

# **Toby at the Beach**

## **Teachers' Book**



**SHERSTON SOFTWARE**



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# **Toby at the Beach**

**Program designed and written by Jean Norgate  
Teacher's Book by Bill Bonham**

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## Credits and Copyright

Toby at the Beach is a topic based package for infants and young juniors.

Program and Children's work cards by Jean Norgate.

Illustrations in Children's book by Sally Pead.

Teachers' Book by Bill Bonham.

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Toby at the Beach is only intended for use on the computers indicated on the disc label. It should not be used under emulation on any other computer.

*With grateful thanks to:*

*Carol Longmore and the infants of Keevil Primary School in Wiltshire.*

*Kate, William, Thomas and Martin Norgate.*

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## INTRODUCTION

Toby at the Beach is a topic based package that includes a series of activities all about the seaside and features Toby, the Punch and Judy dog. It is written for infants and young juniors and has three levels of difficulty.

Toby at the Beach can be used either as the central theme for a topic on the seaside, to complement another topic or simply in its own right. The package includes a wealth of language and maths activities, all based around the theme of the seaside.

The activities in Toby at the Beach have been designed to cover the full range of infant and lower junior ability. They are presented with animated graphics and a clear, bold script. They can be run from a standard or concept keyboard.

In Fun and Games the children meet Toby and have lots of fun throwing sticks for him, but which stick was it that they threw? Building sand-castles is good fun too but the children have to know which bucket to use. Once the castle is built the children can learn about symmetry and reflections.

Judy's Shop sells lots of things at lots of different prices but the children can't afford to buy everything! In Ship Ahoy the children have to help Mr Punch load the boat and learn a lot about floating and sinking and boats.

The Rock Pools that are left when the tide goes out hide lots of different creatures, but can the children find them? Finally, after a long wait for Toby, the Punch and Judy show starts and the children are invited to join in, getting lots of valuable language experience as they do.

The Teacher Control menu allows the teacher to adjust the program and activities to the suit the needs of individual children.

Toby at the Beach has been designed not only to be educationally sound but also to be as easy to use as possible. We recommend looking at the activities before reading these notes in detail. The Teachers' Notes in this book give ideas for further work that the children can do based on a topic centred around Toby at the Beach.

Like all Sherston Software packages Toby at the Beach has been given extensive trials in schools.

## **THE PACKAGE CONTENTS**

In your Toby at the Beach package you should find:-

Either:

Two 5¼ inch discs. These are flippies and can be turned over. Each side contains a different part of Toby at the Beach. You can !Boot these discs on either side.

Or:

One 3½ inch disc which is an ADFS disc for the Compact or MS128 computers.

Other disc formats that may be available on special request are not detailed here.

The Teachers' Book.

The Children's Booklet.

6 Children's Work Cards.

1 Game sheet

1 A3 Concept Keyboard Overlay.

1 A4 Concept Keyboard Overlay.

## USING THE SOFTWARE

### Loading

Place the disc in the disc drive. If it is a floppy disc you can put it in either way up. The program will tell you if you have to turn the disc over. If it is an ADFS disc type **\*MOUNT** and press **RETURN**.

Hold down the **SHIFT** key, press and release **BREAK** and then release the **SHIFT** key. This will automatically start the program.

### Important Note

Toby at the Beach is a disc driven package and the disc/s **MUST** be left in the drive for the whole time that the program is running.

### Operation

After the title screen is shown the main menu of the disc will appear.

```
press 1  Instructions
      2  Fun and Games
      3  Judy's Shop
      4  Ship Ahoy!
      5  Rock-pools
      6  Punch and Judy
      7  Teacher Control
```

Main Menu - ADFS version

```
press 1  Instructions
      2  Rock-pools
      3  Punch and Judy
      4  Teacher Control
      5  Other games
      side 4
```

Main Menu - DFS Side 4

Different menus, giving access to the currently available activities, will appear depending on which disc is in the drive, however, all menus have the following options.

## Instructions

This goes through the most common keys that the children have to use in the different activities in Toby at the Beach. The children can press them either on the computer keyboard or the Concept Keyboard.

The keys that children will need to use are as follows:-

**SPACE BAR** when a yellow bar appears at the bottom of the screen;

**ARROW KEYS** when arrows are shown on the screen;

**DELETE** when something is wrong;

**RETURN** when something is right and a **R** appears on the screen;

**TAB** for help when a **T** is shown on the screen.

It is worth going through this option with the children to familiarise them with the keys needed before they are allowed to do any of the activities.

Other keys that are used in Toby at the Beach are:-

**+** and **-** in Fun and Games at difficulty level 2.

**T, S, G, W, N** and **R** are needed in Punch and Judy.

The whole alphabet is used when children are asked to type in their names and also at difficulty level 3 in Ship Ahoy and Punch and Judy.

## Teacher Control

Teacher Control	
Press	
1	Number of players
2	Level of difficulty
3	Sound control
4	Concept Keyboard
5	Make preset sequence
6	Run preset sequence

**ESCAPE** for Menu.

Teacher Control allows you to adjust the programs in various ways. For example you can adjust the level of difficulty of the activities within the package, or you can type in a list of children that the computer will automatically call up to play the current activity.

## 1 Number of players

All games can be played by either one or two players. When the program is first loaded the number of players is set to 2. To change the number of players type the number you require (**1** or **2**). Pressing **ESCAPE** will take you back to the Teacher Control Menu. The number of players can also be altered when a title screen to an activity is shown. You have to press # (**SHIFT** and the **3** key). This acts like a 'toggle', ie. the number changes each time you press #.

## 2 Level of difficulty

There are three levels of difficulty to each activity. When the program is first loaded the level of difficulty is set to 1. This can be altered by selecting option 2 on the Teacher Control Menu.

Simply type **1**, **2** or **3** and then press **ESCAPE** to return to Teacher Control. When you have selected a level of difficulty every activity chosen from the Main Menu will be given at that level. However, this can be altered on the title screen of each game by pressing \$ (**SHIFT** and the **4** key). See 'Special Keys' for further details.

