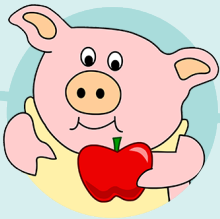


READING READINESS

Teacher Manual



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READING READINESS

Teacher Manual

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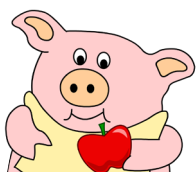
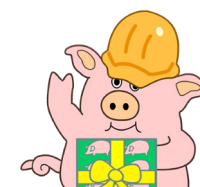


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Schedules and Exercise Order

Schedules

Unlike the other Fast ForWord components, Reading Readiness schedules are limited to 30 minutes per day. On a given day, students are presented with up to three exercises.

Initial Exercises

When students begin Reading Readiness, they are presented with the following exercises every day:

1. Inside the Tummy
2. Hungry Tummy
3. Packing Pig Goes to Work

Later Exercises

As each of the initial exercises is completed, it is replaced with one of the later exercises, in the following order:

4. Houndini
5. Packing Pig Goes to Lunch
6. Coaster

Example

- Day 1, Treshon starts Reading Readiness and is presented with the initial exercises.
- Day 2, he works on the initial exercises and completes Hungry Tummy.
- Day 3, he is presented with:
 - Inside the Tummy
 - Packing Pig Goes to Work
 - Houndini



COASTER

Teacher Manual

Goals/Objectives

English Language Arts Standard(s)

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

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

Language/ Reading Skills

Students will be able to...

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

Cognitive Skills

Students will be able to...

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

Social-Emotional/ Executive Function Skills

Students will be able to...

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

Icon Key



Audio



Download



English Learner



Quick Check



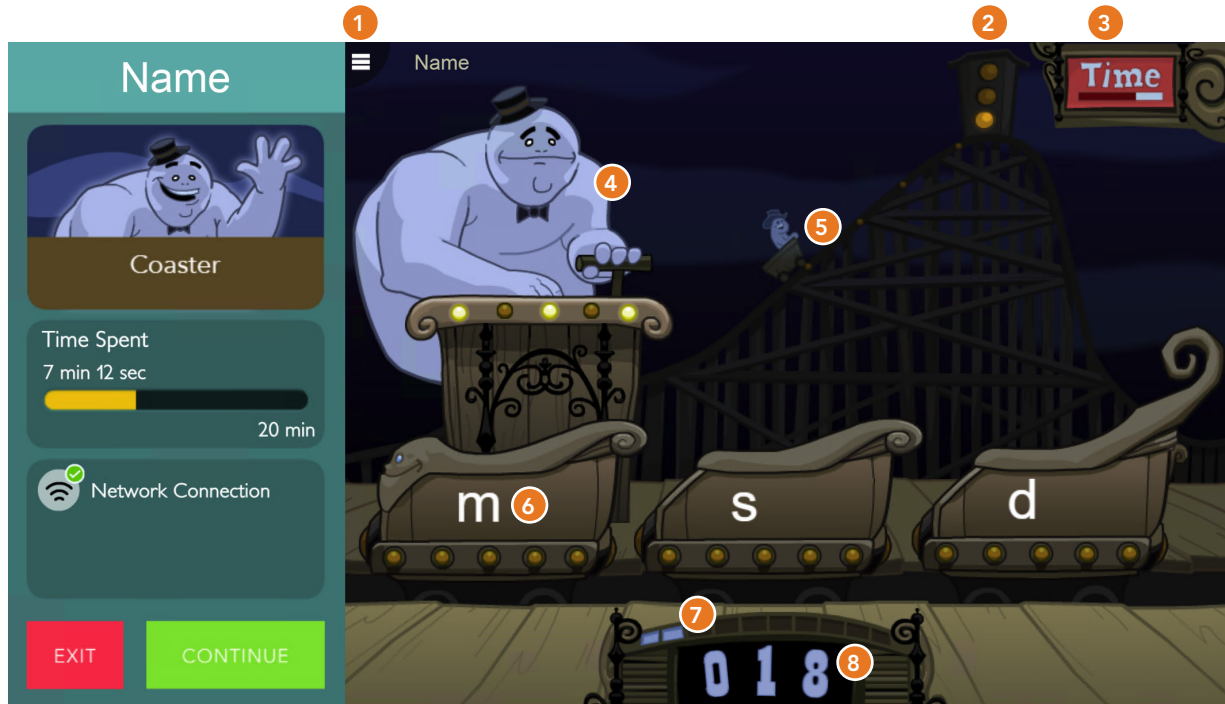
Settings



Video

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 Current Streak (Stoplight)

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

3 Time

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

4 Go (Coaster operator)

Presents a question.

5 Highest Streak (Coaster car)

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

6 Answer Buttons (Cars)

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

7 Progress Meter

Tracks and celebrates every 10% of exercise content completion.

8 Points

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

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

Task

In Coaster, the student completes 2 tasks:

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

Content

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

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

Exercise Overview

Did you know?

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

Progression

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

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

Introduce

Engage

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

Play a “Word Grab” game:

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

Demo

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

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



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

Facilitate and Encourage

Monitor Student Progress

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

Where to look...

PROGRESS: Reading Readiness Exercise Progress - Coaster

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



What to look for... what it means

Is the line going up?

The student is completing content accurately and making progress.

Is the line flat across several dots?

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

Are there long lapses between dots?

The student may be skipping this exercise.

USAGE: Usage Details - Schedule

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

Schedule

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

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

Do you see half-filled gray circles?

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

Do you see red circles?

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

USAGE: Usage Details - Minutes/Questions

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

Are many days highlighted in red?

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

Is the student answering fewer questions than usual?

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

Is the student answering more questions than usual?

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

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Coaster Progress

Coaster Progress

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

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

Coaster	Progress	Questions
s, m, d Example: sad	Not started	27
	Not started	33
	Complete	33
p, t, n Example: pat	Not started	48
	Not started	33
	Complete	42

Questions

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

What to look for... what it means

Are there red bars under Progress?

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

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

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



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

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 Coaster reports to adjust instruction to meet each student's needs and respond to variance among learners. The activities below are suggestions to support students who might be struggling with their progress in Coaster.



Does the student understand the exercise goal/task?

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



Is the student struggling to identify the consonants?

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

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



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

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



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

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

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

Facilitate and Encourage

Adjust Instruction/Intervene

Student Resources

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



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

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



HOUNDINI

Teacher Manual

Goals/Objectives

English Language Arts Standard(s)

Phonological Awareness: students will demonstrate understanding of spoken words, syllables, and sounds (phonemes)
Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words

Language/ Reading Skills

Students will be able to...

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

Cognitive Skills

Students will be able to...

- 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)
- use the order of phonemes and letters in words to make same-different judgments (sequencing)

Social-Emotional/ Executive Function Skills

Students will be able to...

- selectively focus and attend to designated phonological components of words
- inhibit impulsive responses
- build confidence in listening and phonological awareness skills
- manage their ability to process rapid, complex information

Icon Key



Audio



Download



English Learner



Quick Check



Settings



Video

Exercise Screen



1 Menu

Shows:

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

2 Points

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

- Correct answers: 2 points for each correct answer.
- Bonus points: 5 points after 10 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

3 Time

Bar decreases from right to left, counting down the time remaining in the exercise.

4 Progress Meter (Cards)

Tracks and celebrates every 10% of exercise content completion.

5 Go (Houndini the Dog)

Presents a question.

6 Current Streak (Stars)

Stars light up to show the current consecutive correct answer. Resets after 3 correct in a row or an incorrect answer.

7 Highest Streak (Curtain)

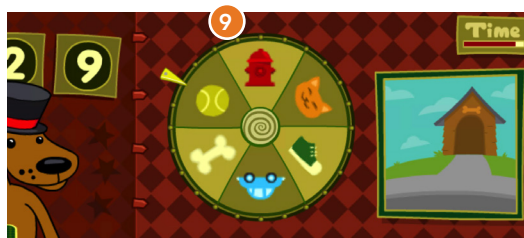
Rises up to show the current number of 3-in-a-row streaks in the session. Resets after the Picture Wheel activity (four 3-in-a-row streaks).

8 Answer Buttons (Cards)

Presents possible answers on 4 cards. The student must choose the card with the correct answer.

9 Picture Wheel

Presents a wheel for the student to spin (after a few seconds, Houndini will spin it for them). The "winning" item is added to the picture on the right.



Exercise Overview

Task

In this exercise, a dog deals out 4 cards and instructs the student to choose the card with the first, middle, or final sound that is different from the other three cards.

The exercise presents the cards and words in 3 different ways:

1. Pictures with spoken words: each card displays only a picture; the word associated with the picture on each card is spoken.
2. Pictures with spoken & written words: each card displays a picture and a word; the word associated with the picture and the written word on each card is spoken.
3. Written words: each card displays only a written word; there is no oral presentation of the word.

Content

Progression

In Houndini, the student progresses through increasingly more difficult content with increasingly fewer scaffolds (such as picture and/or oral presentation of the word). For each type of content, the scaffolds (a picture and/or oral presentation of the word) are progressively removed, increasing the attentional and memory demands of the task as the student demonstrates mastery of the content.

