

no. A-175



# phonics prime time: initial consonants

**from the phonics series**

instructional computing courseware  
for the **apple**® II computer



a product from the  
**mecc reading collection**



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This manual is compatible  
with  
the *Phonics Prime Time: Initial Consonants* diskette  
Version 1.x

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## OVERVIEW OF THE MECC READING COLLECTION

The **MECC Reading Collection** helps students in Grades K-6 sharpen their reading skills in three main areas: sound/letter association, word analysis, and reading comprehension.

Three assumptions were made in the development of these products:

- Reading is a basic skill that all students need to master. Because of its importance, teachers spend a great deal of instructional time helping students develop the skills necessary for proficient reading.
- The computer is an excellent medium for providing students with the practice they need to master reading skills. It can present a basic core of material in a way that makes each presentation unique. The computer also provides immediate feedback appropriate to the student's response.
- Students learn more effectively when content closely matches their individual needs. The Teacher Options included in each package and the *Reading Management System* that accompanies the **MECC Reading Collection** facilitate individual instruction. Teachers can determine the content that is presented and can analyze information about each student's performance.

The three series in the collection include:

- Phonics (the *Phonics Prime Time* packages);
- Word-Building (the *Words at Work* packages);
- Reading Comprehension (the *Those Amazing Reading Machines* packages).

To further assist your use of the **MECC Reading Collection**, MECC has created the *Reading Textbook Connection* and the *Reading Management System*.

The *Reading Textbook Connection* is a manual that contains an overview of the scope and manner of presentation of the **MECC Reading Collection**, as well as a correlation between each program and the skills taught in basal reading texts from Houghton Mifflin, Macmillan, and Scott, Foresman.

The *Reading Management System* is a diskette that enables teachers to print a variety of performance reports and to control instructional variables and the sequence of the lessons presented to students using the **MECC Reading Collection**.

The matrix on the next page outlines the **MECC Reading Collection** by product title, description, and grade range. Your suggestions for additional products in the current series or for new series in the **MECC Reading Collection** are valued and will be considered for future products. Please send your comments to the MECC Software Division.

# THE MECC READING COLLECTION

<b>Phonics Series</b> These products give students practice with initial consonants, final consonants, short and long vowels, r-controlled vowels, diphthongs, and initial blends and digraphs.	No.	Grade Range						
		K	1	2	3	4	5	6
<i>Phonics Prime Time: Initial Consonants</i>	A-175							
<i>Phonics Prime Time: Final Consonants</i>	A-176							
<i>Phonics Prime Time: Vowels I</i>	A-177							
<i>Phonics Prime Time: Vowels II</i>	A-178							
<i>Phonics Prime Time: Blends and Digraphs</i>	A-179							
<b>Word-Building Series</b> These products provide students with practice in contractions, prefixes, suffixes, and compound words.								
<i>Words at Work: Contraction Action</i>	A-180							
<i>Words at Work: Prefix Power</i>	A-181							
<i>Words at Work: Suffix Sense</i>	A-182							
<i>Words at Work: Compound It!</i>	A-183							
<b>Reading Comprehension Series</b> These products give students practice in reading for sequence and detail while developing reading strategies.								
<i>Those Amazing Reading Machines I</i>	A-185							
<i>Those Amazing Reading Machines II</i>	A-186							
<i>Those Amazing Reading Machines III</i>	A-187							
<i>Those Amazing Reading Machines IV</i>	A-188							
<b>Reading Textbook Connection</b> This guide serves as a quick reference tool, providing a general overview of the scope and manner of presentation of the <i>MECC Reading Collection</i> . It also correlates each program with the skills taught in three major reading series—Houghton Mifflin, Macmillan, and Scott, Foresman—and details the objectives for each program, matching them with the book level and the unit in which these objectives are introduced.	A-189							

## **PREFACE**

For many years, there has been considerable debate over the value of including phonics in the reading curriculum and over the appropriate methodology for teaching phonics. To some, learning phonics seems of little value to students given the irregular nature of much of the English language. To others, phonics is a key element in achieving reading proficiency. In recent years, a more balanced view has emerged, one in which phonics is regarded as a valuable tool in the beginning stages of reading.

By highlighting the relationships between sounds and letters, phonics helps students pronounce or attempt to pronounce unfamiliar printed words. This method increases a student reading independence and, when used in conjunction with sight vocabulary and contextual meaning, it is, in the opinion of many, the most effective approach to reading.

The design of the programs in this package reflects this philosophy. Phonics is a tool to help students decode unfamiliar words. By using tools such as sight vocabulary and contextual meaning, students add power to their reading endeavors.

The approaches to teaching phonics, the order of introduction of the sounds, and the vocabulary chosen to illustrate the sounds vary greatly. The approach followed in this package and the vocabulary used represent our best attempt to combine the common elements present in several major reading series. In some cases, we consulted the dictionary to complete the bank of words. Students' familiarity with a word and the clarity of its pictorial representation were the main criteria for word selection. In these programs, teachers will find content familiar to their students and will have an opportunity to introduce new content.

At the present time, microcomputers cannot reproduce the human voice without expensive add-on devices. Therefore, sound, a critical component in studying phonics, must be supplied by voicing or mentally sounding out words presented in the programs.

## INTRODUCTION

***Phonics Prime Time: Initial Consonants*** is designed to give kindergarten and first-grade students practice in associating the beginning consonant sounds of words with the letters that represent those sounds.

**FROG FROLICS** presents a letter in a box at the top of the screen. The letter moves across the box at a speed set by the teacher using the Teacher Options. The student selects one of three pictures whose name begins with the letter shown in the box. The student must answer the problem before the letter gets to the end of the box.

