



DLM

Word Man

Educational
Software

USER'S GUIDE

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Word Man

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ARCADEMIC SKILL BUILDERS IN LANGUAGE ARTS make learning fun! Children are encouraged to practice basic language arts skills while playing exciting, fast-paced arcade games. Frequent practice encourages your child to implement strategies that can help improve his or her performance while the stimulating arcade game environment emphasizes mastery of basic language arts skills.

Word Man provides your child with practice recognizing words containing long and short vowel sounds. You select game content from two basic word patterns: *consonant-vowel-consonant*, in which the vowel is short; and *consonant-vowel-consonant-silent e*, in which the vowel is long. Consonants travel through a colorful maze of rectangular tracks. Rows between the tracks contain windows of word patterns (for example, *-in, -an, -ate*). As a consonant nears a window, your child determines whether the consonant and the word pattern form a real word. Quick reactions, focused attention and game strategy help your child master the colorful *Word Man* maze.

Play the game yourself to become familiar with its operation and to demonstrate your involvement with your child's learning. You may find yourself actually testing your own word building skills! *Word Man* will provide hours of exciting, educational fun.

GAME STRATEGY

Consonants travel through a maze, passing windows which contain word patterns. Your child determines if a word is formed when the consonant, used as the first letter, is combined with the word pattern it is nearing. If so, your child fires. If a word is not formed, your child does not fire. In either case, a "hit" is scored and the window is filled in. A "miss" is recorded if your child fires when the consonant-word pattern does not form a word, or fails to fire when the consonant-word pattern does form a word. If this occurs, the consonant will pass the word pattern again, allowing your child another opportunity to fill in the window. When all windows in a track are filled in, the consonants move inward to the next track. Your child strives to fill in all the letter windows before the encroaching orange border reaches the consonant track. If the border reaches the consonant track three times in one game, the game ends. Encourage your child to use word building skills and game strategy to complete the maze before it is engulfed by the orange border.

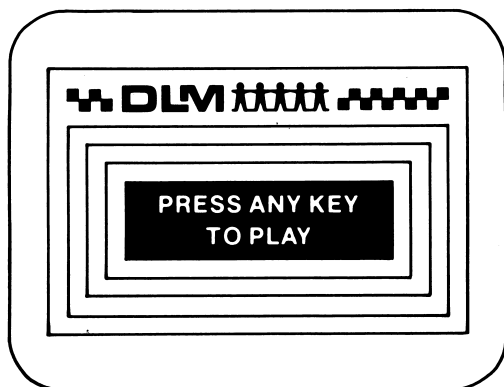
GETTING STARTED

To play *Word Man*, you will need an Apple* II+ or IIe computer with disk drive system and a monitor or TV. After completing the loading procedure, the PRESS ANY KEY TO PLAY screen appears. Pressing any key will immediately begin game play. You can also press the **CONTROL (CTRL)** and **P** keys at this time to change preset options which control game difficulty, length, and the use of paddles or the computer keyboard.

Loading

1. If you are using a TV as a monitor, turn down the volume.
2. Place the diskette in the drive, label up, and completely close the door on the disk drive. If you are using an Apple IIe, be sure the CAPS LOCK key is in the down position.
3. Turn on the computer and monitor. The program will load if your computer has autostart. If your machine does not have autostart, type **PR#6** and press **RETURN** to engage the disk drive.
4. The TV or monitor displays three screens before play begins. The title screen appears, followed by the copyright screen. Adjust picture sharpness on your TV or monitor.

Next, the PRESS ANY KEY TO PLAY screen appears. Adjust the color on your TV or monitor. Press any key to immediately begin game play. If you wish to change preset game options, press **CONTROL (CTRL) P** at this time.



*Apple is the trademark of Apple Computer, Inc.

SELECTING GAME CONTROL OPTIONS

From the **PRESS ANY KEY TO PLAY** screen or the **RECORD YOUR SCORE** screen you can press **CONTROL (CTRL) P** to view or change game options. The game control options enable you to tailor *Word Man* to meet individual needs. Nine levels control the speed of the game, several variations of game content and difficulty enhance usability and mastery, and five choices control the length of each game. You can also choose to operate the game using paddles or the computer keyboard. Preset options for *Word Man* appear on the **GAME CONTROL OPTIONS** screen.

