

No. A-271



Grammar Toy Shop

Instructional Computing Courseware
for Apple® II Series Computers

A product from the
MECC Grammar Series



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Instructional Computing Courseware
for Apple® II Series Computers

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MECC Grammar Series



This manual is compatible

with

the *Grammar Toy Shop* disk

Version 1.x

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Grammar toy shop [computer file]. — Version 1.0.

1 computer disk : sd., col. ; 3 1/2 in. + 1 manual.
—(MECC grammar series)

System requirements: Apple II series; 128K; ProDOS;
BASIC; 1 disk drive; monochrome or color monitor
(color recommended).

Title from title screen.

Edition statement from disk label.

Copy-protected.

Issued also on 5 1/4 in. computer disk.

Audience: Children (grades 1-2).

Summary: Offers a set of three programs designed to provide young students with opportunities to strengthen sentences with subject/verb agreement and appropriate verb tense, and in sorting parts of speech.

Contents: Silly toys—Toy wishes—Word-flip express.

“A-271”— Disk label.

1. English language—Grammar—Juvenile software.
2. Language arts (Primary)—Juvenile software. I. Minnesota Educational Computing Corporation. II. Series.

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INTRODUCTION

Educators' decision to embrace the whole language approach in language arts instruction has acted as a catalyst to re-examine the role of grammar in language arts instruction. Rather than treating grammar as a peripheral tangent in a fragmented package of language arts instruction, teachers are integrating grammar within reading, writing, listening, and speaking.

The design of *Grammar Toy Shop* supports the whole language approach in language arts instruction. The first two programs, *Silly Toys* and *Toy Wishes*, feature instructional objectives related to development of grammar skills typically introduced formally in grades one and two. However, the foundation for each of the activities is an interactive story so that students use grammar skills in context rather than in isolation. In each activity, students see the powerful results of recognizing and using proper grammar.

For example, in the program *Silly Toys*, students select a sentence ending that describes what a toy animal wears, holds, or eats and add it to a predetermined sentence starter. If their choice results in a grammatically correct sentence, two dynamic things will happen. First, the students' toy animal will visually react by either wearing, holding, or eating whatever the sentence indicates. Secondly, the sentences that the students create will form a story that describes their toy animal. These stories and animals can be printed.

Grammar Toy Shop is a set of three programs designed to provide first- and second-grade students with opportunities to strengthen their grammar skills. The product gives students practice in creating complete sentences with subject/verb agreement and appropriate verb tense and in sorting parts of speech.

Students can exit a program by pressing the Escape (Esc) Key whenever the program is waiting for a response. Sound may be turned on or off at any time by typing Control-S (press the S Key while holding down the Control Key).

Grammar Toy Shop is a product from MECC's *Grammar Series*. Future products in this series will include software packages designed to reinforce grammar skills for elementary school students.

THE PRODUCT AT A GLANCE

Title: *Grammar Toy Shop*

Grade: 1-2

Subject area: Grammar

Program type: Guided practice

Hardware: Apple II series computer with 128K of memory and one disk drive; color monitor highly recommended.

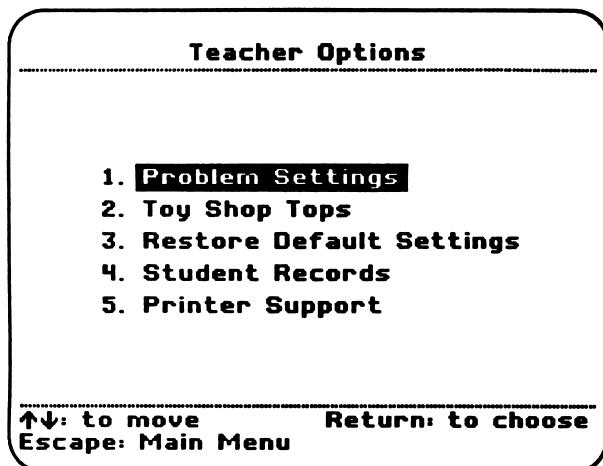
Classroom use: Individual student

Learning objectives:

- to combine sentence beginnings and endings to construct complete sentences;
- to determine appropriate subject/verb agreement to construct complete sentences;
- to determine appropriate use of present and past verb tense to construct complete sentences;
- to select from a variety of sentence endings to create a story;
- to recognize nouns, pronouns, action verbs, and adjectives in a paragraph;
- to classify words as nouns, pronouns, action verbs, and adjectives;
- to apply understanding of sentence structure in a game format;
- to apply understanding of classifying words as nouns, pronouns, action verbs, and adjectives in a game format; and
- to develop a game strategy.

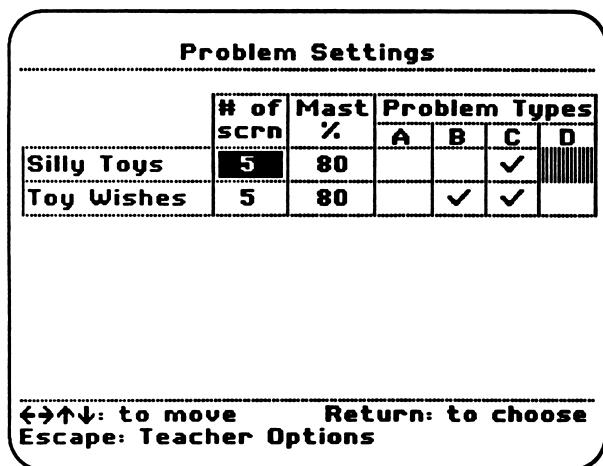


TEACHER OPTIONS



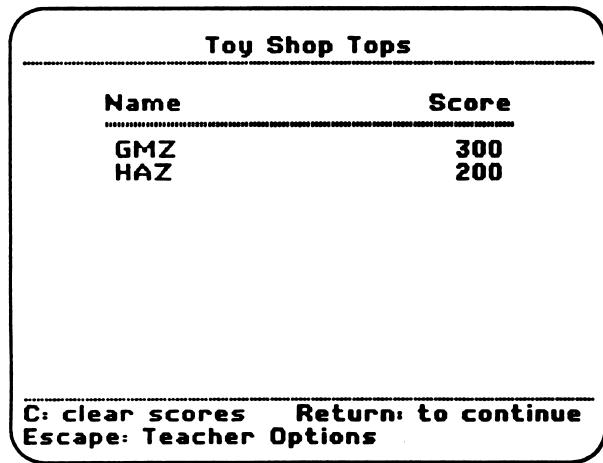
Accessing Teacher Options

Grammar Toy Shop contains five Teacher Options that can be accessed from the main menu by typing Control-A (hold down the Control Key and press the letter A).



