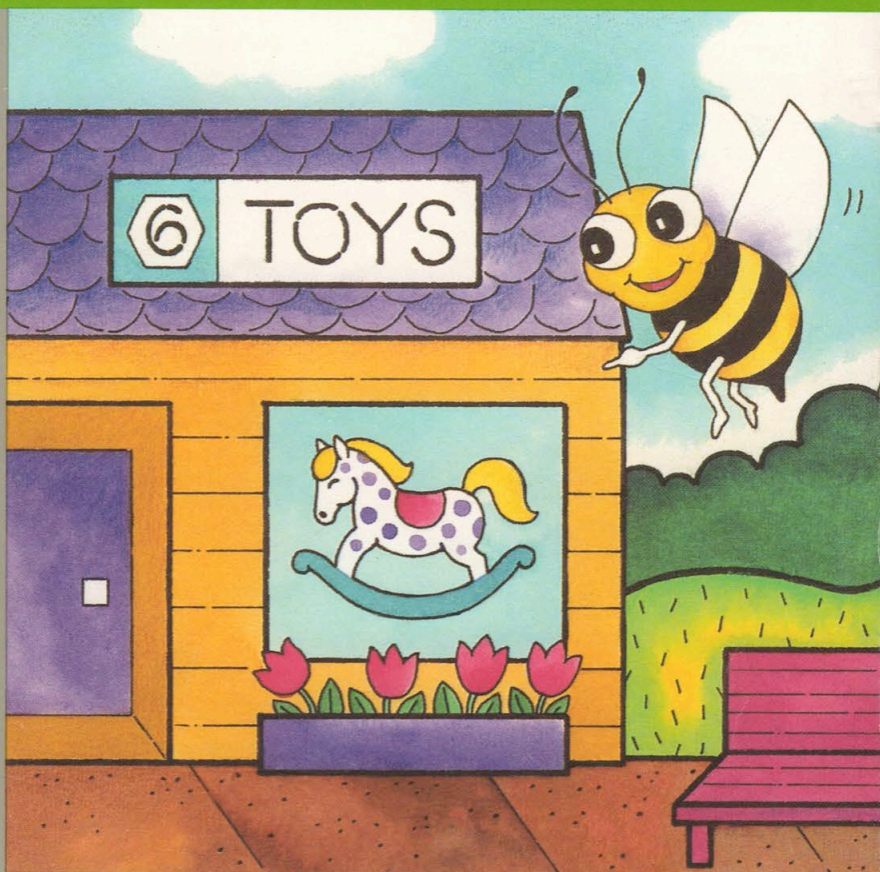


Bouncy Bee Learns Words

Education Family



IBM

**Personal
Computer
Software**

Develops word knowledge and word recognition through fun-filled, animated activities. Teaches over 250 words children frequently use. Adjusts to match individual pace. Allows record keeping for each child.

IBM Program License Agreement

YOU SHOULD CAREFULLY READ THE FOLLOWING TERMS AND CONDITIONS BEFORE OPENING THIS DISKETTE(S) OR CASSETTE(S) PACKAGE. OPENING THIS DISKETTE(S) OR CASSETTE(S) PACKAGE INDICATES YOUR ACCEPTANCE OF THESE TERMS AND CONDITIONS. IF YOU DO NOT AGREE WITH THEM, YOU SHOULD PROMPTLY RETURN THE PACKAGE UNOPENED; AND YOUR MONEY WILL BE REFUNDED.

IBM provides this program and licenses its use in the United States and Puerto Rico. You assume responsibility for the selection of the program to achieve your intended results, and for the installation, use and results obtained from the program.

LICENSE

You may:

- a. use the program on a single machine;
- b. copy the program into any machine readable or printed form for backup or modification purposes in support of your use of the program on the single machine (Certain programs, however, may include mechanisms to limit or inhibit copying. They are marked "copy protected.");
- c. modify the program and/or merge it into another program for your use on the single machine (Any portion of this program merged into another program will continue to be subject to the terms and conditions of this Agreement.); and,
- d. transfer the program and license to another party if the other party agrees to accept the terms and conditions of this Agreement. If you transfer the program, you must at the same time either transfer all copies whether in printed or machine-readable form to the same party or destroy any copies not transferred; this includes all modifications and portions of the program contained or merged into other programs.

You must reproduce and include the copyright notice on any copy, modification or portion merged into another program.

YOU MAY NOT USE, COPY, MODIFY, OR TRANSFER THE PROGRAM, OR ANY COPY, MODIFICATION OR MERGED PORTION, IN WHOLE OR IN PART, EXCEPT AS EXPRESSLY PROVIDED FOR IN THIS LICENSE.

IF YOU TRANSFER POSSESSION OF ANY COPY, MODIFICATION OR MERGED PORTION OF THE PROGRAM TO ANOTHER PARTY, YOUR LICENSE IS AUTOMATICALLY TERMINATED.

TERM

The license is effective until terminated. You may terminate it at any other time by destroying the program together with all copies, modifications and merged portions in any form. It will also terminate upon conditions set forth elsewhere in this Agreement or if you fail to comply with any term or condition of this Agreement. You agree upon such termination to destroy the program together with all copies, modifications and merged portions in any form.

LIMITED WARRANTY

THE PROGRAM IS PROVIDED "AS IS" WITHOUT WARRANTY OF ANY KIND, EITHER EXPRESSED OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. THE ENTIRE RISK AS TO THE QUALITY AND PERFORMANCE OF THE PROGRAM IS WITH YOU. SHOULD THE PROGRAM PROVE DEFECTIVE, YOU (AND NOT IBM OR AN AUTHORIZED PERSONAL COMPUTER DEALER) ASSUME THE ENTIRE COST OF ALL NECESSARY SERVICING, REPAIR OR CORRECTION.

Continued on inside back cover

Bouncy Bee Learns Words

by Paul J. Schneller
Samuel N. Stevens, Jr.

Education Family

The IBM logo, consisting of the letters "IBM" in a bold, sans-serif font, with each letter made of horizontal stripes.

**Personal
Computer
Software**

First Edition (October 1985)

The following paragraph does not apply to the United Kingdom or any country where such provisions are inconsistent with local law:

INTERNATIONAL BUSINESS MACHINES CORPORATION PROVIDES THIS MANUAL "AS IS," WITHOUT WARRANTY OF ANY KIND, EITHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. Some states do not allow disclaimer of express or implied warranties in certain transactions, therefore, this statement may not apply to you.

This publication could include technical inaccuracies or typographical errors. Changes are periodically made to the information herein; these changes will be incorporated in new editions of the publication. IBM may make improvements and/or changes in the product(s) and/or the program(s) described in this publication at any time.

It is possible that this material may contain reference to, or information about, IBM products (machines and programs), programming, or services that are not announced in your country. Such references or information must not be construed to mean that IBM intends to announce such IBM products, programming, or services in your country.

Products are not stocked at the address below. Requests for copies of this publication and for technical information about IBM Personal Computer products should be made to your authorized IBM Personal Computer dealer, IBM Product Center, or your IBM Marketing Representative.

The following paragraph applies only to the United States and Puerto Rico:

A Reader's Comment Form is provided at the back of this publication. If the form has been removed, address comments to: IBM Personal Computers, Reader Comments—Education, Internal Zip 0222, P.O. Box 1328-C, Boca Raton, Florida 33429-1328. IBM may use or distribute any of the information you supply in any way it believes appropriate without incurring any obligations whatever.

Version 1.00 © Copyright International Business Machines Corp. 1985
Licensed Material - Program Property of IBM - All Rights Reserved

© Copyright International Business Machines Corporation 1985

About This Book

This book is an adult guide to using Bouncy Bee Learns Words. The book is divided into five chapters and four appendixes:

- Chapter 1, *Before You Begin*, acquaints you with the product and the equipment you need to use it. It also provides instructions for backing up the program diskette and creating a self-starting program diskette.
- Chapter 2, *Introducing Bouncy Bee*, tells you about the lessons and games included in Bouncy Bee Learns Words, how to start the program, and how to make selections from the Main Menu.
- Chapter 3, *Using Bouncy Bee Learns Words*, explains how the program works and how to introduce Bouncy Bee Learns Words to children.
- Chapter 4, *Special Program Features*, tells you how to set up the management system, and explains some of the special features of Bouncy Bee Learns Words.
- Chapter 5, *The Bouncy Bee Story Book*, includes several stories that explain each activity in children's language.
- Appendix A, *Messages*, lists the error messages that might appear during the program and suggests corrective action to take.
- Appendix B, *Technical Reference*, contains information about fixed disk systems, the IBM PCjr Speech Attachment, and using alternative printers.

- Appendix C, *Word Lists*, lists the words for each lesson.
- Appendix D, *About the Authors*, discusses the authors and their experience in creating educational material for young children.

Related Books

We assume that you are familiar with the operation of your IBM Personal Computer and the Disk Operating System (DOS). Refer to the following publications for further information:

- IBM Personal Computer *Guide to Operations*
- IBM Personal Computer *Disk Operating System*

Things to Remember

As you review the program, remember these three important things:

- It's a good idea to read this book and review the Bouncy Bee Learns Words program, before you introduce the program to children for the first time.
- The program can operate automatically or manually. When operating automatically, a management system maintains records of children's progress. Under manual operation, you can select any of the activities, but no records are kept.
- The stories in Chapter Five should be read to children as an introduction to each activity. These stories are designed to make the Bouncy Bee character seem like a friend who can help children learn words.

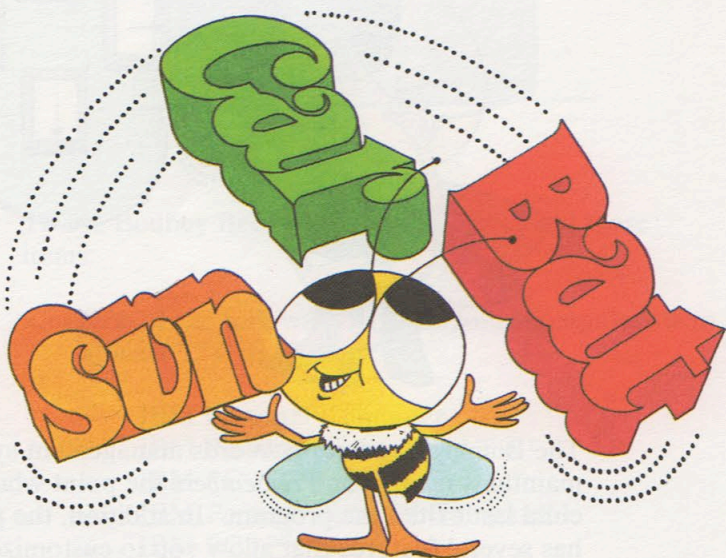
Contents

Chapter 1. Before You Begin	1-1
What You Need	1-3
Backing Up Your Program Diskettes	1-5
Creating a Self-Starting Diskette	1-8
Summary	1-10
Chapter 2. Introducing Bouncy Bee	2-1
What is Bouncy Bee Learns Words?	2-1
Two Operation Modes	2-2
Demonstrations	2-3
The Learning Activities	2-3
Using the Keyboard	2-4
Starting Bouncy Bee Learns Words	2-6
The Main Menu	2-7
Summary	2-8
Chapter 3. Using Bouncy Bee Learns Words	3-1
Getting Ready for Bouncy Bee	3-1
Operating Bouncy Bee Learns Words	3-3
Let's Learn Our Words	3-3
Direct Select	3-6
The Learning Activities	3-9
Shopping for Words	3-9
Grandfather's Beehive	3-15
Filling the Honeycomb	3-16
Antagram Word Game	3-18
Summary	3-19
Chapter 4. Special Program Features	4-1
Options Menu	4-2
Add a Group or a Name	4-3
Delete a Group or a Name	4-5
Create a New Word List	4-6
Print Worksheets	4-8
Reports	4-10
System Options	4-12

Extending Computer Lessons	4-14
Activity Suggestions	4-14
Bouncy Bee and Small Groups	4-17
Summary	4-18
Chapter 5. The Bouncy Bee Story Book	5-1
Introduction	5-1
Shopping for Words	5-2
Grandfather's Beehive	5-6
Filling the Honeycomb	5-9
Antagram Word Game	5-12
Appendix A. Messages	A-1
Appendix B. Technical Reference	B-1
Fixed Disk Systems	B-1
Installing Bouncy Bee Learns Words ..	B-1
Starting from the Fixed Disk	B-2
The Speech Attachment	B-3
Using Other Printers	B-4
Appendix C. Word Lists	C-1
Noun Picture Words	C-2
Basic Sight Words	C-2
Appendix D. About the Authors	D-1
Index	Index-1

Chapter 1. Before You Begin

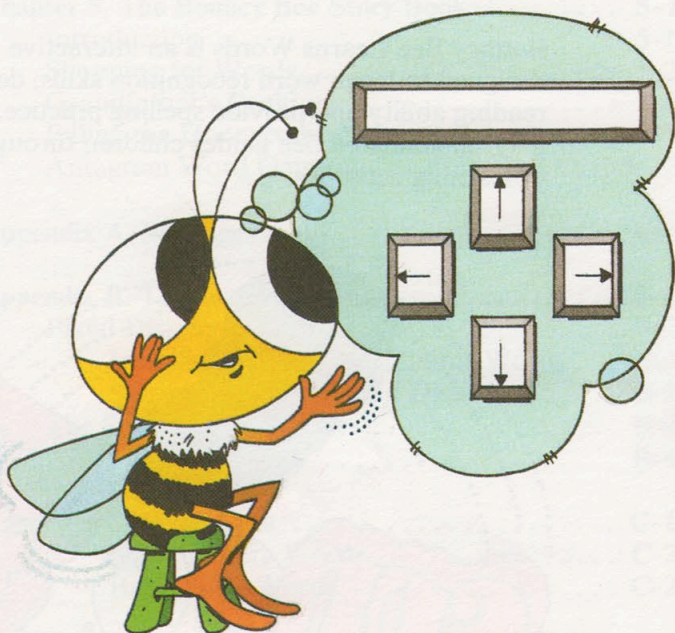
Bouncy Bee Learns Words is an interactive program designed to teach word recognition skills, develop reading ability and provide spelling practice. A playful, animated bee guides children through a series of learning activities.



