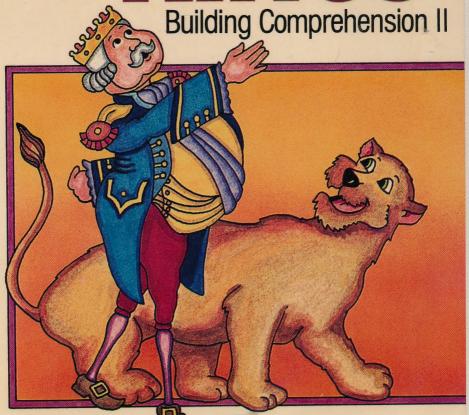# CHARIOTS, COUGARS AND KINGS

Building Comprehension II

Hartley

CHARIOTS, COUGARS AND KINGS

Building Comprehension II

This delightful program uses familiar stories to teach comprehension skills. All stories and questions are **modifiable.** HINTS are used to guide the student to the correct answer. Children can also build their own stories and questions. Diagnostic recordkeeping. Full color graphics. Grades 3-4.

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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10-30

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Disk 2

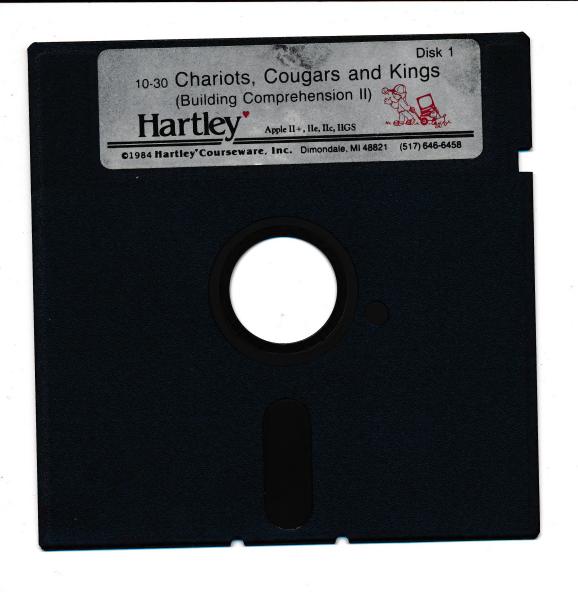10-30 **Chariots, Cougars and Kings**
(Building Comprehension II)

Hartley

Apple II+, IIe, IIc, IIGS

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Disk 1

10-30 Chariots, Cougars and Kings
(Building Comprehension II)

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Protect	Proteger
Protéger	Schützen
保 護	

No	No
Non	Falsch
注 意	

Insert Carefully	Insertar
Inserer avec soin	Sorgfältig Einsetzen
挿入注意	

Never	Nunca
Jamais	Nie
絶対禁止	

10°C – 52°C
50°F – 125°F

Never	Nunca
Jamais	Nie
絶対禁止	

CHARIOTS, COUGARS AND KINGS

Building Comprehension II

Hartley

CHARIOTS, COUGARS AND KINGS

Building Comprehension II

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

TABLE OF CONTENTS

PURPOSE/DESCRIPTION

This comprehension skill builder uses stories that have been enjoyed by third through fifth grade children. 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

This disk will boot on a 3.3 Disk Operating System.

When running this program on the Apple IIe, or IIc, the CAPS LOCK key must be down at all times. The LOCK key on the Franklin ACE 1000 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 comuter and run automatically - don't type catalog!

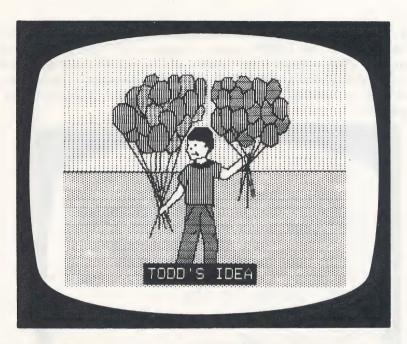The credits will vanish and this screen will appear:

```
    Type your name.




    Press <RETURN> .
```

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

The next frame allows you to choose a lesson.

```
    ==>      1 - TODD'S IDEA      <==
             2 - LONG AGO
             3 - OWLS
             4 - HAMSTER
             5 - A TRIP
             6 - ZOO
             7 - TOY CAR
             8 - LUCY'S LUCK
             9 - GOLD
            10 - MISSING
            11 - BASEBALL
```

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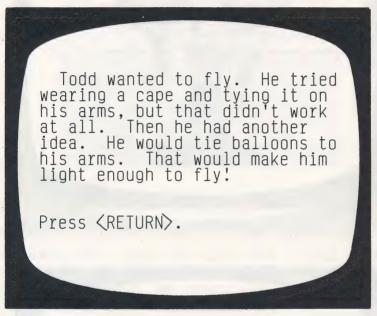
The next frame starts with a picture representing the story. **Note:** The picture can be seen at any time in the question frames by pressing **⟨CTRL⟩⟨P⟩** . The student will then be returned to the appropriate frame.