Option 1: Problem Settings

With this option, you can select the number of screens (between 1-5) that your students need to complete in *Silly Toys* and *Toy Wishes*. You can also set the mastery percent (between 0% and 100%) and select the problem types your students need to practice.



Option 2: Toy Shop Tops

Students who choose to use a timer when playing *Word-Flip Express* and who score high enough can enter their initials in the Toy Shop Tops. This option allows you to erase the current initials in the Toy Shop Tops.

TEACHER OPTIONS (continued)

Restore Default Settings

This option will set the teacher options to their original default settings. These are: number of screens to 5, mastery to 80%, and all problem types on.

Are you sure you want to do this?

Yes **No**

↔: to move Return: to choose
Escape: Teacher Options

Option 3: Default Settings

You can restore the problem settings to their original settings using this option. The default settings for both Silly Toys and Toy Wishes include five screens, 80% mastery, and all problem types turned on.

Student Records

This disk can store results for 75 sessions. When this limit is reached, the oldest record is deleted as each new record is saved.

32 records are currently saved.

1. See student results
2. Delete all student results
3. Print all student results

↔: to move Return: to choose
Escape: Teacher Options

Option 4: Student Records

You can see, delete, or print student records for up to 75 students with this option. As you add new records after 75 entries, the oldest records will be replaced.

Printer Support

Card: Apple card/Apple printer
Slot: Search slots 1 and 2
Printer commands: none
Story printing: on

1. Set Printer Card
2. Set Printer Slot
3. Set Printer Commands
4. Story Printing Control
5. Test Printer Setup
6. Restore Default Settings

↔: to move Return: to choose
Escape: Teacher Options

Option 5: Printer Support

Using this option, you can regulate the use of a printer for printing student results and for printing stories students create in Silly Toys. Refer to "Using a Printer with This Courseware," beginning on page 23, for detailed instructions for using this option.

DESCRIPTION

In **Silly Toys** students form complete sentences with subject/verb agreement and appropriate present or past verb tense. Students choose a toy animal and create a story about that toy. From a scrolling list of eleven different endings describing what the toy wears, holds, or eats, students select an ending that forms a grammatically correct sentence. When students create a grammatically correct sentence, the toy reacts visually by wearing, holding, or eating whatever the sentence describes. Additionally, the sentence is displayed in story form next to the toy animal. Students can print their completed story. Remediation messages are provided for students who select a grammatically incorrect sentence ending.

Subject area: Grammar

Topics: Complete sentences, subject/verb agreement, present and past verb tense

Type: Guided practice

Grade range: 1-2

Classroom use: Individual students

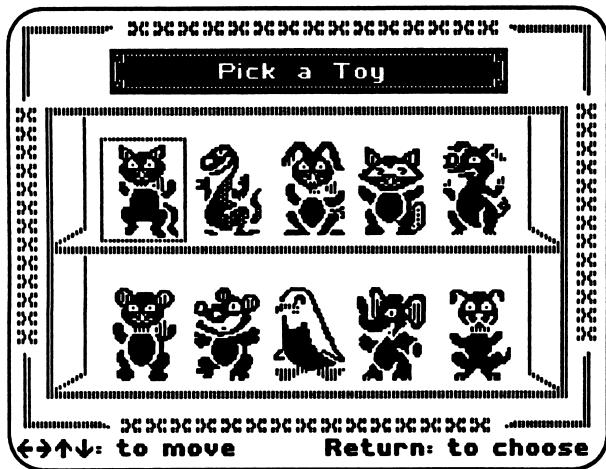
LEARNING OBJECTIVES

After using this courseware, students will have received practice in:

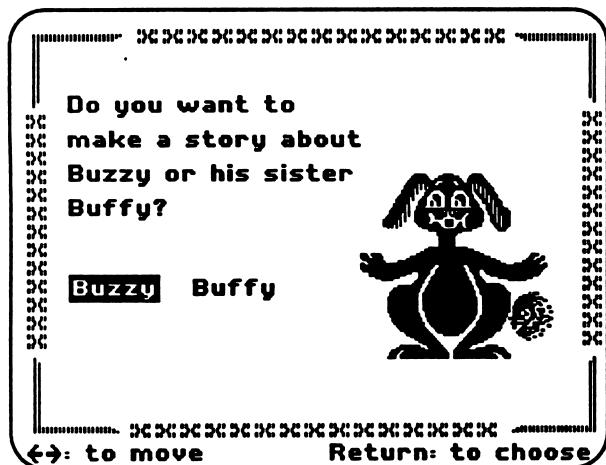
- combining sentence beginnings and endings to construct complete sentences;
- determining appropriate subject/verb agreement to construct complete sentences;
- determining appropriate use of present and past verb tense to construct complete sentences; and
- selecting from a variety of sentence endings to create a story.

