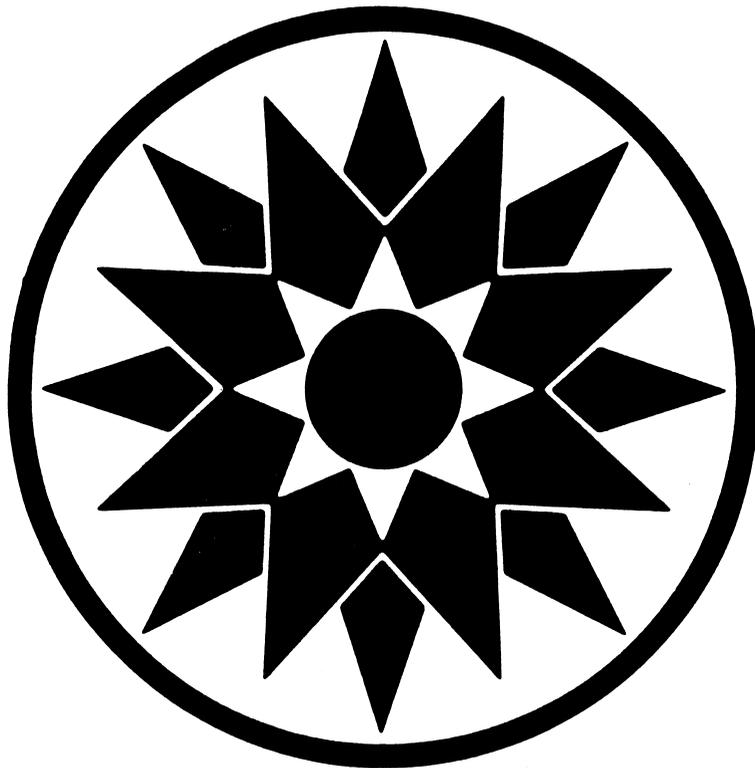


Teacher's Guide

I Can Write!

For Magic Slate II

Apple



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I CAN WRITE!

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INTRODUCTION

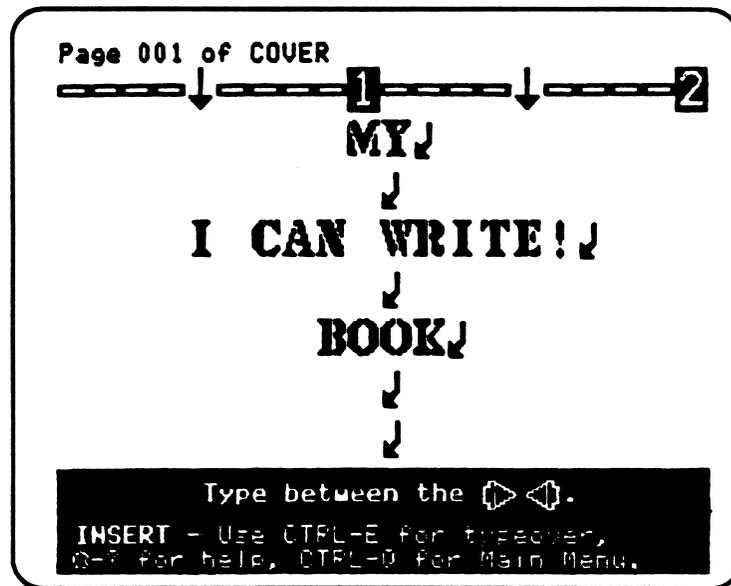
I Can Write! blends traditional language arts objectives with imaginative writing exercises to introduce young students to word processing. *I Can Write!* both excites and eases a student's first efforts at creating words, sentences, and stories on *Magic Slate II*.

Students participate in a unique book-building venture in which they explore a wide range of composition activities and word-processing functions. The writing challenges range from open-ended explorations of a student's identity to more formal language objectives, such as changing a monster's description with new adjectives or commanding its actions with different verbs. When students complete all of the files, the collected printouts are assembled into a bound book—an attractive record of what they've learned and written.

The *I Can Write!* program includes 25 files (lessons) that use large print (20-column-size letters). The Teacher's Guide includes warm-up exercises, teaching strategies, discussion topics, and complete student examples. In addition, the guide suggests activities for enhancing and expanding the concepts taught.

I Can Write! must be used with *Magic Slate II* (20 column) on an Apple computer with 128K. The package includes the *I Can Write!* data disk, a back-up, and this Teacher's Guide.

I CAN WRITE! TEACHING OBJECTIVES



SKILLS:

- *Word Processing:* loading, editing, saving, and printing files
- *Language Arts:* the alphabet; nouns, verbs, adjectives, adverbs, and conjunctions; word order and sentence patterns; punctuation; narrative, descriptive, and explanatory writing styles; paragraph form

GRADE LEVEL:

2

NUMBER OF FILES:

25

TIME REQUIRED:

10 - 20 minutes per file

OBJECTIVES:

- To introduce and develop word processing with *Magic Slate II*.
- To explore and supplement language arts activities at the second grade level.
- To introduce the concept of "book building" and to produce a book for each student.
- To encourage creative writing.

BEFORE YOU BEGIN USING *I CAN WRITE!*

Teachers need to do three things before starting:

- Adjust the printer and printer card.
 - Configure your disk for the location of your data disk.
 - Make copies of the *I Can Write!* disk for students.
- ◆ **Adjust the Printer:** You should adjust *Magic Slate II* to work with your printer and card before making student copies of *I Can Write!*
1. Remove the write-protection sticker from the *Magic Slate II* disk before putting it in the disk drive (remove write-protection sticker from a 5.25 inch disk or slide the write-protection tab on a 3.5 inch disk).
 2. Turn on the computer and immediately hold down the **Control Key** and press the **C** (or **T**) Key while *Magic Slate II* begins to load into the computer. The Configuration Menu should appear.
 3. The **PRINTER/CARD/SLOT SETTINGS** option will already be highlighted. Press **Return** to select.
 4. Press **Return** again to select **PRINTER TYPE**. Choose the type of printer you have with the Arrow Keys and press **Return**.
 5. Select **INTERFACE CARD** and press **Return**.
 6. Choose the type of card you have or the port (Apple IIc) that's used. If you have an Apple IIe, you'll also have to specify the slot (usually Slot 1).
 7. Select **TEST CARD AND PRINTER** and press **Return**.
 8. Turn the printer on and press **Return** to run the test. Your printer must print the graphics mode test to produce 20-column, large character type. Refer to your *Magic Slate II Reference Manual* for more instructions.
 9. Select **BACK TO CONFIGURATION MENU**. Then select **EXIT** and press **Return** to go back to the Main Menu. Once you've set *Magic Slate II*, even if you quit the program and turn off the computer, the printer settings will remain that way until you change them again.
 10. Remove the *Magic Slate II* disk from the drive. Replace the write-protection sticker (on a 5.25 inch disk), or slide the write-protection tab back into place (on a 3.5 inch disk). **DO NOT REMOVE THE WRITE PROTECTION AGAIN UNLESS YOU WANT TO CHANGE THE DISK CONFIGURATION.**

Before You Begin

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

- ◆ **Configure Your Disk for the Location of Your Data Disk:** *Magic Slate II* is shipped with the Configuration set for one drive. If you will be using two drives (*Magic Slate II* in drive 1 and your data disk in drive 2), you will need to set this on your *Magic Slate II* disk.
 1. Remove the write-protect sticker from the *Magic Slate II* disk before putting it in the disk drive (remove write-protection sticker from a 5.25 inch disk or slide the write-protection tab on a 3.5 inch disk).
 2. Turn on the computer and immediately hold down the **Control** Key and press the **C** (or **T**) Key while *Magic Slate II* begins to load into the computer. The Configuration Menu should appear.
 3. Select **DATA DISK LOCATION** from the Configuration Menu and press **Return**.
 4. Select **Two Drives** and press **Return**.
 5. The Configuration Menu will now indicate a data disk location of drive 2.
 6. Select **EXIT TO MAIN MENU** to go back to the Main Menu.
 7. Remove the *Magic Slate II* disk from the drive. Replace the write-protection sticker (on a 5.25 inch disk), or slide the tab back into place (on a 3.5 inch disk). **DO NOT REMOVE THE WRITE PROTECTION AGAIN UNLESS YOU WANT TO CHANGE THE CONFIGURATION OF YOUR DISK.**

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

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

To make copies of *I Can Write!*, follow these steps:

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

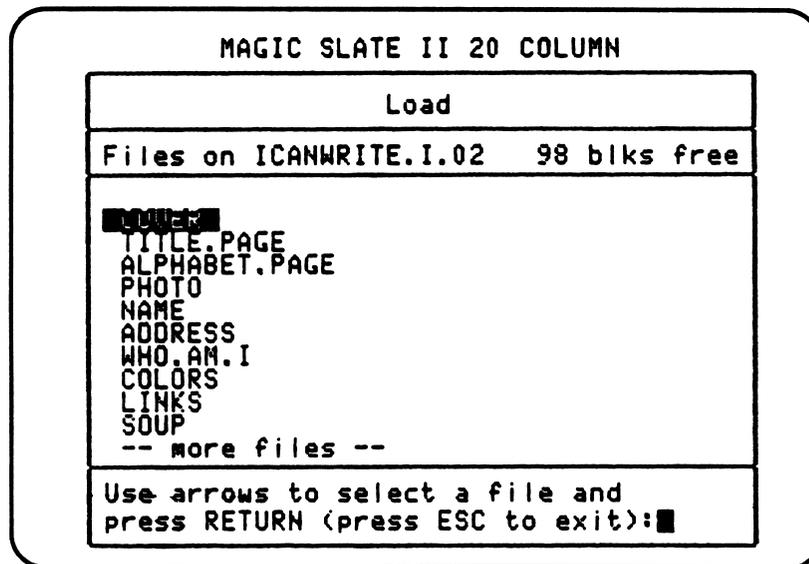
2. When the Main Menu appears, press **Control-T** to see the Utilities Menu.
3. Select **Copy files/disks**.
4. Select **Copy disks**.
5. Indicate your **Source drive** (drive to copy from).
6. Indicate your **Destination drive** (drive to copy to).
7. Remove the *Magic Slate II* disk.
8. Put the *I Can Write!* disk into the Source drive you chose.
9. Put the blank disk into the Destination drive you chose. (If you are using only one drive, you will be told to switch.)
10. Press **Return** to copy the disk. You will be asked if you want to copy another disk. Make as many copies as needed by answering "yes" and repeating these steps. *Magic Slate II* will automatically give each copy its own name by using the name of the original disk plus a 3-digit random number.

USING / CAN WRITE!

All of the *I Can Write!* lessons work in the same way. Students **LOAD** a file, go into **EDIT**, and enter or add to the text. They **SAVE** and **PRINT** the file, then **QUIT** when they are finished.

The basic steps for working with an *I Can Write!* file are outlined below. (Also see the "Quick Reference Sheet" on p. 9.)

1. **LOAD a file:** When students are ready to begin, insert *Magic Slate II* into the disk drive and turn on the computer and monitor.
 - When the Main Menu appears, remove *Magic Slate II* from the disk drive and insert a student's copy of the *I Can Write!* disk. (If using two drives, leave *Magic Slate II* in drive 1, put *I Can Write!* in drive 2.)
 - Students load a file by choosing **LOAD**. They use the Arrow Keys or press the L Key (as in "Load") and press **Return**.
 - A list of all the file names appears on the screen. Students highlight the file they want to work on using the Arrow Keys, then press **Return**.



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

3. **Enter text:** When working with second graders, you or an assistant should help students with the instructions. Students type in their own words between the arrows, or change words that are already there. Note that the only place students can type is *between the arrows*—thus they can't accidentally erase any of the other text. They may have to be prompted through the activity in the beginning. As students progress, they'll require less teacher supervision.
4. **SAVE a file:** When students have finished writing, they should save their work to their disk by holding down the **Open Apple Key** (⌘) and pressing the **S Key**. (**Note:** A file can also be saved by returning to the Main Menu and selecting **SAVE**. The purpose of having students save their file *before* they return to the Main Menu is to get them into the habit for the future. When working with longer files, it is a good idea to save periodically while still in the file, in case of power or equipment failure.) Explain to students that "saving a file" means their work on the screen is copied from the computer to the disk, so they can go back and change their work whenever they want. The work will always be there for them, as long as they save it properly (see p. 12, "Getting Acquainted: Carl in Four Places").
5. **Return to Main Menu:** To return to the Main Menu, students press the **Control Key** and then the **Q Key**. (You might want to explain to students that the process is like stepping down stairs—first one Key, then another.)
6. **PRINT a file:** The last step in working with a file is printing the page:
 - Students choose **PRINT** from the Main Menu by using the Arrow Keys or pressing the **P Key** and then **Return**.
 - Students are asked to confirm their choice of a file to print. To answer "yes" (the default), they simply press **Return** again.
 - They're also asked about printing format. Pages look best with "Paper Format," so students should highlight this format and press **Return**.
 - Then they're told to make sure the printer is on and the paper properly set. They press **Return** one more time to begin printing.
7. **Complete the page:** The file may include instructions for students to draw pictures on their printout. When they are finished, students place the page in a folder or binder, which will later be assembled into a book. Students can make a folder by folding a piece of construction paper.
8. **Make a book:** When students have finished *I Can Write!*, the book can be bound. For example, their folder can be stapled at the side, with the **COVER** page from the first file pasted on the front. Or, they can punch three holes along the spine of the folder so that the whole thing is held together by yarn or removable tacks. For more ideas on book building and assembling see Sunburst's *You're The Author! From First Draft to Book*.

Special Notes:

1. **INSERT vs. TYPEOVER:** The *Magic Slate II* **EDIT** screen is initially set to **INSERT** mode. In this mode letters typed in will insert themselves in the current text. In **TYPEOVER** mode, students erase any characters the cursor is over when they type. Because each *I Can Write!* file is designed so that students can only type between the arrows, the only text they could delete in **TYPEOVER** mode is text between the arrows that they have entered themselves. To switch back and forth between modes, use **Control-E**.
2. **Screen vs. Page:** The writing screen of *Magic Slate II* shows only one part of the actual printed page. In order for students to understand how their work on the screen is related to the printout that results on paper, they need to learn the difference between what they see on the computer screen and the page.
3. **The Paragraph Mark (↵):** Students should be introduced to the "bent arrow" that marks the end of a paragraph on the screen. The original text and instructions of *I Can Write!* are marked by these arrows to show where paragraphs end. As text is typed in by students, additional lines may appear in the writing, but the format of the text below these markers won't be affected. Students can make the bent arrow themselves by pressing the **Return Key**.
4. **Modifying *I Can Write!*:** Each *I Can Write!* file was created using a feature of *Magic Slate II* called "Make fill-in file." In this mode students can only type between the arrows, and thus cannot accidentally delete any of the original text. However, if you wish to edit the file you can do so by going into "Make fill-in file" and changing or adding text wherever you wish. To do this, follow these steps:
 - Make a copy of the original *I Can Write!* disk (the disk is write-protected, so the text and instructions in the files can't be changed by accident). See *Make Student Copies*, p. 4, if you need instructions.
 - **LOAD** the file you wish to change, then select **EDIT** to get into the file.
 - Press **Control-⌘-F** to turn on "Make fill-in file." At this point you can type in wherever you wish. If you want to add arrows for students to fill in, place the cursor at the point you want the arrows and press **⌘-A**. To delete arrows, place the cursor between the arrows and press **⌘-D**.
 - When you are finished editing the file, press **Control-⌘-F** to turn off "Make fill-in file," press **⌘-S** to save the file, and then **Control-Q** to return to the Main Menu.
6. **Keyboarding Skills:** Some students may need to learn keyboarding skills before starting *I Can Write!* If you feel your students need help with this, Sunburst's keyboarding program *Type to Learn* will be of interest to you.

