

# KidTime® II

Black Keys

White Keys

C D E F G A B C D E F G A B C D E F G A B C

Key of C (no sharps or flats)

Black Keys

White Keys

C D E F G A B C D E F G A B C D E F G A B C

Key of G (one sharp and no flats)

Black Keys

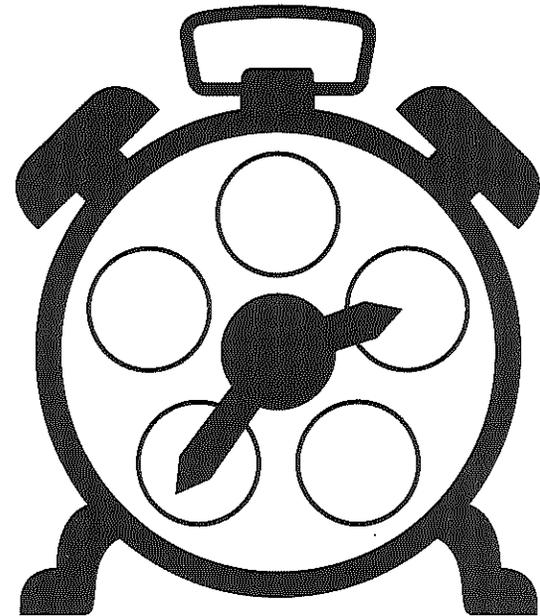
White Keys

C D E F G A B C D E F G A B C D E F G A B C

Key of F (one flat and no sharps)

Whole		4
Dotted Half		3
Half		2
Dotted Quarter		1.5
Quarter		1
Dotted Eighth		0.75
Eighth		0.5
Sixteenth		0.25

Note lengths



Software for the Apple IIGS



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# Getting Started

## Making a Backup Copy

The KidsTime® II disk provided in this package could be used as your working disk. However, we strongly urge all owners of KidsTime II to make a copy of the original disk to use as a working disk and archive the original disk. This is especially important if young children will be using the disk. You can backup the KidsTime II disk with any disk copy utility or with the Finder. Please make a backup copy of your disk before doing anything else. Although we do provide replacement disks, they are not free after the 90-day warranty period nor if the problem could have been avoided by making a backup copy.

Unauthorized duplication and distribution of KidsTime II is theft. Since KidsTime II is intended for children, we strongly urge you to consider the effects software piracy may have upon a child. Our ability to continue to provide quality software at reasonable prices is dependent upon your respect of the copyright and property laws which protect Great Wave Software and its products.

## Owner Registration Card

Sending in the owner registration card which is included with KidsTime II is very important. Once the card is received by Great Wave Software, you will be on a list of software owners that will receive newsletters and update information. Look for your KidsTime II owner registration card, fill it out, and mail it today.

## Children and Apple IIGS Safety

The Apple IIGS is a good machine and is great for children because it is easy to use and less prone to damage than many other computers. But, like all machines, there are ways to destroy it. A young child should not be left unattended while playing on the Apple IIGS. Care should be taken that the mouse is used gently. Children are easily excited while playing a game and the mouse should not be banged upon or banged on a desk top. A mouse pad is recommended to extend the life of your mouse. Small objects such as paper clips and pencils should be put away so they won't be pushed into the disk drive slots. Don't allow a child to eat or drink near the Apple IIGS or the keyboard. Spilling a drink on the keyboard can destroy it. Make sure the child's hands are washed before using the keyboard or the mouse. It is always better to be safe than sorry.

## KT Preferences—Unlocking Save Options

KidsTime II comes with a safety feature called Preferences built into it. The file KT.PREF must be on the disk—in the SYSTEM FOLDER—for the programs to function. It allows each of the programs to be customized and locked to avoid accidental changes to the data files.

Preferences can be accessed within any of the 3 programs. To get to it, pull down the Apple menu and select the About... option. When the box comes up, press the command key (open Apple key) and the option key and hold them down while clicking with the mouse on the name and address of the publisher (Great Wave Software). A configuration screen will appear to allow the options to be set for a particular program.

Each program has its own configuration screen with different options appropriate for that program. They allow you to adjust the way menu options are set when the program first begins.

You may wish to physically lock the disk by sliding open the little window in the upper right-hand corner of the disk (so you can see through it). This way the child will not be able to erase the disk or throw things into the trash.

## Getting Acquainted with the Apple IIGS

### Overview

This section will help you and the child become more familiar with the terms used while working with the Apple IIGS.

