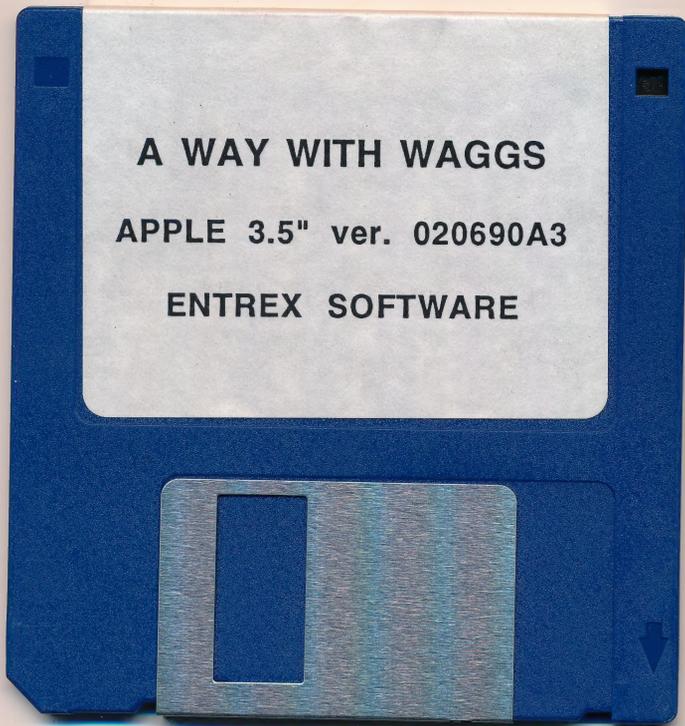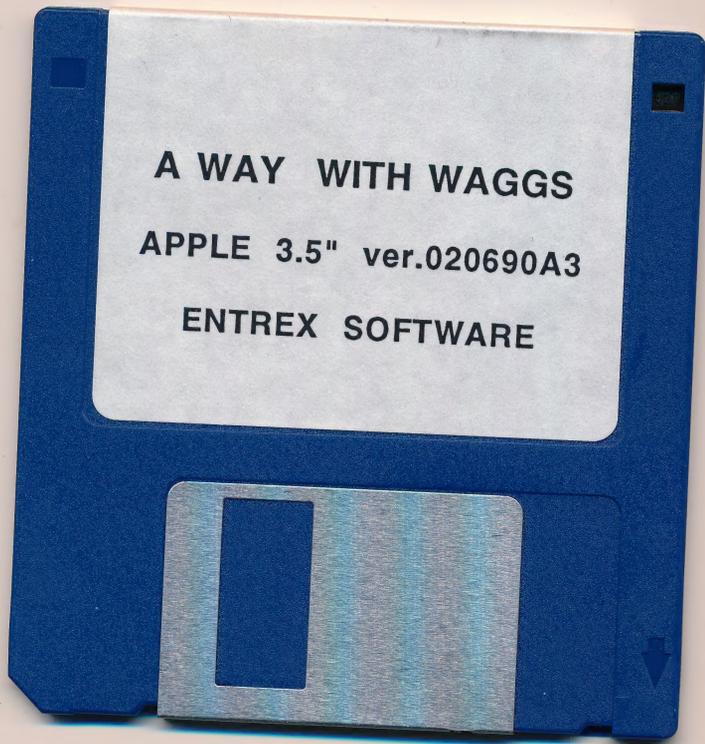# A WAY (TO LEARN) WITH
WAGGS
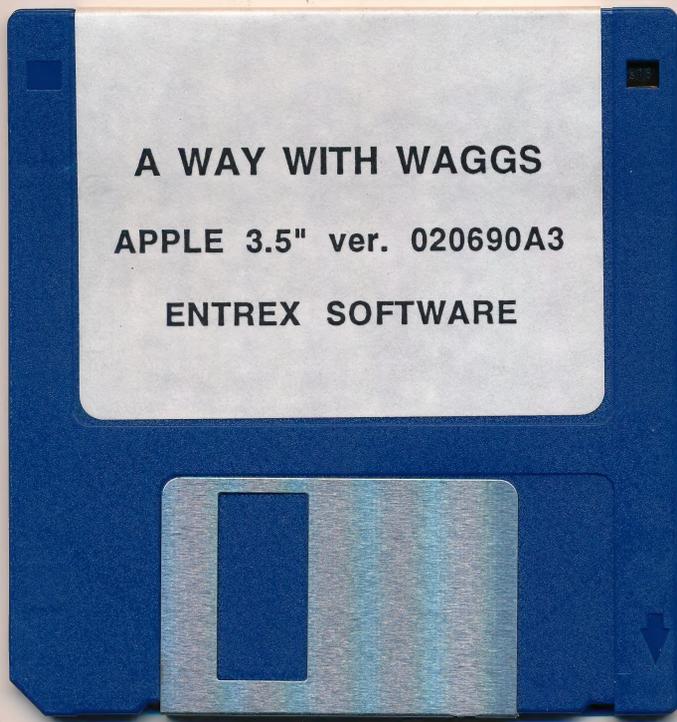
LANGUAGE LEARNING (K-6)

APPLE LAB PACK — 3.5"

