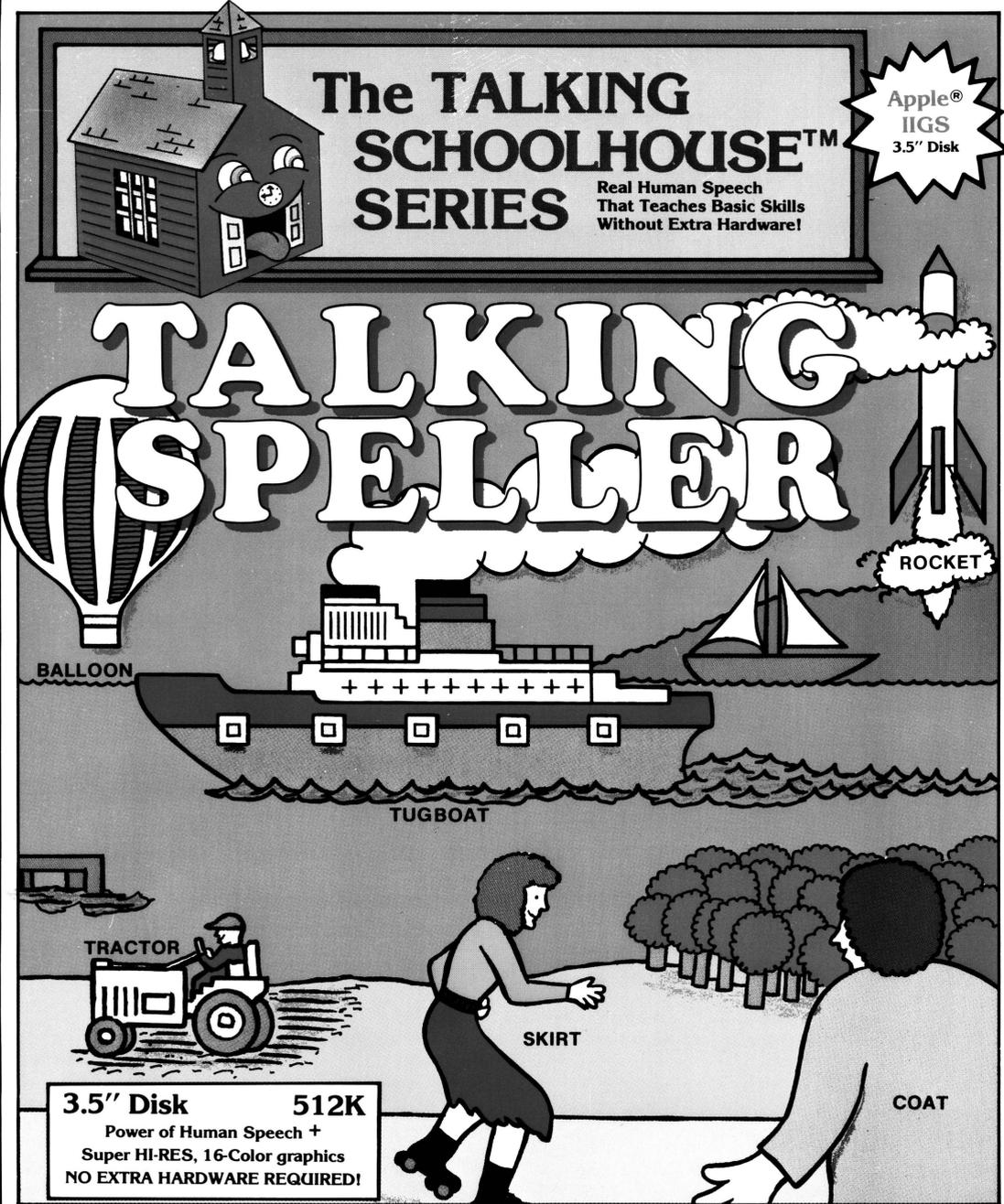


# The TALKING SCHOOLHOUSE™ SERIES

Real Human Speech  
That Teaches Basic Skills  
Without Extra Hardware!