S I L L Y T O Y S

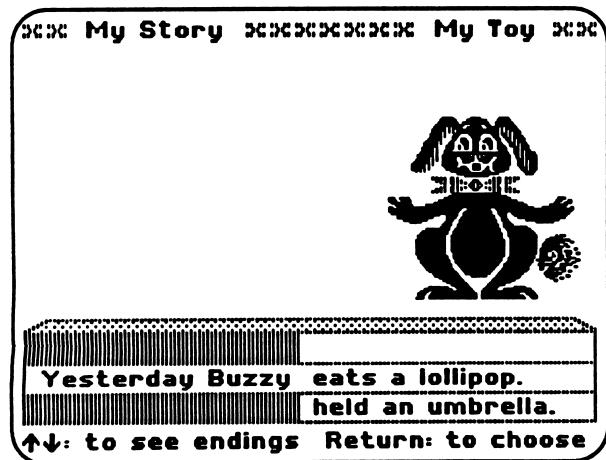
PROGRAM PREVIEW



In the toy shop window, students see ten toy animals. Students select an animal to be the subject of their story.

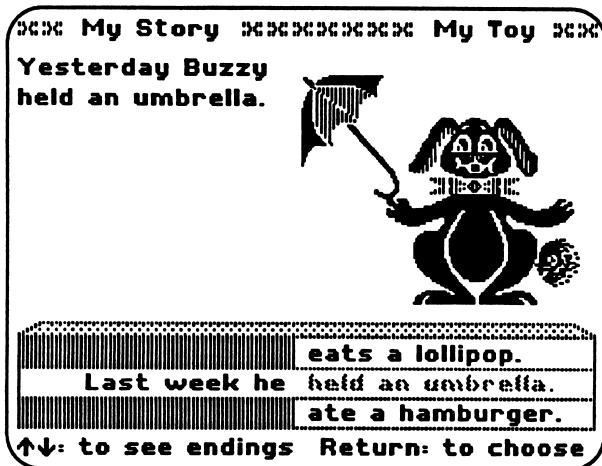


A larger version of the toy animal that students selected appears. Students choose to create a story about either animal.



A predetermined sentence starter appears next to a scrolling list of eleven possible sentence endings. Six of the sentence endings, when combined with the sentence starter, form grammatically correct sentences. Five of the endings are either fragments or form sentences with incorrect subject/verb agreement or inappropriate verb tense.

PROGRAM PREVIEW (continued)



When students select an ending that forms a grammatically correct sentence, the sentence appears next to the toy and creates a paragraph about the toy as each new sentence is added.

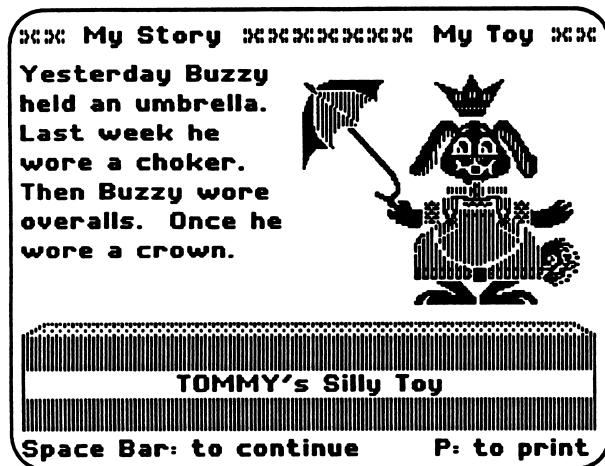
The toy animal reacts visually to each sentence by wearing, holding, or eating whatever the sentence suggests.

Once an appropriate ending is selected, it remains on the scrolling list, but is dimmed out to indicate that it is no longer available as a choice.

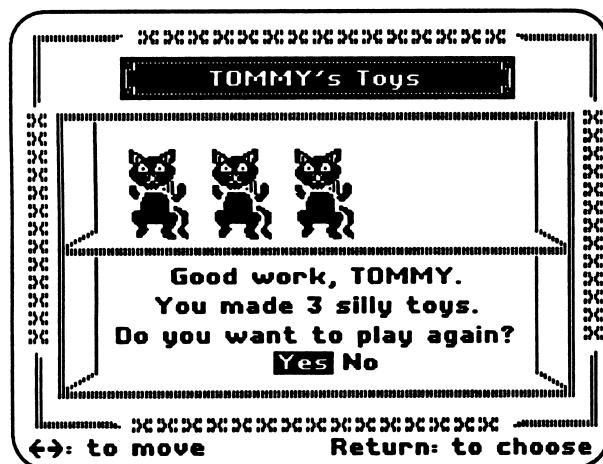


If students choose an ending that forms a grammatically incorrect sentence, a remediation message is provided.

PROGRAM PREVIEW (continued)



When students create four grammatically correct sentences, they can print their completed toy animal and story.



After students complete the number of screens that you set in Teacher Option 1, they are given a summary of their work. Students can then choose to play Silly Toys again or return to the main menu.

USE IN AN INSTRUCTIONAL SETTING

Prerequisite Skills

It is assumed that students using this product have attained a minimum reading competency.

Prior to using **Silly Toys**, introduce your students to the following basic grammar skills:

- Recognizing and understanding what constitutes a complete sentence.
- Recognizing and understanding subject/verb agreement.
- Recognizing and understanding present and past verb tenses.

Preparation

There are three variables in **Silly Toys** that can be combined to tailor the product to your students' needs and that provide a rich environment for exploring proper sentence construction.

1. You can set the number of problems—from 1 to 5—that your students must complete. A “Problem” consists of the creation of a grammatically correct four-sentence paragraph using a given sentence starter with sentence endings from the scrolling list.
2. You can set the level of skill mastery you expect from your students. The level of mastery may be set from 0-100%.
3. You can select the specific types of sentence construction problems you want your students to practice. The choices are:

Sentence Fragments
Subject/Verb Agreement
Present/Past Verb Tense

At least one of these problem types must be selected. Two or more problem types may be selected, depending on your students' skill level.

