



DERBYSHIRE

Educational Software Centre

PRIMARY
2
PRIMARY

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AUTHORS

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Distributed through

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

DERBYSHIRE PRIMARY PROGRAMS

TWO

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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 off the computer or press CTRL and BREAK simultaneously. Flicking the ON/OFF switch is bad practice and the CTRL - BREAK method adopted.

PROGRAM NAME

Dice

AUTHOR

G.T. Atkinson

Additional Course Material : None

Special Requirements : None

TEACHER'S PAGE

This is a very simple addition game in which children are asked to find the total of two dice.

How many questions would you like?

Please choose sound level (0 - 5)

The number of correctly answered questions is displayed at the end of the game.

USING THE PROGRAM

1. Load the program by typing **CHAIN"DICE"**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. There is then a space bar prompt.
3. Two large dice with changing numbers are then displayed on screen.
4. When the dice stop 'rolling', the computer counts the number of spots on each die and put a sum beneath in the format:-

$$5 + 2 =$$

5. The child must then input the correct answer.
6. A correct answer from the child results in a tick and a short tune being played.
7. An incorrect answer results in the child's answer being marked wrong, erased and the correct answer inserted.
8. There is a space bar prompt for each new sum.
9. When the child has answered all the problems, there is a final score page which indicates how many were answered correctly.
10. To RUN the program again, the space bar should be pressed whilst the final score page is being displayed.

11. To end the program, press **CTRL** and **BREAK** simultaneously.

CLASSROOM USE

This is a very simple addition program, intended only to reinforce skills already taught, but in a different format, thus adding variety to the child's work.

There is not time limit and the child can therefore sit with his counting aids for as long as he needs.

PROGRAM NAME

Factorfrog

AUTHOR

J.S. Watkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER'S PAGE

There are five numbered lily leaves in a pond.

Three of the numbers are factors of the number in the sun, two are not.

A frog jumps from 1 lily leaf to another, sitting for a few seconds on each one.

If the child thinks that the leaf number is a factor of the number in the sun, he presses Y for Yes. If not, he presses N for No.

Pressing other keys will move the frog along.

Correct answers are shown in yellow. Incorrect answers are corrected and shown in blue.

USING THE PROGRAM

1. Load the program by typing **CHAIN"PFROG+"**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. The Teacher's Page is then displayed.
3. When the space bar is pressed, a number is displayed in the top left hand corner of the screen and there are also 5 lily leaves each with a number beneath.
4. As the frog hops from leaf to leaf, the child has to type Y if he thinks the lily leaf number is a factor of the number in the sun or N if he thinks it is not. Three of the numbers will be factors and two will not.
5. The computer gives the correct answer on screen each time in the format;

correct : 7 x 8 = 56

wrong : 6 is not a factor of 56

wrong : 4 x 14 = 56

correct : 11 is not a factor of 56

6. Correct answers are in yellow and incorrect answers in blue.
7. If a child is not sure of an answer, he can leave it and then go back to it later on. (After a short wait the frog will move on to the next leaf).
8. Its movement from leaf to leaf can be speeded up by pressing the space bar.
9. A commulative score is kept in the top right of the screen in the format;
25 out of 30
10. To let another child use the program, press **CTRL** and **@** simultaneously, type **RUN** and press **RETURN**. This will restart the program from the Teacher's Page.
11. Before loading another program press **CTRL** and **BREAK** simultaneously.

CLASSROOM USE

Factor frog is designed for upper junior school children to aid their recognition of factors of specific numbers. Several mathematics schemes such as S.M.P. and Peak Mathematics have sections on factors and it is considered that this program would usefully augment those particular sections.

Before using the program the children will need to understand what is meant by the word factor and, ideally, will have done a little work on the topic of factors. Children who have thorough grasp of their tables will obviously be more adept at the program than those who lack skill in that area.

PROGRAM NAME

Fido

AUTHOR

J.S. Watkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

PUPIL'S PAGE

FIDO

FIDO is a dog. His name stands for

Feed in, Draw out

See if you can tell what he is doing to the numbers which you type in.

If you want more than one guess, type

A for Another and use another number.

When you have worked out what Fido is doing to the number, write down the rule and then type R for Rule.

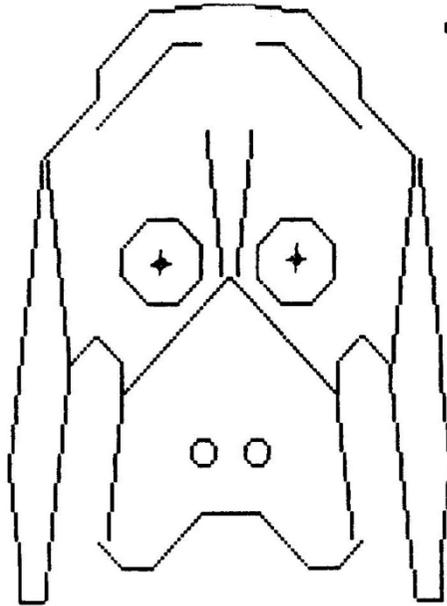
FIDO will then tell you what he did.

