

Welcome

Our children will live and work in a technology and information age that we can only imagine. With this thought, Edmark®, IBM® and Little Tikes® have come together to create Young Explorer™, an all-in-one computing solution that celebrates the amazing young minds of children ages 2-7 to help prepare them for the future.

Children love to interact with technology while learning or playing. This package combines Edmark's award-winning educational software with cutting-edge IBM technology and creative and functional children's furniture from Little Tikes. With the click of a mouse, children can easily launch their choice of five, pre-loaded Edmark software titles, while the *KidDesk*® personalized desktop keeps them safely separate from other system settings.

Through the magic of multimedia technology and time-honored teaching methods, Edmark programs deliver sound early learning curriculum like shapes, colors, letters, numbers and much more. Children are engaged in the learning process with playful activities as they develop high-level thinking and problem-solving skills. On the included fully functioning IBM Personal Computer, any Windows®-based software can be easily installed and used, giving the flexibility necessary to meet your needs.

The Young Explorer keyboard was designed specially for use by children with the Edmark Early Learning Series software applications. Big buttons for little hands, the keyboard keys and letters are bright and large making them easy for a child to recognize and press. Not designed for extensive text or data entry; the standard key board, that is included with the Personal Computer, should be attached for this purpose.

Designed for childcare professionals and classroom teachers, our Teachers Guides provide support materials, blackline masters and lesson ideas to maximize the learning opportunities in each software program.

At Edmark, IBM and Little Tikes we practice what we preach — and listening is a vital part of our development process. We listen to parents, children, teachers — and we would like the opportunity to listen to you. Please drop us a line and join us in helping children discover the joy of learning. Let the celebration begin!



What's Inside

- Recovery CD
- System Requirements and Setup
- Teacher's Guides:
 - Millie's Math House®
 - Bailey's Book House®
 - Sammy's Science House®
 - Stanley's Sticker Stories®
 - Trudy's Time & Place House®
- KidDesk® Family Edition

Note

The CD provided is not for resale. It is a recovery CD only to restore damaged or deleted files from the hard drive.

Getting Started

Prior to running the Little Tikes Recovery CD make sure that any previous versions have been uninstalled.

To uninstall ELTRCD:

1. Select **Control Panel** from the Start Menu
2. double click the **Add/Remove** Program icon
3. Scroll through the list of applications until you locate Edmark-Little Tikes Programs
4. Click once to highlight the entry then click the **Add/Remove** button
5. Follow the on-screen instructions

Note: If the Edmark Little Tikes Recovery CD does not appear in the list, the product has already been uninstalled.

To Use the Recovery CD

Requires Windows® 95 or later: Insert the Little Tykes Recovery CD into your CD-ROM drive. If AutoPlay is disabled, choose Run from the Start menu and type **d:\setup** (where **d** represents your CD-ROM drive)

Desktop Security with KidDesk

To install KidDesk: Insert the Little Tikes Recovery CD into your CD-ROM drive. Choose Run from the Start menu and type **d:\setup** (where **d** represents your CD-ROM drive). Follow the on-screen instructions.

To exit KidDesk

1. Enter the Adult Section
2. From the Kid Selection screen press CTRL+ALT+A
3. Select Exit from the File menu

To increase KidDesk's security you can password protect the Adult Section. For more information, please see "Password Protecting the Adult Section" in the Help File (select Contents from the Help menu).

KidDesk Startup Options

1. To set the way KidDesk starts, launch KidDesk and enter the Adult Section by pressing CTRL+ALT+A
2. Select Startup Options from the Options menu.

To run KidDesk yourself, click "Start KidDesk Manually from Windows"

To set KidDesk to run automatically, choose: "Start KidDesk when starting Windows": KidDesk runs as a startup item from Windows. Each time you start Windows, KidDesk runs. When you exit KidDesk, you return to Windows. This option offers the highest level of security that still provided access to the Start menu (from the Adult Section) and is recommended for most users.

or

"Run KidDesk as the Windows shell": KidDesk will replace the Windows Explorer as your computer's shell. Each time Windows loads, KidDesk runs. When you exit KidDesk, you should down Windows. The option offers the highest level of security.

Warning: If you choose "Run KidDesk as the Windows shell," you will not be able to access the Windows Start menu. If running KidDesk is not going to be the primary function of this computer and/or you would like access to the Start menu, then we suggest selecting a different option.

Welcome

Edmark®, IBM®, and Little Tikes® have come together to create Young Explorer™, an all-in-one computing solution that celebrates the amazing young minds of children ages 3-7 and helps them prepare for the future.

Children love to interact with technology while learning or playing. This package combines Edmark's award-winning educational software, powerful IBM hardware, and fun, durable children's furniture from Little Tikes. With the click of a mouse, children can easily launch their choice of five pre-loaded Edmark software titles. *KidDesk®* provides children with a safe, friendly desktop while helping to protect teachers' applications and data.

IBM designed the Young Explorer keyboard especially for young children. The keys and letters are large, bright, and easy for a child to recognize and press. The software requires only limited entry of letters and numbers. A standard keyboard is also included, and should be attached for any use requiring extensive text or data entry.

Through the magic of multimedia technology and time-honored teaching methods, Edmark programs deliver a sound early learning curriculum incorporating shapes, colors, letters, numbers and much more. Children are engaged in the learning process with playful activities as they develop high-level thinking and problem-solving skills. Young Explorer is a fully functioning IBM personal computer. In addition to the Edmark software, any Windows®-based software can be installed and used on the computer.

Edmark's *Early Learning Series* was designed for children, childcare professionals, and teachers. Teacher's Guides are included, providing instructions, blackline masters, and classroom activity ideas to help you maximize learning opportunities in each software program.

At Edmark, we believe that listening is a vital part of our development process. We listen to parents, children, and teachers — and we would like the opportunity to listen to you. Please drop us a line or visit our Web site at www.edmark.com and join us in helping children discover the joy of learning.



What's Inside

- Teacher's Guides:
 - Millie's Math House®*
 - Bailey's Book House®*
 - Sammy's Science House®*
 - Stanley's Sticker Stories®*
 - Trudy's Time & Place House®*
- *KidDesk®* User's Guide
- Recovery CD Version 1.0

Setup

Installation

The Edmark programs have been pre-installed for your convenience. You do not need to install them. **Please disregard the Installation Instructions in the individual Teacher's Guides** (for example, the *Millie's Math House Teacher's Guide*) and in the *KidDesk User's Guide*; these Installation Instructions do not apply to Young Explorer.

Using the Edmark-Young Explorer Recovery CD

Under normal conditions, you will not need the CD. You can run all the Edmark programs from the hard drive. However, you should keep the CD in a safe place, in case you ever need to reinstall the programs.

If an Edmark program stops working, first consult the Troubleshooting pages in the program's Teacher's Guide (for example, the *Millie's Math House Teacher's Guide*). If you do not find a solution there, you may need to reinstall the Edmark programs, using the Edmark-Young Explorer Recovery CD.

Prior to running the Recovery CD, please uninstall the Edmark-Young Explorer programs.

To uninstall the Edmark-Young Explorer programs:

1. Select **Control Panel** from the Start Menu.
2. Double-click the **Add/Remove Programs** icon.
3. Scroll through the list of applications until you locate *Edmark-Young Explorer Programs*.
4. Click once to highlight the entry, then click the **Add/Remove** button.
5. Follow the on-screen instructions.

Note: If *Edmark-Young Explorer Programs* does not appear in the list, the product has already been uninstalled.

To reinstall the Edmark-Young Explorer programs:

1. Insert the Edmark-Young Explorer Recovery CD into your CD-ROM drive.
2. Choose Run from the Start menu and type **d:\setup** (where **d** represents your CD-ROM drive).
3. Follow the on-screen instructions.

Note: The CD provided is not for resale. It is a Recovery CD; to be used only to restore files that have been damaged or deleted from the hard drive.

