

If you are using an IBM or Tandy 1000



STOP !

Before you use this program . . .



you must add DOS (IBM/TANDY) to your diskette.
It's a simple procedure and need only be done
once. After you've finished, throw this page
away and enjoy the courseware!

NOTE: With the 64K IBM PC use only DOS 1. or 1.1
On IBM PC with more than 128K, use DOS 1.1 or higher.
PCjr requires 128K, DOS 2.1 and Cartridge BASIC.
On the Tandy 1000, use DOS 2.11.22 with Tandy BASIC 1.02.00.

ADDING DOS WITH ONLY ONE DISK DRIVE:

1. Put the DOS diskette into the disk drive. Close the door and turn on the computer and monitor.
2. Press ENTER () in response to the "date" and "time" requests given by the computer.
3. When "A>" appears on the screen, remove the DOS diskette and insert the program diskette into the drive (don't forget to remove the write-protection sticker from the edge of the program diskette).
4. Type START-1 and press ENTER ().
5. Follow the disk-switching instructions given by the computer. After you have finished, the program will start automatically.

ADDING DOS WITH TWO DISK DRIVES:

1. Put the DOS diskette into Drive A (Left on IBM/Bottom of Tandy). Close the door and turn on the computer and monitor.
2. Press ENTER () in response to the "date" and "time" requests given by the computer.
3. When "A>" appears, remove the DOS diskette from Drive A and put it into Drive B (Right on IBM/Bottom on Tandy). Then put the program disk into Drive A (don't forget to remove the write-protection sticker from the edge of the program diskette).
4. Type START-2 and press ENTER (). The program will begin automatically.

