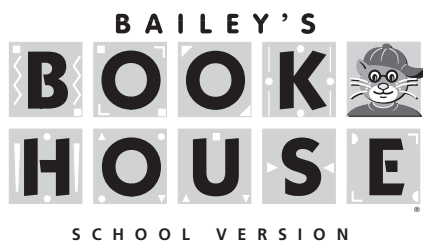


**SCHOOL NETWORK VERSION
FOR USE WITH RIVERDEEP SOFTWARE MANAGER**

USER GUIDE



www.riverdeep.net



Teacher's Guide

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Introduction

Bailey's Book House reflects our vision of what technology can bring to education. Bailey and his friends will enchant your students with a rich, multisensory learning environment. Through seven playful activities, designed to develop emergent literacy skills, students experience delightful characters, music, words, and sentences that speak.

Your students learn about letter names and sounds, rhyming words, adjectives, how text relates to visual symbols, positional words, and more. A special highlighting technique that children call "talking words" encourages beginning readers to follow left-to-right as each word is spoken within the context of a complete sentence. Your students also become authors and publishers as they create unique cards and storybooks.

Five of the seven activities have both an Explore and Discover Mode and a Question and Answer Mode so that children use divergent (many good answers) and convergent (one best answer) thinking. These activities help build the basic language concepts and thinking skills children need to communicate and to make sense of the world around them.

The *Curriculum Connections* section in this Guide provides dozens of interdisciplinary teacher-developed activities for use in the classroom and at home. Reproducible activity sheets and illustrations are included to help you provide additional learning opportunities before and after using the software.

Powerful technology and proven educational methods have been combined to ensure success for a wide variety of students. Built-in scanning is available for single switch users. The clear, digitized speech provides effective modeling for early language development and ESL students. *Bailey's Book House* is also appropriate for use in inclusionary settings. Using the computer as a tool, students gain a sense of accomplishment and skill as they create, play, and learn.

The network version of *Bailey's Book House* comes with the flexible *Riverdeep Software Manager*, making it easier for you to quickly assign program activities to individual students, workgroups, or classes. Look for details on these and other useful features in the *Riverdeep Software Manager* guide included within the Teacher Resource Binder.

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What's in This Guide?

Introductory information (pages 2–9)

- Steps to Start information
- Visual overview of the program
- Activity descriptions
- Learning opportunities matrix
- Program navigation for teachers and students
- Suggestions for introducing *Bailey's Book House* to your students
- Reproducible quick reference pages for your students

Activity by Activity in Bailey's Book House (pages 11–38)

Helpful information about each activity, including:

- **Overview**, giving a summary of the activity, learning opportunities, and suggested extension activities for home and school.
- **Explore and Discover Mode**, explaining how your students can learn by experimenting with letters, words, etc., in the activity. In this Mode there are no "right" or "wrong" answers.
- **Question and Answer Mode**, explaining how a character asks a question and is looking for a "right" answer. The character also offers gentle help and fun rewards.
- **Together Time Activities**, offering suggestions for easy, at-home activities that integrate learning into everyday situations.

Curriculum Connections (pages 39-91)

- Suggested activities that can be integrated into many curricular areas. These activities strengthen the learning opportunities found in *Bailey's Book House*.
- Reproducible sheets (for student handouts, bulletin board headings, and overhead transparencies) that can be used in conjunction with *Curriculum Connections* activities.
- A list of words used in *Bailey's Book House*.
- Suggestions for using *Bailey's Book House* with students with special needs.

Technical Information (pages 92-94)

- System Requirements and Installation Instructions
- For Technical Support, please refer to the customer information card included with this product.

Steps to Start

1. Check to be sure *Riverdeep Software Manager* is installed

- See the *RSM User Guide* for more information

2. Insert the *Bailey's Book House* CD.

- If the software has not been installed, please see *Installation Instructions* (page 93).

3. Read the *Teacher's Guide*.

- *What's Inside Bailey's Book House* (page 4) and *Moving Around the House* (page 6) will help you begin using *Bailey's Book House* immediately. *Curriculum Connections* (pages 39-91) offers additional suggestions and supplemental materials to help you integrate *Bailey's Book House* with classroom activities.

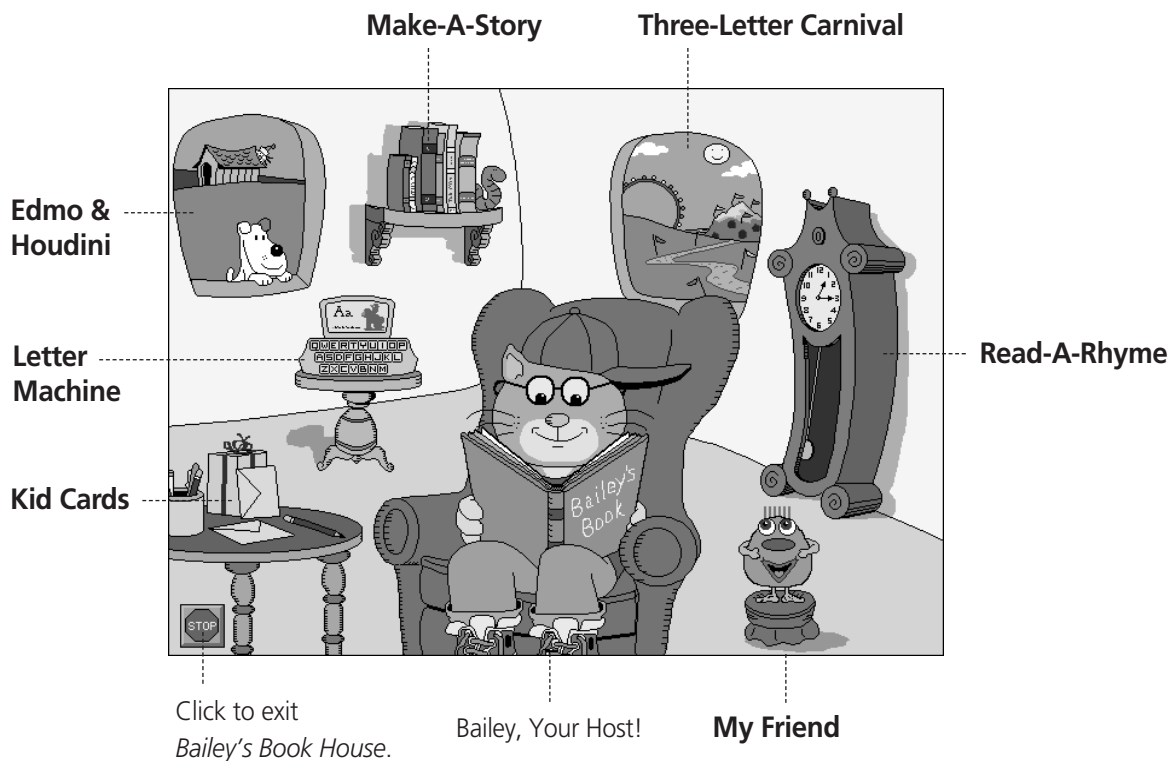
4. Become familiar with the program.

- Try the software before you introduce *Bailey's Book House* to your students.
- Decide if you want to introduce the activities one at a time to your students or let them explore at their own pace.
- Select options (scanning, Stop Sign, etc.) you would like to use.

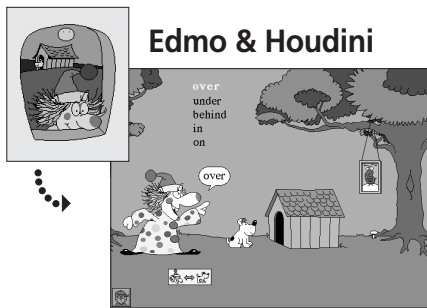
5. Introduce Bailey to your students.

- Reproduce (for each student) or make overhead transparencies of *Bailey's Map* and *Bailey's Icons* (pages 8 and 9).
- See *Introducing Bailey to Your Students* (page 7) for suggestions.

To play an activity in *Bailey's Book House*, click one of the areas below.