Desktop Security with KidDesk

To launch *KidDesk*:

1. Use the Start menu.
2. Select *KidDesk* from the "Programs | Edmark" folder.

To exit *KidDesk*:

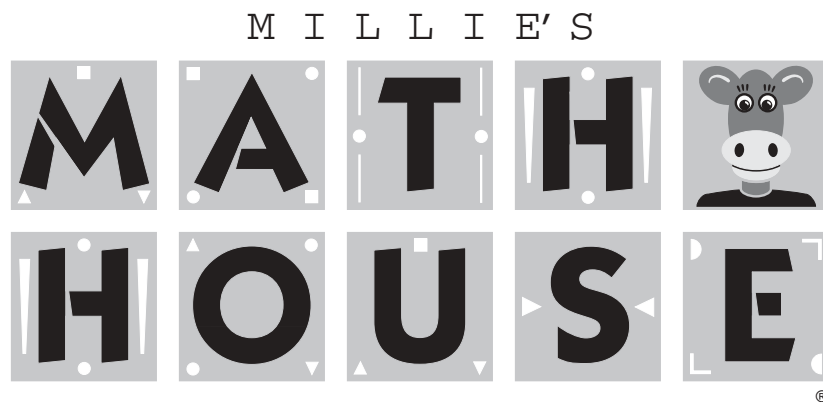
1. Enter the Adult Section by pressing CTRL+ALT+A.
2. Select Exit from the File menu.

To increase *KidDesk* security, you can password protect the Adult Section. For more information, please see "Password Protecting the Adult Section" in the Help File (from the Adult Section of *KidDesk*, select Contents from the Help menu).

KidDesk Startup Options

1. To set the way *KidDesk* starts, launch *KidDesk* and enter the Adult Section by pressing CTRL+ALT+A.
 2. Select Startup Options from the Options menu.
 - To run *KidDesk* yourself, choose:
 - "Start *KidDesk* Manually from Windows". (This is not a secure setting. Until you launch *KidDesk*, children have unlimited access to the computer and hard drive.)
 - To set *KidDesk* to run automatically, choose either:
 - "Start *KidDesk* when starting Windows": *KidDesk* runs as a startup item from Windows. Each time you start Windows, *KidDesk* runs. When you exit *KidDesk*, you return to Windows. This option offers the highest level of security that still provides access to the Start menu (from the Adult Section) and is recommended for most users.
or (the following option is not recommended for Young Explorer users)
 - "Run *KidDesk* as the Windows shell": *KidDesk* replaces Windows Explorer as your computer's shell. Each time Windows loads, *KidDesk* runs. When you exit *KidDesk*, Windows shuts down. This option offers the highest level of security but is not recommended for most users.
- Warning:** If you choose "Run *KidDesk* as the Windows shell," you will not be able to access the Windows Start menu. If running *KidDesk* is not going to be the primary function of this computer and/or you would like access to the Start menu, then we suggest selecting a different option.

For more information on startup options, kids' exit options, and other important features of *KidDesk*, please refer to the *KidDesk* User's Guide.



S C H O O L V E R S I O N



The Edmark Story

In the late 1960s, a group of educators at the University of Washington developed a dramatically different way to teach reading. This new method was remarkably effective with students who were unsuccessful using other programs. By slowly building skills, it ensured success and a feeling of confidence. The students who used this method began to believe in themselves and in their ability to read.

In 1970, the Edmark Corporation was formed to make this reading method and other quality educational products available to a broader market. Edmark's mission was to apply advanced educational concepts to the development of quality classroom materials. Since then, Edmark products have been used extensively in classrooms nationwide, and teachers have been vocal in their praise. "So much magic in one box!" wrote one. "Some of my students wouldn't be reading without Edmark's help."

Thirty years later, Edmark continues to find new ways of empowering children to learn. Recognizing the computer as a powerful educational tool, we have developed a family of engaging, creative software products based on proven educational concepts.

Our *Early Learning Series*, *Thinkin' Things Series*, *Imagination Express Series*, *Strategy Series*, *Mighty Math Series*, and *KidDesk Family Edition* have received critical acclaim and major awards for educational excellence and innovation from educators, parents, and software experts. *MindTwister Math*, *Virtual Labs (Light and Electricity)*, and *Talking Walls* are the newest additions to our growing family of products.

At Edmark, we're driven by the wondrous look of children learning something new. Our goal is to ensure that if Edmark's name is on the box, there's a world of learning inside.

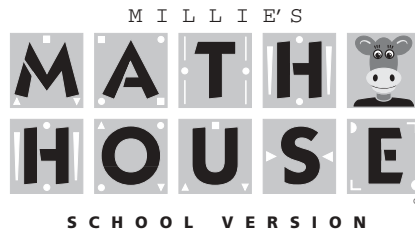
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Get new product and upgrade news, friendly,
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24 hours a day, 7 days a week





Teacher's Guide

Macintosh and Windows

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Introduction

Millie's Math House software and classroom activities have been created with a great deal of thought and care. They reflect our vision of what technology can bring to education. We want to share our love of learning with you and your students, so we've filled Millie's House with hours and hours of learning play, colorful characters, enchanting music, smiles, and giggles.

Through seven activities that feel like play, students learn about numbers, counting, addition, subtraction, patterns, problem solving, size, geometric shapes, and more. Six of the seven activities have both an Explore and Discover Mode as well as a Question and Answer Mode so that children experience both divergent (many good answers) and convergent (one best answer) thinking. These activities will help build a foundation for the math concepts and thinking skills that children need to construct understanding and make sense of the world around them.

Powerful technology and proven educational methods have been combined to ensure success for a wide variety of children. Built-in scanning is available for single switch users. The clear, digitized speech provides effective modeling for ESL students and early language development. *Millie's Math House* can also be very appropriately used in inclusionary settings.

A *Curriculum Connections* section in this Guide provides interdisciplinary opportunities with dozens of teacher-developed activities for use in the classroom and at home. Reproducible activity sheets and artwork are included to provide additional learning opportunities before and after using the software.

Millie's Math House provides students with the opportunity to develop feelings of control and confidence. Using the computer as a tool, students gain a sense of accomplishment and skill as they create, play, and learn.

Most important is what works for you and your students. In developing *Millie's Math House*, we have listened to teachers, parents, and children. We would really like to listen to you as well. Please drop us a line or visit our Web site (www.edmark.com) to share your thoughts and suggestions, and join us in helping ignite the curious mind.

The Edmark Education Team

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What's in This Guide?

Introductory information (pages 2–9)

- *Steps to Start* information
- Visual overview of the program
- Activity room descriptions
- Learning opportunities matrix
- Program navigation for teachers and students
- Suggestions for introducing *Millie's Math House* to your students
- Reproducible quick reference pages for your students

Room by Room in Millie's Math House (pages 11–38)

Helpful information about each room of *Millie's Math House*, including:

- **Overview**, giving a summary of the activity room, learning opportunities, and suggested extension activities for home and school.
- **Explore and Discover Mode**, explaining how your students can learn by experimenting with numbers, shapes, etc., in the activity room. In this Mode there are no “right” or “wrong” answers.
- **Question and Answer Mode**, explaining how a character takes charge and is looking for a “right” answer. The character also offers gentle help and fun rewards.
- **Together Time Activities**, offering suggestions for easy, at-home activities that integrate learning into everyday situations.

Adult Section (pages 39–41)

- How to set program options for your students
- How to adapt the program for students with special needs
- Dear Parents

Curriculum Connections (pages 42–84)

- Suggested activities that can be integrated into many curricular areas. These activities strengthen the learning opportunities found in *Millie's Math House*.
- Reproducible sheets (for student handouts, bulletin board headings, and overhead transparencies) that can be used in conjunction with *Curriculum Connections* activities.
- Suggestions for using *Millie's Math House* with students with special needs.

Technical Information for Macintosh and Windows Users (pages 85–92)

- Separate technical sections for Macintosh and Windows users: system requirements, setup instructions, and troubleshooting
- How to reach Edmark Customer Service and Technical Support
- *KidDesk Aware* information
- Warranty information

Steps to Start

1. Insert the *Millie's Math House* CD.

- If the software has not been installed (Windows only), see *Setup Instructions* (page 88).

2. Read the *Teacher's Guide*.

- *What's Inside Millie's Math House* (page 4) and *Moving Around the House* (page 6) will help you begin using *Millie's Math House* immediately. *Curriculum Connections* (pages 42–84) offers additional suggestions and supplemental materials to help you integrate *Millie's Math House* with classroom activities.

