

READING SERIES

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KINDER KONCEPTS

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KINDER KONCEPTS

COMPLETE 30 PROGRAM SERIES



Adams
~~Perkins~~

K I N D E R K O N C E P T S

by Michael W. Horner

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Introduction

Kinder Koncepts is a series of programs which introduces children to the wonders and delights of the computer while enhancing their preparation for the learning of Mathematics and Reading.

Although targeted primarily at the kindergarten age child, **Kinder Koncepts** programs could be appropriate for use with children of ages four to seven depending upon the intellectual maturation of the individual.

Although these programs were designed to be used in the kindergarten classroom as an adjunct to the regular curriculum, they may be used in the home to enhance preparation for school, or used in lower elementary remedial classes.

The programs were developed with the assistance of media specialists and kindergarten teachers and have been field tested in numerous kindergarten classes.

Concepts reinforced by the programs were selected from a standard kindergarten curriculum with the assistance of classroom teachers and educational consultants.

A serious effort was made to select concepts from throughout the curriculum so that a number of programs will be suitable for use at each point of the school year.

Writing programs for the pre-school and kindergarten child presents a number of formidable challenges. Perhaps this explains the lack of quality software for this age level. Attention spans are short, reading skills have yet to be developed, and the operations of arithmetic are something of a mystery.

Kinder Koncepts overcomes these difficulties by presenting concepts in a way that is intuitively clear to most children. Little or no reading is required. At most, a few words of advice from a teacher or parent is all that is necessary for a child to begin enjoying success with the programs.

Large, colorful graphics are used throughout. Motion on the screen is used to create interest in addition to the sounds and music built into the programs.

Using The Programs

Apple Computer Instructions

- ⇒ 1. Start with the computer **OFF**.
- ⇒ 2. Insert the disk in the disk drive.
- ⇒ 3. Turn on the computer. The computer will "boot up" and present you with the menu of programs.
- ⇒ 4. Press the letter of the program to be used.

The reward music may be turned on and off by typing a **CTRL-A** (for Audio) when the program is waiting for any key press.

Teachers and reviewers will also appreciate being able to press **CTRL-Q** to Quit the current program and return to the main menu.

As the program ends, **TRY AGAIN?** is displayed. Pressing **Y** starts the same program over. Press **N** to return to the program menu.

Commodore 64/128 Instructions

- ⇒ 1. Start with the computer **OFF**.
- ⇒ 2. Turn on the computer and disk drive.
- ⇒ 3. Insert the program disk into the drive.
- ⇒ 4. Type **LOAD"INTRO",8,1** and press **RETURN**.
- ⇒ 5. Press the letter of the program to be used.

IBM and Compatible Computer Instructions

NOTE: Your computer must be equipped with an EGA or VGA (or better) graphics card in order to use these programs.

- ⇒ 1. Turn on your computer.
- ⇒ 2. Insert the *Kinder Concepts* program disk into the floppy drive and switch the DOS prompt to that drive. (Or change to the appropriate subdirectory if running from your hard drive).
- ⇒ 3. Type **KK** and press **Enter**.

Hard Disk Installation

You may install *Kinder Concepts* on one hard disk. If you later wish to move *Kinder Concepts* to a different hard disk you must first follow the "un-installation" instructions which follow this section. (Network versions are available for installation to network servers.)

- ⇒ 1. Turn on your computer and switch the DOS prompt to the floppy drive you will be using as the source.
- ⇒ 2. Insert the *Kinder Concepts* program disk and use the DOS copy command to copy all of the files to the desired directory on your hard disk.
- ⇒ 3. Type **INSTALL to:** and press **Enter**. "to:" is the drive letter of the hard drive to which you will be installing *Kinder Concepts*. For example, typing **INSTALL C:** will install *Kinder Concepts* on drive C.

Hard Disk Un-Installation

You may install *Kinder Concepts* on one hard disk. If you later wish to move *Kinder Concepts* to a different hard disk you must first follow these "uninstall" instructions.

- ⇒ 1. Turn on your computer.
- ⇒ 2. Insert the *Kinder Concepts* program disk into a floppy drive and change the DOS prompt to that drive.
- ⇒ 3. type **UNINSTALL from:** and press **Enter**. For example, typing **UNINSTALL C:** will uninstall *Kinder Concepts* from drive C:

About The Programs

All of the programs in the *Kinder Concepts* series follow the same general format. Ten problems concerning a specific concept are presented.

