Wally's Word Works:
The Parts of Speech Game

Teacher's Guide

Apple
Atari
Commodore 64

North Park Elementary School
Columbia Heights, Minnesota

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INTRODUCTION

For all their fascinating forms, sentences contain basic elements. Nouns tell the reader what a sentence is about: a woman or a boa constrictor, New York City or Mars. Verbs show action: a woman sings, a boa constrictor coils. Other parts of speech describe a sentence's subject or action--connecting, embellishing, or coiling around words in many different ways. Identifying parts of speech is central to the study of sentences. However, for the student it's often just a boring task.

Learning about the parts of speech doesn't have to be the driest subject in a curriculum. WALLY'S WORD WORKS: The Parts of Speech Game adds elements of whimsy, delight, and challenge to the practice of basic language skills. With the help of Wally, a bouncing wallaby, players identify parts of speech in a series of sentences. (A wallaby is a small kangaroo, indigenous to Australia.) Players score by "hopping" Wally over words, picking them up and dropping them into pockets that represent the nine major parts of speech--nouns, pronouns, verbs, adjectives, articles, adverbs, prepositions, conjunctions, and interjections. Players also get bonus points for evading the speedy Rovers, little creatures who chase Wally if he has not picked up a word.

WALLY'S WORD WORKS offers players a new way of practicing what they've learned. They view words within the context of whole sentences or paragraphs. They learn that a word's part of speech can change, depending on the role it plays in a sentence. And WALLY'S WORD WORKS keeps track of errors, so both teachers and students can see which parts are giving them trouble. In addition, teachers can set the way the game works with their specific grade levels--even adding selections of their own.

WALLY'S WORD WORKS comes with one main Teacher Diskette and up to three Student Diskettes, each with 32 original sentence selections.

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█▌█▐█▌█ █▐█ █▌█ █▌█▐█  █▐█▌█ █▐█ █▌█▐█
        The Parts of Speech Game
          F E A T U R I N G
    WALLY THE WALLABY

              ⸙

   A N D  T H E  R O V E R  G A N G :
    LEFTY, FINGERS, MR. X
       ꞓ           ꞓ           ꞓ

    Please insert the Student Diskette.
       Press RETURN to continue.
```

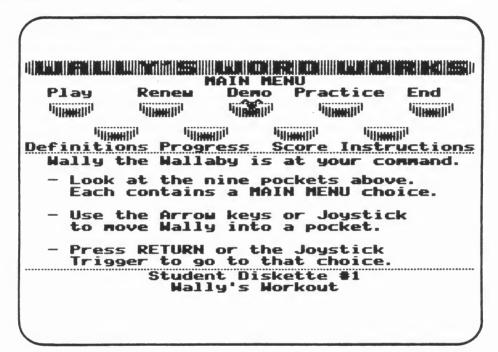|	
SKILLS:	The nine basic parts of speech.
STUDENTS WORK WITH:	Nouns, pronouns, verbs, adjectives, articles, adverbs, prepositions, conjunctions, and interjections.
GRADE LEVEL:	Diskette #1 (Wally's Workout): grades 4 - 6 (elementary)
	Diskette #2 (Pocket Pitfalls): grades 6 - 9 (middle)
	Diskette #3 (Rovers' Revenge): grades 9 - 12 (high school)
READING LEVEL:	Diskette #1: Third grade (Fry test)
	Diskette #2: Third grade (Fry test)
	Diskette #3: Fourth grade (Fry test)
NO. OF SELECTIONS:	32 per Student Diskette (96 in all); in addition, teachers may add 20 more per Student Diskette.
TIME REQUIRED:	10 - 15 minutes per game.
OBJECTIVES:	* To practice identifying words by their parts of speech.
	* To give diagnostic feedback on incorrect responses.
	* To allow custom-tailored challenges for specific needs or grade levels.

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PLAYING WALLY'S WORD WORKS

Players start WALLY'S WORD WORKS with the Teacher Diskette. The Sunburst logo appears first, followed by the WALLY'S WORD WORKS title screen. Players are then instructed to insert a Student Diskette.

The MAIN MENU

The MAIN MENU offers nine choices:

Players use the Joystick or Arrow keys on the keyboard to move Wally to the pocket of their choice. They select a pocket by pressing the Joystick's trigger, SPACE BAR, or the RETURN key.

Several choices from the MAIN MENU help familiarize players with how WALLY'S WORD WORKS operates:

* INSTRUCTIONS: Players read a brief explanation of the MAIN MENU options of WALLY'S WORD WORKS.

* DEFINITIONS: Players select the part of speech they want to review and receive a brief definition, along with sample sentences that demonstrate the part's use.

* DEMO: Players watch a computer-controlled demonstration of the game.

* PRACTICE: Players try a sample game without Rovers to distract them.

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PLAY

   Choosing PLAY from the MAIN MENU starts the game. Before beginning,
players are instructed to read the sentences carefully.

The Game Screen

   The pockets field at the top of the game screen includes nine individual
pockets. The text area in the middle of the screen contains sentence
selections (from 1 - 4 lines) during a game. SCORE is a running tally of
points earned during play, and BONUS shows the current number of bonus points
available. The command lines at the bottom of the screen are reserved for
instructions.

Pockets Field

Text Area

Command Lines

Wally the Wallaby. Play starts when Wally drops down onto the first sentence line. The first Rover drops down shortly afterward.

- Players use the Joystick or the Arrow keys on the keyboard to move Wally.

- Players press the Joystick's trigger, the SPACE BAR, or RETURN key to pick up or exchange a word.

A word flashes when it's picked up. Once a word is picked up, it can't be dropped--except into a pocket. However, it can be exchanged by hopping Wally to a new word and picking it up.

The Pockets. After players pick up a word, they move Wally to the pockets field. The pockets represent the nine basic parts of speech--nouns, pronouns, adjectives, verbs, adverbs, articles, prepositions, conjunctions, and interjections.

- Players press the Joystick's trigger, the SPACE BAR, or RETURN key to drop a word into a pocket.

Rovers only move around the text area. They can't follow Wally into the pockets field. So players may take their time in identifying a word's part of speech. Teachers may also stop play to help students by moving Wally into the pockets field.

```
NOTE:  Once players pick up a word, they
must move to the pockets field quickly.  If
they stay in the text area for more than 10
seconds, they lose the word--it stops
flashing in the sentence line.  They
have to pick it up again to play it.
```

The Escape Sequence. Holding the Control (CTRL) key and pressing the E key is the escape sequence for WALLY'S WORD WORKS. Players can return to the MAIN MENU at any time by pressing CTRL-E, even if they are in the middle of the game.

Scoring

New players always start a game with 100 points. Their score shows at the bottom of the screen, with points accumulating as they play. The system for earning points is outlined below.
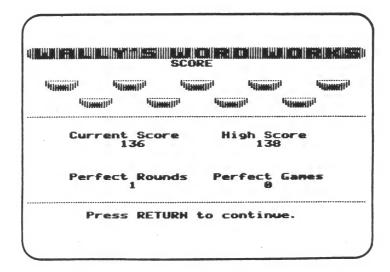
Tries	Points Earned
Correct on 1st try	5
Correct on 2nd try	3
Incorrect -- all tries	-1

If players put a word into the correct pocket on the first try, its part-of-speech name flashes. The word in the sentence line then "inverses" (highlights) to show that it's been played. They earn 5 points.

If the word is placed into an incorrect pocket on the first try, the word stops flashing in the sentence line, indicating that it can be picked up again. Players are given two tries to identify a word correctly. However, 1 point is lost every time a word is identified incorrectly.

If players deposit the word in the correct pocket on the second try, the part-of-speech name flashes and the word inverses on the sentence line. They earn 3 points. If players are still incorrect on the second try, the correct part of speech flashes by its pocket--to show players which one it was. The word is removed from play--inversed on the sentence line.

The SCORE Page. The score is carried over from game to game. Players can earn a considerable number of points this way. WALLY'S WORD WORKS also keeps track of the highest score earned by anyone who has played a game on that Student Diskette. By choosing SCORE from the MAIN MENU, players see their current score and the high game score, as well as the number of perfect round and game scores .