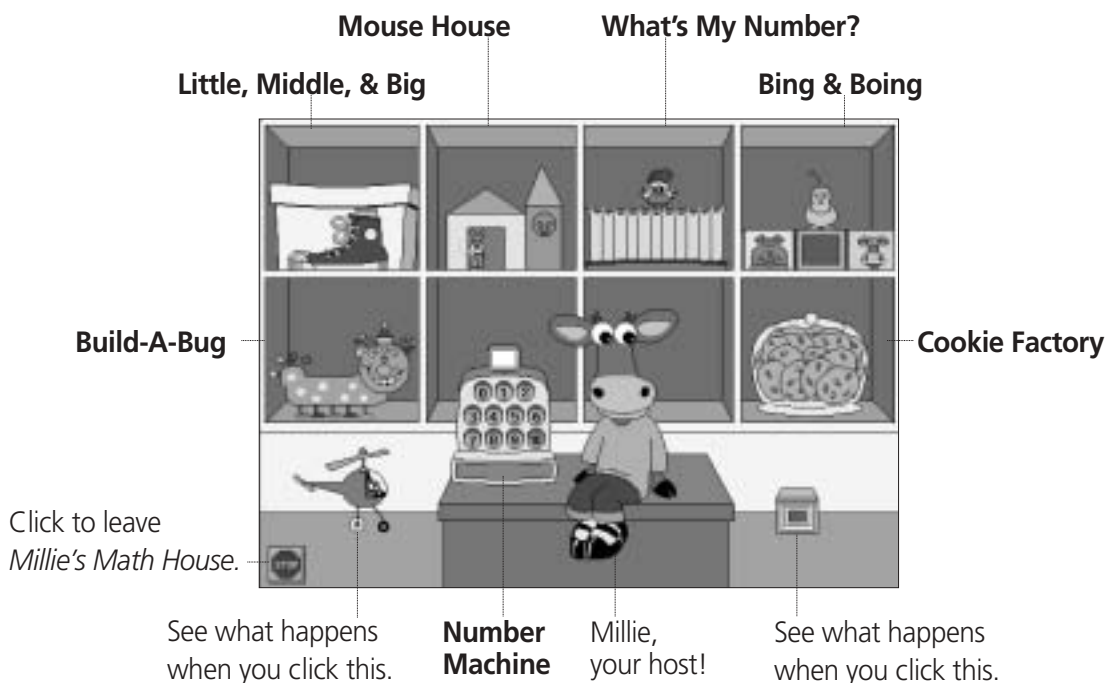
3. Become familiar with the program.

- Try the software before you introduce *Millie's Math House* to your students.
- Decide if you want to introduce the activity rooms one at a time to your students or let them explore at their own pace.
- Select options (scanning, Stop Sign, etc.) you would like to use. See Adult Options in the *Teacher's Guide* (page 39 for Macintosh users; page 40 for Windows users).

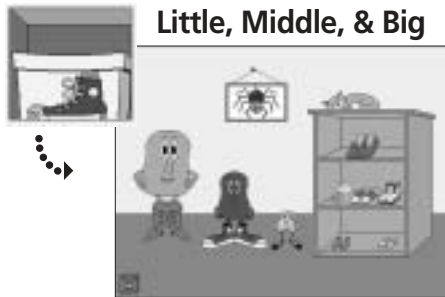
4. Introduce *Millie* to your students.

- Reproduce (for each student) or make overhead transparencies of *Millie's Map* and *Millie's Icons* (pages 8 and 9).
- See *Introducing Millie to Your Students* (page 7) for suggestions.

To play an activity, click one of the rooms below.



What's Inside Millie's Math House



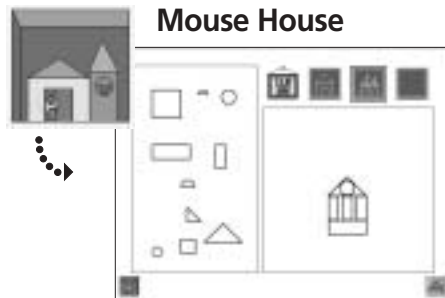
Little, Middle, & Big

Compare and match sizes. Try shoes of three sizes on three different characters.



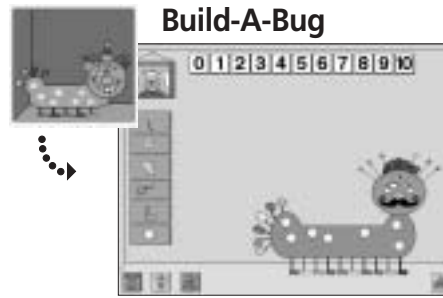
Bing & Boing

Recognize patterns. Create and complete interesting patterns that are seen and heard. Record sounds for the pictures.



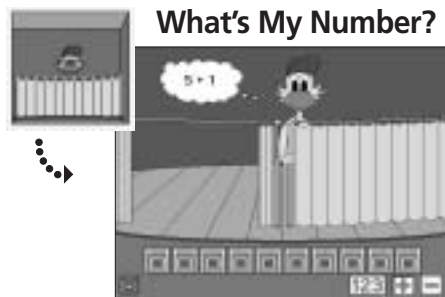
Mouse House

Identify and match geometric shapes. Build in the empty work area or by following a blueprint. Print and color what is built.



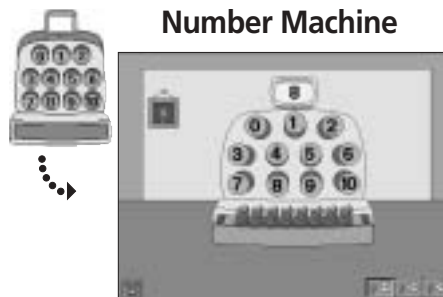
Build-A-Bug

Hear and see numbers and the corresponding quantity. Place from one to ten eyes, ears, spots, etc. on a bug. Print and color creations and record sounds for the bug.



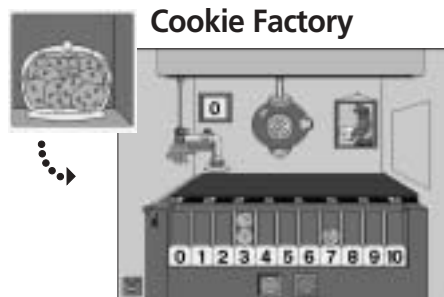
What's My Number?

Count or use addition and subtraction. Read number sentences and find Dorothy's number.



Number Machine








Recognize numerals. See and hear a delightful assortment of critters counted as they pop out of a drawer.



Cookie Factory

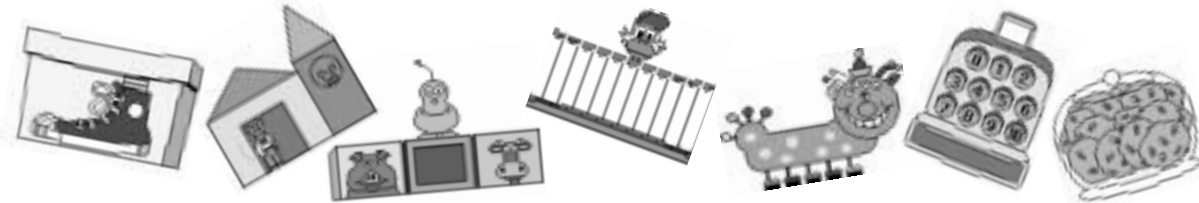
Use thinking skills and counting. Try devices in different sequences to produce different results. Count jelly beans to decorate cookies.

Learning Opportunities

	 Cookie Factory	 Number Machine	 Build-A- Bug	 Bing & Boing	 What's My Number?	 Mouse House	 Little, Middle, & Big
Explore concept of size						X	X
Identify and compare sizes						X	X
Expand vocabulary of size words							X
Explore concept of shape						X	
Match shapes						X	
Discriminate between sizes of the same shape						X	
Create with shapes						X	
Expand vocabulary of shape words						X	
Create patterns				X			
Complete patterns				X			
See relationship of parts to whole	X		X	X		X	
Develop number recognition	X	X	X		X		
Recognize one-to-one correspondence	X	X	X		X		
Create a unique work of art			X			X	
Hear numbers counted	X	X	X		X		
Develop problem-solving skills and attitudes	X			X	X		X
Hear singular and plural forms of nouns		X	X				
Develop basic addition and subtraction facts for numbers 1-10		X	X		X		
Recognize and read number sentences					X		
Observe that number sentences are a means of mathematical communication					X		

Moving Around the House

To move from the Main Room to an activity room, click one of these:



Click Millie **to return to the Main Room** from any activity room in the Math House.



When students enter an activity room, they will initially be in the Explore and Discover Mode. Since emphasis is placed on students experimenting freely by clicking objects and icons to see what happens, there are no right and wrong answers. With students in charge, divergent thinking is encouraged by playful, positive responses to their natural curiosity. When you want **to enter the Question and Answer Mode**, click the framed picture (each activity room has a different picture).



