

# Orton-Gillingham CLOVER

Teacher's Manual

**MAXSCHOLAR**

READING INTERVENTION PROGRAMS

*To all the students in the country, we dedicate our programs to you. This teacher's manual will help your teachers provide you with a strong foundation in reading. Reading is essential to life. Keep working at it. You will learn how to read.*

--the MaxScholar team

**MAXSCHOLAR**

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# MAXSCHOLAR

## ORTON-GILLINGHAM PHONICS PROGRAM

# CLOVER

## TEACHER'S MANUAL

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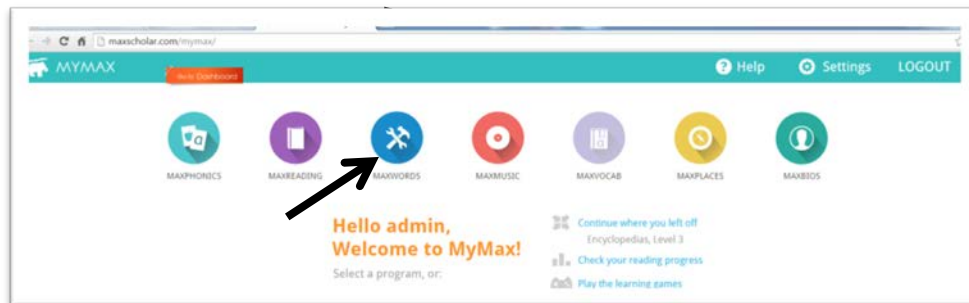
## MaxScholar CLOVER Program

First, login to the program in the following way. Use Google Chrome as the Internet browser. Go to [www.maxscholar.com](http://www.maxscholar.com). In the upper right hand corner of the home page, left-click on login. Sign in using the username and password assigned to the student.

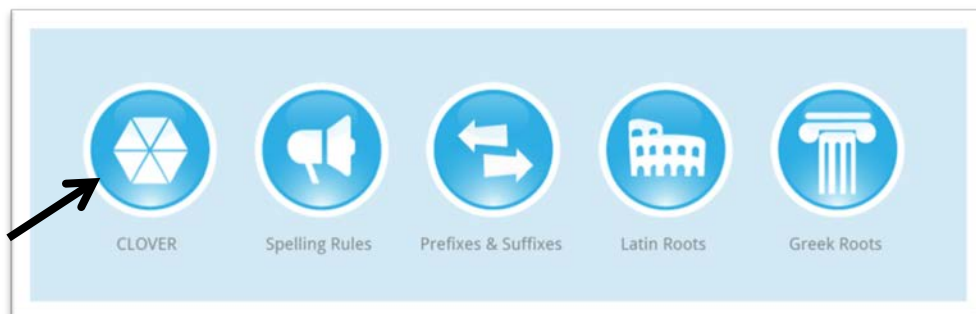
First, login to the program by following the directions in the document “MaxScholar Getting to Programs.” You always use Google Chrome as your browser and go to [www.maxscholar.com](http://www.maxscholar.com). Login with your username and password. You will be directed to our home page, MyMax.

If possible, when working in a classroom, use a Smart Board or a screen with a LCD projector attached to a computer. This model works the best with a group of students or a classroom of students. If the session will be one-on-one or a group of 4 or fewer students, it is fine to use a desktop or notebook computer with the student or students gathered around. It is also possible to work on the entire program using our MaxScholar CLOVER Workbook.

Once you are at our home page screen, MyMax, click on MaxWords.

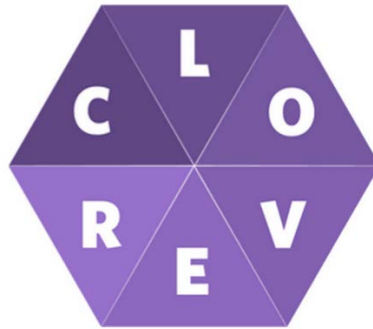


You will be taken to our MaxWords menu page which looks like this:









Left-click on “CLOVER,” and you are ready to begin.

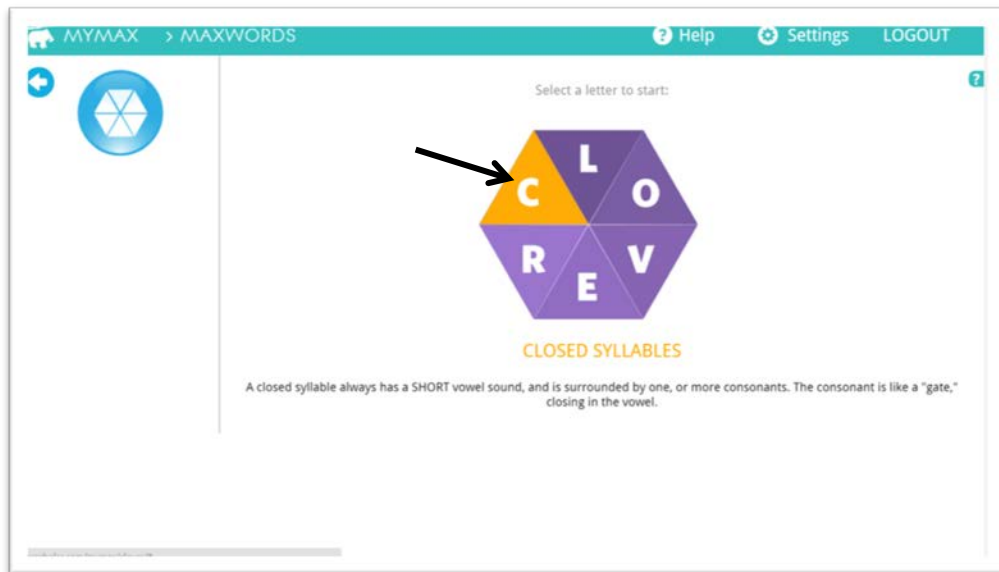
You will be directed to the CLOVER menu which looks like this:



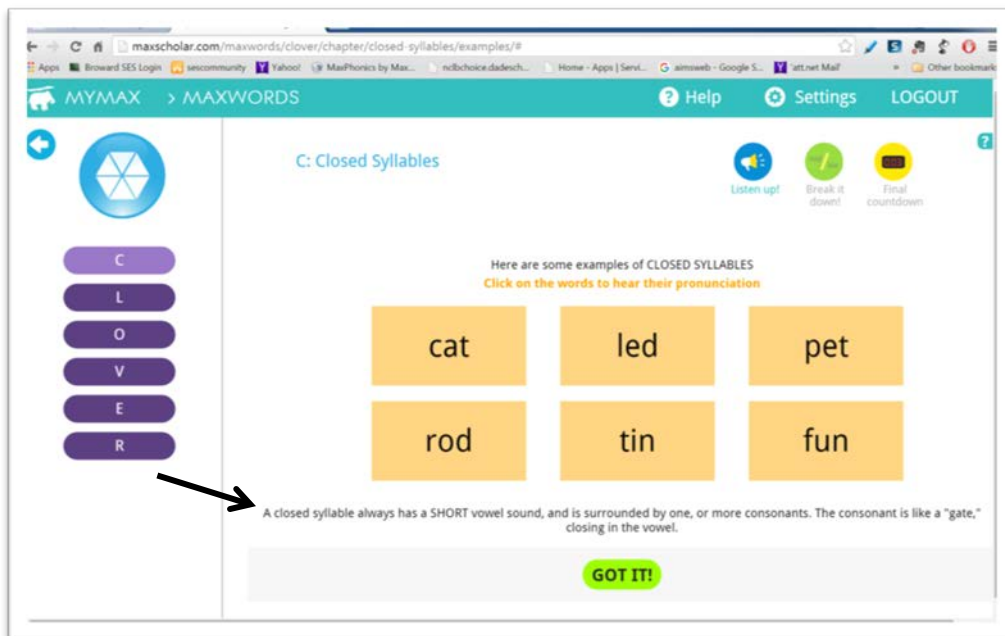
You will immediately see that if you run your cursor over each of the letters in the CLOVER hexagon, you will be told what each letter stands for and what you will learn. They look like this:

<p>Select a letter to start:</p>  <p>CLOSED SYLLABLES</p>	<p>Select a letter to start:</p>  <p>CONSONANT - le</p>	<p>Select a letter to start:</p>  <p>OPEN SYLLABLES</p>
<p>Select a letter to start:</p>  <p>DOUBLE VOWELS</p>	<p>Select a letter to start:</p>  <p>VOWEL-CONSONANT- e</p>	<p>Select a letter to start:</p>  <p>r - CONTROLLED SYLLABLES</p>

In this exercise, you should start with the letter “C” and follow the specific order, C-L-O-V-E-R. Just roll your cursor over the specific letter and left-click. We will start with the letter “C.”

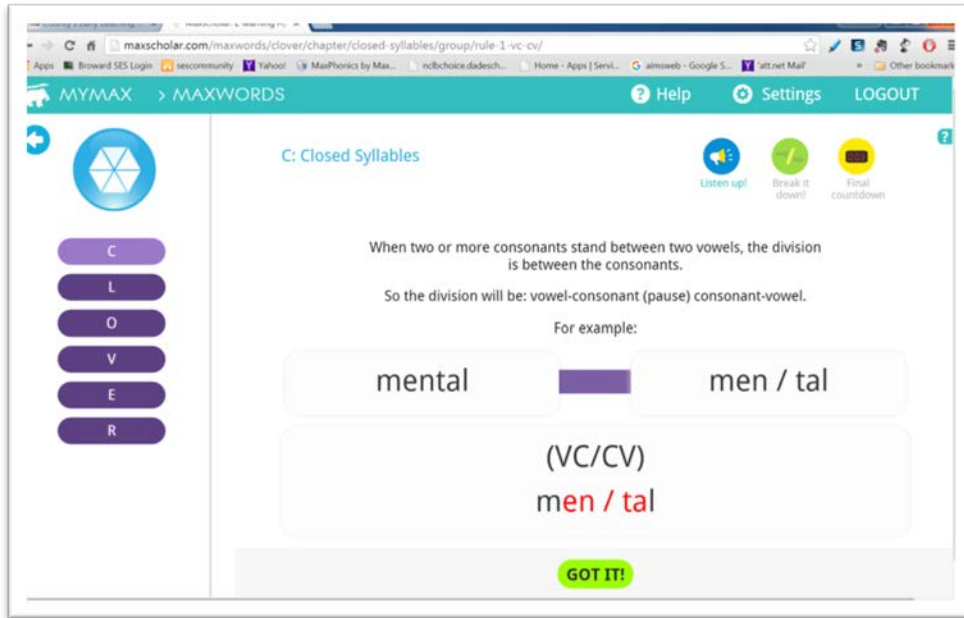


This is the first screen you will encounter when you open the “C” sequence.



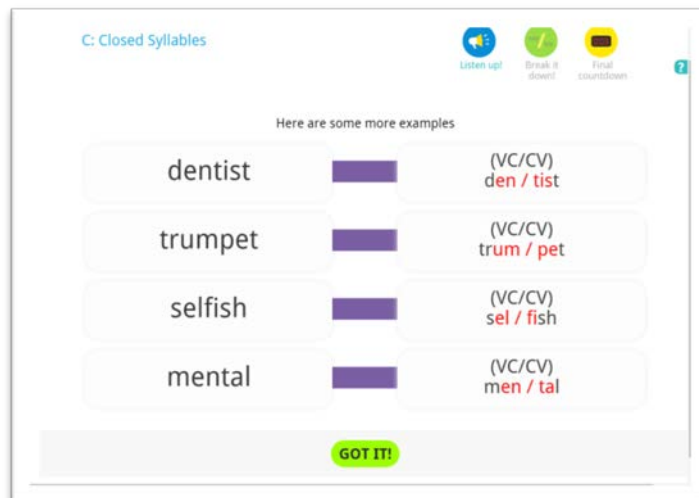
At the bottom of the page, you will find a description of a “closed syllable.” As it says on the screen, left-click on each word to hear its pronunciation. The box will change color as you left-click on it. Left-click on the button “GOT IT!” to go to the next screen.

Screens like the one below give an example of the syllabication rule, first in words, then in an example. In this case, the rule is VC/CV and the example is **men / tal**.



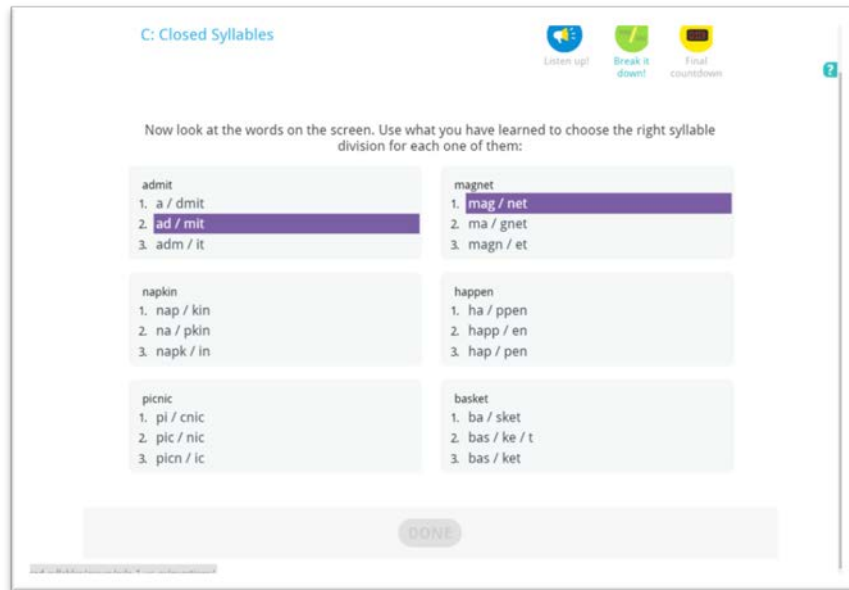
Once you know the rule and are ready to begin to practice the rule, left-click on GOT IT!

In the next screen, you will see four more examples. Listen to the teacher reading each word as you look at the column on the right which shows the syllabication of each word.

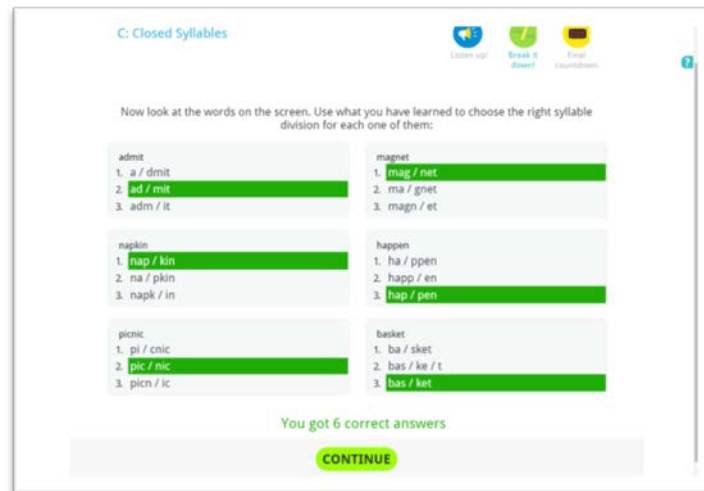


Again, when you know the rule, left-click on GOT IT!

Now it is time for drill and practice of the Closed Syllable rule and its syllabication.



Look at each word. Remember the rule (VC/CV). Under each word, there are three possible answers to the proper syllabication of the word. Once you think you know the correct answer, left-click on the syllabication (1, 2, or 3), and the word will light-up. When you have finished answering all six words, left-click on DONE. You need to answer all six before the DONE button lights up in yellow, and you are ready to go to the next screen.

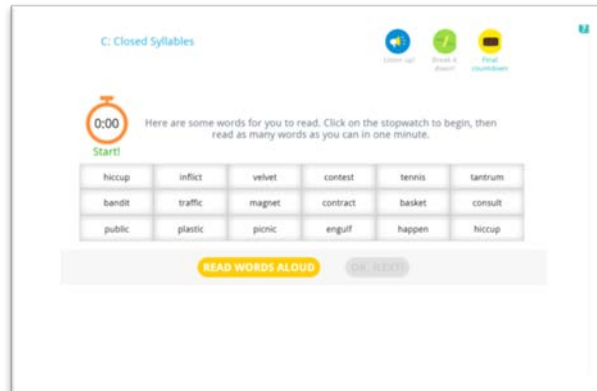


You will be told how many correct answers you did. If you made a mistake, the word that was wrong will appear in red, so you can learn what you did wrong. If you need more practice, the workbook contains more words for you to try this syllable division rule.

The next drill is a **fluency drill**. You have done this before in the MaxPhonics programs. Fluency drills are very important. Although the drill looks a little different from the drills in the



MaxPhonics, Blends, and Digraphs program, it is the same. You are to read each word, starting in the upper left corner, read across, then go back to the second row. Again, read across from left to right. If you finish reading all the words, go back to the first word and try the drill again. When you are ready to start, left-click inside the stopwatch and the stopwatch will start counting up. Try this drill at least three times. You can have the computer read the words to you first by left-clicking on the button labeled “READ WORDS ALOUD.”)