USING THE PROGRAM

1. Load the program by typing **CHAIN"FIDO+"**. This will display the Derbyshire Title Page whilst the main program is being loaded.
2. The Pupil's Page is then displayed.
3. The space bar should then be pressed and the computer will ask the following:-
Do you want FIDO to do 1 or 2 things to your number (Type 1 or 2)
4. The child must then decide whether he wants FIDO to do 1 or 2 things to his number and then press 1 or 2 accordingly.
5. The child should then input his choice into the computer.

6. The screen will then display FIDO, a dog and when he is given a number, he will either perform one or two mathematical functions with it, e.g. single rule (x7) or a double rule (+3, x5) etc.

3



**double
rule**

-45

Press A for Another, R for Rule.

7. The child can either work out the rule and write it down or he can have another example using the same rule by typing A.
8. Once R has been pressed FIDO will give the rule being used.

9. When the rule has been given, the computer will ask if the child wants a list. On pressing 'Y' it will give a list of the number used by the child and of the answer given by FIDO as a set of co-ordinates ready for plotting a graph.
10. Each time the rule has been given the computer will ask:-
"Do you want another game? (Y or N)"
11. On pressing 'Y' the program will cycle back to the pupil's page,
12. To end the program **CTRL** and **BREAK** should be pressed simultaneously.

CLASSROOM USE

FIDO was written for upper junior children but can successfully be used with younger children. It is suggested that the children start with only one rule and when reasonably able at this level, progress to using two rules. Younger children will probably only use one rule and not progress beyond that point for some time.

It is important throughout that the children be encouraged to make notes of their number and the answers given by FIDO. This is even more important when using two rules.

When several numbers have been used and the rule given, the children can obtain a list of the answers as co-ordinate pairs. This is included in order that the child can plot a graph using these co-ordinates. They can thus observe any patterns that might arise.

It should be noted that only +, - and x have been included. To have included division would have caused FIDO to give decimal answers on occasions and this was thought not to be satisfactory.

PROGRAM NAME

Ladybirds

AUTHOR

G.T. Atkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER'S PAGE

LADYBIRDS

In this program the computer draws a number of ladybirds on the screen. Please select the maximum number to be displayed (Max = 8)

Each insect has two feelers, three legs and four spots. The children are asked to type in the total number of each.

In the case of incorrect answers, the correct multiplications and its equivalent addition are shown.

Please select volume level for sound. (0 = off - 5 = max).

USING THE PROGRAM

1. Load the program by typing **CHAIN"LADYBRD"**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. There is then a space bar prompt.
3. One or more ladybirds are displayed on the screen and the child has to answer the following questions;

How many feelers?

How many legs?

How many spots?

4. If the correct answer is given, there is a tick and the answer is put in the right hand corner of the screen in green.

5. If an incorrect answer is given the screen looks similar to this;

12 feelers



How many feelers ? 10 X

$$6 \times 2 = 12 \quad \text{or}$$
$$2 + 2 + 2 + 2 + 2 + 2 = 12$$

6. The correct answer is put in the top right hand corner in red and the child is given the answer using multiplication and the equivalent addition.
7. There are a total of 30 questions, 10 for each of feelers, legs and spots.
8. At the end of the program the child is told how many correct and incorrect answers he gave.
9. To use the program again type **RUN** at this point.
10. Press **CTRL** and **BREAK** before loading another program.

CLASSROOM USE

Ladybirds is designed for infant use but lower junior children may find it useful when learning their 2, 3 and 4 times tables.

It is designed to show the relationship between equal addition and multiplication.

Depending on the childrens' mathematical ability they will either count the number of feelers, legs and spots or count the number of ladybirds and multiply by either 2, 3 or 4. This is obviously the quicker method particularly when there are several ladybirds.

Teachers will use whatever methods they feel necessary BEFORE using the program.

PROGRAM NAME

Minibeasts

AUTHOR

J.S. Watkinson

Additional Course Material : Teacher's Guide
Sample Data File MBF1

Special Requirements : None

MINIBEASTS

USING THE PROGRAM

1. Load the program by typing **CHAIN"MINIB"**. This will display the Derbyshire Title Page whilst the main program is being loaded.

2. The title page is then displayed.

3. On pressing the space bar the computer will say;

**"If you have anything to load from tape, type T for tape.
If not press the space bar."**

4. On pressing the space bar, the computer will ask the child;

"Do you wish to tell me about a minibeast? (Y or N)

5. If they type 'Y' they will be asked the following questions;

How many legs? (0,4,6,8,more)

Is its body segmented? (Y or N)

Can it fly? (Y or N)

What colour is it? (black, brown, green, other)

What is its body length?

A less than 1 cm

B between 1 cm and 2 cms

C longer than 2 cms

Is it slimy? (Y or N)

Does it sting or bite? (Y or N)

Is it carnivorous? (Y or N)

Has it got a shell? (Y or N)

and finally

What is it called?

6. The children must answer all of these questions, i.e. they could not omit;

Is it carnivorous? (Y or N)

7. After entering the name of the minibeast, the computer gives a checklist. If the child has answered something incorrectly then he can press 'X' and give the answers again.
8. If he is satisfied with his answers, he will press the space bar and the computer will ask if the child wishes to tell it about a minibeast. If the answer is 'Y' then the child will repeat the process above.
9. If the answer is 'N' they are asked;

"Do you want the computer to save your information so that you can use it later (Y or N)."

