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| Alphabet Arcade |
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The Alphabet Arcade

The Alphabet Arcade is designed to increase a child's familiarity with the alphabet and to improve dictionary skills. There are three games:

"Letters for Lisa"—An introductory game for children who are learning the alphabet. The object is to put letters in their correct order.

"Letter Treasure"—A game that requires children to alphabetize letters and short words.

"Order, Please!"—A game that requires players to put a series of increasingly complex words in correct alphabetical order. NOTE: This game has been split into two parts to allow a larger list of words.

Random placement of letters and random selection of words create unique puzzles each time a game is played.

An adult should sit with children the first time they use each game. Make sure the children understand the object of the game and what they must do to successfully complete the game. It is not necessary to advance rapidly from one program to another. Unlike adults, children seem to enjoy and even need repetition. Doing the same activity over and over is beneficial, not harmful.

APPLE version: The keyboard is used to input answers.

ATARI version: The child uses a joystick to input answers. Plug a joystick into jack #1 in the computer before loading a program. Cassette version: The first three programs on the ATARI cassette version have voice introductions. Be sure to keep the PLAY button on the Program Recorder depressed until the narration is complete and the program has been loaded into the computer.

COMMODORE version: The child uses a joystick to input answers. Plug a joystick into jack #1 in the computer before loading a program.

LETTERS FOR LISA

In this game, the child must help an animal named Lisa catch her dinner. Lisa eats letters. And is she fussy! She will only eat them in alphabetical order. The letters pass across the top of the pond, over Lisa's head.

APPLE version: When the letter Lisa wants is directly over her head, the child must press the space bar.

ATARI and COMMODORE version: When the letter Lisa wants is directly over her head, the child must press the button on the joystick.

The child's action causes Lisa's tongue to shoot out and grab the letter. If it's the correct letter, Lisa gulps it down and is ready for the next letter in the alphabet. If it's the wrong letter—YUCK!—she spits it out and hopes that the child's next choice is correct.

This game can be played at three different speeds: slow, medium, and fast. The slow speed is recommended for young children whose knowledge of the alphabet is rudimentary and whose eye-hand coordination is limited.

The child has four chances to catch the right letter. On the third and fourth chances, Lisa's tongue will provide a hint! If the child does not choose the right letter in four tries, the computer will pick it up. As letters are correctly chosen, they appear in a group of boxes to the left of Lisa. This helps reinforce alphabetical order and serves as a reminder to the child. The child can also use the alphabet at the end of this section as a guide.

LETTER TREASURE

A pirate has hidden a treasure chest on the bottom of the sea. To prevent Diver Dan from recovering the treasures, the pirate has created several obstacles. First, he has placed letter mines in the sea. Diver Dan must remove the mines in alphabetical order, from A through M.

APPLE version: The child uses four keys to move Diver Dan—I:up, M:down, J:left, K:right. When the letter on the mine appears in Diver Dan's face mask, the child should press the space bar.

ATARI and COMMODORE versions: The child uses the joystick to move Diver Dan to the proper mine. When the letter on the mine appears in Diver Dan's face mask, the child should press the button on the joystick.

If the correct mine was chosen, it will disappear. If the child made a mistake, he or she will have two more chances to move Dan to the correct letter. After that, the letter will flash and the mine will disappear automatically. The child should then go on to the next mine.

The pirate also has a school of fish patrolling the waters. The fish are tagged with the letters N through Z. To disperse the fish, the tags must be removed in alphabetical order. This is done in the same way that the mines were defused.

Next, Diver Dan encounters a wall. The rocks that make up the wall have words written on them. These rocks will crumble if the words are hit in alphabetical order.

APPLE version: Use the I key to move Diver Dan up, the M key to move him down. When he is near the right word, press the space bar.

ATARI and COMMODORE version: Use the joystick to move Dan up and down. When he is near the right word, press the joystick button.

