



# **TEACHTOWN<sup>®</sup>: Basics**

## **Software and Reference Guide**



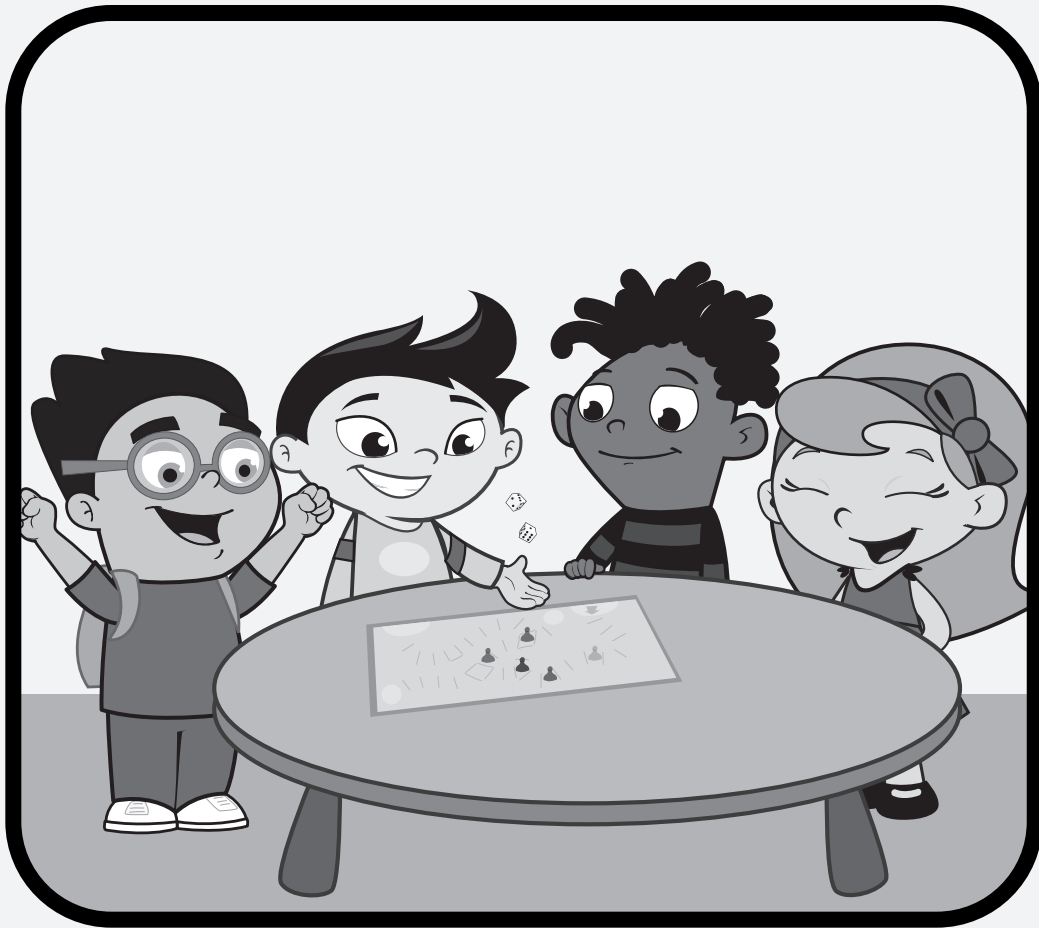
**TEACHTOWN<sup>®</sup>**

[www.teachtown.com](http://www.teachtown.com)

(800) 283-0165



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# Reference Guide





# Welcome to *TeachTown*<sup>®</sup>: *Basics*!

We're excited for you to start using *TeachTown*<sup>®</sup>: *Basics*! This program includes over 800 lessons and lessons across six key learning domains! We have added a world-class team of artists who are creating a treasure chest of animated games and reward cartoons to engage and motivate students to learn.

*TeachTown*<sup>®</sup>: *Basics* was developed to address the treatment and resource needs of families, schools and clinicians working with children with autism spectrum disorders. Our curriculum uses evidence-based best practices from Applied Behavior Analysis (ABA), education, speech and language, and developmental psychology to teach a wide range of skills to children. Your student will learn through software-implemented intervention and their progress will be tracked automatically for you to view and share with your student's team.

Our On Computer Lessons feature an automatic data tracking and reporting system which provides up-to-the-minute data reports on each student's progress. It allows teachers more time to provide individual attention to their students. Each lesson motivates students with our cast of engaging characters and intermittent reinforcement scheduled rewards.

The curriculum for the Generalization Lessons includes the same learning domains and levels as the computer curriculum, and each lesson is connected to a lesson in the *TeachTown*<sup>®</sup>: *Basics* computer program. Within each lesson, several goals and objectives can be planned for. Although the targeted objective might indicate something specifically linked to the computer curriculum, the lessons are intended to address several distinct objectives.

It is important to keep in mind that each child is unique and that time spent using the *TeachTown*<sup>®</sup>: *Basics* program will vary. You may wish to consult with your student's team to determine the appropriate amount of time each week to spend on *TeachTown*<sup>®</sup>: *Basics*. Typically, a minimum of 20 hours of structured learning opportunities are recommended each week for children with autism spectrum disorders. Some children require more time; some children require less time. This time can include programs like *TeachTown*<sup>®</sup>: *Basics*, home treatment programs, behavioral therapy, school, speech and language therapy, occupational and physical therapy, music therapy, etc.

It is our privilege to create products for the exceptional children in your life. We draw our greatest inspiration from the stories that customers provide to us about children whose lives have been changed with the help of *TeachTown*<sup>®</sup>: *Basics*. Please don't hesitate to reach out to our team with your suggestions and experiences. For more information about us, please visit [www.teachtown.com](http://www.teachtown.com).

Warm regards,

**Dan Feshbach**  
Co-Founder  
Chairman of the Board

**Dr. Christina Whalen**  
Co-Founder  
Chief Science Officer





## Getting Started: Organizational Account

### Installing TeachTown®: Basics

Your administrator has received a *TeachTown®: Basics* disc that you or your technical staff can install on all computers your students have access to during the day. Be sure to install all available updates.

### Create Your TeachTown Facilitator Account

All educators need to create their own TeachTown facilitator (adult) account.

- To create your facilitator account, open the *TeachTown®: Basics* software and click SIGN UP.
- When you create your account use your district email (or organizational email) address. This allows your administrator to associate your facilitator account to your program's paid licenses.

### Create Student Accounts

After you create your TeachTown facilitator account, you can create accounts for your students.

- Open the software, Log In, and click New Student.
- Enter your student's information and accept the terms.
- Select Edit next to Pay via Organization, and click the name of your program. If this payment option is not available, contact your program administrator so they can enable you to add students.
- Complete the Student Placement Questionnaire. The Student Placement Questionnaire is used to place your student at an appropriate starting point in each of the six *TeachTown®: Basics* learning domains.
- Next, click Manage Team to invite other support staff to be a part of the student's TeachTown team.

**Once you have done these things, your student will be ready to start using *TeachTown®: Basics!***

# I Installation

When installing *TeachTown®: Basics*:

- If you have a Personal Computer (PC), you can use a DVD or CD for installation.
- If you have a MAC, you can only use the DVD for installation. CD installation is not available for MACs.

## I.1 System Requirements

### I.1.A System Requirements for a PC

Windows XP SP2 and SP3, Vista, Windows 7, Windows Vista Home Premium, Business, Ultimate, or Enterprise including 64 bit editions, Windows Vista SP1, Windows XP Tablet PC Edition SP2 and SP3

Intel Pentium 4, 2.0 Ghz or faster

1 GB of RAM or more

CD-ROM or DVD drive, 1 GB free disc space

SuperVGA (1024x768) or higher video adapter

Internet connection

Mouse and keyboard; Touch screen and interactive whiteboard compatible

**Note:** Windows 98 and Windows 2000 are not supported.

### I.1.B System Requirements for a MAC

Mac OS X 10.5.4, 10.5.5 (Leopard) or 10.6.x (Snow Leopard)

Internet connection

Intel Core Duo 1.8 GHz or faster

1 GB of RAM or more

1 GB of available hard disc space

DVD Drive

Mouse and keyboard; Touch screen and interactive whiteboard compatible

**Note:** Power PC or operating systems before 10.4.11 are not supported.

## I.2 DVD Installation on a PC

### Steps:

1. Start by inserting the installation disc into your DVD drive.
2. The software installer should open automatically. If not, go to your Start Menu and select the COMPUTER link (or MY COMPUTER on Windows XP) and then double-click on your DVD drive.
3. Follow the onscreen instructions.
4. Carefully read the License Agreement. Then click I AGREE.
5. Choose the recommended default location to install *TeachTown®: Basics* on your computer, or select the directory where you prefer to install the program. Click INSTALL.
6. Installation will now start.

**Note:** *TeachTown®: Basics* requires having Adobe AIR Runtime installed. It will install automatically. Follow the onscreen instructions.

7. Carefully read the Adobe AIR Runtime installer setup and License Agreement. Then click I AGREE.
8. When the Adobe AIR install completes, click FINISH. The *TeachTown®: Basics* installation will continue on its own.
9. When installation is complete, click FINISH. If you receive an option to update, click DOWNLOAD NOW. This will update *TeachTown®: Basics* to the latest version of the software.

### I.2.A CD Installation on a PC

#### Steps:

1. Start by inserting the installation disc into your CD drive.
2. The software installer should open automatically. If not, go to your Start Menu and select the COMPUTER link (or MY COMPUTER on Windows XP) and then double-click on your DVD drive.
3. Follow the onscreen instructions.
4. Carefully read the License Agreement. Then click I AGREE.
5. Choose the recommended default location to install *TeachTown®: Basics* on your computer, or select the directory where you prefer to install the program. Click INSTALL.
6. Installation will now start.

**Note:** *TeachTown®: Basics* requires having Adobe AIR Runtime installed. It will automatically install. Follow the onscreen instructions.

7. Carefully read the Adobe AIR Runtime installer setup and License Agreement. Then click I AGREE.

8. When the Adobe AIR install completes, click FINISH. The *TeachTown®: Basics* installation will continue on its own.
9. When installation is complete, click FINISH. If you receive an option to update, click DOWNLOAD NOW. This will update *TeachTown®: Basics* to the latest version of the software.

**Note:** When an update is being installed, *TeachTown®: Basics* will automatically restart, and a dialogue box will appear notifying you of the data update.

**Note:** If an Adobe AIR dialogue box appears, follow instructions to update.

### 1.3 DVD Installation on a MAC

#### Steps:

1. Insert the installation disc into the DVD drive.
2. The *TeachTown®: Basics* installer icon will appear on the desktop. Double-click the icon to open the installer.
3. In the installer window, double-click on the *TeachTown®: Basics* icon to open the install window. Click CONTINUE.
4. Review READ ME and click CONTINUE.
5. When the Software License Agreement screen appears, carefully read the agreement and click CONTINUE.
6. Click AGREE to continue with the installation.
7. When selecting a destination, make sure that the proper disc drive is selected, and that there is sufficient space to store the software. Click INSTALL.
8. Your computer may require your system username and password to install the software. Fill in those fields and click OK.
9. When the installation is complete, click CLOSE.
10. Close the *TeachTown®: Basics* installer dialogue box.
11. To launch *TeachTown®: Basics* double-click the *TeachTown®: Basics* icon on your desktop. If you receive an option to update, click DOWNLOAD NOW. This will update *TeachTown®: Basics* to the latest version of the software.
12. Click INSTALL NOW. Your computer may require your system username and password to update.

## 2 Launching the Program

Launching the program will open *TeachTown®: Basics* on your computer. Your computer must have an Internet connection to use *TeachTown®: Basics*.

### 2.1 On a PC

#### Steps:

Double-click the *TeachTown®: Basics* icon on your desktop or follow these steps:

1. Click START.
2. Choose ALL PROGRAMS.
3. Double-click the *TeachTown®: Basics* folder.
4. Click the icon to open *TeachTown®: Basics*.

### 2.2 On a MAC

#### Steps:

Double-click the *TeachTown®: Basics* icon on your desktop or follow these steps:

1. Click on Finder in your dock.
2. Click the Applications folder.
3. Double-click the *TeachTown®: Basics* icon to open *TeachTown®: Basics*.

## 3 Logging In

The screenshot shows two side-by-side panels. The left panel, titled 'Already a Member', contains two input fields for 'Email' and 'Password', a 'Password Reminder' button, and a 'Log-In' button. The right panel, titled 'New Member', contains a 'Create New Membership' label and a 'Sign-Up' button.

Figure 1. Log In Page

#### Steps:

1. Launch *TeachTown®: Basics* (see Section 2).
2. Enter your email and your *TeachTown®: Basics* password (see Figure 1).
3. Click LOG IN (see Figure 1).
4. This takes you to the Home Page.

#### **i** Tips:

Your student should not have access to this part of *TeachTown®: Basics*. The student session begins when you hold down the (left) mouse button and press the “T” key (see Section 21). All of the pages before this are for facilitators (adults).

## 4 Creating Facilitator (Adult) and Student Accounts

Figure 2. Log In Page

Each adult and each student will need their own *TeachTown®: Basics* account. Adults must create both their own accounts as well as their students' accounts. Students can't create accounts for themselves.

### 4.1 Creating Your Facilitator (Adult) Account

#### **F** Facts:

*TeachTown®: Basics* refers to all adults on your student's educational team as "facilitators." Adults working with a student must create their own individual facilitator accounts (see Section 10.2 to invite adults to become facilitators on your student's account).

Please do not share your login information with anyone. This protects the confidentiality of your student's records.

Figure 3. Facilitator sign up page

#### **Steps:**

1. Start *TeachTown®: Basics* (see Section 2).
2. Click SIGN-UP (see Figure 2, Number 2).
3. Complete the personal information form (see Figure 3).
4. Click SIGN-UP.
5. Click OK.
6. This takes you to the Log In Page.

#### **i** Tips:

You can also create facilitator accounts online at [www.teachtown.com](http://www.teachtown.com). If you create your account online, you will still need to install the *TeachTown®: Basics* program on your computer in order to have your student start a session.

## 4.2 Creating a Student Account

### **F** Facts:

All student information, including personal information, lesson data, reports, and notes is stored in each student's account. Students should not share accounts. If multiple students are on the same account, the data will not be accurate and *TeachTown®: Basics* will not choose appropriate lessons. If you are a teacher, before you add a student, check with your organization administrator to see if the student already has a *TeachTown®: Basics* account. Do not create duplicate student accounts.

### **S** Steps:

1. Start *TeachTown®: Basics* (see Section 2).
2. Enter your email and your *TeachTown®: Basics* password.
3. Click LOG IN (see Figure 2, Number 1).
4. Click MY STUDENTS at the top of the Home Page.
5. Click ADD A STUDENT.
6. Fill in the student's personal information.
7. Click SUBMIT.
8. Select every box on the facilitator agreement.
9. Click I ACCEPT.
10. Click OK.
11. Choose your payment method (See Section 4.2.A, 4.2.B or 4.2.C for more information on payment methods).
12. Follow the process for the chosen payment method.
13. Completing the payment process takes you to the Student Placement Questionnaire (see Section 4.3).

### **i** Tips:

You can't start a computer session for your student until you complete payment. You can also create new student accounts online at [www.teachtown.com](http://www.teachtown.com). To do so, follow steps 1-10 in Section 4.2. You can enter student information and payment information online, but to complete the Student Placement Questionnaire you must open the *TeachTown®: Basics* program.

## 4.2.A Credit Card Payment Method

The screenshot shows a window titled "View Student Account" with a "Close" button in the top right corner. The student information is as follows:

First Name:	Sally
Last Name:	Bose
Birthday:	06-15-2008
Gender:	Female
Relationship:	Teacher
Account Status:	Requires payment

Below the information, there is a heading "Please choose a payment option" followed by three radio button options:

- 1 Purchase or apply a license
- 2 Pay via Organization
- 3 Pay via Coupon

A "Cancel" button is located below the options.

Figure 4. Choose a Payment Method

### **F** Facts:

*TeachTown®: Basics* uses enhanced security measures to safely protect your credit card information.

The screenshot shows a window titled "Billing Address and Credit Information" with a "Close" button in the top right corner. The heading reads "Please enter your billing address and credit card information." The form contains the following fields:

- Name
- Address
- City
- State/Prov
- Country: United States
- Postal Code
- Telephone
- Card Type: Visa
- Card Number
- Expiration Date: 08 / 2010
- Account Coupon Code

At the bottom, there is a checkbox labeled "I agree with these" next to a "Terms and Conditions" button. To the right of this is a "Payment Services by VeriSign" logo. At the bottom right, there are "Cancel" and "Next" buttons.

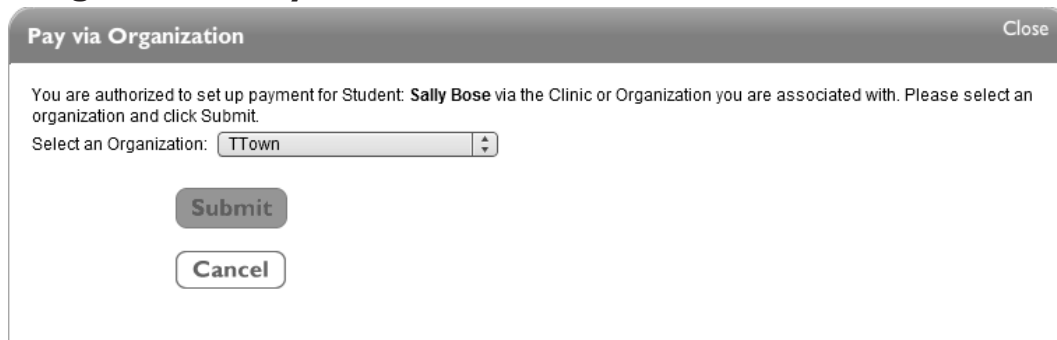
Figure 5. Entering credit card information for payment of student account

### Steps:

1. Click ADD to the right of Purchase or apply a license (see Figure 4, Number 1).
2. Click NEXT.
3. Enter your billing information.
4. Click the box next to "I agree with these" (see Figure 5, Number 1).
5. Click NEXT (see Figure 5, Number 2).
6. Click CONFIRM ORDER.
7. Click OK.
8. This takes you to the Student Placement Questionnaire.



## 4.2.B Organization Payment Method



**Pay via Organization** Close

You are authorized to set up payment for Student: **Sally Bose** via the Clinic or Organization you are associated with. Please select an organization and click Submit.

Select an Organization:

**Submit**

**Cancel**

Figure 6. Organization payment method

### **F** Facts:

Pay via Organization assigns payment to your organization (school district, school, clinic, etc.) for your student account. If Pay via Organization does not appear as an option, contact your organization administrator.

### **S** Steps:

1. Click EDIT next to Pay via Organization (see Figure 4, Number 2).
2. Click on the name of the Organization that will be paying for your student (see Figure 6).
3. Click OK.
4. This takes you to the Student Placement Questionnaire.

### **i** Tips:

If Pay via Organization used to appear but no longer does, your organization may have used all of its student licenses. Contact your organization administrator for help.

## 4.2.C Coupon Payment Method (Apply Coupon)

Apply Account Coupon Close

Account Coupon codes can be obtained by contacting TeachTown Support.

Student Name: Sally Bose  
Account Status: Requires payment

Please enter the Account Coupon Code you would like to use. The time period that the Account Coupon is valid for will be applied to the student's account.

Account Coupon Code:

1

Figure 7. Apply a Coupon to a student account

### Steps:

1. Click the box next to Pay via Coupon (see Figure 4, Number 3).
2. Enter your coupon code.
3. Click APPLY COUPON (see Figure 7, Number 1).
4. Click OK.
5. This takes you to the Student Placement Questionnaire.

### F Facts:

If you have a coupon for *TeachTown®: Basics*, enter your coupon code.

## 4.3 Student Placement Questionnaire

Student Questionnaire Close

For Student:  
**Carlos Student**  
3% complete

[Level:2, Domain:15] Does your student understand the concepts of "yes" and "no"?  Yes  No  Sometimes/Not sure

[Level:1, Domain:3] Can your student identify at least 20 different types of food?  Yes  No  Sometimes/Not sure

[Level:2, Domain:3] Can your student identify at least 40 different common household items?  Yes  No  Sometimes/Not sure

Cancel  
Submit

Figure 8. Student Placement Questionnaire

### **F** Facts:

After you complete your payment information, the Student Placement Questionnaire automatically launches.

You can't start a student's computer session until you complete the Student Placement Questionnaire. It is important to answer each question as accurately as possible, so please read the questions carefully. Your answers to the Student Placement Questionnaire are crucial to determining an appropriate starting point for your student in each of the six *TeachTown®: Basics* learning domains.

If you are not familiar with your student's skill set, get help completing the questionnaire from a person who is familiar with your student's skill set (for example, your student's previous teacher, paraeducator, or parent). You can't retake the Student Placement Questionnaire, so be as accurate as possible.

### **Steps:**

1. Answer all of the questions on each page, then click SUBMIT (see Figure 8).
2. Continue until the end of the questionnaire. (The questionnaire can take between 5 and 20 minutes.)
3. Click OK once you've completed the questionnaire.
4. This takes you to the Home Page.



## 5 Home Page

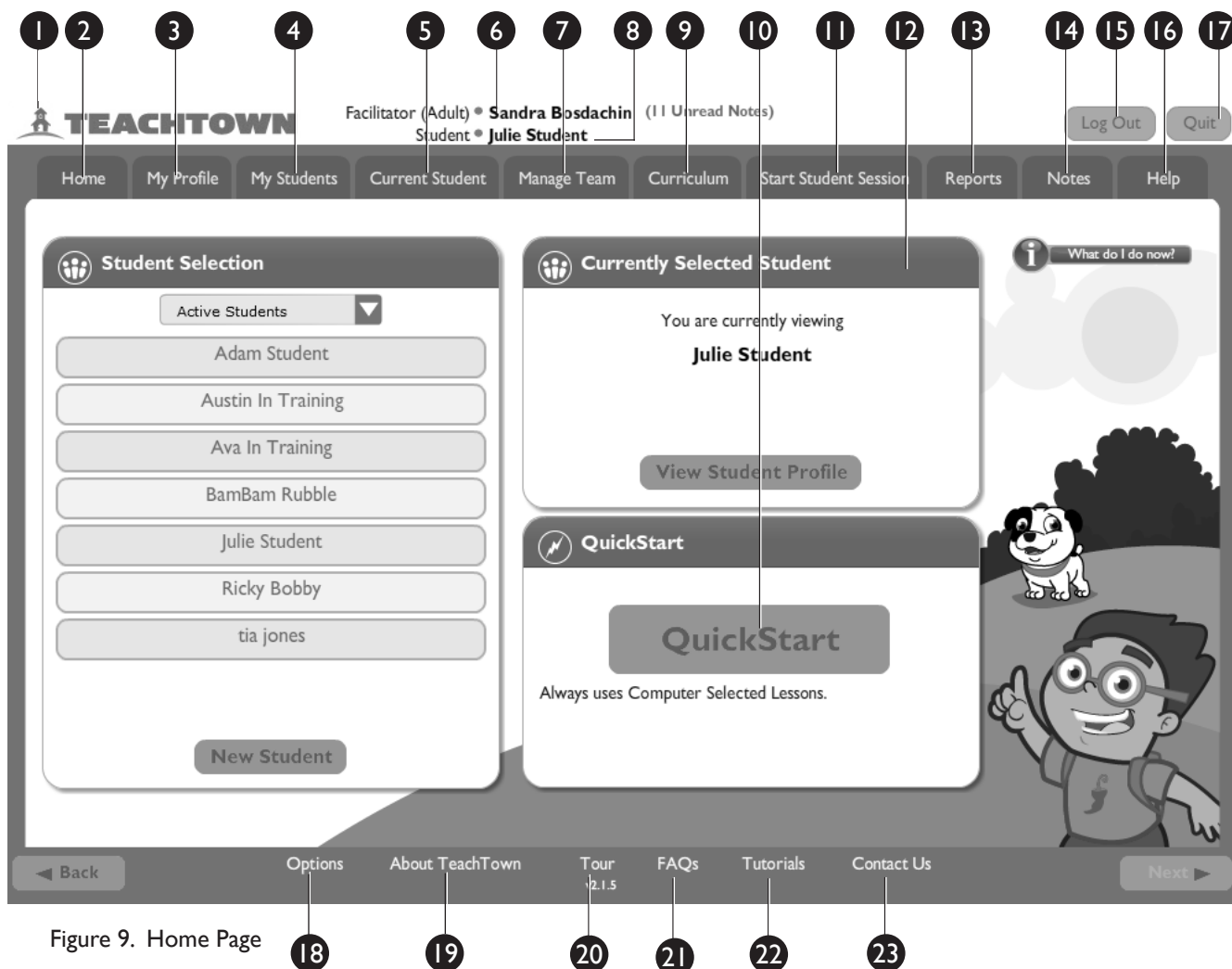


Figure 9. Home Page

Figure 9 shows the Home Page. Items 1-13 and 22-23 at the top and buttons 16-21 at the bottom of the page are on every adult (facilitator) page. To move to a different page, click one of these buttons.

Use Items 5-12 at the top of the page to navigate through *TeachTown®: Basics*. Buttons 16-21 on the bottom give you information about *TeachTown®: Basics*.

The middle of the Home Page has shortcuts for choosing a student and starting a student's computer session.

On the Home Page, you will find the following items (see Figure 9):

- 1 Takes you to the TeachTown website.
- 2 HOME takes you to this page.
- 3 MY PROFILE drop-down menu is described in Section 7.
- 4 MY STUDENTS drop-down menu is described in Section 8.
- 5 CURRENT STUDENT drop-down menu is described in Section 9.
- 6 “Facilitator (Adult) Name” shows the name of the adult using the program.
- 7 MANAGE TEAM is described in Section 10.
- 8 “Student Name” shows the name of the student you are currently viewing.
- 9 CURRICULUM drop-down menu is described in Section 11.
- 10 QuickStart is described in Section 6.
- 11 START STUDENT SESSION drop-down menu is described in Section 13.
- 12 The “Student Selection” box shows you the current student you’re viewing, lets you choose a different student, or add a new student.
- 13 REPORTS drop-down menu is described in Section 14.
- 14 NOTES is described in Section 15.
- 15 LOG OUT logs you out of *TeachTown®: Basics*.
- 16 HELP provides helpful information about the page you are viewing.
- 17 QUIT ends *TeachTown®: Basics*.
- 18 Options is described in Section 16.
- 19 ABOUT TEACHTOWN is described in Section 17.
- 20 TOUR is described in Section 18.
- 21 FAQs is described in Section 19.
- 22 TUTORIALS is described in Section 20.
- 23 CONTACT US is described in Section 21.
- i Provides useful tips about the page you are viewing. “Tips” provide:
  - More information about *TeachTown®: Basics*.
  - Ways to make the *TeachTown®: Basics* experience even better for your student.

**i Tips:**

Placing your cursor over the Tip icon will give you ideas of what you can do once you’ve created your account and your student’s account.

## 6 QuickStart

QuickStart is the fastest way to start a computer session for your student.

### **F** Facts:

When you select QuickStart:

- You can't use Facilitator Selected Lessons.
- You start a session for your student. Students can't start their own sessions.
- The student session will play full screen. Once the session begins, your student can't exit *TeachTown®: Basics*, access the facilitator (adult) pages, or go anywhere else on the computer.

### **S** Steps:

1. Log in (see Section 3).
2. Choose a Student.
3. Click QUICKSTART (see Figure 10).
4. Choose the number of minutes from the drop-down menu to set the session length (See Section 6.1 for more information about setting the session length.).
5. Click CONTINUE.
6. Hold down the (left) mouse button and press the "T" key.
7. The TeachTown map will appear. This is the beginning of the student session.
8. When the student session ends, or if you need to end a session early, hold down the (left) mouse button and press the "T" key to exit the student session.
9. This takes you to a session report that summarizes your student's session.

