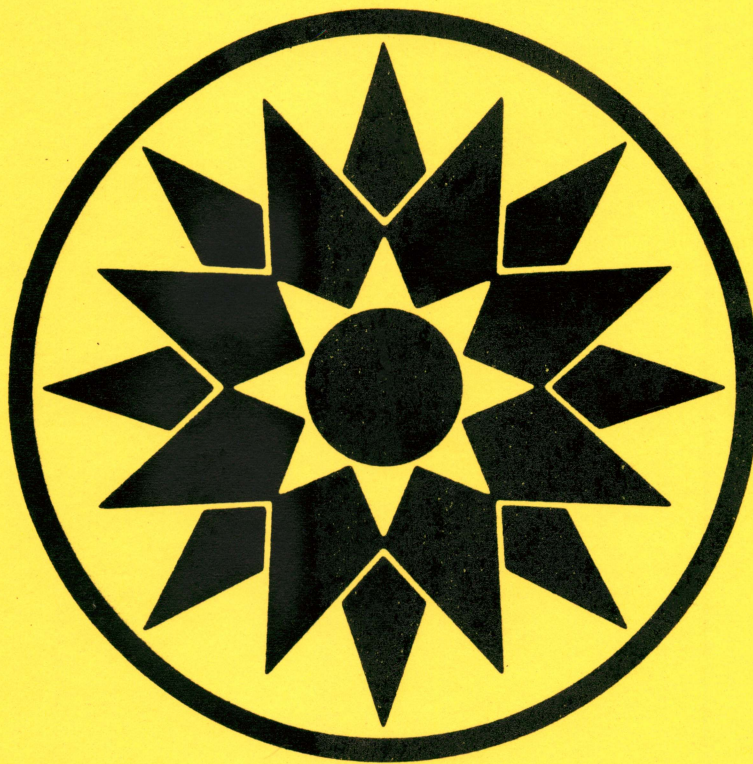Teacher's Guide

Muppet Slate™:
The Word and Picture Processor

Apple
(Supports Muppet Learning Keys)

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Working with Your *Muppet Learning Keys*
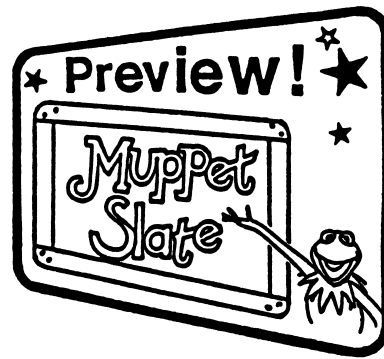
MUPPET SLATE

TABLE OF CONTENTS

INTRODUCTION

Just as children learn to read by reading, they learn to write by writing. Children should write daily. Writing develops thinking ability. During the process of putting their ideas into writing, children clarify their thinking; they evaluate and make choices. Writing improves reading. As children write, they read continuously to evaluate, edit, and understand. Like speaking, writing is an expression of one's self. While it would seem to follow that writing would be enjoyable, too often it is not. The greatest single block to the enjoyment of writing among early elementary students is difficulty with the mechanics. *Muppet Slate*, a word processor for early elementary students, was developed to help bridge this difficulty. *Muppet Slate*'s features are designed to take the drudgery out of writing and to provide for positive student writing and publishing experiences.

Composition is a multi-stage process. It includes generation of ideas, writing, revision, proofreading, and publication. Each stage is valuable. The classroom lessons included in this manual are designed to gradually introduce students to all parts of the composition process. A vivid and concrete "readiness to write" activity preceding the actual writing stimulates thought and results in better writing. During this idea-generating time, it is particularly important to accept all student contributions with enthusiasm and without judgement. As students write, they should be encouraged to expand on and to experiment with ideas. Thoughts come first; cosmetics such as spelling and punctuation can be dealt with at the proofreading stage. The ease of making changes when using *Muppet Slate* provides students with the freedom to improve their writing. The final stage, publication, should be voluntary. However, most early elementary students enjoy sharing completed work and are capable of learning from and being stimulated by the work of their peers. The professional look of papers printed with *Muppet Slate* provides motivation for sharing.

This manual begins by introducing *Muppet Slate* and pointing out what it can do for you ("A Preview of *Muppet Slate*," page 2, and "Why Use *Muppet Slate*?" pages 3 - 4). Three tabbed sections follow. The first, "Using *Muppet Slate*," pages 5 - 17, takes you step-by-step through each of the *Muppet Slate* features available to the student. The second, "Teacher-Accessible Features," pages 18 - 34, tells you how to operate the *Muppet Slate* features available to the teacher only. Suggestions to help teachers use *Muppet Slate* in the classroom are also included here ("Classroom Management," pages 35 - 38, and "If You Do Not Use the *Muppet Learning Keys*," page 39). The third tabbed section, "Lessons for Classroom Use," pages 40 - 144, provides actual lesson plans designed to teach both word processing and language arts skills. The lessons include classroom activities as well as computer writing projects. The manual concludes with practical helps for you such as information on how to operate your computer and your *Muppet Learning Keys*.

Muppet Slate is designed for use with the 64K Apple II family of computers. The program can be operated using either the computer keyboard or the *Muppet Learning Keys*, although use of the *Muppet Learning Keys* maximizes child appeal and simplicity of operation. A color monitor is preferred (but not necessary) to best display the program's color graphics. If you have questions or need additional assistance, you can call Sunburst at (800) 431-1934.

1

A PREVIEW OF *MUPPET SLATE*

Muppet Slate is a word processor designed specifically for young children. As with other word processors, *Muppet Slate* allows the user to compose written material and to view it on the computer screen. Letters, words, or sections can be deleted or typed over, and additions or insertions can be made. When the writing is complete, it can be printed. In addition to these typical word-processing elements, *Muppet Slate* incorporates features which make it particularly inviting for children to use.

★ The letters (on both the screen and the print-out) are large and easy to read.

★ An illustrated main menu is featured, and Muppet characters appear throughout the program.

★ *Muppet Slate* contains 126 small pictures which students can use to illustrate stories or for rebus writing.

★ Ten decorative borders are available. Students can choose one of these to frame their writing.

★ *Muppet Slate* is designed to work with the *Muppet Learning Keys*, an illustrated keyboard for young students. The letter keys on the *Muppet Learning Keys* are arranged alphabetically, and the other keys are appropriately illustrated. (For example, the space bar has an outer space illustration.)

Some portions of *Muppet Slate* are hidden from the students. These teacher-accessible features allow the teacher to 1) make fill-in-the-blank papers for students to complete, 2) perform operations such as copying or deleting papers from student disks, 3) adjust features of the program to meet special individual or classroom needs, and 4) set *Muppet Slate* so that it will work with the specific printing equipment being used.

WHY USE MUPPET SLATE?

The mechanical aspects of writing are frustrating for beginners. *Muppet Slate* handles many of these troublesome mechanics so that children are free to concentrate on the ideas they wish to express. Some advantages offered by *Muppet Slate* include:

MARGINS AND WORD WRAP:
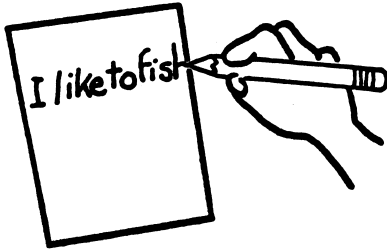
Muppet Slate papers automatically have margins. A word which is too long will move itself to a new line.

ERASING:
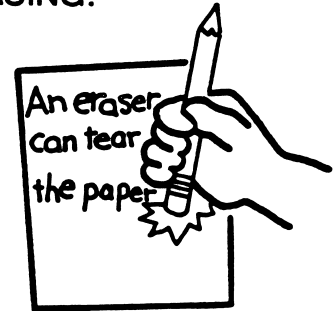
A mistake can be easily typed over or deleted.

INSERTING:
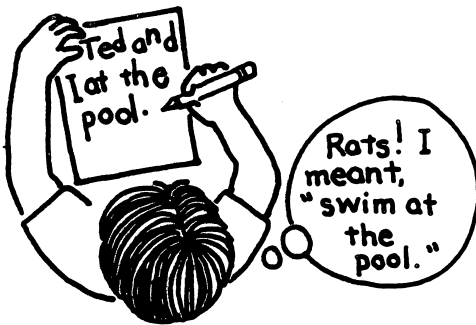
Additions can be made without rewriting. The words will reposition themselves to make room for the addition.

READABILITY:

Muppet Slate letters won't be smudged, crowded, written over, or otherwise unreadable. With *Muppet Slate*, success in writing is not dependent upon well-developed motor skills.

3

LIMITED READING/WRITING VOCABULARY:

A teacher can use *Muppet Slate* to compose fill-in-the-blank stories and other activities which children can personalize with familiar words or with pictures from the *Muppet Slate* Picture Book.

REVISION:

Rewriting is encouraged. A teacher can look over each student's work when time is available. It is never too late for a child to make additions or other changes.

MOTIVATION:

Muppet Slate is a great motivator. Children enjoy using the *Muppet Learning Keys*. *Muppet Slate* contains 126 small pictures which can be used to illustrate stories or for rebus writing. Students can choose to have their writing printed inside one of 10 decorative borders. Their finished papers have a professional look.
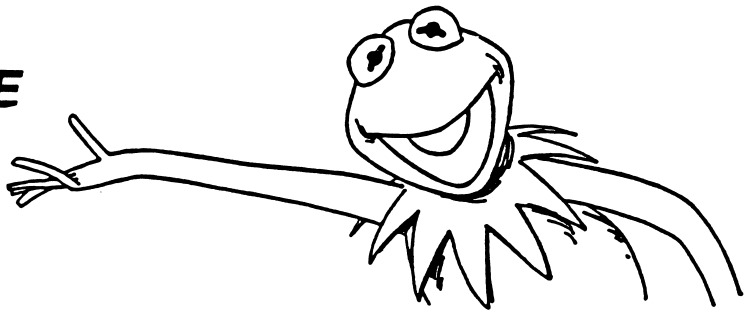
USING *MUPPET SLATE*

This manual is written for the least experienced of beginners. Even if you have never used a word processor (or a computer), you can easily teach yourself to use *Muppet Slate* by using this section (pages 5 - 13) and "Teacher-Accessible Features" (pages 18 - 34).

Two disks are needed to operate *Muppet Slate*, a Teacher Disk and a Student Disk. The Teacher Disk is to be loaded into the computer, then removed and replaced with a Student Disk. (If 2 drives are available, the Teacher Disk can be placed in drive 1 and the Student Disk in drive 2.)

Students may use either the computer keyboard or the *Muppet Learning Keys* to operate the program. You will need to add the two stickers accompanying this manual to your *Muppet Learning Keys* (see page 145 for directions). If you will be using the Apple keyboard, refer to page 39 for the keyboard equivalents of the *Muppet Learning Keys*.

By following the steps on the next 8 pages, you can learn to use the *Muppet Slate* features available to the students. This section is written with the assumption that your *Muppet Slate* disks are set as they were when shipped (see below). Unless you happen to be using an Apple Imagewriter II printer and an Apple Super Serial interface card in slot 1 (or a IIc or IIGS with an Apple Imagewriter II), you will not be able to print papers until you use the teacher-acccessible features to set *Muppet Slate* for your printer/card/slot/port. However, following the steps on the next 8 pages will give you a good basic understanding of how *Muppet Slate* operates and will facilitate your use of the teacher-accessible features. (If you prefer to be able to print now, follow the steps on page 6 to load *Muppet Slate* and then the directions on pages 30 - 34 to set *Muppet Slate* for your particular printing equipment.)

Note: **New *Muppet Slate* disks are shipped with the following settings:**

Printer/Card/Slot: **Apple Imagewriter II, Apple Super Serial, Slot 1**
    (If you are using a IIc or IIGS, *Muppet Slate* will switch to printer port.)
Students allowed to print
Text is entered using **Typeover** mode, can switch to **Insert** mode
Erase forward (left to right)
Student picks border
Picture category - **ABC's** (all pictures available)

---

1. Set up the following equipment:
   A. Your Apple computer   C. A monitor
   B. 1 or 2 disk drives   D. The *Muppet Learning Keys*

   Page 146 tells how to "plug in" the *Muppet Learning Keys*. If you need additional help on step 1, see your school's computer resource person. **If you will be using the Apple keyboard** instead of the *Muppet Learning Keys*, refer to page 39 for the keyboard equivalents of the *Muppet Learning Keys*. You may want to copy the illustrated chart on page 39 and post it at your computer before you proceed.

2. Put the *Muppet Slate* Teacher Disk in the disk drive, and turn on the computer. (If you have 2 drives, put the *Muppet Slate* Teacher Disk in drive 1 and the *Muppet Slate* Student Disk in drive 2. Skip steps 3, 4 and 5.)

3. Wait until you see the "Please insert a Student Disk" screen.

4. Remove the Teacher Disk and then insert the *Muppet Slate* Student Disk.

5. Press GO on the *Muppet Learning Keys*.
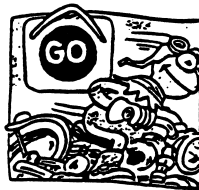
   On Apple keyboard, use RETURN

6. You are viewing the main menu of *Muppet Slate*:
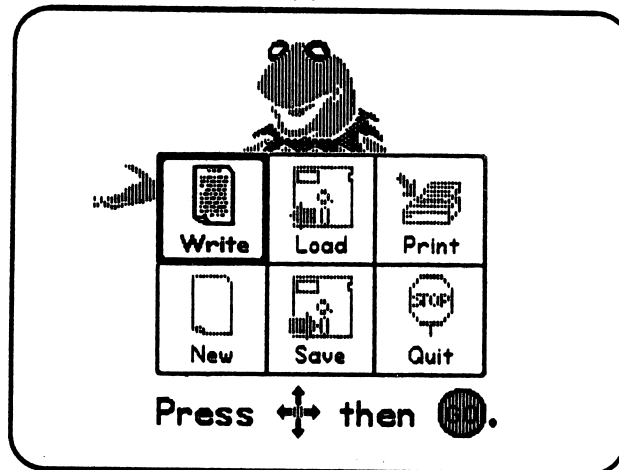
   Use the Arrow Keys on the *Muppet Learning Keys* to see how selections are made.

   On Apple keyboard, use Arrows

7. Select "New." Press GO.

8. Use letter keys on the *Muppet Learning Keys* to name your paper "MY FIRST
    PAPER." If you make a mistake, use the Arrow Keys to back up; then just type over
    what was written.

```
New ✍
Name your paper:
MY FIRST PAPER▮

Press 🔘 when done.
```
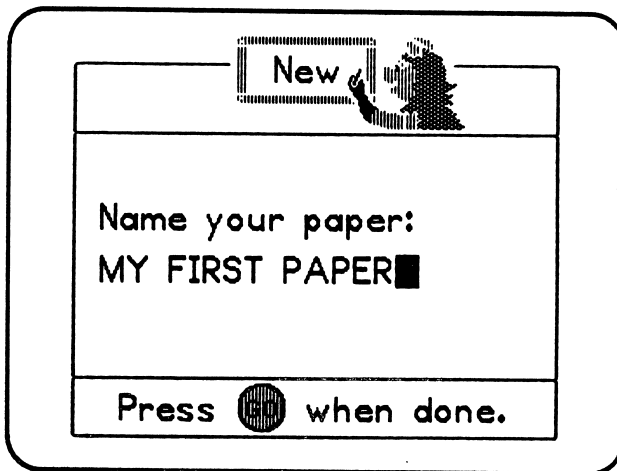
9. Press GO. Your title will appear at the top of your "paper."

```
MY FIRST PAPER
```
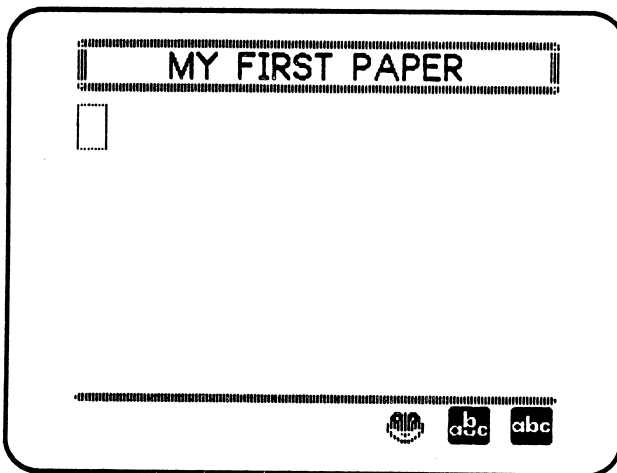
10. Experiment with the following keys:

Uppercase Key

On Apple keyboard, use Caps Lock and/or Shift Key in usual manner for upper and lowercase

- Press this key. Type some letters. They will be uppercase letters. Type a comma. It will become an apostrophe. Note the picture of the Uppercase Key at the bottom of the screen, indicating that uppercase letters will appear when you type.

7

Lowercase Key

On Apple keyboard, use Caps Lock and/or Shift Key in usual manner for upper and lowercase

Press this key. Now the picture of <u>this</u> key is at the bottom of the screen indicating that lowercase letters will appear when you type. Type some letters. They will be lowercase letters.

Space Key

On Apple keyboard, use Space Bar

- Use the space key and the letters keys to type some words.
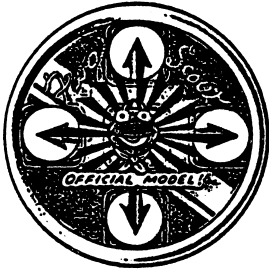
Arrow Keys

On Apple keyboard, use Arrows

- Press an Arrow Key. The cursor will move one space. Press and hold the Arrow Key. The cursor will move repeatedly.

GO Key

On Apple keyboard, use RETURN

Press GO. The cursor will skip to the next line. (A bent arrow ↲ is displayed to indicate this.) Since GO allows you to stop writing part way across the page, it is useful in making lists, writing poetry, etc. Skip several lines by pressing GO several times in succession.

Typeover Key

On Apple keyboard, use CONTROL-E to switch between Typeover and Insert

If it is not already there, a flashing Typeover Cursor ☐ will appear on the screen when this key is pressed. The Typeover Cursor marks the location of the next letter or space. Position the Typeover Cursor over one of the letters in a word. Type a different letter and it will replace the original letter. Note the picture of this key at the bottom of the screen.

8

Insert Key

On Apple keyboard, use CONTROL-E to switch between Typeover and Insert

When you press the Insert Key, an Insert Cursor | will appear on the screen. Also note the picture of the Insert Key at the bottom of the screen. Like the Typeover Cursor, the Insert Cursor marks the location of the next letter or space. However, it can be positioned between two existing letters. Use the Arrow Keys to try this. Now type an exclamation point. You have inserted the exclamation point between the letters.

Eraser Key

On Apple keyboard, use CONTROL-D to erase forward, Delete Key to erase backward

Press the Typeover Key to return to Typeover mode, and position the Typeover Cursor over a letter. Press the Eraser Key to delete the letter. Try deleting a space. Remember that the eraser is currently set to erase forward. Locate the cursor on the first letter of a word and press the Eraser Key repeatedly to erase the word. Press the Insert Key to switch to the Insert Cursor. Pressing the Eraser Key will delete the letter to the right of the Insert Cursor. To delete a word, locate the Insert Cursor in front of the word and press the Eraser Key repeatedly.

OOPS! Key

On Apple keyboard, use CONTROL-G

Type "A B C D E." Move your cursor over the "C." Erase the "C." Oops! Put the "C" back by pressing OOPS!

HELP! Key

On Apple keyboard, use ⌂ - ? (Note: Kermit demonstrates only the *Muppet Learning Keys*—not the Apple keyboard.)

Press HELP! to use the student tutorial. Select one of the keys pictured. Kermit will demonstrate the use of that key.

9
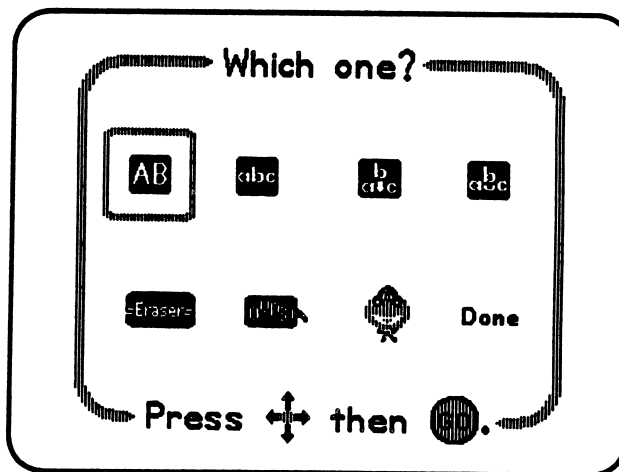
Robin Key

On Apple keyboard, use CONTROL-P

Note the picture of the Muppet character, Robin, at the bottom of your screen. (The picture of Robin indicates that the teacher-accessible features are set to allow *Muppet Slate* pictures to be used.) Press the Robin Key (located in the middle of the Arrow Keys on the *Muppet Learning Keys*). A picture book appears.

```
╔═══════════════════════════════╗
║    MY FIRST PAPER             ║
║  of a  [    ]                 ║
║                               ║
║            a                  ║
║         ✈                     ║
║                               ║
║   Press ←┃→ then ▦.          ║
╚═══════════════════════════════╝
```
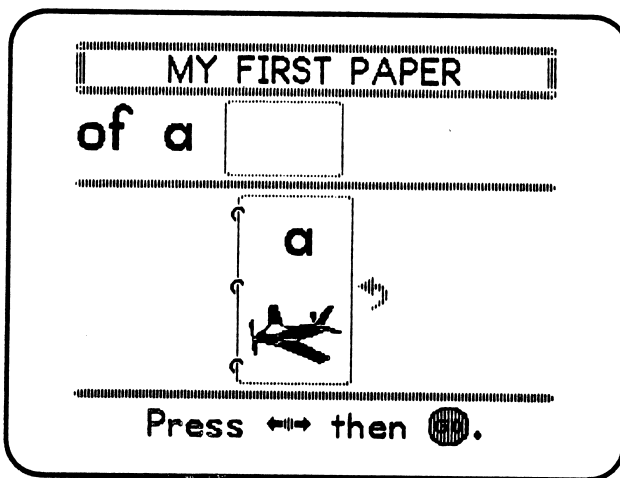
Use the Arrow Keys to turn the pages. Note that they are in alphabetical order. Press a letter key. Note that the book skips to the pictures beginning with that letter. Press GO to select a picture. The picture will appear on your paper at the location of the cursor. Note that a single space automatically appears on each side of the picture. (If a punctuation mark is later typed following the picture, the space will be filled by the punctuation mark.) Copies of all the available pictures are on pages 14 - 17.

ZAP Key

On Apple keyboard, use CONTROL-Q

Use the ZAP Key to return to the main menu. Select "SAVE" to save your paper. Answer "Yes" when you are asked, "Save paper as MY FIRST PAPER?" Your paper will be saved under the name "MY FIRST PAPER." (If you had answered "No," you would have been given the opportunity to rename your paper before saving it.) Now select "Write" to return to your paper.

Print Key

On Apple keyboard,
use CONTROL-Q
and select "Print" to print papers

Press the Print Key to exit to "Print" (on the main menu) and
then press GO. You will be asked to pick a border to be printed
around your story.

Pick a border

Press ←⋯→ then GO.
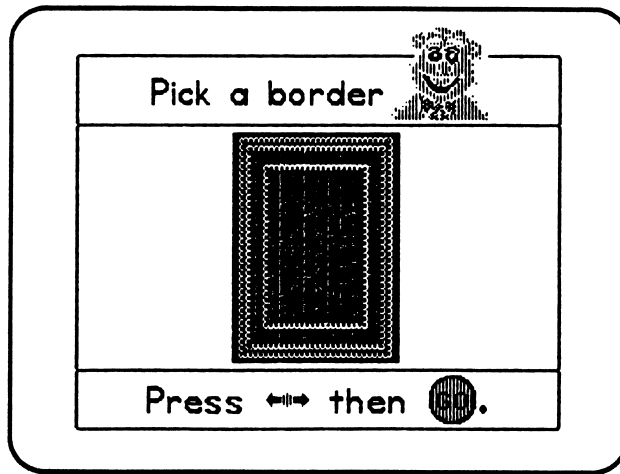
Use the Arrow Keys to look at the borders. The borders shown
below and "no border" are available.

"plain" border
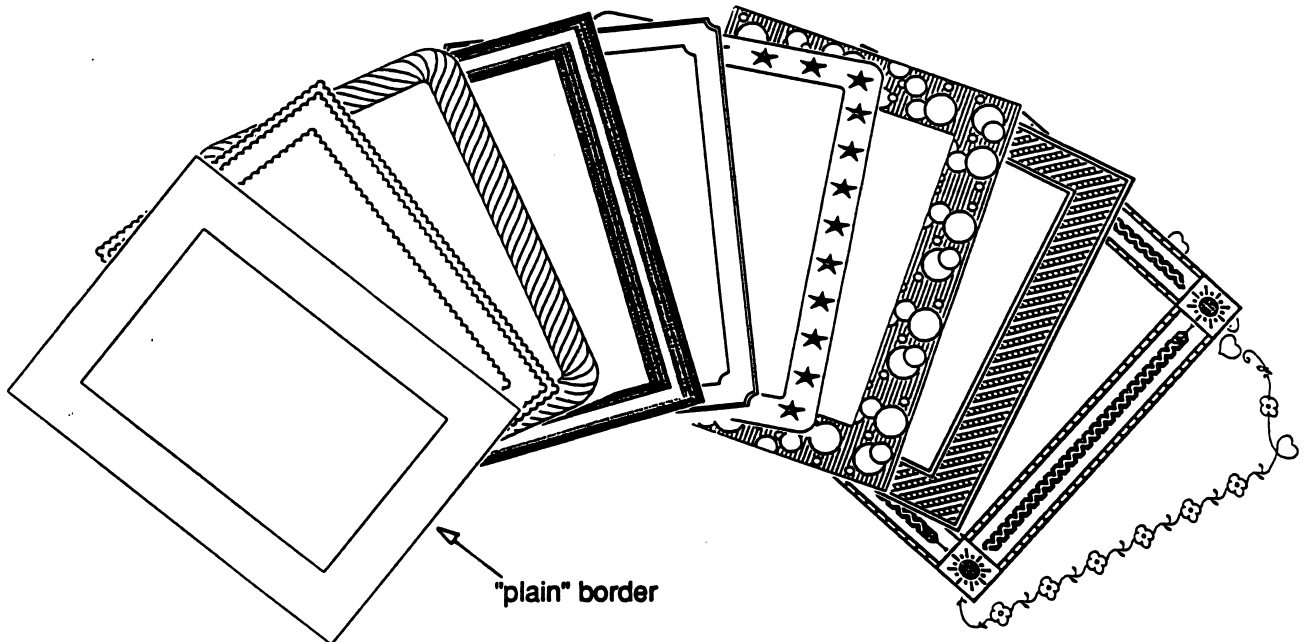
Press GO to select a border. Now you will be told to "Press GO
when ready." Don't do it because you cannot print until your disk is
set for the type of printer and card you are using. Instead press ZAP
to return to the main menu.

11

11. Select "Load" to load "TELLING," a fill-in-the-blank paper shipped on your disk. A list of the papers saved on your disk will be displayed:

```
┌─────────────────────────────────┐
│   ┌─────────────────────────┐   │
│   │        Load             │   │
│   ├─────────────────────────┤   │
│   │ ┌──────────┐            │   │    These papers were
│   │ │ TELLING  │      ⎫     │──► shipped on your disk.
│   │ └──────────┘      ⎬     │   │
│   │  COVER            ⎭     │   │
│   │  MY FIRST PAPER─────────│──► This is the paper you
│   │                         │   │    saved.
│   │                         │   │
│   ├─────────────────────────┤   │
│   │   Press ✛ then ◉ .      │   │
│   └─────────────────────────┘   │
└─────────────────────────────────┘
```
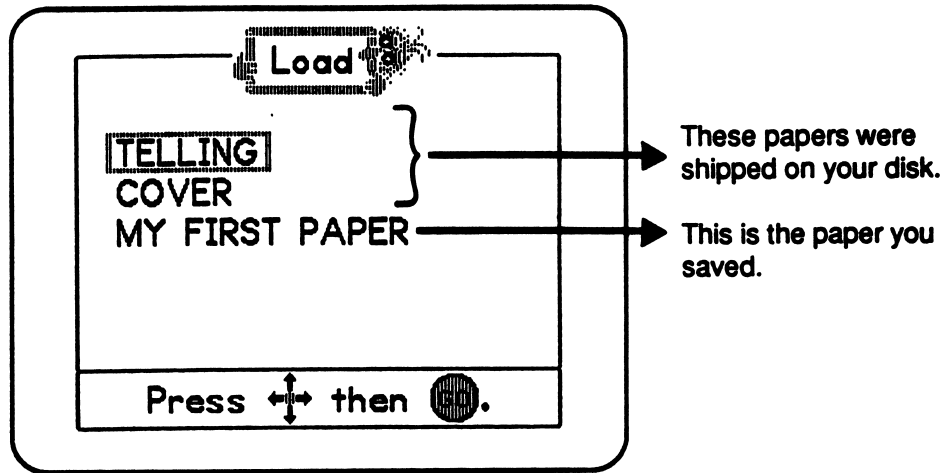
12. Use the Arrow Keys and GO to select and load "TELLING." Select "Write" to write on the paper. Note the directions at the bottom of the screen.

```
┌─────────────────────────────────┐
│   ┌─────────────────────────┐   │
│   │        TELLING          │   │
│   ├─────────────────────────┤   │
│                                  │
│     Let me tell you,             │
│     ➡◀, you ➡◀ like              │
│     ➡◀. You ➡◀                   │
│     like ➡◀. You                 │
│   ─────────────────────────      │
│    Type in ➡◀.  😊 🅱 abc          │
└─────────────────────────────────┘
```
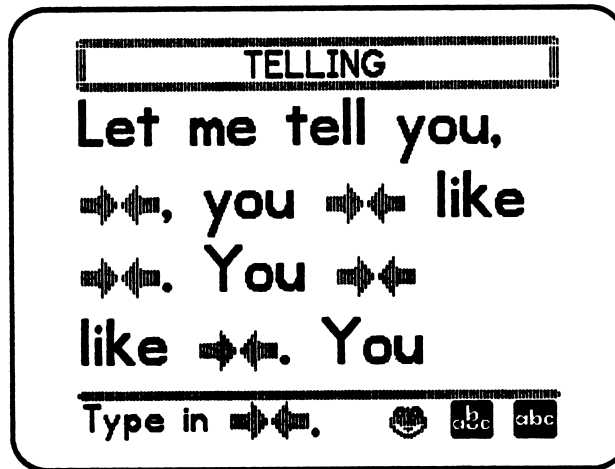
The text in "TELLING" is fixed, but you will be able to add words or pictures between the ➡ ◀. Try altering some of the text; you will not be able to change it. Using the Arrow Keys, locate the Typeover Cursor on one of the ➡ ◀. Type a word(s) or select a picture; it will appear between the ➡ ◀.

13. Press ZAP to return to the main menu again. Review what you have learned by making selections from the main menu in the order indicated on the following page.

Select "Write" to do some writing on the paper. Make some changes or additions.

Suppose you've decided to make some changes on "MY FIRST PAPER." Use "Load" to load the paper.

After you have a printer hooked up and the teacher-accessible features properly adjusted, you can use "Print." Try it later. (You will find that with some of the more complicated borders, the printer will stop momentarily during the printing process. This is normal.)

Write   Load   Print

New   Save   Quit

Press ↔ then ●.

Select "New" to write a new paper. Press ZAP to return to the main menu, and use "Save" to save the paper.
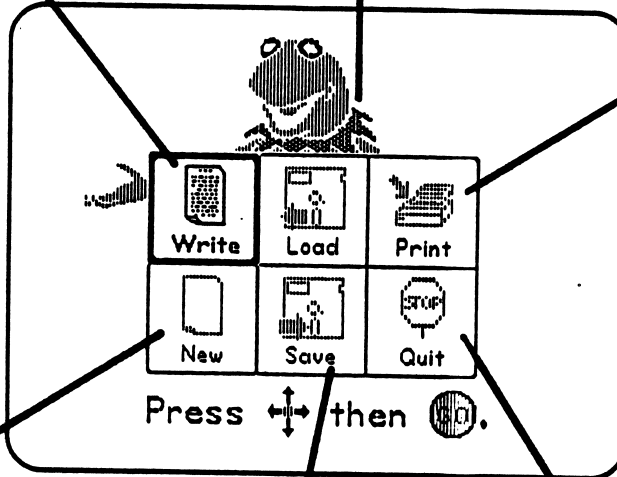
Use "Save to save your revised version of "MY FIRST PAPER." It will be saved **over** your previously-saved version of "MY FIRST PAPER." (To save both versions, answer "No" to "Save paper as MY FIRST PAPER?" and give the revised version a new name.)

Use "Quit" if you'd like to quit using *Muppet Slate* and use a different program.

On A Later Day

Since you have saved your papers, you can view them again at a later date by loading the *Muppet Slate* disks, then selecting "Load" from the main menu. Once you have set your disk for the printer and card you will use, select "Print" to pick a border and to print out one of your papers. If you want to delete your papers from the disk, "Delete papers" in "Teacher- Accessible Features" (page 22) will tell you how.

