Be A Writer!

For Magic Slate II

Apple

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BE A WRITER!

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INTRODUCTION

Be a Writer! blends traditional language arts objectives with imaginative writing exercises to introduce students to word processing. It is the second program in Sunburst's *Book Building Series* for **Magic Slate** II: **The Word Processor that Grows with You.** It can be used to carry beginners beyond *I Can Write!*, the initial program, or as a starting place. Students participate in a unique book-building venture in which they explore a wide range of composition activities and word-processing functions, using *Magic Slate* II.

Be a Writer! both excites and eases a student's first efforts at creating words, sentences, and stories on a word processor. The 25 lessons range from open-ended language explorations with imaginative characters to more formal language arts objectives, such as combining or expanding sentences by inserting size and shape words (adjectives), or converting a series of sentences into paragraph and story form. Students work with several characters — Ruby Robot, Giant George, an owl, and a dragon — while exploring narrative, descriptive, and explanatory writing styles. And when they complete all of the lessons, the collected printouts are assembled into a bound book; — an attractive record of what they've learned and written.

Be a Writer! must be used with the 20 column (large print) version of *Magic Slate* II on an Apple computer with 128K. The package includes the *Be a Writer!* data disk, a back-up, and this teacher's guide. The guide contains warm-up exercises, teaching strategies, discussion topics, and complete student examples. In addition, the guide suggests activities for enhancing and expanding the concepts taught.

BE A WRITER! TEACHING OBJECTIVES

```
Page 001 of COVER
━━━ ━━━ ↓ ━━━ ━━━ ▮1▮ ━━━ ━━━ ↓ ━━ ▮2▮
                   MY↵
                    ↵
          BE A WRITER!↵
                    ↵
              BOOK↵
                    ↵
                    ↵
    Type between the ▷◁
INSERT - Use CTRL-E for typeover,
   ?-? for help, CTRL-Q for Main Menu.
```

SKILLS:	• **Word Processing**: Loading, editing, saving, and printing files.
	• **Language Arts**: Nouns, verbs, adjectives, prepositions, adverbs, and conjunctions; word order and sentence patterns; punctuation; narrative, descriptive, and explanatory writing styles; paragraph form.
GRADE LEVEL:	3
NO. OF FILES:	25
TIME REQUIRED:	10-20 minutes per file.
OBJECTIVES:	• To introduce and develop word processing with *Magic Slate II*.
	• To explore and supplement language arts activities at the third grade level.
	• To introduce the concept of "book building" and to produce a book for each student.
	• To encourage creative writing.

BEFORE YOU BEGIN USING *BE A WRITER!*

Teachers need to do three things before starting:

- Adjust the printer and printer card.
- Configure your disk for the location of your data disk.
- Make copies of the *Be a Writer!* disk for students.

◆ **Adjust the Printer**: You should adjust *Magic Slate II* to work with your printer and card before making student copies of *Be a Writer!*.

1. Remove the write-protect sticker from the *Magic Slate II* disk before putting it in the disk drive (remove write-protection sticker from a 5.25 inch disk or slide the write-protection tab on a 3.5 inch disk).

2. Turn on the computer and immediately hold down the **Control Key** and press the **C Key** while *Magic Slate II* begins to load into the computer. The Configuration Menu should appear.

3. The **PRINTER/CARD/SLOT SETTINGS** option will already be highlighted. Press **Return** to select.

4. Press **Return** again to select **PRINTER TYPE**. Choose the type of printer you have with the Arrow Keys and press **Return**. (If your printer is not listed, see *Troubleshooting Printer Problems* in your *Magic Slate II Reference Manual.)*

5. Select **INTERFACE CARD** and press **Return**.

6. Choose the type of card you have or the port (Apple IIc) that's used. If you have an Apple IIe, you'll also have to specify the slot (usually Slot 1).

7. Select **TEST CARD AND PRINTER** and press **Return**.

8. Turn on the printer and the press **Return** to run the test. Your printer must print the graphics mode test to produce 20-column, large character type. Refer to your *Magic Slate II Reference Manual* for more instructions.

9. Select **BACK TO CONFIGURATION MENU**. Then select **EXIT** and press **Return** to go back to the Main Menu. Once you've set *Magic Slate II*, even if you quit the program and turn off the computer, the printer settings will remain that way until you change them again.

10. Remove the *Magic Slate II* disk from the drive and replace the write protection sticker (on a 5.25 inch disk), or slide the write-protection tab back into place (on a 3.5 inch disk). DO NOT REMOVE THE WRITE PROTECTION AGAIN UNLESS YOU WANT TO CHANGE THE CONFIGURATION OF YOUR DISK.

If you have several different printers and card in a lab, you might want to have a *Magic Slate II* disk for each printer. Set the disk to the specific printer and card and write this information on the disk label. Then, always use that disk at the printer specified on the label.

◆ **Configure Your Disk for the Location of Your Data Disk**: *Magic Slate II* is shipped with the Configuration set for one drive. If you will be using two drives (*Magic Slate II* in drive 1 and your data disk in drive 2), you will need to set this on your *Magic Slate II* disk.

1. Remove the write-protection sticker from the *Magic Slate II* disk before putting it in the disk drive (remove write-protection sticker from a 5.25 inch disk or slide the write-protection tab on a 3.5 inch disk).

2. Turn on the computer and immediately hold down the **Control Key** and press the **C** (or **T**) **Key** while *Magic Slate II* begins to load into the computer. The Configuration Menu should appear.

3. Select **DATA DISK LOCATION** from the Configuration Menu and press **Return.**

4. Select **Two Drives** and press **Return.**

5. The Configuration Menu will now indicate a data disk location of drive 2.

6. Select **EXIT TO MAIN MENU** to go back to the Main Menu.

7. Remove the *Magic Slate II* disk from the drive. Replace the write-protection sticker (on a 5.25 inch disk), or slide the tab back into place (on a 3.5 inch disk). DO NOT REMOVE THE WRITE PROTECTION AGAIN UNLESS YOU WANT TO CHANGE THE CONFIGURATION OF YOUR DISK.

◆ **Make Student Copies**: Before students begin *Be a Writer!*, you'll need to make copies of the original disk for them. All students should have their own personal copy, since one student's work will take up more than half the space available on the disk. Sunburst grants teachers permission to duplicate the *Be a Writer!* disk for all students in their classes, for use in their school programs only.

Before you begin, check that the write-protect sticker is attached to the side of the original disk (on a 5.25 inch disk), or that the tab is back in place (on a 3.5 inch disk). Also, make sure you have enough blank disks on hand.

To make copies of *Be a Writer!*, follow these steps:

1. Insert *Magic Slate II* into the disk drive.

2. When the Main Menu appears, press **Control-T** to see the Utilities Menu.

3. Select **Copy files/disks**.

4. Select **Copy disks**.

5. Indicate your **Source drive** (drive to copy from).

6. Indicate your **Destination drive** (drive to copy to).

7. Remove the *Magic Slate II* disk.

8. Put the *Be a Writer!* disk into the Source drive you chose.

9. Put the blank disk into the Destination drive you chose. (If you are using only one drive, you will be told to switch.)

10. Press **Return** to copy the disk. (You will be asked if you want to copy another disk. Make as many copies as needed by answering "yes" and repeating these steps. *Magic Slate II* will automatically give each copy its own name by using the name of the original disk plus a 3-digit random number.
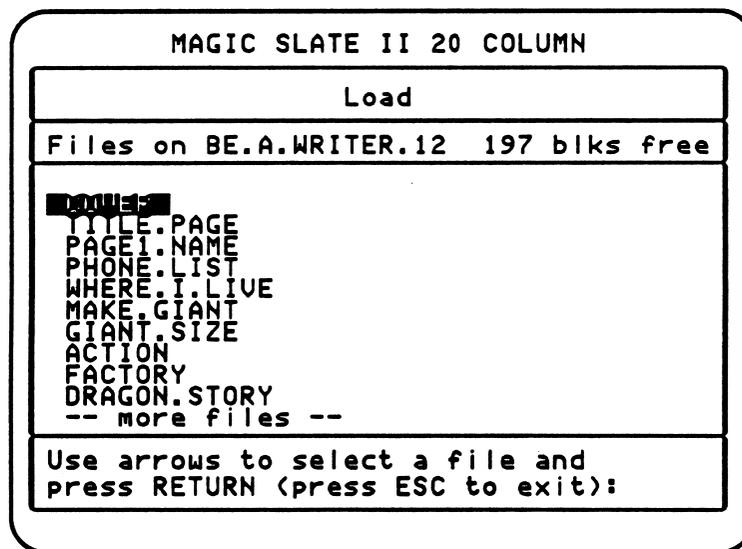
Note: The Copy Program is to be used exclusively with *Be a Writer!* It should not be used to copy other disks, because they will not run properly.

USING *BE A WRITER!*

All of the *Be a Writer!* lessons work in the same way. Students **Load** a file, go into **Edit**, and enter or add to the text. They **Save** and **Print** the file, then **Quit** when they are finished.

The basic steps for working with a *Be a Writer!* file are outlined below. (Also see the "Quick Reference Sheet" on p. 10).

1. **Load a file**: When students are ready to begin, insert *Magic Slate II* into the disk drive and turn on the computer and monitor.

   • When the Main Menu appears, remove *Magic Slate II* from the disk drive and insert a student's copy of the *Be a Writer!* disk. (If using two drives, leave Magic *Slate II* in drive 1, put *Be a Writer!* in drive 2.)

   • Students load a file by choosing **Load**. They use the Arrow Keys or press the **L Key** (as in "Load") and press **Return**.

   • A list of all the file names appears on the screen. Students highlight the file they want to work on using the Arrow Keys, then press **Return**.

```
        MAGIC SLATE II 20 COLUMN

                    Load

     Files on BE.A.WRITER.12   197 blks free

     ■COVER■
     TITLE.PAGE
     PAGE1.NAME
     PHONE.LIST
     WHERE.I.LIVE
     MAKE.GIANT
     GIANT.SIZE
     ACTION
     FACTORY
     DRAGON.STORY
     -- more files --

     Use arrows to select a file and
     press RETURN (press ESC to exit):
```

2. **Edit a file**: Once students load a file, the Main Menu reappears with **Edit** highlighted. They press **Return** to begin work on the lesson. You will notice that the editing screen is in Insert Mode. This means that everything typed will be inserted in front of the cursor.

3. **Enter text**: When working with students, you or an assistant should help them with the instructions. Students can then type in their own words between the arrows, or change the words that are already there. Note that the only place students can type is *between the arrows*—thus they will not be able to accidentally erase any of the other text. They may have to be prompted

through the activity in the beginning. As students progress through *Be a Writer!*, they'll require less teacher supervision.

4. **Save a file**: When students have finished writing, they should save their work on their disk by holding down the **Open Apple Key** (⌘) and pressing the **S Key**. (*Note*: A file can also be saved by returning to the Main Menu and selecting **Save**. The purpose of having students save their file *before* they return to the Main Menu is to get them into the habit for the future. When working with longer files, it is a good idea to save periodically while still in the file, in case of power or equipment failure.) Explain to students that "saving a file" means their work on the screen is copied from the computer to the disk, so they can go back and change their work whenever they want. The work will always be there for them, as long as they save it properly (see pp. 13-14 "Getting Acquainted: Hazel in Four Places").

5. **Return to Main Menu**: To return to the Main Menu, students press the **Control Key** and then the **Q Key**. (You might want to explain to students that the process is like stepping down stairs—first one key, then another.

6. **Print a file**: The last step in working with a file is printing the page:

   • Students choose **Print** from the Main Menu by using the Arrow Keys or pressing the **P Key** and then **Return**.

   • Students are asked to confirm their choice of a file to print. To answer "yes" (the default), they simply press **Return** again.

   • They're also asked about printing format. Pages look best with "Paper Format," so students should highlight this format and press **Return**.

   • Then they're told to make sure the printer is on and the paper properly set. They press **Return** one more time to begin printing.

7. **Complete the page**: After students have a printout, the file may include instructions to draw pictures on the page. Then students place the page in a folder or binder, which will later be assembled into a book. Students can make a folder by folding a piece of construction paper.

8. **Make a book**: When students have finished *Be a Writer!*, the book can be bound. For example, their folder can be stapled at the side, with the COVER page from the first file pasted on the front. Or, they can punch three holes along the spine of the folder so that the whole thing is held together by yarn or removable tacks. For more ideas on book building and assembling see Sunburst's *You're The Author! From First Draft to Book.*

◆ *Special Notes*:

1. **INSERT vs. TYPEOVER**: The *Magic Slate II* **Edit** screen is initially set to INSERT mode. In this mode letters typed in will insert themselves in front of the cursor. In TYPEOVER mode, students erase any characters the cursor is over when they type. To switch back and forth between modes, use **Control-E**. Because each *Be a Writer!* file is designed so that students can only type in between the arrows, the only text they could delete in TYPEOVER mode is text between the arrows that they have entered themselves. Still, it is a good idea to get students used to working in the INSERT mode for future work with *Magic Slate II*.

2. **Screen vs. Page**: The writing screen of *Magic Slate II* only shows one part of the actual printed page. In order for students to understand how their work on the screen is related to the printout that results on paper, they need to learn the difference between what they see on the computer screen and the page.

   When students do the additional activities suggested at the end of each lesson, they may type enough to see the "page 002" marker. Tell them to ignore this—it is the page break for Existing Format. Because they will be printing with Paper Format, their page break will occur later. You may want to demonstrate this to students by printing their work with "Existing Format" and "Paper Format" to illustrate the difference.

3. **The Paragraph Mark** (↵): Students should be introduced to the "bent arrow" that marks the end of a paragraph on the screen. The original text and instructions of *Be a Writer!* are marked by these arrows to show where paragraphs end. They are referred to as paragraph marks. As text is typed in by students, additional lines may appear in the writing, but the format of the text below these markers won't be affected. Students can make the paragraph mark (inside the arrows) themselves by pressing the **Return Key**.

4. **Modifying *Be a Writer!***: Each *Be a Writer!* file was created using a feature of *Magic Slate II* called "Make Fill-in file." In this mode students can only type between the arrows, and thus cannot accidentally delete any of the text. However, if you wish to edit the file you can do so by going into "Make fill-in file" and changing or adding text wherever you wish. To do this, follow these steps:

   • Make a copy of the original *Be a Writer!* disk. (The disk is protected by a write-protect sticker, so the text and instructions in the files can't be changed by accident.) See *Make Student Copies*, pp. 4-5, if you need instructions.

   • **Load** the file you wish to change, then select **Edit** to get into the file.

- Press ⌃-**Control-F** to turn on "Make Fill-in file." At this point you can type wherever you wish. If you want to add arrows for students to fill in, place the cursor at the point you want the arrows and press ⌃-**A**. To delete arrows, place the cursor between or in front of the arrows and press ⌃-**D**.

- When you are finished editing the file, press ⌃-**Control-F** to turn off "Make fill-in file," press ⌃-**S** to save the file, and then **Control-Q** to return to the Main Menu.

5. **Ending a Lesson**: It is important that the students use the **Quit** function from the Main Menu of *Magic Slate* II each time they finish a lesson. This allows *Magic Slate* II to close all files and do its "internal housekeeping."

6. **Keyboarding Skills**: Some students may need to learn keyboarding skills before starting *Be a Writer!* If you feel your students need help with this, Sunburst's keyboarding program *Type to Learn* will be of interest to you.

BE A WRITER! QUICK REFERENCE SHEET
How a Lesson Works

1. Put *Magic Slate II* into the disk drive and turn on the computer.

2. When the Main Menu appears, remove *Magic Slate II* and insert your copy (*not* the original) of the *Be a Writer!* disk.

3. Select **Load**.

4. Choose the file you want to work on and press **Return**.

5. Select **Edit**.

6. Follow the instructions for the lesson.

7. **Save** your work by pressing ⌘-**S**.

8. Press **Control-Q** to return to the Main Menu.

9. Select **Print** to print your work. (Choose Paper Format.)

10. Select **Quit**.

11. Complete the page by following instructions to make a drawing.

12. Put the page in the folder for your book.

HOW TO USE THE LESSON PLANS

The 25 *Be a Writer!* lessons are arranged to supplement, as well as enrich, your language arts program. Students work with nouns, verbs, adjectives, and adverbs to develop proper sentence patterns while exploring different styles of writing. Each new file focuses on mastering one or more writing objectives, as well as learning word-processing functions. When the files are printed out, each becomes a page in a student-created book.

Each file can be completed on the computer in 10 to 20 minutes. An additional amount of time may be spent using crayons or colored marker pens to illustrate the printouts. Since each file is saved on their data disk, students also have the option of finishing the work at a later time. After the first few learning sessions, they'll become familiar with *Magic Slate II*'s word-processing functions and be able to devote most of their time to the writing activity itself.

The Lesson Plan for each file consists of seven sections offering suggestions for classroom instruction use:

1. **Teaching Objectives**: A Lesson Plan begins with a list of the language arts and word processing skills students develop with the file.

2. **Terms Introduced**: When a lesson deals with terms that may need to be explained to students—either word-processing vocabulary (for example, "cursor" and "delete key") or words related to the content of the lesson (for example, "title" and "author")—they're listed for easy reference.

3. *Magic Slate II* **Functions**: Students use certain keys and key sequences to work with each file. The functions introduced in a lesson are listed with a brief description.

4. **Prewriting for the Lesson**: You can introduce each file with a variety of discussion topics and warm-up exercises. You may want to discuss the *content* of the lesson (for example, what a title page is); the language arts *focus* (for example, adjectives and descriptive writing or irregular verbs); and the word-processing *functions* involved (for example, scrolling or using the **Caps Lock and Shift Key**). Each Lesson Plan contains suggestions for a preliminary classroom discussion.

5. **Using the File**: This section gives step-by-step written directions to give students before they work through the file.

6. **Completing the Page**: In many of the lessons, students make a drawing or write a sentence by hand on the printout. This section describes what they need to do before putting the page in the folder for their book.

7. **Additional Activities**: You may wish to expand upon the basic instructions for a file, depending upon your students' ability levels. You can delete and insert more words—or even have students add their own sentences to a story.

GETTING ACQUAINTED: HAZEL IN FOUR PLACES

Students enjoy the mysterious connections between the computer, monitor, disk drives, and printer, and it's a good idea to start with a discussion of how these all work together. You can emphasize that what is "magical" about *Magic Slate* II is that a student's work can be in *four* places at once—on the screen, in the computer's memory, saved on a data disk, and printed out on a piece of paper.

To begin, **Load** the *Magic Slate* II disk and then move to a data disk. Choose **Edit** from the Main Menu to bring up the writing screen. (You'll be asked to give your new file a name before you can get to this screen. "TEACHER" is probably best, since students will see the name.) When the writing screen appears, ask a student to volunteer to be the first person to use *Magic Slate* II. Let's say her name is Hazel. After she sits down, point out to the class that she is the **writer**—the boss. You can suggest that she's like a pilot in the cockpit of a plane or spaceship. The keys on the keyboard, like the pilot's controls, are the way she'll give *Magic Slate* II instructions.

