

DERBYSHIRE

Educational Software Centre

PRIMARY
1
PRIMARY

(c) Derbyshire County Council 1985

AUTHORS

J.S. Watkinson T. Atkinson

Distributed through

R.E.S.O.U.R.C.E.

DERBYSHIRE PRIMARY PROGRAMS

ONE

CONTENTS

	PAGE
Introduction	1
Bandit	2 - 5
Bottles	6 - 9
Helicopter	10 - 13
Darts	14 - 16
Derbyshire runaround	17 - 21
Digit	22 - 24
Easy as Pi	25 - 28
Flowers	29 - 31
Mickey	32 - 35
Numberhouse	36 - 39
Sink the sub	40 - 43
Wordmaker	44 - 47
Wordtrain	48 - 52
Galleon	53 - 56

Introduction

The documentation contained in this booklet refers to Derbyshire Primary Disc one. However it is appreciated that some schools prefer to group their programs according to subject area and to this end the documentation is specific to a particular program, enabling it to be sorted to suit individual needs.

The loading instructions within the documentation refer specifically to cassette users. Those schools with disc operated machines will use the auto boot loading system - hold down the SHIFT key, press BREAK and release. This will display a menu on screen which is self explanatory.

Programs that contain a + sign in their loading title have a memory shift routine incorporated in them and the only way to clear the memory completely, is to either switch of the computer or press CTRL and BREAK simultaneously. Flicking the ON/OFF switch is bad practice and the CTRL - BREAK method adopted.

PROGRAM NAME

Bandit

AUTHOR

G.T. Atkinson

Additional Course material : Teacher's Guide

Special Requirements : None

TEACHER'S PAGE

BANDIT

You will soon be shown a picture of a slot machine.

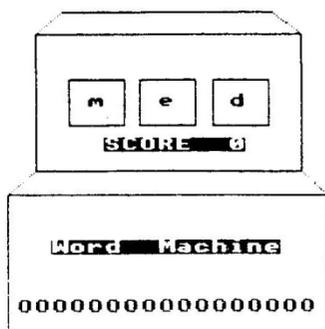
Press the space bar one to stop each reel.

The reels may be stopped as quickly or as slowly as you wish.

Good Luck!

USING THE PROGRAM

1. Load the program by typing **CHAIN"BANDIT+"**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. The Teacher's Page is then displayed.
3. On pressing the space bar, a slot machine is displayed on the screen and there are three boxes, each with a series of rotating letters.



**Do these letters
make a word ?
Press Y or N**

4. On pressing the space bar once, the first reel stops and displays a letter. On pressing it a second time the next reel stops and displays a letter in the centre box. On pressing it a third time the last reel stops and displays a letter in the end box and the computer then asks:-

Do these letters make a word?

Press Y or N

5. 'Y' or 'N' must then be pressed. If 'Y' is pressed and it is an acceptable word, or if 'N' is pressed and it is not an acceptable word then the following is displayed:-

Yes
That's right
You score 1

6. The space bar is then pressed to move on to the next question.
7. If 'N' is pressed and the word is acceptable, or if 'Y' is pressed and it is not acceptable then the following is displayed:-

No
Your Answer
is wrong
1 point is lost

8. The program finishes when 17 points have been scored and 'You.Win' is then displayed on the screen.
9. To use the program again, type **RUN** and then press **RETURN**.
10. To end the program press **CTRL** and **BREAK** simultaneously.

CLASSROOM USE

The program is designed for infant use and it is obvious that the only words the children are expected to read are those displayed within the slot machine.

In classroom trials it has been found that a successful method of using the program is with 6 to 8 children and encourageing them to read the word in the slot machine and deciding whether or not they feel it is a valid word. To do this, the teacher may ask them to give a short sentence containing the word.

Once a decision has been reached, either the teacher or one of the children can press 'Y' or 'N'.

An essential element of the program is the discussion that arises as a result of the acceptance or rejection of a word.

Individual teachers may feel that certain words contained in the program are, or are not acceptable, contrary to answers given in the program. This may be due to a particular reading scheme being used, the use of capital letters etc., and in this case the data statements in the program listing could be changed according to individual desires.

PROGRAM NAME

Bottles

AUTHOR

G.T. Atkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER'S PAGE

BOTTLES

A simple subtraction program in which the child is asked to take away a number of bottles from a wall. If a mistake is made, children are helped to see the correct answers.