The child has two opportunities to give a correct response for each problem. No time limits are imposed. Correct responses are acknowledged with a smiling face and a little tune. Incorrect responses receive only a sad face. We detest programs that give a loud buzzing noise to signal a wrong answer.

The correct solution is displayed on the screen after a correct response or two incorrect responses and the program then proceeds to the next problem.

If the child is very successful with the ten problems, the smiling faces and music are more pronounced at the end of the program.

Measuring Progress

All of the programs provide a continuous result summary on the screen to enable the child and the teacher or parent to monitor success. The following symbols are used for scoring purposes:

Apple and IBM:

Double "X" symbol (IBM two gold stars) for a correct first attempt.

Single "X" symbol (IBM one gold star) for a correct second attempt.

A blank for two incorrect attempts.

Commodore:

Whole square block for a correct first attempt.

Half square block for a correct second attempt.

A dot or period for two incorrect attempts.

MATHEMATICS DISK**A. BEGIN TO COUNT**

***OBJECTIVE:** The child is able to accurately count up to seven figures displayed on the screen.*

From one to seven figures (squares, triangles, bow ties, etc.) are displayed on the screen in random patterns. The child is to press the number key corresponding to the total number of figures shown.

B. WHICH IS MORE

***OBJECTIVE:** The child is able to determine which of two groups contains more items using one-to-one correspondence or actual counting.*

Two groups of figures are displayed on the computer screen. Each group may include from one to nine figures of varying shapes. The number in each group will differ by one. The child is to press the letter A or B corresponding to the group that contains more figures.

C. WHICH IS LESS

***OBJECTIVE:** The child is to determine which of two groups contains fewer items using one-to-one correspondence or actual counting.*

Two groups of figures are displayed on the computer screen. Each group may include from one to nine figures of varying shapes. The number in each group will differ by one. The child is to press the letter A or B corresponding to the group that contains less figures.



D. MATCH HOW MANY

OBJECTIVE: *The child is able to determine which group of objects matches a target numeral in quantity.*

A target numeral is displayed near the top of the computer screen. Three groups of figures of varying shapes will be displayed below the numeral. The child is to find the one group of figures that matches the target numeral in quantity and press the appropriate key, A, B, or C which identifies that group.

E. NEXT NUMBER

OBJECTIVE: *The child is able to identify which numeral should come next in a given sequence of digits.*

Two digits in sequence are displayed on the computer screen followed by a blinking question mark. The child is to determine which number should replace the question mark and press the appropriate number key. For example, if 3 4 ? is displayed on the screen, 5 should be pressed.

**F. GROUPS & NUMBERS**

OBJECTIVE: *The child is able to determine which of four groups of figures matches a displayed numeral in quantity.*

A single digit is displayed in the center of the screen. Around the numeral are displayed four groups of from one to nine objects. As the frame around each group flashes, the child is to press Y if the group matches the numeral or N if the group does not match the numeral. At least one group and at most three groups will match the numeral in each problem.

G. NUMBER ORDER

OBJECTIVE: *The child is able to determine which numeral is missing in a given sequence of three numerals.*

Two numerals and a question mark are displayed across the screen. The question mark may occur in any of the three possible positions. The child is to determine which numeral should replace the question mark and press the appropriate key.

H. FIND THE LONGEST

OBJECTIVE: *The child is able to determine which of five bars of varying length is the longest.*

Five vertical bars of varying length and design are displayed against a measuring grid. The child is to determine which bar is the longest and then press a key from 1 to 5 that corresponds to the choice made. As each problem is completed, the bars slide down to the bottom base line for easy comparison of lengths.

I. FIND THE SHORTEST

OBJECTIVE: *The child is able to determine which of five bars of varying length is the shortest.*

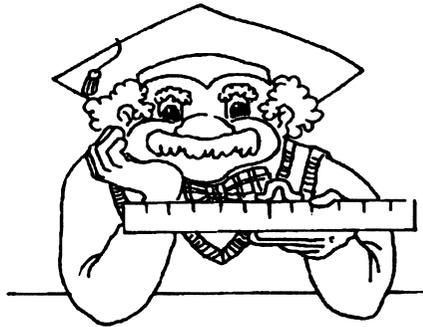
Five horizontal bars of varying length and design are displayed against a measuring grid. The child is to determine which bar is the shortest and then press a key from 1 to 5 that corresponds to the choice made. As each problem is completed, the bars slide left to a base line for easy comparison of lengths.