In the Question and Answer Mode of an activity room, a character asks questions or makes requests. Convergent thinking is emphasized as the character offers gentle feedback and guides students toward a “correct” answer. Click the empty picture frame **to return to the Explore and Discover Mode**.



Click the printer **to print** student creations in Mouse House and Build-A-Bug.



Students can record their own sounds (if the computer is equipped with a microphone) in Bing & Boing and Build-A-Bug. **To record**, click the microphone. Students may require some introduction to this feature; see pages 24 and 28 of the *Teacher's Guide*.



Click the Stop Sign in the Main Room **to exit Millie's Math House**. If you do not want students to exit from the Math House, see page 39 or 40 of the *Teacher's Guide* to remove the Stop Sign and prevent students from exiting.

Use Adult Options **to customize the program** for your students. To enter:



Macintosh users hold down the Option and Command ⌘ keys while pressing “A” (page 39).



Windows users hold down the Ctrl and Alt keys while pressing “A” (page 40).

Introducing Millie to Your Students

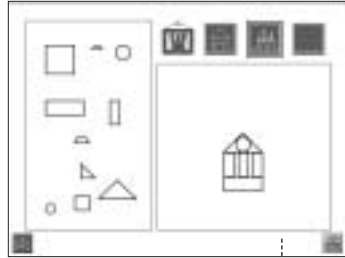
- Turn on the computer and insert the *Millie's Math House* CD. Use a large screen monitor if one is available. Hand out copies of *Millie's Map* and *Millie's Icons* (pages 8 and 9).
- Point out the Main Room. Discuss the Stop Sign if you have not removed it (Adult Options, page 39 or 40).
- Ask a volunteer to click an activity room. Explain that students will first see the Explore and Discover Mode in each activity room. (Indicate that What's My Number? has the Question and Answer Mode only.) Point out the framed picture, explaining that when one of Millie's friends is there, students can freely explore the room to discover what happens.
- Have another volunteer click the framed picture. Point out to students that the frame is now empty; a character will make a request because they are in the Question and Answer Mode. Explain that if they have trouble finding the answer, the character will help them.
- Help students understand that anytime during play, they can:
 - go back to the Explore and Discover Mode by clicking the empty picture frame;
 - go back to the Main Room by clicking the Millie icon.
- If printing is available (see Adult Options, page 39 or 40), point out the printer icon in Mouse House and Build-A-Bug. Point out the microphone icon in Bing & Boing and Build-A-Bug. Explain that you will help them learn to use these features when they are in these activity rooms.
- Have the students begin using *Millie's Math House*, or skim through *Curriculum Connections* and use one of the suggested activities to introduce an activity room. For example, "Meet Bing and Boing" (page 65) is a helpful introduction to the Bing & Boing activity room.
- As students work in different rooms of *Millie's Math House*, copy and send home the corresponding *Together Time Activities* (pages 14, 18, 22, 26, 30, 34, and 38).
- Use selected activities found in *Curriculum Connections* as follow-up exercises.

Note: If your students are using a TouchWindow, just have them touch the screen when instructed to click or drag.

Millie's Map

Click the room you want to enter:

Mouse House



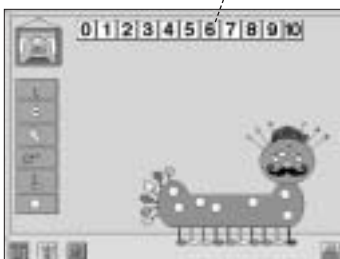
What's My Number?



Little, Middle,
& Big



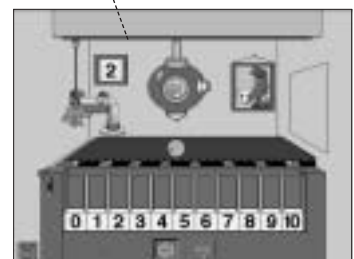
Bing & Boing



Build-A-Bug



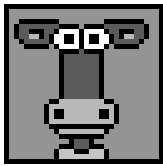
Number Machine



Cookie Factory

Millie's Icons

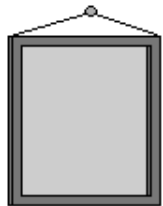
Click:



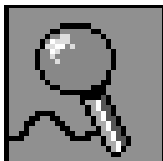
To go back to



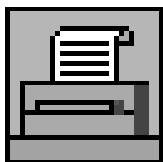
To hear questions



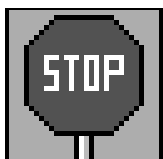
To explore



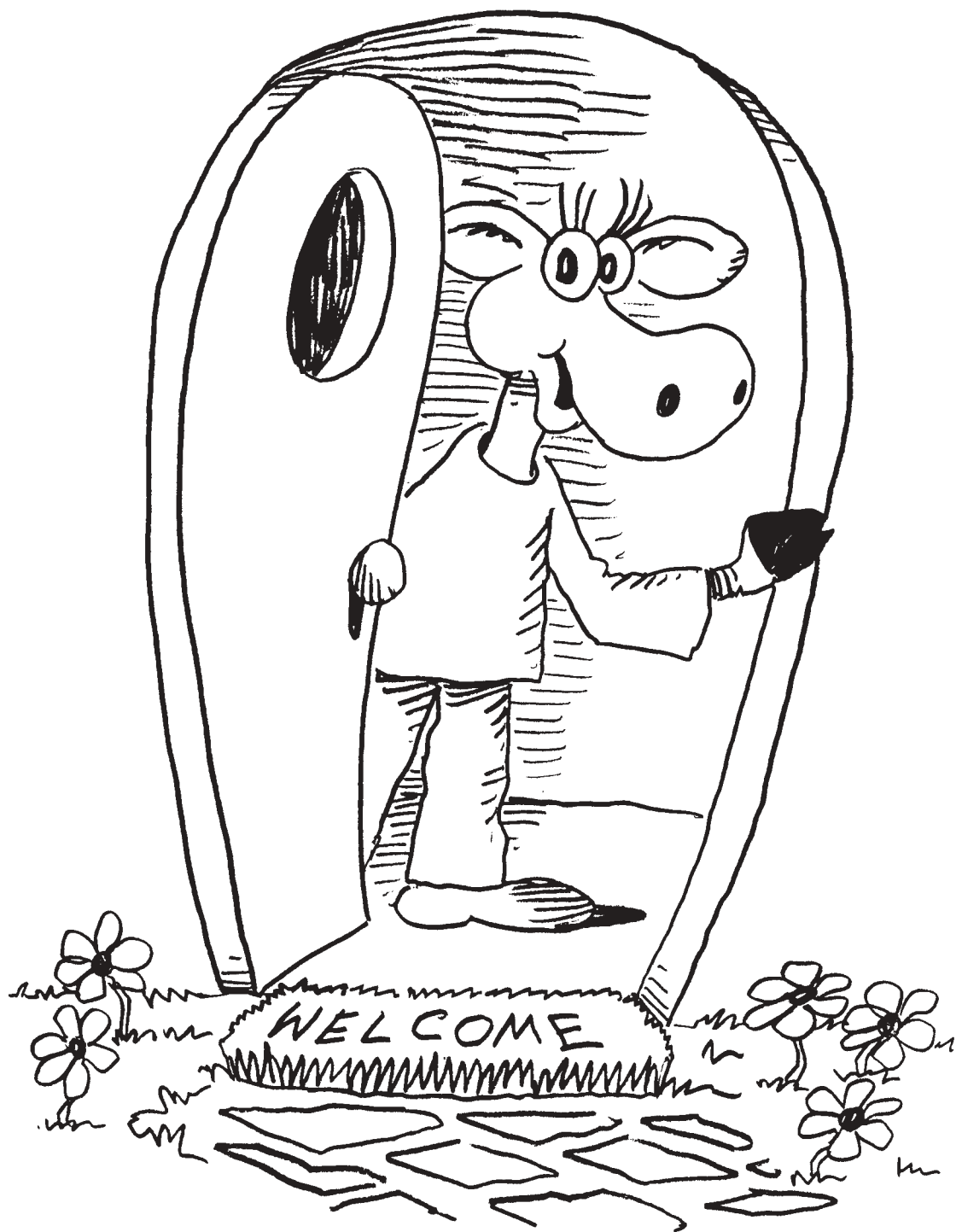
To record



To print



To exit



Little, Middle, & Big Overview



Little, Middle, and Big need help finding shoes. As students select different pairs of shoes, Little, Middle, and Big let them know how well the shoes fit.

