Imagine Learning®

Training Guide

Imagine Learning®

Training Guide

Contents

Imagine Manager

This section gives a basic overview of Imagine Manager, the Imagine Learning management system.

Starting Imagine Manager

1. Obtain the IP address or server name of your Imagine Learning server from your IT administrator.

2. In a web browser, enter the IP address or server name of your Imagine Learning server.
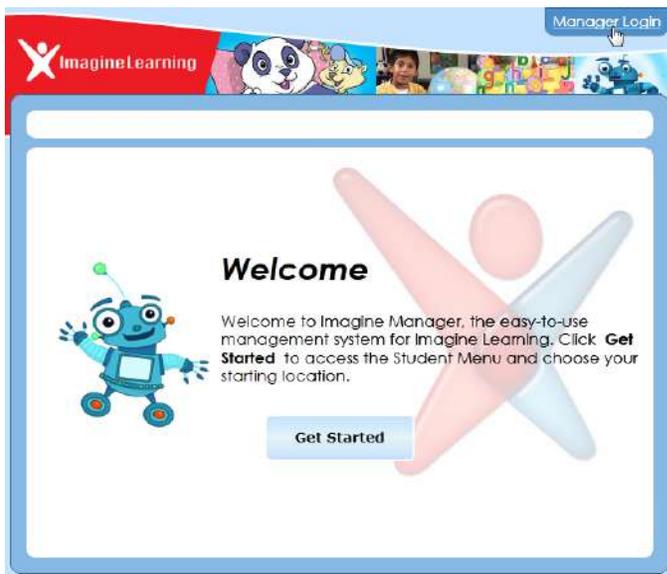
3. At the **Welcome** screen, click **Manager Login**.

4. Enter your account name (user name) and password and click **Log In**.

Setting Up Students

Adding Students

1. From the **Home** screen, click **Students** in the **Set Up** area (or click the **Set Up** tab on the left side of the window, then click **Students**).
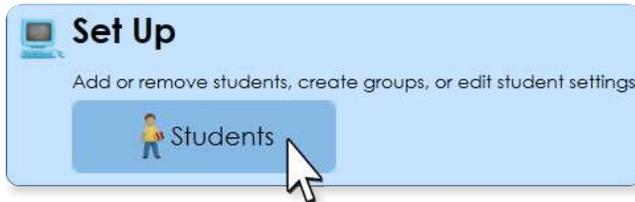
2. Select the group to which you want to add a student. Groups are designated with a desk icon.

3. Click **Add Student...** in the right sidebar.
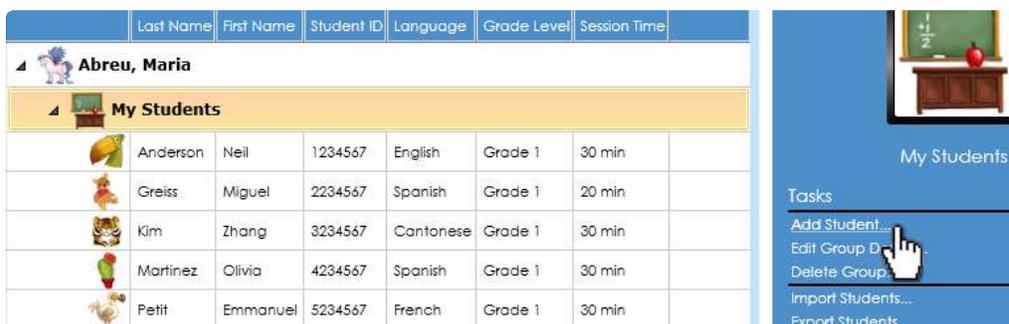
4. Imagine Manager prompts you to search for the student in case his or her account has already been created. To search, enter the student's first or last name or student ID in the **Search** field at the top of the **Add Student** window and click **Search**.
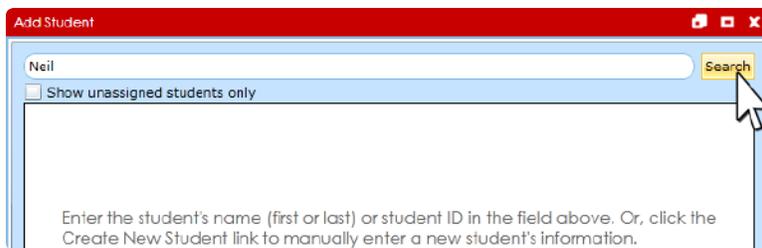
5. If you find the student you're looking for, select the student and click **OK** to add the student to the group you previously selected.
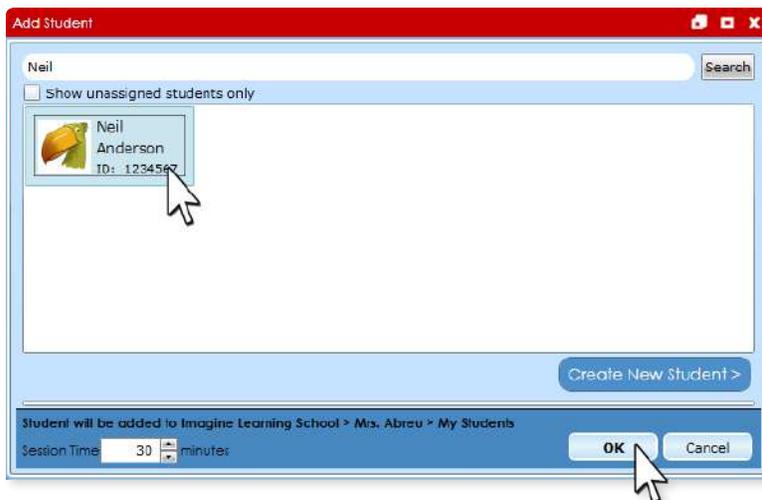
OR

If you don't find the student you're looking for, click **Create New Student** to create a new student account.

Then enter the student's information and click **OK**. If you place your cursor over the question mark icons, you will see tips on how to complete each field.

Editing Student Information

1. To edit a student's information, select a student and click **Edit Student Details...** in the right sidebar.

2. Change any information and then click **OK** to save your changes.

4

Editing Multiple Students' Information

1. To edit multiple students' information at once, press and hold the **Ctrl** key, click to select the students whose information you want to edit, then click **Edit Student Details...** in the right sidebar.
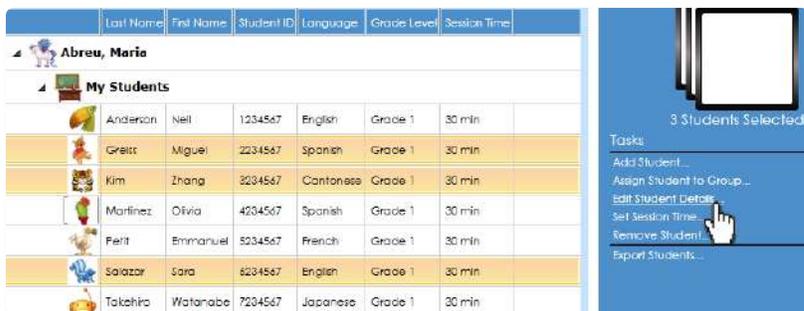
2. Use the drop-down menus to change the desired field or fields and click **OK** to save your changes.
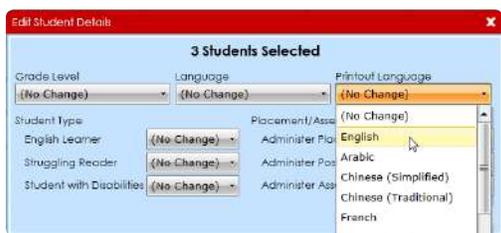
Setting or Changing Students' Session Time

When you add a student to a group, the student's session time is automatically adjusted to match the group's preset session time. To change a student's session time, follow the steps below.