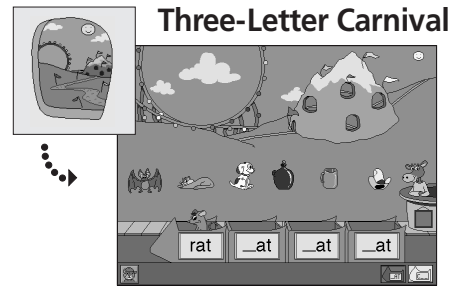


What's Inside Bailey's Book House



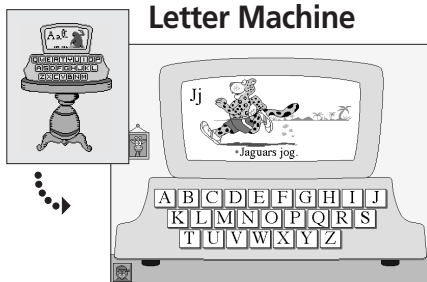
Edmo & Houdini

Help Edmo and Houdini play as they go in, out of, over, under, on, off, or behind the doghouse.



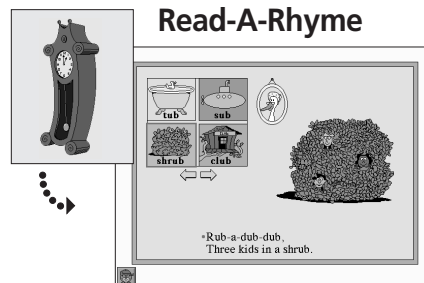
Three-Letter Carnival

Spell and sound out three-letter words. Group animals and objects by names that rhyme or by names that begin with the same letter.



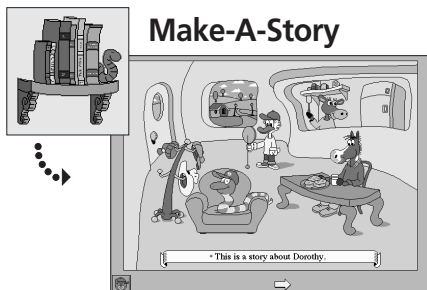
Letter Machine

Recognize upper- and lowercase letters. See the letters and hear the sounds they make.



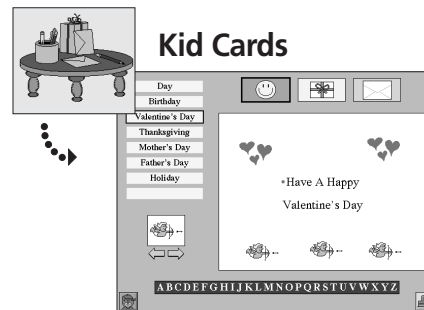
Read-A-Rhyme

Choose words to complete rhymes illustrated with animation. Experiment to create a variety of rhymes.



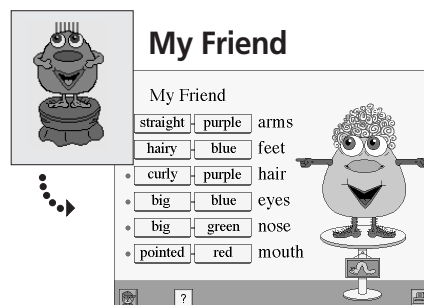
Make-A-Story

Choose characters, settings, and actions to create stories. See and hear your story read. Then print your storybook.



Kid Cards








Make your own gift cards, greeting cards, and invitations. Choose the words and decorate with stamps. Print to fold into cards or to use as posters.



My Friend

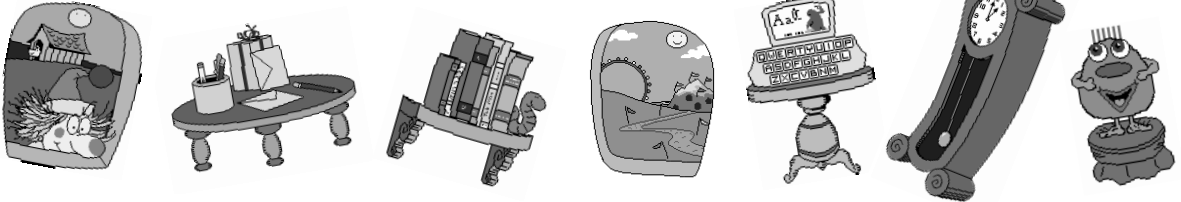
Select words to describe your Friend's hair, eyes, nose, mouth, arms, and feet. Learn common adjectives as you make a Friend.

Learning Opportunities Matrix

	 Edmo & Houdini	 Letter Machine	 Make-A-Story	 Three-Letter Carnival	 Read-A-Rhyme	 Kid Cards	 My Friend
Understand that print and pictorial symbols carry meaning	X	X	X	X	X	X	X
Develop listening and visual comprehension strategies	X	X	X	X	X	X	X
Enrich vocabulary	X	X	X	X	X	X	X
Relate images to text	X	X	X	X	X	X	X
Recognize the names of letters		X					
Associate letter names with letter sounds		X		X	X		
Recognize the elements of stories			X				
Recognize that meaning is changed when words are changed	X		X	X	X	X	X
Publish own work			X			X	X
Recognize rhyming word families				X	X		
Hear the rhythm in poems					X		
Use words and images to create a message			X			X	X
Identify positional relationships	X						
Match words	X						
Reinforce positive social skills						X	
Spell and sound out words				X			

Moving Around the House

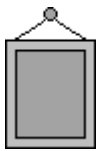
To move from the Main Room to an activity, click one of these:



Click Bailey **to return to the Main Room** from any activity in the Book House.



When students enter an activity, they will initially be in the Explore and Discover Mode. (Note: Make-A-Story and Kid Cards have the Explore and Discover Mode only.) Since emphasis is placed on students experimenting freely by clicking objects and icons to see what happens, there are no right and wrong answers. With students in charge, divergent thinking is encouraged by playful, positive responses to their natural curiosity. Click the framed picture (each activity has a different picture) **to enter the Question and Answer Mode.**



When students are in the Question and Answer Mode of an activity, a character asks questions or makes requests. Convergent thinking is emphasized as the character offers gentle feedback and guides students toward a "correct" answer. Click the empty picture frame **to return to the Explore and Discover Mode.**



Click the printer **to print** student creations in Make-A-Story, Kid Cards, and My Friend.



Click the Stop Sign in the Main Room **to exit Bailey's Book House.** (Teachers can exit at any time by pressing Command-Q.)

Introducing Bailey to Your Students

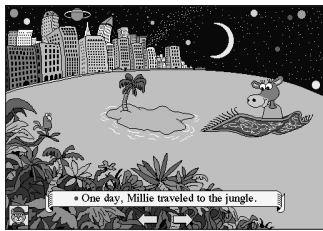
- Hand out copies of Bailey's Map and Bailey's Icons (pages 8 and 9).
- Point out the Main Room. Discuss the Stop Sign if you have not removed it
- Ask a volunteer to click an activity icon. Explain that students will first see the Explore and Discover Mode in each activity. (For now, do not click Make-A-Story or Kid Cards because they have the Explore and Discover Mode only.) Point out the framed picture, explaining that when one of Bailey's friends is there, students can freely explore the room to discover what happens.
- Have another volunteer click the framed picture. Point out to students that the frame is now empty; a character will make a request because they are in the Question and Answer Mode. Explain that if they have trouble finding the answer, the character will help them.
- Help students understand that any time during play, they can:
 - go back to the Explore and Discover Mode by clicking the empty picture frame;
 - go back to the Main Room by clicking the Bailey icon.
- If printing is available, point out the printer icon in Make-A-Story and Kid Cards.
- Have students begin using *Bailey's Book House*. You may want to use one of the activities in *Curriculum Connections* to introduce a computer activity. For example, "Where Is Houdini?" (page 50) is a helpful introduction to the Edmo & Houdini computer activity.
- As students work in different activities of *Bailey's Book House*, copy and send home the corresponding *Together Time Activities* (pages 14, 18, 22, 26, 30, 34, and 38).
- Use selected activities found in *Curriculum Connections* as follow-up exercises (pages 39-91).

Note: If your students are using a TouchWindow, just have them touch the screen when instructed to click or drag.