Demonstrating the Product

Before allowing students to work independently at the computer, we recommend that you demonstrate the product to the class as a whole. Select **Silly Toys** from the main menu and “walk” the class through one example step-by-step, allowing volunteers to select appropriate sentence endings. Ask the students how the computer reacts to their correct responses. (It modifies their toy as they have described it.)

Also, show the class what happens when an incorrect choice is made and then how to proceed from that point. Let them see that the remediation message they get by making an incorrect choice is intended to help them understand what is wrong. This will ensure a more successful experience for your students when they operate the program independently.

USE IN AN INSTRUCTIONAL SETTING (continued)

Follow-Up

Extension of this sentence-building experience could be enhanced with activities similar to the following:

Activity 1

Print out the “Silly Toys” made by each student at the end of the session (using the print option). Divide the class into small groups and have students take turns reading their toy’s description and showing their toy.

Activity 2

Have students fold their printed “Silly Toy” in half so that only the written description of their toy is visible. Then have them exchange papers and try to draw the toy by reading the description. The procedure could also be reversed. After the students are shown a toy, they must write a three-sentence description of it.

Activity 3

Make transparencies of several of the “Silly Toys” created by your students. Put the transparencies on an overhead projector and keep the written description covered. Have students take turns orally describing the toy in complete sentences while you act as recorder for the class.

DESCRIPTION

Toy Wishes gives students practice in recognizing and classifying four parts of speech: nouns, pronouns, action verbs, and adjectives. From a paragraph describing a toy that the animal in the toy-shop window dreams of owning, students sort two parts of speech into toy boxes. When students complete a screen, the toy that the animal wished for appears in the window next to the animal. Remediation messages are provided for students who sort a part of speech into the wrong toy box.

Subject area: Grammar

Topics: Parts of speech

Type: Guided practice

Grade range: 1-2

Classroom use: Individual students

LEARNING OBJECTIVES

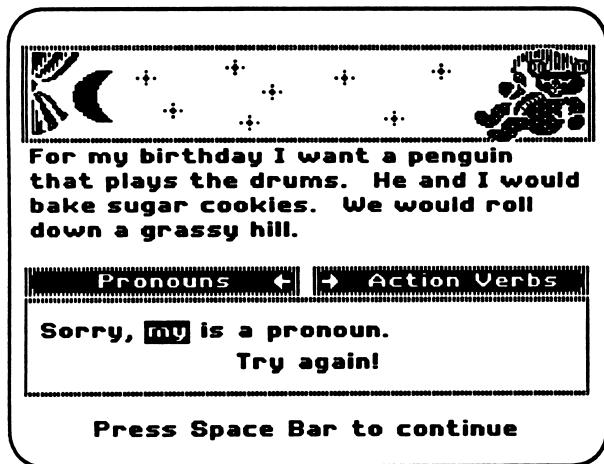
After using this courseware, students will have received practice in:

- recognizing nouns, pronouns, action verbs, and adjectives in a paragraph; and
- classifying words as nouns, pronouns, action verbs, and adjectives.

PROGRAM PREVIEW



Students use the appropriate right- or left-arrow key to place each highlighted word from the paragraph into the correct toy box.



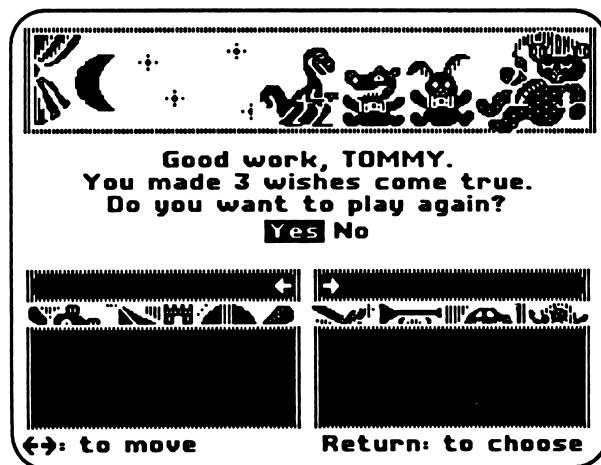
If students sort a word into the wrong box, they receive a remediation message, and they have another chance to place the highlighted word.

If students place the highlighted word in the wrong box a second time, the same remediation message appears. However, when students press the space bar to go on, the word is placed in the correct box, and the next word to be sorted is highlighted.

PROGRAM PREVIEW (continued)



When students correctly sort all the highlighted words from the paragraph, the toy that the animal wished for appears in the window next to the animal.



After students complete the number of screens that you set in Teacher Option 1, they are given a summary of their work. Students can then choose to play Toy Wishes again or return to the main menu.

USE IN AN INSTRUCTIONAL SETTING

Prerequisite Skills

It is assumed that students using this product have attained a minimum reading competency.

Prior to using **Toy Wishes**, introduce your students to the following basic parts of speech:

- nouns
- action verbs
- pronouns
- adjectives

Preparation

There are three variables in **Toy Wishes** that can be combined to tailor the product to your students' needs and that provide a rewarding setting in which they can practice identifying selected parts of speech.

1. You can set the number of problems—from 1 to 5—that your students must complete. A “Problem” is completed by correctly sorting two selected parts of speech in a short paragraph containing several examples of each term.
2. You can set the level of skill mastery you expect from your students. The level of mastery of this skill may be set from 0-100%.
3. You can select the specific parts of speech your students are to practice. The choices are:

- Sort nouns
- Sort pronouns
- Sort action verbs
- Sort adjectives

At least two of these problem types must be selected. More than two problem types may be selected depending on your students' skill level.

Demonstrating the Product

Before allowing students to work independently at the computer, it is recommended that the product be demonstrated to the class as a whole. Select **Toy Wishes** from the main menu and “walk” the class step-by-step through one example, allowing volunteers to correctly sort the prescribed parts of speech. Ask the students how the computer reacts to their correct responses. At the end of the problem the computer places the toy that the teddy bear wished for in the toy shop window.