### Using the Mouse

Moving the mouse around on a flat surface will move the pointer on the screen. If the mouse is moved left, the pointer will move left. Move the mouse to move the pointer to the desired position on the screen. Point at objects by placing the mouse cursor directly on top of them.

### Click Once

When asked to click once on an object, point at it with the mouse and push the button on the mouse once with a light touch.

### Double Click

When asked to double click on an object, point at it with the mouse and push the button on the mouse twice in quick succession.

### Drag

When asked to drag an item, point at it with the mouse, push the mouse button and hold it down while moving the mouse and 'dragging' the item to the appropriate position.

### Repositioning Windows

Most Apple IIGS windows can be repositioned by dragging their title bars (the portion of the window with the title and close box). We have found that children often drag the **KidsTime II** windows unintentionally and get frustrated when they can't put a window back where it belongs. Thus, the windows in **KidsTime II** are not moveable.

### Scroll Bars

Many Apple IIGS applications use scrolls bars at one point or another. These are the horizontal or vertical bars with arrows at

either end, gray in the middle, and a white box to indicate their current setting. There are three ways to change the setting of a scroll bar. To change it by small amounts, click in the arrows. To change it by a somewhat larger amount click in the gray areas, sometimes referred to as paging since in many word processors this will scroll by one screenfull. (Clicking and holding will result in successive changes until you release the button.) Finally, the indicator box can be picked up and dragged to the desired destination.

### Selecting a Menu Option

When asked to select a menu option, move the mouse to the menu label and push the button on the mouse. While holding the mouse down, move the pointer downward to highlight the menu options. Menu options not available at a given time will be dimmed and will not be highlighted when the mouse moves over them. To select an available option, move the mouse to the desired option, which will be highlighted, and release the mouse.

### Quit

When ready to end a game or move on to a different game, select **Quit** in the **File** menu. This will stop the current game, clear the screen, and return to the Finder.

### Control of Volume

To change the volume level of the sound coming from the Apple IIGS, use the **Control Panel**. The **Control Panel** is accessed by holding down the Open-Apple and Control keys at the same time and then pressing the Escape key. See your Apple IIGS manual for more information about the control panel. The exception to this is **KidsNotes**. **KidsNotes** has a volume control on the program screen. If you have a special sound card such as a stereo card, you may need to set the **Sound Card** option in each program's preference window.

## Highlighting

When told to highlight an item, move the mouse to the beginning of the item to be highlighted. Press down the mouse button and hold it down while dragging the mouse to the end of the item you are highlighting. As the mouse is pulled along, the selected item will be highlighted in reverse.

## Safety with the Apple IIGS

Taking safety precautions with young children using the Apple IIGS cannot be overemphasized. There are many ways that harm can be done without proper supervision. Care should be taken with the mouse. Remember: don't allow a child to eat or drink near the Apple IIGS. Keep small objects out of reach of the child so that they are not put into the disk drive slots on the front of the Apple IIGS. This will help ensure many hours of enjoyment.

## Using a Hard Disk or Special SYSTEM Folder

If you use KidsTime II with a Hard Disk, or if you use a different SYSTEM folder, you need to keep some files together. First, the **KT.PREF** file must be in the SYSTEM folder. Copy it from the SYSTEM folder on the KidsTime II disk to the other SYSTEM folder. Also, all of the files on the disk except the files in the SYSTEM folder must be copied onto the new disk if you want all three programs to work. If you want to make a working copy of the disk that just has 1 or 2 of the programs on it, use the following as a guide to make sure you have all the files you need.

All three programs require that both the **WAVE.BANK** file and the **KT.PREF** be in the SYSTEM folder.

ABKey also requires:

ABFONTS

ABVOICE

KidsNotes also requires:

The MUSIC Folder

Dot-to-Dot also requires:

The PUZZLES Folder

# Introduction

Educational activities, including computer software, are commonly expected to exhibit immediate results in skill improvement (such as math, reading, or spelling). Since preschool educational software is not usually of the "specific skill development" type, an overview of the educational aspects of such software follows. This overview provides some of the basics of the value of play. Play is such an important aspect of a young child's life that this information should be beneficial to both adult and child.

## Value of Play

Play has traditionally been undervalued. It has been said that play does little more than reduce tension and anxiety. Attitudes have changed lately towards the significance of play and games. Play behavior, as argued by some researchers, has significant effects on the development of the child.

Areas of child development which are affected by play include physical, social, intellectual, personality, and emotional development. Play is important in developing self-esteem, creativity, problem-solving strategies, and the ability to cope in an acceptable manner in society. What looks like idle or aimless play is the way in which children discover the world around them and how to deal with it.

