More Lunch 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.

Bear Bags: More Lunch 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.
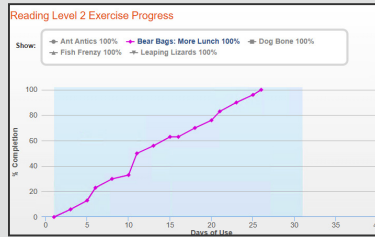
Monitor Student Progress

Review Bear Bags: More Lunch 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...	What to look for... what it means

PROGRESS: Reading Readiness Exercise Progress - Bear Bags: More Lunch

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

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

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

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.

Where to look...

PROGRESS: Progress Details - Bear Bags More Lunch

Bear Bags: More Lunch Progress

- ✅ Complete, advancement criteria met
- ▌▌ In progress
- ▌▌ Not started
- ▌▌ Advancement criteria not met*

▼ Bear Bags: More Lunch ? ✔   20/2021

                                              estions ?

Initial Consonant Blends and Digraphs

| Easy distractors Example: *bl/fr* | | 172 |
| Difficult distractors Example: *bl/pl* | ✅ 98% | 168 |

Final Consonants, Blends, Digraphs, and Grammatical Endings

| Easy distractors Example: *ng/ft* | ✅ 96% | 216 |
| Difficult distractors Example: *ng/nk* | ▌▌ 99% | 104 |

Long Vowel Digraphs and Silent-e

Percent Correct

Usually, students must get 90% correct to make progress. In the standard task students sort groups of 20 word into 4 categories, and must get at least 18 of the 20 words correct. Occasionally, students sort groups of 8 words into 2 categories, in which case they must get 100% correct.

Questions

Each sound-based category includes 168-172 questions. Additional questions are presented during the fluency round, but do not count towards progression.

The typical number of questions needed to pass a category is 168 - 200.

If content must be repeated, the student may only be required to repeat a subset of the questions.

What to look for... what it means

Are there red bars under Progress?

If a student doesn't answer enough questions correctly, they will repeat the task. Red bars indicate that the student was unable to pass a task after 3 attempts, and will revisit that content after some practice. Make sure that the student remains focused and motivated.

Is percent correct well below 90%?

The student may be struggling with recognizing the sounds in words. Check the Errors section of this report to determine where the student needs additional support.

Has the student answered too many questions without passing?

Students typically complete a category within 200 questions. If the student has answered more than the typical number of questions, or has red bars under Progress (indicating that they have made three attempts at that category, without passing), they may need help. Check the Errors section of this report to determine where the student needs additional support.

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

PROGRESS: Errors - Bear Bags: More Lunch

Content the student is struggling with the most is indicated in red.

▼ Bear Bags: More Lunch

	Easy Alternatives		Difficult Alternatives	
	Errors	Errors / Questions	Errors	Errors / Questions
Initial Consonant L-Blends				
pl			17%	2 / 12
Initial Consonant R-Blends				
dr			13%	2 / 15
fr			11%	1 / 9
Initial Consonant S-Blends				
sc	17%	1 / 6		
sp			25%	2 / 8

Are specific consonants highlighted in red?

Consider providing the student with instruction on the consonants with which they are struggling the most.

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

⬇ Reading Level 2 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 Bear Bags: More Lunch 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 Bear Bags: More Lunch.

✔ Does the student understand the exercise goal/task?

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

- First, start by setting a clear goal:
  - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 2 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.

✅ **Is the student on task and engaged with the activity?**

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

- Adjust the pacing or duration of instruction.

- Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.

- Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.

✅ **Are there words in the task (prompt and response) that the student doesn't know?**

- Have the student write down any unfamiliar words.

- Define and review key vocabulary used in the task.

- Display key vocabulary words and definitions.

- Promote student practice with vocabulary sentence strips, guided-notes, response cards, or note cards.

✓ **Is the student having a difficult time sorting words by beginnings, endings, and medial vowels?**

Have the student practice sorting words. Use the table below and create your own word cards, or use the Bear Bags: More Lunch Word Cards worksheet in Student & Teacher Resources.

Initial Consonant Blends	tr: troop, trend, tried, trim pl: place, plot, pluck, plush
Initial Consonant Digraphs	sh: shin, shoe, she, shook th: that, then, there, this
Final Consonant Blends	mp: limp, ramp, stamp, bump nk: sink, sunk, rink, rank
Final Consonant Digraphs	ch: stitch, touch, peach, pooch sh: push, mash, wash, fish
Final Consonant Doubles	ss: toss, mess, lass, hiss ll: call, fill, pull, well
Grammatical Endings	ed: started, wanted, planted, worded ing: running, jumping, hopping, looking
Long Vowel Digraphs	ee: sleep, feet, seen, deep oa: goal, moat, boast, soap
Long Vowel Silent E	a_e: blade, grace, shake, tale i_e: bite, line, mice, ripe

Adjust Instruction/Intervene

Student Resources

You may decide to use the following worksheet with your students:

📥 Bear Bags: More Lunch Word Cards in <u>Student & Teacher Resources</u>

Use this sheet to help students review words with targeted sounds, or have students use this sheet on their own to practice reading and identifying words with these sounds. Students will need one copy.

📥 Reading Level 2 Completion Chart in <u>Student & Teacher Resources</u>

Students can self-monitor their progress in each Reading Level 2 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.

DOG BONE
Teacher Manual

English Language Arts Standard	Students build comprehension skills by reading and/or listening to a variety of texts and answering comprehension questions about them.

Language/ Reading Skills	Students will... • use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conversations), discipline-specific terms, and multiple meaning words (academic language) • follow visual prompts to read along while listening to a model of reading, then reread texts independently (fluency) • approach print with a basic understanding of how it works, including the concept that text conveys a message, knowledge of how books work, which direction to read in, and how to interpret punctuation (print concepts) • clarify the meaning of unknown words using strategies such as morphemic and contextual analysis (word learning strategies) • use information gained from illustrations and the words in a text to demonstrate understanding of the text (interpreting visual information)

Reading Comprehension Skills	Students will… • distinguish key ideas from supporting details (key ideas & details) • listen to and comprehend spoken language and derive meaning from oral texts (listening comprehension) • read texts independently, with minimal to no assistance (independent reading) • recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read (monitoring comprehension)

|	
Cognitive Skills	Students will… • hold words in working memory while comparing their initial, middle, or final sounds (memory) • focus on specific information about words, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret and integrate auditory information to identify words (processing)

Social-Emotional/ Executive Function Skills	Students will... • increase self-regulation through visual cues designed to enhance selective attention and inhibition of impulsive responses. • increase confidence through the comprehension of progressively longer passages • increase motivation through independent guided reading practice

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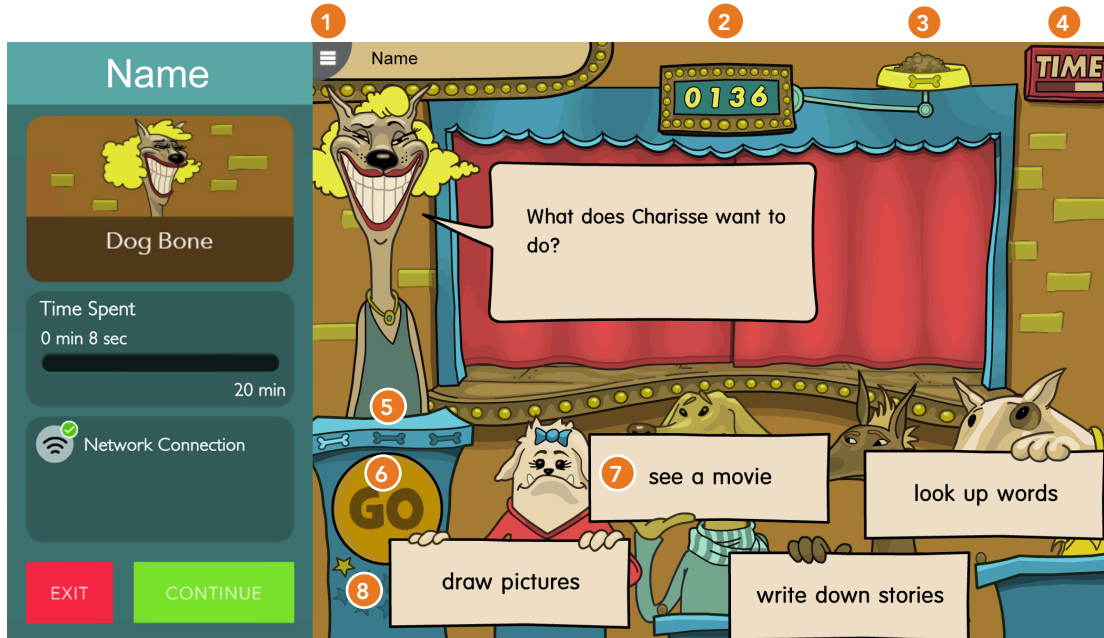
1 Menu
Shows:
- Time Spent / Time Scheduled for the exercise.
- Network connection status.
- Exit: Returns student to the Assignments screen.
- Continue: Returns student to the exercise.