Also, show the class what happens when an incorrect choice is made and how to proceed from that point. Let them see that the remediation message they get by making an incorrect choice is intended to help them understand what is wrong. This will ensure a more successful experience for your students when they operate the program independently.

USE IN AN INSTRUCTIONAL SETTING (continued)

Follow-Up

This parts-of-speech recognition experience could be enhanced with activities similar to the following:

Activity 1

Have students write a 2-3 sentence paragraph about something they have always wished for. Collect all papers and shuffle them. Arrange the class into groups of four students each. Explain that each student must have a different colored pencil, crayon, or marker from others in their group (for example, require a red, green, blue, and purple in each group).

Pass four papers to each group—one to each group member. Tell the class that the person with the red crayon in each group is required to find and circle all action verbs in the papers the group reads; that the person with the blue crayon must find all the nouns; the person with the green crayon, all the pronouns; and, the person with the purple crayon, all the adjectives.

Give the class enough time to read and mark the paper you gave them. Then tell them to “SWITCH!” Each person in each group should now have a new paper to work with. Continue this process until all group members have seen all four papers.

Ask for volunteers to share their groups lists of nouns, action verbs, adjectives, and pronouns with the class. List all properly sorted words on the board to form a large class bank of these parts of speech.

Activity 2

Place a stuffed animal on a chair in front of the class. Ask everyone to shut their eyes and think for a few moments what this toy might wish for and why. Then give the class this assignment: “Write a 2-3 paragraph paper about the toy, its wish, and the reason behind its wish.” Tell the class before they begin writing that every 30 seconds you will ring a bell and they must move to a new desk/table, quickly scan what’s been written, and add on to that story before the bell rings and they move to a new desk. (As the stories get longer, you may have to increase the amount of time between bells.)

When the class has had an opportunity to add on to several different papers, ask them to stop and return to their own places. Before asking for volunteers to read their stories out loud to the class, assign a group of students to be responsible for listening, counting, and recording all the nouns they hear in each story, another group to do the same for action verbs, another for pronouns, and another for adjectives. Have each group read its list to the class for discussion/agreement.

WORD - FLIP EXPRESS

DESCRIPTION

Word-Flip Express is an educational game that reviews the skills featured in **Silly Toys** and **Toy Wishes**. Students see two trains chug on to the screen. Each train has an engine and three cars; each of four words is displayed on the engine and on the cars. Students flip highlighted vertical pairs of words from the trains to create either two complete sentences reading horizontally or two sets of words that match the part of speech displayed on the sign. Students may play **Word-Flip Express** with or without a timer.

Subject area: Grammar

Topics: Complete sentences, subject/verb agreement, present and past verb tense, parts of speech

Type: Educational game

Grade range: 1-2

Classroom use: Individual students

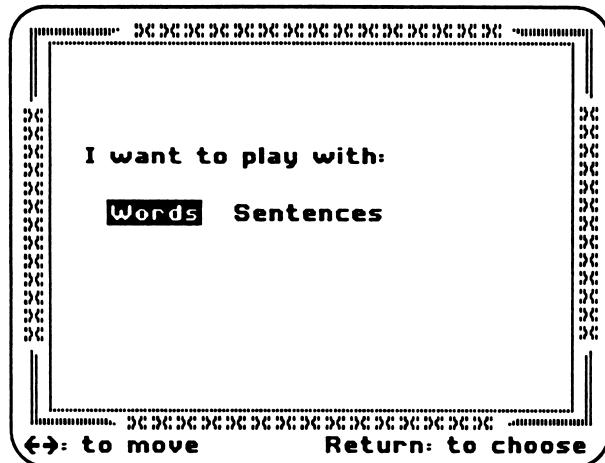
LEARNING OBJECTIVES

After using this courseware, students will have received practice in:

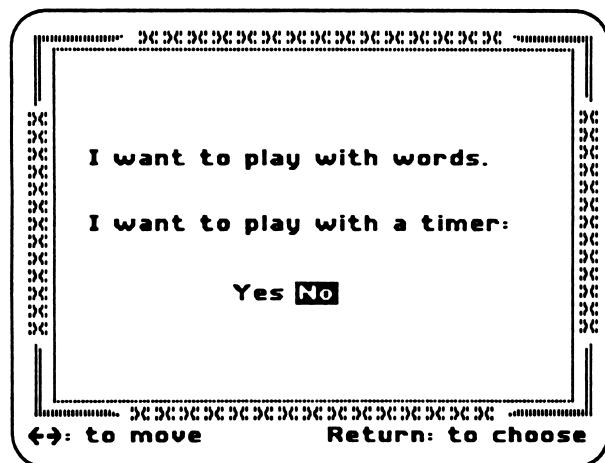
- applying their understanding of sentence structure in a game format;
- applying their understanding of classifying words as nouns, pronouns, action verbs, and adjectives in a game format; and
- developing a game strategy.

WORD-FLIP EXPRESS

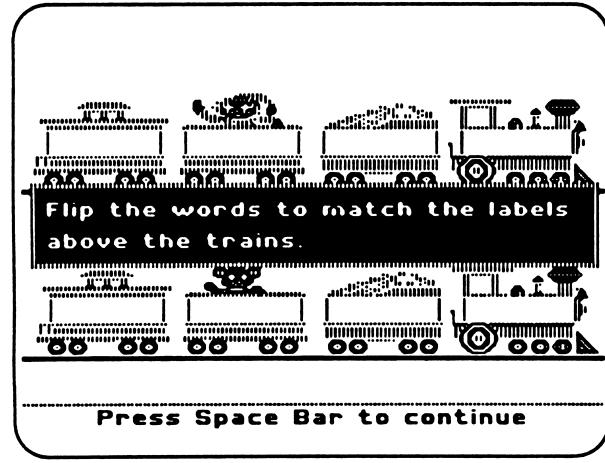
PROGRAM PREVIEW



Students first choose to play the game with words or with sentences.



