FROGS, DOGS, KITTENS AND KIDS 1 & 2
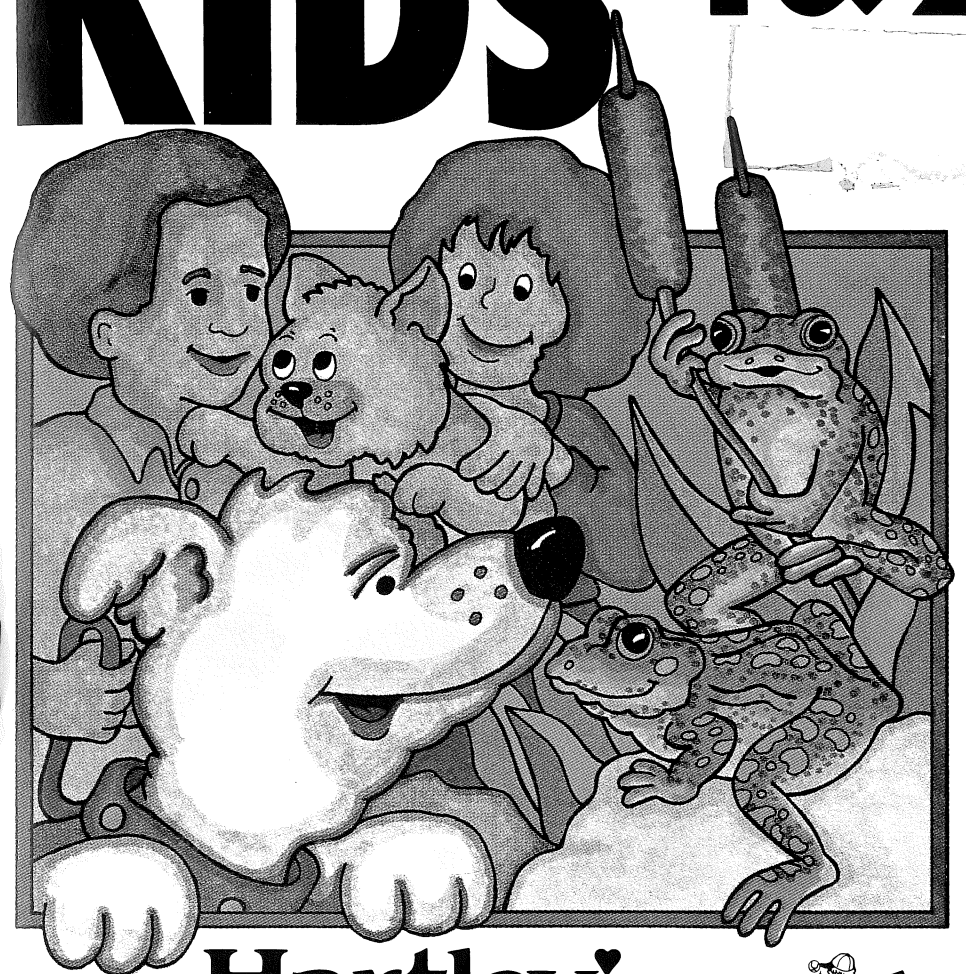
Hartley ™.

FROGS AND DOGS
1 and 2

Author: Janet Goldman

Hardware Requirements:I Apple II+, IIe, IIc,or IIGS*, monitor, and one disk drive.

* Apple II+, IIe, IIc, and IIGS are registered trademarks fo APPLE COMPUTER, INC. Apple Computer makes no warranties, either express or implied, regarding the enclosed software package, it merchantability or its fitness for any particular purpose.

081689

Just the Facts

1. Back-up disks: Back-ups are provided in some packages. If back-up disks are not included, they may be purchased by returning the red certificate enclosed in the package along with $10 (plus $2 shipping). Unless specified in the documentation, disks may NOT be copied without permission from the publisher.

2. Computer Center Paks (CCPaks): These provide multiple copies for use within a single school building. Disks from a computer center pak are not to be used in more than one building. Customized CCPaks will be built for a school on request.

3. Multi-Load: Some programs are specifically designed to multi-load. This is indicated in the respective teacher's manual. Many programs, however, require the master disk to be in the drive to load additional information or graphics when the programs require it. If it is possible to load all information into the computer memory at one time, and the program will run properly when the disk is removed, then you have Hartley's permission to use the program in this manner.

4. Networks: Programs may be licensed for hard disk networks (such as Corvus). You can't simply load a program onto your hard disk. Because of the student management, a special network version of the program is required. Since network technology changes rapidly, contact the Hartley office for the most recent information on networks and pricing. 1-800-247-1380 (in Michigan, 1-517-646-6458)

5. 3.5 inch disks are available for most Apple and IBM programs. The order blank in the Hartley catalog indicates present availability for specific titles. If you have a 5.25 inch disk and wish to exchange it for a 3.5 inch disk, you may do so at no charge within the 60-day unconditional warranty period. After that time, there is a $10 update charge.

6. Replacement of Disks: Programs damaged for any reason will be replaced at no charge for 60 days after purchase. After the 60 day period, there is a $10 replacement charge. Please call the Hartley office for a Return Authorization Number (RA#).

TABLE OF CONTENTS

1.0 PURPOSE/DESCRIPTION

Delightful stories and full-color graphics provide early readers with carefully sequenced practice in the development of inferential and factual comprehension. Each story is followed by a question requiring the child to identify details, main ideas, cause and effect relationships, feelings and moods, character traits, or settings. Other lessons focus on the correct use and understanding of pronouns, the classification of objects and ideas, drawing conclusions, and predicting outcomes. One set of lessons practices exclusively on the sequencing of events into a logical order.

