

# CINEMATCH

## Teacher Manual

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# Goals/Objectives

## English Language Arts Standard(s)

Key Ideas and Details: Students will answer questions about key details in a text; students will use illustrations and details in a story to demonstrate understanding of its characters, setting, or plot

## Language/ Reading Skills

Students will be able to...

- listen to and comprehend spoken language and derive meaning from oral texts (listening comprehension)

## Cognitive Skills

Students will be able to...

- dynamically coordinate working memory and long term memory to read with comprehension and answer questions (memory)
- focus on specific information, sustain that focus, and ignore distractions, while carrying out a task (attention)
- rapidly interpret and integrate auditory information to comprehend orally presented stories (processing)
- Use word order to comprehend simple and complex sentences (sequencing)

## Social-Emotional/ Executive Function Skills

Students will be able to...

- selectively focus and sustain attention on a lesson or an activity
- inhibit impulsive responses
- retain extended complex oral information
- build confidence in listening and reading skills
- manage ability to process rapid, complex information

### Icon Key



Audio



Download



English Learner



Quick Check



Settings

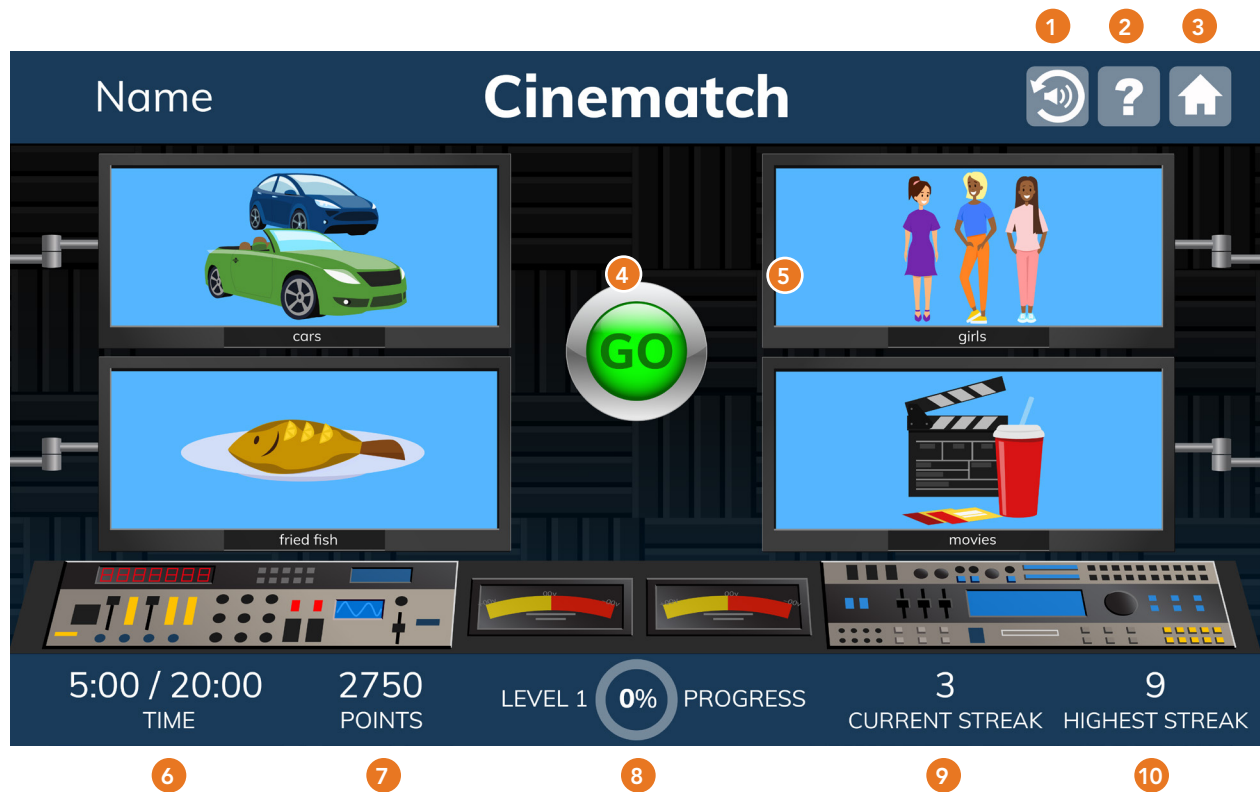


Video

## Exercise Screens

### Questions Screen

Each of the four small monitors displays possible answers to an aurally presented question.