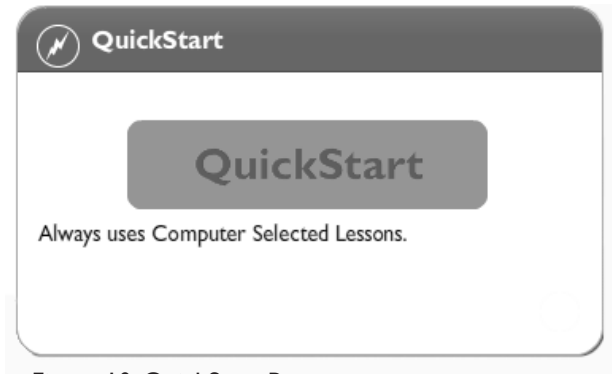


Figure 10. QuickStart Button

### **i** Tips:

When time runs out, your student's session automatically ends. The TeachTown map will appear and get dark, and a voiceover will say, "Goodnight TeachTown."

The session is over and TeachTown is now sleeping. At this time, it is important to lead your student away from the computer. If you immediately start another session, your student will know that TeachTown is not really sleeping and that you can start a new session at any time.

## 6.1 Choosing Session Length

### **F** Facts:

The length for each student session may vary by a minute or two so that *TeachTown®: Basics* does not end in the middle of a lesson (see Figure 11).

You can find the session length page by:

- Choosing QuickStart (see Section 6).
- Clicking on Use Facilitator Selected Lessons (see Section 13.2).

## Choose a Session Length

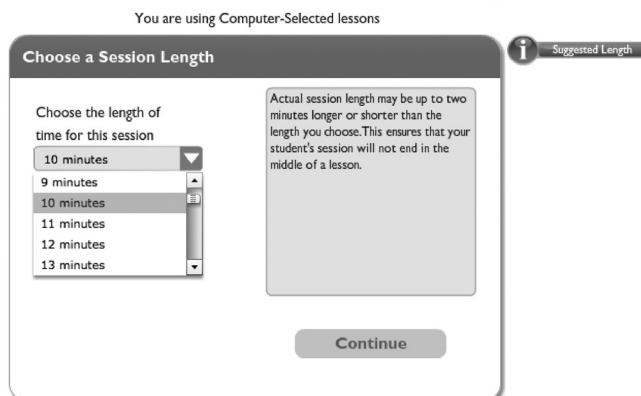


Figure 11. Session Length

### **i** Tips:

Usage Recommendations:

For your student's first computer session, select a 5-minute session.

- If your student completes a 5-minute session, gradually increase the session length to the length recommended in the chart below.

Grade Level (age)	Session Frequency	Session Length
Toddlers (2)	2 sessions per day	10 minutes
Preschool (3-5)	2 sessions per day	15 to 20 minutes
Kindergarten (5-6)	2 sessions per day	20 to 30 minutes
First grade and above (6+)	2 sessions per day	30 minutes*

\*Older students may be able to complete sessions as long as 40 minutes.

## 7 My Profile

**My Profile** Close

Update your personal profile (\*Required fields)

Title:  \*

First Name:  \*

Last Name:  \*

Program / School District:

Address:

City:  \*

US State/CA Province:  \*

Country:

Postal Code:  \*

Telephone:  \*

Educator or Parent?:  \*

How did you hear about us?:  \*

Other:

I want to receive emails, newsletters and other offers from TeachTown.

Figure 12. My Profile option

The My Profile page stores your personal facilitator information. Each facilitator needs to have his or her own unique user name and password. This prevents others from accessing confidential student information.

### Steps:

1. Click MY PROFILE at the top of the page (see Figure 9, Number 5).
2. Edit your profile information (see Figure 12).
3. Click SUBMIT.
4. Click OK.
5. This takes you back to the last page you were on.

## 8 My Students

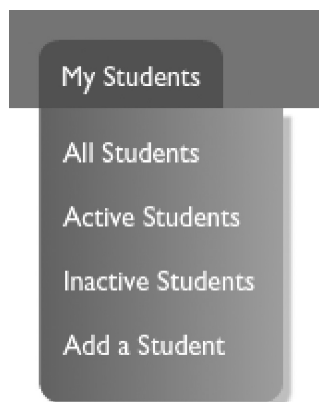


Figure 13. Options available in the My Students drop-down menu

My Students lists your students and allows you to add new students.

### 8.1 All Students

#### **F** Facts:

The All Students list includes both active and inactive students.

#### **S** Steps:

1. Click MY STUDENTS at the top of the page (see Figure 9, Number 6).
2. Click ALL STUDENTS.
3. Scroll through your student list:
  - Click Active or Inactive to change the student list to show either only Active Students or Inactive Students.
  - Click on a name to make that student your Current Student.

#### **i** Tips:

You can also use the scroll bar in the STUDENT SELECTION box located on the Home Page to change students (see Figure 9).

### 8.2 Active Students

#### **F** Facts:

If a student is listed in ACTIVE STUDENTS, it means they are currently assigned payment and that they can now begin using *TeachTown®: Basics*.

### Steps:

1. Click MY STUDENTS at the top of the page (see Figure 9, Number 4).
2. Click ACTIVE STUDENTS.
3. Scroll through your student list:
  - Click on a name to make that student your Current Student. This takes you to the Home Page.

### **i** Tips:

If one of your students is not listed in ALL ACTIVE STUDENTS, then the following may be true:

- Your student's payment information is not current and they have been moved to the Inactive Students list. To reactivate this student, see Section 8.3.
- Another facilitator may have removed you as a facilitator from this student's account.

## 8.3 Inactive Students

### **F** Facts:

Students whose payment status is not current are listed under Inactive Students.

### Steps:

1. Click MY STUDENTS at the top of the page (see Figure 9, Number 4).
2. Click INACTIVE STUDENTS.
3. Click on the name of a student.
4. This takes you to the student's profile.
5. Edit the student's payment information to activate them (see Section 9.1.B).

### **i** Tips:

If a student is moved to the inactive student list, their data is not deleted. *TeachTown®: Basics* stores your student's data on our secure server at all times. This allows you to reactivate a student at any time.

## 8.4 Add a Student

Refer to Section 4.2 Creating a Student Account.



## 9 Current Student

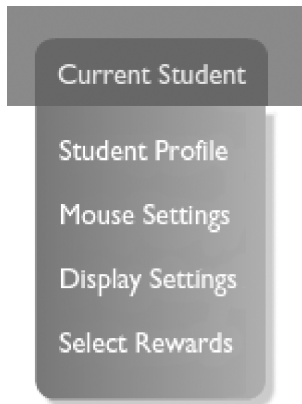


Figure 14. Options available in the Current Student drop-down menu

In Current Student, you can change your student's personal information and computer session settings.

### **F** Fact:

The name of your Current Student is at the top of the page (see Figure 9, Number 8) and on the Home Page (see Figure 9, Number 15). If you start a computer session, view session reports, or view student information, it is always for your current student.

## 9.1 Student Profile

### **F** Facts:

The Student Profile stores your student's personal information and payment information.

First Name:	Julie
Last Name:	Student
Birthday:	12-05-2005
Gender:	Female
Relationship:	Behavior Analyst
Account Status:	Account status: Account is under Organization TTown

Please choose an action

[Edit Profile](#)

[Edit Billing](#)

Figure 15. Student Profile page

### **Steps:**

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click STUDENT PROFILE (see Figure 15).
3. You can edit your student's profile or payment information (see Sections 9.1.A and 9.1.B).

### 9.1.A Edit Current Profile

**F Facts:**

On the Edit Current Profile Page, you can change your student's name, birthday, gender, or your relationship to your student.

**Steps:**

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click STUDENT PROFILE.
3. Click EDIT INFO.
4. Edit any student information that has changed.
5. Click SUBMIT.
6. Click OK.
7. This takes you back to the Student's Profile Page.

### 9.1.B Edit Student Payment

**F Facts:**

You can change payment information for your student account at any time.

**Steps:**

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click STUDENT PROFILE.
3. Click EDIT BILLING.
4. Click EDIT next to Pay via Credit Card, Pay via Organization, or Pay via Coupon (see Figure 4).
5. This takes you to the page where you can change your payment information.

## 9.1.C Deactivate Student Being Paid for with a Credit Card

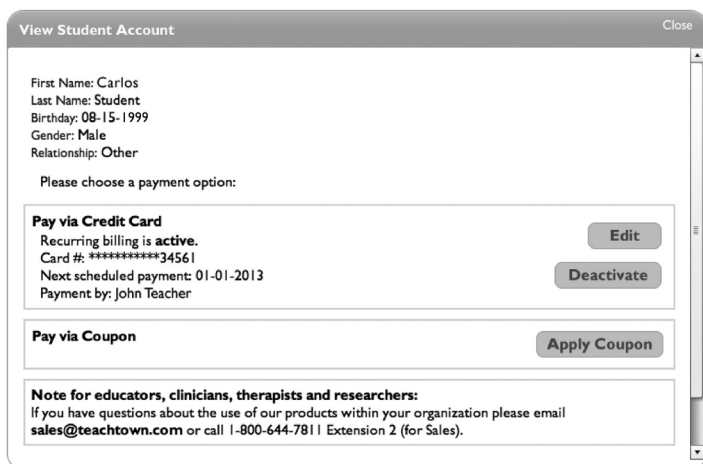
### **F** Facts:

Deactivated students can't use *TeachTown®: Basics*. The student's facilitators can't view the student's data or reports. However, a deactivated student's data is not deleted.

*TeachTown®: Basics* stores your student's data on our secure server at all times. This allows you to reactivate a student at any time.

A deactivated student will still appear on your screen if you are viewing All Students. However, a deactivated student will have an exclamation mark in a triangle next to their name, indicating they are inactive. You can also view only inactive students by choosing that option from the My Students tab.

Payment for your student will not be fully deactivated until you call the customer support number shown on screen during the deactivation process.



The screenshot shows a window titled "View Student Account" with a "Close" button in the top right corner. The window contains the following information:

- First Name: Carlos
- Last Name: Student
- Birthday: 08-15-1999
- Gender: Male
- Relationship: Other

Below this information is a section titled "Please choose a payment option:" with two main options:

- Pay via Credit Card**: This option has a status of "Recurring billing is active." and includes a "Deactivate" button. The card number is masked as "\*\*\*\*\*34561", the next scheduled payment is "01-01-2013", and the payment is by "John Teacher". There is also an "Edit" button.
- Pay via Coupon**: This option includes an "Apply Coupon" button.

At the bottom of the window, there is a "Note for educators, clinicians, therapists and researchers:" which states: "If you have questions about the use of our products within your organization please email [sales@teachtown.com](mailto:sales@teachtown.com) or call 1-800-644-7811 Extension 2 (for Sales)."

Figure 16. Deactivate Student

### **S** Steps:

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click STUDENT PROFILE.
3. Click EDIT BILLING.
4. Click DEACTIVATE (see Figure 16).
5. Click OK.
6. This takes you back to the Student Profile.
7. Click Close in the orange bar when you're done.

## 9.1.D Deactivate a Student being Paid for by an Organization

### Facts:

If your student is moving to a different school district or if they are no longer using the program you should deactivate payment. However, a deactivated student's data is not deleted.

*TeachTown®: Basics* stores your student's data on our secure server at all times. This allows you to reactivate a student at any time.

A deactivated student will still appear on your screen if you are viewing All Students. However, a deactivated student will have an exclamation mark in a triangle next to their name, indicating they are inactive. You can also view only inactive students by choosing that option from the My Students tab.

### Steps:

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click STUDENT PROFILE.
3. Click EDIT BILLING.
4. Click DEACTIVATE.
5. Click OK.
6. This takes you back to the Student Profile Page.
7. Click CLOSE in the orange bar to go to the Home Page.

## 9.2 Mouse Settings

### Facts:

Mouse Settings lets you alter your student's computer sessions by choosing to hide their mouse cursor during trials.

### 9.2.A Hide Mouse Cursor During Trials

### Facts:

Choosing Hide Mouse Cursor During Trials will hide your student's mouse cursor during their computer session. Choose this if your student is using a touch screen.

## Mouse Settings

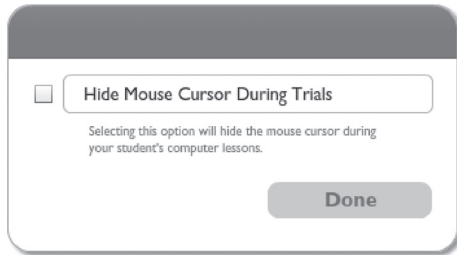


Figure 17. Mouse Settings

### Steps:

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click MOUSE SETTINGS.
3. Select or deselect the box next to Hide Mouse Cursor During Trials (see Figure 17).
4. Click DONE.
5. This takes you back to the Home Page.

### **i** Tips:

Students who use a touch screen may find the mouse cursor distracting.

## 9.3 Display Settings

## Display Settings

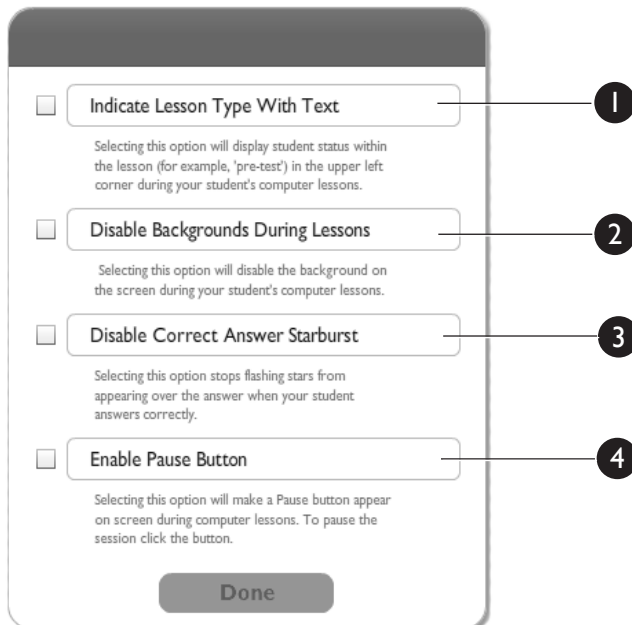


Figure 18. Display Settings during student sessions

### **F** Facts:

Session Settings allow you to display the lesson status and disable screen backgrounds during your student's computer lessons.



### 9.3.A Indicate Lesson Type with Text Overlay

#### **Facts:**

Selecting Indicate Lesson Type with Text Overlay displays the lesson type in the upper left corner during your student's computer session (For example, the display might say "Pre-test."). Deselecting Indicate Lesson Type with Text Overlay disables the display of your student's lesson status during their computer session.

#### **Steps:**

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click DISPLAY SETTINGS.
3. Select or deselect the box next to Indicate Lesson Type with Text Overlay (see Figure 18, Number 1).
4. Click DONE.
5. This takes you back to the Home Page.

#### **Tips:**

Displaying Lesson Type tells the facilitator (adult) which lesson the student is working on. The lesson type determines your student's access to rewards and whether or not they receive verbal praise for correct answers. However, if your student finds the lesson type display distracting, you may want to disable it. (See Sections 21.4, 21.5, and 21.6 for more information on Lesson Types.)

### 9.3.B Disable Background During Lessons

#### **Facts:**

Selecting Disable Background During Lessons changes the computer background to solid black during your student's lessons. Deselecting Disable Background During Lessons shows a variety of backgrounds during your student's computer lessons.

#### **Steps:**

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click DISPLAY SETTINGS.
3. Select or deselect the box next to Disable Backgrounds During Lessons box (see Figure 18, Number 2).

4. Click DONE.
5. This takes you back to the Home Page.

**i Tips:**

Backgrounds teach your student to distinguish the answer choice icons from other images on the screen. If your student finds the backgrounds distracting, you may want to disable them.

### 9.3.C Disable Correct Answer Starburst

**F Facts:**

Selecting Disable Correct Answer Starburst prevents the flashing stars from appearing over the answer when your student answers correctly. Deselecting Disable Correct Answer Starburst allows the flashing stars to appear on screen when your student answers correctly.

**Steps:**

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click DISPLAY SETTINGS.
3. Select or deselect the box next to Disable Correct Answer Starburst box (see Figure 18, Number 3).
4. Click DONE.
5. This takes you back to the Home Page.

### 9.3.D Enable Pause Button

**F Facts:**

Selecting Enable Pause Button (see Figure 18, Number 4) will make a Pause Button appear in the bottom right corner of the screen during your student's session. Deselecting Enable Pause Button removes the Pause Button from the screen.

**Steps:**

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 7).
2. Click DISPLAY SETTINGS.
3. Select or deselect the box next to Enable Pause Button (see Figure 18, Number 4).
4. Click DONE.
5. This takes you back to the Home Page.

**i Tips:**

If the Enable Pause Button is deselected you can still pause a session by holding down the (left) mouse button and press the “P” key.

## 9.4 Select Rewards

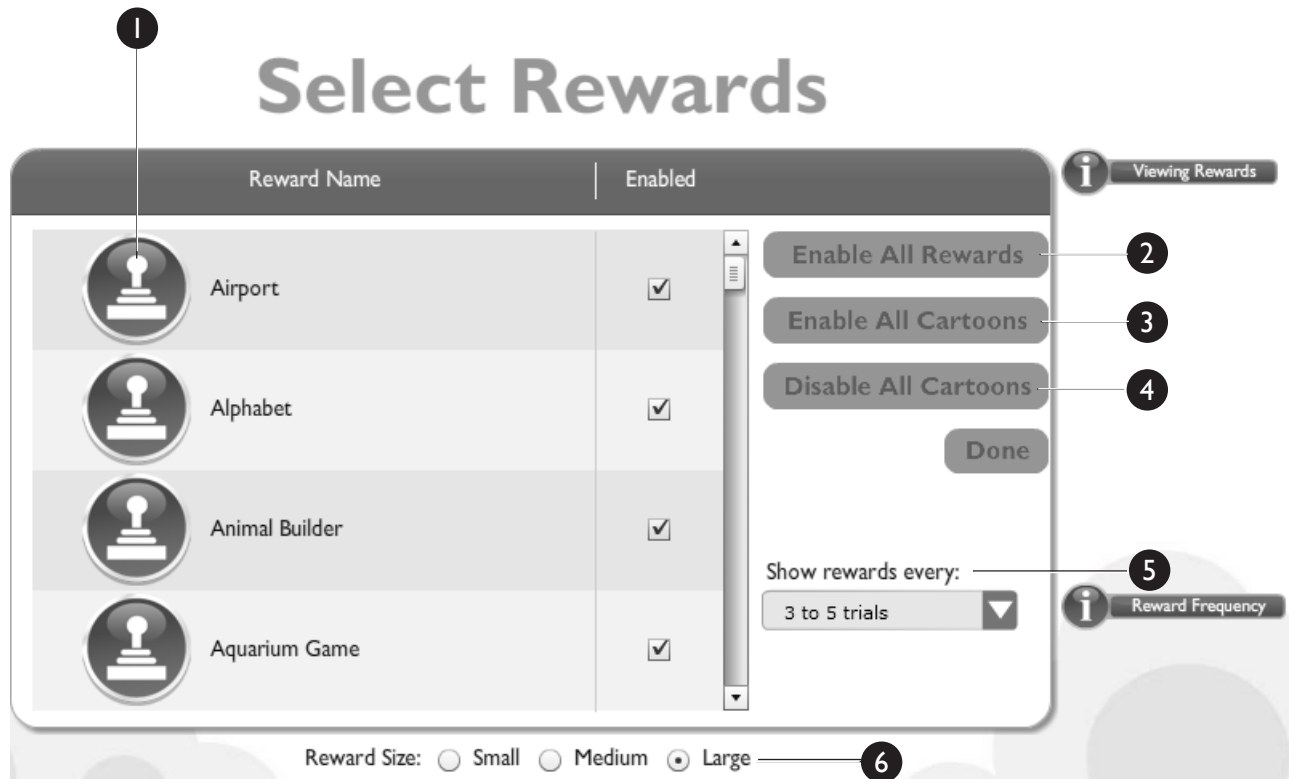


Figure 19. Rewards

**F Facts:**

Rewards are fun animated computer games or cartoons your student plays during computer sessions. Rewards play for 15 to 40 seconds and end automatically. (See Section 21.7 for more information about rewards.)

**i Tips:**

Clicking on one of the reward icons (Figure 19, Number 1) lets you preview the reward until you click CLOSE in the orange bar to close the window. You can preview rewards to improve your student’s mouse skills (see Section 22.3).

## 9.4.A Enable or Disable Rewards

### Facts:

Disabling a reward means that it will not be available during student sessions. A reward should only be disabled if a student finds it aversive (e.g., cries when the reward appears, walks away from the computer when the reward appears, says, “I don’t like this,” etc.).

### Steps:

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click SELECT REWARDS.
3. Select or deselect the box next to individual rewards that you want to either enable or disable, or click ENABLE ALL REWARDS (see Figure 19, Number 2).
4. Click DONE to go back to the Home Page or click a drop-down menu from the top of the page.

### Tips:

*TeachTown®: Basics* gives your student a choice of six randomly chosen rewards. This means that your student will not have access to their favorite reward every time. Your student learns that they don’t always get what they want. Therefore, we recommend that you do not disable rewards that contain items (for example, trains) that cause your student to engage in challenging behaviors when they are denied those items.

We recommend you only disable rewards that your student finds aversive or strongly dislikes.

## 9.4.B Enable or Disable Cartoon Rewards

### Facts:

Some of the rewards are games and some are cartoons. Cartoons are not interactive, so your student can’t click on them like in the reward games. If your student does not like the cartoons, you may disable all cartoon rewards (see Section 9.4.A to enable or disable individual rewards).

### Steps:

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click SELECT REWARDS
3. Click ENABLE ALL CARTOONS (see Figure 19, Number 3) or DISABLE ALL CARTOONS (see Figure 19, Figure 4).
4. Click DONE to go back to the Home Page or click a drop-down menu from the top of the page.

**i Tips:**

Some students find the cartoons frustrating because they can't interact with them. Although you can disable the cartoons, your student will always have six different rewards to choose from, so most students learn to only choose the rewards they like.

### 9.4.C Set Reward Frequency

**F Facts:**

The reward frequency can be changed depending on the needs of individual students.

**Steps:**

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click SELECT REWARDS.
3. Click on the white arrow (see Figure 19, Number 5) to set reward frequency.
4. Click DONE to go back to the Home Page or click a drop-down menu from the top of the page.

**i Tips:**

When changing the reinforcement schedule, consider how often your student is reinforced in other instructional settings. (see Section 21.7 for more information about rewards).

### 9.4.D Set Reward Size

**F Facts:**

If your student's rewards are playing slowly, decrease the size of the reward screen window.

**Steps:**

1. Click CURRENT STUDENT at the top of the page (see Figure 9, Number 5).
2. Click SELECT REWARDS.
3. Select Large, Medium, or Small Reward Size (see Figure 19, Number 6).
4. Click DONE or click a drop-down menu from the top of the page to go back to the Home Page.

**i Tips:**

*TeachTown®: Basics* recommends selecting Large Reward Size (unless the rewards play too slowly). Most students find the large reward size the most motivating.



## 10 Manage Team

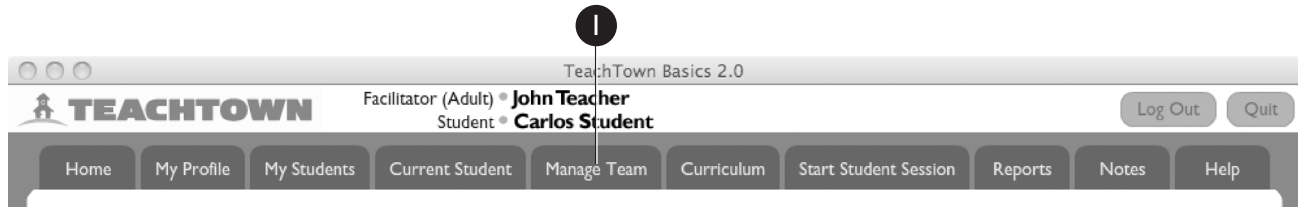


Figure 20. Options available for Manage Team

In Manage Team, you can view all current facilitators on your student's educational team and invite new facilitators to join the team (see Figure 20, Number 1).

### 10.1 Facilitators

#### **F** Facts:

Adults on the student's *TeachTown®: Basics* educational team are called facilitators. The Facilitator Page shows you all the facilitators on your student's account.

#### **Steps:**

1. Click MANAGE TEAM at the top of the page (see Figure 9, Number 7).
2. Click VIEW FACILITATORS.
3. Review list for facilitator options (see Sections 10.1.A, 10.1.B, and 10.2.A).
4. Click CLOSE in the orange bar to go to the Home Page, or click CANCEL to go back to the Manage Team Page.

#### 10.1.A Enabling Facilitators

##### **Facts:**

You can re-enable facilitators who have previously been disabled.

#### **F** Steps:

1. De-select the Show Enabled Only box.
2. Select the Enabled for this Student box
3. This facilitator is now enabled.
4. Click CLOSE in the orange bar to go to the Home Page, or click CANCEL to go back to the Manage Team Page.

## 10.1.B Disabling Facilitators

### **F** Facts:

You should disable facilitators who are no longer on your student's educational team. This protects the confidentiality of your student's *TeachTown®: Basics* records.

### **S** Steps:

1. Select the Enabled for this Student box next to the facilitator you want to disable.
2. This facilitator is now disabled.
3. Click CLOSE in the orange bar to go to the Home Page, or click CANCEL to go back to the Manage Team Page.

### **T** Tip:

- i** If you do not disable facilitators who have left your student's educational team, they will continue to have access to your student's confidential *TeachTown®: Basics* records.

## 10.2 Add Facilitators

Add a new Facilitator

Please enter the email address of the person you would like to become a Facilitator of the child. If they do not have a TeachTown account we will invite them to create one.

Once they have accepted to become a Facilitator they will be able to work with the child in the program and view the child's data.

Email:

Verify Email:

Relationship:

This person is a Legal Guardian of the child:  Yes  No

Allow this person to add other facilitators:  Yes  No

Figure 21. Adding Facilitators

### Steps:

1. Click **MANAGE TEAM** at the top of the page (see Figure 9, Number 7).
2. Click **ADD FACILITATOR**.
3. Fill in the new facilitator's information.
4. Click **SEND INVITATION** (see Figure 21, Number 1).
5. Click **OK**.
6. This takes you back to the Manage Team Page.
7. Click **CLOSE** in the orange bar to go back to the Home Page.

### **F** Facts:

*TeachTown®: Basics* refers to all adults on your student's educational team as facilitators. To add a new facilitator, you need their email address. *TeachTown®: Basics* sends an email inviting them to be a facilitator on your student's account. They accept the invitation by clicking on a link in the email. If the new facilitator does not have a *TeachTown®: Basics* account, they must create a facilitator account online at [www.teachtown.com](http://www.teachtown.com).

Reminder: do not share your login information with anyone. This protects the confidentiality of your student's account.

You can add as many facilitators as you like. There is no cost to become a facilitator in *TeachTown®: Basics*. *TeachTown®: Basics* recommends that you add all members of the student's educational team. (This includes teachers, paraeducators, Speech and Language Pathologists (SLPs), Occupational Therapists (OTs), parents, behavior analysts, etc.)

### **i** Tips:

Teachers: You can invite parents to become facilitators, but first ask your organization administrator if it is in accordance with your organization's policy. We recommend waiting until both the student and teacher are comfortable using the program in the classroom before inviting parents to become facilitators.

For a downloadable Parent Packet and other support documents go to [www.teachtown.com/support](http://www.teachtown.com/support).



## II Curriculum

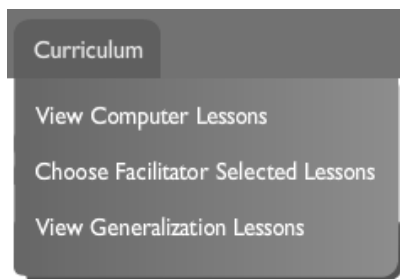


Figure 22. Options available in the Curriculum drop-down menu

In Curriculum, you can view the on computer curriculum, choose computer lessons for your student, and view the off computer curriculum. Appendix H contains the scope and sequence of the *TeachTown®: Basics* curriculum arranged by domain.