Children develop their characters through play. Children need many opportunities to make decisions and choices when they are young. Play often provides them with these opportunities.

Skills which are often taken for granted by adults are tasks young children must practice and perfect. It takes hours and hours of play to learn new words, experiment with interactions, test rules, practice skills and solve problems. For instance, play can allow the child to develop a larger vocabulary and learn new words in new combinations. Children repeat an activity until it is mastered. Then they can progress to a more complex level. Through this process they progress at their own speed and are able to gain

competence in the basic skills. Jean Piaget, a noted researcher in child development, stated that when children discover something for themselves, it will often remain with them. Children often master skills by working things through for themselves. Play offers them this opportunity.

### **Social Development**

Through play a child learns and is better able to understand the surrounding world. Play provides an opportunity to express feelings. By communicating with others, a child is able to grow socially.

### **Physical Development**

Play can help develop fine and gross motor skills. Children develop gross motor skills by engaging in such activities as outside play, running, and playing with balls. Small motor skills can be developed through play with objects such as pencils, clay, blocks or keyboard manipulation.

### **Behavior**

Children need to develop the ability to play by themselves as well as with other children. Through solitary play, children can lengthen their attention spans and improve the ability to think for themselves. Children also develop skills and abilities when they play with other children. Small groups of young children are willing to repeat things many times and still remain enthusiastic. This repetition is essential for certain types of learning, even though it may seem boring to older and more competent children.

### **Involvement in Children's Play**

Children develop skills and capabilities very rapidly during the early years of life. Play facilitates their development during this time period. One important factor in a child's life is adult interaction.

Learning from adults does not have to occur solely in an "educational" setting. A child learns a great deal from the adults in his life before ever entering a school setting. The home environment and the availability of play can affect how a child learns.

Adults are not always aware of their influence on children. Adults can be a positive influence by playing with children or by simply spending time observing their play. By watching a child at play, adults communicate confidence in and approval of the child's ability. By supporting children in their play, adults assist them in their understanding of the world around them.

### **Educational Basics of the Programs**

All **KidsTime II** programs have the general benefits of play as described in the preceding section. By providing fun and rewarding activities, these programs encourage creative play in a learning environment. Working with a computer is a valuable educational experience for most children. The following are some educational skills which can be developed using the programs.

**KidsTime II** can help the child learn numbers and letters, basic musical concepts, and eye/hand coordination. The child can learn number and letter sequencing with **Dot-to-Dot**.

As the child becomes more familiar with the alphabet and the Apple IIGS keyboard they will enjoy trying **ABKey**. **ABKey** can help the child learn to identify sounds of letters and beginning sounds of words.

**KidsNotes** can help develop an interest in music while teaching musical concepts such as note names and durations, the basics of key and time signatures, and the correlation between notes on the piano keyboard and notes on the staff.

### **Hints for Different Age Groups**

Children develop at different rates at various stages in their lives. As they learn new skills, they may need to review old skills they have previously mastered. **KidsTime II** includes many different skill levels and activities. Although each child is unique in his or her patterns of learning, the following are some ideas and hints for ways to use **KidsTime II** with children of different ages.

### Hints for Very Young Children

Very young children have the same fascination for computers as do the rest of us. The very young child would enjoy two **KidsTime II** programs in particular. If you set the preferences in **ABKey** to Learning, then each time a child presses (purposely or accidentally) a key on the keyboard, the letter or picture for that letter appears on the screen. **KidsNotes** can also provide great experiences if you set the preferences so that Record Notes is off. The child can then "play" the keyboard for any length of time without running out of room. The child can also make the computer play songs simply by pressing the spacebar. Both of these programs create exciting computer responses to the actions of the very young child. At the same time, the child is being introduced to music and to the alphabet.

### Hints for Young Children

Young children can generally have success with **Dot-to-Dot** and **ABKey**. Beginning with **Dot-to-Dot**, children can simply move the mouse over the dots without having to ever click the mouse. Sound and completed pictures give a great reward for this program. In **ABKey**, a child can match the letters on the screen with the letters on the keyboard. If a wrong choice is made, a low tone is sounded. The letter remains on the screen until the correct key is pressed, making this a very unpressured setting for this alphabet/keyboard activity.

### Hints for Older Children

There are often children using the computer of varying ages and skill levels. Older children can use **KidsNotes** to develop more advanced skills. **KidsNotes** also provides for development of creative skills. This basic music introductory program allows children to compose melodies, listen to them, edit them, and save the music. They can explore the different musical concepts included as they create their own music. Older children may also enjoy creating **Dot-to-Dot** puzzles for themselves, their friends, or younger children.