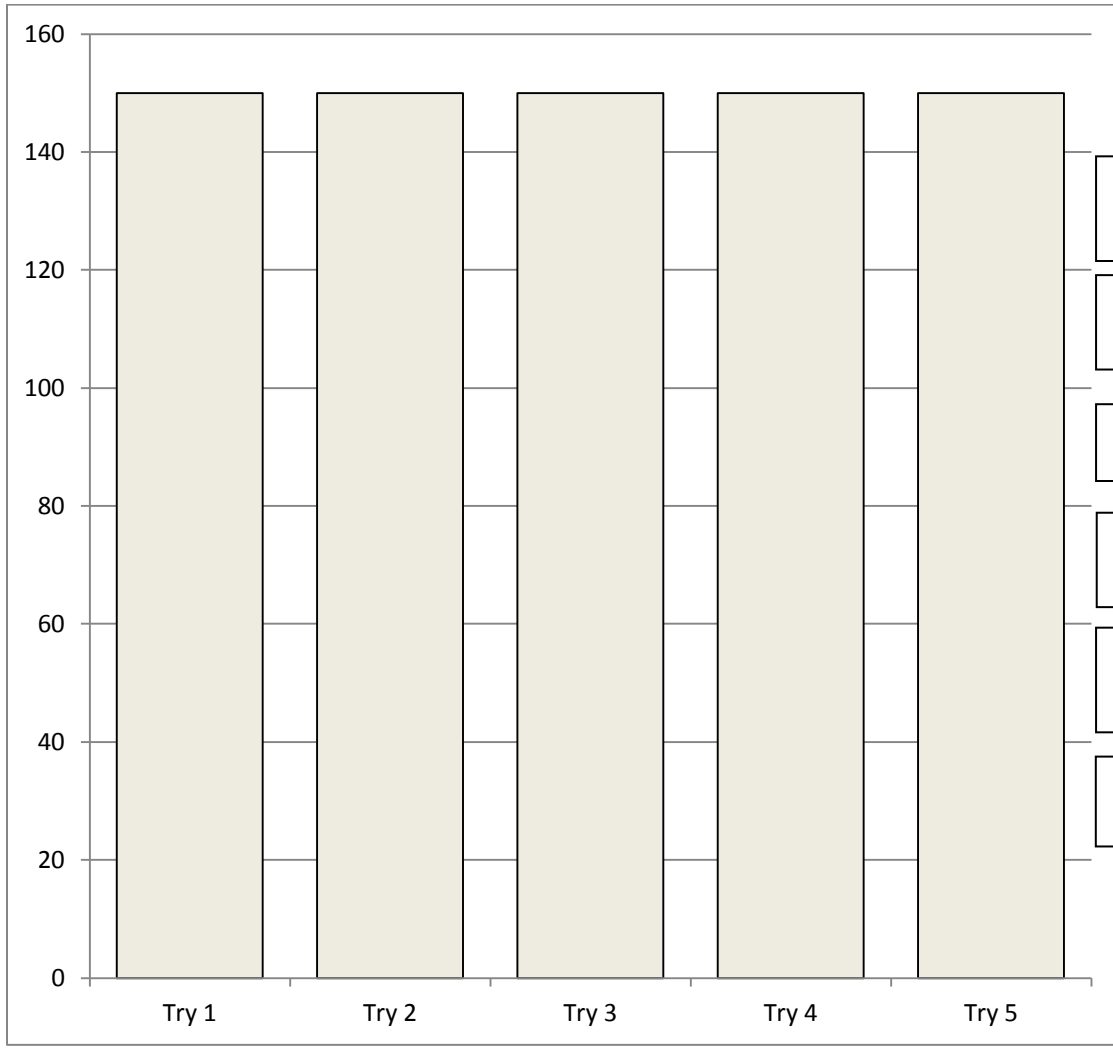
When you are done with this screen, left-click on the button “OK, NEXT!”

In the MaxScholar CLOVER Workbook, the word per minute timing page has more words to practice. It might be useful for some students to have the extra drill and practice.

Please use the next page to enter the date and the scores for each wpm timing try.

# WORD PER MINUTE TIMING

Words per Minute



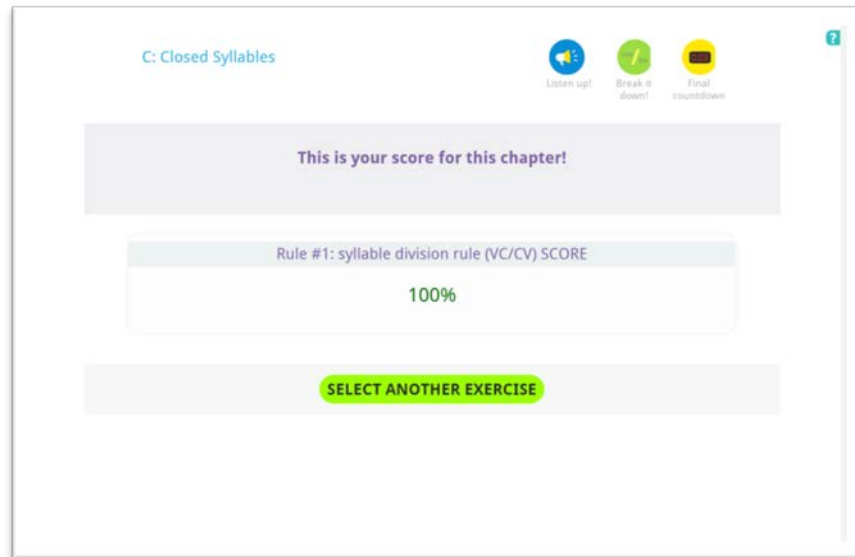
- WOW!
- GREAT!
- REALLY GOOD!
- BETTER!
- MAKING  
PROGRESS!
- JUST BEGINNING!

Date:                      Date:                      Date:                      Date:                      Date:

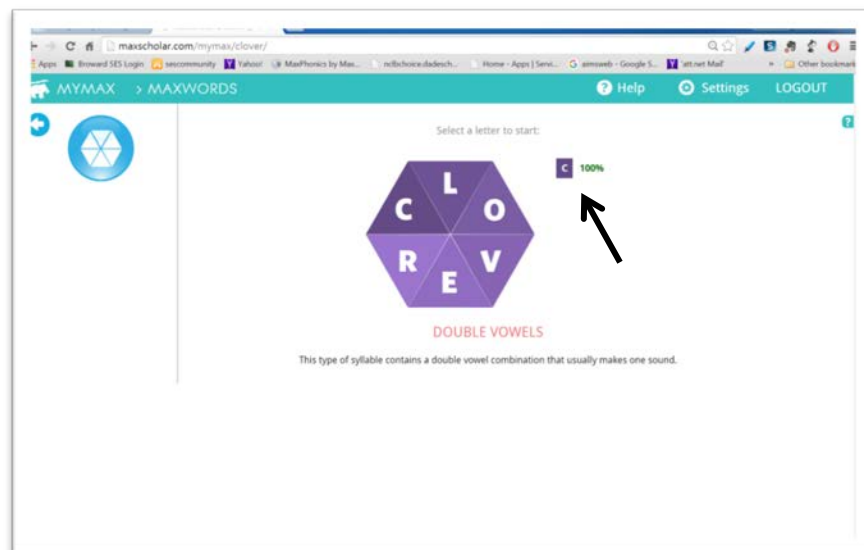
Drill: ***closed syllable words***

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong									

The last screen in the sequence looks like this:

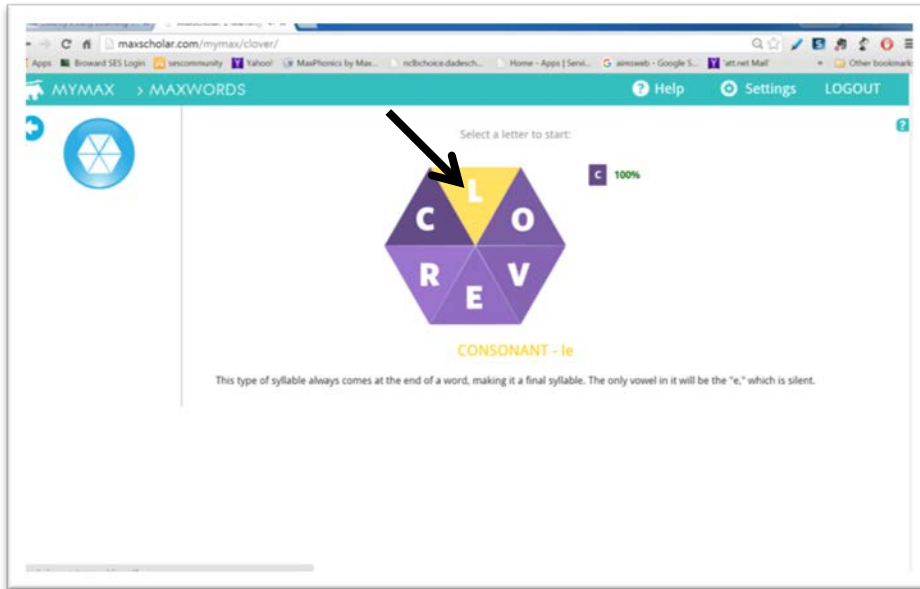


Go to the next sequence by left-clicking by left-clicking on the SELECT ANOTHER EXERCISE! Button.

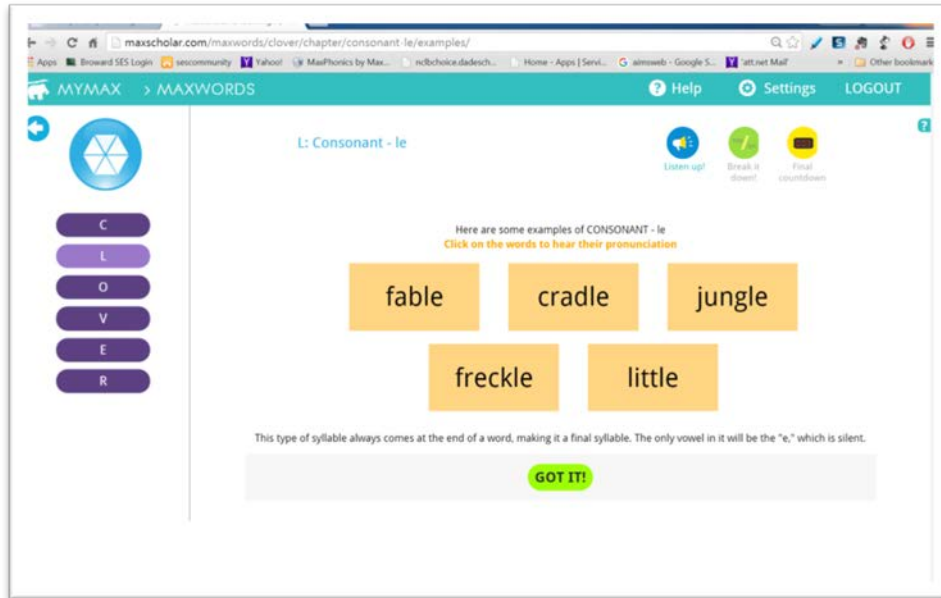


Now you can see your score for the closed syllable drill.

The next Syllabication Rule is that of L, which is CONSONANT / le. Left-click on the L.

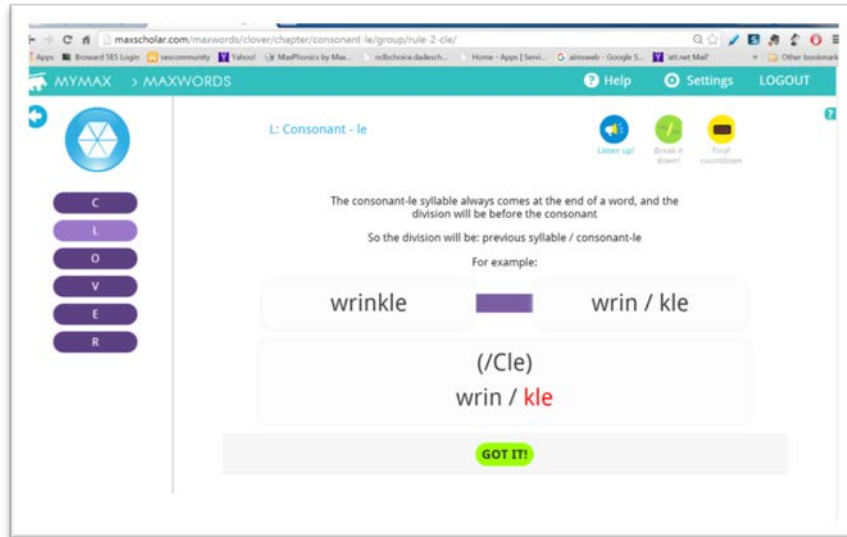


As before, this is the first screen you will encounter when you open the “L” sequence.



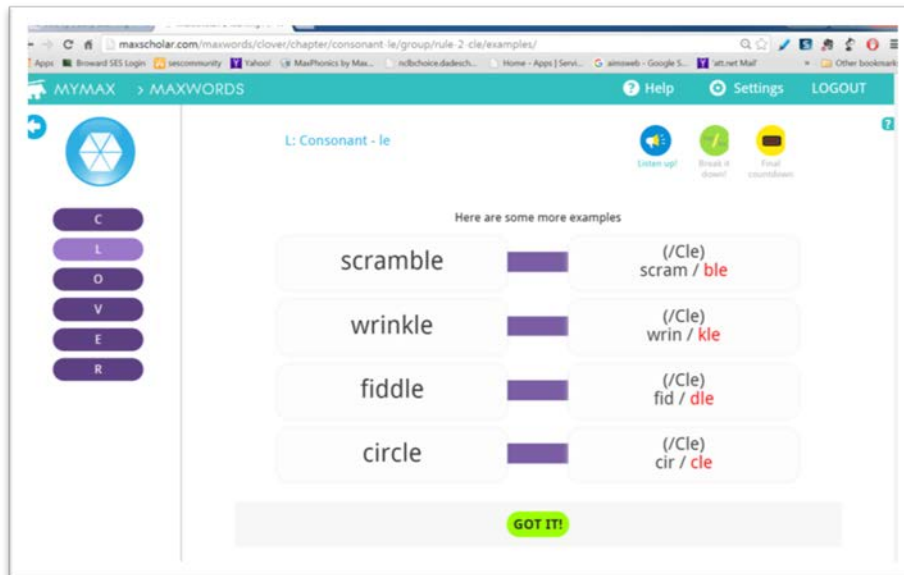
At the bottom of the page, you will find a description of a “CONSONANT/le syllable.” As it says on the screen, left-click on each word to hear its pronunciation. The box will change color as you left-click on it. Left-click on the button “GOT IT!” to go to the next screen.

Screens like the one below give an example of the syllabication rule, first in words, then in an example. In this case, the rule is /Cle, and the example is wrin / kle.



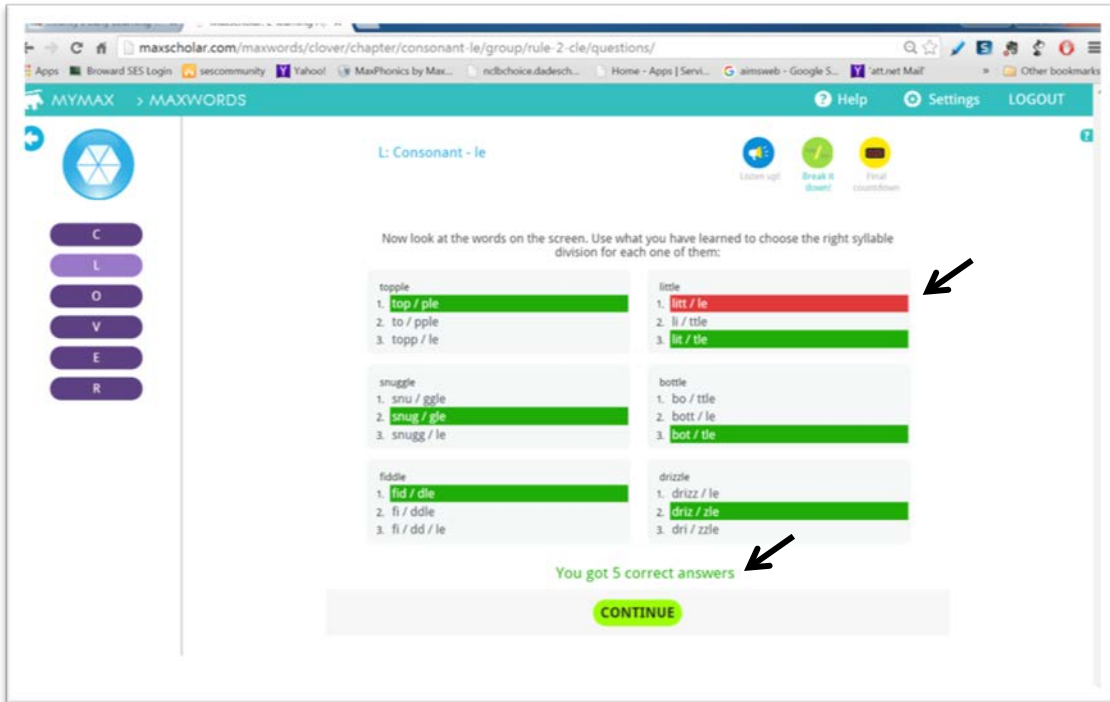
As before, left-click on GOT IT! to advance to the next screen.

In this screen are more examples of the CONSONANT /le Rule. The teacher will read the proper pronunciation of each word. Listen to her as she says each word and try to hear the different syllables.