10. If the answer is 'Y' the computer asks;

"Are you sure?"

(Once saving has commenced it cannot be interrupted).

11. If the answer to the last question is 'Y' the computer will ask what the file is to be called.
12. Only 7 letters of digits can be used and there should be no spaces or punctuation.
13. The data will then be saved automatically and can be recalled when required.
14. The program will hold up to 100 minibeasts.
15. The children can then use the identification routine to ask certain questions.

IDENTIFICATION ROUTINE

16. Do you wish to
 - A: Find out about one creature?
 - B: Find out about similar creatures?
 - C: Tell me about a new creature?
 - D: Change details of a creature?
 - E: See a list of all the creatures?
17. **Pressing E** will display a list of all the minibeasts in the order in which they were entered into the computer by the children.
18. **Pressing D** allows the children to amend or update their information about a particular minibeast.
19. **Pressing C** allows details of a new minibeast to be entered.
20. **Pressing A** allows the children to list the characteristics of a named minibeast - provided the children have previously entered the required details into the computer. If the details have not been entered, the computer will tell the children that it does not know about that particular minibeast.
21. **Pressing B** allows the children to find out about similar creatures using up to three headings. (There are 24 headings to choose from, all of which are displayed on screen when 'B' is pressed.

E.g. To find all the creatures with six legs, the children would require one heading. He would press letter C and RETURN and the computer would list all the creatures it knew with those characteristics.
22. To find all the creatures with no legs, a body larger than 2 cms and which was slimy, the child would press 3 for the number of headings, press RETURN and then the letters of the appropriate headings, A, P and Q. The computer would then display a list of the creatures with those sets of characteristics.
23. The child is asked at frequent intervals if he wishes to save the information he has entered into the computer.
24. To end the program and before loading another press CTRL and **BREAK** simultaneously.

CLASSROOM USE

Supplied with the program is a sample data file called **MBF1**.

When the computer asks if you have anything to load from 'Tape' type 'T' and then the name of the data file - in this case MBF1.

MBF1 is intended for teachers to help them get used to the data base. The facts were as discovered, typed in and saved by a class of children and are not therefore guaranteed to be 100% correct.

The use of minibeasts will obviously start away from the computer and it is not intended to replace any activities that took place before the advent of the computer. Thus it is hoped that it will supplement the search for the minibeasts around the school grounds, the research that takes place in the library, the pictures that are drawn and displayed around the school and indeed any other aspect of the topic previously used by teachers.

Early use of the program has shown that it is advantageous if there are workcards that the children can use which are related specifically to the minibeasts program. Thus they could be asked to interrogate the program to ascertain the number of six legged minibeasts that fly compared to the number of six legged minibeasts that cannot fly. Following on from this there could be a considerable amount of work on graphs, scattergrams etc.

PROGRAM NAME

Mixit

AUTHOR

G.T. Atkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER'S PAGE

MIXIT

The ratio of food : water is 5 : 7

To change it type C

press space bar to play the game as it stands.

PUPIL'S PAGE

You must mix plant food with water in the ratio:

5 parts plant food : 7 parts water

Correct answers produce rapid plant growth.

Fairly accurate answers produce slow growth.

If you mixture is not accurate enough, the plant food becomes poisonous.

USING THE PROGRAM

1. Load the program by typing **CHAIN*MIXIT**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. The Teacher's Page is then displayed and if he wishes to alter the ratio he does so at this point following prompts from the computer.
3. On pressing the space bar the computer displays the pupil's page and the game commences when he presses the space bar.

4. The screen format is similar to the following:-

RATIO FOR THIS GAME IS X : Y

You have zml of plant food.

How much water?

5. The child must then work out the correct amount of water required to add to the plant food in accordance with the set ratio.
6. If the answer is fairly accurate the plant will grow. If the answer is very accurate the plant will grow more rapidly.
7. An incorrect ratio will poison the plant and cause it to die.
8. The game finishes when an incorrect ratio has been typed in, the computer giving the correct number of responses together with the amount of time taken.
9. The child can grow a maximum of 20 flowers if he achieves rapid growth for each question, there being a total of 10 questions.
10. When all 10 questions have been answered the computer will state how many flowers were grown and in what time.

11. To use the program again type **RUN** and press **RETURN**.
12. Before loading another program press **CTRL** and **BREAK** simultaneously.

CLASSROOM USE

The program is designed for upper juniors and the object is for them to become familiar with the concept of ratio.

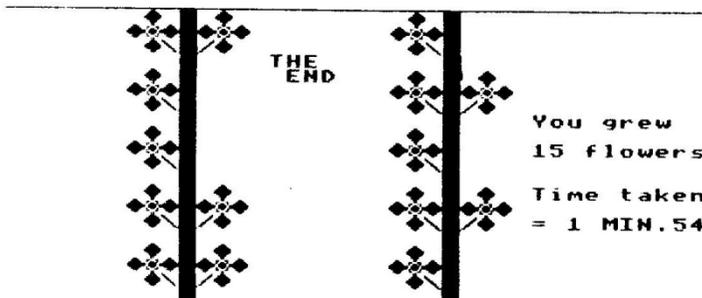
They will need to be taught the concept of ratio before using the program as it does not attempt to teach what ratio is - but to speed up a child's ability to work out specific ratios.