#### 1 Replay

Replays questions only, not story narration.

#### 2 Help

Provides access to Help options:

- **How to** replays initial instructions.

#### 3 Home

Returns the student to their assignments screen.

#### 4 Go

Presents a question.

#### 5 Answer Buttons

Show alternative answers to a question.

#### 6 Time

Shows Time Worked / Time Scheduled for the exercise.

#### 7 Points

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

- Correct answers: 5 points for each correct answer.

#### 8 Level Progress

Displays the current level and percent complete of the level.

#### 9 Current Streak

Shows the number of consecutive correct answers in the session. Resets to zero after an incorrect answer.

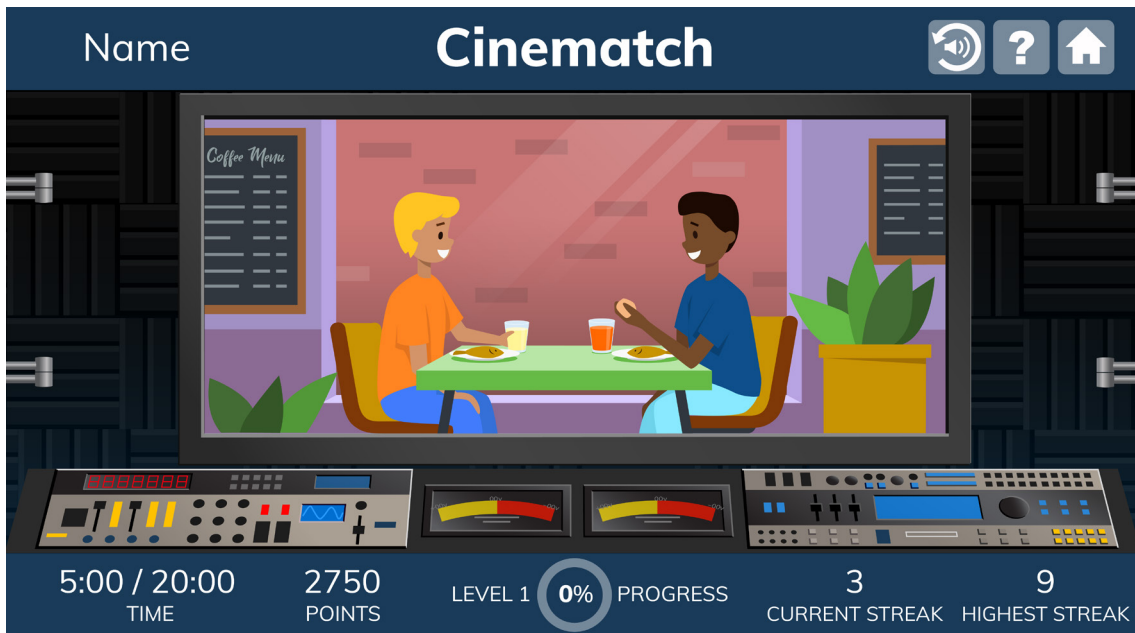
#### 10 Highest Streak

Shows the highest number of consecutive correct answers in the session.

# Exercise Overview

## Narration Screen

A large central “video monitor” shows either a title page or an illustration from the current chapter. The story narration is presented along with a slideshow of illustrations that are synchronized with the events in the story. Here is an example from *It Happened One Night*.



## Did you know?

Listening comprehension of extended narrative and complex grammatical constructions is essential for following classroom instruction as well as reading comprehension. As texts become increasingly complicated, they place greater demands on memory and analytic skills. In listening situations an additional demand is placed on students because the rate of presentation is not under the control of the listener; whereas while reading students can reread complex sentences, skim, pause and consider what they are reading.