The maximum number of bottles is set at 10. Do you wish to change it? (Y or N)

USING THE PROGRAM

1. Load the program by typing **CHAIN"BOTTLE+**". This displays the Derbyshire Title Page whilst the main program is being loaded.
2. The Teacher's Page is then displayed.
3. The teacher must then decide on the maximum number of bottles to be displayed for each question. The default value is 10.
4. If he does not wish to change the number of bottles he should press 'N'.
5. If he wishes to change the number of bottle she should press 'Y' and enter the new number up to a maximum of 16.
6. The teacher is then asked to enter the sound level. 0 is off and 5 the loudest.
7. Pressing the space bar will then start the program.
8. Displayed on the screen is a wall on which there are several bottles. Just above are the words,

'take away 4 = ?' etc.
9. The child must then ascertain how many will be left when that number of bottles have been removed.

10. If he answers correctly, he is rewarded with a 'picture' of Humpty Dumpty sitting on the wall, and if the sound is on, a brief rendition of Ten Green Bottles.
11. If he answers incorrectly, his answer is marked wrong and he is then taken through the process of working out the correct answer.
12. First, the number of bottles, together with the number to be taken away is displayed on screen.

e.g. 10 - 3 =
13. Then the bottles to be removed are taken away one at a time.
14. The remaining bottles are then counted one at a time and the answer shown on the screen.
15. The processes of taking away the bottles and counting the rest both use different sound to assist the counting process.
16. There are a total of 20 question and when all 20 have been answered, the child is told how many he answered correctly.
17. Typing **RUN** and pressing **RETURN** at this point will start the program from the beginning.
18. To end the program and before loading another, press **CTRL** and **BREAK** simulatneously. Switching the machine off to clear the computer's memory after running a program should be avoided.

CLASSROOM USE

Bottles is intended for use by younger children who have possibly had a little experience of subtraction. The teacher will initially need to explain to the children that they must count the number of bottles on the wall and then take away the number shown.

Whilst the program is intended for one child working by himself and using whatever counting aids he needs, up to three children can successfully work on the program providing one is not allowed to dominate.

It is recommended that the sound option is used with this program - the volume can easily be altered - as it is a very useful aid for the children when they are counting.

The program will by default generate 20 questions. If the teacher wishes to amend this the following procedure should be used.

Load the program. Press CTRL and @ simultaneously.

Type the following:-

1120 UNTIL quest=?

where ? is the new number of questions.

The program can then be saved by the usual method.

When the 'new' program is used the number of questions generated will be as amended.

PROGRAM NAME

Helicopter

AUTHOR

J.S. Watkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER'S GUIDE

TEACHER

HELICOPTER gives practice in addition and subtraction of number bonds up to 20, unless you specify another amount.

Do you want addition, subtraction or both?

(Type A, S, or B)?

Is 20 big enough? (Y or N)?

If 'N' is pressed the computer asks,

"What is the maximum answer which you wish to use (up to 100)?

The computer then asks,

How many questions? and

Sound (Y or N)?

USING THE PROGRAM

1. Load the program by typing **CHAIN*COPTER+**. This displays the Derbyshire Title page whilst the main program is being loaded.
2. The teacher's page will automatically be displayed.
3. On pressing the space bar the first problem will be given.
4. Two numbers are dropped by a helicopter moving across the screen, and the child must then input the correct answer.

$$10 - 9 = 1$$



1,

1 out of 1

5. If the correct answer is given the helicopter is destroyed.
6. If a wrong answer is given, the correct answer is displayed on the screen and the child's gun is destroyed.
7. There is a continuous screen display of the number of correct answers and of the number of problems attempted and eventually a final score page.
8. To RUN the program again, the space bar should be pressed whilst the final score page is being displayed. The program will then cycle to the teacher's page.
9. To end the program **CTRL** and **BREAK** should be pressed simultaneously.

CLASSROOM USE

It is intended that this program should be used in conjunction with other learning material and not in isolation. Whilst the program was written for lower juniors, it is felt that younger and older children might will benefit from its use.

If a child normally uses counting aids - blocks, cubes, beads, marbles etc., then he should be allowed to have these with whilst attempting the problems.

PROGRAM NAME

Darts

AUTHOR

G.T. Atkinson

Additional Course Material : None

Special Requirements : None

PUPIL'S PAGE

This is a game of darts for two players.

You start at 501 and the winner is the first person to reach zero.

After each throw, you must subtract your score from the running total.

If your answer is incorrect, the computer will not subtract your score for that throw.

