

USERS' GUIDE AND LESSON PLANS



Super Star
by Help Me 2 Learn
www.helpme2learn.com

Games of Math 4 - Division and Fractions

Division and Fractions Practice, Timed and Untimed Games, Word Problems, Long Division with Remainders, Simplifying Fractions, Converting Fractions, Equivalent Fractions, Comparing Fractions, and Adding Fractions

Online, Network, and CD-ROM

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Games of Math 4 - Division and Fractions

Installation Instructions:

PC and Mac

For Network Installation

- see Network Installation document or Documents folder on Network CD-ROM

Standalone Installation

System Recommendations:

Windows 7, Vista, XP, 98, or 2000 (SP4)

300 MHz or higher processor

64 MB RAM or higher

CD-ROM drive, sound card, mouse

Mac OS X version 10.3 - 10.5

Intel Core or PowerPC G3/G4/G5 processor

500 MHz or higher, 128 MB RAM or higher

CD-ROM drive, sound card, mouse

Installation Instructions for PCs: Insert the CD-ROM disc into your CD-ROM drive. For best performance and to protect the CD-ROM we recommend that you install the program to the hard drive. If you install the program to the hard drive you can remove the CD-ROM and store it in a safe place.

If the program doesn't start automatically, from the Start menu choose Run. In the Open text box, type D:\SETUP.EXE (D is usually the drive letter on your CD-ROM. If D is not the drive letter, use the correct drive letter of your CD-ROM drive). Click OK, and you're ready to begin the CD-ROM!

Follow the prompts.

Installation Instructions for Macs: The program may either be run from the CD-ROM disc or installed to your hard drive. For best performance and to protect the CD-ROM, we recommend that you install the program to your hard drive.

To run the program from the CD: Insert the CD-ROM disc into your CD-ROM drive. A window will appear with the icon for the program. (If the window does not appear, double-click the CD icon on your Desktop.) Double-click on the icon for the program.

To install the program to your hard drive: Insert the CD-ROM disc into your CD-ROM drive. A window will appear with the icon for the program. (If the window does not appear, double-click the CD icon on your Desktop.) Drag the icon to the location on your hard drive where you want it installed. For example, to install the program in your Applications folder, open a new window (File -> New Finder Window), go the Applications folder (Go -> Applications), and drag the program icon from the CD window into the Applications folder window. Once the program has been copied to the hard drive, you can eject the CD-ROM and store it in a safe place.

For tech support: techsupport@helpme2learn.com or call 1-800-460-7001

Games of Math 4 - Division and Fractions

- Overview/Helpful Tips

Games of Math 4 - Division and Fractions (recommended for Grades 4 and up) is appropriate for all ages 7 and above.

Dear Teachers:

Games can be a powerful instructional tool. Games of Math 4 - Division and Fractions was developed to help reinforce foundational math skills while making learning fun and engaging.

By playing Games of Math 4 - Division and Fractions, your class will review:

Division Practice: divisor 1 to 12, quotient 1 to 12, with optional remainders

Fractions Practice:

- Simplifying Fractions
- Improper Fractions
- Equivalent Fractions
- Comparing Fractions
- Adding Fractions

Division: divisor 1 to 12, quotient 1 to 12 (untimed game)

Division: divisor 1 to 12, quotient 1 to 12 (timed game)

Division: word problems game

Long division with remainders game

Improper fractions and simplifying fractions game

Working with fractions game: equivalent fractions, comparing fractions, adding fractions

And more!

Our user-friendly software uses a variation of our Super Star Motivation and Tracking System. This is a simple and effective way to keep track of your students as they progress through the game. It keeps track of their right and wrong answers! By using positive reinforcement and the gold star system, students are provided with incentives to get the correct answers. The goal of the program is to complete each level of each game and win a gold star

certificate of completion for each game and a gold star certificate for completion of all the levels of the program.

Students can keep track of their progress status by clicking on the Progress button from any page or screen. The progress report displays the student's name and their level of achievement in each game in a graph. With your permission, once a student has earned a gold star certificate of completion, they can print out the certificate.

Variations:

This program is available in a home, school, network and online version. The home version does not include our student management features and other "teacher features". There may be small variations in the buttons and controls between the other versions, especially the online version.

Interface:

Simply use the Next and Back buttons to navigate through the program. You can also use the buttons on the Menu screen. You can always return to the main page of the Menu by clicking on the Menu button.

Use of this program and this guide:

There are numerous ways to use *Games of Math 4 - Division and Fractions*. This guide is primarily intended for the classroom teacher who is doing a whole class presentation. The guide assumes that you have some way of displaying the program to the entire class and that all of the students will be actively engaged in the presentation of the program.

Some of the other uses of the program:

Activity Centers: The program is certainly appropriate for use in activity centers because it is easy to use and students generally require very little assistance. Teachers can then use the progress page and reporting features to track the student's progress.

Some specific activity centers uses are:

1. Differentiated Instruction - working on specific and different skills needed by different students.
2. Remediation - working on specific below-grade-level skills.

3. Above Grade Level - working on skills not covered in class for students who require more challenge.
4. Home Use with Parents - our online version with at-home privileges, offers a wonderful opportunity for parents to be involved in the education of their child by reviewing the lessons with their child, assisting the child when necessary and by reviewing the child's progress.

Besides the classroom, this program is also very appropriate for:

1. Computer Lab - site and network versions of this program are available to allow students to work at their own pace in a computer lab setting to build skills being covered in class or skills already covered above.
2. After-school programs - using after-school time to build and review skills required for advancement.

Program Features:

1. Pre-Test and Post-Test: This program is really two programs; the instructional program and a pre-test and post-test program. We highly recommend that you take advantage of our pre- and post-tests. Click on the "Pre-Test Post-Test" button found beneath the Teacher & Parents and Sign in buttons on the menu page.

We recommend that most students complete all of the pre-tests before they begin using the program. If they score high on the pre-test, this would be a strong indication that they have already mastered this material. If they score low, this is a good indication that this material will help them.

Each test has 25 multiple choice questions and is timed for a maximum of 3 minutes. Since there are 8 tests, it should take about 32 minutes to complete all of the tests. Upon completing a test, you will see a check mark by that test. You can see the report for the tests in the Student Management section of the program.

If you want the students to complete all of the tests, we recommend that you lock the post-tests from the Student Management section. You can also make sure that the students can access only the tests by locking the students from the program from the Student Management section.

Once a pre-test is taken, that pre-test cannot be changed or erased without deleting the student's name. The next test taken for that subject will automatically be the post-test. If a student repeats a post-test, only the last attempt will be recorded in the post-test report.

We recommend that a student take the post-test once the program has been completed or at the end of the school year. Some teachers prefer to have students take a pre-test before beginning a section and then take the post-test upon completing that section. The ultimate goal of the pre-test and post-test is to show progress and mastery of the material covered in the program.

2. Student Management System: Help Me 2 Learn's Student Management System allows teachers to add or delete student names, get a class progress report, or get a detailed student report. This system also allows you to lock and unlock students from adding new users, exiting the program, printing pages, and from changing names.

Overview – Figure 1

The screenshot displays a web interface titled "Teachers' and Parents'". It features two main panels. The left panel, titled "Student Management", contains a vertical stack of buttons: "Class Progress Report", "Class Test Report", "Change Difficulty", "Game Locks", "Feature Locks", "Change Password", and "Exit Program". The right panel has two sections. The top section, "Add Students", includes a text input field and a "Save Name" button. The bottom section, "Delete Students", has the instruction "Click on a name to delete it" and a list box containing the following names: Dan, dan10, dan11, dan12, dan13, dan14, dan15, and dan2. At the bottom center of the interface is a green button labeled "Go Back to Menu Page".

To access the Student Management System, simply click on the "Teachers and Parents" button. Then, click on the "Student Management" button.

By reading the text on this page, you'll find our system is self-explanatory. A password is given. Enter the password in the box (lowercase letters only) then click on "Enter".

From the Student Management screen (**Figure 1**), you have several options. The Student Management features are covered in more detail near the back of the manual.

Some Helpful Tips:

1. We recommend that this program be installed to the hard drive. This prevents damage from handling the CD-ROM, and the program will run faster and better. Keep the CD-ROM in a protective packaging. If students handle the software, be sure you teach them the right way to hold a CD-ROM. If there are fingerprints on either side of the disc, you can run it under cold water and gently dry it with a soft cloth.

2. Instructional Theory - You expect a lot out of educational software and we try to deliver everything you expect and more. We subscribe to the theory of Multiple Intelligences as developed by Howard Garner. We believe that educational instruction is most effective when it is presented in a way that reaches as many intelligences and as many students as possible. Because we use multi-media, we can be very effective at doing that. This is not just a math program that appeals to the logical intelligences; this program appeals to almost every intelligence to develop math skills and other skills at the same time.

Since you are using our software, it is obvious that you are committed to using all the tools available to you to make your class instruction more interesting and more multi-dimensional. We applaud your taking the extra effort to step away from the traditional lecture-only class instruction.

We also have the following objectives:

- Engaging and Fun - We try to make sure that our program will be engaging and fun. Our objective is to take the work out of learning math and make it play. Our objective is to change students' perception

about math as being difficult and boring; turning it into something they love. We want math to become easy and understandable. We want our math games to be challenging, yet give a sense of accomplishment as students progress through the levels. We believe that using our software can help change students' attitudes about learning and about school. Our programs are often the thing about school that they look forward to the most.

- Educationally appropriate - This program was built on the topics as outlined in state standards. Our objective is to give you, the teacher, instructional support for the lessons you commonly teach in your classroom. Our goal is to help give your students a tool to master your lessons more quickly and retain the material longer. Our programs are particularly appropriate when students need a lot of repetitive practice. When students master the material quickly, you have more time to work on other or more advanced lessons.
- User-friendly - this is a buzzword that a lot of companies use. Our customers repeatedly tell us how user-friendly our software is and we are continually looking for ways to improve the user-friendliness of our software. We also believe that the software should be user-friendly to the teacher, so we give you additional controls in the Student Management section of the Teachers and Parents section so you can make it even more appropriate to your class, if you want to.
- Reporting - Besides our progress page, we offer printer-friendly reports that can be used to track the progress of the class or student. Our most detailed report is the pre-test and post-test report.
- Gaming - This program uses a game format to help make answering repetitive equations fun and interesting. Our scoreboard tracks individual scores as well as scores for the class. Students are encouraged to compete with each other for the best scores.

3. Whether your class is using this program in a computer lab with headphones, or you're using an overhead projector to present lessons to the class, you're sure to find the activities and games motivating and rewarding.