Muppet Slate PICTURES

Aa
apple
airplane
Animal
ant

Bb
ballerina
balloon
bear
boy
Beaker
bicycle
beach
bird
bug
bus
block
butterfly
boat
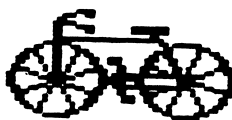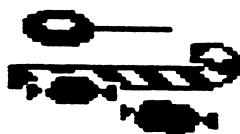
Cc
cake
candy
cat
castle
city
caterpillar
car
clown

Dd
dog
door
dinosaur
doll

eyes

Ee

elephant

ear
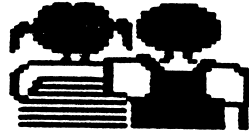
friends

Ff

feet

fish

frog

Fozzie

farm

giraffe

Gg

game

gift

girl

Gonzo

hat

house

Hh

heart

horse

igloo

Ii

ice-cream cone

Dr. Honeydew

hands

Jj

jack-o'-lantern

jet

Janice

jewelry

jeep

jack-in-the-box

Kermit

Kk
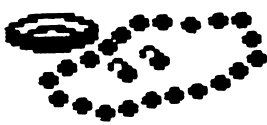
king

kangaroo

kite

lion

legs

Ll

leaf

lips

Mm

monster

moon

mouse

lake

mountain

monkey

letter

money

Nn

nose

nest

Oo

owl
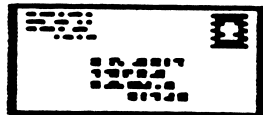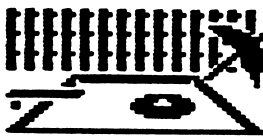
octopus

pool

pizza

Pp

plant

pen
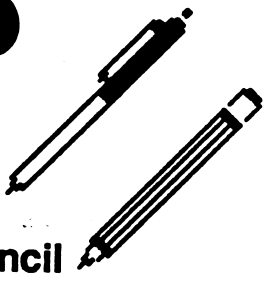
pencil

pumpkin

Miss Piggy

pie

Qq

queen

ring

rabbit

rain
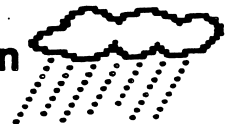
rainbow
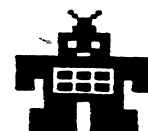
robot

Rr

Scooter
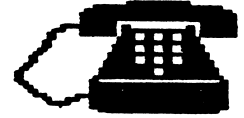
slide

squirrel

S s

snake

school

star

sun
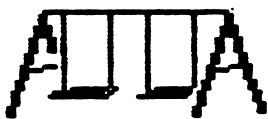
swing

Sam the Eagle

turtle

telephone

tree

T t

top

truck

tent
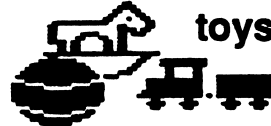
toys

train

unicorn

U u

umbrella

xylophone

X x

x-ray

Y y

yarn

yo-yo

violin

van

vegetables

V

V

wagon

whale

W

watch

W

worm

Zoot

zipper

zebra

zoo

Z z

In "Using *Muppet Slate*" (pages 5 - 13), you experimented with the *Muppet Slate* features available to students. This section will explain the teacher-accessible features. They fall into four categories:

Make Fill-in. . . . . pages 19 - 20
A teacher can make fill-in-the-blank papers or story starters for students to complete.

Utilities. . . . . pages 21 - 23
Utilities allow you to easily list, print, delete, or copy papers from the student disks. Also, you can make blank disks into student disks.

Student Disk Options. . . . . pages 24 - 29
You can customize Student Disks to meet the needs of individual students or of your curriculum. For example, you can choose the type of pictures available or control the type of cursor(s) to be used.

Printing Options (Teacher Disk). . . . . pages 30 - 34
In order to print out papers, you must set your Teacher Disk to work with the specific printing equipment you will use. You can also choose to do the printing yourself or to allow students to print their own papers.

All of these features except Make Fill-In are accessed by means of the Teacher Options. The Teacher Options menu can be viewed by holding down Control and typing "T" while the main menu of *Muppet Slate* is being displayed.

A teacher can make fill-in-the-blank papers or story starters for students to complete. The fill-in locations will be marked by arrows.

I see ⫶⊪ ⊪⫶ .

Students can write or place pictures between the arrows, but cannot alter the remaining text.

To make a fill-in paper, select "Write" from the *Muppet Slate* main menu. After you title your paper, the screen for writing papers will be displayed.

```
┌─────────────────────────────────────┐
│  ╔═══════════════════════════════╗   │
│  ║      FILL IN PAPER            ║   │
│  ╚═══════════════════════════════╝   │
│  □                                   │
│                                      │
│                                      │
│                                      │
│  ──────────────────────────────      │
│                        😊 │abc│ │abc│ │
└─────────────────────────────────────┘
```
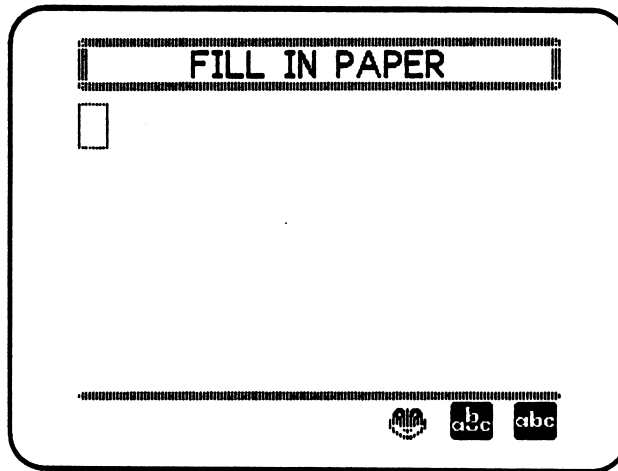
Hold down ⌂ and Control while you type "F." The prompt for Make Fill-in will appear at the bottom of the screen.

```
┌─────────────────────────────────────┐
│  ╔═══════════════════════════════╗   │
│  ║      FILL IN PAPER            ║   │
│  ╚═══════════════════════════════╝   │
│  □                                   │
│                                      │
│                                      │
│                                      │
│  ──────────────────────────────      │
│  MAKE FILL-IN      ⌂-Ctrl-F to exit  │
│   ⌂-A to add ⊪ ⊪   ⌂-D to delete ⊪ ⊪ │
└─────────────────────────────────────┘
```
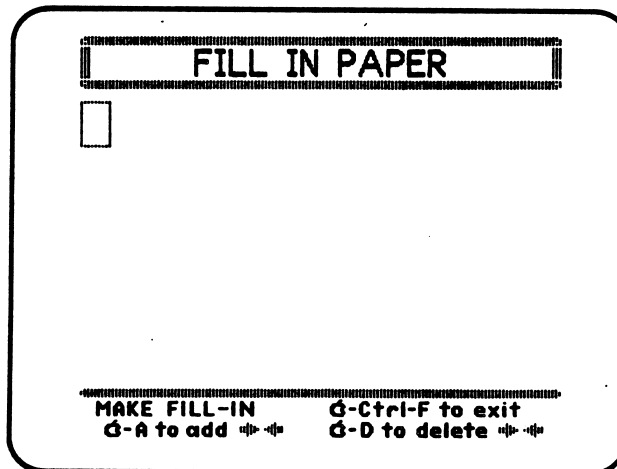
Press ⌂ and "A" to add arrows to your paper. To delete a set of arrows, locate the Typeover Cursor on an arrow (or the Insert Cursor between or in front of the arrows) and press ⌂ and "D." **A fill-in paper must contain at least one set of arrows.**

```
┌──────────────────────────────────┐
│  ╔══════════════════════════════╗ │
│  ║        FILL  IN  PAPER       ║ │
│  ╚══════════════════════════════╝ │
│                                    │
│   Once there was                   │
│                                    │
│   a ▣. He lived                    │
│                                    │
│   in                               │
│                                    │
│                                    │
│  ───────────────────────────────  │
│   MAKE FILL-IN      ⌂-Ctrl-F to exit │
│   ⌂-A to add ➡⬅    ⌂-D to delete ➡⬅ │
└──────────────────────────────────┘
```
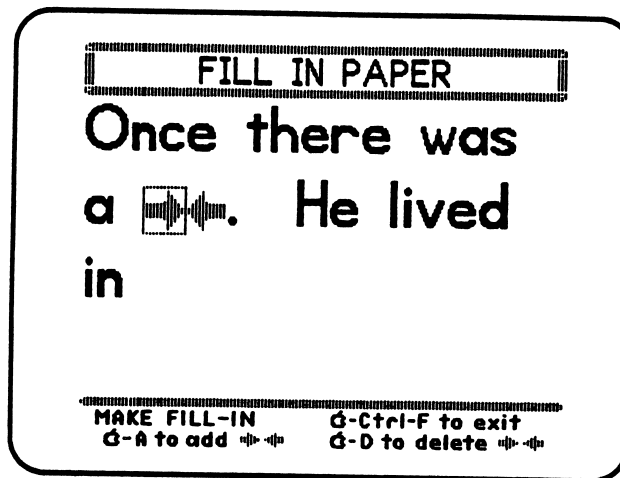
To exit from Make Fill-in, hold down ⌂ and Control while you type "F." The prompt at the bottom of the screen will be replaced by directions for the students to "Type in ➡ ⬅." Students can complete the paper now or the paper can be saved on the Student Disk (or Disks) for later use. Your writing is "fixed" (undeletable by students), but students can add text or pictures between the arrows by locating the Typeover Cursor on an arrow or the Insert Cursor between the arrows. If a fill-in paper is printed, the arrows will not appear on the print-out.

```
┌──────────────────────────────────┐
│  ╔══════════════════════════════╗ │
│  ║        FILL  IN  PAPER       ║ │
│  ╚══════════════════════════════╝ │
│                                    │
│   Once there was                   │
│                                    │
│   a ➡⬅. He lived                   │
│                                    │
│   in a ➡⬅.                         │
│                                    │
│  ───────────────────────────────  │
│   Type in ➡⬅.    ☺ abc abc        │
└──────────────────────────────────┘
```
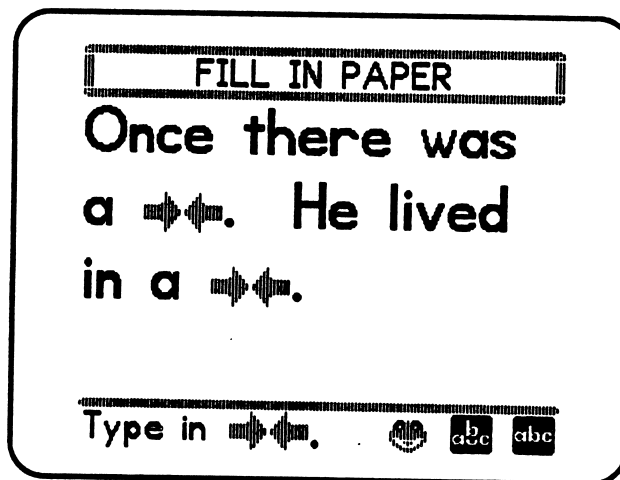
Note: The Apple II+ cannot be used to make fill-in papers, but can be used to complete fill-in papers.

UTILITIES

Utilities allow the teacher to manipulate information on the student disks. For example, student papers can be deleted or Student Disks copied. The Utilities are accessed by means of the Teacher Options. To view the Teacher Options menu, hold down Control and type "T" while the main menu of the *Muppet Slate* is being displayed.

From the Teacher Options menu, select "Utilities."

```
┌─────────────────────────────────────────────┐
│   ┌──────── TEACHER OPTIONS ─────────┐       │
│   │                                  │       │
│   │ • UTILITIES                      │       │
│   │     List, Print, Delete, Copy papers     │
│   │     Copy Student Disks           │       │
│   │                                  │       │
│   │ • STUDENT DISK OPTIONS           │       │
│   │     Control Insert/Typeover, Erase,      │
│   │     Border selection, Pictures   │       │
│   │                                  │       │
│   │ • PRINTING OPTIONS (Teacher Disk)│       │
│   │     Set Printer, Card/Slot/Port  │       │
│   │     Allow student printing       │       │
│   │                                  │       │
│   │ • EXIT (to Muppet Slate)         │       │
│   │                                  │       │
│   └──────────────────────────────────┘       │
│   ┌──────────────────────────────────┐       │
│   │ Use arrows to select and press RETURN.   │
│   └──────────────────────────────────┘       │
└─────────────────────────────────────────────┘
```
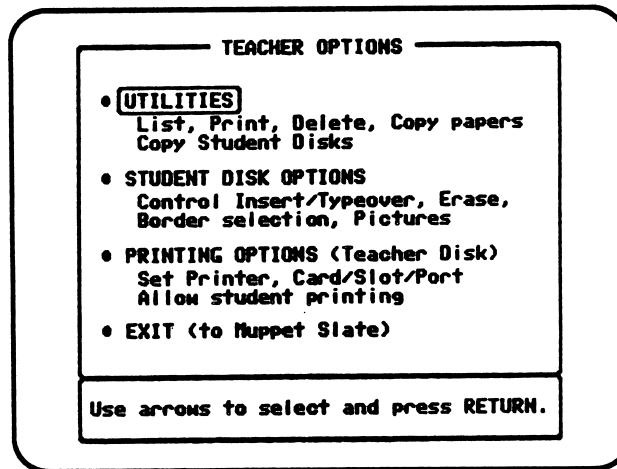
The Utilities menu will be displayed:

```
┌─────────────────────────────────────────────┐
│   ┌──────────── UTILITIES ───────────┐       │
│   │                                  │       │
│   │      • List paper names          │       │
│   │                                  │       │
│   │      • Print papers              │       │
│   │                                  │       │
│   │      • Delete papers             │       │
│   │                                  │       │
│   │      • Copy papers               │       │
│   │                                  │       │
│   │      • Copy a student disk       │       │
│   │                                  │       │
│   │      • Exit                      │       │
│   │                                  │       │
│   └──────────────────────────────────┘       │
│   ┌──────────────────────────────────┐       │
│   │ Use arrows to select and press RETURN.   │
│   └──────────────────────────────────┘       │
└─────────────────────────────────────────────┘
```
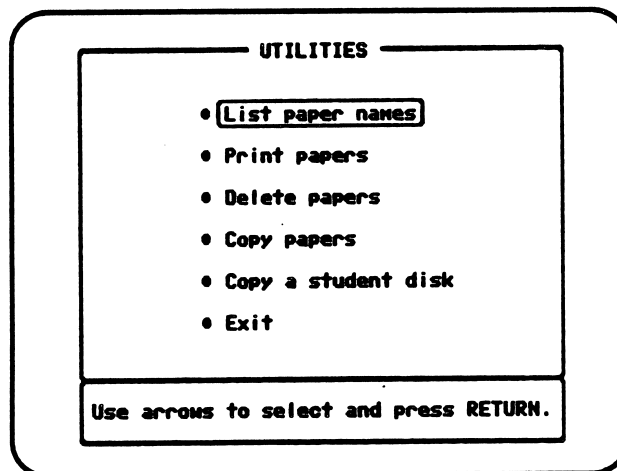
List paper names - This option allows you to list the names of the papers on a Student Disk. You will be asked to insert the Student Disk (unless the Student Disk is already in a second disk drive). The names of any papers on that disk will be displayed.

Print papers - This section allows you to print a paper(s) from a Student Disk. You will be asked to insert the Student Disk (unless the Student Disk is already in a second disk drive). The names of the papers from that disk will be displayed. You can choose to print one, some, or all of the papers. You can indicate whether to print the papers with the student-selected borders, no borders, or plain borders (page 11).

Delete papers - Select "Delete papers" to delete one, some, or all of the papers on a Student Disk. You will be asked to insert the Student Disk (unless the Student Disk is already in a second disk drive) and to indicate which paper(s) to delete.

> Note: Your *Muppet Slate* came with 2 Student Disks each marked "Master Student Disk." These disks each contain a paper named "COVER" and a paper named "TELLING." Do not delete them because they are for use in the "Let Me Tell You" and "I'm a Muppet Writer" classroom lessons (pages 60 - 69).

Copy papers - To copy a paper(s) from one Student Disk onto another, select "Copy papers." You will be directed to insert the disk to copy from and to indicate which paper(s) you want to copy. You will also be asked to insert the disk on which you want the paper(s) copied. The paper(s) will be copied onto that disk and the name of the paper(s) added to the list of paper names on that disk. Any border choices which were saved with the paper(s) will also be transferred to the new disk.

Copy a Student Disk - This will allow you to make additional Student Disks. First, you will be asked to select the "type of copy."

```
┌─────────────────────────────────────┐
│   ┌─────────────────────────────┐   │
│   │ ───── UTILITIES ─────        │   │
│   │     Select type of copy      │   │
│   ├─────────────────────────────┤   │
│   │                              │   │
│   │ • ┌Fast copy┐                │   │
│   │     Copies all options (as   │   │
│   │     now set) and all papers  │   │
│   │     from the existing        │   │
│   │     student disk to the new  │   │
│   │     student disk.            │   │
│   │                              │   │
│   │ • Custom copy                │   │
│   │     Allows you to set options│   │
│   │     for the new student disk.│   │
│   │     No papers will be copied │   │
│   │     from the existing student│   │
│   │     disk to the new student  │   │
│   │     disk.                    │   │
│   ├─────────────────────────────┤   │
│   │ Use arrows to select and     │   │
│   │ press RETURN.                │   │
│   │     Press ESC to exit.       │   │
│   └─────────────────────────────┘   │
└─────────────────────────────────────┘
```
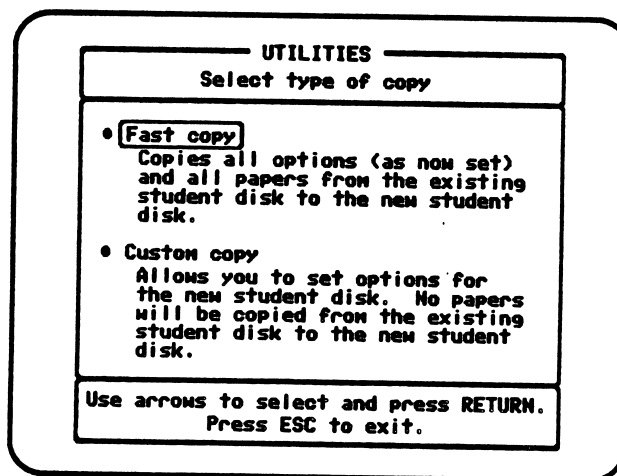
Fast copy allows you to make an exact duplicate of a Student Disk with all papers and Student Disk options copied exactly as they are. You will be asked to insert the disk you want to copy and the new disk. (If you are using only 1 disk drive, you will be directed to alternate inserting one disk and then the other several times. **Using 2 disk drives speeds up the process considerably.**)

Custom copy allows you to make a new Student Disk with no papers and with the Student Disk Options set as you choose. If you have not already done so, you will be asked to insert a Student Disk from which to copy. You will be asked to indicate how you wish the Student Disk Options to appear on the new disk.

```
┌─────────────────────────────────────────┐
│  ┌─────────────── UTILITIES ──────────┐  │
│  │  Set options for new student disk  │  │
│  ├────────────────────────────────────┤  │
│  │                                    │  │
│  │  • ┌─────────────────────────────┐ │  │
│  │    │Control Insert/Typeover/Erase│ │  │
│  │    └─────────────────────────────┘ │  │
│  │      Now: Default to Typeover      │  │
│  │           Erase forward            │  │
│  │                                    │  │
│  │  • Border selection                │  │
│  │      Now: Student picks border     │  │
│  │                                    │  │
│  │  • Picture categories              │  │
│  │      Now: ABC's (All pictures)     │  │
│  │                                    │  │
│  │  • CONTINUE WITH CUSTOM COPY       │  │
│  │                                    │  │
│  ├────────────────────────────────────┤  │
│  │ Use arrows and RETURN or ESC to exit. │
│  └────────────────────────────────────┘  │
└─────────────────────────────────────────┘
```

When you have finished setting the options, select "CONTINUE WITH CUSTOM COPY." You will be asked to insert the new disk. (If you are using only 1 disk drive, you will be directed to alternate inserting the disk from which you are copying and the new disk several times. **It is much faster to use 2 drives.**) When completed, the new disk will contain the settings you indicated and no papers.

> Note: When copying a Student Disk or when copying a paper from a Student Disk, you might want to attach a write-protect sticker to protect the disk from which you are copying.

STUDENT DISK OPTIONS

With *Muppet Slate*, you have the option of adjusting the student disk to fit the needs of the individual student or of your curriculum. The student disk is customized by means of the Teacher Options. To view the Teacher Options menu, hold down Control and type "T" while the main menu of *Muppet Slate* is being displayed.

From the Teacher Options menu, select "Student Disk Options."

```
┌─────────── TEACHER OPTIONS ───────────┐
│                                        │
│  ● UTILITIES                           │
│      List, Print, Delete, Copy papers  │
│      Copy Student Disks                │
│  ●[STUDENT DISK OPTIONS]               │
│      Control Insert/Typeover, Erase,   │
│      Border selection, Pictures        │
│  ● PRINTING OPTIONS (Teacher Disk)     │
│      Set Printer, Card/Slot/Port       │
│      Allow student printing            │
│  ● EXIT (to Muppet Slate)              │
│                                        │
├────────────────────────────────────────┤
│ Use arrows to select and press RETURN. │
└────────────────────────────────────────┘
```
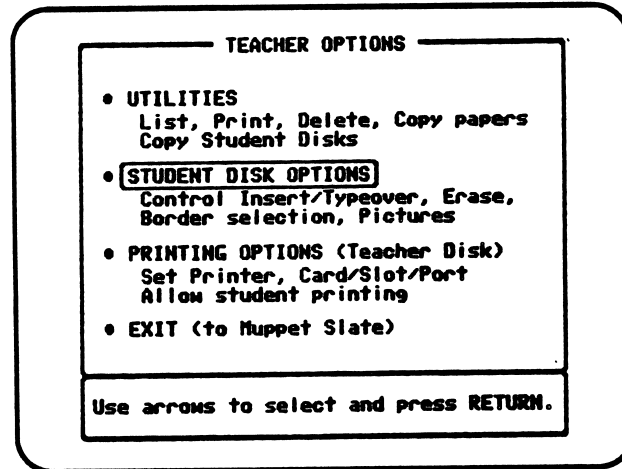
The Student Disk Options menu will be displayed. From this menu, you can make selections to customize a student disk.

```
┌─────────── STUDENT DISK OPTIONS ───────────┐
│                                             │
│                                             │
│   ●[Control Insert/Typeover/Erase]          │
│       Now: Default to Typeover              │
│            Erase forward                    │
│   ● Border selection                        │
│       Now: Student picks border             │
│   ● Picture categories                      │
│       Now: ABC's (All pictures)             │
│   ● Exit                                    │
│                                             │
├─────────────────────────────────────────────┤
│  Use arrows to select and press RETURN.     │
└─────────────────────────────────────────────┘
```
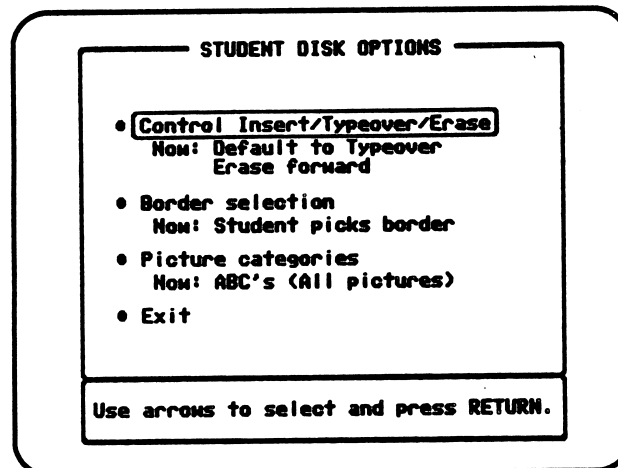
Control Insert/Typeover/Erase - When you select "Control Insert/Typeover/Erase," you will first be asked to make a Typeover/Insert selection.

```
┌─────── STUDENT DISK OPTIONS ───────┐
          Control Typeover/Insert

  ● ┌Default to Typeover, allow Insert┐

  ● Default to Insert, allow Typeover

  ● Typeover only

  ● Insert only


    Use arrows to select and press RETURN.
            Press ESC to exit.
```

The four available options are described below. Generally, personal preference determines this selection.

TYPEOVER ONLY

When writing a paper, a Typeover Cursor ☐ will mark the location of the next letter, space, picture, or erasure. Corrections are made by locating the cursor over the error and retyping. If an omission is made, the cursor must be backtracked to the error and all subsequent writing retyped. A picture cannot be typed over with another picture; however, a picture can be deleted and then replaced.

INSERT ONLY

An Insert Cursor | will mark the location of the next letter, space, or picture. Erasures will be made to the left or right of the Insert Cursor depending upon the current Erase forward/Erase backward setting. If an omission is made, the cursor can be located at that spot and the addition made. If a letter(s) is mistyped, the incorrect letter must be erased. Then the correct letter can be inserted.

DEFAULT TO TYPEOVER, ALLOW INSERT

The Typeover Cursor will automatically appear. However, a switch can be made to Insert mode by pressing the Insert Key 🔳 . The Typeover Key 🔳 can be pressed to return Typeover mode.

DEFAULT TO INSERT, ALLOW TYPEOVER

The Insert Cursor will automatically appear. However, the Typeover Key can be used to switch to Typeover mode and the Insert Key can be used to return to Insert mode.

Next, you can choose whether erasures will be made forward or backward. If you select "Erase forward," erasures will be made from left to right. For example, to erase "acorn" when using Typeover mode, you would locate the cursor on the letter "a." When using Insert mode, you would locate the cursor in front of the "a." If you select "Erase backward," erasures will be made from right to left. To erase "acorn" in either Insert or Typeover mode, you would locate the cursor after the "n."

```
┌─────────────────────────────────────┐
│  ┌──── STUDENT DISK OPTIONS ────┐    │
│  │        Control Erase         │    │
│  │ ┌──────────────────────────┐ │    │
│  │ │                          │ │    │
│  │ │                          │ │    │
│  │ │     • ⌈Erase forward⌉    │ │    │
│  │ │                          │ │    │
│  │ │     • Erase backward     │ │    │
│  │ │                          │ │    │
│  │ ├──────────────────────────┤ │    │
│  │ │ Use arrows to select and │ │    │
│  │ │ press RETURN.            │ │    │
│  │ │ Press ESC to exit.       │ │    │
│  │ └──────────────────────────┘ │    │
│  └──────────────────────────────┘    │
└─────────────────────────────────────┘
```

Border selection - This selection allows you to choose whether the students' papers will be printed with no border, a plain border or with a border of the students' choice.

```
┌─────────────────────────────────────┐
│  ┌──── STUDENT DISK OPTIONS ────┐    │
│  │       Border selection       │    │
│  │ ┌──────────────────────────┐ │    │
│  │ │                          │ │    │
│  │ │  • ⌈Student picks border⌉│ │    │
│  │ │                          │ │    │
│  │ │  • Plain border          │ │    │
│  │ │                          │ │    │
│  │ │  • No border             │ │    │
│  │ │                          │ │    │
│  │ ├──────────────────────────┤ │    │
│  │ │ Use arrows to select and │ │    │
│  │ │ press RETURN.            │ │    │
│  │ │ Press ESC to exit.       │ │    │
│  │ └──────────────────────────┘ │    │
│  └──────────────────────────────┘    │
└─────────────────────────────────────┘
```

Picture categories - When you select "Picture categories" from the Student Disk Options menu, you must first indicate if you want to allow picture use.

```
┌─────────────────────────────────────┐
│  ┌──── STUDENT DISK OPTIONS ────┐    │
│  │   Allow students to use pictures │
│  ├──────────────────────────────┤    │
│  │                              │    │
│  │  Do you want to allow the students │
│  │  to use pictures in their papers?  │
│  │                              │    │
│  │       [Yes]        No        │    │
│  │                              │    │
│  ├──────────────────────────────┤    │
│  │ Use arrows to select and press RETURN. │
│  │       Press ESC to exit.     │    │
│  └──────────────────────────────┘    │
└─────────────────────────────────────┘
```

Next, you can choose which pictures to include. There are 126 pictures available (see pages 14 - 17). Selections are made by pressing the Space Bar to check the desired categories. If you check "ABC's (all pictures)," all of the pictures will be included. Otherwise, up to 6 categories can be chosen. It is also possible to select "ABC's (all pictures) plus up to 4 of the other categories.

```
┌──────────────────────────────┐
│ ┌──── STUDENT DISK OPTIONS ──┐ │
│ │  Select up to 6 picture categories │
│ ├────────────────────────────┤ │
│ │   [ABC's (All pictures)]   │ │
│ │    Animals                 │ │
│ │    Body parts              │ │
│ │    Dwellings               │ │
│ │    Food                    │ │
│ │    Muppets™                │ │
│ │    Places                  │ │
│ │    Play                    │ │
│ │      ↓ More ↓              │ │
│ ├────────────────────────────┤ │
│ │ Use arrows to move and Space Bar to │
│ │ √ (up to 6) then press RETURN. │
│ └────────────────────────────┘ │
└──────────────────────────────┘
```

List of picture categories:

Animals
Body parts
Dwellings
Food
Muppets™
Places
Play
Transportation

If you have selected "ABC's (All pictures)," students pressing the Robin Key will see a large picture book. The pictures will be in alphabetical order with the beginning letter at the top of the page. Pages can be turned by pressing the Arrow Keys. Pressing a letter key will cause the pages of the book to skip to the pictures beginning with that letter.
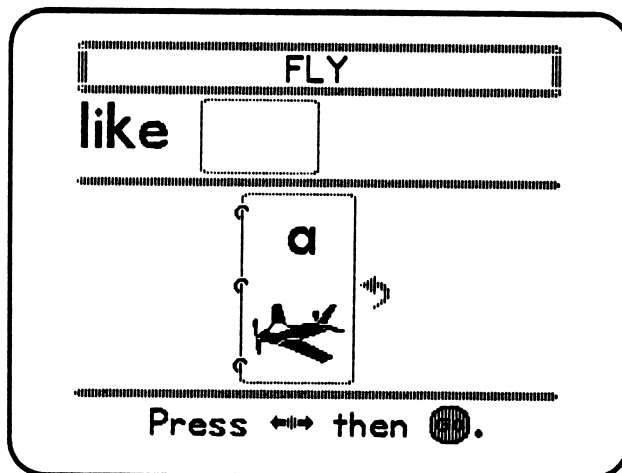

If you select other categories, not "ABC's (All pictures)," students pressing the Robin Key will see a picture book for each of the selected categories (up to 6). Students can pick the book they wish to view by using the arrows and GO. Then they can use the Arrow Keys to "leaf through" that book. The pictures will appear alphabetically, but the letter keys will not cause the pages to skip.
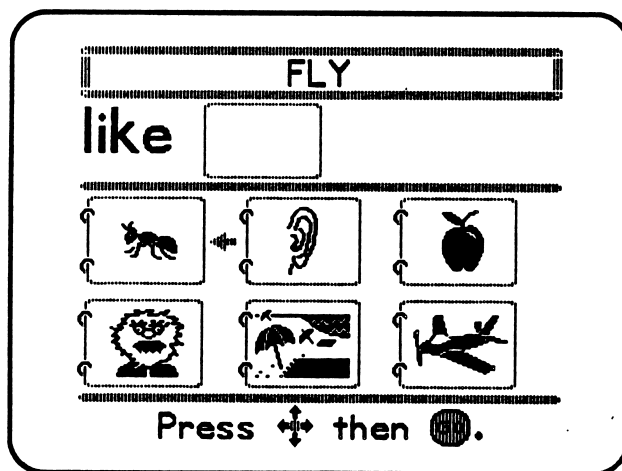
If you select ABC's (All pictures) plus up to 4 of the other categories, the large ABC picture book will appear on the screen next to the smaller single-category books. Selections are made as usual by using the Arrow Keys and GO.
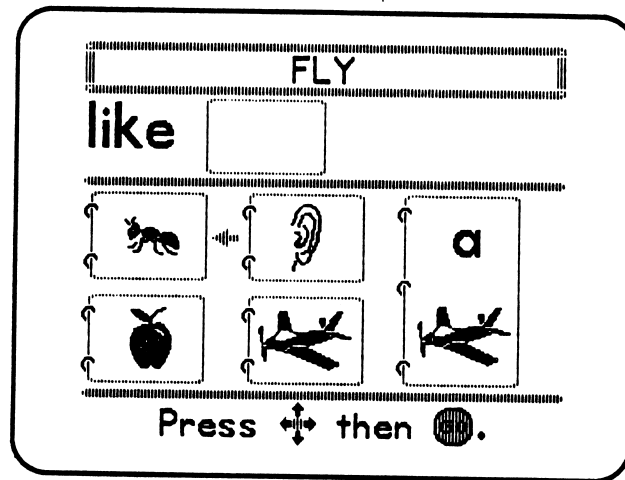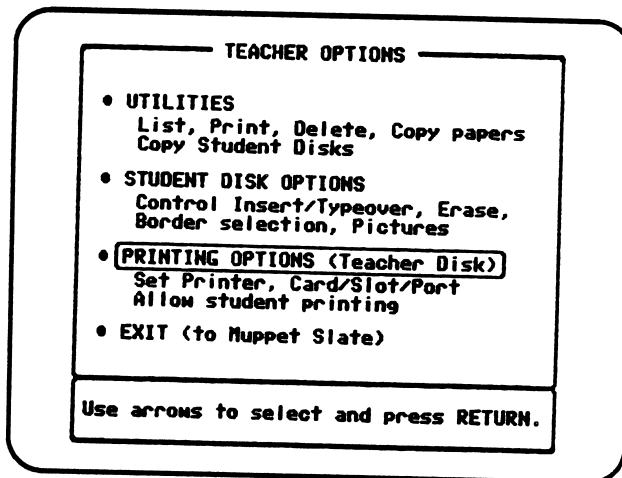

Up to 10 pictures can be used in a paper. Students wanting to use more than 10 pictures must complete and save the first part of the paper, then select "New" and write the second part of the paper under a different name. The 2 parts of the paper can be printed in succession to produce the complete product.