1. Select one or more students and click **Set Session Time...** in the right sidebar.

2. Change the session time for the selected student or students and click **OK**.
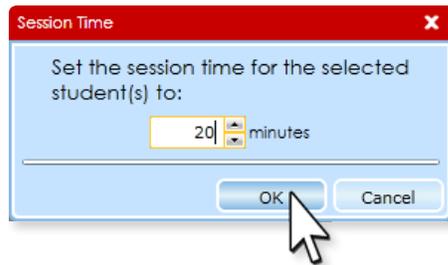
Removing Students

1. To remove a student from a group, select the student and click **Remove Student...** in the right sidebar.
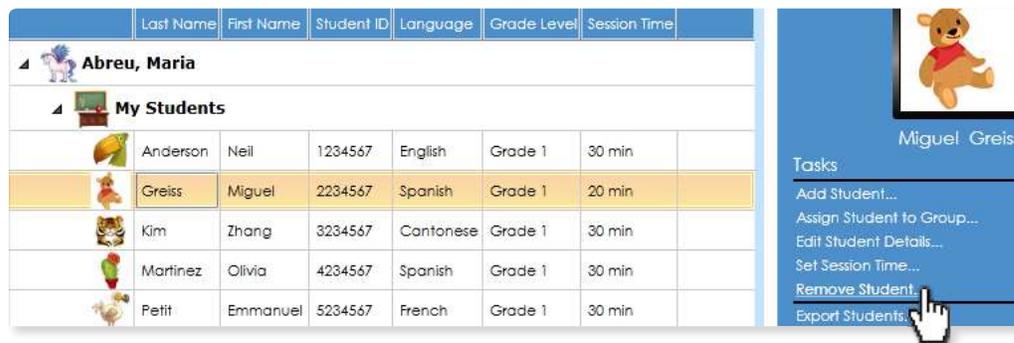
2. A window appears to confirm your decision. Click **Yes**. The student will be removed from the group, though all the student's information will remain in the database. You can add the student to a group again at any time.

Managing Groups

Creating a Group

1. From the **Home** screen, click **Students** in the **Set Up** area (or click the **Set Up** tab on the left side of the window, then click **Students**).
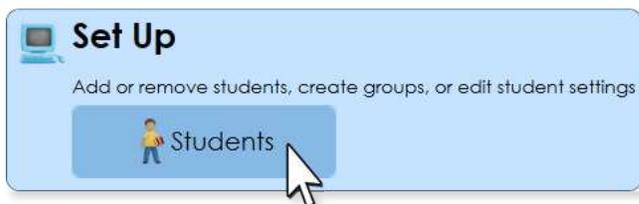
2. Select your name at the top of your student list.

3. Click **Create Group...** in the right sidebar.

4. Enter the group's information and click **OK**.

Now you're ready to add students to the group. See the "Add Students" section for details.

Editing Group Details

1. To edit a group's settings, select the group name on the **Set Up > Students** screen.

2. Click **Edit Group Details...** in the right sidebar.

3. Change the group's name, default session time, or print options and click **OK** to save your changes.

Deleting a Group

1. To delete a group, select the group name on the **Set Up > Students** screen and click **Delete Group...** in the right sidebar.

2. A window appears to confirm your decision. Click **Yes**.
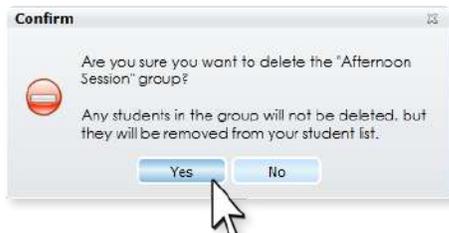
Note: If there are any students in the group, they will be removed along with the group, but their accounts will remain in the database. You may add them to any of your other groups at any time.

▷ Starting Imagine Learning

Starting Student Sessions

1. From the **Home** screen, click **Student Sessions** in the **Start** area (or click the **Start** tab on the left side of the window, then click **Student Sessions**).

2. Select the group that will be beginning the session by clicking the check box next to the group name.
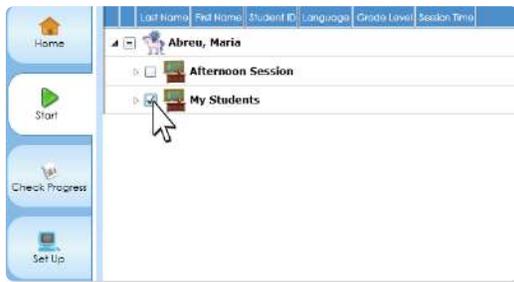
OR

Click the arrow next to the group name to show all the students in the group, then select only the students that will be using the program this session.

		Last Name	First Name	Student ID	Language	Grade Level	Session Time	
▲ ⊟ 🦄	**Abreu, Maria**							
▷ ☐ 🟫	**Afternoon Session**							
⊟ 🟫	**My Students**							
✓	🌽	Anderson	Neil	1234567	English	Grade 1	30 min	
✓	🧸	Greiss	Miguel	2234567	Spanish	Grade 1	20 min	
✓	🐯	Kim	Zhang	3234567	Cantonese	Grade 1	30 min	
☐	🌵	Martinez	Olivia	4234567	Spanish	Grade 1	30 min	
✓	🦤	Petit	Emmanuel	5234567	French	Grade 1	30 min	
☐	🦓	Salazar	Sara	6234567	English	Grade 1	30 min	
✓	🐒	Takehiro	Watanabe	7234567	Japanese	Grade 1	30 min	

3. If you want to change the session time for today only, check the **Override session time** box in the right sidebar and enter a new session time.

4. Click **Start** to begin the student sessions.

Starting the Student Menu

You can access the Student Menu while logged in to Imagine Manager. You can also set up a shortcut or favorite that a student can use to go directly to the Student Menu.

Starting the Student Menu from Imagine Manager

1. From the **Home** screen, click **Student Menu** in the **Start** area. This logs you out of Imagine Manager and starts the Student Menu at the highest level (organization or user) to which you have access.

2. Navigate to the student whose session you want to start.

   Note: You can also access the Student Menu from the **Welcome** screen by clicking **Get Started**.

Creating a Desktop Shortcut to the Student Menu

You can create a desktop shortcut that students can use to access the student menu and start a session.

1. Start Imagine Manager on the computer where you want to create the shortcut.

2. Click **Student Menu** on the **Home** tab.

3. Navigate to the screen displaying the school, teacher, group, or students you want as a starting location for this computer.

    Note: You can click any name in the location bar above the display area (such as **Mrs. Abreu** in the graphic below) to move back to a previous organization, user, or group.

