

The purpose of the Start-Up Unit is to establish classroom procedures and expectations during the implementation of *LANGUAGE! Live* in your classroom. You and your students will familiarize yourselves with the Text Training and Word Training components as well as take care of the non-instructional elements of the program. But, above all else, the Start-Up Unit will empower your students to improve their reading and writing proficiency through the use of engaging videos.

## Preparation

Before beginning the Start-Up:

- Walk through the Program Guide for a comprehensive overview of the *LANGUAGE! Live* program and its unique features.
- To locate the Program Guide online, first log in to *LANGUAGE! Live*, then select Tools at the top of the screen. Next, select Course Resources. Then, click on the Program Planning tab.
- Establish groups and rotations. Students who are reading at a Lexile® level below 450 should be assigned to Level 1. Students who are reading at a Lexile level above 450 should be assigned to Level 2.
- Design your personal avatar and complete your profile. Students will be able to see your avatar while they are working online. Follow the instructions on pages 8–10 of PowerPoint 1, Welcome to *LANGUAGE! Live*.
- Set up your audio visual equipment to project videos, found online in the Program Planning tab, Start-Up section, for Days 1 and 2.
- Secure the use of computers as well as headphones with microphones for each student in the class for Day 3 of the Start-Up. After that, the number of computers/headphones needed is based on your rotation. If you have two groups, you will have a 1:2 computer/headphone to student ratio, but computers/headphones will be needed every day. If you have one group, you will have a 1:1 computer/headphone to student ratio, but computers/headphones will only be needed every other day.



### Materials

- *Start-Up Video 1: Introduction to LANGUAGE! Live*
- *Class Discussion Rules poster*
- *Collegial Discussion poster*
- *Start-Up Video 2: Getting Familiar*
- *PowerPoint 1, Welcome to LANGUAGE! Live*
- *Start-Up Video 3: Training and Performance*
- *Start-Up Video 4: The Brain*
- *LANGUAGE! Live Student Books*
- *Usernames and passwords (found online through Tools, Class Settings, Roster)*
- *Start-Up Video 5: The History of English*
- *Start-Up Video 6: Phonemes Primer*

### Classroom Materials

- *Computers*



### Instructional Resources

- *Unit 1 Background Information (assign as homework at the end of Lesson 3)*

# Lesson 1

## Objectives

- Determine the main idea of a video.
- Determine correct navigation of online environment.
- Engage in collaborative discussions.

## Program Introduction

Welcome students to *LANGUAGE! Live*. Explain to students that they will be exploring and learning about a new program that will help them become better readers.

*Start-Up Video 1:  
Introduction to  
LANGUAGE! Live*

Have students watch Start-Up Video 1: Introduction to *LANGUAGE! Live*. This video is located online in the Course Resources. Select the Tools menu, then the Course Resources menu. You will see a tab for Program Planning. The video is located in the Start-Up section. You will find all the other videos for the Start-Up here as well.



*Class Discussion  
Rules poster*

*Collegial Discussion  
poster*

After viewing the video, read aloud the Rules for Discussion from the poster you have posted in your room. Explain that students will follow these rules when engaging in any collaborative discussion. Then, direct them to page 272 in their Student Books. Explain that this page is a sort of “cheat sheet” for how to express themselves during discussions.

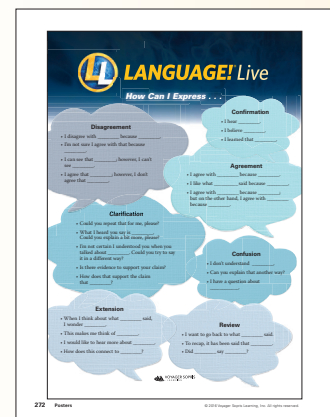
Once the rules have been established, encourage a brief discussion about the video.

Use the following prompts to encourage discussion:

- What is something new you learned from this video?
- Why are words so important?
- Why is reading important?
- What do you find intriguing about this program?

To help facilitate class discussion, use the following bullet points as a guide.

- Encourage students with a limited concept of the importance of reading to ask for further explanation from peers.
- Provide opportunities for students to explain their ideas by ensuring students follow the rules for class discussion.
- Suggest students refer to the collegial discussion sentence frames in the back of their Student Books.



- Encourage speakers to link comments to the remarks of others in an effort to keep the focus of the discussion and create cohesion, even when their comments are contradictory.

## Introduce Online Navigation

Have students watch Start-Up Video 2: Getting Familiar. Explain and demonstrate navigation of the online program using pages 1–7 of the PowerPoint 1, Welcome to *LANGUAGE! Live*. This PowerPoint is located online in the Course Resources under the Program Planning tab, Start-Up section as well. Use the teacher text provided with each slide, adapting as needed for your own delivery. Explain that this is an overview of the program, and assure students that they will have plenty of time to go online and explore the features soon.



After the presentation, ask students the following questions:

- What is the Homepage?
- What is a Notification?
- What is the Leaderboard?