We congratulate you for your dedication in teaching children through the wonders of technology! We know how much you will love this title, so please try some of our other Help Me 2 Learn titles:

- Letters and Numbers
- Phonics 1 a - Vowel Sounds
- Phonics 1 b - Consonant Sounds
- Phonics 2a - Intermediate Level
- Phonics 2b - Intermediate Level II
- Phonics 3a - Advanced Level I, with Sports
- Phonics 3b - Advanced Level II, with Sports
- Spanish 1a with Phonics/ Inglés 1a con Fonética

The following titles have the same content as Phonics 3a and Phonics 3b, only with characters and graphics for an older audience:

- Language Arts Review 3a - Advanced Level I, with Sports
- Language Arts Review 3b - Advanced Level II, with Sports

Games of Math series:

- Games of Math 1 - Addition (scheduled for release: Summer 2009)
- Games of Math 2 - Subtraction (scheduled for release: Winter 2009)
- Games of Math 3 - Multiplication (available now)

Thank you,

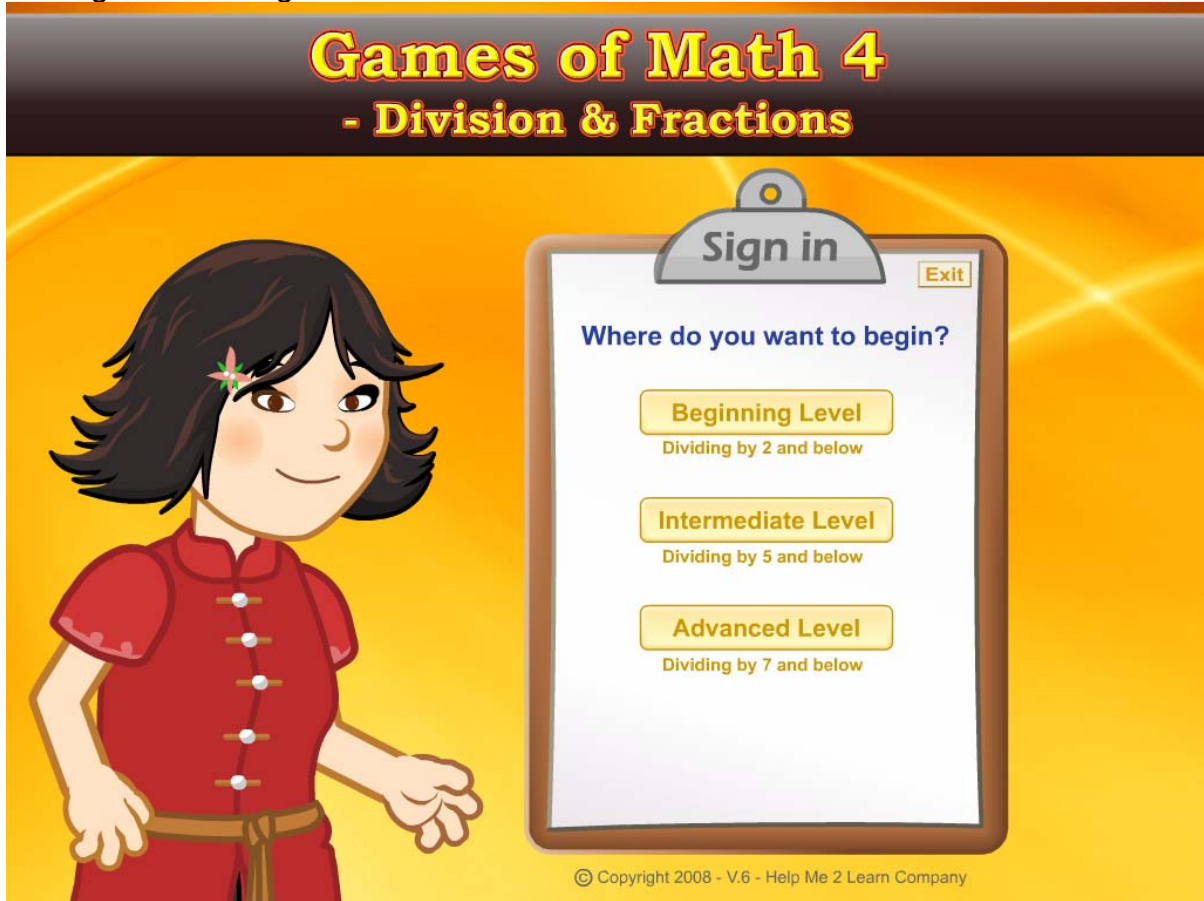
The Help Me 2 Learn team

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Getting Started

Once a student enters their name or clicks on their name (for the first time) on the sign in screen, they will be given the option of choosing where to begin in the program (Figure 1).

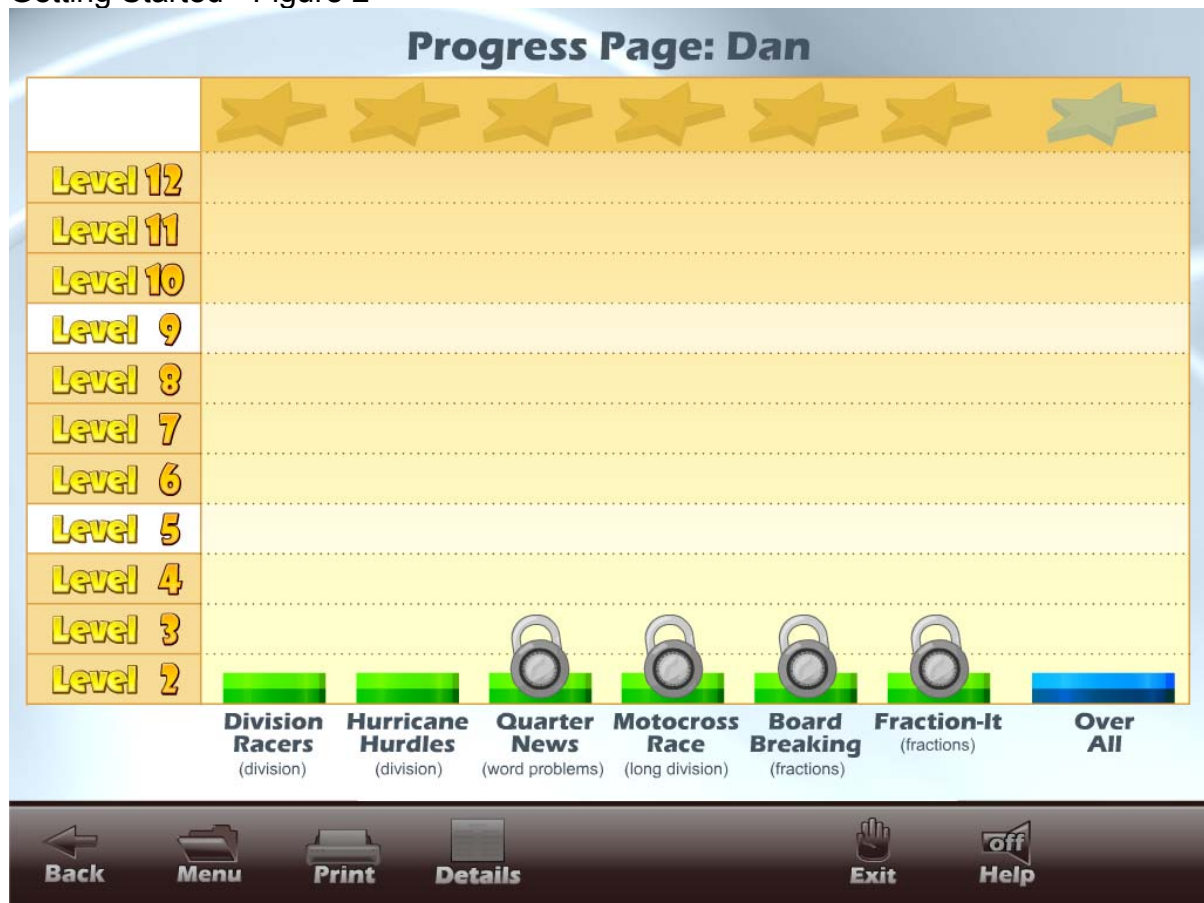
Getting Started - Figure 1



- The beginning level is problems dividing by 2 and below.
- The intermediate level is problems dividing by 5 and below.
- The advanced level is problems dividing by 7 below.
 - If a student chooses the advanced level, they will be given 3 problems to answer. If they answer the 3 problems correctly, they can proceed at the advanced level. If they miss any of the problems, they will begin at the intermediate level.

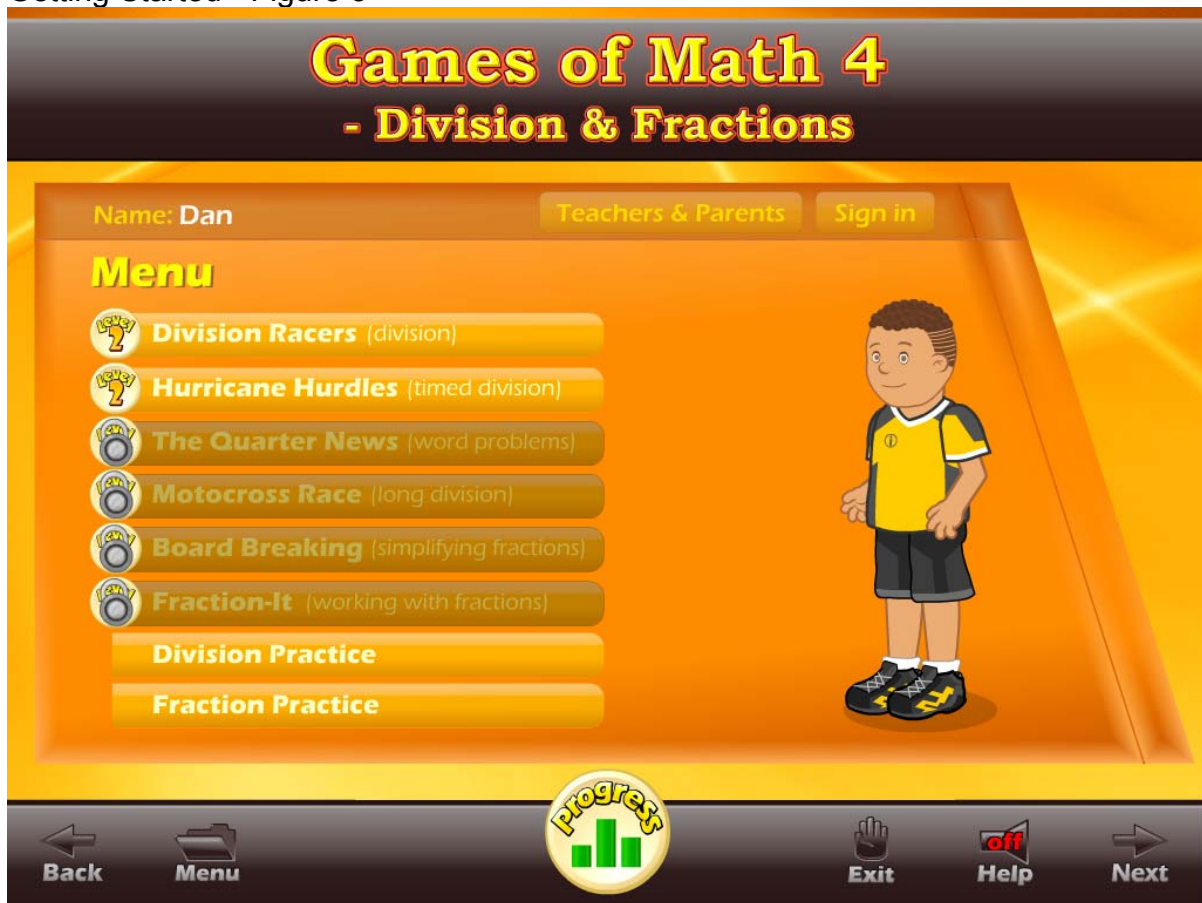
The goal of the program is to advance through all of the levels through each game in the program and earn a gold star certificate of completion for each game. A student who completes all the levels for all the games earns a gold star certificate of completion for Games of Math 4 - Division and Fractions. This simple system does wonders for motivating a student to complete each level and each game. This is a variation of our "Super Star Motivational and Data Tracking System". The student progress is also displayed on the Progress screen (Figure 2), which can be accessed by clicking on the "Progress" button in the lower center portion of the screen.