```
███████████████████████████████████
              SCORE

   ▒▒▒▒▒    ▒▒▒▒▒    ▒▒▒▒▒    ▒▒▒▒▒    ▒▒▒▒▒
        ▒▒▒▒▒    ▒▒▒▒▒    ▒▒▒▒▒    ▒▒▒▒▒
-------------------------------------------------

   Current Score          High Score
       136                    138


   Perfect Rounds        Perfect Games
        1                     0
-------------------------------------------------
       Press RETURN to continue.
```

Eight Games of Four Rounds

A Student Diskette contains eight original WALLY'S WORD WORKS games, each consisting of four rounds of play. A round involves one sentence selection, which includes up to four lines of text. When players use all assigned words in a selection, the round is over.

The sentence selections in all games are arranged by difficulty, with each round in a game increasing in complexity. The number of words increases, and the parts of speech become more challenging. (See "Parts of Speech: Background and Breakdown," p. 21, for a detailed description of WALLY'S WORD WORKS challenges.)

If players identify all words in a round correctly on the first try (a perfect score), they receive a congratulatory message:

Excellent. You got 100%!

The following instructions appear at the end of a game or round:

To continue, press N, R, or Q.
N = Next Round   R = Replay   Q = Quit Play

If players press the N key, the next round begins (or the first round of a new game). Play continues and the score keeps accumulating.

If players press the R key, the sentence selection from the round just completed reappears. They then play that round over again. Choosing "Replay" allows players to correct their mistakes and/or better their score for that round. WALLY'S WORD WORKS is initially set to allow one replay per round. However, teachers may set up to 5 replays per round (see "Number of Replays" p. 17). If teachers turn off replays (setting it to zero), the "Replay" option won't appear in the command lines.

If players press the Q key, they temporarily quit the game and return to the MAIN MENU. If they then choose PLAY, players return to where they left off in the game. Any points accumulated from previous rounds or games are carried over. However, if players first choose RENEW from the MAIN MENU (see p. 10), subsequent play starts a new game with a fresh SCORE and PROGRESS table.

A full game isn't over until players complete four rounds. If they get perfect scores on all four rounds, they receive a special congratulatory message:

PERFECT GAME!

Rovers and Bonus Points

Three "Rover" characters add fun, extra challenge, and bonus points to the game. Rovers drop into the text area--at different intervals--to chase Wally.

Each Rover has a different speed and shape--so players can distinguish among them. In addition, the rounds of play differ in the number of Rovers that are active:

Rover	Speed	Active In Rounds
Lefty	slow	1 - 4
Fingers	fast	2 - 4
Mr. X	fastest	4

The Rovers chase Wally only if he has not picked up a word. In that case, when Wally is caught by a Rover, he flashes for a brief moment. However, when Wally does have a word, the Rovers can't touch him; they just pass through. Since they can't chase Wally into the pockets field, they roam back and forth along their assigned lines until Wally returns to the text area.

> NOTE: As Wally hops, he may be in "mid-air" when a Rover hits and luckily avoid an impact. But don't count on it!

A player's ability to avoid the Rovers determines the number of bonus points earned during a round. Six wallaby faces appear in the command lines at the bottom of the screen, each representing a bonus unit. If a Rover intercepts Wally before he's picked up a word, a bonus unit is lost and a wallaby face disappears. Six bonus units are possible every round; their point values differ depending on the round number:

BONUS POINT VALUES

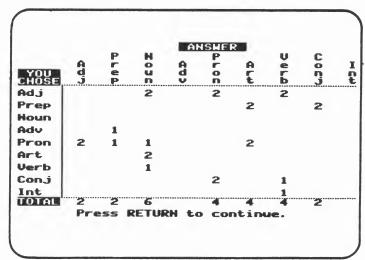| ROUND	POINT VALUE	UNITS	POINTS POSSIBLE
1	1	6	6
2	2	6	12
3	3	6	18
4	4	6	24
TOTAL BONUS POINTS POSSIBLE PER GAME			60

A player is credited with bonus points <u>after</u> finishing a round; they are added to the score and carried over to the next round.

> NOTE: Once all six wallaby faces are gone, the Rovers disappear. They no longer affect play. No bonus points are possible for that round.
>
> Teachers also may remove the Rovers from the game completely (see "Rovers," p. 16).

The PROGRESS Table

Choosing PROGRESS from the MAIN MENU takes players to a table of their parts-of-speech mistakes. This PROGRESS table provides diagnostic information on which parts of speech students may need to study more.

YOU CHOSE	ANSWER								
	Adj	Prep	Noun	Adv	Pron	Art	Verb	Conj	Int
Adj			2		2		2		
Prep					2			2	
Noun									
Adv		1							
Pron	2	1	1		2				
Art			2						
Verb			1						
Conj					2		1		
Int							1		
TOTAL	2	2	6		4	4	4	2	

Press RETURN to continue.

The names (or abbreviations) of the parts of speech are listed down the left side and along the top of the table. The numbers that appear in the table represent errors. Each part of speech at the top (under "ANSWER") refers to the correct answer expected, while the parts of speech listed down the left side (under "YOU CHOSE") refer to what the player chose instead. The "TOTAL" at the bottom shows how many errors were made for each part of speech.

Players see not only which parts of speech they missed but which mark they should have chosen instead. The errors shown in the table are cumulative and include replays.

RENEW--Resetting the Score

A new player should begin WALLY'S WORD WORKS with a fresh SCORE and PROGRESS table. Also, players may wish to reset their scores after practicing a few games. Choosing RENEW from the MAIN MENU does just that.

When RENEW is chosen, players are asked:

> Do you want a new score
> and progress table (yes/no)?

If players answer yes, their SCORE is reset to start fresh (100 points) the next time they choose PLAY. In addition, the PROGRESS TABLE is reset to zero.

If players answer no, neither their SCORE nor the PROGRESS table change.

Either response automatically returns players to the MAIN MENU.
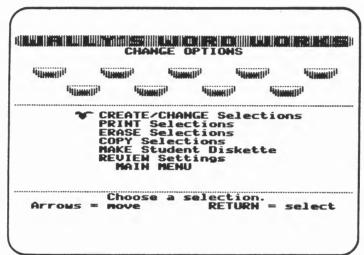

Leaving WALLY'S WORD WORKS

Players choose END from the MAIN MENU to quit the program. They receive instructions on inserting a new diskette or turning off the computer.

WALLY'S WORD WORKS provides a wide range of special options for teachers. They can change the way the game is played, add or edit their own selections, and even copy selections from one Student Diskette to another. Before entering CHANGE OPTIONS, teachers should remove any write-protect sticker on the Student Diskette.

Entering CHANGE OPTIONS

CHANGE OPTIONS can be entered from only one place in WALLY'S WORD WORKS. When the MAIN MENU is on the screen, teachers hold down the Control (CTRL) key and press the T key. After CTRL-T is pressed, the CHANGE OPTIONS menu appears with seven options available:


```
            CHANGE OPTIONS



        CREATE/CHANGE Selections
        PRINT Selections
        ERASE Selections
        COPY Selections
        MAKE Student Diskette
        REVIEW Settings
          MAIN MENU