Some students, such as English language learners, or those with a history of oral English language difficulties may: exhibit poor listening skills during class, require rereading of longer or more complex written passages, or have reading comprehension problems. Building oral comprehension of complex grammatical constructions and retention of content in longer passages directly improves listening skills as well as reading fluency and comprehension.

# Exercise Overview

## Task

Cinematch narrates a chapter from a story and then the student answers comprehension questions about the text by clicking the video monitor that presents the best answer to the question.

## Content

Processing Level	Story	Total # of Questions
1	It Happened One Night (Chapters 1-4)	16
2	The Tank of Doctor Wong (Chapters 1-4)	16
3	Something About Sally (Chapters 1-4)	16
4	The Tank of Doctor Wong (Chapters 1-4)	16
Natural Speech	Something About Sally (Chapters 1-4)	16

There are 3 unique stories and 48 unique questions. Two stories are repeated at the higher speech processing levels.

# Exercise Overview

## *It Happened One Night*

### Chapter 1

On Saturday, Billy and Rueben had lunch together. They went to their favorite spot, The Fish Shack, for fried fish. They were discussing their favorite subject—cars. Maria, Billy's girlfriend, showed up. She walked over and dumped a giant soda in Billy's lap.

"Hey, what was that for?" Billy shouted.

"That's for taking my best friend Allison to the movies last night," Maria replied.

Uh oh, Billy thought. How did she find out? Billy tried to cover by claiming it wasn't a date. Maria wasn't interested in listening. Rueben didn't look too pleased either, since Allison was his girlfriend. Finally, Billy cave in and explained. He and Allison didn't really go to the movies. They were actually planning a surprise birthday party for Rueben. When Maria and Rueben heard the real story they both apologized.

"Let's go to the movies tonight," suggested Billy.

"Cool. Then we'll go to Moe's and plan my surprise party together," added Rueben.

Maria joked, "I'll buy the soda."

### Chapter 2

Later that day, Billy went home and asked if he could borrow his dad's car. At first his dad said no since Billy always returned the car on empty.

"But, Dad," Billy pleaded. Eventually Billy promised to return the car with a full tank. His dad handed him the keys.

Billy watched TV before heading over to Maria's house. He was late, and Maria was waiting outside. After passing Wild Willie's Toy Store, the car sputtered and rolled to a stop right in front of the Fish Shack. Billy looked at the gas gauge and he couldn't believe his eyes. He was out of gas. Billy wasn't too happy. And neither was Maria. The evening was starting off on the wrong foot.

Billy suggested, "We can walk to the gas station. It's only a few blocks away. We can still make it to the movies if we hurry. Or we could have dinner at the Fish Shack instead."

At first Maria said she didn't want to walk. Her shoes were uncomfortable and her backpack was too heavy. But she realized that walking to the gas station was certainly better than sitting in the car alone. So off they went.

Just before they reached the gas station, a blue muscle car with jacked-up wheels raced past them. It smashed into a green convertible and skidded into the front of the gas station. The blue muscle car was pretty banged up. The front window was shattered and the doors were jammed shut. The driver crawled through the window and started to run. Still shaky from the crash, he accidentally ran into Billy and Maria, knocking them both down. When Maria fell, she dropped her backpack. The driver grabbed it and kept running.

# Exercise Overview

## Chapter 3

Just as Billy pulled himself up, the blue muscle car burst into flames. People were running all over the place. Alarms were going off and the sounds of sirens filled the air. Luckily, Maria wasn't hurt but she was upset that her backpack was gone.

"That has my life in it. My wallet, my license, my money and my pager!" she cried.

Now Billy was really upset. His knee hurt, his lip was busted and he didn't know what to do. But he had to get his girlfriend's backpack and fast. Just then, Billy's brother Michael drove up on his motorcycle.

"Dude, what happened?" Michael asked Billy. Billy jumped on the back of the bike. He told Michael that Maria's backpack had been stolen.

"We have to get it back!" he shouted.

"Did you get a good look at the guy?" Michael asked. Billy remembered that the guy was wearing a red T-shirt and a blue hat.

