

**From  
ABC  
to  
XYZ**



**Hartley**  T.M.

# From ABC to XYZ



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**Hardware Requirements:** \*Apple II, II+, IIe, IIc, IIc+, IIGS or Franklin ACE 1000, and one disk drive.

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# Just the Facts

**1. Backup disks:** Backups are provided in some packages. If backup disks are not included, they may be purchased by returning the red certificate enclosed in the package along with \$10 (plus \$2 shipping). Unless specified in the documentation, disks may NOT be copied without permission from the publisher.

**2. Computer Center Paks (CCPaks):** These provide multiple copies for use within a single school building. Disks from a Computer Center Pak are not to be used in more than one building. Customized CCPaks will be built for a school on request.

**3. Multi-Load:** Some programs are specifically designed to multi-load. This is indicated in the respective teachers' manuals. Many programs, however, require the master disk to be in the drive to load additional information or graphics when the programs require it. If it is possible to load all information into the computer memory at one time, and the program will run properly when the disk is removed, then you have Hartley's permission to use the program in this manner.

**4. Networks:** This product may be licensed for hard disk networks such as Corvus, DIGICARD, Novell, etc. Because of the student management, a special network version of the program is required. Since network technology changes rapidly, contact the Hartley office for the most recent information on networks and pricing: 1-800-247-1380 (in Michigan, 1-517-646-6458).

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**6. 3.5-inch disks** are available for most Apple and MS-DOS programs. The program descriptions in the Hartley catalog indicate present availability for specific titles. If you have a 5.25-inch disk and wish to exchange it for a 3.5-inch disk, you may do so at no charge within the 60-day unconditional warranty period. After that time, there is a \$10 per disk update charge.

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## **1.0 PURPOSE/DESCRIPTION**

FROM A-B-C to X-Y-Z uses two disks to teach and practice the skill of alphabetizing words by numbering each entry and rearranging the words in the order indicated. It includes lessons on using GUIDE WORDS and suggests a three-step procedure to follow to find any word in the dictionary.

The words used in the lessons are carefully grouped to provide interesting and challenging content. The lessons include words familiar to elementary students from science, math, and social studies content. Other lessons use synonyms and names as listed in telephone directories. All content is easily modified by the teacher.

Disk 2 of the package, Marty's Game, is an appealing game format which may be used to provide extra practice. It includes several levels (missing letters, beginning/middle/end, and using guide words) which are directly correlated with the LESSON Disk. It may be used intermittently, as an introduction to each skill, or as a reward activity. The GAME disk also includes modifiable content.

Record keeping is included on both disks. Fifty student records may be stored on the LESSON Disk at one time; one hundred records may be stored on the GAME disk. Records may be printed if a printer is available.

## **2.0 THE LESSON DISK**

### **2.1 RUNNING THE LESSON DISK**

This program will boot on a 3.3 Disk Operating System.

Put the disk in Drive #1; close the door. Turn on the computer. The disk will boot automatically.

The first screen to appear shows:

```
HAVE YOUR STUDENTS TYPE A 1, 2, 3  
OR 4 TO ARRANGE THE WORDS IN  
ALPHABETICAL ORDER, USING THE SPACE  
BAR TO MOVE THE CURSOR. HAVE THEM  
ANSWER THE QUESTIONS WITH A 1, 2, 3  
OR 4.  
PRESS <RETURN>.
```

```
Type your name.  
Press <RETURN>.
```

To run a lesson, type your name and press <RETURN>.

Students select the desired lesson from this menu. Use the <SPACE BAR> to move the arrow, and the <RETURN> key to select the lesson.

```
-> 1 First letter/2 words  
   2 First letter/3 words  
   3 First letter/4/5  
   4 First letter/6/7/8  
   5 Second letter/3 word  
   6 1st/2nd letters/3  
   7 1st/2nd letters/3  
   8 1st/2nd letters/5  
   9 3rd letter/3 words  
  10 2nd/3rd letters/3
```

The lesson will load, and the instruction frame will be presented.

INSTRUCTIONS  
ABC ORDER

Look at the first letter of each word. In ABC order, the first word will start with A. If there is no word starting with A, the first word is the one starting with the letter closest to A in the alphabet.

Press <RETURN>.

Three types of screens are used. Information frames present information requiring the student only to read and press <RETURN>.

---

apple            boat

Apple starts with A.  
It is first.

A is BEFORE B in the alphabet.

---

Press <RETURN>.

1

Question frames require the student to type a letter or a number to answer the question.

house      ice

House starts with h.  
 It is first in ABC order  
 because h is before \_\_ in the  
 alphabet.

---

answer:

ABCDEFGHIJKLMN**OP**QRSTUVWXYZ

3

Sequencing frames require the student to type numbers to put the words into alphabetical order. The <SPACE BAR> is used to move from line to line. Type the numbers 1, 2, 3, 4, etc., as needed. Students may type and retype as many times as necessary; the <RETURN> key enters the answer.

- road  
 - street  
 - avenue  
 - highway

---

ABCDEFGHIJKLMN**OP**QRSTUVWXYZ

The program will rearrange words into the order indicated by the student numbering. The student should be encouraged to check his/her own work at this point, responding to the question "Is this the way you want it?" If <Y>, the answer will be checked, and appropriate feedback given. If <N>, the student may renumber. If incorrect, a hint will be displayed. The number of chances is determined by the teacher in the DESIGN OPTIONS of each lesson. See the TEACHER'S MENU section of this manual. If the number of chances has been used, the correct answer will be displayed for comparison.

- 1 avenue
- 2 highway
- 3 road
- 4 street

1

-----  
Is it how you  
want it? (y/n)

- 1 avenue
- 2 road
- 3 street
- 4 highway

Sorry,  
"highway"  
comes before  
"street"  
in ABC order.

Press <RETURN>  
to try again.

- 1 avenue
- 2 highway
- 3 street
- 4 road

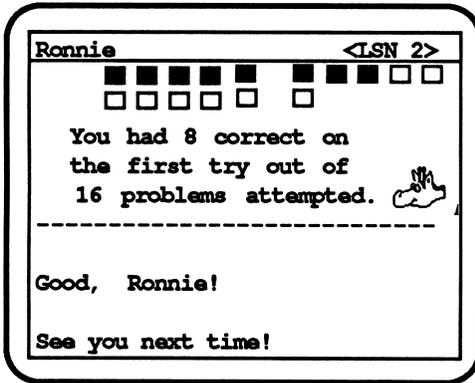
avenue  
highway  
road  
street

-----  
This is correct.  
Press <RETURN>.

Press the <ESC> key TWICE to end a lesson. The program will save the recordkeeping information of the lesson as far as it was attempted.

When the student has completed the lesson or used <ESC> to end the lesson, a summary will be shown indicating the number correct out of the number attempted.

This same information, in more detail, is entered as the student's record in the STUDENT PLANNING file. Refer to the TEACHER'S Menu section of this manual for information about the STUDENT PLANNING functions.

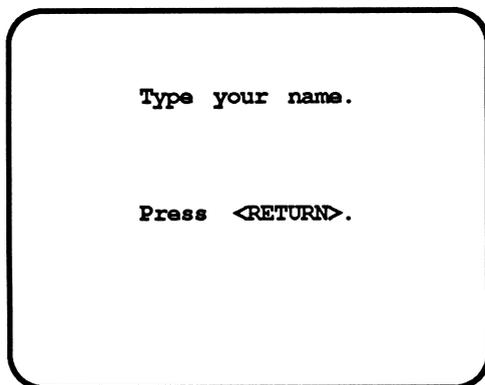


The student is instructed to press <RETURN>. The computer will then go back to the "Type your name" frame, ready for another lesson or another student.

## 2.2 USING THE 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 modify the student lessons on the disk, to gain access to the student record files, and to exercise many options which influence and affect the running of the student lessons.