Learning Opportunities

- Explore the concept of size
- Identify and compare different sizes
- Examine similarities and differences in size
- Expand vocabulary of “size words”

Together Time Activities (page 14)

(To copy and send home)

- Bigger Than a Bread Box
- Silly Me




Curriculum Connections (pages 46–51)

- Size Collages (Art)
- Size Up the World (Language Arts)
- Trash and Treasure (Language Arts)
- Seeing It All (Science)
- So Many Ways to Say It (Language Arts)
- What Size, Please? (Science)
- Color Me Little (Science)






Little, Middle, & Big

Explore and Discover Mode

- Click  to enter Little, Middle, & Big from the Main Room.
- Click a pair of shoes . A voice says the size; for example, "Small shoes."
- Click a character . Little, Middle, or Big asks for shoes; for example, "I'm Little. I need shoes."
- Click the shoes you want to try on Little, Middle, or Big. Because this is the Explore and Discover Mode, you can put any shoes on any character. The characters' faces react to the shoes you choose. **You are in charge!**




Try shoes on different characters as long as you like.

- If you want to mix up the shoes, click the cat . Try it just for fun. When you want the shoes sorted by size again, click the cat once more.
- Click  for the Question and Answer Mode, or click  to return to the Main Room.



Little, Middle, & Big

Question and Answer Mode

- Click  to enter the Question and Answer Mode. The spider introduces a character. Then Little, Middle, or Big asks you to find a pair of shoes; for example:



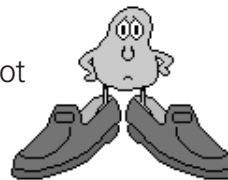
"I'm Little. I need shoes."

- Click a pair of shoes.

- If the shoes fit,
the character
looks happy
and thanks you!





- If the shoes do not
fit, the character
tells you what
the problem is. For example, "These are too big."
Try again until you find some that are just right.



- If you want a challenge, mix up the shoes by clicking the cat . When you want them sorted by size, click the cat again.

- Play as long as you want. After all the shoes are used, the cat meows, and the shelves fill with shoes.

- Click  for the Explore and Discover Mode, or click  to return to the Main Room.



Little, Middle, & Big

Together Time

Bigger Than a Bread Box

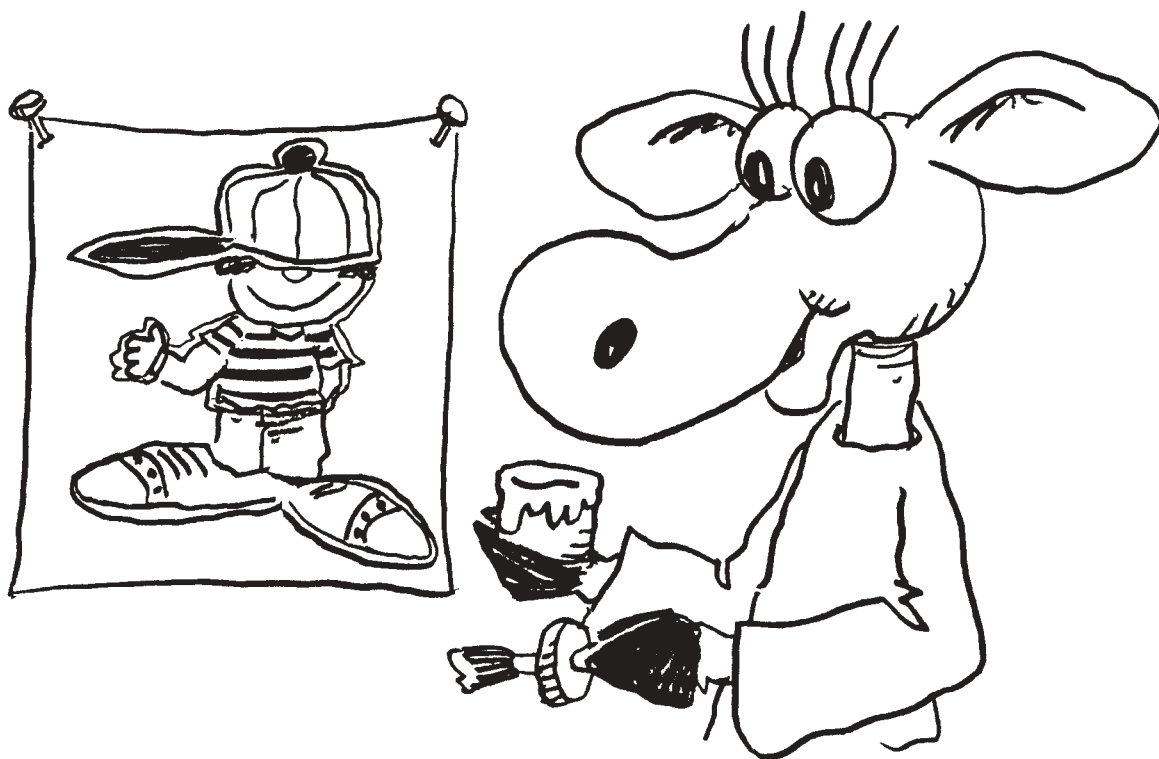
Play a guessing game that requires size comparison and the use of "size words." Start by saying, "I see something smaller than you but larger than my ring." Let your child take a guess. Then help narrow the choices by offering another clue, "I see something smaller than your little brother but larger than the flowerpot." Continue to give clues until your child guesses correctly. Then let your child think of an object and give the clues.

Silly Me

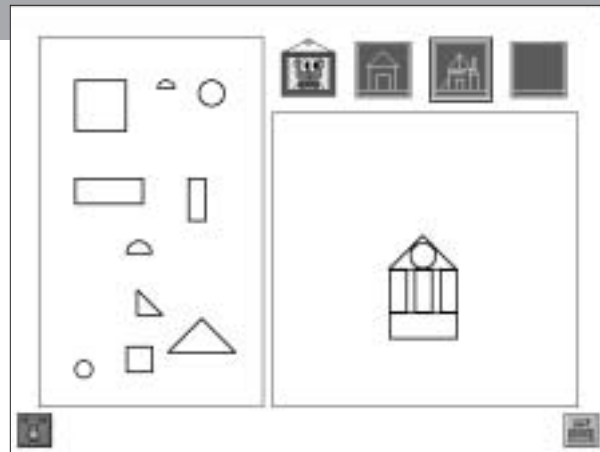
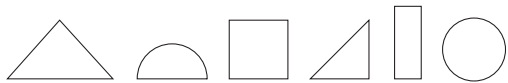
Cut out a full-length picture of your child from an old photograph. Glue the picture onto a large piece of white paper. Let your child find magazine pictures of hats, shoes, and gloves or mittens. Help cut out these items. Let your child create a funny self-portrait by adding clothing. Talk about the "too big hat," "too little mittens," and "just right shirt," etc. Follow by reading *Goldilocks and the Three Bears* as a bedtime story.

Hi,
We've been using Millie's Math
House to learn about size. Maybe
you could try one of these activities
at home.

Love,
Millie



Mouse House Overview



Students use geometric shapes (squares, triangles, circles, half-circles, and rectangles) as they build by following blueprints. With these same shapes, students can also create their own designs. Designs can be printed and colored.

Learning Opportunities

- Match shapes
- Discriminate between sizes of the same shape
- Hear and use the names of shapes
- Discover that a shape is still the same shape, regardless of position or size
- Create with shapes

Together Time Activities (page 18)

(To copy and send home)

- Tabletop Town
- Geometric Pretzels
- City Stamps

Curriculum Connections (pages 52–58)

- I Spy Shapes (Language Arts)
- Funny Faces (Art)
- Our Town (Art)
- Shadow Play (Art)
- Sort It Out (Science)
- All Shapes and Sizes (Science)
- Crazy Quilt (Art)
- Team Shapes (Physical Education)
- What Shape Are You In? (Physical Education)

Millie's Math House Options (Macintosh: see page 39. Windows: see page 40.)