The program is ideal for use with young children between the ages of five and ten. It can be used individually or by small groups of children as a team activity.

Note: Children who need help learning letters may enjoy Bouncy Bee Learns Letters. In this product, Bouncy helps children learn to recognize and remember the letters of the alphabet.

Bouncy Bee Learns Words is easy to use and requires no previous computer knowledge. Children use the easy-to-locate Spacebar and the Cursor Movement keys to perform most tasks.



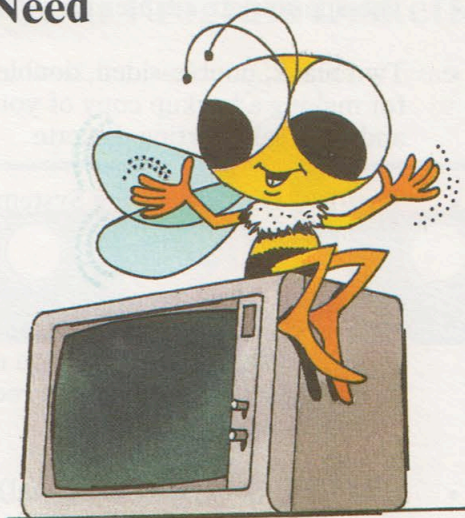
The Bouncy Bee Learns Words management system maintains records and *remembers* the point where a child last exited the program. In addition, the program has several features that allow you to customize the learning activities.

Chapter 5 includes children's stories about Bouncy Bee. These stories provide an introduction to each activity.

With an optional printer, you can print a worksheet for any lesson to provide children with additional reinforcement material. You can also print records to chart children's progress.

An optional voice feature, available for use on the IBM PCjr, enhances the program and allows Bouncy's voice to guide children through the activities.

What You Need



To use Bouncy Bee Learns Words, you need these items:

- One of the following IBM personal computers with at least 128KB of memory:
 - IBM Personal Computer
 - IBM Personal Computer AT^{®1}
 - IBM PC XT^{™2}
 - IBM *Portable* Personal Computer
 - IBM PCjr^{™3}
- One double-sided diskette drive
- One of the following displays:
 - IBM Color Display
 - IBM PCjr Color Display
 - Any compatible color display or TV

¹ IBM Personal Computer AT is a registered trademark of the IBM Corporation.

² IBM PC XT is a registered trademark of the IBM Corporation.

³ IBM PCjr is a registered trademark of the IBM Corporation.

- The appropriate adapter for your display or TV
- Two blank, double-sided, double-density diskettes for making a backup copy of your program diskette and your self-starting diskette
- The IBM Disk Operating System (DOS), version 2.0 or higher

Note: It is important that you use the DOS version that is appropriate for your IBM personal computer. If you use DOS 3.0 or higher, the program may require 256KB of memory.

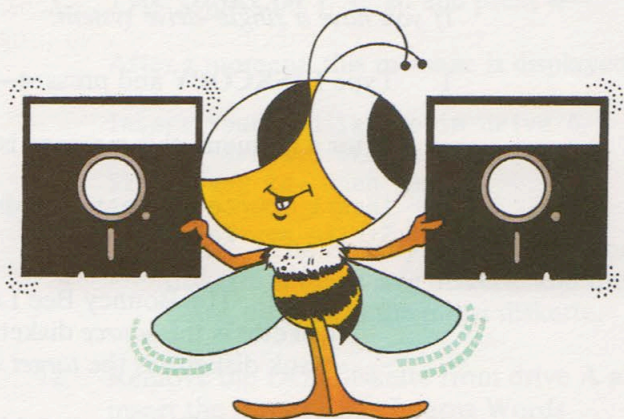
- IBM Graphics Printer (optional)

Note: If you use an alternative printer, see Appendix B, "Technical Reference" for additional information.

- The appropriate printer adapter
- IBM PCjr Speech Attachment (Optional for use with an IBM PCjr with the IBM PCjr Color Display only)

Note: An IBM PCjr Power Expansion Attachment is required when using the IBM PCjr Speech Attachment in combination with any other PCjr parallel attachments.

Backing Up Your Program Diskettes



We recommend that you use the DOS DISKCOPY command to make a copy of your Bouncy Bee Learns Words diskette in case of accidental damage to your original diskette. When you have made your backup diskette, put your original diskette in a safe place. Use your backup diskette to create a self-starting diskette.

Place a write-protect tab on your Bouncy Bee Learns Words original diskette. Then, complete the following steps to accomplish the DISKCOPY procedure:

Note: In the following procedures, screen messages may vary depending on the version of DOS you are using.

- 1 Insert the DOS diskette in drive A.
- 2 Turn on your computer and display.

If your computer is already on, press and hold the Ctrl and Alt keys, and then press the Del key. This is called a *system reset*.

- 3 Enter the date and time.

DOS is ready when the A> is displayed.

Now, follow the steps for your particular system.

If you have a single-drive system:

1. Type **DISKCOPY** and press **←**.

After a moment, this message is displayed:

Insert source diskette in drive A:
Strike any key when ready

Note: The Bouncy Bee Learns Words diskette is the *source* diskette and the blank diskette is the *target* diskette.

2. Remove the DOS diskette and insert the Bouncy Bee Learns Words diskette in drive A.
3. Press any key. After a moment, this message is displayed:

Insert target diskette in drive A:
Strike any key when ready . . .
4. Remove the Bouncy Bee Learns Words diskette from drive A and insert a *blank* diskette in drive A.
5. Press any key.

You may have to switch the diskettes. Messages on the screen prompt you to switch diskettes until this message is displayed:

Copy complete
Copy another (Y/N)?

6. Type **N** to end the **DISKCOPY** command.

If you have a dual-drive system:

1. Type **DISKCOPY A: B:** and press **←**.

After a moment, this message is displayed:

Insert source diskette in drive A
Insert target diskette in drive B
Strike any key when ready

Note: The Bouncy Bee Learns Words diskette is the *source* diskette and the blank diskette is the *target* diskette.

2. Remove the DOS diskette from drive A and insert the Bouncy Bee Learns Words diskette in drive A.
3. Insert a *blank* diskette in drive B and press any key. After a moment or two, this message is displayed:

Copy complete
Copy another (Y/N)?

4. Type **N** to end the **DISKCOPY** command.

- 5** Remove the copy, then label and date it using a felt-tip pen. Store the original Bouncy Bee Learns Words diskette in a safe place.

Note: Since your program diskette also stores student records, you may want to occasionally make a backup of your working copy. Use the DOS **DISKCOPY** procedure to accomplish this.

Creating a Self-Starting Diskette

You may want to create a working copy of the program that starts automatically. If you have a fixed disk, see Appendix B, "Technical Reference" before you follow this procedure.

Important: Do not create a self-starting diskette if you are using DOS 3.0 or higher.

Follow these steps to create your self-starting diskette:

Note: Messages may vary slightly, depending on the version of DOS you are using.

- 1 Insert your DOS diskette in drive A.
- 2 Turn on your computer and display.
- 3 Enter the date and time.
DOS is ready when the A> is displayed.
- 4 Now, follow the steps for your particular system.

If you have a single-drive system:

Note: Your DOS diskette is the diskette for drive A. The Bouncy Bee Learns Words backup diskette is the diskette for drive B.

1. Type **SYS B:** and press **←**.

After a moment, this message is displayed:

Insert diskette for drive B: and
strike any key when ready

2. Remove the DOS diskette, and insert your Bouncy Bee Learns Words backup diskette, and press any key.

3. Screen messages prompt you to switch diskettes until this message is displayed:

System transferred

4. Remove the Bouncy Bee Learns Words backup diskette and insert your DOS diskette.

5. Type **COPY A:COMMAND.COM B:** and press **↵**.

After a moment, the following message appears:

Insert diskette for drive A:
and strike any key when ready

6. Leave the DOS diskette in the diskette drive, and press any key. After a moment, you see the following message:

Insert diskette for drive B:
and strike any key when ready

7. Insert your Bouncy Bee Learns Words backup diskette, and press any key. After a moment, this message is displayed:

1 File(s) copied

If you have a dual-drive system:

1. Insert your Bouncy Bee Learns Words backup diskette in drive B.

2. Type **SYS B:** and press **←**.

After a moment, this message is displayed:

System transferred

3. Type **COPY A:COMMAND.COM B:** and press **←**.

After a few moments this message is displayed:

1 File(s) copied

- 5** When you finish creating your self-starting diskette, you may want to use the DOS **DISKCOPY** command again to make a backup copy of your new self-starting diskette.

From now on, whenever we refer to the Bouncy Bee Learns Words diskette, we mean the self-starting diskette you just created.

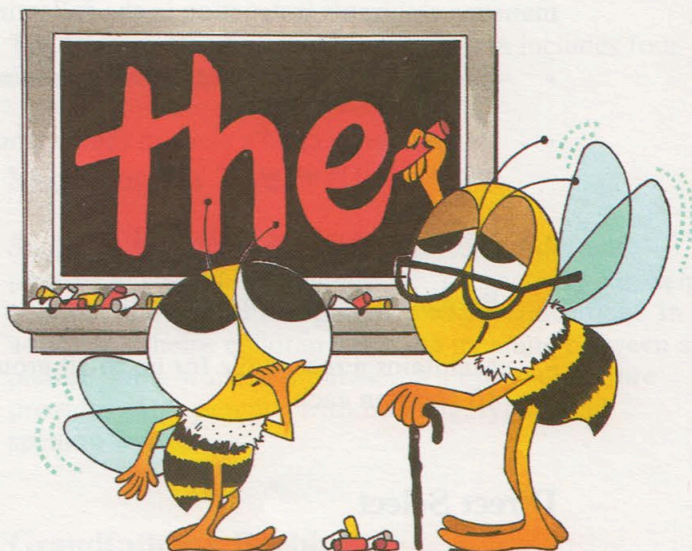
Important: Some versions of DOS do not work with every model IBM Personal Computer. If you use Bouncy Bee Learns Words with a model other than the one you are presently using, you still may have to start DOS before starting Bouncy Bee Learns Words. Then you can start Bouncy Bee Learns Words by typing **AUTOEXEC** at the **A>**.

Summary

In this chapter, you learned what equipment you need to use Bouncy Bee Learns Words. You also learned how to create a backup diskette and prepare a self-starting diskette. In the next chapter, you'll learn more about Bouncy Bee Learns Words — how to use the program, how to start the program, and how to make selections from the Main Menu.

Chapter 2. Introducing Bouncy Bee

This chapter tells you about Bouncy Bee Learns Words and briefly describes each of the learning activities. It also tells you how to start the program and make selections from the Main Menu.



What is Bouncy Bee Learns Words?

Bouncy Bee Learns Words is a computer program designed to improve the word knowledge, spelling ability, and reading skills of children ages five through ten.

Bouncy Bee Learns Words can be used for either individual or small group instruction and encourages cooperative learning. It is an ideal supplement to the Language Arts curriculum and can provide reinforcement for other reading or language programs.

Two Operation Modes

Bouncy Bee Learns Words offers both automatic and manual modes of program operation. These two modes are discussed below.

Let's Learn Our Words

Let's Learn Our Words includes a management system that selects lessons and games automatically. It manages children's instruction in the following ways:

- Keeps records of children's names you enter
- Remembers a child's place in the program at the end of each session
- Keeps a record for each child
- Prepares a report for each child
- Maintains a record file for up to 10 groups of 1 to 15 children each

Direct Select

Direct Select operates the program outside the management system. The program does not maintain records in this mode. You can, however, direct children's activities in the following ways:

- Select an activity
- Select a specific word list for an activity
- Choose one of three skill levels in Grandfather's Beehive, Filling the Honeycomb, and the Antagram Word Game

Demonstrations

Each activity, with the exception of Shopping for Words, has a brief demonstration in which Bouncy shows children how to operate the activity and select answers. Children can select the demonstration before they begin an activity, or they may begin without Bouncy's help, after they are familiar with the program.

The Learning Activities

The Bouncy Bee Learns Words program includes four separate activities:

Shopping for Words

Shopping for Words displays pictures, words, and phrases in special store windows. This activity can help children learn word recognition and pronunciation. In addition, it helps children associate meaning between a picture and a word or a phrase. An optional feature provides extra practice with building, typing and spelling words.

Grandfather's Beehive

Grandfather's Beehive is a visual tracking activity in which words move across the screen from left-to-right. Children watch the words and practice selecting a word from other distractors. This activity gives children repeated practice moving their eyes in the manner necessary for reading English text.

Filling the Honeycomb

Filling the Honeycomb is a word matching, hand-eye coordination game. Children select a word that matches the target word, the word currently being emphasized, from many distracting words. They have an opportunity to develop problem solving techniques and game strategies as they try to earn more and more points.

Antagram Word Game

The Antagram Word Game is a word recognition game. Children try to identify a word as it is being formed by a colony of marching ants. In order for children to recognize a word when they see only part of it, they need to have a clear visual image of the word. This activity gives children practice forming ideas about what word the ants may be making. When children do this, they are thinking about the word features. Children have many opportunities to recognize and type the word the ants are forming.