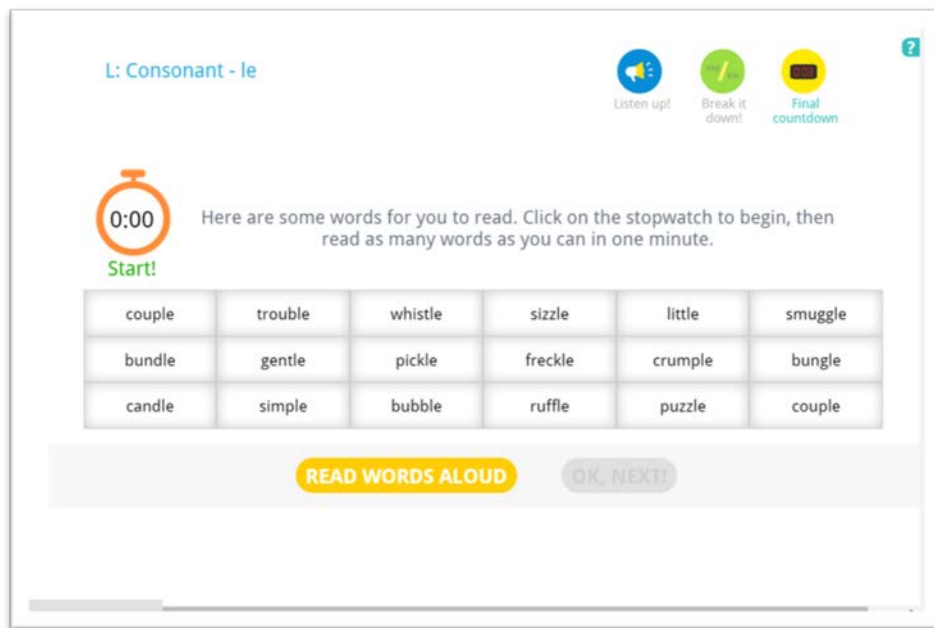
Left-click on GOT IT! after you have practiced the /Cle syllable rule.

As in the previous drill, answer each question by left-clicking on the answer you think gives the correct syllable division. Then left-click on DONE. In the screenshot below, one of the answers is incorrect. The correct answer is indicated in red. Your score is also given.



Left-click on the CONTINUE button to go to the next screen. If you need more practice, the workbook contains more words for you to try this syllable division rule.

The next drill is a **fluency drill**. You have done this before in the MaxPre-K Phonics program. Fluency drills are very important. Although the drill looks a little different from the drills in the MaxPhonics, Blends, and Digraphs program, it is the same. You are to read each word, starting in the upper left corner, read across, then go back to the second row. Again, read across from left to right. If you finish reading all the words, go back to the first word and try the drill again. When you are ready to start, left-click inside the stopwatch and the stopwatch will start counting up. Try this drill at least three times. You can have the teacher read the words to you first by left-clicking on the button labeled “READ WORDS ALOUD.”)



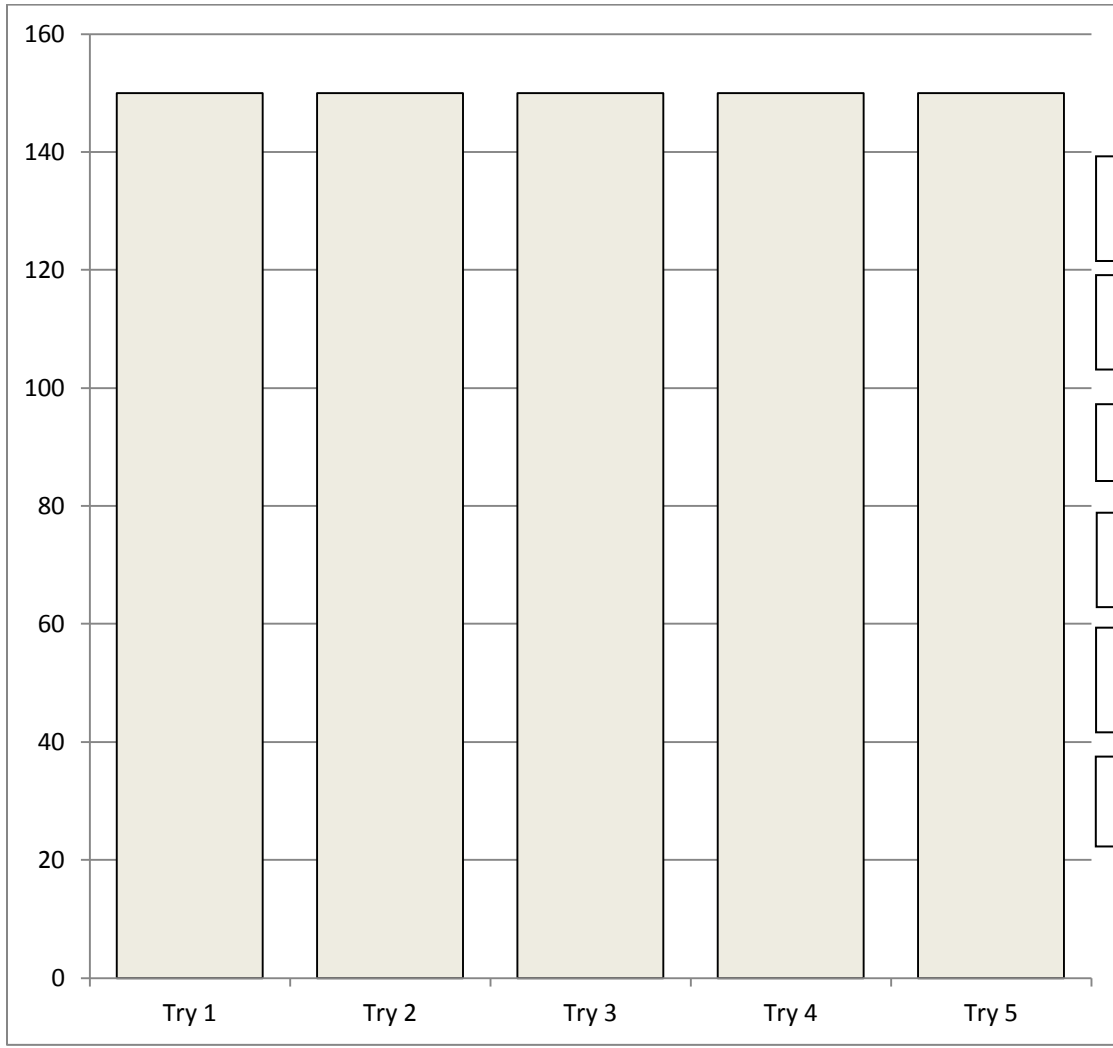
When you are done with this screen, left-click on the button “OK, NEXT!”

In the MaxScholar CLOVER Workbook, the word per minute timing page has more words to practice. It might be useful for some students to have the extra drill and practice. You can

Please use the next page to enter the date and the scores for each wpm timing try.

# WORD PER MINUTE TIMING

Words per Minute



- WOW!**
- GREAT!**
- REALLY GOOD!**
- BETTER!**
- MAKING  
PROGRESS!**
- JUST BEGINNING!**

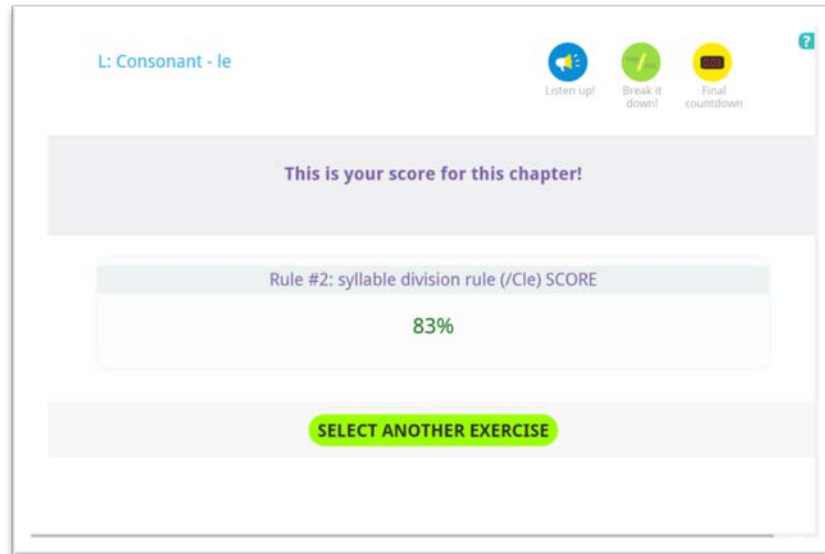
Date:                      Date:                      Date:                      Date:                      Date:

Drill: **Consonant / le syllable words**

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong	

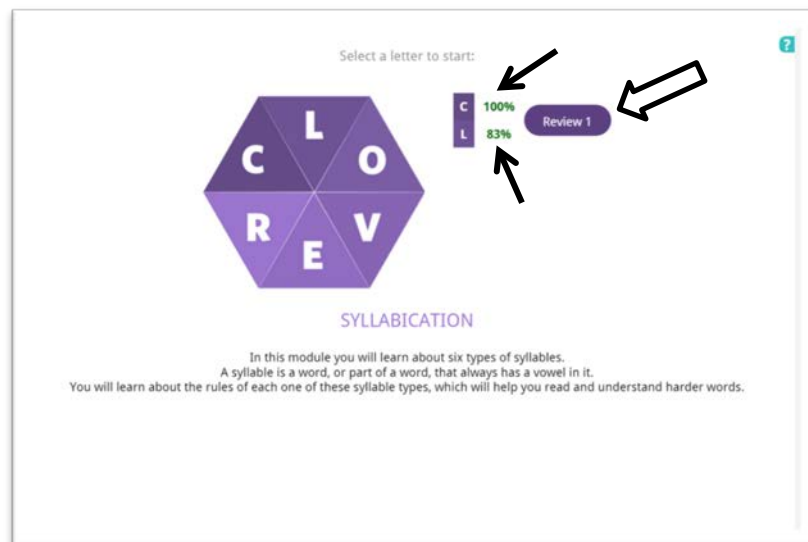


Once the student has completed all the wpm timing drills the teacher feels is sufficient (it may require 5 to 10 tries of the wpm timing), then left-click on DONE. The student will be taken to this screen which indicates his/her score for the chapter. Remember, in this example, the student correctly answered 5 of 6 questions.  $5/6 = 83\%$ .



Left-click on SELECT ANOTHER EXERCISE to be taken back to the CLOVER home screen.

Now note that there are two scores, one for C, and one for L. Those are indicated by the solid arrows.



There is a button called, "Review 1." (open arrow). When the student left-clicks on that button, he/she will be taken to a review drill to practice the identification of the two syllable rules just learned.

Now let's review what you've learned so far. You will see a list of words which have either CLOSED SYLLABLES, or CONSONANT - le. You need to categorize these words by dragging them to the correct column.

	CLOSED SYLLABLES	CONSONANT - le
happen		
contract		
couple		
candle		
smuggle		
picnic		
magnet		
gentle		
public		
bungle		

DONE

In this drill, the student is asked to left-click on a word in the left column, hold down the left button on the mouse, and drag the word to the column that indicates whether the word is an example of a CLOSED SYLLABLE word or a CONSONANT – le word.

Now let's review what you've learned so far. You will see a list of words which have either CLOSED SYLLABLES, or CONSONANT - le. You need to categorize these words by dragging them to the correct column.

	CLOSED SYLLABLES	CONSONANT - le
happen		
contract		
couple		
candle		
smuggle		
picnic		
magnet		
gentle		
public		
bungle		

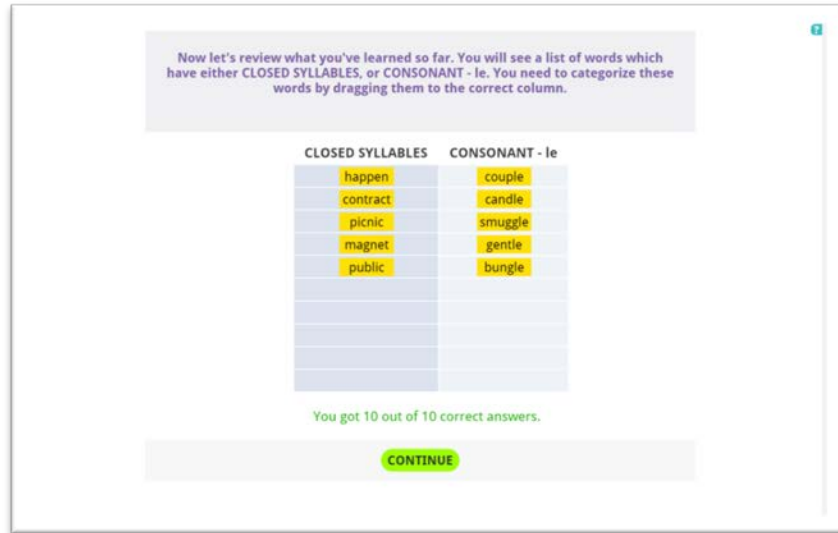
DONE

Now let's review what you've learned so far. You will see a list of words which have either CLOSED SYLLABLES, or CONSONANT - le. You need to categorize these words by dragging them to the correct column.

	CLOSED SYLLABLES	CONSONANT - le
happen		
contract		
couple		
candle		
smuggle		
picnic		
magnet		
gentle		
public		
bungle		

DONE

The screenshot on the left shows one word which was dragged into the proper column. The screenshot on the right shows the exercise completed by a student. The student can tell when he/she has completed the drill because there are no words left in the left-hand column, and the DONE button at the bottom is in bright yellow.



The student gets immediate results on how he/she did on this drill. Left-click on the CONTINUE button to go to the next chapter. Before starting that chapter, the student will see his/her score on the screen.



Have the student left-click on SELECT ANOTHER EXERCISE to get to the next chapter.

In the workbook, on page 17, there is a chart that is similar to the one in the software. The student is asked to review what was just learned. He/she should identify which syllable rule is demonstrated by each word, then write the word in the proper column. The difference between the chart in the software and that in the workbook is that there are many more words for the student to have more practice.

Directions for the workbook are, for example, the word “admit” is an example of a closed syllable word. “admit” should be written in the column of the chart that says “CLOSED SYLLABLES.” “apple” is an example of a consonant / le word. “Apple” should be written in the column of the chart that says “CONSONANT / LE.” This exercise will help the student make sure he/she understands these concepts.

The student will be taken to the next chapter in the CLOVER program. Again, he/she will see his/her scores indicated.

Select a letter to start:

C	100%
L	83%

Review 1

**C L O**  
**R E V**

**SYLLABICATION**

In this module you will learn about six types of syllables.  
A syllable is a word, or part of a word, that always has a vowel in it.  
You will learn about the rules of each one of these syllable types, which will help you read and understand harder words.

The next chapter is “O” which is OPEN SYLLABLES.

Select a letter to start:

C	100%
L	83%

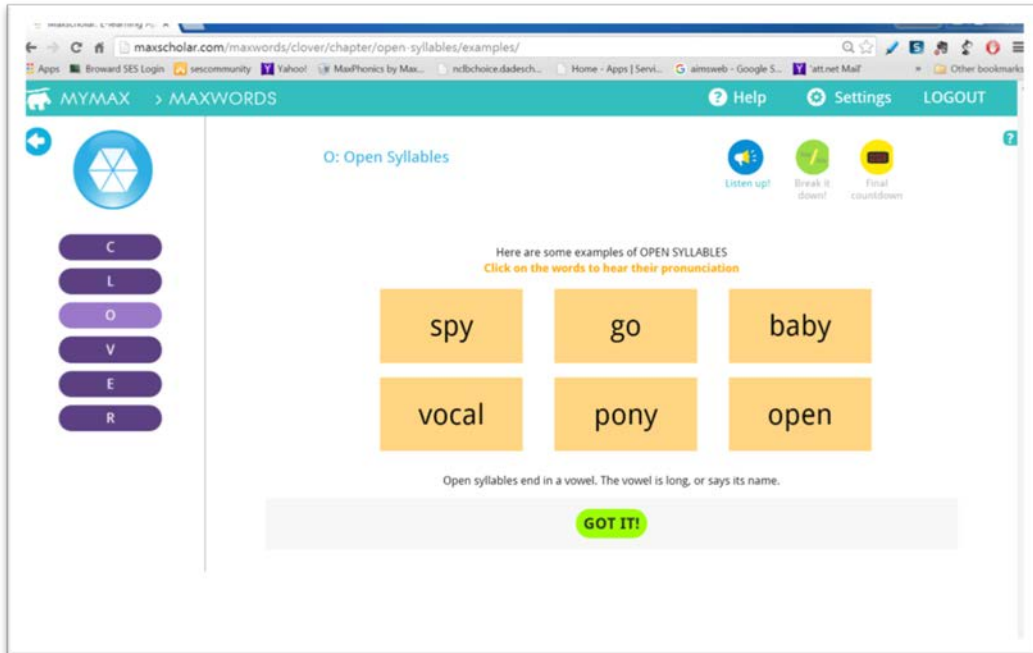
Review 1

**C L O**  
**R E V**

**OPEN SYLLABLES**

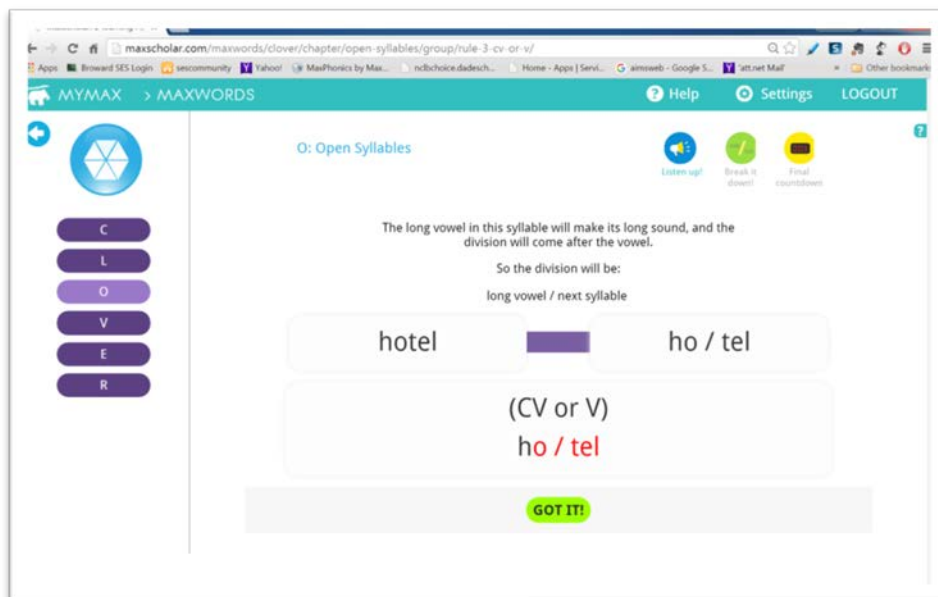
Open syllables end in a vowel. The vowel is long, or says its name.

