

# KITTENS, KIDS, AND A FROG

Building Comprehension I



Hartley 



# KITTENS, KIDS, AND A FROG

RESOURCE  
CENTER

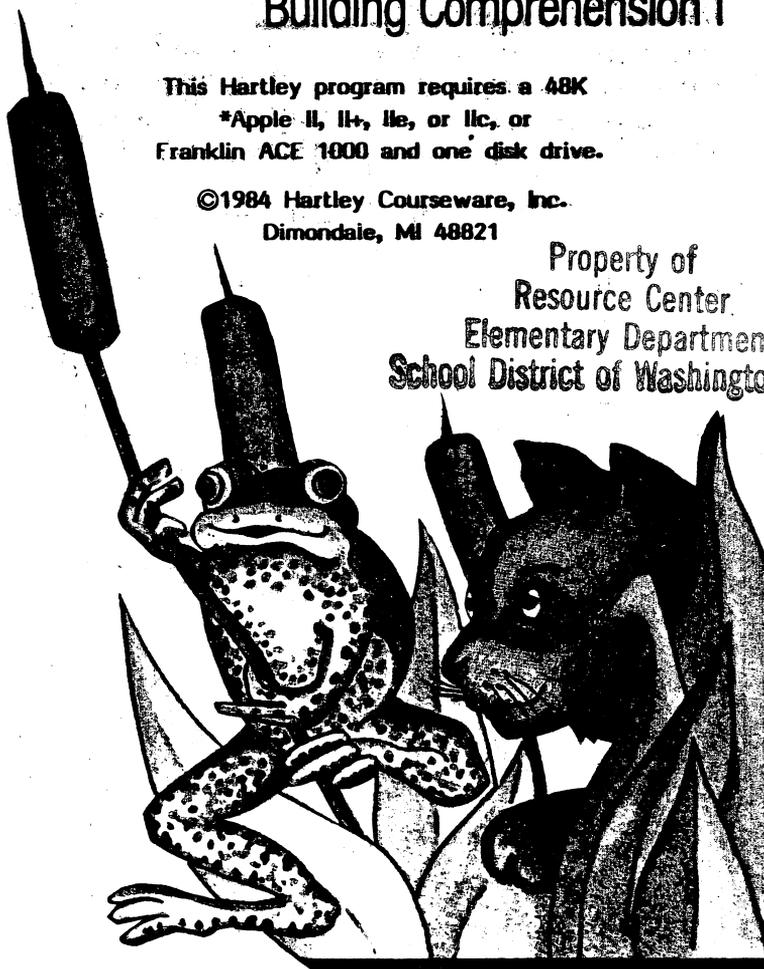
CD II-N

## Building Comprehension I

This Hartley program requires a 48K  
\*Apple II, II+, IIe, or IIc, or  
Franklin ACE 1000 and one disk drive.

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School District of Washington, MO



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## PURPOSE/DESCRIPTION

Delightful stories and full color graphics provide 1st and 2nd graders with carefully sequenced practice in the development of inferential and factual comprehension. Each story is followed by questions requiring the child to: identify DETAILS, SEQUENCE events, PREDICT OUTCOMES, identify MAIN IDEAS, define VOCABULARY, DRAW CONCLUSIONS, MAKE JUDGMENTS, recognize CAUSE AND EFFECT, and identify PRONOUNS. If a question is missed, HINTS may be given to guide the student to the correct answer. Pictures relating to the stories add interest.

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

This ability to modify the stories and questions serves one of the most important purposes of this program, that is, to involve the students in the writing of their own stories and their own comprehension questions. Having the students generate their own questions and identify the skill measured are two excellent ways to help them understand what is meant by comprehension.

## GETTING STARTED

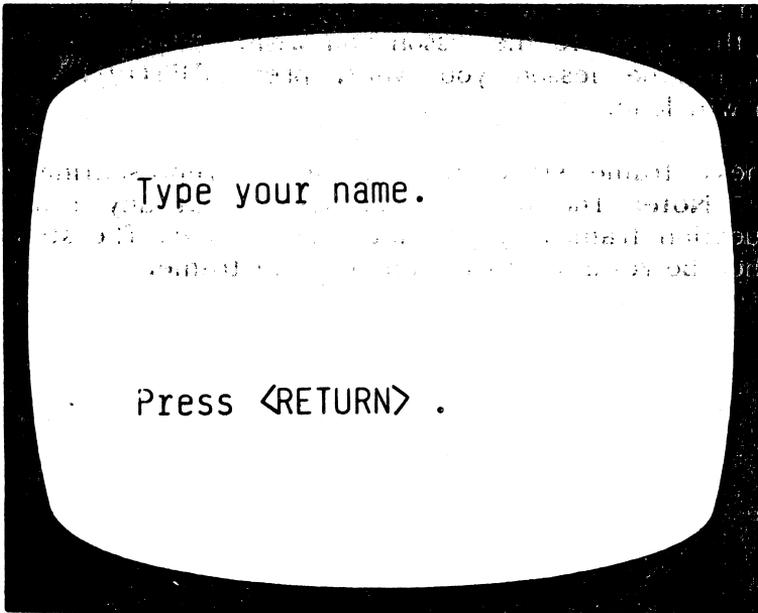
These disks will boot on a 3.3 Disk Operating System.

When running this program on the Apple IIe, the CAPS LOCK Key must be down at all times. On the Franklin ACE 1000, the LOCK key must be depressed.

Put the disk in Drive #1; close the small door. Turn on your computer. If you have an Apple II+, IIe, or IIc the disk will boot automatically when you turn on the computer.