Michael and Billy were speeding down 7th Street when Billy yelled, "Hey, turn left! Turn left! He's running down that alley!" As they turned into the alley, they caught a glimpse of the thief getting into a black sedan. "That's him!" cried out Billy. "Follow that black car!" Michael went full throttle on his motorcycle and they roared after the car.

## Chapter 4

The black sedan sped out of the alley, weaving in and out of traffic. But Michael and Billy were right behind it. They were determined to recover the backpack.

Suddenly, the sedan made a quick U-turn into oncoming traffic. It was heading straight for a bus filled with innocent people. It would take a miracle to avoid disaster. Michael pulled hard on the brakes. He and Billy covered their eyes. They couldn't bear to watch. But the bus driver swerved and somehow missed the black sedan. The car screeched and fishtailed into a fire hydrant. The hydrant blew and water went everywhere.

In the middle of all the confusion, Billy headed for the black car. He ran through broken glass, puddles of water and frightened pedestrians. When he got to the car he yanked the door open and grabbed Maria's backpack. The cops arrived moments later. They arrested the thief and then came over to make sure Michael and Billy were okay.

"Fine, now that I've got my girlfriend's backpack," replied Billy. "And if we hurry I think we can still make it to the late show!"

# Exercise Overview

## ***The Tank of Doctor Wong***

### **Chapter 1**

Going to the marine park was Diego's favorite thing to do since he was little. He had gone to the park often because his father worked there as a janitor. The summer that Diego turned 16, his father suggested that he apply for a job. Diego imagined that he would work with the animals. Instead he was hired to work the cash register in the gift shop.

On his first day, Diego stopped by the seal tank on his way to the gift shop. The seals were playing a basketball game with a giant red ball. One of the seals jumped up on a rock and started clapping her flippers.

"Thanks for the vote of confidence," Diego said. Diego arrived at work 2 minutes late. His boss yelled at him.

"You're late, and it's only your first day. This better not happen again."

The shop opened at 8:00. Diego needed to organize all the T-shirts before the visitors came through. T-shirts sold more than anything else in the gift shop. That night, Diego felt disappointed. He wasn't learning anything about marine life. Instead, he saw a lot of walrus key chains and killer whale pens. The only dolphins he saw were stuffed animals, and although he learned how to make change, it wasn't much fun. And his boss was grumpy. His father told him it was better than cleaning, but Diego wasn't so sure. Diego set two alarm clocks so he wouldn't be late again.

### **Chapter 2**

Diego was allowed an hour lunch break. On his 2nd day, he went to sit in the bleachers to eat his sandwich. Maybe the dolphins would be rehearsing for the afternoon show, and he could get a sneak preview. Suddenly, Diego heard someone behind him.

"Hey."

Diego turned around. He saw a girl who looked like she worked there. "Are you new?" she asked.

"Yeah." He said.

"My name's Rani." She said. She sat down to eat beside him. When they finished eating their sandwiches, she told him that she knew all the secret passages in the marine park. "Do you want to go see the dolphin training tank?" she asked.

"Are you kidding? That's the reason I got a job here in the first place," Diego said.

He followed her up to a door marked "Restricted Access." The minute they went through the door, they were blasted with the smell of fish. At the dolphin training tank, it really smelled. They had to be careful not to fall because the floor was wet and slippery. At the edge of the tank was a big bucket of dead fish.

"Watch this," said Rani. She threw a fish up in the air, and one of the dolphins jumped up out of the water. It caught the fish and came down making a giant splash that sloshed all over the floor. Diego picked up a fish and stood at the edge of the tank. A dolphin put her head over the side. Diego nodded and held the fish out. The dolphin nodded back. Diego nodded again and threw the fish to the dolphin.

"That dolphin is named Frieda," said Rani.

Then, all of a sudden, they heard a voice ask, "What are you two kids doing?"



# Exercise Overview

## Chapter 3

Dr. Susan Wong was the park's marine biologist, and she turned out to be cool. When they told her that they were interested in learning about the ocean, she convinced them to visit the tide pool. It was a strange place full of animals that looked more like vegetables. Dr. Wong said that barnacles stand on their head and eat with their feet. The glue that barnacles use to stick to things is as strong as any glue you can buy in a store.

