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BY CARNEGIE LEARNING

HUNGRY TUMMY
Teacher Manual

Contents

Goals/Objectives

English Language Arts Standard(s)	Phonological Awareness: students will demonstrate understanding of spoken words, syllables, and sounds (phonemes). Vocabulary Acquisition and Use: students will demonstrate knowledge of common shape, color, and size terms.
Language/ Reading Skills	Students will be able to... • identify spoken words and distinguish between similar-sounding words (auditory word recognition) • attend to details, and plan an appropriate sequence of steps, in order to carry out verbal instructions (following directions) • recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge) • quickly and automatically recognize high-frequency words (high-frequency words)
Cognitive Skills	Students will be able to... • hold increasingly complex instructions in working memory while comprehending them and planning a response (memory) • focus on specific information, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret and integrate auditory and visual information in order to respond to an instruction (processing)
Social-Emotional/ Executive Function Skills	Students will be able to... • selectively focus and sustain attention on a lesson or an activity • inhibit impulsive responses • build confidence in listening and sorting information

Icon Key

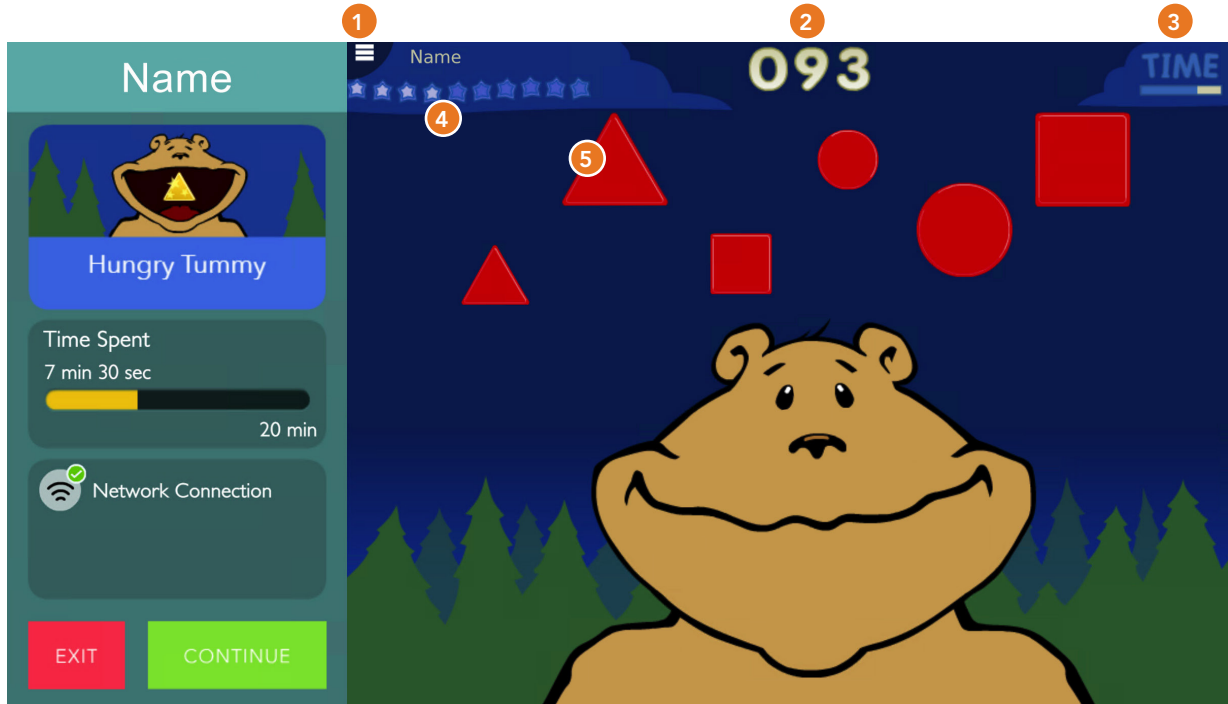| Audio	Download	English Learner	Quick Check	Settings	Video

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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 Points
Shows total points awarded across all of a day's sessions.
- Correct answers: 3 points for each correct answer.
- 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 (Stars)
Tracks and celebrates every 10% of exercise content completion.

