

Ministry Licensed Software—Subject/Division/ Research Stage Chart

Ministry Licensed Software	Subject		Division			Research Process
Title	Sc& T	SS	Pr	Jr	Int	Research Stage
• Acadia		•				Preparing, Accessing
• L'Acadie		•				Preparing, Accessing
• Adventure Canada		•				Preparing, Accessing
• AppleWorks 5	•	•				Preparing Processing, Transferring
• 1998 Canadian and World Book Encyclopedia	•	•				Preparing, Accessing
• Canadian Geographic Explorer		•				Preparing, Accessing
• Claris HomePage 3.0	•	•				Transferring
• Clicker 4	•	•				Processing, Transferring
• Corel WordPerfect Suite 10	•	•				Preparing, Processing, Transferring
• Co—Writer 4000	•	•				Preparing, Processing, Transferring
• Cross Country Canada		•				Accessing, Processing, Transferring
• Digital Fieldtrip to the Rainforest	•					Preparing, Accessing
• Digital Fieldtrip to the Wetlands	•					Preparing, Accessing
• Dragon Naturally Speaking	•	•				Preparing, Processing, Transferring
• Dreamweaver	•	•				Transferring
• Earthquest	•	•				Preparing, Accessing
• Encyclopedie des animaux et de la nature	•					Preparing, Accessing
• Encyclopedie des sciences	•					Preparing, Accessing
• Explore Canada		•				Preparing, Accessing
• Eyewitness Encyclopedia of Nature	•					Preparing, Accessing
• Eyewitness Encyclopedia of Science	•					Preparing, Accessing
• Eyewitness Encyclopedia of Space	•	•				Preparing, Accessing
• FileMaker Pro	•	•				Processing, Transferring
• Fortress of Louisburg		•				Preparing, Accessing

Ministry Licensed Software—Subject/Division/ Research Stage Chart (continued)

Ministry Licensed Software	Subject		Division			Research Process
Title	Sc& T	SS	Pr	Jr	Int	Research Stage
• Graphers	•	•				Processing, Transferring
• Great Canadian Scientists	•	•				Preparing, Accessing
• Hyperstudio 4	•	•				Transferring
• Interactive Science Encyclopedia	•					Preparing, Accessing
• Kidpix	•	•				Processing, Transferring
• Light and Sound	•					Preparing, Accessing
• Making History: Louis Riel		•				Preparing, Accessing
• Microsoft Publisher	•	•				Processing, Transferring
• My First Incredible Amazing Dictionary	•	•				Preparing, Accessing, Processing
• Northwest to the Pacific: A Fur Trade Odyssey	•	•				Preparing, Accessing
• Un Odyssee de la Traite des Fourrures	•	•				Preparing, Accessing
• Pioneers	•	•				Preparing, Accessing
• Prime Ministers of Canada	•	•				Preparing, Accessing
• Sammy, la maison des sciences	•					Accessing, Processing
• Sammy's Science House	•					Accessing, Processing
• Science Court—Electric Circuits	•					Preparing, Accessing, Processing
• Science Court—Work & Simple Machines	•					Preparing, Accessing, Processing
• Science Sleuths						Preparing, Accessing, Processing
• Smart Ideas—graphic organizer	•	•				Preparing, Accessing, Processing, Transferring
• Star Office	•	•				Preparing, Accessing, Processing, Transferring
• The Way Things Work	•	•				Preparing, Accessing
• Write Outloud 3	•	•				Preparing, Accessing, Processing, Transferring
•						

STUDENTS ADDING IMAGES FROM THE INTERNET TO DOCUMENTS

Students can import images from the Internet by using the copy and paste commands. To do this:

1. Have the document on the screen to which the student wants to add the Internet image, for example MSPublisher, Student Writing Centre, HyperStudio, etc.
2. Minimize this program by clicking on the Minimize button in the top right corner of the screen. (It looks like a small line).





3. Launch Internet Explorer. Locate the desired image...either by doing a search using a search engine (for e.g., Yahoo!igans) or by typing the appropriate web address in the top window.
4. Right-mouse click on the image, then select Copy from the shortcut menu that appears (use the left mouse button to select Copy).
5. Now, maximize the document that was previously minimized...it has become a button at the bottom of the screen...just single click on it.
6. Click on Edit in the top menu of this document and select Paste or sometimes, it's Paste Picture (or click <Ctrl> V).
7. The image can now be moved or re-sized, as desired.

NOTE: Be aware of copyright infringement. Some websites allow the free use of their images. However not all websites do. Sometimes, you are asked to give credit in your document, to the website from which you got the pictures. Look for the information about the use of a particular website's content that is available on most websites.

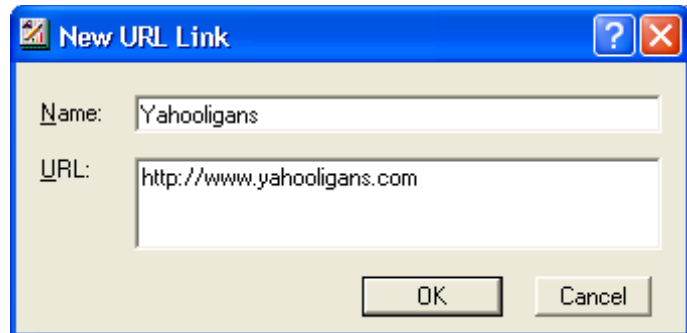


CREATING WEB LINKS IN APPLEWORKS AND WORDPERFECT

IN APPLEWORKS 5 and 6

1. Launch *AppleWorks 5* and select the Word Processor.
2. Type a title, or the name of a website or the actual website address. For example, to create a weblink for the children's search engine, *Yahooligans*, you could type the title: Children's Search Engine, or the name, *Yahooligans*, or the website address, *www.yahooligans.com*
3. Highlight the text, then click on the New URL Link button on the button bar.  (It looks like a hand with a globe on top if it.)
Note: in *AppleWorks6*, the icon looks like a globe with 2 chain links on it. 

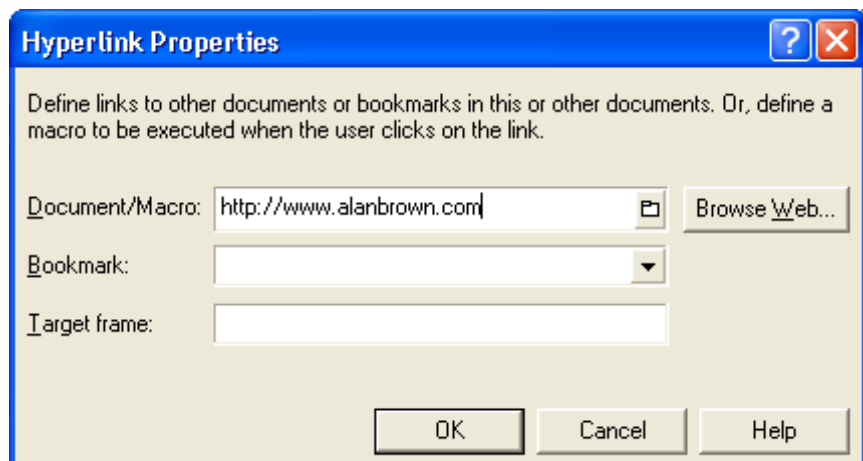
4. In the New URL Link dialogue box, type the web address in the URL window. Then click OK.



5. The text now becomes 'hypertext'. When the mouse is passed over the text, the arrow pointer changes to a selection cursor. Click on the text to access the website.

IN WORDPERFECT

1. Launch *WordPerfect*.
2. A) Type the website address (see *AppleWorks* example above). Press the spacebar to activate the link. OR
B) To use a title or website name rather than the address:
 - Type the title, then highlight the text, for example: Just For Kids Who Love Books
 - Select **Tools** from the top menu, then select **Hyperlink** (or click on the Hyperlink button on the toolbar...it looks like a spider web with two chain links under it)
 - Type the URL in the **Document/Macro** window. Then click OK.



Useful Websites - Differentiated Learning in the Classroom

THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (ASCD) www.ascd.org

An international organization that addresses all aspects of teaching and learning; click on the link, "Differentiating Instruction", for articles and resources for an effective differentiated classroom

NATIONAL CENTRE FOR LEARNING DISABILITIES

<http://www.ld.org/>

Includes information about what a learning disability is, as well as tips for parents and teachers about how to deal with LD students

GIFTED: A GOOGLE WEB DIRECTORY LISTING OF WEBSITES FOR THE GIFTED STUDENT

[http://directory.google.com/Top/Reference/Education/K through 12/Gifted Education/](http://directory.google.com/Top/Reference/Education/K_through_12/Gifted_Education/)

Includes links to many sites to support the gifted learner...articles, teaching strategies, programs

SPECIAL NEEDS OPPORTUNITY WINDOWS

<http://snow.utoronto.ca/>

The Resources section includes adaptive programming and lesson plans (thematic planning units) designed to include special needs students in the regular classroom

DIFFERENTIATED INSTRUCTION – UNIVERSITY OF ALBERTA

<http://www.quasar.ualberta.ca/ddc/incl/difinst.htm>

An easy to follow outline about differentiated instruction that includes consideration of the student's physical environment and materials, the teacher's methods of instruction, and provides a list of ways students can participate in their learning

TEACH-NOLOGY: THE WEB PORTAL FOR EDUCATORS

http://www.teach-nology.com/litined/dif_instruction/

Lists a variety of ERIC and other document links related to differentiated instruction

SPECIAL EDUCATION – GOVERNMENT OF BRITISH COLUMBIA

<http://www.bced.gov.bc.ca/specialed/>

An extensive website that provides information about students with special needs including disabilities of an intellectual, physical, sensory, emotional or behavioural nature, or learning disability or exceptional gifts or talents.

LD ONLINE

<http://www.ldonline.com/>

Offers a variety of articles about the learning disabled student and instructional strategies that can be incorporated into the regular classroom

COUNCIL FOR EXCEPTIONAL CHILDREN

<http://www.cec.sped.org/bk/>

Search for articles and publications from the CEC

SMART TECHNOLOGIES

<http://www.smarttech.com/education/specialed.asp>

Provides information on *Smart Board* technology and how the Ministry licensed concept mapping software, *Smart Ideas*, can be used to assist special needs students

AROGA-ASSISTIVE DEVICES

<http://www.aroga.com/learning/learning.asp>

A commercial site that sells educational software, including special education products; can search by category

MICROCOMPUTER SCIENCE CENTRE INC.

<http://www.microscience.on.ca>

A commercial website for specialized software; products are categorized by disability/need

EDUCATOR'S TOOLKIT >>> TEACHER RESOURCES LINK >>> SPECIAL EDUCATION SECTION

<http://www.eagle.ca/~matink/teacher.html#GEN>

An Ontario site that categorizes needs/exceptionalities into 7 types, with detailed information for each type; also contains a list of other special needs websites

INTERNET RESOURCES FOR SPECIAL CHILDREN (IRSC)

<http://www.irsc.org>

A plethora of info on special needs students including support and rehabilitation, sports, etc.

SET-BC LEARNING CENTRE

http://www.setbc.org/setbc/topics/topics_classroom.html

Online workshops, webcasts and tutorials related to software and other technologies

**Success for All Students—Technology and General Teaching Strategies
For Special Needs Students**

- Begin with the concrete, then relate the abstract to it—e.g. use hoops from the gym to make a Venn Diagram in order to compare 2 (or 3) topics/criteria; then transfer this learning to a more abstract yet still visual representation using *Kidpix*, *MS Publisher* or *graphic organizer*
- Many software programs assist special needs students by offering information in a variety of formats: print, oral explanations, and visual presentation—e.g. *My First Amazing Picture Dictionary*, or *Light and Sound*
- Computer simulation games provide links between classroom learning and the real world, for example, *Mathville*
- Problem-solving games are motivating, yet allow students to use various problem-solving techniques, with and without assistance; having students orally communicate how they solved the problem extends the learning process, e.g. *Math Circus*
NOTE: Provide structure to this problem solving activity by having students log their activities on a tracking sheet
- Keep routines consistent in the computer lab (just as you do in the classroom), e.g. entering/exiting procedures, beginning the class with instructions on their assignments, giving advanced notice of how much time they have remaining to work, etc.
- For students requiring modifications and accommodations to their programs, decide ahead of time what are the “must knows” or “must do’s” for that student — then identify the best format to help that student achieve success, e.g. graphic organizers are excellent for identifying important information in an organized way; as well, the graphic format often assists students to remember the information that is presented
- Self-help tutorials, where students can control the speed/amount of information presented, are especially helpful to special needs students; they can pace themselves, review concepts of which they are uncertain and practise concepts until they understand them, e.g. *Math Trek 4,5,6*
- Word processors provide opportunities to edit reports and stories with less “pain” than conventional ‘rubbing and rewriting’ - refer to the brochure, *Computers and the Writing Process*
- Presentation software, e.g. *Kidpix Slideshow*, *HyperStudio*, *Star Office-Impress* assists communicational students with an opportunity to present information in a dynamic format without the stress of standing up in front of the class and speaking



continued>>>

- Refer to the *Teacher Companion* in the *Ontario Curriculum Unit Planner*. There is a plethora of information: teaching/learning strategies, accommodations and background information related to special needs students. *Teacher Companion* also contains graphic organizers that can be printed out and duplicated for the classroom.
- There are many software packages to assist special needs students with literacy development. Some of these are Ministry licensed and are available for free to publicly funded schools in Ontario. Others are not Ministry licensed and must be purchased. Depending on the situation, ISA grants can be used for the purchase of adaptive software. Refer to the chart, *Special Needs Software*, for more specific information.
- EQAO Accommodations— Some special needs students are allowed to use a computer in certain circumstances...check the EQAO documentation for more information about this



Computers and the Writing Process

Despite the efforts by teachers to make the writing of stories and reports a positive experience, the writing process can be difficult and frustrating for many students for a number of reasons. While they often have good ideas for the content of their writing, many students have difficulty when it comes to organizing and sequencing these ideas correctly. As well, developing an idea from one sentence into a more detailed paragraph can prove to be a challenge. Further, one of the biggest frustrations is the editing of text by hand: the tedious job of erasing, correcting

and rewriting manually. For numerous students, there is the tendency to use smaller, 'plain' words in their writing to avoid spelling errors. Ideas used by the students may be limited when they think about the amount of time and effort that will be needed for manual revisions. Computers are wonderful tools to assist students to deal with all of these issues, as well as to provide innovative ways to publish their work.



