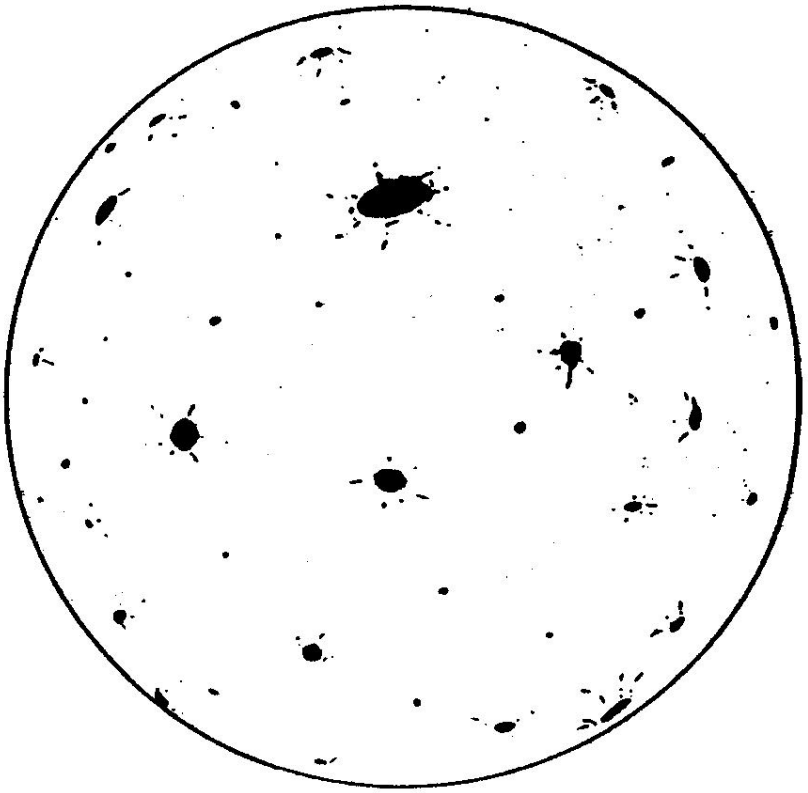
Pip goes to the moon



Northern Micromedia

NORICC

© CET 1986

N E P C U G

The North East Primary Computer Users Group consists of teachers who have worked together voluntarily to produce educational programs specifically aimed at the younger pupil.

The group includes:

Ian Cairns	Harlow Green Infant School	Gateshead
Kath Cann	St. Joseph's School	Hartlepool
Rod Chaplin	Battle Hill First School	Wallsend
Liz Cornick	Stephenson Memorial First School	Howdon
Jane Fantarrow	Fellgate Infant Schol	Jarrow
Thelma Hall	Priory Primary School	Tynemouth
Peter Lightle	Hill View Junior School	Sunderland
Penny Lewis	Amble Links First School	Northumberland
Sheila McNamara	St. Aloysius Junior School	Hebburn
Jane Petty	Sunderland Polytechnic	Sunderland
Don Smith	Hillsview Junior School	Newcastle

Programmer: Margaret Cross
Artists: Dennis Tennet, Lorraine Chaplin

with assistance from:

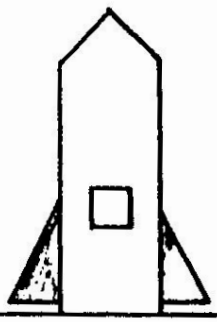
Frank Johnson MEP Special Needs Software Centre
Lorraine Chaplin Teacher Fellow, Newcastle upon Tyne Polytechnic
South Tyneside Resources and Information Centre

to whom our thanks are expressed.

-*-

To run the program:-

Insert the disc into the drive
Hold down the shift key
Press and release the Break key
Release the shift key



BE WARNED!

