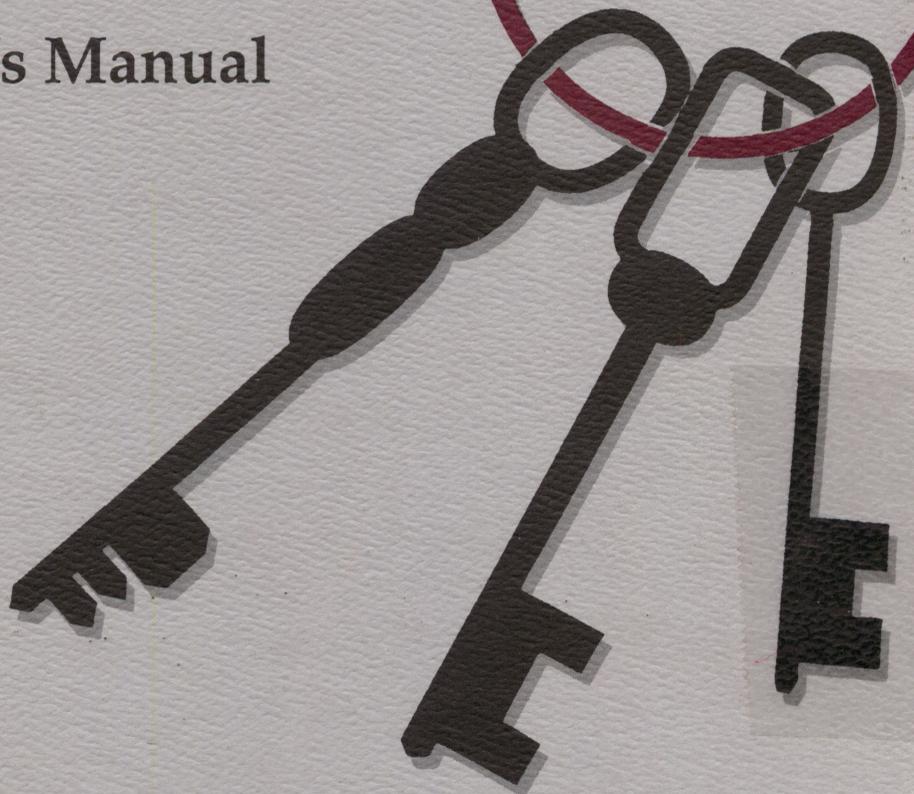


KEYWORDS

Teacher's Manual



HUMANITIES
SOFTWARE

TABLE OF CONTENTS

KEY WORDS Overview	1
Why KEY WORDS?	
Language Learning	
Accuracy and Speed Builders	
Error Checking and Editing	
Student Program	2
Teacher Management System	7
Preparation Activities	10
Suggestions for Use	11
Common Questions	12
Appendix:	
KEY WORDS Vocabulary	A
“Finger Zones” Transparency Master	B
“Key Strike/Check List” Transparency Master	C
KEY WORDS Reference Card Photocopy Master	D

KEY WORDS Overview

for Apple IIe, IIc, and GS

Why KEY WORDS?

Keyboarding is the penmanship of the computer age, as essential as closing the O's and dotting the I's. Though skill with a pen fosters the ability to communicate in writing, keyboarding extends that ability into the realm of word processing and computer science. Unfortunately, keyboard deficiencies usually present themselves in language arts classes, where the emphasis is not upon training typists but imparting concepts of grammar, spelling, and vocabulary. A laborious "hunt and peck" method is sure to dampen any enthusiasm and actually restrict the flow of ideas between student and teacher.

Where handwriting requires dexterity and artistry to learn, keyboarding requires practice and repetition, two activities little favored by most students. In many circumstances, computer time is too valuable to expend upon purely mechanical typing drills. Typical "typing tutor" programs are so boring and one-dimensional that the student feels no sense of accomplishment, and the teacher is often unable to evaluate the student's progress. What is needed is a keyboarding program which reinforces language development as it teaches typing.

Enter **KEY WORDS** — a language-based system which entertains as it trains in both touch-typing and language usage. **KEY WORDS** employs words and phrases instead of random letters, allowing the student to experience reading pleasures such as new vocabulary, rhymes, and humor. This multi-level system automatically awards diligence and practice with promotions to higher levels, accompanied by charming graphics. After learning the keyboard, the student

can drill for improving speed, accuracy, or both, and the error checker allows the student to find and edit mistakes. The management system keeps track of the progress of up to thirty students per diskette and lets the teacher set goals unique to each group of students.

Language Learning

Because **KEY WORDS** uses words, phrases, and rhymes instead of random letters, the students learn common letter patterns that are the building blocks of simple and complex words. Early on, they build a writing and reading vocabulary of letter combinations that occur frequently and have meaning. In place of typing "aaa" or "asdfjkl;" students begin with simple words like "as, lass, lad, all" and progress to phrases such as "as sad as a sad lass" and "ask all sad lads."

KEY WORDS promotes language arts by using poetry and rhythms reminiscent of e.e. cummings. These entertaining passages blend short vowels, long vowels, and consonants to teach basic decoding and encoding skills. The end result is a program which recognizes that touch-typing goes hand-in-hand with having fun with the language.

Accuracy and Speed Builders

Though language-based, **KEY WORDS** never loses sight of its final goal: the training of capable touch-typists, especially at the high school and adult level. Both teachers and students can set goals which allow the students to learn to type as quickly as their individual accuracy permits them. Students can select the Speed Builder drill, which lets them concentrate on

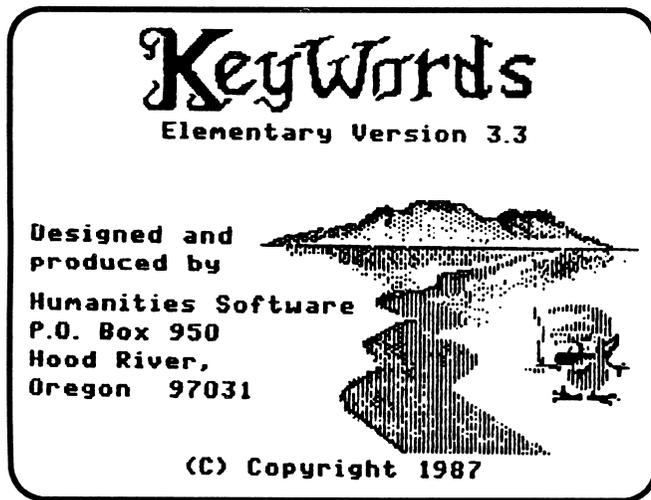
building up speed without worrying about accuracy. Accuracy Builder performs just the opposite task, allowing students to go for better accuracy without being judged on speed. Or the students can practice both aspects of keyboarding at the same time, with the results carefully logged to diskette for the teacher to study later.