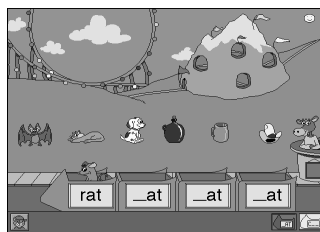
Bailey's Map

Click the activity you want to enter:

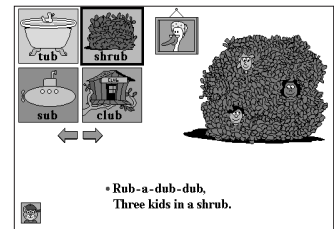
Make-A-Story



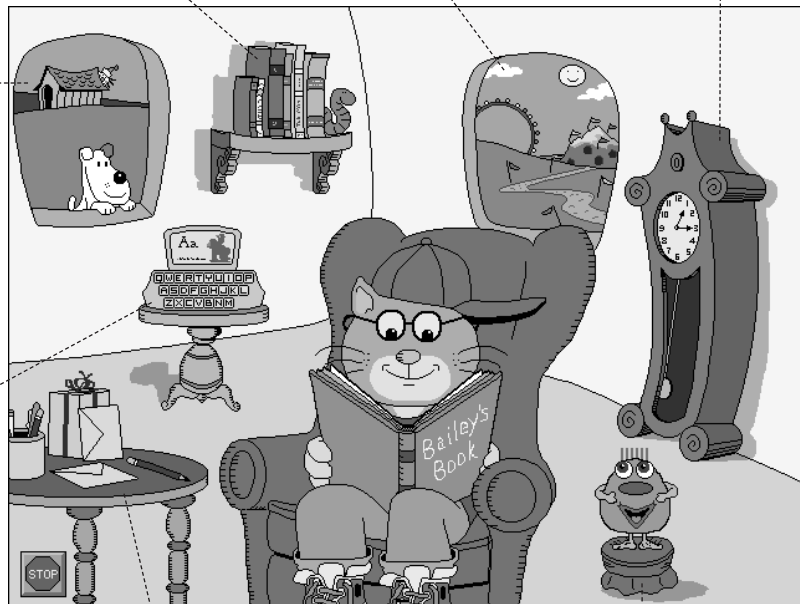
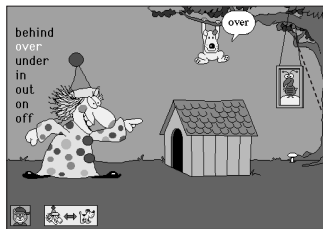
Three-Letter Carnival



Read-A-Rhyme



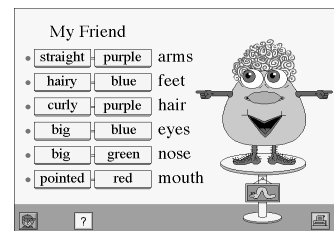
Edmo & Houdini



Letter Machine



Kid Cards



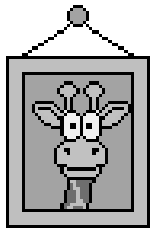
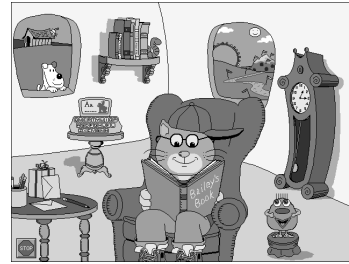
My Friend

Bailey's Icons

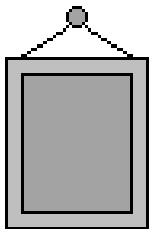
Click:



To go back to



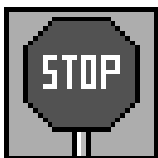
To hear questions



To explore



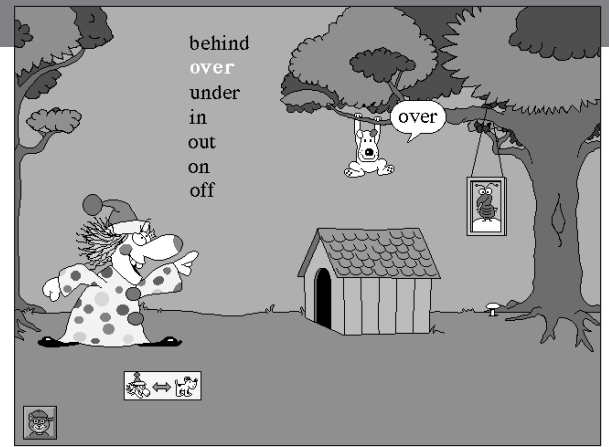
To print



To exit



Edmo & Houdini Overview



Students help Edmo and Houdini direct the action as they take turns going in, out of, over, under, on, off, and behind the doghouse. Illustrations help students see the effects of their word choices.

Learning Opportunities

- Understand that print carries meaning
- Use vocabulary to define positional relationships
- Match words
- Designate the director and the actor
- Develop listening and visual comprehension strategies
- Relate images to text
- Enrich vocabulary

Together Time Activities (page 14)

(To copy and send home)

- Hide and Seek
- Word Hunt




Curriculum Connections (pages 43–48)

- Who's In Charge? (Language Arts)
- Where, Where, Where? (Problem Solving)
- Just Tell Me What To Do (Creative Dramatics)
- A Picture is Worth... (Problem Solving)
- My Friend Edmo (Physical Education)
- The Flea Family (Mathematics)
- Where Is Houdini? (Problem Solving)



Edmo & Houdini

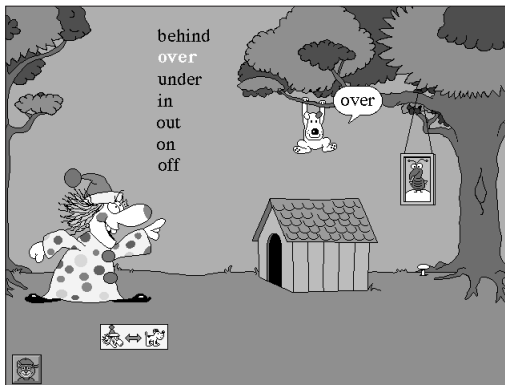
Explore and Discover Mode

- Click  to enter Edmo & Houdini from the Main Room.
- Click a word (in, out, over, under, on, off, or behind), and Edmo  tells Houdini  what to do. If, for example, you click "over," Edmo says:






"Go over the doghouse, Houdini."

- Then Houdini appears over the doghouse and says:




"I'm over the doghouse."

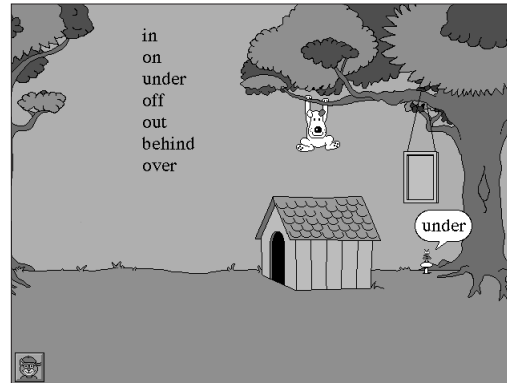
- If you want to switch "directors" so Houdini, the dog, can tell Edmo, the clown, what to do, click .
- Click different words to continue exploring as long as you like.
- Click  for the Question and Answer Mode, or click  to return to the Main Room.



Edmo & Houdini

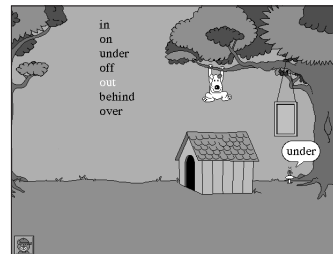
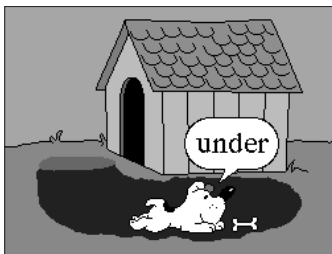
Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- Felix, the flea, appears on the mushroom and asks you to help; for example:





“Can you make Houdini go under the doghouse?”

- Try to find the word (“under,” in this case), and click it. If you forget the word you need to find, click Felix for a reminder.
 - If you are correct, Houdini moves to that position, and says, for example, “I’m under the doghouse.”
 - If you do not click the right word, Felix says, for example, “That’s out” and repeats the request. Then you can try again.



Felix, the flea, continues to ask you to find words as long as you want to play. If you keep trying, you will always find the right answer.

- Click  for the Explore and Discover Mode, or click  to return to the Main Room.



