

---

# Academix

---

Help module for teachers.

Purpose .....	1
What is Academix?.....	1
Teaching principles underlying the program .....	1
<b>Modes in which the programme functions</b> .....	<b>2</b>
Teacher's mode .....	2
<i>Functions of the Teacher mode:</i> .....	3
Learner's mode .....	3
Sections of the program: .....	3
Primary school (0-7) .....	3
High school (8-12).....	4
Fun with colours.....	5
Flashing speed.....	6
Expected reading speed.....	7
Fun with shapes .....	10
Fun with Pictures, Numbers and Letters.....	11
Fun with words .....	11
Remedial use.....	13
Fun with sentences and other games. ....	25
Fun with stories.....	30
A: Test the reading speed.....	30
B: Progressive reading.....	31
C: Eye movement reading.....	31
D: Fixation reading (3, 2 or 1 fixations – in that order).....	32
E: Mark reading (3, 2 or 1 fixations – in that order) .....	32
F: Application reading .....	33
Tools (Only available in teacher mode).....	34
Reading speed progress .....	34
Comprehension progress .....	34
Adding a lesson (Only in Teacher mode) .....	35
Word sum administration.....	40
Teachers' assistance.....	42
Administration. ....	42
Fun with Games .....	48
Recommended schedule for lesson planning.....	49

## Purpose

---

The purpose of this document is to explain the basic operation of the program and the practical implementation of the program.

## What is Academix?

---

- Academix is an educational program which implements a dynamic way for pupils to achieve academic progress in all their subjects. The following areas are all addressed in the program :
- Visual discrimination
- Succession
- Analysis and Synthesis
- Letter recognition (foundation phase)
- Word building
- Concentration
- Memory
- Spelling
- Some grammatical principles like plurals, diminutives, synonyms and antonyms
- Sentence construction
- Reading Skills
- Understanding

## Teaching principles underlying the program

---

1. Academix is in essence not meant to be an initial reading program, or even just a reading development program, but rather a bilingual educational program with reading skills as an essential part. These reading skills will increase students' progress in all their subjects. Academix is of the opinion that students, if helped at every level of the school program with new and challenging methodology, should develop these skills more effectively. At the same time the content is graded to satisfy the interest and age level of each individual pupil. Therefore, the program can be implemented as a corrective reading program and/or a development reading program. For instance, a weaker Grade 5 pupil can easily be given the Grade 4 material. Alternatively, the strong Grade 4 students can be given Grade 5 material to develop their reading skills.
2. Reading and writing are directly related to each other and the one cannot be developed successfully without the other. To teach or improve upon reading skills, or even correct incorrect reading techniques, provision must be made for writing as well.
3. Reading Speed and understanding.  
The improvement of both these abilities is very important. To concentrate on one of these and not the other would be a superficial approach. Speed reading without comprehension has no value and maximum comprehension at a slow

pace inhibits maximum scholastic achievement. It is also important to note not only how many questions, but also which questions have been correctly answered. To improve comprehensive reading we encourage the learner to search for the correct answers to those he/she had incorrect in the lesson. This helps him/her to practice reading critically and simultaneously take note of important facts.

#### 4. Spelling

Academix makes provision for the learners to practice the correct spelling of difficult new and important words. This is achieved using flash words (Fun with Words). In this section there are also crossword puzzles, word searches, hangman games, word deciphering and word jumbles. There is also additional training for spelling at the 'Fun with Sentences' section.

## Modes in which the programme functions.

---

### *Teacher's mode*

---

The teacher's mode shows extra choices e.g. the functions concerning changes or additional lesson material including learner administration is shown. This is not visible in the learner's mode.

**Note:** The programme will only allow one teacher to be registered on the system. The reason for this is to prevent a learner registering himself as a teacher, thus gaining access to the teacher's mode.



How does someone register a teacher?

When Academix is opened, a password is required.

When the program is opened for the first time no password will be registered. Type a password for the teacher. Make the password something easily remembered in the future like 'admin', or the teacher's name.

When you type in the new password Academix will ask if you are a new student.

Answer Yes

The next screen will show.

It is very important to select 'Teacher' from the 'Type of user' field, otherwise the user will be registered as a student.

**Complete the following information**

Password:	admin
Name:	
Surname:	
Class name:	
Level:	1
Language:	Afrikaans
Type of User:	Student Student Teacher

Please keep in mind that if you have registered the first user as student, then the program will still have the teacher option available for the next user.



If Academix does not have a teacher option it means that a teacher has already been created and you will need to know what that password is, for if you cannot remember there is no other way for you to find that password in the program.

THEREFORE IT IS VERY IMPORTANT TO MAKE A NOTE OF WHAT THE PASSWORD IS

The only way to reset a forgotten password is to remove the program from the computer's control panel, as well as deleting the actual folder on the C drive.

If you don't want to uninstall the program because you have already entered students into the program and saved some of their progress, Info-Edu can help to retrieve the password at a nominal fee. To do this, you will need to be online and also have TeamViewer installed on the computer.

### *Functions of the Teacher mode:*

---

1. Add new lessons or modify existing lessons.
2. Print a report of pupil results.
3. Administration of classes.
4. Administration of pupils.
5. Access to the fixed parameters screen.
6. Access to the fixed parameters screen to change reading speed and flash speed, if it has not yet been allocated to pupils.

### *Learner's mode*

---

Certain functions, as mentioned in the previous paragraph, are not available. Other than that the learner can access all the exercises.

### *Sections of the program:*

---

It is important to note that the main screens for the primary school and secondary school are different.

#### *Primary school (0-7)*

---

The screen below is the main menu for Academix, Grades 0 through 7.



### High school (8-12)

The screen below is the main menu for Academix, Grades 8 through 12.



On the main screen of the program there are ten pictures. Each one represents a different section. By clicking on any of the pictures on the left, the corresponding section will be displayed on the right.

For instance, if you click on the balloons the 'Fun with colours' exercise will display on the right, with the corresponding levels displayed in the primary school picture. If you click on the book on the left hand side, the different lessons will display for the current difficulty level that the student is on, as in the high school picture.

The different sections are:

1. Fun with Colours
2. Fun with Shapes
3. Fun with Pictures
4. Fun with Letters
5. Fun with Numbers
6. Fun with Words
7. Fun with Sentences
8. Fun with Stories
9. Fun with Games
10. Toolbox

## Fun with colours

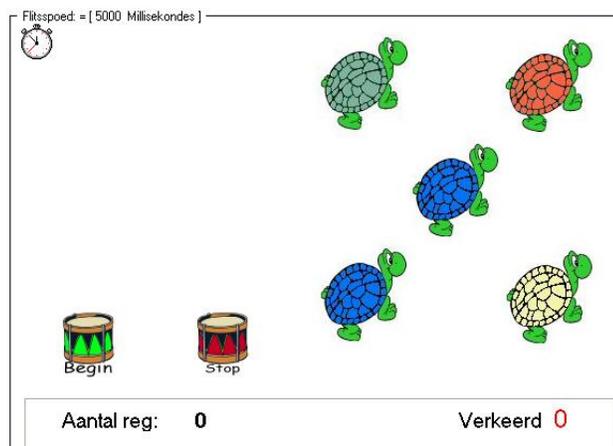


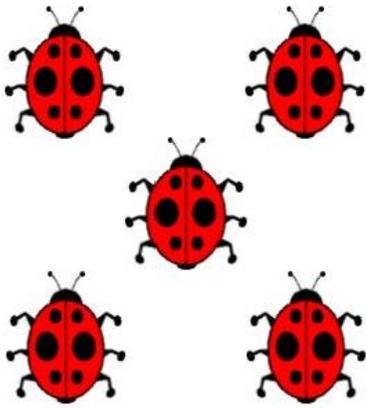
In this section there are 3 types of exercises.

### 1. Similarity

These exercises have four different levels. The degree of difficulty increases as the level increases. Exercises on level 1 use the tortoises as indicated in the picture. The exercise functions as follows: If you click on the green drum with your mouse, five tortoises will be flashed on the screen. The middle one will always be the same as one of those in the four corners.

After the pictures have been flashed according to the chosen flashing speed, they are covered with pictures which are all the same. The student must now click on the corner where they think they saw the correct picture. For the correct choice, Academix will make a certain sound and a picture will also appear on the screen to show that the choice was correct.





If the choice is incorrect it will be indicated by a different sound and picture, and the correct pair will be highlighted. The exercise is complete when the learner achieves ten correct answers.

Flash Speed [1000 ms]

Correct: 0                      Incorrect: 1

### Degree of difficulty

There are four different levels. Level 1 flashes the tortoises as described above. Examples of the types of each higher level are shown below.

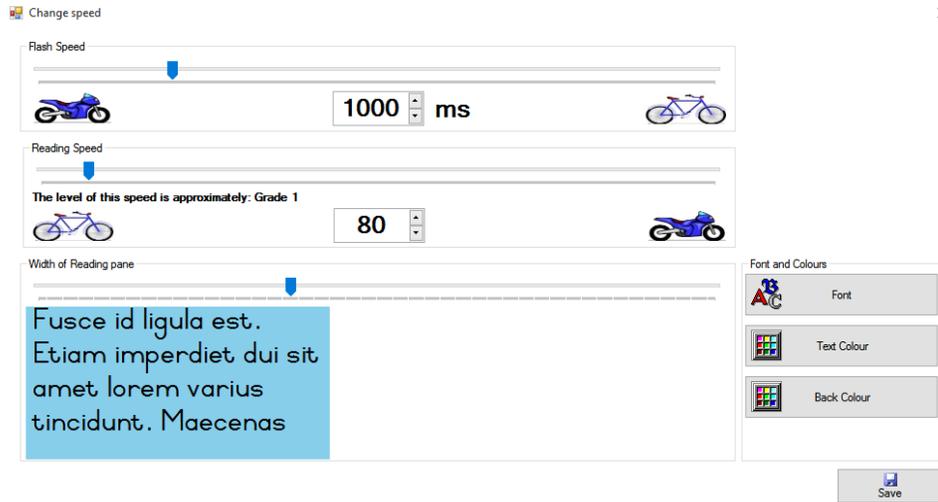
Level 2	Level 3	Level 4

### Flashing speed



This is measured in milliseconds. The larger the number, the longer the time the picture remains on the screen before being covered. The degree of difficulty can be changed by increasing or decreasing the flashing speed. The icon with the stopwatch is used to change

the flashing speed, reading speed or other parameters. When clicking on the stopwatch the following message appears on the screen:



On this screen the learner can adjust the reading, as well as flashing speed based on the requirements. In the above picture the reading speed is 80 words per minute and shows roughly on what level this is.



If the learner has been given sufficient rights in the fixed parameters section he can adjust his own reading speed to his preference. If he does not have the rights to do so, the teacher password will be required to make any changes.

The reading speed can be changed on one of two ways.

- 1) Type the preferred reading speed into the box where the current reading speed is displayed.
- 2) Use the slider bar to adjust the reading speed.

Use the save button to store any changes made.