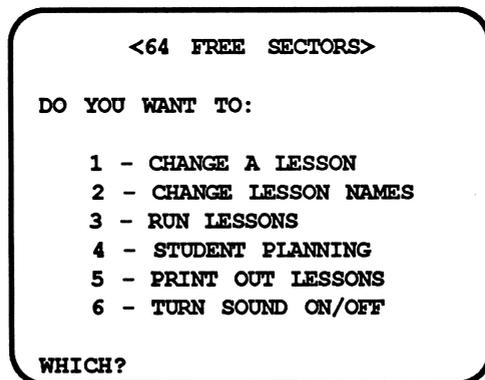
To reach the TEACHER'S MENU, type <CTRL> <T> (the <CONTROL> key and <T> simultaneously) while the disk is booting and the credits are on the screen, or type MENU (instead of a name) when this frame appears:



Type your name.

Press <RETURN>.

The following menu will appear:



<64 FREE SECTORS>

DO YOU WANT TO:

- 1 - CHANGE A LESSON
- 2 - CHANGE LESSON NAMES
- 3 - RUN LESSONS
- 4 - STUDENT PLANNING
- 5 - PRINT OUT LESSONS
- 6 - TURN SOUND ON/OFF

WHICH?

**<64 FREE SECTORS>** indicates how much space is available on the disk for the creation and storage of additional lesson material. (One lesson on this disk uses approximately 10 sectors.)

The following pages describe how to use each of these features on the TEACHER'S MENU.

## 2.2.1 CHANGE A LESSON

To change any of the lessons, type **<1>** and press **<RETURN>**. This screen will appear:

```
-> 1 First letter/2 words
    2 First letter/3 words
    3 First letter/4/5
    4 First letter/6/7/8
    5 Second letter/3 word
    6 1st/2nd letters/3
    7 1st/2nd letters/4/5
    8 1st/2nd letters/5
    9 3rd letter/3 words
   10 2nd/3rd letters/3
```

Use the **<SPACE BAR>** to move the arrow and **<RETURN>** to indicate your selection. The lesson selected will be loaded into the computer, and this screen will appear:

```
LESSON: FILE 1

YOU HAVE 24 FRAMES
IN THIS LESSON.

WANT TO ADD MORE FRAMES?
```

If you are adding frames, indicate how many to add. If no additional frames are needed, just press **<RETURN>**.

## 2.2.1.1 DESIGN OPTIONS

The DESIGN OPTIONS offer the teacher control over the lesson, based on the purpose of the lesson and the performance of the students as they run the lesson. These screens appear:

### DESIGN OPTIONS

CONCEPT:ALPH 2 WORDS/DIFF FIRST LETTERS

### DESIGN OPTIONS

DO YOU WANT THE FRAMES OF THIS  
LESSON PRESENTED TO THE STUDENT IN  
RANDOM ORDER OR THE SAME ORDER  
IN WHICH YOU ENTERED THEM?

ENTER 'R' OR 'S' ==> S

CAUTION - DO NOT RANDOMIZE IF YOU  
ARE USING INFORMATION FRAMES!

### DESIGN OPTIONS

WOULD YOU LIKE THE STUDENT  
TO SEE THE ALPHABET ON THE  
BOTTOM OF THE SCREEN?

ENTER 'Y' OR 'N' ==> Y

DESIGN OPTIONS

WOULD YOU LIKE THE STUDENT  
TO RECEIVE HINTS ON MISSED  
SEQUENCING FRAMES?

ENTER 'Y' OR 'N' ==> Y

DESIGN OPTIONS

DO YOU WANT THE STUDENT TO  
BE ABLE TO BACK UP TO THE  
PREVIOUS INFORMATION FRAME?

ENTER 'Y' OR 'N' ==> Y

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 ==> 2

Note that the following questions are related to each other. If the lesson is to terminate because of student error, include at least some frames. If not, the lesson will be terminated on the first frame if there is an error (0% being below any % set in the previous question). If the lesson is to be completed, regardless of errors or consistently correct answers, change that number to the maximum number of questions in the lesson.

STUDENT SAFEGUARDS

IF THE STUDENT IS DOING POORLY,  
THE LESSON WILL TERMINATE IF HE/SHE  
HAS LESS THAN 40% CORRECT ON THE  
FIRST TRY.

(ENTER A NUMBER FROM 1 TO 49)

STUDENT SAFEGUARDS

EVEN IF THE STUDENT IS DOING  
POORLY, AT LEAST 10 FRAMES  
WILL BE PRESENTED BEFORE THE  
LESSON IS TERMINATED.

(ENTER A NUMBER FROM 1 TO 30)

STUDENT SAFEGUARDS

IF A STUDENT IS DOING WELL, THE  
LESSON WILL TERMINATE AFTER 30  
CONSECUTIVE CORRECT ANSWERS  
ON THE FIRST TRY.

(ENTER A NUMBER FROM 1 TO 30)

DESIGN OPTIONS

AFTER THE STUDENT HAS GONE THROUGH  
ALL THE FRAMES IN A LESSON, DO YOU  
WANT THE QUESTIONS HE/SHE MISSED TO  
BE PRESENTED AGAIN?

ENTER 'Y' OR 'N' ==> Y

DESIGN OPTIONS

WHEN THE QUESTIONS ARE PRESENTED  
AGAIN, HOW MANY TRIES WOULD YOU  
LIKE TO GIVE THE STUDENT BEFORE THE  
CORRECT ANSWER IS DISPLAYED?

ENTER A NUMBER FROM 1 TO 9 ==> 1

After all the DESIGN OPTIONS have been set, the instruction frame will appear:

INSTRUCTIONS  
ABC ORDER

Look at the first letter of each word. In ABC order, the first word will start with A. If there is no word starting with A, the first word is the one starting with the letter closest to A in the alphabet.

Change instructions? n

If no changes are required, press <RETURN>. If you wish to change the instructions, type <Y> and begin typing. Use the shift key to capitalize. (If you are using the Apple II+, type ^ before any letter to produce a capital letter.) The <RETURN> key will move the cursor from line to line. Use the left arrow to back up and erase, and to move up lines.

### 2.2.1.2 CHANGE LESSON CONTENT

If adding new frames, you may select the screen type and enter content.

FRAME TYPE NOW: INFORMATION (FRAME# 1)

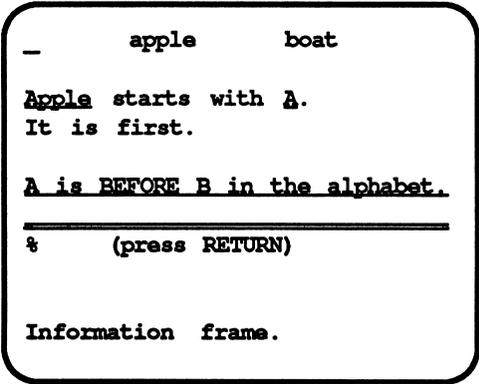
WHICH TYPE OF FRAME WOULD YOU LIKE?

1. INFORMATION
2. QUESTION
3. ALPHABETIZING

WHICH? ?

If no new frames are being added, the instruction frame and screen-type selection will appear as above. If you want the same type of frame now used, press <RETURN>. The screen with the present content will then appear, ready for your editing changes. The first letter typed will clear the line of content. If a different type of frame is needed, enter the appropriate number. Type the # symbol to begin and end underlining. Type what you want for each frame. The most common frame will probably be the numbering to alphabetical order [ 3 ], but information frames [ 1 ] and question frames [ 2 ] are very helpful. One of each type is shown below in the edit mode.

AN INFORMATION FRAME (EDIT MODE):



Note: The % entered as an "answer" in the edit mode signals the computer that the student will read the information and press <RETURN> to continue.

A QUESTION FRAME (EDIT MODE):

\_            house            ice

House starts with h.  
It is first in ABC order  
because h is before \_ in the  
alphabet.

---

i

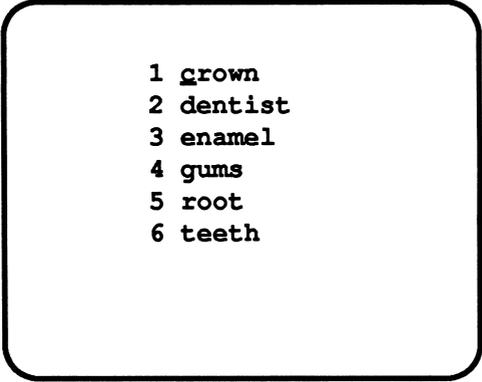
Question Frame.

