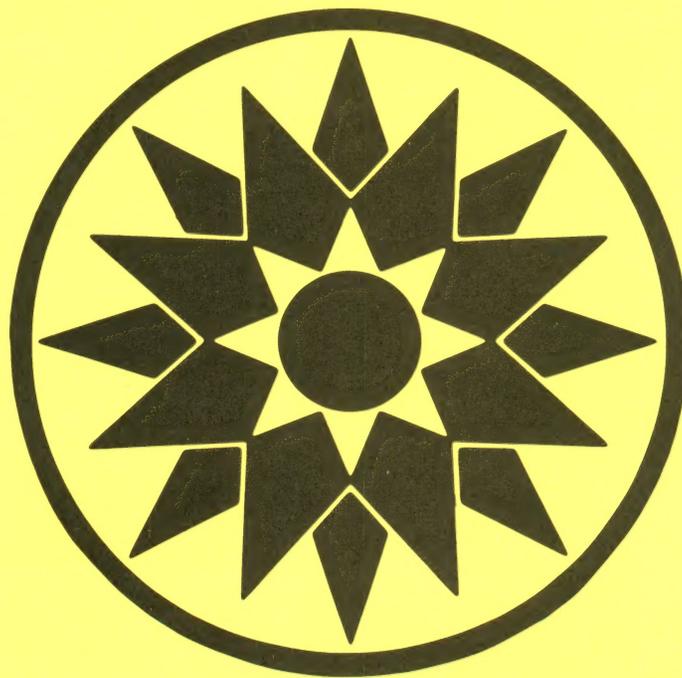**Apple**

MAGIC SLATE

The Word Processor that Grows with You

Teacher's Guide

SUNBURST
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Why Use A Word Processor?

For many students, the most frustrating aspect of writing is revision. Consider some typical situations from the perspective of a student. You think of a better word than the one you just wrote, but if you erase it, you might rub a hole in your paper. -- You notice that you put two "l's" in "balance." If you erase one of them, what will you do with the blank space that remains? -- You left out an "s" in "dessert." Should you try to squeeze it in? -- After reading through your rough draft you realize that it would make more sense if the second idea came first, but is it worth the time to rewrite? -- You have misspelled "magic" in a lengthy paper. Even if you can find every misspelling of "magic," how long will it take you to fix all of them?

Word processing allows you to delete (erase) an unwanted letter, word, sentence, or paragraph without damaging your copy or leaving a blank space. You can insert new writing in between letters or words because the word processor automatically makes room for them. You can find and replace a misspelled word that appears fifty times, just as easily as if it appeared only once. You can rearrange your writing without retyping a single word.

Word processing encourages editing. Most professional writers would say that editing is one of the most important parts of writing, but most students hate to edit. Changes like the ones described above are tedious and time-consuming. Word processing allows changes to be done quickly and easily.

Word processing makes writing look more professional, too. If the appearance of the writing looks more professional, students will want to spend more time on their writing. MAGIC SLATE's ability to vary typestyles adds to the interest of the page.

Polished writing without drudgery is what word processing with MAGIC SLATE is all about.

What Is Special About MAGIC SLATE?

MAGIC SLATE grows with you. It is really three word processors in one:

```
        MAGIC SLATE 20
    ┌──────────────────────┐
    │      Main Menu       │
    │  ┌────┐ ┌────┐ ┌────┐ ┌────┐│
    │  │EDIT│ │Load│ │Print│ │New ││
    │  └────┘ └────┘ └────┘ └────┘│
    │  ┌────┐ ┌────┐ ┌────┐ ┌────┐│
    │  │Save│ │Delete│ │Make│ │Quit││
    │  └────┘ └────┘ └────┘ └────┘│
    │ Use the arrow keys or first letters │
    │ to select then press RETURN: ■      │
    └──────────────────────┘
```

```
Page 1 of JIM
└───┘────────1────┤──2
□    My name is Jim.
I am writing with a
MAGIC SLATE.  Now I
never rub holes in
my paper when I
erase.   I like the
BIG LETTERS best of
all!
TYPEOVER - Use CTRL-E for insert,
ESC ? for help, ESC Q for main menu.
```
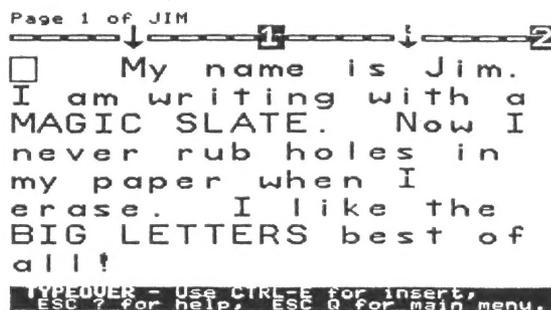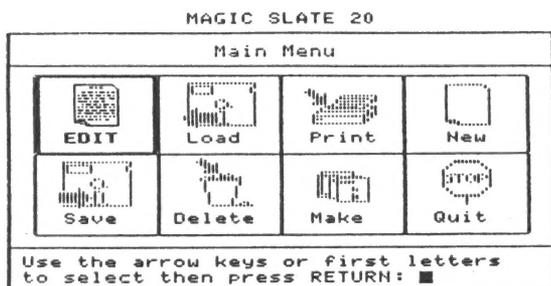
The 20 column version is for the young child. It has a picture menu, BIG letters, and is very easy to use. Features include: delete, get, insert, center, underline, search and replace.

```
        MAGIC SLATE 40
    ┌──────────────────────┐
    │      Main Menu       │
    │  ┌────┐ ┌────┐ ┌────┐ ┌────┐│
    │  │EDIT│ │Load│ │Print│ │New ││
    │  └────┘ └────┘ └────┘ └────┘│
    │  ┌────┐ ┌────┐ ┌────┐ ┌────┐│
    │  │Save│ │Delete│ │Make│ │Quit││
    │  └────┘ └────┘ └────┘ └────┘│
    │ Use the arrow keys or first letter │
    │ to select then press RETURN:       │
    └──────────────────────┘
```

```
Pg:001 Ln:012 Col:034 File:MARY.TO.SUSAN
└──┘──────1────┤───2───┤──3───┤──4
Dear Susan,
    I am writing with a word processor
called MAGIC SLATE. It is really MINT!
Watch what I can do......

This line is in BOLDFACE.

This line is underlined.

This line is typed using italics.

This typestyle is called OUTLINE.□
TYPEOVER - Use CTRL-E for insert,
ESC ? for help, ESC Q for Main Menu.
```

The 40 column version meets the needs of a wide variety of users by combining ease of use with a full range of features. Every command that works on the 20 column version works on the 40 column version. Added features include justification, vertical spacing options, block moves, custom formatting, and other typestyles such as boldface, italics, subscript, superscript, and outline.

```
                           MAGIC SLATE vers 1.0.1
+---------------------------------------------------------------------------+
|                               MAIN MENU                                   |
+---------------------------------------------------------------------------+
| Primary file: SAMPLE :drive 1                         Tue, Jan 1 1985     |
| No secondary file :drive 1                                                |
+---------------------------------------------------------------------------+
|                                                                           |
|            E -  EDIT                        T -  Toggle drive             |
|            P -  Print                       X -  Switch files             |
|                                             F -  Fix date                |
|            S -  Save                                                      |
|            L -  Load                        C -  Catalog                  |
|                                             A -  Append a file            |
|            N -  New                                                       |
|            D -  Delete                      U -  Utilities                |
|            M -  Make                         Z -  Magic Speller            |
|                                                                           |
|                          Q -  Quit                                        |
|                                                                           |
+---------------------------------------------------------------------------+
| Use the arrow keys to select your option and press RETURN:                |
| (Press ? for help on the selected option).                                |
+---------------------------------------------------------------------------+
```

The 80 column version is a powerful, professional word processor with many
advanced features. (It requires an Apple IIe with an 80 column card or an
Apple IIc.) All the commands from the 20 and 40 column versions work on
the 80 column version. One feature allows two files to be seen and
edited at the same time.

What is special about MAGIC SLATE? . . . You decide!

MAGIC SLATE Materials

- MAGIC SLATE disk - contains the main program. Students' files will be stored on data disks which you must make. (See the "Before Using MAGIC SLATE" section of this book for information on making a data disk. The Magic Slate diskette should be removed from the disk drive and replaced with a data disk once the Menu is on the screen.

- MAGIC SLATE Teacher's Guide
  - Introduction - gives you an overview of MAGIC SLATE. It is important to read this section, especially the part on configuring the disk.

  - Primary Teaching Ideas - 10 classroom lessons to help you use the 20 column version of MAGIC SLATE. Use these lessons for ideas and adapt them to your own classroom situation.

  - MY OWN MAGIC SLATE - a reproducible booklet designed to introduce the 20 column version to primary students. An accompanying Teacher's Guide will assist you in determining how to use the booklet.

  - Teaching Suggestions - 40 column - 14 classroom lessons with ideas for using the 40 column version.

  - MAGIC SLATE HANDBOOK - a reproducible tutorial for the 40 column version designed for teacher in-service or student use.

  - Applications - 80 column - Ideas for using the 80 column version from both a teacher and student perspective, along with an overview of its features.

- MAGIC SLATE Reference Manual
  This reference manual is for the experienced word processor. All MAGIC SLATE commands in the 20, 40, and 80 column versions are explained. The reference manual is not designed to teach the commands, but to help you determine quickly the function of each command.

- MAGIC SLATE Quick Reference Card - If you understand a feature, but can't remember what keys to press, the Quick Reference Card will be the first place to look. It will give you an overview of all commands available, but will not explain any of them in detail.

Classroom Management Suggestions

The following suggestions were collected from teachers involved in field-testing MAGIC SLATE. The sites included both lab and classroom settings.

- If you are sharing a lab, schedule several different classes in a row to do word processing. Load MAGIC SLATE into all the computers before the first class. Do not turn off the computers until the last class is through with them.

- Pairing older students with younger students is very helpful. Let the older students become familiar with MAGIC SLATE first, and then they can teach younger students how to use it.

- Same-age-student pairing works too. One student can proofread while the other types. To avoid looking back, some students like to have their partner read to them what is to be typed.

- Make sure that every student types in his or her own writing. It is easy to fall into the habit of letting the faster typists do all the typing.

- Double space first drafts. (See Custom format from the print section.) This will make the drafts easier to proof and allow room for corrections.

- If your printers are in short supply, you can have students save their work for you (or a student or a parent volunteer) to print at the end of the day.

- Train special helpers to be "room experts" on editing and printing. Let them load MAGIC SLATE into the computers and put materials away at the end of the session.

- Try not to have more than two students share a data disk.

- Make a "final copy" data disk for an assignment. Have students save the writing they want to turn in on this disk. This will save time when you check their work.

- Many students can use the MAGIC SLATE HANDBOOK independently with very little assistance if they work with a partner and set their own pace.

- Have your students take their MAGIC SLATE HANDBOOKS with them to the computer. When a problem arises, they should try to answer their own questions before seeking your help.

- Find a place for the computer(s) in your classroom that will offer the least distraction - visual barriers will help.

- Don't schedule every student for the same amount of computer time for word processing. Allow students to participate in deciding how much time will be needed. They are very aware of typing speed.

- Teach your students to periodically stop writing and save their work. This will minimize "tragedies" caused by tripping over cords, power failures, and the like.

- Give students a time line for word processing assignments so that they can budget their computer time.

- Realize that when one class is using two or three computers, most word processing assignments will take three to four days to complete.

- Consider finding ways to make time for students to use computers before and after school. Word processing will create new demands on your computer time.

- Rotate the order in which your students get to use the computer. Let those who do their word processing first help with proofreading the work of other students.

- Encourage a wide variety of uses for word processing.

- If you introduce an assignment (PREWRITING) the first thing in the morning, your students will have all day to get to the computer.

- Don't think of word processing as a unit to be taught and completed. Think of it as a lifelong tool, an early investment in a skill that students can use at any age.

- Assign a writing task. Let one-half of your class use MAGIC SLATE, one-half use handwriting. Have students discuss and compare the advantages and disadvantages of both.

- Send home a letter to parents explaining what word processing is and your rationale for using it with your students. You may be surprised at their support and interest.

- In using the 40 column tutorial, the MAGIC SLATE HANDBOOK, begin each lesson with a review of what has been learned and what is expected.

- Spend ample time teaching students how to take care of data disks.

- Occasionally, print students' final copies on a high quality printer paper.

- If you need more than one copy of something, print the first copy and then duplicate it on a copy machine.

- If at all possible, keep your computer in the classroom rather than in the hall. Without spending much time, you will observe many things that will be useful in planning your word processing instruction.

Before Using MAGIC SLATE

Before using MAGIC SLATE, you must configure your MAGIC SLATE disk and make a data disk.

* CONFIGURE A DISK. You need to set MAGIC SLATE for the specific printer and interface card you will use, and to set the version you want.

    1. Remove the write protect tab from the MAGIC SLATE disk.

    2. Put the MAGIC SLATE disk in the disk drive.

    3. Turn on the television or monitor.

    4. Turn on the computer and quickly hold down the CONTROL and C keys while MAGIC SLATE begins to load into your computer.

    5. You should see a SYSTEM CONFIGURATION MENU. (If you do not, try turning the computer off and repeating step 4.)

SYSTEM CONFIGURATION MENU

    P - PRINTER TYPE:
         Currently Epson FX

    C - INTERFACE CARD:
         Currently Grappler+
         in slot 1

    V - PROGRAM VERSION:
         Currently 40 columns

    T - TEST CARD AND PRINTER

    E - EXIT

    6. Using the arrow keys, choose PRINTER TYPE and press RETURN.

    7. Select your printer from the list of printers and press RETURN.

    8. Choose INTERFACE CARD from the SYSTEM CONFIGURATION MENU and press RETURN.

    9. Select your interface card from the list and press RETURN.   (If your interface card is not listed, try selecting GENERIC.)

    10. You will see: Interface Card Slot: 1.
        If your card is in some other slot, change the number. Press RETURN.

    11. Choose V to choose the PROGRAM VERSION and press RETURN.

12. Using the arrow keys, select the version and press RETURN. MAGIC SLATE is preset to the 40 column version.

13. Choose Exit from the SYSTEM CONFIGURATION MENU and press RETURN. You will hear a "whirring" sound and see the disk drive light come on as MAGIC SLATE is set to the printer, interface card, and version you chose. It will stay at those settings until you reset them through the SYSTEM CONFIGURATION MENU.

12. Remove the MAGIC SLATE disk from the disk drive and replace the write protect sticker. DO NOT REMOVE THE WRITE PROTECT STICKER AGAIN UNLESS YOU WANT TO CHANGE THE CONFIGURATION OF YOUR DISK.

- MAKE A DATA DISK. Your students' writings are saved on data disks. Decide how many data disks you will need and obtain that number of blank disks. If you plan to have your students do much word processing, you might want to have one data disk for each student. Otherwise, you should consider how the data disks will be shared. IF YOU WILL BE MAKING MORE THAN ONE DATA DISK, TRY TO USE TWO DISK DRIVES IF POSSIBLE.

1. Choose MAKE from the Main Menu and press RETURN.

2. You will see:
   Drive of new disk (1 or 2)

3. If you are using one disk drive, answer 1.
   If you are using two disk drives, answer 2.
   Press RETURN.

4. Insert a new disk in the drive you answered (1 or 2) and press RETURN.

5. If the disk you are trying to make into a data disk has been used before, you will be given a chance to stop before you erase it.

6. You will be asked to enter a new name for the data disk you are making. Give each data disk that you make a different name. Enter a name for this data disk and press RETURN.

7. Be sure that your MAGIC SLATE disk is in drive 1 and press RETURN.

8. If you are using two drives, MAGIC SLATE will make a data disk by copying what is needed from drive 1.

   If you are using one drive, you will have to switch back and forth many times from the new disk to the MAGIC SLATE disk to copy what is needed. (You will be told when to switch.)

9. As soon as your data disk is made, you will be asked if you want to make another data disk. If you answer yes, the same process (4 - 9) is repeated. If you answer no, you will return to the Main Menu.

You can take the MAGIC SLATE disk out of the disk drive once it has been loaded into the computer and the Main Menu is displayed. In this way, you can use one copy of MAGIC SLATE for many computers at the same time. You will need to have a data disk in the drive, but you can make as many data disks as you need.

Troubleshooting Printer Problems

You will need some knowledge of printers to troubleshoot printer problems. In designing MAGIC SLATE, every attempt was made to make it compatible with as many printers as possible. This section will help you go through a systematic process to get your printer to work with MAGIC SLATE.

If your printer does not have graphic capabilities, it will not be able to print the large letters in the 20 column version and may not print all of the typestyles in the 40 and 80 column versions.

Step 1:

a. Put in MAGIC SLATE and turn on your computer.

b. Hold CONTROL and C while the disk is booting and you will be shown the SYSTEM CONFIGURATION MENU.

c. Choose P on the System Configuration Menu.

d. Choose your printer type. If you do not know the type of printer or you do not see it on the list, try a printer type you think might be similar.

e. Select C on the menu and choose your interface card and the slot which it is in (usually slot 1).

f. Make sure your printer is turned on and select T - TEST CARD AND PRINTER. The printer test will print out a line of text followed by a line of graphics. The line of graphics will look like text but will be graphically printed by the computer.

What happened?

- Everything printed fine. Great! You can start using MAGIC SLATE.

- Nothing printed. Go to Step 2.

- Both lines were garbage. Go to Step 2.

- The text printed out but the next lines were garbage. Go to Step 4.

- The text printed but the next line of graphics was broken up with lines in between or compressed vertically. Go to Step 5.

Step 2:

    a. Change your printer type to Generic.

    b. Change your interface card to Generic.

    c. Select the Printer Test.

What happened?

    - Nothing. Make sure you have specified the right slot number. You might be having technical problems with your printer or card. Check to make sure the printer works with other applications. Check with your computer coordinator or call Sunburst for help 800-431-1934.

    - Garbage printed out. Go to Step 3.

    - The text printed out correctly. Go to Step 4.

Step 3:

    a. Select a Generic printer.

    b. Select a different interface. (Mark down which card you selected. You might want to start with the first one.)

    c. Run the Printer Test.

What happened?

    - You got garbage or nothing happened. Go to Step 3 and try a different card. If you have tried all cards and you still can't print, call Sunburst at 800-431-1934.

    - The text line prints out correctly. Go to Step 4.

Step 4:

    a. Select a new printer. The printer list is divided into three main groups:

        I.   Includes EPSON up to Okidata.

        II.   Includes Okidata up to Apple DMP.

        III.   Includes Apple DMP up to Generic.

b. Select the first printer of the group.

c. Do not change Interface Cards.

d. Run the Printer Test.

What happened?

- Text printed with graphic garbage. Go to Step 4 and try a different group.

- Text printed, graphics were broken up or compressed vertically. Go to Step 5.

- It worked. Stop and use the rest of MAGIC SLATE.

Step 5:

a. Check the manual that came with your printer. Make sure that the printer is not generating a line feed automatically.

b. If it is, set the switch on the printer (refer to your printer manual for instructions on this) and try to print again. If not, go to Step 6.

Step 6:

a. Stay within the same printer groups (See Step 4) and try a different printer type.

b. Run the Printer Test.

What happened?

- It worked!

- It still didn't print correctly. Document your printer type and interface card. Include the documentation along with a sample print-out and send to:

MAGIC SLATE
SUNBURST COMMUNICATIONS, INC.
39 WASHINGTON AVENUE
PLEASANTVILLE, NEW YORK 10570

Primary Teaching Ideas

The Primary Teaching Ideas are designed to provide you with examples of
how to use MAGIC SLATE in your classroom. MAGIC SLATE is a tool that
will fit into many areas of the curriculum. The ideas included in this section
are not only designed to teach a subject area concept, but to emphasize a
certain feature of MAGIC SLATE.

Lesson	Topic	MAGIC SLATE Features Emphasized
Children's Alphabet	Beginning Sounds	Typeover Mode
Rhyme Time	Rhyming Poem	Typeover, Delete
Five Senses	Form Poem	Typeover, Delete
Write A Rainbow	Vocabulary	Delete, Save
Are You Sure	Fact and Opinion	Underline
A Long Delicious Dessert	Descriptive Adjectives	Insert
Magic Mail	Friendly Letter	Delete, Insert
Who Me?	Story Completion	Center
Crazy Cat Tales	Vocabulary, Humor	Replace
A Reporter A Day	Newsletter	Typeover, Delete Insert, Center

The lessons suggest a variety of presentation styles that could be used in
either a computer lab or a classroom setting:

- Whole class demonstration at the computer
- Independent projects and practice
- Cooperative projects and practice

Among the topics included are rhyming, use of adjectives, fact versus
opinion, letter writing, and story completion. Some lessons emphasize the use
of one MAGIC SLATE feature such as underlining, centering, or inserting,
while other lessons combine the use of several features. The lessons are
provided as examples to stimulate your thinking about uses for MAGIC
SLATE. We encourage you to modify the ideas offered to fit your teaching
style and your students' needs.

Children's Alphabet

OBJECTIVES: To increase vocabulary using the alphabet and
                           beginning sounds.
                           To use the dictionary to locate words.

PREPARATION BEFORE
  CLASS: Make a large chart with 26 blocks for the letters of
                           the alphabet.
                           Supply a dictionary for each child.

MAGIC SLATE
  FEATURES USED: TYPEOVER, PRINT.

PREWRITING

1. <u>Say</u> to the students:

    - "Today we are going to make an alphabet chart."

    - "We will try to think of words for each letter of the alphabet and
      put them on the chart."

    - "Let's begin with the letter 'A.' What things start with the letter
      'A'?"

2. <u>List</u> the children's suggestions for "A" on the chalkboard. Examples
    might be: alligator, airplane, apple.

3. <u>Ask</u> the class for some examples for the letter "B" and write them on the
    board.

4. <u>Assign</u> each student one or two letters of the alphabet.

5. <u>Say</u> to the class:

    - "Think of some words that begin with your letter(s). Write the
      words on your paper."

    - "Use your dictionaries to check the spelling of the words and to
      find new words."

6. <u>Allow</u> the class time to make a list of words. <u>Help</u> students find words
    for difficult letters like "X" or "Y."

BEFORE THE COMPUTER

7. Remind the students that there should be at least three words for each
    alphabet letter they have been assigned, and that the words have been
    spelled correctly.

8. Pair the students to work at the computer.

AT THE COMPUTER

9. One student in each pair can type the words into the computer while the
    other student proofreads.

10. Tell the students to press the RETURN key after typing each word and
    then press it one more time to leave space so they can cut out the words
    easily and paste them on the chart.

11. If they make a mistake, move to the mistake and TYPEOVER it.

12. PRINT final copies of the words and distribute them to the students.

POSTWRITING

12. Tell the class to carefully cut out their words.

13. Have them illustrate their letter(s) and paste them on the alphabet chart
    along with the cut-out words.

14. Display the chart in the classroom.

15. Encourage the students to find new words and to add them to the chart
    from time to time.

Rhyme Time

OBJECTIVE:	To write a two-line rhyming poem.
PREPARATION BEFORE CLASS:	None.
MAGIC SLATE FEATURES USED:	TYPEOVER, DELETE, SAVE, PRINT.

PREWRITING

1. Say to the students:

   • "Today I have some silly poems to read to you."

   • "As I read, listen for the rhyme."

2. Read the following poems to the class:

Tim, Tim	Mandy, Mandy	Jenny, Jenny
Can you swim?	Ate the candy!	Lost a penny.

3. Ask the students to repeat the poems emphasizing the rhyming words. (You may want them to clap the pattern.)

4. Write these poems on the board and ask the students to complete them.

Bob, Bob	Pat, Pat
Get a ___. (job)	Wears a ___. (hat)

5. Say to the students:

   • "Now we're going to write some silly poems of our own."

   • "Think of the names of some people you know."

6. List the suggested names on the board. (You may want to avoid the names of your students.)

7. Tell the students to pick one of the names and write a two-line "silly" poem following the form of the poems on the board.

ROUGH DRAFT

8. Help students with the spelling of any unfamiliar words.

9. Remind them to spell the person's name with a capital letter.

10. Encourage them to write more than one poem if they can.

BEFORE THE COMPUTER

11. Arrange a schedule for the use of the computer.

12. Proofread the students' poems.

AT THE COMPUTER

13. Have the students type their rhymes into the computer. Remind them to press RETURN to start a new line.

14. Instruct them to move the cursor and to use Control D (DELETE), to make corrections.

15. Tell students to type their names on the line following their poems.

EDITING

16. Tell the students to proofread their poems a final time. Have them check the following:
    • Did they capitalize the person's name?
    • Do they have a comma between the two names?

17. Remind students to SAVE their writing after all the corrections have been made.

POSTWRITING

18. PRINT all of the poems and compile them into a booklet entitled "Silly Rhymes."

19. Ask the students to take turns reading aloud the rhymes in the booklet as the writers of the rhymes pantomime the action described in the poems.

VARIATIONS

Students can write poems about animals, toys, or other subjects.
Examples: Cat, cat
           In a hat.

-17-

Five Senses

OBJECTIVE: To write a form poem using sensory imagery to develop
                          word power.

PREPARATION BEFORE
 CLASS: Make up a schedule for student use of the computer.
                          Pair the students for this activity.

                          Bring a large bag of potato chips to class.

MAGIC SLATE
 FEATURES USED: TYPEOVER, DELETE, SAVE, PRINT.

PREWRITING

1. Distribute two or three potato chips to each child. (Tell the students
    not to eat the chips yet.)

2. Ask the students:

    • "Can you think of a word that tells how these potato chips look?"
       Write the word "yellow" on the chalkboard, or use a word
       suggested by the students.

    • "What word could you use to describe how a potato chip sounds?"
       Tell the students to break a chip into pieces and listen for the
       sound. Write the word "crunchy" on the board, underneath the
       word "yellow," as an example.

    • "How does a chip feel?" Have the students feel the surface of the
       potato chip and suggest a word to describe it. (Example:
       rough.) Write the word under the word "crunchy."

    • "How does a chip smell?" Tell the student to smell the chips and
       suggest a descriptive word such as "fresh." Write the word under
       the word "rough."

    • "How does a chip taste?" Tell the students to eat a chip and
       describe its taste. Write the word "salty" on the board
       underneath the word "fresh," as an example.

3. Give the students time to make more sensory word suggestions for a
    potato chip. Write the suggestions on the board.

4. Tell the students to name some other foods. (Examples: chocolate cake,
    an orange, a carrot.) Write their ideas on the chalkboard.

5. Choose one of the ideas and write a poem using the following form:

Round	Looks
Crisp	Sounds
Bumpy	Feels
Delicious	Smells
Sweet	Tastes
Chocolate Chip Cookie	Subject

6. Tell the students to write a poem about their favorite food using the form of the chocolate chip cookie poem on the chalkboard.

8. Help the students with the selection and spelling of the descriptive words.

9. When the class has finished writing, tell them to proofread their poems as you read aloud the following questions:

    • "Did you write each word in your poem under the word before it, just as I did on the chalkboard?"

    • "Is each word capitalized?"

    • "Is each word spelled correctly?"

BEFORE THE COMPUTER

10. Check the students' poems to be sure they have followed instructions.

11. Arrange the students into pairs and announce the schedule for using MAGIC SLATE.

AT THE COMPUTER

12. Have each group of students type their poems into the computer. One student can type while the other proofreads.

13. SAVE and PRINT each child's poem.

14. Ask the students to proofread their final copies.

POSTWRITING

15. Decorate the poems with block prints of the subjects.

16. Have the students read their poems to another group, but tell them to omit the bottom line of the poem to see if the other students can guess the subject.

Write a Rainbow

OBJECTIVES: To write as a group from a stem.
To expose students to new vocabulary (colors).

PREPARATION BEFORE
  CLASS: Write a stem on the chalkboard. Use the example in this lesson or choose a new one from the list at the end.
Obtain a large box of crayons.

MAGIC SLATE
  FEATURES USED: TYPEOVER, DELETE, SAVE, PRINT.

PREWRITING

1.   Say to the students:

- "Today, we are going to write as a group using the names of colors found on crayons."

- "Everyone will have a chance to add a sentence."

2.   Read the stem written on the chalkboard.
"If I were an inch tall, . . ."

3.   Say to the students:

- "Who has an idea of what you would do if you were only this high?"

4.   Show students about a one-inch space with your fingers.

5.   Prompt thinking with suggestions such as:

- "Where could you be?"

- "Where could you live that's very different?"

- "With what unusual things might you play?"

- "What would a cat look like to you?"

6.   Pick a crayon out of the box and name the color. (For example - aqua.)

7.   Have students add to "If I were an inch tall, . . ." using the color "aqua." (For example: I would sleep on an aqua feather.)

8. **Encourage** students to include unusual colors and objects in their thoughts.

9. **Write** a few more lines as a group, choosing a new crayon each time.

ROUGH DRAFT

10. **Say** to the students:

    • "You will type your own lines into the computer using MAGIC SLATE."

11. **Continue** using "If I were an inch tall, . . ." Select another stem from the list, or use one of your own.

12. **Say** to the students:

    • "When it is your turn to use the computer, take one crayon out of the box and use the name of the color in your sentence. Keep the crayon for later."

CLASSROOM DEMONSTRATION AT THE COMPUTER

13. **Type** the stem into the computer, using all capital letters, and SAVE it. Be sure that students know how to SAVE.

14. **Say** to the students: "After you type your sentence, be sure to SAVE everything you have written."

15. **Suggest** that students leave a double space between each person's writing by pressing RETURN two times.

AT THE COMPUTER

17. Have students **type** their lines into the computer.

18. **Ask** a friend to help proofread their section and make suggested changes.

19. Make sure students **SAVE** the whole poem.

20. When everyone has added a line, the teacher or the last student should **PRINT** the poem.

POSTWRITING

21 <u>Have</u> students use the crayons to lightly color over the sentence they <u>wrote</u>. This makes a long "rainbow" of writing.

22. <u>Hang</u> the poem in a long strip from a hanger.

23. <u>Publish</u> a collection of these long poems in a long narrow booklet.

24. <u>Display</u> the poem on a bulletin board or hang it from the ceiling.

POEM STEMS

If I had a new bike . . .

If I could fix my own (breakfast, lunch, dinner) . . .

Unhappiness is . . .

Happiness is . . .

I wish I could . . .

The funniest thing that happened to me . . .

Everyone should have a pet . . .

My favorite sandwich is . . .

If I could talk to animals . . .

I like people who . . .

My favorite room is . . .

If I could catch a cloud . . .

If I could plan a party . . .

One night I dreamed . . .

I'd like to . . .

Are You Sure?

OBJECTIVE: To distinguish between statements of
                    fact and opinion in writing.

PREPARATION BEFORE
 CLASS: None.

MAGIC SLATE
 FEATURES USED: TYPEOVER, DELETE, UNDERLINE, SAVE, PRINT.

PREWRITING

1. <u>Say</u> to the students:

    • "A fact is a statement that can be proved or disproved. For
      example: A dog has ears."

    • "Let's write some facts about dogs and underline them."

2. <u>Write</u> facts that students supply about dogs on the board.

3. <u>Say</u> to the students:

    • "An opinion is different from a fact because it tells how someone
      feels about something."

    • "An example of an opinion might be: Poodles are the best pets."

    • "Let's write some opinions about dogs on the board."

    • "We will not underline the opinions."

4. <u>Write</u> student-generated opinions about dogs on the board.

5. <u>Say</u> to the students:

    • "I will put some topics on the board."

    • "Write two facts and two opinions about the topic you choose on a
      sheet of paper."

    Possible topics:

Sharks	Cake
Cats	Pizza
Cereal	School

BEFORE THE COMPUTER

6. Circulate around the classroom to help students maintain the difference
    between fact and opinion as they write.

7. Remind students to proofread their sentences – checking for content,
    spelling, capitalization, and punctuation.

AT THE COMPUTER

8. Tell students to use CONTROL O to switch from PLAIN TEXT to
    UNDERLINE and back, to UNDERLINE the facts they write; do not
    underline the opinions.

9. Remind students to proofread their four sentences, make corrections,
    and then print them.

POSTWRITING

11. Pair students to read each other's sentences and discuss fact and
    opinion.

A Long Delicious Dessert

OBJECTIVE:	To use descriptive adjectives.
PREPARATION BEFORE CLASS:	Set up one computer so that the whole class can see it.
MAGIC SLATE FEATURES USED:	TYPEOVER, DELETE, INSERT, SAVE, PRINT.

PREWRITING

1. <u>Say</u> to the students:

   - "Close your eyes and think about your favorite dessert."

   - "Picture it in your mind. Think of the colors in it, what it's made of, how it tastes and smells."

   - "Imagine yourself eating it, but don't tell anyone what it is. Think of as many words as you can to describe your dessert."

CLASSROOM DEMONSTRATION AT THE COMPUTER

2. <u>Write</u> this sentence on the computer: We want a dessert.

3. <u>Demonstrate</u> how to INSERT one word and a comma between "a" and "dessert," for example: We want a delicious dessert.

4. <u>Ask</u> for a volunteer to come to the computer and INSERT another word that describes into the sentence (followed by a comma). Repeat this several times.

AT THE COMPUTER

5. <u>Keep</u> the computer on for several hours. <u>Allow</u> students to quietly go to the computer and INSERT other words as they think of them or according to a system you devise for taking turns.

6. <u>Encourage</u> them to check their spelling in a dictionary.

POSTWRITING

7. At the end of the time allotted, <u>PRINT</u> the elongated sentence.

8. <u>Ask</u> for volunteers to read the sentence.

9. <u>Post</u> the long sentence on a bulletin board and surround it with desserts illustrated by students.

Magic Mail

OBJECTIVE: To write a friendly letter.

PREPARATION BEFORE
 CLASS: Write a sample friendly letter on a transparency,
                      chart paper, or the blackboard.

                      Arrange with another teacher in your school,
                      preferably in the same grade, to exchange letters
                      on diskette. Get a list of names of the students
                      in that class.

                      Make a schedule for the students' use of the
                      computer.

                      Make a data diskette to contain the letters the
                      class will write.

MAGIC SLATE
 FEATURES USED: TYPEOVER, DELETE, INSERT, SAVE, PRINT.

PREWRITING

1. Say to the students:

    • "Today we are going to write letters to the students in
      _____ class."

    • "The letter on the board shows us the form we need to follow."

    • "At the top right of the letter is your home address."

    • "The next part of the letter is the greeting which says 'Hello' to
      the person we are writing."

    • "Then the first line is indented, or moved in, to begin the body
      of the letter."

2. Ask a student to read aloud the body of the letter.

3. Say to the students:

    • "The closing of the letter is indented, too."

    • "What are some ways to close a letter?" (List the students'
      suggestions on the board.)

    • "Last of all, you write your name under the closing."

4. Review the five parts of a friendly letter by pointing to the parts on the sample letter and naming them again. (Parts: heading, greeting, body, closing, signature.)

5. Say to the students:

   - "Now it's your turn to write a letter."

   - "What are some things you might want to ask a student in _____ class?"

6. Encourage students to think of a list of questions. Examples: Do you have any pets? What do you do for fun? What school subject do you like best?

7. Ask the students:

   - "What are some things about yourself that your classmate might find interesting?"

8. List the ideas on the board. Examples: hobbies, pets, school friends

ROUGH DRAFT

9. Assign each child the name of a student from the other class.

10. Tell the students to write a letter to the student assigned by following the form of the letter on the board.

11. Walk around the classroom assisting students who are having difficulty.

BEFORE THE COMPUTER

12. Post the schedule for the computer's use.

13. Pair students to proofread each other's letters before typing them.

14. Help students to make the necessary revisions on their papers.

AT THE COMPUTER

15. Have the students type their letters into the computer on a special data diskette for this purpose. Suggest that their file name include who the file is to and from. Examples: SUE.TO.MARY or JOHN.FROM.BILL.

16. Use MAGIC SLATE to DELETE unwanted words and INSERT corrections.

17. Remind students to proofread the letters and SAVE them.

18. PRINT the letters, giving each student a copy to keep.

POSTWRITING

19. Send the diskette of letters to the participating classroom and ask them to respond on diskette.

VARIATIONS

A. Use the same activity, but mail the disk to a school in another city or country.

B. Have students write thank-you notes to people who have been especially helpful to them.

C. Compose invitations inviting parents, friends, or school administrators to a classroom program. Have students address envelopes and mail the notes.

