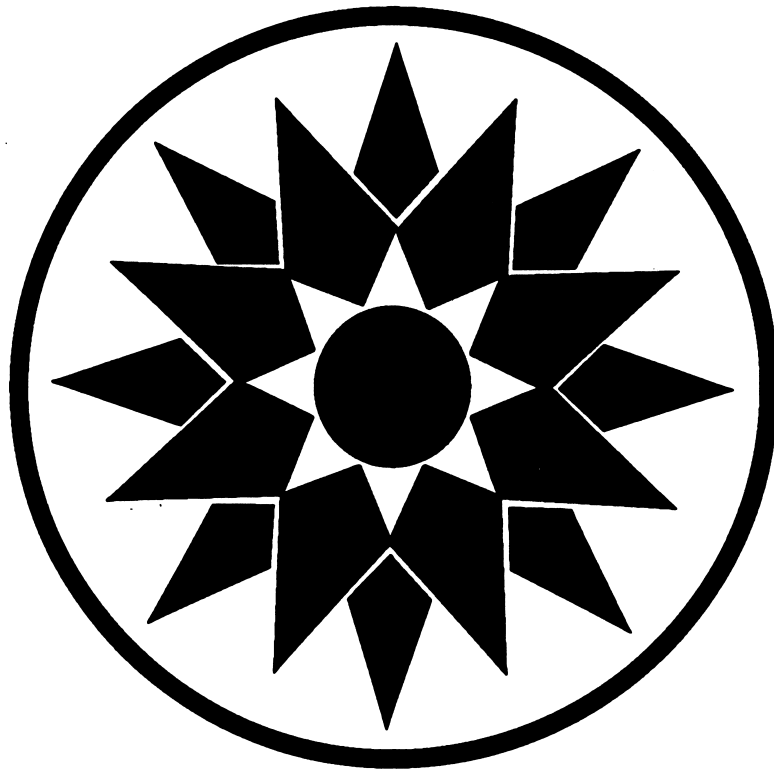


Teacher's Guide

PlayWrite
The Talking Puppets

Apple IIGS



SUNBURST
COMMUNICATIONS

PERMISSIONS

All SUNBURST material is copyrighted. However, SUNBURST does give the purchaser the following permission:

1. You have permission to reproduce any student worksheets in this guide for your classroom use. You should *not*, however, copy the whole guide.
2. You have permission to use Lab Packs within *one* site. You should *not*, however, divide the package and use the disks in more than one building.
3. You have permission to allow students to take the product home for use with their personal computers.

DESIGNERS

Steve Ocko

Steve majored in architecture at Yale and has designed museum exhibits, directed documentary films, developed electronic toys, and worked as a research associate at MIT's Media Laboratory. He is currently a designer with the LEGO Group.

Mitchel Resnick

Mitchel holds a degree in physics from Princeton. He has written about computer and technology for *Business Week* magazine and is currently developing a new parallel-processing version of Logo as a doctoral student in computer science at the Massachusetts Institute of Technology.

Steve and Mitchel previously developed LEGO-Logo, a system that lets children write computer programs to control their LEGO creations.

PROGRAMMER

Lars Travers

TEACHERS GUIDE

Mitchel Resnick
Margaret Carpenter

FIELD TESTING

Louisa Birch

EDITORS

Beverly Nelson
Donna Stanger

GRAPHIC CHARACTERS

Information Technology Design Associates
©1989, 1990 Electronic Arts

SAMPLE SCRIPTS

Natalie Rusk

SPEECH SYNTHESIS

Smooth Talker® by First Byte

GUIDE PRODUCTION

Sarah Lueder

COPYRIGHT 1990
SUNBURST COMMUNICATIONS
PLEASANTVILLE, NY 10570

Apple is a registered trademark
of Apple Computer, Inc., Cupertino, CA

For information or free microcomputer courseware catalog, write:
SUNBURST COMMUNICATIONS, INC.
101 Castleton Street
PLEASANTVILLE, NY 10570

Call toll-free (800) 628-8897
Or call collect (914) 747-3310

Table of Contents

	Page
Introduction	1
Overview	2
Quick Start for Teachers	3
Begin <i>PlayWrite</i>	3
Change Costumes, Expressions, and Scenery	3
Write a New Script	4
Listen to a Prepared Script	6
Program Description	8
Stage	9
Changing puppet costumes, expressions, and scenery	9
Script	10
Editing Features	10
Bottom Menu	11
Say	11
Say-All	11
Erase-All	11
Effects	11
Top Menu	12
File	12
Setup	13
Words	14
Suggestions for Creating Phonetic Spellings	15
Focus on Writing	16
Let Students Lead the Way	16
Prewriting	16
Topics to Write About	16
Character Development	17
Character Development Worksheet	19
Story Development	20
Spelling	20
Working at the Computer	21
Sharing Scripts	21
Theater Ideas	21
Exploring Feelings	22
Starter Scripts	23
Starter.1	23
Starter.2	24
Starter.3	24

Prepared Scripts	
Dogtor	26
Greetings	27
Demonstrating <i>PlayWrite</i> to Students	28
Lesson 1: Writing a New Script	28
Starting the software	28
Describing <i>PlayWrite</i>	28
Changing costumes, expressions, and scenery	28
Writing dialogue	29
Adding special effects	29
Editing a script	30
Saving a script	30
Quitting a script	30
Lesson 2: Loading and Listening to a Script	31
Saving Your Work	32
At a Glance	33
Apple IIGS: Working With Your Computer	35
Apple IIGS: Control Panel Settings	36
"What Happens If . . . ?"—SUNBURST Courseware and Warranty	37

Introduction

A growing number of educators agree that one of the best ways to help children learn to read is to let them express themselves in writing. *PlayWrite* was developed with this approach in mind. In *PlayWrite*, children create puppet characters, write scripts for them, and then listen to the characters talk. But *PlayWrite* goes beyond other reading-through-writing projects in several important ways.

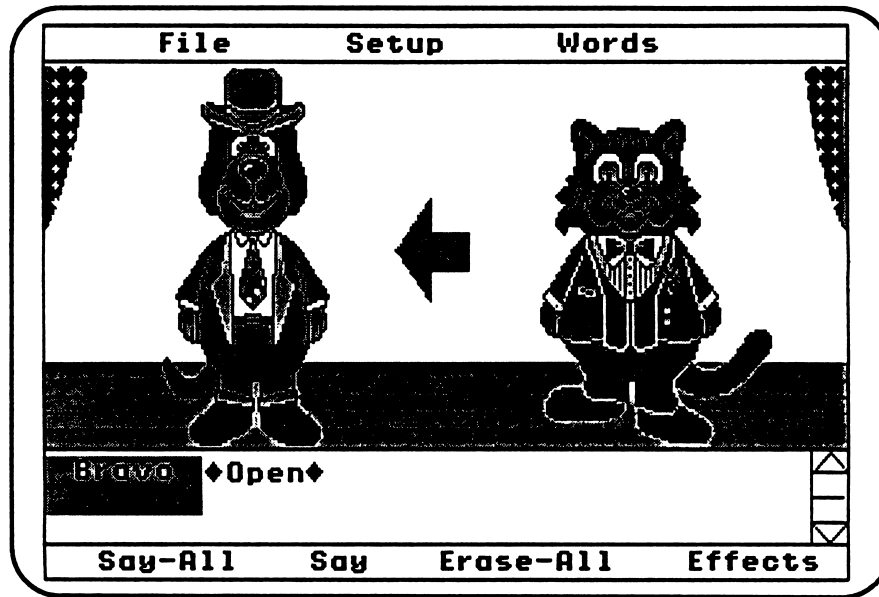
First of all, *PlayWrite* creates an environment in which children *care* about the things they read and write. Young children learn spoken language rather easily because they want to communicate with other people in the world. Similarly, with *PlayWrite*, children write because they *want* to make the puppets perform. In this way, *PlayWrite* fits into the spirit of the whole language approach to reading and writing—it provides children with a meaningful and motivating medium for expressing their ideas and feelings. With *PlayWrite*, reading and writing are part of a natural, and enjoyable activity.