Using the Keyboard

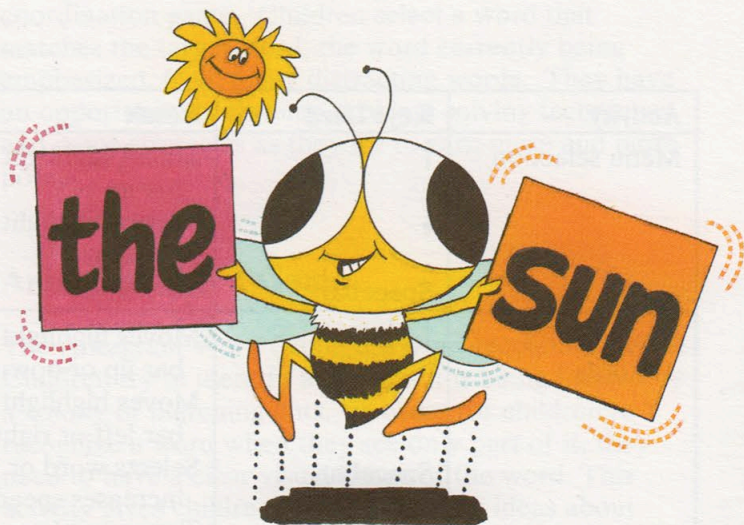
Bouncy Bee Learns Words is easy for children to use. Children need to learn the location of only a few keys to operate the program at first. Then they have an opportunity to learn the location of letters on the keyboard when they select **Type Words** for the Final Review, and when they play the Antagram Word Game.

The following chart summarizes the keys used in Bouncy Bee Learns Words:

Activity	Keys Used	Result
Menu selection	↑ ↓ Spacebar	Moves highlight bar up Moves highlight bar down Selects option
Shopping for Words	↑ ↓ ← → Spacebar A - Z	Moves highlight bar up or down Moves highlight bar left or right Selects word or increases speed Types words
Grandfather's Beehive	Spacebar	Matches word in tracking window
Filling the Honeycomb	← → Spacebar	Rotates bee left or right Moves bee to next cell
Antagram Word Game	Spacebar A - Z	Starts the ants Stops the ants Types words
Stop an activity	Escape (Esc)	Returns to Main Menu or previous menu
Enter letters or numbers	↵	Confirms entry

Note: You can use the Escape (Esc) key at any time. The Esc key, however, stops the current activity and returns to the previous menu without recording the session.

Starting Bouncy Bee Learns Words



Follow these steps to start Bouncy Bee Learns Words:

1 Insert your Bouncy Bee Learns Words *self-starting* diskette in drive A.

2 Turn on the computer and display.

If your computer is already on, press and hold the Ctrl and Alt keys and then press the Del key.

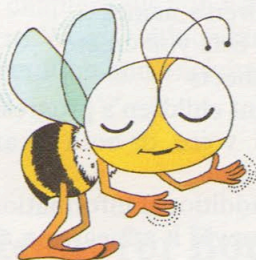
If you are not using a self-starting diskette, start DOS, replace the DOS diskette with the Bouncy Bee Learns Words diskette, and then type **AUTOEXEC** at the **A>**.

After a few moments, the program begins.

Note: If you are using a PCjr Speech Attachment, be sure you have installed it correctly. See Appendix B, "Technical Reference" for more information.

The Main Menu

The Main Menu is the first menu to appear when you begin the program. Here are the selections on the Main Menu:



Let's Learn Our Words

Direct Select

Options

Help

Exit

To select an activity from the Main Menu, use the Cursor Up ↑ or Cursor Down ↓ key to move the highlight bar. Then press the Spacebar to select the highlighted activity. Selections on other menus in Bouncy Bee Learns Words are performed in the same manner.

There are several options on the Bouncy Bee Learns Words Main Menu:

- **Let's Learn Our Words** activates the management system and automatically selects activities for children.
- **Direct Select** proceeds to the Direct Select Menu and allows you or a child to select individual lessons and games directly.

- **Options** is designed only for use by the teacher or assisting adult. See Chapter 4 for details on these options. This menu offers you the following actions:
 - Enter group names
 - Enter children's names
 - Delete group names
 - Delete children's names
 - Enter word lists you create
 - Print worksheets
 - View or print children's progress reports
 - Turn sound, voice, or both on and off
- **Help** gives you additional information. You can select Help whenever it appears on a menu.
- **Exit** returns the program to DOS when you select it from the Main Menu.

In other places in the program, if you select Exit the program returns to the previous menu.

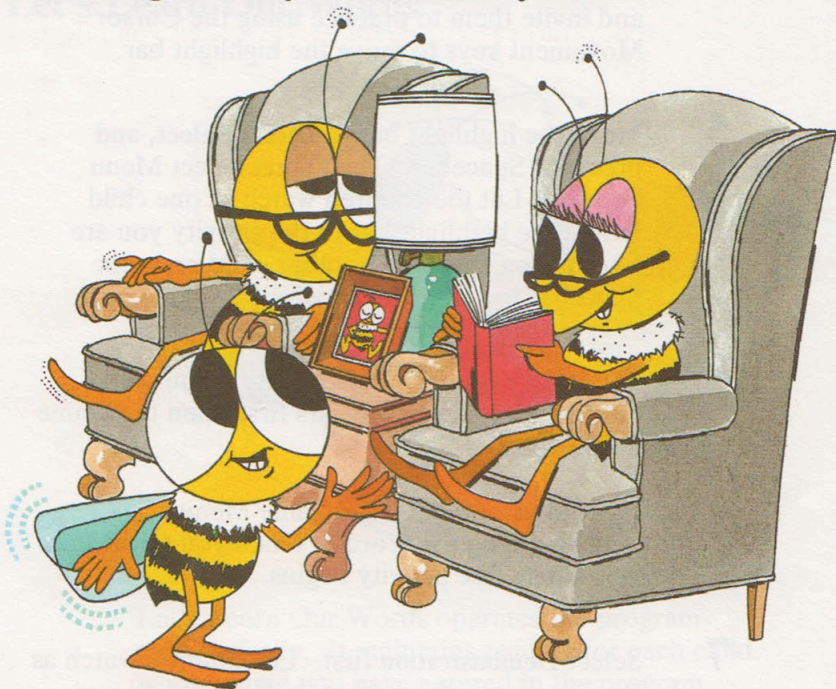
Summary

This chapter introduced you to the Bouncy Bee Learns Words activities. You learned how to start the program, what keys you use to operate the program, and how to make selections from the Main Menu. In the next chapter, you learn how to use Bouncy Bee Learns Words and how to introduce the activities to children.

Chapter 3. Using Bouncy Bee Learns Words

This chapter tells you how to begin using Bouncy Bee Learns Words with children. It explains the two modes of operation and explains each learning activity in detail.

Getting Ready for Bouncy Bee



Introduce Bouncy Bee to children, one activity at a time. Use the manual operation mode, Direct Select, to choose activities. In a classroom setting, you can introduce the program to an entire class or a small group. In the home, an older child or a parent can prepare a young child to use the program.

Follow these steps to introduce children to an activity:

- 1 Read the Bouncy Bee story that matches the activity you are introducing. (See Chapter 5.)
- 2 Demonstrate the correct way to handle and insert a diskette, by placing the Bouncy Bee Learns Words diskette into drive A.
- 3 Turn on the computer and display.
- 4 Explain the use of the keyboard, (the Spacebar and the Cursor Movement keys). Show the children the highlight bar on the Main Menu, and invite them to practice using the Cursor Movement keys to move the highlight bar.
- 5 Move the highlight bar to **Direct Select**, and press the Spacebar. The Direct Select Menu appears. Let the children watch as one child moves the highlight bar to the activity you are introducing. Then let another child press the Spacebar to select the activity.
- 6 Select **Play Game** on the activity menu. An introductory screen appears first, then the Game Menu appears.

Note: There is no Game Menu for Shopping for Words. When you select **Play Game**, the activity begins.
- 7 Select **Demonstration** first. Let children watch as Bouncy shows them what to do. Then discuss what happened on the screen. When the Game Menu appears again, move the highlight bar to **Game** and press the Spacebar to start the activity.

Proceed through the activity together. Say the *target* words, the words being introduced or reinforced. Read the directions, and help children with responses.

Operating Bouncy Bee Learns Words

Bouncy Bee Learns Words can operate either automatically or manually. The following section explains these two modes of operation.

Let's Learn Our Words



Let's Learn Our Words operates the program automatically. It maintains records for each child whose name you have entered in the program.

Before you use Let's Learn Our Words, create a group or groups, and enter children's names in each group. Follow the directions in Chapter 4 for setting up your management system.

The management system keeps records for two of the activities, Shopping for Words and Grandfather's Beehive. When a word list is passed, the program introduces the next word list.

The management system assumes that a child has passed a word list when a child has completed both Shopping for Words and Grandfather's Beehive, and performed both of the following tasks:

- Correctly typed or selected 75% of the words in Shopping for Words
- Recognized and correctly matched at least 75% of the words in the Grandfather's Beehive activity

To start Let's Learn Our Words:

- 1** Select **Let's Learn Our Words** from the Main Menu. After a brief pause, a menu that shows your current groups appears.
- 2** Move the highlight bar to the child's group and press the Spacebar. Another menu appears that lists the names of the children in the group.

Note: If the child's name is not on the list, check the group name. If the group name is correct, you may add the child's name by selecting **My name is not here**. If you selected the wrong group, press Esc and try again.

- 3** Move the highlight bar to the child's name and press the Spacebar.

As soon as children recognize their group name and can find their own name, they can begin the program by themselves.

Let's Learn Our Words proceeds as follows:

- The management system checks the child's record and either reintroduces the word list the child has not yet passed, or presents a new word list. Shopping for Words, the introductory activity, appears first whenever the program presents a new list of words. When this activity is over, the program automatically proceeds to Grandfather's Beehive.

Note: When the Game Menu appears, a child can select **Demonstration**, to see how to play, or select **Game** to begin.

- After a child plays Grandfather's Beehive with each word in the word list, the program automatically proceeds to Filling the Honeycomb. Filling the Honeycomb presents a game for each word in the word list, and then the program continues to the Antagram Word Game. When the Antagram Word Game is over, the program returns to the Main Menu.
- If you want a child to stop using the program before completing all four activities, tell the child to select **Exit** from the Game Menu the next time it appears. This returns the program to the Main Menu and records scores for Shopping for Words and Grandfather's Beehive.

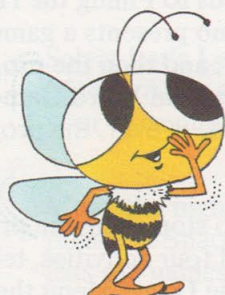
Important: If you or the child press Esc to exit from an activity, *no record* is kept for that activity.

The next time the child returns to the computer, and begins under Let's Learn Our Words, the management system selects the appropriate word list and activity.

Direct Select

This section explains how to operate the program manually so that you or the child can select a particular learning activity. This mode is best suited for children who are experienced with the program. You can use this mode to select activities for children who need additional practice with a specific activity. Also, you can use the Direct Select option to preview the activities.

To start activities without the management system, choose **Direct Select** from the Main Menu. The screen changes to the Direct Select Menu that lists the activities. When you select an activity and press the Spacebar, the menu for that activity appears. For example:



Play Game
Select a Skill Level
Select a Word List
Help
Exit

The same options appear on each of the activity menus, except Shopping for Words. Select a Skill Level does not appear on the Shopping for Words Menu. The following is a discussion of each of these options:

- **Play Game** allows you to proceed to the Game Menu to begin the activity.

Note: There is no Game Menu for Shopping for Words. When you select **Play Game** on the Shopping for Words Menu, the activity begins.

To begin an activity, perform the following steps:

1. Move the highlight bar to **Play Game** and press the Spacebar. The Game Menu appears.
 2. Select **Demonstration** to see how to use the activity, select **Game** to begin, or select **Exit** to return to the activity menu.
- **Select a Skill Level** allows you to set the level of difficulty for the activity. When you select a skill level, it remains in effect until you change it again.

To select the skill level, perform the following steps:

1. Move the highlight bar to **Select a Skill Level** and press the Spacebar. The Select a Skill Level Menu appears.
2. Move the highlight bar to **Beginning**, **Intermediate**, or **Advanced**, and press the Spacebar. The program returns to the activity menu.

Note: There is no skill level choice for Shopping for Words, because it is an instructional activity.

- **Select a Word List** allows you to select a certain word list for the lesson. Appendix C, "Word Lists" shows the words for each lesson. Word List 36 is a word list you can change. You can select Word List 36 for Grandfather's Beehive, Filling the Honeycomb, and Antagrams.

Note: Select **Create a New Word List** from the Options Menu to add your own list. For further information refer to "Create a New Word List" in Chapter 4.

To select a word list for an activity, complete the following steps:

1. Move the highlight bar to **Select a Word List** and press the Spacebar. The Select a Word List Menu appears. The current word list is displayed and you see the following question:

Select a new Word List? Yes
No

2. If you *do not* want to choose a different word list, select **No**. The program returns to the activity menu.
3. If you *do* want to select a new word list, select **Yes**. Type the word list number you want in the space provided, and press **↵**.

