

no. A-176



phonics prime time: final consonants

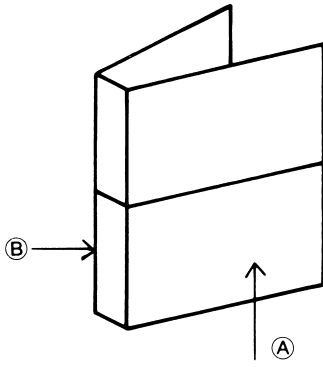
from the **phonics series**

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



a product from the
mecc reading collection

How to use your MECC folder cover inserts



Tear cover on perforated lines. Place half-page title section in the clear vinyl pocket (A) on the front of the binder. Insert finger-sized title in the clear plastic pocket on the spine (B).



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final consonants**



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for the **apple® II** computer



a product from the
mecc reading collection

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

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3490 Lexington Avenue North
St. Paul, MN 55126

ISBN 0-87490-363-7

June 1986
Latest Printing: January 1987

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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

Phonics Series 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							
Word-Building Series 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							
Reading Comprehension Series 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							
Reading Textbook Connection 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 is 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's 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 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: Final Consonants is designed to give kindergarten, first-grade, and second-grade students practice in associating the ending consonant sounds of words with the letters that represent those sounds.

MONKEY WORKS presents a picture, a sentence with a blank, and three words. Students look at and name the picture, determine its final consonant sound, find the letter that represents that sound at the end of one of the three words, and select the word that names the picture. The word then appears in the blank in the sentence.

HOT DOG presents the picture of an object and four letters at the bottom of the screen. Students identify either the initial or final sound of the word that names the object in the picture.

Teacher Options allow teachers to tailor the presentation of the material to the needs of individual students or classes. The program also keeps records of individual student performance. 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 are reproduced in Appendix B, "Content Words and Pictures," beginning on page 14.

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

MONKEY WORKS

DESCRIPTION

MONKEY WORKS presents a picture, a sentence with a blank, and three words. Students look at and name the picture, determine its final consonant sound, find the letter that represents that sound at the end of one of the three words, and select the word that names the picture. The word then appears in the blank in the sentence.

Curriculum Area:	Reading
Subject:	Phonics
Topic:	Final Consonant Sounds
Type:	Drill and Practice
Reading Level:	See Appendices B and C
Grade Range:	K-2
Classroom Use:	Individual

LEARNING OBJECTIVES

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

- recognizing the word that names an object;
- identifying the final sound in the name of an object;
- recognizing the graphemic representation for the sound of a consonant that ends a word (SELO 1-A-2);*
- reading short sentences with basic sight vocabulary.

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

MONKEY WORKS

PROGRAM PREVIEW

After selecting MONKEY WORKS 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 uses the Arrow Keys and the Return Key to select the group specified by the teacher (Figure 2). Content groups can be changed using the Teacher Options (see pages 9-11).