Initial Consonants, Easy Alternatives	Initial Consonants, Difficult Alternatives	Final Consonants, Easy Alternatives	Final Consonants, Difficult Alternatives
sand*, belt, bat, bus fish, dog, doll, dime ring, fish, forest, fig salt, goose, gum, gift nose, cake, coast, card tent, bath, bed, belt wing, five, fig, forest five, wing, wheel, white moon, pot, pig, pen jam, teeth, table, tack rat, desert, doll, duck soup, cow, coast, colt cart, sack, salt, soup gift, mad, moon, mop pack, sand, salt, seal	pot, bath, bus, boat pat, bed, ball, bus bed, pot, pig, pack gift, cake, cow, cuff cake, gate, gas, goose tall, desert, duck, door doll, tack, table, tent ball, dime, door, dog dime, gas, gift, gum nose, mad, moth, mop leaf, rat, rope, roof fish, sand, soup, sack nest, dog, duck, desert bath, moon, moth, mop moth, bird, bed, ball	car, leaf, roof, cuff jam, sack, flock, duck train, track, stick, cake ship, seal, doll, snail stick, spoon, train, pen tall, rope, soup, mop pen, glass, dress, bus pig, bat, gate, white bat, tall, wheel, snail wheel, rat, spot, boat broom, road, mad, cloud five, dog, bag, pig snail, fig, frog, bag cloud, broom, dime frog, flower, star, door	fig, stick, pack, truck truck, bag, frog, pig mad, gate, spot, pat white, bread, mad, cloud star, seal, snail, tall ball, door, spider, car seal, spider, store, star moon, gum, dime, jam train, broom, dime, gum bat, mop, soup, ship gate, truck, cake, tack leaf, dress, glass, goose bread, moon, pen, train spoon, bed, road, cloud pot, goose, bus, gas

*Correct Answer

Exercise Overview

Initial Consonant Blends

tree, teeth, tall, table
clown, cake, cart, cow
blue, bath, bird, boat
stand, salt, soup, seal
prince, pot, pat, pack
flower, fig, five, fish
tall, train, truck, track
sand, star, stick, store
pot, present, pretzel, prince
coast, claw, clay, clown
block, bread, bridge, brown
star, spoon, spot, spider
snail, stand, stick, store
block, bread, broom, bridge
frog, flower, fly, flock

Final Consonant Blends

nest, goose, bus, glass
coast, dress, goose, gas
eagle, dog, bag, fig
present, rat, boat, white
gift, cart, shirt, desert
hand, card, bird, lizard
gift, spot, gate, white
table, snail, wheel, doll
stamp, ship, mop, rope
train, paint, ant, tent
shirt, fist, coast, nest
boat, present, paint, ant
cloud, stand, playground, almond
ant, salt, belt, colt
paint, fist, forest, coast

Medial Vowels

bus, mad, rat, sack
rock, pack, bath, gas
pen, pat, jam, bag
jam, bus, cuff, duck
moth, duck, gum, cuff
wing, cuff, bus, gum
cuff, fig, ring, ship
tack, fish, pig, wing
bed, fig, ship, fish
fish, dog, moth, pot
bell, moth, rock, dog
rat, pot, rock, mop
pig, bell, jet, leg
gum, bed, pen, jet
mop, bell, pen, leg

Did you know?

Phoneme (sound) to grapheme (letter) correspondence depends on phonological awareness capacities including differentiating initial versus final consonants in isolation, and in consonant blends, as well as in distinguishing medial vowels. Speech sounds that are produced differently, for example the consonant fricative /s/ (a consonant that is made when you squeeze air through a small hole or gap in your mouth) and the stop consonant /b/ (the sound made by completely blocking the flow of air and then releasing it) are more easily distinguished than similar produced speech sounds, such as /b/ and /p/. Similarly produced sounds are also perceptually similar and are difficult for many children to distinguish, because of the demands on auditory memory, sequencing, segmenting, and blending. This can be especially problematic for children with a history of speech sound disorders or those learning English as a second language.

Facilitate and Encourage

Introduce

Engage

To introduce this exercise to your students, start by saying: [Let's talk about what it means when we say something is the "same as" or "different from" something else.](#) Hold up 2 items that are the same, such as 2 red crayons. Ask: [Are these things the same or different?](#) Have students tell you why they are the same, for example: *both are crayons and both are the color red.* Then hold up 3 items, two of which are the same and one of which is different, such as 2 red crayons and 1 blue crayon. Ask: [Which of these things is different?](#) Have students explain which one is different and why, for example: *the color of one crayon is blue, not red.* Invite students to repeat the activity with objects of their choice.

Explain to students that in this exercise they will hear some words and see a picture of each word. Their first job is to click the picture that begins/ends with a sound that is "different" than the beginning/ending sound of the other words. Use the Houndini Words & Pictures List in [Student & Teacher Resources](#) to demonstrate a few examples for students.

Demo

1. Say: [Today, we're going to practice finding the different beginning, middle, and final sounds in a group of words. Together, we'll work on an exercise called Houndini. I'll get us started, and then I'd like for you to try.](#)
2. Project the "Introduction - English or Spanish" demo for Houndini.
3. Follow along with the demo, which explains how the exercise works.
 - Explain which card is the best match, and how you ruled out the other options. Say: [Remember that we are listening for the sound that is different from the others. Which card has a different first sound than the other cards?](#)
 - Click the correct answer.
4. Demo the keyboard shortcuts:
 - Go button (Houndini the dog) = Space bar
 - Answers left to right = Number keys 1 - 4

Direct students to log in and work individually on the Houndini 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.



Houndini 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.

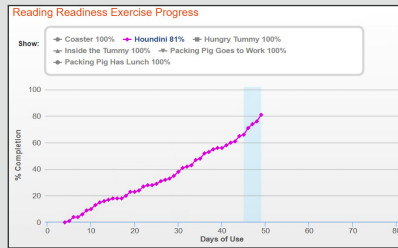
Monitor Student Progress

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

Where to look...

PROGRESS: Reading Readiness Exercise Progress - Houndini

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



What to look for... what it means

Is the line going up?

The student is completing content accurately and making progress.

Is the line flat across several dots?

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

Are there long lapses between dots?

The student may be skipping this exercise.

USAGE: Usage Details - Schedule

Schedule		Minutes/Questions		Start Time		Total Minutes	
Days of Use	Date	Coaster	Houndini	Hungry Tummy	Inside the Tummy	Packing Pig Goes to Work	Packing Pig Has Lunch
12	10/30/2020	●	●	●	●	●	●
11	10/27/2020	●	●	●	●	●	●
10	10/22/2020	●	●	●	●	●	●
9	10/19/2020	●	●	●	●	●	●
8	10/13/2020	●	●	●	●	●	●
7	10/09/2020	●	●	●	●	●	●
6	10/05/2020	●	●	○	●	●	●
5	10/01/2020	●	●	●	●	●	●
4	09/30/2020	●	●	○	●	●	●
3	09/25/2020	●	●	●	●	●	●

Schedule

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

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

Do you see half-filled gray circles?

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

Do you see red circles?

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

USAGE: Usage Details - Minutes/Questions

Schedule		Minutes/Questions		Start Time		Total Minutes					
Days of Use	Date	Coaster	Houndini	Hungry Tummy	Inside the Tummy	Packing Pig Goes to Work	Packing Pig Has Lunch				
		Min	Ques	Min	Ques	Min	Ques				
13	11/02/2020	-	-	10	37	-	-	10	71	10	176
12	10/30/2020	-	-	10	12	-	-	10	36	10	60
11	10/27/2020	-	-	20	34	10	20	20	66	-	-
10	10/22/2020	-	-	10	24	10	32	10	37	-	-
9	10/19/2020	-	-	10	18	10	29	10	50	-	-
8	10/13/2020	-	-	19	48	10	45	20	104	-	-
7	10/09/2020	-	-	10	25	10	39	10	46	-	-
6	10/05/2020	-	-	10	29	0	-	0	-	-	-
5	10/01/2020	-	-	-	-	10	43	10	46	10	43

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 - Houndini Progress

Houndini Progress

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

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

Houndini		Progress	Questions
Initial Consonants, Easy Alternatives			
Pictures, Spoken Words		✓	78
Pictures, Spoken & Written Words		✓	96
Written Words		✓	72
Initial Consonants, Difficult Alternatives			
Pictures, Spoken Words			154
Pictures, Spoken & Written Words		✓	64
Written Words		✓	61

Questions

Minimum number of questions in a group: 60

Students with more than the following number of questions may be struggling:

- Pictures & Spoken Words: 120
- Pictures, Spoken & Written Words: 80
- Written Words: 80

What to look for... what it means

Are there red bars under Progress?

If a student doesn't correctly answer at least 4 out of 5 questions in a group, they will repeat the group. Red bars indicate that the student was unable to pass a group after 3 attempts, and will come back to that content after some practice. Make sure that the student remains focused and motivated.

PROGRESS: Errors - Houndini

The first three rows in the report provide a summary of errors by presentation (sound, sound & text, or text only), to help you quickly identify where the student is having the most difficulty.

The rest of the report lists the specific letter contrasts with which the student is struggling. Letter contrasts that the student finds most difficult are highlighted in red.

Errors - All Time		
Houndini		
	Errors	Errors / Questions
All Errors: Pictures, Spoken Words	24%	121 / 511
All Errors: Pictures, Spoken & Written Words	14%	58 / 404
All Errors: Written Words	9%	30 / 348
Final Consonant		
/nt/ vs. /n/	50%	1 / 2
Initial Consonant		
/b/ vs. /d/	30%	17 / 56

Are there some errors highlighted in red?

Consider providing the student with instruction on the specific letter contrasts with which they are struggling.

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



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

Adjust Instruction/Intervene

Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Houndini 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 Houndini.



Does the student understand the exercise goal/task?

Observe the student as they work through the exercise demo to determine where their understanding may be breaking down. Make sure the student clearly understands the task of the exercise. Ask: [Can you tell me what this exercise wants you to do?](#) If needed, explain how the exercise works. Say: [The computer will say a word. You must click the card that best matches the word.](#)

Listen along with the student while they work on the exercise. Say: [Repeat the words back to me and explain why you would choose one answer over the others.](#) This will help you identify if the student is having trouble with listening comprehension, paying attention, and/or understanding the vocabulary.



Is the student struggling with the concept of "different"?

Using the Houndini Words & Pictures List in [Student & Teacher Resources](#), play a game of "Find It" with the student. Place 4 word cards in front of the student: 3 that begin or end with the same sound and 1 that is different. Say: [I spy a word that begins/ends with a sound that is different from the others. Find it!](#) Have the student say the word for each card aloud to you and then select the one that is different from the others. Repeat with other word cards until you are sure the student has grasped the concept of finding the one card that is different than the others.