Error Checking and Editing

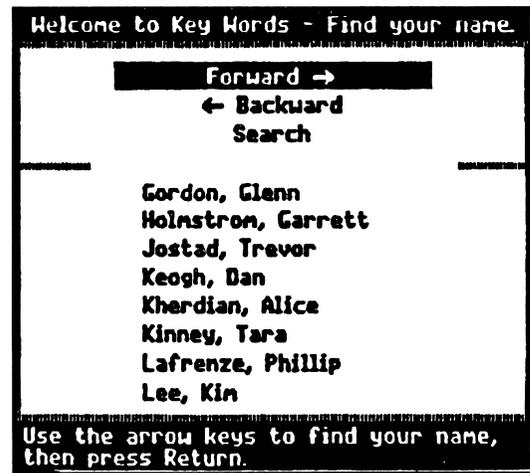
The Speed and Accuracy Test works in conjunction with an advanced error checker that allows the students to find and correct their errors. Unlike simple error checkers which count each incorrect letter as a separate mistake, **KEY WORDS** works on whole words. Each mistyped word counts as only one mistake, no matter how many out-of-place letters it has. This builds up the student's confidence while emphasizing the importance of words and phrases. Studies show that speed increases when a student concentrates on typing words and phrases, rather than single letters.

With editing capabilities which resemble a word processor, **KEY WORDS** encourages editing skills. The program reports the number of errors but lets the student find and correct them, using the cursor and the Delete key. The use of editing keys distinguishes keyboard training from mere touch-typing and allows smooth migration to a regular word processor. Whether the student moves on to a home word processor, a business-class system, or computer programming, **KEY WORDS** provides the needed preparation.

Student Program



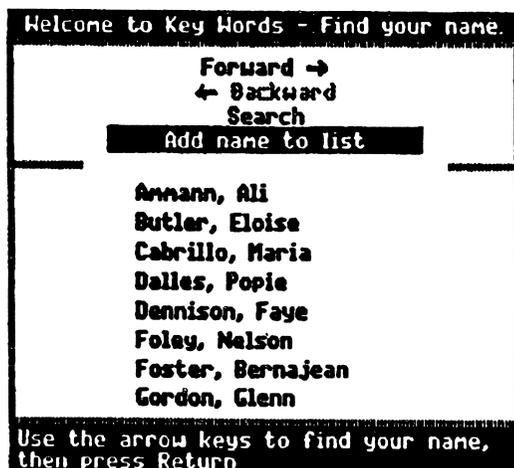
[Fig. 1]



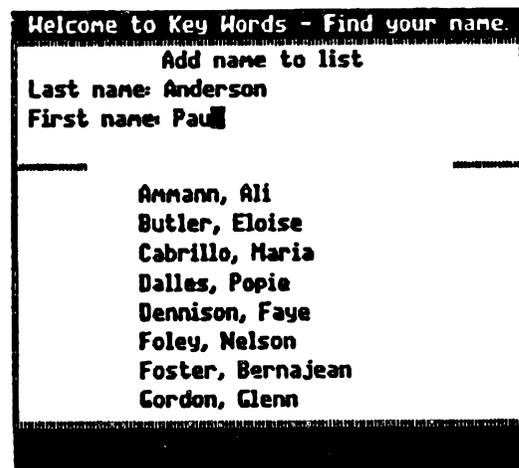
[Fig. 2]

KEY WORDS is available in three versions: High School, Special Education, and Elementary [Fig.1]. The differences between the three programs are in complexity of language used in the practice material, and difficulty of “words per minute” and “allowed errors” criteria used for passing between levels. In addition, the Special Education version has a specially designed Speed and Accuracy Test screen. All screen illustrations in this manual are from the Elementary version of **KEY WORDS**.

If students have previously used the disk, or if the teacher has pre-entered their names, they will arrow through the list, selecting their name with the return key. The names are in alphabetical order, and by selecting “Forward” or “Backward,” they can move quickly to the screen containing their name [Fig. 2]. The “Search” option prompts the student to enter their initial, and then presents the screen containing their name. This option is especially useful if **KEY WORDS** is being used on a hard disk system.

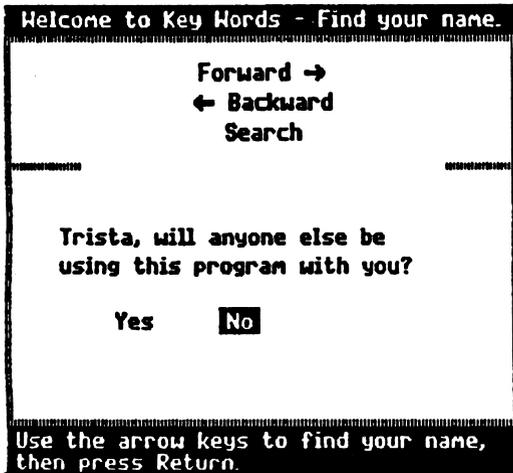


[Fig. 3]

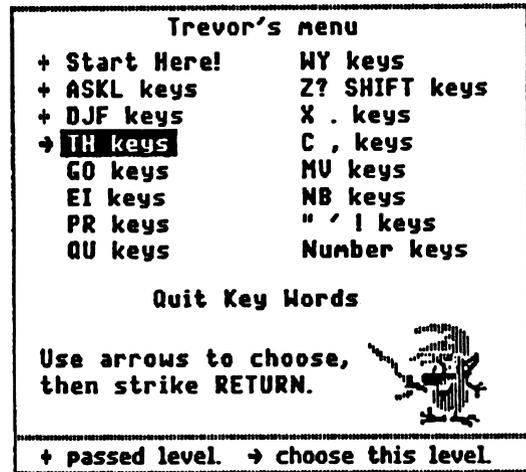


[Fig. 4]

If the student’s name is not already on the register, the student chooses “Add name to list” [Fig. 3], and enters his/her name. The “Add name to list” option is automatically removed when the disk capacity of 30 students is reached. This option can also be removed by the teacher, if the teacher chooses to pre-enter student names on the disk.



[Fig. 5]



[Fig. 6]

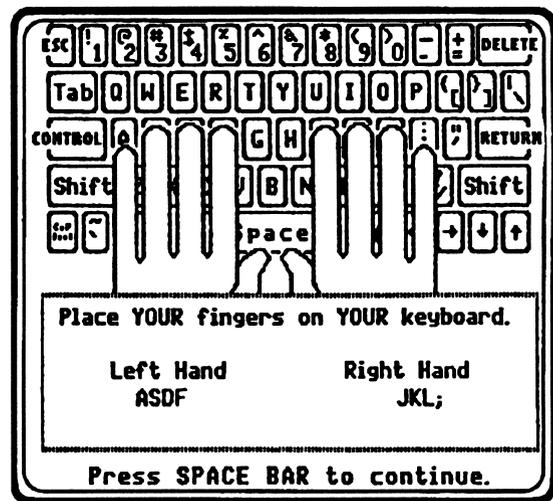
KEY WORDS allows one or two students to use the program at a time. Prompts transfer the lessons from one student to another [Fig. 5].