It is not intended that the children should work out the answers in their heads as many of the answers involve decimal places. They should therefore be encouraged to use whatever method they find best to speed up their ability to work out the answers to the problems.

RATIO FOR THIS GAME IS 5:7

You have 28 ml of plant food.

How much water?



PROGRAM NAME **Spider**
AUTHOR **J.S. Watkinson**

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER'S PAGE

SPIDER

This is a game for practising reverse-order tables of the type

$$? \times 4 = 32$$

The set time limit is 6 seconds.
Do you wish to alter it? (Y or N)

At this point the teacher should decide on a suitable time limit for the particular child and if necessary, alter the time limit accordingly.

The teacher is then asked;

Do you wish to test mixed tables or a specific one? (M or S)

If S is pressed the teacher will then be asked;

Which Table? (1 - 9)

As soon as either M or the specific table is pressed, the child's page is then displayed on screen.

You are a fly! Your enemy is a spider. You will be shown a sum like this

$$? \times 4 = 32$$

and you must type in the missing number.

If you get your answer right, then you will move away from the spider, but if your answer is wrong then you will move towards the spider!

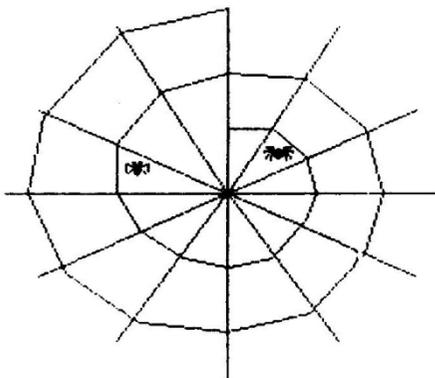
Don't delay! The spider is hungry. If you take too long, he will move towards you.

USING THE PROGRAM

1. Load the program by typing **CHAIN "SPIDER"**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. The teacher's page is then displayed after which the pupil's page is shown.
3. There is then a space bar prompt and the program starts immediately.
4. A spider's web is displayed on screen with a fly and a spider on two different parts of the web.
5. If the child answers the problem correctly he moves one step nearer to escaping from the web.
6. If he takes too long to answer the problem,

Too Late

is written on the screen, together with the answer and the spider moves one step nearer to the fly.



7 X 8 = 56
Too late!

7. If the child answers incorrectly, it is marked wrong, the correct answer inserted, and the fly moves is moved back one place nearer to the spider.
8. The 'game' can have two endings.
9. The fly escapes by answering the questions correctly or
10. The fly is eaten by the spider for not answering sufficient problems correctly.
11. When the fly escapes the message;

You've escaped

appears on screen.

12. When the fly is eaten;

You have been eaten!
Better luck next time!

appears on screen.

13. The program can be restarted by pressing the space bar at this point.
14. Before loading another program press **CTRL** and **BREAK** simulataneously.

CLASSROOM USE

This program is intended for lower juniors and the pupil's page may have to be read and explained to those children who are unable to read and understand it for themselves.

It is well worth considering the advantages of explaining such a program to the whole class the first time it is used thus obviating the need for repeated explanations.

PROGRAM NAME Wordhouse
AUTHOR J.S. Watkinson

Additional Course Material : Teacher's Guide

Special Requirements : None

TEACHER'S PAGE

WORDHOUSE

Teacher:

The child must match the right and left hand side of a compound word. He has 5 seconds in which to do this, unless you change the time limit.

Do you wish to change the time? (Y or N)

If 'Y' is pressed it asks;

The teacher must then input the new time limit.

The screen then displays the following;-

The child will only finish when he has all twelve of the words in the list correct. First-time-correct answers are shown in yellow; answers which are initially incorrect are shown in red.

Which word list do you want?

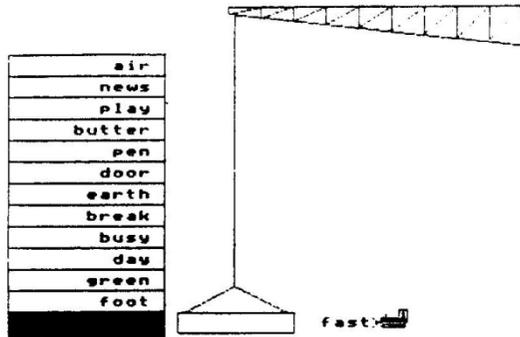
(1,2 or 3).

The teacher must then select which of the three word lists he wishes the child to use.

USING THE PROGRAM

1. Load the program by typing **CHAIN "WORDHO+"**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. The Teacher's Page is then displayed.

3. When the teacher has decided which word list the child is to use then the space bar must be pressed to start the program.
4. There is then a screen display similar to this, the words in the building being the first halves of twelve compound words:-



5. On pressing the space bar a bulldozer pushes across the screen, the second part of one of the compound words. This is then hoisted upwards by a crane.
6. When the child thinks the second part of the word is adjacent to its matching first part, then he must press the space bar.
7. If he is correct the compound word will be displayed in yellow in the building.
8. If he is incorrect then the word being hoisted by the crane will crash to the ground. On pressing the space bar the same word will again be pushed out by the bulldozer. This happens until the child correctly matches the two halves of the word.