### II.1 View Computer Lessons

#### **F** Facts:

On this page, you can view the computer curriculum, upcoming lessons, and disabled lessons (see Sections II.1.A, II.1.B, and II.1.C.).

#### II.1.A Computer Curriculum

The screenshot shows the "Computer Curriculum" interface. At the top, there is a search bar with a "Search" button, a "Clear" button, and a dropdown menu currently set to "All Domains". Below this is a table with five columns: Lesson Information, Exercises, Status, Notes, and Level. The table contains four rows of lesson data. Numbered callouts 1 through 14 point to specific elements: 1 points to the lesson icon, 2 to the lesson title, 3 to the subject, 4 to the level indicator, 5 to the lesson icon in the exercises column, 6 to the exercise list, 7 to the status, 8 to the notes icon, 9 to the notes field, 10 to the level text, 11 to the level text, 12 to the level text, 13 to the level text, and 14 to the level text.

Lesson Information	Exercises	Status	Notes	Level
Foods I Adaptive Skills Level 1 out of 5	1: Carrots and Cookies 2: Apples and Bananas	In progress		The level of this lesson is <b>at</b> the current level of this student.
Body Parts I Adaptive Skills Level 1 out of 5	1: Eyes and Nose 2: Mouth and Ear	In progress		The level of this lesson is <b>at</b> the current level of this student.
Character Intros Social - Emotional Understanding Level 1 out of 5	1: Ginger and Pico 2: Jelly and Mochi	Not started		The level of this lesson is <b>at</b> the current level of this student.
Animals - Zoo I Language Development Level 1 out of 5	1: Zebras and Elephants 2: Lions and Giraffes	In progress		The level of this lesson is <b>at</b> the current level of this student.

Figure 23. Computer Curriculum

On the Computer Curriculum Page, you will find the following information about the lessons in *TeachTown®: Basics* (see Figure 11):

**1** Lesson Icon

Click the lesson icon to go to the Lesson Information Page.

**2** Domain Icon

Click the domain icon to see its Domain Description.

**3** Lesson Name

**4** Lesson Information Box

**5** Domain Name

**6** Search Bar

To search for a particular lesson, type a keyword from the lesson title or lesson exercise. Then, click **8** SEARCH. A list of lessons will appear below the Search Bar.

**7** Exercises

Lists the concepts included in this lesson.

**9** CLEAR

Click CLEAR to empty the Search Bar.

**10** Status

Shows student progress with this lesson. The different status categories are: Not Started, In Progress, Passed, and Disabled.

**11** Notes

Click the note icon to read and/or reply to the facilitator's note.

**12** Change Domain

Click on the arrow to view all six domains. Click on an individual domain to view the lessons by domain. The Search Bar will only look for lessons in the domain you have selected.

**13** Level

*TeachTown®: Basics* defines each lesson's difficulty as either Above, At, or Below your student's current developmental level. Your student's developmental level is based on your answers to the Student Placement Questionnaire, as well as your student's progress on the lessons. If you have *TeachTown®: Basics* choose your student's lessons, it will only choose lessons that are at your student's current developmental level in each domain area. The computer will adjust the developmental appropriateness of each lesson.

**14** Scroll Bar

Use the Scroll Bar to see all of the computer lessons in *TeachTown®: Basics*.

**F Facts:**

This page allows you to see every computer lesson in the *TeachTown®: Basics* curriculum.

**Steps:**

1. Click CURRICULUM at the top of the page (see Figure 9, Number 9).
2. Click VIEW COMPUTER LESSONS.
3. Click COMPUTER CURRICULUM.
4. Click a lesson icon for more information about each lesson.

**i Tips:**

The Search Bar will only look for lessons in the domain you have selected.

### 11.1.B View QuickStart Lessons

**F Facts:**

*TeachTown®: Basics* automatically chooses computer lessons for your student. It chooses lessons based on your answers to the Student Placement Questionnaire. As your student moves through the curriculum, *TeachTown®: Basics* selects new lessons based on your student's progress.

**Steps:**

1. Click CURRICULUM at the top of the page (see Figure 9, Number 9).
2. Click VIEW COMPUTER LESSONS.
3. Click VIEW QUICKSTART LESSONS (see Figure 23).
4. Click the lesson icon of the lesson you would like to view.
5. This takes you to the Lesson Information Page.

### 11.1.C Disabled Lessons

#### **F** Facts:

Your student can't take a lesson if it is disabled. *TeachTown®: Basics* can't disable a lesson, only a facilitator can.

#### **S** Steps:

1. Click CURRICULUM at the top of the page (see Figure 9, Number 9).
2. Click VIEW COMPUTER LESSONS.
3. Click DISABLED LESSONS.
4. Select the box in the ENABLE column if you want to put a lesson back into your student's curriculum.
5. Click BACK to go to Computer Lessons.

#### **i** Tips:

*TeachTown®: Basics* will warn you if your student is having difficulty with a lesson. You can disable the lesson, but we recommend that you only disable the lesson if your student has failed the post-test repeatedly. If your student repeatedly fails the post-test, it means that they need off computer help. Use the recommended Generalization Lessons to help your student progress.

You can disable a lesson for your student if you think it is inappropriate for them. For example, Canadian educators may want to disable lessons involving American money.

For older students, we recommend that you don't disable lessons that are inappropriate for the student's age. Instead, stop using Computer Selected Lessons and choose your student's lessons yourself. (See Section 11.2 to learn how to select lessons for your student. See Section 13.2 to learn how to start a student's session with the lessons you selected.)

### 11.1.D Partially Completed Lessons

Refer to Section 14.4 Partially Completed Lessons.

## 11.2 Choose Facilitator Selected Lessons

### **F** Facts:

Choose Facilitator Selected Lessons means you choose the lessons for your student instead of *TeachTown®: Basics*. (See Section 11.2.A to learn how to add lessons. See Section 13.2 to learn how to start your student's session using facilitator selected lessons.)

### **i** Tips:

If you choose Facilitator Selected Lessons, you can still let *TeachTown®: Basics* choose lessons for your student most of the time. Whenever you start your student's session, you can choose either Use Facilitator Selected Lessons or Use Computer Selected Lessons.













## 11.2.A Adding Facilitator Selected Lessons

### **F** Facts:

When you use Facilitator Selected Lessons, you choose the lessons for your student instead of *TeachTown®: Basics*.

## Customize Session

To add a lesson, select the box in the Add column on the right of the page.

Lesson Information	Exercises	Status	Notes	Level	Remove
 Character Intros Social - Emotional Understanding Level 1 out of 5	1: Ginger and Pico 2: Jelly and Mochi	Not started		The level of this lesson is <b>at</b> the current level of this student.	
 Body Parts I Adaptive Skills Level 1 out of 5	1: Eyes and Nose 2: Mouth and Ear	In progress		The level of this lesson is <b>at</b> the current level of this student.	
 Animals - Zoo I Language Development Level 1 out of 5	1: Zebras and Elephants 2: Lions and Giraffes	In progress		The level of this lesson is <b>at</b> the current level of this student.	
 Foods I Adaptive Skills Level 1 out of 5	1: Carrots and Cookies 2: Apples and Bananas	In progress		The level of this lesson is <b>at</b> the current level of this student.	

**Add Lessons** **Done**

Figure 24. Choosing Facilitator Selected Lessons

### **S** Steps:

1. Click CURRICULUM at the top of the page (see Figure 9, Number 9).
2. Click CHOOSE FACILITATOR SELECTED LESSONS (see Figure 24).
3. Click ADD LESSONS at the bottom of the page.
4. Select the box in the Add column next to the lesson you want to add.
5. Repeat Step 4 to add more lessons. (See Section 11.1.A to learn how to use the Search Bar to search for lessons and change lesson domains.)
6. Click DONE.
7. Review the lessons you chose.
8. Click DONE.
9. This takes you to the Home Page.

### **i** Tips:

We recommend using computer selected lessons most of the time. However, sometimes it might be better to use Facilitator Selected Lessons for your student. (See Section 25.4 for suggestions on when to use facilitator selected lessons for your student.)

## 11.2.B Removing Lessons

### Facts:

After your student passes a lesson, it will automatically be removed from the list of Facilitator Selected Lessons.

### Steps:


1. Click CURRICULUM at the top of the page (see Figure 9, Number 9).
2. Click CHOOSE FACILITATOR SELECTED LESSONS (see figure 24).
3. Click the box in the Remove column next to the lesson you want to remove.
4. Repeat Step 3 to remove more lessons.
5. Click DONE.
6. This takes you to the Home Page.

### Tips:

You may choose to have your student repeat a lesson they already passed. However, we don't recommend having your student repeat a passed lesson. Your student may find it frustrating.


## 11.3 View Generalization Lessons

1




Setup Time

# Find the Feeling

 **Social and Emotional Level: 2**

5




Lesson Time


**Connection to Computer Curriculum**  
Teach Town<sup>®</sup>: Basics Emotions

**Learning Objectives**  
Your student will name different emotions.

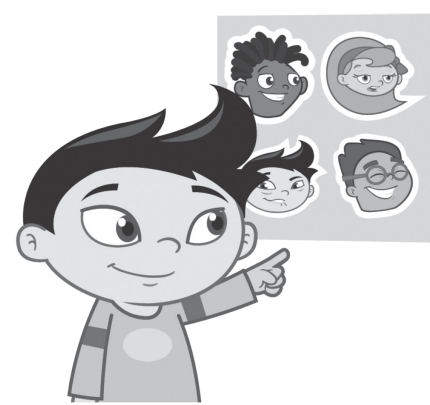
**Related Skills:** Eye gaze, gross motor, observational learning, pointing, turn taking

 **Materials Needed**  
1-4 pictures of faces showing different emotions (e.g., happy, sad, mad), poster board or a dry erase board, beanbags, tape

**Preparation:**  
Tape 1-4 pictures of emotions on to a large poster board or dry erase board.

 **Instructions**

1. Show your students the faces with different emotions. Make sure each of your students looks at all of the faces. Say each of the emotions with your students.
2. Have your students form a line.
3. Ask your first student to identify one of the emotions (e.g., happy) on the poster. Ask, "Where is the happy face?" Your student should point to the right face. If your student does not point, ask a classmate to point. Have the first student imitate the classmate's point.
4. After your student identifies the right face, give them two beanbags. Say, "Toss your beanbag to the happy face." Give your students two chances to hit the right face. At the end of your student's turn, ask your student "How does this person feel?" Help your students as needed.
5. Continue until each student has had at least one turn.



**Make It Fun:** Pair students up and have them take turns together.


**Make It Meaningful:** Be sure to tie the emotions on the wall to real life experiences. For example, say, "This one is sad. What makes you sad?"

**Make It Easy:** Begin with only two emotions and gradually increase the number.

**Make It Hard:** After your students throw their beanbags, have them imitate the emotion on the face.

**Related Activities:**


1. Make a bingo game with pictures of faces with different emotions. Play the game with your students.
2. Make a mask that covers everything on your face except for the mouth. Have your students take turns making expressions while wearing the mask.


 **TEACHTOWN<sup>®</sup>: Basics**


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Social and Emotional Level: 2

**Appropriate for**

  
School

  
Home

  
Group

  
Individual

**Lessons**

Figure 25. Generalization Lesson Page

In each Generalization Lesson, you will find the following information:

**1** Connection to Computer Curriculum

Each Generalization Lesson links to the *TeachTown®: Basics* computer curriculum.

**2** Set up time in minutes

This is the estimated length of time you will need to prepare the first time your student does this Generalization Lesson. The next time you set up for this Generalization Lesson, it may take less time.

**3** Learning Objectives

States the main skill or skills your student will learn from this Generalization Lesson.

**4** Generalization Lesson title

**5** Domain name

See Section 14.2.A for a description of each domain.

**6** Level

*TeachTown®: Basics* lessons cover five different levels. The lessons in each domain are developmentally sequenced.

Level 1 – Early learner; introductory skills

Level 2 – Beginning learner; foundational skills

Level 3 – Intermediate learner; skill building objectives

Level 4 – Active learner; school readiness skills

Level 5 – Advanced learner; independence building skills

The *TeachTown®: Basics* curriculum is appropriate for students functioning in the 2 to 7-year-old developmental range in any of the *TeachTown®: Basics* domain areas. The Computer Lessons and Generalization Lessons follow a developmental progression. This developmental progression is labeled as Levels 1-5. Each increase in level reflects increasing linguistic, cognitive, and/or social complexity.

**7** Approximate lesson length in minutes

This is a suggested length of time for your student or students to work on this Generalization Lesson. Actual length will vary based your students' skills, whether the lesson is done as an individual or group lesson, and how many times your students have done this lesson in the past. As your students repeat the lesson over days or weeks, their ability to engage in the lesson should increase.

**8** Related Skills

Lists the skills your student is learning during this lesson in addition to the Learning Objectives.

**9** Materials Needed

**10** Preparation

**11** Instructions

The instructions describe exactly what you will be doing with your student. Read the instructions thoroughly before beginning the Generalization Lesson with your student.

**12** Make it Fun

Gives a different way to do the lesson that will make it more fun.

**13** Make it Meaningful

Provides suggestions of how to make the lesson more meaningful.

**14** Make it Easy

Gives a different way to do the lesson that will make it easier for your student. Use this suggestion if your student can't complete the instructions as written.

**15** Make it Hard

Gives a different way to do the lesson that will make it harder for your student. Use this suggestion if the instructions are too easy for your student.

**16** Appropriate for

Four icons can appear in this section: School, Home, Group, and Individual. If an icon appears in this area, then this Generalization Lesson is appropriate for that location or group size. Some lessons can be done with an individual student or a group of students, whereas other lessons can only be done individually or in a group. Some lessons can be done at school or at home, whereas other lessons can only be done at school or only be done at home.

**17** Related Activities

Lists other activities you can do with your student to build similar skills.

**F** **Facts:**

An Generalization Lesson accompanies every computer lesson. Generalization Lessons strengthen the skills your student learns on the computer and teaches other related skills the computer can't teach. When you do an Generalization Lesson with a student or group of students, it should look natural, like play.

**i** **Tips:**

- Your student should spend as much time working with Generalization Lessons as they do with On Computer Lessons. (For example, if a student does two 20-minute computer sessions a day, you should also do 40 minutes of Generalization Lessons.)
- You can spread the Generalization Lessons out throughout the day. You do not have to do them all at once.
- Teachers can use Generalization Lessons with individual students or with groups.
- When doing Generalization Lessons with students with special needs, we suggest that you include students without special needs in the lessons whenever possible.
- We encourage teachers to photocopy Generalization Lessons and send them home for parents to use with their children.



### 11.3.A All Generalization Lessons

## All Generalization Lessons

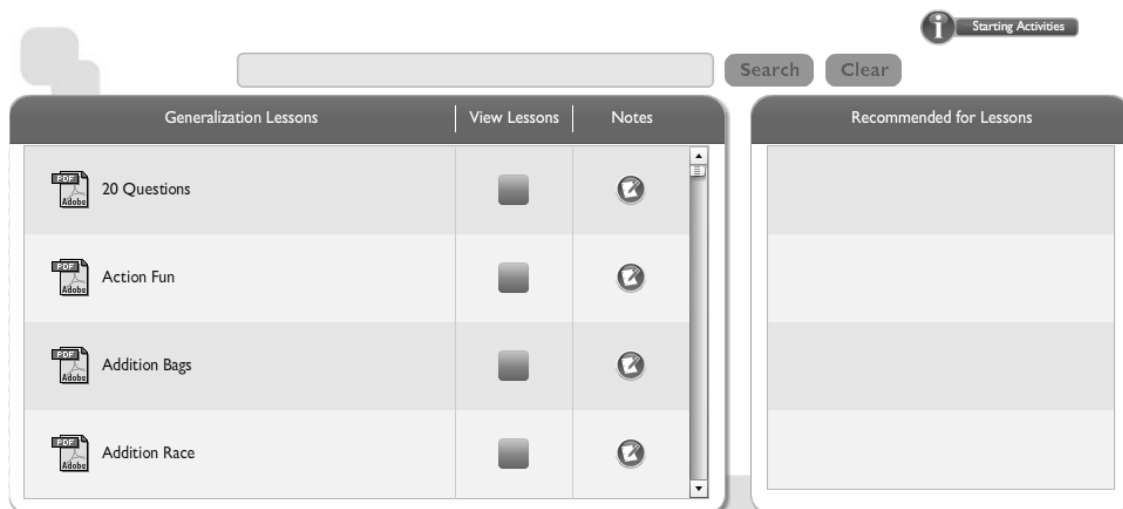


Figure 26. Generalization Lessons

#### **F** Facts:

This page displays all Generalization Lessons. (See Section 11.3)

#### **S** Steps:

1. Click CURRICULUM at the top of the page (see Figure 9, Number 9).
2. Click GENERALIZATION LESSONS.
3. Click ALL GENERALIZATION LESSONS (see Figure 26).
4. Use the Scroll Bar or the Search Bar to look for lessons.
5. Click the PDF icon next to the Generalization Lesson you want to view.
6. This takes you to the Generalization Lesson you chose.
7. Click CLOSE in the orange bar when you're done.

#### **i** Tips:

See Sections 11.3 and 23-23.4 for tips on doing Generalization Lessons with your student.

### 11.3.B Recommended Generalization Lessons

#### **Facts:**

This page recommends Generalization Lessons related to your student's current On Computer Lesson.

#### **Steps:**

1. Click CURRICULUM at the top of the page (see Figure 9, Number 9).
2. Click GENERALIZATION LESSONS.
3. Click RECOMMENDED GENERALIZATION LESSONS.
4. Use the Scroll Bar or the Search Bar to search for lessons.
5. Click the PDF icon next to the Generalization Lesson you want to view.
6. This takes you to the Generalization Lesson you chose.
7. Click CLOSE in the orange bar when you're done.

#### **Tips:**

- Some students do better on Generalization Lessons after they have already passed the related computer lessons.
- Some students do better on Generalization Lessons at the same time as they are doing the related computer lessons.
- Use your judgment to decide when it is appropriate to start each Generalization Lesson.

## 12 Lesson Information and Progress

### 12.1 Lesson Information Page

The screenshot shows the Lesson Information page for a student named Michael Kelly, facilitated by Ashley Whiting. The page is titled 'Lesson Information' and features a navigation menu at the top with options like Home, My Profile, My Students, Current Student, Manage Team, Curriculum, Start Student Session, Reports, Notes, and Help. The main content area is divided into sections: Lesson Information, Exercises, Status, Notes, and Level. The Lesson Information section shows a lesson icon (1), a domain icon (2), the lesson name 'Character Intros' (3), a lesson information box (4) with domain 'Social and Emotional' and level 'Level 1 out of 5', and a list of exercises (7). The Exercises section contains a table with columns for Exercises, Test Date, Correct, Prompted, and Prompt Level. The Status section shows 'Passed' (8) and a status icon (9). The Level section shows the current level 'at' (10) and an 'Enabled' checkbox (11). A 'Recommended Generalization Lessons' section (12) lists 'Greetings and Goodbyes' and 'Roll the Ball'. A preview box (14) shows a snippet of the lesson content. At the bottom, there are buttons for 'Preview Lesson' (18), 'Progress Graph' (19), and 'Progress Details' (20). The page footer includes a 'Back' button (12), 'Options' (13), 'About TeachTown' (14), 'Tour v2.1.6' (15), 'FAQs' (16), 'Tutorials' (17), 'Contact Us' (18), and a 'Next' button (21).

Figure 27. The Lesson Information Page

On the Lesson Information page, you will find the following information (see Figure 27):

1 Lesson Icon

2 Domain Icon

Click the domain icon to see its Domain Description.

3 Lesson Name

4 Lesson Information Box

5 Domain Name

6 Level

7 Exercises

Lists the concepts included in this lesson.

8 Status

Shows student progress with this lesson. The different status categories are: Not Started, In Progress, Passed, and Disabled.

**9** Notes

Click the note icon to read and/or reply to the facilitator's note.

**10** Level

*TeachTown®: Basics* defines each lesson's difficulty as either Above, At, or Below your student's current developmental level. Your student's developmental level is based on your answers to the Student Placement Questionnaire, as well as your student's progress on the lessons. If you have *TeachTown®: Basics* choose your student's lessons, it will only choose lessons that are at your student's current developmental level in each domain area. The computer will adjust the developmental appropriateness of each lesson.

**11** Enable/Disable Lesson

Select or deselect the box next to the lesson that you want to enable or disable. (See Section 11.1.C for more information on when to disable a lesson.)

**12** Generalization Lesson PDF Icon

Click the icon to see this Generalization Lesson.

**13** Recommended Generalization Lessons

Lists the recommended Generalization Lessons for this lesson.

**14** Test Date

Shows the last date your student took this part of the lesson.

**15** Correct

Shows the percent of answers your student got correct while using prompts (help) the last time they took this lesson.

**16** Lesson Information Box

**17** Prompted

Shows the percent of answers your student got correct without using prompts (help) the last time they took this lesson.

**18** PREVIEW LESSON

- Lets you preview the lesson as if you were a student. The prompt level will not change based on your answers. You will only do the computer lesson and you will not get rewards. The lesson will continue until you click CLOSE in the orange bar.

**19** PROGRESS GRAPH (see Section 12.2)

**20** Prompt Level

Shows the average amount of help your student got during this lesson. (See Sections 25.1 and the Glossary for more information on prompting.)

**21** PROGRESS DETAILS

- Gives the session date and time, duration, facilitator, percent correct prompted and percent correct unprompted for each time your student took this lesson.



**Steps:**

1. Go to one of the following pages:
  - COMPUTER CURRICULUM (see Section 11.1.A)
  - Any Progress Report (see Section 14)
2. Click a lesson icon.
3. This takes you to the Lesson Information Page (see Figure 27).



## 12.2 Lesson Progress Graph

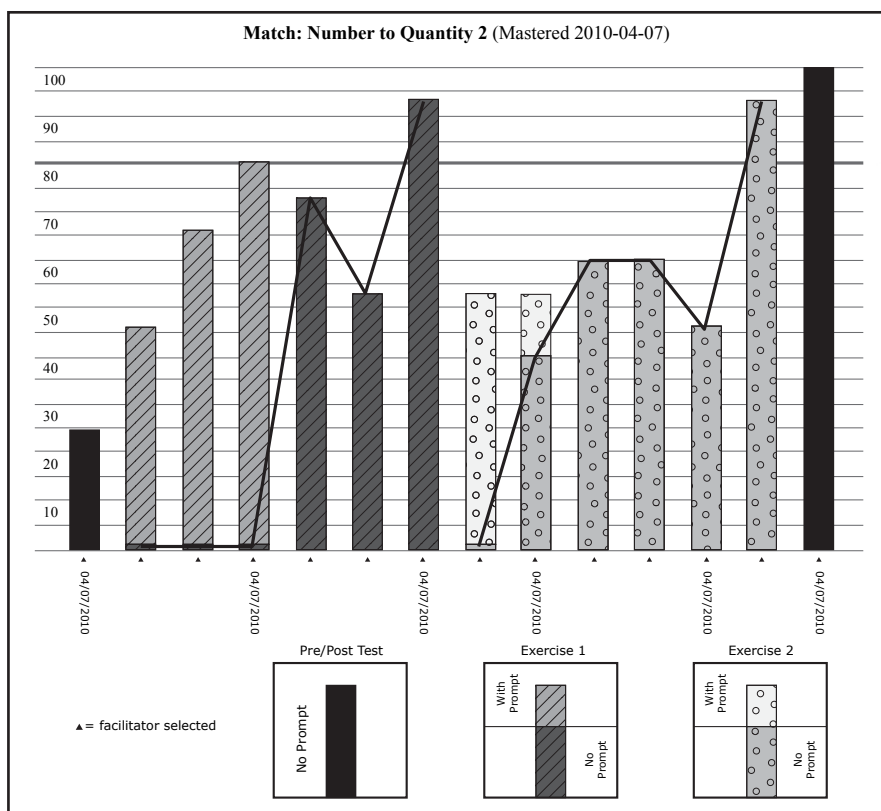


Figure 28. The Lesson Progress Graph

### **F** Facts:

The Lesson Progress Graph is a visual representation of your student's progress through the stages of a lesson. The graph displays a column of data for each time your student took the lesson. Click on the printer icon to print the displayed Lesson Progress Graph.

On the Lesson Progress Graph, you will find the following information (see Figure 28):

- Pre-Test/Post-Test scores: The black bar(s) in the graph display the percent of correct responses. Prompting is not used during Pre-Tests and Post-Tests.
- Exercise 1 scores: The darker lined bar(s) in the graph display the percent of correct responses with no prompts for Exercise 1. The light lined bar(s) in the graph display the percent of correct responses with prompts for Exercise 1.
- Exercise 2 scores: The darker dotted bar(s) in the graph display the percent of correct responses with no prompts for Exercise 2. The light dotted bar(s) in the graph display the percent of correct responses with prompts for Exercise 2.

**Steps:**

1. Go to one of the following pages:
  - COMPUTER CURRICULUM (see Section 11.1.A).
  - Any Progress Report (see Section 14).
2. Click a lesson icon.
3. This takes you to the Lesson Information Page.
4. Click PROGRESS GRAPH.
5. This takes you to a Progress Graph for the lesson (see Figure 28).
6. Click CLOSE in the orange bar when you're done.

**i Tips:**

For more information on each stage of a lesson, see Sections 21.4, 21.5, and 21.6.

## 12.3 Progress Details

**F Facts:**

The Progress Details Page shows the data from the lesson information graph displayed as a table. It also shows the facilitator and the duration of each lesson.

**Steps:**

1. Go to one of the following pages:
  - COMPUTER CURRICULUM (see Section 11.1.A).
  - Any Progress Report (see Section 14).
2. Click a lesson icon.
3. This takes you to the Lesson Information Page.
4. Click PROGRESS DETAILS to see data for each bar in the graph.
5. Click CLOSE in the orange bar when you're done.

**i Tips:**

Be sure to look at the data for both prompted and unprompted trials to assess your student's progress. For example, your student might not show progress with unprompted trials but may be making progress with prompted trials.

## 13 Start Student Session

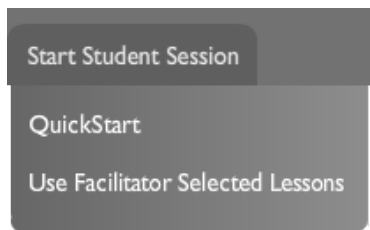


Figure 29. Options available in the Start Student Session drop-down menu

Use Start Computer Lesson to start a computer session for your student.

### 13.1 Use QuickStart Selected Lessons

#### **F** Facts:

*TeachTown®: Basics* automatically chooses computer lessons for your student. It chooses lessons based on your answers to the Student Placement Questionnaire. As your student moves through the curriculum, *TeachTown®: Basics* selects new lessons based on your student's progress.

#### **S** Steps:

1. Click START STUDENT SESSION at the top of the page (see Figure 9, Number 10).
2. Click USE QUICKSTART SELECTED LESSON at the top of the page.
3. Choose the number of minutes from the drop-down menu to set the session length.
4. Click CONTINUE.
5. Hold down the (left) mouse button and press the "T" key.
6. The TeachTown map will appear. This is the beginning of the student session.
7. When the student session ends, or if you need to end a session early, hold down the (left) mouse button and press the "T" key to exit the student session.
8. This takes you to a session report that summarizes your student's session.

**i Tips:**

Usage Recommendations:

For your student's first computer session, select a 5-minute session.

- If your student completes a 5-minute session, gradually increase the session length to the length recommended in the chart below.

<b>Grade Level (age)</b>	<b>Session Frequency</b>	<b>Session Length</b>
Toddlers (2)	2 sessions per day	10 minutes
Preschool (3-5)	2 sessions per day	15 to 20 minutes
Kindergarten (5-6)	2 sessions per day	20 to 30 minutes
First grade and above (6+)	2 sessions per day	30 minutes*

\*Older students may be able to complete sessions as long as 40 minutes.

## 13.2 Use Facilitator Selected Lessons

### Facts:

When using Facilitator Selected Lessons, you may want to set your student's session length by number of lessons rather than time. In Facilitator Selected Lessons, *TeachTown®: Basics* will only play the lessons that you have chosen. (For example, if you choose a 20-minute session, but only choose three lessons in the Facilitator Selected Lesson, your student may play the same lesson repeatedly during the session.)