USING THE PROGRAM

1. Load the program by typing **CHAIN"DART+"**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. The Pupil's Page is then displayed.
3. The two children playing the game then type in their names.
4. The sound level should then be selected, 0 being off, 5 being the loudest.
6. Each series of throws comprise a single, a double and a treble. The total of these darts must then be subtracted from the running total.
7. If the correct answer is given by the child, he is told the answer is correct and his new running total displayed.
8. If an incorrect answer is given, the computer leaves the score unaltered.
9. Once a dart is thrown which would leave a player with 0 or less, the game ends with that child being declared the winner.
10. To play again, type **RUN** and press **RETURN** at this point.

11. To end the program **CTRL** and **BREAK** should be pressed simultaneously.

CLASSROOM USE

This program was written for upper junior school children and gives them practice in their 2 and 3 times tables, addition and subtraction.

Most children will find it necessary to use pencil and paper to work out the problems but the more adept may find it a stimulating mental arithmetic exercise.

PROGRAM NAME

Derbyshire Runaround

AUTHOR

J.S. Watkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

PUPIL'S PAGE

In this game you must drive from one Derbyshire town to another.

You may use only the roads shown on the computer's map.

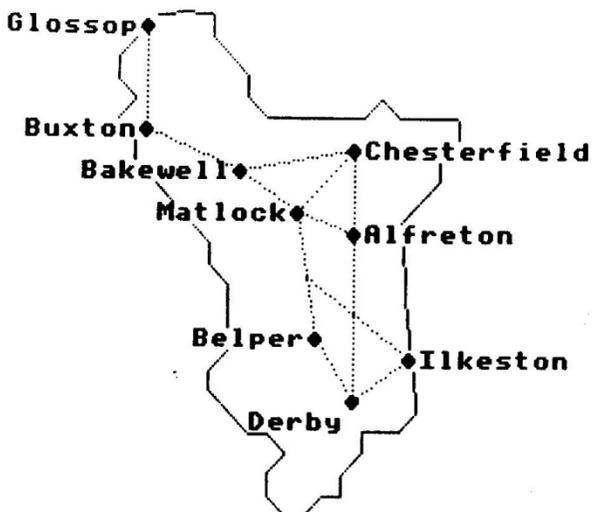
Your speed is thirty miles per hour.

Watch out for hazards!

Press space bar when you are ready.

USING THE PROGRAM

1. Load the program by typing **CHAIN"DERBRN+"**. This will display the Derbyshire Title Page whilst the main program is being loaded.
2. The pupils page is then displayed.
3. When the space bar is pressed an outline map of Derbyshire is displayed with the towns of Glossop, Buxton, Bakewell, Matlock, Chesterfield, Alfreton, Belper, Ilkeston and Derby shown thereon.
4. The child is then asked;
Where do you wish to begin your journey?
5. The child then types the name of the place where he wishes to commence his journey. The name must be spelled correctly or else he is required to type it again.
6. When he has typed in where he wished to commence his journey the computer then tells him his destination.



Where do you wish to begin your journey?

7. On pressing the space bar he would be told something like;

Belper.....3 miles.....Buxton

You have 90 minutes and enough petrol for 40 miles.
Your speed is 30 miles per hour (one mile every two minutes).
8. On pressing the space bar the outline map is shown again and the child is asked;

First town after leaving e.g. Belper?
9. Only towns directly connected, according to the computer's map can be typed in. For example, if the child was starting at Belper it would not accept Chesterfield as the next town.

10. Once the next town has been accepted, the computer will give the distance e.g.

Belper to Matlock is 10 miles

Press space bar to start moving

11. There is then a simulated drive from town to town, at which point one of several hazards might occur. These include, cows on the road, traffic jam, roadworks, accident, breakdown, floods.

**You
have
used**

minutes

miles



Matlock : 10

12. On meeting a hazard the child must make the decision as to what is the most favourable solution e.g. waiting or returning to the last town. In certain circumstances the child has no alternative. For instance a breakdown would

necessitate waiting for the vehicle to get repaired whilst floods would necessitate returning to the last town.

13. After each journey between towns the child is given a current 'score page'. That is they are shown the mileage and minutes allowance, the amount actually used and the amounts remaining.
14. The child can either reach his destination or fail to reach it because he ran out of time or petrol.
15. When this point is reached the computer will say;
Press space bar for another run, or press E to end.
16. Before loading another program press **CTRL** and **BREAK** simultaneously.

CLASSROOM USE

This program was written for upper juniors and is intended to supplement a general topic or project on Derbyshire. The children would be expected to have some knowledge of the geographical layout of Derbyshire.

It is thought that the program would be appropriate for small groups or pairs to enable them to discuss the possible options, e.g. waiting or returning.