TODD'S IDEA

The 'Instructions' for the lesson are then presented:

INSTRUCTIONS

Read the story.
Then answer the questions.
Use the left-pointing arrow
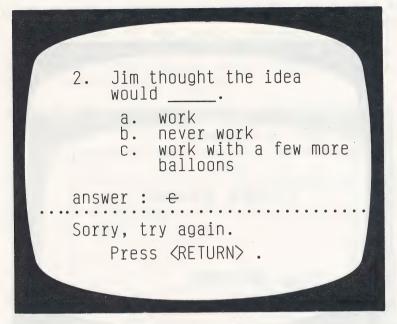to read the story again.

Press <RETURN>.

4

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).

```
    Todd wanted to fly.  He tried
wearing a cape and tying it on
his arms, but that didn't work
at all.  Then he had another
idea.  He would tie balloons to
his arms.  That would make him
light enough to fly!

Press <RETURN>.
```

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.

5

```
   2.   Jim thought the idea
        would _____.
        a.   work
        b.   never work
        c.   work with a few more
             balloons

   answer :   c
......................................
   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:

```
   2.   Jim thought the idea
        would _____.
        a.   work
        b.   never work
        c.   work with a few more
             balloons

   answer :   c
.....................................
   Sorry.
   Press <RETURN> for hint.
```

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

```
Jim thought Todd would take
off to nowhere.




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 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.
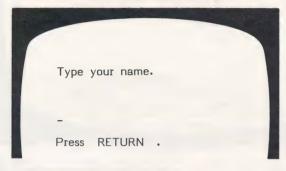


```
Tim                <HANK>

                ||||| ||||| ||||| ||||| |||||   ||||| ||||| ||||| ||||| □
                □ □


            Out of 12 questions,
            you answered 12 and had
            9 correct on 1st try.
        ----------------------------------------
            You are doing GREAT!
              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.
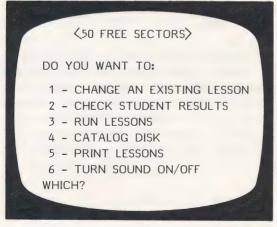
TEACHER'S MENU

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:

```
Type your name.


-

Press  RETURN  .
```

The following MENU will be shown:

```
          <50 FREE SECTORS>

    DO YOU WANT TO:

      1 - CHANGE AN EXISTING LESSON
      2 - CHECK STUDENT RESULTS
      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.

9

1 – CHANGE AN EXISTING LESSON

You can change the <u>text</u> 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.

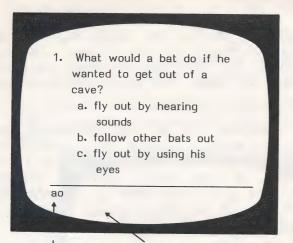The next frame starts the story. Again, just type over any copy you wish changed.

```
Most people never see owls
or bats because they hunt for
food at night instead of in
the daytime.  Maybe this is why
people who stay up at night
are called 'Night Owls'!
 Owls can see in 100 times
less light than human beings.
_____
%      (press return)
```

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.

1. What would a bat do if he wanted to get out of a cave?
   a. fly out by hearing sounds
   b. follow other bats out
   c. fly out by using his eyes

ao

The **a** indicates the correct answer.

The **o** indicates the skill category (predicting outcomes)

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 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.,
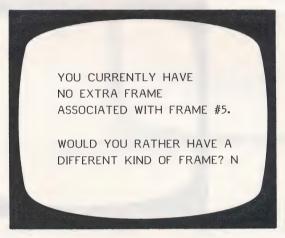
MAIN IDEA   1 OUT OF 2

This gives the teacher an idea of where the student needs more work. The nine different categories, and their codes are:
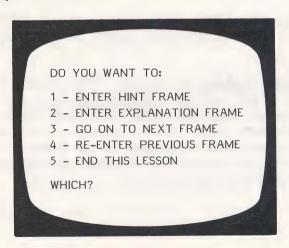
MAIN IDEA	m
DETAIL	d
VOCABULARY	v
SEQUENCE	s
CAUSE/EFFECT	c
INFERENCE/DRAW CONC.	i
MAKING JUDGMENTS	j
PREDICTING OUTCOMES	o
PRONOUNS	p

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:

```
YOU CURRENTLY HAVE
NO EXTRA FRAME
ASSOCIATED WITH FRAME #5.

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 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.

```
                    _____
          Enter HINT for frame #5.
```

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.

```
Sorry, the answer is:

..........................................................

..........................................................
Enter EXPLANATION for
frame #4.
```

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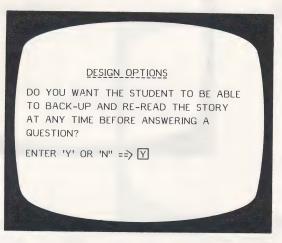
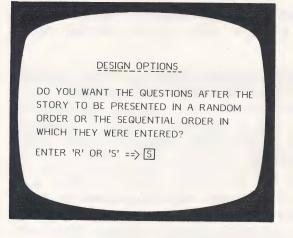After ending the lesson, you will be asked to enter or change the concept being taught, i.e.,

CONCEPT:COMPREHENSION - LEVEL 3.1

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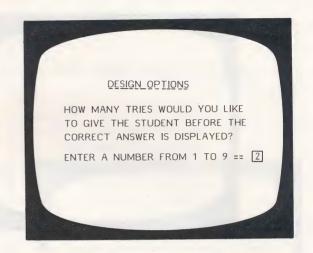
Design Options

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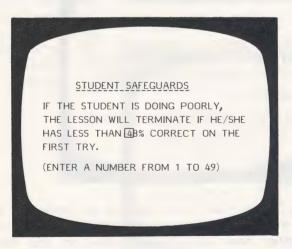
```
          DESIGN OPTIONS