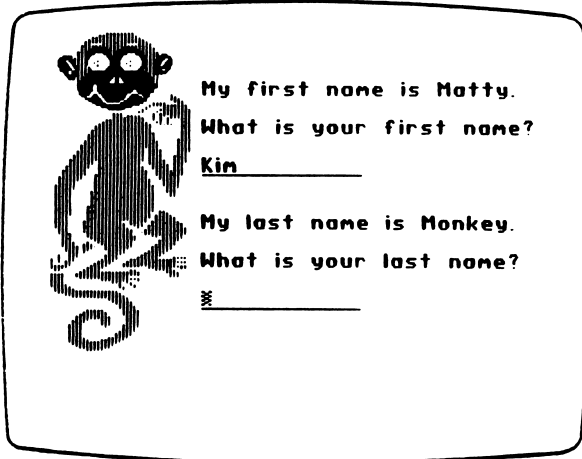


Figure 1

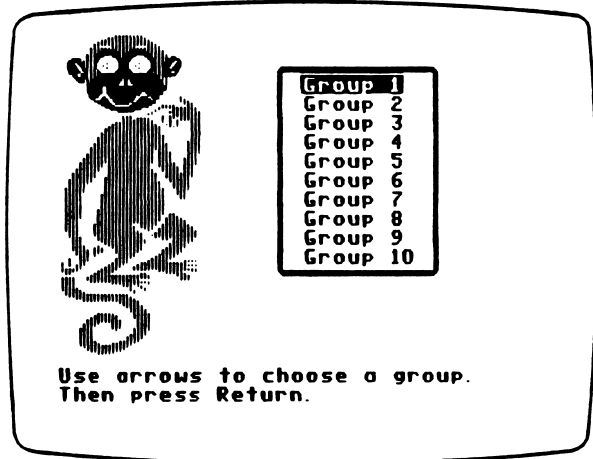


Figure 2

Next, the program presents a picture, a sentence with a blank and the final consonant position highlighted, and three words (Figure 3). The student is to look at the picture in the box (the "puppet") that dangles above the blank in the sentence and determine its final consonant sound. The student uses the Arrow Keys to move the pointing hand and presses the Return Key (or types the final consonant letter) to select the word that names the picture. If the student answers correctly, the word fills the blank in the sentence and the monkey gives a brief animated performance (Figure 4).

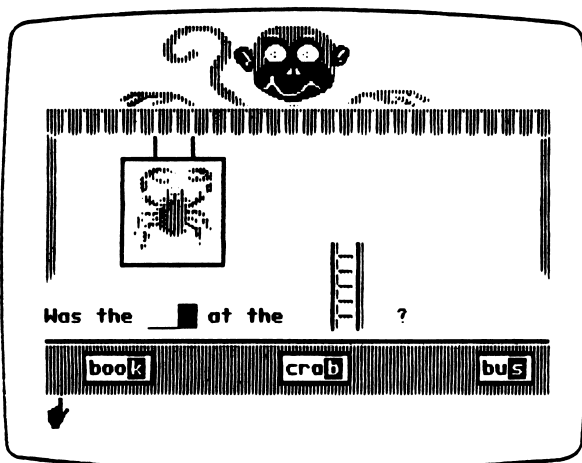


Figure 3

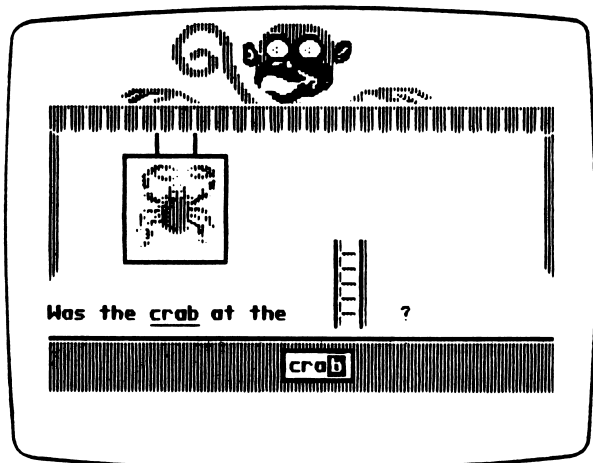


Figure 4

MONKEY WORKS

PROGRAM PREVIEW (continued)

Students have three chances to answer correctly. On the first incorrect attempt, the monkey shakes its head "no," a question mark appears on the blank in the position of the final consonant, and the incorrect choice disappears (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.

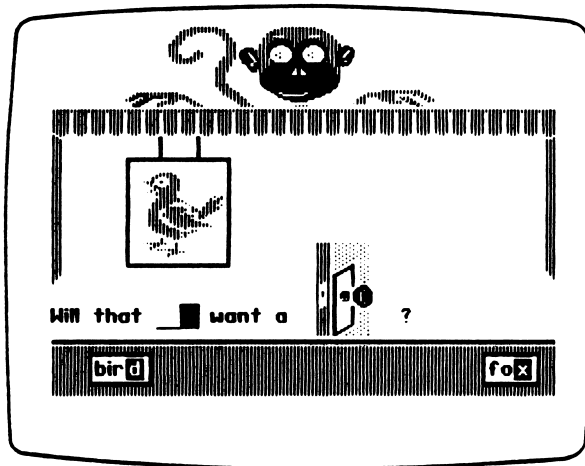


Figure 5



Figure 6

DESCRIPTION

HOT DOG gives students practice in matching a word's final sound with its appropriate consonant letter. If you wish, you can use one of the Teacher Options to modify the program so that students can practice working with initial consonants as well.

