

**THE TEACHER'S
CUPBOARD**

Teachers' Book

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SHERSTON SOFTWARE

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THE TEACHER'S CUPBOARD

Education, adventure and fun for young infants.

Program design by Simon Hosler

Teachers' Book by Bill and Lou Bonham

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CREDITS AND COPYRIGHT

The Teacher's Cupboard is an adventure package for infants.

Adventure design and program by Simon Hosler.

Children's Book and Poster by Sue Hosler.

Works Cards by Simon and Mary Hosler.

Teachers' book by Bill and Lou Bonham.

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First published in 1988 by Sherston Software, Swan Barton, Sherston, Malmesbury, Wiltshire SN16 0LH, England. Telephone: 0666-840433.

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SN16 0LH ☎0666-840433. BTGold 72:MAG31653

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The Teacher's Cupboard BBC Models B,B+ , MS128 & Compact

Age Group: Low to middle infants

(Disc Based)

INTRODUCTION

Adventures for the very young begin the very moment they walk through the door of the teacher's cupboard! There are two complete adventures, one on each side of the flippy disc, both fully compatible with the Concept Keyboard and, if you have the correct version of the program, the Touch Screen. Activities include visual discrimination, (Spot the difference and I Spy), sequencing and a simple cloze procedure using pictures.

In each adventure children are invited to find the teacher something in the cupboard. Here they meet one of the enchanted animals that live there and are transported to a magical land where they have to complete simple tasks and puzzles to finish the adventure.

THE PACKAGE CONTENTS

In your Teacher's Cupboard package you should find:-

One disc. If this is a 5 and ¼ inch disc then it is a flippy and can be turned over, 'The Apple' is on side one of the disc and 'The Crown' on side two. If the disc is a 3 and ½ inch then it is an ADFS disc for the Compact or MS128 and you can choose 'The Apple' or 'The Crown' from the disc menu.

The Children's Story Book. Read this to the children as an introduction to the adventures.

The Teachers' Book.

Work Cards

Word Sheets

Teacher's Cupboard Poster

Concept Keyboard Overlays — A4 and A3

Function Key Strip

The work cards, word sheets, poster, concept keyboard overlays, function key strip and the children's book may be freely copied for use with groups of children.

TEACHERS' SYNOPSIS

'The Apple'

'The Apple' is the simpler of the two adventures and is intended for young infants. In it they are told that teacher wants an apple and are asked if they can find her one.

In the Book Room they meet mouse who needs help with her story. Children help mouse with the story in an open ended sequencing activity. When the story is complete mouse shows them a magic book and they are transported to an enchanted land.

Here Bobby Boots tells them which way to go and they find themselves with a number of paths to explore. The cave is too dark and something mysterious is looking out of it! The door to the castle is shut.

Eventually the children find a very large apple tree and meet a friendly, but very thirsty, giant. On returning to the castle they find that the door is open and inside they meet Tim. Tim is making a giant drink but he needs help (I Spy) to find the very strange ingredients.

The giant is very pleased with his drink and as a reward shakes the tree and a very large apple falls off. Suddenly the children find themselves back in the book room and can take the apple to teacher.

'The Crown'

'The Crown' is a slightly harder adventure and is intended for middle infants. This time teacher asks them to find a crown and they meet Owl in the book room.

Like mouse in 'The Apple' owl needs help with a story, but this time children are given a simple cloze procedure using pictures. Once they have helped owl he shows them his special book and they are transported magically into book land. Here they meet the green monks, but they cannot help.

The door to the cottage is locked and the children have to find the key. They can find the key in the woods but had better beware of the lake monster. At frog castle they meet Fred the unhappy frog who is guarding the entrance. Fred wants to be happy but just can't smile.

On returning to the cottage with the key the children meet Tom the cat inside. Tom is painting pictures and children can help by spotting the differences between them (visual discrimination). Tom has a present for the frog and the children take it, but will it make him happy?