The Main Menu uses symbols to show the student levels passed and which level should be chosen next. The choice is shown with an arrow and highlight bar [Fig. 6].

Important! Make sure the Caps Lock key is *not* depressed. **KEY WORDS** is looking for lower case input.



[Fig. 7]

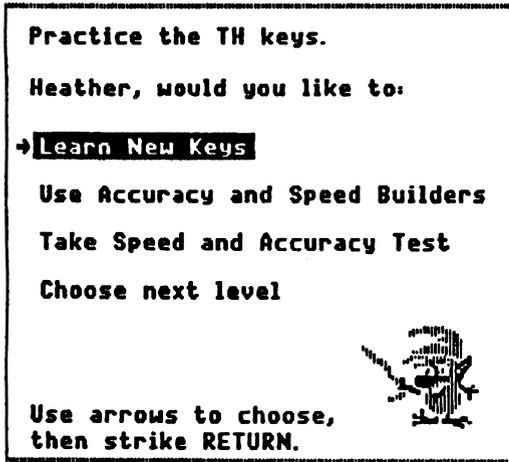


[Fig. 8]

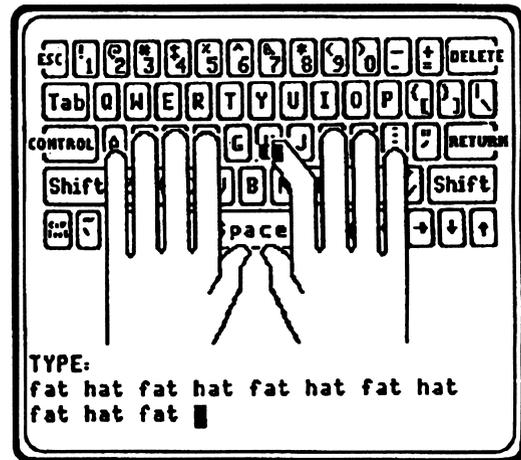
The first option, "Start Here," reviews keyboarding techniques of hand/finger position, body posture and the home row keys [Figs. 7 and 8]. When "Start Here!" has been completed, the student is ready to progress through the remaining levels, learning all the keys of the keyboard.

NOTE: Student control is maintained throughout **KEY WORDS**
Although the menus are coded to assist the student in choosing the correct options, students can override these choices and select already completed or more advanced options.

Learn New Keys



[Fig. 9]

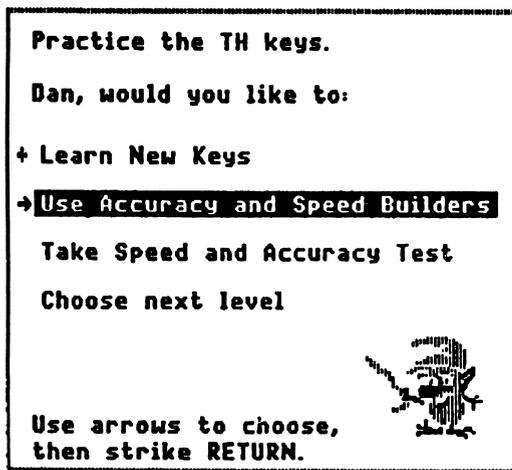


[Fig. 10]

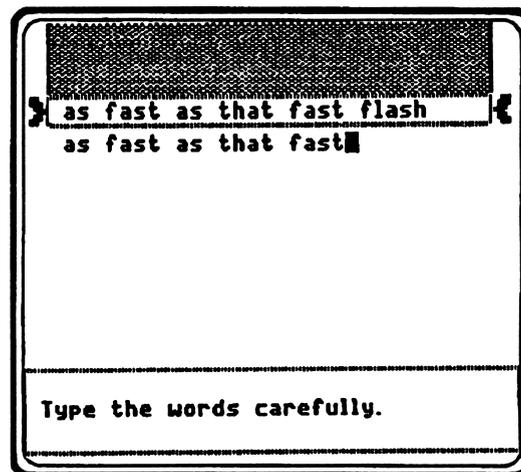
Students begin their practice by choosing “Learn New Keys” [Fig.9]. Animated fingers on a graphic keyboard show the student how to strike the new keys, while stressing the importance of returning to the home keys [Fig. 10].

Important! Make sure the Caps Lock key is *not* depressed. **KEY WORDS** is looking for lower case input.

Accuracy Builder



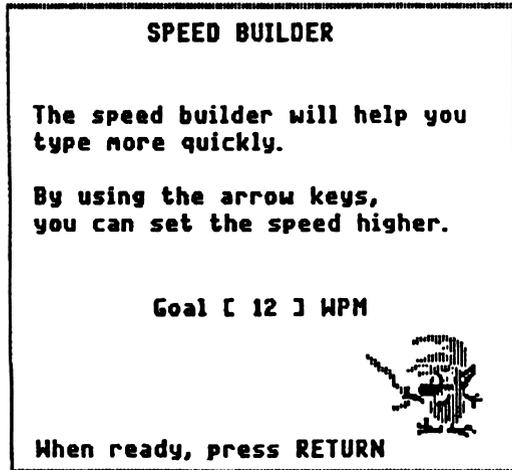
[Fig. 11]



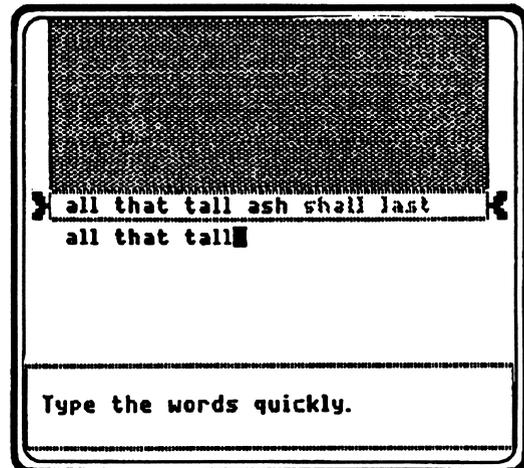
[Fig. 12]

The Accuracy Builder helps the student practice the newly learned keystrokes with whole words and phrases. Accuracy is stressed, not speed. The student copies each new line of scrolling text, and the maximum error limits determine whether the passage needs to be repeated or the student is ready to move on [Figs. 11 and 12].