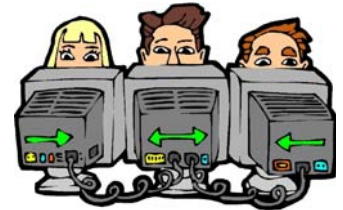
"Clip art licensed from the Clip Art Gallery on DiscoverySchool.com"

Why use computers in the writing process?

- students can create legible text immediately...a great advantage, especially for those who have difficulty with handwriting or printing
- editing tools make revisions far easier, faster and less tedious
- by using an electronic graphic organizer, students have more flexibility with regards to the type and size of the organizing template that they use—webs, flow-charts, sequence charts, etc., can all be created and modified quickly and easily
- electronic graphic organizers will allow the automatic conversion of the diagram view to an outline format that can be readily modified
- the availability of many fonts, styles, sizes, colours, etc., promotes student self-expression
- by being successful in their planning and writing, students are more likely to continue to expand their writing skills; thus, computers as writing tools are highly motivational
- electronic writing and publishing addresses students' different learning styles: kinesthetic and spatial learners benefit from the hands-on keyboarding and mouse-clicking, visual layouts, graphics, scrolling text, text styles, sound, animation, etc.
- by using collaborative communication software (e.g., First Class) students can write for an expanded audience and receive feedback on their ideas from an extended peer group
- many Internet sites offer opportunities to post students' writing including creative writing stories and non-fiction reports and presentations; thus students write in a variety of formats for a variety of audiences

Some Ideas for Authentic Writing for Specific Purposes

1. Electronic storybooks using Corel Presentations, HyperStudio, Storybook Weaver, etc...as well, older students can create electronic storybooks for younger students
2. Student-created Writers' Dictionaries that include story-starter words, transition words, parts of speech, theme words, etc.; these can be created using a desktop publisher or word processor in which the pages are printed out and compiled into a binder or bound into a book format. Or they can be a multimedia presentation using Corel Presentations, HyperStudio, KidPix slideshow, etc.
3. Multimedia or desktop published yearbooks, classroom newsletters, autobiographies
4. Culminating reports or products in various formats including brochures, menus, calendars, flyers, posters, catalogues...created using MSPublisher templates
5. Webpages involving cross-curricular writing, for e.g., Canadian Government, Explorers, the solar system, etc.; writing on the web encourages students to be succinct and precise in their language, and demands attention to order and flow of ideas (because of hyperlinks in which the reader jumps from one segment to another)
6. Online conferencing projects (e.g., using FirstClass) between classes and/or schools, to gather/share information, compare viewpoints, respond to stories read, etc. in a controlled setting. If desired, each student's entries can be tracked and assessed over time, by the teacher.

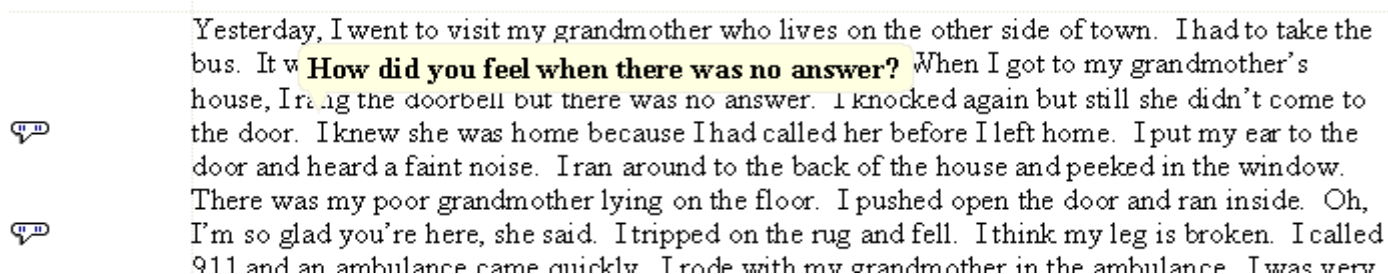


<u>The Writing Process</u>	<u>Tasks</u>	<u>Suitable Software</u>
Pre-Writing	<ul style="list-style-type: none"> • generate ideas • organize ideas • create a writing plan • determine audience 	⇒ Graphic organizer (e.g., Inspiration, Kidspiration) ⇒ Desktop Publisher (e.g., MSPublisher) ⇒ Paint program (e.g., KidPix, AppleWorks)
Writing a Draft Revising Editing	<ul style="list-style-type: none"> • write initial draft using organizer/outline writing plan • clarify ideas • improve organization • improve language • improve style • correct spelling, grammar and punctuation • peer and teacher editing 	⇒ Word Processor/Desktop Publisher (e.g., WordPerfect, AppleWorks, Student Writing Centre, StoryBook Weaver, EasyBook, MSPublisher) ⇒ Multimedia presentation software (e.g., Corel Presentations, KidPix Slideshow, HyperStudio, AppleWorks Slideshow) ⇒ Webpage design software (e.g., Dreamweaver, Claris HomePage)
Publishing	<ul style="list-style-type: none"> • reflect on most appropriate venue for intended audience • enhance finished product using appropriate tools and formats, for e.g., graphics, text font and style, sound, animation, borders and margins, etc. 	⇒ as above
Self-Evaluation	<ul style="list-style-type: none"> • seek feedback • reflect on ability to successfully communicate intended message 	⇒ journal entry using a word processor ⇒ conferencing with peers using electronic conferencing software (e.g., First Class)

NOTE: Because of the ease of revising and editing writing using a word processor or similar software, it is recommended that the computer be used for all stages of the writing process, not just the final product. Text can be entered directly into the desired software (for example, typing into the brochure template in MSPublisher). Or, revised text can be copied and pasted from one computer application to another. For example, individual sentences or paragraphs originally generated in a report using a word processor can be copied and pasted into individual slides in a multimedia presentation.

Editing/Revising Strategies

- A useful strategy for peer and teacher editing, is the use of the comment bubbles when editing electronically. An editor can add his/her own suggestions and thoughts without changing the piece of work they are reviewing. For example, in *WordPerfect*, the editor places the cursor in the location in the story where he/she would like to make a suggestion. Then the editor clicks **Insert, Comment** and types the suggestion in the window that appears. A small comment icon appears in the margin of the work being edited. The document is then resaved. By clicking on the comment icon, the author can read the editor's suggestions and make the appropriate changes:



- For word processors that do not offer the 'Insert Comment' feature, for e.g., in *AppleWorks*, the editor can always create a text box in the margin and add suggestions using a different coloured text.

If a student writes a story or report that 'jumps all over', have him/her identify orally the topics or key ideas that are being addressed in his/her work. Write these 'headings' below the story, typing the text in a different colour for each heading. Next the student reads each sentence in his/her story and changes the colour of the text in each sentence to match the heading colour. Now the student can cut and paste sentences of the same colour together. (Some fine-tuning might be necessary to order the sentences within each of the topics.) If appropriate opening and closing sentences are not already in the report or story, these can be added.

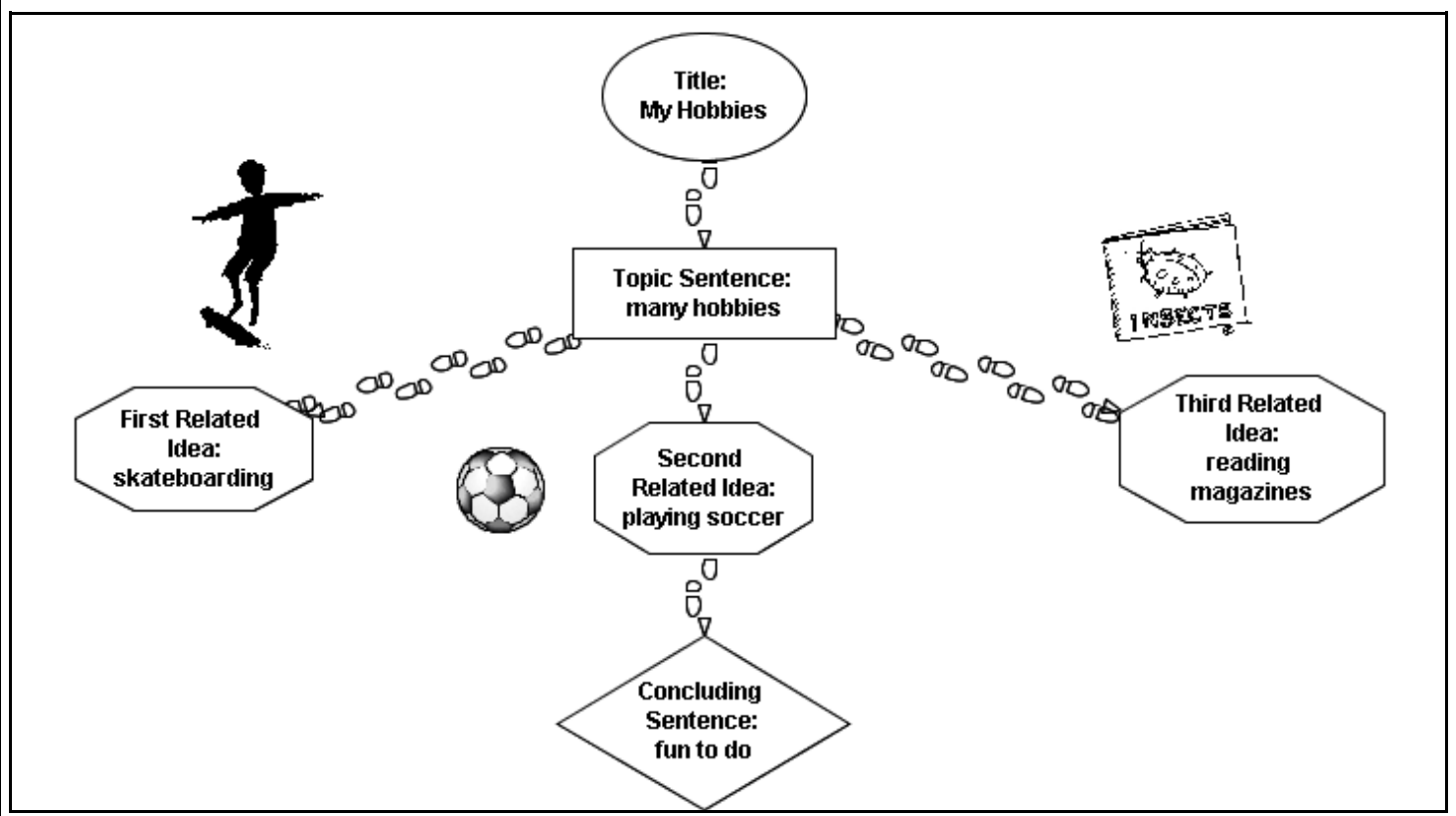
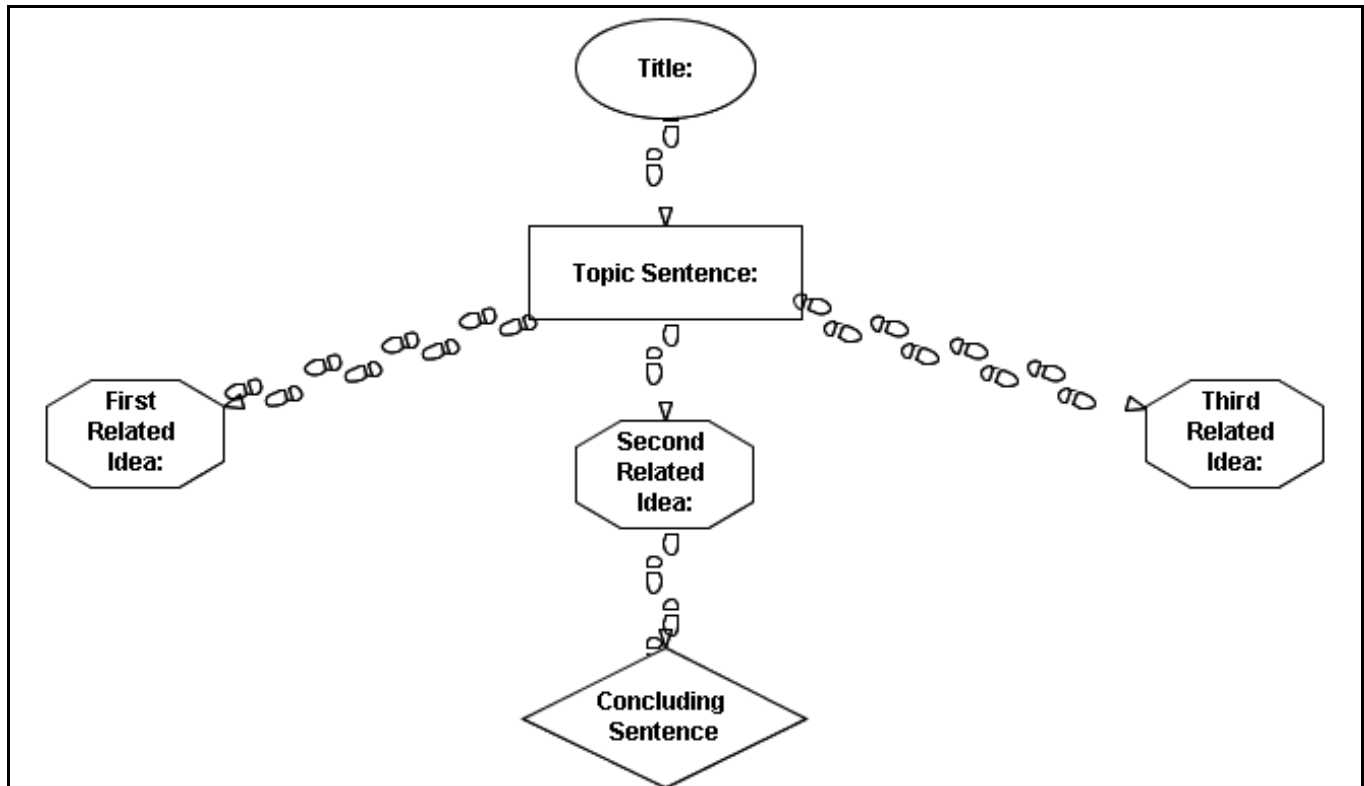
Encourage the use of the language tools such as spell checker, grammar checker and thesaurus in word processors. These tools do not deter the learning of correct spelling and grammar. Rather, they draw the student's attention to mistakes and offer possible solutions. This requires decision-making by the student. Students should be cautioned that these tools are not foolproof. Sometimes, words are misspelled in a manner that restricts the spell checker's ability to provide the correct spelling. As well, a word may be spelled correctly, but is the incorrect word for that particular context (e.g., a homonym).

