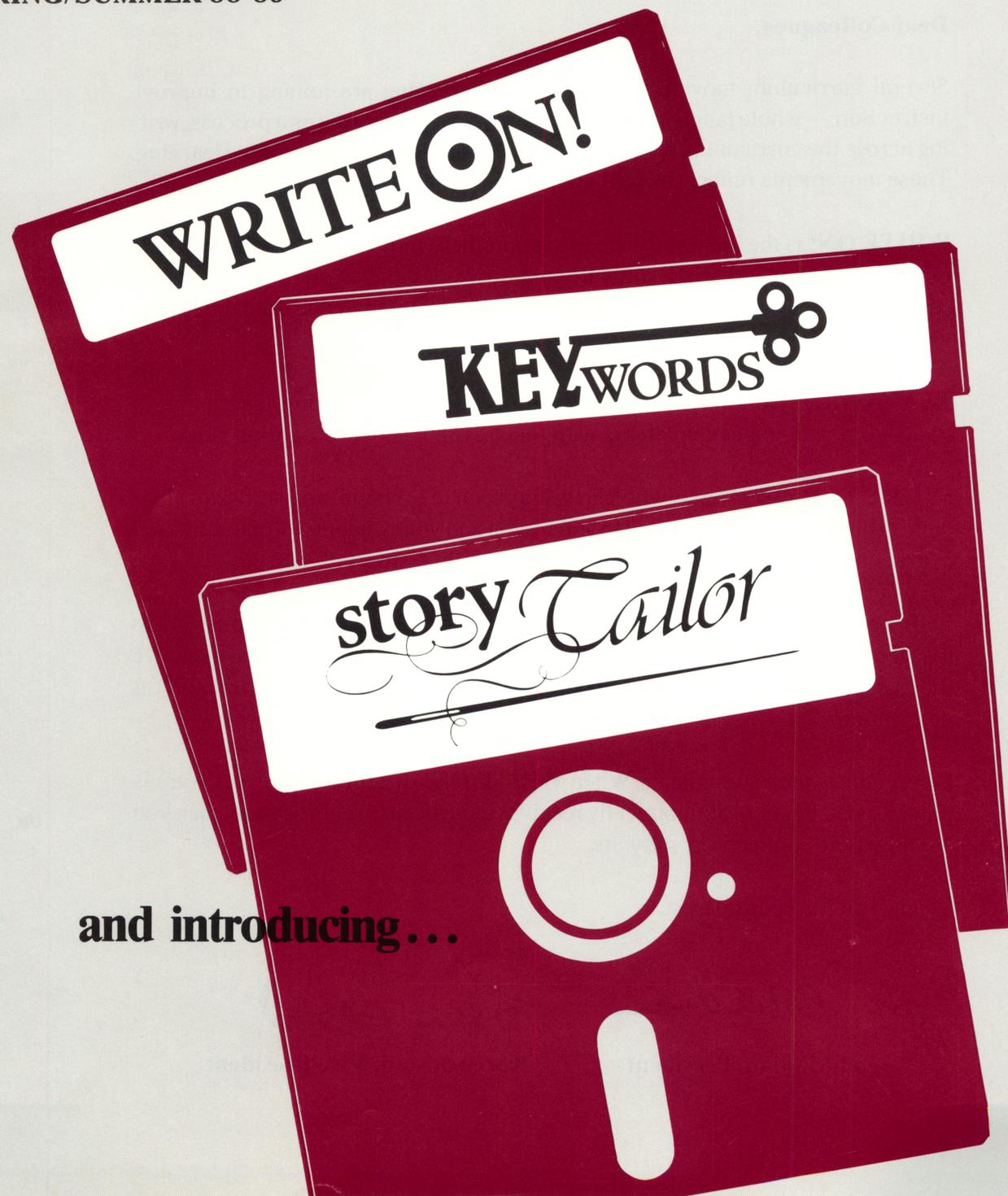




HUMANITIES SOFTWARE

SPRING/SUMMER 88-89



and introducing...

PROCESS WRITING • KEYBOARDING • LITERATURE CONNECTION



Dear Colleagues,

Several curriculum movements and word processing are joining to improve instruction — whole language or language experience, writing as a process, writing across the curriculum, literature-based instruction and cooperative learning. These movements reflect the best educational practices.

WRITE ON! is the ideal software to support these movements. In the **WRITE ON!** library you will find software and strategies that work with all major education word processors. These files also work on any educational network with installed word processing.

KEY WORDS continues to receive high praise for integrating instruction in basic word and language patterns with touch typing and keyboarding skills.

STORY TAILOR offers a whole new approach to literature and skills development. With stories truly tailored to and by you and your students, literature-based instruction and the writing process are beautifully connected.

Staff development from Humanities Software provides a foundation to help teachers understand and apply these new directions in instruction. Last year we did workshops in 22 states across the country. See pages 28 and 29 for descriptions.

Our products are economical. When **WRITE ON!** or **Story Tailor** software is purchased, the school automatically receives a site license for little more than you would pay for unlicensed software.

Thank you for your interest,

A handwritten signature in black ink that reads "Jon Madian".

Jon Madian, President

A handwritten signature in black ink that reads "Karen Jostad".

Karen Jostad, Vice President

“. . . an excellent and needed package of writing activities”

Media and Methods Magazine

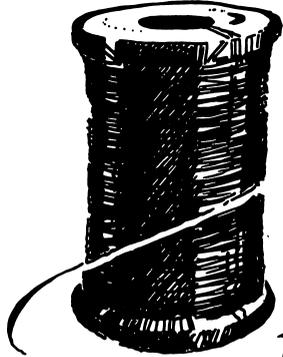
“Key Words from Humanities Software is a great keyboarding program which helps children build speed and accuracy in typing while reinforcing language development.”

Instructor Magazine

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story Tailor



*Threads
your class
into stories*

For Teachers:

- Offers science, social studies, and math content while teaching language arts.
- Generates immediate student interest by inserting their names in the text.
- Stimulates story writing skills through revision and rewrite.
- Supplies a bridge from comprehension to application.
- Provides a high level of peer interaction and teacher response.
- Allows creation of on-screen or paper-and-pencil cloze activities.
- Facilitates cooperative learning activities requiring only one computer.

For Students:

- Integrates reading and writing.
- Increases involvement through visualization and imagination by personalizing the poems and stories.
- Stimulates careful reading habits and builds comprehension.
- Allows space to insert original illustrations into the text.
- Provides fun experiences with language.
- Creates appreciation of story telling and writing.



Story Tailor is a collection of poems and stories written to use word processing to both integrate reading and writing instruction and increase student participation. This is done by providing carefully crafted text that is personalized with students' names. These poems and stories, written by children's book authors, are then rewritten by the children using the **Story Tailor** word processor. Students delight in creating wonderful stories with themselves and their classmates as the characters.

LIBRARY DISK INCLUDES SITE LICENSE \$70.00

Reading, writing and revising personalized literature.

How does Story Tailor work? Load the Story Tailor driver program disk. The program disk is an easy to use word processor with a special list-handling program. Type in the names of the students. Next, select a Story Tailor Library disk with the desired text. Story Tailor will automatically insert the children's names. Now, together with the students, use Story Tailor's word processor to rewrite the text. Boxes for illustrations can be inserted anywhere into the text of the story. Then simply print and illustrate the text.



"We never imagined that stories with our students' names could be so good, or that teachers and students could do so much with them! Because of Story Tailor, I now know that computers have an important place in our classrooms . . ."

Ann Dubnoff
Reading Specialist
L.A. City Schools

The activities teach language arts while offering science, math and social studies content and thus are applicable across the curriculum. Story Tailor lends itself ideally to the one-computer classroom and is equally effective in the computer lab or on hard disk.

Special Offer!

The Story Tailor Driver Program

PLUS . . .

1 Library Disk of your choice

PLUS . . .

1 Sampler Disk of all titles

A \$161.00 VALUE

Only . . .

\$99.00!

Offer expires July 1, 1989.

STORY TAILOR DRIVER PROGRAM SITE LICENSE \$199

PRIMARY LIBRARY {K-3}

The **Story Tailor** library is truly a literature designed for the classroom, a literature to teach basic reading and writing skills and to integrate literature with the content areas of science, social studies and math. Poetry, dialogues and stories interweave students by name with their classmates through well organized, yet playful, patterns of language. Most titles contain five or more separate stories, plays or poems that will stimulate effective and joyful learning.

Each Story Tailor Library disk must be used with the Story Tailor Driver Program (see below).

Story Tailor Titles \$70

Complete Story Tailor Library Collection

Includes the Story Tailor Driver Program and the current Library consisting of 18 titles.

T100 - 5.25 diskettes and backups\$1275

Pitter Patter Patterns

NAME GAMES T201

Uses each student's name in activities that help children become aware of how their own names and their classmates' names look and are spelled. Name chants, questions, color, and shape activities focus upon students responding to their names. Their names and their answers appear first on the monitor and then are printed out for students to illustrate.

My name is Wayne.
 The first letter in Wayne is _____.
 The last letter in Wayne is _____.
 The roundest letter in Wayne is the _____.
 The tallest letter in Wayne is the _____.
 Wayne rhymes with _____.