Note: Once a Student Disk is customized, options on that disk will remain set until you change them. Students can each have a Student Disk customized to fit individual needs, or the Student Disks can all be set identically to fit your current classroom needs. "Classroom Management" (pages 35 - 38) and "Lessons for Classroom Use" (pages 40 - 144) will offer additional suggestions.
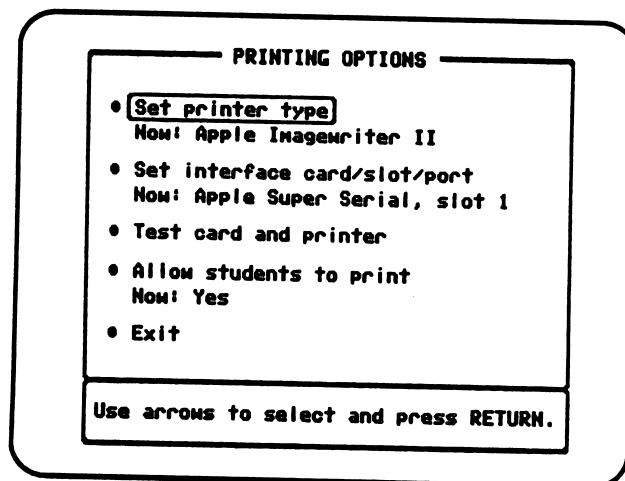
PRINTING OPTIONS (Teacher Disk)

Muppet Slate will work with many different printers and cards. Because each piece of equipment is slightly different, *Muppet Slate* **must be set to operate with the specific printer and interface card that you are using.** This is accomplished by using the Teacher Options to set your *Muppet Slate* Teacher Disk. To view the Teacher Options menu, hold down Control and type "T" while the main menu of *Muppet Slate* is being displayed.
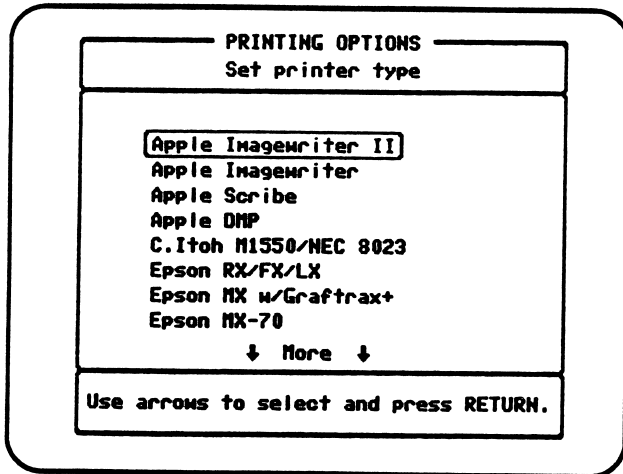
From the Teacher Options menu select "Printing Options (Teacher Disk)."

```
┌─────────── TEACHER OPTIONS ───────────┐
│                                        │
│ ● UTILITIES                            │
│     List, Print, Delete, Copy papers   │
│     Copy Student Disks                  │
│                                        │
│ ● STUDENT DISK OPTIONS                 │
│     Control Insert/Typeover, Erase,    │
│     Border selection, Pictures         │
│                                        │
│ ●[PRINTING OPTIONS (Teacher Disk)]     │
│     Set Printer, Card/Slot/Port        │
│     Allow student printing             │
│                                        │
│ ● EXIT (to Muppet Slate)               │
│                                        │
├────────────────────────────────────────┤
│ Use arrows to select and press RETURN. │
└────────────────────────────────────────┘
```

From the "Printing Options" menu, you can make selections to set your Teacher Disk.

```
┌─────────── PRINTING OPTIONS ───────────┐
│                                         │
│ ●[Set printer type]                     │
│    Now! Apple Imagewriter II            │
│                                         │
│ ● Set interface card/slot/port          │
│    Now: Apple Super Serial, slot 1      │
│                                         │
│ ● Test card and printer                 │
│                                         │
│ ● Allow students to print               │
│    Now: Yes                             │
│                                         │
│ ● Exit                                  │
│                                         │
├─────────────────────────────────────────┤
│ Use arrows to select and press RETURN.  │
└─────────────────────────────────────────┘
```
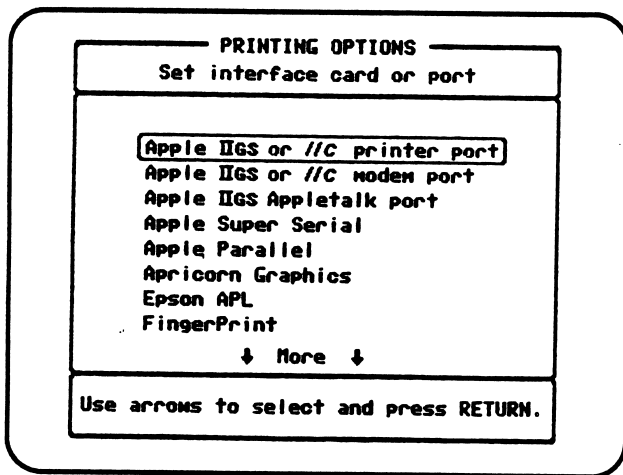
30

Set printer type - When you select "Set printer type," you will see a list of printers. Select the specific printer you are using. (The brand should be found on your printer.)

```
┌─────────────────────────────────────┐
│  ┌──── PRINTING OPTIONS ────┐        │
│  │     Set printer type     │        │
│  ├──────────────────────────┤        │
│  │                          │        │
│  │ ┌──────────────────────┐ │        │
│  │ │Apple Imagewriter II  │ │        │
│  │ └──────────────────────┘ │        │
│  │  Apple Imagewriter       │        │
│  │  Apple Scribe            │        │
│  │  Apple DMP               │        │
│  │  C.Itoh M1550/NEC 8023   │        │
│  │  Epson RX/FX/LX          │        │
│  │  Epson MX w/Graftrax+    │        │
│  │  Epson MX-70             │        │
│  │       ↓ More ↓           │        │
│  ├──────────────────────────┤        │
│  │Use arrows to select and  │        │
│  │press RETURN.             │        │
│  └──────────────────────────┘        │
└─────────────────────────────────────┘
```

List of printer "possibilities"

Apple Imagewriter II
Apple Imagewriter
Apple Scribe
Apple DMP
C. Itoh M1550/NEC 8023
Epson RX/FX/LX
Epson MX w/Graftrax+
Epson MX-70
Okidata u92/u93
Prowriter
Star Gemini-10
Star STX-80
Custom printer

Set interface card/port/slot - Select "Set interface card/port/slot" to indicate the interface card you are using. (An interface card connects the printer to the computer. Apple IIc's utilize a port instead, and Apple IIGS's sometimes use a port. If you are unsure of the port or interface card you are using, ask your school's computer resource person.)

```
┌─────────────────────────────────────┐
│  ┌──── PRINTING OPTIONS ────┐        │
│  │  Set interface card or port│      │
│  ├──────────────────────────┤        │
│  │                          │        │
│  │ ┌──────────────────────────┐ │    │
│  │ │Apple IIGS or //C printer port│ │ │
│  │ └──────────────────────────┘ │    │
│  │  Apple IIGS or //C modem port│    │
│  │  Apple IIGS Appletalk port   │    │
│  │  Apple Super Serial          │    │
│  │  Apple Parallel              │    │
│  │  Apricorn Graphics           │    │
│  │  Epson APL                   │    │
│  │  FingerPrint                 │    │
│  │       ↓ More ↓               │    │
│  ├──────────────────────────────┤    │
│  │Use arrows to select and      │    │
│  │press RETURN.                 │    │
│  └──────────────────────────────┘    │
└─────────────────────────────────────┘
```

List of card/port "possibilities"

Apple IIGS or IIc printer port
Apple IIGS or IIc modem port
Apple IIGS Appletalk port
Apple Super Serial
Apple Parallel
Apricorn Graphics
Epson APL
FingerPrint
FingerPrint+ Parallel
FingerPrint+ Serial
Grafstar
Grappler
Grappler+
Grappler Serial
Microtek Dumpling-GX
Orange Interface
Perisoft
PPC 100 Tackler
Print-It!
ProGrappler
Rv-611c
Wizard ipi
Automatic Ice Parallel
Generic (new)
Generic (7 bit)
Generic (8 bit)

Next, you will be asked to indicate where (in which slot) your interface card is located. If you are using a port from a IIc or IIGS, you will not see this step.
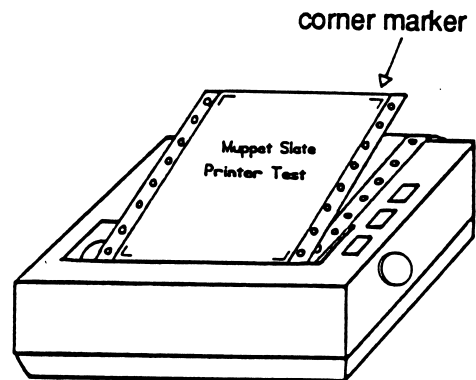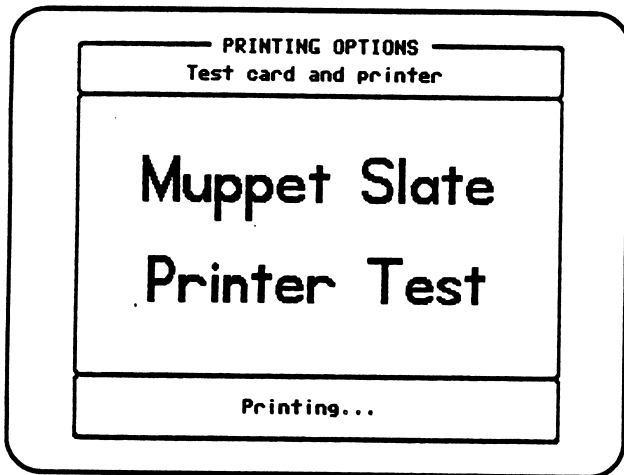
```
┌─────────────────────────────────────────┐
│  ┌──── PRINTING OPTIONS ───────────┐     │
│  │        Set interface slot        │     │
│  ├─────────────────────────────────┤     │
│  │                                 │     │
│  │                                 │     │
│  │  Which slot is the interface card in? │ │
│  │                                 │     │
│  │       ⊡ 2  3  4  5  6  7        │     │
│  │                                 │     │
│  │                                 │     │
│  ├─────────────────────────────────┤     │
│  │  Use arrows or numbers to select │     │
│  │       and press RETURN.          │     │
│  └─────────────────────────────────┘     │
└─────────────────────────────────────────┘
```
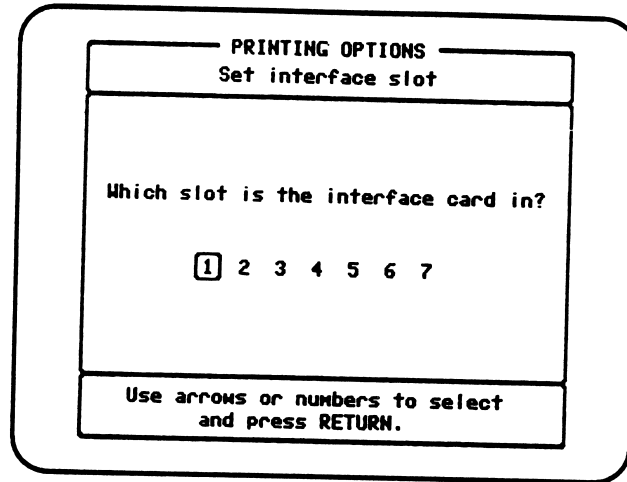
Test card and printer - You can check to be sure that everything is operating properly by selecting "Test card and printer." You will be reminded to turn your printer on and to be sure that it is "selected." ("Selected" means that the printer is set so that it will take its directions from the computer. On most printers, this is accomplished by pressing a "select" or an "on line" button.)

```
┌─────────────────────────────────────────┐
│  ┌──── PRINTING OPTIONS ───────────┐     │
│  │       Test card and printer      │     │
│  ├─────────────────────────────────┤     │
│  │                                 │     │
│  │   Please make sure that your    │     │
│  │   printer is on and selected.   │     │
│  │                                 │     │
│  │                                 │     │
│  ├─────────────────────────────────┤     │
│  │     Press RETURN to continue.    │     │
│  │       Press ESC to exit.         │     │
│  └─────────────────────────────────┘     │
└─────────────────────────────────────────┘
```

32
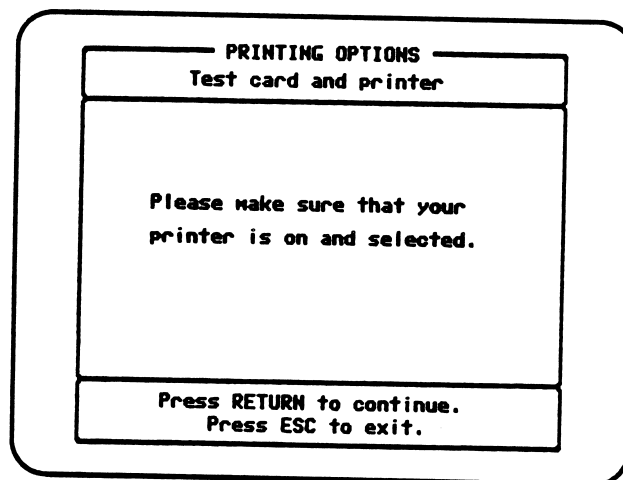
When you press RETURN, you should get a print-out like the example on the screen. If you do not, see "Troubleshooting Printer Problems," pages 149 - 152.

```
┌─────── PRINTING OPTIONS ───────┐
│        Test card and printer        │
├──────────────────────────────┤
│                                      │
│      Muppet Slate                    │
│                                      │
│      Printer Test                    │
│                                      │
├──────────────────────────────┤
│           Printing...                │
└──────────────────────────────┘
```

corner marker

The printer test also prints corner markers (see illustration) to help you align your paper in the printer. Adjust the paper so that the corner markers print at the corners of the sheet of printer paper.

Allow students to print - Select "Allow students to print" from the Printing Options menu, to indicate whether or not you want students to print their own papers.

```
┌─────── PRINTING OPTIONS ───────┐
│        Allow students to print       │
├──────────────────────────────┤
│                                      │
│   Do you want to let the students    │
│   print their own papers?            │
│                                      │
│          [Yes]      No               │
│                                      │
├──────────────────────────────┤
│ Use arrows to select and press RETURN.│
│         Press ESC to exit.           │
└──────────────────────────────┘
```
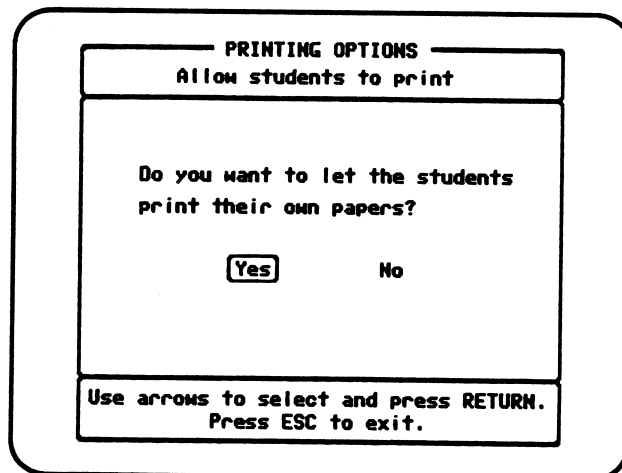
If you answer "Yes," students using *Muppet Slate* can select "Print" to choose a border and print their paper. If you answer "No," students who select "Print" can still choose a border but will be told "Your teacher will print your paper. Save your paper now." Their border preference will be saved along with their paper and you can do the printing later.

```
 ╔════════════════════════════╗
 ║      ▐Print▌  😀            ║
 ║   ┌──────────────────────┐  ║
 ║   │   Your teacher will  │  ║
 ║   │   print your paper.  │  ║
 ║   │  Save your paper now.│  ║
 ║   │                      │  ║
 ║   ├──────────────────────┤  ║
 ║   │     Press ⬛.         │  ║
 ╚════════════════════════════╝
```
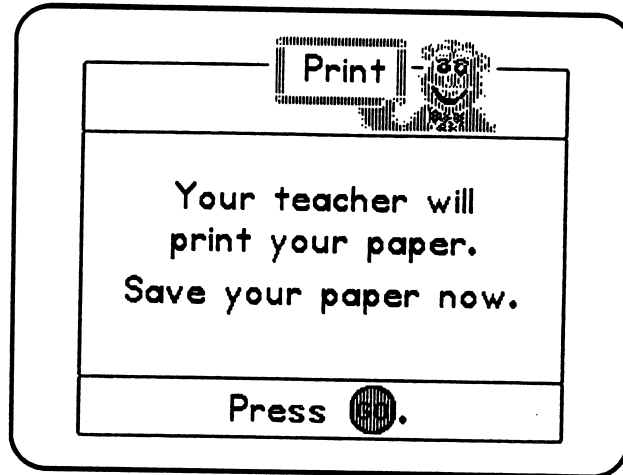
> **Note:** Once the Teacher Disk is set for a particular printer and interface card, it will not need to be reset. When you or your students want to use *Muppet Slate*, simply insert the Teacher Disk in the disk drive, turn on the computer until you see "Please insert a Student Disk," and then remove the Teacher Disk and replace it with a Student Disk. (If you are using 2 drives, just put the Teacher Disk in drive 1 and the Student Disk in drive 2.)

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Teacher Disk

To use *Muppet Slate* in your classroom, you will need at least one Teacher Disk. It must be set to operate with your specific printing equipment. If you have several types of printers and interface cards, do one of the following:

* Use several Teacher Disks, each one set to a specific printer by ordering additional Lab Packs and setting one disk for each combination of equipment in use. (To order more Lab Packs, see a current Sunburst catalog or call Sunburst at the toll-free number listed in the front of this manual.)

* Use a single Teacher Disk, but reset the Printing Options each time you use a different set of printing equipment.

Student disks

Ideally, even if students must share computers, each student should have a Student Disk. This will eliminate the problem of accidental alterations of another student's work. Also, it allows you to individualize Student Disks. For example, if the Insert Key is a frustration to a particular student, you can set that disk to "Typeover only."

Your *Muppet Slate* came with two Student Disks. Both of them are marked "Master Student Disk." It is suggested that you keep these disks separate for teacher use only. Set one of the Master Student Disks to the options you prefer (Student Disk Options), then use the Utilities (Copy a student disk) to make as many copies as you need for your students.

Loading *Muppet Slate*

Students can learn to load both the Teacher Disk and their Student Disks into their computers, or you can load the Teacher Disk into each computer and let the students take over from there. Another method is to train several student "computer experts" to help load the disks. If your class will be handling their own disks, spend some time teaching the care of data disks.

Be sure to tell students to be careful to not press keys on the *Muppet Learning Keys* while the program is loading, or the *Muppet Learning Keys* will not function properly.

Printing Papers

There are several ways to manage the printing of papers. Your choice will depend upon your preferences and the number of computers and printers available.

1. "I do the printing."

Teacher does all the printing later.

This method eliminates the possibility of lines at the printer(s), but takes more of your time unless you can enlist the help of an aide, an older student, or a volunteer parent. **The Printing Options should be set for students to not print their own papers.**

After completing their papers, students should press ZAP to return to the main menu, then select "Save" to save their papers. To pick a border, they should select "Print." (Their border choice will be saved along with the paper.) A display on the screen will show their paper "being printed."

You can use the Utilities to print the papers later. One method is to select "Copy papers" and copy all student papers onto one disk. Then select "Print papers" and print all the papers on that disk. This allows you to let the papers print continuously while you do something else. Another time-saving method is to keep an extra Student Disk available for use by the entire class. As students complete their computer writing, have them save their papers on their individual Student Disks, then switch to the extra Student Disk and save them again. Later, you can use the Utilities to print all the papers on the extra disk. Remember, **each paper on a disk must have a different name.** If you plan to group student papers on a single disk for printing purposes, instruct students to individualize their paper names by typing their initials (or an assigned number) at the beginning of each paper name. For example, paper names for a class writing project about space might include "JS SPACE" and "AR SPACE." (If you use the Utilities to try to copy a paper with the same name as one already on the disk, you will be given the opportunity to rename the paper.)

2.

Speech bubble: *We write here. We print here.*

Students' computers have printers. Students do their own printing.

This is the "ideal" arrangement when it is possible. **The Printing Options (teacher disk) should be set for students to print their own papers.**

After completing their papers, students should press ZAP to go to the main menu, save the paper, select "Print," pick a border, and then print the paper.

3.

Speech bubbles: *We write here.* *We print there.*

Students' computers do not have printers. Students do their own printing at a different computer(s).

With a little extra instruction, students can manage well in this situation. **The Printing Options (teacher disk) should be set for students to print their own papers.**

After completing their papers, students should press ZAP to go to the main menu where they can select "Save" to save their paper. Now they can remove their disks and take them to a computer with a printer, select "Load" from the main menu to load the desired paper, and select "Print" to pick a border and print the paper. (Remind students to not select 'Print' until they are at a computer with a printer. When the Printing Options are set for students to print but there is no printer attached, the program may stop and have to be reloaded.)

4.

Some student computers have printers; some do not. Students do their own printing.

This is a typical situation. In this case, the computers with printers will have to be shared when students are ready to print. To avoid the possibility of having all the printing equipment tied up by students who are still writing, some teachers like to reserve at least one computer for printing purposes only.

The Printing Options (teacher disk) should be set for students to print their own papers. Depending upon whether or not a student's computer has a printer, the student should follow the printing directions listed in either 2 or 3 above.

IF YOU DO NOT USE *MUPPET LEARNING KEYS*

Muppet Slate can be operated by means of either the *Muppet Learning Keys* or the Apple keyboard. However, the prompts on the screen in the student portions of *Muppet Slate* refer to the *Muppet Learning Keys* (for example, "Press GO.") **The lesson plans in this manual are written with the assumption that students will be using the *Muppet Learning Keys*.** (However, the prompts that are found in the teacher-accessible portions of *Muppet Slate* refer to the computer keyboard.) If your students will be using the computer keyboard, they will need to substitute the keyboard equivalents of the *Muppet Learning Keys*:

Muppet Slate ON THE APPLE KEYBOARD

STOP	Eraser	(fish)
ESC	Control-D or Delete	Control-P
(keyboard) Control-Q	GO Return / OOPS! Control-G	Control-E
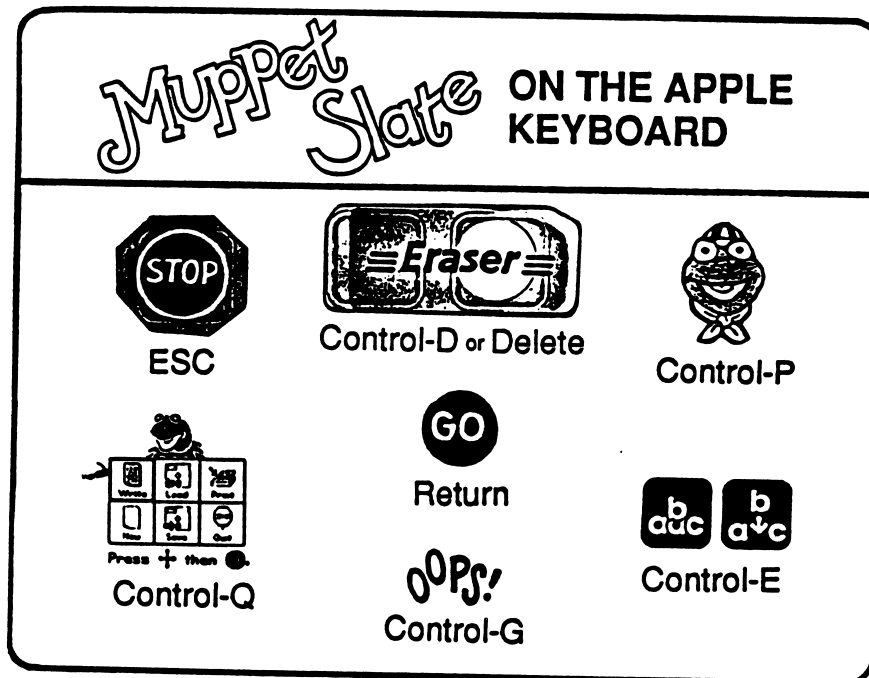
The Chart can be copied and posted near each computer for easy reference.
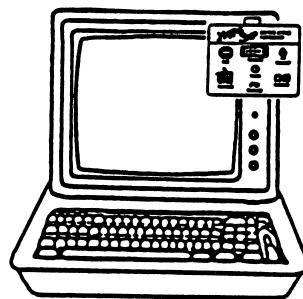
If you want to erase backward, use the Delete Key (Control-D erases forward). If you are using an Apple II+, use Control-A and Control-S to switch back and forth between uppercase and lowercase.

The first two classroom lessons, *Muppet Code* and *Show Me* (pages 45 - 50), should be omitted if you are not using the *Muppet Learning Keys*. These lessons are designed to help students become familiar with the *Muppet Learning Keys*.

The Classroom lessons on the following pages are designed 1) to help students become proficient in using *Muppet Slate* as a word processor and 2) to develop students' language arts skills. (See charts on pages 43 - 44.) The lessons should be modified to meet the needs of your students, and additional writing projects added as desired. You will find that once students are familiar with *Muppet Slate*, almost any writing project can be executed on the computer.

Lessons 1 and 2 help familiarize students with the location of the letter and number keys on the *Muppet Learning Keys*. These lessons use the *Muppets on Stage* disk which was shipped along with your *Muppet Learning Keys*. This can also be a good time to establish classroom procedures for such things as going to the computers, handling disks, and taking turns. If more experiences are needed, use activities from the *Muppets on Stage Teacher's Guide*. If your students are already familiar with the *Muppet Learning Keys*, skip Lessons 1 and 2 or combine them into one experience. **Lessons 3, 4, and 5** are group lessons which will introduce students to *Muppet Slate*. In these lessons, the teacher uses *Muppet Slate* to write at the computer as the class contributes ideas. In the remaining lessons, students use *Muppet Slate* to do their own writing at their individual computers.

Many of the lesson plans extend over a period of days. For example, a lesson plan may suggest a classroom prewriting activity on the first day, a whole-class writing experience on the second day, and individual writing on the third day. This information is noted in the lesson heading. A time estimate is also given. **However, the actual time required will vary greatly from one class to another.**

MAGNIFICENT ME

I would like to be an 🐛 . I would live 🏠. I would eat 🍎 I would play 🎮 .

By the first graders

First Day: classroom activity
(15 minutes)

Second Day: whole class writing -
1 computer
(15 minutes)

Third Day: students writing at
computers
(30 minutes)

LANGUAGE ARTS FOCUS: Produce original material based on an idea
from a poem
Use simple sentence structure
n an idea
et Slate to write

If "classroom activity" is listed for the day, no computers are necessary. If the day's activity is a "computer demonstration" or "whole class writing - 1 computer," you will need to set up a computer, disk drive(s), monitor, *Muppet Learning Keys*, and printer (optional) within view of the class. If the activity is "students writing at computer," you will need to have computers, disk drives, monitors, *Muppet Learning Keys*, and printer(s) available for the students. The lessons are written with the assumption that a computer will be available for each 1-2 students. However, suggestions for sharing computers are given at the end of most lessons.

Unless otherwise noted in the lesson plans, the Student Disk Options on the *Muppet Slate* Student Disk can be left as they were when shipped:

> **Default to Typeover, Erase forward**
> **Student picks border**
> **ABC's (All pictures)**

The Printing Options should be set for the printing equipment you are using (see pages 30 - 33). Decide whether or not to allow students to print (see "Classroom Management," pages 35 - 38), and set the disk accordingly (see pages 33 - 34). For computer demonstrations (or "whole class writing - 1 computer"), set "Allow students to print" to "Yes" or "No" depending upon whether or not your demonstration will include printing. If you choose "No," you may want to let the students watch the paper "being printed" on the screen by saving the paper and then selecting "Print."

The lessons include the following:

1. **Muppet Code** - Students become familiar with the *Muppet Learning Keys* as they find a picture for each letter of their names. (This lesson uses *Muppets on Stage.*)

2. **Show Me** - Students gain experience on the *Muppet Learning Keys* as they display such things as a purple camel or 9 blue alligators. (This lesson uses *Muppets on Stage.*)

3. **Fun Is...** - The class uses *Muppet Slate* to make a simple list. (group lesson - one computer)

4. **Good-bye Five, Hello Six** - The class writes a rebus-type poem about growing up using pictures from the *Muppet Slate* Picture Book. (group lesson - one computer)

5. **Let Me Tell You** - The class "fills in the blanks" to complete a note to something silly such as their feet. (group lesson - one computer)

6. **I'm a Muppet Writer** - Each student works at a computer to complete a cover for future papers.

7.   **Color It Blue** - Students draw blue items and then write "Blue is..." statements about 3 to 4 items of their choice.

8.   **I'm Thinking of...** - This lesson presents 5 simple learning activities using the *Muppet Slate* Picture Book.

9.   **Animal Talk** - Students list animals with their sounds, then with silly sounds.

10. **Magnificent Me** - Students discuss and write about being something larger or smaller.

11. **Say Yes to Sunshine** - Students write about the things they like.

12. **A,B,C, What?** - In this learning activity and its variations, the Insert Key is used to make corrections.

13. **Never Ever** - In this companion lesson for *Say Yes to Sunshine*, students write about the things they dislike.

14. **Eyes and Ears** - A writing experience follows activities designed to sharpen the senses.

15. **Handle With Care** - Students write about things they can do (or can imagine doing) with their hands.

16. **In Living Color** - Students write about objects and feelings associated with specific colors.

17. **Side By Side** - Students learn to construct similes.

18. **Wishing Well** - Students write about their wishes.

19. **Deliciously Simple** - Students write their personal recipes for happiness.

20. **Hurray for Animals!** - Pairs of students work together to write plans for an animal celebration.

21. **Dear Stars** - Students use the correct form for friendly letters in writing to an animal or object.

22. **Thumps in the Night** - Setting and characters are components of dreams written by the class and by individual students.

23. **The Best Place** - Puppets are used to act out students' computer-written stories.

24. **Muppet Trek** - Students write fictional accounts of a trip into space.

Muppet Slate — LANGUAGE ARTS OBJECTIVES

LESSONS

Legend: ● Main focus of the lesson ○ Language Arts objective

AREAS	FOCUS	1 MUPPET CODE	2 SHOW ME	3 FUN IS …	4 GOOD-BYE 5, HELLO 6	5 LET ME TELL YOU	6 I'M A MUPPET WRITER	7 COLOR IT BLUE	8 I'M THINKING OF …	9 ANIMAL TALK	10 MAGNIFICENT ME	11 SAY YES TO SUNSHINE	12 A,B,C, WHAT?	13 NEVER EVER	14 EYES AND EARS	15 HANDLE WITH CARE	16 IN LIVING COLOR	17 SIDE BY SIDE	18 WISHING WELL	19 DELICIOUSLY SIMPLE	20 HURRAY FOR ANIMALS!	21 DEAR STARS	22 THUMPS IN THE NIGHT	23 THE BEST PLACE	24 MUPPET TREK
Writing for Different Purposes	Lists and phrases			○						○								○							
	Covers and titles				○		○													○					
	Poems							○						○	○				○						
	Paragraphs					○					○	○				○			○						○
	Stories																			●			●		
	Letters																					●			
	Recipes and plans																			●	○			●	
	Writing drama																								
Basic Skills	Identify alphabet letters	●											●												
	Beginning sounds	○											●												
	Read and write simple words		○		○	○		○	●		○	○	●	○	○	○	○	○	○	○	○	○	○	○	○
	Read and write sentences		○			○		○	●	○	○	○		○	○	○	○		●		●	○	○	○	○
	Provide written endings			○	●	○	○	●	●		○	○		○	○		○		○						
	Expand on an idea							○		○	●	○			○				○						○
	Capitalization and punctuation			○	○			○	○					○		○		○	○	○	○	○	○	○	○
	Revising writing							○	●					○	○				○	○	○				○
	Proofreading									●	○		○		○										
Understanding Words	Classify items					○				○	○	○	○			○									
	Identify action words		●			○				○	○	○													
	Use similes																	●							
	Select precise and colorful words			●	●							●	●				●								●
	Learn new terms and words			○												●					○	○		○	○
Listening & Communicating	Listen to and follow directions	○			○				○		○			○	○										○
	Listen to and answer questions		○		○	○	●		○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	Listen to and share ideas				○						○	○			○	○	○		○	○	○	○	○	○	
	Listen to speech rhythms and patterns																								
	Listen to poem or story												●												
	Express feelings			○				○				○					○	○	○	○	○	○	○		
	Creative drama exercises										○			●					○					○	○

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Muppet Slate — WORD-PROCESSING SKILLS

Lessons:
1. MUPPET CODE
2. SHOW ME
3. FUN IS ...
4. GOOD-BYE 5, HELLO 6
5. LET ME TELL YOU
6. I'M A MUPPET WRITER
7. COLOR IT BLUE
8. I'M THINKING OF ...
9. ANIMAL TALK
10. MAGNIFICENT ME
11. SAY YES TO SUNSHINE
12. A,B,C, WHAT?
13. NEVER EVER
14. EYES AND EARS
15. HANDLE WITH CARE
16. IN LIVING COLOR
17. SIDE BY SIDE
18. WISHING WELL
19. DELICIOUSLY SIMPLE
20. HURRAY FOR ANIMALS!
21. DEAR STARS
22. THUMPS IN THE NIGHT
23. THE BEST PLACE
24. MUPPET TREK

AREAS	FOCUS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Use of Keys	Letters	○																							
	Numbers		○																						
	Uppercase Key				●		○																		
	Lowercase Key				●		○																		
	Insert Key												○												
	Typeover Key				●		○						○												
	Arrow Keys			●			○																		
	Eraser		○		●																				
	SPACE			●				○																	
	ZAP			●	●		○					○													
	OOPS!			●																					
	HELP!						●																		
	GO	○		●	●				○																
	Robin Key				●																				
	Period			●	●			○																	
Use of Main Menu	Main Menu			●	●		○																		
	Write						○																		
	Load						○																		
	Print			●	●		○																		
	New			●	●		○	○																	
	Save																								
Correlated Skills	Skip to the next line			●				○																	
	Choose a border			●			○																		
	Use Typeover Cursor			●			○		○																
	Select pictures				●		○																		
	Use Fill-in																			○					
	Center a title					●													○						
	Make quotation marks																							○	

○ Marks student's first use of key

● Marks teacher demonstration of key
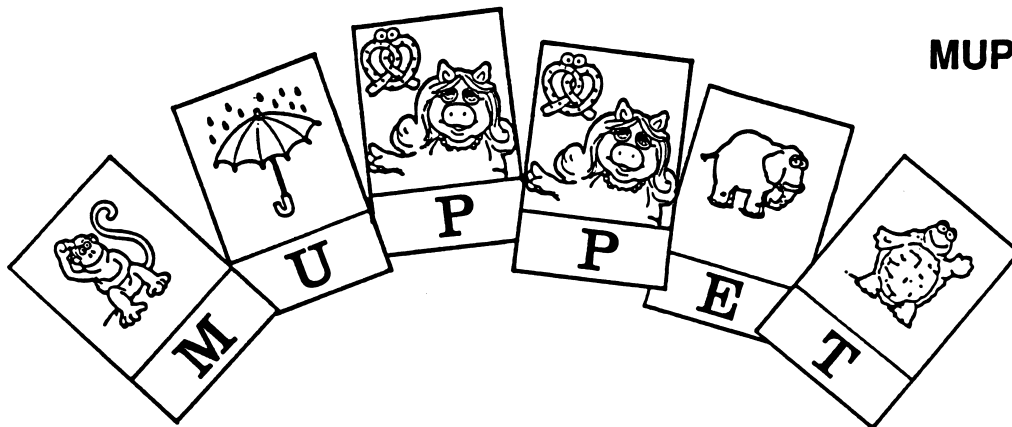
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MUPPET CODE

LANGUAGE ARTS FOCUS:	Identifying alphabet letters Beginning sounds
WORD-PROCESSING SKILLS:	Become familiar with letter keys on the *Muppet Learning Keys* Locate letters needed to type student's name
MATERIALS:	Student Sheet: *My Name in Pictures* (page 47) Pencils for students *Muppets on Stage* disks (*Muppets on Stage* is shipped with the *Muppet Learning Keys*)
PREPARATION:	Make copies of *My Name in Pictures* student sheet for the class

---

LESSON PLAN

1. **Load** *Muppets on Stage* into students' computers.