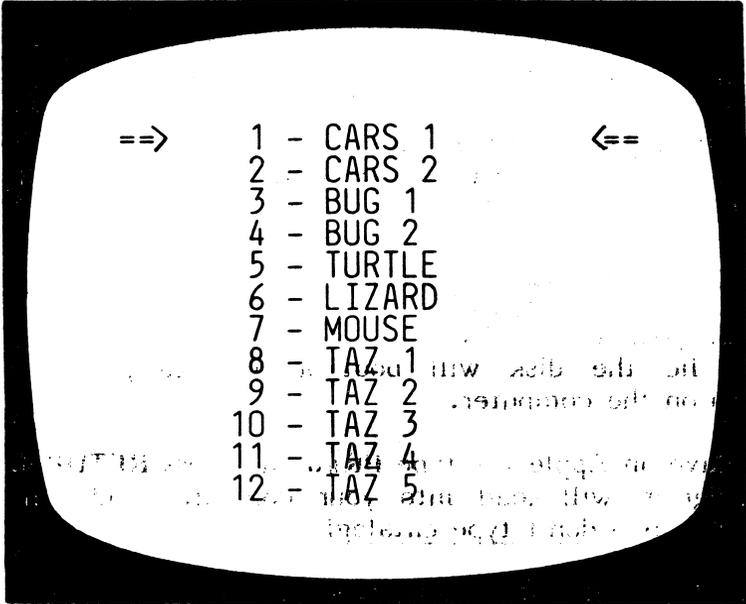
If you have an Apple II - type **PR#6** and press **RETURN**. The program will load into your computer and run automatically - don't type catalog!

The credits will vanish and this screen will appear:



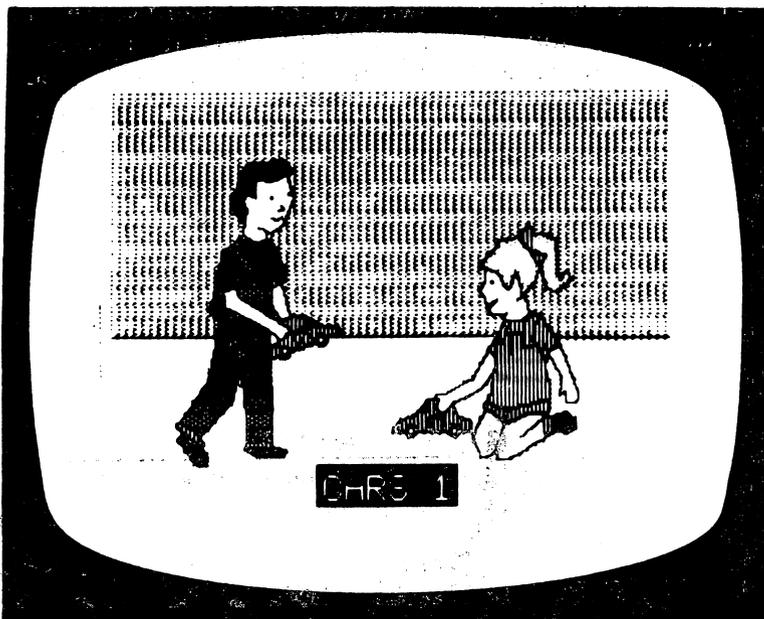
To run a lesson, type in your name and press RETURN.

The next frame allows you to choose a lesson.

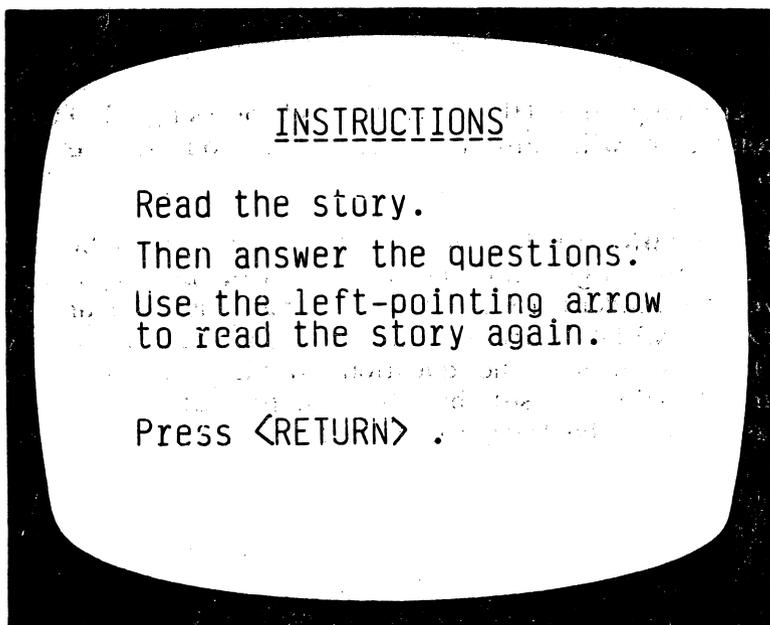


You make your choice by using the **SPACE BAR** to move the arrow to the lesson you wish. When the arrow points to the lesson you want, press **RETURN**. The lesson will load.

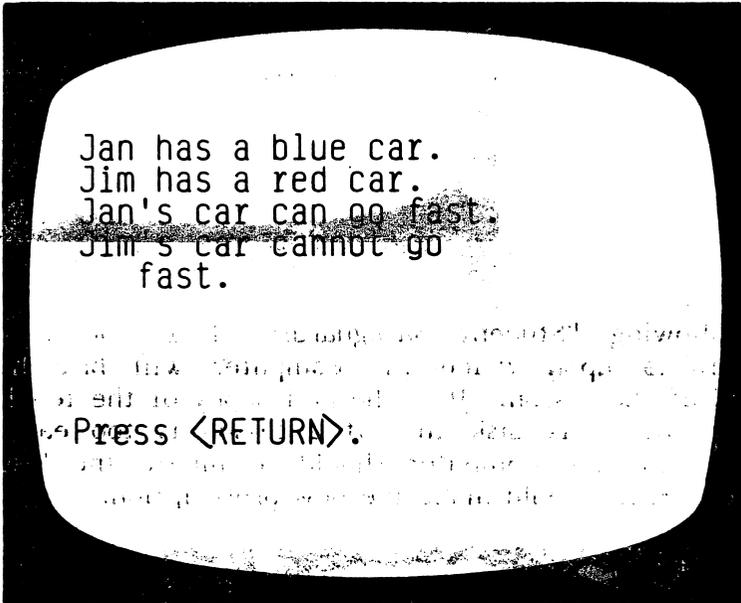
The next frame starts with a picture representing the story. **Note:** The picture can be seen at any time in the question frames by pressing **<CTRL><P>**. The student will then be returned to the appropriate frame.