A Word About Keyboarding

In order to make effective use of computers in the writing process, students should develop **proficient keyboarding skills**. The 'hunt and peck' approach to typing restricts their ability to attend to the content and structure of their writing. Proper keyboarding technique cannot be acquired incidentally. Rather, systematic, supervised practice that combines some teacher instruction with the use of keyboarding tutoring software, such as *All The Right Type*, needs to be implemented. Even classroom teachers who do not themselves touch-type can assist their students to become competent keyboarders with the help of keyboarding software. Ideally, students should spend 15-20 minutes several times a week practising keyboarding skills beginning in Grade 4 (or the latter stages of Grade 3). Home practice, keyboarding clubs, etc., would also improve their skills. Although students do not have take-home privileges for *All the Right Type* under our school-license, the distributor, Ingenuity Works, offers very reasonable rates for student purchase of this software. Keyboarding is a **lifelong skill** for students, the value of which cannot be underestimated.

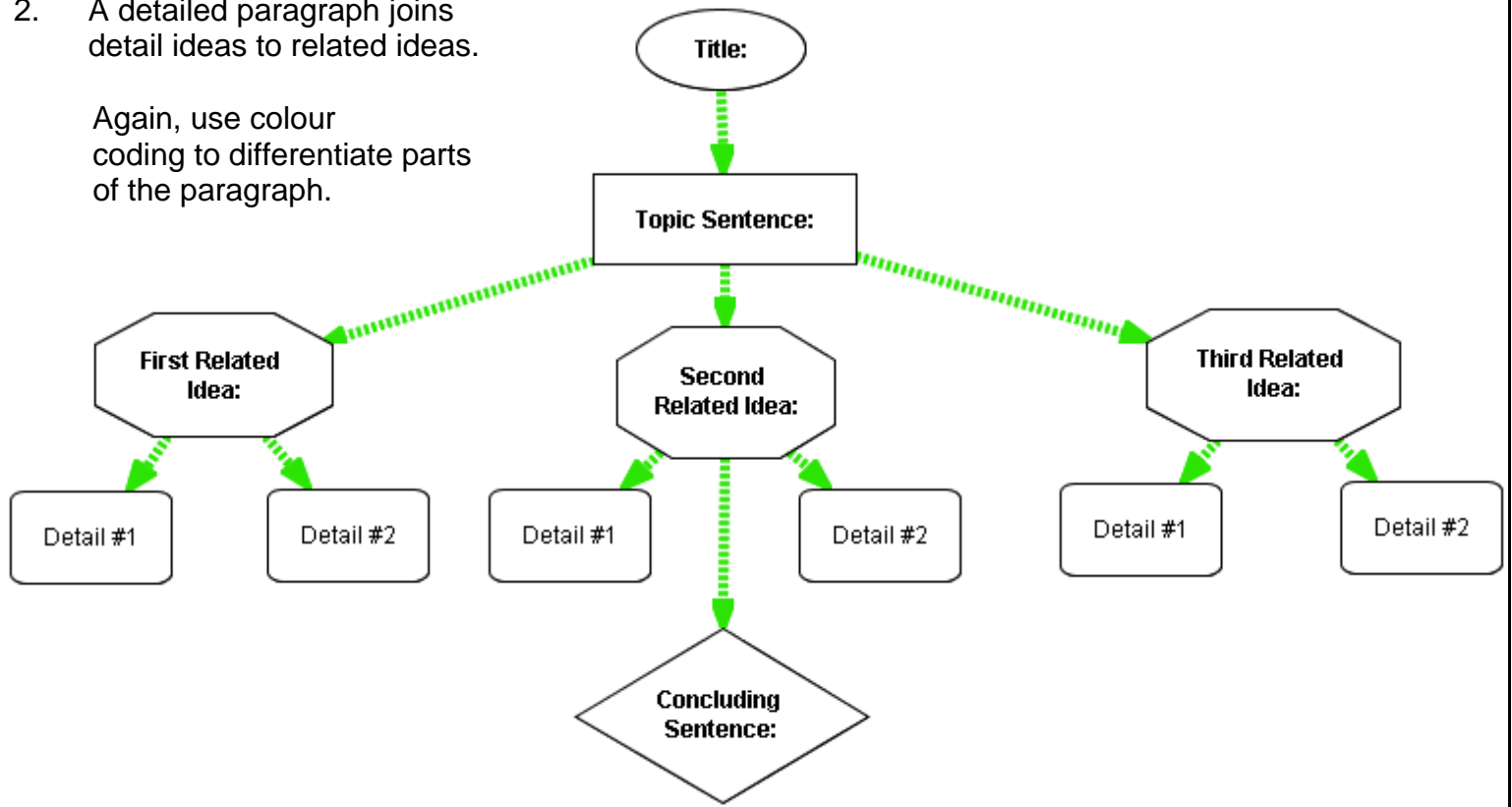
Using Electronic Graphic Organizers in the Writing Process

1. For a simple paragraph, use a web organizer to brainstorm ideas on a particular event, story or subject. Remember, these are single words or short phrases...not full sentences. Colour coding will help the students to differentiate the various parts: one colour for the title, another colour for the topic and concluding sentences and a third colour for related sentences.
 - ⇒ For their first draft, using a word processor, students colour code their sentences to match their organizer.

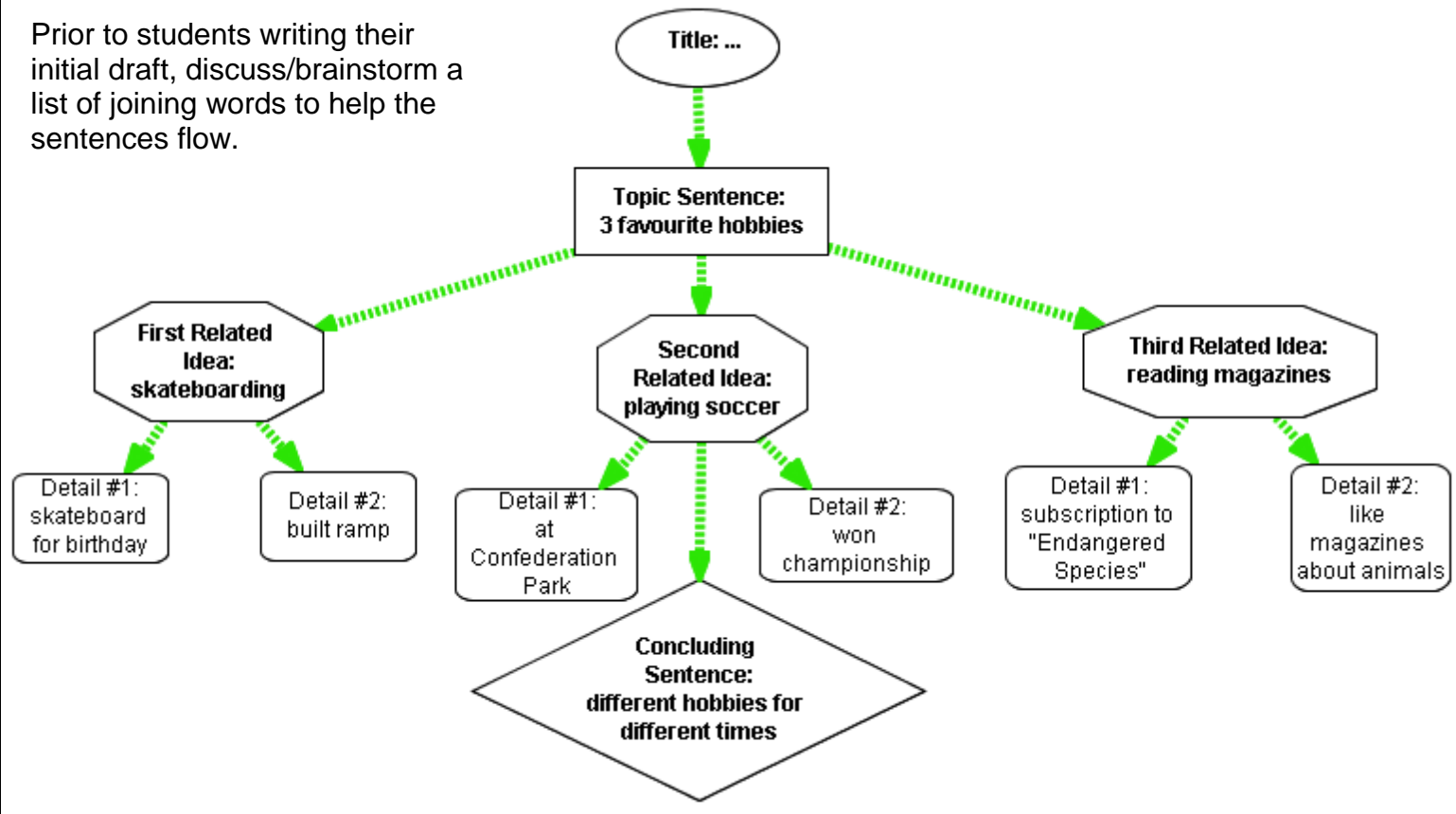


2. A detailed paragraph joins detail ideas to related ideas.

Again, use colour coding to differentiate parts of the paragraph.



Prior to students writing their initial draft, discuss/brainstorm a list of joining words to help the sentences flow.