Explain that the flashing line on the screen is called the **cursor**. It marks Hazel's position on the screen. If she types a letter it will appear where the cursor is. Ask Hazel to type the first letter of her name to demonstrate this. Then have her finish her name to show how the letters line up on the screen. At this point you can explain that when Hazel types a letter it goes *inside the computer* as well as on the screen. The screen is a *mirror* of the computer's "active memory." You might say that what's inside of a computer is something like the memories and thoughts inside somebody's head.

If Hazel wanted to change a letter, she could use the Arrow Keys to move the cursor back and replace it. Explain to students that they can move the cursor over any place they've typed, and have Hazel demonstrate this. It's also important that students learn the difference between the screen and the printed page—and how they can **scroll** with the cursor to see more of the page. Ask Hazel to move the cursor to the bottom of the screen by repeatedly pressing the **Return Key**. Each time she presses **Return** a **paragraph mark** appears on the screen and she starts a new line. And when she gets to the bottom and keeps pressing **Return**, the lines at the top of the screen disappear, allowing for new lines below. This is called **scrolling**. She should type something at the bottom of an empty screen so students can see the scrolling effect. As Hazel keeps moving down, she'll come to the beginning of the next page ("pg 002"). Ask Hazel to go back to the top of the page by repeatedly pressing the Up Arrow Key. It's a good idea to let all inexperienced students explore the screen in this fashion before they start the *Be a Writer!* lessons.

When Hazel returns to the top of the page, tell students that she will now put her file (whatever she typed) in two more places. First she will *save* the file on the data disk. Show students what this disk looks like if they haven't examined one already. Then, with the data disk in the disk drive, tell Hazel to choose **"Save"** from the Main Menu. Once she's done that, she'll be asked if she wants to save under its present name (e.g., "TEACHER"). She answers yes by pressing **Return**, and the disk drive whirs as

it stores the file. Tell students that Hazel could also save her work by pressing ⌘ - **S.** Explain that what Hazel typed is now stored *on the disk*. Even if you turn off the computer and the file disappears from the computer's memory, Hazel's work will still be on the disk. You might want to demonstrate this by actually turning off the Apple and then restarting *Magic Slate II* and reinserting the data disk. Enter **Edit** and show how Hazel's typing is no longer on the screen or in the computer's memory. Choose **Load** from the Main Menu. A list of files that are on the disk will appear, and TEACHER will be among them. **Load** the file and go back into **Edit**, where Hazel's work will be on the screen again.

Review the first three places Hazel's file can be: 1) on the screen, 2) in the computer's memory, and 3) on a data disk. Then explain that it can also be in a fourth place—*printed* on a piece of paper. Choose **Print** from the Main Menu and follow the instructions on the display to print out Hazel's work. (Pressing **Return** four times should start your printout quickly.)

Finish this introduction by asking why it might be important for Hazel's work to be in four different places at the same time. The *printout* for example, can be a letter to friends or a paper for the teacher. With a printer, Hazel can also make multiple copies, so that she can give her work to her grandparents, her parents, and her friends. For example, in Lesson 4 of *Be a Writer!*, students will make more than one copy of a phone list. The *data disk* is a way to store many writings in a small place—and it doesn't take up as much room as a file cabinet. By saving her work on the disk, it's also easy for Hazel to change what she wrote. For example, if Hazel had typed her first name and saved it, she could come back tomorrow, start *Magic Slate II*, **Load** her file, and then add her last name: "Hazel Hernandez." She could also fix any words she'd misspelled. When Hazel has finished revising her work, she can then save the new version and print it out. *Magic Slate II*'s four places make Hazel's world a more efficient place to write effectively and well.

LESSON PLANS: 1-5

Starting my *Be a Writer!* Book

Lesson 1: COVER

Lesson 2: TITLE.PAGE

Lesson 3: PAGE1.NAME

Lesson 4: PHONE.LIST

Lesson 5: WHERE.I.LIVE

The first five *Be a Writer!* files introduce students to building a book, as well as *Magic Slate* II editing functions. Students produce the cover, title page, and the first three pages of their own books. · At the same time, they work with the correct form for proper names (an initial capital letter followed by lowercase letters), abbreviations (Mr., Mrs., and Ms.), and the concept of "identity" (school and home address, grade, and teacher). In lesson 3 they create an acrostic with the letters in their own name. Lessons 4 and 5 extend identity information so that students produce a phone list and insert their own address information in a completed piece of writing—a story.

Lesson 1: My *Be a Writer!* Book

File name: COVER

```
Page 001 of COVER
═══════↓══════════1══════════↓══════2
                  MY↵
                   ↵
        BE  A  WRITER!↵
                 ↵
             BOOK↵
               ↵
               ↵
        Type between the ▷◁.
INSERT - Use CTRL-E for typeover,
⌂-? for help, CTRL-Q for Main Menu.
```
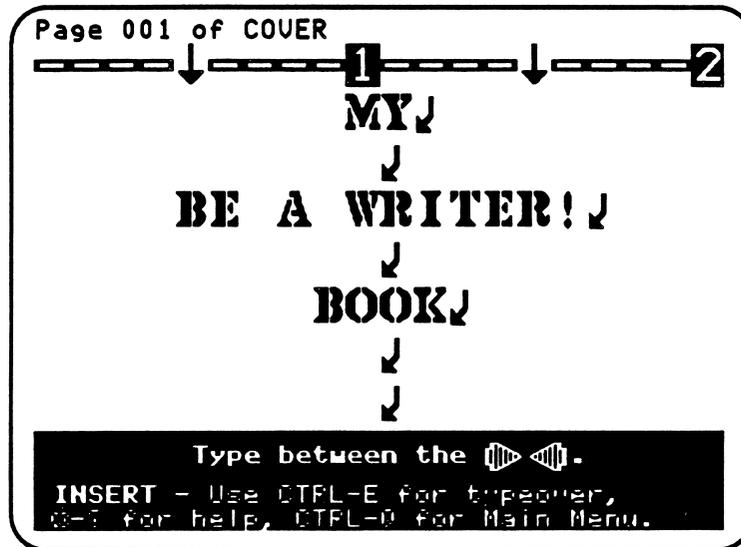
Teaching Objectives

- To introduce *Magic Slate II* to students.
- To introduce the concept of a book and how to "build" a book.
- To discuss what it means to be the author of a book.
- To introduce names as proper nouns.
- To distinguish between capital and lowercase letters in names.
- To introduce abbreviations such as Mr., Mrs., or Ms.
- To print a cover for the student's own book.

Terms Introduced

pages	author	abbreviations
cover	nouns	capital letter
title	proper noun/common noun	lowercase

Magic Slate II Functions

1.	**Arrow Keys**	-	to move the cursor left, right, up, and down.
2.	**Delete Key**	-	to backspace over characters to erase them.
3.	**Caps/Lock Key**	-	to type all capital letters.
4.	**Shift Key**	-	to type capital letters one at a time.
5.	**Space Bar**	-	to add spaces between words.
6.	**Control-D**	-	to delete a character.
7.	**⌂-S**	-	to save a file.
8.	**Control-Q**	-	to return to the Main Menu.

Prewriting for Lesson 1

You can open the discussion of the first lesson by announcing to students that they are about to begin a special project on the computer to create a book. It will be their very own book. It will be 25 **pages** long and full of important information, stories, poems, and drawings. They'll even meet and write about interesting characters, especially Ruby Robot and Giant George.

You can also discuss the concept of "book-building" at this time. Hold a book in your hand and ask students to point out its different parts. For example, on the **cover** is the **title** of the book and the name of the person who wrote it. The title of a book tells what the book is about. You might want to ask the class to invent titles for unwritten books—or books they'd like to write. When a student suggests a title ("Quiet Max," for example), have the others describe what they think that book would be about. After this warm-up, write the title *"Be a Writer!"* on the board and ask students what it suggests about the book they're going to create. You might note that this title lets readers know the person who wrote the book is proud of it.

The writer of a book is called the **author**. Explain to the class that each of them will be the author of their own *Be a Writer!* book. In Lesson 1, they'll put their name, the name of their school, teacher, room, and the year on the cover. This information helps readers know where and when the book was made.

Next, point out that the names of the student, teacher, and school are the names of people or places. Persons, places, and things are called **nouns**. In addition, the name of a person or place—such as Sally or Marcus, Oakland or Tennyson Elementary School—is called a **proper noun**. The first letter of a proper noun is always capitalized. These kinds of names are different from the common name for a thing or place (rabbit or castle, girl or boy). The first letter of a **common noun** is not capitalized. In Lesson 1, students work primarily with proper nouns; however, they'll work with common nouns in the third lesson ("PAGE1.NAME") and those that follow.

You can introduce **abbreviations** by pointing out your name (for example, Mr. Chips or Ms. Smith) on the board. Explain how your last name is preceded by a word such as "Mister"—that is almost always abbreviated in writing. You can also write other alternatives on the board—Mrs. or Dr. The proper form for these abbreviations is an initial **capital letter** and a period after the last **lowercase letter**.

Using the File

1. **Load** the file "COVER." In this case, the first file name will already be highlighted on the list. Simply press **Return** to load it.

2. After loading the file, the Main Menu reappears with **Edit** highlighted. Press **Return** to edit.

3. When you're ready to begin work, move the cursor with the Arrow Keys until it is between the double arrows that are centered below "by." After you've positioned the cursor, make sure the **Caps/Lock Key** is down.

4. Type your name. (You can only type within the double arrows, so make sure your cursor is between them.) Use the **Space Bar** to add a space between your first and last name. The name will be centered automatically as you type.

5. If you make mistakes, you can backspace over letters by pressing the **Delete Key**. You can also delete the character that the cursor is on by holding the **Control Key** and pressing the **D Key**.

6. When you've finished your name, move the cursor down to the double arrows after "SCHOOL: " Release the **Caps/Lock Key**. Then hold the **Shift Key** down to type a capital letter. The first letter of your school's name should be capitalized. Be sure to release the **Shift Key** for the remaining letters of your school's name.

7. After you've finished typing your school's name, move down to the double arrows after "TEACHER:" Type your teacher's name, then type in your school room number and year below that.

8. **Save** your work by pressing the ⌃ **Key** and the **S Key**.

9. Press the **Control Key** and the **Q Key** to return to the Main Menu.

10. **Print** your file.

11. Choose **Quit** from the Main Menu to end the lesson.

Completing the Page

Put the completed cover page into the folder for your book—or paste it on the front of the folder.

Additional Activities

Encourage students to draw a picture on their cover with crayons or marker pens. Or they might create a collage with pictures from old magazines.

Lesson 2: My Title Page

File name: TITLE.PAGE

```
Page 001 of TITLE.PAGE
───── ↓ ──────── 1 ───── ↓ ───── 2
        MY TITLE PAGE↲
                 ↲
Let me introduce
myself.↲
↲
Name:   ⁞⁞⁞⁞↲
Age:   ⁞⁞⁞  years↲
─────────────────────────────
        Type between the ▷◁.
INSERT - Use CTRL-E for typeover,
    for help, CTRL-Q for Main Menu.
```

Teaching Objectives

- To review the concept of "title" and introduce the title page of a book.
- To have students describe or "introduce" themselves.
- To have students fill in their complete address.
- To print the student's own title page.

Terms Introduced

title page
street
city
state
zip code
address
introduce

Prewriting for Lesson 2

You might want to start this lesson by reviewing the concept of "title" and "author" from the last lesson (COVER). Ask what other things a reader might want to know about a book before beginning to read it. Incorporate students' responses into an explanation of how all printed books have a **title page**—which lets the reader know the details of where a book was made and printed. You can pick up any book in the classroom and show them the title page. In *Be a Writer!*, the title page expands the information students put on their cover. It will tell readers who is writing the book and the student's **address (street, city, state,** and **zip code)** and **phone number**. You can show the class what an address looks like on a letter. Some students may want to know what zip codes are and how the post office uses them to sort mail.

Tell students that the title page for *Be a Writer!* will list more than their names and addresses. It will also **introduce** who the student is to the reader. In Lesson 2, each student will add special personal information; for example, age, hair color, eye color, and favorite food. You might ask students what other ways there are to describe people.

Ask the class if they can think of other places where it might be valuable to keep the information on the title page. You can list three places on the board (for example, "near the phone at home"). As an optional activity, students can print out three copies of their title page. One can go in the folder for their book and another in their school binder; they can take the third copy home. Suggest that they post this last copy by the phone or on a home bulletin board, so other family members can see it.

Using the File

1. **Load** the file "TITLE.PAGE." Then choose **Edit** from the Main Menu and press **Return**.

2. Move the cursor down to the double arrows after "Name:"

3. Hold the **Shift Key** down to type a capital letter. The first letter of a person's name is always capitalized. Be sure to release the **Shift Key** for the remaining letters.

4. After you finish your name, move the cursor down to the double arrows after "Age:" Then type in how old you are in years. Add your hair color, eye color, and favorite food between the double arrows on the lines below that.

5. Move down to the lines under "My address is below." Then fill in the information for your address, including your phone number.

6. **Save** the file.

7. Return to the Main Menu by pressing **Control-Q**.

·8. **Print** the file. (Note: You may be asked to print more than one copy.)

9. Choose **Quit** from the Main Menu.

Additional Activities

1. Students can draw a picture of their house on the printout—or attach a photograph. Discuss other drawing ideas for their title page, such as borders, colorful designs, and so on.

2. In a classroom discussion, expand upon the different ways in which information is classified—by **name** and **number**—and show how larger pieces of information are subdivided. For example, schools are numerically divided into grades and classrooms, while the people in the school are given different names (students, teachers, the principal, the secretary, etc.) according to what they do there. Then discuss how each of these units can be broken into smaller groups—for example, boys and girls, or upstairs and downstairs classrooms.

3. Have students add the address for their school to the title page. To do so, they must type between one of the sets of double arrows.

Lesson 3: My Name

File name: PAGE1.NAME

```
Page 001 of PAGE1.NAME
━━━ ↓ ━━━━ 1 ━━━━ ↓ ━━━ 2
        MY NAME    p.1↵
↵
First I wrote my
name down the left
side of the page.
Then I used the
letters to make
─────────────────────────────
   Type between the ▶◀ ───
INSERT — Use CTRL-E for typeover,
O-? for help, CTRL-Q for Main Menu.
```
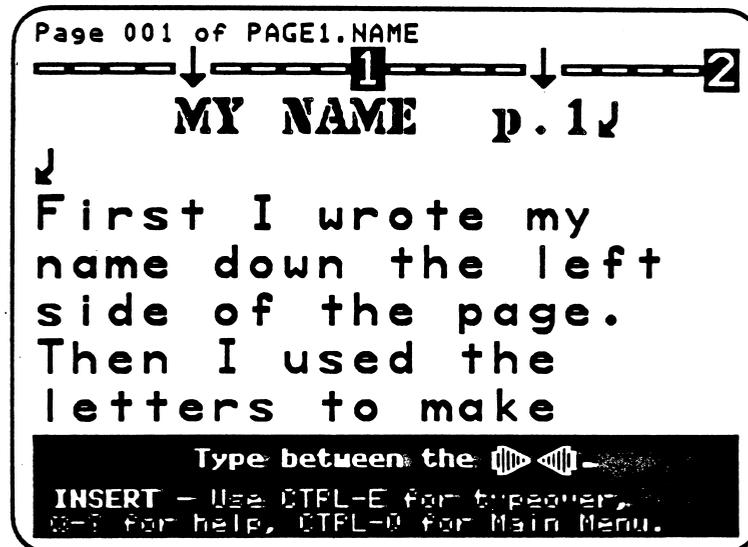
Teaching Objectives

- To make an acrostic using the student's own name.
- To review proper nouns as names that begin with capital letters.
- To encourage creative word generation.

Terms Introduced

page one (p. 1)
outline

Magic Slate II Functions

1. **Return Key**	-	to end a line and start a new one. It is marked by a paragraph mark (↵).
2. **Control-O**	-	to choose another typestyle. In this lesson, students choose the **outline** typestyle.

Prewriting for Lesson 3

You can begin the lesson by noting that the PAGE1.NAME file will produce **page one** of My *Be a Writer!* Book. The cover and title page appear first, but they aren't numbered. Point out that "page" is often abbreviated as "p." or "pg." and will appear in an abbreviated form ("p. 1") in the upper right-hand corner of each page.

Demonstrate how an acrostic is done by writing a name horizontally and vertically on the chalkboard. You might want to use your own name or that of a famous TV, cartoon, or story character. Point out how names are proper nouns and begin with a capital letter. For an example, use "Jack" from "Jack and the Beanstalk." Ask students to think of words that have something to do with "Jack" or the story—**and** begin with the other letters in the name. Write these words horizontally. For example:

Jack

afraid (He was **afraid** of the giant.)

cow (He traded his **cow** for some beans.)

kingdom (The giant's **kingdom** was high in the sky.)

In the lesson on the computer, students write their own name vertically. Then they insert words horizontally that begin with the letters in their name. Before starting, discuss words that might be used in their own acrostic. You might suggest that they use the first letter to write their name again—this time horizontally. Talk about words that might help other people get to know them better or picture them if they can't see them, as well as words that tell about their likes and dislikes. Write students' contributions on the board for use during the lesson on the computer. Remind them that the initial letter if a proper noun, such as their name, is capitalized.

Students will use the outline typestyle in this lesson. You might want to demonstrate using the **Control-O** function on the computer before they begin. Press **Control-O** to see *Magic Slate II's* "Other Typestyles" Menu. Select outline with the Arrow Keys, then press **Return**. Type your name in this typestyle as an example for the students. Now press **Control-O** again and select Plain text and press **Return**. Type your name in this typestyle. Remind the students that they have to press **Control-O** to change typestyles.

Using the File

1. Load the file "PAGE1.NAME". and select **Edit**.

2. Move down to the first set of double arrows. Press **Control-O** to see *Magic Slate II's* "Other Typestyles" Menu. Select "Outline" typestyle with the Arrow Keys. Then press **Return**. Now hold the **Shift Key** down to capitalize the first letter of your name.

3. Move down to the double arrows below the first letter of your name. Now type the second letter.   Keep moving down and inserting letters until you've spelled your first name. If your name is longer than the 10 lines set aside for it on the screen, press the **Return Key** after the tenth letter—to open a new line. Whenever you press **Return** a paragraph mark appears.

4. When you've finished typing your name, move the cursor back up and position it after the first letter of your name (between the double arrows). Press **Control-O** again and this time select "Plain text" typestyle. Press **Return**. Write a word that begins with that letter and tells something about you. Do this for the rest of the letters in your name.

5. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the page

1. Draw a picture of your face.

2. Put the completed page in the folder for your book.

Additional Activities

1. Some students may want to do another acrostic. Since their PAGE1.NAME file has been saved over the original file on their disk, use your original *Be a Writer!* disk to reload the file. Then reinsert their disk in the drive. Help them rename the file when they save it, unless you want them to save the new file over their earlier PAGE1.NAME file (which is okay, since it isn't used again for any other lesson). Suggest that this time they use the name of a friend, relative, favorite animal, or cartoon character.