D. Have students write a letter to an imaginary friend. (You might want to respond to these letters secretly.)

E. Tell students to write a letter to their favorite authors telling them how much they like their books. (Addresses can be obtained by writing to the publisher.)

Who Me?

OBJECTIVE:	To complete a story when given the first line.
VARIATIONS:	To complete a story when given a middle segment of the story. To complete a story that will fit a specific story ending.
PREPARATION BEFORE CLASS:	Make up a schedule for the students' use of the computer.
MAGIC SLATE FEATURES USED:	TYPEOVER, DELETE, INSERT, CENTER, SAVE, PRINT.

PREWRITING

1. Ask the students:

    - "If you could have any pet in the world, even an unusual one, what kind of pet would you have?"

2. Discuss some possibilities with the students and list them on the chalkboard.

3. Choose one of the pets and ask the class to answer the following questions:

    - "Where could this pet live?"

    - "What interesting things might it do?"

    - "How would you play with it?"

4. Develop a short story from the information that the students provide. Start the story with "If I could have any pet in the world, ...". Write the story on the chalkboard.

5. Ask the students:

    - "Can you think of a good title for our story, one that tells the story's main idea?"

6. List several students' suggestions on the board and ask the class to pick the one they think is best. Write the title, centered at the top of the story.

ROUGH DRAFT

7. Say to the students:

    • "Now, I would like you to write a story about a pet that you
       would like to have. Start your story with "If I could have any
       pet in the world."

    • "As you write your story, remember to tell some interesting things
       about your new pet."

8. Walk around the classroom and offer suggestions and help where needed.

9. Remind the students to read over their stories and check for complete
    sentences.

10. Tell the class to choose good titles for their stories and write them in
    the center at the top of their papers.

BEFORE THE COMPUTER

12. Announce the schedule for using MAGIC SLATE.

AT THE COMPUTER

13. Have the students use MAGIC SLATE and type their stories, using
    INSERT and DELETE where helpful, and to CENTER their titles.

14. Remind students to SAVE their stories.

15. PRINT a copy of each child's story.

EDITING

16. Tell the students to proofread the stories at their desks.

17. Have them check:

    • the title -- Is it centerd and is each important word capitalized?

    • each sentence -- Does each sentence begin with a capital letter
       and end with a period, question mark or exclamation point?

    • spelling -- Is each word spelled correctly?

18. Have students make corrections and revisions on their papers and then
    return to the computer to finalize their stories.

19. PRINT final copies of the stories.

POSTWRITING

20. Display the stories with book jacket covers designed by the students.

21. Share the stories with another primary class.

22. Use them for a reading lesson or use them as puppet plays.

VARIATIONS

A. Tell the students to write a different story using one of the story stems listed on the next page.

B. Do the same type of lesson using story middles or story endings. Use the ideas on the following pages.

MORE STORY IDEAS

1. A good way to help students get started writing a story is to develop a list of story characters, settings, and actions. Write them on index cards of three different colors. Ask the students to pick three cards - one of each color. Have them use the character, setting, and action listed on the cards as the basis for a story.

2. Find pictures that suggest a story in old books, magazines, and newspapers. Display them in the classroom to give the students story ideas.

STORY STEMS

If I could have any pet in the world . . .
I couldn't believe it. Who, me?
A hundred dollars was a lot of money.
I couldn't stop thinking about it.
"It's your turn now," said my mom.
I was in big trouble today.
I ran very fast. I was late again.
It was going to be a wonderful party.
I don't like this idea at all.

STORY MIDDLES

We were trapped.
I wished I could go home.
They were wrong.
Get that thing out of here!
Don't worry. This won't hurt.
It felt pretty strange, walking along with that animal following me.
We started to walk down the street.
I couldn't find it anywhere.
We came to the road and got on our bikes.
We ran as fast as we could.

STORY ENDINGS

Then we closed the tailgate of the truck and locked it.
You're all champs and we're proud of you.
It felt so good that I didn't care what we had for dinner.
I sat down at the table, next to my new friend.
He jumped into bed and was soon asleep.
I promised I would never do it again.
I waved good-bye.
I couldn't stop laughing.
Finally, the show was over.
I decided to finish it in the morning.

Crazy Cat Tales

OBJECTIVES:	To develop a group story from a list of words. To enjoy humor in language.

PREPARATION BEFORE
  CLASS: Write these words (or others you choose from the list
                    attached) on the chalkboard or on chart paper:

cat	category	catcher
catapult	caterpillar	catsup

                    Set up a computer for demonstration.

MAGIC SLATE
  FEATURES USED: REPLACE, SAVE, PRINT. Introduce your students to
                    REPLACE before using this lesson.

PREWRITING

1. <u>Say</u> to the students:

   - "Look at this list of words. What animal's name do you see?"

2. <u>Have</u> students use dictionaries to add to the "cat" word list.

3. <u>Pronounce</u> and <u>define</u> each word for the students or call for student
   volunteers.

4. <u>Say</u> to the students:

   - "Let's write a story using as many of these words as we can.

CLASSROOM DEMONSTRATION AT THE COMPUTER

4. <u>Type</u> in the story as the class makes it up. Be sure to use all the
   "cat" words.

5. <u>SAVE</u> the story.

6. <u>Demonstrate</u> how to REPLACE. REPLACE "cat" with "dog."

7. <u>Ask</u> for a volunteer to read your Cat tale that has turned into a "dog"
   story.

8. Make sure that students understand how to REPLACE.

9. Let each student have a turn at the computer to REPLACE "cat" with the animal of his or her choice and PRINT the resulting story.

10. Encourage student use of the dictionary to check the spelling of the animal they want to use.

POSTWRITING

11. Have students illustrate their "crazy cat tales" and display them on a bulletin board.

The following list of "cat" words was compiled by a third grade class using dictionaries.

cat	catwalk
catalog	catamaran
catapult	cat litter
catbird	cat food
catch	catnap
catcher	catsup
catching	cattail
catfish	catnip
caterpillar	cattle

A Reporter a Day

OBJECTIVE: To write a monthly classroom newsletter.

PREPARATION BEFORE
  CLASS: Construct a chart with each student's name and the
                        day of the month when he/she will be a reporter.

MAGIC SLATE
  FEATURES USED: TYPEOVER, INSERT, DELETE, CENTER, SAVE,
                        PRINT.

PREWRITING

1. <u>Say</u> to the students:

    - "Today we are going to begin writing a newsletter which we will
      send home at the end of this month."

    - "Everyone will have a chance to be a reporter and have their
      article in our newsletter."

    - "Think of things that happen in our classroom that we could write
      about."

2. <u>List</u> the students' ideas on the chalkboard. Examples: special
    school programs and projects, current topics in each subject area,
    new books in the room or the school library, field trips, etc.

3. <u>Say</u> to the students:

    - "Each of us will be a reporter for one day this month."

    - "Everyday the reporter will write a news report for the day. At
      the end of the month, we will send our newsletter home."

    - "Let's practice writing a newsletter story about what we have done
      today."

4. <u>Write</u> the following questions on the chalkboard or on a chart:

    What happened?
    When did it happen?
    Where did it happen?
    Who did it happen to?
    How or why did it happen?

5. <u>Point</u> to the information on the chalkboard. <u>Say</u> to the students:

    "Each news article should include this information."

6. Have the students develop a newsletter story about the day's events by providing answers to the "5 W's." Write the story on the board as a model.

BEFORE THE COMPUTER

7. Display the chart of assigned days.

8. Say to the students:

   • "Use this chart to see which day you will be our reporter."

   • "This chart will show you on which day this month you will be our reporter."

9. Provide time at the end of each day for the student reporter to write his/her article and place it on the computer.

10. Remind students to proofread their articles for the "5 W's" and to check for spelling.

AT THE COMPUTER

11. Have students type their articles into the computer on a data diskette designated for the newsletter.

12. Proofread each student's article and make suggestions.

13. Make a headline for each article and CENTER it.

14. Have students make corrections and revisions. Make sure that they add their name and the date to their articles.

POSTWRITING

15. At the end of the month, proofread the entire newsletter and add your own comments, notices, and reminders.

16. You may want to load the student writing into the 40 column version to edit. Format file can be used to modify the margins forming "newspaper columns" if desired. Printing the files from the 40 column version will cause the newsletter to be in regular type instead of large letters. Determine which type would be better for your newsletters.

17. Duplicate the newsletter and send it home with the students.

My Own MAGIC SLATE

MY OWN MAGIC SLATE is a reproducible booklet for the young user. It is intended to reinforce concepts introduced visually and verbally by the teacher. It is not a tutorial. (The MAGIC SLATE HANDBOOK is a tutorial.)

Before using this booklet with students, the teacher must become thoroughly familiar with MAGIC SLATE. It is important to work through Parts 1 through 8 (or more), of the MAGIC SLATE HANDBOOK. The handbook introduces the 40 column version of MAGIC SLATE. MY OWN MAGIC SLATE is designed for use with the 20 column version of MAGIC SLATE. The 20 column version is simplified and has "big letters for little people." The large letters could also be very helpful for the visually handicapped.

To set MAGIC SLATE to the 20 column version:

- Remove the write protect sticker from the MAGIC SJ ᐰTE diskette.

- Put the MAGIC SLATE diskette in the disk drive.

- Turn on the monitor or television.

- Turn on the computer and quickly hold down the CONTROL and C keys while MAGIC SLATE begins to load into your computer.

- You should see a SYSTEM CONFIGURATION MENU.

- Make sure your disk is currently set for the specific printer and interface card that you will be using. (See the Before Using Magic Slate section).

- Select Program Version with the arrows or by typing "V," and press RETURN.

- Select the 20 column version and press RETURN.

- Select EXIT with the arrows or by typing "E," and press RETURN.

- You will hear a whirring sound and see the red light on your disk drive come on as your choices are written on your disk. This disk will stay as you have set it until you change it.

- Replace the write protect sticker to protect the MAGIC SLATE disk.

You will need to make data disks for your students. The number of diskettes you make will depend upon how you organize your class. One data disk per student would be ideal, but if that is not possible, make a plan for sharing. (See the Classroom Management Suggestion for ideas.)

To make a data disk:

- Boot the disk to display the MAGIC SLATE menu.

- Choose MAKE and press RETURN.

- Indicate the number of disk drives you are using.

- Insert a blank diskette. Make sure you have a write protect sticker on the MAGIC SLATE diskette.

- Press RETURN.

Before using MAGIC SLATE, consider the following:

- Do your students understand proper care of software and hardware?

- Are they familiar with the keyboard?

- Do they know how to use the ⬅ key to back up and correct?

- Do you want to expose them to any beginning keyboarding skills?

MY OWN MAGIC SLATE is designed to help you introduce MAGIC SLATE to your students. Some of the pages are designed to be used as you present a concept; some of the pages are reminders for the students to use when they try the feature on the computer. These pages can be particularly useful for parent aids or older students to help primary students learn. To use MAGIC SLATE with your students, you will need to boot the MAGIC SLATE diskette and then replace it with a data disk. In a laboratory, you can use one MAGIC SLATE disk for many computers. You can do this yourself, or teach your students how.

Make a plan for using MAGIC SLATE that will suit your students and your setting. Allow time for each student to use the computer without being rushed. If you are sharing a lab, it is important to sign up for enough time to provide the repeated experiences your students will need to become comfortable with a word processor. If you are using one or more computers in your classroom, you might post a list of names so that after one student has a turn at the computer, he or she can let the next person on the list know that it is his/her turn.

Duplicate a copy of MY OWN MAGIC SLATE for each student. Establish a procedure that will prevent the loss of these booklets.

Since school computer settings vary so widely, from one computer per school to labs of 15 or 20 and everything in between, it would be impossible to provide specific lessons for introducing MAGIC SLATE that would suit every setting. The following lessons would be appropriate for a second or third grade classroom that has ready access to three to five computers. Modify these lessons according to your physical setting, student to computer ratio, and personal teaching preferences.

Here is my MAGIC SLATE menu.

```
          MAGIC SLATE 20
             Main Menu
   ┌────┐ ┌────┐ ┌────┐ ┌────┐
   │    │ │    │ │    │ │    │
   │EDIT│ │Load│ │Print│ │New │
   └────┘ └────┘ └────┘ └────┘
   ┌────┐ ┌────┐ ┌────┐ ┌────┐
   │    │ │    │ │    │ │    │
   │Save│ │Delete│ │Make│ │Quit│
   └────┘ └────┘ └────┘ └────┘
   Use the arrow keys or first letters
   to select then press RETURN! ■
```

★ Find [New] .   ★ Find [Save] .

★ Find [Load] .   ★ Find [EDIT]
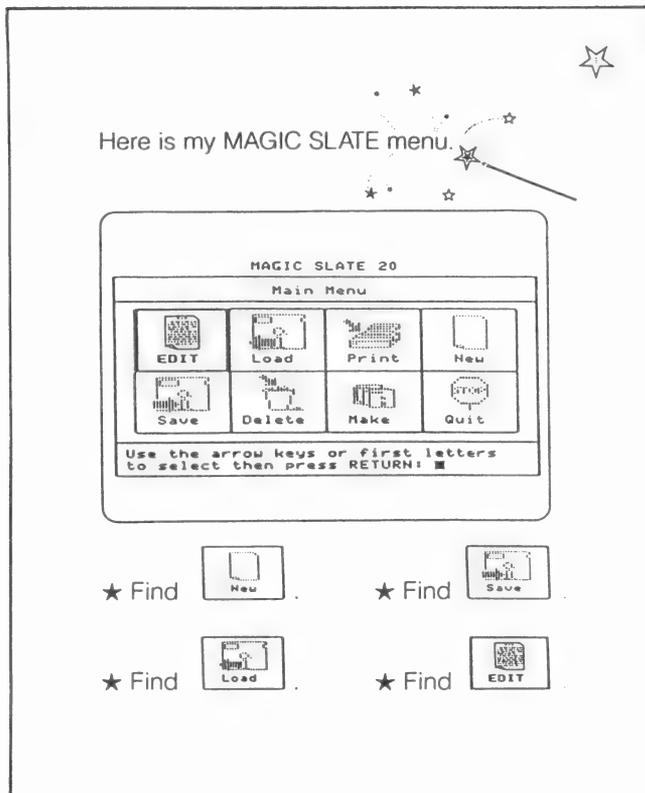
Preparation:

Duplicate enough MY OWN MAGIC SLATE booklets for each student to have one.

Load MAGIC SLATE into your computers.

Arrange students (so that they can all see one computer) for a demonstration.

Concepts:

Menu, NEW, SAVE, LOAD, EDIT, select -- using arrows or first letters, highlight

1. Hand out a MY OWN MAGIC SLATE booklet to each student. Have students write their names on the cover and open to page 1.

2. Discuss the concept of a menu. Talk about menus in restaurants. Show students the MAGIC SLATE Menu on the computer and on page 1.

3. Using page 1, find and discuss the pictures and words for the following:

   • NEW - (a blank page) When you choose NEW, MAGIC SLATE makes a blank space for your writing and clears out anything that was in the computer's memory.

   • SAVE - (an arrow pointing toward a disk) SAVE will take what you have written from the memory of the computer and write it on your disk.

   • LOAD - (an arrow pointing away from a disk) LOAD will let you take writing that was saved on a disk and put it into the memory of the computer.

   • EDIT - (a page with writing on it) Choose EDIT when you want to write, change something, or just see what you have written. Edit shows you what is in the computer's memory.

You may want to discuss the other menu choices, especially PRINT, if you think your students can deal with that much information at one time.

4. At the computer, demonstrate how to select NEW, LOAD, SAVE, and EDIT:

        a. by using arrow keys
        b. by using the first letters of the words

Be sure that students notice the highlight indicating what has been selected.

5. Allow computer time for students to try using the arrow keys and/or the first letters of the words to move the highlight. Let students work in pairs with one calling out what to choose and the other using the computer. After a few minutes, students should switch roles with their partners.

I can make a file.

MAGIC SLATE 20	MAGIC SLATE 20
NEW FILE	NEW FILE
ZOO.JOHN is in memory. Are you sure you want to start a new file? yes■	Please enter a name for your new file: ■
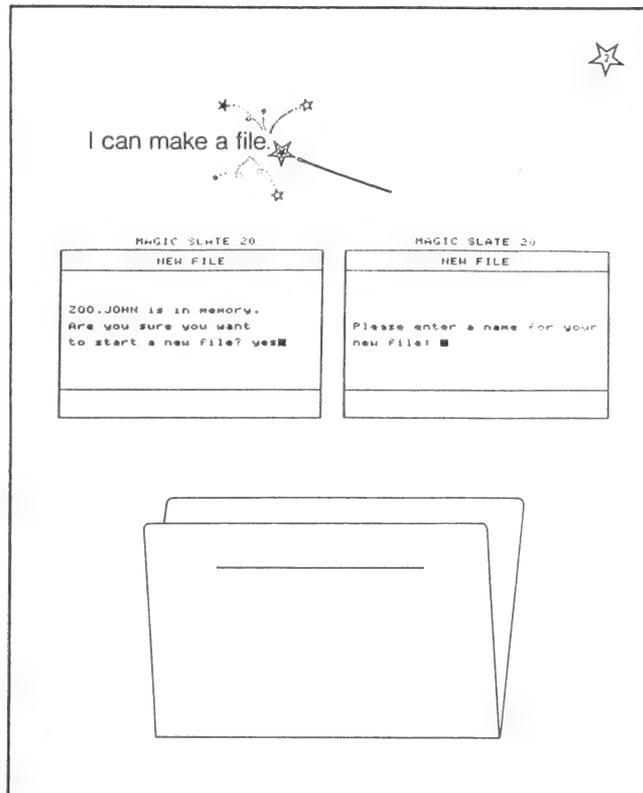
Preparation:

Obtain a file folder. Write "ZOO" on it with a bold marking pen.

Concepts:

file, file name, NEW, memory, erase

1. Discuss the concept of a file as a place in the computer's memory where you can put your writing. Compare a computer file to a file folder with one name on the outside and one story on the inside.

2. Discuss file names. A file name should help you remember what a file is about so that you can find it again if you want it. (Make sure that students do not confuse the name for a file with the title of a story. The file name will not appear on their writing.)

3. Show students the file folder you have labeled "ZOO." Ask the students what they think the story inside the folder might be about. Some possible answers might be: a trip to the zoo, animals at the zoo, or things to do at the zoo.

4. If your students will be sharing a disk, tell them to add a period and their name to the end of each file name. Example: ZOO.JOHN (The period is used to separate text because blank spaces are not allowed in MAGIC SLATE file names.) You might reinforce this idea by writing a period and a name after "ZOO" on the folder.

5. Use page 2 to explain the following:

    ● Students can create a new file by choosing NEW from the menu.

    ● The computer will let you know if there already is a file in its memory and will ask if you are sure that you want to start a new one. Read the first message with your students, pointing out the name of the file. Even if some of your students do not really read these messages, they will learn to recognize them.

- If you answer "yes" to the question "Are you sure you want to start a new file?" the file will be erased from the computer's memory, and you will be asked to name your new file. (If the computer has just been turned on, there will not be a file in memory so you will not be asked if you want to start a new file.)

6. Have the students decide what they would like to write a story about when they use MAGIC SLATE. They should think of a file name for it and write that name on the picture of a file on page 2.

```
                        ☆
   .  *   ·  ☆   ·  ·*
This is my MAGIC SLATE.
   *    ☆   *    ·  ☆


Page 1  of
□─□□□↓□─□□□■1■□─□□□↓□─□□□■2■
```

```
TYPEOVER - Use CTRL-E for insert,
ESC ? for help,  ESC Q for main menu.
```
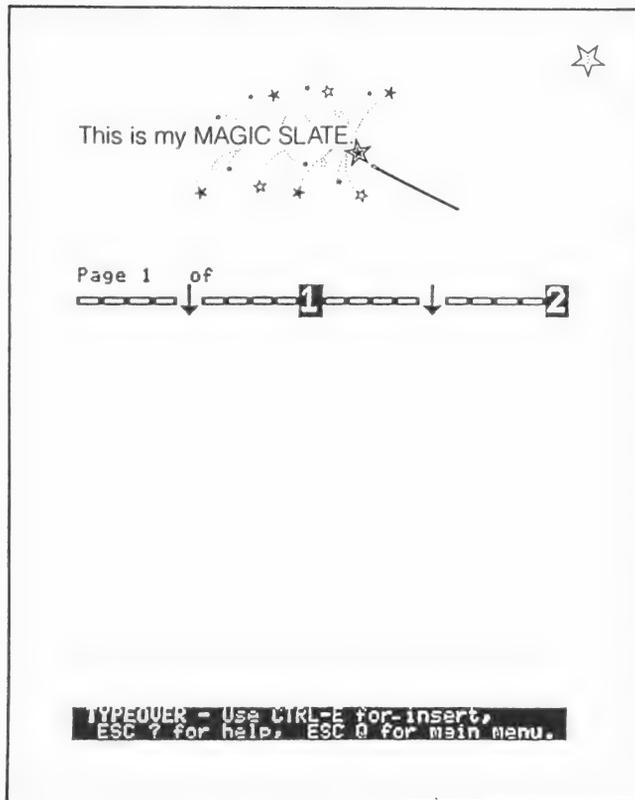
Preparation:

If you think your students will have difficulty writing on unlined paper, you might add lines to page 3 before duplicating it, or have students keep a piece of lined paper underneath the page as they write.

Load MAGIC SLATE into your computers.

Arrange students for a demonstration (so that they can all see one computer).

Concepts:

EDIT, ESC Q, RETURN

1. Have the students turn to the editing (writing) screen on page 3 in their booklets. Explain that this is the screen they will see after they have named their file, or anytime that they choose EDIT from the Main Menu.

2. Point out the space for the file name. Have students write their story's file names after "Page 1 of ."

3. At the computer, demonstrate how to go from the Menu to EDIT (which will display the writing screen) and back to the Menu (ESC Q). Tell students to use a short stroke when they press ESC and then press Q.

4. Tell students to write a very short rough drafts of their stories on page 3, (no more than two or three sentences long).

5. While the class is writing their rough drafts, have the students take turns using the computers. They should practice going back and forth from the Menu to the EDIT screen. If your students are not already familiar with the ESC and RETURN keys, be sure to allow extra practice time.

The prompting at the bottom of the screen is not covered in MY OWN MAGIC SLATE. If your students read well enough for the prompting to be of help, you may want to include it later on in your instruction.

This □ is a TYPEOVER cursor.

★ Find SHIFT .

★ Type a .   ★ Type A .

★ Type your name.

ESC	! 1	@ 2	# 3	$ 4	% 5	^ 6	& 7	* 8	(9	) 0	— -	+ =	DELETE	RESET
TAB	Q	W	E	R	T	Y	U	I	O	P	{ [	}]	\	
CONTROL	A	S	D	F	G	H	J	K	L	: ;	" '	RETURN	
SHIFT	Z	X	C	V	B	N	M	< ,	> .	? /	SHIFT		
CAPS LOCK	~ `		⌂					⌘	←	→	↓	↑	

I can move the cursor over my writing.

★ Find ← .   ★ Find → .

Preparation:

Load MAGIC SLATE into your computers.

Arrange students for a demonstration.

Concepts:

TYPEOVER Cursor, SPACE BAR, SHIFT, arrow keys

1. At the computer and on page 4 of their booklets, show students a TYPEOVER Cursor (□). Explain that whenever they see this kind of cursor they can write and they can type over what they have written. It marks their place and shows where their typing will appear.

2. Demonstrate how SHIFT works at the computer.

    • If you are working with an Apple II or II plus, teach your students how to shift using CONTROL-A. (See the MAGIC SLATE HANDBOOK - Getting Started.)

    If at all possible, try to use Apple IIe's or IIc's for word processing.

3. Using the paper keyboards, have students "practice" using the SHIFT key. Watch carefully to identify any students who are finding this difficult (before sending them to the computers).

4. Explain and demonstrate that you can change your writing by typing over it. Discuss the use of ← and → .

5. If your students are not familiar with the keyboard, let them spend time just finding keys. Be sure that they understand that pressing the space bar makes a blank space.

6. Tell students not to press RETURN while they are typing on the editing screen.

7. Provide computer time for the students to do the following:

    - Use SHIFT to type uppercase letters.

    - Type their names.

    - Move the cursor over their writing using the arrow keys.

    - Become more familiar with the keyboard.

I can write and save my writing.

★ 1. Type ⎡N⎤ for ⎡🖥️ New⎤ . Press ⎡RETURN⎤ .

★ 2. Name your file. Press ⎡RETURN⎤ .

★ 3. Type your story.
   ⎡ DO NOT PRESS RETURN ⎤ .

★ 4. Press ⎡ESC⎤ and then ⎡Q⎤ .
   You will see the Menu.

★ 5. Type ⎡S⎤ for ⎡💾 Save⎤ . Press ⎡RETURN⎤ .
   Type ⎡Y⎤ for yes. Press ⎡RETURN⎤ .

Preparation:

Load MAGIC SLATE into your computers. (Be sure you have a data disk in each one.)

Arrange students for a demonstration.

Optional: Arrange for helpers -- older students who have used MAGIC SLATE or parent volunteers.

Concepts:

NEW, RETURN, TYPEOVER, ESC Q, SAVE

1. At the computer, demonstrate the five steps on page 5. You might have students volunteer to read each step to you from their sheets. Repeat the demonstration several times, questioning students about each step.

   • Emphasize the fact that RETURN should not be pressed when typing in a story. This is one of the most common problems in learning to use a word processor, especially for the student who has typed before.

   • Remind students not to hold the ESC key down too long. Because it is a repeating key, they should learn to use a short stroke when they press it.

2. Allow ample time for the students to type and save their stories. Students should take MY OWN MAGIC SLATE pages 3 and 5 with them to the computer so that they can use the file names and stories they have planned.

   Suggestions:
   • If students do press an unwanted RETURN, you can just delete it for them and let them continue.

   • IN A LAB SETTING: Use a large monitor (if available) to model, while students "do as you do" on their computers.

   • IN A CLASSROOM OR LAB SETTING: Pair each student from your classroom with an older student from another class that has already used MAGIC SLATE, or train a few of your own students as teachers and let them work with the rest of your class.

I can load the file I saved.

will show you a list of file names.

```
                    MAGIC SLATE 20
                         LOAD
    Files on STORIES.1
    ZOO.JOHN
    FLOWERS.KATHY
    HAMBURGERS.JIM
    TEDDY.JUAN
    LETTER.SUE


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

★ Find a letter to a friend.

★ Find a poem about a stuffed animal.

★ Find a story about food.

Preparation:

Load MAGIC SLATE into your computers. (Be sure your students use the same data disks each time.)

Arrange students for a demonstration.

Optional: Arrange for helpers -- older students who have used MAGIC SLATE or parent volunteers.

Concepts:

LOAD, EDIT

1. At the computer, demonstrate how to select LOAD and press RETURN to see the list of files saved on a disk. Have students turn to page 6 to take a closer look at the list and practice finding files.

2. Starting back at the Menu, demonstrate the steps needed to load a file and look at the writing in it. Repeat the demonstration several times with students telling you what to do next.

   ● Choose LOAD. Press RETURN.

   ● Look at the list of files. Find your file.

   ● Use the arrows to select your file and press RETURN.

   ● You will see the Menu.

   ● Choose EDIT and press RETURN.

   ● You will see your story.

3. Allow computer time for students to follow the steps above. They should check to see if their stories were saved by loading them and looking at them. You might also have them look at one or two other stories for practice in using LOAD. Be sure that students are using the same data disks that they used to SAVE their files.

I can print a file.

★ 1. Press ⌈L⌉ to ⌈Load⌉ .

★ 2. Choose your file. Press ⌈RETURN⌉ .

★ 3. Press ⌈E⌉ to ⌈Edit⌉ . Press ⌈RETURN⌉ .

★ 4. Check your writing.
Press ⌈ESC⌉ .
Press ⌈Q⌉ .

★ 5. Press ⌈P⌉ for ⌈Print⌉ . Press ⌈RETURN⌉ .

★ 6. Answer yes. Press ⌈RETURN⌉ .

Preparation:

Load MAGIC SLATE into your computers.

If you do not have a printer for each computer, modify the plan below.

Arrange students for a demonstration.

Optional: Arrange for helpers -- older students who have used MAGIC SLATE or parent volunteers.

Concepts:

LOAD, check your file, PRINT

Before using this lesson, be sure that your printer works with MAGIC SLATE. See the section on Troubleshooting Printer Problems in this guide if necessary. Make sure that the printer is on and the paper is in proper position before printing.

In this lesson, students are told to load a file and check it just before printing. A file that is already in the computer's memory does not need to be loaded before printing, but this practice will help reduce the printing of wrong files.

1. At the computer, demonstrate the steps involved in loading, checking, and printing a file. Have students read the steps on page 7 to you. Talk through the logic of each step.

2. Allow computer time for students to check and to print their stories. You might want to save these stories or others, staple them to the back of the MY OWN MAGIC SLATE booklet, and send the materials home for parents to see after the students have learned to use MAGIC SLATE.

Before going on to page 8, provide several opportunities for students to repeat all that they have learned. Choose a lesson or two from the Primary Teaching Ideas or use some of your own. Have students create NEW files, write, EDIT, SAVE, and PRINT their writing.

I can delete.

★ Delete a letter:
  ★ Put the ☐ over a letter.
  ★ Hold down [CONTROL] while you press [C]
  ★ The letter will turn to black on white.
  ★ Press [RETURN] .
  ★ The letter will disappear.

★ Delete a word:
  ★ Put the ☐ over the first letter of a word.
  ★ Hold down [CONTROL] while you press [D]
  ★ The letter will turn to black on white.
  ★ Hold down [CONTROL] while you press [W]
  ★ The word will turn to black on white.
  ★ Press [RETURN] .
  ★ The word will disappear.

★ Delete a sentence:
  [CONTROL] — [D]   [CONTROL] — [S]

Preparation:

Load MAGIC SLATE into your computers.

Arrange students for a demonstration.

Optional: Arrange for helpers -- older students who have used MAGIC SLATE or parent volunteers.

Concepts:

DELETE a letter, word, sentence, or paragraph.

1. At the computer, type in a few sentences or load a file. Demonstrate how to delete a letter. Use the steps on page 8. Spend time discussing the concept "delete." Explain that a letter, number, and a space are all deleted in the same way.

2. Ask if anyone can guess how to delete a word. Demonstrate the use of CONTROL-D followed by CONTROL-W.

3. Ask the class how they think a sentence could be deleted. Demonstrate the use of CONTROL-D followed by CONTROL-S.

4. If your class has some awareness of paragraphs, ask how they think a paragraph could be deleted. Demonstrate the use of CONTROL-D followed by CONTROL-P.

5. You may also want to introduce "GET" (CTRL-G) to your students. (See MAGIC SLATE HANDBOOK 2 - DELETE and GET.)

6. Allow ample computer time for each student to practice deleting. Page 8 is just a reminder of the steps involved in deleting. It can be used by the students, or by parent or student aides. You may want to suggest specific words or sentences to use in practicing DELETE.

This ___ is an INSERT cursor.

I can insert.

★ Put the cursor where you want to insert.

★ Hold down [CONTROL] while you press [E]

★ You will switch to an INSERT cursor.

★ Type what you want to insert before the cursor.

★ Hold down [CONTROL] while you press [E]
  You will switch back to a TYPEOVER cursor.

Concepts:

INSERT, TYPEOVER, CONTROL-E

Determine whether your whole class is ready to learn another function. If not, you may want to delay the use of INSERT, or introduce it to a small group.

1. At the computer, demonstrate how to INSERT. Start with a word that has been typed with a letter missing. (This is a frequent mistake.) Follow the steps on page 9.

    Be sure that students understand that what they type will be inserted before (to the left of) the cursor.

2. Be sure that students recognize an INSERT cursor and a TYPEOVER cursor, and that they know how to switch back and forth between them.

3. Allow ample time for student to practice inserting. Using INSERT with ease takes a little longer than most other features. If some students experience real difficulty with inserting, suggest that they use TYPEOVER instead.

This ♪ is a paragraph mark.

★ Press | RETURN | to end a paragraph.

```
Page 1 of PARAGRAPH
──┴────────█─────┴────█2
        Press RETURN to
end a paragraph.
MAGIC SLATE makes a
paragraph mark that
looks like this.♪
```

★ Press | RETURN | to start a new line.

```
Page 1 of COLORS
──────┴────█─────┴────█2
red♪
blue♪
green♪
yellow♪
```

★ Press | RETURN | to skip lines.

```
Page 1 of SKIP
──────┴───█─────┴────█2
I can skip lines.♪
♪
♪
♪
All I have to do is
press RETURN.
```

Preparation:

Load MAGIC SLATE into your computers.

Arrange students for a demonstration.

Optional: Arrange for helpers -- older students who have used MAGIC SLATE or parent volunteers.

Concept:

paragraph mark

1. Use the computer and page 10 to demonstrate the use of RETURN to end a paragraph. (The term "end of paragraph mark" is shortened here to "paragraph mark.")

2. Demonstrate the use of RETURN to start a new line.

3. Demonstrate the use of RETURN to skip lines.

4. Demonstrate and explain that if a RETURN is accidentally pressed, a paragraph mark can be deleted just like any number, letter, or space.

5. Allow time for the students to practice using paragraph marks.

I can center my writing.

To center before writing:

★ Hold down [CONTROL] while you press [C]
★ The ☐ will move to the center.
★ Type what you want to center.
★ Press [RETURN] .

To center <u>after</u> writing.

★ Find something you want to center.
  It must end with a ↲ .
★ Move your ☐ to the beginning of what
  you want to center.
★ Hold down [CONTROL] while you press [C]

Preparation:

Load MAGIC SLATE into your computer.

Arrange students for demonstration.

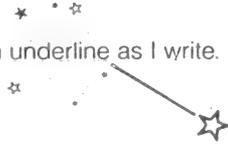Optional: Arrange for helpers -- older students who have used MAGIC SLATE or parent volunteers.

Concepts:

CENTER before writing, CENTER after writing

1. At the computer, demonstrate how to center <u>before</u> writing using the four steps on page 11. Be sure that students understand that they must press RETURN to stop centering their writing.

2. Allow students computer time to practice centering <u>before</u> writing.

3. Demonstrate how to center something <u>after</u> writing it. Be sure that students understand that CONTROL-C will center everything between the two paragraph marks (↲), and that you must be at the beginning of (on the first line) the text to center it.

4. Allow students computer time to practice centering after writing. Select some activities that involve centering from the Primary Teaching Ideas section or use others of your own.

I can underline as I write.

Switch from plain typing to underlined.
★ Hold down [CONTROL] while you press [O] .
★ Now your typing will be underlined.

Switch from underlined typing to plain.
★ Hold down [CONTROL] while you press [O] .
★ Now your typing will be plain.

★ [CONTROL] — [O] switches from plain typing to underlined typing and back.

Load MAGIC SLATE into your computer.

Arrange students for a demonstration.

Concept:

Underline

1. At the computer, demonstrate the use of CONTROL-O to switch back and forth from plain typing to underlined.

2. Allow time for students to practice underlining.

3. Review the following with your students:

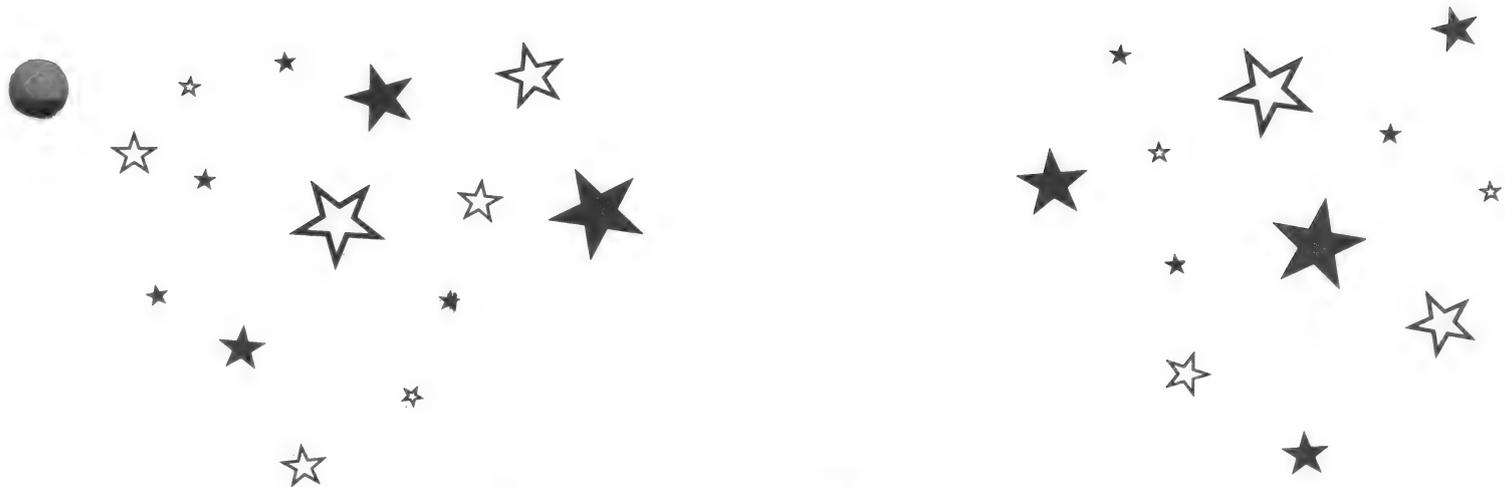|			
Menu	NEW	TYPEOVER	INSERT
EDIT	SAVE	cursor	paragraph mark
LOAD	file	ESC	CENTER
PRINT	file name	DELETE	UNDERLINE

By working through parts 1-8 of the MAGIC SLATE HANDBOOK, you will learn other features that have not been included in MY OWN MAGIC SLATE. Some other features available in the 20 column version that you may want to teach your students are: CONTROL-S for SEARCH, CONTROL-R for REPLACE, CONTROL-I for INDENT.

If you are working with a IIe or a IIc, you may want to introduce the use of ↑ and ↓ .
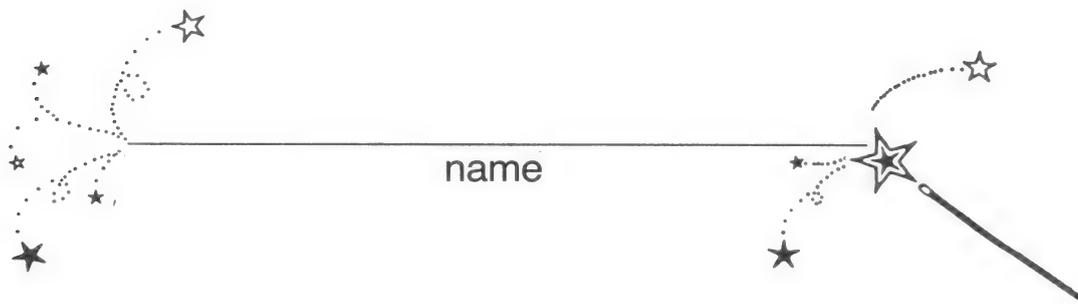
Two other useful commands are:
ESC - B   Move the cursor to the beginning of your file.
ESC - E   Move the cursor to the end of your file.

After your students are comfortable with the 20 column version, you might want to move those students that are ready to the 40 column version, so that more features will be available. Remember that MAGIC SLATE "grows with you." EVERYTHING THE STUDENTS HAVE LEARNED ON THE 20 COLUMN VERSION WILL TRANSFER TO THE 40 COLUMN VERSION.

My Own
MAGIC SLATE

_____
name

Here is my MAGIC SLATE menu.

