MR T
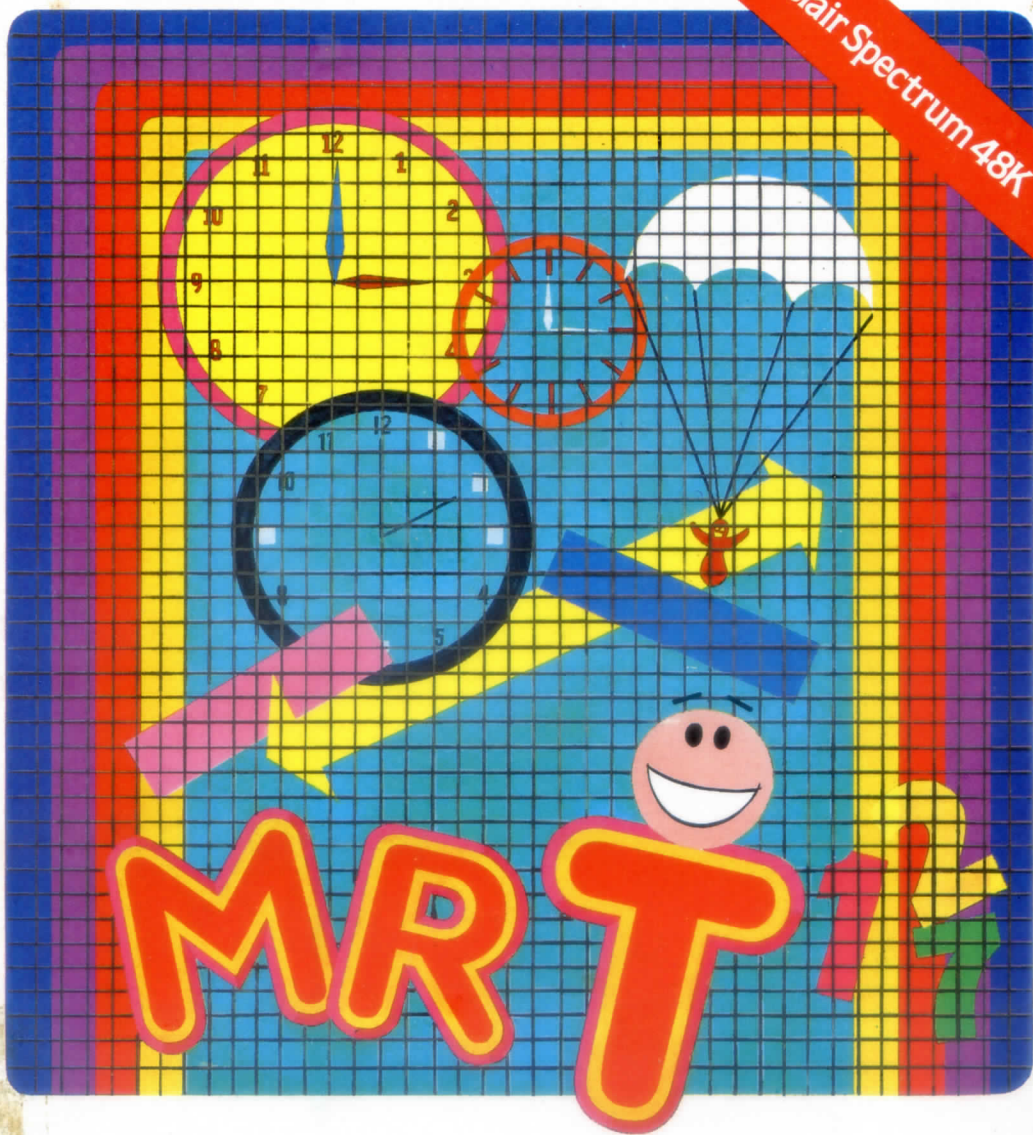
TELLS THE TIME

Parents' Handbook

MR T Tells the Time

LOADING THE PROGRAMS ON THE SINCLAIR SPECTRUM

1 Check that the ZX Spectrum is assembled as described in your Spectrum handbook.

2 Turn the TV set or monitor on.

3 Put the program cassette into your cassette player with the label for the program you want to load facing you. Check that the tape is wound right back to the beginning (unless you are loading the second program on Side B of the cassette). Rewind if necessary.