The Select a Word List Menu appears again. You see this question again:

Select a new Word List? Yes
No

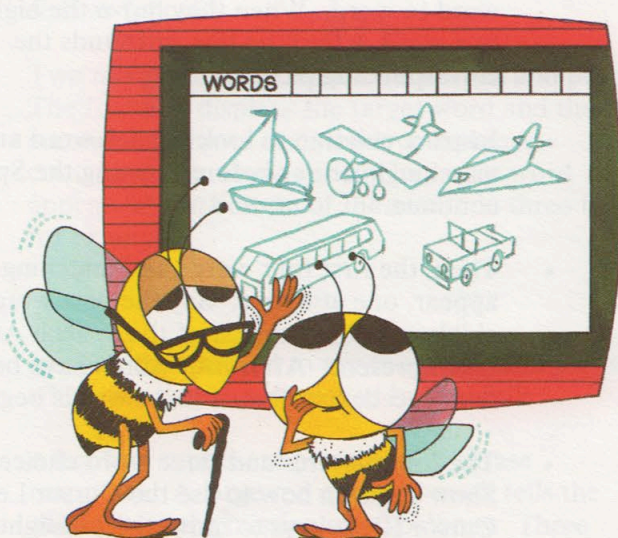
If the word list you want is displayed, select **No**. The program records the word list number you selected and returns to the activity menu.

- **Help** provides you with helpful instructions.
- **Exit** enables you to return the program to the Direct Select Menu to choose another activity.

The Learning Activities

This section explains the activities and gives some suggestions for introducing them to children. Start Bouncy Bee Learns Words and use the **Direct Select** option to preview each activity as you read about it.

Shopping for Words



Shopping for Words contains 35 word lists that present 280 words. Word Lists 1-7 include 56 noun picture-words. Word Lists 8-35 present 224 common English service words, sometimes called *basic sight words*. Shopping for Words contains three parts: an instructional presentation, an optional word writing or spelling activity, and a final review.

Note: If the IBM PCjr Speech Attachment is attached, Bouncy pronounces the words and speaks the instructions. If the Speech Attachment is not present, say the words for the children as the lesson progresses.

Read the matching story in Chapter 5 when you introduce Shopping for Words to children the first time.

Instruction for Word Lists 1 - 7

The instructional presentation for each of these word lists proceeds as follows:

- A store window, containing pictures of the items on the current word list appears. The item names appear in a list on the left side of the screen.
- Show children how to press the Cursor Up or Cursor Down keys to move the highlight bar from word to word. When they move the highlight bar to a word, a flashing box surrounds the corresponding picture.
- Instruct children to look at each word and its matching pictures before pressing the Spacebar to continue.
- Then, the first four words and matching pictures appear, one at a time. Say the new words for children as they appear, if the Speech Attachment is not present. After four words have been introduced, a review of those words begins.
- The four pictures and three word choices appear. Show children how to use the Cursor Left and Cursor Right keys to move the highlight bar to the word that matches the framed picture. Tell them to press the Spacebar to select the match.
- If the match is correct, the picture disappears, another picture is framed, and a new set of words appears. If the match is wrong, the picture remains on the screen, the incorrect word disappears, and the child has another chance to select a word. If the child makes another incorrect match, the picture and the correct word remain on the screen for a moment, then the word disappears.

- After four pictures have been reviewed, the incorrect choices are presented again. Then the program presents and reviews the next four words. After all eight words have been presented and reviewed, the program proceeds to the Write Words option.

Instruction for Lessons 8 - 35

The instructional portion for each of these lessons proceeds as follows:

- Two *talking* dolls introduce each word and phrase. The first doll displays the target word and the second doll shows a sentence or a phrase containing the *target word*. The target word appears at the bottom of the screen in three forms, for example:

THEY

They

they

- Instruct the children to say the words and phrases whenever they are displayed by the dolls.
- After four words are presented, a phrase reappears. A large red question mark tells the child where the missing word belongs. Three possible word choices appear at the bottom of the screen.
- Instruct the children to move the highlight bar to the word that best completes the meaning of the phrase. Tell them to press the Spacebar to select the word.
- If a child selects the right word, the word appears in the phrase. If the answer is wrong, the phrase remains on the screen, the incorrect word disappears, and the child can select another word. If the answer is wrong a second time, the phrase and the correct word remain on the screen for a moment.

- After four words have been reviewed, the words and phrases incorrectly identified are displayed again. Then the program presents and reviews the next four words.

After all eight words have been presented and reviewed, the program proceeds to the Write Words option.

Write Words

Write Words is an optional activity designed to improve word building concepts and spelling skills. When children complete the instructional presentation of a word list, the program continues to the Write Words option. Children can select **Yes** to begin Write Words or they can select **No** to continue to the Final Review. Write Words proceeds with the following activities for the word list:

- Tell children to press the Spacebar to see the first word. A word appears for about two seconds and then disappears.
- Encourage children to print the word on a flash card, on paper, or in a spelling notebook.
- Tell children to press the Spacebar to see the word again. The word appears one letter at a time. Children press the Spacebar to continue to the next word.
- After all the words have been presented, the Final Review screen appears.

Final Review

The *Final Review* is the skill checking activity in Shopping for Words. It checks understanding, and records the child's progress, if the activity was started under the Let's Learn Our Words management system.

You or the child can choose one of two modes of evaluation for the Final Review:

- Match Words
- Type Words

The Match Words mode operates as follows:

- Depending on the lesson, one of the following occurs:
 - *Lessons 1-7* – A picture appears on the screen. Three words appear at the bottom of the screen. One of the words matches the picture.
 - *Lessons 8-35* A phrase (with the target word missing) appears on the screen. Three words appear at the bottom of the screen. One of the words completes the meaning of the phrase.
- Instruct the children to move the highlight bar to the correct word and press the Spacebar. If the answer is correct, a honey cell is filled on the scoreboard at the top of the screen. If the answer is wrong, or no response is made, no honey cell is filled, and the correct word flashes for a moment. Then, the next picture or phrase is displayed.

- At the end of the test, incorrect responses are presented again for review and the final results are entered in the child's record.

Remember: If the activity is operating under the Direct Select option, *no record is kept*.

The Type Words mode operates as follows:

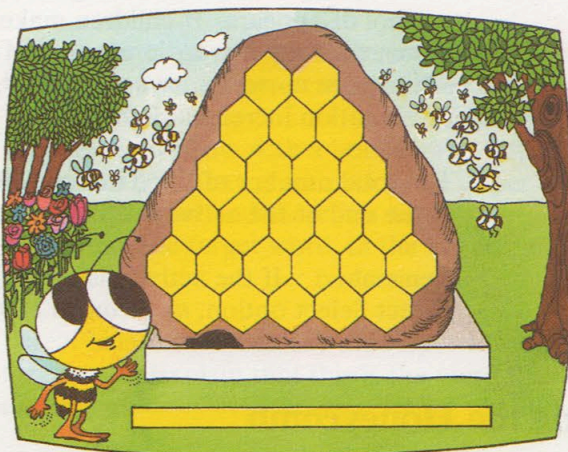
- Depending on the lesson, one of the following occurs:
 - *Lessons 1-7* – A picture appears on the screen.
 - *Lessons 8-35* – A phrase (with the target word missing) appears.

A graphic of the keyboard and a typing window appear at the bottom of the screen.

- Instruct children to type the letters of the picture-word or the missing target word.
- If a child types the word correctly, a honey cell is filled. After three incorrect keystrokes, or if no key is pressed in several seconds, the program displays the word again for about two seconds. The child can try again.
- Words not typed correctly are presented again at the end of the test as a review, and the final results are entered in the child's record.

Remember: If the activity is operating under the Direct Select option, *no record is kept*.

Grandfather's Beehive



Grandfather's Beehive is a visual tracking and word-matching exercise. Children watch words and symbols move across the screen. They press the Spacebar each time they see a match for the target word.

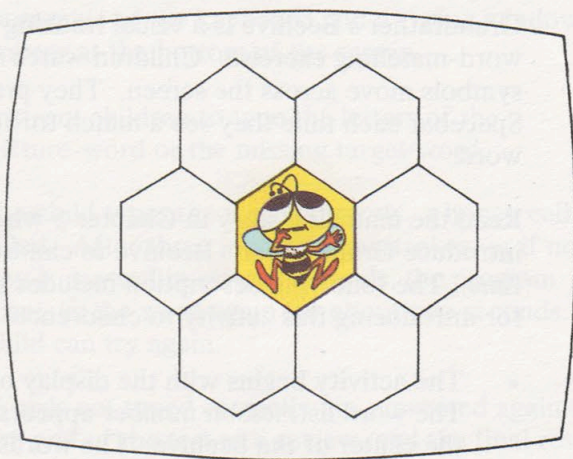
Read the matching story in Chapter 5 when you introduce Grandfather's Beehive to children the first time. The following description includes suggestions for introducing this activity to children:

- The activity begins with the display of a beehive. The word list/lesson number appears in a cell in the center of the beehive. The words are listed in a box at the top of the screen. If you or the child select **Demonstration**, Bouncy shows how the game is played.
- Each word in the list is presented during the game. When you or the child select **Game**, the *target word*, the word to be matched, appears in a cell in the center of the beehive. Instruct children to watch as symbols and words move left-to-right across a window below the beehive.
- Tell children to press the Spacebar when they see a word that matches the target word, displayed in the window.

- When a correct match is made, an audio tone sounds. If the words do not match, the word or symbol disappears. If children make two errors in a row, the rate of word presentation slows down. After three correct answers in a row, the rate of presentation increases slightly.
- The total number of filled honey cells that appears at the end of the activity represents the score.

Remember: If the activity is operating under the Direct Select option, *no record is kept.*

Filling the Honeycomb



The purpose of this activity is to give children practice matching words that are displayed in different type styles. The activity consists of eight games, one for each word on the list. Children help Bouncy make a path across the honeycomb by moving him from one honey cell that matches the target word to another. Children try to match and "fill" as many honey cells as possible in the time allowed.

Read the matching story in Chapter 5 before you introduce Filling the Honeycomb to children the first time.

The following description includes some suggestions for introducing the activity to children:

- You or the child can select **Demonstration** to see how to play the game, or select **Game** to begin.
- The activity begins with a honeycomb displayed on the screen. Bouncy is located in the upper left-hand corner and there is a *target cell*, containing the target word, in the lower right-hand corner.
- Direct children to look for the target word in the target cell. Explain that this is the word they must match.
- The first time children try Filling the Honeycomb, be sure to use the Direct Select option and choose the **Beginning** skill level. This level presents an easy version of the game that most children can master quickly.

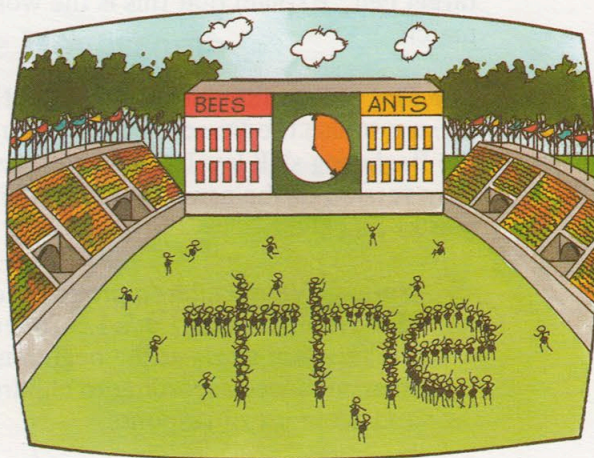
Note: When children progress to Filling the Honeycomb under Let's Learn Our Words, the program starts at the beginning level. It then advances according to children's speed and accuracy of response.

- Show children that they can use the Cursor Left and Cursor Right keys to rotate Bouncy to face a target word in an adjoining cell.
- Tell children to press the Spacebar to make Bouncy hop onto the target word. Incorrect matches send Bouncy back to the starting position. Instruct children to try to make a path to the target cell for Bouncy. When Bouncy hops onto the target cell, **Bonus** appears. Children earn extra points for each additional cell they collect in the remaining game time.

- The word **Bonus** disappears if Bouncy hops onto the wrong word and reappears when children move Bouncy to the target cell again. If children are able to fill every cell before time runs out, they get additional bonus points.

Remember: If the activity is operating under the Direct Select option, *no record is kept.*

Antagram Word Game



This activity can provide fun for two or more players. Children watch ants form a word and then try to guess the word *before* it's completely formed.

Read the matching story in Chapter 5 when you introduce the Antagram Word Game to children the first time. The following description includes suggestions for introducing this activity to children:

- When the game begins, a screen that looks like a playing field appears. A box on the scoreboard shows the number of tries children have to guess each word.

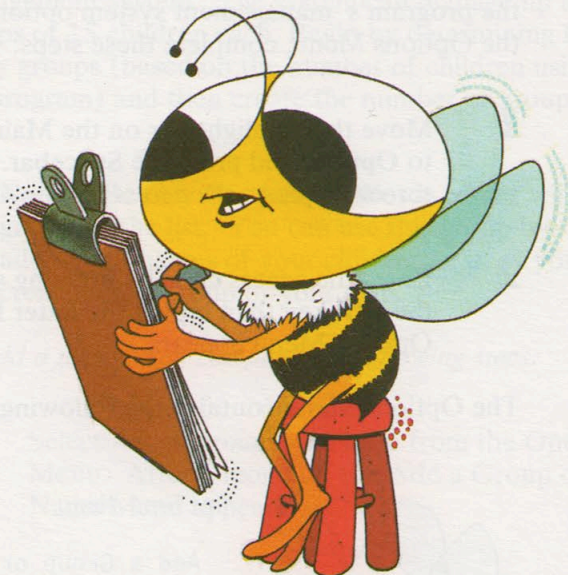
- A **Start Ants** message appears at the bottom of the screen. Instruct children to press the Spacebar to start the ants. The ants begin to form a word. In a few moments, the **Stop Ants** message appears.
- Tell children to press the Spacebar to stop the ants when they think they know the word the ants are forming. The ants stop and the clock counts down.
- Instruct children to type the word the ants appear to be forming. If the word is correct, one point appears on the bees' side of the scoreboard.
- If the word is incorrect, one try is subtracted from the scoreboard, the clock is reset, and the ants continue to form the word. Children can stop the ants and try again if there are any chances left on the scoreboard.
- If the ants complete a word before children identify it, they earn a point on the ants' side of the scoreboard. The game continues until one of the teams earns 10 points.