Curriculum Area:	Reading
Subject:	Phonics
Topic:	Final and Initial Consonant Sounds
Type:	Drill and Practice
Grade Range:	K-2
Classroom Use:	Individual

LEARNING OBJECTIVES

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

- identifying the final or initial sound of an object's name;
- identifying the graphemic representation for the sound of a consonant that begins or ends a word (SELO 1-A-1, 2).*

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

PROGRAM PREVIEW

After selecting HOT DOG 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 uses the Arrow Keys and the Return Key to select the group specified by the teacher (Figure 2). Content groups can be changed using the Teacher Options (see pages 9-11).

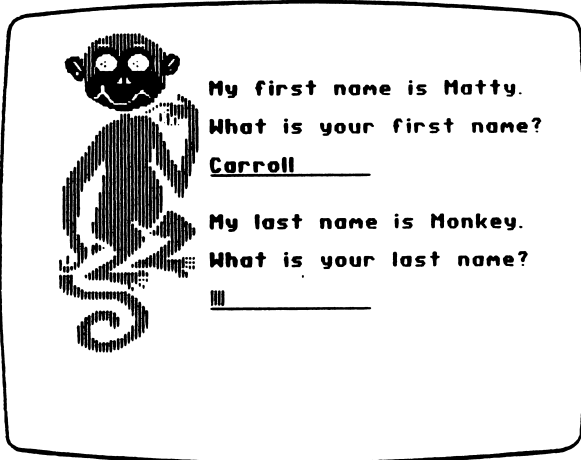


Figure 1

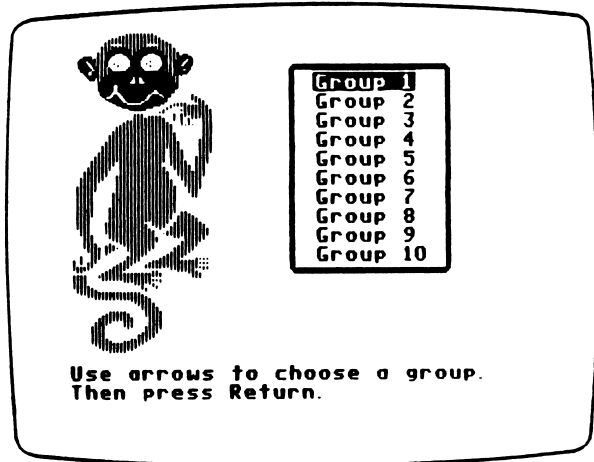


Figure 2

If you have chosen to include initial consonants in this program using Teacher Option 2, "Add initial consonants - Hot Dog" (see page 9), the first frame will show a dachshund barking as the initial consonant in a word flashes (Figure 3). In the next frame, the dachshund wags its tail as the final consonant in the word flashes (Figure 4). In the problems to follow, the barking and tail-wagging actions will signal to the student to respond by identifying either the initial or the final consonant.