The 'Instructions' for the lesson are then presented:



The story begins. Scrolling is under student control; (s)he presses RETURN when ready to read the next frame. The student can use the ← to 'back-up' and re-read the story at any time before answering a question. This is a Design Option under teacher control (see page 15).



After the story has been presented, the questions begin. Some of the longer stories have been broken up into small segments which are then followed by questions relating to that segment. The child may 'back-up' (by use of the ←) to re-read that segment of the story before answering the questions. If the teacher elected to randomize the questions, randomizing occurs within each group of questions.

If the student answers correctly, a "happy man's" face appears on the screen. he may even emit a 'cheer' after so many correct answers. Sound is another feature under teacher control (see page 27).

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

1. What color is Jan's car?

- a. green
- b. red
- c. blue

answer : a

.....  
Sorry, try again.

Press <RETURN> .

If answered incorrectly the second time, the correct answer is shown. (The teacher can set the number of tries a student gets before the correct answer is shown (see Design Options explained on page 16).

Sometimes there are HINTS for questions missed the first time. If answered incorrectly the first time, this message appears:

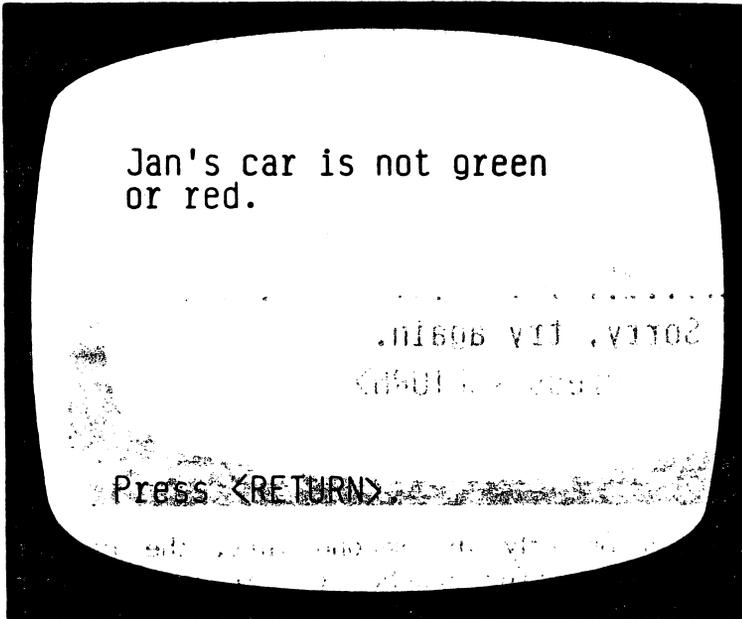
1. What color is Jan's car?

- a. green
- b. red
- c. blue

answer : b

.....  
Sorry.  
Press <RETURN> for hint.

The next frame will give the student a clue as to the correct answer.

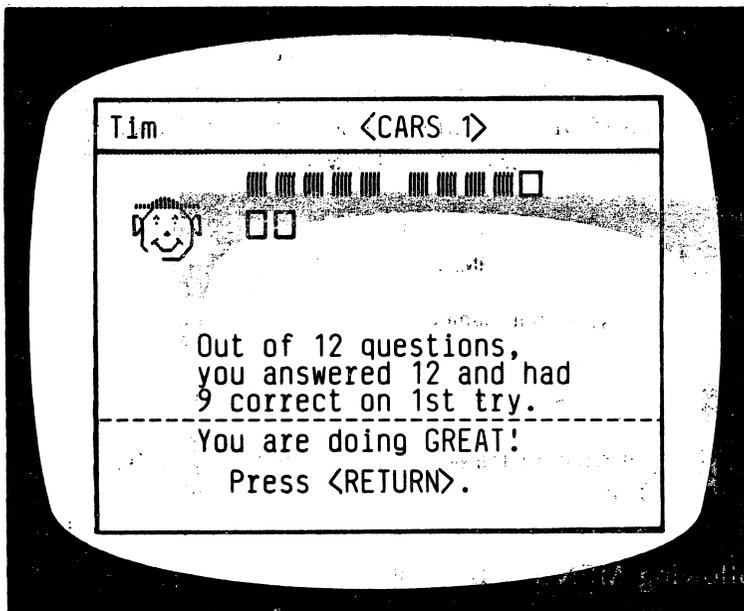


The student is then returned to the question frame for another try. If you are using Hints, you will need to set the Design Option for number of tries before the correct answer is shown to at least 2.

An EXPLANATION frame may also be used when a question has been missed after the set number of tries. This frame tells the student the correct answer and explains the reason for the answer.

**Reminder:** The student can press <CTRL><P> any time during the question frames and see the picture accompanying the story. Using the ← before answering a question will return the student to the story frames. The student can terminate the lesson by pressing ESC when a response is called for.

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 indicating the number of questions answered, and the number of questions correct on the first try.

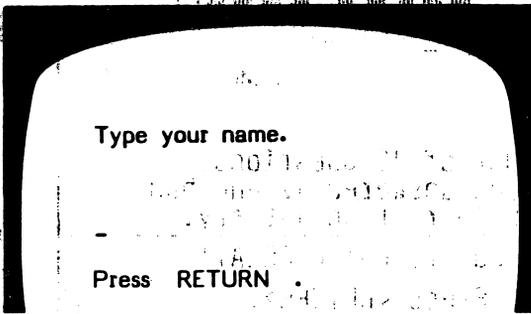


The picture is shown once more; the student should press **RETURN** which will take him/her to the "Type your name." frame, ready for another lesson or student.