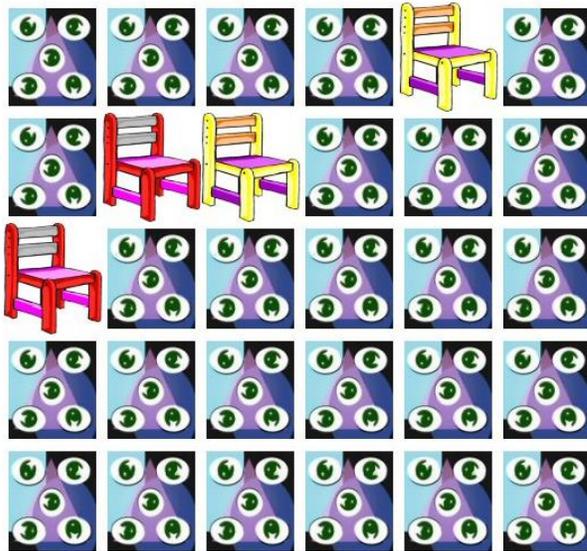
The flashing speed can be changed in the same way as the reading speed.

	<i>Expected reading speed</i>					
	Students should be able to read at the following reading speeds with an 80% comprehension at the end of each year.					
	Gr 1	80	Gr 8	204	Gr 15	400
	Gr 2	115	Gr 9	214	Gr 16	1000+
	Gr 3	138	Gr 10	224		
	Gr 4	158	Gr 11	237		
	Gr 5	173	Gr 12	250		
	Gr 6	185	Gr 13	280		
	Gr 7	195	Gr 14	340		
	<b>NOTE:</b> This table is only a guideline and may differ from student to student.					

As part of the similarity exercise there is also a memory game. It can be activated using the following icon:



The memory game shown below is then activated. The aim of the game is to pair together pictures which are identical and click on them. If the learner chooses correctly, the pair will remain open. The learner can continue until all the pairs have been identified.



The game can be played repeatedly as the pictures are randomly placed to prevent pattern memorisation.

## 2. Sequences

### Level 1

Flits Speed [1000 ms]

Reg: 0 Verkeerd: 0

The sequences exercise has five different levels. The degree of difficulty increases on each level. Exercises on Level 1 use tortoises as indicated (above). The exercise functions as follows:

Use the mouse to click on the green drum. Three tortoises will flash onto the screen, one at a time, each at the chosen speed. If the chosen speed is 1000 milliseconds, the

picture will flash on the screen for 1 second. After the last picture has been flashed, they will be shuffled and appear in a different sequence above the drums.

**Each picture must be placed in the correct order by using the drag and drop function.**

A tune will sound to indicate that all three are in their correct places. Click on the green drum to start the next row and continue until you have 10 correct rows. This game can also be played repeatedly as the random select function is used to place the pictures differently each time.

#### Level 2

The tortoises are replaced by chairs and four pictures are flashed. The method is identical to that of Level 1.

#### Level 3

Chairs are still used, but five pictures are flashed. The method remains the same as in Level 1 and Level 2.

#### Level 4

A mother and son are used and five pictures are flashed. The method is the same as in the previous levels.

#### Level 5

The mother and son are replaced by pumpkins. The method is the same as in the previous levels.

### 3. Concentration and Memory

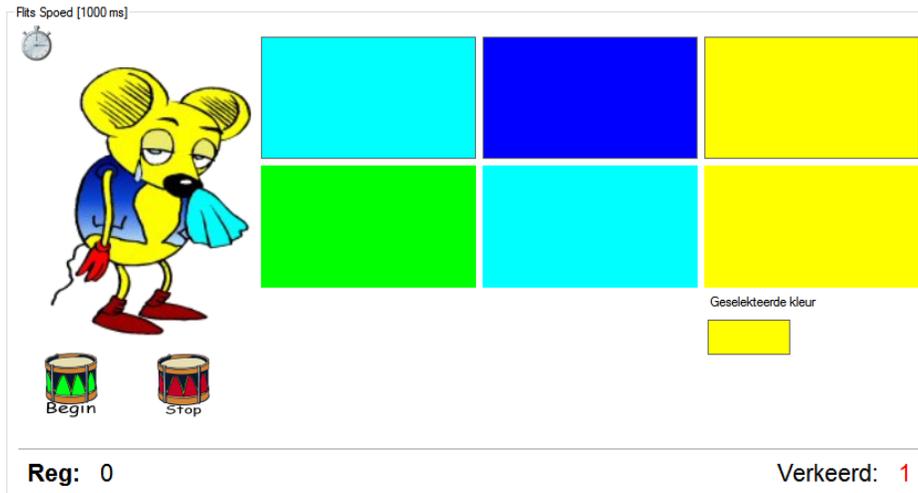


Geselekteerde kleur

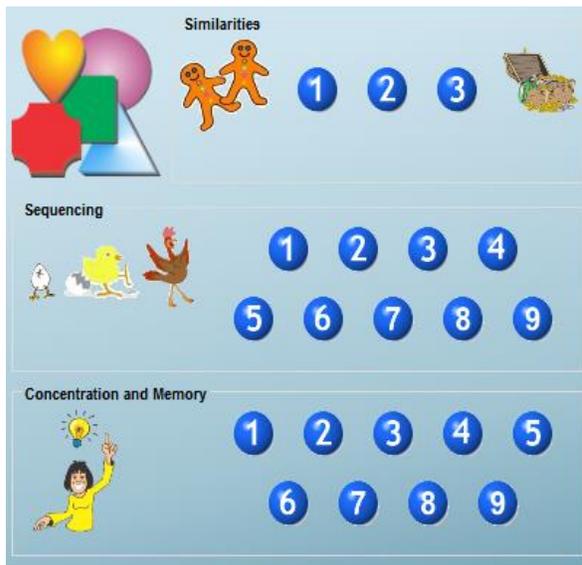
The concentration and memory exercise with colours has three levels. In level 1, 3 colours are flashed simultaneously at the chosen speed. Level 2 has 4 colours and level 3 has 5 colours.

In the above example colours are flashed at 1000 milliseconds or 1 second. All three colours are flashed simultaneously for 1 second. Press the start button to commence the

exercise and three colours will flash immediately. Use the drag and drop function to move any colour from the palette to its correct place. After all 3 colours have been placed the program will indicate if it is correct or not. Press the start button to flash the next row of colours. If the answer is wrong, the programme will show the correct colours just below them, as in the example. The exercise is complete after 10 correct matches are made.



## Fun with shapes

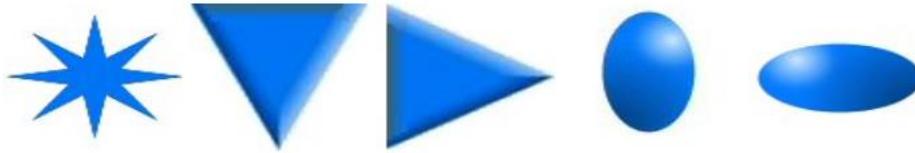


The 'Fun with shapes' exercise works exactly like the, 'Fun with colours' exercise.

They also include exercises with similarity, sequences and concentration and memory.

The only difference is that the pictures that are flashed are not tortoises and chairs etc, but are now different shapes. With similarities there are 3 levels and both sequences, and concentration and memory have 9 levels.

Shapes used on level 1



Shapes used on level 2



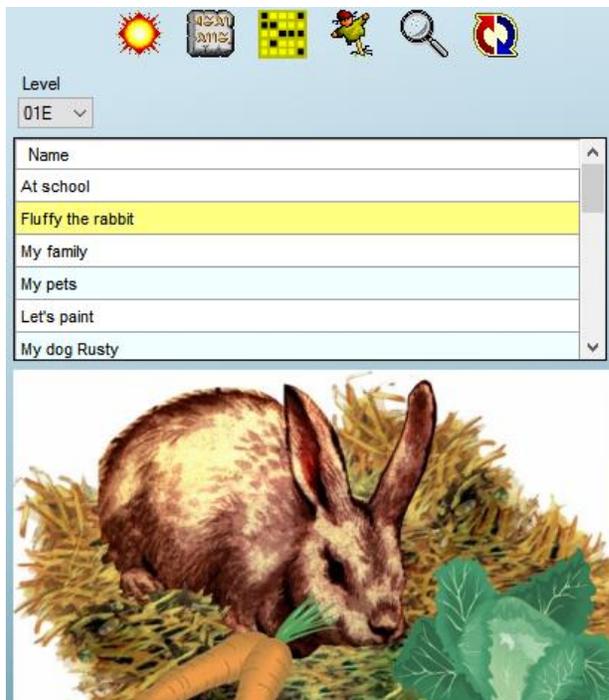
Shapes used on level 3



### [Fun with Pictures, Numbers and Letters.](#)

These three types of exercises use the same method as the previous exercises.

### [Fun with words](#)



The 'Fun with Words' exercise differs completely from the other exercises, and deserves a bit more explanation.

When you click on the 'Fun with Words' icon the picture above is displayed. The first important thing to notice is that the screen is divided into three parts and looks completely different to previous screens.

Right at the top are the different exercises indicated with small pictures. If you hold the mouse pointer on any picture a small explanation will appear in the bottom left corner.

The middle section indicates the lessons and the bottom section has a picture of the lesson, showing what the lesson is about.



The use of pictures has a specific aim in mind. It stimulates forethought in the students. Students have to look at the picture and cultivate a preconception of what the lesson will be about. Students can even be encouraged to talk to fellow students about what they think the lesson is about, before reading it.



The top area also indicates what level the lessons are on at that moment.

Students can willingly change the level if they want to. Clicking on the dropdown will show the available levels.

If the user has bought a primary school program, only levels 0 - 7 will be displayed. Each level has

an A or E next to it indicating the language, Afrikaans or English. Level 04A will for example select level 4 Afrikaans for that lesson.

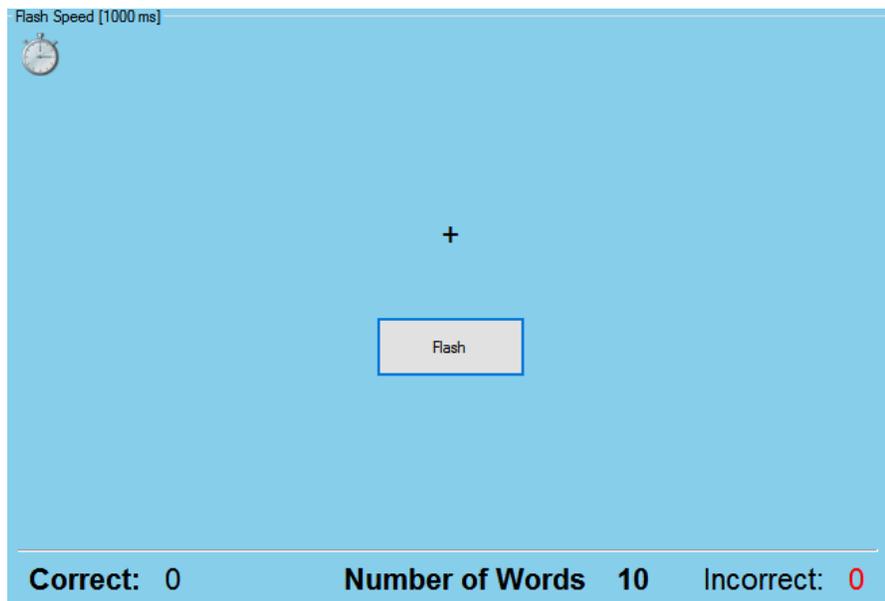


Note: Although the student is able to change the levels by himself, it is not advisable to do so without the teacher's consent. A change in the level almost always necessitates a change in the reading and flash speed, in which case the teacher is required to type in her password.