2. **Direct** the students to select the first activity, *Discovery,* by pressing GO when the arrow points to *Discovery.*

Which one?

Discovery   Letters   Numbers

↑

Press GO to select.
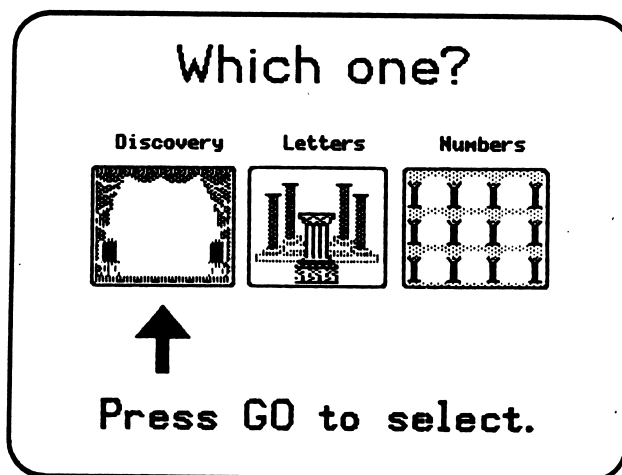
3. **Explain** that pressing a letter causes a picture which begins with that letter to appear on the screen (such as monkey for "M").

4. **Provide** time for students to experiment with the letter keys.

5. **Distribute** pencils and the *My Name in Pictures* student sheets.

6. **Tell** the students to write their names in the boxes at the top of the page. (Students with more than 9 letters in their names will be able to write only the first part of their names.)

7. **Direct** the students to:

   • Press the first letter of their name on the *Muppet Learning Keys*.

   • Notice the picture which appears and find that picture on the student sheet.

   • Write the letter under the picture on the student sheet.

   • Continue, using the remaining letters in their names.

Variations:

A. Let the students cut out the pictures and glue them on 3 x 12 inch strips of paper to write their names in "Muppet Code." Ted, for example, would be written like this:
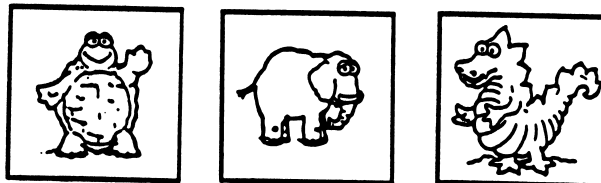
   If desired, let students try to decode each other's names. (For this project, you will need a few extra pages of pictures available for students whose names have multiples of a letter.)

B. Let students write other words or short messages in "Muppet Code."

C. If you have only a few computers available, conduct this lesson as a demonstration. Schedule time for students to use the computer and complete their student sheets later.
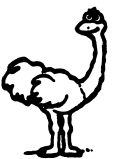
MY NAME IN PICTURES
Student Sheet
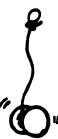
SHOW ME

LANGUAGE ARTS FOCUS:	Identifying alphabet letters Beginning sounds Listening to and following directions Listening to and answering questions
WORD-PROCESSING SKILLS:	Locate letter, number, and color keys on the *Muppet Learning Keys* Experience first hands-on use of: Keys - Eraser, HELP!
TERMS INTRODUCED:	Keys - Eraser, HELP!
MATERIALS:	*Muppets on Stage* disks

LESSON PLAN

1. **Assist** students, as needed, to load *Muppets on Stage* and to select *Discovery*.

2. **Ask** the students to notice the paint box and the ruler on their *Muppet Learning Keys*.

3. **Say** to the students:

   • "Kermit can show you how to use the ruler and paint box."

   • "Press HELP! to get some help from Kermit."

4. **Allow** time for students to watch Kermit's demonstration a couple of times.

5. **Ask** the students:

- "What letter did Kermit press? What happened?" (K. It appeared on an easel, and a kite appeared.)

- "What number? What happened?" (7. It appeared on an easel, and 7 kites appeared.)

- "What color? What happened?" (Green. The kites became green.)

6. **Say** to the students:

- "See if you can show me a turtle (or the T picture) on your screen." (Assist students who need help.)

- "Can you show me 2 turtles?" (Assist.)

- "Show me 2 blue turtles." (Assist.)

7. **Continue** by asking all students to:

```
Show me 2 dragons
Show me 2 yellow dragons
Show me 5 rockets
Show me 5 violet rockets
Show me 6 green zippers
Show me 4 white alligators
Show me 1 black ghost
Show me 1 white ghost
Show me 1 white nose
Show me 0 white noses
Show me 3 blue kites
Show me 1 green kite
Show me 6 orange lobsters
Show me 4 violet turtles
Etc.
```

If desired, let students press GO as a "reward" for correct answers. GO starts the sound and action. STOP turns it off.

Variations:

A. Let students take turns asking for numbers, colors, and pictures of their choice.

B. Play a "Kermit Says..." variation of the activity:

> **Kermit says, "Show 1 bird."**
> **Kermit says, "Show 2 birds."**
> **"Show 1 kite."**

Students who respond to a command not preceded by "Kermit says..." must drop out.

C. If you have only a few computers, demonstrate the use of the keys. Then schedule time for students to work in pairs at the computers. Students can take turns asking each other for a number, color, and picture. (Students may want to refer to the *My Name in Pictures* student sheet, page 47, for the available pictures.)

Inside the framed picture:

bubblegum

long spaghetti

wind in my hair

a dog's tongue

Grandma's
porch swing
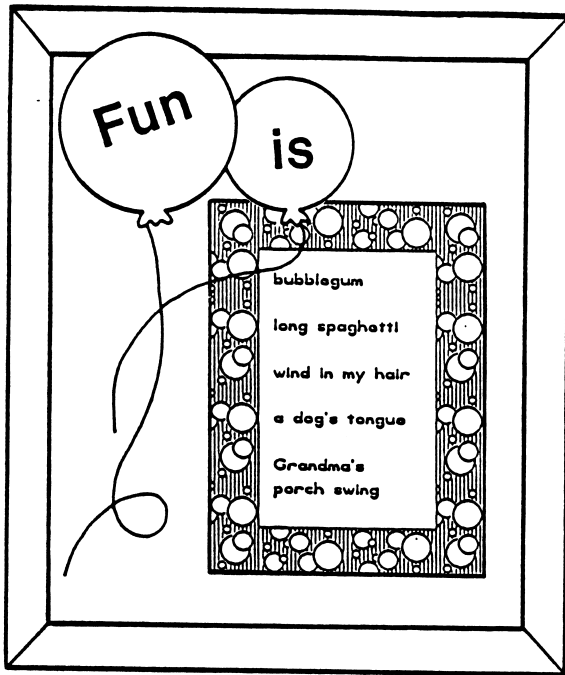
FUN IS . . .

Whole class writing - 1 computer
(20 minutes)

LANGUAGE ARTS FOCUS:	Express feelings Select precise, colorful words
WORD-PROCESSING SKILLS:	Observe use of *Muppet Slate* to make a list and to print it with a border
TERMS INTRODUCED:	Main menu, bent arrow, border, Typeover Cursor Keys -SPACE, STOP, ZAP, Arrows Main menu - Print, New
MATERIALS NEEDED:	*Muppet Slate* Teacher Disk and a Student Disk Two green balloons Permanent black marker Bulletin board
PREPARATION:	Use the marker to write "Fun" on one balloon and "is" on another. Set up the computer equipment where the class can easily view it. Unless your students are already familiar with printers, it is suggested that you set up a printer for this initial *Muppet Slate* demonstration.

LESSON PLAN

1. **Pin** the two balloons to the bulletin board.
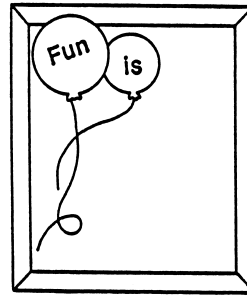
2. **Say** to the class:

   • "Do you know Kermit the frog?"

   • "Green is one of Kermit's favorite colors."

   • "Kermit's green balloons say 'Fun is.' "

   • "Today we will use the computer to make a list of fun things."

3. **Load** *Muppet Slate* (Teacher and Student Disks), continuing until the main menu is displayed.

4. **Say** to the students:

   • "This is Kermit with a big menu."

   • "What do you use the menu for in a restaurant?" (to pick the foods you want)

   • "From Kermit's menu, we pick what we'd like to do."

5. **Show** students the Arrow Keys on the *Muppet Learning Keys* and demonstrate the use of these keys to move the highlight up and down and across the screen. Note that Kermit points to the highlighted selection.

6. **Say** to the students:

   • "Today we will be starting something new so we will select 'New.' " (Move the highlight to "New," and point out the picture of a blank page on the selection.)

   • "Now we are ready to move on so I will press 'GO' on the *Muppet Learning Keys.*"

7. **Point out** the picture of Kermit on his bike and the GO signal. Press GO.

8. **Say** to the students:

   * "Miss Piggy has joined us now. She is telling us 'Name your paper.' "

   * "What would be a good name for our list?" (Decide on an appropriate name such as "FUN.")

9. **Demonstrate** how to use the *Muppet Learning Keys* to type the name.

10. **Say** to the students:

    * "Now we are ready to go on. What key should I press to go?" (Point out that directions always appear at the bottom of the screen. After students respond, press GO.)

    * "Here is our paper with its name at the top."

    * "What shall we put on our list?"

11. **Type** a student response.   (If the program is not already in Lowercase mode, quietly press the Lowercase Key. Avoid using Uppercase mode unless you need it for a word such as Kermit. The Uppercase and Lowercase Keys will be introduced later.) Point out the cursor and explain that it marks the location of the next letter or space. Give its complete name, Typeover Cursor, and point out its shape (☐).

12. **Make** a mistake deliberately. Show the students how to use the arrows to move the cursor back over the mistake and to type over it to fix it.

13. **Say** to the students:

    * "Now we are ready to go to the next line. What key will I press to go?" (After students respond, press GO.)

    * "When I am writing the paper, the bent arrow will appear every time that I push GO to go to a new line."

14. **Complete** the list, typing items contributed by the students. After each item, press GO to move to the next line. Encourage students to use specific, colorful words. (For example, "wind in my hair" or "bouncing a big blue ball" or "the smell of the ocean.")

Note: If you do not have a printer set up, save the paper now. Then select "Print" to show the students how to pick a border and to allow the students to watch the paper "being printed" on the screen. (Printing Options must be set to not allow students to print.) Print a copy of the paper later for use on the bulletin board.

---

15. **Say** to the students:

    • "This is a good list. Let's print it on a sheet of paper to put on the bulletin board."

    • "To print our list, we must return to the main menu."

    • "There is a special key on the *Muppet Learning Keys* which will take us back to the main menu. It is called the ZAP Key."

16. **Show** the students the ZAP Key in the corner of the *Muppet Learning Keys.* Press ZAP.

17. **Point out** "Print" and the picture of a printer on the main menu. Use the Arrow Keys to select "Print," and press GO.

18. **Say** to the students:

    • "The top of this screen says 'Pick a border.' We can pick a border to be printed around our list."

    • "How can we do it?" (If there is no response, remind students that directions are always found at the bottom of the screen.)

19. **Use** the Arrow Keys to select a border which the students like, and press GO to go on.

20. **Read** the next screen. "Print. Press GO when ready." Press GO to print the list. (You may want to explain that the stop sign which appears at the bottom of the screen during the printing process tells you that you could press STOP to stop printing if you wanted. Also note that the name of the paper does not print.)

21. **Pin** the list on the bulletin board under the "Fun is" balloons, and read through the list as a group.

Variations:

A. Let students make small illustrations for items on the list. Pin them on the bulletin board.

B. Let students write their names on small paper balloons. Pin the balloons around the list. Use strings to connect each balloon to that student's choice of item from the list.

GROWING UP

Good-bye little 🚲.♩
Hello bigger 🚲.♩

♩
Good-bye 📷.♩
Hello 🔨.♩
♩
Good-bye 📹.♩
Hello ▬.♩
♩
Good-bye 5.♩
Hello 6.♩
♩
By the kinder-♩
garten class

GOOD-BYE FIVE, HELLO SIX

First Day: whole class writing -
1 computer
(20 minutes)

Second Day: whole class loading and reading the poem -
1 computer
(20 minutes)

LANGUAGE ARTS FOCUS:	Write for different purposes Listen to and share ideas Provide endings
WORD-PROCESSING SKILLS:	Observe use of *Muppet Slate* to write a rebus-type poem.
TERMS INTRODUCED:	Keys - Uppercase, Lowercase, period, Robin, OOPS! Eraser Main menu - Save, Load *Muppet Slate* Picture Book

MATERIALS NEEDED:	**First Day:**
	    Muppet Slate Teacher Disk and Student
	        Disks
	    Muppet Slate Pictures (pages 14 - 17)
	
	Second Day:
	    Muppet Slate Teacher Disk and Student
	        Disks (Student Disk should include the
	        paper saved on the first day of this
	        lesson.)

PREPARATION:	**First Day:**
	    Make copies of *Muppet Slate Pictures*,
	        pages 14 - 17 (one set per student).

LESSON PLAN

First Day (whole class writing - 1 computer):

1. **Read** this poem to the students, replacing "six" in the last line with a different age if more appropriate for your class:

   > I'm getting some new clothes and shoes
   > And a bigger allowance too.
   > And I'll sleep in the higher bunk bed
   > Like my brother used to do.
   > And I'll practice after school,
   > And help in the house and the yard.
   > And I'm getting to think that six
   > Could be hard.
   >   S. Warren

2. **Ask** the students:

   • "What things are you able to do now that you couldn't do last year?" (ride a big bike, reach the cookie jar, read more words, etc.)

   • "What things are you allowed to do now that you weren't allowed to do last year?" (stay up later, go to the store alone, etc.)

   • "Do you think being six will be hard? Why?"

3. **Distribute** the *Muppet Slate Pictures* handout.

4. **Load** *Muppet Slate* (Teacher and Student Disks), continuing until the main menu is displayed.

5. **Say** to the students:

   • "Today we will use *Muppet Slate* to write a poem about growing up."

   • "We need to get to the screen where we can write a new paper. What should I select from the main menu?" (After students respond, select "New" and press GO.)

   • "What shall we name our paper?" (Decide on an appropriate name such as "GROWING UP." Type it in and press GO.)

   • "Whose picture is at the bottom of the screen?" (Robin. Robin is a little frog, one of the Muppet babies.)

   • "The picture of Robin tells us that there is a picture book in *Muppet Slate*."

6. **Demonstrate** how to press the Robin Key to see the picture book.

7. **Name** the pictures as you use the Arrow Keys to leaf through the book. (See pages 14 - 17 for a list of pictures and names.) Note that the "A" words come first, then the "B" words, etc.

> Note: There are 126 pictures. You may prefer to go through some of them later. This activity makes a good review of beginning sounds.

8. **Ask** a student to name a picture from the *Muppet Slate Pictures* handout. Determine the first letter and demonstrate how to find the picture in the *Muppet Slate* Picture Book by using a letter key and the Arrow Keys.

9. **Press** OOPS! to exit the picture book (without putting a picture in the paper).

10. **Tell** students that you will begin the poem. Use one of the ideas discussed at the beginning of class to type the first verse. For example:

Good-bye little

Hello bigger

Use the subtract sign for a hyphen. Use GO to skip to a new line. As you proceed, tell students that you will be using a picture of a bike instead of the word "bike." Show them how to select the picture and use GO to add the picture to the poem. Because the text "scrolls up" when you use the *Muppet Slate* Picture Book, students may think it has disappeared. Show them how to use the Arrow Keys to see the text again after selecting a picture.

11. **Continue** with students contributing ideas. Suggest that they look through their pictures for ideas. As you write, be sure to show students how to:

- Use the Uppercase Key and the Lowercase Key, and to notice how the pictures of these keys on the bottom of the screen change when the keys are pressed.

- Put a period at the end of each thought.

- Use the Eraser to delete a letter or space which was typed by mistake.

- Use OOPS! to replace a letter which was deleted by mistake.

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12. **End** the poem with "Good-bye 5. Hello 6." (Adjust ages as necessary or use grade level, such as "Good-bye Kindergarten. Hello First Grade.")

13. **Read** the completed poem.

14. **Say** to the students:

- "If I turn off the computer now, our poem will be lost."

- "I would like to save it so that we can use it again later."

- "To save it, we must return to the main menu."

- "What key returns us to the main menu?" (ZAP. Press the ZAP Key.)

15. **Point out** the "Save" selection on the main menu.

16. **Say** to the students:

- "Notice the picture of a disk with an arrow pointing to it. The arrow tells us that we can put something on the disk so that it will be saved."

- "I'm going to use 'Save' to save our poem on the disk. This writes our poem on the disk so that we can use it later on." (Select "Save" and press GO.)

17. **Collect** and save the *Muppet Slate Pictures* handouts for use in the "How Many Times Do I Have to Tell You?" lesson.

Second Day (whole class loading and reading the poem - 1 computer):

1. **Load** *Muppet Slate* (Teacher and Student Disks), continuing until the main menu is displayed.

2. **Remind** the students that yesterday you saved a poem the class wrote.

3. **Ask** a student to point out "Save" on the screen.

4. **Say** to the students:

- "Notice the picture with the arrow pointing towards the disk showing us that our poem was saved on the disk."

- "Look at the other pictures."

- "Can you guess which one we will use to get our poem off the disk?" ("Load" has a picture with an arrow pointing off the disk.)

5. **Select** "Load" and press GO.

6. **Find** the name of your poem on the screen and use the arrows to select it.

7. **Reread** the poem using one or more of these methods:

- Teacher reads text, students name pictures in unison.

- Teacher calls on students to read one line each.

- One half of the class reads "Good-bye..." lines. The other half reads "Hello..." lines.

8. **Explain** to students that the poem has been saved once so it needn't be saved again (unless you change it). It will remain on the disk.

Variations:

A. Print the poem to be sent home or shared in other ways. (Use a copier to make multiple copies.)

B. After students have had more experience with *Muppet Slate*, let them write individual poems using this "Hello/Good-bye" theme.

Let me tell you. ⬜ . you can fly just like ✈ . You can spin just like 🚁 . You are as much fun as 🤡 . I hope I can

play on you all summer long.

By the first graders

Whole class writing - 1 computer
(20 minutes)

LANGUAGE ARTS FOCUS:	Listen to and answer specific questions Communicate ideas Use simple sentence structure Create similes
WORD-PROCESSING SKILLS:	Observe use of *Muppet Slate* to complete a fill-in paper
MATERIALS NEEDED:	*Muppet Slate* Teacher and Student Disks *Muppet Slate* Pictures (also used in the "Good-bye Five, Hello Six" lesson)

PREPARATION:	Your Master Student Disk was shipped with a
	   paper named "TELLING" on it. If it has
	   been deleted, use Make Fill-in to prepare
	   another (see illustration on page 61), and
	   save it on your disk.

LESSON PLAN

1. **Relate** this anecdote (or a personal one) to the students:

    - "The other day when I was leaving my house, I saw the most beautiful sunset."

    - "I wanted to say, 'Sunset, you are so beautiful. It makes me feel good just to look at you.' "

2. **Say** to the students:

   - "Today we are going to tell some object how we feel about it."

   - "Usually notes are written to a person, but today we will write a note to something silly like your feet, rain, or vegetables."

   - "We can write a message to something you like or something you don't like."

3. **Load** *Muppet Slate* (Teacher and Student Disk), continuing until the main menu is displayed.

4. **Say** to the students:

   - "I have started the paper for us and saved it on the disk."

   - "How can I get it off the disk so that we can finish it?" (After students respond, select "Load" and press GO.)

5. **Select** "TELLING" from the list of paper names and press GO.

6. **Explain** to the students that you have put arrows in the spots which need to be finished. Point out that the bottom of the screen says "Type in ⇒ ⇐."

7. **Read** the paragraph using the word "blank" when you get to a set of arrows.

```
╔═══════════════════════════════╗
║          TELLING              ║
╚═══════════════════════════════╝
```

Let me tell you,

⫿⫿, you ⫿⫿ like

⫿⫿. You ⫿⫿

like ⫿⫿. You

are as ⫿⫿ as

⫿⫿. I hope ⫿⫿. ♪

♪

By ⫿⫿

8. **Distribute** the *Muppet Slate Pictures* handout, and decide on an object to write to by looking through the pictures.

9. **Show** the students how to locate the Typeover Cursor on an arrow to "fill in the blank."

Let me tell you,

10. **Fill in** the first blank with the picture of the object the class has chosen.

11. **Complete** the paragraph by adding pictures and words. The printed pictures will help students to think of ideas. Encourage the class to think in terms of similes such as:

feel like___	as big as___
smell like___	as beautiful as___
look like___	as (color) as___
jump like___	as silly as___
sound like___	as wiggly as___

As you fill in pictures or words, point out what you are doing (moving cursor with Arrow Keys, pressing Robin to turn on pictures, writing only between arrows, etc.).

12. **Read** the completed paragraph together.

13. **Use** ZAP to return to the main menu.

14. **Select** "Print" to pick a border and print the paper. (If you do not have a printer set up, save the paper and select "Print" so that the students can watch the paper "being printed" on the screen. The Printing Options must be set to not allow students to print.)

> Note: A demonstration of the use of the HELP! Key is included in the next lesson. However, if desired, you can also use HELP! at this point to review the features you have used so far: Uppercase Key, Lowercase Key, Eraser, Robin Key, OOPS!

Variations:

A. Share the paragraph by making copies of the printout to send home or by displaying the paragraph in the classroom.

B. Many children enjoy this silly activity, so keep "TELLING" on your disk for later use. Children who finish their computer work early can select a different object to write to and complete the paragraph on their own.
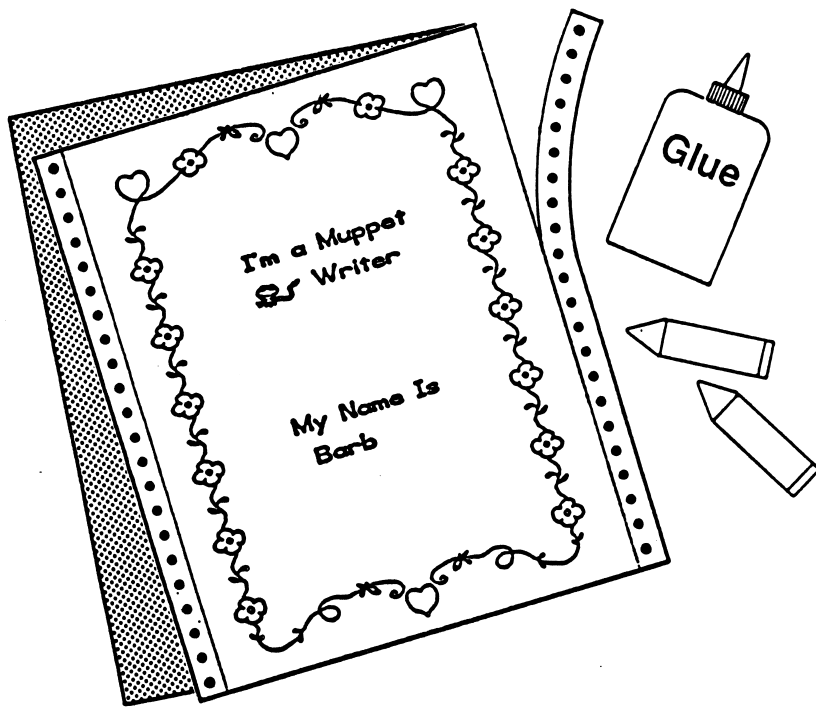
I'm a Muppet Writer

First Day: pre-computer activity and computer demonstration - 1 computer (15 minutes)

Second Day: students working on computers and assembling covers (30 minutes)

LANGUAGE ARTS FOCUS: Listen to and follow step-by-step directions.

WORD-PROCESSING SKILLS:
Locate specific keys on the *Muppet Learning Keys*
Type between fill-in arrows to complete a title sheet
Choose a border and make a printout
Experience first hands-on use of:
    Main menu - Load, Write, Print, Save
    Keys - Arrows, Uppercase, Lowercase, ZAP

MATERIALS NEEDED:

First Day:
    Muppet Slate Teacher and Student Disks
    Student sheet: *Muppet Learning Keys* (page 68)
    Crayons for students

Second Day:
    Muppet Slate Teacher and Student Disks
    Make A Cover directions (page 69)
    Crayons, scissors and glue for students
    12" x 18" construction paper (1 per student, assorted colors) or pocket folders (1 per student)

PREPARATION:

First Day:
Make copies of the student sheet.

Second Day:
Arrange table(s) or area for coloring and assembling covers.

Make Student Disks for the class. Include the paper named "COVER" which was shipped to you on your Master Student Disk. If "COVER" has been deleted from your Master Student Disk, use Fill-in to prepare another (see illustration on page 67).

Make one or more copies of the *Make A Cover* directions, and post them in the cover assembly area.

Make a sample cover by following the directions on page 69.

LESSON PLAN

First Day (pre-computer activity and computer demonstration - 1 computer):

1. **Distribute** *Muppet Learning Keys* student sheets.

2. **Say** to the students:

   • "This is a drawing of the *Muppet Learning Keys*."

   • "Pretend you are pressing the GO Key." (Let students use whichever hand they prefer. Check to see if students have found the correct key.)

   • "Find the Arrow Keys. Which arrow makes the cursor move up? Down? Right? Left?"

3. **Load** the *Muppet Slate* Teacher and Student Disks into the computer, select "New," and type a name such as "HELP."

4. **Say** to the students:

   • "If you ever forget how to use a key and need help, just push the HELP! key."

   • "Let's use HELP! to review the Uppercase Key."

5. **Instruct** the students to use a blue crayon to circle the HELP! Key and to color in the Uppercase Key on their student sheets.

6. **Ask** a student to press HELP! on the *Muppet Learning Keys* and to select the Uppercase Key.

7. **Watch** Kermit demonstrate the use of the Uppercase Key, discuss his actions, and repeat the demonstration.

8. **Instruct** the students to use a red crayon to color in the Lowercase Key on their student sheets.

9. **Ask** a student to select the Lowercase Key from the HELP! menu.

10. **Watch** and discuss Kermit's demonstration of this key.

11. **Instruct** the students to use a yellow crayon to color the letter keys they would use to type their names.

12. **Say** to the students:

   - Pretend you are going to type your name on the *Muppet Learning Keys*."

   - "The first letter will be uppercase. What key should you press?" (After students respond, have them press the Uppercase Key.)

   - "Now 'type' the first letter of your name." (Allow time for students to find and 'type' the letter.)

   - "The rest of the letters of your name should be lowercase. What key should you press?" (After students respond, have them press the Lowercase Key.)

   - "Now 'type' the rest of your name."

13. **Send** the student sheets home so that students can practice "typing" at home.

Second Day (students working on computers and assembling covers):

1. **Show** students your sample cover, and tell them that they will each be making a cover for their computer writing.

2. **Explain** that the students will be using the computer to print the title page, then mounting it on construction paper to make the cover.

3. **Use** the *Make A Cover* directions as you explain the 4 steps for assembling the cover. Be sure to demonstrate how to tear off the perforated edge of a piece of computer paper and how to fold the construction paper in half.

4. **Show** the students where they can find a work space, crayons and glue, and a copy of the directions for assembling their covers later.

5. **Load** *Muppet Slate* (Teacher and Student Disks) into the students' computers, continuing until the main menu is displayed.

6. **Say** to the students:

   - "I have started a cover for each of you. I saved it on your disk. What should you select to get it back off the disk?" ("Load." Note the picture of an arrow pointing off the disk.)

   - "What key will you use?" (Arrow Key. Note the directions at the bottom of the screen. Allow time to use the Arrow Key to make the selection.)

   - "Now what key will you use to go on?" (GO. Allow time.)

   - "I named your cover 'COVER'." (Write "COVER" on the board.)

   - "You can find 'COVER' on the list. How can you select it?" (Use Arrow Keys. Note the directions at the bottom of the screen. Allow time.)

   - "What key will you use to go on?" (GO. Allow time.)

   - "Now we are back at the main menu. We are ready to write. What will we select? ("Write.")

   - "What key will we use to go on? (GO. Allow time.)

7. **Explain** that the screen shows the cover which you started.

```
┌─────────────────────────────────┐
│▌▌▌▌▌▌▌▌▌▌   COVER   ▌▌▌▌▌▌▌▌▌▌│
└─────────────────────────────────┘
        ↵

    ☐  I'm a Muppet↵
    🐸 ʃ  Writer↵

       ↵
       ↵
       ↵

      My Name Is ↵
         ▶◀
──────────────────────────────────
Type in ▶◀,   😊 [abc] [abc]
```
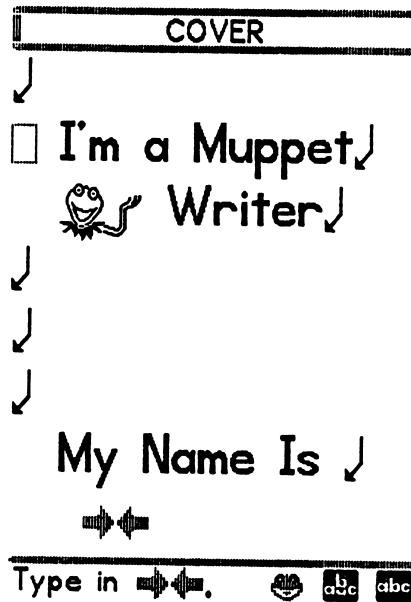
8. **Encourage** students to use the arrows to move up and down the "page." Note the similarities between the sample cover and the writing on the screen.

9. **Say** to the students:

   • "You will need to add your name to the cover."

   • "Use the arrow keys to move your cursor to the spot where your name belongs."

   • "Be sure that your cursor is on one of the arrows on the screen." (Check each student to be sure.)

10. **Direct** the students to complete the paper themselves by typing their names just as they practiced them on the *Muppet Learning Keys* student sheets. Also, give them brief directions at this time for printing their papers. (Refer to "Classroom Management," pages 35 - 38 for directions for your particular printing situation.)

11. **Let** students begin assembling their covers as soon as they have a printout.

┌──┐
│ Note: If your classroom has only enough computers to accommodate a few │
│   students at a time, conduct this lesson as a group demonstration. │
│   Schedule computer time so that each student has a chance to type a │
│   cover later. │
└──┘

MUPPET LEARNING KEYS
Student Sheet

68

SUNBURST
COMMUNICATIONS   © 1988

I'm a Muppet
☺r Writer

My Name Is
Barb

Take off.

I'm a Muppet
☺r Writer

My Name Is
Barb

Color.

Fold.