ENTREX

A WAY WITH WAGGS

APPLE 3.5" ver.020690A3

ENTREX SOFTWARE

A WAY WITH WAGGS

APPLE 3.5" ver. 020690A3

ENTREX SOFTWARE

A WAY WITH WAGGS

Apple 3.5" - ver. 020690A3

ENTREX SOFTWARE

A WAY WITH WAGGS

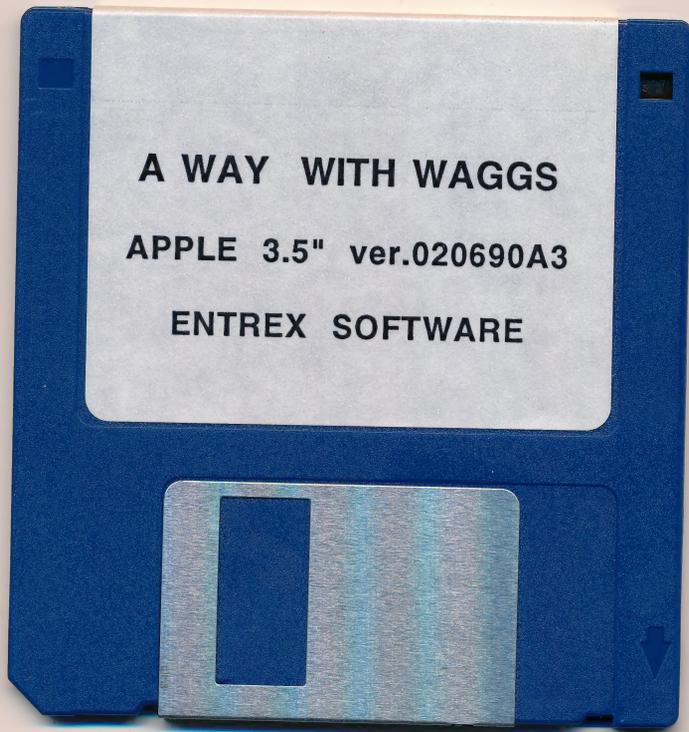APPLE 3.5" ver. 020690A3
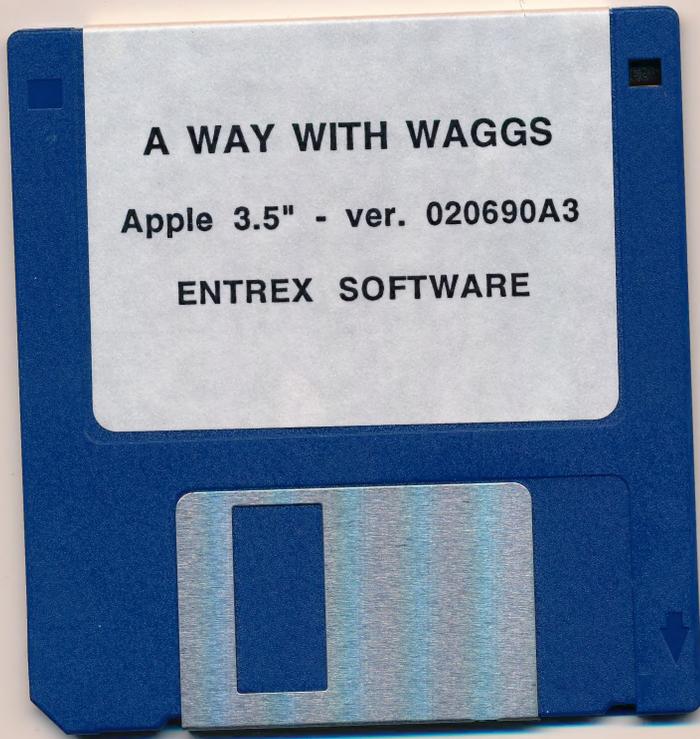
ENTREX SOFTWARE

A WAY WITH WAGGS

APPLE 3.5" ver.020690A3

ENTREX SOFTWARE

ENTREX SOFTWARE INC.
P.O. Box 30029
#104-3995 Quadra Street
Victoria, B.C.   CANADA
V8X 5E1

Owner Registration Card

Fill out this card and mail it immediately!

Name _____

Institution _____

Address _____

_____

City_____ State/Prov. _____ Zip/Postal _____

PROGRAM NAME: _____

VERSION # _____

Format: ❏ Apple II ❏ IBM ❏ Macintosh

Disk Type: ❏ 5.25" ❏ 3.5" ❏ Network ❏ Site License

Purchased From: _____

Date of Purchase: _____

I first heard of this product: ❏ Friend ❏ Magazine_____

❏ Trade Show_____ ❏ Catalog _____ ❏ Other _____

A Way (to learn) With Waggs

Language Learning Series

ENTREX

A Way (to learn) With Waggs

by: Entrex Software Inc.

For students with a reading level equivalent of grade 1-2.

Notice and Warnings

Contents

Part One

Introducing Waggs

Contents

Part One
Introducing Waggs

A Way (to learn) With Waggs will enhance students' reading and writing skills. The program is designed for students with a reading level of grades 1-2, and performs best with students enrolled in these grades or with remedial students trying to improve their language skills.

According to *A Child-centered Approach to Learning to Read:**

> One way to be certain that children will bring meaning to what they are reading, that they will be familiar with the words, concepts and language patterns of the author is to have the children read materials which they themselves have dictated or written. But language experience stories are not enough. The teacher has to utilize many strategies to provide non-threatening reading, writing, listening and speaking experiences!

This program adheres to the above philosophy. It will be most effective when all facets of the program are utilized, along with other exercises the teacher may create to best suit the class, including brainstorming, story modelling, using key words and developing new themes.

Through the above work students will develop a positive self-concept and learn the importance of their own knowledge, feelings and creative ideas. Most important is that this growth occur in a friendly and positive environment; an extension of the classroom where the development of basic skills is encouraged and where each child's ideas are accepted, valued and reinforced.

*FOR THE LOVE OF READING, 3rd Ed., by E. Buchanan, D. Cochrane, Q. Cochrane, et al.

Waggs incorporates hi-resolution color graphics, animation, sound and an extensive utilities and options section so the program can be customized to meet classroom needs. The program's four sections, *Story Reading, Word Practice, Story Writing,* and *Off-computer Exercises,* will provide students experience in reading and comprehension, then lead them to create their own stories.

If all aspects of the program are utilized, students will quickly increase their vocabulary and their ability to use it.

Aims and Objectives

The aim of this program is to provide a positive, successful language experience that will help students acquire and enhance reading and writing skills. More importantly it is designed to develop confidence and fun in these skills.

The program employs three strategies:

- The lesson plans provide an easy method of introducing *Waggs* to the student. Through the activities suggested and the use of flash cards, the student will quickly establish a sight vocabulary for the material in the program.

- Each story is fully developed and can be followed by a set of questions easily used by teachers, aides, parents or tutors to work with an entire class, small group, or with individuals. The stories are developmental and sequenced in each lesson. However, the activities can be done in any order according to the needs of the child.

- Creative expression is an integral part of *A Way (to learn) With Waggs.* This is achieved through story building and story writing. By selecting from a variety of words the student can complete one of several open-ended story frames or have the opportunity to create their own frame or story. The extensive selection of words, along with the ability to type in text at any time, enhances the student's ability to be creative.

The objective of this program is to build reading and writing skills in early readers. *A Way (to learn) With Waggs* allows students to grow with the program at their own rate. It encourages risk taking in a fun way and allows for positive experiences. It can also challenge students and provide them with the option of utilizing their own creativity.

Skill Objectives

This program should develop growth in the following skill areas:

Reading Skills

- develop visual skills necessary for the process of reading
  – identify detail
  – classify
  – left to right progression of a page

- comprehend written material
  – identify the main idea/semantics
  – recall and retain sequence of direction

- apply inferential thinking skills to reading
  – identify content
  – predict
  – sense emotion
  – make comparisons
  – give opinions
  – summarize and evaluate
  – think and learn through concrete and abstract methods

- develop sight word recognition
  – recognize high frequency words

- demonstrate awareness of phonetic and structural analysis
  – use phonetic analysis
  – use structural analysis to identify words

Writing Skills

- demonstrate an increasing ability to communicate through written language
  – develop fine motor control necessary for the process of writing

- begin to select form for purpose
  – use appropriate forms for clear communication (written experiences, ideas, stories, etc.)

- demonstrate growth in the complexity of language
  – use correct punctuation for clear communication

- begin to see the need for, and use of, proof reading skills
  – use basic spelling vocabulary and apply knowledge of phonetic and structural analysis to written work

System Requirements

The package contains one disk entitled "A Way (to Learn) With Waggs". Additional disks may be ordered at a cost of $10.00. Please include this order when submitting the enclosed registration card.

