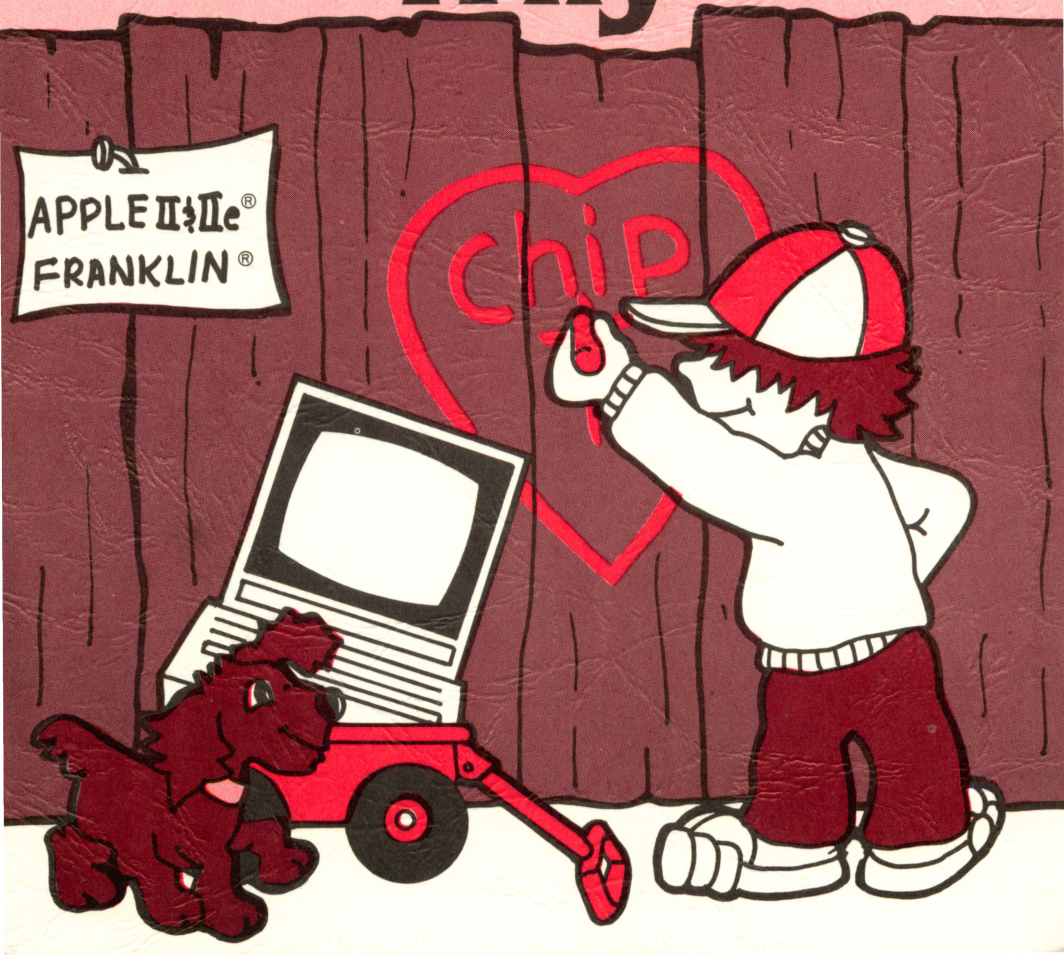


Hartley<sup>♥</sup>

# Who-What-Where-When-Why



# **Who-What- Where-When- Why**

## **SPECIAL FEATURES**

Large, easy-to-read upper/lower case letters

**STUDENT PLANNING** stores student records for later review by the teacher. This file will store up to **50 student records** before you need to erase the file.

The lessons may be **MODIFIED** by the teacher.

Skill Level 1-4

Reading Level 1-2

**All Hartley courseware requires a  
48K Apple II/IIe\* or Franklin ACE 1000  
with one Disk Drive.**

**When using the Apple IIe or Franklin, the  
CAPS LOCK (Apple IIe), LOCK (Franklin)  
must be down at all times.**

**© 1982 Hartley Courseware, Inc.  
Dimondale, MI 48821**

**\*Apple II & IIe are trademarks of APPLE COMPUTER, INC.**

## TEACHER'S GUIDE

Running the Program.....	1
How the Program is Presented.....	3
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### PURPOSE

The purpose of this program is to provide an easy way for students to practice discrimination between commonly confused words and the concepts they represent.

The teacher may continually modify the lessons if desired or write new lessons depending on the needs of the students.



This disk uses a high speed operating system, Diversi-DOS™, which is licensed for use with this program only. To legally use Diversi-DOS, you may send \$30.00 directly to DSR, Inc., 5848 Crampton Ct., Rockford, IL 61111. You will receive a Diversi-DOS disk with documentation.



### CREDIT

Large characters developed  
by and used with permission  
of

M.E.C.C.  
2520 Broadway  
Lauderdale, MN 55113

## RUNNING THE PROGRAM (THE STUDENT)

This disk will boot on a 3.3 Disk Operating System.

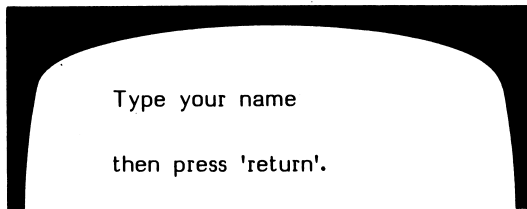
When running this program on the **APPLE IIe**, you must keep the **CAPS LOCK** key down. Keep the **LOCK** key down on the **Franklin ACE 1000**.

Put the disk in Drive #1; close the door. Turn on your computer. If you are using an Apple II Plus, or Apple IIe, the disk will boot automatically when you turn on the computer.

If you have an Apple II - type **PR#6** and press **RETURN**. The program will load into your computer and run automatically - don't type catalog!

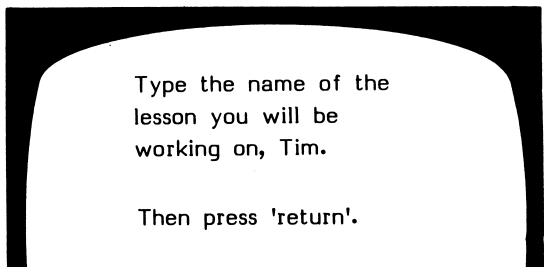
There is an **ESCAPE** option on this program. If for some reason you wish to terminate play, press **ESC** at any time during a game. A record of what you had attempted to that point will be saved.

