



BUZZ FLY

Teacher Manual

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Goals/Objectives

English Language Arts Standard

Students will develop and expand listening comprehension skills by answering multiple-choice questions about fiction and nonfiction texts that are read aloud.

Language/ Reading Skills

Students will...

- use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conversations), discipline-specific terms, and multiple meaning words (academic language)
- follow visual prompts to read along while listening to a model of reading with the accuracy, appropriate rate, and expression to support comprehension (fluency)
- approach print with a basic understanding of how it works, including the concept that text conveys a message, knowledge of how books work, which direction to read in, and how to interpret punctuation (print concepts)
- clarify the meaning of unknown words using strategies such as morphemic and contextual analysis (word learning strategies)

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...

- use working memory and long term memory to integrate and comprehend parts of a text and then recall the main idea and details to answer questions (memory)
- use divided attention to listen while reading along, and sustain attention across multiple pages and questions (attention)
- coordinate the auditory and visual processing of two perceptual streams: speech and written text (processing)
- track temporal and causal event sequences across pages within a text (sequencing)

Social-Emotional/ Executive Function Skills

Students will...

- increase sustained attention to auditory, visual, and textual information
- increase confidence in listening comprehension of narrative text
- enhance motivation for oral-language comprehension tasks
- 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 Current Streak (Typewriter)

Red button shows the current consecutive correct answer. Resets after 3 correct in a row or an incorrect answer.

4 Answer Buttons (Cards)

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

5 Points

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

- Correct answers: 6 points for each correct answer on the first attempt, and 1 point for each correct answer on the second attempt (learning question).
- Bonus points: 10 points after 4 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

6 Go Button

Presents a paragraph, followed by comprehension questions about that paragraph.

7 Progress Meter

Tracks and celebrates every 10% of exercise content completion.

8 Number of Streaks (Horseshoes)

A horseshoe is added after the student makes six 3-in-a-row streaks in the session. Up to 3 horseshoes can be earned.

9 Current Page

Shows the current page when presenting the text.



Exercise Overview

Task

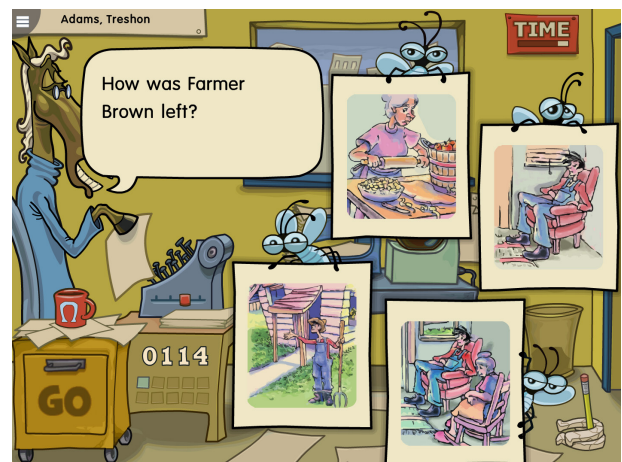
In Buzz Fly, the student reads along while listening to a short (60-240 words) fiction or nonfiction text. Texts are broken into 6-7 pages. After each page, the student answers one or two multiple-choice comprehension questions.

Throughout the exercise, the text is highlighted during the narration to scaffold toward independent reading. Additionally, the questions are both written and spoken, and the answers are presented as pictures so that reading is not required.

Listen to a text and read along...



...then answer a question about it.



Did you know?

Oral reading of print with simultaneous visual highlighting of each word provides learners with a fluent reading model that supports decoding. Through this approach, Buzz Fly allows students to practice visual processing of written text from left to right while focusing their attention on comprehension. Buzz Fly adds additional comprehension support through guiding questions that target vocabulary, sentence structure, and contextual meaning. In this way, the guiding comprehension questions foster word learning and comprehension strategies. In Buzz Fly the oral reading rate increases as the student progresses, which further enhances the learner's oral language processing speed. In addition, the systematic increase in narrative vocabulary level and syntactic complexity of the texts builds learner comprehension, confidence, and motivation.

