

# WILD WEST MATH

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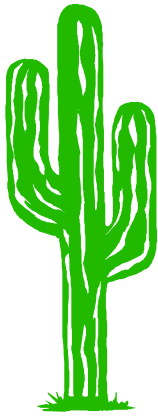
VERSION 3.11

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## WINDOWS and MACINTOSH



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## PURPOSE AND SCOPE

*Wild West Math* helps students in grades 2 - 6 develop and refine fundamental math skills. From memorization of basic math facts to the process of long division, important math skills are exercised and strengthened by an amusing assortment of colorful characters from the American Wild West. Program activities can be adjusted by teacher or student to accommodate a wide range of learning needs. Tutorial help screens provide carefully structured assistance when necessary. Informative records on both

current and cumulative student work can be developed as the program is used. *Wild West Math* is just what calculatin' cowpokes need to round up first class math skills at their computer desktops.

## GETTING STARTED

This program is designed to be installed onto the hard drive of a stand-alone computer or server before it is run. Because the program features 3D SVGA animation and multimedia sound, it requires significant computing power. On fast enough machines, *Wild West Math* also can be run directly from the CD-ROM drive. However, in that case, satisfactory program performance depends heavily on the speed of both the computer and its CD-ROM drive.

Micrograms recommends Pentium level processors for running *Wild West Math* on Windows 95/98, NT/2000, or ME. SVGA graphics are required. On Macintosh, G3's, iMac's, Power Mac's , or old

with 640x480 256 color graphics and 32 MB of RAM are recommend- ed. A computer too slow to run this program well displays sluggish animation and/or lip movements way out of sync with the sound.

Installation and startup instructions for *Wild West Math* are located on page 11 of this teacher's guide.

## FOUR PROGRAM ACTIVITIES



### 1. ROUND-UP TRAIL

Trailhand Dan spends quiet, moonlit nights with his friendly herd. He has time to work with students on their rounding skills.

From Program Options on the Menu Bar, select Rounding. Then select the rounding problems you wish students to practice. These include the following:

ROUNDING TO

Nearest Ten

Nearest Hundred

Nearest Thousand

Combinations of the Above

Now, from the Menu Screen, select ROUND-UP TRAIL by clicking on the appropriate signpost or by using the **1** number key.

Trailhand Dan will present 10 problems of the kind(s) selected. As each problem is presented, the student uses the mouse or **Space Bar** and **Enter (return)** key to choose the correct answer from amongst 4 on the screen. Dan and his steed check the accuracy of student work. Now and then, a helpful steer gets into the act.

If two errors are made on a problem, old-timer Amos interrupts his supper by the fire to guide the student through the rounding process. Use the mouse or the **Space Bar** and **Enter (return)** to indicate choices on the help screen.





## PLACE VALUE PASS

Up at the pass waits one tough hombre who wants to be sure students understand place value. After all, their rounding skills depend on it. With his trusty sling shot, he pings numbered cans when students succeed at the place value problems he presents.



From Program Options on the Menu Bar, select Place Value. Then select the types of problems you wish students to practice. These include the following:

### PLACE VALUE RECOGNITION TO

Thousands (4 digits)

Millions (7 digits)

Billions (10 digits)

Combinations of the Above

Now, from the Menu Screen, select PLACE VALUE PASS by clicking on the appropriate sign or by using the **2** number key.

There aren't many wranglers better with a sling shot than this guy. But, he only shoots when students identify place values correctly. To keep him happy, use the mouse or number keys to enter correct answers.

An error triggers a cool response. A second error produces a chart to remind the student of the place values he/she needs. The exercise continues until all the place values in the presented number have been identified correctly on a first try. If the student identifies all place values in the presented number without error, a musical phrase from a familiar western theme is heard in the distance.



### 3. BRONC RIDIN'

Cowpokes frequently have trouble gaining complete mastery of their basic math facts. Bronc ridin' provides an exciting opportunity for students to develop immediate recall of the facts they need to know... while perhaps setting personal or class-wide performance records as well. Five different brons (Elmer, Daisy, Duke, Thunderbolt, and Midnight) and extensive teacher options accommodate a wide range of student needs. The challenge in this activity is to stay in the saddle.