**DETAILS OF THE LEVELS OF DIFFICULTIES AND THE EFFECT THEY HAVE ARE GIVEN IN THE TEACHERS' NOTES.**

## 3 Sound control

You can alter the volume of the sounds in the various activities. When the program is first loaded the sound level is set to 2 (medium). This can be altered by selecting option 3 in the Teacher Control Menu.

Press **1** for low, **2** for medium or **3** for loud and the **ESCAPE** key to return to the Teacher Control Menu.

The sound volume may also be altered on any Toby at the Beach title screen by pressing % (**SHIFT** and the **5** key).

## 4 Concept Keyboard

A concept keyboard may be used instead of the computer keyboard for the children's inputs. You do not have to select this, simply plug in the Concept Keyboard and use the A4 or A3 overlay provided.

To disable the User Port and the Concept Keyboard you can press @ in this option. To reinstate the Concept Keyboard press @ again.

Please note that the Concept Keyboard cannot be used to:-  
change the number of players on title screens;  
change the level of difficulty on title screens;  
change the sound volume on title screens;  
make selections in Teacher Control.

## 5 Make pre-set sequence

You can type in a sequence of up to eight sets of childrens' names to play a particular activity at a chosen level of difficulty. The computer can then call up your list of children and give them the activity you have selected without further intervention. To make a pre-set sequence select option 5 on the Teacher Control Menu.

If there is a list already in the memory you are given the opportunity of altering it. Alternatively you can enter a new list.

### Making a new list

If there is a choice available you will be asked to enter the activity number. Type the number you require and press **RETURN**.

Which game?

RETURN after entry.

press

2	Fun and Games
3	Judy's Shop
4	Ship Ahoy!
5	Rock-pools
6	Punch and Judy

ESCAPE for Teacher control.

You will then be asked to enter the first player's name. You do not need to press **SHIFT** for a capital letter, the computer will automatically start all names with a capital. If you want to include surnames a space is also followed by a capital letter, although there probably won't be enough space to fit both a christian name and a surname. Press **RETURN** when you have typed the name.

The computer will then ask for a name for player 2. You can either type in a name as above or press **RETURN** without entering a name to indicate that there is only one player.

Finally you will be asked to enter the level of difficulty for the activity. Type **1**, **2** or **3**.

When you have made one selection the bottom of the screen will change:-

```

List: 1
Player 1      Bill
Player 2      Lou
Level 1 2 3  2

-----
SPACE for next choice.
DELETE to delete this choice.
RETURN to see list.
ESCAPE for Teacher control.
```

Pressing:-

**SPACE** will let you enter the next selection in the list;

**DELETE** will delete what you have just entered and let you enter the current selection again;

**RETURN** will show you the complete list, see below;

**ESCAPE** will return you to the Teacher Control Menu.

### Altering an existing list.

If there is a list already in memory when you enter the Make a pre-set sequence option, or you press **RETURN** at the appropriate time when making a new list, a summary of the list is shown in the top half of the screen.

You may then press:-

**SPACE** to alter the list or add to it;

**DELETE** to delete the whole list;

**ESCAPE** to return to the Teacher Control Menu.

---



## 6 Run a pre-set sequence

This will start any pre-selected sequence you have entered in option 5 of the Teacher Control Menu. The computer will automatically call up the children you entered in the list and give them the activity you selected at the difficulty levels chosen.

If you press **ESCAPE** while a pre-selected sequence is running you will be presented with the title screen for the current activity. You may alter the level of difficulty and restart with the same player/s or, alternatively, pressing **ESCAPE** again will quit to the Main Menu and exit the sequence. The next time you start the pre-set sequence off it will start with the player/s who were next when **ESCAPE** was pressed.

## Other Games

Choosing this option gives you quick access to any of the other activities in Toby at the Beach without having to **!BOOT** the appropriate disc using **SHIFT** and **BREAK**. Follow the instructions that are given on screen.

## Special Keys

You can alter the number of players, the level of difficulty and the sound volume whenever a title screen is shown by pressing the **SHIFT** key together with **3**, **4** or **5** to give **#**, **\$** and **%**.

The settings are shown at the top of each title screen, together with a reminder of the key you should press to alter the setting.

**SHIFT** and **3** will change the number of players. It acts like a toggle, hold down the **SHIFT** key and then each time you press **3** the number of players will change.

**SHIFT** and **4** changes the level of difficulty. It also operates as a toggle. Hold down the **SHIFT** key and then press **4** until the level you require is shown on the screen.

**SHIFT** and **5** changes the sound volume. Use it as above.

### Using the **ESCAPE** key

When the **ESCAPE** key is pressed within an activity you are taken back to the title page where the level of difficulty, number of players and sound may be set. Pressing **ESCAPE** when a title page is shown will take you back to the Main Menu.

---

## TEACHERS' NOTES

Toby at the Beach contains a series of activities designed for the full range of infant ability. The package can be used as a central theme to a topic on the seaside, to complement another topic or simply in its own right. It is very important that whenever appropriate two children are allowed to tackle the activities in the program together as they will benefit greatly from the discussion and co-operation involved. The children can either use the standard computer keyboard or the Concept Keyboard when doing any of the activities in the package.

The children will need to know a few keys before they attempt the activities. The easiest way to familiarise them with the keys they need to use is to select option 1 (Instructions) from any of the Main Menus.

### Players' Names

The children will be asked to enter their names from time to time. There is no need for them to press **SHIFT** for a capital letter as the computer will automatically start all names with a capital.

### The Levels of Difficulty

The different levels of difficulty available for each activity make Toby at the Beach suitable for a wide range of abilities from infants to young juniors. In general the differences between each level of difficulty are as follows:-

**Level 1:** Each activity uses simple concepts and pictures whenever possible. Apart from having to enter their name(s) the only keys required are the numbers and those given in the Children's Instructions. Many infants would benefit from first meeting the programs at this level.

**Level 2:** At this level the children have to do more reading. New concepts are introduced at this level but with visual interpretation.