9. When the word is matched at a second or subsequent attempt, the **compound** word is displayed in red.
10. This continues until all the words have been correctly matched. There is a current display in the top left hand corner of the number of attempts made.
11. The final screen display tells how many attempts were made to match all of the words in the list.
12. To RUN the program again, press the space bar whilst the final screen page is showing.
13. To end the program press **CTRL** and **BREAK** simultaneously.

CLASSROOM USE

Wordhouse is designed specifically for lower juniors. It is intended to supplement work that a teacher might be doing on compound words, or to give a child an insight into the fact that some words are made up of two or more words.

The program could be used by the children as an introduction into investigating words and their origins.

The three word lists, incorporated into the program, are only intended to be altered using the following procedure:-

Load the program by typing CHAIN"WORDHO+" and then press CTRL and @ simultaneously. The program can then be listed.

List 1 is at line 2710
List 2 is at line 2750
List 3 is at line 2790

The data for each list must be entered as three separate lines;-

Left hand side of the word
Right hand side of the word
The whole of the word

Care should be taken not to include any spaces after the words, or to use words that do not use unique combinations.

The new program can be saved by the usual method.

PROGRAM NAME Stopit1
AUTHOR G.T. Atkinson

Additional Course Material : Teacher's Guide
Special Requirements : None

TEACHER

A program to develop visual discrimination and left to right sequencing.

The space bar is pressed when the Martian is above the letter which is unlike the others in that line.

Teachers must explain this to the children.

Please select volume level for sound.

(0 = off, 5 = max.)

USING THE PROGRAM

1. Load the program by typing **CHAIN"STOPIT"**. This displays the Derbyshire Title page whilst the main program is being loaded.
2. The Teacher's Page is then displayed.
3. It is important that at this point it is explained to the children that they must press the space bar when the Martian is above the letter that is different.
4. The teacher then decides on the volume level, 0 being off, 5 the loudest.
5. When the child is ready the space bar is pressed and four letters will be displayed on the screen.
6. Each group of four letters comprises three which are the same and one that can be confused with the others by children who have reversal and/or rotation problems etc.
7. A Martian then moves from left to right across the screen and when the Martian is above the letter that the child thinks is different the space bar should be pressed.

8. The child does not have to rush his answer as the Martian reappears in the left hand side of the screen after disappearing off the right hand side.
9. If he is correct, then the face of a smiling Martian is displayed and if the volume is on, a short tune is also played.



10. If he is incorrect, then appearing on the screen is a Martian who sheds a tear.



n u u u



No

11. This is a continuous program and will continue with new letters each time until the teacher aborts the program.
12. There is no need to stop the program for a new child - except to alter the volume level. To do this press **CTRL** and **@** simultaneously, type **RUN** and then press **RETURN**.
13. Before loading another program press **CTRL** and **BREAK** simultaneously.

CLASSROOM USE

This program is obviously specific to certain children and is not intended for general class use.

Children having difficulty with letter perception will no doubt be performing a variety of other activities in order to improve their skills in this area. It is important that these continue and that the program only supplement what is already being done.

It is appreciated that rotation, reversal problems etc. occur more often in a child's writing than in their visual perception of the letter and if this is the case for a particular child using the program then the teacher must consider developing follow up activities which requires the child to set down the letters in written form.

PROGRAM NAME	Stopit
AUTHOR	G.T. Atkinson

Additional Course Material : Teacher's Guide
Special Requirements : None

Teacher's Page

A program to develop visual discrimination and left to right sequencing.

The space bar is pressed when the Martian is above the shape which is unlike the others in that line.

Teachers must explain this to children.

Please select volume level for sound.

(0 = off, 5 = max)

USING THE PROGRAM

1. Load the program by typing **CHAIN"STOPIT1"**. This displays the Derbyshire Title Page whilst the main program is being loaded.
2. The Teacher's Page is then displayed.
3. It is important that at this point it is explained to the children that they must press the space bar when the moving Martian is above the unlike shape.
4. The teacher should then decide on the volume level, 0 being off and 5 the loudest.
5. When the child is ready the space bar should be pressed and a series of four shapes will be displayed on the screen.
6. Three of the shapes are identical whilst the fourth differs slightly.
7. When the child thinks the Martian is above the unlike shape, the child should press the space bar.

8. If he is correct, then the face of a smiling Martian appears on the screen.



9. If he is incorrect, then appearing on the screen is a Martian who sheds a tear.



No

10. There is no time limit as the moving Martian travels across the screen and then reappears on the other side.
11. This is a continuous program and will keep going with new shapes each time until the teacher aborts the program.
12. There is no need to stop the program for a new child except to alter the volume level. To do this, press **CTRL** and **@** simultaneously and then type **RUN**.
13. Before loading another program press **CTRL** and **BREAK** simultaneously.

CLASSROOM USE

This program is designed to be used in conjunction with **STOPIT** and is aimed at assisting children to discriminate between shapes.

