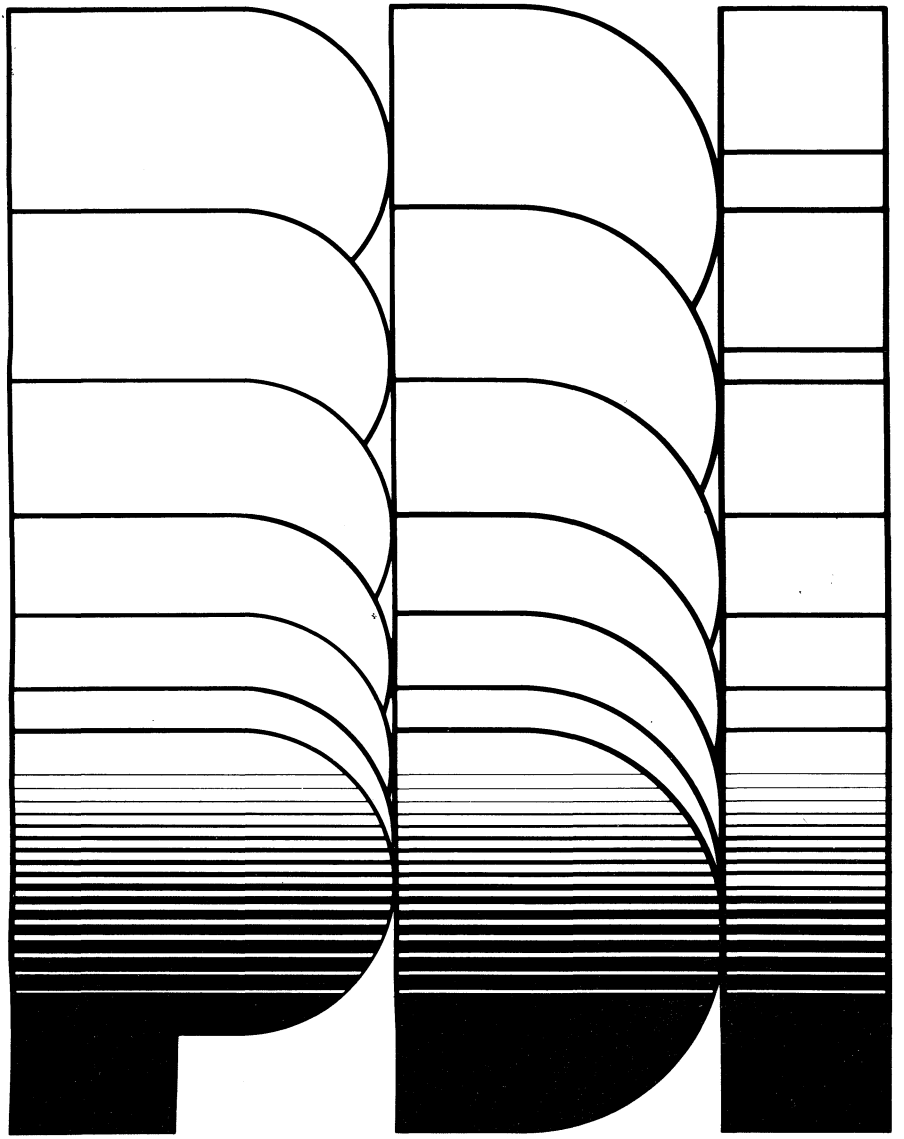
Guide



PROGRAM DESIGN INCORPORATED

# Preschool IQ-Builder

## IQ-Builder

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*Note: please read this Guide before you load the tape.*

## WHY USE PRESCHOOL IQ BUILDER?

In order to do well in school, children must learn many skills BEFORE they reach school age. These skills represent the foundation of a child's intellectual growth and may be the most important skills that your child will ever learn. In the past, the learning of these skills was left to chance. In recent years, however, educators and child psychologists have urged parents to become more involved in the intellectual development of their children.

The purpose of *Preschool IQ Builder* is to help 3- to 6-year olds develop certain critical skills that will be used when they start school. Research has shown that these skills can be learned with a home computer system.

## IS YOUR CHILD READY FOR PRESCHOOL IQ BUILDER?

Children learn at different speeds. Some children will be ready for *Preschool IQ Builder* at age 2½ while others will not be ready until they are 4 or older. Some parents consider late or delayed development as an indication of low intelligence, even though some of the great geniuses of the past were slow learners. Just a few examples include Albert Einstein and Thomas Edison. In truth, late development is not usually a problem unless there is something physically wrong with the child.

If your child shows a lack of interest, or has considerable difficulty in following directions, wait a few weeks and try the program again. At some point, the child will indicate readiness to do the programs and enthusiasm about learning.