5 Answer Buttons
Multiple objects with various attributes. The student must select the object that answers the question and drag it into the bear's mouth.

Task

In Hungry Tummy, the student responds to verbal directions to identify, select, and place objects of various colors, shapes, and/or sizes in the hungry bear's mouth. The student listens as the bear asks for one of the objects. For example, the bear might say, "Red triangle." The student must identify the correct object and place it into the center of the bear's mouth. The bear will only eat the object it asks for, and only if the object is placed in the correct location.

Content

Progression

In Hungry Tummy, the student starts by practicing basic computer skills, then moves on to following directions tasks of increasing difficulty. Each following directions task begins with an instructional scaffold (a visual cue that appears in the drop zone inside the bear's mouth) to help the student identify the correct object and where to place it. The scaffold is progressively removed, increasing the attentional and memory demands of the task as the student demonstrates mastery of the content. To complete Hungry Tummy, the student must pass all instruction and practice tasks.

Computer Skills: The exercise begins with having the student follow directions and practice the click and drag process, by first learning to click an object, and then learning to click and drag an object into the bear's mouth.

Select Objects: The student progresses through identifying shapes with one, then two, and finally three attributes (color, shape, and size). The student must complete 2 tasks for each set of object attributes:

- Instruction: The student receives a visual cue of the correct response—a colored outline of the matching color, shape, and/or size inside the bear's mouth.

- Practice: The exercise removes the scaffold and requires the student to identify the requested object without any help.

Task	Example
Computer Skills, Click	Click the piece of candy
Computer Skills, Click & Drag	Click and drag the piece of candy into the bear's mouth
Select Object, One Attribute • Instruction: Color • Practice: Color • Instruction: Shape • Practice: Shape • Instruction: Size • Practice: Size	• Red - red visual outline • Red - no visual outline • Square - square visual outline • Square - no visual outline • Big - big visual outline • Big - no visual outline
Select Object, Two Attributes • Instruction: Shape & Size • Practice: Shape & Size • Instruction: Color & Size • Practice: Color & Size • Instruction: Color & Shape • Practice: Color & Shape	• Small circle - small circle visual outline • Small circle - no visual outline • Big blue - big blue visual outline • Big blue - no visual outline • Yellow triangle - yellow triangle visual outline • Yellow triangle - no visual outline
Select Object, Three Attributes • Instruction: Color, Shape, & Size • Practice: Color, Shape & Size	• Big blue circle - large blue circle visual outline • Big blue circle - no visual outline

Did you know?

The development of executive function—an integral part of the learning process—can be understood in terms of age-related increases in the maximum complexity of rules children can follow and utilize flexibly when solving problems. The executive function capacity of selective attention is an early developing cognitive skill that is important for learning.

Selective attention depends on the ability to purposefully attend to critical stimulus features and ignore others. Task switching is another early developing executive function, and is required when selection criteria change in any task. Sorting tasks that vary sorting criteria by object shape, size, and/or color provide an excellent method for building selective attention as well as task flexibility.

Facilitate and Encourage

Introduce

Engage

To introduce the exercise to your students, start by saying: You may not really think about it, but every day you use features or characteristics of things in your world to describe, understand, and communicate with those around you. For example, one way to describe something is to use color. Hold up a sheet of colored paper (red, blue, or yellow) for students to see. Play a game of "I Spy…" and have students identify items they "spy" that match the color of the sheet of paper. Continue with the concepts of shape and size.

Explain to students that in this exercise they will be asked to identify and select objects of various colors, shapes, and sizes. Sorting by shape is typically more difficult than sorting by color. Students not only have to ignore the color, but they also have to look closely at the shapes to notice defining attributes that make them the same or different from another shape. Use the Hungry Tummy Sample Shapes in Student & Teacher Resources to demonstrate a few examples for students based on one, two, or three attributes.

Demo

1. Say: Today, we're going to practice finding different colors, shapes, and sizes. Together, we'll work on an exercise called Hungry Tummy. I'll get us started, and then I'd like for you to try.