WE ARE AN ALPHABET BOOK T202

From A to Z, from you to me, we explore imaginative situations designed to place each child in the class in an alphabet book. Students add the details as "Alan attacks an ape," or "Lori and Larry lick lime lollipops." Three different alphabet books with varying degrees of sophistication.

NUMBERS THAT COUNT T203

Students help the computer complete a word portrait in which students use numbers to describe themselves. Also includes imaginative number books based upon tongue twisters, couplets, and pure imagination.

I am Seth.
 I can tell you a lot about me with numbers.
 My name has ___ letters in it.
 I am ___ years old.
 I am ___ feet tall.
 I have ___ friends.

STORY TAILOR DRIVER PROGRAM

(for use with Apple II family computers, 128K)

With the Story Tailor library of stories, plays and poems tailored so your students are the characters, they'll read, reread, write and rewrite with delight. Using the **Story Tailor Driver Program** you automatically personalize reading material with the names of your students (reading groups, cooperative groups, or the entire class). A built-in word processor allows you and your students to revise the stories, plays and poems. Boxes for student illustrations can be inserted prior to printing. When you use the **Story Tailor Driver Program** you discover how easily you can personalize literature to teach basic skills through the writing process. **One Story Tailor Driver Program is needed to use the Story Tailor Library titles.**

Story Tailor Driver Program

T110\$79

T111 (site license)\$199

PRIMARY LIBRARY {K-3}

Each Story Tailor Library disk must be used with the Story Tailor Driver Program (see page 4).

Story Tailor Titles \$70

Rhymes Like Chimes

When Bobby’s brown bug hugs Teresa’s fat frog, Bobby and Teresa are bound to meet classmates who have brought their own dogs and jugs, hogs and mugs. Everyone in the reading group is in these stories and poems designed for practice with short and long vowel word families.

Let word family rhymes ring like chimes in the minds of your students.

Short Vowels

- CATS IN HATS** **T101**
Short A
- LET'S GET A JET** **T102**
Short E
- KIDS FLIP THEIR LIDS** **T103**
Short I
- HOGS JOG** **T104**
Short O
- HUG BUGS** **T105**
Short U

Long Vowels

- STAY AND BAKE A CAKE** **T106**
Long A
- LET'S EAT WITH OUR FEET** **T107**
Long E
- I LIKE MY BIKE** **T108**
Long I
- A GOAT ON A BOAT** **T109**
Long O
- WHY CRY?** **T110**
Long Y

Banana jam	Ram, slam and cram
Banana jam	Sixty-six peeled
Here's my recipe	sugar good
for Banana jam	sweet to eat
	super yummy
	great in my tummy
	bananas

CATS IN HATS T101

Poetry, Plays & Stories

Word family play with lots of sight vocabulary allows students to see themselves in poems, plays and stories, talking and walking, sliding and riding, swinging and singing, playing hide and seek, and bouncing small balls in tall halls.

CLITTER CLATTER

WHAT'S THE MATTER (2-3) T320
Our class is stuck in pancake batter, or is this a giant bowl of thick pea soup? I hate this goop. Perhaps something unexpected is lurking at the bottom, waiting to get heated up. Lots of poems, plays and stories for small groups and whole classes. Hours of reading, writing, illustrating, rereading and rewriting.

“Sarah!” said Alan.
 “Stop playing around!”
 “Look at this funny thing
 I have found.”

Sarah turned around
 Without a sound
 And stared at the thing
 Lying on the ground.

GRINS ON OUR CHINS (3-4) T301
Fixing go carts, racing bikes, eating candy and taking hikes provide lots of reading and writing fun in poetry and story forms.

**The children came running-
 They'd jump and they'd shout.
 The man stopped his rocking.
 They scared him, no doubt.
 But when he saw Steven,
 He grinned, “Where've you been?”
 Said the man in his rocker
 With the grin on his chin.**

ELEMENTARY LIBRARY {3-6}

Each Story Tailor Library disk must be used with the Story Tailor Driver Program (see page 4).

Story Tailor Titles \$70

Literature Across the Curriculum

THE COOKIE MONSTER MYSTERY (3-4)..... T440

Introduces students to scientific, deductive reasoning as they follow a trail of crumbs around their school yard until they meet the Cookie Monster and undertake his education. Your students will need to write the last chapter of this story. Comes with personalized letters written from the cookie monster to your students.

RACE WITH THE SUN (3-5)..... T460

In "Race with the Sun," the young giant Prometheus tries to keep the sun from disappearing each night. A 24-hour race with the sun leads this Titan to a basic geographic discovery. A wonderful beginning for further exploration of Prometheus' story as it weaves through Greek mythology.

A second story on this disk, "Flight," explores how hollow bones, feathers, and a streamlined body create the wonder of birds in flight. In this story students and teacher interact, inquiring into the nature of nature. Written from a student's journal viewpoint, this provides a fine model for journal writing and dialogue.

"Why can't people fly?" asked Juan.

"Who knows the answer?" asked Mrs. Mendoza.

"We're too heavy," answered Katie.

"We don't have wings," laughed Marta.

"Our bones are too big," said Jim.

THE CAVE OF MINUS (4-6) T501

This disk is named after the story "The Cave of Minus" in which you and your students journey toward the ultimate minus -- a black hole. Along the way, the class is embroiled in a hot debate exploring the pluses and minuses of set theory.

In the second story, "Weather Watch," birds of a feather flock together. Or do they? That depends on the weather. Folklore and fact about how weather affects animal and human behavior. A nice blend of poetry, science, and weather.

THE CAVE OF MINUS

"Is it like an equal sign with just one line?" asks Lin.

Mr. Grant nods. He has this silly, happy smile on his face.

"That's easy. You mean a minus sign," announces Sylvia proudly.

"You guessed it," says Mr. Grant.

"I don't see a cave around here and I'm getting awfully tired of climbing up roots and rocks," complains Lenny.

How can you deliver the best language arts curriculum to your students?

The Answer: A copy of *Making the Literature, Writing, Word Processing Connection: The Best of the Writing Notebook*: 200-pages of articles, ideas, and lesson plans.

and

The **WRITE ON!** library of courseware from Humanities Software: turns your word processor into a process writing tool.

The Steps:

BEGIN	with whole language,
ADD	cooperative learning,
FACTOR IN	literature-based curriculum, and
INTEGRATE	the writing process with word processing.

SPECIAL OFFER

*Making the Literature, Writing, Word Processing Connection:
The Best of the Writing Notebook.* (\$21 value)

&

Your choice of one **WRITE ON!** title
ready to use with your word processor. (\$70 value)

\$47

(Save \$44)

1. Select one of the **WRITE ON!** titles from the following pages.
2. Fill in the order blank or purchase order with the product code including the word processor that you are currently using. (See page 32)
3. After the title, please write "TWN SPECIAL."
4. Fill in "\$47" in the Unit Price column for your *SPECIAL*.

*Full money back guarantee! If you are dissatisfied for any reason,
return the products in new condition and receive a full refund.*

Offer ends July 1, 1989

WRITE ON!



For Teachers:

- Literature-based writing that emphasizes the whole language approach.
- Prepared lessons with a scope and sequence that supports process writing — many lessons with a skills orientation.
- Activities providing for cooperative learning strategies useful for one, three, or thirty students per computer.
- A desktop curriculum of data disks easily modified to meet individual teaching styles and student needs.
- Educationally sound writing materials that are *networkable and copyable at no extra charge!!!*

For Students:

- Develops mastery of process writing.
- Sequenced introduction of skills in pre-writing, organizing, composing, revising, editing and publishing.
- Activities for writing stories, poetry, letters, journals, reports and essays.
- Tasks that expand the developmental scope of the major language arts textbooks at the applications level.
- Modeling of successful authors' work to help students evolve their own narrative voice.



"... a sound and committed educational resource."

"... fine quality and intent of the instructional materials."

"... excellence in education."

Laurie Wagman, Publisher
Media & Methods Magazine

SITE LICENSE INCLUDED IN PURCHASE PRICE !!!

The Library connecting Literature, Process Writing and Word Processing.

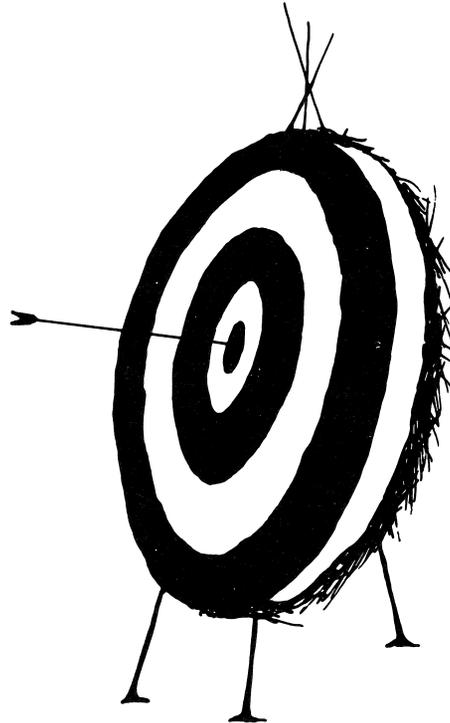
Over 650 writing activities on data disks that function with YOUR word processor. (Word processor *must* be specified when ordering.)