### Steps:

1. Click START STUDENT SESSION at the top of the page (see Figure 9, Number 11).
2. Click USE FACILITATOR SELECTED LESSON at the top of the page.
3. Set the session length by doing one of the following:
  - Select the box next to By Number of Lessons. Use the drop-down menu to set the number of lessons.
  - Choose the number of minutes from the drop-down menu to set the session length. (See Section 13.1 for more information about setting the session length.)
4. Click CONTINUE.
5. Hold down the (left) mouse button and press the "T" key.
6. The TeachTown map will appear. This is the beginning of the student session.
7. When the student session ends, or if you need to end a session early, hold down the (left) mouse button and press the "T" key to exit the student session.
8. This takes you to a Session Report that summarizes your student's session.

### Tips:

See Section 13.1 for Usage Recommendations. See Section 11.2 for Choosing Facilitator Selected Lessons.

## 14 Reports

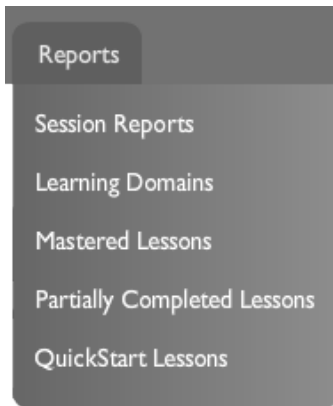
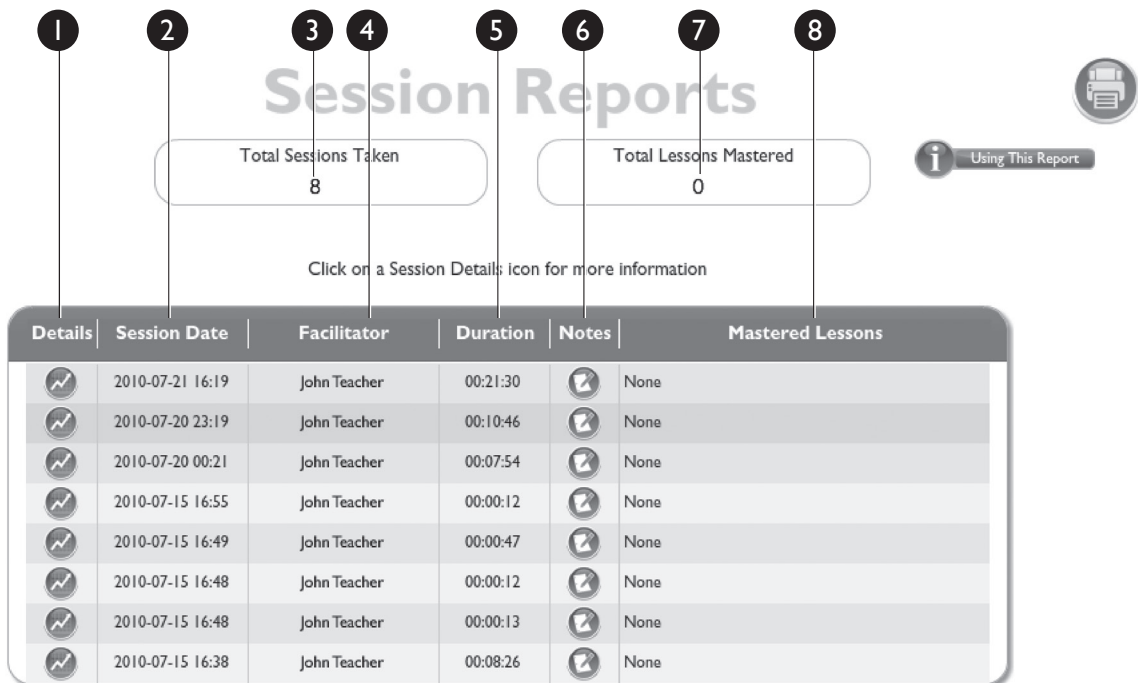


Figure 30. Options available in the Reports drop-down menu

TeachTown®: Basics automatically creates Reports. You can print Reports by clicking on the printer icon on the Reports Page.

### 14.1 Session Reports



The image shows a screenshot of the 'Session Reports' page. At the top, there are two summary boxes: 'Total Sessions Taken' with a value of 8, and 'Total Lessons Mastered' with a value of 0. To the right of these boxes is a printer icon and an information icon labeled 'Using This Report'. Below the summary boxes is a table with columns: Details, Session Date, Facilitator, Duration, Notes, and Mastered Lessons. The table contains 8 rows of session data. Callouts 1 through 8 point to various elements: 1 points to the 'Details' column header, 2 points to the 'Total Sessions Taken' box, 3 points to the 'Facilitator' column header, 4 points to the 'Facilitator' column data, 5 points to the 'Duration' column header, 6 points to the 'Duration' column data, 7 points to the 'Notes' column header, and 8 points to the 'Mastered Lessons' column header. A text instruction 'Click on a Session Details icon for more information' is located below the summary boxes.

Details	Session Date	Facilitator	Duration	Notes	Mastered Lessons
	2010-07-21 16:19	John Teacher	00:21:30		None
	2010-07-20 23:19	John Teacher	00:10:46		None
	2010-07-20 00:21	John Teacher	00:07:54		None
	2010-07-15 16:55	John Teacher	00:00:12		None
	2010-07-15 16:49	John Teacher	00:00:47		None
	2010-07-15 16:48	John Teacher	00:00:12		None
	2010-07-15 16:48	John Teacher	00:00:13		None
	2010-07-15 16:38	John Teacher	00:08:26		None

Figure 31. Session Reports

The Session Report Page tells you:

- 1 The lessons your student worked on during this session.
- 2 The date your student took each computer session.
- 3 The number of computer sessions your student has taken.
- 4 The facilitator who started each computer session.
- 5 The duration of each computer session.
- 6 If a note was left for each computer session (see Section 15.3.B).
- 7 The number of computer lessons your student has mastered during a session.
- 8 The lessons your student mastered during the session.

### **F** Facts:

Individual Session Reports gives you all the data from each of your student's sessions. Individual session reports include:

- The name of each lesson taken during your student's computer session.
- The content of each computer lesson (Exercises) taken during the session.
- The duration of each computer session.
- The percentage of questions your student answered correctly with prompts (help).
- The percentage of questions your student answered correctly with no prompts (help).

Click the icon next to the name of the lesson for more information (see Section 12.1).

### **S** Steps:

1. Click REPORTS at the top of the page (see Figure 9, Number 13).
2. Click SESSION REPORTS.
3. This takes you to the Session Report Page (see Figure 31).
4. Click the Details icon. (see Figure 31, Number 1).
5. This takes you to the Individual Session Report.

### **i** Tips:

Teachers: If your student is also using *TeachTown®: Basics* at home, you can use Session Reports to review their progress outside of the classroom.

## 14.2 Learning Domains

# Learning Domains





Learning Domain	Current Level
 Adaptive Skills	4
 Cognitive Skills	1
 Language Arts	2
 Language Development	2
 Mathematics	1
 Social and Emotional	1

Figure 32. Learning Domains

### **F** Facts:

The Domain Details Page lists:

- The name of each lesson taken during your student's computer session.
- Your student's level within each lesson.
- The most recent date each lesson was taken.
- The name of the facilitator who started the computer session in which each lesson was taken.
- Your student's latest pre-test or post-test lesson scores.

*TeachTown*<sup>®</sup>: *Basics* lessons cover five different levels. The lessons in each domain are developmentally sequenced.

- Level 1 – Early learner; introductory skills
- Level 2 – Beginning learner; foundational skills
- Level 3 – Intermediate learner; skill building objectives
- Level 4 – Active learner; school readiness skills
- Level 5 – Advanced learner; independence building skills

The *TeachTown*<sup>®</sup>: *Basics* curriculum is appropriate for students functioning in the 2 to 7-year-old developmental range in any of the *TeachTown*<sup>®</sup>: *Basics* domain areas. The Computer Lessons and Generalization Lessons follow a developmental progression. This developmental progression is labeled as Levels 1-5. Each increase in level reflects increasing linguistic, cognitive, and/or social complexity. Appendix H contains the scope and sequence of the *TeachTown*<sup>®</sup>: *Basics* curriculum arranged by domain.

**Steps:**

1. Click REPORTS at the top of the page (see Figure 9, Number 13).
2. Click LEARNING DOMAINS (see Figure 32).
3. Click a learning domain icon.
4. This takes you to the Domain Description Page.
5. Click printer icon.
6. This takes you to a list of lessons your student has taken in this domain.
7. Click Close in the orange bar when you're done.


## 14.2.A Overview of the 6 Learning Domains

- **Adaptive Skills** – The Adaptive Skills domain teaches your student independent life skills. Lessons in Adaptive Skills focus on teaching your student self-awareness, self-care, self-help, and fundamental daily living skills. Lesson subjects include body parts, food types, clothing items, time, money, safety, and the community.
- **Cognitive Skills** – The Cognitive Skills domain teaches your student deductive reasoning, critical thinking, and logical reasoning skills. Lessons in Cognitive Skills focus on teaching your student problem solving, following multiple step directions, and organizing items into categories. Lesson subjects include shapes, comparisons, matching, sequencing, and associations.
- **Language Arts** – The Language Arts domain teaches your student early reading skills. Lessons in Language Arts focus on teaching your student the foundations of reading comprehension. Lesson subjects include phonics, upper and lower case letter identification, sight words, language comprehension, spelling, and basic narrative structure.
- **Language Development** – The Language Development domain teaches your student communication skills. Lessons in Language Development focus on teaching your student new vocabulary, enhanced word recognition, listening skills, and other fundamental language skills. Lesson subjects include words, parts of speech, conjunctions, the fundamentals of grammar, and how to answer questions.
- **Mathematics** – The Mathematics domain teaches your student math skills. Lessons in Mathematics focus on teaching your student the basics of number recognition and mathematical principles. Lesson subjects include number awareness, counting, matching quantities to numerals, number patterns, addition, subtraction, fractions, numerical sequences, and comparisons (more or less).
- **Social and Emotional Skills** – The Social and Emotional Skills domain teaches your student basic social knowledge as a foundation for more complex social interactions. Lessons in Social and Emotional Skills focus on teaching your students how to identify emotions, recognizing the causes of emotions in others, and attending to relevant social information. Lesson subjects include recognizing facial expressions, following eye gaze, and identifying good friend habits.

## 14.3 Mastered Lessons

# Mastered Lessons

Carlos Student has mastered 16 lessons. Click on a lesson icon for a detailed report.



All Domains ▼









Lesson Information	Exercises	Status	Notes	Level
 Toys 4 Social - Emotional Understanding Level 1 out of 5	1: Dollhouse and Jumprope 2: Marbles and Game	Passed		The level of this lesson is <b>at</b> the current level of this student.
 Colors 1 Language Development Level 1 out of 5	1: Blues and Reds 2: Yellows and Blacks	Passed		The level of this lesson is <b>at</b> the current level of this student.
 Actions 1 Language Development Level 1 out of 5	1: Jumping and Swimming 2: Running and Biking	Passed		The level of this lesson is <b>at</b> the current level of this student.
 Actions 2 Language Development Level 1 out of 5	1: Sleeping and Standing 2: Going Potty and Painting	Passed		The level of this lesson is <b>at</b> the current level of this student.

Figure 33. Mastered Lessons

### Facts:

Your student must score 80% or higher to pass a pre-test or a post-test. When your student has passed a lesson pre-test or post-test, they have mastered the lesson.

### **Steps:**

1. Click REPORTS at the top of the page (see Figure 9, Number 13).
2. Click MASTERED LESSONS.
3. This takes you to a list of computer lessons your student has mastered (see Figure 33).
4. Use the Scroll Bar or the Search Bar to look for specific lessons.
5. Click a lesson icon for more information (see Section 12.1).

### Tips:

Teachers: Review your student's mastered lessons to help you choose an appropriate curriculum and guide instruction for your student throughout the school day.

## 14.4 Partially Completed Lessons

# Partially Completed Lessons

Carlos Student has 4 lessons in progress. Click on a lesson icon for a detailed report. Using This Report









Lesson Information	Exercises	Status	Notes	Level
 <b>Animals - Zoo I</b> Language Development Level 1 out of 5	1: Zebras and Elephants 2: Lions and Giraffes	In progress		The level of this lesson is <b>at</b> the current level of this student.
 <b>Body Parts I</b> Adaptive Skills Level 1 out of 5	1: Eyes and Nose 2: Mouth and Ear	In progress		The level of this lesson is <b>at</b> the current level of this student.
 <b>Foods I</b> Adaptive Skills Level 1 out of 5	1: Carrots and Cookies 2: Apples and Bananas	In progress		The level of this lesson is <b>at</b> the current level of this student.
 <b>Match Exact: Toys</b> Social - Emotional Understanding Level 1 out of 5	1: Ball, Swing, Slide 2: Bubbles, Doll, Puzzle 3: Book, Teddy Bear	In progress		The level of this lesson is <b>at</b> the current level of this student.

Figure 34. Partially Completed Lessons List

### **F** Facts:

Partially Completed Lessons Reports show you the computer lessons your student has begun but has not yet mastered.

### **S** Steps:

1. Click REPORTS at the top of the page (see Figure 9, Number 13).
2. Click PARTIALLY COMPLETED LESSONS.
3. This takes you to a list of all of the lessons your student is currently working on (see Figure 34).
4. Use the Scroll Bar or the Search Bar to search for specific lessons.
5. Click a lesson icon for more information (see Section 12.1).

### **i** Tips:

You should review Partially Completed Lessons to see the lessons your student has been working on. You can create new goals and choose Generalization Lessons by reviewing the list of lessons. If your student is having difficulty with an On Computer Lesson, you should do the related Generalization Lessons.

## 14.5 QuickStart Lessons

Refer to Section 11.1.B QuickStart Lessons.

## 14.6 Individual Progress Report

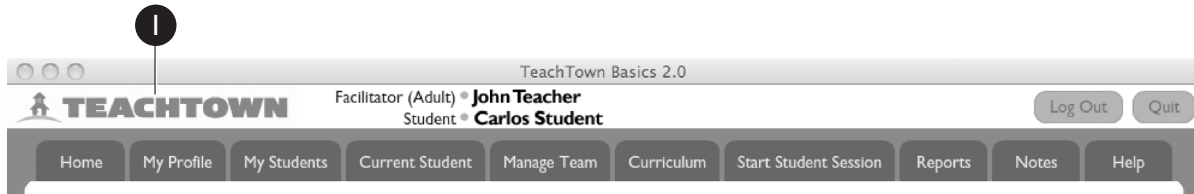


Figure 35. TeachTown®: Basics website icon

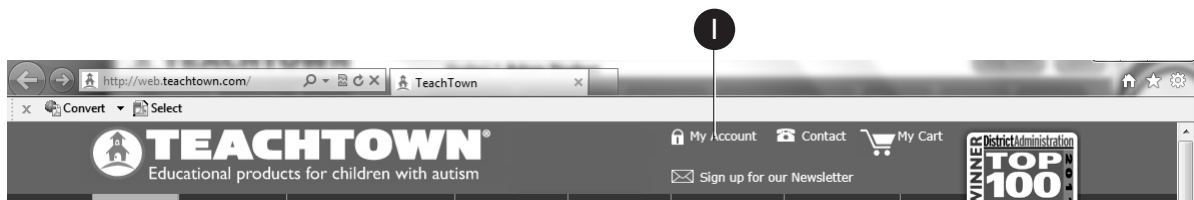


Figure 36. Log-in on TeachTown website

### **F** Facts:

The Individual Progress Report provides summary information of your student's progress during a date range that you select. It lists all mastered and partially completed lessons by domain. It also recommends Generalization Lessons for each On Computer Lesson in progress during the date range you selected. Figure 38 shows the beginning of this report, which is only available on our website.

### **S** Steps:

1. Click on the TeachTown icon (see Figure 35, Number 1).
2. This will take you to the TeachTown website.
3. Click on MY ACCOUNT (see figure 36, Number 1).
4. Log in using your email and TeachTown user name.
5. This will take you to another page. Click REPORTING CENTER (see Figure 37, Number 1) toward the bottom left of the page.
6. Select a student.
7. Next to **From**, enter your desired report start date.
8. Next to **To**, enter your desired report end date.
9. Click UPDATE.
10. This will take you to the Individual Progress Report (see Figure 38).
11. Use the scroll bar to see the rest of the report.
12. Click on a lesson name for a Lesson Progress Graph.

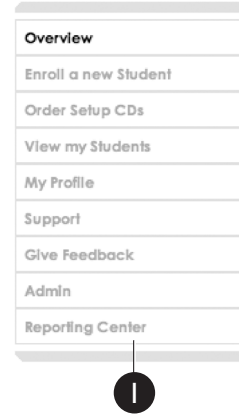


Figure 37. TeachTown Website Reporting Center

### **i** Tips:

Click on the link on the Individual Progress Report to download a PDF of this report. You can attach the PDF or a printed copy of this report to IEPs or report cards.

# TeachTown®: Basics Individual Progress Report

Only lessons that have been worked on within this date range are included

From:

To:

Update date range:

[Click here to download a PDF of this report](#)

CONFIDENTIAL

Student Name: **tia jones**  
Date of Birth: **2001-01-05**

Facilitator: **Sandra Bosdachin**  
Prepared on: **2012-05-07**

Facilitators of **tia jones**:  
Sandra Bosdachin  
Yasaman Dianat  
Jeannette Olsen  
Natalie Bauge

Figure 38. Individual Progress Report from the website

## 15 Notes

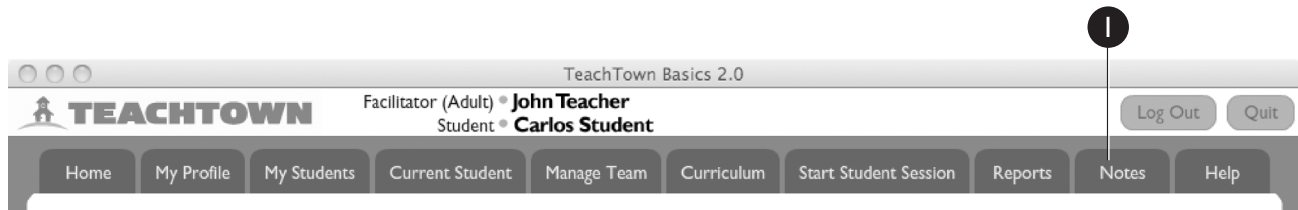


Figure 39. Options available for Notes

Notes help facilitators on your student's educational team communicate with each other. All facilitator notes are stored on the *TeachTown®: Basics* secure server (see Figure 39, Number 1).

### 15.1 Reading Notes

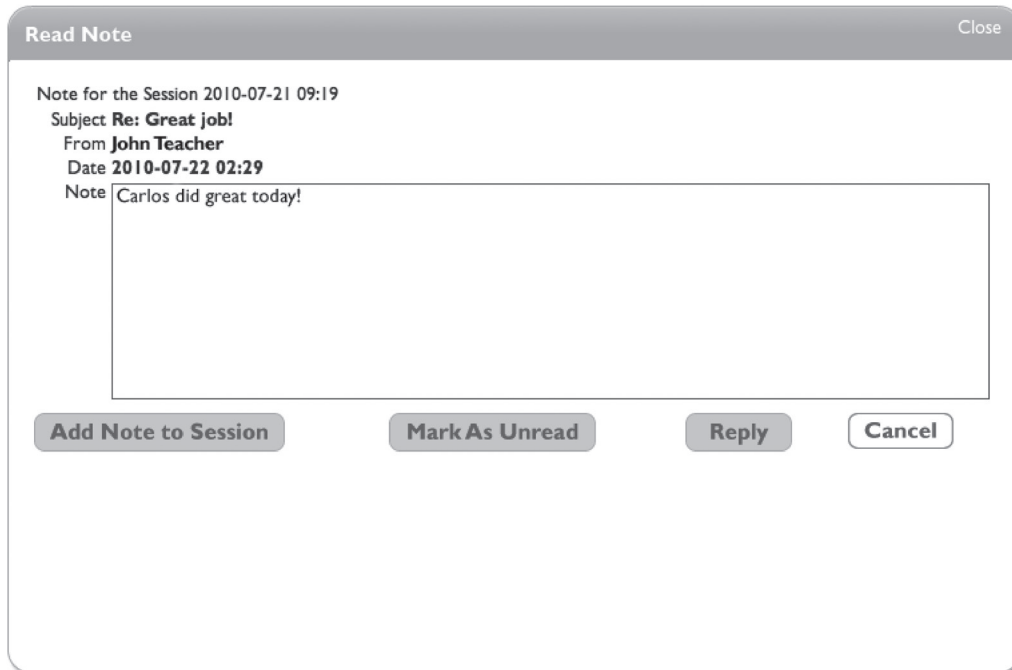


Figure 40. Reading a Note

#### **F** Facts:

If a note has not been read, it is in bold type. If there is a new note about a student, at the top of all the facilitator pages next to the facilitators name, it will say you have unread notes. This notification will stay by the facilitator's name until the new note has been read.

**Steps:**

1. Click NOTES at the top of the page (see Figure 9, Number 14).
2. Click the drop-down notes menu.
3. Choose the type of note you want to view:
  - All notes
  - Session notes
  - Computer Lesson notes
  - Generalization Lesson notes
4. Click any text on the note line.
5. This takes you to that note.

**i Tip:**

Note icons appear in many locations in *TeachTown®: Basics*. Any unread notes will be written in bold type.

## 15.2 Replying to Notes

**Steps:**

1. Click NOTES at the top of the page (see Figure 9, Number 14).
2. Click the drop-down notes menu.
3. Choose the type of note you want to view:
  - All notes
  - Session notes
  - Computer Lesson notes
  - Generalization Lesson notes
4. Click any text on the note line.
5. Read the note and click REPLY.
6. Enter your response.
7. Click SUBMIT.
8. Click OK.
9. Click CLOSE on the orange bar when you're done.

## 15.3 Adding Notes

### **F** Facts:

You can add a note from Notes, Session Reports, Lesson Information pages, and the Generalization Lesson pages. Once you add a note, you can't delete it.

### **i** Tips:

All facilitators on your student's educational team can read your notes, so write them carefully.

### 15.3.A Adding Notes to a Session

#### **Steps:**


1. Click REPORTS at the top of the page (see Figure 9, Number 13).
2. Click SESSION REPORTS.
3. Click the details icon to see your student's session report.
4. Click ADD NOTE TO SESSION.
5. Write your note.
6. Click SUBMIT.
7. Click OK.
8. This takes you back to the Session Report.

### **i** Tips:

We recommend adding your note right after your student's session. For example, a note may read: "Another student was crying loudly during Jacob's session. I think he didn't do well because he was distracted."

### 15.3.B Adding Notes to a Computer Lesson

#### Steps:


1. Go to the Lesson Information Page for a computer lesson (see Section 12.1).
2. Click the notes icon. 
3. Click ADD NOTE TO LESSON.
4. Write your note.
5. Click SUBMIT.
6. Click OK.
7. Click CLOSE on the orange bar when you're done.

#### Tips:

You can write notes about your student's reaction to the lesson and use their reaction to plan classroom instruction. An example note from a lesson about reading a thermometer may read as follows: "Maria really seemed excited during this lesson. Plan to use real thermometers at school and home to build her math skills beyond just reading the temperature. I'm thinking we can use the thermometer to work on adding and subtracting."

### 15.3.C Adding Notes to a Generalization Lesson

#### Steps:

1. Go to the page to view Generalization Lessons (see Section 11.3.A).
2. Click the notes icon. 
3. Click ADD NOTE TO GENERALIZATION LESSON.
4. Write your note.
5. Click SUBMIT.
6. Click OK.
7. Click CLOSE on the orange bar when you're done.

#### Tips:

You can write notes about whether your student successfully applied, or generalized, the computer lesson to lessons in school or at home. You can write notes about how well your student generalized what they learned on the computer to school or home. If you collect data during a Generalization Lesson, you can put your data in a note.

## 16 Options

Click OPTIONS at the bottom of the page (see Figure 9, Number 18).

This allows you to enable the feature to have any product updates automatically installed.

## 17 About TeachTown

Click ABOUT TEACHTOWN at the bottom of the page (see Figure 9, Number 19).

Click any of the following for *TeachTown®: Basics* legal information:

- Copyright Policy
- Privacy Policy
- Terms of Use
- EULA (End User License Agreement)

## 18 Tour

Click TOUR at the bottom of the page (see Figure 9, Number 20).

This takes you to a video tour of *TeachTown®: Basics* on the TeachTown website.

## 19 FAQs

Click FAQs at the bottom of the page (see Figure 9, Number 21).

This takes you to a list of answers for Frequently Asked Questions about *TeachTown®: Basics* on the TeachTown website. You can also find the *TeachTown®: Basics* glossary of terms in FAQs.

## 20 Tutorials

Click TUTORIALS at the bottom of the page (see Figure 9, Number 22).

This takes you to the TeachTown website where you can learn how to use *TeachTown®: Basics* by watching short video tutorials.

## 21 Contact Us

Click CONTACT US at the bottom of the page (see Figure 9, Number 23).

This takes you to the TeachTown website where you can contact us with your questions or comments, or if you're in need of technical support.

## 22 The Student Session



Figure 41. The Town Map

To begin your student's session, hold down the (left) mouse button and press the "T" key. The TeachTown map will appear, indicating your student's session has started. The student session fills the entire computer screen and does not allow your student to access either the facilitator pages or any other program files.

To start a lesson, your student must choose a location on the TeachTown map. Your student's lesson will begin. During the lesson, they will answer questions, or trials, and play several animated rewards. Once your student's lesson has finished, they will return to the TeachTown map where they must again choose a building to start a lesson. Your student will take as many lessons as time allows before *TeachTown®: Basics* automatically ends (see Section 21.9 on End of Session).

## 22.1 TeachTown Map

On the town map, there are five locations your student can click to start a lesson. The zoo, the red schoolhouse, the town hall, the playground, and the brown house all hold lessons for your student.

## 22.2 Warm-Up Exercises

When your student first begins using *TeachTown®: Basics*, they will complete a series of warm-up exercises. During the warm-up exercises, your student will choose and play rewards, but not lessons. Warm-up exercises help your student feel more comfortable using the computer, playing *TeachTown®: Basics*, and making choices. Lessons begin after your student has finished playing 20 short rewards.

## 22.3 Computer Lessons

A lesson focuses on a specific subject matter (for example: shapes). A lesson contains a series of trials. A trial is a question or instruction followed by a student response. Each lesson has three stages (parts): the Pre-Test, Training Exercises, and Post-Test. Computer lessons are presented in a discrete trial format. Each computer lesson has a beginning, middle, and an end. An instruction is given, your student chooses an answer, and your student receives feedback about their answer.

- After each answer, whether your student has chosen correctly or not, the correct answer is shown. This gives your student visual feedback after each trial.
- *TeachTown®: Basics* records every one of your student's answers. Your student's data is automatically turned into tables and graphs so you can make data-based decisions about your student's program (on and off the computer).
- Every new lesson begins with a Pre-Test to determine your student's baseline level. Each Pre-Test contains up to 25 trials that cover at least four different concepts. If your student scores at least an 80% on the Pre-Test, they move on to the next Pre-Test in that domain. If your student scores less than 80%, your student takes training exercises.
- Each training exercise contains 15 trials that cover at least two different concepts. Most lessons contain a few maintenance trials to help your student maintain previously mastered skills over time. Maintenance trials are questions about lessons that your student has already mastered.
- All lessons end with a Post-Test. Each Post-Test contains up to 25 trials that cover at least four different concepts. If your student scores at least an 80% on the Post-Test, they move on to the next Pre-Test in that domain. If your student scores less than 80%, your student must retake the training exercises.