If Diver Dan is positioned in front of the correct word, he will swing his hammer and break that part of the wall. The child moves Dan until all the rocks are crumbled.

Success! The mines, fish, and wall are gone, and Diver Dan reaches the treasure. The computer keeps track of how long it takes Diver Dan to reach the treasure chest. Encourage the child to play the game at least several times, until he or she can quickly complete Dan's mission.

ORDER, PLEASE!

This program is designed for people who have learned the alphabet. A group of words will appear on the screen. The player must put the words in alphabetical order.

hat	1.
belt	2.
fun	3.
cat	4.

When the words appear on the screen, a flashing arrow will appear next to one of the words. Move the flashing arrow to the word that would appear first in a dictionary.

APPLE version: Use the I key to move the arrow up. Use the M key to move the arrow down. Press the space bar when the arrow is at the word desired.

ATARI and COMMODORE version: Use the joystick to move the arrow to the word desired, then press the joystick button.

If the correct word was chosen, it will appear at the top of the list in the right-hand column. Similarly choose words #2, #3, and so on. If a move is incorrect, the computer beeps and refuses to put the word in the right-hand column. The player has two more chances to choose the correct word.

The computer times how long it takes the player to correctly alphabetize the group of words. It also keeps track of the number of tries needed to complete the game.

There are three levels of play:

EASY: Four words must be alphabetized. They begin with different letters.

MEDIUM: Eight words must be alphabetized. All the words begin with the same letter.

HARD: Ten words must be alphabetized. In some cases, the computer chooses words that begin with different letters. At other times, at least the first two letters of all the words are identical.

The EASY and MEDIUM levels are on one program; the HARD level is on a separate program.

ADDITIONAL ACTIVITIES

The following activities will reinforce and expand on the concepts developed in *The Alphabet Arcade:*

1. Give the child an old magazine or newspaper. Ask the child to cut out all the letters of the alphabet and paste them on a sheet of paper in alphabetical order. You may limit the activity to capital letters or small letters.
2. Have the child make an alphabet book. On each page, he or she should write a letter and draw pictures of objects beginning with the letter (A: apple, airplane, ant). If the child prefers, pictures cut from magazines can be used.
3. Cut out words from newspaper headlines and ads. Paste each word on a 3x5 card. Have the child put the words in alphabetical order. (Begin with only a few words. Increase the number of words as the child becomes more proficient in alphabetization.)
4. Have the child compare a dictionary and a telephone directory. How are they alike? Why are they alike?
5. Ask the child to find certain words in a dictionary. Have the child show you the word, then read its definition. Choose words that are appropriate for the child's reading and interest levels.

THE ALPHABET

A B C D E F
G H I J K L M
N O P Q R S
T U V W X Y Z

Decoder

UYO REA OS TARMS!

Decoder sends you scrambled messages to decode. Can you decode the message above? It says "You are so smart!" Prove this as you play the game.

Decoder consists of three programs. In Decoder 1 you receive a message in which the letters in each word are scrambled. You must rearrange the letters of each word to decode the message. In Decoders 2 and 3 the letters in each word are scrambled—and the words are also out of order. To find the message, you must rearrange the letters in each word and then rearrange the words themselves. Decoder 3 contains longer and more difficult words than Decoder 2.

Decoder helps develop the vocabulary skills, knowledge of grammar, and fluency in sentence construction that are needed for good writing. In order to decode a message, the player must recognize the scrambled words. This involves both vocabulary and spelling skills. To unscramble sentences, the player must manipulate different parts of speech—verbs, nouns and adjectives—to see which arrangement makes sense. The player will usually try several different patterns before deciding which is best. Everyone has some knowledge of grammar, informal as well as formal. *Decoder* gives the player the opportunity to put that knowledge to work in an enjoyable and practical way.

HOW TO USE THE PROGRAMS

Begin with Decoder 1. Follow the directions on the screen to use the program. The computer will tell you to type in your decoded message and will indicate which words are correct. Keep trying until you get the entire message correct. (It helps to have paper and a pencil handy.)