Have the student roll the cursor over the “O” to hear about what the rule is about. Left-click on the “O” to be taken to the first screen in that chapter.



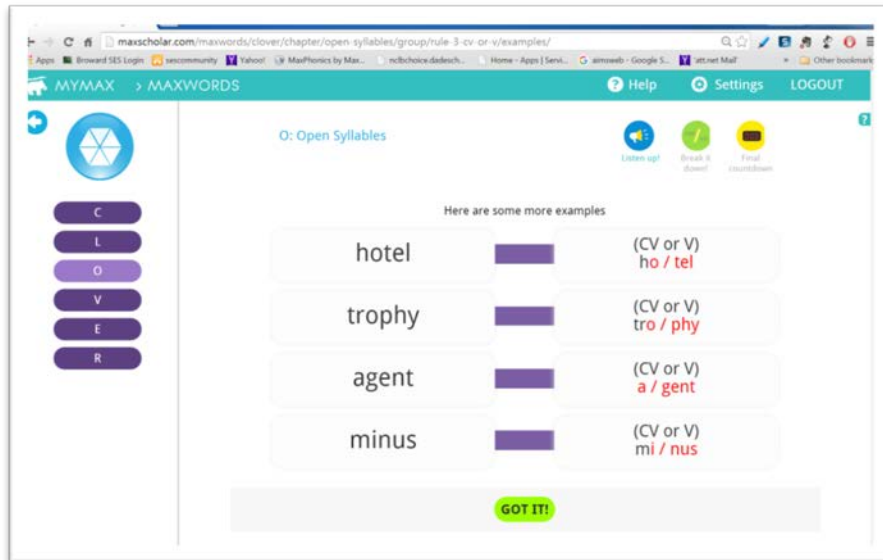
At the bottom of the page, you will find a description of an “OPEN SYLLABLE.” As it says on the screen, left-click on each word to hear its pronunciation. The box will change color as you left-click on it. Left-click on the button “GOT IT!” to go to the next screen.

Screens like the one below give an example of the syllabication rule, first in words, then in an example. In this case, the rule is CV or V, and the example is **ho / tel**.



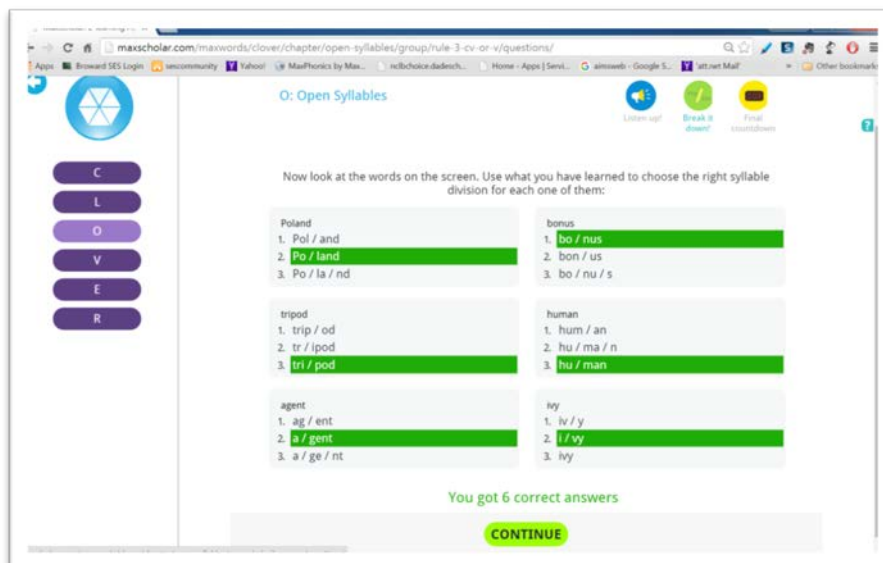
As before, left-click on GOT IT! to advance to the next screen.

In this screen are more examples of the OPEN SYLLABLE Rule. The teacher will read the proper pronunciation of each word. Listen to her as she says each word and try to hear the different syllables.



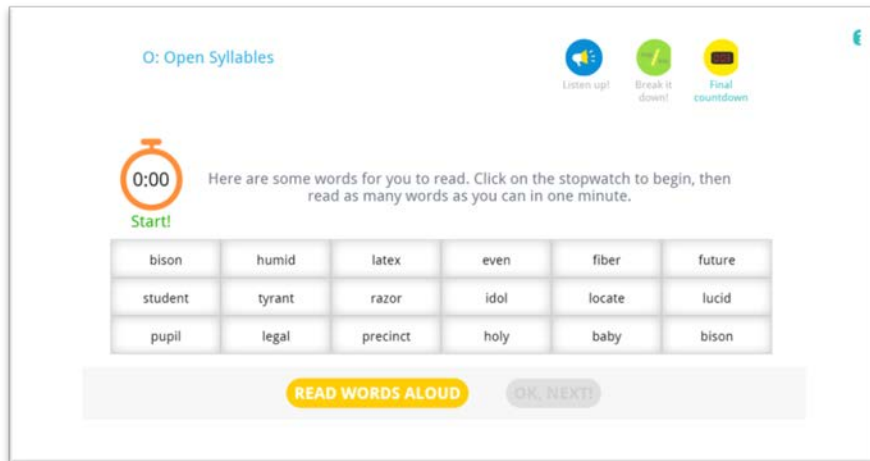
Left-click on GOT IT! after you have practiced the OPEN SYLLABLE rule.

As in the previous drill, answer each question by left-clicking on the answer you think gives the correct syllable division. Then left-click on DONE. Your score is also given.

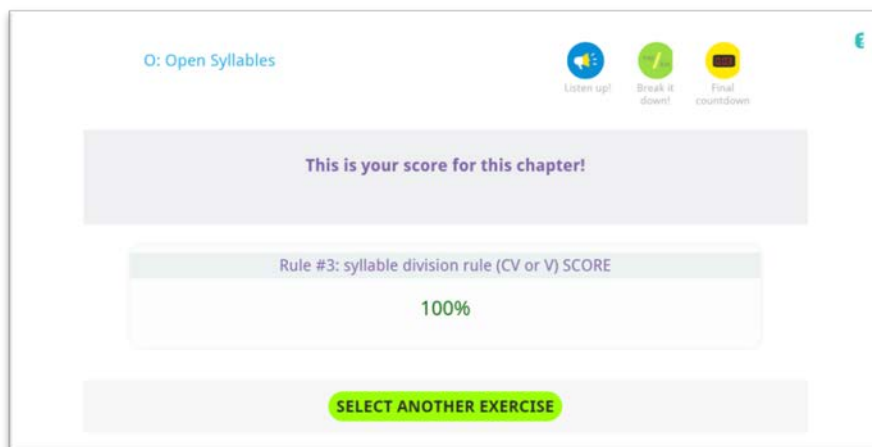


Left-click on the CONTINUE button to go to the next screen. If you need more practice, the workbook contains more words for you to try this syllable division rule.

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When you are done with this screen, left-click on the button “OK, NEXT!”

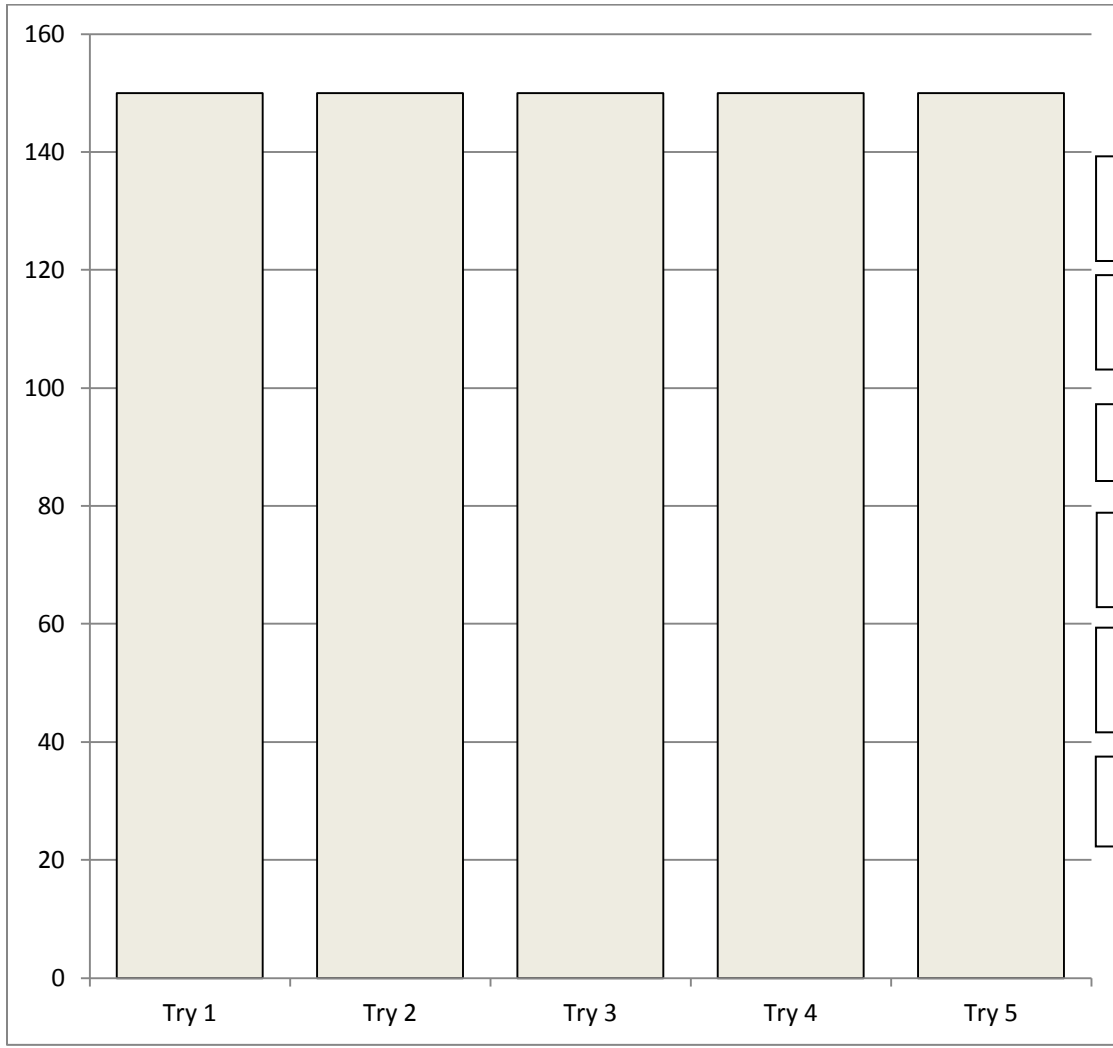


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Please use the next page to enter the date and the scores for each wpm timing try.

# WORD PER MINUTE TIMING

Words per Minute



- WOW!**
- GREAT!**
- REALLY GOOD!**
- BETTER!**
- MAKING PROGRESS!**
- JUST BEGINNING!**

Date:                      Date:                      Date:                      Date:                      Date:

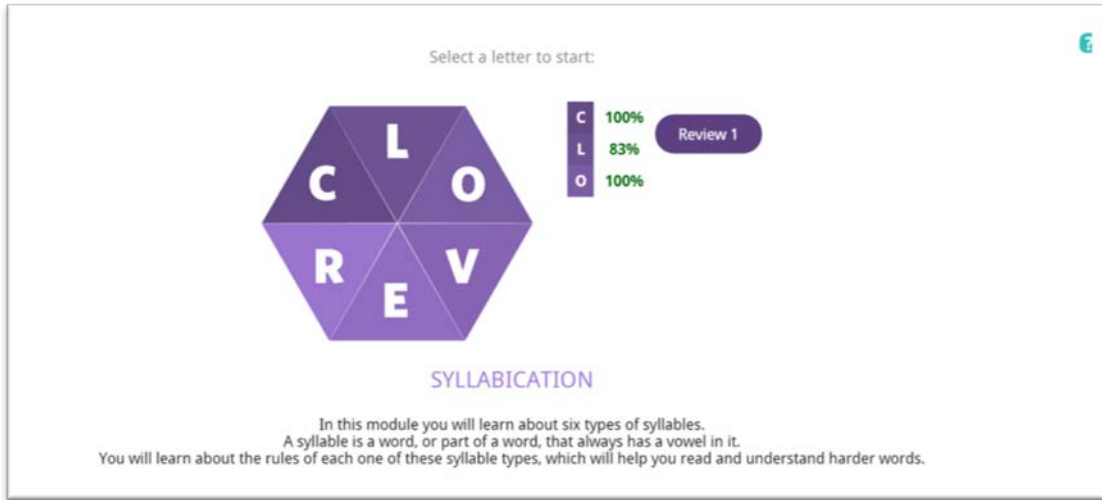
Drill: **Open Syllable words**

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong									



When the student returns to the CLOVER main menu, you will now see three scores indicating the results of the quizzes in each of the chapters already completed.

Select a letter to start:



The screenshot shows a hexagonal graphic divided into six triangles containing the letters C, L, O, R, E, and V. To the right, a vertical list shows scores for C (100%), L (83%), and O (100%). A 'Review 1' button is next to the L score. Below the hexagon, the word 'SYLLABICATION' is written in purple. At the bottom, there is a paragraph of text explaining the module's focus on syllable types.

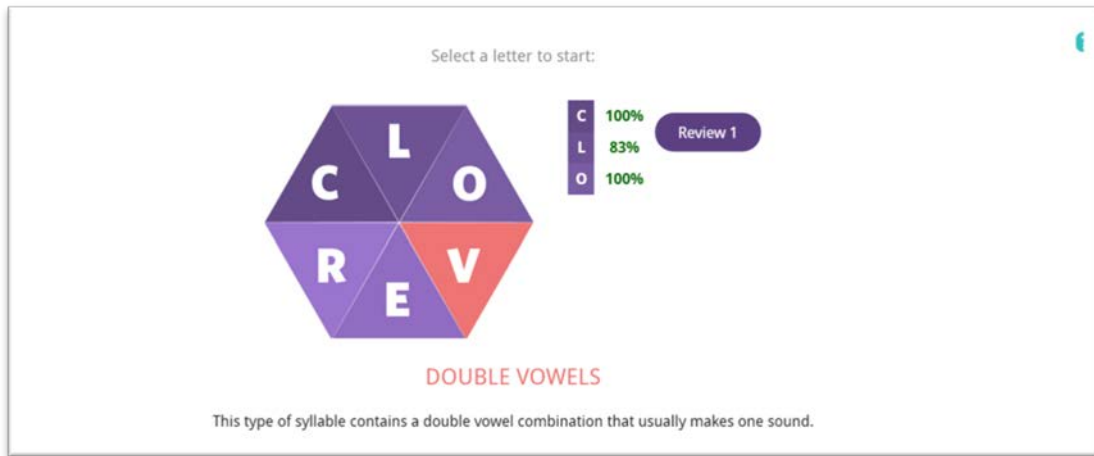
C	100%
L	83%
O	100%

**SYLLABICATION**

In this module you will learn about six types of syllables.  
A syllable is a word, or part of a word, that always has a vowel in it.  
You will learn about the rules of each one of these syllable types, which will help you read and understand harder words.

Now have the student left-click on “V” to begin the chapter on DOUBLE VOWELS.

Select a letter to start:



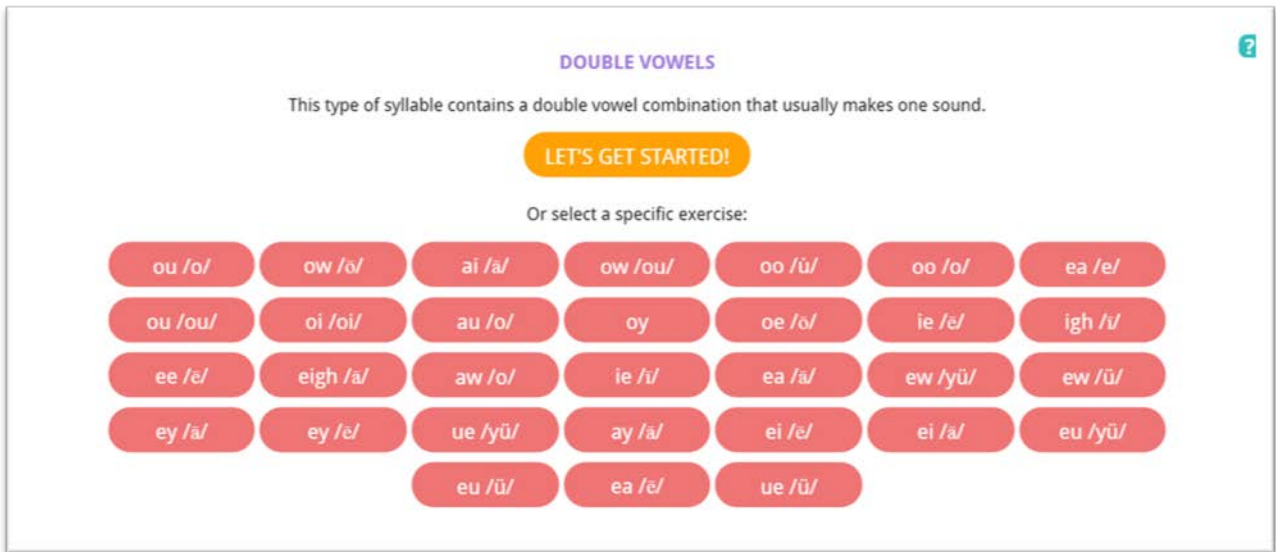
This screenshot is identical to the previous one, but the triangle containing the letter 'V' is highlighted in red. Below the hexagon, the text 'DOUBLE VOWELS' is written in red. The paragraph at the bottom explains that this syllable type contains a double vowel combination.