## 22.4 The Pre-Test

Every time your student begins a new lesson, they will take a Pre-Test to determine how well they understand the material. Each Pre-Test contains up to 25 trials that cover at least four different concepts. If your student scores at least 80% on the Pre-Test, they move on to the next Pre-Test in that domain. If your student scores less than 80%, your student takes a training exercise. During the Pre-Test, *TeachTown®: Basics* gives your student rewards whether or not they choose the correct answer to each question. This is called non-contingent reinforcement. Non-contingent reinforcement keeps your student motivated during the Pre-Tests when they are not getting any prompting (help) from the program.

## 22.5 Training Exercises

After failing a Pre-Test or Post-Test, your student begins the Training Exercises. Training Exercises teach your student new concepts. During a Training Exercise, if your student begins to answer questions wrong, *TeachTown®: Basics* will start prompting by fading out the incorrect images. If your student keeps getting answers wrong, the incorrect answers will fade out completely leaving only the correct answer on the screen. This helps your student choose the right answer. As your student begins to answer correctly, the incorrect answers will begin to fade back into view.

During a Training Exercise your student will hear praise (for example, “You did it,” “Good job,” or “Wow”) for each right answer, even if they were prompted. If your student chooses the wrong answer, they will be visually corrected (the right answer will be shown), but *TeachTown®: Basics* will be silent. *TeachTown®: Basics* doesn’t say things like “Try again” because research shows negative feedback frustrates some students and even encourages some students to intentionally choose the wrong answer. Your student earns rewards after every 3 to 5 correct answers, even if they were prompted. Once the student has answered 80% or more of the questions correctly, they will take the next Training Exercise in that lesson or the Post-Test.

## 22.6 Post-Tests

After your student passes all Training Exercises in a lesson, your student takes a Post-Test. Each Post-Test contains up to 25 trials that cover at least four different concepts. If your student scores at least an 80% on the Post-Test, they move on to the next Pre-Test in that domain. If your student scores less than 80%, your student must retake the training exercises in that lesson.

## 22.7 Rewards

Rewards keep your student motivated. The rewards are either interactive animation where the student controls the action or character-based cartoons. The rewards are short. 20 to 40 seconds, so that your student is quickly taken back to their work (the lesson).

Rewards are offered to your student on an intermittent reinforcement schedule. This means that they get a reward on an average of every four correct answers (even if the answer was prompted). Reward frequency can also be changed so your student receives a reward on an average of every six or eight correct answers. Your student doesn't know exactly when they will get a reward, but they know that if they keep working they will get rewards (also known as reinforcers). Research shows that intermittent reinforcement schedules are the best schedules for keeping responding high (keeping your student answering questions). Video games and slot machines use intermittent reinforcement schedules.

Research on *TeachTown®: Basics* has shown that students are very motivated to use *TeachTown®: Basics*. Students using *TeachTown®: Basics* demonstrate higher levels of social interaction, smiling, and expressive language on the computer than in other lessons. Students also show lower levels of behavior problems while using *TeachTown®: Basics*. Research studies with other computer programs have shown similar results. Go to [www.teachtown.com](http://www.teachtown.com) for more information about our research.

## 22.8 Generalization

It is very important that your student generalizes the skills they learn on the computer by applying them to the classroom, home, and community. *TeachTown®: Basics* improves your student's ability to generalize by featuring:

- Many different examples for each concept or lesson subject.
- Animation, illustrations, and photos to visually represent concepts.
- Varying instructions. This teaches your student to respond the same way to different types of instructions and questions for the same concept.
- At least two different concepts in each lesson. This prevents your student from guessing the correct answer and forces them to listen intently to instructions.
- Random answer positioning. This prevents your student from guessing the correct answer based on the answer's placement on the screen.
- Generalization Lessons that teach your student to apply, or generalize, their computer-learned skills to natural environments, like school, home, and the community.
- Answer images that are different in the Training Exercises and the Pre-Test and Post-Test. This prevents your student from passing the Post-Test by memorizing the images in the Training Exercises.

## 22.9 End of Session

When your student's session is over, the session automatically ends. The TeachTown map will appear, get dark, and a voiceover will say, "Goodnight TeachTown."

The session is over and TeachTown is sleeping. If you immediately start another session, your student will know that TeachTown is not really sleeping and that you can start a new session at any time.

To exit your student's session, hold down the (left) mouse button and press the "T" key. This takes you to a Session Report that summarizes your student's session. *TeachTown®: Basics* collects data every time your student chooses an answer during the lessons, but not during reward games. *TeachTown®: Basics* summarizes all of your student's data and puts it into graphs and tables which are located in the REPORTS section (see Section 14).

## 23 Student Readiness for the Computer and Mouse

### 23.1 Student Computer Readiness

Most students should be at least two years old to use the computer. However, while many 2-year-olds may be comfortable using the computer, many may not be ready to use the computer mouse. Here are several signs that your student is ready to use the computer:

- Your student has an interest in visual mediums and visual stimuli like computers or the television.
- Your student can continuously pay attention to a visual stimulus for at least five minutes, with or without your help.
- Your student can reach for items or point to things they want.
- Your student can follow brief, verbal instructions (for example: “Sit down.”). Even if your student has trouble following verbal instructions, try letting them use the computer anyway. Some students respond better to instructions from the computer than from adults.

### 23.2 How Can I Get my Student Started Using the Computer?

The best way to get a student started is to introduce the computer gradually and place low demands on the student. At first, the focus should be on showing your student that the computer is fun! Here is a good way to teach your student how to use the computer:

1. Choose a computer program based on your student’s interests. For this step, it’s important to use a computer program that your student enjoys, not necessarily an academic program.
2. Have your student sit near you as you navigate the computer program. Let your student grab the mouse or touch the monitor if they’d like, but do not give instructions or place demands on them.
3. Once your student begins to show interest in using the computer and the mouse, occasionally place your hand on theirs. Help guide your student’s mouse movements and help them click on things. If you’re using a touch screen rather than a mouse, let your student freely touch the screen and see the results.
4. Next, select a simple academic learning computer program. Make sure that you choose a program that is both easy and enjoyable, so your student stays interested as well as motivated. Try to do several five-minute sessions on the computer a day with your student. Sit close to your student and provide verbal praise and reinforcement (for example: “Great work!”). You may want to set a timer so your student knows how long they will be using the computer.
5. Once your student can sit for five-minute sessions, you should increase both the time of your student’s session as well as the difficulty of the computer program.

6. As your student gets better at using the computer by themselves, you won't need to sit with them during their computer sessions. You may want to sit near your student for the beginning of your student's session and work on improving their social interactions and communication, or expressive language skills. However, after a few minutes you can leave and let your student finish the computer session by themselves.

## 23.3 Mouse Training

You and your student can preview the rewards in the program to work on mouse skills and no data will be collected. Here are some tips on how to use the rewards as motivation to help your student work on mouse skills:

- Go to: Current Student and then click SELECT REWARDS
- All the rewards are listed.
- Choose a reward to play.
- Sit with your student and place your hand over theirs on the mouse. Help them move the mouse and click on things. As you begin to feel them take more control of the mouse gradually let go of the mouse and slowly allow your student to move and click the mouse independently.
- Once your student is able to move and click the mouse independently, you can start them out with a short five to seven-minute on computer session to evaluate their mouse skills.

Remember:

- In preview mode a reward will play until you manually close out of it by clicking the "X" in the top right corner of the open window.
- Only play an individual rewards for about a minute, then choose a new reward to practice on. We do not want your student to lose engagement with the rewards before they begin their sessions.
- We suggest practicing mouse skills with your student in five-minute sessions once a day until your student can use the mouse independently.

Note: Cartoon rewards do not have clickable images, therefore should not be chosen when practicing mouse skills. *TeachTown®: Basics* is touch screen compatible. This gives your student the ability to complete sessions independently while continuing to develop mouse skills.

Recommended Rewards: Rewards such as Playground, Airport, Pepper's Balloons, Fire Truck, Playground, and the Vacuum Game are a few suggestions. Otherwise, choose rewards your student finds interesting.

## 24 Generalization Lessons

Generalization Lessons are an essential part of the *TeachTown®: Basics* program. They help your students generalize skills learned from On Computer Lessons and apply them to the real world. Generalization Lessons should be fun and look like play. They teach students important skills, such as building relationships, socialization, imitation, motor skills, play, and joint attention.

### 24.1 Locating Generalization Lessons

Generalization Lessons can be found inside the program (see Section 11.3.A). You can print Generalization Lessons from *TeachTown®: Basics*. If you are at a school, you should also have a book with all of the Generalization Lessons that you can use to make copies.

### 24.2 Choosing Generalization Lessons

*TeachTown®: Basics* automatically recommends Generalization Lessons for your student based on lessons your student is taking and has already completed on the computer (see Section 11.3.B). Some recommended Generalization Lessons might not be appropriate for your student. For example: If your student can't hold scissors, do not do an Generalization Lesson that requires them to use scissors. While it's good to test your student's skills with Generalization Lessons, some may be too hard, which may frustrate your student.

### 24.3 Facilitators of Generalization Lessons

Any adult can do the Generalization Lessons with your student. Many older peers and siblings can also do Generalization Lessons with your student.

#### For parents:

- You can do many of the Generalization Lessons throughout your community. (For example: If a lesson is about food, you can do it at the grocery store.)
- Older siblings often make great facilitators of Generalization Lessons.

#### For teachers:

- You can do Generalization Lessons with your student in the classroom during one-on-one time, small group time, or circle time.
- Older students make great facilitators of Generalization Lessons. Try talking to your principal about using fifth grade volunteers in your classroom. It's a great experience for both your students and the older students.
- Photocopy the Generalization Lessons and send them home along with any necessary materials so that parents can do them at home with their children.

## 24.4 Teaching Strategies

Here are several general teaching strategies that you may find helpful while implementing the Generalization Lessons, or during your other classroom routines.

- **Target the Specific Skill:** Although Generalization Lessons teach many different skills, you should focus on the primary skill for each individual lesson. For example, if you are playing “farm” in order to work on naming farm animals, provide many opportunities for your student to name the animals rather than focusing on pretend play. A good rule of thumb is to give two chances per minute for your student to practice your main goal.
- **Get Your Student’s Attention:** Make sure that your student is focused and ready to begin before you start a new lesson. Check to see that your student is looking at you or the lesson materials. Make sure the area is free from distractions. Check to be sure your student is not playing with another toy or staring at other objects in the room.
- **Offer Your Student Choices:** A great way to offer your student choices is by displaying all the materials you want them to use and allow them to choose the ones they like. To motivate your student to learn, offer them choices throughout the Generalization Lesson. Research has shown that when people choose an object or lesson for themselves, they are more likely to be interested, attentive, and motivated.
- **Intersperse Maintenance Tasks:** A maintenance task is an exercise that tests a skill your student has already learned. For example: If you’re doing an Generalization Lesson on identifying body parts and your student can already identify facial features, you can test your student’s knowledge on facial features during the other body parts lesson. Interspersing maintenance tasks throughout lessons help to keep your student’s success rates high and maintain their previously mastered skills.
- **Use Contingent and Immediate Reinforcement:** Reinforcement is a type of reward that increases the likelihood of your student repeating a desired behavior. After your student does something correct, they are more likely to repeat that correct behavior if you give them something they like. Reinforcers can be objects, verbal praise, a pat on the back, a token, or anything your student likes. To work, reinforcement should be: 1) Contingent, meaning your student gets the reinforcer only after they do a good behavior; and 2) Immediate, meaning your student gets the reinforcer right away. If reinforcement is immediate and contingent, your student will understand that they are getting the reinforcer because of their correct behavior and not for something else.
- **Model the Desired Behavior:** It is important for you to model, or show, the desired behavior to your student. Be sure to model the behavior at the level you expect your student to imitate it (i.e. don’t model a behavior that is too complex for the student to imitate).
- **Take Turns:** As you know, taking turns is an important social skill that all of your students need. Taking turns also allows you to model a behavior and gain your student’s attention.

- **Vary Materials:** It is important to use and interchange different objects frequently when repeating Generalization Lessons. This helps prevent your student from losing interest in the lesson while increasing their ability to generalize. You should try to vary the materials within the lesson, even if your student does not show interest in the new object or does not want anything to change. (For example: Instead of doing the lesson with a red car, switch it frequently with a blue or green car.)
- **Teach Multiple Responses:** Teach your student multiple responses during Generalization Lessons to increase generalization. For example: your student jumps when you say, “Show me jumping.” Also teach them to show you a doll jumping and identify who is jumping in a group of students at recess.
- **Use Prompting and Fading Effectively:** Use prompts (help) to guide your student to engage in a desired behavior or choose a correct answer. However, it is also important that you fade, or decrease your usage of prompts over time. Fading your prompts will help your student engage in the desired behavior independently. It’s natural to want to help your student, but don’t prompt too much. Make sure you give your student chances to do things on their own.
- **Keep a Warm, Positive, Disposition with Your Student:** To build a good relationship with your student during the lesson, try to stay calm, warm, and positive, even if your student is behaving inappropriately. You should still encourage your student to behave appropriately and to do the lesson, but try to stay calm, warm, and positive.
- **Manage Inappropriate Behaviors Effectively:** The best response to an inappropriate behavior depends on what the behavior is and what caused the behavior. For example, your student throws their pencil on the ground. They might have done this to get your attention or to get out of, or escape, the lesson. If they did this to get your attention, your response could be to grab another pencil and ignore the one they threw. If they wanted to get out of the lesson, you could pick up the pencil, give it back, and make them keep working on the lesson until they have a small success (probably prompted by you).



## 24.5 Data Collection for Generalization Lessons

We recommend collecting data on your student's progress with the Generalization Lessons. In the Appendix you will find sample datasheets and blank datasheets for you to make copies.

Use the sample copy of the *TeachTown*<sup>®</sup>: *Basics* Student Generalization Lesson Datasheet as an example when entering student data. Use the blank *TeachTown*<sup>®</sup>: *Basics* Student Generalization Lesson Datasheet as is or as an example to create your own datasheet.

You can also collect data on your student's generalization of concepts and skills to additional people and settings. Use the sample copy of the *TeachTown*<sup>®</sup>: *Basics* Student Generalization Datasheet as an example when entering student generalization data. Use the blank *TeachTown*<sup>®</sup>: *Basics* Student Generalization Datasheet as is or as an example to create your own datasheet.

We also recommend collecting data on yourself and/or your colleagues to evaluate facilitation of the Generalization Lessons with your student. The Datasheet for Facilitator Fidelity of Implementation of *TeachTown*<sup>®</sup>: *Basics* Generalization Lessons tracks your usage of the teaching strategies for facilitating Generalization Lessons described in Section 23.4. Use the sample Datasheet for Facilitator Fidelity of Implementation of *TeachTown*<sup>®</sup>: *Basics* Generalization Lessons as an example when entering facilitator fidelity of implementation data. Use the blank Datasheet for Facilitator Fidelity of Implementation of *TeachTown*<sup>®</sup>: *Basics* Generalization Lessons as is or as an example to create your own datasheet.



## 25 Implementation Guidelines

### 25.1 Computer Session Implementation Guidelines

#### **i** Tips:

Usage Recommendations:

For your student's first computer session, select a 5-minute session.

- If your student completes a 5-minute session, gradually increase the session length to the length recommended in the chart below.

<b>Grade Level (age)</b>	<b>Session Frequency</b>	<b>Session Length</b>
Toddlers (2)	2 sessions per day	10 minutes
Preschool (3-5)	2 sessions per day	15 to 20 minutes
Kindergarten (5-6)	2 sessions per day	20 to 30 minutes
First grade and above (6+)	2 sessions per day	30 minutes*

\*Older students may be able to complete sessions as long as 40 minutes.

### 25.2 Generalization Lesson Implementation Guidelines

- Your student should spend as much time working with Generalization Lessons as they do with On Computer Lessons. (For example, if a student does two 20-minute computer sessions a day, you should also do 40 minutes of Generalization Lessons.)
- You can spread the Generalization Lessons throughout the day. You do not have to do them all at once.
- Teachers can use Generalization Lessons with individual students or with groups.
- When doing Generalization Lessons with special needs students, we suggest that you include students without special needs to participate in the lesson when possible.
- We encourage teachers to photocopy Generalization Lessons and send them home for parents to use with their children.



## 26 TeachTown®: Basics in the Classroom or Clinic

### 26.1 Setting up the Classroom

While using *TeachTown®: Basics*, your student should wear headphones to avoid distracting other students. Check the volume level on the computer to make sure it's appropriate before your student starts playing.

When you set up your student's computer station, remember to use child-sized desks and chairs, as well as child-friendly boundary indicators. For example: You can place a big, red paper stop sign on the computer monitor during times when your student is not supposed to be using the computer.

Make sure your student is using an appropriate mouse. Your student may need a smaller mouse, while some students may need a mouse with only one button instead of two, or a track ball. Your student may also find mouse scroll bars to be either distracting or confusing. If a student can't use a mouse at all, then they may need a touch screen (See Section 22.3 for information on mouse training).

We recommend that you put the keyboard behind the computer during student sessions. Removing the keyboard prevents your student from holding down the (left) mouse button and pressing the "T" key, which would allow them to exit *TeachTown®: Basics*.

### 26.2 Scheduling TeachTown®: Basics into the Day

*TeachTown®: Basics* is meant to replace some teacher-led instruction time rather than being something else that needs to be squeezed into an already busy day. Don't be afraid to replace some one-to-one instruction with computer lessons and to replace some of your teaching lessons with our Generalization Lessons. The On Computer and Generalization Lessons are designed to fit right into what is already happening in your classroom. *TeachTown®: Basics* should make your day easier! A sample classroom schedule for incorporating *TeachTown®: Basics* into the day and a blank copy of the classroom schedule are included in the Appendix.

### 26.3 Report Cards and IEPs

The *TeachTown®: Basics* lessons teach many skills addressed in your state's content standards. The curriculum also addresses many common IEP goals. Review your student's *TeachTown®: Basics* Reports to collect data for report cards and IEPs. Your student's Reports can also be used to develop new goals for your student.

## 26.4 Choosing Facilitator Selected Lessons

We recommend that you let *TeachTown®: Basics* choose lessons for your student automatically. However, there are times when you may want to choose lessons for your student instead. For example:

- Your student has an IEP goal to learn 20 sight words. There are many sight word lessons in *TeachTown®: Basics*. Select these lessons for your student.
- Your student's SLP is working on plural words with your student. The SLP asks you to select the plural words lessons in *TeachTown®: Basics*.
- Your student's class is taking a field trip to the fire station, but your student does not know what fire trucks, a firefighter, or a siren is. In *TeachTown®: Basics*, select the transportation lesson that includes fire trucks, the community helpers lesson that includes firefighters, and the environmental sounds lesson that includes sirens. Your student should master these lessons before the field trip. This will increase the likelihood of your student communicating and interacting with their peers during the field trip.
- Your student is 15 and lives in a city. You do not think that lessons about farm animals are important to learn. Choose lessons in *TeachTown®: Basics* that are the most functional and appropriate for your student based on their age and environment.

When you choose Facilitator Selected Lessons, you don't have to use them all the time. Each time you start a session for your student, simply choose either Computer Selected Lessons or Facilitator Selected Lessons.

## 27 TeachTown®: Basics in the Home

### 27.1 School Account

#### For Parents:

If your student's teacher or school has invited you to be a facilitator on their *TeachTown®: Basics* account, you should follow the teacher's recommendations. You should set your student's session length and do the Generalization Lessons recommended by your student's teacher. Do not select your own lessons. Do not change your student's settings unless your student's teacher instructs you to.

### 27.2 Home Account

If you purchased *TeachTown®: Basics* for your student, please follow the instructions and guidelines in this manual. *TeachTown®: Basics* recommends that you use computer selected lessons instead of facilitator selected lessons. Based on your answers to the Student Placement Questionnaire and your student's progress, the program automatically selects appropriate lessons for your student.

The Generalization Lessons are a critical part of *TeachTown®: Basics*, so please do not forget to do them with your student.

## 28 The Science Behind TeachTown®: Basics

*TeachTown®: Basics* uses Applied Behavior Analysis (ABA) teaching methods. The On Computer Lessons use the following ABA teaching methods:

- Discrete Trial Training (DTT)
- Pivotal Response Training (PRT)

The Generalization Lessons use the following ABA teaching methods:

- PRT
- Incidental teaching

Decades of scientific research has shown that ABA teaching methods will help your students learn in school, in the home, and in the community. Scientific research on *TeachTown®: Basics* shows that it helps students learn, catch up developmentally, and be more social.

To see the research on *TeachTown®: Basics*, go to [www.teachtown.com](http://www.teachtown.com).

## Glossary of Terms

### **ABA**

ABA is the abbreviation for Applied Behavioral Analysis. This is a scientific approach that uses principals of learning and reinforcement to change behavior.

### **Lesson**

See Generalization Lessons.

### **Applied Behavioral Analysis**

Applied Behavioral Analysis is a scientific approach that uses principals of learning and reinforcement to change behavior.

### **Errorless Learning**

Errorless Learning is a way of teaching that starts a lesson by only presenting one possible correct answer. After your student chooses the only correct answer, distractors (incorrect answers) are gradually added. In *TeachTown®: Basics*, Errorless Learning occurs at the highest prompt level, when the distractors are no longer visible.

### **Expressive Language**

Expressive language is verbal or non-verbal (e.g., picture communication, sign language, gestures) communication with others.

### **Facilitator**

A Facilitator is someone that works with a student on *TeachTown®: Basics* and can view the student's data. A Facilitator could be any adult who implements the program, including parents, teachers, relatives, clinicians, or any other person who provides care for a student. Any adult who wants to become a Facilitator must read, understand, and accept all of the TeachTown Facilitator agreements.

### **Fine Motor Skills**

Fine Motor Skills are the small coordinated physical movements used for body control. For example, tying a shoe, using scissors, and doing sign language all require Fine Motor Skills.

### **Functional Relationships**

A Functional Relationship is one in which two or more things are related to each other based on their functions (or purpose). For example, scissors and paper have a Functional Relationship because they can be used together in a purposeful way.

## **Generalization**

Generalization is when a learned skill can be applied to different people, objects, settings, or responses. For example, a student exhibits Generalization if they are able to independently identify a ball in their home or classroom after identifying it on a flash card. Generalization is crucial to your student's development. It is a very important goal of *TeachTown®: Basics*.

## **Generalization Lesson**

A Generalization Lesson is a set of instructions a facilitator uses to complete a teaching lesson with a student. Generalization Lessons help students apply, or generalize, the computer lessons to natural, real world settings. *TeachTown®: Basics* chooses Generalization Lessons for your student based on their progress on the computer lessons.

## **IEP**

An IEP is the abbreviation for an Individualized Educational Plan. These are written by schools along with parents and clinicians to establish developmental goals for a student with special needs.

## **Intermittent Reinforcement Schedule**

An Intermittent Reinforcement Schedule does not provide reinforcement after every correct response. Because the student does not know when they will get reinforcement (a reward), their response rate is higher than when rewards are predictable. An Intermittent Reinforcement Schedule is a highly effective and scientifically proven reward schedule.

## **Joint Attention**

Joint Attention is the ability to share attention with another person on the same object (for example a toy), a subject, or event.

## **Learning Domains**

A Learning Domain is a set of lessons in the *TeachTown®: Basics*. All of the lessons are placed into one of six different areas of study, or Learning Domains. These Domains are commonly used in preschool and elementary school curriculum.

## **Lesson**

A Lesson is a series of on computer lessons that teach about a specific subject. For example, the Lesson "Transportation 1" teaches four specific means of transportation and "Transportation 2" teaches four additional means of transportation. There are three types of Lessons: a Pre-Test, Training Exercise, and Post-Test. The Pre-Test and Post-Test Lessons have up to 25 trials while the Training Lessons have 15 trials each.

## Maintenance Task

A Maintenance Task is an lesson that helps students exercise and strengthen important skills that they have already learned. In *TeachTown®: Basics*, Maintenance Tasks are placed within new Training Lessons. They help keep Lesson success rates high, help students maintain attention, and help prevent students from losing or forgetting skills. Once your student advances within the curriculum and has passed several lessons, *TeachTown®: Basics* will introduce Maintenance Tasks.

## Modeling

Modeling is a technique used to show a student a behavior (for example: an action) so they can imitate it. The model is the person that shows the action.

## Multiple Cues

Multiple Cues refers to more than one subject that the student must pay attention to. For example, the question, “Where is the big blue car?” has Multiple Cues. Your student must pay attention to both size and color. Learning to attend to Multiple Cues is an important skill that will positively affect many other areas of development, like attention, language, and thinking abilities.

## Object Imitation

Object Imitation is when a student uses an object to repeat or imitate an action performed by another person using the same or similar object.

## Post-Test Lesson

A Post-Test is the part of the Lesson a student takes after getting at least 80% correct during all Training Exercises in that lesson. During a Post-Test, your student does not receive Prompts and must score 80% to pass and move on to the next Lesson.

## Praise

Praise is when a person gives a student positive verbal feedback. Praise is usually given for a correct answer or a good attempt at answering correctly. For example, after a student answers a question correctly, the Facilitator might say, “Good job!” or “Great Work!” During *TeachTown®: Basics* Training Exercises, a voiceover gives Praise for correct answers.

## Pre-Test

When a student begins a new lesson, they take a Pre-Test to determine how well they understand the material. Each Pre-Test covers at least four different concepts. If a student scores at least 80% on the Pre-Test, they move on to the next Pre-Test in that Learning Domain. If a student scores less than 80% on the Pre-Test, they begin Training Exercises for that lesson. During a Pre-Test, students do not receive Prompts.

## Prompt

In Applied Behavioral Analysis the term Prompt or Prompting is used when a student needs assistance to answer a question or perform a behavior correctly. *TeachTown®: Basics* prompts students by slowly fading out incorrect answer choices. If a student continues to answer incorrectly, all other answer choices will disappear, allowing your student to only pick the correct answer. A student will be given Prompts based upon their needs. If they are struggling, then more Prompts will be used. As the student improves, Prompting is reduced until it is no longer needed for the student to respond correctly.

## Receptive Language

Receptive Language refers to the ability of a student to understand or comprehend language. A student demonstrates Receptive Language skills when following verbal instructions or by pointing to a “chair” when asked, “Where is the chair?”

## Reinforcer

A Reinforcer is anything that increases your student’s behavior. For example, a picky eater finishes his broccoli, then his mom gives him a cookie. If that student continues to eat broccoli in the future, then the cookie is a Reinforcer for them. Rewards are meant to be Reinforcers, but if the reward does not increase the desired behavior, it is not a Reinforcer. In *TeachTown®: Basics* rewards games and cartoons are meant to reinforce your students for doing the lessons.

## Sd

An Sd is an abbreviation for discriminative stimulus. A discriminative stimulus is a cue or instruction to perform a specific behavior. For example, in *TeachTown®: Basics* there is a voice that asks your student to “Find the apple,” giving the student three pictures to choose from. This is the discriminative stimulus for your student to pick the apple.

## Sensory Development

Sensory Development refers to the continued development of an individual’s physical senses including: Sight, sound, smell, hearing, and touch. Some students who use *TeachTown®: Basics* may suffer from sensory sensitivities, which you should take into account when choosing rewards for your student.

## Session

A Session is a period of time that begins when a student starts a new Lesson in *TeachTown®: Basics* and ends after the chosen time has elapsed. Facilitators set the Session length.

## Training Exercises

After a student fails a Pre-Test, they begin the Training Exercise for that lesson. To help your student learn, *TeachTown®: Basics* will adjust the difficulty of each trial by using a procedure called Prompting. When a student scores at least 80% correct without Prompts in a Training Exercise, they move onto the next Training Exercise or take a Post-Test for that lesson.

## Trial

A Trial is a question or instruction followed by a student response. Training Exercises contain 15 Trials and Pre and Post-Tests contain up to 25 Trials.



# Appendix





# Sample Datasheet



## TeachTown®: Basics Student Generalization Lesson Datasheet

**Student Name:** Adam Student **Date:** 10-8-2009

**Facilitator Name:** Jenny Teacher

**Materials Used:** Small objects in the classroom made of simple shapes  
(plastic cow, stuffed animal pig, scissors, etc.)