From Program Options on the Menu Bar, select Basic Facts. Then select the kinds of facts you wish students to practice. These include the following:

Addition Facts 0-10, 11-18, or 0-18

Subtraction Facts 0-10, 11-18, or 0-18

Multiplication Facts 0-5, 6-10, 0-10

Division Facts 1-5, 6-10, 1-10

Combinations of Facts Sets

Note: Daily records can be set with any fact sets. But, all-time records can be set only by using the full range of a facts set (e.g., the 0-18 set in addition or the 0-10 set in multiplication).

Now, from the menu screen click on Bronc Ridin' or use the **3** key to select the activity. You will be presented with a list of 5 horses to attempt to ride. All of the horses will throw you if you enter a wrong answer. All encourage you to enter your answers without delay. And, the further down the list you go, the faster you are required to be in order to stay in the saddle. As students will discover, the speed at which answers must be entered increases as the ride progresses. (Elmer, a horse for endurance riders, is the exception to this rule.) Thus, competitive recordsetting with oneself or others becomes an exciting challenge.

Pick a horse with mouse or number key. Push Enter or return when you are ready to begin. From left to right, enter the answers to the number facts displayed across the top of the screen. Push Enter or return to enter each answer. Use the Backspace key to erase wrong entries. Stay on your horse by answering accurately and quickly as many problems as you can. Try to set a record.

Records are maintained for each horse regarding today's (the current program session's) best rides and all-time best rides. Each daily best rides chart shows the top three rides for a horse together with the problem types selected. The upper half of a red disk in the A column

Daisy	Today's best rides on <input type="text" value="Daisy"/>					
	RIDER	Score	A	S	M	D
	Christi	19	⬇️			
	Brian	12	⬇️			
	Terry	9	⬇️			

indicates the student is working on the 11-18 addition facts set. The bottom half of a red disk by a student's name in the A column means the student has attempted addition

facts from 0-10. When both halves of the disk are present, the student is working with the full range of the facts set. Students who complete the most problems, regardless of the types of problems selected, make it onto the daily top scores chart.

To get on to the all-time best rides chart for any horse, the student must work with the full range of a math facts set since only full disks

Daisy	All-time best rides on <input type="text" value="Daisy"/>					
	<input type="button" value="A"/> <input type="button" value="S"/> <input type="button" value="M"/> <input type="button" value="D"/> <input type="button" value="C"/>					
	RIDER	Score	A	S	M	D
	Terry	9	⬇️			

are recorded on the all-time best charts. Once the all-time best chart for a horse has been selected, use the buttons below the chart's title to choose the mathematical operation for which you want re-

sults displayed. When two or more operations are selected, the results (if good enough) go onto the combinations chart.

Students who take on the challenge of *Wild West Math* Bronc Ridin' are in for a very wild ride!





## 4. COMPUTATION CORRAL

It's sundown at the Computation Corral; and Rattlesnake Pete, his favorite rattlesnake, and Tumbleweed the pup are relaxed and ready to help students test and refine their computational skills. Operations range from 2 digit addition without regrouping through division of decimals. As students work on the kinds of problems they or their teachers have selected, Pete and his pals watch their progress and provide good company. When children request or require assistance, tutorial help screens lead students step by step through solving the actual problems that caused them difficulty.



Under Program Options on the Menu Bar, select Computation. Then select the kinds of problems you wish students to practice. These include the following:

2 digit, 3 digit, 4 digit, or 5 digit addition problems, singly or in combinations, with or without regrouping. Similar problem assortments presented as decimals.