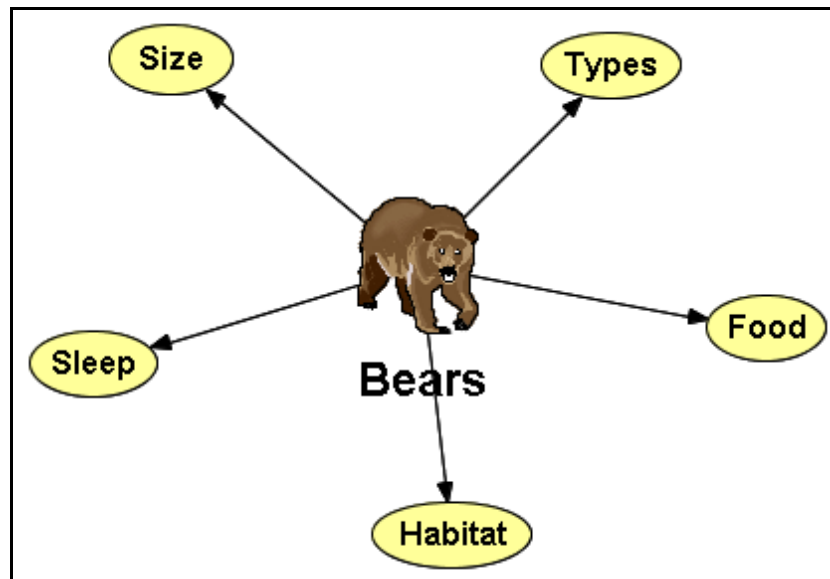
Most graphic organizer software allows users to automatically convert their organizer into an outline:

- Title: □My Hobbies□
 - Topic Sentence: □3 favourite hobbies□
 - ◇ First Related Idea: □skateboarding□
 - Detail #1: □skateboard for birthday
 - Detail #2: □built ramp
 - ◇ Third Related Idea: □reading magazines□
 - Detail #1: □subscription to "Endangered Species"
 - Detail #2: □like magazines about animals
 - ◇ Second Related Idea: □playing soccer□
 - Concluding Sentence: □different hobbies for different times□
 - Detail #1: □at Confederation Park
 - Detail #2: □won championship

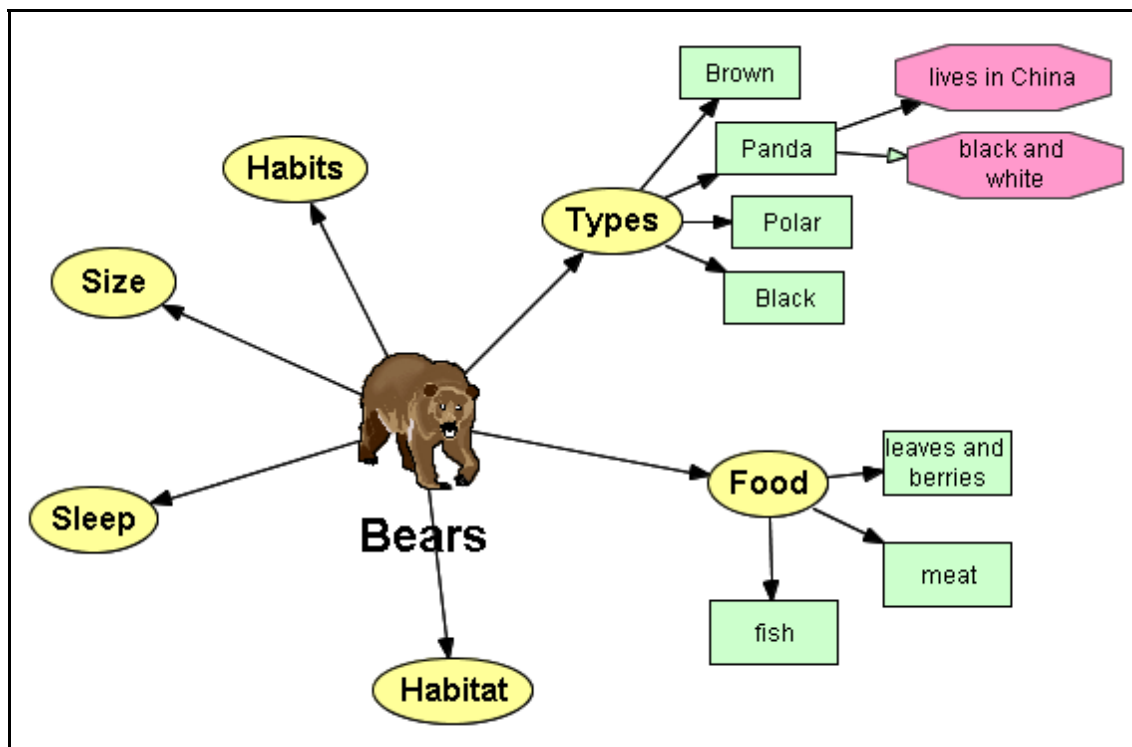
Students can then change their point form notes into complete sentences directly on the outline, if desired. Then they copy and paste these sentences into a word processor or other software program for their initial draft. (Or they can begin writing their first draft in a word processor, using the original point form organizer without using the outline feature.)

- Title: □My Hobbies□
 - Topic Sentence: □I have three favourite hobbies that occupy much of my spare time.
 - ◇ First Related Idea: □One hobby is skateboarding.
 - Detail #1: □I was so excited to get a skateboard from my parents for my tenth birthday.
 - Detail #2: □My friend, Jason, and I built a ramp at the end of our court. We used some boards that were in our garage.
 - ◇ Second Related Idea: □Another hobby that I enjoy is playing soccer.□
 - Detail #1: □My team, the Crusaders, plays every weekend at Confederation Park.
 - Detail #2: □Last year we won the championship; but I don't think we will this year.
 - ◇ Third Related Idea: □Also, I enjoy reading magazines.□
 - Detail #1: □About two years ago, my grandmother started a subscription for me for the magazine, "Endangered Species".
 - Detail #2: □I really like magazines about animals, especially unusual ones.
 - Concluding Sentence: □These are my favourite hobbies, and I choose the one I want to do based on how I'm feeling.□

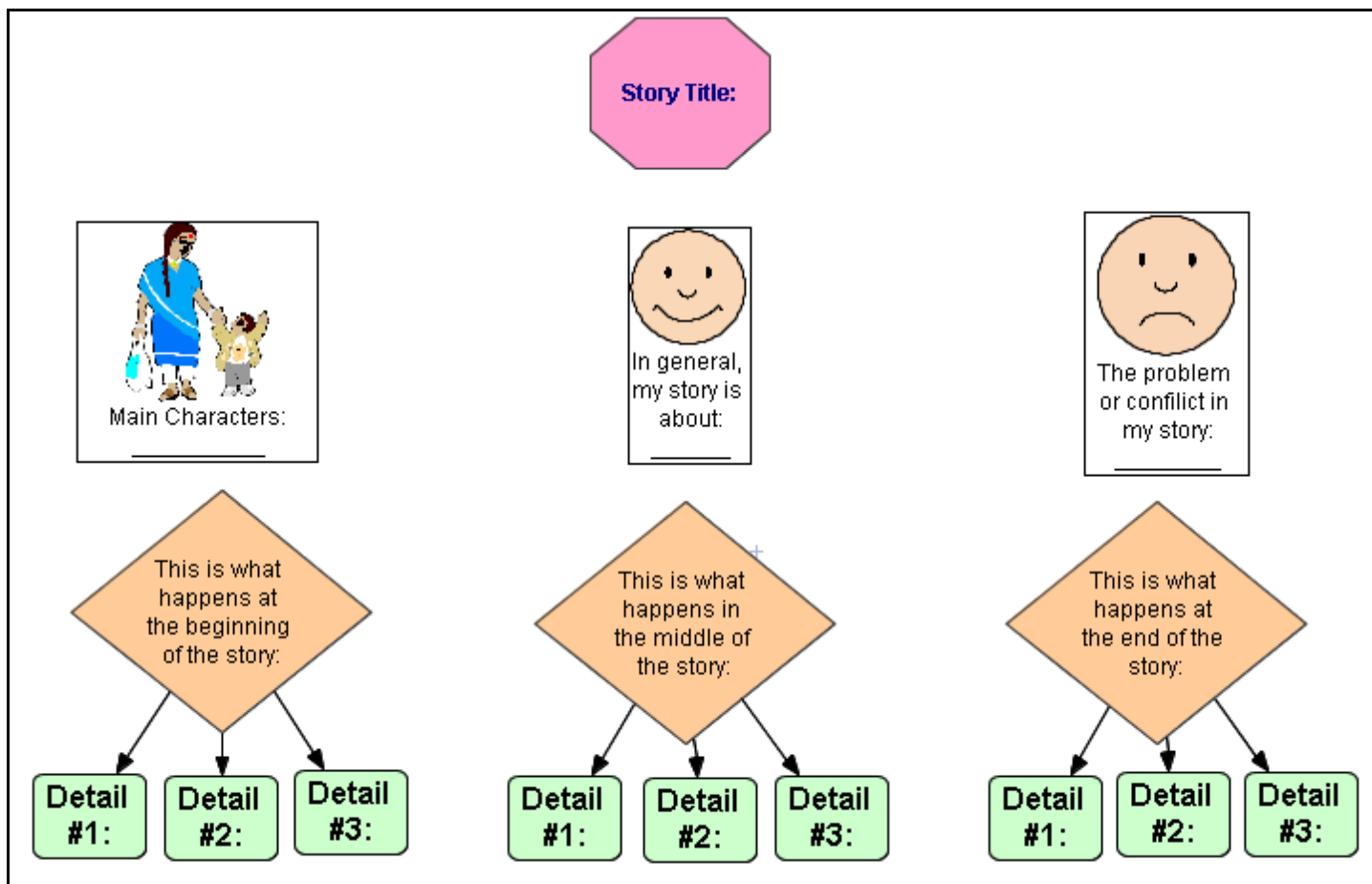
3. For report writing where research is involved, students can use a graphic organizer to brainstorm areas of focus that they would like to find out more about, related to a topic.



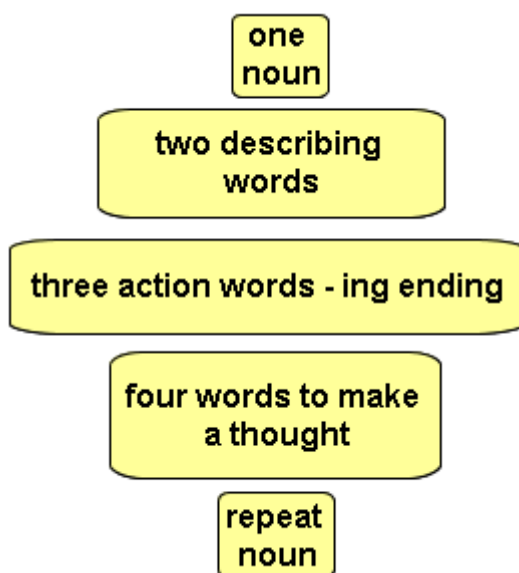
As they gather Information, it can be added to the organizer, in point form, and attached to the appropriate area of focus. Additional areas of focus can also be added at this time. The diagram can then be converted to outline form, if desired, prior to writing the first draft of the report.



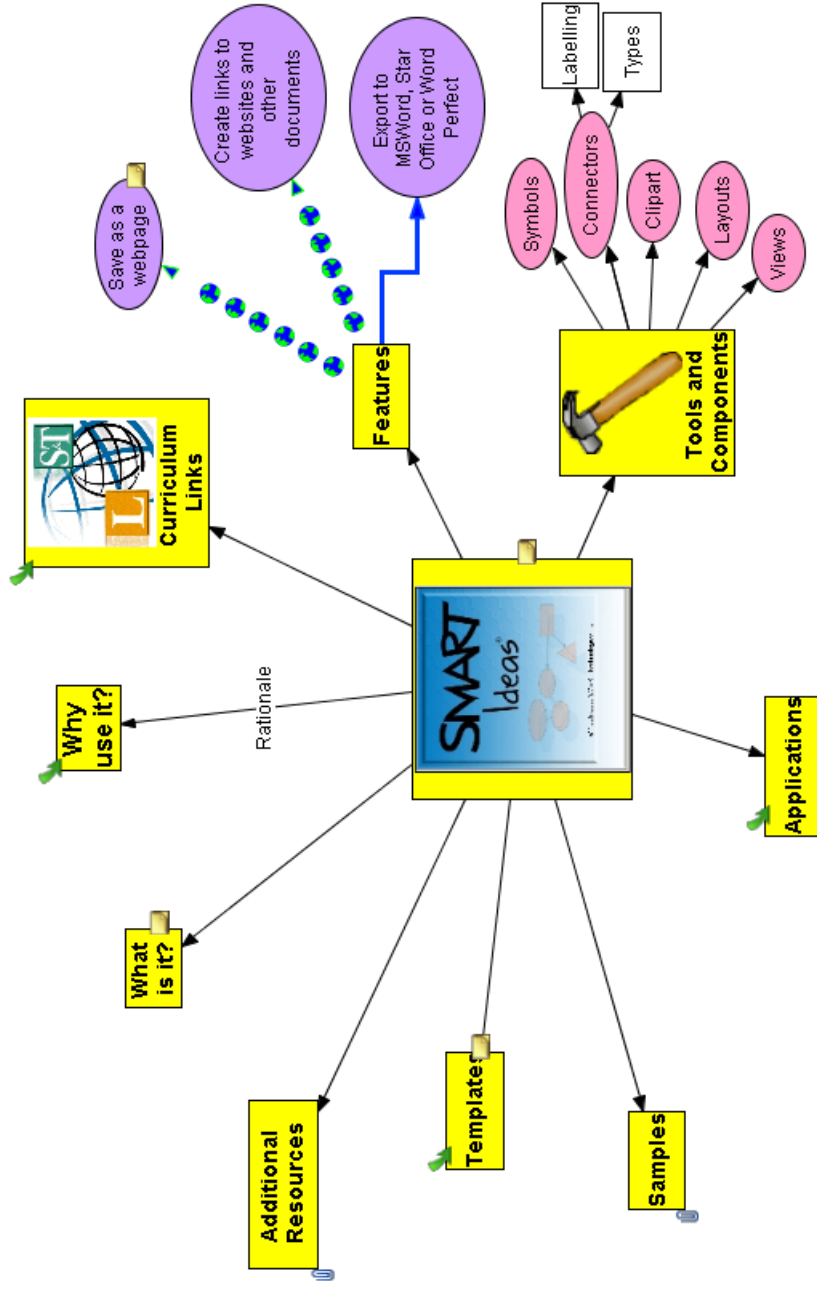
4. This is a sample organizer template that could be created by the teacher for students to use in the pre-writing stage, in order to plan out their creative writing stories. Alternatively, students can generate their own story organizer by using graphic organizing software.



