FISH FRENZY
Teacher Manual

Contents

Goals/Objectives

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

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

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

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

Icon Key

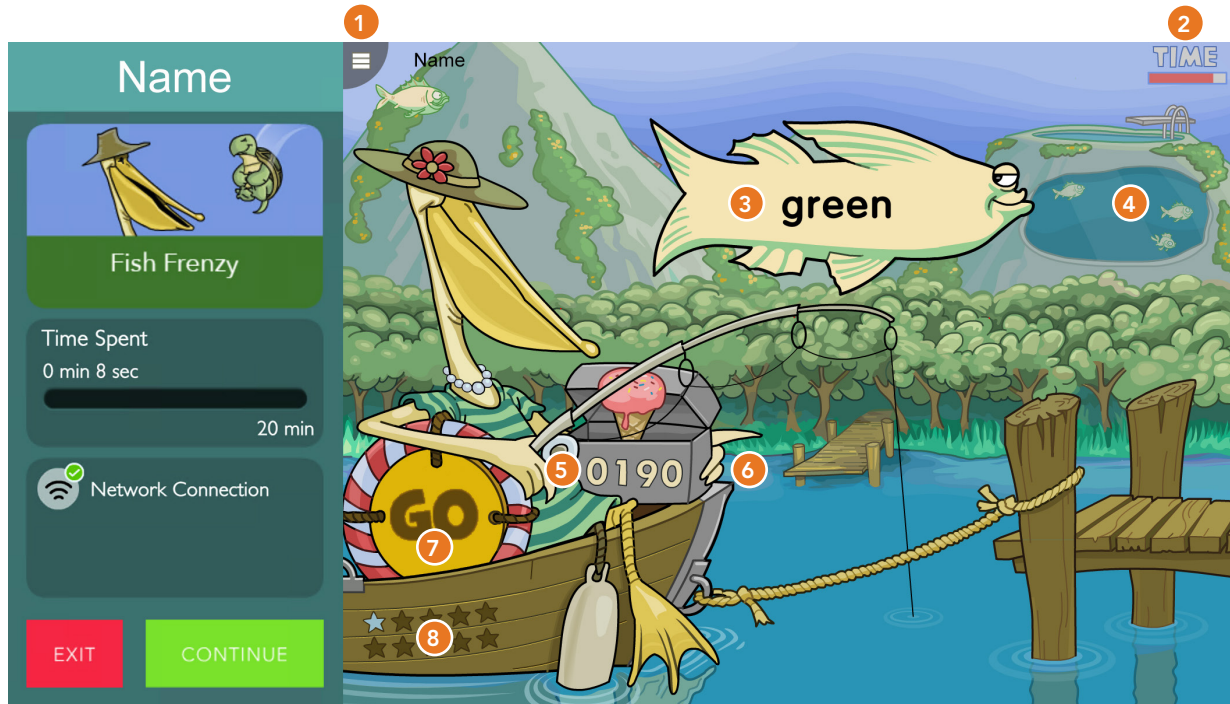| Audio	Download	English Learner	Quick Check	Settings	Video

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Exercise Screen

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

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

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

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

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

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

7 Go Button
Presents a word.

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

Task

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

The exercise presents each word in 2 different ways:

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

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

Speed (Fluency) Round

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

Did you know?

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

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

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

Content

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

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

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

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

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

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

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

Progression

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

Facilitate and Encourage

Introduce

Engage

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

Demo

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

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

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

   - Click the correct answer.

4. Demo the keyboard shortcuts:

   - Go button = Space bar

   - Answer = Down arrow

Notes

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

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

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

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

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Monitor Student Progress

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

Where to look...

What to look for... what it means

PROGRESS: Reading Level 2 Exercise Progress - Fish Frenzy

The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise.
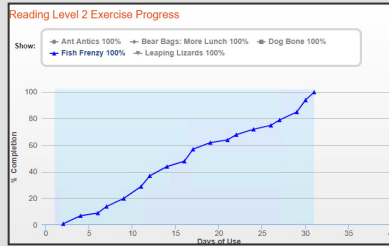
Is the line going up?
The student is completing content accurately and making progress.

Is the line flat across several dots?
The student may be struggling and you need to find out why.

Are there long lapses between dots?
The student may be skipping this exercise.

USAGE: Usage Details - Schedule

Do you see half-filled gray circles?
The student is working on this exercise, but not meeting the scheduled time. Make sure that they have time to complete their daily schedule. If fatigue is an issue, add some breaks to their schedule.

Do you see red circles?
The student is skipping this exercise. Provide support to help them re-engage.

USAGE: Usage Details - Minutes/Questions

Are many days highlighted in red?
The student is not meeting their daily schedule. Check the Schedule tab in this report to investigate further.

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

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

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Fish Frenzy Progress

Fish Frenzy Progress
- ✅ Complete, advancement criteria met
- ▥ In progress
- ▥ Not started
- ▮ Advancement criteria not met*

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

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

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

Word List 1
Spoken & Written Words: 40
Written Words: 40

Word List 4
Spoken & Written Words: 40
Written Words: 40

Word List 2
Spoken & Written Words: 50
Written Words: 50

Word List 5
Spoken & Written Words: 50
Written Words: 50

Word List 3
Spoken & Written Words: 40
Written Words: 40

Word List 6
Spoken & Written Words: 50
Written Words: 50

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

What to look for... what it means

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

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

Is percent correct well below 90%?
The student may be struggling with the task. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Has the student answered too many questions without passing?
Many students are able to pass a word list within 2-3 attempts. Students who have taken more than the 3 times the minimum number of questions (see list at left) may be struggling. Check the Errors section of this report to determine where the student is struggling so that you can help them learn specific words.

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

PROGRESS: Errors - Fish Frenzy
Words the student is struggling with the most are indicated in red.

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

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

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

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

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

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Adjust Instruction/Intervene

Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Fish Frenzy reports to adjust instruction to meet each student's needs and respond to variance among learners. The activities below are suggestions to support students who might be struggling with their progress in Fish Frenzy.

✔ Does the student understand the exercise goal/task?

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

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

Facilitate and Encourage

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

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

- Adjust the pacing or duration of instruction.

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

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

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

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

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Adjust Instruction/Intervene

Student Resources

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

Reading Level 2 Completion Chart in Student & Teacher Resource

Students can self-monitor their progress in each Reading Level 2 exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.