Edmo & Houdini Together Time

Hide and Seek

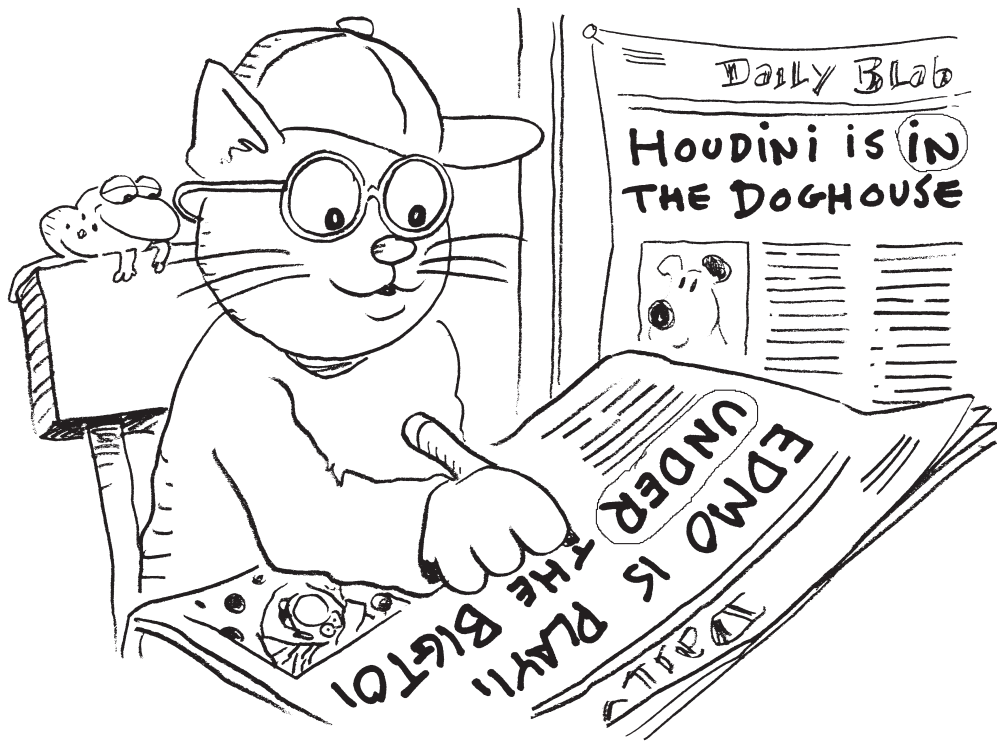
To play this game with your child, first hide an object. Then, as your child hunts for the object, give hints using words that describe position (i.e., in, out, off, on, under, behind, over, etc.). For example, "Look in the closet and under the teddy bear" or "Look over the couch and on the cabinet." Once your child finds the object, switch roles.

Word Hunt

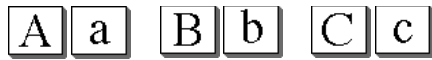
After the family has finished reading the newspaper, sit down with your child and look for words designating position (in, out, off, on, under, behind, over, etc.). First read a few paragraphs aloud, pointing to and vocally emphasizing the words that describe position as your child looks and listens. Then ask your child to circle the words as you read another few paragraphs aloud. If newspaper print is too small for your child, use magazine advertisements for this activity.

Hi,
In Bailey's Book House, we have
been playing with the words in,
out, over, under, on, off, and behind.
You can play with these words at
home, too.

Love,
Bailey 



Letter Machine Overview



Friendly critters help students learn the names and sounds of the letters of the alphabet. Fun-filled animations illustrate sentences made up of words that start with matching letters.

Learning Opportunities

- Recognize the names of letters
- Understand that "A" and "a" are the same letter
- Associate letter name with letter sound
- Recognize words with the same beginning sound
- Relate images to text
- Enrich vocabulary

Together Time Activities (page 18)

(To copy and send home)

- Silly Sentences
- Letters in the Refrigerator



Curriculum Connections (pages 49-58)

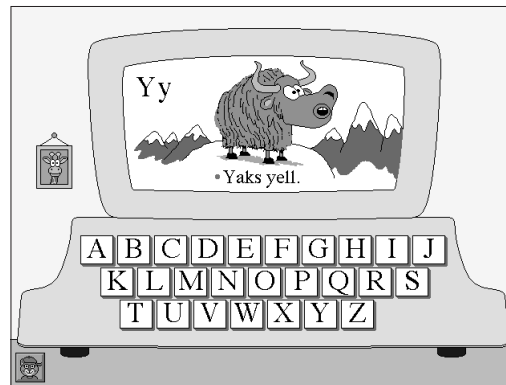
- Lovely Letters (Art)
- Name Collages (Art)
- Headline Letters (Mathematics)
- Alphabet Animals (Language Arts)
- Pack Up the Alphabet (Language Arts)
- Alphabet Autographs (Social Studies)
- Match This (Language Arts)






Letter Machine

Explore and Discover Mode

- Click  to enter the Letter Machine from the Main Room.
- Click any letter key  on the Letter Machine. The upper and lowercase forms **Yy** appear.
- A sentence with words beginning with the letter is read. An animated picture illustrates the sentence:



"Yaks yell."

- Click the dot ● at the beginning of the sentence to see and hear the sentence read aloud again. Click a word to hear it read aloud individually.
- Click the letter **Yy** on the screen to hear its name. Click the letter key  again to see the picture animation repeat.
- Continue exploring the Letter Machine by clicking different keys to see and hear what happens. You might want to try to read some of the words aloud as you click them.
- Click  for the Question and Answer Mode, or click  to return to the Main Room.

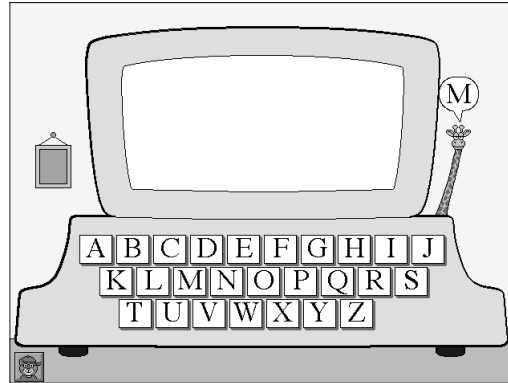


Letter Machine

Question and Answer Mode

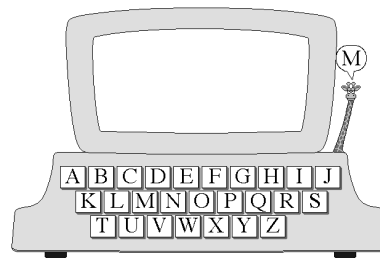
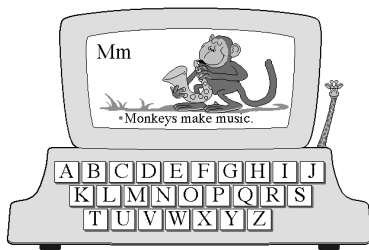
- Click  to enter the Question and Answer Mode.

- Tabitha, the giraffe, asks you to find a specific letter; for example:





"Find the letter M."

- Try to find the letter requested, and click it. If you forget what the letter is, click Tabitha for a reminder.
 - If you are correct, a sentence is read and then illustrated with an animated picture. Tabitha says, "Great! You found M."
 - If you do not click the right letter, Tabitha says, for example, "That's O. Can you find M?" Then, you can try again until you find the letter.



Tabitha continues to ask you to find different letters. If you keep trying, you will always find the right letter.

- Click  for the Explore and Discover Mode, or click  to return to the Main Room.



Dear Friends,
Bailey's Book House has all sorts
of animals that tell us about
letter names and letter sounds.
Here are two more activities about
letters that you might like to
try at home.

Love,
Bailey

Letter Machine Together Time

Silly Sentences

As you are riding in the car, play a silly sentence game. First see how many "A" words you can use to make a sentence. For example, "Adam the aardvark ate apples, apricots, and avocados all afternoon." Then have your child help you with a "B" word sentence. This is also a fun activity to play while your child is waiting for a dentist or doctor appointment.

Letters in the Refrigerator

While you are cooking dinner, play "Find the Letters." Your child may enjoy looking for something that starts with "B" in the refrigerator, something that starts with "G" in the cupboard, something that starts with "T" under the sink, etc. If you want to provide visual reinforcement, print several letters (upper and lowercase) on small slips of paper and have a roll of tape available. Then, as your child locates an object starting with the requested letter, a letter label can be taped onto the object.



Make-A-Story Overview



Students become authors as they send Bailey's friends on assorted adventures. After choosing the elements of their stories, students can hear their stories read aloud. The stories may also be printed to read again and again. Stories may be printed in two formats: 4-page storybook or 4-panel page.