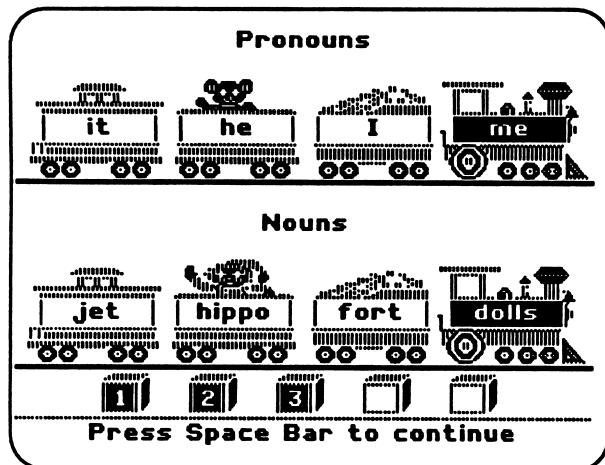
Next, students choose to play the game with or without a timer.



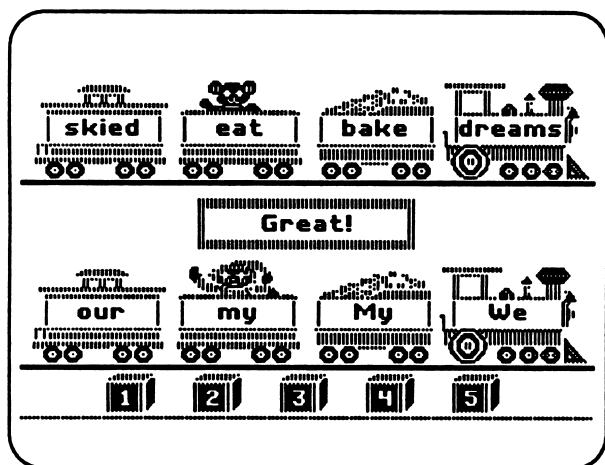
Students use the arrow keys to move the highlighted boxes and use the Space Bar to flip the words between the trains. If students choose to play the game with words, they see a message that tells them to flip the words so that the words on each train match the parts-of-speech sign above each train. If students choose to play the game with sentences, they see a message that tells them to flip the words so that the words on each train form a complete sentence.

PROGRAM PREVIEW (continued)

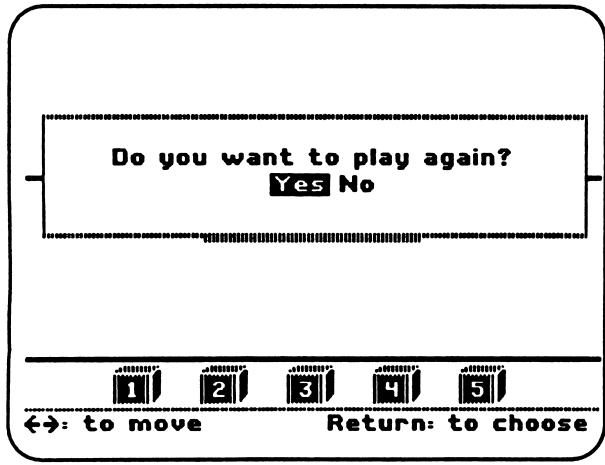
Using the Program Without a Timer



When playing the game without a timer, students complete five screens in a game. A row of toy blocks keeps track of student progress. As students complete each of the five screens, a block with the number of the screen the student is working on fills in. In this example, three of five screens have been completed.



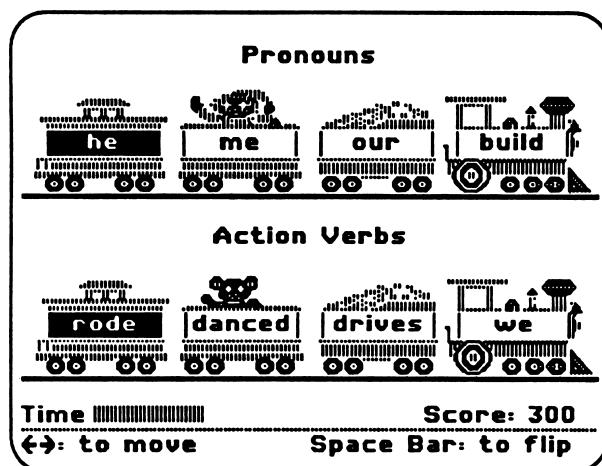
When students complete all five screens, a sign appears that says "Great!" or "Super!" and the trains chug off the screen.



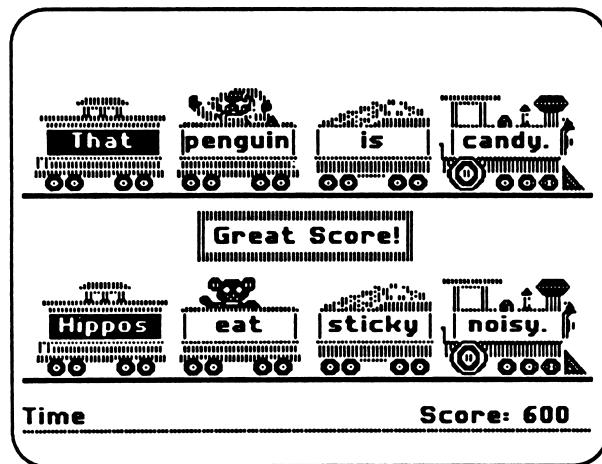
Students can then choose to play Word-Flip Express again or return to the main menu.

PROGRAM PREVIEW (continued)

Using the Program with a Timer



When playing the game with a timer, students complete as many screens as they can before the timer runs out. Students earn 100 points for each screen that they complete correctly.