```
MAGIC SLATE 20
           Main Menu

 ┌────────┬────────┬────────┬────────┐
 │  EDIT  │  Load  │  Print │   New  │
 ├────────┼────────┼────────┼────────┤
 │  Save  │ Delete │  Make  │  Quit  │
 └────────┴────────┴────────┴────────┘

 Use the arrow keys or first letters
 to select then press RETURN: ■
```

★ Find New .   ★ Find Save .

★ Find Load .   ★ Find EDIT .

I can make a file.

```
        MAGIC SLATE 20
┌──────────────────────────────┐
│           NEW FILE            │
├──────────────────────────────┤
│                              │
│ ZOO.JOHN is in memory.       │
│ Are you sure you want        │
│ to start a new file? yes█    │
│                              │
├──────────────────────────────┤
│                              │
└──────────────────────────────┘
```

```
        MAGIC SLATE 20
┌──────────────────────────────┐
│           NEW FILE            │
├──────────────────────────────┤
│                              │
│                              │
│ Please enter a name for your │
│ new file: █                  │
│                              │
├──────────────────────────────┤
│                              │
└──────────────────────────────┘
```
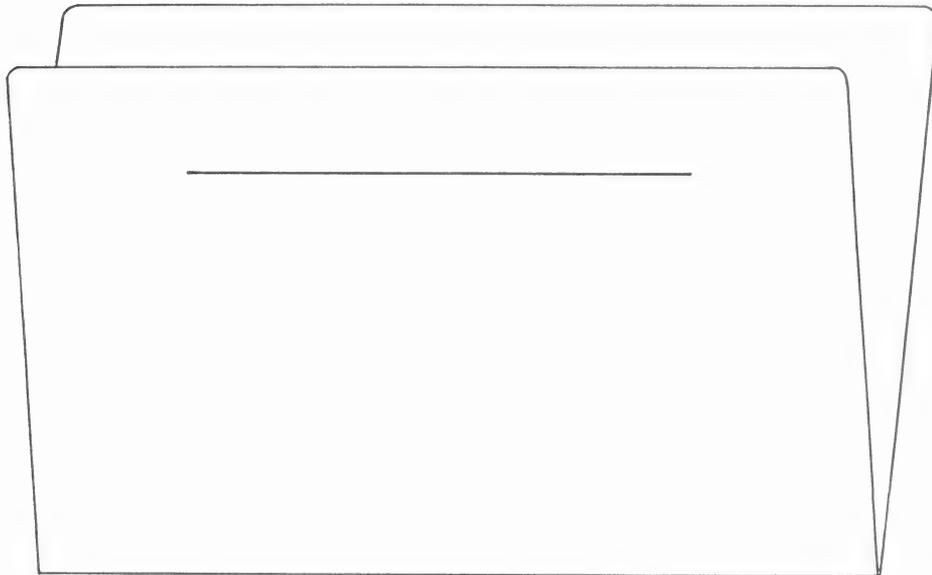
This is my MAGIC SLATE.

Page 1   of   1   2

```
TYPEOVER - Use CTRL-E for insert,
ESC ? for help,  ESC Q for main menu.
```

This ☐ is a TYPEOVER cursor.

★ Find SHIFT .

★ Type a .   ★ Type A .

★ Type your name.

I can move the cursor over my writing.

★ Find ← .   ★ Find → .

I can write and save my writing.

★ 1. Type ┃N┃ for ▢New . Press ┃RETURN┃ .

★ 2. Name your file. Press ┃RETURN┃ .

★ 3. Type your story.
    ┃ DO NOT PRESS RETURN ┃ .

★ 4. Press ┃ESC┃ and then ┃Q┃ .
    You will see the menu.

★ 5. Type ┃S┃ for ▢Save . Press ┃RETURN┃ .
    Type ┃Y┃ for yes. Press ┃RETURN┃ .

I can load the file I saved.

 Load will show you a list of file names.

```
              MAGIC SLATE 20

        ┌──────────────────────────────────┐
        │               LOAD               │
        ├──────────────────────────────────┤
        │  Files on STORIES.1              │
        ├──────────────────────────────────┤
        │                                  │
        │   ZOO.JOHN                       │
        │   FLOWERS.KATHY                  │
        │   HAMBURGERS.JIM                 │
        │   TEDDY.JUAN                     │
        │   LETTER.SUE                     │
        │                                  │
        │                                  │
        ├──────────────────────────────────┤
        │  Use the arrows to select a file and │
        │  press RETURN (press ESC to exit): │
        └──────────────────────────────────┘
```
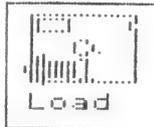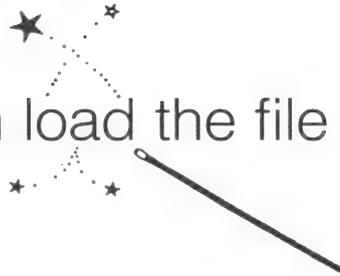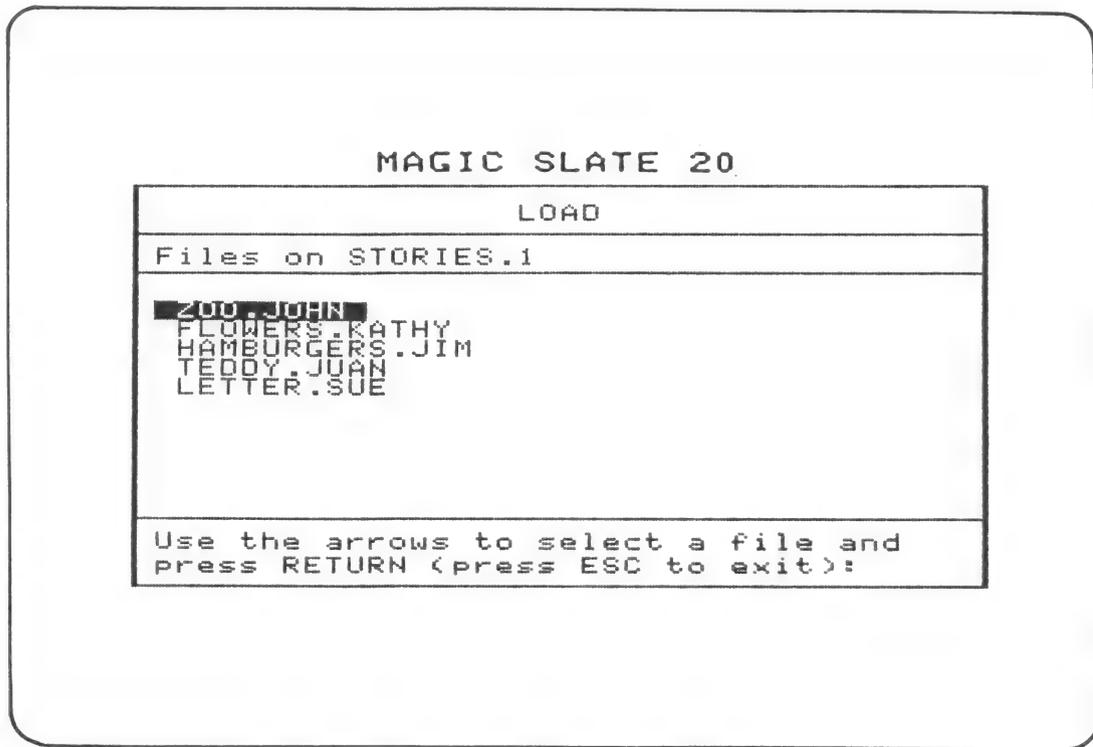
★ Find a letter to a friend.

★ Find a poem about a stuffed animal.

★ Find a story about food.

I can print a file.

★ 1. Press ☐L☐ to ☐Load☐ .

★ 2. Choose your file. Press ☐RETURN☐ .

★ 3. Press ☐E☐ to ☐Edit☐ . Press ☐RETURN☐ .

★ 4. Check your writing.
   Press ☐ESC☐ .
   Press ☐Q☐ .

★ 5. Press ☐P☐ for ☐Print☐ . Press ☐RETURN☐ .

★ 6. Answer yes. Press ☐RETURN☐ .

I can delete.

★ Delete a letter:
- ★ Put the ☐ over a letter.
- ★ Hold down CONTROL while you press D
- ★ The letter will turn to black on white.
- ★ Press RETURN .
- ★ The letter will disappear.

★ Delete a word:
- ★ Put the ☐ over the first letter of a word.
- ★ Hold down CONTROL while you press D
- ★ The letter will turn to black on white.
- ★ Hold down CONTROL while you press W
- ★ The word will turn to black on white.
- ★ Press RETURN .
- ★ The word will disappear.

★ Delete a sentence:
CONTROL — D CONTROL — S

This ___ is an INSERT cursor.

★ I can insert.

    ★ Put the cursor where you want to insert.

    ★ Hold down ⬚ CONTROL ⬚ while you press ⬚ E ⬚ .

    ★ You will switch to an INSERT cursor.

    ★ Type what you want to insert before the cursor.

    ★ Hold down ⬚ CONTROL ⬚ while you press ⬚ E ⬚ .
      You will switch back to a TYPEOVER cursor.

This ↙ is a paragraph mark.

★ Press RETURN to end a paragraph.

```
Page 1 of PARAGRAPH
━━━━↓━━━━━━━━1━━━━━━↓━━━━━━2
        Press  RETURN  to
end  a  paragraph.
MAGIC  SLATE  makes  a
paragraph  mark  that
looks  like  this.↙
```

★ Press RETURN to start a new line.

```
Page 1 of COLORS
━━━━↓━━━━━━━━1━━━━━━↓━━━━━━2
red↙
blue↙
green↙
yellow↙
```

★ Press RETURN to skip lines.

```
Page 1 of SKIP
━━━━↓━━━━━━━━1━━━━━━↓━━━━━━2
I  can  skip  lines.↙
↙
↙
↙
All  I  have  to  do  is
press  RETURN.
```

I can center my writing.

★ To center <u>before</u> writing:

★ Hold down CONTROL while you press C .
★ The □ will move to the center.
★ Type what you want to center.
★ Press RETURN .

★ To center <u>after</u> writing.

★ Find something you want to center.
It must end with a ↵ .
★ Move your □ to the beginning of what
you want to center.
★ Hold down CONTROL while you press C .

I can <u>underline</u> as I write.

★ Switch from plain typing to <u>underlined</u>.

  ★ Hold down | CONTROL | while you press | O | .
  ★ Now your typing will be <u>underlined</u>.

★ Switch from <u>underlined</u> typing to plain.

  ★ Hold down | CONTROL | while you press | O | .
  ★ Now your typing will be plain.

★ | CONTROL | — | O | switches from plain typing to underlined typing and back.

Teaching Ideas 40 Columns

The following teaching ideas are designed to provide you with examples for using the 40 column version of MAGIC SLATE in your classroom. MAGIC SLATE can be used in many areas of the curriculum. The lessons are taken from social studies, science, and language arts. Many of the lessons are written to emphasize a certain feature of MAGIC SLATE, but as students become more sophisticated with word processors, they may want to incorporate other features into their writing.

Lesson	Topic	MAGIC SLATE Features Emphasized
Minus One Plus Two	Building Sentences	Delete
Haiku Poetry	Poetry	Underline
Diamantes are Forever	Poetry	Center
Books, Books, Books	Book Reports	Other Typestyles
All Alone	Story Starters	Center and Typestyles
The Business of Letter Writing	Business Letters	Justification
Be a Lexicographer	Music Dictionary	Justification and Typestyles
Cinquain Means Five	Poetry	Vertical Spacing
Make It Different	Paragraphs About People	Replace
Write About It	Science Report	Vertical Spacing, Block Moves

The last section of the Teaching Ideas is a class project -- a newspaper. Before students start the project, you may want to teach File format so that the writing from each lesson can be formatted to print like a newspaper column. A class newspaper is one way to show students the advantages of a word processor. A few sample lessons are included, plus a page of suggestions.

OBJECTIVE: To write a seven-line diamante poem.

PREPARATION BEFORE
 CLASS: Write the following diamante poem on the board:

<div align="center">

Winter

Cold, Short

Skating, Skiing, Shoveling

Frost, Snow/Sun, Rain

Picnicking, Swimming, Biking

Hot, Long

Summer

</div>

MAGIC SLATE
 FEATURES USED: CENTER, DELETE, INSERT, OTHER TYPESTYLES.

PREWRITING

1. Introduce the lesson by saying:

    ● "The poem you see on the board is a special form of poetry called diamante."

    ● "A diamante poem is in the shape of a diamond and has seven lines."

2. Point to the sample on the board and say:

    ● "The first line of this poem is the subject of the poem."

    ● "The subject is a person, place, or thing."

    ● "The second line of the poem contains two adjectives which describe the subject."

    ● "The third line contains three verbs which tell us more about the subject. These verbs end in 'ing' or 'ed.'"

    ● "The middle line contains two sets of nouns. Two of the nouns relate to the top subject and two to the bottom subject."

    ● "The next two lines are similar to the second and third line except that they describe the end noun."

    ● "The last line of the poem is also a person, place, or thing but the opposite of the first line."

- "Let's make a list of opposite pairs of nouns that we could use in a poem like this."

3. List the students' suggestions on the board.

4. Suggest the following pairs of nouns to stimulate further thinking:

spring/autumn	light/dark
earth/sky	sun/moon
whale/minnow	car/tricycle

5. Pick one of the pairs of nouns and ask the class to compose a diamante poem. Write the poem on the board.

6. Say to the students:

- "Now you choose a topic from the board, or use your own topic, and write a diamante poem."

BEFORE THE COMPUTER

7. Suggest that students use a dictionary or a thesaurus to help them find interesting nouns, verbs, and adjectives.

8. Remind students to check their poems for diamante form.

9. Tell students to choose typestyles that will emphasize the subject pairs in their poem.

AT THE COMPUTER

10. Instruct students to type their poems using the suggested MAGIC SLATE features:

- CENTER the entire poem.
- UNDERLINE descriptive words.
- Select a TYPESTYLE to emphasize the pair of subjects in the poem.
- INSERT or DELETE words or phrases.

11. <u>SAVE</u> and <u>PRINT</u> copies of the poems and ask students to edit them for:

- descriptive words - Does the poem contain interesting, descriptive words?
- contrast - Does the poem show contrasts in the subjects chosen?
- spelling - Are all the words spelled correctly?

12. <u>Have</u> students make corrections and PRINT final copies.

POSTWRITING

13. <u>Suggest</u> that students illustrate and mount their poems.

14. <u>Invite</u> parents and friends to class for a poetry reading.

Haiku Poetry

OBJECTIVE:	To write a Haiku poem.

PREPARATION BEFORE
  CLASS: Duplicate the "Haiku Poetry" student sheet for the class. Use the master provided with this lesson. Have several colorful pictures of nature scenes available.

MAGIC SLATE
  FEATURES USED: INSERT, DELETE, OTHER TYPESTYLES (UNDERLINE).

PREWRITING

1. <u>Say</u> to the students:

   - "Today, we are going to write Haiku poetry. Haiku is a type of poetry that started in Japan over 500 years ago."

   - "Each poem has only three lines."

2. <u>Distribute</u> the "Haiku Poetry" student sheet.

3. <u>Describe</u> Haiku poetry with the following statements:

   - "The first line of a Haiku poem contains five syllables."

   - "The second line is made up of seven syllables, and the third line consists of five syllables."

   - "Haiku poems are usually written about nature."

   - "Read the first poem and notice the number of syllables in each line." (Clapping or snapping each syllable may help students understand the poem's pattern.)

4. <u>Discuss</u> how the poet has described things in nature. (Example: Dewdrops are like jewels.)

5. <u>Say</u> to the students:

   - "Read the second Haiku and try to picture the snowflakes silently covering the ground."

6. <u>Discuss</u> the image the poem leaves with the reader.

7.   <u>Say</u> to the students:

- "Let's try writing a couple of Haiku poems."

- "Think of a season about which you would like to write."

- "Here are some pictures to get you thinking." (Display the nature scenes.)

- "Write down your thoughts on the student sheet. Try to compare things in nature with objects that are familiar to you."

- "Arrange the words so that you have the right number of syllables in each line."

ROUGH DRAFT

8.   <u>Assist</u> any students having difficulty.

9.   <u>Encourage</u> the students to use a dictionary or a thesaurus to locate good, descriptive words.

10. <u>Remind</u> the class to proofread their poems upon completion, checking for spelling and form.

BEFORE THE COMPUTER

11. <u>Announce</u> a schedule for using the computer.

AT THE COMPUTER

12. <u>Have</u> students type their poems into the computer. You may want to suggest the following:

- UNDERLINE descriptive words.
- DELETE or INSERT words as necessary.

13. <u>Tell</u> the students to SAVE and PRINT copies of the poems and take them to their desks.

EDITING

14. Have students <u>edit</u> their poems for:

   - form – Does each line of the poem have the correct number of syllables for a Haiku poem?
   - description – Does the poem contain plenty of fresh, descriptive words?
   - content – Does the poem flow smoothly?

15. Have students <u>revise</u> their poems at the computer, proofread them, and PRINT final copies.

POSTWRITING

16. <u>Encourage</u> the students to design illustrations to go around their poems.

17. <u>Display</u> the poems around the classroom.

18. <u>Publish</u> the students' work in a class book and display at a school Open House.

HAIKU POETRY

Your Name _____

First line - 5 syllables

Second line - 7 syllables

Third line - 5 syllables

The dewdrops glistened
into jewels on soft green
summer sun burning.

Snowflakes fall softly
covering the earth. Inside
everything sparkles.

1 _____

_____

_____

2 _____

_____

_____

Books, Books, Books

OBJECTIVE:	To compose a written book report on a fiction book.
PREPARATION BEFORE CLASS:	Tell the students to read a fiction book before this lesson. Make sure they have their books with them. Arrange a schedule for the computer's use.
MAGIC SLATE FEATURES USED:	INSERT, DELETE, OTHER TYPESTYLES.

PREWRITING

1. Say to the students:

   - "Good books are fun to share with our friends."

   - "One interesting way to do this is to write a book report."

   - "What are some important facts to include in a book report?"

2. Review the four parts of a book report: title of book, author, summary, and opinion. List the parts on the board.

3. Say to the students:

   - "Today we are going to write a book report on a fiction book we have read recently."

   - "Think of an exciting or important event in your book. Make sure to describe it in the summary section of your book report."

   - "Include the title, author, and your opinion of the book in your report, also."

ROUGH DRAFT

4. Tell the students to write the reports.

5. Remind the students to check their reports to see if they accurately listed the title of the book and spelled the author's name correctly.

BEFORE THE COMPUTER

6. Post the schedule for using MAGIC SLATE.

7. Tell the students to BOLDFACE the names of the four main parts of a book report and to DOUBLE SPACE between each of the sections.

AT THE COMPUTER

8. Instruct the students to type their reports into the computer using MAGIC SLATE to:

    • ITALICIZE the title of the book.
    • BOLDFACE the headings for the four main parts of a book report.
    • INSERT or DELETE information as needed.

9. Remind students to periodically SAVE what they have written.

10. Tell the students to PRINT copies of their book reports and take them to their seats to edit.

EDITING

11. Have the students check their reports for:

    • capitalization – Is the title of the book properly capitalized?

    • spelling – Is the author's name and the names of the characters in the book spelled correctly? (Have students use the SEARCH and REPLACE features of MAGIC SLATE to check this.)

    • direct quotations – Is any conversation quoted from the book? If so, are quotation marks used correctly?

12. Tell students to return to the computer to revise their reports.

13. Have them ask a friend to proofread their report a final time.

14. Print copies of the reports.

POSTWRITING

15. Have students read their reports orally in English class.

16. Arrange for students to dramatize the events from their reports in reading class.

All Alone

OBJECTIVE:	To complete a story when given the first sentence.
VARIATIONS:	To complete a story when given a middle segment. To complete a story when given the ending.
PREPARATION BEFORE CLASS:	Prepare the student sheets: "It's Just the Beginning," "Caught in the Middle," and "A Quick Look Backwards" from the masters provided.
MAGIC SLATE FEATURES USED:	INSERT, DELETE, CHANGE JUSTIFICATION, (CENTER), OTHER TYPESTYLES.

PART ONE - Writing a Story Beginning

PREWRITING

1. <u>Say</u> to the students:

   • "Today, we are going to write a story beginning."

2. <u>Write</u> the following words on the board:

   • "The park was dark and silent, but it was far from being empty."

3. <u>Say</u> to the students:

   • "This is a story stem. It is the first line of a story."

   • "What mood is being established with the words 'dark and silent'?"

   • "Who or what might be in the park on this dark night?"

   • "What might they be doing there?"

4. <u>Make</u> a list of the students' suggestions on the board and discuss possibilities for a beginning paragraph for a story.

5. <u>Distribute</u> the student sheet, "It's Just the Beginning."

6. <u>Say</u> to the students:

- "Here are some more story stems."

- "Look at each one. Think about how you might write a beginning
  paragraph with each story stem. Then choose one of the stems or
  use one of your own, and write a beginning paragraph for a
  story."

- "Be sure to introduce the story characters, the setting, and the
  action."

- "Also, think of a title for your story."

ROUGH DRAFT

7. <u>Encourage</u> students to take their time to develop a paragraph that
   <u>introduces</u> the characters and events of an exciting story. <u>Tell them to</u>
   <u>write only the beginning paragraph for the story.</u>

8. <u>Remind</u> them to proofread their story beginnings for spelling and
   punctuation errors.

AT THE COMPUTER

9. <u>Tell</u> the students to type their beginning paragraphs into the computer
   <u>when</u> they finish writing them, or according to a prearranged order.

10. Tell students to use the following MAGIC SLATE features:

- CENTER the title.
- BOLDFACE the other stems.
- ITALICIZE words requiring emphasis.

11. <u>Have</u> them SAVE a copy of their disks and PRINT a copy of their stories
    <u>and</u> take them back to their desks to edit.

EDITING

12. <u>Have</u> students read over their papers and check them for:

- Clarity – Are all the important facts a reader needs to know included
            in the story beginning?

- Description – Are rich, descriptive words used throughout the
               paragraph?

13. <u>Tell</u> students to make revisions, corrections, and additions using MAGIC
    <u>SLATE</u> to INSERT and DELETE words.

14. <u>Tell</u> students to SAVE a final copy and to PRINT a copy to give to you.

PART TWO   Writing a Story Middle

15. Distribute the printouts of the story beginnings the students wrote in
     PART ONE of this lesson.

16. Say to the students:

     • "Now we are going to write a middle to our stories."

     • "The beginning introduced the characters, the setting, and the
       action."

     • "The middle of the story should tell more about the characters and
       the action in the story."

     • "Here are two sentences from a story middle: "One footstep could
       give us away. We started to look around." (Write this sentence
       on the chalkboard.)

     • "This story middle might be good to go with the story
       beginning we already talked about earlier, which was 'The park
       was dark and silent, but it was far from being empty.'"

     • "Perhaps the characters in the story encountered a strange
       creature in the park and did not want the creature to see them."

     • "If this was so, what do you think would happen next?"

17. Discuss some possibilities with the students, then distribute the "Caught
     in the Middle" student sheet.

ROUGH DRAFT

18. Say to students:

     • "Now write some middle paragraphs for your story."

     • "If you need ideas, look at the story middles on this sheet."

     • "Remember to describe more action in your story. Use good, vivid
       words to tell about your story's events."

19. Encourage the class to organize their ideas before writing them on
     paper. Tell them to write the middle section only to their stories.

20. As students finish their rough drafts, have them add their story
     "middle" to the story beginning they wrote earlier.

21. Arrange a schedule for the students to use the computer.

AT THE COMPUTER

22. Have the students LOAD in their story beginnings, move the cursor to the end and type their story "middles" using MAGIC SLATE.

22. Tell them to SAVE their new story and PRINT a copy. Check it at the computer for punctuation, spelling, and capitalization.

24. Tell the students to make final revisions and corrections in their stories while at the computer.

25. Have them decide where ITALICS and BOLDFACE words might be effective and utilize those words into their story.

26. Have students SAVE and PRINT copies of their stories.

27. Collect the printed copies for PART THREE of this lesson.

PART THREE   Writing a Story Ending

28. Distribute the students' stories collected in PART TWO.

29. Say to the students:

- "Now we are going to write an ending to our stories."

- "A story ending solves the problem of the characters. A good ending fits the story and leaves the reader with the feeling that everything has been explained."

ROUGH DRAFT

30. Distribute the "A Quick Look Backwards" student sheets.

31. Say to the students:

- "Write a good ending for your story."

- "If you need some ideas, read the story endings listed on this sheet."

- "You might want to write several different endings for your story and then choose the best one."

BEFORE THE COMPUTER

32. Remind the class to read over their story endings, proofreading for:

   • Continuity of the entire story

   • Spelling errors

   • Capitalization and punctuation

   • Suitability of the story title

33. Have students decide where ITALICS, BOLDFACE, and CENTERing might be appropriate.

AT THE COMPUTER

34. Tell students to add the endings to their stories, SAVE the stories, PRINT copies, and take them to their desks.

EDITING

35. Pair the students and have them exchange stories with their partners.

36. Tell the students to proofread their partner's stories for errors and to suggest revisions, if necessary.

37. Tell each student to correct any errors in their own stories and to SAVE and PRINT final copies.

38. Finally, tell the students to proofread their own final copies.

POSTWRITING

39. Suggest that students illustrate their stories.

40. Display the stories on a bulletin board or in the school library.

41. Encourage students to share their writings with the class.

VARIATION

Students can use the story beginnings, middles, and ends interchangeably. These are merely suggestions to help students get started.

IT'S JUST THE BEGINNING

I opened the door and looked outside. There, in my front yard, stood the most unusual animal I had ever seen.

Of all the people in the world who could _____, _____ was the best.

It was a nightmare and it wouldn't quit.

Deep inside the school, the morning bell sounded.

Everyone was gathered around the small playing field.

It was certainly a day for just lounging around.

You'd have thought the world was coming to an end, the way everyone looked.

I felt very nervous about this trip.

We were all alone in that dark blue sky with glittering stars around us.

CAUGHT IN THE MIDDLE

Behind them, there was a scratching sound, as a key turned in the lock of the door.

Glass exploded from the store, over the steady blast of the fire alarm.

She stumbled after him, farther and farther into the darkness.

One footstep could give us away. We started to look around.

I didn't know what to answer. It might be sort of exciting.

Be careful. We don't want to frighten it.

The shouting and barking grew softer and softer.

I looked straight at the television camera and took a big breath.

"No," said the strange creature with surprise.

I decided not to worry. Somehow we would stay together.

A QUICK LOOK BACKWARDS

The future looked pretty good for us now.

Then everyone piled out of the van and headed for home.

Al the way home, my family kept asking me questions.

The excitement died down pretty fast. And now it's just as if I'd never been away at all.

I'm not going to do anything. I just want to keep it.

They took a quick backward look. They were safe.

Now I was all alone. I breathed a sight of relief.

I finally stopped shivering. It was going to take me awhile to warm up.

I sat there for awhile, remembering how it had been.

The Business of Letter Writing

OBJECTIVE:	To understand and use the format of a business letter.
PREPARATION BEFORE CLASS:	Write a sample business letter on a transparency or the board. (See the letter included with this lesson.)
	Prepare student sheet "Suggestions for Business Letters" from the master provided.
MAGIC SLATE FEATURES USED:	INSERT, DELETE, OTHER TYPESTYLES, CHANGE JUSTIFICATION.

PREWRITING

1. Say to the students:

    - "Today we are going to write a business letter."

    - "Let's look at the parts of a business letter." (Point to the letter on the board.)

    - "Look at the heading near the right margin."

    - "Notice that it contains the writer's address, as well as today's date."

    - "Next, look near the left margin."

    - "This is the name and address of the person to whom the letter is written."

    - "Then there is a salutation followed by a colon."

    - "What other salutations might be used in a business letter?"

2. List the student's responses on the board. Examples: Dear Sir, Gentlemen.

3. Say to the students:

    - "Now comes the body of the letter."

    - "Indent the first line of each paragraph in the body of the letter."

    - "Then explain exactly your purpose in writing the letter."

- "Be specific, brief, and courteous."

- "Then write the closing followed by a comma."

- "What are some other closings that could be used?"

4. List the students' ideas on the board. Examples: "Yours truly," "Yours very truly," and "Sincerely,".

5. Say to the students:

- "Finally, add your signature directly under the closing."

6. Distribute the student sheet, "Suggestions for Business Letters," and say:

- "Look at the sheet entitled 'Suggestions for Business Letters.'"

- "Select one of these ideas for your first business letter."

- "I will help you locate addresses."

- "Use the ideas and form of the letter on the board to help in writing your letter."

ROUGH DRAFT

7. Give help to students who request it.

8. Remind them to proofread their letters, checking for business letter format and correct capitalization and punctuation.

BEFORE THE COMPUTER

9. Announce a schedule for using the computer.

AT THE COMPUTER

10. Have students type their letters using MAGIC SLATE to:

- JUSTIFY margins for a business look.
- Select TYPESTYLES – boldface or italics to enhance their letters where needed.
- INSERT additions or corrections.
- DELETE unwanted material.

11. Tell them to SAVE and PRINT their letters and take them back to their desk to edit.

EDITING

12. <u>Instruct</u> the students to proofread their letters for:
    - correct addresses – Are the Zip Codes listed for each address?
    - punctuation – Is there a colon after the greeting? And a comma after the closing?
    - form – Is each paragraph indented?

14. <u>Tell</u> students to make revisions at the computer, PRINT copies, and proofread them.

POSTWRITING

15. <u>Have</u> students address envelopes and send the letters.

16. <u>Share</u> the letters in class.

VARIATIONS

A. Friendly letter ideas:

   1. Fan letters to sports, music, TV and movie stars.

   2. Letters to parents and relatives.

   3. Letters to the editor of your newspaper.

   4. Letters to hospital patients.

   5. Letters to senior citizens.

   6. Participate with your local post office in the Scribe Program. They furnish information and envelopes. Your class writes letters for people who are unable to write (elderly, handicapped, etc.).

   7. Electronic pen pals – arrange with a school in another city, state or country to exchange letters on diskette.

B. Invitations – for classroom programs, parties, etc.

C. Thank-you notes – to people who have helped the class.

SUGGESTIONS FOR BUSINESS LETTERS

Send for freebies advertised by companies or magazines.

Write to community services (police, fire, postal), the mayor, city council, or school board.

Request information about state parks, fishing, hunting from the Department of Natural Resources.

Write to the President or legislators (state or national) giving your opinion on issues.

Write to the Department of Animal Health for information on pets.

Send to Consumer Information Center, Pueblo, Colorado, 81009 for a listing of government pamphlets.

Ask the National Aeronautics and Space Administration for information on space flights.

Send to the National Oceanographic and Atmospheric Administration for weather and oceanographic information.

Write to the Superintendent of Documents, Washington, D.C., 10402, for listing of government publications.

17 George St.
Nero, MA 66702
September 13, 1984

ACE Pencil Company
1932 Pine Avenue
New York, NY 10017

Dear ACE Pencil Company:

Please send me the following items from your summer catalog.

#682 - 10 red pencils with my name engraved on them
#805 - 5 black pens with blue ink

I've enclosed payment of $10.50. Thank you.

Yours truly,

Be a Lexicographer

OBJECTIVE:	To collect, define, and alphabetize words relating to a topic using a dictionary format.
PREPARATION BEFORE CLASS:	Make a data diskette for a music dictionary. One file should be called "MUSIC DICTIONARY." Arrange for the use of one computer for a day or two.
MAGIC SLATE FEATURES USED:	CHANGE JUSTIFICATION, INSERT, DELETE, OTHER TYPESTYLES.

PREWRITING

1. Say to the students:

   - "Today we are going to be responsible for publishing a music dictionary."

   - "If you are publishing a music dictionary, what do you need to include in it?"

2. Write the students' observations on the board, including such things as:

   - A music-related word for each letter of the alphabet

   - Each word's pronunciation, part of speech, and definition

   - Some optional illustrations

3. Ask students to suggest some words to include in the dictionary. Write the words on the board in dictionary form.

4. Suggest that students look at a music book to get more ideas.

ROUGH DRAFT

5. Assign each student several letters of the alphabet and tell them to find music-related words for their letters and arrange the words in a dictionary format.

6. Circulate around the classroom to offer suggestions and help where needed.

7. Remind students to proofread their work, checking for spelling, pronunciation symbols, appropriate designation of parts of speech, and clearly written definitions.

BEFORE THE COMPUTER

8. <u>Tell</u> students to enter their words on the special data diskette under the <u>file</u> name "MUSIC DICTIONARY."

9. <u>Instruct</u> students to BOLDFACE the entry words and ITALICIZE the pronunciations.

10. <u>Tell</u> them to insert their words in alphabetical order in the file.

AT THE COMPUTER

11. <u>Arrange</u> a schedule for students to use the computer.

12. <u>Pair</u> the students to type their dictionary information into the computer.

13. Tell the students to check the CHANGE JUSTIFICATION before they start typing and make sure it is set to both sides so the document will look like a dictionary.

14. <u>Have</u> them use MAGIC SLATE to:

    - INSERT words in alphabetical order.
    - BOLDFACE entry words.
    - ITALICIZE pronunciations.

15. <u>Tell</u> each student to ask their classmate to proofread their work.

16. <u>Have</u> the students make final revisions.

17. Make sure they SAVE the file before they leave the computer.

EDITING

18. <u>Ask</u> two students to proofread the entire file.

19. <u>PRINT</u> a copy of the MUSIC DICTIONARY.

POSTWRITING

20. <u>Have</u> volunteers design a cover and other illustrations for the dictionary.

21. <u>Assemble</u> the dictionary.

22. <u>Duplicate</u> copies and catalog into the school library.

VARIATIONS

Students can compose dictionaries in other subject ares, such as science or math.

Cinquain Means Five

OBJECTIVE: To write a cinquain poem.

PREPARATION BEFORE
  CLASS: Tell students to have a sheet of paper and a pencil
                      on their desks.

                      Make a schedule for the students to use the computer.

MAGIC SLATE
  FEATURES USED: DELETE, INSERT, VERTICAL SPACING, OTHER
                      TYPESTYLES.

ROUGH DRAFT

1. <u>Say</u> to the students:

    - "Think of something you'd like to own. Name it in just one
      word. Write that word on the first line of your paper."

    - "Think of two words that describe the thing you'd like to own.
      Write those two words on the next line, under the first word."

    - "Use three words to describe some action you could perform
      with the thing you want to own. Write those words on the
      third line."

    - "Now write four words to describe how you feel about the
      thing you'd like to own. Put those words on the next line."

    - "Finally, on the fifth line, write one word that is a synonyn,
      for the thing you'd like to own."

    - "What you have just written is called a cinquain poem."

    - "Cinquain means five. Each of the five lines of your poem has
      a special purpose."

2. <u>Call on</u> some students to read their cinquain poems aloud to the class.

3. <u>Discuss</u> the poems with the class and review the special form of a
    <u>cinquain</u> poem. Example:

                      Corvette
                      Black, sleek
                      Engine humming, roaring
                      Loved for its beauty
                      Car

4. <u>Say</u> to the students:

   - "We will be making an anthology, or collection, of our cinquain poems."

   - "Proofread your poems now and see if you'd like to make any changes before we type them using MAGIC SLATE."

BEFORE THE COMPUTER

5. <u>Tell</u> the students to decide on typestyles and any other formatting features they want to use for their poems.

6. <u>Suggest</u> that they use the vertical spacing feature of MAGIC SLATE to double space the lines in the poem.

7. <u>Post</u> the schedule for using MAGIC SLATE.

AT THE COMPUTER

8. <u>Suggest</u> that students type their poems using MAGIC SLATE to:

   - BOLDFACE the poems subject and its synonym.
   - ITALICIZE descriptive words.
   - Double space (VERTICAL SPACING) the lines in the poem.
   - DELETE and INSERT words.

9. <u>Have</u> students proofread their poems at the computer before they PRINT final copies.

10. <u>Encourage</u> the students to write more than one cinquain poem if there is time.

POSTWRITING

11. <u>Compile</u> the poetry into an anthology and give a copy to the school library.

12. <u>Ask</u> students to illustrate copies of their poems on paper shaped like the subject of the poems. <u>Display</u> the poetry on a hall bulletin board.

Make It Different

OBJECTIVES: To write a descriptive paragraph.
To use the encyclopedia and dictionary to find information.

PREPARATION BEFORE
  CLASS: Prepare a list of names of famous people in history. Put one name each on small strips of paper so that there are enough for each student to have one.

MAGIC SLATE
  FEATURES USED: REPLACE, INSERT, DELETE, OTHER TYPESTYLES, CHANGE JUSTIFICATION (CENTER).

PREWRITING

1.   <u>Say</u> to the students:

- "Each of you choose a strip of paper with the name of a famous person listed on it." (Give one paper strip to each student.)

- "Write a paragraph of at least seven sentences about this person."

- "You may use encyclopedias, dictionaries, or other sources to find information."

- "Remember to use a variety of descriptive words to tell about your person." (Example: Abraham Lincoln was born of poor parents in a remote log cabin in Kentucky.)

ROUGH DRAFT

2.   <u>Answer</u> students' questions and be available to help them locate information from reference books.

3.   <u>Remind</u> students to proofread their paragraphs for spelling, punctuation, and sentence organization.

BEFORE THE COMPUTER

4.   <u>Tell</u> students to italicize the word that is the name of their person each time it appears in the paragraph.

5.   <u>Arrange</u> a schedule to use the computer.

AT THE COMPUTER

6. Have the students type their paragraphs into the computer using
   MAGIC SLATE to:

   - CENTER the title.
   - INSERT   additions or corrections.
   - DELETE unwanted words.
   - ITALICIZE the name of the famous person.

7. Remind students to SAVE their writing.

EDITING

8. Have each student edit their own paragraph by using MAGIC SLATE to:

   - Use REPLACE to find and replace the italicized name with
     descriptive synonyms.
     (For example: Instead of the words, "Abraham Lincoln" they
     might substitute the words "tall, thin man," "sixteenth president,"
     etc.)

9. PRINT copies of the paragraphs and ask the students to proofread their
   paragraph for a final time.

POSTWRITING

10. Use the paragraphs for oral reports in social studies.

VARIATIONS

A. You may prefer to have the students compose paragraphs on famous
   people in science, health, music, or some other subject.

B. Paragraphs could also be written about topics the students are studying.
   For example: animals in a science class.

Write About It

OBJECTIVES: To develop an outline for a science report.
To write a report from an outline.

PREPARATION BEFORE
  CLASS: Write the sample outline included with this lesson on a transparency or the board.

MAGIC SLATE
  FEATURES USED: VERTICAL SPACING, BLOCK MOVE, OTHER TYPESTYLES, INSERT, DELETE.

PREWRITING

1. <u>Say</u> to the students:

   - "We are going to make an outline for a report about the planets in our solar system."

   - "Let's fill in the parts missing from the outline on the chalkboard."

2. <u>Call</u> on a student to come to the board and write in the missing parts to the outline. (Answers are written on the sample outline.)

3. <u>Say</u> to the students:

   - "A good outline provides the framework for a report. It's a tool to help us write a report that is interesting and accurate."

   - "If you have written a complete outline, it is easier to write the paragraphs in the report."

   - "For example, for the planet Earth, you could write five paragraphs. Each paragraph could discuss one of the subtopics listed under the planet Earth on the outline."

   - "Look at the form of an outline. Notice where words are indented and where Roman numerals, letters, and numbers are used."

   - "Today each of you will write a report on one of the planets in our solar system."

   - "Choose one of the planets and do research on it. Take notes. Then make an outline following the model on the board."

ROUGH DRAFT

4. <u>Allow</u> students time to do research on their planets and take complete notes.

5. <u>Instruct</u> students to make an outline from their notes.

BEFORE THE COMPUTER

6. <u>Remind</u> students to check their outlines for form and consistency.

7. <u>Suggest</u> that they use BOLDFACE for the main topics and ITALICS for the subtopics when they type their reports.

8. <u>Arrange</u> a schedule for the use of the computer.

AT THE COMPUTER

9. Have the students <u>type</u> the outline into the computer using MAGIC SLATE to:

   - Set TABS for an outline format.
   - Choose TYPESTYLES to make the outline more readable.
   - DOUBLE SPACE the outline.

10. <u>PRINT</u> the outlines and return them to the students.

WRITING THE REPORT

11. <u>Instruct</u> the students to write a report using their outline as a guide.

12. Have them <u>proofread</u> the report for spelling and punctuation.

13. Arrange a schedule for the computer's use.

AT THE COMPUTER

14. <u>Tell</u> students to type their reports using MAGIC SLATE to:

   - CENTER the title.
   - FORMAT the margins for a report.
   - ITALICIZE or BOLDFACE important words.
   - INSERT or DELETE words.

EDITING THE REPORT

15. <u>Pair</u> the students and ask them to exchange papers.

16. <u>Instruct</u> the students to read their partner's report and write an <u>outline</u> of it.

17. When the outlines are completed, have the students <u>compare</u> them to their partner's original outline and note discrepancies.

18. <u>Tell</u> students to read their partner's report and mark where information <u>has</u> not been clearly written.

19. <u>Tell</u> students to return the reports and the outlines to their partners <u>and</u> discuss any problems.

20. <u>Have</u> students make revisions. They may need to use the BLOCK MOVE <u>commands</u> to reorganize paragraphs.

21. <u>PRINT</u> final copies of the planet reports and have the students proofread <u>them.</u>

POSTWRITING

22. <u>Tell</u> students to illustrate their reports and design covers for them. <u>Display</u> them on a table in the classroom.

23. <u>Have</u> the students read their reports aloud during science class.

VARIATIONS

The students can do outlines and reports in any subject area: history, geography, reading, health, etc.

SAMPLE OUTLINE

The Planets in Our Solar System

I.   Mercury

II.   (Venus)

III.   Earth

        A. Distance from the sun
        B. Diameter
        C. Orbital speed
        D. Length of a year
        E. Length of a day

IV.   (Mars)

V.   (Jupiter)

VI.   Saturn

VII.   (Uranus)

VIII.   Neptune

IX.   Pluto

Have You Seen Anything Like It?

OBJECTIVE:	To develop a news article based on facts about a school event.
PREPARATION BEFORE CLASS:	None
MAGIC SLATE FEATURES USED:	OTHER TYPESTYLES, CHANGE JUSTIFICATION, DELETE, INSERT.

PREWRITING

1. Ask the students:

    - "What are some events that have taken place recently in our school?"

2. List the students' suggestions on the chalkboard. Examples: a school music concert, first prize for a school sports team, etc.

3. Ask the students:

    - "Which of the suggestions on the board would make the most interesting newspaper stories?"

4. Discuss the possibilities with the class and ask them to choose the one they like best.

5. Say to the students:

    - "Let's write a news story on the topic we have chosen."

    - "We'll begin by mentioning the 5 W's (for who, what, when, where, and why)."

6. Compose the news story with the class and write it on the chalkboard.

7. Point out that the headline and first two sentences are the most important parts of a newspaper article. If they don't grab the reader's attention, the article won't be read.

ROUGH DRAFT

8. Say to the students:

    - "Today I'd like you to write a news article about a school event."

- "Remember to make it brief, interesting, and factually accurate so that everyone will want to read it."

- "Make your story about 200 words long."

BEFORE THE COMPUTER

9. <u>Say</u> to the students:

- "Before you enter your story into the computer decide what typestyles you will want for the headline and the story itself."

- "When you finish writing your article, come to the computer and type it."

AT THE COMPUTER

10. <u>Tell</u> students to type their stories using MAGIC SLATE to:

- CENTER the headline.
- Choose two TYPESTYLES - one to enhance the headline and one for the article itself.
- JUSTIFY both sides of the article.
- DELETE and INSERT words.

11. <u>Have</u> the students SAVE and PRINT copies of their articles (using screen format) for editing them at their desks.

EDITING

12. <u>Have</u> students check their articles for:

- length - Is the article no more than two hundred words long?

- typestyles - Do the typestyles improve the article's appearance and add to its readability?

- 5 W's - Are answers to the 5 W's included in the first paragraph of the article?

- spelling - Are all the words spelled correctly?

13. <u>Tell</u> the students to make corrections on their papers and then return to the computer to make the final revisions.

14. <u>PRINT</u> copies of the articles.

POSTWRITING

15. Display the articles on a bulletin board and ask students to read the articles, noticing which ones caught their attention first. Later, discuss the reasons why some articles were more attention-getting than others.

16. Ask volunteers to write more news articles for a school newspaper.

VARIATIONS

A. Tell the students to use the content of their articles, but rewritten for a news program that can be televised and presented to the entire school.

B. Use CUSTOM FORMAT to format students' articles into narrow newspaper columns. Paste these columns on a new page and duplicate them.

C. Make a newsletter of the articles and send it home to parents.

    Write newspaper articles based on nursery rhymes or fairy tales. Sample headline: Humpty Dumpty Was Pushed!

Do I Have a Deal for You!

OBJECTIVE:	To write an advertisement using persuasive words.
PREPARATION BEFORE CLASS:	Cut out examples of newspaper and magazine ads (enough to give one or more to each student).
MAGIC SLATE FEATURES USED:	INSERT, DELETE, OTHER TYPESTYLES, CHANGE JUSTIFICATION.

PREWRITING

1. Give each student at least one ad cut from a newspaper or a magazine.

2. Say to the students:

    • "Today, we are going to look at some advertisements."

    • "Advertisers spend thousands of dollars on ads persuading consumers to buy their products."

    • "Look through your ad."

    • "How do the words and pictures convince you to buy the product?"

    • "What are some of the persuasive words used in the ad?"

3. Write some examples of persuasive words and phrases on the chalkboard.

4. Say to the students:

    • "What are some products you and your family use?"

5. List these products on the board.

6. Say to the students:

    • "Now you select a product and write an ad for it using statements that will sell the product."

    • "Be sure to use words or phrases that will persuade someone to buy your product."

ROUGH DRAFT

7. Walk around the classroom helping students to select fresh descriptive
    words and phrases for their ads.

8. Remind students to proofread their statements. Have them check
    especially for persuasive words and correct spelling.

BEFORE THE COMPUTER

9. Tell the students to arrange the statements they have written in the
    form of an advertisement. They may look at their magazine or
    newspaper ad to see how the words and pictures are arranged in order
    to get ideas.

10. Direct the students to make a rough layout of the ad and the art to go
    with it before they go to the computer.

11. Have them choose the margins that best fit their ad layout.

12. Ask the students to select the TYPESTYLES for their ad. You may want
    to suggest that they use ITALICS or BOLDFACE to emphasize the
    persuasive words in their ads.

AT THE COMPUTER

13. Tell the students to type their advertisements into the computer.

14. Use MAGIC SLATE features to:

    • CHANGE JUSTIFICATION.
    • Choose OTHER TYPESTYLES to emphasize the persuasive phrases.
    • INSERT and DELETE words.

15. Tell the students to ask a friend to help them proofread their
    advertisement at the computer before they print it.

16. PRINT final copies of the ads.

17. Have the students proofread their advertisements once more while at the
    computer.

POSTWRITING

18. Tell the students to decorate the ads with artwork.

19. Arrange the ads on large sheets to make an "advertising supplement" for
    a newspaper or magazine.

20. Display the advertising in the classroom.

21. Have students vote on the most persuasive ad.

VARIATION

A. If time permits, have students design and print several different layouts for the same ad. Then ask them to choose the one they like best. This is a good use of the word processor, and it is an example of how advertising for a magazine or a newspaper is done.

B. Students can compose "wacky ads" for items such as one million bottle caps, a waterbed with holes in it, sixty left shoes, etc. Challenge the students to see who can write the "wackiest" ad.

C. Have students rewrite their newspaper ads into television commercials. Choose volunteers to act in the commercials and assemble props, and have another student videotape the ads. Afterward, ask the class to evaluate the ads for persuasiveness.

OBJECTIVE: To write a human interest feature article.

PREPARATION BEFORE
  CLASS: Reproduce two or three human interest stories about
                    people from the local newspaper.

MAGIC SLATE
  FEATURES USED: CENTER, OTHER TYPESTYLES, CHANGE
                    JUSTIFICATION, SEARCH, FORMAT FILE.

PREWRITING

1. Say to the students:

    • "Some newspaper stories are written to inform readers, while
      others are written to entertain, or to cause you to feel strongly
      about something.

    • "This type of story is called a human interest story."

    • "A human interest story can be a happy, sad, or funny story
      about people, animals, places, or things."

2. Distribute the sheet containing two or three examples of newspaper
    human interest stories.

3. Tell the students to read the stories silently and notice the style of
    writing and the topics used.

4. Have the students compare and contrast the style of writing and topics
    used in a straight news story and a human interest feature article.

5. Ask the students:

    • "How do you think the reporters for the stories we just read got
      their information?"

6. Discuss the possiblities: interviewing the story subject, doing research,
    etc.

7. Ask the students for some suggestions of people they know who might be
    interesting subjects for a human interest article. List the people's
    names on the board. Examples: school nurse, mayor, a grandparent,
    bus driver, etc.

8. Say to the students:

    • "What kinds of questions could we ask our school nurse, for
      example, in order to write an interesting story?"

9. List some sample questions on the board.

10. Say to the students:

   - "Today we are going to begin writing a human interest story about someone we know here at school or in our town."

   - "Decide who you would like to write about and schedule a time for an interview with the person."

   - "Be sure to come prepared with questions to ask this person."

   - "Bring a pencil and paper to the interview for notetaking (or bring a tape recorder)."

ROUGH DRAFT

11. Allow time for the students to interview their subjects.

12. Tell them to develop their notes into a human interest newspaper article of 300 words or less.

BEFORE THE COMPUTER

13. Arrange a schedule for the students' use of the computer.

14. Remind the students to write a headline for their article and to decide the TYPESTYLES they will use.

15. Tell them to BOLDFACE the name of their subject whenever it appears in the article.

AT THE COMPUTER

16. Instruct the students to type their articles into the computer.

17. Have them use the MAGIC SLATE features to:
    - CENTER the title.
    - Choose a TYPESTYLE for the story.
    - FORMAT the margins to newspaper column width.
    - JUSTIFY both sides of the article.
    - BOLDFACE the name of the subject of the article every time it appears. (Use search to check for this.)

18. Have students SAVE and PRINT copies of their articles and return to their seats to edit them.

EDITING

19. Tell the students to check their articles for:
    - interest – Is the story interesting to read?
    - length – Is it about 300 words in length?
    - appearance – Do the headline and various typestyles look pleasing and add to the readability of the article?
    - spelling – Is the subject's name spelled correctly each time it appears? (Tell students to use the SEARCH feature of MAGIC SLATE to check this.)

20. Have students make their final revisions using MAGIC SLATE.

21. SAVE and PRINT copies of the articles.

POSTWRITING

22. Publish the articles in a booklet and display it in the school library.

23. Invite some of the articles' "subjects" to speak to the class. Have the student who wrote the article introduce the person.

24. Ask volunteers to write human interest stories for a school newspaper.

VARIATIONS

A. Have students research famous people in history and write a human interest story about them in newspaper style.

B. Students might like to write a human interest story about a character in a book they have read.

C. Students can write a humorous or a sad story about a real or imaginery person in newspaper format.

More Newspaper Ideas

WRITING CLASSIFIED ADS

A. Students can write classified ads for articles they want to sell.
Publish the list of ads in a school newspaper or display them on a
prominent bulletin board at school. (Keep the list on a special data disk
marked for this purpose. Each week add or delete ads to update.)

B. Have students write classified ads for jobs they would like to get.
Examples: babysitting, delivery, or lawnmowing jobs. Publish the ads
in the school newspaper or send the list to the local newspaper for
insertion.

WRITING COLUMNS

Students may enjoy writing a regular column for a school newspaper on
any of the following subjects:

a) Movies   d) Pet Care
b) Sports   e) Food
c) Advice   f) Hobbies

DESIGNING THE COMICS

Have several students design four-panel comic strips. Duplicate the
strips and ask each student to write the words to go in the balloons.
At the end of the activity, have students read aloud their strips.
Discuss the variations in wording. Publish the best strips as a comic
page in the school newspaper.

MAKING CHARTS

Have students design a chart of the local weather temperatures for a
week, or a chart on some other topic of interest, such as the food
preferences of a fifth grade class. Use the TAB, MOVE, and
CENTERing functions of MAGIC SLATE to construct the chart. Display
the chart in the school newspaper or on a classroom bulletin board.

WRITING AN EDITORIAL

Discuss factual statements versus opinions. Pair students to present
opposing editorials on controversial issues.

The MAGIC SLATE HANDBOOK is a tutorial designed to teach the reader the essential parts of MAGIC SLATE. Although it explains the 40 column version, the basic features are the same in the 20 column.

The handbook can be copied and is recommended for both teacher training and classroom use. Even if teachers are familiar with word processors, the tutorial highlights the special features of MAGIC SLATE so it is helpful to read it. The "Other Typestyles" and "File Formating" sections might be of particular interest. The handbook will also demonstrate a teaching approach that the instructor might want to use in presenting features to a class.

In a classroom setting, one part of the handbook can be distributed at a time. Part 11 - Format File and Part 12 - Block Commands are difficult concepts and may be introduced after students have thoroughly mastered the other features, or skipped entirely.

Before using the MAGIC SLATE HANDBOOK, you must
1. Set MAGIC SLATE to your printer type and interface card.
2. Set MAGIC SLATE to the 40 column version.
3. Make data disks. Decide how your students will share data disks and make the appropriate number.

1. To set the printer and interface card:

o Remove the write protect sticker from the MAGIC SLATE diskette.

o Put the MAGIC SLATE disk in the disk drive.

o Turn on the computer and quickly hold down the CONTROL and C keys while MAGIC SLATE begins to load into your computer.

o You should see a SYSTEM CONFIGURATION MENU.

o Choose P to pick your printer type. Move the highlight by using the arrow keys. RETURN selects the printer.

o Choose your interface card and select the slot the card is in.

2. To set MAGIC SLATE to the 40 column version:

o Display the System Configuration Menu as described above.

o Select Program Version with the arrows or type V and press RETURN.

o Select the 40 column version and press RETURN.

o Select Exit with the arrow or E and press RETURN.

- You will hear a "whirring" sound and see the red light on your disk drive as your choice is written on your disk. This disk will stay as you have set it until you change it.

- Replace the write protect sticker to protect the diskette.

3. To make a data disk:

- Boot the disk to display the MAGIC SLATE menu.

- Choose MAKE and press RETURN.

- Indicate the number of drives on your computer.

- Insert the blank diskette. <u>Make sure you have a write protect sticker on the MAGIC SLATE disk. You do not want to change your MAGIC SLATE diskette into a data disk.</u>

- Press RETURN.

Before using the MAGIC SLATE HANDBOOK, also consider the following:

Do your students understand the proper care of software and hardware?

Are they familiar with the keyboard?

Will they be able to read the tutorial?

How do you want to group them?

How much of the tutorial do you want to cover and how much time should you provide?

Make a plan for using MAGIC SLATE that will suit your students and your situation. Allow time for each student to use the computer without being rushed. If you are sharing a lab, it is important for you to sign up for enough time to provide the repeated experiences your students will need to become comfortable with a word processor. If you are using one or more computers in your classroom, you might post a schedule so that students can inform the next student when it is his/her turn.

MAGIC
SLATE
HANDBOOK

1. Put the MAGIC SLATE diskette into the disk drive and turn on the computer and monitor.

2. You will see a **Main Menu** that looks like this:

```
               MAGIC SLATE 40
                 Main Menu
    ┌─────────┬─────────┬─────────┬─────────┐
    │  [====] │ [====]  │  [==]   │  [   ]  │
    │  [::::] │ [::::]  │  [  ]   │  [   ]  │
    │  EDIT   │  Load   │  Print  │   New   │
    ├─────────┼─────────┼─────────┼─────────┤
    │ [====]  │ [===]   │ [||||]  │ (STOP)  │
    │ [::::]  │ [:::]   │ [||||]  │         │
    │  Save   │ Delete  │  Make   │  Quit   │
    └─────────┴─────────┴─────────┴─────────┘
    Use the arrow keys or first letter
    to select then press RETURN:■
```
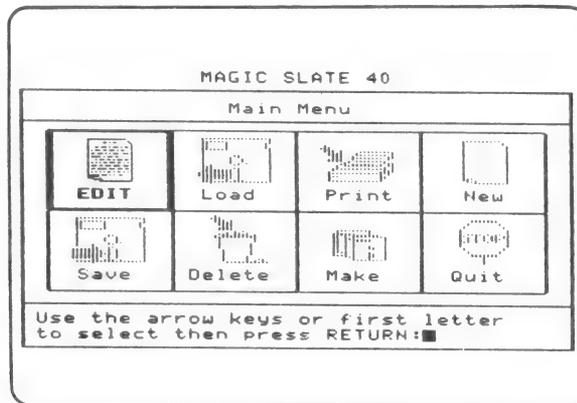
3. Take the MAGIC SLATE disk out and put it in a safe place. Put the MAGIC SLATE DATA DISK into the disk drive. Your writing will be saved on this **data disk**.

4. Try using the arrow keys to move the box. (The first letter of each word may also be used.)

5. Choose ☐ New and press RETURN .

6. You will see:

```
               MAGIC  SLATE
    ┌─────────────────────────────────────┐
    │              NEW FILE               │
    ├─────────────────────────────────────┤
    │                                     │
    │                                     │
    │  Please enter a name for your       │
    │  new file: ■                        │
    │                                     │
    │                                     │
    └─────────────────────────────────────┘
```
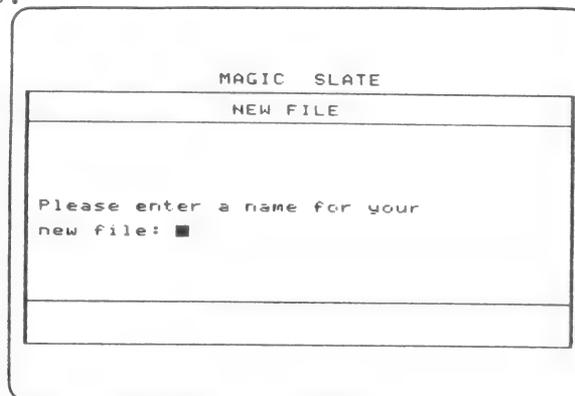
7. The writing you are about to do will be saved as a **file**.
    This file will always have the name you give it now, unless
    you decide to change it later.

    • Notice that your **file name** can not have any blank
      spaces.

    • Choose a file name that will remind you of what you will
      write. This will make it easier to find your file if you want
      to come back to it later.

    • Type a name for your new file and press [RETURN].

8. You will see:

```
Pg:001 Ln:001 Col:001 File:FIRSTTRY
```

    • The page number shows that you will be writing
      on page 1.

    • The line number shows that you will be writing
      on line 1.

    • The column number shows that your first letter
      will be in column 1. (You are using a screen
      that is 40 columns wide.)

    • The name you have given this file is shown. (In
      the example above, the file name is FIRSTTRY,
      but your screen will show the file name you
      typed.)

9. You will also see a blinking rectangle ☐. This ☐ is called
    a **cursor**. A cursor is used to mark your place. It
    shows where your typing will appear.

10. MAGIC SLATE uses three different cursors: ☐ , ‗ , and
    ■. The cursor you see now (☐) shows that you are
    in **TYPEOVER mode**. In TYPEOVER mode, you can
    change what you have written by "typing over" it.

11. Look at the words at the bottom of the screen. These are
    called **prompts** or **prompting**.

```
TYPEOVER - Use CTRL-E for insert,
   ESC ? for help, ESC Q for Main Menu.
```

- ESC ? will show you a list of MAGIC SLATE
  commands.

- ESC Q will return you to the Main Menu.

- TYPEOVER shows that you are in TYPEOVER
  mode. CTRL-E will switch you to INSERT mode.
  (Stay in TYPEOVER mode for now.)
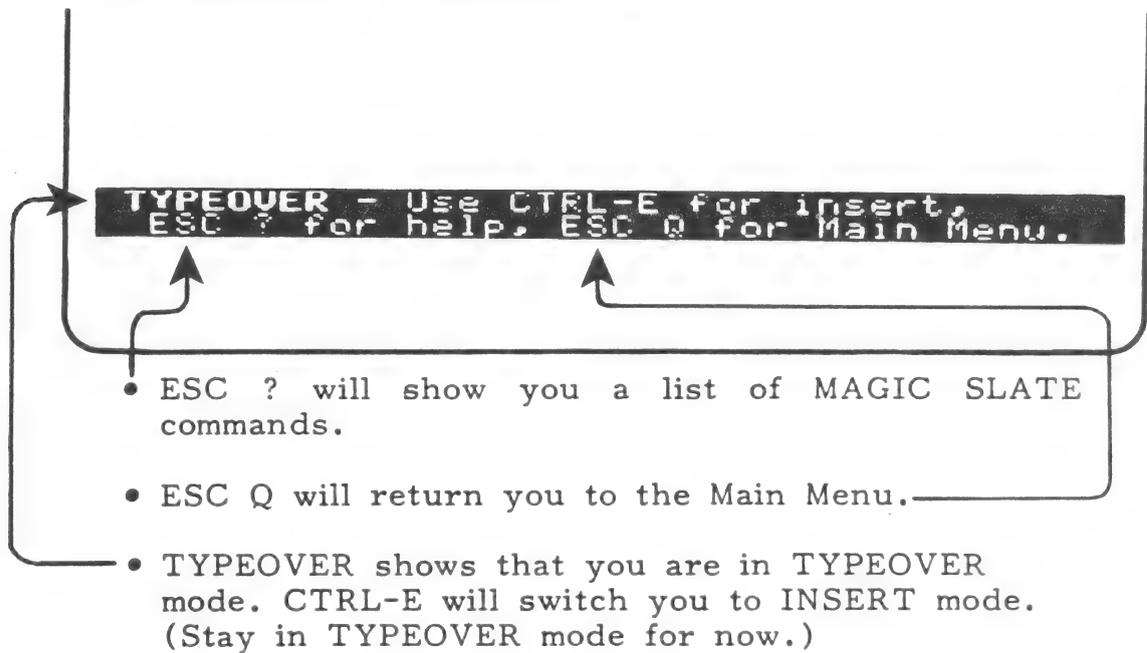
Note: From this point on, be careful <u>not</u> to press ⌈RETURN⌉
         after typing unless you are told to do so. If you
         want to start over, press ⌈ESC⌉ and then Ⓠ to
         return to the Main Menu.

---

12. Using TYPEOVER mode, type this:

this is the first time i have used magic slate.

Do not press RETURN.

13. Try moving the cursor (□) without changing what you have written.

On the Apple
—//e & //c—
> Press ← or → to move the cursor backward or forward without changing anything. Holding down ← or → will repeat the move.

On the Apple
——‖+——
> Press ← or → to move the cursor backward or forward without changing anything. To repeat the move, hold down both the REPT key and ← or →

14. To capitalize the first word you typed:

On the Apple
—//e & //c—
> Put the cursor over the "t" in "this."
> Hold down SHIFT while you type a T. Your "t" will change to a "T." This

On the Apple
——‖+——
> Put the cursor over the "t" in "this"
> Hold down CTRL while you type A.
> Now, type T. Your "t" will change to a "T."

15. To change the uppercase "T" back to a lowercase "t," move the cursor back over the "T" and type ⊤ again.

16. To capitalize <u>all</u> the letters in "magic slate:"

On the Apple
— //e & //c →
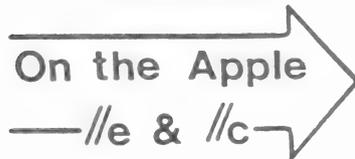
Put the cursor over the "m." m̄agic slate

Press the CAPS LOCK .

Type MAGIC SLATE.

To return to typing lowercase letters, press the CAPS LOCK again.

On the Apple
—][+ →
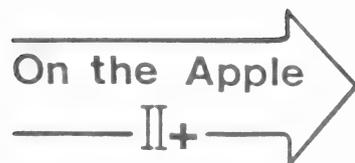
Put the cursor over the "m." m̄agic slate

Hold down CTRL while you type A A.

Now, type the words "MAGIC SLATE."

To return to typing lower case letters, hold down CTRL while you type A.

17. Practice changing letters from lowercase to uppercase and uppercase to lowercase.

Examples: I   i   I   slate   Slate   SLATE

18. Add one more sentence to what you have written.   Type this:

Next, I will save what I have written.

Do not press RETURN.

(Be sure to make any corrections before you continue.)

19. You already know how to use ←| and →| to move the cursor backward or forward.

You can also move the cursor up and down.

On the Apple
——//e & //c——
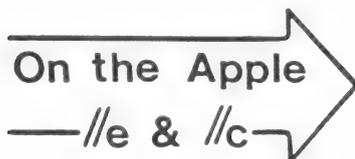
Press ↑| or ↓| to move the cursor up or down without changing anything.

On the Apple
——ΙΙ+——
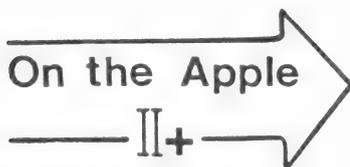
Press [ESC] to switch to CURSOR MOVE. The cursor will appear and the prompting will say CURSOR MOVE. Then, ⟨JOYSTICK⟩ lets you move the cursor without changing anything. Press [ESC] again to exit from CURSOR MOVE.

20. Press [ESC] and then type [Q] to quit typing. You will return to the Main Menu.

21. Use the arrow keys or type [S] to choose [Save] and then press [RETURN]

22. You will see:
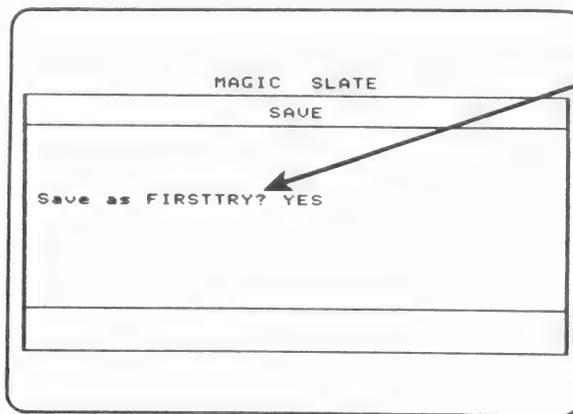
Your file name will appear here.

```
                    MAGIC   SLATE
                        SAVE


    Save as FIRSTTRY? YES



```

23. Answer "yes," ("YES" is already written for you) by pressing [RETURN].

24. The red light on the disk drive will turn on and you will hear a "whirring" sound as your file is **saved** on the disk. When your file has been saved, you will return to the main menu.

25. Check to see if your program was saved:

- Choose ⬛ (Load icon) from the menu and press ⌈RETURN⌉.

- You will see a list of all the files saved on the disk:

The files on
your disk will
be different,
but your file
should be one
of them.

```
                    MAGIC SLATE 40
              ┌─────────────────────────────┐
              │            LOAD             │
              ├─────────────────────────────┤
              │Files on MAGIC.PAUL   152 blks free│
              │                             │
              │ ▮ZOO.JOHN▮                  │
              │ BLOCKS                      │
              │ FIRSTTRY                    │
              │ DONNA                       │
              │                             │
              │                             │
              │                             │
              │Use the arrows to select a file and│
              │press RETURN (press ESC to exit):▮ │
              └─────────────────────────────┘
```
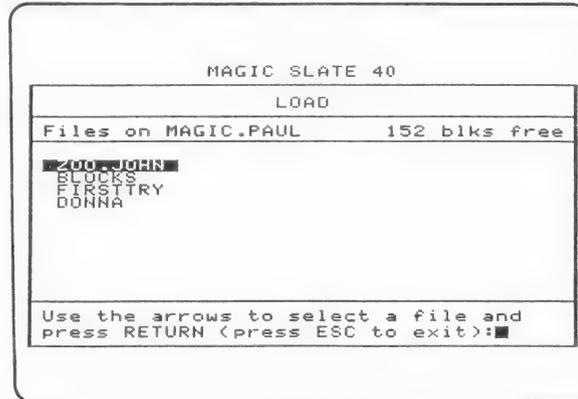
26. Return to the Main Menu by pressing ⌈ESC⌉.

Practice what you have learned:

- Start a new file. (When you are asked if you are sure
  you want to start a new file, answer "yes.")

- Give your new file a file name.

- Write a sentence using both uppercase and lowercase
  letters.

- Correct what you have written if necessary.

- Return to the main menu.

- Save what you have written and check to see if it was
  saved.

Be sure you understand:

Main Menu	file name	prompts
data disk	cursor	prompting
file	TYPEOVER mode	save

2 DELETE & GET

1. Put the MAGIC SLATE diskette into the disk drive and turn on the computer and monitor. (From now on when you need to do this, the directions will say to **boot** the MAGIC SLATE diskette.)

2. When you see the Main Menu, take the MAGIC SLATE diskette out and put your MAGIC SLATE DATA DISK into the disk drive.

3. Choose [Load] and press ⌷RETURN⌷.

4. You will see a list of all the files that have been saved on your data disk. Look for the first file that you saved in 1 - GETTING STARTED.

5. Use the arrow keys to choose your file and press ⌷RETURN⌷.

   The red light on the disk drive will come on and you will hear a "whirring" sound as your file is loaded from the disk into the computer. When your file is loaded, you will see the Main Menu.

6. Choose [EDIT] and press ⌷RETURN⌷.

7. You should see the first file you saved:

   ```
   Pg:001 Ln:001 Col:001 File:FIRSTTRY
   ──┴────■────┴────■────┴────■────┴───◀
   This is the first time I have used
   MAGIC SLATE.  Next, I will save what I
   have written.