***I CAN WRITE!* QUICK REFERENCE SHEET**

How a Lesson Works

1. Put *Magic Slate II* into the disk drive and turn on the computer.
2. When the Main Menu appears, remove *Magic Slate II* and insert your copy (not the original) of the *I Can Write!* disk.
3. Select **LOAD**.
4. Choose the file you want to work on and press **Return**.
5. Select **EDIT**.
6. Follow the instructions for the lesson.
7. **SAVE** your work by pressing **⌘-S**.
8. Press **Control-Q** to return to the Main Menu.
9. Select **PRINT** to print your work. (Choose Paper Format.)
10. Select **QUIT**.
11. Complete the page by following instructions to make a drawing or write a sentence.
12. Put the page in the folder for your book.

HOW TO USE THE LESSON PLANS

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

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

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

1. **Teaching Objectives:** A Lesson Plan begins with a list of the language arts and word processing skills students develop with the file.
2. **Terms Introduced:** When a lesson deals with terms that may need to be explained to students—either word-processing vocabulary (for example, "cursor" and "Delete Key") or words related to the content of the lesson (for example, "title" and "author")—they're listed for easy reference.
3. ***Magic Slate II* Functions:** Students use certain keys and key sequences to work with each file. The functions introduced in a lesson are listed with a brief description.
4. **Prewriting for the Lesson:** You can introduce each file with a variety of discussion topics and warm-up exercises. You may want to discuss the *content* of the lesson (for example, what a title page is); the language arts *focus* (for example, adjectives and descriptive writing, or irregular verbs); and the word-processing *functions* involved (for example, scrolling, or Search and Replace). Each Lesson Plan contains suggestions for a preliminary classroom discussion.
5. **Using the File:** This section gives step-by-step written directions to give students before they work through the file.

6. **Completing the Page:** In most of the lessons, students make a drawing or write a sentence by hand on the printout. This section describes what they need to do before putting the page in the folder for their book.
7. **Additional Activities:** You may wish to expand upon the basic instructions for a file, depending upon your students' ability levels. You can delete and insert more words—or even have students add their own sentences to a story.

GETTING ACQUAINTED CARL IN FOUR PLACES

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

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

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

If Carl wanted to change a letter, he could use the Arrow Keys to move the cursor back and replace it. Explain to students that they can move the cursor over any place they've typed, and have Carl demonstrate this. It's also important that students learn the difference between the screen and the printed page—and how they can *scroll* with the cursor to see more of the page.

Ask Carl to move the cursor to the bottom of the screen by repeatedly pressing the **Return Key**. Each time he presses **Return** a *bent arrow* appears on the screen and he starts a new line. And when he gets to the bottom and keeps pressing **Return**, the lines at the top of the screen disappear, allowing for new lines below. This is called *scrolling*. He should type something at the bottom of an empty screen so students can see the scrolling effect. As Carl keeps moving down, he'll come to the beginning of the next page ("pg 002").

Ask Carl to go back to the top of the page by repeatedly pressing the Up Arrow Key. It's a good idea to let all inexperienced students explore the screen in this fashion before they start the *I Can Write!* lessons.

When Carl returns to the top of the page, tell students that he will now put his file (whatever he typed) in two more places. First he will *save* the file on the data disk. Show students what this disk looks like if they haven't examined one already. Then, with the data disk in the disk drive, tell Carl to press **⌘-S** to save the file (you can also Save a file from the Main Menu by choosing **SAVE**). The disk drive whirs as it stores the file. Explain that what Carl typed is now stored *on the disk*. Even if you turn off the computer and the file disappears from the computer's memory, Carl's work will still be on the disk.

You might want to demonstrate this by actually turning off the Apple and then restarting *Magic Slate II*. Then reinsert the data disk. Tell Carl to return to the Main Menu by pressing **Control-Q**. Choose **EDIT** and show how Carl's letters are no longer on the screen or in the computer. Choose **LOAD** from the Main Menu. A list of files that are on the disk will appear, and **TEACHER** will be among them. Load the file and go back into **EDIT**, where Carl's work will be on the screen again.

Review the first three places Carl's files can be: 1) on the screen, 2) inside the computer, and 3) on a data disk. Then explain that it can also be in a fourth place—*printed* on a piece of paper. Choose **PRINT** from the Main Menu and follow the instructions on the display to print out Carl's work (use Paper Format).

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

Lesson Plans: 1–3
Starting My I CAN WRITE! Book

Lesson 1: My Book

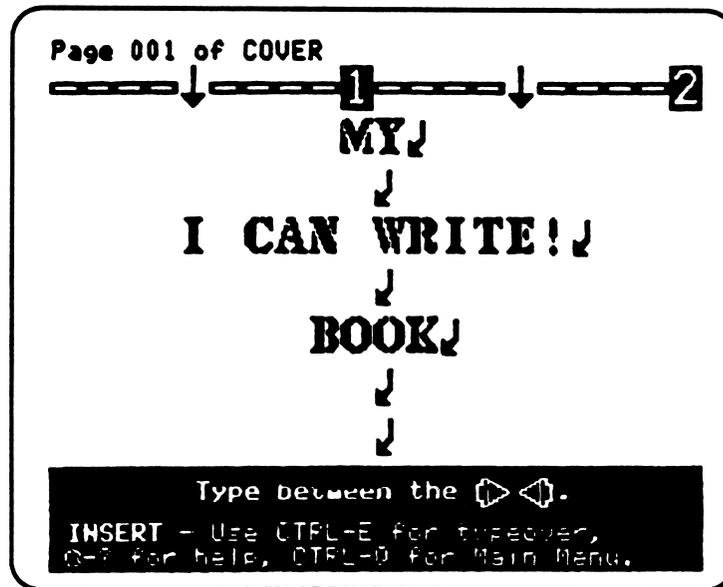
Lesson 2: My Title Page

Lesson 3: Alphabet Page

The first three *I Can Write!* files introduce students to building a book, as well as *Magic Slate II* editing functions. Students produce the cover, title page, and the opening alphabet page of their own books. At the same time, they work with the alphabet, the correct form for proper names (an initial capital letter followed by lowercase letters), abbreviations (Mr., Mrs., and Ms.), and the concept of "identity" (name, address, grade, and school).

Lesson 1: My Book

File name: COVER



Teaching Objectives

- To introduce *Magic Slate II* to students.
- To introduce the concept of a book and how to "build" a book.
- To print a cover for the student's own book.
- To give students practice writing their name.

Terms Introduced

title	page
author	cover

Magic Slate II Functions

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

Prewriting for Lesson 1

You can open the discussion of the first lesson by announcing to students that they are about to begin a special project on the computer to create a book. It will be their very own book. It will be 25 pages long and full of important information, stories, poems, and drawings. They might even meet a friendly monster.

You can also discuss the concept of "book building" at this time. Try asking, "What is a book?" As students respond, emphasize that there are several parts to a book. On the **cover** is the **title** of the book and the name of the person who wrote it. The title of a book tells what the book is about. The person who wrote the book is called an **author**. You can introduce the first *I Can Write!* file by telling students that they'll be creating their own book covers.

Using the File

1. **LOAD** the file **COVER**. In this case, the first file name will already be highlighted on the list. Simply press **Return** to load it.
2. After loading the file, the Main Menu reappears with **EDIT** highlighted. Press **Return** to edit.
3. When you're ready to begin work, move the cursor with the Arrow Keys until it is between the double arrows three lines below "by." After you've positioned the cursor in the right place, make sure the **Caps Lock** Key is down.
4. Type your name. Use the **Space Bar** to add a space between your first and last name. The name will be automatically centered as you type.
5. If you make mistakes, you can erase letters by pressing the **Delete** Key. You may also want to delete the character that the cursor is on by holding the **Control** Key and pressing the **D** Key.
6. Save your work by pressing the ⌘ Key (Open Apple Key) and the **S** Key.
7. Press the **Control** Key and the **Q** Key to return to the Main Menu.
8. Now **PRINT** your file (use Paper Format).
9. Choose **QUIT** from the Main Menu to end the lesson.

Completing the Page

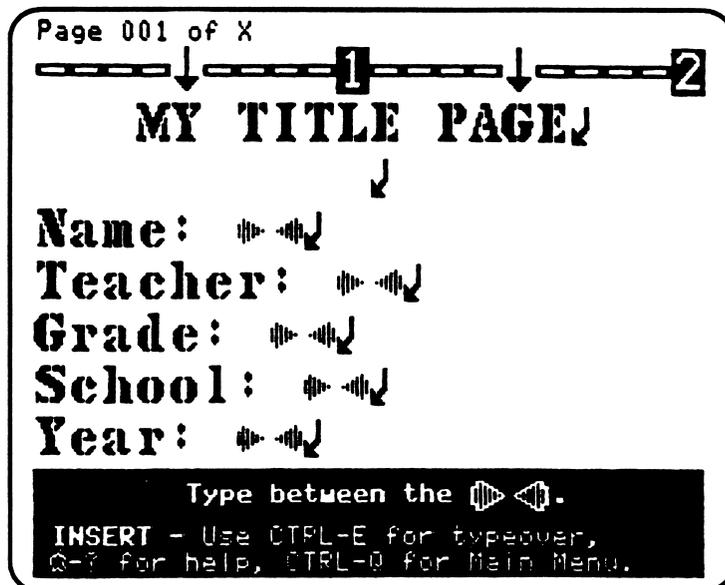
Paste the completed cover page on the front of the folder for your book to make your book cover.

Additional Activities

Encourage your students to draw a picture on their cover with crayons or marker pens. Or they might create a collage with pictures from old magazines. (See Sample Student Book, p. 90, for more ideas.)

Lesson 2: My Title Page

File name: TITLE.PAGE

**Teaching Objectives**

- To give students practice in writing their names.
- To distinguish between capital and lowercase letters in names.
- To introduce abbreviations such as Mr., Mrs., or Ms.
- To make the title page for *My I Can Write! Book*.

Terms Introduced

title page	abbreviations
capital letters	center
lowercase (small) letters	

Magic Slate II Functions

- Shift Key** - to type capital letters, one at a time.
- Control-C** - to center text.

Prewriting For Lesson 2

You might want to start this lesson by reviewing the concept of "title" and "author" from the last lesson. Ask what other things a reader might want to know about a book before beginning to read it. Incorporate student responses into an explanation of how all printed books have a **title page**—which lets the reader know the details of where a book was made and printed. In *My I Can Write! Book*, the title page will tell readers *who* is writing the book, *who* is the teacher, *which* grade the student is in, *which* school, and *when* the book was written.

List all of the title page information on the chalkboard (*Name, Teacher, Grade, School, and Year*), so students can write it down before going to the computer. This is particularly important if students must go to a computer lab that is separate from the classroom.

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

Point out to students that the title on the first page of their books is **centered**. Explain that titles are often centered in a book. To center a word or words in *Magic Slate II*, press **Control-C** before you type the word or words. Press **Control-C** again to stop centering. (**Note:** Because the files in *I Can Write!* were created using "Make Fill-in File," students will not be able to use the centering option in these files. However, you might want to create a file that students can use to practice this function.)

Using the File

1. **LOAD** the file TITLE.PAGE. Choose **EDIT** and press **Return**.
2. Move the cursor down so that it is between the double arrows after "Name."
3. Hold the **Shift Key** down to type a capital letter. The first letter of a person's name is always capitalized. Be sure to release the **Shift Key** for the remaining letters.
4. After you've finished your name, place the cursor between the double arrows after "Teacher." Insert your teacher's name, then continue the process of typing in information for Grade, School, and Year.

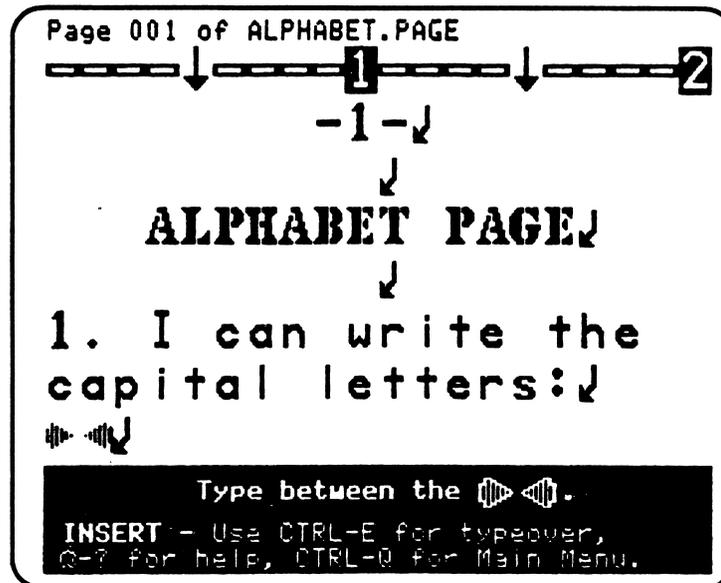
5. When finished, **SAVE** the file.
6. Return to the Main Menu by pressing **Control-Q**.
7. **PRINT** the file.
8. Choose **QUIT** from the Main Menu.
9. Put the completed title page into the folder for your book.

Additional Activities

1. Students can draw a picture of their school on the printout—or attach a photograph. Discuss other ideas about a drawing for their title page.
2. Some students may want to expand the "Year" line of the title page to include the complete date. You delete the word "Year" and replace it with "Date" by opening "Make fill-in file" (see p. 8). Then students can insert the month, day, and year in front of the bent arrow (paragraph marker). Inserting the full date may lead to further discussions about abbreviations (such as Jan., Feb., Oct.)—and to what a *comma* is and why it's used in the traditional form for dates: January 20, 1988.

Lesson 3: Alphabet Page

File name: ALPHABET.PAGE



Teaching Objectives

- To review the alphabet—both capital and lowercase letters.
- To become familiar with the keyboard.
- To review using the **Shift** Key to produce capitals.
- To review the correct form for proper names.

Terms Introduced

alphabetical order

page one

Prewriting for Lesson 3

The keyboard's alphabet is the foundation of word processing. It is through these oddly arranged keys—a very different arrangement than the "A-B-C" order learned at first—that students will articulate their thoughts, feelings, and observations on the computer. In the third *I Can Write!* lesson's simple review of the alphabet, students should watch their finger strokes transform the keyboard letters into **alphabetical order** on the screen.

Open this lesson with a brief discussion of the importance of the alphabet to all of the writing they'll do. You might want to describe some objects or animals that letters resemble: the letter "S" as a snake, or the letter "B" as a butterfly's wings.

You might also want to explain to students that the alphabet page will be **page one** of *My I Can Write! Book*. The cover and title page introduce the book, but they aren't numbered. In each *I Can Write!* file after the cover and title pages the page number will appear in the top center of the page.

Using the File

1. **LOAD** the file ALPHABET.PAGE. Choose **EDIT** and press **Return**.
2. Press down the **Caps Lock Key** so you can type all capitals. Place the cursor between the double arrows under #1, then type the whole alphabet in "A-B-C" order. Remember that the order of the letters on the keyboard is not the same as alphabetical order.
3. Release the **Caps Lock Key**. Place the cursor between the double arrows under #2 and type the whole alphabet in lowercase letters.
4. Move the cursor back up to the capital letters and use the **Space Bar** to type a space between each letter. Try moving the cursor by pressing the appropriate **Arrow Key** with one finger, then quickly thumbing down the **Space Bar**—a "keyboard rhythm" that can take you through the alphabet very fast. (**Note:** If your students have had some previous experience with the keyboard, you might ask them to type in spaces between the letters when they're first entering the alphabet. That way, using the **Space Bar** will become part of the typing process right away.)
5. Use the same procedure to insert spaces between lowercase letters.
6. Place the cursor between the double arrows after #3. Type your first name in proper form, using the **Shift Key** to enter an initial capital letter.

7. **SAVE, PRINT**, then **QUIT** from the Main Menu.
8. Put the completed page in the folder for your book.

Additional Activities

Print letters in pencil or marker pen beneath the letters on the printout.

Lesson Plans: 4 –7
Who Am I?: Names and Places

Lesson 4: My Photo

Lesson 5: My Name

Lesson 6: My Address

Lesson 7: Who Am I?