J. HOW FAR WILL IT GO

OBJECTIVE: *The child is able to equate the concept of number to a standard length to determine a total distance.*

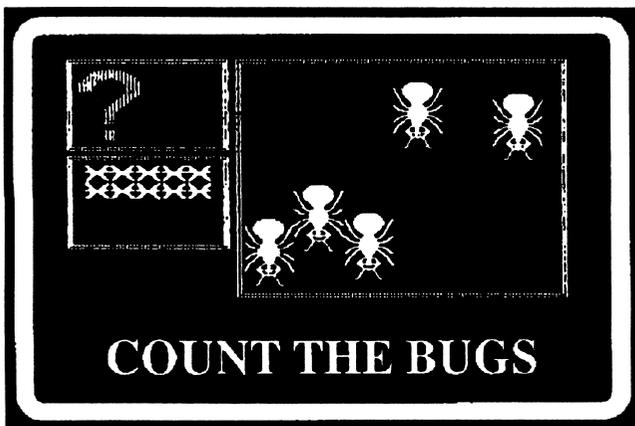
A lunar lander (Commodore) or inchworm (Apple) is displayed at the beginning of a path made up of rectangular bricks. Above the path, a numeral is displayed from 0 to 9. The child is to press the **SPACE BAR** to light up enough bricks to match the numeral. When the child has lit up as many bricks as desired, the **RETURN** key must be pressed to complete the answer.



K. BUG COUNTER

OBJECTIVE: *The child is able to accurately count from zero to twelve objects displayed on the screen.*

From zero to twelve bugs are displayed on the screen in random positions. A flashing question mark prompts for an answer. The child must count the number of bugs displayed and press the appropriate number keys to display the answer.



L. SHOW THAT MANY

OBJECTIVE: *The child is able to determine how many objects are needed to match a given numeral.*

A target number from zero to twelve is displayed at the top of the screen. Beneath the target, a random pattern of outline figures is displayed. By pressing the **SPACE BAR**, the child is able to fill in enough figures to match the target number. When the desired number of figures have been filled in, the **RETURN** key must be pressed to complete the problem.

M. BEGIN TO ADD

OBJECTIVE: *The child understands the concept of combining two groups to form one larger group.*

Two groups of shapes will be displayed with a question mark flashing beneath the left hand group. The child must count the number of shapes in this group and press the appropriate number key. The question mark now flashes beneath the right hand group and the process is repeated. When both groups have been counted, they will slide together to form a single group. This new group must now be counted.



N. SUBTRACTION

OBJECTIVE: *The child is able to accurately count how many items have been removed from a group.*

From one to nine upper portions of a figure are displayed across the screen. The lower portions of the figure are also displayed across the screen except that some have been covered up. The child is to determine how many lower parts are missing and press the appropriate number key.

O. ONE HALF

OBJECTIVE: The child is able to distinguish which of three objects is half of a target shape.

A shape such as a square, bow tie, or doughnut is displayed. Beneath this target shape are displayed three answer shapes which are each a part of the target shape. The child is to determine which answer choice is half of the target shape and press the key (1, 2, or 3) associated with that answer.



READING DISK

A. SHAPE MATCH

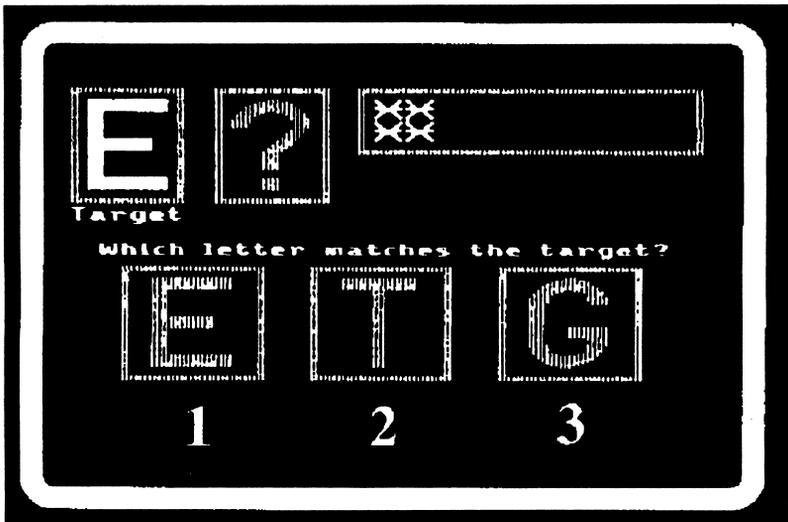
OBJECTIVE: The child is able to determine which of four choices exactly matches a target shape.