- **Apple II Series:** AppleWorks, Bank Street Writer II and III, FrEdWriter, MultiScribe, MultiScribe GS, Magic Slate I, Magic Slate II, //Write and Apple Writer.
- **Apple II GS:** MultiScribe GS Version and all of the above (except FrEdWriter).
- **Apple Macintosh:** MacWrite, Microsoft Word and Microsoft Works.
- **IBM:** pfs: Write, Bank Street III and Microsoft Works.

Write On! "Automatic Site License". With each purchase of a Write On! title comes a single site license granting the right to copy. No paperwork, additional fees or complicated networking agreements. Every student has access to Write On! activities for just pennies.

Hard Disk Networks Use Write On! If you are using one of the word processors listed above on a hard disk network, you can use the Write On! Library of activities — and all for the economical price of \$70 per title.

Discounts on Collections. Each collection in the Write On! Library represents curricular based materials that follow a carefully developed scope and sequence. The strategies utilized result in a comprehensive, literature-connected process writing curriculum. Consequently, to encourage full use of these highly effective writing curricula, each collection price reflects a discount of approximately 5%.



5 Collections K-12

<i>Primary Collection</i>	K-4
<i>Elementary Collection</i>	4-6
<i>Intermediate Collection</i>	6-9
<i>Secondary Collection</i>	9-12
<i>Special Needs - ESL Collection</i>	K-12

UNLIMITED COPYING AT A SINGLE SCHOOL !!!

PRIMARY COLLECTION {K-4}

Make the literature/writing connection with the WRITE ON! Primary Collection. WRITE ON! word processor diskettes turn the computer into a wonderfully flexible story board for small group, whole class, or individual writing activities. Using simple, imaginative writing patterns, you and your students write poems, journals, and stories. The Primary Collection is designed for use with the teacher at the keyboard.

Individual Titles\$70

Each title is automatically site licensed which *entitles you to make unlimited copies for your school*. Includes: one copy master diskette, backup, and Teacher's Guide.

Complete Primary Collection - an \$80 savings

The current collection contains 23 titles.

P100 - 5.25 diskettes\$1530

P150 - 3.5 disks\$1530

"If I were King Max, and I had a rumpus, I would plan to paint our faces like clowns and run through the park," said Alicia.

"If I were King Max, and I had a rumpus, I would plan to _____," said _____.

"If I were King Max, and I had a rumpus, I would plan to _____," said _____.

GREAT WILD IMAGININGS P201

Primary Literature Series

Use patterns and themes from great children's literature to inspire speaking, reading and writing. The word processor enables group writing and reading, revision and publication of your students' ideas.

Check page 31 for ordering the recommended books.

GREAT WILD IMAGININGSP201

Your students will write, illustrate and publish wonderfully monstrous ideas, poems, and stories inspired by *Where The Wild Things Are* and other tales.

GREAT PET IMAGININGSP202

Use Stephen Kellogg's *Can I Keep Him?* or other pet tales to stimulate students to write real and imaginary pet musings.

GREAT SCARY IMAGININGSP203

Delighted students share and write about bedtime dreams and nightmares after reading *There's a Nightmare In My Closet*.

I'M AS FAST AS FIREP204

Similes provide predictable, creative patterns that motivate students to talk and write. Use this disk with *Quick as a Cricket* or other simile pattern books. Your students will write "as fast as fire!"

WHAT IS A HOUSE?P205

Develop real-world relational thinking and simile concepts as students play with patterns like "a face is a house for a smile," "a school is a house for learning," "a word is a home for letters." Use with *A House is a House for Me* and other home theme books.

MEMORIES IP206

Memories inspire the literary imagination and stimulate students to think, speak, and write about their own memories. *Wilfred Gordon McDonald Partridge* provides a wonderful thematic basis for these activities.

TERRIBLE DAYS IP207

There is humor and compassion in sharing events that make us unhappy—excellent opportunities for literary exaggeration. Use *Alexander and the Terrible, Horrible, No Good, Very Bad Day* to create a model for imitation.

MORE TERRIBLE DAYSP208

Students delight in telling and writing about real and imaginary terrible days at school. Use *Today Was a Terrible Day* and other fantasies about school troubles for inspiration.

EVEN MORE TERRIBLE DAYSP209

For an animal's point of view about terrible days, let your students consider what makes a terrible day for a dog, cat, ant or elephant. *Harry by the Sea* will set the stage.

AND THE MOST TERRIBLE DAYP210

A variation on the terrible day theme is created using the pattern "the good news is . . . the bad news is . . ." or "I tried to . . . but . . ." *Just for You* sets the creative juices flowing.

PRIMARY COLLECTION {K-4}

“Begin with Great Books ...
Inspire Great Writings”

Jon Madian
The Writing Notebook

Primary Literature Series cont.

Check page 31 for ordering the recommended books.

BUNNY AWAY FROM HOME P211

The magic of real and imaginary transformation (cocoons into butterflies) captivates young writers and sets them on a delightful idea trail. *The Runaway Bunny* is an ideal model.

IF I WERE LOST P212

Almost all children have been lost. This set of activities encourages students to explore facts and fantasies. *The Story About Ping* sets the stage.

SLEEPING AWAY I P213

There's nothing more exciting than sleeping away at a friend's or relative's. This theme stimulates memories and stories. *Ira Sleeps Over* provides ample motivation!

A RHYMING CHASE SEQUENCE P214

Thinking, sequencing and literary skills flow together as students play with word families and rhyming patterns to tell a tale of animal chases. *A Fly Went By* works perfectly to begin the festivities.

A SLEEPING STACK SEQUENCE P215

Sequencing, verb choices, and setting are emphasized as students build possible or impossible sleeping, snoozing, dozing stacks, and then imaginatively unstack them. *The Napping House* will awaken young writers.

NEVER GIVE AN ELEPHANT A PEANUT P216

...because then he'll ask you for some salt. Lovely patterns built around the story line in *If You Give A Mouse A Cookie*. These activities will guide you and your students through a wealth of sharing, reading, and writing.

LOSING TEETH P217

There's no bigger, more personal event for young writers than losing their teeth. This disk encourages students to remember, tell, and write about their loose and lost tooth experiences. Children relate to the tale of *Little Rabbit's Loose Tooth*.

WHEN WE ARE LOVED P218

Building from the theme in the *Velveteen Rabbit*, students think about and write their experiences with toys and people whom they love. Cloze activities, poems, and story writing.

FAVORITE TOYS P219

Using the theme from *Corduroy*, students share their favorite toys and tell about how they came to have them, how they care for them, and the things they do with their toys.

SCENE ONE

Runaway Child played by: Sandy

Mother played by: Maria

Child: I'm going to run away.
If you run after me,
I will become a honeybee
and I will buzz away from you.

Mother: If you become a honeybee
I will become a pot of honey
and I will trap you.

BUNNY AWAY FROM HOME P211

For use with your word processing software.

See page 9.

PRIMARY COLLECTION {K-4}

Individual Titles \$70

*Each title is automatically site licensed which entitles you to make unlimited copies for your school.
Includes: one copy master diskette, backup, and Teacher's Guide.*

CLASS JOURNALS E201

Journal forms help teachers and students create journals that summarize their daily experiences. These journals focus on common experiences, including "The First Day of School," "A Typical Day in School," "Who are We?" "How Big Am I?" "Our Favorite Foods!" "Our Pets," "What We Learned Today," and "How We Feel."

SENTENCES 3 E211

Writing effective sentences through the use of correct structure and expressive language is reinforced. Students experiment with the use of nouns, verbs, adverbs, pronouns, and adjectives; combine sentences; and vary sentence type, length, and style.

CHANT, CHANT, CHANT E231

Chants, the simplest form of poetry, are ideal for teaching basic reading and writing skills to beginning students at all grade levels. Emphasis is on primary topics such as colors and sounds, sizes and shapes, numbers, opposites, etc.

Big, big, big
The man is big.
Bigger, bigger, bigger
The tree is bigger.
BIGGEST! BIGGEST! BIGGEST!
THE SKY IS BIGGEST!

WORD FAMILY CHANTS E232

Uses the simplicity of the chant combined with word families for learning basic reading and writing skills. Emphasis is on topics usually covered in primary grades, including colors, numbers, and size. Connecting the chant with word families enables students to successfully construct their own couplets. Cooperative and group writing activities included.

Write, Write, Write Chant, Chant, Chant,
I write day and night Makes a writer confident.

LET'S WRITE COUPLETS E233 *

Uses word families and the couplet form to enable students to successfully construct their own couplets. Cooperative and group writing activities included.

A fun way to develop writing skills.
Without the tedium of redundant drills.

WE WRITE THE SONGS P301

You don't need to be a music expert to guide your students in writing song lyrics to accompany familiar tunes. Your students become song writers as you help them rewrite songs using a variety of models—"Old MacDonald," "An Old Lady Who Swallowed A Fly," "Down By The Bay," "Oh, A Hunting We Will Go," "This Land Is Your Land," and "My Favorite Things." Ideal for a whole class or a small group.

This school is your school,
This school is my school,
From the corner of Medford,
To the streets of Dillon,
A school of learning,
Where my friends surround me,
This school was made for you
and me.

WRITING SKILLS WITH WRITE ON!