The adventure continually calls files from the Program disc:

DO NOT

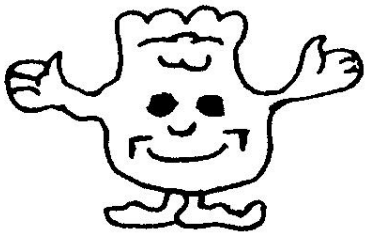
REMOVE THE PROGRAM DISC FROM THE DISC DRIVE WHEN ADVENTURING

OR PRESS 'BREAK' WHEN THE DISC DRIVE IS IN MOTION

DO

MAKE A WORKING COPY OF THE DISC AND KEEP THE ORIGINAL SAFE

PIP GOES TO THE MOON



Introduction

Pip goes to the Moon is an adventure for children aged 4 to 6, preferably being operated by one child at a time. It is designed to allow individual children produce their own adventure book using a printer, if available. Having begun the adventure most of the choices are made by the children pressing the SPACE BAR at the appropriate moment.

The children will need to recognise the numbers 1 to 9, be able to add to 5, be able to spell their own name, recognise the initial letter of three words, and match shapes, colours and words.

Each adventure will be different for there are several choices to be made. There are also two sections in the adventure where the computer randomly selects the path which will be taken.

Please note that as parts of the program take a little while to load, the screen may remain blank for a few seconds.

Operating Instructions

On autobooting the program the main menu is displayed:

1. Have an adventure
2. Look at / print an adventure
3. Edit the file
4. End the program

There are two further options in this menu which remain hidden unless requested by the teacher.

5. Enter the style of letter
6. Enter the type of disc drive

The system assumes that you require curved letters and are using a single drive, unless told otherwise by these options.

New users are directed to Choice 3, for it is necessary to prepare a blank formatted disc onto which each child's adventure can be saved ready to be reviewed or printed at a later date. This disc is called the PIPFILE whilst the master disc is referred to as the PROGRAM disc.

1. HAVE AN ADVENTURE

A brief description of this part of the program follows so that the teacher is aware of the type of problem which may confront the child.

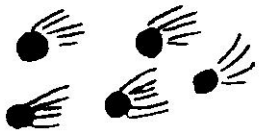
First, each child can select (from a flag, a flower and a tree) what to take to leave on the moon. Next comes the choice of how to get to the space station. Bike, car, bus, lorry and train can be chosen. Finally, preparations are complete when either a saucer, rocket or spaceship has been selected for their choice of how to reach the moon.

In each of these pages the selection is made by pressing the SPACE BAR when the choice is highlighted. Each 'choice' is highlighted, in turn, for about 4 seconds until the selection is made.

Now the travellers are ready to go to the moon. The chosen mode of transport will appear on the screen with the number 10 on it. When this changes to a 9 the child is asked to press that key and echo the countdown. Astronauts need to recognise their numbers!

On their journey, Pip and his companion will meet either comets, a planet or a large star which block the way; this choice is made by the computer.

The Comets



This is a counting exercise. Up to five comets will be displayed randomly on the screen to be counted. The selection of the answer is made by the SPACE BAR. If an error is made the comets are then placed in line. Further failure results in the answer being given and the program moving on, as it will for each of the problems set.

The Planet

The pilot of the spacecraft is asked to identify the first letter of an object which will appear on the screen. If chosen incorrectly, the appropriate word will appear above the object, and they have a second chance. If this is wrong the letter is highlighted.

The Star

This requires the colour of a large star to be matched to that of one of three differing shapes shown below it. Failure at this point results in matching shapes being presented, only the colour being different.

Having landed on the moon a coloured stone is chosen, resulting in the encounter of either the Space Spook, the Moon Mouse or the Moon Masher!

The Space Spook

The spook can be frightened away by matching words. One word appears with three below it. Each of the three is highlighted in turn until the selection is made. Errors are corrected and, after three attempts have been made to match the words correctly, the spook is scared away - provided at least one attempt was correct.

'I frightened away the space spook because I matched _____ words' gives a clue to success.

Words included for matching are: moon, comet, planet, rocket, tree, star.

The Moon Mouse

The moon mouse can be prevented from eating all the trees on the moon by matching a large shape with one of three smaller shapes shown below it. The smaller shapes appear in different colours from the large one unless an error is made when every shape is coloured the same. Shapes shown are a star, a triangle, a circle and/or a square.

The Moon Masher

This unique creature must be fed by answering five additions, the answers of which will not be greater than 5. Zero is used. Answers marked with a cross are not corrected.

'The moon masher ate _____ apples' shows how successful the child has been.