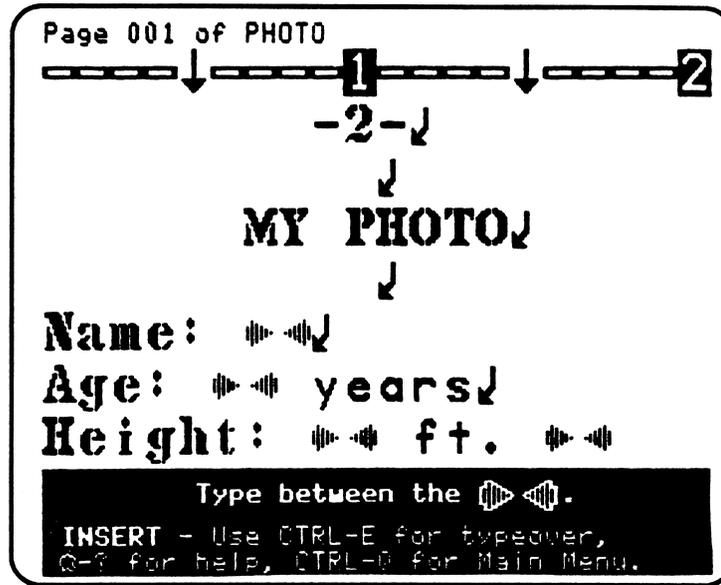
These *I Can Write!* files (4–7) focus on student *identity*:

- what a student looks like (**My Photo**)
- where a student lives (**My Address**)

Students insert pertinent information—such as height, weight, street address, or phone number—as they did in **My Title Page (Lesson 2)**. They also creatively expand upon their own names by building an acrostic from the individual letters (**My Name**). Finally, students work with their first story—a paragraph in which they insert information about themselves (**Who Am I?**).

Lesson 4: My Photo

File name: PHOTO



Teaching Objectives

- To explore the concept of identity.
- To learn and enter the abbreviations for feet, inches, and pounds.
- To review the correct form for proper names.

Terms Introduced

units of measurement	inches (in.)*
height	weight
feet (ft.)*	pounds (lbs.)*

* you may prefer to use meters, centimeters, and kilograms

Prewriting for Lesson 4

If possible, have a tape measure and bathroom scale on hand in class. (If these items aren't available, students can ask their parents about their height and weight the day before the lesson.) If students don't know what their **height** and **weight** are, you can weigh and measure them. **Note:** If you have any students who are overweight, you may want to eliminate weight from the file and substitute something else. (See p. 8, *Modifying I Can Write!*, for instructions.)

Students also can work in pairs and measure each other. This is a good place to explain that one's height is a measure of **feet** and **inches**; one's weight is measured in **pounds**. Feet, inches, and pounds are **units of measurement**. In addition, these units of measurement are often abbreviated, especially on ID cards where there isn't enough space to spell out the full words. You can write the abbreviations on the board for student reference: in., ft., lbs. **Note:** You may prefer to use metric measurements instead. If so, you will need to edit the file to change *in.*, *ft.*, and *lbs.* to *cm*, *m* and *kg*.

Write *Name*, *Age*, *Height*, *Weight*, *Eye Color*, and *Hair Color* on the board. Ask students to describe how they look to one another. Discuss attributes such as eye and hair color, height, and weight. You might want students to talk about what kinds of information are found on a typical ID (identity) card, such as a birth certificate or a library card.

You can also ask: "What do physical descriptions *not* include?" Point out that an ID card or a list of what somebody looks like does not say anything about the way a person feels or what kinds of things a person likes to do. You might want to ask students how they could write about these other "identity" things—everything, such as feelings and thoughts, that isn't included in a physical description. You can suggest that this kind of writing might be what one puts in a story.

Using the File

1. **LOAD** the file PHOTO. Choose **EDIT**.
2. Position the cursor between the double arrows after "Name." Type your first and last names in the correct form: an initial capital letter followed by lowercase letters.
3. Position the cursor between the double arrows after "Age." Type your age.
4. Continue inserting the appropriate information (Height, Weight, Eyes, Hair) until all of the lines are filled. For "Height" and "Weight," insert your information in front of the abbreviations for feet ("ft."), inches ("in."), and pounds ("lbs.").

5. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

1. Paste a photograph of yourself on the printout.
2. Put the completed page in the folder for your book.

Additional Activities

1. Students can draw a picture of themselves with crayons or marker pens instead of pasting in a photograph.
2. Ask students to type in a favorite dessert (for example, "DESSERT: Rocky road ice cream").

Lesson 5: My Name

File name: NAME

Page 001 of NAME

1 2

-3-↓

↓

MY NAME↓

↓

First I wrote my
name down the left
side of the page.

Type between the  .

INSERT - Use CTRL-E for typeover,
Q-? for help, CTRL-D for Main Menu.

Teaching Objectives

- To introduce nouns as places or things.
- To practice horizontal and vertical spacing with *Magic Slate II*.
- To encourage creative word generation by coming up with a word for each letter in a student's name (an acrostic).

Terms Introduced

nouns

proper nouns (names)

Magic Slate II Functions

Return Key - to end a line and start a new one. It is marked by end of paragraph mark (↓).

Prewriting for Lesson 5

An acrostic is a fun way for students to explore the possibilities of their names; it also introduces letters as building blocks that form whole words. You might want to explain that one's name looks like a tree trunk. The students' job is to insert branches (or words) that extend from each letter in the trunk.

The lesson can supplement what students learn about **nouns** in the classroom. You can begin the session by discussing places and things. Ask students to name the objects they see around them in class: desk, chair, pencil, etc. These "things" are nouns. Then point out that "places" are different from things. For example, "class" is a place, and so are "school" and "home." Ask students if they can name other places; you might prompt them with other examples, such as "grocery store" or "farm." Emphasize that places are also nouns. You might want to conclude the discussion of nouns by noting that a person's or place's name—such as Sally or Marcus, Oakland or Boston—is called a **proper noun**. It's different from the general name for a thing or place (such as broccoli or mountains) and that's why the first letter in somebody's name is always capitalized.

You can also try a warm-up game with students before they start the file. If possible, divide the class in half. Then write several letters on the board vertically. Give a point to the side that first comes up with a noun (a thing or place) that begins with one of the letters. Write the full word after each letter. For example:

A animal

B bear

After the class has played this game, introduce the idea of the acrostic—in which each letter of a word begins another word. Write your own name vertically on the chalkboard and then write in things or places that begin with each letter.

Eye

Deer

Ice

Tree

Hill

Have students write their names down on paper and fill in the acrostic before they go to the computer. [Note: The computer leaves only ten spaces for students to write their names. If you have a student with a name longer than ten letters, you have several options. You can go into the file and add the appropriate number of double arrows (see p. 8). You can instruct the student to open up new lines by hitting **Return** after the tenth letter, still staying within the double arrows. Or, you might simply want to encourage the student to use a nickname or a middle name

instead that is shorter, so that the student does not have come up with so many words.] You might want to assure students with longer names that it's O.K. if they don't come up with a word for every letter in their name. They should just fill in as many words as they can.

Using the File

1. **LOAD** the file **NAME** and select **EDIT**.
2. Place the cursor between the double arrows. Then type in the first letter of your name. (You can press the **Caps Lock Key** down and type all of the letters in capitals, or use the **Shift Key**.)
3. Place the cursor between the double arrows on the next line and then type the second letter of your name. (You can only type within the double arrows, so be sure your cursor is always *between* them.) Keep moving down and inserting letters until you've spelled your first name.
4. When you've finished typing your name, move the cursor back up and position it after a letter of your name, but still within the arrows. Then insert the rest of a word for a "PLACE" or "THING." Continue making nouns that begin with the letters of your name until you're finished—or you can't think of any more.
5. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

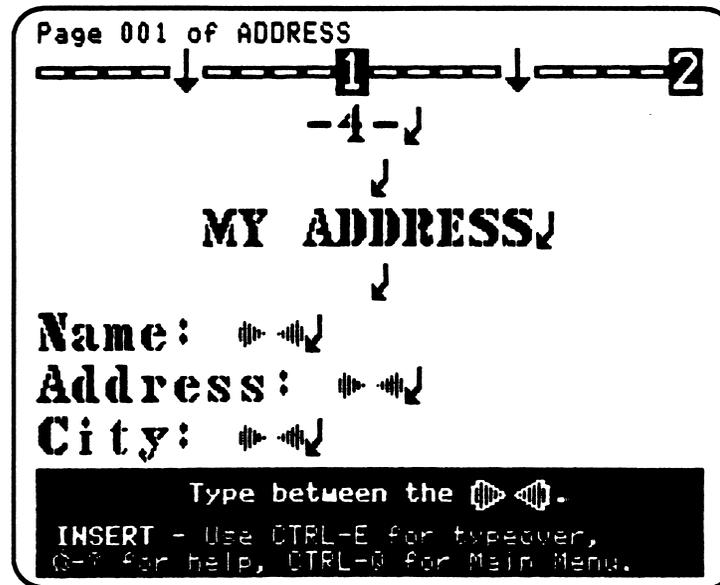
1. Draw a picture on the printout of one of the words you made from your name.
2. Put the completed page in the folder for your book.

Additional Activities

1. If students don't fill in all the letters of their names, encourage them to keep thinking about possible places or things even after the printout is made. They can always pencil in more words on the page. They can even take the printout home and ask their parents, siblings, or other family members for suggestions.
2. Some students may want to do another acrostic. They can load the **NAME** file again, type in their last name, and go through the same activity. Or you can suggest that they try other kinds of words in the acrostic: for example, *proper nouns* (the names of cities or famous people). In addition, they might like to try acrostics that involve a particular theme—such as food, characters in TV shows or books, cars, etc. *Encourage students to be as creative as possible in generating words.*

Lesson 6: My Address

File name: ADDRESS



Teaching Objectives

- To encourage students to think about who they are and where they live.
- To give students practice in writing their full names and addresses.
- To review the correct form for proper names.
- To expand understanding of abbreviations with street and state names.

Terms Introduced

address	state
street	zip code
city	phone number

Prewriting for Lesson 6

You might want to begin the lesson with a discussion of why it's important to know your full **address** and **phone number**. For example: "If you're lost, what are the ways you can use your address and phone information?" You can also ask students what kinds of people they should give their address and phone number to (i.e., police officers)—and to whom they should not. If students don't know their phone number or address, you can tell them to find out when they go home—so they can insert the information in the file the next day. In addition, students may want to know what **zip codes** are and how the post office uses them to sort mail.

During this preliminary discussion, you can also ask students where they think the names for **streets** and **cities** come from. For example: "Why are certain streets named after flowers or trees?" (or people, places, numbers, etc.) Or, if their city was named after a person, ask students why the person was famous—"What do you have to do to get a city named after you?"

You might also want to review abbreviations in discussing street names. Point out that "Street" is abbreviated as "St."; "Avenue" as "Ave." Students will see that abbreviations are shortcuts—and often appropriate ways to save space on street signs and forms. You can suggest that they abbreviate words like "Street" on their own address page. In addition, you can extend the discussion by pointing out abbreviations for **states** (for example, "Calif." or "Ca.").

Using the File

1. **LOAD** the file ADDRESS and select **EDIT**.
2. Position the cursor between the double arrows after "Name." Then type your full name in the correct form: an initial capital letter, followed by lowercase letters for both your first and last name.
3. Position the cursor between the double arrows on the next line ("Address") and insert the number of your home and the street name. **Note:** If you live in an apartment you can add another line with the heading "Apartment." In this case, press **Return** to open up a line. Then type in the apartment heading followed by a colon, then the number.
4. Continue inserting the appropriate information (City, State, Zip, and Phone) until all of the lines are filled.
5. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

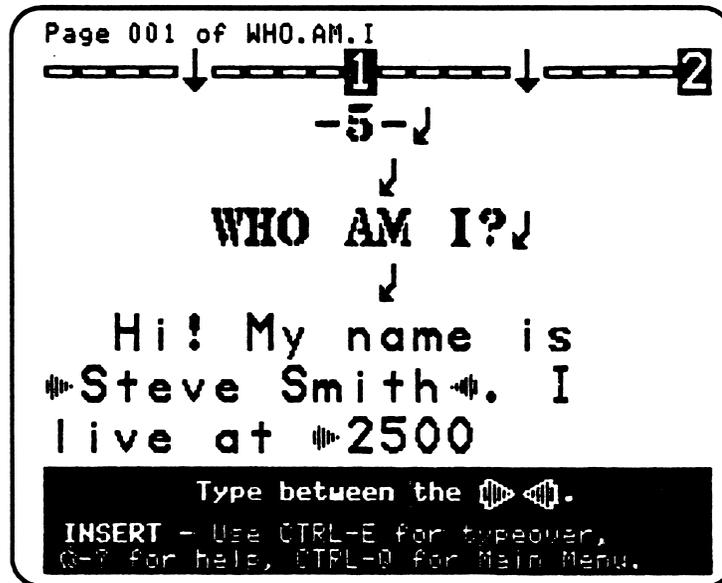
1. Draw a picture of where you live on the printout.
2. Put the completed page in the folder for your book.

Additional Activities

1. Ask students to add another fact about where they live after the last entry, *Phone*—for example, *County, Country, even Continent*.
2. On their drawings, ask students to write the names of different parts of their house such as "door," "roof," "window," etc.

Lesson 7: Who Am I?

File name: WHO.AM.I



Teaching Objectives

- To incorporate address information into a story.
- To introduce the sentence as a group of words in a meaningful order.
- To introduce the idea of a story, or a group of sentences.
- To introduce the insert and delete functions of *Magic Slate II* in the context of a longer piece of writing.

Terms Introduced

sentence
 story
 underlined

Magic Slate II Functions

- Control-D-W** - to delete whole words.
- Control-G** - to recover a word erased.

Prewriting for Lesson 7

Open the discussion for this lesson by playing a "call and answer" game. Begin a conversation with a student based on the *Who Am I?* story in the *I Can Write!* file:

TEACHER: "Are you Steve Smith?"

STUDENT: "No!"

TEACHER: "Who are you?"

STUDENT: "I'm Melinda MacGregor."

TEACHER: "Do you live at 2500 Lowell Street?"

STUDENT: "No way!"

TEACHER: "Then where do you live?"

STUDENT: "I live at 300 Zelda Way. . . ."

After you've gone through this game with three or four students, show the class how the address information for each person can form a **story**. Instead of just listing their names and addresses, students can put each fact into a **sentence**. A sentence is a group of words in a meaningful order. The individual words are building blocks, just as letters are building blocks in a word. (Sentence form is expanded upon and discussed further in the *I Can Write!* files that follow.) And when sentences are put together, a story is created—a kind of writing that describes a person or event. Ask students for example of stories that they've read or heard. Emphasize how flexible a story can be—especially when students create it themselves.

Using the File

1. **LOAD** the file WHO.AM.I and select **EDIT**.
2. Delete the words between the arrows in the story. Try using the full-word delete (**Control-D-W**) function, if you haven't already. Position the cursor on the first letter of the word you want to delete. Then press the **Control Key** , followed by **D** ("D" as in "Delete") and **W** ("W" as in "Word") Keys. When the whole word is highlighted, press **Return** and the word disappears. (You can also bring it back with **Control-G**.)
3. Enter your own address information.
4. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

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

Additional Activities

1. Students can illustrate their story by drawing a picture on the printout.
2. Ask students to add one sentence to the end of the story. For example, "I like pink." (**Note:** You will need to insert double arrows for students to type between. See p. 8 for instructions.)

Lesson Plans: 8 –12
***Describe It to Me: Adjectives, Linking Verbs,
and Conjunctions***

Lesson 8: My Colors

Lesson 9: Is/Are

Lesson 10: Monster Soup

Lesson 11: My Monster

Lesson 12: Monster Story

In *I Can Write!* files 8 through 12, students develop information, complete sentences, and transform stories by inserting adjectives, linking verbs, and conjunctions. Colors are a good way to introduce adjectives to children, and when they're combined with a noun in **My Colors (Lesson 8)**, they can also form the base of a complete sentence. Students explore linking verbs and adjectives in **Is/Are (9)**. In **Monster Soup (10)** they work with conjunctions and explanatory writing to create a recipe for "Monster Soup." **Lesson 11, My Monster**, expands upon **Lesson 4, My Photo**: Students insert the name, age, eye color, and so on, for their own monster. And in **Monster Story (12)** they use that information in an exercise that transforms a seven-year-old child into a monster.