2 digit, 3 digit, 4 digit, or 5 digit subtraction problems, singly or in combinations, with or without regrouping. Similar problem assortments presented as decimals.

multiplication problems involving 1 digit or 2 digit multipliers, or both. Similar problem assortments presented as decimals.

division problems involving 1 digit or 2 digit divisors, or both. Similar problem assortments presented as decimals.

combinations of problem types from two or more mathematical operations

Now, from the Menu Screen, select Computation Corral by clicking on the Computation Corral signpost or by using the **4** number key. At the corral Rattlesnake Pete will present a series of 10 problems of the

specified type(s). As each problem is presented, the student works the problem on the screen using the number keys or key pad. Press Enter or Return as each line of computation is completed.

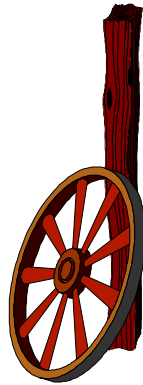
Work frequently may be entered either right to left or left to right. In general, either way the student might write answers in a paper and pencil situation is accepted by the computer if the answer is correct. For example an answer of 73 could be entered as a 7 and a 3 or as a 3 and a 7. If a 7 were pushed first, it would be displayed in the 10's place. Any other numeral pushed first would be displayed in the 1's place. Three-digit problems usually allow entry in either direction in the 10's and 100's places.

While at work, the student can use the **B** key to borrow, the **C** key to carry, or the **R** key to regroup. If the problem lends itself to a quick solution, the **A** key can be used to enter the final answer immediately without working through the computational process on the screen. The H key functions to bring up the help screen if the student desires help.

If the student's answer or screen work is incorrect, he/she is given a chance to try the problem again. After a second incorrect try, the help screen appears to work the student through the problem step by step. Then the problem is presented again on the main screen for a correct solution or immediate answer.

For computation with integers, program records keep track of the number of problems answered correctly and attempted within each mathematical operation. Computations with decimals are reported in the Decimals category. Both Cumulative to Date and Current Session scores are maintained. Printouts for individual students or for student groups are available.

Student work at the Computation Corral is made more enjoyable by the amiable company of Pete, Tumbleweed, and an attentive blue snake that rattles enthusiastically whenever a student gets three correct answers in a row. As students at work at the corral soon discover, Pete mellows around sundown singing, humming, and playing his harmonica.



## USING CLASS FILES

When the program is first loaded, a name entry box invites the student to enter his or her name before beginning work. No current class file is shown. **When students use the program with no class file shown, their work is not recorded for future reference**

To create a class file, select New class file from File on the Menu Bar. Type in the name of the file (e.g., Mrs. Jones) and click OK or press Enter. Save the newly created file in an appropriate place by specifying the drive and folder. Now, when the current class is listed as Mrs. Jones, student names entered will be recorded in this class file. The class file currently loaded can be edited by selecting Edit class file and entering the password (p.10). A dialog box provides the following options: Add new student; Modify student; Delete student shown from class file; Reset student shown to current program options; Set default options for this class to current program settings; Reset all students to default class options; Allow student name entry.

A teacher may wish to enter all the student names for a class and then deactivate the name entry option for students. Thereafter, students would need only to click on their teacher's class file and their own names to begin recorded work.

Once Mrs. Jones' class file is created, Mrs. Jones' class file will be presented as an option for students to select whenever the program is used. Student names, records, and all options that were set for students will be intact. Students can select their names and begin work. Data is accumulated in the class file and added to the students' records.

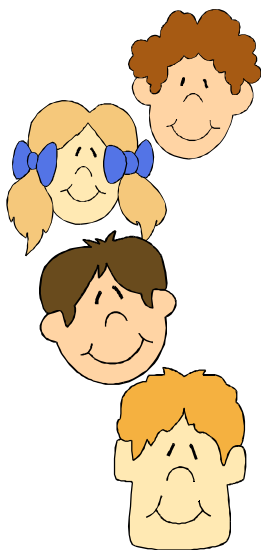
Also in network environments configured to allow it, teachers can accumulate student data from around the network, set program options for the entire class, and set program options for specific students. For these features to operate on a network, the class file must be saved in a public area of the network to which all users have access. Once saved, the class file's location is remembered by the program.