GAME CONTROL OPTIONS			
1. SPEED 1..9			7
2. CONTENT OPTION	SHORT	LONG	
VOWELS: A	Y		Y
E	Y		
I	Y		Y
O	Y		Y
U	Y		Y
3. RUN TIME (MIN) 1..5			2
4. PADDLE CONTROL (Y,N)			N
5. SOUND (Y,N)			Y
6. EXIT GAME CONTROL			

Using Game Options

- SPEED:** controls the speed at which the orange border advances into the tracks and the number of letter windows which appear in the maze. Border speed ranges from 1 (the slowest) to 9 (the fastest). Speeds 1 through 3 present 19 windows per maze, Speeds 4 through 6 have 27 windows per maze, and Speeds 7 through 9 have 36 windows.
- CONTENT OPTION:** allows you to select the vowel sounds which appear in the game. Press **Y** (yes) to include a vowel sound in the game. Press **N** (no) to exclude a vowel sound. Any combination of vowel sounds can be used as game content. A complete list of words used in each content option appears at the end of this manual.
- RUN TIME:** controls the duration of each game, from 1 to 5 minutes. Games will end prematurely if the orange border reaches the playing track three times in one game, or if **T** is pressed.

4. **PADDLE CONTROL:** specifies the use of paddles or keyboard. Press **Y** (yes) if you are using paddles. Press **N** (no) if you are using the keyboard.
5. **SOUND:** controls the use of sound during the game. If the sound is distracting, press **N** (no) to eliminate it.
6. **EXIT GAME CONTROL:** returns you to the **PRESS ANY KEY TO PLAY** screen.

Modifying Options

To change options, type the number (on the left) that indicates the option you wish to change. The flashing cursor appears at the number or letter currently programmed for that option. Type the number or letter you desire for that option. Repeat this procedure to change as many options as you would like.

When all selections are made, press **6** to exit game control. The screen automatically displays **PRESS ANY KEY TO PLAY**. Your child is ready to begin game play.

PLAYING THE GAME

In *Word Man*, an ever-changing consonant travels through the tracks of a colorful maze. Your child determines whether the consonant forms a real word when used as the initial letter in combination with the word pattern in the nearest window. If so, your child fires as the consonant reaches the letter window and the completed word is displayed in the window. If not, your child allows the consonant to pass the window and the word pattern is crossed out. In either case, a "hit" is recorded and the letter window is filled in. When all windows in a track are filled in, the traveling consonants move inward to the next track.

Pressing **T** at any time during game play terminates the game immediately and scores are displayed on the screen. You can press any key to begin a new game or press **CONTROL (CTRL) P** to change game options.

Word Man can be played using either the keyboard of your computer or game paddles.

Using the Keyboard

When using the keyboard option, your child determines whether a word is formed by combining the consonant with the word pattern in the window it is nearing. If so, your child fires by pressing the **spacebar, I** or **W** when the consonant reaches the window. If the letters do not form a word, no action should be taken. By not pressing any keys, your child allows the consonant to pass the letter window.

Three keys (**spacebar, I** or **W**) can be used to operate the game. This allows your child to use either the left- or right-hand side of the keyboard, whichever is most comfortable.

Using Game Paddles

To use game paddles, press **CONTROL (CTRL) P** to view the **GAME CONTROL OPTIONS** screen. Choose the number beside the paddle option and press **Y** (yes) to use paddles. Then press the number beside **EXIT GAME CONTROL** to begin the game.

Using the paddle option, your child determines whether the consonant and the word pattern in the window it is nearing form a word. If so, your child fires by pressing the button on the paddle when the consonant reaches the window. If a word is not formed, no action should be taken. By not pressing the button on the paddle, your child allows the consonant to pass the window.

RECORDING SCORES

Your computer tallies the scores for completed games. At the end of each game, the screen displays the number of “hits” and “misses” for the most recent (**CURRENT**) game. The lowest (**LOW**) score recorded during the practice session and the highest (**HIGH**) score attained during the session are also shown. Press any key to begin a new game or press **CONTROL (CTRL) P** to change game control options.

RECORD YOUR SCORE			
	CURRENT	LOW	HIGH
HITS	0	0	0
MISSSES	0	0	0

These scores reflect your child’s performance at the game levels chosen. They can be used to chart progress or to determine whether the current game levels are too easy or too difficult for your child. Charting your child’s progress is explained on page 11 of this manual.

Scores continue to be recorded, even if the game options are changed, until the computer is turned off or the **RESET** key is pressed. If either occurs, all scores are erased. The program must be reloaded to continue game play and the game control options return to those originally programmed on the diskette.

TROUBLE SHOOTING

ARCADEMIC SKILL BUILDERS IN LANGUAGE ARTS are fun and easy to use. However, should you experience problems, try these simple solutions.

