



BEDTIME BEASTIES

Teacher Manual

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Goals/Objectives

English Language Arts Standard

Students will build listening and reading comprehension skills by selecting the correct picture, word, letter, or punctuation mark to complete a sentence.

Language/ Reading Skills

Students will...

- use knowledge of conventions when reading (capitalization & punctuation)
- read texts with accuracy, appropriate rate, and expression to support comprehension (fluency)
- recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge)
- clarify the meaning of unknown words using strategies such as morphemic and contextual analysis (word learning strategies)

Reading Comprehension Skills

Students will...

- distinguish key ideas from supporting details (key ideas & details)
- listen to and comprehend spoken language and derive meaning from oral texts (listening comprehension)
- recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read (monitoring comprehension)

Cognitive Skills

Students will...

- hold an incomplete sentence in working memory while recalling vocabulary and punctuation rules from long-term memory (memory)
- focus on specific information about a text, sustain that focus, and ignore distractions while carrying out a task (attention)
- rapidly interpret and integrate auditory and visual information to identify the meaning of words (processing)
- use the order of words to comprehend sentences and help identify missing parts (sequencing)

Social-Emotional/ Executive Function Skills

Students will...

- increase selective attention to detail
- increase confidence in detail comprehension
- enhance motivation for tasks requiring attention to contentive details and graphic structure
- increase self-regulation

Exercise Screen



1 Menu

Shows:

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

2 Time

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

3 Points

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

- Correct answers: 4 points for each correct answer.
- Bonus points: 10 points after 8 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

4 Progress Meter

Tracks and celebrates every 10% of exercise content completion.

5 Sentence Icons

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

6 Current Streak (Glasses)

Grandma's eyeglasses move toward her face to show the current consecutive correct answer. Resets after 3 correct in a row or an incorrect answer.

7 Number of Streaks (Peanuts)

A peanut is added to the dish after the student makes three 3-in-a-row streaks in the session. Up to 12 peanuts can be earned.

8 Answer Buttons (Cards)

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

9 Go Button

Presents a question.



Exercise Overview

Task

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

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

Content

Progression

In *Bedtime Beasties*, the student progresses through increasingly difficult groups of sentences. For each type of content, scaffolds (such as pictures and/or oral presentations of the sentence) are gradually withdrawn, increasing the attentional and memory demands of the task as the student demonstrates mastery of the content.

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

Questions and Answers	Sentence Type	Sample Sentence
Spoken & Written Words, Picture Completes Sentence	Short Sentences in Stories	An airplane can fly even higher than a _____. (pictured: bird, dog, rat, sheep)
	Long Sentences in Stories	A yellow _____ fluttered onto my arm, folded its wings and took a ride. (pictured: butterfly, cloud, balloon, plane)
	Short Sentences	A _____ is an instrument that makes a pretty sound. (pictured: guitar, vacuum, chicken, cup)
	Long Sentences	After you wash your hands, you use this to get them dry. It is a _____. (pictured: towel, soap, bath, shampoo)
Spoken & Written Words, Word Completes Sentence	Short Sentences	The sun was out and the sky was _____. (blue, black, yes, happy)
	Long Sentences	The kitten was stuck high in a tree, but the fire department came to _____. (help, no, do, three)

Icon Key



Audio



Download



English Learner



Quick Check



Settings



Video

Exercise Overview

Questions and Answers	Sentence Type	Sample Sentence
Spoken & Written Words, Punctuation & Capitalization Completes Sentence	Short Sentences	My sister is older than ____ am. (I, i, ?, .)
	Long Sentences	____ rayons are made from colored wax and they are good to draw with. (C, c, ?, !)
Written Words, Picture Completes Sentence	Short Sentences in Stories	She wore her sandals and _____. (pictured: swimsuit, mittens, earmuffs, scarf)
	Long Sentences in Stories	It was very, very cold when I got dressed this _____. (pictured: morning, clock, hat, dress)
Written Words, Word Completes Sentence	Short Sentences	Try to hit the ball over the _____. (net, not, new, nod)
	Long Sentences	My big old dog can run a lot faster than your little _____. (pup, new, walk, put)

Did you know?

The *cloze procedure* has been used for many decades as a reading comprehension instructional approach, and assessments requiring cloze tasks have been shown to be valid measures of comprehension.¹ The cloze procedure requires the reader to fill in a blank within a passage with a word, letter, or punctuation prediction based on passage context and prior knowledge. In this way, the cloze procedure helps students develop comprehension prediction strategies.² It also provides practice with sentence formulation—a bridge to written sentence construction.

The cloze tasks in *Bedtime Beasties* help students focus attention on both the main idea and the grammatical, punctuation, and content details of a passage. The oral reading of the sentences provided in the earlier sections of *Bedtime Beasties* allows students to hear fluent reading, which supports decoding. As the learner progresses, they will read text-only passages, and response choices will change from pictures with text to text only.