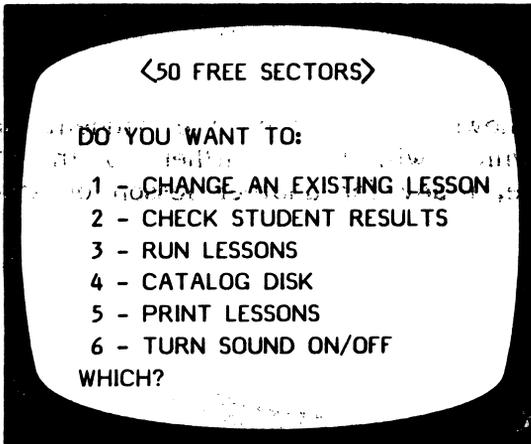
## TEACHER'S MENU

The lessons on this disk are for the student. There are also programs for the teacher. These programs allow the teacher to "do things" to the student lessons on the disk. They can also be used to allow students to write their own stories.

→ The Teacher's MENU of programs is accessed by using MENU (instead of a name) when the following screen appears:



The following MENU will be shown:



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

## 1 - CHANGE AN EXISTING LESSON

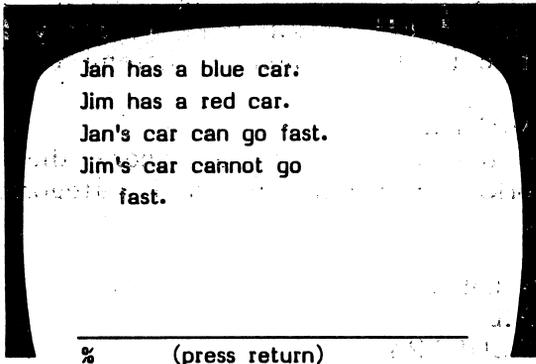
You can change the text in a lesson but not the pictures associated with the lesson.

First, you will need to identify the lesson you wish to change. The menu of lessons will be shown. Use the SPACE BAR to move the arrow to the lesson you wish to change, and press RETURN. The lesson will be loaded into the computer.

The first frame presented will be the Instructions for that lesson. If you wish to change the instructions, simply 'type over' the existing copy. You may enter 9 lines of instructions. If you don't wish to change a particular line, just press RETURN to advance the cursor to the next line. If no changes at all are desired, use the → to go quickly to the next frame.

To capitalize a letter, press the '^' just before the letter to be capitalized. To make a '\_' in a question, use the '@' sign.

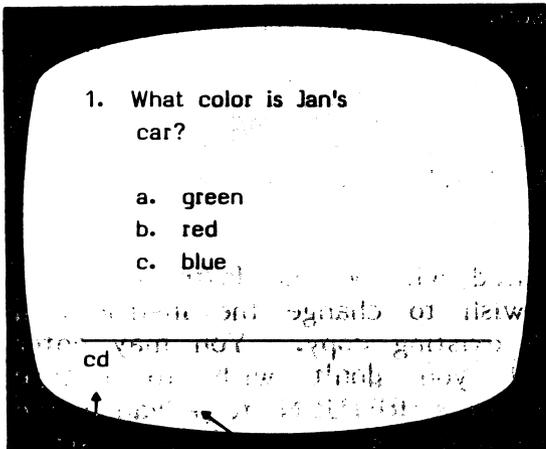
The next frame starts the story. Again, just type over any copy you wish changed.



The % sign indicates to the computer that no answer is required. The student will see a 'Press RETURN' message.

After each frame you will have the option of entering an EXTRA FRAME.

After the story frames have been shown, the first of the question frames appear.



You may enter 8 lines here.

The **c** indicates the correct answer.

The **d** indicates the skill category (detail)

The questions are broken down by the skill taught. Therefore, it is necessary to code your answers so the computer can record that information in the Student's Planning (recordkeeping) file. When each student's record is shown, the breakdown is by category and the number correct out of the number attempted in that category, i.e.,

MAIN IDEA 1 OUT OF 2

This gives the teacher an idea of where the student needs more work. The nine different categories, and their codes are:

MAIN IDEA

m

DETAIL

d

VOCABULARY

v

SEQUENCE

s

CAUSE/EFFECT

c

INFERENCE/DRAW CONC.

i

MAKING JUDGMENTS

j

PREDICTING OUTCOMES

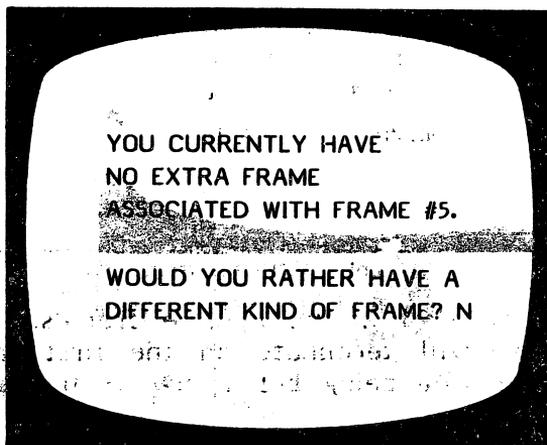
o

PRONOUNS

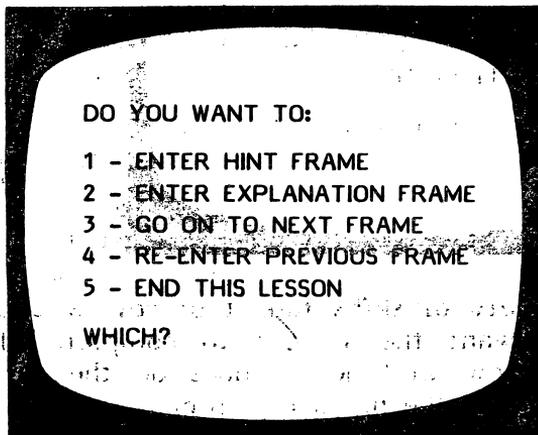
p

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 the **→** to go to the next frame.