The explorers now place their chosen object on the moon by pressing its initial letter: f for flag or flower; t for tree. Having typed in his/her name to Pip's question the adventurers return home safe and sound.

Goodbye - Now call your teacher

This is the cue for the teacher to type 'T' to reveal:

1. Look at / print this adventure
2. Save this adventure
3. Go to the main menu

NOTE It is wise at this stage to save your adventure.

Option 1 allows the teacher to see what the child has done. Any pages missing from the two computer selected problem areas could alert the teacher that errors have been made.

Option 2 allows the teacher to save the adventure so that it can be looked at later. If you are using a single disc drive, the PROGRAM disc has to be removed and the PIPFILE disc inserted. Once the adventure has been saved, the PROGRAM disc must replace the PIPFILE disc before continuing. If you are using a twin drive, please use hidden option 6 at the main menu.

Option 3 returns the user to the main menu. Before taking this option remember to look at, print or save, the child's adventure otherwise it will be lost.

NOTE: The program can be speeded up slightly if any key is pressed after a sentence has been read. Usually 'press space bar' will appear at the bottom right-hand corner of the screen after this has been done.

2. LOOK AT / PRINT AN ADVENTURE

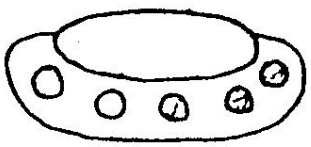
This choice allows stored records (from the PIPFILE) to be retrieved for printing or perusal. When looking at an adventure the child who produced the work can read the words and describe what was done. Printed adventures can be made into a book for the child to read and colour. A summary sheet may be printed if you wish. The routine on the PROGRAM disc allows for Seikosha, Epson, and Epson compatible printers.

NOTE It may take as long as 40 minutes to print your adventure, depending on printer type. It could be advisable to save the adventure on disc and print at a convenient time later.

3. EDITING THE FILE

First time users of 'Pip Goes To The Moon' should create a PIPFILE; choice 3 of the menu shown below:

1. Delete a child's record
2. Delete / Add a class
3. Create a PIPFILE
4. Go to main menu



Four classes with each class holding up to 30 children's records can be stored in the PIPFILE. Simple screen instructions are given to help the teacher edit this file. Remember that the PIPFILE is created on a formatted disc. The PROGRAM disc and PIPFILE may need to be exchanged whilst editing the file.

CURRICULUM IDEAS

The program, whilst allowing each child to join Pip on an imaginary journey to the moon, is intended to form part of a topic around which other work is based. Ideas for developing the curriculum through topic work in the classroom are given below. However they are seen only as starting points from which further development can take place.

ENGLISH

Language work on:

- initial letters of words
- matching words and sounds
-

Discussion:

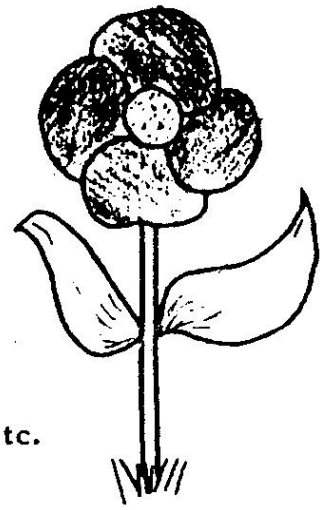
- Who is Pip and where does he come from?
- Are flying saucers real? What is real and what is imaginary?
-

Written work:

- description of Pip
- recreate the story with Pip
- have another adventure with him
- describe characters met on the moon
- make up moon adventures
-

MATHEMATICS

- addition to 5
- counting to 10 both forwards and backwards
- recognition of 0 to 9
- matching shape and colour
-



ENVIRONMENTAL STUDIES

Space

- finding out about rockets, comets, planets, etc.
- making a space book from newspaper articles, etc.
-

Travel

- how we travel from place to place
- how things move
-

DRAMA

- acting out the story
- different ways that we can move
-

ART

- create a moon scene
- make a frieze to include Pip and the other creatures that are met
-

Northern Micromedia

Resources Centre
Coach Lane Campus
Coach Lane
Newcastle upon Tyne
NE7 7XA

(091) 270 0424