The primary difference in Fun with Words is that most of the exercise has something to do with the lesson. In the above example the first 3 icons are linked to Grades 4 – 7. and the rest to all the grades. The icons from left to right are: Plurals, Synonyms, Opposites, Flash words, Deciphering words, Crossword, Hangman, Search words and Build words.



This icon activates the flash words or spelling section of the programme.



This is probably the most important section of the program since it targets several different areas.

In this exercise the important words from the lesson are flashed one by one. After the word is flashed the student has to type the word in. The first important area exercised here is spelling. The second important factor is eye span width. The harder the lessons become the longer the words get.

A third important aspect practiced is length of fixation. Learners can start with the normal 1000 millisecond length, gradually decreasing to 250 milliseconds, which is a good guideline on any level.

Lastly memory is also exercised.



#### *Remedial use*

Although this programme was developed with the average learner in mind, it works equally well to improve the strong learner's reading ability, as well as that of the underachiever, because the flash speed can be adapted to suit the needs of different learners.



This icon activates the 'Decipher the words' game.  
When the icon is clicked the following screen is opened.

a b c d e f g h i j k l m  
☉ ☽ ♎ ♏ ♐ ♑ ♒ ♓ ♔ ♕ ♖ ♗ ♘ ♙ ♚

n o p q r s t u v w x y z  
■ □ ▣ ▤ ▥ ◆ ◇ ◆ ✦ ✧ ✨ ✩ ✪ ✫ ✬ ✭ ✮ ✯ ✰

□◆□□□

Begin Stop

Correct: 0      Number of Words 10      Incorrect: 0

The clue above the block is only displayed once the green drum is clicked. The clue is presented in the cypher code.  
The purpose of this game is for the student to use the cypher to decode the words.  
Once the words are typed in the block the green drum can be used to test the answer.

□◆□□□

puppy →

Begin Stop

The program will show if the word is correct or not. If the word is correct the blue arrow can be pressed to go to the next word. If the answer is incorrect the program will display the correct answer.



This icon activates the crossword puzzle.

1 puppy

3 patchwork

8 languish

7 Down: You wear them on your feet.

Stop



It is important to note that this section of the program is not operated using the mouse but with the arrow buttons on the keyboard. If the red block is moved onto a space marked with a number, the clue for that word will be displayed. The correct word must then be typed in.

It is important to understand how the movement works. If you move the red block to one of the blocks with a clue on it, you can start typing the answer without moving the red block again via the arrow keys. The red block will automatically move in the correct way instructed by the clue.

Once the first word is entered the red block can be moved to the next space with a clue on it. Then start typing the next answer. If there is already a letter in that block from another answer, just start typing the answer duplicating the first letter. The program will automatically direct the answer in the right way, down or across.

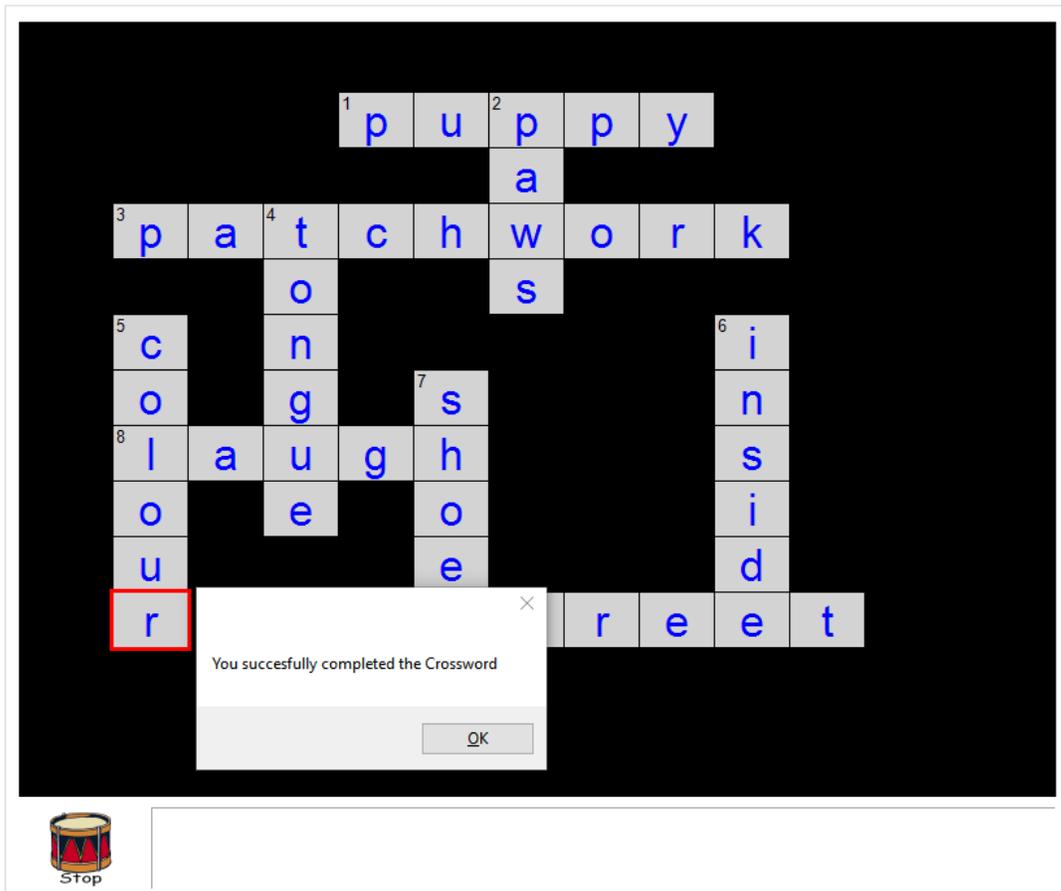


If you don't want to type the first letter over the already inserted letter of another answer you can move the red block to the next available open block for that answer, BUT the program will not automatically move the red block for you. You will have to move it manually using the arrow buttons. So if you want to

have the red block move automatically, you have to start typing in the block that has the clue on it.

It is also important to note that as you type the letters they will be black. If the word is finished and correct, it will turn blue. Corresponding words inside that word will still be black until fully completed, and correct.

When all the clues have been answered correctly the entire crossword puzzle will be blue and a message will appear stating that the puzzle is complete and you can return to the main menu.



This icon activates the 'Hangman game'.

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

   
 Begin Stop

**Correct: 0**

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

   
 Help Stop

**Correct: 0**

When this exercise is started the screen on the left is displayed. The student then clicks on the green drum to activate the placeholder squares as in the screen on the right.

When you click on the help button one letter will appear prompting the start of the hangman process.

**Sewing together different fabrics.**

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

   
 Help Stop



**Correct: 0** **Incorrect: 0**

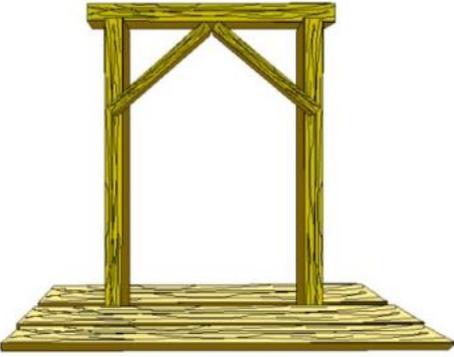
Letters can be typed in using the keyboard or by using the mouse to click on the letters provided. If a correct letter is selected it will be displayed in the placeholder squares

corresponding to that letter's correct place in the word. If the letter is present more than once in the word, all the corresponding places will be filled in.

Sewing together different fabrics.

p

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

**Correct:** 0 **Incorrect:** 0

If an incorrect letter is chosen the hangman process will progress one step at a time.

The purpose of this exercise is to identify the correct word before the scarecrow is completely hung, as in the example.

Sewing together different fabrics.

p a t c h w o r

k

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				





**Correct:** 0 **Incorrect:** 1

If the student fails to correctly identify the word in time the program will indicate that it is wrong, and display the correct word in red letters.

This icon activates the 'Word search' game.



This game is found in 2 places within Academix. These are in the 'Fun with Words' section, as well as in the 'Fun with Games'.

The pictures below are displayed when the game is opened from the 'Fun with Words' section.

Number of Blocks

10 x 10

15 x 15

20 x 20

Mixed up letters

Select from word list

My word list

Find Direction

Left to right and top to bottom

Left to right and top to bottom and diagonal left top to right bottom

All Directions

Without lines

With lines

White

Blue

Wood

Green

Purple

When the game is opened from the 'Fun with Words' section, the matrix will be displayed with words from the lesson with which the student is busy. The amount of blocks, search direction and the option to display borders or not, are used as difficulty modifiers. As a further incentive the letters of the words that must be identified inside the matrix can be shuffled on the right side.

h	o	u	s	e	c	v	k	q	p
d	o	q	i	u	q	v	b	k	a
p	e	i	p	u	p	p	y	l	w
i	n	s	i	d	e	i	w	e	s
y	o	t	o	n	g	u	e	b	j
q	p	a	t	c	h	w	o	r	k
o	t	s	t	r	e	e	t	d	v
e	u	a	q	b	s	h	o	e	s
x	u	c	o	l	o	u	r	v	q
t	w	t	r	n	l	a	u	g	h

Stop

Time: 155

longue

inside

paws

puppy

street

shoes

colour

The above screen displays the search words correctly spelt, and the screen below displays them shuffled.

t	o	n	g	u	e	v	j	p	v
z	v	p	f	j	n	o	e	a	p
l	l	l	a	u	g	h	a	w	u
i	n	s	i	d	e	e	y	s	p
p	a	t	c	h	w	o	r	k	p
h	a	s	t	r	e	e	t	h	y
r	o	q	v	m	i	x	n	u	o
n	c	v	v	w	s	w	z	f	o
b	l	g	y	c	o	l	o	u	r
e	k	h	o	u	s	e	w	e	e

higua  
sheuo  
idsnei  
awsp  
pppyu  
ettsre  
uoolcr



Stop

Time: 45



The words on the right must be deciphered first, before they can be searched inside the matrix. Note that the words inside the matrix are always correctly spelt and not shuffled as displayed on the right side.

When the game is opened from the 'Fun with Games' section, the student will need 5000 XP (Experience points) before the game can be accessed.

If the student has enough XP the game will be unlocked with additional features.