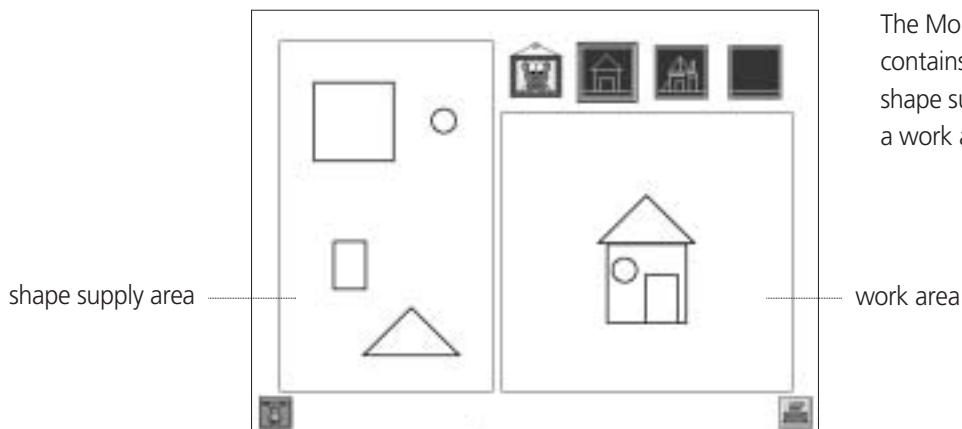
- Printing—on or off






Mouse House

Explore and Discover Mode




- Click  to enter the Mouse House from the Main Room.



- Click  or  or 
 - Blueprints with squares, circles, rectangles, and triangles in one size.
 - Blueprints with squares, circles, rectangles, triangles, and half-circles in two sizes.
 - Empty work area (build without blueprints).

- If you are following a blueprint, drag the shape from the supply area to the work area and drop it into place (over the same shape).





- If you are building in the empty work area without a blueprint or adding extra shapes to a blueprint, drag the shapes wherever you want.

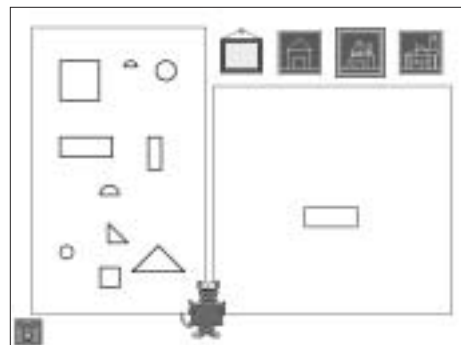
- Build as long as you like. Click another blueprint, or build in the empty work area at any time.
- Click  to print what you have built. Once printed, you may want to color your design, adding bricks, scenery, people, etc.
- Click  for the Question and Answer Mode, or click  to return to the Main Room.



Mouse House

Question and Answer Mode



- Click  to enter the Question and Answer Mode.
- Frank Lloyd Mouse has surprise blueprints. You will not know what you are building until you finish, but you can decide how many shapes and sizes to use.
- Click  or  or 
 - Blueprints with squares, circles, rectangles, and triangles in one size.
 - Blueprints with squares, circles, rectangles, triangles, and half-circles in two sizes.
 - Blueprints with all the shapes in two sizes and the most complex design.
- Mr. Mouse asks you to find a shape; for example:



"Please give me a large rectangle."

- Click or drag the shape requested. (To hear the request again, click Mr. Mouse.)
 - If you click or drag the right shape, it snaps into place.
 - If you do not click or drag the right shape, Mr. Mouse asks you to try again.

When you finish building, the mice move in and celebrate!

- Click  for the Explore and Discover Mode, or click  to return to the Main Room.



Mouse House

Together Time

Hello,
We've been using Millie's
Math House to learn about
shapes. \triangle \square \triangle \square \circ You can
play with shapes at
home, too.

Love,
Millie

Tabletop Town

Cut out rectangles, squares, circles, half-circles, and triangles in different sizes from scraps of felt or other fabric. (Alternatively, use paper.) Sit with your child at the table, and construct buildings, trees, houses, roads, etc. together. Use the entire table. Then have dinner on the town!

Geometric Pretzels

If you and your child enjoy cooking together, you can make geometric pretzels. Mix together 1 package of dry yeast, 1 tablespoon of sugar, $1\frac{1}{2}$ cups of water, 1 teaspoon of salt, and $4\frac{1}{2}$ cups of flour. Knead the dough for five minutes, adding a little flour if necessary. Pinch off chunks of dough and roll them into "ropes" of different lengths. Shape these ropes into rectangles, squares, circles, and triangles of different sizes, and place them on a lightly greased cookie sheet. If you wish, you can brush them with a little water and sprinkle them with coarse salt. Bake for nine minutes at 475 degrees Fahrenheit.

City Stamps

Do you have old, flat sponges available? These can easily be cut into geometric shapes. Then, with two or three pie tins of colorful tempera paint, your child can stamp a city onto shelf paper. The completed city can be hung as a mural in a play area or child's bedroom.



What's My Number? Overview



Students count objects and help Dorothy build number sentences. What's My Number? emphasizes numeral recognition and addition and subtraction facts for the numbers 0 through 10.

Learning Opportunities

- Recognize and read the numerals from 0 to 10
- Understand that a number represents a certain quantity of objects, regardless of what the objects are
- Discover basic addition facts for the numbers 0 to 10
- Discover basic subtraction facts for the numbers 0 to 10
- Recognize and read number sentences
- Recognize the written or spoken number and the quantity it represents
- Observe that number sentences are a means of mathematical communication

Together Time Activities (page 22)

(To copy and send home)


- Marble Bag
- License Plate Search

Curriculum Connections (pages 59–64)

- Number Tunes (Music)
- Just Add Rain (Science)
- Paint by the Numbers (Physical Education)
- One of, Two of... (Art)
- Arithmetic, Tac, Toe (Problem Solving)
- Winner in a Flash (Problem Solving)

What's My Number?


Question and Answer Mode

- Click  to enter What's My Number? from the Main Room.
- A numeral appears on screen and its name is spoken aloud. Dorothy then asks you to solve a counting problem; for example:



Counting is selected.

"Can you put the same number of objects on your stage as I put on mine?"

- Click an object or drag it to the stage. After you have placed the objects on the stage, click the curtain. (Click Dorothy to hear the problem again.)
 - If you count out the correct number of objects, Dorothy opens her curtain and shows you the same number of objects on her stage.
 - If you do not count out the correct number of objects, Dorothy asks you to try again. If you keep trying, you will always find the correct answer.
- Click  for addition problems. Dorothy asks you to solve a problem; for example:



Addition is selected.

"Can you put the same number of objects on your stage as I put on mine?"

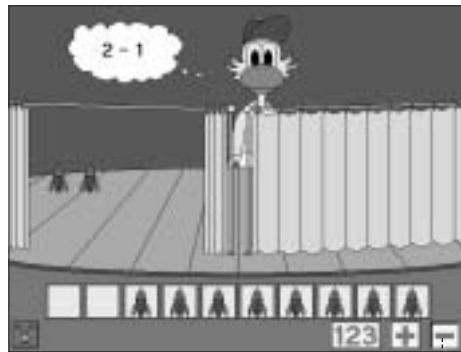


- Click an object or drag it to the stage. After you have placed the objects on the stage, click the curtain. (Click Dorothy to hear the problem again.)

- If you solve the problem correctly,
Dorothy opens her curtain and shows
you the same number of objects on her
stage.

- If you do not solve the problem
correctly, Dorothy asks you to try again.
If you keep trying, you will always find
the right answer.

- Click  for subtraction problems. Dorothy asks you to solve a problem; for example:




"Can you leave the same
number of objects on
your stage as I left on
mine?"

Subtraction is selected.

- Click an object or drag it off the stage. Click the curtain when the objects are on the stage. (Click Dorothy to hear the problem again.)

- If you solve the problem correctly,
Dorothy opens her curtain and shows
you the same number of objects on her
stage.

- If you do not solve the problem
correctly, Dorothy asks you to try again.
If you keep trying, you will always find
the right answer.

- Click  to return to the Main Room.



What's My Number?