The credits will vanish and this screen will appear:



To run a lesson, type in your name and press **RETURN**.

The next frame to appear is:





If your teacher has not assigned a lesson, you may wish to check with him/her before going further. If you are using the disk independently and you don't know which lessons are available on the disk, simply type

? (press RETURN)

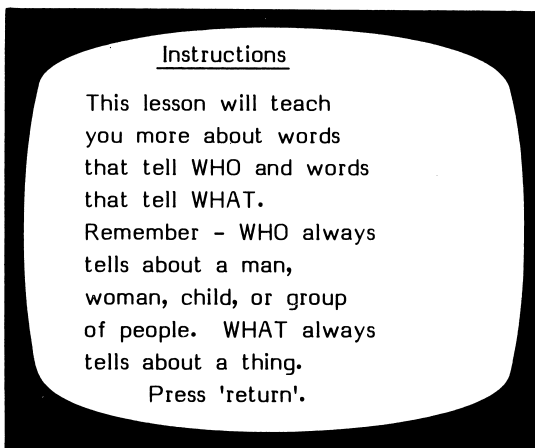
This will take you to the 'catalog' which will show you the list of lessons available on the disk. After all lessons on the catalog have been shown, the computer will return to the "Type the name of the lesson you will be working on." frame. At that time you would type in the lesson you have selected. If you are just starting to work with the disk and there is no lesson assignment, start with the first lesson on the disk, **WW1**.

The lessons on this Who, What, Where, When, Why disk are:

WW1	WW8
WW2	WW9
WW3	WW10
WW4	WW11
WW5	WW12
WW6	WW13
WW7	WW14

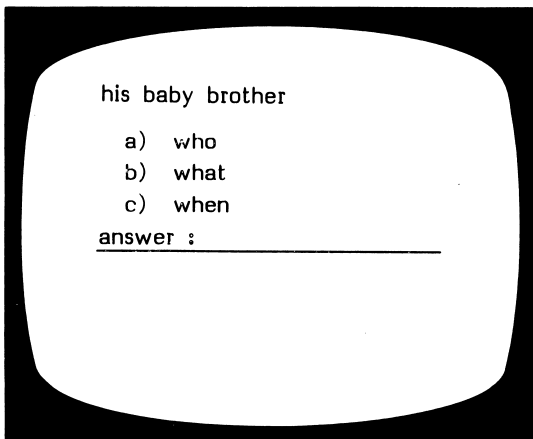
## HOW THE PROGRAM IS PRESENTED

After the lesson name (WW1, WW13, etc.) has been entered, the first screen to appear will be the Instructions for that lesson.

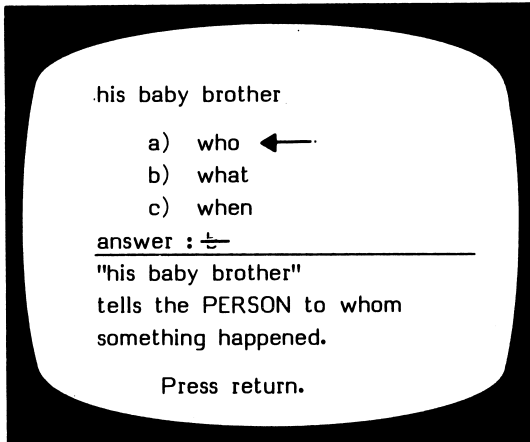


**Remember-**The Instructions frame for the lesson being worked on may be accessed at any time by the student by pressing 'H' (RETURN) when a response is called for. The program will automatically return to the appropriate question frame.

The frames in the lesson will be presented. A typical question frame looks like this.



If answered correctly, the computer will present the next question frame. If incorrect, the incorrect answer is crossed out and an arrow points to the correct answer as well as an explanation given.



The number of tries a student gets before the correct answer is shown is set by using the Design Options. This is accessed via the Teacher's MENU - see page 6.

Unless the lesson is stopped by pressing the **ESC** key when a response is called for, all items in the lesson will be presented. All items missed are stored in Student Planning for later review by the teacher.

At the end of the lesson, the student will be shown a screen indicating the number of questions correct out of the number of attempts. It also shows the frames missed, the incorrect and correct response.

When the student presses RETURN, the computer will return him/her to the "Type your name." frame, ready for another student or another lesson.

Students' results will be automatically stored in STUDENT PLANNING for later review by the teacher.

## FOR THE TEACHER ONLY

You may tailor-make this program to the vocabulary, names, places, and events that are used in your own reading series. Using the childrens' own names is also very motivating.

The program was initially tested with Chapter I children. The beginning lessons require only two word discriminations. This was increased in later lessons. Many teachers do not prefer the multiple choice format. If your students are familiar with the keyboard, you may want to change this to a fill-in-the-blank format.

'Bob and Bill' tells

\_\_\_\_\_.

(who or what)

For more difficult lessons you may use longer sentences and/or prepositional phrases. For example:

Mary, when she was at home, worked very hard.

Mary tells

- a. who
- b. where

However you decide to modify the presentation, be sure the word who, what, when, where, or why is the first answer alternative. The computer looks for one of these words to give the appropriate feedback.



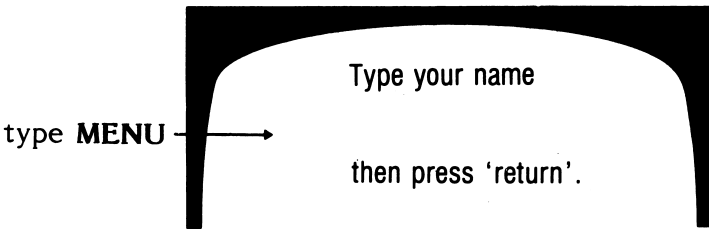
## Teacher's MENU

The lessons on this disk are for the student.

There are also programs for the teacher. These programs allow the teacher to "do things" to the student lessons on the disk.