AN ALPHABETIZING FRAME (EDIT MODE):

Note: When you select this type of frame, you may indicate how many words will be used in this item.

YOU CAN HAVE THE STUDENT ALPHABETIZE  
FROM TWO TO EIGHT ITEMS.

HOW MANY DO YOU WISH TO USE? 6



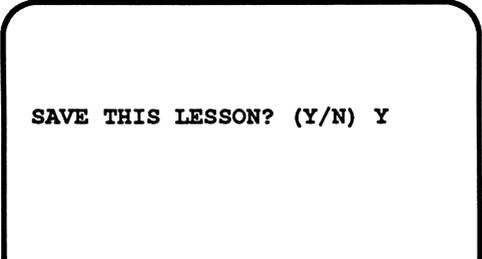
```
1 grown
2 dentist
3 enamel
4 gums
5 root
6 teeth
```

To advance quickly through the screens which do not require changes, use the -> key. Use the <- key to back up frames (move toward the beginning of the lesson). Frame numbers appear in the upper right hand corner of the "choose the type of frame" screen.

To delete a frame, move the cursor to the first character on the screen. Type <CONTROL> <D>. The frame will be deleted, and any following frames will move toward the beginning of the lesson to fill up the empty space. (This means that screen numbers will change!)

When all the changes have been made, type **end** on the first line of the next frame (This looks scary, but will not disrupt the frame at all when the lesson is run!)

Then this question will appear:



```
SAVE THIS LESSON? (Y/N) Y
```

If <Y>, the changes made in the lesson content and the DESIGN OPTIONS will be incorporated into the lesson on the disk. If <N>, the lesson will be saved in its original form with no changes.

The program will return to the TEACHERS' MENU.

## 2.2.2 CHANGE LESSON NAMES

This option will display the menu of lessons as it appears to the students. Particularly if the lesson content has been changed, it may be advisable to change the name of the lesson.

Use the <RETURN> key to move from line to line. The first character you type will clear the line and accept the new lesson name.

Use the shift key as usual for capital letters. (Use the ^ symbol before a letter to be capitalized if you have a II+.)

At the end of the list, the last <RETURN> entry will save the editing just completed.

```
Current lessons:
 1 First letter/2 words
 2 First letter/3 words
 3 First letter/4/5
 4 First letter/6/7/8
 5 Second letter/3 word
 6 1st/2nd letters/3
 7 1st/2nd letters/4/5
 8 1st/2nd letters/5
 9 3rd letter/3 words
10 2nd/3rd letters/3
```

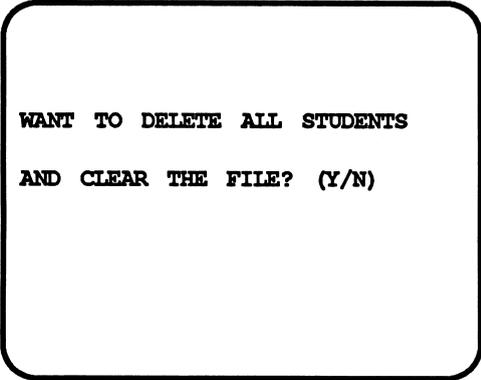
### **2.2.3 RUN LESSONS**

See "RUNNING THE PROGRAM" for an explanation of how to run lessons. If this option is chosen from the TEACHER'S MENU, the program will return to the "Type your name" frame, ready to begin a lesson.

### **2.2.4 STUDENT PLANNING**

While the student runs a lesson, all responses are recorded in the STUDENT PLANNING file for later review by the teacher. To gain access to the STUDENT PLANNING file, use the TEACHER'S MENU. (Remember: the TEACHER'S MENU is entered by typing MENU when the "Type your name" frame appears.)

After selecting 4 - CHECK STUDENT PLANNING from the TEACHER'S MENU, this frame appears:



**WANT TO DELETE ALL STUDENTS  
AND CLEAR THE FILE? (Y/N)**

Type <Y> if you wish to ERASE or clear all records; <N> if you want to SEE the records. If <N>, (indicating you would like to see the file and not erase it), the STUDENT PLANNING Menu will be shown:

```
YOU HAVE 17 STUDENTS IN FILE.  
  
THERE IS ROOM FOR 33 MORE.  
  
DO YOU WANT TO:  
1 - SEE ALL STUDENTS  
2 - SEE SOME STUDENTS  
3 - STUDENT SUMMARY  
4 - DELETE ALL STUDENTS  
5 - DELETE INDIVIDUAL STUDENTS  
6 - GO BACK TO MENU  
  
WHICH?
```

## STUDENT PLANNING OPTION 1 - SEE ALL STUDENTS

The program will ask:

```
ARE YOU USING A PRINTER? (Y/N)
```

If <Y>, it will ask for the slot number. (It will usually be 1 or 2. If you're not sure, turn off your computer, take off the cover and check the location of your printer card.) After entering the slot number, the records for all the students will be printed and displayed on the screen.

```
STUDENT:RONNIE
FROM ABC TO XYZ
LESSON:2 (33%)
CONCEPT :ARRANGING 3 WORDS/FIRST LETTER
```

THERE ARE 24 QUESTIONS IN THE LESSON.

STUDENT ATTEMPTED ONLY 16.  
STUDENT HAD 8 CORRECT ON 1ST TRY.

5 QUESTION FRAMES WERE MISSED:  
3,7,8,13,22

3 SEQUENCING FRAMES WERE MISSED:  
4,11,23

When not using a printer, or if you wish to view the records without printing at this time, answer <N> and the results will be displayed on the screen. The screen is in the same format as the printout shown above. Scrolling of results is under teacher control; use the <RETURN> key to move from frame to frame.

After all information is displayed, you will be asked:

```
WANT TO DELETE ALL STUDENTS
AND CLEAR THE FILE? (Y/N)
```

Respond as desired. The use of a printer enables you to produce a hard copy of the student's data, and then erase the file, making room for more student records.

A maximum of 50 student records can be stored in this STUDENT PLANNING file before at least some records must be deleted. To clear the file, either answer <Y> to the question at the end of the display/printout, or use option 4 from STUDENT PLANNING Menu - DELETE ALL STUDENTS.

## STUDENT PLANNING OPTION 2 - SEE SOME STUDENTS

These screens appear:

NOTE THE NUMBER TO THE LEFT OF  
THE STUDENTS(S) YOU WISH TO  
PRINT OR DISPLAY.

### ENTER STUDENT NUMBERS

1 ( 1) JIM  
2 ( 1) LIM  
3 ( 1) JIM  
4 ( 2) JIM  
5 ( 1) JIMMY  
6 ( 6) JOHN  
7 ( 2) JEREMY  
8 ( 1) JIM  
9 ( 1) MEL  
10 ( 1) nathan  
11 ( 2) rosie  
12 ( 3) dorothy  
13 ( 4) kenny  
14 ( 5) jeremy  
15 ( 1) RENEE  
16 ( 3) JESSICA  
17 ( 3) Jessica

:  
0 TO PRINT  
(TYPE 'END' TO QUIT ENTERING STUDENTS)

Type the number of a student and press <RETURN>. For example, type <1>. The lesson name and student name will appear at the bottom of the frame. This is a check. Press <RETURN> if that is the intended student; type <N> if incorrect. The computer keeps a running tally of the number of students selected.

```
17 ( 3) Jessica Y          4 TO PRINT
(TYPE 'END' TO QUIT ENTERING STUDENTS)
```

Continue selecting student records to be reviewed. After entering all the necessary numbers, type **END** (in place of another number).

The following frame will appear:

```
ARE YOU USING A PRINTER? (Y/N)Y
```

If **<N>**, the records will be displayed on the monitor, in the same format as **SEE ALL RECORDS**.

If **<Y>**:

```
WHICH SLOT?
```

The printer card will usually be in slot 1 or 2. (If you're not sure, check under the cover of your computer for the location of your printer card.) The printout will be in the same format as the screen display.

After all information is displayed or printed, an option to clear the file is then presented. Respond as desired.

Deleting student records makes room for other records. It is not necessary to delete all the student records; it is possible to delete selected student records. Select option #5 from the STUDENT PLANNING Menu.

