



# CHICKEN DOG

## 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 and apply that knowledge to the process of sounding out and reading words (phonics)
- apply knowledge of letter-sound mappings, spelling rules and patterns, and irregular spellings to create a visual representation of a word (spelling)

## Cognitive Skills

Students will...

- hold a word in working memory while recalling letter-sound associations from long-term memory (memory)
- focus on sounds within words and the letters that represent those sounds, sustain that focus, and ignore distractions while carrying out a task (attention)
- rapidly interpret and integrate auditory and visual information to identify the missing letters within partially spelled words (processing)
- use positional cues to identify missing letters (sequencing)

## Social-Emotional/ Executive Function Skills

Students will...

- be motivated to write longer and more complex sentences and paragraphs as spelling becomes more automatic and less effortful
- be confident in their ability to write on demand for homework assignments and during tests
- be able to more fluently express thoughts and emotions in writing as one method of emotional self-regulation

### 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 Progress Indicator

One square on this sign lights up for each 10% of the exercise the student completes.

### 4 Current Streak (Hot Dog Picture)

Above the cash register/scoreboard, a picture of a hot dog appears in three sections to show the current number of consecutive correct answers. Resets after 3 correct in a row or an incorrect answer.

### 5 Points

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

- Correct answers: 5 points
- High score: Animates when the student surpasses the highest score ever achieved in one session

### 6 Answer Buttons (Condiment Bottles)

The options for the missing letter or letters are presented on 5 condiment bottles. The student must click on the correct bottle to correctly spell a word.

### 7 Go Button

Clicking the hot dog vendor's cash register starts a question. A word is spoken, a partially spelled word appears on the bun of the hot dog being served, and the missing letter or letters appear on one of the condiment bottles. When a partially spelled word is displayed, students can click the Go button again to hear the word again.

### 8 Number of Streaks (Bird Seed and Eggs)

The hot dog vendor gets a birdseed "tip" in her tipjar after the student makes each 3-in-a-row streak. After 4 streaks, she eats the seed and launches an egg to the nest on the building next door (up to 14 eggs).

# Exercise Overview

## Task

In Chicken Dog, the student helps the hot dog vendor by listening to words and selecting the correct letters to complete partial spellings of those words. Periodically, the student will have the opportunity to complete a one-minute “speed round” where they can earn extra points as they rapidly review words they have previously learned.

## Content

### Progression

In Chicken Dog, the student answers 600 spelling questions that focus on a variety of spelling patterns:

- Initial consonants
  - Simple Singles: b, d, f, h, l, m, n, p, r, s, t, v, w, y, z
  - Digraphs and Silent Letters: ch, sh, th, wh, ph, wr, kn
  - Two Letter Blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw
  - Three Letter Blends: scr, spr, spl, str, squ, shr, thr
  - Special Cases: c, k, qu, g, j
- Final consonants
  - Simple Singles: b, d, g, m, n, p, t
  - Doubles: zz, ff, ll, ss
  - Two Letter Blends: mp, nd, ft, lt, nt, lf, st, nk, ng
  - Digraphs and Silent Letters: ck, lk
  - Special Cases: s, x
- Medial consonants
  - Singles: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, z
  - Digraphs and Silent Letters: ch, ck, dg, gh, lk, sh, th, ph
  - Two Letter Blends: bl, cr, mp, nc, nd, nt, rm, rs, rt, st
  - Three Letter Blends: btr, bst, ctr, rtm, ldr, ncl, ncr, nds, ngr, ntr, rnm, rtr, spl str, tst, xpl
  - Doubles: cc, dd, ff, gg, ll, mm, nn, pp, ss, tt
- Vowels
  - Short: a, e, i, o, u
  - Long with Silent E: a\_e, e\_e, i\_e, o\_e, u\_e
  - R-Controlled: ar, er, ir, or, ur
  - Diphthongs: , ew, ou, ow, oi, oy
  - Digraphs: ai, ay, oa, ea, ee, eu
  - Special Cases: au, aw, y, oo

As students progress, they are challenged to decode words with a variety of lengths and spelling patterns (e.g., amphibian, economic, feud, immediate, knuckle, skateboard) and to think about the internal structure of the words. This design helps students build word reading fluency and vocabulary knowledge, as well as the ability to selectively attend to relevant aspects of the words.

### Did you know?

Reading research has consistently shown the importance of spelling in the development of word reading efficiency. Ehri (1995, 2000) has asserted that reading and spelling have a reciprocal relationship. Both reading and spelling help children build word-specific knowledge. In turn, this builds knowledge of the graphophonemic system, which supports decoding unfamiliar words. Shahar-Yames & Share (2008) have expanded on this view, explaining that the process of converting graphemes to phonemes (for reading) and phonemes to graphemes (for spelling) both fulfill a self-teaching function that leads to high-quality orthographic knowledge.

Using a word completion task to provide intensive practice in converting phonemes to graphemes, Chicken Dog is designed to systematically build high-quality orthographic knowledge. It is well known that phonological processing skills play a critical role in reading acquisition. Orthographic processing skills are also critical, as orthographic knowledge makes its own distinct contribution to word recognition (Barker, Torgesen, & Wagner, 1992; Cunningham, Perry, & Stanovich, 2001).