            Choose a selection.
   Arrows = move        RETURN = select
```

CREATE/CHANGE Selections

To add new writings to WALLY'S WORD WORKS, teachers choose CREATE/CHANGE Selections, the first choice on the CHANGE OPTIONS menu. They may create up to five games by entering 20 selections. Each selection represents one round of play (4 rounds = 1 game). They may edit or replace the separate selections, too. Teachers must enter four selections for their game to be playable by students.

Choosing CREATE/CHANGE the first time moves teachers directly to a menu that contains four "Empty" slots, Next Game, and OPTIONS MENU. They choose an empty slot to add a writing. After adding four selections, teachers choose Next Game to add four more--and so on--until all 20 slots are filled.

Teachers choose OPTIONS MENU to return to the CHANGE OPTIONS menu.

> NOTE: See the Apple, Atari, and Commodore 64 "Quick Reference Sheets for CREATE/CHANGE" (pp. 18-20) for information on keys to use with specific machines.

Writing a new selection. After choosing an empty slot, teachers are presented with the basic WALLY'S WORD WORKS screen. The text area is blank. The following instructions appear in the command lines:

Type in a title, then press RETURN.

The selection's title can be 20 characters or less. After entering a title, it's printed at the top of the screen.

A cursor appears at the start of the first text line, indicating that teachers can begin typing. Four lines are available--or enough space for about 30 words. The computer "beeps" when the four lines are filled and no more words can be added.

Making changes while typing. Teachers may edit their work in several ways while typing in a new selection. Pressing CTRL-I provides information about editing keys on the specific machine being used (see "Quick Reference Sheets," pp. 18-20).

If the last word on a line exceeds the space available, the entire word automatically shifts to the next line. It's not necessary to use all four lines of the text area--or even to use every space on each line. For example, if teachers type in a brief line of poetry, they press RETURN to indicate the end of a short line.

===
A SPECIAL NOTE

WALLY'S WORD WORKS distinguishes between hyphens, underline characters, and dashes.

* Hyphens (-) connect words (for example, low-level). The program treats compounds as one word. One part of speech is assigned, and students pick up the full compound, hyphens and all, when they play. When teachers enter text, they may also break words at the end of a line by inserting a hyphen.

* Underline characters (_) also connect words. However, they function as invisible hyphens: Underline characters only appear in the text while teachers type; they aren't visible on the screen when students play. Teachers can use the underline character to connect words that function as one part of speech (such as those in compound nouns like New_York_City) when they want the whole to flash as one. (See "Teaching Suggestions," p. 29 , for using the underline character in selections that reflect other grammatical approaches.)

* Dashes (--) offset ideas, but they don't connect words. When teachers wish to use dashes in their selections, they type two hyphens in a row. If they type only one hyphen to indicate a dash, the program will connect the words on either side and create a compound.

Finally, teachers can't use abbreviations that include periods (for example, Mr. X, Ms. Fingers). The program identifies periods as ending punctuation marks.
===

The Escape Sequence. Sometimes teachers may wish to quit in the middle of typing a new selection. Pressing CTRL-E takes them back to the CHANGE OPTIONS menu without saving their work.

Assigning parts of speech. When teachers finish typing and are ready to assign parts of speech to words in their selections, they press CTRL-Q. Assigning parts of speech to a new selection doesn't take long, since it's done the same way the game is played. Pressing CTRL-I provides information about which keys to use in assigning parts of speech (see "Quick Reference Sheets," pp. 18-20).

First Wally drops down into the text area. Teachers move him along the lines of their selection, picking up a word they want to assign. Then they type the number of the appropriate part-of-speech pocket or drop the word into that pocket. The number of the part-of-speech pocket prints above the inversed word in the text area.

> NOTE: Teachers are encouraged to assign all words
> in their selections.

Changing assignments. Before saving a selection, teachers can easily doublecheck their part-of-speech assignments and change them, if necessary. They simply pick up the word again and drop it into another pocket. The new part-of-speech number then appears over the word.

Changing text. Teachers can also go back and change their text at this point. They hold down the CTRL key and press the Q key again. This takes them back to the typing mode and lets them use the same editing functions as before. Part-of-speech assignments already made remain in place unless the words are changed. If teachers retype a word, its assignment disappears. They must reassign all changes as well as assign all new words added.

Saving a selection. Teachers hold down the CTRL key and press the S key when they're ready to save their selections (after they finish assigning parts of speech). When a selection has been saved, teachers return to the CREATE/CHANGE menu.

Changing or replacing selections. Once a writing is saved on the Student Diskette, it can be called back and changed. Teachers select the title from the CREATE/CHANGE menu. The selection appears, and they can edit it--anything from one letter to the full writing. When teachers finish typing in changes and reassigning words where necessary, they save the selection in the same way as before.

PRINT Selections

Teachers can print out copies of their selections if they have a printer. Their printer must be turned on, on-line, and attached to the computer. After choosing PRINT Selections from the CHANGE OPTIONS menu, they see a menu of their titles. Teachers choose a selection and the full text appears on the screen. They're asked:

Print this selection (yes/no)?

If teachers answer yes, the selection prints. When printing is completed, teachers may select another title to print.

If teachers answer no, they go back to the menu of selections.

ERASE Selections

The third item on the CHANGE OPTIONS menu allows teachers to erase any of their own selections from the Student Diskette. (The original WALLY'S WORD WORKS selections can't be erased.) When teachers choose ERASE Selections, they pick the one to erase from the Student Diskette and follow the instructions on the screen.

COPY Selections

Once teachers have entered their own selections, they can move them from one Student Diskette to another through COPY Selections. Teachers should make sure they have an extra Student Diskette available to receive the copy before using this option (see "MAKE Student Diskette," p. 15). When teachers choose COPY Selections, they pick the one they want to copy to another Student Diskette. They are then asked to insert their "destination" Student Diskette. Teachers pick the slot on the destination diskette they want to copy the selection to and follow the instructions on the screen.

> NOTE: If teachers pick a slot on the destination diskette that already contains a selection, that selection will be erased. The one they want to copy will write over it.

MAKE Student Diskette

Teachers can make extra copies of their Student Diskettes by selecting the MAKE Student Diskette option from the CHANGE OPTIONS menu. They should make sure they have a blank diskette on hand before beginning.

When teachers choose MAKE Student Diskette, they're first asked:

> Do you want to include your games
> on the new Student Diskette (yes/no)?

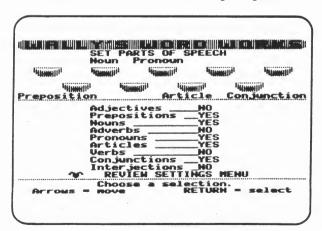If teachers answer yes, all selections on the "source" Student Diskette (including their own) are copied to the new diskette.

If teachers answer no, only the original selections that come with the Student Diskette are transferred. The 20 slots available for teacher selections are open on the new diskette.

Teachers follow the instructions that appear on the screen. The program formats the diskette and creates a new copy of the Student Diskette. No current or high game scores are transferred. When the new diskette is ready, teachers can either use it or reinsert their original Student Diskette.

REVIEW Settings

Choosing REVIEW Settings takes teachers to a menu with three options: Parts of Speech, Style of Play, or OPTIONS MENU.

Parts of Speech. By picking Parts of Speech, teachers determine the parts of speech their students focus on during a game.