Your current XP is **0**

You need **5000** XP to unlock **Find the words**

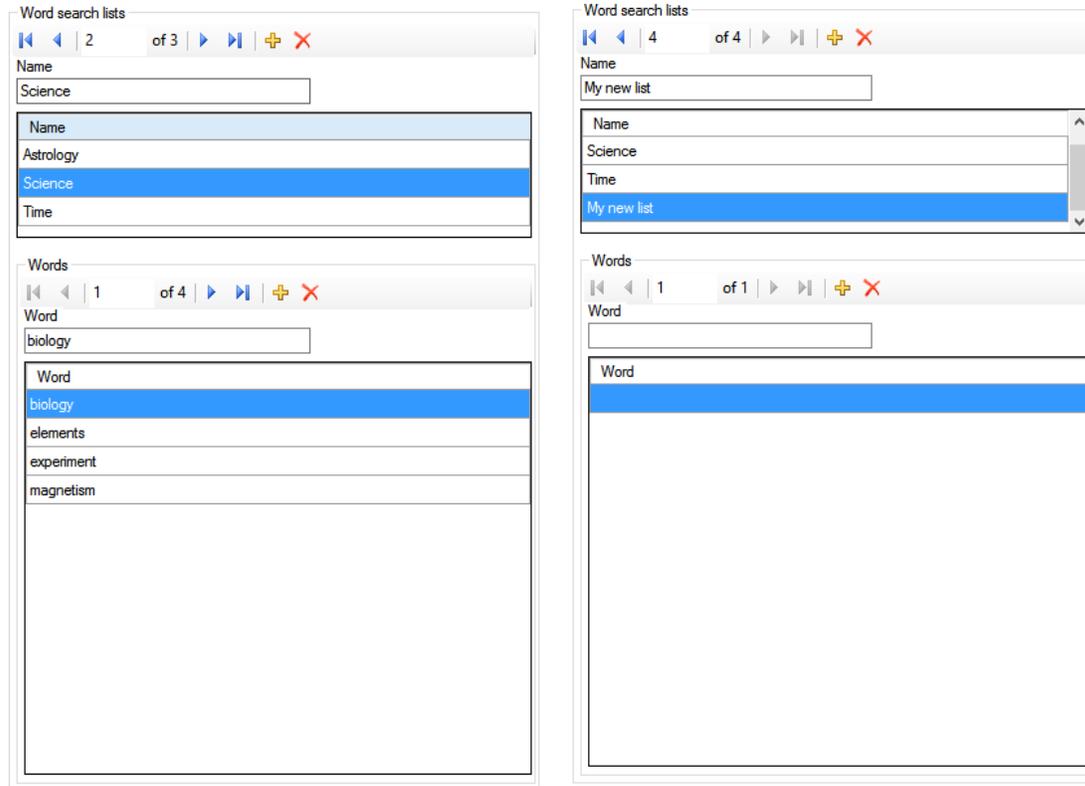
**How to earn XP:**

1. Read lessons
2. Play games

Close

The key difference when opening the game from the 'Fun with games' section is that the words in the matrix are not from the lesson but from the wordlist.

To get words into the wordlist, they must first be added. Clicking on the 'My Wordlist' icon opens the following screens:



On the left screen three wordlists have already been created. To add a new wordlist you must click on the plus icon  in the top row of icons. Enter a name for the new wordlist in the open block.

After the wordlist has been created the  in the bottom row can be clicked to enter words into a selected wordlist.

After each word has been added you can click on the  to add a new word immediately until all the words in your custom list have been added. After all the words have been added you can click on the save button.



It is important to note that students only have access to create wordlists for themselves. The aim of this is to encourage students to create their own game content. Students can however play wordlists created by other students but won't be able to change the content.

When you want to select a wordlist from the available lists the following screen appears.

Astrology	Jan Venter
Science	Jan Venter
Time	Jan Venter
Our classroom	Koos van der Merwe
The South pole	Eugenié Venter
The North pole	Eugenié Venter
Gardening	Eugenié Venter
Farming	Eugenié Venter

OK

Cancel

Click on the name and then on 'OK'.

y	i	h	f	t	l	q	q	l	l
t	g	n	z	i	r	v	i	b	j
t	y	c	u	f	x	r	l	p	w
z	u	y	z	x	d	q	z	z	n
i	k	h	i	b	l	w	m	h	p
u	o	r	p	s	t	a	r	s	b
f	d	x	w	t	f	x	v	f	o
g	v	i	f	f	k	b	r	w	p
e	f	f	k	g	a	l	a	x	y
v	i	m	e	o	l	r	x	o	o

stars

galaxy



Time: 103

Stop

When the game is selected from the 'Fun with Games' section there is a second option, i.e. to change the colour themes of the background colours. See the 2 examples below.

r	o	b	e	r	t	r	x	c	i	n	u	r	b	e
a	q	u	z	e	k	d	c	h	i	p	y	y	i	k
v	h	l	a	g	o	k	u	y	j	d	p	n	n	u
e	k	t	g	j	e	v	g	t	y	e	h	d	s	l
z	w	u	x	e	i	n	a	z	x	y	j	p	f	f
x	t	h	m	k	x	n	p	u	b	q	a	h	h	t
c	t	j	p	s	i	d	i	k	c	k	f	p	q	c
e	r	d	s	p	z	m	o	c	l	t	h	r	r	i
r	e	t	f	e	n	b	p	h	q	h	l	s	k	n
d	g	l	y	r	k	f	v	v	a	b	t	l	y	g
g	t	k	k	i	g	u	s	q	f	k	k	u	m	q
w	e	g	h	m	p	r	o	e	f	b	u	i	s	o
r	r	z	c	e	f	j	i	t	v	f	n	p	e	f
m	l	b	g	n	k	z	p	f	f	w	l	w	x	c
k	q	y	r	t	n	g	n	h	d	u	q	o	f	g

u	z	u	y	k	m	d	w	b	m
h	g	p	p	b	p	q	l	l	v
b	z	r	f	e	i	f	g	t	p
q	b	o	f	n	d	i	y	g	u
c	e	e	v	h	z	j	m	l	b
n	b	f	p	y	l	k	u	m	l
k	d	b	y	q	d	y	j	z	c
g	b	u	m	q	k	w	h	g	u
l	t	i	c	c	m	r	x	m	v
r	c	s	t	r	e	g	t	e	r



This icon activates the 'Word Jumble' game.

s s o e h

□ □ □ □ □

Correct: 0      Number of Words 10      Incorrect: 0

In this game, important words from the lesson are taken, but have their letters shuffled. With normal drag and drop movement the word must be assembled in the correct order using the letters provided. When all the letters have been correctly placed in the bottom row the program will indicate that it is correct. The exercise is complete once all the words have been completed.

s s o e h

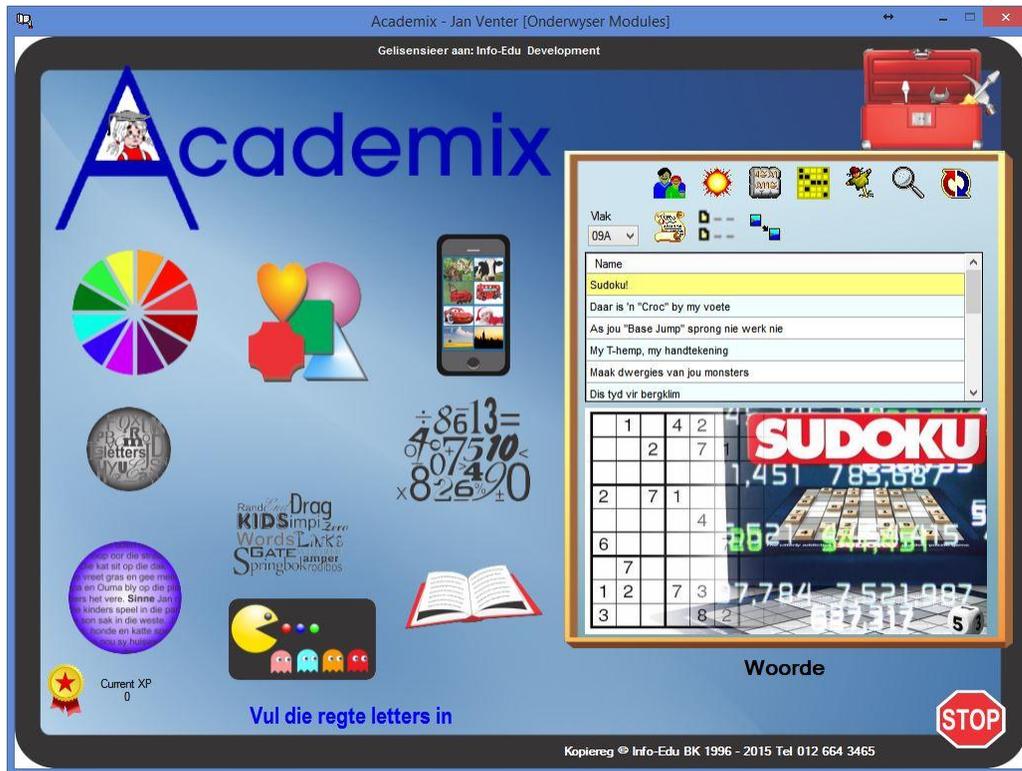
s h s o e

✓ shoes

Correct: 0      Number of Words 10      Incorrect: 1

If the word is incorrect the program will display the correct one.

The mainframe layout will change when the level goes above Grade 7. The program still functions exactly the same, the icons just change to accommodate the high school children more appropriately.



## Fun with sentences and other games.



If the level is set to Grade 0 - 3 the above 4 icons will be displayed.



These icons are only available if the Grade of the student is between 0 - 3. The purpose of these games is to find and highlight certain vowels and diphthongs. When all have been selected by the student the game is over and can be repeated. Vowels and diphthongs are selected randomly so there might be scenarios where the same exercises are prompted more than once on the lower levels.

See example below.

Dan is a man.  
Dan sits on a mat.  
Dan takes a nap  
on the mat. He  
takes a nap on  
the mat.

 Help       Stop

---

**Find:** a      **There are:** 15      **Number found:** 0

Vlak  
04A ▾

If the level is between Grade 4 - 7 the above 3 icons will be visible.



This icon represents the 'Word Sums' section of Academix. It is important to note that Academix is not a Maths program, but addresses the reading aspect of word sums.

Note: Word sums are only available from Grade 1 - 7. Difficulty increases based on level, and language is based on the language of the program. This can be changed from the red toolbox section.



This icon activates the 'Phrase Flash Words' section in Academix.

A phrase from the lesson will be flashed based on the current flash speed. The whole phrase must then be typed in. These phrases are case sensitive so capital letters will have to be capitalised by the student. Phrases will not contain any word with special characters, even if they appear in the lesson.



This icon starts the 'Combine the Shuffled Sentences' section. The words from a sentence in the lesson are displayed but in an incorrect order. The student must correct the order. See the example below.

paint They wall the

Begin Stop

Correct: 0      Number of Words 10      Incorrect: 0

The students have to drag and drop the words from the top row to the bottom row, placing them in the correct order.



If the level is set to Grade 8 - 12 the above 5 icons will be displayed.



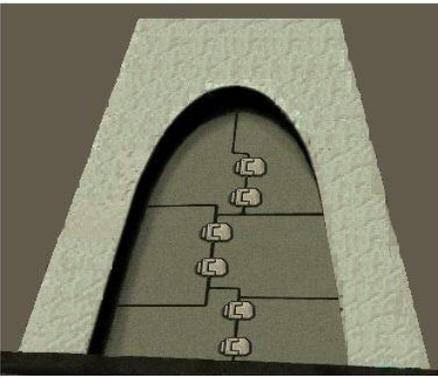
This picture starts the 'Who lives where...' game.

A screen like the one below will appear showing where the exercise must be done.

The missing words must be typed into the area provided for.

Young plants are reared in a \_\_\_\_ .

Type the correct answer  

**Correct: 0**

 This picture starts the 'One – Many' game. A screen like the one below will be present. The clue is displayed at the top and the student must type the correct answer in the area provided for.

One foot : - Many \_\_\_\_\_

Type the correct answer  




**Correct: 0**

 This picture starts the 'Pronouns' section. (He, she, it, they exercises)  
A screen similar to the one below will open.

Does **he** always sleep in the day? (My brother)

she

it

they



Correct: 0

Incorrect: 0

Click on the correct pronoun. If the correct answer was chosen, the program will automatically advance to the next question. If the wrong answer was selected, the program will show a screen with the correct answer.