Learning Opportunities

- Understand that stories have characters, settings, and actions
- Recognize that a story can be revised by changing any one of its elements
- Relate images to text
- Participate in publishing
- Enrich vocabulary

Together Time Activities (page 22)

(To copy and send home)

- A Very Special Person
- Creative Conclusions

Curriculum Connections (pages 59-65)



- Stories Galore (Language Arts)
- Spin-A-Tale (Creative Dramatics)
- Take Care (Science)
- Unfolding Life Story (Social Studies)
- New News (Social Studies)
- Storytellers (Creative Dramatics)

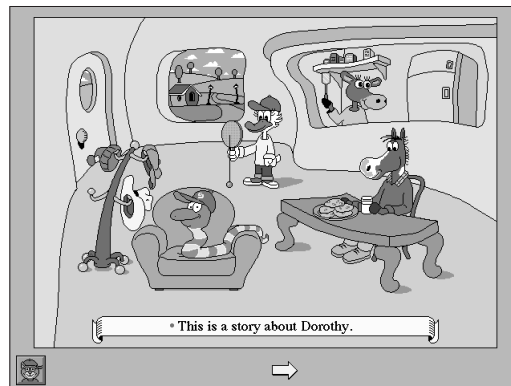


Make-A-Story

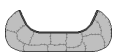
Explore and Discover Mode

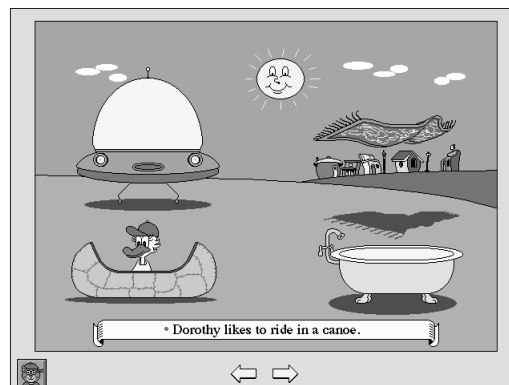
By experimenting with different choices of characters, settings, and actions, children can author and publish numerous stories of their own. Because there is no one correct way to write a story, Make-A-Story does not have a Question and Answer Mode.

- Click  to enter Make-A-Story from the Main Room. The sentence with a blank is read aloud: "This is a story about _____."
- Click one of the characters, for example , to complete the sentence and begin a story about Dorothy, the duck. (If you decide to change the character, just click a different one.)



"This is a story about Dorothy."

- Click the dot ● to see and hear the sentence read aloud again. Click a word to hear it spoken.
- Click the arrow ⇨ to move to the next page of the story. Then click a vehicle, for example , in which your character will travel. (If you decide to change the vehicle, just click a different one.)



"Dorothy likes to ride in a canoe."

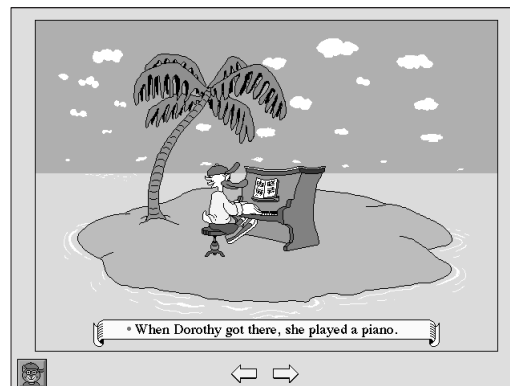


- If you want to return to the previous page, click the arrow
- Click the arrow to move to the next page of the story. Then click a destination, for example, an island , for your character. (If you decide to change the destination, just click a different one: the city, the jungle, or outer space.)



"One day, Dorothy traveled to an island."

- Click the arrow to move to the last page of the story. Click one of the objects, for example , to complete the story.



"When Dorothy got there, she played a piano."

- Click the arrow to continue. Then click Bailey's book to hear your story read as many times as you like. Click the arrows to go backward or forward one page at a time.
- Click to print your story. Share your story with someone special!
- Click to make a new story, or click to return to the Main Room.



Hello,
We've been making stories with
Bailey's Book House. Try creating
your own stories at home. Here are
two ideas.

Love,
Bailey 

Make-A-Story Together Time

A Very Special Person

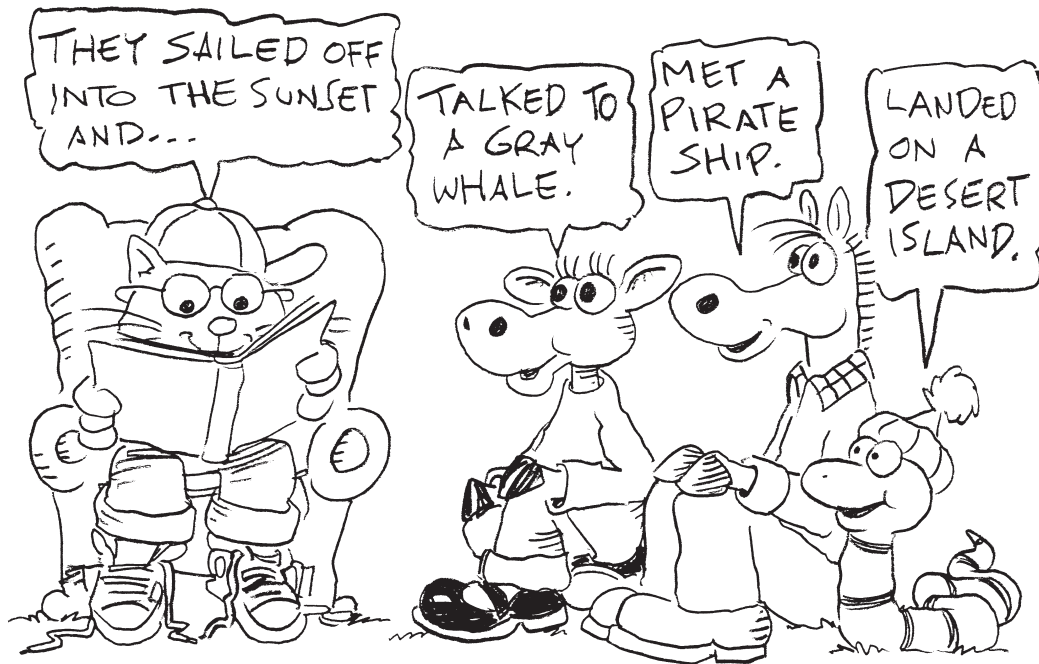
Help your child write a very special autobiography. Start with several sheets of blank paper and print an incomplete sentence at the bottom of each. Some examples include: The people in my family are _____. We live in a _____. I am happy when _____. My favorite thing to do with friends is _____. I am looking forward to _____. My favorite season is _____ because I like to _____.

Then, read the sentences aloud and print the words your child dictates to complete them.

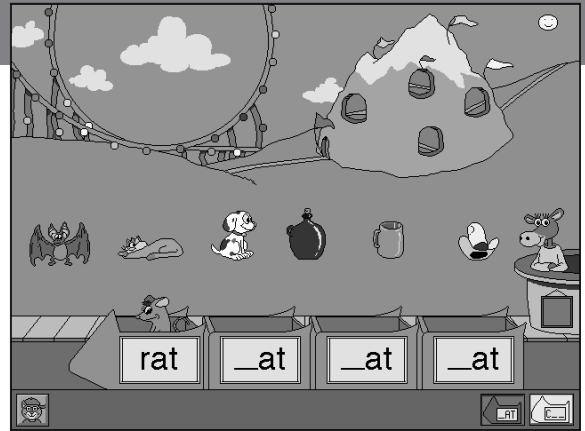
Over several days' time, have your child illustrate each page of the autobiography and draw a self-portrait for the cover. Staple the pages together to make a booklet.

Creative Conclusions

Read a simple story aloud, but stop before the end. Ask your child to predict the conclusion. Or, read familiar stories and have your child make up different endings. You can help by asking for a scary, funny, or surprising ending.



Three-Letter Carnival Overview



Spell and sound out words at the Three-Letter Carnival! Students group animals and objects by names that rhyme or group them by names that begin with the same letter.

Learning Opportunities

- Build vocabulary skills
- Discover the relationship between rhyming words
- Associate letter names with letter sounds
- Spell and sound out words
- Associate pictures with printed words
- Practice categorization

Together Time Activities (page 26)

(To copy and send home)

- Refrigerator Words
- Rhyme Chains

Curriculum Connections (pages 66-71)

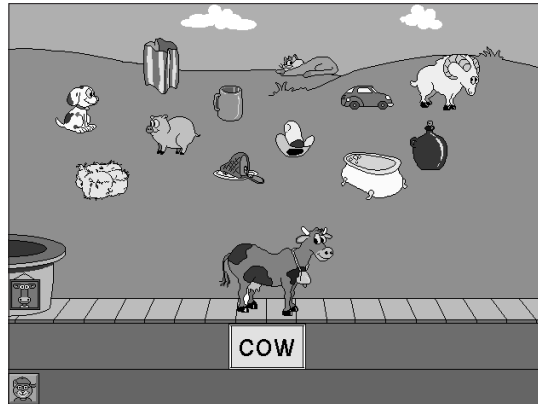
- Word Tally Ho (Mathematics)
- Gone Rhymin' (Language Arts)
- Three-Letter Chain (Language Arts)
- What's Missing? (Art)
- Letter Shuffle (Language Arts)
- They're Everywhere (Language Arts)





Three-Letter Carnival

Explore and Discover Mode

- Click  to enter the Three-Letter Carnival from the Main Room.