Getting Started - Figure 2



When the student first begins the program, only two games are available to the student (Figure 3). Once a student completes some levels of a game, the next game will be unlocked. When a game is unlocked, a student can choose the level for the game being unlocked. All the games can be locked or unlocked from the Student Management area of the Teachers and Parents section.

Getting Started - Figure 3



The goal of each game is to achieve the required number of points (while building math skills). The level goal for each level is posted at the beginning of the game and usually in the game. The beginning levels of the game are much easier than the higher levels; the problems presented become more difficult and the number of problems presented are more numerous. Usually, more gaming skills are also required. Students who complete a game level have the option of advancing to the next level of that game.

We have given the teacher a lot of control over the way this program operates. You can find these controls in the Student Management section of the Teachers' and Parents' section. These controls allow you to make the game goal level harder or easier and lock or unlock any of the games. You will also find progress reports in this section. To review the Student Management section in more detail, go to Student Management section of this guide.

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Lesson Plans for Games of Math 4 - Division and Fractions

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Lesson 1: Pre-Test

GOAL

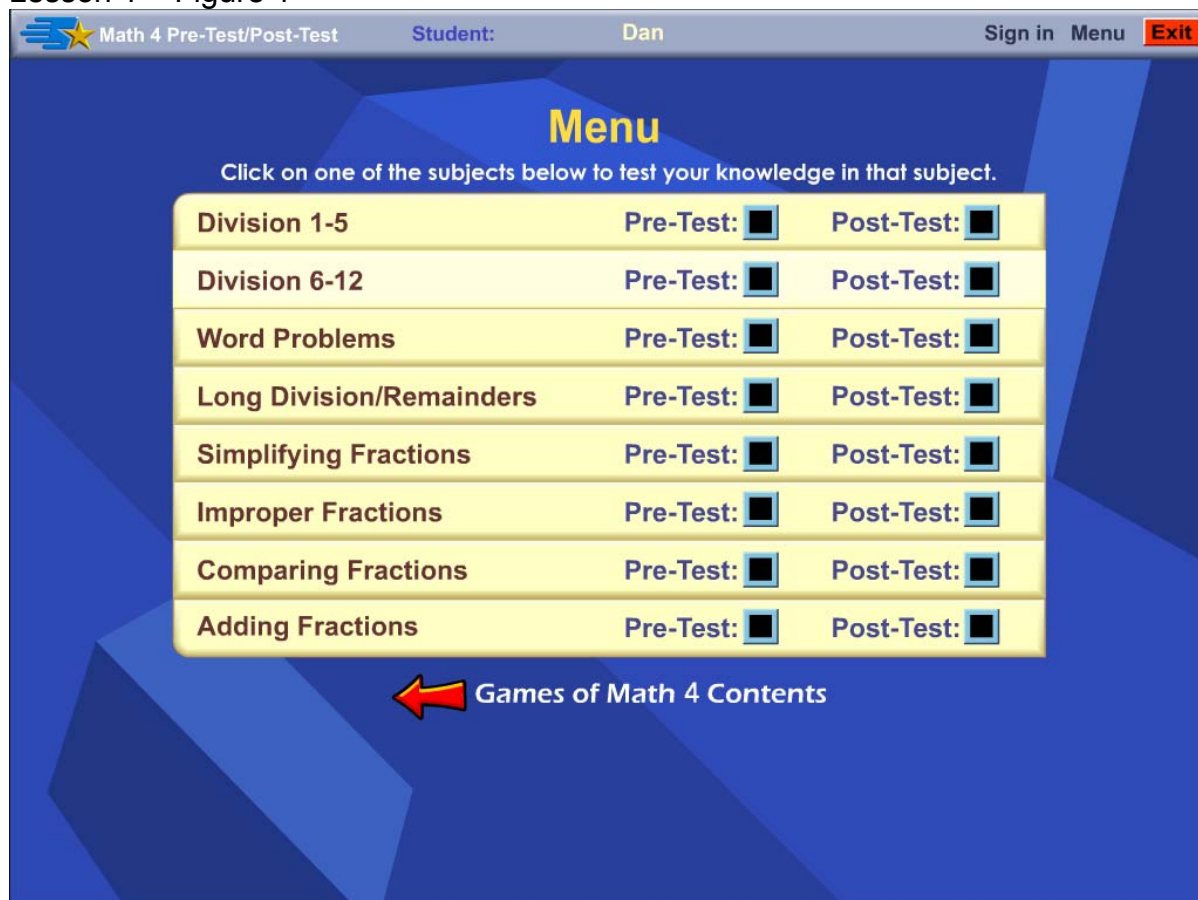
Students may take a pre-test to determine their level of Division and Fractions skills before using Games of Math 4 - Division and Fractions

ACTIVITY

It is recommended that each student take the pre-test on a classroom or lab computer and not on a computer displayed to the class.

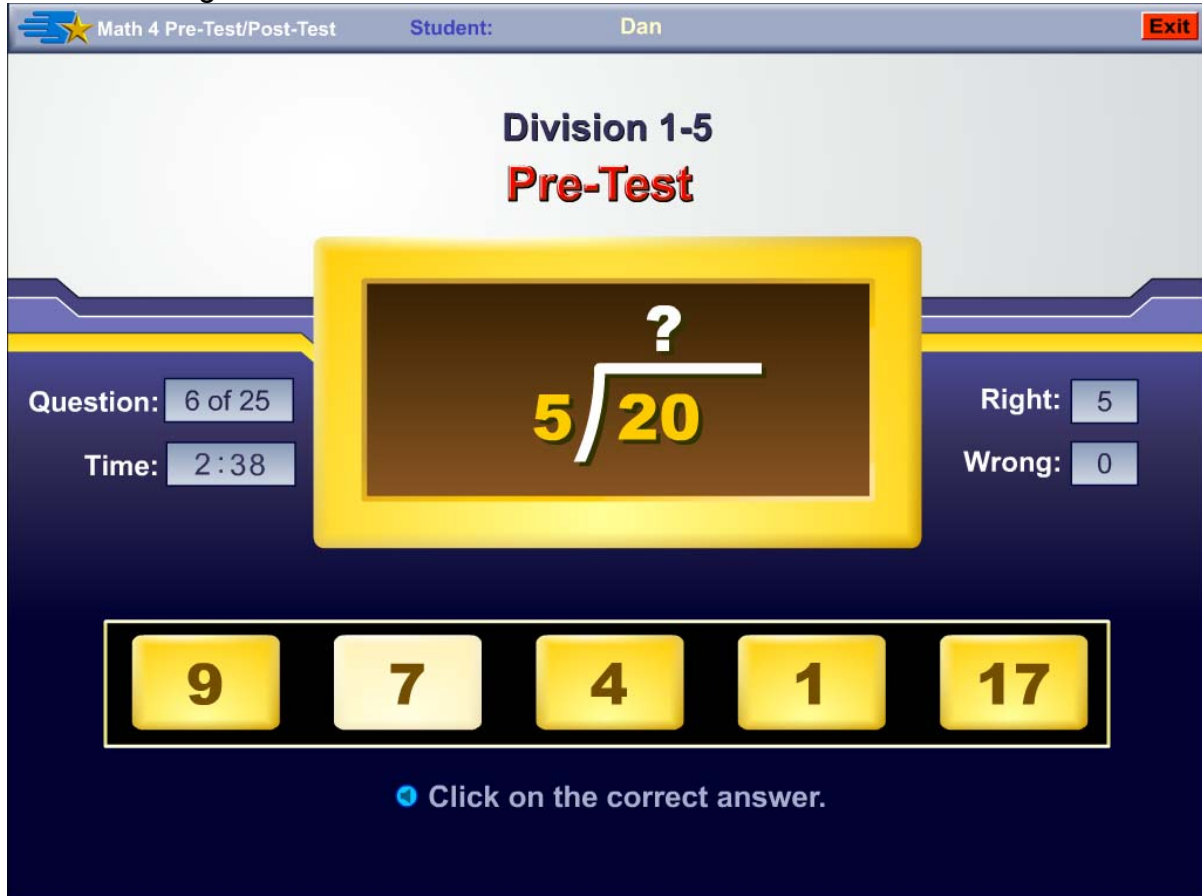
Click on the "Pre-Test Post-Test" button from Menu screen (preparation - we suggest that you lock the pre-test portion of the program from the Student Management section of the Teachers & Parents section). Let the students do as many of the pre-tests as you feel appropriate (**Figure 1**).

Lesson 1 – Figure 1



The test is a set of 25 randomly generated multiple-choice problems. The test is a maximum of 3 minutes long. When all 25 questions are answered or the time is up, the test will end. The number of right and wrong answers are displayed (**Figure 2**) and will be recorded in the Class Test report, found in the Student Management portion of the Teachers and Parents section.

Lesson 1 – Figure 2



Math 4 Pre-Test/Post-Test Student: Dan Exit

Division 1-5
Pre-Test

Question: 6 of 25
Time: 2:38

Right: 5
Wrong: 0

9 7 4 1 17

Click on the correct answer.

The first test for each of the subjects is always recorded as the pre-test and will display with a check mark in the pre-test box. When the test is taken a second time, it will always be recorded as the post-test. If the test is taken again, the previous post-test will be overwritten by the last test.

Lesson 2: Division Practice

GOAL

Students will prepare for the games by practicing the Division and Long Division problems in: a timed or untimed test.

ACTIVITY

Click on the "Division Practice" button from the bottom of the main menu. This is one of the most powerful activities in the program. Click on the Terms button to review the Division terms. Click on the Close Terms button to return to the Division Practice screen.