It will also encourage the correct spelling of the major towns within the County.

PROGRAM NAME

Digit

AUTHOR

G.T. Atkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER

A program in which the child must place the numbers 1 - 9 in the correct order, using a left to right sequence.

Children must press the space bar when the moving arrow is underneath the number of their choice.

Help is given when a child makes an incorrect response.

Please select volume level for sound.

(0 = off, 5 = max).

USING THE PROGRAM

1. Load the program by typing **CHAIN"DIGIT"**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. The Teacher's Page is then displayed and at this point the volume level should be selected.
3. There is a space bar prompt at the digits 1 - 9 are then displayed in a random order across the screen.
4. An arrow travels slowly, from left to right, beneath the numbers and the child must press the space bar when the arrow is approximately beneath 1 and so on.
5. If the correct digit is chosen, a smiling Martian appears on the screen and, if the sound is on, a tune played.
6. The digit is then removed from the random list and placed at the top of the screen. The process is then repeated with each correctly chosen digit.
7. If the child selects the wrong digit, a crying martian appears on the screen and the digit which should have been chosen changes colour to assist the child in selecting it the next time. The process then continues as before.

8. To interrupt the program to allow another child to start from the beginning, press **CTRL** and **@** simultaneously, type **RUN** and press **RETURN**.
9. Before loading another program, press **CTRL** and **BREAK** simultaneously.

CLASSROOM USE

The program is obviously designed for reception or even pre-school children who are just getting to grips with number recognition.

It must be emphasized that the program is not designed to teach number recognition or the sequencing of numbers, but merely to aid the teacher in these tasks. It must therefore be used alongside such other methods the teacher considers necessary.

The arrow does not have to be exactly beneath the particular digit for it to be accepted.

Whilst the program was written for use by an individual child, classroom trials indicate that up to three children can aid each other whilst using the program.

PROGRAM NAME

Easy as Pi

AUTHOR

J.S. Watkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER'S PAGE

In this exercise the children measure the circumference and diameter of a number of circular objects.

The computer asks for the two values and does the division. If the resultant value of pi is below 3 or above 3.25 then the measurements are rejected. Otherwise, the value is printed.

When a number of values for pi have been collected, the computer will type the results if you type 'A'.

USING THE PROGRAM

1. Load the program by typing **CHAIN"EASYPI"**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. After the teacher's page has been displayed the space bar should be pressed. The children are shown a circle on which the diameter and circumference have been named.
3. The children are then asked;
What is your circumference measurement?
4. The children then enter their measurement, remembering to press the RETURN key after entering the measurement.
5. The children are then asked;
What is your diameter measurement?
6. The children then enter their diameter measurement, again remembering to press the RETURN key.
7. If the measurements are not accurate - i.e. the resultant value of pi is below 3 or above 3.25, the children would be told:-

Your measurements are not accurate enough. Go and do them again!

8. The children would then repeat stage three until their measurements were accurate.
9. If the measurements are accurate, then the screen will show the childrens value for pi as follows:-

**Circumference divided by diameter is
(value for pi)
This is you value for pi.**

10. The children can either press the space bar to continue or
Press A for Averages.

If the children press A the screen will show:-

Average of Values for pi

How many values do you wish to average?

11. The children must then enter how many values they wish to average and the screen will then show:-

Enter you values and press RETURN after each one.

12. The children then enter the values they wish to average and the computer will give the average of the values. It will also give the true value for pi.

CLASSROOM USE

It is intended that the children will use a variety of measuring devices to establish the circumference and diameter of the objects they are measuring. The following conventional measuring apparatus might be used;

Rulers
Tape measure
Micrometer
Callipers

However, the children should be encouraged to use other less conventional methods, e.g. a piece of string. Here it would be important for the children to take care and ensure that their fingers did not slip etc. If taking circumference measurements of something like a tin lid or a jam jar, then they could roll it, making marks at the beginning and end of the roll, and then using a tape measure or ruler to establish the distance.

They might have difficulty accurately measuring the diameter of a tin lid. An easy way is for them to draw round and cut out the shape on a piece of paper. When folded carefully, the diameter then becomes easy to measure. Whichever method is adopted, the children will quickly observe the need for accuracy.

Ideally the children will work in groups of four to six and take measurements of several objects. The children can then check each others measurements. It is important that before commencing the program the children make a table for their results, possibly on the following lines:-

OBJECT	CIRCUMFERENCE	DIAMETER	VALUE FOR PI
Plate			
Saucer			
Jam jar			
AVERAGE OF PI VALUE			

PROGRAM NAME

Flowers

AUTHOR

G.T. Atkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

PUPIL'S PAGE

This is a tables game which will give you questions like this -

12 divided by 2 = ?