Speed Builder



[Fig. 13]

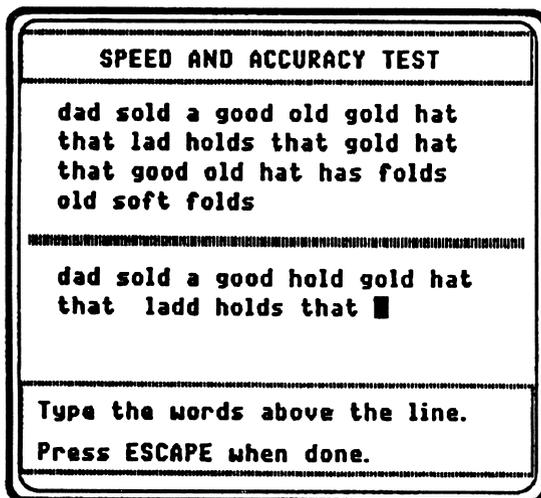


[Fig. 14]

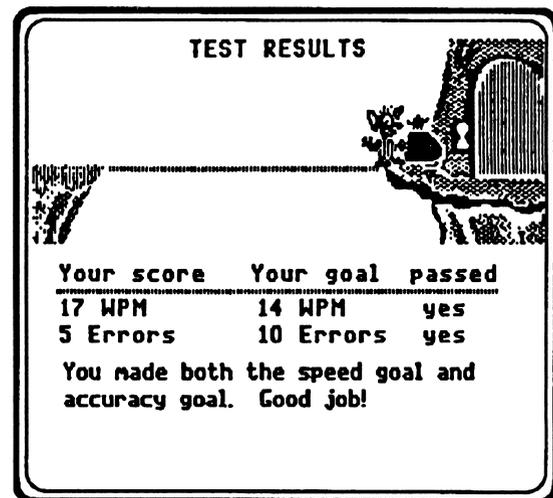
Next, the student uses the Speed Builder. Minimum speed is set for each level, but the student can set the level higher [Fig. 13]. Students copy scrolling text and are motivated to type quickly as the text turns to bold-face, pacing them to achieve the set wpm [Fig. 14]. By choosing to use this screen repeatedly, the students can challenge themselves by setting their wpm goals successively higher.

Important! Make sure the Caps Lock key is *not* depressed. **KEY WORDS** is looking for lower case input.

Speed and Accuracy Test



[Fig. 15]

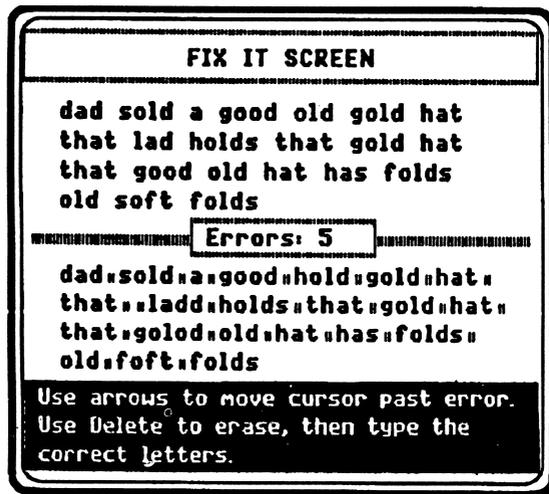


[Fig. 16]

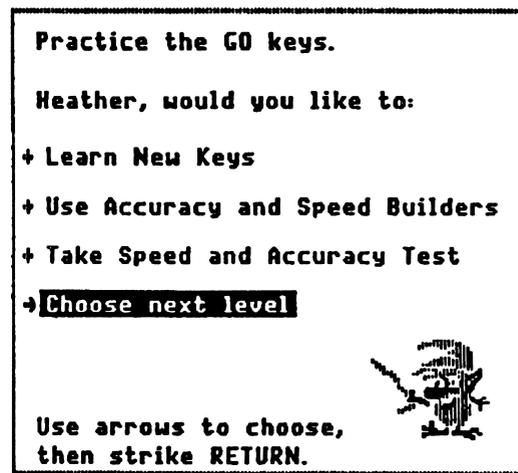
A Speed and Accuracy Test is presented when six practice passages have been completed, or when the student elects to take it. In these keyboard tests, the student types a passage and is judged on both speed and accuracy. Like a word processor, the test screen has “wrap around.” The Delete key, however, is deactivated unless turned on through the Teacher Options. A misspelled word is counted as one error no matter how many incorrect letters it contains. An incorrect number of spaces between words and missing or mistyped punctuation are also counted as an error [Figs. 15 and 16].

NOTE: Using the Delete key can become a bad habit.

Research has shown that many “hunt and peck” typists overly depend upon the Delete key to correct their mistakes. Word processing theory and practice recommend that students learn keystroke patterns uninterrupted by immediate correction. **KEY WORDS** makes the Delete key functional only on the Fix It Screen. (However, the Delete key can be activated through the Teacher Options.)



[Fig. 17]



[Fig. 18]

The student is given the opportunity to correct errors at the Fix It Screen, where the editing keys are activated [Fig. 17]. The sub-menu shows students when they are ready to go on to the next level by marking those options they have completed with pluses (+) and indicating the next option they should choose with an arrow [Fig. 18].

Teacher Management System

TEACHER OPTIONS

Review/Remove Student Records

Set 'Add name' option
 Print Student Records
 Change Passing Criteria
 Change status of edit keys
 Return to Key Words
 Quit Key Words

Use arrows to choose, then press RETURN.



[Fig. 19]

STUDENT: Secret, Judy

Level	Passage	WPM	Error	Use:
Start	Completed			
ASKL	6	11	9	ARROWS to review students.
DJF	6	15	8	
TH	6	13	7	
GO	6	16	6	
EI	6	17	4	CTRL-D to remove student.
PR	6	18	4	
OU	6	16	4	
WY	6	21	5	CTRL-S to search for students.
Z?	6	20	2	
X.	6	26	2	
C.	6	27	5	
MU	6	32	2	ESCAPE to quit review.
NB	6	27	7	
*/!	6	22	8	
Numbers	6	22	6	

[Fig.20]

From the Find Name or Main Menu screens, press Control-T to go the Teacher Options menu. From here, you can choose to "Review Student Records," "Print Student Records," or modify aspects of the program [Fig. 19].

The program maintains records for thirty students per diskette, and the teacher can check each student's current level and test scores [Fig. 20].

TEACHER OPTIONS

Review/Remove Student Records
Set 'Add name' option
 Print Student Records
 Change Passing Criteria
 Change status of edit keys
 Return to Key Words
 Quit Key Words

Use arrows to choose, then press RETURN.



[Fig. 21]

You can choose when you want the 'Add name to list' option to appear on the find name menu. You can remove or restore this option at any time. This option is automatically removed when the student list is full.

Do you want 'Add name to list' on the find name menu?

Yes No

Type Y, N or use arrows to choose, then press RETURN.