The <ESC> key may be pressed at any time to terminate display or printing of student records. A maximum of 50 records can be stored in this file before at least some records must be cleared.

## STUDENT PLANNING OPTION 3 - STUDENT SUMMARY

This option from the STUDENT PLANNING Menu produces a summary of records for the entire group of students who have used this disk. This information may be viewed on the monitor or printed. The summary is in the following format when printed:

STUDENT SUMMARY			
FROM ABC TO XYZ			
STUDENT NAME	LESSON	1ST TRY	LESSON CONCEPT
JIM	#1	66% (2/3)	TEST
LIN	#1	40% (2/5)	TEST
JIM	#1	40% (2/5)	TEST
JIM	#2	0% (0/0)	TEST
Renee	#6	70% (17/24)	ARRANGE 3 WORDS/USE 1ST AND 2ND
Dianne	#7	79% (19/24)	ARRANGE 4-5 WORDS/USE 1ST AND 2ND
Mel	#7	29% (7/24)	ARRANGE 4-5 WORDS/USE 1ST AND 2ND
JIMMY'	#1	38% (8/21)	ALPH 2 WORDS/DIFF FIRST LETTERS
JOHN	#6	4% (1/24)	ARRANGE 3 WORDS/USE 1ST AND 2ND
Jo	#2	100% (24/24)	ARRANGING 3 WORDS/FIRST LETTER
Jeremy'	#2	95% (23/24)	ARRANGING 3 WORDS/FIRST LETTER
jim	#1	4% (1/21)	ALPH 2 WORDS/DIFF FIRST LETTERS
mel	#1	80% (17/21)	ALPH 2 WORDS/DIFF FIRST LETTERS
nathan	#2	12% (3/24)	ARRANGING 3 WORDS/FIRST LETTER
rosie	#3	79% (19/24)	ARRANGE 4/5 WORDS/FIRST LETTER
dorothy	#4	29% (7/24)	ARRANGE 6-8 WORDS/FIRST LETTER
Kammy	#5	75% (18/24)	ARRANGE 3 WORDS/SECOND LETTER
JEREMY	#1	14% (3/21)	ALPH 2 WORDS/DIFF FIRST LETTERS
RENEE	#3	91% (22/24)	ARRANGE 4/5 WORDS/FIRST LETTER
Jessica	#3	0% (0/24)	ARRANGE 4/5 WORDS/FIRST LETTER
Melanie	#8	75% (18/24)	FIVE WORDS/1ST AND 2ND LETTERS
Joan	#9	87% (21/24)	3 WORDS/USING THIRD LETTER
Bobby	#10	95% (23/24)	FOUR/FIVE WORDS/3RD LETTER
roy	#5	33% (8/24)	ARRANGE 3 WORDS/SECOND LETTER
JIM	#11	25% (6/24)	THREE WORDS/USE 2ND AND 3RD
JO	#18	100% (19/19)	USING THREE STEP PROCESS

+ = LESSON TERMINATED. STUDENT WAS CONSISTENTLY CORRECT.

## **STUDENT PLANNING OPTION 4 - DELETE ALL STUDENTS**

To clear all student records, use this option. Answer <Y>; all currently stored records will be erased from the disk.

## **STUDENT PLANNING OPTION 5 - DELETE INDIVIDUAL STUDENTS**

A number of teachers have asked for this option. This is most valuable when several teachers are using the same disk. This allows the records of only certain students to be deleted. The procedure is the same as 2 - SEE SOME STUDENTS from the STUDENT PLANNING Menu. Selected student records will be deleted from the disk.

## **STUDENT PLANNING OPTION 6 - GO BACK TO MENU**

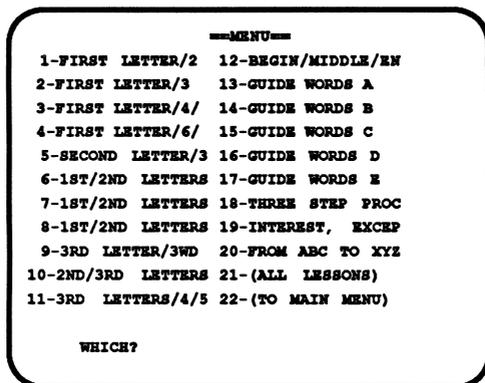
This option returns you to the TEACHER'S MENU.

### **2.2.5 PRINT OUT LESSONS**

This feature allows you to print out any of the lessons on this disk. The first screen to appear is:

**THIS PROGRAM IS DESIGNED TO PROVIDE  
YOU WITH A PRINTOUT OF YOUR LESSONS.**

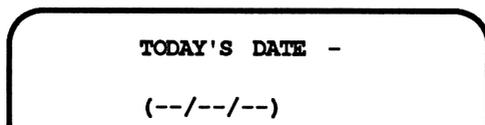
**FORMATTING WAS DESIGNED TO WORK WITH  
ANY 80 COLUMN PRINTER WHICH CAN PRINT  
BOTH UPPER AND LOWER CASE CHARACTERS.**



A menu will be displayed, listing all the lessons, an option to print all lessons, and an option to return to the TEACHER'S MENU. Enter the number of your choice. If you have indicated you wish to print, the following screen will appear:



Enter the printer slot number, and the date.

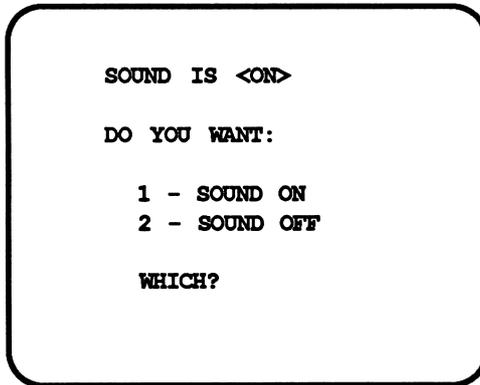


With certain interfaces, the screen will keep you posted as the printing progresses. When a printout is finished, the program will ask "Do you want to print another one? Y/N." Depending on your answer, the printing menu or the TEACHER'S MENU will be displayed.

Return to the TEACHER'S MENU when you have finished with all the printouts you need at this time.

## 2.2.6 TURN SOUND ON/OFF

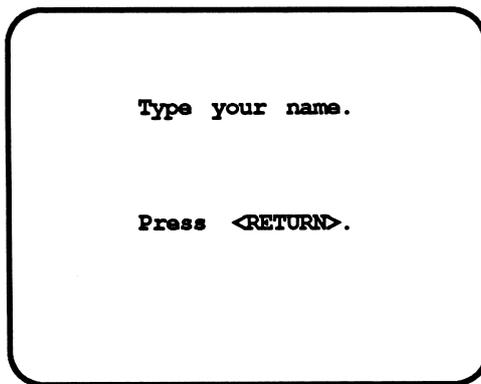
This refers only to the sound that accompanies the graphic reinforcers. Most students enjoy the sound; some teachers and classes find it too distracting. Turn it on and off as you wish!



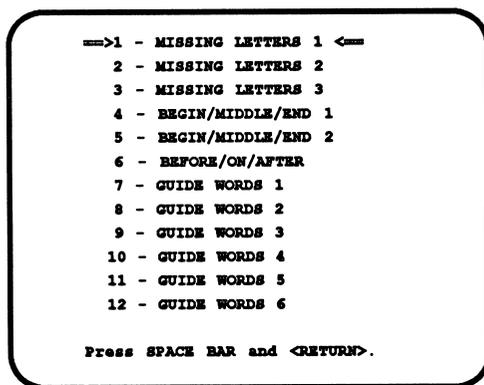
## 3.0 THE GAME DISK

### 3.1 RUNNING THE GAME DISK

Boot the disk according to the directions for your computer. The title screen and credits will appear, followed by this screen:

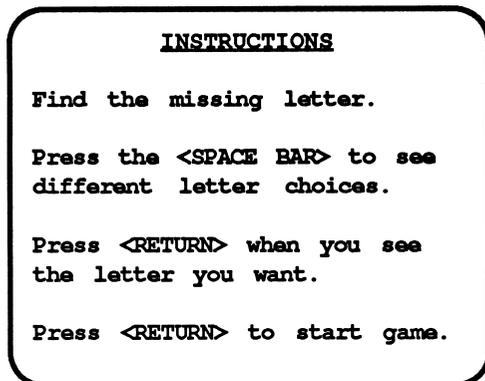


After entering the name, this screen appears:

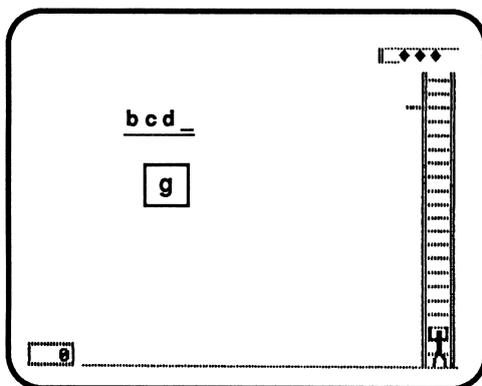


Use the <SPACE BAR> or the arrow keys to move the arrow;  
press <RETURN> to select the level you wish to run.