5. Graphic organizer templates can be used for various types of poetry. Here is a diamante poetry template.



smartideas--OLA workshop organizer - (Main)



smartideas--OLA workshop organizer - (Why use it?)



- * **for brainstorming; to generate ideas**
- * **to help students organize key ideas and related content**
- * **to help students learn key ideas and the 'big picture'**
- * **to communicate ideas in a graphical format...helps students to remember content through design**
- * **to make links between new information and previous knowledge**
- * **benefits all students including special needs kids...provides visual cues and meets various learning styles**
- * **to assess student understanding of a topic**
- * **can be used individually or in a group**
- * **for teacher use: to design/organize a unit or course, track ideas, concepts, processes, resources, etc.**
- * **easy to use...for simple maps or very complex**

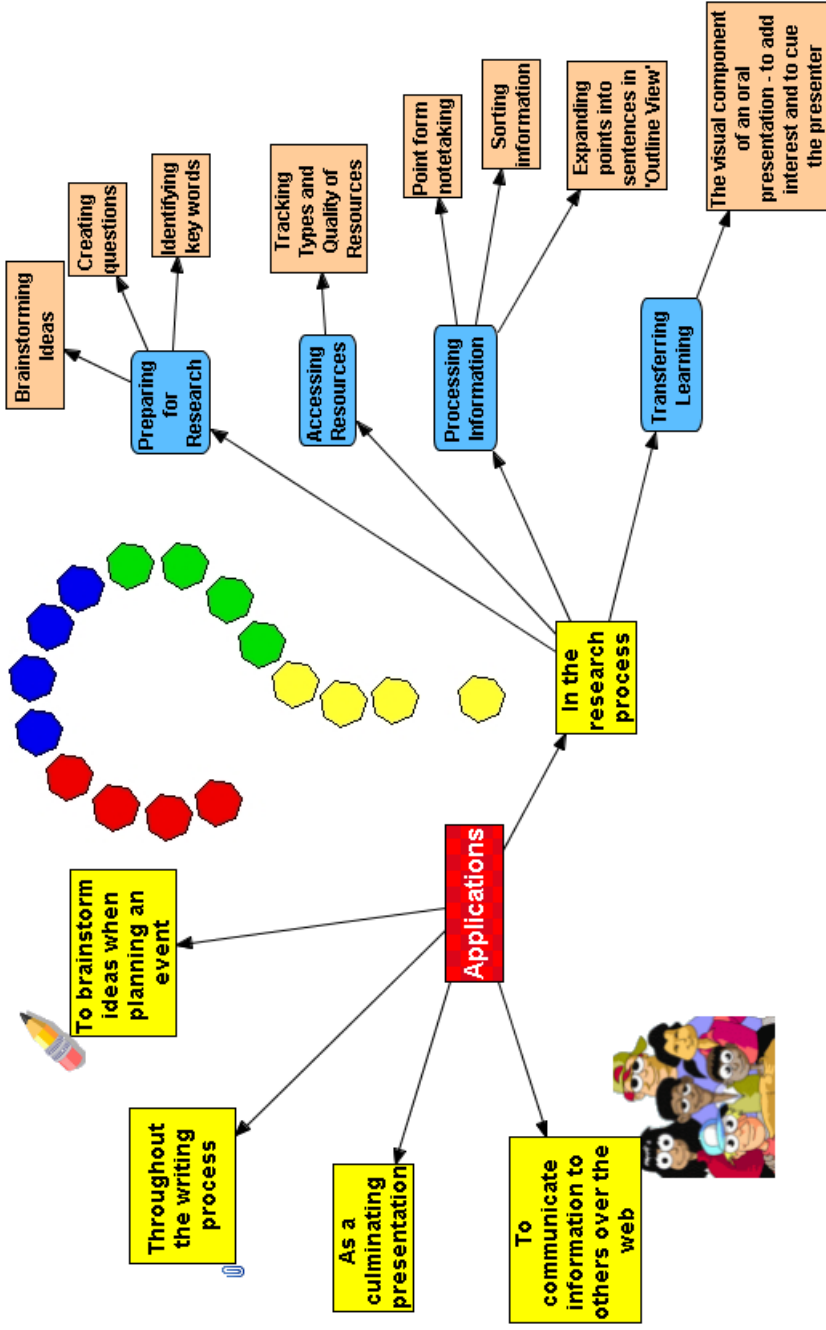
smartideas--OLA workshop organizer - (Curriculum Links)

52 curriculum expectations specifically reference graphic organizers

75 curriculum expectations contain "organizer" in the expectation

399 curriculum expectations require students to organize information

smartideas--OLA workshop organizer - (Applications)



Smart Ideas

Quick Reference

The screenshot shows the Smart Ideas software interface. At the top is the **Standard Toolbar** with icons for File, Edit, View, Insert, Format, Tools, and Help. Below it is the **Formatting Toolbar** with icons for Back, Save, Cut, Copy, Paste, Delete, Undo, Link, Note, Layout, Quick Connect, Pan, Zoom, and a 100% zoom level. A **Hide Formatting Toolbar** button is also present. The **Style Palette** is on the left, showing a grid of colored shapes. The **Connector Formatting Buttons** are located in the middle toolbar. The **Workspace Views** are at the bottom, showing Diagram View, Outline View, and Global View.

Standard Toolbar

Formatting Toolbar

Hide Formatting Toolbar

Connector Formatting Buttons

Style Palette

Workspace Views

Diagram-Used most often for creating diagrams

Outline-View text version of your diagram. This view provides ready made outline students can use to organize their writing, brainstorm and develop connected ideas and then toggle to the diagram view when they're ready. Any editing in outline view will be reflected in the diagram view.

Global View-Provides a useful overview in a two-dimensional depiction of all your work including all the sublevels of your diagram.

Creating a Diagram

Symbol is a graphical object, e.g. circle, square, picture that encloses a text message.

Enhancing a Symbol

- Use different colours
- Use different shapes
- Integrate an image
- Use Smart Ideas clip art library

Creating Symbols

Begin Smart Ideas

Click Open Button

Type in the new untitled workspace, your text will appear inside a text box.

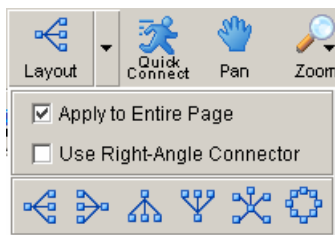
Press Enter on your keyboard, now text will appear in a circle

If you continue to type and press ENTER-you will see a diagram of overlapping, disconnected symbols that you can arrange and connect later.

Quick Connect Feature

Great for a brainstorming session

1. Click Quick Connect Button
2. Layout-Click Layout dropdown arrow and select one of the six patterns before you start creating the diagram. You may change this layout at a latter date. Make sure the APPLY TO ENTIRE PAGE check box is selected.
3. Enter your first topic (Primary Symbol), when you connect another symbol, it will automatically connect to the primary symbol.



Your Symbols must contain TEXT. (Blank symbols can't be part of your diagram in the Quick Connect Feature).

The Shape and Colour of the symbol is determined by the selected symbol style.

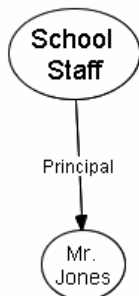
Linking Symbols with Connectors

1. Connector lines link symbols together-Click the connector button and drag the connector to the symbol.
2. Connectors move with their symbols unless the relationships change between symbols.
3. The style of connector chosen remains until you select a new style.
4. Connectors may be..
 - labeled or unlabeled
 - Thin or thick
 - Solid or dashed
 - Straight, angled or curved
 - Include arrowheads
 - Include whimsical designs (Connector Style Button under Format in the toolbar.)

Labeling Connectors

Why? You may want to label connectors with text to further clarify and explain the relationship between two symbols.

1. Select the connector
2. Click once
3. A text box will appear
4. Type your label
5. Enter

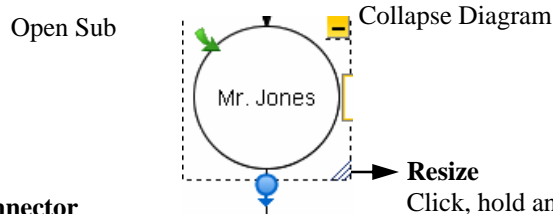


Selecting Symbols and Connectors

Selection can be made before you begin your diagram

You may change more than one symbol at a time...Click SELECT ALL on the EDIT menu.

1. Cursor over object and click once
2. If object is a symbol you will see the following icons appear.
3. To select multi elements of the diagram hold your shift key or click and drag your mouse around all the symbols and connects you want to modify.
4. Double click on the symbol or connector to view label.



Create a Connector

- Select the blue circles on each end to move connectors.

Click, hold and drag to enlarge or contract symbol.

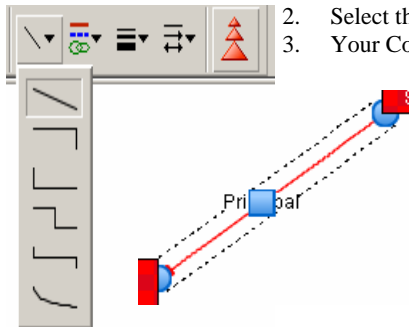
To resize the entire group select all and resize one object, the rest will resize as well, release mouse to view. For longer text you may also attach a note.

Moving Diagram Objects

1. Moving One Symbol-Click on only one and drag your mouse to place, all connectors will follow.
2. Entire Diagram, Select all objects (drag the mouse pointer over the diagram and draw a rectangle, press and hold mouse button and drag into place.
3. If you want to stack symbols on top of each other go to VIEW > Show Sublevels (unchecked).

Reshaping a Curved Connector

1. Click onto your connector
2. Select the line icon in the toolbar menu and click on the curved line.
3. Your Connector will now have a square button you can click and drag to make it curve.



Aligning Objects

1. Select objects
2. Select ALIGN from the FORMAT menu

Deleting Objects.

Note Effects...

1. If hyperlink is added or files linked they will be lost
2. If symbol has one or more sub-levels they will be deleted
3. If you delete a connector the symbols will remain.

Deleting, Cutting, Copying and Pasting Objects– Undo and Redo

1. Deleting-select one or more objects and click on DELETE button on the toolbar.
2. Cutting, Copying and Pasting Objects similar to other programs, Note-if you're copying a symbol with an associated sub-level it will ask you if you want to copy those levels.

Protecting Objects from Editing

You can make objects or the entire areas non editable

1. Select one or all objects
2. Select TOOLS in menu and select **Make Background**
3. To restore select TOOLS and **RETRIEVE BACKGROUND**

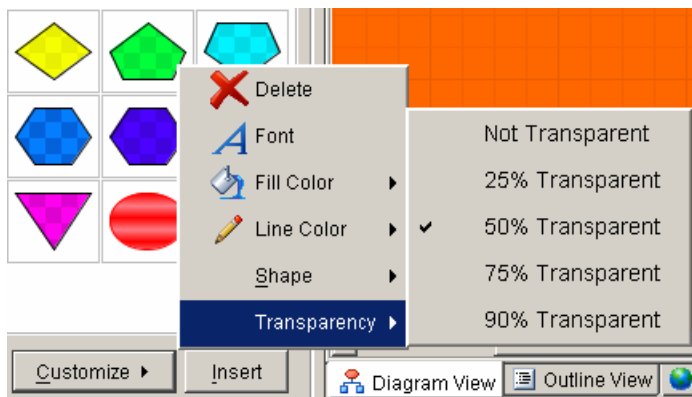
Creating Styles

Create a New Symbol

1. Click Symbols Button
2. Click style you want to use in the Style palette
3. Click in workspace and type.
4. Creating a style without text-drag and drop the style into the workspace

To change an existing symbol

1. Select a symbol in the workspace
2. Click SYMBOLS button above the Style palette
3. Select new style



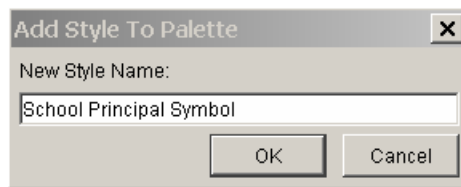
Modifying Existing Styles and Creating New Styles

1. Select Style
2. Select Customize Button
3. Select Font, Fill, Colour, Shape or Transparency

Any symbols that you created using the original style will immediately change to reflect the new characteristics of the changed style.

Add Style to Palette from the Tools Menu

1. Create new Symbol
2. Add Style to Palette from Tools Menu
3. Name new style

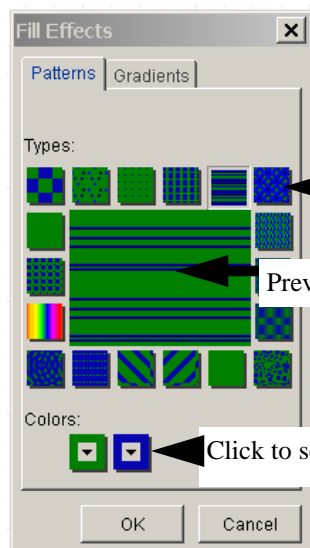


Changing Symbol Appearance

To create a symbol style that you can use again and again, select the symbol and then select. Add Style to Palette from TOOLS menu. Your unique symbol will be added to the Style palette for future use.

To Customize the fill, shape and outline of a symbol using the Formatting toolbar.

