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BY CARNEGIE LEARNING

PACKING PIG HAS LUNCH
Teacher Manual

Contents

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... • identify spoken words and distinguish between similar-sounding words (auditory word recognition) • approach print with a basic understanding of how it works, including the concept that text conveys a message (print concepts)
Cognitive Skills	Students will be able to… • hold the name and case of a letter in working memory while using visual-spatial memory to recall the position of 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 a lesson or an activity • inhibit impulsive responses • build phonological working memory skills • build confidence in listening and phonological awareness skills

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

③ Click Counter
Appears in highest levels only. Coins show the number of clicks allowed to find and confirm all of the matches. Any remaining clicks are awarded as bonus points.

④ Answer Buttons
Plays the sound of a letter; matching that letter with an upper or lowercase letter clears those letters from the screen.

⑤ Progress Meter (Stars)
Tracks and celebrates every 10% of exercise content completion.

⑥ Points
Shows total points awarded across all of a day's sessions.
- Correct answers: 1 point for each correct answer.
- Bonus points:
  - 1 point after making all matches on a small screen.
  - 3 points after making all matches on a medium screen.
  - 5 points after making all matches on a large screen
  - Remaining "clicks" awarded as points for each screen cleared in fewer than the maximum number of clicks.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

Task

Packing Pig Has Lunch presents groups of letters organized on the screen in a grid pattern. Students use their listening skills, their knowledge of letter names, and their memory skills to match uppercase and lowercase letters together to clear the screen and feed Packing Pig some lunch.

1. Click a letter to hear the letter name associated with it.
2. Click another letter to hear its letter name. If you hear the same letter name as the first letter, then you have found a match.
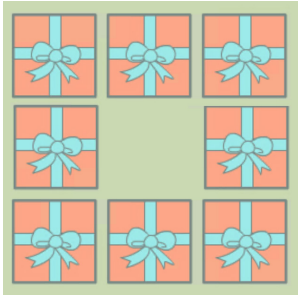3. Click the first letter again to confirm the match.

Content

In this exercise, the student works on matching all 26 letters of the alphabet in three different tasks of increasing difficulty. Each task begins with a few quick warm-up questions (matching 4 letters) before the student works on screens that present more letters (8 and 16).

Content	Memory Load	
Small Screen: Match 8 Letters	No Working Memory: Letters are always visible, and matches must be made in 2 clicks; for example, if the student clicks *M*, clicking *m* will complete the match.	
Large Screen: Match 16 Letters		

Content	Memory Load	
Small Screen: Match 8 Letters	Low Working Memory: Letters are initially hidden behind gift wrap, but they appear when clicked unless a match is missed. Matches should be made in 3 clicks as described above.	
Large Screen: Match 16 Letters		

Content	Memory Load	
Small Screen: Match 8 Letters	High Working Memory: Letters are hidden behind gift wrap, but they become visible for a moment when clicked. Matches should be made in 3 clicks as described above, and the maximum number of clicks allowed for clearing the screen is higher.	
Large Screen: Match Letters		

Progression

To complete Packing Pig Has Lunch, the student must pass all of the tasks in the exercise. Each task evaluates the student when they match all 26 letters in the alphabet. Students who do not pass will continue with that task, focusing on the letters with which they had difficulty.

Task	Screen Size	To make progress, students must...
Matching Letters, No Working Memory	small	...successfully match 80% of all letters
	large	...successfully match 80% of all letters
Matching Letters, Low Working Memory	small	...successfully match 80% of all letters
	large	...successfully match 80% of all letters
Matching Letters, High Working Memory	small	...clear the last 7 screens in 20 or fewer clicks
	large	...clear the last 4 screens in 60 or fewer clicks

Did you know?

In most alphabetic languages, the building blocks of writing are represented by uppercase and lowercase letter forms with a single name. Although letters are not complex visual symbols, they vary along several dimensions (size, shape, case) and thus underlie several essential properties for learning: visual size and shape recognition, and auditory-visual-verbal integration. Thus, repetitive practice with upper and lowercase letter recognition builds these important foundational integration capacities, which in turn are necessary for phonic decoding. Students who exhibit difficulty with upper and lowercase letter recognition may have difficulties with auditory or visual processing, phonological working memory, and/or rapid naming. Research indicates that these students benefit from continued repetitive practice with the letter recognition exercises, in tandem with other visual-phonological integration activities, until the skills become automatic.

Facilitate and Encourage

Introduce

Engage

To introduce the exercise to your students, ask: Do you know the difference between the uppercase and lowercase letters of the alphabet? Let your students discuss their ideas. If necessary, explain to your students how uppercase letters (letters that start proper nouns and sentences) and lowercase letters (letters that make up everything else) are combined to create words and sentences.