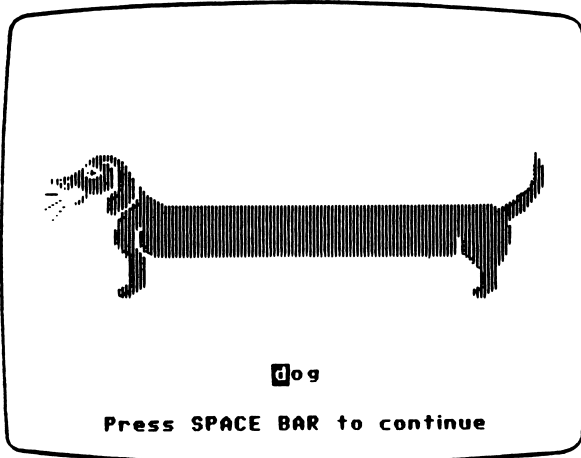


Figure 3

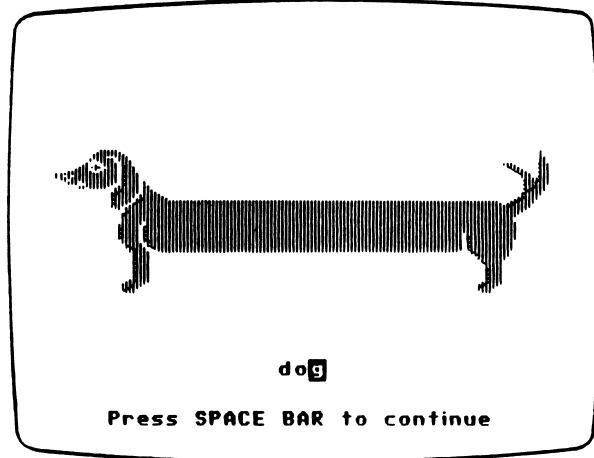


Figure 4

PROGRAM PREVIEW (continued)

The wagging tail shown in Figure 5 indicates that students should respond with the final consonant of the word that names the picture in the doghhouse. Students respond by using the Arrow Keys to position the pointing hand beneath the letter of their choice and pressing the Return Key (or by pressing the appropriate letter on the keyboard). After any correct answer, the word for the picture appears with the correct consonant highlighted. For the first response to each problem, the dachshund "grows" for a correct answer (Figure 6) and "shrinks" for an incorrect answer. Students have four chances to respond correctly.

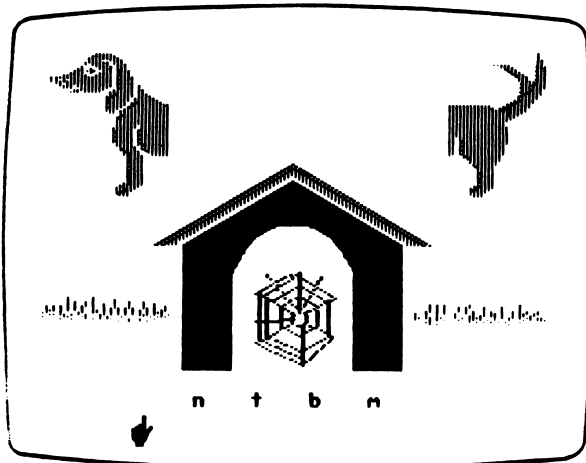


Figure 5

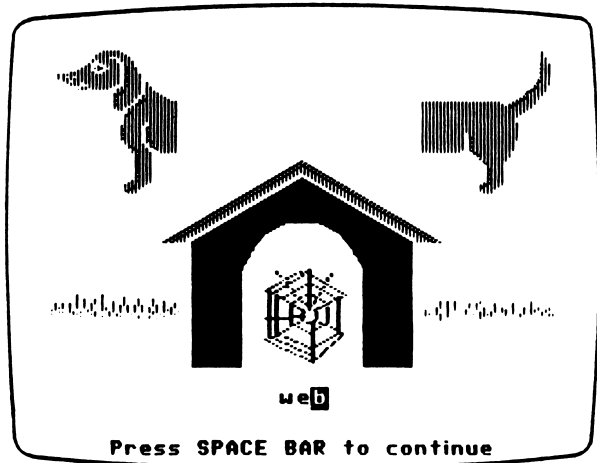


Figure 6

If the desired performance level (set by the teacher using Teacher Option 5—see page 11) is met, the entire dachshund is formed. Dog bones appear for each problem answered correctly after the performance level has been met (Figure 7). When all of the problems have been completed, a summary frame appears (Figure 8) and the student has the opportunity to run the program again.

