

# APPLICATIONS OF BEST PRACTICES: PART 3

The image displays two visual representations of the word 'dog'. On the left is a wooden dog tag from 1640, featuring an alphabet and a small text snippet. On the right is a modern visual thesaurus for 'dog' from 2004, showing a network of related terms.

**1640**

**2004**

**Visual Thesaurus : dog**

HELP (ON/OFF) DISPLAY OPTIONS RELATIONSHIPS

dog

fire dog, dog iron, and iron, hound, heel, blackguard, bounder, cad, frump, domestic dog, Canis familiaris, click, detent, pawl, track, go after, tag, tail, trail, chase, after

ENTER A WORD: dog

**VISUAL THESAURUS**

INSTRUCTIONAL IDEAS FOR TUTORS AND STUDENTS  
OF INDEPENDENT STUDIES (I.S.) AT FRONTIER COLLEGE  
FALL/WINTER 2004-2005

FRONTIER COLLEGE INDEPENDENT STUDIES

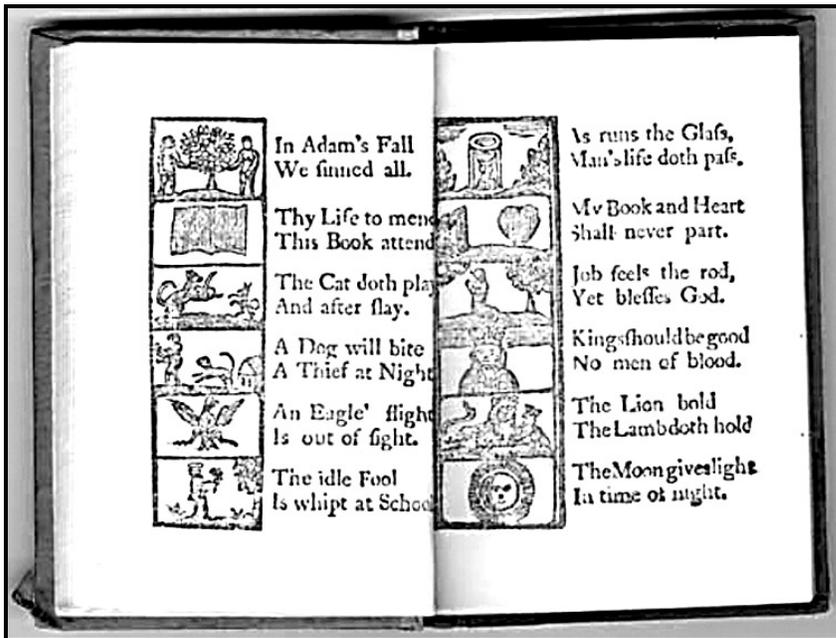


# Applications of Best Practices: Part 3

INSTRUCTIONAL IDEAS FOR TUTOR AND STUDENTS  
OF INDEPENDENT STUDIES (I.S.) AT FRONTIER COLLEGE

FALL/WINTER 2004-2005

David Greig



Early example, (1762), of a "photostory" using drawings instead of photographs. This "photostory" was designed to teach the alphabet.

Web source:

<http://digital.library.pitt.edu/cgi-bin/t/text/text-idx?idno=00AEP6688M&view=toc&c=nietz>

## Acknowledgements

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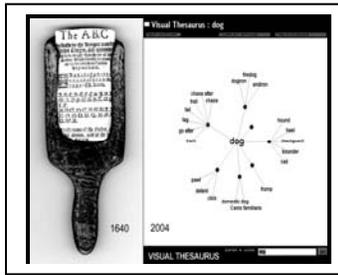


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Cover Image: "HornBook" (left) and one screen from an Internet learning site (right).

*'Dr. Johnson described the hornbook as "the first book of children, covered with horn to keep it unsoiled." Pardon's New General English Dictionary (1758) defined it as "A leaf of written of printed paper pasted on a board, and covered with horn... to learn their letters by and to prevent their being torn and daubed." It was used throughout Europe and America between the late 1400s and the middle 1700s.'* \*

Web sources:

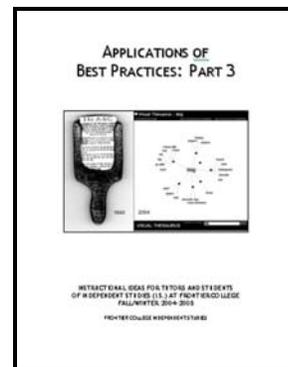
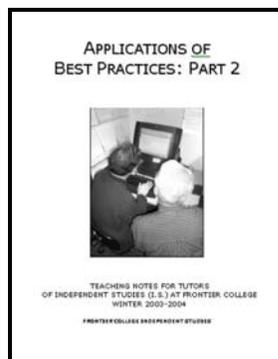
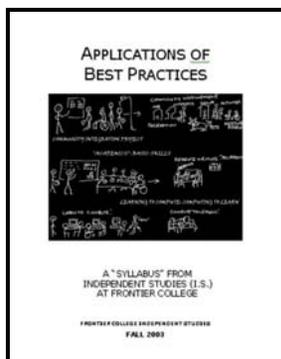
\* <http://www.hbook.com/whyhorn.shtml>

<http://spencer.lib.ku.edu/exhibits/monaghan/case1.htm>

<http://www.visualthesaurus.com/online/index.jsp>

# INTRODUCTION BY DAVID GREIG

This book is the third in the Independent Studies' series called "Applications of Best Practices". These books present instructional ideas and materials for staff and tutors to use with students in our program. The previous books were linked to the classes that we offered in 2003-2004. This book, as well, presents ideas to be used in the classes we will be offering in the 2004-2005 semesters.



The cover image of the current book represents our approach to teaching in Independent Studies. Instructional tools change over the years: from "horn books" (1640) used to teach the alphabet and other simple lessons, to internet sites (2004) used to teach literally anything. Any tool that assists tutors in helping students learn is something that I.S. is interested in trying. We do not have one "method" or one set of instructional tools. We evolve constantly. We integrate our research and learning into our class instruction as soon as it is ready to go. We try things. Some work. Some do not. We learn as much from methods that do not work as we do from methods that do. I.S. is a living laboratory of learning. Our students, tutors and staff are engaged in an ongoing experiment of teaching. It is hoped that this book assists tutors and students with the learning tasks we will work on this year in I.S.

## **Independent Studies Fall 2004-Winter 2005 Courses**

### **Computer Lab: Learning to Compute; Computing to Learn**

You will learn how to use a computer and basic word processing. We have a computer curriculum that you will follow with a tutor and work through the steps to learning computers. If you can demonstrate all the skills from Learning to Compute, you can move on to using the computer to work on other things found on web sites. Staff will advise and assist tutors with finding the web sites to use. Reading and writing elements are embedded into the course.

### **PhotoStories**

An integrated computer learning course for students with basic computer skills. Continuing to develop the use of digital cameras to tell stories, students will work on individual projects based on a theme and create a completed photostory (to be published in the June 2005 I.S. book). Reading and writing elements are embedded into the course.

### **Book Club/Reading Group**

A small group of interested readers will meet weekly to share in their love of books. The group will be responsible for developing the format of their book club. Both novels and short stories could be explored. Questions could be developed to support each member of the book club to gain a greater understanding of the book. Reading and writing elements are embedded into the course.

### **Books on Tape Project**

Students and tutors will both find existing and interesting books on tape for I.S. students to use and will create their own books on tape. Students and tutors will select stories and simplify them on the computer to change some of the

harder words (staff will assist with this). They will record the story into a tape. Then they will print their revised stories and create a clearly labeled resource for other students to use.

### **AlphaRoute: Independent Study (Learning Reading and Writing Using the Computer)**

This course is open to any student who is ready to work on reading and writing activities on the computer. One to one students will work with their tutors on AlphaRoute, as well as students in the Computer Lab who are ready for it.

## **Training Plans**

Remember to fill out training plans with students (and help from staff) to record what students are working on this term.

It is important to students to be able to keep a record of their goals, learning activities and demonstrations of their skills. In Independent Studies, we use a very simple form that helps students identify a learning goal and design a plan to meet that goal. Staff and tutors help the student to fill out their Training Plan with ideas for lessons and methods they can use to reach the goal.

A demonstration of learning is also recorded so that the student and the tutor have something to work towards to show progress towards the goal. Tutors should familiarize themselves with the Training Plan form. Copies are available in paper or electronically. We would like tutors to learn to use the form, at first with the help of staff and eventually on your own with students. Record keeping is something that I.S. staff have done, but now we would like tutors to

assist with this task. Please read through the Training Plan. Staff will be using these forms this term and will explain them more thoroughly in the classes.

**INDEPENDENT STUDIES TRAINING PLAN**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

**1** DISCUSS STUDENT'S GOALS AND RECORD THE GOAL IN THE CENTRE CIRCLE AND THE SKILLS NEEDED TO ACHIEVE THE GOAL IN THE SMALLER CIRCLES (INCLUDE NOTES ON LEARNING ACTIVITIES AND MATERIALS TO USE TO ACHIEVE THE SKILLS)

**2 GOALS & SKILLS TO LEARN**

**3 DEMONSTRATION OF SKILLS LEARNED**

DEMONSTRATION OF GOAL: WHAT WILL THE STUDENT DO TO SHOW THEY HAVE ACHIEVED THE GOAL?

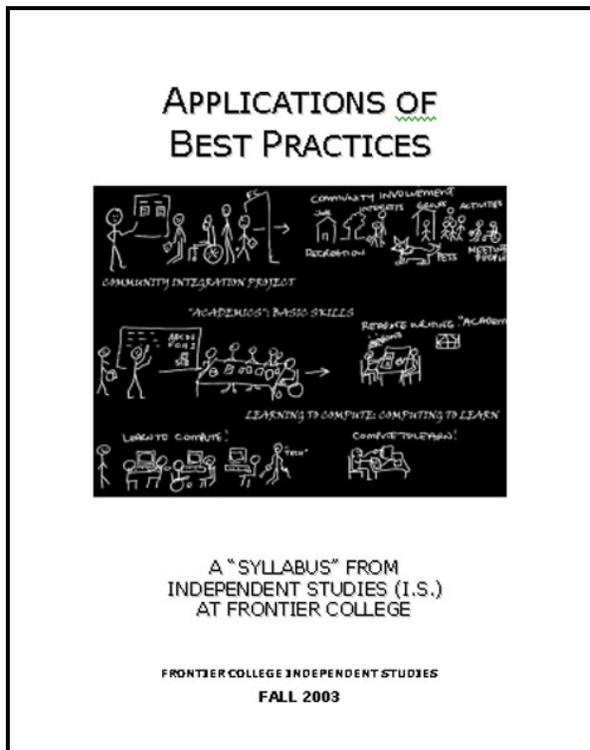
AFTER YOUR DEMONSTRATION **MOVE ON TO A NEW GOAL**

USE THE BACK OF THE SHEET IF NEEDED

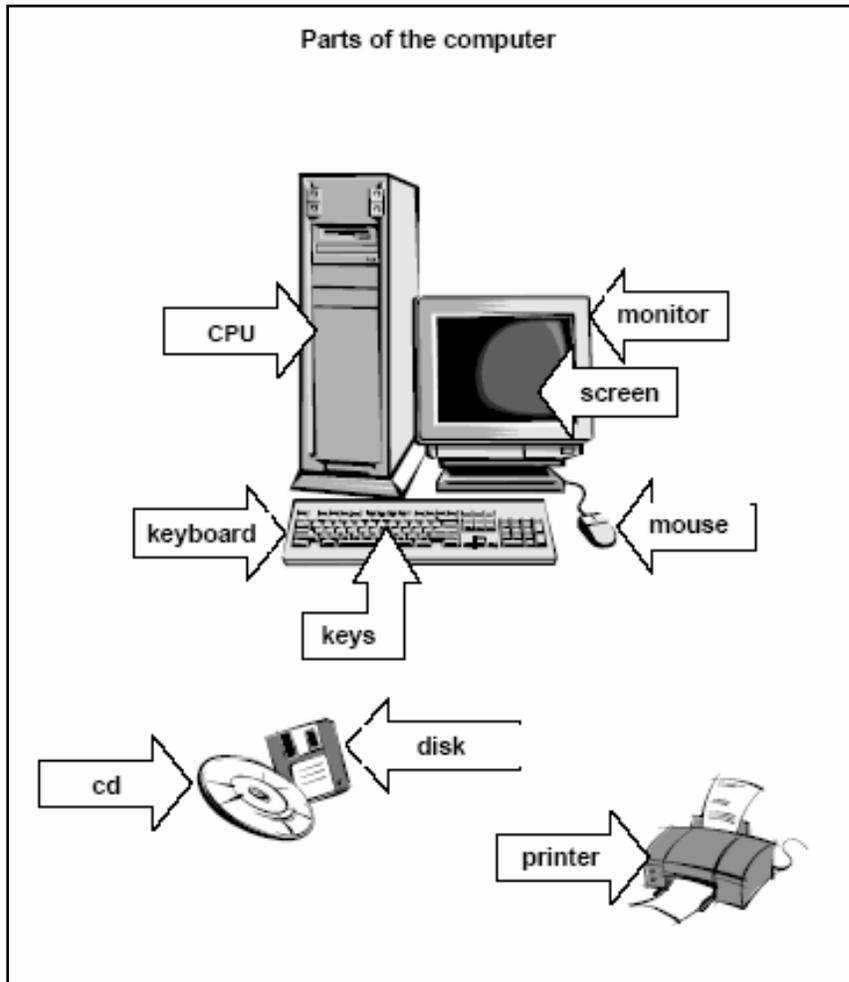
# COMPUTER LAB: LEARNING TO COMPUTE AND COMPUTING TO LEARN

You will learn how to use a computer and basic word processing. We have a computer curriculum that you will follow with a tutor and work through the steps to learning computers. If you can demonstrate all the skills from Learning to Compute, you can move on to using the computer to work on other things found on web sites. Staff will advise and assist tutors with finding the web sites to use. Reading and writing elements are embedded into the course.

A full explanation of this course is found in the Independent Studies' publication shown below. Please ask staff for a copy if you do not have one.



In this course, students learn computer basics. A full syllabus of basic computer skills is provided in the book.



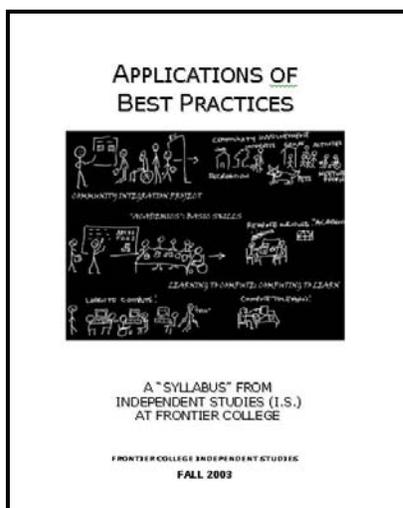
Make sure that students know the computer basics before moving on to more advanced computer projects (like AlphaRoute and Photostories).