Remember: If the activity is operating under the Direct Select option, *no record is kept*.

Summary

In this chapter, you learned how to get children ready to use Bouncy Bee Learns Words. You learned how the program can operate automatically and manually. You also saw how each of the four activities operates. In the following chapter, you'll learn about the management system and the program options.

Chapter 4. Special Program Features



This chapter explains the use of the program's special features. There are several options available that allow you to set up the management system, create your own word list, view or print reports for individuals and groups of children, print worksheets and select sound, voice, or both.

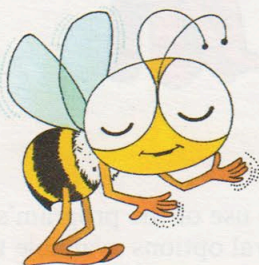
It is a good idea to start Bouncy Bee Learns Words and read this chapter with the program running in your computer. Try each of the options as you read about it.

Options Menu

This menu enables a teacher or assisting adult to access the program's management system options. To view the Options Menu, complete these steps:

- 1 Move the highlight bar on the Main Menu to **Options** and press the Spacebar. The next screen requests the *access code*.
- 2 Enter the access code by pressing and holding the Ctrl key then typing the letter B. The Options Menu appears.

The Options Menu contains the following selections:



Options Menu

- Add a Group or a Name
- Delete a Group or a Name
- Create a New Word List
- Print Worksheets
- Reports
- System Options
- Help
- Exit

The following sections explain the use of these options.

Add a Group or a Name

You must first create groups and then enter children's names into them before you can use the program's management system. The system can manage up to 10 groups of 15 children each. Begin by determining how many groups (based on the number of children using the program) and then create the number of groups you need.

Note: Bouncy Bee Learns Words comes with one group on the list. You can use this group by adding the names of your children to it, or you can create a new group of your own.

To add a new group, complete the following steps:

- 1** Select **Add a Group or a Name** from the Options Menu. After a moment, the Add a Group or a Name Menu appears.
- 2** Select **Add a Group**. A screen that shows your current groups appears.
- 3** Type in a new group name of 12 or fewer letters, and press **←**.

Note: You cannot have duplicate group names.


The **Add a Group or a Name** Menu appears again.

- 4** Select **Exit** to return to the Options Menu.

To add a name to a group, complete the following steps:

- 1** Select **Add a Group or a Name** from the Options Menu. After a moment, the Add a Group or a Name Menu appears.
- 2** Select **Add a Name**. A screen that shows your current groups appears.
- 3** Select the group to which you want to add a name. A screen appears that shows the names for that group.
- 4** Type in the new name you want to add to the group. A name can be no more than 12 letters.

Note: You cannot have duplicate names in the same group.

- 5** Press  when you complete the name.
- 6** Repeat steps 4 and 5 to add additional names to the group. Press Esc to return to the Add a Group or a Name Menu when you are finished adding names.
- 7** Select **Exit** to return to the Options Menu.

Delete a Group or a Name

This option enables you to delete a name from a group or delete a group. To delete a group, you must first delete all the names from the group and then delete the group.

To delete a name, complete the following steps:

- 1** Select **Delete a Group or a Name** from the Options Menu. After a moment, the Delete a Group or a Name Menu appears.
- 2** Select **Delete a Name**. Then, when the next menu is displayed, select the group from which you want to delete the name and press the Spacebar. The next screen displays names of the children in the group you selected.

- 3** Move the highlight bar to the name you want to delete and press the Spacebar.

You are asked: **Delete Name?**

Select **Yes** to delete the name, or select **No** if you decide not to remove the name.

- 4** Repeat step 3 to delete additional names from the selected group. Press Esc when you are finished deleting names to return to the Delete a Group or a Name Menu.

Note: The program automatically returns to the Delete a Group or a Name Menu when you delete the last name in a group.

- 5** Select **Exit** to return to the Options Menu.

To delete a group, complete the following steps:

- 1** Select **Delete a Group or a Name** from the Options Menu.
- 2** Select **Delete a Group**. When the next menu is displayed, select the group you want to delete and press the Spacebar.

Remember: You must delete all the names from a group before you can delete the group.

You are asked: **Delete Group?**

Select **Yes** to delete this group, or select **No** if you decide not to remove the group you selected.

- 3** Repeat step 2 to delete additional groups.
- 4** Select **Exit** to return to the Options Menu.

Create a New Word List

To create your own eight words, Word List 36, complete the following steps:

- 1** Select **Create a New Word List** from the Options Menu.

The Create a New Word List Menu appears and the current word list is shown. A question asks you if you want to change the list.

- 2** Select **Yes** if you want to change the list.

After a moment, a new screen including the current list appears. The cursor is located at the end of the first word on the list.

- 3** Use the Backspace key to erase the current word.

- 4** Type the new word and press **↵**.

If you do not want to change one of the words, press **←** to continue to next word.

- 5** Follow this procedure to add each word.

When you complete changing all eight words and press **↵** for the last time, are asked this question: **Add this Word List ?**

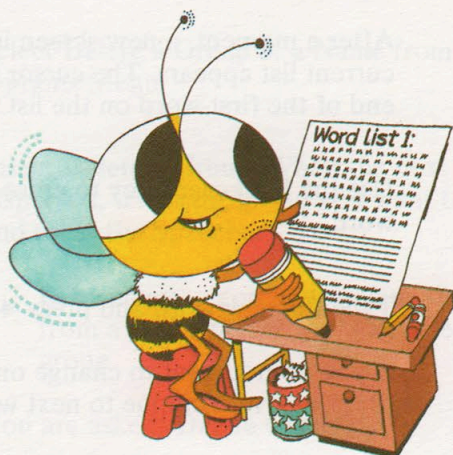
- 6** Select **Yes** to save the new word list as Word List 36.

Select **No** if you decide to keep the previous word list.

- 7** The program returns to the Options Menu.

This word list remains as Word List 36, until you change it again.

Print Worksheets



If you have a printer, you can make *Bouncy Worksheets* to use as follow-up lessons. Each sheet contains three parts:

- Word recognition
- Word printing
- Word meaning

You can help children create a notebook of the Bouncy Worksheets. Encourage children to collect pictures or phrases for each word and paste them on the back of the worksheet.

It's a good idea to introduce the Bouncy Worksheet after the child's first or second computer session on a particular lesson (word list). You may want to review the child's completed work to emphasize the value of the activity.

To print worksheets complete the following steps:

Note: If you are using a printer other than the IBM Graphics Printer, see "Using Other Printers" in Appendix B.

- 1 Turn on your printer, make sure that the Online button is lit, and the paper is properly inserted.

2 Select **Print Worksheets** from the Options Menu.

To print worksheets for specific word lists, complete the following steps:

1. Choose **Word List Selection** from the Print Worksheets Menu. A new screen appears, with a space for you to enter the word list number.

Note: You can enter numbers 1 - 35 only. The program does not create a worksheet for Word List 36, the list you can create.

2. Type the word list number for which you want a worksheet printed and press **↵**. After a few moments, a new screen appears and asks if you want to print.
3. Select **Yes** to begin printing.

To print worksheets for all the word lists, complete the following:

1. Select **All Word Lists** from the Print Worksheets Menu. After a few moments, a new screen appears that asks you if you want to print.
2. Select **Yes** to begin printing.

You may make photocopies of the Bouncy Worksheets if you need duplicate worksheets for additional children.

Remember: You can refer to Appendix C to see the word lists.

Reports

The program maintains a report for each child using the Let's Learn Our Words management system. The report shows the name of the child, followed by the word list numbers. Beneath each lesson is a space for a progress record.

Here is a sample report:

Bouncy Bee Learns Letters
Student Performance Record for: GROUP A

Date: OCTOBER 4, 1985

Key: ■ Word List introduced
○ Word List practiced
∅ Word List mastered


Student Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
RICKY	∅	∅	∅	∅	∅	∅	∅	∅	∅	∅	∅	∅								

The key on the top of the report form shows symbols that indicate one of the following conditions for each lesson:

- *Word List introduced*, (■) indicates that a word list has been introduced, but that the child did not complete the activity.
- *Word List practiced*, (○) indicates that the child has practiced a word list but has not passed it.
- *Word List mastered*, (∅) means that a child has passed a word list. The program records mastery of a particular word list when a child has completed both Shopping for Words and Grandfather's Beehive and performed both of the following:
 - Typed or selected the correct words on the first try for 75% or more of the words during the Shopping for Words Final Review

- Recognized and matched the words at least 75% of the time they appeared during Grandfather's Beehive

This report may be printed on the printer or displayed on the screen. To see or print a report, complete the following steps:

- 1 Select **Reports** from the Options Menu.
- 2 Enter the date in the space provided and press . The program advances to the Reports Menu.
- 3 Select **Printer** to print a report, or select **Screen** to display the report on the screen.

Note: When printing a report, make sure your printer is turned on, the Online button is lit, and paper is properly inserted in your printer.

The next screen looks like this:



Reports Category Menu

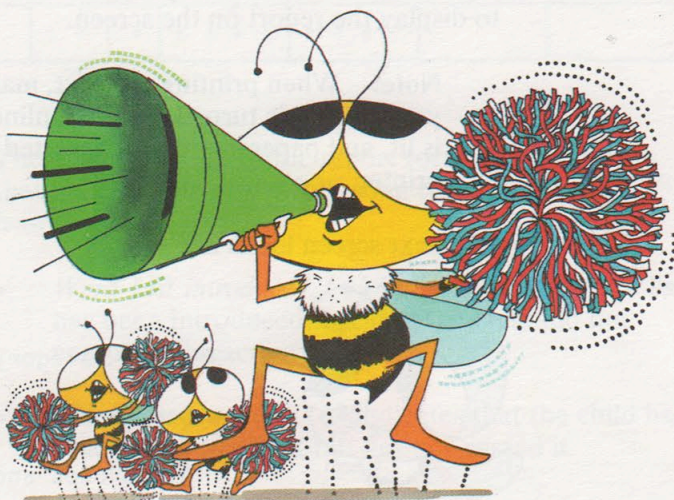
One Name
One Group
All Groups and Names
Exit

- 4 Move the highlight bar to the report that you want and press the Spacebar.
 - If you choose **One Name**, the following screen allows you to select the child's group. The next screen displays the names in the group you selected. Select a name, then the report appears, or you are asked: **Print Report ?** Select **Yes** to begin printing.

- If you choose **One Group**, the next screen displays all the groups. Select a group, then the report appears, or you are asked **Print Report ?** Select **Yes** to begin printing.
- If you choose **All Groups and Names**, the report appears, or you are asked **Print Report?** Select **Yes** to begin printing.

5 The program returns to the Options Menu when printing is complete, or after the last part of the report appears on the screen.

System Options



System Options enables you to turn on or turn off the musical sounds that accompany the program. You also use this option to prepare the program for using the PCjr Speech Attachment.

The first time you use the program, both the Sound Option and the Voice Option are turned *on*.

To change either option, select **System Options** from the Options Menu. After a moment, the System Options Menu appears.

Sound Option

This option allows you to turn on or turn off the musical tone sounds that accompany some of the activities and the error beeps that may occur.

To turn sound on or off:

- 1 Select **Sound** from the System Options Menu.
- 2 Select **ON** or **OFF**.
- 3 Select **Exit** to return to the Options Menu.

Voice Option

This option applies to the use of the IBM PCjr Speech Attachment only.

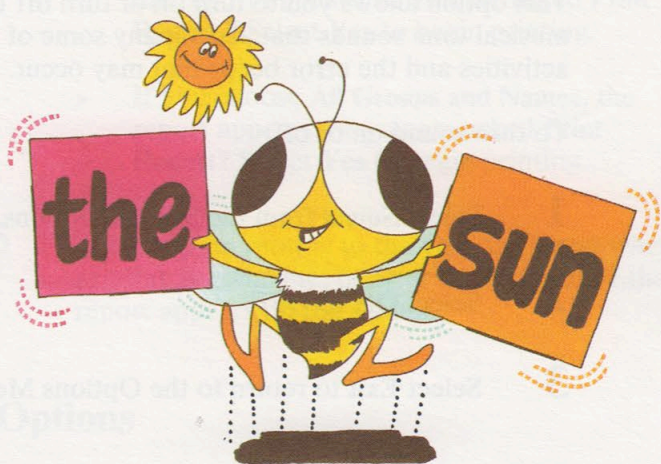
Important: Do not select this option unless you are using the Speech Attachment.

To turn the Voice on or off:

- 1 Select **Voice** from the Systems Option Menu.
- 2 Select **ON** or **OFF**.
- 3 Select **Exit** to return to the Options Menu.

Note: See Appendix B, "Technical Reference" for important information about the IBM PCjr Speech Attachment.

Extending Computer Lessons



The following additional review and reinforcement suggestions can aid children who need extra practice with certain words or lessons. You can also use these activities and similar ones to make the Bouncy Bee Learns Words activities an important part of language development and reading instruction.

Activity Suggestions

You can use the following suggestions with either individuals or small groups. There are four types of activities —writing, speaking, reading, and listening.

