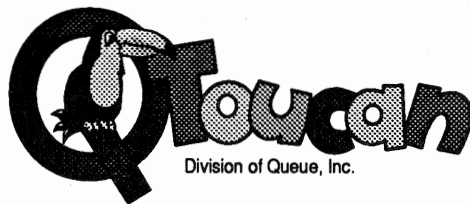


# The Whole Neighborhood

**The Perfect Program to Introduce the  
Wide Diversity of a Community!**



338 Commerce Drive, Fairfield, CT 06430  
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# The Whole Neighborhood™

Apple II Family 128K

## Credits

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# **GETTING STARTED**

*The Whole Neighborhood*™ is the perfect program for introducing children to the wide diversity of people and places within their own communities. Whether your students are of primary, intermediate, junior high or high school age, *The Whole Neighborhood*™ has something to offer. Take a look at the many exciting features in the program:

- Colorful backgrounds that can be easily manipulated to create an endless variety of unique neighborhood scenes.
- Numerous clip art categories, such as: symbols, props, pets, neighborhood helpers, children and adults (including a range of ethnic people and people with handicapping conditions).
- Speech bubbles that children can use to create dialogue between the characters.
- Word processing in a variety of font styles and sizes so children can write stories describing the scenes they create.
- A choice of printout sizes ranging from miniature to Poster and sequential printing with a variety of page layouts.
- Speech synthesis that allows the program to "speak or spell" any text a child has typed. (You will need an Echo or Cricket Speechboard to use this feature.)

In this **Getting Started** section, you'll find a list of equipment you need, loading instructions, directions for installing the Speech Synthesizer, and information on how to use this handbook. If you don't have an Echo Speechboard, skip the Installation Instructions and move ahead to Loading the Program.

## **Equipment You'll Need:**

- Apple IIe with 128K, IIc, or IIGS
- *The Whole Neighborhood*™ program
- Monitor (color recommended)
- Printer (recommended)
- Apple Mouse (optional)
- Blank Disks (optional)
- Additional Art disks (optional)
- Echo or Cricket Speechboard (optional)
- Unicorn Board for the Apple IIe, Apple IIGS (optional)
- Contact Keyboard for the Apple IIGS only (optional)

## **Installing the Speech Synthesizer**

*The Whole Neighborhood*™ works fine with or without the speech feature. However, if you do have an Echo (Ile) or Cricket (Iic) Speech Synthesizer, your students have the added advantage of being able to hear what they type. Follow the appropriate procedure below to install the speech synthesizer in your computer.

**NOTE:** *If you don't have a speech synthesizer, simply skip ahead to the loading instructions.*

### **Installing the Echo**

To install the Echo Speechboard in your Apple Ile computer, make sure you *begin with the computer OFF*. Follow these steps:

1. To avoid electric shock make sure your computer is OFF.
2. Remove the cover from your computer.
3. Using a gentle rocking motion, insert the ECHO card into any slot except slot #3. Make sure the board is firmly in place.
4. Insert the speaker cable into the jack labeled "mono" on the ECHO card. If you have headphones or stereo speakers, you can connect them to the jack marked "stereo."

**NOTE:** *The two gray knobs near the speaker jacks control the volume of the left and right channels.*

5. Replace the cover of your computer.

### **Installing the Cricket in the Apple Iic**

To install the Cricket Speech synthesizer in your Apple Iic, follow these steps.

1. Begin with the computer OFF and the power transformer unplugged.
2. Plug the Cricket cable into the modem port (marked with a telephone icon) on the back of your Iic.
3. Connect the cable from the power transformer to the jack on the back of the Cricket.
4. Plug the transformer into a power outlet.



## The Unicorn Board


The Unicorn Board is an expanded keyboard that works with the Apple IIe or Apple IIGS computer and an Adaptive Firmware Card. The Unicorn Board allows users of all ages and abilities to access Pelican's creative writing programs. For more information call Unicorn Engineering, Inc. 1-800-899-Mouse.

## The Contact Keyboard

The Contact Keyboard is an adaptive keyboard device for the Apple IIGS computer. This colorful keyboard offers ten jumbo-sized keys and simply snaps into place over the Apple IIGS keyboard. It requires no electrical connections or cards! The Contact Keyboard is compatible with Pelican's special versions of The Creative Writing Series. For more information call 1-800-232-2224.

## Loading the Program

To load the *The Whole Neighborhood*™ program:

1. Insert the program, label facing up, into Drive 1.
2. Turn on your monitor and computer. If the computer is already on, press the Control, , and Reset keys at the same time.
3. In a few seconds the Opening Screen will appear followed by a screen with information on the speech feature. Press any key to continue. When the **Main Menu** appears, you're ready to begin.

Refer to the **Reference Guide** for step-by-step instructions on how to use each of the **Main Menu** options.

## Documentation

There are three sections of the documentation: the Reference Guide, The Teacher's Guide and the Art-at-a-Glance. Each section is described below.

### Reference Guide

Provides step-by-step instructions for using each feature in *The Whole Neighborhood*™. Refer to the Reference Guide when you have specific questions about a particular feature.

### The Teachers' Guide

Provides teachers with grade specific classroom activities and helpful hints.

### Art-at-a-Glance

Displays the backgrounds, clip art and fonts included with the program.

# **REFERENCE GUIDE**

This section of the handbook contains detailed information about all of the features in the *The Whole Neighborhood*™. Read through this Reference Guide for complete step-by-step instructions for using the program.

Refer to the **Getting Started** section at the beginning of this handbook for instructions on installing your Echo Speech Synthesizer, information about the Unicorn Board and Contact Keyboard, and for loading instructions.

## **The Main Menu**

Load the program. When the **Main Menu** appears, you're ready to begin. The **Main Menu** lists six basic options you can choose from. The options available are: **Design a Scene**, **Write a Story**, **Your Library**, **Print**, **Utilities**, and **Quit**.



### **Selecting a Menu Item**

To select an item from any menu, simply press the arrow keys to move the black menu bar. When the menu bar is on the option you want, press Return. That's all there is to it. From now on this process of moving the menu bar to an option and pressing Return will be called "selecting".

### **Creating a Data Disk**

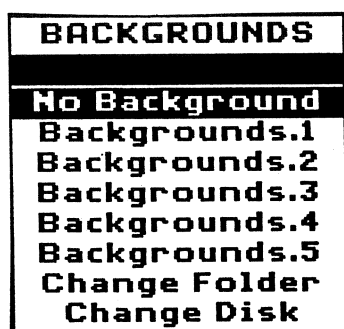
If you want to save the scenes and stories you design, you'll need a formatted 3 1/2" or 5 1/4" data disk. To format a disk, select the **Utilities** option. Next, select **Format Disk**. Select the location of the drive containing the disk to be formatted and insert a blank disk (or one that contains information you no longer need) in that drive. When you see "Volume Name:" followed by a blinking cursor, type a name for your data disk and press Return. When the **Utilities Menu** reappears, you're ready to begin. Press Esc to exit to the **Main Menu**.