# PHOTOSTORIES

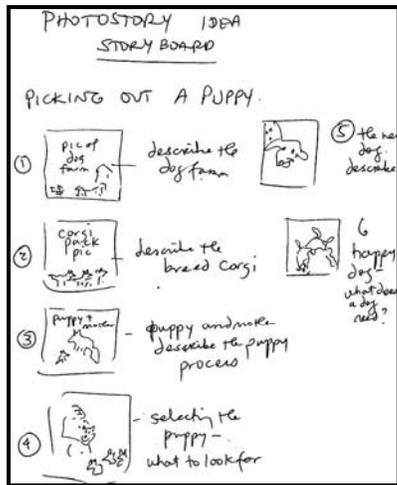
An integrated computer learning course for students with basic computer skills. Continuing to develop the use of digital cameras to tell stories, students will work on individual projects based on a theme and create a completed photostory (to be published in the June 2005 I.S. student Year Book). Reading and writing elements are embedded into the course.

Digital cameras will be used to document a story you would like to write about. The topics for such a project could range from a family memoir to a story on your interest in nature. Students and tutors will learn how to use the digital cameras in the computer lab, step by step, and will then venture into the community to test their knowledge. After the photos are taken and downloaded onto the computer, a story in the form of captions for the pictures will be written to complete the photostory.

The basic steps for creating a photostory are presented in the Independent Studies' publication shown below. Please ask staff for a copy if you do not have one.



## PHOTOSTORY: NEW TECHNICAL INSTRUCTIONS



- 1) Select a theme and create a storyboard of what you are going to say in your photostory and what kinds of photos you need to take.



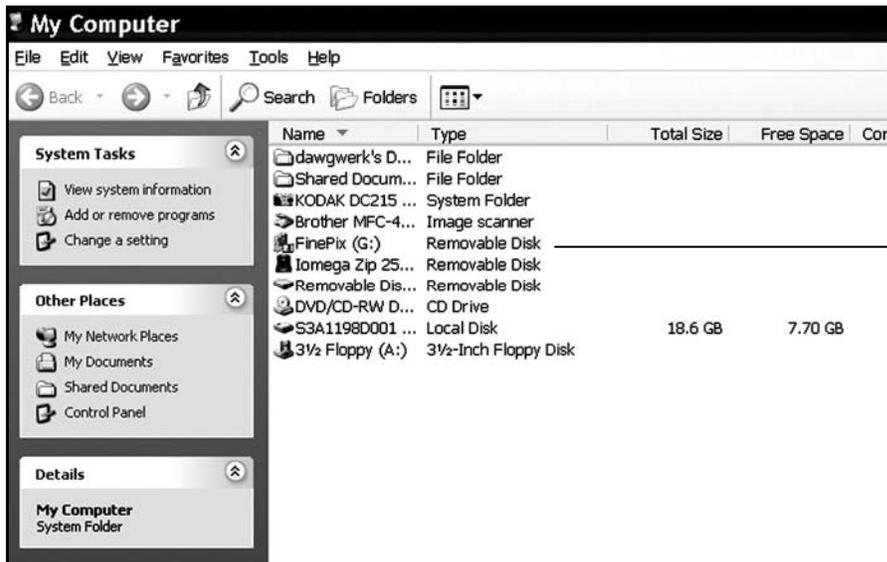
- 2) Take your photos using the digital camera. Tutors and students who have not yet used the digital cameras should ask staff for a brief introduction.

### Suggested Themes for Photostories

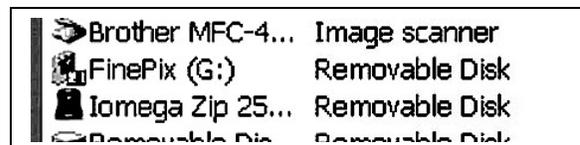
- your family history
- your community
- your neighbourhood
- what I like about Toronto
- interesting places to visit
- museums or art galleries
- hobbies or activities
- people you find interesting and why
- disability issues
- issues that are important to you (environment, pollution, human rights, politics, etc.)
- arts and leisure: music groups, dance companies, theatre, books, fine art
- animals and pets



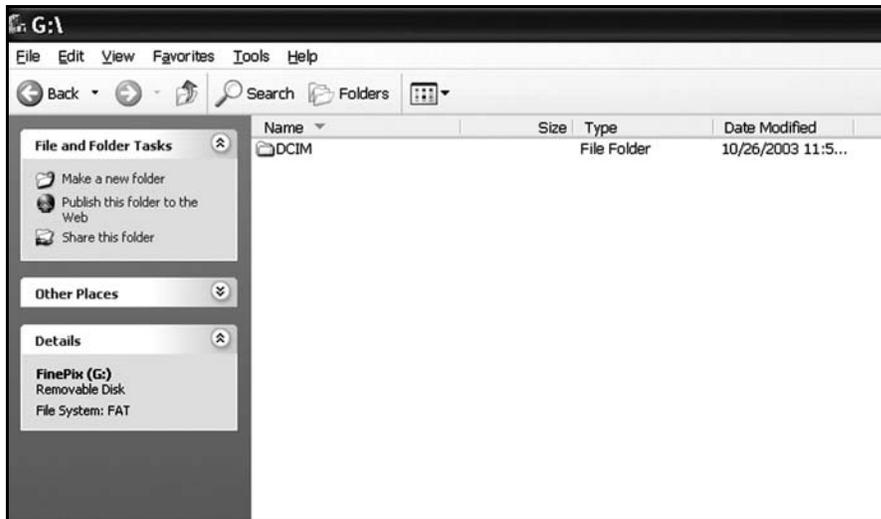
3) To download your pictures from the camera: Plug the camera cord into the computer. Turn on the camera and ensure it is the correct position (the “download” and not the “take picture” mode - ask staff for help with this). Go to “start” on your computer and go to “My Computer”. The screen below will appear.



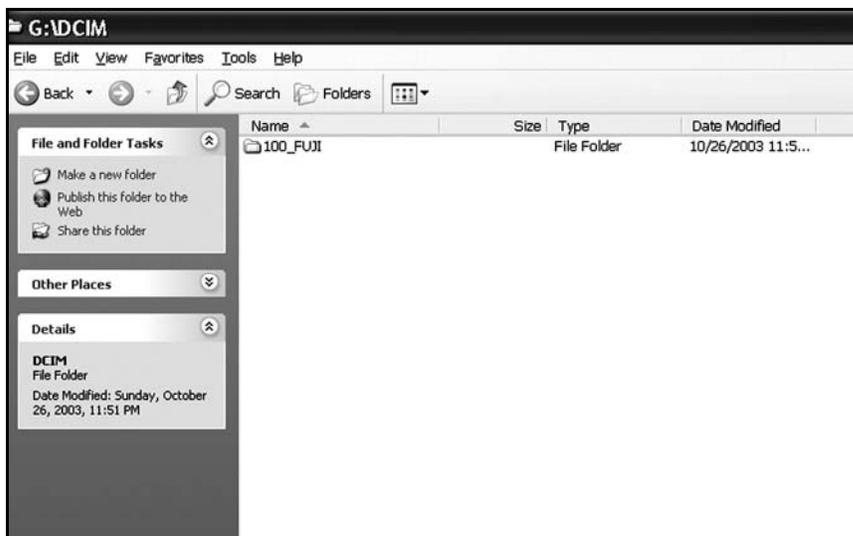
You will see an icon for FinePix - this is where you click to access the pictures in the camera. There are other ways to access the pictures but this way is the most reliable. A close up of the FinePix icon is below.



4) When you click on the FinePix icon, the following screen will appear. Click on the icon that appears "DCIM".



This will bring up the next screen with the icon "100\_FUJI". Click on this icon to go to the next screen with the actual pictures in the camera.



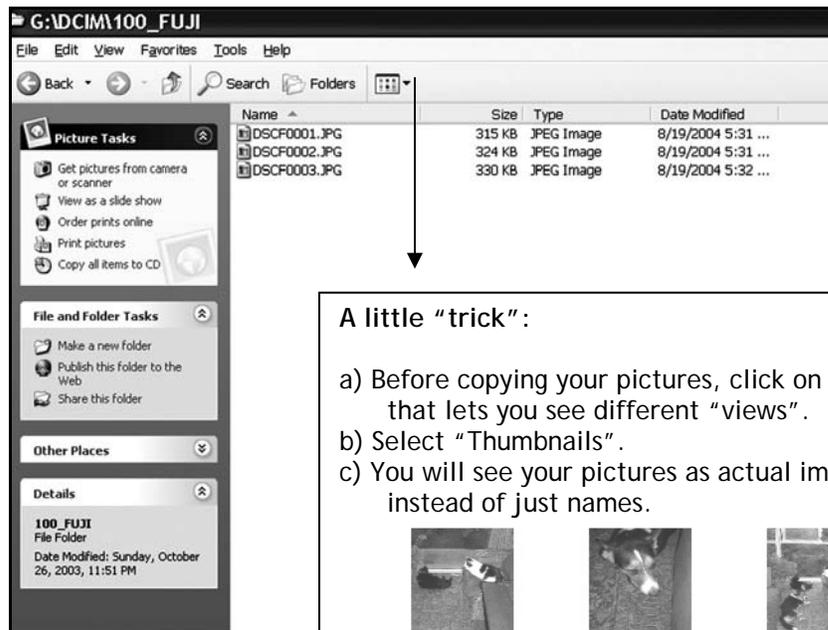
5) This screen shows you the pictures that are in the camera. In this example, there are three pictures. They always have names with "DSCF...". You can rename them later. Go to "EDIT" and "select all". Now you are ready to save your pictures to your own folder.

a) select "Edit"



b) Chose "select all" (all the files will be highlighted)

c) Chose "copy" and the next screen will appear



A little "trick":

a) Before copying your pictures, click on this icon that lets you see different "views".

b) Select "Thumbnails".

c) You will see your pictures as actual images instead of just names.



DSCF0001.JPG



DSCF0002.JPG



DSCF0003.JPG

This is helpful to see how your pictures came out before you copy them to a folder.

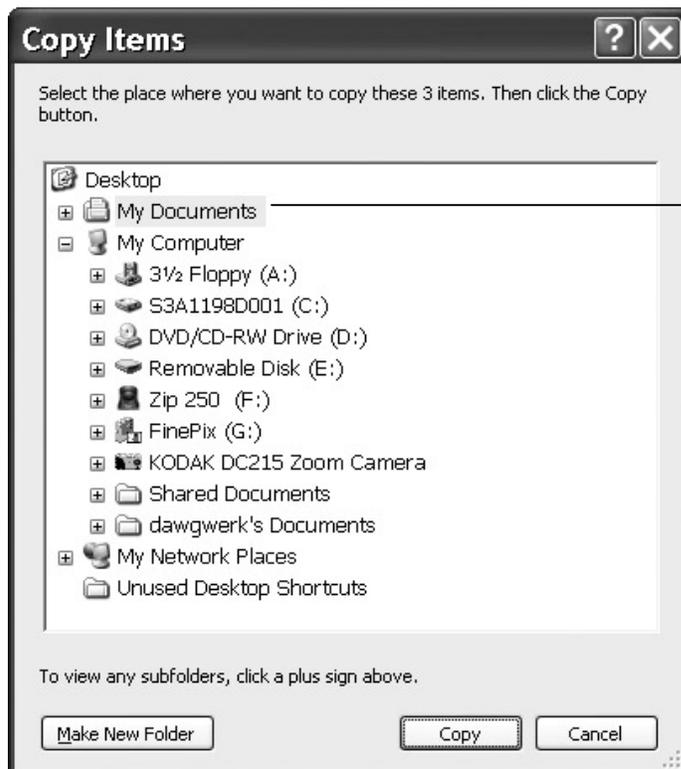
**Note:** Please ask for help with this task the first few times you try it. It is very important that all the pictures you take are stored directly out of the camera into a folder. The reason for this is technical. All the pictures are taken at a very high resolution. This ensures that they are very good pictures. The camera is set to do this automatically. If you take the pictures and simply cut them into Word from the camera (as we did last year), you will lose the resolution and they will not be very good pictures. You have to store them in a folder so they can be printed for publication later.

**6) This screen appears so you can select where to store your pictures.**

Select "My Documents". You will have previously created a folder in My Documents with your name on it. (Ask staff how to do this before you begin this process of downloading pictures OR follow the instructions if you are familiar with doing this task.)

Once you copy the pictures into your folder, you can go back to the previous screen and delete your pictures from the camera using the "Delete" icon. Do NOT do this until you are sure your pictures are copied properly into your folder.

Once in your folder you can rename the pictures properly. Ask staff how to do this or follow the instructions if you are familiar with renaming files.



Select "My Documents" and go to your own folder or create one with your name on it. Then save your pictures there.

**7) Now you are ready to create your Photostory using the process described in the book "Applications of Best Practices". Have fun!!!**

## **BOOK CLUB/ READING GROUP**

A small group of interested readers will meet weekly to share their love of books. The group will be responsible for developing the format of their book club. Both novels and short stories could be explored. Questions could be developed to support each member of the book club to gain greater understanding of the book. The book club is a wonderful opportunity to explore many Canadian authors as well as other authors that appeal to the group. Reading and writing elements are embedded into the course.

### **Learning Outcomes embedded in the Book Club Project**

- reading awareness
- decoding
- reading comprehension
- self-direction (organization, time management)
- group work
- interpersonal skills
- communication skills
- speaking and listening
- learning about life issues and literature

### **Process suggestions**

- Book Club members select themes for books.
- Staff and tutors research books on the selected themes that are easier to read.
- Staff, tutors and students begin to read the book and discuss their reading with the group.
- The group records the book discussions in a creative manner.

**Tutors should read and use the reading strategy suggestions that follow to assist students with reading for meaning (comprehension).**

## READING STRATEGIES

Source: <http://www.ceap.wcu.edu/ReadingCenter/ReadingStrategies.html>

### READ TO STUDENTS

Read aloud to students from the selected book. Stop and talk about what you have just read. Talk about any part of the story that you want. Point out different aspects of the story. For example, see how the pictures help tell the story; or talk about the words (vocabulary) used; or discuss what might happen next; etc. Practice reading out loud and talking about what you read with students to get them into the “flow” of the story.

### UNINTERRUPTED READING

Remember that the most important aspect of reading is getting meaning from what is read. If you have a reader who is making reading miscues (unexpected responses or mistakes) that involve meaning, do not interrupt by “jumping on” the error, except when the miscues do not make sense. If a reader reads the sentence, “The **horse** ran down the road” as “The **pony** ran down the road”, do not “correct” them immediately. That sentence made sense in the context of the story and did not impede the flow of the meaning. But if the student reads, “The **house** ran down the road,” ask if that made sense. Then ask them to reread the text to make it sensible. If the reader says it did make sense, ask them to reread it anyway because it didn't make sense to you, the listener. Focusing readers on the task of reading to make sense is what is most important. As you go along, make a note of the miscues. You can focus on phonics and vocabulary exercises later as a separate activity.