When you feel you can handle the challenges provided by Decoder 1, go on to Decoder 2. And when you find you're doing well on 2, go on to 3. You can use each program many times. Messages are produced randomly by the computer, so you will get different messages to unscramble each time you play.

Cassette version: Sides A and B of the cassette are identical. Each side contains all three programs.

Memory Builder: Concentration

The object of *Memory Builder: Concentration* is to find pairs of matching letters or words. You can play the game
☐ against another person
☐ against the computer
☐ against yourself (trying to find all the pairs in the fewest possible turns)

The computer displays 20 cards face down on the TV screen. Each card is numbered. A person can turn over a card, revealing a "hidden" letter or word, by typing the card's number. Then the person types the number of a second card, hoping it has the matching letter or word. If a match isn't found, the objects are hidden again, the numbers reappear, and the second card player takes a turn. If a player finds a match, he or she gets another turn. The player who finds the most matches wins.

The computer will prompt you throughout the game, telling when and how to indicate your choices. The computer also keeps score and indicates who has won.

HOW DOES THIS GAME TEACH?

To play *Memory Builder: Concentration* effectively, a child quickly learns to pay close attention to the position of each letter or word when it appears on the screen. The child must try to remember the position so that he or she can find it later. The game, therefore, provides memory practice that can increase a child's attention span, ability to concentrate, and ability to remember important facts. These skills are essential for learning in school.

In order to read well, a child must be able to quickly see the difference between letters or words that are somewhat alike, such as W and M, p and d, cat and rat. A child needs practice matching letters and words, and making distinctions between similar words. A child also needs to practice "sounding out" and reading words. These skills can be developed in an entertaining way as the child plays *Memory Builder: Concentration*.

CASSETTE VERSIONS

ATARI: Side A contains letter-matching programs and Side B word matching.

COMMODORE: There are two programs on each side of the cassette. Side A contains letter and number-matching programs and Side B word matching.

ACTIVITIES FOR YOU AND YOUR CHILD

The following activities will reinforce and expand on the concepts and skills developed in *Memory Builder: Concentration*.
1. Draw pairs of similar letters or words, such as E and F, p and q, bit and hit. Ask the child how the objects in a pair are similar and how they differ from one another.
2. Have the child look at a picture in a book or magazine for 15 or 30 seconds. Then ask the child to list all the objects he or she can remember seeing in the picture. As the child improves, use more complex pictures. (This can be a challenge for adults, too!)

Montana Reading Program

PURPOSE OF THE PROGRAM

The Montana Reading Program was designed to improve
reading skills by developing mastery of the 220 sightwords
which make up the Dolch list. Research has found that mas-
tery of a small number of "high-utility" words facilitates
reading. The Dolch list, formulated by E. W. Dolch in 1942,
remains one of the simplest and most effective forms used to
teach sightwords. The words on this list account for 55% of
words found in grades 1–9 and over 50% of the words fre-
quently used in adult materials.

In research done at a major university, use of this program
was found to be more effective than traditional teaching
methods in developing mastery of sightwords.

USING THE MATERIAL

A test to determine the child's starting level should be given
before beginning the sightword program.

Have the child read the graded Dolch list beginning with the
pre-primer level. Count any word misread (and uncorrected)
or pauses longer than 5 seconds as an error. If the child
pauses 5 seconds or more, tell him or her the word and con-
tinue with the next word.

As soon as the child makes five errors on a single level, stop
the testing. The level on which he or she makes five errors
will serve as his or her beginning instructional level for the
computer program.

For example, if a student made 2 errors on the pre-primer
list, 3 errors on the primer list and 5 errors on the first-
grade list, he or she would begin the program at the first-
grade level.