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

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

```
          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
```

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.

```
       DESIGN OPTIONS

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

ENTER A NUMBER FROM 1 TO 9 ==  [2]
```
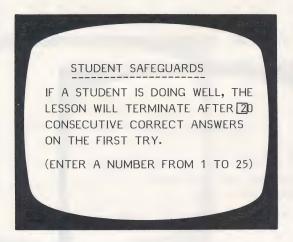
The following "Student Safeguards" allow you to set
the criteria upon which the computer will branch to
the end of the lesson. It is the philosophy of the teachers
who designed this disk that if a lesson is too easy or
too difficult, the computer should terminate the lesson.
The TEACHER should make the new prescription.

```
     STUDENT SAFEGUARDS

IF THE STUDENT IS DOING POORLY,
THE LESSON WILL TERMINATE IF HE/SHE
HAS LESS THAN [4]8% CORRECT ON THE
FIRST TRY.

(ENTER A NUMBER FROM 1 TO 49)
```

The next question relates to the above decision.

```
        STUDENT SAFEGUARDS
        --------------------

EVEN IF THE STUDENT IS DOING
POORLY, AT LEAST ☐8 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 ☐2 0
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).
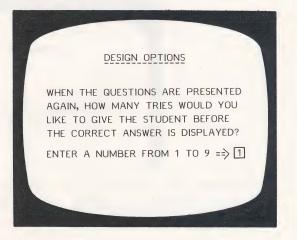
This type of criteria was considered preferable to a % because it takes into account the fact that the child may do poorly in the beginning but learn the concept during the lesson and begin to answer all items correctly.

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" ==> N

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

DESIGN OPTIONS

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

ENTER A NUMBER FROM 1 TO 9 ==> 1

After all the Design Options have been set, you will be asked if you want to:
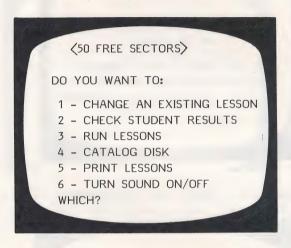
SAVE THIS LESSON? (Y/N)

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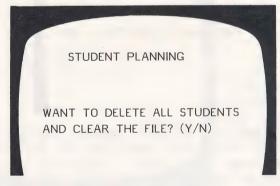
You are then given the chance to change the LESSON NAME, if desired.

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:
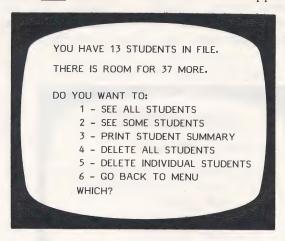
```
          ⟨50 FREE SECTORS⟩

   DO YOU WANT TO:

      1 - CHANGE AN EXISTING LESSON
      2 - CHECK STUDENT RESULTS
      3 - RUN LESSONS
      4 - CATALOG DISK
      5 - PRINT LESSONS
      6 - TURN SOUND ON/OFF
   WHICH?
```

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

```
          STUDENT PLANNING



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

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

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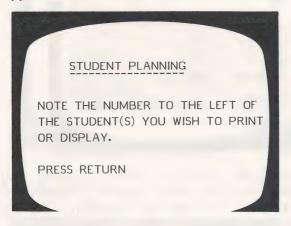the file and <u>not</u> erase it, this frame will appear:

```
YOU HAVE 13 STUDENTS IN FILE.

THERE IS ROOM FOR 37 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?
```

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

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

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 <u>some</u> of the students, select **2 - SEE SOME STUDENTS** and press **RETURN.** This frame appears:
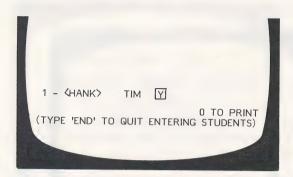
```
          STUDENT PLANNING
          ------------------

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

     PRESS RETURN
```

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

```
ENTER STUDENT NUMBERS

   1 - <HANK>  TIM
   2 - <PHAET>  JANE
   3 - <UNICO>  JOSE
   4 - <TODD'S>  TRACI




:□                      0 TO PRINT
(TYPE 'END' TO QUIT ENTERING STUDENTS)
```
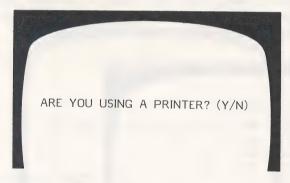
The computer keeps a running tally on the number of students you have selected.