PROGRAM NAME	Weatherplot
AUTHOR	J.S. Watkinson

- Additional Course Material** : Teacher's Guide and sample file called **WFILE**
- Special Requirements** : None

WEATHERPLOT

1. Load the program by typing **CHAIN"WPLOT"**. This will display the Derbyshire Title Page whilst the main program is being loaded.
2. The computer will then ask;-
Is this your first day of readings?
3. If YES is typed there is a space bar prompt and the computer will display the following;
Weather readings for day 1
It is a new month? (Y or N)
4. If Y is typed the computer will then ask;
Which month is it now?
5. The name of the new month should then be entered. It is only necessary to type the name of a new month on the first of each month.
6. The computer will then ask for the following readings;
maximum temperature in 'C
minimum temperature in 'C
rainfall in mm
beaufort wind number (0-12)
air pressure (ins. of mercury)
7. When these readings have been entered the computer will then say;
8. If the readings are correct, press the space bar. If not press key X and enter your readings again.
9. If the space bar is pressed, the computer will ask;

Do you wish to see a display?
You can see a graph of

1: temperature
2: rainfall
3: wind force
4: air pressure

by typing 1,2,3 or 4

10. See appendix for sample graphs of each.
11. Pressing the space bar will erase the graph being shown and you will again be asked;

Do you wish to see a display?

12. If N is typed you are then given the opportunity to save any data that you have entered into the computer. If you wish to save it you will be asked to give your new file a name. **The file name must have no more than 7 letters or numbers and must contain no spaces.**
13. When the file has been saved the computer will tell you what day the last entry was for, eg.

Your last entry was for day 1.

14. There is a sample data file supplied with the program. To load this or other data that has been saved, when asked,

Is this your first day of readings?

type No and the computer will say;

Type in your most recent file name:

When you have done this press the **RETURN** and **BREAK** simultaneously.

CLASSROOM USE

It is important to remember the following:

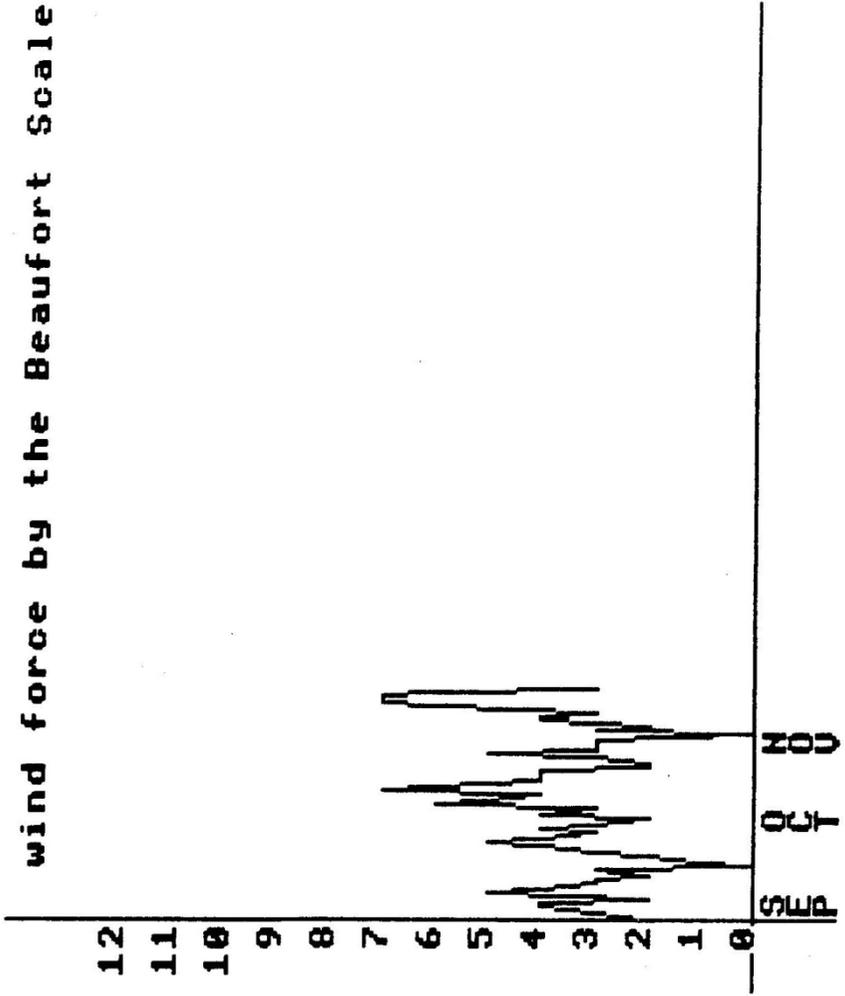
Temperature readings are in degrees centigrade.
Air temperature is in ins. of mercury - not mm.
The Beaufort wind scale is used for those without an anometer.
Rainfall is in mm. Obviously on a Monday morning the rainfall measurement will be the weekend's total and should therefore be divided by three and entered as the nearest whole number.

When one has been asked for the most recent file name, typing non-existent file will cause the computer to generate an error message.