4 To load the program you want, type:
LOAD "CLOCK1" (Side A)
LOAD "CLOCK2" or
LOAD "CLOCK3" (Side B).
(To type LOAD on the Spectrum, press [J] .
To type " press [SYMBOL SHIFT] [P] .)
Use the [CAPS SHIFT] key to get upper-case letters in CLOCK. There is no space between CLOCK and the number that follows.

5 Start the cassette player and press [ENTER] .

6 If the tape is loading correctly, after about a minute, Mr T will appear on the screen. The numbers counting down beside Mr T mean that the program is loading normally. When they reach 0, the program is loaded.

7 Stop the tape when you're told to. If your cassette player has motor control, the tape will stop automatically when the program has loaded.

8 If you have difficulty loading, switch the Spectrum off and start again. Don't forget to rewind the tape.

9 Turn the computer off and on again before you try to load another program.

USING THE PROGRAMS

1 Press [Q] to:

* choose a game
* change the colour, sound, or difficulty level.

Choosing a game:

The Menu Screen

1 Press [Q] and the Menu Screen will appear.

Changing the options:

The Parent Screen

1 From the Menu Screen, press [Q] for the Parent Screen.

From any other point, press [Q] twice.

2 **Setting the difficulty level**
Press [1] to make the game easier. Mr T will move to the *left* along the scale at the top of the screen (unless, of course, he is already as far left as he will go). Keep pressing until he is at the level you want.

Press [9] to make the game harder. Mr T will move to the *right* each time you press the key. When you load the program, Mr T will always be at the left or "Easier" end of the difficulty scale.

Contents

You only need to use two keys to control all the Mr T programs:

2 Press the space bar ([SPACE]) to:

* start the first game on the tape
* play a game again.

3 [SPACE] is the only key your child will need to know to play the games designed to be used without help. ♦ on the screen is a reminder to press [SPACE] .

2 To choose a game, type the number next to the name of the game you want. The line you choose will change colour.

3 If you change your mind, just type a different number.

4 Press [SPACE] to start the new game.

3 Changing the difficulty level
Press [2] to change from "Mr T decides" to "You decide" and back again. The glowing bar shows which option you have selected. On "Mr T decides", the game will move automatically along the difficulty scale to match your child's rate of success.

You can check your child's current level at any time by seeing where Mr T is on the scale.
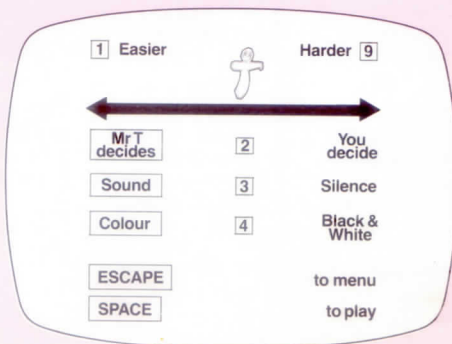
"You decide" keeps the level of difficulty fixed where you have set it. This is particularly useful if the games are being used by a group of children, as you may want to reset the difficulty level for each child's turn.

4 Press [3] to turn the sound on and off.

5 If you have a black and white set, press [4] to give the best contrast.

6 Press [2] , [3] or [4] again to reverse your original choice.

7 When you're ready, press [SPACE] to start the game.

| [1] Easier		Harder [9]
Mr T decides	[2]	You decide
Sound	[3]	Silence
Colour	[4]	Black & White
ESCAPE		to menu
SPACE		to play

MR T
Tells the Time

Mr T Tells the Time is one of a range of software packages produced for Good Housekeeping, and designed by teachers to help you prepare your child for school.

Use it with this Parents' Handbook and follow the activities, and you will have a valuable tool with which to introduce your child to the important skill of telling the time.