Lesson 8: My Colors

File name: COLORS

Page 001 of COLORS

1 2

-6-

MY COLORS

First I picked four
colors that I like.
Then I thought of a

Type between the  .

INSERT - Use CTRL-E for typeover,
Q-F for help, CTRL-Q for Main Menu.

Teaching Objectives

- To explore and generate color words.
- To introduce colors as *adjectives*—words that modify nouns.
- To develop observational and descriptive skills.

Terms Introduced

adjectives

Prewriting for Lesson 8

Before students begin the file, they should know how to spell different colors. In a classroom warm-up, you can ask students how to spell their favorite color. Put the correct spellings on the board, and students can write the colors on a sheet of paper. Then ask them to name things in the classroom—or outside—that are the same color as the words on the list. Write the "thing" word next to the appropriate color on the board. For example:

RED shoes jacket lips

Tell students that when words like colors go in front of nouns, those words are called **adjectives**.

Using the File

1. **LOAD** the file COLORS and select **EDIT**.
2. Insert four colors between the double arrows on the lines provided.
3. Move the cursor back to each line and type a word (noun) after each color.
4. Choose one color/noun pair and add words to create a full sentence. For example: "*I have a blue bike.*" This is *sentence building*—it's like adding rooms to make a whole house. In most cases, you'll be adding a subject and a verb. However, if you want to use your color phrase as the subject of a sentence (for example, "*A blue bike rolled down the hill.*"), make sure you capitalize the first letter of the first word.
5. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

1. Draw a colorful picture—perhaps based on your sentence—on the printout.
2. Put the completed page in the folder for your book.

Additional Activities

1. Ask students to think of other words that describe nouns: for example, "size" words (large cat, tiny dog), numbers (three chickens), and "feeling" words (nice rabbit, strange house, angry man). List these adjectives on the board and ask students for persons, places, and things that can go after each word.
2. In the file, students can add another sentence to the one they've already created. Encourage them to tell a story by making the sentences go together.

Prewriting for Lesson 9

Before discussing the different kinds of **links** that can be established with "is" and "are," it's important to show students the distinction between "one thing or person" and "more than one thing or person." A classroom provides many examples. Try holding up a handful of marker pens and one pencil. Then hold up just the pencil and ask the class, "What is it?"

STUDENT: "It is a pencil."

Hold up the marker pens and ask, "What are these?"

STUDENT: "They are pens."

Point out to the class that "it" (the pencil) is *one* thing. The marker pens are more than one, or *many* things. You can continue the discussion by asking, "How many teachers are in the classroom?"

There is one. The teacher is one person.

"How many students are in the classroom?"

There are 32 students. The students are more than one person.

The next step is to explain to your class that, in general, when there's only one person or thing in a sentence, "is" is the **link**. When there's more than one person or thing, "are" is the link. (The exception is "you"—which takes "are" as a linking verb.) You can continue asking questions and allowing students to respond to reinforce these points. For example:

"Who is in the classroom?"

We are in the classroom.

"Tom, how old is Jack?"

Jack is seven years old.

"What color is Jane's jacket?"

It is green.

Using the File

1. **LOAD** the file LINKS and select **EDIT**.
2. Position the cursor between the double arrows after the first numbered sentence and insert the word "are."

3. Continue inserting "is" or "are" until you're finished with all five sentences.
4. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

1. Make a "Monster Dream Drawing" (based on the last sentence) with crayons or marker pens on the printout.
2. Put the completed page in the folder for your book.

Additional Activities

Students can make up their own "is" or "are" sentence and type it under "The monster is scary in my dreams."

Prewriting for Lesson 10

In this lesson, students use their imaginations to pair nouns in a **recipe** list. A recipe **explains** how to make something. You might want to discuss with the class what a recipe is, and how it tells the cook the kind and amount of different **ingredients** to put into something like soup. As a warm-up, develop a recipe for "Monster Cookies" with the class. Ask them to tell you things that might go in these imaginary cookies and list their responses on the board (chocolate chips, walnuts, rocks, magic powder, etc.) Then point to one of the ingredients on the list and ask students for something else that goes with it; write the second ingredient after the first, connected by the word *and* (for example, rocks and sand). **Connecting words** like *and* establish a **connection** between two or more things.

In creating "Monster Soup," encourage students to be as imaginative and "silly" as possible. They'll connect pairs of ingredients, the wilder the better, with the word *and*. However, emphasize that things in each pair should have some relationship to each other. For example, the connection between mud and rocks is logical, while arms and flowers are more loosely associated. Of course, in this kind of imaginative exercise, it's important to be open to word pairs that might have a "silly" logic.

Using the File

1. **LOAD** the file SOUP and select **EDIT**.
2. Move the cursor to line #1 and type in something for the monster's soup. Do the same on lines 2-4, until you have four *ingredients*.
3. Move the cursor back up and type in one more thing on each line. Make sure you put the word *and* between each ingredient ("soup part") on a line.
4. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

1. Draw a picture of the different "soup parts" on your printout.
2. Put the completed page in the folder for your book.

Additional Activities

1. Introduce students to another conjunction, *or*. Have them change *and* in each line of the lesson to *or*, and then ask them what the difference is between "or-connections" and "and-connections."
2. Students can make one of the ingredient lines into a "recipe sentence"—for example, "Mix the mud and rocks." Advanced students can even change all four lines into sentences to create a complete recipe.

Lesson 11: My Monster

File name: MY.MONSTER

Page 001 of MY.MONSTER

1 2

-9-

MY MONSTER

Name: ▶▶▶

Age: ▶▶ years

Height: ▶▶ ft. ▶▶▶

Type between the ▶▶▶.

INSERT - Use CTRL-E for typeover,
 @-? for help, CTRL-Q for Main Menu.

Teaching Objectives

- To introduce the concept of an imaginary character.
- To contrast and compare *real* and *imaginary* physical facts.
- To generate imaginative writing by creating a fictional identity.
- To review the abbreviations for feet, inches, and pounds.

Terms Introduced

imaginary/imagination
 character
 create

Prewriting for Lesson 11

Young students take a great deal of pleasure in imagining what ordinarily can't be seen. They are alternately haunted, frightened, and excited when they imagine larger-than-life monsters. In the MY.MONSTER file, students take the first step in story writing by creating an **imaginary character**. Introduce the file by asking the class what a monster is—and what kinds of monsters they've seen before (for example, in movies or on TV). A good warm-up exercise before students do individual work on the computer might be to describe an invisible monster that has just come into the classroom. You might want to say that this monster is a helpful, good monster. Have the class make it visible by asking these questions and putting the answers on the board:

How tall is it?

What color is its hair? Its eyes?

How old is it?

What name should we give it?

Is it a boy or girl monster?

How is it helpful?

Since students can't really see the "class monster," you can point out that they've used their **imaginations to create** a character. In the file they'll create their own *personal* monster. You might want to write "Crazy Monster" on the board with the features—Name, Age, Height, Weight, Eyes, Hair, and Food—underneath it. Ask the class to describe this monster together before they go to the computer.

This lesson is also a good place to review abbreviations. Students will insert information about their monster in front of the abbreviations for feet, inches, and pounds.

Using the File

1. **LOAD** the file MY.MONSTER and select **EDIT**.
2. Place the cursor between the double arrows after "Name." Then type in your monster's name.
3. Move the cursor down to the next line (age). Type in how old your monster is (a number of years). Continue inserting the appropriate identity information (Height, Weight, Eyes, Hair, and Food) until all of the lines are filled. The last line, "Food," is something you weren't asked to insert for yourself on the PHOTO and ADDRESS pages.

Be as imaginative as possible. You can enter anything you want for what the monster eats—and it can be more than one word.

Completing the Page

1. Draw a picture of your monster's foot on your printout.
2. Put the completed page in the folder for your book.

Additional Activities

1. Students may want to create more than one monster. After they create the first one, they can load the MY.MONSTER file again and start all over. They can even create a "monster family" and draw pictures of the different monsters together.
2. Ask students to add one more fact about the monster—for example, its favorite color, a hobby, how many legs or arms it has, etc. If they stick to the ID-card format, they type the heading followed by a colon ("LEGS: ") as well as the fact. Alternatively, students could type in the additional fact as a sentence. ("Moldlock the Monster has six legs.")

Lesson 12: Monster Story

File name: MONSTER.STORY



Teaching Objectives

- To introduce the story as a way of transforming *real* facts into *imaginative* ones.
- To introduce the concept of character in the context of a story.
- To review the sentence as a group of words in a meaningful order.
- To review the idea of a story as a group of sentences that go together.
- To introduce the paragraph and proper paragraph form.

Terms Introduced

transform
underlined
paragraph
indent

Prewriting for Lesson 12

This lesson demonstrates the ways in which the imagination can **transform** ordinary day-to-day facts into larger-than-life pictures, or stories. The popularity of toys that can transform one object into another makes it easy to describe the ways in which the imagination performs its "tricks." For example, such toys allow children to readily transform a robot into a fighter plane—or to fold a soldier into an army jeep.

If there's enough class time, you might want to explore the ways in which physical descriptions create our impression of who an imaginary character is. For example, you can ask students about the kinds of feelings they experience when they read about a monster character with red hair, green eyes, and no smile. Is it friendly, frightening, or worse? What about a monster who is 12 feet tall, but has brown hair, brown eyes, and a smile? Can that monster be frightening and friendly at the same time? Explain that these physical descriptions are one way we learn about a character in a story. You can also suggest that, although imaginary characters such as monsters seem quite different from people, they may look and behave in ways that are very similar to human beings—only "bigger" or perhaps "smaller."

You can also introduce the concept of the **paragraph**—a set of sentences that forms a meaningful unit, such as "Monster Story." Point out that most stories have more than one paragraph. In addition, the way a reader recognizes a new paragraph is by the **indentation** of the first line. For example, the first line of "Monster Story" is indented 2 spaces to show that it's the beginning of the story. Encourage students to indent the first line of a paragraph/story when they write.

Using the File

1. **LOAD** the file MONSTER.STORY and select **EDIT**.
2. Take the "My Photo" printout with you to the computer to refer to. Delete the words between the arrows in the story; insert information for your own monster.
3. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

1. Draw a picture of your monster—perhaps eating its "food"—on the printout.
2. Put the completed page in the folder for your book.

Additional Activities

Ask students to add their own sentence to the end of the story. It can contain a new fact about the monster—for example, "Moldlock brushes his teeth 10 times a day." Or they can write about something that happened to the monster—for example, "This morning Moldlock fell through a hole!" You might want to point out that the most exciting stories tell about things happening; they are focused on *action*. (**Note:** You will need to insert arrows for students to type between. See p. 8.)

Lesson Plans: 13–15
My Feet: Verbs, Adjectives, and Prepositions

Lesson 13: My Feet

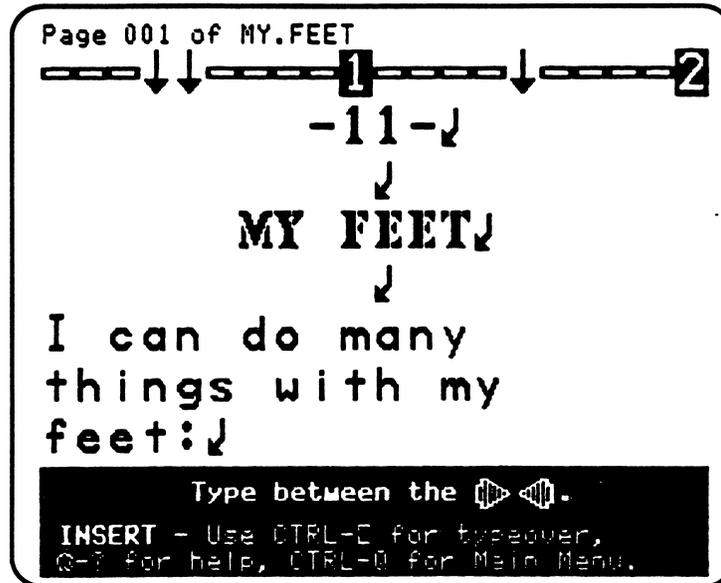
Lesson 14: Foot Work

Lesson 15: Foot Places

This section of the *I Can Write!* files focuses on verbs, particularly those that show action. Students learn to use verbs as the force or "push" of a sentence by writing about things they can do with their feet. In **My Feet (Lesson 13)** they add different action verbs—walk, run, leap, hop—to "I" to form a complete sentence: "I walk." In **Foot Work (14)** students add verbs to other sentence subjects besides "I" ("The monster runs."); in addition, they create their own prepositional phrases. Finally, in **Foot Places (15)** students connect their simple "foot " sentences with the prepositional phrases and add a color to form expanded sentences.

Lesson 13: My Feet

File name: MY.FEET



Teaching Objectives

- To introduce verbs as words that show action or movement.
- To complete brief sentences with verbs.
- To review and reinforce the use of the period as punctuation for the end of a sentence.

Terms Introduced

verbs/words that show action

periods

Prewriting for Lesson 13

Before students begin the file, it's important that they know what "foot" words are and how to spell the ones they like best. Open the class discussion by asking students to help make a list on the board of the different things everyone does with their feet. Start by writing an example such as *walk*. A good list might include:

run	jump	climb	hike
skip	hop	leap	jog

Explain that these words are **verbs, words that show action or movement**. In addition, each word shows a particular kind of movement—and when they're used in a sentence, they tell the way in which a person or thing moves.

This lesson is also a good place to emphasize the **period**—and the function of ending punctuation in a sentence. You can write a sentence on the board:

I walk.

Point out that even with this simple sentence, it's necessary to end the sentence with a period. The period shows the completion of the action or movement.

Using the File

1. **LOAD** the file MY.FEET and select **EDIT**.
2. Type a word that shows action, such as *run* or *skip*, and refers to foot movement after the first "I." Continue inserting "foot" verbs until all five lines are filled with simple sentences.
3. If you haven't ended the sentences with periods, do so by moving the cursor back up to the end of each sentence and typing a period.
4. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

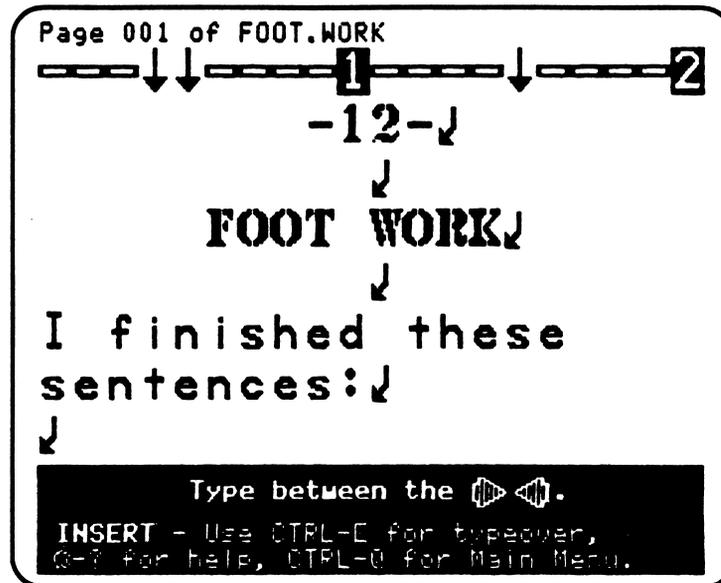
1. Draw a picture of how your feet move on the printout.
2. Put the completed page in the folder for your book.

Additional Activities

Discuss with students how certain animals move. For example, birds *fly*, fish *swim*, monkeys *swing*. Then ask them to add a sentence to the file in which they move the way one of these animals moves ("I fly.").