Type the <u>number</u> 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
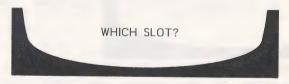
22

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

```
1 - <HANK>    TIM   [Y]
                              0 TO PRINT
(TYPE 'END' TO QUIT ENTERING STUDENTS)
```
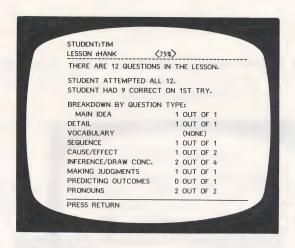
Continue selecting students whose records you want to see. When you are done entering student numbers, type **END** (in place of another number). The following frame will appear:
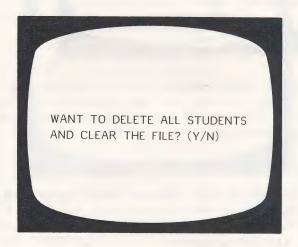
```
ARE YOU USING A PRINTER? (Y/N)
```

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

```
WHICH SLOT?
```

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:
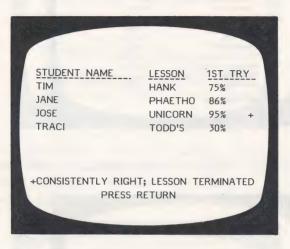
```
STUDENT:TIM
LESSON :HANK              <75%>
------------------------------------------------
THERE ARE 12 QUESTIONS IN THE LESSON.

STUDENT ATTEMPTED ALL 12.
STUDENT HAD 9 CORRECT ON 1ST TRY.

BREAKDOWN BY QUESTION TYPE:
   MAIN IDEA                 1 OUT OF 1
DETAIL                       1 OUT OF 1
VOCABULARY                    (NONE)
SEQUENCE                     1 OUT OF 1
CAUSE/EFFECT                 1 OUT OF 2
INFERENCE/DRAW CONC.         2 OUT OF 4
MAKING JUDGMENTS             1 OUT OF 1
PREDICTING OUTCOMES          0 OUT OF 1
PRONOUNS                     2 OUT OF 2
                             _____
PRESS RETURN
```

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

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

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.**

24

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                 HANK        75%
JANE                PHAETHO     86%
JOSE                UNICORN     95%    +
TRACI               TODD'S      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
JANE	PHAETHO	86%	(13/15)	COMPREHENSION – LEVEL 5.6

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.

5 - PRINT LESSONS

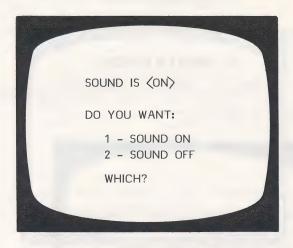This allows you to print out the lessons on this disk. The first frame to appear:

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

FORMATTING WAS DESIGNED FOR A
C. ITOH PROWRITER 8510 PRINTER.
THERE MAY BE SOME VARIATIONS WITH
OTHER MODELS.
```

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 if off.

```
SOUND IS <ON>

DO YOU WANT:

    1 - SOUND ON
    2 - SOUND OFF

WHICH?
```

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

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.

Putting the Student in Control

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 their own questions and stories will not only help them learn new skills, but will also give them the opportunity to "tell the computer what to do."

CHARIOTS, COUGARS AND KINGS
Disk 1

Number of questions covering the skills listed.

LESSON	STORY FRMS	MAIN IDEA	DETAIL	VOCAB	SEQNC	CAUSE/ EFFECT	INFER DC	MAKE JDGMTS	PRED OUTCMS	PRO- NOUNS
TODD'S IDEA	3	1	2	1	1	1	2	2	1	1
LONG AGO	3	1	1	1	1	1	3	2	1	1
OWLS	4	1	2	2	0	1	3	1	1	1
HAMSTER	4	1	2	2	1	1	2	1	1	1
A TRIP	5	1	2	2	1	1	2	1	1	1
ZOO	5	1	2	1	1	1	3	1	1	1
TOY CAR	7	1	2	3	1	1	2	1	1	0
LUCY'S LUCK	5	1	2	1	1	1	3	2	1	0
GOLD	8	1	1	3	1	1	2	1	1	1
MISSING	7	1	1	3	1	2	2	1	1	0
BASEBALL	6	1	2	2	1	2	2	0	1	1
TOTAL DISK	57	11	19	21	10	13	26	13	11	8

Stories on Disk 1.

TODD'S IDEA

Todd wanted to fly. He tried wearing a cape and tying it on his arms, but that didn't work at all. Then he had another idea. He would tie balloons to his arms. If he used lots of balloons, that would make him light enough to fly!

His friend Jim said it would take a million balloons, because Todd was so heavy!
Todd got many balloons and tied them to his arms. He waited, but nothing happened. He thought it must be because he needed more balloons.

Todd tied more balloons to his arms. Then he was sure he would take off!

Jim thought that Todd would take off to nowhere!

LONG AGO

Long ago people had to work very hard. They had to build their own houses. They had to get their own food, by gardening and by hunting. They had to make almost everything they needed.

The mothers made all of the family's clothes, soap, and candles. The fathers made most of the things that went inside the houses. They made many things of wood.
Everyone in the family had to work. Children worked, too. The children helped their mothers and fathers. They also chopped wood and worked in the gardens. They took care of the animals. They didn't have much time to play. They didn't even have a radio or television set!

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OWLS

Most people never see owls or bats because they hunt for food at night instead of in the daytime. Maybe this is why people who stay up late at night are called 'Night Owls'!

Owls can see in 100 times less light than human beings.

Bats need no light at all, as they fly by sound rather than by sight.

An owl is a bird, but a bat is not. Many people think that a bat is a bird because it has wings.

If you could look closely at a bat, you would see that it looks and feels like a mouse with wings. The hook on each wing is what is left of a thumb. Long, long ago bats probably had hands!

If you go camping and stay up when the moon is out, you may be lucky and see a bat or an owl flying about.

But then you might be called a 'Night Owl'!!!

HAMSTER

Kathy had a little white hamster. One day she wanted to take her pet to school. Kathy put the hamster in her school bag and then ate breakfast. After breakfast she picked up her bag and went to school.

Kathy told the teacher she had something to show the class. She peered into her school bag, but there was nothing there! The hamster was gone! Kathy wanted to cry, but she kept a stiff upper lip.

All day Kathy did very little work. She couldn't keep her mind on her school work. She was very sad.

After school Kathy walked slowly home. When she opened the door, she saw her hamster perched on a chair.

Kathy ran into the house. She picked up her pet and hugged it. She was thrilled to know that her pet was safe, and not lost!

A TRIP

Tammy and Bill were excited as they jumped into the back seat. They were going to Grandma's! But it was a long trip, and they soon became tired and bored. Both Tammy and Bill kept asking Father when they'd get to Grandma's.

When the children started to fight, Mother told them to play a game. Tammy made up a game called 'White Cars and Eighteen-Wheelers'. She would count the white cars, and Bill would count the eighteen-wheelers.

Whoever counted the most would win the game.

They had fun trying to beat each other, and the time went by quickly.

All of a sudden the car stopped, and Father said that they were at Grandma's. Bill was surprised. Playing the game had made the trip seem short!

Father parked the car at the curb on a busy street. When they got out of the car Tammy and Bill saw many tall buildings, many people walking fast, and a lot of cars and buses.

It was Saturday, and Mother didn't have to go to work. She said she would take me to the zoo. I was very excited, because I had wanted to go to the zoo for a long time!

When we arrived at the zoo, we walked around and watched the wild animals in their cages and outside. Then we went to the Children's Zoo. I loved petting the baby sheep. (They are called lambs, you know.)

While at the Children's Zoo we saw chicks being hatched from eggs, and we saw a goat being milked. We saw baby rabbits, and little piglets. We saw a nanny goat and her twin babies. (Baby goats are called kids!)

I took many pictures with my camera. (It was really Mother's camera, but the pictures were to be mine.) I planned to put all the pictures into a scrapbook.

On the way home we stopped at a drive-in for a hamburger I had some fries and a shake, too.
I was so sleepy that I fell asleep in the car on the way home. It's a good thing Mother wasn't as sleepy as I was!

TOY CAR

Tim rode his bike to the shopping mall. He needed some paper for school. All of a sudden he spied a super toy racing car. As Tim looked for the paper he couldn't keep his mind off that car! He just had to have it - but how?

Tim reached into his pocket and pulled out all the money he had. There was just enough for the paper, plus 2 quarters that the tooth fairy had left under his pillow. He needed $1.25 to buy the miniature car. 50 cents wasn't enough.

As he was riding home, Tim saw Ms. Sterrett. She was weeding her flower bed. Tim had a brilliant idea. He jumped off his bike and asked her if he could help. She agreed, so he got on his knees and started pulling weeds.

When they finished, Ms. Sterrett gave Tim a half dollar.

Tim thanked her. Then he hopped on his bike and rode home.

When Tim turned into his driveway he saw his neighbor, Mrs. Check, in her driveway. She was trying to unload some groceries and keep her young son from running into the street at the same time.

Another bright idea hit Tim! He told Mrs. Check that he would be glad to keep an eye on her son while she unloaded the groceries and put them away. Mrs. Check said that sounded like a fine idea!

When Mrs. Check finished, she gave Tim a quarter for watching her little boy.
Boy, had Tim lucked out! Now he had enough money!