If the level has an instruction frame, it will appear now.

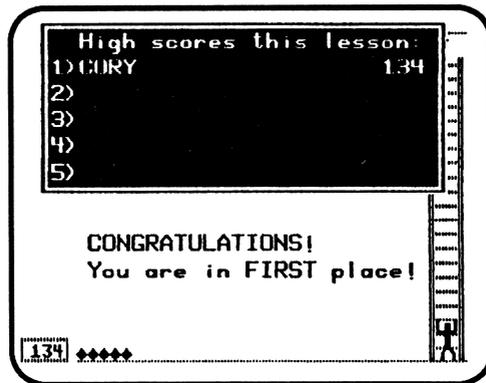
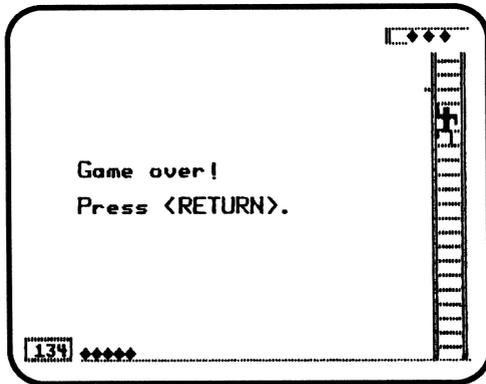


The first screen of the game appears. For Levels 1-3, the task is to find the letter missing from a sequence of four.

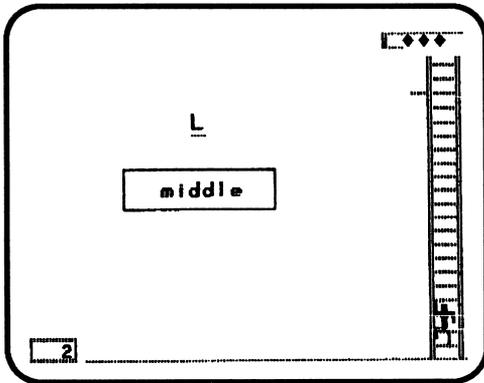


Press the **<SPACE BAR>** to change the letter in the box. When the **CORRECT** letter appears, press **<RETURN>**. Correct responses award points and let the little man (Marty Poppins) climb several rungs of the ladder. Another problem will immediately appear. When enough correct answers are entered, Marty will reach to top, collect his reward, receive bonus points, and begin again. IF THE **CORRECT ANSWER** appears but the student presses the **<SPACE BAR>** to pass it, points and steps are lost. IF AN **INCORRECT ANSWER** is selected, points and steps are also lost. The problem remains on the screen until the correct answer is selected. IF THE **<SPACE BAR>** IS NOT **PRESSED** in the amount of time set by the **TEACHER OPTION**, points and steps are lost.

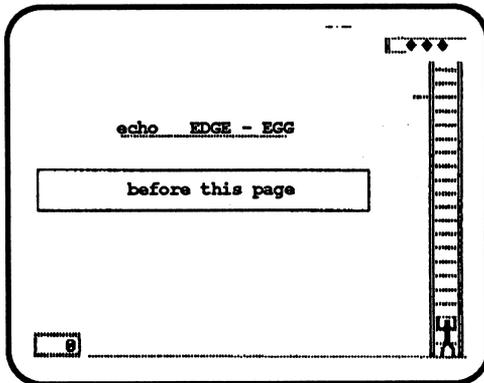
The game randomly presents all the problems, and then represents those in which the student made an error. At the end of the game, these screens appear:



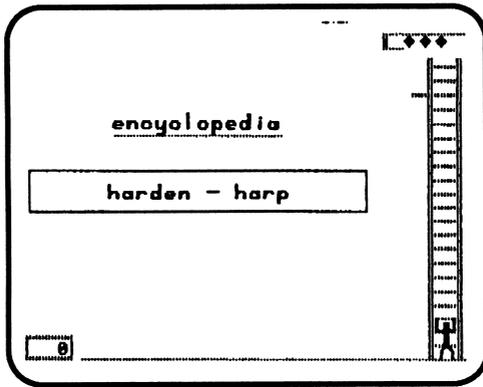
Other sample frames are shown here. Levels 4-5 deal with a target letter or word and the concept of finding them at the BEGINNING/MIDDLE/END of the alphabet or the dictionary.



Level 6 presents a target word and a set of guide words. Is the target word ON this page, BEFORE this page, or AFTER this page?



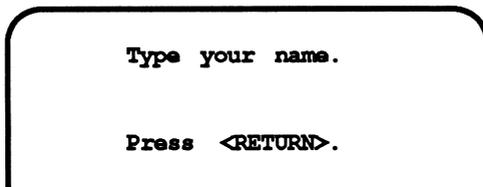
Levels 7-12 work with guide words, presenting a target word and asking the student to identify the appropriate set of guide words.



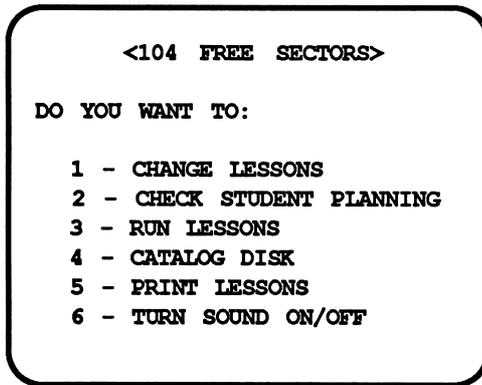
### 3.2 USING THE TEACHER'S MENU

The game lessons on this disk are for the student. There are also programs for the teacher. These programs allow the teacher to modify the student lessons on the disk, to gain access to the student record files, and to exercise many options which influence and affect the running of the student lessons.

To go to the TEACHER'S MENU, type MENU (instead of a name) when this frame appears:



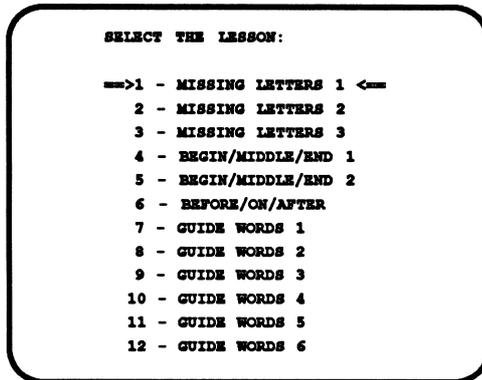
The following menu will be shown:



The following pages describe exactly how to use each of these features on the TEACHER'S MENU.

### 3.2.1. CHANGE A LESSON

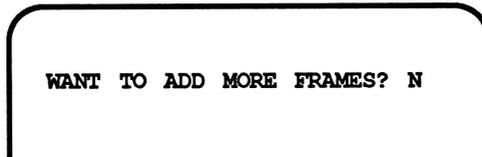
To change any of the lessons, type <1> and press <RETURN>. This screen will appear:



Use the **<SPACE BAR>** to move the arrow and **<RETURN>** to indicate your selection. The lesson selected will be loaded into the computer.