4. Click **Create Shortcut** and follow the onscreen directions to add a desktop shortcut.

    Note: For more details, click the **Need help?** link on the **Create Shortcut** dialog box.
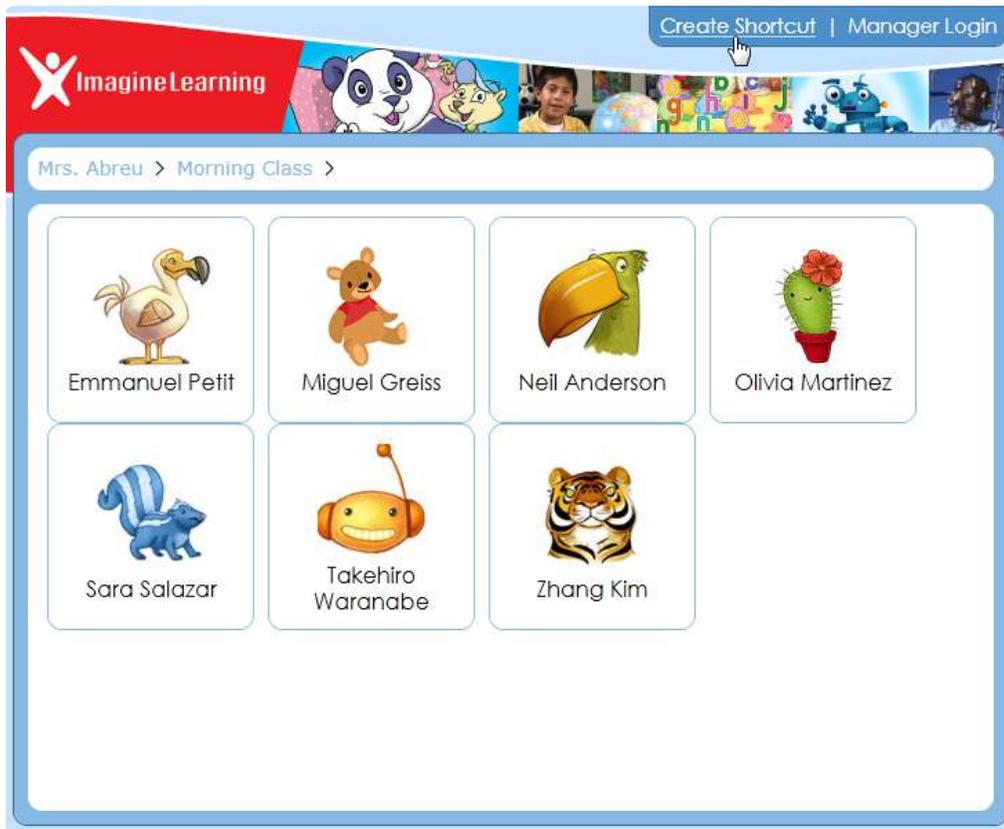
Editing User Details

1. If you need to make changes to your personal profile, click your name in the top right corner of the Imagine Manager window.

2. Make the needed changes and click OK.

Starting Imagine Manager Activity Menu

The Activity Menu allows you to view and play through all the Imagine Learning activities your students use, without affecting the reports generated for your students. The Activity Menu does not follow the sequence presented to students, but rather allows you to select the activity and dataset you would like to see. Because of this, the Activity Menu should never be made accessible to students.

1. From the **Home** screen, click **Activity Menu** in the **Start** area (or click the **Start** tab on the left side of the window, then click **Activity menu**).
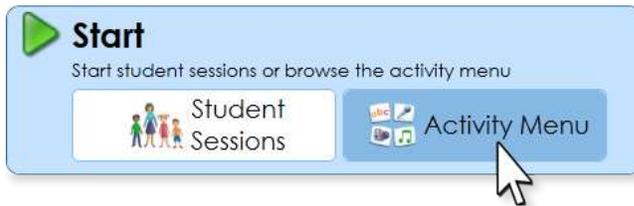
2. Select the language for which you would like to see first language support, and select either **Start Level 1 Activity Menu** or **Start Level 2 Activity Menu**.
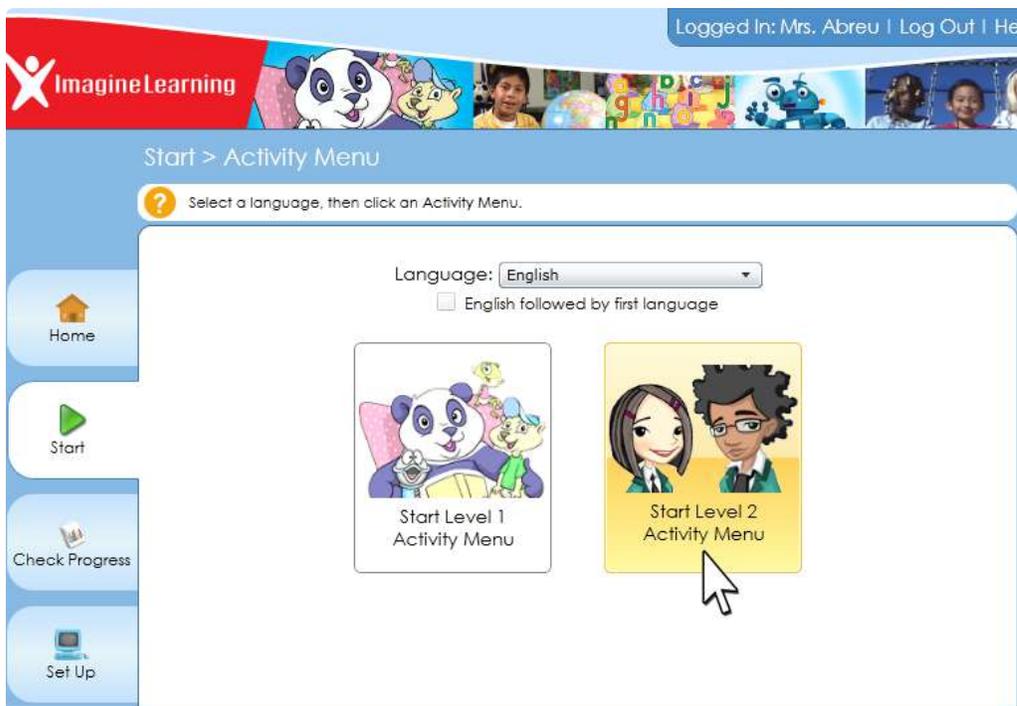
Checking Progress

Viewing Group Reports

1. From the **Home** screen, click **Reports** in the **Check Progress** area (or click the **Check Progress** tab on the left side of the window, then click **Reports**).

2. Click the report you wish to view. **Group Reports** show data for your entire class or another custom group you have created.

3. Click the check box next to your class or the group for which you wish to generate the report.

4. Click the drop-down menu and select the language in which you would like to view the report.

5. Select one of the radio buttons to specify the level of personal student information you want displayed on the report.

6. Upon clicking **View Report**, an Adobe PDF viewer will display the report in the same browser window.

Viewing Individual Reports

1. From the **Home** screen, click **Reports** in the **Check Progress** area (or click the **Check Progress** tab on the left side of the window, then click **Reports**).

2. Click the Individual report you wish to view. **Individual Reports** show data for only the students you select.

3. Click the check box next to the student for which you wish to generate the report. You may select multiple students to include in a single Individual Report.
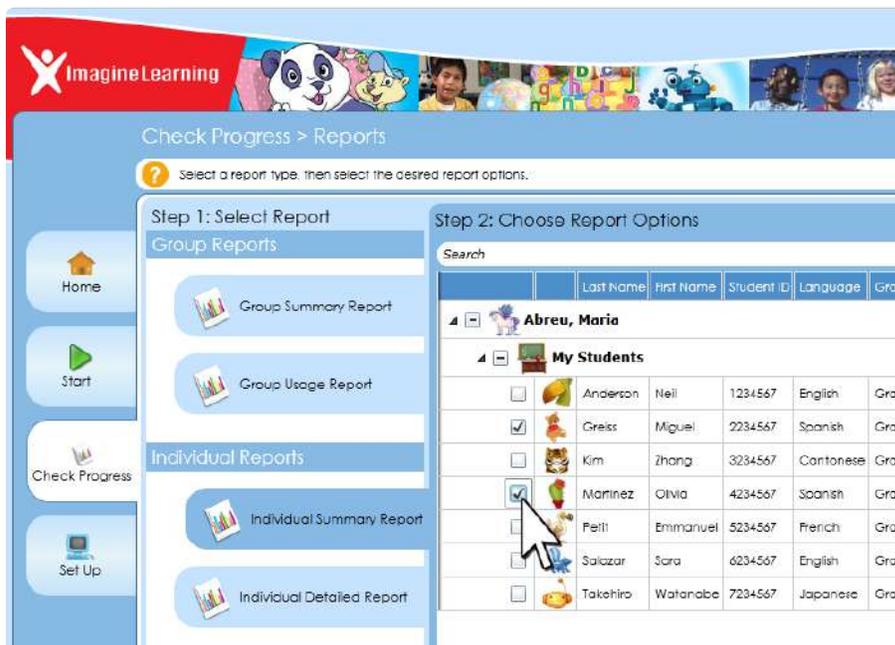
4. Click the drop-down menu and select the language in which you would like to view the report.

