

# Predict the Word

# **CWS**

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**P.O. BOX ~~1000~~**

**DUNEDIN**

**TELEPHONE 778-083**

Developed by : Lala Frazer  
Assisted by : Mary Gluck  
Programmed by : John Davey  
Manual written by : Lala Frazer

# Predict the Word

Developed during a two year pilot programme

Sponsored by :

The Labour Department  
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The Department of Internal Affairs

Predict the word.  
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Computer  
Assisted  
Learning  
Programme

90 Crawford Street  
P.O. Box 272  
DUNEDIN

Phone : (024) 775.932

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## AIMS

1. To improve spelling by:
  - a) raising awareness of i) phonic elements in words  
and ii) spelling "rules"
  - b) improving spelling strategies.
  - c) By offering a drill and practice exercise that allows the manipulation of a large number of words and meanings.
2. To offer a wide selection of words ranging from simple to difficult, so that the program can be used at four levels.

## ACTIVITIES

Predict The Word builds on the program Choose The Word, using the same words and meanings at four levels.

The player is given three clues from which to predict the word:

- a letter/s contained in each word in that list
- a clue to the meaning
- the number of letters in the word.

The HELP key can be used to see the full list of words.

When the word is typed in, immediate feedback is given on whether or not it is correct. Feedback is given at the end of each list as to the number correct and the time taken. The list is repeated if the number correct does not reach a preset criteria.

The Tutor can insert his/her own words and clues in two out of ten lists, and in level 5.

A printout of incorrectly answered words is available.

## REQUIREMENTS

### Preparation:

It is expected that generally this program will be used following work done on phonics, in relation to reading and/or spelling.

This program is closely linked to "Choose The Word" and usually the same set will have been done on "Choose The Word" on a previous occasion.

### Supervision :

Supervisor should be available in case needed.

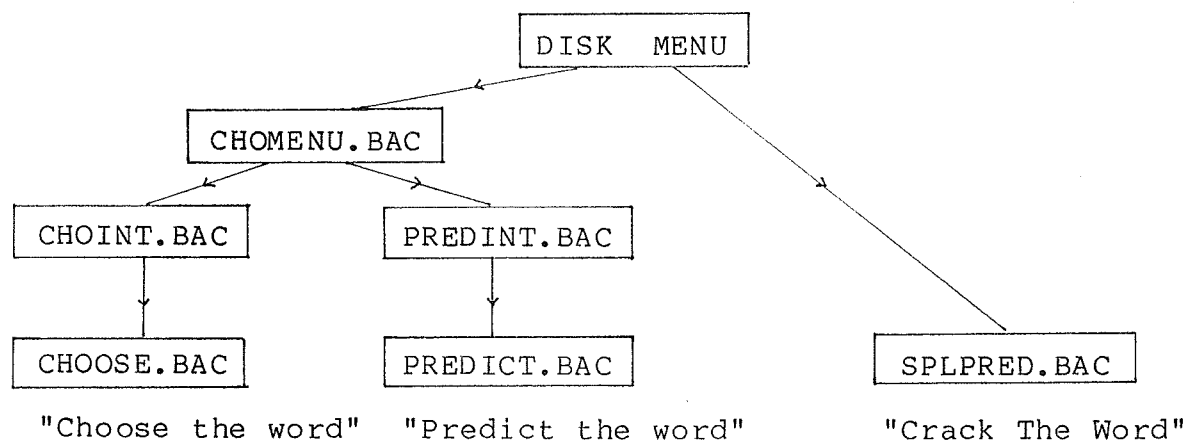
### Equipment :

No special equipment needed.

### Time :

Session times can be as long or short as required.

### Technical Requirements :



All three programs use the following :

DATA FILES :    PREDWDS 0, 1, 2, 3, 4, 5. DAT

### EDITING of DATA Files

From Polybasic:

(a) Type: Run "SERVICE" (the Service menu chains CHOEDIT.BAC)

or    (b) Type: Run "CHOEDIT.BAS"

Note : CHOEDIT.BAS allows access to ALL sets of DATA.  
CHOEDIT.BAC is restricted to 9 and 10 for each LEVEL.

## INSTRUCTIONS

The student first chooses on which Level s/he wishes to operate.

- Level 1
  - short vowels
  - consonant blends
- Level 2
  - ar, ir, or, ur
  - long vowels
  - vowel blends
  - double consonants
  - -y
  - silent k
  - ight, dge
  - triple consonant (str)
- Level 3
  - previously taught combinations in more difficult words
  - names of numbers
  - months of year
  - -ing and -ed endings
  - triple consonants tch, nch
  - plurals of words ending in y, ie
  - some prefixes and suffixes: tele-, -ful, -fully
- Level 4
  - more difficult words
  - prefixes and suffixes
  - plural f = ves
  - silent letters
  - augh, ough

Note 1: See Appendix 1 for further details on the levels.