Teacher's Guide

Get to the Point: Working with Decimals

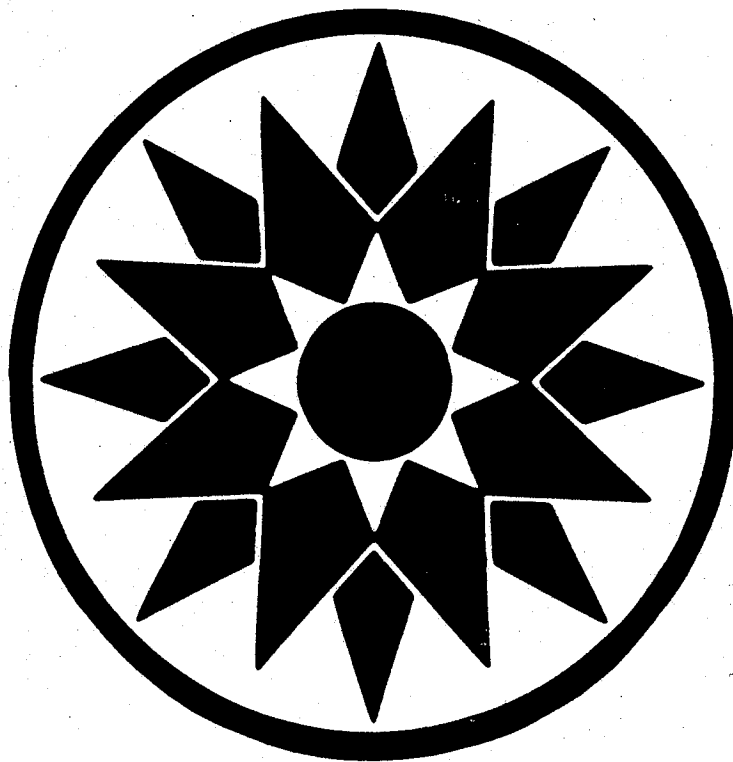
Apple

Commodore 64

IBM PC/PCjr

Tandy 1000

TRS-80 Model III, 4



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COMMUNICATIONS

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3. Depending on the type of computer you have, this program may 'load' all at once. If it does, you have permission to move the diskette from one computer to another. However, you may not copy this diskette. A back-up is provided.
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Dr. Judah L. Schwartz is Professor of Engineering Science and Education at Massachusetts Institute of Technology, Senior Developer for the Center for Learning Technology at EDC, and Visiting Professor at the Harvard Graduate School of Education. At Harvard, he is also Co-Director of the NIE-funded Educational Technology Center, a 5 year, \$7.7 million effort to find new ways of using technology in science, mathematics and computer science education. He developed SemCalc for the Center for Learning Technology, and is also the primary developer for the mathematics software series. In the past few years, Dr. Schwartz has become widely known, as a writer and speaker, for his thoughtful approach to computers and learning. His research interests include cognitive development in the learning of mathematics and problem solving, uses of computers to augment human intuition, and the process and substance of undergraduate and continuing education. Previously, as Co-Director of the Cognitive Research Group at EDC, he conducted several research and demonstration projects designed to answer questions about how people learn to solve problems, and to investigate the use of microcomputers and print materials to teach an approach to problem solving. Dr. Schwartz holds a Master's degree in Physics from Columbia University and a Doctorate in Physics from New York University.

The Center for Learning Technology was established in 1982 by the Education Development Center, which for 25 years has pioneered in the use of new technologies as tools for teachers and learners. In addition to software development, the Center's activities include research, policy analysis, and videotape and videodisc production. Get to the Point is part of the Center for Learning Technology's mathematics software series, which addresses particularly troublesome areas of the mathematics curriculum at the elementary, middle school, and high school levels. Other programs in the series include Number Quest, which introduces search strategies with whole numbers, fractions, ordered number pairs, and ordered number triples; Power Drill, which develops estimation skills in addition, subtraction, multiplication, and division; and SemCalc, a tool for solving word problems. The Center for Learning Technology is also developing software for writing instruction, programs that use speech synthesis and recognition technologies in early reading instruction, and a college level program in behavioral psychology that employs interactive videodisc.

GET TO THE POINT: WORKING WITH DECIMALS

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GET TO THE POINT: WORKING WITH DECIMALS

Introduction

Contents of the Programs

GET TO THE POINT: WORKING WITH DECIMALS is a three-course meal. Its opening and closing courses are educational game programs that focus on the most fundamental and, for many students, the most conceptually troublesome property of decimal numbers--their order of magnitude.

In the appetizer program, called POINT OF ORDER, students challenge themselves to fit new decimals within an interval defined by two randomly chosen decimals. Here they practice simple ordering and avoidance of the common conceptual danger of confounding a decimal's magnitude with its number of places (Is .35 bigger or smaller than .4?).

In the dessert program, called COUNTERPOINT, students play with ordering again, this time in search of a mystery decimal chosen by an opponent.

Between appetizer and dessert comes the main course. This feast is a drill and practice program, called POINT IN QUESTION. It challenges students to estimate and compute with decimals using the four arithmetical operations at various levels of difficulty.

Suggested Grade Levels

All three programs are suitable for use by students as soon as they have been introduced to decimals--that is, beginning in grades four to six. POINT OF ORDER and COUNTERPOINT are challenging and appropriate from that level through grade twelve--and for adults as well. POINT IN QUESTION is likely to prove useful through grade eight, as well as for high school students having difficulty with decimals.