5. Select one of the radio buttons to specify the level of personal student information you want displayed on the report.

6. Click **View Report**. An Adobe PDF viewer will display the report in the same browser window.

Saving and Printing Reports

1. While viewing a report an Adobe PDF control console will appear when you move your cursor into the bottom portion of the report.

2. The two icons on the far left can be used to save or print the report respectively.

Listening to Recordings

Imagine Learning stores the recordings your students make as they play through activities so that you can monitor their progress as they advance through the lessons. The recordings appear under the students' names, with the newest recordings appearing first.

1. From the **Home** screen, click **Recordings** in the **Check Progress** area (or click the **Check Progress** tab on the left side of the window, then click **Recordings**).

2. Your class should automatically appear. Select the student and recording of your choice.

3. Click **Play.**

Exiting Imagine Manager

To exit Imagine Manager, click **Log Out** in the top right corner of the screen and close the web browser.
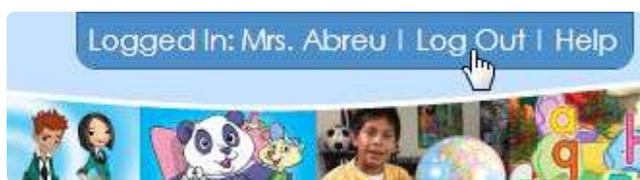
Administrative Functions

Administrative users will see options in the **Set Up** area of the **Home** screen to set up **Users** and **Organizations**. Users without administrative access will not see these additional options.

Creating New Users

This function allows administrators to create new accounts for teachers or other users who will be managing classes, groups, or students.

1.   Click **Users** in the Set Up area of the Home Screen.

2.   Select the school or organization for which you would like to create a new user and click **Create User…** in the right side bar.

3.   Enter the information of the new user and click **OK**.

Editing User Details

1. Select the user you would like to edit and click **Edit User Details...** in the right side bar.

2. Modify the information and click **OK**.

Moving Users to Different Groups or Organizations

1. Select the school or organization containing the user you would like to move and click **Move User...** in the right side bar.

2. Select the new location and click **OK**.
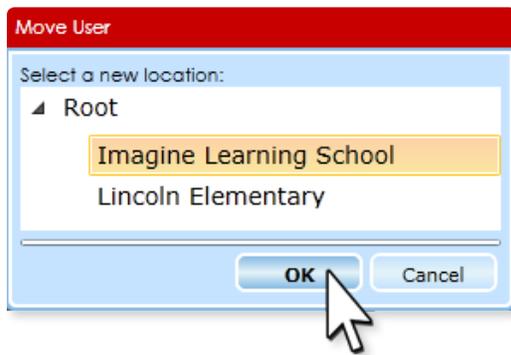
Deleting a User

1. Select the user you would like to delete and click **Delete User...** in the right side bar.
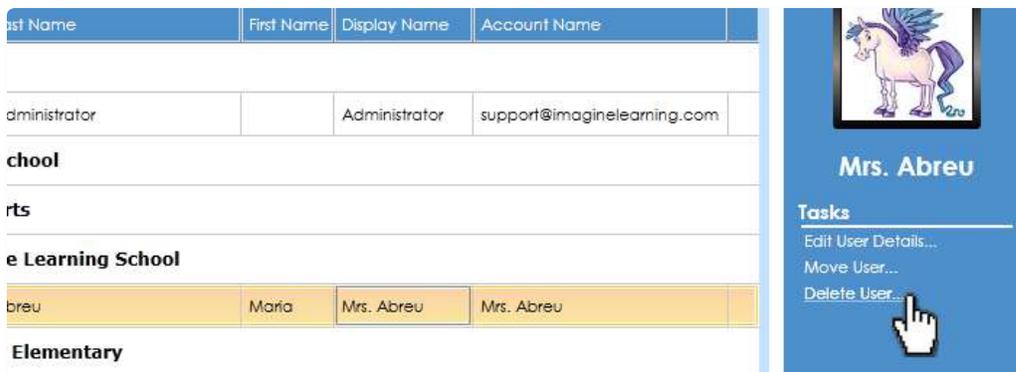
2. A window appears to confirm you decision. Click **Yes**.

Note: Students assigned to the deleted user will not be deleted. Instead, they are moved to the organization's unassigned group.

Managing Organizations

The Organizations screen is used primarily by district-level administrators and shows the number of licenses used and available for each school or organization.
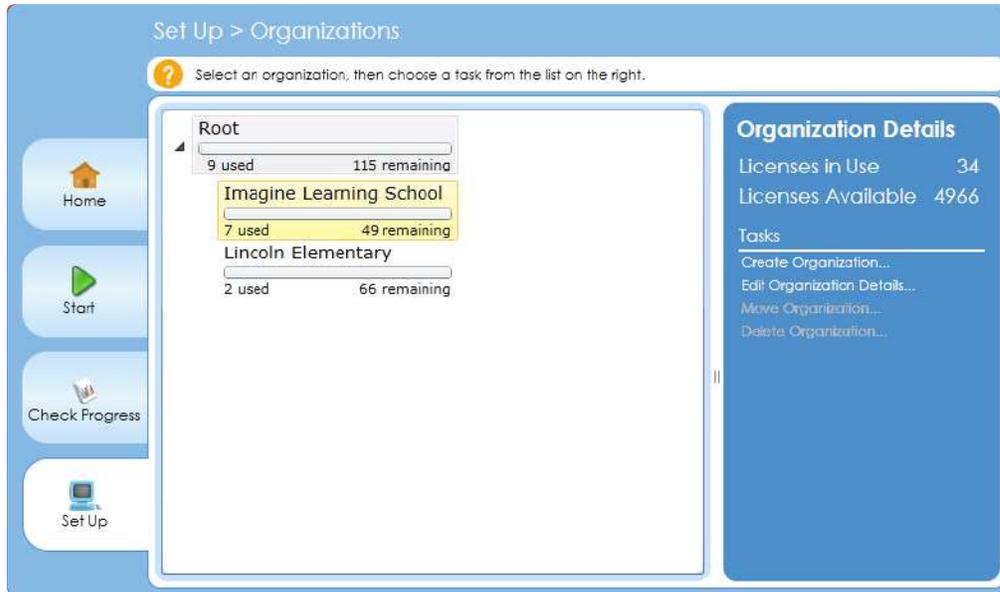
Creating Organizations

1. Click **Organizations** in the **Set Up** area of the **Home** screen.

2. Click the organization under which you want the new organization and click **Create Organization...** in the right side bar.
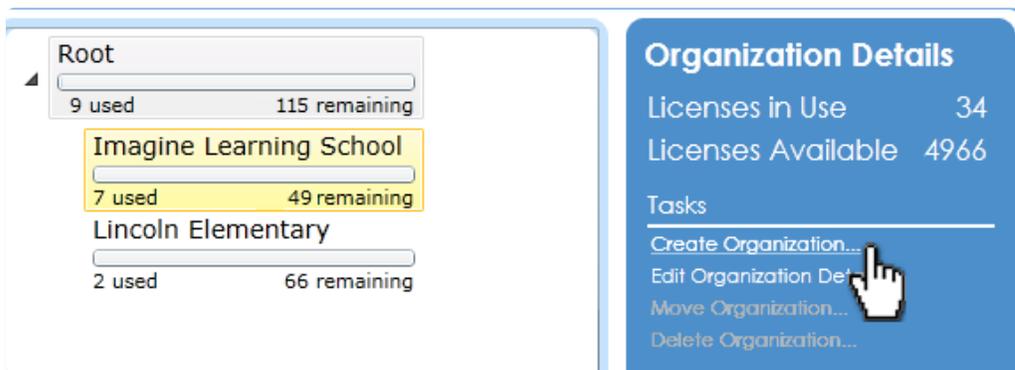
3. Enter the school or organization's information and click **OK**.