**PUPPET SHOW** presents a picture, a sentence with a blank, and three words. Students look at and name the picture, determine its initial consonant sound, and select the word that names the picture. The word then appears in the blank in the sentence.

Teacher Options are available that enable teachers to tailor the presentation of the materials to the needs of individual students or classes. Records of individual student performance that the programs keep are also accessed using the Teacher Options. See pages 9-11 for information on how to use the Teacher Options.

The identification of pictures presented on the computer screen is important to the successful use of this package. As an aid for teachers and students, all of the pictures used in the package are identified in Appendix B.

Sound may be turned on or off before starting a program by selecting Option 4 on the main menu or during the program by pressing Control-S (hold down the Control Key and press the S Key) whenever the computer is waiting for a response.

Students can exit the program at any time by pressing the Escape (Esc) Key twice whenever the computer is waiting for a response.

This program requires an Apple II series computer with 64K of memory, one disk drive, and a monochrome or color monitor.

**DESCRIPTION**

FROG FROLICS presents students with a letter and three pictures of objects. Students must select the picture whose name starts with the sound of the letter. The teacher can select the letters presented and set a time limit for problems using the Teacher Options.

Curriculum Area: Reading  
Subject: Phonics  
Topics: Initial Consonant Sounds  
Type: Drill and Practice  
Grade Range: K-1  
Classroom Use: Individual

**LEARNING OBJECTIVES**

After using this courseware, the student will have received practice in:

- identifying the initial sound of an object's name;
- recognizing the graphemic representation for the sound of a consonant that begins a word (SELO 1-A-1).\*

---

\**Some Essential Learner Outcomes in Reading*, Revised Edition of Curriculum Bulletin 53, Minnesota State Department of Education, 1981, St. Paul, Minnesota.

PROGRAM PREVIEW

After selecting FROG FROLICS from the main menu, the student is asked to type his or her first name. After the Return Key is pressed, the student's last name is requested (Figure 1). Student names are used in the reports available with the Teacher Options. After entering his or her name, the student selects the group specified by the teacher using the Arrow Keys and the Return Key (Figure 2). Content groups can be changed using the Teacher Options (see pages 9-11).

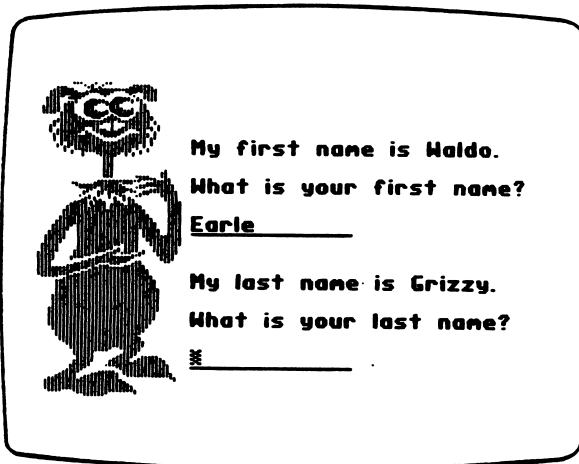


Figure 1

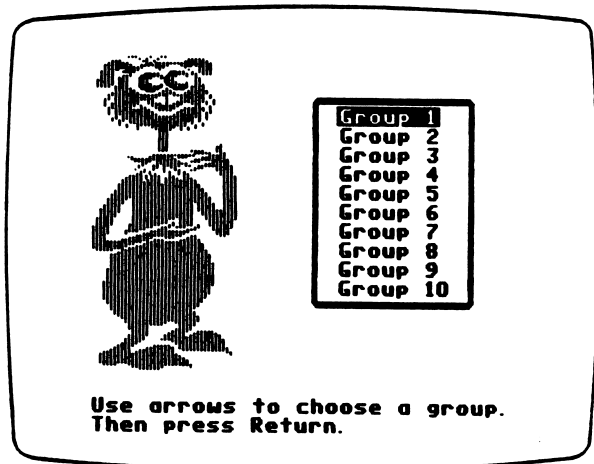


Figure 2

In each problem in FROG FROLICS, the student looks at a letter that moves across a box at the top of the screen. The task is to select a picture that starts with the same sound as represented by the letter before the letter reaches the right-hand side of the box (Figure 3). To select a picture, the student uses the Arrow Keys to move the pointing hand to the picture of choice and presses the Return Key.

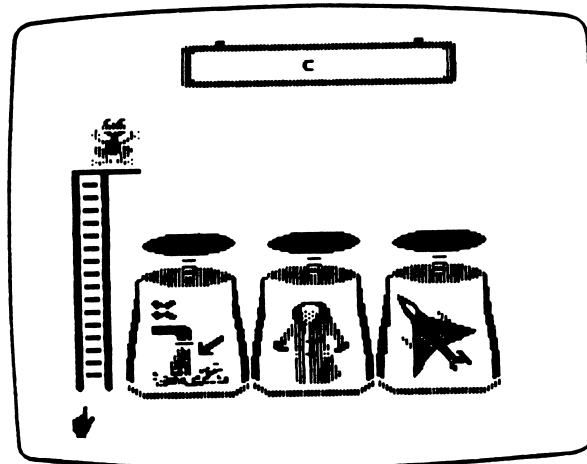


Figure 3

# FROG FROLICS

## PROGRAM PREVIEW (continued)

If the student chooses the correct picture, the frog jumps to the springboard and then to the side of the stage (Figure 4). Students have two opportunities to answer correctly. On incorrect attempts, the frog jumps and sinks behind the springboard. When all of the problems have been completed, a summary frame appears (Figure 5) and the student has the opportunity to run the program again.

