Concept English 2014/2015
HMH Resources Helpful Hints #1

Access Codes for Journeys and Collections are sent to the school with the delivery of your materials. Usually an Instructional Coordinator or Director has initiated the purchase and should be able to provide them to you.   As I have been talking with you via our Webinar's some questions have come up and I have obtained a view additional answers from HMH which are below. Remember if you have asked I will model via Webinar and help you plan units with these new resources. Email me if you need help and/or cannot find codes: aflaherty@conceptschools.org.

Commonly asked questions/answers:

1. **How do I set up the mySmartPlanner function of the online HMH resources?**

    Overview and Set up

    http://www.brainshark.com/hmhsupp/mySMARTPLANNERSetup/zGPzAudtCz2C3Lz0?intk=391521913

    Adding Plans

    http://www.brainshark.com/hmhsupp/MYSMARTPLANNERaddplans

    Managing Plans

    http://www.brainshark.com/hmhsupp/Manageplans/zFdz3wREaz2C3Lz0

2. **How do I override the auto scheduling?**

    a. Explanation Attached

3. **How do I use the managing classes function for the on-line resources?**

    a.   For HMOF (Collections), the management of classes occurs in the right hand "Learning Management Center" area where teachers can Add, Edit, or Delete their classes. When Adding a new class, the first screen will ask users for basic class information—name, period, grade, and brief description if desired—and show a list of the Teacher's registered products. They can select the products to add to the class. The next screen will ask Teachers to put students in the class. If the students already have an account, then the Teacher can select the "One Log In" button to search for users in their school and move them into the class. If the students need an account, then the Teacher

can simply say how many students they need, fill in the information (name, student ID—only first name is required), and the system will automatically generate logins for those students that the Teacher can print out and give them. Students will then be part of that class and will see all products the Teacher associated with it. Users can also edit their class and rosters at any time. As mentioned, students get entitlements from their classes so any product added or removed will mean the students in that class will now see, or no longer see, it. New students added to the class will see products as well, and students removed from the roster will no longer see the products from that class. Deleting a class will remove that class from the students' and Teacher's class list and disconnect the roster from the products. There is not an animated tutorial, but the platform Help documentation located in the upper right corner has full walkthroughs of the steps and screen images to help users.

b.   For ThinkCentral (Journeys), detailed instructions for all aspects of ThinkCentral can be found in the Online Help, including Class Creation and Management. Details for extracting assessment results, can be found under Generating Reports and/or Working with Tests Results (Teachers). Administrator Help:
http://downloads.hmlt.hmco.com/Help/ThinkCentral/Administrator/index.htm

Teacher Help: http://downloads.hmlt.hmco.com/Help/ThinkCentral/Teacher/index.htm

4. **How do we use the on-line highlighting tools?**

a.   In programs, such as Collections, all a user needs to do is highlight the text on the page and the Annotation tool will automatically pop-up. Users can select their highlight color and enter a note and elect to save it in their Notebook or not. Though not there currently, a new version of the Notebook will be rolling out to users in the coming weeks that will allow a Teacher to go into their own Notebooks to see a list of their students. They can select a student and see the Notes and Highlights that student has made. There is no animated tutorial, but there will be updated Help documentation with new functionality releases telling users how to take advantage of the features.

b.   For Journeys, a student just highlights the text they would like to highlight or annotate against, then select either the "annotate" icon or the highlighter color. Saved notes and highlights can then be found again by clicking on the Notes icon on the left side of the book.

5. **Are there additional resources to support the new Collections books?**

Additional Bill McBride Resources

http://billmcbride.pbworks.com/w/page/14094960/Welcome%20to%20my%20Wiki

Concept English 2014/2015
HMH Helpful Hints #2

1. Basic Technology suggestions – The on-line components of Collections work best with **Firefox** and **Chrome**. Internet Explorer and Safari often run into problems.
   a. Make sure your computers have turned **off the pop-up blocker**.
   b. Refrain from using your **back up button** as it will often take you out of the resource.
   c. If you have been using MySmartPlanner to access various lesson, try using the **browser** button instead as it is much quicker to find individual pieces.