While using *PlayWrite*, children continually experiment with letters and words. They sound out words, type them in, and listen to how the puppets say them. If they don't like the way certain words sound, they change the spellings and try again. In this way, children gain a firm foundation in practical phonics—that is, an understanding of how letters (and combinations of letters) translate into sounds. Consequently, *PlayWrite* helps children make the transition from the familiar world of spoken language to an exciting new world of written language.

“We believe that children do most of their learning while they are playing, building, and exploring. That's what *PlayWrite* is all about: Children learn about language by building and playing with words.”

Mitchel Resnick and Steve Ocko

Overview



ACTIVITIES:

- choosing costumes, expressions, and scenery for the scripts
- writing scripts for the puppets
- editing scripts written for the puppets
- listening and watching the puppets perform scripts

SKILLS:

- to provide students with a motivating medium for developing characters and dialogue
- to provide students with the opportunity and enjoyment of listening to their own writing
- to provide students with an understanding of phonics and phonetic spelling of words
- to provide an environment for students to use combined skills of reading, writing, and listening

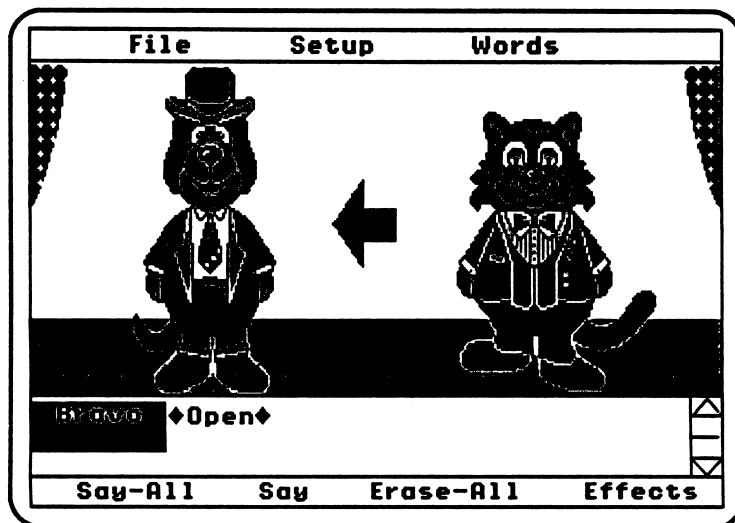
Grade Level:

1-6

Quick Start for Teachers

Begin *Playwrite*

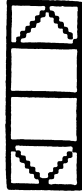
1. Insert the 3.5 *PlayWrite* disk into the Apple IIGS 3.5 disk drive.
2. Turn on the computer and monitor.
3. The screen below appears with the puppets Bravo and Encore.



Change Costumes, Expressions, and Scenery

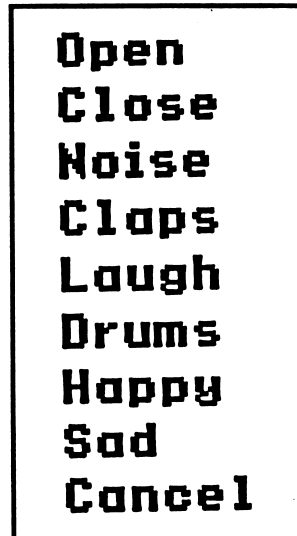
1. Click on these areas to change puppets' costumes, expressions, and scenery:
 - puppets' hats and clothes (tops and bottoms—many possible combinations)
 - puppets' mouths (happy/sad)
 - stage floor (three choices)
 - background (seven choices)

Write a New Script

1. Notice that Bravo's name is listed as a puppet in the script. (Encore is the name of the other puppet.) For now, do not change the puppets' names. To later change a puppet's name, voice speed and pitch, see **Setup** (page 13).
2. Type in these lines for Bravo:
"We're top-notch actors you'll agree
Our lines we'll say so perfectly."
3. Click on **Say** (or press the **Enter Key**) to listen to Bravo speak. Bravo's lines are pronounced correctly, but sometimes words have to be spelled phonetically for correct pronunciation. To later change pronunciation of words, see **Words** (page 14).
4. Click on the large **➡** between the puppets (or press **Tab Key**) to change performers. (Encore's name is automatically inserted into the script and the cursor is placed after the name.)
5. Type in these lines for Encore:
"Comedy, tragedy, poems, and more,
Just write our lines, and we'll perform."
(If you make a mistake when typing, press the **Delete Key** to move backwards erasing one letter at a time.)
6. Click on **Say-All** to hear the entire script.
7. Move line by line through the script by clicking on the **Scroll Bar** (at the right side of the script area). You can also use the **Arrow Keys** to move through the script.

Scroll Bar
8. Move quickly all the way to the beginning or end of the script, by holding down the **⌘ Key** and pressing the **↑** or **↓ Keys**. For more editing details, see **Editing Features** (page 10).

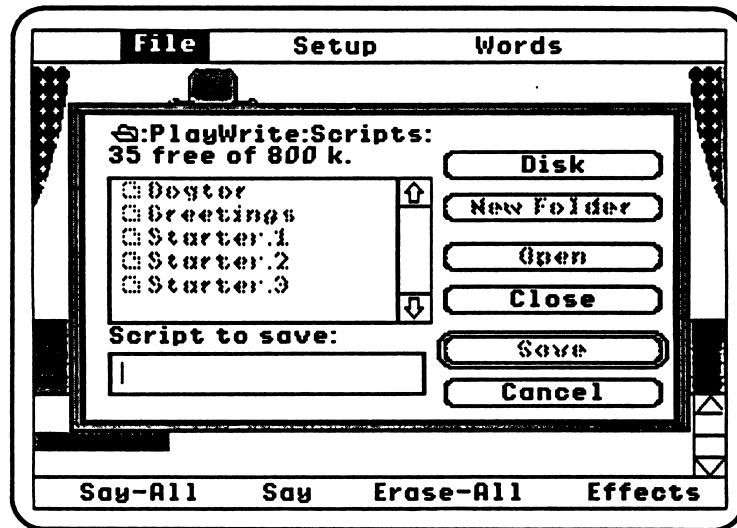
9. Add a special effect(s) to the script:

- place the cursor at the end of the script
- click on **Effects** to see the Effects Menu



- click on **Claps**. (It will be demonstrated and automatically inserted into the script.)
10. **Erase-All** erases the text currently being written. (Do not erase this time.)
11. Place the cursor at the end of your script and then click on **Effects** and then on **Close**. **Close** will be inserted into the script and the curtain will close.

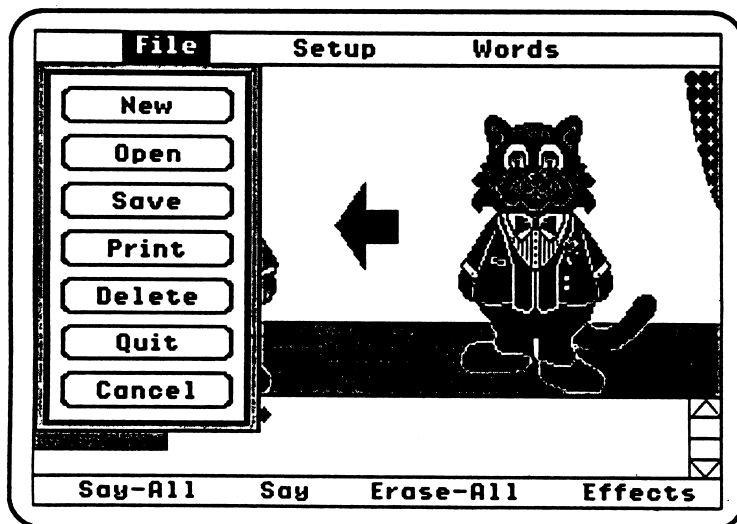
12. Save your script (and the puppets and scenery) by clicking on **File**. Then click on **Save**. Type in a name that is related to the script. Then click on **Save**.