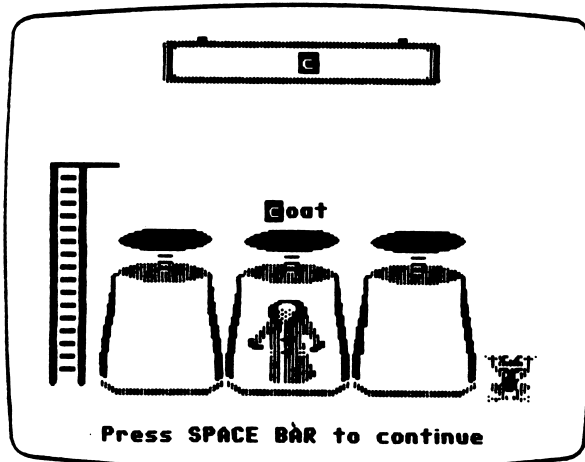


Figure 4

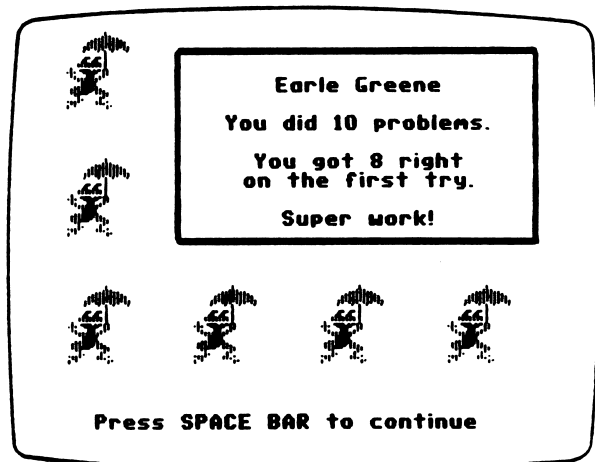


Figure 5



# PUPPET SHOW

## DESCRIPTION

PUPPET SHOW presents a picture, a sentence with a blank, and three words. Students look at and name the picture, determine its initial consonant sound, and select the word that names the picture. The word then appears in the blank in the sentence.

Curriculum Area:	Reading
Subject:	Phonics
Topic:	Initial Consonant Sounds
Type:	Drill and Practice
Reading Level:	See Appendices B and C
Grade Range:	K-1
Classroom Use:	Individual

## LEARNING OBJECTIVES

After using this courseware, the student will have received practice in:

- identifying the initial sound of an object's name;
- identifying the graphemic representation for the sound of a consonant that begins a word (SELO 1-A-1);\*
- recognizing the word that names an object;
- reading short sentences containing basic sight vocabulary.

---

\**Some Essential Learning Outcomes in Reading*, Revised Edition of Curriculum Bulletin 53, Minnesota State Department of Education, 1981, St. Paul, Minnesota.

# PUPPET SHOW

## PROGRAM PREVIEW

After selecting PUPPET SHOW from the main menu, the student is asked to type his or her first name. After the Return Key is pressed, the student's last name is requested (Figure 1). Student names are used in the reports available with the Teacher Options. After entering his or her name, the student selects the group specified by the teacher using the Arrow Keys and the Return Key (Figure 2). Content groups can be changed using the Teacher Options (see pages 9-11).

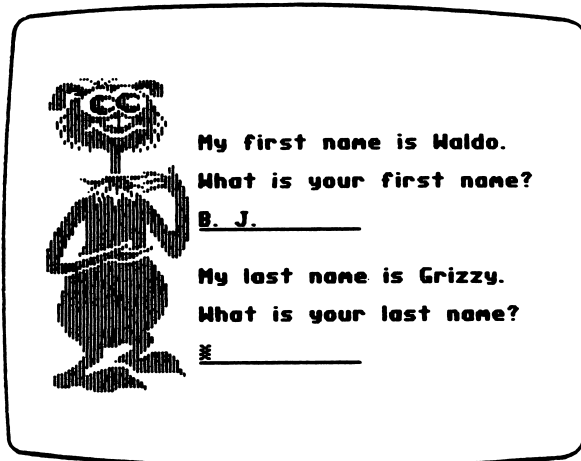


Figure 1

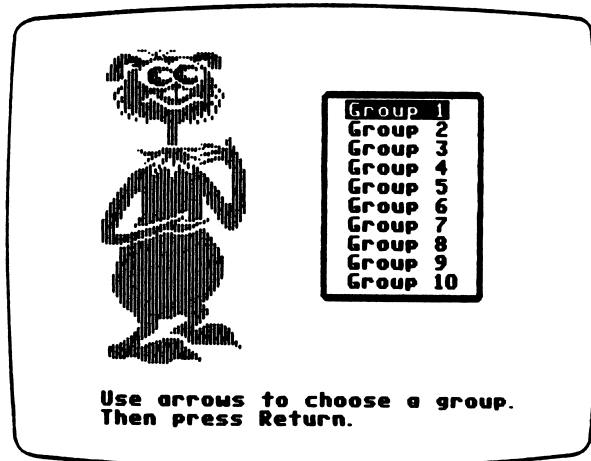


Figure 2

Next, the program presents a picture, a sentence with a blank and the initial consonant position highlighted, and three words (Figure 3). The students are to look at the picture in the box (the "puppet") that dangles above the blank in the sentence and determine the initial consonant sound of the word it represents. Students use the Arrow Keys to move the pointing hand and press the Return Key (or type the initial consonant letter) to select the word that names the picture. If the student answers correctly, the word fills the blank in the sentence and "Waldo" performs a brief animation (Figure 4).