Apple®  
IIGS  
3.5" Disk

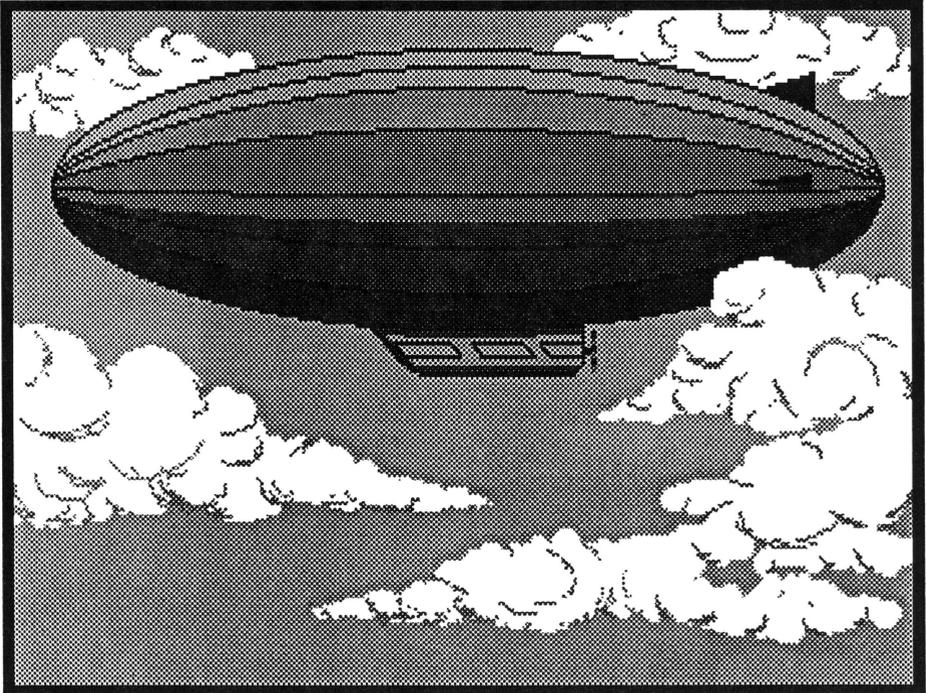
# TALKING SPELLER



**3.5" Disk**      **512K**  
Power of Human Speech +  
Super HI-RES, 16-Color graphics  
**NO EXTRA HARDWARE REQUIRED!**



# TALKING SPELLER



This series consists of four parts on one 3.5" disk:

1. Travel Words
2. Clothing Words
3. Outdoor Words
4. Word Scramble

The Talking Schoolhouse<sup>®</sup> Series



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## BOOTING THE PROGRAM

**Talking Speller** is designed to run on the Apple IIGS (512K minimum memory required) with a 3.5-inch disk drive. Insert the disk into the drive label side up, then turn on your computer and monitor. The program will boot automatically. To reboot at any point, press the *Control / Open Apple / Reset* keys simultaneously, then release.

## MAIN MENU & SUBMENU

When **Talking Speller** has completed booting, the Main Menu will appear on the screen, offering two choices: *Easy Words* and *Hard Words*. Students must click the mouse on the desired level of difficulty. A submenu then appears offering four categories of words to choose from: *Travel Words*, *Clothing Words*, *Outdoor Words*, and *Word Scramble*. Again, students must click the mouse on the section they wish to work with.

## PULL-DOWN MENUS

At the top of the screen there are pull-down menus labeled *Instructions*, *Volume*, and *Quit*. To read instructions, click the mouse on the *Instructions* box and do not release. Holding down the mouse button, pull down with the mouse until the menu unfolds, be sure the pointer is within the highlighted selection box, then release the mouse button. A dialog box with instructions will appear. Read them, then click the mouse on *OK* to return to the program. Proceed in a similar fashion to select the *Quit* option. To set the volume, follow the same procedure to reach the *Volume Control Panel*. Click the mouse on *Down* or *Up* to adjust the sound. A voice will say "Testing" at the volume currently set. When finished, click on *OK* to return to the program.



# Introduction

**Talking Speller** is a four-part program on one 3.5-inch disk. It was developed for children between the ages of 5-8, depending on the verbal abilities of the individual user. This program has the additional advantage of including two different levels of difficulty, so it helps a wider range of students spell commonly used words. Short, straight-forward verbal instructions guide younger children through the program, while older children, teachers, and parents may read the more detailed instructions also available.

The maximum capabilities of the Apple IIGS have been incorporated in **Talking Speller**. Teaching basic language skills while blending colorful high-resolution graphics and digitized human voice, this program creates a friendly environment in which children spell words as they hear them. Developers recorded actual human voice and electronically digitized the sound into the computer program. The result is clear, natural-sounding narration -- not a synthesized computer voice that only confuses young children. This balanced combination of sound and graphics helps reinforce the mental picture a child needs to spell a word correctly and retain that knowledge.

Words used in **Talking Speller** are divided into *Easy Words* and *Hard Words* among the categories: *Travel Words*, *Clothing Words*, *Outdoor Words*, and *Word Scramble*. Picture a beautiful landscape with a shining blue lake. The voice says, "Spell lake." The child types out the word on the keyboard or may rely on the *Help* option. When the student successfully spells a word, he or she is instantly rewarded with verbal and visual feedback.