PROGRAM OPERATION

The Dolch target words are displayed on the screen in the context of a simple sentence. When possible, the remaining words in the sentence are also chosen from the Dolch list at the current or preceding level. (This cannot always be true at the pre-primer level, of course.) After displaying an entire sentence, the target word is flashed for a short time to draw attention to it.

At this point the word is erased from the screen while the rest of the sentence remains visible. A "configuration box" is then drawn in place of the target word. This box outlines the general shape of the word, shows its length in letter spaces and defines the location of ascending and descending letters. For example, the word "about" would appear in configuration as ▬▬▬▬▬ . This provides a minimum graphic clue showing the number of letters in the word and the number and position of its ascendent and descendent letters.

After the configuration box appears on the screen, the instruction to "type in the missing word" appears. The child then attempts to type in the target word from memory. If he or she presses a correct key, the computer proceeds to the next letter in the word. After he or she enters the entire word correctly, the computer moves ahead to the next target word and the next sentence.

If the child makes a mistake and presses an incorrect letter key, he or she receives a message to try again. The correct word is displayed in "ghost-font" characters. Ghost-font letters appear outlined with dots and serve as additional graphic clues for the student.

The student then retypes the word. If he or she presses an incorrect key again on the second try, the message to try again is repeated. If the student is unable to complete the word correctly on the third try, the correct word is displayed, and the program moves on to the next sentence.

During the program, "pinball" type scoring is used. Students are awarded points for correct responses. 150 points are

awarded for typing in the word correctly on the first try. 100 points are awarded for typing in the word over the ghost character set on the second try, and 50 points for copying it in on the third try. The score is accumulated and displayed in the corner of the screen.

GAMES TO REINFORCE SKILLS

The Montana Reading Program program contains a package of cards that can be used to play games that will aid retention of learned words. The cards are coded according to difficulty level of the words. The codes are as follow:
- ● preprimer
- ●● primer
- ●●● first grade
- ●●●● second grade
- ●●●●● third grade

Cut the cards apart on the dotted line and separate in sets according to difficulty level. Use the level with which your child is working. If your child has completed the entire program, use all the cards.

1. Play "beat the clock." Give the child all the cards in a set and see how fast he or she can read the words. Set aside missed words for further study.
2. Lay out several cards and ask the child to pick up a card as you name it. If this is easy, lay down all the cards in a set.
3. On a sheet of paper, print a simple sentence leaving a space in which to fit a card. Show the child the sentence and three cards. Ask the child to pick the card that will make the sentence complete.
4. Lay out cards and make up sentences verbally. Ask the child to select a card that will make the sentence complete.
5. Have the child write sentences using Dolch words with which he or she has difficulty.
6. Give the child a newspaper or magazine. Ask him or her to find and mark Dolch words. Make it a game. See how many words can be marked in 30 seconds or so.

DOLCH BASIC WORD LIST
As Graded by the University of Wisconsin Reading Clinic

Pre-Primer

1. a	9. find	17. is	25. not	33. three
2. and	10. for	18. it	26. one	34. to
3. away	11. funny	19. jump	27. play	35. two
4. big	12. go	20. little	28. red	36. up
5. blue	13. help	21. look	29. run	37. we
6. can	14. here	22. make	30. said	38. where
7. come	15. I	23. me	31. see	39. yes
8. down	16. in	24. my	32. the	40. you

Primer

1. all	12. do	22. new	32. saw	42. under
2. am	13. eat	23. no	33. say	43. want
3. are	14. four	24. now	34. she	44. was
4. at	15. get	25. on	35. so	45. well
5. ate	16. good	26. our	36. soon	46. went
6. be	17. have	27. out	37. that	47. what
7. black	18. he	28. please	38. there	48. white
8. brown	19. into	29. pretty	39. they	49. who
9. but	20. like	30. ran	40. this	50. will
10. came	21. must	31. ride	41. too	51. with
11. did				