A target shape such as a square, triangle or rectangle is displayed on the screen. Beneath are displayed four possible choices marked 1, 2, 3, and 4. The child is to determine which choice matches the target shape in size, shape and position and press the appropriate key.

B. LETTER MATCH

OBJECTIVE: The child is able to correctly identify and match a given target letter.

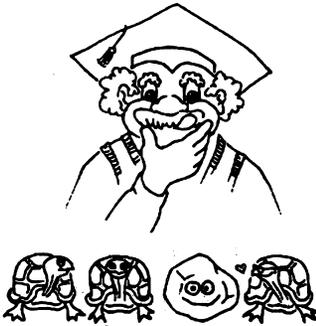
A target letter from A to Z is displayed. Beneath the target letter, three possible answer letters are displayed. The child is to determine which choice matches the target letter and press the number key 1, 2, or 3 identified with the selected answer.



C. NEXT LETTER

OBJECTIVE: *The child is able to determine which letter should alphabetically come next in a given sequence.*

Two alphabetically sequential letters will be displayed across the screen followed by a flashing question mark. The child is to determine which letter should replace the question mark and press the appropriate key.

**D. DIFFERENT SHAPE**

OBJECTIVE: *The child is able to determine which one of a group of shapes is different.*

Four shapes will be displayed on the screen with the numbers 1, 2, 3, and 4 beneath. Three of the shapes will be identical. The child is to find the one shape which is different and press the appropriate key.

E. COPY THE LETTERS

OBJECTIVE: *The child is able to reproduce a given sequence of three letters displayed on the screen.*

Three letters in random order will be displayed across the screen. Three empty boxes will be displayed beneath the letters. Prompted by a flashing question mark, the child is to reproduce the displayed sequence one letter at a time by pressing the appropriate keys on the computer keyboard.

F. LETTER TWINS

OBJECTIVE: *The child is able to determine which two of four letters displayed are the same.*

Four letters, identified with the numbers 1, 2, 3, and 4 are displayed on the screen. Two of the letters are identical. The child is to press the numbers corresponding to the identical letters.

G. SHAPE TWINS

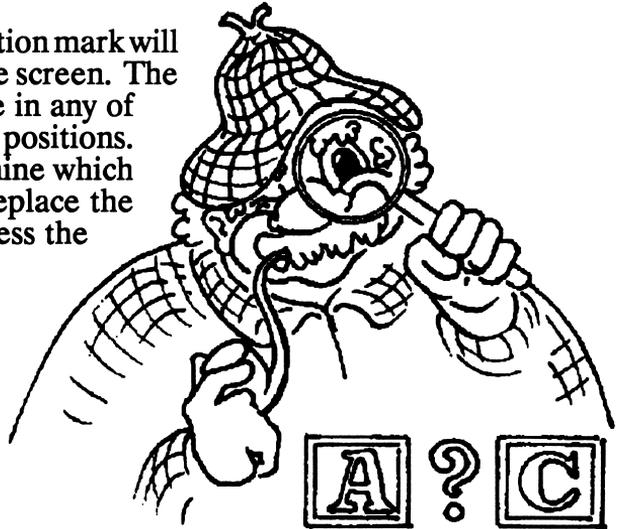
OBJECTIVE: *The child is able to determine which two of four shapes displayed are the same.*

Four shapes, identified with the numbers 1, 2, 3, and 4 are displayed on the screen. Two of the shapes are identical. The child is to press the numbers corresponding to the two identical shapes.

H. LETTER ORDER

OBJECTIVE: *The child is able to determine which letter is missing from an alphabetic sequence of three letters.*

Two letters and a question mark will be displayed across the screen. The question mark may be in any of the three possible positions. The child is to determine which letter may correctly replace the question mark and press the appropriate key.