Are there words in the question that the student doesn't know?

Engage the student in an offline activity, such as flashcards, that focuses on the specific vocabulary they are struggling with.

Facilitate and Encourage



Is the student answering impulsively?

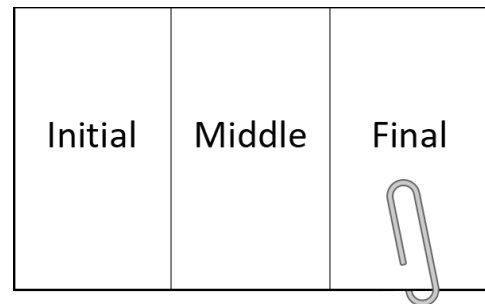
Listen to a question with the student. Have the student repeat the question and each alternative before selecting their answer. This has the benefit of making them think through their response instead of just answering impulsively.



Is the student having difficulty remembering if they are looking for an initial, middle, or final sound?

The student may have difficulty remembering the question being asked. Ask the student to repeat the question back to you, for example: Find the picture/word that does not have the same beginning/middle/end sound as the others.

Make an index card like the one pictured below. Have the student put a marker (for example, a clothespin, colored paper clip, sticky note, etc.) on the sound (Initial/Middle/Final) they are being asked to find. This provides a visual reminder of the placement of the sound in the words they are working with on each question. As the student progresses through the content, have them adjust the marker on the card based on the question they are answering.



Is the student struggling with consonant blends?

The term *consonant blend* refers to the spoken form of two or three consonants that appear together in a word. Each consonant retains its sound when blended. As the student reads more and more words, they will encounter more blends. To help the student determine how many sounds they are hearing, have them repeat the word while tapping once for each letter sound in a blend. For example, the word *stop* would have 4 taps, whereas *shop* would have only 3 taps. Say other words with and without consonant blends, then have students tap out how many sounds they hear and identify those with blends vs. those without blends.

Adjust Instruction/Intervene

Student Resources

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



Houndini Words & Pictures List in [Student & Teacher Resources](#)

Use this sheet when you first introduce & demo Houndini to your students, or to help you adjust instruction/intervene when needed. Students will need one copy.



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

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



HUNGRY TUMMY

Teacher Manual

Goals/Objectives

English Language Arts Standard(s)

Phonological Awareness: students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Vocabulary Acquisition and Use: students will demonstrate knowledge of common shape, color, and size terms.

Language/ Reading Skills

Students will be able to...

- identify spoken words and distinguish between similar-sounding words (auditory word recognition)
- attend to details, and plan an appropriate sequence of steps, in order to carry out verbal instructions (following directions)
- recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge)
- quickly and automatically recognize high-frequency words (high-frequency words)

Cognitive Skills

Students will be able to...

- hold increasingly complex instructions in working memory while comprehending them and planning a response (memory)
- focus on specific information, sustain that focus, and ignore distractions while carrying out a task (attention)
- rapidly interpret and integrate auditory and visual information in order to respond to an instruction (processing)

Social-Emotional/ Executive Function Skills

Students will be able to...

- selectively focus and sustain attention on a lesson or an activity
- inhibit impulsive responses
- build confidence in listening and sorting information

Icon Key



Audio



Download



English Learner



Quick Check



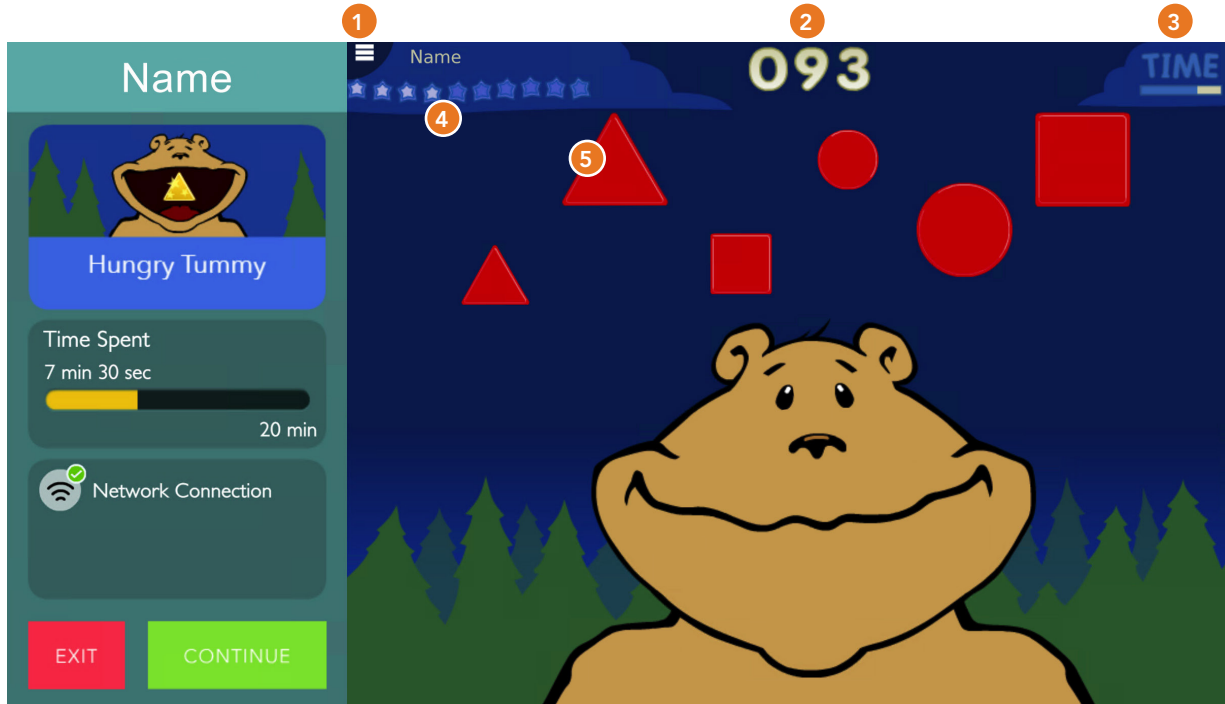
Settings



Video

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 Points

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

- Correct answers: 3 points for each correct answer.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

3 Time

Bar decreases from right to left, counting down the time remaining in the exercise.

4 Progress Meter (Stars)

Tracks and celebrates every 10% of exercise content completion.

5 Answer Buttons

Multiple objects with various attributes. The student must select the object that answers the question and drag it into the bear's mouth.

Task

In Hungry Tummy, the student responds to verbal directions to identify, select, and place objects of various colors, shapes, and/or sizes in the hungry bear's mouth. The student listens as the bear asks for one of the objects. For example, the bear might say, "Red triangle." The student must identify the correct object and place it into the center of the bear's mouth. The bear will only eat the object it asks for, and only if the object is placed in the correct location.

Content

Progression

In Hungry Tummy, the student starts by practicing basic computer skills, then moves on to following directions tasks of increasing difficulty. Each following directions task begins with an instructional scaffold (a visual cue that appears in the drop zone inside the bear's mouth) to help the student identify the correct object and where to place it. The scaffold is progressively removed, increasing the attentional and memory demands of the task as the student demonstrates mastery of the content. To complete Hungry Tummy, the student must pass all instruction and practice tasks.

Computer Skills: The exercise begins with having the student follow directions and practice the click and drag process, by first learning to click an object, and then learning to click and drag an object into the bear's mouth.

Select Objects: The student progresses through identifying shapes with one, then two, and finally three attributes (color, shape, and size). The student must complete 2 tasks for each set of object attributes:

- **Instruction:** The student receives a visual cue of the correct response—a colored outline of the matching color, shape, and/or size inside the bear's mouth.
- **Practice:** The exercise removes the scaffold and requires the student to identify the requested object without any help.

Exercise Overview

Task	Example
Computer Skills, Click	Click the piece of candy
Computer Skills, Click & Drag	Click and drag the piece of candy into the bear's mouth
Select Object, One Attribute <ul style="list-style-type: none"> • Instruction: Color • Practice: Color • Instruction: Shape • Practice: Shape • Instruction: Size • Practice: Size 	<ul style="list-style-type: none"> • Red - red visual outline • Red - no visual outline • Square - square visual outline • Square - no visual outline • Big - big visual outline • Big - no visual outline
Select Object, Two Attributes <ul style="list-style-type: none"> • Instruction: Shape & Size • Practice: Shape & Size • Instruction: Color & Size • Practice: Color & Size • Instruction: Color & Shape • Practice: Color & Shape 	<ul style="list-style-type: none"> • Small circle - small circle visual outline • Small circle - no visual outline • Big blue - big blue visual outline • Big blue - no visual outline • Yellow triangle - yellow triangle visual outline • Yellow triangle - no visual outline
Select Object, Three Attributes <ul style="list-style-type: none"> • Instruction: Color, Shape, & Size • Practice: Color, Shape & Size 	<ul style="list-style-type: none"> • Big blue circle - large blue circle visual outline • Big blue circle - no visual outline

Did you know?

The development of executive function—an integral part of the learning process—can be understood in terms of age-related increases in the maximum complexity of rules children can follow and utilize flexibly when solving problems. The executive function capacity of selective attention is an early developing cognitive skill that is important for learning.

Selective attention depends on the ability to purposefully attend to critical stimulus features and ignore others. Task switching is another early developing executive function, and is required when selection criteria change in any task. Sorting tasks that vary sorting criteria by object shape, size, and/or color provide an excellent method for building selective attention as well as task flexibility.

Introduce

Engage

To introduce the exercise to your students, start by saying: *You may not really think about it, but every day you use features or characteristics of things in your world to describe, understand, and communicate with those around you. For example, one way to describe something is to use color.* Hold up a sheet of colored paper (red, blue, or yellow) for students to see. Play a game of “I Spy...” and have students identify items they “spy” that match the color of the sheet of paper. Continue with the concepts of shape and size.