When you have both worked through this package, your child should be able to recognise the position of the clock hands at the hour, half and quarter hours, and tell the time to hours.

More importantly, your child will have begun to understand the whole idea of the regularity of time and will be ready to move on to more precise time-telling.

There are four different games or activities in the package, each designed to give practice in a different aspect of telling the time.
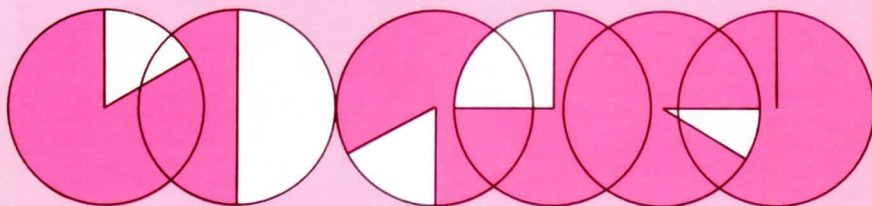
WORKING CLOCK

Helps your child to recognise the features of a standard clock face – numbers, hands, and the direction they move.

MATCHING HOURS

Helps your child recognise the relative position of the clock hands at the different hours and notice the differences between them.

CLOCK NUMBERS

Teaches the position of the numbers 1 to 12 on the clock face.

O'CLOCK

Helps your child to learn to recognise clock times.

Working Clock

Load the first side of the tape (CLOCK 1).

Working Clock will appear when you press SPACE .

Press SPACE again to start the clock.

The hands moving around the clock face on the screen simulate the real movement of clock hands (but of course faster) so that your child is able to appreciate the pattern. The clock ticks and chimes the hours as well. This important activity needs to be taken quite slowly. Talk about the movement of the hands and the chimes on each hour. Words that will arise naturally include:

- clock
- hands
- clockwise
- numbers – 1, 2, 3, 4, etc.
- short/long
- o'clock
- time
- hours
- chime
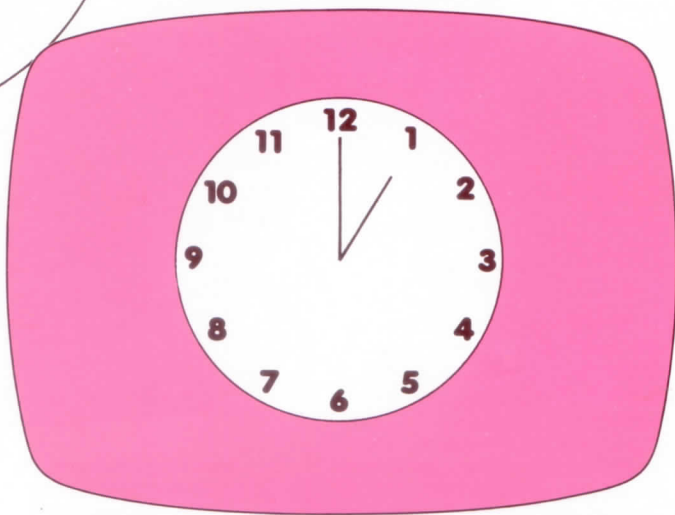
This is not intended as a direct number-learning activity, but some children may want to ask about the number of chimes; the reason why there are more chimes as the hands sweep from hour to hour; and so on. So be prepared for all kinds of questions.

Let your child play at this as long as he/she likes.

When you are ready to move on press SPACE .

The next activity allows you and your child to stop and start the "clock".

Press SPACE and the clock will appear and chime once.

Press SPACE again: the hands will sweep to two o'clock and you'll hear two chimes. Do this a few times, and then encourage your child to take over and make the clock hands move.