Note 2: A fifth level is available for your own lists.

Within each level there are 10 sets of 10 lists. Each list contains up to 10 words.

Having chosen the level, the student is then asked "Have you played before?" If the answer is no s/he is taken through the instructions and then begins with set 1 of the list. If the answer is yes, the question is asked "What set did you reach?" The program then begins on list 1 of that set and works its way through to list 10 in consecutive order.

Figure 1 shows the layout of the screen.

FIGURE 1:     Screen Layout

<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">a-e</div>	Set: 3    List: 1
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Use it to put leaves in a pile</div> <div style="text-align: center; padding: 10px;">Type your answer and press ENTER  - - - -</div>	
<div style="display: inline-block; vertical-align: middle;"><div style="border: 1px solid black; padding: 2px; text-align: center;">8</div><div style="border: 1px solid black; padding: 2px; text-align: center;">7</div><div style="border: 1px solid black; padding: 2px; text-align: center;">6</div><div style="border: 1px solid black; padding: 2px; text-align: center;">5</div><div style="border: 1px solid black; padding: 2px; text-align: center;">4</div><div style="border: 1px solid black; padding: 2px; text-align: center;">3</div><div style="border: 1px solid black; padding: 2px; text-align: center;">2</div><div style="border: 1px solid black; padding: 2px; text-align: center;">1</div></div>	
Press HELP if needed	

There are 3 clues given:

- a letter, or set of letters that occurs in each word in that list e.g. ur
- a clue in the form of the meaning, or a Cloze sentence e.g. The noise a happy cat makes is a ....
- an indication of the number of letters in the word in the form of - - - -. (In this case, 4 letters)

If the word or its spelling is not known, or if there is more than one possible word fitting the criteria, pressing the HELP key displays all the words in the list from which to choose.

The predicted word is typed in. The normal Poly editing facilities apply (insert and delete keys, cursor keys) before the ENTER key is pressed. After typing the word correctly, the student presses <ENTER>.

If the word predicted is correct, the appropriate scoring box is filled with green and the clues for the next word are presented.

If the word predicted is incorrect, the correct word is displayed and the appropriate scoring box is filled with red, before the clues for the next word are presented.

At the completion of a list a scoreboard gives feedback on the scores and the time taken for each list within that set.

The time is purely for the student's information but the score determines whether the student repeats the list or goes on to the next list. In either case appropriate positive or neutral reinforcement statements are made.



At the end of the set, there is the choice of going on to the next set, repeating the set, or finishing.

(Note: Pressing SHIFT/EXIT will allow the student to finish at any time)

When the student opts to finish s/he is offered the option of having a printout of his/her mistakes. This is in the form of a word and the meaning clue. (A sample is given in Appendix II.) This option can also be used to get printouts of all the words in a particular list, by deliberately making mistakes on every word.

### PERSONALISED WORD LISTS

Set 9 and 10 of each level and all of Level Five have been left free for you to enter word lists tailored to the needs of specific students. The editing program for Sets 9 and 10 of Levels 1-4 is available from the SERVICE MENU.

- 1) Go into Polybasic (from a Polymenu Type PB; or from another menu press SHIFT/EXIT.)
- 2) When the yellow READY appears above the cursor,  
Type: RUN "SERVICE" and press <ENTER>.
- 3) When the SERVICE MENU appears, select:  
EDIT CHOOSE and PREDICT word lists.  
(Note: The lists on both these programs are the same)

To gain access to any word in any list, including the blank lists of Level 5: from POLYBASIC,  
Type: RUN "CHOEDIT.BAS".

If changing any of the original CALP lists, ensure you have a master copy set aside.

Fill in the letters common to all the words in the list, the words in the list and their meanings.

Note: Within the editing program if words have already been entered in the "free" list by someone else you can either type over the top of them (or use the insert or delete keys) or you can move rapidly through the list leaving it unchanged by merely pressing <ENTER>.

When the list/s are entered, return to the SERVICE MENU and then the disk menu and select "CHOOSE" or "PREDICT THE WORD".

When asked "Have you played this game before?" type YES.

When asked "What set did you reach?" Give the set (9 or 10) and the data you put in will have been automatically entered.