## Fun with stories

---



When you click on the 'Fun with Stories' icon the following will appear:

Level: 08E

Alphabet blocks: Aa, Bb, Cc, Dd, Ee, Ff, Gg

Story list:

- The lady with the lamp
- Seashore life
- The plane crash
- Time**
- O Blessed Tyrant!
- Charles Schulz
- The first people in space
- Stranded

Illustration: World map, clock, sand hourglass

This is where students will read the lessons making use of different reading techniques. Academix has 9 different reading techniques. It is imperative that the specific techniques are practiced in the specific order as provided here. The student must move from A through F.

Note: Block G is not a reading technique but rather our study module. This is only available in the school version.

### *A: Test the reading speed*

---

The testing of the reading speed must be done first. This determines on which level the student is. It is commonly accepted nowadays that students have reading difficulties.

We recommend that any students Grade 3 and higher start this test on a Grade which is 2 levels lower than the Grade they are in.

Grade 3 pupils will then begin their reading speed test on Grade 1 level. After the lesson has been completed the reading speed will be displayed. After the reading speed test, follows the comprehension test of which the results will be displayed as a percentage. It would be wise to write these figures down to compare with the table on page 9.

Firstly compare the comprehension statistic. Any statistic of 80% and higher is good. Lower than that might indicate a problem area that can now be pinpointed and addressed.

Secondly the reading speed must be compared.

Because the students are tested on a level 2 lower than they are at the moment, the reading speed should be higher than that recommended in the table.

If the reading speed and the comprehension results are higher than the table they can resume reading on the level they are currently in at school. The level and reading speed can then be adjusted accordingly.

If the student's reading and comprehension results are lower than that of the recommended student, for the current grade they are in at the moment, they should be started off at a lower grade than what they are in. If the comprehension is lower than 80%, one or more levels lower should be considered.

The exercise that tests the reading speed can be tested again after 10 sessions. Do the test the same as before and compare the progress. If there is a noticeable difference the level can be adjusted to where the student is in the school.

The same can be done to slowly increase the reading speed of the students.

After the student has been placed on the correct level for his/her current skill, exercises B to F can be started.

### *B: Progressive reading*

---

In this exercise the lesson text is presented one line at a time. The letters are displayed one character at a time according to the current reading speed of the student. It will look like the letters are moving across the screen from left to right. The letters remain on the screen till the last letter in the line is reached whereupon the whole line is taken away and the next line is started. This process is repeated for all the lines top to bottom and will then repeat top to bottom till the end of the lesson.

### *C: Eye movement reading*

---

The eye movement reading is much like progressive reading with the difference that the letters are not displayed one by one, but the whole line is displayed one at a time. The letters will then be taken away one at a time from left to right, and top to bottom like progressive reading.

*D: Fixation reading (3, 2 or 1 fixations – in that order)*

---

Fixation reading with 3 fixations.

The seashore is  
the stretch  
of land which

Fixation reading must be started with 3 fixations. The line is broken up into 3 parts. One part of the line will be displayed at a time to start conditioning the eye to start taking in more information at a time. As the students start managing 3 fixations they can gradually be moved onto 2 fixations.

Fixation reading with 2 fixations.

The seashore is the  
stretch of land which

The line is now divided into 2 parts that will be flashed. This means that the width of the part of the sentence that must be read at once is increased. This exercise must be done intensely before students can move on to fixation 1.

Fixation reading with 1 fixation.

The seashore is the stretch of land which

This exercise is also known as line by line reading, and one whole line will be flashed at a time. The students have to practise with fixation 1, to observe a whole line at once before the next line is displayed.

*E: Mark reading (3, 2 or 1 fixations – in that order)*

---

Mark reading is similar to fixation reading in that it has 3 levels. Mark reading has one big difference though. Instead of showing only one line divided into fixations, mark reading displays the entire page, but the words are greyed out. Words will then be highlighted based on the same 3, 2 and 1 fixations concept from left to right, top to bottom. The student's eyes must follow only the highlighted section of the words.

1. Mark reading with 3 fixations

The seashore is the stretch of land which borders the sea. It is a very difficult place for plants and animals to live. The seashore is the stretch of land which borders the sea. It is a very difficult place for plants and animals to live. On most

The seashore is the stretch of land which borders the sea. It is a very difficult place for plants and animals to live. On most

2. Mark reading with 2 fixations

The seashore is the stretch of land which borders the sea. It is a very difficult place for plants and animals to live. On most

The seashore is the stretch of land which borders the sea. It is a very difficult place for plants and animals to live. On most

3. Mark reading with 1 fixation

The seashore is the stretch of land which borders the sea. It is a very difficult place for plants and animals to live. On most

*F: Application reading*

---

The seashore is the stretch of land which borders the sea. It is a very difficult place for plants and animals to live. On most shores the tide comes up twice a day, so that sometimes the shore is under water and sometimes it is exposed to the air. It is battered by the waves during storms and the hot sun shines down on it in the summer. The plants and animals living on

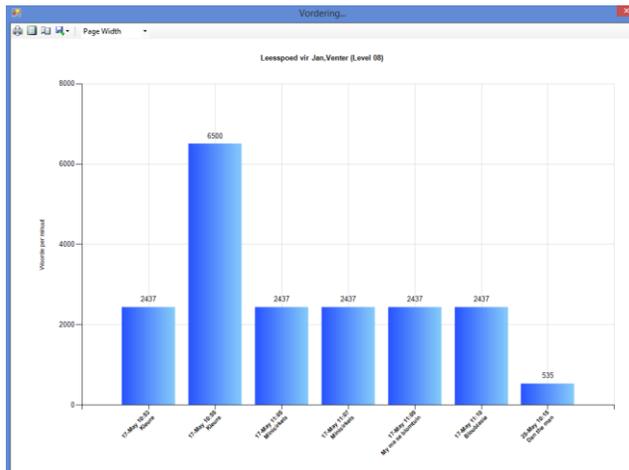
Application reading looks a lot like the reading speed test except that the button to turn the page is no longer there. The page will now turn automatically, based on the reading speed. This is the culmination of all the reading techniques in one exercise.

## Tools (Only available in teacher mode)



When the toolbox icon is clicked one of two options appear. The left screen is shown if the user is a teacher, and the right one if the user is a student. Students can only see 2 graphs of their progress, i.e. the last 20 lessons and comprehension test results.

### *Reading speed progress*

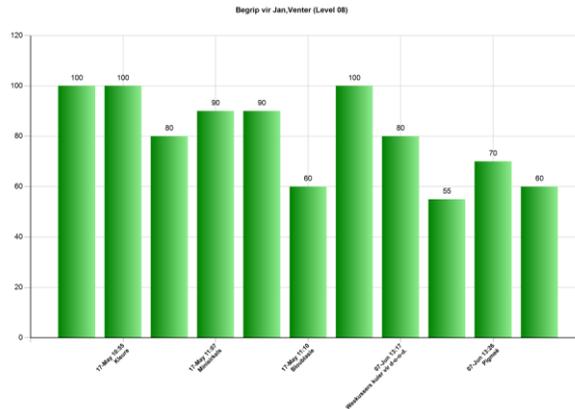


Here the last 20 results of the student's reading speed are displayed in a graph. If all the results want to be seen the user must be a teacher. The last dates are on the X axis, and an estimation of the lowest and highest scores divided into brackets on the Y axis. Note: The intervals of the brackets are estimated on the variance of the lowest and highest points and might not reflect the actual performance 100%. More than one session in one day may not reflect in that specific order but

sessions on different dates are always correctly displayed.

**NOTE:** Results of flash speed exercises are not displayed here but rather under the administration mode with the reading scores.

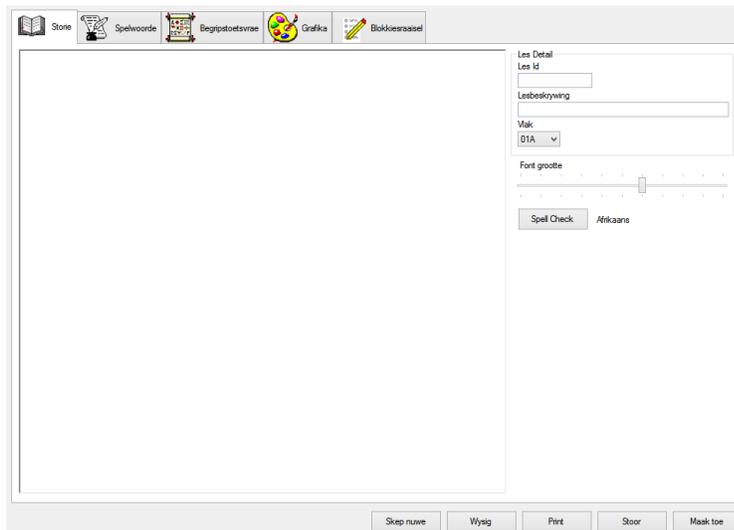
### *Comprehension progress*



The % each student achieved on their comprehension is displayed here statistically. Just like reading, 20 values are also used in comprehension. The Y axis is divided into percentage intervals.

### *Adding a lesson (Only in Teacher mode)*

If a teacher would like to add more content, this is the place to do it. The Add and Edit screen will be used as in the example below.

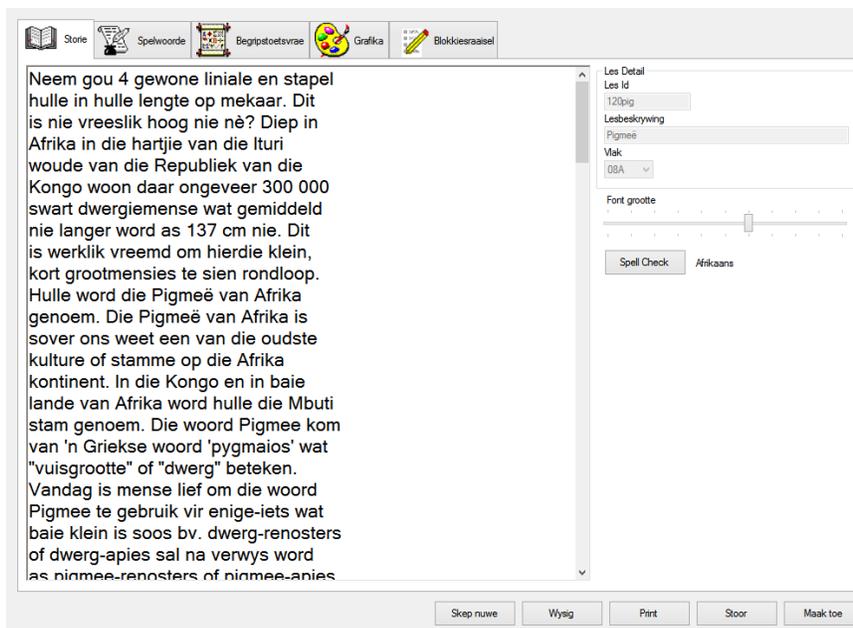


If a new lesson is chosen a blank input menu like the one above will appear. It is important to allocate a lesson ID, description and level to the lesson. Lesson IDs must be unique. The same lesson ID may therefore not be used more than once or already have been used. Lesson IDs may not be longer than 12 characters. As a hint to keeping IDs unique you can use the first 6 digits for the date 280715, the next 2 for the level 28071500 and an abbreviation of the lesson for the next 4 letters e.g. 28071500MMAF (Mike, Minkey and Fred). Then choose level 00A to show that it is a Grade 0 Afrikaans lesson, or 00E for English.