The vocabulary used has been carefully controlled, allowing focus on the skills involved. Readability tests show that all content is at a 1.5 grade level or lower.

Complete diagnostic recordkeeping identifies the skill with which the child is having difficulty. All questions and stories are modifiable.

The lesson content is arranged as follows:

Level 1:	Disk 1	Main Idea
		Details
	Disk 2	Drawing Conclusions
		Predicting Outcomes
	Disk 3	Cause and Effect
		Pronoun Referents
Level 2:	Disk 4	Classification
		Feelings and Moods
	Disk 5	Setting
		Character Traits
	Disk 6	Sequencing

2.0 RUNNING THE PROGRAMS

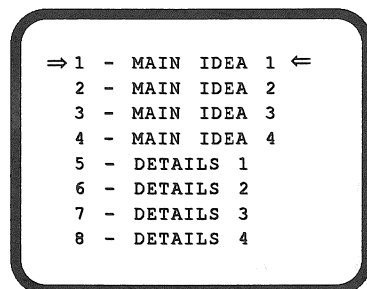These disks will boot on a 3.3 Disk Operating System.

Put any disk in drive #1 and close the small door. Turn on your computer. This will automatically boot your disk.

The credits will vanish and this screen will appear:

```
┌────────────────────────────┐
│                            │
│     Type  your  name.      │
│                            │
│                            │
│         ---                │
│                            │
│                            │
│      Press <RETURN>        │
│                            │
└────────────────────────────┘
```
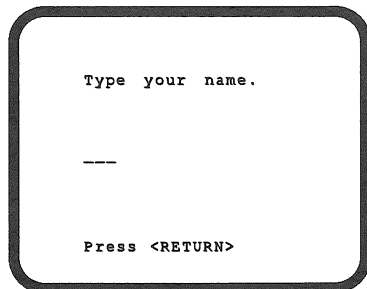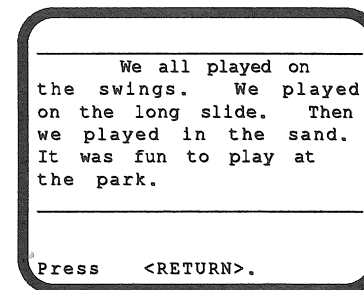
To run a lesson, type your name and press <RETURN>. (Use the shift key to capitalize the first letter, if you wish.)

The next frame allows you to choose a lesson.

```
┌────────────────────────────┐
│                            │
│  ⇒1  -  MAIN  IDEA  1  ⇐   │
│    2  -  MAIN  IDEA  2      │
│    3  -  MAIN  IDEA  3      │
│    4  -  MAIN  IDEA  4      │
│    5  -  DETAILS  1         │
│    6  -  DETAILS  2         │
│    7  -  DETAILS  3         │
│    8  -  DETAILS  4         │
│                            │
└────────────────────────────┘
```
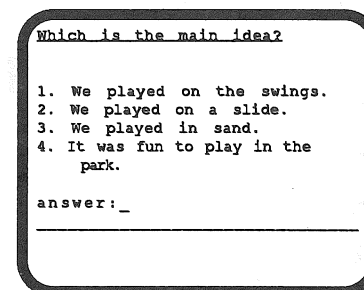
You make your choice by using the <SPACE BAR> to move the arrow to the lesson you want, press <RETURN>. The lesson will load.
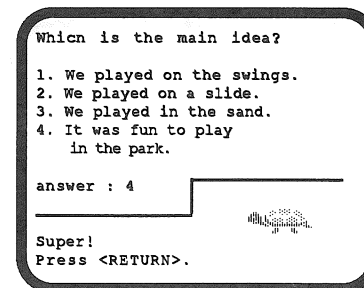
The first screen of the lesson will appear:

```
┌────────────────────────────┐
│      _____    │
│         We all played  on   │
│  the  swings.    We  played │
│  on  the  long  slide.  Then│
│  we  played  in  the  sand. │
│  It  was  fun  to  play  at │
│  the  park.                 │
│      _____    │
│                            │
│ Press    <RETURN>.          │
└────────────────────────────┘
```

The story is presented here. Scrolling is under student control; s/he presses <RETURN> when ready to read the next frame. The student may use the ⇐ to back up and reread the story at any time before answering a question. (This is a Design Option; see that section of the manual to change this.)

After the story, a question appears, like this sample:

```
┌────────────────────────────┐
│ Which is the main idea?     │
│                            │
│ 1.  We  played  on  the swings. │
│ 2.  We  played  on  a  slide.   │
│ 3.  We  played  in  sand.       │
│ 4.  It  was  fun  to  play in the│
│        park.                │
│                            │
│ answer:_                    │
│ _____      │
└────────────────────────────┘
```

If the student answers correctly, a reinforcer appears.

```
┌────────────────────────────┐
│ Whicn is the main idea?     │
│                            │
│ 1. We played on the swings. │
│ 2. We played on a slide.    │
│ 3. We played in the sand.   │
│ 4. It was fun to play       │
│    in the park.             │
│                            │
│ answer : 4      ┌───────    │
│                 │           │
│ Super!                      │
│ Press <RETURN>.             │
└────────────────────────────┘
```

If the student answers incorrectly, the incorrect answer is crossed out and a message appears at the bottom of the screen.

```
Whicn is the main idea?

1.  Trees  have  bugs.
2.  Ponds  have  bugs.
3.  Flowers  have  bugs.
4.  Bugs  are  everywhere.

answer : 1
_____

Sorry,  try  again.
Press   <RETURN>.
```

If answered incorrectly the second time, the correct answer is shown. See Design Options to set the number of tries a student gets before the correct answer is shown.