**NOTE:** Levels 13-24 appear on the menu of lessons, but are now empty. You may enter your own content here!

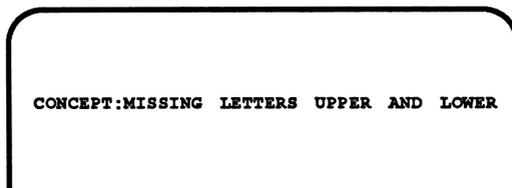
This screen will appear:



Note that a “no” answer has been presumed as the most likely answer. This is a default value; press **<RETURN>** if that is the answer needed. If not, enter **<Y>** to change to “yes, add frames.” If adding frames, enter the number of frames to be added.

### 3.2.1.1 Design Options

The DESIGN OPTIONS will appear next.



The lesson concept is a name you can attach to the lesson to best describe it or identify the skills it teaches. If you change a lesson, you'll probably want to change the lesson concept. To do so, just type in the new description and press **<RETURN>**. If you do not want to change the lesson concept, simply press **<RETURN>** without typing anything.

You will then advance to this screen:

DESIGN OPTIONS

DO YOU WANT THE PROBLEMS TO  
BE PRESENTED IN A RANDOM  
ORDER OR THE SEQUENTIAL ORDER  
IN WHICH THEY ARE ENTERED?

ENTER 'R' OR 'S' => R

The lessons are now set for random presentation; this seems most appropriate for the game. Change it to present the items sequentially if you wish.

The next screen lets you control scoring and timing options:

DESIGN OPTIONS

NUMBER OF SECONDS BEFORE  
A KEY MUST BE PRESSED OR  
POINTS WILL BE LOST (.5-60) = 5

MAXIMUM NUMBER OF POINTS  
POSSIBLE PER FRAME (1-9) = 5

NUMBER OF PTS STUDENT WILL  
LOSE IF TIME RUNS OUT AND  
NO KEY IS PRESSED (0-9) = 5

NUMBER OF POINTS STUDENT  
WILL LOSE IF WRONG ANSWER  
IS PURPOSELY CHOSEN (0-9) = 5

NUMBER OF POINTS STUDENT  
WILL LOSE IF S/HE PASSES  
THE CORRECT ANSWER (0-9) = 5

### 3.1.1.2 CHANGE LESSON CONTENT

The instructions will appear. Type \* as the first character on the first line if none are needed, or change instructions by retyping. Press <RETURN> to leave unchanged.

```
          INSTRUCTIONS

Find the missing letter.

Press the <SPACE BAR> to see
different letter choices.

Press <RETURN> when you see
the letter you want.

Change instructions?  n
```

```
FRAME :1
TARGET:A _ C D
ANSWER:B
-----
          1: Q
          2: W
P         3: E
O         4: R
O         5: T
L         6: Y
          7: U
          8: I
          9: O
-----
```

If no new frames are to be added, the first screen will appear as it is now entered. Notice that the target, correct answer, and then the pool of distractors are shown. (The program randomly draws from this set of distractors. You do not have to use all nine; use from 2 to 9 as you wish.)

To advance quickly through the screens which do not require changes, use the -> key. Use the <- key to back up frames (move toward the beginning of the lesson).

If new frames were added, they will appear blank now, ready for content entry.

```
FRAME :27
TARGET: -
ANSWER: -
-----
          1:
          2:
P         3:
O         4:
O         5:
L         6:
          7:
          8:
          9:
-----
```

After all the changes have been made, type /end or /END on the first line of the next frame. (This looks scary, but will not disrupt the frame at all when the lesson is saved and run!) The program will go to the end of the lesson and this question:

```
DO YOU WANT TO SAVE
THIS LESSON? (Y/N)
```

DO YOU WANT TO SAVE  
THIS LESSON? (Y/N) Y

LESSON NAME:MISSING LETTERS 3

If you answer **Y** to save, there is an opportunity to change the lesson name. If you do not need to change the name, press **<RETURN>**. The new content with new option settings will then be saved using the old lesson name. If you answer **N**, do not save the lesson, changes in content and option setting **WILL NOT** be saved; the lesson will appear as it did originally.

### 3.2.2 STUDENT PLANNING

This is the recordkeeping portion of the program. As a student works through a level of the game, the performance record is stored in this file. To see this file, bring up the **TEACHER'S MENU** and select **<2 - STUDENT PLANNING>**.

The first frame to appear is:

WANT TO DELETE ALL STUDENTS  
AND CLEAR THE FILE? (Y/N)

Type <N> to see the file or <Y> to completely and immediately erase all student results. Press <RETURN>. IF <N>, the following STUDENT PLANNING MENU will appear:

YOU HAVE 29 STUDENTS IN FILE.  
  
THERE IS ROOM FOR 71 MORE.  
  
DO YOU WANT TO:  
1 - STUDENT SUMMARY  
2 - SEE HIGH SCORES  
3 - CLEAR HIGH SCORES  
4 - DELETE ALL STUDENTS  
5 - GO BACK TO MENU  
  
WHICH?

## STUDENT PLANNING OPTION 1 - STUDENT SUMMARY

You may view the records on the screen, or if you have a printer, you may print the summary.

== STUDENT SUMMARY ==  
  
ARE YOU USING A PRINTER? (Y/N)Y  
  
WHICH SLOT? ?

The summary will appear like this one:

STUDENT SUMMARY				
<u>STUDENT NAME</u>	<u>LESSON</u>	<u>1ST TRY</u>	<u>SCORE</u>	<u>LESSON CONCEPT</u>
Cory	#1	100% (26/26)	139	MISSING LETTERS IN BLANKS
Daniel	#4	88% (23/26)	141	BEGINNING/MIDDLE/END
Kim	#7	98% (25/26)	161	GUIDE WORDS/FIRST LETTERS
ERIC	#1	0% E (0/26)	5	MISSING LETTERS IN BLANKS
ERIC	#1	0% E (0/26)	33	MISSING LETTERS IN BLANKS
Marilyn Ann	#5	93% (28/30)	156	BEGIN/MIDDLE/END WORDS

## STUDENT PLANNING OPTION 2 - SEE HIGH SCORES

Use the same routine as above to view or print the scores. The high scores for each level will be displayed.

<u>HIGH SCORES</u>	
<b>LESSON 1 - MISSING LETTERS 1</b>	
1 - JEREMY	105
2 - GARNET	100
3 - JO	99
4 - GARNET	52
5 - JEREMY	47
<b>LESSON 2 - MISSING LETTERS 2</b>	
1 -	0
2 -	0
3 -	0
4 -	0
5 -	0
PRESS <RETURN>	

## **STUDENT PLANNING OPTION 3 - CLEAR HIGH SCORES**

Use this option to delete the high scores stored on the disk.

## **STUDENT PLANNING OPTION 4 - DELETE ALL STUDENTS**

Use this option to delete ALL student records.

## **STUDENT PLANNING OPTION 5 - GO BACK TO MENU**

This will return you to the TEACHER'S MENU.

### **3.2.3 RUN LESSONS**

Use this to leave the TEACHER'S MENU portion of the program. This will take you to the "Type your name" frame, ready to run a lesson.

### **3.2.4 CATALOG THE DISK**

This option will display a list of all the content files stored on the disk.

### 3.2.5 PRINT LESSONS

Use this option to print out the GAME content. (This is particularly helpful if you have been creating/editing files.) This option also allows the printing of the content in worksheet format. This message appears:

THIS PROGRAM IS DESIGNED TO PROVIDE  
YOU WITH A PRINTOUT OF YOUR LESSONS.

THE FORMAT SHOULD BE SUITABLE FOR  
MOST PRINTERS WHICH HAVE THE ABILITY  
TO PRINT BOTH UPPER AND LOWER CASE  
CHARACTERS.

THERE MAY BE SOME VARIATIONS WITH  
OTHER MODELS.

PRESS <RETURN>

Select the level to be printed from the menu. Notice option #25 to print ALL and option #26 to return to the TEACHER'S MENU.

SELECT THE LESSON:

```
==>1 - MISSING LETTERS 1 <==  
2 - MISSING LETTERS 2  
3 - MISSING LETTERS 3  
4 - BEGIN/MIDDLE/END 1  
5 - BEGIN/MIDDLE/END 2  
6 - BEFORE/ON/AFTER  
7 - GUIDE WORDS 1  
8 - GUIDE WORDS 2  
9 - GUIDE WORDS 3  
10 - GUIDE WORDS 4  
11 - GUIDE WORDS 5  
12 - GUIDE WORDS 6  
13 - LESSON 13  
14 - LESSON 14  
15 - LESSON 15  
16 - LESSON 16
```

(MORE ...)