## WHERE SHOULD THE CHILD START?

*Preschool IQ Builder* is divided into two sections: *Same and Different* and *Letter Builder.* All children should begin with the first lesson of *Same and Different.* If the child does well (as indicated by his or her score) then he or she should go on to the next lesson on the tape. The computer will tell you when the child's score is high enough and he or she has done enough examples to go on to the next lesson. It is not necessary to advance rapidly through these lessons. Unlike adults, children seem to enjoy and even need repetition. Doing the same activity over and over is beneficial, not harmful.

Side A of the tape contains the lessons for *Same and Different;* Side B contains those for *Letter Builder.* The child should complete all the lessons for *Same and Different* before going on to lessons for *Letter Builder.*

## WHEN SHOULD THE CHILD WORK?

It is a good idea to set aside a regular 10-minute period each day for the child to do the programs. The child may work alone after being introduced to the material and when he or she can demonstrate that he or she can work independently. Allow the child to work as long as he or she wishes, but not to the point of fatigue. DO NOT FORCE THE CHILD TO WORK! Learning should be an enjoyable experience.

## WHAT DOES SAME AND DIFFERENT TEACH?

Before children can learn to read or even to name the letters of the alphabet, they must learn to "see" the shapes of letters and learn to recognize the features that make one letter different from another. According to recent studies, poor readers tend not to discriminate one letter from another by form. Instead, they see one letter as being "more familiar" than another. For example, the letter **a** would be seen as different from **x** because the letter **a** is seen more often. A good reader tells **a** from **x** because **a** is made up of curves and **x** is formed from lines.

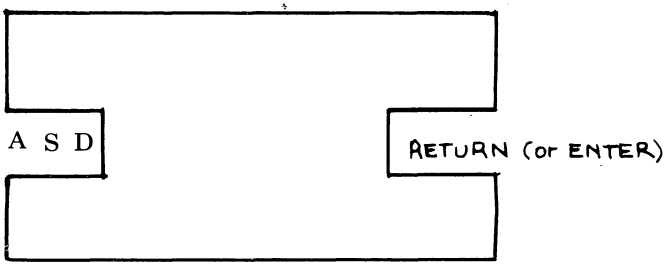
Children also have trouble with letter rotations. To an adult, the numeral 7 and the letter L look nothing alike. But in a child's eyes, 7 and L may appear identical.

*Same and Different* teaches the child to recognize the differences between letters. The child looks at a pair of letter-like patterns or actual letters on the TV monitor. If the two forms are the same, the child pushes the **s** key on the keyboard. If they are different, **d** is pushed. On the TRS-80 Level I Basic, the child must also push ENTER. As the child progresses, the pictures and letters become more and more similar and more difficult to tell apart.

To make the child's task easier, we have supplied the program user with circle decals. Draw a smiling face on one to cover the **s** key and a frowning face on the other to cover the **d** key. The smiling face means same and the frowning face means different.

## SAME AND DIFFERENT INSTRUCTIONS

Press a smiling-face decal on the **s** key and a frowning-face decal on the **d** key. It is also a good idea to cover the other keys not being used with a cardboard mask like the one shown below. This helps the child to focus on the keys that he or she needs to use.




Work with the child for a few minutes until you're sure he or she understands how to use the program. Then allow the child to work alone. The child will be presented with two pictures. Tell the child that if the pictures are the same, he or she should press the smiling face. If they are not the same, the child should press the frowning face. Pushing the correct key causes a line of stars to shoot across the screen, clearing it for the next picture pair. If you type in a **0** instead of an **s** or **d**, the program will report the child's score and tell you whether the child is ready to go on to the next lesson.

## WHAT DOES LETTER BUILDER TEACH?

*Letter Builder* continues where *Same and Different* leaves off. The child now learns to match the letters on the screen with the ones on the keyboard. For example, when **A** appears on the screen the child must type the letter **A**. The child will begin matching only a few very different letters and gradually progress to the full alphabet.

## LETTER BUILDER INSTRUCTIONS

One letter will appear at a time on the screen. If the child types the matching letter, a line of stars shoots across the screen, clearing it for the next letter. Little happens for a wrong answer. The idea is to have the child concentrate on right answers, not wrong ones.

Picking the matching letter is difficult with all the characters on the keyboard visible. All keys not used should be covered with a cardboard mask. As the child progresses, cut out bigger openings in the mask to accommodate more keys.

To find the child's score:

- TRS-80 Level 1 and Level 2 BASIC—stop the program by hitting the BREAK key, type GOTO 1000. To reenter the program, type 1.
- For all other systems—Type !

## LOADING THE TAPED PROGRAMS

Follow the general instructions in your Computer Manual to load each lesson. There are several lessons on each side of the tape.

## PROGRESS CHART

The Progress Chart inside the back cover of this Guide can be used to keep track of the child's progress through the lessons. There is also space to enter his or her score on each lesson. You may wish to use a little motivation trick with your child. Purchase a box of gummed stars in a stationery store and allow the child to paste a star somewhere on a sheet of paper posted in his or her room when each lesson has been completed.

*You are now ready*
*to load the tape.*

# PROGRESS CHART

| LESSON | COMMENTS | SCORE |
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