**Level 3:** When difficulty level 3 is set the activities will expect some input of words from the keyboard. The children will also be required to predict what will happen next in certain activities. The puzzles given are also a little harder.

Most infants will find levels 1 and 2 are suitable for them. Level 3 often introduces new ideas and may assume knowledge of the work at lower levels. The specific differences between the levels of difficulties in each activity are

detailed below.

Ideas for further work that can be done away from the computer are given at the end of the Teachers' Notes.

## **Toby at the Beach activities**

### **Fun and Games**

Time needed for two players - about 30 minutes

In Fun and Games the children are introduced to Toby and are invited to throw sticks for him, but can they help Toby recognise which stick it was? Next the children can write their names in the sand and then practise counting, sorting, adding and taking away with the kites. Everyone knows that you can make sand-castles using buckets, but what sizes do the children need? The big sand-castle gives the children a chance to explore the symmetry and to see if they can rebuild it after Toby jumps on it! Once rebuilt the tide starts to come in and the castle slowly sinks into the water giving lots of opportunity for work on reflections, floating and sinking.



### **Throwing sticks**

The children have to help Toby find his stick when it lands among other sticks that look similar.

Level 1: translation.

Level 2: rotation.

Level 3: rotation and reflection.

### **Names in the sand**

The children should do this slowly and watch the letters expand.

There is no difference in the levels of difficulty.

### **Kites**

The kites help the children practice counting, adding and taking away.

Level 1: simple counting, sorting into sets using one attribute.

Level 2: counting moving kites; sorting into sets using two attributes; highest

Level 3: more complicated counting; sorting into sets using two attributes; highest; 'and' & 'or' sets.

## **Buckets**

Here the children have to match the castle with the correct bucket.

Level 1: three buckets with different heights.

Level 2: three buckets with different widths.

Level 3: five buckets with different heights and widths.

## **The big sand-castle**

The children should notice the symmetry when they first see it as it will help them to rebuild it after Toby has jumped on it.

Level 1: the castle is broken into seven pieces.

Levels 2 & 3: the castle is broken into nine pieces and the children have to identify the correct positions for them.

## **Tide coming in**

Here the children should notice the reflections in the water, the effect of water on the sand. It gives lots of opportunities for further work on floating and sinking.

## **Judy's Shop**

Time needed for two players - 20 to 30 minutes depending on how many items are bought.

Judy's shop sells lots of different things and the prices vary from time to time. The children only have a certain amount of money and can buy some presents but cannot afford to buy everything. The buying sequence is acted out step by step.



## **Cost of items in the shop**

The children are shown how much the different things in Judy's shop cost.

Level 1: items cost up to 10p.

Level 2: items cost up to 20p and multiples of 10p up to £1; questions involving comparison of prices.

Level 3: items up to £1 and whole pounds; questions involving comparison of prices.

## **Counting the money in the purse**

Here the children have to count how much money they have in their purse.

Level 1: purse contains pennies only.

---

Level 2: purse contains 1p, 2p and 5p coins totalling less than 20p; comparison of amounts.

Level 3: purse contains coins up to 10p totalling less than £1; comparison of amounts.

### **Choosing what to buy**

When the children have found out how much money they have they can choose something to buy.

Level 1: they are offered only what they can afford.

Level 2: children have to decide what they can afford.

Level 3: the first two items are chosen for the children, the first item involves change, the second involves tens and units but no change.

### **Picking the coins**

The children have to pick out the coins they need to pay for the item they are buying.

Level 1: exact amount always possible.

Level 2: space bar changes coin chosen; may need change.

Level 3: space bar changes coin chosen; the children will need change at least once.

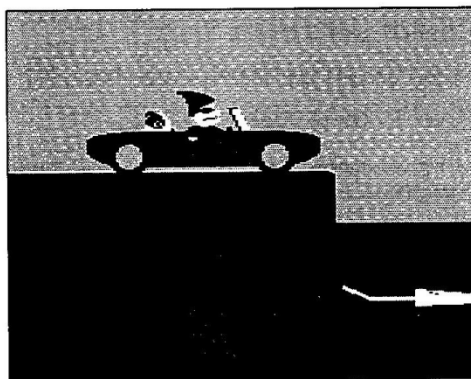
When the children have paid for the item and the money has been rung up on the till then they return to counting the money in the purse and can choose another item. This cycle finishes when the child's purse is empty or when they decide to buy 'nothing'. (This option is available only after a few purchases have been made.) At difficulty level two 10p coins are introduced here.

Finally the children get an ice cream and should remember to put the wrapper in the bin.

### **Ship Ahoy**

Time needed - approximately 30 to 45 minutes for two players.

This is set in the harbour where Mr Punch and Toby eventually set off in Judy's boat. Before they do the children learn about floating and sinking, how boats move and flags. They also get the chance to have a go at a sliding block puzzle.



### **Arriving**

Mr Punch and Toby arrive in the car; fast driving even when you are wearing a seat belt is unwise and road signs should be observed. The harbour has deep water which is fine for fish to live in but what else is there? Can the children recognise any of the rubbish at the bottom of the harbour? The children are asked what they think will float.

Level 1: select answer with arrows.

Level 2: select answer with arrows.

Level 3: type in the answer.

### **Loading the boat**

This is a sliding block puzzle. The aim is to fill exactly the black space on the boat deck. The space bar changes the box, arrows move the box. Help is available when at least one box is on the deck and if the children find this puzzle too difficult they are given the option of moving onto 'Boats'.

Level 1: }

Level 2: } The puzzles increase in difficulty according to the level.

Level 3: }

### **Boats**

The children are shown how different types of boat move. They include rowing, sailing, and engines on the liner. The children should notice the name on the liner, the flag and also the size of the boat. Mr Punch's boat is tied up to the quay. He sets off but he has forgotten Toby who plunges into the sea. Can he swim? When Toby jumps on the boat it sinks lower in the water.

Level 1: the children are shown the boats in order.

Level 2: the children have to say which type of boat they can see.

Level 3: the children have to say which type of boat they can see.