I. PATTERN MATCH

OBJECTIVE: *The child is able to determine which of a group of four patterns correctly matches a target pattern.*

A target pattern is displayed near the top of the screen. Four other patterns identified with the numbers 1, 2, 3, and 4 are displayed below. The child is to determine which of the four patterns exactly matches the target pattern and press the appropriate number key to identify it.

J. LETTER SEQUENCE MATCH

OBJECTIVE: *The child is able to determine which of a group of three letter sequences correctly matches a target sequence.*

A target sequence of three letters is displayed on the screen. Three other sequences identified with the numbers 1, 2, and 3 are also displayed. The child is to determine which of the three sequences matches exactly with the target sequence and press the appropriate number key to identify it.

K. UPPER LOWER

OBJECTIVE: *The child is able to match the correct lower case letter with its upper case mate.*

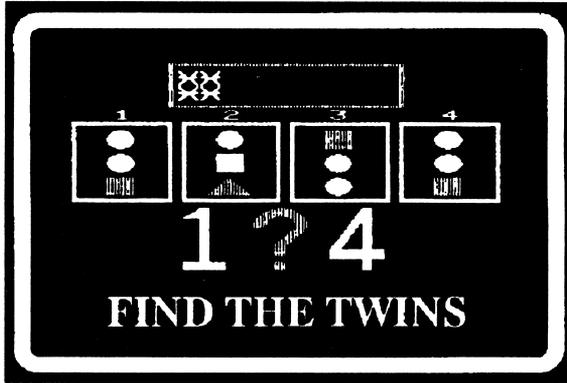


A target capital letter is displayed on the screen. Beneath the target, three lower case alternatives, only one of which is correct, are displayed. The child is to determine which lower case letter is the mate of the upper case target and press the number key 1, 2, or 3 as appropriate.

L. SHAPE PATTERN TWINS

OBJECTIVE: *The child is able to correctly identify the two shape patterns which are identical from a display of four patterns.*

Four patterns, each consisting of three common shapes, are displayed. The patterns are identified by the numbers 1 to 4. The child is to determine which of the two patterns are identical and press the appropriate keys to identify them.



M. CONCENTRATION

OBJECTIVE: *The child is able to repeat a three letter sequence which is displayed briefly on the screen.*

A three letter alphabet pattern will be displayed on the screen for approximately two seconds and will then be covered up. Using the question mark prompt as a guide, the child is to press the appropriate keys to reproduce the pattern on the screen.



N. DIFFERENT PATTERN

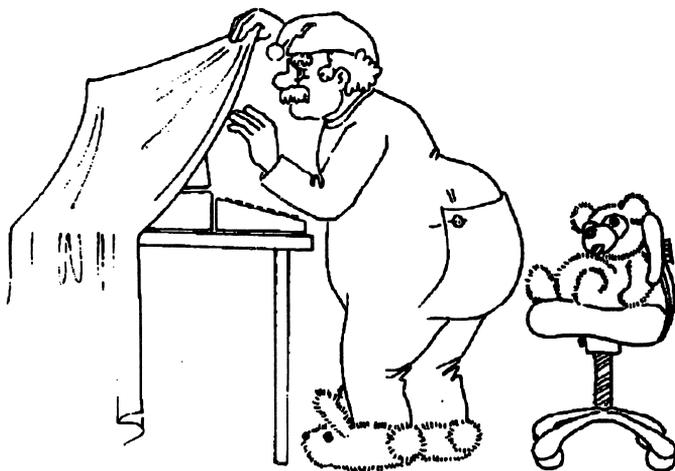
OBJECTIVE: *The child is able to determine which one of a group of four patterns is different.*

Four patterns will be displayed on the screen with the number 1 to 4 beneath them. Three of the patterns will be identical. The child is to find the one pattern which is different and press the appropriate key to identify it.

O. HIDDEN WITHIN

OBJECTIVE: *The child is able to identify a target sequence of three letters hidden within a longer sequence.*

A sequence of three letters in random order will be displayed across the screen. Beneath this target sequence will be displayed a longer sequence of letters with the target pattern hidden somewhere within. A bar will appear above and below each letter of the longer sequence in turn. The child is to press **Y** if the identified letter is a part of the target sequence and **N** if it is not. If **N** is pressed, the letter will be zapped away.