At this stage one of 2 actions may be taken.

- a. Click on 'save' to add the lesson to the available list of lessons. This lesson can then be edited at a later stage. When you want to enter and edit the lesson you have to go to any one of the games and search for the lesson under the list of lessons. Once you have found the lesson you can right click on the lesson and select edit from the pop-up. Clicking on the edit pop-up will open the overview of the lesson again.
- b. Continue to edit the rest of the sections. Start by adding the lesson text, spelling words, comprehension questions, picture and crossword puzzle. Now you can click on 'save'.

When the overview of the lesson screen is open in the edit stage, the following is displayed.



Here you can edit any existing lessons or edit content you have added yourself.

### Story

The first area where alterations can be made is under the story section. In the area the actual lesson to be read is displayed. Anything can be changed here. The whole lesson can be removed and replaced with new content as well.



However there are a few principles to be aware of with regard to the block.

- a. Content can be copied from any other platform where you can perform the copy and paste function using the keyboard. The mouse, right click copy and paste do not work here, only the keyboard CTRL C + V actions.
- b. The lines in this block must be defined manually. If you copy any text into this block you have to press the Enter key where you want the line to end in order to fit into the block. Enter must be pressed at the end of each line to define it.

- c. Furthermore it is important to understand how the width of the block works. The lesson line starts off very short and gradually increases as the level increases. This is due to the fact that the human eye grows as we get older and adapts to take in more information incrementally. Even with adults it is impossible to capture very long sentences with one fixation. Because Academix aims to develop the fixations from small to large they increase from Grade 1 to 12 BUT the fixations are not 12 times longer in Grade 12 as opposed to Grade 1. They are longer but still only enough to capture with one fixation. See the example below of line lengths on different levels. This is merely a guideline and by no means the norm.

Grade	Example
1	Susan goes to
2	On Saturday morning
3	Once there was a patchwork
7	That is a rather big word, is it not? In
9	Bearded seals, the largest of the northern
12	Far in the distance the rhythmic marching of the

The most important to take note of in this example is that the student's eye will grow as they age and this should be taken into account when creating new lessons with regard to the length of the line.



As a general guideline the average length of the lines used in different grades in Academix can be used when creating a new lesson.

### Spelling words

The following screen is displayed when clicking on the 'Spelling Words' button. On the right are all the words, with their descriptions, that have already been added. You can navigate through the words by either using the blue arrows on the left or clicking on the word in the right block.

The screenshot shows the 'Spelling Words' interface. On the left, there is a detailed view for the word 'location'. It includes fields for 'Word' (location), 'Description' (Her location is near us.), 'Hangman' (The place where something is.), 'Definition' (The place where something is.), 'Embedded', and 'Translation'. On the right, there is a list of words with their descriptions. The words listed are: location, fluorescent, mobile, solitary, lifespan, descend, mammary, gregarious, polar, and weaned. Each word has a corresponding description.

To add a new word you can click on the yellow 'plus' icon. This will clean the content so that you can add new material under description, hangman clue etc.

The word created here will be used under 'Fun with Words' as a flashword as well as in the 'Fun with Words' section.

The description is used in the 'Fun with Sentences' section as a flash phrase as well as in the word jumble.

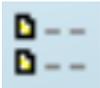
When the grade is between 0 - 3 the screen below will also be displayed together with the screen above. When the grade is between 4 - 12 only the top screen will be displayed.

Complete the Word

1 of 4

Word	Description
book	I read from it.
her	Not his teacher, but ____ teacher.
new	When something is not old, it is _____
read	What books are for.

These words are used in the 'Fun with Words' section under Grade 0 - 3. They are only used in one section and that is the 'Fill in the right letters' game.



### Comprehension test questions

Question	
What are spring tides?	Add
Why is it difficult for plants and animals to live on the seashore?	Edit
Describe the splash zone of the seashore.	Delete
What type of plants can survive in salt water?	
What is unique about the middle shore?	
Why is the rocky shore the most interesting to investigate?	
Where do you find the lower shore zone?	
What are the most beautiful things found on the shingle beaches?	
Although the sandy shores appear lifeless, which of the following can be buried in them?	
Which of the following is not true of the muddy shores?	

- High tides caused by full or half moon.
- Very high and very low tides caused by sun and moon pulling them at the same time.
- Similar to neap tides, i.e. water goes up and down a little way.
- Tides caused by only the sun pulling them.

When you click on the 'comprehension test questions' button the screen on the above is opened. Questions, answers etc can be added or edited on the screen below.

Question

What are spring tides?

Answer 1

High tides caused by full or half moon.

Answer 2

Very high and very low tides caused by sun and moon pulling them at the same time.

Answer 3

Similar to neap tides, i.e. water goes up and down a little way.

Answer 4

Tides caused by only the sun pulling them.

Correct Answer

2

OK Cancel

If you select to add a new question, a blank screen will appear where you have to add the question as well as at least 2 answers. You must also indicate which one is the correct answer.

### Graphics

When you click on this icon the picture of the lesson is displayed. If you are adding a new lesson no picture will be available yet. You have to click on the search button to allocate a picture to the lesson. Any size picture can be used since Academix will resize it automatically BUT we recommend 386 x 330 pixels which is the standard size of all the pictures in Academix.

### Crossword puzzle

Word Direction

Across

Down

Name	Hint
burrow	Dig or tunnel.
tide	Twice daily rise and fall of the sea l...
coiled	Curled in circles, spiralled.
survive	Continue to live.
zone	Area set apart or a division.
crevices	Narrow cracks or openings.
exposed	Uncovered, open.
wrack	Seaweed cast onto shore.
investigate	Check out or examine.
shallow	Not deep.

Across

Down

The way to create a new crossword puzzle is to drag and drop the words from the left into the crossword puzzle on the right.

Word Direction

Across

Down

Name	Hint
burrow	Dig or tunnel.
tide	Twice daily rise and fall of the sea l...
coiled	Curled in circles, spiralled.
survive	Continue to live.
zone	Area set apart or a division.
crevices	Narrow cracks or openings.
exposed	Uncovered, open.
wrack	Seaweed cast onto shore.
investigate	Check out or examine.
shallow	Not deep.

Under the heading, 'Word Direction' there is a button that changes from Down, to Across each time you click on it. This will indicate how the word is dragged into the crossword puzzle.

Once the word is dropped in the grid, the clue for across or down, will appear in the area above the grid.

Word Direction

Across

Down

Name	Hint
burrow	Dig or tunnel.
tide	Twice daily rise and fall of the sea l...

You have to save any changes before you click close.

### [Word sum administration.](#)

When you click on the 'Word sum administration' the following screen appears:

Word sums

of 74 | Filter by Level: 7

**Text Afrikaans**

'n Bed het 'n oppervlak van 4m<sup>2</sup>. 'n Lessenaar het 'n oppervlak van 2m<sup>2</sup>. As 'n vertrek 3 keer die oppervlakte van die lessenaar en bed saam moet oop hê, hoe groot moet die vertrek wees?

**Text English**

A bed has a surface of 4m<sup>2</sup> and a desk 2m<sup>2</sup>. If a room must have 3 times the surface of the bed and desk. How large must the room be?

**Number Sentence**

$(3 \times (4 + 2)) + 4 + 2 = ?$

Answer:  Level:

Level	Text Afr	Text Eng	Number Sentence	Answer
7	'n Bed het 'n oppervlak van 4m <sup>2</sup> . 'n Lessenaar het 'n oppervl...	A bed has a surface of 4m <sup>2</sup> and a desk 2m <sup>2</sup> . If a room must h...	$(3 \times (4 + 2)) + 4 + 2 = ?$	24
7	Gedurende 'n televisieprogram wat een uur lank is, was daar ...	During a hour long television program there were 15 minute's ...	$(60 - 15) + 60 \times 100 = ?$	75
7	12 seuns gaan op 'n staptoer. As een persoon die helfte beta...	12 Boys go hiking. If one boy pays half the amount, what do e...	$(181.5 \div 2) + (12 - 1) = ?$	8.25
7	Een rol draad het 125 meter. Hoeveel rolle word benodig as '...	A roll of wire is 125 metres long. How many rolls do you need f...	$(45 + 125 + 65 + 15) - 125 = ?$	2
7	Jaco koop 'n yskas. Hy betaal 'n deposito van R1250. As hy ...	Jack buys a fridge. He pays a deposit of R1250. If he pays 5...	$1250 + (10 \times (1250 \times 5\%)) = ?$	1875
7	'n Boer vervoer kaste appels. As elke kas 56kg weeg en daa...	A farmer transports apples. Each crate weighs 56kg and there...	$1.5 \times (56 \times 32) = ?$	2688
7	Al die kelners in die restaurant kry altesaam R10 per uur. As J...	All the waiters in a restaurant receive R10 per hour together. I...	$(0.25 \times 10) \times 5 = ?$	12.5
7	In 'n boks met vyftien tamaties is drie vrot. Wat is die persenta...	There are three rotten tomatoes in a box of 15 tomatoes. Wha...	$((15 - 3) \div 15) \times 100 = ?$	80
7	As 'n maatskappy kartondose in kratte vervoer, hoeveel karto...	A company transports cardboard boxes in crates. If the boxes ...	$(3 \times 4 \times 3) + (1 \times 2 \times 1) = ?$	18
7	Karel het 3 viersyfergetalle opgetel. Die som van die enekolo...	Charl adds three, four digit numbers. The sum of the ones col...	$19 + (21 \times 10) + (9 \times 100) + (2 \times 1000) = ?$	3129
7	Frans loop 3.3 km na die skool, Jan loop 8km en Johan loop ...	Fred walks 3.3 km to school. Joe walks 8 km and John walks ...	$8 + 5.5 = ?$	13.5
7	'n Groot houer se volume is 50 m <sup>3</sup> . 'n Kleiner houer se volume ...	A large box has the volume of 50 m <sup>3</sup> . A small box is 2.5m <sup>3</sup> . If 5 ...	$(50 \div 2.5) \times 5 = ?$	100
7	Jaco tel drie driesyfergetalle op. Die totaal van die enekolom i...	Jack adds together three, three digit numbers. The total of the...	$15 + (12 \times 10) + (11 \times 100) = ?$	1235
7	'n Getal plus dieselfde getal, plus die helfte van die getal, plus...	A number plus the same number plus half the number plus on...	$y + y + 0.5y + 0.25y + 1 = 100$	36
7	Die som van vier opeenvolgende getalle is 34. Wat is die klei...	The sum of four consecutive numbers is 34. What is the small...	$y + (y + 1) + (y + 2) + (y + 3) = 34$	7
7	Jannie tel vier viersyfergetalle op. Die totaal van die enekolo...	John adds four, four digit numbers. The total of the ones colu...	$23 + (14 \times 10) + ((6 - 1) \times 100) + (4 \times 1000) = ?$	4663
7	As 3 liter verf gebruik word om 1m <sup>2</sup> te verf, hoeveel liter verf ...	If you use 3 litres of paint for 1m <sup>2</sup> , how much do you need to p...	$(5 \times 6) \times 3 = ?$	90
7	'n Boer verkoop skape op die veiling. As hy 12 skape teen R...	A farmer sells his sheep at an auction. If he sells 12 sheep for ...	$(9876 - 12) - (10 \times 12) = ?$	703
7	Karen werk by die supermark. Sy kry R7 per uur en twee keer...	Karen works at the supermarket. She earns R7 per hour and ...	$(7 \times 5) + ((2 \times 7) \times 5) = ?$	105
7	As 2 uit elke 10 melkbottels suurmilk het, wat is die persenta...	If two of each 10 mlkbottles are sour, what percentage is sour?	$(2 \div 10) \times 100 = ?$	20

This screen can be used to edit existing word sums, or add new ones.