2. **Grammar Notes** – An easy way to use the on-line resources is by clicking on the grammar notes on the dashboard under Teacher Resources. You can actually download the activity directly to a student computer. Since we are always looking for bell ringer ideas these are great. You can also create a grammar assignment that is customized to your reading – ask me for help with this.

3. Interactive Writing Notes

collections

Interactive Lessons

Grade 8

Writing Arguments

Writing Informative Texts

Writing Narratives

Writing as a Process

Producing and Publishing with Technology

Conducting Research

Evaluating Sources

Using Textual Evidence

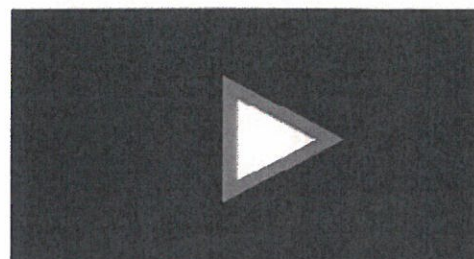## Writing Arguments

Overview

COMMON CORE

"Wait until you grow up." "You can do that when you're an adult." Sometimes, it may seem as if you have little say in the issues that affect your life. This can be frustrating, especially when you have a strong opinion. Fortunately, you can express your opinion—and possibly influence decisions—through formal argument.

In a formal argument, a writer introduces a specific claim and supports the claim with carefully chosen reasons and evidence. When crafting an argument, a writer will always keep the audience in mind, choosing ideas and wording that will appeal to readers. In this collection, you will learn how to develop a formal argument with the power to make a change in your world.

Interactive Lessons

Introduction

What is a Claim?

Support: Reasons and Evidence

Building Effective Support

Creating a Coherent Argument

Persuasive Techniques

Formal Style

Concluding Your Argument

Additional Resources

Student Model

Teacher Notes

Rubric

Assessment: Write an Argument

Houghton Mifflin Harcourt

2

4. From the dashboard, click on myWriteSmart and see options for interactive writing lesson.

Overview

You may have once wondered how the caterpillar that went into a chrysalis emerged as a butterfly. You might also have once taken apart a watch to figure out how it worked. Getting the facts frequently starts with a question like "How did that happen?" or "What makes this work?" The answers to such questions, though, are often complex. You can get a handle on what you learn by writing informative texts.

Informative texts can include everything from an analysis of an author's style to instructions for hooking up a printer. This variety means that you can use informative writing to accomplish many goals in school and life. In this collection, you will learn to clearly communicate what you know in writing that elaborates on and organizes your ideas.

Interactive Lessons

Introduction ▶	Developing a Topic ▶	Organizing Ideas ▶
Introductions and Conclusions ▶	Elaboration ▶	Using Graphics and Multimedia ▶
Precise Language and Vocabulary ▶	Formal Style ▶	
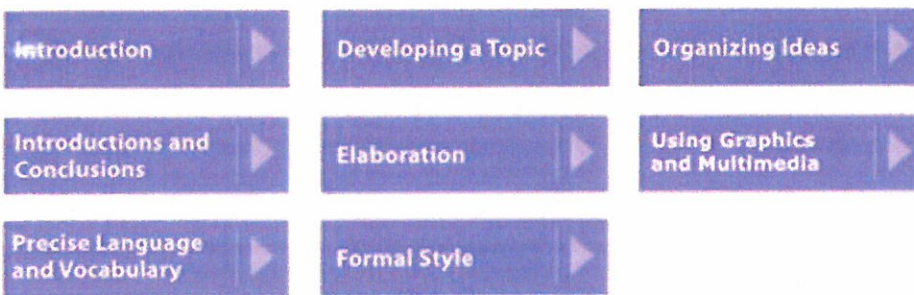
Additional Collection Resources
Student Model
Teacher Notes
Rubric
Assessment: Write an Informative Text

5. Assessments – If you are using resources on line, did you know that you can have students take a test and you can generate reports too? I would like each of you, wherever you are in collection, to try one of the tests and send the results to me.