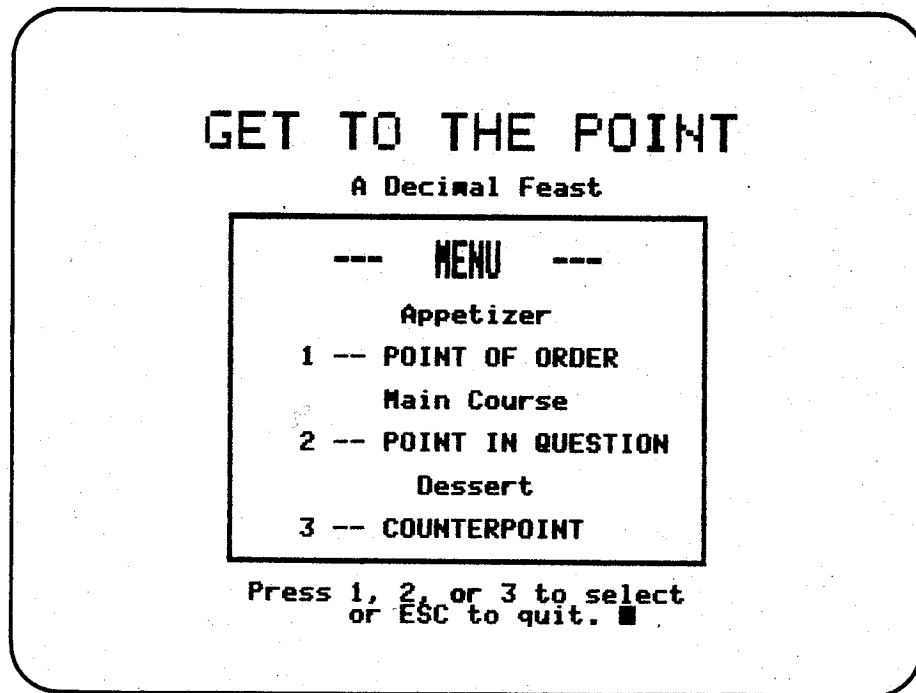
The Manual



This manual explains each of the programs in GET TO THE POINT and suggests ways of using each in the classroom.

Using GET TO THE POINT

Getting Started

Start GET TO THE POINT by following the directions in the back of this booklet under "Working with the Computer." After an opening message, the menu will appear, offering a choice of the three programs:



Make the choice by typing the appropriate number, 1, 2, or 3, and then pressing RETURN, , or ENTER. The first screen of the program chosen appears. (Note that all entries of numbers in the programs must be followed by pressing RETURN on the Apple and Commodore 64,  on the IBM, or ENTER on the TRS-80 and Tandy 1000.)

To Leave the Programs

Throughout each program on the Apple, IBM, or Tandy 1000, pressing ESC (CLR on the Commodore 64) brings you back to the menu. Pressing ESC again permits you to use another diskette (or using the END option on the Commodore 64, IBM, or Tandy 1000). Holding down the CONTROL Key and pressing E automatically brings you to "Do you want to play again?"

Throughout each program on the TRS-80, pressing CLEAR brings you back to the menu. Pressing CLEAR again allows you to use another diskette. Holding down the SHIFT, down-arrow, and E keys on the Model III and 4, (or the CTRL and E keys on the Model 4) automatically brings you to "Do you want to play again?"

POINT OF ORDER

POINT OF ORDER

Enter a number between

.10311

and

.97313

Type E to end game.

Students Work With: Order of decimals
 Midpoints

Grade Level: 4 - 12

Time Required: 1 - 3 minutes per problem

- Objectives:
1. To help students understand the order properties of decimals.
 2. To help students understand place value in the order of decimal numbers.

POINT OF ORDER

How the Program Works

POINT OF ORDER begins by offering a choice of levels of difficulty in terms of the number of decimal places the student prefers to work with:

How many decimal places do you want to work with (2-6)?

After the student enters a number from 2 to 6, the game's objective is displayed: to see how many decimal numbers can fit within a given interval without exceeding the chosen number of decimal places. Then two decimals are randomly selected to become the ends of the interval, and the game proceeds as in the following example:

POINT OF ORDER

Enter a number between

.103

and

.973

.2

Type E to end game.


The student must now enter a decimal, beginning the entry, of course, with a decimal point. If he or she makes a mistake and chooses a number that lies outside the interval, .978 for example, the choice is not accepted. If the choice is a valid one for this interval, it is accepted and becomes one of the ends of a new, shorter interval. The other end of this new interval is one of the two old ends, whichever lies closer to the choice. If, as in the above example, the choice is .2, then the new interval becomes .103 to .2; if, on the other hand, the choice is .5, then the new interval becomes .5 to .973.

Strategy


The program always goes with the shorter of the two possible new intervals. This is where strategy enters the game. Since the objective of making as many valid choices as possible depends on keeping the interval as large as possible, the smart way to play is to make each choice fall near the center of the current interval. Thus students learn quickly to consider the order properties inherent in each interval from the perspective of both ends. They will not simply guess a number that is a little bigger or a little smaller than one of the end numbers, but rather one that lies halfway between them.

