



# MAGIC RABBIT

## Teacher Manual

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# Goals/Objectives

## English Language Arts Standard

Students will build spelling and phonics skills by selecting the correct letters to complete the spellings of spoken words.

## Language/ Reading Skills

Students will...

- understand and recall the order of sounds and words (auditory sequencing)
- identify spoken words and distinguish between similar sounding words (auditory word recognition)
- recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes (phonological awareness)
- relate speech sounds to specific letters (phonics) and apply knowledge of letter-sound relationships to the process of sounding out and reading words (decoding)
- apply knowledge of letter-sound mappings, spelling rules, and irregular spellings to encode and decode words (spelling)

## Cognitive Skills

Students will...

- hold words in working memory while mapping their sounds to spelling patterns and selecting the missing letter (memory)
- focus on the sounds and letters in words, sustain that focus, and ignore distractions while carrying out a task (attention)
- rapidly interpret and integrate auditory and visual information to identify words (processing)
- use the order of phonemes in words to identify the missing letter in a partially spelled word (sequencing)

## Social-Emotional/ Executive Function Skills

Students will...

- selectively attend to individual letters in words
- sequence sounds (auditory) and letters (visual)
- build auditory and visual working memory skills for phoneme-grapheme correspondence
- store phoneme-grapheme correspondence in long term memory
- gain confidence in writing ability to correctly spell words
- enhance automaticity of written spelling to ease written formulation

### 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 Time

Bar fills in from left to right, counting up the time completed in the exercise.

### 3 Answer Buttons (Cards)

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

### 4 Current Streak (Mustache)

The rabbit magician's mustache uncurls after each consecutive correct answer. Resets after 3 correct in a row or an incorrect answer.

### 5 Highest Streak (Carrots)

Magician magically removes carrot from nested boxes and sends it to the hat in the background (four 3-in-a-row streaks).

### 6 Go Button (Magic Box)

Presents a question.

### 7 Progress Meter (Stars)

Tracks and celebrates every 10% of exercise content completion.

### 8 Points

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

- Correctly selecting a missing letter:
  - First attempt: 2 points
  - Second or third attempt: 1 point
- Correctly unscrambling a word: 4 points
- Correct fluency round words: 3 points

# Exercise Overview

## Task

In this exercise, a rabbit magician transforms words with his card tricks. The student assists the magician by selecting the missing letter to complete the spelling of a spoken word.

## Progression

In Magic Rabbit, as students progress, the content becomes more difficult and scaffolds are gradually reduced, increasing the attentional and memory demands of the task.

Students work on spelling in four ways:

1. Teaching Pairs: At first students work with word pairs, turning one word into another, and focusing on a small set of spelling patterns.
2. Fluency Rounds: After demonstrating proficiency with a set of spelling patterns, a speeded practice round is presented where students can earn extra points.
3. Word Chains: After demonstrating mastery for all spelling patterns within the Teaching Pairs task, students transform sets of 10 words that are arranged in a word chain, where each word differs from the last word by one letter.
4. Scrambled words: For an extra challenge, the first word in each chain is scrambled. Now, the student must correctly spell the entire word. (These words count for points but do not affect progress).

## Content

Initial Consonants, Easy Alternatives	t m s g d c r f p l h j b k n w
Initial Consonants, Difficult Alternatives	b p c t d g k j f h s w m n l r
Final Consonants, Easy Alternatives	g m b t d n p g
Final Consonants, Difficult Alternatives	d m p t m n b g
Medial Vowels, Easy Alternatives	short-a short-e short-i short-o long-a long-i long-o short-u
Medial Vowels, Difficult Alternatives	long-a long-i short-a short-i long-o short-e short-o short-u
Mixed Positions, Easy Alternatives	All of the above initial and final consonants and short vowels
Mixed Positions, Difficult Alternatives	All of the above initial and final consonants and short vowels

### Did you know?

Learning to read and write in English means gradually mastering a multi-layered orthographic system. The word orthography means correct writing (from the Greek: *orthos*, “correct,” and *graphein*, “to write.”)<sup>1</sup> English orthography is multi-layered because of its long history of borrowing words, along with their spelling patterns, from other languages. Some English speech sounds (phonemes) map onto spellings (graphemes) in a predictable, transparent manner. For example, the *p* sound is predictably spelled with a single or double *p*. Other sounds can have complex and variable mappings. For example, the *long e* phoneme may be spelled with a single *e*, *i*, or *y* (me, spaghetti, berry), a vowel-consonant-*e* pattern (meme), a double *e* (teen), *e* before *a* (eat), *e* before *y* at the end of a word (key), *i* before *e* (chief) or (just to flaunt the rules) *e* before *i* (seize). To gain a working knowledge of English orthography, students must learn the mappings of sounds to multiple spelling patterns, along with the rules for deciding which spelling pattern to use in a given word.