Online Assessment: Collection 1 Test: Culture and Belonging

HMH Collections Grade 8 Collection 1 Culture and Belonging

Students will demonstrate their mastery of key learning objectives and Common Core State Standards covered in the collection "Culture and Belonging."

Standards 14   Assign 👤   Schedule 📅

Online Assessment: Collection 2 Test: The Thrill of Horror

HMH Collections Grade 8 Collection 1 The Thrill of Horror

Students will demonstrate their mastery of key learning objectives and Common Core State Standards covered in the collection "The Thrill of Horror."

Standards 13   Assign 👤   Schedule 📅

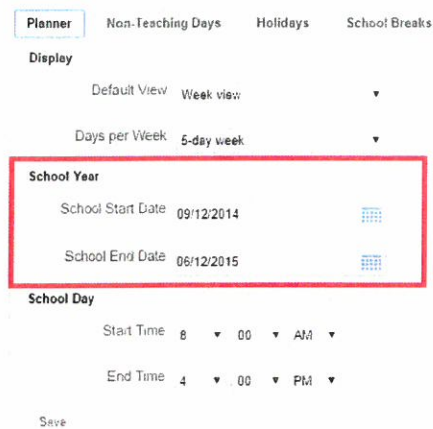**HMH On-Line Resources – How do autoschedule**

How to Auto-schedule lesson plans from the start of the school year after the year has started

From the Dashboard, click on the top of mySmartPlanner gadget to open mySmartPlanner in full view.

Check School Start and End Dates

1. Check the school year start dates by clicking on the **Settings** button ⚙ in the upper right of the screen.
2. From the Planner Settings screen shown below, adjust the **School Start** and **Stop Dates** to reflect the actual start of school for students, if needed. Save any changes.

Planner Settings

| Planner | Non-Teaching Days | Holidays | School Breaks |

Display

Default View   Week view   ▾

Days per Week   5-day week   ▾

School Year

School Start Date   09/12/2014   ▦

School End Date   06/12/2015   ▦

School Day

Start Time   8 ▾ 00 ▾ AM ▾

End Time   4 ▾ 00 ▾ PM ▾

Save

Check Teaching Block Start Date

3. Navigate to the first day of school for students to make sure the **recurring Teaching Block** begins on the first day. If the teaching block does not begin on the first day you will need to create one that does.

Create a new Teaching Block if needed

4. Create a new recurring Teaching Block that begins on the first day if needed by clicking on the time on the first day, for example 9:00 on September 2nd.

Day	Week	Month	Today			Sep 1 — 5 2014		
	1		2		3	4	5	
	Labor Day							

8

9   ⇐

10

11

12
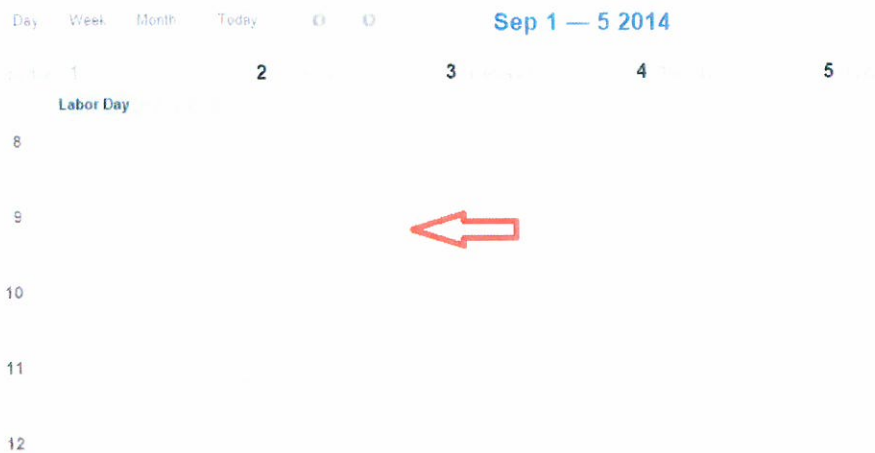
NOTES:

- Auto-schedule only populates lessons in **recurring** Teaching Block series.
- There is no way to edit the start date of an existing block.
- If you delete your existing block you will delete any plans in it.

5. Once you click on the time a pop-up window appears where you enter the new Teach Block title, color, start and end time as well as the recurrence pattern. Daily, Block and Custom are all recurrence pattern options. Click Save.

Create New Block   ✕

Title

Color   For Teaching Block
☑ ■ ■ ■ ■ ■ ■ ■

For Non-Teaching Block
☐ ☐ ☐ ☐ ☐ ☐ ☐

Date 09/02/2014

Start Time 8 ▼ 00 ▼ AM ▼

End Time 9 ▼ 30 ▼ AM ▼

Recurrence None ▼

None
Daily
Block (Every other day)
Custom

Auto-schedule lessons plans

🕐 Auto-Schedule

6. Click on the Auto-schedule button

7. Select "Schedule default HMH Lesson Plan Set"
8. Select your program and grade
9. Select your teaching block that begins on the first day of school.
10. Click Continue

Schedule or Manage Lesson Plan Sets

🕐 Schedule Lesson Plan Sets   📋 Manage Lesson Plan Sets (0)

To schedule default HMH Lesson Plans for the year, select the Schedule default HMH Lesson Plan Set option. To schedule a previously saved Lesson Plan Set click the **Schedule saved Lesson Plan Set** option.

◉ Schedule default HMH Lesson Plan Set
○ Schedule saved Lesson Plan Set

To schedule HMH lesson plans for the year, select the Program, Grade and Teaching Block and click Continue

| Program | CA Go Math! Grade 2 | ▼ |
| Teaching block | Mathematics | ▼ |

Close   **Continue**

11. On the preview screen, the message should say that the lessons start of the first day of school based selecting the recurring Teaching Block that begins on the first day of school.
12. Click the **Schedule** button

Auto-Schedule Preview   ✕

Click Schedule to auto-schedule lesson plans for lessons 1–30. The first lesson plan will be scheduled on 09/02/2014 and the last on 06/12/2015.
View lessons to be scheduled

Lesson plans to be scheduled

Teaching Block Time	Tue, Sep 02	Wed, Sep 03	Thu, Sep 04	Fri, Sep 05	Mon, Sep 08	Tue, Sep 09	Wed, Sep 10
08:00 - 09:30	Lesson Go Math: Chapter 7, Lesson 7 Lesson	Lesson Go Math: Chapter 8, Lesson 5 Lesson	Lesson Go Math: Chapter 8, Lesson 4 Lesson	Lesson Go Math: Chapter 10, Lesson 6 Lesson	Lesson Go Math: Chapter 11, Lesson 11 Lesson	Lesson Go Math, Unit 1 Lesson Go Math: Chapter 1	Lesson Go Math: Chapter 1 Lesson Go Math, Chapter 1, Lesson 1

Cancel   **Schedule**

13. Once complete, notice the lesson plans begin on the first day of school.

| Day | Week | Month | Today | ○ ○ | **Sep 1 — 5 2014** | | |

all day	1 **Labor Day**	2 Tuesday	3 Wednesday	4 Thursday	5 Friday
8		Mathematics Go Math Chapter 7 Le	Mathematics Go Math Chapter 8 Le	Mathematics Go Math Chapter 9 Le	Mathematics Go Math Chapter 10 Le
9					
10					