2. Project the "Introduction - English or Spanish" demo for Hungry Tummy.

3. Follow along with the demo, which explains how the exercise works.
   - Say: First we will feed the bear a piece of candy. He wants us to drag the candy and drop it into his mouth. It will take practice, but you can do it!
   - Demonstrate how to drag and drop the candy. Also show what happens if you let go too soon so they understand that they will need to try again to get it into the bear's mouth.
     - On a computer, say: Click the candy and hold down the mouse button. Then drag the candy into his mouth and let the button go.
     - On an iPad, say: Put your finger on the candy and hold it down. Then drag the candy into his mouth and let go.
   - When you finish with the candy, demonstrate how to choose a shape and drag it into the matching outline in the bear's mouth. Say: Be careful and keep holding onto the shape until it fits just inside the matching outline. Keep practicing and you'll see how good you can get at this!

4. This exercise does not include any keyboard shortcuts.

Direct students to log in and work individually on the Hungry Tummy 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.

Hungry Tummy 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 Hungry Tummy 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 - Hungry Tummy

The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise.
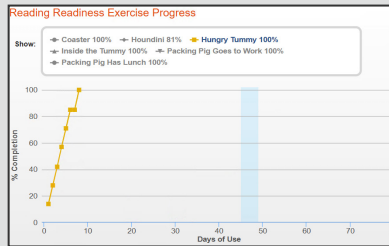
What to look for... what it means

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

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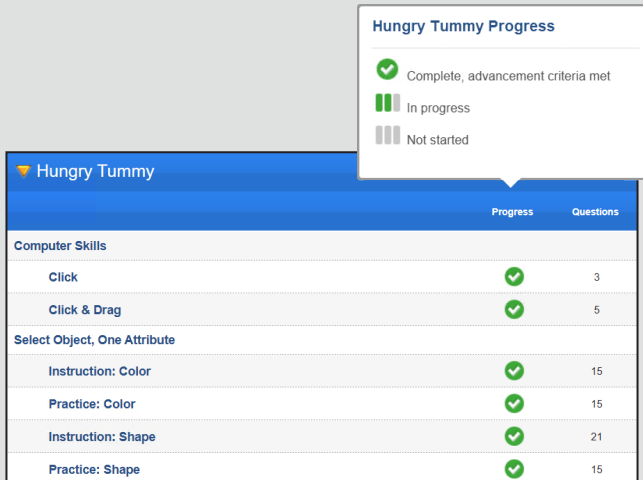
Is the student answering more questions than usual?
They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress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

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Hungry Tummy Progress

Hungry Tummy Progress

✅ Complete, advancement criteria met

▮▮ In progress

▮▮▮ Not started

▼ Hungry Tummy	Progress	Questions
Computer Skills		
Click	✅	3
Click & Drag	✅	5
Select Object, One Attribute		
Instruction: Color	✅	15
Practice: Color	✅	15
Instruction: Shape	✅	21
Practice: Shape	✅	15

Questions

Typical range for students making good progress:
Select Object, One Attribute: 15 - 25
Select Object, Two Attributes: 15 - 30
Select Object, Three Attributes: 15 - 35

What to look for... what it means

Has the student answered too many questions without passing?

Following the basic computer skills task, most students should be able to complete a task in under 25 questions. A student who is still working on a task after more than 25-30 questions may be struggling. Make sure the student remains attentive and motivated.

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

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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 Hungry Tummy 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 Hungry Tummy.

✔ **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 bear will ask you to select a specific object. You must click and drag the object that best matches the bear's description into its mouth.

Listen along with the student while they work on the exercise. Say: Repeat the directions 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 directions.

✔ **Is the student having difficulty clicking and dragging?**

Many younger students have a lot of experience with using touch skills on tablets, but limited experience using a computer mouse. Have students practice their mouse skills using the exercise demos, or if possible, have them use a tablet.

Facilitate and Encourage

Adjust Instruction/Intervene

Student Resources

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

Hungry Tummy Sample Shapes in Student & Teacher Resources

Use this sheet when you first introduce & demo Hungry Tummy 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.

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