Apple versions of the program will operate on Apple II+, IIe, IIc, and IIgs with 64K or more of RAM and one disk drive.

PC versions of the program will operate on any PC (including IBM PCs and the Tandy 1000) with at least 230K available RAM and one disk drive. The PC must be equipped with a Color Graphics Adapter (CGA) or equivalent.

The program is suitable for use with either monochrome or color monitors, though color monitors are preferred. If you wish to store the program on a hard disk, simply copy the program files into a suitable subdirectory on your hard disk.

Part Two
Using the Program

Contents

Part Two

Using the Program

Starting the Program

Apple: Place "Waggs" in Drive One. Boot the program by turning on the computer or by pressing the <CTRL>, <RESET> and <OPEN APPLE> keys simultaneously (if the computer is already on). If you are unfamiliar with any of these keys please refer to your Apple Owner's Manual.

Note: different types of Apple II computers require different combinations of keys to be pressed to boot a program. If you are uncertain of which combination to use, consult your owner's manual.

PC: Boot the program by loading DOS 2.0 (or higher), then insert "Waggs" in Drive A and type "Waggs".

Introductory Screen

An introductory screen will appear on your monitor. Let your students operate the program from this point. At the bottom of the screen they will be prompted to type their names. Ask them to enter their full names, checking to ensure there are no errors. Use the <↔> keys to back up and correct any mistakes. Ask them to press <RETURN> after typing their name.

Diagram 1 — The Introductory Screen

```
Hi!

My name is
Waggs.

        ©1988 Entrex Software Inc.

What is your name?
My name is:
```
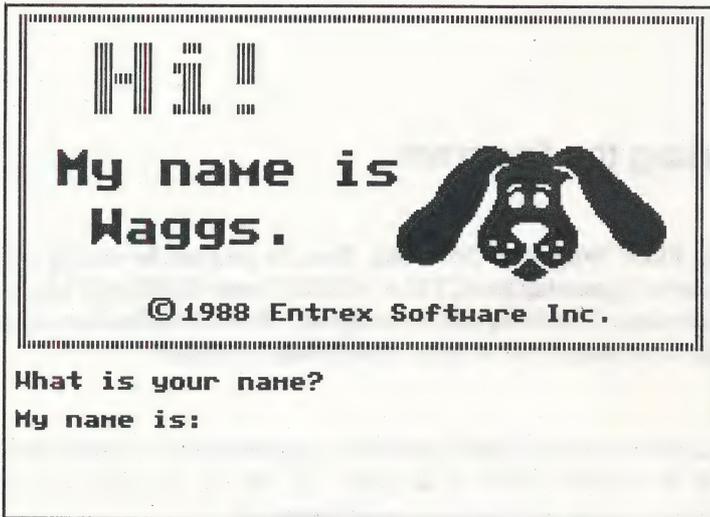
If you wish to customize the program to meet your class's needs, or need to delete old student records before the student can use the program, press the <CTRL> and <T> keys simultaneously. This will allow you to enter the teacher's menu, and provides access to the program's options and utilities. They will be explained in Part Three: Options and Utilities.

Once students have entered their names, Waggs will greet them and ask them to join him in an adventure. The introductory screen will disappear and be replaced with a second screen and a short menu.

The menu offers four options: *Story Reading*, *Word Practice*, *Story Writing*, and *Finished*.

Ask students to select *Story Reading* if you wish them to read some of the stories about Waggs and to answer questions based on those stories.

Select *Word Practice* if you wish them to practice using the sight vocabulary associated with each of the stories.

Select *Story Writing* if you wish them to create their own stories about Waggs.

Select *Finished* if they are finished using the program.

This is the first of a number of different "menus" used in the program. Menus are simply lists of choices or actions.

To "select" something from a menu, use the <SPACE BAR> or <↔> keys to move the highlight to your desired choice. For example, if you want your students to use the *Story Writing* part of the program, have them press the <SPACE BAR> twice, so that *Story Writing* is highlighted. When it is highlighted, press <RETURN>. Any numbered selections in a menu may also be chosen by typing in the number and pressing <RETURN>. Thus, *Story Writing* may be selected by pressing <3> and <RETURN>.

To escape from, or to leave, a menu without making a choice, press the <ESC> key. This will return you to a previous menu. If there is no menu to return to, <ESC> will have no effect.

Using *Story Reading*

If you have chosen to use the *Story Reading* part of the program, you must now decide which lesson to work on. There are ten lessons, ranked in increasing levels of difficulty. Each lesson is a logical progression in theme and content from the preceding lesson. Thus, unless your students are resuming work with the program, and have already completed the first lessons, have them start with *Lesson 1: Waggs*.

Since *Waggs* is already highlighted, simply press <RETURN>. If you wish to select a different lesson, press the <SPACE BAR> or <↔> keys to move the highlight to the desired lesson, then press <RETURN>.

Diagram 2 — The Story Reading Menu

```
 Come And Join Waggs On An Adventure !

           1. Waggs
           2. My Home
           3. Friends
           4. Playtime
           5. Off We Go
           6. A Walk
           7. The Park
           8. Fun And Games
           9. Help
           0. The Animal Farm

      Use <SPACEBAR> to highlight your
         choice,then press <RETURN>.
```

Stories

A picture to introduce the story will appear. Press <RETURN> to see the story.

Note: the story will appear either single spaced or double spaced, depending on how the spacing has been set – see General Options.

Read the story carefully. Be sure your students understand all of the words and sentences. Have them press <RETURN> when they are finished reading.

If the story is longer than one page, pressing <RETURN> will display the second page. **To return to the first page, type <P> (for previous page).**

Diagram 3 - Stories

```
┌─────────────────────────────────────────────┐
│ LESSON 6: A Walk                      Page 1 │
├─────────────────────────────────────────────┤
│      Anna and Paul walked with Waggs         │
│ to the park. "Look," said Paul. "The         │
│ park!" "Hurray!" shouted Anna. Waggs         │
│ jumped up and down and wagged his tail.      │
│      Waggs and Paul and Anna ran all         │
│ the way to the gates of the park. They       │
│ stopped at the gate and looked inside.       │
│ The park was very big.                       │
│      "Lets go inside." said Anna.            │
│ Waggs and his friends walked through         │
├─────────────────────────────────────────────┤
│          Please press <RETURN>.              │
└─────────────────────────────────────────────┘
```

Questions

When students have finished reading the story, they will be asked a number of questions about it. When the program is used with the regular option settings, these questions must be answered correctly before the student may continue to the next lesson. The teacher may change the options so that all questions do not have to be answered correctly before continuing.

Have your students read each question carefully. Then read each of the possible answers. Ask your students to use the <SPACE BAR> and <RETURN> keys to select the best answer.