Changing default options for a class group will only change options for students who sign into the class group for the first time after the change. To change options for all students who are already in the class group, one must set the default options for the class to the current program settings and reset all students to the default class options. Then, settings for all members of the class group will be changed when they next reload the class file into their workstations. Check the Micrograms website for more information on network procedures.



## **DATA RECORDED & DISPLAYED**

Once a class file is established, *Wild West Math* maintains records for that group. For each group member the program remembers the number of problems answered correctly on the first try as well as the number of problems attempted in each program category. Both current session data and cumulative data (through all sessions) is maintained. Previous session data is displayed as current session data until students select their names to begin work anew. Thus, by going directly to the Print option after a class list is loaded, printouts can be made (e.g., after school) of data regarding the previous session.



These records can be viewed on the Summary Screen for each student. Class file totals also are provided there. Printouts can be made of the current and cumulative data for a single student, the current data for all group members, and the cumulative data (all sessions to date) for all group members. With the password on page 10, the Summary Screen can be locked so that it is not viewable by students.

A complete set of Bronc Ridin' All Time Records (available only on the screen) is maintained for each class file. (In some network settings, these

All Time Records will spread throughout the computer lab as students are working.)

*Wild West Math* remembers for each member of a class file the Program Options configuration that is in effect when the student first signs in. A third grade teacher, for example, can set all program activities so they are appropriate for third grade before student names are first entered. Program Options can be further adjusted later either for individual students at their workstations, or for either individual students or the entire class file through Edit Class File under Options on the Menu Bar. Thus, engaging students in activities appropriate to their readiness is easily accomplished.

Individual student records and Bronc Ridin' All Time Records can be deleted by the teacher should the need arise. Under File use "Edit Class Files" to do this. This function is password protected. The password used is teacher-created. If you forget the password you have chosen, call Micrograms for assistance.

The recordkeeping in *Wild West Math* is intended to be simple and, therefore, easily usable. However, the dated printouts containing student and class names, the controls available under "Edit Class Files," and the large number of class files which can be created provide the necessary flexibility to enable teachers with special recordkeeping needs to go into action. With these tools they can devise procedures which produce the printed statistics they desire or require. As recordkeeping becomes more elaborate, the teacher's talent at organizing many recordkeeping files on a hard drive becomes more important. (Tech Detail: Class names may be up to 28 characters; their corresponding file names are reduced to 8 characters when saved.)

## SHORTCUTS

For those in a hurry, here are a few conveniences provided for *Wild West Math*.

1. Set options for all 4 activities at once by moving directly from option screen to option screen via the Menu Bar.
2. Make your activity selection on the Menu Screen before the stage driver finishes speaking. Select the activity a second time to go directly there.
3. Start the next bronc ride by pushing the **Enter** key 3 times. Here, **Enter (return)** is an alternate for the **R** key.
4. Keyboard entry (faster than the mouse) frequently is available for input. Underlined letters are a tipoff. Two keys are especially useful. Push **Esc** to return to the Menu Screen from an activity and again to go to the Sign In screen. Push **H** for immediate help in Activities 1, 2, and 4.
5. Get activity directions at any time under Help on the Menu Bar.

## INSTALLATION AND STARTUP

Network/Site License owners: Place the enabler diskette in the 3.5" disk drive before you begin. See *Your Micrograms Net/Site License* guide.

Under Windows 95/98, NT/2000, or ME to install the program, insert the CD in the CD-ROM drive. Click on "Install Program" if it appears on-screen; and follow screen directions to complete the installation. Otherwise, click on the Start button (at bottom-left corner of screen) and then the Run item. Type in the drive letter of the CD-ROM drive, a colon, a backslash, and the word setup. (For example, **D:\setup** where D is the drive into which you have inserted the CD-ROM) Push **Enter**. Then follow the standard screen directions to complete the installation. To start the program, insert the CD in the CD-ROM drive. Use "Start Program" if it appears on-screen. Otherwise, use normal Windows procedures to start the program from the Programs list on the Start menu.