Diego picked up a green starfish and one of its arms fell off. Diego was scared he had hurt it, but Dr. Wong said that it happened all the time.

"Some starfish can grow up to nine or ten arms. Even if a starfish loses an arm, it can grow the arm back," said Dr. Wong.

Rani picked up a hermit crab. "Don't move, and the crab will come out of its shell," said Dr. Wong. The crab peeked out. Rani could hardly keep still, because the crab tickled as it explored her hand. Diego spotted a purple sea squirt. When Diego tried to take a closer look, it squirted water in his face.

Suddenly, Diego remembered the time.

"Oh no, what time is it?" he asked. Rani looked at her watch and told him that lunch was almost over. Dr. Wong asked if they wanted to come after work and help her take care of the dolphins. They both agreed, and Diego ran back to the gift shop. He didn't want to get fired on his second day for being late again.

## Chapter 4

"How would you like to get in the tank with the dolphins?" asked Dr. Wong. Dr. Wong wanted them to scrub the sides of the dolphin tank.

Diego and Rani put on wetsuits. The wet suits were cold and uncomfortable. Diego felt funny walking around in his and wearing it was like having squishy wet noodles next to his skin. Diego and Dr. Wong grabbed some brushes and jumped into the tank first. As soon as they were in the water, the dolphins swam around them making strange noises.

"The dolphins like to get comfortable with the people who take care of them," said Dr. Wong. "If they like you, they might invite you to swim with them."

Diego touched a passing dolphin. It was Frieda. Diego thought that Frieda smiled at him, but remembered that dolphins always smile. Frieda swam up beside him. She seemed to nod at him. Carefully, Diego grabbed Frieda's dorsal fin and held his breath. Suddenly, he was moving fast through water. Diego remembered to breathe out through his nose. Big air bubbles trailed out behind him, and his legs flew back. The water became like the wind. Frieda swam along the surface of the water and blew air out of her blowhole near Diego's face. For the first time that day, Diego stopped caring about time. Then suddenly it was over, and Frieda swam back to Dr. Wong. Diego could see Rani anxiously waiting for her turn by the edge of the tank. Diego got out of the water shaking.

Rani said, "That looked pretty cool."

"Yeah," said Diego. "That's definitely the best part of the job."

Diego grabbed a fish from the bucket and nodded to Frieda. Frieda nodded back, and Diego threw the fish.

# Exercise Overview

## *Something About Sally*

### Chapter 1

Sally got home from school late on Tuesday. She was having one of those days, you know the kind, when nothing seems to go right. She got a C minus on her history paper and a C on a math test. She forgot her lunch on the bus. And to make matters even worse, today was the day she had to stay late to catch up on schoolwork. Needless to say, Sally wasn't in the best of moods.

So when she got home from school and saw an envelope with her name on it she figured it was probably an overdue library book fine. But when she opened it up a giant blue and gold elephant-shaped card fell out along with a bunch of temporary wild animal tattoos.

"Wow, this is cool. It's an invitation to a costume party this Saturday," Sally exclaimed.

According to the invitation, only those people in costume would be allowed in. And, the theme was Wild and Exotic Animals. Plus there was going to be a costume contest, dancing, and music by the spotted Zebras—playing some very endangered sounds.

Sally was so excited she forgot how bad her day had been. She grabbed the phone from her little brother and immediately called her three best friends Thea, Rufus and Kris. Luckily, they all had been invited too. Since the party was only a few days away, Sally and her friends decided to meet after school the next day to work on their costumes.

### Chapter 2

Rufus, Thea, Kris and Sally met at the Aardvark Café right after school. First they got some chili cheese fries to help them think. Then they decided to split up: Sally and Thea checked out the second-hand clothing stores, Rufus scavenged the streets for discarded items and Kris hit the zoo for inspiration.

When they finished they hooked up at Sally's house to show off their treasures. Kris had collected a bunch of pamphlets and brochures from the zoo. Rufus had found a stack of old wildlife magazines and a TV antenna. Sally and Thea came back with vintage clothes, wild hats, feathers and lots of funny looking props. They dumped everything on the bed and started sorting through it.