1. Select one or more connectors
2. Click the CONNECTOR TYPE button
3. **Change**> Line Thickness button> Line Colour > Arrow Style > Use Deluxe Connector



Add a two Colour Pattern/Gradients

1. Select symbol
2. Click Fill Colour on formatting toolbar
3. Click Fill Effects
4. To add a gradient fill, click the Gradients tab and click a gradient type.


Adding a Note to a Symbol

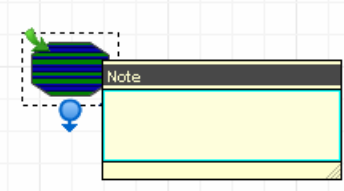
If you want to add a few lines of explanation, reference a source or just add a few lines of commentary to a symbol, add a note

NOTE ICON appears on the symbol even when not selected, if you hover over a note icon contents will appear on your screen.

Adding a Note to a Symbol

If you want to add a few lines of explanation, reference a source or just add a few lines of commentary to a symbol, add a note.

 NOTE ICON appears on the symbol even when not selected, if you hover over a note icon contents will appear on your screen.



1. Click once outside of the text box and a note icon appears on the symbol.
2. Move your mouse pointer over the NOTE icon to view the note text.
3. To edit a note click on the icon and change text.
4. Click outside the text box to save the text.

← To resize click and drag on the diagonal lines.

Making a Symbol Transparent

Used to reflect the relative importance of the ideas or facts your symbols may represent, order events timeline, show relationships...

1. Select filled symbol
2. Select Format > Transparency and degree of transparency or right mouse click Transparency and set the amount.



Adding a Shadow to a Symbol

1. Select symbol
2. Select Shadow from Format menu
3. Click a Shadow Direction button
4. Add a colour

Using an Imported Image as a Symbol

1. Select one or more symbols
2. Select > Image from File from the INSERT menu
3. Browse to your file
4. Open
5. To add text double click on photo
6. A text box will appear.
7. Add text > Enter



Using Clip Art as a Symbol

← Navigate

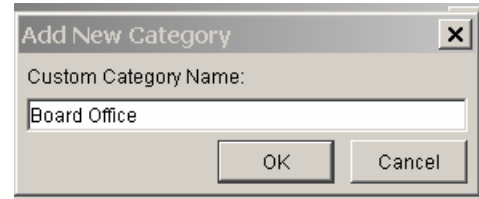
← Select category.

← Double click or click and drag to workspace or use the insert button below.

← Add your own clip art category

Importing Images into the Clip Art Gallery

1. Select Clip Art Button
2. Click Customize Button below> Add Clip Art
3. Browse to image (select multiple files use CTRL key or Shift Key)
4. Open
5. The Select Category dialog box appears
6. Click Custom Categories or ADD NEW CATEGORY
7. OK

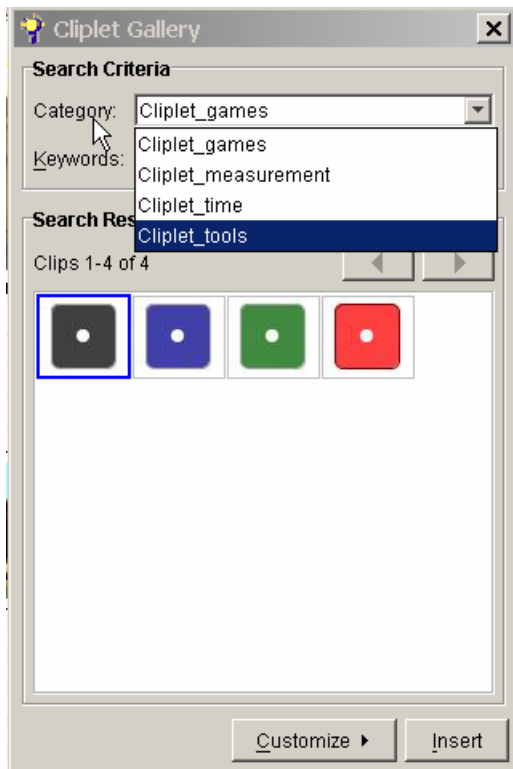


To Delete an Image or Category

1. Select an image >Select Delete Clip Art from **Customize** menu.
2. OK

Search for Clipart

1. Select Clip Art
2. Category> All Categories
3. Enter a keyword in the Keyword Box
4. Click Search

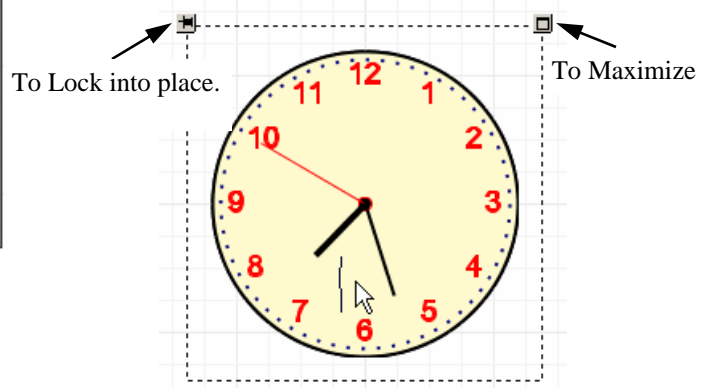


Interactive CLIPLETS

These animated clip art will assist in teaching geometry, clock reading, metric/imperial measurements and basic arithmetic principles. They include timers, a pair of dice, teaching clocks, and a complete calculator.

1. From Insert Menu, select Cliplet>opens Chippet Gallery
2. Click the Category scroll down button
3. Select Chippet
4. Click insert
5. Tack the button in place-click the Tack button in the upper left corner of the selection rectangle
6. You can also do a search in the KEYWORDS field

Time Related Cliplet



Using the Workspace Grid

1. Select Grid from the view menu
2. When Grid is on>every object will be place in the center of the grid box
3. When Grid is off> you have free moving control

Changing Background Colour

1. View> Background Colour
2. You may also decide to create a custom colour

Using Zoom

1. Click Zoom Button
2. Use slider
3. Click Scale to Fit to view all of the objects in the workspace

Working with Text

1. Begin to type in your symbol
2. ENTER key when your finished
3. To insert a line>ALT +ENTER
4. To edit>double click onto the symbol
5. Check Spelling>Tools menu
6. Finding and Replacing Text>in edit menu

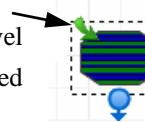
Adding Layers and Links to Diagrams

When would you create a sub-level...

- Illustrate or expand information
- Hide information

1. Select a symbol
2. Click on the green arrow (OPEN SUB-LEVEL)
3. This will open a new, blank workspace you can create a diagram, write a few lines of illustrated text, insert a picture.
4. Click BACK to return to the previous level

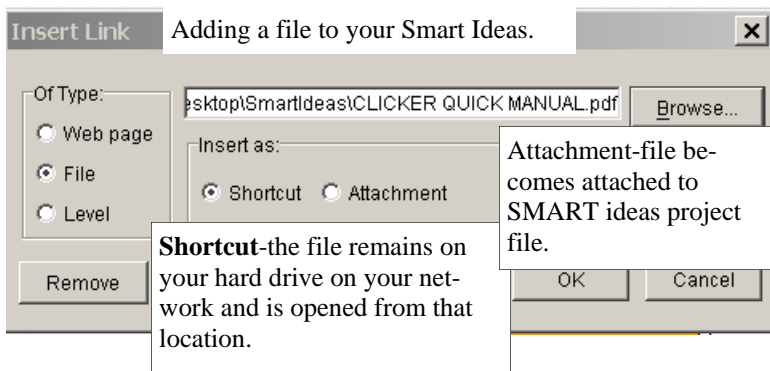
Click to create sub-level



Creating Links to Web Sites, Files or Other Diagram Levels

You can only create only one link per symbol.

After you add a hyperlink to a symbol, a Link icon appears in the lower left level for that link.



File Management

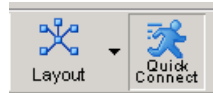
To create a file

1. Select NEW from the FILE menu
2. Click open (template)
3. Files saves as .ipr To save organizer as a template, save with .ipt file extension.

To export-EXPORT Diagram View to Web

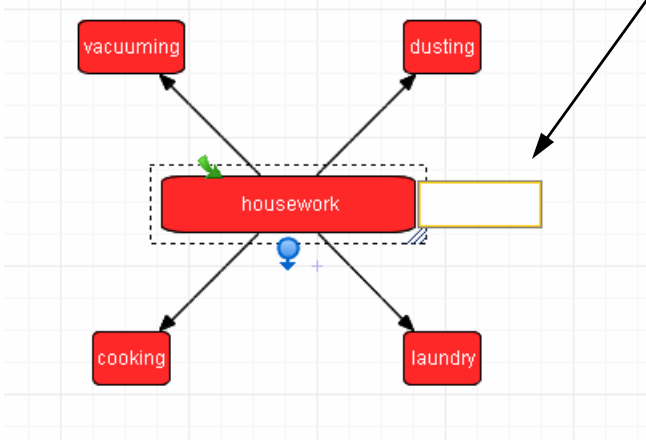
EXPORT Outline View to Web (text)

EXPORT to Word Document;



Quick Connect

1. Select Quick Connect
2. Select your symbol
3. Click on the down arrow in layout and select one of the icons
4. Begin to type
5. Click enter
6. Your new symbol will appear labeled
7. Continue to type in the same text box until you have developed your graphic organizer.



When finished click off of the Quick Connect and edit your organizer as you wish.



Write Outloud

A talking word processor that includes a 'talking' easy-to-use toolbar. Users can add pictures, spell check text, and have text read back in various ways.

SYSTEM REQUIREMENTS

Windows: Pentium 150 MHz or faster; 256-colour monitor; minimum 20 MB hard drive space; 24 MB RAM; Sound Blaster® or compatible sound card for speech; CD drive or installation

Macintosh: PowerPC or faster; Mac OS 8.6 to 9.x; 256-colour monitor; 20 MB hard drive space; 24 MB RAM; CD drive for installation

INSTALLATION

Windows: 1. Insert CD into drive. 2. Double click on My Computer icon on computer desktop. 3. Double click on WOL v3 CD icon. 4. Follow on-screen instructions.

Macintosh: 1. Insert CD into drive. 2. Double click on WOL v3 CD icon. 3. Double click on WOL UK Installer folder. 4. Double click on WOL v3 Installer icon. 5. Follow on-screen instructions.

GETTING STARTED

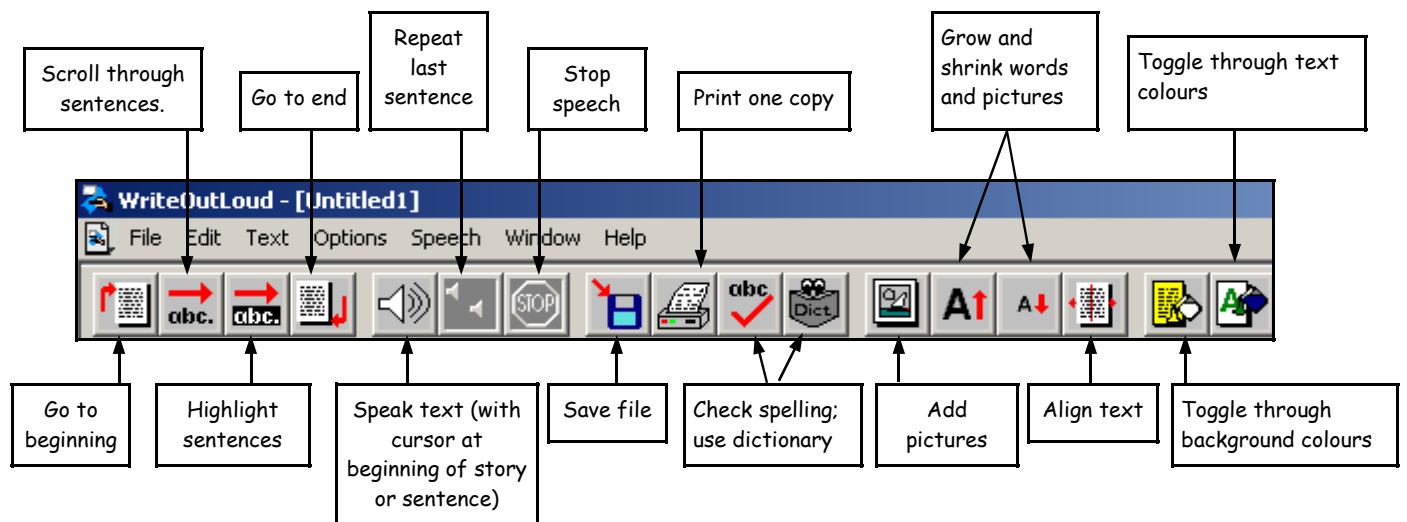
Windows: To launch (startup) *Write: Outloud*, click the Start button, click Programs, click *Write Outloud v3*.

Macintosh: Open the WriteOutLoud v3 folder, double click Write:Outloud icon.