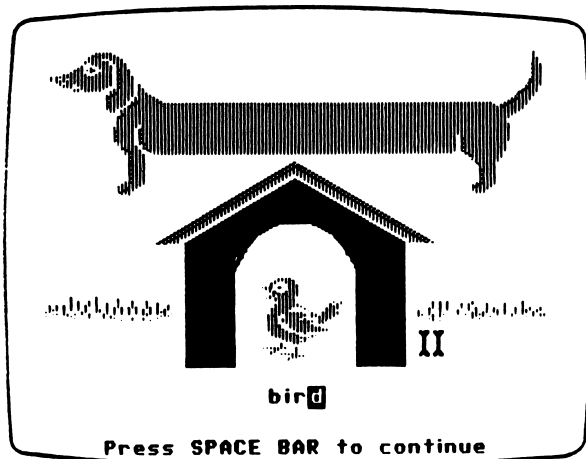


Figure 7

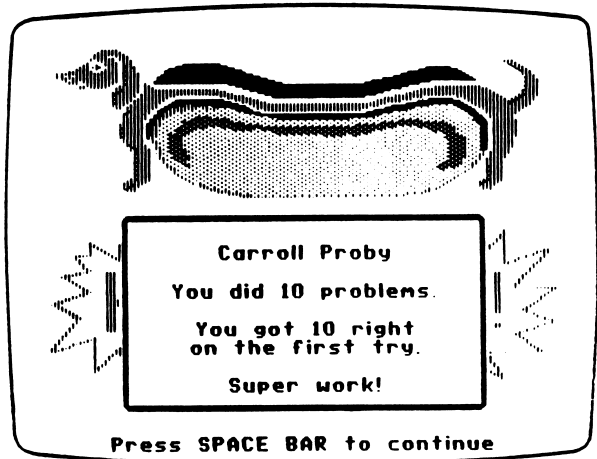


Figure 8

TEACHER OPTIONS

Phonics Prime Time: Final Consonants contains Teacher Options that allow you to tailor programs to the needs of students. You can access the Teacher 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 MONKEY WORKS and HOT DOG.

Option 2, "Add initial consonants - Hot Dog," allows you to have a mixture of initial and final consonant problems presented in HOT DOG. The records stored for performance in HOT DOG, however, do *not* include information on initial consonant problems. If this option is used, the Option 2 title in the menu will change to "Remove initial consonants - Hot Dog" and will then allow you to discontinue the presentation of initial consonant problems in HOT DOG.

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 the 5 Key, for example, displays the fifth group.

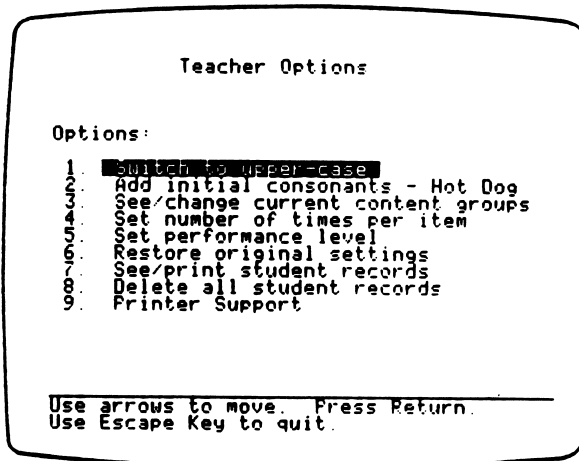


Figure 1

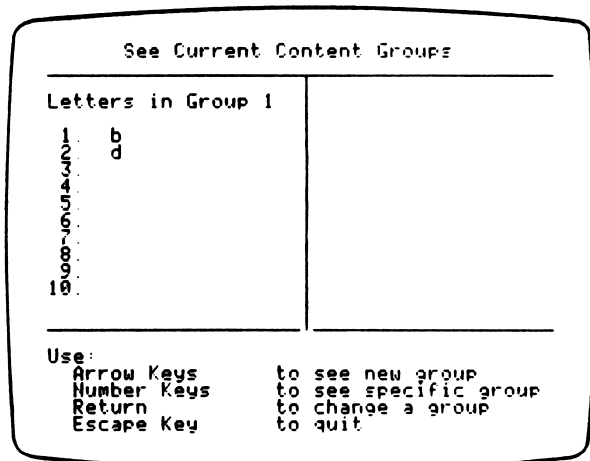


Figure 2

TEACHER OPTION (continued)

The *Final 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, 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 those letters 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 appears on the left side. To remove the entire group on the left side, press the E Key (for "Erase").