As the game proceeds, the student is challenged to find the midpoint of successively narrower intervals. To succeed in the narrowest intervals, he or she must go beyond the common starting strategy of treating the interval ends as whole numbers, and must adopt the counterintuitive notion that in the world of decimals, three-digit numbers lie between two-digit ones--.355, for example, between .35 and .36. Thus, the student confronts the fundamental fact about our decimal notation system.

Ending the Game

At any point in the game, the student may choose to see a record of past choices by pressing the question mark key (?) followed by RETURN/  /ENTER. The program then displays all the past entries in order. It also offers the student an opportunity to continue playing or to end the game.

If the student chooses to keep on playing, the game will end automatically when a decimal is entered that exceeds the allowable number of decimal places (the number chosen at the game's start). So, for example, a game with a limit of four decimal places is over when a student chooses .87775 to fit the interval .8777 to .8778. All the past entries are then displayed, along with a message indicating that the last entry exceeded the specified number of decimal places. The total number of entries is also displayed.

At any point in the game, the student may choose to end the game voluntarily--by typing the letter E (Q on the TRS-80) followed by RETURN/  /ENTER. If a student faced with an interval such as .8777 to .8778 chooses to end the game this way, the program will display all of the entries, along with the total number of entries made. The student can then play again with the same number of decimal places or change levels--that is, change the number of decimal places.

Evaluating Student Performance

You can use the display of entries to evaluate the student's understanding of the magnitude of decimals as well as the effectiveness of his or her strategy. If a student has used an optimal strategy in making successive choices, he or she will have produced approximately three entries for every decimal place in the game's limit (six entries when playing with two-place decimals, fifteen when playing with five places, etc.)

POINT IN QUESTION

POINT IN QUESTION

- 1 -- Addition
- 2 -- Subtraction
- 3 -- Multiplication
- 4 -- Division

Press 1, 2, 3, or 4 to select
or ESC for menu. ■

Students Work With:

Decimals
Addition, Subtraction, Multiplication,
Division

Grade Level:

5 - 8

Time Required:

1 - 3 minutes per problem

Objectives:

1. To provide practice for students in addition, subtraction, multiplication and division of decimals.
2. To allow students to estimate answers and then narrow in on the correct solution.

POINT IN QUESTION

Program Options

POINT IN QUESTION begins with a choice of operations: addition, subtraction, multiplication, and division.

Next the program presents a choice among four levels of difficulty:

Subtraction

LEVEL	Numbers lie between
1	.1 and 10
2	.01 and 100
3	.001 and 1,000
4	.0001 and 10,000

Press 1, 2, 3, or 4 to play
or ESC to select operation. ■

How the Program Works

If the students choose to work with multiplication problems in the range of .001 to 1,000, the first problem that the program presents might look like this:

$$.008 \times \boxed{} = .00072$$

Some students seeing this problem recognize immediately that the number being sought has a 9 and some number of zeros either before or after the 9. Other students have to be encouraged to ignore the zeros and decimals at first in order to understand the basic multiplication "fact" at the problem's heart.

Suppose a student enters 9 as a first trial response to this problem. The program then responds as follows:

$$.008 \times \underline{\quad} = .00072$$

$$.008 \times 9 = .072$$

Trial 2:

Note that the program simply shows the result of multiplying .008 by 9, leaving the student to explore the nature of the discrepancy between the answer he or she gave and the required answer. The program then invites the student to try again.

Whenever the student enters the correct number, the program displays the correct computation, tells the student the number of tries that were needed to arrive at the answer, and invites him or her either to do another problem, to change level or operation, or to quit. (Pressing ESC (Apple, IBM, or Tandy 1000), CLR (Commodore 64), or CLEAR (TRS-80) once brings back the choice of levels; twice, the choice of operations; and three times, the main menu.)