## ABKey™

### Overview

Letters and/or pictures will appear on the screen. The name of the letter will be spoken when the matching letter or beginning letter of the picture's word is selected.

When **ABKey** is first opened, one upper case letter will appear centered on the screen in large print. When the matching letter is pressed on the Apple IIGS keyboard or on the alphabet bar at the bottom of the screen, the computer will say the name of the letter. The letter will then be replaced by another upper case letter. If an incorrect key is pressed, a tone will be heard.



### Letters and Pictures

There are four different options with the letters and pictures. **Upper Case letters**, **Lower Case letters**, **Easy pictures**, and **Hard pictures**. **Upper Case letters** contain only upper case or capital letters. **Lower Case letters** contain only lower case or small letters. **Easy pictures** are pictures in which the beginning letter of the picture should be easy to figure out. **Hard pictures** are pictures in which the beginning letter of the picture may be harder to figure out.

### To Change or Add Letters or Pictures

To change or add to what appears on the screen, use the **Letters** menu. The options are **Upper Case letters**, **Lower Case letters**, **Easy pictures**, and **Hard pictures**. Pull down the menu and select the desired option. You can select one, two, three, or all four options at the same time. There will be a check

mark to the left of each option that is selected. The type of object that appears on the screen is chosen at random from all options that are currently selected, so by checking both upper case letters and lower case letters, a mix of the two will be shown. **To re-move** an option, select it again and the check mark will disappear. The option will be temporarily removed from use until it is selected again.

### Levels of Difficulty

To make the game more challenging there are different levels of difficulty. There are six options: **1 at a time**, **2 at a time**, **Slow**, **Medium**, **Fast**, and **Learning**. Only one option can be played at a time.

**1 at a time** displays one letter or picture centered on the screen and in large print. When the correct letter is pressed, the computer will speak the letter. When the correct beginning letter of the picture is pressed, the word will also be printed below the picture.

**2 at a time** displays two letters and/or pictures centered on the screen and in large print. When the correct letter is pressed, the computer will speak the letter. When the correct beginning letter of either picture is pressed, the word will also be printed below the picture.

**Slow** displays letters and/or pictures randomly anywhere on the screen. A new one will appear every 10 seconds or after the correct key is pressed, whichever occurs first. The letters and pictures will be in small print. The word will no longer be printed below the picture when the correct beginning letter is pressed. The computer will not speak the letter.

**Medium** displays letters and/or pictures randomly every 5 seconds. The computer will not speak the letter.

**Fast** displays letters and/or pictures randomly every 2 seconds. The computer will not speak the letter.

**Learning** allows the child to press a key or click on a letter and have the corresponding letter or picture appear on the screen. It will randomly choose between the options which are selected in the **Letters** menu.

### To Change Level of Difficulty

To change the level of difficulty use the **Level** menu. Pull down the **Level** menu and select the desired level.

### To Change the Sound

By using the **Options** menu, the voice and the sound can be turned on and off.

### To Change the Print under the Pictures

The **Options** menu allows control over whether the print below the pictures is in upper case letters or in lower case letters. To display words in lower case letters, select **Lower Case Words** until no check mark appears beside it.

## Menus

### File

**New** Starts a new game at the same level of difficulty.

**Quit** Ends ABKey.

### Letters

#### Upper Case

Upper case letters will be included in the game.

#### Lower Case

Lower case letters will be included in the game.

#### Easy Pictures

Pictures with beginning letters that should be easy to figure out will be included in the game.

#### Hard Pictures

Pictures with beginning letters that may be harder to figure out will be included in the game.

## Level

*1 at a time*

*2 at a time*

*Slow*

*Medium*

*Fast*

*Learning*

These options are used to select the level of difficulty. See pages 12-13 for complete descriptions.

## Options

*Turn Sound On/Off*

This allows the sound to be turned on and off.

*Turn Voice On/Off*

This allows the voice to be turned on and off.

*Lower Case Words*

When this option is in effect (indicated by a check mark in front of it), the print under the pictures will appear in lower case letters. When this option is not in effect (indicated by no check mark in front of it), the print under the pictures will appear in upper case letters.

*Hide/Show Alphabet*

This allows the alphabet bar at the bottom of the screen to be hidden or shown. If it is shown, the child can click on a letter with the mouse to select it.

## Suggestions for Further Learning

Learning the alphabet is a basic requirement in our society. The child may be able to sing the ABC song, but may not recognize the letters. As the child finds the matching letter on the keyboard, the computer will say the name of the letter so the child can begin to recognize the letters and figure out what the name of the letter is. When the child starts using the pictures, they will begin to see what the words look like and begin to recognize the letters in a different context as well.