C	100%
L	83%
O	100%

**DOUBLE VOWELS**

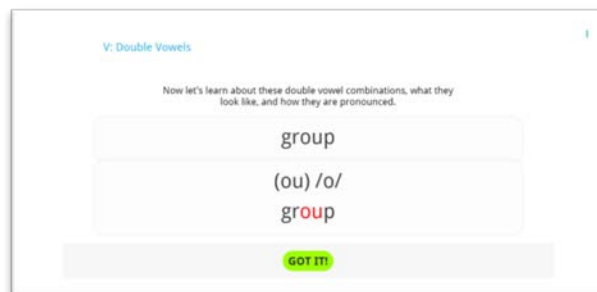
This type of syllable contains a double vowel combination that usually makes one sound.

DOUBLE VOWELS are often difficult for students. Please encourage the student to go slowly on this chapter. As can be seen on the screenshot below, there are many double vowel combinations to be learned. This chapter will be longer than all the others because there is so much to learn.



It is recommended that the student proceed in the order that the program will run. However, if the teacher finds out that the student has problems with certain of the vowel combinations, you can direct him/her back to this screen and left-click on the combinations that need more drill and practice.





Screens like the one below give an example, first in words, then in an example. In this case, the word is only one syllable so there is no syllabication rule. The example is **group**.



You can see that all of the examples for this double vowel combination are only one syllable. There is no syllabication. Have the student read each word to make sure he/she understands the pronunciation.

V: Double Vowels


Here are some more examples

you		(ou) you
coupon		(ou) coupon
youth		(ou) youth
group		(ou) group

**GOT IT!**

Next, comes the fluency drill. The student should know how to do this drill from having done others. When he/she is ready, left-click on the stopwatch and the timing begins. Please note that some of these words have two syllables.

V: Double Vowels

 0:03  
Pause

Here are some words for you to read. Click on the stopwatch to begin, then read as many words as you can in one minute.

youth	routine	soup	goulash	coupon	croup
cougar	group	youth	routine	soup	goulash
coupon	croup	cougar	group	youth	routine

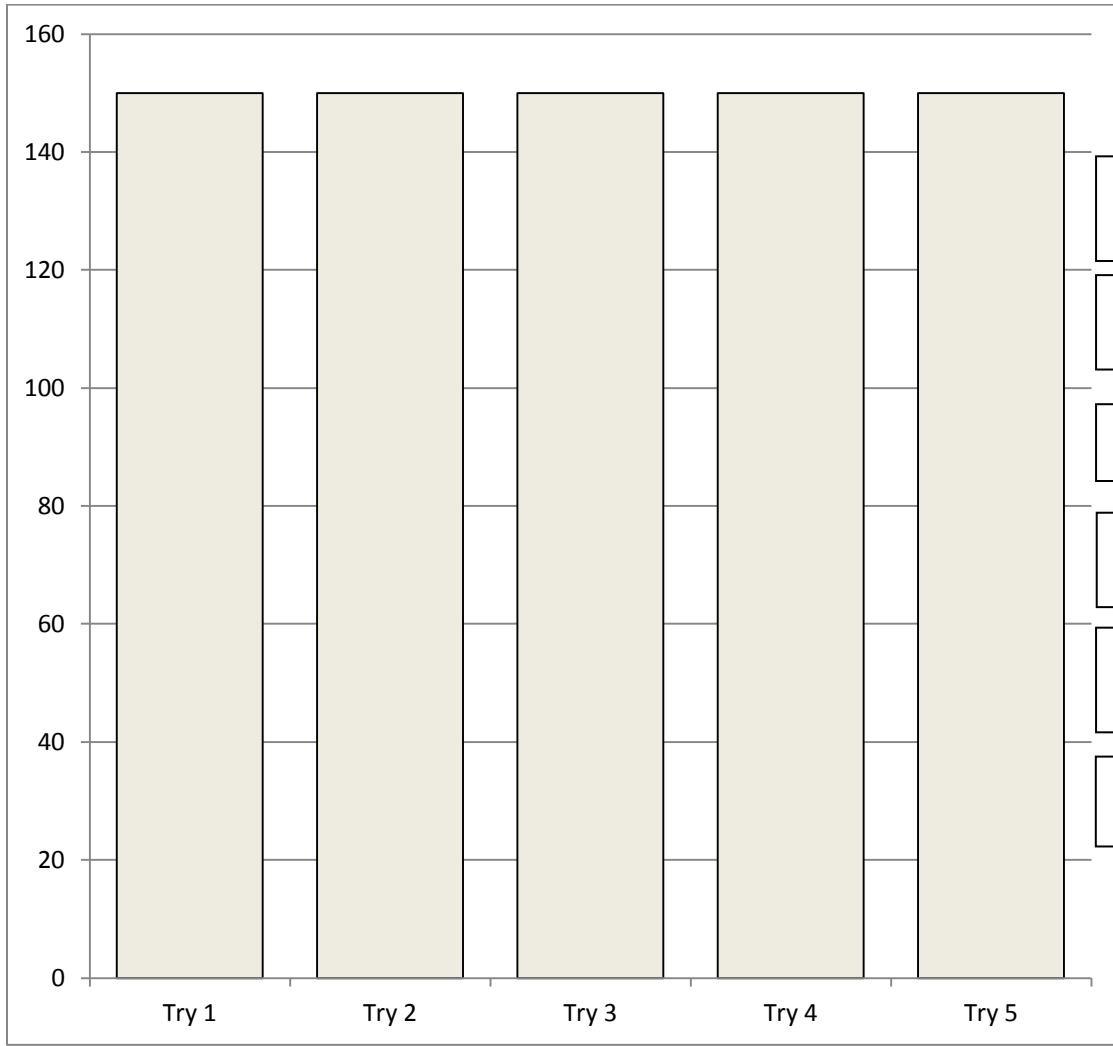
**READ WORDS ALOUD**    **OK, GO TO NEXT RULE!**

As before, have the student record the results of the wpm timings on the reporting form on page 26 of this Teacher’s Manual.

Have him/her left-click on OK, GO TO NEXT RULE! when he/she has done at least five tries.

# WORD PER MINUTE TIMING

Words per Minute



**WOW!**

**GREAT!**

**REALLY GOOD!**

**BETTER!**

**MAKING  
PROGRESS!**

**JUST BEGINNING!**

Date:

Date:

Date:

Date:

Date:

Double Vowel drill: ***ou as in group***

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong	

There are 31 such vowel combinations. The combination is introduced; four examples are given, and there is a fluency drill using words with that specific vowel combination. The student follows the same directions for each double vowel combination.

Here is the list of vowel combinations and examples of words with each of them. Do not let the student skip any of them. They all need to be learned. It might take several sessions to learn them all. If the student decides to split this chapter into several learning sessions, make sure that the student reviews what he/she has already learned before going to new combinations.

vowel combination
ou /o/
ow /ō/
ai /a/
ow /ou/
oo /û/
oo /o/
ea /e/
ou /ou/
oi /oi/
au /o/
oy
oe /ō/
ie /ē/
igh /ī/
ee /ē/
eigh /ā/
aw /o/
ie /ī/
ea /ā/
ew /yü/
ew /ü/
ey /ā/
ey /ē/
ue /yü/
ay /ā/
ei /ē/
ei /ā/
eu /yü/
eu /ü/
ea /ē/
ue /ü/

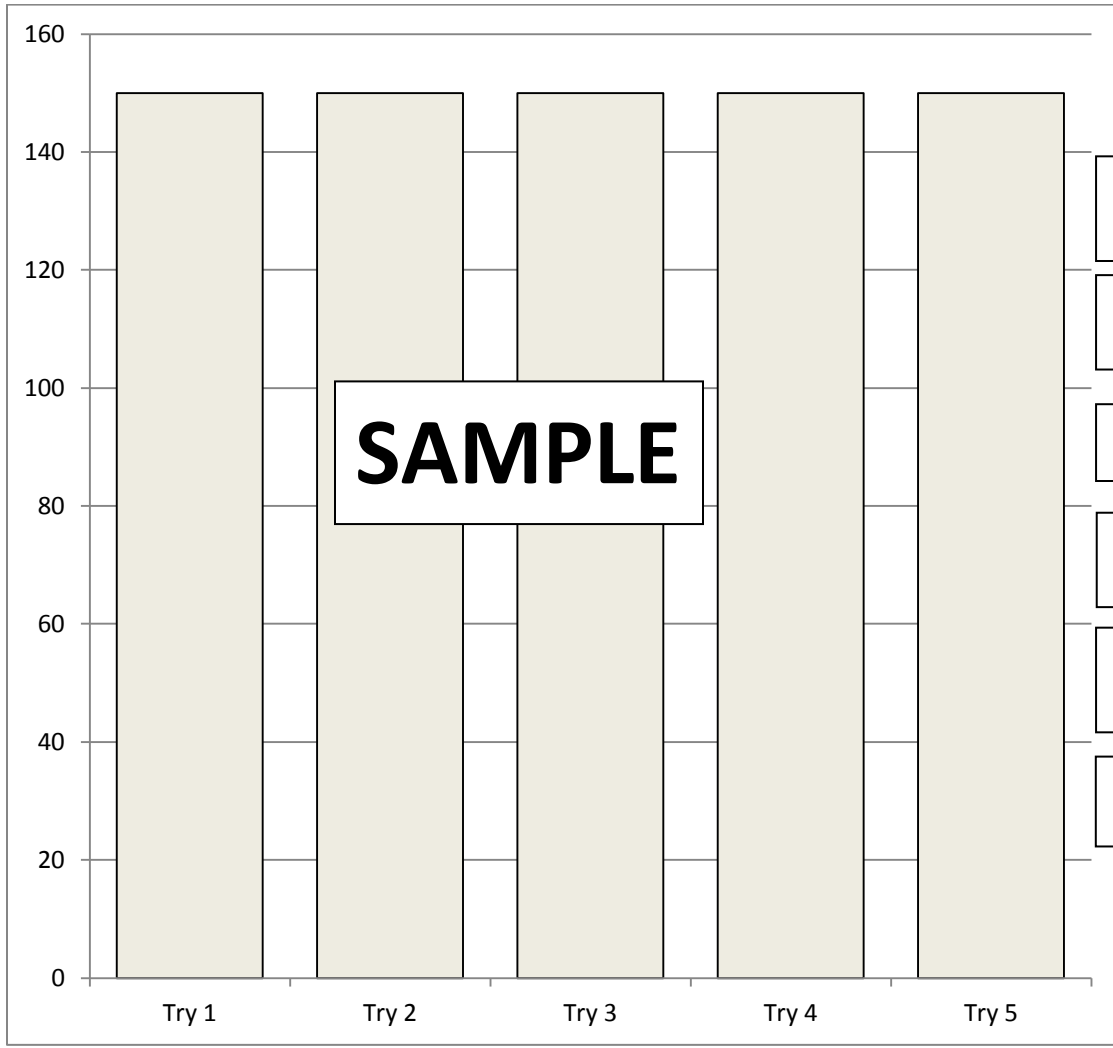
After all the double vowel combinations have been learned, there will be wpm fluency drills that the student should do at least five times. Remember, the more the student practices, the more fluent he/she becomes.

On the following page there is an example of a wpm timing chart that needs to be filled in with the specific double vowel words being read. The next page is one that can be used. This can be photocopied or downloaded from the Materials section of the web site, if the teacher has an administrative login.

In the workbook there are even more fluency drills for the student to practice.

# WORD PER MINUTE TIMING

Words per Minute



Date:                      Date:                      Date:                      Date:                      Date:

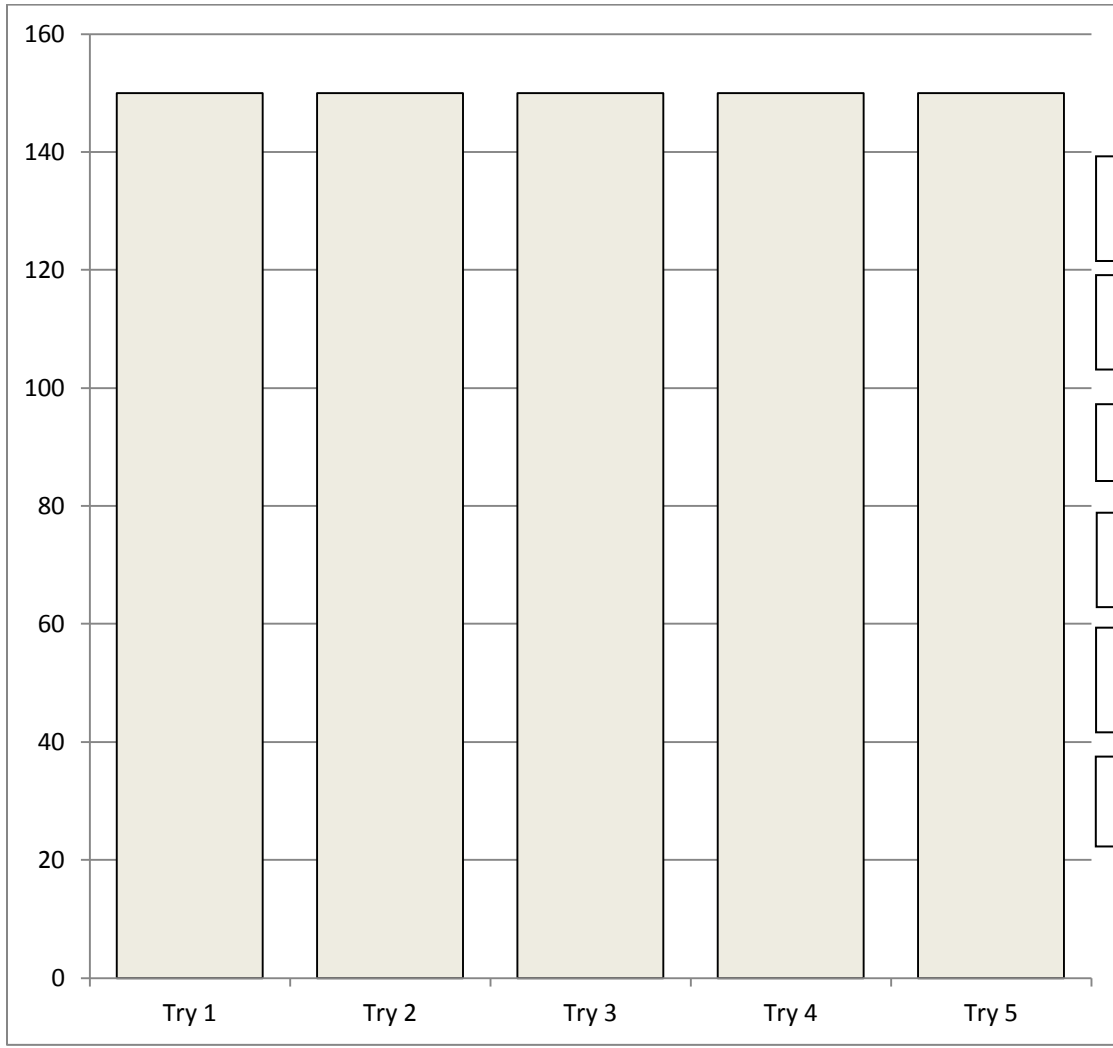
Double Vowel drill:



Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong	

# WORD PER MINUTE TIMING

Words per Minute



- WOW!**
- GREAT!**
- REALLY GOOD!**
- BETTER!**
- MAKING PROGRESS!**
- JUST BEGINNING!**

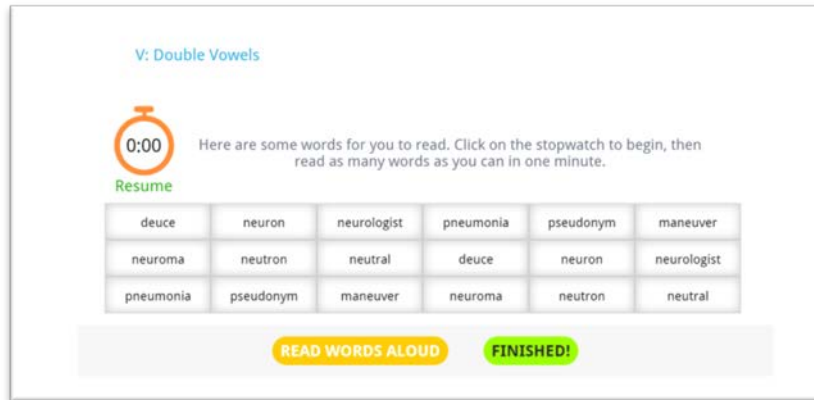
Date:                      Date:                      Date:                      Date:                      Date:

Double Vowel drill:

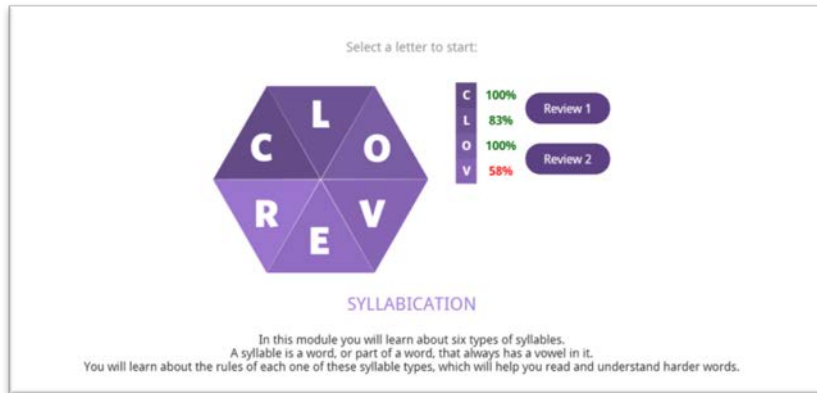
Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong									



The student will know when he/she has come to the last double vowel when the following screen appears:



Click on the FINISHED button and you will be taken back to the CLOVER home screen. Now you will see four scores listed:

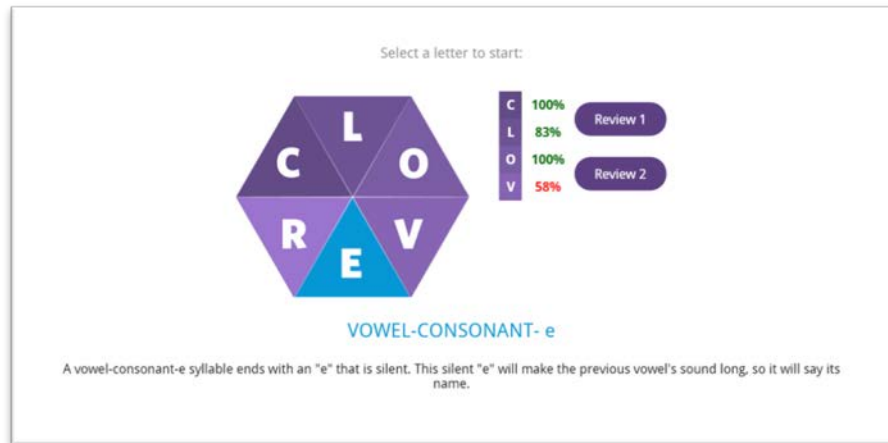


Those scores indicate how you did on the first four chapters: C, L, O, V. Now have the student left-click on the Review 2 button.