Writing Activities

The following suggestions are activities that children can complete with your help:

- Make flash cards for the words. Flash cards provide an easy way of testing and reviewing word knowledge.
 - Help children make their own sets of flash cards.

- Print or paste words on one side of the card and a picture, phrase, or sentence on the other.
 - Use the cards to practice word recognition on a regular basis.
- Complete the Bouncy Bee Worksheet and make a dictionary using the worksheet pages.
 - Write phrases and sentences using the words.
 - Write a story using the words in the lesson.
 - Cut words out of printed materials to make a poster collage.
 - Print words and phrases on a chalkboard or on paper while at the computer, or shortly after a lesson.
 - Create picture–word posters.
 - Print the words in alphabetical order.
 - Print the words from recall. (Spelling)
 - Type the words using a typewriter.

Speaking Activities

Young children like to talk about what they are doing. Encourage children to try some of the following “talking” activities:

- Retell all or part of a Bouncy Bee story.
- Describe Bouncy, Grandfather, Grandmother, Andy or Beeper.
- Dramatize a story episode.
- Tell about something that happened on the screen.

- Explain how a game or activity works.
- Describe what Bouncy does in the demonstration.
- Say all the words on the flash cards or wall chart.
- Describe or explain how a word-picture or poster collage was made.

Reading Activities (Aloud)

Children who are just learning words can participate in some early “reading” activities. They can accomplish many of the following tasks:

- Read words from other children’s flash cards.
- Find and circle Bouncy Bee target words in newspapers, magazines, or on cereal boxes.
- Read words and phrases from the Shopping for Words activity.
- Match and read words that begin or end with the same letters.
- Read words from the Bouncy Worksheets.
- Read sentences and “stories” written with Bouncy words.

Listening Activities

The teacher, parent or assisting adult can plan activities similar to the following:

- Ask a few questions before reading a story, then read to discover the answers.
- Read a passage from a story and leave out an important point.

- Read part of a story, then ask what might happen next.
- Make an audio tape of a story and let children listen to it over and over again.
- Read a story from the "Bouncy Bee Story Book" (Chapter 5), and ask questions about it that cover main ideas, supporting details, inference, sequence, cause and effect, and reasoning. For example:

Why did Bouncy have to close his eyes?
 Who won the honeycomb game?
 Why did Bouncy want to learn words?
 Why did Grandmother take Bouncy shopping?
 Why did Andy use a whistle?

Bouncy Bee and Small Groups

Young children enjoy working and playing together. Small group activities provide a convenient way of introducing children to the program and presenting key concepts and activities.

You can group children to reflect achievement, interest, or need. In this way, language development and concept formation become a regular part of the Bouncy Bee program.

Assign children similar tasks and allow them to respond together, or give children individual responsibilities as members of a team.

They can accomplish the following together:

- Listen to the Bouncy Bee story, and then complete the language arts activities selected by the teacher.
- Complete the worksheet or computer lessons together.

- During any of the lessons or activities, children can participate together.
 - Children can take turns pressing the Spacebar.
 - They can call out words together.
 - They can help each other.
 - Read directions on the screen to each other.
- During Grandfather's Beehive, children can participate as a group.
 - They can call out the target word each time it appears in the visual tracking window.
 - They can clap whenever a visual tracking symbol (*) appears.
- During Filling the Honeycomb, children can play the game as members of a team.
 - One child can be responsible for rotating Bouncy with the Cursor Movement keys.
 - Another can move Bouncy by pressing the Spacebar.

Summary

In this chapter, you learned about some of the special features of Bouncy Bee Learns Words. You learned how to set up the management system for the Let's Learn Our Words operation. You saw how to use the several options on the Options Menu. You also read some suggestions for extending and reinforcing the computer activities for children. The next chapter contains the Bouncy Bee Story Book.

Chapter 5. The Bouncy Bee Story Book

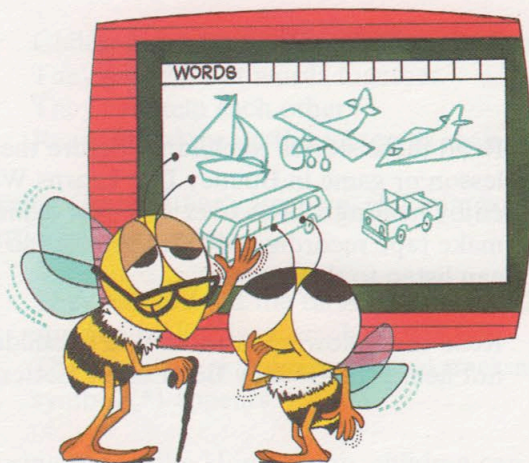
Read these stories to children before they begin each lesson or game in Bouncy Bee Learns Words. Children enjoy hearing stories over and over again. You may make tape recordings of these stories so that children can listen to them again.

Read the following introduction to children who have not heard the Bouncy Bee Learns Letters stories.

Introduction

These stories are about a little bee who learned the letters of the alphabet by playing games one summer. He was such a playful and happy bee that everyone called him Bouncy Bee. Bouncy lived with his grandfather and grandmother in a big red barn on the edge of town. His two best friends were his cousin Beeper, who lived in town, and Andy Ant, who lived under the barn.

Shopping for Words



Once upon a time, a beautiful new shopping center opened in town. The center was located halfway between Grandfather's big red barn and his giant beehive with the funny-looking windows.

It was a very good place to build a beautiful new shopping center because, whenever Bouncy went to visit Grandfather's giant beehive, he would have to pass by the shining new stores. Bouncy couldn't help looking in all the store windows and seeing all the nice things to buy.

One day while walking with Grandfather, Bouncy asked, "What are all those letters squished together in the windows, Grandfather?"

"Those are signs with letter-pictures on them," replied Grandfather. "They tell you what to buy and how much you must pay."

"What are the letter-pictures on the signs called?" asked Bouncy.

"Letter-pictures are called words."

"But what are words?" continued Bouncy.

"Words are—hum, let me think," replied Grandfather.
"Why words are words!"

"But what are they really, Grandfather?" asked Bouncy.

"Well—a word is like a picture, only better. It is sort of like—well, it's like talk written down. Yes, that's what it is. It is talk written down so you can read it."

"What is reading?" asked Bouncy.

"Reading? Hum—m—m. Let me see," replied Grandfather. "Well Bouncy, suppose you went shopping for some cookies, but you couldn't read. Then you saw a box with a picture of cookies on it and you bought it. But when you got home and opened it up, you found that it was really a box of dog biscuits."

"Yuk! Yuk!" replied Bouncy as he rolled his eyes and wiggled his mouth to chase away the imagined taste.

"But what has that to do with reading?" asked Bouncy.

"Well," replied Grandfather, "if you were able to read, you would have noticed that under the picture it said, *Dog Biscuit Cookies*."

"Oh, I see what you mean. Pictures are good but words are better."

"Yes Bouncy, they are. Words always tell you things you need to know, and that can make you very happy."

"Can I learn words?" asked Bouncy.

"Yes, you can," replied Grandfather. "We will learn words by playing games."

"We will?" said Bouncy.

"Yes," said Grandfather, "and we will begin right now. Every day at lunch time, I will take you window shopping for words."

"What is window shopping?" asked Bouncy.

"Window shopping is a type of pretend shopping."

"What is pretend shopping?"

"Pretend shopping is when you look but don't buy."

"Oh good!" replied Bouncy, "that won't cost much money."

"We will shop in a different store every day. When we find a word we want, we will write it on a small card. Once we have collected eight word-cards, we will stop for lunch and review our words."

"Will it be a pretend lunch, too?" asked Bouncy.

"No! No! It will be a real lunch," replied Grandfather.

"Good!" said Bouncy. "I don't think I would like a pretend lunch very much."

"Neither would I," said Grandfather, as they set out for their first store.

After shopping for words, Bouncy and Grandfather reviewed their new words by playing word-card games. Sometimes Grandfather would pick a card and ask Bouncy to say it. Sometimes he would put all the cards on the ground and ask Bouncy to say each word when he pointed to it. Bouncy's favorite game was when Grandfather would cover some of the letters in a word and ask, "Now can you tell what word it is."

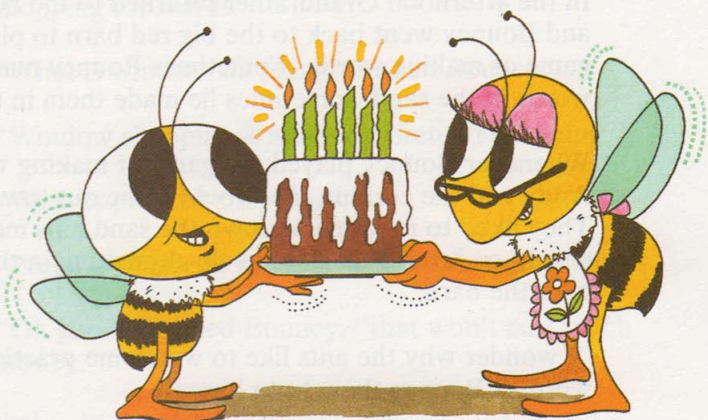
So every day during lunch, Bouncy and Grandfather went shopping for words and played word-card games. In the afternoon Grandfather returned to the beehive and Bouncy went back to the big red barn to play the game of making words. Sometimes Bouncy made the words in the sand, sometimes he made them in the air.

Whenever Bouncy played the game of making words, Andy and the curious ants would come out to watch. They liked to run up and down the sand hills made from words, or just watch Bouncy do skywriting in the air over the barn.

"I wonder why the ants like to watch me practice my words," Bouncy thought to himself.

Even the ants wondered why they enjoyed watching Bouncy. But soon, Bouncy and the ants would discover an amazing secret. Only Andy, the smartest ant, seemed to know what was going to happen, and he wouldn't say.

Grandfather's Beehive



Bouncy knew something was different when Grandmother said she was going to take him shopping for words.

"Is Grandfather sick?" he asked.

"Oh no," replied Grandmother, "he was just so busy at the beehive that he couldn't take you shopping today and asked me to do it instead."

"Oh good!" replied Bouncy. "Now I can show you all the fun things I have learned to do."

So Bouncy and Grandmother went off to the shopping center to look for eight new words. Grandmother thought it was rather unusual not to buy anything.

"Pretend shopping is okay, I guess," she said, "but do you have a pretend lunch too?"

"Oh no," replied Bouncy, "Grandfather and I always have a real lunch, and then we play word-card games."

"Well, I'm afraid it will be a pretend lunch today, Bouncy, because Grandfather wants us to hurry back to the beehive for a special surprise."

When Grandmother and Bouncy reached the giant beehive with the funny-looking windows, Grandfather was nowhere to be seen.

"Well!" said Grandmother, "since Grandfather is not here yet, why don't you show me how you sort honey."

"Oh, good!" replied Bouncy, "sorting honey is fun. Here is what you do. First, you press the big, long bar to start. A word will appear in the window of the beehive. That word always tells you the type of honey you must sort. Whenever that word appears in the long window below the beehive, you press the big, long bar again."

"But how do you know when you are right?"

"A sound always tells you when you're right."

"And if you're wrong?" continued Grandmother.

"When you're wrong, the word disappears."

"Good," replied Grandmother, "I like that too."

Bouncy pressed the long bar and words began to appear and disappear. Grandmother giggled to herself as Bouncy went faster and faster. In a little while, Bouncy had collected eight honey cells.

"You did very well, Bouncy," said Grandmother, "but I must confess I had another reason for visiting you today. I have a surprise for you. First, close your eyes."

Bouncy closed his eyes and waited. Suddenly he heard, "Surprise! Surprise!" Grandfather, Beeper, and Andy appeared.

Bouncy opened his eyes, and Grandmother handed him a big cake. Then, everyone began to sing a happy birthday song. Everyone cheered and shouted, "Blow out the candles!"

Bouncy flapped his wings and took a deep breath.

"W-o-o-o-o-o-sh," he went, and blew out all the candles.

Everyone cheered again and shouted, "Make a wish! Make a wish!"

Bouncy closed his eyes, put his hands under his chin, and thought and thought and thought.

"What is your wish?" asked Grandmother.

"I wish," replied Bouncy after a long pause, "I wish I could have a picnic with all my friends."

Beeper and Andy cheered and cheered. Grandmother and Grandfather just looked at each other.

"Well, if that is your wish," replied Grandmother, "a picnic it shall be."

"When? When?" asked Bouncy.

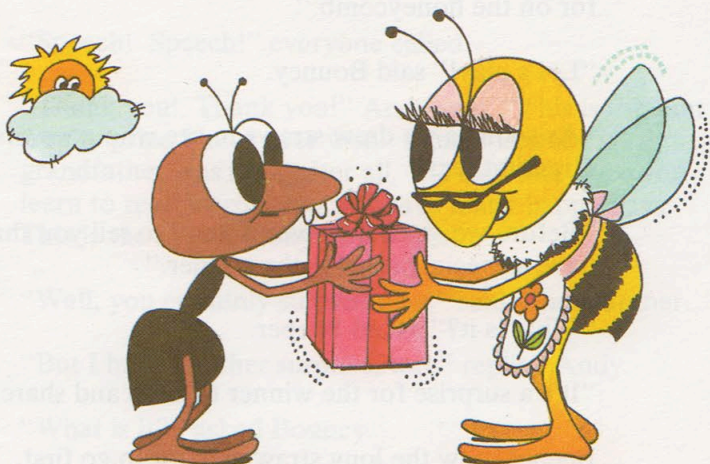
"Well, since we can't have a birthday party and a picnic on the same day," replied Grandmother, "let's have our picnic on Saturday."

"Good, but let's finish our cake and ice cream now, before the ice cream melts," said Grandfather.