## **SKIP AND GO ON**

Too often we have readers who will not take any kind of risk in an attempt to read something unknown. They use no other strategy than sound-it-out or ask for help. So, when a reader comes to something they don't know and cannot identify, after a very brief sounding out attempt (no more than a couple of seconds), ask them to skip the unknown word (phrase, concept, etc.) and read on to try to gain the meaning through the context of the rest of that sentence or maybe several of the following sentences to help determine the unknown word. Or suggest that they reread the previous context to help find the meaning of the unknown word. Sometimes just hearing the rest of the sentence or the beginning of the sentence again provides enough information to give a clue to the unknown word. This is an automatic strategy used by efficient and proficient readers. Since reading is a meaning construction process, knowing how to say the specific word is much less important than knowing what the sentence says in this particular context.

## **PREDICT TO MAKE SENSE**

When the reader comes to something they don't know and are unable to identify the unknown word through a very brief sounding out attempt, ask them to skip the word and go on. If they are uncomfortable skipping words entirely, try covering the unknown word up with your finger. Then ask the reader to predict a substitute word that would make sense. You can narrow the possible predictions by focusing the reader on the beginning sound of the unknown word. For example, the sentence might say "The man fell off the ship and into the ocean and swam to shore", and the reader does not know the word "ocean". There may be enough context in the first part of the sentence to predict a meaningful substitution. If not, you would encourage the reader to read the rest of the sentence to gain more meaning from context to help predict the unknown word. Ask them what would make sense there or what

word that starts with “o” would make sense. The reader may use picture cues, previous context, sound-symbol relationships (phonics), background knowledge, syntax (intuitive sense of how language should sound) and previous experiences (which make up all of the linguistic knowledge they possess) to predict something that will make sense at the sentence level and at the whole story level.

### **MODIFIED CLOZE PROCEDURE**

The modified cloze procedure is also a way that readers can practice these strategies. To use this procedure block out words that could easily be predicted based on meaning and replace them with a blank. Photocopy the page of the book first of course! With the unknown words eliminated, the non risk-taking reader should be more willing to try to predict instead of sounding out. This will help the reader gain confidence when they see that the word does not need to be in place for there to be a meaningful substitution. You can also block out all but the beginning sound of a word, which will narrow the possible predictions.

### **LINE MARKER**

Some readers have trouble focusing on lines of text or get distracted when there are several lines. Have the reader use a word or line marker such as a pencil, index card or a finger to act as a guide to help stay on track with the text as they read. The marker will help the reader focus on phrases or chunks of language that will help with fluency. It will also help the reader focus on the beginning sound, which will help with predictions more than middle or end sounds do.

## **RETELLING**

After the reader has completed a piece of text (a story, chapter, article, etc.) or at any good "stopping" point along the way, have them pretend that you were not there listening and have them retell you what they read. If they have problems retelling all of the text, stop them along the way and have them tell you about what they have read so far. The reader can also make predictions about what will happen next. Again, the most important aspect of reading is understanding what is read. This retelling strategy will give you a very good indication whether the reader has comprehended, even if they have made many miscues.

## **RESPONSIVE WRITING TO CHECK COMPREHENSION**

Ask the reader to write about the parts of the story that they liked best and share that writing with you. This will be a first draft effort, so again the focus is on meaning. You can vary open ended questions in any way including what they would do to change the story, what the reader liked best or least about the story, what they would do if they were the main character, what they would ask the author, etc. Try to keep the questions open-ended and conversational.

## **REREADING FOR CLARITY**

There are many things that will help a reader develop fluency. Encourage them to reread several pieces of text that they feel comfortable with. Each time they reread the piece, the reading will become more comfortable and make the reader more sure of themselves. These "warm-up" pieces of text will make the reader feel good and confident about their reading.

## **ECHO/PARTNER READING**

Echo reading involves the reader and the tutor reading a story together out loud. This way, the reader gets to move along with the flow of the story and sees and hears unfamiliar words as you both read along. This is a very effective and traditional method in literacy.

## **READING TO OTHERS**

Having the reader read to other students and tutors or read into a tape recorder to share with other readers can help them achieve the fluency needed to develop good comprehension. This encourages reading "for a purpose," and can help readers understand that they must read aloud for meaning so that the story can be understood by their listening audience.

## **PREVIEWING A TEXT**

Previewing a text can be an excellent strategy for familiarizing the reader with text. Previewing involves looking at pictures, graphs, charts, chapter questions, etc., to gain vital information from text. It also allows the reader to see if the content is something they already know something about. If it is, previewing can help make those connections.

## **JOURNAL WRITING TO REVIEW COMPREHENSION**

Journal writing can benefit all readers and writers because it connects both reading and writing. After reading a story both you and the student can express your thoughts about what you have read in a journal. Topics that you can write about vary and can include such things as what you liked/disliked about the story, your favorite character, what made the reading hard/easy for you, etc.

## Reading Strategy Checklist

Photocopy this page to use as a guide when you are reading with students. Make a note of the strategies you use. Use the following page to record other reading strategies that you find effective.

- READ TO STUDENTS
- UNINTERRUPTED READING
- SKIP AND GO ON
- PREDICT TO MAKE SENSE
- MODIFIED CLOZE PROCEDURE
- LINE MARKER
- RETELLING
- RESPONSIVE WRITING TO CHECK COMPREHENSION
- REREADING FOR CLARITY
- ECHO/PARTNER READING
- READING TO OTHERS

- PREVIEWING A TEXT
  
- JOURNAL WRITING TO REVIEW COMPREHENSION

RECORD/DESCRIBE OTHER READING STRATEGIES TO USE WITH THE BOOK CLUB

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## BOOKS ON TAPE

Students and tutors will both find existing and interesting books on tape for I.S. students to use and will create their own books on tape. Students and tutors will select stories and simplify them on the computer to change some of the harder words (staff will assist with this). They will record the story into a tape. Then they will print their revised stories and create a clearly labeled resource for other students to use.

Note that this course is new and so there is no one correct way to approach it. The idea presented here is one way to get started, but there are many ways to create books on tape. There are also many internet sites about **Books on Tape** (also called **Audio Books** or **Talking Books**) that can be useful for ideas. Do a Google search of any of these phrases and do some research on other methods.

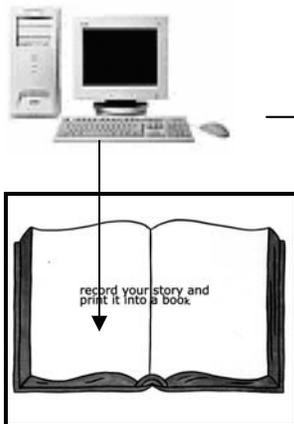
### Step 1



Work with a student to select a short magazine article on a topic that is of interest to the student. (Sports, art, music, politics, etc.)

Read the article through with the student. Read it again to focus on the main elements of the story.

### Step 2



Discuss the main points of the story and what should be included from the article in your taped version.

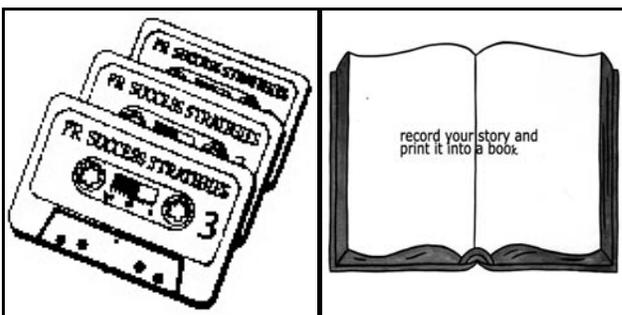
Work together using the magazine article for reference and for quotes. Rewrite the article using Word on the computer. Simplify the story into language that other students will understand. Use the suggestions at the end of this section as guides to simplifying stories. Keep going until you have a brief and clear version of the original article.

### Step 3



Next, take a tape recorder and a blank cassette tape. (You can obtain these from staff.) Take a printed copy of your simplified magazine article and have the student practice reading it out loud to make sure they can read it and say it clearly. You will take turns recording the story. Decide which parts of the story will be recorded by the tutor and which parts by the student, and highlight these in some way. Take turns, tutor and student, taping your story into the tape recorder. Speak clearly and loudly enough to be heard. Check the recording level after a sentence or two to ensure it is recording you correctly. Then finish reading your story into the tape recorder.

### Final Step



Label your audio tapes with the title of the story. Label your story clearly to match the tape title. Give the finished tape and "book" (the photocopied pages you printed from the computer) to staff to put in a package for other students to use. Go on and make another Book On Tape!

## TIPS FOR CREATING GOOD EASY-TO-READ STORIES

Web source: <http://www.lstiftelsen.se/stiftelsen/english/about.html>

### About easy-to-read books

The aim of easy-to-read publications is to write simply and understandably, but at the same time in an adult and varied manner, and to use a combination of text and pictures. To achieve this, we try to take into consideration the content, language, pictures and the graphic layout.

### Content

An easy-to-read text should have concrete content, usually with a simple storyline. Few people and places are involved. The course of events is usually described in chronological order; there are no jumps in time such as from present to the past. Naturally the same criteria apply to easy-to-read texts as to other texts: if the reader considers the content to be interesting, then it is easier to read the text.

### Language

The language should also be concrete. Long, unusual words should be avoided, as well as concepts that may have two meanings. "He is a big actor" may mean that he is a large man or that he is well known. Some of our readers often understand concepts in a concrete manner (the actor is a large man) instead of abstractly ("big" meaning "well known" is an abstract idiom). Neither do we use figurative language such as "castles in Spain" in easy-to-read texts, since such phrases can be interpreted literally. Active verb forms are preferred: "they employed two people" rather than "two people were employed". We often choose to write two short sentences instead of using subordinate clauses.

Also, you cannot assume that all readers are aware of places and countries or dates. Such information must be placed in context: Instead of "1932 was when the Axis Forces began organizing" use something known, "1932 was when grandmother was young".

### **Pictures**

Pictures are important in easy-to-read texts. Concrete pictures should illustrate clearly what a thing looks like, without irrelevant details and strange angles.

### **Layout**

It is important for form and layout to be well thought through. It is easier for the reader to absorb information if text and pictures are presented as clearly and with as much space as possible. Running text written with CAPITAL LETTERS or in *italics* is difficult to read. Many readers have difficulty in noticing periods and reading long lines. An easy-to-read text is thus often written with short, concrete, active sentences. A new line starts at a natural point in the sentence, and always after a period. The reader can then make a pause at the proper place.

## ALPHAROUTE: ONLINE LEARNING

This course is open to any student who is ready to work on reading and writing activities on the computer. One to one students will work with their tutors on AlphaRoute, as well as students in the Computer Lab who are ready for it.

### Introduction

AlphaRoute is an online learning web site. It is complicated at first because there are so many parts to it. To simplify matters, we are presenting an overview of AlphaRoute in three sections:

Section 1: This section is for I.S. Staff (called “Assessors” in AlphaRoute language). It is included because eventually tutors may perform some of the functions here. This section describes how to add learners and tutors (called “Mentors” in AlphaRoute language) and give them passwords and so on. Tutors can read this section to be aware of the “bigger picture” of AlphaRoute.

Section 2: This section is for Tutors (Mentors). This section will describe how you can access learners’ files and information. It also provides a brief overview of your role as Mentor. Note that a lot of the functions of AlphaRoute are not described in this book as they are not necessary for beginning users. When we all have more experience with AlphaRoute, we will provide more detailed notes on other functions. This section will also show you the main screens that learners use in AlphaRoute.

Section 3: This section is for learners. It presents the precise steps learners need to take to get into the AlphaRoute site and begin to work on learning activities.

AlphaRoute is presented using a “village”. In each of the areas of the village, there are links that take learners to a different part of AlphaRoute. We will describe the main areas in the following sections. The main areas we will present are the Resource Centre where all the learning activities are found (and which is labeled 1, 2, 3, 4, 5 for Levels of difficulty) as well as the Employment area where there are interesting learning activities. The other areas will not be described in detail as they are not necessary for learners and tutors to get started using AlphaRoute. As you learn to use AlphaRoute, you can explore it further.

### The AlphaRoute Village



## SECTION 1: ALPHAROUTE INFORMATION FOR ASSESSORS (STAFF)

Overview of the first step: AlphaRoute Learner and Mentor Registration Centre

### Logging in as an Assessor

You use the AlphaRoute registration tool to register learners.

The information stored in the AlphaRoute Registration Centre is restricted to agency assessors and trained mentors. This protects the personal learner information stored there.

Only agency assessors can register new learners into AlphaRoute and only for their agency. Mentors can view and modify only the registration data for the learners that have been assigned to them.

Mentors access their learners' registration information through the Mentor Toolkit (described in Section 2).

Agency assessors access the AlphaRoute Registration Centre at:

<http://english.alpharoute.org/reg>

This is the agency login screen for the AlphaRoute Registration Centre.



Type in the Centre's Code and Password in the boxes.

(Obtain the code and password from I.S. Program Manager.)

Click on the Enter button to continue.

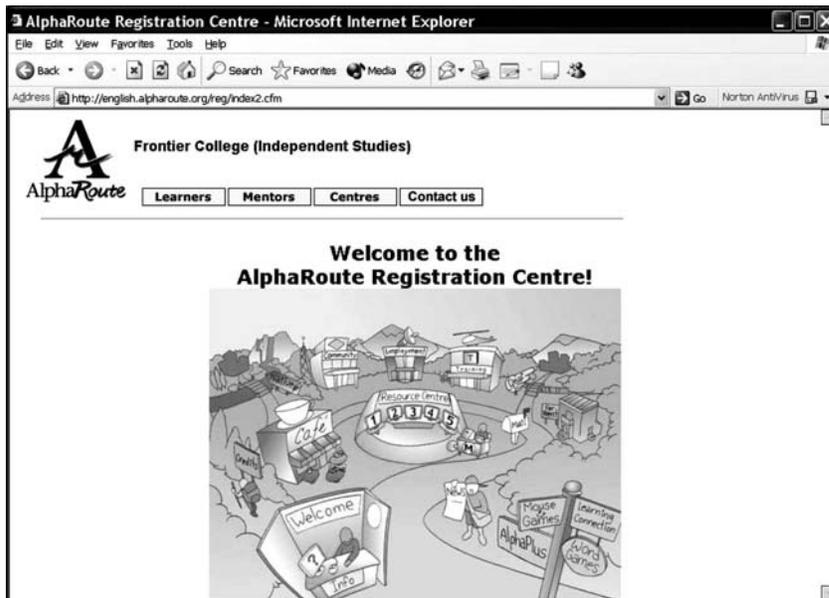
## Choosing a Registration Function

Agency assessors logging in to the AlphaRoute Registration Centre are presented with four menu choices:

- Learners
- Mentors
- Centres
- Contact us

Scroll on the buttons to see the menu options.

## AlphaRoute Registration Centre Homepage



## Register a New Learner

All learners at your agency who will be using AlphaRoute need to be registered in the AlphaRoute system. Learners are registered by the agency assessor(s).

The learner registration process creates a unique user name and password for each learner so they can log in to the AlphaRoute learning area.

Registration also assigns the learner an agency mentor. For registered learners a personal on-line portfolio is created to keep track of their learning activities. The learning activities are scored automatically or evaluated by the learner's mentor.