```
                 SET PARTS OF SPEECH
                   Noun   Pronoun



Preposition              Article   Conjunction
               Adjectives _____NO
               Prepositions __YES
               Nouns _____YES
               Adverbs _____NO
               Pronouns _____YES
               Articles _____YES
               Verbs _____NO
               Conjunctions __YES
               Interjections _NO
             ∿   REVIEW SETTINGS MENU
                 Choose a selection.
        Arrows = move          RETURN = select
```

Each part of speech has a YES or NO setting. YES means the part of speech is active during a game: Players may drop a word into that pocket and score points if they're correct. NO means the part isn't active (and its name won't appear above or below its pocket during a game). For example, if all parts of speech are active, as they are when WALLY'S WORD WORKS first begins, all nine settings show YES.

Teachers choose one of the parts and change its setting by pressing the RETURN key.

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Students studying nouns and verbs, for example, can concentrate on finding only nouns and verbs as they play. When teachers set those parts to YES and the others to NO, only the noun and verb pockets are labeled on the game screen. Students only get credit for dropping words into those two pockets. Any unassigned word dropped into a pocket is simply removed from play.

Any combination of active parts of speech may be choosen. If interjections (which occur rarely in text) are set for game play, they should be combined with at least one other part.

● On Student Diskette #1 (Wally's Workout), only nouns, verbs, and adjectives occur in all selections. At least one of these must be set at all times for the round to be playable.

● On Student Diskette #2 and #3 (Pocket Pitfalls and Rovers' Revenge), all parts of speech, except interjections, occur in all selections.

NOTE: During game play, if no words in the text have been assigned to the parts of speech set as active, players are told:

This round is not playable.

They can go on to the next round or back to the MAIN MENU.

When teachers choose REVIEW SETTINGS MENU, the last choice on the Part of Speech list, they return to the REVIEW Settings menu. All settings are saved--and remain in effect until teachers change them.

Style of Play. Teachers may change a number of details in WALLY'S WORD WORKS by selecting Style of Play from the REVIEW Settings menu. All changes stay set, even after the computer is turned off.

Sound: WALLY'S WORD WORKS includes sound for enhancing enjoyment of the game. Teachers are encouraged to leave the sound on at first to help new players learn the game. If teachers prefer to turn off the sound for use in the classroom, they move the pointer to the first choice on the Style of Play menu. They change the setting from YES to NO to turn the sound on and off.

Rovers: The Rovers are included in WALLY'S WORD WORKS to encourage players to pick up words. However, the Rovers may also distract some students, especially younger ones. Teachers can easily eliminate the Rovers from game play by selecting "Rovers" from the Style of Play menu and changing the setting to NO.

Number of Replays: When WALLY'S WORD WORKS first begins, players are allowed one replay per round. Teachers can reset the number of replays by selecting this option on the Style of Play menu. They can turn off replays (setting it to 0), or they can allow up to 5 replays.

Exiting Style of Play: Teachers select the last choice on the Style of Play menu to go back to the REVIEW Settings menu. All current settings are saved at that time--and stay in effect until teachers change them again.

By choosing OPTIONS MENU, the third choice on the REVIEW Settings menu, players return to the CHANGE OPTIONS menu.

Leaving CHANGE OPTIONS

By selecting RETURN TO MAIN MENU, the last item on the CHANGE OPTIONS menu, teachers return to the student portion of WALLY'S WORD WORKS. However, before returning, they must answer this question if they've added games to the program:

Use your own games (yes/no)?

If teachers answer yes, only their own selections are used during game play.

If teachers answer no, only the original selections that come with each Student Diskette are used in game play.

All game play from then on includes only the selections chosen. Teachers must enter CHANGE OPTIONS again to switch the selections used. If they haven't added any games of their own to the program, they won't be asked the question.

```
NOTE:  Teachers should recognize the con-
sequences involved in interrupting student
play to change the program via CHANGE
OPTIONS.  Any scores recorded by students
prior to a teacher's interruption are
erased (except for high game).
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WALLY'S WORD WORKS

Quick Reference Sheet for CREATE/CHANGE

APPLE

General

    For information: Control-I

    To move around screen: Arrow keys*

    To go back and forth between
    editing text and assigning parts
    of speech: Control-Q

    To quit without saving: Control-E

Editing Keys

    To backspace: Delete key*

    To switch between upper/
    lowercase letters: Caps/Lock*

    To end a line: Return

    To clear text area to restart: Control-C

Assigning Parts of Speech

    To pick up or drop words to
    assign: Space Bar or Return

Saving Your Selection: Control S

* NOTE TO APPLE II+ USERS:
    -- To move around screen: Left and Right Arrows, Control-K (up),
       and Control-J (down)
    -- To backspace: Control-D
    -- To switch between upper/lowercase letters: Control-A
    -- To type the underline character: Control-L

WALLY'S WORD WORKS

Quick Reference Sheet for CREATE/CHANGE

ATARI

General

For information:	CTRL-I
To go back and forth between editing text and assigning parts of speech:	CTRL-Q
To quit without saving:	CTRL-E

Editing Keys

To move around screen:	CTRL-Arrow keys
To backspace:	DELETE/BACK S
To end a line:	RETURN
To clear text or to restart:	CTRL-C

Assigning Parts of Speech

To move around screen:	Joystick or Arrow keys
To pick up or drop words to assign:	Trigger, SPACE BAR, or RETURN

Saving Your Selection: CTRL-S

WALLY'S WORD WORKS

Quick Reference Sheet for CREATE/CHANGE

COMMODORE 64

General

For information:	CTRL-I
To go back and forth between editing text and assigning parts of speech:	CTRL-Q
To quit without saving:	CTRL-E

Editing Keys

To move around screen:	Arrow keys (Press the SHIFT key with the Arrows to move up or left)
To backspace:	INST/DEL
To switch between upper/lowercase letters:	SHIFT/LOCK
To end a line:	RETURN
To type the underline character:	SHIFT - Minus key (Press the SHIFT key with the "-" key)
To clear text or to restart:	CTRL-C

Assigning Parts of Speech

To move around screen:	Joystick or Arrow keys
To pick up or drop words to assign:	Trigger, SPACE BAR, or RETURN

Saving Your Selection: CTRL-S

Background

WALLY'S WORD WORKS is based on a comprehensive system for assigning parts of speech, using controlled sentence patterns and graduated vocabulary. The core references are listed below.

Gordon, K. E. The Transitive Vampire: A Handbook of Grammar for the Innocent, the Eager, and the Doomed. New York: Times Books, 1984.

Harris, A. J., and Jacobson, M. D. Basic Elementary Reading Vocabularies. New York: Macmillan, 1972.

Perrin, P. G. An Index to English. Glenview, IL: Scott, Foresman, 1965.

Peterson, S. W., and others. Effective English, K-12. Morristown, NJ: Silver Burdett, 1982.

Warriner, J. E., and others. English Grammar and Composition, First - Third Course. New York: Harcourt Brace Jovanovich, 1973.

The original sentence selections reflect traditional grammar's nine basic parts of speech--nouns, pronouns, verbs, adjectives, articles, adverbs, prepositions, conjunctions, and interjections. However, not all grammar texts agree on how parts of speech or the basic elements of a sentence should be defined. The options of WALLY'S WORD WORKS are flexible enough to allow the use of other grammatical approaches, including transformational, when teachers add selections (see "Teaching Suggestions," p. 29).

Breakdown

The table on the next page is based on the designers' survey of grammar textbooks; in general, it shows when each part of speech is introduced and reviewed in the classroom.

PARTS OF SPEECH INTRODUCED OR REVIEWED AT EACH GRADE

					Grades				
PARTS OF SPEECH	4	5	6	7	8	9	10	11	12
Nouns									
common/proper	x	x	x	x	x	x	x	x	x
collective					x	x	x	x	x
abstract					x	x	x	x	x
verbals (gerunds/appositives)						x	x	x	x
Pronouns									
personal	x	x	x	x	x	x	x	x	x
possessive		x	x	x	x	x	x	x	x
indefinite				x	x	x	x	x	x
reflexive					x	x	x	x	x
demonstrative					x	x	x	x	x
interrogative					x	x	x	x	x
relative						x	x	x	x
Verbs									
action/linking	x	x	x	x	x	x	x	x	x
simple tenses	x	x	x	x	x	x	x	x	x
auxiliary (helping)	x	x	x	x	x	x	x	x	x
future/progressive/ perfect forms					x	x	x	x	x
Adjectives									
describing	x	x	x	x	x	x	x	x	x
limiting	x	x	x	x	x	x	x	x	x
demonstrative	x	x	x	x	x	x	x	x	x
possessive		x	x	x	x	x	x	x	x
interrogative					x	x	x	x	x
verbals (participles)						x	x	x	x
Articles	x	x	x	x	x	x	x	x	x
Adverbs									
modifying verbs	x	x	x	x	x	x	x	x	x
of time and place	x	x	x	x	x	x	x	x	x
modifying adj./adv		x	x	x	x	x	x	x	x
interrogative					x	x	x	x	x
Prepositions	x	x	x	x	x	x	x	x	x
Conjunctions									
coordinating	x	x	x	x	x	x	x	x	x
correlative					x	x	x	x	x
subordinating						x	x	x	x
Interjections					x	x	x	x	x

The three Student Diskettes of WALLY'S WORD WORKS differ in (1) how the parts of speech are used within sentences; (2) the complexity of the sentence patterns themselves; and (3) the vocabulary used in the sentences. Wally's Workout (Student Diskette #1) is designed for the fourth through sixth grade levels, Pocket Pitfalls (Student Diskette #2) for sixth to ninth grade, and Rovers' Revenge (Student Diskette #3) for ninth grade to adult. In general, Pocket Pitfalls and Rovers' Revenge contain more adverbs, prepositions, pronouns, and interjections than Wally's Workout.