You start the game with 35 flowers in your garden. A correct answer enables you to save a flower.

If your answer is incorrect, a garden fork will remove one of the flowers!

Don't waste time - you have to answer quickly!

USING THE PROGRAM

1. Load the program by typing **CHAIN"FLOWERS"**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. The pupil's page is then displayed.
3. On pressing the space bar, they are asked;
Do you want sound? (Y or N).
4. 35 flowers are then displayed on the screen one after the other.
5. As soon as the last flower has been displayed the child is asked the first question.
6. The questions are presented in the format:
15 divided by 3 =
7. If the child takes too long to answer the question, the message

Too late

is shown and the answer given.

8. If the child answers incorrectly, they get the message

Wrong

and the correct answer is given. In addition, the flower is removed from the screen and replaced by a garden fork.

9. If the child answers correctly, they are told the answer was

Right

and one of the flowers grows taller.

10. The child must press the space bar for each new question.
11. When all 35 questions have been answered, the child is told how many flowers are left in the garden and how many were destroyed.
12. To use the program again type **RUN** and press **RETURN**.

CLASSROOM USE

The program is not designed to test a specific table but to assist in the general improvement of all tables.

The program uses the space bar prompt for each new sum and this allows the child to write down any question that he answers incorrectly or does not answer within the time limit. This aspect of the program is important and should be encouraged.

PROGRAM NAME

Mickey

AUTHOR

J.S. Watkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER'S PAGE

MICKEY

Teacher:

This is a number bonds game in which the child plays against Mickey Mouse.

His objective is to release as many of Mickey's balloons as possible.

Each time he gets one wrong, a balloon bursts.

The maximum answer value is at present 20. Do you wish to change it (Y or N).

USING THE BALLOON

1. Load the program by typing **CHAIN"MICKEY+"**. This displays the Derbyshire Title page whilst the main program is being loaded.
2. The Teacher's Page is then displayed.
3. At this point the teacher must decide whether or not he wishes to alter the maximum answer value. If so he presses 'Y' and the computer then asks:-

New Maximum (up to 99):

4. The new maximum is then inserted and the RETURN key pressed.
5. The computer then asks the following questions:-

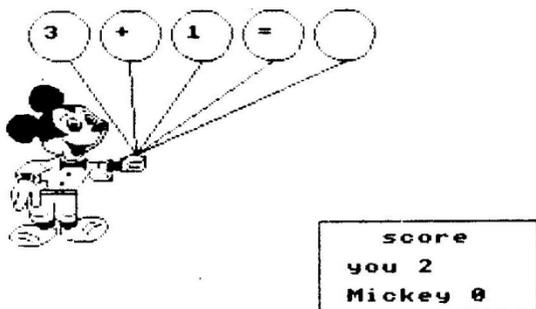
How many questions?

Do you want sound? (Y or N)

Addition, subtraction or both?

(A, S or B)

6. On pressing the space bar a picture of Mickey Mouse is displayed and the children must work out the addition or subtraction problem.



space bar

7. If the correct answer is given, one of Mickey's balloons is released. The space bar is pressed for a new problem.
8. If an incorrect answer is given, the balloon bursts and the correct answer is shown on the screen.
9. When all the problems have been answered, there is a final screen page when Mickey shows how many problems were answered correctly or incorrectly.



You scored
8
and Mickey scored
2

10. To RUN the program again press the space bar whilst the final screen page is showing.
11. To end the program press **CTRL** and **BREAK** simultaneously.

CLASSROOM USE

The program is designed for infant use and it can be used either on a one to one basis or with a small group. It is not expected that the child would sit in front of the computer and answer questions without help. The child is likely to have counting aids (counters, blocks, cubes, etc.) to assist him.

It has been found that the program works particularly well for small groups who are of a similar mathematical age. The children are able to discuss the problem before working it out using their mathematical apparatus. Their answer is then checked, and if necessary, corrected by the computer.

Whether the program is used by an individual or by a small group, the teacher is the essential element, both in developing specific concepts and in recording the progress made.

As with many such programs, Mickey should be used in conjunction with other learning aids.

PROGRAM NAME

Numberhouse

AUTHOR

J.S. Watkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER:

This is a number accumulating game in which the children can build a wall by getting a correct answer. Any answer which is incorrect causes the wall to fall down again.

