



PACKING PIG GOES TO WORK

Teacher Manual

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Goals/Objectives

English Language Arts Standard(s)

Print Concepts: Students will demonstrate the ability to recognize and name all upper and lower case letters of the alphabet.

Language/ Reading Skills

Students will be able to...

- approach print with a basic understanding of how it works, including the concept that text conveys a message (print concepts)
- identify spoken words and distinguish between similar-sounding words (auditory word recognition)

Cognitive Skills

Students will be able to...

- hold a spoken letter name in working memory while identifying the matching letter (memory)
- focus on specific information about letters, sustain that focus, and ignore distractions while carrying out a task (attention)
- rapidly interpret and integrate auditory and visual information to identify and match uppercase and lowercase letters (processing)

Social-Emotional/ Executive Function Skills

Students will be able to...

- selectively focus and sustain attention on an activity
- inhibit impulsive responses
- build auditory-visual working memory skills
- integrate auditory and visual stimuli

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: 1 point 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 Highest Streak (Tube)

Objects move up and shoot out into the yard to show the current number of 3-in-a-row streaks in the session.

4 Time

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

5 Go (Speaker)

Presents a question.

6 Answer Buttons (Letters)

Present possible answers. The student must choose the correct answer.

7 Current Streak (Lights)

Lights turn on to show the current consecutive correct answers. Resets after 3 correct in a row or an incorrect answer.

8 Progress Meter (Buttons)

Tracks and celebrates every 10% of exercise content completion.

Exercise Overview

Task

In this exercise, the student helps Packing Pig package items by listening for an alphabet letter name and then identifying its matching written letter.

1. The student clicks the loudspeaker (Go button).
2. The student hears an alphabet letter name and then sees that letter on the screen, along with other letters.
3. The student clicks the letter that matches the one they heard.
4. The letter falls onto the conveyor belt, and the pig wraps it.

Content

In Packing Pig Goes to Work, the student practices letter identification with increasingly challenging groups of letters. The student works on the content in 2 tasks:

- Instruction: The student receives an instructional scaffold with the content (the correct answer flashes) to help them identify the correct letter.
- Practice: The scaffold is removed and the student revisits the content without help.

The exercise presents groups of 3-5 letters at a time. The groups are based on the Alphabet Song and start with lowercase letters, then uppercase letters, and finally mixed-case letters. Eventually, the groups of mixed-case letters are based on confusability (they are visually similar or have similar sounding names).

The first 3 sessions in each level start with the Alphabet Song to help reinforce the student's knowledge of letter-name associations.

Introductory Level	Instruction: Lowercase Letters, All Letters	Practice: Lowercase Letters
a, b	a-z	a, b, c, d e, f, g h, i, j, k l, m, n, o, p q, r, s t, u, v w, x, y, z

Exercise Overview

Instruction: Uppercase Letters, All Letters

A-Z

Practice: Uppercase Letters

A, B, C, D
E, F, G
H, I, J, K
L, M, N, O, P
Q, R, S
T, U, V
W, X, Y, Z

Practice: Lowercase & Uppercase Letters, Easy Groups

Aa, Bb, Cc, Dd
Ee, Ff, Gg
Hh, Ii, Jj, Kk
Ll, Mm, Nn, Oo, Pp
Qq, Rr, Ss
Tt, Uu, Vv
Ww, Xx, Yy, Zz

Practice: Lowercase & Uppercase Letters, Difficult Groups

T, D, a, o
G, C, u, v
i, y, W, V
J, L, c, z
l, l, S, Z
g, j, K, R
s, x, B, P
e, t, M, N
d, b, E, F
p, q, A, H
X, Y, r, n
f, m, O, Q
h, k, w, U

Did you know?

Recognition of upper and lowercase letters of the alphabet requires auditory-visual integration, as well as the executive function capacities of selective attention to visual details and auditory-visual working memory. For these reasons, uppercase and lowercase letter identification is a foundational prerequisite for reading and writing.