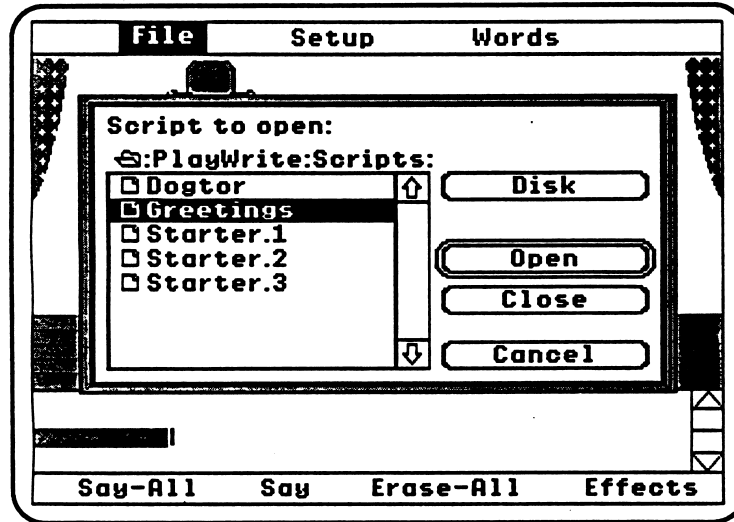
13. Print your script by clicking on **File**, then on **Print**. (The script and stage can be printed together or separately.)
14. Write a new script by clicking on **File** to see the File Menu and then on **New**.
15. Quit *PlayWrite* by clicking on **File**, then on **Quit**.

Listen to a Prepared Script

1. Click on **FILE**. The File Menu appears. Click on **Open** to see a list of *PlayWrite* scripts.



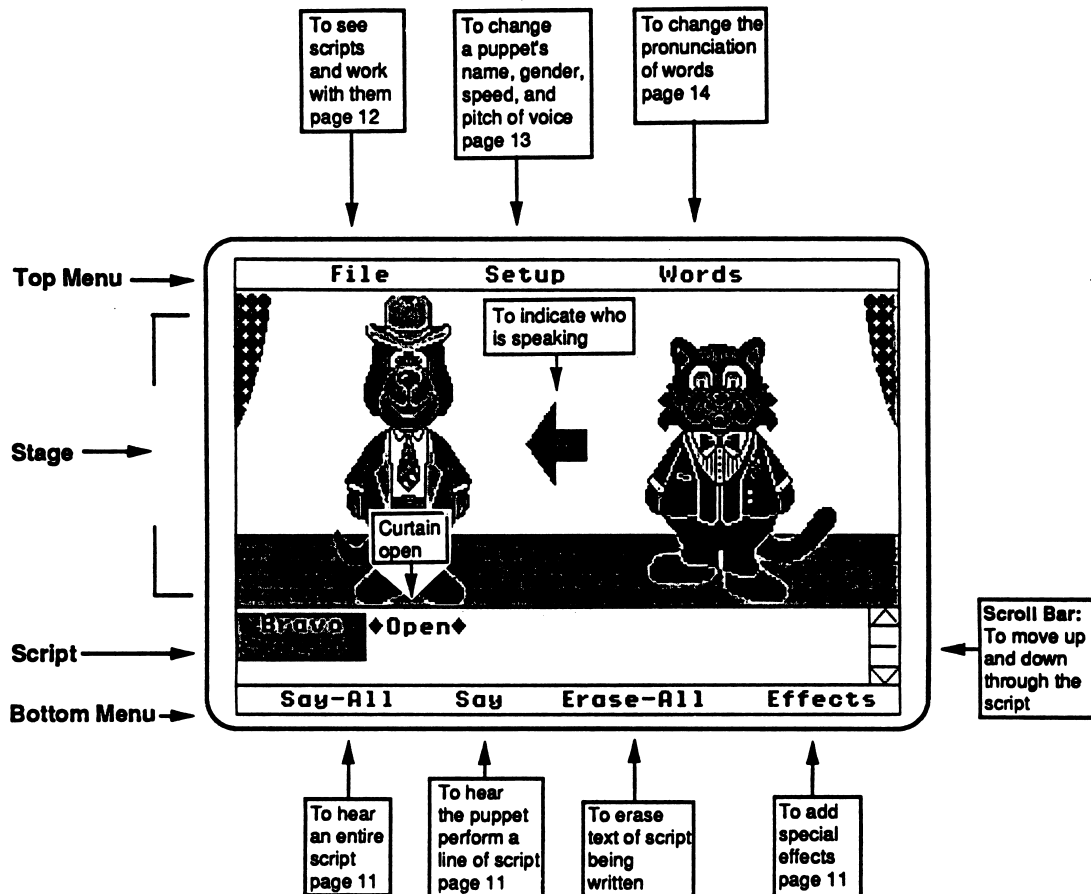
2. Click on the script "Greetings" (it will be highlighted) and then click on **Open** (or press **Return**) to load it.



3. Click on **Say** (or press the **Enter Key**) to listen to Bravo speak. (Notice that the large ← between the puppets points to Bravo and the cursor is placed at the dialogue line.)
4. Now click on **Say** again (or press the **Enter Key**) to listen to Encore speak. (Notice that the Arrow between the puppets is now pointing to Encore and the cursor is placed at the dialogue line.)
5. Press the **Esc Key** to stop the puppets while they are speaking. (Click on **Say** and the current line will be repeated.)
6. Click on **Say-All** to listen to the entire script. (The curtain will close at the end of the script.)

Program Description

Load *PlayWrite* by inserting the 3.5 *PlayWrite* disk into the Apple IIGS 3.5 disk drive. Turn on the computer and monitor. The program is ready to use when you see the screen below:



Features are explained in detail on the pages noted.

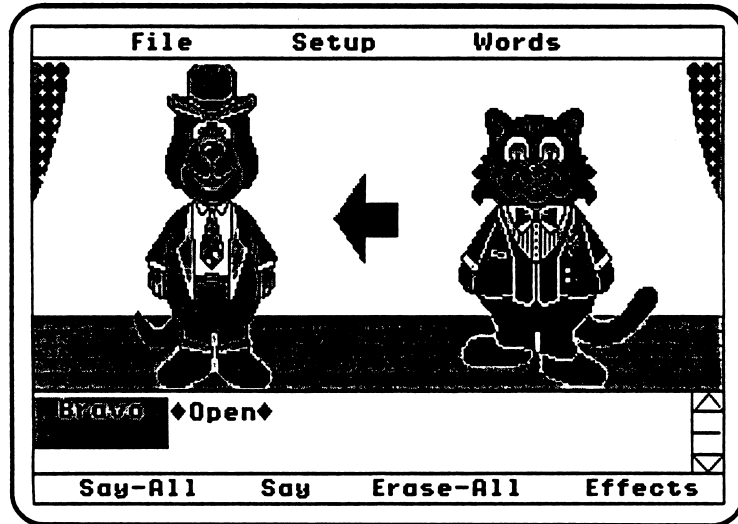
Notice that the screen is divided into four sections:

- ◆ **Stage:** lets you choose the costumes and scenery.
- ◆ **Script:** lets you write and read your script.
- ◆ **Bottom Menu:** lets you listen to and edit your script.
- ◆ **Top Menu:** lets you open a script, choose a puppet's name, gender, and voice, and add or change words phonetically for correct pronunciation in a script.

◆ Stage

Changing puppet costumes, expressions, and scenery

The puppets and stage have many “hotspots” that can be changed. Just move the mouse to the region you want to change, click, and watch what happens.



- To change a puppet's costume and expression:
 - click on the puppet's hat and clothes (tops and bottoms—many costume combinations)
 - click on the mouth (happy/sad)
- To change the stage setting:
 - click on the stage floor (three choices)
 - click on the background behind the puppets (seven choices)

◆ Script

- To change puppets' names, see **Setup** (page 13).
- To write lines for a script, begin typing at the cursor (after ◆ Open◆).
- To add (or delete) sound effects and other stage effects, see **Effects** (page 11).