**ABKey** will also help the child become familiar with the Apple IIGS keyboard and the position of the letters.

After the child gets a predetermined number of right answers, the computer will play the ABC song. While the song is playing, blocks containing either letters or the pictures will appear on the screen. The blocks will always be in alphabetical order. Before pushing the mouse to continue, you might want to have the child sing the ABC song while looking at the letters. Help the child realize that the pictures are also in alphabetical order. Have the child go through the alphabet and find the pictures that start with each letter.

A child doesn't need to know the alphabet to try this game. To begin, select just upper case letters since they match the letters on the keyboard. Have the child do **1 at a time** so they won't be overwhelmed by a screen full of letters. Have the child hunt for the letter that matches and press the matching key. The child can tell by the sound if they are wrong and you can tell by the look on their face if they are right.

As the child masters the first level, have the child try **2 at a time**, still with just upper case letters. When the child feels comfortable with upper case letters, add the lower case letters also. When the child is ready to learn more about sounds, add the **Easy pictures** and have the child say the word slowly and sound out the beginning letter. As the child grows and learns, the **Hard pictures** can be added to increase the difficulty. To make it even more challenging, move the child through the **Slow, Medium** and **Fast** levels. At any point, use the **Learning** option to allow the child to explore the alphabet.

# *Dot-to-Dot*

## *Overview*

Dots will appear on the screen. Move the mouse around to connect the dots in sequence. When the last dot is connected, the details will be filled in with a picture.

When the dots appear on the screen, move the mouse so that the pointer (in the shape of a plus sign) passes over the dot next to the number. There is no need to click on the mouse. As the dot is connected a sound will be heard. After several seconds the next dot will flash if you have not selected it. The delay before the next dot starts to flash is set in the preferences file (see page 3). If a number is selected out of sequence, nothing happens. When the last number has been connected, the picture will be filled in.

To continue to the next puzzle, click the mouse button once.

## **Changing Dot Labels**

To change the labels next to the dots use the **Labels** menu. The options are numbers, upper case letters, and lower case letters.

## **Changing Puzzles**

To change to a different puzzle in the current file, use the **Puzzles** menu. Select the desired puzzle and it will appear on the screen, ready for play.

## **Turning the Sound On and Off**

The sound can be turned on and off by using the **Options** menu.

## **Changing the Label Size**

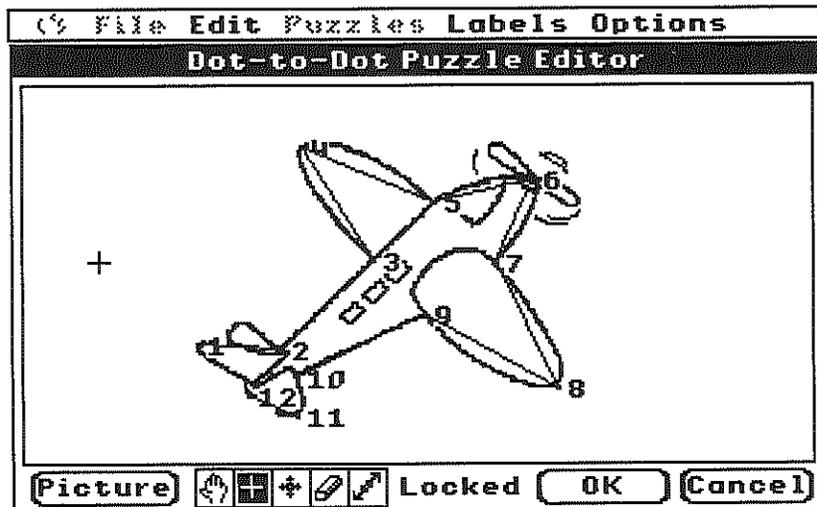
The labels next to the dots can be changed in size by using the **Options** menu. The label size can be small, medium, or large.

## Making New Puzzles

To make your own puzzles select **Make New Puzzle** from the **Edit** menu. You can also edit the current puzzle by selecting **Edit This Puzzle** from the **Edit** menu. In order to save a new puzzle or to save changes to an existing puzzle, the **Save** option must be selected in the preference screen for **Dot-to-Dot** (see page 2 for further instructions).