Barker, T. A., Torgesen, J. K., & Wagner, R. K. (1992). The role of orthographic processing skills on five different reading tasks. *Reading Research Quarterly*, 27, 335-345.

Cunningham, A. E., Perry, K., & Stanovich, K. E. (2001). Converging evidence for the concept of orthographic processing. *Reading and Writing: An Interdisciplinary Journal*, 14, 549-568.

Ehri, L. C. (1995). Phases of development in learning to read words by sight. *Journal of Research in Reading*, 18, 116-125.

Ehri, L. C. (2000). Learning to read and learning to spell: Two sides of a coin. *Topics in Language Disorders*, 20, 191-236  
Shahar-Yames, D., & Share, D. L. (2008). Spelling as a self-teaching mechanism in orthographic learning. *Journal of Research in Reading*, 31, 22-39

# Facilitate and Encourage

## Introduce

### Engage

Introduce the Chicken Dog exercise to your students by reviewing how we spell words with regular patterns in them. 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 Chicken Dog, you will need to think about the sounds that you hear, and then choose the letter or letters that show those sounds in writing. Remember that sometimes we use more than one letter to spell the sounds that we hear. 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 **hoist**, /hoist/. 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 /h/, your second finger as you say /oi/, your third finger as you say /s/, and your fourth finger as you say /t/.
3. Identify the number of sounds in the word. Say: *How many sounds do you hear in **hoist**? (Four 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 four sounds in the word **hoist**. How many sounds are there?*
4. Ask students to identify each individual sound in the word. Say: *What's the first sound in **hoist**?* and so on. If students misidentify a sound, tell them the sound and ask them to repeat it.
5. Ask students to share all the ways they can picture spelling the sound /oi/. (They should share the phonograms [oi] and [oy].) If students do not identify one of these phonograms, write the letter(s) on the board and say the letter name(s) and sound. Review the spelling pattern for this sound: *If we hear /oi/ at the end of the word, it is usually spelled with the letters [oy]. If we hear /oi/ in the middle of the word, it is usually spelled with the letters [oi].*
6. Spell the word. Have students write the word on a piece of paper or a whiteboard. Say: *Write the letters for each sound in **hoist**.*
  - a. Variation 1: For students who struggle to hear the individual sounds in *hoist*, draw a four-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 **host**, and we are spelling **hoist**. Does that match? What letter do we need to add to make the /oi/ sound?*

## Facilitate and Encourage

- b. Read what the student wrote and ask them to think about the spelling patterns that they know for the sound /oi/. For example: *Does the /oi/ sound come in the middle or the end of the word? What do you know about how to spell this sound if it comes in the middle of a word?*
- c. 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 Chicken Dog.

### Demo

1. Say: *Today, we're going to practice completing partly spelled words. Together, we'll work on an exercise called Chicken Dog. I'll get us started, and then I'd like for you to try.*
2. Project the "Introduction - English or Spanish" demo for Chicken Dog.
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.

Direct students to log in and work individually on the Chicken Dog 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.



Chicken Dog 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

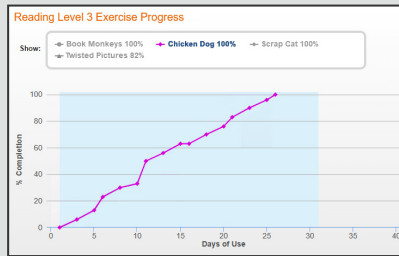
## Monitor Student Progress

Review Chicken Dog 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 - Chicken Dog

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	Chicken Dog	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	●	●	●	●		
4	10/26/2021	●	●	●	●		

**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 Ques	Chicken Dog Min Ques	Scrap Cat Min Ques	Twisted Pictures Min Ques		
10	11/05/2021	15 111	- -	15 65	- -		
9	11/04/2021	- -	- -	15 75	- -		
8	11/03/2021	- -	- -	15 69	15 64		
7	11/02/2021	15 130	15 19	- -	11 41		
6	10/28/2021	9 88	10 22	11 46	- -		
5	10/27/2021	- -	15 29	- -	15 75		
4	10/26/2021	15 136	- -	15 64	10 76		
3	10/22/2021	- -	11 24	11 41	15 29		
2	10/21/2021	- -	- -	10 28	- -		
1	10/20/2021	12 54	8 100	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.