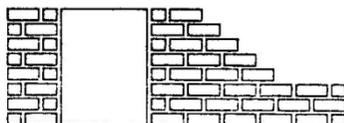
USING THE PROGRAM

1. Load the program by typing **CHAIN"NUMBO"**. This will display the Derbyshire Title Page whilst the main program is being loaded.
2. The Teacher's page is then displayed and the teacher will then be asked;

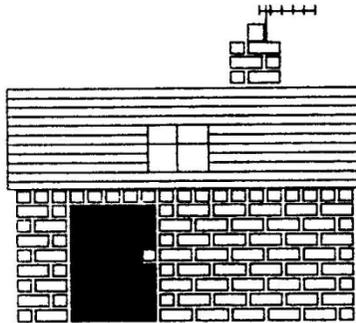
Do you want add, subtract or both (Type A, S or B):-

3. When the child is ready he must press the space bar.
4. A partly built house is displayed on screen together with a problem for the child to solve.

$$\boxed{13} + 1 = 14$$



5. If he answers correctly then he moves on automatically to the next problem.
6. Each time, the answer to the last problem becomes the seed for the next question.
7. When twenty questions have been answered correctly, the house is completed.



8. On pressing the space bar the computer asks;
Do you wish to start again?
9. Typing Y will start the program from the beginning with the teacher's page, whilst pressing N will end the program.
10. If a question is answered incorrectly, then the house will fall down to the point where the questions commenced and the child must start again.

CLASSROOM USE

The starting question for the problems depend on what rule was chosen, thus

- A will give a random number between 6 - 10.
- S will give a raandom number between 94 - 98.
- B will give the number 50.

The number to be added or subtracted each time will be between 1 and 5.

There is no time limit and thus the child has as much time as is necessary to work out the correct answer using cubes, blocks, pencil and paper etc. hence the severity of the penalty for an incorrect answer.

PROGRAM NAME

Sink the Sub

AUTHOR

J.S. Watkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

PUPIL'S PAGE

This is a number estimating game for two players. The first player types in a number between 100 - 1000 (Unless you specify different limits) and the second player must find out what the number is by 'homing in' on the target.

Do you wish to alter the limits (Y or N)?

USING THE PROGRAM

1. Load the program by typing **CHAIN"SINK+**. This will display the Derbyshire Title Page whilst the main program is being loaded.
2. The Pupil's Page is then displayed.
3. If you wish to alter the limits type Y. The computer then asks for the upper and lower limits (no more than 6 digits should be included in the upper limits e.g. 774896 is acceptable but 7748967 is not).
4. There is then a space bar prompt and the computer displays the following:

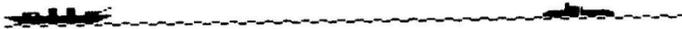
Choose a number which is somewhere between 100 and 1000 and type it in. Don't let your partner see! Type your number and then press RETURN.

5. If a child types in a number which is not between the two preset parameters then he is told to;

THINK! Type it again!

6. When he has typed in an acceptable number and pressed **RETURN** there is a screen display of a ship and a submarine and the child's partner is asked to guess the number.

- Each time the child attempts to guess the number the ship fires a shell which either falls short of the submarine, indicating the guess was too small, goes beyond indicating the guess was too large or hits the submarine indicating the child has 'guessed' the correct number. Too Far and Too Short are also written on the screen after the shell has hit the water.



Guess : 200

200 is too short :

shots : 2	space
------------------	--------------

- The space bar must be pressed after each guess.
- A box indicating the number of shots to date is also shown on screen.
- When the submarine has been sunk, the computer will display the message;

Sunk in 'X' shots:

- Pressing the space bar once this point has been reached will restart the program from the pupil's page.
- Before loading another program press **CTRL** and **BREAK** simultaneously.

PROGRAM NAME

Wordmaker

AUTHOR

J.S. Watkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER:

The child must make as many words as he can from the keyword. Plurals are allowed.

This sound is heard if his word is accepted : (press space bar).

This sound is heard if his word is not accepted : (press space bar).

This sound is heard if his word has already been used : (press space bar).

USING THE PROGRAM

1. Load the program by typing **CHAIN"WORDMK"**. This displays the Derbyshire Title page whilst the main program is being loaded.
2. The teacher's page is then displayed.
3. The following is then displayed:-

**Here is your list of keywords
with the number of combinations:**

1	some	(3)	15	garage	(12)
2	cat	(4)	16	their	(12)
3	hand	(5)	17	seat	(13)
4	home	(6)	18	swing	(13)
5	went	(7)	19	meat	(13)
6	coat	(8)	20	brown	(15)
7	there	(8)	21	window	(15)
8	chair	(9)	22	pencil	(17)
9	yellow	(9)	23	always	(18)
10	could	(10)	24	handle	(27)
11	house	(11)	25	winter	(31)
12	race	(10)	26	orange	(33)
13	piano	(11)	27	garden	(33)
14	town	(11)	28	paste	(38)

Which word do you wish to begin with?