Explain to students that in this exercise they will be asked to identify and select objects of various colors, shapes, and sizes. Sorting by shape is typically more difficult than sorting by color. Students not only have to ignore the color, but they also have to look closely at the shapes to notice defining attributes that make them the same or different from another shape. Use the Hungry Tummy Sample Shapes in [Student & Teacher Resources](#) to demonstrate a few examples for students based on one, two, or three attributes.

Demo

1. Say: *Today, we’re going to practice finding different colors, shapes, and sizes. Together, we’ll work on an exercise called Hungry Tummy. I’ll get us started, and then I’d like for you to try.*
2. Project the “Introduction - English or Spanish” demo for Hungry Tummy.
3. Follow along with the demo, which explains how the exercise works.
 - Say: *First we will feed the bear a piece of candy. He wants us to drag the candy and drop it into his mouth. It will take practice, but you can do it!*
 - Demonstrate how to drag and drop the candy. Also show what happens if you let go too soon so they understand that they will need to try again to get it into the bear’s mouth.
 - On a computer, say: *Click the candy and hold down the mouse button. Then drag the candy into his mouth and let the button go.*
 - On an iPad, say: *Put your finger on the candy and hold it down. Then drag the candy into his mouth and let go.*
 - When you finish with the candy, demonstrate how to choose a shape and drag it into the matching outline in the bear’s mouth. Say: *Be careful and keep holding onto the shape until it fits just inside the matching outline. Keep practicing and you’ll see how good you can get at this!*
4. This exercise does not include any keyboard shortcuts.

Direct students to log in and work individually on the Hungry Tummy 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.



Hungry Tummy 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.

Facilitate and Encourage

Monitor Student Progress

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

Where to look...

PROGRESS: Reading Readiness Exercise Progress - Hungry Tummy

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



What to look for... what it means

Is the line going up?

The student is completing content accurately and making progress.

Is the line flat across several dots?

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

Are there long lapses between dots?

The student may be skipping this exercise.

USAGE: Usage Details - Schedule

Schedule		Minutes/Questions		Start Time		Total Minutes	
Days of Use	Date	Coaster	Houndini	Hungry Tummy	Inside the Tummy	Packing Pig Goes to Work	Packing Pig Has Lunch
12	10/30/2020		●	●		●	●
11	10/27/2020		●	●		●	
10	10/22/2020		●	●		●	
9	10/19/2020		●	●		●	
8	10/13/2020		●	●		●	
7	10/09/2020		●	●		●	
6	10/05/2020		●	○		●	

Schedule

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

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

Do you see half-filled gray circles?

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

Do you see red circles?

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

USAGE: Usage Details - Minutes/Questions

Schedule		Minutes/Questions				Start Time				Total Minutes			
Days of Use	Date	Coaster		Houndini		Hungry Tummy		Inside the Tummy		Packing Pig Goes to Work		Packing Pig Has Lunch	
		Min	Ques	Min	Ques	Min	Ques	Min	Ques	Min	Ques	Min	Ques
13	11/02/2020	-	-	10	37	-	-	-	-	10	71	10	176
12	10/30/2020	-	-	10	12	-	-	-	-	10	36	10	60
11	10/27/2020	-	-	20	34	10	20	-	-	20	66	-	-
10	10/22/2020	-	-	10	24	10	32	-	-	10	37	-	-
9	10/19/2020	-	-	10	18	10	29	-	-	10	50	-	-
8	10/13/2020	-	-	19	48	10	45	-	-	20	104	-	-
7	10/09/2020	-	-	10	25	10	39	-	-	10	46	-	-
6	10/05/2020	-	-	10	29	0	-	-	-	0	-	-	-
5	10/01/2020	-	-	-	-	10	43	10	46	10	43	-	-

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.

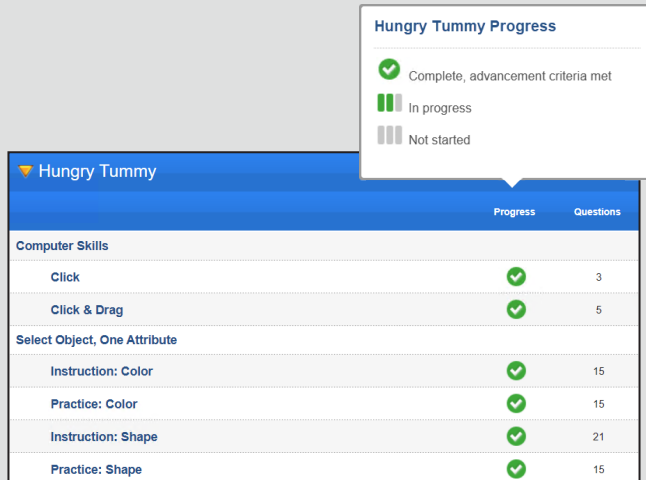
Is the student answering more questions than usual?

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 - Hungry Tummy Progress



Hungry Tummy Progress

- Complete, advancement criteria met
- In progress
- Not started

	Progress	Questions
Computer Skills		
Click	✓	3
Click & Drag	✓	5
Select Object, One Attribute		
Instruction: Color	✓	15
Practice: Color	✓	15
Instruction: Shape	✓	21
Practice: Shape	✓	15

Questions

Typical range for students making good progress:

Select Object, One Attribute: 15 - 25

Select Object, Two Attributes: 15 - 30

Select Object, Three Attributes: 15 - 35

What to look for... what it means

Has the student answered too many questions without passing?

Following the basic computer skills task, most students should be able to complete a task in under 25 questions. A student who is still working on a task after more than 25-30 questions may be struggling. Make sure the student remains attentive and motivated.

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



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

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 Hungry Tummy 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 Hungry Tummy.



Does the student understand the exercise goal/task?

Observe the student as they work through the exercise demo to determine where their understanding may be breaking down. Make sure the student clearly understands the task of the exercise. Ask: *Can you tell me what this exercise wants you to do?* If needed, explain how the exercise works. Say: *The bear will ask you to select a specific object. You must click and drag the object that best matches the bear's description into its mouth.*

Listen along with the student while they work on the exercise. Say: *Repeat the directions back to me and explain why you would choose one answer over the others.* This will help you identify if the student is having trouble with listening comprehension, paying attention, and/or understanding the directions.



Is the student having difficulty clicking and dragging?

Many younger students have a lot of experience with using touch skills on tablets, but limited experience using a computer mouse. Have students practice their mouse skills using the exercise demos, or if possible, have them use a tablet.

Adjust Instruction/Intervene

Student Resources

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



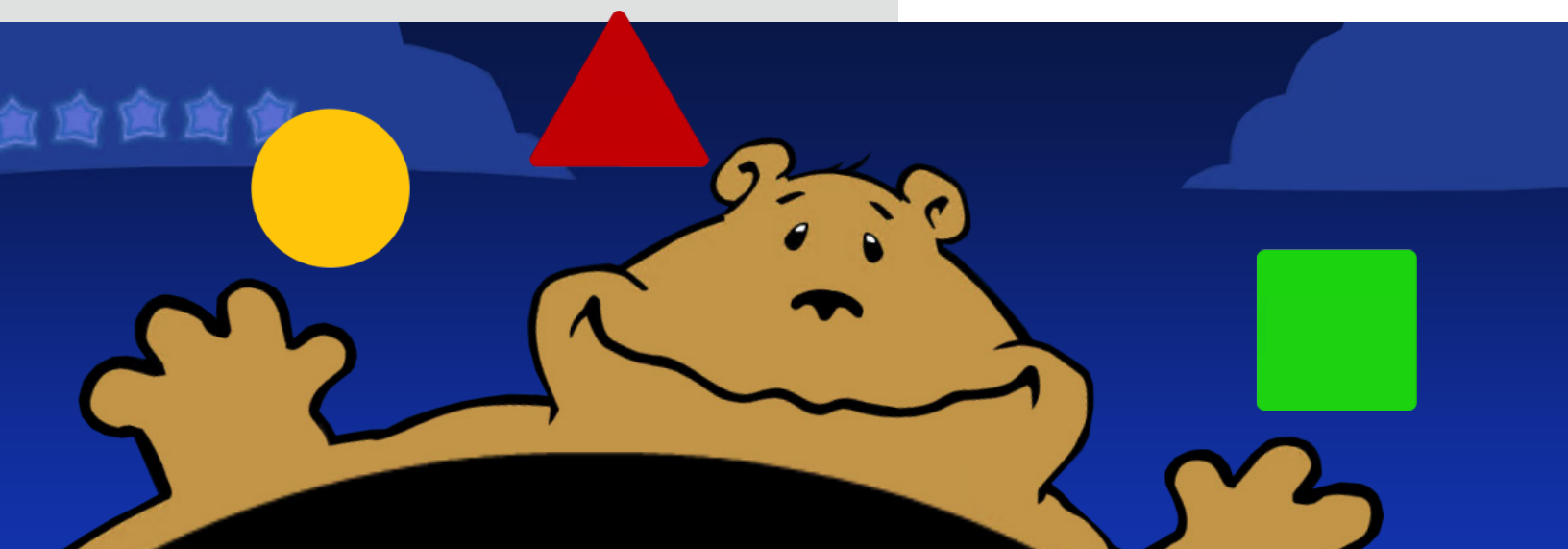
Hungry Tummy Sample Shapes in [Student & Teacher Resources](#)

Use this sheet when you first introduce & demo Hungry Tummy to your students, or to help you adjust instruction/intervene when needed. Students will need one copy.



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

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



INSIDE THE TUMMY

Teacher Manual

Goals/Objectives

English Language Arts Standard(s)

Vocabulary Acquisition and Use: students will be exposed to common shape and color terms while manipulating colored shapes.

Language/ Reading Skills

Students will be able to...

- recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge)
- quickly and automatically recognize high-frequency words (high-frequency words)

Cognitive Skills

Students will be able to...

- focus on specific information, sustain that focus, and ignore distractions while carrying out a task (attention)
- rapidly interpret and integrate auditory and visual information to match shapes while applying sensory-motor skills to position those shapes on the screen (processing)

Social-Emotional/ Executive Function Skills

Students will be able to...

- selectively focus and sustain attention on a lesson or an activity
- inhibit impulsive responses
- build visual/verbal working memory skills
- build confidence in listening and sorting information

Icon Key



Audio



Download



English Learner



Quick Check



Settings



Video

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 Points

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

- Correct answers: 2 points for each correct answer.
- Bonus points: 5 points after completing a puzzle.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

3 Time

Bar decreases from right to left, counting down the time remaining in the exercise.

4 Progress Meter (Stars)

Tracks and celebrates every 10% of exercise content completion.

5 Answer Buttons (Objects)

Multiple objects with various attributes. The student must drag each object into its matching outline inside the bear's tummy.

Task

In this exercise, a bear with a large tummy appears on the screen. Colored shapes appear as puzzle pieces outside the bear's tummy. Each piece has a corresponding outline inside the bear's tummy. The student drags each puzzle piece into its matching outline. When a puzzle piece is correctly placed in its outline, the bear orally confirms its color and shape. After the student completes a puzzle, the pieces combine into a fun picture as a reward for correctly completing the puzzle.

Content

Inside the Tummy presents 15 puzzles using various combinations of shapes, colors, sizes, requirements for preciseness in dragging and dropping shapes in a specific location, and number of puzzle pieces.

Shapes	Circle, Square, Triangle
Colors	Blue, Green, Red, Yellow
Sizes of Shapes	Very Large, Large, Medium, Small, Very Small
Drag & Drop Skills	Approximate, More Precise, Precise
Number of Puzzle Pieces	1-9

As the student progresses in the exercise, the shapes become smaller, the puzzle patterns become more complex, and the placement requirements become more precise.

Did you know?

Executive functions are an integral part of the learning process. The executive functions of selective attention to relevant auditory and visual details are early foundational cognitive skills. Inside the Tummy provides practice with attention to details necessary for sorting by features like color and shape.

Selective attention depends on the student's ability to purposefully attend to critical stimulus features and ignore others. Task switching is required when selection criteria change in any task. Sorting tasks that vary sorting criteria by object shape, size, and/or color provide an excellent method for building selective attention as well as task flexibility. Providing verbal feedback for each correct visual sorting response reinforces visual/verbal retention.

Exercise Overview

Progression

The student progresses through 5 levels of difficulty, with 3 puzzles in each level.

Progression	Shape Size	Placement	Puzzle 1	Puzzle 2	Puzzle 3
Very Large Objects, Approximate Drag & Drop	Very Large	Approximate	1 piece	2 pieces	3 pieces
Large Objects, More Precise Drag & Drop	Large	More Precise	3 pieces	4 pieces	5 pieces
Medium Objects, More Precise Drag & Drop	Medium	More Precise	5 pieces	6 pieces	7 pieces
Small Objects, More Precise Drag & Drop	Small	More Precise	6 pieces	7 pieces	8 pieces
Very Small Objects, Precise Drag & Drop	Very Small	Precise	7 pieces	8 pieces	9 pieces

The student must correctly complete the first puzzle by placing all shapes correctly before advancing to the next puzzle. When all 3 puzzles have been completed, the student advances to the next level. To complete Inside the Tummy, the student must successfully build all of the puzzles in the exercise.

Introduce

Engage

To introduce the exercise to your students, start by saying: *In this exercise you will be matching shapes to their outlines.* Gather together a number of items of different shapes. Hold up one item and ask students, *What shape is this?* If students don't know, show how to look at the sides (or other features) to identify the shape of the object. For example, say, *This building block is a square shape. See, there are one..., two..., three..., four sides. Squares always have four sides.* Have students do this for each item.

Using copies of the Inside the Tummy Sample Shapes in [Student & Teacher Resources](#) call out a shape by its name and color. Have students trace the outline of the shape with their finger. Ask them to describe the shape and say its name focusing on the important features of the shape.

Go on a "shape hunt" around the classroom to look for other items that are a specific shape or shape and color.

Demo

1. Say: *Today, we're going to practice matching colors, shapes, and sizes. Together, we'll work on an exercise called Inside the Tummy. I'll get us started, and then I'd like for you to try.*
2. Project the "Introduction - English or Spanish" demo for Inside the Tummy.
3. Follow along with the demo, which explains how the exercise works.
 - Demonstrate how to drag and drop the shape into the outline. Also show what happens if you let go too soon so they understand that they will need to try again to get it into the bear's tummy.
 - On a computer, say: *Click the shape and hold down the mouse button. Then drag the shape into its outline and let the button go.*
 - On an iPad, say: *Put your finger on the shape and hold it down. Then drag the shape into its outline and let go.*
 - When you get to more than one shape, explain how to choose the matching shape. Say: *Remember, you have to find the matching shape first. Then hold that shape, drag it into the outline, and let go.*
4. This exercise does not include any keyboard shortcuts.

Direct students to log in and work individually on the Inside the Tummy 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.



Inside the Tummy 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.

Facilitate and Encourage

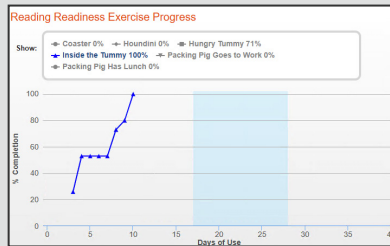
Monitor Student Progress

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

Where to look...

PROGRESS: Reading Readiness Exercise Progress - Inside the Tummy

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



What to look for... what it means

Is the line going up?

The student is completing content accurately and making progress.

Is the line flat across several dots?

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

Are there long lapses between dots?

The student may be skipping this exercise.

USAGE: Usage Details - Schedule

Schedule		Minutes/Questions		Start Time		Total Minutes	
Days of Use	Date	Coaster	Houndini	Hungry Tummy	Inside the Tummy	Packing Pig Goes to Work	Packing Pig Has Lunch
12	10/30/2020		●			●	●
11	10/27/2020		●	●			
10	10/22/2020		●	●			
9	10/19/2020		●	●			
8	10/13/2020		●	●			
7	10/09/2020		●	●			
6	10/05/2020		●	○			
5	10/01/2020			●	●	●	
4	09/30/2020			○	○	○	
3	09/25/2020			●	●	●	

Schedule

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

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

Do you see half-filled gray circles?

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

Do you see red circles?

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

USAGE: Usage Details - Minutes/Questions

Schedule		Minutes/Questions				Start Time				Total Minutes			
Days of Use	Date	Coaster		Houndini		Hungry Tummy		Inside the Tummy		Packing Pig Goes to Work		Packing Pig Has Lunch	
		Min	Ques	Min	Ques	Min	Ques	Min	Ques	Min	Ques	Min	Ques
13	11/02/2020	-	-	10	37	-	-	-	-	10	71	10	176
12	10/30/2020	-	-	10	12	-	-	-	-	10	36	10	60
11	10/27/2020	-	-	20	34	10	20	-	-	20	66	-	-
10	10/22/2020	-	-	10	24	10	32	-	-	10	37	-	-
9	10/19/2020	-	-	10	18	10	29	-	-	10	50	-	-
8	10/13/2020	-	-	19	48	10	45	-	-	20	104	-	-
7	10/09/2020	-	-	10	25	10	39	-	-	10	46	-	-
6	10/05/2020	-	-	10	29	0	-	-	-	0	-	-	-
5	10/01/2020	-	-	-	-	10	43	10	46	10	43	-	-

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 - Inside the Tummy Progress



What to look for... what it means

Is the student showing progress on the Exercise Progress Graph?

The student must precisely position 6 shapes to complete the first level. Each subsequent level includes 6 additional shapes and requires more precise positioning, eventually reaching 24 shapes and the most precise placement at the highest level.

Most students complete the exercise within 3 days. Check the Exercise Progress graph (see above). If the line is going up, the student is making progress. If the line is flat, or if the student has spent more than five days on the exercise, the student may be struggling to align the shape within the target placement area.

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



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

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 Inside the Tummy 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 Inside the Tummy.



Does the student understand the exercise goal/task?

Observe the student as they work through the exercise demo to determine where their understanding may be breaking down. There is no "Go" button in this exercise and students may lose attention. Remind students that they must continue to correctly place all the shapes into Hungry's tummy to move on to the next puzzle.



Is the student having difficulty clicking and dragging the puzzle pieces?

Many younger students have a lot of experience with using touch skills on tablets, but limited experience using a computer mouse. Have students practice their mouse skills using the exercise demos, or if possible, have them use a tablet.



Can the student match the shape and color of the puzzle piece to its corresponding outline in Hungry's tummy?

Listen in as the student works on the Inside the Tummy exercise. Have the student point to each shape and name the shape and color. Then ask the student to point to where the object should be placed in Hungry's tummy. Have the student use the mouse to click, hold, and drag the shape correctly once he or she has demonstrated where it should be placed.



Is the student frustrated because it doesn't seem like they are making progress in the exercise?

Explain to the student that it takes just 15 correct answers in a row to get another "star" and move on to the next set of puzzles.