Children who struggle with learning uppercase and lowercase letters often continue to struggle with written word identification and reading comprehension. Focusing on letter identification tasks, with adequate practice and repetition, can build the integration, attention, and working memory skills necessary for success with reading.

Progression

To advance to the next group of letters, the student must answer as follows:

- Instruction: 2 correct answers out of the last 2 questions
- Practice: 4 correct answers out of the last 5 questions

To complete Packing Pig Goes to Work, the student must pass all groups.

Facilitate and Encourage

Introduce

Engage

To introduce the exercise to your students, ask: [Do you know how to say all the letters of the alphabet? If I say an alphabet letter name can you find its matching written letter?](#) Let your students show you how they know how to say each letter of the alphabet by having them say the alphabet or sing the Alphabet Song .

Using a stack of sticky notes, write each uppercase letter and lowercase letter on separate sticky notes. Stick all the sticky notes up on the wall. Say a letter name and have students select the uppercase and lowercase letter that matches what you said. Discuss the pairs of upper and lowercase letters they select drawing their attention to the visual and auditory similarities and differences between them.

Demo

1. Say: [Today, we're going to practice identifying upper and lowercase letters. Together, we'll work on an exercise called Packing Pig Goes to Work. I'll get us started, and then I'd like for you to try.](#)
2. Project the "Early Levels" demo for Packing Pig Goes to Work.
3. Follow along with the demo, which explains how the exercise works.
 - Click the loudspeaker to hear a letter name and see that letter on the screen. The first few times, the letter will fall automatically onto the conveyor belt to be wrapped. Then the letter will flash and wait for you to click it to get wrapped.
 - After clicking the letter a few times, the speaker will announce a letter name and present a choice of letters. Explain how to identify and click the correct letter.
4. Demo the keyboard shortcuts:
 - Go button (loudspeaker) = Space bar
 - Possible answers (letters on the screen) = Corresponding letter keys

Direct students to log in and work individually on the Packing Pig Goes to Work 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.



Packing Pig Goes to Work 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 Packing Pig Goes to Work 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 - Packing Pig Goes to Work

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	●	●	●	●	●	●
		●	●	●	●	●	●
		●	●	●	●	●	●
		●	●	○	●	○	●
		●	●	●	●	●	●

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	Coaster		Houndini		Hungry Tummy		Inside the Tummy		Packing Pig Goes to Work		Packing Pig Has Lunch	
		Min	Ques	Min	Ques	Min	Ques	Min	Ques	Min	Ques	Min	Ques
28	01/25/2021	15	78	15	32	-	-	-	-	-	-	-	-
27	01/20/2021	1	9	0	-	-	-	-	-	-	-	-	-
26	01/15/2021	15	104	15	31	-	-	-	-	-	-	-	-
25	01/12/2021	15	68	15	29	-	-	-	-	-	-	-	-
24	01/08/2021	15	88	15	24	-	-	-	-	-	-	-	-
23	01/05/2021	15	64	15	29	-	-	-	-	-	-	-	-
22	12/18/2020	10	47	10	22	-	-	-	-	10	18	-	-
21	12/15/2020	10	48	10	32	-	-	-	-	10	56	-	-
20	12/10/2020	-	-	20	41	-	-	-	-	20	117	10	45

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.

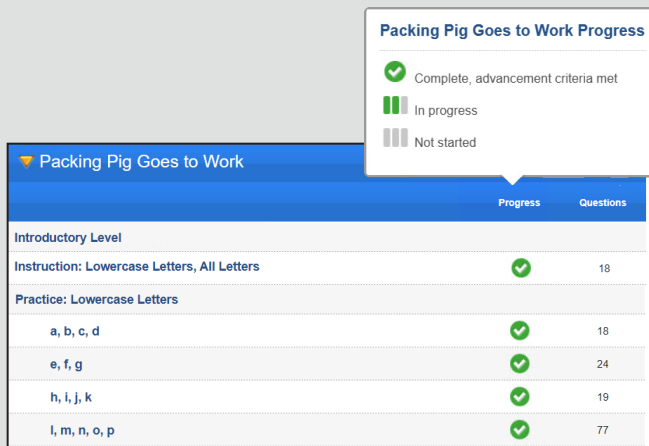
Is the student answering more questions than usual?