[Fig. 22]

The "Set 'Add name' option" [Fig 21 and 22] allows you to remove the "Add name to list" option from the main student menu. This is useful if you want to pre-enter student names rather than have each student enter their own name.

TEACHER OPTIONS

Review/Remove Student Records
 Set 'Add name' option
Print Student Records
 Change Passing Criteria
 Change status of edit keys
 Return to Key Words
 Quit Key Words

Use arrows to choose, then press RETURN.



[Fig. 23]

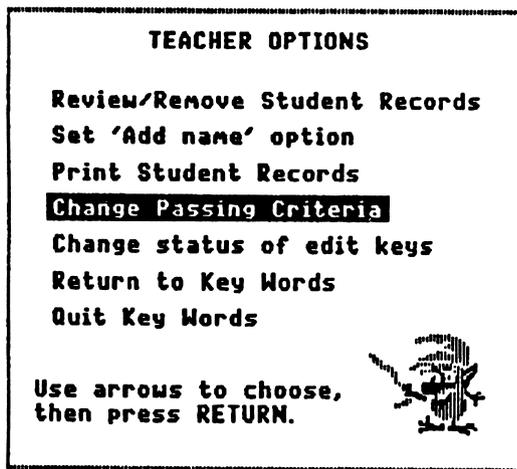
Key Words student records.

Student	Level	WPM	ERR	Student	Level	WPM	ERR
O'Malley, Tom	Start	Completed	Patrol	Start	Completed		
	ASL	15	11		ASL	15	10
	DJF	17	11		DJF	18	10
	TH	16	6		TH	15	9
	GO	14	4		GO	15	6
	EI	19	7		EI	15	6
	PR	18	4		PR	34	9
	OU	18	7		OU		
	WY	18	7		WY		
	Z?				Z?		
	X.				X.		
	C.				C.		
	MU				MU		
	NB				NB		
	*/!				*/!		
	Numbers				Numbers		

Student	Level	WPM	ERR	Student	Level	WPM	ERR
Paulson, Ben	Start	Completed	Rochford, Mike	Start	Completed		
	ASL	18	4		ASL	51	12
	DJF	25	6		DJF	49	8
	TH	20	1		TH	62	8
	GO	36	2		GO	73	0
	EI	18	6		EI	77	3
	PR	47	6		PR	40	6
	OU	25	0		OU	61	4
	WY				WY	60	3
	Z?				Z?	45	3
	X.				X.		
	C.				C.		
	MU				MU		
	NB				NB		
	*/!				*/!		
	Numbers				Numbers		

[Fig. 24]

A teacher option to print records is provided [Fig. 23]. A printout can assist the teacher in class management and grading tasks [Fig. 24].



[Fig. 25]

Review/Change Passing Criteria		
Level	WPM	ERRORS
Start	N/A	N/A
ASKL	8	12
DJF	10	12
TH	12	12
GO	■	
EI	14	10
PR	16	10
QU	16	8
WY	18	8
Z?	18	8
X,	20	8
C,	20	8
MU	22	8
NB	22	8
"! "	14	8
Numbers	14	8

Type in the new passing WPM and Error values, then press Return.

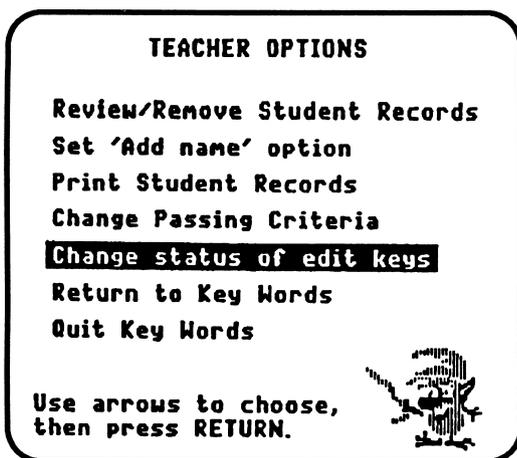
[Fig. 26]

Teachers can increase or decrease the criteria for moving between levels [Fig. 25]. These passing criteria are used by the Speed and Accuracy Test to determine when the student is allowed to move on to the next exercise.

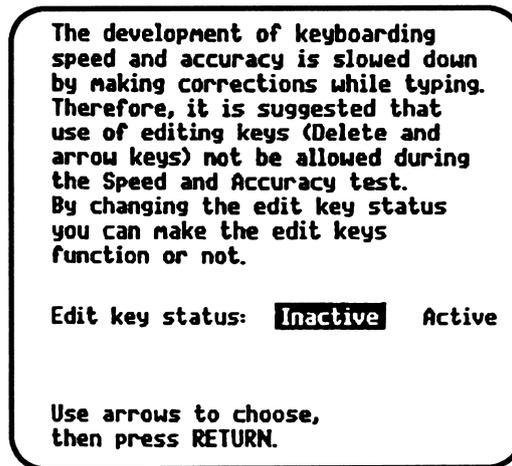
Teachers can change the minimum wpm required and maximum errors allowed before the student is promoted to the next level [Fig. 26]. The maximum errors allowed also determines when the Accuracy Builder presents a new practice passage, and the minimum speed criteria determines the slowest speed at which Speed Builder can be set. At any time, the teacher can choose to return the promotion criteria to the original values by pressing Control-R.

NOTE: Passing criteria changes for all students.

If the teacher changes the passing criteria, it is changed for EVERY STUDENT using the diskette. Of course, students can always choose to practice at advanced levels, and they can set their own goals for speed.

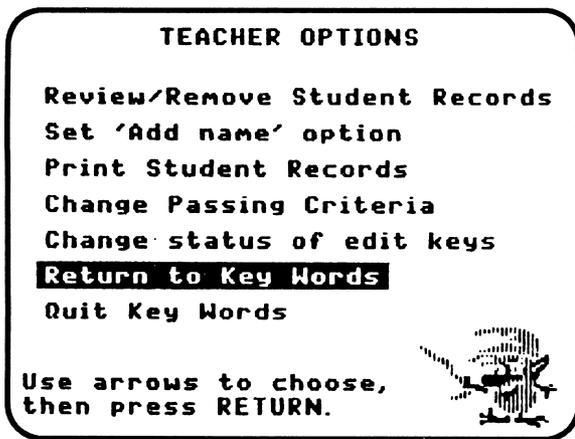


[Fig. 27]

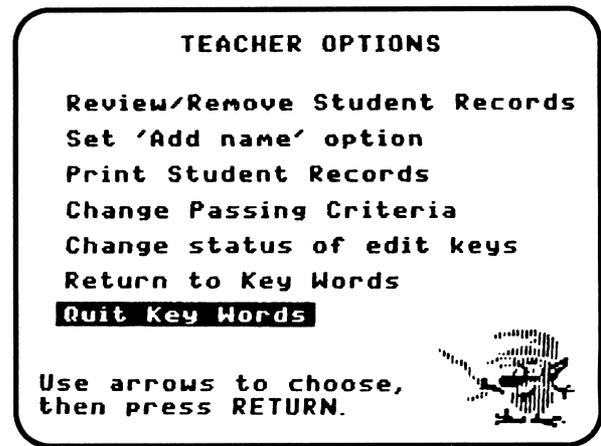


[Fig. 28]

Edit keys include the arrow keys, which move the cursor, and the Delete key. These keys are normally inactive during the Speed and Accuracy Test, and students should be encouraged to correct their errors on the Fix It Screen rather than as they type. However, you can activate the edit keys through this Teacher Option [Fig. 28].