### **Flags**

When Mr Punch and Toby finally get under way they have forgotten to lower the Blue Peter. The flag alphabet is then shown and the children have to read and write Toby's name and their own name using the flags and also use the flags to show what cargo they are carrying.

Level 1: read and write names.

Level 2: read and write names; read flags from fish, eggs, books or boots.

Level 3: read and write names; read cargo flags from crockery and cutlery, saucepans and sausages, tea pots and tin trays, computers and clocks.

## Rock Pools

Time needed - 10 to 20 minutes for two players.

When the tide has gone out various hungry sea creatures are left in the rock pools and the children have to decide on a safe place for the shrimps. When the shrimps are safe the children look closer at a rock pool and try to find the creatures that are hiding there.

Level 1: shrimps are moved around the pool avoiding sea anemone and a stationary fish; the pool is divided to make the shrimps safe.

Level 2: shrimps are moved around the pool avoiding a moving fish; the pool is divided into two to make the shrimps safe and the timing is important.

Level 3: shrimps are moved around the pool avoiding anemone and moving fish; the pool has to be divided into four to make all the creatures safe and the timing is important when putting the rocks back.



## Punch and Judy

Time needed - between 30 and 45 minutes for two players.

After a long wait for Toby the show starts. Sherston's Punch and Judy show is exuberant but avoids violence and the children are invited to join in.

The Punch and Judy Show, by Robert Leach (see the book list) is thoroughly recommended as a comprehensive history and analysis of our national puppet show which is still part of our culture although the political satire has become children's slapstick comedy. The essential character of Mr Punch is an anarchist, and his anti-social behaviour is fundamental to the show. Like cartoons, its directness has advantages over other more insidious forms of violence that children are exposed to.





### **Telling the time**

The children have to tell the time and move the hands on the clock before the show will start.

Level 1: tell the hour; move the hands.

Level 2:  $\frac{1}{4}$  and  $\frac{1}{2}$  hours.

Level 3:  $\frac{1}{4}$  and  $\frac{1}{2}$  hours; minutes; digital clocks.

### **The Punch and Judy letters**

The letters fall off the top of the Punch and Judy show and the children have to put them back in their right places before the show can begin.

Level 1: P, J, a, n, & d fall off the stand.

Level 2: as level 1 but with others.

Level 3: all the letters.

### **The Punch and Judy Show**

The words that appear on screen are coloured to show which character is speaking: white for Mr Punch, yellow for Judy and purple or red for the children.

The story is about crocodiles stealing the sausages, crying babies and false accusations. The children's input is mainly of the "Oh, yes he did" type. If the children actually say their response in full, as if they were in the audience, before they 'write' it on the screen it will help them choose the correct personal pronoun.

To quieten the baby the children have to press 'Rock' the baby while Mr Punch is 'Singing' or vice versa.

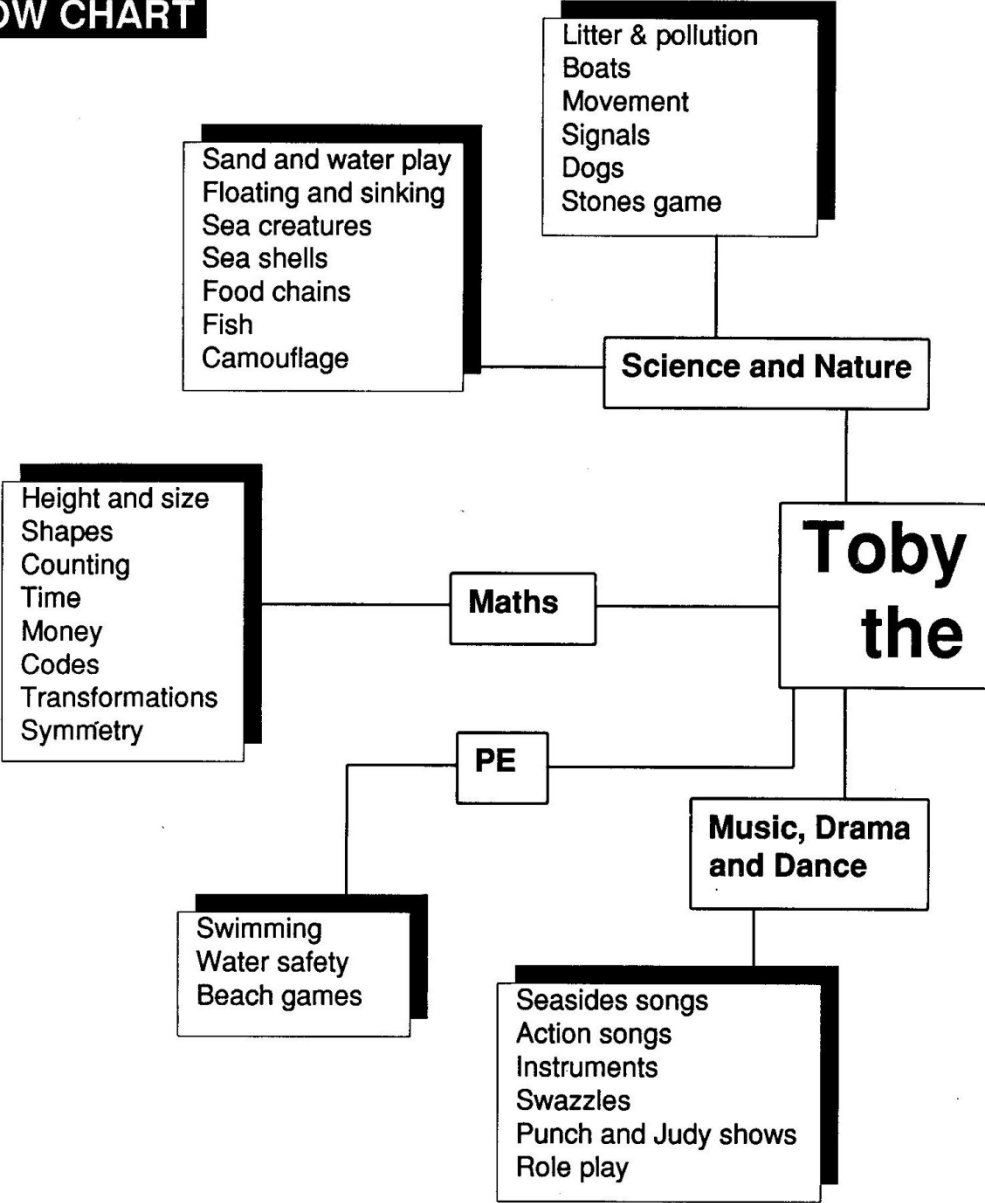
At 'Your Turn' the children can move the characters themselves and make conversations. Pressing the **Space Bar** changes the character which is active. **Tab**, when it appears gives the chance of ending the children's go and continues the story.