4. Follow the steps previously explained to create groups and add users to the new organization.

Editing Organization Details

1. Click **Organizations** in the **Set Up** area of the **Home** screen.

2. Select the school or organization for which you would like to edit information and click **Edit Organization Details...** in the right side bar.

3. Modify the information and click **OK**.

Moving Organizations

1. Select the organization you would like to move and click **Move Organization...** in the right side bar.

2. Select the new location for the organization and click **OK**.

Delete Organizations

1. Delete all sub-organizations and users contained in the organization you want to delete. (An organization must be empty to be deleted.)

2. Select the school or organization you would like to delete and click **Delete Organization...** in the right side bar.
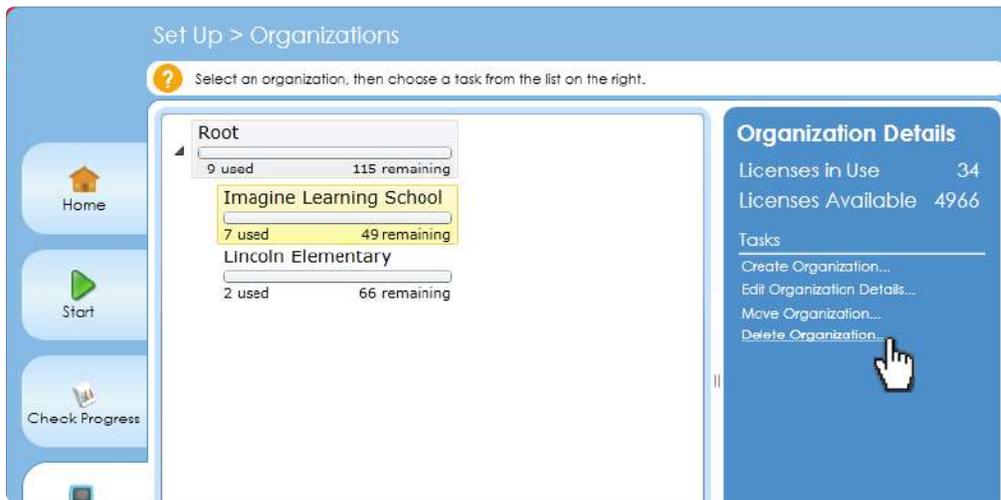
3. A window appears to confirm your decision. Click **Yes**.

Customer Support
For customer support, call 1.866.ILSUPPORT (1.866.457.8776)
or email **support@imaginelearning.com**.

Central Elementary
3rd Grade
Martinez, Mr.

Group Summary: Imagine Learning

The Group Summary shows how many times each student demonstrated mastery out of the number of times the skill was taught.

The number of lessons assigned to each student for each skill will vary based on the student's placement.

The Time Spent column indicates how much cumulative time each student has spent in the program.

Student	Total Time Spent (hr:min)	Reading								Language		
		Letter Recognition	Phonological Awareness	Word Recognition	Books Recorded*	Reading Comp	Basic Vocabulary	Academic Vocabulary	Grammar	ESL Listening Comp	ESL Conv Phrases
Alvarez, Ana — Student Number: 3050508	35:01	+	42/44 (95%)	385/400 (96%)	29 | 2	54/67 (81%)	+	110/129 (85%)	83%	+	+
Camarena, Jocelyn — Student Number: 23055639	43:22	24/26 (92%)	76/85 (89%)	238/257 (93%)	29 | -	28/42 (68%)	223/237 (94%)	-	62%	20/24 (83%)	+
Carter, Christopher — Student Number: 3051648	00:14	+	-					-	-	-	+
Contreras, Bianca — Student Number: 3051510	39:38	+	+	38/41 (92%)	5 | 2	(9_%)	+	203/226 (90%)	+	+	+
Hsu, Jared — Student Number:3051550	37:27	+	15/20 (75%)	98/106 (92%)	12 | 18	55/67 (82%)	+	124/144 (86%)	83%	+	+
Jones, Makayla — Student Number: 3051719	37:55	+	53/91 (58%)	414/471 (87%)	43 | -	69/92 (75%)	+	146/204 (72%)	90%	+	+
Marquez, April — Student Number: 3051681	17:03	+	20/25 (80%)	78/91 (86%)	10 | 4	17/38 (81%)	+	22/26 (85%)	+	+	+
Miller, Sophia — Student Number: 3051315					33 | -	38/70 (54%)	46/50 (92%)	138/166 (83%)	76%	16/18 (100%)	+
Ngo, Phuong — Student Number: 3051616	24:51			198/217 (91%)	22 | -	31/46 (67%)	+	67/82 (81%)	67%	10/10 (100%)	+
Plancarte Ramirez, Jose — Student Number: 3052919	38:08	+	57/99 (57%)	280/305 (92%)	23 | 9	68/79 (86%)	+	173/204 (84%)	82%	24/30 (80%)	+
Rivera, Maria — Student Number: 3051531	6:51	13/14 (93%)	22/25 (88%)	40/49 (82%)	5 | -	8/10 (80%)	23/25 (92%)	-	94%	10/12 (83%)	+
Sidorov, Anna — Student Number: 3051240	33:10	+	46/65 (70%)	87/91 (95%)	6 | 20	55/73 (75%)	+	116/125 (93%)	+	+	+

+ Skills skipped because of placement
- Skills not yet taught and scored
* Number of books recorded: first column = beginning books, second column = leveled text.

‡ Student is working on the initial placement test
√ Student has completed all assigned content

Created on 9/18/2012 12:01 PM

Group Usage: Imagine Learning

Central Elementary　　　　　**3rd Grade**　　　　　**Martinez, Mr.**

TRUEData REPORTS

11/8/2012 - 3/29/2013

Student	Total Time Spent (hr:min)	Time Spent at Home (hr:min)	Number of Days Run	Average Usage on Days Run (min)	Average Usage per Week (Days)	Average Time per Week (min)
Alvarez, Ana Student Number: 3050508	35:01	0:00	61	34	3.1	106
Camarena, Jocelyn Student Number: 3055639	43:22	0:00	81	32	4.1	132
Chambers, Alan Student Number: 3051647	41:41	3:00	65	38	3.3	126
Contreras, Bianca Student Number: 3051510	39:38	0:00	78	30	4.0	122
Hsu, Jared Student Number: 3051550	37:27	0:00	74	30	3.8	114
Jones, Makayla Student Number: 3051719	37:55	0:00	76	30	3.9	115
Mendoza, Rosa Student Number: 3051682	37:03	0:00	73	30	3.7	112
Miller, Sophia Student Number: 3051315	38:58	4:00	72	32	3.7	118
Nguyen, Thuan Student Number: 3051617	34:51	0:00	58	36	3.3	118
Plancarte Ramirez, Jose Student Number: 3052919	38:08	0:00	75	31	3.8	116
Rodriguez, Maria Student Number: 3051532	46:51	0:00	78	36	4.0	142
Sidorov, Anna Student Number: 3051240	33:10	0:00	66	30	3.4	101
Taai, Jun Student Number: 3051555	37:11	0:00	74	30	3.8	113
Tran, Alexander Student Number: 3051517	35:54	0:00	71	30	3.6	109
Vagas Perez, Vanessa Student Number: 3051469	43:46	0:00	84	31	4.3	133
Valenzuela Murillo, Yuridia Student Number: 3051500	42:52	0:00	81	32	4.1	130
Williams, Kayla Student Number: 3051501	39:22	0:00	77	31	4.0	121
Class Average	39:01	0:00	73	32	3.8	119