Lesson 14: Foot Work

File name: FOOT.WORK

**Teaching Objectives**

- To explore singular and plural pronouns with verbs that show action.
- To introduce prepositional phrases that show *where*.
- To expand sentences by combining the subject and verb with a prepositional phrase.
- To reinforce use of the period at the end of a sentence.

Terms Introduced

singular

plural

Prewriting for Lesson 14

Review verbs that show action, which students used in the MY.FEET file. Then list the basic personal pronouns on the board:

I	You
He	We
She	They

Ask students to make short sentences with one of the "foot" verbs, using the different pronouns. For example:

I jump.
He jumps.
They jump.

When a sentence has been made with each pronoun, point out that some of the pronouns need a verb that has an "s" on the end ("He jumps."). Review the difference between "one" as **singular** and "more than one" as **plural**. This was touched on in the **Lesson 9 (Is/Are)**. Again, "I" and "you," which refer to one person, are special cases. Emphasize that in all cases the "s" (or lack of one) makes the sentence *sound* right—and that students should practice "hearing" sentences when they write them.

You can introduce prepositions by telling students that people usually go somewhere with their feet. Try listing some prepositions on the board:

on
into
over

Ask students to name "places" or "things" that go with these words. Then add the places to the prepositions on the board:

on the table
into the yard
over the moon

The simple foot-verb sentence and the prepositional ("where") phrase can be connected to make the sentence more interesting. For example, "They jump over the moon." You can also review the use of the period in this lesson, pointing out that it's necessary to use one at the end of each full sentence.

Using the File

1. **LOAD** the file FOOT.WORK and select **EDIT**.
2. In Part 1, insert a different "foot move" verb after each pronoun ("He," "She," and "They") or noun phrase ("The monster") until you have four complete sentences. Be sure to put a period at the end of each sentence.
3. In Part 2, add a different "place" or "thing" to each preposition until you have four prepositional phrases.
4. When finished, **SAVE, PRINT**, then **QUIT** from the Main Menu.

Completing the Page

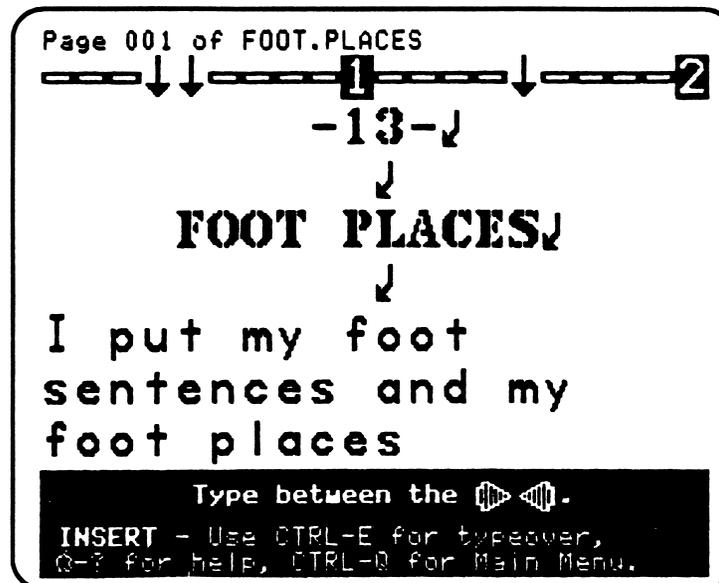
1. On the printout, draw lines between each sentence and a prepositional phrase that can go with it.
2. Place the completed page in the folder for your book.

Additional Activities

1. You may wish to wrap up this lesson by having students write out the full sentence—including the prepositional phrase within its connected sentence. However, be aware that this task is accomplished in the next lesson. Perhaps you could call upon the class for spoken examples instead.
2. You may wish to introduce *adverbs* here by asking students to add a "how" word to the "foot move" sentences. For example, "I jump *slowly*."

Lesson 15: Foot Places

File name: FOOT.PLACES

**Teaching Objectives**

- To write full sentences with verbs that show action and prepositional phrases.
- To expand sentences by adding a color (adjective).

Prewriting for Lesson 15

The FOOT.PLACES file gives students their first opportunity to write full sentences on the computer. Before they start the file, you might ask them to read aloud some of the "foot action" sentences and phrases they drew together with lines in FOOT.WORK. After they've responded, ask them if they can imagine a color that could be added to any of their combinations. List some examples on the board:

I jump on the *white* bed.

I run through the *yellow* field.

Point out to students that they'll be adding colors to all of their sentences in the file. Emphasize again that as they expand their sentences, they make them more interesting.

Using the File

1. **LOAD** the file FOOT.PLACES and select **EDIT**.
2. You should refer to your printout of the FOOT.WORK file as you work. On each numbered line, insert a full sentence that combines one of your "foot move" sentences with a "where" (prepositional) phrase.
3. Move the cursor back up and insert a color (which modifies the noun in the prepositional phrase) in each sentence.
4. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

1. Draw a picture of a "foot place"—taken from one of the sentences—on the printout.
2. Put the completed page in the folder for your book.

Additional Activities

1. As in **Lesson 14 (Foot Work)**, introduce or review *adverbs* by asking students to add a "how" word to one of the sentences. For example, "I walk *slowly* into the white house."
2. Ask students to type in a fifth sentence that includes a "foot" verb, a place where the action happens (prepositional phrase), and a color.

Lesson Plans: 16–18
Monster Tales: Irregular Verbs, Antonyms,
and Adverbs

Lesson 16: The Monster and I

Lesson 17: Opposites

Lesson 18: When

These *I Can Write!* lessons cover special kinds of words. In **The Monster and I (Lesson 16)** students work with the irregular verb *go* in different tense forms to create a story—"The Monster and I." **Opposites (17)** introduces antonyms and the underlining (↺) function of *Magic Slate II*. **When (18)** focuses on adverbs of time—and how these words can change the "time" of an event described in a sentence.

Prewriting for Lesson 16

This lesson gives students an opportunity to use the verb *go* in a variety of forms. Begin the discussion with a class call-and-response game. On the board, write the irregular forms of *go*: *goes*, *went*, *gone*. Point out that *go* is a special kind of verb because it has different forms for different tenses—or "times." Ask students to copy them on a piece of paper. (They can refer to this list when they work on the computer.) Then start the game by asking a student a "go" question, and have that student ask another student a question, and so on. (You might want to write some sample questions and answers on the board, so that the class understands what kind of format to follow.) For example:

TEACHER: Where do you go after school, Michael?

MICHAEL: I go home.

MICHAEL: Sally, where did you go after school yesterday?

SALLY: I went to my dance class.

SALLY: Does your brother go to the cafeteria, Jenny?

JENNY: Yes, he goes to the cafeteria.

JENNY: Peter, have you ever gone to summer camp?

PETER: Yes, I have gone to summer camp.

PETER: Would your monster go to summer camp, Martha?

MARTHA: He would go to camp.

Often in this game, a story will emerge. See if students can identify what the storyline is and how the events happen at different points in time. Suggest to students that when they work on "The Monster and I" on the computer that it should make sense as a story, with one thing following another.

Using the File

1. **LOAD** the file GO.PAGE and select **EDIT**.
2. Move the cursor down to the story and insert *go*, *goes*, *went*, or *gone* into each sentence. Note that in this file the double arrows do not indicate where the word should go, since the entire sentence lies within the arrows. Thus, you must determine for yourself where the word should go. In some of the sentences, more than one of the words will work. You decide which one is right according to the time things happen in the story.
3. Insert a color into one or more of the sentences.

4. Read the story over carefully when you're done, to make sure it sounds right. Change any of the "go" words if the story doesn't make sense as a series of actions in time.
5. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

1. Make a drawing of the story on the printout.
2. Put the completed page in the folder for your book.

Additional Activities

1. Have students add a sentence of their own to the beginning, middle, or end of the story. Ask them if the additional sentence changes the time that things happen. If so, they can change the appropriate "go" words so that the story sounds right.
2. Have students play-act their stories for the class or in small groups. One student can act the part of the monster for each author, who plays himself.

Lesson 17: Opposites

File name: OPPOSITES

Page 001 of OPPOSITES

1 2

-15-

↓

OPPOSITES

↓

I can use opposites
in sentences:

↓

Type between the  .

INSERT - Use CTRL-E for typeover,
Q-? for help, CTRL-Q for Main Menu.

Teaching Objectives

- To introduce opposites (antonyms) as words that have opposite meanings.
- To encourage students to think in terms of opposites.
- To complete sentences with opposites.
- To reinforce awareness of verbs that link and show action.

Terms Introduced

opposite/opposites

Magic Slate II Functions

 - to underline characters, words, and whole sentences.

Prewriting for Lesson 17

Begin the lesson by asking students what the **opposite** of "dark" is. The answer, "light," can be demonstrated by switching the lights in the classroom on and off. Explain that light and dark are **opposites** or opposite words (antonyms). Other examples are hot and cold or sweet and sour.

A good way for students to explore opposites is to play a game: First divide your class into two teams. Ask Team #1 to come up with five words that Team #2 must match with opposites. Then have Team #2 come up with words for Team #1 to match. A match scores one point for a team. You can keep score on the board. When each team has had a turn at matching opposites, the class will have worked with many kinds of opposites: physical (for example, hard/soft); emotional (happy/sad); geographical (mountain/valley); and so on. Here are more examples:

high	-	low	angry	-	nice
fast	-	slow	East	-	West

Using the File

1. **LOAD** the file OPPOSITES and select **EDIT**.
2. Position the cursor between the arrows at the end of the second sentence in #1. Insert the *opposite* of the underlined word in the first sentence. Make sure you put a period at the end of the sentence. Go back to the beginning of the word you typed in and press **⌘-_** to underline it. This function underlines one letter at a time, so you'll need to press **⌘-_** as many times as there are letters in the word.
3. Insert opposites in the other four sentences until you've completed 1-5.
4. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

1. Draw a picture that illustrates your favorite "monster sentence" on the printout.
2. Put the completed page in the folder for your book.

Additional Activities

1. Introduce *words that are the same or similar* (synonyms). For example, "small" is the same as "little"; "fast" is similar to "quick"; and so on. Ask students to type one of the monster sentences over again using a word that's the same as the underlined one. For example, "The monster is *small*."
2. Students can add one or more sentences after the fifth monster sentence ("The monster is lost."). Encourage them to make a *story* about it, in which each new sentence adds more information. They can even do a drawing of their story on a separate page and add it to their book.

Lesson 18: When

File name: WHEN

Page 001 of WHEN

-----1-----2

-16-

↓

WHEN↓

↓

I finished these
sentences with
words that tell

Type between the  .

INSERT - Use CTRL-E for typeover,
Q-? for help, CTRL-Q for Main Menu.

Teaching Objectives

- To introduce adverbs of time—"when" words.
- To review changing tense forms for verbs.
- To expand sentences with adverbs and a color.

Terms Introduced

"when" words (adverbs)

Prewriting for Lesson 18

Make a list of "when" words (adverbs) on the board. Such a list should include:

now soon later then once yesterday today tomorrow

You can demonstrate how words that tell when are used in a sentence by asking students a series of "when" questions, such as:

TEACHER: When will you come back to school?

STUDENT: I will come back *tomorrow*.

TEACHER: When are you going to play soccer?

STUDENT: *Today* I am going to play soccer.

Point out that "when" words can come at the beginning or end of a sentence. You can also ask other types of questions:

TEACHER: Where are you now?

STUDENT: I am in school *now*.

TEACHER: What did you do yesterday?

STUDENT: *Yesterday* I went to the zoo.

Try to use as many adverbs of time as possible with various tense forms of verbs. You can discuss the concept of when something happens in time and how that is conveyed in writing. "When" words and the tense of verbs work in combination to tell the "time" of a sentence—and as a general rule they have to match. You also might want to review prepositional phrases as relating to places or "where," since they also appear in the lesson.

Have students copy the "when" words on a sheet of paper before they go to the computer. They can refer to the list during the lesson.

Using the File

1. **LOAD** the file WHEN and select **EDIT**.
2. Move the cursor down to the end of the first sentence. Insert a "when" word that is right for the sentence. Make sure you put a period at the end. You can go back to the first letter of the word and press **⌘- _** to underline (this function underlines one letter at a time).

3. Insert "when" words at the beginning or end of the other four sentences.
4. Move the cursor up and type a color that goes with the person, place, or thing (noun) in each sentence.
5. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.
6. Put the completed page in the folder for your book.

Additional Activities

Ask students to add another sentence to sentence #5 of the lesson. Tell them to make sure it includes a "when" word that is different from the one in #5. Emphasize that stories often tell how something happens *over time*. For example, an introductory sentence might say what happened *yesterday*, the next sentence tell what's going on *now*, and a concluding sentence say what will happen *tomorrow*.

Lesson Plans: 19–22
Monster Talk: Order and Patterns

Lesson 19: Monster Who?

Lesson 20: Commands

Lesson 21: Letter

Lesson 22: Monster Unscramble

Lessons 19 through 22 emphasize different kinds of sentences—statements, questions, commands, exclamations, and negatives—and correct word order. In **Monster Who? (Lesson 19)** students ask the monster questions to practice the pattern and form of the questions, and in **Commands (20)** they give the monster commands. **Letter (21)** focuses on negative sentence patterns: Students change the positive statements in a letter to the monster into "not" sentences. In the final lesson of the group **Monster Unscramble (22)** students unscramble mixed-up sentences to review correct word order for the different sentence patterns.

Prewriting for Lesson 19

You can open the lesson with a question: "Why do we ask questions?" Most students will probably answer that questions are the way people find out things—or a way of getting information. Point out that different **question words** are used to get different kinds of **answers**. Using **who** in a question focuses on getting information about a person or people; **where** deals with places; **what** pertains to the description of an event or thing; **when** concerns the time of an event; **how** focuses on the explanation of how something works; and **why** deals with the reasons for an action. Write these six question words on the board and have students ask you a variety of questions about yourself, and then each other.

STUDENT: Who are you?

TEACHER: I am a teacher.

STUDENT: What is your name?

TEACHER: My name is Mr. Vincent.

STUDENT: Where are you from?

TEACHER: I am from San Francisco.

STUDENT: How do you get to work in the morning?

TEACHER: I get to work by driving a Volkswagen.

STUDENT: When do you watch TV?

TEACHER: I watch TV on the weekends.

STUDENT: Why are you a teacher?

TEACHER: I am a teacher because I like the funny questions students ask me.

You can also point out that questions and answers look different when you write them. Just as questions and answers sound different when somebody says them, the order of the words in a question is not the same as in a regular sentence or statement. Questions also end with a special kind of punctuation mark—the **question mark**—while answers end in periods. Write some sample questions and answers on the board, perhaps taken from the student questions in the activity described above. Emphasize what a question mark is, where it goes in the sentence, and what it looks like.

Using the File

1. **LOAD** the file QUESTIONS and select **EDIT**.
2. Move the cursor down to the end of line #1 and type in the rest of a question to the monster. Make sure you put a question mark at the end of the question.

3. Complete the other four questions to the monster.
4. Pick one of the questions and type an answer for the monster.
5. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.
6. Put the completed page in the folder for your book.

Additional Activities

1. Have students write answers for all five questions to the monster. They can write the answers as a continuous set of sentences, which will then form a *story*.
2. Ask students to insert another question to the monster under #5. They can use any of the question words. Emphasize that the reason for asking another question is to find out more information than they can get from the first five questions.

Lesson 20: Commands

File name: MONSTER.COMMAND



Teaching Objectives

- To distinguish command sentences from statements or questions.
- To review ending punctuation marks, such as the period.
- To introduce the exclamation point as ending punctuation for some commands.
- To create a story sequence with commands.

Terms Introduced

command

exclamation/exclamation point

Prewriting for Lesson 20

You might want to review the sentence as a group of words in a meaningful order. Each kind of sentence "sounds" different. For example, a question such as "Do you like Joe?" doesn't sound the same as the statement "I like Joe." Questions and statements also make the reader "feel" differently about what's being said.