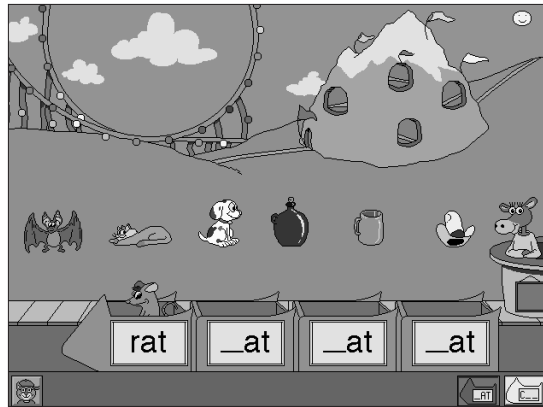
- Click any object or animal to bring it to the platform. The object's or animal's name is spelled and sounded out. To repeat, click the object or animal again or click the word box **COW**.
- As each object or animal is brought onto the platform, a new one appears in the background to take its place. There are always plenty to choose from.
- Bring objects or animals to the platform as long as you like.
- Click  for the Question and Answer Mode, or click  to return to the Main Room.



Three-Letter Carnival

Question and Answer Mode

- Click  to enter the Question and Answer Mode. Millie, the cow, asks you to fill the carnival cars. To repeat the request, click Millie.



"Click something that rhymes with rat."

- Click the animals or objects in the background that meet Millie's request.
 - If you click a correct object or animal, it pops into an empty carnival car. After all the cars are filled, they speed away down the track.
 - If you click an incorrect object or animal, Millie asks you to try again.
- Choose a carnival ride activity. Click:



or



Here comes the Rhyming Coaster!
Group animals and objects by words that rhyme.

All aboard for First-Letter Mountain!
Group animals and objects by words that begin with the same letter.

- Click  for the Explore and Discover Mode, or click  to return to the Main Room.



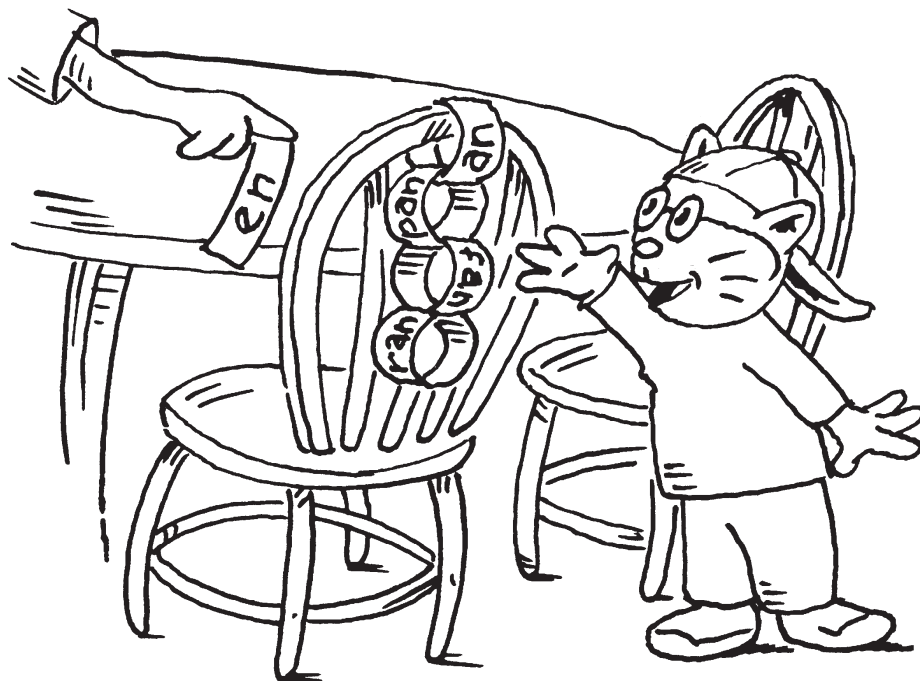
Three-Letter Carnival Together Time

Refrigerator Words

Write the letter *p* and several word endings (*-at*, *-en*, *-op*) on separate slips of paper. With your child, use refrigerator magnets to arrange the *p* and one of the word endings to form a three-letter word (*p-at*, for example). Over a period of time, introduce other word endings and let your child place the *p* next to these endings to form new words (*p-en*, *p-op*, etc.). Once your child is familiar with this set of words, add a different beginning letter (*h* or *t*, for example) and let your child rearrange the slips of paper to see what other words can be made (*h-at*, *h-en*, *h-op*, *t-en*, *t-op*, etc.).

Rhyme Chains

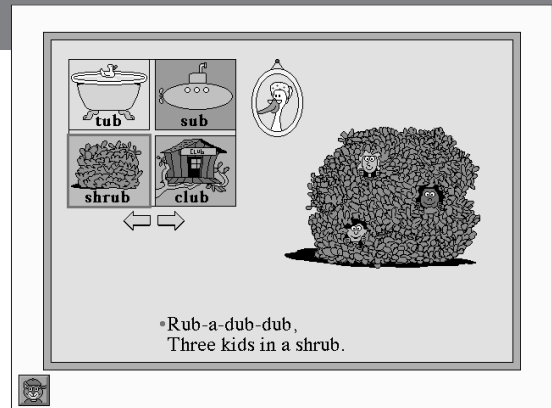
Cut scraps of light-colored paper into strips from which a chain can be made. On one strip, print *-at* and form it into a loop by taping the ends together. Ask your child to think of an *-at* word (*bat*, for example). Print this word on a colored strip and add it to the chain by threading it through the *-at* loop. Hang this chain on the back of a chair and invite all family members to add to the chain as they think of rhyming words. Start additional chains taped to other chairs with rhyme families such as *-in*, *-op*, *-an*, *-en*, *-un*, *-it*, *-ag*, etc. After a few days, read through each chain with your child.



Hi,
We've been working with three-
letter words that rhyme and with
words that start with the same
letter. Here's something
to try at home.

Love,
Bailey 

Read-A-Rhyme Overview



Students create silly rhymes by experimenting with rhyming word families. Rhymes are illustrated with animated pictures. They can see how different words change the rhyme's meaning and identify rhyming words among non-rhyming words.

Learning Opportunities

- Distinguish differences in meaning among rhyming words
- Recognize final sounds that are the same
- Understand that print carries meaning
- Complete a poem by choosing a rhyming word
- Hear the rhythm in poems
- Relate images to text
- Enrich vocabulary

Together Time Activities (page 30)

(To copy and send home)

- Rhymes of Mine
- Rhyme Time

Curriculum Connections (pages 72-76)


- Rhymes by the Yard (Language Arts)
- Poets All (Language Arts)
- Two-Word Rhymes (Art)
- Rhyme Sorting (Science)
- Run and Rhyme (Physical Education)
- A Band of Poets (Music)
- Rhyme Climb (Mathematics)

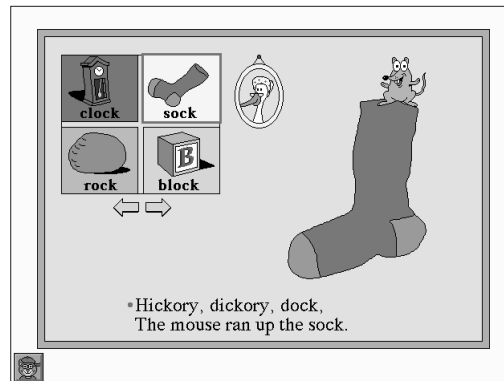


Read-A-Rhyme



Explore and Discover Mode



- Click  to enter Read-A-Rhyme from the Main Room.
- Click one of the four picture-word boxes to complete the rhyme. Because this is the Explore and Discover Mode, you can try any of the words. The completed rhyme is read, and an animated picture illustrates the rhyme:




"Hickory, dickory, dock,
The mouse ran
up the sock."

- Click the dot ● before the rhyme to see and hear it read aloud again. Click a word to hear it spoken.
- Try different picture-word boxes to make new rhymes.
- To see and hear a new rhyme to complete, click  .




"Ding, dong, dell, Kitty's
in the..."