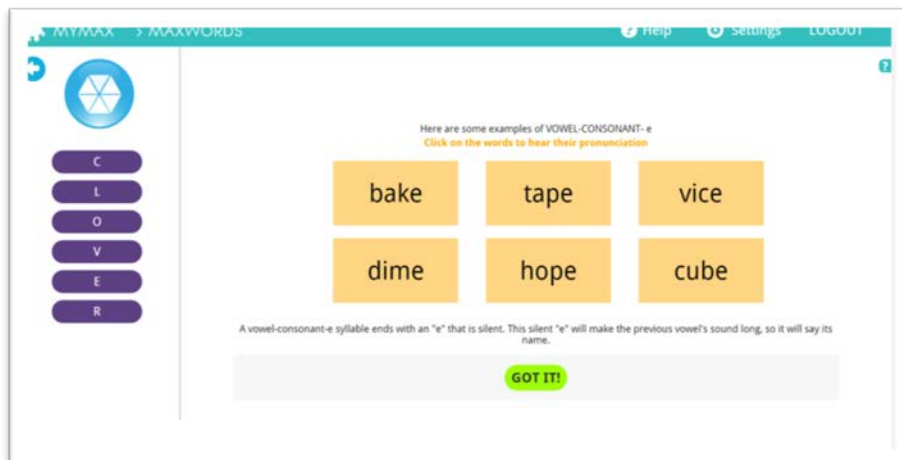


The screenshot on the left is the Review. On the right is the completed exercise. Left-click on DONE to get the score, then left-click on CONTINUE to get to the DOUBLE VOWELS REVIEW SCORE.

The student will go back to the CLOVER home screen.



Have the student left-click on E to get to the beginning of the VOWEL-CONSONANT-e chapter.



At the bottom of the page, you will find a description of a “VOWEL-CONSONANT-e syllable.” As it says on the screen, left-click on each word to hear its pronunciation. The box will change color as you left-click on it. Left-click on the button “GOT IT!” to go to the next screen.

This screen tells the student that there is no syllable division rule for this type of syllable. The entire set of letters will become its own syllable: vowel-consonant-e (VCe). The example used is **tape**.

There is no syllable division rule for this type of syllable.  
So the entire set of letters will become its own syllable:  
vowel-consonant-e

tape [purple bar] tape

(VCe)  
tape

GOT IT!

Left-click on GOT IT! to advance to the next screen.

Here are some more examples

tape	[purple bar]	(VCe) tape
wrote	[purple bar]	(VCe) wrote
rake	[purple bar]	(VCe) rake
frame	[purple bar]	(VCe) frame

GOT IT!

In this screen the student will see and hear four more examples of VCe. He/she should left-click on GOT IT! to advance to the next screen.

E: Vowel-Consonant-e

Listen up! Final countdown Quiz time!

a - e	/ā/ rake	e - e	/ē/ cheese	o - e
/ō/ robe	i - e	/ī/ kite	u - e	/ū/ cube or /oo/ tune
y - e		/ī/ type		

Silent-e syllables follow the pattern:  
vowel-consonant-e. (VCe)

Note that u - e has two different sounds. Also, sometimes y is a vowel.

GOT IT!

The screen above gives many examples of vowel-consonant-e words. It also shows that u-e can have two different sounds, and the letter “y” can sometimes be a vowel. When the student is ready, left-click on GOT IT! to advance to the next screen.

E: Vowel-Consonant-e

Listen up! Final countdown Quiz time!

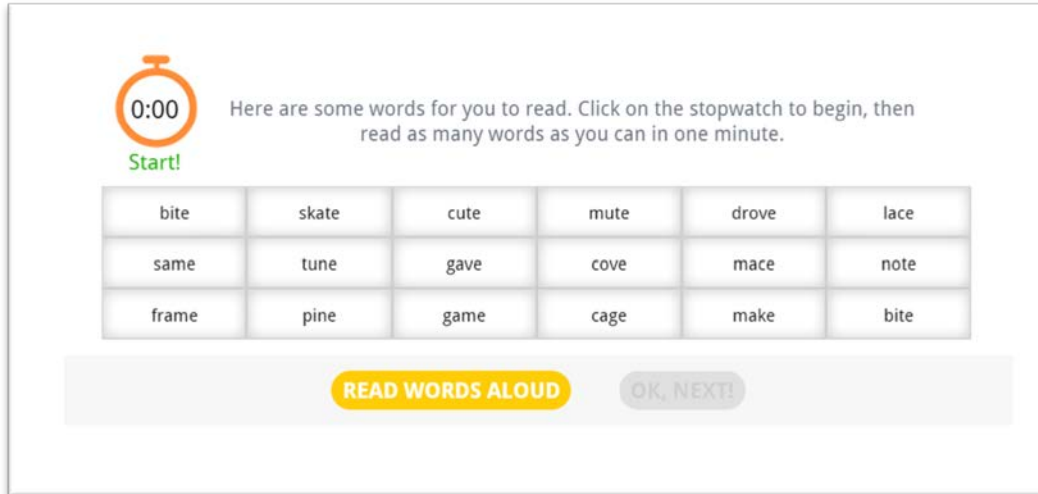
We start with a closed (short vowel) word or syllable, then add an e to make the vowel long.

	with e		with e
rob	robe	them	theme
kit	kite	grim	grime
mop	mope	glid	glide
cut	cute	stag	stage
rid	ride	strik	strike
gen	gene	grip	gripe
mak	make	pet	Pete
tap	tape	hat	hate
doz	doze	prun	prune
tub	tube	scop	scope
rip	ripe	thes	these
din	dine	chas	chase

GOT IT!

This screen shows how a word can change in pronunciation and meaning by the addition of a silent-e at the end of a word. Have the student read each word before and after the addition of the silent-e. Then left-click on GOT IT!

Next comes the fluency drill for the CVC words. As before, the student can have the words read out loud by left-clicking on the READ WORDS ALOUD button, or just begin the wpm timing. Just left-click on the stopwatch to get the timer going.



0:00  
Start!

Here are some words for you to read. Click on the stopwatch to begin, then read as many words as you can in one minute.

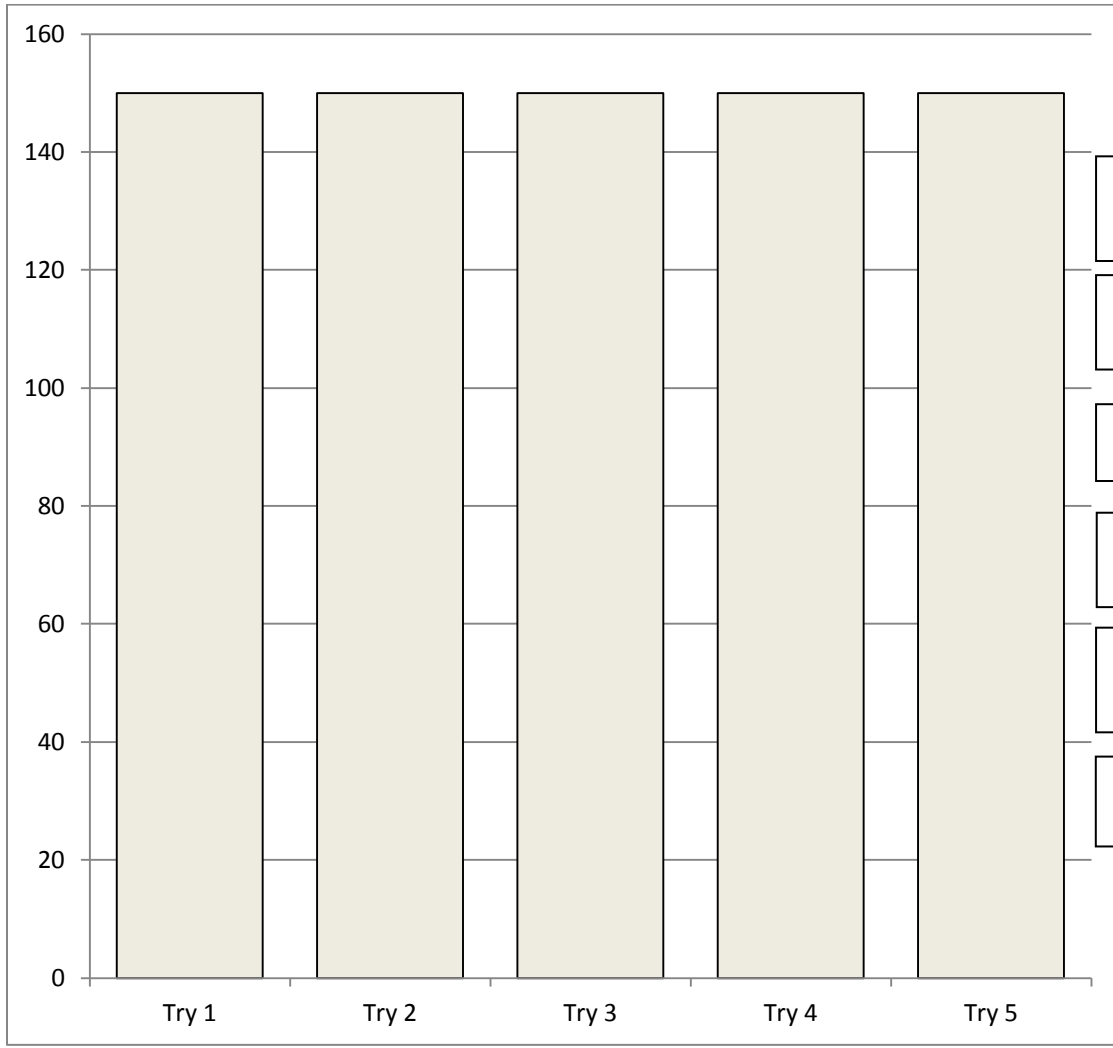
bite	skate	cute	mute	drove	lace
same	tune	gave	cove	mace	note
frame	pine	game	cage	make	bite

READ WORDS ALOUD OK, NEXT!

As before, this fluency drill should be repeated at least five times and the scores recorded on the chart on the next page.

# WORD PER MINUTE TIMING

Words per Minute



- WOW!**
- GREAT!**
- REALLY GOOD!**
- BETTER!**
- MAKING PROGRESS!**
- JUST BEGINNING!**

Date:                      Date:                      Date:                      Date:                      Date:

## Consonant -Vowel-e drill

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong									
Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong	

When the student has completed all the fluency drills, and the results recorded on the wpm chart, he/she is ready for the fill-in-the blank drill below.

Now look at the words on the screen. Use what you have learned to choose the right syllable division for each one of them:

I would like to ____ at a fabulous restaurant for my birthday. 1. dine 2. din 3. dien 4. dein	I learned how to fly a ____ when I was very young. 1. kit 2. keite 3. keyt 4. kite
One day, scientists will figure out how to diagnose by analyzing a ____. 1. gene 2. geen 3. gen 4. gein	What ____ are we on in the Math book? 1. pag 2. palge 3. pagge 4. page
Farmers often pick fruit before it is ____. 1. rip 2. reip 3. ripe 4. riep	To make a drink colder, add an ice ____. 1. cub 2. coub 3. ceub 4. cube

DONE

This is what the screen looks like after all the questions have been answered. The DONE button will not appear in yellow until all the answers have been selected.

Now look at the words on the screen. Use what you have learned to choose the right syllable division for each one of them:

I would like to ____ at a fabulous restaurant for my birthday. 1. <b>dine</b> 2. din 3. dien 4. dein	I learned how to fly a ____ when I was very young. 1. kit 2. keite 3. keyt 4. <b>kite</b>
One day, scientists will figure out how to diagnose by analyzing a ____. 1. <b>gene</b> 2. geen 3. gen 4. gein	What ____ are we on in the Math book? 1. pag 2. palge 3. <b>page</b> 4. <b>page</b>
Farmers often pick fruit before it is ____. 1. rip 2. reip 3. <b>ripe</b> 4. riep	To make a drink colder, add an ice ____. 1. cub 2. coub 3. ceub 4. <b>cube</b>

**DONE**

Have the student left-click done to get his/her score and see the correct answers.

Now look at the words on the screen. Use what you have learned to choose the right syllable division for each one of them:

I would like to ____ at a fabulous restaurant for my birthday. 1. <b>dine</b> 2. din 3. dien 4. dein	I learned how to fly a ____ when I was very young. 1. kit 2. keite 3. keyt 4. <b>kite</b>
One day, scientists will figure out how to diagnose by analyzing a ____. 1. <b>gene</b> 2. geen 3. gen 4. gein	What ____ are we on in the Math book? 1. pag 2. paige 3. pagge 4. <b>page</b>
Farmers often pick fruit before it is ____. 1. rip 2. reip 3. <b>ripe</b> 4. riep	To make a drink colder, add an ice ____. 1. cub 2. coub 3. ceub 4. <b>cube</b>

You got 6 correct answers

**CONTINUE**

The correct answers are in green. If there were any mistakes, they would have appeared in red. There are many more examples in the workbook to give more practice to the student, if necessary. Left-click on the CONTINUE button to advance the screen.

**This is your score for this chapter!**

Rule #5: silent "e" syllable (VCe) SCORE

**100%**

**SELECT ANOTHER EXERCISE**

Left-click on the SELECT ANOTHER EXERCISE to get back to the CLOVER home screen.



Select a letter to start:

C	100%	Review 1
L	83%	
O	100%	Review 2
V	58%	
E	100%	

**CLOSED SYLLABLES**

A closed syllable always has a SHORT vowel sound, and is surrounded by one, or more consonants. The consonant is like a "gate," closing in the vowel.

The student can now see the results of the built-in quizzes for the five chapters already completed: C – L – O – V – E.

The student should left-click on R to begin the last chapter in CLOVER, r-controlled syllables.

Select a letter to start:

C	100%	Review 1
L	83%	
O	100%	Review 2
V	58%	
E	100%	

**r - CONTROLLED SYLLABLES**

In these syllables, the sound of the vowel is controlled by the "r" which follows the vowel. This means that the "r" will make the vowel have a different sound.

This is the last chapter in CLOVER, r-CONTROLLED SYLLABLES. The next screen show 13 different exercises or examples of how the sound of a vowel is controlled by the “r” which follows the vowel. This is another concept that is sometimes difficult for a student and often requires extensive drill and practice.

**R - CONTROLLED SYLLABLES**

In these syllables, the sound of the vowel is controlled by the "r" which follows the vowel. This means that the "r" will make the vowel have a different sound.

**LET'S GET STARTED!**

Or select a specific exercise:

ur ar or or or or ar ar ar  
er ear ar ir

It is recommended that the student go in order. That is done by left-clicking on the LET'S GET STARTED! button. If more drill and practice is required, he/she can go back to an individual set. Here are some examples of this r-controlled syllable.

**R - Controlled - Syllables**

The "r" after the vowel in this syllable will affect the sound of the vowel.

In multisyllabic words, the division will come after the r-controlled syllable.

hurt | hurt

(ur)  
hurt

**GOT IT!**

**R - Controlled - Syllables**

Here are some more examples

spur		(ur) spur
hurl		(ur) hurl
suburb		(ur) sub/urb
hurt		(ur) hurt

**GOT IT!**

**R - Controlled - Syllables**

The "r" after the vowel in this syllable will affect the sound of the vowel.