Note the following special points:

* The WALLY'S WORD WORKS selections contain no contractions.

* Articles and possessive adjectives are identified in this program. In other grammar breakdowns, articles are also known as determiners or noun signals. Possessive adjectives, which are sometimes called genitive pronouns, are used in Student Diskettes #2 and #3.

* Phrases and clauses function, as a whole, as nouns, adjectives, and adverbs. However, in WALLY'S WORD WORKS players must identify each word within a phrase or clause by its own part of speech.

* In the case of compound nouns or adjectives, all words set as compounds are picked up at the same time--for example, if Wally picks up New York City, all three words flash together and are deposited into the noun pocket.

* Most of the parts of speech have subclasses of their own--for example, personal pronouns, limiting adjectives. During the game, players deposit words, regardless of their subclass, into pockets representing the main categories--pronouns, adjectives, and so on.

The outline on the following pages shows all the possible challenges that can be found in the selections on each Student Diskette. The next five pages are arranged so that teachers may make copies and use them as class handouts.

WALLY'S WORKOUT: PARTS OF SPEECH

* Nouns: persons, places, or things
    -- common (The woman lives in a tree.)
    -- proper (Mary lives in New York.)

* Pronouns: used in place of nouns
    -- personal (He likes her.)
    -- possessive (I like mine better than yours.)

* Verbs: express action or describe a subject
    -- action (He cuts and peels an apple.)
    -- linking (This food is strange.)
               (I feel strange.)
    -- simple past and present tense (She skips to the store.)
                                     (She plodded back home.)

* Adjectives
    -- describing (She has pretty eyes and gigantic feet.)
    -- limiting: numerical (He bought three eggs.)
    -- demonstrative (Watch that girl!)
    -- used in comparisons (This is the warmest day!)
                           (It is warm today, but it was warmer yesterday.)

* Articles: a special class of adjectives
            (A boy found the treasure.)

* Adverbs: tell how, when, where, and to what extent
    -- modify verbs (He moved slowly.)
    -- modify adjectives (The witch was very ugly.)
    -- modify whole sentences -- adverbs of time, place
       (Perhaps they will find the lost dog.)
       (I am going inside.)

* Prepositions: show the relationship between words or groups of words in a
                sentence (He walked around the house.)
                          (She stepped on the fly.)

* Conjunctions: connect words or groups of words in a sentence
    -- coordinating (Mel and Dave went to the store, but they did not buy
                     anything.)

* Interjections: exclamatory words that can stand alone
                (Help! Oh no! Well, Joe had a problem.)

POCKET PITFALLS: PARTS OF SPEECH

All those covered in Wally's Workout plus:

* Pronouns
    -- indefinite (<u>Anybody</u> can do that!)
                 (<u>Nobody</u> likes her.)
    -- reflexive (I chanted to <u>myself</u>.)
                 (Speak for <u>yourself</u>!)
    -- demonstrative (Anybody can do <u>that</u>!)
                     (<u>This</u> is fun!)

* Verbs
    -- other tense forms:
        future (I will watch.)
        perfect (I have walked.)
        progressive (I am walking.)
    -- auxiliary (helping) verbs: <u>will</u>, <u>have</u>, <u>am</u>
    -- participles in verb phrases: <u>walking</u>, <u>walked</u>

* Adjectives
    -- as nouns (Her <u>cherry</u> pie is terrific!)
    -- possessive (I met <u>her</u> mother.)
                  (She hates <u>my</u> cat.)

* Adverbs
    -- modify other adverbs (We will leave <u>very</u> soon.)
    -- used in comparisons (I can run <u>faster</u> than you.)

* Prepositions
    -- used in comparisons (He waddled <u>like</u> a duck.)
                           (She was pretty <u>as</u> a picture.)
    -- more than one phrase used in a sentence
        (Mary sat <u>at</u> the table <u>on</u> the stool.)

* Conjunctions
    -- correlative (Please take <u>either</u> my name <u>or</u> my number.)
                   (That is <u>neither</u> here <u>nor</u> there.)

ROVERS' REVENGE: PARTS OF SPEECH

All those covered in Wally's Workout and Pocket Pitfalls plus:

* Nouns
   -- collective (The <u>crowd</u> went home.)
               (Politicians are funny as a <u>group</u>.)
   -- abstract (<u>Truth</u> is <u>Beauty</u>.)
   -- verbals: gerunds (I love <u>traveling</u>.)
                       (<u>Walking</u> is good for the soul.)
            appositives (My brother <u>Max</u> is in love.)
                       (Rolf, the <u>clown</u>, made the lonely orphans smile.)

* Pronouns
   -- interrogative (<u>Who</u> is that?)
                    (<u>What</u> do you want?)
   -- relative (I want a doctor <u>who</u> is friendly.)
            (This is the magazine <u>that</u> caused all the ruckus.)

* Adjectives
   -- interrogative (<u>Which</u> movie did you like least?)
   -- verbals: participles (<u>Ignoring</u> the signs, they crossed the picket
                           line.)
                          (<u>Rubbed</u> the wrong way, the cat hissed.)

* Adverbs
   -- interrogative (<u>Where</u> is my jacket?)
                    (<u>How</u> can you say that to me?)
   -- conjunctive (I like you; <u>however</u>, I may change my mind tomorrow.)
               (Martha is a vegetarian; <u>nevertheless</u>, she manages to
                stay healthy.)

* Conjunctions
   -- subordinating (I will go dancing <u>because</u> you begged me to.)
                    (I jumped for joy <u>when</u> you returned my wig.)

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* <u>Noun/Verb</u>   (Tom blushed.)

* <u>Noun/Action Verb/Noun</u>   (Tom bakes brownies.)

* <u>Noun/Linking Verb/Noun</u>   (Tom is a teenager.)

* <u>Noun/Linking Verb/Adjective</u>   (Tom is funny.)

* <u>Noun/Action Verb/Adverb</u>   (Tom smiles sweetly.)

* <u>Verb/Noun (Commands): the subject--you--is understood</u>
        (Tell Harry!)
        (Bring the Persian cat to me.)

* <u>Compounds</u>
        -- two independent clauses--or "sentences"--joined by a coordinating
           conjunction   (Tom baked, and Mary ran a race.)
        -- compound subjects   (Tom and Mary baked a pie.)
        -- compound objects   (Tom baked a pie and a cake.)
        -- compound verbs   (Tom baked a pie and frosted a cake.)
        -- compound modifers   (Mary is smart and friendly.)

* <u>Negatives</u>   (I do not like Freddy.)

                NOTE: the only auxiliary verbs in Wally's Workout
                are <u>do</u>, <u>does</u>, <u>did</u>, <u>is</u>, <u>are</u>, and <u>am</u>, which appear
                in negative constructions with the adverbs <u>not</u> and
                <u>never</u>.

* <u>Prepositional Phrases</u>
        -- as adjective phrases   (Mary read a book about China.)
        -- as adverb phrases   (Mary went to Peking.)

POCKET PITFALLS: SENTENCE PATTERNS

All those covered in Wally's Workout plus:

* <u>Questions</u>
        -- Aux. Verb/Noun/Verb/Noun   (Do you like me?)
        -- Aux. Verb/Noun/Verb   (Are you going?)

ROVERS' REVENGE: SENTENCE PATTERNS

All those covered in Wally's Workout and Pocket Pitfalls plus:

* Questions
    -- using interrogative pronouns, adjectives, adverbs
        (Who are you?)
        (What species is it?)
        (Where are you?)

* Complex Sentences
    -- including noun clauses
        (The fact that he likes her disturbs me.)
    -- including adjective clauses
        (I only eat at restaurants that serve Peking duck.)
    -- including adverb clauses
        (She yelled at the dragon when it opened its mouth.)

* Sentences beginning with conjunctions
        (But I could not understand why she threw the bottle at me.)
        (And they lived happily ever after.)

TEACHING SUGGESTIONS

WALLY'S WORD WORKS is an entertaining drill-and-practice game. It is intended to supplement a traditional grammatical approach to basic language skills. However, teachers may change its main thrust from traditional to transformational--or any other grammatical approach. In fact, teachers at all levels can customize and control WALLY'S WORD WORKS. They can even focus student attention on just those parts of speech being used in their textbooks or lesson plans.