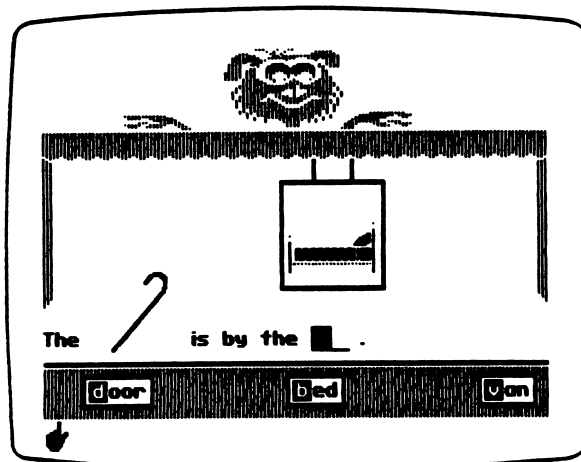


Figure 3

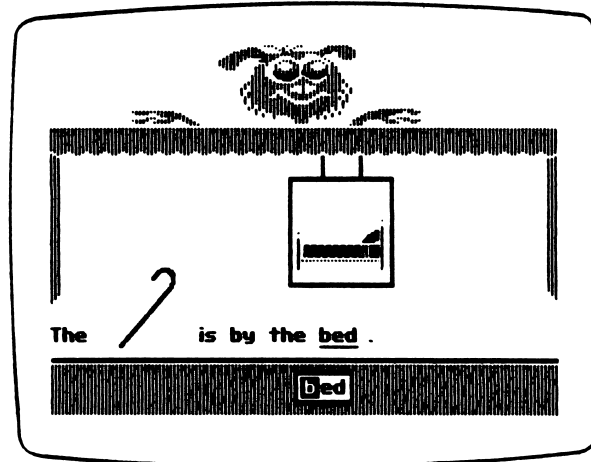


Figure 4

# PUPPET SHOW

## PROGRAM PREVIEW (continued)

Students have three chances to answer correctly. On the first incorrect attempt, "Waldo" frowns, a question mark appears on the blank in the position of the initial consonant, and the incorrect choice disappears. The student can try again (Figure 5). For a second incorrect answer, the second incorrect choice disappears and the correct initial consonant replaces the question mark. To reinforce the correct answer, the program does not advance until the student selects the only word remaining. When all of the problems have been completed, a summary frame appears (Figure 6) and the student has the opportunity to run the program again.

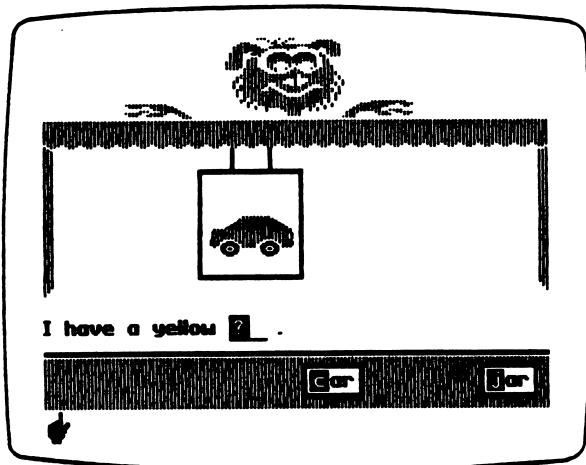


Figure 5



Figure 6

## TEACHER OPTIONS

*Phonics Prime Time: Initial Consonants* contains Teacher Options that allow you to tailor programs to the needs of students. You can access the Teachers Options by pressing Control-A when the main menu is displayed. To press Control-A, hold down the Control Key and press the A Key. The Teacher Options menu will then appear (Figure 1).

**Note:** Any change that you make to a Teacher Option remains as set until you change it again.

**Option 1,** "Switch to upper/lower case," lets you select upper or lower case for displaying the letters and words in FROG FROLICS and PUPPET SHOW.

**Option 2,** "Change timing in Frog Frolics," lets you specify the amount of time that the letter takes to move across the box at the top of the screen in FROG FROLICS. The time intervals available are ten, twenty, thirty, forty, fifty, and sixty seconds.

**Option 3,** "See/change current content groups," enables you to see or change the current letter groups used in the programs (Figure 2). The maximum number of groups is ten. Each of the ten groups may contain up to ten letters, and the same letters may be used in more than one group.

Use the Arrow Keys to see each group in sequence. Use the Number Keys to view a specific group. Pressing Number 5, for example, displays the fifth group.