In multisyllabic words, the division will come after the r-controlled syllable.

harvest | harvest

(ar)  
har/vest

**GOT IT!**

**R - Controlled - Syllables**

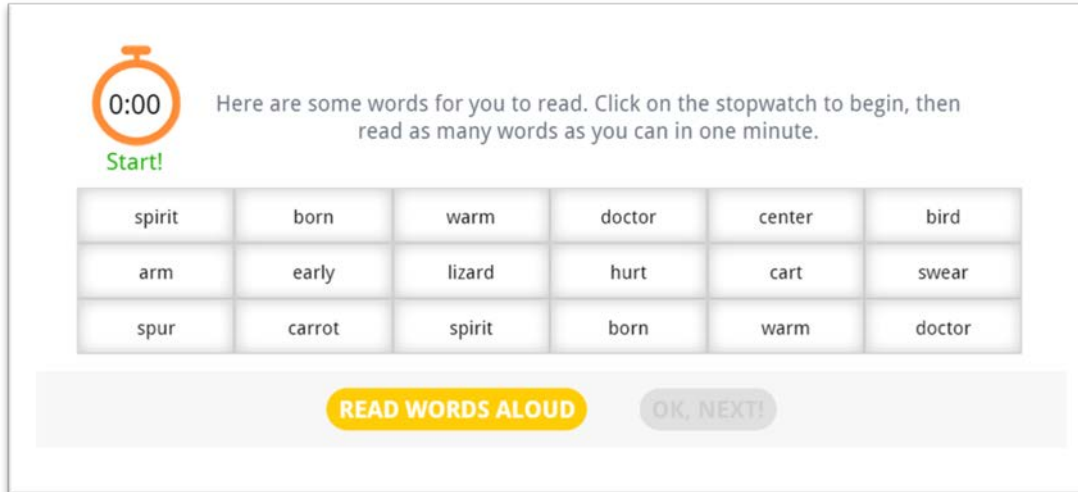
Here are some more examples

arm		(ar) arm
cart		(ar) cart
harvest		(ar) har/vest
cargo		(ar) car/go

**GOT IT!**

Following the above screens, there are 18 more screens of demonstration of the r-controlled syllable, followed by examples of each. These all need to be completed by the student.

Next is the fluency drill for this chapter. The student is again asked to read each word in order, to start again after reading the list of words the first time, and to be timed doing this for 60 seconds.



0:00  
Start!

Here are some words for you to read. Click on the stopwatch to begin, then read as many words as you can in one minute.

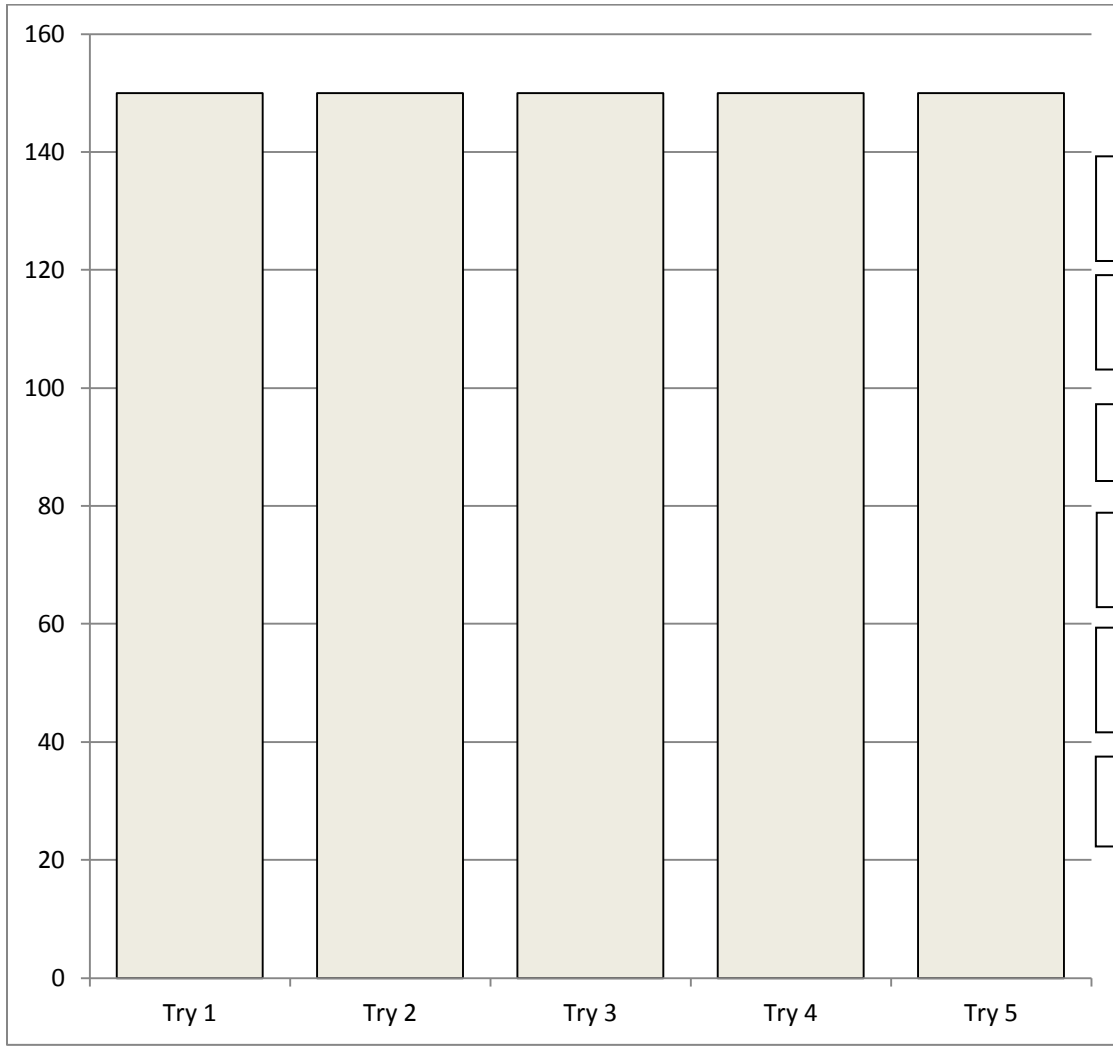
spirit	born	warm	doctor	center	bird
arm	early	lizard	hurt	cart	swear
spur	carrot	spirit	born	warm	doctor

**READ WORDS ALOUD** OK, NEXT!

After completing the drill for five times, the student should record the results on the wpm chart found on the next page or can be downloaded from the Materials page of the Admin Site of the software.

# WORD PER MINUTE TIMING

Words per Minute



- WOW!**
- GREAT!**
- REALLY GOOD!**
- BETTER!**
- MAKING PROGRESS!**
- JUST BEGINNING!**

Date:                      Date:                      Date:                      Date:                      Date:

**r-controlled syllables drill:**

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong									
Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong	

After completing the wpm drill, the student will be taken to this screen. It is CLOVER home screen which now shows the scores of all five chapters. Having a low score on one or more sections (<60%) suggests that the student needs more drill and practice in one area. He/she can go back to the software, or go to the MaxScholar CLOVER workbook where more drills can be found.

Select a letter to start:

C	100%	Review 1
L	83%	Review 2
O	100%	Review 3
V	58%	
E	100%	
R	100%	

Final Review!

Have the student left-click on the Final Review! Button to go to the last drill in the CLOVER program.

It's time to review what you learned. Drag each word under the appropriate column corresponding to the syllable type.

	CLOSED SYLLABLES	CONSONANT -le	OPEN SYLLABLES	DOUBLE VOWELS	VOWEL-CONSONANT-e	r - CONTROLLED SYLLABLES
receive						
rake						
circle						
arrow						
favor						
bright						
wrinkle						
scramble						
mental						

DONE

This is another drill in which the student left-clicks on a word in the left column and drags it to one of the other columns which indicate what is the syllable type of the word.

This is what the exercise looks like after the student has completed it.

It's time to review what you learned. Drag each word under the appropriate column corresponding to the syllable type.

CLOSED SYLLABLES	CONSONANT - le	OPEN SYLLABLES	DOUBLE VOWELS	VOWEL- CONSONANT- e	r - CONTROLLED SYLLABLES
mental	circle	rake	receive		
	wrinkle	favor	arrow		
	scramble		bright		

You got 6 out of 9 correct answers.

NEXT

The next sets of words have the same directions.

It's time to review what you learned. Drag each word under the appropriate column corresponding to the syllable type.

CLOSED SYLLABLES	CONSONANT - le	OPEN SYLLABLES	DOUBLE VOWELS	VOWEL- CONSONANT- e	r - CONTROLLED SYLLABLES
dentist	fiddle	tape	voice	wrote	
agent		frame	surveillance		
trumpet					

You got 12 out of 9 correct answers.

NEXT

It's time to review what you learned. Drag each word under the appropriate column corresponding to the syllable type.

CLOSED SYLLABLES	CONSONANT - le	OPEN SYLLABLES	DOUBLE VOWELS	VOWEL- CONSONANT- e	r - CONTROLLED SYLLABLES
selfish		minus	hood		irregular
		trophy			fern
		hotel			war

You got 20 out of 8 correct answers.

[CONTINUE](#)

This is the final score.

Great Job! You have increased your vocabulary by learning all these roots!

FINAL REVIEW SCORE!

146%

[GO TO BACK TO MYMAX](#)

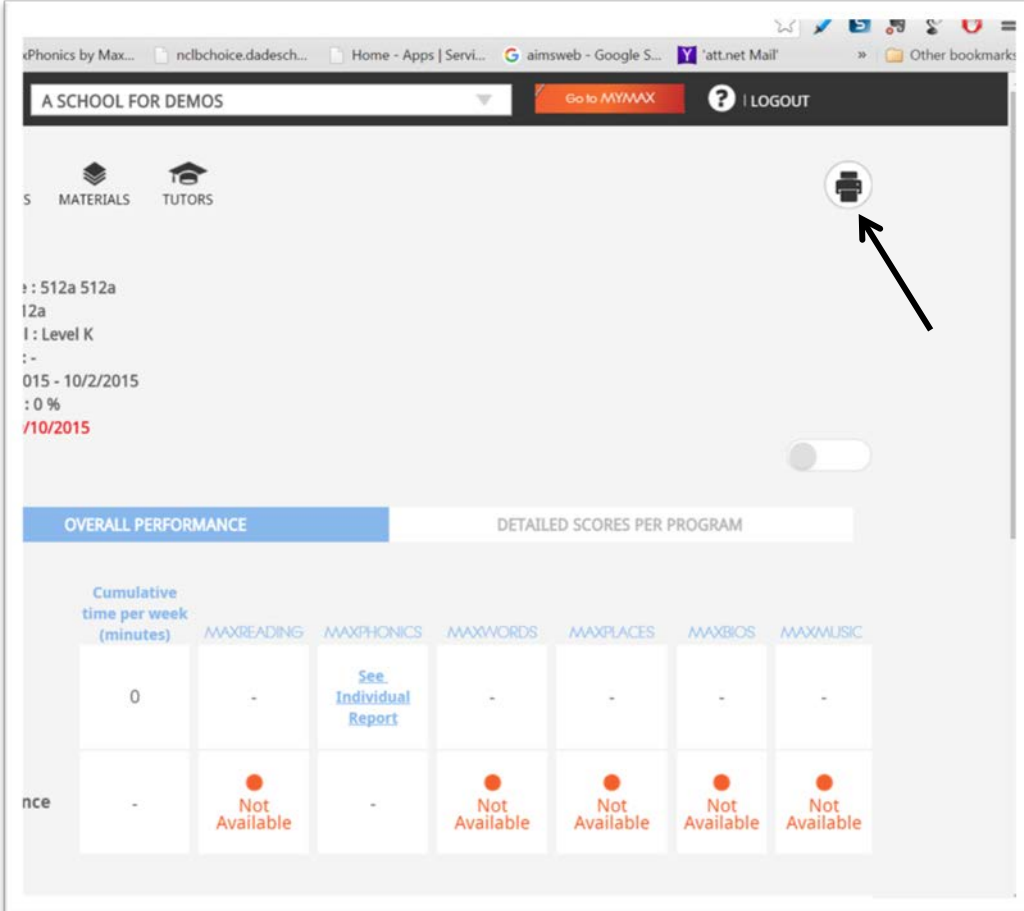
Left-click on the GO BACK TO MYMAX button.

The student will be taken back to his/her MyMax screen which should be very familiar by now.

## Progress Monitoring

It is very important to document mastery of the Orton-Gillingham sequence of letters and sounds taught in the MaxScholar Orton-Gillingham CLOVER Program. Since so much of this Orton-Gillingham lesson relies on the teacher/tutor/parent to observe and listen to the student, we have created a check sheet to be used for progress monitoring.

We use the form on page 46 for monitoring. It is also downloadable from the Material Section, MaxWords, CLOVER Lesson tracking sheet. These forms should be printed out and kept for each student in the student's file or in a loose leaf notebook for all the students in a class. You should post this information on the Administrative Site under Reports. See page 50. Once the information has been entered, you can print out those results, along with all the other results of that student (or of all your students) by left-clicking on the printer icon on the Reports screen.



The screenshot shows a web interface for a student's progress monitoring. At the top, there is a navigation bar with a dropdown menu set to "A SCHOOL FOR DEMOS", a "Go to MYMAX" button, and a "LOGOUT" link. Below this, there are icons for "MATERIALS" and "TUTORS". A printer icon is located in the top right corner of the main content area, with a black arrow pointing to it. The main content area displays student information: "512a 512a", "12a", "Level K", "015 - 10/2/2015", and "0 % /10/2015". Below this is a toggle switch. The interface is divided into two tabs: "OVERALL PERFORMANCE" (selected) and "DETAILED SCORES PER PROGRAM". Under "OVERALL PERFORMANCE", there is a table with columns for "Cumulative time per week (minutes)" and various programs: MAXREADING, MAXPHONICS, MAXWORDS, MAXPLACES, MAXBIOS, and MAXMUSIC. The "Cumulative time per week" cell shows "0". The "MAXPHONICS" cell contains a link "See Individual Report". The other program cells show "Not Available" with a red dot icon.

Cumulative time per week (minutes)	MAXREADING	MAXPHONICS	MAXWORDS	MAXPLACES	MAXBIOS	MAXMUSIC
0	-	<a href="#">See Individual Report</a>	-	-	-	-
nce	-	Not Available	Not Available	Not Available	Not Available	Not Available



### CLOSED SYLLABLES

	Division rule	Syllabication	WPM list	OTHERS
DATE				

### CONSONANT /le

	Division rule	Syllabication	WPM list	OTHERS
DATE				

### REVIEW

	Categorizing
DATE	
CLOSED SYLLABLES	
CONSONANT /le	

### OPEN SYLLABLES

	Division rule	Syllabication	WPM list	OTHERS
<b>DATE</b>				

### DOUBLE VOWELS

	Sound mastery	WPM list	OTHERS
<b>DATE</b>			
ai			
au			
ay			
ee			
oe			
oi			
oo			
oo			
ou			
ou			
ow			
ow			
oy			
igh			
aw			
ie			
ie			
ea			
ea			
ea			
ea			
eigh			
ew			
ew			
ey			
ey			
ue			
ue			
ei			
ei			
eu			
eu			

### REVIEW

	Categorizing
<b>DATE</b>	
OPEN SYLLABLES	
DOUBLE VOWELS	

### VOWEL-COSONANT- e

	Pronunciation	WPM list	Questions	Syllable into sentences	OTHERS
<b>DATE</b>					

### r - CONTROLLED SYLLABLES

	Division rule	Sound mastery	WPM list	OTHERS
<b>DATE</b>				
er /ər/				
ir /ɪr/				
ur /ʊr/				
ar /är/				
or /ōr/				
or /ər/				
ar / ər /				
ear /ār/				
ar /ār/				
er /ār/				
ear /ār/				
ir /ir/				

### REVIEW

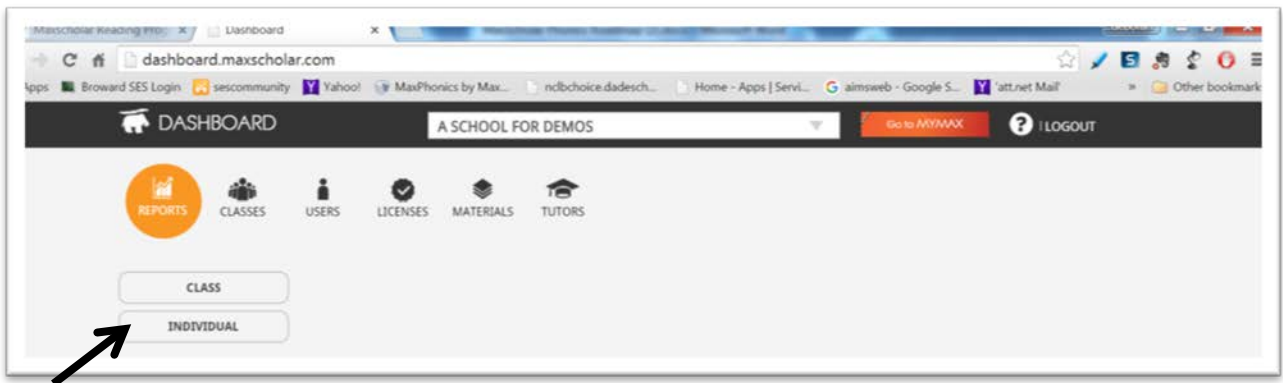
	Categorizing
<b>DATE</b>	
VOWEL-COSONANT- e	
r - CONTROLLED SYLLABLES	