APPENDIX I

INDEX OF LETTERS/SOUNDS/TOPICS COVERED IN THE LISTS

LEVEL 1 (Short Vowel words)

Set 1 Lists

1. a	2. e	3. i	Short Vowels
4. o	5. u	6. a	
7. e	8. i	9. o	
10. u			

Set 2 Lists

1. a	2. e	3. i	Double consonant endings -ng ending
4. o	5. u		
6. ll	7. ff	8. ss	
9. -ng	10. -ng		

Set 3 Lists

1. -nd	2. -nd		-nd ending
3. x			-x ending
4. y			y in single syllable words
5. sh	6. th	7. wh	Consonant blends at beginning
8. ch	9. st	10. sl	

Set 4 Lists

1. br	2. cr	3. dr
4. fr	5. gr	6. pr
7. tr	8. bl	9. cl
10. fl		

Set 5 Lists

1. gl	2. pl	3. sp	Consonant blends at end
4. sc	5. sk	6. sm	
7. sn	8. sw	9. -ch	
10. -st			

Set 6 Lists

1. -sh	2. -th	3. -lp	Double consonant
4. -lk	5. -mp	6. -nk	
7. -sk	8. -nt	9. -lt	
10. -ll			

Set 7 Lists

1. -nk	2. -ft	3. st	Consonant blends at the beginning and ends of words
4. -sh	5. -mp	6. -ng	
7. -tch			Triple consonant
8. -y	9. -y	10. -y	Adding y

Set 8 Lists

1. -ing	2. -ing	3. -ing	Adding -ing
4. -ed	5. -ed	6. -ed	Adding -ed
7. -er	8. -er	9. -er	Adding -er
10 e/i			Short vowel distinction

Sets 9 and 10

Available for your lists

## LEVEL 2

### Set 1 Lists

- |        |        |        |
|--------|--------|--------|
| 1. ack | 2. eck | 3. ick |
| 4. ock | 5. uck |        |
| 6. er  | 7. ar  | 8. ir  |
| 9. or  | 10. ur |        |

ck after a short vowel

Vowel + r

### Set 2 Lists

- |       |        |       |
|-------|--------|-------|
| 1. ay | 2. oy  | 3. ey |
| 4. ue | 5. ie  |       |
| 6. oa | 7. ea  |       |
| 8. oo |        |       |
| 9. ai | 10. oi |       |

Vowel + y

Vowel + e directly after

Vowel combinations

### Set 3 Lists

- |          |           |        |
|----------|-----------|--------|
| 1. a-e   | 2. e-e    | 3. o-e |
| 4. u-e   | 5. i-e    |        |
| 6. ee    |           |        |
| 7. -tch  |           |        |
| 8. ing   |           |        |
| 9. a-ing | 10. o-ing |        |

long vowel-consonant-e

Vowel + e directly after

Triple consonant ending

Short vowel words with ing

Adding ing to long vowel words  
ending with e.

### Set 4 Lists

- |       |        |        |
|-------|--------|--------|
| 1. ie | 2. ei  | 3. cei |
| 4. oa | 5. ui  |        |
| 6. ss | 7. tt  |        |
| 8. oo |        |        |
| 9. ai | 10. oi |        |

ie/ei combinations

Vowel combinations

Double consonants

Vowel combinations

### Set 5 Lists

- |          |       |
|----------|-------|
| 1. u-ing |       |
| 2. qu    |       |
| 3. ch    |       |
| 4. wa    |       |
| 5. ff    |       |
| 6. ang   |       |
| 7. aw    |       |
| 8. mm    | 9. nn |
| 10. ing  |       |

Long vowel word + ing

qu

Consonant blend

w + a = o

Double consonant

ang

a + w

Double consonants

ing

### Set 6 Lists

- |        |
|--------|
| 1. scr |
| 2. ea  |
| 3. -le |
| 4. k   |
| 5. y   |
| 6. kn  |
| 7. ies |
| 8. ong |
| 9. x   |
| 10. ai |

Triple consonant

Vowel combination

-le

k

y as ending

Silent k

Changing y to plural

ong

Plurals of words ending with x

Vowel combination

### Set 7 Lists

1. pp
2. ea
3. air
4. all
5. age
6. Nos.
7. Days
8. c=s
9. le
10. ace

Double consonants  
ea with short e sound  
air  
all  
age  
Names of numbers  
Days of the Week  
c = s sound  
-le  
c = s sound

### Set 8 Lists

1. bb
2. ight
3. ept
4. nk
5. ice
6. -or
7. wh
8. str
9. wr
10. dge

Double consonant  
-ight  
-ept  
-nk  
-ice  
-or  
wh  
Triple consonant blend  
Silent w  
-dge

### Sets 9 and 10

Lists available for your use.

## LEVEL 3

### Set 1 Lists

1. mb
2. month
3. teens
4. ee
5. ir
6. oo
7. nos.
8. ea      9. ai
- 10 air

Silent b  
Months of the Year  
Names of numbers between 10 -20  
oo  
i + r  
oo  
Names of nos. divisible by 10  
Vowel combinations  
air

### Set 2 Lists

1. a-e      2. i-e
3. a-ing    4. i-ing
5. -er      6. -er
7. -ying
8. tt
9. -ves
10. o-e

From now on, most are combinations that have already been covered, but more difficult words are generally used.