2. Have students share their printouts and explain their word choices in small groups or before the full class. You might wish to use a "show-and-tell" format and start things off with a printout of your own as an example.

3. Some students may want to include their last name in the acrostic for their name. Have them leave one blank space (between the arrows) to separate their first and last names. Remind students to use **Control-O** and select "Outline" typestyle to type the letters of their last name. Then have them press **Control-O** again to select "Plain text" to type the adjectives describing themselves. Remind students that anything they type must be between a set of double arrows.

Lesson 4: My Phone List

File name: PHONE.LIST

```
Page 001 of PHONE.LIST
----↓----1----↓----2
   MY PHONE LIST   p.2↲
↲
Mom↲
   Home:  ⫿⫿⫿⫿↲
   Work:  ⫿⫿⫿⫿↲
↲
Dad↲
      Type between the ⫷⫸ ⫸⫷ .
INSERT - Use CTRL-E for typeover,
@-? for help, CTRL-Q for Main Menu.
```
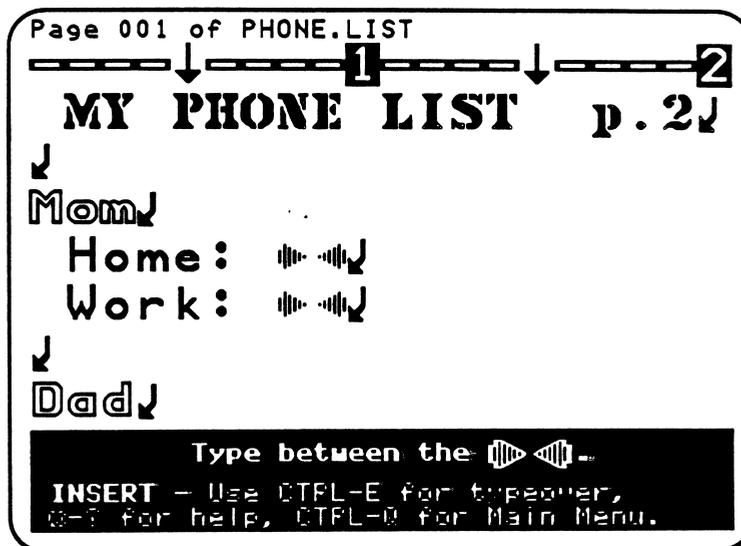
Teaching Objectives

- To make a list of important phone numbers.
- To ask for and receive information from others.
- To show the way *Magic Slate II* can make multiple copies of the list for different situations.

Terms Introduced

list
telephone book
research

Prewriting for Lesson 4

The PHONE.LIST lesson shows students how to obtain, write, and make copies of valuable personal information. You might introduce the concept of a phone **list** by asking students how they get in touch with their parents and friends. If they write letters, where do they get the addresses that go on the envelopes? If they make a phone call, where do they look to find out a phone number? Many of them probably ask their parents for phone numbers, rather than consulting a list or the **telephone book** (which is a very big list of phone numbers and addresses). But what happens when they're at school and they need to call one of their parents—either at home or where that parent works? Do they have those phone numbers memorized, or would they need to go to the school office to find out? Emphasize how helpful a list of all their phone numbers would be, especially in an emergency.

The day before students begin Lesson 4 on the computer, ask them to find out the phone numbers of their two closest friends, as well as the work numbers of their parents and a special adult. Tell them that the process of gathering information from other people or reference materials (such as an encyclopedia or a telephone book) is called research. The capacity to do research—and to use the information you discover—is the start of all good writing.

The printout from *Magic Slate II* also will make their phone numbers easy to read. In addition, if students lose the list they can always make another copy, since their work is saved on a data disk. And, if somebody's number changes, they can load and edit the PHONE.LIST file, then print out a new list. At the end of Lesson 4, students will make two copies—so they can keep the information in different places, such as near the family phone, in their school binders, and especially as page two of "My *Be a Writer!* Book."

Using the File

1. **Load** the file "PHONE.LIST" and select **Edit**.

2. Move the cursor down to the double arrows under "Mom" and after "Home:" Insert your mother's home phone number. Then move the cursor down to the next line and insert her work number. Repeat this for "Dad." (Note: Some students may not live with their parents; or their parents may not work. Teachers should help students individually tailor the list by showing them how to delete certain lines—such as "Home:" or "Work:"—if appropriate.)

3. Continue adding information—names and phone numbers of a special adult and your friends—until the list is complete.

4. When finished, **Save**, **Print**, then **Quit** from the Main Menu. Print the file twice, so that you have **two** copies of the phone list.

Completing the Page

1. Put the first printout in the folder for your book.

2. Put the second copy of the phone list in your school binder; or you can put the list by the family phone at home.

Additional Activities

1. Have students paste photographs of their friends and/or parents next to their phone numbers on the printout.

2. Advanced students can add other phone numbers to the list—for example, their grandparents', the numbers for other relatives, the number for the fire department or another emergency service, etc. They type in the heading (name) for the particular person of service, followed by a colon; then they insert the phone number. Remind them that they must type this new information between a set of double arrows. For example, they can press **Return** after the last digit of the second friend's phone number. Then they can start typing additional information on the new line.

Lesson 5: Where I Live

File name: WHERE.I.LIVE

```
Page 001 of WHERE.I.LIVE
═══╸↓═════╸1╸═══╸↓═══╸2
  WHERE I LIVE  p.3↵
↵
     My name is
⫶⫶⫶Ruby Robot.⫶⫶⫶ I
live in ⫶⫶Battery
City.⫶⫶⫶ My address
is ⫶⫶25 Transformer
┌─────────────────────────┐
│   Type between the ▷◁.   │
│ INSERT - Use CTRL-E for typeover, │
│ ?-? for help, CTRL-O for Main Menu. │
└─────────────────────────┘
```
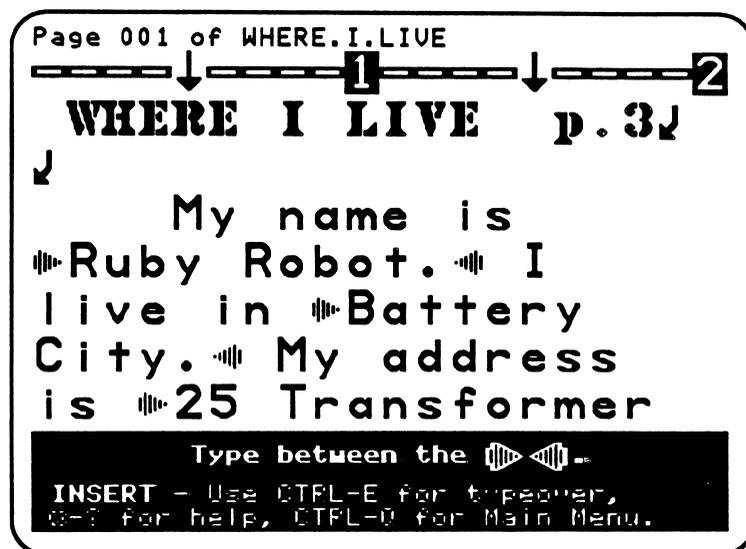
Teaching Objectives

- To encourage students to distinguish between their home identity and their school identity.
- To give students practice in writing their full names, addresses, and phone numbers in the context of sentences.
- To practice the use of "a" and "an" before nouns.
- To introduce the concept of a full story.

Terms Introduced

identities	sentence
noun signals	period
vowel	punctuation mark
story	

Magic Slate II Functions

1. **Control-D,W**   - to delete whole words.
2. **Control-D,W, Control-G**   - to return deleted words.

Prewriting for Lesson 5

Ask students to prepare for this lesson the day before. Have them copy the following list:

    Name:
    Address:
    City:
    Phone:

They can fill in the list when they go home, with the help of their parents or other family members. Then students bring the list back to school for their work on the computer.

Begin the discussion by pointing out that we all have different **identities**. As students, they go to school and have a teacher, are in a particular grade, and sit in a particular room. When they're at home, however, children live in a different kind of building with different people. They might have brothers and sisters instead of classmates. And their home has a different address and phone number than the school.

As a warm up, make a list on the board of places where people live:

    an apartment
    a flat ·
    a duplex
    a house

Point out that people can live in many different places, depending on whether they live in the city or the country. You might want to ask the class if they can think of other places, perhaps ones that are unusual (such as a castle, a palace, a log cabin, a tent, a recreational vehicle, or motel when they're on vacation, etc.) Emphasize that the place words are all nouns, and that the words ("a" and "an") in front of them are called **noun signals** because a noun always comes after them. "The" is also a noun signal. (You may prefer to use a different term, such as "article" or "determiner," rather than noun signal.) You can explain that "apartment" has an "an" in front of it instead of "a" because its first letter is a **vowel** (a, e, i, o, u).

After discussing students' home and school identities, explain that they'll be inserting their address information into a simple story—a kind of writing that describes a person or an event. Note that students will take the information from a list of facts (name, address, etc.) and put each fact into a full **sentence**. A sentence is a group of words in a meaningful order. (Sentence form is expanded upon in the next section of *Be a Writer!*) The sentences, in turn, form a story about who the student is—in this case, where the student lives. Point out that sentences often end with a period. A period is a **punctuation mark**. It shows where a sentence ends and creates a complete stop before another sentence begins. Encourage students to listen for the stop between sentences when you read.

Using the File

1. **Load** the file "WHERE.I.LIVE" and select **Edit**.

2. Delete the words between the double arrows in the story. Use the full word delete (**Control-D,W**) function. Position the cursor on the first letter of the word you want to delete. Press the **Control Key**, Followed by the **D** ("D" as in "Delete") then **W** ("W" as in "Word") **Keys**. When the whole word is highlighted, press **Return** and the word disappears. You can also bring the deleted word back by pressing **Control-G**. If you have no brothers or sisters, use "no" instead of a number word in the sentence. If you have only one of each, delete the "s" from "brothers" and "sisters."

3. Add your own address information. Make sure you type a space with the **Space Bar** to separate words. Also make sure there's a period at the end of each sentence.

4. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

1. Paste a photo (or draw a picture) of you and your family on the printout.

2. Put the completed page in the folder for your book.

Additional Activities

Have students add a sentence of their own to the end of the story. They might want to add **details**. For example, "My bedroom has pink walls" or "We have a garden in back." Or, have students think of things that might **happen** where they live (for example, "We help Mom in the garden after school" or "My dog got mud all over the living room!"). To add a sentence at the end of the story, have students position the cursor after the period inside the last set of double arrows.

LESSON PLANS: 6-11

Making Giants and Building Robots: Combinations and Sentences

Lesson 6: MAKE.GIANT

Lesson 7: GIANT.SIZE

Lesson 8: ACTION

Lesson 9: FACTORY

Lesson 10: DRAGON.STORY

Lesson 11: PAIRS

In Lessons 6-11, students combine nouns, adjectives, and whole sentences to create more descriptive and complex writing. They also work with several imaginary characters, including Ruby Robot and Giant George. In addition, they are introduced to *Magic Slate II*'s other typestyles, and full sentence and paragraph deletion. In Lessons 6 and 7, students generate identity information for Giant George and then use that information to complete full sentences. In Lesson 8, they work with action verbs and common nouns. In Lesson 9, students build Ruby Robot in a factory by creating robot parts, using "silly" noun pairs. Lesson 10 introduces a story in paragraph form; students insert adjectives (size, shape, and touch words) to make the story more interesting. Finally, in Lesson 11, students combine two sentences ("sentence pairs") by using the connecting word **and**.

Lesson 6: Giant George

File name: MAKE.GIANT

```
Page 001 of MAKE.GIANT
――――↓――――1――――↓――――2
 GIANT GEORGE   p.4↲
↲
Let me introduce a
funny giant.↲
↲
Age:  ◖▮▯◗ yrs.↲
Height:  ◖▮▯◗ ft.  ◖▮▯◗
 Type between the ▷◁.
INSERT - Use CTRL-E for typeover,
?-? for help, CTRL-Q for Main Menu.
```
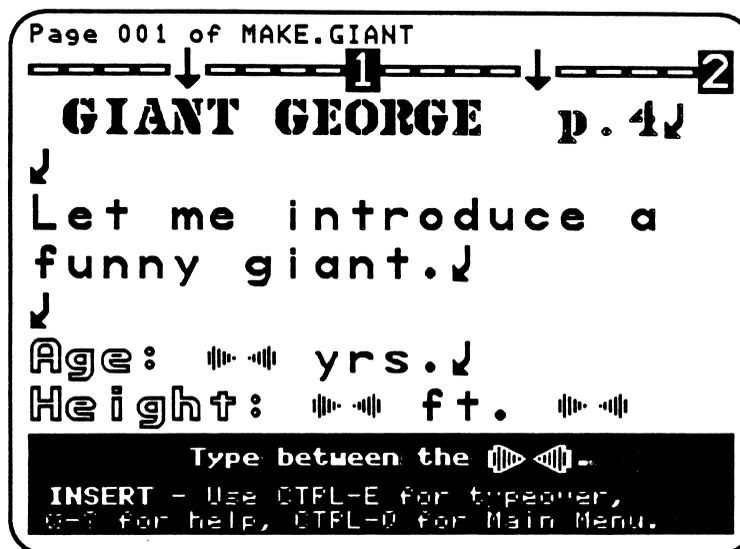
Teaching Objectives

- To exercise the imagination by creating a character.
- To define a character's identity.
- To review the abbreviations for units of measurement: yrs., ft., in., lbs.

Terms Introduced

character
real
imaginary
units of measurement:
    years (yrs.)
    feet (ft.)*
    inches (in.)*
    pounds (lbs.)*

*You may prefer to use meters, centimeters, and kilograms.

Prewriting for Lesson 6

In this lesson, students create a **character** that later will be part of a story (see Lesson 7). In this case, the character is Giant George, who they identify by age, height, weight, etc.—just as they might identify themselves physically. At the beginning of the classroom discussion, explain that writers often give characters in a story an identity by describing what they look like, where they live, and who they know.

Ask the class what the difference between **real** and **imaginary** characters is. Try making a list of items (under "real" and "imaginary") on the board. For example:

Real	**Imaginary**
a real cat	Cheshire cat

Suggest that real things and people are those that we see, hear, touch, taste, and smell in the world around us. A real cat may be your pet and live with you in your "real" house and eat "real" cat food. The Cheshire cat lives in Lewis Carroll's *Alice's Adventures in Wonderland*, and is likely to disappear—leaving only a broad grin behind. But real cats do not appear and disappear—no matter how fast they can run! The Cheshire cat is a cat that lives on paper or in movies and doesn't eat real cat food. He was created by Carroll's **imagination**, so that he exists in other people's imaginations, too. Even though he doesn't live in the real world, he makes our thoughts and feelings more interesting. You might want to ask students to name other imaginary characters and discuss how they feel about them. For example, Ruby Robot (introduced in Lesson 5) is an imaginary character who will appear again in other lessons.

Next, have students tell you what they know about giants. You can prompt them with questions such as:

How tall are they?
How much can they weigh?
How old can they be?
What kinds of names do they have?
What color are their eyes and hair?
What games do they like to play?

List the responses on the board, under these headings:

name   age   height   weight   hair   eyes   game

Explain to the class that these different facts help us identify a person or a character in a story. For age, height, and weight, **units of measurement—years**, **feet**, **inches**, and **pounds**—are used. These units are often abbreviated on identity cards such as a driver's license. In this lesson, they'll appear as **yrs.**, **ft.**, **in.**, and **lbs**. Suggest that students compare the identity information for Giant George to the way they introduced themselves on their title pages.

You might want to point out that, although these facts describe a person or character, someone's identity as a whole is much broader than physical features. There are many other things, such as how we feel or think, that help us identify people—and make one person different from another. For example, ask students how one giant might differ from another. Does Giant George think about the same things as Giant Linda? Do they have the same favorite color? A giant and a robot probably differ even more, both physically and in the way they do things. Do Giant George and Ruby Robot like the same TV programs? Do they talk to their friends in different ways? Emphasize to students that they should think about these things as well as height, weight, and other physical facts when they create Giant George.

Using the File

1. **Load** the file "MAKE.GIANT" and select **Edit**.

2. Move the cursor down to the double arrows after "Age:" and type Giant George's age in years.

3. Continue adding identity information—height in feet and inches, weight in pounds, hair and eye color, and favorite game—until all the categories are filled.

4. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

1. Draw a picture of where Giant George lives.

2. Put the completed page in the folder for your book.

Additional Activities

1. Students can add another attribute to the list. For example. "Home: Moss Mountain." In this case, they press **Return** after typing a favorite game. (This will keep their typing inside the double arrows.) Tell students to press **Control-O** and select "Outline" typestyle. Then they type the heading followed by a colon and a space. Students press **Control-O** again and this time they select "Plain text" and type in the identity information.

2. You might want to discuss exaggerated characteristics giants may have, such as "ears so long they can be wrapped about the head for ear muffs." Encourage students to write such a characteristic under the identity list. They could make the material part of a full sentence that begins "Giant George has..."

Lesson 7: Giant Sentences

File name: GIANT.SIZE

```
Page 001 of GIANT.SIZE
====↓====█1█====↓====█2█
GIANT SENTENCES p.5↵
          ↵
     Giant Drawing:↵
My↵
name↵
is↵
▮▮▮ ▮▮▮ . ↵
    Type between the ▷◁.
INSERT - Use CTRL-E for typeover,
    ?-? for help, CTRL-O for Main Menu.
```
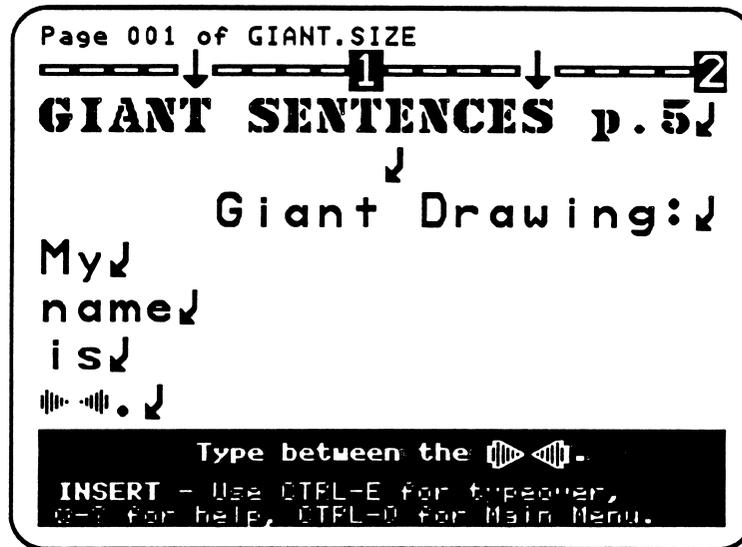
Teaching Objectives

- To review simple sentence structure.
- To write sentences using the identity information from Lesson 6.
- To show that abbreviations such as ft. and lbs. are spelled out in a sentence.