Option 4, "Set number of times per item," allows you to set the number of times the letters in a given group will be presented to students (Figure 4). Note, however, that the programs give students a second, third, or fourth chance to answer a problem. 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 enter 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.

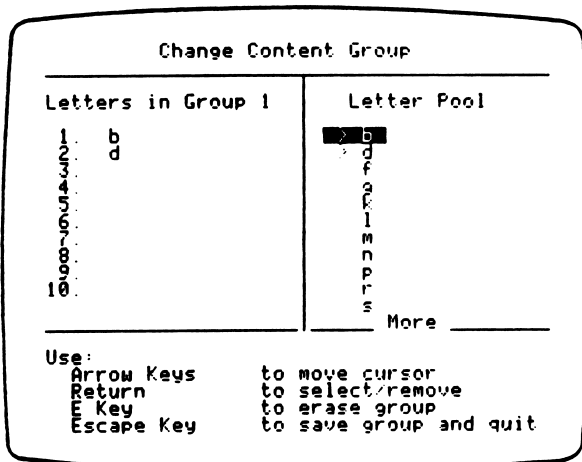


Figure 3

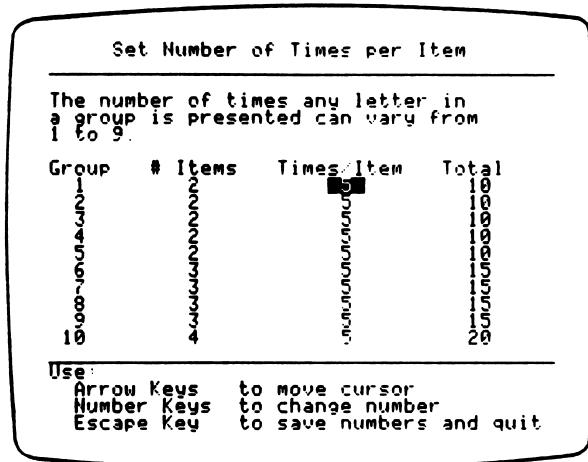


Figure 4

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 have set are congratulated in the program summary screen. Records (see Option 7) also indicate when a student has reached the performance level you have set.

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 number of times per item (5), the performance level (80%), and the content groups (1 - b, d; 2 - f, g; 3 - k, l; 4 - m, n; 5 - p, t; 6 - r, s, x; 7 - b, d, f; 8 - g, k, l; 9 - m, n, p; 10 - t, r, s, x).

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 MONKEY WORKS or HOT DOG.

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 that you set 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 Final Consonants		
Screen 1 of 1		
Name	Prog/Group	Performance
Cippolina, Kim	1/1	yes
Proby, Carroll	2/1	yes
Proby, Carroll	2/2	yes
Jones, Caitlyn	2/7	no
Ecker, Edward	1/4	no
Godfrey, Liz	1/5	yes
Forl, Thomas	2/1	no
Forl, Thomas	2/1	yes
Lopez, Felipe	2/9	yes
Lopez, Felipe	1/10	yes

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

Figure 5

Detailed Report for Final Consonants		
Record 4 of 11		Hot Dog
Jones, Caitlyn		
Group 7	# Correct First Try	Times Presented
b	4	5
d	4	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" (pages 21-22), for further information.