## Design a Scene

Select **Design a Scene**. Designing a scene is simple. First, decide on a background (or no background), then design your scene using a variety of clip art: children, career people, neighborhood helpers, pets, props and more. Follow the steps below.

### Selecting a Background

1. Insert the Backgrounds Disk (Side 2 of the 5 1/4" program disk) in the drive.
2. Press Return to select **Design a Scene** from the **Main Menu**.
3. In a moment, the **Backgrounds Menu** will appear. A background is the setting for the scene you design.

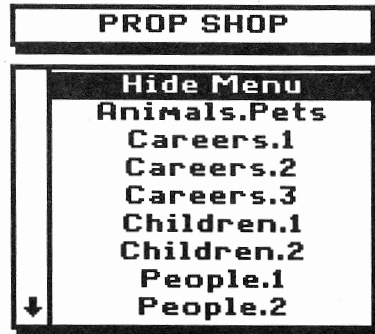


4. Select a background option:
  - No Background: Select this option to design your scene on a white screen. Skip ahead to the **Prop Shop Menu**.
  - Backgrounds.1, Backgrounds.2, and Backgrounds.3, etc. : Each of these choices is a file containing many backgrounds. Take a moment to explore all the terrific backgrounds available to you.
  - Change Disk: Select this option to view the background choices on another disk.
5. When you select a background file, such as Backgrounds.1, the first background will appear on the screen. Press the Space Bar or the right and left arrow keys to view the backgrounds in that file. Press Return to select the background you want to use as a base for your design. Press Esc to return to the **Backgrounds Menu** if you want to check out another background file.

## Adding Clip art

1. Once you have chosen the background that you want for your scene the **Prop Shop Menu** will appear. This is where you can access clip art for designing your neighborhood scenes.

*NOTE: The Hide Menu option allows you to view your background unobstructed.*



2. After you select a clip art category from the **Prop Shop Menu**, the first piece of clip art from the file you selected will appear on the screen. Press the Space Bar to view all the art in this file. Press the letter B key if you need to go backwards and view the previous pieces of clip art. Stop when you find the piece of clip art you want to use.
3. Now press the arrow keys or use the mouse to move the piece of clip art around the screen.

*NOTE: You can change the distance a graphic moves when you press the number keys. For example, to center a character exactly where you want it, type 1. Then when you press the arrow key, the character will move in small increments. To move a character quickly, type 9. Then when you press the arrow key, the part will move a much larger distance. Experiment with the distances from 1 to 9. This feature will come in handy at various points when designing your scenes.*

4. When you've positioned the clip art exactly where you want it, press Return or click the mouse to "stamp" it in place. If you change your mind and want to reposition the piece of clip art, press Delete and return to Step 3. If you want to choose another piece of clip art from the same category, press Delete and return to Step 4.

***WARNING!** Once you press Esc to exit to the Prop Shop Menu, you cannot return to your scene and delete art you've already stamped! But you can use the erasers to "white out" an unwanted piece of clip art. Be careful though, the eraser will also "white out" sections of your background.*

7. Once you're satisfied with the position of the clip art, press Esc to exit to the **Prop Shop Menu**.

8. Now you're ready to add the next piece of clip art to your scene. To do this simply repeat from Step 1.

When you finish creating your scene, press Esc to exit to the **Utilities Menu**. At this point, you might want to save your scene onto a data disk or print it. For saving and printing instructions, refer to the sections, **Saving and Printing Your Scene**.

## Using Speech Bubbles

Speech bubbles are clip art graphics with a twist. Place a speech bubble next to your character when you want to show dialogue. Speech bubbles are very special because once you position them on the screen, they turn into tiny word processors. And that's not all. These speech bubbles even speak! Follow these steps to design speech bubbles.

**NOTE:** You can stamp as many speech bubbles on the screen as you like, however, if you have an Echo or Cricket speechboard only the first four speech bubbles will "talk".

### PLACING SPEECH BUBBLES AND TYPING TEXT

1. Press the down arrow key to scroll down the list of items on the **Prop Shop Menu** until you reach Speech.Bubbles. Select Speech.Bubbles.
2. A **Help Menu** will appear with all the information you need for using a speech bubble. Press any key to remove the **Help Menu**.

SPACE BAR	- view parts
←→↑↓	- move part
1-9 keys	- change distance of movement
RETURN	- stamp part
DELETE	- undo
V	- flip parts vertically (↑↓)
H	- flip parts horizontally (←→)
⌘?	- help
ESC	- exit

3. The first speech bubble in the file will appear. Select and stamp the speech bubble just as you would any of the clip art. *Remember, if you want to flip the bubble horizontally press the H key, and if you want to flip it vertically press the V key.*
4. Once you've pressed Return to stamp the bubble, a **Help Menu** will appear with all the information you need for using a speech bubble. Press any key to remove the **Help Menu**. (To see the screen again, simply press ⌘?)

5. A tiny vertical line will appear inside the bubble. This is the cursor. Type your message and you'll see that the bubble turns into a mini-word processor. You can type your text, delete characters, and even take advantage of wordwrap. Press Esc when you finish typing.
6. The **Bubbles Menu** will appear with these options:
  - If you want to change what you've typed, select **Change Text** and return to Step 5.
  - If you want to remove the bubble and start again, choose **Delete Bubble** and return to Step 2.
  - If you want to add another bubble, choose **Add New Bubble** and return to Step 2.
  - If you like what you've typed, press Esc.
7. The **Prop Shop Menu** will reappear on the screen. At this point, you can continue to add clip art, select more speech bubbles, or press Esc to exit.

For saving and printing instructions, refer to the sections, **Saving and Printing Your Scene**.

### **Using Text Boxes**

Text Boxes are clip art graphics, just like speech bubbles. Place a text box on the top or bottom of your scene when you want to write captions. Text boxes are very special because once you position them on the screen, they turn into tiny word processors. And that's not all. These text boxes will speak too! To use a text box, follow the same steps as for speech bubbles.

***NOTE:** You may stamp as many text boxes as you like, however, if you have an Echo or Cricket speechboard hooked up to your computer, only the first four text boxes you stamped will "talk".*

### **HEARING YOUR SCENE SPEAK**

If you have an Echo or Cricket Speechboard installed in your computer, you can hear your characters speak. To begin, load in one of your scenes (complete with speech bubbles) on your monitor. If the **Prop Shop Menu** is showing, select Hide Menu. When you're ready to hear the dialogue you've written, press **ⓂP** and voila! Your scenes come to life!

## **Special Features of the Prop Shop**

These features allow you to make the most of your Whole Neighborhood graphics.

### **FLIPPING DESIGNS**

Anytime you have a piece of clip art on the screen, you can flip it. Press V to flip a graphic vertically (upside down) and H to flip it horizontally (side to side). If you don't like how the graphic looks, simply press the same key to reverse it to its original state. Experiment flipping the parts for the ideal design.