Prewriting for Lesson 7

In this lesson, students will use the information they developed about Giant George in Lesson 6 and insert it into full sentences. These "giant" sentences will appear vertically on the .screen, a reflection of how tall a giant is. Before students work on the computer, write an example of a giant sentence on the board:

> My
> name
> is
>
> _____.

Explain to the class that they'll finish the sentence with Giant George's name. Also demonstrate how abbreviations are written out in a full sentence. Write another giant sentence on the board:

> I
> am
>
> _____.
> and
>
> _____.
> tall.

Ask the class what "ft." and "in." stand for. Point out that the abbreviations for feet and inches (also years and pounds) are spelled out in a sentence. Fill in the blanks in the sentence on the board to demonstrate. You might want to list the units of measurements on the board, with their full spellings and abbreviations, so that students can write them down on a piece of paper. They can refer to this sheet, as well as the printout from Lesson 6, when they work on the computer.

Using the File

1. Load the file "GIANT.SIZE" and select **Edit**.

2. Move the cursor down to the first set of double arrows. Then type the giant's name between the arrows.

3. Finish the other "Giant Sentences" by typing information about Giant George between the double arrows.

4. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

1. Make a drawing of Giant George on the right-hand section of the printout, next to the giant sentences.

2. Put the completed page in the folder for your book.

Additional Activities

Students may want to add their own giant sentences, especially if they've thought about other characteristics Giant George might have. In particular, they might want to add a sentence about Giant George's favorite game. If so, they should start a second page since the lesson already fills one printout. At the end of the file, you'll have to press ⌂-**Control-F** to enter *Magic Slate II*'s "Make Fill-in file" function for students. Press **Return** to move to "pg. 002." Have students press **Control-C** (while in the "Make Fill-in file") and type in p. 5-A or p. 5-1. Press **Return**. Have students press **Control-C** again. Now students can begin writing new sentences—vertically, as on the first page, or horizontally.

Lesson 8: Action!

File name: ACTION

```
Page 001 of ACTION
━━━━↓━━━━1━━━━━↓━━━━2
         ACTION!   p.6↵
↵
I changed the verbs
in the sentences
below. I also
underlined my new
verbs.↵
      Type between the ▷◁.
INSERT - Use CTRL-E for typeover,
⌂-? for help, CTRL-Q for Main Menu.
```

Teaching Objectives

- To introduce verbs as words that show action.
- To distinguish verbs from nouns.
- To replace verbs to change the meaning of sentences.
- To replace common nouns to change the meaning of sentences.

Terms Introduced

verbs
underline

Magic Slate II Functions

⌂-_   - to underline previously typed characters, words, and
             whole sentences.

   or

Control-O   - to choose another typestyle. In this lesson, students
                  choose the **underline** style.

Prewriting for Lesson 8

Begin the lesson by defining **verbs** as **words that show action**. Use a game similar to charades. Act out something and let students guess the words for your action. For example, clap your hands three or four times; the students should call out "clapping" or "clap." After each charade, write the verb that shows action on the board (in its present tense form). The list might include:

blink
chew
wave
point
walk
skip

Once the class gets the hang of the game, students can demonstrate actions, too. Add the verbs that correspond to their physical actions to the list on the board.

Next, distinguish verbs from nouns by writing these two sentences on the board. Ask the class to find one word that is used in both sentences:

1. He waves goodbye.
2. At the ocean we see the waves.

Explain that the word "waves" in the first sentence is a verb, a word that shows action. And "waves" in the second sentence stands for the rolling surface of the water and is a noun. Remind students that common nouns are usually preceded by noun signals, such as "a," "an," and "the." Ask the class to think of other verbs that can also be used as nouns (for example: **hit, run, play, fly**).

Students will learn how to **underline** their own words in this lesson. You might want to demonstrate on the computer before they begin individual work. Ask the students to give you a sentence with a verb. Type the sentence. Then demonstrate underlining the verb by pressing ⌘ - _. (For example: Tom hit the ball.) Tell students that ⌘ - _ is a function used to underline previously typed characters, words, or sentences.

Demonstrate to students that there is another way to **underline**. Stress that this *Magic Slate II* function allows them to underline as they type. Press **Control-O** to see *Magic Slate II's* **"Other Typestyles**: menu. Select **"Plain text"** (underline) with the Arrow Keys, then press **Return**. Now type "Giant George." Tell students that if they want to change the typestyle again they have to press **Control-O**. Type in "Giant George is my friend." Press **Control-O** to underline only Giant George. This will demonstrate that the **Control-O** function must be used **right after** a word is underlined and another typestyle chosen or the underlining will extend into the space after each word.

Using the file

1. **Load** the file "ACTION" and select **Edit**.

2. Move the cursor down to the verb that shows action in the first sentence. (Note: All of the sentences are between double arrows.) Use **Control-D,W** to delete that word. Press **Return**. Now type in a new verb. Position the cursor on the first letter of your new verb and press ⌘- _ as many times as there are letters in the word.

    Or press **Control-O** to underline your new verb as you type. Stop underlining at the end of your verb by pressing **Control-O** again and choosing "**Plain text**."

3. Continue deleting and adding the verbs that show action until you've completed all five sentences. Underline each new verb.

4. Move up to the sentences and change one common noun. Hint: Look for its noun signal, "a," "an," or "the." Use **Control-D,W** to delete the noun. Press ⌘ - _ or **Control-O** to underline what you type in its place.

5. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

Put the completed page in the folder for your book.

Additional Activities

1. Students can draw a picture of Giant George going to the city.

2. Have students change the common nouns in the other sentences, too.

3. Have students add color words (adjectives) to any or all of their sentences.

Lesson 9: Robot Factory

File name: FACTORY

```
Page 001 of FACTORY
━━━━┃↓━━━━┃1┃━━━━┃↓━━━━┃2┃
      ROBOT  FACTORY   p.7↲
↲
This  is  how  I  built
Ruby  Robot:↲
↲
⊪·noun·⊪  head↲
⊪·noun·⊪  hands↲
━━━━━━━━━━━━━━━━━━━━━━━━━━━━
      Type  between  the  ▶◀.
INSERT – Use CTRL-E for typeover,
@-? for help, CTRL-Q for Main Menu.
```
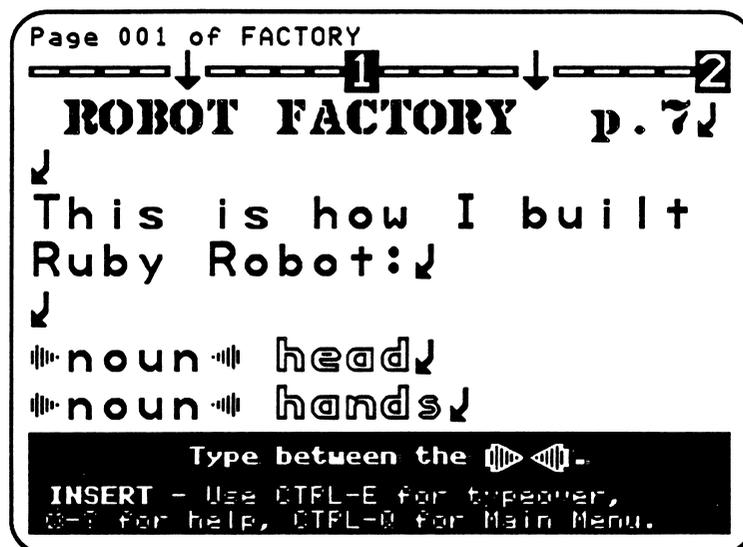
Teaching Objectives

- To review the concept of robots.
- To introduce noun pairs.
- To encourage imaginative thinking by generating noun pairs as body parts for Ruby Robot.

Terms Introduced

factory
robots
nouns pairs

Prewriting for Lesson 9

Begin this lesson by asking students to think about a **factory** where they make **robots**. A factory is a place where things are built or put together. Discuss the concept of robots, machines that look and act like people. What do they look like? What do they do? How do they move? Tell them that they will build a robot in this lesson, a robot named "Ruby Robot." Then ask them to list the basic parts of a robot—and Ruby Robot in particular. Ask students to make a second list, this time describing different kinds of things: clothing, tools, toys, games, etc. The lists might include:

hands	wrench
pants	soldier
cape	wing
chest	clock

Once the second list is on the board, emphasize that both lists contain nouns. Encourage them to imagine a robot factory, where they can put two of the nouns from each list together to create noun pairs—and silly robot parts:

wrench hands
soldier pants
wing cape
clock chest

In the *Magic Slate II* lesson, students will concoct fanciful **noun pairs** for Ruby. Tell them to write down their favorite words or combinations, so they can refer to the correct spellings when they work on the computer.

Using the File

1. **Load** the file "FACTORY" and select **Edit**.

2. Move the cursor down to the first set of double arrows. Delete "noun" and type in another noun to pair with "head."

3. Move the cursor down to the next robot part and create another noun pair. Continue adding nouns between the double arrows until you have five noun pairs as robot parts.

4. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

1. Make a drawing of Ruby Robot on the printout.

2. Put the completed page in the folder for your book.

Additional Activities

Advanced students can type one or more sentences using the robot parts. For example, "Ruby Robot has battery eyes." Remind students that they must type between the double arrows. In this case, you'll have to add another set of double arrows. Press **Control-⌘-F** to enter *Magic Slate II*'s "Make Fill-in file" function. (See pp. 8-9.) To add double arrows, press ⌘-**A**.

Lesson 10: The Dragon

File name: DRAGON.STORY

```
┌─────────────────────────────────────────┐
│ Page 001 of DRAGON.STORY                  │
│ ━━━━┓↓━━━━━┏▉┓━━━━━↓━━━━━┏2┓               │
│     THE  DRAGON     p.8↵                   │
│ ↵                                          │
│ I put one SIZE,                            │
│ SHAPE, or TOUCH                            │
│ word into each                             │
│ sentence below. I                          │
│ also outlined my                           │
│ ███████████████████████████████████████   │
│      Type between the ▶ ◀ .                │
│ INSERT - Use CTRL-E for typeover,          │
│ @-? for help, CTRL-Q for Main Menu.        │
└─────────────────────────────────────────┘
```

Teaching Objectives

- To introduce descriptive words (adjectives) for size, shape, and touch.
- To introduce paragraph form and indentation.

Terms Introduced

describe/description   paragraph
size words   indent
shape words   paragraph indentation
touch words

Magic Slate II Functions

Tab Key   - for moving the cursor 5 spaces to the right to indent paragraphs.

Prewriting for Lesson 10

Open the lesson by asking students if they have ever seen a dragon on TV, in the movies, or in comic books. Ask them to **describe** the size of it. Write "Size" on the board and list their answers under it:

Size

tall
short
huge
small
large

Emphasize that these **size words** help form the **description** of the dragon in writing. Descriptive words (adjectives) help us see what something looks like when we're reading. Continue the discussion by writing "Shape" on the board and asking students for **shape words** to describe the dragon. For example: square, narrow, round, wide, fat. You might want to discuss the difference between **size** and **shape**. Size generally describes "bigness" or "smallness"—for example, "tall man," "little book," etc. Shape, however, describes the form of something, almost as if it's a container—for example, a "square box" or a "round bowl." People and other living things also have shapes, and you might suggest that students imagine a person they're describing as a special kind of container with; for example, a "wide body" and "round face." Point out that some size or shape words sound funny when they describe things instead of people; for example, we usually don't say a "short factory" or "fat mountain."

Next, write "Touch" on the board and ask students for **touch words**, or words that describe how things feel when touched with our fingers. For example, ask them how the dragon's skin would feel if touched: rough, soft, slippery, lumpy, dry. The word "touch" is used here to distinguish it from inner feelings like "sad" or "happy."

Point out that students will add size, shape, and touch words to sentences in the lesson. These words give a more accurate picture of the dragon and the events in the story—and make the sentences more interesting.

In addition, the sentences used in the lesson go together to form a block of text—a **paragraph**. Paragraphs usually contain more than one sentence and form a complete unit of thought in a piece of writing. We usually **indent** the first line of a paragraph 5 spaces to the right, so that people can tell where it begins. This spacing is called the **paragraph indentation**.

In the lesson, students also use **Control-O** to choose the **Outline** typestyle. You might want to review how students select another typestyle before they work on the computer individually.

Using the File

1. **Load** the file "DRAGON.STORY" and select **Edit**.

2. Press **Control-O** and select the **Outline** typestyle. Add at least one size, shape, or touch word to each sentence using this typestyle. Note that the whole paragraph about the dragon is between double arrows. This is so you can type anywhere between the arrows.

3. Indent the paragraph. Move the cursor up to the first word in the story ("The"). Press the **Tab Key**. The first sentence moves 5 spaces to the right, and the rest of the sentences move to form a paragraph.

4. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

1. Draw the dragon.

2. Put the completed page in the folder for your book.

Additional Activities

1. Students can add another sentence about the dragon to the paragraph. Ask them to include at least one size, shape, or touch word.

2. Advanced students can start a new paragraph. Have them press **Return** at the end of the first paragraph. (They must type between the double arrows.) Then, on the new line, they press the **Tab Key** to indent 5 spaces before they begin the first sentence.

Lesson 11: Sentence Pairs

File name: PAIRS

```
Page 001 of PAIRS
━━━↓━━━━1━━━━↓━━━━2
SENTENCE PAIRS  p.9↲
↲
I made each of the
pairs below into
one sentence. I
also outlined my
new sentences.↲
     Type between the ▷◁.
INSERT - Use CTRL-E for typeover,
?-? for help, CTRL-Q for Main Menu.
```

Teaching Objectives

- To introduce sentence combining.
- To show how two sentences with repeated words can be combined into one.
- To use a connecting word ("and") to combine sentences.

Terms Introduced

combining/combination
sentence combining
robot words:
    oil
    gasoline
    electricity
    magnets
    battery
connecting word

Prewriting for Lesson 11

Begin the lesson by reviewing the ways in which students have been **combining** words to create more meaningful or descriptive phrases. In the "Robot Factory" (Lesson 9), they combined nouns (called "noun pairs") to create the robot's body parts. And in the last lesson, "The Dragon," they combined different descriptive words with nouns to make a paragraph more interesting. You might want to point out that all writing involves the **combination** of things—letters combine to form words, words form sentences, sentences connect to create paragraphs, paragraphs go together to build a story, pages combine to form a book, and so on.

In this lesson, students will combine "sentence pairs" to form one sentence. The process is called **sentence combining** and allows them to create a more mature sentence. Demonstrate this by asking students to make short sentences that describe a series of Ruby Robot's actions. You might want to discuss some words to use with robots first: for example, **robot words** such as **oil, gasoline, electricity, magnets, battery,** etc. Suggest the following scenario: "Imagine that Ruby Robot can go to school with you. She is your friend, and you sit together in the cafeteria. What Happens?" Write their responses as pairs of sentences on the board:

Ruby Robot talks.   Ruby eats magnets.
Ruby Robot laughs.   Ruby eats electricity.

She is happy.
She is hungry.

Now ask students which words are repeated in each sentence pair. Underline the repeated words as they reply. Then ask them to make each pair into one sentence. Suggest that they delete the second set of repeated words and use "and" as the **connecting word**. Show this by writing a single sentence under each pair on the board:

Ruby Robot talks.   **Ruby eats** magnets.
Ruby Robot laughs.   **Ruby eats** electricity.
Ruby Robot talks and laughs.   Ruby eats magnets and electricity.

She is happy.
She is hungry.
She is happy and hungry.

Emphasize that the combined sentence is more efficient; it keeps us from repeating things—and lets us sound more like adults. When we talk, we naturally combine things to save time. In good writing, these larger, more efficient sentences provide a smoother flow of ideas.

Using the File

1. **Load** the file "PAIRS" and select **Edit**.

2. Move the cursor between the double arrows under the first sentence pair. Press **Control-O** so that what you type is outlined. Then add your combined sentence. Put a period at the end.

3. Type a combined sentence under the other sentence pairs. Outline these sentences, too.

4. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

Put the completed page in the folder for your book.

Additional Activities

1. Students can make a drawing of "Ruby washing her hands and face" on a separate page.

2. Have advanced students type in their own "and" sentence. You might ask them to combine two things that Giant George eats in one sentence ("Giant George eats rocks and clouds."), for example, or two things that he does ("Giant George makes thunder and smashes mountains."). If students want to add their own sentence, tell them to press **Return** after the third sentence they typed ("Ruby Robot washes her hands and face."). They can type another sentence on the new line.

LESSON PLANS: 12-17

Sentence Action: Working with Verbs, Adverbs, and Pronouns

Lesson 12: GOOD.FRIENDS

Lesson 13: PICNIC

Lesson 14: RUBY.GOES

Lesson 15: HELPING

Lesson 16: NO.FUNNY.FOOD

Lesson 17: TREASURE

Lessons 12-17 of *Be a Writer!* focus on verbs and sentence expansion. Students also learn special *Magic Slate II* functions: jumping the cursor to the beginning or end of a file (**Esc** then **B**, **Esc** then **E**) and the search-and-replace powers of **Control-R**. In Lesson 12, students work with "be" verbs and learn about tense and number by changing their forms in sentences. In Lesson 13 students change the present tense of verbs in sentences to the past tense. They develop their own full sentences in Lesson 14, expanding them from prepositions, and focusing on "how" and "when" words. Helping verbs, the "-ing" partners to "be," and negation ("not") are introduced in Lesson 15. Lesson 16 introduces contractions and the use of the apostrophe. Finally, students focus on pronouns in Lesson 17, learning to distinguish their different forms and usage in subject and predicate positions.

Lesson 12: Good Friends

File name: GOOD.FRIENDS

```
Page 001 of GOOD.FRIENDS
━━━━━↓━━━━━1━━━━━↓━━━━━2
   GOOD FRIENDS  p.10↲
↲
I put AM, IS, or
ARE in the
sentences below. I
also stenciled
those words.↲
      Type between the ▷◁.
INSERT - Use CTRL-E for typeover,
@-? for help, CTRL-O for Main Menu.
```

Teaching Objectives

- To introduce "be" verbs.
- To distinguish action from "being" verbs.
- To use the forms of "be" in simple sentences.
- To work with the past and present tense of "be" verbs.

Terms Introduced

being	pronouns	tense
"be" verbs	singular	present tense
number	plural	past tense
		stencil/stenciled

Magic Slate II Functions

1. **Esc**   - to exit the writing screen and enter the cursor move screen. Pressing **Esc** again returns them to the writing screen.
2. **Esc then B**   - to enter **cursor move**, and *jump* to the beginning (top) of the file.
3. **Esc then E**   - to enter **cursor move** and move to the *end* of the file.
4. **Control-O**   - to choose another typestyle. In this lesson, students choose the **Stencil** typestyle.

Prewriting for Lesson 12

Begin the class discussion by writing the following sentences on the board. Underline the verbs as you go along.