He wheeled his bike around and went racing back to the store in the shopping mall.

31

Lucy felt that she always had bad luck. She thought that every time she went to the zoo or the park, it rained. She thought that every time she took a test in school, her pencil broke. She was sure no one else had such bad luck!

Lucy even remembered the times she had lost her homework, or dropped it in a puddle on the way to school. She recalled a trip the Girl Scouts took, that she had to miss, because she had a broken leg.

Her friend, Sally, told Lucy that she was only thinking about the bad things that had happened to her. Sally said to remember all the good things that had happened! Lucy still knew that she had more bad luck than anyone else!

One day Lucy had planned to visit her grandmother. She had to take a bus to a neighboring town. But Lucy got up too late and missed the bus. Lucy thought, 'Poor me! Just one more piece of bad luck!'

Later that day, Lucy heard that the bus she would have taken to Grandmother's had been in an accident. Many people had been hurt. Since Lucy had not been on the bus, she decided her luck was not so bad after all!

GOLD

Did you ever want to be rich? A long time ago there was a king who ruled over the land of Gimmemor (Gim-me-mor). He sat around all day, in his fine clothes and gold crown, and complained because he wasn't wealthy enough.

This meant that all the people had to listen to him say how sad he was because he didn't have all the money in the world. More than anything else in the whole wide world, he wanted to be the richest person who ever lived.

Finally, the day came when he ran into a wizard. He told the wizard that if he had one wish, it would be that everything he touched would turn into gold. At first the wizard didn't know if he should give the king what he wanted.

The wizard finally decided to grant the king his heart's desire.
The king was overjoyed. Everything he put his hand on turned into solid gold! Even chairs, the T.V., soccer balls and toothbrushes were gold.

Then one day the king placed his hand on his daughter's head. ZAP!!! She turned to gold!

The king felt terrible. He was very sorry that he had ever made such a dumb wish!

It hurt to sit on his hard throne. No picture came from his solid gold T.V. The king broke his foot when he tried to play soccer, and his gums bled when he brushed his teeth. And now his lovely daughter was solid gold!

Luckily for the king, the wizard heard the king and felt sorry for him, so he removed the wish. Now everything was as it had been before. The king was very delighted and grateful.

From that day on, the king of Gimmemor was contented with what he had. He never again wished to be the richest person in the whole wide world!

32

My teacher has often said
that there is no excuse for
not handing in homework!
I had forgotten mine a couple
of times, and the teacher had
really been upset with me!
I didn't dare forget it again.

One day last week I went
to my room as soon as I got
home from school and proceeded
to do my homework. When I had
completed it, I shoved it in
my desk drawer, grabbed my
mitt, and went out to play
baseball.

The next morning I went to
get my homework and it was
gone! I thought I was freaking
out because I knew I had put
it in my desk drawer. I looked
everywhere – under my bed, in
my coat pocket, and even where
I keep my baseball mitt.

All that day I couldn't
concentrate on my school work
because I kept wondering what
had happened to my homework
paper! I was certain I had
put it in my desk.

Not wanting the teacher to
rake me over the coals again,
I hurried home from school and
started my homework.

Suddenly I heard a squeaking
sound. Was the drawer talking
to me?

As I reached down and slowly
pulled the drawer open, the
sound became louder. I jerked
the drawer all the way open.
There, in the very back, was a
mouse's nest with four baby
mice in it! And guess what?

There, in little pieces, was
my homework! The mother had
taken advantage of the paper
and used it to help make her
nest! I guess she needed my
homework more than I did!

Did you ever go out for a
team sport, only to find that
nobody wanted you to be on his
team? I did!!!

I remember one day when I
wanted to play baseball. The
two captains began to select
players to be on their teams.

Finally, everyone had been
picked except me. Neither
captain wanted to pick me.
I felt terrible! I wanted to
melt right down inside my
shoes! Finally one captain
said he would take me, because
it would even out the teams.

As usual, when it was my
turn to bat, I struck out.
I dropped out of the game, and
was leaning against the fence
when a high school coach came
by. When he found out why I
wasn't playing, he told me a
couple of things to try.

I went home, and had the
girl next door pitch to me.
All the tips the coach had
given me were racing around in
my head. He'd said to bend my
body just a bit toward the
plate, and to hold the bat off
my shoulders.

He'd told me to swing the bat
in nearly level, but up just
a bit; and to aim at the brim
of the pitcher's cap.
If my hitting still wasn't
right, I was to raise my
elbow a bit.

The last thing the coach had
whispered to me was the most
important secret of being
good at anything:

'If at first you don't
succeed, keep practicing until
you do!!!'

33

Number of questions covering the skills listed.

LESSON	STORY FRMS	MAIN IDEA	DETAIL	VOCAB	SEQNC	CAUSE/ EFFECT	INFER DC	MAKE JDGMTS	PRED OUTCMS	PRO- NOUNS
UNICORN	9	1	1	0	1	2	4	1	1	1
EARTH & MOON	9	1	7	1	0	1	2	2	1	0
HANNAH	12	1	2	0	1	1	4	3	1	1
BIRDS	5	1	2	2	0	1	6	0	1	1
BLACK HOLE	5	1	4	2	1	1	3	1	2	0
GEORGE	7	1	2	1	1	1	2	2	1	1
STUNT MAN	9	1	2	2	1	1	4	0	1	1
PHAETHON	8	1	2	5	1	2	2	0	1	1
HANK	10	1	2	3	1	2	3	1	2	0
TOTAL DISK	74	9	24	16	7	12	30	10	11	6

Stories on Disk 2.

UNICORN

Once upon a time, when unicorns first pranced around on earth, they had no horns. They looked just like little horses.

About that same time, there lived many knights. One young lad, Marvin – who hoped to become a knight when he was just a few years older – had a pet unicorn. They spent many hours riding together over the countryside.

One day a fierce dragon that lived in the mountains near Marvin's village came out of his cave bellowing smoke. He flapped his huge green wings, and started to move down the mountainside toward Marvin's village.

Now at this particular time all of the brave knights were away, fighting for their king. Only old men and young boys were in the village with the women and children. The people were very frightened as the dragon drew closer and closer.

Marvin was frightened, too, but he felt that he had to do something to protect his friends and neighbors. He grabbed his sword, raced to his pet, mounted the unicorn, and galloped up the hill to fight the red-eyed monster.