### **ERASERS**

There is a category called Erasers in the clip art categories. Erasers are white shapes that can be used to "white out" or erase elements. Make sure you have the eraser over a colored area of your background and press the Space Bar to view the different sizes. If you erase an area by accident, press Delete.

*NOTE: Keep in mind that the eraser will erase sections of the background as well.*

### **CHANGING DISKS**

Select this option when you want to load backgrounds or clip art from another Art Disk. This option allows you to mix art stored on different disks. For example, if you have *The Whole Neighborhood™* disk in Drive 1, and any other program from Pelican's *Creative Writing Series™* in Drive 2, you can design a scene with graphics from both.

*NOTE: Pressing Tab performs the same function as selecting Change Disk. If you press Tab, the program will move from one drive to the other*

## **Saving Your Scene**

If you want to save your scene, press Esc to exit the **Prop Shop Menu**. The **Utilities Menu** will appear on the screen.

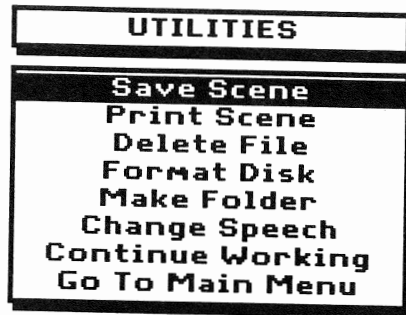
1. Insert a data disk in a drive and press Return to select **Save Scene** from the **Utilities Menu**.
2. Type a name for your scene and press Return.

That's all there is to it. Now your scene is saved onto your data disk. You can come back and edit it at any time. Simply choose **Your Library** from the **Main Menu**, select **Load a Scene**, then select the file you want to work on.

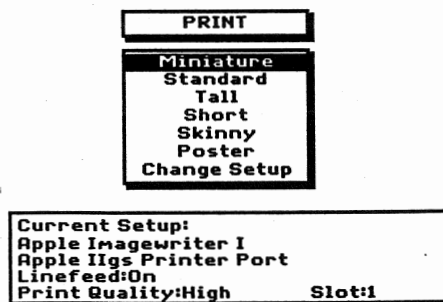
*NOTE: If you want to save your scene into a specific folder, then highlight the folder and press Return to open it. (See Make a Folder in the Utilities section of this guide for more details).*

## Printing Your Scene

If you want to print your scene, press Esc to exit the **Prop Shop Menu**. The **Utilities Menu** will appear on the screen.



1. Select **Print Scene** from the **Utilities Menu**.
2. Follow the instructions on the screen to insert the program disk (Side 1 of the 5 1/4" disk) in any drive and press Return.
3. In a moment, the **Print Menu** will appear listing the various print sizes: **Miniature, Standard, Tall, Short, Skinny, and Poster**. At the bottom of the screen, you'll see the current printer setup. Make sure the **Current Setup** lists the correct printer and interface cards that you are using, and that the appropriate **Print Quality** (Draft or High) is set. If you want to change the program's Current Setup, select **Change Setup**. (See Change Setup for more information.)



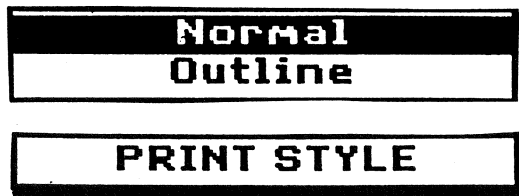
**NOTE:** Print in Draft quality when you want a quick printout (and when you want to spare your printer ribbon). Print in High quality when you want a final, professional looking printout.

6. Select a print size.

**WARNING!** The program will freeze if your printer setup does not match its Current Setup and you will have to reboot the program.



- Next, choose a print style from the **Print Styles Menu**. The two styles offered are **Normal** or **Outline**. Normal will print out your graphic screens with all of the patterns intact. The Outline mode will ignore all patterns and solid colors from the graphic screen and print only the black outlines around the art.



- Check one last time to make sure your printer setup matches *the program's* Current Setup, then press Return to begin printing.

## **WRITE ABOUT IT!**

Before you begin writing your story, make sure you have a formatted data disk for saving your story. Read the section **Creating a Data Disk** if you want instructions for formatting a data disk.

Now you're ready to write your story. Begin with the program disk (Side 1 facing up) in a drive and follow these steps:

- Select **Write a Story** from the **Main Menu**.
- When the **Fonts Menu** appears, select the font you want to write with. The four fonts that come with *The Whole Neighborhood*<sup>™</sup> are: **Small**, **Medium**, **Fancy**, and **Book**.
- In a moment, a text processing screen will appear along with a **Help Menu**. This menu provides you with all the information you need for writing your story, deleting letters, and hearing what you've written. You can see the **Help Menu** at any time by pressing **⌘?**. For now, press any key to remove the **Help Menu**.
- The cursor appears in the upper left-hand corner of the story screen. The cursor is a marker that lets you know where the text you type will appear. Begin typing your story . . . Write away!
- When you finish writing your story, press Esc to exit to the **Utilities Menu**. At this point, you might want to save your story onto a data disk or print it.

For saving and printing instructions, refer to the sections **Saving Your Story** and **Printing Your Story**.

## **Hearing Your Story**

You can hear what you've written at any point during or after typing. Press **⌘P** to hear your story page read back one word at a time. Press **⌘C** to change the way a word is pronounced (or to change the pitch and volume levels). For more details on changing the way the computer pronounces a word, refer to **The Speech Feature**.

## **Saving Your Story**

If you want to save your neighborhood story, press Esc to exit the text processing Screen. The **Utilities Menu** will appear.

1. Insert a data disk in a drive and select **Save Story** from the **Utilities Menu**.
2. Type a name for your story screen and press Return. That's all there is to it! Now your story is saved onto your data disk. For printing instructions, read on.

***NOTE:** If you want to save your story into a specific folder, then highlight the folder and press Return to open it. (See Make a Folder in the Utilities section of this guide for more details ).*

## **Printing Your Story**

If you want to print your story press Esc to access the **Utilities Menu**.

1. Select **Print Story** from the **Utilities Menu**.
2. In a moment, the **Print Menu** will appear listing the various print sizes available to you; **Miniature, Standard, Tall, Short, Skinny, and Poster**. At the bottom of the screen, you'll also see the **Current Setup**. Make sure the Current Setup lists the printer and interface cards you are using. If it doesn't, select **Change Setup** to select the setup which matches yours. (See the **Change Setup** section for more information.)
3. Select a print size.
4. Next, the **Text Format Menu** will offer you two options for text alignment; **Standard** or **Center**.

5. The **Line Border Menu** appears next. Choose whether or not you want a border around your text.
6. Check one last time to make sure your printer setup matches *the program's* Current Setup. Press Return to begin printing.

## **The Speech Feature**

*The Whole Neighborhood™* has a speech feature that allows you to hear what you have typed. You may want to hear your text while you are writing your story. Or you might want to write the entire story (or speech bubbles on a scene), save it, load the file later, and then let the program tell it to a friend.