WALLY'S WORD WORKS' main strength lies in presenting parts of speech in full writings (paragraphs, short poems, and so on). This "in-context" approach allows students to stretch their grasp of the parts of speech through language as it appears naturally, rather than in isolated sentences.

The WALLY'S WORD WORKS original selections are arranged by difficulty, with each round increasing in complexity. And, as students progress through the grades, each Student Diskette presents new learning tasks. Students play four rounds per game, with eight full games (32 selections) provided on each Student Diskette; teachers may add five more games (20 selections).

Making multiple copies. If teachers make copies of each Student Diskette (see "MAKE Student Diskette," p. 15), students can use WALLY'S WORD WORKS more independently.

* Teachers can start WALLY'S WORD WORKS in as many machines as they have in their classroom, centers, or labs. They use the Teacher Diskette to start the program in each machine. The students then insert their own Student Diskettes to play. As many students can play as there are computers.

* Teachers can change certain details on each Student Diskette, then make duplicates. Student Diskettes can then include different parts-of-speech challenges for different groups or individuals, or for use by classes at different times of the school year.

* Students can have their own personal Student Diskette--set up exclusively for them. Teachers can increase the individual challenges as each student progresses, allowing them to move at their own pace.

Typing new selections. Teachers who type in their own selections will find the program easy to use. It includes editing capabilities and several ways to custom-tailor and control the content. Of course, when teachers add selections for use in WALLY'S WORD WORKS, the program is not smart enough to distinguish parts of speech by itself; they must tell it what words are nouns, verbs, and so on. However, WALLY'S WORD WORKS makes this task as painless as possible: It works exactly like the game, with Wally picking up a word and dropping it into a pocket to assign it.

* Teachers are encouraged to doublecheck their assignments. They should be especially careful to assign all instances of a single part of speech. For example, if a teacher assigns most--but not all--nouns in a selection, students won't get credit for nouns they correctly identify.

Setting active parts of speech. When WALLY'S WORD WORKS first begins, all parts-of-speech pockets are active, meaning students can drop words into any pocket. However, teachers can easily control which pockets are playable by choosing "Parts of Speech" (see p. 15).

* In the lower grades, teachers should start students off with only one active part of speech; for example, they can focus student attention either on nouns or verbs. Students can take on greater challenges when they're ready.

Preparing the class. Each of the three Student Diskettes contains different parts-of-speech challenges. Regardless of the grade level, however, the program does not teach the parts of speech, even though it provides definitions with examples. Before starting students with WALLY'S WORK WORKS, teachers may wish to include warm-up exercises (like those on pp. 31-32) in their lesson plans.

* In the higher grade levels, some students may need extensive practice before actual play to make WALLY'S WORD WORKS a more rewarding experience. For example, Student Diskette #3 contains challenges such as identifying relative pronouns and subordinating conjunctions. In order to help prepare students for such challenges, teachers may wish to copy pages 24-28 of this manual and use them as handouts.

Using other grammatical approaches. Teachers who type in their own selections aren't limited by a traditional approach to grammar. They can assign words according to their preferred school of grammar. And students can play with those selections exclusively, since teachers can "lock out" the original selections on Student Diskettes.

* Teachers may wish students to identify clauses or phrases by their function as a whole, rather than by the individual words included. For example, teachers using a transformational approach may want students to identify noun or predicate (verb) phrases. Those using a structural approach may wish to assign noun or adverb clauses. In creating a new selection, teachers may assign several words to a single part of speech. To do so, they type the underline (_) character between words in a phrase or clause.

   Noun Phrase: (The_man) talked to me.

   Verb Phrase: The man (talked_to_me).

   Noun Clause: (The_fact_that_he_likes_her) disturbs me.

   Adverb Clause: We laughed (when_he_wore_that_funny_hat).

   Adjective Clause: The man (who_sneered) was thrown out.

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The underline character doesn't appear in the text when students play the game--only when teachers are typing in the text. If students pick up a word in a clause or phrase during a game, the entire group of words flashes. In the above examples, the noun phrase and noun clause could both be assigned to the noun pocket; the others fit in their namesake pockets, too.

Using teacher selections. After extensive play with the original selections, students may grow too familiar with them. Teachers can revitalize the game by adding new selections.

* When the original selections are used in WALLY'S WORD WORKS, students play four rounds to complete a game. In creating their own selections, teachers must also enter four to complete a game.

* Teachers who type in their own selections are encouraged to include a wide variety of writings. Although the program's limited text space--four lines--is best suited to smaller pieces, teachers should also consider lengthier writings. This is especially important in the upper grades. Teachers may divide longer stories into four-line sections; they can then be saved as "microchapters" on one or more Student Diskettes. Since 20 selections can be entered per Student Diskette, teachers can type in up to 80 lines (or about 600 words) of one long piece per diskette. As students play, reading continuity is maintained as they move from game to game. This approach could incorporate excerpts from great literature, newspaper and magazine articles, four-line stanzas from poems, and so on.

Including class writings. Teachers should encourage more advanced students to use the "CREATE/CHANGE Selections" (see p. 11) option of WALLY'S WORD WORKS. Typing in their own selections involves students in creative writing--as well as the challenge of assigning parts of speech to the words in their selections.

* Teachers who allow students to type in their own selections should hand out copies of the "Quick Reference Sheet" for the machine they're using (see pp. 18-20). This will help them quickly come to terms with the commands and editing options available.

* Classroom writing contests are also possible. For example, teachers may ask the class to write four-line selections on a given discussion topic. The winners' entries are typed into the program for use in the game. The class chooses winners based on content and creativity, as well as the most difficult parts-of-speech challenges. Or, teachers pick each student's best selection for use in the game, so everyone has a chance to see their writing "in action."

Using supplementary activities. The challenge and pleasure of playing WALLY'S WORD WORKS can be introduced and extended by including some of the following supplementary activities.

* Wallaby Play: This activity introduces the game to elementary students. Before teachers allow them to play the game, students take turns role-playing Wally the Wallaby. The class prepares nine signs shaped like pockets--each with a part-of-speech label on it. The teacher takes one or more sentences from the class and writes them on the blackboard. The student playing Wally moves to the board, chooses a word from the sentence, and writes it on a slip of paper. Then he or she moves to the pockets and places the word on the correct part-of-speech sign.

* Assignment Line-ups: Teachers give elementary students signs containing individual words from a sentence. They line up in front of the class. Other students are given the task of assigning a part of speech to each word. The latter are given signs with the parts of speech on them; they're told to line up behind "their" words in the sentence. If there's more than one instance of a part of speech in the sentence, students can choose which word to line up behind. Teachers can also switch the two student groups, so that those with parts-of-speech signs line up in front of the class instead.

* Parts-of-Speech Bingo: Middle school students make bingo cards by cutting words that represent different parts of speech out of a magazine. They paste them in any order on a blank bingo card the teacher provides. Students include at least one of each part of speech the class is studying; they fill the rest of the spaces with whatever parts they want, including a "free" space with a pretty sticker or drawing. Teachers can make a list of the appropriate parts on the board. Once the cards are completed, the class plays bingo. The teacher calls out parts of speech--"a verb," "an adjective," and so on--until someone fills a row of spaces.

* Word Bank: Middle school students cut words out of magazines or newspapers and paste them on color-coded strips of paper (for example, blue = noun, red = verbs). Everyone begins the game with one or two of these strips; the rest go into a classroom "bank." Each student is then given an envelope with a sentence-pattern assignment: for example, basic patterns such as NV, NVN, N LV N, and N LV ADJ. (Teachers may decide if linking verbs and action verbs should have different color codes.) Students fill the envelopes with the appropriate parts of speech to match their patterns. They can exchange words at the bank or with other students.

* Breaking Codes: Teachers enter selections in code (developed by either their students or themselves). The players' first task is to decipher the selection. Then they identify the decoded words by their parts of speech.

* Team Work: Teachers divide their high school classes into nine teams, each assigned one of the parts of speech. The teams write selections that focus on their assigned part of speech, perhaps creating full Student Diskettes to challenge other teams.