## Using a Paint File with a Puzzle

While editing or creating a puzzle, you can load a new picture from a Paint file by clicking on the **Picture** button. This will allow you to select a Paint file created with a paint program such as *8/16 Paint* by Baudville. The selected Paint file will be used for the puzzle. It will replace any picture already used by the puzzle. The paint files and the Dot-to-Dot data files must be kept in the folder on the disk named PUZZLES. Place any paint files you create in that folder if you want to use them with Dot-to-Dot.



Dot-to-Dot Puzzle Editor

At the bottom of the **Dot-to-Dot Puzzle Editor** window there is a palette of tools. Click on the picture of a tool to select it.

## Positioning the Picture



Select the hand tool to drag the picture around on the screen to position it. Normally, the dots move along with the picture. If you press and hold the Option key before you start to drag the picture, only the picture will move and the dots will stay in the same position.

## Positioning Dots



Select the tool that looks like a plus sign to add dots to the puzzle. Each time you click, a new dot is added to the end of the puzzle. While you hold the button down you can move the mouse to position the new dot.

## Changing Dot Locations



Select the mover tool to reposition dots. To move a dot, click on it and then move the mouse while holding the button down. When you release the button, the dot stays at its new position.

## Removing Dots



Select the eraser tool to remove dots. To remove a dot, click on it. The dot about to be removed will be highlighted while the button is pressed.

## Inserting Dots



Select the insertion tool to insert new dots between dots that are already on the screen. Click on an existing dot with this tool to insert a new dot between a dot and the immediately following dot. Then move the mouse while holding the button down to position the new dot.

The picture can be temporarily hidden from view at any time by pressing the space bar. Press the space bar again to show the picture.

## Undoing Changes

You can undo most changes immediately after they are made by selecting **Undo** from the **Edit** menu. This will only undo the most recent change.

## Undoing All Changes

If you want to undo all changes to a puzzle, click on the **Cancel** button. This will remove all changes made since **Edit This Puzzle** was selected from the **Edit** menu.

## Saving Changes

If you click on the **OK** button then you will return to the regular **Dot-to-Dot** game with the edited puzzle selected. If saving is enabled in the preference screen (see page 3 for further instructions), then you will be able to save the changes when the **OK** button is selected. If saving is not enabled, then the changes you have made will be not saved and, after selecting the **OK** button and solving the puzzle, the changes will no longer be present.

## Menus

### File

**Quit** Ends **Dot-to-Dot**.

### Edit

**Undo** Undoes last change in the **Puzzle Editor Screen**.

### Make New Puzzle

Opens the **Puzzle Editor Screen** with a blank screen to allow making new puzzles.

### Edit This Puzzle

Opens the **Puzzle Editor Screen** with the current puzzle loaded to allow changes to the current puzzle.

### Remove This Puzzle

Removes the puzzle from the disk. Does not remove any associated **Paint** files.

## Puzzles

Contains a list of the names of the puzzles currently available. The title of the puzzle showing on the screen will have a check in front of it. Puzzles must all be kept in the folder named **PUZZLES**. Do not move them.

## Labels

### Numbers

All the dots will appear with numbers for labels.

### Upper case Letters

All the dots will appear with upper case letters for labels. If there are more than 26 dots, double letters will be used (i.e. AA BB CC ...), then triple letters, and so on.

### Lower case Letters

All the dots will appear with lower case letters for labels. If there are more than 26 dots, double letters will be used (i.e. aa bb cc ...), then triple letters, and so on.

## Options

### Turn Sound On/Off

This allows the sound to be turned on and off.

### Small Labels

### Medium Labels

### Large Labels

The labels by the dots will display in the selected size.

## Suggestions for Further Learning

Numbers and letters are the basic elements of our communication. Children need to learn the alphabet before they can learn to read and write. Numbers need to be learned before math can be taught. Repetitive play can be a useful and a fun way to teach children numbers and letters. By getting the numbers or letters in the right order, the child sees the puzzle being built, hears the sounds get higher and higher as the child connects the dots, and watches the whole picture appear when the puzzle is complete. This reinforcement helps to keep the child trying. **Dot-to-Dot** also helps develop hand/eye coordination.

For a child just learning to do dot-to-dot puzzles, start with the number labels in the medium or large size print. The child may be able to count to 10, but might not know what the numbers look like. It might help the child to point out that the numbers on the Apple IIGS keyboard are in numerical order. The child can look at the keyboard to see what number comes next until the correct order is learned. Even if they can't count, they can move the pointer around trying the various dots until the correct one is found, or can wait until the next dot begins flashing. The satisfaction of getting it right reinforces the learning.