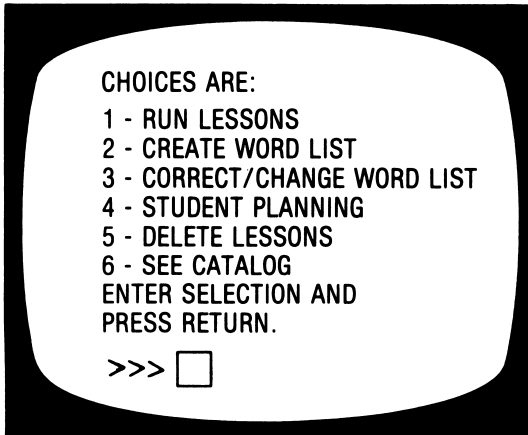
The teacher's programs may be accessed by using the name MENU.

When the following screen is shown:



and press **RETURN**.

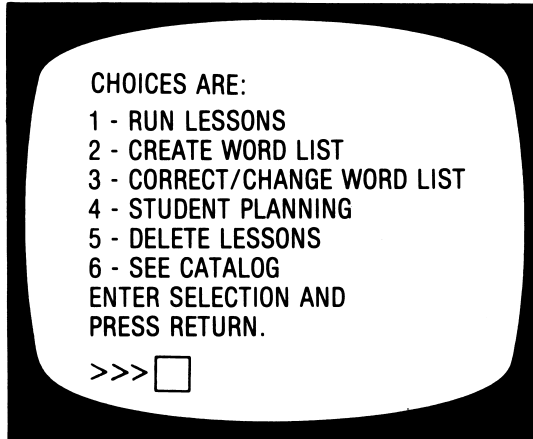
The following MENU will be shown:



The following pages will describe exactly how to use each of these programs on the teacher's MENU.

## CREATE WORD LIST

Remember, to access the Teacher's MENU, type MENU when the "Type your name." frame appears.

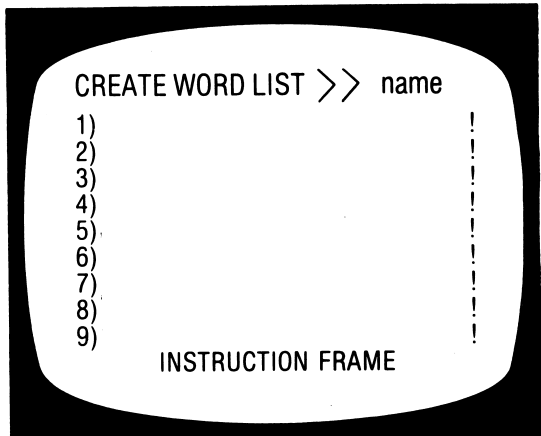


### Select 2 - CREATE WORD LIST

First, you will have to give your new lesson a name. Keep it short. The name must start with a letter. Two to three letters make a good name. Once you have typed in the name, the following screen appears. (To capitalize a word, press **ESC** just before the word to be capitalized.)

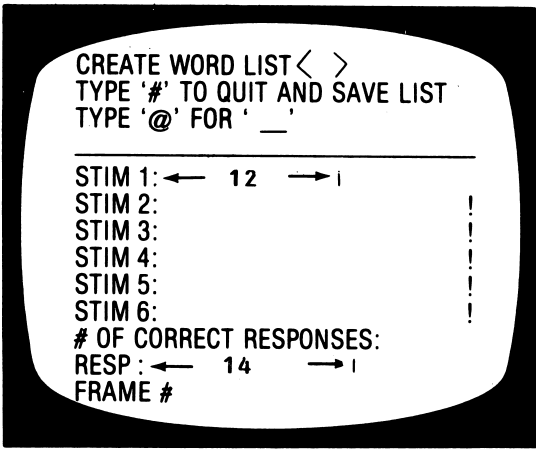
Type the instructions now as you want them to appear.

The student may access these instructions anytime a response is called for by pressing 'H' (for help). The computer will then return the student to the frame on which they were working.



After the Instructions frame, the following frame will be shown.

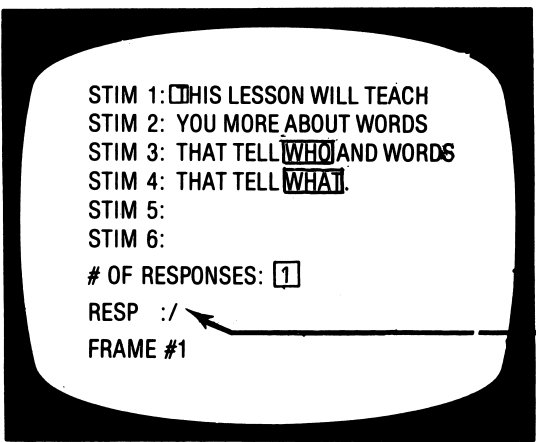
To make a blank in the stimulus, type the '@' symbol.



The first line of the stimulus and the first line of the response have been shortened. The computer uses these two lines to generate the feedback frame to the student.

You may have 1-4 correct responses. Any of these answer alternatives will be accepted as correct. The first answer will be the one used in the feedback to the student.

These frames are designed to require a response from the student. You also have the option of writing a frame which does not require a response.

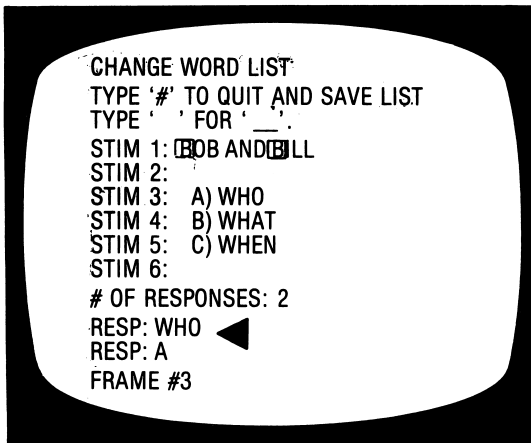


Indicate there is only 1 correct response. Make that response a /.

The / mark acts as a que to the computer to allow the student to progress to the next frame by just pressing RETURN.

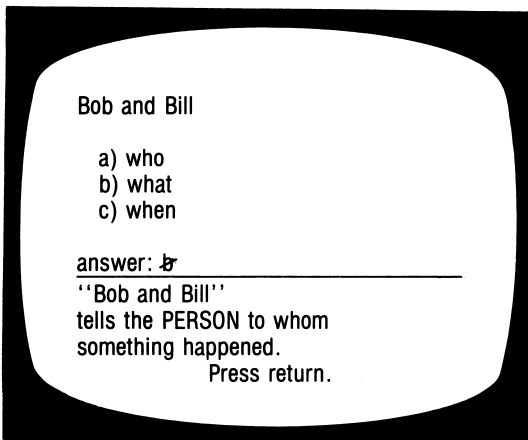
**Making capital letters.** To capitalize a letter press ESC just before typing the letter to be capitalized.

