sinclair
& Macmillan

Bodyswop

Learn to Read

Bodyswop

Acknowledgements

Contents

Please read this

Tempting as it may be to use the program immediately we recommend that you spend a few minutes reading this booklet. The program is easy to run, with very simple screen messages guiding you throughout. However, we think it is important to put the computer's role in reading into its correct perspective, and to highlight the aims of each part of the program.

Mainly for parents - helping your child to read

There was a time, not so long ago, when most teachers strongly objected to parents helping their children to read. It was considered that parents did not have the required expertise and that they would exert pressures and do untold damage.

In recent years such ideas have been discredited and several research projects have indicated very clearly that loving and caring parents, with time and enthusiasm, can and do play a very important part in helping children read. At this point it must be emphasised that many children show no desire at all to learn to read before going to school. This is absolutely normal and must be accepted in this way. Persuasion or coercion will not be at all helpful but encouragement can spark off real enthusiasm. Above all, any kind of early reading activity *must be enjoyed* - if books are not associated with pleasure then problems will soon arise.

A few children of between 3 and 4 years do seem to be intensely interested in words and many more become so when they are 4 or 5 years. Learning to read cannot be associated with any one magical formula, neither is success instant, but there is no doubt at all that reading stories to babies and toddlers is the best way to ensure that children become aware of the purpose of books and eventually to want to read themselves. If you continue to take time to talk about the stories and pictures you have read together, this will improve your child's understanding of words. A clear grasp of the meaning of spoken words helps enormously in those early stages of reading.

It is generally accepted that reading should begin with whole words and whole sentences which are meaningful. If the words and sentences are first introduced with matching pictures, the pictures provide clues to enable children to succeed. Remember that children do need lots of practice and this is where computer programs can be so useful. The step between talking and reading is perhaps one of the most difficult and yet important steps that children make. They must learn that the words they speak can be represented by marks. When children can confidently read a number of words and recognise them in different situations, then they can begin to understand that words are made up of letters and that letters have sounds. At this stage some phonic teaching (the matching of letters with sounds) can be introduced, but only very slowly. If your child seems to find word-building difficult, then leave it alone, it will come. If you allow yourself to become anxious and even perhaps disappointed, your child will soon sense this and feel that he or she has failed you. This is no way to encourage children to enjoy books.

Teaching with the whole word or sentence method, followed by phonics, means that children are able to relate new situations to something they already know. For example, if they can read cat, then fat, rat, sat are easy for them. It is surprising what young children can achieve once they realise how things work.

It is important to remember that children learn to read and spell through writing, as well as reading. Sometimes, after reading a story or using a computer program, try writing some of the important words together. (You write them in yellow crayon then the child can write over your letters.) Don't expect too much too soon, just make it fun. Make letter shapes in sand, or with plasticine, pastry, steamed-up windows - anything which is part of your normal day to day activities.

Finally, remember that when children go to school they share the teacher's time with many others. It is different and very exciting for them, but they will need all the personal attention you can give. Learning to read is such an important milestone, if your child is to succeed he or she will need the opportunity to practise different skills, with lots of praise and encouragement.

The role of the microcomputer

In recent years the microcomputer has added a new dimension to children's learning. It is not claimed that any computer program used in isolation, can actually *teach* a child to read. Nevertheless, well planned educational software provides an enjoyable and variable form of practice which all children require in the early stages of learning to read.

It must always be remembered that children learn at different rates. The great advantage of the computer is that it enables children to work *at their own* pace and repeat particular parts of each program according to their own needs and enthusiasm. The pressure to keep up with others is totally eliminated and there is complete freedom for the more able children to move quickly through the programs.

The *Learn to Read* programs should help children to move towards becoming readers. The programs are fun to use and will help children to realise that learning is a pleasure.

One of the great advantages of these programs is that they do not accept incorrect spellings. Right from the first stages of reading the child is trained in careful and accurate observation, and the correct spelling of a useful basic vocabulary.

Sharing the programs

There will be many times when your child will choose to work alone with the computer, but do remember there should also be opportunities to share the programs with an interested adult or an older brother or sister, as well as with other children at school. It is more fun for the child to learn *with* someone, and the company of an adult will give a child more confidence, and make the activity more productive.

There is no need to worry if children find some parts more difficult than others, children do vary in the way they learn different skills. We all know that adults find some of the skills required for learning to drive much more difficult than others although eventually this does not affect the quality of their

driving performance (how well did you manage your first hill start?!) Some children seem to learn in sudden 'jumps', while others progress at a slow and steady pace.

Children will find some activities more appealing than others - let the child choose. Children will not choose things that they find impossible. It is also wise to let children dictate how long they want to use the computer. It is far better to have two minutes of enjoyable learning than half an hour of an experience which might make them averse to learning.