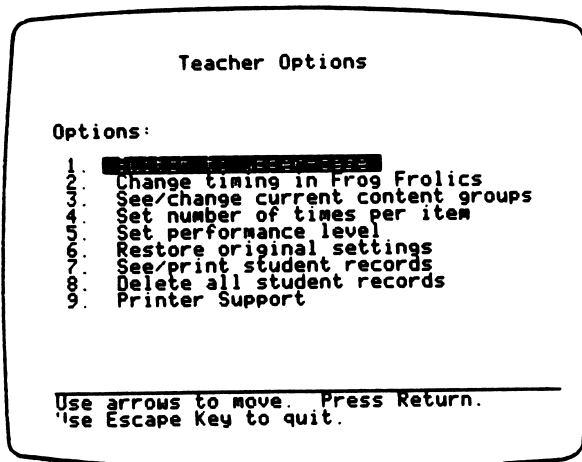


Figure 1

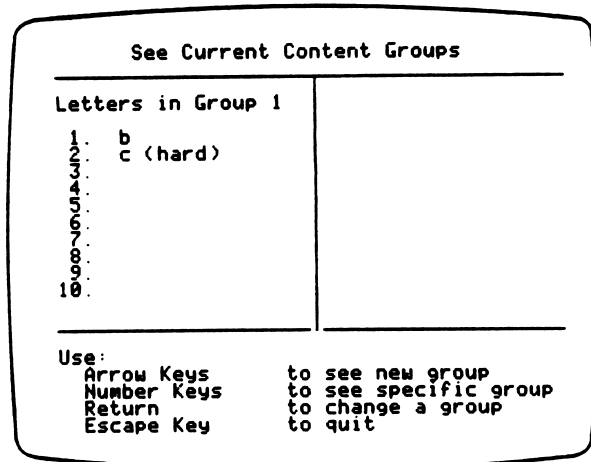


Figure 2

**TEACHER OPTIONS (continued)**

*The Phonics Prime Time: Initial Consonants* package has ten pre-set letter groups (see "Option 6" on page 11). To change a group in order to meet your students' instructional needs, move to that group by pressing the Arrow Keys and then press the Return Key. The left side of the screen shows the letters currently in the group. The right side shows the entire pool of letters from which you can choose. A pointer precedes each letter currently selected (Figure 3). Use the Arrow Keys to move the cursor through the letters on the right side. Press the Return Key to select the letters you want to use or remove. After selecting a letter, a pointer appears next to it and the letter shows on the left side. To remove the entire group on the left side, press the letter E Key (for "Erase").

**Option 4, "Set number of times per item,"** allows you to set the number of times each letter in a given group will be presented to students (Figure 4). Note, however, that the programs immediately give students a second or third chance to answer a problem if it is answered incorrectly on the first attempt. Multiple chances to answer a problem are considered a single item presentation.

Use the Arrow Keys to move to the number you want to change. Use the Number Keys to type the number of times each letter in the group will be presented. The letters in any group can be presented to students up to nine times. Note that the column on the far right shows the total number of problems that will be presented to the student.

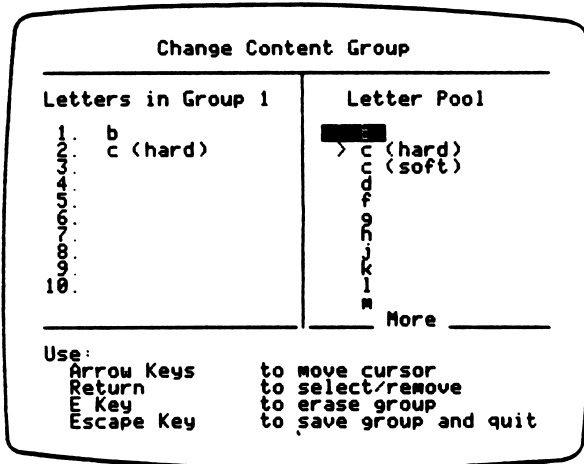


Figure 3

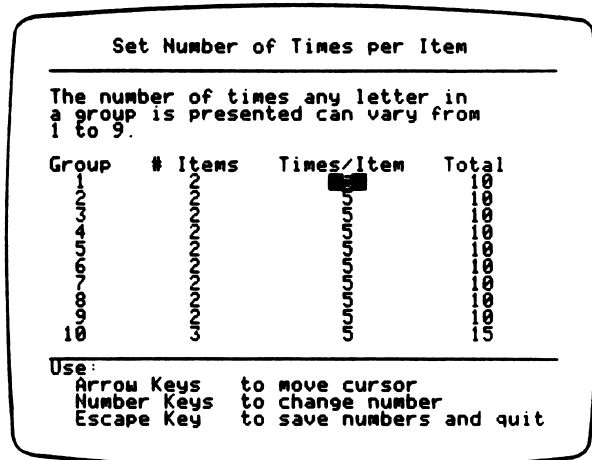


Figure 4

## TEACHER OPTIONS (continued)

**Option 5, "Set performance level,"** lets you determine when students should be rewarded for their performance. The performance level is the percentage of problems answered correctly on the first attempt. Students who reach the performance level that you set are congratulated on the program summary screen. Records (see Option 7) also indicate when a student has reached the performance level.

**Option 6, "Restore original settings,"** lets you restore the Teacher Option settings that were in place when the package was purchased. This includes the letter case setting (lower), the FROG FROLICS timing setting (20 seconds), the number of times per item (5), the performance level (80%), and the content groups (1 - b, c (hard); 2 - d, f; 3 - g, h; 4 - j, k; 5 - l, m; 6 - n, p; 7 - q, r; 8 - s, t; 9 - v, w; 10 - y, z, c (soft)).

**Option 7, "See/print student records,"** enables you to see or print up to 75 student records. The 76th record will replace the oldest record stored on the diskette. Records are kept each time a student completes FROG FROLICS or PUPPET SHOW.

There are two types of reports that you can view on screen or send to a printer. Figure 5 shows the Summary Report, which gives the names of students and indicates whether they met the performance level for a specific program and group. Figure 6 shows the Detailed Report, which includes the student's name, the program and group used, the number of times each item in the group was presented, and the number correct on the first try for each item.