This activity is intended to allow opportunities for you and your child to discuss the movement, chimes and relative positions of the clock hands at each hourly interval. Ask questions like:
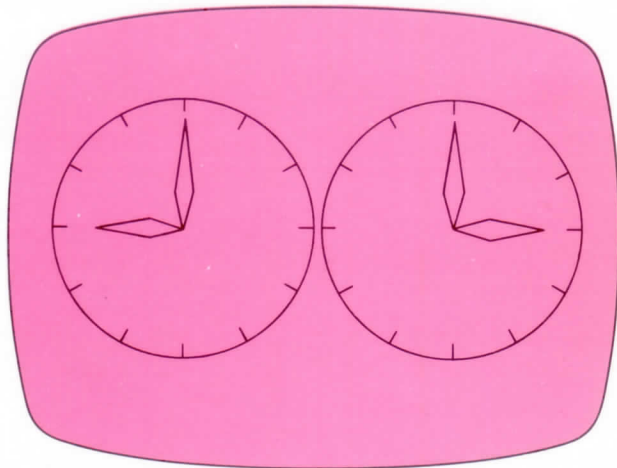
"Where will the big hand go next?"

"Where will the little hand be?"

"Can you clap the chimes with me?"

Let your child decide when enough time has been spent on this activity – move on together!

Matching hours

We also use this "judging the angle" skill to tell how much time we have left, or how much time has passed. We don't do this by adding and subtracting numbers, but, almost always, by a quick glance at the pattern which the hands are making. This skill has to be learned and depends upon your child understanding the relationship between the hour and minute hands; this is where **Matching Hours** comes in.

Matching Hours presents your child with pairs of clock faces which have to be matched according to their hand positions.

This game has three levels. Start with the first level, which is $\boxed{2}$ on the Menu Screen.

MATCHING HOURS   MATCHING HOURS   MATCHING HOURS

1

The aim of the game is to match the target clock face on the left of the screen with the clock on the right. Both clocks have hands but no numbers. The target clock begins at one o'clock, and continues through the hours in order. Show your child how to press $\boxed{\text{SPACE}}$ when the two clocks match. This is a game your child can play alone, once you have introduced it.

If your child makes an incorrect match the screen will freeze, allowing you to see and discuss the differences between the two clocks. To restart, press $\boxed{\text{SPACE}}$.

Twelve correct matches and Mr T gets the strawberry. Press $\boxed{\text{SPACE}}$ for a new game.

2

At the second level, the hands on the target clock appear in random order – so the game is different every time.

3

This level adds half and quarter hours to the game.

If you choose "Mr T decides", the program will go from one level to the next automatically, as your child progresses.

This game helps your child learn that each number on a clock face has its own position. Young children will not yet have any reliable understanding of the precise nature of the numbers greater than, say, 5, and the real quantity represented by higher numbers will be beyond them — even though they may be able to count out loud to 20 or 100.

By playing **Clock Numbers**, the very young child can learn to understand the nature of time's passing *without* such complicated number skills.

On the other hand, **Clock Numbers** will also help an older child understand the value and order of the numbers 1 to 12.

Clock Numbers

1 Load CLOCK 2 on the second side of the tape and press SPACE to start.

Explain to your child that in this game, Mr T will take some of the numbers out of the clock — and you will have to find where they belong, and put them back. When both of you have had time to study the completed clock face, let your child press SPACE for the game display.

You will see that the screen contains a clock face with five numbers missing (and no hands — we don't want any irrelevant detail cluttering up the screen!)

You will also see a row of numbers at the side of the screen. You will recognise straight away where they belong — but you have many years of time-telling experience to help you. It might all be new to your child.

It's a good idea to compare the clock on the screen with a real clock or watch. A cheap alarm clock, or anything with large clear numbers, is ideal.
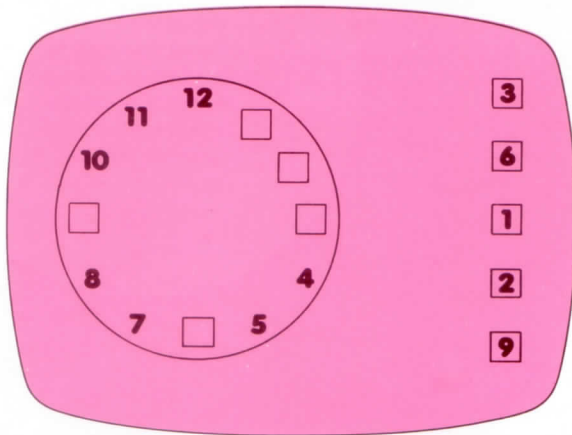
Talk about the differences between the two clock faces:

"What do the gaps mean?"