Select the divisors you want to use and select the quotients (answers) you want to use (**Figure 1**). You can also select remainders (long division), if you wish. Click on the Next button near the top.

Lesson 2– Figure 1

Terms

Quotient
Divisor / Dividend

Division Practice NEXT

Select the divisors you want to use.

1 2 3 4 5 6 7 8 9 10 11 12
OFF OFF OFF OFF OFF OFF OFF OFF OFF OFF OFF OFF

Select the quotients (answers) you want to use. If remainders is turned on, a range between the highest and lowest number will be used.

1 2 3 4 5 6 7 8 9 10 11 12
OFF OFF OFF OFF OFF OFF OFF OFF OFF OFF OFF OFF

Select if you want to use simple division, with numbers that divide evenly, or have remainders and use long division.

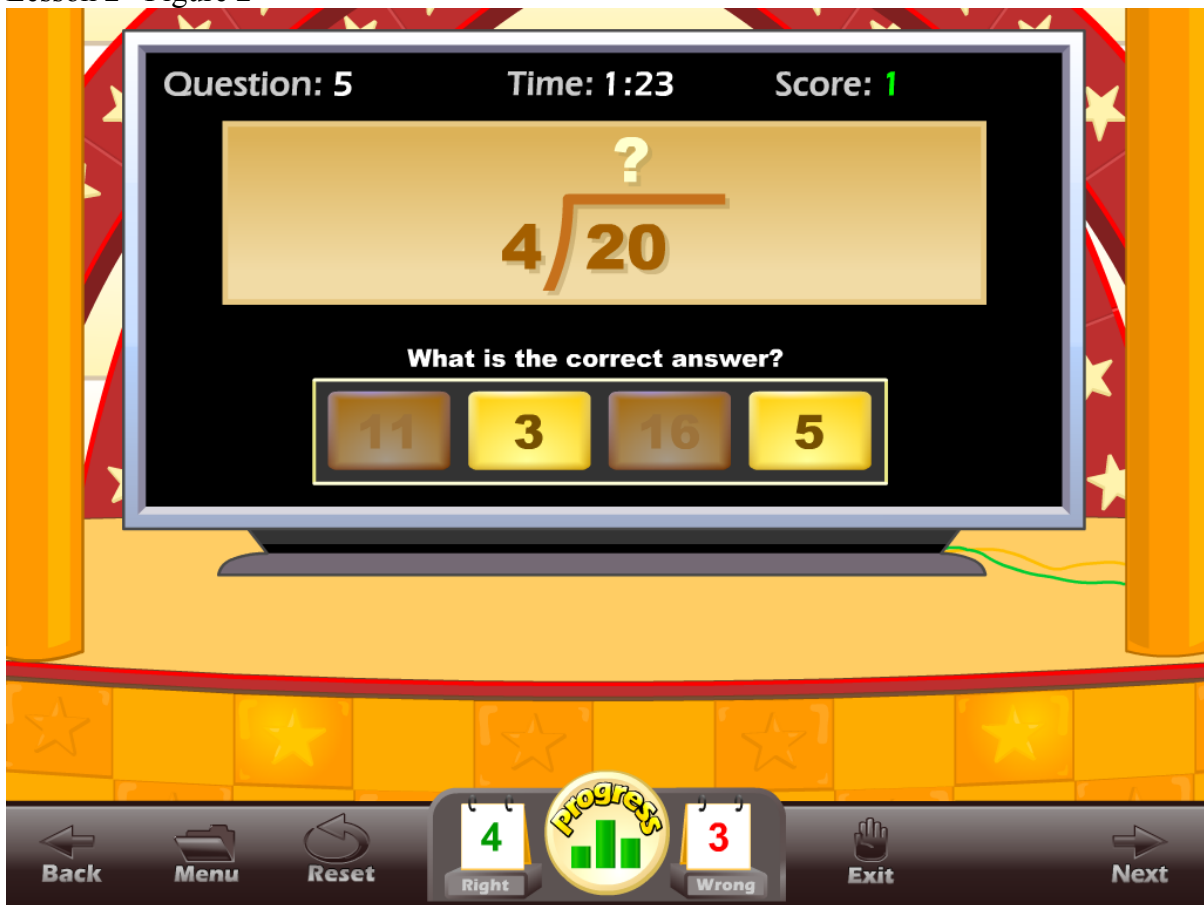
Remainders/Long Division

Back Menu Reset Right Progress Wrong Exit Help Next

Select the type of practice you want to take. You can set the time for a timed test or you can set the number of questions for an untimed test. Click on the "Star Practice" button to begin.

Once a timed test begins, you should click on the correct answer. If a student clicks on a wrong answer, that answer will be grayed out and the student can try another answer (**Figure 2**). (Note: in the pre-test and post-test only one answer is allowed per question.) The time remaining is displayed at the top center of the screen along with the total score. The number of right and wrong answers is displayed at the bottom of the screen.

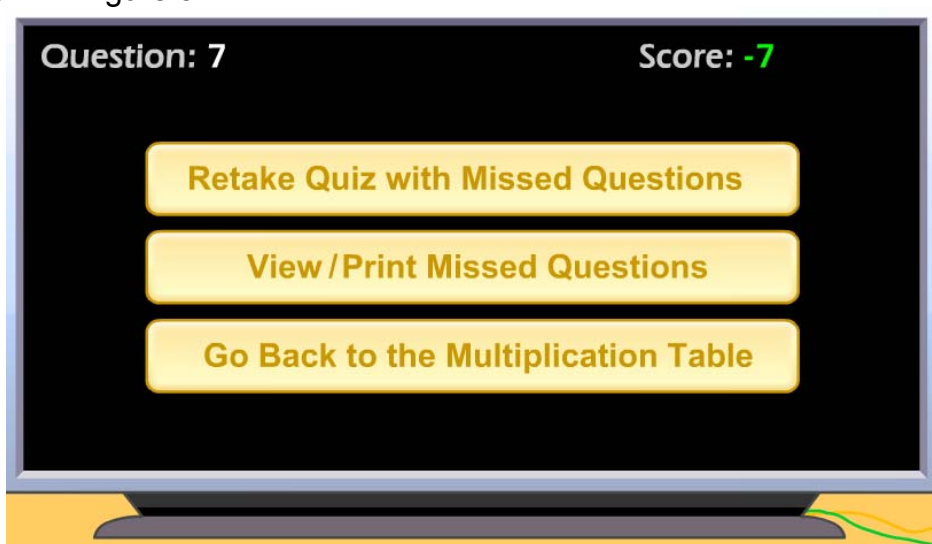
Lesson 2– Figure 2



Once the test is over and if the student missed 4 or more questions, a screen will appear with the following options (**Figure 3**):

- Retake Quiz with Missed Questions - this allows the student to retake the quiz and work on only the problems they missed.
- View/Print Missed Question - this allows the student to view and print (with your permission - note: you can lock printing from the Student Management section of the Parents and Teachers section) a list of problems they missed. You can include this in their records or use this for additional work on paper.
- Go Back to the Division and Fractions Table - where the student can select problems for another test.

Lesson 2– Figure 3



USING THIS ACTIVITY IN CLASS

This activity can be used individually or it can be used as a great warm-up for the class, working on specific problem sets. There are many ways to making this an exciting class activity. Some of the ways to use this activity as a whole class activity are:

Teacher-led -

- Teacher clicks on the correct answer for the class, requires that the class come to a consensus on the answer.
- Teacher clicks on the correct answer, teacher calls on a student for the answer.

- Teacher divides the class into teams, the team leader answers for the team, the teacher clicks on the answer for the team.

Student-led -

- Students line up in front of the computer and take turns answering for the class. Each student answers one question.
- Teacher divides the class into teams; the teams compete for the highest score, the team captain clicks on the answers for the team.
- Students line up and take turns answering for the class. Each student answers as many questions as they can until they get a wrong answer.

Lesson 3: Fractions Practice

GOAL

Students will prepare for the games by practicing the fractions problems in: a 1 minute timed test, a 2 minute timed test, a 3 minute timed test or a 30 question untimed test.

ACTIVITY

Click on the "Fractions Practice" button from the bottom of the main menu. This is one of the most powerful activities in the program. Click on the Terms button to review the Fractions terms (**Figure 1**). Click on the Close Terms button to return to the Fractions Practice screen.

Lesson 3 – Figure 1



Select the fractions practice you want to use (**Figure 2**). You then select whether you want to practice: easy, normal or hard problems.

Then set the time for a timed test or you can set the number of questions for an untimed test. Click on the "Start Practice" button to begin.

Lesson 3 – Figure 2



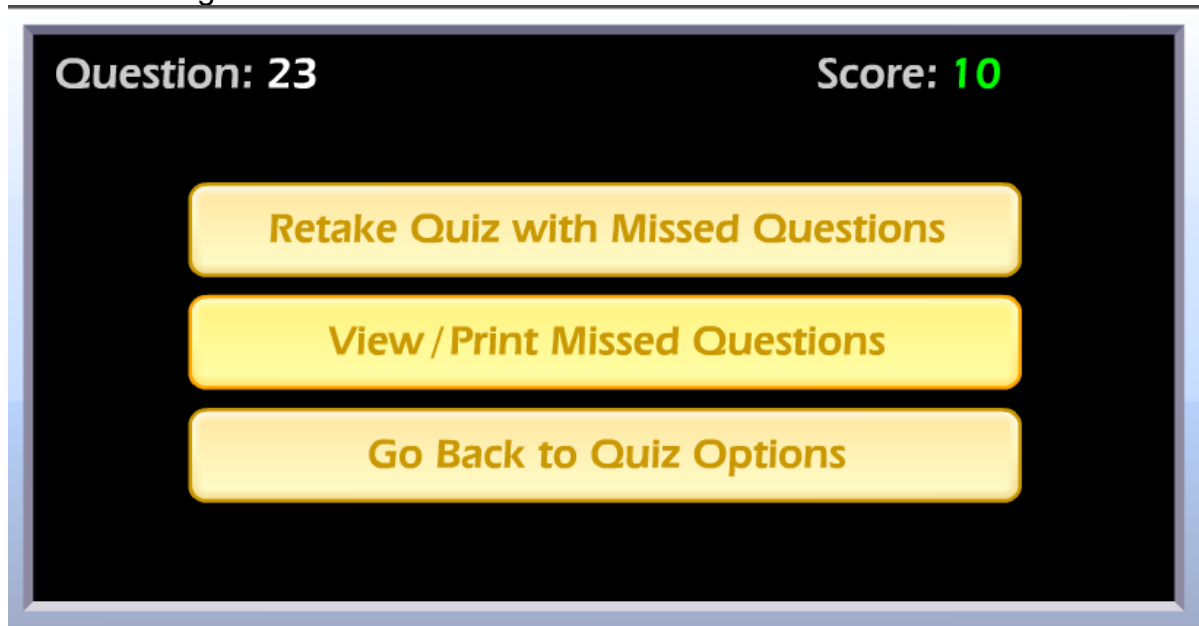
Once a timed test begins, you should click on the correct answer. If you click on a wrong answer, that answer will be grayed out and you can try another answer (**Figure 3**). The time remaining is displayed at the top center of the screen along with the total score. The number of right and wrong answers is displayed at the bottom of the screen.

