



# BOOK MONKEYS

## Teacher Manual

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# Goals/Objectives

<b>English Language Arts Standard</b>	Students will build reading comprehension skills by answering questions that address literal meaning, cause and effect relationships, and inferential comprehension in fiction and nonfiction passages.
<b>Language/ Reading Skills</b>	Students will... <ul style="list-style-type: none"><li>• read texts with accuracy, appropriate rate, and expression to support comprehension (fluency)</li><li>• clarify the meaning of unknown words using strategies such as morphemic and contextual analysis (word learning strategies)</li><li>• use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conversations), discipline-specific terms, and multiple meaning words (academic language)</li></ul>
<b>Reading Comprehension Skills</b>	Students will... <ul style="list-style-type: none"><li>• distinguish key ideas from supporting details; summarize the text (key ideas and details)</li><li>• read texts independently, with minimal to no assistance (independent reading)</li><li>• recognize whether they understand what they are reading, and if necessary, take steps to repair their comprehension before continuing to read (monitoring comprehension)</li></ul>
<b>Cognitive Skills</b>	Students will... <ul style="list-style-type: none"><li>• use working memory for reading with comprehension and answering questions (memory)</li><li>• focus on specific information, sustain that focus, and ignore distractions while carrying out a task (attention)</li><li>• use language processing skills to identify written information and analyze its meaning in context (processing)</li><li>• recognize and track temporal and causal event sequences in passages (sequencing)</li></ul>
<b>Social-Emotional/ Executive Function Skills</b>	Students will... <ul style="list-style-type: none"><li>• build and continuously revise a mental model of text in working memory</li><li>• increase confidence in independent reading and ability to draw inferences based on personal knowledge and experience</li><li>• build social awareness through interpretation of character representations</li></ul>

## 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 to show time spent in the exercise.

### 3 Points

Shows total points awarded across all of today's sessions.

- Correct answers: 12 points on the first attempt, 6 points on the second attempt, 3 points on the third attempt.
- Bonus points: 40 points after 10 answers correct on the first attempt.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

### 4 Go Button

Presents a written paragraph.

### 5 Answer Buttons (Index cards)

Presents possible answers on index cards held by the young monkeys. The student must choose the card that displays the correct answer to the question.

### 6 Done Reading Button

Hides the current paragraph and presents a question about that paragraph.



# Exercise Overview

## Task

In Book Monkeys, the student independently reads fiction and nonfiction paragraphs, and then answers multiple-choice questions that tap into literal, Inferential, and causative comprehension.

## Content

### Progression

Students progress through increasingly difficult paragraphs and questions. Across three levels, the reading level varies through changes in vocabulary level and sentence length, while the difficulty of the questions varies in terms of how difficult it is to rule out the alternate answers. Increasing difficulty increases the attentional and memory demands of the task.

Question Type	Question Description	Example
Literal	True or False	Which of the following is a true statement about the paragraph?
Causative	Cause and Effect	Why did Mike get up early?
Inferential	Title	Which of the following would be the best title for this paragraph?
	Next	Which of the following is most likely to be the next line?
	Word	Which is the meaning of "scene" as used in this paragraph?
	Pronoun	Who does "he" refer to in this paragraph?
	Main idea	This story is mostly about...

## Did you know?

Reading comprehension involves creating a mental model of a text in working memory. When progressing through a text, the reader must continuously revise their mental model. This involves connecting information from different parts of the text, and connecting information from the text with the reader's own background knowledge. Sometimes, the text explicitly guides the reader to make connections, for example, providing signal words such as *because*, *next*, or *therefore*. At other times, the reader must draw inferences, such as inferring the motives behind a character's actions.

Most students need explicit instruction and practice in making both literal and inferential connections. Students who are learning English as a second language and those with spoken language limitations require more extensive practice with these skills. Researchers have found that reading a story with scripted inferencing questions not only improved students' comprehension for that story, it led the students to make more inferences during the shared reading of a second story (without scripted inferencing questions).<sup>1</sup> Research also supports the effectiveness of inference instruction for supporting English learners with reading comprehension difficulties.<sup>2</sup>

<sup>1</sup> de Koning, B. B., Wassenburg, S. I., Ganushchak, L. Y., Krijnen, E., & van Steensel, R. (2020). Inferencing questions embedded in a children's book help children make more inferences. *First Language, 40*(2), 172-191.

<sup>2</sup> Hall, C., Vaughn, S., Barnes, M. A., Stewart, A. A., Austin, C. R., & Roberts, G. (2020). The effects of inference instruction on the reading comprehension of English learners with reading comprehension difficulties. *Remedial and Special Education, 41*(5), 259-270.

## Introduce

### Engage

To introduce this exercise to your students, start by saying: [Today, we are going to answer questions after reading a short passage.](#) Display a short passage that will catch the students' attention. Consider choosing a topic that is funny, chosen by the class, or even based on a favorite film. After reading the passage, display one statement that is true and one statement that is false. Read each statement aloud. Ask: [Which sentence is true and which sentence is false?](#) Point to one sentence and say, ["Thumbs up" if this sentence is a fact.](#) Under the statement, write a T for each student that held their thumbs up. Point to the other statement and say: ["Thumbs up" if this statement is a fact.](#) After each response is collected, reveal which statement is true and which statement is false. Repeat for up to 3 pairs of true/false statements.