When creating a lesson, the first stimulus line and the first response line are used to provide special feedback to the student:



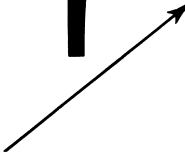
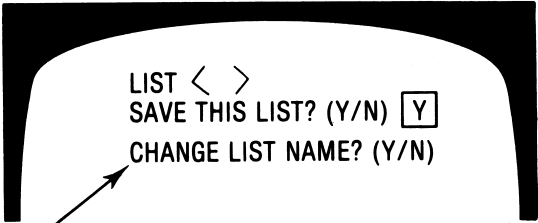
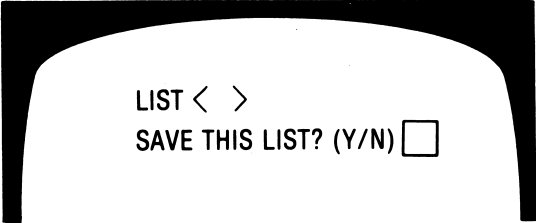
◀ Be sure to put the "word" as the first answer alternative. This is a clue for the computer to generate the appropriate response if a question is missed.

When a student misses the question, a frame like this will appear:





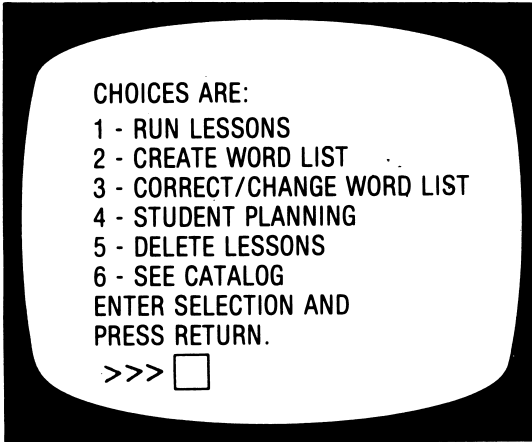
When you have typed the last frame you want in your lesson, type '#' by itself on the first line of the next frame and press return. The computer now branches you to the Design Options (see pages 13-16), after you have answered the following questions.



This is a new name option if you change your mind about the name you gave the lesson when you began.

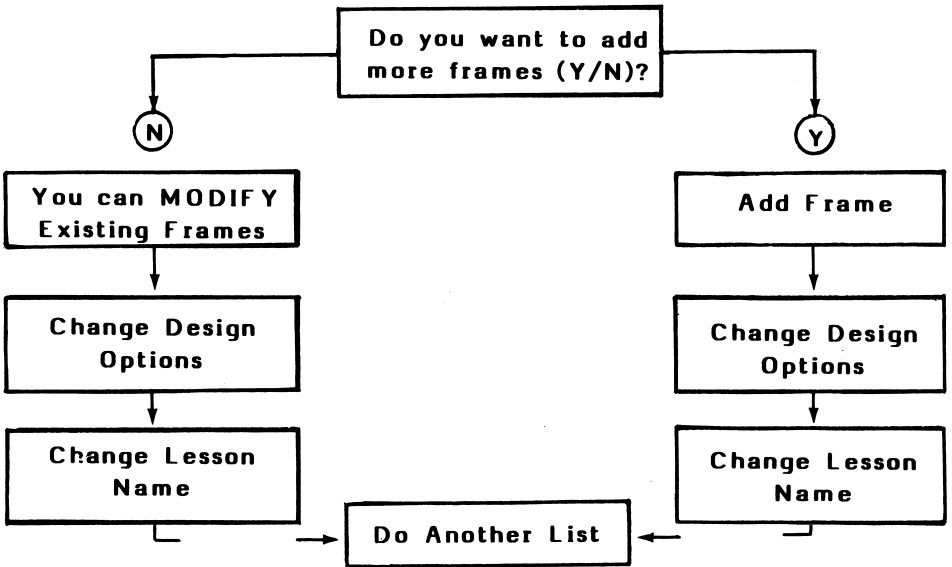
## CORRECT/CHANGE WORD LIST

Your screen is now showing the Teacher's MENU:



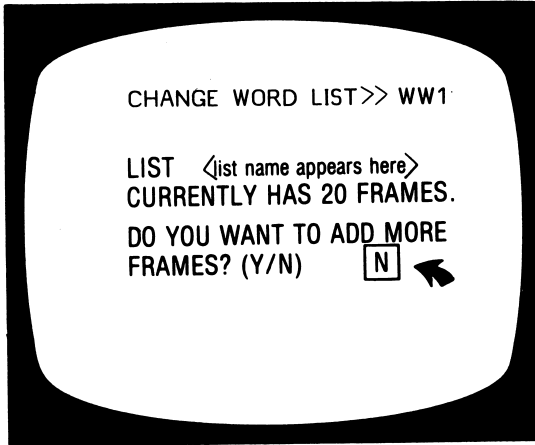
Select 3 - CORRECT/CHANGE WORD LIST

The YES/NO sequence of correcting or changing word lists:



You can MODIFY or ADD frames. To do both you must cycle through both the Y and N option.

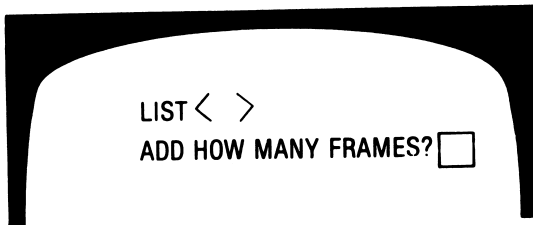
First, you will need to identify the lesson you wish to consider.



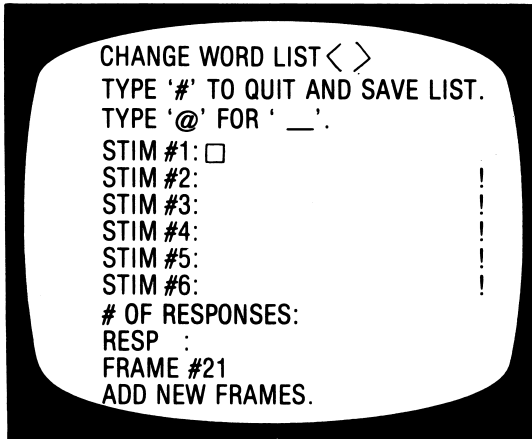
The **DEFAULT** value is the value the computer will accept if you simply press **RETURN** and do not change the number or letter.