If the questions is answered correctly, a picture will appear at the top of the screen and the student will be congratulated. The answer to the questions will be shown at the bottom of the screen. Press <RETURN> to continue. If the question is answered incorrectly, the student will be asked to try again.

Diagram 4 — Questions
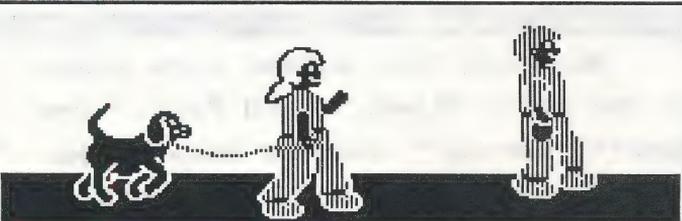

```
Where were Anna, Paul and Waggs going?

  1. to the zoo
  2. to the park
  3. to Paul and Anna's

          Good for you!
Anna, Paul and Waggs were going to
the park.
        Please press <RETURN>.
```

Clues

If the Clues option is turned on, and your students want a clue, ask them to press the <SPACE BAR>. The question will disappear and be replaced with the part of the story which contains the answer to the question. There is no penalty for asking for a clue.

Press <RETURN> to try the question again.

If students wish to try the question again without a clue, they should press <RETURN> and not press the <SPACE BAR>. The question will be erased then redrawn, without a line through the previously selected answer.

For each story there will be between five and eight questions. When all the questions have been answered the picture which introduced the story will be shown again and the students will be congratulated on their work.

Press <RETURN> to continue.

Waggs will now calculate how many questions were answered correctly on the first try. A doghouse will be displayed for each question. For each question answered correctly, Waggs will appear inside the doghouse.

Press <RETURN> to continue. Students may now choose to try another lesson or to try *Word Practice* or *Story Writing*.

Using *Word Practice*

Students just beginning to learn to read should try *Word Practice* before trying *Story Writing*. *Word Practice* is designed to be very simple, yet not suffocate students' creativity.

First choose which group of words to work with. There are five groups, ranked in an increasing level of difficulty. In most cases it would be best to start with the *Fun Words* group.

After selecting a word group, the word practice screen will appear. At the top are three boxes. A word will be displayed in each box, and where possible, the word will be accompanied by a picture clue (check *Options* if the picture clues do not appear — they could be turned off) Each box actually contains a series of words, which can be scrolled through. The boxes are numbered from one to three.

In the center of the screen will be a story "frame" with a number of blank spaces. A cursor, or input point, will appear at the first blank. When this blank is filled, it will automatically jump to the next blank.

Students should select words to fill in the blanks and complete the frame. Students will not be able to type in their own words or change the words that are part of the frame.

Words may be selected from any of the boxes. To select a word, type the number of the box. The series of words in that box will now be displayed, one after another. When students see a word they want to use to fill a blank, ask them to press <RETURN>. The word will automatically fill the blank.

If there are no appropriate words in the first box chosen, type the number corresponding to one of the other boxes. Words in that box will now be displayed. Again, press <RETURN> to select one of them.

If you have selected a word and then decide you don't want that word, you can "undo" the selection (if that option is turned on). Press <ESC>. A pop up menu will appear. Two choices should be displayed: *Undo* and *Finished*. Select *Undo*. The word will be removed and the blank will reappear.

Fill each of the blanks in this fashion. You may save the frame for later work. To save, press the <ESC> key. Select *Finished*. At the bottom of the screen the student will be asked "Do you want to save story Y/N?" Type <Y> to save the story. The student will then be asked "Do you want to stop work practice Y/N?" Type <Y> to exit.

If all the blanks are filled in, the pop up menu will appear automatically. Select *Finished* and type <Y> to save the story. *Word Practice* will be exited automatically.

Using *Story Writing*

Story Writing comprises all the features of a simple word-processor. Use it to write stories about Waggs by entering text and using the word picture clues, or create a whole new story. Features include insert and type over modes, word-wrap, tabs, delete, single and double spacing, save, restore and print.

Before you begin writing, decide which word group to work with. The word group determines which words will appear with picture clues but does not limit the vocabulary the student can use. There are five sets of words, ranked in an increasing level of difficulty. In most cases it would be best to start with the *Fun Words* group.

Note: the Advanced mode should be selected with the Undo, Save, Erase and Scroll story options turned on; you may consider changing some of the Advanced Options as well. Refer to section III for more information on these options.

Diagram 5 — Story Writing


```
━━━━━━━━━━━━━━ STORY WRITING ━━━━━━━━━━━━━━
┌─────────────┬─────────────┬─────────────┐
│    (sheep)  │             │   (grapes)  │
│    Anna     │     and     │    sleep    │
├──────1──────┴──────2──────┴──────3──────┤
│ ▪         ┌───────────────────────────┐ │
│           │ 1.  Type over             │ │
│           │ 2.  Undo                  │ │
│           │ 3.  Erase story           │ │
│           │ 4.  Finished              │ │
│           └───────────────────────────┘ │
│                                          │
│                                          │
│                                          │
└──────────────────────────────────────────┘
     Select command or press <ESC>.
```
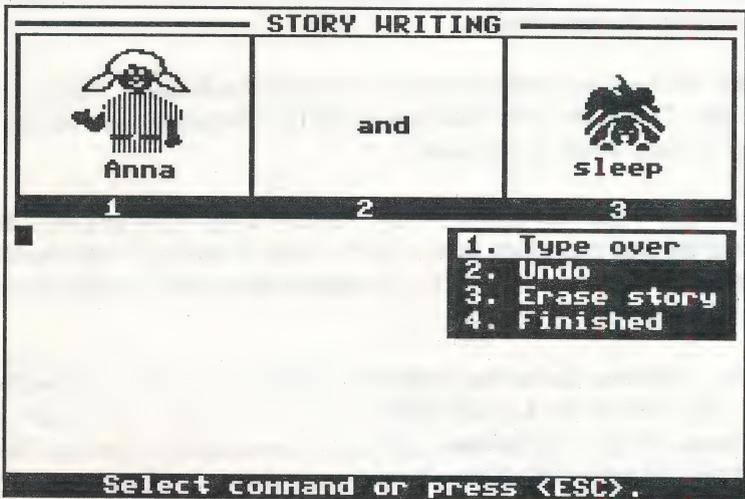
After selecting a word group, the story writing screen will appear.

At the top of the screen are three boxes. A word will be displayed in each box, and, depending on how *Options* have been set, the word may be accompanied by a picture clue. These words may be inserted into the text of your story exactly as in *Word Practice*. Refer to the Word Practice instructions to select the words.

A cursor will appear directly below the boxes on the left hand side. You may insert text at the cursor. Use the arrow keys to move the cursor to a new location.

Some Story Writing features are accessible only by pressing <ESC>. When you press the <ESC> key a pop up menu will appear, providing options such as Type Over, Undo, Erase Story, and Finished.