In most lessons, there are HINTS when the student makes an error. If a question is answered incorrectly, this message appears:

```
Which is the main idea?

1.  We  played  on  swings.
2.  We  played  on  a  slide.
3.  We  played  in  sand.
4.  It  was  fun  to  play  in  the
park.
_____

answer :  3
Sorry.
Press   <RETURN> for a hint.
```

The next frame will restate or highlight the key idea as a clue to the correct answer.

```
          Swings,  a  slide  and
sand  are  all  things  in
the  park.




Press      <RETURN>.
```

The student is then returned to the question frame for another try. (If you are using HINTS, you will need to set the Design Option for "number of tries before the answer is shown" to at least 2.)

An EXPLANATION frame may be used to help a student understand "why" they missed a question.

```
The  correct  answer  is:
4. It was fun to play in the
park.
_____

Swings,  a  slide,  and  sand  are
all things in the park.


_____

Press   <RETURN>.
```

The student can terminate the lesson by pressing <ESC>TWICE when a response is called for. (Sometimes the <ESC> key may be pressed accidentally. If this happens, the lesson will not end. To use <ESC> to end a lesson, the <ESC> key must be pressed twice.)
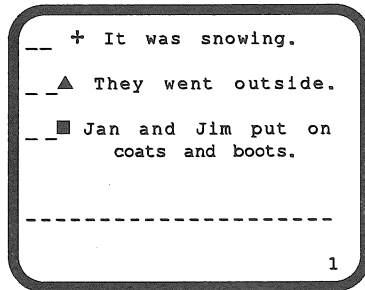
After all the questions in the lesson have been presented to the student, or the lesson terminated by pressing the <ESC> key, the following screen will be shown. It indicates the number of questions answered, and the number of questions correct on the first try.

```
Jamie              <MAIN IDEA 1>
         ■■ ■■■ ■ ■□□


Out of 9 questions, you
answered  9  and had  7
correct on 1 st try.
_____

Good  Work!
        Press   <RETURN>.
```

The picture is shown once more; the student should press <RETURN> which will take him/her to the "Type your name" frame, ready for another lesson or student.
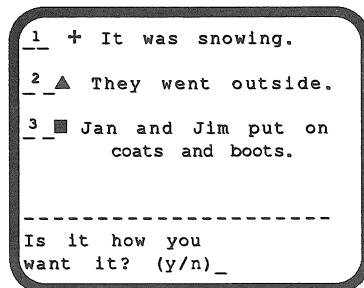
SPECIAL NOTES ON SEQUENCING

The lessons on Disk 6 present random sentences which may be rearranged into sequential order to tell a story.

```
 __  +  It  was  snowing.

 _ _▲  They  went  outside.

 _ _■  Jan  and  Jim  put  on
         coats  and  boots.


 ----------------------
                         1
```
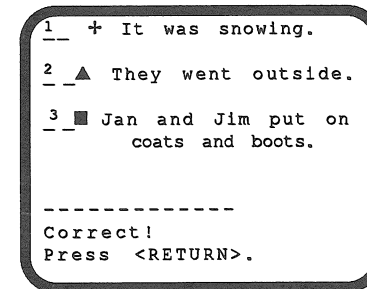
The task for the student is to number the sentences in sequential order. The <SPACE BAR> is used to move form line to line. Type one number on each space. (Cycle through as many times as necessary!)

The colored shapes were included to help the student track the action of the computer as it rearranges the sentences. At least during the first lesson, help the student watch and recognize what is actually happening!

The program will rearrange the sentences into the order indicated by the student's numbers.

```
 1_  +  It  was  snowing.

 2_▲  They  went  outside.

 3_■  Jan  and  Jim  put  on
         coats  and  boots.


 ----------------------
 Is  it  how  you
 want  it?  (y/n)_
```
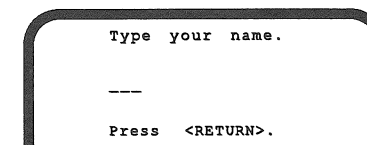
The student should be encouraged to reread at this point, responding to the question "Is this way you want it?" If <Y>, the answer will be checked, and appropriate feedback given. If <N>, the student may renumber the sentences. (The number of chances can be changed by teacher if desired. See Design Options In the TEACHER'S MENU section of the manual.)

```
 1_  +  It  was  snowing.

 2_▲  They  went  outside.

 3_■  Jan  and  Jim  put  on
         coats  and  boots.


 -------------
 Correct!
 Press  <RETURN>.
```
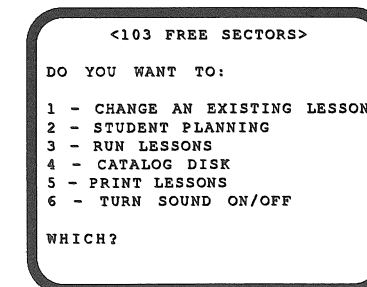
3.0 TEACHER'S MENU

The lessons on these disks are for the student. There are also programs for the teacher. These programs allow the teacher to modify the student lessons. They also are used to gain access to the student records.