An agency registration of a learner triggers AlphaPlus to create an AlphaRoute email address for the learner as well as subscribe the learner to the Café. Registered learners are granted full access to the AlphaRoute learning environment. Learner registration data is confidential to your agency, and accessible only through the AlphaRoute Registration Centre.

There are three main steps to the registration process.

### Step 1: Select Add learner(s)

From the drop down Learners menu, click on Add learner(s). An on-line data entry form will appear.



### Step 2: Fill in Personal Data

Fill in the PERSONAL DATA details for your learner in the spaces provided. All fields identified with an asterisk \* are required. Check with I.S. Program Manager about "Domains" (check all three) and "Levels" (all students are recorded as Level 1).

### Step 3: Assign User Information

In the middle of the AlphaRoute registration form is the **User Information** section. This is where you create the unique user name and password for your learner.

Create a user name by placing the learner's surname initial behind their given name, for example David Greig's user name is davidg (to add another learner whose user name would be davidg, add a number or the next letter of their surname to the end, davidg1 and davidg2.) Add your LBS agency number and site number to the learner's user name, davidg11601. (**Independent Studies MTCU LBS site number is 11601.**) This is mandatory and will ensure each learner a secure personal identification within the AlphaPlus database.

AlphaRoute Learner Registration - Microsoft Internet Explorer

Address: http://english.alpharoute.org/reg/registrant.cfm

Domain(s)\*  Communications  Numeracy  Self-direction and Self-management

Internet Experience:  None  Some  Quite a bit  A lot

**USER INFORMATION**

Your LBS agency number & site number is 11601.

User Name\*:   
(max. 15 characters: first name + 1<sup>st</sup> letter of last name + LBS agency number + site number)

Password\*:

Repeat Password\*:

Mentor\*:

Centre: Frontier College (Independent Studies)  
35 Jackes Ave. Toronto, ON M4T 1E2  
Tel: (416) 923-3591  
Fax: (416) 323-3522

**AlphaRoute Training Plan**

Do you wish to complete the AlphaRoute Training Plan at this time? (There are 10 steps to this process.)  
 Yes  No

It is strongly recommended that you complete the AlphaRoute Training Plan with all learners as this will generate their Personal List of Activities, their unique path within the AlphaRoute site. If you wish to do this

Create the learner's password. Use the learner name (davidg) as the password as it is easier for everyone involved to remember. Passwords must be between 5 and 8 characters in length, and do not contain spaces or punctuation. If the learner's name is longer than 8 characters, abbreviate it. Retype the password in the Repeat Password box to confirm its spelling.

Learner's user names and passwords are recorded in the database and can be accessed by you or the mentor using the Check learners' passwords option from the Learner menu. Changing a user name and password is complex. **These changes can only be done by AlphaPlus technical staff.** So pick a user name and the same name as password and stick to it.

**Assign one of your agency's mentors to the learner.** The names of the mentors for your agency will appear as a drop down list in this field after the mentors have been added by the Assessor.

### **AlphaRoute Training Plan Now or Later?**

Note: We will **not** be creating AlphaRoute Training Plans at this time as it is too complicated. We will use our own paper Training Plans (the "circles") for now.

### **Delete and Undelete a Registered Learner from the AlphaRoute Database**

#### **Modify a Registered Learner's Registration Data**

Please do not modify information without speaking with the Program Manager. More information on these and other processes are available in paper copy from the Program Manager.

#### **Troubleshooting**

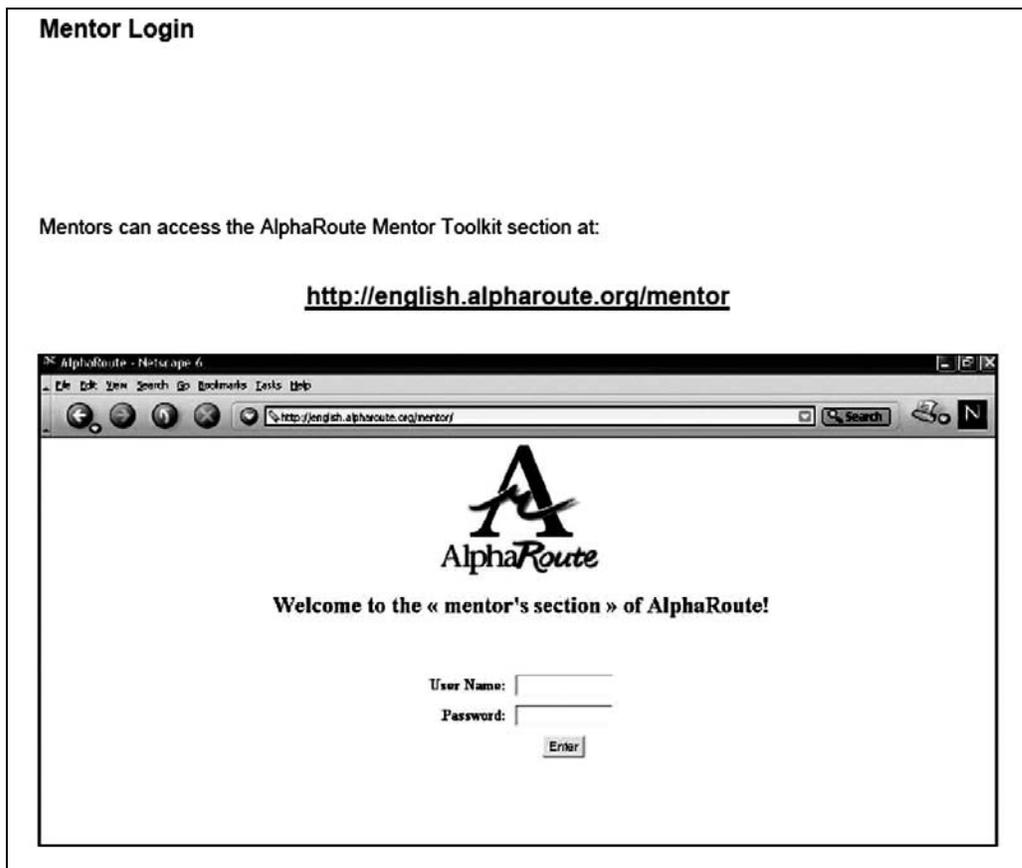
For technical assistance with the AlphaRoute Registration Area, to remove a learner's registration data, or if you lose a learner's password, call the Technical Help Desk at AlphaPlus Centre at (416) 322-1012, ext. 250 or toll free 1-877-772-2345

## SECTION 2: ALPHAROUTE INFORMATION FOR MENTORS (TUTORS)

This Section will present all the main screens that you need to know about to navigate AlphaRoute. Tutors should first log into the Mentor area of AlphaRoute. You can access everything from here. Please obtain your User Name and Password from the I.S. Program Manager. **Begin at:**

<http://english.alpharoute.org/mentor>

Log into AlphaRoute and use the notes in this book to follow along and learn about the major elements of AlphaRoute as you visit each screen presented.



This is an explanation of the main buttons that are found in AlphaRoute.

## Mentor Toolkit Screen

Mentors have their own specially designed section of AlphaRoute where they can access all the tools and resources they need to serve as effective mentors. This area is called the Mentor Toolkit. When you login to this area you will see the **My Learners** page automatically:

### Left Menu Buttons

The Mentors Toolkit has a left frame containing a series of buttons to connect mentors to the tools and resources they need. Below is a description of what each button does.



The starting screen opens to this page automatically when you login to the Mentor Toolkit. It lists all your matched learners. Each learner name is a hyperlink to their personal learning portfolio. Before clicking on a name, click the radio button to decide what type of activity result you want displayed. You can choose to display only the *last attempt* for each activity, or *all attempts* for each activity. You can also choose to examine a learner's personal word list. You may set the date fields with the range of dates you want displayed. The date of your last check in will automatically be displayed in the *From:* field and today's date will appear in the *To:* field. You can change the dates by clicking in the boxes and changing the numbers.

The yellow happy face 😊 with a learner name indicates that the learner has completed at least one activity since the last time you logged into the mentor toolkit. Once you set up the criteria outlined above, click on the learner's name to display their portfolio in this window.



This button launches a new window taking you into the main AlphaRoute activity learning area. This will be the page normally presented when a learner logs into AlphaRoute. You will need to maximize this window in order to see the full content. (Note: Refer to the AlphaRoute Components section for further details on this interface.)



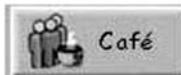
This button launches a new window containing the AlphaRoute Training Plan page. This is similar to the page seen when an Assessor logs into the Registration tool, except there are only two options available to mentors: you can either *modify a learner's registration data*, or *complete/modify a learner's AlphaRoute Training Plan*. (Note: Refer to the AlphaRoute Registration Centre section on using Training Plan for further details on these tools.)



This button opens this AlphaRoute User Guide (the document you are reading now). You can either read it on-line or print it out.



This button launches the AlphaRoute Mentor email program in a new window. It allows you to read and send email messages to and from other mentors and your assigned learners.



This button launches the AlphaRoute Café in a new window.



This button produces the Activity Search screen where you can search through the entire collection of Anglophone learning activities in the database. Options for searching include by *theme*, *level*, *category* or *domain*. You can also view the *A.I.B. Notes* for each activity from this screen.

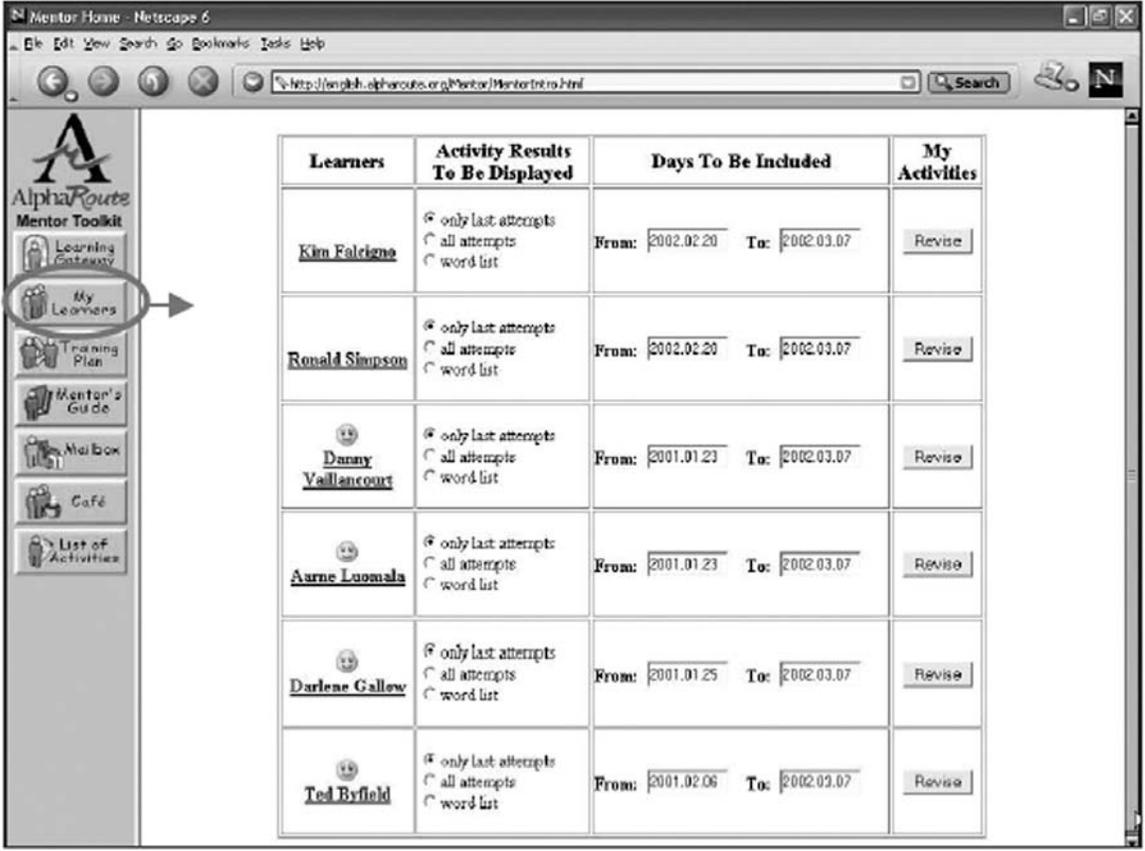
Mentors can keep track of student's learning activities using the "My Learners" screen.

### My Learners Screen



When you log into the Mentor Toolkit area of AlphaRoute you will see this page automatically. This page is how you access both your learner's portfolio and their personal word list.

Example of a My Learners screen:



Learners	Activity Results To Be Displayed	Days To Be Included	My Activities
<a href="#">Kim Falgout</a>	<input checked="" type="radio"/> only last attempts <input type="radio"/> all attempts <input type="radio"/> word list	From: 2002.02.20 To: 2002.03.07	<a href="#">Revise</a>
<a href="#">Ronald Simpson</a>	<input checked="" type="radio"/> only last attempts <input type="radio"/> all attempts <input type="radio"/> word list	From: 2002.02.20 To: 2002.03.07	<a href="#">Revise</a>
<a href="#">Danny Vaillancourt</a>	<input checked="" type="radio"/> only last attempts <input type="radio"/> all attempts <input type="radio"/> word list	From: 2001.01.23 To: 2002.03.07	<a href="#">Revise</a>
<a href="#">Aarne Luomala</a>	<input checked="" type="radio"/> only last attempts <input type="radio"/> all attempts <input type="radio"/> word list	From: 2001.01.23 To: 2002.03.07	<a href="#">Revise</a>
<a href="#">Darlene Gallow</a>	<input checked="" type="radio"/> only last attempts <input type="radio"/> all attempts <input type="radio"/> word list	From: 2001.01.25 To: 2002.03.07	<a href="#">Revise</a>
<a href="#">Ted Byfield</a>	<input checked="" type="radio"/> only last attempts <input type="radio"/> all attempts <input type="radio"/> word list	From: 2001.02.06 To: 2002.03.07	<a href="#">Revise</a>

Note that the example above has six learners. Your "My Learner" screen will only have the one or two students you are working with.

When your student is registered and has completed one or more activities, you will be able to access the “Learner Portfolio” screen. This screen presents a snapshot of all the activities the student has done so you can track their learning.

## Learner Portfolio Screen

Individual learner portfolios are accessed by clicking on a learner name from the **My Learner's** page after a date range and either *all attempts* or *most recent attempt* has been selected.

The learner portfolio tracks each learning activity that is attempted by the learner. An attempt is recorded when the learner clicks on the **Check answers** or **Save to portfolio** button in an activity. If a learner does not click one of these buttons the attempt is not registered in the database and will not be displayed in their portfolio. Activities from the **More Stuff**, **Newspaper Dude**, **Training**, and **Employment** sections of AlphaRoute do not write to the portfolio.

Learner portfolios are only accessible by the learners themselves and their assigned mentors. The portfolio display for mentors is only slightly different than how a learner sees it.