First Grade

1. after	10. fly	18. his	26. old	34. take
2. again	11. from	19. how	27. once	35. thank
3. an	12. give	20. just	28. open	36. them
4. any	13. going	21. know	29. over	37. then
5. as	14. had	22. let	30. put	38. think
6. ask	15. has	23. live	31. round	39. walk
7. by	16. her	24. may	32. some	40. were
8. could	17. him	25. of	33. stop	41. when
9. every				

Second Grade

1. always	11. does	20. its	29. sit	38. very
2. around	12. don't	21. made	30. sleep	39. wash
3. because	13. fast	22. many	31. tell	40. which
4. been	14. first	23. off	32. their	41. why
5. before	15. five	24. or	33. these	42. wish
6. best	16. found	25. pull	34. those	43. work
7. both	17. gave	26. read	35. upon	44. would
8. buy	18. goes	27. right	36. us	45. write
9. call	19. green	28. sing	37. use	46. your
10. cold				

Third Grade

1. about	10. eight	19. if	27. never	35. small
2. better	11. fall	20. keep	28. only	36. start
3. bring	12. far	21. kind	29. own	37. ten
4. carry	13. full	22. laugh	30. pick	38. today
5. clean	14. got	23. light	31. seven	39. together
6. cut	15. grow	24. long	32. shall	40. try
7. done	16. hold	25. much	33. show	41. warm
8. draw	17. hot	26. myself	34. six	42. yellow
9. drink	18. hurt			

Reading Comprehension: What's Different?

Reading Comprehension: What's Different? is a series of programs designed to build the analytical skills essential for good reading comprehension. Because these are reading programs, all displays and reinforcements involve the use of words rather than graphics and other visual displays.

The programs are designed for elementary school students and for older students who need to improve their reading skills. Each game uses words from standard, graded reading lists.

ORGANIZATION OF THE COURSE

When we think of reading instruction, we normally think of decoding—sounding out words. Equally important is the ability to read for understanding. These programs, in game format, build reading comprehension and logic skills. The object of the game is to select the word that is different in a group of words. For example:

    red   blue   clear   green

"clear" is different because it is not a color. When the student makes the correct choice, the computer indicates that the answer is correct and explains how the word differs from the other words in the group.

ATARI and COMMODORE version:

Game 1:	All words grade 2 or lower
Games 2 and 3:	All words grade 3 or lower
Games 4 and 5:	All words grade 4 or lower
Games 6 and 7:	All words grade 5 or lower
Games 8, 9 and 10:	All words grade 6 or lower

The cassette version has Games 1 to 5 on Side A of the cassette. Games 6 through 10 are on Side B.

APPLE version:

The programs have been condensed into five games but all the problems found in the ten-game version are included.

Game 1: All words grade 3 or lower
Game 2: All words grade 4 or lower
Game 3: All words grade 5 or lower
Game 4: All words grade 6 or lower
Game 5: All words grade 6 or lower

Students should begin with the first program in the course, even if they think they know enough to skip ahead. They should repeat each lesson until they score 90% or more.

A student should be encouraged to explain his or her choices. A parent or teacher should monitor the student's first session, asking the student why he or she is planning to make a particular choice.

A student can stop at any time and obtain his or her score.

ADDITIONAL ACTIVITIES

Here are some additional activities that will improve a student's reading skills:

1. Keep a dictionary handy while playing **What's Different?** Look up words that you are unable to define. Write each word on an index card. On the reverse side of the card, write the word's definition(s). Use these flash cards to increase your vocabulary.

2. Make up your own word problems. Put them on index cards. On one side list four words, one of which does not belong in the group. On the reverse side, write the word that doesn't belong and explain how it differs from the other words in the group.

3. Play word games, such as Scrabble and Boggle. Do crossword puzzles. These activities can help you use words you have learned. And, more importantly, they can be a pleasant way to learn new words.

Story Builder/Word Master

WHAT DO THESE PROGRAMS TEACH?