Jon Madian

In the *Primary Literature Collection* (grades K-4), the software turns the computer into a wonderfully flexible storyboard for small group or whole class writing activities. Many of the most popular children's books and poems are used as the inspiration for student writing patterns. After the teacher reads the story or poem to the students, the students, probably with the teacher, aide or volunteer typing in their answers, "write" their ideas. This approach to writing for young students capitalizes on children's natural excitement toward learning as they write a story together.

For example, after the class reads *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, children dictate or write their ideas about their own terrible days. The following pattern appears on the screen and is repeated with the teacher at the keyboard for each child in the class or group:

"I knew I was having a terrible, miserable, stinky day when _____," said _____.

Thus, children see their words and names being written or, if they are ready to write at the keyboard, they simply fill

in the blanks. Connecting students' ideas to a pattern gives them the structure they need for comprehension and success, and within the pattern, each child can express his or her unique ideas.

After each child in the group has responded, a print out is made which students illustrate. The activity culminates with each student sharing his or her individual page, or with teacher and students reading from a book containing everyone's illustrated ideas. All of these primary level programs are designed for group writing.

The educational power of the *Elementary Collection* lies in the teaching of basic writing skills at the application level using computer functions. These skills are internalized

through whole writing activities. The chant, with its easy rhythmic pattern and repetitive structure, is the basic building block of many writing activities.

This approach to computer-assisted instruction takes us one step closer to aligning technology with the best current ideas in curriculum design and writing instruction.

"This approach to computer-assisted instruction takes us one step closer to aligning technology with the best current ideas in curriculum design and writing instruction."

[Reprinted with permission from *The Writing Notebook*, November/December 1986]

ELEMENTARY COLLECTION {4-6}

The **WRITE ON!** Elementary Collection is designed for students learning to use the word processor; it gives them power as writers and editors. The individual, cooperative, and group writing activities in this collection focus on story, poetry, letter, journal, report and essay writing. Students develop skill in prewriting, revising, editing, and publishing, as well as mechanics, vocabulary, and spelling.

Individual Titles\$70

Each title is automatically site licensed which entitles you to make unlimited copies for your school. Includes: one copy master diskette, backup, and Teacher's Guide.

Complete Elementary Collection - a \$75 savings

The current collection contains 22 titles.

E100 - 5.25 diskettes\$1465

E150 - 3.5 disks\$1465

A funny thing
about my sense of sight,
it doesn't work so well at night
unless the moon is big and bright.

But if I were a creature that
HOWLS

and p r o w l s

S O R S

O R

A

and RRRRRRRROARSSSSS

in the shower of shadows

that puddles the night

when there is scarcely any light.

SIGHT E270

LANGUAGE DELIGHTI201 *

Writing games are used to motivate students to understand and expand their vocabulary. Homophones, synonyms, alliterations and word inventions are all strategies used to develop vivid use of language.

TALL TALESE220

Capture the imagination on the hooks of exaggeration and exploration. Patterns and activities stimulated by themes in *To Think That I Saw It On Mulberry Street*, *Pipi Longstocking*, *Paul Bunyan*, and many more.

MEMORIES IIE221

Remembering is a great way to start the flow of stories. *Wilfred Gordon McDonald Partridge* provides plenty of inspiration for remembering, and for thinking about old people and caring.

TERRIBLE DAYS IIE222

Follow Alexander's miserable day as you read *Alexander's Terrible, Horrible, No Good, Very Bad Day*. Your students will enjoy describing their own horrible days. Finally, set your students to thinking about how they might change a horrible day into a better one.

SLEEPING AWAY IIE223

Motivate your students to reflect upon memories and current happenings when they sleep away or at home. *Ira Sleeps Over* provides delightful motivation for students to consider how they feel about sleep, sleeping away, friendships, favorite stuffed toys or bedtime pets, and bedtime rituals.

LET'S WRITE COUPLETSE233 *

Uses word families and the couplet form to enable students to successfully construct their own couplets. Cooperative and group writing activities included.

You don't have to be quintuplets
To have fun writing couplets.

POETRY FOR YOUNG POETSE234

Through a step-by-step scope and sequence for developing poetry skills, students learn and practice basic poetry forms, including chants, transformations, recipes, similes, and metaphors. Ideal for individual and cooperative writing activities.

THE ME DISK IE250

Writing activities focus on a child's own feelings, experiences, memories, and values using journal writing, letters, biography, and poetry. Many prewriting strategies help students find, sort, and select writing topics.

TWO GO TO THE ZOO, TOOI281

Students are provided with homonyms and with sample poems. They also create their own homonym poems, which gives them practice in applying the correct forms.

SOMEONE WONI282 *

In playing with homonyms students create their own homonym poems, and in the process they practice applying the correct meaning. A list of homonyms is included.

ELEMENTARY COLLECTION {4-6}

Individual Titles \$70

Each title is automatically site licensed which entitles you to make unlimited copies for your school. Includes: one copy master diskette, backup, and Teacher's Guide.

WHERE THE SIDEWALK BENDSI283 *

Students play with the poetic concepts and language of the masters. Variations on popular poems by Shel Silverstein, Eve Merriam, John Ciardi, and others were created for these activities. Students look at the structure, key vocabulary, and concepts as they revise and create their own versions of these popular poems.

ISLAND OF THE BLUE DOLPHINSI301

Prior to reading this novel by Scott O'Dell, students do writing activities on themes developed in the novel. While reading the novel, writing activities emphasize writing style, character, setting and plot. Following completion of the novel, writing activities expand upon themes developed in the novel in relation to the reader's life. A book report form requires students to select excerpts from the book to illustrate their report.

Sentence Series

Writing effective sentences through the use of correct structure and expressive language is reinforced through activities in the sentence series. Students experiment with the use of nouns, verbs, adverbs, pronouns, and adjectives; combine sentences; and vary sentence type, length, and style.

SENTENCES 4E212
SENTENCES 5I220 *

Paragraph Series

The interactive features of the word processor make developing paragraph skills and concepts fun and exciting. Students learn the structure of a paragraph, including main idea, topic sentence, concluding sentence, detail sentences, and order and sequence. Strategies used include revising prewritten paragraphs, completing paragraphs, using word banks and story starters. Each skill is applied in open-ended writing responses on interesting topics.

PARAGRAPHS 4I211
PARAGRAPHS 5I212
PARAGRAPHS 6I213 *

For use with your word processing software.
 See page 9.

The Senses Series

Experiences like "holding an ice cube" or "watching a partner's eye react to changes in light" are used to stimulate observation, reflection, sharing, and writing. Poems explore the themes of these sensory experiences, so students look at the senses through the lenses of science and poetry.

SIGHTE270
HEARINGE271
TOUCHE272
TASTE & SMELLE273

Three Seasons Series

Use the seasons to focus your students upon observation of how changes affect animal and human behavior. Contains scientific, poetic, and literary inquiries into how the seasons look and feel, and how they affect us. Files of important people's birthdays and interesting holidays are used to motivate writing. Lots of writing activities for the seasonally-inspired scientist, poet, letter-writer or storyteller.

FALLE401
WINTER (available February 1)E402
SPRING (available February 1)E403

Write Along Song Disks

You don't need to be musical to guide your students in writing song lyrics to accompany familiar tunes. The rhyme and pattern of the words follows naturally upon the meter and rhythm of the tunes. Ideal for a whole class, small group or individual.

DANDY YANKEE DOODLESE302

Students rewrite their own version of the familiar song, "Yankee Doodle." History and myths surrounding the song are presented, and students develop related ideas through poetry.

REWRITE THE SONGSE303

Ideal for students working at the computer by themselves or in small groups. Your students will enjoy rewriting the song lyrics modeled in classics such as—"Old MacDonald," "An Old Lady Who Swallowed A Fly," "This Land Is Your Land," and "My Favorite Things." Great fun and great learning!

INTERMEDIATE COLLECTION {6-9}

The **WRITE ON!** Intermediate Collection emphasizes the writing process:

- **PREWRITING** ...stimulates the flow of ideas
- **ORGANIZING** ...teaches students to improve their writing through better sentence, paragraph, and theme structure
- **WRITING**provides composing practice emphasizing style
- **REWRITING**teaches revision
- **EDITING**teaches editing skills
- **PUBLISHING**produces a printed product for sharing

Most of the titles in this collection contain activities in expository, narrative and descriptive essay forms, story and poetry writing. The **WRITE ON!** Intermediate Collection is designed for independent student use—appropriate for individual, small group or lab.

Individual Titles.....\$70

Each title is automatically site licensed which entitles you to make unlimited copies for your school. Includes: one copy master diskette, backup, and Teacher's Guide.

Complete Intermediate Collection - a \$55 savings

The current collection contains 16 titles.

I100 - 5.25 diskettes\$1065

I150 - 3.5 disks\$1065

GOOD NEWS: My father bought me a new outfit of clothes.

BAD NEWS: It's for me to wear to Aunt Amelia's creamed, green lima beans dinner.

GOOD NEWS: I woke up a found a gift-wrapped box.

BAD NEWS: >>

GOOD NEWS: My brother had a birthday party.

BAD NEWS: >>

LANGUAGE DELIGHT I201

Skills Series

LANGUAGE DELIGHTI201 *

Writing games are used to motivate students to understand and expand their vocabulary. Homophones, synonyms, alliterations and word inventions are all strategies used to develop vivid use of language.