- If the program does not load when the computer is turned on, consult the reference manual for your computer. If your machine is not equipped with autostart, type **PR#6** and press **RETURN** to load the program.
- If the monitor continues to display a blank screen when loading the program, check all connections, especially input to the monitor, and make sure the monitor is turned on.
- If you are using an Apple IIe and the computer does not accept your child's input, be sure the **CAPS LOCK** key is in the down position.
- If the program freezes on the screen, type **T**. The **RECORD YOUR SCORE** screen appears, and pressing any key will start a new game.
- If the **RESET** key is pressed and your computer is equipped with autostart, the program automatically reloads. If your computer is not equipped with autostart and the **RESET** key is pressed, the program must be reloaded by typing **PR#6** and pressing **RETURN**. In either case, scores are erased and game options return to those originally programmed on the diskette.
- If the computer is shut off during play, reload the program when the computer is again turned on. Scores are erased and game options return to those originally programmed on the diskette.

Arcademic Skill Builders, Your Child and You

ARCADEMIC SKILL BUILDERS IN LANGUAGE ARTS create an exciting learning environment for your child. You play an important role in making the most of this learning experience. Encourage your child to practice with the programs frequently and to strive for improvement. Assist your child with setting specific goals for performance.

To make the best possible use of your *ARCADEMIC* game, help your child transfer his or her knowledge of basic language arts skills to everyday situations. You may want to purchase other *ARCADEMIC SKILL BUILDERS IN LANGUAGE ARTS* games to help increase your child's abilities with other types of language arts skills.

WORKING WITH YOUR CHILD

Make sure your child enjoys playing the game and feels good about his or her ability to succeed with the game content. You can help your child maintain a positive attitude by

- making positive statements regarding improvement and ability
- helping your child feel competent and confident
- encouraging your child if he or she becomes frustrated
- communicating the value you place on the task

Setting Goals

It is important to set goals for the number of "hits" (corrects) and "misses" (errors) because both of these are central to progress. Work with your child to set goals that are just beyond his or her reach. As a general rule, players should have goals of at least 40 "hits" and less than 5 "misses" for a two-minute game at a given level. As your child progresses, advance goals accordingly.

Make sure the goals are reasonable. If the original goals seem beyond your child's ability, use intermediate goals that progress with your child's proficiency.

Be consistent with length of game, goal setting and score recording. For example, the level of goals should directly relate to the length of game play. If you change the game run time, alter the goals accordingly. In addition, consistently recording your child's best score enables you to compare progress.

Frequency and Duration of Play

Allow your child to play on a regular, frequent basis for maximum improvement. Field testing results suggest that a daily schedule of two or more short periods yields the greatest success.

Depending upon your child's age and interest level, a range of 10 to 45 minutes per session is reasonable. You should consider the attitude and desire of your child when determining session length.

PROGRESSING THROUGH GAME LEVELS

A player's progress is controlled through the three major game options: content diversity and difficulty, game speed, and game length. Select options according to your child's competency within the specific area of language arts. If your child

- is just beginning to form and recognize words using word patterns and initial consonants, start with only one vowel sound at Speed 1;
- has some knowledge but makes frequent mistakes, start at content and speed levels so that "misses" are higher than "hits";
- has a good foundation in formation and recognition of words using word patterns and initial consonants, start at more difficult content and speed levels that cause "misses." This focuses attention on reaction speed as word building skills become more ingrained.

Remember, "misses" in arcade games are viewed as opportunities to improve skills. Select levels that provide enough challenge to encourage your child to improve speed and accuracy.

Advancing

Advancing at a given content level can be done by keeping the same goals and increasing speed, or by setting higher goals at the same speed. Whatever you decide, the importance of the number of "hits" is always relative to the number of "misses."

Determine if it is better for your child to work on only one content area at a time and master increasing speeds, or to work on all content areas and speeds simultaneously.

Encouraging your child to play rapidly and accurately helps develop excellent permanent skills. To help ensure skill permanency, set final goals for at least a speed of 7, since field tests indicate that players meeting these goals have mastered the skills. Speed levels 8 and 9 provide highly motivational practice and reinforcement for students who have mastered basic word building skills.

HELPING YOUR CHILD IMPROVE

Frequent playing encourages improvement. Motivating reluctant players, observing your child's progress, and keeping records can also increase improvement.

Motivating Reluctant Players

ARCADEMIC games provide motivational learning experiences for most players. However, if your child has experienced difficulties, he or she may be reluctant to play. You might offer concrete rewards for improvement over earlier scores or for meeting goals. Choose a reward that is most appropriate for your child.