> I **walk** to Ruby's house.
> Ruby **is** a robot.
> Giant George **is** her friend.
> Giant George and Ruby Robot **are** happy now.
> They **were** unhappy yesterday.
> Ruby **was** sick.
> I **am** home now.
> I **was** at Ruby's house before.

Review verbs that show action (Lesson 8). Then point out that some verbs do not show action; instead they show **being**. Ask the students to find the one action verb in the sentences. Tell them that the underlined words in the other sentences are called **"be" verbs**. They are all forms of **be**: am, is, are, was, and were.

Verbs change forms, depending on the **tense** of a sentence and the **number** of people or things that are involved. Tense refers to the time when an action or event occurs. In the **present tense** (am, is, are), the verb describes something happening now; "Ruby **is** a robot" is in the present tense because she's a robot right now (maybe she'll transform into a tank later). In the **past tense** (was, were), the time changes to an earlier occurrence; "Ruby **was** sick" is in the past tense because she was sick at an earlier time, not now. Verbs also change form depending on how many people, places, or things are involved. For example, "Giant George **is** her friend" (one person) and "Giant George and Ruby Robot **are** happy now" (more than one person). "I" sentences take a special form ("am") in the present tense: "I **am** home now." However, "am" becomes "was" in the past tense.

You might want to review the various forms of the "be" verbs through a call-and-answer game with the class. Ask questions such as, "Are you here, Tom?" and "Where were Jennifer and Jade yesterday?" Then write the students' answers ("I am here;" "They were at home.") on the board. Students can write out the five "be" verbs and examples of how each is used on a piece of paper. They can refer to this sheet when they work on the computer.

Before students begin individual work, you may wish to introduce **pronouns** to the class. Point out that pronouns are special kinds of nouns; they're used in place of persons, places, or things in a sentence. For example, "she" refers to Ruby; "he" to Giant George; "they" to George and Ruby together. Demonstrate this by erasing the underlined words and writing in their pronoun referents. Emphasize that there are **singular** pronouns ("she", "he", "it") and **plural** pronouns ("they"). The type of pronoun used depends on whether the noun it replaces is a single person or object—or more than one. In the "Good Friends" sentences of this lesson, students will find both kinds of pronouns. Their use will be the focus of Lesson 17.

Using the File

1. **Load** the file "GOOD.FRIENDS" and select **Edit**.

2. Press **Control-O** to choose the **Stencil** typestyle. Now everything you type will be **stenciled**.

3. Move the cursor down to the first sentence between double arrows. Insert "am," "is," or "are" (present tense) as a verb to complete the sentence. Do the same thing in the other sentences.

4. When you've finished all of the sentences, you may wish to **print** a copy of the file before continuing the lesson.

5. Press **Esc** then **E** (for "End") to move the cursor to the end of the file. Press **B** (for "Beginning") to move the cursor back to the top of the file. Press **Esc** again to return to the writing screen.

6. Move the cursor down to the first sentence and change the present tense form of the "be" verb to its past tense form. Use **Control-D,W** to delete the present tense form. Then type in the correct past tense form. (If you forget the word you are replacing, bring it back with **Control-G**.) Then change the verbs in the other sentences to the past tense, too.

7. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

1. Draw a picture of the friends together.

2. Put the completed page in the folder for your book.

Additional Activities

1. Encourage students to continue the story by adding one or more sentences of their own. Students should press **Return** after, "they are my friends," to remain inside the double arrows.

2. Advanced students can change the nouns and pronouns in the sentences—or the number of persons or things in a sentence (which may require changing the form of the verb, too).

Lesson 13: The Picnic

File name: PICNIC

```
Page 001 of PICNIC

        THE PICNIC   p.11↵
↵
I changed the verbs
to the past tense
in the sentences
below.↵
↵
        Type between the ▷◁.
INSERT - Use CTRL-E for typeover,
@-? for help, CTRL-Q for Main Menu.
```

Teaching Objectives

- To introduce the "-ed" past tense form of regular verbs.
- To introduce past tense forms of special (irregular) verbs.
- To change the present tense form of verbs to the past tense in sentences.

Terms Introduced

"-ed" verbs
special verbs

Prewriting for Lesson 13

Begin this lesson by reviewing the present and past tense of verbs. Students should remember that in Lesson 12 they changed the present tense of "be" verbs to the past tense. In that case, the past and present forms were actually different words ("is" and "was"). However, not all verbs change that much when they change tense. To demonstrate, write a sentence using an "-ed" verb in the present tense on the board, and ask students to change it to the past tense. Write their answers under your sentences, underlining the verbs. For example:

> I walk.
> I <u>walked</u>.
>
> I climb.
> I <u>climbed</u>.
>
> I jump.
> I <u>jumped</u>.

Point out that "-ed" is added to the present tense form to make the past tense of regular verbs. Students can call them **"-ed" verbs** as an easy way to remember the tense change for this kind of verb.

Write some more sentences on the board, using the present tense of several **special verbs** (irregular) other than "be." Once again, ask students to change the sentences to the past tense:

> I run.
> I <u>ran</u>.
>
> Ruby Robot goes.
> Ruby Robot <u>went</u>.
>
> The owl flies.
> The owl <u>flew</u>.

Point out that these verbs are special because their past tense forms do not add "-ed." Instead, like the "be" verbs students worked with in Lesson 12, the spelling of the past tense form of these verbs is often very different from the present tense. You might want to point out that students use these verbs all the time when they're talking. Encourage them to hear the difference between the present and past tense forms.

Using the File

1. **Load** the file "PICNIC" and select **Edit**.

2. Move the cursor down to the first sentence between double arrows and change the present tense of the verb to its past tense form. For verbs that have very different present and past tense spellings, press **Control-D,W** and **Return** to delete the whole present form. Then type its past form.

3. Change the verbs in the other sentences to the past tense, too.

4. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

1. Draw a picture of the picnic.

2. Put the completed page in the folder for your book.

Additional Activities

1. Students can expand the sentences with color, shape, or size words.

2. Ask students to change the verb in one of the sentences. Remind them to change other words in the sentence if the new verb requires it.

Lesson 14: Ruby Goes

File name: RUBY.GOES

```
Page 001 of RUBY.GOES
━━━━↓━━━━1━━━━↓━━━━2
        RUBY GOES   p.12↵
↵
I finished the
sentences below.↵
↵
▥·Ruby Robot goes
into the ·▥↵
━━━━━━━━━━━━━━━━━━━━━━━
        Type between the ▧◁▧.
INSERT - Use CTRL-E for typeover,
?-? for help, CTRL-Q for Main Menu.
```

Teaching Objectives

- To introduce "where" words (prepositions) as words that help define the location of people or things in a sentence.
- To introduce the sentence subject of full sentences.
- To introduce "when" words (adverbs of time) as words that tell about the time in a sentence.
- To introduce "how" words (adverbs of manner), as words that end in "-ly" and describe the action in a sentence.
- To expand sentences by adding "when" and "how" words.

Terms Introduced

"where" words
phrases/"where" phrases
expand
sentence subject

"when" words
"how" words
"-ly" endings

Prewriting for Lesson 14

Begin the lesson by asking students to pretend that Ruby Robot has come to class. Before Ruby leaves, she has to visit all the parts of the classroom. Ask students where Ruby will go—and what places she'll look at. Then write several sentences on the board that incorporate their answers, underlining the prepositions. For example:

> Ruby goes **to** the window.
> She looked **around** the room.
> She hid **under** a table.

Explain that the underlined words are "**where**" words—they are part of a group of words that tells where Ruby goes, looks, or hides. Next underline the rest of the prepositional phrase in each sentence. Emphasize that these groups of words work together to provide a location or direction in the sentence. Groups of words that are not complete sentences are called **phrases**. You might want to point out that "**where**" **phrases** always include a "where" word and a noun. They can also include noun signals such as "the" and "a", and other descriptive words.

On the computer, students will make their own "where" phrases. Then they'll **expand** their phrases into full sentences by adding a verb and a **sentence subject**—who or what the sentence is about. Point out the verb and subject of each sentence on the board. Sometimes the subject of a sentence is one word ("Ruby"). Often it's more than one word—that is, a phrase. Try erasing the one-word subjects on the board and inserting noun phrases to demonstrate:

> **The cat** goes to the window.
> **A huge giant** looked around the room.
> **Two bumpy dragons** hid under the table.

Next, place a list of "**when**" **words** beside the sentences. Ask the students to put the words into the sentences in a way that makes sense. Have them read their results out loud:

The cat goes to the window **now**.	NOW
The huge giant looked around the room **today**.	TODAY
Two bumpy dragons hid under the table **yesterday**.	YESTERDAY

Next, replace the "when" word list with a "**how**" **word** list (adverbs of manner that end in "-ly"). Point out to students their "**-ly**" **endings**:

slowly	quickly	softly
smoothly	quietly	loudly

Ask them to place the "how" words in the sentences and read them aloud:

The cat goes **slowly** to the window now.	SLOWLY
The huge giant looked **quickly** around the room today.	QUICKLY
Two bumpy dragons hid **quietly** under the table yesterday.	QUIETLY

Using the File

1. **Load** the file "RUBY.GOES" and select **Edit**.

2. Think about places Ruby Robot might go. Move the cursor down to the first sentence between double arrows and add a place to finish the sentence. Remember to put a period at the end.

3. Finish the other sentences. Add a subject and verb at the beginning of each sentence. Then add a place at the end. Make sure you capitalize the first letter of each sentence and put a period at the end.

4. Move up and expand one sentence by adding a "when" word to tell when the action took place.

5. Move up and expand one sentence by adding a "how" word to describe the action in the sentence.

6. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

Put the completed page in the folder for your book.

Additional Activities

1. Ask students to delete a "where" word in one of the sentences and insert one of their own. Emphasize that the new word may not make sense in the sentence by itself—they may need to add or change other words until it does.

2. Ask students to add "when" and "how" words to all of the sentences.

3. Advanced students can add at least one more "Ruby Goes" sentence to the lesson. Remind them that they must type between a set of double arrows.

Lesson 15: Helping Out

File name: HELPING

```
Page 001 of HELPING
━━━━↓━━━━1━━━━↓━━━━2

 HELPING OUT  p.13↵
↵
I finished the
sentences below
with ING verbs.
Then I added NOT to
each sentence.↵
       Type between the ▷◁.
INSERT - Use CTRL-E for typeover,
?-? for help, CTRL-Q for Main Menu.
```

Teaching Objectives

- To show that forms of "be" (am, is, are, was, were) are sometimes used as helping verbs.
- To show that helping verbs are used with verbs that end in "-ing."
- To complete sentences by inserting an "-ing" verb.
- To change the sentences to negatives by inserting the word "not" into each one.

Terms Introduced

helping verbs
"-ing" verbs
negative
"not"

Prewriting for Lesson 15

Begin this lesson by reviewing the present and past tense forms of "be" introduced in Lesson 12. Write them on the board: **am, is, are, was**, and **were**. Then tell students they can also be used to help other verbs in sentences. Play a call-and-response game with the students to demonstrate their use, writing the responses on the board:

> **Teacher:** "Jim, what are you doing?"
> **Student:** "I **am sitting** in my chair."
> **Teacher:** "Susan, what were you doing last night?"
> **Student:** "I **was watching** TV."

Write two or three of their answers on the board, underlining the **helping verb** and its **"-ing" verb** partner. Emphasize that when "-ing" verbs are used, they're often accompanied by helping verbs. Erase the helping verb from each of the sentences on the board to demonstrate this. Emphasize that the helping verb is necessary to make the sentence sound right. It also tells what time the action in the sentence happened—in the past (was) or present (is).

In this lesson, students will insert "-ing" words to go with helping verbs in a series of sentences about themselves, Ruby Robot, and Giant George. To get students thinking imaginatively, you might ask a question like, "Pretend that Ruby Robot and Giant George are here with us now." "What are we doing together?" Possible answers include, "We are reading books." "Ruby is learning *Magic Slate II* with us." "Giant George is writing on the ceiling." You can expand upon student answers by asking something like, "Are you writing together?" Try to include the students themselves in the action. Write several "-ing" verbs from their contributions on the board. Emphasize to students that they are free to use their imaginations when they complete the sentences on the computer. They might even create a story—a series of connected actions—as they go from sentence to sentence.

In the lesson students will also change their sentences to **negative** sentences by inserting the word **"not."** Demonstrate where the negative word goes by changing the meaning of the sentences on the board. The "not" goes **after** the helping verb:

> I am **not** sitting in my chair.
> I was **not** reading a book.

Using the File

1. **Load** the file "HELPING" and select **Edit**.

2. Move the cursor down to the first unfinished sentence and add an "-ing" verb after the helping verb. Add as much information as you want after the "-ing" verb. Remember to put a period at the end of the sentence. Do the same thing to complete the other sentences.

3. When you've completed the sentences, you may wish to **Print** the file for a record of your work to this point.

4. When you're ready to continue, move the cursor back up and add "not" to each sentence.

5. When finished, **Save**, **Print**, then **Quit** from the Main Menu.
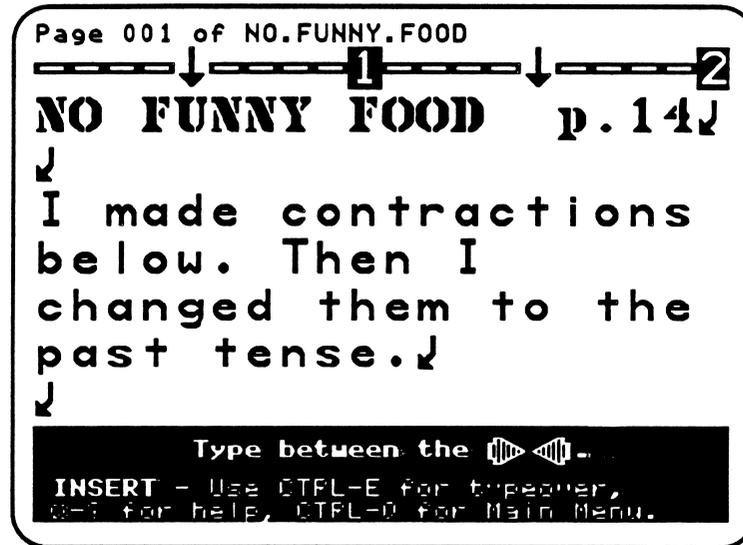
Completing the Page

Put the completed page in the folder for your book.

Additional Activities

Have students add more "helping" sentences to the lesson. (Remind them that they should press **Return** after their last sentence to type between the double arrows.) They can even add a whole paragraph—a story about Giant George and Ruby Robot.

Lesson 16: No Funny Food

File name: NO.FUNNY.FOOD

```
Page 001 of NO.FUNNY.FOOD
═══════↓═══════1═══════↓═══════2

NO FUNNY FOOD   p.14↲
↲
I made contractions
below. Then I
changed them to the
past tense.↲
↲
        Type between the ◄▮► ◄▮►.
INSERT - Use CTRL-E for typeover,
○-? for help, CTRL-O for Main Menu.
```

Teaching Objectives

- To introduce contractions, the combination of two words into one with the use of an apostrophe.
- To work with negative contractions, in both the past and present tense.
- To review the use of helping verbs and their "-ing" partners.

Terms Introduced

contraction
apostrophe

Prewriting for Lesson 16

Begin the lesson by writing a series of negative sentences on the board. Underline the words that will be contracted as you go along:

Ruby Robot **is not** eating her lunch.	ISN'T
She **does not** like the electric sandwich.	DOESN'T
Giant George **has not** eaten his mountain soup	HASN'T
They **are not** feeling well.	AREN'T

Read each sentence aloud. Then ask the class if there are faster ways to say "is not," "does not," "has not," and "are not." Emphasize that people usually shorten these pairs of words by saying "isn't," "doesn't," "hasn't," and "aren't" when they talk. There's also a way to make these pairs into one word in writing. The combination is called a **contraction**. Write these contractions on the board after their sentences. Erase the underlined words on the board and replace each pair with its contraction.

Emphasize how these contractions combine two words, such as a helping verb and "not," by running them together and replacing the "o" in "not" with an **apostrophe**. Read the revised sentences aloud, to show that they now sound more like how people talk. Contractions are often used in writing to make a story seem less formal or serious.

The past tense of helping verbs and "not" can also be combined in contractions. Erase the present-tense contractions on the board and replace them with their past-tense forms:

Ruby Robot **wasn't** eating her lunch.
She **didn't** like the electric sandwich.
Giant George **hadn't** eaten his mountain soup.
They **weren't** feeling well.

Using the File

1. **Load** the file "NO.FUNNY.FOOD" and select **Edit**.

2. Move the cursor down to the words between the double arrows in the first sentence. Delete the words and type in their contraction.

3. Replace the words between the double arrows in the other sentences with contractions, too.

4. Change the contractions to the past tense in all of the sentences. Before you do this, you may wish to **Print** the file.

5. When finished, **Save**, **Print**, then **Quit** from the Main Menu.
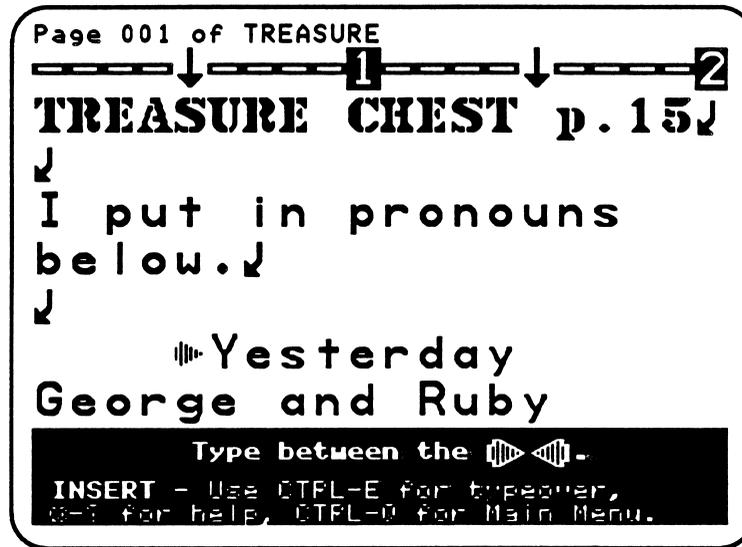

Completing the Page

1. Draw a picture of your favorite funny food.

2. Put the completed page and drawing in the folder for your book.

Additional Activities

Students can add another funny food sentence of their own. Encourage them to use a negative contraction in either the past or present tense. They can even add a whole paragraph of such sentences—perhaps a description of a "funny" dinner party. Remind students that they must type between a set of double arrows. If they want to add another sentence or paragraph to this lesson, you should insert a set of double arrows, (♅-**Control-F**) for that purpose. (See pp. 8-9 for how to use *Magic Slate II*'s "Make Fill-in file" function.) Students may write sentences or paragraphs that move on to "pg. 002." If they do, keep the page numbers consistent by numbering the new page, "p. 14-A" or "p. 14-1."