Icon Key



Audio



Download



English Learner



Quick Check



Settings



Video

Content

Progression

In Buzz Fly, students progress through 5 levels of difficulty. At each level, the exercise increases the following factors to make the task progressively more challenging:

- Narration rate
- Vocabulary level
- Text length

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

- Fiction and nonfiction texts
- Question type (how, what, where, when, which, who)

To pass a question, the student must answer correctly on the first attempt. Otherwise, they will repeat the question as an opportunity to learn the content. Mastery requires passing approximately 90% of questions at each level of difficulty. After a few attempts, the student will advance to the next level of difficulty, and will revisit any content that was not previously mastered at the end of the exercise.

	Vocabulary Level	Texts
Slow Narration Rate	Kindergarten Vocabulary	6 Fiction 2 Nonfiction
	1st Grade Vocabulary	2 Fiction 6 Nonfiction
Fast Narration Rate	Kindergarten Vocabulary	2 Fiction 2 Nonfiction
	1st Grade Vocabulary	2 Fiction 2 Nonfiction
	2nd Grade Vocabulary	2 Fiction 2 Nonfiction

Exercise Overview

Sample Content

	Sample Page	Sample Question and Answer
Slow Narration Rate, Kindergarten Vocabulary	A hog and a frog took a jog in the fog. "I can't see a thing!" said the hog to the frog.	Where did the animals go for a jog? (pictured: fog, puddle, mountain, frog)
Slow Narration Rate, 1st Grade Vocabulary	People do not have wings. But they can still fly in the sky if they take a plane.	How can people fly? (pictured: plane, car, truck, bird)
Fast Narration Rate, Kindergarten Vocabulary	Nat was good with a ball and bat. Almost as good as Matt the Cat. Who was nearly as good as Pat the Rat. One day Nat said, "Let's play ball!" But not outside. They played in the hall.	What was Nat good with? (pictured: a ball and a bat, a mitt and a cap, Pat the Rat, Matt the Cat)
Fast Narration Rate, 1st Grade Vocabulary	Gordon saw a scarecrow in a bean patch. "Hello," said Gordon. The scarecrow didn't answer. Gordon leaned on the garden wall. "Hey you! Hello," he said. The scarecrow did not answer.	What did Gordon see in the bean patch? (pictured: scarecrow, bird, cricket, log)
Fast Narration Rate, 2nd Grade Vocabulary	In the United States, we have many forms of government. The national government passes laws that are for everyone in the country. It also provides some services for people, like building roads that connect one state to another.	What service does the national government provide? (pictured: road work, trash pickup, playground construction, a map of the U.S.)

Introduce

Engage

To introduce this exercise to your students, start by saying: [Today, we are going to draw a picture of a story and then answer questions about the story.](#) Show the students a picture, a painting, or a scene, and ask them “wh” questions (who, what, where, when, why, how, which). For example:

1. Say: [Let’s look at the picture together and then answer some questions about it. Who is the character?](#) Confirm the correct response. Say: [Excellent! We identified who the character\(s\) is/are.](#)
2. Ask: [Can you tell me what the character\(s\) is/are doing?](#) Confirm the correct response. Say: [Fantastic work!](#)
3. Ask: [Where is the character?](#) Confirm the correct response. Say: [Exceptional answer!](#)

To close the activity, say: [Practicing answering questions about our own stories will help us answer questions about stories written by others. Now, you will draw your picture of a story and answer “who/what/where/when/why/how/which” questions about the picture.](#) Use the Buzz Fly Questions Worksheet in [Student & Teacher Resources](#) for this activity.

Demo

1. Say: [Today, we’re going to practice listening to a paragraph and reading along, then answering questions about what we just read. Together, we’ll work on an exercise called Buzz Fly. I’ll get us started, and then I’d like for you to try.](#)
2. Project the “Introduction - English or Spanish” demo for Buzz Fly.
3. Follow along with the demo, which explains how the exercise works.
 - Explain which answer is the best match, and how you ruled out the other options.
 - Click the correct answer.
4. Demo the keyboard shortcuts:
 - Go button = Space bar
 - Possible answers (left to right, start in top row) = Number keys 1 - 4

Direct students to log in and work individually on the Buzz Fly 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.