If you choose *Finished* you will be asked if you want to save your story, print your story, and if you wish to leave Story Writing.

The following is a brief description of each *Story Writing* feature:

Using the Program

Cursor: Use the <↔,↕> keys to move the cursor to any location on the screen. Words, whether typed or selected from the boxes, will be inserted wherever the cursor is located.

Insert: To insert text, position the cursor at the desired location. Type in the new text. Text to the right of the cursor will be reformatted automatically. Insert as many words as you want.

Type Over: Type over will allow you to type over top of existing text. To activate the type over mode, press <ESC>. From the pop up menu, choose Type Over, then press <RETURN>. To return to insert mode, simply choose Insert from the pop up menu.

Delete: Deletions can be done using the <DELETE> or <BACKSPACE> key. The <DELETE> key will delete whichever character is to the left of the cursor. To delete a blank line, position the cursor at the beginning of the blank line and press <DELETE>. Typing over a character will automatically delete that character.

Tab: Use the <TAB> key to move along a line more quickly than the <↔,↕> keys. It will advance the cursor one word at a time. Also use <TAB> to indent text by increments of five spaces.

Undo: This command, available from the pop up menu, will allow you to "undo" whatever you did last. This command will not always be availablE, depending on what your last action was.

Erase: This command, available only from the pop up menu, will allow you to erase your entire story and start again with a clean slate.

Word Wrap: If you reach the end of a line and wish to continue your sentence, just keep typing! When one line is full, the cursor will jump to the next line automatically. Only press <RETURN> at the end of a paragraph.

Scroll: The scroll feature allows you to scroll through pages of text, increasing the number of lines you can write up to a maximum of 36 (or three screens of single spaced text). Use the <↔,↕> keys to move up and down through the text.

Part Three

Options and Utilities

Contents

Part Three

Options and Utilities

Options and Utilities are accessible from any part of the program. They should be used to customize the program to your class's specific needs. To see the Teacher Menu, press the <CTRL> and <T> keys simultaneously.

Options are divided into two categories: Options (for every day use), and Advanced Options. Advanced Options should only be used by teachers familiar with the program, and are not intended for every day use. You can see the Advanced Options associated with any menu by pressing the <CTRL> and <X> keys simultaneously when that menu is displayed.

Throughout this section of the manual, whenever a ☞ symbol is displayed in the left hand column, the material in the following paragraph will refer to an Advanced Option.

To change any of the options, type the number associated with the option. Thus to change any of the *General Options* type <1> at the Teacher Menu.

General Options

Sound

Waggs occasionally uses sound as a reinforcer for some activities. For example, he may bark when a student correctly answers a question. In a room with many computers this sound may become disruptive. Type <1> to turn sound on or off.

Options and Utilities

Clues

Clues are used to help students who have difficulty answering questions correctly. More advanced students may not require any clues. To make students depend more on their memory and reading comprehension, type <2> to turn clues off.

Questions

If this option is turned off, no questions will appear after each of the stories in *Story Reading*. Turning this option off will make the *Clues* and *Ask Wrong Questions Again* options redundant.

Double Space

Younger students will find it much easier to read the text of the stories (and to read their own writing!) if it is double spaced. Advanced students are more accustomed to single spacing. Type <3> to set this option to either single or double spacing.

☞ *Ask Wrong Questions Again*

If you want students to redo questions which they answered incorrectly on their first try, set this option as shown above. This means that once a student has completed a set of questions, those answered incorrectly will be asked a second time. If you don't want students to review these questions, type <1>. This will change the option to "Ask Questions Once."

☞　　*Continue by pressing <RETURN>*

If you wish the program to automatically proceed from one question to the next without having to press <RETURN>, type <2>. This will change the option to "Proceed Automatically (with delay)." Thus, once a student has correctly answered a question there will be a short delay then the next question will be presented. "Continue by pressing <RETURN>" is the recommended setting.

☞　　*Number of Errors*

You may change the number of errors the student is allowed to make before being shown the right answer on any of the questions. If you change the number of errors to one, then the student will be shown the correct answer immediately upon answering incorrectly. Type <3> to change this option from three to one and then to two.

Student Record Keeping

Show all Students

Selecting this utility will allow you to inspect the progress of all students who have saved their work. A report similar to the following will be generated.

Diagram 6 — Student Records

```
┌─────────────────────────────────────────────────────┐
│  Come and Join Waggs On An Adventure!                 │
│                                                       │
│  Student: JILLIAN ROGERS                              │
│                                                       │
│  LESSON              CORRECT        WRONG             │
│                                                       │
│  1  Waggs              4              1               │
│  2  My Home            4              2               │
│  3  Friends            5              1               │
│  4  Playtime           0              0               │
│  5  Off We Go          0              0               │
│  6  A Walk             0              0               │
│  7  The Park           0              0               │
│                                                       │
│  No story saved.                                      │
└─────────────────────────────────────────────────────┘
```

Press the <SPACE BAR> to see the next student, or press <ESC> to return to the Options menu.

Print all Students

Choose this utility if you wish to print out the student records. Check to ensure your printer is turned on. You may need to configure your printer so the print outs will be correctly formatted (see: *Configure Printer*). When your printer is turned on and paper positioned correctly, press <RETURN>. If you decide not to print the records, press <ESC>.

Delete all Students

Use this utility to delete old records from a disk. Only four students may save their work on any one disk, so once students are finished using the program print out a record of their work, then delete it. You will now be able to use the disk with four new students.

Delete Selected Students

Choose this utility if you wish to delete some, but not all, of the work saved on a disk. Be sure to print out records of a student's work before deleting it.

Story Options

The following options will customize the *Story Writing* portion of the program. See *Using Story Writing* for more information on these settings.

Undo

This option should normally be turned on. It allows students to "undo" something they have done (usually selecting an incorrect word, placing a word in the wrong space, or deleting the wrong word). Type <1> to turn *Undo* on and off.

Scroll

This option should normally be turned on. It allows students to scroll through text and increases the length of the story the student can write. If *Scroll* is turned off, students will only be able to write as many words as can be shown on one *Story Writing* screen. Type <2> to turn *Scroll* on and off.

Print

Options and Utilities

If you have printers attached to your computers you may want to allow students to print out copies of their stories. If printers are not attached, set this option to *off*. Type <3> to turn this option on or off.

Save

In most cases you will want your students to save their work. If *Save* is turned off students will not be able to save their stories nor will any record be kept of them. If *Save* is turned on, students will always have the choice of whether they want to save their stories or abandon them. Type <4> to turn this option on and off.

Erase

Turn this option on if you want to allow students to be able erase their stories (it is much quicker to erase a story than it is to delete it character by character). Type <5> to turn this option on and off.

☞ *Words with Pictures*

Younger students may require the picture cues provided with the words in order to recognize the words themselves. Normally this option would be turned on. However, if more advanced students are using the editor then you may want to provide only the words. This will make the program more challenging and at the same time, provides more screen space in which to write. Type <1> to turn this option on and off.