If you want to increase the number of items, type **Y**. You will then go immediately to the program which allows you to add items.

If **YES**



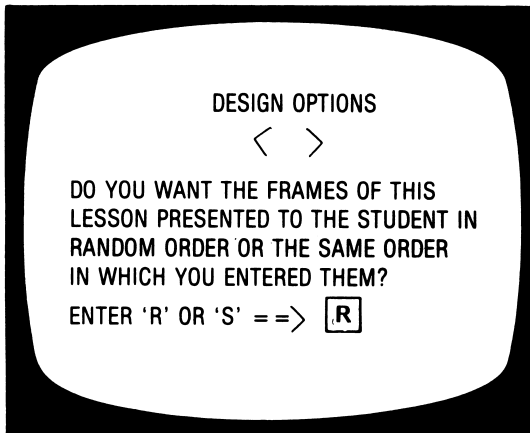
This frame will then appear.



For more information see the section on CREATE WORD LIST; page 7.

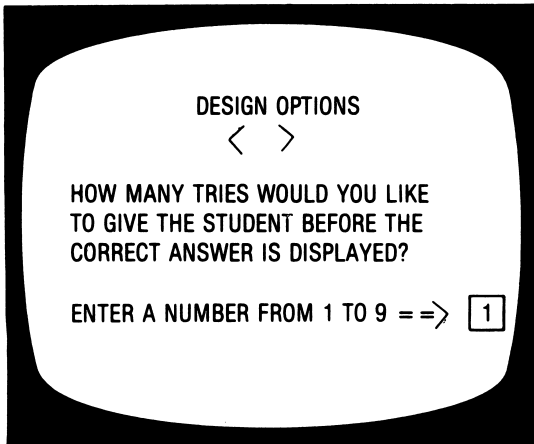
The exclamation marks are indicators of maximum length per line (approx. 25 spaces).

After new frames are added the computer will branch you to the Design Options for that lesson.





Be careful about changing this on existing lessons. Some are graduated in difficulty. For new lessons you Create, this is a nice flexibility.

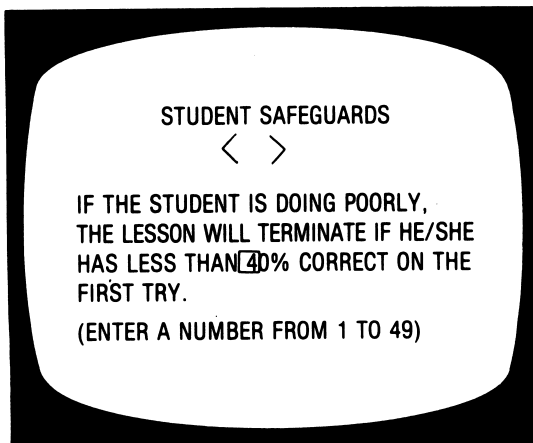


DESIGN OPTIONS  
< >

HOW MANY TRIES WOULD YOU LIKE  
TO GIVE THE STUDENT BEFORE THE  
CORRECT ANSWER IS DISPLAYED?

ENTER A NUMBER FROM 1 TO 9 ==>

If it's a "fill-in-the-blank" answer, you may want to change this. On a 2-response, multiple choice you obviously would not.

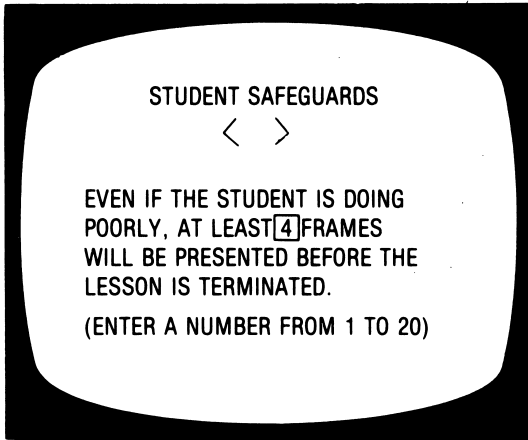


STUDENT SAFEGUARDS  
< >

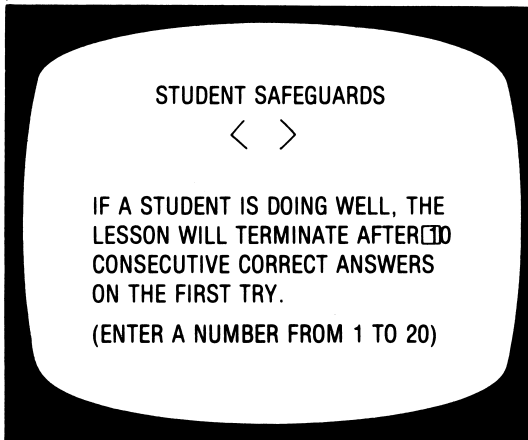
IF THE STUDENT IS DOING POORLY,  
THE LESSON WILL TERMINATE IF HE/SHE  
HAS LESS THAN % CORRECT ON THE  
FIRST TRY.

(ENTER A NUMBER FROM 1 TO 49)

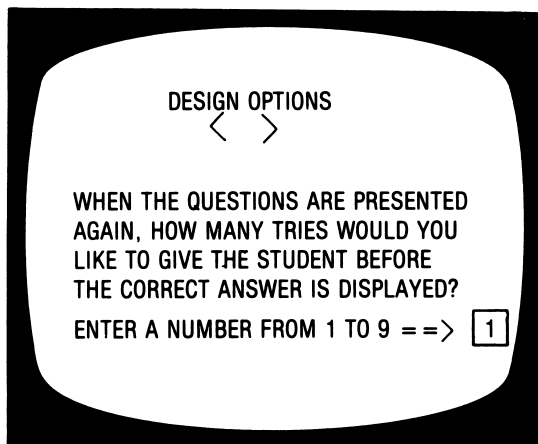
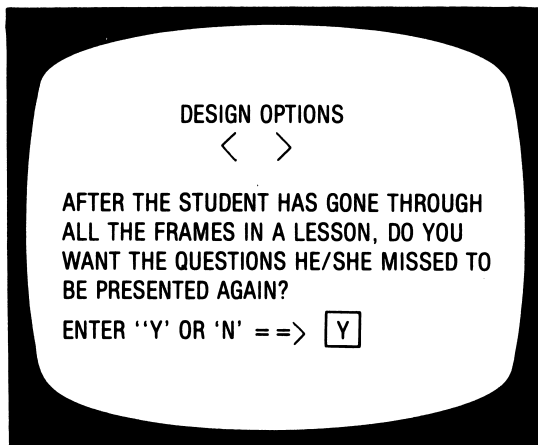
The next question relates to this decision.