Adjust Instruction/Intervene

Student Resources

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



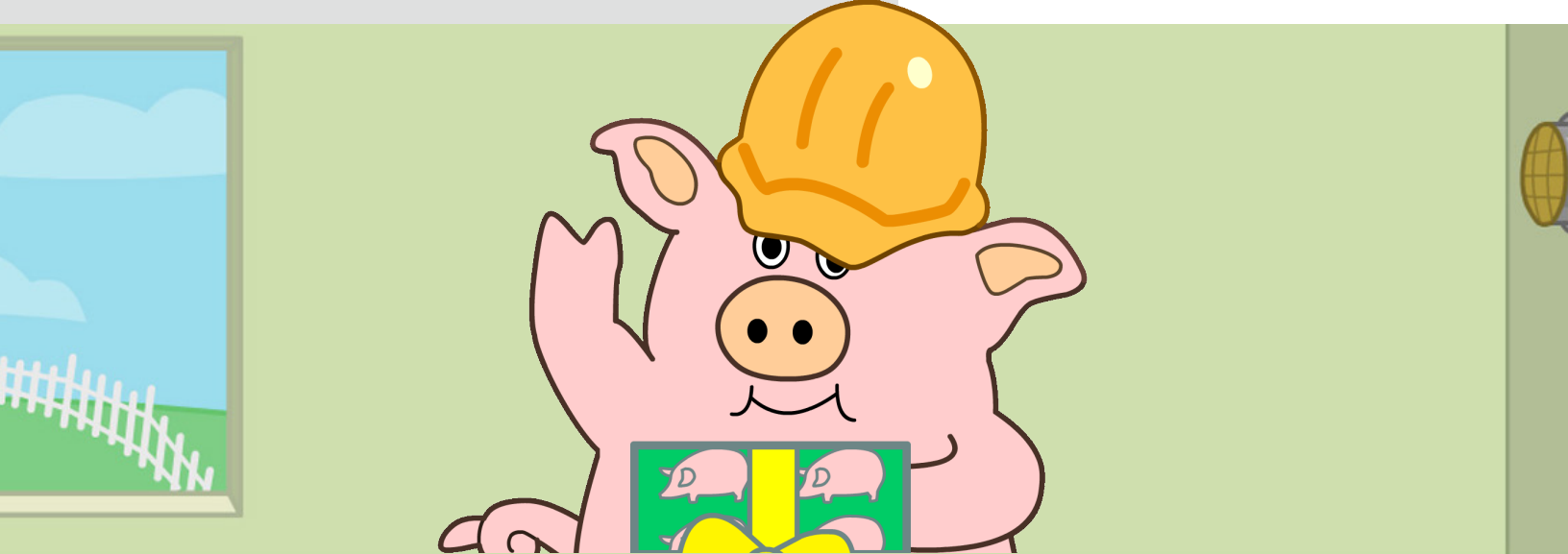
Inside the Tummy Sample Shapes in [Student & Teacher Resources](#)

Use this sheet when you first introduce & demo Inside the Tummy to your students, or to help you adjust instruction/intervene when needed. Students will need one copy.



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

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



PACKING PIG GOES TO WORK

Teacher Manual

Goals/Objectives

English Language Arts Standard(s)

Print Concepts: Students will demonstrate the ability to recognize and name all upper and lower case letters of the alphabet.

Language/ Reading Skills

Students will be able to...

- approach print with a basic understanding of how it works, including the concept that text conveys a message (print concepts)
- identify spoken words and distinguish between similar-sounding words (auditory word recognition)

Cognitive Skills

Students will be able to...

- hold a spoken letter name in working memory while identifying the matching letter (memory)
- focus on specific information about letters, sustain that focus, and ignore distractions while carrying out a task (attention)
- rapidly interpret and integrate auditory and visual information to identify and match uppercase and lowercase letters (processing)

Social-Emotional/ Executive Function Skills

Students will be able to...

- selectively focus and sustain attention on an activity
- inhibit impulsive responses
- build auditory-visual working memory skills
- integrate auditory and visual stimuli

Icon Key



Audio



Download



English Learner



Quick Check



Settings



Video

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 Points

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

- Correct answers: 1 point for each correct answer.
- Bonus points: 5 points after 10 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

3 Highest Streak (Tube)

Objects move up and shoot out into the yard to show the current number of 3-in-a-row streaks in the session.

4 Time

Bar decreases from right to left, counting down the time remaining in the exercise.

5 Go (Speaker)

Presents a question.

6 Answer Buttons (Letters)

Present possible answers. The student must choose the correct answer.

7 Current Streak (Lights)

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

8 Progress Meter (Buttons)

Tracks and celebrates every 10% of exercise content completion.

Task

In this exercise, the student helps Packing Pig package items by listening for an alphabet letter name and then identifying its matching written letter.

1. The student clicks the loudspeaker (Go button).
2. The student hears an alphabet letter name and then sees that letter on the screen, along with other letters.
3. The student clicks the letter that matches the one they heard.
4. The letter falls onto the conveyor belt, and the pig wraps it.

Content

In Packing Pig Goes to Work, the student practices letter identification with increasingly challenging groups of letters. The student works on the content in 2 tasks:

- Instruction: The student receives an instructional scaffold with the content (the correct answer flashes) to help them identify the correct letter.
- Practice: The scaffold is removed and the student revisits the content without help.

The exercise presents groups of 3-5 letters at a time. The groups are based on the Alphabet Song and start with lowercase letters, then uppercase letters, and finally mixed-case letters. Eventually, the groups of mixed-case letters are based on confusability (they are visually similar or have similar sounding names).

The first 3 sessions in each level start with the Alphabet Song to help reinforce the student's knowledge of letter-name associations.

Introductory Level	Instruction: Lowercase Letters, All Letters	Practice: Lowercase Letters
a, b	a-z	a, b, c, d e, f, g h, i, j, k l, m, n, o, p q, r, s t, u, v w, x, y, z

Exercise Overview

Instruction: Uppercase Letters, All Letters

A-Z

Practice: Uppercase Letters

A, B, C, D
E, F, G
H, I, J, K
L, M, N, O, P
Q, R, S
T, U, V
W, X, Y, Z

Practice: Lowercase & Uppercase Letters, Easy Groups

Aa, Bb, Cc, Dd
Ee, Ff, Gg
Hh, Ii, Jj, Kk
Ll, Mm, Nn, Oo, Pp
Qq, Rr, Ss
Tt, Uu, Vv
Ww, Xx, Yy, Zz

Practice: Lowercase & Uppercase Letters, Difficult Groups

T, D, a, o
G, C, u, v
i, y, W, V
J, L, c, z
l, l, S, Z
g, j, K, R
s, x, B, P
e, t, M, N
d, b, E, F
p, q, A, H
X, Y, r, n
f, m, O, Q
h, k, w, U

Did you know?

Recognition of upper and lowercase letters of the alphabet requires auditory-visual integration, as well as the executive function capacities of selective attention to visual details and auditory-visual working memory. For these reasons, uppercase and lowercase letter identification is a foundational prerequisite for reading and writing.

Children who struggle with learning uppercase and lowercase letters often continue to struggle with written word identification and reading comprehension. Focusing on letter identification tasks, with adequate practice and repetition, can build the integration, attention, and working memory skills necessary for success with reading.

Progression

To advance to the next group of letters, the student must answer as follows:

- Instruction: 2 correct answers out of the last 2 questions
- Practice: 4 correct answers out of the last 5 questions

To complete Packing Pig Goes to Work, the student must pass all groups.

Introduce

Engage

To introduce the exercise to your students, ask: [Do you know how to say all the letters of the alphabet? If I say an alphabet letter name can you find its matching written letter?](#) Let your students show you how they know how to say each letter of the alphabet by having them say the alphabet or sing the Alphabet Song .

Using a stack of sticky notes, write each uppercase letter and lowercase letter on separate sticky notes. Stick all the sticky notes up on the wall. Say a letter name and have students select the uppercase and lowercase letter that matches what you said. Discuss the pairs of upper and lowercase letters they select drawing their attention to the visual and auditory similarities and differences between them.

Demo

1. Say: [Today, we're going to practice identifying upper and lowercase letters. Together, we'll work on an exercise called Packing Pig Goes to Work. I'll get us started, and then I'd like for you to try.](#)
2. Project the "Early Levels" demo for Packing Pig Goes to Work.
3. Follow along with the demo, which explains how the exercise works.
 - Click the loudspeaker to hear a letter name and see that letter on the screen. The first few times, the letter will fall automatically onto the conveyor belt to be wrapped. Then the letter will flash and wait for you to click it to get wrapped.
 - After clicking the letter a few times, the speaker will announce a letter name and present a choice of letters. Explain how to identify and click the correct letter.
4. Demo the keyboard shortcuts:
 - Go button (loudspeaker) = Space bar
 - Possible answers (letters on the screen) = Corresponding letter keys

Direct students to log in and work individually on the Packing Pig Goes to Work 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.



Packing Pig Goes to Work 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.

Facilitate and Encourage

Monitor Student Progress

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

Where to look...

PROGRESS: Reading Readiness Exercise Progress - Packing Pig Goes to Work

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



What to look for... what it means

Is the line going up?

The student is completing content accurately and making progress.

Is the line flat across several dots?

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

Are there long lapses between dots?

The student may be skipping this exercise.

USAGE: Usage Details - Schedule

Schedule		Minutes/Questions		Start Time		Total Minutes	
Days of Use	Date	Coaster	Houndini	Hungry Tummy	Inside the Tummy	Packing Pig Goes to Work	Packing Pig Has Lunch
12	10/30/2020	●	●	●	●	●	●
11	10/27/2020	●	●	●	●	●	●
10	10/22/2020	●	●	●	●	●	●

Schedule

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

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

Do you see half-filled gray circles?

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

Do you see red circles?