**NOTE:** To take advantage of the Speech feature, your computer must be equipped with an Echo or Cricket Speechboard.

Begin with the text you want to hear on the screen. If you need to load a file you've already designed, select **Your Library** from the **Main Menu**.

When your text is on the screen, use the following commands to hear it:

### **Press ...**

### **When you want...**

**⌘P**

to hear the entire page of your story or all the text you've typed within speech bubbles on your scene.

**⌘W**

to say a word. (You must move the cursor to the word you want to hear *before* you press **⌘W**.)

**⌘S**

to spell a word. (You must move the cursor to the word you want to hear *before* you press **⌘S**.)

**⌘C**

to go to the **Speech Control Menu**. Here you can change the delay between words, pitch, volume level, and speech pronunciations. (See **Speech Control** for more details.)

**⌘V**

to view the last scene you worked on. (If you are writing your story about a scene you've designed, this feature helps remind you of the scene.)

**Space Bar**

to stop the speech

## Speech Control

The Speech Control option gives you control over certain speech features such as: delay between words, pitch, volume and the way a word is pronounced.

Press **⌘C** to see the **Speech Control Menu**.



***NOTE:** The Speech Control option is also available when you select **Change Setup** from the **Utilities** option on the **Main Menu**.*

### DELAY BETWEEN WORDS

Select this option if you want to change the length of silence between words as they are spoken. Young and learning impaired children, for example, may prefer a longer delay between words. Press the arrow keys to adjust the length of delay.

### PITCH

Select this option and press the arrow keys to adjust the pitch.

### VOLUME

Select this option and press the arrow keys to adjust the volume.

### EDIT SPEECH

Many words have similar spellings, but are pronounced quite differently (heart, hear, heard; thought, though). Some words are spelled differently and pronounced the same (hear, here; two, to, too). A person learning English as a second language has difficulty mastering these pronunciations. The computer needs a little help too. That's where the Edit Speech option comes in handy.

Here are a few words you might want to listen to and then fix using the **Edit Speech** option on the **Speech Control Menu**:

<u>WORD</u>	<u>CORRECTION</u>
animal	an-imul*
baseball	base-ball*
heart	hart
listen	lissen
Mrs.	misses
Mr.	mister

\*Sometimes, the only way to correct the pronunciation of a word, is to divide it into two words for the computer to pronounce. When you do this, insert a hyphen between the words.

When you're ready to change the way a word is pronounced, select **Edit Speech** from the **Speech Control Menu**. In a moment, the Edit Speech screen appears. Here are your choices.

- Press **A** to add a word to this list.
- Press the arrow keys and then Return to edit a word that's already on this list.
- Press **R** to remove a word from the list.
- Press Esc when you're finished making corrections.

### **Adding a Word**

Follow these steps to add a word to the list:

1. Press **A** to add a word to the list.
2. At the prompt, **Say this:**, a blinking cursor appears. Type the word that is currently mispronounced, for example, baseball. Then press Return.
3. The cursor will move to the bottom prompt, **As this:**. Spell the word in the way you think the computer will pronounce it correctly. In this example, you would type base-ball. Then press Return.

**Say this:** baseball  
**as this:** base-ball

4. Now you have a few more choices:

- Press Return to move the cursor to the line you want to hear.
- Press **ⓐT** to hear how the word sounds. If you don't like the way the word sounds, try another spelling combination.
- Press Esc when you're finished.

5. When you press Esc, you'll notice that your edited word has been added to the Edit Speech screen. If you want to add more words, repeat from Step 1.

If you've finished adding words, press Esc to return to the **Speech Control Menu**. The program will ask you if you want to save the speech changes you made with your story. It's a good idea to save your changes. That way, each time you load your work from the data disk, all words will be pronounced as you have specified.

## **YOUR LIBRARY**

Select this **Main Menu** option when you want to retrieve one of your scenes or stories from a data disk. Begin with your program disk in one drive and your data disk in the other. If you have a one-drive system, the program will tell you when to insert your data disk. Just watch the screen for instructions.

1. Select **Your Library** from the **Main Menu**.
2. From the **Library Menu** that appears, you have two options:  
If you want to load a scene you've designed, select **Load a Scene**.  
If you want to load a story you've written, select **Load a Story**.
3. In a moment, a screen will appear listing all of the scenes or stories available on your data disk.
4. Select the scene or story you want to load.
5. In a moment, your screen will appear. You may continue working on your scene or story, listen to any text you've typed, or exit to the **Utilities Menu** to print your creation.

## **PRINT**

This **Main Menu** option lets you choose and print out a page layout. When you select **Print** a **Print Menu** appears with the following options:

**Print a Scene**  
**Print a Story**  
**Print a Page Layout**

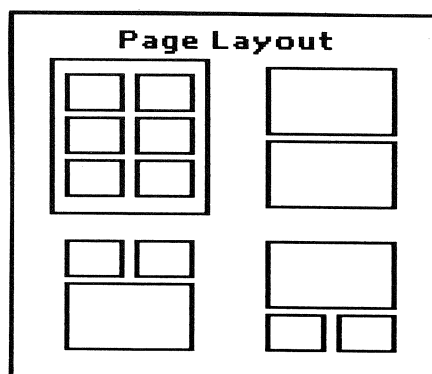
1. Select **Print a Scene** or **Print a Story**. This means that you want to load one of your saved scenes or stories from your data disk.
2. Put your data disk in the drive. A screen will appear listing all of the scenes and stories available on your data disk.

3. Select the scene or story that you want to print. In a moment, your screen will appear along with the **Print Menu** listing the various printout sizes. (See **Printing Your Scene** for more information.)

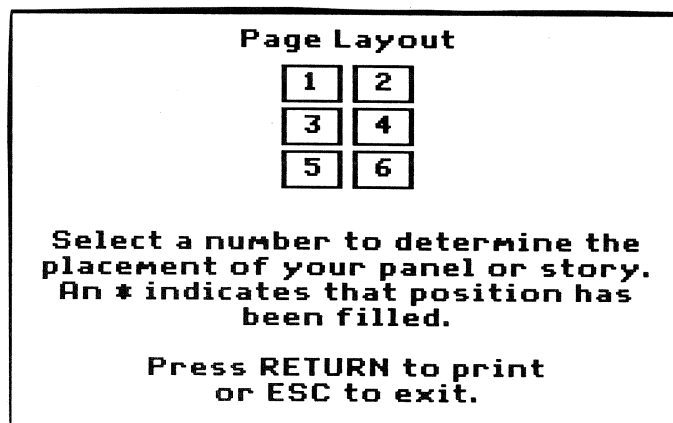
### Choosing a Page Layout

If you want to choose a layout for a page that involves more than one screen, choose **Print a Page Layout**.

1. A **Page Layout** screen appears displaying four page layouts.



2. Use the Space Bar or arrow keys to select a layout and press Return.
3. A screen appears with a representation of the layout. Within each individual screen on the page is a number. Select a number to determine the placement of your scene or story. An \* indicates that the position has been filled.