4. The child or teacher then decides which word is going to be attempted and presses the appropriate number, followed by RETURN.

5. The screen would then display something similar to the following:-

some

make a word

some

6. Each time a letter is used, it is removed from the bottom keyword, whilst the upper keyword remains unchanged for reference purposes.

7. When the child has built a word he presses RETURN and the computer will tell him whether or not it is acceptable.

8. If he wishes to build another word he presses the space bar and tries again.

9. When the child has exhausted all the words in his vocabulary, if he presses F he will be given a list of any other words that he could have made from the keyword.

10. On pressing the space bar, he is then asked:-

Do you want another word? (Y or N)

11. If he types 'Y' he automatically goes on to the next word in the list, until he has reached 28. at which point the computer says:

Sorry, I've no more words

12. The program ends when 'N' is pressed.

13. Before loading another program, press CTRL and BREAK simultaneously.

CLASSROOM USE

The program was designed for use with lower junior although it could well be appropriate for older children.

The children, might, although it is by no means essential, check their words using a dictionary before entering them into the computer.

The program can be used by one child or in pairs and this is probably the ideal way as it will extend their vocabulary by virtue of the fact that they will discuss the validity of a word with each other and whether or not it is spelled correctly.

They may well find words that the computer does not accept - with this type of program one can usually find obscure or technical words that have not been included. The children should be made aware of this, and indeed encouraged to search for such words, particularly if it improves their use of a dictionary.

CHANGING THE WORD LIST

Load the program by typing **LOAD"WORDMK+"**. The program can then be listed. The **DATA** statements must begin at line 2350 and go up in increments of 10.

Each line of **DATA** must contain the total number of words in the list, the keyword and a list of 'obtainable' words in alphabetical order e.g.

2450DATA7,table,able,ate,bat,beat,bet

Obviously one can obtain more than 7 words from table and 7 would be adjusted accordingly.

If the last word in the list (paste) is altered, line 2140 must also be altered e.g.

2140 datapoint=datapoint+10:RESTOREdatapoint+10:UNTIL KW\$="paste":datapoint=2340 etc.

KW\$ must = the new, last word.

If extra keywords are to be entered then the datapoint in line 1210 must be amended to take account of the extra words. It is essential that there is a blank **DATA** line to finish with.

These instructions are included within the program.

PROGRAM NAME

Wordtrain

AUTHOR

J.S. Watkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHERS'S PAGE

WORDTRAIN

Teacher

This game is for use with the **Oxford Junior Dictionary** and is an exercies in 'homing in' on the word in is correct place in the dictionary.

A train brings on the first letter of a word and a clue is displayed. The child may attempt a complete word answer or he may request the next letter by pressing RETURN.

The score for each word is the number of letters undisplayed.

Where do you wish to enter the word list? (1 to 70)

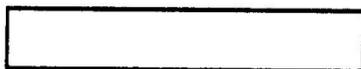
USING THE PROGRAM

1. Load the program by typing **CHAIN"WORDTRN"?** This displays the Derbyshire Title Page whilst the main program is being loaded.
2. The Teacher's Page is then displayed.
3. When the teaher has decided where the child is to start in the word list the appropriate number should be pressed followed by RETURN.
4. The computer will then wait for the space bar to be pressed.

5. There is then a screen display similar to that as shown.

clue :

**a kind of wall made by bushes
growing close together**



**score so far
0 out of 0**

6. The clue displayed at the top of the screen is that taken from the Oxford Junior Dictionary. (See Classroom use for details of how to add your own list).

7. At this point the child must use his dictionary to locate the word that is applicable to the clue.
8. If the child is unable to find the word using only the initial letter of the word, then he can press RETURN. The train will then go backwards and leave the second letter in addition to the first. This will continue to happen until the child either guesses the word or all of the letters have been displayed.
9. If the child types in the wrong answer, the train will again reverse and display the next letter etc.
10. A running score is kept of the correct letters guessed.
11. When the correct answer is given the train blows its whistle and 'chugs' off the screen.
12. When the space bar is pressed the next clue on the list is displayed. This goes on until all the words in the word list have been used up. At this point the computer will say;

"I'm sorry I have no more words."