**Text Afrikaans**

Boet het 34 somme reg gehad en 23 verkeerd. Hoeveel somme het hy gedoen?

**Text English**

Brad had 34 sums correct and 23 incorrect. How many sums did he complete?

**Getallesin**

$34 + 23 = ?$

Antwoord:  Vlak:

To edit an existing word sum you must click on it and then change anything in the 5 possible blocks you see there. Click 'save' at the end to update all changes. 



Remember that word sums are only available on level 1 - 7. Difficulty increases with each level.

If you want to change a word sum of a specific grade you can click on the 'filter by level' button to go to that level quickly and find the sum.

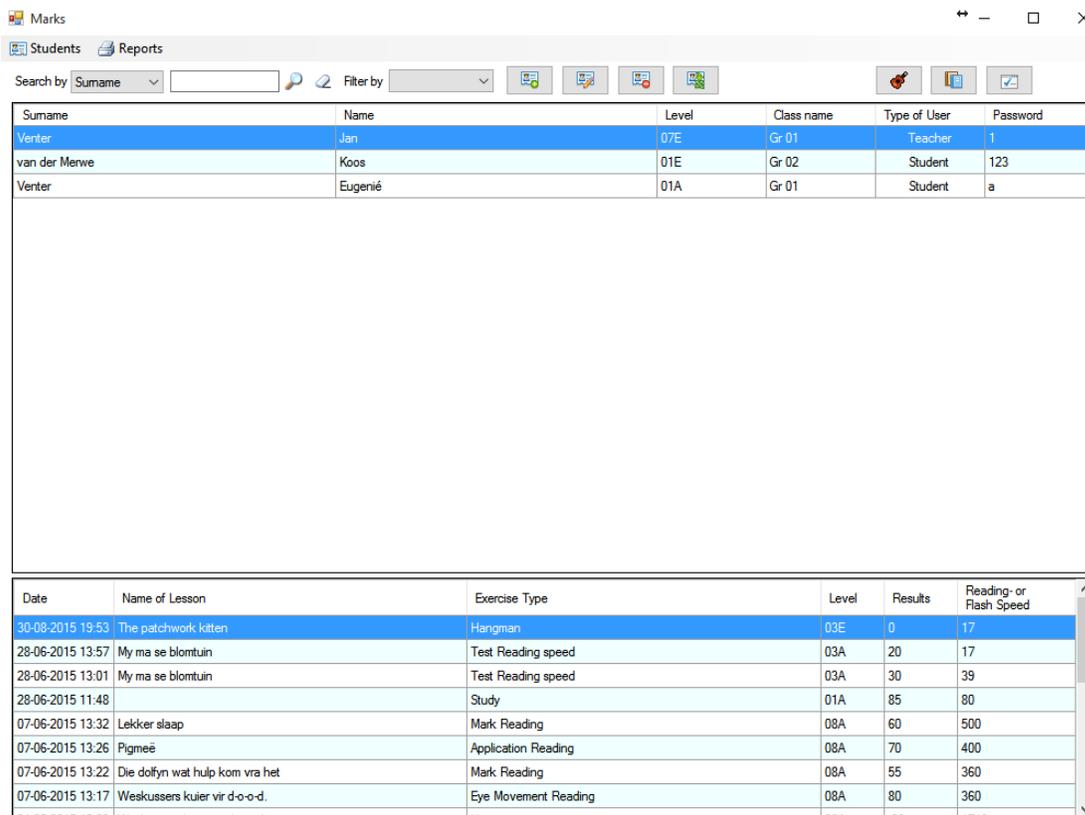
When you want to add a new word sum you click on the plus icon  and fill in all the fields, as well as the level on which it will be graded.

### Teachers' assistance.

This manual that you are reading now.

### Administration.

When you click on 'Administration', this screen will appear.



The screenshot shows the 'Marks' application interface. At the top, there are tabs for 'Students' and 'Reports'. Below the tabs, there is a search bar with 'Surname' selected and a 'Filter by' dropdown. The main area contains two tables.

Surname	Name	Level	Class name	Type of User	Password
Venter	Jan	07E	Gr 01	Teacher	1
van der Merwe	Koos	01E	Gr 02	Student	123
Venter	Eugenié	01A	Gr 01	Student	a

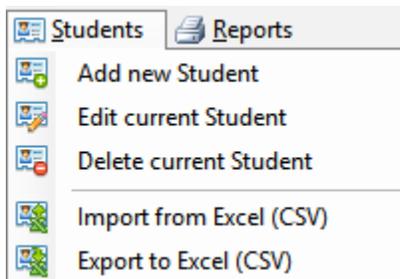
Date	Name of Lesson	Exercise Type	Level	Results	Reading- or Flash Speed
30-08-2015 19:53	The patchwork kitten	Hangman	03E	0	17
28-06-2015 13:57	My ma se blomtuin	Test Reading speed	03A	20	17
28-06-2015 13:01	My ma se blomtuin	Test Reading speed	03A	30	39
28-06-2015 11:48		Study	01A	85	80
07-06-2015 13:32	Lekker slaap	Mark Reading	08A	60	500
07-06-2015 13:26	Pigmeë	Application Reading	08A	70	400
07-06-2015 13:22	Die dolfin wat hulp kom vra het	Mark Reading	08A	55	360
07-06-2015 13:17	Weskussers kuier vir d-o-o-d.	Eye Movement Reading	08A	80	360

This screen is divided into 3 parts.

The first is 'buttons and options'.

The second contains the list of students you have entered.

The third contains the results of the highlighted student.



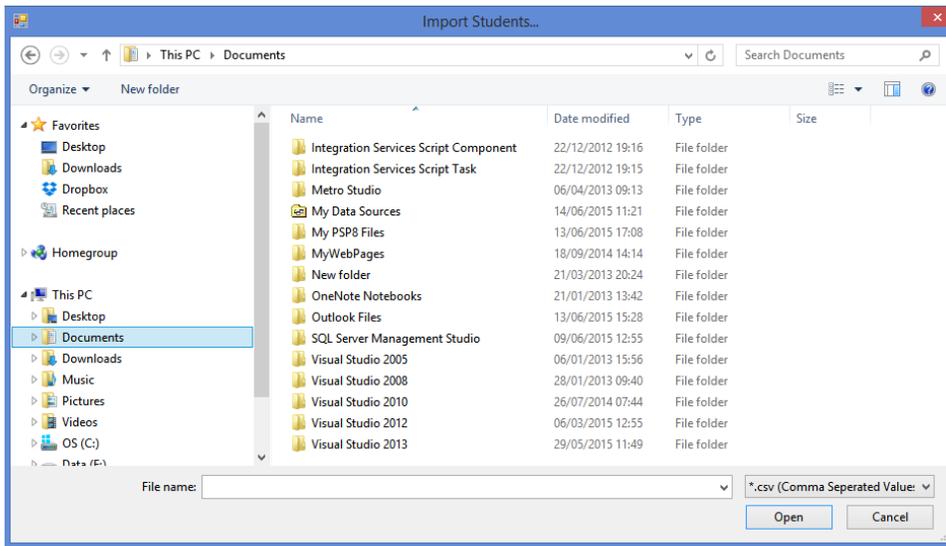
The screenshot shows the 'Students' menu with the following options:

- Add new Student
- Edit current Student
- Delete current Student
- Import from Excel (CSV)
- Export to Excel (CSV)

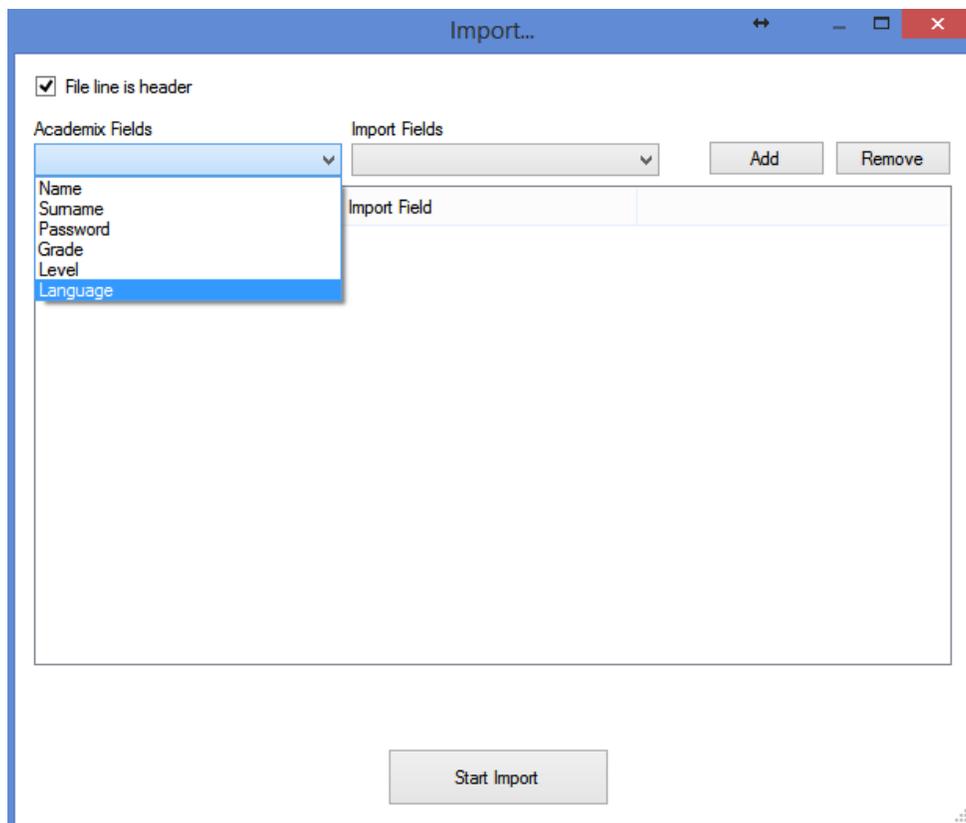
When you click on the 'Students' button, the following options will appear. Add, Edit or Remove.

#### Import from Excel (CSV):

When you choose this option a screen will appear where you have to select the .csv file from where you will import the student's details.



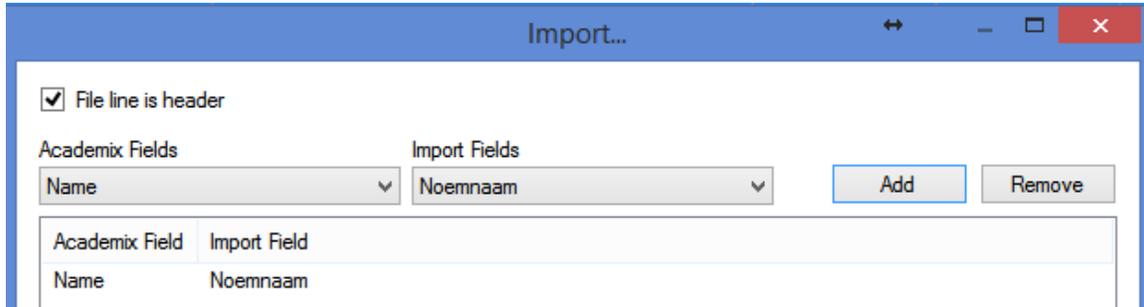
Choose the file and click 'Open'.