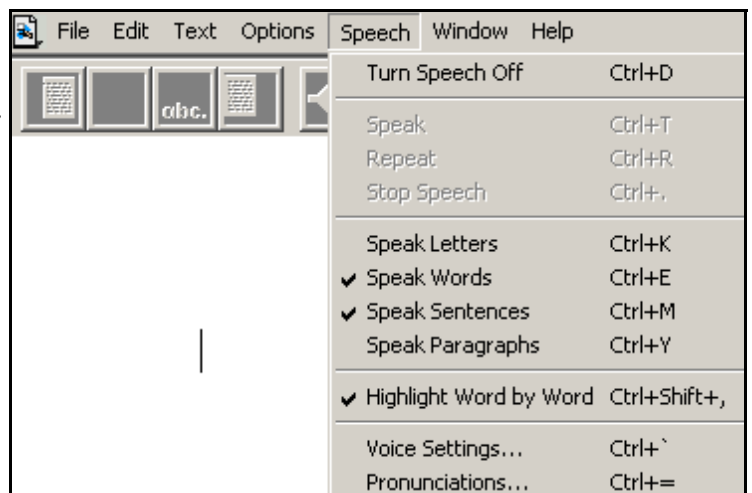
FEATURES

- | | |
|---|--|
| <ul style="list-style-type: none">• 'Talking toolbar' - pass the mouse over each button to hear and see its label• Reads back text in various ways: by letter, word, sentence, paragraph and whole document; these options are configured in the <u>Speech</u> menu• Grow and shrink words and pictures• Franklin Spell Checker and Dictionary—identifies errors, with option to hear suggested words spoken aloud by clicking speaker button; also includes visual and auditory cues for misspelled words | <ul style="list-style-type: none">• Toggle through a variety of background and text colours by clicking the button repeatedly• Saved <i>Write Outloud</i> files can be opened by either a Windows or Mac computer• Choose from a variety of speech voices (in the <u>Speech</u> menu >>> <u>Voice Settings</u>)• Change the pronunciation of mispronounced words (<u>Speech</u> menu >>> <u>Pronunciations</u> >>> <u>Add</u> >>> in <u>Key</u> field, type the word >>> in the <u>Translation</u> field, type the phonetic spelling >>> OK• Single, double or triple space your document (in the <u>Options</u> menu) |
|---|--|

Write: Outloud



To change speech settings (how the text is read back to you while you are typing), click on the Speech menu and toggle on or off the desired choices. In the example below, each word is spoken after it is typed. Also at the end of each sentence, the sentence is read back. As well, each word is highlighted as it is read.



To save a document on Windows computer, click on the Save button; give the document a filename and locate where you'd like to save the file in the Save in window. Then click Save. To save a document on a Macintosh computer, click the Save button, give the document a name in the Save As window. To save the file to a location other than the WriteOutloud program, click the New button to select a different location.

To change the default settings of how the text, background, speech voice, etc., appears when WOL is started up, launch *Write Outloud*, make the changes to the settings, then click on the Options menu and select Save As Default. The WOL program will now launch with the new settings in place.

Copy and paste text from the Internet or from another file and paste it into Write Outloud. Highlight the text, then click the Speech button to have this information read back.

***Full Write: Outloud manual is available on the CD.



Co:Writer 4000

*Word-prediction software
that is used with a word
processor of your choice*

SYSTEM REQUIREMENTS

Windows: Pentium 150 PC or higher; Windows 95, 98 or XP; 256-colour monitor; minimum 4 MB hard drive space; 4 MB RAM; Sound Blaster® or compatible sound card for speech; ViaVoice 4.3 and DJSA Speech 2 (supplied with Co:Writer installer)

Macintosh: Power Macintosh or faster; Mac OS 7.6.1 to 8.x or 9; 256-colour monitor; 4 MB hard drive space; 4 MB RAM; MacinTalk 3 (supplied with Apple system software)

INSTALLATION

Windows: 1. Insert CD into drive. 2. Double click on My Computer icon on computer desktop. 3. Double click on Co:Writer 4000 CD icon. 4. Double click on UK English Installer folder. 5. Double click on the Co:Writer Setup icon. 6. Follow on-screen instructions.

Macintosh: 1. Insert CD into drive. 2. Double click on Co:Writer 4000 CD icon. 3. Double click on UK English Installer folder. 4. Double click on Co:Writer 4000 Installer icon. 5. Follow on-screen instructions.

GETTING STARTED

Windows: To launch *Co:Writer 4000*, click Start button, click Programs, click *Co:Writer*.

Macintosh: Open the Co:Writer 4000 folder, double click Co:Writer icon.

1. The first time a user launches Co:Writer, on the startup screen, click the <Next> button and type a username. (Unless otherwise directed, Writer files are saved in Co:Writer in the user's folder.) Then click <Next>.
2. Select the appropriate level of vocabulary for the user, then <Next>. Then select the Support Level.
3. Co:Writer is a companion to a word processor. Choose 'Word Pad' as your word processor or click in 'Choose an application' >>> OK. This launches the Start menu so you can open a word processor of your choice. Remember to open Co:Writer first and choose the word processor from the Co:Writer Connection window.

Writing Level

Please choose a writing level:

Beginning
 Intermediate
 Advanced

'Beginning' sample sentences:

My favourite animal is a monkey.
Let's get a pizza!
That is a very scary monster.

Co:Writer Connection

You may connect Co:Writer with another application, such as a word processor, to create text documents.

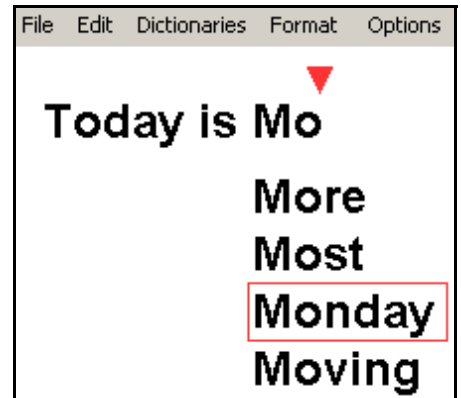
Choose an application
 Use with Word Pad
 Enter Talk Mode

Allows you to use the Taskbar or Start menu to select or launch an application that can receive text from Co:Writer.

4. When you start typing, the words appear in the Co:Writer window. Unless you have specified otherwise, predicted 'guesses' will appear.

There are 3 ways to select words in the prediction list:

- Use the arrow keys to scroll to a word, then press <Spacebar> to select it
- Click the mouse on the word choice
- Type the number of the word choice (if numbers do not appear, click on the Format menu at the top of the Co: Writer window >>> Show Numbers).

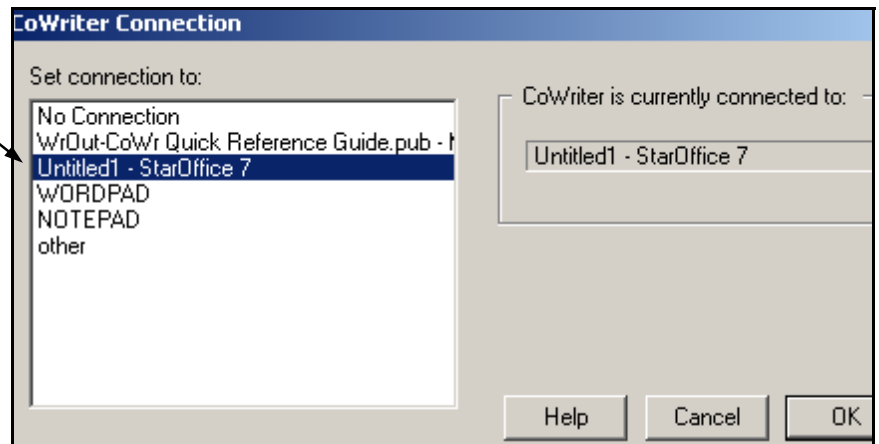


5. Once you type ending punctuation or press <Enter>, the text appears in the word processor and the Co:Writer window disappears. To activate the Co:Writer window again, click on the icon that appears on the screen.



6. If the text does not appear in the word processor, a connection needs to be set up. To do this, select Options in the **Co:Writer** menu, then select Change Connections.

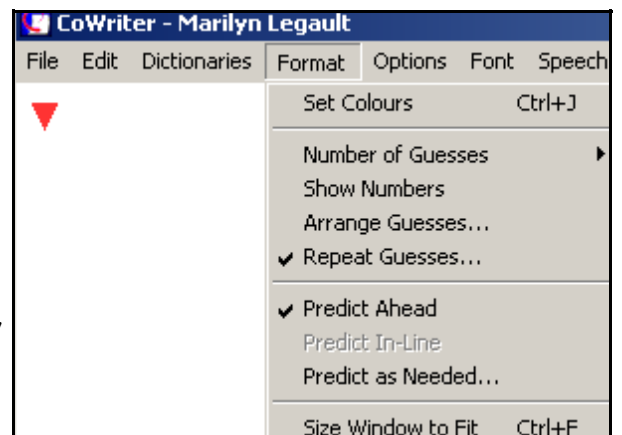
7. Select the word processor (that you have opened) from the list that appears >>> OK. Now when you type, the text should appear in the word processor after typing a period or pressing <Enter>.



8. Change the voice that reads the text back in the Speech menu >>> Voice Settings. Also control the rate of speaking and volume here.

9. In the Format menu, you can choose the number of guesses that will appear (0-9) and also how the guesses are arranged on the screen. If Predict as Needed is turned on, the user must press the right arrow key to activate the guess list.

10. If Flexible Spelling is turned on (in Options menu), Co:Writer displays guesses that are similar to the spelling entered, even if some letters are omitted by the user. (For flexible spelling, you can choose to always use it, never, after 2 letters, or after 3 letters.)



11. For a specific Topic Dictionary (in Dictionaries menu), click on the red triangle beside the heading to view topics. Check the appropriate box(es). Active topic dictionaries are stored as part of the user's writer file and will be loaded until deselected. You can also create your own topic dictionary using the Topic Dictionary Toolkit. Access the Help menu or see the full manual on the Co:Writer CD for more information.



Clicker 4

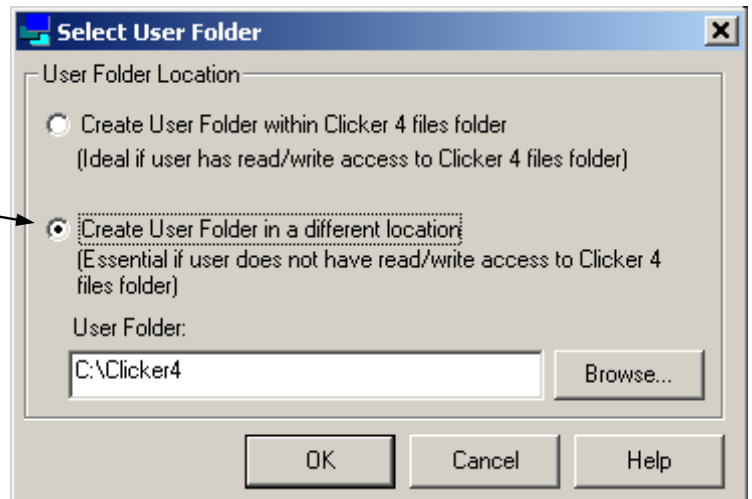
A talking word processor that assists students to write with words, phrases and pictures. Clicker 4 includes Clicker Writer (the word processor) and Clicker Grids (the cells containing text and graphics).

GETTING STARTED

1. Launch Clicker 4. The first time you use the program, click on the Add User tab and type your first and last name. Click Add.


2. You must decide where you want your user folder to be stored. If you are working on the school network, click on the second radio button.

- Click the Browse button and change to the H: drive. This will save the files into your personal directory.
- If you are on a standalone computer, leave your user folder in the Clicker 4 folder.



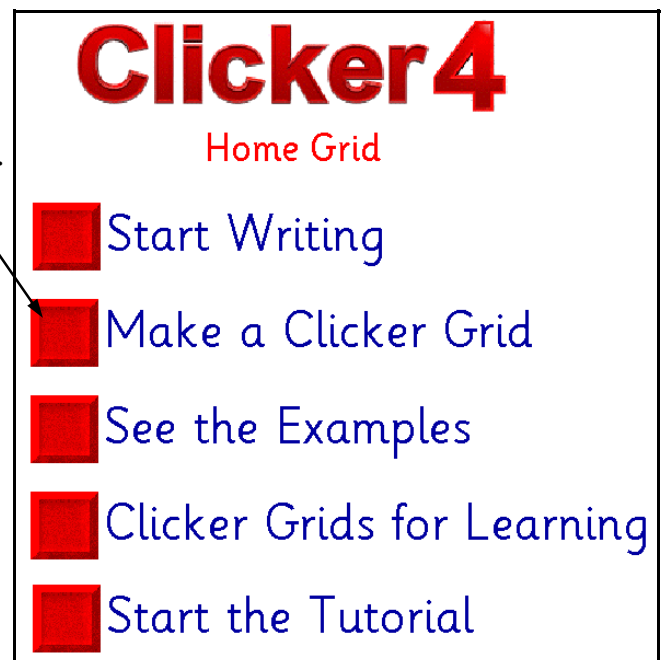
CREATING A CUSTOM GRID IN CLICKER 4

Depending on if you have used the program before, do one of the following:

1. Click on the  icon, then Make a Clicker Grid.

OR

Click on the new grid icon.