### Set 3 Lists

1. u-e
2. o-ing    3. u-ing
4. -tch
5. -th      6. th-
7. ar      8. ar
9. -le      10. -rr-

Set 4

- |         |         |
|---------|---------|
| 1. -ies |         |
| 2. or   | 3. or   |
| 4. -ou- | 5. ou-  |
| 5. -ay  |         |
| 6. -oi- | 7. -oil |
| 9. wr   |         |
| 10. ey  |         |

Set 5 Lists

- |          |         |
|----------|---------|
| 1. -ce   | 2. -ice |
| 3. -nch  |         |
| 4. -ll-  |         |
| 5. -ck-  | 6. -ck  |
| 7. tele- |         |
| 8. -el   |         |
| 9. ly    |         |
| 10. ss   |         |

Set 6 Lists

- |         |         |
|---------|---------|
| 1. ss   |         |
| 2. -mb  | 3. -mb- |
| 4. -nn- |         |
| 5. -ie- |         |
| 6. -bb- |         |
| 7. -al  |         |
| 8. -ed  |         |
| 9. ed-  |         |
| 10. ful |         |

Set 7 Lists

- |          |        |
|----------|--------|
| 1. ow    | 2. ow  |
| 3. dd    | 4. pp  |
| 5. kn    | 6. gu- |
| 7. wh    |        |
| 8. ff    |        |
| 9. -or   |        |
| 10. -tt- |        |

Set 8 Lists

- |         |          |
|---------|----------|
| 1. -ful | 2. fully |
| 3. -ou- | 4. -ei-  |
| 5. pp   |          |
| 6. -le  |          |
| 7. -ck  | 8. ck    |
| 9. bb   | 10. wr   |

Sets 9 and 10

Lists available for your use.

Plurals of words ending in y

Prefix

Suffix

#### LEVEL 4

##### Set 1 Lists

1. -dge
2. au-            3. -au-
4. -ey
5. nn
6. -y-            7. -y
8. oi
9. -el
- 10 -ue

##### Set 2 Lists

1. dd
2. -tion
3. -ous            4. ious
5. -ss
6. -ph-            7. -ph
8. qu-            9. qu-
10. rr

Suffix, -tion  
"            -ous, -ious

ph

##### Set 3 Lists

1. \*h            2. \*e            3. \*l
4. \*p            5. \*s            6. \*t
7. \*w            8. \*b            9. \*g
10. \*n

Silent letters

##### Set 4 Lists

1. \*k            2. \*u            3. \*c
4. oes
5. -al            6. -ial            7. -able
8. au            9. aw            10. ia

Suffixes: -al, -ial, -able

##### Set 5 Lists

1. augh            2. -ight            3. ought
4. ough
5. -mb
6. -ed
7. -ies
8. ie/ei
9. -ff-            10. -ff

##### Set 6 Lists

1. ex-
2. ie
3. -gg-
4. -tch-
5. wh-
6. oa
7. ar
8. ui            9. ea
10. ur

Set 7 Lists

- |         |         |       |
|---------|---------|-------|
| 1. er   |         |       |
| 2. -ves |         |       |
| 3. ous  | 4. ight |       |
| 5. -or  | 6. sur  |       |
| 7. -or  | 8. -ar  | 9. or |
| 10. -ed |         |       |

Set 8 Lists

- |         |       |
|---------|-------|
| 1. el   |       |
| 2. ll   |       |
| 3. ie   | 4. ai |
| 5. tt   |       |
| 6. age  |       |
| 7. -ea- |       |
| 8. ough |       |
| 9. cc   |       |
| 10. ure |       |

Sets 9 and 10

These lists are available for your use.

LEVEL 5

All sets and lists in this Level are available for your personalised lists.

APPENDIX II

SAMPLE PRINTOUT OF INCORRECT WORDS

PREDICT THE WORD

NAME: M.J.

DATE: 11-SEP-86

SET : 6

LEVEL : 4

LIST 1

tch

Fishermen hope they will ..... a fish  
Elastic will .... to fit  
Pell's meat  
An open drain

catch  
stretch  
butcher  
itch

LIST 2

ea

Something to sit on  
The opposite of generous  
Opposite of dirty  
Pork, beef and mutton are all types of ....  
Denim trousers

seat  
mean  
clean  
meat  
jeans

LIST 3

le

Place to keep horses  
We sit at one for meals  
A baby sleeps in this  
A small muddy pool of rainwater

stable  
table  
cradle  
puddle

LIST 4

k

You need to .... before you cross the road  
even days  
Ilang for feeling sick  
His is like an onion  
Something to read  
He works in a kitchen  
Another word for stream.  
Birds eat through a ....

look  
week  
crook  
leek  
book  
cook  
creek  
beak