Glue

I'm a Muppet
☺r Writer

My Name Is
Barb

Blue is — candle, flowers, cup, hanger, eyes, sweatshirt, balloon, jeans, pencil, butterfly, bird, sky, water, ball, paint, car
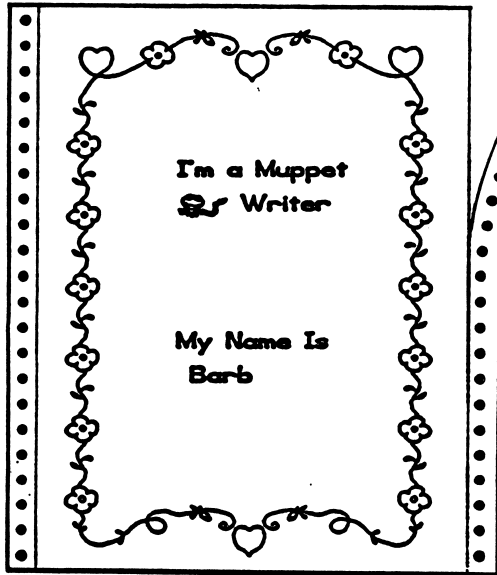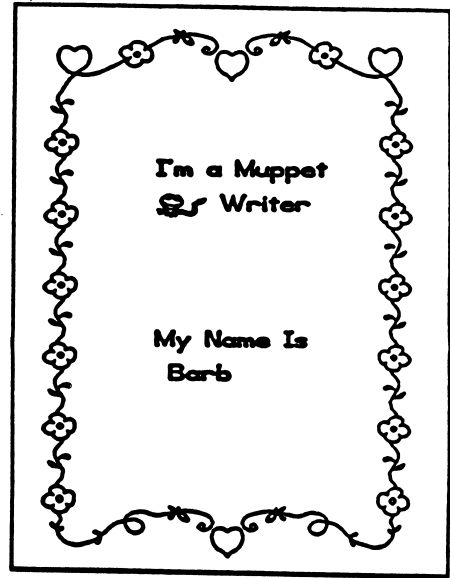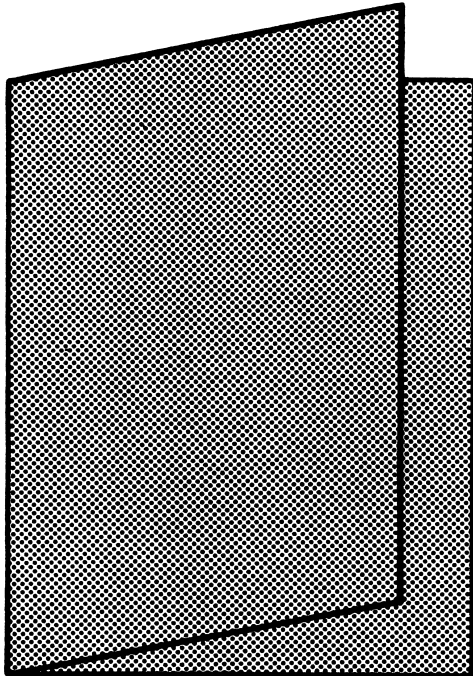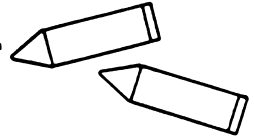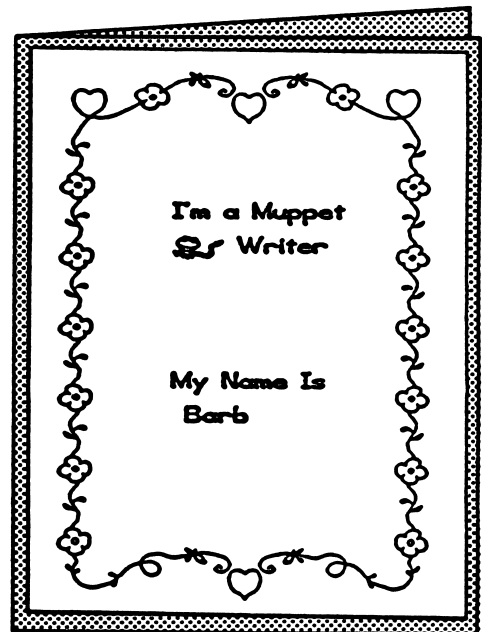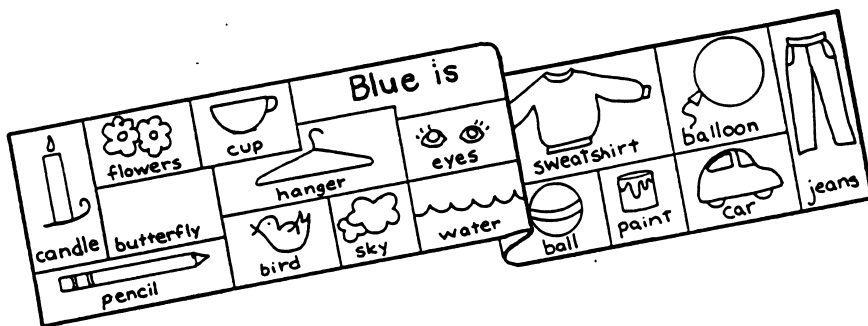
COLOR IT BLUE

First Day: pre-computer activity
(30 minutes)

Second Day: students writing
at computers (30 minutes)

LANGUAGE ARTS FOCUS:	Visualize and respond Record ideas in creative ways Provide endings

WORD-PROCESSING SKILLS:	Locate specific keys on *Muppet Learning Keys*
	Type simple sentences
	Skip to the next line
	Experience first hands-on use of:
	    Keys - period, SPACE
	    Main menu - New

TERMS INTRODUCED:	Brainstorming

MATERIALS REQUIRED:	**First Day:**
	    Student sheet: *Muppet Learning Keys*
	      (optional, page 68)
	    Blue crayons
	    White mural paper (or a roll of white shelf
	      paper or wrapping paper)
	
	Second Day:
	    Muppet Slate Teacher and Student Disks
	    Completed mural from first day of this lesson
	    Covers from "I'm A Muppet Writer" lesson
	    Blue Crayons

PREPARATION:	**First Day:**
	    Make copies of the *Muppet Learning Keys*
	      student sheet for the class (optional).
	    Cut a strip of mural paper 12 to 15 feet long,
	      and place it where the class can view it. If
	      desired, students can sit around it on the
	      floor.
	
	Second Day:
	    Hang the mural where students can view it.

LESSON PLAN

First Day (pre-computer activity):

1. **Ask** the students:

   - "Why is it important to exercise?"

2. **Say** to the students:

   - "Today we are going to exercise our thinking ability by making a list."

   - "We will try to list as many things as we can. There are no good or bad, right or wrong answers. Everything will be listed. This is called brainstorming."

3. **Print** "Blue is" near the top of the mural paper.

4. **Ask** children to raise their right hand if they have blue eyes.

5. **Print** "eyes" on the mural paper. Draw a box big enough to enclose the word and to allow room for crayon drawing of a pair of blue eyes (see illustration, page 70).

6. **Instruct** the students to think of other things inside the classroom that are blue. Add them to the list, marking off a space for illustrating each addition.

7. **Complete** the list with objects outside the classroom or outdoors that can be blue. The completed list should contain at least as many objects as you have students.

8. **Assign** one item on the list to each student. Let students draw the items with blue crayon. (To help avoid congestion, you may want to spread the mural on the floor so that students can position themselves on all sides of the paper.) If there are extra items, assign these to students who finish early.

> Note: Steps 9 - 13 are optional. Use them if you want your students to be more familiar with what they will type before working on their computers. This can be very helpful with some groups.

---

9. **Distribute** copies of the *Muppet Learning Keys* student sheet.

10. **Instruct** students to use blue crayon to circle the keys needed to spell "Blue is" on the *Muppet Learning Keys*. Be sure they include the Uppercase Key, the Lowercase Key, and SPACE.

11. **Lead** the class as they practice "typing" the words "Blue is."

12. **Select** an item from the mural, and allow time for the students to "type" its name on the student sheet. Repeat using 2 or 3 other items.

Second Day (students writing at computers):

1. **Load** *Muppet Slate* (Teacher and Student Disks) into the students' computers, continuing until the main menu is displayed.

2. **Review** the use of "New" on the main menu and how to select it.

3. **Say** to the students:

   • "Today we will be writing papers about the color blue."

   • "What would be a good name to use?" (Have students decide on and type an appropriate name.)

4. **Instruct** students to begin their papers with "Blue is." For help with spelling, students can refer to the mural which you have hung in the room. Check student work and assist where needed before continuing.

5. **Ask** students to choose and type a word from the mural to complete their "Blue is..." thought.

6. **Remind** students to end the sentence with a period and to press GO two times before beginning a new thought (once to go to the next line, once to skip a line).

7. **Allow** time for each student to type 2 or 3 more "Blue is..." thoughts.

8. **Tell** students to type "By (name)" at the bottom.

9. **Give** directions for printing. (Refer to "Classroom Management," pages 35 - 38 for directions for your particular printing situation.)

10. **Let** students decorate their borders with blue crayon.

11. **Put** the papers inside the students' "I'm A Muppet Writer" covers. (More papers will be added later. You may want to use paper fasteners to secure the papers when the booklets are complete.)

Variations:

A. Instead of using mural paper, select magazine pictures of blue items and label them.

B. If you have a limited number of computers which students must share, write a sample "Blue is..." paper as a group asking several student volunteers to type one "Blue is..." sentence each. Schedule computer time to allow students to write their own papers later.

I'm thinking of something green.
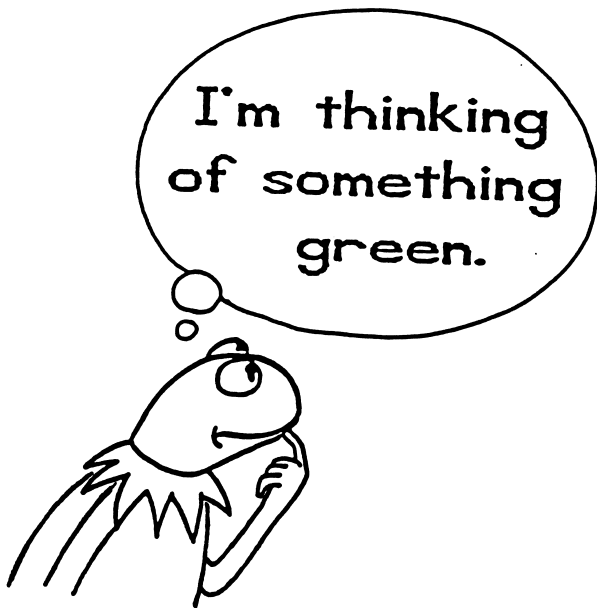
I'M THINKING OF...

5 simple learning activities for
whole class working at
1 computer
(5 - 15 minutes per activity)

LANGUAGE ARTS FOCUS:	Identifying letters of the alphabet (Activity 1) Beginning sounds (Activity 2) Reading simple words (Activity 3) Writing simple words (Activity 4) Classifying objects (Activity 5, optional)
WORD-PROCESSING SKILLS:	Use the *Muppet Slate* Picture Book Become familiar with the available pictures Experience first hands-on use of the Robin Key
MATERIALS NEEDED:	*Muppet Slate* Teacher and Student Disks
PREPARATION:	For Version 5 only, reset the picture categories on all Student Disks (see note on page 77).

LESSON PLAN

1. **Load** *Muppet Slate* (Teacher and Student Disks), continuing until the main menu is displayed.

2. **Select** "New" and type a name such as "THINKING."

3. **Continue** by following the directions for the activity you have chosen.

ACTIVITY 1

1. **Present** a riddle. ("I am thinking of something which starts with the letter "T." It carries its own house. What is it?")

2. **Ask** a student to use the *Muppet Slate* Picture Book to place the answer on the screen. (Press Robin, type "T," use the arrows to search through the "T" words for the answer, press GO to put the turtle on the screen.)

3. **Continue** with a random selection of other riddles:

airplane - starts with A, flies over the clouds
Animal - starts with A, is a hairy Muppet
ant - starts with A, is tiny, lives in a hill
apple - starts with A, grows on a tree
ballerina - starts with B, keeps on her toes
balloon - starts with B, is full of air
beach - starts with B, gets washed with waves
Beaker - starts with B, is a Muppet who helps with experiments
bear - starts with B, hibernates
bike - starts with B, has spokes
bird - starts with B, lays eggs
block - starts with B, has 6 square sides
boat - starts with B, goes on the water
boy - starts with B, is always a male
bug - starts with B, may live on a flower
bus - starts with B, takes kids to school
butterfly - starts with B, flutters
cake - starts with C, has candles
candy - starts with C, it often has a wrapper
car - starts with C, is often kept in a garage
castle - starts with C, may have a drawbridge
cat - starts with C, has whiskers and a long tail
caterpillar - starts with C, crawls
city - starts with C, is a noisy, busy place
clown - starts with C, has a big nose
dinosaur - starts with D, has six-inch teeth
dog - starts with D, barks
doll - starts with D, is a toy
door - starts with D, can be opened and closed
ear - starts with E, helps you hear
elephant - starts with E, carries a trunk
eyes - starts with E, are often blue or brown
farm - starts with F, cows and pigs may live there
feet - starts with F, are ticklish
fish - starts with F, swims and swims
Fozzie Bear - starts with F, is a Muppet Bear
friends - starts with F, you play with some in this class
frog - starts with F, hops
game - starts with G, needs players
gift - starts with G, has a surprise inside
girl - starts with G, is always a female
giraffe - starts with G, has a long, long neck
Gonzo - starts with G, is a Muppet with a hook-shaped nose
hands - starts with H, like to clap
hat - starts with H, covers your head
heart - starts with H, everybody has one
Dr. Honeydew - starts with H, is a Muppet who works in a lab

horse - starts with H, gallops
house - starts with H, has windows
ice cream cones - starts with I, comes in many flavors
Igloo - starts with I, is made of snow
jack-in-the box - starts with J, surprises you
jack-o'-lantern - starts with J, its face lights up
Janice - starts with J, is a Muppet singer
jeep - starts with J, has four wheels
jet - starts with J, has lots of windows
jewelry - starts with J, women often wear it
kangaroo - starts with K, has a pocket and hops
Kermit - starts with K, is a Muppet frog
king - starts with K, is married to a queen
kite - starts with K, needs a breeze
lake - starts with L, is full of water
leaf - starts with L, changes color in autumn
legs - starts with L, sometimes wears tennis shoes
letter - starts with L, postal workers see many of them
lion - starts with L, roars
lips - starts with L, are found on your face
money - starts with M, is useful in a store
monkey - starts with M, likes bananas
monster - starts with M, is big and scary
moon - starts with M, gives light at night
mountain - starts with M, has snow on top
mouse - starts with M, squeaks
nest - starts with N, is a home
nose - starts with N, sits between your eyes
octopus - starts with O, lives in the ocean
owl - starts with O, flies
pen - starts with P, clicks in and out
pencil - starts with P, has an eraser
pie - starts with P, Little Jack Horner eats it
Miss Piggy - starts with P, a Muppet with blond curls and long eye lashes
pizza - starts with P, has pepperoni on top
plant - starts with P, grows in dirt
pool - starts with P, you can jump into it
queen - starts with Q, is topped with a crown
rabbit - starts with R, has long ears
rain - starts with R, gets you wet
rainbow - starts with R, comes after a rain
ring - starts with R, might be on your finger
robot - starts with R, needs batteries
Sam the Eagle - starts with S, is a Muppet eagle
school - starts with S, is all around us

Scooter - starts with S, is a Muppet with hair on top
slide - starts with S, gives you a great ride down
snake - starts with S, sheds its skin
squirrel - starts with S, buries nuts
star - starts with S, is good for a wish
sun - starts with S, is HOT!
swing - starts with S, may hang in a playground
telephone - starts with T, rings
tent - starts with T, you use it when camping
top - starts with T, spins
toys - starts with T, you may get some on your birthday
train - starts with T, has a whistle
tree - starts with T, you've probably climbed up one
truck - starts with T, can move a refrigerator
turtle - starts with T, carries its own house
umbrella - starts with U, is held overhead

unicorn - starts with U, has a horn
van - starts with V, can carry many children
vegetables - starts with V, are often on your dinner plate
violin - starts with V, is held under your chin
wagon - starts with W, is pulled
watch - starts with W, ticks
whale - starts with W, is the world's largest animal
worm - starts with W, is often used for fishing
x-ray - starts with X, shows your insides
xylophone - starts with X, makes music
yarn - starts with Y, might be a mitten someday
yo-yo - starts with Y, goes up and down
zebra - starts with Z, is striped
zipper - starts with Z, your blue jeans have one
zoo - starts with Z, monkeys live there
Zoot - starts with Z, a Muppet sax player

ACTIVITY 2

1. **Ask** a riddle as in Version 1 except say, "I am thinking of something which begins with (make the letter sound)..."

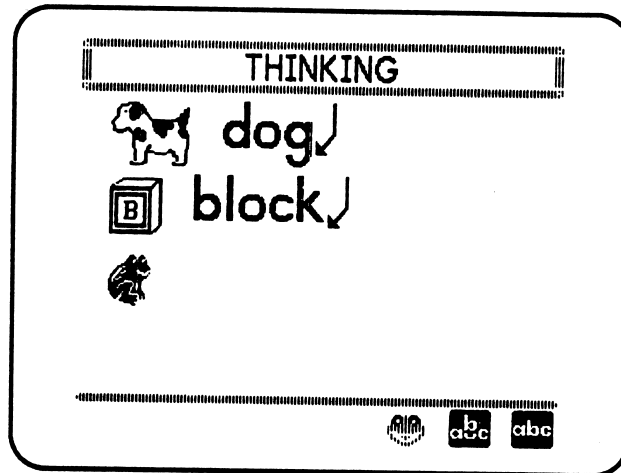2. **Continue** as in Version 1.

ACTIVITY 3

1. **Type** a picture name at the left of the screen.

2. **Ask** a student to add the corresponding picture from the *Muppet Slate* Picture Book.
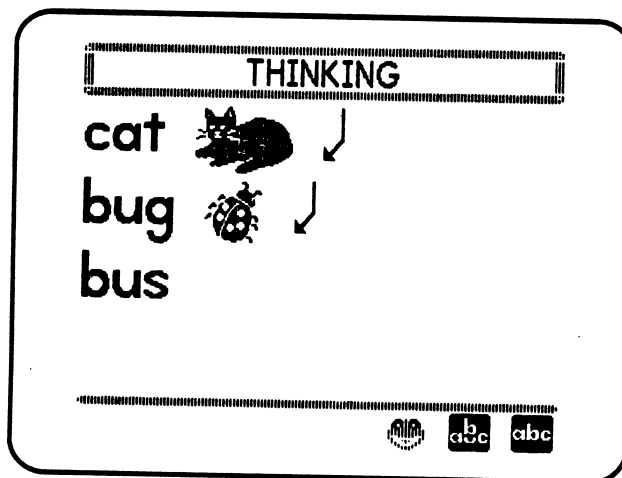
ACTIVITY 4

1. **Put** a picture at the left of the screen.

2. **Ask** a student to type its name next to it. You will probably want to accept phonetic spelling.

```
 _____
|  ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, |
| ||        THINKING             ||   |
|  """"""""""""""""""""""""""""""""   |
|   🐕   dog↙                         |
|   [B]  block↙                       |
|   🐒                                |
|                                     |
|  ........................           |
|                    [○] [abc] [abc]  |
|_____|
```

ACTIVITY 5 (Optional)

Note: For this version, the picture categories on **all** Student Disks must be set in one of these ways:
   • 6 picture categories
   • 4 picture categories plus ABC's (All pictures)
If you set the disks to 6 categories, you will need to reset each disk to ABC's (All pictures) before the next lesson. If you use only 4 categories plus ABC's (All pictures), you will not have to reset the disks unless you want. Directions for setting picture categories are on pages 27 - 29.

1. **Begin** by discussing types of books (nursery rhymes, nature books, dinosaur books, storybooks, etc.).

2. **Display** the *Muppet Slate* Picture Books on the screen:
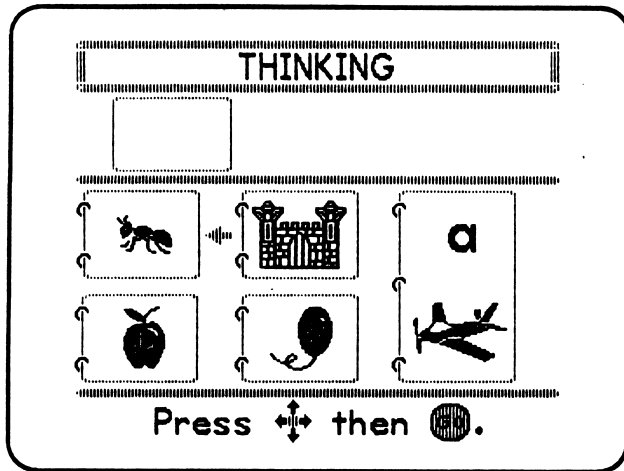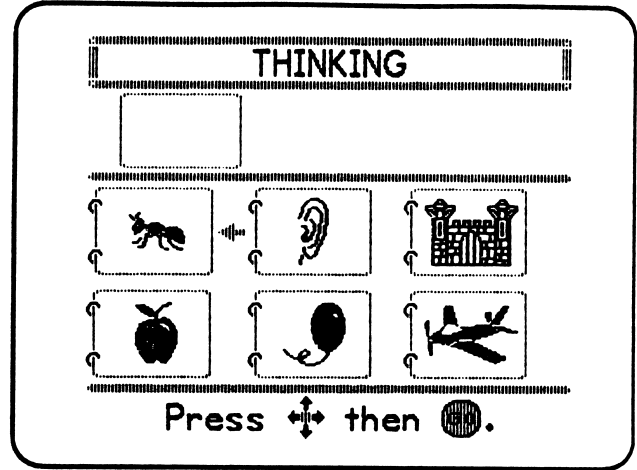
4 categories plus ABC's (All pictures) or 6 categories

3. **Explain** to the students that each of the small books has only one type of picture.

4. **Leaf** through one of the books, and ask the students to guess the type of picture.

5. **Repeat** with the other books until each category has been identified. (Remember that after you have leafed through a book, you can press OOPS! to view all of the books again.)

6. **Type** a picture name at the left of the screen.

7. **Ask** a student to select the appropriate book, find the picture, and place the picture next to its name.

Variations:

A. Use Make Fill-in to make a list of picture names with fill-in arrows next to each name. Copy the list onto the students' disks and let them add the corresponding pictures at their individual computers. (Also, try the reverse: a list of pictures with fill-in arrows where students can type the name of the picture.)

B. Use these activities in your reading groups to reinforce the concepts being studied. For example, if you are studying the "T" and "B" sounds, play Version 2 using the words beginning with "T" and "B."

C. These activities can be used to make good use of short, unexpected "free" time (a few minutes before lunch, school assembly delayed, etc.).

ANIMAL TALK

LANGUAGE ARTS FOCUS:

Communicate ideas
Modify writing
Recognize and read key words

WORD-PROCESSING SKILLS:

Use *Muppet Slate* to write and print a list
Use the *Muppet Slate* Picture Book to combine
pictures and text

MATERIALS NEEDED:

First Day:
Muppet Slate Teacher and Student Disks
Student sheet: *Muppet Slate Animals*
(page 83)
Crayons or pencils for the class

Second Day:
Muppet Slate Teacher and Student Disks
(Student Disk should include "ANIMAL
SOUNDS" from the first day)
Chalkboard (or chart paper)

Third Day:
> *Muppet Slate* Teacher and Student Disks
> Printouts of students' papers from second day
> Chalkboard (or chart paper)
> Covers from *I'm A Muppet Writer* lesson

PREPARATION:

First Day:
> Make copies of the student sheet for the class.
> If you set the Students Disks to 6 picture categories for Activity 5 of the *"I'm Thinking Of . . ."* lesson, reset the disks to ABC's (All pictures). See page 27.

Second Day:
> Print "ANIMAL SOUNDS" from the first day. Make copies of the printout and post them around the room (enough so that all students can view one easily).

LESSON PLAN

First Day (classroom activity and whole class writing - 1 computer):

1. **Distribute** *Muppet Slate Animals* student sheets.

2. **Instruct** students to underline all animals that can make a sound, such as barking.

3. **Load** *Muppet Slate*, select "New", and name the paper "ANIMAL SOUNDS."

4. **Ask** the students:

    *   "What is the first animal you underlined?"

    *   "What sound(s) does it make?"

5. **Select** the animal from the *Muppet Slate* Picture Book and place it on the screen.

6. **Type** the animal sound(s) next to the picture. For example, "(picture of cat) meows, purrs, hisses, growls."

7. **Skip** a line (use GO), and then list a second animal and the sound(s) it makes.

8. **Continue** listing the animals, taking time to discuss those that don't make a sound that people can hear (ant) or whose movements create a sound (fish). If desired, include sounds made by movement on your list.

9. **Save** the list on the Student Disk. (If it is convenient, you may want to print the list now. You will need a printout for the second day.)

Second Day (students writing at computers):

1. **Read** the animal sound words from the printout, underlining each word with your hand as it is read.

2. **Load** *Muppet Slate* (Teacher and Student Disks) into the students' computers, continuing until the main menu is displayed.

3. **Say** to the students:

    • "Today we are going to list some animals with the sounds they make."

4. **Review** the use of "New," and allow time for students to make the selection and press GO.

5. **Decide** on an appropriate name for the paper, such as "ANIMAL TALK."

6. **Write** the name on the chalkboard, and allow time for the students to type it.

7. **Say** to the students:

    • "Think of one of the animals we've talked about and the sound it makes."

    • "Put the picture of the animal on the screen." (If necessary, review how to use the *Muppet Slate* Picture Book.)

    • "Press SPACE to leave a space, and then type the sound the animal makes." (For help with spelling, refer students to the "ANIMAL SOUNDS" printouts posted around the room.)

8. **Direct** the students to continue, reminding them that each new thought should begin a new line and that GO allows them to proceed to a new line.

9. **Allow** time for each student to type at least 3 sets of animal pictures and sounds.

10. **Instruct** the students to end their writing with "By (name)."

11. **Give** directions for printing the papers. (Refer to "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

Third Day (students writing at computers):

1. **Distribute** the students' papers from the second day.

2. **Say** to the students:

   • "Let's talk about one of the animals on your list." (Select bird, for example.)

   • "What sound does it make?"

   • "What sound might seem funny coming from a bird?" (roars, growls, etc.)

   • "Today we will each make a list of silly sounds. Use the animals from your old list, but give each one a silly sound." (For example, "Bird Croaks.")

3. **Load** *Muppet Slate* (Teacher and Student Disks) into students' computers continuing until the main menu appears.

4. **Review** the use of "New" and allow time for students to complete the selection.

5. **Decide** on an appropriate name for the paper, such as "SILLY SOUNDS."

6. **Write** the name on the chalkboard, and allow time for the students to type it.

7. **Assist** students, as necessary, to make lists of animal pictures and silly sounds.

8. **Remind** students to end their writing with "By (name)."

9. **Give** directions for printing the papers. (Refer to "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

10. **Add** the two papers to the students' "I'm a Muppet Writer" booklets.

Note: An alternate plan for the Third Day is to 1) load "ANIMAL SOUNDS," 2) delete the sounds listed, 3) use Insert mode to add silly sounds, and 4) save the paper as "SILLY SOUNDS." (You can rename the paper if you answer "No" when asked "Save as ANIMAL SOUNDS?")

Variations:

A. If you have only a few computers to be shared by all the students, write a sample paper as a group. Then schedule computer time for students to make their own lists.

B. Mount the 2 papers on construction paper, one on the front and one on the back.

MUPPET SLATE ANIMALS
Student Sheet

ant	bear	bird	bug
butterfly	cat	caterpillar	dinosaur
dog	elephant	fish	frog
giraffe	horse	kangaroo	lion
monkey	mouse	octopus	owl
rabbit	snake	squirrel	turtle
unicorn	whale	worm	zebra

MAGNIFICENT ME
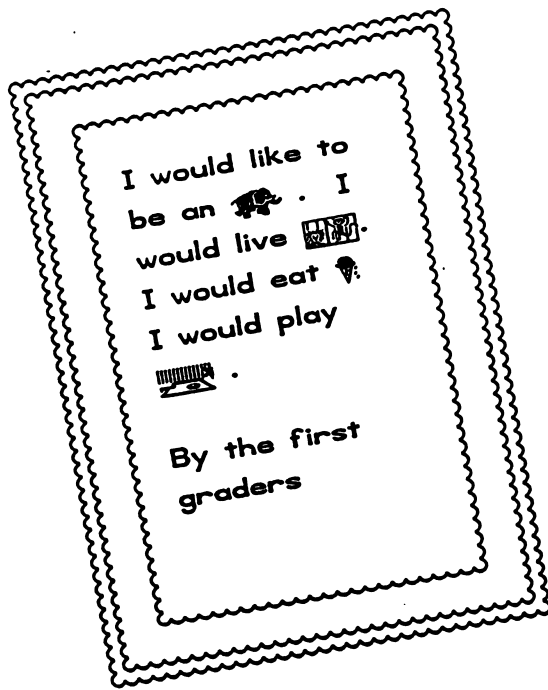
I would like to
be an 🐜 . I
would live 🏠.
I would eat 🍦.
I would play
🎹 .

By the first
graders

First Day: classroom activity
(15 minutes)

Second Day: whole class writing -
1 computer
(15 minutes)

Third Day: students writing at
computers
(30 minutes)

LANGUAGE ARTS FOCUS:	Produce original material based on an idea from a poem Use simple sentence structure Expand on an idea
WORD-PROCESSING SKILLS:	Use *Muppet Slate* to write and print a paragraph
TERMS INTRODUCED:	Compare and contrast Expand an idea
MATERIALS REQUIRED:	**First Day:** *Where the Sidewalk Ends*, Shel Silverstein, Harper and Row, N.Y., 1974. A live ant (optional) **Second Day:** *Muppet Slate* Teacher and Student Disk **Third Day:** *Muppet Slate* Teacher and Student Disks Chalkboard (or chart paper) Covers from *I'm A Muppet Writer* lesson

LESSON PLAN

First Day (classroom activity):

1. **Read** "One Inch Tall," page 55 of Shel Silverstein's *Where The Sidewalk Ends.*

2. **Pick** a volunteer to come up and stand next to you.

3. **Ask** the student to touch the highest thing in the room that the student can reach without stretching or standing on anything.

4. **Repeat** the activity yourself.

5. **Say** to the students:

   - "We have just compared how high I can reach to how high a shorter person can reach. Did size make a difference?" (Yes, there was a big contrast or difference.)

   - "Does size change the activities in which we can participate? How?" (A short person needs help to get books from high shelves. A small person can't move a heavy desk. A big person can't hide behind a chair.)

6. **Say** to the students:

   - "Close your eyes."

   - "Pretend you are an ant crawling on a kitchen counter."

   - "What does a dish of water look like to you? An apple? A scoop of ice cream? A human hand?"

   - "Where do you live?"

   - "What do you eat?"

   - "How do you play?"

7. **Allow** time to share ideas.

8. **Observe** the reaction of a live ant when different objects are placed next to it. (optional)

9. **Ask** the students:

   - "Pretend you are a tyrannosaurus rex. Would you fit in this room?" (No, a tyrannosaurus rex is about 18 feet tall.)

- "How big are your teeth?" (6 inches long)

- "What would a dish of water look like to you? An apple? A scoop of ice cream? A human hand?"

- "Where would you live?"

- "What would you eat?"

- "How would you play?"

10. **Suggest** that the students keep comparing being very big to being very tiny as they go through the rest of their day. Their ideas will be used in their next computer writing.

Second Day (whole class writing - 1 computer):

1. **Load** *Muppet Slate* and select "New."

2. **Tell** students that they are going to be comparing activities of large and small living things and thinking about the difference size makes.

3. **Decide** on an appropriate name such as "BIG OR TINY."

4. **Type** "I would like to be a" and ask a volunteer to choose a living object from the *Muppet Slate* Picture Book. End the thought with a period. For example, "I would like to be a (picture of caterpillar)."

5. **Say** to the students:

   - "On the next lines, we will expand on this idea."

   - "That means we will add thoughts to our first idea."

6. **Type** "I would live" and ask a volunteer to choose an item from the *Muppet Slate* Picture Book. End with a period. For example, "I would live (picture of plant or flower)."

7. **Continue** with "I would eat" and "I would play." For example, "I would eat (picture of leaf). I would play (picture of apple to represent the thought of a caterpillar sliding off an apple)."

8. **End** the writing with "By (the first graders)."

Third Day (students writing at computers):

1. **Load** *Muppet Slate* (Teacher and Student Disks) into the students' computers, continuing until the main menu is displayed.

2. **Instruct** students to select "New."

3. **Write** the paper name on the chalkboard. (Use the name chosen by the students on the second day.)

4. **Allow** time for the students to type the name.

5. **Write** on the chalkboard:

   I would like to be a
   I would live
   I would eat
   I would play

   By

6. **Assist** students, as needed, to write their papers.

7. **Give** directions for printing the papers. (Refer to "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

8. **Add** the papers to the students' "I'm a Muppet Writer" booklets.