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 - Packing Pig Goes to Work



Questions (minimum number varies)

Introductory Level: 12

Instruction: Lowercase Letters, All Letters: 52

Practice: Lowercase Letters: 12-20 per group

Instruction: Uppercase Letters, All Letters: 52

Practice: Uppercase Letters: 12-20 per group

Practice: Lowercase & Uppercase Letters, Easy Groups: 12-20 per group

Practice: Lowercase & Uppercase Letters, Difficult Groups: 16 per group

What to look for... what it means

Has the student answered too many questions without passing?

For the instruction task, most students should be able to complete these within 120 questions.

For the practice task, a student who is still working on a group after more than 30-40 questions may be struggling.

- The "l, m, n, o, p" groups typically take longer to complete because they have more letters.
- If a student has answered more than 40 questions in group, make sure the student remains attentive and motivated. Any increase in a student's chart shows that the student is making progress. Celebrate these improvements, however small they may seem.

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 Packing Pig Goes to Work 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 Packing Pig Goes to Work.



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: *Click the loudspeaker to hear a letter name and see the letter. At first, the letter that is the correct answer flashes to show you which letter to select. Later on, you will need to listen carefully for the letter name and then choose the correct answer from the letters you see on the screen.* As you observe the student, determine if you need to help the student remain focused or if the student is having trouble associating the spoken letter name to the written letter.



Is the student having difficulty hearing the subtle difference between close sounding letter names, such as *b* and *d*, or *m* and *n*?

The pronunciation of most letter names includes at least one sound the letter commonly represents. In the letters *b*, *c*, *d*, *g*, *p*, *t*, the sound comes first and is followed by the /ee/ vowel sound.

It is important to devote attention to helping a student learn the letter name. It might be helpful to provide a name or other key word that students can associate with the letter (such as *bee* for *b* and *deer* for *d*) to help them differentiate.



Is the student confusing lowercase *b* and *d*?

Struggling readers may confuse these two letters and reverse them. With a pencil, lightly write an uppercase *B*. Then write a lowercase *b* over top of it in another color. The lowercase *b* fits inside of it! Students can use this trick to help them discriminate between these two commonly confused letters.



Facilitate and Encourage



Does the student not know alphabet letter names?

Everyone learns the alphabet in different ways. Provide a variety of activities for different types of students:

- Visual: Using letter cards play sorting and memory games where students have to make pairs of matching uppercase and lowercase letters.
- Auditory: Have the student sing along with the Alphabet Song to hear the letter names, or click a letter to hear Packing Pig say the letter name.
- Kinesthetic: Let students trace the shape of the letters on flashcards and then “draw” the shapes with their fingers on the floor, on doors or desks, or other places.



Is the student frustrated because they don't feel like they are making progress?

Check the student's Progress Report to identify which group (or groups) of letters the student is stuck on. Then play this game with the student to help you quickly identify which letter the student is having trouble with, and show the student how easily they can progress to a new group of letters.

1. Using sticky notes, write each letter from the group on a single note.
2. Put the letters in front of the student in alphabetical order, and explain how the game works. Say: **We're going to practice our letters. I'm going to say a letter out loud, and then I'd like you to point to that letter. Take your time and do your best!** To progress to the next group, the student must get consecutive correct answers:
 - a. 3-letter strings (e-f-g): 12 consecutive correct answers
 - b. 4-letter strings (a-b-c-d): 16 consecutive correct answers
 - c. 5-letter strings (l-m-n-o-p): 20 consecutive correct answers
4. Say a letter and have the student point to that letter. Continue to practice with students on any letters they may have difficulty with.

Adjust Instruction/Intervene

Student Resources

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



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.