   TYPEOVER - Use CTRL-E for insert.
   ESC ? for help.  ESC O for main menu.
   ```

   Your file may not be exactly like this if you tried other uppercase/ lowercase changes before you saved it.

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8. Move the cursor (□) to the end of your writing:

On the Apple
——//e & //c——   Hold down ⟶ .

On the Apple
——Ⅱ+——   Hold down REPT while you press ⟶ .

9. Add a new sentence. Type this:

      Here is my new sentence.

Do not press RETURN.

10. Use ⟵ to move the cursor back to the beginning of the new sentence. ▇ere

11. **Delete** the "H."

   • Hold down CONTROL while you type D.
     The ▇ will change to ▇.
     (The "H" is now **inversed.**)

   • Press RETURN .
     The ▇ will be deleted.

12. Try deleting another **character**:

   • Put the cursor over the "i" in ▇s.

   • Hold down CONTROL while you type D.
     The "i" will be inversed.

   • Press RETURN .
     The ▇ will disappear.

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13. Delete a whole sentence.

   - Put the cursor over the first letter of your new sentence. (It should now be an "e" since you deleted the "H.")

   - Hold down CONTROL while you type D.

   - Hold down CONTROL while you type S (for sentence).

     The whole sentence should be inversed:

     `ere s my new sentence.`

   - Press RETURN. The whole sentence will disappear.

14. Sometimes you may want to delete a word instead of a letter or a sentence. How do you think you would delete a word?

15. Delete the word "Next."

   - Put the cursor over the first letter of the word Next.

   - Hold down CONTROL while you type D.

   - Hold down CONTROL while you type W.

   - Press RETURN. The word will disappear.

16. Delete the letter "w" in will.

17. Delete the first sentence:

   "This is the first time I have used MAGIC SLATE."

18. You can **"get"** back what you last deleted.

   - Hold CONTROL while you press G.

     The last thing you deleted (in this case, the first sentence) will return.

19. Try deleting other letters and words.

20. Try "getting" back letters and words.

21. By now you probably don't have much left on the screen or
    in the computer. Is the first file you wrote and saved
    gone? No, it's still on the disk where you saved it.

22. To put your first file on the screen again, you must **load** it.

    - Press ESC and then type Q to return to the Main
      Menu.

    - Choose [Load] and press RETURN.

    - Choose your first file and press RETURN.

    - Choose [EDIT] and press RETURN.

    - You should see the first file that you saved:

    Remember that
    yours may be
    different.

23. Why doesn't the new sentence, "Here is my new sentence,"
    appear on the screen?

    (Because you did not save it on your disk.)

24. Add the new sentence now and save it on your disk.

- Move the cursor to the end of what you have written.

- Type the new sentence.

- Press ESC and then type Q to return to the Main Menu.

- Choose [Save] and press RETURN.

- Everything that was on your screen (including the new sentence) will be saved.

Practice what you have learned:

- Load your file from the data disk.

- Delete a character.

- Delete a word.

- Delete a sentence.

- Delete a character and get it back.

- Delete a word and get it back.

- Delete a sentence and get it back.

Be sure you understand:

boot	delete	character
load	inverse	"get"

If you are continuing from 2-DELETE & GET without
turning off the computer, go to the Main Menu and
begin with step 3.

1.   Boot the MAGIC SLATE diskette.

2.   When you see the Main Menu, take the MAGIC SLATE
     diskette out and put your MAGIC SLATE DATA DISK into
     the disk drive.

3.   Choose [New] and press [RETURN].

     If you have continued from 2-DELETE & GET without
     turning off the computer, you may see:

     Your file name
     will be shown. ➤

```
                    MAGIC SLATE 40
     ┌─────────────────────────────────────┐
     │              NEW FILE                │
     ├─────────────────────────────────────┤
     │ FIRSTTRY is in memory.               │
     │ Are you sure you want                │
     │ to start a NEW FILE? YES■            │
     │                                      │
     │                                      │
     └─────────────────────────────────────┘
```

     • Press [RETURN] to answer "YES."

4.   Name your file "INSERT" and press [RETURN].

5.   Type the following:

          Today, I will to use INSERT.
          The sentence that I typing has
          some missing words.

6. Move the cursor over the "t" in typing. **t**yping

7. Hold down CONTROL while you type E.

8. This CONTROL - E switched you to **INSERT mode**
    Look at the cursor. In INSERT mode, the cursor is a
    blinking underline (_). Look at the prompting at the
    bottom of the screen. It tells you that you are in INSERT
    mode. It also tells you that CTRL-E will switch you back
    to TYPEOVER.

    INSERT - Use CTRL-E for typeover,
    ESC ? for help, ESC Q for Main Menu.

9. Try switching back and forth from INSERT to TYPEOVER
    using CONTROL - E. Notice the cursor and the prompting
    at the bottom of the screen.

10. Switch to INSERT mode. Your cursor should be blinking
    under the "t" in "typing."

11. Type a, then m, then press the SPACE BAR . Notice that
    what you typed was **inserted** just before the cursor.

    Pg:001 Ln:002 Col:020 File:FIRSTTRY
    Today, I will to use INSERT. The
    sentence that I am typing has some
    missing words.

    INSERT - Use CTRL-E for typeover,
    ESC ? for help, ESC Q for Main Menu.

12. Use ⬅ to move the cursor under the "a" in "am." a̲m

13. Use CONTROL - D, followed by CONTROL - W and RETURN to delete the word "am." You should be back where you were in Step 10.

14. Insert the word "am" before the word "typing." (If you can't remember how, look at Step 11.)

15. Move your cursor under the "t" in "to." t̲o

16. Insert the word "learn" between the words "will" and "to."

17. It is easy to replace one word with another. Try this:

    • Move your insert cursor under the "s" in "some."
      s̲ome

    • Delete the word "some." (Use CONTROL - D, CONTROL - W, and RETURN.)

    • Insert the word "no" between "has" and "missing."
      (Type n, o, and a space .)
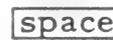
    • Your screen should look like this:

    ```
    Pg:001 Ln:003 Col:001 File:FIRSTTRY
    ───┼──────┼────────┼──────────┼──────────┼
    Today, I will learn to use INSERT.  The
    sentence that I am typing has no
    missing words.




    INSERT - Use CTRL-E for typeover,
    ESC ? for help, ESC U for Main Menu.
    ```

18. Save what you have written. (If you don't remember how to save, see 1-GETTING STARTED, Steps 18-22.)

19. Choose [EDIT] to return to your writing.

20. INSERT mode can be used to insert characters (letters, numbers, symbols), words, sentences, or blank spaces. Try inserting many different things before you go on.

> Remember that nothing you change or add is saved on your data disk unless you save it <u>after</u> you change it.

Practice what you have learned:

- Begin a new file.

- Type several sentences using TYPEOVER mode.

- Switch to INSERT mode.

- Insert a word.

- Insert a space.

- Insert a character

- Insert a sentence.

- Delete everything that you have typed.

- Try typing in new text from INSERT mode instead of TYPEOVER mode. (Some people prefer to write this way.)

Be sure you understand:

insert   **insert cursor**

INSERT mode   **typeover cursor**

4 PARAGRAPHS

> If you are continuing from 3-INSERT without turning
> off the computer, skip Step 1 and begin with Step 2.
> From now on, remember to skip the step that tells you
> to boot MAGIC SLATE if you already have it loaded
> into your computer.

1. Boot the MAGIC SLATE diskette and then replace it with
   your MAGIC SLATE DATA DISK.

2. Choose [New] and press [RETURN].

3. Name your new file "PARAGRAPHS."

4. **Indent** by putting in four spaces, or by holding down
   [CONTROL] while you type [I].

5. Type this paragraph:

       Paragraphs are important. They are easy to mark.
       Use return to mark a paragraph.

6. At the **end of** your **paragraph** , press [RETURN]. The
   end of a paragraph is marked with a ✓ . This ✓ will not
   show when your writing is printed. Your screen should
   look like this:

       Pg:001 Ln:004 Col:001 File:PARAGRAPHS
       ━━━┷━━━┻━━━┷━━━┻━━━┷━━━┻━━━┷━━━┛
            Paragraphs are important. They are
       easy to mark. Use return to mark a
       paragraph.✓
       ☐

       TYPEOVER - Use CTRL-E for insert.
       ESC ? for help. ESC Q for main menu.

7. Type another short paragraph (be sure to indent). Press ⌈RETURN⌉ at the end of your paragraph and look for the ↵.

8. Save your two paragraphs now so that if you get lost you can always load them again and start over without retyping.

    • ⌈ESC⌉⌈Q⌉ to return to the Main Menu.

    • ⌈S⌉ and ⌈RETURN⌉ to save.

9. Choose ⌈EDIT⌉ to get back to your paragraphs.

    ┌───┐
    │ Be sure that you do not press ⌈RETURN⌉   │
    │ unless you want to end a paragraph.   │
    └───┘

10. A paragraph ending (↵) can be deleted like any other letter or symbol. Delete both ↵'s now and watch what happens.

11. A paragraph ending, ↵, can be inserted. Insert both ↵'s where you had them and watch what happens. (Be sure that you are in INSERT mode when you try to insert ↵'s.)

    ┌───┐
    │ Your paragraphs should look like they did   │
    │ before you deleted the ↵'s.   │
    └───┘

12. You already know how to delete characters, words, and sentences. You can also delete whole paragraphs.

    • Move the cursor to the beginning of a paragraph.
      (You must be at the beginning of the paragraph to delete it.)

    • Hold down ⌈CONTROL⌉ while you type ⌈D⌉.

    • Hold down ⌈CONTROL⌉ while you type ⌈P⌉.
      (At this point, the whole paragraph will be inversed.)

    • Press ⌈RETURN⌉. The paragraph will disappear.

      ┌───┐
      │ Remember that ⌈CONTROL⌉ - ⌈G⌉ will   │
      │ "get" back what you last deleted.   │
      └───┘

Practice what you have learned:

- Create and save a new file that is two or three paragraphs long. (Use this file to practice.)

- Delete the end-of-paragraph mark (↵) for one paragraph. (If this leaves any blank spaces that you don't want, delete them.)

- Insert a new end of paragraph somewhere. (Fix any spacing problems.)

Be sure you understand:

indent   **end of paragraph**   ↵

5 PRINT

1. Boot the MAGIC SLATE diskette and then replace it with your MAGIC SLATE DATA DISK.

2. Choose [New] and press [RETURN].

3. Name your new file "FIRSTPRINT" and press [RETURN].

4. Type one or two short paragraphs that you would like to **print**.

5. Use what you have learned (insert, delete, etc.) to edit what you have written.

6. When what you see on the screen is what you want to print, return to the Main Menu ([ESC] [Q]).

7. Save what you have written. (As soon as your file is written on the disk, you will return to the Main Menu.)

8. Choose [Print] and press [RETURN].

   You will see:

```
                  MAGIC SLATE 40
   -------------------------------------------
                      PRINT
   -------------------------------------------


   PRINT FIRSTPRINT? YES




   ---------------------------------------
         (PRESS ESC FOR MAIN MENU.)
   ---------------------------------------
```
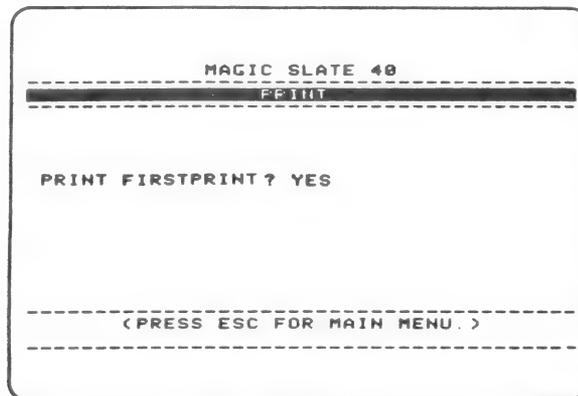
9. "Yes" is already written for you, so just press ⌷RETURN⌷.

You will see:

```
                    MAGIC SLATE 40
           ┌─────────────────────────────┐
           │            PRINT            │
           ├─────────────────────────────┤
           │                             │
           │                             │
           │   E -  Existing format      │
           │   P -  Paper format         │
           │   C -  Change format        │
           │                             │
           │                             │
           │                             │
           │ Use arrows to select and press RETURN. │
           │      (Press ? for help.)    │
           └─────────────────────────────┘
```
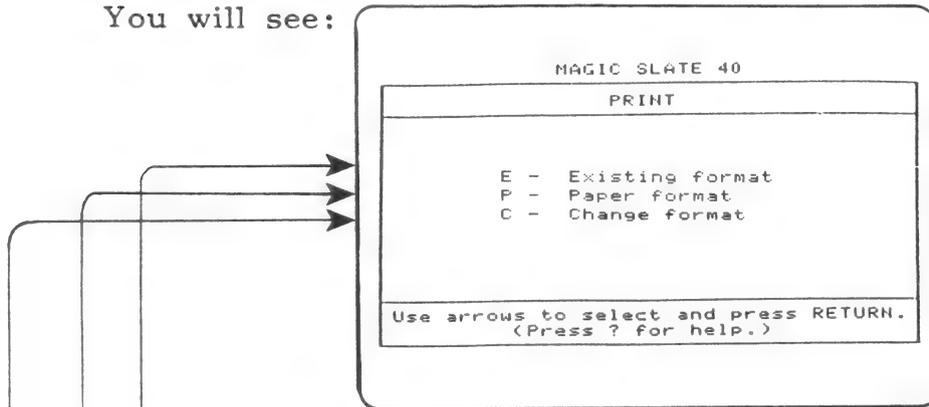
• **Existing format** will print your file <u>exactly</u> as you saw it on the screen.

• **Paper format** will print your file to fit a standard 8½" x 11" sheet of paper. Your file will not look like it did on the screen. It will be shorter and wider.

• **Change format** will let you create your own format by changing any or all of these:

graphics/text	page size (length/width)
margins	justification
vertical spacing	print controls

10. Choose **P** – ▰Paper format▰ and press ⌷RETURN⌷.

You will see:

```
                    MAGIC SLATE 40
    ════════════════════════════════════════
                      PRINT
    ════════════════════════════════════════


    FILE: FIRSTPRINT
    PAGE NUMBER: 0001

    SET PAPER IN PRINTER AND PRESS RETURN
            (PRESS ESC TO BACK UP.)

    ────────────────────────────────────────

    ────────────────────────────────────────
```
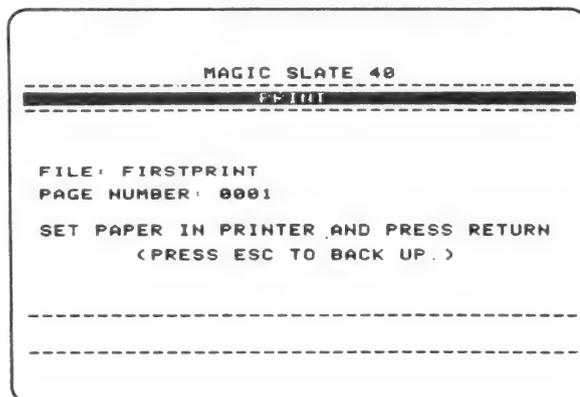
11. Make sure that your printer is on and that your paper is set (follow the directions that came with your printer), then press ⌐RETURN⌐.

12. Your file will be printed. Because you chose Paper format, it will be printed to fit a standard piece of paper.

13. As soon as your copy is printed, you will see:

```
                    MAGIC SLATE 40
------------------------------------------------
                       PRINT
================================================


PRINT FIRSTPRINT? YES




------------------------------------------------
            (PRESS ESC FOR MAIN MENU.)
------------------------------------------------
```

14. Answer "No" and press ⌐RETURN⌐.

- You will see a list of the files on your disk:

```
                    MAGIC SLATE 40
------------------------------------------------
                       PRINT
================================================
FIRSTTEXT
PARAGRAPHS
FIRSTPRINT



------------------------------------------------
Use arrows to select and press RETURN.
(Press ESC for Main Menu).
------------------------------------------------
```

- (If you wanted to print a different file, you could load it now without going back to the Main Menu.)

15. Use the arrows to choose FIRSTPRINT and press $\boxed{\text{RETURN}}$.

16. **This time, choose Existing format and press $\boxed{\text{RETURN}}$.**

17. **After checking your printer, press $\boxed{\text{RETURN}}$ again. Your file will be printed. Because you chose Existing format, it will be printed <u>exactly</u> as you saw it on your screen.**

18. After your file is printed, press $\boxed{\text{ESC}}$ to return to the Main Menu.

Use Paper format or Existing format until you are done with the Magic Slate Handbook. After you finish # 12 - File format, try printing with the Change format option.

Practice what you have learned:

- Start a new file.

- Write something else that you would like to print.

- Proofread your writing.

- Use MAGIC SLATE features to edit what you have written.

- Print your file exactly as it appears on the screen.

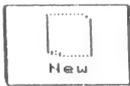- Print your file to fit on 8½" x 11" paper.

Be sure you understand:

print	Existing format
Paper format	Change format

6 CHANGE JUSTIFICATION

1. Boot the MAGIC SLATE diskette and replace it with your MAGIC SLATE DATA DISK.

2. Choose [New] and press [RETURN].

3. Name your new file "JUSTIFY."

4. Type the following paragraphs using CONTROL-I to indent:

```
Pg:001 Ln:008 Col:001 File:JUSTIFY
|---+---1---+---1---+---2---+---2---+---3---+---3---+---4
      MAGIC SLATE can justify a
paragraph.  "Justify" means to space so
that lines come out even at one or both
margins.↵
      Using MAGIC SLATE, you can left
justify, right justify, justify both
sides, and center.↵




TYPEOVER - Use CTRL-E for insert,
ESC ? for help, ESC Q for Main Menu.
```

5. You can change the **justification** of a paragraph. Look at these examples:

• Left side only

```
Pg:001 Ln:005 Col:001 File:JUSTIFY
|---+---1---+---1---+---2---+---2---+---3---+---3---+---4
      This is a sample of left side only
justification.  It does not matter if
the right side of your paragraph is
uneven.↵




TYPEOVER - Use CTRL-E for insert,
ESC ? for help, ESC Q for Main Menu.
```

• Right side only

```
Pg:001 Ln:005 Col:040 File:JUSTIFY
|---+---1---+---1---+---2---+---2---+---3---+---3---+---4
      This is a sample of right side only
justification.  It does not matter if
      the left side of your paragraph is
                               uneven.↵




TYPEOVER - Use CTRL-E for insert,
ESC ? for help, ESC Q for Main Menu.
```

• Both sides

```
Pg:001 Ln:001 Col:001 File:JUSTIFY
    This   is   a   sample   of   both  sides
being    justified.   Notice   the   extra
spaces   that   have   been   added  to make
both sides come out even.




TYPEOVER - Use CTRL-E for insert.
ESC ? for help, ESC Q for Main Menu.
```

• Centered

```
Pg:001 Ln:002 Col:001 File:JUSTIFY
              This is centered.✓




TYPEOVER - Use CTRL-E for insert.
ESC ? for help, ESC Q for Main Menu.
```

6. Try changing the justification of your second paragraph. (Right now both paragraphs should be justified "Left side only.")

   • Be sure the cursor is at the beginning of the paragraph you want to change (the second paragraph).

   • Hold down CONTROL while you type C.

   • You will see:

```
Pg:001 Ln:005 Col:005 File:JUSTIFY
    MAGIC SLATE can justify a
paragraph.  "Justify" means to space so
that lines come out even at one or both
margins.✓
☐   Using MAGIC SLATE you can left
justify, right justify, justify both
sides, o
          CHANGE JUSTIFICATION
      ✓ Left side only
        Centered
        Right side only
        Both sides
      Use arrows to select,
      SPACE BAR to switch on/off.
      RETURN to exit.
```

   • Use → or ↓ to move to "Right side only."

   • Press the SPACE BAR to set MAGIC SLATE for "Right side only" justification. (Look for the ✓ next to "Right side only.")

- Press ⬚RETURN⬚.

- Your paragraph will be justified right side only.

```
Pg:001 Ln:008 Col:040 File:JUSTIFY
    MAGIC SLATE can justify a
paragraph.  "Justify" means to space so
that lines come out even at one or both
margins.✓
        Using MAGIC SLATE, you can left
   justify, right justify, justify both
                    sides, or center.✓




TYPEOVER - Use CTRL-E for insert,
  ESC ? for help, ESC O for Main Menu.
```

7. Try justifying both sides of your <u>first</u> paragraph.

- Be sure the cursor is at the beginning of the paragraph.

- Hold down ⬚CONTROL⬚ while you type ⬚C⬚.

- Use ⬚→⬚ or ⬚↓⬚ to move to "Both sides."

- Press the ⬚SPACE BAR⬚ to set MAGIC SLATE for "Both sides" justification. (Look for the ✓ next to "Both sides.")

- Press ⬚RETURN⬚.

- Your first paragraph will be justified on both sides. (Notice the extra spaces that were added.)

```
Pg:001 Ln:008 Col:040 File:JUSTIFY
☐ MAGIC    SLATE    can    justify   a
paragraph.  "Justify" means to space so
that lines come out even at one or both
margins.✓
        Using MAGIC SLATE, you can left
   justify, right justify, justify both
                    sides, or center.✓




TYPEOVER - Use CTRL-E for insert,
  ESC ? for help, ESC O for Main Menu.
```

8.   To add a title to your writing:

- It would have been easier to type and center the title before you wrote the paragraph, but let's pretend that you forgot to type the title.

- Make sure the cursor is at the beginning of the first paragraph.

- Set MAGIC SLATE to INSERT mode by holding down CONTROL while you type E. (You should have a __ cursor.)

- **Type the word "JUSTIFICATION" and press RETURN.**

- Your screen should look like this:

```
Pg:001 Ln:002 Col:001 File:JUSTIFY
          ┴      ┴B┴      ┴B┴        ┴         ▟
JUSTIFICATION↵
       MAGIC     SLATE    can    justify    a
paragraph.  "Justify" means to space so
that lines come out even at one or both
margins.↵
          Using MAGIC SLATE, you can left
   justify, right justify, justify both
                      sides, or center.↵




INSERT - Use CTRL-E for typeover.
ESC ? for help, ESC Q for Main Menu.
```

9.   To center your title:

- Move the cursor to the beginning of your title. (Your title is like a short paragraph marked with a ↵ at the end.)

- Hold CONTROL while you type C.

- Use → or ↑ to move to "Centered."

- Press the SPACE BAR to set MAGIC SLATE to "Centered." (Look for the ✓ by "Centered.")

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- Press ☐RETURN☐.

- Your title will be centered.

10. You will probably use centering often. Just be sure that the words that you want to center are followed by an end of a paragraph mark (↵).

11. You may do a great deal of word processing before you'll need to use other types of justification. All you need to remember is ☐CONTROL☐ ☐C☐ for CHANGE JUSTIFICATION.

Practice what you have learned:

- Create and save a new file that is two or three paragraphs long.

- Change the justification.

    - to both sides
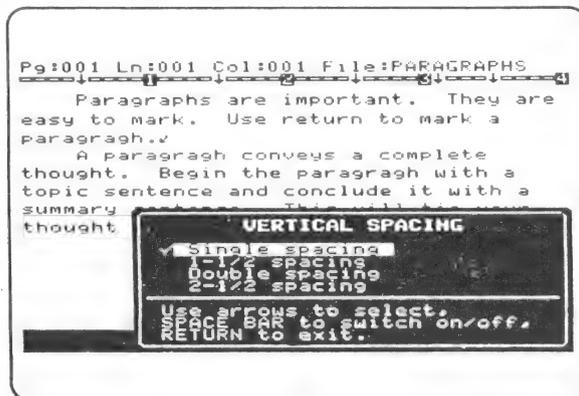
    - to right side only

- Center a title.

Be sure you understand:

justification   right side only

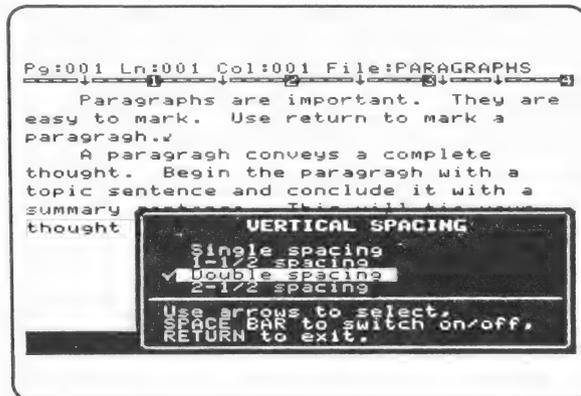left side only   both sides

                centered

7 VERTICAL SPACING

1. Boot the MAGIC SLATE diskette and replace it with your MAGIC SLATE DATA DISK.

2. Choose [Load] and press [RETURN].

3. Select PARAGRAPHS and press [RETURN]. (If you do not have the paragraphs which were written in 4-PARAGRAPHS, type in two short paragraphs and continue with Step 5.)

4. Choose [EDIT] and press [RETURN]. You should see the two paragraphs you saved earlier.

5. You can change the **vertical spacing** of the paragraph.

   • Be sure the cursor is at the beginning of a paragraph.

   • Hold down [CONTROL] while you type [V].

   • You will see the VERTICAL SPACING Menu.

```
Pg:001 Ln:001 Col:001 File:PARAGRAPHS
┣━━━━┿━━━━╂━━━━┿━━━━┻━━━━┿━━━━┫━━━━┿━━━━┫
     Paragraphs are important.  They are
easy to mark.  Use return to mark a
paragragh.✓
     A paragragh conveys a complete
thought.  Begin the paragragh with a
topic sentence and conclude it with a
summary                  This  will  tie  your
thought          VERTICAL SPACING
             ✓ Single spacing
               1-1/2 spacing
               Double spacing
               2-1/2 spacing

             Use arrows to select.
             SPACE BAR to switch on/off.
             RETURN to exit.
```

   • MAGIC SLATE is set for **single spacing**. (Notice the ✓.)

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- Use ⟶ or ⬇ to select **double spacing**.

- Press the SPACE BAR to place a √ by "Double spacing." This will set MAGIC SLATE to double spacing.

- You should see:

```
Pg:001 Ln:001 Col:001 File:PARAGRAPHS
─────┬────■───┬────■────┬────■───┬────■
        Paragraphs are important.  They are
easy to mark.  Use return to mark a
paragragh.√
        A paragragh conveys a complete
thought.  Begin the paragragh with a
topic sentence and conclude it with a
summary
thought
                 VERTICAL SPACING
            Single spacing
            1-1/2 spacing
          √ Double spacing
            2-1/2 spacing

            Use arrows to select.
            SPACE BAR to switch on/off.
            RETURN to exit.
```

- Watch your first paragraph as you press RETURN.

- Notice that your first paragraph is now double spaced. (Your second paragraph is still single spaced.)

6.   Change the vertical spacing of your second paragraph.

- Move the cursor to the beginning of your second paragraph.

- Hold down CONTROL while you type V to see the VERTICAL SPACING Menu again.

- Notice that MAGIC SLATE is set for single spacing.

- Use ⟶ or ⬇ to choose **2-1/2 spacing**.

- Press the SPACE BAR to set MAGIC SLATE to "2-1/2 spacing." (Look for the √ by "2-1/2 spacing.")

- Press RETURN.

- Notice the 2-1/2 spacing in your second paragraph.

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7. Try other changes in the line spacing of your first or second paragraph. Can you change the line spacing from the middle of a paragraph?

8. Set the line spacing back to single spacing when you are through.

Practice what you have learned:

- Create a new file.

- Write a paragraph while MAGIC SLATE is set for **1-1/2 spacing**.

- Change the vertical spacing of your paragraph.

Be sure you understand:

vertical spacing   **double spacing**

single spacing   **2-1/2 spacing**

1-1/2 spacing

8 SEARCH

1. Boot the MAGIC SLATE diskette and replace it with your MAGIC SLATE DATA DISK.

2. Choose [New] and press [RETURN].

3. Name your new file "SEARCH."

4. Type the following two paragraphs:

```
Pg:001 Ln:007 Col:001 File:SEARCH
    ├────1────┼────2────┼────3────┼────4
        This time I will write two
paragraphs.  I will enjoy learning how
to search.↵
        In the second paragraph, I will use
some numbers to see if MAGIC SLATE can
search for numbers.  1 2 3 4 5 6 7↵




TYPEOVER - Use CTRL-E for insert,
ESC ? for help, ESC Q for Main Menu.
```

5. Save what you have written so that you can always load "SEARCH" and start all over again without retyping.

6. After you have saved "SEARCH," choose [EDIT] and press [RETURN]. You should see the two paragraphs that you just saved. Your cursor should be at the beginning of the first paragraph.

7. Hold down [CONTROL] while you type [S]. The prompt at the bottom of your screen will say:

```
                    SEARCH
What do you want to search for?
□
```

8. **Search** for the word "will." MAGIC SLATE will help you find each place where you have written the word "will."

- Type "will" and press RETURN.

  The prompt will say:

  ```
  CTRL-P for previous, CTRL-N for next.
  ```

- Hold down CONTROL while you type N (**next**). Your cursor should move to the "w" in the first "will" in your **text** (writing).

  ```
  Pg:001 Ln:001 Col:017 File:SEARCH
  ===↓===1===↓===2===↓===3===↓===4
       This time I Will write two
  paragraphs.
  ```

- Hold down CONTROL while you type N again. Your cursor should move to the next "will" in your text.

  ```
  Pg:001 Ln:002 Col:016 File:SEARCH
  ===↓===1===↓===2===↓===3===↓===4
       This time I will write two
  paragraphs.  I Will enjoy learning how
  to search.↙
  ```

- Hold down CONTROL while you type N again. Your cursor should move to the next (3rd) "will" in your text.

  ```
       In the second paragraph, I Will use
  some numbers to see if MAGIC SLATE can
  search for numbers.  1 2 3 4 5 6 7↙
  ```

- Hold down CONTROL while you type N again. This time you should hear a "beep." The "beep" lets you know that there are no more "will's" in your text.

9. To search backward in your text, use CTRL - P for **previous** (earlier).

- Hold down CONTROL while you type P. Your cursor should move back one "will."

- Hold down CONTROL while you type P again. Your cursor should be back on the first "will" in your text.

- Hold down CONTROL while you type P one more time. This time you should hear a "beep" because there are no previous (earlier) "will's" in your text.

10. There are a few more things to learn about searching.

- Cancel the search for "will" by returning to INSERT or TYPEOVER mode. Press ESC . ESC will return you to the mode you were in before you started a search.

- Move the cursor back to the beginning of your text.

- Start a new search by holding down CONTROL while you type S.

  You will see:

  ```
                       SEARCH
  What do you want to search for?
  □
  ```

  Type capital I and press RETURN .

- Hold down CONTROL while you type N. Did your cursor go where you thought it would? Probably not. When you tell MAGIC SLATE to search for an "I," it finds all of them, whether they are capitalized (I) or not (i).

- Use CTRL - N to find all the "I's" ("i's") in your text.

11. What if you only want to find the word "I" and not <u>all</u> the "i's" and "I's" that are part of other words?

> Cancel the search you have been doing by returning to TYPEOVER mode or INSERT mode. (Press ESC .)

> Move your cursor back to the beginning of your text.

> Hold down CONTROL while you type S .

> When you see:

> ```
> ═══════════════ SEARCH ═══════════════
> What do you want to search for?
> ▫
> ```

> Think about what you could enter to search for the word "I." (Hint: Think about blank spaces.)

> Enter the text for your search. (Don't forget to press RETURN .

> Use CONTROL N three times to move to three places where the word "I" is found.

12. Were you able to search for the word, "I"?

> If the text you searched for was " I " or "I " then you would have found the word "I" three times. (tells you to type a blank space by pressing the SPACE BAR .)

> " I " would always work. (The cursor should move to the blank space before the "I".)

> "I " would work if none of the words in your text <u>ended</u> with an "I" (i).

13. Would " I" work? (No, " I" would find any word that <u>began</u> with an "I" or "i," such as "in.")

14. Try another search. Find out if MAGIC SLATE will search for a number.

Practice what you have learned:

- Search for another word.

- Search for a group of letters such as "ea," "ra," or "se."

- Search for a punctuation mark. ("." or ",")

Be sure you understand:

search   text

next   previous

9

1. Boot the MAGIC SLATE diskette and replace it with your MAGIC SLATE DATA DISK.

2. Choose [New] and press [RETURN].

3. Name your new file "REPLACE."

4. Type the following two paragraphs:

```
Pg:001 Ln:007 Col:040 File:REPLACE
----1----1----1----2----1----3----1----4
        This time I am going to learn how
to replace words using MS.  I can use
MS to replace words, numbers, or
characters.↵
        Learning to replace with MS will be
easy and fun.↵
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2




TYPEOVER - Use CTRL-E for insert,
     ESC ? for help, ESC Q for Main Menu.
```

5. Save what you have written so that you can always load "REPLACE" and start over again without retyping.

6. After you have saved "REPLACE," choose [EDIT] and press [RETURN]. You should see the two paragraphs that you just saved. Your cursor should be at the beginning of the first paragraph.

7. Hold down the [CONTROL] while you type [R]. You will see:

```
                    REPLACE
What do you want to replace?
□
What do you want to replace it with?

Do you want prompting?
View while replacing?
```

8. **Replace** "MS" with the words "MAGIC SLATE."

The first prompt will say:

```
What do you want to replace?
```

• Type "MS" and press [RETURN].

The prompt will say:

```
What do you want to replace it with?
□
```

• Type "MAGIC SLATE" and press [RETURN].

The prompt will say:

```
Do you want prompting? yes▮
```

• Press [RETURN].

The prompt will change to:

```
CTRL-P prev, CTRL-N next, CTRL-G global,
            ESC to exit.
```

• Hold down [CONTROL] while you type [N] for **next**.

The letters "MS" will be inversed.

```
Pg:001 Ln:002 Col:024 File:REPLACE
═══╪═══■═══╪═══②═══╪═══③═══╪═══④
     This time I am going to learn how
to replace words using ▮MS▮.  I can use
```

The prompt will say:

```
Replace this one? yes▮
```

• Press [RETURN].

The first "MS" will be replaced with the words "MAGIC
SLATE."

```
Pg:001 Ln:006 Col:006 File:REPLACE
═══╪═══■═══╪═══②═══╪═══③═══╪═══④
     This time I am going to learn how
to replace words using MAGIC SLATE.   I
```

- Hold down CONTROL while you type N again. Your cursor should move to the next "MS" in your text.

```
Pg:001 Ln:005 Col:036 File:REPLACE
━━━━┷━━━1━━━━┷━━━━2━━━━┷━━━━3━━━━┷━━━━━4
     This time I am going to learn how
to replace words using MAGIC SLATE.  I
can use MS to replace words, numbers,
```

- The prompt will say:

Replace this one? yes

- Type N for "No" and press RETURN.

- Hold down CONTROL while you type N again. Your cursor should move to the next "MS" (last) in your text.

- Replace this one by pressing RETURN.

- Hold down CONTROL while you type P. Your cursor should move to the **previous** (earlier) "MS" in your text.

```
Pg:001 Ln:006 Col:006 File:REPLACE
━━━━┷━━━1━━━━┷━━━━2━━━━┷━━━━3━━━━┷━━━━━4
     This time I am going to learn how
to replace words using MAGIC SLATE.  I
can use MS to replace words, numbers,
or characters.↵
     Learning to replace with MAGIC
SLATE will be easy and fun.↵
```

- Replace this one by pressing RETURN.