The TEACHER'S MENU is accessed by using MENU (instead of a name) when this screen appears:

```
        Type  your  name.

        ---

        Press  <RETURN>.
```

The following MENU will be shown:

```
        <103 FREE SECTORS>

 DO  YOU  WANT  TO:

 1  -  CHANGE  AN  EXISTING  LESSON
 2  -  STUDENT  PLANNING
 3  -  RUN  LESSONS
 4  -  CATALOG  DISK
 5  -  PRINT  LESSONS
 6  -  TURN  SOUND  ON/OFF

 WHICH?
```

The following pages will describe exactly how to use each of these features on the MENU.

3.1 - CHANGE AN EXISTING LESSON

(NOTE: You can change the TEXT of the lessons. You may not change the pictures.)

First, you need to identify the lesson you wish to change. The menu of lessons will be shown. Use the **<SPACE BAR>** and **<RETURN>** to select and then load the lesson.

```
⇒ 1 - MAIN IDEA 1 ⇐
  2 - MAIN IDEA 2
  3 - MAIN IDEA 3
  4 - MAIN IDEA 4
  5 - DETAILS 1
  6 - DETAILS 2
  7 - DETAILS 3
  8 - DETAILS 4
```

This screen will appear next:

```
LESSON: MAIN IDEA 1


YOU HAVE 10 FRAME
IN THIS LESSON.



WANT TO ADD MORE FRAMES?   N
```

Note that a "no" answer has been presumed as the most likely answer. This is called a default value; press **<RETURN>** if that is the answer needed. If not, enter a **<Y>** to change to "YES, add frames, " and then answer " how many?"

If you are adding new frames, type the number of frames you wish to add. (Be careful! Once frames are added, they will be added to the lesson forever!) Whether you are adding frames or not, the first frame to appear will be the instruction frame.

```
       INSTRUCTIONS

Read the story.

Answer the question.

Use the  ⇐ to read the
story again.




Change instructions?    n
```

If you wish to change the instructions, simply "type over" the existing copy. You may enter 9 lines of instructions, just press **<RETURN>** to advance the cursor to the next line. If no changes are desired, use the right arrow to go quickly to the next frame.

To capitalize a letter, use the shift key on the IIe, IIc and IIGS. If you using an older Apple II +, press the ^ just before the letter to be capitalized. To make a blank in a question, use the @ sign on the II +.

The next frame to appear will be the first screen of the story or, if you are adding new screens, a blank screen will appear. Again, just type over existing copy if you wish to change it. Type new copy if you are adding new frames. The % sign at the bottom of the screen indicates to the computer that no answer is required. When the student runs the program, s/he will just see a "Press **<RETURN>** " message at the bottom of the screen.

A question frame ready for editing will look like this:

```
Which is the main idea?


1.  We  played  on  swings.
2.  We  played  on  a  slide.
3.  We  lplayed  in  samd.
4.  It  was  fun  to  play
          in the park.
_____

4 m
```

If you wish to change the question, just type over the existing information. If not, press **<RETURN>** to advance the cursor to the next line, or use the ⇒ to go to the next frame.

Each lesson deals with only one skill. It is possible, however, to edit a lesson so that it includes many skills. If you do this, you must code each question to make the recordkeeping work properly. The first number is the answer. This is what the student will type. The letter following it is the skill code. It can be used by the program to report errors in specific skill categories. The categories and their codes are:

MAIN IDEA	m
DETAIL	d
SEQUENCE	s
CAUSE/EFFECT	c
DRAWING CONCLUSIONS	w
PREDICTING OUTCOMES	o
PRONOUNS	p

Because the disk is designed to allow you to modify the lessons and add many skills, EACH QUESTION MUST HAVE THIS TWO PART ANSWER!

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3.11 HINTS AND EXPLANATIONS

After each question frame, this frame appears:

```
YOU   CURRENTLY   HAVE
A  HINT  FRAME
ASSOCIATED   WITH
FRAME   2.


WOULD   YOU   RATHER
HAVE  A  DIFFERENT  KIND
OF  FRAME?    N
```

The option allows you to enter an extra frame pertaining to the question. If you do not wish to add an extra frame, answer **<N>**. If you do, answer **<Y>** and this frame will appear:
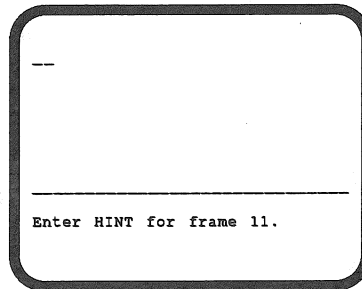
```
DO  YOU  WANT  TO:


1 - ENTER HINT FRAME
2 - ENTER EXPLANATION FRAME
3 - GO ON TO NEXT FRAME
4 - RE-ENTER PREVIOUS FRAME
5 - END THIS LESSON


WHICH?
```

This allows you to enter or edit a HINT or an EXPLANATION frame.

A HINT frame will be shown to the student after s/he misses the question the first time. Hint frames are used to guide the student to the correct answer.

11

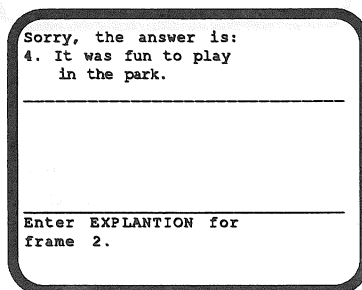Select 1- ENTER HINT FRAME and the press <RETURN>. This type of screen will appear:

```
--




_____

Enter HINT for frame 11.
```

You may enter 5 lines of text.

After entering the HINT frame and pressing <RETURN>, the computer will automatically place you at the next frame.