Another kind of sentence is the **command**. Commands usually tell a person, a group of people, or even an animal to do something. Commands are intended to provoke a response of some kind, and are said (and read) in a different way than statements or questions. For example:

Kick the ball.

Climb the tree.

Some commands, because they are important or urgent (that is, they involve something "scary" that might happen), are said with more force. Sometimes they're even screamed or shouted. For example:

Watch out!

This kind of command is also called an **exclamation** and requires an **exclamation point** instead of a period at the end. Somebody might yell, "Watch out!" if a girl on second base is about to be hit by a flying ball. However, the "force" or meaning of the sentence can be changed if a period is used instead of an exclamation mark. For example, if a janitor just wants someone to be careful when walking over a wet floor, he might say, "Watch out, Cindy."

You can play a warm-up game with the class before students start the file. Have them create a command chain by asking one student to do something:

Stand up, Michael.

Michael stands up. Have him remain standing until he gives a command to somebody else:

Raise your hand, Susan.

Susan does as she's told, and then continues the command chain. You can suggest that some students try using exclamations. In that case, they should exclaim the sentence with force:

Jump, John!

Write some of the student commands and exclamations on the board for students to refer to when they go to the computer. In the `MONSTER.COMMAND` file, students complete six commands to their monster. Encourage them to make the whole series of commands tell a story—that is, a series of actions the monster does which go together, in order.

Using the File

1. **LOAD** the file `MONSTER.COMMAND` and select **EDIT**.
2. Finish the first command with a word or phrase. Make sure you end the sentence with either a period or an exclamation point (for a "scary" command).
3. After the first line, move down and finish the rest of the commands. If a line is too hard, skip it and continue with the other commands. You can always move the cursor back and complete the hard one after you've finished the others.
4. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

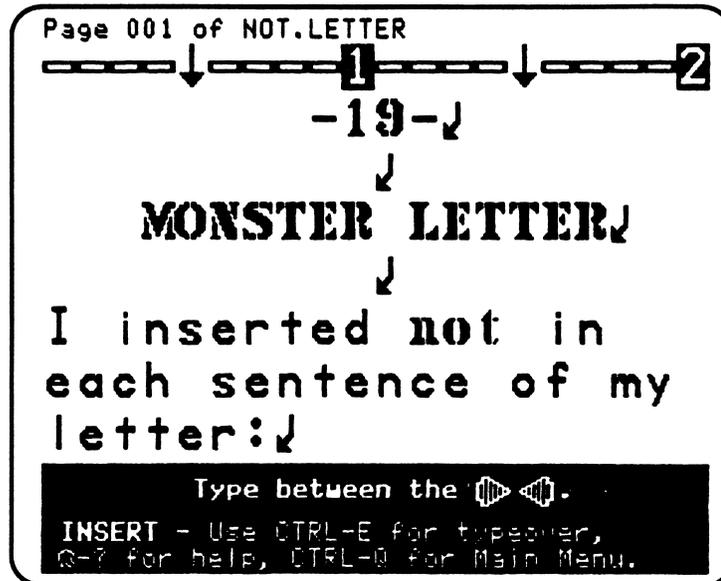
1. Draw a picture of the monster doing one of your commands on the printout.
2. Put the completed page in the folder for your book.

Additional Activities

Ask students to add a color in front of any nouns in the commands. For example, "Eat the *green* sandwich."

Lesson 21: Letter

File name: NOT.LETTER

**Teaching Objectives**

- To introduce negative sentence patterns by using *not*.
- To introduce the format of a letter.
- To explore the possible reasons for writing a letter to someone.

Terms Introduced

negative/"not" sentences
letter

Prewriting for Lesson 21

This lesson combines the use of **negative** sentences with the format of a **letter**. For many students, the letter to a monster will be the first time they've corresponded with anyone, except perhaps to help their parents send a birthday card or write a thank-you note for a gift. You can open the discussion by asking why people write letters to each other. Put student answers on the board, such as:

- to get information about something
- to let somebody know what you are doing
- to find out how somebody else is doing
- to express your feelings to someone

You can point out the other ways people communicate the same things. For example, calling someone on the telephone, sending a cassette tape, or visiting someone if you live close by. Then discuss the possible advantages a letter has over a phone conversation, or even a visit. For example, you can read a letter over and over again and carry it in your pocket, but you can only hear a conversation once—unless it's recorded on a tape. Emphasize that words on the page are special in a way that is different from any other language form.

Lesson 21 is also a good place to introduce negative sentence patterns—and to refresh your students' knowledge of how to use "not" when they're speaking and writing. Write some positive statements on the board, and ask students to make them into negatives. Emphasize how negative and positive sentences differ in meaning and sound. For example:

I am happy.

I am not happy.

I am going to the store.

I am not going to the store.

Using the File

1. **LOAD** the file NOT.LETTER and select **EDIT**.
2. Move the cursor down to the letter and insert the word *not* into each of the sentences.
3. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

1. Sign your letter on the line.
2. Put the completed page in the folder for your book.

Additional Activities

1. You might want to have students type the *current date* in the upper right corner of the letter before they print it. (You will need to open "Make fill-in file" and add the arrows for students to type between.)
2. Students can add another "not" sentence of their own to the letter.
3. Ask students to write a letter (by hand) to a friend or family member. They can put the additional letter page in their folder after the NOT.LETTER printout. (*NOTE: Some students may want to type their new letter with **Magic Slate II**. In that case, show them how to create a new file by choosing **NEW** from the Main Menu.*)

Prewriting for Lesson 22

In the UNSCRAMBLE file, students rearrange mixed-up words in a **scrambled** sentence. Before they go to the computer, you might want to discuss the concept of **word order** and **patterns** with them. Everything that we say and write is arranged in a pattern—the words go in a certain order so that we can understand them. Otherwise, nobody would be able to understand anybody. So, the mixed-up words in the file—scrambled words as in scrambled eggs—must be **unscrambled** in order to make sense.

Lesson 22 is also a good place to review different kinds of sentences: statements, questions, exclamations, and commands. In a warm-up exercise for the class, begin by making a series of short commands:

Stand up, Michael.

Open the door, Sally.

Ask students what you're doing and what kind of sentences you're making. Review the definition of a command, and write one of yours (including a student's name) on the board. You can point out that a **comma** is another punctuation mark and is used here to separate the name from the rest of the sentence. Commas create a "pause" in the middle of a sentence, but not a complete stop as periods or question marks do.

After reviewing commands, you can ask questions and make statements or exclamations to focus discussion on those types of sentences. You might have students respond with a sentence that fits a given situation. For example, "If a red, hairy, ten-foot monster with ten legs and forty-four toes on each foot came in the door, what would you say?"

Exclamations:

Go away!

Look at that red hair!

Help!

Or, "If a new student from another country came to class, what would you ask the student?"

Questions:

What is your name?

Where are you from?

Do you like the United States?

After writing examples of statements, questions, and exclamations on the board, review the different kinds of ending punctuation: periods, question marks, and exclamation points.

Using the File

1. **LOAD** the file UNSCRAMBLE and select **EDIT**.
2. Move the cursor down to sentence #1. Type the sentence over again, with the words unscrambled and in the correct order.
3. Unscramble the other three sentences in the same way. Make sure you include the ending punctuation mark when you type them over.
4. When finished, **SAVE, PRINT**, then **QUIT** from the Main Menu.

Completing the Page

1. Draw a picture of a "scrambled monster" on the printout.
2. Put the completed page in the folder for your book.

Additional Activities

1. After students have unscrambled the sentences, have them turn each one into a *negative*. For example, "The monster does not eat green eggs." They can type the negative under the unscrambled sentence.
2. Students can create their own scrambled sentences and challenge their friends to put the words back in order. You might even want to hold a classroom contest for both the "hardest scrambled sentence" and the "best sentence unscrambler."
3. Show students how to unscramble sentences by using **Control-D-W** to delete words, moving the cursor to the point where the deleted word should be, and pressing **Control-G** to restore the word in its proper place.

Lesson Plans: 23–25
I CAN WRITE!: Storytelling and Poetry

Lesson 23: Is/Round

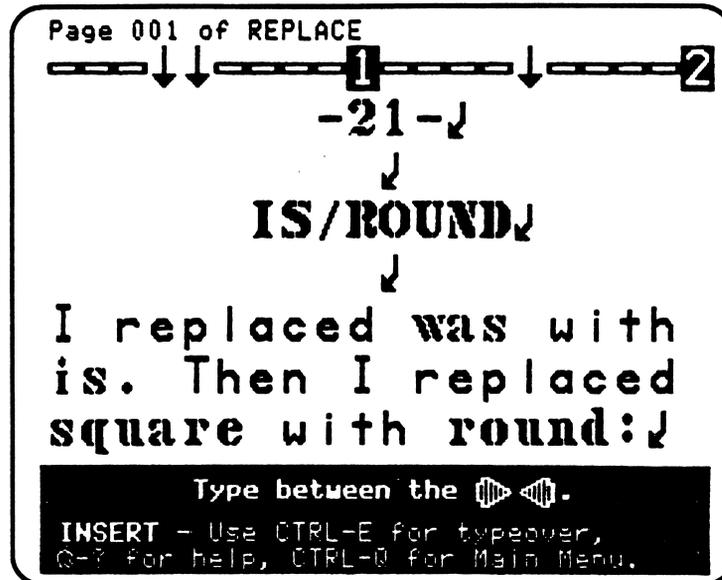
Lesson 24: Rhyme

Lesson 25: Monster Goodbye Party

The last three *I Can Write!* files focus on full writings and introduce the paragraph and paragraph form. In **Is/Round (Lesson 23)** students learn how to use *Magic Slate II's* REPLACE (Control-R) function. They change "square" to "round," as well as the tense in a story. **Rhyme (24)** introduces rhymes and poetry, and students create a full, four-line poem. In the last file, **Monster Goodbye Party**, they draw on everything they've learned—from past tense verbs to indenting the beginning of a paragraph—to create a final story for their book.

Lesson 23: Is/Round

File name: REPLACE

**Teaching Objectives**

- To introduce *Magic Slate II*'s **Replace** function.
- To review the difference between past and present: "was" and "is."
- To develop the concept of changing self-identity—and how identity can be transformed through language.

Terms Introduced

replace

Magic Slate II Functions

1. **Control-R** - to replace selected instances of a character, word, or phrase with new text in a file.
2. **Control-R, G** - to do a global replacement of text (replace all instances of a letter, word or phrase with new text in a file).

Prewriting for Lesson 23

The **Replace (Control-R)** function of *Magic Slate II* provides a quick and easy way of transforming words on the screen. It shows students how a story can sound completely different if a recurring word or phrase is replaced. Although the **Replace** file initially requires close teacher supervision, even young students are fascinated by the "magical" transformations—and will want to learn how to do the same thing themselves.

Replace is particularly useful in changing tense in a piece of writing—for example, from the past tense of a linking verb ("was") to the present tense ("is"). You might want to review time and tense in verb forms with the class before students start the file. The **Replace** file is a simple introduction to **Control-R**, in which students change both verbs and adjectives. In addition, the content of the "Is/Round" story is designed to give students a sense of how time and their own identity ("round" or "square") can be transformed through writing.

You should demonstrate the **Replace** function on the screen before allowing students to try it. You can also try an easy warm-up activity in class that establishes the way transformations will happen on the computer. For example, using the following sentences, ask students to replace "am" and "is" with "was":

I am here. (I was here.)

He is here. (He was here.)

Then ask them to replace the last word in these sentences:

The monster is small. (The monster is large.)

All monsters are small. (All monsters are large.)

Using the File

1. **LOAD** the file REPLACE and select **EDIT**.
2. Place the cursor after the arrow, before My. (The cursor *must* be somewhere between the double arrows.) Press **Control-R**.
3. First you'll be asked, "What do you want to replace?" Type in the word "was" (in small letters), and then **Return**. Then answer "What do you want to replace it with?" by typing the word "is," and **Return**.
4. After typing in the words, press **Return** again (answering yes to "Do you want prompting?"). When the **Replace** pop-up menu disappears, press the letter "G"—which will replace all instances of "was" in the file. Because you answered yes to the prompting question, *Magic Slate II* highlights each instance and asks, "Replace this one?" To answer yes, simply press

Return. The word is replaced and the next instance is automatically highlighted. If students are curious about using "P" (for "Previous") and "N" (for "Next"), let them try those commands as well as "G."

5. When all instances of "was" have been changed to "is," the computer beeps to indicate that the **Replace** process is done. Press the **Escape** key to return to normal editing. Then move back up to the top of the file, so you can read the story with its changed verbs. Note that the present tense "sounds" different in the sentences—and differs in meaning.
6. Repeat the **Replace** process by changing "square" to "round."
7. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

1. Draw a picture of the "Square Me" and the "Round Me" on your printout.
2. Put the completed page in the folder for your book.

Additional Activities

1. Ask students to start a new paragraph. They move the cursor to before the left arrow at the end of the story, press **Return**, and type two spaces. Encourage them to connect the material in their new paragraph (it can be only one sentence) to the content of the first "Is/Round" paragraph.
2. After students have replaced "square," ask them to go back and change some of the "rounds" to "square" again. Emphasize that one's head can look or feel different from one's mouth. For example, "My head is round. My mouth is square. . . ." You can also note that *the tense of the verb stays the same.*

Lesson 24: Rhyme

File name: RHYME

Page 001 of RHYME

1 2

-22-↓

↓

RHYME↓

↓

I typed in words
that rhyme. Then I
added colors:↓

Type between the  .

INSERT - Use CTRL-E for typedover,
Q-? for help, CTRL-Q for Main Menu.

Teaching Objectives

- To introduce rhymes as one element of poetry.
- To introduce poetic writing.
- To reinforce sentence building by adding color words to the rhymes.

Terms Introduced

rhymes

poems/poetry

Prewriting for Lesson 24

Introduce **rhymes** with a classroom warm-up. Try writing some one-syllable nouns on the board, such as *cat*, *tree*, *hours*, etc. (Since *house* and *bat* are the "starter" words in the *I Can Write!* file, you might want to focus on them in the warm-up.) Then ask students to tell you words that rhyme with the ones on the board, and list them there—for example, *hat*, *sea*, *mouse*, etc. Emphasize that rhymes have the same core sound; they are matching words that are connected by the way one says them. After a list is on the board, tell the class this is their rhyming dictionary. Ask students to copy the list down on a piece of paper, so they can refer to it when they work on the computer.

Young students are familiar with rhyming as a way of giving a story rhythm; from jump rope to "patty cake" songs, they can see how rhymes help move the action along and change images. You can recite a nursery rhyme, such as "Mary Had a Little Lamb," to demonstrate how rhyme connects events and makes something fun to say:

Mary had a little lamb.
 Its fleece was white as *snow*.
 And everywhere that Mary went
 The lamb was sure to *go*.

Rhymes are connected to a certain kind of **poetry**. It's difficult to describe what **poems** are—for example, some poems use rhyme, but others do not. However, poems are generally distinguished from other kinds of writing by an intensity of image, a clear rhythm, and a melodic quality. These elements give the reader the feeling of going to a special place, in which one is surprised by new sensations, original images, and unexpected connections between things and events. It's important to point out to students that people write poems because poetry can communicate things we can't say easily or effectively in ordinary writing.

You might want to write a poem together with the class before they work on the computer. Focus on a theme, such as "Spring" or "Ice Cream," and use words from the rhyming dictionary to connect the lines.

Using the File

1. **LOAD** the file RHYME and select **EDIT**.
2. Insert a word in the second sentence that rhymes with the underlined word in the first sentence. Continue inserting rhyming words in the 4th and 6th sentences. Make sure the rhyming words are places or things (nouns). Underline the words you typed in using **⌘-_**.

3. Add a color in front of each rhyming word, including those in the first, third, and fifth sentences (if you do not add a color to *every* sentence, the rhythm of the poem will be off).
4. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.