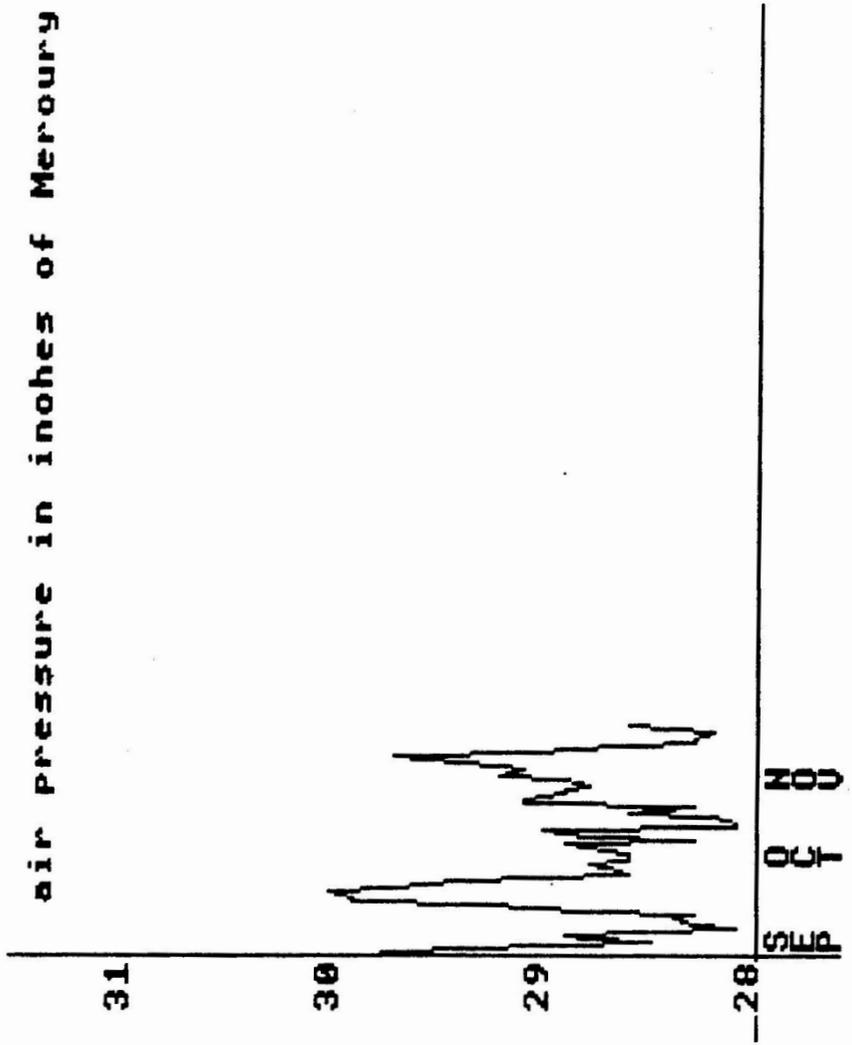
When saving data it is advisable not to erase the previous day's data in case an error is made. Once one is certain the data has been saved accurately, then the previous day's data can be overwritten.

Weatherplot is designed as an added dimension for children doing work on weather and should be seen as complimentary to their other graph work etc.