13. If a child has worked through words 1 to 10 and you then want another child to use the same program the following procedure should be adopted:-

Press **CTRL** and **@** simultaneously - this enables you to **ESCAPE** from the program. Then type **RUN**, press **RETURN** and the program will start again at the beginning with the Teacher's Page.

14. To end the program and before loading another, press **CTRL** and **BREAK** simultaneously.

CLASSROOM USE

Wordtrain was designed specifically for lower juniors although the facility to alter the word lists makes it suitable for both younger and older children.

It is most important that the program is used in conjunction with the appropriate dictionary and not by itself purely as a 'computer exercise'. The object of the program is to encourage the children to use the dictionary and to assist them in refining their search methods.

CHANGING THE WORD LISTS

Load the program by the previously described method. Press **CTRL** and **@** simultaneously to '**ESCAPE**' from the program.

Type the following:-

MODE7 and then press **RETURN** (This makes the text easier to read).

LIST10001 and then press **RETURN**. You will see how the **DATA** is written into the program. The **DATA** commences at line 1001 and goes up in ones i.e. 10001, 10002 etc.

To alter the first line type the line number, followed by the word **DATA**, then the word that you wish the children to find a comma followed by two lines of clue, each line separated by a comma. After the word **DATA** everything should be in lower case letters.

EXAMPLE

10001**DATA**typewriter, a mechanical instrument used to, set do print on paper.

Press **RETURN** and that line has then been amended.

If there is only one line for the clue, the second line should be given as two sets of quotes e.g.

10001**DATA**typewriter, a mechanical printing instrument,""

Press **RETURN**

There are currently 85 words in the list and when you have amended all or as many as you desire the 'new' program can be saved by typing:-

SAVE"XXX" where **XXX** is the new name of the program and should not contain more than 7 letters or digits.

Press **RETURN**

It is important that line 19999 is left in the program and not altered in any way.

PROGRAM NAME

Galleon

AUTHOR

J.S. Watkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER'S PAGE

This program gives practice in single figure tables of the type
 $? \times 7 = 42$

If the child types in the right answer then he sinks the galleon. If he types the wrong answer the galleon blows up his galleon!

There are 21 questions in each game; as this number is odd it ensures a winner.

USING THE PROGRAM

1. Load the program by typing **CHAIN"GALLEON+"**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. At the end of the Teacher's page he will be asked;
"Do you wish to test mixed tables or a specific one?" (Type M or S)
3. If 'S' is typed it then asks;
"Which table?"
4. The questions commence immediately 'M' or a specific table have been entered, the screen display being similar to the following;

5. If the correct answer is entered, the galleon is sunk and the child scores a point.
6. If an incorrect answer is entered, the child's gun is destroyed and the pirates gain a point. The correct answer is also displayed.
7. The child then presses the space bar to go on to the next problem.
8. If the child fails to respond in time, the correct answer is shown on the screen and the pirates also gain a point.
9. The program ends when 21 questions have been asked.
10. To RUN the program again, press the space bar whilst the final score page is being displayed.
11. To end the program press **CTRL** and **BREAK** simultaneously.

$$\square \times 9 = 72$$



CLASSROOM USE

It is intended that this program be used with other learning aids as part of a package and not in isolation.

It is important that the children be encouraged to keep written records of their scores. It is also important that whenever a problem is answered incorrectly, a record of that problem also kept. It has been found that many children get such a problem right the second time.

There has been considerable discussion on the merits and demerits of leaving an incorrect answer displayed on the screen. It is felt that in this instance the child is able to compare his answer with the correct answer, the correct answer being clearly marked as such.

RESOURCE is a co-operative enterprise for the supply of low cost computer materials. The venture is supported by Barnsley, Doncaster, Humberside and Sheffield Local Education Authorities.

It exists to support classroom teachers. It provides a framework within which teacher's ideas can be developed to publication. The aim is to produce quality materials at a low cost.

We publish and distribute a wide variety of materials which have been developed by teachers from across the country.

We are able to reduce the cost of computer materials to schools for a variety of reasons. We are closely linked to L.E.A.'s both for the development and distribution of materials. We are continually adopting techniques to produce materials at low cost.

By providing a route to publish new ideas we hope to promote curriculum development involving the use of microelectronics in education in its widest possible sense.

It is intended that the service will evolve to best meet the needs of teachers and L.E.A.'s. We welcome all comments and criticisms. The service is designed to respond rapidly to new developments. We welcome suggestions for materials to be included in the scheme. If you know of any suitable materials or have other suggestions to make please write to us.