Editing Features

- **Enter Key:** Pressing the **Enter Key** is the same as clicking on **Say**; the current puppet will perform one entry in the script.
- **Escape Key:** If you want to stop the puppets while they are performing, press the **Escape Key**.
- **Tab Key:** Pressing the **Tab Key** has the same effect as clicking the large arrow between the puppets; it will change the direction of the arrow and allow the other puppet to speak.
- **Arrow Keys:** By pressing the **Arrow Keys** on the keyboard, you can move the cursor up, down, left, or right.
- **Delete Key:** Use the **Delete Key** to erase backwards one letter at a time or to delete an **Effect** in the script.
- **Scroll Bar:** The **Scroll Bar** is the area on the screen to the right of the script. By clicking on different parts of the **Scroll Bar**, you can move up and down through the script. If you click on the arrows at the top and bottom of the **Scroll Bar**, the cursor will move up or down one line. If you click on the rectangles at the middle of the **Scroll Bar**, the cursor will move up or down by one "page" in the script. If you hold down the ⌘ Key when you click on the **Scroll Bar**, the cursor will move all the way to the beginning or the end of the script.
- **⌘-Arrow Keys:** To move through the script quickly, hold down the ⌘ Key while pressing the **Arrow Key**. For example, if you hold down the ⌘ Key while you press the ← Key, the cursor will move all the way to the beginning of a line of dialogue. Hold down the ⌘ Key and press the → Key and the cursor will move all the way to the end of the line. If you hold down the ⌘ Key while you press the ↑ or ↓ Key, the cursor will move all the way to the beginning or end of the script.

◆ **Bottom Menu**

Say

- To hear a puppet speak one entry, click on **Say** (or press the **Enter Key**).

Say-All

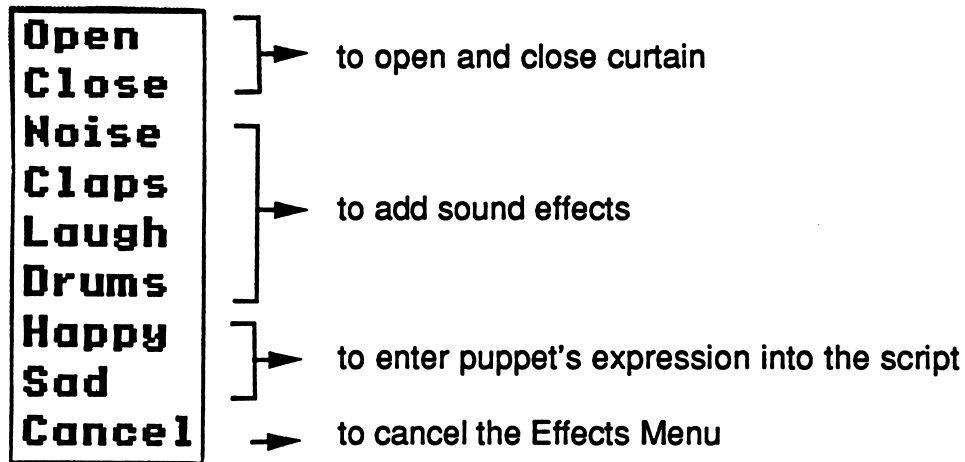
- To hear an entire script, click on **Say-All**. (To stop a puppet's performance, press the **Esc Key**.)

Erase-All

- To erase the text of a script being written and start over, click on **Erase-All**.
- If your previous script has not been saved, you are asked if you want to save the script before starting a new one.

Effects

- To add special effects to the script, click on **Effects**, then click on:

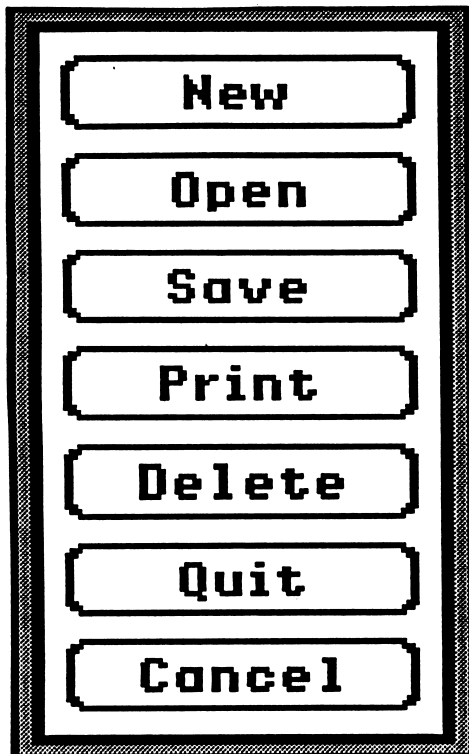


- Click on the effect of your choice. The selected effect will be performed and automatically inserted into the script.
- To remove an effect from the script, use the **Delete Key** (just as you would to remove a letter or word from the script).

◆Top Menu

File

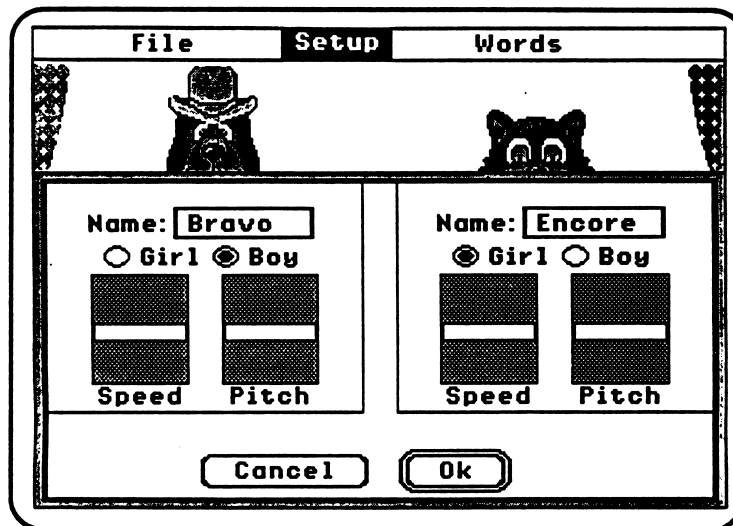
Click on **File** to see the File Menu. Then click on the selection desired.



- **New** starts a new script.
- **Open** allows the user to see a list of the prepared scripts. Click on the desired script (the script is highlighted). Then click on **Open** (or press **Return**) to load it.
- **Save** allows the user to save a script onto the disk. The puppets' costumes, expressions, and the scenery are saved with the script. Script titles of two words or more must be separated with a period. (For example: Moon.Walk) To save a script on a disk other than the *PlayWrite* disk, see **Saving Your Work** (page 32).
- **Print** is selected to print the puppets, stage, and script together, or to print the puppets and stage separately from the script.
- **Delete** is selected if an entire script is to be deleted from the disk. To delete a script saved on a disk other than *PlayWrite*, see **Saving Your Work** (page 32).
- **Quit** is selected if the user wants to quit the *PlayWrite* program. (If the script has not been saved, you are first asked if you want to save it.)
- **Cancel** removes the File Menu from the screen.