Observing Progress

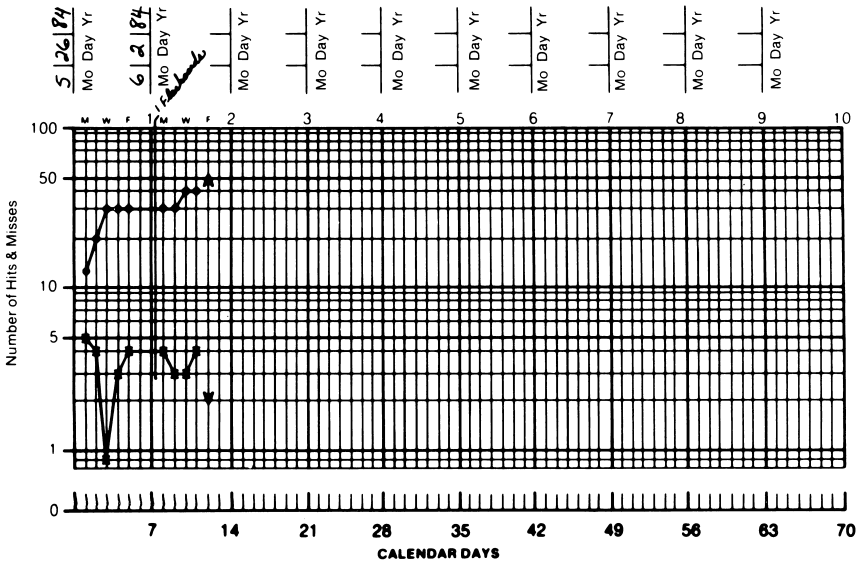
If progress slows, observe your child to determine the cause. Poor strategy, failure to understand the game, repeated errors in one or several skill areas, and difficulty with game controls may inhibit progress. Once you have identified the specific problem, provide direct assistance to correct it.

Keeping a Record

A graph for recording your child's scores is included on page 12 of this manual. Record your child's best daily scores by placing a dot (.) at the appropriate number of "hits" on a given day. Record the lowest number of "misses" with an X. A sample record is shown below.

Sample Record

CALENDAR WEEKS



KEY: • Hits

X Misses

CALENDAR WEEKS

Mo Day Yr

Mo Day Yr

Mo Day Yr

Mo Day Yr

Mo Day Yr

Mo Day Yr

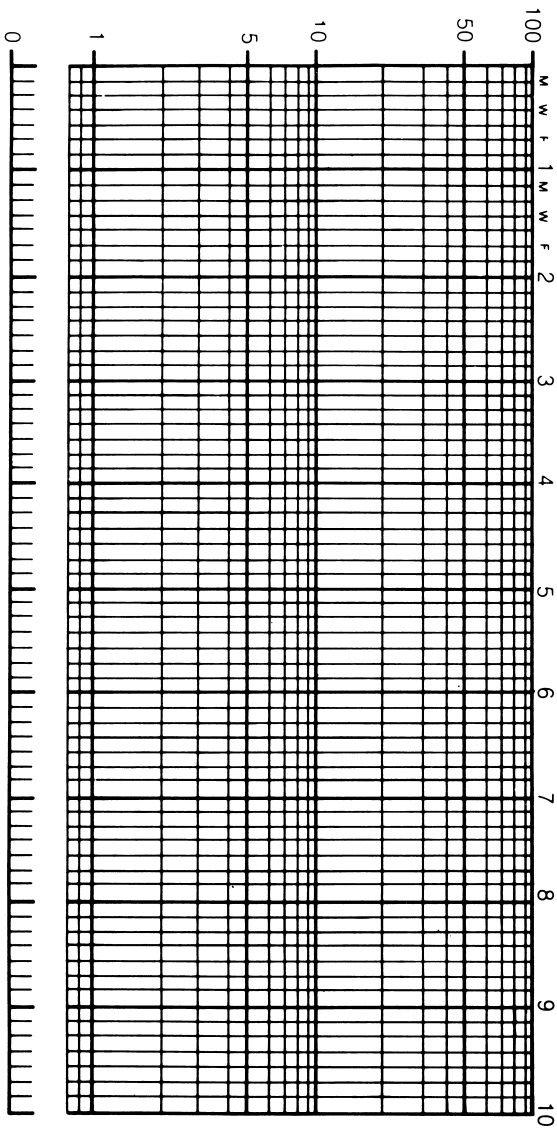
Mo Day Yr

Mo Day Yr

Mo Day Yr

Mo Day Yr

Number of Hits & Misses



CONTENT

The *consonant-vowel-consonant* short vowel pattern and the *consonant-vowel-consonant-silent e* long vowel pattern are important for early word recognition. Single syllable words fitting these patterns were chosen from various reading programs for use in *Word Man*. The three- or four-letter words in each pattern category were divided into content options by vowel sound.