Summary Report for Initial Consonants		
Screen 1 of 2		
Name	Prog/ Group	Perform- ance
Greene, Earle	1/1	yes
Stevens, B. J.	2/1	yes
Mickell, Kim	1/4	yes
Flipp, Nat	1/7	no
Trisko, Deborah	2/9	yes
Shidla, Kouichi	2/2	no
Lemmet, Lynnell	2/1	yes
Lemmet, Lynnell	1/2	no
Hitchcock, Robyn	1/10	no
Jones, Caitlyn	2/4	yes

Use:  
 Arrow Keys to view screens  
 P Key to print entire report  
 Escape Key to quit

Figure 5

Detailed Report for Initial Consonants		
Record 6 of 11 Shidla, Kouichi		Puppet Show
Group 2	# Correct First Try	Times Presented
d	4	5
f	3	5

Use:  
 Arrow Keys to view screens  
 P Key to print all records  
 Escape Key to quit

Figure 6

**Option 8, "Delete all student records,"** lets you erase all student records from the diskette. Once cleared, the records cannot be retrieved.

**Option 9, "Printer Support,"** allows you to set up your printer for use with this diskette. See Appendix D, "Using a Printer with the MECC Reading Collection," for further information.

# Appendices



## CREDITS

***Phonics Prime Time: Initial Consonants***, a product in the Phonics Series of the MECC Reading Collection, was produced by a MECC development team that included Miryam Acevedo-Bouchard, Sherry Luedloff, Charolyn Kapplinger, Kevin Neff, Shirley Keran, and Roger Seeling.

MECC wishes to extend a special thanks to the teachers, staff, and students of the following schools for their assistance in classroom-testing this package:

Washington Elementary, Anoka-Hennepin School District;

Island Lake Elementary, Mounds View School District;

Pinewood Elementary, Mounds View School District;

Central Park Elementary, Roseville School District.





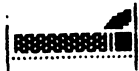




















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### TO THE READER:












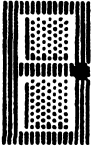



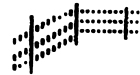







MECC has made every effort to ensure the instructional and technical quality of this courseware package. Your comments—as user or reviewer—are valued and will be considered for inclusion in any future version of the product. Please address comments to:

MECC Courseware Development  
3490 Lexington Avenue North  
St. Paul, MN 55126
























CONTENT WORDS AND PICTURES

 <p>ball</p>	 <p>balloon</p>	 <p>basket</p>	 <p>bear</p>	 <p>bed</p>
 <p>bee</p>	 <p>bird</p>	 <p>boat</p>	 <p>boot</p>	 <p>box</p>
 <p>bus</p>	 <p>butterfly</p>	 <p>cactus</p>	 <p>cage</p>	 <p>cake</p>
 <p>camel</p>	 <p>cane</p>	 <p>car</p>	 <p>carrot</p>	 <p>castle</p>
 <p>cat</p>	 <p>caterpillar</p>	 <p>celery</p>	 <p>cereal</p>	 <p>circle</p>











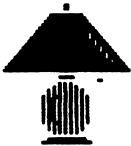







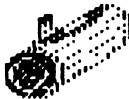






CONTENT WORDS AND PICTURES (continued)

 <b>coat</b>	 <b>cup</b>	 <b>deer</b>	 <b>desk</b>	 <b>dice</b>
 <b>dinosaur</b>	 <b>doctor</b>	 <b>dog</b>	 <b>doll</b>	 <b>dolphin</b>
 <b>donkey</b>	 <b>door</b>	 <b>duck</b>	 <b>fan</b>	 <b>feather</b>
 <b>fence</b>	 <b>fire</b>	 <b>fish</b>	<b>5</b> <b>five</b>	 <b>foot</b>
 <b>football</b>	 <b>fork</b>	<b>4</b> <b>four</b>	 <b>fox</b>	 <b>garden</b>















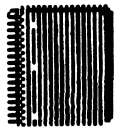





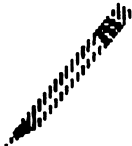


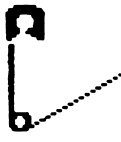
CONTENT WORDS AND PICTURES (continued)

 <p><b>gate</b></p>	 <p><b>ghost</b></p>	 <p><b>girl</b></p>	 <p><b>goat</b></p>	 <p><b>goose</b></p>
 <p><b>gorilla</b></p>	 <p><b>guitar</b></p>	 <p><b>gun</b></p>	 <p><b>hammer</b></p>	 <p><b>hand</b></p>
 <p><b>hanger</b></p>	 <p><b>hat</b></p>	 <p><b>heart</b></p>	 <p><b>helicopter</b></p>	 <p><b>helmet</b></p>
 <p><b>hippopotamus</b></p>	 <p><b>horn</b></p>	 <p><b>horse</b></p>	 <p><b>hose</b></p>	 <p><b>house</b></p>
 <p><b>jacket</b></p>	 <p><b>jack- in-the-box</b></p>	 <p><b>jack- o'-lantern</b></p>	 <p><b>jacks</b></p>	 <p><b>jam</b></p>
















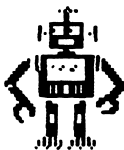









CONTENT WORDS AND PICTURES (continued)

 jar	 jeep	 jet	 jump rope	 kangaroo
 key	 king	 kite	 ladder	 ladybug
 lamp	 leaf	 lettuce	 light bulb	 lion
 lip	 lizard	 lock	 log	 magnet
 mailbox	 map	 medal	 mitten	 monkey

CONTENT WORDS AND PICTURES (continued)






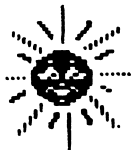











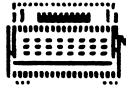







 <b>moon</b>	 <b>moose</b>	 <b>mop</b>	 <b>motorcycle</b>	 <b>mouse</b>
 <b>mushroom</b>	 <b>nail</b>	 <b>neck</b>	 <b>necklace</b>	 <b>needle</b>
 <b>nest</b>	 <b>net</b>	 <b>newspaper</b>	<b>9</b> <b>nine</b>	 <b>nose</b>
 <b>notebook</b>	 <b>nurse</b>	 <b>paint</b>	 <b>parrot</b>	 <b>peacock</b>
 <b>pear</b>	 <b>pencil</b>	 <b>penguin</b>	 <b>pig</b>	 <b>pin</b>