2 Points
Shows total points awarded across all of a day's sessions.
- Correct answers: 8 points for each correct answer on the first attempt, and 1 point for each correct answer on the second attempt (learning question).
- Bonus points: 16 points after 6 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

3 Number of Streaks (Kibble treats)
After each 3-in-a-row streak, kibble is added to the golden food bowl. After 4 streaks, the kibble treats rain down on the dogs. After each round of treats (up to 8) another kibble is left on each contestant's podium.

4 Time
Bar fills in from left to right to show time spent in the exercise.

5 Current Streak (Bones)
Bone shapes on the podium light up to show the current consecutive correct answer. Resets after 3 correct in a row or an incorrect answer.

6 Go Button
Presents a question (picture or word). The student can click Go as many times as needed to hear the question again.

7 Answer Buttons (Cards)
Presents possible answers on 4 cards. The student must choose the card with the correct answer.

8 Progress Meter
Tracks and celebrates every 10% of exercise content completion.

9 Current Page
Shows the current page within the text.

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Task

Early in Dog Bone, students listen to fiction and nonfiction texts and answer comprehension questions. Later, they reread each of the texts independently, and answer a new set of questions. Finally, they answer questions about graphic organizers, such as tables and graphs.

Whenever narration is presented, the text is highlighted line by line to scaffold toward independent reading. Questions are always both written and spoken, but the answers are only presented in writing, so some independent reading is required.

Fiction and nonfiction texts are divided into 4-6 pages, followed by 1-2 multiple-choice questions.
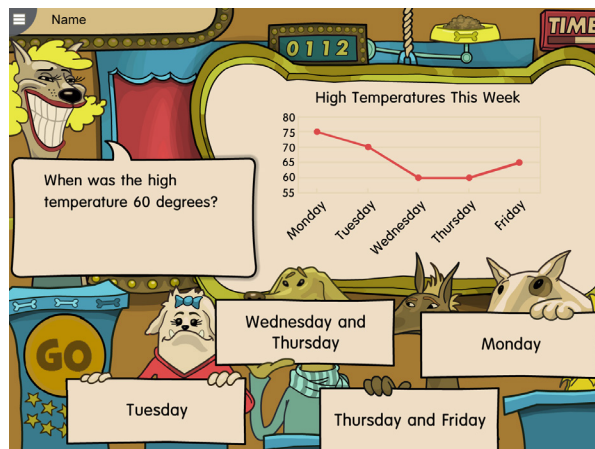
Early in the exercise, listen and read along...

...then answer questions about the text.
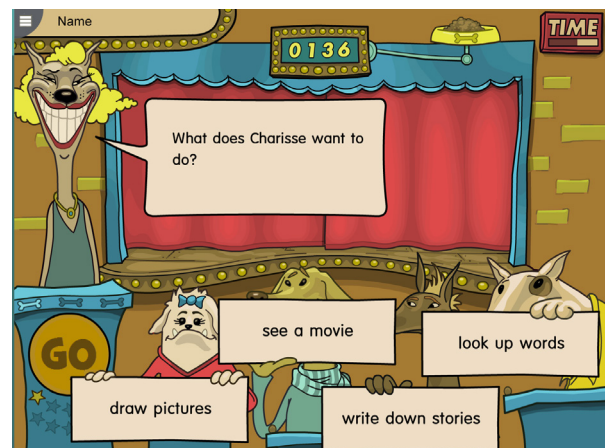
Later, independently reread, then answer new questions. At the highest level of difficulty, independently read and answer questions about graphic organizers such as tables and graphs.

Icon Key						
	Audio	Download	English Learner	Quick Check	Settings	Video

Content

Progression

In Dog Bone, students progress through 6 levels of difficulty. Across the levels, changes in the following factors make the task more challenging:

- Narration rate
- Vocabulary level
- Text length
- Text type

Within each level, students are exposed to a variety of text and question types:

- Text types:
  - Fiction and nonfiction texts (first 5 levels)
  - Bar graphs, line graphs, pie charts, and tables (highest level)
- Question types: who, what, where, when, which, how, why

To pass a question, the student must answer correctly on the first attempt. Before moving on, any incorrect questions are repeated as an opportunity to learn the content. Mastery requires passing 84% of questions about passages, and 90% of questions about tables & graphs. At the end of each level, the student will cycle back to those that were not mastered, and have another opportunity to pass. After a few attempts to pass all texts in a level, the student will advance to the next level. At the end of the exercise, students will again cycle back to texts that were not mastered.

	Vocabulary Level	Texts
Slow Narration Rate	1st Grade Vocabulary	4 Fiction 2 Nonfiction
	2nd Grade Vocabulary	2 Fiction 4 Nonfiction
Fast Narration Rate	1st Grade Vocabulary	2 Fiction 2 Nonfiction
	2nd Grade Vocabulary	1 Fiction 1 Nonfiction
	3rd Grade Vocabulary	1 Fiction 1 Nonfiction

In the last level, students will answer questions about graphic organizers such as tables and graphs.

	Sample Page	Sample Questions and Answers
Slow Narration Rate, 1st Grade Vocabulary	In November, Grandpa Goose came to talk with Gary. "It's winter, my little goose. Time for our family to fly south."	Where will the Goose family go? south, north, to the woods, November
Slow Narration Rate, 2nd Grade Vocabulary	The computer responds to commands by following a code. A code is like a list of things to do, written in a different language.	How does the computer respond? by following a code, by shutting down, by making a list, many languages
Fast Narration Rate, 1st Grade Vocabulary	People have made art for thousands of years. When people lived in caves, they made art on the cave walls. They used animal blood as paint. The pictures showed scenes from their lives. Later, people painted their tents and boats with many colors. They used beads to make their clothes beautiful. This is a kind of art, too.	Where did people paint? on cave walls, on animals, in the living room, with blood
Fast Narration Rate, 2nd Grade Vocabulary	Just then, Alfonso Ant cried out. "Mr. Harvey just spilled his midnight snack on the kitchen floor! Peanut butter on white bread! Everybody wake up!" Antonio sighed. He did not want to go. Then he had an idea. "Maybe this is a chance to escape the ant life," thought Antonio. "No one will realize that I am gone."	When does Antonio have an idea? as the other ants are waking up, as soon as the other ants get back, as all the ants have a party, as good as peanut butter
Fast Narration Rate, 3rd Grade Vocabulary	During the day, there is lots of light. We can see many different colors. If we look outside, we can see green grass, brown tree trunks, and red and yellow flowers. But things seem to change at night. There is almost no light. And the colors go away! If we look outside, everything is black and white – even the flowers.	How do flowers look at night? black and white, colorful, very pretty, next to a tree trunk

Did you know?

Reading comprehension research has shown the value of independent practice as students progress in their ability to read and comprehend progressively longer passages.[1] The activities in Dog Bone provide guided independent practice while cross-training attention and working memory skills. Dog Bone introduces progressively longer fiction and nonfiction passages in the clear, short chunks shown by research to support working memory. An added feature, enabled by the digital format, synchronizes line-by-line highlighting of the written text with an aural presentation of the passage. These added visual cues further focus the student's selective attention on the individual words. Research indicates that this type of built-in attention and inhibition practice increases self-regulation and confidence with reading.