Lesson 3 – Figure 3



Once the test is over and if the student missed 4 or more questions, a screen will appear with the following options (**Figure 4**):

- Retake Quiz with Missed Questions - this allows the student to retake the quiz and work on only the problems they missed.
- View/Print Missed Question - this allows the student to view and print (with your permission - note: you can lock printing from the Student Management section of the Parents and Teachers section) a list of problems they missed. You can include this in their records or use this for additional work on paper.
- Go Back to the Division and Fractions Table - where the student can select problems for another test.



USING THIS ACTIVITY IN CLASS

This activity can be used individually or it can be used as a great warm-up for the class, working on specific problem sets. There is a lot of problems to cover in these practices. There are many ways to making this an exciting class activity. Some of the ways to use this activity as a whole class activity are:

Teacher-led -

- Teacher clicks on the correct answer for the class, requires that the class come to a consensus on the answer.
- Teacher clicks on the correct answer, teacher calls on a student for the answer.
- Teacher divides the class into teams, the team leader answers for the team, the teacher clicks on the answer for the team.

Student-led -

- Students line up and take turns answering for the class. Each student answers one question.
- Students line up and take turns answering for the class. Each student answers as many questions as they can until they get a wrong answer.

Lesson 4: Division Racers

GOAL

Students will work on basic division skills in an exciting stock car race game.

ACTIVITY

Click on the "Division Racers" button from the main menu. The Division Racers main screen displays the goal for the game, the personal best score, today's best score and the High Scores list.

Click on Start to begin the game.

The game problems and difficulty will change depending on the level of that game. There are 11 levels of play (from level 2 to level 12).

Lesson 4– Figure 1



On level 2, the program associates subtraction with division (**Figure 1**). In this example, students should be able to see that division is repeated subtraction. Click on the correct answer to answer the problem.

Lesson 4 – Figure 2



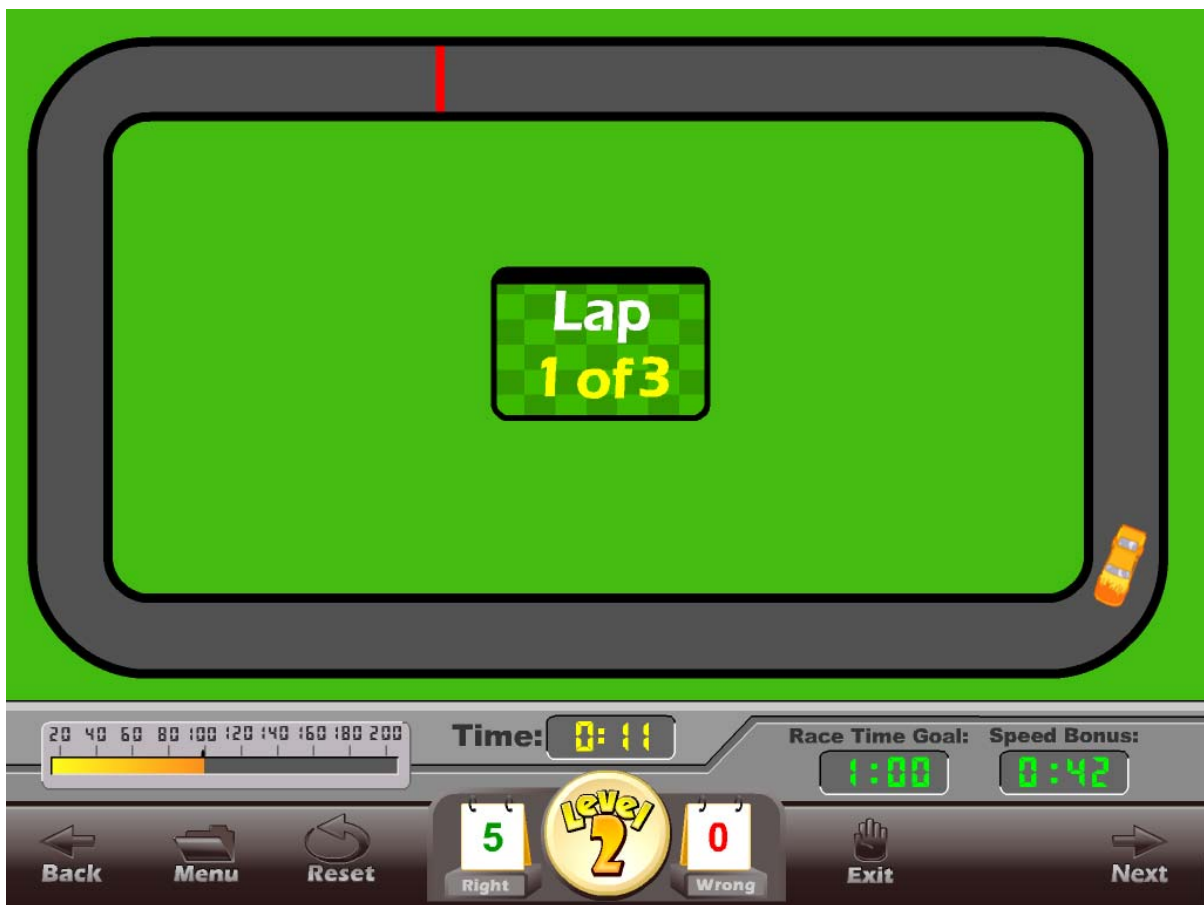
This is a strategy game and a skill game; it is also one of the most engaging games. It might appear to be somewhat more appealing to boys, but we believe you will find that it is equally appealing to girls. This program uses a wide variety of games.

The purpose of this game is to answer the division questions and earn money to buy parts to build a race car (**Figure 2**). Wrong answers result in earning less money, which means that students will not have the best parts for their race car. Students will find that even with all the correct answers, they will not have enough money to buy all the highest priced parts. Students may also learn that buying the highest price parts may not always give them the fastest and most easily controlled race car. Once they have completed all of the

questions and have made all of their car part selections, they play a race car game in order to score enough points to go to the next level.

The race game is pretty simple. A short animation explains how to play the game and race the car. The "up arrow" key on the keyboard works as the gas pedal, the space bar on the keyboard works as the brake. Steering is automatic, however students should avoid going too fast around the turns or they will spin out and lose time and they earn penalty points. Students also earn penalty points for wrong answers during the division problems. The objective of the game is to score enough points to make the level goal.

Lesson 4– Figure 3



Near the bottom of the screen, you will see the race time goal (**Figure 3**). Finishing the race in the goal time allows the player to move to the next level. Each higher level introduces higher goals (a faster race time is required) and more difficult division problems.

Once the race is completed, a final score is displayed. All of the points earned and penalties are also displayed (**Figure 4**).

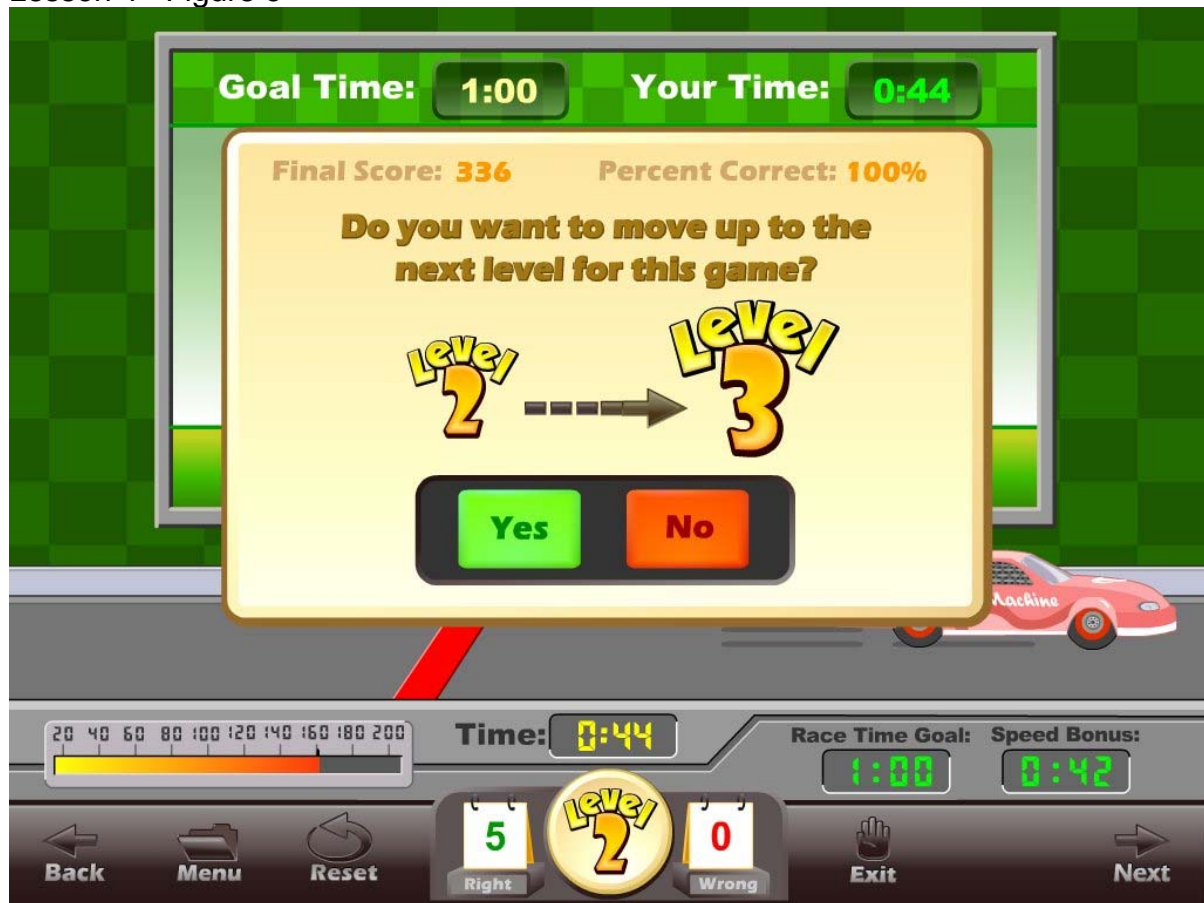
Lesson 4– Figure 4



Tips:

- The beginning levels are meant to be easy. Our goal is to move the student through the levels -- particularly through the lower levels -- as quickly as possible. As the game progresses through the levels, the student will have to answer more and more difficult questions. At the highest level, students will need to type the answers into the answer box.
- The penalty for "guessing" or answering a question wrong is time will be added to the race score. Spin Outs are also accessed a penalty. Our objective is to make an engaging and challenging game that student would want to repeat playing over and over.