CONTENT WORDS AND PICTURES (continued)





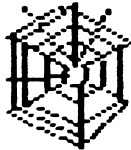













 <p>pipe</p>	 <p>pot</p>	 <p>pumpkin</p>	 <p>puppet</p>	 <p>quarter</p>
 <p>queen</p>	 <p>question mark</p>	 <p>rabbit</p>	 <p>raccoon</p>	 <p>radio</p>
 <p>radish</p>	 <p>rake</p>	 <p>rattle</p>	 <p>refrigerator</p>	 <p>ring</p>
 <p>robot</p>	 <p>rocket</p>	 <p>rose</p>	 <p>ruler</p>	 <p>sailboat</p>
 <p>sandal</p>	 <p>sandwich</p>	 <p>saw</p>	 <p>sea horse</p>	 <p>seal</p>



CONTENT WORDS AND PICTURES (continued)

 seven	 sink	 six	 sock	 submarine
 sun	 table	 taxicab	 telephone	 tie
 tiger	 tomato	 tooth	 top	 tub
 turkey	 turtle	 typewriter	 van	 vase
 vest	 vine	 violin	 volcano	 wagon

CONTENT WORDS AND PICTURES (continued)

 walrus	 watch	 water	 watermelon	 web
 well	 windmill	 window	 wing	 witch
 worm	 yarn	 yawn	 yo-yo	 yolk
 zebra	 zero	 zipper		

## SENTENCE STRUCTURES

Listed below are the sentences used in PUPPET SHOW. The sentences were written using the following set of sight vocabulary words compiled from word lists and popular reading series textbooks:

a	can	has	look	that	was
at	for	I	not	the	will
be	go	in	on	this	with
big	green	is	red	to	yellow
blue	had	it	she	want	you
by					

The blank spaces represent the words or pictures (seen in Appendix B) whose initial sound students will be asked to identify.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| Can a _____ be a _____?           | Was the _____ in the _____?       |
| The _____ will not go in a _____. | Was the _____ at the _____?       |
| Can the _____ go in a _____?      | Is the _____ by the _____?        |
| Will the _____ go in the _____?   | Was the _____ on the _____?       |
| Look at the _____!                | Is the _____ on the _____?        |
| Will the _____ go in a _____?     | Was the _____ with the _____?     |
| The _____ is not in the _____.    | Was that _____ for the _____?     |
| The _____ was not in the _____.   | Is the _____ for the _____?       |
| The _____ was in the _____.       | The _____ had a green _____.      |
| The _____ was not by the _____.   | The _____ has a blue _____.       |
| The _____ is not by the _____.    | The _____ has a _____ on it.      |
| The _____ is by the _____.        | I had a yellow _____.             |
| The _____ was for the _____.      | You had a _____ with a red _____. |
| That _____ is not for the _____.  | She has a _____ in a _____.       |
| This _____ is for the _____.      | The _____ will want a _____.      |
| A _____ was in the _____.         | The _____ will not want a _____.  |
| A big _____ was in the _____.     | Will that _____ want a _____?     |
| A red _____ was not on the _____. | Will a _____ want a _____?        |
| Is the _____ in the _____?        |                                   |

## USING A PRINTER WITH THE MECC READING COLLECTION

This product is initially set to work with a standard printer card located in either Slot 1 or Slot 2. If you have this setup, you do not need to do anything further.

If your printer uses a different setup from the one described above or if you need to enter special printing commands, you must use the "Printer Support" option.

The "Printer Support" option appears on the Teacher Options menu (Figure 1). To access the Teacher Options, go to the main menu and type Control-A (hold down the Control Key and press the A Key). When you see the Teacher Options menu, select the "Printer Support" option. You will then see the Printer Support menu, as shown in Figure 2. The current Printer Support settings are shown at the top of the screen.

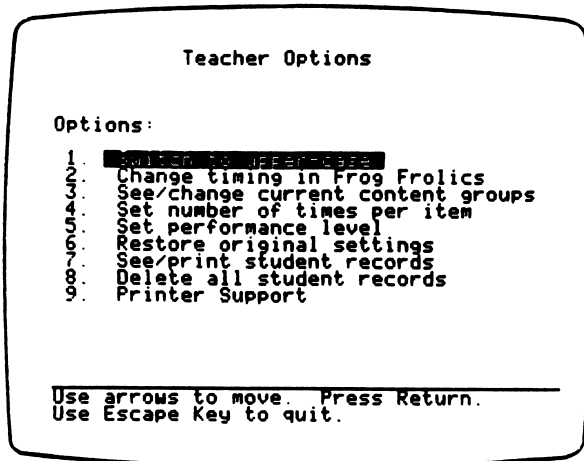


Figure 1

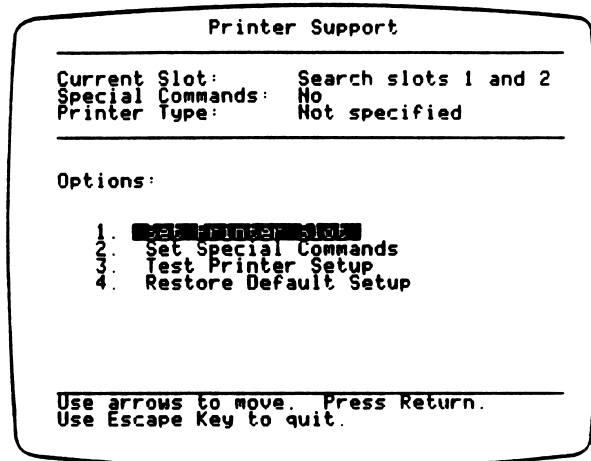


Figure 2

**Option 1, "Set Printer Slot,"** enables you to specify the slot number in which the printer interface card is located. Unless set otherwise, the program will search Slots 1 and 2 for a recognizable printer interface card.