Accurate spelling depends on the ability to identify and sequence the phonemes in a spoken word, and then to choose the correct spelling pattern for each phoneme.<sup>2</sup> Magic Rabbit scaffolds this process by using a cloze format (completing a partially spelled word) and presenting simple consonant-vowel-consonant words with transparent spellings. Students build orthographic knowledge through repetition, committing these spelling patterns, and these words, to long term memory.

1. Apel, K. (2011) What is Orthographic Knowledge? *Language, Speech and Hearing Services in Schools*, 42, 379-603.
2. Moats, L. (2009). Knowledge foundations for teaching reading and spelling. *Reading and Writing*, 22(4), 379-399. <https://doi.org/10.1007/S11145-009-9162-1>

# Facilitate and Encourage

## Introduce

### Engage

Introduce the Magic Rabbit exercise to your students by reviewing how we spell words. Say: *We can spell most words in English if we think about the sounds that we hear, and then write the letters that represent those sounds. In Magic Rabbit, you will need to think about the sounds that you hear, and then choose the letter or letters that show those sounds in writing. Let's practice together.*

**Materials Needed:** paper and pencil or dry-erase marker and whiteboard; letter tiles as desired

1. Say the word. Say: *I am going to say a word for us to spell today. The word is *map*, *maaaap*.* Ask students to repeat the word.
2. Blend the sounds in the word. Say each sound in the word and ask students to blend the sounds with you. With your hand in front of you so that students can see the progression from left to right, hold up your first finger as you say *m*, your second finger as you say *a*, and your third finger as you say *p*.
3. Identify the number of sounds in the word. Say: *How many sounds do you hear in *map*?* (Three sounds.) If students do not identify the correct number of sounds, say and blend the word more slowly. If students still do not identify the correct number of sounds, tell them the answer. Say: *There are three sounds in the word *map*. How many sounds are there?*
4. Identify each sound in the word. Ask students to identify each individual sound. Say: *What's the first sound in *map*?* and so on. If students misidentify a sound, tell them the sound and ask them to repeat it.
5. Spell the word. Have students write the word on a piece of paper or a whiteboard. Say: *Write the letter for each sound in *map*.*
  - a. Variation 1: For students who struggle to hear the individual sounds in *map*, draw a three-box grid on a whiteboard or piece of paper for them to write their letters in.
  - b. Variation 2: For students who struggle with writing letters, you may give them the option to spell with letter tiles, or to spell aloud while a partner writes the letters for them. If students spell the word aloud, make sure they say the letter names in the word rather than the sounds.
6. Check the spelling for errors. Ask students to point to the word that they wrote, blend its sounds, and read it aloud. Ask students to correct any mistakes that they see. If students do not self-correct, try one of these error-handling strategies:
  - a. Read what the student wrote and ask if it matches the target word. For example: *This word says *mat*, and we are spelling *map*. Does that match? What letter needs to change?*
  - b. Model the correct spelling. Ask the student to repeat the word, write it, and then point to each letter as they read the word.

As needed, repeat this routine using words with additional spelling patterns that students have learned. Tell students that they will practice matching the sounds that they hear to the letters we use to spell those sounds in Magic Rabbit.

# Facilitate and Encourage

## Demo

1. Say: Today, we're going to practice changing one word into another by changing just one letter. Together, we'll work on an exercise called Magic Rabbit. I'll get us started, and then I'd like for you to try.
2. Project the "Introduction - English or Spanish" demo for Magic Rabbit.
3. Follow along with the demo, which explains how the exercise works.
  - Explain which letter is the best choice, and how you ruled out the other options.
  - Click the correct answer.
4. Demo the keyboard shortcuts:
  - Go button = Space bar
  - Answers left to right = Number keys 1 - 4

Direct students to log in and work individually on the Magic Rabbit 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.