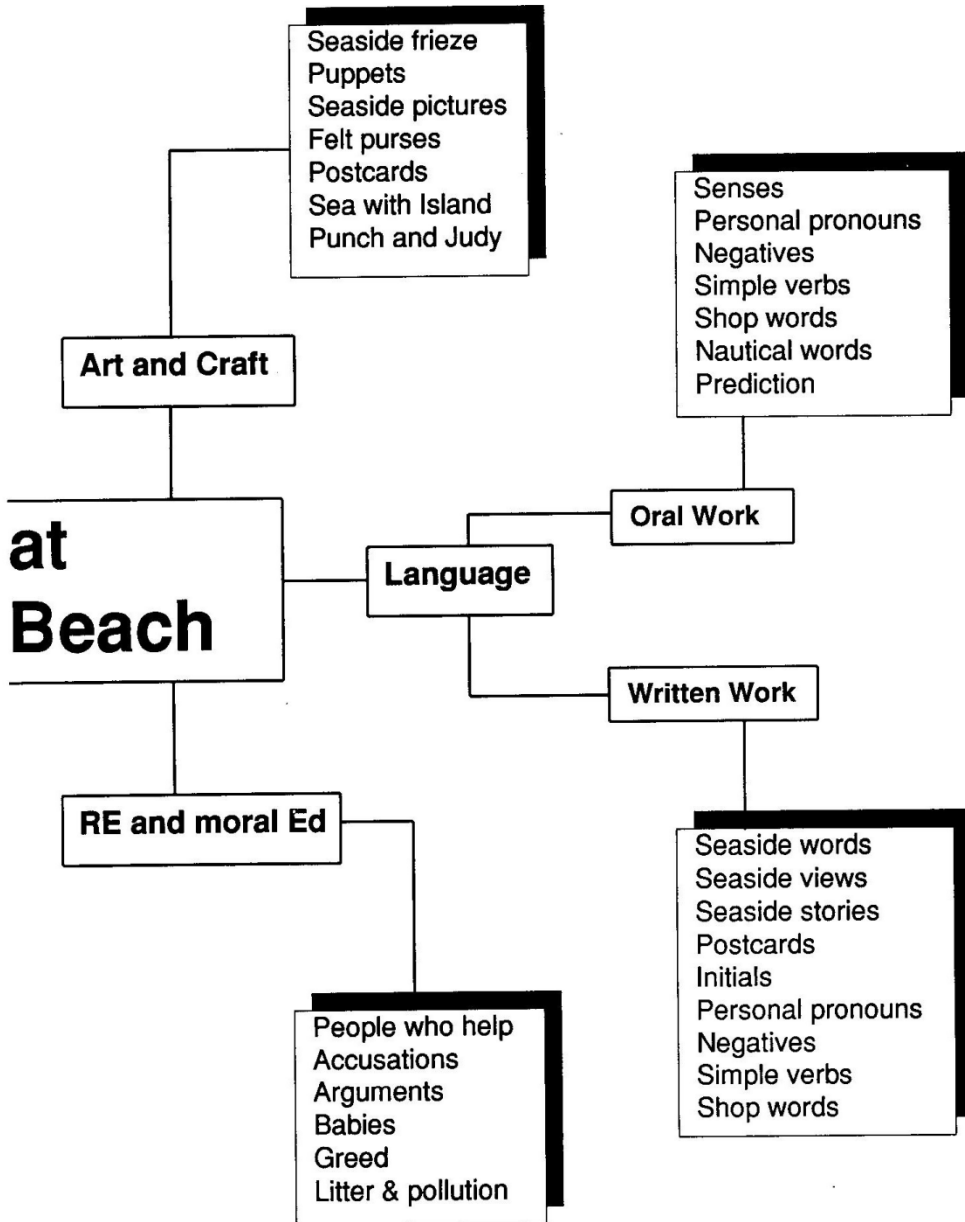
Level 1: simple choices and fewer words are presented to the children.

Level 2: more complex choices.

Level 3: choices involve typing in words.

FLOW CHART





## IDEAS FOR FURTHER WORK

The three levels of difficulty make Toby at the Beach suitable for a wide range of infant and young junior abilities. The ideas for further work given below are not meant to be a definitive guide as to what you ought to do with your children. They are only meant to give you ideas and you should only choose those that you think are appropriate to your children's age group, ability and time available.

### Language

#### Books

There is a wealth of children's picture books about the seaside. Use your local library or educational resource centre and borrow as many books as you can. Make a special display of them and encourage the children to look at or read them and to talk about them.

There is a list of books about the seaside that are suitable for infants and young juniors at the end of the teachers' notes.

Get the children to bring in any story books they have at home that are about the seaside. Read their favourite books at story time. Get the children to discuss why they like them. Make a class display of story books about the seaside. Distinguish between fiction and non-fiction. Can the children tell the difference?

#### Discussion - oral work

Much of the oral work here could lead onto written work at the appropriate level.

✓ Talk to the children about the seaside. When did they last visit the seaside? What is their favourite thing about the seaside. This could lead to lots of creative work.

✓ Senses at the seaside. The seaside stimulates other senses apart from sight. Can the children remember the sounds of the seaside? The smells? What did they feel and taste?