"Now comes the fun part—figuring out what to be," said Sally.

"I was thinking I might go as a stinkbug," said Rufus.

"You are so weird," said Kris.

Sally said she was considering going as a zebra. "I will even dye my hair black and white!" she laughed.

"Not bad," commented Rufus. "What about you, Thea?" he continued.

"I can't decide between a squid and a moose," Thea said, while modeling antlers made from coat hangers and scarves. They all looked at Kris.

"I think these feathers would make a great quail!" she said.

## Exercise Overview

### Chapter 3

On Saturday afternoon everyone met at Sally's house to put on their costumes. Sally had dyed her hair black and white so she could look like a zebra. Rufus had used the antenna from the TV to go as a stinkbug. Thea looked pretty good as a moose and Kris looked funny as a quail. They decided the fastest way to get to the party would be to take the bus. When they climbed aboard they were met by lots of really strange looks. It was pretty funny. Luckily, they were only on the bus for three stops.

The party was in the public garden behind Bernie's Exotic Pet Shop. The dance stage glowed with strings of lights and the picnic area was bright with tiki torches. The place was packed. Sally had never seen so many crazy costumes. She saw a guy dressed from head to toe like a leopard and a woman with a snake wrapped around her waist. There was also a fountain with colorful lights and fish in one corner of the garden. This was one of the coolest and strangest parties Sally had ever been to. The music was just starting up as they made their way through the crowd.

### Chapter 4

"It's time for the Wild and Exotic Costume Contest," the street-level D.J. announced. "And the lucky winner gets an all-expense-paid trip for four to a wild animal park in San Diego."

The crowd went nuts. All Sally could think about was trying to get to the stage before the contest started. As she rushed past a leopard she tripped and flew into the fountain. Water splashed over the quail who was laughing. The leopard toppled backwards into a herd of moose. The moose collapsed into a grumbling heap. There were antlers everywhere. By the time Sally struggled to her feet it was too late. The contest was over. Rufus was on stage getting wild applause for his stinkbug outfit.

"Well, it looks like we have a winner," the D.J. said pointing to Rufus. "So, who are you taking with you to San Diego, Mr. Stinkbug?"

Rufus paused for a moment. "I don't know. I guess whoever bugs me the most."

# Exercise Overview

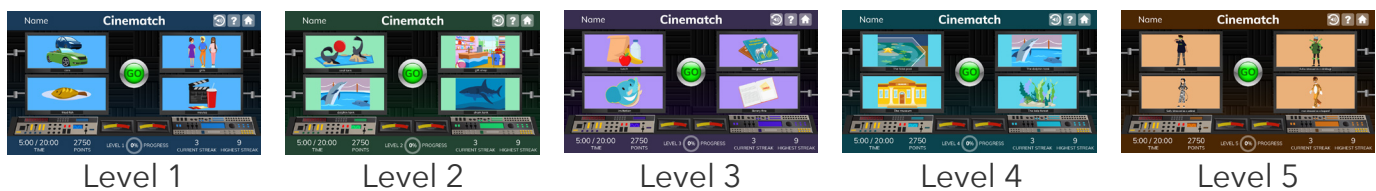
## Progression

In Cinematch, students progress through 5 levels. In the early levels, the exercise uses modified speech to present the stories. For example, the consonant sounds in each word have been lengthened and enhanced relative to the vowel sound. As students move through the levels, the degree of speech processing decreases and eventually the story is presented using natural speech.

Students must correctly answer all 4 questions about a chapter to pass and close a chapter. For any chapter that is failed both the story narration and all 4 questions are repeated.

## Motivational Levels

Each time a student progresses through 20% of an exercise, they “level up” and the screen changes slightly. These motivational levels are not connected to specific processing levels or content.



## Acoustically Modified Speech

Have you ever worked with a student who had modifications for additional think time, extra wait time, or for teachers to speak more slowly? All of these modifications provide the student with extra time to make sense of information, also known as processing time. For students who struggle with processing speed, and for those learning a new language, slowing down the rate of speech and emphasizing specific sounds can be very beneficial to develop accurate phonological representations, while increasing comprehension.