"What do you think goes there?"

"What about this next gap?"

When you are both ready, let your child press SPACE again to start the game.

Using the real clock as a guide, if necessary, ask your child to tell you which of the numbers Mr T is pointing to fits into the flashing blank on the screen clock face.

When Mr T is beside the correct number, SPACE will put the number back in the clock face.

If the number does not match, it will try to enter the clock face, but fail and fall to the bottom of the screen out of sight.

When all the numbers have been replaced inside the clock, the game is over. Start a new game by pressing SPACE .

Because the numbers outside the clock are not in numerical order, your child has to think carefully about which number fits. In the next game, the missing numbers will not all be the

same — the computer picks some different numbers each time. This means that your child can play this many times — and always have a different set of numbers to match.

2 In stage 2, the numbers inside the clock flash *out of clockwise sequence*, so your child will need a greater appreciation of the relative positions of the numbers to cope with this game.

3 In this final stage, *all* the numbers are missing from the clock face.

By now, your child will probably not need the extra help provided by the real clock. You could try removing it before starting this stage, but be ready to put it back if you find it's still needed.

This activity is rather different from the other three, which are games your child can play with the computer, either with your help or alone.

O'CLOCK shows your child how to tell the time when the clock hands are on the hour. You will need to prepare the ground by using clocks in the house and those you see in shops and on public buildings when you are away from home. Your role is therefore even more crucial than it was in the other activities.

O'CLOCK is designed to supplement, not replace, the activities described below, so do work through them together before sitting down in front of the computer. Set aside a day – or a few hours on several consecutive days – when you can spend plenty of time with your child.

Preparing for
O'clock

You will need 12 sheets of drawing paper. Draw around a 10p coin or a small glass to make a clock face at the top of each sheet.

Now during one single day (or over several days if necessary) either carry a real clock around with you or try to ensure that on each hour you are close to a clock. An alarm clock, which you can set to the next hour, is a good idea!

During the times that you are both at home, point out the o'clock times, and help your child draw the hands in the correct position for that hour on one of your sheets of paper. Together, draw a picture of what you are both doing at that time. You might, for example, put the hands at 11 o'clock and draw the two of you watching children's television; you might show 12 o'clock and draw lunch-time and so on. If your child has a nap during the day, then talk about the hours missed and draw them in afterwards.

It would obviously be best to get 12 hourly events, but younger children may well not be awake for the whole 12 hours so improvise as for the afternoon nap.

As the day progresses, collect the hourly 'time-sheets', in order and use them to look back over the events of the day – meals, playtime, visits by the postman, milkman or a friend.

Next day go over the time-sheets again. Then load CLOCK 3 on side 2 of the cassette and select **O'clock** from the Menu Screen.

'clock
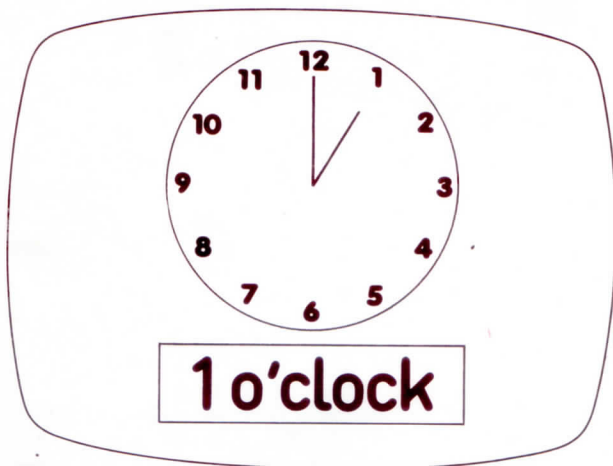
1 o'clock

1 Demonstration

The screen clock is similar to the one in **Working Clock**, but notice that this time the screen also contains the number of the hour and the word "o'clock". Talk about this – point to the word and say it together. Younger children will not be reading this word in the sense of "breaking it down" into letters and sounding them out, but gradually they will learn to recognise the pattern of the letters and eventually even recognise it out of this context. For the moment, it is simply helpful that your child knows and recognises the word when it appears.