Lesson 17: Treasure Chest

File name: **TREASURE**

```
Page 001 of TREASURE
━━━━┃↓┃━━━━┃1┃━━━━┃↓┃━━━━┃2┃
TREASURE CHEST p.15↲
↲
I put in pronouns
below.↲
↲
     ⊪Yesterday
George and Ruby
Type between the ▷◁.
INSERT - Use CTRL-E for typeover,
     for help, CTRL-O for Main Menu.
```

Teaching Objectives

- To work with pronouns in the context of a story.
- To review the subject of a sentence.
- To introduce the predicate of a sentence.
- To distinguish between pronoun usage in the subject and predicate of a sentence.

Term Introduced

predicate

Magic Slate II Functions

1.	**Control-R**	- for replacing all instances of a character, word, or phrase with new text in a file.
2.	**Control-R, G**	- for doing a global replacement of text.

Prewriting for Lesson 17

Begin the class discussion by reviewing pronouns. Emphasize that pronouns make sentences "sound" better. Good writing contains a mix of nouns and pronouns. Pronouns usually aren't used before the noun they refer to has appeared in the writing. Otherwise, the reader won't know who the "he" or "she" refers to. Ask students to give examples of pronouns and list their answers on the board. Then write sample sentences on the board and underline the noun phrases. For example:

> Jennifer gave the flower to John.
> Lionel and Leonard baked a cake for Sharon.
> Danny walked with Martha and Maria.
> The dog barked.

When you finish, replace the subject noun phrase with pronouns. Review the concept of the sentence subject, who or what the sentence is about (see Lesson 14).

> She gave the flower to John.
> They baked a cake for Sharon.
> He walked with Martha and Maria.
> It barked.

Next, replace the predicate noun phrase with pronouns:

> She gave it to him.
> They baked it for her.
> He walked with them.
> It barked.

Point out how the subject pronoun forms change when they appear in the **predicate** of a sentence. A predicate is the part of a sentence that includes the verb—and tells what the subject is or does in the sentence. Emphasize that students should use "he," "she," or "they" as sentence subject pronouns and "him," "her," and "them" in the predicate. The pronoun "it," which refers to a thing or an animal, is an exception and can be used in both the subject and predicate positions.

Before students work on the computer, demonstrate **Control-R**, *Magic Slate II*'s Replace function. Replace quickly locates every instance of a certain word or group of words in a file—but Replace also changes the text found. The Replace function uses **N** and **P** but also includes **G** for ("Global"). With **Control-R** and **G**, students replace text throughout the file—from the top to bottom, no matter where the cursor happens to be located.

Using the File

1. **Load** the file "TREASURE" and select **EDIT**.

2. Move the cursor down and change all the outlined words to pronouns. Use **Control-D,W** to delete the outlined words, then insert the corresponding pronoun.

3. When you've finished inserting pronouns in the story, press **Control-R**. You'll be asked, "What do you want to replace?" Type in "Ruby." Then answer "What do you want to replace it with?" by typing a friend's name (girl). Next press **Return** to answer "yes" to the "Do you want prompting?" question.

4. When the Replace pop-up menu disappears, press **G**—which replaces all instances of "Ruby" in the file. Because you answered yes to the prompting question, *Magic Slate* II highlights each instance and asks, "Replace this one?" To answer yes, simply press **Return**. The word is replaced and the next instance is automatically highlighted. Press "N" for no when you don't want to replace something—for example, "RUBY" in instruction #3. When all instances of "Ruby" have been changed to your friend's name, the computer beeps to indicate that the Replace process is done. Press the **ESC Key** to return to normal editing.

5. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

1. Draw a picture of what's inside the treasure chest.

2. Put the completed page in the folder for your book.

Additional Activities

1. Have students continue the story by adding another paragraph. Have them press **Return** after the last sentence. Then press the **Tab Key** and begin their paragraph. This will keep their typing inside the double arrows.

2. Advanced students can replace one of the names in the story with "I" (a special kind of pronoun that refers to the self). In this case, they'll have to change some of the predicate pronouns to "me" also. They may also have to change the placement of the pronoun in the sentence. For example, "Yesterday I and Ruby walked on the beach" would be rearranged to "Yesterday Ruby and I walked on the beach."

LESSON PLANS: 18-22

Sentence Patterns: Commands, Questions, and Answers

Lesson 18: SOUP

Lesson 19: TELL.RUBY
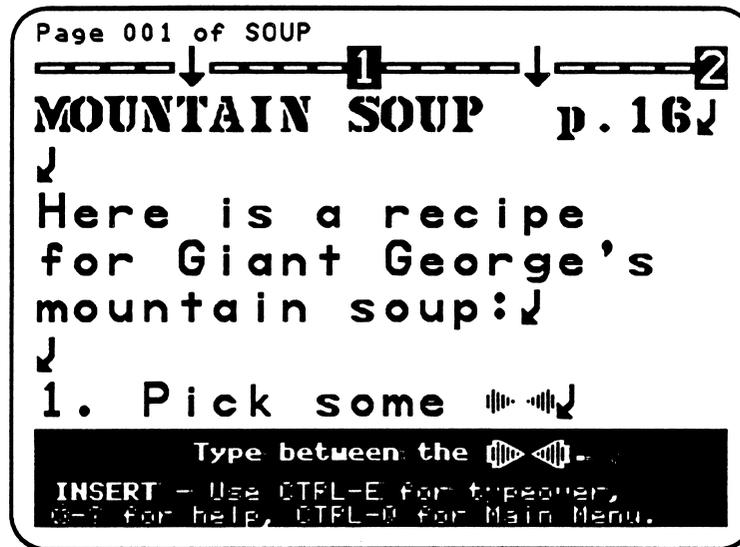
Lesson 20: ASK.DRAGON

Lesson 21: ROBOTS.MEET

Lesson 22: CRAZY DAY

These five lessons focus on different sentence patterns— commands, exclamations, statements, and questions—and sequencing in writing. In Lesson 18, students create a series of commands to make a recipe for "Mountain Soup." Lessons 19 and 20 cover writing answers (statements) and questions, using question words such as "what," "where," "who," and "why." Students also learn to expand an explanation in a sentence by using the connecting word "because." In Lesson 21, they rearrange the word order in "scrambled" sentences and convert the sentences to paragraph form. Lesson 22 extends the discussion of sequence in writing by having students reposition whole sentences in a paragraph. They practice *Magic Slate II*'s full-sentence delete and restore (**Control-D,S; Control-G**) function.

Lesson 18: Mountain Soup

File name: SOUP

```
Page 001 of SOUP
───────↓─────────1─────────↓─────────2
MOUNTAIN SOUP   p.16↵
↵
Here  is  a  recipe
for  Giant  George's
mountain  soup:↵
↵
1.  Pick  some  ▥▥ ▥▥↵
       Type between the ▥▷ ◁▥.
INSERT  -  Use CTRL-E for typeover,
?-? for help, CTRL-Q for Main Menu.
```

Teaching Objectives

- To introduce commands and exclamations.
- To distinguish commands and exclamations from statements.
- To write a series of instructions in the form of a recipe.
- To introduce explanatory writing through a recipe.

Terms Introduced

recipe
explains
commands
statement
exclamation
exclamation point

Prewriting for Lesson 18

Begin this lesson by discussing what a **recipe** is with the class. A recipe contains a series of instructions that tells the reader how to prepare food. Emphasize that a recipe is a kind of writing that **explains** something. Ask students what kinds of words cooks use when they're preparing food. You might prompt them with questions about specific foods. For example:

What does a cook do with—

> **carrots?**
> cut/chop
>
> **potatoes?**
> peel
>
> **water?**
> pour/boil
>
> **flour and milk?**
> mix/stir
>
> **meat?**
> fry/broil/barbecue
>
> **eggs?**
> crack/beat/scramble

Make a list of these "recipe" verbs on the board. Then ask students to make **commands** with some of the words. A command is a kind of sentence that tells somebody to do something: for example, "Peel the potatoes." It's different from a regular sentence or **statement** with a subject and predicate. A command drops the subject ("you") and contains only the predicate, beginning with the verb ("Peel"). A command can simply be an instruction, like a sentence in a recipe. It can also be said with more force, as an **exclamation**: for example, "Watch out for the falling roof!" Exclamations end with an **exclamation point**, a form of punctuation that conveys strong feelings.

On the computer, students will create a series of commands to make a recipe for "Mountain Soup." Before they begin individual work, you might want to play a game with them to stimulate their imaginations. Ask students for the "crazy" or "silly" things that Giant George might put in Mountain Soup, and write their answers on the board. Then assign each ingredient to a different student. Have the rest of the class make commands to these students. For example, "Peel some rocks," "Mix some snake eggs," or "Add some snow."

Using the File

1. **Load** the file "SOUP" and select **Edit**.

2. Move the cursor to the double arrows at the end of line #1. Add an ingredient to finish the command. Do the same for lines #2 and #3. Remember to put periods at the end of each command.

3. Type a full command for the recipe on line #4. Do the same on the fifth line. Remember to capitalize the first word of the sentences. Use a period at the end of each command.

4. Move up and insert a color or touch word into each command. Remember: you must type between the double arrows.

5. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

1. Draw a picture of Giant George's mouth.

2. Put the complete page and drawing in the folder for your book.

Additional Activities

1. Students can put an exclamation point at the end of each command—to tell Giant George what to do with stronger feeling.

2. Some students may want to add another line to the recipe. Have students press **Return** after their last command to type within the double arrows.

Lesson 19: Tell Ruby

File name: TELL.RUBY

```
Page 001 of TELL.RUBY
----↓----1----↓----2
    TELL RUBY  p.17↵
↵
My name is Ruby
Robot. What is your
name?↵
MY ANSWER:  ⫸ ⫷↵
↵
      Type between the ⫸ ⫷.
INSERT - Use CTRL-E for typeover,
@-? for help, CTRL-O for Main Menu.
```

Teaching Objectives

- To introduce questions as a means of gaining information.
- To distinguish between yes/no and what/where questions.
- To write full-sentence answers in response to questions.
- To incorporate personal information answers.

Terms Introduced

question/questions
question mark
answer/answers
question words

Prewriting for Lesson 19

Begin the classroom discussion by writing a **question** on the board. For example, "Is this a classroom?" Questions look different from statements, commands, and exclamations because they end with a **question mark** (?). Students use questions and **answers** as ways of gaining information. Emphasize that a question also sounds different from other kinds of sentences. As with an exclamation point, the question mark conveys the different meaning and sound of this type of sentence.

Next, ask students different questions. Distinguish between yes/no questions and those that ask what or where. Make sure student responses are full-sentence answers. For example:

Question	**Answer**
Is your name Martha?	No, my name is Belinda.
Where do you live?	I live at 2400 Jackson Avenue.
Do you like to climb mountains?	Yes, I do.
What else do you like to do?	I like to climb trees with Giant George.

Write some of these questions and answers on the board. Then point out that "what" and "where" are **question words**. They refer to the kind of information the questioner wants. They are also the first word in questions that use them. When we use these words in questions we are like detectives, looking for the clues or answers we need to figure out a mystery. Asking questions is an important part of doing research, as well as making lists of the information gained (see Lesson 4). You might want to note that other question words are "who," "when," "why," and "how." In this lesson, students will insert full-sentence answers to "what" and "where" questions. In the next lesson (20), they'll also work with other question words.

Using the File

1. **Load** the file "TELL.RUBY" and select **Edit**.

2. Move the cursor between the double arrows after **"My Answer:"** for the first question. Insert a full sentence as your answer to Ruby Robot.

3. Answer Ruby Robot's other questions.

4. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

Put the completed page in the folder for your book.

Additional Activities

1. Students can make a drawing of what they're afraid of—or the ghosts that frighten Ruby Robot.

2. Have students add their own yes/no and "what" or "where" questions to the file. Then have them add their own answers. To be consistent, students may want to press **Control-O** and select the "Outline" typestyle to type in "My Answer." Remind them that they must add new questions and answers between a set of double arrows. Insert the double arrows for them. (See pp. 8-9 for how to use the "Make Fill-in file" function.)

Lesson 20: Ask Dragon!

File name: ASK.DRAGON

```
Page 001 of ASK.DRAGON
━━━↓━━━━1━━━━↓━━━━2
   ASK DRAGON!    p.18↲
↲
George and Ruby met
the dragon in the
forest. They asked
the dragon many
questions.↲
━━━━━━━━━━━━━━━━━━━━━━
    Type between the ▶◀.
INSERT - Use CTRL-E for typeover,
?-? for help, CTRL-Q for Main Menu.
```

Teaching Objectives

- To review question and answer form.
- To work with "who" and "why" questions, as well as those that begin with "what" and "where."
- To introduce "because" as a connecting word in answers.
- To write full-sentence answers to questions.

Term Introduced

"because" (connecting word)

Prewriting for Lesson 20

Begin the lesson by reviewing question words: "what," "where," "who," "when," and "why." Then divide the class in thirds, so students can play a question-and-answer game. Ask students in the first third to pretend they're Giant George; the second third will be Ruby Robot; the rest of the students pretend to be the dragon. Tell the class that Giant George and Ruby Robot have just met the dragon in the forest. When the game begins, a student from the "Giant George" third of the class will ask the dragon a question; one of the "dragon" students will answer. Then a "Ruby Robot" student asks a question, and so on, until all students have had a turn. Encourage students to use question words they haven't worked with before, such as "who," "when," or "why." When the game is finished, write some of the questions and answers on the board. For example:

> Giant George: **Who are you?**
> The dragon: My name is Scales.
>
> Ruby Robot: **Why are you here?**
> The dragon: I am in the forest because I like trees.
>
> Giant George: **Are you having a good time now?**
> The dragon: Yes, you and Ruby Robot are very nice.
>
> Ruby Robot: **What are you doing?**
> The dragon: I am making a fire.

Point out that the answers to "why" questions often include the word **because**. "Because" is a connecting word that allows the writer to include more information in a sentence. As in Lesson 11 (PAIRS), where students worked with the connecting word "and," "because" connects two short sentences into one. Demonstrate this by asking some more "why" questions. Write student "because" answers on the board, first as two separate sentences and then as one:

> **Why does Ruby Robot like the dragon?**
> Ruby likes the dragon.
> He is funny.
> **Ruby likes the dragon because he is funny.**
>
> **Why does the dragon make fire?**
> The dragon makes fire.
> He likes to scare people!
> **The dragon makes fire because he likes to scare people!**

Emphasize that neither of the short sentences answer the "why" question by themselves. The writer uses "because" so that the answer to such a question makes sense.

Using the File

1. **Load** the file "ASK.DRAGON" and select **Edit**.

2. Move the cursor between the double arrows after the first question, "who" and finish it. Make sure you put a question mark at the end of the sentence.

3. Complete the other questions Ruby Robot and Giant George ask, until all four questions are done.

4. Type the dragon's answer under each question. The answers should all be full sentences.

5. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

1. Draw the dragon's eyes.

2. Put the completed page in the folder for your book.

Additional Activities

Have students add another "why" question. They can press **Return** after the Dragon's Answer (to keep them between the double arrows) and add the "why" question. Then have them insert the dragon's "because" answer. Students may want to press **Control-O** and select the "Outline" typestyle to type in "Dragon's Answer."

Lesson 21: Robots Meet

File name: ROBOTS.MEET

```
Page 001 of ROBOTS.MEET
═══╍↓═══╍█1█═══╍↓═══╍█2█
    ROBOTS MEET    p.19↲
↲
I unscrambled the
sentences below.
Then I added my own
sentence.↲
↲
       Type between the ▶◀.
INSERT - Use CTRL-E for typeover,
@-? for help, CTRL-O for Main Menu.
```

Teaching Objectives

- To work with proper word order in sentences.
- To work with statements, questions, commands, and exclamations within the context of a story.
- To review paragraph form.

Terms Introduced

word order
scrambled
unscramble

Prewriting for Lesson 21

Begin the lesson by reviewing different sentence patterns: statement (answer), question, command, and exclamation. Write an example of each on the board:

> Ruby Robot is tired this morning.
> Why is she tired?
> Go to sleep.
> Wake up!

Point out that the different sentences have different punctuation at the end. In addition, each pattern has a certain **word order** that makes it into a statement, question, command, or exclamation. For example, the question begins with a question word and the command begins with a verb instead of the sentence subject. The exclamation point signals excitement in its sentence. Emphasize that even if each word has a meaning of its own, they go together in a sentence to convey a larger meaning. If words were not ordered into their proper places, nobody would understand what anybody else was saying. The meaning would be **scrambled**, as if the words were all mixed up helter-skelter.

In this lesson, students will **unscramble** the mixed up words in four sentences. They'll do so through *Magic Slate II*'s full-word delete and restore function (**Control-D,W; Control-G**). Students were introduced to the deletion of full words in Lesson 5, but not specifically to its accompanying restore function. You might want to demonstrate delete and restore for the scrambled sentence activity before they begin individual work on the computer. Open a new file and put a scrambled sentence on the screen. For example:

> to town. Ruby Robot went

Put the cursor on the first letter of "Ruby" and press **Control-D,W,W,W** (hold the **Control Key** down and press the **D Key**, then press **W** three times—once per word). "Ruby Robot went" will be highlighted. Then press **Return**. The three words will disappear. Explain to students that the words are still in the computer even if they aren't on the screen. To demonstrate, move the cursor to the first letter of "to town," the portion of the sentence that remains on the screen. Press **Control-G**, and "Ruby Robot went" reappears in its proper position in the sentence ("Ruby Robot went to town."). You might want to point out that one of the best things about *Magic Slate II* is how a writer can make words disappear (delete them) and then make them magically reappear (restore them) elsewhere in the writing—without having to type them all over again. In the next lesson (22), students will delete and restore whole sentences in a similar way.

Using the File

1. **Load** the file "ROBOTS.MEET" and select **Edit**.

2. Move the cursor down to the first scrambled sentence. Use **Control-D,W** to pick up a word. Continue pressing the **W Key** to pick up extra words. When you have all the words you want to move, press **Return**. The words disappear from the screen. Now move the cursor to the place you want to put those words. Press **Control-G** and they reappear. Add whatever spaces you need to separate words and sentences.

3. Use **Control-D,W**; **Control-G** to unscramble the other sentences.

4. Next, add another sentence that explains why the robot threw ice at Ruby. Delete "Add your sentence here." where it appears between double arrows. Then type in your own sentence. Hint: Why did the other Robot throw ice at Ruby?