The present does the trick and Fred allows the children into the castle where they find a crown. By uttering the magic words they find themselves back in the book room and can give the crown to teacher.

USING THE SOFTWARE

Loading

Place the disc with the side required uppermost into the disc drive. Hold down the SHIFT key, press and release BREAK and then release the SHIFT key. This will automatically start the program.

Important Note

The Teacher's Cupboard is a disc driven adventure and THE DISC MUST BE LEFT IN THE DRIVE for the whole time that the program is running.

Operation

When the title screen is shown pressing ESCAPE will give the 'Teacher Control Menu' or pressing SPACE BAR will take you straight into the adventure.

Teacher Control

Teacher Controls

- 1 Sound Level
- 2 Input
- 3 Start Adventure

Please type a number

1 Sound Level

When the program is loaded the sound level is set to 2 for normal. You can alter it to 1 for quiet or 0 for off. When you type a number the computer will bleep to indicate the sound level selected. Select the level required and then press ESCAPE to return to the Teacher Control Menu.

2 Input

This refers to the way the children will enter their responses to the computer. When the program is first loaded this is set to the computer keyboard but it can be altered to the Concept Keyboard if required. If you have the correct version of the program you will also be able to select input via the Microvitec Touch Screen. (Touch Screen versions are only available on request.)

Having selected the type of input you require press ESCAPE to return to the teacher control menu.

TEACHERS' NOTES

General

The Teacher's Cupboard can be used as a central theme for a topic, to complement a topic or simply as adventures in their own right.

It is very important that two or three children are allowed to tackle the adventure together as they will benefit greatly from the discussion and co-operation involved in exploring and trying to solve the problems.

Ideas for further work that could be done away from the computer are given at the end of the teachers' notes.

The adventures have been designed so that children should be able to complete each one in one sitting.

The puzzles and problems

'The Apple'

Mouse's Story (Sequencing)

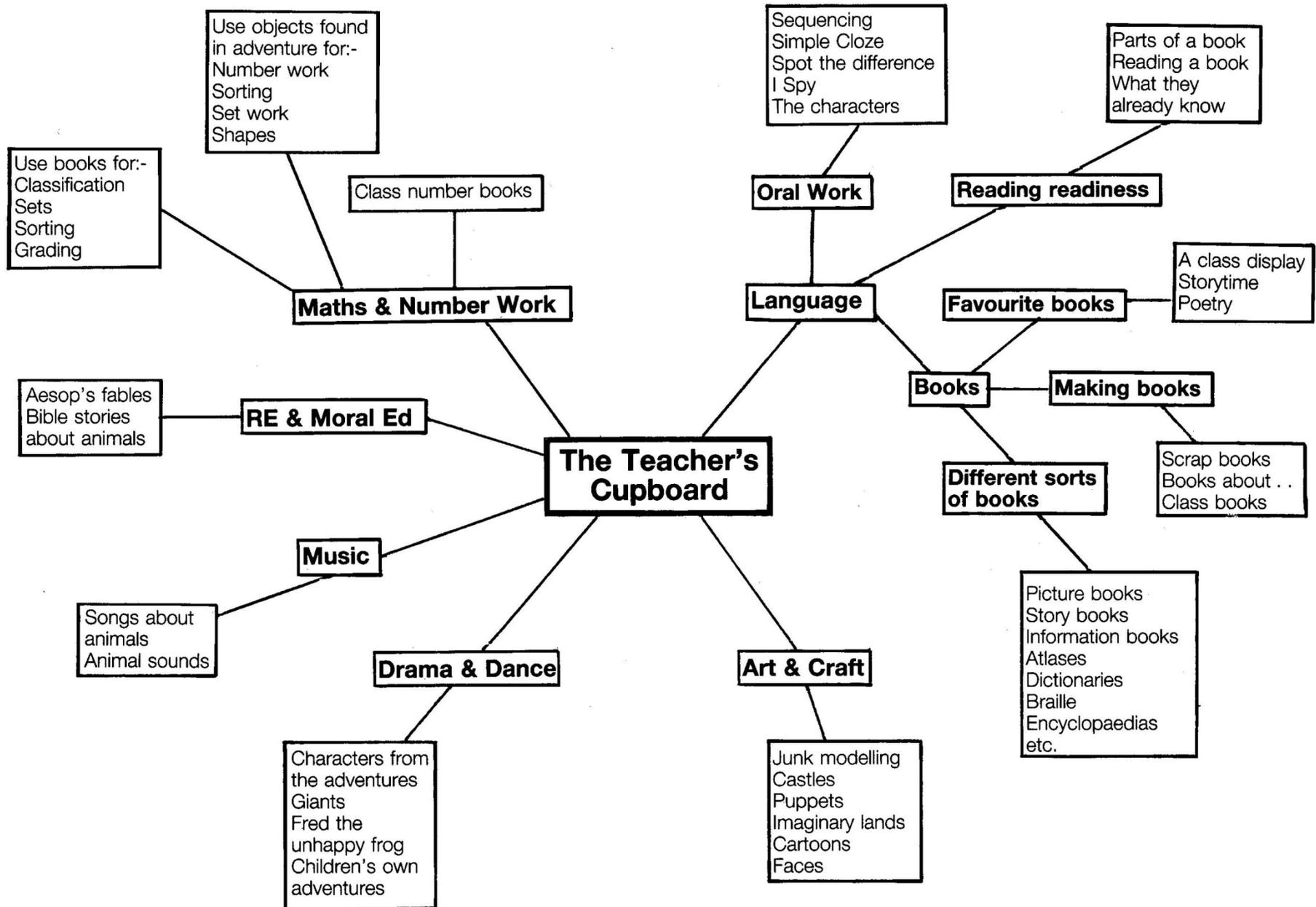
This is an open ended exercise in so much as there is no correct answer. The children are given the starting picture which is of a child waking up in bed and then they have to select an order for the following pictures. This order will depend upon their interpretation of the pictures and the story.