### FINAL REVIEW

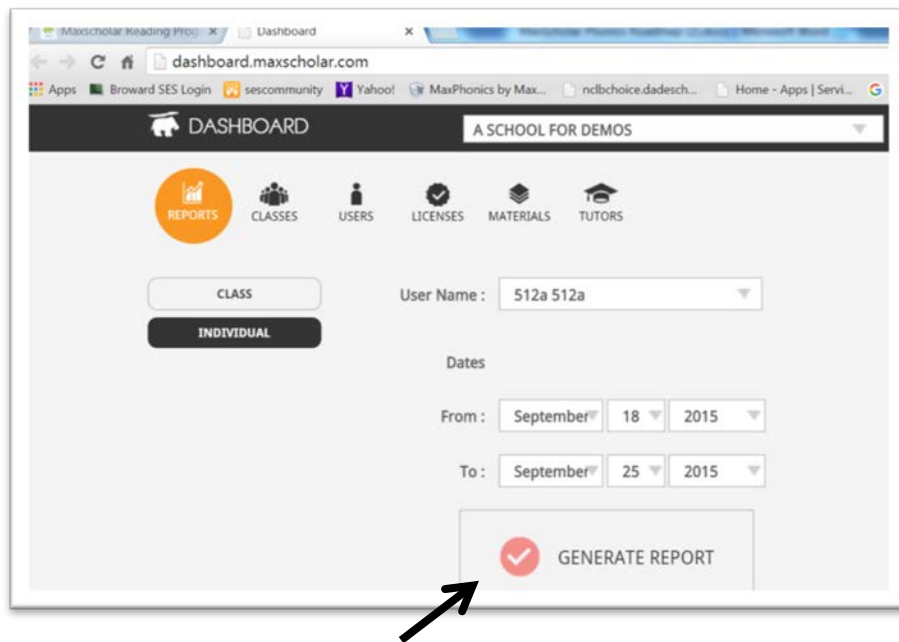
	Categorizing
<b>DATE</b>	
VOWEL-COSONANT- e	
r - CONTROLLED SYLLABLES	
CLOSED SYLLABLES	
CONSONANT /le	
OPEN SYLLABLES	
DOUBLE VOWELS	

## Entering Data into the Administrative Site

In order to keep electronic records of each student, a teacher or someone who has administrative privileges should go to our Dashboard, Reports, Individual. The screen looks like this:

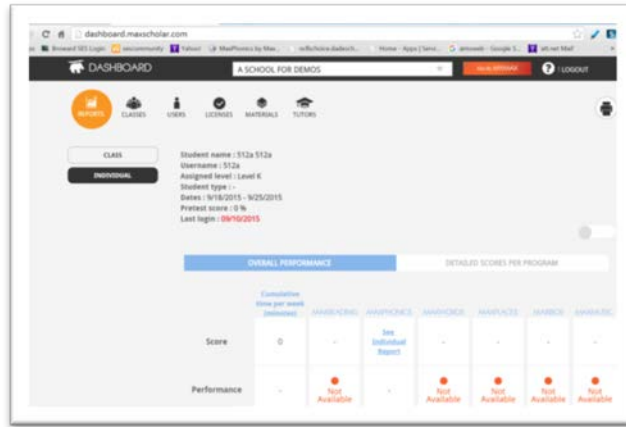


Here is what you will see next:

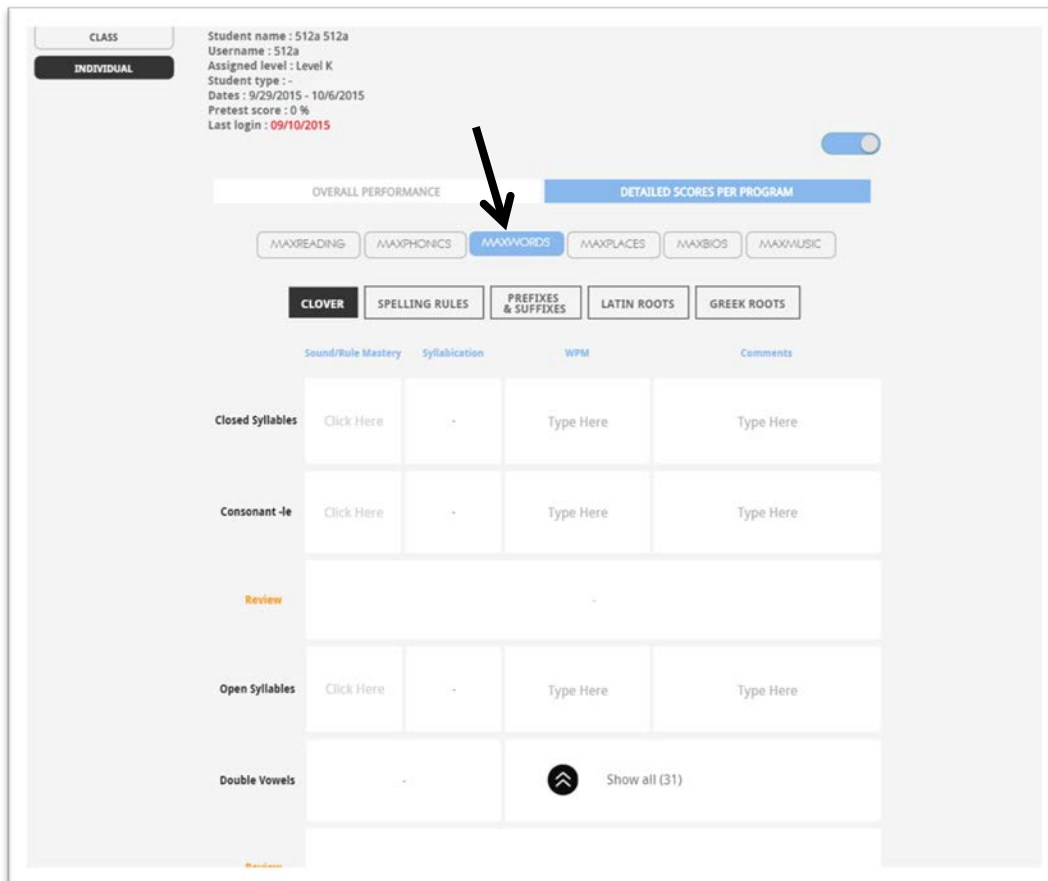


Left-click on Generate Report, and you will be taken to the next screen.

This picture is an example of a “demo” student, attending a “demo” school. Set the parameters, which is usually the date the skill was mastered.



Then left-click on “DETAILED SCORES PER PROGRAM.” Then select MAXWORDS. This is what you will see:



You can enter all the data by left-clicking the box and typing in the results. This will archive the information about the student.

## **Blended Learning (Use of Workbooks)**

1. The MaxScholar CLOVER Workbook complements the CLOVER software. It follows the Orton-Gillingham lesson plan. These instructions are to be read to the student or group of students by a teacher, tutor, aide, or parent.
2. Workbooks are suggested to be used in the following ways:
  - a. Our MaxScholar CLOVER, which is an Orton-Gillingham Workbook, is an important enhancement for OG Blended Learning. It provides a portfolio of the student's work.
  - b. The teacher/tutor/parent can start with group sessions using a Smart Board or a LCD projector. We predict that it will take 10 to 15 sessions of 20 to 40 minutes each, before most of the children have mastered the syllabication rules. Some students may take more time, and some may take less time, before they can be allowed to work alone. They need to practice these enough until they reach automaticity, meaning they can go through the entire drill fluently, without mistakes. When there are devices for every student, the teacher/tutor/parent can direct each student to a certain screen. When there are limited numbers of devices in a classroom, allow certain students to work independently on the devices, allowing certain students to work in their workbooks, while the teacher/tutor/parent works with those who need extra attention in small groups.
  - c. The workbook contains many more exercises and drills for each chapter than are in the software. When a student is having problems in a specific area, it is advisable to provide more exercises for him/her to do. They can be found in the workbook. There are even more reviews in the workbook than are on-line.

## **Orton-Gillingham (OG) lesson**

The software provides an entire OG lesson for each student. Often, there is a need for a teacher to work individually or do a face-to-face OG lesson with a single student or with a small group of students.

For you to do this with your students, you must have the Visual Cards CLOVER (downloadable from our Materials section, under MaxWords (#17-Visual Cards: CLOVER) if you have an administrative license. Otherwise, you can prepare index cards with the syllabication rule on the front and an example of such a word on the reverse side). You will use the visual cards to teach the student a syllabication rule and its association with a word. It is important not to discourage the student by saying things like “you are doing it wrong,” or “You are writing backwards,” or any other negative statement. After observing the student doing something incorrectly, instead of a negative comment, use the phrase, “Now it is my turn,” while you demonstrate the proper way to something.

Then ask the student to take a blank sheet of paper and number it vertically from top to bottom, 1 to 10. Then have the student do a drill by saying, “Write the word that I say.”

Examples of these lesson plans can be found under Materials, MaxWords, 12. Template lesson plan: CLOVER. It also can be found on the following page, as can another lesson plan on the following page.

# MaxScholar Multisyllabic Words Lesson Plan

## CLOVER

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**1. Visual drill**

*\*Teacher must have index cards to show the syllable type and its explanation.*

**2. Kinesthetic/tactile drill**

*\*Student writes syllable type and definition in his/her own words on index card.*

**3. Fluency drill (WPM timing)**

*\*Teacher must have list of words and WPM timing sheet. Students will be timed for 60 seconds to see how many words he/she can read. Do not correct the student until after the timing drill.*

*Copy table of words below:*

Words read: \_\_\_\_\_

**4. Auditory drill- Word dictation**

*\*Student must have paper numbered 1-10. Teacher chooses 10 words from the table of words.*

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



**5. Auditory drill- Sentence dictation**

*\*Student must have paper numbered 1-10. Teacher comes up with 10 sentences and dictates to the student.*

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_
  8. \_\_\_\_\_
  9. \_\_\_\_\_
-

Teacher \_\_\_\_\_

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

## MaxScholar Multisyllabic Words Lesson Plan

LESSON: \_\_\_\_\_ CLOVER: C- Closed Syllables \_\_\_\_\_

### 1. VISUAL

Show cards Closed syllables on index cards using examples in workbook. Teach and practice short vowel sound, vowel surrounded by consonants, syllable division VC/CV.

### 2. TACTILE

Students write syllable type and definition (in own words) on index card or in notebook if keeping.

### 3. FLUENCY SCORES (WPM DRILL, List Attached) (Use the list in workbook, demonstrate recording score.)

NAME:				
WPM:				

### 4. AUDITORY/TACTILE: Word Dictation

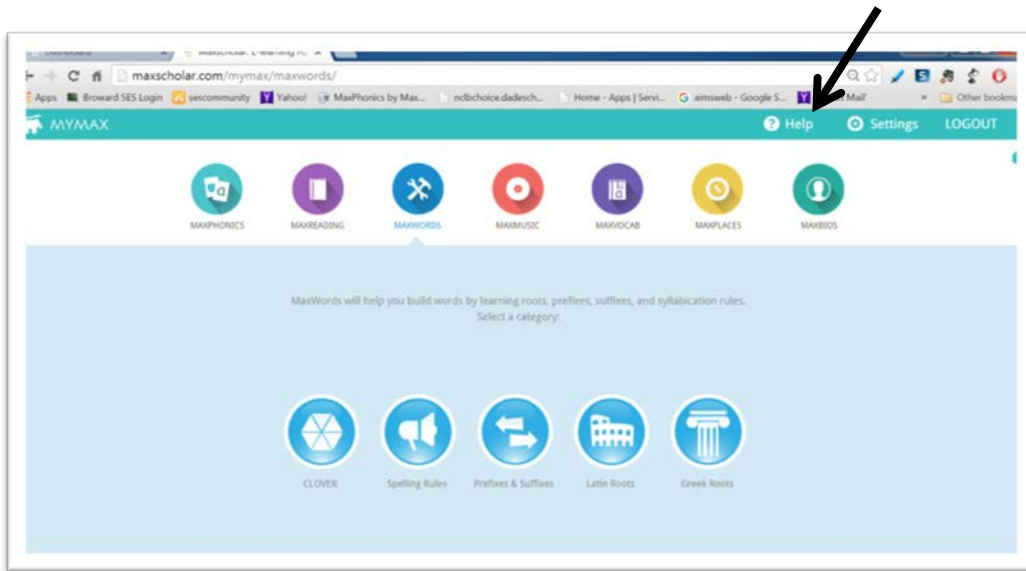
napkin	tennis	bandit	channel	insect
public	admit	dentist	herself	subject

### 5. AUDITORY/TACTILE : Sentence Dictation

1. I keep old toys in the attic.
2. My shirt is missing two buttons.
3. The rap artist signed the contract to perform his new song.
4. My cousin plays the trumpet in the school band.
5. Made sure you use your turn signal when you are driving.
6. Will you please change the TV channel?
7. Insects are very common in the summer.
8. There was a fun contest at school today.
9. My brother is very selfish with his Legos.
10. I put lots of magnets on the refrigerator.

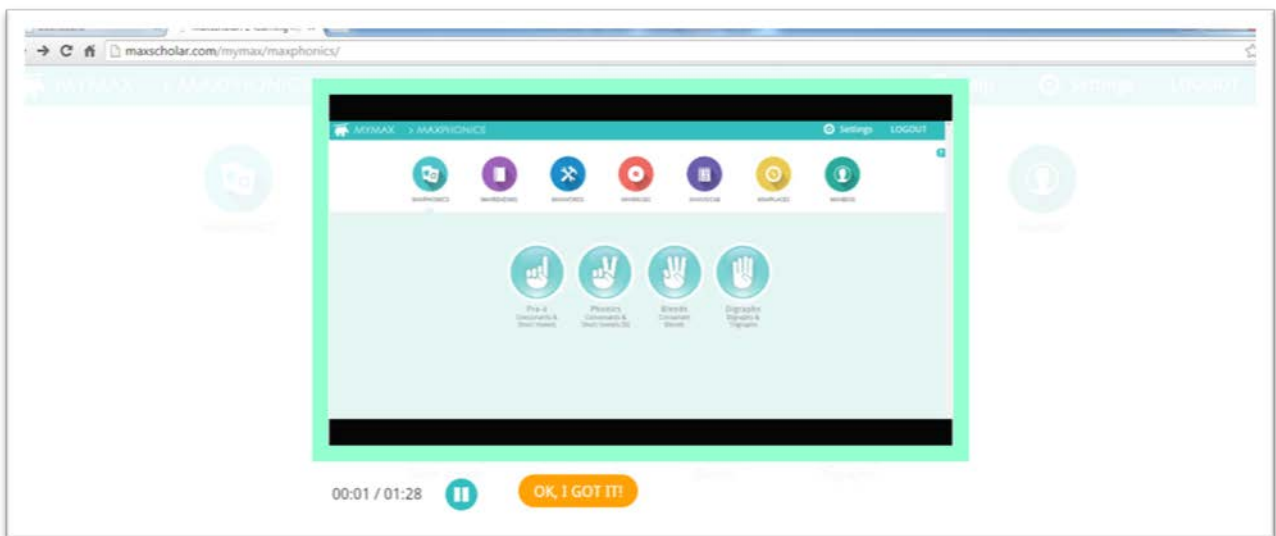
## Help Menus

In effort to help teachers understand what to do, we have incorporated “Help” menus on nearly every screen. Here is an example of such an option, showing you where the button can be found.



That will take you to a help video which will take you to a video which will explain what you need to know about the drill that is described on that page.

It looks like this:



After you finish viewing the video, left-click on “OK, I GOT IT!” and you will return to the screen you were on.

Similar Help videos are available on each screen.

## **Using an iPad**

iPads are becoming more and more popular in education. We would like to point out some advantages to using these devices and some potential issues you might encounter so you will know what to do.

If the iPads do not have Google Chrome on them, please download that browser. It is a free download. That browser needs to be downloaded for each iPad. It is the best browser to use when running MaxScholar programs.

iPads are great for young children who might have difficulty manipulating a mouse, but are fine with using their fingers.

## **MaxScholar at Home**

Because each student is assigned a specific username and password, he/she can use the program anywhere there is a device with an Internet connection. Many families will have a computer or tablet at home. For those families who do not have Internet in their homes, direct them to a public library, a community center, or refer them to a site like <http://www.wififreespot.com> which lists many free WiFi sites listing according to state and city. A school might go to a site like this, insert the information pertinent to the location of the school or where students who attend the school live, print out that information, and send it home in backpacks. This type of information could also be distributed at any parent meetings. There are many such web sites, all a little different.

We strongly encourage families to work with their own children or grandchildren at home. It enhances the learning process. Remember, that a student is assigned a username and password. We want our students to use our programs at home or anywhere else with an Internet connection available.

## **FLUENCY NORMS**

Frequently, we are asked, “what is the normal fluency rate for students?” The following chart is adapted from the *2006 Hasbrouck & Tindal Oral Reading Fluency Data*:

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly improvement**
1 <sup>st</sup>	50		23	53	1.9
2 <sup>nd</sup>	50	51	72	89	1.2
3 <sup>rd</sup>	50	71	92	107	1.1
4 <sup>th</sup>	50	94	112	123	0.9
5 <sup>th</sup>	50	110	127	139	0.9
6 <sup>th</sup>	50	127	140	150	0.7
7 <sup>th</sup>	50	128	136	150	0.7
8 <sup>th</sup>	50	133	151	151	0.6

\*WCPM = words Correct Per Minute

\*\*Average words per week growth



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