### Demo

1. Say: [Today, we're going to practice reading a paragraph and then answering questions about what we just read. Together, we'll work on an exercise called Book Monkeys. I'll get us started, and then I'd like for you to try.](#)
2. Project the "Introduction - English or Spanish" demo for Book Monkeys.
3. Follow along with the demo, which explains how the exercise works.
  - Read the paragraph and question with your students.
  - Review the possible answers. Explain which one is the best match and how you ruled out the other options.
  - Click the correct answer.
4. Keyboard shortcuts:
  - Go button = Space bar
  - Done Reading button = Space bar
  - Possible answers (top to bottom) = Number keys 1 - 4

Direct students to log in and work individually on the Book Monkeys 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.



Book Monkeys 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

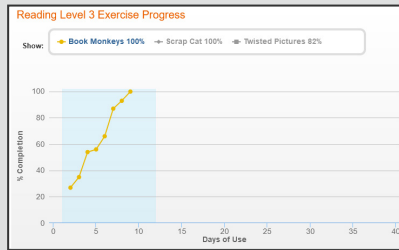
## Monitor Student Progress

Review Book Monkeys 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 Level 3 Exercise Progress - Book Monkeys

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	Book Monkeys	Scrap Cat	Twisted Pictures
10	11/05/2021	●	●	●
9	11/04/2021	●	●	●
8	11/03/2021	●	●	●
7	11/02/2021	●	●	●
6	10/28/2021	●	●	●
5	10/27/2021	●	●	●

**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	Book Monkeys Min	Book Monkeys Ques	Scrap Cat Min	Scrap Cat Ques	Twisted Pictures Min	Twisted Pictures Ques
10	11/05/2021	12	81	8	93	10	31
9	11/04/2021	12	70	8	100	10	25
8	11/03/2021	12	81	8	88	10	53
7	11/02/2021	12	71	8	97	10	46
6	10/28/2021	12	64	8	88	7	39
5	10/27/2021	12	41	8	93	10	38
4	10/26/2021	12	70	8	95	10	42
3	10/22/2021	9	49	0	-	0	-
2	10/21/2021	0	-	8	95	6	25
1	10/20/2021	12	54	8	85	10	37

#### 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.

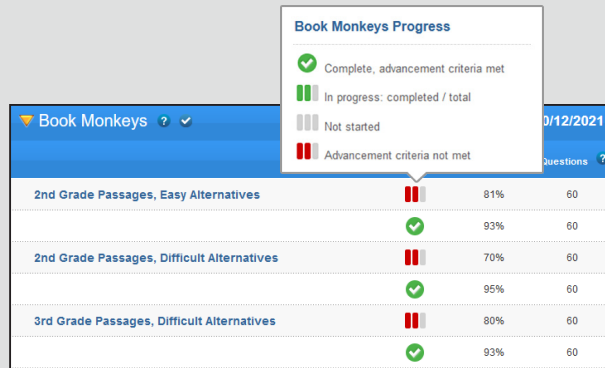
#### Is the student answering more questions than usual?

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 - Book Monkeys



### Percent Correct

To make progress, students must correctly answer 90% of the questions in a group.

### Questions

There are 60 questions in each group: 10 passages with 6 questions per passage.

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

### Are there red bars under Progress?

To pass a group, the student must correctly answer 90% of the 60 questions (at least 54). Red bars indicate that the student did not pass the group and will repeat the content. Make sure that the student remains focused and motivated.

### Is Correct below 60%?

The student may be struggling with the task. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

### When a level is repeated, does Correct increase?

The student has correctly answered more questions at this level and is making progress.

### When a level is repeated, does Correct decrease?

The student may be losing focus. Remind them to think about the corrective feedback to better understand why their answer was wrong before moving on to the next question. Check the Errors section of this report to determine where the student needs additional support.

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

Typically, students will pass a group within the first three attempts. A student who has not passed a group within 3 attempts may be struggling. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.



Reading Level 3 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 Book Monkeys 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 Book Monkeys.



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

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

- First, start by setting a clear goal:
  - 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.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 3 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.





## **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.

- Adjust the pacing or duration of instruction.
- Provide built-in breaks and allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.
- 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.



## **Are there words in the phrases or sentences that the student doesn't know?**

- Have the student write down any unfamiliar words.
- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided-notes, response cards, or note cards.

# Facilitate and Encourage



## **Is the student demonstrating difficulty with remembering what they have read, in order to answer comprehension questions later?**

- Provide a printed copy of the Book Monkeys Question Guide, and practice the strategy of asking and answering these kinds of questions as you read.
- Review the questions together, then read a very short story aloud, while your students follow along. Periodically stop and model asking yourself one of the questions then finding the answer in the text.
- Ask your students to respond to the passage, prompting them with questions like these:
  - What are they doing?
  - Who is the main character?
  - How does the character feel?
  - Why does the character feel that way?
  - What happened first? What happened last?
  - What does the word \_\_\_\_ mean? How do you know?
- Discuss how the strategy worked for them. Did it help them to remember important ideas from the story?



## **Is the student struggling to answer cause and effect, inferencing, main idea, sequencing, or true/false questions?**

Pair the relevant Book Monkeys Worksheet (in Student & Teacher Resources) with this intervention.

- Select a fiction or nonfiction text.
  - If the student is completing this exercise independently, provide a passage according to their independent reading level.
  - If the student is completing this exercise with an instructor, provide a passage according to their independent or instructional reading level.
- Add up to 5 questions about the selected text to the worksheet.
  - The first two example questions are meant as a guide and may be revised or replaced to better match the selected text.
- Have the student read the text (or listen to you and read along).
- Have the student answer the questions in the worksheet.

## Adjust Instruction/Intervene

### Student Resources

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



Book Monkeys Question Guide and/or Worksheets in [Student & Teacher Resources](#)



Reading Level 3 Completion Chart in [Student & Teacher Resources](#)

Students can self-monitor their progress in each Reading Level 3 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.