SENTENCES 5I220 *

Writing effective sentences through the use of correct structure and expressive language is reinforced through activities in the sentence series. Students experiment with the use of nouns, verbs, adverbs, pronouns, and adjectives; combine sentences; and vary sentence type, length, and style.

YOU ARE THE EDITOR II225 *

Ideal activities for use after students learn to use their word processor. This disk provides passages to practice proofreading; revising; editing for punctuation, spacing, spelling and capitalization; and much more. Can be used by students with limited keyboarding skills.

YOU ARE THE EDITOR III226 *

A sequel to *You Are the Editor I*, containing further passages for practice of both mechanical edits and rewrite skills. Includes passages for proofreading; revising; editing for punctuation, spacing, spelling and capitalization; and much more.

THE POWER OF WORDSI261 *

Through a series of activities, students explore the power of words. In the beginning activities students compare shades of meaning among similar words, then go on to analyze connotations and slanted words. In the last activities students create euphemisms, explore cliches and stereotypes, and edit sexist language.

LETTERS, FORMS, AND APPLICATIONSI270

Students learn the correct form and style of language for business, personal letters, thank-you notes, forms, and applications.

“WRITE ON! is Right On. . . a good starting place for teachers who want to move their writing instruction toward the process approach.”
Classroom Computer Learning

INTERMEDIATE COLLECTION {6-9}

Individual Titles \$70

Each title is automatically site licensed which entitles you to make unlimited copies for your school. Includes: one copy master diskette, backup, and Teacher's Guide.

Paragraph Series

The interactive features of the word processor make developing paragraph skills and concepts fun and exciting. Students learn the structure of a paragraph, including main idea, topic sentence, concluding sentence, detail sentences, and order and sequence. Strategies used include revising prewritten paragraphs, completing paragraphs, using word banks and story starters. Each skill is applied in open-ended writing responses on interesting topics.

- PARAGRAPHS 6** I213 *
- PARAGRAPHS 7** I214

Journals & Essays

THE ME DISK II I290
Through well chosen topics and carefully sequenced pre-writing activities students find their own narrative voices as they explore their hopes for the future, disappointments, moral dilemmas and concerns. Writing forms include journal, poetry, essay, autobiography, memory, and letters. Motivates writing and the use of the journal to develop self-awareness.

MORAL DILEMMAS I I401
Provides students with a carefully structured context that involves them in a moral dilemma. Students examine the rational and emotional bases of their reactions. Sharing the essays with peers and family provides feedback and further exploration. Topics include themes related to divorce, commitment, prejudice, sexism, truthfulness, selfishness, murder, responsibility, war, suicide, and charity.

OBSERVE AND DESCRIBE I243 *
Topics include concrete and abstract description, observing and describing, drawing on experience, noticing details, using the five senses, and characterizing objects and events. Passages from the following novels are used: *A Wrinkle in Time*, *The Maltese Falcon*, and *The Red Badge of Courage*.

Poetry Writing Series

Using a step-by-step scope and sequence for developing poetry skills, students learn and practice the poetry forms of chant, transformation, recipe, simile, metaphor, haiku, and blank verse. Ideal for individual and cooperative writing.

- CHANTS TO LIMERICKS** I279 *
- HAIKU TO FREE VERSE** I280 *

SOMEONE WON I282 *
By reading poems that play with homonyms students are inspired to create their own homonym poems, and in the process they practice applying the correct meaning. A list of homonyms is included.

WHERE THE SIDEWALK BENDS I283 *
Students play with the poetic concepts and language of the masters. Variations on popular poems by Shel Silverstein, Eve Merriam, John Ciardi, and others were created for these activities. Students look at the structure, key vocabulary, and concepts as they revise and create their own versions of these popular poems. Passages from the following are used: *You Read to Me, I'll Read to You*; *Where the Sidewalk Ends*; and *A Sky Full of Poems*.

Subject: Sister's diary
Situation Bill is going to steal it
"She's gone! Now I can read her diary," muttered Bill as he opened the door to his sister's room.

Now it's your turn.

Subject: Grandma's fresh-baked cookies
Situation Sally and Pete aren't supposed to eat them, but ...

Write your topic sentence here. (Try using a quote!)
>> "

PARAGRAPHS 6 I213

For use with your word processing software.
See page 9.

INTERMEDIATE COLLECTION {6-9}

Individual Titles \$70

Each title is automatically site licensed which entitles you to make unlimited copies for your school. Includes: one copy master diskette, backup, and Teacher's Guide.

Literature Series

CHARACTER SKETCH II241

Developing a character sketch through descriptive language, dialogue, setting, and interaction is emphasized on this diskette. Excerpts from the following works are included: *The Trouble With Tuck; The Outsiders; Jane Eyre; The Legend of Sleepy Hollow; A Wrinkle in Time; Great Expectations; Dr. Jekyll and Mr. Hyde; Animal Farm; The Red Pony; The Old Man and the Sea; Johnny Tremain; and The Grapes of Wrath.*

FINDING A WRITING STYLE II242

Varying sentence structure, use of vivid and appropriate language, maintaining and varying tone, using metaphor, and the effect of point of view are topics addressed on this diskette. Passages from the following novels are used in the activities and become models of writing styles: *Island of the Blue Dolphin; Where the Red Fern Grows; A Wrinkle in Time; The Red Badge of Courage; The Adventures of Huckleberry Finn; The Adventures of Tom Sawyer; The Wind in the Willows; The Lion, The Witch and the Wardrobe; and My Side of the Mountain.*

ISLAND OF THE BLUE DOLPHINSI301

Prior to reading this novel by Scott O'Dell, students do writing activities on themes developed in the novel. While reading the novel, writing activities emphasize writing style, character, setting and plot. Following completion of the novel, writing activities expand upon themes developed in the novel in relation to the reader's life. A book report form requires students to select excerpts from the book to illustrate their report.

From

Great Expectations by Charles Dickens

"Hold your noise!" cried a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!"

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin.

Begin your dialogue between yourself and the man.

>>

CHARACTER SKETCH I I241

"These are exactly the kinds of activities the children need to get them involved in expressing themselves through writing."

Bill Davis, Computer Teacher
Faye Ross Junior High School
Artesia, California



Connecting Literature with Writing at the Intermediate and Secondary Level

Karen Jostad

Teachers can sometimes detect traits of an author's style in their students' writings after they have read stories or poems by that author. Rather than impeding the development of a student's own narrative voice, this kind of imitation actually helps their development as writers.

Humanities Software's **WRITE ON!** Intermediate and Secondary Collections include many titles which utilize modeling of successful author's writing. If students are working with an author's use of metaphor, point of view, or descriptive language, they are given structured activities to teach that objective, and then asked to apply what they have learned in an open-ended creative writing activity. Thus, students achieve specific writing objectives while using authors as models for their own writing.

By combining literary passages for modeling with the flexibility of word processing for practicing, you can explore many ways to help your students improve their writing skills while becoming better acquainted with the techniques of the masters.

*[Reprinted with permission from **The Writing Notebook**, April/May 1987]*

SECONDARY COLLECTION {9-12}

The **WRITE ON!** Secondary Collection emphasizes all phases of the writing process. Students organize what they know and give full expression to what they feel.

- **PREWRITING** ...stimulates the flow of ideas
- **ORGANIZING** ...teaches students to improve their writing through better sentence, paragraph, and theme structure
- **WRITING**provides composing practice emphasizing style
- **REWRITING**teaches revision
- **EDITING**teaches editing skills
- **PUBLISHING**produces a printed product for sharing

Most of the titles in this collection contain activities in expository, narrative and descriptive essay forms, story and poetry writing. Other selections teach life/communication skills such as writing persuasive letters and memos, developing a resume and answering essay questions. The **WRITE ON!** Secondary Collection is designed for independent student use—appropriate for individual, small group or lab.

Individual Titles.....\$70

Each title is automatically site licensed which *entitles you to make unlimited copies for your school*. Includes: one copy master diskette, backup, and Teacher's Guide.

Complete Secondary Collection - a \$45 savings

The current collection contains 13 titles.

\$100 - 5.25 diskettes\$865

\$150 - 3.5 disks\$865

Below are five PERSUASIVE ARGUMENT ESSAY QUESTIONS.

Write notes on three of them. Then choose one to write an essay answer for.

1. ARGUE that a day should be provided when students can choose to come or not come to school.

Audience: school principal

2. ARGUE that you should be given a job as a Complaint Counter clerk at a local department store.

Audience: personnel officer

3. ARGUE that a friend whom you didn't pay back the last time he/she loaned you money should loan you some more money.

Audience: your friend

ANSWERING ESSAY QUESTIONS S201

Skills Series

JOB STORMINGS200

Job storming offers practical tips for secondary students seeking their first job. A "think-it-through" format has students analyze why they want a job and how getting one affects their lifestyle. Also covered are: sources of jobs for teenagers, "try-it-out" situations, job applications, interviewing, and keeping and leaving a job.

ANSWERING ESSAY QUESTIONSS201

Students develop an understanding of directive words used in essay questions such as explain, compare, discuss, justify, contrast, and evaluate. These words are defined, answers are modeled, and responses are evaluated by the students using cooperative learning strategies. This disk provides good preparation for writing college entrance exams.

"I recommend this software. It creates a positive connection among literature, computers and writing by using word processing as a tool. This software opens up windows."