[Fig. 29]



[Fig. 30]

From the Teacher Options menu you can choose to "Return to **KEY WORDS**" [Fig. 29] which will return you to the Find Name screen. Or you can choose to "Quit **KEY WORDS**" [Fig. 30] in which case you are presented with a screen that allows you to start another diskette.

Preparation Activities

KEY WORDS is immediately usable and can be given to students without any preparation. However, you may choose to do some of the following preparation activities.

Teacher Preparation

Place the back-up diskette in a safe place for use if the distribution diskette becomes damaged and must be replaced.

One **KEY WORDS** diskette manages and keeps records for as many as thirty students. Before beginning, the following optional activities could be performed:

Pre-enter student names. Names can be entered by the students themselves upon their initial use of the program, or the teacher can enter the names beforehand. Then, using the Teacher Option, the "Add name to list" option can be removed so students are not allowed to enter their own names. Pre-entering student names often simplifies management tasks.

Set up teams. The program can be used by one student at a time, or by teams of two students working together. If you choose to have teams of students, plan for a team to work together throughout the use of the diskette. This is most important if you are using more than one copy of **KEY WORDS**. To change team members, use only students who are registered on the same disk. Otherwise, part of a student's records will be on one disk and part on another.

Use "Teacher Management Options." The key combination, Control-T, brings up the Teacher Options menu if pressed during the "Name Entry" or Main Menu screens. From the Teacher Options menu, you can review student records, change criteria for passage to the next level, print records, and activate the Delete key on the Speed and Accuracy Test. See "Teacher Management System" (p. 7) for more information.

Correlate vocabulary with your curriculum. "**KEY WORDS** Vocabulary" (Appendix A) lists the words introduced at each level. You can plan spelling lists and writing activities to correlate with the students' **KEY WORDS** typing program.

Student Preparation

Before introducing the program to students, you may want to perform the following exercises:

1. Review proper technique with the overhead transparencies entitled "Finger Zones" and "Key Strike/Check List." Make your transparencies from the masters on Appendix B and C.
2. Demonstrate and refer to the **KEY WORDS** Reference Card and set up the Card on each computer between keyboard and monitor. The **KEY WORDS** Reference Card is found on Appendix D.
3. Review home row finger placement through demonstration and referral to the Reference Card (Appendix D).
4. When introducing new keys, have the students raise their fingers to indicate which ones they need to use. Have them practice key reach, encouraging them to picture their fingers reaching and striking the new keys.

Suggestions for Use

Classroom Presentation

According to current research, the most important area of keyboard training is correct technique. Secondly, speed needs to be developed. Third in order of importance is accuracy. The computer can monitor, manage, and report speed and accuracy, but it is important that use of correct technique is monitored and reinforced by the teacher.

1) Correct technique

Make certain your students are aware of correct technique through discussion and demonstration. Overhead transparency masters (Appendix C and D) have been included for use in instructing the class on correct technique. Be sure students have the **KEY WORDS** Reference Card in front of them at all times and periodically reference it. As you circulate throughout the room, remind the students about posture, home row finger position, and the way in which they hold their fingers and arms.

2) Speed of typing

Rapid fluent typing is the main objective of keyboarding. Accuracy is important, but developing speed and fluency is more important for a beginning typist. Encourage students to use the Speed Builder option repeatedly.

3) Accuracy of typing

Each of the fifteen levels contains six practice passages, so there are lots of opportunities for students to develop keyboarding accuracy. Students shouldn't be overly concerned about accuracy. Accuracy will come with typing experience.

After All Levels Are Successfully Completed

After students have finished all levels of **KEY WORDS**, encourage them to use a word processor and enter text from printed materials for practice. Provide practice text from a variety of sources and disciplines. Some formatted text, such as letters and outlines, could be included. Students can then correct their own copy and see where they are making the most frequent errors.

More Than One Student to a Computer

KEY WORDS provides for one or two students to use the program at the same time. The program presents prompts which transfer the lesson from one student to another at appropriate times. Because **KEY WORDS** manages instruction for up to thirty students, one copy can satisfy the needs of a typical single computer classroom.

If you have two students on each computer, you may want them to monitor each other's technique. Ask students who are not keyboarding to remind partners when their posture or typing technique doesn't match the illustration on the **KEY WORDS** Reference Card. Monitors should also make sure their partners place their fingers on the home row keys each time they start typing.

KEY WORDS in the Lab

In a lab situation, you may have as many as six classes using each computer throughout the day. You will need just one **KEY WORDS** diskette per computer to service these six groups. In fact, each diskette will hold the records for thirty individual students or fifteen teams of two students each. This makes **KEY WORDS** ideal for labs set up on a rotating days schedule. It is a good idea to label the diskette with the number or location of the computer it services.

Common Questions

What is the difference between KEY WORDS Elementary, Special Education, and High School versions?

Each of the 15 levels contains a set of 6 practice passages. Since all beginning typists have the same initial needs, the first two or three passages are essentially the same in all three versions. Subsequent passages tend to use more multi-syllable words and more complex phrases for the high school typist. On the other hand, single-syllable words and short, simple sentences are used in the Special Education version.

The passing criteria of wpm and allowed errors range from least generous for high school students to most generous for Special Education.

The Speed and Accuracy Test has been modified on the Special Education version. Test material contains two lines rather than four lines of text.

Why can't I use the Delete key?

This is often asked by students who have used word processing software, yet are still "hunt and peck" typists. All teachers who were consulted on this topic said "no Delete key." Keyboarding research shows that students should learn the patterns of keystrokes uninterrupted by immediate corrections.

KEY WORDS allows corrections to be made on the Fix It Screen with the Delete and cursor movement keys fully functional. If you feel strongly about having the Delete key activated during the Speed and Accuracy Test, you can turn it on by using a Teacher Option.

Why is there so much repetition of words in the practice passages?

Research has shown that speed increases more readily if simple words are used, and repeated often. KEY WORDS offsets the repetition by providing text with humor, poetry, and rhythmic chants.

Easy practice material develops speed and typing fluency more effectively, giving the student a feeling of confidence and a sense of success.