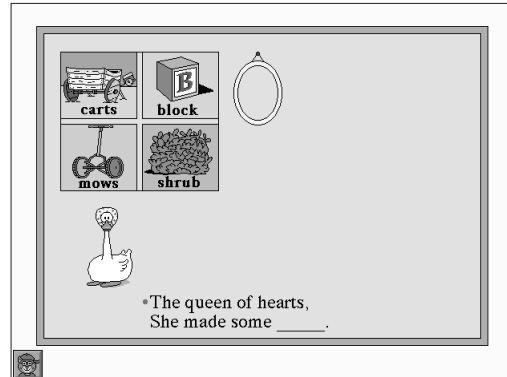
- Click  for the Question and Answer Mode, or click  to return to the Main Room.



Read-A-Rhyme

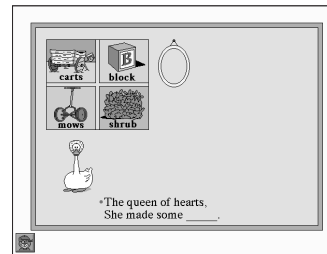
Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- An incomplete rhyme appears and is read; for example:





"The queen of hearts, She made some . . ."

- Try to find the picture-word box that rhymes, and click it. The rhyme is read with the word you chose. If you forget the request, click Mother Goose to hear it again.
 - If you chose the word that rhymes, you hear, "That rhymes!" The rhyme is read, and you see an animated picture.
 - If you chose a word that does not rhyme, Mother Goose says, "No rhyme this time." Try another picture-word box until you find the word that rhymes.



You can continue making rhymes as long as you like. If you keep trying, you will always find the rhyming word.

- Click  for the Explore and Discover Mode, or click  to return to the Main Room.



Hi,
We've been experimenting with rhyming words and poems in Bailey's Book House. It would be fun to make poems at home, too. Love, Bailey

Read-A-Rhyme Together Time

Rhymes of Mine

Help your child start a book of original poetry. A simple booklet can be made by stapling together several sheets of notebook paper with a plain sheet on top for the cover. On the last page of the booklet, help your child create lists of rhyming words that can be used for reference. Print as your child dictates words that rhyme with "tree," for example. Then, on a clean page, print as your child dictates a simple two-line poem using words from the rhyming list. For example, "Look up and see, A kitty in the tree."

As your child becomes a more confident author, longer rhyming poems can be written. Also, encourage your child to write different kinds of poetry: poems about feelings or experiences, poems that tell a little story, funny poems, etc. Provide crayons or markers for your child to make illustrations and a decorative cover for the poetry book.

Rhyme Time

Play a simple "I'm thinking of . . ." game. For example, "I'm thinking of something in your room that rhymes with fall." Your child may answer, "Wall." Then switch roles so your child can think of something for you to find. Other examples: Something in the kitchen that rhymes with ink (sink); Something in the garage that rhymes with far (car).



Kid Cards Overview



Students design their own greeting cards, gift cards, thank you notes, and invitations by choosing messages and decorative stamps. With numerous possibilities, students can be as whimsical or traditional as they like. Cards may be printed so that they can be folded like a card or used as a poster.

Learning Opportunities

- Use words and images to create a message
- Recognize that a message can be altered by substituting key words
- Understand that print and pictorial symbols carry meaning
- Participate in publishing
- Relate images to text
- Reinforce positive social skills
- Enrich vocabulary

Together Time Activities (page 34)

(To copy and send home)

- Come One, Come All
- Special Sunshine

Curriculum Connections (pages 77-81)


- Special Pen Pals (Language Arts)
- Please Come (Social Studies)
- Pop Out Card (Art)
- A Big Thank You (Social Studies)
- I Wish You . . . (Art)
- Puzzle Postcard (Social Studies)



Kid Cards

Explore and Discover Mode

In Kid Cards, the emphasis is placed upon enjoying and experimenting with words and pictorial symbols to create messages. Because creativity and self-expression are emphasized, there is no Question and Answer Mode. Children can choose from three types of cards, a variety of messages, and many different picture stamps.

- Click  to enter Kid Cards from the Main Room.
- The following screen appears:

Greeting card selected.

To make a gift card.

To make an invitation.




Words and phrases to complete your message.

To create a card on which to handwrite your own message (greeting card only).

Picture stamps
(This is empty until you choose a word or phrase to complete the message.)

Completed message

To write your own message.

- Click the type of card  or  or  you wish to make.
- Click one of the words or phrases to complete the message and to see and hear it read aloud. If you want a different message, just click a new word or phrase.








- Click the dot ● before the message to see and hear it read aloud. To hear individual words read aloud, click them.
- Click the arrows ⇐ ⇨ to see all of the picture stamps available for your card. (Each word or phrase has a different set of picture stamps.)
- Click the stamp to place it on your card. You can also drag the stamp from the box to any place on the card or from one place to another on the card. To remove a stamp, drag it off the card. Drag as many stamps onto the card as you would like; for example:

Gift card selected.

To create a card with an incomplete message you can finish in your own handwriting (gift card and invitation only).



- Click  to print your card or poster. Then give it to someone special!
- Click  or  or  to make a new card, or click  to return to the Main Room.



Hello,
With Bailey's Book House, we've
been making our own cards. There
are many creative ways to make and
use cards. Here are two that you may
want to try at home.

Love,
Bailey

Kid Cards

Together Time

Come One, Come All

Help your child make invitations for the next family celebration. Decorate the invitations with objects related to the event: leaves on Thanksgiving dinner invitations, confetti on New Year's party invitations, colorful numbers (cut from magazines) on birthday party invitations, etc.

Discuss with your child the information that should be included in an invitation (what kind of party, where the party will be held, when the party will take place, etc.). Print this information yourself. Or, if your child is able to copy letters and numbers, you can print one invitation and let your child copy the information onto the other invitations.

Special Sunshine

Help your child "adopt" someone who would enjoy a special friend (a child in the hospital, a homebound person, an elderly person, a new neighbor, etc.).

With your child, plan to send a series of greeting cards. The first one might be an introduction. Your child could draw a smiling self-portrait on the front of the card. Then print as your child dictates the message. For example, "Welcome to our neighborhood! I'd like to be your special friend. In my next note, I'll tell you where to find the best climbing tree." The next note could include a simple map to the tree. The last note can be decorated with your child's school photograph. The message could be an invitation for a meeting of the special friends.



My Friend Overview



My Friend

- straight purple arms
- hairy blue feet
- curly purple hair
- big blue eyes
- big green nose
- pointed red mouth

A large cartoon character with curly hair, big eyes, and a wide smile, standing on a small platform. The character has a round body and thin arms. The interface includes a question mark icon and a printer icon at the bottom.

Select words to describe your Friend's hair, eyes, nose, mouth, arms, and feet! In the Explore and Discover Mode, students learn common adjectives as they create a Friend. Complete sentences in the Question and Answer Mode to make your Friends wiggle, waggle, and bounce.

Learning Opportunities

- Learn common adjectives
- Improve vocabulary
- Develop simple editing skills
- Discover how words are used to complete a sentence
- Associate printed words with their visual representations

Together Time Activities (page 38)

(To copy and send home)

- Ad for Me
- Rainbow of Colors

Curriculum Connections (pages 82-89)

- The Sorting Station (Mathematics)
- Adjective Artistry (Art)
- Scrambled Legs (Language Arts)
- My Friend Factory (Language Arts)
- Confused Colors (Problem Solving)
- Pet Detective (Problem Solving)

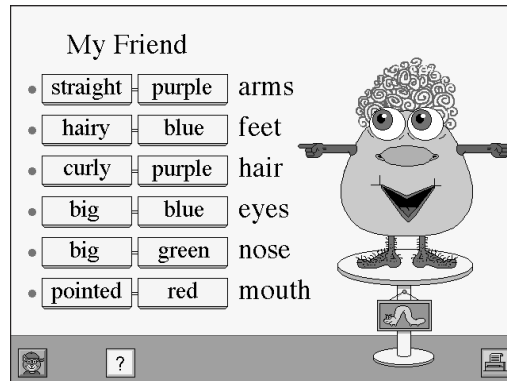






My Friend

Explore and Discover Mode



- Click  to visit My Friend from the Main Room.