**Generalization Lesson Name:** Shape Hunt

**Directions:** Write the name of each concept or skill you're targeting in the column on the left. Write the form of the response (based on the opportunities you plan to create) in the next column. Each time you give the student an opportunity to demonstrate that concept or skill, put a tally mark in the column that describes their response (correct, incorrect, or prompted). Calculate % correct by counting the # of tally marks in the Correct column and dividing that number by the total # of tally marks in the row (correct + incorrect + prompted).

**Notes:** *When working on expressive language with the shapes, Adam could make the sound of the first consonant but not the entire word.*

Concept or Skill	Form of Response (receptive or expressive)	Correct	Incorrect	Prompted	% Correct
circle	R	//			2/2 = 100%
square	R	//	/	/	2/4 = 50%
rectangle	R	//		/	2/3 = 67%
triangle	R	/			1/1 = 100%
circle	E	/	/	///	1/5 = 20%
square	E			/	0/1 = 0%
rectangle	E			////	0/4 = 0%
triangle	E	/		//	1/3 = 33%



## TeachTown®: Basics

### Student Generalization Lesson Datasheet

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Facilitator Name:** \_\_\_\_\_

**Materials Used:** \_\_\_\_\_  
(plastic cow, stuffed animal pig, scissors, etc.)

**Generalization Lesson Name:** \_\_\_\_\_

**Directions:** Write the name of each concept or skill you're targeting in the column on the left. Write the form of the response (based on the opportunities you plan to create) in the next column. Each time you give the student an opportunity to demonstrate that concept or skill, put a tally mark in the column that describes their response (correct, incorrect, or prompted). Calculate % correct by counting the # of tally marks in the Correct column and dividing that number by the total # of tally marks in the row (correct + incorrect + prompted).

Notes:

Concept or Skill	Form of Response (receptive or expressive)	Correct	Incorrect	Prompted	% Correct



# Sample Datasheet



## TeachTown®: Basics Student Generalization Datasheet

**Student name:** Adam Student

Notes: 11-20-09; Adam is really struggling to produce the initial blend sound in square.  
10-28-09; Yvette works really well with Adam.

Concept or Skill	Date Concept or Skill was demonstrated by the student			
	In classroom with an adult	In classroom with a second adult	At home with parent	At school with a peer facilitator
circle receptive	10-8-2009	10-13-2009		Jenny 10-20-2009
square receptive	11-20-2009			
rectangle receptive	11-10-2009			
triangle receptive	10-8-2009	10-15-2009		Yvette 10-28-2009
circle expressive	12-1-2009			
square expressive				
rectangle expressive	11-18-2009			
triangle expressive	10-14-2009			



# Sample Datasheet



## Datasheet for Facilitator Fidelity of Implementation of TeachTown®: Basics Generalization Lessons

Facilitator name: <u>Anna Teacher</u>	Date	9-17-2009	10-5-2009	10-12-2009	10-28-2009	11-10-2009							
Directions: Put a check in the box if the facilitator demonstrated the strategy, a minus if the facilitator did not demonstrate the strategy, and N/A if the strategy was not applicable to the lesson. This datasheet can be used to observe a colleague or to document your own use of these teaching strategies.	Generalization Lesson name	Number Shaker	Shape Hunt	Shape Hunt	Friendship Faces	I Spy							
	Target the specific skill		✓	-	✓	✓	✓						
Get your student's attention		✓	✓	✓	-	✓							
Offer your student choices		✓	-	✓	-	-							
Intersperse maintenance tasks		✓	N/A	N/A	✓	-							
Use contingent and immediate reinforcement		-	-	✓	✓	-							
Model the desired behavior		✓	-	✓	✓	✓							
Take turns		✓	-	✓	N/A	✓							
Vary materials		-	✓	✓	-	✓							
Teach multiple responses		✓	-	✓	✓	✓							
Use prompting and fading effectively		✓	-	✓	✓	✓							
Keep a warm, positive disposition toward your student		✓	✓	✓	✓	✓							
Manage inappropriate behaviors effectively		✓	N/A	N/A	✓	N/A							



## Datasheet for Facilitator Fidelity of Implementation of TeachTown®: Basics Generalization Lessons

Facilitator name:  _____	Date											
<b>Directions:</b> Put a check in the box if the facilitator demonstrated the strategy, a minus if the facilitator did not demonstrate the strategy, and N/A if the strategy was not applicable to the lesson. This datasheet can be used to observe a colleague or to document your own use of these teaching strategies.	Generalization Lesson name											
Target the specific skill												
Get your student's attention												
Offer your student choices												
Intersperse maintenance tasks												
Use contingent and immediate reinforcement												
Model the desired behavior												
Take turns												
Vary materials												
Teach multiple responses												
Use prompting and fading effectively												
Keep a warm, positive disposition with your student												
Manage inappropriate behaviors effectively												

## Sample Schedules

### 3-Hour TeachTown®: Basics Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Circle time	Circle time	Circle time	Circle time	Circle time
8:15-9:15	-Structured centers -Direct instruction -TeachTown (rotate every 15 minutes, 5 minutes to rotate)	-Structured centers -Direct instruction -TeachTown (rotate every 15 minutes, 5 minutes to rotate)	-Structured centers -Direct instruction -TeachTown (rotate every 15 minutes, 5 minutes to rotate)	-Structured centers -Direct instruction -TeachTown (rotate every 15 minutes, 5 minutes to rotate)	-Structured centers -Direct instruction -TeachTown (rotate every 15 minutes, 5 minutes to rotate)
9:15	Specials (Art, Music, Library)	Group Speech	Specials (Art, Music, Library)	Group Speech	Specials (Art, Music, Library)
9:50	Toileting	Toileting	Toileting	Toileting	Toileting
10:00	Snack	Snack	Snack	Snack	Snack
10:25	Inclusion Recess	Motor Lab	Inclusion Recess	Motor Lab	Inclusion Recess
10:45	Wash up/Goodbye	Wash up/Goodbye	Wash up/Goodbye	Wash up/Goodbye	Wash up/Goodbye

**Teachers:**  
-Teacher leads  
-Paras prompt students

**Students:**  
-2-4 students at TTB  
-2-4 students at center/  
Gen. Lessons  
-2 students in 1-1 teaching

**Teachers:**  
-Teacher at 1-1 teaching  
-One para at 1-1 teaching  
-1 para at centers/  
Generalization Lessons

**Structured Centers include:**  
-Blocks  
-Puzzles  
-Home center  
-Fine motor center  
-Math practice  
-Language arts activities  
-Folder games

**Sensory Play includes:**  
-Playdough  
-Shaving cream  
-Sand table  
-Water table  
-Thematic sensory table  
-Cooking activity

## 7-Hour TeachTown®: Basics Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:05	Sensory Lab	Structured Motor Lab	Sensory Lab	Structured Motor Lab	Sensory Lab
8:25	Circle time	Circle time	Circle time	Circle time	Circle time
8:45-9:00 9:05-9:20 9:25-9:40	Structured centers/ Direct instruction/ TeachTown-rotate every 15 minutes, 5 minutes to rotate	Structured centers/ Direct instruction/ TeachTown-rotate every 15 minutes, 5 minutes to rotate	Structured centers/ Direct instruction/ TeachTown-rotate every 15 minutes, 5 minutes to rotate	Structured centers/ Direct instruction/ TeachTown-rotate every 15 minutes, 5 minutes to rotate	Structured centers/ Direct instruction/ TeachTown-rotate every 15 minutes, 5 minutes to rotate
9:40	Toileting	Toileting	Toileting	Toileting	Toileting
9:50-10:20	Inclusion Recess	Inclusion Recess	Inclusion Recess	Inclusion Recess	Inclusion Recess
10:20-10:35 10:40-10:55 11:00-11:15	Structured centers/ Direct instruction/ TeachTown-rotate every 15 minutes, 5 minutes to rotate	Structured centers/ Direct instruction/ TeachTown-rotate every 15 minutes, 5 minutes to rotate	Structured centers/ Direct instruction/ TeachTown-rotate every 15 minutes, 5 minutes to rotate	Structured centers/ Direct instruction/ TeachTown-rotate every 15 minutes, 5 minutes to rotate	Structured centers/ Direct instruction/ TeachTown-rotate every 15 minutes, 5 minutes to rotate
11:15	Toileting/ Wash up	Toileting/ Wash up	Toileting/ Wash up	Toileting/ Wash up	Toileting/ Wash up
11:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:00	Rest/ Leisure	Rest/ Leisure	Rest/ Leisure	Rest/ Leisure	Rest/ Leisure
12:30	Group Speech	Group Speech	Group Speech	Group Speech	Group Speech
1:00	Sensory play/ TeachTown	Sensory play/ TeachTown	Sensory play/ TeachTown	Sensory play/ TeachTown	Sensory play/ TeachTown
1:15	Art/ Fine motor practice	Art/ Fine motor practice	Art/ Fine motor practice	Art/ Fine motor practice	Art/ Fine motor practice
1:50	Snack	Snack	Snack	Snack	Snack
2:20	Toileting/ Wash up	Toileting/ Wash up	Toileting/ Wash up	Toileting/ Wash up	Toileting/ Wash up
2:35	Afternoon Circle/ Review	Afternoon Circle/ Review	Afternoon Circle/ Review	Afternoon Circle/ Review	Afternoon Circle/ Review
2:50	Goodbye	Goodbye	Goodbye	Goodbye	Goodbye

**Teachers:**  
-Teacher leads  
-Paras prompt students

**Students:**  
-2 students at TTB  
-2 students at center/  
Generalization  
Lessons  
-2 students in 1-1  
teaching

**Teachers:**  
-Teacher at 1-1 teaching  
-One para at 1-1 teaching  
-1 para at centers/  
Generalization Lessons

**Students:**  
-2 students at TTB  
-2 students at center/  
Generalization  
Lessons  
-2 students in 1-1  
teaching

**Teachers:**  
-Teacher at 1-1 teaching  
-One para at 1-1 teaching  
-1 para at  
centers/Generalization  
Lessons

**Students:**  
-Catch up TeachTown  
time/ Instruction

**Teachers:**  
-2 paras at sensory -Teacher  
prepares next activity

### Structured Centers include:

- Blocks
- Puzzles
- Home center
- Fine motor center
- Math practice
- Language arts activities
- Folder games

### Sensory Play includes:

- Playdough
- Shaving cream
- Sand table
- Water table
- Thematic sensory table
- Cooking activity

***TeachTown*<sup>®</sup>: Basics**  
**Scope and Sequence**  
**Computer Lessons**

The *TeachTown*<sup>®</sup>: *Basics* curriculum is appropriate for students functioning in the 2 to 7-year-old developmental range in any of the *TeachTown*<sup>®</sup>: *Basics* domain areas. The Computer Lessons and Generalization Lessons follow a developmental progression. This developmental progression is labeled as Levels 1-5. Each increase in level reflects increasing linguistic, cognitive, and/or social complexity.

TeachTown<sup>®</sup>: Basics lessons cover five different levels. The lessons in each domain are developmentally sequenced.

- Level 1 - Early learner; introductory skills
- Level 2 - Beginning learner; foundational skills
- Level 3 - Intermediate learner; skill building objectives
- Level 4 - Active learner; school readiness skills
- Level 5 - Advanced learner; independence building skills

We have provided you the Scope and Sequence for our On Computer Lessons. Each lesson is listed under the domain and level within that domain.

The format is described below:

<i>Body Parts 1 through 4*</i>	→ Lesson name as it appears in the computer program
<i>Receptively Identify Body Parts:</i>	→ Objective for the lesson

\*In this example, “1 through 4” indicates that there are four separate lessons for this concept (i.e., Body Parts 1, Body Parts 2, Body Parts 3, and Body Parts 4).



## Adaptive Skills

Lessons in Adaptive Skills focus on teaching the student self-awareness, self-care, self-help skills, and fundamental daily living skills. Lesson subjects include learning about body parts, food types, clothing items, time, money, safety, and the community.

### Level 1

1. Match Exact: Food  
Match Pictures of Food Items
2. Match Non-Exact: Food  
Match Non-identical Pictures of Food Items
3. Body Parts 1 through 4  
Receptively Identify Body Parts
4. Clothing 1 through 4  
Receptively Identify Clothing Items
5. Foods 1 through 6  
Receptively Identify Food Items
6. Household 1 through 6  
Receptively Identify Household Objects and Locations

### Level 2

1. Clothing 5 through 7  
Receptively Identify Clothing Items
2. Community Helpers 1  
Receptively Identify Community Helpers
3. Community Places 1 through 2  
Receptively Identify Locations in the Community
4. Foods 7 through 13  
Receptively Identify Food Items
5. Household 7 through 14  
Receptively Identify Household Objects
6. Personal Needs 1  
Receptively Identify Objects through Function to Meet Personal Needs

### Level 3

1. Body Functions 1:  
Receptively Identify Body Parts Through Function
2. Clothing 8  
Receptively Identify Clothing Items
3. Community Associations 1  
Match common concepts to related community locations

4. Community Helpers 2 through 3  
Receptively Identify Community Helpers
5. Community Places 3 through 7  
Receptively Identify locations in the community
6. Foods 14  
Receptively Identify Food Items
7. Household 15 through 18  
Receptively Identify Household Objects
8. MC: Color-Clothing 1 through 3  
Receptively Identify Objects with Color Description
9. Personal Needs 2 through 3  
Receptively Identify Objects through Function to Meet Personal Needs
10. Seasons 1  
Receptively Identify the Four Seasons
11. Weather 1 through 2  
Receptively Identify Weather Conditions

### Level 4

1. Body Functions 2 through 3:  
Receptively Identify Body Parts By Function
2. Community Associations 2 through 4:  
Match Common Concepts to Related Community Locations
3. Community Places 8  
Receptively Identify Locations in the Community
4. Community Signs 1 through 2  
Receptively Identify What Community Signs Represent
5. Household 19 through 20  
Receptively Identify Household Objects
6. MC: Color-Clothing 4 through 6:  
Receptively Identify Objects with Color Description
7. Measurement Tools:  
Receptively Identify Measurement Objects through Function
8. Money 1 through 5:  
Receptively Identify Coins and Amounts
9. Occupations 1 through 3:  
Receptively Identify Occupations
10. Safety 1:  
Discriminate Between Safe and Unsafe Situations

## Adaptive Skills (continued)

### Level 4 Continued:

#### 11. Time 1 through 2:

Receptively Identify Specific Times on an Analog Clock

### Level 5

#### 1. Career Tools 1 through 4:

Match Pictures of Tools to Associated Careers

#### 2. Community Signs 3 through 4

Receptively Identify what Community Signs Represent

#### 3. Money 6 through 9:

Receptively Identify Money and Amounts

#### 4. Occupations 4:

Receptively Identify Occupations

#### 5. Room Functions 1:

Receptively Identify Rooms By Function

#### 6. Time 3 through 5:

Receptively Identify Specific Times on an Analog Clock

## Cognitive Skills

The Cognitive Skills domain teaches the student deductive reasoning, critical thinking, and logical reasoning skills. Lessons in Cognitive Skills focus on teaching the student problem solving, following multiple step directions, and organizing items into categories. Lesson subjects include learning about topics such as shapes, comparisons, matching, sequencing, and associations.

### Level 1

#### 1. Match Non-Exact: Shapes 1 through 2

Match Non-identical Pictures of Shapes

#### 2. Shapes 1 through 2

Receptively Identify Various Shapes

#### 3. MC: Color-Shape 1

Receptively Identify Shapes with Color Description

### Level 2

#### 1. Associations 1 through 2

Match Pictures to Associated Objects

#### 2. Match: Categories 1 through 2

Match Items in Like Categories

#### 3. Categories 1

Receptively Identify Objects by Category

#### 4. Comparisons 1 through 2

Receptively Identify Objects Based on Specific Descriptors

#### 5. Different Animals 1

Receptively Identify Animals that Are Different From the Array

#### 6. Different Food 1

Receptively Identify Food Items that Are Different From the Array

#### 7. Different Shape 1 through 2

Receptively Identify Shapes that Are Different From the Array

#### 8. Different Toys 1

Receptively Identify Toys that Are Different From the Array

#### 9. Match: Functions

Match Objects Based on Function

#### 10. MC: Color-Shape 2

Receptively Identify Shapes with Color Description

### Level 3

#### 1. Associations 3

Match Pictures to Associated Objects

#### 2. Match: Categories 3

Match Items in Like Categories

#### 3. Categories 2

Receptively Identify Objects by Category

#### 4. Comparisons 3

Receptively Identify Specific Descriptors

#### 5. Different Animals 2 through 3

Receptively Identify Animals that Are Different From the Array

#### 6. Different Food 2 through 3

Receptively Identify Food Items that Are Different From the Array

#### 7. Functions 1

Receptively Identify Objects Based on Function

#### 8. Match: Features

Match Whole Picture to Specific Features

#### 9. MC: Color-Shape 3

Receptively Identify Shapes with Color Description

#### 10. Seriation 1:

Identify Missing Element in a Pattern



## Cognitive Skills (continued)

### Level 4

1. Associations 4 through 5

Match Pictures to Associated Objects

2. Categories 3 through 4

Receptively Identify Objects by Category Through Pictures and Phrases

3. Category: Pretend 1 through 3

Receptively Identify Fictional Pictures (Pretend)

4. Different Animals 4 through 5

Receptively Identify Animals that Are Different From the Array

5. Different Food 4 through 5

Receptively Identify Food Items that Are Different From the Array

6. Different Toys 2 through 3

Receptively Identify Toys that Are Different From the Array

7. Features 1

Receptively Identify Pictures Based on a Description of Features

8. MC: Color-Shape 4

Receptively Identify Shapes with Color Description

9. Same and Different 1 through 2:

Receptively Identify Same or Different Items

10. Seriation 2:

Identify Missing Element in a Pattern

### Level 5

1. Associations 6

Select Associations Based on Reading Choices and Listening to Verbal Cue

2. Categories 5 through 7

Receptively Identify Objects by Category Through Pictures and Phrases

3. Category: Real 1 through 3

Receptively Identify Non-fictional Pictures (Real)

4. Different Toys 4

Receptively Identify Toys that Are Different From the Array

5. Features 2

Receptively Identify Pictures Based on a Description of Features

6. MC: Color-Shape 5

Receptively Identify Shapes with Color Description

7. Opposites 1 through 4

Receptively Identify Opposite Words Through Visual and Verbal Cues

8. Sequencing 1 through 3:

Identify the Missing Step from a Sequence of Three Pictures

## Language Arts

The Language Arts domain teaches your student early reading skills. Lessons in Language Arts focus on teaching your student the foundations of reading comprehension. Lesson subjects include phonics, upper and lower case letter identify, sight words, language comprehension, spelling, and basic narrative structure.

### Level 1

1. Math Exact: Letters 1 through 5

Match Identical Letters –Uppercase and Lowercase

2. Letters 1 through 4

Receptively Identify Letters – Uppercase

3. Match Non-Exact: Words 1

Match Non-identical Sight Words

4. Phonic Starts 1 through 2

Identify Objects Beginning with a Specific Sound (Verbal cue)

### Level 2

1. Letters 5 through 12

Receptively Identify Letters – Uppercase and Lowercase

2. Match Non-Exact: Words 2 through 6

Match Non-identical Sight Words

3. Match: Letter Case 1 through 6

Match Uppercase Letters to Lowercase Letters

4. Match: Letter to Pic 1

Match Beginning Letter to Corresponding Picture

5. Phonic Starts 3 through 6

Identify Objects Beginning with a Specific Sound (Verbal cue)

6. Plurals 1 through 4

Discriminate between single and multiple objects

## Language Arts (continued)

### Level 3

1. First Sound Matching 1  
Match Two Pictures That Have the Same Beginning Sound
2. Letters 13  
Receptively Identify Letters – Uppercase and Lowercase
3. Match Non-Exact: Words 7 through 11  
Match Non-identical Sight Words
4. Match: Letter to Pic 2 through 6  
Match Beginning Letter to Corresponding Picture
5. Phonic Starts 7  
Identify Objects Beginning with a Specific Sound (Verbal cue)
6. Plurals 5  
Discriminate Between Single and Multiple Objects
7. Rhyming 1 through 2  
Identify a Picture that Rhymes with a Verbal and Visual Cue
8. Sight Words 1 through 4  
Receptively Identify Sight Words

### Level 4

1. Contractions 1  
Receptively Identify Contractions When Two Words are Presented
2. First Sound Matching 2 through 5  
Match Two Pictures That Have the Same Beginning Sound
3. Match Non-Exact: Words 12 through 20  
Match Non-identical Sight Words
4. Match: Word to Picture  
Match Word to Corresponding Picture
5. Missing Vowel 1  
Identify the missing vowel from a word
6. Rhyming 3 through 4  
Identify a picture that rhymes with a verbal and visual cue
7. Sight Words 5 through 12  
Receptively Identify Sight Words

### Level 5

1. Contractions 2 through 5  
Receptively Identify contractions when two words are presented
2. First Sound Matching 6  
Match Two Pictures That Have the Same Beginning Sound
3. Match Non-Exact: Words 21 through 25  
Match Non-identical Sight Words:
4. Match: Emotion To Word  
Match Word to Corresponding Picture Depicting an Emotion
5. Match: Phrase to Picture  
Match Phrase to Corresponding Picture
6. Missing Vowel 2 through 4  
Identify the Missing Vowel from a Word
7. Punctuation  
Receptively Identify Punctuation Marks
8. Sight Words 13 through 22  
Receptively Identify Sight Words

## Language Development

The Language Development domain teaches your student communication skills. Lessons in Language Development focus on teaching your student new vocabulary, enhanced word recognition, listening skills, and other fundamental language skills. Lesson subjects include learning about words, parts of speech, conjunctions, the fundamentals of grammar, and how to answer questions.

### Level 1

1. Actions 1 through 7  
Receptively Identify Actions
2. Match Exact: Aquatic  
Match Identical Pictures of Aquatic Animals
3. Match Non- Exact: Aquatic  
Match Non-Identical Pictures of Aquatic Animals
4. Match Exact: Zoo  
Match Identical Pictures of Zoo Animals
5. Match Exact: Transportation  
Match Identical Pictures of Transportation
6. Match Non- Exact: Transportation  
Match Non-Identical Pictures of Transportation

## Language Arts (continued)

### Level 3

1. First Sound Matching 1  
Match Two Pictures That Have the Same Beginning Sound
2. Letters 13  
Receptively Identify Letters – Uppercase and Lowercase
3. Match Non-Exact: Words 7 through 11  
Match Non-identical Sight Words
4. Match: Letter to Pic 2 through 6  
Match Beginning Letter to Corresponding Picture
5. Phonic Starts 7  
Identify Objects Beginning with a Specific Sound (Verbal cue)
6. Plurals 5  
Discriminate Between Single and Multiple Objects
7. Rhyming 1 through 2  
Identify a Picture that Rhymes with a Verbal and Visual Cue
8. Sight Words 1 through 4  
Receptively Identify Sight Words

### Level 4

1. Contractions 1  
Receptively Identify Contractions When Two Words are Presented
2. First Sound Matching 2 through 5  
Match Two Pictures That Have the Same Beginning Sound
3. Match Non-Exact: Words 12 through 20  
Match Non-identical Sight Words
4. Match: Word to Picture  
Match Word to Corresponding Picture
5. Missing Vowel 1  
Identify the missing vowel from a word
6. Rhyming 3 through 4  
Identify a picture that rhymes with a verbal and visual cue
7. Sight Words 5 through 12  
Receptively Identify Sight Words

### Level 5

1. Contractions 2 through 5  
Receptively Identify contractions when two words are presented
2. First Sound Matching 6  
Match Two Pictures That Have the Same Beginning Sound
3. Match Non-Exact: Words 21 through 25  
Match Non-identical Sight Words:
4. Match: Emotion To Word  
Match Word to Corresponding Picture Depicting an Emotion
5. Match: Phrase to Picture  
Match Phrase to Corresponding Picture
6. Missing Vowel 2 through 4  
Identify the Missing Vowel from a Word
7. Punctuation  
Receptively Identify Punctuation Marks
8. Sight Words 13 through 22  
Receptively Identify Sight Words

## Language Development

The Language Development domain teaches your student communication skills. Lessons in Language Development focus on teaching your student new vocabulary, enhanced word recognition, listening skills, and other fundamental language skills. Lesson subjects include learning about words, parts of speech, conjunctions, the fundamentals of grammar, and how to answer questions.

### Level 1

1. Actions 1 through 7  
Receptively Identify Actions
2. Match Exact: Aquatic  
Match Identical Pictures of Aquatic Animals
3. Match Non- Exact: Aquatic  
Match Non-Identical Pictures of Aquatic Animals
4. Match Exact: Zoo  
Match Identical Pictures of Zoo Animals
5. Match Exact: Transportation  
Match Identical Pictures of Transportation
6. Match Non- Exact: Transportation  
Match Non-Identical Pictures of Transportation



## Language Development (continued)

### Level 1 Continued:

7. Animals – Aquatic Life 1 through 3  
Receptively Identify Aquatic Animals

8. Animals – Farm 1  
Receptively Identify Farm Animals

9. Animals – Wildlife 1  
Receptively Identify Wildlife Animals

10. Animals – Zoo 1 through 2  
Receptively Identify Zoo Animal

11. Animals – Zoo 1 through 2  
Receptively Identify Zoo Animals

12. Animals – Zoo 1 through 2  
Receptively Identify Zoo Animals

13. Classroom 1  
Receptively Identify Common Classroom Objects

14. Colors 1 through 3  
Receptively Identify Colors

15. Environment Sounds 1  
Receptively Identify Common Sounds

16. Nature 1  
Receptively Identify Items Found in Nature

17. Transportation 1 through 3  
Receptively Identify Transportation

### Level 2

1. Actions 8 through 12  
Receptively Identify Actions

2. Animals – Aquatic Life 4 through 6  
Receptively Identify Aquatic Animals

3. Animals – Insects 1  
Receptively Identify Insects

4. Animals – Wildlife 2 through 3  
Receptively Identify Wildlife Animals

5. Classroom 2  
Receptively Identify Common Classroom Objects

6. Concepts 1 through 2  
Receptively Identify Descriptors

7. Environment Sounds 2 through 6  
Receptively Identify Common Sounds

8. MC: Color-Animal 1  
Receptively Identify Animals with Color Description

9. MC: Color-Object 1  
Receptively Identify Objects with Color Description

10. Music Instruments 1  
Receptively Identify Musical Instruments:

11. Nature 2 through 4  
Receptively Identify Items Found in Nature

12. Yes and No  
Receptively Identify Gestures Indicating Yes and No

### Level 3

1. Actions 14 through 18  
Receptively Identify Actions

2. Animals – Birds 1  
Receptively Identify Birds

3. Animals – Insects 2  
Receptively Identify Insects

4. Calendar 1  
Receptively Identify Days of the Week (Written Cues)

5. Classroom 3 through 5  
Receptively Identify Common Classroom Objects

6. Concepts 3 through 4  
Receptively Identify Descriptors

7. Environment Sounds 7 through 8  
Receptively Identify Common Sounds

8. MC: Color-Animal 2  
Receptively Identify Animals with Color Description

9. MC: Color-Object 2 through 3  
Receptively Identify Objects with Color Description

10. Music Instruments 3  
Receptively Identify Musical Instruments

11. Nature 5 through 7  
Receptively Identify Items Found in Nature

12. Prepositions 1 through 2  
Identify Prepositions

13. Pronouns 1  
Identify Pronouns

14. Tools 1:  
Receptively Identify Tools



## Language Development (continued)

### Level 4

1. Animals – Birds 2  
Receptively Identify Birds
2. Animals – Insects 3  
Receptively Identify Insects
3. Concepts 5 through 6  
Receptively Identify Descriptors
4. Environment Sounds 7 through 8  
Receptively Identify Common Sounds
5. MC: Color-Animal 3 through 5  
Receptively Identify Animals with Color Description:
6. MC: Color-Object 4 through 5  
Receptively Identify Objects with Color Description
7. Mult Questions 1  
Respond to Questions About a Picture By Choosing From Three Written Choices
8. Prepositions 3  
Identify Prepositions
9. Story Characters 1 through 3  
Receptively Identify Common Fictional Story Characters
10. Tools 2:  
Receptively Identify Tools
11. Visual Comprehension 1 through 2  
Respond to Questions About a Picture By Choosing Yes or No
12. When Questions  
Respond to Questions About Routines

### Level 5

1. Adverbs 1  
Receptively Identify Adverbs
2. Animals – Birds 3  
Receptively Identify Birds
3. Calendar 2 through 4  
Identify the Missing Day in a Sequence and Various Calendar Terms (Written Cues)
4. Clues 1 through 2  
Select Appropriate Picture According to Verbal Clues

5. Fact Questions 1 through 2  
Respond to Fact related Questions Choosing the Character Indicating Yes and No

6. MC: Color-Animal 6 through 9  
Receptively Identify Animals with Color Description:

7. Natural or Man-Made 1  
Discriminate Between Items in Nature and Man-Made Items

8. Related Questions  
Respond to Questions About a Picture By Choosing From Three Written Choices

9. Visual Comprehension 3  
Respond to Questions About Pictures By Choosing Yes or No

## Mathematics

The Mathematics domain teaches your student math skills. Lessons in Mathematics focus on teaching your student the basics of number recognition and mathematical principles. Lesson subjects include number awareness, counting, matching quantities to numerals, number patterns, addition, subtraction, fractions, numerical sequences, and comparisons (more and less).