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

USAGE: Usage Details - Minutes/Questions

Schedule		Minutes/Questions		Start Time		Total Minutes	
Days of Use	Date	Min	Ques	Min	Ques	Min	Ques
28	01/25/2021	15	78	15	32	-	-
27	01/20/2021	1	9	0	-	-	-
26	01/15/2021	15	104	15	31	-	-
25	01/12/2021	15	68	15	29	-	-
24	01/08/2021	15	88	15	24	-	-
23	01/05/2021	15	64	15	29	-	-
22	12/18/2020	10	47	10	22	10	18
21	12/15/2020	10	48	10	32	10	56
20	12/10/2020	-	-	20	41	20	117

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 - Packing Pig Goes to Work

Packing Pig Goes to Work Progress		
	Progress	Questions
Introductory Level		
Instruction: Lowercase Letters, All Letters	✓	18
Practice: Lowercase Letters		
a, b, c, d	✓	18
e, f, g	✓	24
h, i, j, k	✓	19
l, m, n, o, p	✓	77

Questions (minimum number varies)

Introductory Level: 12

Instruction: Lowercase Letters, All Letters: 52

Practice: Lowercase Letters: 12-20 per group

Instruction: Uppercase Letters, All Letters: 52

Practice: Uppercase Letters: 12-20 per group

Practice: Lowercase & Uppercase Letters, Easy Groups: 12-20 per group

Practice: Lowercase & Uppercase Letters, Difficult Groups: 16 per group

What to look for... what it means

Has the student answered too many questions without passing?

For the instruction task, most students should be able to complete these within 120 questions.

For the practice task, a student who is still working on a group after more than 30-40 questions may be struggling.

- The “l, m, n, o, p” groups typically take longer to complete because they have more letters.
- If a student has answered more than 40 questions in group, make sure the student remains attentive and motivated. Any increase in a student’s chart shows that the student is making progress. Celebrate these improvements, however small they may seem.

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



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

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 Packing Pig Goes to Work 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 Packing Pig Goes to Work.



Does the student understand the exercise goal/task?

Observe the student as they work through the exercise demo to determine where their understanding may be breaking down. Make sure the student clearly understands the task of the exercise. Ask: *Can you tell me what this exercise wants you to do?* If needed, explain how the exercise works. Say: *Click the loudspeaker to hear a letter name and see the letter. At first, the letter that is the correct answer flashes to show you which letter to select. Later on, you will need to listen carefully for the letter name and then choose the correct answer from the letters you see on the screen.* As you observe the student, determine if you need to help the student remain focused or if the student is having trouble associating the spoken letter name to the written letter.



Is the student having difficulty hearing the subtle difference between close sounding letter names, such as *b* and *d*, or *m* and *n*?

The pronunciation of most letter names includes at least one sound the letter commonly represents. In the letters *b*, *c*, *d*, *g*, *p*, *t*, the sound comes first and is followed by the /ee/ vowel sound.

It is important to devote attention to helping a student learn the letter name. It might be helpful to provide a name or other key word that students can associate with the letter (such as *bee* for *b* and *deer* for *d*) to help them differentiate.



Is the student confusing lowercase *b* and *d*?

Struggling readers may confuse these two letters and reverse them. With a pencil, lightly write an uppercase *B*. Then write a lowercase *b* over top of it in another color. The lowercase *b* fits inside of it! Students can use this trick to help them discriminate between these two commonly confused letters.





Does the student not know alphabet letter names?

Everyone learns the alphabet in different ways. Provide a variety of activities for different types of students:

- Visual: Using letter cards play sorting and memory games where students have to make pairs of matching uppercase and lowercase letters.
- Auditory: Have the student sing along with the Alphabet Song to hear the letter names, or click a letter to hear Packing Pig say the letter name.
- Kinesthetic: Let students trace the shape of the letters on flashcards and then “draw” the shapes with their fingers on the floor, on doors or desks, or other places.



Is the student frustrated because they don't feel like they are making progress?

Check the student's Progress Report to identify which group (or groups) of letters the student is stuck on. Then play this game with the student to help you quickly identify which letter the student is having trouble with, and show the student how easily they can progress to a new group of letters.

1. Using sticky notes, write each letter from the group on a single note.
2. Put the letters in front of the student in alphabetical order, and explain how the game works. Say: **We're going to practice our letters. I'm going to say a letter out loud, and then I'd like you to point to that letter. Take your time and do your best!** To progress to the next group, the student must get consecutive correct answers:
 - a. 3-letter strings (e-f-g): 12 consecutive correct answers
 - b. 4-letter strings (a-b-c-d): 16 consecutive correct answers
 - c. 5-letter strings (l-m-n-o-p): 20 consecutive correct answers
4. Say a letter and have the student point to that letter. Continue to practice with students on any letters they may have difficulty with.

Facilitate and Encourage

Adjust Instruction/Intervene

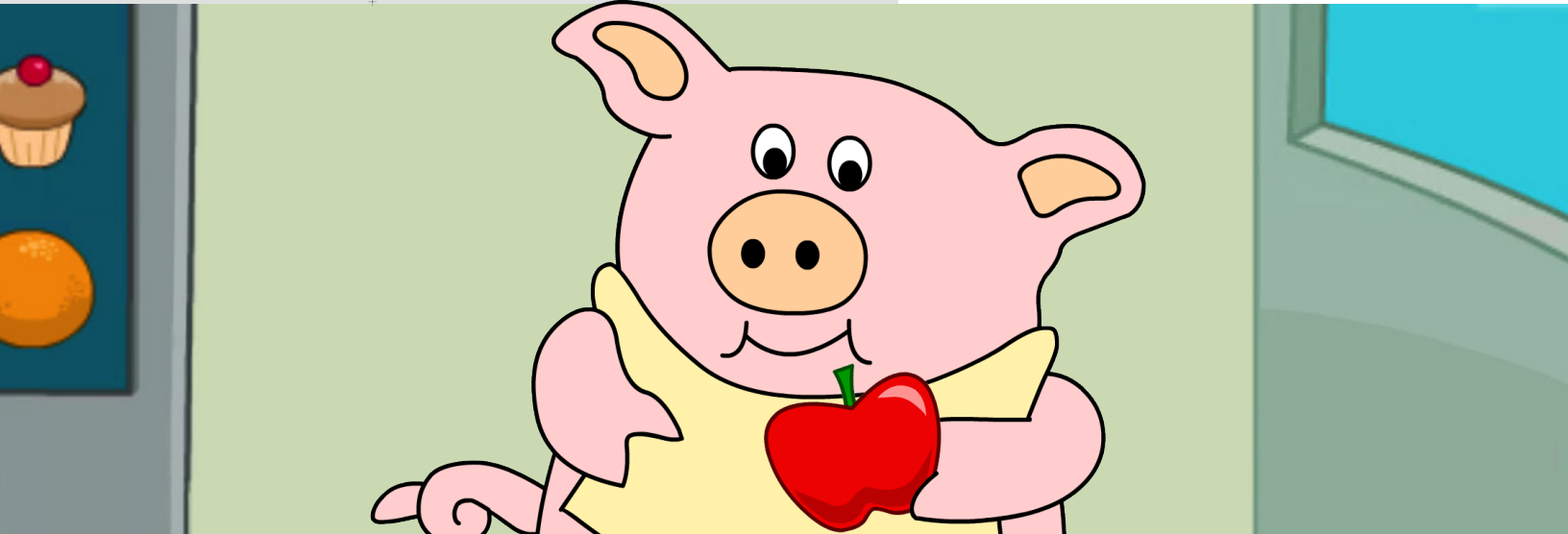
Student Resources

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



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

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



PACKING PIG HAS LUNCH

Teacher Manual

Goals/Objectives

English Language Arts Standard(s)

Print Concepts: Students will demonstrate the ability to recognize and name all upper and lower case letters of the alphabet.

Language/ Reading Skills

Students will be able to...

- identify spoken words and distinguish between similar-sounding words (auditory word recognition)
- approach print with a basic understanding of how it works, including the concept that text conveys a message (print concepts)

Cognitive Skills

Students will be able to...

- hold the name and case of a letter in working memory while using visual-spatial memory to recall the position of the matching letter (memory)
- focus on specific information about letters, sustain that focus, and ignore distractions while carrying out a task (attention)
- rapidly interpret and integrate auditory and visual information to identify and match uppercase and lowercase letters (processing)

Social-Emotional/ Executive Function Skills

Students will be able to...

- selectively focus and sustain attention on a lesson or an activity
- inhibit impulsive responses
- build phonological working memory skills
- build confidence in listening and phonological awareness skills

Icon Key



Audio



Download



English Learner



Quick Check



Settings



Video

Exercise Screen



1 Menu

Shows:

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

2 Time

Bar decreases from right to left, counting down the time remaining in the exercise.

3 Click Counter

Appears in highest levels only. Coins show the number of clicks allowed to find and confirm all of the matches. Any remaining clicks are awarded as bonus points.

4 Answer Buttons

Plays the sound of a letter; matching that letter with an upper or lowercase letter clears those letters from the screen.

5 Progress Meter (Stars)

Tracks and celebrates every 10% of exercise content completion.

6 Points

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

- Correct answers: 1 point for each correct answer.
- Bonus points:
 - 1 point after making all matches on a small screen.
 - 3 points after making all matches on a medium screen.
 - 5 points after making all matches on a large screen
 - Remaining "clicks" awarded as points for each screen cleared in fewer than the maximum number of clicks.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

Exercise Overview


Task


Packing Pig Has Lunch presents groups of letters organized on the screen in a grid pattern. Students use their listening skills, their knowledge of letter names, and their memory skills to match uppercase and lowercase letters together to clear the screen and feed Packing Pig some lunch.

1. Click a letter to hear the letter name associated with it.
2. Click another letter to hear its letter name. If you hear the same letter name as the first letter, then you have found a match.
3. Click the first letter again to confirm the match.

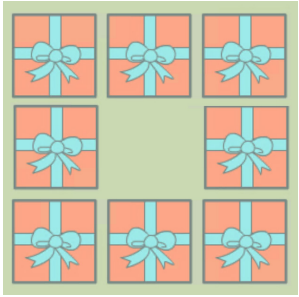
Content

In this exercise, the student works on matching all 26 letters of the alphabet in three different tasks of increasing difficulty. Each task begins with a few quick warm-up questions (matching 4 letters) before the student works on screens that present more letters (8 and 16).