1. https://lvp.digitalpromiseglobal.org/content-area/reading-pk-3/strategies

Introduce

Engage

To introduce this exercise to your students, first print and pass out the Dog Bone Guided Questions Worksheet in <u>Student & Teacher Resources</u>. Say: Today, we are going to practice answering questions after reading a short passage. We are going to use this chart to help answer the questions. This chart can help us organize and answer our questions during or after reading. Your answers will be brief. For this exercise, you may write complete sentences, sentence fragments, or lists. Display a short passage that is at the instructional level of the students. Choose a passage that is about a preferred topic, involves comedy, or even a well known excerpt from a favorite movie or book. Read the passage aloud. After reading the passage ask who, what, where, when, which, how, and why questions one at a time. Have the students write brief answers on their copy of the chart after you ask each question. Review student responses and then state or confirm the correct answer.

Demo

1. Say: Today, we're going to practice listening to or reading a passage and answering questions relating to the passage. Together, we'll work on an exercise called Dog Bone. I'll get us started, and then I'd like for you to come up and try.

2. Project the "Introduction - English or Spanish" demo for Dog Bone.

3. Follow along with the demo, which explains how the exercise works.

   - Explain which answer is the best match, and how you ruled out the other options.

   - Click the correct answer.

4. Demo the keyboard shortcuts:

   - Go button = Space bar

   - Possible answers (left to right, start in top row) = Number keys 1 - 4

5. Say: At the highest level in the exercise, you will be answering questions about graphic organizers, like graphs and tables. None of this information will be read aloud, so you'll have to be careful as you read.

Direct students to log in and work individually on the Dog Bone 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.

> Dog Bone 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.
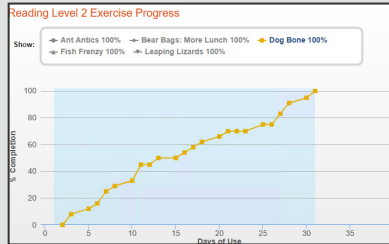
Monitor Student Progress

Review Dog Bone 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...

What to look for... what it means

PROGRESS: Reading Readiness Exercise Progress - Dog Bone

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

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

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

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 - Dog Bone Progress

Dog Bone Progress

- ✓ Complete, advancement criteria met
- ▐▐▐ In progress
- ▐▐▐ Not started
- █▌█ Advancement criteria not met*

▼ Dog Bone ? ✓		5/20/2021
		Questions ?
Short Passages, 1st Grade Vocabulary		
Spoken & Written Words, Slow Narration		72
Written Words	▐▐ 83%	36
Short Passages, 2nd Grade Vocabulary		
Spoken & Written Words, Slow Narration Rate	▐▐ 75%	12
Written Words	▐▐ 100%	5
Long Passages, 1st Grade Vocabulary		
Spoken & Written Words, Fast Narration Rate	▐▐▐ 0%	0

Percent Correct

Students must correctly answer 84% to 90% of questions to progress. To complete a short or long passage, students must listen to it and answer at least 5 of 6 questions correctly, then they must reread it and answer another 5 of 6 questions correctly. To complete the tables & graphs, students must correctly answer at least 9 out of 10 questions.

Questions

The minimum number of questions in a task varies:

Short Passages, 1st Grade Vocabulary
- Spoken & Written Words, Slow Narration Rate: 36
- Written Words: 36

Short Passages, 2nd Grade Vocabulary
- Spoken & Written Words, Slow Narration Rate: 36
- Written Words: 36

Long Passages, 1st Grade Vocabulary
- Spoken & Written Words, Fast Narration Rate: 24
- Written Words: 24

Long Passages, 2nd Grade Vocabulary
- Spoken & Written Words, Fast Narration Rate: 12
- Written Words: 12

Long Passages, 3rd Grade Vocabulary
- Spoken & Written Words, Fast Narration Rate: 12
- Written Words: 12

Interpret Tables & Graphs: 40

Questions that were missed will be presented again, for practice purposes, before the student moves on. At the end of each section, any passages (or tables & graphs) that were not completed to criterion will be presented again and re-evaluated.

What to look for... what it means

Are there red bars under Progress?

If a student doesn't answer enough questions correctly, they will repeat the task. Red bars indicate that the student was unable to pass a task within 3 attempts, and will revisit that content after some practice. Make sure that the student remains focused and motivated.

Is percent correct well below 80%?

The student may be struggling with multiple types of comprehension questions (who, what, where, when, how, which). Check the Errors section of this report to determine where the student needs additional support.

Note that percent correct reflects performance across all the texts in a group, so early difficulties can mask later successes, and early successes can mask later difficulties. Check the Error Report for the most recent day's results.

Has the student answered too many questions without passing?

A student who is still working on a level after 2 to 3 times the minimum number of questions may be struggling. Check the Errors section of this report to determine where the student needs additional support.

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

Where to look...

PROGRESS: Errors - Dog Bone

Dog Bone		
	Errors	Errors / Questions
Question Type		
How	12%	7 / 58
What	17%	18 / 109
When	11%	4 / 36
Where	12%	5 / 42
Which	21%	5 / 24
Who	10%	2 / 21

What to look for... what it means

Are specific consonants highlighted in red?

Consider providing the student with instruction on the specific question types, text types, or graph and table types with which they are struggling the most.

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

Reading Level 2 Progress Monitoring Chart in Student & Teacher Resources

Facilitate and Encourage

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 Dog Bone 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 Dog Bone.

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

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

- First, start by setting a clear goal:
  - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 1 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.

✅ **Is the student on task and engaged with the activity?**

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

- Adjust the pacing or duration of instruction.

- Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.

- Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.

✅ **Are there words in the task (prompt and response) that the student doesn't know?**

- Have the student write down unfamiliar words.
- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided notes, response cards, or note cards.

✅ **Is the student struggling with answering comprehension questions after reading or being read to?**

- Have the student practice answering comprehension questions after reading a short paragraph at their instructional level. Use the Dog Bog Guided Questions Worksheet in Student & Teacher Resources to help the students organize their answers.

- Students may use this chart independently, with a peer, or in small groups with an instructor.

Facilitate and Encourage

Adjust Instruction/Intervene

Student Resources

You may decide to use the following worksheets with your students:

⬇ Dog Bone Guided Questions Worksheet in Student & Teacher Resources

Use this worksheet to intruduce the activity to your students, or provide extra practice. Students will need one copy.

⬇ Reading Level 2 Completion Chart in Student & Teacher Resources

Students can self-monitor their progress in each Reading Level 2 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.

FAST FORWORD®
BY CARNEGIE LEARNING

FISH FRENZY
Teacher Manual

Goals/Objectives

English Language Arts Standard	Students will build high-frequency word recognition and phonics/decoding skills by rapidly matching spoken words to written words.

Language/Reading Skills	Students will... • identify spoken words and distinguish between similar-sounding words (auditory word recognition) • quickly and automatically read and understand common high-frequency words by sight (high-frequency words) • relate speech sounds to specific letters (phonics) and apply knowledge of letter-sound relationships to the process of sounding out and reading words (decoding)

Cognitive Skills	Students will... • hold a word in working memory while identifying its match within a stream of words (memory) • focus on a word and ignore distractions while monitoring a stream of words that will eventually present the word (attention) • rapidly interpret and integrate auditory and visual information to identify words (processing)

Social-Emotional/Executive Function Skills	Students will... • develop self-regulation through enhanced visual selective and sustained attention • increase motivation to read through increased vocabulary recognition speed • increase confidence in word recognition accuracy