4. After pressing a number key, a menu screen appears. Choose whether you want to load a scene or a story to place into that position.
5. A screen will appear listing all of the scenes or stories on your data disk.
6. Select the scene or story that you want. If you select a story, you will have the choice of printing it standard or centered.

7. Continue to choose screens until you have finished filling all of the positions of your page layout.
8. Press Return when finished or Esc to exit.
9. A print screen will appear, so you can print out your page.

## **UTILITIES**

This option is provided on the **Main Menu** so that you can prepare a data disk before you begin creating your neighborhood scenes or writing your stories. The options offered on this **Utilities Menu** are: **Change Setup, Speech Control, Format Disk, Delete File, and Make Folder.**

### **Change Setup**

Once you select **Change Setup**, you have the following options:

#### **PRINTERS**

Select this option to tell the program which printer you have connected to your computer. Use the arrow keys to scroll through the list and press Return to select the printer you're using.

#### **INTERFACES**

Select this option to tell the program which printer interface card you're using. Use the arrow keys to scroll through the list and press Return to select the interface you're using.

#### **LINEFEED**

Select this option to turn the Linefeed on or off. For example, if you print a scene and the entire design is printed on one line, you should select **Linefeed on**. If your printout skips lines, select **Linefeed off**.

#### **INTERFACE SLOT**

Select this to indicate in which Slot your printer interface card is inserted.

### **Speech Control**

This option works the same way here as it does when you press **⌘C** to change speech features. When using the Speech feature, it allows you to increase or decrease the delay between words, change the pitch or volume, or edit speech exceptions (ie. change the way words are pronounced).



## **Format Disk**

This option allows you to format a ProDOS data disk for saving your scenes and stories. To format a disk, select **Utilities**. Next, select **Format Disk**. Select the location of the drive containing the disk to be formatted and insert a blank disk (or one that contains information you no longer need) in that drive. When you see "Volume Name;" followed by a blinking cursor, type a name for your data disk and press Return.

## **Delete File**

This option allows you to delete a file from your data disk. For example, if you run out of room on a data disk, you can delete files you no longer need and make room for your current creation.

*NOTE: Once you delete a file, you cannot get it back.*

## **Make Folder**

This menu option allows you to create special folders in which to store files on your data disk. These folders help organize your data disks by creating separate spaces in which to keep different story screens. After you select **Make Folder**, use the Tab key to access the disk on which you want to make a folder. Type in a name for your folder and press Return. Your folder has been created! Now, you can save all of the screens that belong to one story in that folder. Press Esc to return to the **Main Menu**.

# **QUIT**

Select this option from the **Main Menu** when you want to exit the program.

# The Teacher's Guide

Teaching your students about the diversity of the community is an integral part of your curriculum. Whether you work with primary, intermediate, junior high or high school students, with one computer or many, *The Whole Neighborhood* challenges your students to expand their intellectual and creative potential.

The graphic content of this program is different than any that you have ever seen in a computer software program. What we have attempted to do is offer you art for the "whole" community. The clip art includes children and adults of multi-ethnic backgrounds as well as individuals with handicapping conditions. You'll notice people who are using various types of adaptive devices found in our communities. While you or your students may not be familiar with the devices available, these renderings are accurate portrayals.

This guide provides information on the learning opportunities *The Whole Neighborhood* offers as well as practical suggestions for using the program to engage students in creative writing projects. Since *The Whole Neighborhood* includes flexible tools for writing, reading, listening, and graphic design, it supports a wide range of learning styles and ability levels.

## Using *The Whole Neighborhood* as a Learning Tool

*The Whole Neighborhood* includes an easy-to-use word processor, complete with a selection of font sizes and styles, wordwrap, and delete capabilities. If you have an Echo or Cricket Speech Synthesizer installed in your computer, you can also take advantage of the speech feature.

Word processing and speech synthesis are powerful learning tools for students at various stages in literacy development. Young and primary beginners, learning disabled and handicapped students, and second language beginners can benefit from using *The Whole Neighborhood*.

The graphics, word processing and speech features can provide students with support in the following areas:

### Visually Tracking Words

Some students have difficulty learning the left-to-right and top-to-bottom visual patterns used during reading. The program's speech feature helps children practice visually tracking words within text. When the student presses Apple-P, all the words on a page are read one at a time. Each word is highlighted as it is read, thus guiding the student's eyes in the correct pattern across the screen. You can even control the rate at which the words are read by adjusting the delay between words on the Speech Control Menu.

## **Reducing the Physical Burden of Writing**

Writing is a physical as well as cognitive and social act. Many young and handicapped students have important things to say, but are frustrated because they lack the fine motor skills required to write by hand. Word processing allows students to form letters at the press of a key, thus reducing the physical burden involved in writing by hand. This provides them with a powerful tool for self expression.

## **Improving Spelling**

If a child is unsure how to spell a word, she can have the program spell and pronounce the word she has typed. If she hears what she expects, her understanding is confirmed. If she hears something different, she can make changes and try again. In other words, the auditory feedback helps children in their spelling and decoding efforts by allowing students to verify spelling rules and exceptions to those rules.

*Note: The Whole Neighborhood has an option (Edit Exceptions) that lets teachers or students correct the sound of words that are mispronounced due to irregularities in the English language. The process of correcting pronunciations is another learning opportunity for students. It allows them to gain a sense of the patterns and irregularities of English spelling.*

## **Writing a Complete Sentence**

Children often have difficulty writing a complete sentence. With *The Whole Neighborhood*, children can write a sentence and have the program read it back. The speech feature provides instant auditory feedback. Upon hearing his sentence or text read aloud, the child will recognize many problems that he might not identify when reading the written page (e.g., missing verb, no punctuation between sentences, even subject-verb agreement errors).

## **Motivating Students to Read and Write**

Students of all ages will enjoy the combination of graphics and text offered by this program. Students, who might not otherwise have much to say, will love combining graphics and speech in their scenes. They might begin by writing a small amount of text in a speech bubble and eventually expand to writing a page or a whole story.

## **Improving Comprehension**

Students reading a passage in a book have to struggle with unknown words. Their ability to decipher these words determines the level of meaning they grasp from the text. They may try to "sound out" the word, but this often ends in failure and frustration. Since the speech feature allows students to hear any unknown word in a passage, students are less likely to get "hung up" on one word and are freer to concentrate on the overall meaning of the text.

The speech feature provides students with a new tool for identifying words and unlocking the meaning in a sentence or passage.

### **Taking Risks**

Students who write with a word processor are more likely to take risks in their writing. The fear of failure is reduced since mistakes are so easy to correct. With the added benefit of the speech feature, students will be even more inclined to take risks. When a student can hear what he writes, he'll be able to identify and correct mistakes even easier. Also, students who read text from the screen, have the added support of being able to hear any word in the text that they might not know.