Fast ForWord’s acoustically modified speech technology (sometimes referred to as “glasses for the ears”) slows and emphasizes speech sounds so that students can hear all sounds in

a word. This technology can even stretch out sounds that are physically impossible for human speakers to stretch on their own.

*“Why does everything sound so strange?”*

Some speech sounds, such as the /b/ sound in the word “bat,” have very fast transitional elements. When we say them aloud, these elements are easy to miss, but slowing them and emphasizing them (by presenting them at a higher volume) helps the brain to hear and respond to them more quickly.

The modified words and syllables in the Fast ForWord exercises may sound strange or mechanical to those who process sounds quickly. But for students who need a little extra time, the modified sounds and words will be easier to hear than natural speech. As students progress, the stretching and emphasis are reduced, pushing the brain to process at faster and faster rates until it can process natural speech.

-  Why Does Everything Sound So Strange? (Student) in [Student & Teacher Resources](#)
-  Why Fast ForWord Sounds the Way it Does (Teacher) in [Student & Teacher Resources](#)

# Facilitate and Encourage

## Introduce

### Engage

To introduce the exercise to your students, you can start by saying, *Do you find that what you hear sometimes seems to come in one ear and go out the other—you quickly forget it? Memory is a highly complex process involving multiple components working simultaneously. Research tells us that the more and varied ways we interact with new material, the more likely we are to remember it. To promote your learning and memory, this exercise combines narration with visuals to engage more than just your sense of hearing. As the Chinese proverb says, “I hear and I forget; I see and I remember.”*

### Demo

1. Say: Today we’re going to listen to a chapter of a story and then find the picture that best answers a question about the story. Together we’ll work on an exercise called Cinematch. I’ll get us started, and then I’d like for you to try.
2. Project the “Introduction - English or Spanish demo” for Cinematch.
3. Follow along with the demo, which explains how the exercise works.
  - Describe the details you see in the pictures.
  - Explain which one is the best match and how you ruled out other options.
  - Choose an answer.
    - Correct answer: a “ding” sound effect plays, and the correct answer is highlighted
    - Incorrect answer: a “thunk” sound effect plays
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 Cinematch 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.



Cinematch 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

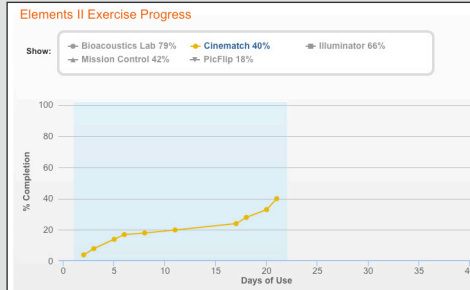
## Monitor Student Progress

Review Cinematch 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: Elements II Exercise Progress - Cinematch

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		
Days of Use	Date	Bioacoustics Lab	Cinematch	Illuminator	Mission Control	PicFlip
19	04/07/2020	○	○	○	○	○
18	04/06/2020	○	○	○	○	○
17	04/03/2020	○	○	○	○	○
16	03/23/2020	○	○	○	○	○
15	03/01/2020	●	○	○	○	○
14	02/24/2020	●	○	○	○	○

**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, taking breaks is okay.

#### 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					
Days of Use	Date	Bioacoustics Lab	Cinematch	Illuminator	Mission Control	PicFlip			
		Min	Ques	Min	Ques	Min	Ques		
18	04/06/2020	-	-	-	-	0	-	0	-
17	04/03/2020	6	57	0	-	-	-	-	0
16	03/23/2020	-	-	-	-	0	-	0	-
15	03/01/2020	12	101	-	-	-	-	-	0
14	02/24/2020	9	64	0	-	-	-	0	-
13	01/03/2020	-	-	-	-	0	-	-	-

#### 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 trials 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 trials to minutes may indicate the student is trying to amass points, or to progress more quickly, but rushing can result in mistakes. Ask them to turn Autoplay off. Remind them that making progress depends on accuracy, not speed.

# Facilitate and Encourage

## Where to look...

### PROGRESS: Progress Details - Cinematch Progress

**Cinematch 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 chapters 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.