Setup

A puppet's name, gender, speed of speaking, or pitch of voice may be changed. Click on **Setup** to view the options:



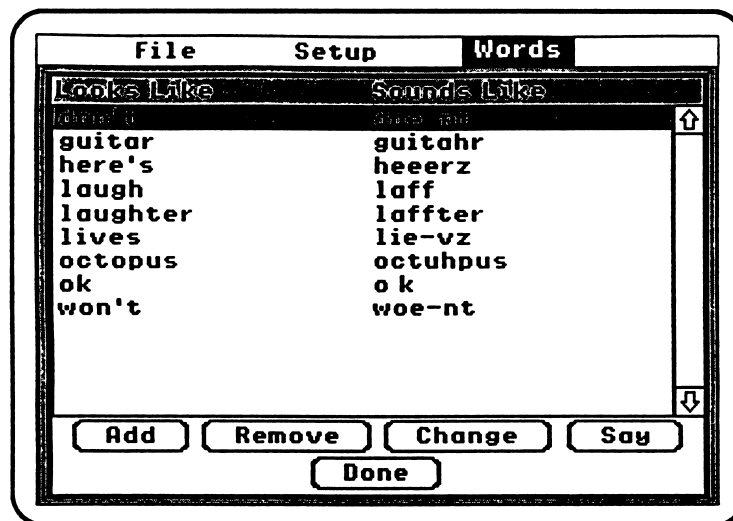
- To change a puppet's name, click in the name box. Use the **Delete** Key to remove the name. Type the new name. (Press the **Tab** Key to move quickly from one name box to the next.)

Note: Names cannot be longer than six letters. Some type of abbreviation can be used for names longer than six letters. For example: PlayCat can be shortened to PCat.

- To change the puppet's gender, click on the circle by boy or girl.
- To change the speed with which lines will be spoken, click on the bar in the speed box and drag it up to set the voice speed faster or drag the bar down to make it slower.
- To change the pitch of the puppet's voice, click on the bar in the pitch box and drag the bar up to make the pitch higher (as for a girl) or drag the bar down to make the voice pitch lower (as for a boy).
- To cancel the changes and leave **Setup** as it was originally, click on **Cancel**.
- To save changes in **Setup**, click on **OK**.

Words

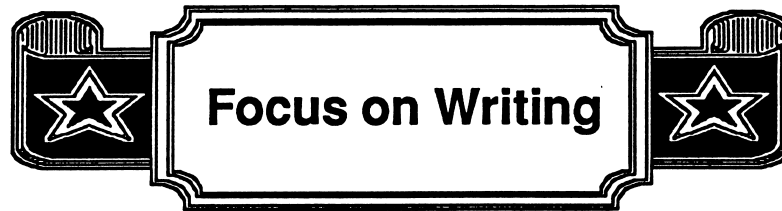
PlayWrite puppets pronounce words according to a set of stored rules. For example, the puppets know how to pronounce common letter combinations like the *ight* in “night” or “right,” and they know not to pronounce the “silent e” at the end of a word. The puppets pronounce most words correctly, but sometimes they make mistakes. For example, if the word *aisle* is used in a script, the puppet will pronounce it phonetically just as it is spelled. There are two ways to solve this problem. One approach is to change the spelling of *aisle* in the script to the phonetic spelling, *eye-ul*. (The hyphen in *eye-ul* tells the computer to pronounce each syllable separately.) Another approach is to spell *aisle* correctly in the script and enter a phonetic spelling of *aisle* in the **Words** list. To enter a phonetic spelling, click on **Words**. Notice the two columns in the **Words** list. The left column shows the spelling of a word, and the right column shows how the word should be pronounced.



- To add a word (for example, *aisle*) to the **Words** list, click on **Add**. Then type *aisle* in the first box. Click in the second box (or press the **Tab** Key to move from box to box) and type *eye-ul* as it is spelled phonetically. Click on **Done** and the word *aisle* will be added alphabetically to the **Words** list. The puppets will then pronounce *aisle* correctly when it is used in the script.
- To remove or change a word from the **Words** list, first click on the word to highlight it, then click on **Remove** or **Change**. For example, if *lives* (as in John lives on Maple Street) is the desired pronunciation, click on *lives* and then on **Remove** to remove the long *i* (lie-vz) phonetic spelling in *lives*. You will be asked if you are sure you want to remove *lives* from the **Words** list. Click yes. Then *lives* with a short *i* will be heard in your script.
- If you type in a word already in the **Words** list, you are first asked if you are sure you want to replace it. Answer yes or no.
- To save the changes and return to the puppet script, click on **Done**.

Suggestions for Creating Phonetic Spellings

- Each vowel has several different pronunciations, and sometimes *PlayWrite* may use the wrong one. For example, the *a* in *guitar* was pronounced incorrectly, so the *a* was changed to *ah* (guitahr).
- Using hyphens can be very useful. *PlayWrite* will pronounce each part of the hyphenated word separately. For example, to produce the long *o* sound in *won't*, it is spelled *woe-nt*. Similarly, to have a long *i* sound in *lives*, it is spelled *lie-vz*.
- For words that end in an apostrophe and an *s*, write the word in the *Sounds Like* column in the **Words** list *without* the apostrophe for the *s* to be pronounced.
- When the pronunciation of a word is changed, other forms of that word are not automatically changed. For example, the word *laugh* is spelled phonetically *laff* for the correct pronunciation. But if students choose to use the word *laughing* in their script, they will need to add the phonetic spelling for *laughing* (laffing).
- Synthesized speech does have limitations, and some compromises must be made when using a program with synthesized speech. For example, in regular conversation the homograph word *lives* is pronounced two different ways depending on how the word is used. In *PlayWrite*, there is no way to recognize how a word is used; each word must always be pronounced the same way. Consequently, when homograph words such as *lives*, *wind*, or *bow* are used, a phonetic spelling may have to be changed according to usage.



Let Students Lead the Way

There are many different ways to use *PlayWrite*. One of the simplest ways, but also one of the best, is just to let students write about anything they want to write about. Students should feel free to experiment and try new things. They are likely to learn much more if they view *PlayWrite* as a playful activity and if they *care* about the things they are writing.

Prewriting

Before students sit down at the computer to write scripts, you might want to have a pre-writing session. During this session, students can develop ideas for their scripts.

- What are the characters like?
- What is the plot?
- Is it happy or sad?
- Is there a moral to the story?
- Is there a climax?

This is a good time to discuss literary terms like *plot* and *script*. For more detailed teaching suggestions involving story development, see the **Story Development** section (page 20). A **Character Development Worksheet** (page 19) is also included.

There are many ways to organize this session. Students could brainstorm as a whole class or develop ideas in small groups (or individually), and then share their ideas with the whole class.

Topics to Write About

Engage students' imaginations and enthusiasm as they decide what to write about. If students have trouble deciding what to write about, you can suggest that they change the puppet costumes or background scenery. New costumes often spark students' imaginations and trigger new story ideas. The puppet costumes were designed to evoke a variety of situations.

You might also suggest that students write scripts about some things that happened to them recently in school or at home. They could even base puppet characters on people that they know. (You may want to discuss with students the appropriate use of real people in their scripts. For example, no intentional derogatory or discriminatory statements should be included in their scripts.)

Viewing performances of the prepared *PlayWrite* scripts (Dogtor and Greetings) might also initiate new ideas.

Very young students might want to write versions of their favorite fairy tales (with two main characters, of course) or create original fairy tales of their own.

Additionally, you could link *PlayWrite* activities to topics in the curriculum; you could ask students to write scripts related to current social studies or science topics that they are studying.

Note: *Puppet Plays (a separate SUNBURST product) is a helpful resource for creating scripts. The Teacher's Guide provides complete lesson plans for writing plays (prewriting to production) including the circus, robots, a mystery, famous people, endangered species, tall tales, and many more. Students could use these ideas to write scripts for the two PlayWrite puppets.*

Character Development

As students write *PlayWrite* scripts, they need to develop personalities for the puppets. This is a good opportunity to discuss the idea of “character development.” Here are some questions you might use for discussion:

- What are the important parts of a person’s personality? Some possible responses:
 - a person can be honest or dishonest
 - a person can be funny or serious
 - a person can be considerate or mean to others
- What makes one person different from another? Discuss how a person’s appearance is a superficial difference. Other differences are much more important.
- Ask students to describe characters that they know from books or television. Ask students to identify the character’s most distinguishing features. In other words, what makes the character special?
- Ask the students to write down “personality descriptions” of their friends—or of themselves. They should not use any physical descriptions.