With his sword in hand, the brave youth charged at the dragon. But the dragon whipped his tail around and knocked Marvin off his unicorn! The bewildered and dazed lad lay helpless on the ground, his sword beside him.

The unicorn loved his master and wanted to save him. Trembling all over, the unicorn picked up the handle of the sword between his teeth and galloped toward the dragon. He ran the sword through the dragon's heart.

Marvin's brave pet had saved his life, and had saved the village from the dragon! Because of the unicorn's bravery, all unicorns ever since that time have carried built-in swords that grow out of their foreheads!

So, today – if you should ever see a unicorn – you will see that he still looks like a little horse, but with one swordlike horn pointing out from his forehead.

34

We live on the planet Earth, which orbits the sun. Eight other planets go around the sun, too. SOLAR is a word that means 'of the sun'. All of the planets that orbit the sun are in our solar system.

Did you know that our sun is really a medium-sized star? The sun seems bigger, hotter, and brighter than other stars, because it is much, much closer to the earth than any other star — only about 93 million miles away!

While Earth is busy going around the sun once every 365 days, there is something that orbits the earth every 28 days. This satellite is called a moon. SATELLITE is the word for something that orbits a planet.

Today there is a great deal of talk about satellites that orbit our planet. Many satellites made by man now orbit the earth. The moon is the only natural satellite.

In some ways the moon and Earth are alike. Neither the moon nor the earth has heat or light of its own. Both get light and heat from the sun. Also, both the earth and the moon have mountains.

Earth and the moon are also very different. On Earth there is air and water. On the moon there is neither air nor water. Without air or water, there is no life on the moon.

If an atom bomb were to explode on the moon, you wouldn't hear it, or see the mushroom cloud. Air is needed to carry sound waves, and a cloud requires air in order to be seen. So all you would see would be a flash of light!

Both the earth and the moon have huge holes in their ground surfaces — holes deep enough to hold a 500-story building!

The huge holes on the moon are called craters. They were made by flying meteors.

The great deep places on the earth, such as the Grand Canyon, were made by water.

HANNAH

Hannah's father had heard about the rich farm lands in the West. He told his family that they were going to move west, to a place called Illinois.

Hannah had heard many tales about Indians. Other children had told her terrible stories about how the Indians stole children and made them slaves. Hannah believed the stories, and she was very much afraid of Indians!

In the spring of 1850 Hannah and her family said goodbye to their friends and headed west. Day after day and week after week went by. Everyone grew very tired of traveling. Everyone grew very tired of eating dried food.

One day Hannah saw some berries on a bush near the trail. Fresh food!!! They hadn't had any fresh fruit to eat for weeks! She took a pail and began to pick the berries.

Hannah went from one bush to another, and another, and another, picking berries as she went. Finally, her pail was full of beautiful, ripe, juicy berries.

35

Hannah looked around, and found herself deep in a woods. She didn't know which way to go! She was scared, and started to run. All at once she twisted her ankle, and fell down in pain.

Her ankle hurt terribly! It hurt so much that she couldn't even stand on it! She began to shout for help as loudly as she could. Oh, if only someone would hear her shouts, and come to help her!

Hannah heard footsteps. Someone was coming to help her! She turned to see who was coming, and felt herself being lifted up into the air. She was in the arms of an Indian!!!

All those horrible stories the children back east had told her came to mind. Hannah was certain that the Indian was taking her back to his camp to make her a slave! Sick with terror, she shut her eyes tightly, and tried not to cry.

When Hannah dared to open her eyes and peek, she saw that they were coming out of the woods and nearing the covered wagon. Her mother and father were rushing to meet the Indian who was carrying Hannah in his arms.

Her parents were so happy that Hannah was safe and not lost, and that the Indian had heard her cries for help. But Hannah was the happiest of them all!! They thanked the Indian by giving him some food and some colorful beads.

Hannah now knew that not all Indians were unfriendly. From then on, she did not believe all that she was told by her playmates!

BIRDS

Two very interesting birds are the Barn Owl and the Road Runner.

The Barn-Owl is often called the Monkey-faced Owl. It has a tremendous appetite, and will consume its weight in food every night.

It gobbles up mice, gophers, and other ground creatures. An owl can catch more animals than a dozen cats. Because of the kind and amount of food an owl consumes, it is one of our most valuable birds.

The Road Runner belongs to the cuckoo family. However, you never hear one say 'Cuckoo'! The Road Runner is rightly named, because it seldom flies; but it can run faster than a man - and almost as fast as a horse!

It uses its tail, which is as long as its body, as a rudder and brake.

Lizards are the favorite food of the Road Runner, but it will indulge in scorpions, grasshoppers, crickets, and even poisonous snakes.

An adult will often kill a lizard and feed it to its young. If a small bird cannot swallow its meal all at once, it will swallow it gradually. So don't be shocked if you see a Road Runner with a lizard's tail in its mouth!

BLACK HOLE

In the sky there are things we can't see because they are black. They are black holes!

Astronomers use telescopes and radio beams to search for black holes. Scientists have decided that black holes were once stars.

As stars, they burned until their energy was used up. Then they exploded.

A star that explodes is called a supernova. When it blows up, most of the matter scatters out into space, but some collapses in on itself.

When it does this, the mass is very heavy, with a tremendous gravitational pull. When you jump up, you come right back down because the earth's gravity pulls you back. The earth's gravity is strong, but a black hole's is stronger.

A spaceship traveling at seven miles a second can escape Earth's gravity. But the gravity of a black hole is so intense that even light, traveling at 186,000 miles per second, cannot escape. It is drawn into the black hole.

Astronomers have no idea what happens after something is drawn into a black hole, but they are continually trying to find out. They need to learn all they can, to know how black holes will affect space travel.