```
Pg:001 Ln:003 Col:009 File:REPLACE
━━━━┷━━━1━━━━┷━━━━2━━━━┷━━━━3━━━━┷━━━━━4
     This time I am going to learn how
to replace words using MAGIC SLATE.  I
can use MAGIC SLATE to replace words,
numbers, or characters.↵
     Learning to replace with MAGIC
SLATE will be easy and fun.↵
```

- Hold down CONTROL while you type P again. This time you should hear a "beep." The "beep" lets you know that there are no previous examples of "MS" in your text. Hold down CONTROL while you type N. You should hear another "beep." This lets you know that there are no later examples of "MS" in your text.

9. Cancel your search for "MS" and return to INSERT or TYPEOVER mode by pressing ESC . ESC will return you to the mode you were in before you started to replace.

   - Move your cursor back to the beginning of your text.

   - Start a new replace by holding down CONTROL while you type R.

   - When you see What do you want to replace? , type "2" and press RETURN .

   - When you see
     What do you want to replace it with? ,
     type "I AM GREAT!" and press RETURN .

   - The prompt will say:
     Do you want prompting? yes█

   - Type N for "No" and press RETURN .

   - The prompt will say:
     View while replacing? yes█

   - Press RETURN .

   - Hold down CONTROL while you type G for **global**. You should see all "2's" being replaced with "I AM GREAT!"

10. To stop a lengthy global replace, press ESC . (The example above is too short to use ESC .)

- Replace "MAGIC SLATE" with "MS" using a <u>global</u> replace.

- Replace "I am" with "Julie is" (or use your own name).

Be sure you understand:

replace   previous

next   global

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10 OTHER TYPESTYLES

1. Boot the MAGIC SLATE diskette and replace it with your MAGIC SLATE DATA DISK.

2. Choose [New] and press [RETURN].

3. Name your new file "TYPESTYLES."

4. Type the following sentences and press [RETURN].

```
Pg:001 Ln:001 Col:001 File:TYPESTYLES
───────1──────↓──────2──────↓──────3──────↓──────4
        MAGIC SLATE can change TYPESTYLES.
This TYPESTYLE is called PLAIN TEXT. ╯
```

5. You can use **Other Typestyles** in your writing.

    • Hold down [CONTROL] while you type [O].

    • You will see the OTHER TYPESTYLES menu.

```
Pg:001 Ln:002 Col:037 File:TYPESTYLES
───────1──────↓──────2──────↓──────3──────↓──────4
        MAGIC SLATE can change TYPESTYLES.
This TYPESTYLE is called PLAIN TEXT.

            OTHER TYPESTYLES
      √ Plain Text
        Boldface
        Underline
        Italics
        Outline
        Superscript
        Subscript
      ─────────────────────────
      Use arrows to select.
      SPACE BAR to switch on/off.
      RETURN to exit.
```

- MAGIC SLATE is set for **Plain Text.** (Notice the √.)

- Use →̲ or ↓̲ to move to **Boldface**.

- Press the S̲P̲A̲C̲E̲ ̲B̲A̲R̲ to place a √ by "Boldface."

- This will set MAGIC SLATE to Boldface.

- You should see:

```
Pg:001 Ln:002 Col:037 File:TYPESTYLES
├───────┼───①────┼───②────┼───③───┤
       MAGIC SLATE can change TYPESTYLES.
This TYPESTYLE is called PLAIN TEXT. ⤶

              OTHER TYPESTYLES
        Plain Text
      √ Boldface
        Underline
        Italics
        Outline
        Superscript
        Subscript

      Use arrows to select.
      SPACE BAR to switch on/off.
      RETURN to exit.
```
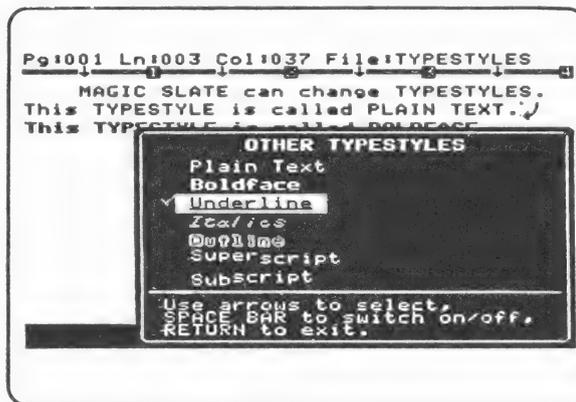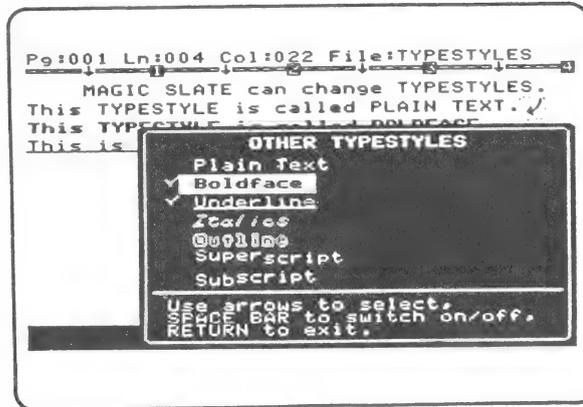
- Press R̲E̲T̲U̲R̲N̲.

6. Type this sentence and press R̲E̲T̲U̲R̲N̲:

   This TYPESTYLE is called BOLDFACE.

7. Change the typestyle of your next sentence.

   - Hold down C̲O̲N̲T̲R̲O̲L̲ while you type O̲ to see the OTHER TYPESTYLES menu again.

   - Notice that MAGIC SLATE is set for Boldface. (See the √.)

   - Use →̲ or ↓̲ to move the highlight to Boldface.

- Press the SPACE BAR to cancel Boldface. (The ✓ will move back to Plain Text.)

- Use → or ↓ to choose **Underline**.

- Press the SPACE BAR to place a ✓ by "<u>Underline</u>." This will set MAGIC SLATE to Underline.

- You should see:

```
Pg:001 Ln:003 Col:037 File:TYPESTYLES
────────●───────────■────────■──────────┤
      MAGIC SLATE can change TYPESTYLES.
  This TYPESTYLE is called PLAIN TEXT. ✓
  This TYPESTYLE is called BOLDFACE.
        ┌──────────────────────────┐
        │     OTHER TYPESTYLES      │
        │   Plain Text              │
        │   Boldface                │
        │ ✓ Underline               │
        │   Italics                 │
        │   Outline                 │
        │   Superscript             │
        │   Subscript               │
        ├──────────────────────────┤
        │ Use arrows to select,     │
        │ SPACE BAR to switch on/off.│
        │ RETURN to exit.           │
        └──────────────────────────┘
```

- Press RETURN .

8. Type this sentence and press RETURN .

   <u>This is underlined.</u>

9. You can combine TYPESTYLES.

   - Hold down CONTROL while you type O to see the OTHER TYPESTYLES menu once more.

   - Notice that MAGIC SLATE is set for Underline.

   - Use → or ↓ to choose Boldface.

   - Press the SPACE BAR to place a ✓ by "Boldface." This will set MAGIC SLATE to Boldface and Underline.

- You should see:

```
Pg:001 Ln:004 Col:022 File:TYPESTYLES
        MAGIC SLATE can change TYPESTYLES.
This TYPESTYLE is called PLAIN TEXT. ✓
This TYPESTYLE is called BOLDFACE
This is
        ┌──────────────────────────────┐
        │       OTHER TYPESTYLES        │
        │   Plain Text                  │
        │ ✓ Boldface                    │
        │ ✓ Underline                   │
        │   Italics                     │
        │   Outline                     │
        │   Superscript                 │
        │   Subscript                   │
        ├──────────────────────────────┤
        │ Use arrows to select,         │
        │ SPACE BAR to switch on/off,   │
        │ RETURN to exit.               │
        └──────────────────────────────┘
```

- Press RETURN .

10. Type this sentence and press RETURN .

   This sentence is boldfaced and
   underlined.

11. Try using the other typestyles.

Practice what you have learned:

- Create a new file.

- Write a sentence using each typestyle.

- Try different combinations of typestyles.   Which combinations are your favorites?

Be sure you understand:

Other Typestyles	Boldface	Italics	Superscript
Plain Text	Underline	Outline	Subscript

1. Boot the MAGIC SLATE diskette and replace it with your MAGIC SLATE DATA DISK.

2. Choose | New | and press RETURN.

3. Name your new file "BLOCKS."

4. Type the following two paragraphs about **block commands** :

   Use Control I to indent your paragraphs.

```
Pg:001 Ln:006 Col:006 File:BLOCKS
━━━━�ノ━━━■━━━┷━━━②━━━┷━━━③━━━┷━━━◀
     Block commands let me move text
from one place to another.  This is the
sentence that I will move.↵
     Block commands also let me copy
text.  This is the sentence that I will
copy.□




TYPEOVER - Use CTRL-E for insert,
ESC ? for help, ESC Q for Main Menu.
```

5. Save what you have written so that you can always load "BLOCKS" and start over again without retyping.

6. After you have saved "BLOCKS," choose | EDIT | and press RETURN. You should see the two paragraphs that you just saved. Your cursor will be at the beginning of the first paragraph.

```
Pg:001 Ln:006 Col:006 File:BLOCKS
━━━━┙━━━■━━━┷━━━②━━━┷━━━③━━━┷━━━◀
□     Block commands let me move text
from one place to another.  This is the
sentence that I will move.↵
```

7. Move your cursor to the space after the first sentence.

```
Pg:001 Ln:006 Col:006 File:BLOCKS
━━━┼━━━━┼━━━━1━━━━┼━━━━┼━━━━2━━━━┼━━━━┼━━━━3━━━━┼━━━━┼━━━━4
       Block commands let me move text
from one place to another.☐ This is the
sentence that I will move.↙
```

8. Hold down CONTROL while you type B. The prompt at the bottom of your screen will say:

```
        Enter # of block to delimit,
      ? for functions, ESC to cancel.
```

9. Type 1. You should see a **block marker** ◼1▶ that has been inserted before your cursor.

```
Pg:001 Ln:002 Col:030 File:BLOCKS
━━━┼━━━━◼1▶━━━━┼━━━━┼━━━━2━━━━┼━━━━┼━━━━3━━━━┼━━━━┼━━━━4
       Block commands let me move text
from one place to another.◼1▶☐ This is
the sentence that I will move.↙
```

10. · Move your cursor to the end of the second sentence over the end-of-paragraph mark.

```
Pg:001 Ln:003 Col:031 File:BLOCKS
━━━┼━━━━◼1▶━━━━┼━━━━┼━━━━2━━━━┼━━━━┼━━━━3━━━━┼━━━━┼━━━━4
       Block commands let me move text
from one place to another.◼1▶    This is
the sentence that I will move.▨
```

11. Hold down CONTROL while you type B. The prompt at the bottom of your screen will say:

```
        Enter # of block to delimit,
      ? for functions, ESC to cancel.
```

12. Type ①. You should see another block marker ◀①▶ that has been inserted before your cursor. Now you know how to **mark a block.** A block may be marked by any number from 0 to 9.

```
Pg:001 Ln:003 Col:034 File:BLOCKS
━━━┴━━━❶━━━┴━━━❷━━━┴━━━❸━━━┴━━━❹
      Block commands let me move text
from one place to another.◀❶▶   This is
the sentence that I will move.◀❶▶✓
```

13. Move your cursor back to the beginning of your first paragraph.

```
Pg:001 Ln:001 Col:001 File:BLOCKS
━━━┴━━━❶━━━┴━━━❷━━━┴━━━❸━━━┴━━━❹
☐    Block commands let me move text
from one place to another.◀❶▶   This is
the sentence that I will move.◀❶▶✓
```

14. Hold down CONTROL while you type B. The prompt at the bottom of your screen will say:

```
        Enter # of block to delimit,
      ? for functions, ESC to cancel.
```

15. Press ?. You will see the BLOCK FUNCTIONS Menu.

```
Pg:001 Ln:001 Col:001 File:BLOCKS
━━━┴━━━❶━━━┴━━━❷━━━┴━━━❸━━━┴━━━❹
      Block commands let me move text
from one place to another.◀❶▶  This is
the sentence that I will move.◀❶▶✓
      Block commands also let me copy
text.  This is the sentence that I will
copy.

          ┌─────────────────────────┐
          │    BLOCK FUNCTIONS       │
          ├─────────────────────────┤
          │ Unmark block            │
          │ Delete block            │
          │ Move block              │
          │ Copy block              │
          ├─────────────────────────┤
      En  │ Use arrows to select and │
      ?o  │ press RETURN. ESC exits. │
          └─────────────────────────┘
```

16. Use ▶ or ▼ to select **Move block**. Press ⌐RETURN⌐.
The prompt at the bottom of your screen will say:

```
        Enter number of block to move
                 or ESC to cancel
```

17. Type ①. The sentence that was inside the block marker
will be moved and inserted before your cursor. You have
moved a block of text. You will see:

```
Pg:001 Ln:002 Col:006 File:BLOCKS
━━━━┵━━━━┓━━━━┵━━━━┒━━━━┵━━━━┲━━━━┵━━━━◁
   This is the sentence that I will
move.▯
    Block commands let me move text
from one place to another.↵
```

18. You can **copy a block** without moving it.

- Move your cursor to the space before the last sentence.

- Hold down ⌐CONTROL⌐ while you type Ⓑ.

- Type ②. The beginning of your block will be marked.

- Move your cursor to the end of the last sentence.

- Hold down ⌐CONTROL⌐ while you type Ⓑ.

- Type ②. The end of your block will be marked.

- You should see:

```
Pg:001 Ln:007 Col:014 File:BLOCKS
━━━━┵━━┓━━━━┵━━┒━━━━┵━━┲━━━━┵━━━◁
       This is the sentence that I will
move.
    Block commands let me move text
from one place to another.↵
    Block commands also let me copy
text.◀②▶  This is the sentence that I
will copy.◀②▶▯



TYPEOVER - Use CTRL-E for insert,
 ESC ? for help, ESC q for Main Menu.
```

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- Hold down CONTROL while you type B.

- Press ?. You will see the BLOCK FUNCTIONS Menu.
  Use → or ↓ to select "Copy block." Press
  RETURN.

- Type 2. The block you marked will be copied and
  inserted before your cursor.

```
Pg:001 Ln:008 Col:018 File:BLOCKS
        This is the sentence that I will
move.
        Block commands let me move text
from one place to another.↙
        Block commands also let me copy
text.◼▶  This is the sentence that I
will copy.◀◼  This is the sentence
that I will copy.□



TYPEOVER - Use CTRL-E for insert,
  ESC ? for help, ESC Q for Main Menu.
```

19. You can copy a block as many times as you want.

- Move the cursor to the beginning of the last
  paragraph.

- Hold down CONTROL while you type B.

- Press ?. You will see the BLOCK FUNCTIONS Menu.

- Use → or ↓ to select "Copy block." Press RETURN.

- Type 2. Block 2 will be copied and inserted before
  your cursor.

```
Pg:001 Ln:005 Col:040 File:BLOCKS
   This is the sentence that I will
move.
        Block commands let me move text
from one place to another.↙
 This is the sentence that I will copy.□
        Block commands also let me copy
text. ◼▶ This is the sentence that I
will copy.◀◼ This is the sentence that
I will copy.



TYPEOVER - Use CTRL-E for insert,
  ESC ? for help, ESC Q for Main Menu.
```

20. You can **unmark a block**.

- Hold down CONTROL while you type B.

- Press ?. You will see the BLOCK FUNCTIONS Menu.

- "Unmark block" is already selected. Press RETURN. The prompt at the bottom of your screen will say:

  Enter number of block to unmark or ESC to cancel

- Type 2. The block markers will disappear. You have unmarked a block.

21. You can **delete a block**.

- Mark "from one place to another" as Block 3.

- Put your cursor over the "f" in from.

- Hold down CONTROL while you type B.

- Type 3. You have marked the beginning of a block.

- Put your cursor over the period after "another."

- Hold down CONTROL while you type B.

- Type 3. You have marked the end of a block.

- Hold down CONTROL while you type B.

- Press ? to see the BLOCK FUNCTIONS Menu.

- Use ← or ↓ to select "Delete block."

- Press RETURN.

- Type 3. Block 3 will be deleted.

22. If you want to learn how to use the block commands without using the BLOCK FUNCTIONS Menu and prompting, check your MAGIC SLATE REFERENCE MANUAL for a list of commands.

Practice what you have learned:

- Create and save a new file.

- Mark a block.

- Unmark a block.

- Move a block.

- Delete a block.

- Copy a block.

Be sure you understand:

block commands	mark a block	unmark a block
block marker	move a block	delete a block
	copy a block	

12 FORMAT

1. Boot the MAGIC SLATE Diskette and replace it with your MAGIC SLATE DATA DISK.

2. Choose [New] and press [RETURN].

3. Name your new file "FORMAT."

4. You can **format a file**.

   • Hold down [CONTROL] while you type [F].

   • You will see the FORMAT FILE Menu.

   ```
   FORMAT FILE
   Preset format
   Custom format

   Use arrows to select and
   press RETURN. ESC exits.
   ```

   • **Preset format** will give you a format that has already been set for the margins and page length most commonly used. The Preset format uses no **headers** (text or numbers in the top margin of the page) or **footers** (text or numbers in the bottom margin of the page).

   • **Custom format** will let you create your own format.

5. Unless you change the format of your file, MAGIC SLATE will use the Preset format. The Preset format sets up a page like this:

Text is: 40 characters wide
       60 lines long

Top margin - 2 lines long

Total page length is 65 lines

Left margin - 15 characters wide

Right margin - 15 characters wide

Bottom margin - 3 lines long

Total page width is 70 characters
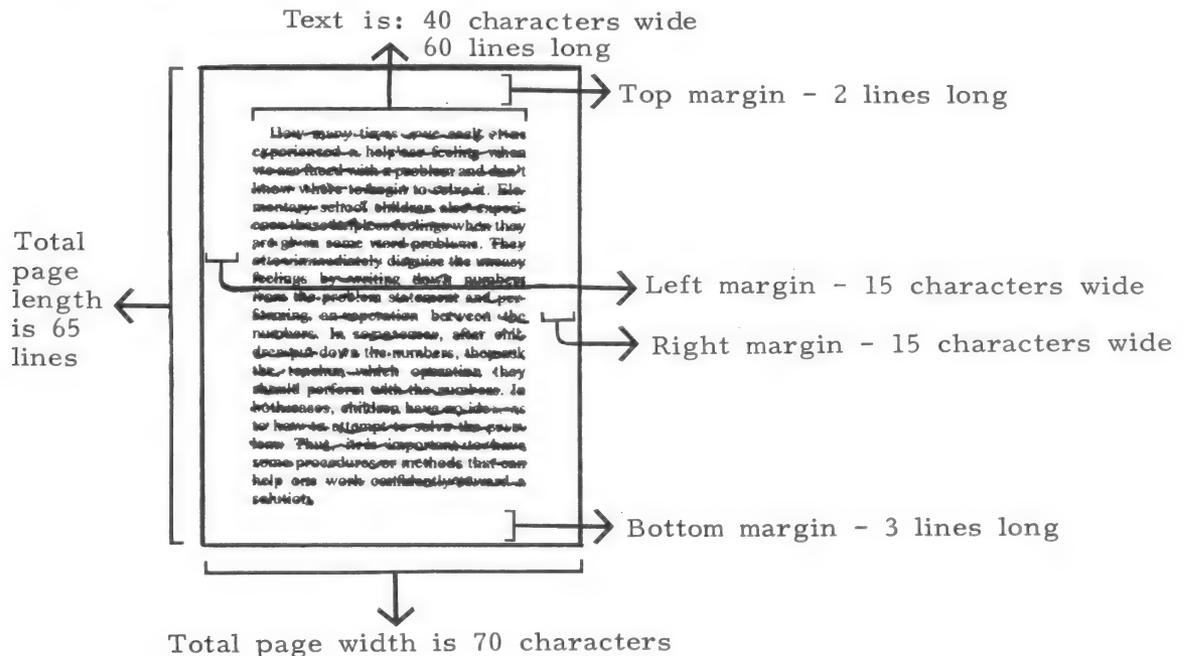
6. The Preset format is already selected on the FORMAT FILE Menu, so just press ⌈RETURN⌉. Type the following two sentences:

```
Pg:001 Ln:004 Col:031 File:FORMAT
━━━━↓━━━━┃━━━━↓━━━━┃━━━━↓━━━━┃━━━━↓━━━━┃
      Using these two sentences, I will
learn to change the format of a file.
"Format" is used to describe the shape,
size, and general arrangement.▯
```
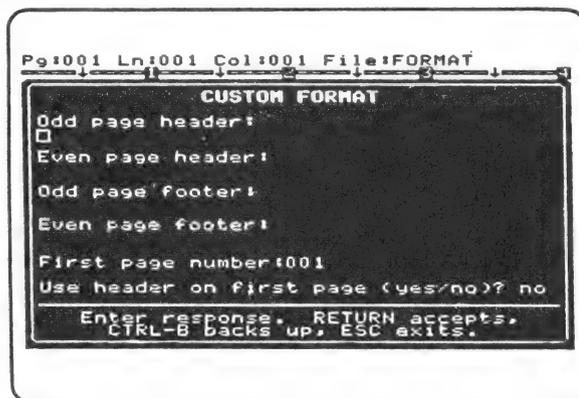
7. Save what you have written as "FORMAT."
   Choose Edit to return to your file.

8. Hold down ⌈CONTROL⌉ while you type ⌈F⌉. You will see the FORMAT FILE Menu again.

9. Use → or ↓ to select Custom format and press RETURN
You will see the first part of the CUSTOM FORMAT Menu:

```
Pg:001 Ln:001 Col:001 File:FORMAT
                  CUSTOM FORMAT
Total page length:█65
Top margin         :002
Bottom margin      :003

Total page width   :070
Left margin         :015
Right margin        :015



        Enter response.  RETURN accepts.
        CTRL-B backs up, ESC exits.
```

Notice that the format is currently set for 65 lines on each
page. Two lines at the top of the page and 3 lines at the
bottom of the page will be left blank for margins. You can
change the **Total page length** , the **Top margin**, and the
Bottom margin by typing over the numbers.

- Total page length includes the lines reserved for your
  text plus the top and bottom margins.

- You <u>must</u> reserve at least 14 lines for your text, so
  the shortest Total page length you could set would be
  14 with the top and bottom margins at 0.

- The longest Total page length you may set is 127
  lines.

Notice that the format is currently set for a **Total page
width** of 70 characters. Fifteen characters for the
Left margin and 15 characters for the **Right margin**
will be left blank.

- Total page width includes the number of characters
  reserved for your text plus the left and right
  margins.

- You <u>must</u> reserve a width of at least 10 characters for
  your text, so the narrowest Total page width you
  could set would be 10 with the left and right margins
  at 0.

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- The widest Total page width you may set is 80 characters.

10. Try changing your right margin.

- Press [RETURN] (5 times) to accept each of the current settings until your cursor is on the line to set the Right margin.

- Type [3][5] and press [RETURN].

- You will see the second part of the CUSTOM FORMAT Menu. For now, press [RETURN] (6 times) to accept each of the current settings. The sixth [RETURN] will erase the CUSTOM FORMAT Menu. You will see your file with the Custom format (Right margin 35 characters wide) you set:

```
Pg:001 Ln:001 Col:001 File:FORMAT
□   Using these two
sentences, I will
learn to change the
format of a file.
"Format" is used to
describe the shape,
size, and general
arrangement.
```

11. Try changing back to Preset format.

- Hold down [CONTROL] while you type [F].

- You will see the FORMAT FILE Menu.

- Use arrows to move to Preset format.

- Press [RETURN] to set MAGIC SLATE to "Preset format."

- You will see your file changed back to Preset format:

```
Pg:001 Ln:001 Col:001 File:FORMAT
□   Using these two sentences, I will
learn to change the format of a file.
"Format" is used to describe the shape,
size, and general arrangement.
```

12. There are other things you can change using Custom format.

- Hold down CONTROL while you type F.

- You will see the FORMAT FILE Menu.

- Use → or ↓ to select "Custom format" and press RETURN.

- You will see the first part of the CUSTOM FORMAT Menu.

- Press RETURN (6 times) to accept the current settings and move to the second part of the CUSTOM FORMAT Menu. You will see:

```
Pg:001 Ln:001 Col:001 File:FORMAT
                CUSTOM FORMAT
Odd page header:
□
Even page header:

Odd page footer:

Even page footer:

First page number:001
Use header on first page (yes/no)? no
        Enter response.  RETURN accepts,
        CTRL-B backs up, ESC exits.
```

13. Suppose you want to number your page. You want the numbers to be printed in the center at the bottom of each page with a dash before and after each number.

- Press RETURN until your cursor is under **Odd page footer**." (You will be leaving the **Odd page header** and **Even page header** blank because you do not want to put any text or numbers in the top margin.)

- Hold down CONTROL while you type C to change the justification of your Odd page footer. (If you do this several times, you will see your cursor switch from left justified to centered to right justified.)

- Be sure your cursor is centered and then type ⊟#⊟. The # will be replaced by the page numbers (1, 2, 3, 4, and so on).

- Press ⌈RETURN⌉ to move your cursor under " **Even page footer** ."

- Hold down ⌈CONTROL⌉ while you type Ⓒ to change the justification of your Even page footer to "Centered."

- Type ⊟#⊟ and press ⌈RETURN⌉ to move to "First page number."

- The First page number is set to 1, so press ⌈RETURN⌉ to accept 1 as the first page number.

- Your cursor will move to:

  `Use header on first page (yes/no)? no`

- Since you are not using headers, it does not matter how you answer this question. Press ⌈RETURN⌉. You will see your file.

- Save your file now. The Custom format you have selected will be saved with your file.

14. Because headers and footers are located in margins, they can not be seen until a file is printed. If you want to see page numbering work, you will have to print a file. Before you try printing this file, you may want to enter several pages of text. All you have saved so far are two sentences on the first page.

15. For more information on formatting a file, see the MAGIC SLATE REFERENCE MANUAL.

Practice what you have learned:

- Start a new file (or use one you have already saved).

- Write several short paragraphs.

- Experiment with format changes, especially left and right margins.

- Print a format that you might want to use again.

Be sure you understand:

format a file	Odd page footer
Preset format	First page number
Custom format	Total page width
headers	Left margin
footers	Right margin
Total page length	Even page header
Top margin	Even page footer
Bottom margin	Header on first page
Odd page header	

Other Features

The 40 column version of MAGIC SLATE has features not covered in the tutorial. These features were designed for the advanced user or for file maintenance. You may or may not want to cover these with your students. The sections below will explain these options.

CURSOR MOVES

The CURSOR MOVE commands allow you to move around the screen quickly. On the Apple IIe or IIc, you can use the arrow keys to move left, right, up and down. On an Apple II or II plus, the right and left arrows will work, but to move up and down, you must use CURSOR MOVE commands.

To use the CURSOR MOVE commands, you must first press ESC. Your cursor will change to ■ and the prompt will say CURSOR MOVE. To exit from CURSOR MOVE, press ESC again. This will return you to the mode you were in before using CURSOR MOVE (TYPEOVER or INSERT).

- CURSOR MOVE commands:

    I - moves up one line.

    M - moves down one line.

    B - moves to beginning of the file.

    E - moves to end of the file.

    P - moves to the top of the previous page.
        (Allows you to go backward one page.)

    N - moves to the top of the next page.
        (Allows you to go forward one page.)

    J - moves back one character.

    H - moves back one word.

    G - moves back one sentence.

    K - moves forward one character.

    L - moves forward one word.

    ; - moves forward one sentence.

PAGE BREAK

If you want to end a page and start a new page without waiting until the end of page generated by MAGIC SLATE, hold CONTROL and type P. You will see a page break mark (↓) and the page number.

PRINT OPTIONS

In Part 12 of the handbook, formatting a file was explained. Each file has a format saved with it on the data disk. A format controls the general appearance of your writing. The format saved may be:

    (1) PRESET - specifications are provided for the user.
    (2) CUSTOM - specifications are created by the user.

The format saved with a file is permanent (unless you change it and resave the file).

The options provided on the print menu are temporary. They override the format saved with a file, but only for the current printing.

The PRINT options include:

E - EXISTING FORMAT - will print the file using the format saved with it. It will be printed exactly as it appeared on the screen.

P - PAPER FORMAT - will change the total page length, total page width, and margins to fit a standard 8½ x 11 sheet of paper. Any other format specifications saved with your file, such as headers or footers, will be printed as saved with your file.

C - CHANGE FORMAT - will show you the format specifications that were saved with the file and allow you to change them. This change will only last for the current printing. Options for changing the format are the following:

● PRINT IN GRAPHICS OR TEXT?
If you want to use special typestyles such as outline, you need to select graphics.

If you select text, your file will be printed in regular type. The printing of any other typestyles in your file such as boldface or underline, will depend upon the capabilities of your printer.

● PAGE LENGTH:
Total page length	:065
Top margin	:002
Bottom margin	:003

The specifications above determine how the file will be printed lengthwise on the page. To change a setting, type the new number and press RETURN. To accept a setting as it is, press RETURN. The length of your text is the total page length minus the lines reserved for the top and bottom margins. Your text must be at least 14 lines long.

- PAGE WIDTH:

Total page width	:070
Left margin	:015
Right margin	:015

The specifications above determine how the file will be printed across the page. To change a setting, type the new number and press RETURN. To accept a setting as it is, press RETURN. The width of your text is the total page width minus the left and right margins. Your text must be at least 10 characters wide.

- VERTICAL SPACING:

As is
Single
$1-1\frac{1}{2}$
Double
$2-2\frac{1}{2}$

To change the vertical spacing of a file, move the highlight to one of the choices listed above and press RETURN. A check mark will indicate the current setting. If you want to leave the vertical spacing as it was saved with your file, select "as is." Any other choice will change all the vertical spacing in your file to the choice indicated.

- JUSTIFICATION:"

As is
Left only
Centered
Both sides
Right side

To change the justification of a file, move the highlight to one of the choices listed above and press RETURN. A check mark will indicate the current setting. If you want to leave the vertical spacing as it was saved with your file, select "As is." Any other choice will change all justication in your file to the choice indicated.

- ADDITIONAL OPTIONS:

Page to start print at	:0001
Page to end printing at	:9000
Number of copies	:001
Pause at end of page	:no
Pause between copies	:no

To accept a setting as it is, press RETURN. To change a setting, type the new number and press RETURN.

● POSSIBLE USES OF CHANGE FORMAT:

- To do a rough draft of a writing that will be edited, you may want to print a double spaced version.

- If you are having problems with your printer, try printing using the text option as a print test.

- To print a specific page that has been changed.

- To print more than one copy of a file.

- To allow you to hand insert paper in your printer by pausing at the end of each page. This might be particularly helpful if you want to print a letter on stationery.

- To allow you to change paper between copies.

On top of the edit screen, you will see a "ruler" depicting the columns. Notice the arrows (↑) on the ruler. Each arrow indicates the column at which a tab stop has been placed. On the 40 column version, tab stops have been placed at 5, 15, 25, and 35.

- To place a tab stop:
  Move the cursor to the desired column and hold down CONTROL while you press T. A new arrow will appear in the ruler, marking the location of the new tab stop.

- To remove the tab stop:
  Move the cursor to the column of the tab stop you want to remove. Hold down CONTROL while you press T. The tab stop will be removed and the arrow will disappear.

- To remove all the tab stops:
  Move the cursor to column 1, hold down CONTROL, and press T.

- To use a tab:
  If you are typing and want to move to the next tab stop, hold down CONTROL while you press I. (The TAB Key will perform the same function.) The computer will put an invisible mark in the line that will move your cursor to the next tab stop. If you move your cursor back over the tab, it will jump back to the invisible tab mark (the position from which you pressed the CONTROL-I or TAB).

- To delete a tab:
  Move your cursor to the position of the tab mark (the position from which you pressed the CONTROL-I or TAB), and hold down CONTROL while you press D. You will see an inversed tab (a white line from the tab mark to the tab stop). Press RETURN to delete the tab.

  Please note that the end of a tab will always be in the same column as originally designated. If you insert or move a block that causes the tab mark to move past the tab stop, your tab will be moved to the designated column in the next line.

UTILITIES

To access the MAGIC SLATE UTILITIES, hold down CONTROL and press T while the Main Menu is being displayed. The utilities will help the more sophisticated user to maintain data diskettes. The following options are available:
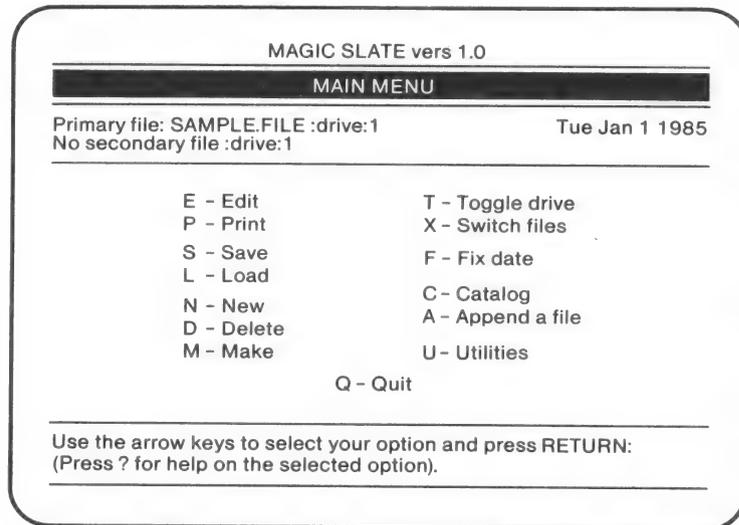
C - CATALOG   Displays names of all the files stored on the disk, the type of file, and the number of blocks used.

Catalog also shows the number of free blocks. This gives you some idea of the amount of material that can still be stored on the disk.

D - DELETE   Allows you to delete files from the diskette. You will see a list of all the files you have stored on the diskette - both MAGIC SLATE files and others.

U - UNDELETE   Allows you to try to recover a file accidentally deleted by the student. This option will not always work.

B - BACKUP   Allows you to copy a file from one diskette to another. You will be asked to:

- enter the number of your source drive (drive to copy from).
- enter the number of your destination drive (drive to copy to).
- Choose the file you want to copy.

- press RETURN to copy the file.

M - Make data disks   Allows you to Make data disks. This option is the same as the Make function accessed from the Main Menu.

1 GETTING STARTED – USE WHAT YOU ALREADY KNOW

Before using this material, you should be thoroughly familiar with the 40 column version. (If you are not, use the MAGIC SLATE HANDBOOK.)

Work through the following sections at the computer. This will help you to quickly become familiar with the 80 column version.

1. Put the MAGIC SLATE 80 column disk into the disk drive and turn on the computer and monitor.

2. Examine the Main Menu:

```
                        MAGIC SLATE vers 1.0
  ┌─────────────────────────────────────────────────────────┐
  │                       MAIN MENU                           │
  └─────────────────────────────────────────────────────────┘
  Primary file: SAMPLE.FILE :drive:1              Tue Jan 1 1985
  No secondary file :drive:1


              E – Edit              T – Toggle drive
              P – Print             X – Switch files

              S – Save              F – Fix date
              L – Load
                                    C – Catalog
              N – New               A – Append a file
              D – Delete
              M – Make              U – Utilities

                         Q – Quit


  Use the arrow keys to select your option and press RETURN:
  (Press ? for help on the selected option).
```

• Notice that you already know how to use everything in the first column.

• Choose New (and press RETURN).

• Name your file and press RETURN.

3. Look at the top of the Editing screen.