Magic Rabbit 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

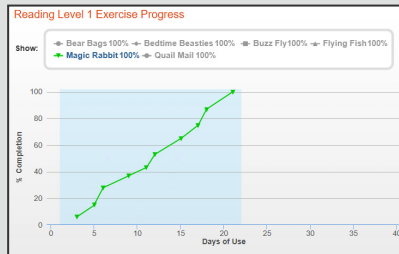
## Monitor Student Progress

Review Magic Rabbit 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 - Magic Rabbit

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	Bear Bags	Bedtime Beasts	Buzz Fly	Flying Fish	Quail Mail	Magic Rabbit
6	04/12/2022						
5	04/11/2022						
4	04/08/2022						
3	04/07/2022						
2	04/06/2022						
1	04/05/2022						

**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	Bear Bags	Bedtime Beasts	Buzz Fly	Flying Fish	Magic Rabbit	Quail Mail						
		Min	Ques	Min	Ques	Min	Ques						
10	01/28/2022	-	-	8	19	10	25	10	51	12	127		
9	01/27/2022	10	82	8	32	-	-	12	51	-	-		
8	01/26/2022	-	-	-	-	11	17	11	17	-	-	8	70
7	01/26/2022	-	-	10	15	-	-	10	31	10	57	10	72
6	01/21/2022	10	51	10	9	11	21	1	4	-	-	-	-
5	01/19/2022	-	-	10	20	10	25	10	41	10	63	10	111
4	01/12/2022	10	77	10	-	11	27	6	34	10	55	10	105
3	01/10/2022	10	83	8	22	-	-	12	60	10	64	-	-
2	12/16/2021	-	-	-	-	11	24	11	44	-	-	6	50
1	12/15/2021	-	-	10	41	-	-	10	47	10	68	10	105

#### 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 - Magic Rabbit Progress

**Magic Rabbit Progress**

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

Group	Unit	Progress	Score	Questions
Easy Alternatives	Initial Consonants	Complete	124	124
	Final Consonants	Complete	80	80
	Medial Vowels	Complete	124	124
	Mixed Positions	Complete	98%	80
Difficult Alternatives	Initial Consonants	Complete	98%	56
	Final Consonants	Complete	95%	40
	Medial Vowels	Complete	98%	56
	Mixed Positions	Complete	95%	40

### Percent Correct

To make progress, students must correctly answer at least 90% of spelling questions.

### Questions

#### Easy Alternatives

- Initial Consonants: 80
- Final Consonants: 40
- Medial Vowels: 40
- Mixed Positions: 200

#### Difficult Alternatives

- Initial Consonants: 80
- Final Consonants: 40
- Medial Vowels: 40
- Mixed Positions: 200

If a group must be repeated, the student will only be required to repeat units on which they had demonstrated difficulty.

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

### Are there red bars under Progress?

Red bars indicate that the student was unable to pass one or more units within a group after 3 attempts, and will come back to that content after some practice. Make sure that the student remains focused and motivated.

### Is percent correct well below 85%?

The student may be struggling with specific spelling patterns. Check the Errors section of this report to determine where the student needs additional support.

Note that percent correct reflects performance across all of the units in a group, and up to three attempts at each unit, so early difficulties can mask later successes and successes on some units can mask difficulties on others. Check the Error Report for the most recent day's results.

### Has the student taken too many questions without passing?

Typically, students require up to 90 questions to complete the Initial Consonants groups, 50 questions to complete the Final Consonants groups, 90 questions to complete the Medial Vowels groups, and 300 questions to complete the Mixed Positions groups.

A student who is still working on a group after completing the typical number of questions may be struggling. Check the Errors section of this report to determine where the student is struggling so you can assist them with specific word families.

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

### PROGRESS: Errors - Magic Rabbit

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

Group	Easy Alternatives		Difficult Alternatives	
	Errors	Errors / Questions	Errors	Errors / Questions
Initial Consonants	h	10%	1 of 10	50%
	m	11%	2 / 18	33%
	p	25%	1 of 4	80%
Final Consonants	f	75%	3 of 4	
	l	25%	1 of 4	
Medial Vowels	o	40%	2 of 5	

### Are specific spelling patterns highlighted in red?

Consider providing the student with instruction on the specific spelling patterns 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 Magic Rabbit 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 Magic Rabbit.