Individual Summary Report: Imagine Learning

Student:	Alvarez, Ana
Student #:	3050508
School:	Central Elementary
Teacher:	Martinez, Mr.
Class:	Rm 28
Grade:	3rd Grade

Usage	
Total Time Spent (hr:min):	35:01
Number of Days Run	61
Average Usage on Days Run (min)	34
Average Usage per Week (Days)	3.1
Average Time per Week (min):	106

Lesson Progress			Placement (%)
Curriculum Area	Initial Lesson	Completed Lesson	8/2/2012
Reading: Foundational Skills			
Print Concepts: Letter Recognition (1-16)	+	+	<
Print Concepts: Read-Alongs (1-21)	16	21	#
Beginning Books Word Recognition (1-48)	19	48	68 %
Beginning Books Comprehension (1-48)	19	48	56 %
Reading: Literature and Informational Text			
Grade 3 Reading Comprehension (1-8)	1	5	#
Science Read-Alongs (1-5)	1	5	#
Leveled Books (49-124)	49	50	<
Speaking and Listening			
Songs and Chants (1-22)	11	22	#
Language			
Basic Oral Vocabulary (1-50)	+	+	<
Academic Oral Vocabulary (1-96)	29	44	46 %
Grammar (1-15)	1	10	<

+ Lessons skipped because of grade level or placement test

^ Not assessed based on grade level or performance

\# No assessment

- Lessons not complete

TRUEData REPORTS

Individual Summary Report: Imagine Learning

Student: Alvarez, Ana   **Student Number:** 3050508

Central Elementary
Martinez, Mr.
Third Grade

Percentages on a dark background show the average score for completed lessons. Percentages on a lighter background show scores for lessons in progress. Percentages on a white background show scores for lessons completed prior to updated placement. A white plus sign represents lessons skipped because of high pre-test scores.

Reading

	Pre-Literacy		Beginning Books (Grades K-2, Lessons 1-48)						Leveled Books (Grades 2-6, Lessons 49-124)						Average % Each Category
	Letters (Capital)			1			2			2	3	4	5	6	
			19-24	25-30	31-36	37-42	43-48		49-60	61-76	77-92	93-108	109-124	
Letter Names	+													-
Letter Sounds	+		+	+	94%	92%	100%							95 %
High-Frequency Words			92%	88%	94%	89%	100%							92 %
Decode Regularly-Spelled Words			98%	100%	98%	96%	100%							99 %
Comprehension			85%	92%	69%	85%	70%		83%	-	-	-	-	81 %
Average % All Categories	+		+	94%	95%	93%	94%		83%	-	-	-	-	**Average % Overall** 92 %

> Percentage scores on a dark background indicate completed lessons.

Language

Basic Oral Vocabulary (Tier 1 Words) Lessons 1-50

Grades 1-2				Grades 2-3						Grades 3-4							
1-6	7-12	13-18	19-28	29-34	35-38	39-44	45-48	49-52	53-58	59-62	63-66	67-71	72-77	78-83	84-87	88-92	93-96
+	+	+	+	90%	86%	82%	75%	79%	96%	78%	-	-	-	-	-	-	-

Mastered / Taught   Average % Overall 78%

Academic Oral Vocabulary (Tier 2 Words) Lessons 1-96

1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	Grades 4-6				
+	+	+	+	+	+	+	+	+	+					

Mastered / Taught 110/129   Average % Overall 85%

Grammar (% Correct)	83%
Listening Comprehension (% Correct)	+
Conversational Phrases (% Correct)	+
Songs and Chants (Recorded/Total)	11/11

Mastered / Taught 0/0   Average % Overall 0%

> Percentage scores on a dark background indicate completed lessons.

Individual Summary Report: Imagine Learning

Student: Alvarez, Ana

Student Number: 3050508

Central Elementary
Martinez, Mr.
Third Grade

Reading: Foundational Skills

Skills	Correct/Taught	% Correct
Beginning Books Word Recognition		
Letter Sounds	42/44	95%
High-Frequency Words	121/132	92%
Decode Regularly-Spelled Words	264/268	99%
Spell Regularly-Spelled Words	48/50	95%

Reading: Literature and Informational Text

Skills	# of Reading Sections	Correct/Taught	% Correct
Beginning Books Comprehension	28	48/60	80%
Read-Alongs Comprehension	6	10/12	85%
Science Read-Alongs	5	5/6	83%
Leveled Books (Independent Reading)	2	5/6	83%
Leveled Books (Supported Reading)	0	-	-
Grade 3 Comprehension: Below Basic	0	-	-
Grade 3 Comprehension: Basic	3	6/9	67%
Grade 3 Comprehension: Proficient	0	-	-

Reading Level   **Lexile Measurement**

Below Basic	350L – 470L
Basic	450L – 570L
Proficient	570L – 790L

Created on 10/2/2012 8:42 AM

TRUEData
R E P O R T S

32

Individual Detailed Report: Imagine Learning

TRUEData™ REPORTS

(8/1/2012 - 10/15/2012)

Student: Alvarez, Ana
Student #: 3050508

School: Central Elementary
Teacher: Martinez, Mr.
Class: Third Grade

Usage				
Total Time Spent (hr:min):	Number of Days Run	Average Usage on Days Run (min)	Average Usage per Week (Days)	Average Time per Week (min):
35:01	61	34	3.1	106

Curriculum Progress Details				
Curriculum Area	**Lesson**	**Date**	**Skill**	**Details***
Word Recognition & Reading	43	8/3/2012	Comprehension	**Inferential (0 / 1)**, Literal (1 / 1)
	44	8/3/2012	Letter Sounds	es (as in dishes), ing, irt
	44	8/4/2012	High-Frequency Words	covered, doctor, house, minute, opened, pouring
	44	8/5/2012	Decode Regularly-Spelled Words	arm, beat, blowing, cast, dry, going, kept, pulled, running, started, trying
	44	8/5/2012	Comprehension	Inferential (1 / 2)
	45	8/5/2012		
	45	8/11/2012	High-Frequency Words	moving, though, thought
	45	8/11/2012	Decode Regularly-Spelled Words	passing, quickly, retake, retied, runners, sadly, shoelaces, slowly, stepped, uncool, unhurt, unlucky, untied
	45	8/11/2012	Comprehension	**Inferential (1 / 2)**
	46	8/11/2012	Letter Sounds	ly, re (as in retake), un
	46	10/5/2012	High-Frequency Words	quietly, water, wildly
	46	10/5/2012	Decode Regularly-Spelled Words	beat, being, cheering, dived, faster, fastest, finished, girls, happily, harder, loudly, older, smaller, smoothly, stroking, swimmers, taller, teacher, team, timer
	46	10/13/2012	Comprehension	**Inferential (1 / 2)**
	47	10/13/2012	Letter Sounds	est, ful, ness, tion (as in action)
Level 2 Vocabulary	29	8/4/2012	Nouns	area, center, earth, edge, planet
	30	8/4/2012	Verbs	arrive, copy
	30	8/4/2012	Adjectives	real
	31	8/4/2012	Prepositions	beside, between
	32	8/4/2012	Verbs	**taste, think, touch**
	33	8/6/2012	Prepositions	**far from**, near
	34	8/6/2012	Nouns	capital, coast, country, island, ocean
	35	8/6/2012	Verbs	discover, explore, settle
	36	8/6/2012	Nouns	army, government, holiday, leader, message
	37	8/6/2012	Verbs	vote
	37	8/19/2012	Adjectives	twice
	37	8/19/2012	Adverbs	**once**
	38	8/19/2012	Nouns	accident, grade, mistake, score, team
	39	8/19/2012	Adjectives	**complete**, correct, incorrect
	40	8/19/2012	Verbs	cross out, fill in, underline
	41	10/13/2012	Nouns	climate, crop, globe, report, season

* **Bold text** indicates that the student did not show mastery of the skill during assessment.