Bernajeau Porter

Colorado State Department of Education

YOU ARE THE EDITOR II225 *

Ideal activities for use after students learn to use their word processor. This disk provides passages to practice proofreading; revising; editing for punctuation, spacing, spelling and capitalization; and much more. Can be used by students with limited keyboarding skills.

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THE POWER OF WORDSI261 *

Through a series of activities, students explore the power of words. In the beginning activities students compare shades of meaning among similar words, then go on to analyze connotations and slanted words. In the last activities students create euphemisms, explore cliches and stereotypes, and edit sexist language.

SECONDARY COLLECTION {9-12}

Individual Titles \$70

Each title is automatically site licensed which entitles you to make unlimited copies for your school. Includes: one copy master diskette, backup, and Teacher's Guide.

Literature & Poetry

CHARACTER SKETCH II.....S202
 Developing a character sketch through descriptive language, dialogue, setting, and interaction is emphasized on this diskette. Character development in the following works is modeled: *The Maltese Falcon, One Day in the Life of Ivan Denisovich, Jane Eyre, The Legend of Sleepy Hollow, A Wrinkle in Time, A Rose for Emily, Of Human Bondage, Penrod, The Old Man and the Sea, The Grapes of Wrath, and Henderson the Rain God.*

FINDING A WRITING STYLE IIS203
 Varying sentence structure, use of vivid and appropriate language, maintaining and varying tone, using metaphor, and the effect of point of view are topics addressed on this diskette. Passages from the following are used in the activities and become models of writing styles: *The Pit and the Pendulum, The Metamorphosis, The Devil and Daniel Webster, Crime and Punishment, The Red Badge of Courage, The Adventures of Tom Sawyer, The Wind in the Willows, Once There Was a War, and The Adventures of Huckleberry Finn.*

THE TELL-TALE CURSORS204
 The cursor pulses after the opening lines of a short story. The student's job is to create a story, and then compare plot, character development, and writing style with the originals: *Springtime A La Carte, The Green Door, The Gift of the Magi, A Retrieved Information, A Curious Dream, A Ghost Story, Cecil Rhodes and the Shark, The Masque of the Red Death, The Tell-Tale Heart, and The Pit and the Pendulum.*

TO KILL A MOCKINGBIRD:
A Novel StudyS301
 Through activities and reading responses, students explore the contemporary classic *To Kill a Mockingbird*. This disk provides a daily lesson plan, reading logs, vocabulary study, and integrated reading/writing activities focusing on character and thematic development.

Poetry Writing Series

Using a step-by-step scope and sequence for developing poetry skills, students learn and practice the poetry forms of chant, transformation, recipe, simile, metaphor, Haiku, and blank verse. Ideal for individual and cooperative writing.

CHANTS TO LIMERICKSI279 *
HAIKU TO FREE VERSEI280 *

Journals & Essays

MORAL DILEMMAS IIS401
 Students are provided with a well developed context in which a moral dilemma is presented. Students examine the rational and emotional bases for their reactions. Sharing the essays with peers and family provides feedback and further exploration. Topics include themes related to racism, sexism, greed, responsibility, war, euthanasia, suicide, and charity.

OBSERVE AND DESCRIBEI243 *
 Topics include concrete and abstract description, observing and describing, drawing on experience, noticing details, using the five senses, and characterizing objects and events.

“. . . the use of good literature in the WRITE ON! Library will not only help develop writing skills, but will also stimulate student interest in reading the works of excellent authors.”

T.H.E. Journal

For use with your word processing software.
 See page 9.

Language Acquisition for Special Needs

Jon Madian

This article presents and connects five strategies for enhancing language acquisition. Since students with language disabilities and limited English students both struggle to acquire oral language, these strategies are relevant to both groups.

Total Physical Response (TPR)

All learners benefit from kinesthetic and visual cues that depict the meaning of a word, phrase or sentence. Actors use total physical response (TPR) when they study and memorize their lines, taking on all relevant physical and emotional responses.

However, it is hard to think of basic language patterns that lend themselves to physical responses. For example, it is difficult to give a total physical response to the idea that "I know how to write my name" without turning it into a game of charades.

Connecting TPR with Basic Language Patterns

The idea of basic language patterns refers to simple sentences or questions whose meanings are altered by changing one word. For example: "I run to the store." "I run to the house."

This basic pattern also can be made into a question: "Where do you run to?"

Foods and eating patterns lend themselves to TPR. For example: "What do you eat?" "I eat a hot dog." "Do you eat a hot dog?" "Yes, I eat a hot dog."

First decide with your students how they might illustrate through actions the phrases "I run to" or "I eat." Then help them figure out actions to illustrate "store," "house," or "hot dog." Indeed, this one bit of improvisation will provide some humor and unexpected inventiveness within a securely patterned structure.

Self Language

Perhaps talking to oneself about oneself is the way the emergent language user practices language and develops the ego. A child named Owen playing alone in the sandbox might be overheard saying:

"Owen truck push sand. Rmmmm! Rmmmm! Push push. Owen push sand. Owen dig hole. Dig. Dig."

Owen knows who he is—"Owen" and what he's doing—"Dig. Dig."

It seems desirable to structure learning situations in which students use self language. For example, if students are drawing, rather than drawing silently, have them whisper their name (or "I") plus what they are doing.

"I take the blue crayon. I draw the sky. I draw a white cloud. I put the blue crayon back. I take a yellow crayon. I made the sun...."

Notice that each sentence is based on a simple, basic repeating pattern: "I take the ..." "I draw the ..." "I make the ..." Notice that TPR is built into every language expression as students narrate their own activities and monitor all of their actions with language.

In order to begin this process with limited English students or students with language disabilities, you will need to model it. For example, you begin: "I take a blue crayon." Then all the students imitate your action and words. Soon they'll be working independently generating original language patterns. For example, "I take a red crayon and draw the clown's hair and a red wagon."

Chant Poems

Many teachers have observed that the chant pattern works well for oral and written language activities for limited English students and students with language disabilities. The chant, which begins by repeating one word three or more times, gets the process of language, the rhythm, and meaning started. Then the descriptive line follows naturally to amplify or complete the thought.

Perhaps your class is doing a circus unit and you have an elephant parade. As the elephants parade, they may chant:

March March March

The elephants march

Step Step Step

I march march march

Swing Swing Swing

I swing my mighty trunk

Slow Slow Slow

I swing my trunk slowly

Fast Fast Fast

I swing my trunk fast

Notice that by saying the chant line, students are helped with the rhythm and inflection of the spoken sentence.

Seeing What We're Saying

Since language learning is auditory, kinesthetic, and visual, writing is another means to help students see what they are saying. Many students can learn to write and read while they are learning to speak, and others will find that written symbols help them grasp spoken language.

It is recommended that you write key words for activities on the board. If you are coloring and doing self language, you may want to write the names of the colors and other key words or phrases. Talk about the initial sounds and rhymes that occur. This is an easy way to help them begin to see speaking.

A word processor with a large display is helpful in writing down basic spoken patterns. Everyone can read along as the words go on the screen and are modified. New ideas and patterns can be created, and students can monitor the process of expression. A printout can be made for each student to illustrate and take home.

Reprinted with permission from The Writing Notebook, January/February 1987.

SPECIAL NEEDS / ESL COLLECTION

These titles have been chosen from other WRITE ON! Collections and are recommended for Special Needs and English as a Second Language students. Clear, carefully structured lessons provide practice with basic language skills and offer opportunities for self-expression through open-ended writing. Suitable for culturally or emotionally disadvantaged, perceptually or cognitively handicapped, and bilingual and bicultural.

In the story *Quick as a Cricket*, the child describes himself in many different ways. Now let's see how many ways we can find to describe ourselves.

"I'm as happy as a beetle bug," said Candace.

"I'm as big as a school bus with semi truck tires," said Leslie.

"I'm as _____ as a _____," said _____.

I'M AS FAST AS FIRE P204

Individual Titles\$70

Each title is automatically site licensed which entitles you to make unlimited copies for your school. Includes: one copy master diskette, backup, and Teacher's Guide.

Complete Special Needs/ESL Collection - a \$45 savings

The current collection contains 13 different titles.

L100 - 5.25 diskettes\$865

L150 - 3.5 disks\$865

Elementary

CLASS JOURNALS E201 *

By writing in small groups about shared experiences, students see their thoughts become written language. Printouts provide further reading practice and pride.

CHANT CHANT CHANT E231 *

The natural repetitive patterns provide predictability enabling beginning reading and writing with greater ease than ever before.

WORD FAMILY CHANTS E232 *

By combining the chant form with the rhymes provided from word families, students find that they are poets before they know it, and that they can spell and read, too.

LET'S WRITE COUPLETS E233 *

Rhymes chime in childhood minds, like a day that's breezy; rhymes sing making thought easy. Playing with couplet rhymes, your students will sparkle like shiny dimes. Lots of word families with which to play; well structured examples lead the way.

I'M AS FAST AS FIRE P204 *

Lessons are built on simple simile patterns like those modeled in the book *Quick As A Cricket*. Your students will delight in the imaginative and comparative possibilities. As one student noted, "Similes are like smiles, you just have to add an I."