## Establish Routines

Based on your chosen setup and implementation plan (see Program Guide), briefly discuss the following that apply to your specific classroom:

- Instructional components
- Daily schedule or rotation with *LANGUAGE! Live* Word Training and *LANGUAGE! Live* Text Training components (Post information in your classroom to show the schedule or rotation.)
- Classroom expectations and rules

Explain that classroom time will be divided between the online component, called Word Training, and the print component, called Text Training. Word Training includes tutorial videos by experts and peers; activities involving sounds, letter combinations, and word parts; and passage reading and recording. Text Training includes text analysis, vocabulary, grammar, and writing. Students will spend time reading and analyzing passages and completing activities while interacting with one another and the teacher.

Start-Up Video 2:  
Getting Familiar

PowerPoint 1,  
Welcome to  
*LANGUAGE! Live*

If you are new to *LANGUAGE! Live*, take some time to browse through the Teacher's Edition and familiarize yourself with the lesson layout, content, and expectations. Then, login to the online environment and familiarize yourself with the following:

- Where to set up your class usernames and passwords
- Where to release Benchmark Tests
- Where to access the Program Overview and Start-Up videos
- Where to find the Program Guide
- Where to access the Teacher Editions and Student Editions for use with whiteboards or tablets
- Where to access Text Training Unit Opener Videos and audio/video support for selected texts
- Where to post assignments or comments to your class
- Where to find an overview of each unit of Word Study
- Where to view student time and tasks completed
- Where to review student Gateway recordings
- Where to review and score student Fluency Checks
- Where to assign Practice Activities (grammar and vocabulary), Content Mastery, and Power Pass
- Where to score constructed responses from Power Pass
- Where to find the scores for the online Practice Activities and assessments to determine if students need extra practice on particular skills or elements
- Where to find Reteach activities
- Where to access Writing Projects, Writing Scoring Rubrics, Writing Anchor Papers, and Progress Monitoring Across the Six Traits of Writing charts
- Where to find Handwriting

# Lesson 2

## Objectives

- Determine the main idea of a video.
- Deliver a personal narrative about an experience.
- Engage in collaborative discussions.
- Establish goals.

## Understanding the Training Metaphor

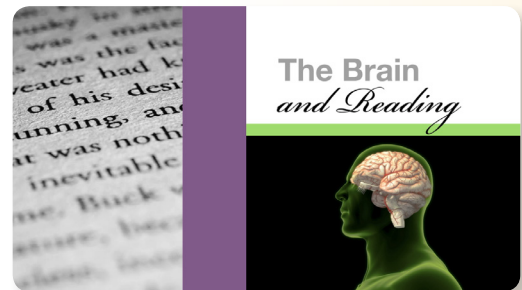
Explain that students will continue learning more about what they can expect in *LANGUAGE! Live*.

Now, we will begin by watching more videos about *LANGUAGE! Live*.

Have students watch Start-Up Video 3: Training and Performance and Start-Up Video 4: The Brain.

Remind students of the Classroom Discussion Rules. Discuss the ideas covered in the video. Use the following prompts to encourage discussion:

- Why is training important?
- What are some things you have trained for, either in school or in your personal life?
- What is one new thing you learned about the human brain?
- What goes on in your brain when you read?



Start-Up Video 3:  
Training and  
Performance

Start-Up Video 4:  
The Brain

## Presenting Personal Experiences

It can be helpful for students to consider experiences in other areas of life to understand the value of the skills they will learn in *LANGUAGE! Live*.

Establish small groups. Have students spend time in thought and discussion. Remind them of the Class Discussion Rules.

Tell your group about a time you learned how to do something new.

Tell your group about a time you struggled with something but worked at it until you improved.



Direct them to page S2 in their Student Books. Have students think of two goals that they hope to achieve from using *LANGUAGE! Live*.

Examples might include improving reading comprehension, not only in classwork and books, but also in text messages, hall posters, or road signs. Maybe you have a specific book you would like to read. Maybe you want to perform better in science or social studies. Maybe you want to improve your chances of getting into college or getting a job. Or, maybe you simply want to get out of this class and have more freedom to choose classes you enjoy.

Have students write their goals on the page.

Now, let's think about the steps you will take to meet these goals and how to monitor whether you are on track.

Discuss making an effort, using class time, and working online at home and how this work will be reflected on the student Dashboard through achievements. Explain the importance of working hard and taking the class seriously. Then, have students complete the page.

If you have students submit their goals, they can be used for accountability purposes during the course of the program.

Lesson 2 | Start-Up

### Personal Goals

Record two goals for this class, the steps you will take to meet the goals, and how you will monitor your achievements.

Goal 1:			
Step 1:		How I will monitor:	
Step 2:		How I will monitor:	
Step 3:		How I will monitor:	

Goal 2:			
Step 1:		How I will monitor:	
Step 2:		How I will monitor:	
Step 3:		How I will monitor:	

S2 LANGUAGE! Live

# Lesson 3

## Objectives

- Answer questions to set up an online profile.
- Design a personal Avatar as a representation of self.
- Answer questions about information learned.
- Agree to follow rules for online engagement.