When your child is using the programs, try not to 'interfere' and give the answer all the time - wait until you are asked for help.

Copying on to a ZX Microdrive Cartridge

Macmillan and Sinclair authorise buyers of the program to copy it *once only on* to a ZX Microdrive Cartridge. Any unauthorised copying, hiring, lending or sale and repurchase of the program on cassette or ZX Microdrive is strictly illegal.

Instructions for saving this program on to ZX Microdrive.

1 Break into the main program using **CAPS SHIFT** and **BREAK.**
2 Enter **GOSUB H** or **GOSUB 299.**
3 Put a ZX Microdrive Cartridge with at least 40K spare room into Drive 1.
4 Enter **GO TO 9900** and wait for both parts of the program to be automatically saved and verified:
bodyswop is the name of the main program, **bodycode** is the name of the ancillary code.
5 To load and run the program from Microdrive use Drive 1 and enter **LOAD * " m"; 1;" bodyswop "**

Bodyswop

Loading the program

Make sure your ZX Spectrum is connected as explained in the Sinclair ZX manual.

Type LOAD"" ENTER
Start the tape.

The message **Loading please wait** should appear on the screen.

Bodyswop is made up of three parts. All three are loaded together. The program takes about three minutes to load. When loaded, a menu screen appears:

look
spell
boggle

Running the program

Wait until the outline box is on the required part of the program then press any key and that part of the program will begin.

We suggest that the first time you use the software you begin with **look** as this introduces the parts of the body. When completed, the program returns to the menu, where you can choose to use **look** again, or move on to the second part of the program, **spell** or **boggle.** The menu features a block of colour to indicate the part you have completed. In future you will probably want to use the **spell** and **boggle** games more than **look,** depending on your child's preference. The program allows complete flexibility to do this. Remember that the games are randomly generated, and will be different every time you play.

To return to the menu at any point in the program, press **CAPS SHIFT** and **1** together when a prompt such as **Press a key** is on the screen.

To erase the program from memory before loading a new one, press **CAPS SHIFT** and **BREAK SPACE** together or momentarily unplug your ZX Spectrum.

Knowing the names for the parts of the body is important for children as they refer to them frequently The activities in *Bodyswop* are designed to eliminate wrong learning, as the child is informed as soon as an incorrect response is made.

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look

This demonstrates the parts of the body and gives children practice in recognising their names. The terms are introduced one by one so that children can learn at their own pace. Children select from the list by pressing a key when the box is over the appropriate name.

spell

This is an amusing game in which children must identify and spell the part which is missing from an animal's body or spot the difference between two animals' bodies.

1 Choose whether to have **help** or **no help.** If help is requested, the choice of words will be printed on the screen so children can copy the spelling. Without help, the child must remember the spellings.

2 Pictures of the animals appear. Either one part of the body is missing, in which case the child must spell out the missing part, or the child will see two pictures of the same animal, identical in all but one respect. The child must spot the difference and again spell in the part which is different.

If a child presses an incorrect letter three times, the computer will put the correct letter in position, and the child can continue spelling the rest of the word.

boggle

The first time you play, we recommend that you **Press 0** to learn about boggles. If you are eager to move straight to the game, **Press 1** to proceed.

The boggle game is simple. To build a boggle you must start with a body, then add on head, six legs, a tail, two eyes, two ears. The program includes an element of chance. This is deliberate, as it not only adds suspense and excitement for two competing players, but also makes failure easier for a child to accept.

1 Choose whether you want **one** or **two** players.

2 The program will generate the name of a part of the body at random. The player must choose whether or not he/she needs that part, and press the key as indicated. Remember that a body is needed first, then the other parts can be added on. Also, if you already have a tail, for example, you must not press the key to ask for another tail or you will lose the one you already have, or one of your legs, eyes or ears if you have them!

Sinclair/Macmillan software

Science Horizons:

Oil Strike
Weathermaster
Planet Patrol
Disease Dodgers
Glider
Magnets
Cargo
Survival

Learn to Read:

Learn to Read 1
Learn to Read 2
Learn to Read 3
Learn to Read 4
Learn to Read 5
Alphabetter
Word setter
Spellbox
Soundabout
Bodyswop

MacMan Maths:

MacMan and the Caber Eater
Macman in the Treasure Caves
Macman's Magic Mirror
Macman and the Great Escape

Software in the Sinclair/Macmillan range is available from major
retail outlets, or direct from Sinclair Research Ltd, Stanhope Road,
Camberley, Surrey, GU15 3PS. Telephone (0276) 685311.

Teachers can obtain the software either from their normal
educational supplier or direct from Macmillan Education Ltd,
Houndmills, Basingstoke, Hants. RG21 2XS.