On Macintosh, it is recommended that you turn off security desktop programs (such as *At Ease*) and other extensions **before** you install new programs. Insert the CD in the CD-ROM drive. Double-click on the *Wild West Math* CD icon and the Micrograms Installer icon. Then select the "Standard Installation" option. When the installation is complete, close the CD-ROM window and open the *Wild West Math* program folder in your hard drive window. To start the program, double-click on the *Wild West Math* icon within. The *Wild West Math* CD must be in the CD-ROM drive when the program is run.

To run directly from the CD, insert the CD in the CD-ROM drive. Windows users can use "Run From CD." Mac users double-click on the Wildwest CD icon on the desktop, and then on the *Wild West Math* program icon, to begin. Note that program operation may be slower and most recordkeeping does not function when the program is run directly from the CD.

# USING CLASS FILES

## USING CLASS FILES

When this program is first loaded, a name entry box invites the student to enter his or her name before beginning work. No current class file is shown. **When students use the program with no class file shown, their work is not recorded for future reference.**

To create a class file, select New class file from *File* on the Menu Bar. Type in the name of the file (e.g., Mrs. Jones) and click OK or press Enter. Save the newly created file in an appropriate place by specifying the drive and folder. Now, the file will be presented as an option for students to select whenever the program is started. A teacher can enter all student names for a class and then turn off the name entry option. Thereafter, students would need only click on their class file and their own name to begin recorded work. When name entry is allowed, student names newly entered will be recorded in the file.

Whenever a class file is in use, performance data is automatically accumulated for each student, and options set for or by students are remembered. Both individual student performance data and class totals are available to be printed. For print options, click *File* on the Menu Bar, then Print.

A loaded class file can be edited by selecting Edit class file from *File* on the Menu Bar and entering the teacher-created password. A dialog box provides the following options:

- Add New Student
- Modify Student
- Delete Student shown from class file
- Reset Student shown to current program options
- Set default options for this class to the current program settings
- Reset all students to the default class options
- Allow student name entry

To set or change options for all students in the class, first select the options desired through *Options* on the Menu Bar. Then, with Edit class file, set default options for the class to the current program settings **and** reset all students to the default class options (i.e., check the two upper boxes and click OK). Settings for all members of the class will be changed when the class file is next used by students.

Also in network environments configured to allow it, teachers can accumulate student performance data from around the network, set program options for the entire class, and set program options for specific students. For these features to operate on a network, the class file must be saved in a public area of the network to which students and the teacher have sufficient access (so they can read and write to their parts of the class file). Once saved, the class file's location on the network is remembered by the program, and the file is displayed as an option to select whenever the program is used. Check the Micrograms website for more information regarding network procedures.



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## ENTERING STUDENT NAMES INTO A CLASS FILE

Before entering names into a class file, the class file itself must be created. Select New class file from *File* on the Menu Bar. Type in the name of the file (e.g., Mrs. Jones) and click OK or press Enter. Save the newly created file in an appropriate place by specifying the drive and folder. Now, when the current class is listed as Mrs. Jones, student names entered will be recorded in this class file.

In both the Windows and the Macintosh versions of this program, a quick way to enter student names is to simply enter a student's name in the name entry dialog box, push Enter or return, push Escape immediately to return to the name entry dialog box, type the next name, push Enter or return, push Escape, type the next name, etc. This goes very rapidly. The program alphabetizes entries by last names if they are used.

Another way to enter names is to use Edit class file under *File* on the Menu Bar. Upon your first use of Edit class file, you may be asked to create your own password. Here, be sure to type the password in both boxes before you push Enter or return. If you ever forget your password, call Micrograms for assistance.

Once at the Edit class file dialog box, simply use the *Add New Student* feature. In the Windows version use Alt-N to quickly open the name entry box. On the Macintosh, use the mouse.

When all names have been entered, remove the check from the *Allow student name entry* box found under Edit class file. Students then need only select their class file and their name to begin work. They will not be able to enter a different name on another day (e.g. Tom Smith and Tommy Smith) causing some of their work to be saved in a different record. Other potential problems also are avoided.