Does KEY WORDS work on the Apple IIGS?

Yes. KEY WORDS detects the IIGS and adjusts timing for the faster GS hardware. You don't need to make any changes.

Why don't I get an error count during my Speed Builder work?

Keyboard instruction theory holds that speed and accuracy skills should be developed separately. Therefore, KEY WORDS contains separate Accuracy Builder and Speed Builder exercises. To move between levels, students must show a certain level of speed and accuracy in combination when they take the Speed and Accuracy Test.

Why is the sequence of key introduction so different from what I am used to in other typing programs?

Most typing programs are based on 1950's typing instruction. KEY WORDS designers sensed the need for a more language-based program, one which reinforces the development of a reading and writing vocabulary as it teaches typing.

The content of the passages is based on word list analysis. High frequency words which help to develop reading/writing vocabulary and spelling skills have been chosen for use in the practice material.

How many students can use a KEY WORDS diskette?

The diskette has been designed to hold records for thirty students, allowing it to handle all the students in a single computer classroom. In a lab setting, fifteen teams of two students each can use the diskette assigned to a single computer.

KEY WORDS provides for one or two students to use the program at the same time. Program prompts transfer the lesson to the next student at appropriate places in the program.

I have a student who is physically handicapped and does not have much finger dexterity. Can I change the passing criteria for this child?

The teacher can modify some aspects of KEY WORDS to suit preferences or the needs of certain students. Teachers can increase or decrease the words-per-minute and errors criteria for moving between levels using the Teacher Options. However, once these criteria are changed, they are changed for every student using that diskette. You may wish to purchase a separate copy of the program for students with special needs.

APPENDIX

KEY WORDS VOCABULARY

Below are the words and word patterns introduced at each level in the **KEY WORDS** program. This does not include all words, only common words and words that follow patterns for particular word groups or families. The Special Education version contains more repetitions of one-syllable words and fewer two-syllable words. The High School version has more of an emphasis on two-syllable words.

Level 1: A S K L Keys Introduced

Words Learned: all as ask lass

Patterns: sl alk as ask
ll

Level 2: J D F Keys Introduced

Words Learned: add ade dad fall
sad lad salad flask

Patterns: fl ad s (plural)

Level 3: T H Keys Introduced

Words Learned: sat flat hat slat
that has fast last
ash flash slash dash
hash sash talk stalk
hall tall shall stall
salt half

Patterns: th alt ast sh
st at ash

Level 4: G O Keys Introduced

Words Learned: dog hog fog log
jog look took hook
shook hag sag shag
lag got shot hot
lot old told gold
sold fold soft aloft
of off stool fool
soot tooth toast toad
oat goat float soak
load ghost good hood
stood flood

Patterns: ood old ook oa
og ot ool oat
ost oad ag oast
gh

Level 5: E I Keys Introduced

Words Learned: eat seal flea eagle
tea eel feel feed
geese goose loose lose
the these did lid
solid pig lake fake
gate skate jade like
kite ashes flashes glide
slide silk jog sigh
high tight light flight
seaside steak fish clfish
shoes headlight

Patterns: ee ea es se
ed ake ade id
ie ig ike ite
ide ilk igh ight
ish oe

Level 6: P R Keys Introduced

Words Learned: hop stop shop flop
slop ear hear dear
fear pear eager read
deer free tree see
red fled tire fire
tried tar jar hard
are large ark park
dark lark spark star
ill shrill starfish earth
thrill dope rope hope
girl radishes soap horse
reddish apples roses spider
pillar fairies parrot strolled
prettiest sorriest alligator
refrigerator

Patterns: op ear er es
re ee ar ard
ark ope iest or
oll ir thr shr
str

Level 7: Q U Keys Introduced

Words Learned: rug hug jug our
hour four pour flour
out shout loud house
soup gush hush just
flush trust judge fudge
pure suds three quit
quiet quake quilt quote
quail quarter quart equip
quip squirt spirit dollar
said heartfelt stutter sputter

Patterns: ug ou out ouse
ush ust udge qu

Level 8: W Y Keys Introduced

Words Learned: day tray way away
play playful stay joyful
why whole where flow
flowers pillow yellow plow
washed yaks owls hoot
write laws you furry
hurry story followed

Patterns: ay ow wh ly
ory urry aw wh
wr

Level 9: Z ? Keys Introduced

Words Learned: zip zipper pizzaz zeal
zigzag sizzle puzzles Zeus
gazes drizzle zero lazy
jazz zesty

Level 10: X . Keys Introduced

Words Learned: expert explode extra exit
express relax reflex exit
exhale apex explore prefix
wax tax ox fox
duplex paradox exasperate

Patterns: ex ox ax re
pre

Level 11: C , Keys Introduced

Words Learned: ace face race circus
circles sticky quick pick
chick peck chew juice
cupcake cheetahs duck Chuck
quack call cows could
careless could carrot exactly
clothes deck crawls cards
choose chocolate

Patterns: ace circ eck ick
uck uice ch cr

Level 12: M V Keys Introduced

Words Learned: love dove glove move
grove am my five
give arrive thrive alive
very avoid swerve wave
carmel muddy comics slime
scratch pimples rimful whim
pilgrim shrimp limp mild
might church