## Where to look...

### PROGRESS: Progress Details - Chicken Dog Progress

Group	Progress	Correct	Questions
<b>Initial Consonants</b>			
Simple Singles: b, d, f, h, l, m, n, p, r, s, t, v, w, y, z	✓		
digraphs and Silent Letters: ch, sh, th, wh, ph, wr, kn			
Two Letter Blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw	✓		
Three Letter Blends: scr, spr, spl, str, squ, shr, thr			
<b>Final Consonants</b>			
Simple Singles: b, d, g, m, n, p, t	✓		
Doubles: zz, ff, ll, ss	90%	20	
Two Letter Blends: mp, nd, ft, lt, nt, lf, st, nk, ng	90%	30	
Digraphs and Silent Letters: ck, lk	92%	51	

### Percent Correct

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

### Questions

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| Initial Consonants                | Medial Consonants                 |
| • Simple Singles: 54              | • Singles: 54                     |
| • Digraphs and Silent Letters: 40 | • Digraphs and Silent Letters: 24 |
| • Two Letter Blends: 60           | • Two Letter Blends: 30           |
| • Three Letter Blends: 21         | • Three Letter Blends: 18         |
| • Special Cases: 21               | • Doubles: 30                     |
| Final Consonants                  | Vowels                            |
| • Simple Singles: 28              | • Short: 25                       |
| • Doubles: 16                     | • Long with Silent E: 25          |
| • Two Letter Blends: 36           | • R-Controlled/Special Cases: 35  |
| • Digraphs and Silent Letters: 6  | • Diphthongs/Special Cases: 44    |
| • Special Cases: 20               | • Digraphs: 30                    |

## 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 groups after 3 attempts. They will be moved to different content, returning to the challenging group(s) later. Make sure that the student remains focused and motivated and check the Errors section of this report to determine where the student is struggling so you can assist them with specific spelling patterns.

### Is percent correct well below 80%?

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 attempts on each unit, so early difficulties can mask later successes. Check the Error Report for the most recent day's results.

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

Students typically complete most groups within one to two attempts. For example, most students complete Initial Consonants Two Letter Blends after answering 60-120 questions. Some groups tend to be harder, and students often need three attempts to complete these. Harder groups include Final Consonants Digraphs and Silent Letters, Medial Consonants Digraphs and Silent Letters, Medial Consonants Two Letter Blends, Long Vowels with Silent E, R-Controlled Vowels, and Diphthongs.

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 spelling patterns.

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

### PROGRESS: Errors - Chicken Dog

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

Group	% Correct	Errors Out of Attempts
<b>Initial Consonants: Simple Singles</b>		
b	0%	1 of 15
d	0%	1 of 15
l	20%	0 of 18
<b>Initial Consonants: Digraphs and Silent Letters</b>		
ch	10%	1 of 10
th (as in "thee")	10%	1 of 10
<b>Final Consonants: Two Letter Blends</b>		
ft	10%	2 of 20

### 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 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 Chicken Dog 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 Chicken Dog.



#### **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 the student's area of 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 (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.
  - 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. Clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - a. Review the steps of the activity with the student.
  - b. Model or explain the steps of the activity.
  - c. Practice completion of the task with the student.
  - d. Encourage the student to explain or show you how to complete the task.
  - e. 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.

1. Adjust the pacing or duration of instruction.
2. 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.
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 Chicken Dog. 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 them to check for any sounds that we spell with more than one letter (such as [ea] for the sound /ē/).

Ask the student to select the missing letter(s) 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



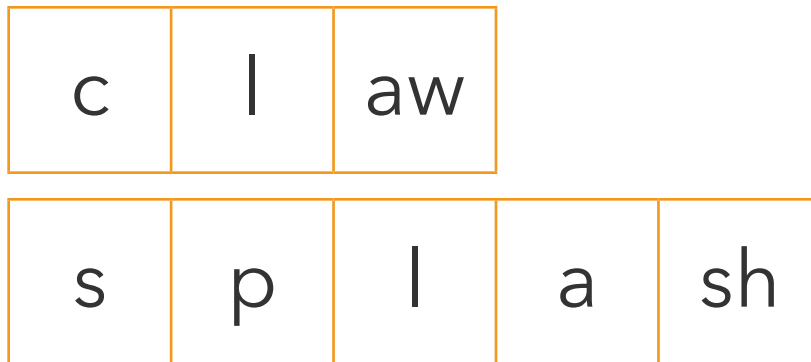
### Is the student identifying the correct number of sounds in each word?

Sit with your student as they work through 2-3 words in Chicken Dog. 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. Watch for difficulty with identifying the sounds in consonant blends.

If your student does 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. Remind them that we sometimes use more than one letter to represent a sound (such as when we use the letter combination [ai] to spell the sound /ā/).

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 word *claw* has three boxes, since it comprises three individual sounds, while the word *splash* has five boxes. Even though we sometimes talk about a consonant blend as a unit, a blend like [spl] is made up of three separate sounds, while a diagraph like [sh] corresponds to a single sound.





## 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 [ea] makes the sound /ē/). 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 [ea]).

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 /ō/?](#)

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/?](#)



## Is the student struggling with specific spelling patterns?

Use the worksheet below to support your student in understanding, identifying, and writing words with these spelling patterns.

- [Exploring Spelling Patterns: Consonant Doubling & Silent E](#)

# Facilitate and Encourage

## Adjust Instruction/Intervene

### Student Resources

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



#### [Reading Level 3 Completion Chart](#)

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.



#### [Exploring Spelling Patterns: Consonant Doubling & Silent E](#)

If your student is struggling with the Consonant Doubling or Silent-E spelling patterns addressed in Chicken Dog, use this worksheet to provide direct instruction and review examples of those patterns, and to give your student the opportunity to study and categorize words based on those spelling patterns.