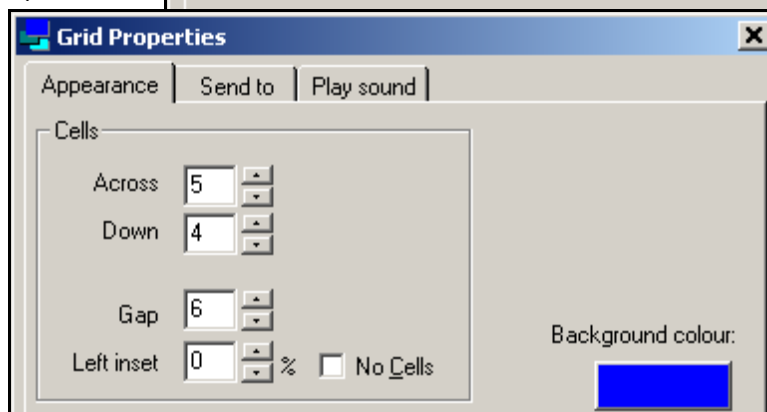
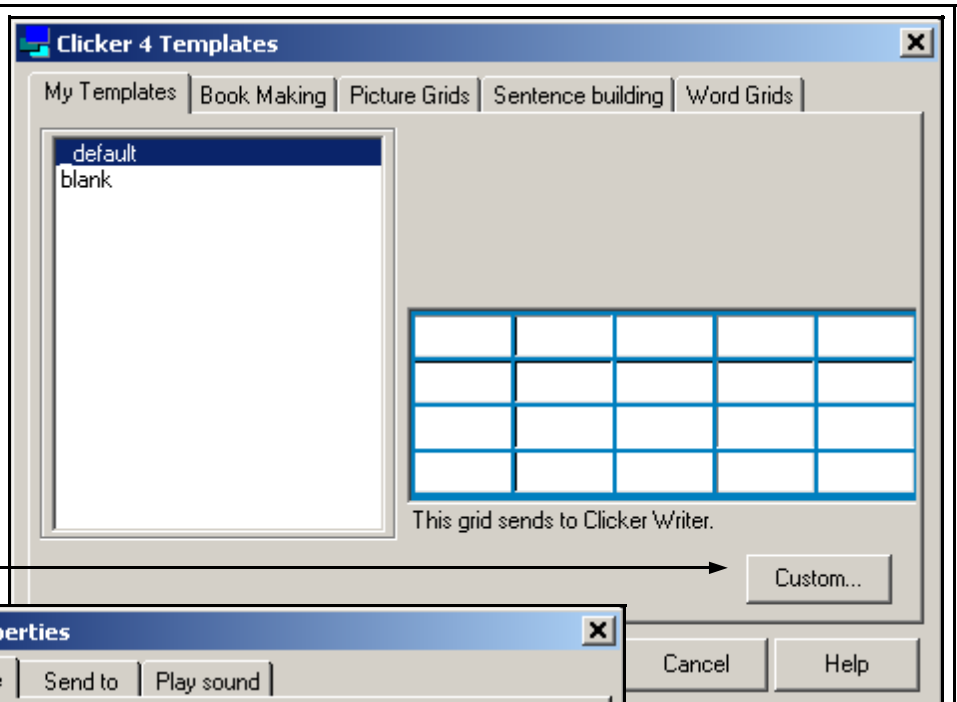


2. Click on OK to select the default 5x4 grid.

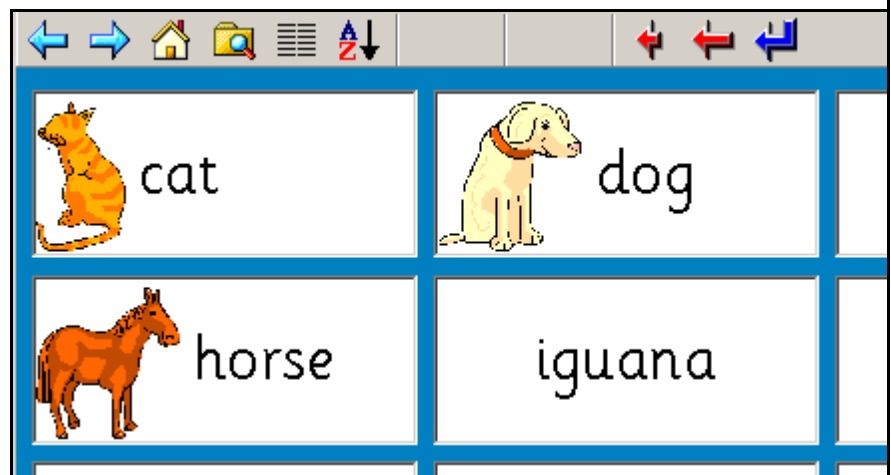
OR, click on one of the template tabs across the top of the window. Note that some of these grid templates are used on their own and cannot be sent to the Clicker Writer.

OR, click on the Custom button to select the number of columns and rows that you want your grid to be.

Type in the desired number for the cells in your grid, then click OK. The 'Gap' number determines the thickness of the line between cells.



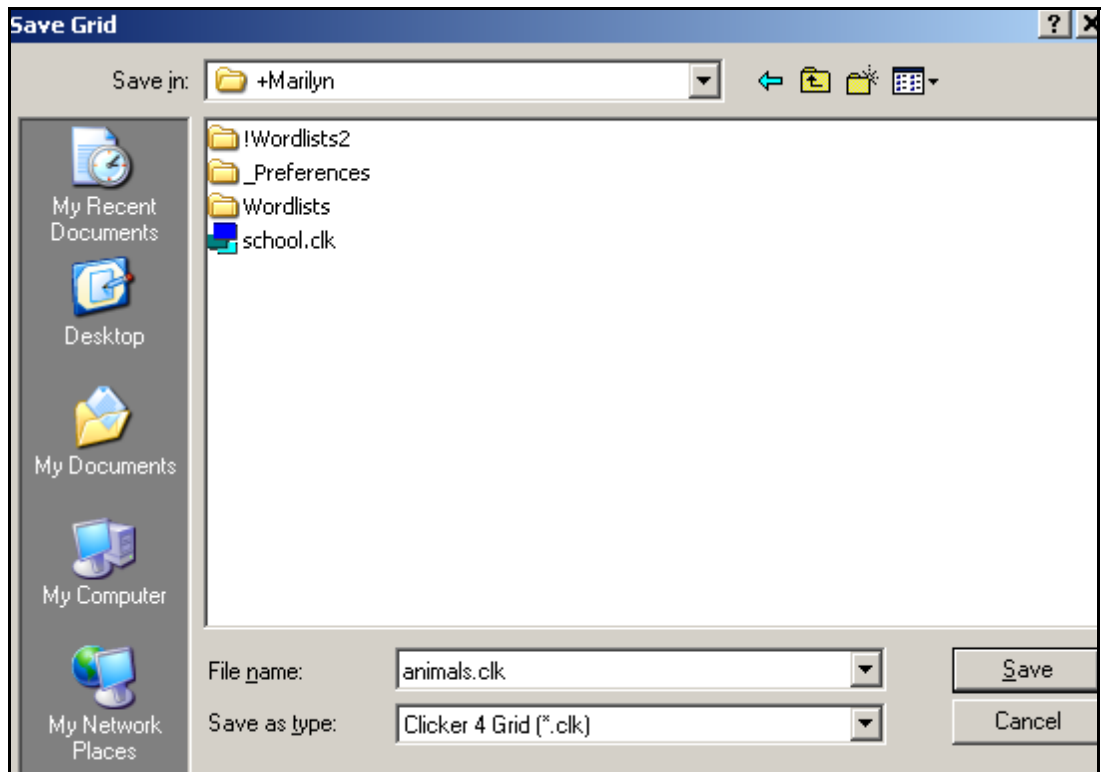
3. To enter words and pictures into a cell, hold the <Shift> key down and click in the cell with your left mouse button. The flashing I-beam (cursor) appears. Type the word and press the <Enter> key. There are 1000 ready-made pictures in Clicker4 that will appear when you press the <Enter> key. If no picture appears, it might be because a) there is no ready-made picture b) 'auto import' of pictures is not turned on.



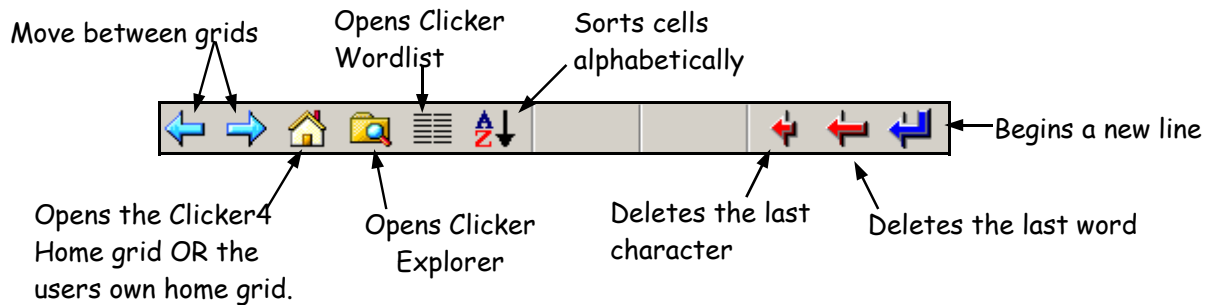
To turn on the automatic import of ready-made pictures

- Hold the <Shift> key down and **right mouse click** on the cell. Click on the Instant Picture button, then click OK. Now retype the text in the cell and the picture should appear. If it doesn't, it means that there is no ready-made picture built into Clicker4 and you might want to import a picture from another file.

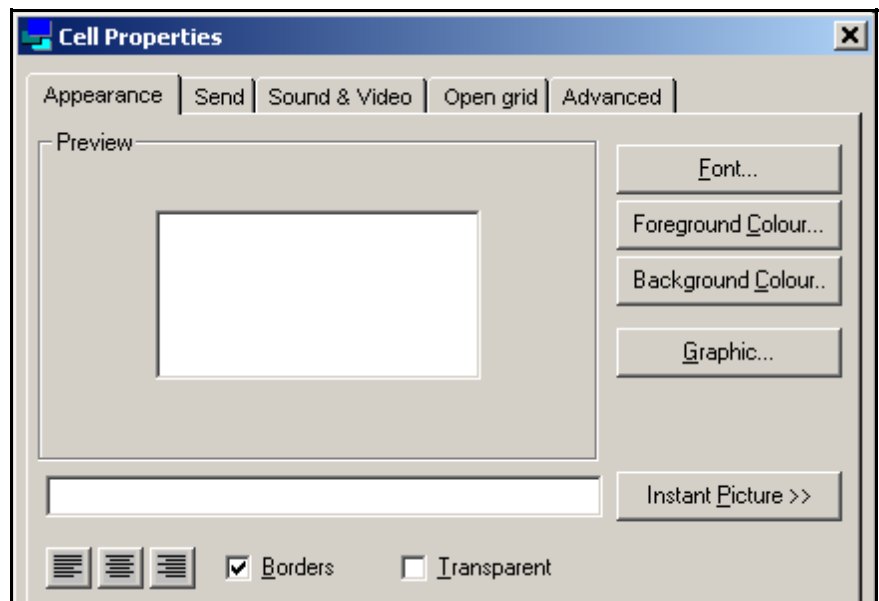
4. When you have completed the grid, remember to save it.
- Click on File in the top menu
 - Select Save Grid As
 - Type a filename
 - Select the drive (H:, if on the network) and appropriate user folder
 - Click the Save button



THE GRID TOOLBAR



Hold the <Shift> key down and right mouse click in a cell to access the Cell Properties window. You can add a graphic from a file, add a sound (midi format) or video (avi format) to a cell.



QUICK REFERENCE HOW-TO'S

FUNCTION	PROCEDURE
To type in a cell grid	Hold the <Shift> key down and left mouse click in the cell to get the flashing I-beam
To hear the text in a cell spoken	Right mouse click in the cell
To have ready-made pictures automatically appear in the cell with the text	Hold the <Shift> key down and right mouse click in the cell. Click on the <u>Instant Picture</u> button.
To turn off the 'Instant Picture' feature	Select <u>Options</u> from the top menu>>> <u>User Preferences</u> . Unclick the box beside, "Instant pictures for cells".
To type in Clicker Writer with no pictures appearing when you type	Select <u>Options</u> from the top menu>>> <u>User Preferences</u> . Unclick the box beside, "Instant pictures as you type".
To hide/show the grid when typing in Clicker Writer	Click on the grid icon in the top button bar... it's a toggle (on/off) button.
To remove a picture from a cell	Hold the <Shift> key down and right mouse click in the cell. Click on the <u>Remove Graphic</u> button.
To use a grid in Clicker Writer if Clicker Writer is not available on the screen.	Click on <u>Grid</u> in the top menu, select <u>Grid Properties</u> . Select the <u>Send to</u> tab, then click in the radio button beside 'Send to Clicker Writer'. Click OK.
To move objects	Hold the <Alt> key down and drag the cell or object
To delete a cell	Right mouse click to highlight; click on <u>Grid</u> in top menu, select <u>Delete</u> >>> <u>Cell</u> (whole cell is deleted)
To insert a cell, text box or graphic box	Click on <u>Grid</u> in top menu, select <u>Insert</u> >>> <u>Cell</u> , etc.
To access additional ready-made grids on the Internet	Go to: www.learninggrids.com Click on the desired subject in the list on the left side of the screen, then choose a topic. You need to complete a free registration in order to download grids.