You will need to skip at least some frames. If you don't the lesson will terminate on the first frame if there is an error (0% will be below any % that you set in the previous step).

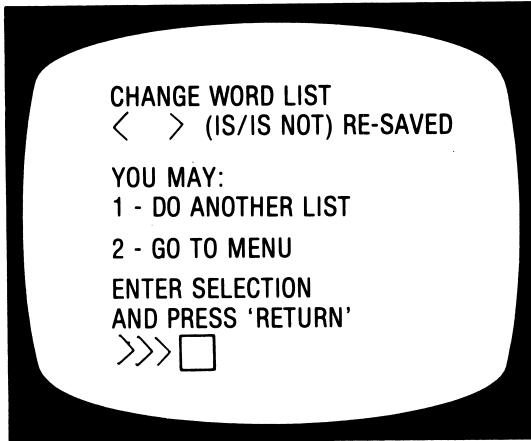


If there is a variety of skills taught or reviewed in one lesson, you may want the student to complete all the work no matter how well he/she does on the first 10. If so, change to 20.



The student safeguards do not apply to these questions. The authors assumed the teacher would want all missed items reviewed.

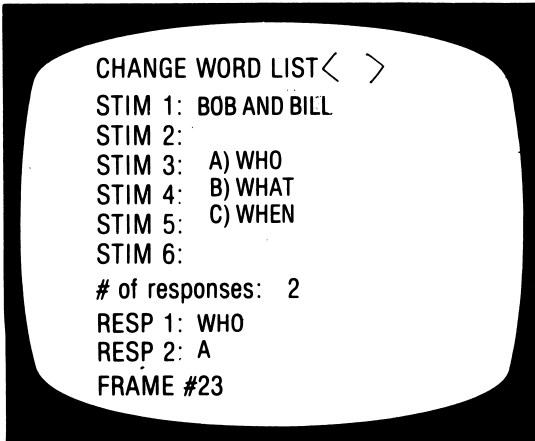
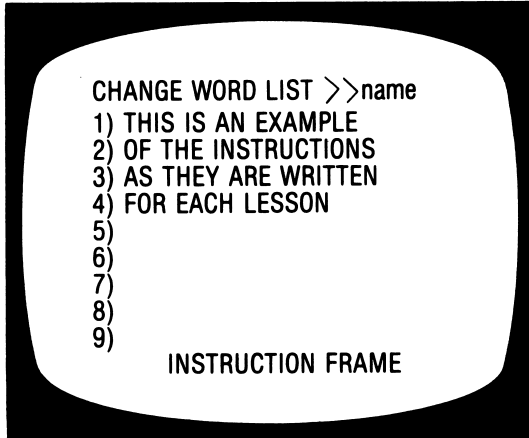
You will then be asked if you want to Save this List and Change the List Name. If you answer **YES**, this frame will appear.



These design options have been included to allow the teacher to specify the criterion the computer uses to branch the student to the end of a lesson. A new lesson is NOT automatically prescribed. It is the philosophy of the teachers who designed this program that the computer should provide the teacher with the information necessary to prescribe based on his/her knowledge of overall student performance.



Now, we are going back to page 12 and take the **NO** option. If you answer **NO** to the question: Do You Want to Add More Frames? (Y/N) the computer displays Instructional frames and Lesson Frames for correction:



Hypothetical example of frame to change.

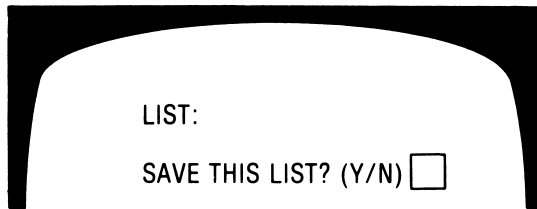
Each line will be displayed with the cursor on it.

If you don't want to change that line, press **RETURN**.

If you do, type the new stimulus or response.

Use the ← key to move the cursor back over previous lines. When the entire list has been reviewed, the computer will branch you to the Design Options. These are the same as shown on pages 13-16.

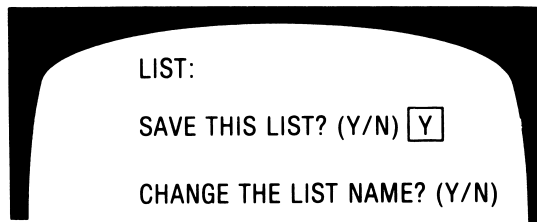
After the Design Options:



LIST:  
SAVE THIS LIST? (Y/N)

Type **Y** if you want the corrections to replace the lines that were in the original list. Type **N** if you've changed your mind about the corrections; the lesson will be saved as it was originally, with no changes.

If you type **Y**, the final question will be:



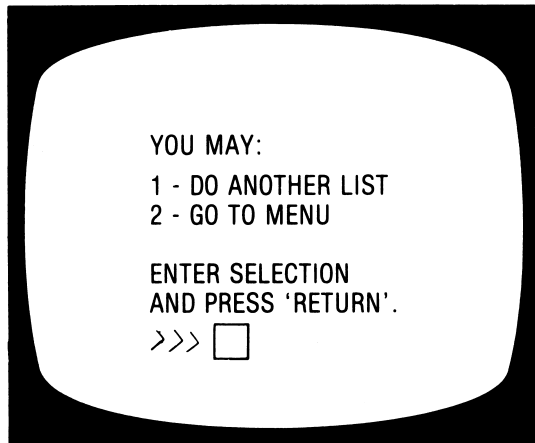
LIST:  
SAVE THIS LIST? (Y/N)   
CHANGE THE LIST NAME? (Y/N)

This allows you to keep both the 'old' lesson and the 'new' lesson. You'll find this advantageous if you are creating a lot of lessons or trying some experimental work with your CAI lessons.