The Curriculum Progress Details table shows how the student is doing in each curriculum area, including lesson number, date the lesson was played, skills taught, and whether or not those skills were mastered.

Unmastered skills are bold.

Individual Detailed Report: Imagine Learning

TRUEData R E P O R T S

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35:01	61	34	3.1	106

Curriculum Progress Details				
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Word Recognition & Reading	43	8/3/2012	Comprehension	**Inferential (0 / 1)**
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	45	8/11/2012	Comprehension	**Inferential (1 / 2)**
	46	10/13/2012	Comprehension	**Inferential (1 / 2)**
Level 2 Vocabulary	33	8/4/2012	Prepositions	**far from**
	34	8/6/2012	Nouns	**coast**
	35	8/6/2012	Verbs	**settle**
	36	8/19/2012	Nouns	**leader, message**
	37	8/19/2012	Adverbs	**once**
	38	8/19/2012	Nouns	**mistake**
	39	10/13/2012	Adjectives	**complete**
	40	10/13/2012	Verbs	**cross out, fill in, underline**

* **Bold text** indicates that the student did not show mastery of the skill during assessment.

Created on 10/15/2012 2:47 PM

Congratulations!

Carlos Hernández

¡Has completado 10 lecciones!
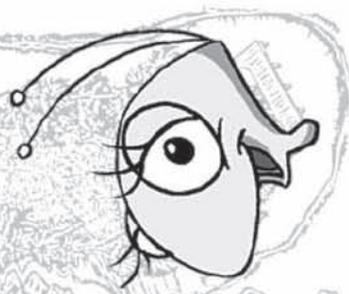
Imagine Learning
Reporte de progreso

¡Carlos Hernández
ha completado 10 lecciones!

Padres: Pidanle a su alumno que les cante una canción y que les explique algunas de las palabras y frases que ha aprendido.

ABC Songs You Have Sung	**New Songs You Have Sung**	**New Phrases You Have Learned**
Canciones del abecedario que has cantado	Canciones nuevas que has cantado	Frases nuevas que has aprendido
Circus ABC ABC del circo	Buckle My Shoe Abrocho mi zapato	Hello. Hola
Western ABC ABC del oeste	Colors Colores	Goodbye. Adiós
Space ABC ABC del espacio	Days of the Week Días de la semana	Come Here. Ven aquí.
Jazz ABC ABC del jazz	Fuzzy Wuzzy El oso Fuzzy Wuzzy	What is this? ¿Qué es esto?
Soup ABC Sopa de letras	Good Morning, Good Evening Buenos días, buenas noches	Please Por favor
Counting Song Canción de números		Thank you. Gracias
Letter Sound Song Canción de sonido de las letras		You're Welcome. De nada

Words You Should Practice
Your child has learned 55 new English words so far.

Palabras que debes practicar

Su alumno ha aprendido 55 palabras nuevas en inglés hasta ahora.

baseball pelota de béisbol	nose nariz	butterfly mariposa	window ventana
lamp lámpara	bed cama	socks calcetines	eggs huevos
sister hermana	pencil lápiz	desk escritorio	apple manzana
apart separados	asleep dormido	awake despierto	back la parte posterior

![Imagine Learning logo]

CONGRATULATIONS!

Mariana Navarro

¡Has leído 46 cuentos!

CERTIFICATE OF ACCOMPLISHMENT · IMAGINE LEARNING

Informe del progreso de lectura

Mariana Navarro
¡Has leído 4 libros nuevos!

your own secret **ARMY**
Written by Deborah Taylor   Illustrated by Beth Buerfeind

Stopping the **Killers**
Written by Deborah Taylor   Illustrated by Jim Madsen

THE EXPLODING MOUNTAIN
WRITTEN BY MAGNUS WILSON   ILLUSTRATED BY JIM MADSEN

CREATE A TIMELINE
WRITTEN BY Sharlene Peterson   ILLUSTRATED BY Marcy Rasa

Total de libros leidos: 46

Padres: Pida al alumno que le cuente sobre los libros que ha leído.

Puntaje de comprensión de lectura

Fecha	Puntaje
12/6/2007	77
1/8/2008	89
2/11/2008	100
3/13/2008	65
4/14/2008	80
4/14/2008	85
5/16/2008	100
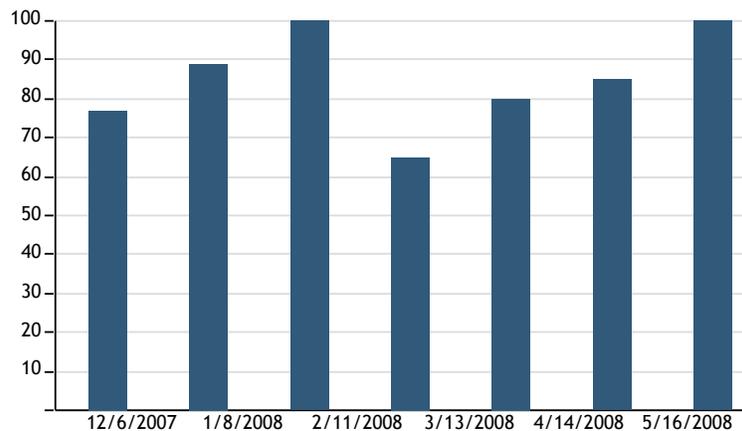
Sample Masters and Worksheets from Resource Guide

The worksheet above contains:

_____
(Fecha)

Estimada familia:

El aprender el idioma inglés es un proceso emocionante y gratificante. Este año escolar, su hijo(a) tiene la oportunidad de empezar a aprender inglés a través de computadoras. Nuestra clase utilizará un programa de nombre Imagine Learning.

Imagine Learning utiliza videos, cuentos, canciones, conversaciones, juegos, proyectos de arte y grabaciones para entusiasmar a los alumnos. Paso a paso, su hijo(a) aprenderá y recordará palabras, frases y oraciones comunes en el idioma inglés, a la vez que disfrutará del ritmo, la cadencia y la secuencia del idioma.

Usted también puede participar en esta aventura de aprendizaje a través de las impresiones y los reportes que su hijo(a) llevará a casa. A continuación se enumeran algunos modos en que puede ayudar a su hijo(a) a aprender en casa:

- Repase el vocabulario de las lecciones con su hijo(a) Pregúntele el nombre de las figuras en inglés.
- Pídale que cante una canción en inglés o que diga el alfabeto.
- Señale las letras y pídale que diga los nombres y los sonidos.
- Repase las frases de conversación que su hijo(a) ha memorizado.

Estamos entusiasmados por todo lo que su hijo(a) aprenderá este año. Le invitamos a participar en este emocionante proceso el aprender el idioma inglés. Su interés contribuirá al éxito de su hijo(a).

Atentamente,

mountain   river

cloud   rain

snow   sun

T t
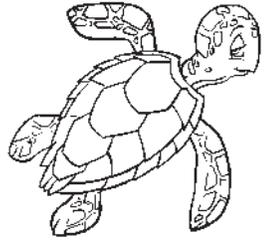
Turtle

Resource Guide, Volumes 2–3 Activity Printouts

Name

Padres, pidan a su alumno que les diga los nombres de las figuras en este dibujo.

Food

orange   lemon   grapes   peach   apple

Name

Rabbit

R R R R R
R R R R R

---

hill   pill
pail   tail
sign   vine
chair   bear

1 Fold the paper to make a book.
2 Follow the dotted lines to connect the rhyming words.

My Rhyming Words

Book 2

My Word Book

Name

Write, Tell, or Draw a Story

When were you afraid?