### **Drafting and Editing Text**

Word processing can enhance the entire writing process -- Prewriting, Drafting, Editing, Revising, and of course, Publishing. Students will enjoy using the word processor since it allows them to manipulate their words more easily than would a pencil and paper. They are also more likely to experiment with their text since making changes and corrections is so easy. When the student is ready to edit or revise, she will not have to painstakingly recopy each word. The word processor allows her to edit quickly and easily. The essential task of rereading is also simplified since computer printouts are much neater than handwritten text.

### **Publishing and Sharing Work**

Writing is communicating. During the writing process we make meaning of words and convey that meaning to other people.

*The Whole Neighborhood* is a perfect tool for publishing and sharing because it allows students to produce a clean, professional looking final product. Publishing this work by delivering it to an audience or displaying it in the classroom is a perfect way to provide students with this important sense of audience.

### **Collaborative Writing**

Writing at the computer reinforces and enhances the dynamic, social nature of writing. Walk into any computer lab and you'll find students huddled around the computer, discussing what is on the screen. Students who work together learn from each other. They also have the rare opportunity to talk about language (e.g., which word to use, how to phrase a sentence, etc.). Students may experiment with different styles of writing and take even more risks when working with a partner.

## Activities

The following activities offer specific ways for using *The Whole Neighborhood™* in the classroom. These activities take advantage of all the exciting features-- wonderful graphics, sophisticated word processing, and printing in a variety of sizes. Some activities also take advantage of the speech feature, although it is not an essential component.

Many of the activities are designed as cooperative writing projects. Students are encouraged to work together, to discuss their writing and to produce a final product to be shared or published. Other activities may be completed as individual or small group projects. Activities can easily be adapted to fit your needs in terms of student age, ability levels and computer availability.

### **The Classroom Big Book**

GRADE LEVELS: K - 3

Young students love reading and sharing Big Books. Many teachers integrate Big Books into their Whole Language program. In this activity, your students will write, illustrate and publish their own Big Books. If you like, you can even turn this into a language experience exercise in which students discuss, write about and share their real-life experiences. Creating and sharing Big Books with you and with other students is a perfect way for students to develop an awareness of the relationships between speaking, reading and writing. The final product provides a terrific way to showcase your students' work on Parent-Teacher Night.

**Getting Started.** Begin this activity by sharing a Big Book with the class. You might want to create one Big Book page with simple captions and dialogue, print it out in Big Book size and share it with your students. Then divide the class into pairs and have each pair create one page of a Big Book about their neighborhood.

**Creating and Printing the Graphics.** Depending on the age of your students and their level of comfort using computers, you may want to make them responsible for designing and creating the graphics screens only.

Of course, if your students are going to use the Speech Bubble feature, you'll want to help them enter the text. Select Poster size from the Print Menu and then select a Print Style. The scene will print in two panels which you can tape together.

**Writing and Printing the Story.** Writing the story that goes along with the graphic is a valuable learning experience and a lot of fun. However, if you're working with very young students, or with students who are not familiar with the computer, you should type as they dictate the story. This is also a nice way to involve your students in a discussion about language -- describing the picture, choosing the best words to tell the story and even discussing how to spell certain words.

When you're ready to print, select the Poster size from the Print Menu. The story will print in two panels which you can tape together.

**Putting the Big Book Together.** Once you have both parts -- the story and the picture-- you should tape the story under the graphic. This is one page of your Big Book. You might consider mounting the pages on oaktag or poster board for more durability.

*Note: If you're working with older students, they might enjoy creating Big Books for younger students to read.*

## **Coloring Books**

GRADE LEVELS: PRE-K - 3

All children love coloring books. Now you or your students can create their own. Any scene your students create can be printed in the special Outline mode. The result is a printed picture that is perfect for coloring.

Individual students can create their own coloring books or students can join to create a classroom book. Here are a few easy steps for creating a Classroom Coloring Book.

**Creating the Scene.** Have each student create a scene from the neighborhood using a particular location and the appropriate individuals. Depending on your students' age and ability levels, they can create a scene with graphics only or they can use speech bubbles or text boxes and add text to each screen.

**Printing the Scene.** As the students finish their scenes, have them print the scenes in Outline Mode.

*Note: If you'd like, you can print directly onto Ditto Masters so you can reproduce the pages easily.*

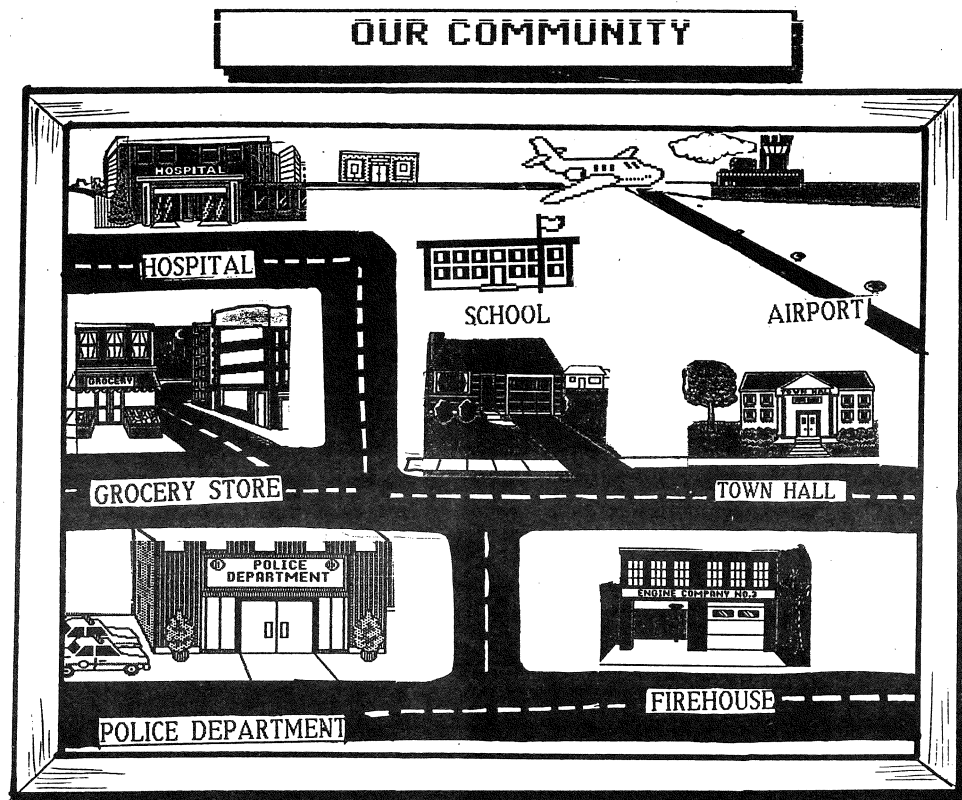
**Creating the Book.** Make copies of all the pages. Bind the coloring books by punching holes in the paper and looping colorful yarn through it. Or use the holes that are already on the computer paper for binding!

That's all there is to it. These books make perfect gifts for students to give their family and friends.