Together Time

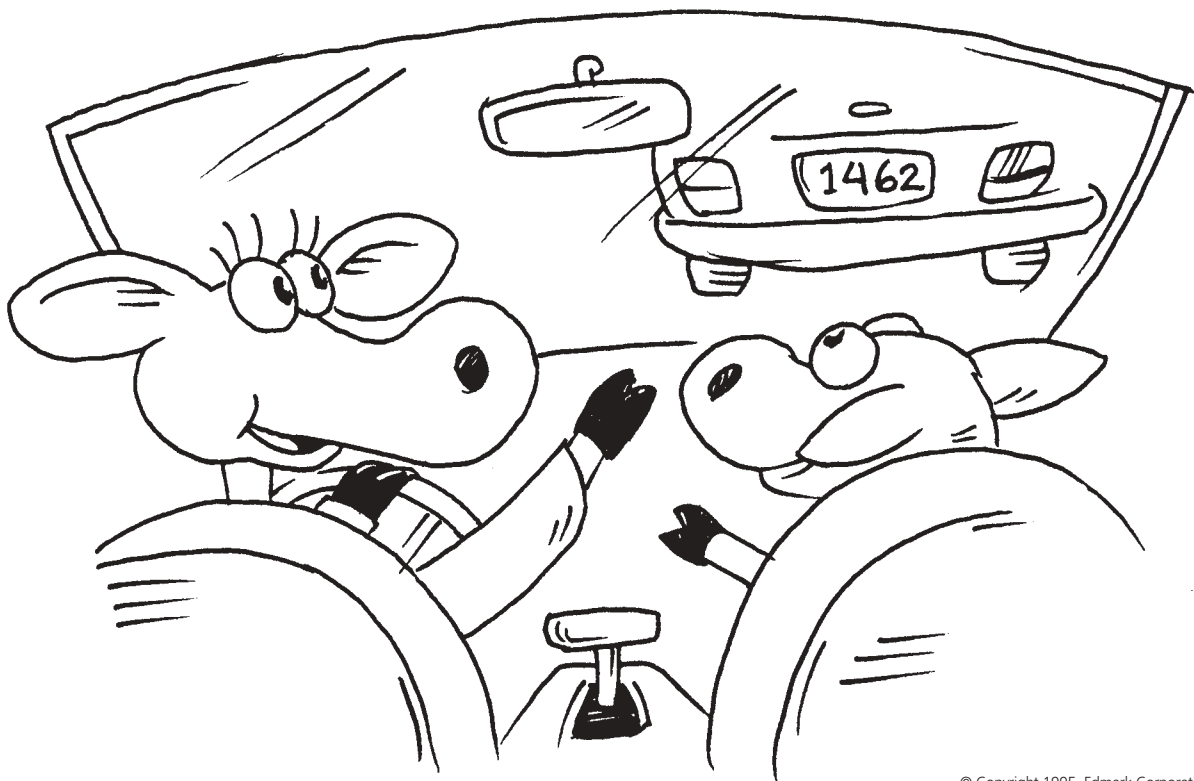
Marble Bag

Count out 3 marbles with your child and put them into a marble bag. Now say, "I'm going to add 1 more marble." Put another marble into the bag. Can your child guess how many marbles are now in the bag? Count them together to check the answer. As you continue, switch roles and/or try more difficult problems. You can also try subtraction problems, beginning with a simple problem such as: Put 4 marbles in the bag; remove 1; guess how many are left.

License Plate Search

This simple game helps time in the car pass quickly and teaches simple number skills as well. Ask your child to search license plates, looking first for a number 1, then a number 2, continuing to number 9. Meanwhile, you look for number 9 and work down to number 1. See who finishes first. To practice simple addition, alter the rules to allow credit if the first two numbers on a license plate add up to the desired number. (For example, if your child needs a number 3, a license plate beginning with 21 would work because $2+1=3$.) Or, to practice subtraction, allow credit if the difference between the first two numbers on a license plate equals the desired number.

Hi,
We've been playing with
numbers in *Millie's Math House*. Here
are two more ideas to encourage
learning about counting,
addition, and subtraction.
Love,
Millie



Bing & Boing Overview



Bing and Boing are bouncing pals who help students create, recognize, and complete patterns. These patterns are special: each is made of pictures that make their own sounds.

Learning Opportunities

- Create patterns
- Complete patterns
- Recognize that a pattern is made of regularly repeated parts
- Understand that parts make up the whole

Together Time Activities (page 26)

(To copy and send home)

- Name That Pattern
- Patterns, Patterns, Everywhere






Curriculum Connections (pages 65–69)

- Musical Motion (Music)
- Headband Patterns (Art)
- Meet Bing and Boing (Problem Solving)
- People Patterns (Creative Dramatics)
- Pattern Paths (Art)
- All Mixed Up (Creative Dramatics)
- Play That Pattern (Music)



Bing & Boing

Explore and Discover Mode








- Click  to enter Bing & Boing from the Main Room.
- Click from one to three pictures to try in a pattern; for example:   . If you click more than three, the new choices replace the original ones.
- Click Bing . Bing repeats the pattern you created and then hops along, playing the pattern for you to hear. Create and play as many patterns as you like.

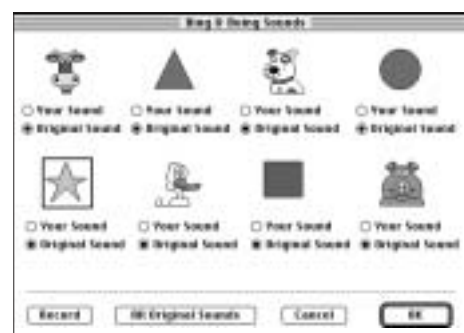


Click for
one- to three-
part patterns.

Click for
one- to five-
part patterns.

- TO RECORD** your own sound for any picture:

- Click .
- Click a picture.
- Click .
- Click  to begin recording;
click  when finished;
click  to hear what was recorded.
- Click  to save your sound.
- Repeat steps 2–5 to record other sounds, or click  to return to Bing & Boing.





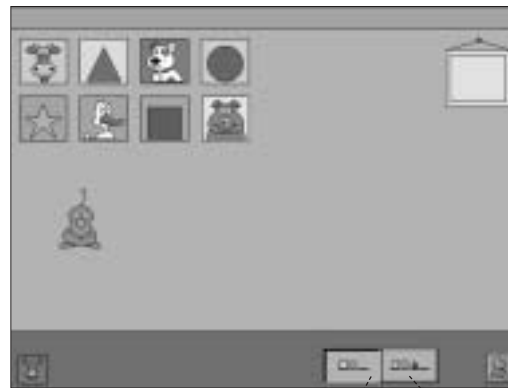
- Click  for the Question and Answer Mode, or click  to return to the Main Room.



Bing & Boing

Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- Click Boing  when you are ready to watch and listen. Boing starts to play a pattern. Can you help finish it? (Click Boing to see and hear the pattern again.)



"What comes next?"

Click for
two- to three-
part patterns.

Click for
four- to five-
part patterns.





- Click the picture you think comes next.
 - If you are right, Boing completes and plays the pattern.



- If you make a mistake, Boing stops and asks you to try again.



Try different patterns as long as you like. Just click Boing each time you want to play.

- Click  for patterns with up to five parts.
- If you want to record different sounds for any of the pictures, click .
- Click  for the Explore and Discover Mode, or click  to return to the Main Room.



Bing & Boing

Together Time

Name That Pattern

Clap out name patterns with your child. Start with your child's name and repeatedly clap out "Jen-ni-fer, Jen-ni-fer," for example. Then, clap out your name pattern. Take turns thinking of names and clapping them out together. Try using some long names from your child's favorite stories, such as Cinderella or Rumpelstiltskin. For variety, you can play name patterns with back-to-back spoons or sticks on a board.

Patterns, Patterns, Everywhere

Help your child identify patterns in the environment. When you are out for a walk or drive together, look at window placement, patterns in flowers, and the arrangement of bricks or blocks on buildings. At home, point out patterns in quilts, fabrics, wood trim, wallpaper, and flooring. Your child may enjoy sketching some of these patterns.

Dear Friends,
We've had fun playing with
patterns in Millie's Math House.
Here are some ideas to try at home.

Love,
Millie



Build-A-Bug Overview



Students experiment with numbers by placing from one to ten eyes, ears, antennae, spots, feet, and tails on bugs. These bugs can be printed and colored.

Learning Opportunities

- See numerals, hear them spoken, and see the corresponding quantity of objects
- Understand that a number represents a certain quantity of objects, regardless of what the objects are or how they are arranged
- See the relationship of parts to a whole
- Create a unique “work of art”
- Hear both singular and plural forms of nouns; for example, one antenna, two antennae

Together Time Activities (page 30)

(To copy and send home)

- Yummy Bugs
- Big Bug Bread!




Curriculum Connections (pages 70–74)

- How Many? (Language Arts)
- Find Five (Science)
- Mystery Bug (Art)
- Count on Me (Science)
- Bug Me! (Art)




Build-A-Bug








Explore and Discover Mode

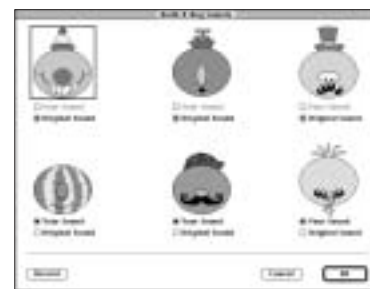
- Click  to enter Build-A-Bug from the Main Room.
- Click  to choose a head for your bug. Click the bug's head to hear it giggle.
- Click a bug part, then click a number. If you click  and then **4**, you will see:





- To move a bug part, drag the part from one place to another.
- To change your bug's appearance, click new numbers and new parts. If you want to erase, click the bug part and then click zero.
- Click  to print your bug. Once printed, you can color your unique bug.