TERRIBLE DAYS P207 or E222 *

Both disks expand upon the theme of how someone knew it was a terrible, horrible day, so beautifully inspired in *Alexander's Terrible, Horrible, No Good, Very Bad Day*. P207 is designed for group work directed by a teacher. E222 is oriented to small groups of students or individuals working alone, and emphasizes the rewrite/edit phase of the writing process.

THE ME DISK I E250 *

Students write about their experiences, successes, failures, friends and feelings. Provides opportunities for student self-expression and exploration.

SENTENCES 3 E211 *

Helps students explore the structure of sentences. By using the word processor you and your students vary sentence type, length and style. Parts of speech are also explored.

WHAT IS A HOUSE? P205 *

Develop real world relational thinking and simile concepts as students play with patterns like "a face is a house for a smile," "a school is a house for learning," and "a word is a home for letters." Use with *A House is a House for Me* and other home theme books.

A RHYMING CHASE SEQUENCE P214 *

Thinking, sequencing and literary skills flow together as students play with word families and rhyming patterns to tell a tale of animal chases. *A Fly Went By* works perfectly to begin the festivities.

For use with your word processing software.
See page 9.

SPECIAL NEEDS / ESL COLLECTION

Individual Titles \$70

*Each title is automatically site licensed which entitles you to make unlimited copies for your school.
Includes: one copy master diskette, backup, and Teacher's Guide.*

Intermediate

CHANT CHANT CHANT E231 *
The natural repetitive patterns provide predictability enabling beginning reading and writing skills to be developed with greater ease than ever before.

WORD FAMILY CHANTS E232 *
By combining the chant form with the rhymes provided from word families, students find that they are poets before they know it, and that they can spell and read, too.

LET'S WRITE COUPLETS E233 *
Rhymes chime in childhood minds, like a day that's breezy; rhymes sing making thought easy. Playing with couplet rhymes, your students will sparkle like shiny dimes. Lots of word families with which to play; well structured examples lead the way.

I'M AS FAST AS FIRE P204 *
Lessons are built on simple simile patterns like those modeled in the book *Quick As A Cricket*. Your students will delight in the imaginative and comparative possibilities. As one student noted, "Similes are like smiles, you just have to add an I."

TERRIBLE DAYS II E222 *
Expands upon the theme of how someone knew it was a terrible, horrible day, so beautifully inspired in *Alexander's Terrible, Horrible, No Good, Very Bad Day*. Oriented to small groups of students or individuals working alone; emphasizes the rewrite/edit phase of the writing process.

THE ME DISK I E250 *
Students write about their experiences, successes, failures, friends and feelings. Provides opportunities for student self-expression and exploration.

POETRY FOR YOUNG POETS E234 *
Basic poetry patterns like chants, limericks, and recipe poems help students find their poetry style. These are fun activities that students will enjoy writing, revising, and publishing.

Secondary

LANGUAGE DELIGHT I201 *
Writing games to motivate students to understand and expand their vocabulary. Alliteration, homonyms, poetry forms, and word inventions are strategies used to awaken students to their capacities to choose and use language.

LET'S WRITE COUPLETS E233 *
Rhymes chime in childhood minds, like a day that's breezy; rhymes sing making thought easy. Playing with couplet rhymes, your students will sparkle like shiny dimes. Lots of word families with which to play; well structured examples lead the way.

TERRIBLE DAYS II E222 *
Expands upon the theme of how someone knew it was a terrible, horrible day, so beautifully inspired in *Alexander's Terrible, Horrible, No Good, Very Bad Day*. Oriented to small groups of students or individuals working alone; emphasizes the rewrite/edit phase of the writing process.

THE ME DISK II I290 *
Students write about their experiences, successes, failures, friends and feelings. Provides opportunities for student self-expression and exploration.

POETRY FOR YOUNG POETS E234 *
Basic poetry patterns like chants, limericks, and recipe poems help students find their poetry style. These are fun activities that students will enjoy writing, revising, and publishing.

I used to have short hair.
But now I have long hair.

I used to like ice cream.
But now I like yogurt.

I used to hate subtraction.
But now I love math.

THE ME DISK E250

“GOOD START”

“Good Start” mini-collections are selected from the corresponding collections in the **WRITE ON!** Library. They will serve as excellent introductory packages and offer thematic and curricular consistency while making a “Good Start” toward the purchase of an entire collection.

\$280 for each “Good Start”

Each “Good Start” includes diskettes, backups, a Teacher's manual,
and *MAKING THE LITERATURE, WRITING, WORD PROCESSING CONNECTION* (see page 29)

Each title is automatically site licensed.

PRIMARY “GOOD START” P500

GREAT WILD IMAGININGS—P201
GREAT PET IMAGININGS—P202
I'M AS FAST AS FIRE—P204
TERRIBLE DAYS I—P207

ELEMENTARY “GOOD START” E500

CLASS JOURNALS—E201
TERRIBLE DAYS II—E222
CHANT, CHANT, CHANT—E231
THE ME DISK I—E250

INTERMEDIATE “GOOD START” I500

LANGUAGE DELIGHT—I201
FINDING A WRITING STYLE I—I242
OBSERVE AND DESCRIBE—I243
THE ME DISK II—I290

SECONDARY “GOOD START” S500

CHARACTER SKETCH II—S202
FINDING A WRITING STYLE II—S203
THE TELL-TALE CURSOR—S204
MORAL DILEMMAS II—S401

ELEMENTARY

SKILLS “GOOD START” E550

SENTENCES 4—E212
WORD FAMILY CHANTS—E232
PARAGRAPHS 5—I212
YOU ARE THE EDITOR I—I225

INTERMEDIATE

SKILLS “GOOD START” I550

PARAGRAPHS 6—I213
SENTENCES 5—1220
YOU ARE THE EDITOR II—I226
THE POWER OF WORDS—I261

ELEMENTARY

POETRY “GOOD START” E560

CHANT, CHANT, CHANT—E231
POETRY FOR YOUNG POETS—E234
WHERE THE SIDEWALK BENDS—I283
SOMEONE WON—I282

INTERMEDIATE

POETRY “GOOD START” I560

LET'S WRITE COUPLETS—E233
CHANTS TO LIMERICKS—I279
HAIKU TO FREE VERSE—I280
WHERE THE SIDEWALK BENDS—I283

TANDY SPECIAL

Tandy Desk Mate Special Collections
Designed for use with networks!

\$350 each

Each special collection includes **WRITE ON!** files covering poetry, expository, narrative, essential writing skills, and more.

P101DM Primary (K-4)

E101DM Elementary (4-6)

I101DM Intermediate (6-9)

S101DM Secondary (9-12)

KEYWORDS

New!
3.0 Version.



Unlocks Keyboarding Skills

For Teachers:

- **Advanced error checking.** Encourages success by tracking errors on the basis of words rather than individual key strokes.
- **Separate skill branches.** Teaches finger placement in one section, builds speed and accuracy in another, and provides for student practice of word processing editing skills in a fourth section.
- **Technically sound.** 'State of the art' programming that results in clean, fast, operation of the program.
- **Record keeping/management.** Manages up to 30 students through a series of personalized menus. A few keystrokes gives teachers access to a cumulative record screen for monitoring student progress.
- **Printer support.** Printouts assist in class management and grading.

For Students:

- **Language based.** Uses actual words and entertaining phrases to progressively raise skill level. Develops touch-typing skills using the most advanced kinesthetic methodology.
- **Motivating.** Clean screens, short activities, fun language, and a scrolling interface that holds student attention without video game flash.
- **Variety.** Has a total of 84 original practice drills for 16 levels, all contained on *one side of one disk!*
- **Sharing.** Provides for two students to practice during the same period, making it ideal for typical lab settings.
- **Personalized.** Menus personalized with the students' names show default lesson choices based on their records, but allow the students the opportunity to make their own choice.



Keyboarding is the penmanship of the computer age. Unfortunately, keyboard deficiencies usually present themselves in language arts classes, where the emphasis is not upon training typists but on imparting concepts. What is needed is keyboarding software that reinforces language development as it teaches typing skills.

NETWORK VERSION AVAILABLE \$179.00

The language based keyboarding system.

Recommended in *Instructor Magazine*, *The Computing Teacher*, and *The Writing Notebook*.

Key Words meets this need by using words, phrases and rhymes reminiscent of e.e.cummings, thereby providing reading pleasure and humor. Students learn common letter patterns that are the building blocks of words. They build a vocabulary of meaningful letter groups that occur often, and develop basic decoding and encoding abilities. Instead of "aaaa" or "asdf", letter combinations that do not appear in the English language, they type:

A SAD LAD ASKS ALL
ALL ASK A SAD LAD
A LASS ASKS A LAD
ALAS A SAD SAD LAD



*"Key Words beats
Paws hands down . . ."*

Gary Lawson, Principal
Vine Street School
West Covina, California

Though **Key Words** recognizes that keyboarding goes hand-in-hand with having fun with language, it never loses sight of its final goal — the training of capable "keyboarders". Studies show that speed and accuracy increase when a student concentrates on typing words and phrases rather than single letters.

In addition, word processor-type editing is introduced at the end of each level. The use of the editing keys distinguishes keyboard training from mere touch-typing and allows smooth migration to a word processor.

Three Versions!

K101 — ELEMENTARY
Grades 4 — 7

K102 — HIGH SCHOOL & ADULT
Grades 8 — Adult

K103 — SPECIAL EDUCATION
All Levels

INDIVIDUAL.....\$ 49.00
Includes one student diskette, backup and Teacher's Guide. Provides for up to 30 students.