Variations:

A. Allow students to share their papers aloud with the class.

B. Make an accordion-type book to display.

C. Let students illustrate their papers, and display the papers and illustrations together.

SAY YES TO SUNSHINE
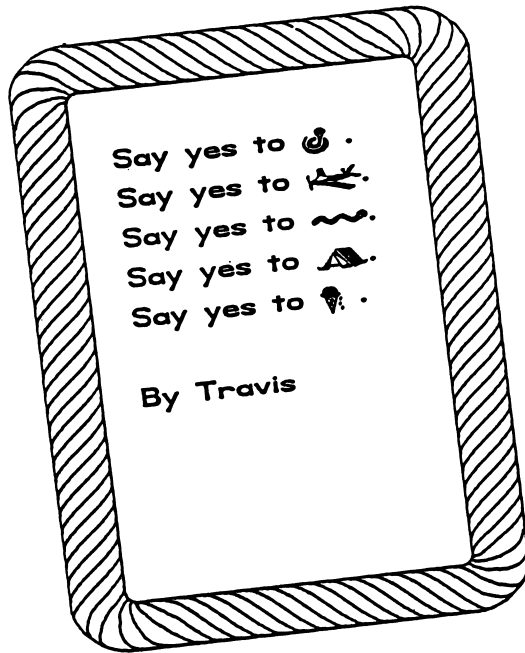
Say yes to 🌞 .
Say yes to ✈ .
Say yes to 〜 .
Say yes to 🔺 .
Say yes to 🍦 .

By Travis

First Day: classroom activity
(20 minutes)

Second Day: classroom activity
(25 minutes)

Third Day: students writing at
computers (25 minutes)

LANGUAGE ARTS FOCUS:	Match initial letter with beginning sound Express feelings Listen to and follow step-by-step directions
WORD-PROCESSING SKILLS:	Use *Muppet Slate* to write and print a poem Use OOPS! to escape from the *Muppet Slate* Picture Book
MATERIALS:	**First Day:** Drawing paper Pencils and crayons for students **Second Day:** Drawings from the first day Pencils Display of the alphabet (such as those used for handwriting) **Third Day:** *Muppet Slate* Teacher and Student Disks Labeled drawings from the second day Chalkboard (or chart paper) Covers from "I'm a Muppet Writer" lesson

LESSON PLAN

First Day (classroom activity):

1. **Ask** a volunteer to name a favorite thing.

2. **Instruct** other students who like the same thing to raise their hands.

3. **Ask** the students:

   - "What does it mean to like something?" (You want to spend time playing with it, talking about it, etc. You prefer it to other things.)

   - "Why don't we all like the same things?"

4. **Distribute** drawing paper, pencils and crayons.

5. **Instruct** the students to draw and color in 6 things that they like.

6. **Tell** students to write their names on their papers.

7. **Collect** the drawings to use the second day.

Second Day (classroom activity):

1. **Return** the students' drawings from the first day.

2. **Ask** a volunteer to name a pictured item and to give the beginning sound of that item.

3. **Direct** another student to locate and point to the letter in the alphabet display representing that sound.

4. **Instruct** all students who have the item on their paper to print the beginning letter next to the item.

5. **Continue** until all of the students' items have been identified and labeled with beginning letters.

6. **Collect** the labeled drawings for use on the third day.

Third Day (students writing at computers):

1. **Return** the students' labeled drawings from the second day.

2. **Write** on the chalkboard: **Say yes to**

3. **Say** to the students:

    *   "We will be writing about some of our favorite things, the things we'd like to say yes to."

4. **Load** *Muppet Slate* into the students' computers and assist them, as needed, to select "New."

5. **Decide** on an appropriate name such as "SAY YES."

6. **Write** the name on the chalkboard, and allow time for the students to type the name.

7. **Direct** students to type "Say yes to" to begin their papers.

8. **Ask** a volunteer to share an item drawn on the second day to be used as an example.

9. **Say** to the students:

    *   "Can you find this item in the *Muppet Slate* Picture Book?" (Remind students to use the letter keys to skip pages in the book.)

    *   "If not, can you find another picture in the *Muppet Slate* Picture Book that would remind us of the item?" (Allow time. Discuss choices.)

    *   "What will you have to do if you can't find the item?" (Press OOPS! to escape from the *Muppet Slate* Picture Book. Then type the word, asking for help with spelling, if needed.)

10. **Instruct** the students to follow this procedure to select their own item to complete their "Say yes to..." thought.

11. **Remind** students to end the thought with a period and a space.

12. **Allow** time for students to type at least 3 "Say yes to..." thoughts.

13. **Instruct** students to end their papers with "By (name)."

14. **Give** directions for printing the papers. (See "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

15. **Add** the papers to the students' "I'm A Muppet Writer" booklets.

Variations:

A. If you have only a few computers, write a sample paper as a class, and schedule computer time for students to write individual papers later.

B. Instead of student drawings, use pictures cut from magazines.

C. Put the thoughts to music, using the melody of the song, "These Are a Few of My Favorite Things." For example:

> Say yes to games and to toys and to castles,
> Say yes to friends and to fish and to swings,
> Say yes to zebras and elephants too,
> These are a few of my favorite things.
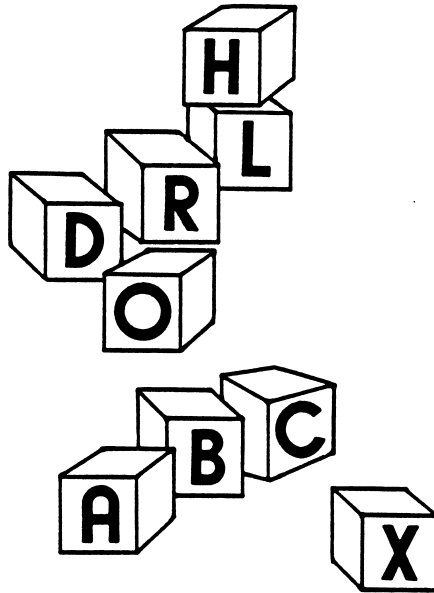
A,B,C, WHAT?

A learning activity for
   students working in
   pairs at computers.
   The lesson begins
   with a computer
   demonstration.
   (15 minutes)

LANGUAGE ARTS FOCUS:	Improve alphabet, beginning sound, and/or spelling skills
WORD-PROCESSING SKILLS:	First hands-on use of Insert Key and Typeover Key
TERMS INTRODUCED:	Insert cursor Keys - Insert, Typeover
MATERIALS:	*Muppet Slate* Teacher and Student Disks

LESSON PLAN

1. **Load** *Muppet Slate* into a computer which can be easily viewed by the entire class, select "New," and type the name "ABC."

2. **Type** the alphabet as the children recite it in unison. (If they wish, they can read the letters from the *Muppet Learning Keys*.)

3. **Erase** one of the letters using the Typeover Cursor and the Eraser Key.

4. **Say** to the students:

   • "Now I've got a problem. One of the letters is missing."

   • "Luckily, there is a key which will help me replace the missing letter."

5. **Show** the Insert Key to the students, explaining that "insert" means to add something. Point out that the key pictures the letter b being inserted.

6. **Demonstrate** the use of the Insert Key to add the missing letter to the alphabet. The students should notice that the Insert Cursor looks different than the Typeover Cursor and that the small picture at the bottom of the screen indicates which cursor is in use.

7. **Show** the Typeover Key to the students and demonstrate how to return to Typeover mode.

8. **Pair** the students at the computers.

9. **Load** *Muppet Slate* into the students' computers, continuing until the main menu appears.

10. **Assist** students, as needed, to select "New" and to type a name such as "ABC.

11. **Ask** one student at each computer to type the alphabet.

12. **Explain** the rules to the students:

   • One student at each computer uses the Typeover Cursor to erase a letter while the other student is not looking (cover eyes, head in lap).

   • The second student figures out what letter is missing and uses the Insert Cursor to replace it.

   • Students take turns erasing and inserting letters.

13. **Try** one or more of the variations.

Variations:

A. Erase more than one letter at a time.

B. Replace the missing letters with pictures (an "A" picture for a missing "A," etc.) continuing until 10 letters are replaced by pictures. (A maximum of 10 pictures can be used in a paper.)

C. Use a word list. Type a word with a letter missing.

D. From a reading book, type a sentence, omitting the spaces between words.

E. Use numbers, counting by 1's, 2's or 5's and omitting a number.

F. Use this activity when you have a small block of time to fill, or to give selected students extra practice in particular skills.
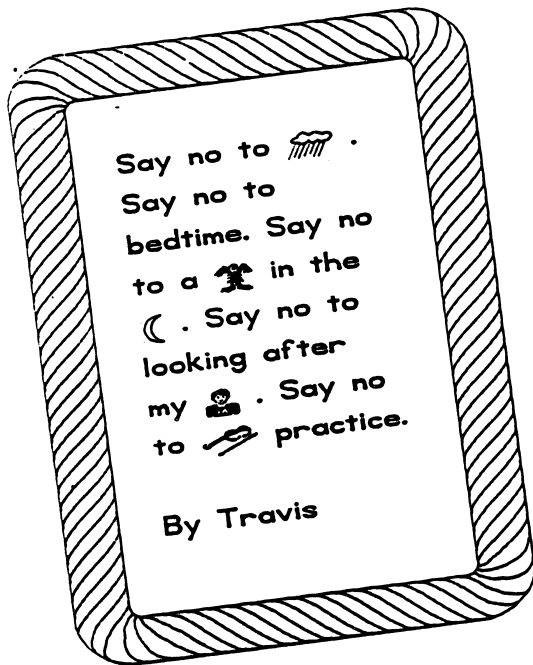
NEVER EVER

Say no to 🌧 .
Say no to
bedtime. Say no
to a 🧒 in the
☾ . Say no to
looking after
my 💀 . Say no
to 🤚 practice.

By Travis

First Day: classroom activity
(20 minutes)

Second Day: classroom
activity (25 minutes)

Third Day: students writing
at computers
(25 minutes)

LANGUAGE ARTS FOCUS:

Match initial letter with beginning sound
Express feelings
Listen to and follow step-by-step directions

WORD-PROCESSING SKILLS:

Use *Muppet Slate* to write and print a poem

MATERIALS:

First Day:
Drawing paper
Pencils and crayons for students

Second Day:
Drawings from the first day
Pencils
Display of the alphabet

Third Day:
Muppet Slate Teacher and Student Disks
Labeled drawings from the second day
Chalkboard (or chart paper)
Covers from "I'm A Muppet Writer" lesson

Note: This is the companion lesson to "Say Yes to Sunshine." The 2 lessons
are very similar, providing the repetition needed by many students. More
able students can be encouraged to use this opportunity to add words to
better explain their thoughts. For example, instead of "Say no to (picture
of girl)," they might type "Say no to looking after my (picture of girl or
sister)."

LESSON PLAN

First Day (classroom activity):

1. **Ask** a volunteer to name something disliked.

2. **Instruct** other students who dislike the same thing to raise their hands.

3. **Ask** the students:

    - "What does it mean to dislike something?" (You don't enjoy it. You may avoid it, if possible.)

    - "Why don't we all dislike the same things?"

4. **Distribute** drawing paper, pencils, and crayons.

5. **Instruct** the students to draw and color in 6 things that they don't like.

6. **Tell** students to write their names on their papers.

Second Day (classroom activity):

1. **Return** the students' drawings from the first day.

2. **Ask** a volunteer to name a pictured item and to give the beginning sound of that item.

3. **Direct** another student to locate and point to the letter in the alphabet display representing that sound.

4. **Instruct** all students who have the item on their paper to print the beginning letter next to the item.

5. **Continue** until all of the students' items have been identified and labeled with beginning letters.

6. **Collect** the labeled drawings for use on the third day.

Third Day (students writing at computers):

1. **Return** the students' labeled drawings from the second day.

2. **Write** on the chalkboard:

    Say no to

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3. **Say** to the students:

    - "We will be writing about some of the things we don't like, the things we'd like to say no to."

4. **Load** *Muppet Slate* (teacher and student disks) into the students' computers and assist them, as needed, to select "New."

5. **Decide** on an appropriate name such as "SAY NO."

6. **Write** the name on the chalkboard, and allow time for the students to type the name.

7. **Direct** students to type "Say no to" to begin their papers.

8. **Ask** a volunteer to share an item drawn on the second day to be used as an example.

9. **Say** to the students:

    - "Can you find this item in the *Muppet Slate* Picture Book?" (Remind students to use the letter keys to skip pages in the book.)

    - "If not, can you find another picture in the *Muppet Slate* Picture Book that would remind us of the item?" (Allow time. Discuss choices.)

    - "What will you have to do if you can't find the item?" (Press OOPS! to escape from the *Muppet Slate* Picture Book. Type the word, asking for help with spelling, if needed.)

10. **Instruct** the students to follow this procedure to select their own item to complete their "Say no to..." thought.

11. **Remind** students to end the thought with a period and a space.

12. **Allow** time for students to type at least 3 "Say no to..." thoughts.

13. **Instruct** students to end their papers with "By (name)."

14. **Ask** students as they finish writing to look for places in their papers where additional words might better explain their thoughts. For example, instead of "Say no to (picture of violin)," a student might write "Say no to practicing my (picture of violin)." Students can press HELP! to review the use of the Insert Key for making additions.

15. **Give** directions for printing the papers. (See "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

16. **Add** the papers to the students' "I'm A Muppet Writer" booklets.

Variations:

A. If you have only a few computers, write a sample paper as a class, and schedule computer time for students to write individual papers later.

B. If some of the students wish to share their work, display their "Say yes to..." and "Say no to..." papers side by side on 12" x 18" construction paper.

EYES AND EARS

First Day: classroom activity
(30 minutes)

Second Day: students writing
at computers
(30 minutes)

Third Day: classroom activity
(20 minutes)

Fourth Day: students writing
at computers
(30 minutes)

LANGUAGE ARTS FOCUS:

Learn new words and terms
Describe perceptions clearly
Use perception exercises (creative drama)

WORD-PROCESSING SKILLS:

Use *Muppet Slate* to write and print a poem

TERMS INTRODUCED:

Senses

MATERIALS NEEDED:

First Day:
Chalkboard/chart paper
Small candies with colored coatings and no
writing on them (such as Reese's Pieces)
Shoe box (or other opaque container), a lid
A clean dish for candy

Second Day:
"My 👁 👁 can see..." list from the first day
Muppet Slate Teacher and Student Disks

Third Day:
Chalkboard/chart paper

Fourth Day:
"My 👂 can hear..." list from third day
Muppet Slate Teacher and Student Disks
Covers from "I'm A Muppet Writer" lesson

PREPARATION NEEDED:

First Day:
Put about 5 brown and 5 yellow candies
inside the box with the lid.
Put remaining candies in the dish out of sight.

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LESSON PLAN

First Day (classroom activity):

1. **Show** the students the closed box with the candy in it.

2. **Ask** the students:

   - "What do you think is in this box?"

   - "How could we find out?"

3. **Identify** the candy by following these steps:

   - Shake the box and listen.

   - Look inside. Have the students note the color, shape, and size. Ask, "What do you think it is? Can you be sure?" (Warn against jumping to conclusions. Candies like Reese's Pieces, M&M's, etc. look similar. Could it be fake candy?)

   - Let the students touch it. Ask, "Can you tell what it is made of? Is it sticky?"

   - Let the students smell it. Ask, "Does it have a smell?"

   - Taste one. (For tasting, use the dish of candy which you set aside.) Ask, "Do you recognize the flavor?"

4. **Discuss** how each of our 5 senses (hearing, seeing, touching, smelling, tasting) was used in identifying the candy.

5. **Explain** that our senses can become keener with use, especially if we concentrate on one sense. (Note that blind people tend to concentrate on sounds and become excellent listeners.)

6. **Write** on the chalkboard:

   My 👁 👁 **can see**

7. **Say** to the students:

   - "Today we will be concentrating on our sense of sight."

   - "Look around our classroom."

   - "Can you see something large? Small? Round? Square? Rectangular? Red? Blue? Violet? Something you've never noticed before? (Continue with similar categories.)

8. **List** the items on the chalkboard (as they are named). The list will be used on the second day.

Second Day (students writing at computers):

1. **Read** the "My 👁 👁 can see..." list from the first day, using your hand to underline each item as it is read.

2. **Say** to the students:

   • "We will be writing a paper about things we can see and hear."

3. **Load** *Muppet Slate* in the students' computers and assist students, as needed, to select "New."

4. **Decide** on an appropriate name such as "EYES AND EARS."

5. **Write** the name on the chalkboard, and allow time for the students to type it.

6. **Ask** the students to write several "My 👁 👁 can see..." thoughts. They can type items from the list, find corresponding items in the *Muppet Slate* Picture Book, or use the *Muppet Slate* Picture Book to generate new ideas.

7. **Remind** students to end each thought with a period and to press GO to start the next thought on a new line.

8. **Instruct** students to use "Save" to save these thoughts. More thoughts will be added to the papers at another time.

Third Day (classroom activity):

1. **Review** the 5 senses (seeing, hearing, touching, tasting, smelling) with the students.

2. **Tell** the students that this time they will be concentrating on listening.

3. **Instruct** the students to sit cross-legged on the floor, eyes closed, body relaxed, hands resting in lap.

4. **Say** to the students:

   • "For 15 seconds, we will sit very still and listen only to the sound of our own breathing."

   • "Breathe naturally, not in any special way."

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5. **Wait** 15 seconds, then discuss how it felt to "tune out" all other sounds.

6. **Repeat** the activity listening for sounds within the classroom.

7. **Discuss** what was heard.

8. **Repeat** the activity one more time, listening for and discussing sounds outside the classroom (or sounds usually heard outside the classroom).

9. **Write** on the chalkboard:

    My 👂 can hear

10. **Summarize** and list the sounds on the chalkboard.

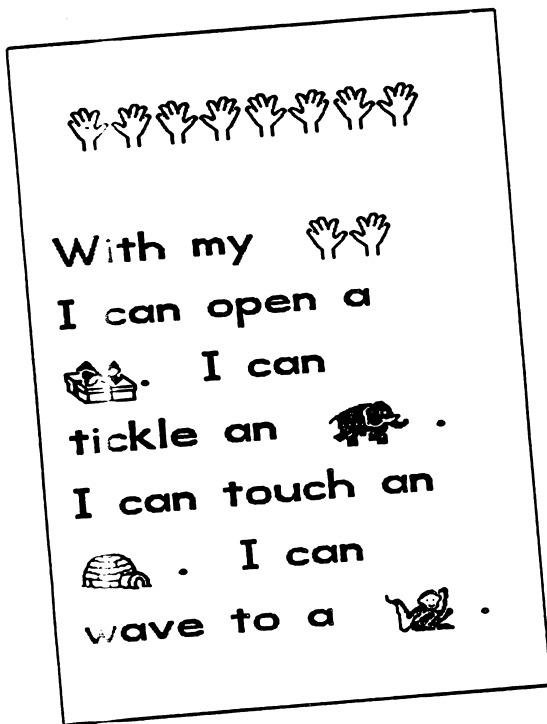**Fourth Day (students writing at computers):**

1. **Read** the "My 👂 can hear..." list from the third day, using your hand to underline each word as it is read.

2. **Load** *Muppet Slate* in the students' computers continuing until the main menu is displayed.

3. **Say** to the students:

    *   "Remember the 'My eyes can see...' paper which we wrote."

    *   "We will be adding some 'My ears can hear...' thoughts to that paper."

    *   "What will we need to select on the main menu?" ("Load")

4. **Assist** the students, as needed, to select "Load," find the correct paper name, and position their cursor to continue their writing on the paper.

5. **Ask** students to write several "My 👂 can hear..." thoughts. They can type words from the list, find representative pictures in the *Muppet Slate* Picture Book, or use the *Muppet Slate* Picture Book to generate new ideas.

6. **Remind** students to use periods and to start each thought on a new line.

Note: There is a limit of 10 pictures per paper. Students who want to use more pictures should save the first part of their paper, then start a second part under "EYES AND EARS 2." The two parts can be printed in sequence to produce the total product. Another solution is to avoid the need for so many pictures by directing students to use the words "eyes" and "ears" instead of 👁 👁 and 👂 in the sentence stem.

7.   **Instruct** students to end their writing with "By (name)."

8.   **Give** directions for printing the papers. (Refer to "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

9.   **Add** the papers to students' "I'm A Muppet Writer" booklets.

Variations:

A.   If weather permits, go outside for the activities on the first and third days.

B.   To help students with limited reading skills 1) illustrate the listed items with a simple sketch or 2) instead of listing items, attach labels to the actual items.

C.   Have students write 2 separate papers, one about things seen and one about things heard. Assemble the finished papers in 2 books for the classroom library. Put things seen in a book shaped like an eye and things heard in a book shaped like an ear.

D.   If you have a limited number of computers, you may want to write a class paper instead of individual papers. Leave a computer set up and provide time for each student to add one thought.

HANDLE WITH CARE

Within the poster illustration:

With my [hands]
I can open a
[house]. I can
tickle an [elephant].
I can touch an
[igloo]. I can
wave to a [camel].

First Day: classroom activity
(25 minutes)

Second Day: students writing
at computers
(30 minutes)

LANGUAGE ARTS FOCUS:	Listen to speech rhythms and patterns Use creative drama to express thoughts Identify action words
WORD-PROCESSING SKILLS:	Use *Muppet Slate* to write and print a poem Use the *Muppet Slate* pictures to create a border
TERMS INTRODUCED:	Action words
MATERIALS NEEDED:	**First Day:** Chalkboard (or chart paper) **Second Day:** List of action words from the first day Chalkboard (or chart paper) *Muppet Slate* Teacher and Student Disks Covers from "I'm A Muppet Writer" lesson

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LESSON PLAN

First Day (classroom activity):

1. **Direct** students to sit in a circle on the floor.

2. **Read** the following poem:

> Fingers stretch straight up,
> Fingers all curl down,
> Fingers help you make
> A face like a clown.
>
> Hands full of fingers
> Can do many things,
> Write super stories,
> Cling to slides and swings.
>
> Draw moons and monsters,
> Fly kites on the run,
> With your hands and fingers
> Life is full of fun.

> **S. Warren**

3. **Tell** the children to think quietly for a few moments of some of the things they can do with their hands.

4. **Ask** a volunteer to go to the center of the circle and act out one way we use our hands.

5. **Allow** the other students to guess what the actions represent.

6. **Repeat** with other volunteers, encouraging students to show the size and weight of the objects they are handling by the way in which they use both their hands and bodies.

7. **Discuss** what "action words" were needed to explain what the students saw. (throw, pat, hold, etc.)

8. **List** the action words on the chalkboard.

Second Day (students writing at computers):

1. **Review** what was talked about on the first day, reading the list of action words.

2. **Load** *Muppet Slate* into the students' computers.

3. **Tell** the students they will be writing about things they can do with their hands, and decide on an appropriate name for the paper.

4. **Write** the name on the chalkboard.

5. **Assist** students, as necessary, to select "New" and type the name.

6. **Suggest** to the students that they make their own "border" of hands by using the *Muppet Slate* Picture Book to place pictures of hands across the top of the page. (Three sets of hands fit across the page, or 4 can be squeezed in if the spaces between the hands are deleted.) After completing their hands, students should press GO twice, once to go to the next line and once to skip a line between the hands and the rest of the paper.

7. **Write** on the chalkboard:

   With my 🖐🖐 **I can**

8. **Allow** time for the students to type the words and to complete the thought using action words from the list and pictures from the *Muppet Slate* Picture Book.

9. **Remind** students to end the thought with a period and then a space.

10. **Write** on the chalkboard:

    I can

11. **Explain** to the students that they can add several more thoughts about hands beginning each with "I can" and ending with words from the list and pictures from the *Muppet Slate* Picture Book.

12. **Suggest** that the students list silly ideas if they wish, such as "I can hug a kangaroo."

13. **Remind** students to end their papers with "By (name)."

14. **Ask** students to read their papers to look for missing periods and spelling mistakes.

Note: You may want to take time at this point to discuss the mechanics of making changes in computer writing. It is easy to change a letter (from "e" to "i," for example) or to delete letters by using Typeover mode. To add an omitted letter(s) or period, switch to Insert mode. Often the simplest way to correct a misspelled word is to delete it using Typeover mode and then switch to Insert mode to retype it. Using HELP! is one way to review the use of the Insert Key and Typeover Key.

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15. **Give** directions for printing. Tell students to choose a plain border or no border since they have made their own "border" of hands. (See "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

16. **Add** the papers to the students' "I'm A Muppet Writer" booklets.

Variations:

A. If you have only a few computers to be shared by the whole class, conduct the lesson as a demonstration. Schedule computer time for the students to write their own papers later.

B. Let students trace their own hands to decorate their writing.

IN LIVING COLOR

First Day: classroom
 activity
 (20 minutes)

Second Day: students
 writing at computers
 (30 minutes)

·e color **words**
 early

rite **and print a poem**

paper

chart paper)

acher **and Student Disks**
he first **day**
n A Muppet Writer" lesson

_____

This can **be done by folding**

3. **Write** on the chalkboard:

   Red is
   Yellow is
   Black is
   Orange is
   Green is
   Purple is

   > Note: Blue is purposely omitted because students wrote about blue in a previous lesson.

4. **Instruct** the students to choose a favorite color from the list and to find a crayon of that color.

5. **Tell** the students to use the crayon to write "(Color) is" at the top of one of the 6 boxes on their paper.

6. **Ask** the students:

   • "What things do you think of when you think of your favorite color?"

   • "Do colors give you special feelings?" (Red may produce happy feelings or excitement, etc.)

   • "Can some things be more than one color?" (eyes, apples, leaves, skin)

7. **Allow** time for the students to draw 3 or 4 items of their favorite color and/or to write words associated with their favorite color.

8. **Instruct** students to fill the remaining boxes on their papers in a similar manner, using the other colors listed on the chalkboard.

9. **Tell** students to write their names on their papers.

10. **Collect** the papers to be used on the second day.

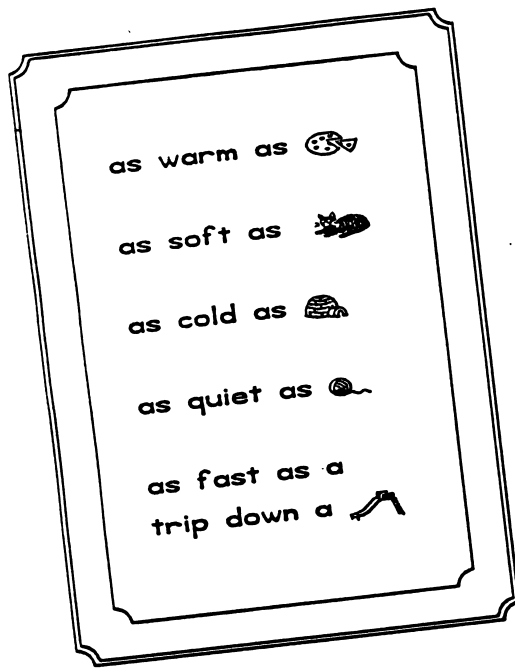**Second Day** (students writing at computers):

1. **Return** the students' drawings from the first day.

2. **Provide** some time for students to share their drawings if they wish.

3. **Load** *Muppet Slate* into students' computers.

4. **Tell** the students that they will have the opportunity to write 2 "(Color) is..." thoughts for each color.

5. **Review** the writing procedure:

   • Select "New," and type a name. (Write suggestions on the chalkboard.)

   • Type "(Color) is."

   • Use words or *Muppet Slate* pictures to complete the thought. (Refer to drawings for ideas.)

   • End each thought with a period, and press GO to go to a new line.

   • Write a second sentence about that color before going on to another color.

   • End the paper with "By (name)."

   • Print the paper. (See "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

6. **Allow** time for the students to type 2 "(Color) is..." thoughts for each color.

> Note: There is a limit of 10 pictures per paper. Students wanting to use more pictures will need to save the first part of their writing, select "New," and write the second part under a new name. The two parts can be printed in sequence to produce the complete product. The need for so many pictures can be avoided by following the format of the first example on page 107.

Variations:

A. Print papers with a striped border (see page 11). Color the borders with 3 stripes red, 3 stripes yellow, 3 stripes orange, etc.

B. Display papers on a rainbow bulletin board.

C. Use Mary O'Neill's *Hailstone and Halibut Bones*. Before students begin to write, read segments (about those colors not on your list) to stimulate creativity. After students have completed their papers, read about the colors they have used, comparing the objects mentioned by students to those mentioned in the book.

D. In a related math project, construct a bar graph showing the number of students for each favorite color.

as warm as 🎨

as soft as 🐱

as cold as ❄

as quiet as 🐌

as fast as a
trip down a ⛷

SIDE BY SIDE

First Day: classroom activity
(15 - 20 minutes)

Second Day: classroom activity
(30 minutes)

Third Day: students writing at
computers
(30 minutes)

LANGUAGE ARTS FOCUS:	Use similes Build vocabulary
WORD-PROCESSING SKILLS:	Use *Muppet Slate* to make a list of similes
TERMS INTRODUCED:	Similar Simile

MATERIALS NEEDED:

First Day:
Piece of paper, chalkboard
Toy car, toy truck
Stuffed toy, pillow
Chalk, crayon

Second Day:
Chalkboard (or chart paper)

Third Day:
Muppet Slate Teacher and Student Disks
Chalkboard (or chart paper)
Covers from "I'm A Muppet Writer" lesson

LESSON PLAN

First Day (classroom activity):

1. **Hold** a piece of paper up next to the chalkboard.

2. **Ask** the students:

   • "How are the paper and the chalkboard alike?"

3. **Pass** a stuffed toy and a pillow around the class.

4. **Ask** the students:

   • "How are these 2 things similar?"

5. **Continue** using the toy car and toy truck, chalk and crayon.

6. **Ask** the students:

   • "How are a dog and a cat similar?"

   • "Look around our classroom. What other objects are similar? How?"

   • "Do you think you can find 2 small objects at home which are similar? If you can, bring them tomorrow."

Second Day (classroom activity):

1. **Allow** students who brought items from home to show them and tell how they are similar.

2. **Write** on the chalkboard:

   as bright as

3. **Ask** the students to think of items that are bright; list them. (light bulb, sun, shiny penny, etc.)

4. **Say** to the students:

   • "The things we listed are all similar. They are all bright."

   • "The words 'as bright as (object)' are called a simile."

   • "Let's make some more similes."

5. **Continue** making more similes, using these stems:

as smooth as	**as sticky as**
as rough as	**as hard as**
as sweet as	

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Third Day (students writing at computer):

1. **Write** the following incomplete similes on the chalkboard, allowing time for students to silently think of objects that could fit with each:
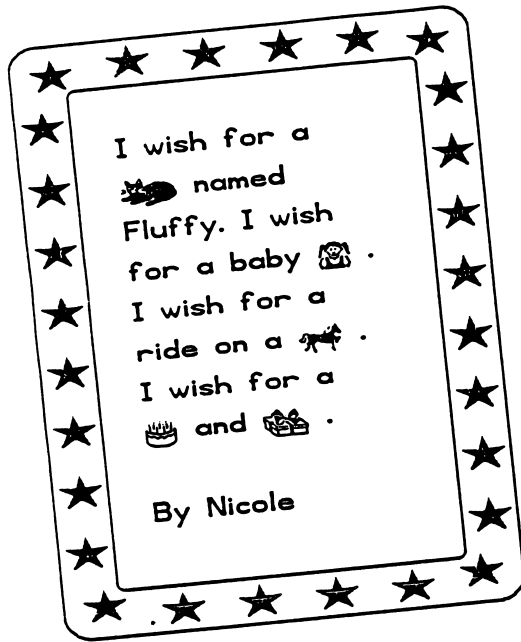
as warm as	**as quiet as**
as soft as	**as fast as**
as cold as	

2. **Load** *Muppet Slate* into the students' computers.

3. **Instruct** students to complete the similes on the computer.

4. **Review** the procedure:

   - Select "New."

   - Type an appropriate name.

   - Type the incomplete simile from the chalkboard.

   - Complete the simile with a word or *Muppet Slate* picture.

   - Press GO twice (to go to the next line and to skip a line).

   - End the paper with "By (name)"

   - Print the paper. (See "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

5. **Allow** time for students to complete the similes. Some students may have time to repeat the assignment with alternate endings.

6. **Add** the papers to the students' "I'm A Muppet Writer" booklets.

Variations:

A. If you have only a few computers, write a sample paper on the second day (instead of writing the similes on the chalkboard). On the third day, schedule computer time so that students can write their own similes.

B. Instead of writing the similes on the chalkboard (second day), have students divide a piece of drawing paper into 6 sections and draw appropriate items under the headings "bright, smooth, rough, sweet, sticky, hard."

I wish for a
🐱 named
Fluffy. I wish
for a baby 🐶.
I wish for a
ride on a 🐴.
I wish for a
🎂 and 🎁.

By Nicole

WISHING WELL

First Day: classroom activity
(25 - 30 minutes)

Second Day: students writing at
computers (30 minutes)

LANGUAGE ARTS FOCUS:	Use simple sentence structure Express feelings Expand ideas
WORD-PROCESSING SKILLS:	Use *Muppet Slate* to write and print a paragraph
MATERIALS NEEDED:	**Second Day:** *Muppet Slate* Teacher and Student Disks Chalkboard (or chart paper) Covers from "I'm A Muppet Writer" lesson

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LESSON PLAN

First Day (classroom activity):

1. **Read** the following story to the students:

   "Jeff, why don't you go outside for awhile. I see Chris and Steven playing."

   "Not now," Jeff mumbled as he continued to watch television.

   Jeff's Mom was surprised. "But it's so nice outside. You can't stay in the house all day."

   Jeff didn't answer. He just slumped down in the soft, green chair.

Soon the doorbell rang. It was Chris and Steven. "Hey, Jeff. We're going to ride bikes over to the playground. Want to come?"

"I can't," answered Jeff.

"Why not?" Chris asked.

"I have to help my Mom 'cause my Grandpa's coming to visit." Jeff leaned against the open door waiting for them to leave.

"Okay. See you tomorrow." Chris and Steven turned and walked back down the sidewalk toward their bikes. Jeff's sad brown eyes followed them as they rode down the street. Then he closed the door slowly and turned. There stood his Mom, a puzzled expression on her face.