☞   *Use Word Groups*

More advanced students may want to switch the word groups from which they can choose words. Normally, only one group of words will appear in the boxes. This means students are limited to selecting from that small pool of words or to trying to type in their own words. To increase the words available to them, turn this option on. Students will then be able to select different groups of words to appear in the boxes.

☞   *Word Delay*

Use this option to vary the speed at which the words scroll within the boxes. For very young students set the delay to long. This will give them a chance to sound out the words before they disappear. Advanced students will prefer a short delay. Type <3> to change the delay from *Average* to *Long* to *Short*.

Reset all Options

Use this utility to return all the options settings to where they were when you first bought the program. **All changes to the settings and all saved work will be lost!**

Note: this is a quick and easy way to return all options to the recommended settings, while at the same time clearing out all work saved on the disk. Do not perform this function if there is any work saved on the disk which you want to keep.

☞ Configure Printer

Use this utility to configure your printer to this program. This needs to be done only once as all settings are saved (unless you change to a different type of printer). If the printer is improperly configured, some printouts may stretch over page breaks, or may not print out at all. The default settings provided in the program should be adequate for most printers.

Hardware slot: (Apple users only) Your printer card must be in slot 1 (for parallel printers) or slot 2 (for serial printers).

Form length: The standard form length for 8.5 x 11 inch paper is 66, or six lines per inch.

Left margin: Set the number of characters you wish to indent text from the left margin. Default setting is 20.

Line feed after C/R: Check your printer and printer card manuals about this option. Some printers automatically insert a line feed after each carriage return; other printers require the software to instruct it to perform a line feed.

Form feeds: Check your printer and printer card manuals before adjusting this option. Some printers automatically insert a form feed after printing either 54 or 55 lines. If your printer does not automatically insert a form feed, turn this option on.

Pause at end of form: If you are printing onto single sheets of paper, turn this option on.

Part Four

Classroom Implementation

Contents

Part Four

Classroom Implementation

Lesson Plan

The following suggested study unit could span 4 to 8 days of study, depending on the depth of learning desired. It can be followed exactly or modified to fit particular classroom or grade level requirements. The minimum time required to complete the exercises listed for one day is thirty minutes. More time may be required.

DAY 1: The objective in Day 1 is to read and understand Waggs's first lesson.

Begin by introducing the story and questions (titled *Waggs*) to the students. Print the story on chart paper or on the chalk board. Read it through, then have the students read different lines of the story. Emphasize that the story is also made up of individual words (some of which might be difficult and may require sounding out). Use flash cards to help your students learn the more difficult words. Make large flash cards for use in the classroom, run off copies of smaller cards for students to practice with at home.

Briefly review the keys used to operate the program. Primarily, these are the <SPACEBAR> and <RETURN> keys. In *Story Writing* students will also have to be familiar with the <↔,↕> keys, the <ESC> key and the <1,2,3> keys.

Load the program on your computers (see: *Starting the Program*). Assign students to a computer and ask them to find the letters in their name and to type them in. (Emphasize the importance of reading what the computer is telling you.)

Explain how to use menus, reviewing all keys necessary to make the program proceed.

Classroom Implementation

Assignment 1: Have students cut out flash cards for the first and second stories and have them practice the words with a friend or by themselves.

DAY 2: The objective in Day 2 is to have students independently recall the skills taught on *Day 1*, to re-read the first story and to answer questions pertaining to the first story. Some students may be able to complete up to six stories in this session.

Review the flash cards for the first and second lessons (length of time will depend on the needs of the students you are working with). Review the computer keys then return to the computers to re-read *Waggs*. Allow your students to work independently and to continue onto the questions and other stories.

DAY 3: Review the above skills. Continue with the *Story Reading* so that each student has completed at least three or four.

Assignment 2: Flash cards for the remaining stories should be made and handed out to students who require a new list of words for stories they will, or have already, read.

DAY 4: Today's objective is to introduce the story writing procedure and to have the students build their own story.

Begin by introducing the second part of the program: *Story Writing*. Emphasize that the vocabulary used in the *Story Reading* is also utilized in this part of the program. Instead of reading stories, however, the students will be writing them. Students will have the option of seeing the words with or without picture clues. Ask them to use the picture clues. (If your students are not yet ready to try writing stories, ask them to complete the story frames provided in *Word Practice*.)

Briefly introduce the new keys needed to use this part of the program (see: *Using Story Writing*).

Select a story (such as *Fun Words*) so the student can understand how words can be entered into their stories. Have students scroll through the words in Box 1 and continue this procedure with Boxes 2 and 3. Help students complete their first sentenc, by both selecting words from the boxes and by typing them in.

Emphasize the importance of saving their story.

DAY 5: The objective in Day 5 is to have students independently recall the skills taught on *Day 4* and to complete their story. Some students may be able to write more than one page stories (see: *Story Options*, to set the program to allow this).

Review the skills and procedures outlined in *Day 4*. Introduce the option that students can, at any time, edit their text. Encourage students to complete their story, then select another or create their own story.

Emphasize that the student is not limited to only the words showing in the boxes.

DAY 6: Spend a few minutes discussing your students' first experiences in writing stories. If time permits, encourage them to try writing new stories using different words.

Additional activities could include:

- printing out all the stories and creating a class "book."

- having students swap stories, then read the stories aloud.

- using scratch paper, have students illustrate their story, then read it aloud to the class.

- continue with both the *Story Reading* and *Story Writing* until they have a complete grasp of the concepts and vocabulary.

- review any problem vocabulary using the *Word Practice* part of the program.

Introducing the Program to Students

This program works most effectively when used in conjunction with standard classroom instruction focussing on reading and writing. It can also be used on its own, as enrichment or supplementary material.

With either strategy, some introductory work will be required to ensure effective use of the program. For example, initiate a class discussion on a subject relating to Waggs. Try discussing pets. Ask students to think of different kinds of pets. Record their answers.

After all ideas have been gathered and read, focus in on "dogs." What characteristics do dogs have? A five to 15 minute discussion should be ample to generate many ideas, both appropriate and inappropriate. The length of the session will depend on how long the discussion is productive. Some examples for discussion and brainstorming could be: different types of dogs, dog's likes and dislikes, dog's feelings, different colors of dogs...

Your students may suggest other categories they would like to explore. Once their material is exhausted, have them re-read their work.

A five minute discussion can now be spent introducing Waggs to your students. Inform the class of all the characteristics that Waggs has. Together, compare them to the characteristics compiled during the discussion.

Students should be informed of the two main aspects of the program, *Story Reading* and *Story Writing*.

A possible strategy in addition to the above, particularly if you are using a computer lab, is to assign two to four students to learn the program as an enrichment exercise. These students can act as tutors when the rest of the class uses the program.