The design decisions you make may vary from lesson to lesson depending on the content and your preference.

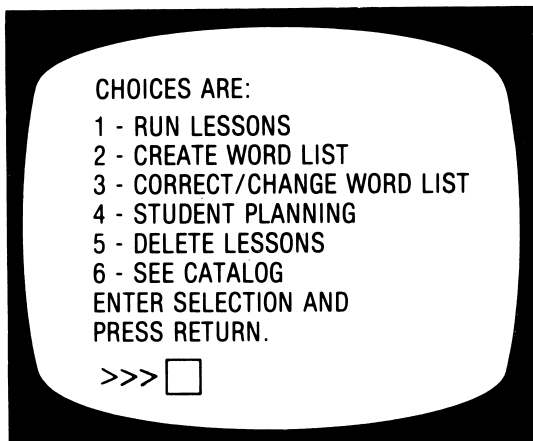
You may make different decisions for each lesson. Your decisions will only affect that lesson. If you want all lessons to be presented randomly (for example) you will need to make that modification on each lesson.

When you are finished with one lesson:

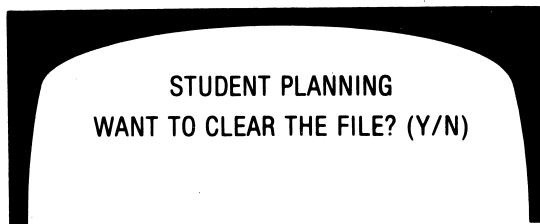


## STUDENT PLANNING

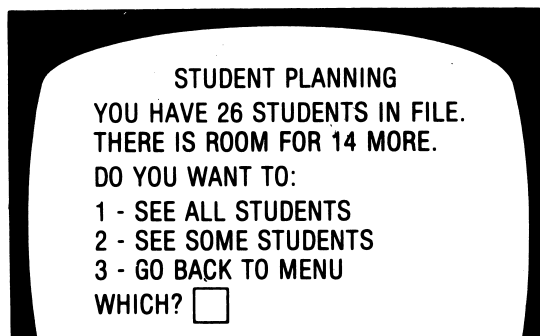
As a student works through a lesson, the errors that he/she makes are recorded into the STUDENT PLANNING file. To see the file, bring up the MENU.



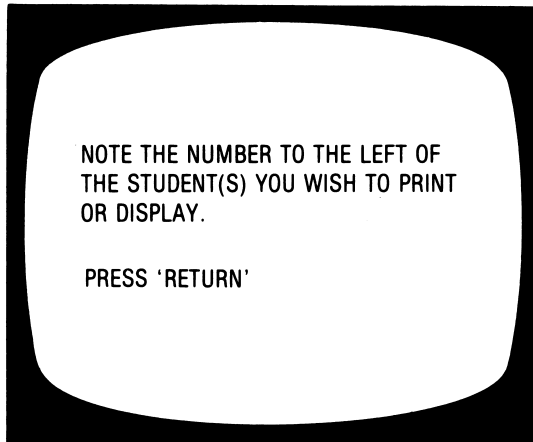
Select **4-STUDENT PLANNING** and press **RETURN**.



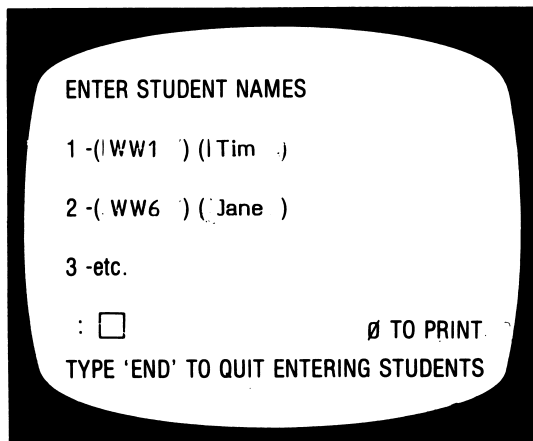
Type **N** if you want to see it; **Y** if you want to completely erase all student results. press **RETURN**.



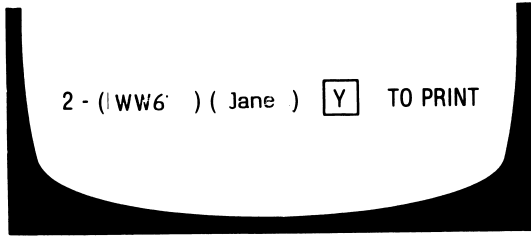
If you want to see only some of the students select  
**2 - See some students** and press **RETURN**.



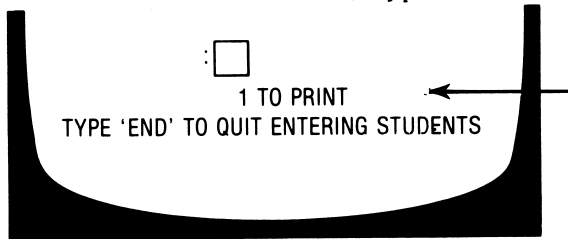
As you select the students whose records you want to view, you will be typing just the number.



Type the number of a student you want to see and press **RETURN**. For Example: 2

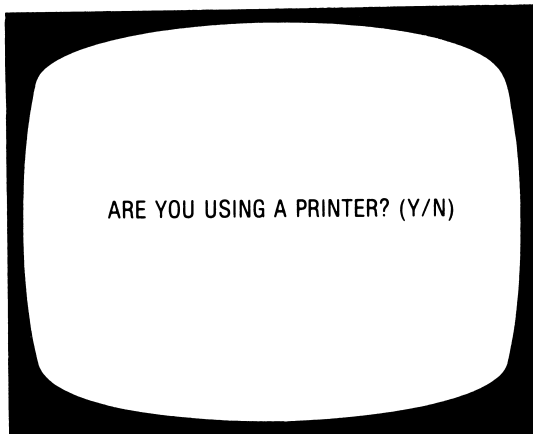


This frame gives you a chance to change your mind. If you want the record of the student, type **Y**.

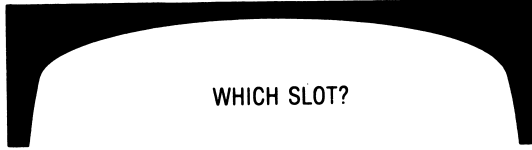


Continue selecting students whose records you want to print. The computer will keep a running tally on the number of students you have selected.