- **Actors and actresses can act out many different personalities. Sometimes they change the clothes they wear and how they wear their hair. What else do they change? Some possible responses:**
 - they change their facial expressions
 - they change the tone of their voices
 - they change their accents
 - they change the types of things they say:
 - use jargon and expressions the characters they're representing would use, and talk about things that would be of interest to their characters.

In developing personalities for their puppets, it is sometimes useful for students to write down some information about the puppets. The Character Development Worksheet on the next page can help students focus on important character information. You can make copies of this Worksheet and give one to each student.

Character Development Worksheet

Name:

Occupation:

Costume:

Address:

Likes:

Dislikes:

Habits:

Hobbies:

Add more information about the puppet below. . .

Story Development

In addition to developing personalities for their puppet characters, students need to develop a *story line* or *plot*. Here are some things to discuss:

- Stories often follow one of several standard patterns. One common pattern:
 - introduction of the characters
 - introduction of the problem
 - solution to the problem
 - conclusion or ending
- Read several stories to the class, then discuss the similarities and differences among the stories.
- There is no “recipe” for a good story, but there are certain common “ingredients.” For example, good stories usually involve problems that are familiar to the listener. Even if the story is set on a foreign planet, the characters usually deal with problems that are familiar to people. It may be helpful to have a brainstorming session about common problems such as sisters and brothers getting along, humorous and serious family situations, etc. In addition, many good stories have an “unusual twist”: something unexpected happens.
- To help students develop stories, give them “starter scripts”—brief story beginnings that students can finish on their own. (See “starter scripts,” page 23.)

Spelling

As students use *PlayWrite*, they might spell some words incorrectly. For example, they might type *nite* instead of *night*. It is probably best not to worry about standard spelling right away. Initially, it is more important for students to experiment with sounds and to become comfortable with writing. Most students’ spelling improves naturally as they write and read more.

If you want to focus more attention on spelling, you might print out students’ scripts and suggest that they correct the spelling on the printouts. That way, students can still experiment freely while writing the scripts, but can learn about correct spellings afterwards. Every once in a while, you will find a word that the computer pronounces incorrectly—even when the word is spelled correctly. You should encourage students to add such words to the **Words** list (see **Words** on page 14).

Sometimes you may have to assist students (especially younger students) with the process of adding or changing phonetic spellings in the **Words** list. You may want to spend a class period (or more) using the **Words** list with students. Students might suggest some words that would be good examples to be added to the **Words** list.

You can also help students learn some “tricks” for getting correct pronunciations in the **Words** list. One “trick” is to use hyphens to separate syllables in words (and spell words phonetically) to make sure the vowels are pronounced correctly in each syllable. For example: changing *won't* to *woe-nt*.

Working at the Computer

If there is a computer in the classroom, you can set up *PlayWrite* as an activity station. That way, one or two students can work on *PlayWrite* scripts while other students are working on other activities. If there are several computers in the classroom (or an entire computer lab available), the whole class can write *PlayWrite* scripts at the same time.

It is often a good idea for students to work together in pairs. Each student can take responsibility for one of the puppets. One student creates the costume and name for one of the puppets, the other student creates the costume and name for the other puppet. Then the students alternate writing lines of dialogue for the puppets. Bilingual students, and students learning English as a second language, may find it helpful and fun to work with an English-speaking or bilingual student to write scripts together. If desired, students could also work in small groups (3–4 students), dividing responsibilities.

Sharing Scripts

After several sessions with *PlayWrite*, each student (or group of students) can make a presentation about a script to the rest of the class. Students can be encouraged to explain the process used to write their scripts:

- how they got their ideas for their scripts
- how their ideas (and puppets) changed as they wrote their scripts
- what advantage they felt was gained by working with another student
- how they learned about a topic in a curriculum area (for example, science or social studies) by writing about it

Theater Ideas

In addition to watching the computer puppets perform, students can produce live performances:

- Students can make costumes for themselves, then act out their own scripts.
- For a more advanced project, students can make *marionettes* and control them with strings.

- Students can make real puppets and put on a real puppet show. Students can make simple puppets from Popsicle sticks, or they can make “finger puppets” from small pieces of fabric.

Note: *PuppetMaker (a separate SUNBURST product) lets students design and print their own puppets. Students can write a script with PlayWrite and listen to the PlayWrite puppets perform. Then using PuppetMaker, they can create puppets for a live performance. PuppetMaker provides dozens of combinations of puppet possibilities in the following categories: paper bag puppets, string puppets, finger puppets, walking puppets, and shoe box puppets.*

As students prepare for these performances, it is a good opportunity to discuss new vocabulary words related to plays and theaters. Here are some examples:

- script, character, dialogue
- act, scene, intermission, curtain call, encore
- stage, scenery, costume, prop, special effect
- dress rehearsal, opening night
- comedy, drama

Exploring Feelings

This is a special-purpose activity. You can use *PlayWrite* to explore what a student is thinking and feeling. Puppets offer a non-threatening way for students to express their inner feelings. Students are often reluctant to articulate certain emotions, but they might speak their feelings through the puppets. For example, if a student is angry at another student in the class, you might set up the puppets to represent the two students, then let the angry student write a script for the two puppets. The two students could then listen to the script and discuss their feelings about it. After their feelings are discussed, the students may want to write a new script together.

Starter Scripts

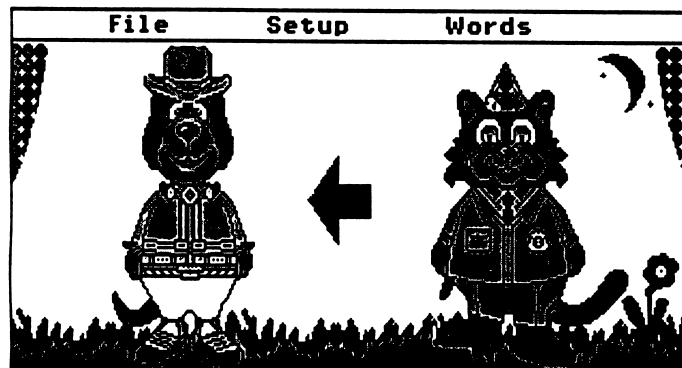
Starter scripts (brief story beginnings that students finish on their own) are particularly useful when students are having trouble coming up with their own script ideas. Before students work independently, you may want to work together as a class to finish one of the starter scripts.

It is interesting for several students to work from the same starter script. After they finish their stories, discuss how stories can be very different, even when they start with the same beginning.

After students have some successful experiences working with new starter scripts, encourage them to create their own starter scripts for their classmates.

Copies of the three starter scripts saved on the *PlayWrite* disk follow:

Starter.1



Rover

<Open>

Hi. I'm Rover the Reporter. We are here on the planet Playto to interview PlayCat.

Could you please tell us why your planet is called Playto?

PCat

It is called Playto because everyone here plays all the time. It is illegal to work on Playto.

Rover

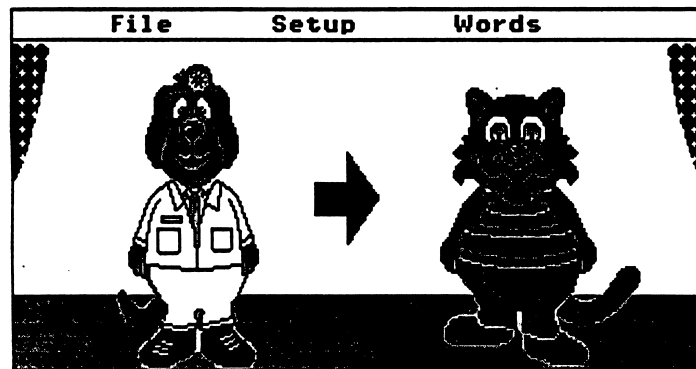
Fascinating.

What do you do on Playto?

PCat

I am the Play Police.