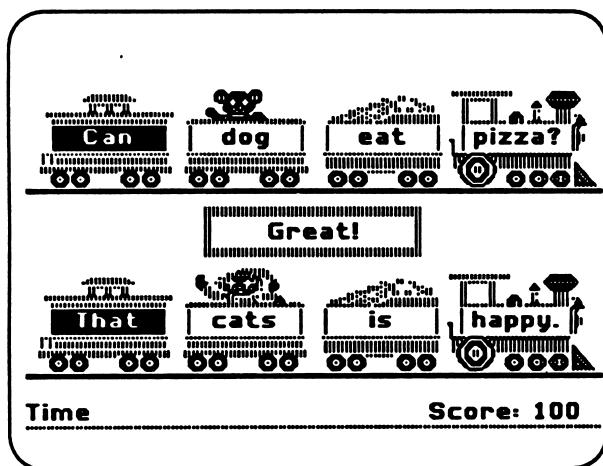
If students' final score is higher than any score currently in the Toy Shop Tops, a message appears that says "Great Score."

PROGRAM PREVIEW (continued)

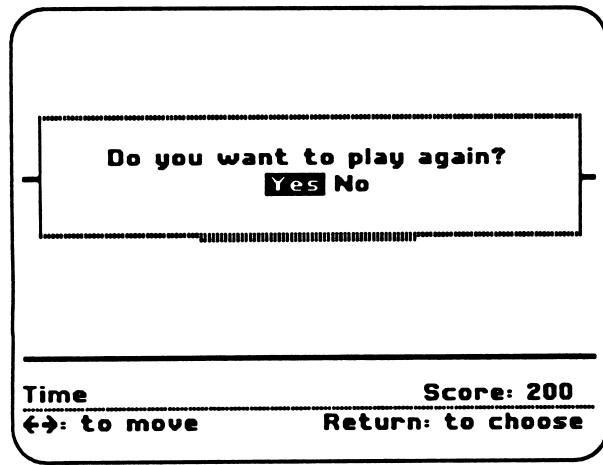
Using the Program with a Timer (continued)



Students are then taken to the Toy Shop Tops, where they can enter their initials. You can erase the initials in the Toy Shop Tops at any time using Teacher Option 2. Students can view the current Toy Shop Tops entries at any time by selecting number 4 from the main menu—See Toy Shop Tops, beginning on page 2.



If students' final scores are not high enough to qualify for the Toy Shop Tops, a sign appears that says "Great!" or "Super." After a few seconds, the train chugs off the screen.



Students can then choose to play Word-Flip Express again or return to the main menu.

USE IN AN INSTRUCTIONAL SETTING

Prerequisite Skills

Prior to playing **Word-Flip Express**, introduce your students to the following basic parts of speech and grammar skills:

- **Parts of Speech:**
 - nouns
 - action verbs
 - pronouns
 - adjectives
- **Grammar Skills:**
 - recognizing and understanding what constitutes a complete sentence
 - recognizing and understanding subject/verb agreement
 - recognizing and understanding present and past tense verbs

Additionally, it is assumed that students using this product have attained a minimum reading competency.

Preparation

Students may play **Word-Flip Express** with or without a timer. With no timer, students are presented five screens to complete. For primary-aged students (or anyone unfamiliar with the computer), it is suggested that the game first be played without a timer in order for the students to gain familiarity and a sense of confidence.

Demonstrating the Product

Before allowing students to work independently at the computer, it is recommended that the product be demonstrated to the class as a whole. Select **Word-Flip Express** from the main menu and “walk” the class through one or two screens of the game *without a timer* in both “Words” or “Sentences” mode. Demonstrate how to use the arrow keys to move the highlighter and the Space Bar to “flip” the highlighted words.

Then show them the game using a timer. Help them to see that the timer hesitates at the end of each completed screen and then continues to count down again only after the next screen is ready to view. You may also wish to show them the “Toy Shop Tops” (Hall of Fame) at this time and explain how, if they score high enough, they can enter their initials.

These activities will help ensure a more successful experience for your students when they operate the program independently.

CREDITS

The MECC team responsible for the development of *Grammar Toy Shop* includes Sheila Dols, Vincent Erickson, Charolyn Kapplinger, Sherry Luedloff, Patricia Korn, and Stephen Zehm.

The development team greatly benefited from the preliminary research and planning done by the Language Arts group, including Dave Duffee, Michael Palmquist, Jean Sharp, Caren Barzaley-Stelson, and Debra Vonk.

MECC extends a special thanks to the following teachers and their students for their assistance in the development of this product:

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Minneapolis Public Schools
Minneapolis, Minnesota

TO THE READER:

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

MECC Software Division
3490 Lexington Avenue North
St. Paul, MN 55126

USING A PRINTER WITH THIS COURSEWARE

This product is initially set to work with a standard printer card located in either Slot 1 or Slot 2. If you have this setup, you do not need to do anything further. If you are connecting an Apple //c or II GS computer, we recommend that you designate Slot 1 and use the computer's printer port. If your printer uses another setup, or if you need to enter special printing commands, you must use the Printer Support option.

The Printer Support option appears on the Teacher Options menu (Figure 1). You may access the Teacher Options from the main menu by typing Control-A. From the Teacher Options menu, selecting Option 5 takes you to the Printer Support menu (Figure 2). The current printer settings are shown at the top of the screen.