These programs combine the fun of games with the challenge of learning and using basic educational skills. Designed for children ages 9 and older, the programs help to teach and reinforce:

- grammar skills
- spelling skills
- vocabulary skills
- logic and reasoning skills

Cassette versions: Side A contains *Story Builder.* Side B contains *Word Master.*

ATARI and COMMODORE versions: If you are using a joystick, plug it into jack #1 in the computer.

STORY BUILDER

Story Builder is a series of three programs that provide practice in basic grammar skills. The first program reviews nouns, verbs, and adjectives. It defines and gives examples of these parts of speech. It then presents a series of sentences and asks the player to identify certain nouns, verbs, and adjectives. The computer creates these sentences at random, and will continue to do so until the player chooses to quit.

The next two programs are subtitled "Fractured Nursery Rhymes." Here, players use their knowledge of nouns, verbs, and adjectives to supply words to the computer. The computer asks for a group of words. It may begin by asking for a noun. The player types in a noun - it can be any noun the player wants - and presses the RETURN key. The computer asks for several more words, then uses all the words in appropriate places in a familiar nursery rhyme.

The object of the game is to create a story that makes sense (though it may be a very silly story). If the player gives a word that is the wrong part of speech, the computer will still use it. The result: a story that doesn't make sense.

By seeing the words used in a story, players learn the role that each part of speech plays in a sentence. And, when players make a mistake, it is easy for them to see what went wrong.

WORD MASTER

In this game the player must try to guess a 3-letter word chosen by the computer. After the player types in a word and presses RETURN, the computer indicates:

- how many letters are correct and in the right location in the word
- how many letters are correct but in the wrong location

However, the computer doesn't tell which letters are correct. The player continues to try to guess the word, using logic and knowledge of the English language. The player has ten tries in which to guess the word. Of course, the object is to guess the word in as few tries as possible.

Here's an example of a *Word Master* game:

PLAYER'S GUESS	COMPUTER'S RESPONSE
CAT	1 letter correct and in correct position
TAP	1 letter correct and in correct position; 1 letter correct but in wrong position
PAD	2 letters correct and in correct position
PAN	CORRECT!

Loading Instructions

LOADING INSTRUCTIONS: APPLE

Load and run the programs as you would any other BASIC programs.

To use disks with the APPLE 11e, the keyboard must be in the "SHIFT LOCK" position.

LOADING INSTRUCTIONS: ATARI Disk

1. Be sure the BASIC cartridge is in place in the computer.
2. Turn on the disk drive. When the "busy" light goes out, insert the disk.
3. Turn on the computer and TV set. The program will load automatically.

IMPORTANT: Additional loading information is provided under some individual titles.

NOTE: To protect the TV screen from "burn in," the ATARI computer will, after a period of time, change the screen color or even blank it out. If this happens, press the space bar and continue with the program.

LOADING INSTRUCTIONS: ATARI CASSETTE

1. Be sure the BASIC cartridge is in place in the computer.
2. Place the cassette in the ATARI Program Recorder and rewind the tape to the beginning. If you are loading the first of several programs on that side of the cassette, read Locating Programs, below, before proceeding.
3. Press the PLAY button on the Program Recorder.
4. Type CLOAD and press RETURN twice. The program should begin to load.
5. After the program has loaded and the READY prompt appears, type RUN and press the RETURN key to start the program.

IMPORTANT: Additional loading information is provided under some individual titles.

NOTE: To protect the TV screen from "burn in," the ATARI computer will, after a period of time, change the screen color or even blank it out. If this happens, simply press the space bar and continue with the program.

LOADING INSTRUCTIONS: COMMODORE 64 DISK

1. Turn on the disk drive, computer, and television set.
2. Insert the disk into the disk drive.
3. Type LOAD "PDI", 8 and press RETURN.
4. Type RUN and press RETURN.
5. Follow directions on the TV screen.