Starter.2

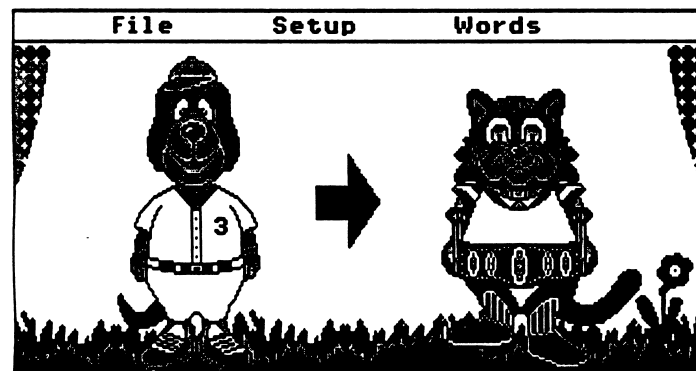


Doctor

<Open>
Are you next?

Jenny

Starter.3



Homer

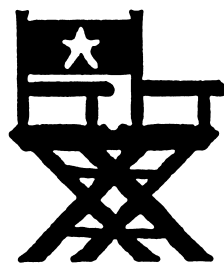
<Open>
Greetings. Where are you from?

Etaoin

I am from the planet Shrdlu. Why are you wearing those strange clothes?

Homer

PlayWrite
Prepared
Scripts



Dogtor

Dogtor <Open>

Queen <Sad>
Thank you for coming to the Palace, Dogtor.

Dogtor What seems to be the problem, your Majesty?

Queen I have a royal pain in the neck.

Dogtor I'm not surprised. Heavy hangs the head that wears the crown.

Queen You're right. This crown weighs 50 pounds.

Dogtor Well, laughter is the best medicine. When was the last time that you laughed?

Queen Eight lives ago.

Dogtor OK. Here's a joke. What does a kitten put on a hot dog?

Queen I don't know. What?

Dogtor Cat-sup.

Queen <Happy>
<Drums>
<Laugh>

Dogtor Look! You are cured!

Queen Thank you so much, Dogtor. It's so difficult to find a dogtor who makes castle calls these days.
<Claps>
<Close>

Greetings

- Bravo** <Open>
<Claps>
I'm Bravo the Dog.
- Encore** I'm Encore the Cat.
- Bravo** We're glad you came to have a chat.
- Encore** We're friendly pets and like to play.
- Bravo** Whatever words you type we'll say.
- Encore** It's easy to make a puppet show.
- Bravo** Just write about the things you know.
- Encore** We can play most any role.
- Bravo** You're the playwright, in control.
- Encore** You can pick and choose our clothes.
- Bravo** And dress us up from head to toes.
- Encore** You can change our faces too.
- Bravo** Make us happy, or make us blue.
<Sad>
- Encore** Work by yourself or with a friend.
- Bravo** <Happy>
Write a real story or play pretend.
- Encore** The stage is set for Opening Night.
- Bravo** So sit right down and start to write!
<Drums>
<Claps>
<Close>



Lesson 1: Writing a New Script

Throughout this lesson, someone needs to be working at the computer. Do this yourself or choose a student to do it.

Starting the software

- Put the *PlayWrite* disk into the Apple IIGS 3.5 disk drive and turn on the computer and monitor.

Describing *PlayWrite*

- As *PlayWrite* is loading, tell students that *PlayWrite* will let them become playwrights, writing scripts for two puppets to perform. (You may want to write **playwright**, ***PlayWrite***, and **script** on the board, and discuss what they mean.)

Changing costumes, expressions, and scenery

- Show the puppets' different costumes, their expressions, and the scenery.
- Discuss an idea for a script.
- Choose costumes, expressions, and scenery that are appropriate for the idea.
- Depending on the idea for the script, you may want to click on **Setup** (page 13) to show how to change puppet names and voices.

Writing dialogue

Involve the class in writing a short (3–4 lines) dialogue:

- Let the class suggest what each puppet will say.
- Type in each line.
- After each line is typed, click on **Say** (or press **Enter**).
- When the entire script is written, click on **Say-All**.
- If a word is not pronounced correctly, demonstrate how to change the spelling phonetically in the script, or add the word to the **Words** list (page 14).

Note: *Two approaches may be considered at this point in the demonstration: Allow students to begin writing scripts of their own now, introducing other PlayWrite features as the need for them arises, or continue demonstrating PlayWrite features and then have students begin writing scripts on their own.*

Adding special effects

Demonstrate **Effects** to students:

<p>Open Close Noise Claps Laugh Drums Happy Sad Cancel</p>

- Let the class suggest adding one or two effects to the script.
- Add the effect(s) to the script.
- Demonstrate deleting an effect from a script.

Editing a script

Demonstrate these basic editing features:

- Move the cursor through the lines of a script with the **Arrow Keys**.
- Use the **Scroll Bar** to move through a script.
- Demonstrate more detailed editing features (**Editing Features**, page 10) now or later when students are writing scripts on their own.

Saving a script

Demonstrate saving a script.

- Type in the name for the class script. Then click on **Save**.
- Remind students that the puppets' costumes and scenery are saved with the script.

Quitting a script

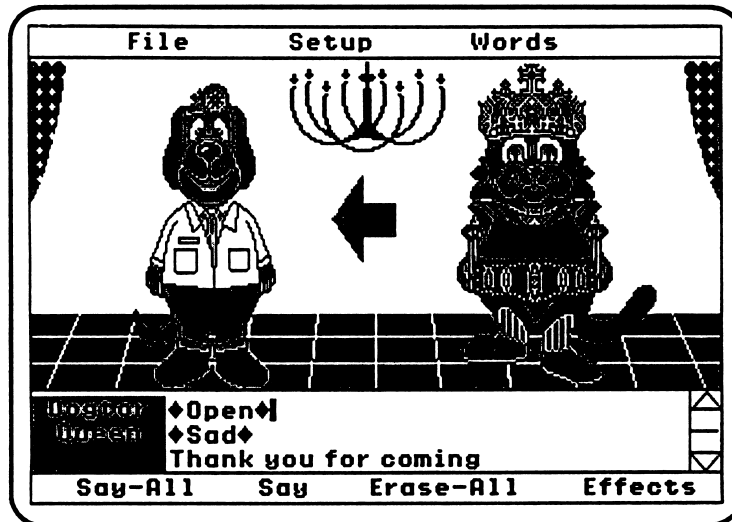
Demonstrate quitting a script.

- Remind students that to quit *PlayWrite* they should not simply turn off the computer. Rather, they should first select **Quit** from the **File Menu**. This approach has two advantages:
 - *PlayWrite* will remind students to save any unsaved work.
 - Students won't risk interrupting an operation in progress (as they might if they simply turned off the computer).
- Demonstrate pushing the disk drive eject button and carefully removing the disk.

Lesson 2: Loading and Listening to a Script

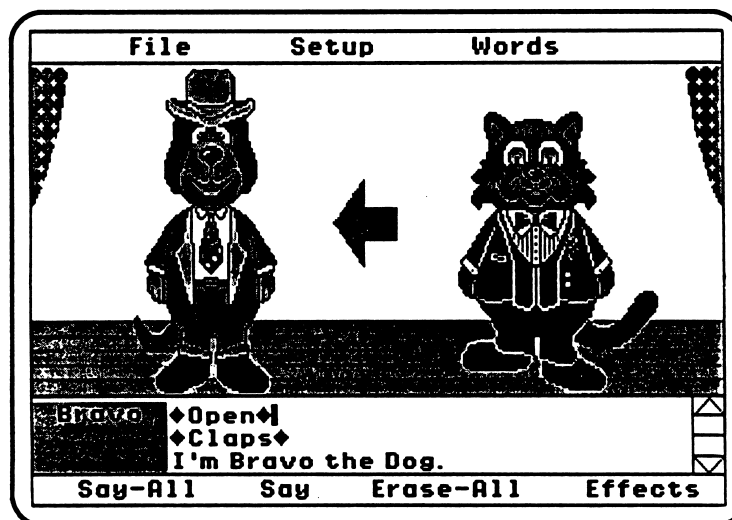
Demonstrate loading a script with the class:

- Load and listen to the class script (previously saved).
- Load and listen to Dogtor.