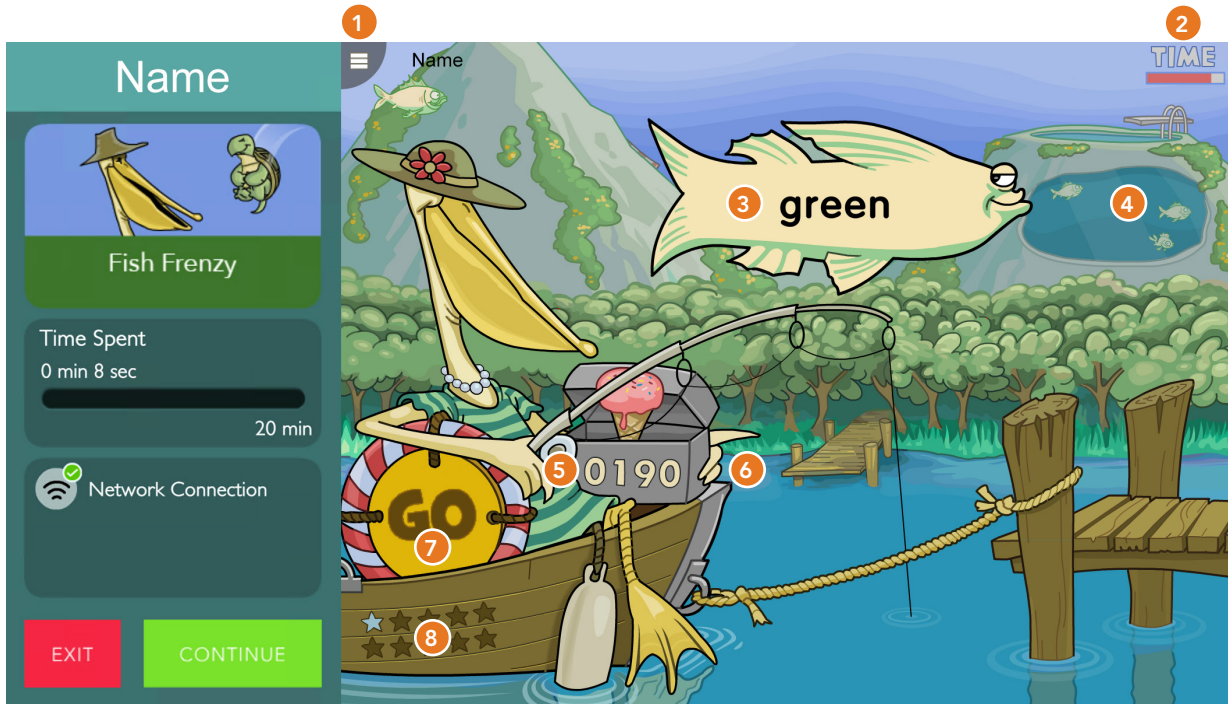| Icon Key						
	🔊 Audio	⬇ Download	(EL) English Learner	✓ Quick Check	⚙ Settings	▶ Video

FAST FORWORD®
BY CARNEGIE LEARNING

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 Time
Bar fills in from left to right to show time spent in the exercise.

3 Answer Button (Fish)
Presents a possible match for the word.

4 Number of Streaks (Fish)
A fish appears in the fish tank after the student makes four 3-in-a-row streaks in the session. Up to 12 fish can be earned.

5 Points
Shows total points awarded across all of a day's sessions.
- Correct answers: 4 points for each correct answer.
- Bonus points: 10 points after 12 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

6 Current Streak (Fingers)
Counts the current consecutive correct answer. Starts over after 3 correct in a row or an incorrect answer.

7 Go Button
Presents a word.

8 Progress Meter (Stars)
Tracks and celebrates every 10% of exercise content completion.

Task

In Fish Frenzy, the fishing pelican presents a target word to the student. A series of fish with words on them fly across the screen. The student must click the fish that matches the target word before it flies off the screen.

The exercise presents each word in 2 different ways:

- Written & spoken words: The target word and the possible matches are written and spoken. Students have 2 seconds to click the matching word.
- Written words: The target word is spoken and the possible matches are written. Students have 1.5 seconds to click the matching word.

Throughout the exercise, the fish fly across the screen from left to right to reinforce the left-to-right reading pattern of the English language.

Speed (Fluency) Round

Periodically, Fish Frenzy presents a speed round, which gives the student an opportunity to review the material at a faster pace and earn extra points. The student matches spoken to written words as before, but faster; they only have 1 second to click the matching word. The speed round automatically ends after one minute and the student returns to the regular exercise. By requiring students to respond more rapidly while maintaining high accuracy, Fish Frenzy increases the attention and memory demands of the task.

Did you know?

Visual attention and visual processing speed are related, and have been shown to predict reading speed in elementary grade students.[1] Research also indicates that the speed at which visual and verbal information is integrated across modalities is essential for learning to read. For some students, this is as important as phonological awareness.[2] Utilizing a well researched attentional vigilance task, Fish Frenzy is a word matching activity that simultaneously cross-trains these important visual and verbal cognitive skills. A target word must be held in working memory while possible matching words are presented, one at a time. This requires selective and sustained attention to each word until the matching word is presented. The possible matching words always travel to the right across the screen to build left-to-right rapid visual-spatial processing capacity. During the speed rounds, the activity increases the demands on visual processing speed. In this way, Fish Frenzy provides a unique, powerful, digital word recognition activity that complements classroom vocabulary instruction.

1. Lobier, M., Dubois, M., & Valdois, S. (2013). The role of visual processing speed in reading speed development. *PloS one, 8*(4), e58097.

2. Plaza, M., & Cohen, H. (2005). Influence of auditory–verbal, visual–verbal, visual, and visual–visual processing speed on reading and spelling at the end of Grade 1. *Brain and Cognition, 57*(2), 189-194.

Content

In Fish Frenzy, the student works on 6 word lists that include 200 of the 400 highest frequency words in the English language (the Flying Fish exercise in Fast ForWord Reading Level 1 presents the top 200, and this exercise presents the next 200). To discourage students from using strategies to avoid reading, Word List 1 groups words by length, and Word Lists 2-6 group words by initial letter.

Word List 1			
yet	keep	going	system
job	king	vowel	program
draw	knew	young	usually
full	drink	known	national
idea	green	later	question
near	night	future	interest
next	often	ground	important
pull	order	myself	government
sure	quite	office	individual
unit	voice	itself	information

Word List 2				
among	country	gave	moment	toward
anything	court	girl	money	town
area	covered	given	morning	travel
available	cried	group	mountain	tree
became	cut	grow	music	true
become	department	half	necessary	warm
began	development	happened	north	wash
begin	dog	hard	nothing	watch
behind	done	having	notice	waves
below	door	hear	numeral	week

Word List 3			
above	best	early	face
across	better	earth	fall
act	birds	easy	family
action	board	economic	farm
add	body	eight	fast
age	book	either	father
ago	bring	ever	federal
along	brought	example	feet
already	business	experience	felt
although	buy	eye	field

Word List 4			
figure	heard	laugh	paper
fire	held	law	pass
fish	history	least	past
five	hold	leave	pattern
following	horse	light	per
food	hot	list	perhaps
force	hours	listen	period
free	human	local	pick
friends	hundred	love	piece
front	hurt	low	plan

Word List 5				
major	plant	rather	table	west
making	policy	reached	taken	whether
map	political	real	talk	whole
mark	position	really	ten	whose
matter	possible	reason	themselves	wife
means	power	remember	thus	wind
measure	present	result	today	wish
mile	president	river	together	within
mind	problem	rock	told	woman
miss	products	room	top	wood

Word List 6				
close	cannot	shall	sea	song
cold	car	ship	second	south
college	carry	short	seem	space
color	case	side	seen	special
common	center	sing	sense	stand
community	certain	sit	service	start
company	children	six	seven	step
complete	church	social	several	story
control	city	society	sleep	street
cost	clean	sometimes	slowly	sun

Progression

To master a word list and advance to the next one, the student must recognize 90% of the words. Students who need more practice will repeat lists as needed. After three attempts to pass a given word list, Fish Frenzy will transition the student to the next list. At the end of the exercise, the student will repeat any word lists that were not previously mastered.

Introduce

Engage

To introduce this exercise, first provide each student with response cards for three different words. Select any three words from the high-frequency sight word list used in the exercise (for example: human, eight, and idea). To introduce this exercise to your students, start by saying: Today, we are going to work on identifying some sight words. These are words we read so often that it is important to recognize them as soon as you see them. I am going to say a word. After I say the word, you are going to hold up the word card that matches the word. The word is…*human*. Hold up the card that says *human*. Provide feedback to the whole group. Say: This is the word *human*. Hold up the word *human*. Say: Well done! Let's practice a few more words together. Follow the same process when presenting each word. (To extend this activity encourage the students to write the word and draw a picture to represent one or more of the words.) After you have reviewed the three chosen words, say: Now, we will practice identifying more sight words in the Fish Frenzy activity.