After each question frame, this frame appears:



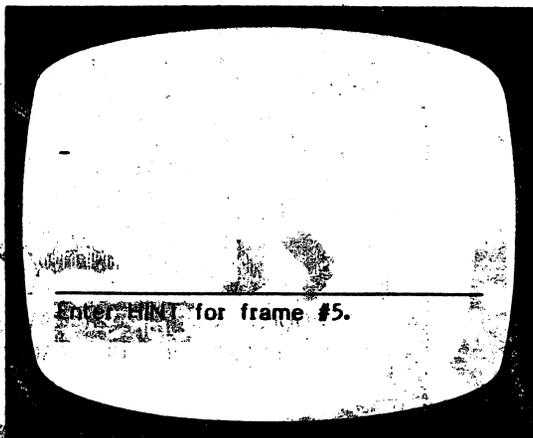
The option allows you to enter an extra frame pertaining to the question. If you do not wish to add an extra frame, answer **N**. If you do, answer **Y** and this frame will appear:



This allows you to enter a **HINT** or **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. Select 1 - Enter hint frame (press RETURN) and this will appear:

You may enter  
5 lines of text.

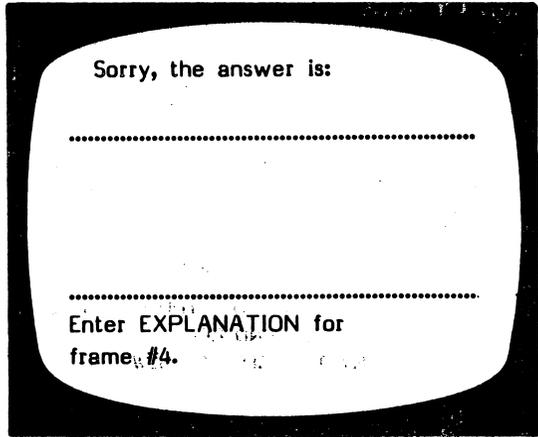


After entering the HINT frame and pressing RETURN, the computer will automatically place you at the next frame.

Select 2 - Enter explanation 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 he has missed the question on his last try. (The number of tries is set by the teacher at the end of the lesson using the Design Options.)

Answer is shown.

You may enter 5 lines of text.



3 - Go on to next frame allows you to go to the next consecutive frame without entering a hint or explanation frame for the previous frame.

You may 4 - Re-enter previous frame if you have given a hint frame and want to look at the question frame you just entered.

Selecting 5 - End this lesson will take you to the DESIGN OPTIONS for the lesson you have just changed. You may also 'END' the lesson (stop making changes) on any frame 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.

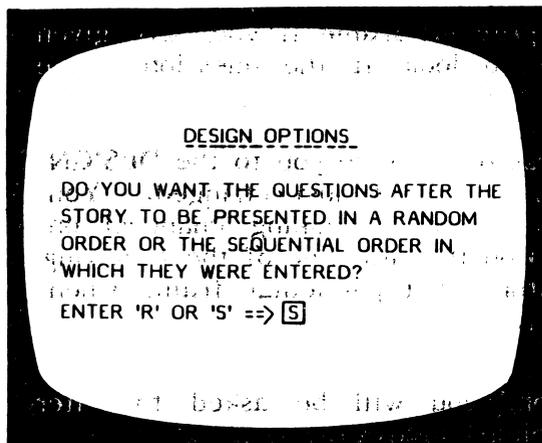
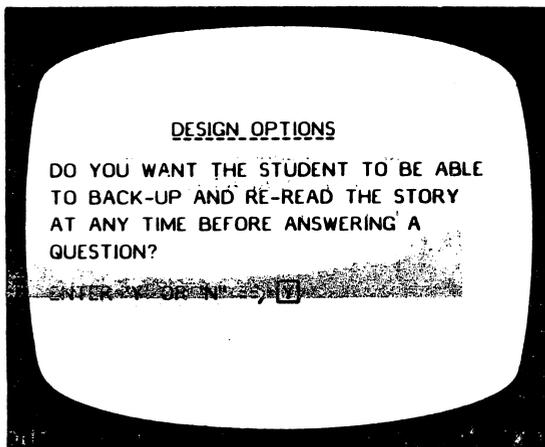
After ending the lesson, you will be asked to enter or change the concept being taught, i.e.,

CONCEPT:COMPREHENSION - LEVEL 3.1

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

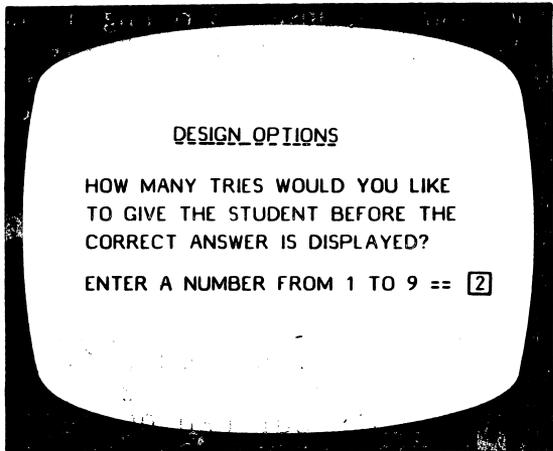
## Design Options

The first of the Design Options for this particular lesson will be presented for change:

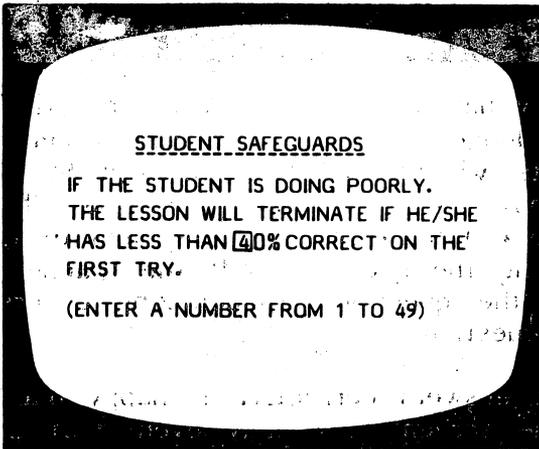


For instructional lessons that are carefully sequenced, you would want them presented in the same order. For drill or tests, you may want random order.