"Besides, I made a game for Bouncy's birthday and I want everybody to play it."

Now at last, Bouncy knew why Grandfather had been too busy to take him shopping.

Filling the Honeycomb



When all the cake and ice cream were gone,
Grandfather gave Bouncy the new game he had made.

“WOW!” said Bouncy when he saw that the game had
a honeycomb with his picture on it.

Bouncy’s game was a huge honeycomb with one long
bar and two arrow keys. Each cell in the honeycomb
had a different word in it. At one end was a cell with
an arrow and a happy face like Bouncy’s. At the other
end was a target cell with a target word in it.

“How do you play?” asked Andy.

“Players take turns trying to move the arrow and happy
face across the honeycomb to the target cell,” replied
Grandfather.

“How do you move the happy face?” asked Andy.

“You move it by pressing the arrow keys.”

"How do you know where to move?" questioned Grandmother.

"The target cell always shows you what word to look for on the honeycomb."

"Let's play!" said Bouncy.

"As soon as we draw straws to see who goes first," said Grandfather.

"Before we start, however, I want to tell you that we have a special prize for the winner."

"What is it?" asked Beeper.

"It's a surprise for the winner to keep and share."

Beeper drew the long straw and got to go first. He pressed the long bar and the game began.

Everyone took turns playing, including Andy. The fun and excitement lasted until every player had taken five turns. Then Grandfather added up the points and said, "The winner is—Andy Ant!"

Everyone cheered and clapped.

"That's wonderful!" said Grandmother. "How did you learn to read so many words?"

"I watched Bouncy practice every day by the barn," replied Andy.

"So that's how you did it," exclaimed Bouncy.

Grandmother handed Andy the winning prize as everyone shouted, "Open it! Open it!"

Andy quickly opened the box and took out a beautiful gold trophy cup. The cup was filled with candy canes and big pieces of chocolate.

"What does it say?" asked Bouncy.

Andy lifted the cup to read the inscription, "To the World's Champion Honeycomb Player!"

"Speech! Speech!" everyone called.

"Thank you! Thank you!" Andy said. "This is the first trophy prize I have ever won. I guess Bouncy's grandfather was right after all. He said that once you learn to read words, you will have many happy days. This is the happiest day of my life."

"Well, you certainly surprised us," said Grandmother.

"But I have another surprise, too," replied Andy.

"What is it?" asked Bouncy.

"It is something you have to see."

"You mean like a picture?" asked Bouncy.

"Yes, like a picture, but better."

"WOW! I can hardly wait."

"Well, if you will have your picnic at the football field on Saturday, I will show you my other surprise."

Everyone agreed Saturday would be a perfect day for a picnic at the football field.

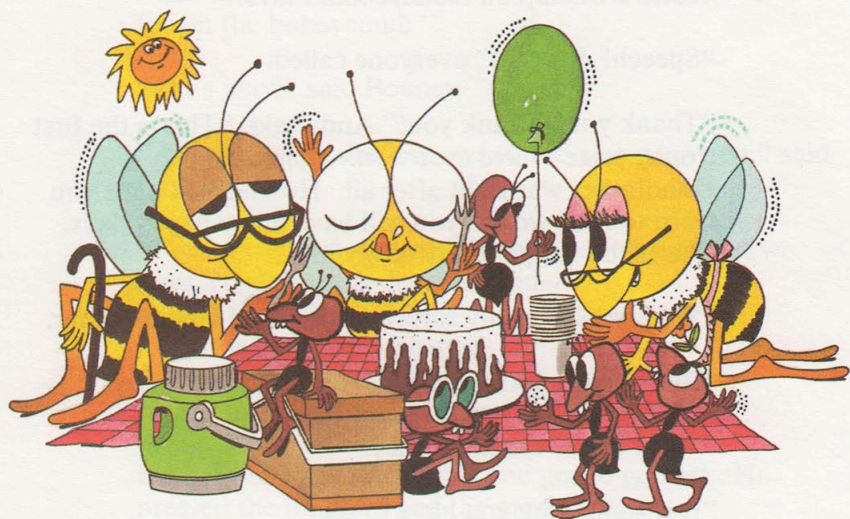
"Oh, and one more thing," Andy said, "I would like to share my prize with all of you."

"But how can we share a gold cup?" asked Bouncy.

"How about the chocolates." replied Andy.

Everyone laughed and said, "Yes! Yes! Let's share the chocolates."

Antagram Word Game



Saturday was a perfect day for a picnic. Instead of clouds, excitement filled the air. Everyone arrived at the football field early. Grandmother and Grandfather walked over with a picnic basket and a cooler. Bouncy and Beeper flew there, circling the big scoreboard to announce their arrival. Andy and some of the ants raced across the field to greet them.

"What is your surprise, Andy?" asked Grandfather.

"Actually we have two surprises," replied Andy. "One is a show; the other is a game."

"Good!" said Grandmother. "I like shows."

"Super!" said Bouncy. "I like games."

Andy blew his whistle and shouted, "SHOWTIME." March music played as the ants came marching, marching, marching into the stadium.

"Oh look!" said Grandmother, "they look like a band."

"I wonder what they will do next," questioned Bouncy.

Andy blew his whistle again. Hundreds of ants raced around and around, up and down, until they spelled out the words "WELCOME BEES."

"Why, I don't believe it," said Grandmother. "Who ever heard of ants learning to make words."

"WOW!" cried Bouncy, "Make more! Do more!" as everyone cheered.

The show continued as the ants made one word after another. Finally they spelled out "THE END."

The bees cheered and clapped. Bouncy cheered and clapped the loudest.

"I wonder what's next," asked Bouncy.

Andy appeared with a small portable scoreboard under his arm.

"Ok!" he said. "Now it is time for the game."

"Who will play?" asked Bouncy.

"Why don't we have a game between the ants and the bees," suggested Grandfather.

"That sounds like fun," replied Bouncy.

"But how do you play the game?" asked Grandmother.

"You play the game with this portable scoreboard," replied Andy. "It's just like the big one at the end of the football field. When you want the ants to start making a word, press the long bar. When you want them to stop, press the bar again."

"How do you earn points?" asked Grandmother.

"If the ants make a word before you can guess it, they score a point," replied Andy. "And if the bees guess the word before the ants can make it, then you earn a point."

"Let's play!" said Beeper.

Beeper pressed the bar and the ants began to scurry around the field.

"Hurry everyone!" cried Bouncy, "help guess the word."

The fun and excitement lasted for almost an hour.

The ants won the first game; the bees the second. The third game ended in a tie, just as Grandmother said, "PICNIC TIME!"

Everyone raced to the picnic area. Some faster than others. The ants sat down around the edge of the picnic blanket. Some ants were so excited, they mum, mum, mumbled to themselves.

Grandmother took out a huge chocolate cake with swirls of orange and white sugar frosting on top. The ants began to tremble with delight. A few of the more silly ones fell down while others did somersaults or rolled in the grass.

"My goodness!" exclaimed Grandmother, "but some of you ants are certainly silly."

"I know," replied Andy, "but after all, this is probably the first time in history that ants have ever been invited to a picnic."

"That's probably true," said Grandfather, "but then, who ever heard of ants learning to make words?"

Everyone laughed and agreed that this was the best picnic ever.

Appendix A. Messages

This appendix lists the Bouncy Bee Learns Words error messages in alphabetical order. Beneath each message, you'll find a brief explanation of and solution to the problem.

Diskette error has occurred. Type r to retry or c to cancel.

The computer detected a diskette or a diskette drive problem.

If retry does not work, copy any existing files to a new diskette, then reformat the bad diskette. If formatting fails, discard the bad diskette. Restart the program.

Diskette drive is open, or the diskette is not in the correct drive. Type r to retry or c to cancel.

The diskette drive door is open, or the program diskette is not in the correct drive.

Either close the diskette drive door, or insert the program diskette in drive A. Then type r to retry.

Diskette is write-protected. Remove write-protect tab. Type r to retry or c to cancel.

There is a write-protect tab on your diskette.

Remove the write-protect tab, then type r to retry.

My name is not here.

You selected **Let's Learn Our Words** from the Main Menu and selected a group. However, either there were no names in the group, or your name (the child's name) was not on the list.

Move the highlight bar to **My name is not here.** and press the Spacebar. You can add a name on the next screen. Refer to Chapter 4 for more information.

No names or groups are recorded.

You tried to complete a program option that required you to select a group or a name, but there were no groups or names recorded.

Select **Add a Group** or a **Name** from the Options Menu and add a group or add names to the group.

Printer is not ready. Check your printer. Type r to retry or c to cancel.

You tried to print a report or a worksheet, but the printer was not turned on with the Online button lit and paper properly inserted.

Check the printer; correct the problem.

Program error nnnn. Please report to IBM.

An unexpected program error has occurred.

Complete the Reader's Comment Form and return it to IBM.

Sorry, no more space.

You tried to add more than 15 names to a group, or you tried to create more than 10 groups.

To add another name, delete a name from the group, or create a new group. To add another group, you have to delete a group first.

The IBM PCjr Speech Attachment is required for voice.

You selected **ON** for the Voice Option and you do not have a PCjr Speech Attachment installed on your computer.

Select **OFF** or install the PCjr Speech Attachment to your PCjr computer.

This group is already here.

The program does not allow duplicate group names. You tried to add a group, but the group name was already on the list.

Enter a different group name.

This name is already here.

The program does not allow duplicate names. You tried to add a name, but the name was already in the group.

Add the name to a different group, or enter a different name.

This program requires at least 128KB of memory.

The computer you are using does not have enough memory to run this program, or not all of your computer's memory is available.

Turn off your computer, and start the program again. If the message appears again, check the amount of memory in your computer.

This program requires the IBM Color/Graphics Adapter Card.

The computer you are using does not have an IBM Color/Graphics Adapter.

Use the program on an IBM personal computer that has an IBM Color/Graphics Adapter.

You must add a group first.

You tried to add a name, but you had not created a group.


Select **Add a Group or a Name** from the Options Menu. Follow directions to add a group, then you can add a name.

You must create a group.

You selected **Let's Learn Our Words** from the Main Menu, but there were no groups created.

Select **Exit**, then select **Options** from the Main Menu. Select **Add a Group or a Name** and follow the directions to create a group and add names.

You must enter a word.

You selected **Create a New Word List**. Then you erased a word and pressed  without entering another word.

You must enter a word in each space.

You must delete all names first.

You tried to delete a group, but there are still names in the group.

Select **Delete a Name** from the Delete a Group or a Name Menu, select that group, and delete *all* the names.

You must select a valid word list.

Only Word Lists 1-35 are available for Shopping for Words. You can select 1-36 for the other activities.

Enter a valid word list.

Appendix B. Technical Reference

This appendix contains information about installing and starting Bouncy Bee Learns Words on a fixed disk. There is information about the installation and use of the IBM PC_{jr} Speech Attachment. In addition, this appendix contains information about the use of printers other than the IBM Graphics Printer.

Important: For additional information concerning installation instructions, refer to the technical manual for your computer.

Fixed Disk Systems

Installing Bouncy Bee Learns Words

Note: Refer to your IBM Personal Computer *Disk Operating System* for instructions on creating and changing directories.

Follow these steps to install Bouncy Bee Learns Words on a fixed disk:

- 1** Start DOS from the fixed disk.
- 2** Type: **MD \WORDS**

- 3 Insert your Bouncy Bee Learns Words diskette in drive A.

Important: Do *not* use your Bouncy Bee Learns Words *self-starting diskette* to install the program on your fixed disk.

- 4 Type **COPY A:*. * C:\ WORDS**

- 5 Press **←**.

- 6 Type **RENAME C:\WORDS\
AUTOEXEC.BAT WORDS.BAT:**

- 7 Press **←**.

Starting from the Fixed Disk

To start Bouncy Bee Learns Words from the fixed disk, follow these steps:

- 1 Start DOS from the fixed disk

- 2 Type **CD \WORDS**

- 3 Type **WORDS**

The Speech Attachment

The PCjr Speech Attachment adds voice to your Bouncy Bee Learns Words program. You need to install the speech attachment on your computer and turn the Voice Option **ON**. (See "Change System Options", in Chapter 4 for information.) Use the instructions that came with your IBM PCjr Speech Attachment to install this device.

Important: If you are using any other PCjr attachments, read the following before you install your PCjr Speech Attachment.

If you have another optional attachment for your IBM PCjr computer, such as an IBM PCjr Printer Adapter, the IBM PCjr Power Expansion Attachment is required.

The PCjr Power Expansion Attachment should be the first attachment on your PCjr computer, followed by the PCjr Printer Adapter, and finally the PCjr Speech Attachment.

Remember: The PCjr Speech Attachment should be the *last* attachment you install on your PCjr computer.

Using Other Printers

If you are using a printer other than the IBM Graphics Printer, you may need to change the AUTOEXEC.BAT file on your Bouncy Bee Learns Words diskette to support your printer.

Refer to your DOS manual for information about the GRAPHICS command, and select the appropriate parameter for your printer. Then, edit the AUTOEXEC.BAT file on your Bouncy Bee Learns Words diskette by adding the proper parameters to the GRAPHICS command.

Appendix C. Word Lists

This appendix lists the words presented in each Bouncy Bee Learns Words lesson. These words account for approximately 60% of the words found in basal readers, supplementary readers, and library books usually associated with grades one through six.