When you have entered all of the students, type **END** (in place of another number). This frame will appear:



If you type **N**, the records will come up on your monitor screen. If you type **Y**, the printer will list the records.



It will usually be 1 or 2. If you are not sure, take off the cover and check. The printout will be in the following format:

A black-bordered monitor screen with a white background. The text on the screen is as follows:

STUDENT: TIM  
LESSON: WW3  
THERE ARE 20 QUESTIONS IN THIS LESSON.  
18 CORRECT OUT OF 24 ATTEMPTS.  
16 PROBLEMS CORRECT ON FIRST TRY.

FRM#	INCORRECT	SHOULD BE
13	A	WHEN B
04	B	WHERE A
08	B	WHERE A
03	B	WHERE A
04	B	WHERE A
08	B	WHERE A

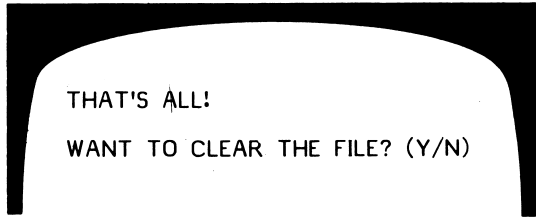
A horizontal line is drawn across the table, separating the first four rows from the last two rows. A circled number 1 is located to the right of this line.

① This line separates the items missed on the first time through the lesson from those questions missed when they were presented for a second try.

The information on student planning will vary considerably depending on the number of tries the teacher gives the student before the correct answer is shown.

One idiosyncrasy: After all items are presented, the teacher has the option of having the missed items presented. If the student gets the question right the first time (on this second presentation), it is counted as "correct on first try".

After all information is displayed you will be asked:



Respond as desired.

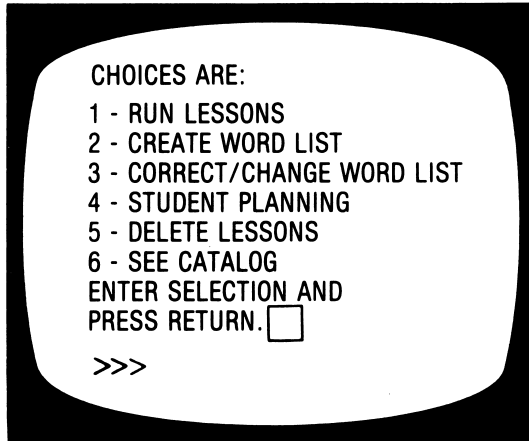
The **ESC** key may be pressed at any time to terminate display or printout of student results. A maximum of **50** records can be stored in **STUDENT PLANNING** before the files must be emptied. To empty the response file answer **Y** to the question at the end of the display/printout.

A printer is nice to have with Student Planning. This program is designed to accommodate a printer interface in any slot which can be accessed by the **PR#** command.



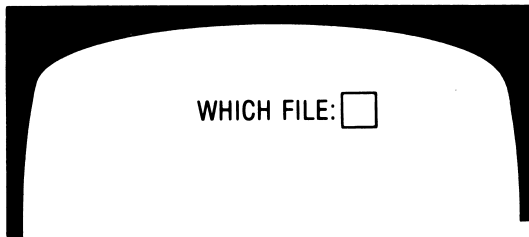
## DELETE LESSONS

Bring up your MENU.



CHOICES ARE:  
1 - RUN LESSONS  
2 - CREATE WORD LIST  
3 - CORRECT/CHANGE WORD LIST  
4 - STUDENT PLANNING  
5 - DELETE LESSONS  
6 - SEE CATALOG  
ENTER SELECTION AND  
PRESS RETURN.   
  
>>>

Select 5 - DELETE LESSON



WHICH FILE:

Type the name of the lesson you want deleted and press **RETURN**.

**CAUTION: BE SURE YOU WANT TO  
DELETE A LESSON-ONCE IT'S  
GONE, YOU CAN GET IT BACK  
ONLY BY RE-ENTERING  
EACH FRAME!**

## INSTRUCTIONAL SKILL STATEMENTS

### First Level Vocabulary

**WW1** Given a phrase such as "down the hall", the student must determine if the phrase tells when something happened or where it happened.

**WW2** ...who, what.

### Second Level Vocabulary

**WW3** ...when, where.

### Third Level Vocabulary

**WW4** ...to whom something happened or what happened.

**WW5** ...who, when.

### 2-3 Level Vocabulary

**WW6** ...when, where.

**WW7** ...what, when.

**WW8** ...where, what.

**WW9** ...when, why.

**WW10** ...when, what, how.

### 3-4 Level Vocabulary

**WW11** ...who, what, when, where, why, how.

**WW12** ...who, what, when, where, why, how.

### 5-6 Level Vocabulary

**WW13** ...who, what, when, where, why, how.

**WW14** ...who, what, when, where, why, how.

PLACE STAMP  
HERE

**Hartley** Courseware, Inc.

Dimondale, MI 48821



# OWNER REGISTRATION CARD



**Fill out this card and mail it immediately.** This card will be used to notify you of program updates. The version number is very important. It will appear on the first screen when you load your program into the computer.

NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_  
STATE \_\_\_\_\_ ZIP \_\_\_\_\_

## IMPORTANT

**PROGRAM NAME:** \_\_\_\_\_

**VERSION #:** \_\_\_\_\_

(Boot your disk to see your version number.)

**Hartley Courseware, Inc.** Dimondale, MI 48821



# Who-What-Where-When-Why

Skill Level 1-4  
Reading Level 1-2

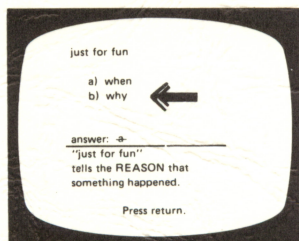


**Words and concepts basic to comprehension.**

These difficult concepts are basic to the development of good reading comprehension.

This program gives a student the key and provides carefully sequenced practice to help him understand these easy-to-confuse words.

When a student makes an error, the feedback includes an explanation of the correct answer. The **TEACHER CAN EASILY MODIFY THE LESSONS** to include the vocabulary from his/her own basal.



Student records are kept by the computer.

The teacher may use the special CREATE capability to write new lessons in a similar format.