To enter or edit an EXPLANATION, press 2 - ENTER EXPLANA-TION FRAME. This would be used when a hint might not be appropriate, but you want to give the student feedback other than just the answer. The Explanation frame will be shown to the student after s/he has missed the question on the last try. (The number of tries is set by the teacher at the end of the lesson using the Design Options.)

```
Sorry,  the  answer  is:
4. It was fun to play
   in the park.
_____



_____
Enter  EXPLANTION  for
frame  2.
```

3 - GO ON TO THE NEXT FRAME allows you to go the next consecutive frame without entering a hint or explanation frame for that question.

You may select 4 - RE-ENTER PREVIOUS FRAME if you have created a hint or explanation and now want to look at the question frame previously entered.

Selecting 5 - END THIS LESSON will take you to the Design Options for the lesson you have just changed. You may also stop editing a lesson by typing end on the first line of the following frame. It will not disturb that particular frame when it is shown to the student.
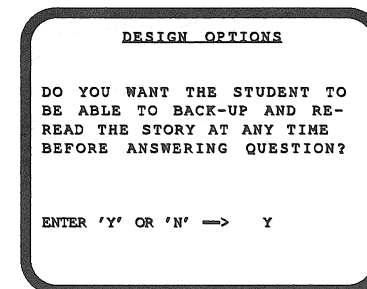
After ending the lesson, you will be asked to enter or change the CONCEPT being taught, i. e.

CONCEPT: COMPREHENSION - LEVEL 3.1

Unless you are completely re-writing the lesson, you may want to leave the concept which is already listed.

3.12 DESIGN OPTIONS

The Design Options for this lesson will be presented, after all frames have been presented for editing. Press <RETURN> to leave unchanged; type in a new answer to each question as you wish.

```
          DESIGN  OPTIONS
_____

DO  YOU  WANT  THE  STUDENT  TO
BE  ABLE  TO  BACK-UP  AND  RE-
READ  THE  STORY  AT  ANY  TIME
BEFORE  ANSWERING  QUESTION?



ENTER  'Y'  OR  'N'  -->    Y
```

Lesson content now on the disk is sequential; the stories and questions should not be presented randomly. If you modify the lessons, you may wish to randomize items. This next option will let you do that:

```
       DESIGN OPTIONS


DO YOU WANT THE QUESTIONS
AFTER THE STORY TO BE
PRESENTED IN A RANDOM ORDER
OR THE SEQUENTIAL ORDER IN
WHICH THEY WERE ENTERED?



ENTER 'R' OR 'S' ==> S
```

If you want to change the number of tries that a student is given before the correct answer is shown, you may do so in this option. If you are using hints, however, be sure to give the student at least 2 tries. The hint is only shown after the student misses a question. If you are using only explanations, you may only want to give the student one try.

```
       DESIGN OPTIONS


HOW MANY TRIES WOULD YOU
LIKE TO GIVE THE STUDENT
BEFORE THE CORRECT ANSWER
IS DISPLAYED?


ENTER A NUMBER FROM 1 TO ==> 2
```

The following "Student Safequards" allow you to set the criteria upon which the computer will end a lesson. It is the philosophy of the teachers who designed these programs that a student should not spend time working on a lesson that is either too easy or too difficult. If this happens, the TEACHER should prescribe new material for the student which better matches his/her present achievement level.

```
       STUDENT SAFEGUARDS


IF THE STUDENT IS DOING POORLY,
THE LESSON WILL TERMINATE IF HE/
SHE HAS LESS THAN 40% CORRECT
ON THE FIRST TRY.



<ENTER A NUMBER FORM 1 TO 49>
```

The next question relates to the above decision.

```
       STUDENT SAFEGUARDS


EVEN IF THE STUDENT IS DOING
POORLY, AT LEAST 4 FRAMES
WILL BE PRESENTED BEFORE THE
LESSON IS TERMINATED.


<ENTER A NUMBER FROM 1 TO 30>
```

You will need to skip at least some frames. If you don't, the lesson will terminate on the first frame if there is an error. (0% is below any % that you set in the previous step.)

```
       STUDENT SAFEGUARDS


IF A STUDENT IS DOING WELL,
THE  LESSON WELL TERMINATE
AFTER 10 CONSECUTIVE
CORRECT ANSWERS ON THE FIRST
TRY.



(ENTER A NUMBER FORM 1 TO 30>
```

If there are many skills taught or reviewed in one lesson, you may want the student to complete all the work no matter how well s/he does on the first 10. If so, change this number to 25 or the number of problems in a lesson.

NOTE: By using the random order option and the Design Options, this disk was designed to allow you to create a modifiable item pool. Rather than drawing a specific number of items, the items will be used until the student meets the criteria you specified (in terms of the number of answers in a row correct).

This type of criterion was considered preferable to a percentage score because it takes into account the fact that the child may do poorly in the beginning but learn the concept during the lesson and begin to answer all items correctly.

```
        DESIGN OPTIONS



AFTER THE STUDENT HAS GONE
THROUGH ALL THE FRAMES IN A
LESSON, DO YOU WANT THE
QUESTIONS HE/SHE MISSED TO BE
PRESENTED AGAIN?



ENTER 'Y' OR 'N' ==>  Y
```

```
        DESIGN OPTIONS


WHEN THE QUESTIONS ARE
PRESENTED AGAIN, HOW MANY
TRIES WOULD YOU LIKE TO GIVE
THE STUDENT BEFORE THE
CORRECT ANSWER IS DIS-
PLAYED?



ENTER A NUMBER FROM 1 TO 9
```

```
        DESIGN OPTIONS



SELECT DESIRED OPTION FOR
REINFORCER:

1 - NO REINFORCER
2 - WORDS ONLY
3 - GRAPHIC ONLY
4 - BOTH WORDS AND GRAPHIC

WHICH? 4
```

```
        DESIGN OPTIONS


FOR WHAT PERCENTAGE OF
CORRECT ANSWERS SHOULD THE
GRAPHIC APPEAR?




ENTER 0-100  ==>  100
```

After all the Design Options have been set, you will be asked if you want to SAVE THIS LESSON.

```
SAVE THIS LESSON? (Y/N)   Y
```

If you wish the lesson saved with all the changes (content and options), answer <Y>. If you've changed your mind, answer <N> to save the lesson as it was originally.