Appendices

CREDITS

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

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

Central Park Elementary, Roseville School District;

Island Lake Elementary, Mounds View School District;

Pinewood Elementary, Mounds View School District;








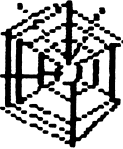

















Washington Elementary, Anoka-Hennepin School District.

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




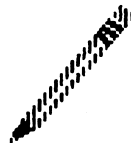






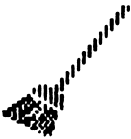














CONTENT WORDS AND PICTURES

 <p>bib</p>	 <p>crab</p>	 <p>crib</p>	 <p>doorknob</p>	 <p>light bulb</p>
 <p>taxicab</p>	 <p>tub</p>	 <p>web</p>	 <p>bead</p>	 <p>bed</p>
 <p>bird</p>	 <p>braid</p>	 <p>cloud</p>	 <p>headband</p>	 <p>hood</p>
 <p>lizard</p>	 <p>pond</p>	 <p>sled</p>	 <p>wand</p>	 <p>cliff</p>
 <p>earmuff</p>	 <p>leaf</p>	 <p>roof</p>	 <p>scarf</p>	 <p>wolf</p>


















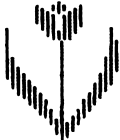




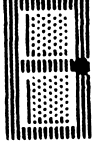


CONTENT WORDS AND PICTURES (continued)

 bag	 dog	 egg	 flag	 frog
 jug	 ladybug	 leg	 log	 mug
 pig	 rug	 backpack	 block	 book
 clock	 cook	 duck	 fork	 hook
 peacock	 sock	 truck	 ball	 camel








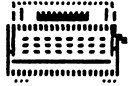

















CONTENT WORDS AND PICTURES (continued)

 doll	 football	 nail	 pencil	 pool
 sandal	 school	 seal	 well	 windmill
 broom	 drum	 ham	 jam	 mushroom
 stem	 worm	 balloon	 dolphin	 fan
 garden	 lion	 mitten	 moon	 penguin












CONTENT WORDS AND PICTURES (continued)

 pumpki n	 quee n	 raccoo n	 su n	 va n
 viol i n	 wago n	 watermel o n	 yar n	 ca p
 cu p	 jeep	 ma p	 mo p	 papercli p
 shi p	 to p	 tuli p	 bea r	 ca r
 caterpilla r	 dinosau r	 do o r	 feathe r	 guita r

CONTENT WORDS AND PICTURES (continued)

 hammer	 helicopter	 ladder	 newspaper	 pear
 refrigerator	 tiger	 typewriter	 zipper	 bus
 cactus	 cross	 dress	 glass	 hippopotamus
 walrus	 basket	 boot	 carrot	 cat
 coat	 goat	 hat	 heart	 helmet

CONTENT WORDS AND PICTURES (continued)

 <p>jet</p>	 <p>net</p>	 <p>parrot</p>	 <p>puppet</p>	 <p>rabbit</p>
 <p>rocket</p>	 <p>sailboat</p>	 <p>box</p>	 <p>fox</p>	 <p>jack-in-the-box</p>
 <p>mailbox</p>				

SENTENCE STRUCTURES

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

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

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

Can a _____ be a _____?

The _____ will not go in a _____?

Can the _____ go in a _____?

Will the _____ go to the _____?

Look at the _____!

Will the _____ go in a _____?

The _____ is not on the _____.

The _____ was not in the _____.

The _____ was in the _____.

The _____ was not by the _____.

The _____ is not by the _____.

The _____ is by the _____.

The _____ was for the _____.

That _____ is not for the _____.

This _____ is for the _____.

A _____ was in the _____.

A big _____ was in the _____.

A red _____ was not on the _____.

Is the _____ in the _____?

Was the _____ in the _____?

Was the _____ at the _____?

Is the _____ by the _____?

Was the _____ on the _____?

Is the _____ on the _____?

Was the _____ with the _____?

Was that _____ for the _____?

Is the _____ for the _____?

The _____ had a green _____.

The _____ has a blue _____.

The _____ has a _____ on it.

I had a green _____.

You had a _____ with a yellow _____.