5. When finished, **Save**, **Print**, then **Quit** from the Main Menu.
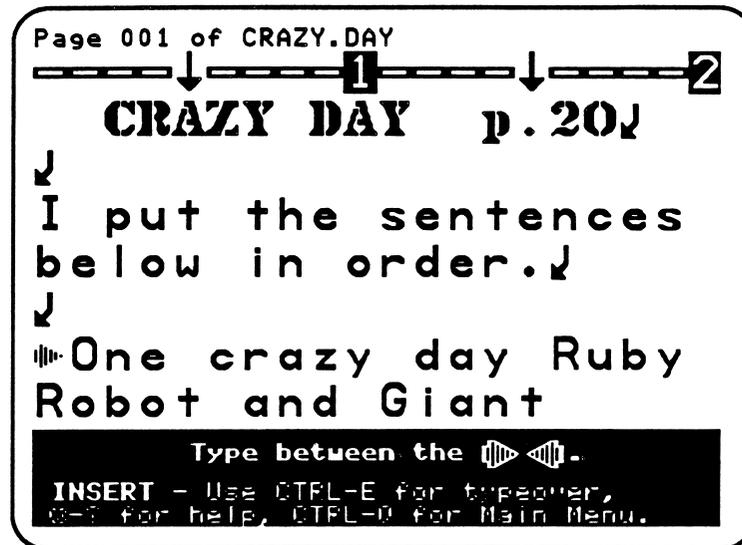

Completing the Page

Put the completed page in the folder for your book.

Additional Activities

1. Have students add more sentences of their own to continue the story. What does Ruby do next? (Remind students that they must type new sentences between a set of double arrows.)

2. Students might like to draw a picture of the other robot throwing ice at Ruby.

3. After completing Lesson 21, advanced students may enjoy creating a file of scrambled sentences themselves. Students can then challenge one another to unscramble them, using **Control-D,W**; **Control-G.**

Lesson 22: Crazy Day

File name: CRAZY.DAY

```
Page 001 of CRAZY.DAY
━━━━↓━━━━━1━━━━━↓━━━━2
      CRAZY DAY   p.20↲
↲
I put the sentences
below in order.↲
↲
⊪·One crazy day Ruby
Robot and Giant
      Type between the ▷◁.
INSERT - Use CTRL-E for typeover,
?-? for help, CTRL-Q for Main Menu.
```

Teaching Objectives

- To work with sequence in the context of sentences in a paragraph.
- To reorder sentences in a paragraph.
- To review the function of a paragraph.

Term Introduced

sequence

Magic Slate II Functions

1. **Control-D,S** - to delete full sentences.
2. **Control-D,P** - to delete full paragraphs.

Prewriting for Lesson 22

Begin the lesson by discussing **sequence** in writing—or the order of events. First ask students to review their "Mountain Soup" (Lesson 18) printout. In the recipe, the different commands are numerically ordered. Numbering sentences or paragraphs is the easiest way to present a sequence of events in writing. However, sentences in paragraphs and whole stories usually go together in a certain order, even without the help of numbers. The sequence is conveyed by what happens—or the meaning—in each sentence. Some sentence sequences are easy to trace, especially those that refer to the specific time an action happened. For example:

I woke up early **in the morning.**
Then I had breakfast and went to school.
By lunchtime I was really hungry!
I wasn't hungry again **until after school.**

You can write these sentences in a different order on the board and ask the class to unscramble them for you. Although these sentences follow a certain order by time, sometimes the sequence in a paragraph is not so easy to follow. Writers are free to arrange the way things happen any way they like. If the sequence of events is clear, the writing is easy to understand. (For further practice in sequencing skills, Sunburst's *Hide 'N Sequence* program may be of interest to your students.) But certain sentences may be ordered in several different ways and still form a meaningful unit: a paragraph. Emphasize that paragraphs are usually organized around one central idea or set of actions. Just as words are ordered in a sentence and sentences are organized in a paragraph, the paragraphs in a story also have a sequence of their own. That's how the whole set of actions in a story is told.

In this lesson, students extend their use of the delete and restore facility of *Magic Slate II*. They'll delete whole sentences with **Control-D,S,** then restore them at a new position in the paragraph with **Control-G.** As in Lesson 21, you may want to demonstrate how deleting and moving sentences operates before students begin individual work on the computer. Remember if students make mistakes and lose sentences (before they use **Save**), the file can easily be reloaded.

Using the File

1. **Load** the file "CRAZY.DAY" and select **Edit**.

2. Read all four "scrambled" sentences first. Then choose a sentence that you want to move. Position the cursor at the beginning of the sentence. Press **Control-D,S** then press **Return** to delete it. Then move the cursor to the place where you want to put the sentence. Press **Control-G** to restore the sentence at its new position. (You can also try using **Control-D,P** to delete the paragraph. That way, there won't be extra paragraph marks left over after you move it.)

3. Delete and restore any other sentences that should be in another position, so they form a clear sequence of events.

4. Now delete the paragraph marks between the sentences. Add a space between the sentences (if spaces were lost during the delete and restore process). Finally, indent the paragraph.

5. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

1. Draw a picture of Giant George standing on his head.

2. Put the completed page in the folder for your book.

Additional Activities

1. Have students add size, shape, or touch words to the sentences to make them more detailed.

2. Students can add a sentence of their own, at any point in the paragraph. Encourage them to maintain a clear sequence of events.

3. They can also add another paragraph to continue the story. Insert double arrows for them (⌂-**Control-F**).

LESSON PLANS: 23-25

Building Letters, Poems, and Stories

Lesson 23: DRAGON.LETTER

Lesson 24: RUBY.POEM

Lesson 25: RESCUE.STORY

The last three lessons of *Be a Writer!* allow students to produce finished writings in three forms: a letter, a poem, and a story. In Lesson 23, they complete sentences about the dragon in a letter to a friend. In Lesson 24, students use rhyming words to write a poem. Finally, they complete *"The Rescue"* story with their own paragraphs in Lesson 25. In this last section of *Be a Writer!*, students review and incorporate language arts skills learned in the earlier lessons, as well as *Magic Slate* II functions.

Lesson 23: Dragon Letter

File name: DRAGON.LETTER

```
Page 001 of DRAGON.LETTER
━━━� ↓ ┈━━━━┫1┣━━━┈ ↓ ┈━━━┫2┃
DRAGON LETTER  p.21↵
↵
I wrote a letter to
my friend about the
dragon.↵
↵
⊪·Date·⊪↵
─────────────────────────────
   Type between the ▷◁ .
INSERT - Use CTRL-E for typeover,
@-? for help, CTRL-0 for Main Menu.
```

Teaching Objectives

- To introduce the form and mechanics of a personal letter.
- To discuss the purpose of letters.
- To change and add parts of a letter to a friend.
- To complete sentences about the dragon creatively.

Terms Introduced

letters	body
heading/date	closing
comma	signature
greeting	

Prewriting for Lesson 23

Open the lesson by asking students why people write **letters**—a kind of writing that includes personal information about the writer. You might want to prompt students further by setting up a scenario: "Imagine that Ruby Robot wrote a letter to Giant George. What things would she talk about in the letter? Would she ask George how he's feeling? Would she describe how she met the dragon just the other day?" After the class has responded, point out that one of the most important reasons why people write letters is to describe what's happening in their lives—what they've seen, felt, or done—to friends or relatives. Sometimes letters are the only way two people can communicate, especially if they live far away from each other. In this lesson, students will write a letter to a friend about the dragon. Encourage them to be creative when they work, since letters should be interesting to read as well as descriptive of what the writer has done.

Before students begin individual work on the computer, demonstrate what a letter looks like by composing one on the board. Use the example below and start with the **heading**: the current **date**, centered. Point out the **comma**, a punctuation mark that separates the day from the year. Then write in the **greeting**: "Dear Giant George,". Again, point out that a comma follows the name in the greeting as a way of separating the greeting from the **body** or main part, of the letter. Point out how the first line is indented. Here's an example:

December 1, 1988

Dear Giant George,
    How are you. I am fine. Yesterday I saw a
dragon. It was walking with a princess. They were
looking for Ruby Robot. Do you know them?
    I am going to the circus next week. My whole
class is going. I would like to take you. Can you go?
Send me your answer by mail.

Your friend,

_____

When the body of the letter is finished, add the **closing**: "Your friend," (centered). Point out that if a letter is typed or printed, as theirs will be through *Magic Slate II*, the closing often includes the writer's handwritten **signature**. In the lesson, they will be asked to write their signature on an underline. Write your signature on the underline to illustrate this.

Ask the students how many paragraphs are in the letter. Point out how indenting helps readers tell when some information is concluded and new ideas begin. The first paragraph talks about what the writer saw yesterday. The second paragraph invites Giant George to the circus.

Using the File

1. **Load** the file "DRAGON.LETTER" and select **Edit**.

2. Move the cursor to the date line between double arrows. Delete "date" and type in the current month, day, and year. Make sure a comma separates the day and year.

3. Delete "Friend" between the double arrows in the greeting. Replace it with the name of a real friend.

4. Move the cursor between the double arrows at the end of the first paragraph. Add as many words as you want to finish the sentence about the dragon.

5. Finish the other sentences about the dragon. Make sure all three paragraphs contain complete sentences.

6. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

1. Sign the letter with your handwritten signature.

2. Put the completed page in the folder for your book.

Additional Activities

Have students add another paragraph to the letter. Remind them that they must type between the double arrows. Insert the double arrows for them (⌂-**Control-F**).

Lesson 24: Ruby's Poem

File name: RUBY.POEM

```
Page 001 of RUBY.POEM
═══════↓══════1══════↓═════2
  RUBY'S POEM    p.22↵
↵
I put a rhyming
word under drink,
hike, and song
below. Then I made
each one the last
       Type between the ▶◀.
INSERT - Use CTRL-E for typeover,
⌘-? for help, CTRL-O for Main Menu.
```

Teaching Objectives

- To introduce poetic form in writing.
- To introduce rhyme and rhythm as elements of some kinds of poetry.
- To creatively generate new sentences within a poetic form.
- To replace a repeated line (refrain) in a poem with the student's own.

Terms Introduced

poetry
poem
rhyme
rhythm
refrain

Prewriting for Lesson 24

Begin the lesson by reciting a poem that has an obvious rhyme scheme and some repeating lines. Depending on the reading level of your students, you can begin with several nursery rhymes—or try "The Owl and the Pussy-Cat" by Edward Lear. In the second case, repeat one particular section to emphasize its poetic qualities. For example, the lines at the end:

> "Dear pig, are you willing to sell for one shilling
> "Your ring?" Said the Piggy, "I will."
> So they took it away, and were married next day
> By the turkey who lives on the hill.
> They dined on mince and slices of quince,
> Which they ate with a runcible spoon;
> And hand in hand, on the edge of the sand,
> They danced by the light of the moon,
>   The moon,
> They danced by the light of the moon.

Whatever poetry selections you choose to read, ask students what is special about this kind of writing. They may not understand all of the words in something like "The Owl and the Pussy-Cat," but they'll probably still enjoy the fanciful action and images. For example, an owl and a pussy-cat who get married; a turkey who performs the ceremony; and a strange spoon that's called a "runcible." Emphasize that the words also sound good together—they're fun to hear and read. This kind of writing is called **poetry**. "The Owl and the Pussy-Cat" is one kind of **poem**, as are nursery rhymes. Poems often tell a story—that is, they describe what happens to characters such as the Owl and Pussy-Cat—but the words are arranged in special ways. In fact, poetry is one place where it's OK to be "silly" or "crazy." Some poems use **rhyme** to convey the fun or fanciful nature of what happens. Rhymes are words that have the same core sound; they are "matching words" that are connected by the way we say them. You might want to list some of the rhyming pairs of words from "The Owl and the Pussy-Cat" on the board: will/hill; away/day; mince/quince; hand/sand; and spoon/moon. Note that rhyming words often come at the ends of lines in this kind of poetry.

Although many poems don't use rhymes, all poetry has **rhythm** or a beat. Demonstrate by clapping your hands softly while you read a poem, to show where the beat falls. Poetry with a regular meter like "The Owl and the Pussy-Cat" is best for such a demonstration. Emphasize that poems even include a **refrain**, or a repeated line, to further their musical quality. In "The Owl and the Pussy-Cat," the line "They danced by the light of the moon" and the phrase "The moon" are both refrains.

In general, it's difficult to describe what poetry is exactly. Some poems use rhyme, but others do not. Most poems don't appear in paragraph form, but there are exceptions to that "rule," too. Still, poetry is distinguished from other kinds of writing by an intensity of image, a clear rhythm, and a melodic quality. These elements give the reader the feeling of going to a special place, and being surprised by new sensations, original

images, and unexpected connections between things and events. It's important to point out to students that people write poetry because it can communicate things we can't say easily in ordinary writing.

Using the File

1. **Load** the file "RUBY.POEM" and select **Edit**.

2. Move the cursor between the double arrows under "drink." Type in a rhyming word. Then move down and add words that rhyme with "hike" and "song."

3. Expand each word into a full sentence. Place your cursor after your word that rhymes with "drink." Press **Return**. Write a sentence with "drink." Press **Return** again. Now write a sentence with your rhyming word. Do the same for hike and song. **Reminder: The rhyming words should come at the end of each sentence.** Don't forget to add a period, exclamation point, or question mark. When you're done, you'll have six sentences of your own. In addition, each rhyming pair of sentences will be followed by the refrain line, "Hi, ho, I'm Ruby!"

4. Use **Control-R, G** to change "Hi, ho, I'm Ruby!" to a new refrain that includes Ruby's name.

5. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

Put the completed page in the folder for your book.

Additional Activities

1. Students can draw a picture of what happens in their poem.

2. Have students share their poems in small groups.

Lesson 25: The Rescue

File name: RESCUE.STORY

```
┌──────────────────────────────────────┐
│ Page 001 of RESCUE.STORY             │
│ ═══════↓═════════1═════════↓══════2   │
│    THE RESCUE    p.23↵               │
│ ↵                                     │
│ I finished the                        │
│ story below.↵                         │
│ ↵                                     │
│     One day on the                    │
│ mountain Ruby Robot                   │
│ ████████████████████████████████████ │
│      Type between the ▷◁.             │
│ INSERT - Use CTRL-E for typeover,     │
│ ?-? for help, CTRL-Q for Main Menu.   │
└──────────────────────────────────────┘
```

Teaching Objectives

- To discuss the basic elements of a story—beginning, middle, and end.
- To review the function of a title in a story.
- To review the function of a paragraph in a story.
- To complete a story in paragraph form.

Terms Introduced

elements of a story:
    beginning
    middle
    end

Prewriting for Lesson 25

Begin the lesson by reviewing why a story has a title. Emphasize that titles usually tell something about what will happen in a story. If a title is interesting enough, it can also get a reader excited about the story. In the lesson, students will work with a story called "The Rescue." Write this title on the board and ask the class what it might mean.

After they've suggested some possible story themes, tell them how the story actually begins. (Ruby Robot gets stuck in a cave and screams for help.) Encourage a discussion of what Giant George and the dragon might do to rescue Ruby. Write some of these ideas on the board. For example:

> The dragon makes the ground soft with his fire.
> Giant George opens the cave up with his hand.

Have the class imagine all the things the different characters can do. Each one may have a special magical power or skill. Then ask students to "expand" their ideas by adding details. You might ask, for example, What size are Giant George's hands? Are they too big to fit in the cave? Does Ruby Robot have a radio that can make special sounds to help out the rescue? When these ideas are put into sentences, many details can be added through "size," "shape," and "touch" words (adjectives), as well as "how" and "when" words (adverbs).

Emphasize that a completed story has three main elements: a **beginning**, a **middle**, and an **end**. The beginning of a story usually introduces the characters and the situation. In "The Rescue," students read the beginning of the story, then start adding to it. In the first paragraph, Ruby Robot and her friends are introduced, along with her terrible situation—she's stuck in a cave. Students add the middle and end of the story themselves. In a story like "The Rescue," the characters will probably try different ways to solve Ruby's problem. The end of a story tells how the problem is solved.

Remind students they'll be writing the story in paragraph form. Each paragraph they add should contain ideas that go together in a "block." Students can add as many paragraphs as they want—and should be allowed the time necessary to work until they're satisfied. However, you might suggest they try using one paragraph for the middle of the story and one for the end—at least when they first start writing. Their first attempts at finishing a story probably will be "rough" in any case. Most writers, young and old, start a story with what's called a "rough draft." They go back over it, adding more sentences, crossing out others, and so on. *Magic Slate II* allows students to edit drafts of their writing very easily. So, even if it takes more than one day to create a final version of their story, students can save the draft and work on it again later.

Using the File

1. **Load** the file "RESCUE.STORY" and select **Edit**.

2. Read the first paragraph of "The Rescue."

3. Delete "Add at least one more paragraph here" from between the double arrows. Then finish the story by adding your own paragraphs—as many as you want. Indent your paragraphs before you begin to write.

4. When finished, **Save**, **Print**, then **Quit** from the Main Menu.

Completing the Page

Put the completed pages in the folder for your book.

Additional Activities

1. Draw a picture of the rescue.

2. Have students share their stories in small groups.

3. When students finish this lesson, their "My *Be A Writer!* Book" will be done. After going through all 25 files, they may have different ideas about what happens in the book than they did at the beginning. If they like, have them print out another copy of **Cover**. Then students can make a new drawing as the opening for their book.

SAMPLE STUDENT BOOK

Much of the writing and drawing for the sample student book was created By Jaime Reed and Jody Williams. Student answers that involve name and address information have been changed to match the fictitious student "James Lopez" of *My Be a Writer! Book*. Illustrations in the sample student book—Copyright 1986 by Stephen Vincent.

MY

BE A WRITER!

BOOK

by

JAMES
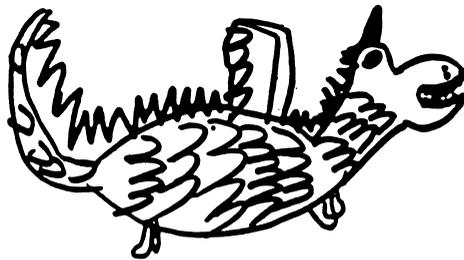
School: ELMWOOD
Teacher: MR. REED
Room: 24
Year: 1988

MY TITLE PAGE

Let me introduce myself.

Name: James Lopez
Age: 8 years
Hair: Black
Eyes: Brown
Favorite food: Pizza

My address is below.

Street: 2600 Delamere Court
City: Forestville
State: California
Zip Code: 94909
Phone: 895-6432

First I wrote my name down the left side of the page. Then I used the letters to make words. I made a drawing of my face next to my name.

James
about
movies
eats
smart

MY PHONE LIST   p.2

Mom
  Home: 648-2473
  Work: 861-0216

Dad
  Home: 626-9483
  Work: 863-3009

Special Adult
Name: Bess
  Phone: 661-1714

Friends
Name: Ian Dirk
  Phone: 550-7570
Name: Elia
  Phone: 334-2699

WHERE I LIVE p.3

My name is James Lopez. I live in Forestville. My address is 2600 Delamere Court. My phone number is 648-2473. I have no brothers. I have one sister. We live in a house.

Here is my family photo:

Let me introduce a funny giant.

Age: 453 yrs.
Height: 100 ft. 6 in.
Weight: 985 lbs.
Hair: brown
Eyes: brown
Favorite game: hopscotch

This is where Giant George lives:

GIANT SENTENCES p.5

Giant Drawing:

My
name
is
Giant George.
I
have
brown
hair
and
brown
eyes.
I
am
453 years
old.
I
am
100 feet
and
6 inches
tall.
I
weigh
985 pounds.