## Who Works Here?

GRADE LEVELS: 1 - 6

Designing a bulletin board of a community is fun! Cover the bulletin board, using green construction paper as grass and blue paper for the sky. Cut strips of black construction paper to use as streets. Use chalk to mark the dividing lines. Have the students print out community locations or buildings; the post office, park, police station, grocery store, the hospital, etc. in the poster size. Mount them onto oaktag and cut them out. Next have them print out the appropriate community workers to match the locations chosen, (along with children, more people, pets and props) in the standard size. Mount them onto oaktag, cut them out and attach them to the bulletin board. Use various materials to add the finishing touches: cotton for clouds, foil for metal, or popsicle sticks for fencing. Have the students use the text processor to type up labels for the buildings and community helpers and print them out in the poster size. Now they can label the various components of their wall-sized community. This bulletin board can become a focal point for many class discussions.



## **I Want a Pet!**

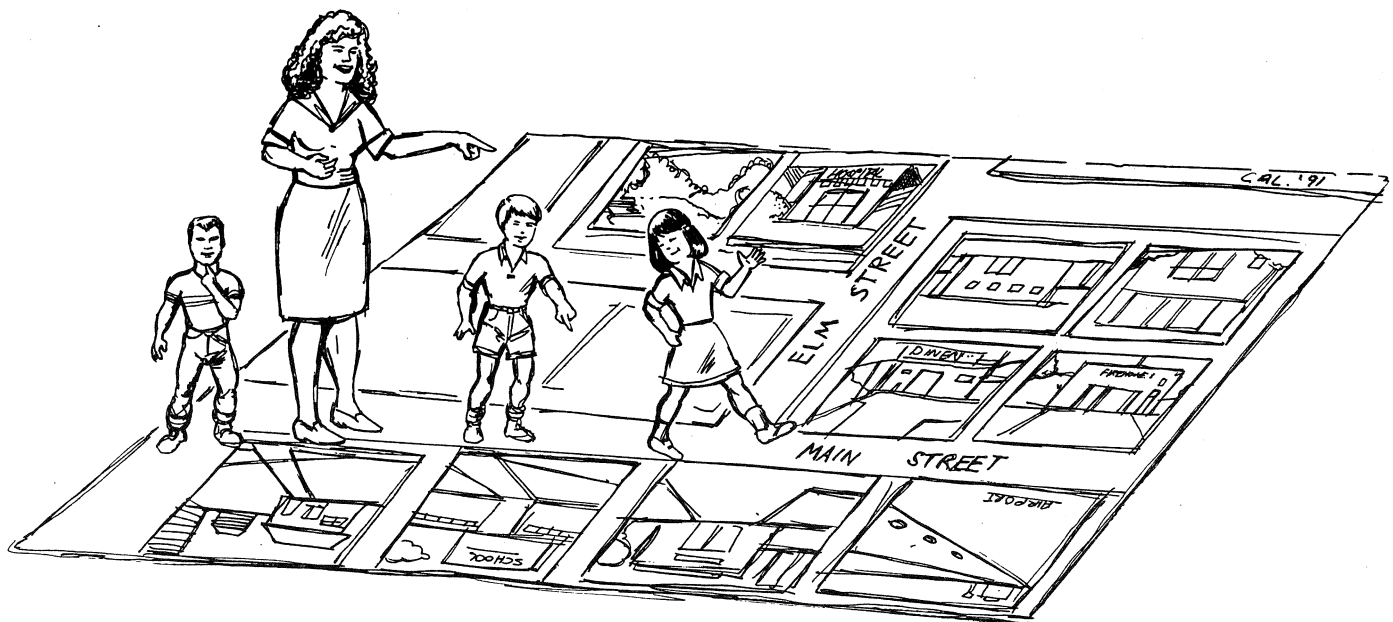
GRADE LEVELS: 1 - 3

This story starter idea prompts students to write about a specific topic. Have each student choose a pet and name it. Next, have them write a story about the responsibility of owning a pet, how they would care for it, and where they would take their new pet. This is a good time to introduce reference books as a source of material to provide information for their stories.

## **What's the Safest Way?**

GRADE LEVELS: 2 - 4

This mapping activity can be done as a group. Help the students map out the streets surrounding the school and make a list of the buildings, parks, signs, etc.. Construct a map of the community on large sheets of butcher paper and assemble it on the floor. Assign students to print out the buildings, locations and props in the poster size that they'll need to add to their floor map. Paste the buildings and places on the correct location of the map. Have the students talk about the safest routes for each of them to take to school and then (carefully) walk the route on your floor map. Students can "stop" along the way to talk about the different places they go by!





GRADE LEVELS: 1- 3

A 5x5 grid map for a treasure hunt. The grid contains various landmarks: a factory (top-left), a house (top-right), a park (center, with a large diamond-shaped area), a church (bottom-left), a school (bottom-right), and a flag (middle-left). The text "START AT HOME" is written in the top-right cell. The grid is divided into 25 squares, with some squares containing landmarks and others being empty.



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## Community Helper Poems or Songs

GRADE LEVELS: 1 - 4

For the lower grades, print out poster-sized pictures for motivation. In the upper grades the students can write and illustrate their own poems and songs.

Some examples:

### Firefighters

See the firefighters all tall and brave  
It is their job your house to save

They climb up ladders to reach the top  
Even if there's danger, they will not stop

The firefighters are heroes to us all  
We know that upon them we may call



### Teachers

Teachers help us to learn every day  
We work hard to do what they say

And when the work is done  
and we go home to have some fun

The teacher has more work to do  
Preparing for the next day and helping the family too



### Doctors

Doctors go to school for many years  
To help us get well without many tears

They chase our ills away  
and make us well for another day



## **Animals That Help Us**

GRADE LEVELS: 2 - 6

Have students review the Animals.Pets category of clip art. Point out that some of the animals within the category help people in their daily life. Guide dogs help people with visual disability. Have students do research at the library on the role of a guide dog, what breed of dogs are used as guide dogs, and how they are trained. They can use the computer and *The Whole Neighborhood™* program to write, illustrate and print their reports to share with the class.

## **Persuasive Letter**

GRADE LEVELS: 5 - 8

Discuss writing styles with the class and hand out examples of Persuasive writing. Have each student write a persuasive letter to a friend or family member convincing them to visit his/her community. Points to be addressed are: safety factors, community services, activities and special events, beautification, location of schools, historical monuments, and places for recreation. When the letter is completed, they can use the *The Whole Neighborhood™* to write their letters and illustrate each point.

## **I'm in Business!**

GRADE LEVELS: 6 - 12

The student chooses a business to pursue after looking at the choices of businesses depicted in the program. It could involve owning a restaurant, a pet shop, or running a law firm. The student composes a business plan, ie. Restaurant owner- name, allotment for publicity, design and theme of restaurant, menu, and advertisements. One of the requirements is that the restaurant be accessible to those needing adaptations. The student can design the menu, several thematic posters, handbills, ads, letterhead and even invitations to the Grand Opening.