Completing the Page

1. Draw a picture of your house full of animals on the printout.
2. Put the completed page in the folder for your book.

Additional Activities

1. If students want to do another rhyme poem, you can change the "starter" words in the file—for example, *father* and *dog* instead of *house* and *bat*—before they begin.
2. You might want to contrast rhymes with *homophones*—words that sound exactly the same but have different meanings and spellings, such as *see* and *sea* or *hare* and *hair*. Students can create a homophone poem together or write one individually with *Magic Slate II*.
3. Students can also work on short poems, such as haiku, that don't use rhymes. Or they can write a "five senses" poem in which each line involves a different sense (that is, a different way of perceiving their world). For example:

I see the clouds.

I hear the thunder.

I smell the grass under the sky.

I taste the water on the grass.

I touch the clouds when I fly!

Prewriting for Lesson 25

Try beginning the lesson by asking the class if they can remember the "foot" verbs. Have them refer back to **Lesson 13** (p. 11 of their books) to refresh their memories. List the responses on the board, and ask students to choose their favorite "foot" verb. Then begin a class story game, in which each student says a two-word sentence that combines a pronoun with a favorite verb. For example:

JOHN: I jump.
SUSIE: She jogs.
CAROL: We skip.
ALEX: They hop.

When each student has said a sentence, review the difference between one person (singular) and more than one person (plural)—and how some pronouns (he and she) use a verb that has an "s" on the end. Then introduce the past tense (-ed endings) for regular verbs by asking the class to play the story game again. The second time around, tell students to say their favorite verbs as if the action happened yesterday. For example:

JOHN: I jumped.
SUSIE: She jogged.
CAROL: We skipped.
ALEX: They hopped.

When the game is finished, put the correct past-tense versions of each foot verb on the board. Emphasize that many words that show action have an *-ed* ending in the past tense. You can also point out that verbs in the past tense are the same for both singular and plural subjects ("She joggeds" is incorrect).

End the preliminary discussion by asking students if they thought they were hearing a story during the class game. Have them describe what a story is, and why (or why not) they thought they heard a story rather than just a bunch of sentences. Then you can tell them they'll make the *last page* in their book in this lesson—and it'll be a story.

Using the File

1. **LOAD** the file LAST.PAGE and select **EDIT**.
2. Move the cursor to the first sentence and type in a foot verb. Do the same for the next four sentences.

3. Move the cursor back up and change each foot verb to past tense.
4. Move the cursor back up again and add a *place* (for example, "over the moon" or "in the cellar") to each sentence. When you're done, you'll have a five-sentence story.
5. Go up to the first line one more time and *indent the paragraph*: Put the cursor over the first letter of the sentence and type two spaces.
6. When finished, **SAVE**, **PRINT**, then **QUIT** from the Main Menu.
7. *This is your last page*. Put the printouts in the folder for your book. Now you can bind it all together (see p. 7, "Make a Book").

Additional Activities

1. Ask students to delete the bent arrows (paragraph markers) after each sentence in their story. That way, the sentences will all run together to form a paragraph as it's usually written.
2. Have students add an extra sentence to the end of their story. Or they can begin a new paragraph and add more than one sentence to continue the story. **Note:** If they add a new paragraph, they'll probably start a second page of text—creating two printed pages.
3. Students can draw a picture of their last story on a blank sheet of paper. Have them put it in the book after the printout (p. 23) or paste it on the back cover of the folder.

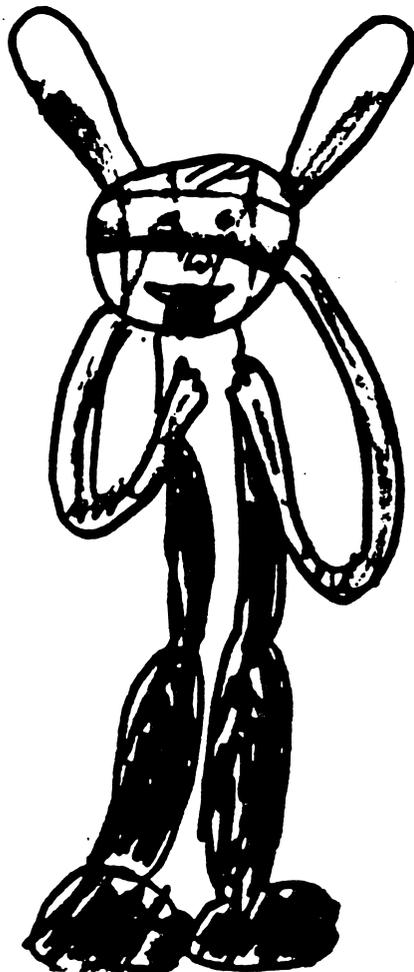
SAMPLE STUDENT BOOK*

***The artwork shown in this sample book was originally done in colored marker pens by Lucas McGee-Vincent. Illustrations in the sample student book—Copyright 1985 by Stephen Vincent.**

**MY
I CAN WRITE!
BOOK**

by

MICHAEL JONES



MY TITLE PAGE

Name: Michael Jones

Teacher: Mr. Paul

Grade: 2

School: Blue Mountain

Year: 1988

ALPHABET PAGE

1. I can write the capital letters:

A B C D E F G H I J K L M N O P Q R S
T U V W X Y Z

2. I can write the small letters:

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

3. I can write my first name with a
capital at the beginning:

Michael

MY PHOTO

Name: Michael Jones

Age: 7 years

Height: 4 ft. 4 in.

Weight: 55 lbs.

Eye Color: blue

Hair Color: brown

This is my photograph:



MY NAME

First I wrote my name down the left side of the page. Then I used the letters to make words:

Man

Ice

Cat

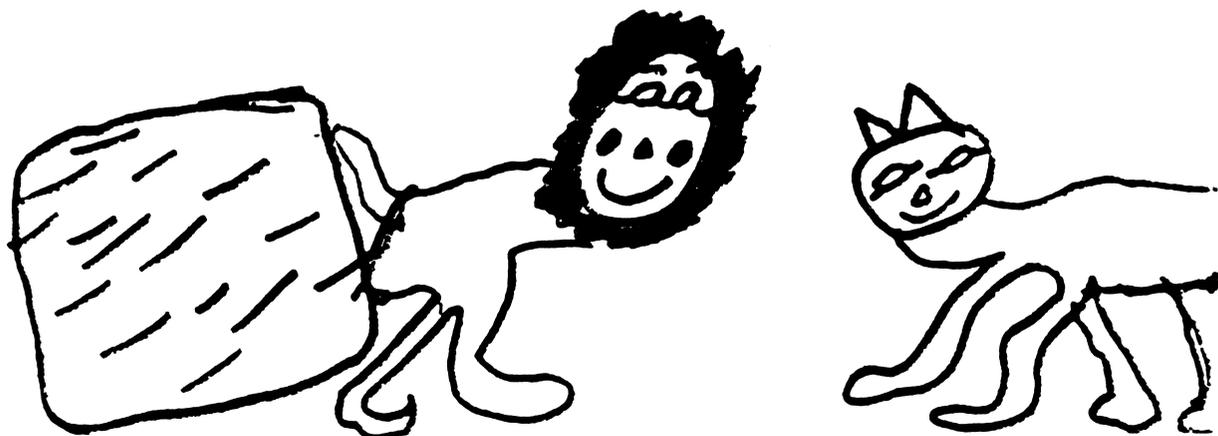
Hen

Ant

Egg

Lion

Here is a drawing of one of the words I made:



MY ADDRESS

Name: Michael Jones

Address: 103 Valencia St.

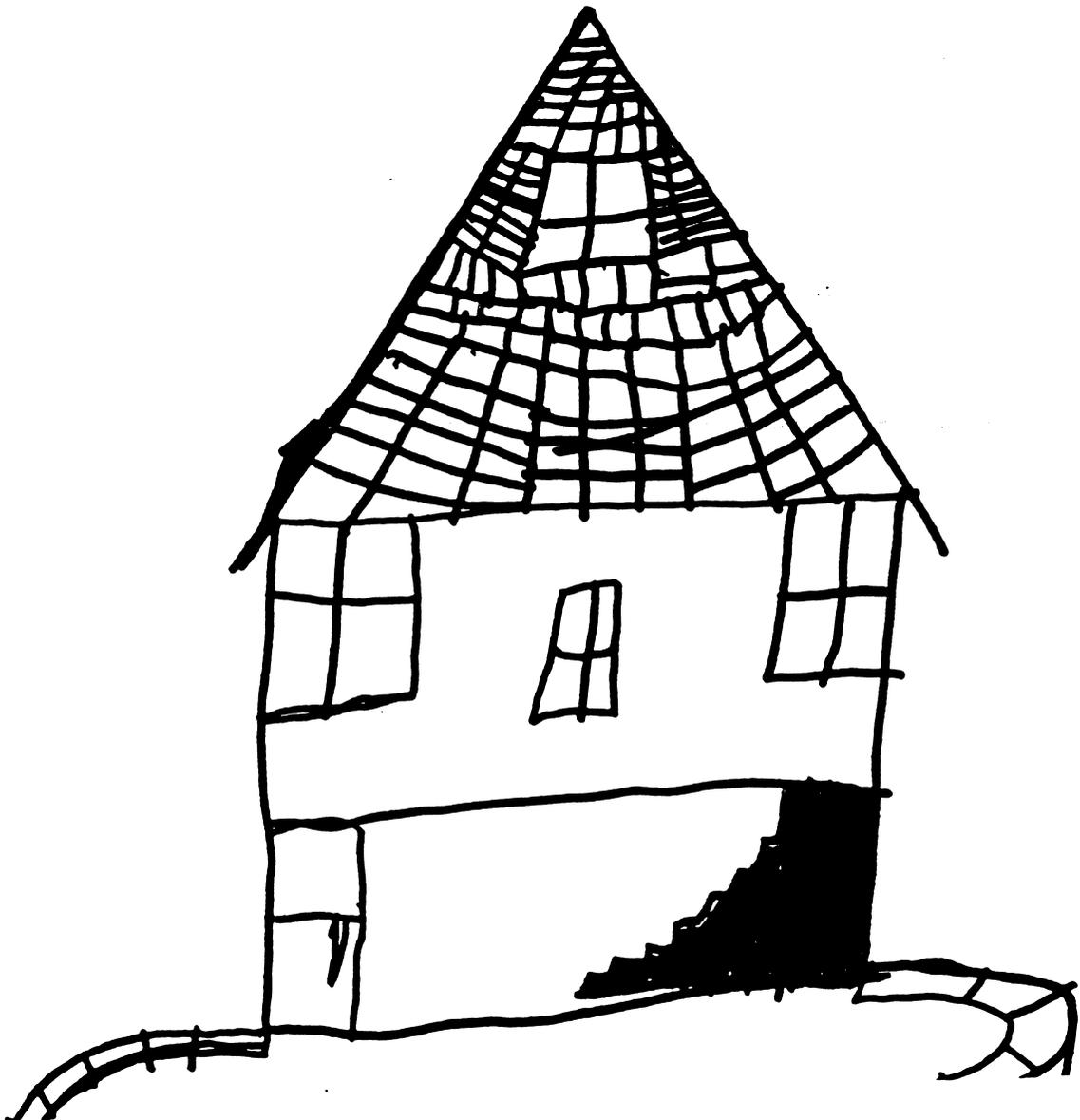
City: San Francisco

State: California

Zip: 94110

Phone: 648-3209

This is a picture of where I live:



WHO AM I?

Hi! My name is Michael Jones. I live at 103 Valencia St. in San Francisco, California. My phone number is 648-3209. I am in the second grade. I go to Blue Mountain Elementary School.

MY COLORS

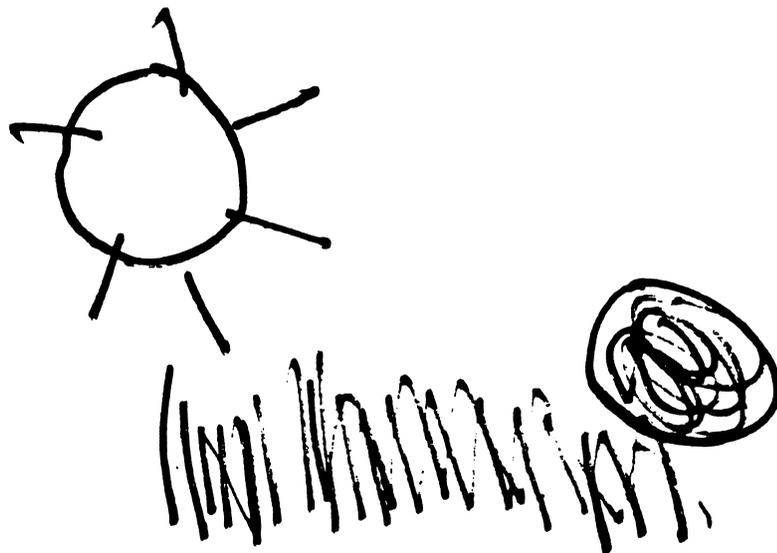
First I picked four colors that I like.
Then I thought of a thing for each
color, like a green frog.

1. green grass
2. black ink
3. yellow sun
4. red ball

I can write a sentence for one of my
colors:

I threw the red ball.

Here is my color drawing:



IS/ARE

I put **is** or **are** into each of these sentences:

1. You **are** my best friend.
2. She **is** my teacher.
3. We **are** on the bus.
4. It **is** noisy.
5. The monster **is** scary in my dreams.

Here is my monster dream drawing:



MONSTER SOUP

These are the ingredients for my monster's soup:

1. mud and dirt
2. weeds and grass
3. rocks and stones
4. worms and ants

I can draw the soup ingredients:



MY MONSTER

Name: Sludge

Age: 1,000 years

Height: 100 ft. 5 in.

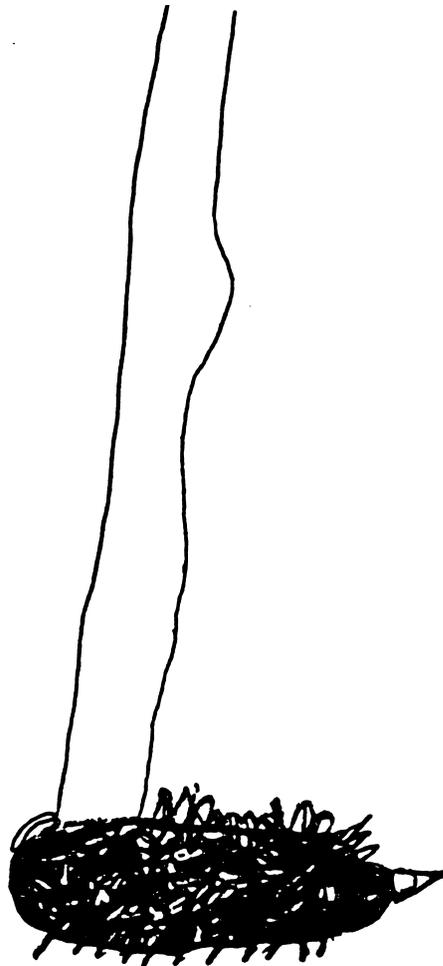
Weight: 700 lbs.

Eyes: yellow

Hair: purple

Food: trees

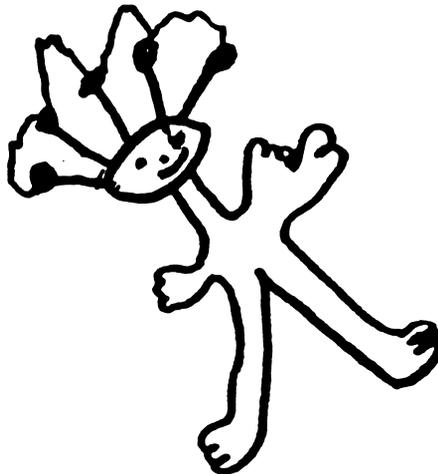
**Here is a picture of my monster's
foot:**



MONSTER STORY

Hi! I am a monster. My name is Sludge. I am 1,000 years old. I have yellow eyes and purple hair. I am 100 feet and 5 inches tall. I weigh 700 pounds. I eat trees.