Getting diagnostic feedback. Teachers can examine the PROGRESS Table after a student has played WALLY'S WORD WORKS. Or, they may wish to use the Student Record Sheet (see next page) by making copies and handing them out to their classes. Students can then record their own progress and hand in the sheets.

WALLY'S WORD WORKS

STUDENT RECORD SHEET

NAME _____   TEACHER_____

DATE _____

PROGRESS CHART

ANSWER	Adj	Prep	Noun	Adv	Pron	Art	Verb	Conj	Int	
Adjective										
Preposition										
Noun										
Adverb										
Pronoun										
Article										
Verb										
Conjunction										
Interjection										
TOTAL										

SCORE _____   TOTAL PERFECT _____

WALLY'S WORD WORKS ORIGINAL SELECTIONS

The 32 original selections that come with each Student Diskette are printed below. (There are 8 possible selections per round--one is chosen randomly by the program for each game.) Teachers may review the selections here for grammar and content before their students play.

STUDENT DISKETTE #1: Wally's Workout

Round 1

(1) The Rovers are sly. They move fast.

(2) A ripe orange falls from the tree.

(3) Crocodiles live in dark waters.

(4) Green parrots eat crackers at the zoo.

(5) Kathy played tag with a tiny elf.

(6) Alligators swim in bright rivers.

(7) I love kittens. They are warm and soft.

(8) I hate bananas. They taste funny!

Round 2

(1) Mary bought a lunch at school. She spilled the milk and felt very foolish.

(2) We have a garden in the yard. We grow roses or cabbages every spring.

(3) Marilyn is very musical. She plays flute in the band and guitar at home.

(4) The little girl does not own a puppy, but she keeps a turtle in the bathtub.

(5) John loves the computer at school. He watches the blank screen for hours.

(6) Dragons lived in ancient forests. They breathed flames or yellow smoke.

(7) I found a stray cat on the porch. I gave her a bath. She was very dirty.

(8) I saw a unicorn. It was shy, but it still nodded to me.

Round 3

(1) The scariest monsters live in dreams. They are huge and mean, but they always disappear in the daylight.

(2) The wallaby found an unusual flower. It was very pink and bloomed after a sudden shower.

(3) It was the hottest day of summer. I ran home from the park and drank a glass of cold water.

(4) We saw huge skeletons in a museum last week. The teacher said, "Dinosaurs are now extinct.

(5) Ouch! Zelda bumped into a metal chair. She got a big bruise, yet she giggled. Zany Zelda did not care!

(6) Teresa does not enjoy TV. She watches funny programs during the week, but most shows simply bore her.

(7) I begged Mother for weeks. She finally bought a telescope for me. We saw Jupiter, Mars, and the stars.

(8) The frog sat on a lily pad. Suddenly it snapped at the air. An unfortunate fly disappeared.

Round 4

(1) The lighthouse blinks and sometimes winks. The light shimmers brightly. It is an eye. I see one bright circle in the night.

(2) Sally sleeps. She dreams. Two lions, three tigers, and a bear are with her. A puppy chases them away, and she is suddenly awake.

(3) The fuzzy bear rode a train to town. He wore a black suit and was very round. The bear read the newspaper first. Then the train stopped. He went to church.

(4) Teddy owns a chimpanzee. They talk and walk along the street. Sometimes they laugh. Well, Teddy loves giraffes, but monkeys make much better friends.

(5) Mary brought a new umbrella to school. She showed it to the other kids, but she opened it too many times. Oh no! The umbrella broke and then it rained!

(6) Warren loves chocolate cupcakes. He licks the top first. The he eats the cake. Today he ate three cupcakes after lunch and got a terrible stomach-ache!

(7) Mary wore a new dress to school. In the morning she was very careful. Later she forgot the dress. Poor Mary played tag and fell into a messy puddle!

(8) Oh, blow me away across the sea. I love the ocean, and it loves me! I sailed in a ship across blue waves and found a treasure in twenty days.

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Round 1

(1) A little kitten nuzzles me. She sniffs softly at my hands and feet.

(2) The wizard wore black robes, and no one ever saw him in the shadowy woods.

(3) Is the peach too juicy? It is dripping on your shirt and pants and shoes!

(4) Today I was sick. I took two aspirins and cough syrup from a medicine chest.

(5) My bird in its cage sings the sweetest words, but sometimes she sounds absurd!

(6) The Rovers are terribly clever, and at this very moment I must escape them!

(7) In autumn the wind will blow hard, and fiery leaves will scatter around us.

(8) I need a vacation. I am always busy, and everybody wants something from me!

Round 2

(1) The sun is shining, but Tom is shy and stays inside. After school, he and I just play Monopoly in his room.

(2) The three thieves confessed their evil deeds. They moaned sadly and fell to their knees.

(3) A strange house stands on a hill. I have never seen a ghost, but something haunts that house after midnight.

(4) At the contest, an old toad hopped farthest. "So?" a younger frog scoffed. "I jumped higher, so he does not win!"

(5) At sunset the peacock waves a rainbow tail. It sparkles steadily, and now it glows like a colored sail.

(6) Do you like fish and chips? They are a fine snack, and I always eat them from a greasy paper sack.

(7) I asked myself, "Are you hungry?" My stomach rumbled and I cried, "Yes!" Then I raced to the refrigerator.

(8) Marcus is a computer programmer. He may never sleep, but Marcus has a very active mind.

(1) This gingerbread house is my home. I eat the doors and slice through the floors. I taste the bedroom mirror now. Someday this house will disappear!

(2) A big brown spider lives in my room. It hides from my mother during the day. Then after dark it crawls down the wall and spins beautiful webs for me.

(3) The queen of trees ruled the land, and she made everyone kiss her hand. The prince of bees knelt at her feet. Then he gave her honey and other sweets.

(4) Joey is the fastest kid in school. He runs by the railroad tracks and around our town. He runs faster every day, and just now his feet are really flying!

(5) The wolf saw the girl first. She wore a bright red coat and skirt. He met her in the forest later, but then he wore a wig and talked like her grandmother.

(6) "That is so incredibly funny!" the little girl giggled. "Two gorillas and a hippopotamus just walked into the ice cream parlor!"

(7) Three goldfish left Earth on a rocketship. They wore silver suits and golden helmets. They swam far into space and even went beyond the stars.

(8) Harry sends the Rovers after wallabies. He yells, "Move it, fools!" Well, Lefty and Fingers are never slow, but Mister X is always the fastest Rover.

Round 4

(1) You are a princess. Your heart is a red stone. You just insulted the prince, and he turned into a toad. Oh, kiss him, and he will never bother you again!

(2) Jenny has her own room with a double bed. Her mother even gave her a TV and telephone. Well, I share a room with my sisters, but we still have fun together!

(3) Palm trees sway on this desert island. They never stop. I look around, but I see only water. My boat fell to pieces on the rocks, and now I am truly stuck!

(4) The baby camel rose very shakily from the sand. She was all alone. Her herd moved across the desert yesterday and left her far behind.

(5) "Ahhh!" Mary screamed. She looked down, but the snake was still wiggling. Julio had thrown it on her foot, and now she would have the most awful nightmares!

(6) The Mayor was strolling near my house. I met her outside, but I stuttered stupidly. Oh boy! I felt like an idiot, so I finally just shook her hand.

(7) A swan swam smoothly across the lake. It had soft feathers and a long, curved neck. I imagined a queen in a white canoe, but then the swan floated away.

(8) A butterfly dances in the air. It lands on a perfect dark-red rose. A dragonfly suddenly darts from a pond. It whizzes over butterflies and blocks the sun.

Round 1

(1) At parties Thomas is so quiet and shy
    that he never tells the host good-bye.

(2) When Martha practices her violin on the
    roof, it screeches louder than a spook!

(3) A green snake suddenly slithers near
    me. It hisses, and I wonder what it is.

(4) I never liked exotic food until I ate
    the chili dogs at your restaurant.

(5) Do you like catching fish? I always eat
    mine on a golden dish.

(6) Wally is a speedy wallaby who hops
    over words or picks them up for you.

(7) Jeffrey took a trip to sunny Spain. And
    while he was there, it never rained.