You should encourage children to talk their stories through with their friends and also to tell you about it. (Perhaps each child in a group of three can make up a different story.)

The Giant's Drink (I Spy)

This is a very simple game of I Spy. The children help Tim by finding the objects that start with a certain letter to put in the giant's drink. If the children have difficulty it may help them to go through the pictures with them. They are from top left to bottom right; leaf, egg, flower, jam, apple, key, pear, ring, boot, carrot, sock, glasses, tap, net, vase, and orange.

To select one of the objects the children have to use the arrow keys to move the box until it is around the object they want and leave it there for a few seconds.



'The Crown'

Owl's Story (Simple Cloze)

There are gaps in owl's story and the children have to help by choosing the right picture for each gap.

I live in a white (house)

My is called Bob. (dog)

We go for a (walk)

We find a (gate)

I over the gate. (jump)

When they are finished the children are given the opportunity of reading the 'animated' story before returning to the book room.

Tom's Painting (Spot the Difference)

In this activity the children are shown two 'paintings' that Tom has done. They are nearly the same but there are small differences. The children have to move the boxes so that they surround the parts of the pictures that are not the same.

The differences are as follows; the spider in the top left window pane, the cup handle on the shelf above the door, the box on the top shelf of the bookcase, the door handle, a missing book on the bottom shelf of the bookcase, the electric socket to the right of the door.

IDEAS FOR FURTHER WORK

General

The level and amount of work that can be done away from the computer will depend on which of the Teacher's Cupboard adventures you are using and the age group of the children using it.

With young infants we would see a lot of the work away from the computer being oral work. I.e. discussing what happened, talking about favourite animals, pets, books etc.

The Work Cards

There are 6 work cards.