Demo

1. Say: Today, we're going to match the word written on the fish with the word the pelican says. Together, we'll work on an exercise called Fish Frenzy. I'll get us started, and then I'd like for you to try.

2. Project the "Introduction - English or Spanish" demo for Fish Frenzy.

3. Follow along with the demo, which explains how the exercise works.

   • Click the correct answer.

4. Demo the keyboard shortcuts:

   • Go button = Space bar

   • Answer = Down arrow

Notes

• Speed (Fluency) Round Demo - Say: When the Go button turns into a timer, the speed round begins. You must work on the exercise as before, but faster. Remember that you need to respond as quickly as possible, without making mistakes, to earn the most points.

• Content Demo - Say: At first, Fish Frenzy pronounces and displays all the words in the exercise. After some practice, the exercise only pronounces the target words and only displays the responses. Also, the fish will begin to fly faster across the screen.

Direct students to log in and work individually on the Fish Frenzy 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.

Fish Frenzy 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.

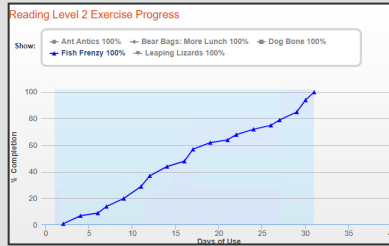FAST FORWORD®
BY CARNEGIE LEARNING

Monitor Student Progress

Review Fish Frenzy 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 Level 2 Exercise Progress - Fish Frenzy

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

USAGE: Usage Details - Schedule

USAGE: Usage Details - Minutes/Questions

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.

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.

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 - Fish Frenzy Progress

Fish Frenzy Progress

- ✅ Complete, advancement criteria met
- ▮▮▮ In progress
- ▮▮▮ Not started
- ▮▮ Advancement criteria not met*

Word List 1			
Spoken & Written Words			50
Written Words	✅	83%	80
Word List 2			
Spoken & Written Words	✅	92%	40
Written Words	▮▮	38%	100
Word List 3			
Spoken & Written Words	▮▮▮	0%	0
Written Words	▮▮▮	0%	0

Percent Correct

To make progress, students must answer 90% of the questions correctly.

Questions

Each word list includes 4-5 groups, with 10 questions per group. The minimum number of questions varies as shown:

Word List 1	Word List 4
Spoken & Written Words: 40	Spoken & Written Words: 40
Written Words: 40	Written Words: 40
Word List 2	Word List 5
Spoken & Written Words: 50	Spoken & Written Words: 50
Written Words: 50	Written Words: 50
Word List 3	Word List 6
Spoken & Written Words: 40	Spoken & Written Words: 50
Written Words: 40	Written Words: 50

If a word list is repeated, the student may only be required to repeat a subset of the questions.

What to look for... what it means

Are there red bars under Progress?

The student may be struggling. Red bars indicate that the student was unable to pass a word list after 3 attempts; they will revisit that content after additional practice. Make sure that the student remains focused and motivated.

Note that students must pass a word list as Spoken & Written Words before they will see that list as Written Words.

Is percent correct well below 90%?

The student may be struggling with the task. See the "Adjust Instruction/ Intervene" section in this teacher manual for suggestions on supporting struggling students.

Has the student answered too many questions without passing?

Many students are able to pass a word list within 2-3 attempts. Students who have taken more than the 3 times the minimum number of questions (see list at left) may be struggling. Check the Errors section of this report to determine where the student is struggling so that you can help them learn specific words.

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

PROGRESS: Errors - Fish Frenzy

Words the student is struggling with the most are indicated in red.

Fish Frenzy	Spoken and Written Words		Written Words	
	Errors	Errors / Questions	Errors	Errors / Questions
Word List 1				
full			50%	2 / 4
future			50%	1 / 2
going			50%	1 / 2
government	43%	3 / 7		
idea			25%	1 / 4
important	14%	1 / 7		

Are specific command types highlighted in red?

Consider providing the student with instruction on the words with which they are struggling the most. Start with any words highlighted in red, but also consider teaching others with high error rates.

Note that a word will only appear in red when it has been missed at least 3 times.

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

⬇ Reading Level 2 Progress Monitoring Chart in Student & Teacher Resources

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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 Fish Frenzy 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 Fish Frenzy.

> ☑ **Does the student understand the exercise goal/task?**
>
> After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.
>
> - First, start by setting a clear goal:
>   - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
>   - Review the goal with the student and check for understanding.
> - Next, introduce and model how the student will monitor their goal:
>   - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 2 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
>   - Explain and model the steps needed to complete and interpret the self-monitoring chart.
>   - Practice completing and interpreting the self-monitoring chart with the student.
> - Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
>   - Review the steps of the activity with the student.
>   - Model or explain the steps of the activity.
>   - Practice completion of the task with the student.
>   - Encourage the student to explain or show you how to complete the task.
>   - Monitor independent practice and provide feedback and prompts as needed.

Facilitate and Encourage

✅ **Is the student on task and engaged with the activity?**

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

- Adjust the pacing or duration of instruction.
- Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.
- Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.

✅ **Are there words in the task (prompt and response) that the student doesn't know?**
- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided-notes, response cards, or note cards.

✅ **Does the student need more practice with matching spoken words to written words?**
- Promote student practice using word cards where the student says the word as they match it with the corresponding word card.
- Utilize write-on response cards (for example, individual dry erase boards). Say the word and have the student write the word.

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Adjust Instruction/Intervene

Student Resources

You may decide to use the following worksheet with your students:

Reading Level 2 Completion Chart in Student & Teacher Resource

Students can self-monitor their progress in each Reading Level 2 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.

LEAPING LIZARDS
Teacher Manual

English Language Arts Standard	Students will build reading comprehension and vocabulary skills by selecting the correct word, letter, or punctuation mark to complete a sentence.
Language/ Reading Skills	Students will... • use knowledge of conventions when reading (capitalization & punctuation) • read texts with accuracy, appropriate rate, and expression to support comprehension (fluency) • recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge) • clarify the meaning of unknown words using strategies such as morphemic and contextual analysis (word learning strategies)
Reading Comprehension Skills	Students will... • distinguish key ideas from supporting details (key ideas & details) • listen to and comprehend spoken language and derive meaning from oral texts (listening comprehension) • read texts independently, with minimal to no assistance (independent reading) • recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read (monitoring comprehension)
Cognitive Skills	Students will... • hold an incomplete sentence in working memory while recalling vocabulary and punctuation rules from long-term memory (memory) • focus on specific information about a text, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret and integrate auditory and visual information to identify the meaning of words (processing) • use the order of words to comprehend sentences and help identify missing parts (sequencing)
Social-Emotional/ Executive Function Skills	Students will... • increase selective attention to detail • increase confidence in detail comprehension • enhance motivation for tasks requiring attention to contentive details and graphic structure • increase self-regulation

Exercise Overview

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 Number of Streaks (Ladybugs flying paper airplanes)
A ladybug hops aboard a paper airplane, launched by one of the lizard kids, after the student makes 4 3-in-a-row streaks in the session. There is no limit on the number of paper airplanes that can be earned.

3 Time
Bar fills in from left to right to show time spent in the exercise.

4 Sentence Icons
Show the number of sentences in the current story (when applicable), with the current sentence highlighted.

5 Points
Shows total points awarded across all of a day's sessions.
- Correct answers: 5 points for each correct answer.
- Bonus points: 14 points after 8 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

6 Progress Meter
Tracks and celebrates every 10% of exercise content completion.

7 Answer Buttons (Cards)
Presents possible answers on 4 cards. The student must choose the card with the correct answer.

8 Current Streak (Ladybug) Go Button
The ladybug climbs up the slide to show the current consecutive correct answer. Resets after 3 correct in a row or an incorrect answer.

9 Go Button
Presents a question.

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Task

In Leaping Lizards, the student reads an incomplete sentence and sees 4 possible answers on cards. The student must choose the correct answer to fill in the blank.

Early in the exercise, the sentence is read aloud to the student, and the answer cards include both a word and a picture. Later, the sentences are no longer read to the student, and the answer cards only show a word.