If you are using the hint option you will need at least 2 tries.



The following "Student Safeguards" allow you to set the criteria upon which the computer will branch to the end of the lesson. It is the philosophy of the teachers who designed this disk that if a lesson is too easy or too difficult, the computer should terminate the lesson. The TEACHER should make the new prescription.



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 25)

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% being below any % that you set in the previous step).

STUDENT SAFEGUARDS

IF A STUDENT IS DOING WELL, THE LESSON WILL TERMINATE AFTER 15 CONSECUTIVE CORRECT ANSWERS ON THE FIRST TRY.

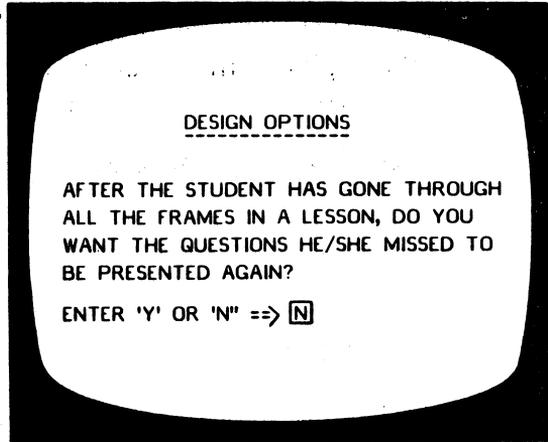
(ENTER A NUMBER FROM 1 TO 25)

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

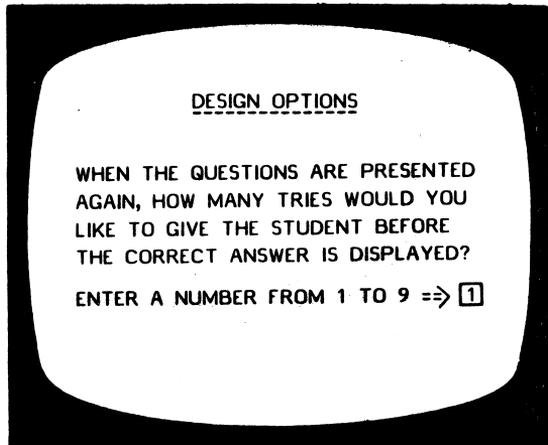
**Note:** By using the random order option and the Design Options, this disk was designed to allow you to create a modifiable item pool. Rather than drawing a specific number of items, the items will be used until the student

meets the criteria you specified (in terms of the number of items in a row correct).

This type of criteria was considered preferable to a % 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.



The student safeguards do not apply to these questions. The author assumed the teacher would want all missed items reviewed.



After all the Design Options have been set, you will be asked if you want to:

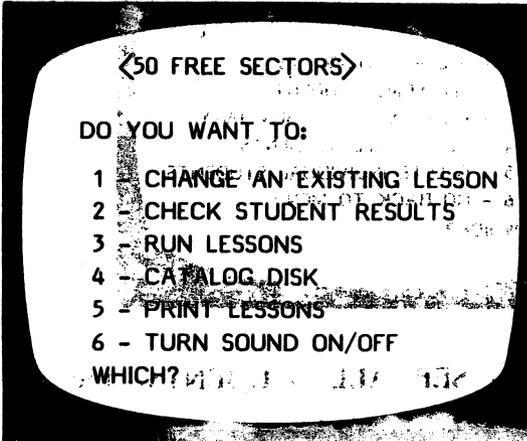
**SAVE THIS LESSON? (Y/N)**

If you wish the lesson saved with all the changes, answer **Y**. If you've changed your mind, answer **N** and the lesson will be saved just as it was originally, without any changes.

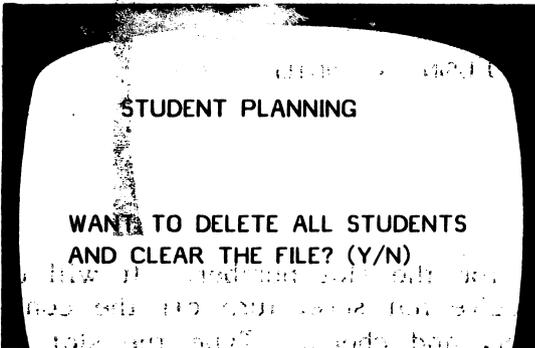
You are then given the chance to change the **LESSON NAME**, if desired.

## 2 - CHECK STUDENT RESULTS

As a student works through a lesson, the errors that he/she makes are recorded in the Student Planning (record-keeping) file. To see this file, bring up the Teacher's MENU:

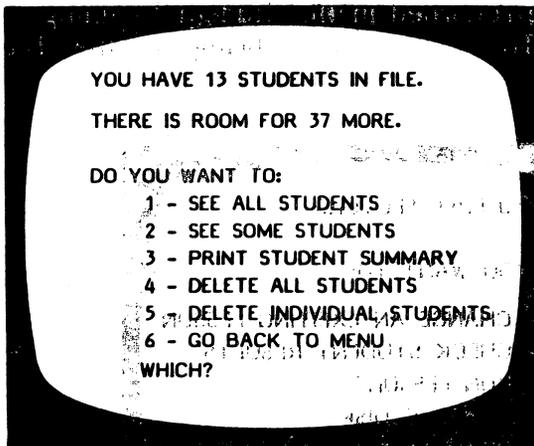


and select 2 - Check student results. The first frame to appear is:

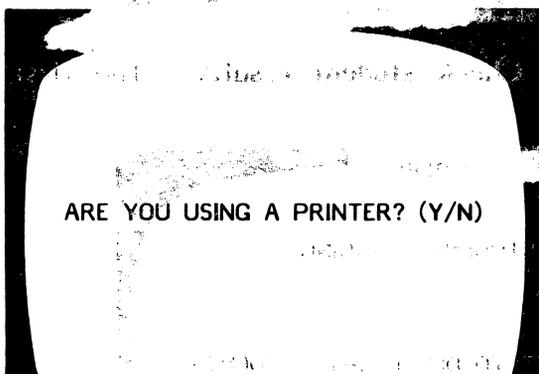


Type **N** if you want to see the file and not delete it; **Y** if you want to completely erase all student records. Press **RETURN**.