NOTE: If at any time you wish to end a program, remove the disk from the disk drive. Turn off all equipment. Wait a moment before turning on the equipment again.

LOADING INSTRUCTIONS: COMMODORE 64 CASSETTE

1. Turn on the computer and television set.
2. Insert the cassette into the cassette player. If necessary, rewind to the beginning.
3. Type LOAD and press RETURN.
4. The computer will respond with PRESS PLAY ON CASSETTE. Do so.
5. The TV screen will go blank for a few moments. Then, the name of the program being loaded will be displayed. Press the space bar to continue the loading process.
6. The screen will again go blank. Be patient: the loading process may take several minutes.
7. After the program has loaded, the READY prompt appears on the TV screen. Type RUN and press RETURN.
8. Follow directions on the TV screen.

Some cassettes contain more than one program on a side. To load a later program, begin where the previous program has finished loading. Then follow the above procedure, beginning with Step 3.

Cassettes can be very tempermental. If you encounter diffi-
culties when trying to load a cassette program, keep calm.
Follow the above instructions again. The problem will usual-
ly clear up after a second or third try.

NOTE: If at any time you wish to end a program, remove
the cassette from the cassette player. Turn off the computer.
Wait a moment before turning on the equipment again.

LOADING INSTRUCTIONS: TI-99/4 and TI-99/4A

1. Put the cassette into the cassette player unit.
2. Turn on the computer.
3. The screen display will tell you to push any key. Do so.
4. The screen display will give you options. Select "TI
   BASIC."
5. Type **OLD CS1** and press ENTER. (Note: You must be
   in the upper-case mode.)
6. The computer prompts "REWIND CASSETTE TAPE
   CS1 THEN PRESS ENTER." You should do this if you
   are using the first program on the tape. But if you are
   using a later program, disregard the message. Just press
   ENTER.
7. From this point on, follow directions on the screen.
   When the Basic prompt (">") appears, type **RUN** and
   press ENTER.

   IF YOU HAVE DIFFICULTY LOADING A CASSETTE:

8. Turn the tone control to the highest setting.
9. Start with the volume about mid-range.
10. If you get the message NO DATA FOUND, increase the
    volume.
11. If you get the message ERROR IN DATA, decrease the
    volume.

LOCATING PROGRAMS ON CASSETTES

Some cassettes contain more than one program on a side.
Use the following procedure to easily return to a specific pro-
gram.

1. To load the first program, rewind the cassette fully. Set the counter on the Program Recorder to 000.
2. After the first program has loaded, write down the number where the counter stopped.
3. The second program is designed to load right after the first, the third right after the second, etc. When you load each successive program, write down the number where it finished loading.
4. To go directly to a program, rewind the cassette fully and set the counter to 000. Fast forward to the number where the previous program finished loading. (For example, if you want the third program, forward the tape to the number where the second program finished loading.)
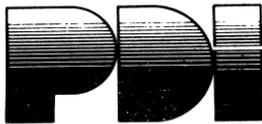5. Follow loading instructions for your computer.

Cassette title: **Side:**

PROGRAM	START LOAD	FINISH LOAD
	000	

Cassette Loading Problems

1. While it is possible for a cassette to be defective, 90 percent of all loading problems are caused by the cassette player or the computer user. Failure of a program to load is usually due to one of the following:
   a. starting the load at the wrong place on the tape
   b. speed variations in the cassette player
   c. a dirty playback head or a dirty pinch roller in the cassette player
2. Often, when a program fails to load on the first try, it will load on the second try.
3. ATARI cassettes: Each program has a pilot tone that precedes the actual program. When you **CLOAD** the computer ignores everything on the tape for 9 seconds. For the next 18 seconds it looks for the pilot tone. If the computer finds anything other than the pilot tone, it may give an error message. The computer must find a program within 27 seconds of the **CLOAD**, or it will produce an error message.

9-Second Time Out	18 Seconds to Find Pilot Tone	Actual Program