You are also given the chance to change the LESSON NAME.

3.13 SPECIAL NOTES ON SEQUENCING

Most of the preceding information applies to editing the content on the SEQUENCING disk, as well as the other disks. However, the appearance of the screens on the sequencing lessons is a little different.

Three different types of screens are available. This menu lets you select:

```
                    <FRAME # 16>
WHICH TYPE OF FRAME WOULD
YOU LIKE?

   1.  INFORMATION

   2.  QUESTION

   3.  SEQUENCE

WHICH?
```
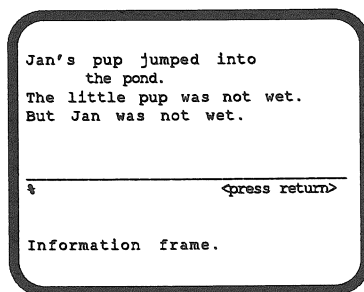
If you want the same type of frame now used, press <RETURN>. The screen with the present content will then appear, ready for your changes. If a different type of frame is needed, enter the appropriate number. Type what you want to appear to the student for each student for each kind of frame. (On most lessons, we have used only the sequencing frame. You may find you want to use one story frame [information] before the numbering task. Some teachers also like to include a question about each story. Use a [question] frame to write your question.

Here is a series of screens, showing what you would see in each case:

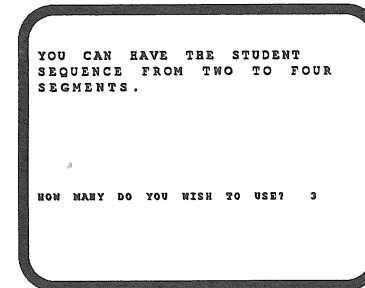Adding a new [information] frame:

```
                                    <press return>
%
Information  frame.
```
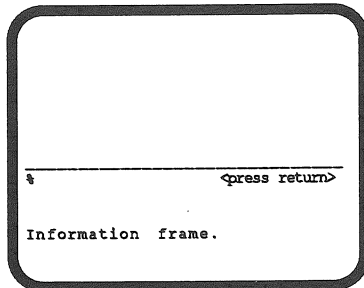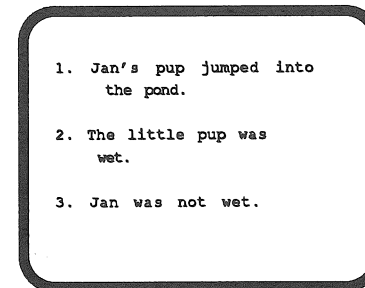
Editing an existing [information] frame:

```
Jan's  pup  jumped  into
        the pond.
The little pup was not wet.
But  Jan  was  not  wet.

                                    <press return>
%
Information  frame.
```

Adding a new [sequencing] frame:

Notice that this question appears first:

```
YOU  CAN  HAVE  THE  STUDENT
SEQUENCE  FROM  TWO  TO  FOUR
SEGMENTS.



HOW MANY DO YOU WISH TO USE?   3
```

Editing an existing [sequencing] frame:

```
1.  Jan's  pup  jumped  into
        the pond.

2.  The little pup was
        wet.

3.  Jan  was  not  wet.
```

Adding a new [question] frame:

```
_____

Question  Frame.
```
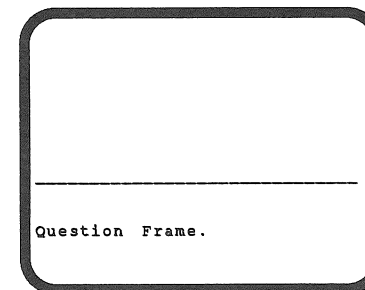
Editing an existing [question] frame:

```
What is last?

1. The pup jumped into the
   pond.
2. Jan was not wet.


_____
2


Question Frame.
```

3.2 STUDENT PLANNING

When the student runs a lesson, responses are saved in the
STUDENT PLANNING file for later review by the teacher. The file
will hold 50 records. To see to the STUDENT PLANNING file,
use the TEACHER'S MENU.
(Remember: the TEACHER'S MENU is entered by typing MENU
at the "Type your name." frame.)