Focus on Decimal Placement

The computational aspects of the problems presented in POINT IN QUESTION are intentionally simplified. The problems rely fundamentally on statements of elementary number "facts" like $8 \times \underline{\quad} = 56$. The program merely modifies such statements by using decimals. For example, $.008 \times \underline{\quad} = 5.6$. Students who are in command of the "facts" can manage the basic computation involved in these problems without difficulty and can therefore attend to the question of "where the decimal point goes." Since that is a matter of judging order of magnitude, this program builds on students' experience in POINT OF ORDER.

Missing Operand Format

The problems are presented in "missing operand" format rather than in the conventional "missing answer" format for several reasons. First of all, the missing operand format tends to tease students away from their habit of relying quickly on algorithms that have been so overlearned as to have lost their conceptual basis. It does not sweep from left to right, encouraging a quick, precise computation to fill in the blank, but encourages instead a moment's pause, and in that pause an effort to see a relationship between the number on the left and the number on the right. As you introduce POINT IN QUESTION, you might encourage such pausing and such inquiry by asking students to consider at first glance the relationship between the given numbers without regard to their decimals.

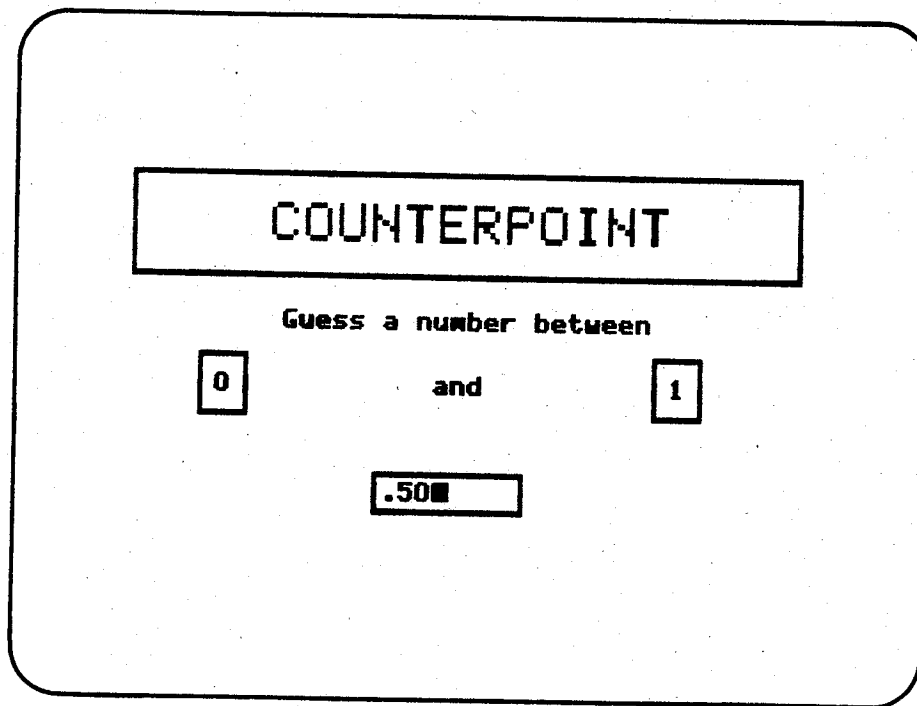
A second important advantage of the missing operand format used in POINT IN QUESTION is its effect in focusing students' attention on the relationships between operations and on the patterns within operations. Thus, for example, students may see that a problem with an addition sign presented with a missing operand becomes in fact a subtraction problem and one with a division sign becomes a multiplication problem. Similarly, when working in the missing operand format, students may be more inclined to see and grapple with the counterintuitive pattern in division which holds that as the divisor grows bigger, the quotient grows smaller, and vice versa. This is a perennial conceptual stumbling block at every level of mathematics from basic arithmetic to calculus.

Finally, a third advantage of the format is that it introduces students to the common syntax of algebra, and so prepares them for later study.

Response to Wrong Answers

Note again that unlike many drill and practice programs, POINT IN QUESTION does not simply tell a student who has made a wrong entry that the entry is wrong. Instead, by displaying the consequences of the wrong entry--its effect as an operand--the program helps the student see the gap in magnitude this choice of operand produced, which is the best clue to figuring a good adjustment for the next try. The student is thereby encouraged to regard a wrong entry not as a final act but as a guide to continuing inquiry.