Students will be logging in to the *LANGUAGE! Live* system today. Prior to them logging in, post one of the following assignments for students to respond to.

*Describe LANGUAGE! Live using one word.*

*What is one thing you learned from the videos?*

## Introduce Avatars and Profiles

We have been learning about the *LANGUAGE! Live* program. We have talked about the importance of reading, shared our experiences, and established goals for the school year. Today, we will go online and make an avatar.

Explain the concepts of avatars and profiles to students using pages 8–10 of the PowerPoint 1, Welcome to *LANGUAGE! Live*. Use the teacher text provided with each slide, adapting as needed for your own delivery. Depending on your classroom setup and the needs of your students, it may be helpful to demonstrate the steps of making a profile and avatar while projecting your computer screen to students.



## Create Avatars and Profiles

Direct students to page S3 in their Student Books. Explain that this is a “cheat sheet” for the online program. If you haven’t already done so, distribute usernames and passwords to students. Explain to students that they should keep their usernames and passwords safe. It is important that they do not lose or share this information. All students’ online activity will be tracked by the *LANGUAGE! Live* system.

Instruct students to log in. Have them complete their avatars and profiles online. Provide assistance and answer questions as needed. Allow students to share their avatars with the class.

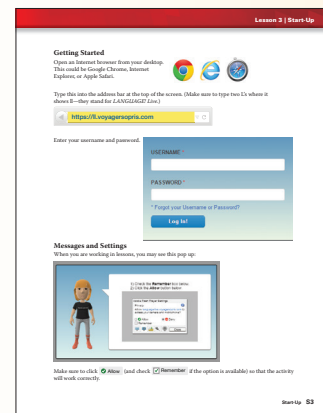
PowerPoint 1,  
Welcome to  
*LANGUAGE! Live*

Usernames and  
passwords (These  
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Student Books before  
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*LANGUAGE! Live*  
Student Books

Usernames and  
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Computers





## Posting

Have students explore the communication options available in *LANGUAGE! Live*. Ask students to post on the class wall.

Remind students that their comments will be visible not only to you, but to the entire class.

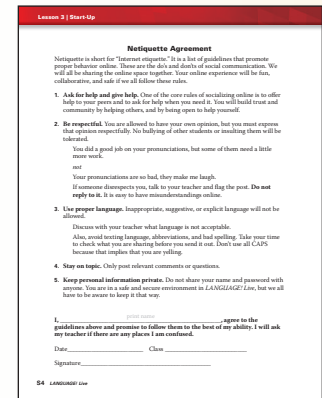
Explain that they will receive points for completion of this assignment.



## Netiquette

As we are working online in *LANGUAGE! Live*, we need to follow certain rules so that everything runs smoothly.

- Direct students to the Netiquette Agreement on page S4 of their Student Books. Explain the definition of netiquette, and instruct students to follow along as you read the information.
- Engage students in a discussion of appropriate and inappropriate online behavior using the prompts given. Encourage students to answer as honestly as possible.
- Be sure to make clear what behavior will and will not be tolerated in class.
- Emphasize to students that in or out of school, the *LANGUAGE! Live* program is school property, and teachers and administrators have access to all student accounts.



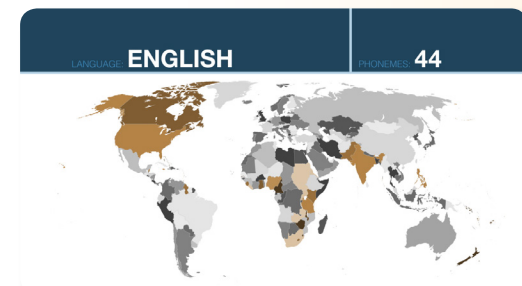
Have students sign the Netiquette Agreement and return it to you.

## Learning About Our Language

We are almost ready to begin our lessons. Before we do, let's watch two more videos about English. We will learn just how English came to be, and then we'll learn about how sounds are created and represented by letters in way that's like a code. *LANGUAGE! Live* will help you to decode words and ultimately become a better reader.



Have students watch Start-Up Video 5: The History of English and Start-Up Video 6: Phonemes Primer.



Start-Up Video 5: The History of English

Start-Up Video 6: Phonemes Primer

After students have created their avatars and profiles, watched the videos, and explored the program, discuss students' experience.

- What have you learned about *LANGUAGE! Live*?
- What is your favorite part of the program?

**Note:** You and your students will begin with Lesson 1 in Word Training and Text Training during the next class period. Before that, complete the following:

- Choose a Lesson Opener from Lesson 1 (Teacher's Edition page 4) and post the Lesson Opener online or write it on the board for students to respond to at the beginning of the next class period.
- Set up audio visual equipment to play the Unit 1 Text Training video.