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PROGRAM**

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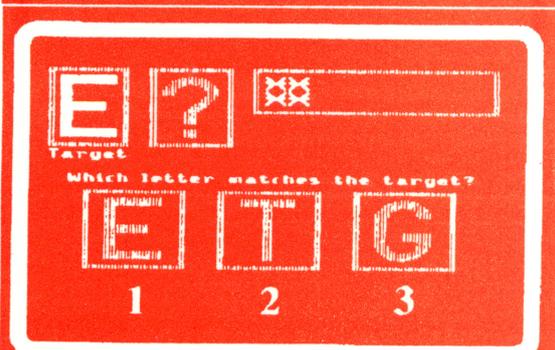
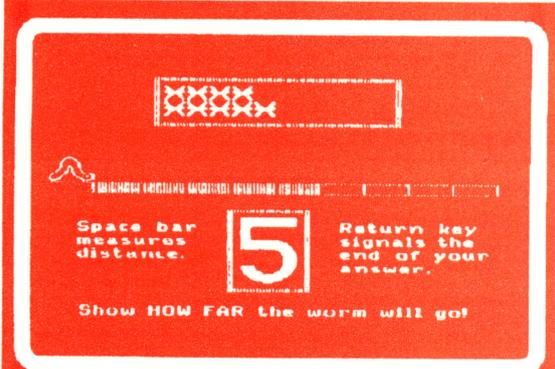
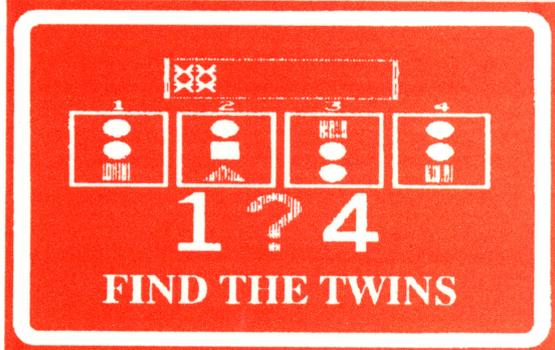
Farmington, MI 48336

KINDER KONCEPTS

PROGRAMS TO DELIGHT AND EDUCATE
CHILDREN AGES 4 TO 7

Available for
Apple IIe/c/GS,
Commodore 64/128

ISBN 0-917167-46-5



The *Kinder Concepts* Series consists of 30 programs; 15 are on the Reading disk and 15 are on the Math disk. Midwest Software packages *Kinder Concepts* three ways: the Reading disk alone, the Math disk alone, or the complete set which includes both disks. A free backup copy is included in all cases.

Each program consists of 10 exercises and the child is given two chances to respond correctly before the answer is given. If the child has mastered the concept with a high success rate, a musical reward is played at the end of the program in addition to the tune signaling each correct answer. Sound may be turned on or off for classroom settings.

Kinder Concepts programs are educationally sound and are in use in thousands of kindergartens and pre-schools in the U.S. and 30 or more foreign countries. They have been very favorably reviewed in *Electronic Learning* and other publications and have been given an all "A" rating by *Software Reports*.

Your child deserves the best. Give him or her a great start with *Kinder Concepts*.

Below are the titles on each disk:

MATH DISK:

Begin To Count
Which Is More
Which Is Less
Match How Many
Next Number
Groups & Numbers
Number Order
Find The Longest
Find The Shortest
How Far Will It Go?
Bug Counter
Show That Many
Begin To Add
Subtraction
One Half

READING DISK:

Shape Match
Letter Match
Next Letter
Different Shape
Copy The Letters
Letter Twins
Shape Twins
Letter Order
Pattern Match
Letter Sequence Match
Upper Lower
Shape Pattern Twins
Concentration
Different Pattern
Hidden Within

Program author Mike Horner is a graduate of Rutgers University and Eastern Michigan University with over 20 years of experience as a parent, teacher, and coach. He is currently Director of Programming at Midwest Software and a major stockholder in the corporation. This series was originally written for Mike's own children at the suggestion of his son Scott who wanted a program to "count bugs." When not busy at his computer(s), Mike can be found reading bedtime stories or jogging through his neighborhood.



Shown above are four sample screens from the *Kinder Concepts* series. The actual programs are in brilliant color.