Example of the main portfolio screen for a sample learner as seen by a mentor:

The screenshot shows a web browser window titled "Mentor Home - Microsoft Internet Explorer". The address bar shows "http://english.alpha-route.org/Mentor/MentorIntro.html". The main content area is titled "Activities Completed For Ronald Simpson" and contains a table with the following data:

Date	Activity	Notes	Score	Go To
Jan 28, 18:57	<a href="#">Learning Area 1, Grammar/Groups of Words Have a Name: A First Look at Nouns and Verbs</a>		100%	<a href="#">Go To</a>
Jan 28, 19:02	<a href="#">Learning Area 1, Grammar/Nouns: Matching the Words to the Pictures</a>		100%	<a href="#">Go To</a>
Feb 27, 17:18	<a href="#">Learning Area 1, Grammar/Identifying Proper Nouns and Pronouns</a>		0%	<a href="#">Go To</a>
Apr 22, 04:21	<a href="#">Learning Area 2, Geometry/A Map of Northwestern Ontario: A Puzzle</a>	<a href="#">Notes</a>	100%	<a href="#">Go To</a>
Apr 22, 04:30	<a href="#">Learning Area 3, Geometry/A Map of Northwestern Ontario: Determine the Co-ordinates</a>	<a href="#">Notes</a>	0%	<a href="#">Go To</a>

Below the table is a "Refresh Screen" button. On the left side of the page, there is a sidebar with the "AlphaRoute Mentor Toolkit" and several navigation icons: Learning Gateway, My Learners, Training Plan, Mentor's Guide, and Mailbox.

There are many functions of the Learner Portfolio. We will not be using many of them this term. Familiarize yourself with this area and ask staff if you have any questions about the Portfolio.

Address: <http://english.alpharoute.org/Mentor/MentorIntro.html> Go Links »

Activities Completed For *Ronald Simpson*

Date	Activity	Notes	Score	Go To
Jan 28, 18:57	<a href="#">Learning Area 1, Grammar/Groups of Words Have a Name A First Look at Nouns and Verbs</a>		100%	<a href="#">Go To</a>
Jan 28, 19:02	<a href="#">Learning Area 1, Grammar/Nouns: Matching the Words to the Pictures</a>		100%	<a href="#">Go To</a>
Feb 27, 17:18	<a href="#">Learning Area 1, Grammar/Identifying Proper Nouns and Pronouns</a>		0%	<a href="#">Go To</a>
Apr 22, 04:21	<a href="#">Learning Area 2, Geometry/A Map of Northwestern Ontario: A Puzzle</a>	<a href="#">Notes</a>	100%	<a href="#">Go To</a>
Apr 22, 04:30	<a href="#">Learning Area 3, Geometry/A Map of Northwestern Ontario: Determine the Co-ordinates</a>	<a href="#">Notes</a>	0%	<a href="#">Go To</a>

Refresh Screen

The learner name is included in the page title and their learning activities are listed according to the search criteria you specified on the previous screen (*last attempt* or *all attempts* and date range). Activities are organized in alphabetical order with the level 1 activities at the top of the page, and the level 5 at the bottom. For multiple attempts at the same activity, results are further sorted by the date column with most recent attempt at the bottom of the list. Each activity is date and time stamped, as shown in column one in the figure above. This date stamp is assigned at the moment when the **Check answers** or **Save to portfolio** button is clicked by the learner.

The title of each activity is shown in the next column as an underlined hyperlink. The reference to *Learning Area* designates the level of the activity (1 to 5). If you click on an activity title its **Activity Results** window will appear allowing you to see the detailed feedback screen for it.

Many activities have mentor notes which you can read by clicking on the word **Notes** if it appears listed next to the activity title.

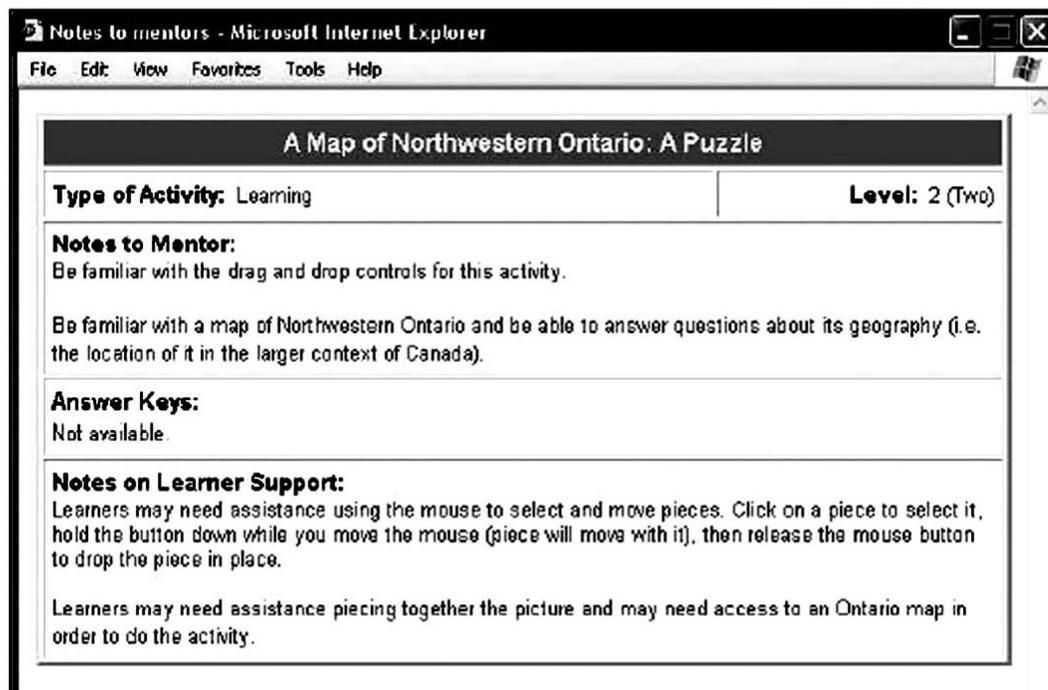
The Mentor Notes area contains interesting **tips and instructions** for carrying out some activities. When an activity has Mentor Notes attached, this will be highlighted. The Mentor Notes allow you to prepare for an activity in advance. For example, an activity might involve locating cities on a map of Canada and the Mentor Notes advise you to look at a map of Canada before beginning the activity with the student.

### Mentor Notes Screen

Some learning activities have mentor notes available for them. If there are notes available there will be an underlined hyperlink word shown in the **Notes** column on the main learner portfolio page. Clicking on this link will produce a pop-up window containing information to assist mentors with giving feedback or assistance to the learner for that activity.

The **Notes** pop-up will display the activity title, the type of activity (learning or transition), the level, notes addressed to the mentor, and notes about possible learner needs, materials required and support. At the time when this information was recorded in the database for the existing AlphaRoute activities the section called *Answer Keys* did not exist, rather information related to answers was embedded within the notes addressed to mentors. Future development of activities will separate this information into the appropriate section.

Example of a Mentor Notes page for an activity:



The screenshot shows a browser window titled "Notes to mentors - Microsoft Internet Explorer". The address bar is empty. The menu bar includes "File", "Edit", "View", "Favorites", "Tools", and "Help". The main content area has a title bar "A Map of Northwestern Ontario: A Puzzle". Below the title bar, there are two columns: "Type of Activity: Learning" and "Level: 2 (Two)". The "Notes to Mentor:" section contains two paragraphs: "Be familiar with the drag and drop controls for this activity." and "Be familiar with a map of Northwestern Ontario and be able to answer questions about its geography (i.e. the location of it in the larger context of Canada).". The "Answer Keys:" section contains one paragraph: "Not available.". The "Notes on Learner Support:" section contains two paragraphs: "Learners may need assistance using the mouse to select and move pieces. Click on a piece to select it, hold the button down while you move the mouse (piece will move with it), then release the mouse button to drop the piece in place." and "Learners may need assistance piecing together the picture and may need access to an Ontario map in order to do the activity."

This is the “meat” of AlphaRoute: **The learning activities**. Using the button “List of Activities”, you can access the learning activities by a number of search areas: theme, level, category, and domain. “Theme” presents activities literally by theme (health, science, animals, etc.). “Category” presents activities by learning area (budgeting, vocabulary, sentence building, etc.). “Level” presents activities by degree of difficulty with Level 1 being the easiest and Level 5 being the hardest. Begin with Level 1. “Domain” presents activities by large area: Communications, Numeracy, etc. We will not be using Domain this term.

### Searchable List of Activities Screen



This button produces the Activity Search screen where you can search through the entire collection of Anglophone learning activities in the database. Options for searching include by *theme*, *level*, *category* or *domain*. You can also view the *AIB notes* for each activity from this screen.

When you click on this button a new window will pop-up named **Activity Search**. This screen is divided into two sections: search criteria options are in the top section, and the search results are in the bottom section.

Example of the Activity Search, top section only:

A screenshot of the "Activity Search" interface. The title "Activity Search" is in a large, bold, sans-serif font at the top left. In the top right corner, there is the AlphaRoute logo, which consists of a stylized letter 'A' with a person's silhouette inside it, and the word "AlphaRoute" below it. Below the title, there are four rows of search options. Each row consists of a dropdown menu on the left and a button on the right. The first row has a dropdown labeled "Select a theme" and a button labeled "Search by Theme". The second row has a dropdown labeled "Select a level" and a button labeled "Search by Level". The third row has a dropdown labeled "Select a category" and a button labeled "Search by Category". The fourth row has a dropdown labeled "Select a domain" and a button labeled "Search by Domain".

You can search for Anglophone activities in the AlphaRoute database in one of four ways: by *theme*, by *level*, by *category* or by *domain*. You can only choose one search string per search attempt and cannot do combination searches at this time.

To conduct a search for an activity use your mouse to activate the drop down menu for the search option you are interested in and make a selection from the list of choices provided. Your choice will now appear in the box previously filled with **Select a ...**. Now click on the **Search by ...** button to the immediate right of your selection. This will trigger the system to access the database and retrieve all matches to your query. The results will be displayed in the bottom section of the screen.

## Overview of AlphaRoute Learning Environment

The following pages show you screens and icons that the learner will encounter when working on alphaRoute. This section will explain the navigation buttons and functions within the AlphaRoute learning environment.

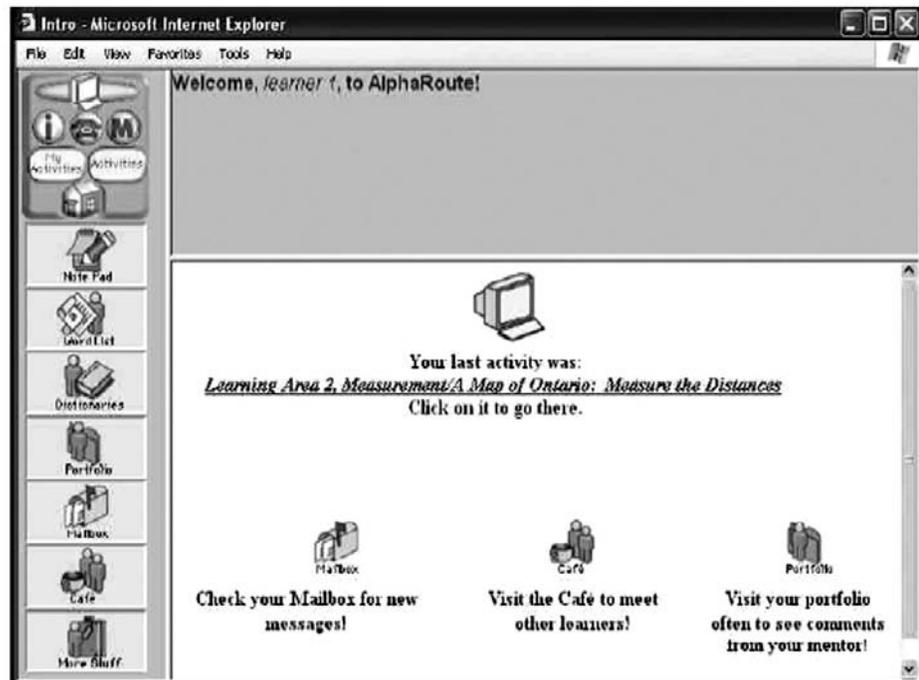
This is the first screen, the Log In screen. Log in.

Obtain your user name and password from the I.S. Program Manager.



When you log in, you will see this screen. This screen welcomes you by name and shows you the activities you have already worked on.

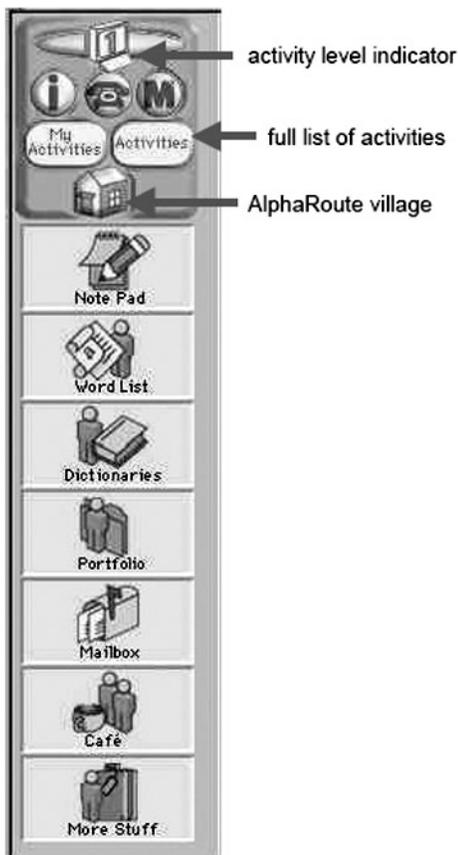
Repeat visitors are welcomed back to AlphaRoute with this welcome screen. It shows learners where they left off at their last visit.



These are the main navigation buttons. We will not be using most of them this term. The main ones are “My Activities” (that show you what you have already worked on) and “Activities” (that show you all activities so you can select one to work on).

On the following pages are descriptions of all the other navigation buttons. Explore some of them so you are familiar with them. Again though, you can work on AlphaRoute with students without knowing about all of these buttons.