Buzz Fly 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

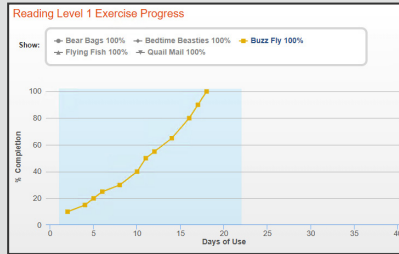
Monitor Student Progress

Review Buzz Fly 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 - Buzz Fly

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

Usage Details		Schedule	Minutes/Questions	Start Time	Total Minutes	
Days of Use	Date	Bear Bags	Bedtime Beesties	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

Usage Details		Schedule	Minutes/Questions	Start Time	Total Minutes				
Days of Use	Date	Bear Bags	Bedtime Beesties	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	-	156
15	03/22/2021	15	136	-	-	-	-	15	64
14	03/18/2021	-	-	-	-	11	24	11	41
13	03/16/2021	-	-	10	2	-	-	10	28

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 - Buzz Fly

Buzz Fly Progress

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

Slow Narration Rate			
Kindergarten Vocabulary	90%	72	Complete
1st Grade Vocabulary	93%	72	Complete
Fast Narration Rate			
Kindergarten Vocabulary	92%	13	In progress
1st Grade Vocabulary	0%	0	Not started

Percent Correct

To make progress, students must correctly answer questions based on the narration rate:

- Slow Narration Rate: 89%
- Fast Narration Rate: 92%

Questions

The typical number of questions to pass varies based on narration rate:

Slow Narration Rate

- Kindergarten Vocabulary: 48 - 96
- 1st Grade Vocabulary: 48 - 96

Fast Narration Rate

- Kindergarten Vocabulary: 36 - 62
- 1st Grade Vocabulary: 36 - 62
- 2nd Grade Vocabulary: 36 - 62

Questions that were missed will be immediately presented again for practice only. Then, at the end of each level, incorrect questions will be presented again and evaluated.

What to look for... what it means

Are there red bars under Progress?

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

Is percent correct well below 85%?

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

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

Has the student answered too many questions without passing?

A student who is still working on a slow narration rate level after 96 questions, or a fast narration rate level after 62 questions, may be struggling. Check the Errors section of this report to determine where the student needs additional support.

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

PROGRESS: Errors - Buzz Fly

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

Question Type	Errors	Errors / Questions
How	9%	2 / 22
What	6%	3 / 52
When	10%	1 / 10
Where	8%	2 / 25
Which	15%	3 / 20
Who	15%	2 / 13
Text Type		
Fiction	10%	10 / 97

Are question types highlighted in red?

Consider providing the student with instruction on the specific question types with which they are struggling the most.

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



Reading Level 1 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 Buzz Fly 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 Buzz Fly.



Does the student understand the exercise goal/task?

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

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



Is the student on task and engaged with the activity?

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

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



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

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



Does the student require development with interpreting visuals/pictures?

- Present pictures of events or actions and ask the student various questions about the picture. Below are some examples of comprehension questions to ask.
 - Where is the event taking place?
 - Where is the character?
 - Who are the characters?
 - What is the character doing?
 - How does the character feel?
 - Which character is the story about?
- For more practice, use the Buzz Fly Comprehension Questions Worksheet in [Student & Teacher Resources](#) and have them draw their own picture, if needed.

Facilitate and Encourage



Does the student require development answering “wh” comprehension questions?

- Present a short text containing 1 to 3 sentences and ask “wh” (who, what, where, when, why, how, which) questions related to the text.
- Provide multiple opportunities for the student to practice answering “wh” questions in isolation. Notice which “wh” question the student is struggling with. Provide more practice with the type of “wh” questions that the student is demonstrating difficulty with.
- Model or think-aloud how to answer comprehension questions after reading a short passage.



Does the student struggle with attending when listening to a paragraph being read aloud?

- Model reading aloud with correct pace, intonation, and inflection.
- Provide a copy of the text being read. While reading aloud to the student, create stopping points to reflect on what the sentence or group of sentences mean. Use stickers, a marker, and/or sticky notes to mark or annotate important information that will help the student answer comprehension questions.

Adjust Instruction/Intervene

Student Resources

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



Buzz Fly Comprehension Questions Worksheet in [Student & Teacher Resources](#)

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



Reading Level 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.