When

Printouts

Resource Guide, Volumes 4-6 Activity Printouts

Panel 1 (rotated): Main Idea and Supporting Detail

Main Idea and Supporting Detail: Rainforest Explorer

★ Directions: Fill in the empty boxes, and then write a summary of the article.

Layers of the rainforest

The forest floor
- Soil from floodwaters
- Leaf-cutter ants

Emergent trees

Canopy
- Vines
- Jaguars
- Humid and dark

- ⅔ of all Amazon creatures
- Noisiest

My summary of the article

Copyright © Imagine Learning, Inc.

Panel 2: Words to Sort

Name

WORDS TO SORT
Write these words under the correct clue word.

mat   mob   mop
top   job   hat
crop   slat   glob

CLUE WORDS

sob	stop	sat

Copyright © Imagine Learning, Inc.

Panel 3: Crash!

Name

Crash!

"I like to skate," said Shane.

"But I need to practice."

Shane went to the skate park.

He came to the gate and went in.

"This is a good place to practice," said Shane.

Then Shane came to a ramp.

He went down the ramp fast.

Oh no! The brake on Shane's skate came off.

He couldn't stop!

Shane hit the end of the ramp. Flip! Crash!

"Ouch!" said Shane. "I hate to crash."

Now Shane can't skate fast.

But he can still practice.

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Panel 4: The Boy Who Cried Wolf

Name: _____

The Boy Who Cried Wolf
Grade 2, Story 1

Written by Noelle Carter
Illustrated by Maryn Roos

Lexile®: 470L, 338 words

Once upon a time, there was a boy who had a very important job. Every day, he had to sit on a hill and watch the town's sheep to make sure they were safe. There was only one problem. He thought watching sheep was the most boring job ever.

The boy was so bored that he had to do something to make things more exciting. What would be exciting? The boy had an idea, and he ran to town as fast as he could. He yelled, "Wolf! Hey, there's a wolf up there!"

People came out into the street. "What? A wolf!" They ran out of town and up the hill, but there was no wolf. The people were angry with the boy. They told him to only cry "wolf!" if the sheep were in real danger.

But the next day was so boring that the boy ran to town again. "Wolf!" he yelled.

"This better not be a trick," the people told him. They ran all the way up the hill to see. There were the sheep, but there was no wolf. The angry people again told the boy that what he did was wrong, but, as soon as they were gone, he laughed and laughed.

On the third day, the boy started looking for something to do when he saw a big, black shape coming toward him. It was a wolf!

The boy ran into town. "Wolf," he gasped. "There's a wolf!" The people did not believe him.

The people did not follow him.

Then one old man spoke, "I think this boy has learned his lesson. Let's give him one more chance. I don't want a wolf to take our sheep."

Finally, the people followed the boy. The wolf had almost reached the herd. The people ran to the sheep just in time to scare the wolf away.

That night, the boy told all the townspeople he was sorry. "I think," he said, "that watching sheep is not boring after all."

12   The Boy Who Cried Wolf: Common Core Passages   Copyright © Imagine Learning, Inc.

Printouts

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Board Sports

Written by Sharlene Petersen
Illustrated by Nate Baertsch

Hundreds of years ago, the people of Hawaii created a special board. They used the board to ride ocean waves.

A rider would begin by lying on the board and paddling toward the waves. He would hold on to the board and dive under most of them.

But when the right wave came, he would stand on the board and ride it to shore. The Hawaiian people had invented the sport of surfing!

Surfers slice through water. They hang ten. They get tubed in the waves.

In the 1900's, kids invented a land style of surfing. They attached roller skate wheels to the bottom of wood boards. Then they stood on the board and skated. This sport later became known as skateboarding.

Skateboarders slide on rails. They drop down stairs. They ollie, or jump, over almost anything.

In the 1960's, a man was sledding with his daughter when he thought of a way to surf on snow. He bolted two skis together and attached a rope to the front.

Over many years, different people improved on this design. For example, one person added bindings to the board to attach the rider's feet. This sport is now called snowboarding.

Snowboarders perform many tricks. They jump. They flip. They carve through snow.

Surfing. Skateboarding. Snowboarding. These are some of the extreme sports invented over time.

Compare and Contrast — Board Sports

✱ Directions: Fill in the empty boxes, and then write a summary of the article.

Type of sport:	Surfing	Skateboarding	Snowboarding
Similarities:	✱ Uses a board ✱ You ride it		
Differences:	✱ Ride it on ocean waves ✱ Slice, hang ten		

My summary of the article _____
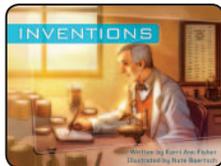
Inventions

Written by Karri Ann Fisher
Illustrated by Nate Baertsch

Have you ever heard of the word "serendipity"? Scientists use this word when they accidentally make a new discovery.

For example, in 1951, a Swiss inventor was walking through fields of weeds. He noticed that seed pods stuck to his pant legs. He looked at the pods carefully and saw that they had very small hooks on them. The hooks had grabbed the threads of his pants.

He decided to invent a fastener that grabbed like the seed pods. He called the fastener Velcro and sold it all over the world. Chances are, if you are wearing tennis shoes, you've already used this handy invention.

Sometimes serendipity can turn a failed experiment into a success. For example, an inventor was trying to create a very strong glue. But what he made wasn't strong. It was very weak. Even though he thought the glue was a failure, this accident turned out to be quite a success. This weak, and reusable, glue was soon used to stick little pieces of note paper to almost anything.

You got it—they're sticky notes.

Not only does serendipity improve our lives, it also saves lives. In 1928, a doctor was studying bacteria—tiny cells so small they can only be seen under a microscope. These bacteria caused sickness, so they had to be treated carefully. They were put in special dishes called Petri dishes.

One day, this doctor noticed that mold was growing in some of the Petri dishes. He began to wash the mold away, but then he stopped to take a closer look. He discovered that a chemical in the mold was stopping the bad bacteria from growing.

He studied this chemical and used it to make a medicine called penicillin. It is now used to treat many deadly diseases.

Because of serendipity, X-rays, microwave ovens, and even potato chips were invented. These happy accidents benefit our lives in many ways.

_____

Response Journal

Think about the article *Inventions*.

Write about an invention that you think is really important. What does it do? Why is it important? Do you know how it was invented?

OR

Write about one of the inventions in the article. Retell how it was invented. Who uses it? Why do they use it?

_____
_____
_____
_____
_____
_____
_____
_____
_____

WORDS YOU MIGHT USE

created	unplanned	serendipity
solve	problem	observed
noticed	medicine	discover
cause	effect	

Imagine Rewards Program

Start earning rewards for using Imagine Learning! In just three easy steps you can sign up for the Imagine Rewards program.

1

Log in to Imagine Manager by launching Imagine Learning on your computer and entering your own login and password.

2

In the right column, **click the Sign Up button under Imagine Rewards. A unique rewards page will open.**

3

Click the **Sign up** button and **complete the registration form.**

Important:

You'll need to repeat the steps the next day to activate your account, but on Step 3, instead of clicking Sign up, you will click the Log in button. Log in and your Imagine Manager and Imagine Rewards accounts are now linked!

Earn great rewards

You will then earn points every time your students use Imagine Learning: **1 minute = 1 point. And for the first 30 days, you will earn double points!** So get your students using Imagine Learning right away, and start earning rewards. You can check your point balance and redeem rewards at any time by logging in to your Imagine Rewards account.

Imagine Learning student licenses	Imagine Island TV series (26 episodes)	"Mike" talking plush toy	Gift cards	Imagine Learning 3D bookmarks

These are just a few of the rewards available. For a full list, please visit **rewards.imaginelearning.com.**

Questions or suggestions?

Contact us at **rewards.imaginelearning.com/contact.aspx** or email **rewards@imaginelearning.com**