Cinematch	Progress	Correct	Questions
Processing Level 1: It Happened One Night	<span style="color: red;">▬▬</span>	87%	16
	<span style="color: green;">✔</span>	100%	4

### Number of Questions

Each level initially has 16 questions.

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

### Are there red bars under Progress?

When the student doesn't achieve a high enough percentage of correct answers they will repeat a level (or, at least, repeat those chapters with which they are struggling). Often, simply explaining this to the student can result in more focused attention on the repeated level. If a student has to repeat a level several times, they may be struggling to comprehend the story or remember specific details and may need more support.

### When a level is repeated, does the number of questions decrease?

The student has mastered some chapters at this level and is making progress.

### When a level is repeated, does the number of questions stay the same?

The student has not mastered additional chapters. If their percent correct increases, they are learning from their mistakes and may just need more practice. Remind them to listen carefully to each chapter, especially when repeating the chapter.

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



Elements II 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 Cinematch 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 Cinematch.



#### **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.



#### **Can the student hear the narration clearly?**

Check the headset, volume controls, and background noise level.



#### **Is the student staying focused on the task?**

One way to get the most out of listening to a narration is to really focus on the task at hand. Remind students that focus is a superpower and they can use these tips to help them:

- Find a quiet, cool place to work.
- Work during a time when you have the most energy.
- Put your smartphone or any other distractions away.
- Re-focus your attention when you realize it's wandering.

Each chapter and its corresponding questions only takes a few minutes so encourage students to really "hyperfocus" when working on this exercise. It may help students if they take a quick "brain break" between chapters, but be sure students know to answer all four questions first or the entire chapter will need to be repeated.



#### **Can the student retell the story?**

One way to know if something is inside your head is to get it out of your head! You're more likely to remember what you've heard if you have to teach or explain it to someone in your own words. In order to retell, students must order and summarize information, as well as make inferences. When students are aware of the important aspects of a story, there is a purpose and sustained focus. You can use retelling as a way to assess how well students comprehend a story, and then use this information to help students develop a deeper understanding of the text.



# Facilitate and Encourage



## Does the student struggle to stay engaged?

Many students believe that just listening to something is enough. Often, that is not sufficient. Actively listening to a story and then making responses that demonstrate their understanding of what they heard is more deliberate than passively listening and just taking words in.

Tell students that we remember something best when it is organized and rehearsed. It can be helpful for students to use tips such as these to help them remember what they hear:

- Concentrate—listening is not a passive activity. In fact, it can be exhausting. It’s an intentional act. If your attention starts to drift, it’s up to you to be aware and refocus.
- Slow down—rushing or being impulsive impedes focus on the task at hand.
- Repeat—rehearse new information in your mind relating the new details to what you already know.
- Practice—the more you practice active listening, the better you will be able to recall information.



## Does the student have some questions in mind as they listen to the story?

This listening comprehension exercise challenges students to answer questions that are specifically designed to build comprehension and memory for details, main ideas, and relationships within the story. Remind students that they should be listening so they can subsequently answer questions such as:

- Who is the main character?
- Where does this scene take place?
- When did \_\_\_\_\_ happen?
- What happened before \_\_\_\_\_?
- What happened after \_\_\_\_\_?
- Why did the main character \_\_\_\_\_?
- How did the main character \_\_\_\_\_?

At times it may be beneficial to share the text of the story with the student. Students who need extra support may read the story before listening to the exercise. Review the text with the student and have him or her answer some of the questions above.

# Facilitate and Encourage

## Adjust Instruction/Intervene

### Student Resources

You may decide to use any or all of these monitoring sheets with your students:



Elements II Streaks & Completion Chart in [Student & Teacher Resources](#)

Explain to students that accuracy is the key to moving through the content in Fast ForWord. Students can self-monitor their accuracy through streaks because they record correct answers in a row. After they complete their exercises for each day, have students record their highest streaks and percent complete in each exercise, then challenge them to exceed those numbers tomorrow. Students will need one copy every 5 days.



Elements II Completion Chart in [Student & Teacher Resources](#)

Students can self-monitor their progress in each Elements II 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.