5-PACK.....\$109.00
Includes five student diskettes, backup and Teacher's Guide. Provides for up to 150 students.

SINGLE SITE LICENSE.....\$179.00
Entitles a school to unlimited copies.

NETWORK EDITION.....\$179.00
For use with Corvus, AppleShare and Digicard. Provides for 220 students per volume.

SINGLE SITE LICENSE ONLY \$179.00

TRAINING & WORKSHOPS

To achieve the goal of a sound writing program supported by word processing, the number one need is for relevant on-going staff development. Such a program brings teachers up to the application level in four areas: a whole language approach, the mechanics of word processing and keyboarding, the writing process, and cooperative learning.

Prices range from \$400 to \$700 per day plus expenses.

Contact Jon Madian

503-386-3937

WRITE ON! and/or STORY TAILOR IMPLEMENTATION WORKSHOPS

(1/2, 1 or 2 days)

A practical hands-on workshop that familiarizes teachers with the lesson materials in **WRITE ON!** and/or **Story Tailor**. Teaches methods of organizing the classroom, ways to facilitate cooperative learning, how to connect the writing process to word processing, and strategies for teaching basic skills in a whole language approach.

USING WORD PROCESSING FOR CURRICULUM DESIGN

Elementary - Secondary

(1 or more days)

Teachers learn to use the word processor to design language arts activities. The focus is upon process writing, prompted writing, and literature-based writing. The workshop can also include authoring personalized literature for use with **Story Tailor**. Cooperative curriculum design strategies are emphasized.

MAKING THE LITERATURE, WRITING PROCESS, WORD PROCESSING CONNECTION

(1 or 2 days)

A look at how literature fits in with a whole language approach, and at writing strategies supported by word processing that can be developed from literature no matter what the stage in your students' skills development. Topics include: how to use the writing process to teach basic skills, cooperative learning strategies and the writing process—group composing, peer editing, and editing conferences.

BEGINNING WORD PROCESSING IN LANGUAGE ARTS

How To Do It! How to Teach It!
How To Use It!

(1 or 2 days)

Teachers learn to use word processing by composing, revising, editing, and publishing poetry, stories, and letters. This provides practice and insight into the forms their students will use throughout the year. Training will be on the word processor system of the participant's choice.

One day for teachers who already know how to use word processing.

Two days for novices.

DESIGN A WORKSHOP

We will help you design workshops to meet your unique needs. Workshops focus on regular classes, special education, Title 1, bilingual, or gifted students from grades K-12. Topics that can be included:

- The rationale and nature of a whole language approach
- Teaching basic skills within a whole language approach
- Literature based instruction
- Prewriting, composing, revising, editing and publishing

- Managing with one or more computers
- Connecting the writing process to word processing
- Integrating rather than adding computer activities
- Cooperative learning strategies in the writing process

- Teacher and peer feedback and evaluation
- Desk top publishing
- Beginning word processing activities
- Distinctions between fluency and revision stage students

- Writing across the curriculum
- Keyboarding

MAKING THE LITERATURE, WRITING, WORD PROCESSING CONNECTION:

The Best of



1983-1987

Making the Literature, Writing, Word Processing Connection The Best of the Writing Notebook, 1983-1987\$20

For the best information on using word processing to support your writing and reading curriculum. It contains over 150 pages on all phases of the writing process and word processing.

The Writing Notebook\$17 teachers, \$30 institutions.

Published four times during the school year, is an invaluable resource for K-12 teachers in all subject areas who want to include writing activities, with and without computers, as a part of their curriculum.

“Helpful and inspiring . . . an exciting source of innovative lessons and ideas.”

Owen Thomas, *English Journal*

To order contact:

CREATIVE WORD PROCESSING IN THE CLASSROOM
PO Box 79 • Mendocino, CA 95460 • Phone 707/937-2848



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Use and evaluate any Humanities Software title for up to thirty days with no risk or obligation. If you decide, for any reason, that the software does not meet your needs, simply write "Cancel" on your invoice and include it with the returned software. The software must be in resalable condition and must be returned within thirty days of your receipt. We will then cancel your bill or promptly refund your purchase price.

WRITE ON! Collection Purchase Information

Pricing for full collections in the **Write On!** Library reflect a discount.

- * Some titles appear in more than one collection and are marked with an *. When ordering two or more collections, please note duplicated titles and deduct \$70.00 for each duplicated title. All Special Needs/ESL titles are selected from other collections.

Shipping and Payment

A shipping charge of 4% will be added to each order. Allow two to four weeks for normal delivery. For faster service, authorize additional shipping charges on your order. Terms are net 30 days, no discount. Prices are listed in U.S. currency and effective September 1, 1988.

Backup Disks

Every Humanities Software title is shipped with a master and a fully functional backup disk for archiving.

Warranty

All Humanities Software diskettes are warranted for ninety days against defects. Return a defective disk to us within ninety days and we will gladly replace it free of charge. After ninety days the replacement charge is \$10.00 plus \$3.00 shipping and handling.

3.5 inch Disks

All titles are shipped on 5.25" disks except for Macintosh orders. Full collections can be ordered on 3.5" disks. Please contact Humanities Software for further ordering information.

In-Service Training

We offer In-Service Training and Workshops conducted by our staff. Please refer to pages 28 & 29 for details.

Upgrade Policy

All version upgrades are provided at 30% of the current purchase price. Return your original disk with your completed order form to receive the upgrade.

BOOK ORDER FORM

Please attach this form
to your order form page 33.

Purchase Order # _____

Phone# _____

Bill to: _____

Ship to: _____

The following books are recommended for use with Primary and Elementary literature titles.

Qty.	Title/Author	Cover	Unit Price	Total
	Where The Wild Things Are by Maurice Sendak	Soft	\$4.95	
		Hard	\$11.95	
	There's a Nightmare In My Closet by Mercer Mayer	Soft	\$3.95	
		Hard	\$10.95	
	A House is a House for Me by Mary Ann Hoberman	Soft	\$3.95	
		Hard	\$13.95	
	Wilfred Gordon McDonald Partridge by Mem Fox	Hard only	\$11.95	
	Today Was a Terrible Day by Patricia Reilly Giff	Soft	\$3.95	
		Hard	\$10.95	
	The Story About Ping by Marjorie Flack	Soft	\$3.95	
		Hard	\$10.95	
	The Napping House by Audry Wood	Hard only	\$13.95	
	Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst	Soft	\$2.95	
		Hard	\$10.95	
	Can I Keep Him? by Steven Kellogg	Soft	\$3.95	
		Hard	\$10.95	
	Quick as a Cricket by Audrey Wood	Hard only	\$10.00	
	Just For You by Mercer Mayer	Soft only	\$1.75	
	Runaway Bunny by Margaret Wise Brown	Soft	\$2.95	
		Hard	\$8.95	
	Harry by the Sea by Gene Zion	Soft	\$2.95	
		Hard	\$11.95	
	Ira Sleeps Over by Bernard Waber	Soft	\$4.95	
		Hard	\$11.95	
	A Fly Went By by Mike McClintock	Hard only	\$5.95	
	Little Rabbit's Loose Tooth by Lucy Bate	Soft	\$3.50	
		Hard	\$12.95	
	If You Give a Mouse a Cookie by Laura Josse Numeross	Hard only	\$9.95	
	Velveteen Rabbit by Margery Williams	Soft	\$2.50	
		Hard	\$8.95	
	Corduroy by Don Freeman	Soft	\$3.95	
		Hard	\$11.95	

Subtotal =
4% Shipping Charge +
Sales Tax (Ca. only) +

TOTAL =

ORDERING INFORMATION

WRITE ON!

The complete product code includes the following two-character word processor (W.P.) code. Please add this in the W.P. column, so that we may properly fill your order.

	W.P. codes	
Apple II computers:		
AppleWorks.....	A	K
AppleWriter II.....	A	W
MultiScribe 128K.....	M	U
MultiScribe GS.....	G	S
//Write.....	I	I
Magic Slate (64K).....	M	S
Magic Slate II.....	M	2
Bank Street II.....	B	2
Bank Street III.....	B	3
FrEd Writer.....	F	W
Macintosh computers:		
MacWrite.....	M	C
MicroSoft Word.....	M	W
MicroSoft Works.....	T	K
IBM & compatible computers:		
MicroSoft Works.....	M	K
pfs:Write.....	P	F
Bank Street Writer.....	B	W

SAMPLE

Product Code					WRITE ON! Titles	Qty.	Unit Price	Total
Title #	W.P. code							
I241	A	K			Character Sketch I	1	\$70	\$70

"I love this software!"

Barb McGee
5th grade teacher
Lab School
University of N. Colorado

*"The children are motivated to learn
just to be learning - not for the grade"*

Pam Glina
Faye Ross Junior High School
Artesia, California

"Software of high quality."

1988 Educational Software Preview
Education Software Evaluation Consortium

".. extensive .."

A+ Magazine

*"The WRITE ON! series is the most
extensive and versatile collection
that I've seen."*

Henry F. Olds Jr.
Classroom Computer Learning

 **HUMANITIES
SOFTWARE**

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INTRODUCING
story Tailor
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