Left frame levels 1 and 2



**Yellow buttons:**

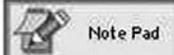
	<p>Activity level indicator tells your learner what the LBS level is for the learning activity they are working on. It will show a 1, 2, 3, 4, or 5.</p>
	<p>This button displays the AlphaRoute guided tours window, which presents the learner with four guided tours explaining different aspects of the AlphaRoute environment.</p> <p>The guided tours are also accessible from the Information Desk in the AlphaRoute village.</p>
	<p>Mentor desk with photo, name, telephone and fax numbers, and email address of the learner's personal mentor.</p>
	<p>Personal List of Activities for the learner based on selections made when developing their AlphaRoute Training Plan.</p> <p>Clicking on this button generates a pop-up where you can search through your personal list of AlphaRoute learning activities by theme, level, category and domain.</p>
	<p>Full list of all AlphaRoute learning activities for all five levels.</p> <p>Clicking on this button generates a pop-up where you can search through of all the activities in the AlphaRoute learning environment by theme, level, category and domain.</p>
	<p>Link to the AlphaRoute village.</p>
	<p>The café is where learners get to talk with one another on a variety of topics. The <b>Discussion</b> area allows learners to post messages to initiate or join conversations. The <b>Chat</b> area allows learners to have synchronous text chats with others who are on-line at the same time. This is a good way for learners to talk to their mentors as well. There are online <b>Group Games</b> where learners can participate in real time games with other learners or mentors. In <b>Cyber Search</b> learners are invited to do an on-line search and report findings in the <b>Discussion</b>.</p> <p>The café window is also accessible from the AlphaRoute village.</p>
	<p>This button leads to a window where a variety of extra and fun activities are available for learners. The <b>Mouse and Other Games</b> section has many games to help learners with their hand-eye coordination skill in using a computer mouse. There are series of crossword and word search puzzles in the <b>Word Games</b> section. The <b>Learning Connection</b> area has a list of folders containing activity exercises for learners to print and do.</p>

 <p>Dictionaries</p> <p>or</p>	<p>This is a pop-up window with a list of dictionaries appropriate to the learner's level which they may choose to consult. The window is different for levels 1-2 and for levels 3-5. Both windows include hyperlinks to on-line dictionaries.</p>
 <p>Dictionaries</p>	

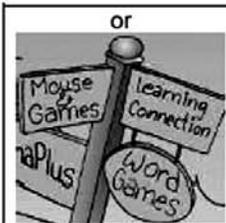
 <p>Portfolio</p> <p>or</p>	<p>This is a page listing all of the scored learning activities a learner has worked on in AlphaRoute. The top section of the page lists the activities completed during the current session. The <b>Portfolio Activities List</b> button at the bottom of the screen produces a list of all scored learning activities the learner has done. Note: These lists only include the most recent attempt for each activity. A full history of every attempt for each activity is only available to the learner's mentor.</p>
 <p>Portfolio</p>	

 <p>Mailbox</p> <p>or</p>	<p>This is where learners can send and receive email to their mentor or other AlphaRoute participants. The <b>Inbox</b> lists all messages received by date and shows who it is from and the subject line. The <b>Mail to My Mentor</b> and <b>Mail to My Café Buddies</b> buttons allow learners to write email messages, but they are restricted to sending mail only to others with an <b>@alphaplus.ca</b> email address. Learners who receive mail from outside AlphaRoute will not be able to respond to it.</p> <p>The mailbox window is also accessible from the AlphaRoute village.</p>
 <p>Mailbox</p> <p>or</p>	
 <p>Mail</p>	

Purple and grey buttons generate pop-up windows:

 <p>Note Pad</p> <p>or</p>	<p>This is a notepad where learners can write notes to themselves to keep track of information used in activities. The notepad has a <b>print</b> button available, and any text written to it will always remain, unless the learner chooses to delete it manually.</p>
 <p>Note Pad</p>	

 <p>Word List</p> <p>or</p>	<p>This is a tool specifically designed to build a list of vocabulary words, with or without definitions. Learners enter text via an input line and when they click the <b>add</b> button it gets written to the word list above. Words are sorted alphabetically with an index listing available at the top of the screen allowing you to see just the words for each letter. Learners can choose to delete words if they want, and the tool has a <b>print</b> button available also.</p>
 <p>Word List</p>	



The more stuff window is also accessible from the AlphaRoute village by clicking on the **Mouse & Games**, **Learning Connection** and **Word Games** signs on the village signpost.

### Top and Body Activity Frames

The learning activity screen in AlphaRoute is divided into multiple frames. The left frame always contains the standard yellow AlphaRoute navigation buttons and the purple and grey buttons for the various functions and programs in the environment. The remaining two frames contain the actual learning activity. The top frame has a grey background and is where the main instructions for the activity are written. The body frame contains the activity text or content.

**Activity Title:** The category and title of the activity is identified in the top frame of every page in the activity. Instructions are written to be appropriate to the level of the activity.

**Sound:**



Level 1 and 2 activities have narrated top frame instructions available. Look for a purple speaker graphic or green play/pause/stop tape recorder buttons. In most cases this means that the words will appear on the screen at the same time they are spoken in the recording. Some activities highlight the text being spoken to match the pace of the narration. Some level 3 activities use sound in the top frame, but there is no significant sound support for levels 4 and 5.

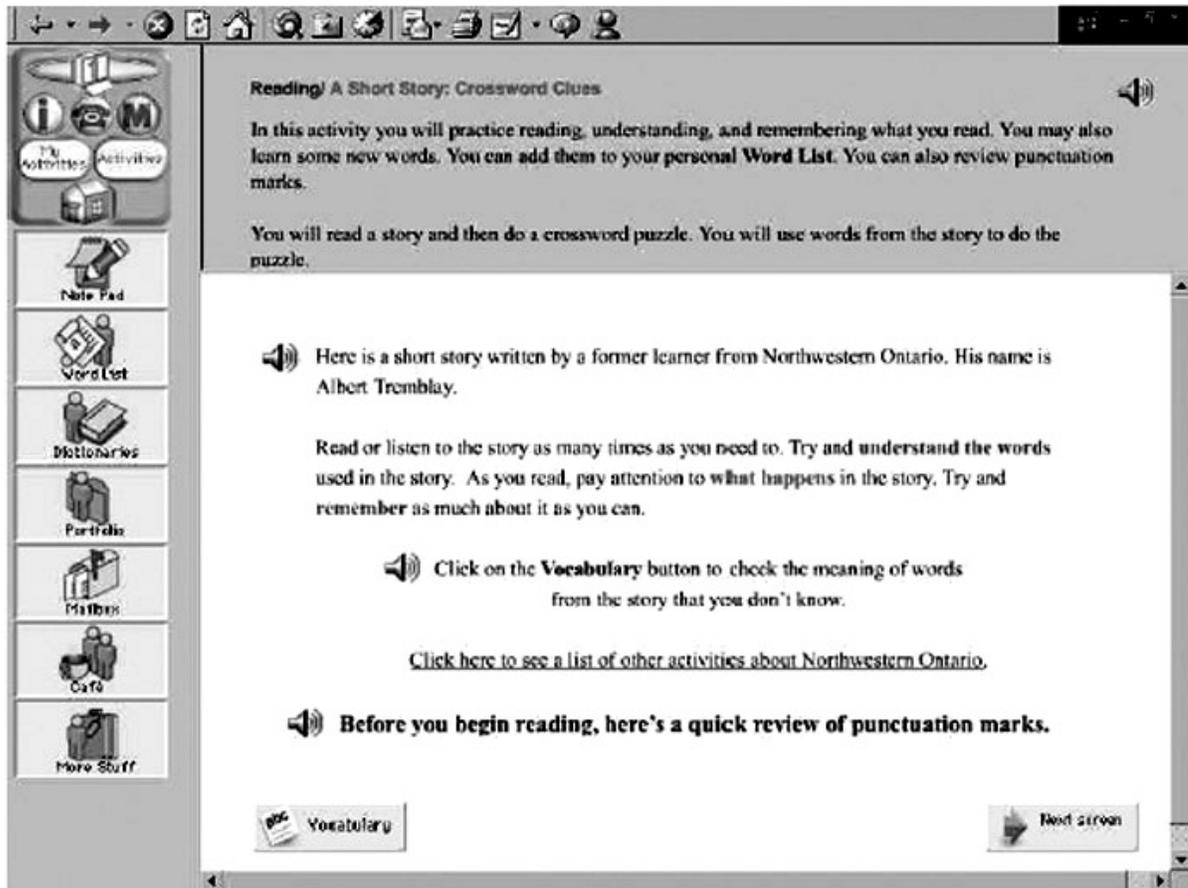
The body frame text has full sound support in levels 1. Click on the purple speaker icon to hear its associated text narrated. Sound is sometimes used in the body frame of activities for levels 2 to 5.

**Sound:** All of the activities have sound. Often there are verbal instructions or voice over narrators describing what to do. Ensure that the sound is working properly before you begin. If it is not, check with staff.

**Example Activity Screen:** This is an example of the first screen you would see when you begin an activity. Read the notes that describe the features of the activity screen.

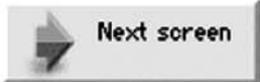
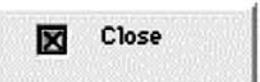
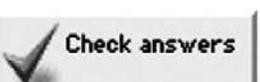
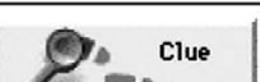
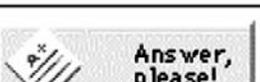
**More navigation buttons.** Descriptions of more navigation buttons follow the example Activity Screen. The buttons presented here are ones that are used to navigate the activity screens.

**Example screen from a level 1 activity:**



The body frame is where the main learning activity takes place. This is where the action happens, such as in drag and drop activities, or where learners type in answers to questions. Most AlphaRoute learning activities are more than one screen in length. The body frame contains the navigation buttons learners use to advance through the activity screens. The activities themselves are quite diverse and use a wide variety of buttons for different uses. Many buttons generate pop-up screens which are displayed over top of the existing screen. Learners read or use the information from the pop-up and then close it and return to where they were when they activated it in the first place. Below is a table which identifies and explains the most common and widely used buttons in the AlphaRoute learning activities.

## Main Buttons:

	<p>This button is found on the last screen of each activity. It opens the learner's Personal List of Activities pop-up window. If a learner does not have an AlphaRoute Training Plan it will pop-up the full list of activities.</p>
	<p>Used within an activity, it allows the learner to move ahead to the next screen in the activity.</p>
	<p>Used within an activity, it allows the learner to go back to the previous screen in the activity.</p>
	<p>This button closes a pop-up window.</p>
	<p>Used in both activity and pop-up windows where learners are asked to, or choose to print the screen.</p>
	<p>This button opens a pop-up window workspace similar to the learner's Notepad. However, this time their written answer is recorded into their personal portfolio. This function is often used when learners are asked to provide longer written responses, such as paragraph style answers.</p>
	<p>Used for a system-corrected activity. Once selected, it brings learners to one of the two possible feedback screens, (100% Correct or Nice Try!) depending on what learner answers are. Results are automatically recorded in the learner's portfolio.</p>
	<p>Used for a system-corrected activity. Once selected, it erases all entries made in a given activity and reverts the screen back to its original condition.</p>
	<p>Used in activities where answers cannot be system-corrected (e.g., answers need to be evaluated by the learner's mentor). It replaces the Check Answers button and records the learner's answers to their portfolio.</p>
	<p>This button opens a pop-up window which gives learners clues, hints, examples, etc., of concepts presented or which helps complete an activity. It is often used on the "Nice Try" feedback screen for system-corrected activities.</p>
	<p>Used on a "Nice Try" feedback screen to open a pop-up window with all or part of the correct answers to the activity. This serves to assist learners who answered incorrectly. This button can also be used within an activity for unscored practice exercises.</p>
	<p>This button is used on some "100% Correct" feedback screens to open a pop-up window containing additional information on a given subject or relevant activities to what has just been seen (either from within or outside the AlphaRoute environment).</p>

**Other Buttons:**

 Vocabulary	This button opens a pop-up window with a glossary where words specific to the activity are defined. (This not a Dictionary function as on the left frame navigation bar.)
 Story	The button opens a pop-up window where a story is presented as part of the activity.
 Rules	This button opens a pop-up window that illustrates different rules (e.g., spelling rules, capital letter rules, etc.).
 Model	This button opens a pop-up window that shows the learner a model (e.g., a typical business letter, a report, a resume, etc.).
 More words	This button is used to open the word list when an activity specifically calls on learners to add words to their word list. Used more for Level 1 and 2 activities.

 Revisit activities	This button is found on the first page of a Transition Activity (Review), It will open a window listing the activities leading to it.
 Move on!	This button is found on the last page of a Transition Activity. It takes the learner to a page where different choices are available.
 Play movie	This button is used to open a video or animation screen, or to start a graphic animation found on the current screen.
 Presentation	This button is used to open a window which presents the subject matter or concepts to the learner. Some activities have extensive presentations and use this button on the first page of the activity to launch it. It can also be used within an activity as a link back to the page where the introduction or concepts are presented.

 (off)  (on)	Play: Plays the movie or presentation.
 (off)  (on)	Stop: Stops the movie or presentation.
 (off)  (on)	Pause: Pauses the movie or presentation.
 (off)  (on)	Rewind: Rewinds the movie or presentation.
 (off)  (on)	Fast Forward: Fast forwards the movie or presentation.

**Hyperlinks:** Some learning activities in AlphaRoute offer links to other activities or external web sites. These hyperlinks are always identified with blue underlined text and are activated by clicking on them. When they are selected they either load the new AlphaRoute activity into the current window, or launch a new window if they are an external web site link.

	Activities with links to the Internet can be identified with a globe beside the activity title on the <b>Activity Search</b> tool or the <b>My List of Activities</b> .
<b>Close button:</b> 	Once an external web site link is launched in a new window a learner must close it by using the x button in the top right corner of the window. Once this window is closed they will be back where they were before they launched the link.
<b>Pop-ups:</b>	To avoid cluttering up the screen, many activities use buttons to launch pop-up windows with additional content specific to the screen the learner is viewing. Once the pop-up window content has been read or used by the learner, it is removed from view by clicking on its Close button. Pop-ups are commonly used for things like vocabulary, stories, rules, clues, a peek at the correct answers, more activities list or activity series.

That completes the overview of the main features of AlphaRoute. You should be able to get started with a student now. In the next section, all the main screens are presented in order. Follow these screens with a student to get started. A demonstration activity is presented so you can see how activities are done. You may want to log into AlphaRoute, once you have familiarized yourself with AlphaRoute basics, and select activities and try them yourself. They will be recorded on your activity list. One idea is to try some activities before doing them with students so you know what to expect. AlphaRoute seems complex, but once you know the basics, it is actually very easy to use. Read the notes in this book and then try it!

**Good luck and have fun using AlphaRoute!**

## SECTION 3: ALPHAROUTE INFORMATION FOR LEARNERS

Step 1: Go to the AlphaRoute main page

<http://alpharoute.alphaplus.ca>

Select "English"

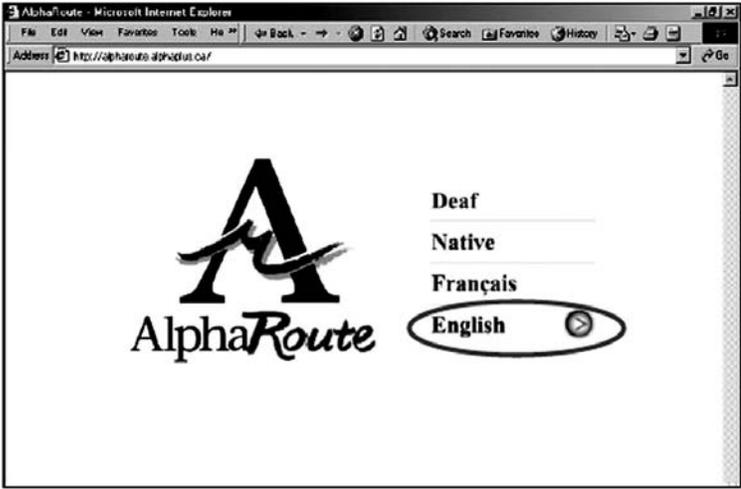
**Logging in as an AlphaRoute Learner**

Registered AlphaRoute learners log into the main AlphaRoute learning environment at:

**<http://alpharoute.alphaplus.ca>**

This is the AlphaRoute learning area main page.