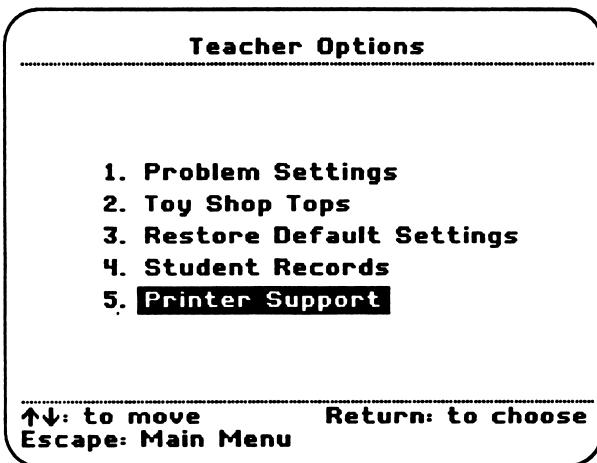


Figure 1

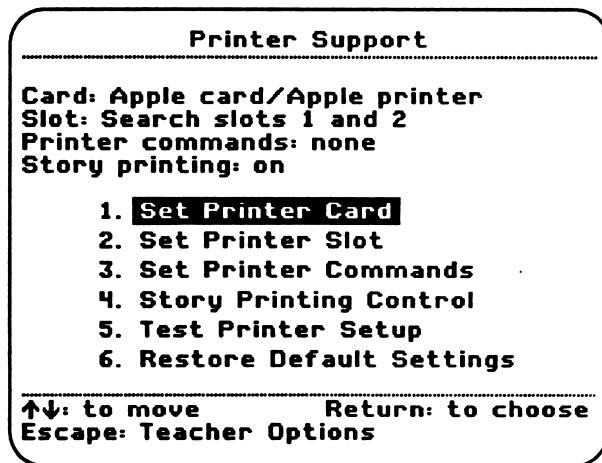


Figure 2

Option 1, Set Printer Card: This option allows you to select the type of printer interface card you are using (Figure 3). Other interface cards may work; however, to ensure that students can print their toys and stories in **Silly Toys**, you need to use either an Apple or Grappler printer card.

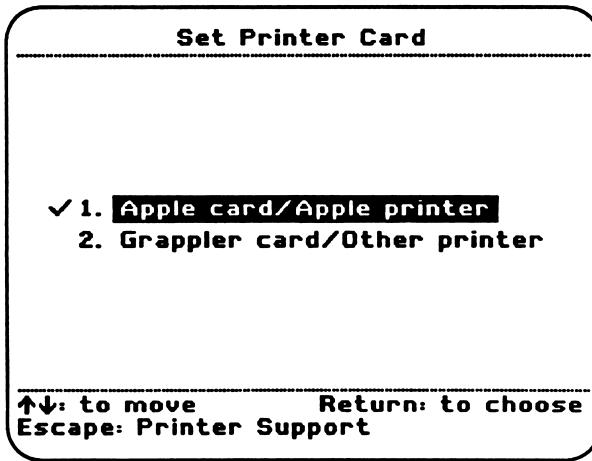


Figure 3

USING A PRINTER WITH THIS COURSEWARE (continued)

Option 2, Set Printer Slot: This option allows you to specify the slot in which your printer interface card is located (Figure 4).

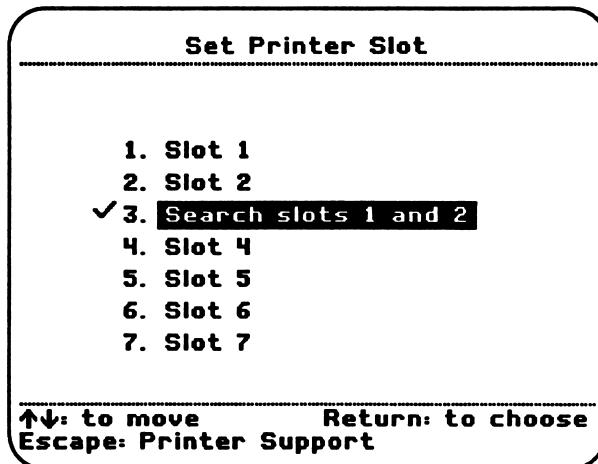


Figure 4

Option 3, Set Printer Commands: This option allows you to enter commands that enable certain types of printers to operate. These special commands are listed in the manufacturer's printer or interface card manual. Figure 5, for example, shows the special command you would enter to produce "ultra-condensed" printing (17 cpi) on an Apple Dot Matrix or Apple ImageWriter. To enter special commands, type the exact characters required. When finished, type ^ (Shift-6) to end.

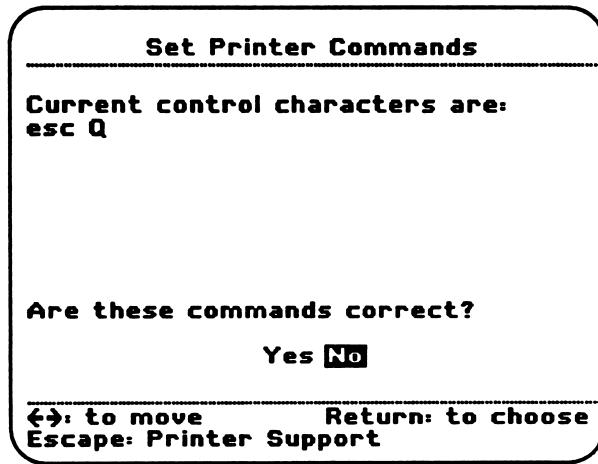


Figure 5

USING A PRINTER WITH THIS COURSEWARE (continued)

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

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

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

Option 4, Story Printing Control: This option allows you to decide if your students are able to print their toys and stories in **Silly Toys**.

Option 5, Test Printer Setup: This option allows you to test printing of text only. If the text is not printed correctly, check the settings on your printer, check to see whether your printer has been connected correctly, or look at your interface card manual for special commands.

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

Option 6, Restore Default Settings: This option returns all printer settings to their original state. The original printer setup provides a search of Slots 1 and 2 and does not use any special printer commands.

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 - 2) note the *brand* and *model* of the equipment involved, as well as the type of *printer card* used if the problem concerns a printer; and
 - 3) write or call the Help Line to describe the problem.

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