**Option 2, "Set Special Commands,"** allows you to enter commands that enable certain types of printers to operate. Option 2 also permits special printing formats. These special commands are listed in the manufacturer's printer or interface card manual. Figure 3 shows the special command you could enter to produce compressed printing on most Epson printers. Figure 4 shows the special command you could enter to produce "ultracondensed" printing (17 cpi) on an Apple Dot Matrix, Apple Imagewriter, or Apple Scribe printer.

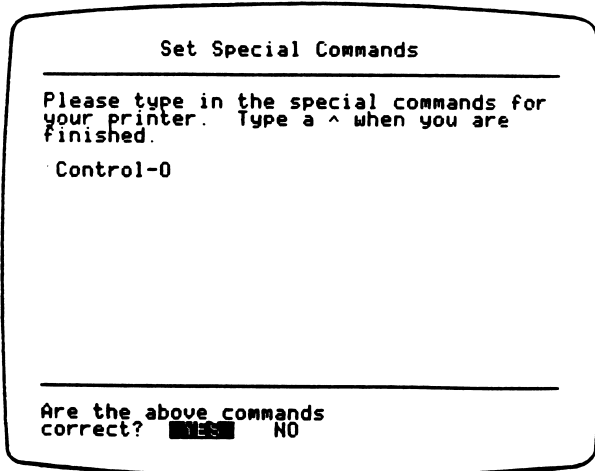


Figure 3

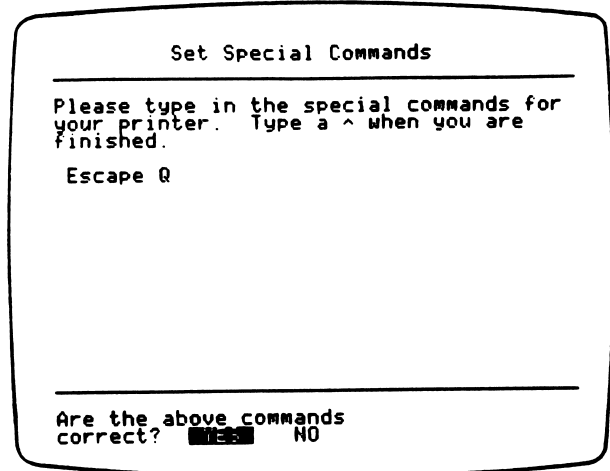


Figure 4

Here are some other frequently used special commands for the Apple Dot Matrix and Imagewriter printers:

Type Style:	Pica (10 cpi)	Elite (12 cpi)	Bold
Command:	Escape N	Escape E	Escape !

**Do not set up your printer to use a proportional font. This setting will cause printed student reports to be formatted incorrectly.**

To enter special commands, type the exact characters required. When finished, type ^ (Shift-6) to end. After approving your new printer settings, you will be asked to enter the name of the printer that you are using. For your convenience, your printer name will then appear after "Printer Type" in the list at the top of the Printer Support menu screen (see Figure 2 on the preceding page).

**Option 3, "Test Printer Setup,"** prints out all of the keyboard characters. If these characters are not printed correctly, check the settings on your printer, check to see whether your printer has been connected correctly, or look at your interface card manual for special commands.

**Option 4, "Restore Default Setup,"** returns all printer settings to their original state. The original printer setup provides a search of Slots 1 and 2, does not use any special printer commands, and does not specify a printer by name.

All changes made to the Printer Support settings are saved on the diskette and are permanent until you use the Printer Support option again to change the printer settings.

## MECC SERVICES

MECC is an organization established in 1973 to assist Minnesota schools in implementing educational computing. MECC provides a variety of services to education, including 1) development and distribution of instructional computing courseware; 2) in-service training for educators and development of materials for conducting training; and 3) educational computing assistance through newsletters and equipment purchase contracts. MECC's knowledge and expertise in the educational computing field comes from more than fifteen years of working with and providing leadership for thousands of educators on a daily basis.

- **MECC Educational Computing Catalog**  
A catalog containing descriptions of instructional computing courseware as well as training and planning materials is published annually and distributed at no charge. To request a catalog, write or call MECC Customer Services.
- **MECC Memberships**  
Educational institutions may become MECC Members, which qualifies them to obtain MECC courseware and training at specially reduced prices. To learn more about MECC Memberships, write or call MECC Marketing.
- **Training Programs**  
MECC conducts educational computing workshops for educators throughout the United States. For information on workshop schedules or to arrange a special training activity, write or call MECC Training Services.
- **MECC Network Newsletter**  
Published regularly throughout the school year, MECC's newsletter focuses on MECC activities, services, and products. To obtain, write or call indicating your interest in the *MECC Network* newsletter.

**For information on all the above items, use the MECC General Information telephone number: 612/481-3500.**

- **Help Line**  
If you have any problems using MECC software:
  - 1) make note of the *name* and *version number* of the product;
  - 2) note the *brand* and *model* of the equipment involved, as well as the type of *printer card* used if the problem concerns a printer;
  - 3) write or call the Help Line to describe the problem (612/481-3660).

**MECC**  
**3490 Lexington Avenue North**  
**St. Paul, MN 55126**  
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