"Jeff, why did you tell your friends that you can't play?" She paused, waiting for his answer. Jeff just shrugged his shoulders and looked down at his scuffed shoes.

"Jeff, I'm waiting for an answer."

"I don't like to play with them anymore. All they want to do is ride their bikes. And my dumb old bike is no good!" Jeff turned and ran down the hall to his bedroom. He ran inside and slammed the door.

Jeff's Mom was very surprised. She'd never heard Jeff complain about his bike before. She followed him to his room, not quite sure what she would say to him.

Jeff was stretched out on his bunk bed, face down into the curve of his left arm. Mrs. Blair heard him sniffling. She sat down on the blue plaid bedspread and rested her hand softly on his back. "Jeff, why didn't you talk to me about this before?" Jeff sniffled a few more times, then rolled over to face his Mom.

"Cause I know we can't get a new bike like I want. It costs too much money."

"What kind of bike do you want?" asked Jeff's Mother.

"One like Chris and Steven's." Jeff sniffed again and looked up at his Mom.

"You're right. Those are pretty nice bikes. And I imagine they are expensive. But you know how much I love you, Jeff, and I want you to be happy. Let's try saving a little money every week toward a new bike. Maybe we'll have enough for a new bike before too long."

"Thanks, Mom. But that will take forever. You know how I used to wish on the first star I saw every night and hope that my wish would come true. I've started wishing like that again. Who knows. Maybe it will work!"

"Oh, Jeff." Mrs. Blair put her hand on his shoulder. "One of these days your luck will change. Now I've got to run to the store before Grandpa Blair gets here. Want to ride along?"

"I guess so." Jeff got up from his bed, tucked in his T-shirt, wiped his eyes, and followed his Mom through the house and out to their car. Soon they were on their way to the grocery store.

(Pause here to ask how many students think that Jeff will get his wish.)

While Jeff and his Mom were gone, Grandpa Blair arrived in his big, black pickup truck. He stepped down from the truck and walked around to the tailgate. He lowered the tailgate and grabbed hold of a large cardboard box laying in the back. He slid the heavy box out of the back end of the truck and carried it around to the back of the house. He leaned it up against the side of the white house. As he started to walk back up the driveway toward his truck, Mrs. Blair's blue Ford pulled into the driveway.

Jeff jumped out of the car and ran to his Grandfather. "Hi, Grandpa. I'm really glad you're here."

"Hey, big guy." He gave Jeff a big hug. "And how are you, Jan?"

"When did you get here, Dad?" Mrs. Blair asked.

"Just a few minutes ago. Traffic was pretty heavy on the highway this afternoon."

"Well, come on in the house and I'll get started on dinner." Mrs. Blair turned and started toward the front door.

"You go ahead, Jan. I have something to show Jeff first."

"What is it, Grandpa?"

"Come on around to the backyard." Grandpa grabbed Jeff's hand and they walked quickly around to the back of the house.

"What's in that box, Grandpa?" Jeff's brown eyes were open wide.

"Well, since I won't be here for your birthday next week, I brought your present with me today."

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"Can I open it now? Please, can I?" Jeff begged.

"Sure you don't want to wait 'til your birthday?" Grandpa teased.

"Come on, Grandpa. Please let me open it now."

(Pause to ask what students think is in the box. Encourage more than 1 answer.)

"Oh, all right." Grandpa smiled as Jeff ran over and began to pull at the flap on one end of the box. He pulled it open with both hands and looked inside. Then he gave a loud yell. "It looks like a bike!"

"Let me help you pull it out of there and we'll find out," Grandpa replied with a smile.

By this time Jeff's Mom had heard the yelling and stepped out the back door to investigate. She couldn't believe her eyes. Jeff and Grandpa were pulling a shiny yellow and black bike out of a cardboard box.

"Look what Grandpa brought me for my birthday, Mom. "Isn't it great!"

"Oh, Dad. You shouldn't have," Jan Blair began.

"I saw that old bike of Jeff's the last time I was here. So when this bike came in the last shipment to my hardware store, I knew it was just what Jeff needed. Go ahead, Jeff, give it a try."

"Thanks, Grandpa!" Jeff gave his Grandfather a big hug. Then he hopped on his new bike and pedaled down the driveway.

"Who says wishes don't come true," whispered Mrs. Blair to herself.

"What's that, Jan?"

"Oh, nothing, Dad. Let's walk out to the front and watch Jeff ride his new bike," said Mrs. Blair with a big grin.

S. Warren

2. **Ask** the students:

- "Have any of you ever had a wish come true?" (Allow time for discussion.)

- "What are some ways that people make wishes?" (blow out birthday candles, break a wishbone, wish on stars, throw a coin into a wishing well, etc.)

3. **Tell** the students that they will have a chance to do some computer writing about their wishes. They should be thinking about wishes they would like to make.

Second Day (students writing at computers):

1. **Ask** the students:

   • "Do you remember the story about Jeff's bike?" (Review the story briefly.)

   • "Did you think about wishes you would like to make?" (Discuss.)

2. **Load** *Muppet Slate* into the students' computers.

3. **Write** on the chalkboard:

   I wish for a

4. **Tell** the students that they will have time to write 3 or 4 "I wish for a..." thoughts.

5. **Review** the writing process:

   • Select "New."

   • Type a name such as "WISH."

   • Type "I wish for a" to begin the paper.

   • Use the *Muppet Slate* pictures and/or type words to complete the thought.

   • Type "By (name)."

   • Print the paper. (See "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)
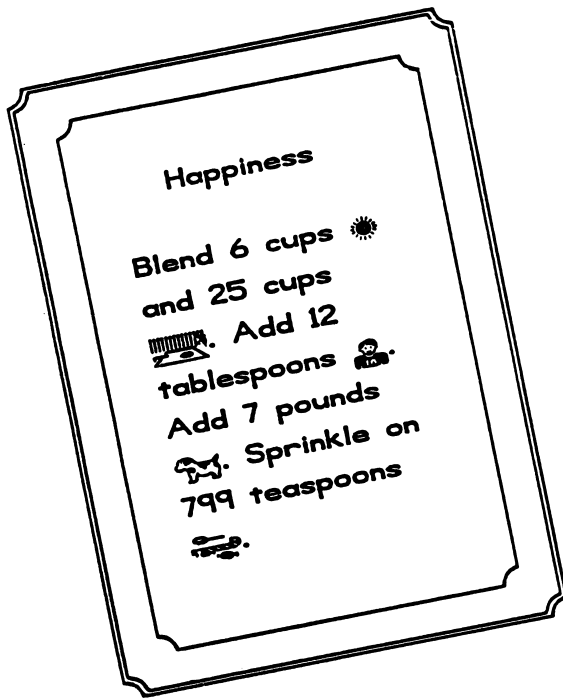
6. **Assist** students, as needed, to complete their papers.

Note: As students finish writing, suggest they try to spot and correct spelling and punctuation errors. Students can often find their own mistakes by reading their papers carefully. More able students can be encouraged to add additional writing. For example, "I wish for a (picture) to ride to school."

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7. **Add** the papers to the students' "I'm A Muppet Writer" booklets.

Variations:

A. Print all papers with the star border. Make a "Wish Upon A Star" book to place in the classroom library or reading area.

B. If you have only a few computers, let each student contribute two wishes to a class paper. Display the writing on a bulletin board. Let students write their names on construction paper stars and tack the stars by their wishes.

DELICIOUSLY SIMPLE

Happiness

Blend 6 cups ☀
and 25 cups
▦. Add 12
tablespoons 👤.
Add 7 pounds
🐄. Sprinkle on
799 teaspoons
🥄.

First Day: classroom activity
(25 minutes)

Second Day: classroom activity
(25 minutes)

Third Day: students writing at
computers (30 minutes)

LANGUAGE ARTS FOCUS:

Build vocabulary
Identify action words (Action words were
  introduced in "Handle with Care.")
Write for different purposes
Capitalize and use a title

WORD-PROCESSING SKILLS:

Use *Muppet Slate* to write and print a recipe
Center a title

TERMS INTRODUCED:

Recipe instructions
Quantity terms

MATERIALS NEEDED:

First Day:
  Cookbooks from library or home
  Chalkboard (or chart paper)

Second Day:
  List of quantity terms from the first day
  12" x 18" drawing paper (1 per student)
  Crayons and pencils

Third Day:
  List of action words from the first day
  Drawings from the second day
  Chalkboard (or chart paper)
  Muppet Slate Teacher and Student Disks
  Covers from "I'm A Muppet Writer" lesson

LESSON PLAN

### First Day (classroom activity):

1. **Ask** the students:

   • "What are some of the foods your parents fix for your meals?"

   • "Sometimes parents follow recipe instructions to make these things. Why?"
   (They need to know how. They want the dish to turn out the same each time.)

2. **Read** 1 or 2 recipes, telling the students to listen for "action words." (blend, stir, add, etc.)

3. **List** the action words on the chalkboard.

4. **Read** a list of ingredients for a recipe, telling students to listen for quantity terms or "words which tell how much." (teaspoon, ounce, tablespoon, cup, etc.)

5. **Make** a list of quantity terms on the chalkboard. (If you think the students will find lengthy words difficult to write and type, use abbreviations such as tsp. and tbsp.)

Second Day (classroom activity):

1. **Distribute** drawing paper (1 sheet per student).

2. **Write** on the chalkboard:

   Happiness

3. **Ask** the students to print "Happiness" at the top (narrow end) of the paper.

4. **Say** to the students:

   • "We will be writing recipes, but our recipes will not be for foods. They will be recipes for happiness."

   • "Probably everyone will need a different recipe. What things make **you** happy?" (Briefly discuss such things as toys, pets, types of weather, activities, intangible things.)

5. **Instruct** the students to fold their papers in half lengthwise and to draw and/or write 5 or 6 things that make them happy on the right half of the paper.
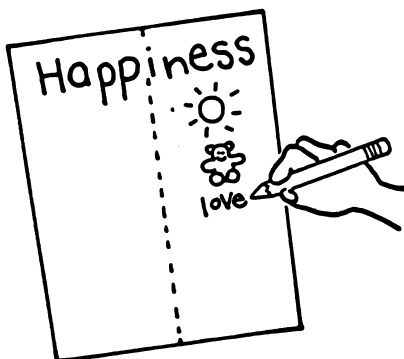
6. **Refer** the students to the list of quantity terms from the first day. Have them decide on a quantity (2 teaspoons, 1 cup, etc.) to write to the left of each item. A larger quantity term means they need more of that item to make them happy.

7. **Ask** students to write their names on their papers.

8. **Collect** the papers for use on the third day.

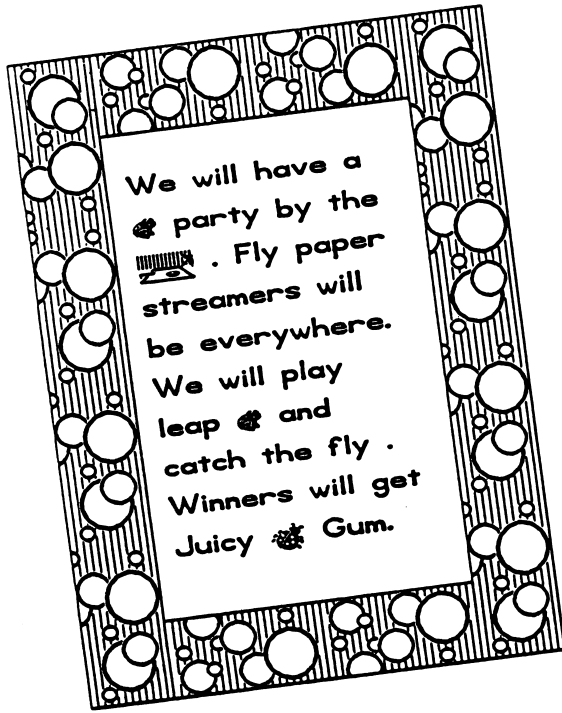**Third Day (students writing at computers):**

1. **Read** the list of action words from the first day, underlining each word with your hand as it is read.

2. **Choose** 3 or 4 simple words from the list to use in this activity (such as "add, stir in, blend").

3. **Return** the students' drawings from the second day.

4. **Explain** to the students that they will be using the items and amounts from their drawings and the action words on the list to write their recipes for happiness. For example, a recipe might begin, "Blend 1 cup (picture of sun) with 1 teaspoon (picture of pool)."

5. **Load** *Muppet Slate* into the students' computers and have students select "New."

6. **Decide** on an appropriate name, such as "RECIPE."

7. **Write** the name on the chalkboard, and allow time for students to type it.

8. **Say** to the students:

   • "A title is always at the top of a recipe to tell what the recipe will make."

9. **Direct** the students to type the title "Happiness," referring to their drawings for help with spelling.

10. **Assist** the students to center their title. (Press the insert key, locate the Insert Cursor in front of the title, insert spaces until the title looks centered, press the Typeover Key to return to Typeover mode, move the cursor back to the right end of the line, press GO twice to go to the next line and to skip a line.)

11. **Review** the procedure for completing the recipes:

    • Type the recipe. (Refer to student drawings for the ingredients and quantities, and to the list for action words.)

    • Use a period and a space after each sentence.

    • End with "By (name)."

    • Print the paper. (See "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

12. **Add** the papers to students' "I'm A Muppet Writer" booklets.

Variations:

A. Bind the recipes into a class cookbook, using a 3-ring binder or a circular plastic binder.

B. Write a recipe entitled "Treat for Mom (or Dad)" with ingredients that make Mom (or Dad) happy. Let students take the recipes home on Mother's Day or Father's Day.

C. If you have a limited number of computers, write a sample recipe on the third day (perhaps a recipe for "A Happy Day" with ingredients for a happy day in your classroom). Then schedule computer time for students to write their own Happiness recipes later.

HURRAY FOR ANIMALS!

We will have a
🐸 party by the
🛏 . Fly paper
streamers will
be everywhere.
We will play
leap 🐸 and
catch the fly .
Winners will get
Juicy 🐛 Gum.

First Day: classroom activity
(25 - 30 minutes)

Second Day: pairs of students
writing at computers
(40 minutes)

LANGUAGE ARTS FOCUS:

Create simple sentences (complete thoughts)
Review the use of periods at the end of
sentences

WORD-PROCESSING SKILLS:

Use *Muppet Slate* to write and print plans for a
party

TERMS INTRODUCED:

Celebration
Complete thought

MATERIALS NEEDED:

First Day:
Chalkboard (or chart paper)

Second Day:
Muppet Slate Teacher and Student Disks
Chalkboard (or chart paper)
Celebration description from the first day
Covers from "I'm A Muppet Writer" lesson
Student sheet: *Muppet Slate Animals*
(page 83)

PREPARATION:

Second Day:
Make copies of the student sheet for the class
(1 per pair of students)

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LESSON PLAN

First Day (classroom activity):

1. **Ask** the students:

    *   "What does it mean to celebrate something?"

    *   "What are some celebrations that honor people or events?"

    *   "How many of you have pets? What kind?" (Ask students without pets if they'd like one and what kind.)

    *   "Have any of you ever had a celebration or special party for your pet? What was it like?"

2. **Explain** that the class is going to plan a party for a frog.

3. Ask the students:

    *   "What kind of **decorations** would a frog like?" (small tubs of water, clumps of tall grass tied together, water lily centerpiece, crepe paper streamers with flies attached, etc.)

    *   "What kinds of **foods** could we serve?" (swamp water, bug cake, grilled fly burgers, etc.)

    *   "What **activities** and games shall we plan?" (leap frog, other jumping or hiding games, games requiring catching things with the tongue, etc.)

    *   "Are there any **other ideas** connected with a celebration which we haven't thought about?"

4. **Guide** students in constructing a few simple sentences (complete thoughts) describing the celebration.

5. **Write** the sentences on the chalkboard.

6. **Explain** that each sentence must end with a period.

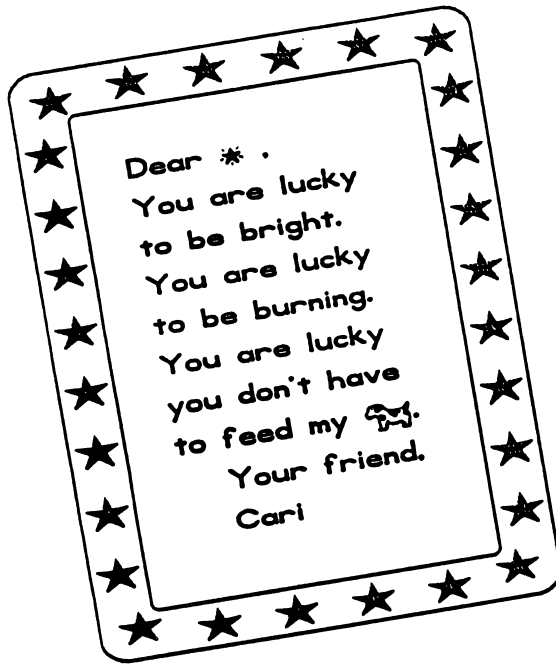**Second Day (pairs of students writing at computers):**

1. **Read** with students the plans for the frog celebration.

2. **Remind** students that the areas planned were decorations, food, and activities.

3. **Explain** to the students that they will be working in pairs to plan and write about an animal celebration. You may want to pair the students so that at least one fairly good speller is at each computer.

4. **Distribute** the *Muppet Slate Animals* student sheets. (1 for each pair of students).

5. **Instruct** each pair of students to choose the animal they want to use and to think of possible ideas for decorations, food, and activities.

6. **Load** *Muppet Slate* into the students' computers.

7. **Review** the procedure:

   • Select "New."

   • Decide on and type a name. (Write the name on the chalkboard.)

   • Type several sentences describing the celebration. (Ask for help with spelling or spell phonetically. Use *Muppet Slate* pictures when possible. Put a period and a space after each sentence.)

   • End the paper with "By (name)."

   • Read through the paper with your partner to check for and correct spelling, punctuation, and capitalization errors.

   • Print the paper twice so that each student in the pair can have a copy. (See "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

8. **Add** the papers to students' "I'm A Muppet Writer" booklets.

Variations:

A. Have students do some simple research on their chosen animal before they begin to write.

B. Stock the classroom library with animal party books such as *A Birthday for Frances*, *A Birthday for a Bird*, and *Lyle and the Birthday Party*.

C. Ask volunteers to share their papers during Language Arts time.

D. Display the papers on a bulletin board decorated with balloons and streamers.

E. Let the students illustrate their papers with a drawing of the celebration.

F. If you have only a few computers to be shared by the class, write a sample paper on the computer using the students' ideas for the frog celebration. Schedule computer time for students to work in pairs to write their own papers later.

DEAR STARS

Dear ✳ .
You are lucky
to be bright.
You are lucky
to be burning.
You are lucky
you don't have
to feed my 🐴.
Your friend.
Cari

First Day: classroom activity
(20 minutes)

Second Day: computer
demonstration followed by
students writing at computers
(35 minutes)

LANGUAGE ARTS FOCUS:	Write a friendly letter Use commas and capital letters in the greeting and closing of a letter
WORD-PROCESSING SKILLS:	Use *Muppet Slate* to write and print a letter Indent specific lines
TERMS INTRODUCED:	Greeting Closing
MATERIALS NEEDED:	**First Day:** Chalkboard (or chart paper) **Second Day:** List of animals and objects from first day *Muppet Slate* Teacher and Student Disks Covers from "I'm A Muppet Writer" lesson

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LESSON PLAN

First Day (classroom activity):

1. **Ask** the Students:

   • "How many of you have ever written a letter?"

   • "Why do people write letters?" (to express thanks, to request information, to order something, etc.)

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2. **Share** these letters, written by students:

> **Dear Stars,**
>
> You are lucky to be bright.
> You are lucky to be burning.
> You are lucky you don't have to feed my dog.
>
> > Your friend,
> > Cari

> **Dear Rainbow,**
>
> Please come to me.
> We'll have a lot of fun.
> We can go to Disneyland or Valleyfair,
> It can be your choice.
>
> > Your friend,
> > Dana

> **Dear Fish,**
>
> I wish I had orange scales.
> Every time I look at fish,
> I think of the ocean.
>
> > Your friend,
> > Bryan

3. **Ask** the students:

   - "What is unusual about these letters?" (written to objects or animals)

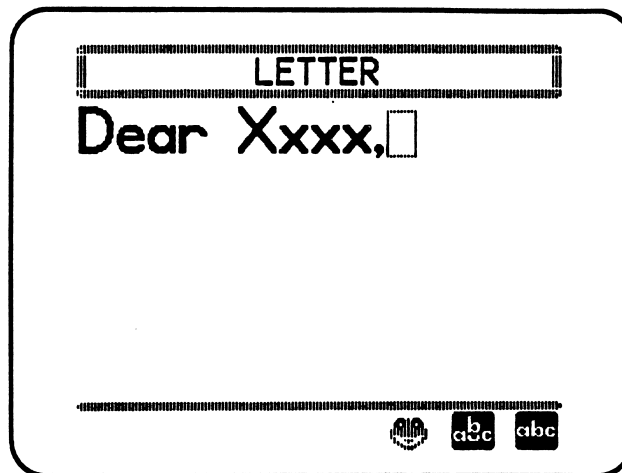   - "What other objects or animals could be used?"

4. **List** suggestions on the chalkboard.

5. **Ask** the students to be thinking of the object or animal they want to write to and the questions or ideas they want to include.

Second Day (computer demonstration and students at computers):

1. **Load** *Muppet Slate* into a computer which all of the students can easily view, select "New", and use the name "LETTER."

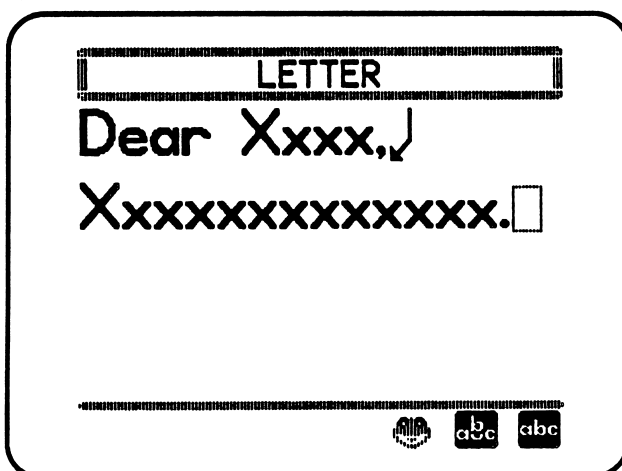2. **Type** "Dear Xxxx," on the computer:

```
┌─────────────────────────────┐
│  ╔═══════════════════════╗  │
│  ║        LETTER         ║  │
│  ╚═══════════════════════╝  │
│  Dear Xxxx,▢               │
│                             │
│                             │
│                             │
│  ──────────────────────     │
│              😊 🔡 🔡       │
└─────────────────────────────┘
```

3. **Say** to the students:

- "This will be a fake letter."

- "I will be typing X's where you will type real words."

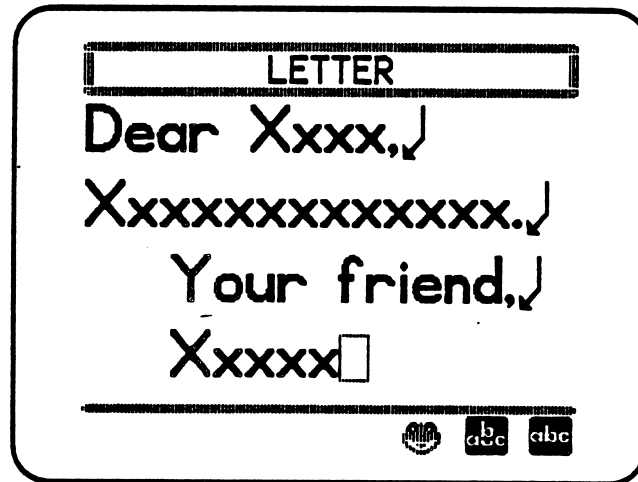- "This fake letter will show you how a real letter is written."

4. **Explain** the greeting of a letter, covering these points:

- Content ("Dear" and the name)

- Capitalization

- Punctuation

5. **Press** GO to go to the next line, and type an upper case X, 12 lower case x's, and a period:

```
┌─────────────────────────────┐
│  ╔═══════════════════════╗  │
│  ║        LETTER         ║  │
│  ╚═══════════════════════╝  │
│  Dear Xxxx,↙               │
│  Xxxxxxxxxxxx.▢            │
│                             │
│  ──────────────────────     │
│              😊 🔡 🔡       │
└─────────────────────────────┘
```

6. **Explain** that the message of the letter is written next, and that students will have a chance to write several sentences.

7. **Press** GO to go to the next line, indent by pressing SPACE 3 times, type "Your friend," press GO, indent, and type "Xxxxx":

```
┌─────────────────────────────┐
│  ┌───────────────────────┐   │
│  │        LETTER         │   │
│  Dear Xxxx,↵                 │
│                              │
│  Xxxxxxxxxxxxx.↵             │
│       Your friend,↵          │
│                              │
│       Xxxxx▯                 │
│  ─────────────────────────   │
│                  ☺ ⓐⓑⓒ ⓐⓑⓒ  │
└─────────────────────────────┘
```

8. **Explain** the closing of the letter, covering these points:

   • Content

   • Indentation

   • Capitalization

   • Punctuation

9. **Print** the fake letter for students to use for reference. (If you have enough computers, you can leave it displayed on the screen instead.)

10. **Read** the list of suggested objects and animals from the first day, pointing out which ones are represented by *Muppet Slate* pictures.

11. **Load** *Muppet Slate* into the students' computers.

12. **Review** the writing process:

   • Select "New."

   • Decide on and type a name. (Write the name on the chalkboard.)

   • Write the letter, following the form of the fake letter.
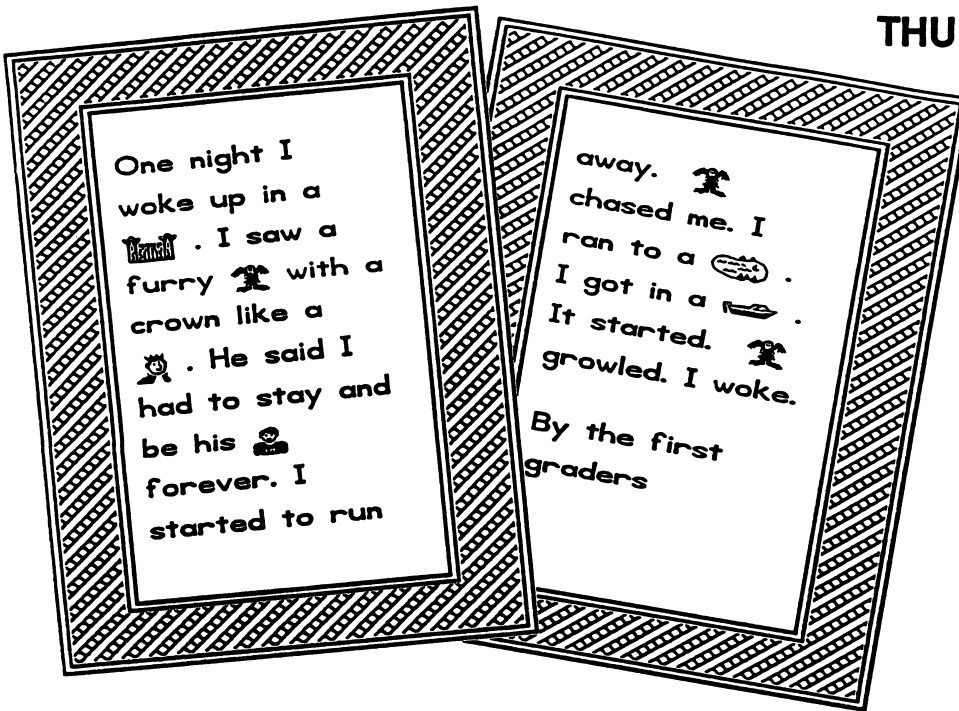
- Check over your letter, adding commas, periods, and capital letters as needed.

- Print the paper.   (See "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

13. **Add** the papers to students' "I'm A Muppet Writer" booklets.

Variations:

A.   Show the students how to properly fold a letter and insert it into an envelope. "Address" or decorate the envelope.

B.   Write another letter to a real friend or relative.

C.   Display the letters against the background of a giant envelope.

D.   If you have only a few computers to be shared by the students, explain friendly letter form by writing a fake letter on the computer on the second day. Then schedule computer time to allow each student to write a letter later.

THUMPS IN THE NIGHT

One night I
woke up in a
[image]. I saw a
furry [image] with a
crown like a
[image]. He said I
had to stay and
be his [image]
forever. I
started to run

away. [image]
chased me. I
ran to a [image].
I got in a [image].
It started. [image]
growled. I woke.

By the first
graders

First Day: classroom activity
(25 minutes)

Second Day: whole class
writing -
1 computer
(40 minutes)

Third Day: students writing at
computer
(40 minutes)

LANGUAGE ARTS FOCUS:

Produce original materials based on a story idea
Describe perceptions clearly
Visualize and respond

WORD-PROCESSING SKILLS:

Use *Muppet Slate* to write and print a story

TERMS INTRODUCED:

Reality	Setting
Fantasy	Characters

MATERIALS NEEDED:

First Day:
Where the Wild Things Are by Maurice
Sendak or There's a Nightmare in My
Closet by Mercer Mayer or another book
about dreams or nightmares
Chalkboard (or chart paper)

Second Day:
Muppet Slate Teacher and Student Disks
Chalkboard (or chart paper)

Third Day:
Muppet Slate Teacher and Student Disks
Printout of "DREAM" from the second day
Chalkboard (or chart paper)
Covers from "I'm A Muppet Writer" lesson

PREPARATION:

Third Day:
Print "DREAM" from the second day.

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LESSON PLAN

First Day: (classroom activity):

1. **Read** a book about dreams or nightmares to the class.

2. **Discuss** dreams students have experienced.

3. **Say** to the students:

   • "Things that really happen are called 'reality'."

   • "Could some dreams really happen?" (Cite examples from previous discussion.)

   • "Things that could never happen are called 'fantasy'."

   • "Are some dreams fantasy?" (Cite examples.)

Note: If the book *Where the Wild Things Are* was read, you might point out that sometimes fantasy seems big and real. As Max goes into his fantasy world, the illustrations take up a larger portion of the page. When he is awake and in reality, the illustrations are smaller.

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4. **Ask** students to think about a dream they might like to use for their computer writing.

Second Day: (whole class writing - 1 computer):

1. **Load** *Muppet Slate*, select "New," and type the name "DREAM."

2. **Explain** that the class will be writing a group dream.

3. **Review** the difference between fantasy and reality types of dreams.

4. **Decide** which type of dream to write.

5. **Type** on the computer:

   One night

6. **Say** to the students:

   • "We need a setting or a place for our dream to happen."

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- "The *Muppet Slate* Picture Book might give us an idea." (Review possibilities: airplane, beach, boat, bus, car, castle, city, farm, house, igloo, lake, moon, nest, giant plant, pool, school, near the sun or a distant star, tent, tree, truck, van, inside a whale, zoo, etc.)

7. **Decide** on a setting and add it to the computer dream. For example:

   One night I woke up in a (picture of castle).

8. **Say** to the students:

   - "Now we need a character or someone to be in our dream."

   - "What kind of people or creatures might we find in (a castle)?"

9. **List** possible characters on the chalkboard. (The *Muppet Slate* Picture Book may give students ideas.)

10. **Decide** on a character and add it to the dream. For example:

    I saw a furry (picture of monster) with a crown like a (picture of king).

11. **Continue** writing the dream using ideas contributed by students.

12. **Save** the dream. (If convenient, you may want to print the paper now for use on the third day.)

Note: A story can only take up 3 "pages" of 10 lines each on the computer, so the dream needs to be kept fairly simple. If you want to write more, write and save the first 3 pages. Then select "New" and write the remainder of the story under the name "DREAM 2." "DREAM" and "DREAM 2" can be printed in succession, producing the total product.

**Third Day:** (students writing at computers):

1. **Read** the dream from the second day.

2. **Explain** that today students will be writing their own dreams.

3. **Load** *Muppet Slate* into the students' computers.

4. **Decide** on an appropriate name such as "MY DREAM."

5. **Write** the name on the chalkboard and allow time for students to select "New" and type the name.

6. **Direct** students to leaf through the *Muppet Slate* Picture Book for ideas for a setting. (Press Robin, use the arrows to turn the pages, press OOPS! to return to the screen for writing.)

7. **Review** the writing procedure:

   • Type the dream. (Include a specific setting and characters. Ask for help with spelling or spell phonetically. Use *Muppet Slate* pictures when possible. Put a period and a space at the end of each sentence.)

   • End the paper with "By (name)."

   • Print the paper. (See "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

8. **Add** the papers to the students' "I'm A Muppet Writer" booklets.

Variations:

A. Before students begin their computer papers, have them draw the dream ideas which they will write about.

B. On the second day, use drama techniques to create an idea for the collaborative dream. Have the students sit on the floor in a large circle Allow them to choose a setting, such as "under the sea." Ask students to name items in the setting and to enter the circle to "be a shell" or to "sway like seaweed." Ask other volunteers to represent characters and to indicate what these characters might do within the setting, thus allowing a story to evolve. The actions can lead to some type of conflict or problem and then to a solution or ending.

C. Do not complete the collaborative dream. On the third day, ask students to each write their own ending.

D. On the third day, have students write only the first part of a dream. Let them choose another student to write (or draw) the ending.

E. Encourage interested students to "produce their dream," choosing cast members from the class. Present the production to an audience of peers or videotape it for future use.

F. If the book, *There's a Nightmare in My Closet*, was read, make individual covers for the papers from construction paper with a keyhole cut in the center.