If you answered **N**, indicating you would like to see the file and not erase it, this frame will appear:



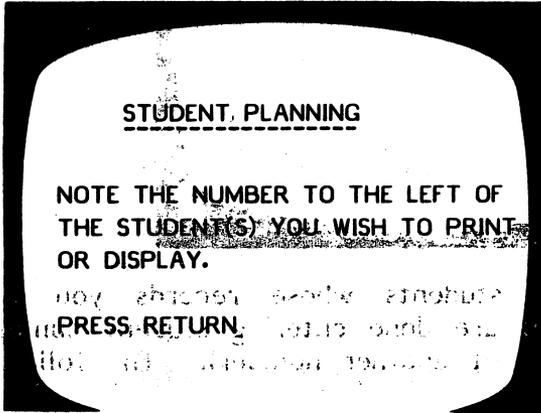
If you choose **1 - SEE ALL STUDENTS**, the computer asks:



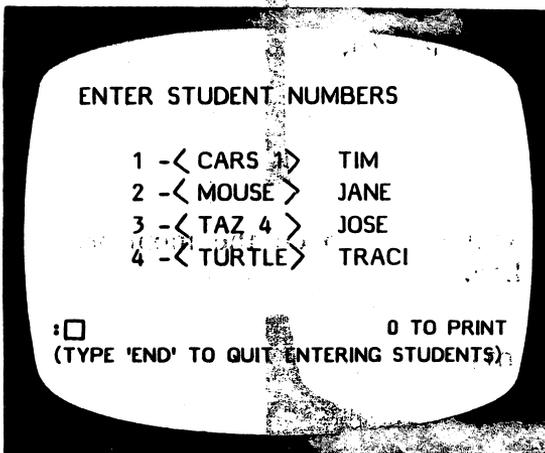
If **Y**, it will ask for the slot number. It will usually be **1** or 2. If you're not sure, turn off the computer, take off the cover, and check. Type the slot number and the records for all the students will be printed. (You may stop the printout, or display, by pressing **ESC**.)

If you replied **N**, you are not using a printer, the results will be displayed on the screen. Scrolling of results is under teacher control.

If you only want to see some of the students, select 2 - SEE SOME STUDENTS and press RETURN. This frame appears:



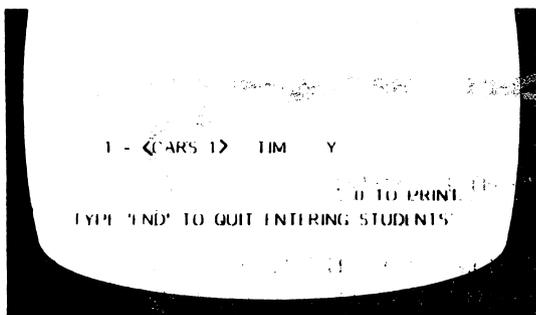
As you select the students whose records you want to view, you will be typing just the number (not the name) of the student.



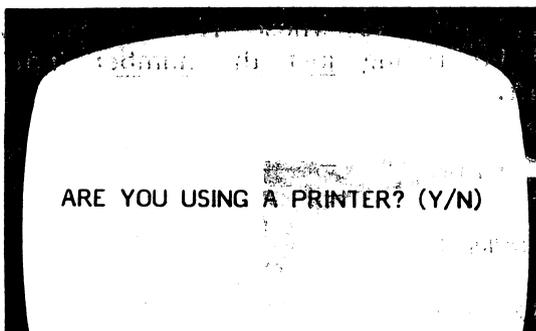
The computer keeps a running tally on the number of students you have selected.

Type the number of the student you want records on and press RETURN. For example: If you type 2, the lesson name and student name will appear at the bottom of the frame. This is a check. Press RETURN if that is the student you wish to see. This gives you a chance

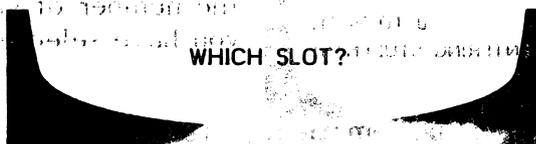
to change your mind and enter **N** if you don't want to see that particular student.



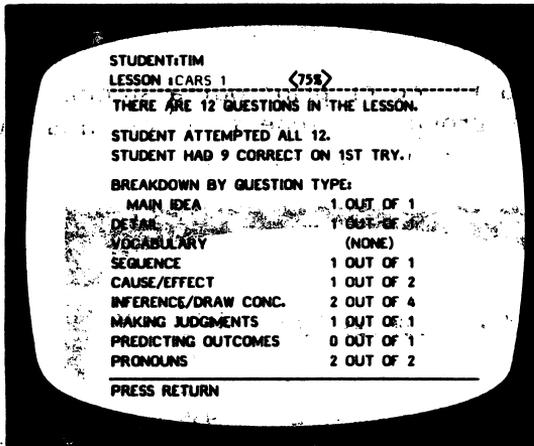
Continue selecting students whose records you want to see. When you are done entering student numbers, type **END** (in place of another number). The following frame will appear:



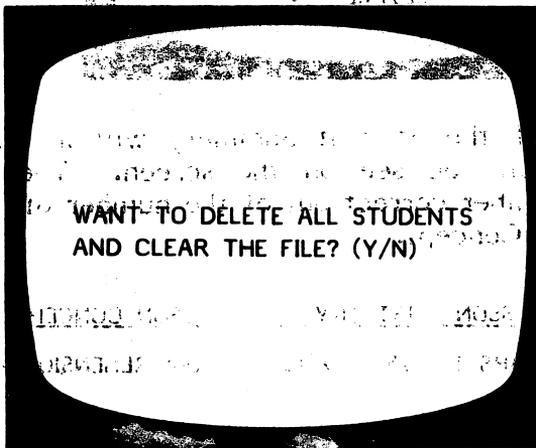
If you type **N**, the records will come up on the monitor. If you type **Y**, you will be asked:



It will usually be **1** or **2**. If you're not sure, take off the cover and check the location of your printer card. The printout or display will be in the following format:



After all the information is displayed, you will be asked:



Respond as desired.