This screen determines the format of the printout:

DO YOU WANT TO PRINT A  
WORKSHEET FOR STUDENTS? (Y/N)

The printout will look like this:

```
LESSON: MISSING LETTERS 1      <26 FRAMES>      PRINTED: 2/8/90
LESSON CONCEPT: MISSING LETTERS IN BLANKS
INSTRUCTIONS: *

PROBLEMS ARE PRESENTED IN RANDOM ORDER.

NUMBER OF SECONDS BEFORE A KEY MUST
BE PRESSED OR POINTS WILL BE LOST      (1-5) = 3

MAXIMUM NUMBER OF POINTS POSSIBLE PER FRAME      (1-9) = 6

NUMBER OF POINTS STUDENT WILL LOSE IF
TIME RUNS OUT AND NO KEY IS PRESSED      (0-9) = 3

NUMBER OF POINTS STUDENT WILL LOSE IF
WRONG ANSWER IS PURPOSELY CHOSEN      (0-9) = 5

NUMBER OF POINTS STUDENT WILL LOSE IF
HE PASSES THE CORRECT ANSWER      (0-9) = 3

Frame # 1 TARGET: a b _ d
ANSWER: c

1: a
2: b
3: g
4: h
5: m
6: n
7: q
8: s
9: u

Frame #2 TARGET: _ b c d
ANSWER: a

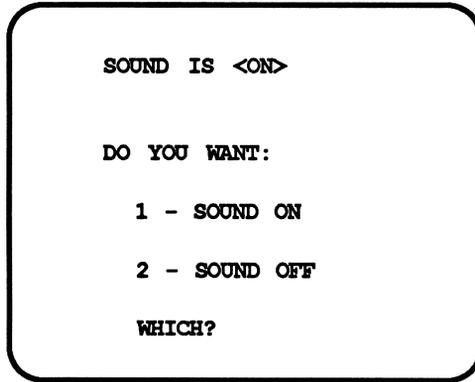
1: c
2: d
3: l
4: j
5: o
6: r
7: u
8: v
9: s
```

If you selected worksheet format:

NAME: _____		(MISSING LETTERS 1)	DATE: 2/8/90
(Student worksheet)			
#1	ab_d	#2	_bcd
1) h		1) j	
2) c		2) a	
3) s		3) s	
4) q		4) u	
5) n		5) l	
6) a		6) d	
7) g		7) o	
8) m		8) c	
9) b		9) r	
10) u		10) v	
#3	a_c d	#4	abc_
1) k		1) j	
2) y		2) i	
3) f		3) f	
4) t		4) d	
5) b		5) l	
6) w		6) q	
7) e		7) e	
8) f		8) o	
9) l		9) k	
10) u		10) s	
#5	bcd_	#6	de_g
1) b		1) d	
2) t		2) c	
3) n		3) m	
4) g		4) f	

### 3.2.6 TURN SOUND ON/OFF

This refers to the sound that signals Marty's progress up the ladder. Most students enjoy the sound; some teachers and classes find it too distracting. Turn it on and off as you desire!



### 4.0 TEACHING NOTES AND SUGGESTIONS

Every effort has been made to include interesting words and groups of words, but the BEST lists of words are those created by the students themselves. Their own lists of book titles, family members, friends, and other words are just as effective for teaching the skills, and have additional motivation. Try FAVORITE FOODS, CARS, COLORS, STATES I HAVE VISITED, HOLIDAY GIFTS TO PURCHASE, SONG TITLES, etc.

As a challenging activity, provide the students with 3 - 4 items, and ask them to add another word to the list. Of course, their addition must be inserted in correct order. (Given BLUE, GREEN, RED, the students might add any other color word. If adding ORANGE, this item would be rewritten as BLUE, GREEN, ORANGE, RED.)

Vocabulary words from spelling, science, and social studies units also provide good material for lists.

Some of the above categories might be developed as classroom projects in book form - OUR ALPHABET OF ANIMALS (or FOODS, or PLACES TO VISIT).

Physically moving letters, word cards, people, etc., is often helpful. Let students arrange and rearrange cards on the chalkboard ledge, on the countertop, and "move" students holding letter or word cards.

Cut-and-paste activities provide another format which allows students to be actively involved in moving letters and words into order.

Hang letter and word cards on a clothesline with clip clothespins. (If using the second or third letters to alphabetize, all the words beginning with a single letter can be initially clipped together, and then worked on as a set.)

Some words have letters in alphabetical order. Challenge the students to find more! (FOR EXAMPLE: lot, cow, hot, dim, blow, etc.) If you want to go one more step, try sentences made up of words in order (Now please run seven yards.)

Watch TV, newspapers, and magazines for examples of the use of alphabetical order. Discuss how such listings are helpful in locating and understanding information, and in avoiding arguments about "who's FIRST?"

Lessons 1 - 4 use groups of words that belong together. Discuss the common characteristic or other reasons for these groupings.

Lessons 5, 6, and 9 use groups of words which are SYNONYMS. Discuss this concept with the students. Talk about the similarities and differences of how we use these particular synonyms.

Lesson 7 uses names of cities and states of the U.S. Identify which are which. If a capital city, supply the state, and vice versa. Locate some places on the map or globe. Research the origin of the names we use for cities and states.

Lesson 8 uses names of animals. These animals could be regrouped to show families, environments, etc.

Lessons 10 and 11 use names as arranged in the telephone directory. This would be a great time to compile a classroom directory!

Lesson 12 uses an interesting method of dividing a dictionary, based on the proportionate number of words in each section. (As many words start with A-E as F-P!) Another commonly used division is A-G/H-P/Q-Z. The American Heritage Children's Dictionary, for instance, provides a colored reference note on the right-hand page margin, using A-G/H-P/Q-Z. If your classroom dictionaries suggest any division, you may change the lesson content to match.

Lessons 13 - 18 deal with GUIDE WORDS as used in the dictionary and the encyclopedia. Be sure to allow time for first-hand experiences with these reference materials! This is a natural time to introduce filing, with opportunities to place word cards, books, etc. BETWEEN any given pair of guide words.

Lesson 19 is an interesting collection of expansions, exceptions, and special rules, such as the listings of MC/MAC, ST/SAINT. This lesson may be appropriate only for those students who are looking for a challenge!

Lesson 20 is a lesson which may be used as pre/post test material, a review, or a culmination of the study. The items in this lesson have been carefully constructed and are listed here to indicate their relationship to the skills in the first 19 lessons.

Items 1 - 4: Using First Letter:  
Lessons 1 - 4

Items 5 - 8: Using First and Second Letters:  
Lessons 5 - 8

- Items 9 - 12: Using Second and Third Letters:  
Lessons 9 - 11
- Items 13 - 16: Begin/Middle/End:  
Lesson 12
- Items 17 - 22: GUIDE WORDS:  
Lessons 13 - 17
- Items 23 - 26: Three-Step Process to Find a Word:  
Lesson 18
- Items 27 - 30: Mc/Mt/St/Pt:  
Lesson 19

THE GAME DISK is also closely related to the LESSON DISK content. Levels 1-3 of the GAME DISK deal with letters in sequence. This material might be used as an introduction to the program. Levels 4-6 deal with the concept of BEGINNING/MIDDLE/END; this content is most closely related to LESSON 12, but might be used earlier. GAME DISK Levels 7-12 work with GUIDE WORDS; these might be used to reinforce work with LESSONS 13-18.

## **5.0 SKILL STATEMENTS**

### **5.1 THE LESSON DISK: SKILL STATEMENTS BY LESSON**

Lesson 1: Given two words, the student will type numbers to arrange the words in alphabetical order (using first letter alphabetical order).

Lesson 2: Same as 1, using 3 words.

Lesson 3: Same as 1, using 4 and 5 words.

Lesson 4: Same as 1, using 6, 7, or 8 words.