To import data from Excel to Academics, 6 fields are needed. Name, Surname, Password (No duplicates) Grade, Level and Language.

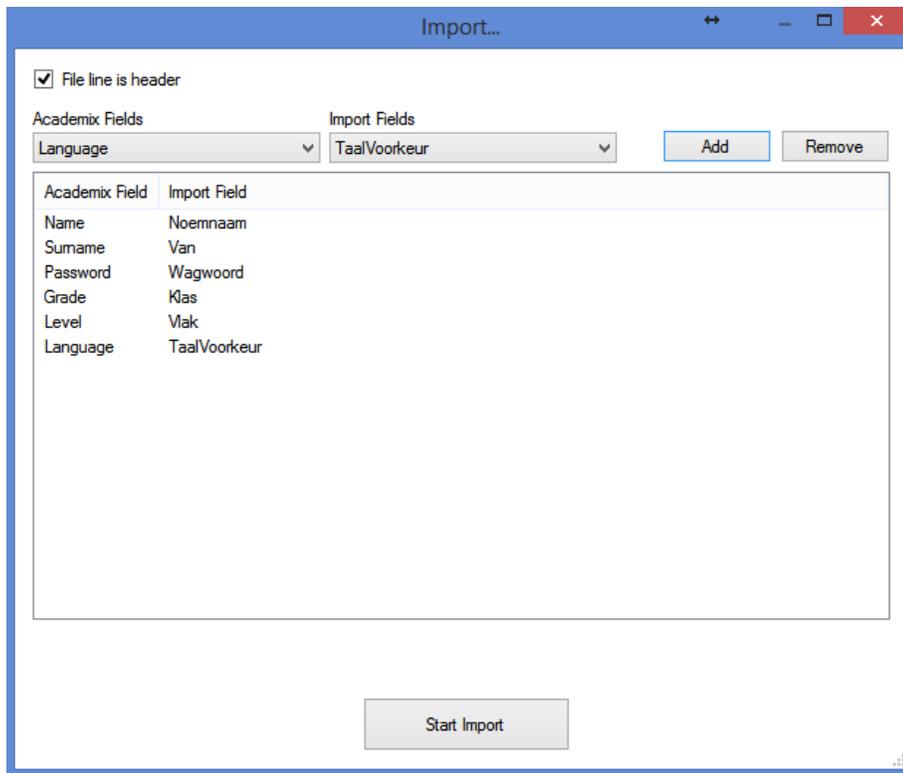
You have to allocate which fields from the csv file correspond with the fields in Academix.

Note: It is important that the file is definitely a csv file. Fields have to be separated with commas, and not semicolons. The first line of the document should also contain the field names.



Choose the name field from the left column and the corresponding field from the csv file in the right. Click on 'add' to insert into the merge block.

Proceed with all the remaining fields.



If all the fields are selected click on 'import' to start.

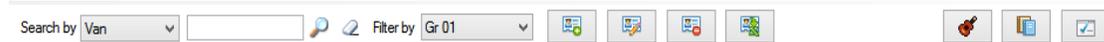
## Export to Excel (CSV)

This function exports data from Academix to Excel. The format of the file created looks like this:

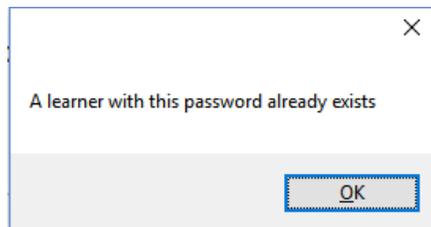
Surname,Name,Class,Level,LessonName,Type,Mark,Speed,Date

The purpose of the export is to open the file in Excel where you can manipulate that data to your liking.

## Explanation of the top row of icons.



- **Search:**  
Use the first drop down to search for names and surnames. Type the name or surname in the open textbox next to the drop down. Click on the magnifying glass to search for the results of your instruction.
- **Filter:**  
The filter drop down is used to filter classes.
- **Add new:**  
The 'Add new' button opens the screen where new students can be added. Refer to page 3. You have to add a password for the student on this screen as well.

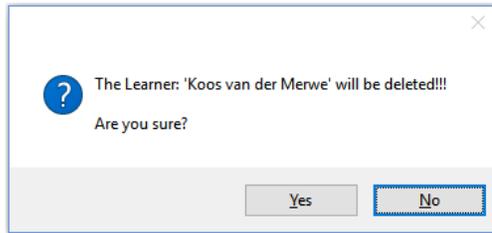


Just remember that the passwords must be unique or else the record cannot be created. If you already have a student with the same password a message will appear informing you of the duplication. Change the password and save again.

- **Edit:**

The 'Edit' screen looks similar to the 'Add new' screen, but the details added will already show. Any details can be changed here, BUT the user Student cannot be changed to Teacher, and vice versa.

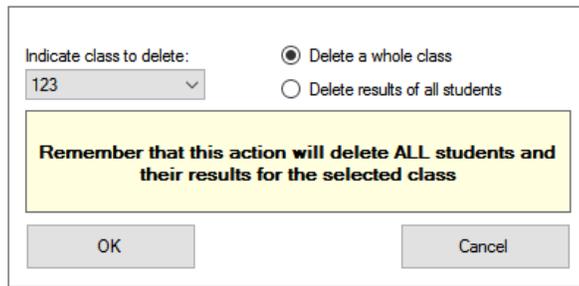
- Delete:



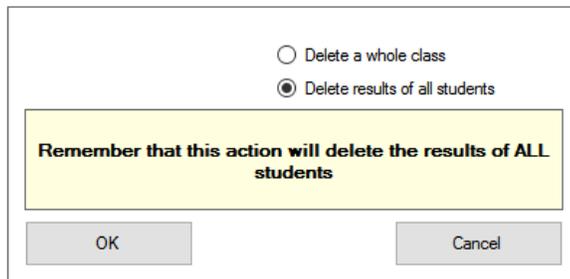
This button will delete the active user.

- Show active students' study points.  
This button displays the students' results from option G under 'Fun with Stories'.
- Delete whole class.

This screen has 2 options. You can delete the whole class.



Or you can just delete the results of the whole class.



- Fixed parameters:

Class names:

On the left are the names of the classes. To add a new class you click on the 'plus' icon, and to delete the 'cross' icon. To edit the class you can click on the class and retype the new class name. To save the changes just click on any other class.

Note: These changes only refer to the names of the class and not any students in the class.

Student rights:

Look again.

There are 2 settings under 'student rights'. The first is the adjustment of the 'Look again' function. This function allows students to consult the comprehension text once during the test. This function is very useful to practice speed reading or search reading. When 'look again' is disabled students have to rely on their memory alone.

Students can change parameters.

When this function is active students have access to the parameters screen. They can change their flash speed, reading speed etc. This function will also block students from progressing if their reading speed test is not within limits for their grade.

When this function is disabled the teacher password is required to access this screen.

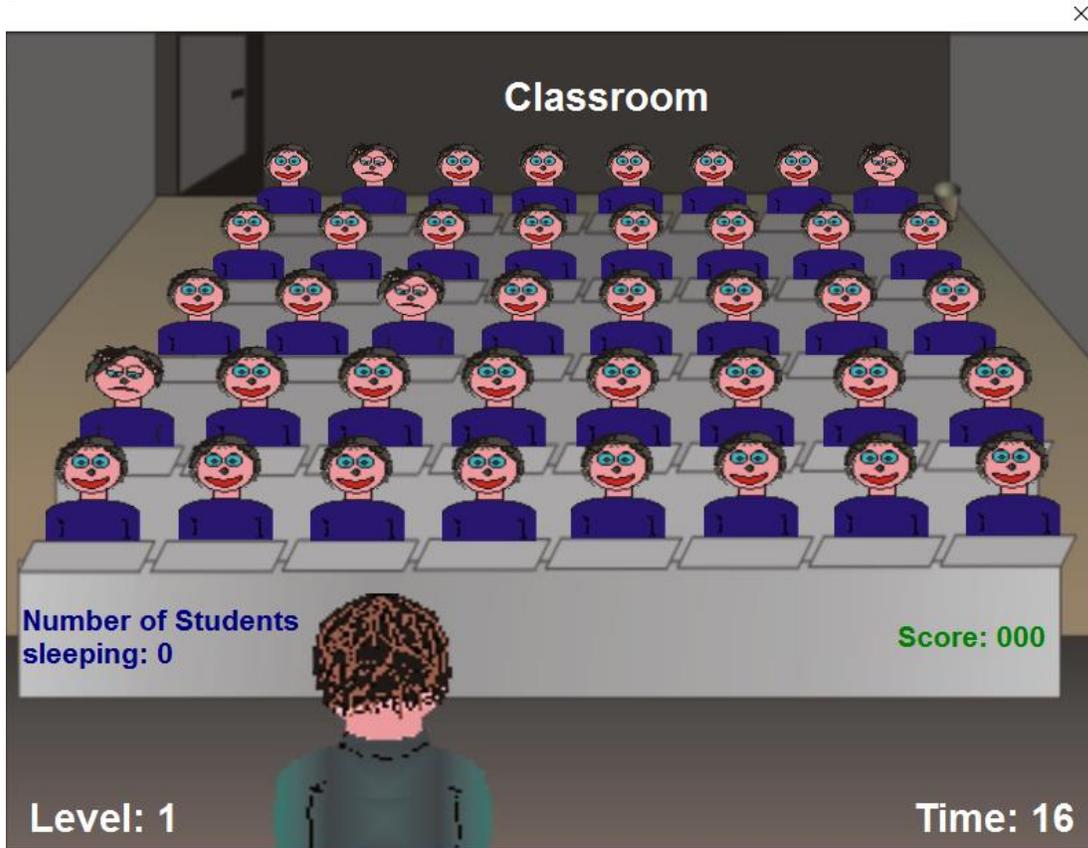
## Fun with Games



In this section 'Fun with Games' there are additional foundation phase exercises. They are 1) Starts with 2) Ends with 3) Association and 4) Multiple choice. These foundation phase games are for the lower level students to have games they can enjoy.

### The Classroom game:

The purpose of this game is to wake up the sleeping students by clicking on them. This game has no end, it will continue endlessly. You can only improve your score in this game. It exercises eye span width, and eye movement.



**How to play:** When students start to fall asleep click on them to wake them. But click them quickly! If half of the students, i.e. 20, are fast asleep the game will be over. When the timer in the right bottom corner gets to 0, the next level will start and students will start to fall asleep faster. Enjoy the game!

*Recommended schedule for lesson planning*

---

<b>Exercise</b>	<b>Time in minutes</b>
Foreknowledge	<b>2-4</b>
Visual discrimination (Eye warming)	<b>4-6</b>
Flash exercises	<b>8</b>
Reading exercises	<b>10-12</b>
Comprehension	<b>8</b>
Integration	<b>7</b>
Total	<b>40-45 minutes</b>