Using a stack of sticky notes, write the uppercase letters and lowercase letters on separate sticky notes. Stick the uppercase letters up on the wall. Have students select a lowercase letter and place it next to its matching uppercase letter. Show students some pairs of upper and lowercase letters and draw 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 Has Lunch. I'll get us started, and then I'd like for you to try.

2. Project the "Early Levels" demo for Packing Pig Has Lunch.

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

   - Say: Have you ever played a game called Memory or Concentration, where you turn over cards to find a match? This exercise is like that game. We will match letters to clear the boxes and feed Packing Pig some lunch. Let's practice to see how it works.

   - Click a letter to hear that letter's name. Then click the matching uppercase or lowercase letter to feed Packing Pig some lunch. As the exercise gets harder, the letters will be hidden until the boxes are clicked.

4. This exercise does not include any keyboard shortcuts.

Direct students to log in and work individually on the Packing Pig Has Lunch 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 Has Lunch 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 Packing Pig Has Lunch 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 Has Lunch

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

USAGE: Usage Details - Schedule

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

USAGE: Usage Details - Minutes/Questions

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.

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.

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 Has Lunch

Packing Pig Has Lunch Progress

✅ Complete, advancement criteria met

▮▮ In progress

▮▮▮ Not started

▼ Packing Pig Has Lunch

	Progress	Screens
Matching Letters, No Working Memory		
Small Screen	✅	17
Large Screen	✅	4
Matching Letters, Low Working Memory		
Small Screen	✅	12
Large Screen	✅	15
Matching Letters, High Working Memory		
Small Screen	▮▮	6
Large Screen	▮▮▮	

Screens

Minimum number of screens to pass a task:

- Small Screens: 7
- Large Screens: 4

What to look for... what it means

Has the student completed too many screens without passing?

The typical number of screens needed to pass a task varies. Most students should be able to pass as follows:

- Matching Letters, No Working Memory, Small Screens: 10
- Matching Letters, No Working Memory, Large Screens: 10
- Matching Letters, Low Working Memory, Small Screens: 35
- Matching Letters, Low Working Memory, Large Screens: 20
- Matching Letters, High Working Memory, Small Screens: 20
- Matching Letters, High Working Memory, Large Screens: 12

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 Packing Pig Has Lunch 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 Has Lunch.

✅ **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 different tasks in the exercise. Ask: Can you tell me what this exercise wants you to do? If needed, work with the student to ensure they understand how the exercise works. There are three tasks in this exercise.

- Task 1: Have the student point to each letter on the screen and name that letter, then point to the matching letter. After saying the matching letters, have the student use the mouse to click the matching letters to clear them. This slows the student down to improve focus and accuracy.

- Task 2: The letters are not visible until a square is clicked. Make sure the student is making a match as soon as it is presented by clicking the matching letter again before moving on to other letters; otherwise, the letters in that missed match will no longer be visible.

- Task 3: The letters are only visible for a brief time when clicked. To help the student remember where a matching letter was first seen, encourage the student to use a familiar pattern such as the reading pattern (top row from left to right, then move down to next row, follow left to right again). Using familiar patterns can help the student remember where the letters appeared.

✅ **Is the student having trouble identifying the different letters?**

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 the Alphabet Song. Sing along with them, or have them sing in a group.

- 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.

Facilitate and Encourage

☑ **Is the student ineffectively or improperly clicking the answer buttons?**

When a student struggles it is usually associated with a change in task. The flatline you see in their Progress Chart is almost always associated with improper "clicking" of the boxes in one of two ways:

- Double-clicking a letter before moving to the next one. Double-clicking is an almost reflexive action for some students.
- "Opening" all letter boxes before beginning to match letters.

Teach the student how to carefully click each answer button only once, then carefully move the mouse to the next answer button. Also teach them to click slowly through the answer buttons so they notice and confirm the matching letter as soon as it is presented.

☑ **Is the student attempting to find matches in a haphazard way?**

In the later levels of the exercise, the student has a limited number of clicks to find a match. The more they click around randomly looking for a letter match, the more clicks they lose and the less progress they will make. Clicking randomly will decrease the number of available clicks more quickly than using a strategy. Guide the student in using the following strategies:

- Teach the student to use a left-to-right, top-to-bottom strategy. After clicking the first object, the student should hold that letter in their memory while they go left-to-right seeking the matching letter. Clicking in a pattern can help the student remember the sound for each location on the screen.
- Have the student remember the first letter and then click until they find the matching letter. If the student can't remember the first letter, have the student click the location again to commit it to memory.
- Have the student continually whisper the first letter until they locate the matching letter. When the student finds the match to the letter they are whispering, have them go back and click the original location to complete the match. Repeat this process with the next letter.

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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.