Sequencing cards. These cards are meant to be cut up for the children to put into the correct order. Unlike the sequencing exercise in 'The Apple' these do have a correct order. Talk to the children about the reasons why they think that the cards have to be in that order. Let the children draw their own simple cartoon sequences, perhaps describing a simple task rather than a story. Cut them up and let other children put them in order. Use other sequencing cards, either commercially available ones or make your own. Always ensure the sequences run from left to right to promote left to right orientation.

Picture Cloze Cards. Cut out the pictures at the bottom of these cards and get the children to put them in the right places in each simple story. If they are capable get the children to make up their own 'picture' sentences or stories.

Spot the Difference. Photocopy these cards and give them to all the children. Let them try and find the differences and then have a class discussion with the children describing where they think the differences are.

Note:- All work cards can be freely copied.

Other Activities

A Class Display

Get the children to talk about their favourite animals. Who else do they think they might meet in the Book Room? Where would they go and what would happen? Get the children to draw pictures of the animals they would like to meet and to write a sentence about it. Use the poster in the package as a central theme for a display of their animals.

What else might teacher ask them to find in the book room. Let them draw pictures of the objects and where they might find them. Add them to the class display.

Alternatively the above work could be used to make a class book.

Discussion – Oral Work

Talk to the children about the various characters they meet in the adventure. In 'The Apple' they meet Mouse, Bobby Boots, the giant, and Tim. In 'The Crown' they meet Owl, the green monks, Fred the unhappy frog and Tom.

What other adventures might these characters have? What does Booby Boots do? (Perhaps you could arrange a real policeman to visit the class). Are there really such things as giants? Where else have the children heard about them? Do they think that Tim makes anything else other than giant drinks? Why are the monks in 'The Crown' green? Why is Fred so unhappy? How did Tom learn to paint? What tricks can their own pets do?

Play I spy with the children. Let them play it together.

Books

There are endless opportunities to use 'The Teacher's Cupboard' to promote books and reading readiness in the classroom.

The book room is full of books. What are the children's favourite books? Get them to bring in their favourites from home and read them to the rest of the class. Make a class display of favourite books.

Talk to the children about the different parts of a book; differentiate between cover, chapters, pages, paragraphs, sentences, phrases, words, letters, illustrations etc. You can point out just how much they already know about them even if they can only read a few words. Talk about what everyone needs to know about books before they can start to 'read' them. (This is an ideal opportunity to catch any pupils that have come to school without this knowledge.) Talk about

basics such as holding the book the right way up, starting at the front and reading towards the back, starting with the left hand page and progress to the right hand page, start each page at the top left hand corner, read each line from left to right working down to the bottom right hand corner.

Can they find books in the class library that have giants in them? Other animals? Have they got any at home?

Talk about different sorts of books. Picture books, story books, information books, atlases, dictionaries, encyclopedias, newspapers and magazines, music books, guides etc. Mention unusual books eg. the smallest, the largest, talking books, books to feel (eg some toddlers books), braille books, books to smell, moving and pop up books etc. Make a class display of books. (This can lead to maths — see Maths Ideas)

Get the children to talk about what sort of books they like best. What do they think makes an interesting book? An exciting book?

Don't forget poetry. Read the children animal poems.

Let the children make their own books. Scrap books to practise cutting and sticking, picture books perhaps with some writing. What about a tall book about a giraffe, a wide book about an elephant, a book with wheels about a car?

Maths & Number Work

Use objects found in the adventure for simple number work. Eg. Here is 1 apple, draw one more, how many now? Here are four giant cups, colour 1 red and 3 blue. Draw a set of 3 trees, put 4 apples on this tree. Write how many cats there are etc.

Use scenes from the adventure for simple arithmetic. Ie. Here is an apple tree, how many apples are on it, how many if I eat one? Number stories, here are three mice, how many will there be if another mouse comes along etc.

Use animals and objects found in the adventures for sorting and set work.

Shapes: What different shapes can the children spot in the adventure. Can they find a square, a circle, a triangle?