Let your child press SPACE and the hands will move from one o'clock to two o'clock.
Press SPACE several times, to advance the hands to the first hour on your time-sheets.

With the computer clock at this first hour of the recorded day, ask your child to find the corresponding time-sheet and describe what was going on at that time.

From here on, spend as much time as you feel necessary, going through the previous day's activities and matching the time-sheets with the computer clock faces.

2 Game

This section presents your child with the task of matching the description (e.g. 3 o'clock) to the hand position on the screen clock.
Press SPACE and the first "o'clock" will appear.
Press SPACE again when the clock face and the description match.
Incorrect matches cause the game to stop for discussion.
Press SPACE when you are ready to continue.

The aim of the game is to complete 12 matches and help Mr T land with his parachute.

3

Almost the same as 2 but this time the "o'clock" stays and the clock hands advance automatically. Press SPACE when the hands match the "o'clock".

9

Remember though, that your child has now moved from having only a very rough idea of what "telling the time" is all about, to actually telling the time to hours and recognising the position of the hands at the half and quarter hours. This is a big jump. And your child has learnt other skills along the way — matching, recognising numbers and putting them in order, predicting what comes next. And there's been the opportunity to discuss everything with you.

This package can only be an introduction to time. There is still an enormous amount to learn.

Throughout this package, when we talk of clocks, we mean "clocks with hands". Avoid the new digital clocks for the time being – these are confusing to a young child who has no understanding of the large numbers involved in reading times like 11.55, 12.39 etc.

Follow up the computer games in this package by pointing out all the clocks you come across, meet around the house and on your travels together: clocks in shops, train and bus stations, on public buildings.

Additional Activities

You might like to give your child his or her own toy watch – the kind which is moved by hand and has no working parts inside.

Start to bring the clock into conversations – "It's 8 o'clock, time for bed"; "It's 12 o'clock, time for lunch"; "It's 4 o'clock, time for TV".

Even better, let your child tell *you* what time it is. At first, you will have to remember to ask only when the clock you can see points to the hour!

Gradually, draw attention to the times when the hands are not actually pointing to the hour: half past, quarter past and quarter to, and finally down to minutes.

Time is a complicated business, but together, you've taken the first, important steps.

credits

About

GOOD HOUSEKEEPING
Software

Good Housekeeping Software presents a comprehensive range of carefully structured early learning software for your home computer.

Learning aims

Each package covers a range of skills which will help prepare your child for school, based on three kinds of activities:

* activities for you and your child to do together, designed to encourage discussion and promote development of your child's vocabulary
* games for one or two children to play on their own
* suggestions for follow-up activities.

Room to grow

All the programs in the Good Housekeeping Early Learning range have been designed for repeated play, and to allow children to work through them at their own pace. Some children learn quickly, others more slowly, but they always progress if they are given time and sufficient practice at one stage before they move on to another. So all Good Housekeeping Software has:

* games with several levels which cater for children of different ages and abilities — to grow with your child
* adjustable speed and difficulty levels for each program — which can be set by you, or programmed to adjust automatically to your child's progress

Easy to use

Good Housekeeping Software has been designed to be easy for you to use, even if you are new to computing. So you and your child can gain confidence in using computers as a learning tool — together.

You'll find these same features in all the packages in the Good Housekeeping Early Learning range, But, important as they are, always remember that learning with Mr T should first of all be fun — for you and your child!

MR T's MEASURING GAMES

MR T's SHAPE GAMES

MR T's NUMBER GAMES

MR T's MONEY BOX

MR T's ALPHABET GAMES

MR T TELLS THE TIME