Lesson 4– Figure 5



- Once the player achieves the required number of points the player will see the next level screen (Figure 5). The player can choose to move up to the next level or the player can choose to keep on playing and try to achieve a higher score for the game. We recommend that in most cases, students be encouraged to move to the next higher level.
- Each level is weighted so that the points for that level are higher than for a lower level, so it generally makes sense for a student to keep moving up the levels. Moving up the levels is also the way to unlock the next game.

USING THIS GAME IN CLASS

Teacher-led -

- Generally, the teacher should only show a few examples of this game to the class. The class will pick up the game almost instantly.

- Note: this is an exciting game and we generally recommend that this game be used later in the afternoon to avoid getting students too excited early in the day.
- After playing the game a while, you can divide the students into teams, appoint a team captain. Instruct the team captain that all of the players on the team must contribute. Let the teams meet in a strategy session to compete against other teams in the class.
 - Have the students write about their strategy session and the strategy they will be using in the competition.
 - Have a racing competition awarding the winning team a small prize.
 - Have the teams write about their strategy and how it helped them win or lose the competition.
- Extend the writing assignment to writing about other games that the students play and what they learn from those games.

Student-led -

- The teacher divides the class into teams. Sign the team in on the sign in page. The teams compete for the highest score. Team members alternate at bat. As the game is played over several days or weeks, the team high scores will be shown in the high score list.
- Students line up and take turns answering for the class. Each student gets one turn at answering a division question(s) and choosing a part. You may want the class to help with the answers, or you may want them to be silent.
- Students line up and take turns answering for the class. Each student answers as many questions as they can until they get a wrong answer.

Lesson 5: Hurricane Hurdles

GOAL

Students will build basic division fluency in a timed hurdles race game.

ACTIVITY

Click on the "Hurricane Hurdles" button from the main menu. The Hurricane Hurdles main screen displays the goal for the game, the personal best score, today's best score and the High Scores list.

Click on the Start button to begin the game. Click on a player. (It does not matter which player you click on.) The goal for this level is displayed. Click on the correct answers as quickly as you can (**Figure 1**). The faster you click on the correct answers, the faster your player will run. Wrong answers will slow your player down.

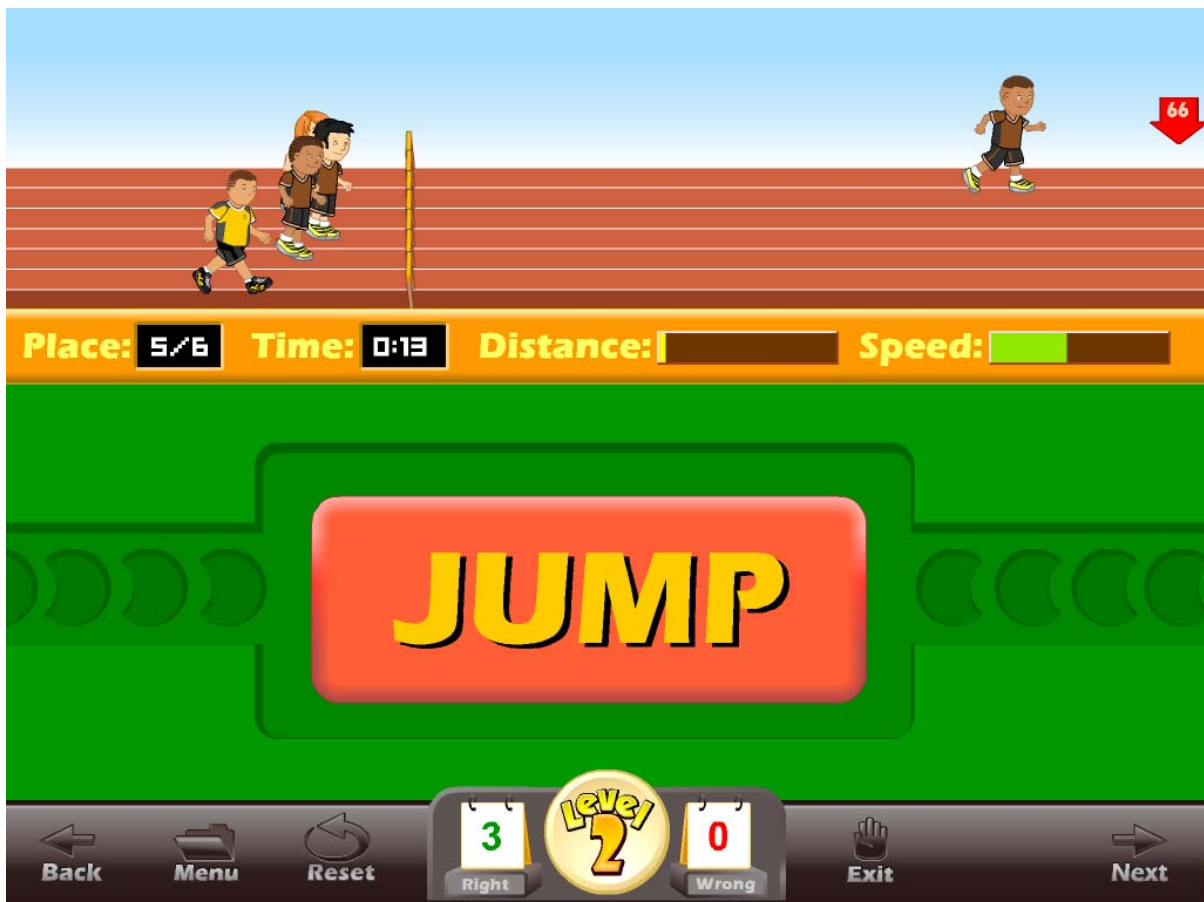
Lesson 5 – Figure 1



As your player is running, the following are displayed: the current place in the race, the total time in seconds (that the player has been running), the distance (in a bar displayed as the distance in the total race), and the speed of the player. As usual, the number of right and wrong answers is displayed at the bottom. The goal of the race is to finish in first place and advance to the next level.

Since this is a hurdles race, the player will see hurdles appear and a jump button (**Figure 2**) will also appear. The player must click on the jump button at the right moment to have the player clear the hurdle. If the player runs into the hurdle, the player will slow down and other runners may pass.

Lesson 5 – Figure 2



Each question has a power value, the faster you answer the questions, the more the question value. Answering questions correctly and quickly will improve your speed and help you pass the other runners.

If you complete a game with the required point goal, you can advance to the next level of the game. In each higher level, the problems become more difficult and the required time is lower.

USING THIS GAME IN CLASS

Teacher-led -

- Just as with the Division Racers game, the teacher should only show a few examples of this game to the class. The class will pick up the game almost instantly.
- After playing the Hurricane Hurdles in the class, take the students to a track or field. Try to recreate the game as best you can with real players. You may ask the students for ideas of how to recreate the game. It is not necessary that the students try to run or jump over hurdles; you might have the students walk or hop.
 - Example: The teacher would need a set of division flash cards. Students might be divided into teams. The field would be marked with a start and a finish line. The teacher would ask each team a division question (one team at a time), if the team gets the correct answer, they would be able to take the number of steps (or hops) as the divisor used in the question. The team that crosses the finish line first wins.

Student-led -

- The teacher divides the class into teams of 3 or more. Sign the team in on the sign in page. The teams compete for the highest score. The team members play the game and alternate student players between jump attempts. As the game is played over several days or weeks, the team high scores will be shown in the high score list.
- Students line up and take turns answering for the class. You may want the class to help with the answers or you may want them to be silent.
- Students line up and take turns answering for the class. Each student answers as many questions as they can until they get a wrong answer, then the next student steps in.

(left blank for notes)

Lesson 6: The Quarter News

GOAL

Students will work on basic division skills as presented in word problems in the Quarter News game. This game uses a timer, but the timer is only one factor used to score points.

ACTIVITY

Click on the "Quarter News" button from the main menu. The Quarter News main screen displays the goal for the game, the personal best score, today's best score, and the High Scores list.

Lesson 6 – Figure 1



In this game, basic reading skills are required. Click on the Start button to begin the game. The newspaper editor gives basic instructions for the game.

The game is simple, yet challenging. Read the question and then type the answer in the box near the bottom of the screen (**Figure 1**). Click on the bell (near the top on the right-hand side of screen) when you have completed your answer. If your answer is correct, it will be accepted. If your answer is incorrect, the editor will ask you to try again. Watch the clock, answering the questions quickly will give you more time to deliver the papers.

When you have completed the required number of questions, you will be given the instructions for delivering your papers to the customers. The goal of the game is to complete as many word problems as you can with as few wrong answers as possible, then correctly deliver as many papers as you can to all the customers you can by 6:00 PM. This will insure that you keep as many happy customers as possible, thereby earning enough money to advance to the next level.

Lesson 6– Figure 2



At the top of the screen, you will notice a happy face and some progressively less happy faces (**Figure 2**). These are indicators of how happy your customers are with your service. You will notice a timer letting you know what time it is, customers like to have their paper delivered before 6:00 PM. You can deliver the paper later than 6:00 PM, but they will not be as happy and they will not be as inclined to leave you a tip.

The counter by the house indicates how many customers you have and what house you are currently on. The counter by the piggy bank indicates how much money you have earned.

At the end of each day, you will get a report (**Figure 3**) of how many new houses have become customers, the total number of houses that are customers, your tips and the total money earned for the day. Click on "Go On" to go to the next set of problems.

Lesson 6 – Figure 3



A few notes about delivering papers. Customers like to have their papers delivered to their door. To deliver the paper, click the mouse (anywhere will do) to throw the paper as the paper carrier rides past the house. If you click the mouse at the right time, the paper will land on the door of the home. You can also deliver the paper in the mailbox, but the customer will not be quite as happy. You can also deliver the paper in the tree, to the dog, over the house or through the window (breaking a window will cause you to lose that customer), but the customer may be very unhappy. Unhappy customers will not tip you and may cancel their subscription. Happy customers may tip you and tell others about your excellent service.

There are a few tricks to delivering the papers. Holding down the space bar will speed up the rider. Sometimes may see a ramp, you can gain speed over the ramp by holding down the space bar. There are several other elements to make this a challenging and engaging game, such as: trees, dogs, and cracks in the pavement. Explore different ways to deal with each of these challenges.

USING THIS GAME IN CLASS

Teacher-led -

- Since this game requires reading skills, the teacher will need to assess how prepared the students are to read. If students struggle with the reading, the teacher may need to assist.
- The teacher can assign a student to read the question aloud for the class and then let that student deliver the newspapers.
- The teacher can lead the class in reading the question aloud and then let the class discuss the correct answer. Students can then take turns typing the answers and delivering the newspapers.