Content	Memory Load
Small Screen: Match 8 Letters	No Working Memory: Letters are always visible, and matches must be made in 2 clicks; for example, if the student clicks <i>M</i> , clicking <i>m</i> will complete the match. 
Large Screen: Match 16 Letters	

Content	Memory Load
Small Screen: Match 8 Letters	Low Working Memory: Letters are initially hidden behind gift wrap, but they appear when clicked unless a match is missed. Matches should be made in 3 clicks as described above. 
Large Screen: Match 16 Letters	

Exercise Overview

Content	Memory Load
Small Screen: Match 8 Letters	High Working Memory: Letters are hidden behind gift wrap, but they become visible for a moment when clicked. Matches should be made in 3 clicks as described above, and the maximum number of clicks allowed for clearing the screen is higher. 
Large Screen: Match Letters	

Progression

To complete Packing Pig Has Lunch, the student must pass all of the tasks in the exercise. Each task evaluates the student when they match all 26 letters in the alphabet. Students who do not pass will continue with that task, focusing on the letters with which they had difficulty.

Task	Screen Size	To make progress, students must...
Matching Letters, No Working Memory	small	...successfully match 80% of all letters
	large	...successfully match 80% of all letters
Matching Letters, Low Working Memory	small	...successfully match 80% of all letters
	large	...successfully match 80% of all letters
Matching Letters, High Working Memory	small	...clear the last 7 screens in 20 or fewer clicks
	large	...clear the last 4 screens in 60 or fewer clicks

Did you know?

In most alphabetic languages, the building blocks of writing are represented by uppercase and lowercase letter forms with a single name. Although letters are not complex visual symbols, they vary along several dimensions (size, shape, case) and thus underlie several essential properties for learning: visual size and shape recognition, and auditory-visual-verbal integration. Thus, repetitive practice with upper and lowercase letter recognition builds these important foundational integration capacities, which in turn are necessary for phonic decoding. Students who exhibit difficulty with upper and lowercase letter recognition may have difficulties with auditory or visual processing, phonological working memory, and/or rapid naming. Research indicates that these students benefit from continued repetitive practice with the letter recognition exercises, in tandem with other visual-phonological integration activities, until the skills become automatic.

Facilitate and Encourage

Introduce

Engage

To introduce the exercise to your students, ask: [Do you know the difference between the uppercase and lowercase letters of the alphabet?](#) Let your students discuss their ideas. If necessary, explain to your students how uppercase letters (letters that start proper nouns and sentences) and lowercase letters (letters that make up everything else) are combined to create words and sentences.

Using a stack of sticky notes, write the uppercase letters and lowercase letters on separate sticky notes. Stick the uppercase letters up on the wall. Have students select a lowercase letter and place it next to its matching uppercase letter. Show students some pairs of upper and lowercase letters and draw their attention to the visual and auditory similarities and differences between them.

Demo

1. Say: [Today, we're going to practice identifying upper and lowercase letters. Together, we'll work on an exercise called Packing Pig Has Lunch. I'll get us started, and then I'd like for you to try.](#)
2. Project the "Early Levels" demo for Packing Pig Has Lunch.
3. Follow along with the demo, which explains how the exercise works.
 - Say: [Have you ever played a game called Memory or Concentration, where you turn over cards to find a match? This exercise is like that game. We will match letters to clear the boxes and feed Packing Pig some lunch. Let's practice to see how it works.](#)
 - Click a letter to hear that letter's name. Then click the matching uppercase or lowercase letter to feed Packing Pig some lunch. As the exercise gets harder, the letters will be hidden until the boxes are clicked.
4. This exercise does not include any keyboard shortcuts.

Direct students to log in and work individually on the Packing Pig Has 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.



Packing Pig Has 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.

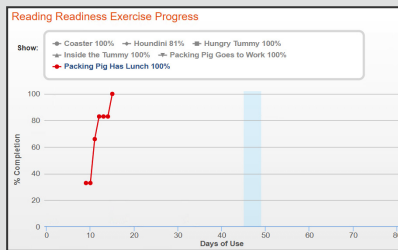
Monitor Student Progress

Review Packing Pig Has 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...

PROGRESS: Reading Readiness Exercise Progress - Packing Pig Has Lunch

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



What to look for... what it means

Is the line going up?

The student is completing content accurately and making progress.

Is the line flat across several dots?

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

Are there long lapses between dots?

The student may be skipping this exercise.

USAGE: Usage Details - Schedule

Schedule		Minutes/Questions		Start Time		Total Minutes	
Days of Use	Date	Coaster	Houndini	Hungry Tummy	Inside the Tummy	Packing Pig Goes to Work	Packing Pig Has Lunch
12	10/30/2020	●	●	●	●	●	●
11	10/27/2020	●	●	●	●	●	●
10	10/22/2020	●	●	●	●	●	●

Schedule

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

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

Do you see half-filled gray circles?

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

Do you see red circles?

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

USAGE: Usage Details - Minutes/Questions

Schedule		Minutes/Questions		Start Time		Total Minutes							
Days of Use	Date	Coaster		Houndini		Hungry Tummy		Inside the Tummy		Packing Pig Goes to Work		Packing Pig Has Lunch	
		Min	Ques	Min	Ques	Min	Ques	Min	Ques	Min	Ques	Min	Ques
13	11/02/2020	-	-	10	37	-	-	-	-	10	71	10	176
12	10/30/2020	-	-	10	12	-	-	-	-	10	36	10	60
11	10/27/2020	-	-	20	34	10	20	-	-	20	66	-	-
10	10/22/2020	-	-	10	24	10	32	-	-	10	37	-	-
9	10/19/2020	-	-	10	18	10	29	-	-	10	50	-	-
8	10/13/2020	-	-	19	48	10	45	-	-	20	104	-	-
7	10/09/2020	-	-	10	25	10	39	-	-	10	46	-	-
6	10/05/2020	-	-	10	29	0	-	-	-	0	-	-	-
5	10/01/2020	-	-	-	-	10	43	10	46	10	43	-	-

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 - Packing Pig Has Lunch

Packing Pig Has Lunch Progress

- Complete, advancement criteria met
- In progress
- Not started

Packing Pig Has Lunch		Progress	Screens
Matching Letters, No Working Memory			
Small Screen	✓		17
Large Screen	✓		4
Matching Letters, Low Working Memory			
Small Screen	✓		12
Large Screen	✓		15
Matching Letters, High Working Memory			
Small Screen			6
Large Screen			

Screens

Minimum number of screens to pass a task:

- Small Screens: 7
- Large Screens: 4

What to look for... what it means

Has the student completed too many screens without passing?

The typical number of screens needed to pass a task varies. Most students should be able to pass as follows:

- Matching Letters, No Working Memory, Small Screens: 10
- Matching Letters, No Working Memory, Large Screens: 10
- Matching Letters, Low Working Memory, Small Screens: 35
- Matching Letters, Low Working Memory, Large Screens: 20
- Matching Letters, High Working Memory, Small Screens: 20
- Matching Letters, High Working Memory, Large Screens: 12

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



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

Adjust Instruction/Intervene

Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Packing Pig Has 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 Packing Pig Has Lunch.



Does the student understand the exercise goal/task?

Observe the student as they work through the exercise demo to determine where their understanding may be breaking down. Make sure the student clearly understands the different tasks in the exercise. Ask: [Can you tell me what this exercise wants you to do?](#) If needed, work with the student to ensure they understand how the exercise works. There are three tasks in this exercise.

- Task 1: Have the student point to each letter on the screen and name that letter, then point to the matching letter. After saying the matching letters, have the student use the mouse to click the matching letters to clear them. This slows the student down to improve focus and accuracy.
- Task 2: The letters are not visible until a square is clicked. Make sure the student is making a match as soon as it is presented by clicking the matching letter again before moving on to other letters; otherwise, the letters in that missed match will no longer be visible.
- Task 3: The letters are only visible for a brief time when clicked. To help the student remember where a matching letter was first seen, encourage the student to use a familiar pattern such as the reading pattern (top row from left to right, then move down to next row, follow left to right again). Using familiar patterns can help the student remember where the letters appeared.



Is the student having trouble identifying the different letters?

Everyone learns the alphabet in different ways. Provide a variety of activities for different types of students:

- Visual: Using letter cards play sorting and memory games where students have to make pairs of matching uppercase and lowercase letters.
- Auditory: Have the student sing the Alphabet Song. Sing along with them, or have them sing in a group.
- Kinesthetic: Let students trace the shape of the letters on flashcards and then "draw" the shapes with their fingers on the floor, on doors or desks, or other places.

Facilitate and Encourage



Is the student ineffectively or improperly clicking the answer buttons?

When a student struggles it is usually associated with a change in task. The flatline you see in their Progress Chart is almost always associated with improper “clicking” of the boxes in one of two ways:

- Double-clicking a letter before moving to the next one. Double-clicking is an almost reflexive action for some students.
- “Opening” all letter boxes before beginning to match letters.

Teach the student how to carefully click each answer button only once, then carefully move the mouse to the next answer button. Also teach them to click slowly through the answer buttons so they notice and confirm the matching letter as soon as it is presented.



Is the student attempting to find matches in a haphazard way?

In the later levels of the exercise, the student has a limited number of clicks to find a match. The more they click around randomly looking for a letter match, the more clicks they lose and the less progress they will make. Clicking randomly will decrease the number of available clicks more quickly than using a strategy. Guide the student in using the following strategies:

- Teach the student to use a left-to-right, top-to-bottom strategy. After clicking the first object, the student should hold that letter in their memory while they go left-to-right seeking the matching letter. Clicking in a pattern can help the student remember the sound for each location on the screen.
- Have the student remember the first letter and then click until they find the matching letter. If the student can't remember the first letter, have the student click the location again to commit it to memory.
- Have the student continually whisper the first letter until they locate the matching letter. When the student finds the match to the letter they are whispering, have them go back and click the original location to complete the match. Repeat this process with the next letter.

Adjust Instruction/Intervene

Student Resources

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



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

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