



HOUNDINI

Teacher Manual

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Goals/Objectives

English Language Arts Standard(s)

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

Language/ Reading Skills

Students will be able to...

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

Cognitive Skills

Students will be able to...

- hold words in working memory while comparing their initial, middle, or final sounds (memory)
- focus on specific information about words, sustain that focus, and ignore distractions while carrying out a task (attention)
- rapidly interpret and integrate auditory information to identify words (processing)
- use the order of phonemes and letters in words to make same-different judgments (sequencing)

Social-Emotional/ Executive Function Skills

Students will be able to...

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

Icon Key



Audio



Download



English Learner



Quick Check

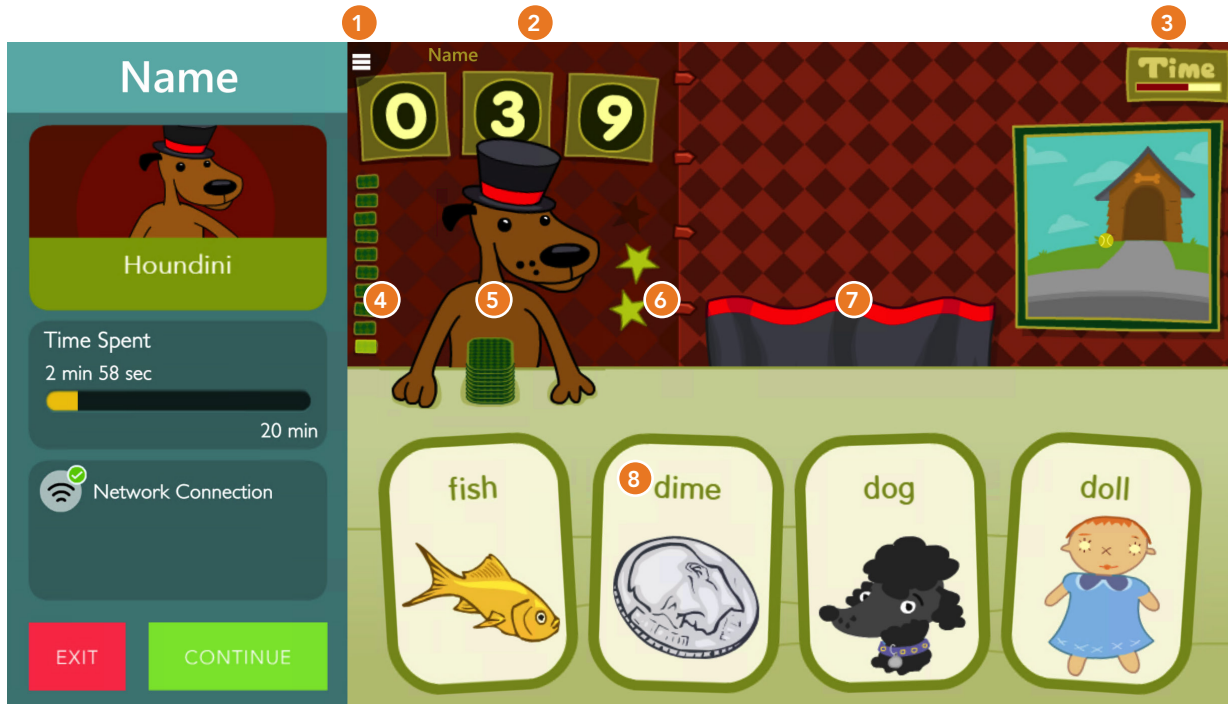


Settings



Video

Exercise Screen



1 Menu

Shows:

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

2 Points

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

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

3 Time

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

4 Progress Meter (Cards)

Tracks and celebrates every 10% of exercise content completion.

5 Go (Houndini the Dog)

Presents a question.

6 Current Streak (Stars)

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

7 Highest Streak (Curtain)

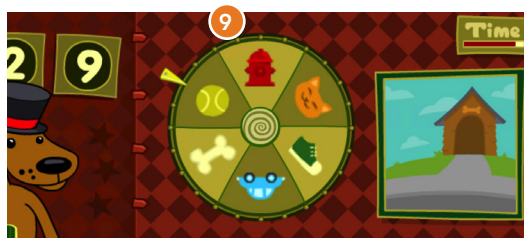
Rises up to show the current number of 3-in-a-row streaks in the session. Resets after the Picture Wheel activity (four 3-in-a-row streaks).

8 Answer Buttons (Cards)

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

9 Picture Wheel

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



Exercise Overview

Task

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

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

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

Content

Progression

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

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

*Correct Answer

Exercise Overview

Initial Consonant Blends

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

Final Consonant Blends

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

Medial Vowels

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

Did you know?

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

Facilitate and Encourage

Introduce

Engage

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

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

Demo

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

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



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

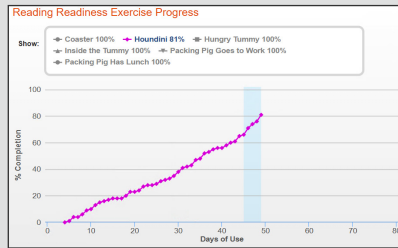
Monitor Student Progress

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

Where to look...

PROGRESS: Reading Readiness Exercise Progress - Houndini

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



What to look for... what it means

Is the line going up?

The student is completing content accurately and making progress.

Is the line flat across several dots?

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

Are there long lapses between dots?

The student may be skipping this exercise.

USAGE: Usage Details - Schedule

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

Schedule

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

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

Do you see half-filled gray circles?

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

Do you see red circles?

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

USAGE: Usage Details - Minutes/Questions

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

Are many days highlighted in red?

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

Is the student answering fewer questions than usual?

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

Is the student answering more questions than usual?

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

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Houndini Progress

Houndini Progress

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

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

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

Questions

Minimum number of questions in a group: 60

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

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

What to look for... what it means

Are there red bars under Progress?

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

PROGRESS: Errors - Houndini

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

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

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

Are there some errors highlighted in red?

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

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



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

Adjust Instruction/Intervene

Differentiation Activities

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



Does the student understand the exercise goal/task?

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

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



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

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



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

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

Facilitate and Encourage



Is the student answering impulsively?

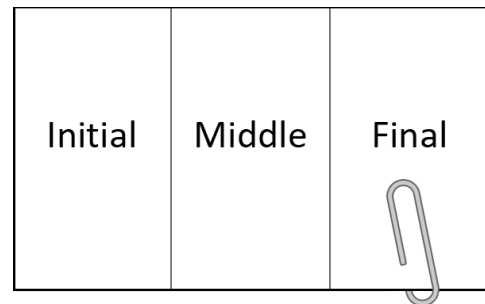
Listen to a question with the student. Have the student repeat the question and each alternative before selecting their answer. This has the benefit of making them think through their response instead of just answering impulsively.



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

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

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



Is the student struggling with consonant blends?

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

Adjust Instruction/Intervene

Student Resources

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



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

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



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

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