(8) Sally scrambled for the door because
    she was suddenly chased by two dwarfs.

Round 2

(1) Mervyn lives in New York City. He
    loves the skyscrapers and Central Park.
    He asks, "Why live anywhere else?"

(2) Do you believe in flying saucers? My
    sister saw one when she was riding a
    camel through the Sahara Desert.

(3) The elves never explain themselves.
    But they describe happenings to me that
    I have only heard in fairy tales.

(4) I like pigs because they are clever.
    When a pig grunts and sounds so silly,
    he is really talking about the weather.

(5) Lizards love lying under hot sun.
    However, if I sneak too close, they
    quickly dive under the nearest stone.

(6) We often hike in the hills. Then cities
    shimmer in that valley below us, and we
    pick berries where an oak tree grows.

(7) Julie likes talking about politics and
    the economy; nevertheless, she hates
    explaining her own political beliefs.

(8) At the beach, I go swimming, meeting
    mermaids in the waves. They whisper to
    themselves while they softly tickle me.

Round 3

(1) My sister and I went hiking. Our aunt packed a lunch for us, and she included her special fudge. We tried waiting. Then we gobbled it up before we started!

(2) "What do I want?" the wallaby asked. Then she saw a hawk overhead. She told herself, "That is what I truly desire! If I had wings, I could fly forever!"

(3) Ambrose loves practical jokes. If he knocks on my door, I always hide. One time after school I was really shocked when he handed me a dirty sock.

(4) Debbie cooked a fancy lunch. She served roast beef in her dining room. But her friend Martha loudly exclaimed, "What is this? You know I eat only salads!"

(5) What is that smell? Phew! It is a smell that nobody can tolerate. But wait! Ten skunks are suddenly racing across my floor, so I must chase them out a door.

(6) If my goat is extremely ravenous, she might eat the entire house. One time when I left my tennis shoes outside, she swallowed them right before my eyes!

(7) The twins were very pleasd with themselves. They switched identities, and even their mother could not tell who was who.

(8) Marvin lives in San Francisco. He has a pretty house by the Pacific Ocean. He says to anyone who will listen, "Who needs New York City?"

Round 4

(1) Sweet Susan asks, "Where do the stars go after sunrise?" Gentle Jane stares at the sky. She says so softly, "I am the only one who knows where they hide."

(2) A Rover likes peanuts more than you do. He eats them for his lunch at noon. He can trade bonus points for more nuts, so he bumps wallabies who have no words.

(3) My brother Mark calls me a "bookworm." I hate that nickname, although it fits. I usually read all morning, in the afternoon, and at night until I sleep.

(4) Laverne loves lavender and lace. She adores sandals that are made of soft leather; however, she wears ruby shoes if she is feeling particularly clever.

(5) A cute boy sits by me in class. I like him so much that I baked brownies for him. Wow! He ate three in less than one minute. Then he grinned, and I blushed!

(6) Why are you crying? Did somebody tell you something that was sad, or did you just watch a soap opera on TV? You can tell me. I hate it when you are unhappy.

(7) Which twin sister do you like better? Esmeralda is a science-fiction writer, while Estelle goes exploring in steamy jungles, accompanied by her pet python.

(8) The crowd is nervous on the seventh floor. A gorilla, which Melissa Murphy locked in a closet, is not only noisy but extremely upset!

WORKING WITH YOUR APPLE

Turning on the System

(1) Turn on the television or monitor.

(2) Insert your Teacher Diskette into the disk drive with the label facing up
     and on the right.

(3) Close the door to the disk drive.

(4) Turn on the computer. (The on-off switch is on the back left side of the
     computer.)

(5) You will see a red light on the disk drive turn on. If the disk drive
     light does not turn off after about 10 seconds, turn the Apple off and
     make sure your diskette is placed correctly in the disk drive.

(6) The Sunburst logo will appear followed by the title screen of the WALLY'S
     WORD WORKS program. Remove the Teacher Diskette and insert your Student
     Diskette. Press RETURN and follow the instructions.

(7) At any time, you can interrupt the program by holding the Control key and
     pressing the E key.

Shutting Off the System

(1) Remove the diskette.

(2) Turn off the Apple.

(3) Turn off the television or monitor.

Special Notes

(1) During the CHANGE OPTIONS section of WALLY'S WORD WORKS, only the
     keyboard is operational.

(2) On the Apple II+, use the Left and Right Arrows and the Control-K (up)
     and Control-J (down) keys to move around the screen.

WORKING WITH YOUR ATARI

Turning on the System

(1) Turn on the television or monitor.

(2) The disk drive must be turned on before the computer. Turn on the disk
     drive using the switch on the front. Two lights will come on, the "PWR
     ON" light and the disk "BUSY" light. After about 10 seconds, the BUSY
     light should go off.

(3) Press the rectangular release button below the disk drive door and the
     door will open. Insert your Teacher Diskette with the exposed oval
     "window" inserted first and the label side up.

(4) Close the door on the disk drive.

(5) Turn on the computer.

(6) The Sunburst logo will appear followed by the title screen of the WALLY'S
     WORD WORKS program. At the prompt, remove the Teacher Diskette and
     insert your Student Diskette. Press RETURN and follow the instructions
     in the program.

(7) At any time, you can interrupt the program by holding the CTRL key and
     pressing the E key.

Shutting Off the System

(1) Remove the diskette.

(2) Turn off the disk drive, television, and the Atari.

WORKING WITH YOUR COMMODORE 64

Turning on the System

(1) Turn on the television or monitor.

(2) <u>The disk drive must be turned on before the computer.</u> Turn on the disk drive. (The switch is located at the back right side of the drive.)

(3) Open the door of the drive by pressing in on the door. Insert your Teacher Diskette with the exposed oval window inserted first and the label up.

(4) Close the door on the disk drive.

(5) Turn on the computer. You will see the words:

> ****COMMODORE 64 BASIC V2****
> 64K RAM SYSTEM 38911 BASIC BYTES FREE
> READY.

(6) Type LOAD"Ø:*",8 and press the RETURN key. The red light on the disk drive will come on. The computer will print:

> "Searching for Ø"
> LOADING.
> READY.

(7) Type RUN and press RETURN.

(8) The Sunburst logo will appear followed by the title screen of the WALLY'S WORD WORKS program. At the prompt, remove the Teacher Diskette and insert your Student Diskette. Press RETURN and follow the instructions in the program.

(9) If at any time during the program you want to stop, hold the CTRL (Control) key and press the E key.

Shutting Off the System

(1) Remove the diskette.

(2) Turn off the disk drive, the Commodore 64, and the television.

Special Notes

(1) If you use a joystick, you must plug it into CONTROL PORT 2.

(2) You must press the SHIFT key with the arrows to move up or to the left.

(3) To type the underline character (during CREATE/CHANGE selections), you must press the SHIFT key with the Minus ("-") key.

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(1) What happens if a program will not load or run?
     Call us on our toll-free number and we will send you a new tape or
     diskette.

(2) What if I find an error in the program?
     We have thoroughly tested the programs that Sunburst carries so we
     hope this does not happen. But if you find an error, please note
     what you did before the error occurred. Also, if a message appears
     on the screen, please write the message down. Then fill out the
     evaluation form or call us with the information. We will correct
     the error and send you a new diskette.

(3) What happens if the courseware is accidentally destroyed?
     Sunburst has a lifetime guarantee on its courseware. Send us the
     product that was damaged and we will send you a new one.

(4) How do I stop a program in the middle to go on to something new?
     These programs can be ended at any time by holding the CTRL
     (Control) key and pressing the E key.

(5) Can I copy this diskette?
     The material on the Teacher Diskette is copyrighted. You should not
     copy this diskette. Sunburst allows you to make copies of an
     originally purchased Student Diskette with the program (see MAKE
     Student Diskette, p. 15).

(6) When can I remove and replace the Student Diskette?
     Teachers can work with any Student Diskette placed in the disk drive
     whenever the CHANGE OPTIONS menu is displayed. Students can also
     switch diskettes whenever the MAIN MENU is displayed. Switching
     diskettes at other times should be avoided.