Use the class display of books. Can you find the tallest, the thickest, smallest, oldest, newest book? This leads to classification, sets, sorting and grading. Sort the books into sets according to what types they are, what they are about, colour they are, the publisher etc. How many are there in each set, how many altogether. Can the children grade a set of books in order according to one particular attribute eg. height, width etc. Don't forget to make sure that they sort from left to right.

Let the children guess what book you are thinking of. No my book is thicker than that. My book is taller than that one. . . . My book is on a lower shelf than that etc. (Play with a carefully made selection of books)

Make class books about numbers. A class book about two could be a scrap book with things collected by the children — eg a pair of twins, a lady with 2 legs, 2 eyes etc.

Art & Craft

Junk Modelling. Giant things, and other objects from the adventure. The children could use in drama work.

Castles. make a junk castle — large enough to use as the basis for table top re-enactment of different fairy stories. Make props and characters (peg dollies or pipe cleaner figures dressed with scraps of material) so that the children can re-tell several fairy stories or make up their own.

Puppets. Make a puppet theatre using a very large cardboard box. Use basic sewing for the curtains. Make card characters on sticks — you could use some collage for clothes. Alternatively make simple glove puppets with heads made from paper mache or tights stuffed with scrap materials. Use the theatre to act out one of the adventures or let the children make up their own. Let the children make the scenery.

Imaginary lands. Use string pulling, blown ink, paint blots etc as a basis and then let the children elaborate with felt tips or pencils. People and animals could be drawn separately and stick onto large pictures. This would make an ideal class frieze.

Cartoons. Can the children produce their own simple cartoons of the adventures or common fairy stories?

Faces. Using Fred the unhappy frog as an example ask the children to draw sad faces, happy faces, faces showing other expressions.

Music

Teach the children songs about animals. Five little ducks, Old MacDonald etc.

RE & Moral Education

If you think the children are able to understand them read them some of Aesop's fables.

Bible stories involving animals. Noah's Ark, Jonah and the Whale. Include any stories you can find from other religions.

Drama and Dance

Get the children to pretend to be different characters from the adventures. Eg. Let them all pretend to be the giant and to make themselves as big as they can, take giant footsteps or they could be Fred the unhappy frog. Who can make themselves look the unhappiest? Can they do a happy dance? An unhappy dance? Can the children use the dressing up box to spur imagination?

As writing their own adventures may well be too hard for the children perhaps they could act out their own adventures. Can you use your own cupboard, or one in the school, to add realism. Send the children into the cupboard in pairs and let them spend a few minutes in there. Ask them what adventures they have had when they emerge. You could even have a few props in the cupboard for them. However you should be very aware that some children may find this too scary. Choose your pairs with care. If some children are frightened you could use it as a point for discussion and even drama about what makes them frightened – but keep it light! Read them 'The Owl who was afraid of the dark'.

TROUBLE SHOOTING

Loading Problems

If the disc won't load check:-

That you have a 40 track disc for 40 track drives or a 80 track disc for 80 track drives. If your drive is switchable, is it set correctly? (Note:- 40 track discs are despatched unless 80 track are specifically requested. 80 track discs are labelled 80 track.)

If you are using a Master 128, is it configured to DFS? If not type *DISC, press RETURN and then !BOOT the disc. Do not try to run the program using the CONVERT program provided with the Master.

Is your equipment all switched on and connected properly?

If the disc still doesn't work try it, if possible, on another computer and disc drive. (Disc drives need a service now and then.)

If you still have no luck you can either telephone for advice or simply return the disc for replacement. Please make a note of any screen messages etc. so that we can try to identify the problem.

It may be that you have a non-standard DFS which is the cause of the problem. If this is the case we will be happy to give a refund.

Back Ups

Sorry, but you won't be able to make one. disc. The disc is protected to enable us to run our very popular approval system. Don't worry, all our discs come with a 3 year guarantee.

Corrupted Discs

If your disc corrupts in any way up to three years after purchase, return it together with a blank unformatted disc and we will send a replacement.

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