## **A Day in the Life of...**

GRADE LEVELS: 6 - 12

Have the students “pair up”. To aid the students’ awareness of the diversity of people in a community, it would be beneficial for them to trace a typical day in the life of a person in the community. Each pair could have a different objective. Some of the students could focus on specific careers (spending a day at the fire station, in a courtroom or at a hospital), while others could follow a homemaker’s day, or a person with disability that must use adaptations. Each couple would ask questions and take notes. The final report could be done as a narrative, a journal, or as a composition and illustrated with the program. Sharing their work with the class provides an informative way to learn about the differing needs and roles of individuals in a community.

## **A Choice Community**

GRADE LEVELS: 6 - 8

Discuss the differing needs of the people in a community, focusing on the specific needs for adaptation for some, as well as the features of a community that are required to meet everyone’s needs: transportation, food sources, recreation, a clean environment, safety precautions, schools, services, etc. Have the students design what they feel would be a perfect community. Post the results around the room and vote on a class favorite. Then ask the reasons why the chosen community was the best.

## **Story Starters**

GRADE LEVELS: 2 - 6

*The Whole Neighborhood* provides the perfect tool for creating motivating story starters. Story Starters can come in the form of graphics or text. For example, you might want to create scenes with empty speech bubbles and let your students determine the dialogue in their stories. Or, you might want to write a sentence or two of a story and then let the students complete the story and illustrate it.

In either case, create your story starter and print it out in Big Book size. Tape the panels together and mount your work in the front of the classroom. That way students will have an easier time remembering the story starter scene or graphic. It will also save you the effort of printing or copying enough story starters to go around. When students have finished the assignment, have them share their work with their classmates. They’ll find it interesting to read another student’s interpretation of the story starter text or scene.

## **Comic Strips**

GRADE LEVELS: 2 - 8

Students enjoy reading comics and now they'll enjoy creating their own. Have students begin by sharing their favorite neighborhood stories. Now students will create their own comic strips. Each screen will be one frame of the comic. They should begin by thinking and perhaps taking notes about their main character(s), and the general storyline. What is the mood of the comic strip? What will happen in the beginning? In the middle? In the end? Once students have planned their comic strip, they're ready to begin designing. Have them create the first screen complete with character(s), props, speech bubbles, and dialogue. Have students continue in this fashion, changing props and dialogue, until they've finished their comic strip.

Let students share their comics with classmates. Perhaps you can create an area to display their work-- Comics Corner --on one of your bulletin boards.

## **A Neighborhood Report**

GRADE LEVELS: 4 - 8

Publishing a classroom report about the community provides students with the incentive to write well and to cooperate in a team effort. It also gives students the opportunity to practice writing for an audience with the purpose of communicating effectively, persuading and entertaining their readers. *The Whole Neighborhood* is a perfect tool for a classroom project of colossal proportions. The graphics and speech features only add to the excitement. Here are some steps you might follow. The following ideas should help your students begin their publishing careers.

**Determine What you Want to Teach.** Before you begin, you should decide who the intended audience will be and what you have been studying.

**Name the Report.** Once you've determined the target audience, have students vote on a name. Here are a few suggestions: Our Community, Community Helpers, Community Places & People, What's a Neighborhood?

**Organize the Staff.** Once you've decided on a name, set up the classroom publishing studio. You'll want to organize the staff before students begin individual assignments. Here are a few of the possible positions your students may select.

- **Editor-in-Chief:** Supervises every phase in the production of the publication. The editor has final say on the content of the report, layout, and work assignments.
- **Managing Editor:** Assigns people to different stories and makes sure all assignments are completed on time.
- **Writers:** Write the plot for each story, with character descriptions and sequencing.
- **\*Reporters:** Write articles, cover news events, organize announcements.  
\* Could include local neighborhood news in the back of the publication.
- **Feature Writers:** Write feature articles to accompany the news.
- **Copy Editors:** Check all stories for accuracy, style and grammatical errors.
- **Advertising Group:** Develops all advertising material for report.
- **Art Staff:** Designs the scenes for the entire book. Must work closely with writers.
- **Production Editors:** Assemble the "copy" and art for the entire issue.

Once students have selected a role, present them with possible theme areas for the report. Should it have a true to life theme with accurate descriptions of community buildings and workers? Maybe it's a make-believe story about a neighborhood or an actual tool for neighborhood news. Ask students to select the area that interests them most.

## **The Neighborhood Newsletter**

GRADES: 6-12

**Advice Column** - Students create a "Dear Community Helper" column. Students in the class should be encouraged to submit questions and this group is responsible for answering the question(s) in this column. Students can choose a character which depicts the advice giver, or design a scene that tells a story about the question being asked (as if the character requesting advice sent along a snapshot).

**School Mystery** - Students write a fun fictional story in the style of a "sensational" popular magazine. Have students think about how writers who write for such publications must use language that catches the readers attention. Since the job of the Art Staff is to design graphics which depict the story being told, teamwork is very important.

**School News** - Students write "fact-based" article(s) describing events that are supposedly taking place in their community. This is a job for the staff reporters, whose responsibility it is to inform the audience by communicating facts and details about a particular event. Sample events might be:

- Local Elections
- Real Estate-New Buildings
- Hometown person Becomes "Mayor"!
- New Store Opening

**Advertising** - The advertising group is responsible for writing "copy" that sells or promotes a particular product or event. Students in advertising groups will gain experience in using persuasive language and in graphic design. Remind students to keep the following concepts in mind:

- 1) Think of attention-getting ways to announce the product or coming event;
- 2) Provide complete and accurate information;
- 3) Use images to enhance the advertisement; and,
- 4) Make sure the tone is appropriate. Should it be formal? cheerful? humorous?

**Producing the Newsletter.** Don't forget about the important job of the production staff. These students will work on the organization and layout of the final product. For variety, the production group may want to print graphics in different print sizes. That way, they have more variety when laying out the final product.

**Publish the Newsletter.** When you have a final product, photocopy the publication and distribute it to the target audience. Ask for feedback from the audience, perhaps in the form of letters to the editor. You might also want to mount the original copy, color and laminate it for display. Finally, to ensure students have a chance to try writing for a variety of purposes, rotate positions for each publication.

### **Other Suggestions:**

Flannel Board Figures, Paper Bag Puppets, Stick Puppets, Dioramas or Puppet Theaters, Activity/Worksheets, Stationery, Community Awareness Posters, Career Day Posters, Pop-up Towns...

## **SUPPORT**

Before calling, we suggest you read through the documentation. Should you still have a problem, or if you have technical questions, call Queue at (800) 232-2224. Defective disks will be replaced free of charge up to 180 days after invoice date. Disks damaged after 180 days may be replaced at \$10.00 for the first disk and \$5.00 for each additional disk in a program. Mail the damaged disk(s) and appropriate payment to Queue at 338 Commerce Drive, Fairfield, CT 06432, for a prompt replacement.

Backup disks are available at \$10.00 for the first disk and \$5.00 for each additional disk in a program. Customers are limited to one backup for each disk purchased. **Backup disks are for archival purposes only.**