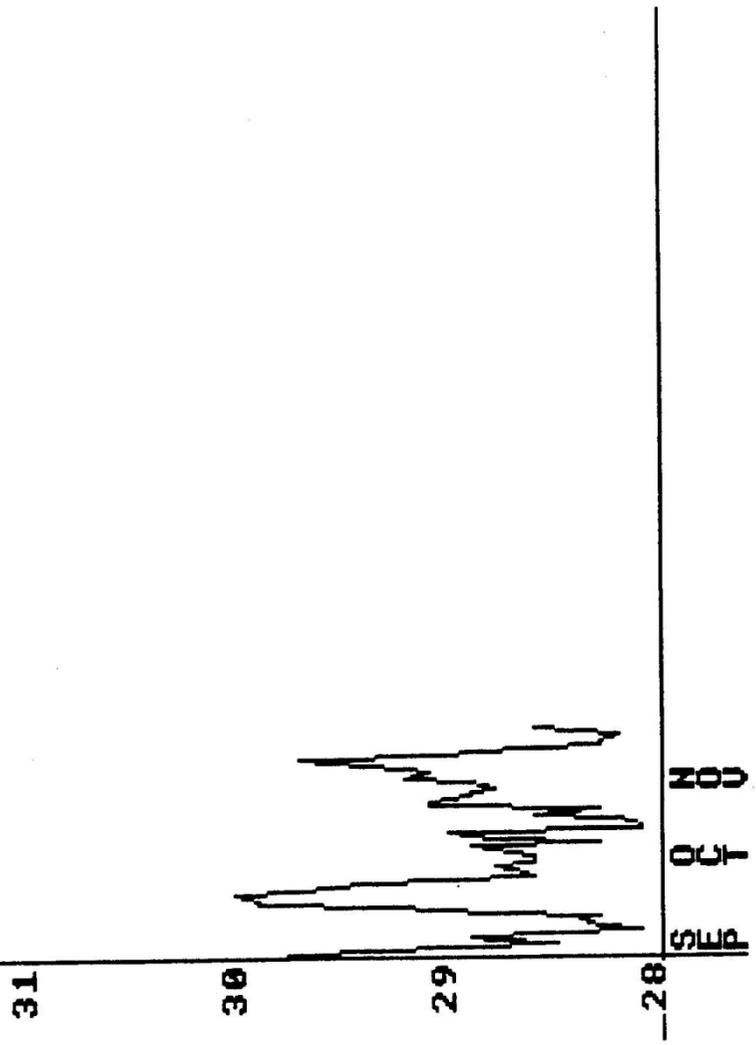
wind force by the Beaufort Scale

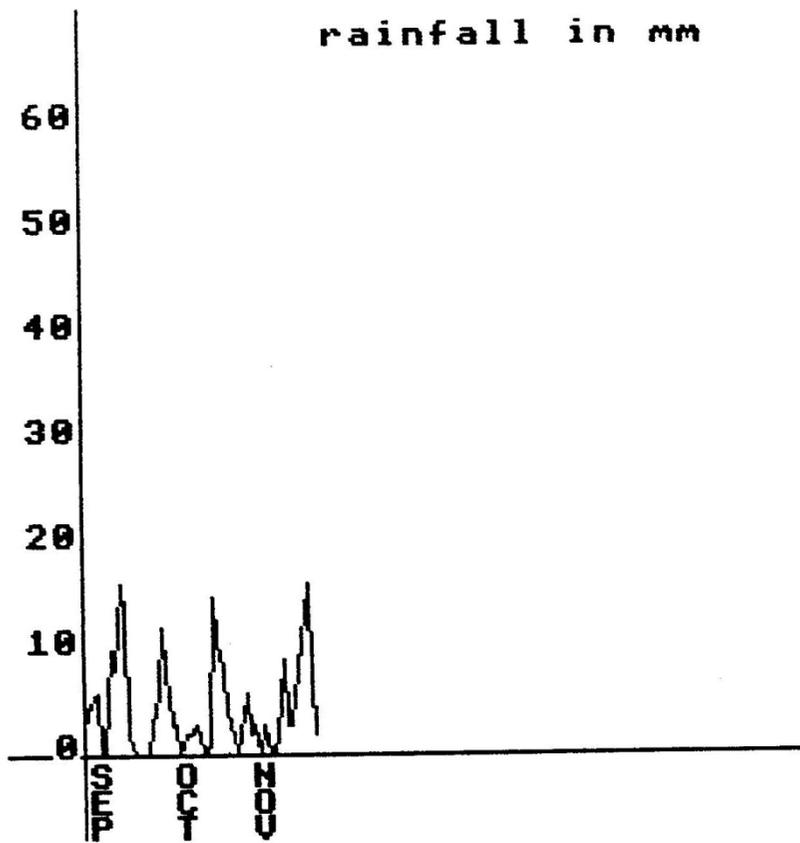


air pressure in inohes of Meroury

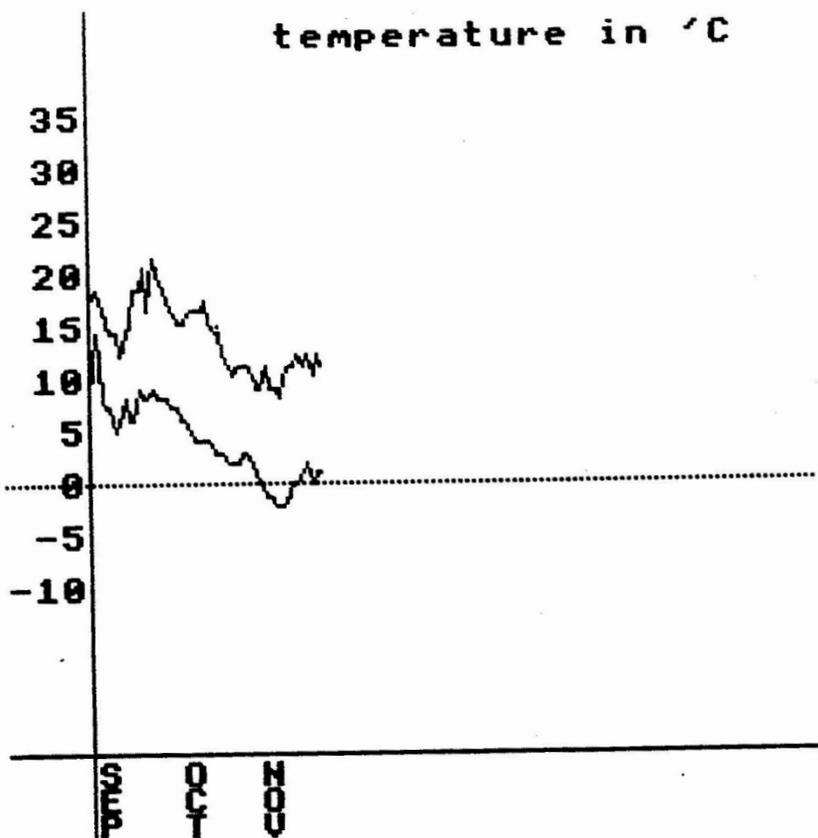


air pressure in inches of Meroury





temperature in °C



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 contact Roger Broadie at the centre.