✓ Personal pronouns. In Punch and Judy the children have to choose the correct personal pronouns. Get the children to say sentences using I, you, he, it, she, and me.

✓ Negatives. "Oh, yes it is!" and "Oh, no it isn't" etc. are used in Punch and Judy. Have they ever been to a Christmas pantomime and said the same things? Do they think it is fun? What other ways are there of saying you disagree with someone? Say a sentence and ask the children to reply with a

sentence that disagrees.

- ✓ Simple verbs. Present/past, do/did, is/was. Ask the children to say a sentence in the present tense and then to say it as if it had happened yesterday.
- ✓ Shop vocabulary. Ask the children to list as many things as they can remember that were for sale in Judy's' shop.
- ✓ Nautical words. Get the children to make a list of all the word they can think of to do with the seaside and the sea. Make a class display of them.
- ✓ Prediction. Where do the children think that Mr Punch and Toby are going in Judy's boat? Can they make up a story about it?

There other ideas for oral work in the notes on RE, Moral and Social Education.

### **Written work**

- ✓ Seaside words. Use the Crossword work card and the Word Sheets that come with the package.
- ✓ Describing seaside views. What different types of views can you get at the seaside? Harbours, sandy beaches, rocky beaches, cliffs, caves, etc. Collect some different pictures and ask the children to write simple descriptions of them.
- ✓ Seaside stories. If the children are capable get them to write a sentence or simple story about the seaside. Ask the children to draw a seaside picture and write a sentence or more describing it. More able children could write a short piece about a visit to the seaside, either factual or imaginary. If you have done any oral work on senses at the seaside ask the children to try and include some of it.
- ✓ Postcards. Use the work card enclosed. Make lots of photocopies and get the children to write a postcard from the seaside.
- ✓ Initials. What are the children's initials? Do they know of any other initials that are used commonly? Get them to write their own initials and the initials of their friends. What else could the initials stand for? Can they guess the person if they are given the initials?
- ✓ Personal pronouns. In Punch and Judy the children have to choose the correct personal pronouns. Get the children to write their own sentences using I, you, he, it, she, and me.
- ✓ Negatives. "Oh, yes it is!" and "Oh, no it isn't!". Get the children to write sentences for each other and reply with negatives.
- ✓ Simple verbs. Present/past do/did, is/was. Get the children to write a sentence in the present tense and then to write it again as if it had happened yesterday.
- ✓ Shop vocabulary. Get the children to make a list of all the things that they saw for sale in Judy's' shop.

## Maths

There is a wealth of maths work that can come out of Toby at the Beach.

✓ Height and size. Higher and lower than, from the kites in Fun and Games. Make a class display of kites and let them guess which kite you are thinking of. "No, my kite is higher than that one. My kite is bigger than that one." Perhaps both: higher and taller, smaller and lower. You could do the same with buckets, again starting from the section in Fun and Games.

✓ Shapes. How many shapes can the children make kites out of? Use the Kites work card to make kites out of triangles. What other shapes can they spot in Toby at the Beach Activities?

✓ Counting, Matching, Sorting & Sets. Expand on the work started on sets in Fun and Games with the kites. Let the children group collections of objects according to different attributes. Shells are always nice to handle and sort.

✓ Time. Use the time section in Punch and Judy as an introduction to work on telling the time.

✓ Money. Coins up to £1 and change. Make a corner into Judy's Shop and let the children take turns at being Judy and customers. They could make the items for the shop in Art and Craft.

✓ Codes. The flags are used as codes. Do the children know of any other codes? Can they write secret messages to their friends using codes?

✓ Transformations. How are the sticks in Fun and Games the same? Different? Let the children use their own small twigs and do their own translations and rotations to see how they work. Give them a mirror so that they can see the reflection. Reflections are also shown when the tide is coming in at the end of Fun and games.

✓ Symmetry. The castle in Fun and Games is symmetrical. What other things can the children find that are symmetrical. Which letters that they use for initials are symmetrical? Axis of symmetry.

## Science and Nature

✓ Sand and water play. This is ideal as an activity to accompany Toby at the Beach.

✓ Floating and sinking. Use the Buoyancy work card - which of the objects listed floats? Which of them sink? Can the children list two other things that will float? Sink? There are loads of opportunities here for practical work.

✓ Shells. These are lovely to collect and handle. What are they used for? What animals use them as homes? Simple classification.

✓ Sea creatures. What creatures do the children see in the rock pools? What other animals have they seen at the seaside? Can they draw a picture and write a sentence about it?

✓ Sea shore stones. Make the game of pelmanism included in the package and let the children play it. Can they name each creature they find under a stone?

✓ Food chains. In Rock Pools the children are told which animals like to eat shrimps. Get them to draw simple food chains. What animals do humans eat?

✓ Fish. How can they live in water? What happens to them if you take them out of water? Have any of the children got any 'pet' fish at home? What do they have to do to look after them?

✓ Tides. In Fun and Games and Rock Pools the children see the tide. Do they know what causes it? What creatures like to live in between high and low tide? Why? Which animals can survive out of the water and which can't?

✓ Camouflage. How do animals try to hide themselves? Why? Can they think of any animals that are good at hiding themselves? Protection and survival. How do sea creatures protect themselves against attack?

✓ Litter and pollution. What do the children think about litter? What harm does it do? To animals? To the seaside? In what other ways do people spoil the seaside? What do the children think about the rubbish at the bottom of the harbour in Ship Ahoy? Some rubbish is bio-degradable. Do the children know what this means? Can they name any sorts of rubbish that are bio-degradable? Any that aren't? Some rubbish and pollution is harmful to wildlife. Can the children think of any rubbish that might hurt creatures in the sea?

✓ Types of boat. Get the children to make a list of as many different boats as they know of. How are they different? Have they ever been on any of them? Are submarines and hovercraft boats?

✓ Movement. In Ship Ahoy the children see how ships move. Get them to build simple rafts with sails and see how they sail. Whose is the fastest? Can they work out a fair test? Can they make up a test to try and find out why one raft is faster than another?