### Level 1

1. Match Exact: Numbers 1 through 2  
Match Identical Numbers

2. Numbers 1  
Receptively Identify Numbers

### Level 2

1. Numbers 2 through 4  
Receptively Identify Numbers

### Level 3

1. Match: Number to Quantity 1  
Match number to a picture of several items

2. Most or Fewest 1  
Receptively Identify Most and Fewest

3. Numbers 5 through 8  
Receptively Identify Numbers

### Level 4

1. Match: Number to Quantity 2 through 3  
Match number to a picture of several items

2. Most or Fewest 2 through 3  
Receptively Identify Most and Fewest

## Mathematics (continued)

### Level 4 Continued:

3. Math Symbols

Receptively Identify Math Symbols

4. Patterns 1

Complete a Pattern Sequence:

5. Addition 1 through 3

Select correct answer to a Math Equation

6. Missing Numbers 1

Select missing number in a sequence

### Level 5

1. Addition 4

Select Correct Answer to a Math Equation

2. Missing Numbers 2 through 6

Select missing number in a sequence

3. Subtraction 1 through 4

Select Correct Answer to a Math Equation

4. Fractions 1 through 4

Match Fraction to Corresponding Picture

## Social Emotional

The Social and Emotional Skills domain teaches your student basic social knowledge as a foundation for more complex social interactions. Lessons in Social and Emotional Skills focus on teaching your students how to identify emotions, recognizing the causes of emotions in others, and attending to relevant social information. Lesson subjects include recognizing facial expressions, following eye gaze, and identifying good friend habits.

### Level 1

1. Character Intros

Introduction to TeachTown Characters – One Option Only

2. Match: Characters

Match TeachTown Characters

3. Character ID 1

Receptively Identify and Discriminate of TeachTown Characters

4. Emotions 1 through 2

Receptively Identify Emotions

5. Eye Gaze 1 through 2

Select a Picture by Following Arrow Direction

6. Match Exact: Toys

Match Identical Pictures of Toys

7. Match Non-Exact: Toys

Match Non-Identical Pictures of Toys

8. People 1

Receptively Identify People

9. Toys 1 through 6

Receptively Identify Toys

### Level 2

1. Emotions 3

Receptively Identify Emotions

2. Eye Gaze 3 through 11

Select a Picture by Following Arrow/Eye Direction

3. Emotions 3

Receptively Identify Emotions

4. Face Matching 1

Match TeachTown Character Faces

5. People 2

Receptively Identify People

6. Pretend Play 1

Receptively Identify People Pretending to Be Other People

7. Social Actions 1

Receptively Identify Social Games

### Level 3

1. Face Matching 2 through 4

Match People Faces

2. Friend Rules 1 through 2

Respond to Rule Related Questions by Selecting Yes or

3. Gestures 1

Receptively Identify Gestures

4. Imitation 1 through 2

Select Yes or No After Observing Two Students Engaging in an Action at the Same Time

5. People 3

Receptively Identify People

6. Play Behavior

Receptively Identify Various Play Scenarios

7. Pretend Play 2

Receptively Identify People Pretending to Be Other People



## **Social and Emotional (continued)**

### **Level 3 Continued:**

8. Social Actions 2  
Receptively Identify Social Games

9. Sports 1 through 3  
Receptively Identify Sport Activities

### **Level 4**

1. Emotion Causes 1 through 3  
Identify Emotions Based on Verbal Questions Regarding Various Situations

2. Emotion Synonyms  
Match Synonymous Pictures Based on Verbal and Written cues

3. Friend Rules 4 through 5  
Respond to Rule Related Questions by Selecting Yes or No (Verbal and Written Cues)

4. Gestures 2  
Receptively Identify Gestures

5. Imitation 3 through 4  
Select Yes or No After Observing Two Students Engaging in an Action at the Same Time

6. Possessive  
Receptively Identify Objects Belonging to Someone

7. Problem Situation 1  
Identify the Problem Based on a Picture by Selecting From Three Written Choices

8. Silly Stuff 1  
Identify Silly Pictures

9. Social Interest  
Receptively Identify Someone Interested in an Activity

10. Sports 4 through 5  
Receptively Identify Sport Activities

### **Level 5**

1. Choices  
Receptively Identify Appropriate Behavior

2. Emotion Causes 4 through 6  
Identify Emotions Based on Verbal Questions Regarding Various Situations

3. Friend Rules 5  
Respond to Rule Related Questions by Selecting Yes or No (Verbal and Written Cues)

4. Gestures  
Receptively Identify Gestures

5. MC: Emotion-Person 1 through 4  
Receptively Identify People and their Emotions

6. Problem Situation 2  
Identify the Problem Based on a Picture By Selecting From Three Written Choices



**TeachTown®: Basics**  
**Scope and Sequence**  
**Generalization Lessons**

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- Level 1 - Early learner; introductory skills
- Level 2 - Beginning learner; foundational skills
- Level 3 - Intermediate learner; skill building objectives
- Level 4 - Active learner; school readiness skills
- Level 5 - Advanced learner; independence building skills

We have provided you the Scope and Sequence for our Generalization Lessons. Each lesson is listed under the domain and level within that domain. The lesson domain, lesson name, learning objectives and related skills learned through this lesson are provided.



## Language Development

The Language Development domain teaches your student communication skills. Lessons in Language Development focus on teaching your student new vocabulary, enhanced word recognition, listening skills, and other fundamental language Learning Objective: The student will identify cows, pigs, horses, and pigs as farm animals in a field of 4.

### Level 1

Pg. 3 – Wildlife Fun

*Learning Objective:* The student will identify deer, squirrel, raccoon, and coyote in a field of 4.

Pg. 4 – Farm Animal Song

*Learning Objective:* The student will identify cows, pigs, horses, and pigs as farm animals in a field of 4.

Pg. 5 – Vroom Vroom

*Learning Objective:* The student will match 12 common vehicles (plane, train, car, truck, bus, boat, fire truck, bike, dump truck, police car, ambulance, helicopter) in a field of 4.

Pg. 6 – Finger Colors

*Learning Objective:* The student will identify 12 colors (e.g. red, blue, yellow, green, orange, purple, black, white, gray, brown, pink, gold) in a field of 4.

Pg. 7 – Ocean Collages

*Learning Objective:* The student will identify 8 aquatic animals (fish, dolphins, whales, frogs, starfish, shark, crab, turtle) in a field of 4.

Pg. 8 – What Am I Doing?

*Learning Objective:* The student will identify 8 actions (e.g. running, jumping, sleeping, drinking, eating, waving, crying, talking) in a field of 4.

Pg. 9 – What Do You Drive?

*Learning Objective:* Your student will identify 12 vehicles (plane, train, car, truck, bus, boat, fire truck, bike, dump truck, police car, ambulance, helicopter) in a field of 4.

Pg. 10 – What Sea Creatures?

*Learning Objective:* The student will match 12 aquatic animals (fish, dolphin, whale, frog, starfish, shark, crab, turtle, seahorse, jellyfish, octopus, lobster) in a field of 4.

Pg. 11 – Where Are The Animals?

*Learning Objective:* The student will identify 8 zoo animals (elephant, zebra, lion, giraffe, tiger, monkey, bear, kangaroo) in a field of 4.

Pg. 12 – Zoo Keepers

*Learning Objective:* The student will match identical and non-identical pictures of zoo animals and food items in a field of 4.

### Level 2

Pg. 13 – Backpack Fun

*Learning Objective:* Your student will identify 8 classroom items (crayon, pencil, paper, scissors, glue, marker, back pack, notebook) in a field of 4.

Pg. 14 – Color Train

*Learning Objective:* The student will select an animal or object by color in a field of 4.

Pg. 15 – Find the Noise

*Learning Objective:* Your student will identify 8 animal sounds (e.g., cow, dog, duck, cat, frog, pig, lion, snake) in a field of 4.

Pg. 16 – Making Music

*Learning Objective:* The student will identify 6 musical instruments (e.g. piano, drum, guitar, trumpet, clarinet, tuba) in a field of 4.

Pg. 17 – Nature Hop

*Learning Objective:* The student will identify 8 items found in nature (e.g. tree, flower, sun, rain, leaf, cloud, stars, moon) in a field of 4.

Pg. 18 – On The Road, In The Air

*Learning Objective:* The student will identify 8 actions (e.g. cutting, kicking, throwing, pushing, singing, driving, flying, coloring) in a field of 4.

Pg. 19 – Rainbow Walk

*Learning Objective:* Your student will match 8 colors (red, orange, yellow, green, blue, purple, black, white).

Pg. 20 – Outdoor Adventure

*Learning Objective:* The student will identify 8 concepts (e.g. fat, thin, tall, short, big, small, heavy, light) in a field of 4.



## Language Development (continued)

### Pg. 21 – Insect Walk

*Learning Objective:* The student will identify 8 insects (e.g. bee, butterfly, spider, ant, ladybug, caterpillar, fly, cockroach) in a field of 4.

### Pg. 22 – Sea Life Treasures

*Learning Objective:* The student will identify 6 sea life animals or items (e.g. seashell, octopus, seahorse, lobster, sand, seaweed) in a field of 4.

## Level 3

### Pg. 23 – Bird Matching

*Learning Objective:* The student will identify 4 birds (e.g. flamingo, seagull, parrot, peacock) and match birds by attributes (e.g. color, size, location) in a field of 4.

### Pg. 24 – Comparing Objects

*Learning Objective:* The student will identify 8 concepts (e.g. dirty, clean, open, closed, flat, wide, narrow, sticky) in a field of 4.

### Pg. 25 – Nature Stickers

*Learning Objective:* The student will identify 12 items found in nature (e.g. fire, stars, moon, mountain, snow, volcano, leaf, grass, island, dirt, pinecone, twig) in a field of 4.

### Pg. 26 – Looking for Animals

*Learning Objective:* The student will identify 8 prepositions (e.g. up, down, outside, inside, above, below, next to, between) in a field of 4.

### Pg. 27 – Tool Box

*Learning Objective:* The student will identify 6 tools (e.g. hammer, screwdriver, saw, pliers, drill, nail) in a field of 4.

### Pg. 28 – Am I Coloring?

*Learning Objective:* The student will identify if a person is performing 8 actions (e.g. pulling, knocking, riding, sweeping, sliding, shaking hands, hopping, washing) by answering a yes or no question.

### Pg. 29 – Where is He or She?

*Learning Objective:* The student will use pronouns (e.g. he, she, they, him, her, them etc.) and a preposition about a situation or scene.

### Pg. 30 – Days of the Week

*Learning Objective:* The student will identify the seven days of the week in a field of 4.

### Pg. 31 – Classroom Stamps

*Learning Objective:* The student will identify 12 classroom items (e.g. lunchbox, backpack, playground, cafeteria, globe, classroom, desk, flag, ruler, easel, flag, notebook) in a field of 4.

### Pg. 32 – Coloring Pages

*Learning Objective:* The student will request an object or animal of a specific color to complete a task in a field of 4.

## Level 4

### Pg. 33 – Real and Pretend Fishing

*Learning Objective:* The student will identify 12 story characters (e.g. witch, ghost, vampire, skeleton, fairy, dragon, knight, mermaid, pirate, cowboy, monster, clown) in a field of 4.

### Pg. 34 – Bird Day

*Learning Objective:* The student will identify a pigeon, toucan, owl, and pelican and identify attributes (e.g. size, color, features) of the birds in a field of 4.

### Pg. 35 – Colorful Animals

*Learning Objective:* The student sort animals by feature (e.g. size, color, number of legs) and identify animals that are similar and different in a field of 4.

### Pg. 36 – Playing With Prepositions

*Learning Objective:* The student will identify the prepositions under, over, in front of, and behind in a field of 4.

### Pg. 37 – Sandy Seashore

*Learning Objective:* The student will answer comprehension questions related to a picture, object, or visual scenario.

### Pg. 38 – Tell Me More

*Learning Objective:* The student will identify an object by a given adjective (e.g. slow, fast, hard, soft, old, new, hot, cold) in a field of 4.

## Language Development (continued)

### Pg. 39 – Something Is Missing

*Learning Objective:* The student will identify the tool when given its function or a scenario when the tool is needed in a field of 4.

### Pg. 40 – 20 Questions

*Learning Objective:* The student will answer fact based questions related to a picture, object, written sentence or verbal description.

### Pg. 41 – Where Has It Gone?

*Learning Objective:* The student will use 8 prepositions (e.g. up, down, under, over, between, next to, behind, in front of) to identify the location of items.

### Pg. 42 – Treasure Hunt

*Learning Objective:* The student will identify an object given its color in a field of 4.

## Level 5

### Pg. 43 – Tell Me About It

*Learning Objective:* The student will identify an item when given a description of its features in a field of 4.

### Pg. 44 – Getting to Know You

*Learning Objective:* The student will answer “when” questions related to his/her daily schedule and activities.

### Pg. 45 – Adverb Acting

*Learning Objective:* The student will identify the adverbs quickly, slowly, happily, and sadly through actions.

### Pg. 46 – What Day is Today?

*Learning Objective:* The student will identify the missing day when the days of the week are in sequenced order.

### Pg. 47 – Calendar Hop

*Learning Objective:* The student will identify what day is tomorrow, yesterday, the day after, and the day before a specified day of the week.

### Pg. 48 - Definitions

*Learning Objective:* The student will identify 8 pictures of familiar items (e.g. food items, household items, toys, tools, etc.) by a description of the object or its function in a field of 4.

### Pg. 49 – Where Did This Come From?

*Learning Objective:* The student will identify items that are found in nature and items that are made by man in a field of 4.

### Pg. 50 – Musical Yes or No

*Learning Objective:* The student will answer a factual question with a yes/no response.

### Pg. 51 – Sharing Writing

*Learning Objective:* The student will complete a sentence that relates to a given picture, object, or scenario.

### Pg. 52 – Yes and No Signs

*Learning Objective:* The student will answer questions about simple facts using yes and no.

## Social and Emotional Skills

The Social and Emotional Skills domain teaches your student basic social knowledge as a foundation for more complex social interactions. Lessons in Social and Emotional Skills focus on teaching your students how to identify emotions, recognizing the causes of emotions in others, and attending to relevant social information. Lesson subjects include recognizing facial expressions, following eye gaze, and identifying good friend habits.

## Level 1

### Pg. 55 Birthday Party

*Learning Objective:* The student will look in the direction of where a person is pointing when given the directive, “Look there” and point to a specific location.

### Pg. 56 – Choices, Choices, Choices

*Learning Objective:* The student will match identical and non-identical toys in a field of 4.

## **Social and Emotional Skills (continued)**

### Pg. 57 - Surprise

*Learning Objective:* The student will identify 8 toys (e.g. ball, bubbles, doll, blocks, teddy bear, book, puzzle, balloon) in a field of 4 and appropriately engage in play behavior with the object.

### Pg. 58 – Dance the Feeling

*Learning Objective:* The student will identify the emotions happy, sad, angry, and surprised in a field of 4.

### Pg. 59 – Howdy Do

*Learning Objective:* The student will identify a boy, girl, man, and women in a field of 4.

### Pg. 60 – Greetings and Goodbyes

*Learning Objective:* The student will match and identify the four TeachTown characters Pico, Mochi, Ginger and Jelly in a field of 4.

### Pg. 61 – Look Over Here!

*Learning Objective:* The student will look at a specific item or in a specific direction of an arrow or a point during an activity.

### Pg. 62 – Roll the Ball

*Learning Objective:* The student will follow a two-step direction involving a toy (e.g. “Go find a ball and sit down”) in a field of 4.

### Pg. 63 – Find the Feeling

*Learning Objective:* The student will identify the emotions tired, silly, scared, and sick in a field of 4.

### Pg. 64 – Toy Time

*Learning Objective:* The student will identify 6 different toys (e.g. ball, puzzle, blocks, games, trampoline, wagon) in a field of 4.

## **Level 2**

### Pg. 65 – Social Situations

*Learning Objective:* The student will identify 4 social actions (e.g. playing peek-a-boo, playing with blocks, playing with dolls, playing board games) in a field of 4.

### Pg. 66 – Taking Turns

*Learning Objective:* The student will make eye contact with a boy, girl, man, or woman during a structured or unstructured activity.

### Pg. 67 – Play Dough Families

*Learning Objective:* The student will identify the gender of the members in their family (e.g. dad is man, sister is a girl) in a field of 4.

### Pg. 68 – Camera Time

*Learning Objective:* The student will follow the eye gaze of an adult or peer to an object within 5 feet.

### Pg. 69 – Silly Faces

*Learning Objective:* The student will identify the emotions tired, silly, scared, and sick in a field of 4.

### Pg. 70 – TV Stars

*Learning Objective:* The student will match facial expressions and emotions in pictures of characters or people in a field of 4.

### Pg. 71 – Dinosaur Sandbox

*Learning Objective:* The student will identify a doctor, firefighter, superhero, and rockstar and engage in pretend play scenarios involving these roles in a field of 4.

### Pg. 72 – I Spy

*Learning Objective:* Your student will follow the eye gaze of an adult or peer.

### Pg. 73 – Matching Mysteries

*Learning Objective:* Your student will match pictures

### Pg. 74 – Veterinary Office

*Learning Objective:* The student will pretend to be a doctor, firefighter, superhero, and rockstar in pretend play scenarios in a field of 4.

## **Level 3**

### Pg. 75 – Newspaper Baseball

*Learning Objective:* The student will identify 4 social actions (jumping rope, playing in the sandbox, playing hopscotch, and playing on the teeter totter) in a field of 4.



## Social and Emotional Skills (continued)

### Pg. 76 – Sports Talk

**Learning Objective:** Your student will identify 8 sports (e.g. baseball, basketball, football, soccer, hockey, swimming, golf, bowling) in a field of 4.

### Pg. 77 – Face Off

**Learning Objective:** The student will imitate facial expressions of an adult or peer.

### Pg. 78 – Hot Potato

**Learning Objective:** The student will identify when someone is playing alone, with one friend, with two friends, or with many friends in a field of 4.

### Pg. 79 – Bucket Ball

**Learning Objective:** The student will identify good friend behavior as sharing, keeping your hands to yourself, playing together and being kind in a field of 4.

### Pg. 80 – Princess and the Frog

**Learning Objective:** The student will identify a prince, princess, king and queen in a field of 4.

### Pg. 81 – Pretend Stations

**Learning Objective:** The student will identify a police officer, baker, cowboy, and clown in pretend play settings in a field of 4.

### Pg. 82 – Silent Talking

**Learning Objective:** The student will respond to the gestures of come here, stop, I like it, and I don't like.

### Pg. 83 – Do What I Do

**Learning Objective:** The student will imitate the behavior of an adult or peer when instructed. Pg.

### Pg. 84 – Friendly or Unfriendly

**Learning Objective:** The student will identify good friend behavior as waiting for a friend, helping a friend, giving a friend a gift, and walking with a friend in a field of 4.

## Level 4

### Pg. 85 – Be Safe

**Learning Objective:** The student will identify and sort safe and dangerous situations in a field of 4.

### Pg. 86 – Common Ground

**Learning Objective:** The student will differentiate between their possessions and the possessions of others in a field of 4.

### Pg. 87 – Emotion Painting

**Learning Objective:** The student will identify activities, actions or situations associated with the emotions happy, sick, angry, and surprised in a field of 4.

### Pg. 88 – Friendship Faces

**Learning Objective:** The student will identify if two people or characters are imitating each other.

### Pg. 89 – Guessing Game

**Learning Objective:** The student will identify when someone is interested or not in a given situation in a field of 4.

### Pg. 90 – Happy Pepper

**Learning Objective:** The student will identify good friend behavior and appropriate ways to interact with friends in a field of 4.

### Pg. 91 – Mismatched People

**Learning Objective:** The student will identify silly situations in pictures or scenarios in a field of 4.

### Pg. 92 – Silent Simon

**Learning Objective:** The student will respond to the gestures of hello, be quiet, yes, and no.

### Pg. 93 – Charades

**Learning Objective:** The student will identify synonyms for happy, sad, angry, and tired in a field of 4.

### Pg. 94 – Sports Pieces

**Learning Objective:** The student will identify 8 sports (e.g. rowing, snowboarding, surfing, weight lifting, polo, volleyball, track, frisbee) in a field of 4.



## Social and Emotional Skills (continued)

### Level 5

Pg. 95 – Body Language

*Learning Objective:* The student will identify if a person (e.g. boy, girl, man, woman) is happy, sad, surprised, angry, or scared in a field of 4.

Pg. 96 – Buddy Circles

*Learning Objective:* The student will appropriately respond to the directive, “Show me good friend behavior.”

Pg. 97 – Crystal Ball

*Learning Objective:* The student will identify various scenarios that are associated with having fun and not having fun, and feeling stressed or relieved in a field of 4.

Pg. 98 – Compliment Web

*Learning Objective:* The student will give a compliment to a peer or adult in a structured learning activity or game.

Pg. 99 – Feelings Thermometer

*Learning Objective:* The student will identify various scenarios that are associated with being sad and being scared in a field of 4.

Pg. 100 – Friendship Stories

*Learning Objective:* The student will identify various scenarios that are associated with being lonely, sharing with other, being silly, and hearing a loud noise in a field of 4.

Pg. 101 – Helping Hands

*Learning Objective:* The student will respond to the gestures of yuck, hungry, too loud, and potty in a field of 4.

Pg. 102 – Secret Stars

*Learning Objective:* The student will identify good friend behavior of greeting, saying goodbye, and sharing with others in a field of 4.

Pg. 103 – Solution Chair

*Learning Objective:* The student will identify problem situations of having to use the restroom, being hurt, not being able to reach something, and forgetting ones lunch and the possible solutions to these scenarios in a field of 4.

Pg. 104 – Fixing the Problem

*Learning Objective:* The student will identify solutions to various social situations in a field of 4.

## Adaptive Skills

Lessons in Adaptive Skills focus on teaching the student self-awareness, self-care, self-help skills, and fundamental daily living skills. Lesson subjects include learning about body parts, food types, clothing items, time, money, safety, and the community.

### Level 1

Pg. 107 – Bear Poster

*Learning Objective:* The student will identify eyes, nose, mouth, and ear as parts of the body in a field of 4.

Pg. 108 – Clothes Shopping

*Learning Objective:* The student will identify 12 articles of clothing (e.g. socks, shoes, pants, shirt, hat, gloves, coat, scarf, sweater, skirt, necklace, bracelet) in a field of 4.

Pg. 109 – Pin the Face

*Learning Objective:* The student will identify 8 body parts (tongue, shoulder, knee, elbow, feet, hair, stomach, back) in a field of 4.

Pg. 110 – The Food Book

*Learning Objective:* The student will identify 8 food items (e.g. carrot, cookie, juice, milk, pizza, candy, ice cream, hamburger) in a field of 4.

Pg. 111 – Fruit Kabobs

*Learning Objective:* The student will identify 6 pieces of fruit (e.g. banana, strawberry, orange, grapes, pineapple, pear) in a field of 4.

Pg. 112 – New House

*Learning Objective:* The student will identify 8 household items (e.g. bed, television, table, refrigerator, toilet, stove, desk, door) in a field of 4.



## Adaptive Skills (continued)

### Pg. 113 – Potato Head

*Learning Objective:* The student will identify head, fingers, toes, and hand as parts of the body in a field of 4.

### Pg. 114 – Snack List

*Learning Objective:* The student will match 8 identical and non-identical food items in a field of 4.

### Pg. 115 – Room Collage

*Learning Objective:* The student will identify 8 rooms found in the home (e.g. bedroom, kitchen, dining room, bathroom, living room, garage, yard, laundry room) in a field of 4.

### Pg. 116 – Getting Dressed

*Learning Objective:* The student will identify 12 accessories and fasteners (e.g. veil, ring, zipper, button, glasses, earring, umbrella, tie, vest, robe, shoelace, glasses) in a field of 4.

## Level 2

### Pg. 117 – Helper Puzzles

*Learning Objective:* The student will identify 4 community helpers (e.g. mail carrier, pilot, bus driver, teacher) in a field of 4.

### Pg. 118 – Picnic

*Learning Objective:* The student will identify 12 food items (e.g. corn, turkey, onion, ketchup, mustard, mayonnaise, cheese, pretzels, bread, cracker, egg, asparagus) in a field of 4.

### Pg. 119 – Dress Me Up

*Learning Objective:* The student will identify 6 clothing items (e.g. umbrella, swimsuit, pajamas, glasses, slippers, apron) in a field of 4.

### Pg. 120 – Where in the Kitchen?

*Learning Objective:* The student will identify 12 kitchen items (e.g. toaster, blender, bowl, spoon, fork, knife, plate, cup, pan, spatula, rolling pin, trashcan) in a field of 4.

### Pg. 121 – Cardboard House

*Learning Objective:* The student will identify 8 common household items (e.g. fan, clock, mailbox, telephone, broom, calendar, toaster, vacuum) in a field of 4.

### Pg. 122 – The Suitcase Game

*Learning Objective:* The student will identify articles of clothing that are appropriate for specific weather conditions and seasons in a field of 4.

### Pg. 123 – Taxi

*Learning Objective:* The student will identify 8 community places (e.g. house, grocery store, circus, restaurant, golf course, farm, bakery, library) in a field of 4.

### Pg. 124 – Name the Helper

*Learning Objective:* The student will identify 6 community helpers (e.g. mail carrier, teacher, firefighter, doctor, farmer, waiter) when given a description of the place where they work in a field of 4.

### Pg. 125 – Where Does it Go?

*Learning Objective:* The student will identify 8 household items (e.g. bowl, plate, keys, lawnmower, fork, cup, pillow, shower) in a field of 4.

### Pg. 126 – Caring for Bear

*Learning Objective:* The student will identify 12 personal need situations and possible solutions (e.g. dirty, messy hair, thirsty, tired, runny nose, cold, hungry, hot) in a field of 4.

## Level 3

### Pg. 127 – Foods I Like

*Learning Objective:* The student will identify 6 snack food items (e.g. lollipop, chocolate, popcorn, pretzels, bubblegum, candy cane) in a field of 4.

### Pg. 128 – Body Building

*Learning Objective:* The student will identify the body parts that are associated with the functions of smelling, tasting, seeing, and hearing in a field of 4.



## Adaptive Skills (continued)

### Pg. 129 – Around Town

**Learning Objective:** The student will identify 8 places in the community (e.g. gas station, hospital, the mall, police station, post office, hair salon, basketball court, football field) in a field of 4.

### Pg. 130 – What Do I Need?

**Learning Objective:** The student will identify solutions to 4 personal need situations (e.g. being tired, having a runny nose, being hungry, raining outside) in a field of 4.

### Pg. 131 – Clue

**Learning Objective:** The student will identify 10 household items (light bulb, candle, hair brush, car seat, toothbrush, toothpaste, radio, remote control, spatula, hose) in a field of 4.

### Pg. 132 – Clothing Dice

**Learning Objective:** The student will select an article of clothing by a specific color in a field of 4.

### Pg. 133 – Lunch Bag Puppets

**Learning Objective:** The student will identify 8 community helpers (e.g. firefighter, doctor, farmer, police officer, nurse, waiter, baby, neighbor) in a field of 4.