Did you know?

The *cloze procedure* has been used for many decades as a reading comprehension instructional approach, and assessments requiring cloze tasks have been shown to be valid measures of comprehension.[1] The cloze procedure requires the reader to fill in a blank within a passage with a word, letter, or punctuation prediction based on passage context and prior knowledge. In this way, the cloze procedure helps students develop comprehension prediction strategies.[2] Prediction during reading leads to increased awareness of linguistic properties of words, as well as increased recognition of phonological and orthographic representation. It also provides practice with sentence formulation—a bridge to written sentence construction.[3,4]

The cloze tasks in Leaping Lizards help students focus attention on both the main idea and the grammatical, punctuation, and content details of a passage. As the learner progresses, they will read text-only passages, and response choices will change from pictures with text to text only.

1. Schneyer, J. (1965). Use of the Cloze Procedure for Improving Reading Comprehension. *The Reading Teacher, 19*(3), 174-179. Retrieved August 17, 2021, from http://www.jstor.org/stable/20195519

2. Afflerbach, P. (1990). The Influence of Prior Knowledge and Text Genre on Readers' Prediction Strategies. *Journal of Reading Behavior*, Volume XXII, No. 2

3. Van Berkum, J. J. A., Brown, C. M., Zwitserlood, P., Kooijman, V., & Hagoort, P. (2005). Anticipating Upcoming Words in Discourse: Evidence From ERPs and Reading Times. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 31*(3), 443–467. https://doi.org/10.1037/0278-7393.31.3.443

4. Huettig, F., & Pickering, M. J. (2019). Literacy advantages beyond reading: Prediction of spoken language. *Trends in cognitive sciences, 23*(6), 464-475.

Icon Key

| 🔊 Audio | ⬇ Download | 🌐(EL) English Learner | ✔ Quick Check | ⚙ Settings | ▶ Video |

Content

Progression

In Leaping Lizards, the student progresses through increasingly difficult groups of sentences. The linguistic complexity gradually increases, while scaffolds (such as oral presentation of the sentence) are withdrawn, increasing the attentional and memory demands of the task as the student demonstrates mastery of the content.

Leaping Lizards presents some sentences independently, and presents others in sequences that create brief fiction or nonfiction texts (stories).

Question and Answer Types	Target Type	Sample Question and Answers
Spoken & Written Words, Vocabulary	High-Frequency Word List 1	Doves and robins are two of the _____ common kinds of birds. (most, end, blue, house)
Written Words, Capitalization & Punctuation	Initial Word Capitalization	I have a question. _____ we going to the park today? (Are, are, Ask, ask)
	End Punctuation	Why don't you try out for a part in the play__ (? ! , _)
Written Words, Syntax	Select by Part of Speech, Easy Alternatives	The leaf floated away on the _____. (stream, upon, pull, slowly)
	Categorize by Part of Speech	In the fall, the squirrels store nuts to eat in the winter. The underlined part is a _____. (verb, noun, letter, sentence)
Written Words, Morphology	Regular Verb Tenses	When the first astronaut stepped out of the shuttle, everyone _____ and a big cheer went up. (clapped, claps, clap, clapper)
	Irregular Subject-Verb Agreement	How can birds fall asleep standing on one _____? (foot, feet, ears, ear)
	Irregular Comparatives	These scissors are the _____, they are too dull to cut anything. (worst, better, bad, worse)

Introduce

Engage

To introduce this exercise to your students, first print and pass out copies of the Leaping Lizards Punctuation Cards in Student & Teacher Resources. Say: Today, we are going to practice completing the punctuation in a sentence.

1. Display the sentence "The puppy is having so much fun_" and read it aloud to the students. Say: The puppy is having so much fun!

2. Ask: What is the correct punctuation to finish the sentence? Hold up the card with the correct answer.

3. Confirm the correct response by saying: That's right! The exclamation point completes the sentence. Notice that the ending punctuation changes how a sentence is read.

After the correct response is confirmed, invite the students to practice reading the same sentence with a period, exclamation point, and question mark as the ending. Repeat with additional sentences and/or explain the use of these punctuation marks, as needed.

Demo

1. Say: Today, we're going to practice completing sentences with missing words, letters, or punctuation. Together, we'll work on an exercise called Leaping Lizards. I'll get us started, and then I'd like for you to come up and try.

2. Project the "Introduction - English or Spanish" demo for Leaping Lizards.

3. Follow along with the demo, which explains how the exercise works.

   - First, look at each word, letter, or punctuation mark before choosing the answer that best fills in the blank and completes the sentence.

   - Explain why this is the best match, and how you ruled out the other options. For example, say: Sometimes you will see the same word on two different cards—one with a capital letter and one beginning with a lowercase letter. Read carefully and think about where we use capital letters and what punctuation marks go with sentences and questions. Do your best on each one!

4. Demo the keyboard shortcuts:

   - Go button = Space bar

   - Possible answers (left to right) = Number keys 1 - 4

Direct students to log in and work individually on the Leaping Lizards 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.

Leaping Lizards 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.
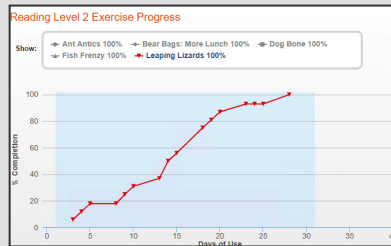
Monitor Student Progress

Review Leaping Lizards 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...

What to look for... what it means

PROGRESS: Reading Level 2 Exercise Progress - Leaping Lizards

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

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

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

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.

Where to look...

PROGRESS: Progress Details - Leaping Lizards Progress

Leaping Lizards Progress

- ✅ Complete, advancement criteria met
- ▮▮▮ In progress
- ▮▮▮ Not started
- ▮▮ Advancement criteria not met*

Spoken & Written Words, Vocabulary			
High-Frequency Word List 1			20
High-Frequency Word List 2	▮▮	85%	20
	✅	90%	20
Written Words, Capitalization & Punctuation			
Initial Word Capitalization	✅	90%	20
Proper Noun Capitalization	▮▮	80%	20
	▮▮	85%	20

Percent Correct
To make progress, students must correctly answer 90% of the questions in a group.

Questions
Each group includes 10 or 20 questions.

What to look for... what it means

Are there red bars under Progress?

Red bars indicate that the student attempted a group of content but answered less than 90% of the questions correctly. Students typically pass most groups within 3 attempts, although the Categorize by Part of Speech, Regular Verb Tenses, and Irregular Comparative groups may require additional attempts.

A student who has not passed a group after 2 or 3 attempts (2 or 3 sets of red bars) may be struggling. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students. Note that after 3 attempts to pass, the student will move on to new content and will revisit that group again later.

Is percent correct well below 80%?
The student may be struggling with the task. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

When a group is repeated, does the percent correct increase?
The student's performance is improving.

When a group is repeated, does the percent correct stay the same or decrease?
The student is not making progress and may be frustrated or losing focus. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Reading Level 2 Progress Monitoring Chart in Student & Teacher Resources

Facilitate and Encourage

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 Leaping Lizards 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 Leaping Lizards.

✔ Does the student understand the exercise goal/task?

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

- First, start by setting a clear goal:
  - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 2 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.

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✅ **Is the student on task and engaged with the activity?**

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

- Adjust the pacing or duration of instruction.
- Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.
- Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.

✅ **Are there words in the task (prompt and response) that the student doesn't know?**
- Have the student write down unfamiliar words.
- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided-notes, response cards, or note cards.

✅ **Does the student need development with forming sentences?**
- Provide fill-in-the-blank activities where the student completes the sentence by writing the correct punctuation, letter, or word.
- Consider using write-on response cards such as small dry erase boards. For example, show the students a sentence that is incomplete (has a blank space to be filled in by the student).
  - Present the response options. The responses options will either be punctuation, letters or words.
  - Have the students write the sentence including filling in the blank with a selection from the response options.
  - Check for accuracy.
  - Model and complete with the student if they are struggling to complete the task independently.

Facilitate and Encourage

Adjust Instruction/Intervene

Student Resources

You may decide to use the following worksheet with your students:

⬇ Leaping Lizards Punctuation Cards in [Student & Teacher Resources](#)

Use this worksheet to introduce the activity to your students, or provide extra practice. Students will need one copy.