✓ Signals. What do ships use flags for? What are buoys for? Why are lighthouses important to ships?

✓ Dogs. Their activities. Running, panting, digging, burying, demolishing, wagging tails. Some people object to dogs on beaches, and on some beaches they are banned. Can the children give any reasons for this? Breeds of dogs. Classification and sorting.

## **Art and Craft**

✓ A Seaside frieze. This is a popular and easy way to make a very effective and attractive class display. Your frieze could feature Toby, the Punch and Judy show, rock pools and all the other features and characters found in Toby at the Beach.

✓ Puppets. Make a puppet theatre using a very large cardboard box and paint it to look like a Punch and Judy show. Use basic sewing for the curtains. Make card puppets on sticks. Alternatively make simple glove puppets with heads made from paper mache or tights stuffed with scrap materials. Make puppets from felt. Get the children to make up their own Punch and Judy stories and act them out using the theatre.

✓ Seaside pictures. Get the children to paint scenes from a Punch and Judy story and use them for sequencing work. Encourage the children to paint a variety of different seaside scenes. E.g. a rocky beach, a sandy beach, cliffs, harbours with boats, storms, sunsets, etc.

✓ Felt purses. Make felt purses with the children and sew initials on them.

✓ Postcards. Get the children to draw seaside pictures for the postcards they write in language work.

✓ Punch and Judy circle card. Make copies and paste onto thin card. Let the children cut them out and colour them in. Use paper fasteners to make the puppet show work.

✓ Islands. Paint a large blue sea. Cut out a green island to stick on the sea. Use kitchen foil folded to the right shape for boats. For rocking boats fold paper and cut a curve shape for the bottom of the boat. Add lighthouses, rocks etc.

## **Music, Drama and Dance**

✓ Seaside songs. Oh I Do Like To Be Beside the Seaside is an obvious one! Others include Three Little Fishes, Bobby Shafto, The Drunken Sailor, Bobbing Up and Down Like This. Hornpipes and Sea shanties (working songs).

✓ Three sailors went to sea. A well known playground song.

Three sailors went to sea, sea, sea,

To see what they could see, see, see,

But all that they could see, see, see,

Was the bottom of the deep blue sea, sea, sea.

*(Salute three times to sea, sea, sea.)*



Three sailors went to chop, chop, chop,  
 To see what they could chop, chop, chop,  
 But all that they could chop, chop, chop,  
 Was the bottom of the deep blue chop, chop, chop.

*(Chopping movement three times.)*

Three sailors went to knee, knee, knee,  
 To see what they could knee, knee, knee,  
 But all that they could knee, knee, knee,  
 Was the bottom of the deep blue knee, knee, knee.

*(Tap knee three times.)*

Three sailors went to sea, chop, knee,  
 To see what they could see, chop, knee,  
 But all that they could see, chop, knee,  
 Was the bottom of the deep blue sea, chop, knee.

*(Salute, chop, knee.)*

✓ Two in a Boat. Traditional.

Two in a boat and the waves run high,  
 Two in a boat and the waves run high,  
 Two in a boat and the waves run high,  
 Get me a partner by and by.

This is a good song for simple rhythmic play. Get the children to stand in a circle, hold their hands in the air and sway like waves. Put two children in the middle, opposite each other, holding hands and leaning backwards and forwards like rowing. At the end of each verse let the two children in the middle choose a new partner to be a 'boat' with. The game ends when no one is left as the sea.

✓ The Big Ship Sails. Traditional.

The big ship sails on the Alley, Alley O,  
 The Alley, Alley O, the Alley, Alley O,  
 The big ship sails on the Alley, Alley O,  
 On the last day of December.

*(Stand in a circle, holding hands and circle to the right.)*

---

The Captain said, "It will never, never do,  
Never, never, do, never never do ...

*(All shake their heads and wag their fingers.)*

The big ship sank to the bottom of the sea,  
The bottom of the sea, the bottom of the sea ...

*(Sink slowly to the floor.)*

We all dip our heads in the deep blue sea,  
The deep blue sea, The deep blue sea ...

*(Touch the floor with heads.)*

✓ Instruments. Can the children use simple instruments to make up their own seaside music? How would the music change if it rained or thundered? If it was a hot lazy day or a cold windy one? Can they make the music sound like waves? How would the music change when night fell?

✓ Swazzles. These are the things that Punch and Judy men have in their mouths to make the 'Mr Punch sound'. A very good substitute can be made simply by using a comb and tissue paper.

✓ Punch & Judy shows. These can be found in Yellow pages under Entertainers - perhaps the school fund could run to having a show to finish off the work on Toby at the Beach.

✓ Role play. Use Judy's Shop and let the children take turns at pretending to be Punch or Judy and customers.

## **RE, Moral and Social Education**

✓ People. People who help. Lifeboat crews and Lifeguards. Who else helps at sea? What other people live and work at sea? Sailors, Divers, Fishermen, Pirates, Smugglers etc.

✓ Accusations. What do the children think of the accusations that are made in the Punch and Judy show. Are they fair? Has anyone ever accused them of doing something they didn't do? How did they feel? What did they do about it?

✓ Arguments. How do arguments start? What can you do to end an argument and make things better? Do the children like having arguments?

✓ Babies. What makes them cry? How do you stop them from crying? Who is responsible?

✓ Greed. What makes people greedy? What can happen? (Tummy ache). Do

the children learn from their mistakes?

✓ Litter. At Judy's shop and at the bottom of the harbour. Why isn't it good to throw rubbish anywhere? What effect could it have on other animals? On us?

✓ Being polite. Why should the children say please and thank you? Do they sometimes forget? (Of course they do!)

## PE

✓ Swimming. Which of the children can swim? Why is it a good idea to be able to swim?

✓ Beach games. What games have the children played on the beach? Can they play the same games at school? Suggest games that they may like to play the next time they visit the seaside like leapfrog, long jump etc. Why are they safe to play on the beach?