### Pg. 134 – Milk Carton Town

**Learning Objective:** The student will match 8 items found in the community to places in the community where they are commonly found (e.g. library, hospital, restaurant, post office, fire station, school, playground) in a field of 4.

### Pg. 135 – Summer and Winter

**Learning Objective:** The student will identify the 4 different seasons (e.g. summer, winter, spring, fall) in a field of 4.

### Pg. 136 – Weather Channel

**Learning Objective:** The student will identify 8 weather conditions (e.g. sunny, rainy, snowy, cloudy, foggy, stormy, clear, windy) in a field of 4.

## Level 4

### Pg. 137 – Beat the Clock

**Learning Objective:** The student will identify the tools needed to measure time, temperature, weight, and length in a field of 4.

### Pg. 138 – Buying a Snack

**Learning Objective:** The student will identify the value of a group of coins (from \$0.01 - \$0.15) in a field of 4.

### Pg. 139 – Hidden Touches

**Learning Objective:** The student will identify the body parts that are associated with 8 functions (e.g. touching, walking, sneezing, kissing, talking, blinking, clapping, stomping) in a field of 4.

### Pg. 140 – Matching Coins

**Learning Objective:** The student will identify a penny, nickel, dime, and quarter and their values in a field of 4.

### Pg. 141 – Playing it Safe

**Learning Objective:** The student will identify safe behavior regarding electrical outlets, wearing helmets, playing on swings, and crossing the street in a field of 4.

### Pg. 142 – Safety Signs

**Learning Objective:** The student will identify 8 signs found in the community (e.g. green traffic light, red traffic light, yellow traffic light, yield sign, stop sign, one way street sign, women's sign, men's sign) and their meaning in a field of 4.

### Pg. 143 – Television Guide

**Learning Objective:** The student will identify time to the hour on digital and analog clocks in a field of 4.

### Pg. 144 – Occupation Relay

**Learning Objective:** The student will identify 12 occupations (e.g. garbage collector, cashier, dancer, singer, actor, artist, musician, plumber, judge, housekeeper, mechanic, gardener) in a field of 4.



## Adaptive Skills (continued)

### Pg. 145 Laundry Sorting

*Learning Objective:* The student will identify a clothing item (e.g. shirt, socks, dress, shoes) by color (e.g. brown, red, pink) in a field of 4.

### Pg. 146 – Community Sorting

*Learning Objective:* The student will identify the park, zoo, dry cleaners, and carwash and the purpose of these places in a field of 4.

## Level 5

### Pg. 147 – The Bears’ House

*Learning Objective:* The student will identify the rooms in the house when given function of a bedroom, living room, kitchen, and bathroom in a field of 4.

### Pg. 148 – Conversion Clocks

*Learning Objective:* The student will tell time by identifying quarter to the hour, and quarter after the hour on digital and analog clocks in a field of 4.

### Pg. 149 – Go Get a Watch

*Learning Objective:* The student will tell time to five minute intervals using digital and analog clocks in a field of 4.

### Pg. 150 – Mail Delivery

*Learning Objective:* The student will identify the different tools used by a cook, dancer, artist, pilot, judge, baseball player, nurse, and waiter in a field of 4.

### Pg. 151 – Measuring Me

*Learning Objective:* The student will identify the different tools used by a doctor, fireman, teacher, plumber, mailman, policeman, housekeeper, and gardener in a field of 4.

### Pg. 152 – Money Store

*Learning Objective:* The student will identify a quantity of coins whose value equals \$0.15 to \$0.95 in a field of 4.

### Pg. 153 – Money War

*Learning Objective:* The student will identify a quantity of coins whose value equals \$0.10 to \$1.00 in a field of 4.

### Pg. 154 – It’s That Time Again

*Learning Objective:* The student will tell time to the half hour on digital and analog clocks in a field of 4.

### Pg. 155 – Following Signs

*Learning Objective:* The student will identify 8 signs found in the community (e.g. walk, don’t walk, airport, danger, open, closed, handicap, exit) and their meaning in a field of 4.

### Pg. 156 – What’s the Role?

*Learning Objective:* The student will identify a waiter, soldier, bride, and groom and the roles associated with each in a field of 4.

## Mathematics

The Mathematics domain teaches your student math skills. Lessons in Mathematics focus on teaching your student the basics of number recognition and mathematical principles. Lesson subjects include number awareness, counting, matching quantities to numerals, number patterns, addition, subtraction, fractions, numerical sequences, and comparisons (more and less).

## Level 1

### Pg. 159 - Basketball

*Learning Objective:* The student will match identical numbers 1-6 in a field of 4.

### Pg. 160 – Breakfast Cook

*Learning Objective:* The student will match identical numbers 7-10 in a field of 4.

### Pg. 161 – Parking Spaces

*Learning Objective:* The student will identify numbers 1, 2, 3, and 4 in a field of 4.

### Pg. 162 – Noodle Numbers

*Learning Objective:* Your student will match identical and non-identical numbers 1-10 in a field of 4.



## Mathematics (continued)

### Pg. 163 – Number Puzzles

*Learning Objective:* The student will show one-to-one correspondence for numbers 1-4 in a field of 4.

### Pg. 164 – Number Shaker

*Learning Objective:* The student will represent a number of objects (1-10) with a written number in a field of 4.

### Pg. 165 – All Aboard!

*Learning Objective:* The student will match the numbers 1, 2, 3, and 4 to the correct quantity in a field of 4.

### Pg. 166 – Duck, Duck, Five

*Learning Objective:* The student will identify numbers 1-12 in a field of 4.

### Pg. 167 – Placemats

*Learning Objective:* The student will identify numbers 1-10 in a field of 4 and will write the numbers.

### Pg. 168 – Number Relay

*Learning Objective:* The student will identify what number comes between 1 and 3, and 4 and 6 in a field of 4.

## Level 2

### Pg. 169 – What's in the Hat?

*Learning Objective:* The student will identify numbers 13, 14, 15, and 16 in a field of 4.

### Pg. 170 – Balloon Toss

*Learning Objective:* The student will identify numbers 17, 18, 19, and 20 in a field of 4.

### Pg. 171 – Marching Band Numbers

*Learning Objective:* The student will identify numbers 9, 10, 11, and 12 in a field of 4.

### Pg. 172 – Timber!

*Learning Objective:* The student will identify numbers 5, 6, 7, and 8 in a field of 4.

### Pg. 173 – Beanbag Hoops

*Learning Objective:* The student will identify numbers 1-20 in a field of 4.

### Pg. 174 – Number Lines

*Learning Objective:* The student will identify numbers 1-20 in a field of 4 and will rote count backwards from 20-1.

### Pg. 175 – Egg Cartons

*Learning Objective:* The student will identify numbers (1-20) and identify what number comes next in a given sequence out of a field of 4.

### Pg. 176 – Number Collage

*Learning Objective:* The student will identify numbers 1-10 in a field of 4.

### Pg. 177 – Number Jump

*Learning Objective:* The student will identify numbers 1-20 in a field of 4.

### Pg. 178 – Sandwich Bags

*Learning Objective:* The student will identify numbers 1-20 in a field of 4 and identify which represents a greater quantity.

## Level 3

### Pg. 179 – Cake Walk

*Learning Objective:* The student will identify numbers 0, 10, 20, and 30 in a field of 4.

### Pg. 180 – Chica Numbers

*Learning Objective:* The student will identify numbers 40, 50, 60, and 70 in a field of 4.

### Pg. 181 – Apples on Top

*Learning Objective:* The students will match the numbers 1-8 to its corresponding quantity in a field of 4.

### Pg. 182 – Hopscotch

*Learning Objective:* The student will identify numbers 80, 90, 100, and 200 in a field of 4.

## Mathematics (continued)

### Pg. 183 – Dot-to-Dot

*Learning Objective:* The student will identify numbers to the tens from 0-100 (e.g. 0, 10, 20, 30...etc.) in a field of 4 and skip count by 10's from 0-100.

### Pg. 184 – Flap Book

*Learning Objective:* The student will match the numbers 1, 2, 3, 4 to the correct quantity in a field of 4.

### Pg. 185 – Pizza Toppings

*Learning Objective:* The student will identify which quantity of objects contains most and fewest in a field of 4.

### Pg. 186 – Snack Bags

*Learning Objective:* The student will match numbers 1-12 to the correct quantity in a field of 4.

### Pg. 187 - Stacking

*Learning Objective:* The student will identify which quantity of objects contains most and fewest in a field of 4.

### Pg. 188 – Towers

*Learning Objective:* The student will identify a missing number (0-100) from a sequence of 10's in a field of 4.

## Level 4

### Pg. 189 – Addition Race

*Learning Objective:* The student will identify the sum of addition equations within 6 (e.g. by adding 2 or 3 to a number 0-6) in a field of 4.

### Pg. 190 – Bean Books

*Learning Objective:* The student will identify the addition sign, subtraction sign and equal sign in a field of 4.

### Pg. 191 – Flower Pots

*Learning Objective:* The student will identify what object comes next (in a field of 4) to extend a pattern.

### Pg. 192 – Number Sticks

*Learning Objective:* The student will match the number to the correct quantity in a field of 4.

### Pg. 193 – Number Parade

*Learning Objective:* The student will identify what number in a sequence (e.g. 1-10) is missing in a field of 4.

### Pg. 194 – Addition Dice

*Learning Objective:* The student will identify the sum of addition equations within 6 (e.g. by adding 2 or 3 to a number 0-4) in a field of 4.

### Pg. 195 – Jewelry Sets

*Learning Objective:* The student will identify what object comes next (in a field of 4) to extend a pattern in a field of 4.

### Pg. 196 – Class Graphs

*Learning Objective:* The student will identify which quantity of objects is the most or fewest in a field of 4.

### Pg. 197 – Adding More

*Learning Objective:* The student will identify the sum of addition equations within 6 (e.g. by adding 4 or 5 to a number 0-2) in a field of 4.

### Pg. 198 – Rice Hunt

*Learning Objective:* The student will identify which quantity of objects is the most or fewest in a field of 4.

## Level 5

### Pg. 199 – Addition Bags

*Learning Objective:* The student will identify the sum of addition equations within 10 (e.g. by adding 1 to 5 to a number 0-5) in a field of 4.

### Pg. 200 – Equation Hunting

*Learning Objective:* The student will identify the answer to subtraction equations within 10 (e.g. “What is 7-2?”) in a field of 4.



## Mathematics (continued)

### Pg. 201 – Fill It In

*Learning Objective:* The student will identify what number in a sequence (e.g. 10-40) is missing in a field of 4.

### Pg. 202 – Fraction Measuring

*Learning Objective:* The student will identify the fractions  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{3}{5}$ , and  $\frac{4}{5}$  in a field of 4.

### Pg. 203 – Graph It

*Learning Objective:* The student will identify the fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , and  $\frac{2}{3}$  in a field of 4.

### Pg. 204 – Number Order

*Learning Objective:* The student will identify what multiple of ten in a sequence (e.g. “10, 20, 30...” ) is missing in a field of 4.

### Pg. 205 – Reward Tickets

*Learning Objective:* The student will identify the sum of addition equations within 15 (e.g. by adding 6 to 7 to a number 0-8) in a field of 4.

### Pg. 206 – Splitting Snacks

*Learning Objective:* The student will identify 4 fractions (e.g.  $\frac{1}{8}$ ,  $\frac{3}{8}$ ,  $\frac{7}{8}$ , and  $\frac{3}{6}$ ) in a field of 4.

### Pg. 207 – Take Away Plays

*Learning Objective:* The student will identify the answer to subtraction equations within 5 (e.g. “What is 4-1?”) in a field of 4.

### Pg. 208 – Ways to Twenty

*Learning Objective:* The student will identify the sum of addition equations within 20 (e.g. by adding 6 to 10 to a number 5-15) in a field of 4.

## Language Arts

The Language Arts domain teaches your student early reading skills. Lessons in Language Arts focus on teaching your student the foundations of reading comprehension. Lesson subjects include phonics, upper and lower case letter identification, sight words, language comprehension, spelling, and basic narrative structure.

## Level 1

### Pg. 211 – Alphabet Soup

*Learning Objective:* The student will match and identify uppercase letters in a field of 4.

### Pg. 212 – Backward Chalkboard

*Learning Objective:* The student will identify the uppercase letters A-Z in a field of 4.

### Pg. 213 – Box Top Match

*Learning Objective:* The student will identify the letter associated with a given beginning sound of a word in a field of 4.

### Pg. 214 – Coconut Tree

*Learning Objective:* The student will match upper- and lowercase identify lowercase letters in a field of 4.

### Pg. 215 – Sight Word Sort

*Learning Objective:* The student will match 10 sight words (e.g. was, he, the, for, on, and, as, with, can, his) in a field of 4.

### Pg. 216 – Name Bingo

*Learning Objective:* The student will match and identify lowercase letters in a field of 4.

### Pg. 217 – Name Puzzle

*Learning Objective:* The student will identify uppercase letters A-Z in a field of 4.

### Pg. 218 – Letter Acting

*Learning Objective:* The student will identify uppercase letters A-Z in a field of 4.

### Pg. 219 – Ride and Read

*Learning Objective:* The student will identify the letter associated with a given beginning sound of a word in a field of 4.

### Pg. 220 – Scribble Stations

*Learning Objective:* The student will identify the uppercase letters A-Z in a field of 4.

## Level 2

### Pg. 221 – Book Look

*Learning Objective:* The student will match upper- and lowercase letters in a field of 4.



## Language Arts (continued)

### Pg. 222 – Chalk Walk

**Learning Objective:** The student will match upper- and lowercase letters in a field of 4.

### Pg. 223 – Sight Word Memory

**Learning Objective:** The student will match 10 sight words (e.g. was, he, the, for, on, and, as, with, can, his) in a field of 4.

### Pg. 224 – Clay-phabet

**Learning Objective:** The student will identify lowercase letters a-z in a field of 4.

### Pg. 225 – Letter Freeze

**Learning Objective:** The student will identify lowercase letters a-z in a field of 4.

### Pg. 226 – My Own Word Book

**Learning Objective:** The student will match 10 sight words (e.g. I, they, by, had, but, not, what, all, were, when) in a field of 4.

### Pg. 227 – Mystery Box

**Learning Objective:** The student will identify objects in a field of 4 when given the initial sound of the word.

### Pg. 228 – More Is Better

**Learning Objective:** The student will identify the singular and plural form of an object or group of objects in a field of 4.

### Pg. 229 – Sound Books

**Learning Objective:** The student will identify objects in a field of 4 when given the initial sound of the word.

### Pg. 230 – Textured Name Tags

**Learning Objective:** The student will match a letter to a picture that starts with the given letter in a field of 4.

## Level 3

### Pg. 231 – Rhyme Detectives

**Learning Objective:** The student will identify objects that rhyme with 8 words (e.g. cat, truck, dish, goat, dog, drink, star, mouse) in a field of 4.

### Pg. 232 – Alphabet Photo Shoot

**Learning Objective:** The student will match objects that start with a specific sound (e.g. A-D) in a field of 4.

### Pg. 233 – Sight Word Dig

**Learning Objective:** The student will match 10 sight words (e.g. orange, man, but, tree, all, run, eat, talk, your, can) in a field of 4.

### Pg. 234 – Blindfolded Words

**Learning Objective:** The student will identify 10 sight words (e.g. the, up, dog, ball, can, sat, cup, pop, cat, man) in a field of 4.

### Pg. 235 – Pass the Box

**Learning Objective:** The student will identify 10 sight words (e.g. hat, sun, jam, bat, run, bug, win, top, red, blue) in a field of 4.

### Pg. 236 – Rhyming Baskets

**Learning Objective:** The student will identify objects that rhyme with words.

### Pg. 237 – Story Album

**Learning Objective:** The student will identify irregular plurals (e.g. person, people, child, children) in a field of 4.

### Pg. 238 – Starts With...

**Learning Objective:** The student will match letters A-Z to a picture that starts with that letter in a field of 4.

### Pg. 239 – Story Potluck

**Learning Objective:** The student will identify pictures that start with specific sounds in a field of 4.

### Pg. 240 – Word Puzzles

**Learning Objective:** The student will identify 8 CVC words (e.g. hat, cat, bat, sat, sun, run, can, man) in a field of 4.

## Level 4

### Pg. 241 – Beach Ball Questions

**Learning Objective:** The student will identify the words that make up 4 contractions (e.g. aren't, can't, couldn't, didn't) in a field of 4.

## Language Arts (continued)

### Pg. 242 – Carnival Toss

*Learning Objective:* The student will match objects that start with specific sounds (e.g. E-L) in a field of 4.

### Pg. 243 – Sticky Words

*Learning Objective:* The student will identify 8 sight words (e.g. boy, girl, stop, eat, big, tall, happy, sad) in a field of 4.

### Pg. 244 – Fishing for Colors

*Learning Objective:* The student will identify 8 color sight words (e.g. red, blue, green, yellow, orange, black, pink, purple) in a field of 4.

### Pg. 245 – Jumping Beans

*Learning Objective:* The student will match 10 sight words (e.g. this, have, an, then, to, from, has, look, in, like) in a field of 4.

### Pg. 246 – Sight Words and Sounds

*Learning Objective:* The student will identify 18 sight words (e.g. of, a, to, in, is, that, you, it, he, was, for, on, are, as, with, his, they, I) in a field of 4.

### Pg. 247 – Rhyme Trips

*Learning Objective:* The student will identify objects that rhyme with 8 words (e.g. tree, owl, man, swing, sled, nose, bear, glue) in a field of 4.

### Pg. 248 – Rubber Band Words

*Learning Objective:* The students will identify the missing vowel in 8 words (e.g. rake, kite, dog, rug, sun, bed, top, hat) in a field of 4.

### Pg. 249 – Rhyming Houses

*Learning Objective:* The student will identify objects that rhyme with the endings -ed, -an, -ing, -og, and -at in a field of 4.

### Pg. 250 – Stand Up, Sit Down

*Learning Objective:* The student will match objects that start with specific sounds (e.g. M-T) in a field of 4.

## Level 5

### Pg. 251 – Contraction Cubes

*Learning Objective:* The student will identify the words that make up 8 contractions (e.g. doesn't, don't, hasn't, he'll, I'm, I've, isn't, it's) in a field of 4.

### Pg. 252 – Circle Spelling

*Learning Objective:* The student will identify 12 sight words (e.g. be, have, from, this, had, word, not, but, what, were, when, your, can) in a field of 4.

### Pg. 253 – Drawing Recipes

*Learning Objective:* The student will match a picture to a word or phrase in a field of 4.

### Pg. 254 – Word Buddies

*Learning Objective:* The student will match 12 sight words (e.g. she, go, is, you, no, that, it, did, get, made, come, today) in a field of 4.

### Pg. 255 – Pen Pals

*Learning Objective:* The students will identify the missing vowel in 8 words (e.g. sun, bed, cow, pig, bus, ten, bus, cow) in a field of 4.

### Pg. 256 – Red Light, Grammar Light

*Learning Objective:* The student will identify a period, comma, exclamation point, and a question mark in a field of 4.

### Pg. 257 – Ship Wreck Sight Words

*Learning Objective:* The student will identify 12 sight words (e.g. use, each, which, she, how, their, will, do, other, many, them, about) in a field of 4.

### Pg. 258 – Sound Towers

*Learning Objective:* The student will match objects that start with specific sounds (e.g. U-Z) in a field of 4.

### Pg. 259 – Story Play

*Learning Objective:* The student will identify 12 sight words (e.g. these, would, make, like, time, look, two, more, way, today, last, next) in a field of 4.



## Language Arts (continued)

### Pg. 260 – Thought Bubbles

**Learning Objective:** The student will identify the words that make up 8 contractions (e.g. that’s, we’ll, we’re, who’s, won’t, wouldn’t, you’ve, there’s) in a field of 4.

## Cognitive Skills

The Cognitive Skills domain teaches the student deductive reasoning, critical thinking, and logical reasoning skills. Lessons in Cognitive Skills focus on teaching the student problem solving, following multiple step directions, and organizing items into categories. Lesson subjects include learning about topics such as shapes, comparisons, matching, sequencing, and associations.

### Level 1

#### Pg. 263 – Clean Up

**Learning Objective:** The student will match non-identical shapes (e.g., rectangles, octagons, moons, and diamonds) in a field of 4.

#### Pg. 264 – Cookie Cutters

**Learning Objective:** The student will identify circles, squares, triangles, and hearts as geometric shapes in a field of 4.

#### Pg. 265 – Crowns

**Learning Objective:** The student will match non-identical circles, squares, triangles, ovals, and stars in a field of 4.

#### Pg. 266 – Ice Cream Cones

**Learning Objective:** The student will identify 7 shapes (e.g. circle, square, triangle, heart, oval, diamond, star) by color in a field of 4.

#### Pg. 267 – Making Pictures

**Learning Objective:** The student will select a blue and red circle or square when presented with various other blue and red shapes in a field of 4.

#### Pg. 268 – Shape Bingo

**Learning Objective:** The student will match 6 non-identical shapes (e.g. circle, square, triangle, rectangle, octagon, diamond) in a field of 4.

#### Pg. 269 – Seal It

**Learning Objective:** The student will identify circles, squares, triangles, and hearts as geometric shapes in a field of 4.

#### Pg. 270 – Shape Baskets

**Learning Objective:** The student will distinguish between color/shape when presented with pictures utilizing both attributes in a field of 4.

#### Pg. 271 – Shape Box

**Learning Objective:** The student will identify 6 basic shapes (e.g. circle, square, triangle, oval, diamond, octagon) in a field of 4.

#### Pg. 272 – Function Book

**Learning Objective:** The student will match an image of a chair, glasses, clothing article, utensil, or vehicle to an image of an item with a similar function or part of function in a field of 4.

### Level 2

#### Pg. 273 – Category Tag

**Learning Objective:** The student will match an animal or food item to the appropriate category in a field of 4.

#### Pg. 274 – Direction by Category

The student will identify if a picture is an animal or food in a field of 4.

#### Pg. 275 – Not Like the Others

**Learning Objective:** The student will identify the item that is different (e.g. shape or food item) in a field of 4.

#### Pg. 276 – Mixed Up Puzzles

**Learning Objective:** The student will pair 8 items that go together (e.g. boat-water, scissors-paper, cat-food, computer-mouse, table-chair, toothbrush-toothpaste, cow-milk, rain-umbrella) in a field of 4.

#### Pg. 277 – Shape Hunt

**Learning Objective:** The student will identify the shape that is different in a group of pictures or objects in a field of 4.  
d slowest, and oldest and youngest in a field of 4.



## Cognitive Skills (continued)

### Pg. 278 – Glass Half Full

**Learning Objective:** The student will identify the comparison measurements of least and most, and full and empty in a field of 4.

### Pg. 279 – The Toy

**Learning Objective:** The student will match a vehicle or toy to the appropriate category in a field of 4.

### Pg. 280 – Different Box

**Learning Objective:** The student will identify the toy that is different in an array of items in a field of 4.

### Pg. 281 – Comparison Box

**Learning Objective:** The student will identify the comparison measurements of fastest and slowest, and oldest and youngest in a field of 4.

### Pg. 282 – Farm Roundup

**Learning Objective:** The student will identify the animal that is different in a field in a field of 4.

## Level 3

### Pg. 283 – Categories in Action

**Learning Objective:** The student will identify if a picture is a vehicle or a toy in a field of 4.

### Pg. 284 – Comparison Game

**Learning Objective:** The student will identify the comparison measurements of high and low, front and back, and on and off in a field of 4.

### Pg. 285 – Faker

**Learning Objective:** The student will identify an item that is different (e.g., food or animal) in a field of 4.

### Pg. 286 – Deliciously Different

**Learning Objective:** The student will identify the food that is different in a field of 4.

### Pg. 287 – Go Fish

**Learning Objective:** The student will identify the functions of items you can sit on, wear, read, ride on, eat with and drink with in a field of 4.

### Pg. 288 – People Features

**Learning Objective:** The student will match a person, animal, or object to its feature (e.g. feather to bird, arm to person) in a field of 4.

### Pg. 289 – Let's Make Comparisons

**Learning Objective:** The student will identify concepts by comparing items (high/low, front/back, on/off) in a field of 4.

### Pg. 290 – Shape Actions

**Learning Objective:** The student will identify shapes (e.g. triangle, square, etc) of a specified color (e.g. green, white) in a field of 4.

### Pg. 291 – Putting Things in Order

**Learning Objective:** Your student will complete a sequence by selecting what comes first, next, or last in a field of 4.

### Pg. 292 – Goes Together

**Learning Objective:** The student will identify what picture or object (e.g. animal or food) does not belong in a field of 4.

Cognitive Skills (continued)

## Level 4

### Pg. 293 – Hot Seat

**Learning Objective:** The student will pair 8 items that go together (e.g. winter-coat, fan-summer, eye-glasses, ring-finger, play items, vehicles, weather, animals) in a field of 4.

### Pg. 294 – Same Different Sort

**Learning Objective:** The student will compare two familiar items (e.g. shapes, colors, fruit, balls) and identify what is the same or different about the two items in a field of 4.

### Pg. 295 – I Want This Not That

**Learning Objective:** The student will identify the food item that is different in a field of 4.

### Pg. 296 – Dough Shapes

**Learning Objective:** The student will identify shapes (e.g. oval, diamond) of a specified color (e.g. black, aqua) in a field of 4.

## Cognitive Skills (continued)

### Pg. 297 – Playing Pretend

**Learning Objective:** The student will identify 8 characters that are pretend (e.g. fairy, dragon, ghost, alien, vampire, witch, monster, superhero, mermaid, unicorn) in a field of 4.

### Pg. 298 – Category Spin

**Learning Objective:** The student will identify if a picture, item, or word is an article of clothing, piece of furniture, animal, or food in a field of 4.

### Pg. 299 – Picture Rummy

**Learning Objective:** The student will complete a sequence of pyramids, houses, circles, or squares by identifying what comes first, next, or last or what step in the chain is missing in a field of 4.

### Pg. 300 – Sizing Things Up

**Learning Objective:** The student will pair an picture, object, or word with a picture, object, or word associated with it (e.g. feature, function, class, attribute) in a field of 4.

### Pg. 301 – Riddle Book

**Learning Objective:** The student will identify the features of an item (e.g. car, dog, cat, person, fish, bird, TV) in a field of 4.

### Pg. 302 - Errands

**Learning Objective:** The student will identify the toy or animal that is different in a field in a field of 4.

## Level 5

### Pg. 303 – Found It

**Learning Objective:** The student will match a picture, object, or word to a given category (e.g. vehicle, toy, clothing, furniture, animal, food) in a field of 4.

### Pg. 304 – Guess My Animal

**Learning Objective:** The student will identify an animal in a field of 4 when given features (e.g. fur, feather, scales, number of legs, etc.) of that animal.

### Pg. 305 – Message Relay

**Learning Objective:** The student will pair items that go together in a field of 4.

### Pg. 306 - Opposite Signs

**Learning Objective:** The student will identify the opposite of open, dry, real, hard, full, young, on, and day in a field of 4.

### Pg. 307 – Opposite Buddies

**Learning Objective:** The student will identify the opposite of happy, go, big, in, hot, stand, sleep, and summer in a field of 4.

### Pg. 308 – Real or Pretend?

**Learning Objective:** The student will identify 8 real beings (e.g. dog, elephant, fish, frog, owl, spider, whale, tiger) in a field of 4.

### Pg. 309 – Different Slap Game

**Learning Objective:** The student will identify a toy that is different in a field of 4.

### Pg. 310 – Shape Art

**Learning Objective:** The student will identify shapes (e.g. triangle, star) of a specified color (e.g. red, blue) in a field of 4.

### Pg. 311 - Storytelling

**Learning Objective:** The student will identify what comes first, next, and last in a sequence of events or a story with multiple steps in a field of 4.

### Pg. 312 – What’s the Weather?

**Learning Objective:** The student will identify a picture, object, or word that is associated with a weather condition (e.g. raining, sunny, windy, etc.) in a field of 4.