After selecting 2 - STUDENT PLANNING from the TEACHER'S
MENU, this frame appears:

```
WANT TO DELETE ALL STUDENTS
AND CLEAR THE FILE?   (Y/N)
```

Type **<Y>** if you wish to ERASE or clear all records; **<N>** it you
want to SEE the records. If **<N>,** (indicating you would like to see
the file and not erase it), the STUDENT PLANNING Menu will be
shown:

```
YOU HAVE 7 STUDENTS IN FILE.
THERE IS ROOM FOR 43 MORE.

DO YOU WANT TO:
 1 - SEE ALL STUDENTS
 2 - SEE SOME STUDENTS
 3 - PRINT STUDENT SUMMARY
 4 - DELETE ALL STUDENTS
 5 - DELETE INDIVIDUAL STUDENTS
 6 - GO BACK TO MENU


WHICH?
```

STUDENT PLANNING 1 - SEE ALL STUDENTS

The program will ask:

```
ARE YOU USING A PRINTER? (Y/N)
```

If **<Y>,** it will ask for the slot number.

```
WHICH SLOT?
```

(It will usually be 1 or 2. If you're not sure, turn off your computer,
take off the cover and check the location of your printer card.)
After entering the slot number, the records for all the students will
be printed and displayed on the screen, in this format:

```
STUDENT : ALICE
LESSON : MIXED BITS                        <62%>
--------------------------------
THERE ARE 8 QUESTIONS IN THE LESSON.

STUDENT ATTEMPTED ALL 8.
STUDENT HAD 5 CORRECT ON 1ST TRY.

BREAKDOWN BY QUESTION TYPE:
  MAIN IDEA                   0 OUT OF 1
  DETAIL                      2 OUT OF 2
  VOCABULARY                  1 OUT OF 1
  SEQUENCE                      1 OUT OF 1
  CAUSE/EFFECT                  (NONE)
  INFERENCE/DRW CON. 0 OUT OF 1
  MAKING JUDGEMENTS  1 OUTOF 1
  PREDICTING OUTCOME   (NONE)
  PRONOUNS            0 OUT OF 1

--------------------------------
PRESS <RETURN>.
```

When not using a printer, or if you wish to view the records without printing at this time, answer **<N>**. The results will be displayed on the screen in the same format as above. Scrolling of results is under teacher control; use the **<RETURN>** key to move from frame to frame.

After all information is displayed, you will be asked:

```
WANT TO DELETE ALL STUDE'TS
AND CLEAR THE FILE? (Y/N)
```

Respond as desired. The use of a printer enables you to produce a hard copy of the student data, and then erase the file, making room for more student records.

A maximum of 50 student records can be stored in this STUDENT PLANNING file before at least some records must be deleted. To clear the file, either answer **<Y>** to the question at the end of the display/printout, or use option 4 from the STUDENT PLANNING Menu - DELETE ALL STUDENTS.

STUDENT PLANNING 2 - SEE SOME STUDENTS

These screens appear:

```
NOTE THE NUMBER TO THE LEFT
OF THE STUDENT(S) YOU WISH
TO PRINT OR DISPLAY.
```

```
ENTER STUDENT NUMBERS

1 - <MAIN > Jamie
2 - <MAIN > Jerry
3 - <MAIN > Carol
4 - <DETAI > Tiffa
5 - <DETAI > Melod


                      0 to PRINT
(TYPE 'END' TO QUIT ENTERING
STUDENTS)
```

Type the number of a student and press **<RETURN>**. For example, type **<1>**. The lesson name and student name will appear at bottom of the frame. This is a check. Press **<RETURN>** if that is the intended student; type **<N>** if incorrect. The computer keeps a running tally of the number of students selected.

```
                              3 TO PRINT
<TYPE  'END'  TO  QUIT  ENTERING  STUDENTS>
```

Continue selecting student records to be reviewed. After entering all the necessary numbers, type END in place of another number.

The following frame will appear:

```
ARE YOU USING A PRINTER? (Y/N) Y
```

If **<N>**, the records will be displayed on the monitor. If **<Y>**:

```
          WHICH SLOT?
```

The printer card will usually be in slot 1 or 2. (If you're not sure, check under the cover for the location of your printer card.) The printout will be in the same format as the screen display.

After all the information is displayed, an option to clear the file is then presented. Respond as desired.

Deleting student records makes room for other records. It is not necessary to delete all the records at one time; it is possible to delete selected student records. Select option #5 from the STUDENT PLANNING Menu.

The <ESC> key may be pressed at any time to terminate display or printing of student records. A maximum of 50 student records can be stored in this file before at least some records must be cleared.

STUDENT PLANNING 3 - STUDENT SUMMARY

This option form the STUDENT PLANNING Menu produces a printout or display summary for the entire group of students who have used this disk. A sample of the student summary is shown below as it would appear printed or displayed.

```
STUDENT  SUMMARY

STUDENT  NAME         LESSON    1ST TRY       LESSON  CONCEPT
---------------       -------   ----------    -----------------

Jamie                 MAIN ID   7 7 %  ( 7/ 9)    MAIN IDEA 1
Jerry                 MAIN ID   1 0 0 % ( 9/ 9)   MAIN IDEA 1
Carolyn               MAIN ID   6 0 %  ( 6/10)    MAIN IDEA 2
Tiffany               DETAILS   1 0 0 % (10/10)   DETAILS 1
Greg                  DETAILS   4 0 %  (4/10)     DETAILS 3
Melody                MAIN ID   5 5 %+ ( 5/ 9)    MAIN IDEA 1


+ = LESSON  TERMINATED,  STUDENT  WAS  CONSISTENTLEY  CORRECT.
```

```
STUDENT  NAME  LESSON   1ST  TRY
--------------------------------
Jamie          MAIN  ID   7 7 %
Jerry          MAIN  ID   1 0 0 %
Carolyn        MAIN  ID   6 0 %
Tiffany        DETAILS    1 0 0 %
Greg           DETAILS    4 0 %
Melody         MAIN  ID   5 5 % +



+ CONSISTENTLY RIGHT; LESSON TERMINATED
          PRESS <RETURN>
```

STUDENT PLANNING 4 - DELETE ALL STUDENTS

To clear all student records, use this option. Answer <Y>; all currently stored records will be erased from the disk.