## TOBY AT THE BEACH WORDS

All the words used in Toby at the Beach are listed below. Words at each level are those not already listed in the present game, and not in previous games at this level or below. Plurals are not included if the singular is there. The words shown in brackets will only be met occasionally.

### Instructions

Arrow, bar, DELETE, for, instructions, is, keys, menu, player, RETURN, right, sometimes, space, TAB, used, when, wrong.

### Fun and Games

#### Level 1

Add, again, are, as, at, away, big, blue, bucket, build, can, choose, dear, flags, for, goes, good, has, here, I, in, is, it, kites, look, many, match, name, no, numbers, oh, on, play, please, put, red, same, sand, sand-castle, sea, see, (short), sky, stick, take, (tall), this, throw, to, top, try, very, wants, where, which, write, yellow, yes, you, your.

#### Level 2

Any, checked, exactly, (fat), fly, have, highest, plain, purple, shape, there, (thin), until, way, when, wrong.

### Level 3

About, always, be, could, never, point, sometimes, talk, those, without.

## Judy's Shop

### Level 1

A, an, both, bought, buy, cards, costs, count, eat, else, find, green, has, help, ice-cream, may, more, much, nothing, one, open, pay, pence, pennies, pocket, purse, quickly, rock, shells, starts, surname, sweets, thank, them, (too), undo, white, will with.

### Level 2

Aunty, ball, boat, (change), friend, hat, initials, kite, least, money, most, Mum, net, (paid), present, ring, sells, spade, teacher, these, uncle, unwrap, which.

### Level 3

Change, less, (out), paid, (sold).

## Ship Ahoy

### Level 1

Black, boat, boxes, called, danger, down, engines, fill, find, (first), float, go, goodbye, he, help, his, hurrah, (last), lower, (medium), move, Mr., needs, oars, Peter, press, read, ready, sail, sails, (small), space, (start), swim, (then), (try), wait, wave.

### Level 2

Books, boots, borrow, cargo, deep, donkey, eggs, fish, gang-plank, island, messages, quay, sail, sailors, says, send, sits, train, water, write.

### Level 3

Ahead, astern, aye aye, cast, clocks, computers, crockery, cutlery, deck, different, full, land-lubbers, off, hands, saucepans, sir, speed, tea pots, tin trays.

## Rock Pools

### Level 1

Another, beware, closer, find, hiding, join, leaves, live, make, move, safe, stone.

### Level 2

Crab, fish, hungry, limpet, sea anemone, shrimps, starfish, whelk.

### Level 3

All, bigger, eaten, only.

## **Punch and Judy**

### **Level 1**

Am, baby, back, bad, behind, bit, comes, cook, crocodile, did, didn't, do, dog, end, grin, happy, hello, hour, ill, isn't, it's, just, letters, me, must, my, next, nose, now, o'clock, of, open, our, put, ruff, shall, she's, show, sing, speak, stole, stop, tail, tea, them, these, time, turn, us, wag, waited, was, what, wide, your.

### **Level 2**

Are, aren't does, doesn't, don't, from, know, past, that, they, was, wasn't words, way.

### **Level 3**

Alligator, excited, later, minutes, three, two, while.

## CHILDREN'S BOOK LIST

### Picture/Story Books

Ahlberg, Allan & Amstutz, Andre	Master Salt the Sailor's Son	Puffin Viking Kestrel ISBN 0140312404
Armitage, Ronda & David	The Lighthouse Keeper's Lunch	Picture Puffin ISBN 0140508277
Banbery, Fred	Paddington at the Seaside	Piccolo ISBN 0330267272
Brett, Molly	Plush and Tally on the Beach	The Medici Society ISBN 0855030925
Bruna, Dick	Miffy at the Seaside	ISBN 041692980
Davidson, Amanda	Teddy at the Seaside	Picture Lions ISBN 0006625932
Gretz, Susanna	The Bears who Went to the Seaside	Puffin ISBN 0140501118
Hughes, Shirley	Lucy and Tom at the Seaside	Picture Corgi ISBN 0552521442
Kuratomi, Chizuko & Kakimoto, Kozo	Mr Bear Goes to Sea	MacDonald and Janes
Lavelle, Shiela	Ursula by the Sea	Cartwheels ISBN 0241119146
Mogensen, Jan	Ted's Seaside Adventure	Hamish Hamilton
Muir, Frank	What-a-mess at the Seaside	Picture Corgi ISBN 0552522503
Watanabe, Shigeo	I'm the King of the Castle	The Bodley Head ISBN 037030912X

### Children's Reference Books

Althea	Beside the Sea	Dinosaur Publications ISBN 0851224172
Angel, Heather	Life on the Seashore	Fact Finders ISBN 0333190580
Bruna, Dick	The Lifeboat	Methuen ISBN 041650630
	Seashore	MacDonald Starters ISBN 0356037541
	Shells	MacDonald Starters

	ISBN 0356043339
Ships	MacDonald Starters
	ISBN 0356037568
The Sea	MacDonald Starters
	ISBN 035637533
Crabs	Wayland
	ISBN 0853405395

## **Useful Books for Teachers**

	The Wonder Book of Ships	NCLS
		ISBN 0903322358
Bailey, Jill	Mimicry & Camouflage	Hodder & Stoughton
		ISBN 0340426608
Leach, Robert	The Punch and Judy Show	Batsford
		ISBN 0713447842
Smith, Roland G	Paper for Play	Evans Brothers Ltd
		ISBN 0237448327

## TROUBLE SHOOTING

### Loading Problems

✓ If the disc won't load check:- That you have a 40 track disc for 40 track drives or an 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 and the disc supplied is DFS is the computer 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. If the disc supplied is an ADFS disc and it won't **!BOOT** try typing **\*ADFS**, press **RETURN** and then **!BOOT** the disc.

✓ 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. Alternatively you may have some other ROMs plugged into your computer that are causing a 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. The disc is protected to enable us to run our very popular approval system. Don't worry, all our discs come with life time guarantees. If you want the security of a back up disc you can purchase one from Sherston Software for a small fee.

### Corrupted Discs

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



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