When the child is ready to go to the alphabet, the labels can easily be changed. Start with the upper case letters first since they are usually learned first. If the child needs help deciding the order of the letters, the alphabet could be written on a piece of paper in large print for the child and placed next to the keyboard. Singing the ABCs while doing the puzzle might also help the child remember what comes next. The child will soon learn to solve the problem of what letter comes next without needing to ask an adult for help.

The most difficult level is the lower case letters, since they are usually learned last and are not represented on the Apple IIGS keyboard. A sheet of paper with the lower case letters written on it may be useful at first.

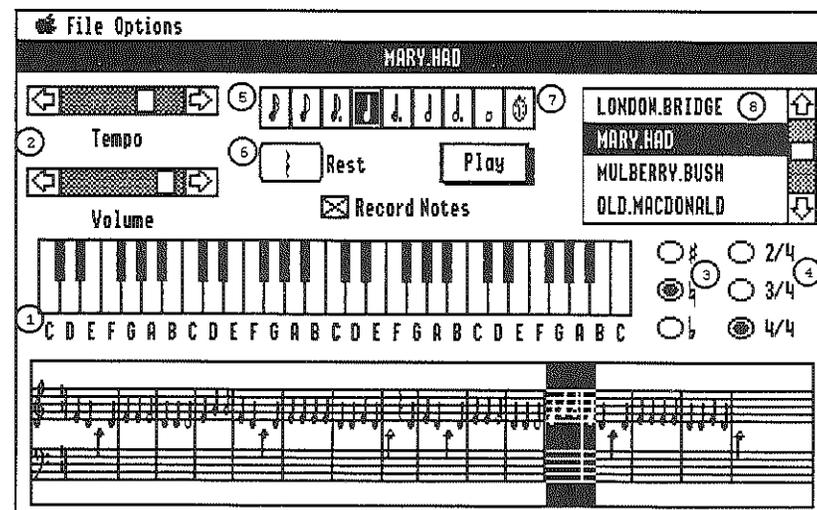
Doing the puzzles over and over with different labels will give children the repetition they need to learn and remember the correct order of the numbers and letters. They will enjoy doing it without realizing they are learning in the process.

The **Dot-to-Dot** program automatically selects the files in the PUZZLES folder when it starts up. Altering the puzzles to suit the child's abilities can easily be accomplished with the **Make New Puzzle** and **Edit This Puzzle** options. Making your own puzzles is fun and easy and can be quite rewarding.

## KidsNotes™

### Overview

Simple melodies can be created easily by clicking on the piano keyboard on the screen or by pressing the keys on the Apple IIGS keyboard. While playing the keyboard, the notes are recorded on the staff below. To hear the song, click on **Play**.



KidsNotes Screen

- |                          |                 |
|--------------------------|-----------------|
| 1. Keyboard              | 5. Note Lengths |
| 2. Tempo/Volume Controls | 6. Rest Button  |
| 3. Key Signatures        | 7. Timed Entry  |
| 4. Time Signatures       | 8. Song List    |

### To Play a Song

The disk includes several songs familiar to children. Use the scroll bar to see all the song titles. To play one of these, click once on the desired title. The notes will appear on the staff and the song will play. While it is playing, the notes on the staff and the notes on the screen keyboard will be highlighted. If **Record Notes** is not checked, then pressing the space bar will play the next song on the list.

### To Change the Tempo

To change the speed of a song, use the **Tempo** scroll bar in the upper left corner. Either click on the arrows, the gray region, or drag the square. Moving to the right will play the music faster. Moving to the left will play the music slower.

### To Change the Volume

To change the volume (soft/loud) of a song, use the **Volume** scroll bar in the upper left corner. Either click on the arrows, the gray region, or drag the square. Moving to the right will play the music louder. Moving to the left will play the music softer.

### To Choose a Key Signature

The key signature determines how many sharps or flats there are. To select a key signature, click in the circle to the left of it. The key signature will appear on the staff below.

### To Choose a Time Signature

The time signatures included in KidsTime II dictate how many quarter notes there will be in a measure. To select one, click in the circle to the left of the desired time signature. The selected time signature will appear on the staff below.

### To Choose Note Length

The length of a note determines its relative duration when it is played. To choose the length of the note, use the boxes in the upper right corner. Click in the box of the length desired. If you click on the picture of the stopwatch, the length of the note will depend upon how long the key is held down.

### To Choose Notes

To choose the note pitch, click on the piano keys on the screen keyboard. The notes being played will be heard. If **Record Notes** is checked, the notes will be inserted in the score at the insertion point as they are played.

### To Insert a Rest

To insert a rest, where no note is played, check **Record Notes**. Choose the length of the rest with the note length box. The value of the rest will appear in the **Rest** button near the **Play** button. Clicking on the **Rest** button will insert a rest at the insertion point.