**Lesson 5:** Same as 1, using 3 words and second letter alphabetical order.

**Lesson 6:** Same as 1, using 3 words, and first and second letter alphabetical order.

**Lesson 7:** Same as 1, using 4 or 5 words, and first and second letter alphabetical order.

**Lesson 8:** Same as 1, using 5 words, and first and second letter alphabetical order.

**Lesson 9:** Same as 1, using 3 words, and third letter alphabetical order.

**Lesson 10:** Same as 1, using 3 names from the telephone directory, and second and third letter alphabetical order.

**Lesson 11:** Same as 10, using 4 or 5 names.

**Lesson 12:** Given a target word, the student will indicate if the word would be found in the beginning, middle, or end of the dictionary.

**Lesson 13:** Given a set of guide words and a target word, the student will indicate if the word would be included on the page.

**Lesson 14:** Given a set of guide words and 3 words, the student will select the word which would be between the given guide words.

**Lesson 15 - 17:** Given a target word and three sets of guide words, the student will select the pair which would include the target word.

**Lesson 18:** Students will answer questions regarding a three-step procedure for looking up a word in the dictionary.

Lesson 19: Same as 1, using 5 entries from the telephone book. (Includes tutorial help and special instructions regarding Mc, Mac, Mt., St., and Pt.)

Lesson 20: Reviews the content of Lessons 1 - 19.

## **5.2 THE GAME DISK: SKILL STATEMENTS BY LEVEL**

Level 1: Given a sequence of three lower case letters and a blank, the student will select the missing letter to complete the sequence.

Level 2: Same as 1, with upper case letters.

Level 3: Same as 1, with mixed upper and lower case letters.

Level 4: Given a single letter (mixed upper and lower case), the student will indicate if the letter is from the BEGINNING/MIDDLE/END of the alphabet.

Level 5: Same as 4, using words.

Level 6: Given a target word with a set of guide words, the student will indicate if the word would be ON the page shown, BEFORE the page shown, or AFTER the page shown.

Levels 7 and 8: Given a target word, the student will select the correct set of guide words to include the target word (using first letter alphabetical order).

Levels 9 and 10: Same as 7, using second letter alphabetical order.

Levels 11 and 12: Same as 7, using actual guide words from student dictionaries (requires second/third letter alphabetical order).

## CREDITS

The disks of *From ABC to XYZ* use a high speed operating system, **Diversi-DOS**, which is licensed for use with this program only. To legally use **Diversi-DOS** with one of your own programs, you may send \$30.00 directly to DSR, Inc., 34880 Bunker Hill, Farmington, MI 48018. You will receive a **Diversi-DOS** utility disk and documentation.

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Not only does it register you as the legal user of the program, but it also ensures that you receive notice of any future upgrades.

Most important of all, the information you supply will help us in making decisions as we develop new products.

So send your card back today! When we receive it, we'll send you an attractive magnifying ruler for your desk. It's our way of saying thanks for your time and for using Hartley software!

Which of the following magazines and journals do you read (mark 1 or more)?

- Teaching K-8  The Computing Teacher
- T.H.E. Journ.  Media and Methods
- NAEYC  The Reading Teacher
- NHSA  Journal of Correctional Educ.
- CPN  Today's Catholic Teacher
- Instructor  Teach. Exceptional Children
- Educ. Week  Closing The Gap
- School Exec.  Technology and Learning
- Electr. Lrning  Exceptional Parent
- Other \_\_\_\_\_

Your educational software purchases over the next year will most likely be for:

- Apple II series  Apple II compatibles
- Apple Macintosh  IBM PS series
- IBM compatibles (Tandy or other MS-DOS)
- Amiga  Other \_\_\_\_\_

Your network equipment purchases over the next year will most likely be:

- Digicard  Corvus  Appleshare
- Novell  VeLan  None
- Other \_\_\_\_\_

Your network equipment purchases over the next year will most likely be for use with:

- Apple II series  Apple II compatibles
- Apple Macintosh  IBM PS series
- Compatibles (Tandy or other MS-DOS)
- Amiga  Other \_\_\_\_\_

In the future, you would like to see Hartley add more of the following to its line (mark 1 or more):

- Voice software  Peripheral devices
- Graphics software  Adaptive devices
- Network software  Touch-screen software
- Color software  CD-ROM titles
- Workbooks  Blackline masters
- Correlations to basals  Interactive video titles
- Hypermedia software  Other \_\_\_\_\_

**Registration Survey**  
Please complete this survey immediately.  
(See the other side for instructions.)

Carefully fold the survey on the dotted line before mailing.  
Please do NOT staple or tape the two sides together.

NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES

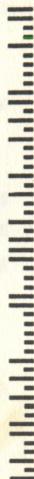


**BUSINESS REPLY MAIL**  
FIRST CLASS MAIL PERMIT NO.409 LANSING, MI

POSTAGE WILL BE PAID BY ADDRESSEE

**Hartley**  
*Courseware for quality education*

3451 Dunckel Rd Ste 200  
Lansing, MI 48911 - 9950



**Month and year product was purchased:**

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<input type="checkbox"/>											
92	93	94	95	96	97	98	99				
<input type="checkbox"/>											

**Use for which product was purchased:**

School     Business     Personal

**How you learned about this product (1 or more):**

Magazine                       Conference or trade show  
 Catalog                          Ad received in the mail  
 Word of mouth                  Store demonstration

**Initial opinion of the documentation and installation instructions:**

Excellent     Good     Fair     Poor

**About how many Hartley products have you used before?**

None	1-3	4-6	7-9	10-12	13 or more
<input type="checkbox"/>					

**First three digits of the ZIP code where you work:**

<input type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	
<input type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	
<input type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	

**Office use:**

**Product category:**

	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>										
	11	12	13	14	15	16	17	18	19	20
<input type="checkbox"/>										

**Customer number:**

<input type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	
<input type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	
<input type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	
<input type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	
<input type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	

**HARTLEY COURSEWARE**

**Registration Survey**

Instructions:

Please fill out and mail this survey immediately. Some of the information is needed to notify you of product updates, and some will help our planning.

Please use a soft lead pencil to carefully and thoroughly blacken the space between the brackets next to each of your answers ( ex.  ).

Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Organization: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Phone: (    ) - \_\_\_\_\_ - \_\_\_\_\_

Product:  
 Title: \_\_\_\_\_  
 Version # : \_\_\_\_\_  
 (Start your disk to see the version number)  
 Date of purchase: \_\_\_\_/\_\_\_\_/\_\_\_\_

Comments:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank you for your assistance with this survey. The information will help us make the best possible software available to you.

**Office use:**

Product category: \_\_\_\_\_  
 (1 - 20)

(customer number goes here and in the areas to the left and right of here)

**Employer:**

<input checked="" type="checkbox"/> <input type="checkbox"/> Public K-12 school	<input type="checkbox"/> Private K-12 school
<input checked="" type="checkbox"/> <input type="checkbox"/> College/university	<input type="checkbox"/> Business
<input checked="" type="checkbox"/> <input type="checkbox"/> Government	<input type="checkbox"/> Hospital
<input checked="" type="checkbox"/> <input type="checkbox"/> Library	<input type="checkbox"/> Corrections

Main type of work that you do:

Teacher                       Administrator  
  Program or department coordinator

Aspect(s) of education with which you are involved (mark 1 or more):

Special educ.     Adult educ.     Head Start  
  Chap. 1 or 5     College-level     ESL  
  Pre-K     K     1-3     4-6     7-9  
  10-12     Other \_\_\_\_\_

In what curriculum area(s) you help make software or materials recommendations (mark 1 or more):

Math     Reading     Science  
  Social Studies     Language Arts  
  All     None     Other \_\_\_\_\_

School district enrollment (if applicable):

25,000 and over     10,000-24,999  
  5,000-9,999     1,000-4,999     Under 1,000

OVER

**Office use:**

**Product category:**

	1	2	3	4	5	6	7	8	9	10
<input checked="" type="checkbox"/>	<input type="checkbox"/>									
	11	12	13	14	15	16	17	18	19	20
<input checked="" type="checkbox"/>	<input type="checkbox"/>									

**Customer number:**

<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	
<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	
<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	
<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	
<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	8	<input type="checkbox"/>	7	<input type="checkbox"/>	6	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>	0	