```
Page:0001   Line:001   Column:001   Filename:SEPTEMBER
---- --1 ---- --2 ---- --3 ---- --4 ---- --5 ---- --6 ---- --7 ---- --8
```

- Notice the top status line. It provides the same information as the 40 column top status line did.

    PAGE NUMBER - Indicates current page.

    LINE NUMBER - Indicates line of current cursor location.

    COLUMN NUMBER - Indicates column of current cursor location.

    FILENAME - Indicates file currently in memory.

- Notice the ruler. It marks the 80 columns and displays the tab stops as straight lines in the ruler.

4. Experiment with tab stops. Move your cursor to column 6. Notice the straight line in the ruler at column 6 - indicating that a tab stop has been placed at column 6.

- Hold down Control while you press T, (Control-T). Notice that the tab stop disappears.

- Move your cursor to a column that does not already have a tab stop.

- Use Control-T to place a tab stop. Notice the ruler as you press Control-T.

- To clear all the tab stops, move your cursor to column 1. Control-T from column 1 will remove all the tab stops. Try it and notice the ruler.

5. Type in a few sentences.

- Use Typeover

- Use Insert

- PRESS RETURN

- Notice that the 80 column end of paragraph mark is an inversed slash (◼). (On an Apple llc it will be a ◀˩.)

6. Return to the Main Menu (ESC Q).

    • Save your file   • Load your file   • Print your file

7. Spend some time using what you already know before trying the new or expanded features that follow.
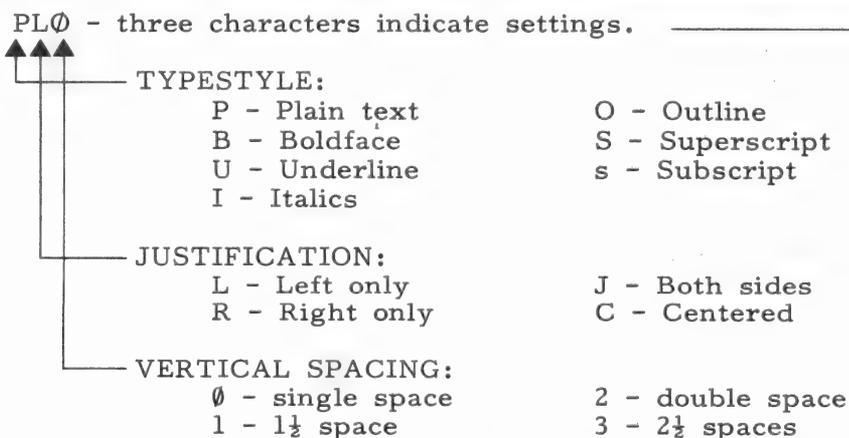

2 EXPANDED or MODIFIED FEATURES

Many of the features that you used in the 40 column version have been expanded or modified in the 80 column version. This section will help you become familiar with those differences.

1. OTHER TYPESTYLES

    The typestyles available and the menu for selecting them are the same as for the 40 column version but are not displayed graphically. In the 80 column version, all typestyles (except plain text) appear in inversed text as you type.

    So that you will be able to tell what typestyle MAGIC SLATE is set for, a code has been added to the prompting at the bottom of the editing screen. The code also indicates settings for Vertical Spacing and for Justification.

TYPEOVER - Use CTRL-E to Insert, ESC ? for help, or ESC Q for Menu. PL∅

PL∅ - three characters indicate settings. ────────────►

TYPESTYLE:
        P - Plain text   O - Outline
        B - Boldface   S - Superscript
        U - Underline   s - Subscript
        I - Italics

JUSTIFICATION:
        L - Left only   J - Both sides
        R - Right only   C - Centered

VERTICAL SPACING:
        ∅ - single space   2 - double space
        1 - 1½ space   3 - 2½ spaces

Start a new file. Experiment with changes in Typestyles (Control-O), Vertical Spacing (Control-V), and Justification (Control-C). Watch the three characters reflect the changes you have made.

2. FORMATTING – Headers and Footers

The Format File Menu (Control-F) and its main functions are the same
for the 80 and 40 column versions. The only difference is in justifying
headers or footers.

- In the 40 column version, Control-C (repeated) will change the
  justification of a header or footer from Left justified to Centered to
  Right justified and back to Left justified.

- In the 80 column version, Control-C will display the Change
  Justification Menu. Left justified, Right justified, or Centered may
  then be selected for headers or footers.

3. PRINT MENU

There are no functional differences in printing with the 80 column
version. When you select PRINT from the Main Menu, you will be shown
a Print Menu. The purpose of the Print Menu is to offer you some
convenient options, for example, you might want to catalog a data disk
to see what files are on it without going back to the Main Menu. If you
do not want to use any of the other options on the Print Menu, select
P-Print and press RETURN.

```
┌─────────────────────────────────────────────────────────────┐
│                        Print Menu                           │
├─────────────────────────────────────────────────────────────┤
│  Primary file: TEST.1: drive 1              No date         │
│  *Secondary file: TEST.2: drive 2                           │
├─────────────────────────────────────────────────────────────┤
│                                                             │
│  P - PRINT A FILE                     T - Toggle drive      │
│  R - Return to the Main Menu         *X - Switch files      │
│  C - Catalog                                                │
│                   Q - Quit and reboot                       │
├─────────────────────────────────────────────────────────────┤
│  Use arrow keys to select option and press RETURN:          │
│  (Press ? for help on the selected option.)                 │
└─────────────────────────────────────────────────────────────┘
```

    *Requires 128K

P - Prints the file you choose.
R - Returns you to the Main Menu.
C - Catalogs the disk.
T - Toggles (switches) drive. (If you are using 2 drives)
*X - Switches (exchanges) files. (If you are using 2 files,
     Primary becomes Secondary, Secondary becomes Primary.)

After selecting P – Print a file, the 80 COLUMN VERSION offers the
same options as the 40 COLUMN VERSION.

4.   BLOCK COMMANDS

Two additional functions have been added to the BLOCK COMMANDS
Menu. (If you are not already familiar with the use of Mark, Unmark,
Delete, Move and Copy a block, use 11 - BLOCK COMMANDS in the
MAGIC SLATE HANDBOOK before continuing with this section.)

TO SAVE A BLOCK:

● Mark the block you want to save. (CTRL-B# at the beginning and
end of the block).

● Type CTRL-B ? to display the BLOCK COMMANDS Menu.

● After selecting Save block and pressing RETURN, you are
prompted:

> Enter the number of block to save or ESC to cancel.

● After typing the number of the block to save, (any number 0-9),
you are prompted:

> Enter a name to save the block under:

● Entering a name (15 characters or less beginning with a letter) and
pressing RETURN will save the block as a file on your data disk.

TO LOAD A BLOCK:

● You will need to know the name of the block you want to load.
(Any file can be loaded as a block.)

● Move the cursor to the intended destination of the block.

● CTRL-B? will display the BLOCK COMMANDS Menu.

● After selecting Load block and pressing RETURN, you are
prompted:

> Enter name of block to load:

● Type in the name of the block. The block will be inserted at the
current cursor position.

5. SEARCH and REPLACE

The 40 column version automatically conducts a character search. In a character search, the target string (word or words to search for) will be found even when it is part of another word. For example: a character search for "the" will find "the," "theatre," and "whether."

In searching or replacing with the 80 column version, you will be given an opportunity to select a word search. In a word search, the target string will be found only when it is not part of another word. If you do not select a word search, the 80 column version will conduct a character search.

The 80 column version also allows the use of WILD CARDS in searching and replacing. Wild cards allow you to search for an unknown character or to conduct an "approximate search." If you would like to use Wild Cards, see the SEARCH and REPLACE sections of the REFERENCE MANUAL.

6. NON-BREAKABLE SPACE and PAGE BREAK

Control-N and Control-P function the same in both the 40 and 80 column versions, but since these commands were introduced in the MAGIC SLATE HANDBOOK, you may not be familiar with them. (They are both on the 40 column Quick Reference Card.)

Control-N PLACES A NON-BREAKABLE SPACE (____ or ----).

- A non-breakable space is used to keep words from being divided. For example, if you were nearing the end of a line and wanted the words MAGIC SLATE to be together you would place a non-breakable space between MAGIC and SLATE. On your editing screen this would appear as MAGIC_SLATE, but when printed the non-breakable space would be printed as a normal blank space.

- A non-breakable space can be inserted, typed over, or deleted.

Control-P INSERTS A PAGE BREAK (▌▌ or ↓).

- A page break immediately ends the current page.

- The page break is always inserted and can not be typed over another character. (If you are in TYPEOVER mode, it will still be inserted.)

7.   CURSOR MOVES

Cursor moves are the same for all versions of MAGIC SLATE. By now you are probably already familiar with many of the cursor moves, but since they were not covered in the MAGIC SLATE HANDBOOK, a complete list follows.

Pressing ESC switches you into or out of CURSOR MOVE. A ■ cursor indicates that you are in CURSOR MOVE. (If you are already in CURSOR MOVE, the ESC before each of the following commands should not be used.)

```
  B            P

               I

  G   H   J   K   L   ;

               M

               N           E
```

BACKWARD MOVES:

    ESC B moves the cursor to the beginning of the file.

    ESC J moves the cursor back one character or space.

    ESC H moves the cursor back one word.

    ESC G moves the cursor back one sentence.

    ESC I moves the cursor up one line.

    ESC P moves the cursor to the top of the page (or to
          the top of the previous page if already on line 1).

FORWARD MOVES:

    ESC K moves the cursor forward one character or space.

    ESC L moves the cursor forward one word.

    ESC ; moves the cursor forward one sentence.

    ESC M moves the cursor down one line.

    ESC N moves the cursor to the top of the next page.

    ESC E moves the cursor to the end of the file.

3 NEW FEATURES

This section will help you become familiar with several features of the 80 column version that were not available in the 40 column version.

1. MAIN MENU OPTIONS

Examine the second column of the Main Menu:

```
                    MAGIC SLATE vers 1.0
                         MAIN MENU
Primary file: SAMPLE.FILE :drive:1                Tue Jan 1 1985
No secondary file :drive:1


        E – Edit                  T – Toggle drive
        P – Print                 X – Switch files
        S – Save                  F – Fix date
        L – Load
                                  C – Catalog
        N – New                   A – Append a file
        D – Delete
        M – Make                  U – Utilities

                      Q – Quit


Use the arrow keys to select your option and press RETURN:
(Press ? for help on the selected option).
```

T – Toggle drive – If you are using two drives, this
     will allow you to switch from one to the other.

X – Switch files – If your computer has 128K of memory
     (an Apple IIc does), you can have two files loaded into
     memory at once. Only one of those two can be the active or
     primary file (file you are currently editing – where the cursor
     is located). This option allows you to exchange the primary
     and secondary files.

F – Fix date – This allows you to enter the current month, day,
     and year. The date a file was created and the last date it
     was modified can be saved with a file. This option can be
     very useful if you are working with a file that you plan to
     update periodically and need to know when it was last
     changed.

C – Catalog – This will display a list of all the files on the
     MAGIC SLATE disk or data disk. For each file listed, the file
     type, size in blocks and bytes, last date modified, and the
     date created are shown. (On the 80 column version, one full
     page of text is approximately 12 blocks.) The number of files
     on the disk and the number of blocks free are also shown.

A - Append a file - This option will allow you to add another file to the end of the primary file.

U - Utilities - This displays the Utilities Menu. Three useful options from this menu are listed below. (See the Reference Manual for more information on Utilities.)

B - BACKUP	This copies a file from one data disk to another.
U - UNDELETE	This allows you to try to recover a file that has been deleted. If you accidentally delete a file, go to the Utilities Menu and try UNDELETE immediately. You may be able to get the file back.
V - CONVERT	This changes DOS 3.3 files or ProDos files to the MAGIC SLATE format. Use this option if you have files from another word processor that you would like to transfer to MAGIC SLATE.

2. CURSOR FLAGS

Cursor flags allow you to mark a position in your text and return to it later. You may use up to ten flags in one file. Cursor flags are only available in the 80 column version. Flag placing, finding, and deleting are prompted. Cursor flags do not appear in the printed copy.

TO PLACE A CURSOR FLAG:

- Load any file from your data disk, or create a new one.

- Choose Edit from the Main Menu to display the editing screen.

- Move the cursor to a position in your text where you would like to place a cursor flag.

- Type Control-Y followed by a "9." Any number (0-9) can be used to identify the flag.

- A flag (<9>) will appear at the cursor position.

TO MOVE TO A CURSOR FLAG:

- Move the cursor away from the cursor flag you just placed, possibly to the beginning or end of the file.

- Type ESC Y 9.

● The cursor will move to flag 9 (<9>).

TO DELETE A CURSOR FLAG:

● <u>Type</u> Control-Y Control-D followed by the number (0-9) of the flag you want to delete.

● The cursor flag indicated by number will be deleted.

3. DEFINABLE FUNCTION KEYS

Definable function keys let you customize MAGIC SLATE to suit your personal preferences and specific needs.

● <u>Suppose</u> (for the purpose of this example) you had to write a paper in which Italics would be frequently used.

● <u>Count</u> the keystrokes needed to switch from Plain text to Italics:

   (1)   Control-O to display the OTHER TYPESTYLES Menu.

   (2,3,4) Three down arrows to highlight Italics.

   (5)   Space Bar to move the ✓ to select Italics.

   (6)   RETURN to remove the OTHER TYPESTYLES Menu and continue.

● <u>Count</u> the keystrokes needed to switch back to Plain Text from <u>Italics</u>:

   (1)   CTRL-O to display the OTHER TYPESTYLES Menu.

   (2)   Space Bar to move the ✓ to select Plain Text.

   (3)   RETURN to remove the OTHER TYPESTYLES Menu and continue.

● If you had to switch from Plain Text to Italics and back very many times, think how many keystrokes the switching would require - 6 to switch to Italics, 3 to switch back to Plain Text.

● <u>Definable Function Keys</u> let you redefine any of the characters pictured below to perform the function(s) of your choice.

TO DEFINE A FUNCTION KEY:
(In this example, we will define a function key to set the typestyle to Italics.)

- From the editing screen, hold down the OPEN-APPLE key while you type ?. You will be prompted:

> | Enter character to define, ESC to exit, or ? for help. |

- Type I. ("I" was selected for this example. Any character pictured above may be used. Upper and lower case for the same letter will be treated as the same character. No control characters may be used.)

- You will be prompted:

> | Defining function I |

- Perform the function that you want to define as "I." In this case you want function I to set the typestyle to Italics, so change the typestyle to Italics now:

    -Type Control-O to display the OTHER TYPESTYLES Menu.
    -Use the arrow keys to highlight Italics.
    -Press the Space Bar to move the   to select Italics.
    -Press RETURN to return to the editing screen.

- Hold down the OPEN-APPLE key while you type "I" to end the definition. (Remember that I is the character defined in this example. If you were defining function "B" then OPEN-APPLE-B would be typed to end the definition.) The prompt will disappear and function I will be defined.

TO USE A FUNCTION KEY

- Hold down the OPEN-APPLE key while you press any key that has been defined as a function key, in this case I.

- The function defined (set typestyle to Italics) will be performed.

- Type a few words in Italics.

- In this example, you took a 7 keystroke function (set typestyle to Italics) and reduced it to an OPEN-APPLE-I.

- Think of the time that you could save by defining a few function keys to suit the needs of a particular task.

LIMITATIONS AND CAPABILITIES OF DEFINABLE FUNCTION KEYS

The total length of all functions defined at any one time can not be more than 255 keystrokes.

Defined functions are saved with a file. This means that they are available anytime that the file is in memory. Each file could have its own set of defined functions.

Beginning a NEW file does not erase defined functions from memory. Because of this, defined functions from one file can easily be added to another file.

- Experiment with definable function keys.

- The more you write, the more uses you will find for definable function keys. Consider some of the following possibilities:

    OPEN-APPLE-S defined to perform these keystrokes:

(1,2)	ESC Q to return to the Main Menu
(3)	S to select SAVE
(4)	Return to save your file

    It is always a good idea to periodically save what you have written. With this function defined, you can save just by typing OPEN-APPLE-S.

    OPEN-APPLE-C defined to Center your text.

    OPEN-APPLE-P defined to return to Plain Text.

    OPEN-APPLE-D defined to set Vertical Spacing to double space.

    OPEN-APPLE-T defined to set a certain series of tab stops.

    If any of MAGIC SLATE'S primary commands are hard for you to remember, redefine them. (You might change Other Typestyles to OPEN-APPLE-T or Change Justification to OPEN-APPLE-J.

4. CUSTOMIZE THE EDITING ENVIRONMENT

    You can change the MAGIC SLATE editing environment to suit yourself.

    - Type CTRL-Z to display the CUSTOMIZE ENVIRONMENT Menu.

- The <u>top</u> status <u>line</u> may be displayed (yes) or removed (no). <u>Answer</u> "yes" or "no" to the first question and press RETURN. The cursor will move to the second question.

Top
Status   Page:001   Line:001   Column:001   Filename: CUSTOMIZE
Line

- The <u>ruler</u> may be displayed or removed. <u>Answer</u> "yes" or "no" and press RETURN.

Ruler | ----- | --- 1 | ---- | --- 2 | ---- | --- 3 | ---- | --- 4 | ---- | --- 5 | ---- | --- 6 | ---- | --- 7 | ---- | --- 8 |

- The <u>keyboard</u> <u>click</u> (sound made by the speaker each time a key is pressed), may be turned on or off. Answer "yes" or "no" and press RETURN.

- An <u>inversed</u> screen (black characters on a white background may be <u>selected.</u> Answer yes or no and press RETURN.

- Immediately following the RETURN (after the fourth question) the CUSTOMIZE ENVIRONMENT Menu will disappear and your selections will be effective.

- Experiment with various combinations to decide what you prefer in an editing environment, then customize MAGIC SLATE according to your preferences.

4 SPECIAL FEATURES (on an Apple IIc or IIe with 128K)

The features in this section require an Apple IIc or IIe with an extended 80 column card (128K). Follow the steps below to become familiar with the use of two files in memory at the same time and windows.

- Put the MAGIC SLATE disk in the disk drive. Turn on the computer and monitor. When the Main Menu is displayed, replace the MAGIC SLATE disk with a data disk.

- Look at the upper left corner of the Main Menu. You will see:

    No primary file: drive 1
    No secondary file: drive 1

- Create a new file named A. Type a line of A's in file A so that it will be easy to recognize. Save file A.

- Notice that the Main Menu now says Primary file: A. File A is the primary or "active" file.

- Switch file A from primary to secondary by choosing X-Switch from the Main Menu and pressing RETURN.
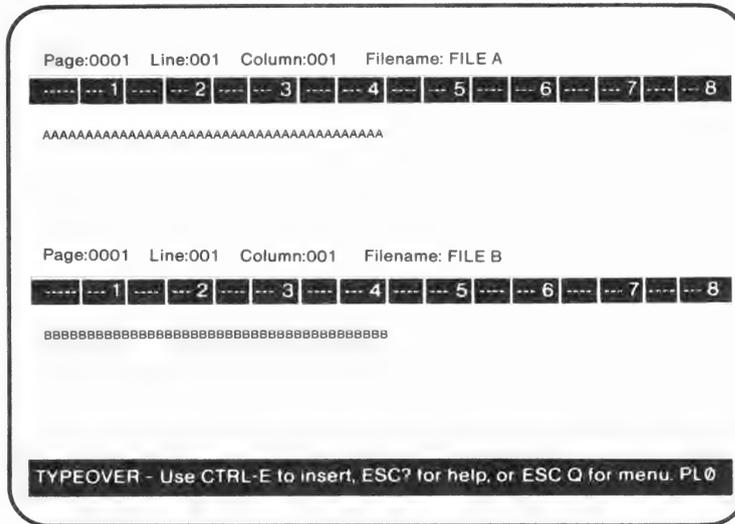
- Notice that the Main Menu now says:

    No primary file: drive 1
    Secondary file: A: drive 1

- Create another new file and name it B. Type a line of B's in file B so that it will be easy to recognize. Save file B.

- Notice that both file A and file B are now in memory. The Main Menu now says:

    Primary file: B drive 1
    Secondary file: A drive 1

- Select E - Edit and press RETURN. Notice that only file B is seen on the editing screen.

● Hold down CONTROL while you type "W."   You will be prompted:

Use the arrows to set the window position and press RETURN.
ESC exits

● Press ← or ↑ 8 or 9 times and watch the bar rise to the middle of the screen. (You can adjust this bar to suit your needs.)

● Press RETURN.   You will see both files:

```
Page:0001   Line:001   Column:001     Filename: FILE A
----|---1|----|---2|----|---3|----|---4|---|---5|----|---6|----|---7|----|---8

AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA




Page:0001   Line:001   Column:001     Filename: FILE B
----|---1|---|---2|----|---3|----|---4|----|---5|----|---6|----|---7|----|---8

BBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBBB




TYPEOVER - Use CTRL-E to insert, ESC? for help, or ESC Q for menu. PL0
```

● Notice that the cursor is in file B.   File B is the primary or active file.

● Type ESC X.   Notice that the cursor is now in file A.   File A is now the primary or active file.   The file in which the cursor is located is always the primary file.   You can use ESC X to switch back and forth whenever you like. (If you are already in CURSOR MOVE, do not use the ESC before the X.)

● Practice moving the cursor from one file to the other.   Add more text to each file several times.

● Move text from one file to the other using block commands.   After marking a block in one file, Move or Copy it to another file.   Just place your cursor (using ESC X) where you want the text to appear in the other file and then continue to Move or Copy in the usual manner.

Application Ideas 80 Columns

The following ideas are intended to suggest a few of the many potential uses for the 80 column version of MAGIC SLATE. For other language arts ideas tied to specific word processing features, any of the 40 Column Teaching Ideas (beginning on page 67) can also be used with the 80 column version (modifying the lesson slightly to suit the grade level).

OUTLINING

Use MAGIC SLATE to motivate students in developing the important skill of outlining.

-Set TABS for an outline format.
-Select TYPESTYLES for emphasis.
-Double space for readability.

PERSONAL CORRESPONDENCE

MAGIC SLATE's special typestyles (Boldface, Italics, Outline, Underline, Superscript and Subscript) can help students discover new enthusiasm for personal correspondence:

-Design party invitations.
-Create greeting cards.
-Announce important events.
-Personalize letters and creative writing.

Because editing is fast and easy, students can write one version of a letter, for example a description of a trip, and then insert or delete as desired. In this way a letter written to a grandparent, could quickly be changed to be sent to a friend.

ESSAYS AND OTHER COMPOSITIONS

Because corrections and changes can be made with such ease, standards for final copy can be <u>very</u> <u>high</u> without placing unreasonable demands on students.

Be sure that students know how to SEARCH and REPLACE so that repeated mistakes (misspellings, factual errors, punctuation) can be rapidly corrected.

Encourage students to use BLOCK COMMANDS to move words, sentences, paragraphs, or longer segments of text. Promote experimentation and personal evaluation in organizing and reorganizing parts of a composition.

NEWS ARTICLES

A class newspaper can easily be put together from student's articles.
Students can use MAGIC SLATE's features to:

-FORMAT their articles into narrow columns.
-JUSTIFY BOTH SIDES of the column.
-BOLDFACE and ITALICIZE for emphasis.
-CENTER headlines.

BETTER LOOKING BOOK REPORTS

Students can use MAGIC SLATE's features to:

-ITALICIZE the title of the book.
-BOLDFACE the headings of the main parts of the book report.   (For
 example: title, author, summary, opinion).
-Doublespace a draft copy for easy proofreading.
-INSERT and DELETE information and changes as needed.

SPECIAL FORMS OF PROSE OR POETRY

Students can:

<div align="center">

Use
MAGIC SLATE's
Easy centering function
To give their prose
Or poetry its
Own distinct
Form

</div>

COLLEGE APPLICATION ESSAYS, RESUMES, and COVER LETTERS

Whether your class if filled with college-bound students, students who will
attend vocational schools, or students who will seek employment immediately
after graduation, knowing how to write one basic document and then
customize it can be of value.

For example, in writing several letters seeking employment, students can
write the first version, edit and save it. Next, they can make a few changes
that would make the letter suitable for another employer, print and save that
version under a new name. This process can be repeated as many times as
necessary. The end result will be several "different" letters, each
customized for a different employer, with a disk copy of each. All this will
be accomplished with a minimum of time and effort and very little rewriting.

Business classes can use MAGIC SLATE for letters of application, letters of
inquiry, letters reporting information, and resumes.

A NEW KIND OF JOURNAL

Students can keep a "diary on a disk." Recording life's event, ideas, plans, insights...quickly becomes a rewarding pastime and means of self-discovery. Dated entries are easy to find and consult for practical reference, the fun of fine-tuning or the pleasure of looking back. Permanent saving on diskette requires very little space and can help to assure privacy.

RESEARCH PAPERS

Many convenient features make MAGIC SLATE the ideal "tool" for every step of research writing.

Bibliography - keeping a bibliography on disk provides easy access to information that will be needed for footnotes.

Outlining - Outlining often involves moving ideas around to select the best order of presentation. Students can use Block Commands to move text with ease and Insert to add new ideas.

Note taking - Notes can be stored in separate files, organized according to the outline.

First Draft - A first draft from organized notes should really flow. The writer can feel free to get all of the ideas on paper knowing that editing and revision can be done efficiently. A first draft could be printed with double or $2\frac{1}{2}$ vertical spacing or with a format having extra-wide margins, allowing ample space for comments.

Final Draft - Students will be proud of the polished look of their final copy.

-The 20 column version could be used for a cover design.
-Justification of both sides could be used if straight margins are desired.
-The options for pagination and odd/even headers and footers allow the paper to be printed in booklet form.
-The use of special typestyles adds interest to the appearance of the paper, especially boldface and italics.

CUSTOMIZE MAGIC SLATE'S FEATURES TO SUIT YOUR NEEDS

Students and teachers can customize MAGIC SLATE's functions to suit their individual needs and preferences. Any series of keystrokes can be reduced to ⌘ plus one other key. (See Section 3 - NEW FEATURES, 3. DEFINABLE FUNCTION KEYS.)

A few of the many situations in which Definable Function Keys would be useful include:

-Frequent use of a special typestyle such as Boldface.
-Frequent use of Superscripts or Subscripts in a text involving scientific notation.
-A shortcut to periodically saving what has been written.
-Frequent need to switch vertical spacing (for example: from single to double spaced).
-Frequent need to center text.

IF YOUR COMPUTERS HAVE 128K

If your computers have 128K (an Apple IIc or an Apple IIe with an extended 80 column card does) students can work with two files in memory at the same time. This offers a number of useful possibilities:

-Display the outline for a paper at the bottom of the screen while composing the paper at the top of the screen. Use the file at the bottom of the screen as an "electronic note pad" while you are writing in the file at the top of the screen.

-Display the outline for a paper at the top of the screen while loading different files at the bottom of the screen, organizing notes (saved in those files) and fitting them to the outline.

-Display a file with "sketchy" notes at the top of the screen while "fleshing-out" those notes (at the bottom of the screen) into text segments that will be used in composition.

-Use a second file in the bottom window to write footnotes while writing the paper in the top window. By the time the paper is finished, so are all the footnotes. Use BLOCK SAVE and BLOCK LOAD to insert them on the appropriate pages.

SPECIAL USES FOR TEACHERS

-Record growth in Composition Skills. Keep copies on a disk of periodic samples of students' work throughout a course. Record the progress on a single assignment by saving sample of the rough draft, revisions, and final copy. Print out some of these samples for use at parent conferences.

-Prepare tests and worksheets with MAGIC SLATE. Use special typestyles for emphasis and clarity. Save copies on a disk. These copies can easily be revised as your course changes.

-Student evaluation forms or student contracts can be written and stored. As the student's work progresses, these forms can be updated or revised as needed.

-Write and save one basic parent newsletter or report and then add a few individualized remarks to each student's (or each class') copy.

-Develop and save lesson plans and class notes using MAGIC SLATE. They can be revised for future classes with a minimum of time and effort. When a student is absent, a copy of the class notes could quickly be printed.
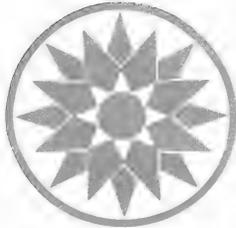
Dear Educator:

It's new! It's improved! It's from Sunburst - so it's yours, FREE!!

It's MAGIC SLATE II -- and because you bought the original MAGIC SLATE from Sunburst, you are entitled to this update to MAGIC SLATE II at no charge!

Enclosed in this package you will find:

- Updated MAGIC SLATE II disks with backups (128K minimum memory required).
- Updated Teacher Materials with complete details about all the new features of MAGIC SLATE II. Simply add these pages to your existing teacher's guide.
- A new MAGIC SLATE II Quick Reference Manual.
- New Quick Reference Cards for 20, 40, and 80 column versions.

To ensure proper credit to your account, please return your original MAGIC SLATE disks in this disk mailer to:

> Sunburst Communications
> 39 Washington Avenue
> Pleasantville, New York 10570
> Attn: Disk Replacement Department

If you have any questions about MAGIC SLATE II, call Micro Customer Service toll free at :

> (800) 431-1934 (USA)
> (800) 247-6756 (Canada)
> (914) 769-5030 (Collect)

Thank you for for choosing Sunburst.

Sincerely,

Marge Kosel
Vice President

MAGIC SLATE II UPDATE MATERIALS

This package contains the materials listed below:

***MAGIC SLATE II* - 20, 40 and 80 COLUMN disks and backups** contain the main program. **128K of memory is required to use *MAGIC SLATE II*.** The program disk may be removed from the disk drive once the Main Menu is on the screen. You will need to make a new *MAGIC SLATE II* data disk to store your writing; *Magic Slate* files will not work with *MAGIC SLATE II,* unless converted. If you have *Magic Slate* files that you want to use with *MAGIC SLATE II*, you can use Convert Files/Disks found in the Utilities section of *MAGIC SLATE II*. (See page 66 of the *MAGIC SLATE II REFERENCE MANUAL.)*

WHAT'S NEW AND DIFFERENT? points out new features in *MAGIC SLATE II* and differences between *Magic Slate* and *MAGIC SLATE II*. Specific pages in the *MAGIC SLATE II REFERENCE MANUAL* are suggested to help you become familiar with these additions and changes.

MAGIC SLATE II REFERENCE MANUAL provides technical information explaining all commands and functions. It is intended to help the user know what the functions and commands are and how they work.

***MAGIC SLATE II* - 20, 40 and 80 COLUMN REFERENCE CARDS** give brief descriptions of commands available but do not explain any in detail. These cards are helpful once you are familiar with the features and how they work.

This list is intended primarily for those users who are familiar with *Magic Slate* and wish to quickly become aware of the new features and changes in *MAGIC SLATE II*. For complete explanations of all the features mentioned below, **see the suggested pages in your *MAGIC SLATE II REFERENCE MANUAL*.**

New Configuration Features - In addition to allowing you to set *MAGIC SLATE II* for your printer and interface card, the Configuration Section (CONTROL-T or C while booting) now includes several new options:

- **Default Options** - allows you to choose Typeover or Insert as the text entry mode default (what *MAGIC SLATE II* is set to when you first use it), set the measurement system to inches or centimeters, set the Paper Format defaults, and (in the 40 and 80 column versions) change the Preset Format. **See pages 55-59.**

- **Data Disk Location** - allows you to select the location for your data disk. You will use this option to set *MAGIC SLATE II* for one drive or two drives, or to use some other device, such as a 3.5 inch drive, hard disk, or a RAM disk. **See pages 59-60.**

- **Advanced Options** (80 column version only) - allows you to select either a Basic (drive/slot) file system or an Enhanced (pathnames) file system. **See pages 60-61.**

New Writing and Teaching Tools - Three new tools have been added to facilitate writing and the teaching of writing:

- **Make Fill-in** - allows the teacher to place "fixed" (undeletable) text in a file with spaces marked (▶◀) for students to complete. This can be used for a wide variety of fill-in-the-blank activities. **See pages 19, 62.**


```
Pg:001 Ln:005 Col:001 File:PLANTS
1.  Sugar plus ▶◀ make carbon dioxide,
water vapor, and ▶◀.↵
2.  Transpiration is the loss of ▶◀
through ▶◀.




Make Fill-in file - ⌂-CTRL-F to exit.
⌂-A to add ▶◀, ⌂-D to delete ▶◀.
INSERT - Use CTRL-E for typeover,
⌂-? for help, CTPL-Q for Main Menu.
```

```
Pg:001 Ln:001 Col:001 File:PLANTS
1.  Sugar plus ▶oxygen◀ make carbon
dioxide, water vapor, and ▶energy◀.↵
2.  Transpiration is the loss of ▶water
vapor◀ through ▶openings in leaves◀.