Select English to continue to the login screen. This selection is supported by audio.



The screenshot shows a Microsoft Internet Explorer browser window displaying the AlphaRoute website. The address bar shows the URL <http://alpharoute.alphaplus.ca/>. The main content area features the AlphaRoute logo, which consists of a large stylized 'A' with a hand holding a pencil, and the text 'AlphaRoute' below it. To the right of the logo is a language selection menu with four options: 'Deaf', 'Native', 'Français', and 'English'. The 'English' option is selected and highlighted with a radio button and a small circular icon to its right.

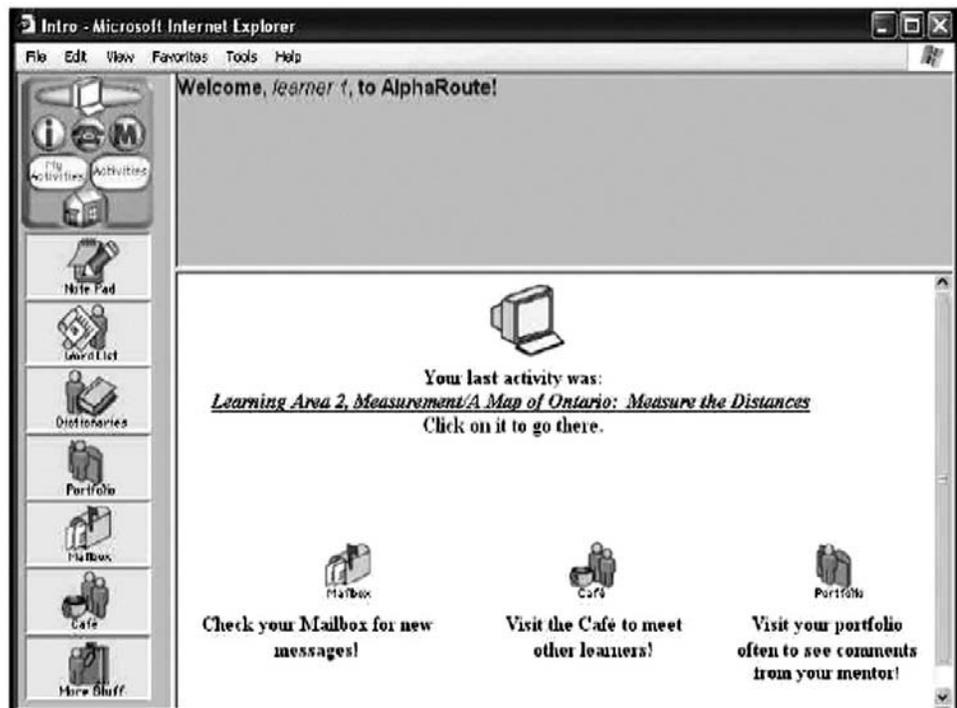
Step 2: Log In (Obtain your user name and password from staff)



Step 3: This is the welcome screen.

It will show you the activities you have already worked on.

Repeat visitors are welcomed back to AlphaRoute with this welcome screen. It shows learners where they left off at their last visit.



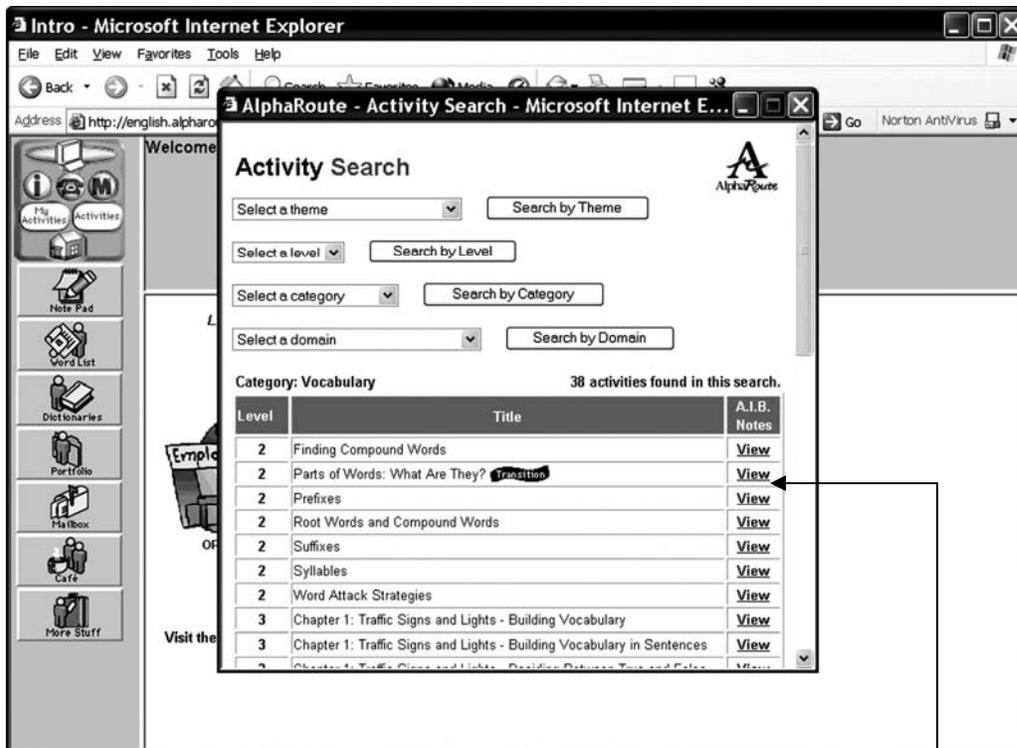
#### Step 4: Select an Activity

Select the “Activities” button and the search window pops up.

This search was done by selecting “Category”: “Vocabulary”

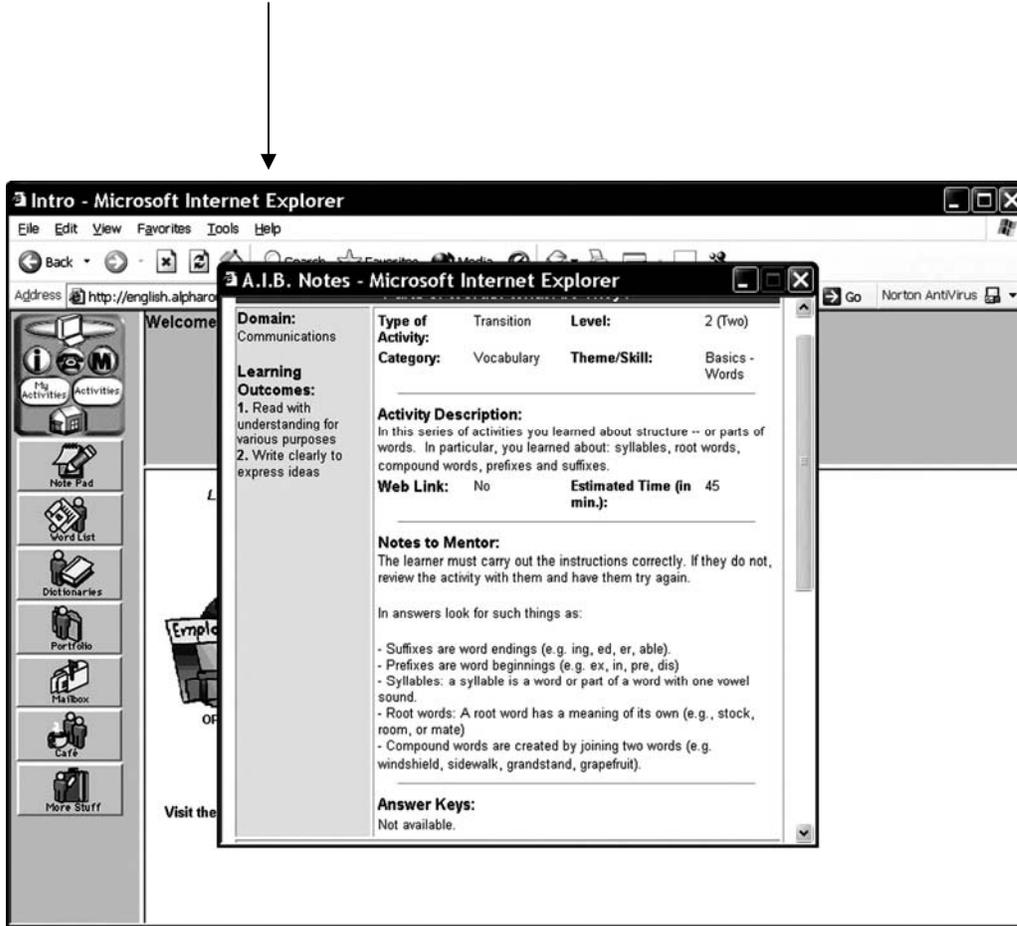
The screenshot shows the AlphaRoute Activity Search interface. The search results are filtered by the 'Vocabulary' category. The results table shows activities such as 'Compound Words', 'Suffixes', 'Syllables', and 'Word Attack Strategies', each with a 'View' link.

38 activities found in this search.	
Title	A.I.B. Notes
Compound Words	<a href="#">View</a>
What Are They? <b>Transition</b>	<a href="#">View</a>
Compound Words	<a href="#">View</a>
2 Suffixes	<a href="#">View</a>
2 Syllables	<a href="#">View</a>
2 Word Attack Strategies	<a href="#">View</a>
3 Chapter 1: Traffic Signs and Lights - Building Vocabulary	<a href="#">View</a>
3 Chapter 1: Traffic Signs and Lights - Building Vocabulary in Sentences	<a href="#">View</a>
3 Chapter 1: Traffic Signs and Lights - Deciding Between True and False	<a href="#">View</a>



Next we selected "Parts of Words: What Are They?". Select the "A.I.B. Notes - View" to read notes about the activity selected.

Here are the notes explaining this activity as a pop up window.



So these are the steps to begin a learning activity. Let's try another activity search and then look at the activity itself. Go to the next page.

Now let's select an activity by Level and show all the screens of the activity. Review "Step 4". Select "Level" then select "A First Look at Sight Words". Before commencing, read the Notes. (See "Step 4" to review how to see notes".)

**Activity Search**

Select a theme

Select a level

Select a level  
 1 (One)   
 2 (Two)  
 3 (Three)  
 4 (Four)  
 5 (Five)

**Level: 1 (One)** **83 activities found in this search.**

Level	Title	A.I.B. Notes
1	A First Look at Sight Words	<a href="#">View</a>
1	A Short Story: Crossword Clues	<a href="#">View</a>
1	A Short Story: Your Feelings and Predictions About It	<a href="#">View</a>
1	Addition: Counting More Cards 🌐	<a href="#">View</a>
1	Addition: Counting the Cards	<a href="#">View</a>
1	Addition: Joining Together	<a href="#">View</a>
1	Addition: Joining Together Again	<a href="#">View</a>
1	Addition: Numbers Only	<a href="#">View</a>
1	Addition: Vertical Cards	<a href="#">View</a>
1	Addition: Vertical Challenge 🌐	<a href="#">View</a>

Here are the notes about the activity "Sight Words". When done, click the red "x" to close the pop up notes.

**A.I.B. Notes - Microsoft Internet Explorer**

### A First Look at Sight Words

<b>Domain:</b> Communications	<b>Type of Activity:</b> Learning	<b>Level:</b> 1 (One)
<b>Learning Outcomes:</b> Read with understanding for various purposes	<b>Category:</b> Reading	<b>Theme/Skill:</b> Basics - Words

**Activity Description:**  
This activity is part of a series on sight words. Sight words are words which we use everyday. They are used to write, to say or to think.

**Web Link:** No      **Estimated Time (in min.):** 60

**Notes to Mentor:**  
Ensure the learner has properly spelled those words s/he has submitted. You may request, given the response of the learner, that s/he submit more words (for example, if s/he has submitted very few words, or very easily spelled words). This is a judgement call.

**Answer Keys:**  
Not available.

**Skill Sets:**

- Read and comprehend

**Success Markers:**

Here is the first screen of the activity.

Alpharoute / Literacy Online - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media Print Mail

Address [http://english.alpharoute.org/utl/index1.cfm?top\\_frame=RIN/C/1/t\\_E1\\_CECRA\\_EBW\\_001\\_001\\_RIN\\_ZZZ.html&body\\_fram](http://english.alpharoute.org/utl/index1.cfm?top_frame=RIN/C/1/t_E1_CECRA_EBW_001_001_RIN_ZZZ.html&body_fram) Go Norton AntiVirus

**Reading/A First Look at Sight Words**

▶ This activity is part of a series. Read the presentation below to learn more. When you are ready, click on → to move on to the activity. Or, click on series to get a list of related activities.

▶ **What's this series about?**

All activities in this series will help you learn about sight words. These are words which we use every day. They are used to write, to say or to think. You will do simple activities to learn words taken from everyday life. By doing the activities in this series you will learn how to spell many sight words. Knowing these words will help you improve your reading, writing and spelling.

Next screen

After you read the first screen of the activity, select “next screen” and this screen will appear. This is the actual activity. Follow the instructions.

**Alpharoute / Literacy Online - Microsoft Internet Explorer**

File Edit View Favorites Tools Help

Address [http://english.alpharoute.org/uti/index1.cfm?top\\_frame=RIN/C/1/E1\\_CECRA\\_EBW\\_001\\_001\\_RIN\\_ZZZ.html&body\\_fram](http://english.alpharoute.org/uti/index1.cfm?top_frame=RIN/C/1/E1_CECRA_EBW_001_001_RIN_ZZZ.html&body_fram) Go Norton AntiVirus

**Reading/A First Look at Sight Words**

▶ Look at the screen below for more examples of sight words. Add the words you don't know to your Word List. To open your **Word List**, click on Word List in the left menu. When you are done, close that window. When you are ready, click on ➔.

a	back	each	had
about	being	eight	has
against	because	enough	have
also		every	
always	came		I
another	come	far	in
any	could	fast	
are	course	few	the
around			they
ask	day	great	to
at	did	goes	
away	does	good	was

◀ Previous screen      ▶ Next screen

Here is the next page of the activity "Sight Words". Follow along and do the activity.

Alpharoute / Literacy Online - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media Print Mail

Address [http://english.alpharoute.org/utl/index1.cfm?top\\_frame=RIN/C/1/t\\_E1\\_CECRA\\_EBW\\_001\\_001\\_RIN\\_ZZZ.html&body\\_fram](http://english.alpharoute.org/utl/index1.cfm?top_frame=RIN/C/1/t_E1_CECRA_EBW_001_001_RIN_ZZZ.html&body_fram) Go Norton AntiVirus

**Reading/A First Look at Sight Words**

Now, it is time to practice spelling the sight words you have added to your Word List. Follow the instructions below. To listen to these, click . When you are finished, click on .

Click on the **Worksheet** button at the bottom of this screen. Type in the sight words you remember and want to try to spell. Try to spell as many as you can **without** opening your Word List. When you are finished, click the **Save to portfolio** button. It will save a copy to your portfolio. You should hear from your mentor soon.