#### **Does the student understand the exercise goal/task?**

If the student is demonstrating difficulty with understanding the task, consider clarifying the instructions, setting a goal based on student need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

1. Set a clear goal.
  - a. 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.
  - b. Review the goal with the student and check for understanding.
2. Introduce and model how the student will monitor their goal.
  - a. Choose or create a self-monitoring chart for students to track their progress. Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - b. Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - c. Practice completing and interpreting the self-monitoring chart with the student.
3. Model the steps required to complete the exercise:
  - a. Review the steps of Magic Rabbit with the student.
  - b. Sit with the student and practice completing 2-3 words together, talking through the sounds that you hear, and the letters that represent each sound.
  - c. Ask the student to explain or show you how to complete the task.
  - d. Monitor independent practice and provide feedback and prompting 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.

1. Adjust the pacing or duration of instruction.
2. 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. Adjust the schedule when needed to increase the student's momentum, success and confidence.
3. 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.



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

Check the student's headset, volume controls, and background noise level.



## **Is the student answering impulsively?**

If the student is working quickly and responding without pausing to think through their answers, sit with them as they work through 2-3 words in Magic Rabbit. For each word, ask the student to repeat the word that they heard, blend its sounds, and identify the number of sounds that they heard. Then ask the student to select the missing letter to complete the spelling of the word. Monitor the student as they work independently for 2-3 more words. If they continue to answer impulsively, prompt them to count the sounds that they hear for each word before selecting an answer.

## Facilitate and Encourage

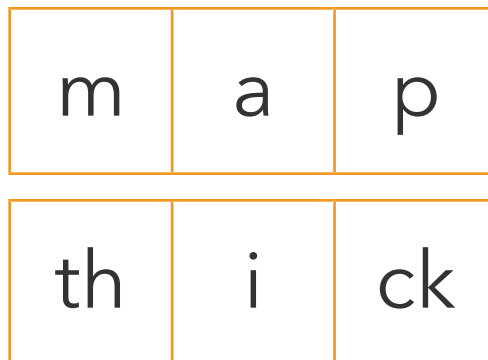


### Is the student identifying the correct number of sounds in each word?

Sit with your student as they work through 2-3 words in Magic Rabbit. For each word, ask the student to repeat the word that they heard, blend its sounds, and identify the number of sounds that they heard. If they do not identify the correct number of sounds, repeat and blend the word slowly, and ask them how many sounds they heard. If they still do not identify the correct number of sounds, tell them the answer and draw Elkonin Boxes\* for each sound in the word on a piece of paper or whiteboard. Ask the student to name the letters that represent each sound, and write those letters in each box.

Monitor the student as they work independently for 2-3 more words. Encourage them to listen for each sound that they hear. As needed, prompt them to repeat and slowly blend each word that they hear before selecting an answer.

\*Elkonin Boxes can be used to help bridge the connection between the sounds in a word and the letters or letter combinations that represent those sounds. In this strategy, each box stands for one sound—not one letter—in a word. For example, the words *map* and *thick* both have three boxes, since they are each comprised of three individual sounds:





## Is the student struggling with a specific phonogram (letter-sound correspondence)?

A phonogram is a letter or a letter combination that represents a sound. (For example, the letter combination [ck] makes the sound /k/). Look at the Errors section in the student's Progress Report to determine the specific phonograms they are struggling with. Review the sounds of these phonograms with the student.

To review:

- Write each phonogram on a flashcard.
- Show the student the phonogram card.
- Say the phonogram sound or sounds.
- Have your student repeat the sound or sounds.

Conduct a "speed round" where you point to each phonogram card and ask the student to say its sound. If the phonogram has several sounds, you may give your student a hint by holding up the number of fingers that correspond to the number of sounds (for example, hold up one finger for the phonogram *th*).

Lastly, call out one sound at a time and ask the student to point to the correct phonogram card. (For example: *What letters say th? What letter says a?*)

If the student does not identify the correct letter(s), tell them the answer and ask them to repeat it to you. (For example: *The letters th make the sound th. What letters make the sound th?*)

# Facilitate and Encourage

## Adjust Instruction/Intervene

### Student Resources

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



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.