Student-led -

- The teacher divides the class into teams. Sign the team in on the sign in page. The teams compete for the highest score. The team members alternate at reading the question aloud and answering the questions. Students can consult their teammates to arrive at the answer, and teammates can assist helping them with the paper delivery. As the game is played over several days or weeks, the team high scores will be shown in the high score list.

- Students line up and take turns answering for the class. Each student reads the question aloud, explains the correct answer, and then rings the bell. You may want the class to help with the answers, or you may want them to be silent.

(left blank for notes)

Lesson 7: Motocross Race

GOAL

Students will work on long division problems in a challenging motocross race game.

ACTIVITY

Click on the "Motocross Race" button from the main menu. The Motocross Race main screen displays the goal for the game, the personal best score, today's best score, and the High Scores list. Please also notice the Math Rules button. Click on this button to review a short explanation of long division.

Click on the Start button to begin the game. There is a short animated explanation of how to do tricks. You can click on the skip button, if you know how to play the game. Click on a player. (It does not matter which player you click on.)

Answer the questions as fast as you can. To solve the problem, follow each of the steps and click on the correct number to answer each step of the equation.

As a review of terms (**Figure 1**):

The divisor is 3 - the number by which another number, the dividend, is divided

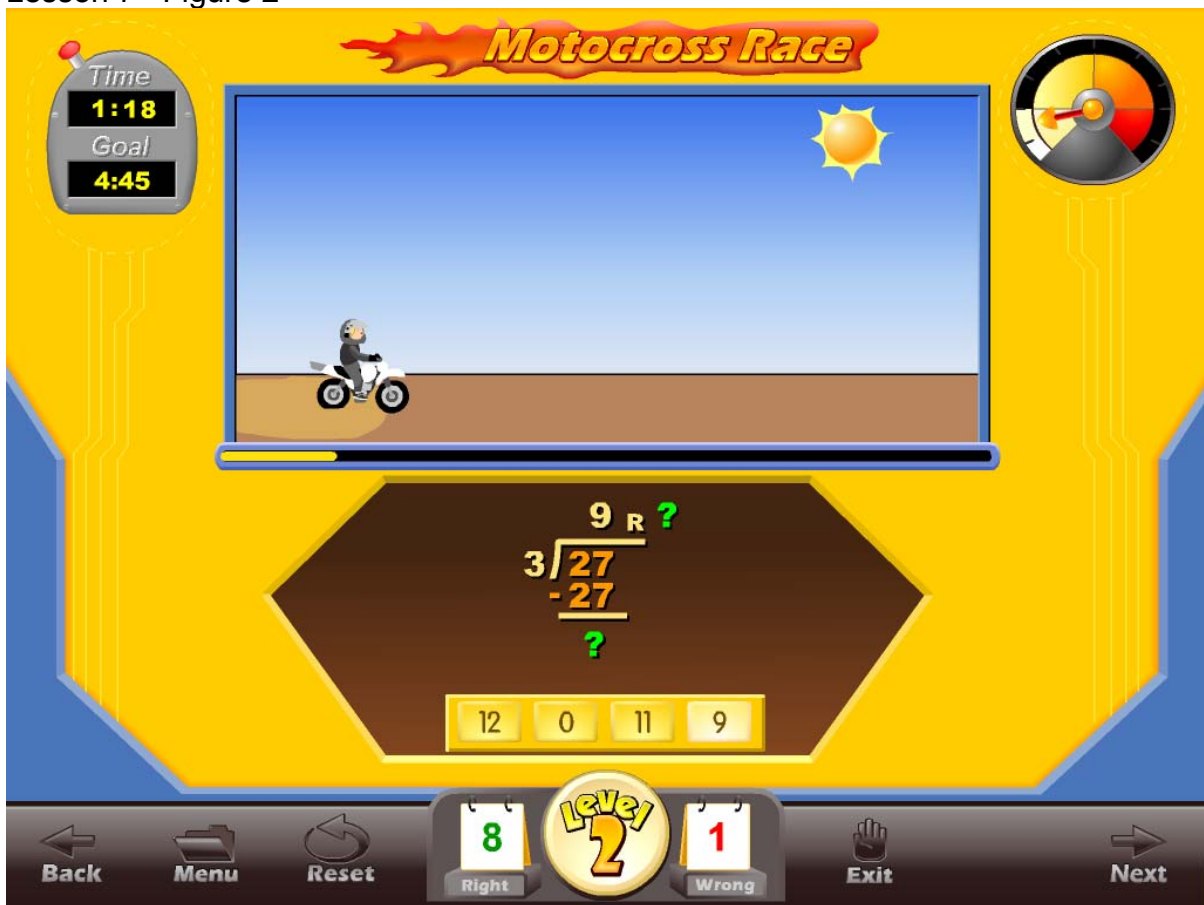
The dividend is 27 - the number that is to be divided by a divisor

The quotient is 9 the result of division

Lesson 6— Figure 1



Lesson 7– Figure 2



Steps to solve (Figure 2):

- Generally, the first step will divide the divisor into the first number of the dividend. The correct answer will be the first number of the quotient.
- Next, multiply the quotient by the divisor and place this number below the dividend. Draw a line below this number.
- Next, subtract the number below the quotient from the quotient and place that number below the line.
- Repeat until the problem is solved to the smallest whole number. Any number remaining will be the remainder.

It may take a few questions to get the hang of it, but this process should make it very easy to understand and practice long division.

After a few questions, the player will see the "Super Trick Time!" screen (Figure 2). How to play this was explained in one of the opening screens. To review these instructions; click on the "How to Play" button near the top right of the screen where you select your rider. The objective is to have fun and do some cool tricks while earning some bonus points. Click on any of the four buttons to do or control a trick.

Lesson 7– Figure 3



USING THIS GAME IN CLASS

Teacher-led -

- Generally, the teacher should only show a few examples of this game to the class. In many cases the class will pick it up faster than the teacher (especially the Super Trick Time!).

- Note: this is an exciting game and we generally recommend that this game be used later in the afternoon to avoid getting students too excited early in the day.

Student-led -

- The teacher divides the class into teams. Sign the team in on the sign in page. The teams compete for the highest score. The team members alternate between answering the question and controlling the Super Trick Time!. As the game is played over several days or weeks, the team high scores will be shown in the high score list.
- Students line up and take turns answering for the class. Each student gets to answer the questions and do a trick. You may want the class to help with the answers, or you may want them to be silent.
- Students line up and take turns answering for the class. Each student answers as many questions as they can until they get a wrong answer.

Lesson 8: Board Breaking

GOAL

Students will work on fractions in a timed Board Breaking game. The fraction problems used in this game will cover: simplifying fractions and converting fractions.

ACTIVITY

Click on the "Board Breaking" button from the main menu. The Board Breaking main screen displays the goal for the game, the personal best score, today's best score and the High Scores list. Please also notice the Math Rules button. Click on this button to review a short explanation of:

- What are Fractions
- Simplifying Fraction
- Converting Fractions

Click on the Start button to begin the game. You may see a short explanation of how to play the game; click on the "Skip" button if you already know how to play the game. Click on a player to begin the game. The goal for this level is displayed.

The problem is displayed on the upper left side of the screen. The possible answers are displayed on the board near the middle. Click on the correct answer to simplify the fraction. When the answer is correct, a brief explanation of the correct answer is displayed.

Across the top of the screen, the goal in points, current score in points, time remaining, and power are displayed (**Figure 1**). The time begins with 3 minutes of time to complete the game level. Power is the power of the character to break the boards. The character builds power by completing the problems quickly and correctly. A wrong answer will reset the power to zero.

Lesson 8 – Figure 1



Completing a set of problems will earn you bonus icons (Figure 2) that you can use to skip a problem, get extra time or extra points. Beat the level goal and the End Game button will appear over the goal and you can click on it to advance to the next level or you can keep playing until the time runs out.

Lesson 8 – Figure 2



USING THIS GAME IN CLASS

Teacher-led -

- This is a fairly straight-forward and easy game to understand. The challenge is to answer the questions as quickly as possible. The questions are more difficult at the higher level.
- The teacher should demonstrate the game to the class (or ask a student to demonstrate the game).

Student-led -

- The teacher divides the class into teams. Sign the team in on the sign in page. The teams compete for the highest score. The team members alternate between problems or between problem sets. As the game is played over several days or weeks, the team high scores will be shown in the high score list.

- Students line up and take turns answering for the class. Each student gets two or three problems. You might want the class to help with the answers.
- Students line up and take turns answering for the class. Each student answers as many questions as they can until they get a wrong answer.
- You can have a board breaking game elimination tournament. In the first round, let each student complete a level. Take the students with the highest scores to advance to the next elimination round. Students with the lowest scores advance to a consolation round. Students who are eliminated from the top round may be moved to the consolation round.

Lesson 9: Cookie Sale

GOAL

Students will work with fractions in a simulation game. The fraction problems used in this game will cover: equivalent fractions, comparing fractions, and adding fractions.

ACTIVITY

Click on the "Cookie Sale" button from the main menu. The Cookie Sale main screen displays the goal for the game, the personal best score, today's best score and the High Scores list. Please also notice the Math Rules button. Click on this button to review a short explanation of comparing and adding fractions.

Lesson 9 – Figure 1



Click on the Start button to begin the game. After a short introduction you will see ingredients for cookies. The first time you play the game, you will be led step-by-step through the instructions for playing the game, these instructions are very important. You can always repeat these instructions by clicking on the girl in the upper left-hand corner of the screen.

Your goal is to buy the supplies you need to make cookies, bake the cookies and sell them in the park. Earn enough money and you can go to the next level. The price of the supplies is shown on the barrel (**Figure 1**); your challenge is to get the best deal by comparing the value of the fractions and choosing the fraction that is the largest value (the best deal). As you move up the levels, the problems will change. Click on a wrong answer and you will give you a wrong answer response and you will also find that fewer customers will visit your store.

Lesson 9 – Figure 2



On level 2, you will start by making sugar cookies (starting on level 4 you will be able to make other cookies, and you can make and sell more than one type of cookie). You will look at the cook book (**Figure 2**) to determine the supplies you will need for each cookie recipe and the quantity of each ingredient. You can bake as many cookies as you have supplies for. Once you have your supplies, click on the "Leave Store" button to choose how many cookies you want to bake.

Lesson 9 – Figure 3



Once you run out of supplies, the button will turn red (**Figure 3**). If you do not have enough supplies to make some cookies, the button will be red. The locks indicate that you have not reached the level needed to make that cookie.

Lesson 9 – Figure 4



Now you will bake your cookies. After the instructions, the timer arrow will move across the timeline. You must click on the yellow button (**Figure 4**) to stop the baking process when the arrow is in the green time zone. Stopping the time too quickly will result in undercooked cookies and stopping it too late will result in overcooked cookies, Baking becomes even more challenging when you try to bake two or three cookie recipes at the same time.