The words were selected after careful study of the following published materials:

- *A Profile of the American Basal Reader*, Psychotechnics, Inc., Glenview, Il 1976.
- *Frequency Analysis of English Use*, Francis and Kucera, Houghton Mifflin Co., Boston, Mass. 1982.
- *American Heritage Word Frequency Book* Houghton Mifflin Co., Boston, Mass. 1971.
- *The Edward Dolch List*, The Garrard Press, Champaign, Ill.
- *The Ladybird Key Words*, Ladybird Books, Ltd., Loughborough, England. 1977.

Lessons 1 - 7 are noun-picture words. These lessons can be presented to children in any order.

The words in lessons 8 - 35 appear within phrases. The lessons are sequential, so children should complete these lessons in order.

You can create your own list of eight words, Word List 36. See "Create a New Word List" in Chapter 4 for information. You can select Word List 36 when you use the Direct Select option with Grandfather's Beehive, Filling the Honeycomb, or the Antagram Word Game.

Noun Picture Words

Lesson 1	Lesson 2	Lesson 3	Lesson 4
bat box candy doll drum game horse kite	bell book clock desk flag paper seat teacher	bread butter cake cup dish fork glass milk	cap coat dress hat pants shirt shoes socks
Lesson 5	Lesson 6	Lesson 7	
bed chair door fish picture rug table window	bike boat bus car jeep plane train truck	baby boy father girl mother Mr. Mrs. people	

Basic Sight Words

Lesson 8	Lesson 9	Lesson 10	Lesson 11
the to go saw time in it went	my I is a with and big see	can you do good have will of come	not ride me after did for looked here

Lesson 12	Lesson 13	Lesson 14	Lesson 15
at too this am where away out going	take are he house she find your came	like on put many back school when his	be home what we want help little red
Lesson 16	Lesson 17	Lesson 18	Lesson 19
was know could from street read far make	walk about how old new tell as there	way over her had right some us all	an get that more off live our better
Lesson 20	Lesson 21	Lesson 22	Lesson 23
they than play across has ran today much	again them give left done name no work	white him together asked eat one small which	down show may sat up morning day blue
Lesson 24	Lesson 25	Lesson 26	Lesson 27
think best long bring were other sun now	just head try why or pick eyes store	night call let start soon woman black first	sit moon if around near full took green

Lesson 28	Lesson 39	Lesson 30	Lesson 31
stop light keep two happy tree while only	once water open made told must very both	does yellow their before write by got never	sleep because found few year another own round
Lesson 32	Lesson 33	Lesson 34	Lesson 35
any who things every grow then gave say	last until those so each use been well	feet into hold under yes these between would	run short said fast three man but laugh

Remember: You can create your own Lesson 36. Select **Create a New Word List** from the Options Menu.

Appendix D. About the Authors

Samuel N. Stevens, Jr., PhD. is a designer, inventor, and pioneer in the field of man-machine systems. Dr. Stevens was an early leader in the field of Human Engineering. A founding member of the Operations Research Society, his early work in that field at Battelle Memorial Institute involved military systems, with emphasis on computers and electronic training systems. Dr. Stevens holds electronic patents for digital-statistical interpretation of electronic wave forms.

His earliest involvement with training systems began with the armed services and continued as manager of Marketing Training for the Pure Oil Company. Reading training emerged as the field in which he has made his most significant contributions.

Dr. Stevens is the founder and president of Psychotechnics, Inc. (PTI), a publisher of reading materials and a manufacturer of equipment. He developed the Tachomatic 500, an automatic projection instrument used to train readers in effective eye-movement behavior and phrase pattern recognition. Under his direction, PTI focused its full energies on a broad program of research aimed toward the introduction of complete multi-media training systems. One such study led to the release, in 1976, of a list of 100 basic vocabulary words for beginning reading. This study was the result of a minicomputer-based statistical analysis of all basal readers.

Dr. Stevens' involvement in the development of programs such as *Discovering the Alphabet*, *Discovery Reading*, and *Discovery Spelling* permitted PTI to achieve validated success in teaching reading to developmental and remedial students alike.

Dr. Stevens' principal interest is the creative use of new technology to meet continuing opportunities in the reading training field.

Paul J. Schneller complements Dr. Stevens' background and experience in technology and Human Engineering. Mr. Schneller is a former classroom teacher, whose teaching background spans elementary through college level. He has also taught adult basic education programs and children with learning disabilities.

He is a former television instructor, consultant and co-author of a syndicated newspaper reading series. He has lectured extensively to university audiences and directed many teacher workshops and administrative seminars. He has presented jointly with Marianna Frostig, Newell C. Kephart, and Eldon E. Ekwall.

He is the author and editor of over 25 instructional programs including, *Discovery Reading*, *Improving Comprehension*, *How to Study*, and *Discovery Spelling*. Many of these programs are recognized specifically in *Approaches to Beginning Reading*, Second Edition, by Robert C. Aukerman.

Mr. Schneller has been a consultant to school systems, state departments of education, and industries throughout the United States and Canada. He has been designer and consultant to several recognized and validated projects, including ESEA Title I and Title III funded education projects.

Dr. Stevens and Mr. Schneller combined their knowledge of learning, young children and human interactions with machines to develop the Bouncy Bee Learns Words program. PTI's entry into computer software for young children is a natural extension of Dr. Stevens' and Mr. Schneller's ongoing educational work and research.

Index

A

access code 4-2
adapter 1-4
adding a group 4-3
adding a name 4-4
additional activities 4-14
Antagram Word Game 3-18
autoexec 1-10
automatic mode 2-2

B

backing up diskettes 1-5
backup copy 1-10
blank diskettes 1-4
Bouncy Worksheets 4-8

C

changing system options 4-12
class records 2-2, 4-10
computer 2-6
computers
 IBM PC XT 1-3
 IBM PCjr 1-3

IBM Personal

Computer 1-3

IBM Personal Computer

AT 1-3

IBM *Portable* Personal

Computer 1-3

Cursor Down key 2-7

Cursor Movement keys 1-2,
3-2

Cursor Up key 2-7

D

deleting a group 4-6

deleting a name 4-5

demonstration 2-3, 3-2

Direct Select 2-2, 2-7, 3-6

Disk Operating System iv,
1-4

DISKCOPY command 1-5,
1-10

diskette

backup 1-5

blank 1-4

handling 3-2

original 1-5

self-starting 1-5, 1-8,
1-10, 2-6

source 1-6, 1-7

target 1-7

DOS 1-5, 1-10, 2-8, B-1

E

error messages A-1
Esc key 2-5
Escape 2-5
Exit 2-8
extending computer
lessons 4-14

F

Filling the Honeycomb 3-16
Final Review 3-13
fixed disk 1-8, B-1
flash cards 4-14

G

game menu 3-2
Grandfather's Beehive 3-15
GRAPHICS command B-4
group activities 4-16
group, making 4-3
groups, adding 4-3
groups, deleting 4-6
Guide to Operations iv

H

hand-eye coordination 2-4
Help 2-8
highlight bar 2-5, 2-7, 3-2

I

IBM Graphics Printer 1-4
IBM PCjr Color Display 1-4
IBM PCjr Power Expansion
Attachment 1-4, B-3
IBM PCjr Speech
Attachment 1-4, 4-13, B-1,
B-3

K

keyboard operation keys 2-4

L

Let's Learn Our Words 2-2,
3-3
Let's Learn Our Words 2-7

M

Main Menu 2-7, 2-8, 3-2
management system 2-2
managing instruction 2-2
manual operation 3-6
match words 3-13
Menu selection 2-5
messages A-1

N

names, adding 4-4
names, deleting 4-5
noun - picture words 3-10,
3-11

O

Options 2-8
Options Menu 4-2

P

PCjr Speech Attachment 2-6
pictures 3-11
printer 1-2, 1-4
printer adapter 1-4
printer, other B-4
printing reports 4-10
printing worksheets 4-8

R

records 1-2
reports 4-10

S

select a skill level 3-7
select a word list 3-8
self-starting program
diskette 1-4
Shopping for Words 3-9
skill level 2-2, 3-7
sound option 4-13
Spacebar 1-2, 2-5, 2-7, 3-2
special program features 4-1
Speech Attachment 3-9,
4-13, B-1, B-3
spelling skills 3-12
suggested order C-1
SYS command 1-8, 1-9
system options 4-12
system reset 1-5

T

teaching order C-1
type words 3-13

U

using other printers B-4

V

visual tracking 3-15

voice 1-2, 2-6, B-3

voice option 4-13

W

wall chart 4-12

words, target 3-3

working copy 1-8

worksheet 1-2, 4-8

Write Words 3-12

write-protect tab 1-5



The Personal Computer
Education Family

Reader's Comment Form

Bouncy Bee Learns Words

6447946

Your comments assist us in improving the usefulness of our publication; they are an important part of the input used for revisions.

IBM may use and distribute any of the information you supply in any way it believes appropriate without incurring any obligation whatever. You may, of course, continue to use the information you supply.

Please do not use this form for technical questions regarding the IBM Personal Computer or programs for the IBM Personal Computer, or for requests for additional publications; this only delays the response. Instead, direct your inquiries or request to your authorized IBM Personal Computer dealer.

Comments:

BUSINESS REPLY MAIL

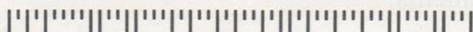
DRILLER STYLER
IN THE
18 UNITED
NATIONS
NO LOSTAGE

Tape

Please do not staple

Tape

Fold here

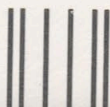


IBM PERSONAL COMPUTERS
READER COMMENTS - EDUCATION
INTERNAL ZIP 0222
P.O. BOX 1328-C
BOCA RATON, FL 33429-9960

POSTAGE WILL BE PAID BY ADDRESSEE

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 40 ARMONK, NEW YORK

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES



Continued from inside front cover

SOME STATES DO NOT ALLOW THE EXCLUSION OF IMPLIED WARRANTIES, SO THE ABOVE EXCLUSION MAY NOT APPLY TO YOU. THIS WARRANTY GIVES YOU SPECIFIC LEGAL RIGHTS AND YOU MAY ALSO HAVE OTHER RIGHTS WHICH VARY FROM STATE TO STATE.

IBM does not warrant that the functions contained in the program will meet your requirements or that the operation of the program will be uninterrupted or error free.

However, IBM warrants the diskette(s) or cassette(s) on which the program is furnished, to be free from defects in materials and workmanship under normal use for a period of ninety (90) days from the date of delivery to you as evidenced by a copy of your receipt.

LIMITATIONS OF REMEDIES

IBM's entire liability and your exclusive remedy shall be:

1. the replacement of any diskette(s) or cassette(s) not meeting IBM's "Limited Warranty" and which is returned to IBM or an authorized IBM PERSONAL COMPUTER dealer with a copy of your receipt, or
2. if IBM or the dealer is unable to deliver a replacement diskette(s) or cassette(s) which is free of defects in materials or workmanship, you may terminate this Agreement by returning the program and your money will be refunded.

IN NO EVENT WILL IBM BE LIABLE TO YOU FOR ANY DAMAGES, INCLUDING ANY LOST PROFITS, LOST SAVINGS OR OTHER INCIDENTAL OR CONSEQUENTIAL

DAMAGES ARISING OUT OF THE USE OR INABILITY TO USE SUCH PROGRAM EVEN IF IBM OR AN AUTHORIZED IBM PERSONAL COMPUTER DEALER HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, OR FOR ANY CLAIM BY ANY OTHER PARTY.

SOME STATES DO NOT ALLOW THE LIMITATION OR EXCLUSION OF LIABILITY FOR INCIDENTAL OR CONSEQUENTIAL DAMAGES SO THE ABOVE LIMITATION OR EXCLUSION MAY NOT APPLY TO YOU.

GENERAL

You may not sublicense, assign or transfer the license or the program except as expressly provided in this Agreement. Any attempt otherwise to sublicense, assign or transfer any of the rights, duties or obligations hereunder is void.

This Agreement will be governed by the laws of the State of Florida.

Should you have any questions concerning this Agreement, you may contact IBM by writing to IBM Personal Computer, Sales and Service, P.O. Box 1328-W, Boca Raton, Florida 33429-1328.

YOU ACKNOWLEDGE THAT YOU HAVE READ THIS AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS AND CONDITIONS. YOU FURTHER AGREE THAT IT IS THE COMPLETE AND EXCLUSIVE STATEMENT OF THE AGREEMENT BETWEEN US WHICH SUPERSEDES ANY PROPOSAL OR PRIOR AGREEMENT, ORAL OR WRITTEN, AND ANY OTHER COMMUNICATIONS BETWEEN US RELATING TO THE SUBJECT MATTER OF THIS AGREEMENT.

**Software required:**

DOS 2.00 or higher for
IBM PC and IBM PC XT™

DOS 2.10 or higher for
IBM PCjr™ and IBM *Portable*
Personal Computer

DOS 3.00 or 3.10 for
IBM Personal Computer AT®

Software included:

Diskette

A solid red rectangular area, likely used to redact information from the document.**System requirements:**

IBM Color Display, IBM PCjr
Color Display, 80-column
display or TV with appropriate
adapter

IBM PC, IBM PC XT, IBM
PCjr, IBM *Portable* Personal
Computer, or IBM Personal
Computer AT

128KB of memory (256KB
required with DOS 3.00
or 3.10)

One double-sided
diskette drive

IBM PCjr Speech Attachment,
speaker and headphones
(optional)¹

IBM Graphics Printer with
appropriate adapter cable
(optional)²

¹ Not available from IBM.

² IBM PCjr Power Expansion
Attachment is required when both
IBM Graphics Printer and IBM PCjr
Speech Attachment are used.

© IBM Corp. 1985
All rights reserved.

International Business
Machines Corporation
P.O. Box 1328-W
Boca Raton,
Florida 33429-1328

Printed in the
United States of America