# Learning Objectives

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## Conceptual Objectives

Students will develop an understanding of the relationship between the sound and the spelling of a word. They should come to associate the picture of an object with the written and spoken word. Students will learn that letters are symbols we use to represent sounds and that we form words by combining those sounds or letters in a specific order that conveys meaning. In **Talking Speller** this concept of "grouping" is extended even farther, because the sections themselves are groups of words related by subject.

## Skill Objectives

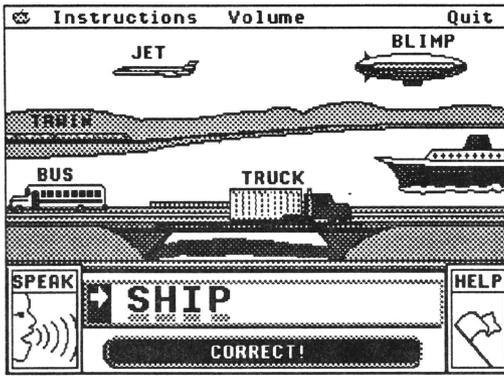
**Talking Speller** provides practice in recall and recognition skills that children find necessary when attempting to spell a word after hearing it. Visual recognition of whole word configurations improves while children fill in the blanks. When letters are presented out of sequence, the student's word-recall skills are tested and enhanced. Discrimination skills are sharpened when children are asked to label various pictures with the correct spellings of the corresponding words. Both eye-hand coordination and fine motor skills are strengthened as students learn to manipulate the mouse in order to interact with the microcomputer.

## Affective Objectives

Children will gain feelings of confidence and mastery as they advance through the program at their own pace. They may repeat a verbal command, get help if they need it, and run through each section as often as they wish. This is especially important for younger children or those having difficulty with the material presented.



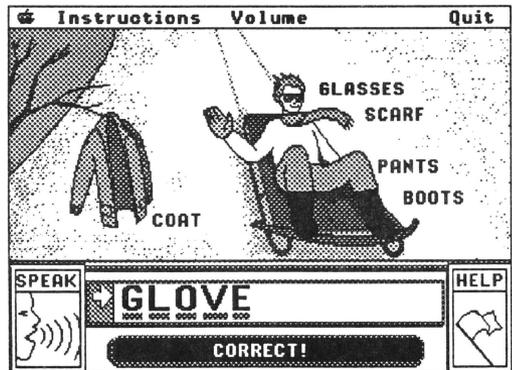
# Program Description



When the student selects **Travel Words**, an expansive landscape is displayed on the screen, featuring the sky, a body of water, and a highway in the foreground. The landscapes for both the *Easy* and *Hard Words* are similar to provide continuity and reassurance for young chil-

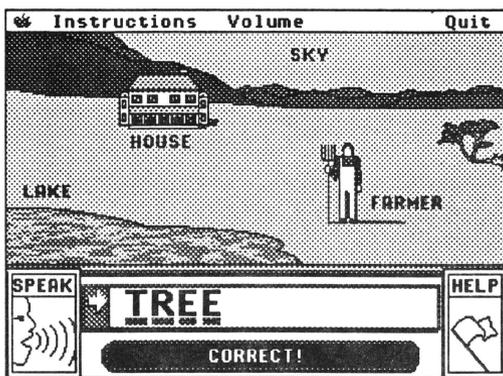
dren as they move on to more difficult multisyllabic words. Children hear "Bus . . . spell bus," and a picture of a bus appears on the highway. Students must type the word on the keyboard. They may click on *Help* to see the next letter or *Speak* to hear the word spoken aloud again.

In **Clothing Words**, students are presented with a screen depicting a boy waving from a sled as he careens downhill. The voice says, "Spell jacket" and a jacket appears and wraps itself snugly around the boy. The child must type the word in the blanks provided. The voice says, "Correct!" or "Try again," depending on the input. The same *Help* and *Sound* options are present in this and all sections of the program. The *Hard Words* screen shows a picture of a girl and boy skating, and more difficult clothing words are presented.