The **ESC** key may be pressed at any time to terminate display or printout of student results. A maximum of **50 student records** can be stored in this Student Planning file before it must be emptied. To empty the file, answer **Y** to the question at the end of the display/printout, or use option **4** from the Student Planning Menu - **Delete all students.**

This allows you to see or print out a summary of records for the entire group of students using this disk. The summary is in the following format:

STUDENT NAME	LESSON	1ST TRY
TIM	CARS 1	75%
JANE	MOUSE	86%
JOSE	TAZ 4	95%
TRACI	TURTLE	30%

+CONSISTENTLY RIGHT; LESSON TERMINATED  
PRESS RETURN

The printout of the Student Summary will include more information than you see on the screen. The printout includes the number correct out of the number of questions and the Lesson Concept.

STUDENT NAME	LESSON	1ST TRY	LESSON CONCEPT
TIM	CARS 1	75% (9/12)	COMPREHENSION - LEVEL 3.1

#### 4 - DELETE ALL STUDENTS

If you want to clear all your records, use this option.

#### 5 - DELETE INDIVIDUAL STUDENTS

A number of teachers have asked for this option. This is most valuable when several teachers are using the same disk. This allows you to print the records of just a few of your students and then erase only those selected records from the file. The procedure is the same as "See some students" from the Student Planning menu.

### 3 - RUN LESSONS

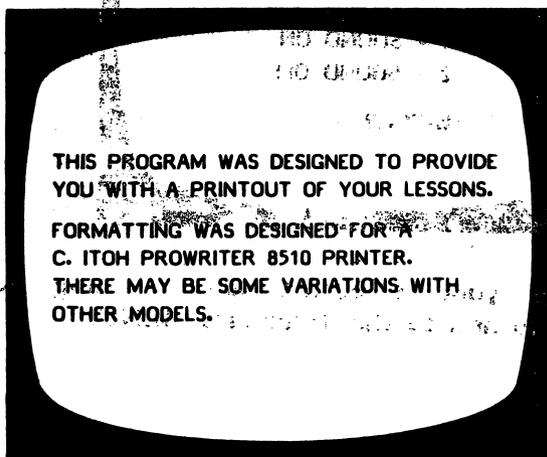
See pages 2-8 for an explanation of how to run lessons.

### 4 - CATALOG DISK

This file holds the list of all lessons on the disk. This

### 5 - PRINT LESSONS

This allows you to print out the lessons on this disk. The first frame to appear:



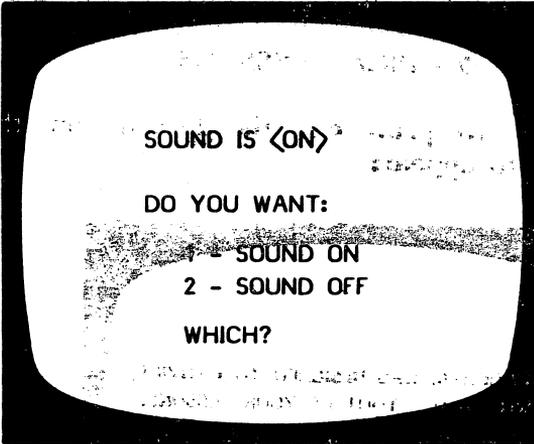
You will then be shown the list of lessons. Use the SPACE BAR to move the arrow to the lesson you wish printed and press RETURN. You will then be asked for the PRINTER SLOT number. Enter the number and press RETURN. The lesson chosen will then be printed.

When the printout is completed you will be asked:  
DO ANOTHER ONE? (Y/N)

Respond as desired.

## 6 - TURN SOUND ON/OFF

This allows you to have sound accompany the lesson or turn it off.



After making your selection and pressing RETURN, you will be returned to the Teacher's MENU.

## CREDITS

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Lauderdale, MN 55113

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## SUGGESTIONS FOR USE

Read the stories together in small groups, using the computer as an electronic blackboard. Talk about the questions. Ask students to think of another question that measures the same skill.

If you have a Computer Center Pak, let each reading group make up new questions for the stories. If you have only one disk, let each reading group work with a different story. You can always generate the original stories and questions from your back-up disk.

For children who are having difficulty, let them work independently only after you've worked with them in a small group. If this is not possible, pair children together so that one can help the other.

Letting children use their own names in the stories and make up new endings, encourages creative thinking and increases the motivational value of this program.

# KITTENS, KIDS, AND A FROG

Building Comprehension I

Full color graphics and interesting stories provide practice in developing inferential and factual comprehension skills. All questions and stories are **modifiable**. Complete diagnostic recordkeeping. Children can build their own stories and questions. Grades 1-2

#### About the Author—

Janet Goldman has been teaching in the primary grades for over 30 years. She is certified to teach Learning Disabled as well as Emotionally and Socially Disadvantaged, and is currently finishing her Masters in Reading. For the last ten years, she has been teaching in the Blue Island School District (Chicago suburb), and has been instrumental in the design of the curriculum for Headmaster Ltd. of Hazelcrest, Illinois. Janet is considered a pioneer in the field of computer-assisted instruction.

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