⬇ Reading Level 2 Completion Chart in [Student & Teacher Resources](#)

Students can self-monitor their progress in each Reading Level 2 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.

FAST FORWORD®
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MAGIC BIRD
Teacher Manual

Goals/Objectives

English Language Arts Standard	Students will build spelling and phonics skills by selecting the correct letters to complete the spellings of spoken words.

Language/ Reading Skills	Students will... • understand and recall the order of sounds and words (auditory sequencing) • identify spoken words and distinguish between similar sounding words (auditory word recognition) • recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes (phonological awareness) • relate speech sounds to specific letters and apply that knowledge to the process of sounding out and reading words (phonics) • apply knowledge of letter-sound mappings, spelling rules and patterns, and irregular spellings to create a visual representation of a word (spelling)

Cognitive Skills	Students will… • hold a word in working memory while recalling letter-sound associations from long-term memory (memory) • focus on sounds within words and the letters that represent those sounds, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret and integrate auditory and visual information to identify the missing letters within partially spelled words (processing) • use positional cues to identify missing letters (sequencing)

Social-Emotional/ Executive Function Skills	Students will... • be motivated to write longer and more complex sentences and paragraphs as spelling becomes more automatic and less effortful • be confident in their ability to write on demand for homework assignments and during tests • be able to more fluently express thoughts and emotions in writing as one method of emotional self-regulation

Icon Key						
	🔊 Audio	⬇ Download	EL English Learner	✓ Quick Check	⚙ Settings	▶ Video

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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 Time
Bar fills in from left to right, counting up the time completed in the exercise.

3 Answer Buttons (Cards)
The spelling patterns available are presented on cards. The student must click on the correct card to complete the spelling of a word.

4 Go Button (Magic Box)
Clicking the Magic Bird's prop box presents a new word. When a word is displayed, students can click the Go button again to hear the word read aloud.

5 Number of Streaks (Hats & Carrots)
A smaller hat pops out of the magician's hat after the student makes each 3-in-a-row streak. After 3 streaks, a carrot appears in the smallest hat, and after the 5th streak it flies to a tree in the background (up to 9 carrots).

6 Progress Meter (Stars)
Tracks and celebrates every 10% of exercise content completion.

7 Points
Shows total points awarded across all of a day's sessions.
- Correctly selecting a missing letter:
  - First attempt: 2 points
  - Second or third attempt: 1 point
- Correct fluency round words: 3 points

8 Current Streak (Lights Under Hats)
The right corner of the table displays three lights, which illuminate to show the current number of consecutive correct answers. Resets after 3 correct in a row or an incorrect answer.

Task

In early levels of Magic Bird, the students change one word into another, by selecting the missing phonogram (spelling pattern) to correctly spell a word that is spoken aloud. In later levels, students build word families by selecting onsets (like *st___*) or rimes like (*___oad*) that make English words when added to a given word stem. The target words are not spoken aloud. Instead, students must use their spelling and decoding skills to try out different combinations and identify the ones that correctly spell words.

Speed (Fluency) Round

Periodically, Magic Bird presents a speed round, which gives the student an opportunity to review the material at a faster pace and earn extra points. The student performs the same tasks as before, but faster; they only have a few seconds to spell each word. The round automatically ends after one minute and returns to the regular exercise. By requiring students to respond more rapidly while maintaining high accuracy, Magic Bird increases the attention and memory demands of the task.

Content

Progression

In Magic Bird, the student is presented with more that 800 spelling questions, covering:

- Initial consonant blends & digraphs
- Final consonant blends & doubles
- Medial vowels, vowel digraphs, & silent-e
- Grammatical endings

As students progress, they are challenged to identify correct word spellings without aural prompting. This design helps students build phonics and word reading fluency, as well as spelling skills.

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Did you know?

Teachers and parents may wonder why there is a need to focus on spelling in today's world, with spell-check readily available on digital writing platforms and text messaging that encourages anagrams and informal or simplified spelling. In fact, research indicates that spelling proficiency is important, not only for writing but in supporting reading comprehension, accuracy, and fluency.[1] Spelling requires the integration of phonology (spelling-sound relationships), orthography (knowledge of letter and grammatical symbols), and morphology (knowledge of prefixes, root words and suffixes),[2] skills that are also critical for reading. This is especially true in a language like English, where complex spelling rules and frequent irregularities put extra demands on both reading and writing. The 26 letters of the English alphabet can relate to approximately 44 sounds (phonemes) with up to 250 different spellings.[3] This means that when a student attempts to compose a sentence, the extra demands on long term retrieval of the correct written spellings can interfere with holding the idea in mind, overtaxing working memory. Have you ever lost the thread of what you wanted to say while you were trying to spell an unfamiliar word? When students struggle with spelling, that phenomenon can occur repeatedly.

Magic Bird works to build spelling accuracy through systematic practice with common spelling patterns, such as consonant clusters, consonant digraphs, and Silent-E. It works to build spelling automaticity by providing repeated practice of each pattern with multiple examples, and periodically providing speeded practice of previously mastered words. Magic Bird also introduces morphology by having students complete words that may or may not require a suffix. By focusing on specific phonological, orthographic, and morphological rules the spelling activities in Magic Bird help students to develop spelling skills they can transfer to new, previously unstudied words.

1. Moats, L. C. (2005/2006, winter). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator, 29*(4), 12–22, 42–43

2. Reed, D. K. (2012). Why teach spelling? Portsmouth, NH: RMC Research Corporation, Center on Instruction

3. Ball, E. W., & Blachman, B. A. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly, 26*(1), 49–66

Introduce

Engage

Introduce the Magic Bird exercise to your students by reviewing how we spell words with regular patterns in them. Say: We can spell most words in English if we think about the sounds that we hear, and then write the letters that represent those sounds. In Magic Bird, you will need to think about the sounds that you hear, and then choose the letter or letters that show those sounds in writing. Remember that sometimes we use more than one letter to spell the sounds that we hear. Let's practice together.

Materials Needed: paper and pencil or dry-erase marker and whiteboard; letter tiles as desired

1. Say the word. Say: I am going to say a word for us to spell today. The word is *stick*, /stiiiiick/. Ask students to repeat the word.

2. Blend the sounds in the word. Say each sound in the word and ask students to blend the sounds with you. With your hand in front of you so that students can see the progression from left to right, hold up your first finger as you say /s/, your second finger as you say /t/, your third finger as you say /i/, and your fourth finger as you say /k/.

3. Identify the number of sounds in the word. Say: How many sounds do you hear in *stick*? (Four sounds.) If students do not identify the correct number of sounds, say and blend the word more slowly. If students still do not identify the correct number of sounds, tell them the answer. Say: "There are four sounds in the word *stick*. How many sounds are there?

4. Ask students to identify each individual sound in the word. Say: What's the first sound in *stick*? and so on. If students misidentify a sound, tell them the sound and ask them to repeat it.

5. Ask students to share all the ways they can picture spelling the sound /k/. (They should share the phonograms [c], [k], and [ck].) If students do not identify one of these phonograms, write the letter(s) on the board and say the letter name(s) and sound. Ask students to repeat the name(s) and sound.

6. Spell the word. Have students write the word on a piece of paper or a whiteboard. Say: Write the letters for each sound in *stick*.

   a. Variation 1: For students who struggle to hear the individual sounds in *stick*, draw a four-box grid on a whiteboard or piece of paper for them to write their letters in.

   b. Variation 2: For students who struggle with writing letters, you may give them the option to spell with letter tiles, or to spell aloud while a partner writes the letters for them. If students spell the word aloud, make sure they say the letter names in the word rather than the sounds.

6. Check the spelling for errors. Ask students to point to the word that they wrote, blend its sounds, and read it aloud. Ask students to correct any mistakes that they see. If students do not self-correct, try one of these error-handling strategies:

   a. Read what the student wrote and ask if it matches the target word. For example: This word says *sick*, and we are spelling *stick*. Does that match? What letter do we need to add to make the /t/ sound?

   b. Model the correct spelling. Ask the student to repeat the word, write it, and then point to each letter as they read the word.