COUNTERPOINT



Students Work With:

Decimal Order
Search Strategies

Grade Level:

4 - 12

Time Required:

1 - 3 minutes per game

Objectives:

1. To help students understand the order properties of decimals.
2. To give students practice in decomposing decimals into tenths, hundredths, thousandths, etc.
3. To help students understand the importance of place value in the manipulation of decimal numbers.

COUNTERPOINT

How the Program Works

COUNTERPOINT is a search game, designed for two or more players, in which the treasure is a hidden decimal. The game opens with this message:

COUNTERPOINT

**Please ask your opponent
to turn around.**

Press RETURN when ready.

Once the opponent or opponents have turned around or covered their eyes, the student is asked to enter a number between 0 and 1 that the other player must find. The number entered must be a decimal and can contain from one to six digits.

The game then proceeds with the opposing player(s) searching for the hidden decimal by offering a series of guesses, each of which divides the search space into two parts, one of which contains the "treasure" and thus becomes the new search space.

Each search begins as follows:

COUNTERPOINT

Guess a number between

0

and


1

.4■

When the opponent guesses, say .4, on the first try, the search space is reduced. What it is reduced to depends on whether the mystery decimal lies between 0 and .4, or between .4 and 1. Suppose in this case that the mystery decimal is .1234. If so, the next screen display will be:

The number you are looking for lies between

0 and .4

And so the game proceeds. At any point, students may elect to see a record of all past guesses. In order to do this, they press the question mark key (?) followed by RETURN/  /ENTER. The program then displays the whole trail of narrowing search intervals. It also offers players the choice of continuing to play or ending the game (that is, returning to the GET TO THE POINT menu). Whenever the mystery decimal is finally identified, the full record of guesses as well as the total number of guesses are displayed, and then players are invited to play again or return to the menu.

Strategy

COUNTERPOINT helps students apply in an appealing, competitive game format what they learned about decimals in POINT OF ORDER and POINT IN QUESTION. COUNTERPOINT also implicitly encourages students to devise and test search strategies. Through experimentation or intuition, many students will discover that the strategy of cutting the search space "in the middle" is an effective search strategy. This strategy, called "binary search," is maximally efficient because it is certain to eliminate half the remaining search space on each try. Any other strategy may narrow the space more rapidly on a given try, but over time progressive halving of the search space will prove most successful.

Teaching With GET TO THE POINT

This software offers a great deal of teaching flexibility. First of all, it can be a good tool in your efforts to reinforce, enrich, or remediate. Students can work individually on the first two programs, and with a single partner on the last; in either case they can record the history of their guessing as evidence of their work and as useful data for your evaluation of their mathematical skills. GET TO THE POINT is livelier, more responsive, and certainly more fun than worksheets and workbooks, so students who work with it in this way get more out of the work and stay with it longer. In fact, many students will regard at least POINT OF ORDER and COUNTERPOINT as games and not work at all. You can be sure, however, that as these students "play," they also grow in their mathematical dexterity and confidence.

GET TO THE POINT can also serve as a more direct teaching tool. In working with small groups, or with your whole class by means of a computer projection device, you can use it as a rich source of illustration for teaching about decimals and their properties:

- * Using POINT OF ORDER's challenge to fill a decimal interval, you can help a group of students understand, for example, that there are numbers between .6 and .7, that .1 is bigger than .09, or that .3455 is smaller than .4.
- * You can use POINT IN QUESTION as a kind of blackboard with an endless supply of good problems to back up your instruction in the skills of estimation and computation with decimals, or your review of number facts and place value. Thus, you can concentrate on the teaching, and let the program handle the tedium of thinking up illustrative problems one after the other in various operations and at various levels of difficulty.
- * You can use COUNTERPOINT as a standing class challenge, a kind of "decimal bee" in which students try continually to break the class record for number of guesses required; or you can use it as a whole class activity with students called on to offer a guess, and--in the absence of a projection device--with the resultant narrowing of the search space recorded on the board for all to see.