THE BEST PLACE

The kangaroo ran away.
He saw a bear.
"Play in my cave." It looked too dark! The kangaroo saw an elephant.
"Spray water with me." The kangaroo could not. The kangaroo saw a rabbit.

"Hop with me."
It was fun.
Soon it was night.
"You can sleep in my soft bed. Tomorrow we will hop some more." The rabbit bed was too small for the kangaroo.

The kangaroo could hardly wait for the sun to come up. The kangaroo hopped home. "This is the best place for me."

By Amy

First Day: classroom activity (30 minutes)

Second Day: students writing at computers (45 minutes)

Third Day: classroom activity (55 minutes)

LANGUAGE ARTS FOCUS:	Produce original material based on an idea from a story Write a story with a definite conclusion Relate sequence of events using puppets Put quotation marks around the exact words of the speaker
WORD-PROCESSING SKILLS:	Use *Muppet Slate* to write and print a story for a puppet show Use Uppercase Key and comma to form quotation marks
TERMS INTRODUCED:	Conclusion (to a story)

MATERIALS NEEDED:

First Day:

Student sheets:
Puppet (page 140)
Muppet Slate Animals (page 83)
Brown lunch bags (1 per student)
Scissors, crayons, construction paper scraps
and glue for students

Second Day:

Muppet Slate Teacher and Student Disks
Chalkboard (or chart paper)

Third Day:

Puppet student sheet (2 to 3 copies per
student)
Brown lunch bags (2 to 3 per student)
Scissors, crayons, construction paper scraps,
and glue for students
Students' papers from the second day

PREPARATION:

First Day:

Make copies of the *Puppet* student sheet for
the class. You will need 1 copy per
student for the first day and 2 to 3 copies
per student for the third day.
Make one copy of *Muppet Slate Animals*.
Make a sample kangaroo puppet using a
brown lunch bag, a *Puppet* student sheet,
crayons, scissors, glue, and construction
paper scraps.

LESSON PLAN

First Day (classroom activity):

1. **Read** this story to the students:

> Hop, hop, hop! The small kangaroo hopped away from
> his mother. She didn't notice that he was going right
> toward the fence. Little kangaroo hopped alongside the
> fence until he came to the place where the girl brought
> in their food every day. The curious kangaroo pushed
> at the gate. It moved. He pushed harder. With a
> squeak, the gate swung open. Little Kangaroo hopped
> out. He looked all around. His mother still didn't
> notice that he was gone. He turned and hopped down the
> path toward the next cage.

Since it was early evening, the zoo was closed to visitors. Most of the animals were resting or finishing their dinners. Little kangaroo hopped up to a wire fence with a deep ditch beyond it. He heard a loud roar. The kangaroo was frightened. He looked to see what could be making this horrible sound. There stood a large lion on top of a hill, switching his tail back and forth and staring at the small kangaroo. "Hop over the fence. I'll share my dinner with you. You look hungry."

But little kangaroo wasn't hungry at all. He was scared. "N-o-o- thank you, sir. I'd better be moving along." Little kangaroo hopped away from there in a hurry. He continued to follow the dusty path until he came to a cool, green cage with several large trees. He peered into the darkness. Then he heard "S-s-s-s-s-s." He hopped back nervously.

"Do not be afraid my little one. Come clos-s-s-er." The sound was coming from a tree. Little kangaroo looked up. A long scaly snake was coiled around one of the lower branches. It began to unwind itself from the branch.

"H-h-hello, Mr. Snake. I-I-I'm really in a hurry. I can't stay and visit. My mother will be looking for me." And with that, little kangaroo hopped on down the path.

S. Warren

2. **Ask** the students:

    -   "What other animals might little kangaroo see?" (Point out the animals on the *Muppet Slate Animals* student sheet where possible.)

    -   "How do you think the story might end?"

    -   "How might little kangaroo feel after his adventure? What lesson might he learn?"

3. **Explain** that later students will be able to write their own adventure for little kangaroo. They will act out the adventures using puppets.

4. **Distribute** lunch bags (1 per student), *Puppet* student sheets (1 per student), crayons, glue. Have construction paper scraps available.

5. **Show** the students how to make a kangaroo puppet, using your sample puppet as an example.

6. **Allow** time for students to complete their puppets.

Second Day (students writing at computer):

1. **Say** to the students:

   - "Today you will be writing your own adventure about little kangaroo.

   - "Your adventure will be used for a puppet show later."

   - "You have already made a kangaroo puppet. You may use 2 or 3 other animals in your story, and you will have a chance to make puppets for these other animals too."

2. **Load** *Muppet Slate* into the students' computers.

3. **Decide** on an appropriate name such as "PUPPETS," and write it on the board.

4. **Allow** time for students to select "New" and type the name.

5. **Write** on the board:

   [ ] **ran away. He saw** [ ] .

6. **Direct** the students to begin their stories with "(Picture of kangaroo) ran away. He saw (picture of an animal of student's choosing)."

7. **Ask** the students to think of what the animal they have selected might say.

8. **Instruct** the students to type the animal's exact words. To minimize punctuation problems, avoid the use of wordings such as "He said, '(quote).' " Follow one of these procedures:

   - Ask students to type the words, omitting quotation marks since the story is being written for use as a puppet play.

   - Ask students to type the words, omitting quotation marks for now. Help students add them with pencil once the papers are printed.

   - Ask students to type quotation marks before and after the words. Quotation marks can be formed by pressing the Uppercase Key and typing 2 "uppercase commas."

9. **Tell** the students to continue with this procedure until the little kangaroo has met and talked with 1 or 2 more animals.
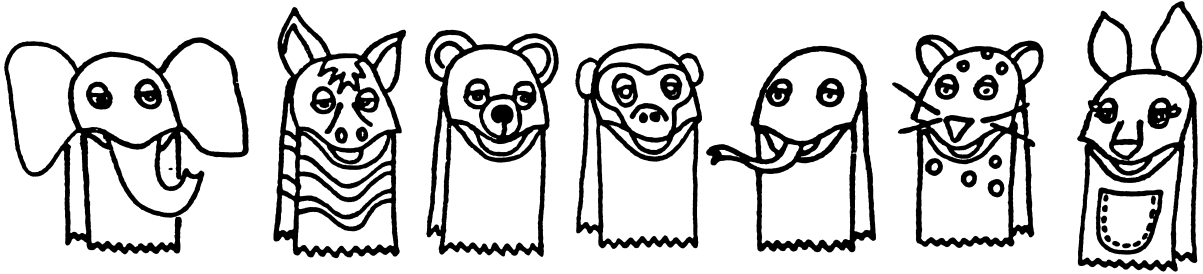
10. **Encourage** students as they finish writing to read their stories and try to improve them. Remind them that their stories should have definite endings or conclusions. (For example, kangaroo may return home, find a new home, or have a party with his new friends.)

11. **Direct** the students to print their stories. (See "Classroom Management," pages 35 - 38, for directions for your particular printing situation.)

12. **Collect** the papers for use on the third day.
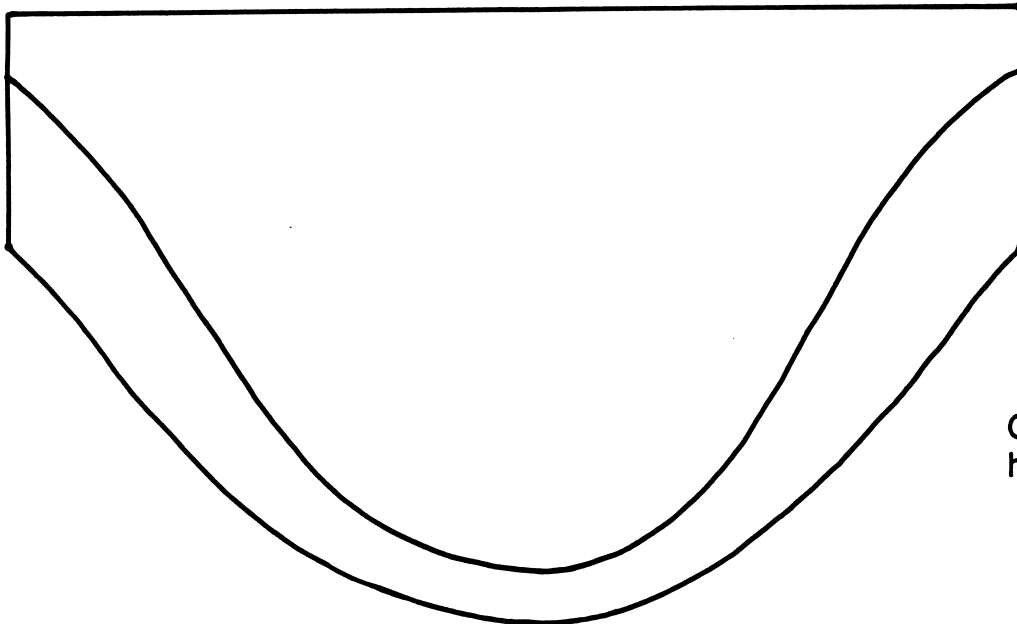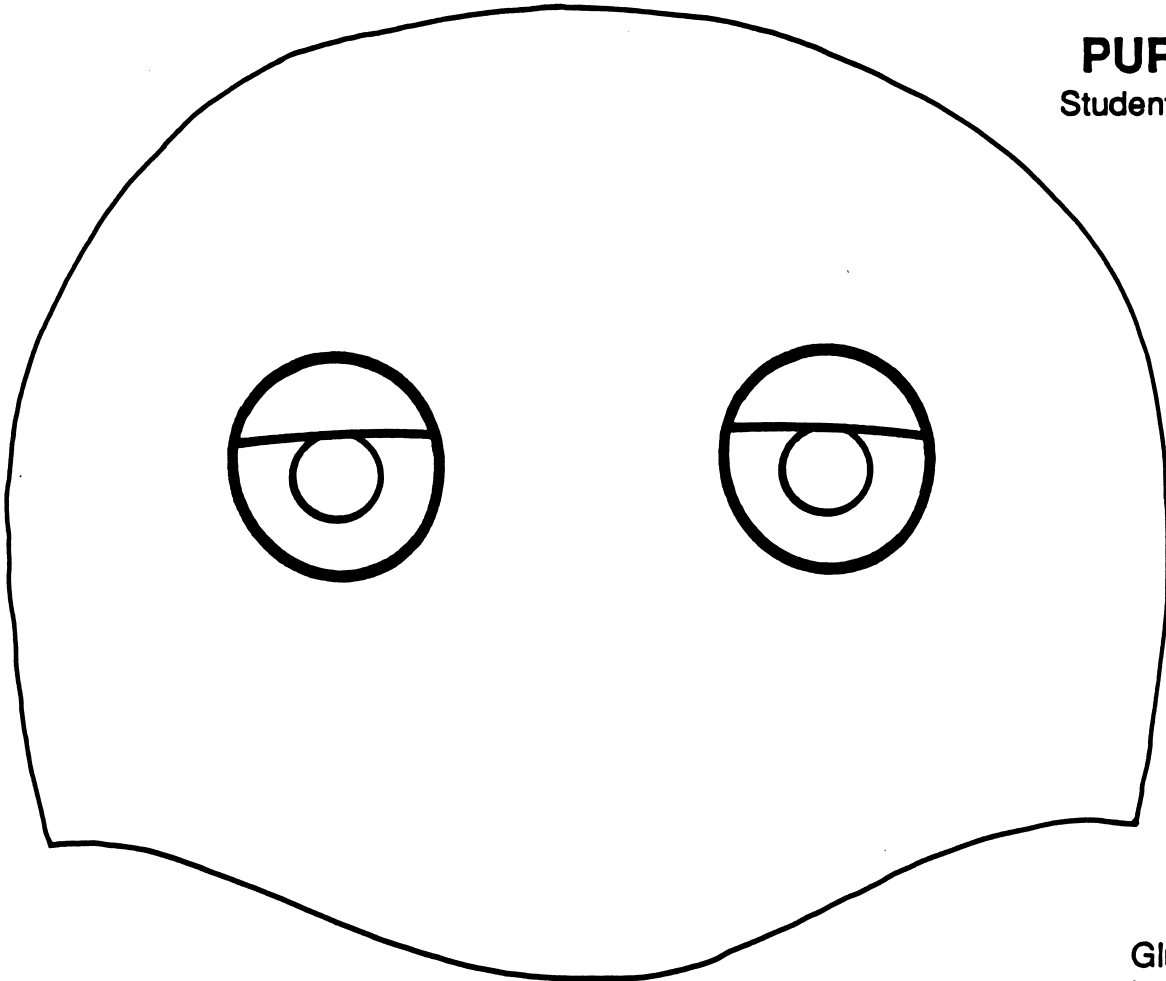
Third Day (classroom activity):

1. **Distribute** lunch bags, *Puppet* student sheets, crayons, scissors, and glue.

2. **Allow** time for students to make puppets for the animals in their stories.

3. **Return** the students' papers from the second day.

4. **Provide** time for the students to act out their stories using puppets. Suggested procedures:

   • Divide the class into groups of 5. Ask students to review their printed stories and then to take turns acting them out for the students in their group.

   • Divide the class into pairs of students. Ask the students in each pair to read their stories to each other. Let them act out their stories with each student playing one or two animal parts. Allow another pair(s) of students to be the audience.

Variations:

A. Encourage students to add more verbal conversation to the puppet plays as an outgrowth of their computer stories.

B. Share the plays with another class.

C. If you have a limited number of computers, divide the class into groups of 5 or 6. Work with each group to write a story (one computer - students contributing ideas), and let each group produce a puppet show for the rest of the class.

PUPPET
Student Sheet

Glue top of
head here.
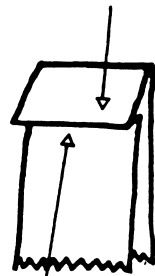
Glue mouth
here.

MUPPET TREK

The three framed story cards read:

Card 1:
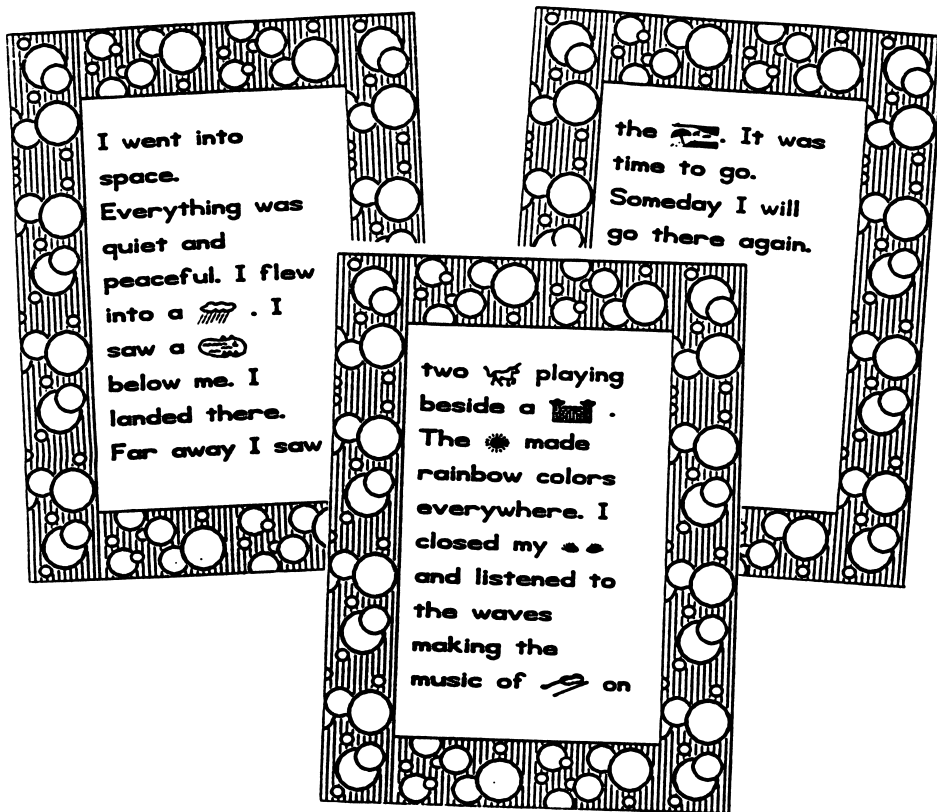I went into space. Everything was quiet and peaceful. I flew into a 🌧 . I saw a 🐟 below me. I landed there. Far away I saw

Card 2:
the 🚀. It was time to go. Someday I will go there again.

Card 3:
two 🐕 playing beside a 🏠 . The ☀ made rainbow colors everywhere. I closed my 👀 and listened to the waves making the music of 🎵 on

First Day: classroom activity
(20 minutes)

Second Day: students writing at computers
(45 minutes)

Third Day: students at computers, proofing and making changes
(30 minutes)

LANGUAGE ARTS FOCUS:	Select colorful descriptive words Use similies in descriptions (The term simile was introduced in "Side by Side") Edit and proofread to improve work
WORD-PROCESSING SKILLS:	Use *Muppet Slate* to write a story Make editing and proofreading changes
TERMS INTRODUCED:	Fact Fiction
MATERIALS NEEDED:	**First Day:** Drawing paper Crayons for students Nonfiction book about space, planets, moon **Second Day:** Student drawings from first day *Muppet Slate* Teacher and Student Disks Chalkboard (or chart paper) **Third Day:** *Muppet Slate* Teacher and Student Disks Covers from "I'm A Muppet Writer" lesson
PREPARATION:	**First Day:** In the books about space, locate and mark some pictures of the moon and planets.

LESSON PLAN

First Day (classroom activity):

1. **Discuss** what students have seen in television programs or movies about space.

2. **Show** the pictures you located, talking about planet and moon surfaces, their atmospheres, and what can be seen from their surfaces.

3. **Ask** the students if the television programs and movies they have seen could really have taken place or were imaginary.

4. **Discuss** the terms "fact" and "fiction" (make believe).

5. **Distribute** drawing paper (1 sheet per student) and crayons.

6. **Instruct** the students to make a fiction drawing which could be entitled "I Went Into Space or "The Muppets Went Into Space."

7. **Remind** children that since this is fiction, their ideas can be as fantastic as they choose. They may incorporate ideas from movies and television or imagine a type of fantasy land. Plants might be candy, animals might be wonderful colors or unusual sizes, and surfaces might gleam like jewelry.

8. **Collect** the drawings for use on the second day.

Second Day (students writing at computers):

1. **Return** the student drawings from the first day.

2. **Allow** students to share their drawings.

3. **Ask** the students:

   - "Did anyone think of any new ideas while we were sharing our drawings?" (Discuss these.)

   - "What things might make sounds far off in space, on another planet, or on the moon? What sounds would these things make?" (Encourage the use of similes, such as a sound "like waves on the beach" or "like an airplane taking off.")

   - "Could there be some unusual smells? Tastes? Could some things be strange to touch?" (Discuss)

4. **Load** *Muppet Slate* into the students' computers.

5. **Decide** on an appropriate name such as "SPACE," and write it on the chalkboard.

6. **Allow** time for students to select "New" and type the name.

7. **Write** on the chalkboard:

    I went into space.
        or
    The Muppets went into space.

8. **Review** the writing process:

    *   Type the sentence from the chalkboard.

    *   Continue describing the trip, using ideas from the drawings and the class discussion.

    *   Spell phonetically and use pictures from the *Muppet Slate* Picture Book where possible. (If desired, label key objects on the student drawings as an aide in spelling.)

    *   End with "By (name)."

    *   Use ZAP to return to the main menu and select "Save" to save your paper.

Third Day (students at computers):

1. **Load** *Muppet Slate* into the students' computers.

2. **Assist** students as necessary to select "Load," find their paper name, and load their paper.

3. **Say** to the students:

    *   "You did a very good job on your papers about space."

    *   "Good writers usually take time to make changes in their writing to make it even better."

    *   "Today we will read our papers again to see if we can improve them in any way."

    *   "As you read, look for spelling mistakes, left-out words, and ideas that are not clear."

4. **Provide** time for students to read their papers and make changes.

> Note: If needed, review the mechanics of making changes in computer writing. It is easy to change a letter (from "d" to "t," for example) or to delete a letter, space, or word(s) when in Typeover mode. Use Insert mode to add an omitted letter, space or word(s).

5. **Allow** students to each choose a friend to read their paper and make suggestions.

6. **Direct** students to print their papers when they have completed all desired changes. (See "Classroom Management," pages 35 - 38 for directions for your particular printing situation.)

7. **Add** the papers to students' "I'm A Muppet Writer" booklets.

Variations:

A. Rather than drawing story ideas, compile a list of things that might be encountered in space.

B. Write a second paper about space, a nonfiction description.

C. If you have a limited number of computers, schedule computer time for students to do their writing and to work in pairs to proofread.

STICKERS FOR YOUR
MUPPET LEARNING KEYS

Muppet Slate Stickers

Two green and white stickers (Typeover Key, Insert Key) accompany this manual. Place these stickers (positioned as shown below) on your *Muppet Learning Keys* for use with *Muppet Slate*. If you need additional stickers, call Sunburst at (800) 431-1934.

Insert Key

Typeover Key
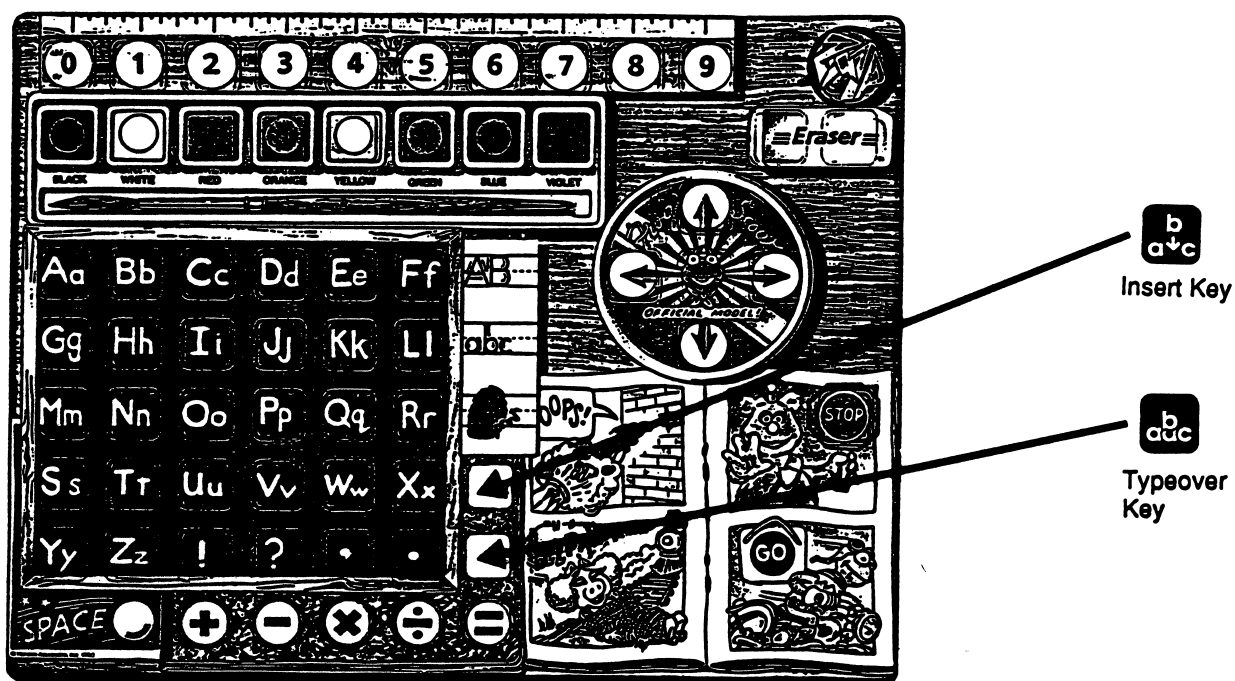
Stickers to Update Your *Muppet Learning Keys*

Your *Muppet Learning Keys* should look like the illustration above (alphabet shown uppercase and lowercase, Uppercase Key ⊞ , lowercase Key ⊞ , and Print Key ▓ .) If not, obtain additional stickers by calling Sunburst at (800) 431-1934.

INSTALLING YOUR *MUPPET LEARNING KEYS*

1. Plug the *Muppet Learning Keys* into the joystick port on the back of the Apple IIe, IIc, or IIGS.

   If you are using an Apple II+, you'll need an adapter. Plug the adapter into the joystick socket inside the computer; then plug the *Muppet Learning Keys* into the adapter. Adapters can be ordered through the current Sunburst catalog or by calling Sunburst at (800) 431-1934.

2. Follow the steps necessary to turn on your computer and start the program. (For assistance, see pages 147 -148.) Avoid pressing keys on the *Muppet Learning Keys* while the program is loading, or the *Muppet Learning Keys* will not function properly.

3. *Muppet Slate* may be operated by means of either the *Muppet Learning Keys* or the Apple keyboard. (See page 39 for keyboard equivalents of the *Muppet Learning Keys*.)

APPLE II: WORKING WITH YOUR COMPUTER

TURNING ON THE SYSTEM:

1. Turn on the television or monitor.

2. Insert the Teacher Disk into the disk drive with the label facing you and on the right.

3. Close the door to the disk drive.

4. If you have 2 disk drives, insert the Student Disk in the second disk drive and close the door.

5. Turn on the Apple II. (The on-off switch is on the back left side of the computer.)

6. You will see a red light on one of the disk drives turn on. The Sunburst logo (then the title screen) should appear on the screen and the disk drive lights should turn off within 30 seconds. If not, turn the Apple off and make sure your disks are placed correctly in the disk drives.

7. If you have only 1 disk drive, you will now be asked to insert a Student Disk. Remove the Teacher Disk, replace it with a Student Disk, close the door, and Press GO.

8. The main menu will appear on the screen.

9. If you wish to return to the main menu during the program, hold down the Control Key and press "Q."

TURNING OFF THE SYSTEM:

1. Remove the disk (or disks) 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 IIGS: Control Panel Settings

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

To Use the Control Panel:

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

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

TROUBLESHOOTING PRINTER PROBLEMS

You should first follow the instructions for setting *Muppet Slate* for your particular printer/card/slot (pages 30 - 32) and for conducting a printer test (pages 32 - 33). If your printer or card was not listed (page 31) or if your printer test was unsuccessful, find your problem below. Follow one of the solutions listed, reset your printer (turn it off and then on again), and conduct another printer test. If the printer test fails, continue by trying other solutions until you are able to get the printer test to work. (Remember to reset your printer before each subsequent printer test.)

> Note: A failed printing attempt may cause *Muppet Slate* to "crash" or act strangely. If this happens, reload *Muppet Slate* and reset your printer before attempting another printing test.

Common Printing Problems and Their Solutions:

Your printer does not have graphic capability:

- You must have a graphic printer to print using *Muppet Slate*.

Your printer is not on the list of printers:

- Choose a printer from the list which you know is compatible with your printer.
- Choose a printer which you think may be similar to yours or one that is made by the same company.
- Select Custom printer and enter the specific control codes for your printer. (See "Custom Printer Control Codes," page 151.)

Your card is not on the list of cards:

- Choose a card from the list which you know is compatible with your card.
- Choose a card which you think may be similar to yours or one that is made by the same company.
- Choose a Generic (new), Generic (8-bit) or Generic (7-bit) card. Try Generic (new) first.

The printer test does not print anything at all:

- Make sure your printer and card are connected and that all cable ends are firmly inserted in their sockets.
- Choose a Generic (new), Generic (8-bit) or Generic (7-bit) card. Try Generic (new) first.
- Choose a different card from the list.

The printer test is garbage or pieces are missing:

- Make sure your printer has graphic printing capability.
- Select a different printer from the list.
- Make sure the switches on your card are set to allow the 8th bit (MSB) to be transmitted.

The printer test is recognizable, but expanded vertically:

- Make sure that your printer is not set to automatically generate a line feed (refer to your printer manual).
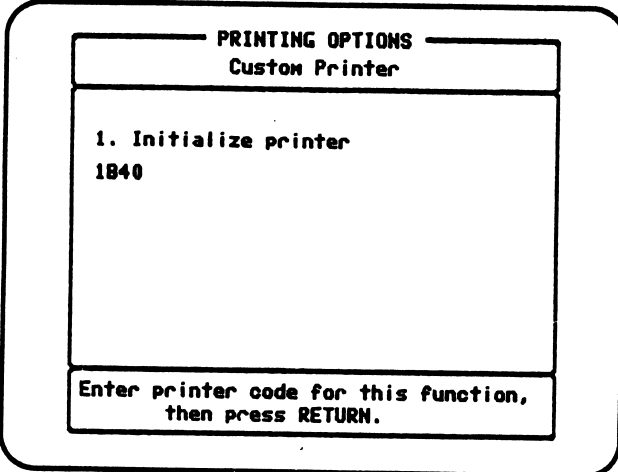- Try a different printer.

The printer test will not work no matter what combination of card and printer you choose:

- You may have a problem with your card or printer. Make sure that they work with other printing applications.
- Call Sunburst Technical Services at (800) 431-1934 for help.

CUSTOM PRINTER CONTROL CODES

If your printer is not on the list of printers in the *Muppet Slate* Printing Options menu, you can select "Custom printer" from the list and enter the specific control codes for your printer. You will need some technical knowledge to do this. (It is suggested that you first attempt to get a successful printing test by setting the Printing Options to a printer similar to yours.) Printer control codes (or "function codes") are listed in your printer manual. Most manuals list codes in both ASCII and hexadecimal. All codes must be converted to hexadecimal. (For example, if ESC-6 [ASCII] or 27 54 [decimal] is listed, convert it to IB 36 [hexadecimal] for use with *Muppet Slate*.) To set custom printer codes, follow these steps:

- Select "Set printer type" from the Printing Options menu.
- Select "Custom printer" from the bottom of the list of printers. You will see:

```
┌───────────────────────────────────┐
│ ┌───── PRINTING OPTIONS ─────┐     │
│ │         Custom Printer      │     │
│ ├─────────────────────────────┤     │
│ │                             │     │
│ │  1. Initialize printer      │     │
│ │  1B40                       │     │
│ │                             │     │
│ │                             │     │
│ │                             │     │
│ ├─────────────────────────────┤     │
│ │ Enter printer code for this function, │
│ │      then press RETURN.     │     │
│ └─────────────────────────────┘     │
└───────────────────────────────────┘
```

- Type in your hexadecimal printer code for the feature listed (initialize printer) and press Return.
- Continue by entering codes and pressing Return for each feature. You will be asked to enter codes for up to 10 different features:

  1. **Initialize printer**
     Codes to initialize printer (such as flush buffer, set unidirectional mode, and set top of form).

  2. **Printer Shutdown**
     Codes to restore printer to a normal mode for the next application (such as set bidirectional mode and set line feed height).

  3. **6-dot Linefeed**
     Codes to return the carriage and move the paper up six graphic dots.

4. **8-dot Linefeed**
    Codes to return the carriage and move the paper up eight graphic dots.

5. **Image Orientation flag**
    00 - Sets least significant bit on top of bit image (e.g. Epson).
    FF - Sets most significant bit on top of bit image (e.g. Okidata, Apple).

6. **Graphic Density flag**
    00 - Used for printers with dot density less than 120 dots per inch.
    FF - Used for printers with dot density of 120 dots per inch.

7. **Graphics Type flag**
    00 - Printer uses a code to turn graphics on plus a BINARY count of the number of dots to be printed horizontally (e.g. Epson).
    7F - Printer uses a code to turn graphics on plus a DECIMAL count of the number of dots to be printed horizontally (e.g. Apple).
    FF - Printer uses separate codes to turn graphics mode on and off (e.g. Okidata).

8. **Graphics On**
    "Graphics On" code for on/off type printers or graphics prefix for dot—count type printers. This code should also set the dot density of the printer to match the setting of the "Graphics Density Flag" above.

9. **Graphics Off**
    "Graphics Off" code for on/off type printers only (Graphics Type of FF).

10. **Graphics Escape**
    "Graphics Escape" code for on/off type printers only (Graphics Type of FF). This code is used in place of a dot pattern that is the same as the Graphics Off code to avoid turning graphics mode off.

Note: If your printer is similar to or an updated version of a printer that is on the *Muppet Slate* list, you may want to begin with the codes for the printer that is already listed and change only what is necessary. To do this, first select that printer from the list, and then select Custom printer. Check the code listed for each feature. If it needs to be changed, type in the correction and press Return. If it is correct, simply press Return.

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

What happens if a program will not load or run?

    Call us toll-free at (800) 431-1934 and we will send you a new diskette.
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 do find an error, please note what you did before
the error occurred. Also, if a message appears on the screen, please write the
message down. Then fill out the evaluation form or call us with the information.
We will correct the error and send you a new diskette.

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.

How do I stop a program in the middle to go on to something new?

    You can return to the Main Menu of *Muppet Slate* by holding the CONTROL Key
down while pressing "Q." To use another disk, select QUIT from the Main Menu
and follow the instructions on the screen.

Can I copy this diskette?

    This material is copyrighted. You should not copy the *Muppet Slate* teacher disk.
Sunburst gives you permission to make as many copies as you need of the
Muppet Slate Student Disk. You must use the Utilities (found on the Teacher
Disk) to copy the Student Disks. Using other copy programs could result in
Student Disks that do not work properly.

Can I take this diskette out of the computer after the program has been loaded and put
it into another computer?

    The Teacher Disk can be used to load the first part of the *Muppet Slate* program
and then removed. The Student Disk should be inserted after the Teacher Disk
has been loaded and left in the drive while using *Muppet Slate*. If two drives are
being used, for the smoothest operation, place a Teacher Disk in drive 1, a
Student Disk in drive 2, and leave them both in the drives while using *Muppet
Slate*.