My Activities Activities

Note Pad

Word List

Dictionaries

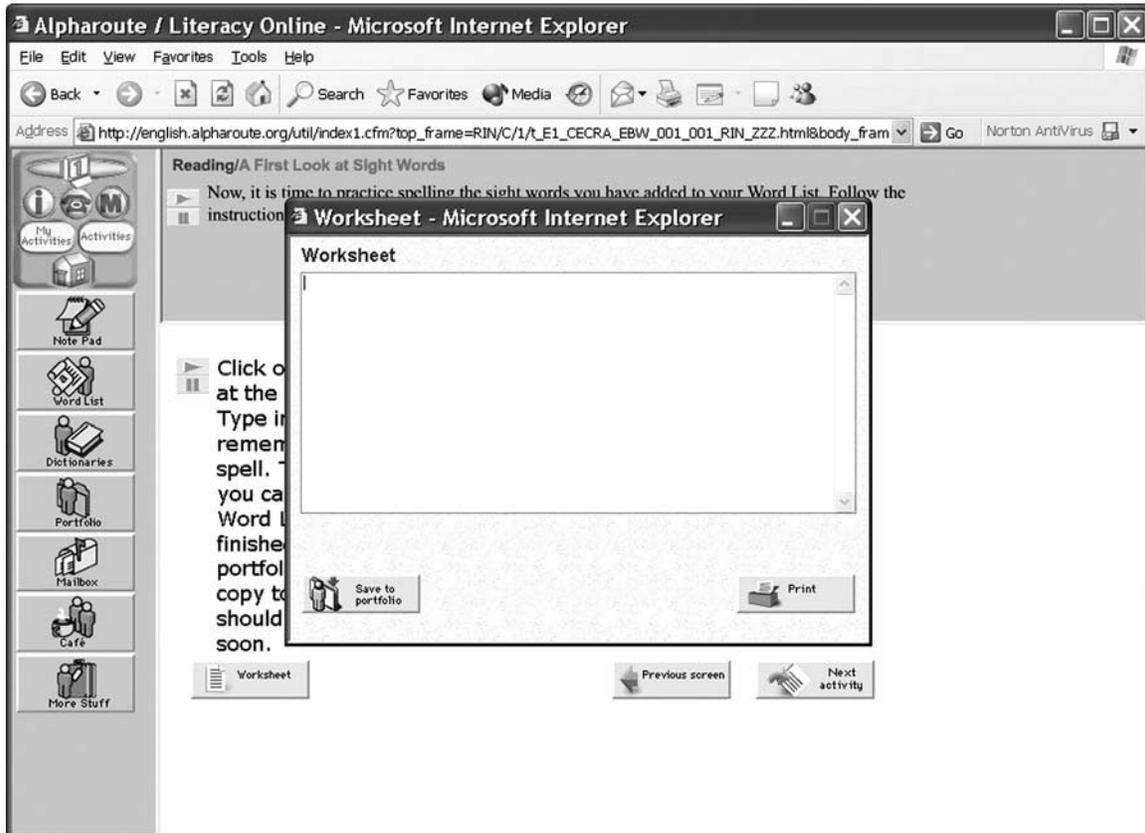
Portfolio

Mailbox

Cafe

More Stuff

This activity has a worksheet for students to record sight words. Do the activity and follow the instructions.



When you are done, click the “next activity” button OR go back to “activities” and select a new activity.

You follow the process we just described to work on all of the activities listed in AlphaRoute.

Have fun exploring!

Here is another AlphaRoute learning area to try.

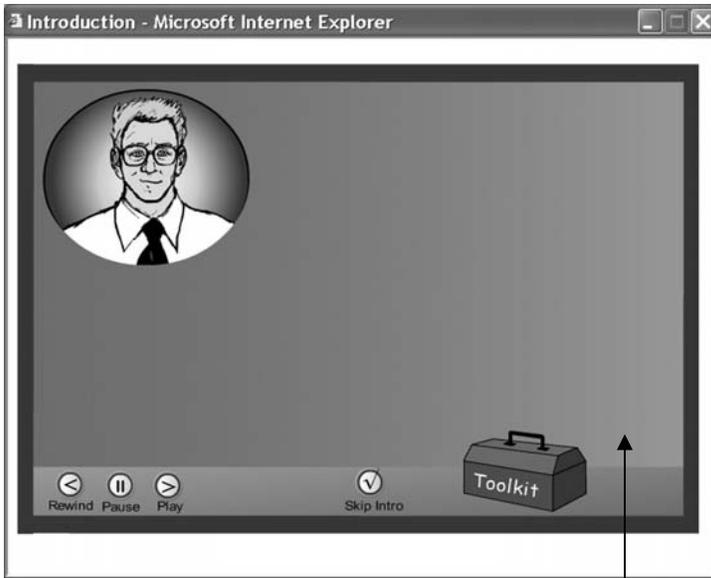
When you are done the previous sight word activity, go back to the Village by clicking the village icon (the little house).



Then click on the Employment icon in the Village.

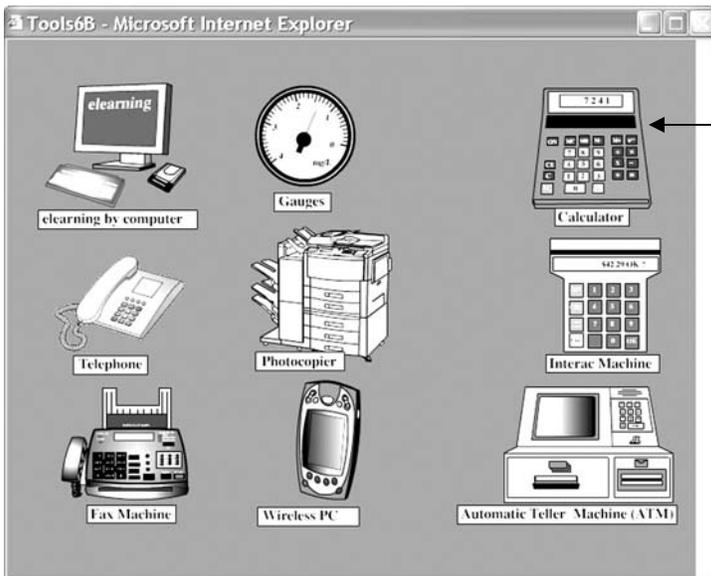


This is the Employment icon



This screen will appear. Click on "Toolkit"

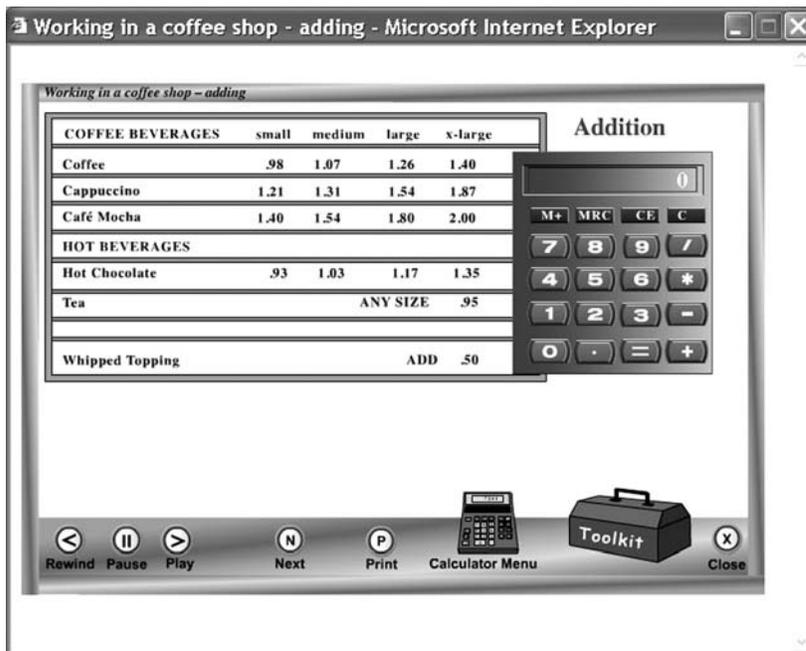
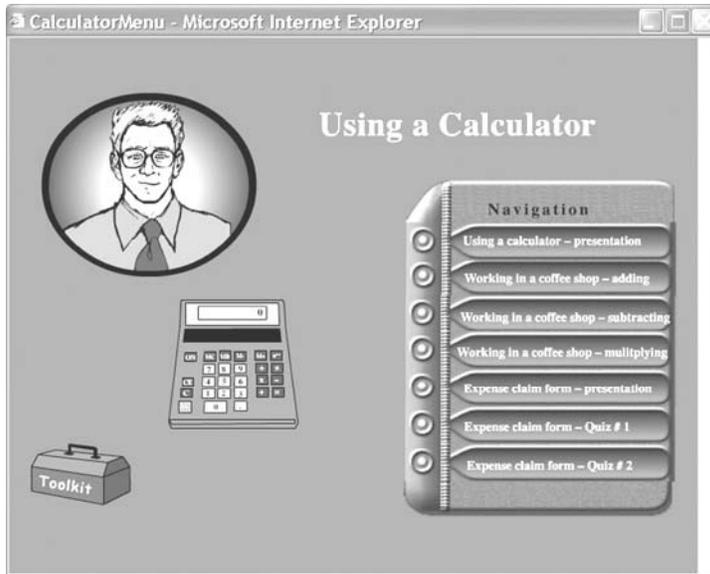
The screen below will appear. Each icon links to a number of practical activities. An example is presented on the next page. Explore these activities. They will also be recorded in the Learner Porfolio of AlphaRoute work that has been done.



Select  
"Calculator"

Here is an activity on using a calculator. Try it out.

Then continue exploring other employment activities in AlphaRoute.





## MONDAY NIGHT DROP-IN



### PRACTICAL SKILLS EXERCISES: INSTRUCTIONS TO TUTORS

- ✓ Use this booklet to document and record activities worked on with students and tutors in the Monday night drop in.
- ✓ Tutors should read through these exercises to be familiar with them for the class.
- ✓ Staff and tutors should plan and add more activities and exercises to this small selection.
- ✓ Photocopy pages for the students to use to record and keep track of their demos
- ✓ Use the blank template to create more practical demonstrations

Read through the practical skills activities that follow this page. Think about other useful and practical skills that students might want to learn about. Generate ideas for practical exercises and activities. Then photocopy the blank template on the next page and use it to record the specific steps for each activity.

### Practical Skills Exercises: Ideas

- Budgeting
- Living on your Own
- Renting a Home
- Credit Cards
- Saving and Investing
- 
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Demonstration Record of Successfully Acquired Practical Skills

Learner's name \_\_\_\_\_

Learner's goal

Description of the Activity and Demonstration to be performed

Skills Successfully Demonstrated

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_

Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

Learner's name: \_\_\_\_\_

Learner's goal: **CREATE A WEEKLY SCHEDULE OF DAILY ACTIVITIES**

### Description of the Demonstration

- Students will create a weekly schedule showing the days of the week and fill it in showing what they do each day of the week

### Skills Successfully Demonstrated

- Understanding time
- Time Management
- Organizational skills
- Using forms and conventions
- Reading and writing common sight words

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_

Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

Learner's name: \_\_\_\_\_

Learner's goal: **KEEP A DIARY OF DOCTORS' APPOINTMENTS**

### Description of the Demonstration

- \_\_\_\_\_ to enter into a calendar diary an upcoming doctors appointment and be able to identify what other appointments he has each week
- \_\_\_\_\_ to inform workshop personnel and others about his time commitments

### Skills Successfully Demonstrated

- \_\_\_\_\_ uses familiar vocabulary and oral language structures in conversation with instructors, tutors and peers
- \_\_\_\_\_ expresses an understanding of the importance of learning to locate & use information locates departments, organizations & individuals with information
- \_\_\_\_\_ on a topic of personal interest
- \_\_\_\_\_ names the days of the week in order and the seasons in order, reads
- \_\_\_\_\_ analog clocks and tells and writes time to the hour and half-hour
- \_\_\_\_\_ uses appropriate language to describe relative times, sizes, temperatures, amounts of money, areas, masses and capacities (e.g., tallest and warmest)

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_

Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

Learner's name: \_\_\_\_\_

Learner's goal: **CREATE A HOUSEWORK CHART**

### Description of the Demonstration

□ to create a chart that lists the jobs to be done around the house

### Skills Successfully Demonstrated

- compiles daily lists (e.g. shopping lists)
- uses words together with pictures to create a message
- writes legibly
- selects and correctly uses the format suited to the purpose for writing
- names the days of the week
- demonstrates an understanding of the passage of time

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_

Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

Learner's name: \_\_\_\_\_

Learner's goal: **MAKE IDENTITY CARDS FOR VARIOUS DOCTORS**

### Description of the Demonstration

- to identify card with the name, address and telephone number of one of his doctors, such as: GP doctor, dentist, dermatologist, eye doctor, etc.

### Skills Successfully Demonstrated

- reads common sight words
- reads common sight words in written sequence
- uses knowledge & experience to understand what is read

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_

Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

LEARNERS NAME: \_\_\_\_\_

LEARNERS GOAL: **BE ABLE TO LISTEN AND WRITE THE NAMES  
AND NUMBERS OF TELEPHONE CALLERS**

### Description of the Demonstration

- to take the name and number of everyone who calls during a series of simulated phone calls (done with tutors and other students "calling" the learner)

### Skills Successfully Demonstrated

- uses appropriate greeting
- provides simple information to another individual through speech
- concludes conversation in an appropriate way
- uses visual materials to reinforce the message
- obtains simple information from one other person, through speech

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_

Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

Learner's name: \_\_\_\_\_

Learner's goal: **CREATE AN ENTERTAINMENT GUIDE SHOWING  
MOVIES, T.V. SHOWS, BOOKS, MUSIC,  
CONCERTS, ETC. IN THE NEXT MONTH THAT  
THE STUDENT WANTS TO ENJOY**

### Description of the Demonstration

- The learner will create a document that lists all the entertainment or arts activities that they want to do in the coming month.

### Skills Successfully Demonstrated

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_

Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

Learner's name: \_\_\_\_\_

Learner's goal: **KNOW BASIC CANADIAN GEOGRAPHY**

### Description of the Demonstration

- Students will identify on a map the location and names of the provinces, the capital of Canada and the three major cities Toronto, Montreal and Vancouver. Students will identify direction (north south etc) and the names of the oceans on either side of Canada and what is south of Canada

### Skills Successfully Demonstrated

- Knows how to use a map
- Knows about distance, geography
- Self-awareness in terms of personal location
- Knows about Canada

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_

Date: \_\_\_\_\_

## Demonstration Record of Successfully Acquired Skills

Learner's name: \_\_\_\_\_

Learner's goal: **KNOW THEIR OWN PERSONAL INFORMATION**

### Description of the Demonstration

- Students will produce their name, phone, address, postal code, and area of the city they live in on a written form and verbally

### Skills Successfully Demonstrated

- Knows forms and conventions for identity
- Can verbally relate personal information
- Memory and retention skills

Learner's Name: \_\_\_\_\_

Affirmed by: \_\_\_\_\_

Date: \_\_\_\_\_