STUDENT PLANNING 5 - DELETE INDIVIDUAL STUDENTS

This option is most valuable when several teachers are sharing a disk. It allows the records of only certain students to be deleted. The procedure is the same as 2 - SEE SOME STUDENTS from this menu. Selected student records will be deleted from the disk.

STUDENT PLANNING 6 - GO BACK TO MENU

This option returns you to the TEACHER'S MENU.

3.3 RUN LESSONS

Use this option to return to the "Type you name" frame, ready to run a lesson.

3.4 CATALOG DISK

This option displays a list of the lesson files on the disk. Press <RETURN> to go back to the TEACHER'S MENU.
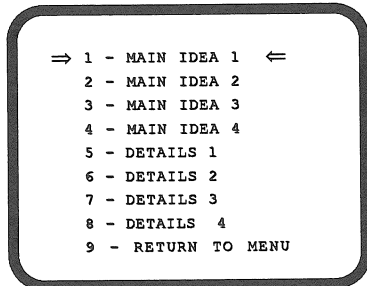
3.5 PRINT OUT LESSONS

This feature allows you to print out any of the lessons on this disk. This first screen to appear is:

```
THIS PROGRAM IS DESIGNED TO
PROVIDE YOU WITH A PRINTOUT
OF YOUR LESSONS.

FORMATTING WAS DESIGNED TO
WORK WITH ANY 80 COLUMN
PRINTER WHICH  CAN PRINT
BOTH UPPER AND LOWER CASE
CHARACTERS.



PRESS <RETURN>
```

A menu will be displayed, listing all the lessons, and an option to return to the TEACHER'S MENU. Enter the number of your choice.

```
⇒ 1 - MAIN IDEA 1  ⇐
  2 - MAIN IDEA 2
  3 - MAIN IDEA 3
  4 - MAIN IDEA 4
  5 - DETAILS 1
  6 - DETAILS 2
  7 - DETAILS 3
  8 - DETAILS  4
  9 - RETURN  TO  MENU
```

The program will ask for your printer slot.

```
PRINTER SLOT?
```

With certain interfaces, the screen will keep you posted as the printing progresses. When a printout is finished, the program will ask "Do you want to print another one? Y/N". Depending on your answer, the printing menu or the TEACHER'S MENU will be displayed.

3.6 TURN SOUND ON/OFF

This refers only to the sound that accompanies the graphic reinforcers. Most students enjoy the sound; some teachers and classes find it too distracting. Turn it on and off as you wish!

```
SOUND IS <ON>

DO  YOU  WANT:

1 - SOUND  ON
2 - SOUND  OFF


WHICH?
```

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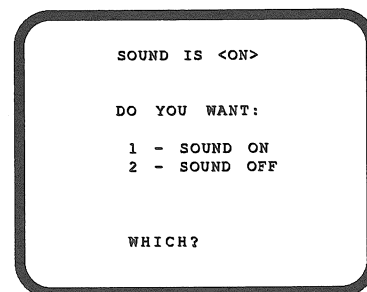
4.0 Suggestions for Use

The skills involved in the lessons of **FROGS and DOGS** are important in the development of reading comprehension. Many tests identify specific skills with which students are having difficulty. Some software programs, such as **Hartley's SCUFFY AND FRIENDS,** and **KITTENS, KIDS, and a FROG** indicate areas of weakness in skill development. The lessons of **FROGS and DOGS** provide the material needed for remediation or further practice on specific comprehension skills.

To introduce the programs to your students, read the lessons together with the children in small groups, using the computer as an electronic blackboard. Talk about the questions. Ask students to think of other questions about each story. If you want, you can encourage your students to work with you and make changes to the lessons. Later, after the students have completed many of the lessons, you may want to make minor changes in the stories and the answers. This can also be a meaningful experience for your students. By having an opportunity to generate their own questions, students achieve a better understanding of comprehension skills.

For children who are having difficulty, assign work with a stronger partner. Encourage the use of the arrow key to reread the story frame before "guessing" at an answer.

Use basal readers, library books, and other material to practice the same skills. (After reading a story, identify the main idea, talk about the characters, the setting, etc.)

Children are particularly motivated by the animated reinforcers used in these programs. Bulletin boards and/or charts featuring these characters might be created to keep track of student progress through the lessons.

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GET STUDENTS INVOLVED in modifying the stories and questions in one of the lessons.

You will have to help make the changes yourself, but let children use their own names in the stories or make up new endings. This encourages creative thinking and increases the motivational value of the program.

Students of all ages and ability levels need to see the computer as a tool. They need to understand that the computer responds to their directions. Having students make up just one or two stories or questions will not only help then learn new comprehension skills, but will also give them the opportunity to "tell the computer what to do."

Credits

This disk uses a high-speed operating system, Diversi-DOS™, which is licensed for use with this program only. To legally use Diversi-DOS in your own programs, you may send $30.00 directly to DSR, Inc., 34880 Bunker Hill, Farmington, MI, 48018. You will receive a Diversi-DOS disk and documentation.

This program includes graphic routines from the Graphics Magician® by Polarware™. Graphics routines from the The Graphics Magician by Polarware were written by Mark Pelczarski, Steven Meuse, David Lubar, and Polarware. All rights reserved. Polarware is a trademark of Polarware/Penguin Software, Inc. The Graphics Magician is a registered trademark of Polarware.

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