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

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

Facilitate and Encourage

Introduce

Engage

To introduce this exercise to your students, start by saying: *Today, we are going to practice completing sentences.* Display the sentence and read it aloud to the students. Say: *The puppy runs faster than a _____.* Next, display three response options. As an example, the response options can include *cheetah, marker, and turtle.* Ask: *What is the correct word to finish the sentence?* Read the response options aloud as you point to each word and/or picture option. Confirm the correct response by saying: *The puppy runs faster than a turtle.* After the correct response is confirmed, allow the students to name other correct and silly/incorrect answers.

Demo

1. Say: *Today, we're going to practice completing sentences with pictures, words, letters, or punctuation. Together, we'll work on an exercise called Bedtime Beasties. I'll get us started, and then I'd like for you to try.*
2. Project the "Introduction - English or Spanish" demo for Bedtime Beasties.
3. Follow along with the demo, which explains how the exercise works.
 - First, look at each picture, word, letter, or punctuation mark before choosing the answer that best fills in the blank and completes the sentence.
 - Explain why this is the best match, and how you ruled out the other options. For example, say: *Sometimes you will see the same word on two different cards—one with a capital letter and one beginning with a lowercase letter. Read carefully and think about where we use capital letters and what punctuation marks go with sentences and questions. Do your best on each one!*
4. Demo the keyboard shortcuts:
 - Go button = Space bar
 - Possible answers (left to right) = Number keys 1 - 4

Direct students to log in and work individually on the Bedtime Beasties 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.



Bedtime Beasties 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.

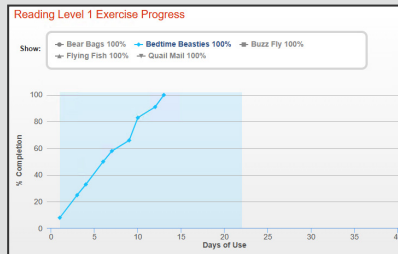
Monitor Student Progress

Review Bedtime Beasties 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 - Bedtime Beasties

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	Bear Bags	Bedtime Beasties	Buzz Fly	Flying Fish	Quail Mail	
22	04/06/2021						
21	04/05/2021	●					
20	04/01/2021		●				
19	03/30/2021						
18	03/29/2021	●	●				
17	03/26/2021	●					

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	Bear Bags	Bedtime Beasties	Buzz Fly	Flying Fish	Quail Mail					
		Min	Ques	Min	Ques	Min	Ques				
22	04/06/2021	-	-	-	-	30	33	-	-		
21	04/05/2021	15	111	-	-	-	15	65	-		
20	04/01/2021	-	-	-	-	-	15	75	15	34	
19	03/30/2021	-	-	-	-	-	15	69	15	124	
18	03/29/2021	15	130	-	-	15	19	-	-	-	
17	03/26/2021	9	88	-	-	10	22	11	46	-	
16	03/25/2021	-	-	-	-	15	29	-	-	15	156
15	03/22/2021	15	136	-	-	-	-	15	64	-	-
14	03/18/2021	-	-	-	-	11	24	11	41	8	84
13	03/16/2021	-	-	10	2	-	-	10	28	10	76

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 - Bear Bags Progress

Category	Item	Status	Percent Correct	Questions
Spoken & Written Words, Picture Completes Sentence	Short Sentences in Stories	Complete, advancement criteria met	90%	20
	Long Sentences in Stories	Complete, advancement criteria met	100%	20
	Short Sentences	Complete, advancement criteria met	90%	20
	Long Sentences	Advancement criteria not met	85%	20
Spoken & Written Words, Written Word Completes Sentence	Short Sentences	Complete, advancement criteria met	95%	20
	Long Sentences	Complete, advancement criteria met	95%	20
Spoken & Written Words, Punctuation & Capitalization Completes Sentence	Short Sentences	Advancement criteria not met	75%	20

Percent Correct

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

Questions

Each attempt on a group includes 20 questions.

What to look for... what it means

Are there red bars under Progress?

To pass a group, the student must answer at least 18 out of 20 questions correctly. Red bars indicate that the student did not pass the group on that attempt. After 3 attempts to pass, the student will move on to new content and will revisit that group again after additional practice. Make sure that the student remains focused and motivated.

Is percent correct well below 80%?

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

Has the student answered too many questions without passing?

Typically, students will pass a group within 2 attempts (40 questions), although the Punctuation & Capitalization group often requires additional attempts (60-80 questions). A student who has not passed a group after 2 or 3 attempts may be struggling. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.



Reading Level 1 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 Bedtime Beasties 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 Bedtime Beasties.



Does the student understand the exercise goal/task?

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

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

Facilitate and Encourage



Is the student on task and engaged with activity?

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

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



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

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



Is the student struggling to identify the main idea and key details?

- Provide multiple opportunities to practice completing short sentences.
- Have the student use a graphic organizer or table to organize the main idea and key details.
- Promote student practice by creating the opportunity to complete the sentence in response to pictures, videos, and text.

Adjust Instruction/Intervene

Student Resources

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



Reading Level 1 Completion Chart in [Student & Teacher Resources](#)

Students can self-monitor their progress in each Reading Level 1 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.