As needed, repeat this routine using words with additional spelling patterns that students have learned. Tell students that they will practice matching the sounds that they hear to the letters we use to spell those sounds in Magic Bird.

Demo

1. Say: Today, we're going to practice changing one word into another by changing just one or two letters. Together, we'll work on an exercise called Magic Bird. I'll get us started, and then I'd like for you to try.

2. Project the "Introduction - English or Spanish" demo for Magic Bird.

3. Follow along with the demo, which explains how the exercise works.

   • Explain which letter is the best choice, and how you ruled out the other options.

   • Click the correct answer.

4. Demo the keyboard shortcuts:

   • Go button = Space bar

   • Answers left to right = Number keys 1 - 4

Direct students to log in and work individually on the Magic Bird 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.

Magic Bird 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.
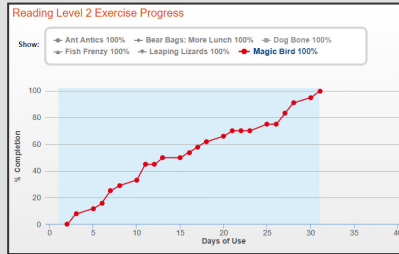
Monitor Student Progress

Review Magic Bird 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...	What to look for... what it means

PROGRESS: Reading Level 2 Exercise Progress - Magic Bird

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

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

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

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.

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Where to look...

PROGRESS: Progress Details - Magic Bird Progress

Percent Correct

To make progress, students must correctly answer at least 90% of spelling questions.

Questions

Easy Alternatives
- Initial Consonants: 60
- Final Consonants: 50
- Medial Vowels: 30
- Grammatical Endings: 10

Difficult Alternatives
- Initial Consonants: 120
- Final Consonants: 100
- Medial Vowels: 60
- Grammatical Endings: 20

Word Families
- Fewer Alternatives: ~122
- More Alternatives: ~243

If a group must be repeated, the student will only be required to repeat units on which they had demonstrated difficulty.

What to look for... what it means

Are there red bars under Progress?

Red bars indicate that the student was unable to pass one or more units within a group after 3 attempts, and will come back to that content after some practice. Make sure that the student remains focused and motivated and check the Errors section of this report to determine where the student is struggling so you can assist them with specific word families.

Is percent correct well below 80%?

The student may be struggling with specific spelling patterns. Check the Errors section of this report to determine where the student needs additional support.

Note that percent correct reflects performance across all of the units in a group, and up to three attempts at each unit, so early difficulties can mask later successes and successes on some units can mask difficulties on others. Check the Error Report for the most recent day's results.

Has the student taken too many questions without passing?

Students typically complete most groups within three attempts (one row). Two groups, Medial Vowels with Difficult Alternatives and Grammatical Endings with Difficult Alternatives, are more challenging and may require up to six attempts (two rows).

A student who is still working on a group after completing the typical number of attempts may be struggling. Check the Errors section of this report to determine where the student is struggling so you can assist them with specific word families.

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

PROGRESS: Errors - Magic Bird

Content the student is struggling with the most is indicated in red.

Are specific spelling patterns highlighted in red?

Consider providing the student with instruction on the specific spelling patterns with which they are struggling the most.

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

Reading Level 2 Progress Monitoring Chart in Student & Teacher Resources

Facilitate and Encourage

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 Magic Bird 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 Magic Bird.

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

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on the student's area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

1. Set a clear goal.

   a. Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.

   b. Review the goal with the student and check for understanding.

2. Introduce and model how the student will monitor their goal.

   a. Choose or create a self-monitoring chart for students to track their progress. Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.

   b. Explain and model the steps needed to complete and interpret the self-monitoring chart.

   c. Practice completing and interpreting the self-monitoring chart with the student.

3. Clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:

   a. Review the steps of the activity with the student.

   b. Model or explain the steps of the activity.

   c. Practice completion of the task with the student.

   d. Encourage the student to explain or show you how to complete the task.

   e. Monitor independent practice and provide feedback and promps as needed.

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☑ **Is the student on task and engaged with the activity?**

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

1. Adjust the pacing or duration of instruction.

2. Provide built-in breaks and allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success and confidence.

3. Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.

☑ **Can the student hear the words clearly?**

Check the student's headset, volume controls, and background noise level.

☑ **Is the student answering impulsively?**

If the student is working quickly and responding without pausing to think through their answers, sit with them as they work through 2-3 words in Magic Bird. For each word, ask the student to repeat the word that they heard, blend its sounds, and identify the number of sounds that they heard. Then ask them to check for any sounds that we spell with more than one letter (such as [ea] for the sound /ē/).

Ask the student to select the missing letter(s) to complete the spelling of the word. Monitor the student as they work independently for 2-3 more words. If they continue to answer impulsively, prompt them to count the sounds that they hear for each word before selecting an answer.

Facilitate and Encourage

✔ **Is the student identifying the correct number of sounds in each word?**

Sit with your student as they work through 2-3 words in Magic Bird. For each word, ask the student to repeat the word that they heard, blend its sounds, and identify the number of sounds that they heard. Watch for difficulty with identifying the sounds in consonant blends.

If your student does not identify the correct number of sounds, repeat and blend the word slowly, and ask them how many sounds they heard. If they still do not identify the correct number of sounds, tell them the answer and draw Elkonin Boxes* for each sound in the word on a piece of paper or whiteboard. Ask the student to name the letters that represent each sound, and write those letters in each box. Remind them that we sometimes use more than one letter to represent a sound (such as when we use the letter combination [ai] to spell the sound /ā/).

Monitor the student as they work independently for 2-3 more words. Encourage them to listen for each sound that they hear. As needed, prompt them to repeat and slowly blend each word that they hear before selecting an answer.

*Elkonin Boxes can be used to help bridge the connection between the sounds in a word and the letters or letter combinations that represent those sounds. In this strategy, each box stands for one sound—not one letter—in a word. For example, the words *seen* and *thick* both have three boxes, since they are each comprised of three individual sounds:

s	ee	n

th	i	ck

✔ **Is the student struggling with a specific phonogram (letter-sound correspondence)?**

A phonogram is a letter or a letter combination that represents a sound (for example, the letter combination [ck] makes the sound /k/). Look at the Errors section in the student's Progress Report to determine the specific phonograms they are struggling with. Review the sounds of these phonograms with the student.

To review:

• Write each phonogram on a flashcard.

• Show the student the phonogram card.

• Say the phonogram sound or sounds.

• Have your student repeat the sound or sounds.

Conduct a "speed round" where you point to each phonogram card and ask the student to say its sound. If the phonogram has several sounds, you may give your student a hint by holding up the number of fingers that correspond to the number of sounds (for example, hold up one finger for the phonogram [th]).

Lastly, call out one sound at a time and ask the student to point to the correct phonogram card (for example, what letters say /th/? What letter says /ō/?).

If the student does not identify the correct letter(s), tell them the answer and ask them to repeat it to you (for example, the letters th make the sound /th/. What letters make the sound /th/?).

✔ **Is the student struggling with specific spelling patterns or grammatical endings?**

Use the worksheets below to support your student in understanding, identifying, and writing words with the spelling patterns and grammatical endings addressed in Magic Bird.

• Magic Bird Worksheet: Consonant Doubling & Silent E

• Magic Bird Worksheet: -ing Endings

• Magic Bird Worksheet: -ed Endings

Facilitate and Encourage

Adjust Instruction/Intervene

Student Resources

You may decide to use the following worksheet with your students:

⬇ [Reading Level 2 Completion Chart](#) in Student & Teacher Resources

Students can self-monitor their progress in each Reading Level 2 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.

⬇ [Magic Bird Worksheet: Consonant Doubling & Silent E](#)

If your student is struggling with the Consonant Doubling or Silent-E spelling patterns addressed in Magic Bird, use this worksheet to provide direct instruction and review examples of those patterns, and to give your student the opportunity to study and categorize words based on those spelling patterns.

⬇ [Magic Bird Worksheet: -ing Endings](#) and [Magic Bird Worksheet: -ed Endings](#)

If your student is struggling with the grammatical endings addressed in Magic Bird, use these worksheets to provide direct instruction about how these endings change the meaning of words, and to give your student the opportunity to identify and write words that use those endings.

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