This is my picture:

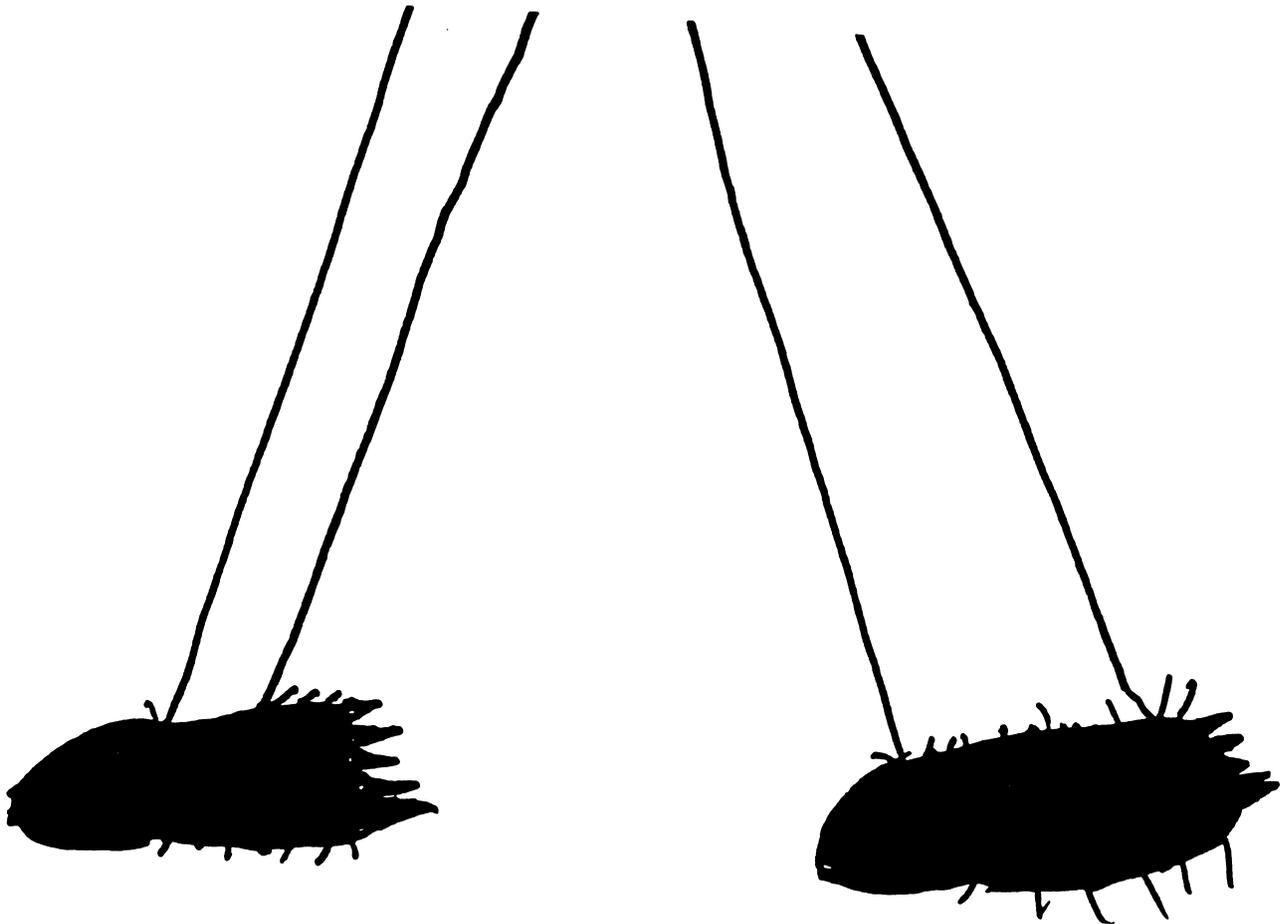


MY FEET

I can do many things with my feet:

1. I run.
2. I skip.
3. I hop.
4. I jump.
5. I dance.

This picture shows my feet moving:



FOOT WORK

I finished these sentences:

1. He runs.
2. She dances.
3. They climb.
4. The monster jumps.

I picked these places:

1. on the street
2. under some bushes
3. over a car
4. into the woods

FOOT PLACES

I put my foot sentences and my foot places together:

1. He runs into the brown woods.
2. She dances on the black street.
3. They climb under some green bushes.
4. The monster jumps over a red car.

THE MONSTER AND I

I put **go, goes, gone, or went** into each of these sentences:

1. I go up the stairs.
2. The monster goes up the stairs, too.
3. We have gone down the hall together.
4. The monster and I went to the open window.
5. The monster went far away on a silver magic cloud.

Here we are:



OPPOSITES

I can use opposites in sentences:

1. I am little.

The monster is big.

2. I skip fast.

The monster skips slow.

3. I jump high.

The monster jumps low.

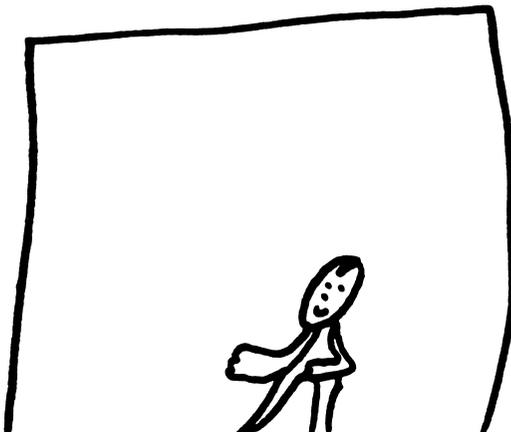
4. I run into the light.

The monster runs into the dark.

5. I am found.

The monster is lost.

Here is an opposites drawing:



WHEN

I finished these sentences with words that tell **when**:

1. We will eat our green soup later.
2. Now he is on the red phone.
3. We were in New York yesterday.
4. We will fly to London tomorrow.
5. Once the purple monster and I jumped over the fence.

MONSTER WHO?

Here are some questions to ask your monster:

1. What is your name?
2. How old are you?
3. Where do you live?
4. Why are you here?
5. When will you leave?

Here is the monster's answer to one of the questions:

My name is Sludge.

COMMANDS

Here is what I told my monster to do:

1. Jump on the bed.
2. Open the door.
3. Get a haircut!
4. Eat the peas.
5. Close the door.
6. Listen to this!



MONSTER LETTER

I inserted **not** in each sentence of my letter:

Dear Monster,

Last night I did not mean to hurt you. I could not see you in the dark. I hope you are not angry. I will not scare you again. You are not my enemy.

Your Friend,

Mike

MONSTER UNSCRAMBLE

I unscrambled these sentences. Now they make sense.

1. The monster eats green eggs!
2. Go away, monster!
3. The monster walks on red fire.
4. Where did you fly?

Here is a scrambled monster:



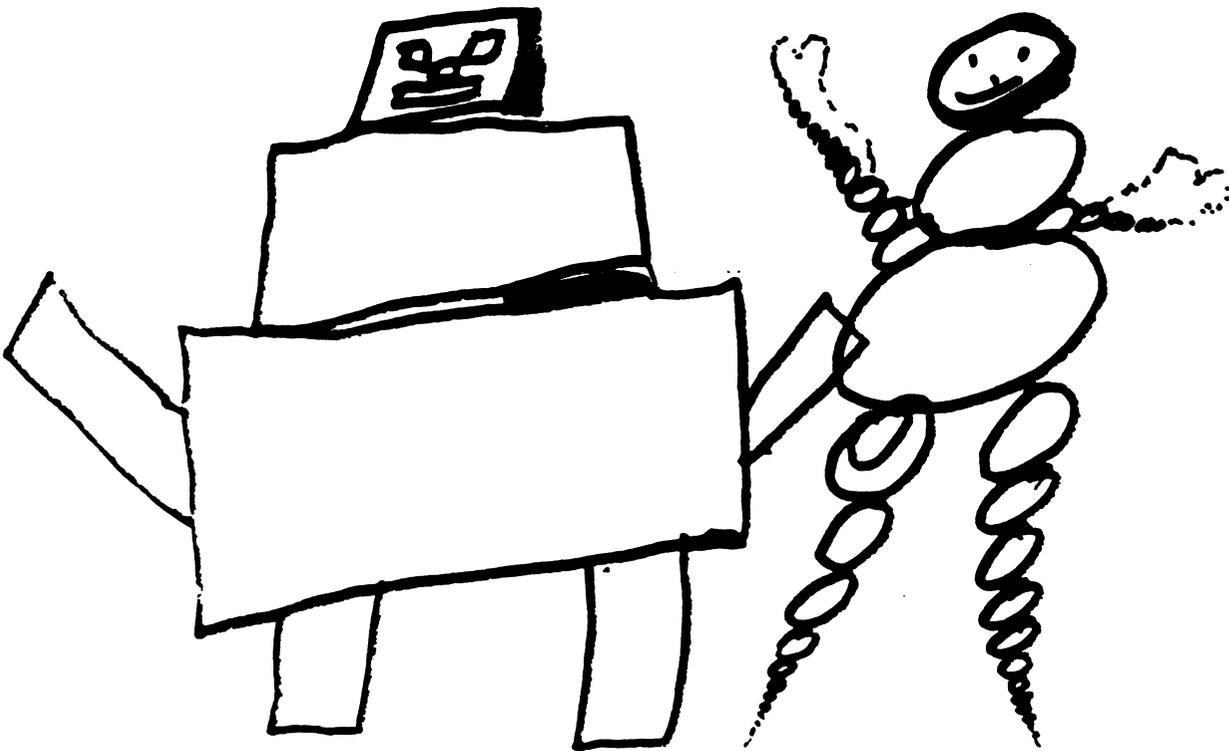
IS/ROUND

I replaced **was** with **is**. Then I replaced **square** with **round**:

My head is round. My mouth is round. My whole world is round.

Here I am:

Square me Round me

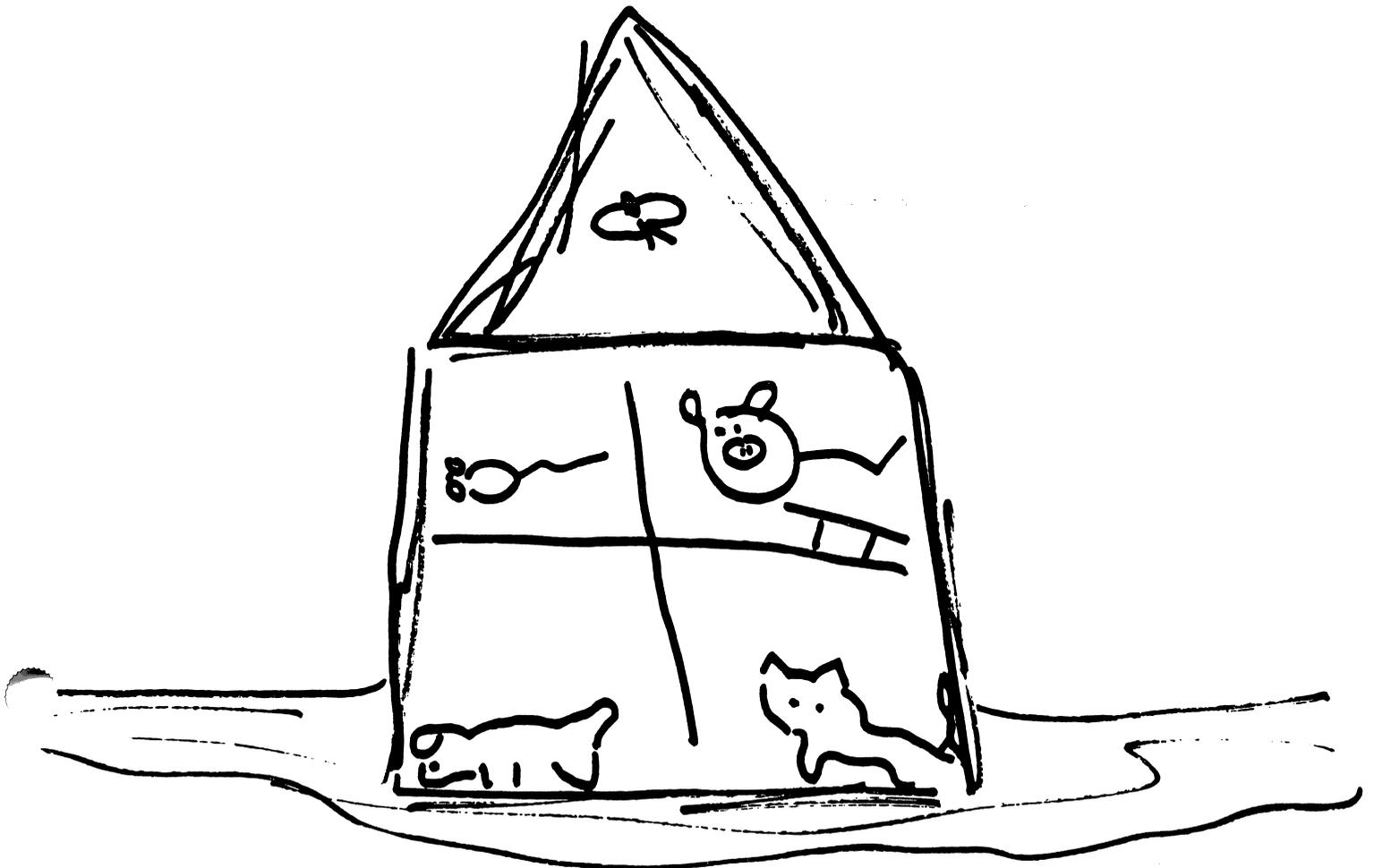


RHYME

I typed in words that rhyme. Then I added colors:

I live in a little white house.
With a big fat furry brown mouse.
In the attic lives a scary black bat.
In the basement hides a silly red cat.
In the bathroom sits a muddy pink hog.
In the kitchen lies a sleepy black dog.

Here is my house:



MONSTER GOODBYE PARTY

My monster had to leave, so I gave him a goodbye party. This is what we did:

The monster and I jumped over the chair.

My father and the monster climbed on the table.

The monster hopped on the floor.

My mother skipped to the kitchen.

All four of us danced on the rug.

Goodbye, Monster!

APPLE II: WORKING WITH YOUR COMPUTER

TURNING ON THE SYSTEM:

1. Turn on the television or monitor.
2. Insert the disk into the disk drive with the label facing you and on the right.
3. Close the door to the disk drive.
4. Turn on the Apple II. (The on-off switch is on the back left side of the computer.)
5. You will see a red light on the disk drive turn on. If the disk drive light does not turn off in about 10 seconds, turn the Apple off and make sure your disk is placed correctly in the disk drive.
6. The SUNBURST logo will appear on the screen, followed by the opening screen of the program. The program is now ready to use.
7. Follow directions given in the program.
8. If you wish to stop during the program, hold down the CTRL (Control) Key and press E.

TURNING OFF THE SYSTEM:

1. Remove the disk from the disk drive and return it to its place of storage.
2. Turn off the Apple II.
3. Turn off the television or monitor.

Apple IGS: Control Panel Settings

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

To Use the Control Panel:

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

To Change the Display:

- Highlight **Display** and press RETURN.
- Set **Type** to **Color**
- Set **Columns** to **40**.
- Set **Text** to **White**.
- Set **Background** to **Black**.
- Set **Border** to **Black**.
- Press RETURN to save the changes and to go back to the Control Panel.

To Change the System Speed:

- Highlight **System Speed** and press RETURN.
- Set **System Speed** to **Normal**.
- Press RETURN to go back to the Control Panel.

To Change the Slots:

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

What Happens If...?--Sunburst Courseware & Warranty

What happens if a program will not load or run?

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

What if I find an error in the program?

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

What happens if the courseware is accidentally destroyed?

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

Can I copy this diskette?

Yes, Sunburst grants teachers permission to copy the *I Can Write!* disk for all students in their classes. See page 4 for duplication directions.

Can I take the I Can Write! disk out of the computer after the program has been loaded and put it into another computer?

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