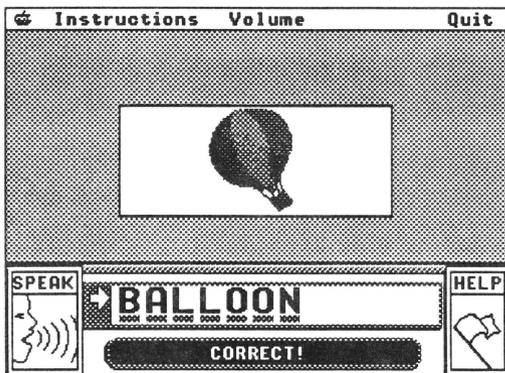
# Program Description



**Outdoor Words** functions in the same way as the first two sections, only pictures and words pertaining to outdoor country life characterize this part of the program. In the *Easy Words* segment, children spell "tree" or "house," and in the *Hard Words* segment, kids spell "village" and

"forest," for example. As the student spells each word, the corresponding picture and written word appear on the screen as part of the landscape. Young children receive instant multisensory rewards for their efforts, reinforcing the learning process.

**Word Scramble**, the last part of this program, reviews all of the words presented in the previous sections, but it uses a different approach. A picture of an object is shown on the screen. The letters of a scrambled word appear in a box above. The student must decipher the word from the picture and letters, then type the letters of the word in their proper order. As the child types a letter in the correct sequence, that letter vanishes from the box. If students need to hear the word spoken aloud, they may click the mouse on *Speak* or use the *Help* option as before.





## TRAVEL WORDS

**EASY:** BUS, CAR, JET, SHIP, TRAIN, TRUCK, BLIMP

**HARD:** TRACTOR, MOTORCYCLE, SAILBOAT, TUGBOAT,  
ROCKET, BALLOON, HELICOPTER

## CLOTHING WORDS

**EASY:** CAP, PANTS, SCARF, BOOTS, GLOVE, GLASSES,  
JACKET

**HARD:** EARMUFFS, SKATES, SWEATER, MITTEN, SKIRT,  
COAT, SOCKS

## OUTDOOR WORDS

**EASY:** SKY, BARN, POND, LAKE, TREE, HOUSE, FARMER

**HARD:** ROBIN, MOUNTAIN, FOREST, HIGHWAY, VILLAGE  
CLOUD, FLOWER

## WORD SCRAMBLE

**EASY:** WOODS, HOUSE, TREE, BOOTS, JET, TRUCK,  
TRAIN, GLASSES

**HARD:** BALLOON, FOREST, MITTEN, CLOUD, SAILBOAT,  
MOUNTAIN, FLOWER





# Teaching Strategies

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- After running the section on **Travel Words**, ask students to make a list of ten more words relating to travel. They should try to do their best at spelling the words correctly and may also draw pictures to accompany the words they choose.
- In conjunction with **Clothing Words**, students should be asked to name and spell out the various items of clothing they are presently wearing. Tell them to label some of the articles with a color -- i.e. a blue shirt, a brown shoe, etc.
- Have children name and spell out a list of animals found in nature, on a farm, or at a zoo to supplement the section on **Outdoor Words**. Teachers may even choose to give the child who spells the most difficult or unusual animal name a prize.
- Have the class plan a field trip by bus to a park or other location. Ask each student to make a list of the travel, clothing, and outdoor words they encounter on the trip. Allow children to exchange lists and check each other's spelling.
- Many of the words found in the *Hard Words* sections of the program are compound words. Use **Talking Speller** as a tool to introduce your students to compound words and how they are formed. Give them a list of single words at their level that they can make into compound words. Have them make as many as they can, then pair up with classmates to try to form more compound words.





# Teaching Strategies

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- Teachers might wish to have a spell & draw test. Spell the words from **Talking Speller** aloud and then assign each student a word. Have them draw or paint the objects their words name or what their words make them think of.
  
- Hold a spelling bee. Teachers might begin by dividing the class into four teams: Travel, Outdoor, Clothing, and Scramble. Instruct students to test each other with their word lists. For example: a student from the Travel team asks a student from the Outdoor team to spell "train." As an alternative to this method, divide the class into teams, and present both teams with a the same challenging word. The team that correctly spells the word first gets a point. Set a point goal to shoot for that may be reasonably met in the time you have allotted for the spelling bee.
  
- Using the words from **Talking Speller**, teach the class the rudiments of alliteration. Tell the children to try to match up words with similar beginning sounds or letters, such as "mittens" and "motorcycle." Have them practice writing sentences, or even short poems, using as much alliteration as they can. Have volunteer members of the class read what they have written.
  
- Assign a homework assignment for which students must go around their homes or apartments and spell out what they see in the different rooms. Have them draw diagrams of their homes, putting the words in the matching rooms.





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Disks the purchaser damages will be replaced for a nominal duplicating and handling fee. Return your damaged disk and a check for \$10.00 to:

**Talking Schoolhouse  
Box 390 Westchester Ave.  
Pound Ridge, N.Y. 10576**

# Teacher's Notes

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