Patterns: ove ive av ve
im ime

Level 13: N B Keys Introduced

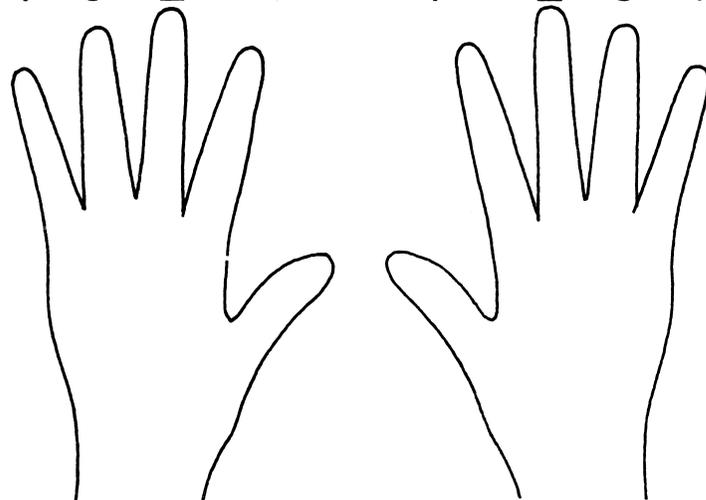
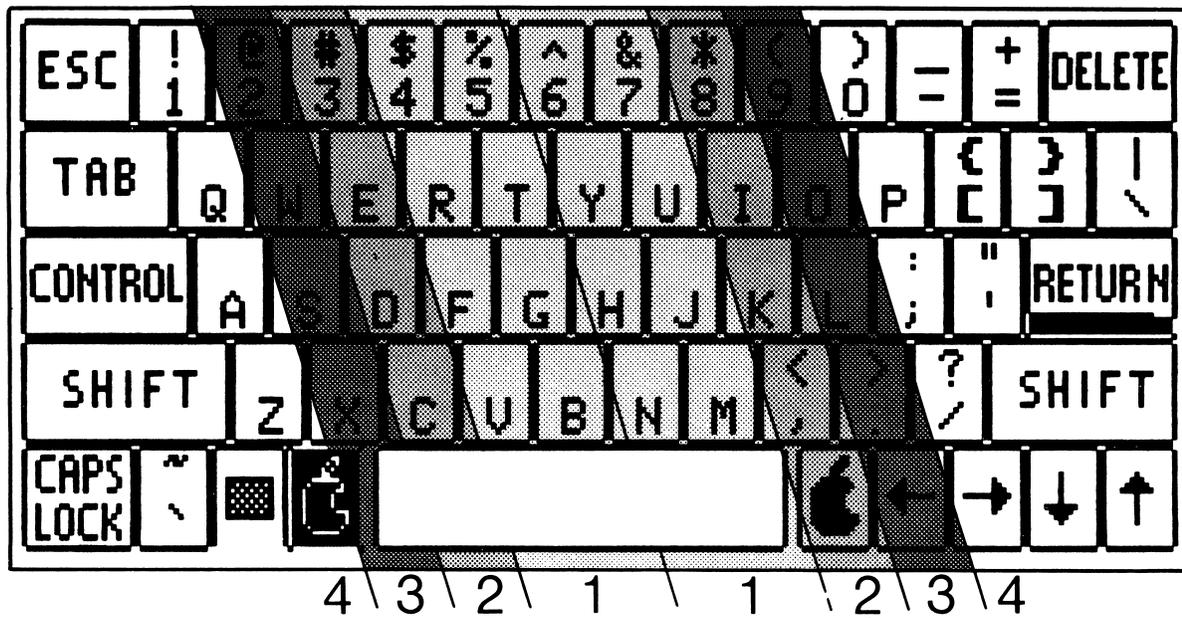
Words Learned: big bit nibble rabbit
job cob hobby blue
wobbles singing dancing bang
beach brown building brave
balloons blossom bouquet barley
subway caution explosion
motion extinction

Patterns: ob ub ug br
bl ld bb bbl
by in ion sion

Level 14: " ' ! Keys Introduced
(Special Education Introduces " !)

Level 15: Number Keys Introduced
(Special Education Introduces ')

FINGER ZONES

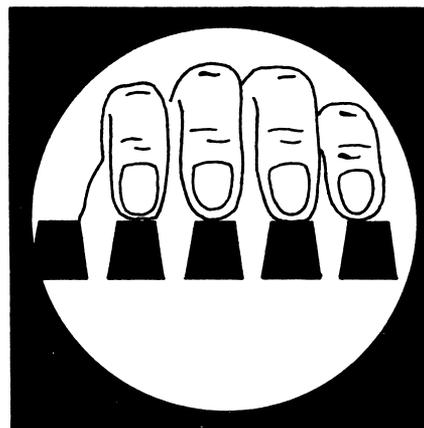


KEY STRIKE

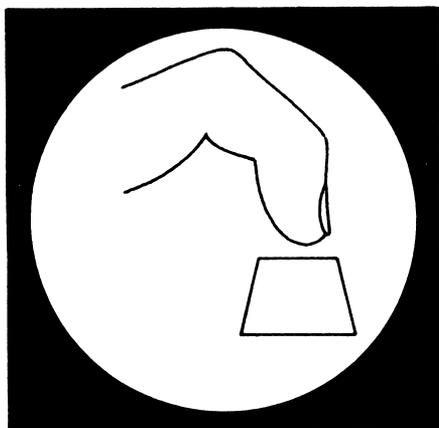
Fingers curved



Fingers upright



Strike down



Snap toward you



CHECK LIST

- ✓ 1. Feet on the floor.
- ✓ 2. Elbows hanging naturally.
- ✓ 3. Fingers resting lightly on the keyboard.
- ✓ 4. Seated directly in front of the keyboard.

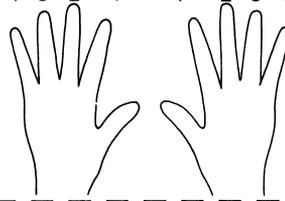
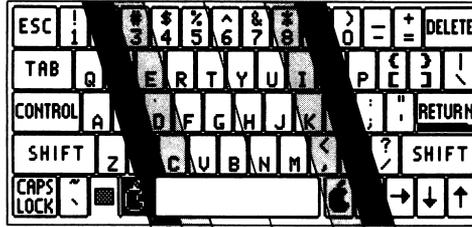


CHECK LIST



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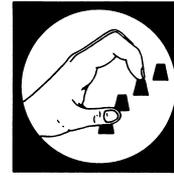
FINGER ZONES



fold to back

KEY STRIKE

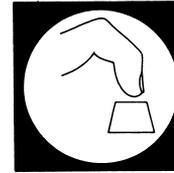
Fingers curved



Fingers upright



Strike down



Snap toward you



(cut)

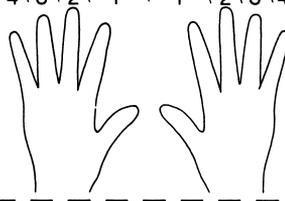
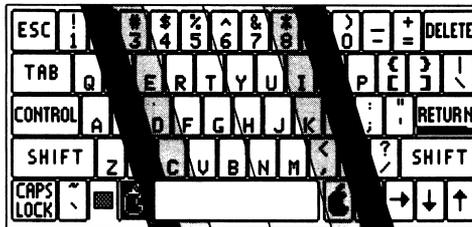
(cut)

CHECK LIST



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FINGER ZONES



fold to back

KEY STRIKE

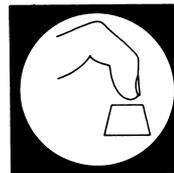
Fingers curved



Fingers upright



Strike down



Snap toward you



(cut)

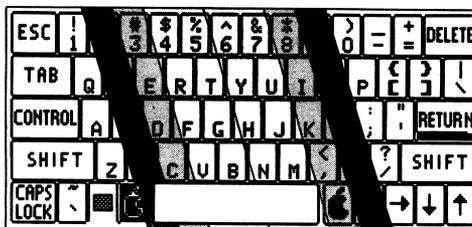
(cut)

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FINGER ZONES



fold to back

KEY STRIKE

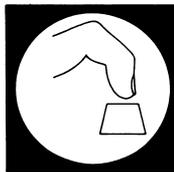
Fingers curved



Fingers upright



Strike down



Snap toward you



(cut)

(cut)

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