### To Create a New Song

Click on **Record Notes** until there is an **X** in the box at the left of it or select **New Song** from the File Menu. First choose a key signature, then choose a time signature. Click on the keys to play the song while using the note length boxes to determine the varying note lengths. The key played will be highlighted while the notes appear on the staff below at the vertical bar marking the insertion point. If you click on the stopwatch the computer will time how long you hold down the notes. If you start with an existing song you can use the **Save As** option to save the changed song with a new name.

### Editing a Song

Notes can be selected with the mouse and deleted with the **Backspace** key. Selected notes will also be replaced when new notes are played or rests are inserted.

### To Play a New Song

To hear the whole song, click on **Play**.

### To Save

**Save** will only work if the **Save** option has been selected in the preferences screen (see page 2 for further instructions). To save a change or save a new song use the **File** menu. Select **Save** and the song will be saved and added to the list of songs which appear in the scroll bar on the screen. If it hasn't yet been named, you will be asked to name it first.



to have a one to one correspondence with the positions on the staff in the simplest key signature, referred to as the key of C. To hear this, begin playing on a note labelled C and play the white keys in succession to the next C. You have just played one octave of the C scale and, if you choose the key signature without any sharps or flats, you will see the one-to-one correspondence between the white keys and the notes on the staff. While looking at the staff, notice that the higher the note on the staff the higher the pitch. The staff is not big enough to show all the keys of the piano. Some of the higher notes will be shown above it and some of the lower notes will be shown below it.

Some of the notes in any scale are a "whole step" apart, others are a "half step" apart. By playing the scale and listening you should be able to hear which pitch steps are larger and which are smaller. The pitches that are a half step apart are immediately adjacent on the piano keyboard, while those a whole step apart have an intervening key. (Examples: from B to C is a half step, as is C to C#, while C to D is a whole step.) The black key plays a pitch a half step away from either of the adjacent white keys.

A black key receives its name from either of its adjacent white keys plus the addition of a # or b (sharp or flat) sign, as follows. There are two ways this is notated. In the first, we refer to the white key below it in pitch and say that this one is one-half step higher, or "sharper." It is notated with the lower pitch name followed by a # (sharp) sign. The other way is to refer to the white key above it in pitch and say that this one is one-half step lower, or "flatter." It is notated with the higher pitch name followed by a b (flat) sign. In musical notation, these signs precede the musical note on the staff. Press some black keys to see how they are displayed. Pressing the sharp and flat key signatures will alter how they are displayed.

### Key Signature

Many songs make extensive use of the black keys, so to simplify notation the idea of key signatures was developed. For example, with one sharp in the key signature (positioned on the F) all occurrences of the note F are implied to have a sharp in front of them, even though it is not written. If the composer really wanted an F and not an F# in that spot, then the note is preceded by a natural sign  $\natural$  to denote this temporary return to the F natural.

To help with the understanding of how the notes of the piano correspond with the notes on the staff the three diagrams on page 30 show where the notes played on the piano keyboard will appear on the staff. They show the difference between the three key signatures available in KidsNotes.

### Note Lengths

The way a note is written on the staff determines how long it is played. Rests are treated in the same way. In KidsNotes there are whole notes, half notes, quarter notes, eighth notes, and sixteenth notes. A whole note lasts the same length of time as 16 sixteenth notes. A half note is half the length of a whole note, a quarter note one fourth, and so on. All these note lengths can be 'dotted' in KidsTime except for the whole note. To dot a note means to increase the length of the note by half again the usual length of it. It is shown by putting a dot after the note. This means that if a quarter note has a dot after it, it now should be played as if it were a quarter and an eighth note combined. Dotted notes allow for more diverse and interesting rhythms.

A diagram showing the note lengths and how they relate to each other is on the back cover.

### Measure Markings

The beginning and the ending of a measure are marked with a vertical line. The number of notes that can correctly fit in a measure depends on the time signature and note durations.

### Time Signature

The top number in the time signature tells how many beats there are per measure. The bottom number tells which note length will get the beat. For example: in 3/4 time the quarter note gets the beat and there are 3 beats (quarter notes) per measure (or 6 eighth notes, 12 sixteenth notes, and so on). In 6/8 time the eighth note gets the beat and there are six beats (eighth notes) per measure. If a note will not fit in the rest of a measure, it is broken up into smaller parts and tied together over the measure line with arcs. Since KidsNotes is geared to beginning musicians, only the simplest time signatures are included.