Nine content options are available: five options exist for short vowel sounds (*a, e, i, o, u*) and four options exist for long vowel sounds (*a, i, o, u*) due to the scarcity of words with the long *e* vowel sound in this pattern.

The words for each content option are presented in this section. While most of these words represent primary reading levels, be aware that some words may not be in your child's vocabulary. If your child is unfamiliar with a list of words, teach the words in meaningful sentences or choose an easier list. Use these lists for preview prior to playing the game, or as opportunities for your child to read the words aloud or use them in oral or written sentences.

WORD MAN CONTENT LISTS

(alphabetized)

SHORT A			LONG A			SHORT E	
bad	ham	rag	bake	hale	rage	bed	net
bag	has	ram	bale	hate	rake	beg	peg
ban	hat	ran	base	haze	rate	den	pen
bat	jam	rap	cage	jade	rave	fed	pep
cab	lab	rat	cake	lace	safe	gem	pet
can	lad	sad	came	lake	sage	get	red
cap	lag	sag	cane	lame	sake	hem	set
cat	lap	sap	cape	lane	sale	hen	ten
dab	mad	sat	case	late	same	jet	vet
dad	man	tab	cave	mace	sane	keg	web
dam	map	tag	date	made	save	led	wed
fan	mat	tan	daze	make	take	leg	wet
fat	nag	tap	face	nale	tale	let	yes
fat	nap	tax	fade	mane	tame	men	yet
gag	pad	van	fake	mate	tape	met	
gal	pal	wag	fame	name	vale		
gap	pan	wax	fate	nape	vane		
gas	pat	yam	gage	pace	vase		
had			game	page	wade		
			gape	pale	wage		
			gate	pane	wake		
			gave	pave	wave		
			gaze	race			

SHORT I

bib lid
bid lip
big mix
bin nip
bit pig
did pin
dig pit
dim rib
din rid
dip rig
fib rim
fig rip
fit sin
fix sit
hid six
him tic
hip tin
his tip
hit wig
jig win
kid wit
kin zip
kit

LONG I

bide mime
bike mine
bite nice
dice nine
dime pike
dine pile
dive pine
fife pipe
file rice
fine ride
fire ripe
five rise
hide side
hike site
hire tide
hive tile
kite time
lice tire
life vice
like vine
lime wide
line wife
live wine
mice wipe
mike wire
mile wise

SHORT O

bop jot
box log
cob lot
cod mop
cop mob
cot not
dog pod
dot pop
fog pot
fox rob
got rod
hog rot
hop sob
hot sod
job top
jog tot

LONG O

bone	more
bore	note
code	nose
cone	poke
cope	pole
core	pose
cove	robe
dole	rode
dome	role
dove	rope
doze	rose
hole	rote
home	sole
hope	sore
hose	tone
joke	tore
lode	tote
lone	vote
lope	woke
mode	wore
mole	wove
mope	yoke

SHORT U

bud	jug
bug	jut
bum	lug
bun	mud
bus	mug
but	nub
cub	nun
cud	nut
cup	pub
cut	pun
dud	pup
dug	rub
fun	rug
gum	run
gun	rut
gut	sum
hub	sun
hug	tub
hut	

LONG U

cube	June
cure	mule
cute	muse
dude	mute
duke	pure
dune	rude
dupe	rule
fume	tube
fuse	tune
huge	yule

LIMITED WARRANTY

Developmental Learning Materials warrants this software product against defects in materials or construction for a period of six months. If, during that time, you cannot properly load or run the program, you may return it to DLM for a free replacement. Write DLM Customer Service, One DLM Park, Allen, Texas 75002.

This limited warranty does not apply if the product has been damaged by accident, abuse, or modification.

Back-up and Replacement Copies

You may purchase back-up copies or replacements for worn or damaged diskettes for \$25.00 per copy. Write DLM Customer Service, One DLM Park, Allen, Texas 75002.

ARCADEMIC SKILL BUILDERS IN LANGUAGE ARTS programs for the Apple computers contain a high-speed operating system called Diversi-DOS™, which is licensed for use with these programs only. To legally use Diversi-DOS with other programs, you may send \$30 directly to: DSR, Inc., 5848 Crampton Ct., Rockford, IL 61111. You will receive a Diversi-DOS utility disk with documentation.

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