Lesson 9 – Figure 5



Now that you have baked your cookies, you must set a price for the cookies (**Figure 5**). Set the price to low and you won't make much money. Set the price too high and customers won't buy the cookies and you will have lots of cookies left which will spoil (no day old cookies in this game). Cookies that are over cooked or under cooked will sell for a lower price. The number of customers coming by the stand will also affect the demand. You can build customers by selling your cookies at a fair price and by not making mistakes when you buy your supplies.

Lesson 9 – Figure 6



Your customers will come by your stand and some will buy your cookies. Once you sell out of your cookies or when the day is over, you will receive a report showing your sales and profit (**Figure 6**). If you have achieved the level goal, you can click on End Game to move up to the next level. Generally, students should be encouraged to move up. Click on Next Step to keep playing the game at the current level, you can move up to the next level when the game is finished.

USING THIS GAME IN CLASS

Teacher-led -

- The Cookie Sale game can be challenging, even for a teacher! It is suggested that the teacher learn to play the game before the class starts. Again, you may find that some of the students will be better at the game than you are! This game was designed to use fractions in an everyday simulation and to build critical thinking skills.
- The teacher should demonstrate the game to the class (or ask a student to demonstrate the game). You may want to concentrate on how to approach solving the fraction problems.

Student-led -

- The teacher divides the class into teams. Sign the team in on the sign in page. The teams compete for the highest score in the same level. The team members alternate making the choices. One member might serve as the captain for the team. As the game is played over several days or weeks, the team high scores will be shown in the high score list.
- Students line up and take turns answering for the class. Each student gets one turn at making a choice or doing a task. You may want the class to help with the answers.
- Students line up and take turns answering for the class. Each student answers as many questions as they can until they get a wrong answer or they complete a cookie game day.

(left blank for notes)

Student Management

To access the Student Management System, simply click on the "Teachers and Parents" button. Then, click on the "Student Management" button.

By reading the text on this page, you'll find our system is self-explanatory. A password is given. Enter the password in the box (lowercase letters only) then click on "Enter".

From the Student Management screen, you have several options from the left hand side of the screen (**Figure 1**):


Student Management – Figure 1



Class Progress Report (**Figure 2**) - Click on this button to view a printer-friendly summary program report all the students that are signed in on this computer (standalone installation) or all of the students in this class (network

version). You can click on the Details button beside a student name to see and/or print a detailed progress report for each student. This report is very similar to the detailed report that can be printed from the Progress page of the program.

Student Management – Figure 2


Student Management

Games of Math 4: Division

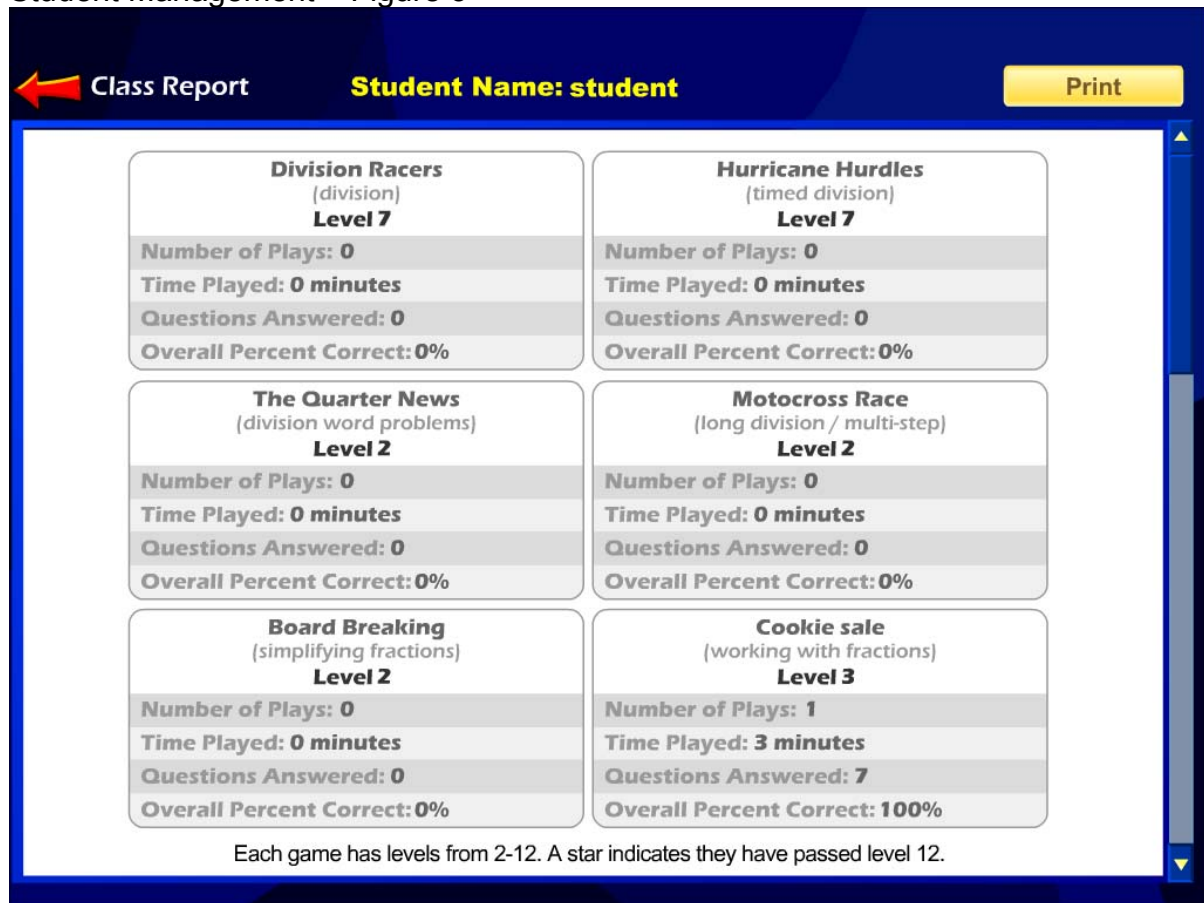
Print

Each game has levels from 2-12.
A "STAR" indicates they have passed level 12. Click on the "Details" button to see a detailed report.

		Division Racers (division)	Hurricane Hurdles (timed division)	The Quarter News (division word problems)	Motocross Race (long division / multi-step)	Board Breaking (simplifying fractions)	Cookie sale (working with fractions)
Dan	Details	2	2	2	2	2	11
dsfs	Details	0	0	0	0	0	0
Danny	Details	2	2	2	2	2	4
ert	Details	5	5	2	2	2	2
EEert	Details	2	2	2	2	2	2
EEert3	Details	2	2	2	2	2	2
student	Details	7	7	2	2	2	3
	Details						
	Details						
	Details						
	Details						
	Details						
	Details						
	Details						
	Details						

To view a detailed report (**Figure 3**) for student, click on the Details button by that student's name.

Student Management – Figure 3



Either of these reports can be printed by clicking on the "Print" button.

Class Test Report - Click on this button to view a printer-friendly summary pre-test and post-test report of all the students that are signed in on this computer (standalone installation) or all of the students in this class. The reports for the Pre-Test and Post-Test are similar to the Class Progress Reports. You can run a summary report for the class or a detailed report for a student.

Change Difficulty (Figure 4) - Click on this button to raise or lower the difficulty level of the program. This function was added to make the program more appropriate to students of all learning abilities. This raises or lowers the points needed to complete a level. It does not change the problems presented. These settings can be applied to an individual student or to the whole class.

Some examples of using the difficulty setting might be to make the difficulty setting higher for advanced students. You might make the setting lower for students who know the math but do not have the gaming skills required. This program is already quite challenging, so you might want to make set the difficulty level lower, especially for the lower grades.

Student Management – Figure 4

Teachers' and Parents'

Change Difficulty

Lower or raise the difficulty to change the scores needed to reach the next level for each game. The educational content does not change.

Change difficulty for individual students.

Change difficulty for the whole class.

Class Difficulty Setting:

OFF

Note:

If you change an individual students difficulty setting the "class" difficulty will automatically reset to the default settings.

Back

Add Students

To add a student, type the name in the box and click "Save Name".

Save Name

Delete Students

Click on a name to delete it

- Dan
- dsfs
- Danny
- ert
- EEert
- EEert3
- student

Go Back to Menu Page

Game Locks (Figure 5) - Click on this button to lock or unlock any of the games in the program. These settings can be applied to an individual student or to the whole class.

By default, this program uses a progressive unlocking system. When students begin, they have access to the pre-test and post-test, the practice area and two games. As they complete levels in the games, the next game will be locked. Eventually all of the levels will be unlocked.

The game unlock function was added to allow the teacher to demonstrate or use a game as a class activity. It can also be used to allow more advanced students to skip some of the earlier games by unlocking the games for them. In general, we recommend that the default system be used.

Student Management – Figure 5



Feature Locks (**Figure 6**) - Use the feature locks to help manage the program. Here are some notes about the locks:

- Lock Changing Students: Prevents students from selecting a different name. Not recommended unless this is a problem.
- Lock Exiting Program: Prevents students from closing the program. Not recommended unless this is a problem.
- Lock Adding Students: Use this once all of the student names are entered so that students don't accidentally add other names.
- Lock Printing: Keeps students from printing.
- Lock Program: Use this if you want the students to work in only the pre-test and post-test portion of the program.

- Lock post-test: Use this to lock all the post-tests.
- Lock Pre-Test & Post-Test: Use this to keep the students from accessing the testing portion of the program.
- Lock Individual Tests: Use this to completely lock any individual test.

Student Management – Figure 6

Teachers' and Parents'

Feature Locks

Click below to lock or unlock a feature.

- ☐ Lock Changing Students
- ☐ Lock Exiting Program
- ☐ Lock Adding Students
- ☐ Lock Printing
- ☐ Lock Program
- ☒ Lock Post-Test
- ☐ Lock Pre-Test & Post-Test

[Lock Individual Tests](#)

[Back](#)

Add Students

To add a student, type the name in the box and click "Save Name".

[Save Name](#)

Delete Students

Click on a name to delete it

- Dan
- dan10
- dan11
- dan12
- dan13
- dan14
- dan15
- dan2

[Go Back to Menu Page](#)

Change Password - the default password is **teacher** to enter the Student Management section. If you change the password, please make sure you document the change.

Moving to the right-hand side of the screen:

Add Students: You can enter students' names from the student management screen or from the login screen on the table of contents page. Type the student's name (student names are limited to fourteen characters/fifty names) in the box, and then click on OK.

Delete Students: Deleting a name is a cinch! Just click on the name and answer "Yes".

If you are using our Network Version, you can add or delete students from our SuperStar Admin program, found in the network installation folder. You can also import student names and classes.

There is a lot of power in the Student Management section of the Teachers and Parents section. There are some differences between the online version and the CD-ROM or network version.

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Danny Glover

Educational Consultants:

Don Wigginton

Laurie Calma

Vocal Artists:

Marshall Elfstrand

Christi Hartt

Danny Glover

Tom Clark

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Testing:

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