ACTION!   p.6

I changed the verbs in the sentences below. I also <u>underlined</u> my new verbs.

Giant George <u>runs</u> down the mountain.

He <u>walks</u> through a forest.

The owl <u>hoots</u> in a tree.

The dragon <u>sells</u> a hamburger.

Giant George <u>skates</u> to the city.

This is how I built Ruby Robot:

chair head
glove hands
wing cape
car stomach
book shoes

This is what Ruby Robot looks like:

THE DRAGON p.8

I put one SIZE, SHAPE, or TOUCH word into each sentence below. I also outlined my new words.

The dragon swims in the cold ocean. He dives under the tall waves to catch the smooth sharks. In the evening he eats dinner with Giant George on the sandy beach.

Here is my drawing of the dragon:

SENTENCE PAIRS p.9

I made each of the pairs below into one sentence. I also outlined my new sentences.

Ruby Robot hops.
Ruby Robot skips.
Ruby Robot hops and skips.

She is shiny.
She is strong.
She is shiny and strong.

Ruby Robot washes her hands.
Ruby Robot washes her face.
Ruby Robot washes her hands and face.

I put AM, IS, or ARE in the sentences below. I also stenciled those words.

Giant George was here.

He was with Ruby Robot.

She was very happy.

I was glad.

We were together.

They were my friends.

Here is a drawing of the friends together:

THE PICNIC p.11

I changed the verbs to the past tense in the sentences below.

Giant George swam in the ocean.

He bumped into the dragon.

The owl flew between the waves.

They went to an island.

Ruby Robot waited there with a picnic basket.

Here is a drawing of the picnic:

I finished the sentences below.

Ruby Robot goes into the house.

Ruby skipped around a bend.

Ruby jumped on the roof.

Ruby flew outside a factory.

HELPING OUT p.13

I finished the sentences below with **ING** verbs. Then I added **NOT** to each sentence.

I am not helping Giant George.

Ruby Robot is not swimming in the lake.

Giant George and Ruby Robot are not running away.

I was not falling down a hill.

We were not falling together.

I made contractions below. Then I changed them to the past tense.

The owl wasn't eating frog pie.

Ruby and George weren't drinking mud milkshakes.

The dragons didn't like lizard cake.

Ruby didn't want candy soup.

George hadn't tasted the grass pudding.

Here's my favorite funny food:

peanut buter and picale sandwich

TREASURE CHEST p.15

I put in pronouns below.

   Yesterday George and Elia walked on the beach. They found an old box in the sand. It was a treasure chest! Elia was very excited. She carried the treasure chest home for him. When Elia and George got there, he opened it for her. They were amazed by the treasure inside. Elia cried, "I don't believe it!"

This is what they found inside the treasure chest:

MOUNTAIN SOUP   p.16

Here is a recipe for Giant George's mountain soup:

1. Pick some purple flowers.
2. Chop some bumpy branches.
3. Crack some hard nuts.
4. Get some hot water.
5. Add some red pepper.

Giant George's mouth looks like this:
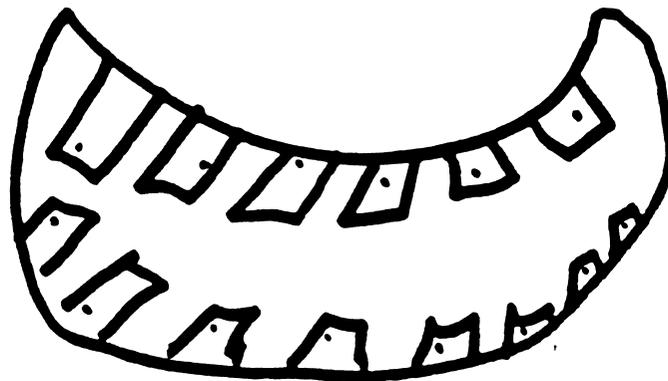
My name is Ruby Robot. What is your name?
MY ANSWER: My name is James.

I live at 25 Transformer Street. Where do you live?
MY ANSWER: I live at 2600 Delamere Court.

I like to climb mountains. What do you like to do?
MY ANSWER: I like to play MASH with my sisters.

I am afraid of ghosts. What are you afraid of?
MY ANSWER: I am afraid of kidnappers.

Where do you want to go with me?
MY ANSWER: I want to go to Jupiter!

George and Ruby met the dragon in the forest. They asked the dragon many questions.

Who are you?
Dragon's Answer: My name is Fire Breath.

What are you doing?
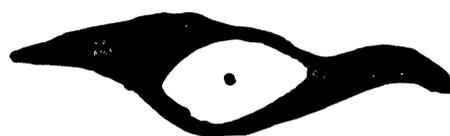Dragon's Answer: I am waiting for a princess.

Where are you going?
Dragon's Answer: I am going to a castle.

Why do you make smoke?
Dragon's Answer: I make smoke because it goes with fire!

The dragon's eyes look like this:

I unscrambled the sentences below. Then I added my own sentence.

Yesterday Ruby met another robot.

He wasn't very friendly.

Then the robot threw a bag of ice at Ruby!

Why did he do that?

The robot threw ice because he was jealous.

CRAZY DAY p.20

I put the sentences below in order.

One crazy day Ruby Robot and Giant George flew to the moon. When they got there, they had moon dust for breakfast. Giant George stood on his head all afternoon. When it got dark, they flew home.

Here's Giant George standing on his head:

I wrote a letter to my friend about the dragon.

May 23, 1988

Dear Ian,

Yesterday I saw a dragon with Ruby Robot. They were going to the circus in San Francisco.

This morning the dragon breathed fire at another dragon. He was very mad.

Next week I will see the dragon in the forest. Can you come and visit us there?

Your Friend,

James

RUBY'S POEM p.22

I put a rhyming word under drink, hike, and song below. Then I made each one the last word of a sentence.

drink
think
Juice is a drink.
How can I think?
Say, hey, I'm James!

hike
like
Do you hike?
What do you like?
Say, hey, I'm James!

song
long
I like that song.
It's nice and long.
Say, hey, I'm James!

I finished the story below.

One day on the mountain Ruby Robot fell down into a dark cave. She was stuck inside. She screamed for Giant George and the dragon.

Giant George suggested that Ruby Robot should try to climb up the roots. So she did. But when she was half way up, she fell back down.

Then the dragon said to Giant George that he should dig a bigger hole. So he did. Then the dragon blew the rocks away from Ruby's feet. Giant George picked Ruby up and she was safe.
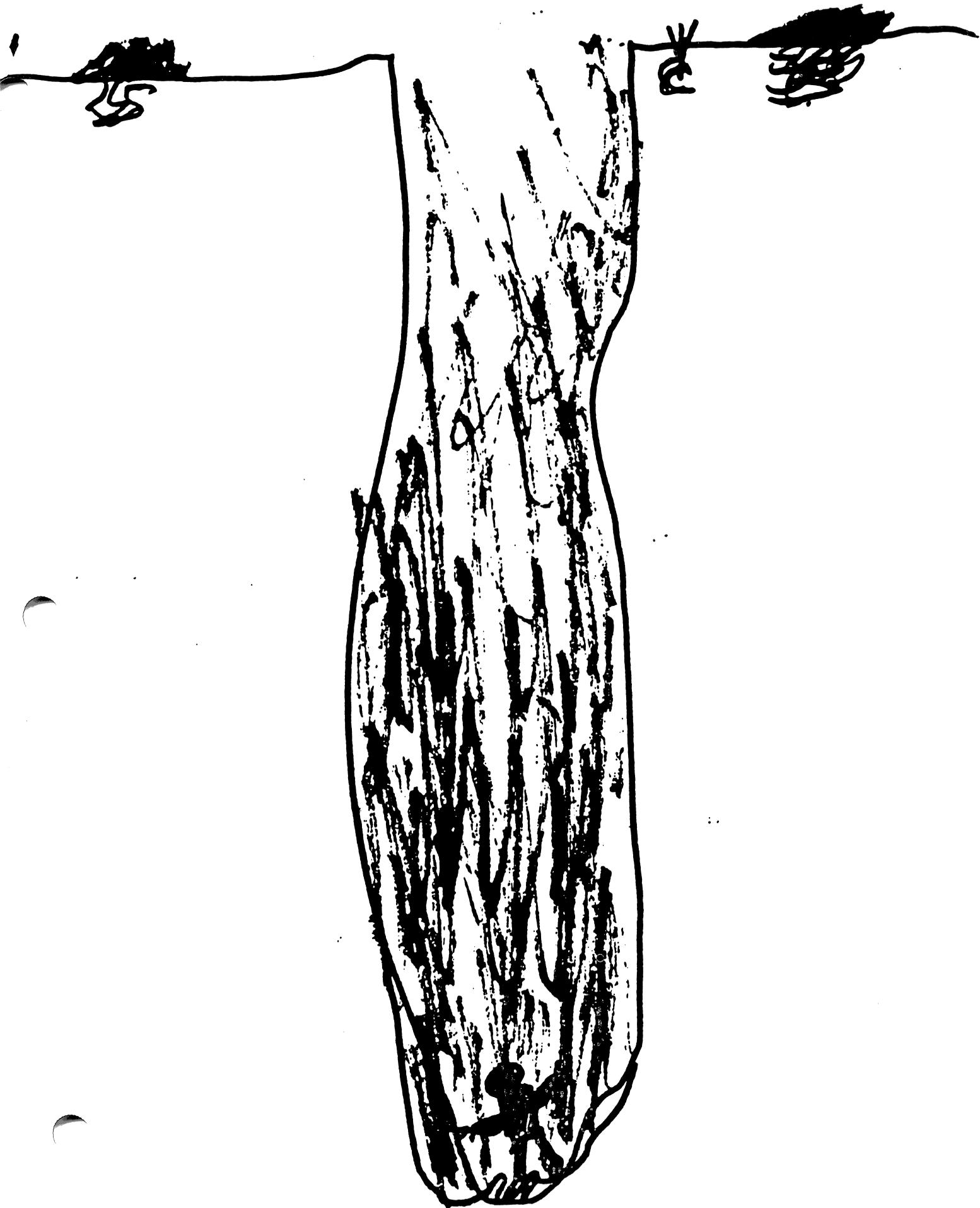
Be A Writer! for Magic Slate II

Language Arts: Writing

Overview

Students explore a wide range of composition activities and word processing functions.

READING LEVEL
3

GRADE LEVEL
Pre K 1 2 3 4 5 6 7 8 9 10 11 12 A

TIME REQUIRED
10-20 minutes

Curriculum

PREREQUISITE SKILLS
- Knowledge of sentence structure and punctuation

OBJECTIVES
- Introduce and develop word processing with *Magic Slate II*
- Explore and supplement language arts activities at the third grade level
- Introduce the basic elements of story writing (character, setting, plot, dialogue)
- Encourage creative writing

PROBLEM SOLVING SKILLS
- Information gathering
- Analyzing
- Openness to insight, flexibility

Courseware

NOTEWORTHY FEATURES
- Must be used with the 20 column version of *Magic Slate II*
- Teacher's Guide contains 25 detailed lessons, which, when done in sequence, will result in a book and reinforce composition and grammar skills
- Requires printer

TEACHER OPTIONS
- None

RELATED MATERIALS
- *I Can Write!*
- *Magic Slate II*
- *Magic Slate II Typestyles*
- *Type To Learn*
- *Write A Story!*
- *Write With Me!*

Hardware

- Apple II 128K

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Be A Writer!

DESCRIPTION

Be A Writer! is a complete writing curriculum for .rd grade. It consists of 25 lessons (files) which when completed result in a book written by the student.

The course is divided into five units (featuring three to six lessons per unit) which explore a wide range of composition activities and word processing functions. They are:

Starting My Be A Writer! Book - Cover, title page, name, phone list, where I live;

Making Giants and Building Blocks - Combinations and sentences;

Sentence Action - Working with verbs, adverbs, and pronouns;

Sentence Patterns - Commands, questions, and answers;

Building Letters, Poems, and Stories - Students produce finished writings in three forms.

The program uses the large print (20 column) letters from Magic Slate II which must be used with the program. The Teacher's Guide features a step-by-step guide for each lesson, warm-up exercises, teaching strategies, discussion topics, id student examples.
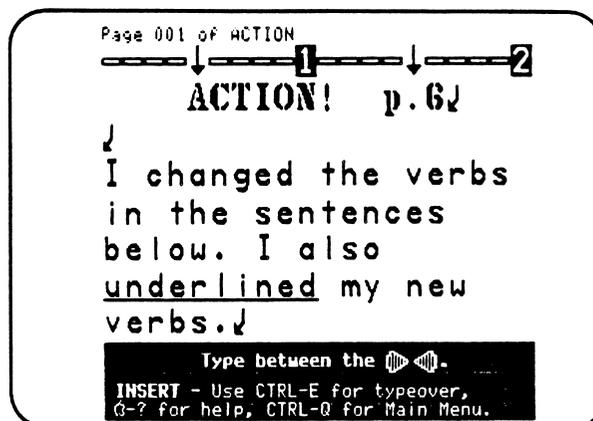
GETTING STARTED

If necessary, take time to become familiar with Magic Slate II. Set Magic Slate II to the 20-column version, adjust your printer and printer card, and make copies of Be A Writer! for every student. Refer to the beginning of the Teacher's Guide for complete instructions.

Read stories to the class that have the characters of a giant, a robot, and a dragon. Note the characteristics of these creatures such as age, size, eating habits, and colors. Tell the class that they will be making Be A Writer! books and they must use their imagination and creativity to make their stories as interesting as possible.

AT THE COMPUTER

Step 1: Introduce the special vocabulary and functions of a word processor using the Special otes section of the Teacher's Guide. Explain to


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Page 001 of ACTION

ACTION!    p.6↲
↲
I changed the verbs
in the sentences
below. I also
underlined my new
verbs.↲

Type between the ▷◁.
INSERT - Use CTRL-E for typeover,
Q-? for help, CTRL-Q for Main Menu.
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the class the difference between insert mode and typeover mode in Magic Slate II and how the cursors for the two modes are different.

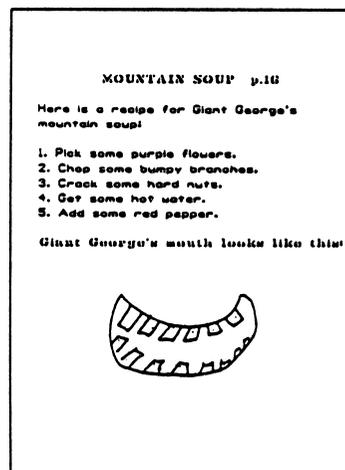**Step 2:** Demonstrate the title page to the entire class. Allow time at the computer for students to get their cover pages completed and printed.

SUGGESTED EVALUATION

Make a Be A Writer! bulletin board. Have groups of students draw large figures of George the Giant, Ruby Robot and the Dragon. Let the students read different excerpts of their books to the class or to other classes.

SPECIAL KEYS

• Refer to the Magic Slate II Quick Reference Card.


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MOUNTAIN SOUP  p.16

Here is a recipe for Giant George's
mountain soup!

1. Pick some purple flowers.
2. Chop some bumpy branches.
3. Crack some hard nuts.
4. Get some hot water.
5. Add some red pepper.

Giant George's mouth looks like this!
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APPLE II: WORKING WITH YOUR COMPUTER

TURNING ON THE SYSTEM:

1. Turn on the monitor.

2. Insert the *Magic Slate II* disk into the disk drive with the label to the right and facing up. (If you are using two drives, put the *Magic Slate II* disk in drive 1, the data disk in drive 2.)

3. Close the door to the disk drive(s).

4. Turn on the computer. (If the computer is already on, hold down ⌘ - CONTROL - RESET. Then release.)

5. The red light on the disk drive will turn on. The title screen, then the Main Menu of *Magic Slate II* should appear on the screen. (If you are using one disk drive, you may now remove the *Magic Slate II* disk and replace it with *Be a Writer!)*

TURNING OFF THE SYSTEM:

1. Select QUIT from the Main Menu.

2. Remove the disk (or disks) from the disk drive and return it to its place of storage.

3. Turn off the computer.

4. Turn off the monitor.

> **Note:** **Never switch disks or turn off the computer or RESET the computer from the editing screen. If you must turn off or reset the computer, do so only after selecting QUIT from the Main Menu. You also must switch disks only when you are at the Main Menu unless prompted by the program.**

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Apple IIGS: Control Panel Settings

To allow your Apple IIGS to work properly with Sunburst software, certain Control Panel settings should be selected. The Apple IIGS retains these settings even after the power is turned off.

To Use the Control Panel:

* Turn on the Apple IIGS and monitor.
* Enter the Control Panel main menu by holding down the CONTROL and OPTION keys, and then press RESET (the rectangular key located above the number keys). If your Apple IIGS is in an Apple //e case, use the closed-apple (●) key instead of OPTION.
* Press the 1 key to enter the Control Panel.
* Use ↓ and ↑ to highlight the feature you want to change and press RETURN. Again use ↓ and ↑ to highlight a specific option and change it by using the ← and → keys.
* After you have finished making changes, select Quit to use the Apple IIGS.

Display:

* *Magic Slate II* will automatically set your screen to white text on black background.
* When you quit *Magic Slate II,* your screen setting will be restored to the setting you chose before using *Magic Slate II.*

System Speed:

* *Magic Slate II* will automatically set your system speed to fast.
* When you quit *Magic Slate II,* your system speed will return to its original setting.

To Change the Slots:

* Highlight **Slots** and press RETURN.
* Set **Slot 1** to **Printer Port**. If you are using a printer card, set the slot number your printer card is in to **Your Card**.
* Set **Slot 6** to **Disk Port**, if you use a 5.25 - inch drive connected to the disk drive port.
* Set **Slot 6** to **Your Card**, if you use a 5.25 - inch drive connected to a controller card in Slot 6.
* Set **Startup Slot** to **Scan**.
* Press RETURN to go back to the Control Panel.

"WHAT HAPPENS IF...?" -- SUNBURST COURSEWARE AND WARRANTY

What happens if <u>a program will not load or run</u>?

> Call us toll-free at (800) 431-1934 and we will send you a new disk.
> In Canada, call toll-free (800) 247-6756.

What if <u>I find an error in the program</u>?

> We have thoroughly tested the programs that SUNBURST carries, so we hope
> this does not happen. But if you do find an error, please note what you did before
> the error occurred. Also, if a message appears on the screen, please write the
> message down. Then fill out the evaluation form or call us with the information.
> We will correct the error and send you a new disk.

What happens if <u>the courseware is accidentally destroyed</u>?

> SUNBURST has a lifetime guarantee on its courseware. Send us the product
> that was damaged and we will send you a new one.

Can I <u>copy this diskette</u>?

> Yes, Sunburst grants teachers permission to copy the *Be a Writer!* disk for
> all students in their classes. See pp. 4-5 for duplication directions.

Can I <u>take the *Be a Writer!* disk out of the computer</u> after the program has been loaded
and put it into another computer?

> It is not recommended. The disk must be in the drive to save, load, or print
> files.