She has a _____ in a _____.

The _____ will want a _____.

The _____ will not want a _____.

Will that _____ want a _____?

Will a _____ want a _____?

A little _____ is by the _____.

Will the little _____ want _____?

A red _____ is 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.

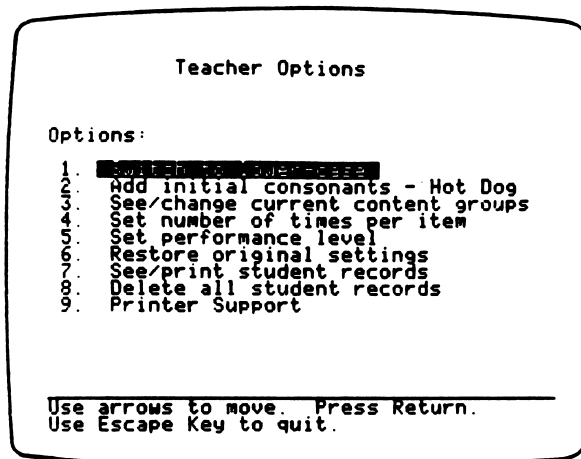


Figure 1

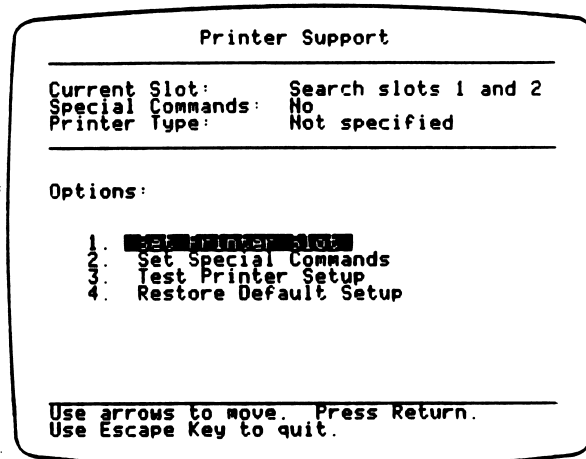


Figure 2

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.

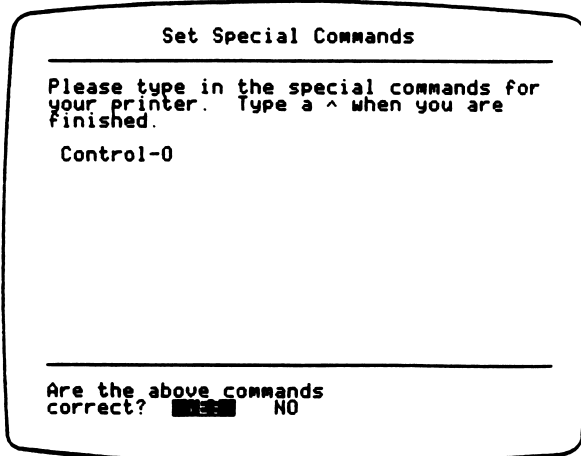


Figure 3

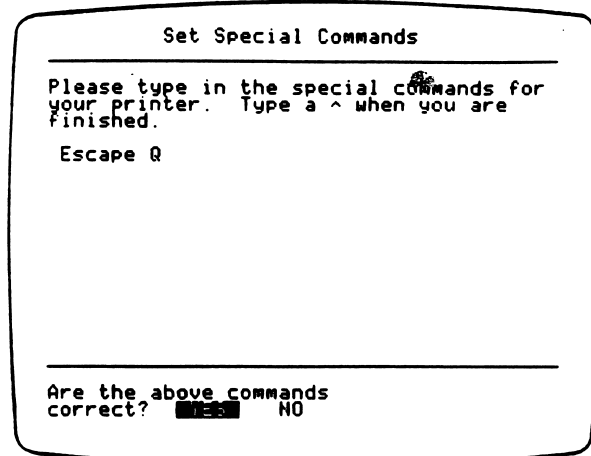


Figure 4

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***
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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).

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