Commonly Asked Questions

1. *What do I do if I get a question wrong?*

Don't fall out of your seat! It's no crime to answer a question incorrectly. Press the <SPACEBAR> to request a clue. You will see a part of the story which will include the answer to the question. Try to answer correctly on your second try.

2. *When the stories are longer than one page (lessons 6-10) how do I return to the first page of the story once I have pressed <RETURN> to see the second page of the story?*

Press the <P> key to see the previous page, or the <N> key to see the next page. Normally, you need only to press <RETURN> to see the next page, and to proceed from the story to the questions.

3. *What does it mean when there are empty doghouses after I have finished the questions?*

One doghouse will be shown for each question you've answered. If you answered the question correctly on the first try, then a dog will appear inside the doghouse. If you answered incorrectly, the doghouse will be empty.

4. *Do I have to use the words which appear in the boxes when writing my stories?*

No. You may type in all your own words, or you may select some words from the boxes and type in others using the keyboard. Also, the program can be set up so that you can change the words which appear in the boxes.

5. *How do I select the words which show up in the boxes to insert them in my story?*

Type the number corresponding to the box number. If you want to choose a word from box 1, then type <1>. The words in box 1 will now scroll automatically, letting you see and sound out each word. If you wish to scroll through the words more quickly, press the <1> key repeatedly, until you see the word you require. Once you have found your word, press <RETURN>.

Classroom Implementation

6. *How do I save my stories? What happens if I don't?*

You may save your stories any time by pressing the <ESC> key and then selecting *Finished* from the pop up menu. You will be asked if you want to save your story (look at the bottom of the screen). You will not be able to save your story if this option has been turned off using the teacher utilities.

If you don't save your story, it will be lost when the computer is turned off, or when you exit the program. If you choose to "quit" the program, your work will not be saved automatically.

7. *How come my students lose all their work whenever I choose the* Teacher's Utilities *option while they are writing their stories?*

Changing some of the settings and functions available in the *Teacher's Utilities* section may significantly change the operation of the the program and the method used to save stories written using the program. Therefore, work done beforehand may not be usable with the new settings. Be sure this work is saved before changing any of the settings.

8. *What do I do if the program won't let me enter a new student name, and instead tells the student that the disk is full and to consult the teacher?*

There is room on each disk to save results from *Story Reading* and *Story Writing* for up to four students. If you have four students using the disk already, you will have to delete one or more student stories or use a different disk. Deleting more than one student requires use of the *Delete Students* option in Options and Utilities.

9. *What is the difference between "Options" and "Advanced Options"?*

"Options" are available for regular, daily use, and should be set to meet the requirements of each specific class, and in some cases, to meet the requirements of specific students. "Advanced Options" are options which would not normally change from one class or student to the next.

10. *How do I get to look at the "Advanced Options"?*

Press <CTRL> and <X> simultaneously at any menu. If there are any Advanced Options associated with that menu, they will appear as soon as the <CTRL> and <X> keys are pressed.

Off Computer Exercises

Connect the Dots

Skill: Putting Letters in alphabetical order.

Materials: Dot to dot worksheet (enclosed).

Activity: Give the students the dot to dot worksheet. Instruct them to find the letter A on their paper. Then find the letter B. Ask them to draw a line from A to B. Next draw a line from B to C, and so on through the alphabet.

Flash Card Concentration Game

Skill: Recognizing sight words from a list.

Materials: Sight word work sheets 1 - 8 (must be made up from the sight word lists). Scissors and glue.

Preparation: Have students cut sight word worksheets into cards. Have them print their names on each card. To make the cards more durable, consider pasting them onto 3"x5" index cards.

Activity: The game is best played with two players. Students shuffle their cards and place them face down. The first player turns over one card and asks the other student to sound it out and say the word. If the student answers correctly they get to take the card and keep it in a separate pile. If the student answers incorrectly, the card is placed back in the deck and the student must try it again.

Players take turns turning over word cards until they have collected all of their opponent's cards. Cards are then returned to the original owner.

Classroom Implementation

Guess What Word I Am

Skill: Recognizing sight words from a list.

Materials: Large flash cards or a black board.

Preparation: Select a list of sight words (from the sight word lists- Stories 1-10) emphasizing words which can be acted out. Examples: jump, walk, run, kick. Have these words written on large flash cards or the board.

Activity: "Let's play a guessing game. Who can come up and act out one of these words? Please, don't tell us your word. We must guess what word you are!"

Student acts out a word. Other students, in turn, will act out other words. Afterwards, individual students, or the class as a whole, can dictate a story using the words which have been acted out.

What Happened Next?

Skill: Predicting outcomes.

Materials: Stories 1-10 or student's stories about Waggs (which could have several endings).

Activity: Read part of the story to the class. Stop before the ending or a turn of events happens in the story. Ask questions similar to the following:

"What has happened so far in the story? What could happen next? What are some other ideas of what could happen?"

Divide the class into small groups. Ask each group to make up an ending to the story and "act it out" for the class. Read the ending of the story to the class. Ask them what they thought was going to happen and contrast that to what did happen.

Let's Make a Sentence

Skill: Recognizing sight words from a list and within a sentence.

Materials: Sight word sheets (Stories 1-10), scissors, glue, large paper strips and crayons.

Activity: "Let's read these words. Who can think of a sentence using these words? Who can think of another?"

Give each student several copies of the word sheet for the story you want to review. Have them cut out words to make sentences, glue them onto the paper strips, and illustrate them with their own pictures.

Arrange strips onto a large piece of chart paper and glue to make a big book. Students can read each other's books.

Say It All In A Word

Skill: Describing details.

Materials: Paper, crayons or paints, a detailed picture showing an activity, word cards.

Activity: Read one of the stories you are working on to the class. Have them draw a picture of their favorite part in the story. Emphasize they must illustrate with as much detail as possible.

Example: A picture of Waggs walking with Anna on the grass in the park. Birds are singing, the sun is out, there are clouds in the sky.

Show the picture to the class and ask your students to think of five words which tell about it. Write each word on a word card and put it beside the picture. Continue asking for words. When you have enough words, ask your class to read the words and compose a new story using the words.

Classroom Implementation

Let's Give It A Title

Skill: Stating the main idea.

Materials: Pictures that the students have drawn. Pictures should be full of action.

Activity: Show a picture to the class. Ask them to tell you what is happening. Ask them to give the picture a title which tells about it. Write the title on the board or on a sentence strip. Continue with several other pictures, then place all the pictures in view of the class. Read a title. Have a student select the picture. Repeat with the other titles.

When students paint or draw their own pictures ask them to give titles. Ask students to talk about their art. Ask questions: "Who is in the picture? What is it about? How do you feel when you see the picture?

Waggs And His Stories

Skill: Remembering events from a story.

Materials: Stories 1-8, crayons and paper.