GEORGE

Every year in school, during the month of February, we talk about George Washington. We read many stories and articles about him. Recently I found out some new information, which was unfamiliar to me.

I knew, of course, that George did not really chop down his father's cherry tree. I had always thought that George had wooden false teeth, but they were really made of ivory!

I also learned that George never wore a white wig like most of the well-dressed gentlemen of that day.

The story about George's being taught by a 'jailbird' is probably true.

When George was young no one had credit cards, and if a person owed money and could not pay, he was put in jail. England had many well-educated convicts. Americans sometimes paid to have these convicts sent here as tutors.

When George was eleven, his father died, and George went to school with other children until he was about fifteen. From then on he taught himself by reading and listening to others.

George was almost not 'the father of our country'. When he was young, our country still belonged to England. George was invited to join the English navy. If he had gone to sea for England, he might have been fighting against us!

It was lucky for the colonies that George didn't like the ocean, and that his mother didn't want him to go to sea! It was lucky for us that he was on our side and not on England's during the War for Independence!

STUNT MAN

Look! There lies Pete O'Grady - dead!! No, wait! He's getting up! The fact is, Pete may die several times today! Pete is a stunt man who is making a movie about spies. In this particular movie, the spies kill Pete.

Although it might seem that the life of a stunt man would be exciting, it really can be quite boring. Pete's daily work routine begins with getting up at 5:00 in the morning to go to the studio.

Pete first puts on the make-up and costume of the person he is supposed to be. Then he meets with the director, who tells him what he is to do that day.

Stunt men often do not know the whole story or plot. They are told the main idea, and just a little bit about the story that precedes their scene.

In today's scene, a spy is supposed to hit Pete over the head with a chair. Pete then drops to the floor, blood dripping from his head.

The first time they shot the scene the spy missed his cue. He forgot to pick up the chair at the right time. The second time, the spy goofed again. He pushed the button that makes the chair fall apart too soon.

This meant that the chair fell apart before it hit Pete's head.

Next, the bag of blood, hidden in Pete's hair, didn't break when he was hit. A dozen times the scene had to be done over, until it was right!

Pete had to do the same thing over again many times. Yet each time he had to show the same interest and excitement as if it were the first time!

So, whenever you see Pete - or some other stunt man - on T.V. or in a movie, remember this:

What looks exciting on the screen was just plain hard work for the actor!

PHAETHON

Apollo was the sun god. He drove a horse-drawn chariot across the sky every day, pulling the sun across the sky.
One day Apollo's young son, Phaethon, wanted to take the sun across the sky.

Apollo was worried that this would be very dangerous. If Phaethon drove the chariot too close to the earth, the sun would set fire to the world. If Phaethon went too far, he might become lost and not be able to find his way back.

But Phaethon insisted. He pleaded with his father until Apollo finally gave in. Against his better judement, Apollo placed the sun crown firmly on his son's head and bade him farewell.

Soon after Phaethon started his journey across the sky, he found that he couldn't hold the horses on their path. They climbed higher and higher into the sky. Phaethon realized that he had bitten off more than he could chew!

Phaethon was afraid he was going to hit a star, so he yanked hard on the reins. Then the horses began to plunge downward toward the earth! A path of fire spread across the earth as the chariot went by.

Forests burned, and grasslands were turned into deserts. Phaethon wished that he had never tried to take the sun across the sky!
   The god of lightning and thunder looked down at the terrible fire on the earth.

He knew he could extinguish the fire, but he couldn't save the boy. The god of lightning and thunder hurled lightning at the chariot, forcing it out through the asteroid belt. Phaethon was thrust across the sky like a shooting star.

When the god saw this, tears cascaded from his eyes like waterfalls, creating a flood which extinguished the fire.
   Whenever you look up into the sky and see a comet streak across, it may be Phaethon searching for his home.

HANK

Hank lived in the mountains of Wyoming. He loved living there, because he could investigate all the caves, valleys and canyons. It made him feel like an adventurer. He spent many, many hours exploring.

One day Hank (his real name was Henry, but he hated to be called that) was exploring when he heard a faint cry. Upon closer inspection he discovered a cougar's den, containing nothing but two cubs.

One cub was dead and the other very weak, probably from lack of food. Hank figured that something had happened to the mother, and that she would not return. He picked up the fragile cub and took it home.

Hank fed the cub, first from a nose dropper and later from a baby bottle. Soon the cub was able to lap up milk from a dish. All this time the cougar was growing fast!

At first the cub slept under Hank's arm. As the cougar grew bigger, he was taking up half the bed! Soon he was so large that he had to sleep on the floor next to the bed.

Hank and the cougar came to be great pals. They had a great time playing together and exploring the countryside.

One day, while exploring a new part of the forest, Hank ran across a grizzly bear.

Grizzlies are dangerous, because you never know what they will do when they are startled. Hank was shaking in his boots as he tried to decide whether to run or to freeze!

At that moment, the half-grown cougar lunged forward toward the grizzly. With hissing sounds, the cougar crouched, ready to attack the bear. Faced with the snarling, hissing cougar, the grizzly decided to turn and leave.

From that time on, Hank noticed a change in the cougar. The cougar was more restless, and would wander farther away and stay away for longer periods of time.
   Finally, Hank faced the fact that his pet was growing up.

The cougar was beginning to want his independence. Hank had been like a parent to the cougar, but he understood how his cougar felt. What kid, when he grows up, wants to spend the rest of his life with his parents?

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CREDITS

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