APPLE: WORKING WITH THE COMPUTER

- (1) Turn on the television or monitor.
- (2) Insert the 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 Apple. (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 in 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 opening screen.
- (7) Follow the instructions in the program.
- (8) If at any time during the program you want to stop, hold down the CONTROL (CTRL) key and press the E key.

Turning Off the System

- (1) Remove the diskette from the disk drive and return it to its place of storage.
- (2) Turn off the Apple.
- (3) Turn off the television or monitor.

COMMODORE 64: WORKING WITH THE COMPUTER

- (1) Turn on the television or monitor.
- (2) The disk drive must be turned on before the computer. 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 the diskette with the exposed oval "window" inserted first and the labelled side up.
- (4) Close the door of 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 opening screen.
- (9) Follow the instructions in the program.
- (10) If at any time during the program you want to stop, hold down the CTRL (CONTROL) key and press the E key.

Turning Off the System

- (1) Remove the diskette from the disk drive and return it to its place of storage.
- (2) Turn off the disk drive.
- (3) Turn off the computer.
- (4) Turn off the television or monitor.

IBM PC/PCjr: WORKING WITH THE COMPUTER

- (1) Place the diskette in the computer's disk drive with the label facing up and on the right. (If there are two disk drives, place the diskette in the one on the left.) Close the door of the disk drive.
- (2) Turn on the graphics monitor.
- (3) Turn on the computer. In several seconds, you will see the red light on the disk drive light up and you will hear the disk drive spinning.
- (4) The SUNBURST logo will appear, followed by the opening screen.
- (5) Follow the instructions in the program.
- (6) If at any time during the program you want to stop, hold down the CTRL (Control) key and press the E key.

Turning Off the System

- (1) Remove the diskette from the disk drive and return it to its place of storage.
- (2) Turn off the computer.
- (3) Turn off the graphics monitor.

TANDY 1000: WORKING WITH THE COMPUTER

- (1) Place the diskette in the computer's disk drive with the label facing up and on the right. (If there are two disk drives, place the diskette in the one on the bottom.) Close the door of the disk drive.
- (2) Turn on the monitor.
- (3) Turn on the computer. In several seconds, you will see the red light on the disk drive light up and you will hear the disk drive spinning.
- (4) The SUNBURST logo will appear, followed by the opening screen.
- (5) Follow the instructions in the program.
- (6) If at any time during the program you want to stop, hold down the CTRL (Control) key and press the E key.

Turning Off the System

- (1) Remove the diskette from the disk drive and return it to its place of storage.
- (2) Turn off the computer.
- (3) Turn off the monitor.

TRS-80: WORKING WITH THE COMPUTER

- (1) Insert the diskette into the disk drive with the label facing up and on the right.
- (2) Close the door to the drive.
- (3) Turn on the computer.
- (4) You will see a red light on the disk drive light up. If the disk drive does not turn off in about 25 seconds, turn off the TRS-80 and make sure the diskette is placed correctly in the disk drive.
- (5) The SUNBURST logo will appear, followed by the opening screen.
- (6) Follow the instructions in the program.
- (7) If at any time during the program you want to stop, hold down the SHIFT and down-arrow keys and press the E key. On the Model 4 you can also press the CTRL (Control) and E keys.

Turning Off the Computer:

- (1) Remove the diskette from the disk drive and return it to its place of storage.
- (2) Turn off the TRS-80.

"WHAT HAPPENS IF...?" -- SUNBURST COURSEWARE AND WARRANTY

- (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 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 in the middle to go on to something new?
Hold down the Control (CTRL) key and press the E key. On the TRS-80 Model III and 4, hold down the SHIFT, down-arrow, and E keys. (On the Model 4, the CTRL and E keys may be used instead.)
- (5) May I copy this diskette?
The material on the diskette is copyrighted. You should not copy the diskette.
- (6) Can I take this diskette out of the computer after the program has been loaded and put it into another computer?
Yes, you can.