Note: You may want to briefly discuss the plot, characters, mood, and setting in *Dogtor* to identify these parts of a story with the class now, or you may want to discuss them later as part of a prewriting discussion.

- Load and listen to Greetings.



Saving Your Work

Saving on the Apple IIG S

When you select **Save** from the **File Menu**, *PlayWrite* will display a standard "Save" dialogue box which should be familiar to most Apple IIGS users. For those who are new to the IIGS, an explanation of the Save Dialogue may be helpful.

- First of all, each script is saved as a "file" on the disk. To save your work, the Save Dialogue needs to know two things: what you want to call your script and where you want to save it.
- To give your script a name, simply type the name in the Save Dialogue. The name should appear in the rectangle at the bottom of the dialogue.
- You can save your work directly on the *PlayWrite* disk, or onto a different disk. Your script is saved and will be listed with the other scripts.

Saving on the *PlayWrite* disk

After you type the name of the script, just click on the Save button. That's it.

Saving on another disk

You can save your script on any ProDOS formatted disk. Place your formatted disk in a disk drive. Click the Disk button (in the Save Dialogue) until the name of the disk appears. (The name might appear as soon as you insert the disk.) After you type the name of the script, click **Save** to save your file.

A note about folders

On each disk, scripts can be organized into "folders" (also known as subdirectories). On the *PlayWrite* disk, scripts are automatically saved into a folder called Scripts. You can save files in a different folder if you'd like. To create a new folder, enter a name in the Save Dialogue (as if you were going to name a script), but then click **New Folder** instead of **Save**. This creates a new folder inside the previous folder. You can now **Open** the new folder and save scripts in it.

PlayWrite

Language Arts

Overview

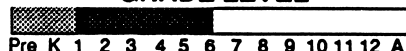
Students create their own puppet shows, choosing costumes and writing scripts for talking puppets.



READING LEVEL

1–6

GRADE LEVEL



TIME REQUIRED

20–30 minutes

Curriculum

PREREQUISITE SKILLS

- First grade understanding of language arts concepts

OBJECTIVES

- Provide a motivating medium for developing characters and dialogue
- Encourage creative writing
- Develop an understanding of phonics and phonetic spelling of words
- Provide an opportunity for students to listen to their own written work, and then make revisions

PROBLEM SOLVING SKILLS

- Analyzing
- Openness to insight, flexibility

Courseware

NOTEWORTHY FEATURES

- Students can change puppets' expressions, costumes, and scenery
- Puppets can speak dialogue that students write for them
- Program includes 2 prepared scripts and 3 starter scripts

TEACHER OPTIONS

- None

RELATED MATERIALS

- *Puppet Plays*
- *PuppetMaker*

Hardware

- Apple IIGS



PlayWrite

DESCRIPTION

PlayWrite is a unique reading and writing program that allows students to create puppet shows with talking puppets.

Students become playwrights, choosing costumes and scenery for the puppets, writing scripts for them, and listening to them perform. *PlayWrite* is recommended for students in first through sixth grades.

Synthesized speech provides an environment for students to experiment with word sounds. This process helps students gain an understanding of practical phonics—that is, how letters translate into sounds.

PlayWrite also provides a motivating medium in which children *care* about the things they read and write—in the spirit of the whole language approach to reading and writing.

GETTING STARTED

Begin the program by telling students that they will be creating puppet shows at the computer. Explain that they will be able to change the puppets' costumes and expressions, change the scenery, write scripts for the puppets, and listen to them perform. Tell them that after they have written their scripts, their puppets and scripts can be printed.

AT THE COMPUTER

Step 1: Begin by clicking on the puppets' hats and clothes (tops and bottoms) to see the many costume combinations. Click on the puppets' mouths to see their happy/sad expressions. Click on the scenery to see the options. Have students create a script and listen to the puppets perform.

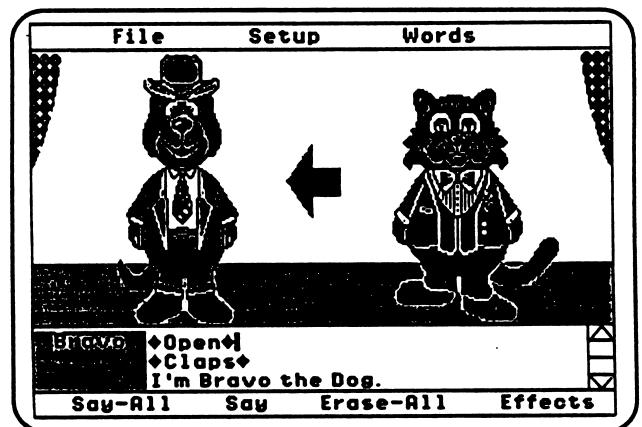
Step 2: Have students click on File, then on Open and select the GREETINGS script. Tell students to click on Say-All to listen to this prepared script.

Step 3: Follow "Demonstrating *PlayWrite* to Students" section and other detailed sections in the Teacher's Guide to acquaint students with *PlayWrite*.

SUGGESTED EVALUATION

Evaluation should be an ongoing process as students write their scripts. Encourage students to use the Character Development Worksheet (master in the Teacher's Guide) to help them create their scripts.

When the scripts (with puppets and stages) are written and printed out, they could be compiled into a booklet for display in the school library for other classes to read and enjoy.



APPLE IIGS: Working With Your Computer

TURNING ON THE SYSTEM

1. Turn on the monitor.
2. Insert the disk into the disk drive with the label facing up.
3. Turn on the Apple IIGS.
4. You will see a red light on the disk drive turn on, and the *Welcome to the IIGS* screen will appear after a few seconds.
5. The SUNBURST logo will appear on the screen, followed by the credits, then the opening screen of the program.

TURNING OFF THE SYSTEM:

1. Use the Quit command from the File menu.
2. Turn off the Apple IIGS.
3. Turn off the monitor.

Apple IIGs: Control Panel Settings

To allow your Apple IIGs to work properly with Sunburst software, certain Control Panel settings should be selected. The Apple IIGs retains these settings even after the power is turned off.

To Use the Control Panel:

- Turn on the Apple IIGs and monitor.
- Enter the Control Panel main menu by holding down the *control* and *option* keys and then pressing *reset* (the rectangular key located above the number keys). If your Apple IIGs is in an Apple //e case, use the closed-apple (⌘) key instead of *option*.
- Press the 1 key to enter the Control Panel.
- Use ↓ and ↑ to highlight the feature you want to change and press RETURN. Again ↓ use ↑ and to highlight a specific option and change it by using the ← and → keys.
- After you have finished making changes, select Quit to use the Apple IIGs.

Display:

- *PlayWrite* will leave your border color at it's current setting. You may change the border color if you wish.

System Speed:

- *PlayWrite* will automatically set your system speed to fast.
- When you quit *PlayWrite*, your system speed will return to its original setting.

"What Happens If...?"—SUNBURST Courseware and Warranty

What happens if a program will not load or run?

Call us toll-free at (800) 628-8897 or call collect (914) 747-3310 and we will send you a new disk.

What if I find an error in the program?

We have thoroughly tested the programs that SUNBURST carries, so we hope this does not happen. But if you do find an error, please note what you did before the error occurred. Also, if a message appears on the screen, please write the message down. Then fill out the evaluation form, or call us with the information. We will correct the error and send you a new disk.

What happens if the courseware is accidentally destroyed?

SUNBURST has a lifetime guarantee on its courseware. Send us the product that was damaged, and we will send you a new one.

Can I copy this disk?

The material on the disk is copyrighted. You **should not** copy the disk.

Can I take this disk out of the computer after the program has been loaded and put it into another computer?

You may need to remove the *PlayWrite* program disk to save a script on another disk (if you are using only one disk drive). The *PlayWrite* program disk must be in the disk drive when you modify the **Words** list.