Fill-in file - Type between ▶◀.
TYPEOVER - Use CTRL-E for insert,
⌂-? for help, CTPL-Q for Main Menu.
```

- **Student Planner** (40, 80 column versions only) - allows students to create an outline, brainstorm, or write notes inside planning boxes which appear on the screen. These boxes allow the teacher to observe the student planning process and help students to view planning as an integral and important part of writing. The file can be printed with or without the Student planning boxes. **See pages 38-39.**

```
Pg:001 Ln:006 Col:001 File:PLANNING
┌────────────────────────────────────────┐
│ ✓                                        │
│  ┌──────────────────────────────────┐   │
│  │ planning, ideas, main thoughts,  │   │
│  │ invisible outline✓               │   │
│  └──────────────────────────────────┘   │
│  ┌──────────────────────────────────┐   │
│  │✓                                 │   │
│  │                                  │   │
│  │ reports, stories, explain ideas, │   │
│  │ journals✓                        │   │
│  └──────────────────────────────────┘   │
│                                          │
│ TYPEOVER - Use CTRL-E for insert,        │
│ Q-? for help, CTRL-Q for Main Menu.      │
└────────────────────────────────────────┘
```

```
Pg:001 Ln:011 Col:035 File:PLANNING
┌────────────────────────────────────────┐
│ before you write.  You can leave these  │
│ boxes out when you print, so they work  │
│ like an invisible outline.✓             │
│  ┌──────────────────────────────────┐   │
│  │ reports, stories, explain ideas, │   │
│  │ journals✓                        │   │
│  └──────────────────────────────────┘   │
│    Use the Planner for reports,         │
│ stories, journals, or anything you      │
│ write.  Organize your ideas in planning │
│ boxes.  Then, write under each box      │
│ using full sentences to explain the     │
│ ideas in the box.                       │
│ TYPEOVER - Use CTRL-E for insert,       │
│ Q-? for help, CTRL-Q for Main Menu.     │
└────────────────────────────────────────┘
```

- **Teacher Planner** (40, 80 column versions only) - allows teachers to place boxes of undeletable text in a file. Teacher planning boxes can be used for instructions or to make comments within a student's file. Because a file can be printed with or without Teacher planning boxes, students are able to print their files with or without teacher directions or comments. **See pages 62-63.**

```
Pg:001 Ln:021 Col:001 File:CHAP2.ROBOT
┌────────────────────────────────────────┐
│     "Are you quite comfortable?" the    │
│ robot couch asked.✓                     │
│  ┌──────────────────────────────────┐   │
│  │ 1. Finish the conversation below.│   │
│  │ Make sure you put quotation marks│   │
│  │ at the end of each paragraph.✓   │   │
│  └──────────────────────────────────┘   │
│     "Oh, yes," Maria answered. "I just  │
│ feel bad because ✓                      │
│ ✓                                        │
│     "What else can I do?" the couch     │
│ asked. "Do you want softer cushions or  │
│ INSERT - Use CTRL-E for typeover,       │
│ Q-? for help, CTRL-Q for Main Menu.     │
└────────────────────────────────────────┘
```

```
Pg:001 Ln:016 Col:005 File:CHAP2.ROBOT
┌────────────────────────────────────────┐
│     "Are you quite comfortable?" the    │
│ robot couch asked.✓                     │
│  ┌──────────────────────────────────┐   │
│  │ 1. Finish the conversation below.│   │
│  │ Make sure you put quotation marks│   │
│  │ at the end of each paragraph.✓   │   │
│  └──────────────────────────────────┘   │
│     "Oh, yes," Maria answered. "I just  │
│ feel bad because I really wanted to go  │
│ with her.✓                              │
│  ┌──────────────────────────────────┐   │
│  │ Good, but add a quotation mark.✓ │   │
│  └──────────────────────────────────┘   │
│ INSERT - Use CTRL-E for typeover,       │
│ Q-? for help, CTRL-Q for Main Menu.     │
└────────────────────────────────────────┘
```

New Editing Features - Several new editing features have been added.

- **Quick Save** - a new command, ⌂-S can be used from the editing screen to quickly save a file without returning to the Main Menu. This is intended to make it easier to encourage periodic saving as an important word-processing technique. **See page 20.**

- **Change the typestyle of existing text** - An Other Typestyles option has been added to the Block Commands Menu. This allows you to change the typestyle of a block of existing text without retyping. **See page 43.**

- **Underlining or removing underlining** from existing text can be easily done with a new command, ⌂ - _ . **See page 30.**

- **More typestyles** have been added. Two more typestyles (Stencil and Outline) have been added to the 20 column version, and one more typestyle (Stencil) has been added to the 40 and 80 column versions. **See pages 28-30.**
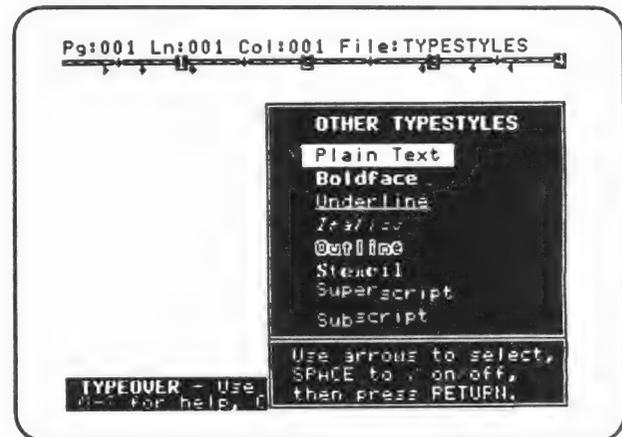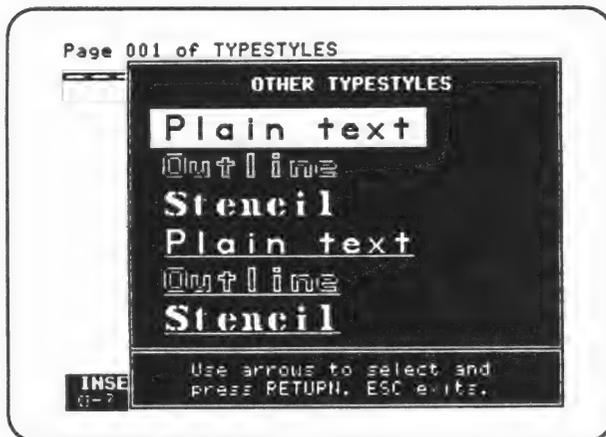
- **Submargins** (40, 80 column versions) - have been added to allow indenting of one or both sides of text. **See pages 39-41.**
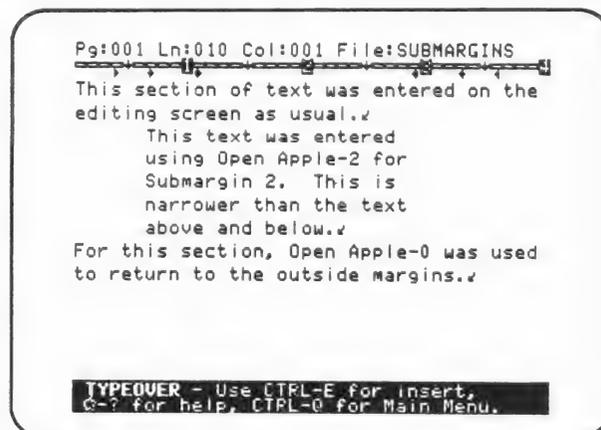
- **Spellchecking and Word count** - *MAGIC SLATE II* (40 and 80 column versions only) interfaces with the *MAGIC SLATE II SCHOOL SPELLER* (available 1988-89 school year). **See page 45**.

Editing Changes - Several of the existing editing features have been changed in *MAGIC SLATE II*. (In the case of frequently used commands, wherever possible, the *Magic Slate* commands still work. For example, either CONTROL -Q or ESC -Q will exit the Editor and return to the Main Menu and either ⌘ -? or ESC -? will display the Help Screen.)

- **Formatting** - is now done using paper measurements that are in inches or centimeters. (*Magic Slate* uses characters and lines.) **See pages 31-34**.

- **Tabs** - are now variable. This makes it easier to make changes on existing text. (Tabs in *Magic Slate* are fixed.) **See pages 27-28**.

- **Deleting all tab stops** - can no longer be done in one command. This prevents accidental clearing. (*Magic Slate* uses CONTROL-T from column 1 to clear all tab stops currently set.) **See pages 27-28**.

- **Headers and Footers** - are now the same for each page of a file to simplify their use. (*Magic Slate* allows separate headers and footers for even and odd pages.) **See page 33**.

- **End of Paragraph Marks**, ↵ , which are inserted by pressing RETURN cannot be typed over. They can be deleted. (In *Magic Slate*, end of paragraph marks could be typed over.) **See page 18**.

- **Delete and Get**

  1. Both Delete and Get have been expanded to work with up to two pages of text. This facilitates the use of Delete and Get to move ("cut and paste") text. "Cut and paste" refers to using Delete to "cut" a section of text, moving the cursor, and using Get to "paste" the text in the new location. **See pages 21 - 22**.

  2. Arrow Keys now work when using Delete. This allows you more control when marking a section of text you want to delete. **See page 22**.

New Printing Features - have been added to improve the appearance of the printed page and to make it faster to print a draft copy.

- **Proportionally spaced printing** - can now be used to enhance readability.

  I will go away soon. → Proportional spacing

  I will go away soon. → Fixed-width spacing

  All versions (20, 40, 80) of *MAGIC SLATE II* are shipped with Paper Format set to print proportional spacing. (If desired, this can be changed to fixed-width spacing.) See pages 57-59.

  The 40 and 80 column versions offer other ways to choose proportional or fixed-width spacing:

  1. Use Custom Format (from the Print Menu) to select proportional spacing for the current printing only. See pages 50-51.

  2. Use Custom Format (CONTROL-F from the editing screen) to select proportional spacing and to save this selection with your file. See pages 31-33.

- **Quick Format** (40, 80 column versions only) - a new option on the Print Menu, allows you to add page numbers, double space, or quickly print a copy in text mode (without going through all the Custom Format options). See page 49.

- **Printing Multiple Files** - If your printers are in short supply, you can have students save their work on a class disk for the teacher (or a student or parent volunteer) to print. When you are ready to print, select PRINT from the Main Menu and use the Space Bar to check (√) all of the files listed. They will be printed consecutively.

New Utilities Features - Several new Utilities (CONTROL-T from the Main Menu) features have been added for speed and convenience.

- **Copy Files/Disks** - allows you to copy files from one disk to another or to make one or more copies of a whole data disk. **This feature is especially important when making many data disks.** It is faster to use MAKE to make just one data disk and then use Copy disks for as many copies as desired. See page 65.

- **Convert Files/Disks** - now allows for the four types of conversions listed below.

    1. *Magic Slate* to *MAGIC SLATE II* **files** - This changes one or more existing *Magic Slate* files to work with *MAGIC SLATE II* and copies them onto a *MAGIC SLATE II* data disk.

    2. *Magic Slate* to *MAGIC SLATE II* **disks** - This changes all the files on a *Magic Slate* disk to work with *MAGIC SLATE II*, makes a new *MAGIC SLATE II* data disk (from a blank or used disk), and copies the files onto this new data disk. **Use this option if you have old *Magic Slate* data disks that you want to use with *MAGIC SLATE II*.**

    3. **Text to *MAGIC SLATE II* files** - This changes a standard ASCII text file into a *MAGIC SLATE II* file.

    4. ***MAGIC SLATE II* to text files** - This changes *MAGIC SLATE II* files to standard ASCII text files.

Other Features/Changes

- ***MAGIC SLATE II* files can be used with a modem** (40, 80 column versions only). To prepare a file for use on a modem, select Custom Format from the Print Menu and answer "yes" when asked "Print to disk?"

- ***MAGIC SLATE II* runs under ProDOS** and will work with any storage device ProDOS recognizes.

- **Each version of *MAGIC SLATE II* is on a separate disk.** (Early releases of *Magic Slate* had the 20 column and 40 column versions on the same disk.)

- ***MAGIC SLATE II* does not support the Apple II or II+.** (Magic Slate fully supports the Apple II and II+ and also the "shift key mod.")

- ***MAGIC SLATE II* does not support Elite text.** Whenever the TEXT printing mode is selected, the text will be in Pica (10 characters per inch). (The 80 column version of *Magic Slate* allows Elite text to be selected, 12 pitch from the printer.)

80 Column Version Features and Changes

- *MAGIC SLATE II* produces all displays on the graphics screen. Because the graphics screen is used, vertical spacing and all typestyles will be displayed as they will appear when the file is printed. *(Magic Slate* uses the text screen, and prints codes in the lower-right corner of the screen to indicate the current typestyle and line spacing.)

- *MAGIC SLATE II* allows you to locate your virtual memory file on a RAM card or a RAM disk (if you have an Apple IIGS with 512K of memory). This is much faster than having your virtual memory file on a 5.25 inch or 3.5 inch disk. **See page 72.**

- *MAGIC SLATE II* allows you to access other data drives and subdirectories from the Main Menu. **See pages 15-16**.

- *MAGIC SLATE II* allows you to create subdirectories from the Utilities. **See pages 68-69.**

- *MAGIC SLATE II* automatically supports ProDOS compatible clocks. **See page 16**.

- Because of the extensive memory required to use a graphic display, and the addition of a Fill-in mode, a Teacher Planner, and a Student *Planner* to *MAGIC SLATE II,* two options have been removed:

    1. load and edit two files at once
    2. customize the editing environment

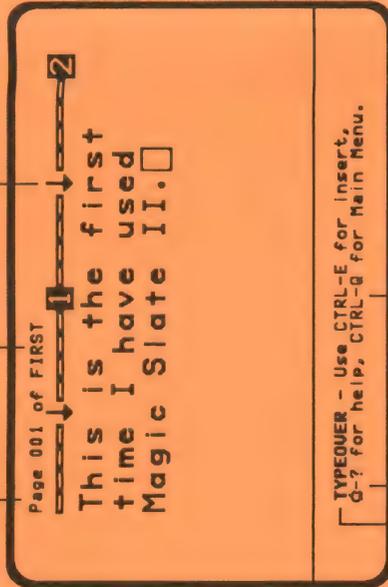 These two functions are still available in *Magic Slate 1.4.*

- *MAGIC SLATE II* uses CONTROL-W to represent a Wild Card (zero or more characters) in a target or replacement string. **See pages 24, 27.**

MAGIC SLATE II ™

20 Column Quick Reference Card

MAIN MENU

```
MAGIC SLATE II 20 COLUMN
       Main Menu

  EDIT    Load    Print    New

  Save    Delete   Make    Quit
```

Use arrows or first letter to select,
then press RETURN:■

EDIT Displays a previously created file for editing. If the file is stored on disk, it must be loaded first.

LOAD Loads a file from the data disk.

PRINT Prints a file. (Multiple files may be printed at once.)

NEW Creates a new file erasing what is in the computer's memory.

SAVE Saves a file on the data disk.

DELETE Erases a file from the data disk.

MAKE Creates/initializes a new data disk so files may be saved.

QUIT Ends this session of MAGIC SLATE II.

UTILITIES MENU

Control-T To use the Utilities Menu, hold the Control key down and press the T key while the MAGIC SLATE II Main Menu is displayed.

Catalog a disk Shows a list of all files on a disk.

Delete files Erases one or more files from a disk.

Undelete files Attempts to recover a deleted file.

Make a data disk Creates a new data disk.

Copy files/disk Copies one or more files, or a whole disk, to another disk.

Convert files/disks Converts files/disks from MAGIC SLATE to MAGIC SLATE II format, or converts files between MAGIC SLATE II and ProDOS text formats.

Set configuration Displays the Configuration Menu.

MAGIC SLATE II is a trademark of Sunburst Communications, Inc.

TEXT ENTRY MODES

Typeover Mode
The character you type replaces the character the cursor is on.
- □   Symbolizes the cursor in Typeover mode.
- Control-E   Switches to Insert mode.
- ESC   Switches to Cursor Move.

Insert Mode
The character you type is inserted between existing characters at the current cursor position.
- | Symbolizes the cursor in Insert mode.
- Control-E   Switches to Typeover mode.
- ESC   Switches to Cursor Move.

CURSOR MOVE

Cursor Move
Allows you to move the cursor around in the file.
- ■   Symbolizes the cursor in Cursor Move.

Once you are in Cursor Move:

ESC	Return to Insert or Typeover mode.
Control-Q	Quit editing and go to the Main Menu.
⌂-?	Help.

Up		Down	
B	Beginning of file	E	End of file
P	Previous top of page	N	Next top of page
I	Up one line	M	Down one line

Left		Right	
J	Back one character	K	Forward one character
H	Back one word	L	Forward one word
G	Back one sentence	;	Forward one sentence

CONFIGURATION MENU

Control-C or **Control-T** To get to the Configuration Menu, hold the Control key down and press the C or T key while the disk is booting (before the MAGIC SLATE II Main Menu appears on the screen). The Configuration Menu can also be reached by selecting SET CONFIGURATION from the Utilities Menu.

Printer/card/slot Sets the type of printer and card. Both the card and the printer must be set correctly for MAGIC SLATE II to print.

Default options Sets the MAGIC SLATE II default values to your preferences. These options include: Typeover or Insert mode, Measurement system, and Paper format.

Data disk location Specifies the location of the data disk. Specifies whether MAGIC SLATE II will work with one or two disk drives, or other devices.

SAMPLE 20 COLUMN EDITING SCREEN

Page number the cursor is on.

The name of your file.

Shows a tab stop.

```
Page 001 of FIRST

This is the first
time I have used
Magic Slate II.□
```

TYPEOVER - Use CTRL-E for Insert.
⌂-? for help. CTRL-Q for Main Menu.

CTRL-Q brings you back to the Main Menu.

⌂-? shows you a list of available commands.

Shows the mode you are currently in - Typeover. CTRL-E switches mode to Insert.

PRINT

Print is selected from the Main Menu.

Existing Format Prints your file as seen on the screen.

Paper Format Prints your file to fit a standard 8 1/2 x 11 sheet of paper.

DELETE COMMANDS

After typing Control-D:

Arrows	Mark additional text.
D	Marks the next character.
W	Marks the next word.
S	Marks the next sentence.
P	Marks the next paragraph.
RETURN	Deletes the marked text.
ESC	Cancels the Delete.

OTHER TYPESTYLES

Typestyles available in MAGIC SLATE II:

Plain text   Plain text

Outline   Outline

Stencil   Stencil

PRIMARY COMMANDS

Command	Function	Explanation
Control-C	Change centering	Switches centering on and off.
Control-D	Delete text	Deletes characters, words, sentences, and paragraphs.
Control-E	Typeover/Insert	Switches between Typeover and Insert mode.
Control-F	Format file	Sets paper length; top, bottom, left, and right margins; and paper width.
Control-G	Gets deleted text	Recovers text most recently deleted using Control-D.
Control-N	Nonbreakable space	Puts a space between words that shouldn't be divided by an end of line. Symbolized by ....
Control-O	Other typestyles	Changes typestyle to Plain text, Outline, Stencil, Plain text, Outline or Stencil.
Control-P	Page break	Ends the page immediately. Symbolized by ⬆.
Control-Q	Quit	Returns to the Main Menu.
Control-R	Replace	Replaces a character, word, or phrase with new text throughout the file.
Control-S	Search	Searches the file for a character, word, or phrase.
Control-T	Set/Clear tabs	Switches the tab stops off and on. Used with the TAB key.
⌂-S	Save	Saves the file using the current name without going to the Main Menu.
⌂-_	Underline character	Underlines or removes underlining.
⌂-?	Help	Displays Help Menu.
ESC	Cancel current operation	Cancels current operation, and returns to Typeover or Insert mode.
ESC	Cursor Move	Switches to Cursor Move.

FORMAT FILE

The format of a file may be changed from the Editing screen by using Control-F.

Settings displayed here are in inches. The measurement system can be changed to centimeters from the Configuration Menu.

		Preset at:
Paper Width	The width of your paper.	8
Left Margin	The space reserved for the left margin.	1.65
Right Margin	The space reserved for the right margin.	1.65
Paper Length	The length of your paper.	11
Top Margin	The space reserved for the top margin.	1
Bottom Margin	The space reserved for the bottom margin.	1

MAGIC SLATE II ™

40 Column Quick Reference Card

MAIN MENU

```
MAGIC SLATE II 40 COLUMN
        Main Menu

   EDIT      Load      New

   Save     Print     Make

            Delete    Quit

Use arrows or first letter to select,
then press RETURN:■
```

EDIT — Displays a previously created file for editing. If the file is stored on disk, it must be loaded first.

LOAD — Loads a file from the data disk.

PRINT — Prints a file. (Multiple files may be printed at once.)

NEW — Creates a new file, erasing what is in the computer's memory.

SAVE — Saves a file on the data disk.

DELETE — Erases a file from the data disk.

MAKE — Creates/initializes a new data disk so files may be saved.

QUIT — Ends this session of MAGIC SLATE II.

UTILITIES MENU

Control-T — To use the Utilities Menu, hold the Control key down and press the T key while the MAGIC SLATE II Main Menu is displayed.

Catalog a disk	Shows a list of all files on a disk.
Delete files	Erases one or more files from a disk.
Undelete files	Attempts to recover a deleted file.
Make a data disk	Creates a new data disk.
Copy files/disk	Copies one or more files, or a whole disk, to another disk.
Convert files/disks	Converts files/disks from MAGIC SLATE II format, or converts files between MAGIC SLATE II and ProDOS text formats.
Set configuration	Displays the Configuration Menu.

TEXT ENTRY MODES

Typeover Mode
The character you type replaces the character the cursor is on.

□ — Symbolizes the cursor in Typeover mode.
Control-E — Switches to Insert mode.
ESC — Switches to Cursor Move.

Insert Mode
The character you type is inserted between existing characters at the current cursor position.

| — Symbolizes the cursor in Insert mode.
Control-E — Switches to Typeover mode.
ESC — Switches to Cursor Move.

CURSOR MOVE

Cursor Move
Allows you to move the cursor around in the file.

■ — Symbolizes the cursor in Cursor Move.

Once you are in Cursor Move:

ESC	Return to Insert or Typeover mode.
Control-Q	Quit editing and go to the Main Menu.
⌂-?	Help.

Up		Down		Right	
B	Beginning of file	E	End of file	K	Forward one character
P	Previous top of page	N	Next top of page	L	Forward one word
I	Up one line	M	Down one line	;	Forward one sentence

Left	
J	Back one character
H	Back one word
G	Back one sentence

CONFIGURATION MENU

Control-C
or
Control-T — To get to the Configuration Menu, hold the Control key down and press the C or T key while the disk is booting (before the MAGIC SLATE II Main Menu appears on the screen). The Configuration Menu can also be reached by selecting SET CONFIGURATION from the Utilities Menu.

Printer/card/slot	Sets the type of printer and card. Both the card and the printer must be set correctly for MAGIC SLATE II to print.
Default options	Sets the MAGIC SLATE II default values to your preferences. These options include: Typeover or Insert mode, Measurement system, Preset format, and Paper format.
Data disk location	Specifies the location of the data disk. Specifies whether MAGIC SLATE II will work with one or two disk drives, or other devices.

SAMPLE 40 COLUMN EDITING SCREEN

Page number the cursor is on.
Line number the cursor is on.
Column number the cursor is on.
The name of your file.
Shows a tab stop.

```
Pg:001 Ln:002 Col:016 File:FIRST

This is the first time I have used
Magic Slate II.□
```

Shows a submargin setting.

TYPEOVER – Use CTRL-E for insert,
⌂-? for help, CTRL-Q for Main Menu.

CTRL-Q brings you back to the Main Menu.

⌂-? shows you a list of available commands.

Shows the mode you are currently in - Typeover. CTRL-E switches mode to Insert.

PRINT

Print is selected from the Main Menu.

Existing Format	Prints your file as seen on the screen.
Paper Format	Prints your file to fit a standard 8 1/2 x 11 sheet of paper.
Quick Format	Allows you to double space, number pages, or print a fast copy in text mode.
Custom Format	Allows you to create your own format. See Format File.

BLOCK COMMANDS
(# signifies the number of the block)

After typing Control-B:

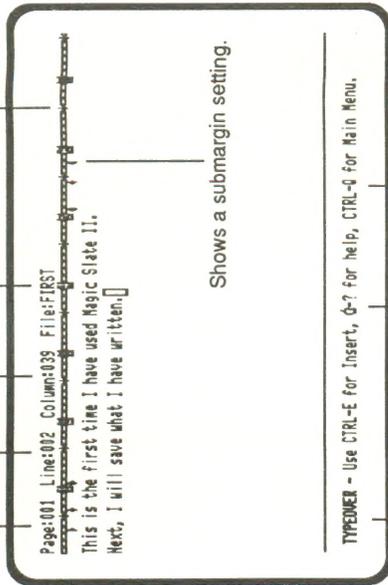|	
?	Shows menu of block commands.
1-9	Marks the beginning or end of block(s).
U #	Unmarks block #.
M #	Moves block #.
C #	Copies block number #.
O #	Changes the typestyle of block #.
D #	Deletes block #.
ESC	Cancels block command - returns to Editor.

DELETE COMMANDS

After typing Control-D:

Arrows	Mark additional text.
D	Marks the next character.
W	Marks the next word.
S	Marks the next sentence.
P	Marks the next paragraph.
RETURN	Deletes the marked text.
ESC	Cancels the Delete.

─ PRIMARY COMMANDS ─

Command	Function	Explanation
Control-B	Block commands	Moves or modifies blocks of text.
Control-C	Change justification	Changes justification (right, left or both sides) and centering.
Control-D	Delete text	Deletes characters, words, sentences, and paragraphs.
Control-E	Typeover/Insert	Switches between Typeover and Insert mode.
Control-F	Format file	Sets paper length; top, bottom, left, and right margins; paper width; headers, footers; page numbers; and printing mode.
Control-G	Gets deleted text	Recovers text most recently deleted using Control-D.
Control-N	Nonbreakable space	Puts a space between words that shouldn't be divided by an end of line. Symbolized by ....
Control-O	Other typestyles	Changes typestyle to **Boldface**, Underline, *Italics*, Outline, Stencil, Super script, or Sub script.
Control-P	Page break	Ends the page immediately. Symbolized by ↓.
Control-Q	Quit	Returns to the Main Menu.
Control-R	Replace	Replaces a character, word, or phrase with new text throughout the file.
Control-S	Search	Searches the file for a character, word, or phrase.
Control-T	Set/Clear tabs	Switches the tab stops off and on. Used with the TAB key.
Control-V	Vertical spacing	Changes the vertical spacing to single, 1 1/2, double, or 2 1/2.
ɑ-c	Check spelling	Checks the spelling or counts the words in the file in memory.
ɑ-L	Look up word	Checks the spelling of the word at the cursor.
ɑ-(0-3)	Select submargin	Selects the outside margin or one of the three numbered submargins. Submargins are set using ɑ-M.
ɑ-M	Set submargin	Sets left and right submargins. Used with ɑ-(1-3).
ɑ-P	Student Planner	Turns the Student Planner on/off.
ɑ-S	Save	Saves the file using the current name without going to the Main Menu.
ɑ-_	Underline character	Underlines or removes underlining.
ɑ-?	Help	Displays Help Menu.
ESC	Cancel current operation	Cancels current operation, and returns to Typeover or Insert mode.
ESC	Cursor Move	Switches to Cursor Move.

FORMAT FILE

The format of a file may be preset from the Configuration section, changed from the Editing screen by using Control-F, or temporarily changed from the Print section by selecting Custom Format.

Settings displayed here are in inches. The measurement system can be changed to centimeters from the Configuration Menu.

		Preset at:
Paper width	The width of your paper.	8
Left margin	The space reserved for the left margin.	2
Right margin	The space reserved for the right margin.	2
Paper length	The length of your paper in inches.	11
Top margin	The space reserved for the top margin.	1
Bottom margin	The space reserved for the bottom margin.	1
Header	Text printed in the top margin of every page. Control-C will change justification. A "#" will place a page number in that position.	
Footer	Text printed in the bottom margin of every page. Control-C will change justification. A "#" will place a page number in that position.	

Four printing modes are available:
Graphics/Fixed width   Graphics/Proportional
Text/Fixed width   *Text/Proportional

*requires an Apple ImageWriter II

OTHER TYPESTYLES

Typestyles available in MAGIC SLATE II:

Plain Text	*Italics*	SuperScript
BoldFace	Outline	SubScript
Underline	Stencil	

MAGIC SLATE II™

80 Column Quick Reference Card

MAIN MENU

```
MAGIC SLATE II 80 COLUMN

Version 1.0          Main Menu          Tue, Jun 28 1988

Current file: FIRST in slot 6, drive 1.

  Edit                              Indicate data disk
  Print                             Fix date

  Save                              Catalog
  Load                              Append a file

  New                               Make
  Delete                            Utilities

                     Quit

Use the arrow keys or first letter to select then press RETURN
```

EDIT — Displays a previously created file for editing. If the file is stored on disk, it must be loaded first.

PRINT — Prints a file. (Multiple files may be printed at once.)

SAVE — Saves a file on the data disk.

LOAD — Loads a file from the data disk.

NEW — Creates a new file erasing what is in the computer's memory.

DELETE — Erases a file from the data disk.

INDICATE — Selects a disk to be the data disk.

FIX DATE — Allows the date to be set.

CATALOG — Shows a list of all the files on the data disk.

APPEND — Loads a file from the data disk and adds it to the end of a file in the computer's memory.

MAKE — Creates/initializes a new data disk so files may be saved.

UTILITIES — Displays the Utilities Menu.

QUIT — Ends this session of MAGIC SLATE II.

UTILITIES MENU

Catalog a disk	Shows a list of all files on a disk.
Delete files	Erases one or more files from a disk.
Undelete files	Attempts to recover a deleted file.
Make a data disk	Creates a new data disk.
Copy files/disk	Copies one or more files, or a whole disk, to another disk.
Indicate data disk	Selects a disk to be the data disk.
Fix date	Allows the date to be set.
Rename files	Renames one or more files on a disk.
Convert files/disks	Converts files/disks from MAGIC SLATE II format, or converts files between MAGIC SLATE II and ProDOS text formats.
Add a subdirectory	Creates a subdirectory on a disk.
Set configuration	Displays the Configuration Menu.

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TEXT ENTRY MODES

Typeover Mode

The character you type replaces the character the cursor is on.

☐ — Symbolizes the cursor in Typeover mode.
Control-E — Switches cursor to Insert mode.
ESC — Switches to Cursor Move.

Insert Mode

The character you type is inserted between existing characters at the current cursor position.

| — Symbolizes the cursor in Insert mode.
Control-E — Switches cursor to Typeover mode.
ESC — Switches to Cursor Move.

CURSOR MOVE

Cursor Move

Allows you to move the cursor around in the file.

■ — Symbolizes the cursor in Cursor Move.

Once you are in Cursor Move:

ESC	Return to Insert or Typeover mode.
Control-Q	Quit editing and go to the Main Menu.
Y #	Moves to a cursor flag.
♂-?	Help.

Up	
B	Beginning of file
P	Previous top of page
I	Up one line

Down	
E	End of file
N	Next top of page
M	Down one line

Left	
J	Back one character
H	Back one word
G	Back one sentence

Right	
K	Forward one character
L	Forward one word
;	Forward one sentence

CONFIGURATION MENU

Control-C or Control-T — To get to the Configuration Menu, hold the Control key down and press the C or T key while the disk is booting (before the MAGIC SLATE II Main Menu appears on the screen). The Configuration Menu can also be reached by selecting SET CONFIGURATION from the Utilities Menu.

Printer/card/slot — Sets the type of printer and card. Both the card and the printer must be set correctly for MAGIC SLATE II to print.

Default options — Sets the MAGIC SLATE II default values to your preferences. These options include: Typeover or Insert mode, Measurement system, Preset format, and Paper format.

Data disk location — Specifies the location of the data disk. Specifies whether MAGIC SLATE II will work with one or two disk drives, or other devices.

Advanced options — Sets the file system (Basic or Enhanced) and virtual memory file location.

SAMPLE 80 COLUMN EDITING SCREEN

Page number the cursor is on.
Line number the cursor is on.
Column number the cursor is on.
The name of your file.
Shows a tab stop.

```
Page:001  Line:002  Column:039  File:FIRST
This is the first time I have used Magic Slate II.

Next, I will save what I have written.
```

Shows a submargin setting.

CTRL-Q brings you back to the Main Menu.

♂-? shows you a list of available commands.

TYPEOVER - Use CTRL-E for Insert, ♂-? for help, CTRL-Q for Main Menu.

Shows the mode you are currently in - Typeover. CTRL-E switches mode to Insert.

PRINT

Print is selected from the Main Menu.

Existing Format — Prints your file as seen on the screen.

Paper Format — Prints your file to fit a standard 8 1/2 x 11 sheet of paper.

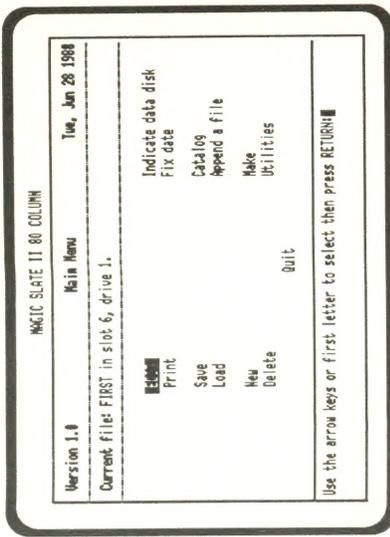**Quick Format** — Allows you to double space, number pages, or print a fast copy in text mode.

Custom Format — Allows you to create your own format. See Format File.

PRIMARY COMMANDS

Command	Function	Explanation
Control-B	Block commands	Moves or modifies blocks of text.
Control-C	Change justification	Changes justification (right, left or both sides) and paragraphs.
Control-D	Delete text	Deletes characters, words, sentences, and paragraphs.
Control-E	Typeover/Insert	Switches between Typeover and Insert mode.
Control-F	Format file	Sets paper length; top, bottom, left, and right margins; paper width; headers, footers; page numbers; printing mode.
Control-G	Gets deleted text	Recovers text most recently deleted using Control-D.
Control-N	Nonbreakable space	Puts a space between words that shouldn't be divided by an end of line. Symbolized by ....
Control-O	Other typestyles	Changes typestyle.
Control-P	Page break	Ends the page immediately. Symbolized by ♦.
Control-Q	Quit	Returns to the Main Menu.
Control-R	Replace	Replaces a character, word, or phrase with new text throughout the file. Ctrl-W may be entered as a wild card.
Control-S	Search	Searches the file for a character, word, or phrase. Ctrl-W may be entered as a wild card.
Control-T	Set/Clear tabs	Switches the tab stops off and on. Used with the TAB key.
Control-V	Vertical spacing	Changes the vertical spacing to single, 1 1/2, double, or 2 1/2.
Control-Y	Cursor flags	Allows numbered cursor flags to be defined or deleted. ESC Y moves to a cursor flag.
⌘-C	Check spelling	Checks the spelling or counts the words in the file in memory.
⌘-L	Look up word	Checks spelling of the word at the cursor.
⌘-(0-3)	Select submargin	Selects the outside margin or one of the three numbered submargins. Submargins are set using ⌘-M.
⌘-M	Sets submargin	Sets left and right submargins. Used with ⌘-(1-3).
⌘-P	Student Planner	Turns the Student Planner on/off.
⌘-S	Save	Saves the file using the current name without going to the Main Menu.
⌘-_	Underline character	Underlines or removes underlining.
⌘-? or Option-?	Keyboard macros	Allows keyboard macros to be defined or removed.
⌘-?	Help	Displays Help Menu.
ESC	Cancel current operation	Cancels current operation, and returns to Typeover or Insert mode.
ESC	Cursor Move	Switches to Cursor Move.

BLOCK COMMANDS
(# signifies the number of the block)

After typing Control-B:

?	Shows menu of block commands.
1-9	Marks the beginning or end of block(s).
U #	Unmarks block #.
M #	Moves block #.
C #	Copies block number #.
O #	Changes the typestyle of block #.
D #	Deletes block #.
S # filename	Saves block # as filename.
L filename	Loads block filename.
ESC	Cancels block command.

DELETE COMMANDS

After typing Control-D:

Arrows	Mark additional text.
D	Marks the next character.
W	Marks the next word.
S	Marks the next sentence.
P	Marks the next paragraph.
RETURN	Deletes the marked text.
ESC	Cancels the Delete.

KEYBOARD MACROS
(key signifies a definable key)

After typing ⌘-? (or Option-?):

key	Begins defining macro for key. Type ⌘-key to end definition.
DELETE	Removes all macros from file.
ESC	Cancels – returns to Editor.

⌘-key from editing screen performs the macro.

FORMAT FILE

The format of a file may be preset from the Configuration section, changed from the Editing screen by using Control-F, or temporarily changed from the Print section by selecting Custom Format.

Settings displayed here are in inches. The measurement system can be changed to centimeters from the Configuration Menu.

Preset at:

Paper width	The width of your paper.	8
Left margin	The space reserved for the left margin.	2
Right margin	The space reserved for the right margin.	2
Paper length	The length of your paper.	11
Top margin	The space reserved for the top margin.	1
Bottom margin	The space reserved for the bottom margin.	
Header	Text printed in the top margin of every page. Control-C will change justification. A "#" will place a page number in that position.	1
Footer	Text printed in the bottom margin of every page. Control-C will change justification. A "#" will place a page number in that position.	

Four printing modes are available:
Graphics/Fixed width Graphics/Proportional
Text/Fixed width *Text/Proportional

*requires an Apple ImageWriter II

OTHER TYPESTYLES

Typestyles available in MAGIC SLATE II:

Plain Text	Italics	SuperScript
BoldFace	Outline	
Underline	Stencil	SubScript

MAGIC SLATE

A word processing program for a wide range of levels.

DESCRIPTION: Sunburst is calling *Magic Slate* ''The word processor that grows with you.'' They're right! *Magic Slate* can meet the word processing needs of everyone from first graders to top-level administrators—including many people for whom the small print and complex procedures of other packages made word processing an inconvenience, if not an impossibility.

This is possible because *Magic Slate* is in reality three word processors in one: a 20-column, large-letter version for beginning and visually impaired students; a 40-column intermediate version which features six type styles as well as the usual word processing capabilities; and an 80-column, professional version with advanced word processing features such as split-screen viewing. All three versions are contained on a single disk; users select which version they will work in at the beginning of the program. *(Note: The disk reviewed here did not include the 80-column version, which is due this month.)*

The three versions share a number of common features, including an icon-based main menu that lists the eight basic function options. Control-key commands, governing type modes and styles, cursor and type movement, formatting, etc., are uniform across all three versions, and are summarized in a quick-reference card. Some of the more sophisticated tricks, however, are unavailable in the 20-column format; in 20 columns, for example, the only extra typeface is underlined text—which is itself a plus over most comparable packages.

As usual, Sunburst provides a wide variety of support materials, ranging from a workbook for young students to a comprehensive assortment of teaching ideas. The workbook, designed for use with the 20-column version, is particularly helpful. Called ''My own Magic Slate,'' it comprises

a dozen reproducible worksheets (each with its own teaching guide) that reinforce the student's mastery of *Magic Slate's* features after they have been presented by the teacher. The ten additional teaching ideas, for use with the 40-column version, suggest activities for using the program in a variety of subject areas. There's also a separate tutorial handbook for the 40-column format.

STRENGTHS: The inclusion of three versions in a single package make *Magic Slate* an extremely flexible tool. This flexibility is due to more than the variety of column widths available, however; *Magic Slate* can be used for so many purposes because it combines a procedure simple enough for elementary students to master with a range of capabilities that would satisfy almost any word processing needs. All of the sophisticated word processing features you would expect from a more complicated program—such as the ability to search and replace, to format

> ## "Quite simply, it's the best word processor we've taught with."

Icons depict user's options in the main menu of Magic Slate.

pages, and to type in a variety of typefaces—are easily accessible. In fact, we've found that editing documents is easier with the 40-column version of *Magic Slate* than with *Apple Writer*, our previous choice for professional word processing.
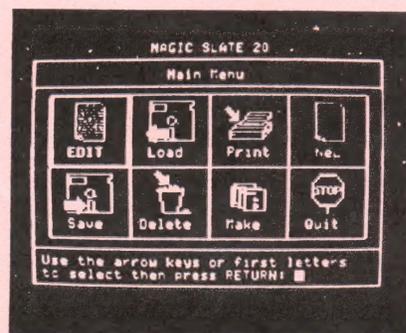
WEAKNESSES: Printing documents that take full advantage of the program's fancy printing features can be tricky. If you have the right combination of printer card and printer, you can make printouts containing the big letters in the 20-column format, or the different typefaces of the 40-column format. A screen at the beginning of the program lists the devices that will enable you to print in these ways and enables you to enter the card and printer you will be using. If your hardware is not on these lists, you can still print conventional text with any additional features as your printer allows—but not in 20 columns. If you don't have the right card and printer, it's worth it to invest in them.

SUMMARY: With its simple set-up and various special features, *Magic Slate* brings the ease of expression that word processing encourages to students (and others) who previously may not have had access to it. Word processing is not new to elementary schools, by any means; we've taught elementary students with such programs as *The Bank Street Writer, The Milliken Word Processor, Apple Writer*, and *Homeword*. But for elementary students, *Magic Slate* tops them all. Quite simply, it's the best word processor we've taught with.
—*Reviewed by Ann Dana, Microcomputer Consultant, Hinsdale Elementary District 181; and Barbara Sandy, Teacher, Oak School, Hinsdale, IL*

Hardware: Apple II family
Source: Sunburst Communications, Pleasantville, NY 10570 (800/431-1934)
Price: $89.95
Preview: 30-day previewing allowed
Backup: Included