Activity: Read one of the stories to the class. Ask questions similar to: *"What happened in the story? How did the story start? How did the story end?"*

Give the students crayons and paper. Ask them to draw one thing that happened in the story. After the students finish the pictures, share them with the class. Ask questions similar to the following:

"Tell us about your picture. Did this happen in the beginning? The middle? At the end of the story? Who has a picture which comes after the story? Who has a picture which comes before the story?"

Select several pictures of different parts of the story. Use four or five at a time. Display the pictures out of order and ask the students if they can put them in order according to the story.

Story 1: Waggs

Hi! My name is Waggs.
I like to run and play.
I like to run and play with my red ball.
I can make the ball go up and down.
I am a funny dog.

Sight Words

a	go	play
am	hi	red
and	I	run
ball	is	the
can	like	to
dog	make	up
down	my	Waggs
funny	name	with

Story 2: My Home

Waggs lives in a big blue house.
The house sits in a big backyard.
Waggs likes to sit and sleep in his house.
He can not run and play in it.
Waggs likes to run and play in his yard.
Waggs likes his big blue dog house.

Sight Words

backyard	in	not
big	it	or
blue	likes	sit(s)
he	lives	sleep
his	loves	yard
house		

Story 3: Friends

Waggs likes to play with his friends.
He likes to play with his friends Paul and Anna.
Paul likes to run with Waggs.
Anna likes to walk with Waggs.
Paul and Anna love to play with Waggs.
Waggs loves playing with his friends.

Sight Words

Anna	Paul
friends	playing
love	walk

Story 4: Playtime

Paul and Anna like to play with Waggs and his red ball.
Anna likes to roll the ball to Waggs.
He likes to chase it.
Paul likes to kick the ball and run after it.
Waggs likes to run after Paul.
They all like to play with the red ball.

Sight Words

after	all
chase	kick
roll	they

Classroom Implementation

Story 5: Off We Go

Let's go to the park today," said Paul. Anna and Waggs smiled and jumped up and down. That made them very happy.
"I will take the ball," shouted Paul. "Alright," said Anna. "I will take Waggs." Waggs was so happy he wagged his tail. He and his friends were off to the park.

Sight Words

alright	said	that
happy	shouted	today
jumped	smiled	very
let's	so	wagged
made	tail	we're
off	take	will
park	them	

Story 6: A Walk

Anna and Paul walked with Waggs to the park. "Look," said Paul. "The park!" "Hurray!" shouted Anna. Waggs jumped up and down and wagged his tail.
Waggs and Paul and Anna ran all the way to the gates of the park. They stopped at the gate and looked inside. The park was very big. "Let's go inside." said Anna. Waggs and his friends walked through the gate and into the park.

Sight Words

at	gates
hurray	inside
into	look(ed)
of	stopped
through	walked
way	was

Story 7: The Park

Waggs and Paul and Anna walked in the park. It was very big and full of many colors. "Look at all the green grass!" said Anna. Waggs sniffed the grass and rolled in it. "Wow!" shouted Paul. "Look at all the pretty yellow flowers." Waggs ran over to them. "Do not eat the flowers,"said Anna. "You can only smell them."
Waggs looked at the flowers. He smelled them. They smelled good. Waggs smiled at Anna and Paul and wagged his tail. It felt good to be in the park.

Sight Words

be	grass	rolled
colors	green	smell
do	many	sniffed
eat	only	yellow
felt	over	you
flowers	pretty	wow
good	ran	

Story 8: Fun and Games

"Let's play a game in the park!" said Anna. Waggs ran to her and wagged his tail. Paul quickly put the ball down and kicked it! Waggs and Anna ran after the red ball. Suddenly they stopped. The ball was sitting in a tree.
"Paul please come and help us," shouted Anna. "The ball is up too high for me!" Paul ran over to the tree and tried to reach the ball. He could not touch it.
Anna and Paul sat sadly under the tree. "We need help!" they said. "Can I help you?" said a voice.

Sight Words

come	need	too
could	please	tree
for	put	tried
game	quickly	touch
help	reach	under
high	sadly	us
kicked	sitting	voice
me	suddenly	

Story 9: Help

Paul and Anna looked up. It was their friend Bob, who lived beside them.
"Hi Bob," said Paul and Anna. "Are we happy to see you." Waggs jumped up and wagged his tail.
"Could you please help us get our ball down?" said Paul. "I sure can," said Bob. "If you hold baby Sarah."

Bob walked over to the tree and lifted the ball out. He gave it to Paul. "Thank you very much Bob!" said Anna.
"Would you like to come with us to the animal farm?" said Bob. Anna and Paul looked at Waggs. "Let's go!" they shouted.

Sight Words

animal	hold	see
are	if	sure
baby	lifted	thank you
beside	lived	their
Bob	much	we
farm	our	would
gave	out	who
get	Sarah	

Story 10: The Animal Farm

Waggs and his friends stopped inside the animal farm. There was so much to see. The ducks were swimming in the duck pond. The cows were "mooing" and the peacocks were watching everyone from the trees.
Anna watched the chickens and their chicks. Paul enjoyed petting the pigs and the piglets. "Look, goats!" shouted Bob. They all ran over to the fence. The goats were jumping up and down and kicking their hind legs.

Classroom Implementation

Anna walked over the the sheep. "They are so fluffy!" she said. Paul touched the pony, his coat was smooth.

Bob looked at his watch, it was 4:00 o'clock. "We must be going now." he said. Paul looked sadly at Waggs, "We have to go home too." Waggs and his friends walked to the gate. They waved good-bye to the animals. "I had so much fun today," said Paul. "Let's go on another adventure tomorrow!" Waggs looked at Paul and Anna and smiled and wagged his tail.

Sight Words

adventure	good-bye	pigs
another	had	pond
chickens	have	pony
chicks	hind	she
coat	home	sheep
cows	kicking	smooth
duck(s)	legs	swimming
enjoyed	mooing	there
everyone	must	tomorrow
fence	now	touched
fluffy	on	watch(ed)
from	peacocks	watch
fun	petting	waved
goats	piglets	

Programs from Entrex Software Inc.

Language Learning (K—6) Series
- ❏   Sugar & Snails & Kitty Cat Tails
- ❏   A Way (to learn) With Waggs
- ❏   Cleo is a Dragon!
- ❏   Mysteries in the Making

Search & Solve Series
- ❏   Pollution Patrol
- ❏   Rock Doctor
- ❏   Weather Wizards
- ❏   What in the World is Plate Tectonics?

History Series
- ❏   Discover The World
- ❏   In The Days Of Knights & Kings
- ❏   The Texas Revolution
- ❏   The Civil War
- ❏   The Indian Wars
- ❏   The Forty-Niners
- ❏   Race For The West
- ❏   The Battle For Europe
- ❏   The Pacific Theater

Canadian History Series
- ❏   Building A Nation
- ❏   Quest For Canada
- ❏   Nor'Westers To The Pacific
- ❏   Rebellion In The West

Entrex Software Inc.
2650 Belmont Avenue,
Victoria, BC V8R 4A6
(604) 595 © 8313