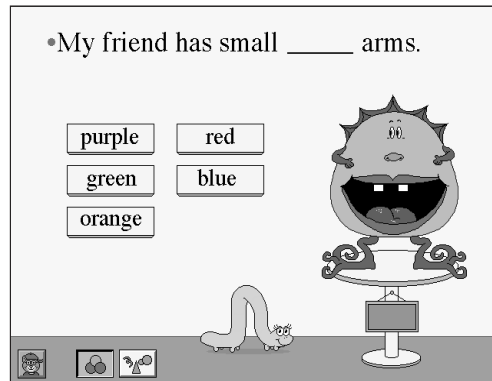
- Click the boxes to flip to the next word for each Friend feature. The Friend changes to reflect each new word.
- Click ●, or click the Friend to hear a feature described. Click again to stop the description.
- Click  to spin all the word flippers and create a surprise Friend.
- Click  to print your Friend.
- Click  for the Question and Answer Mode, or click  to return to the Main Room.



My Friend

Question and Answer Mode

- Click  to enter the Question and Answer Mode.



- Jenny, the inchworm, reads a Friend's description and asks you to find the missing word. To hear the request again, click Jenny.
- Click the word box that contains the missing word.
 - If you click the correct word box, the word pops into the sentence and the Friend feature animates.
 - If you click an incorrect word box, Jenny asks you to try again.
- You can select the type of missing adjective. Click:





or




Find a color adjective.

Find a non-color adjective.

- Click  for the Explore and Discover Mode, or click  to return to the Main Room.



Hi,
With Bailey's Book House,
we have explored all sorts of
adjectives. You can have fun with
adjectives at home, too!

Love,
Bailey 

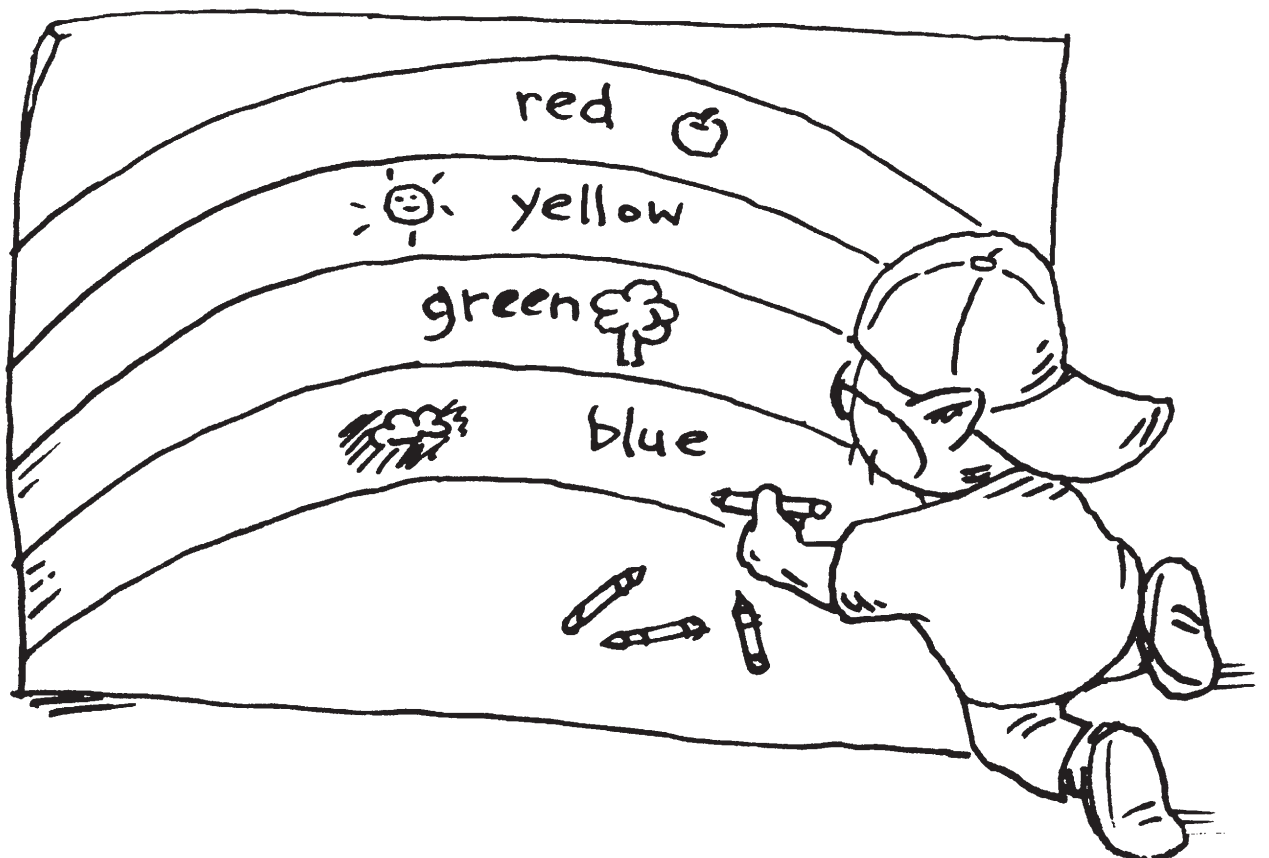
My Friend Together Time

Ad for Me

Leaf through a magazine with your child. Scan the ads for descriptive words, read and discuss them together, and cut out the ones that might describe your child (one-and-only, better than ever, dazzling, fun, etc.). Provide a sheet of paper, crayons, and glue. Let your child draw a self-portrait in the center of the page and arrange the magazine words around the edges to make a "personal ad."

Rainbow of Colors

On a large sheet of paper, have your child draw a big rainbow (not colored in). Write a color word inside each band. Talk together about items that are red, for example, and let your child fill the red band with drawings of these items. Continue until all the bands are filled with drawings that match the color words.



System Requirements

Server and Network

- Windows NT 4.0 with latest service pack
- Windows 2000 with latest service pack
- Novell 4.11 or later
- AppleShare IP 6.0.3 or later
- OS X.0.4 Server or later
- Ethernet 10 Mbit/sec or faster
- CD-ROM drive for one-time installation
- 100 MB free disk space (not including disk space for students' saved files)

Windows Client Workstations

- Windows 95b/95c/98/ME/2000/XP
- 166 MHz Pentium processor or better
- 64 MB RAM or higher
- 100 MB hard disk space
- Super VGA 800 x 600 display with a minimum of 256 colors
- CD-ROM drive
- Sound card and speakers compatible with DirectX

Optional:

- Windows-compatible printer
- Microphone
- TouchWindow or single-switch device

Macintosh Client Workstations

- OS 8.6 to OS 9.2.2 (classic) and OS 10.1.5 and higher (OS X native)
- G3 processor or better
- 128 MB RAM or higher
- 100 MB hard disk space
- 800 x 600 display with a minimum of 256 colors
- CD-ROM drive

Optional:

- Macintosh-compatible printer
- Microphone
- TouchWindow or single-switch device

Installation Instructions

This version of *Bailey's Book House* is for use with *Riverdeep Software Manager (RSM)*. Make sure *RSM* is installed before installing *Bailey's Book House*. If you need assistance with *RSM*, please consult the *RSM User Guide* (included on CD or in the school binder). You will install *Bailey's Book House* to the network file server where *RSM* is installed. After you have installed *Bailey's Book House* to the network file server, you will need to run the **RSM Administration Center**.

The *Bailey's Book House* installation places both Windows and Macintosh files on the network file server where *RSM* is located. Both Windows and Macintosh are installed simultaneously.

1. Exit all applications and start at the desktop.
2. Insert the *Bailey's Book House* Network CD into the drive.
 - Macintosh: Double click to open the CD
 - Windows: The CD window will open automatically. If Autoplay is not enabled, choose **RUN** from the Start menu and type d:\Autoplay.exe (where d represents your CD drive).
3. Click the *Bailey's Book House* installer and follow the on-screen instructions.
4. *Bailey's Book House* must be installed in the **Riverdeep Server** folder that was created on the network file server during *RSM* installation. Navigate to this location and begin the installation.
5. When the installation is complete, you must launch the **RSM Administration Center** to enable *Bailey's Book House*. Consult the *Riverdeep Software Manager* user's guide for additional information.

When students launch *Bailey's Book House*, it is automatically copied from the server to the workstation. The technology coordinator may wish to launch *Bailey's Book House* from the **RSM Student Center** before first student use. This will save student's time in waiting for the application files to be copied to the workstation.

Optional User Privileges

If your school has restrictions on user access to network locations, the following folder permissions required for *Riverdeep Software Manager*

- Teacher users will need read, write, and delete access to the **Riverdeep Server** folder.
- Student users will need read and write access to the **Student Documents** folder and the **Data** folder (both within the **Riverdeep Server** folder).

Technical Support

For Technical Support, please refer to the customer information card included with this product.