- TO RECORD** your own sound for the bug:

- Click .
- Click a bug head.
- Click .
- Click  to begin recording; click  when finished; click  to hear what was recorded.
- Click  to save your sound.
- Repeat steps 2–4 to record a different sound, or click  to return to Build-A-Bug.




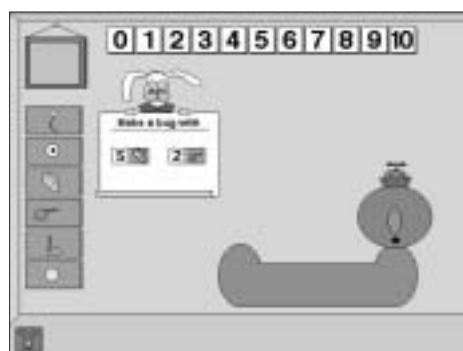
- Click  for the Question and Answer Mode, or click  to return to the Main Room.





Build-A-Bug

Question and Answer Mode

- Click  to enter Question and Answer Mode. The rabbit unrolls a plan and asks you to build a bug; for example:



"Make a bug with five ears and two tails."

- Following the directions given on the plan, click a bug part and a number. (Click the rabbit or the plan to hear the directions repeated.)
 - If you select the correct number of parts, you hear the number of parts spoken and the parts appear on the bug.
 - If you do not select the correct number of parts, the rabbit repeats the request for the number of parts again.
- Continue clicking the numbers and parts to complete bugs. You can keep building bugs as long as you like.
- Click  for the Explore and Discover Mode, or click  to return to the Main Room.



Build-A-Bug Together Time

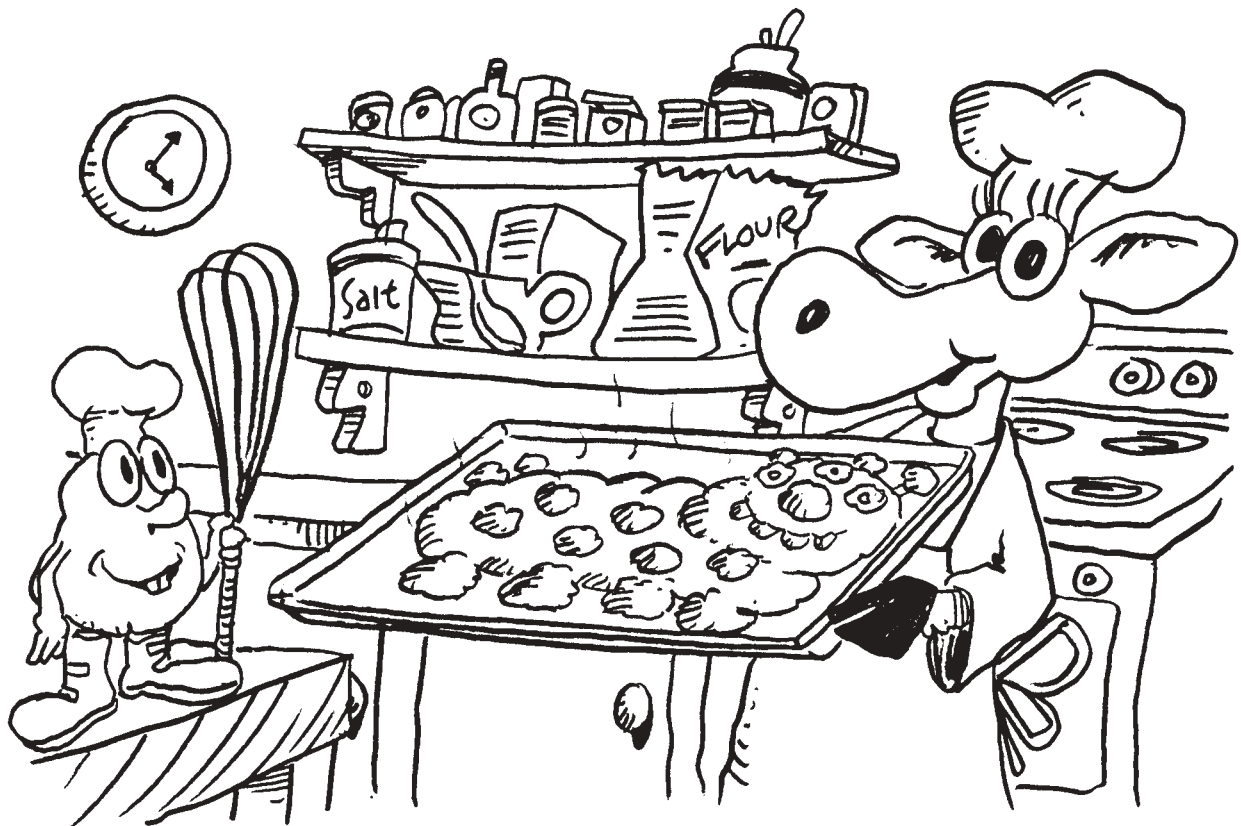
Hi,
Wow! We have created some great bugs in Millie's Math House. We counted the spots, ears, antennae, etc. It would be fun to make bugs at home, too. Love, Millie

Yummy Bugs

Open the cupboards and the refrigerator. It is time to create yummy bugs for your dining enjoyment! With your child, count out the right number of small plates for your family. Then let your child create a different salad on each plate. Peach or pear halves make good bodies. Radishes, apricots, or marshmallows can serve as heads. An assortment of nuts, raisins, carrots sticks, grapes, etc. can be counted out and added for different bug parts. Your child can have fun deciding who will enjoy devouring each bug.

Big Bug Bread!

You and your child can create a giant bug from bread dough. Set aside about a third of the dough to use for the small bug parts. Shape the rest of the loaf into a head and a body, using a little water to stick them together. Then, using the remaining dough, shape and add feet, eyes, ears, etc. Count with your child as these parts are added. After baking, share the BIG BUG BREAD with your family for dinner!



Number Machine Overview



The Number Machine houses critters who help students count and recognize the numerals 0–30.

Learning Opportunities

- See the numerals 0–30 and hear them spoken
- Recognize and read numerals
- Hear the numbers 1–30 counted
- Understand that a number represents a certain quantity of objects, regardless of what the objects are
- Hear both the singular and plural forms of nouns; for example, one mouse, two mice, one bee, three bees

Together Time Activities (page 34)

(To copy and send home)

- Book Look
- Snip That Number




Curriculum Connections (pages 75–78)

- Nonsense Poetry (Language Arts)
- Count on Action (Physical Education)
- Our Town Countdown (Social Studies)
- Door Decor (Science)
- Nutrition Numbers (Science)



Number Machine

Explore and Discover Mode

- Click  to enter the Number Machine from the Main Room.
- Click any key  on the Number Machine. The number you chose is shown , the drawer opens, and the critters pop up one-by-one. As they pop up, they are counted; for example:







"One, two. Two mice."

Numbers 0–10
currently selected.

- Continue exploring the Number Machine by clicking different keys and discovering the other critters that live in the drawer. You might like to count aloud as you see the numerals and hear the number of critters counted.



"One, two, three, four,
five. Five lizards."

- Click  for numbers 10–20.
- Click  for numbers 20–30.
- Click  for the Question and Answer Mode, or click  to return to the Main Room.



Number Machine

Question and Answer Mode

- Click  to enter the Question and Answer Mode.

- Annie, the worm, appears and asks you to find a specific number; for example:







"Find the number 3."

Numbers 0–10
currently selected.

- Try to find the number requested, and click that key. (If you forget what the number is, click Annie, the worm, for a reminder.)
 - If you are correct, the drawer opens and the critters pop up and are counted.
 - If you do not click the key requested, you can keep trying until you find it.

Annie, the worm, continues asking you to find different numbers.

Don't be concerned about making mistakes; if you keep trying, you will always find the right answer!

- Click  for numbers 10–20.
- Click  for numbers 20–30.
- Click  for the Explore and Discover Mode, or click  to return to the Main Room.



Number Machine

Together Time

Book Look

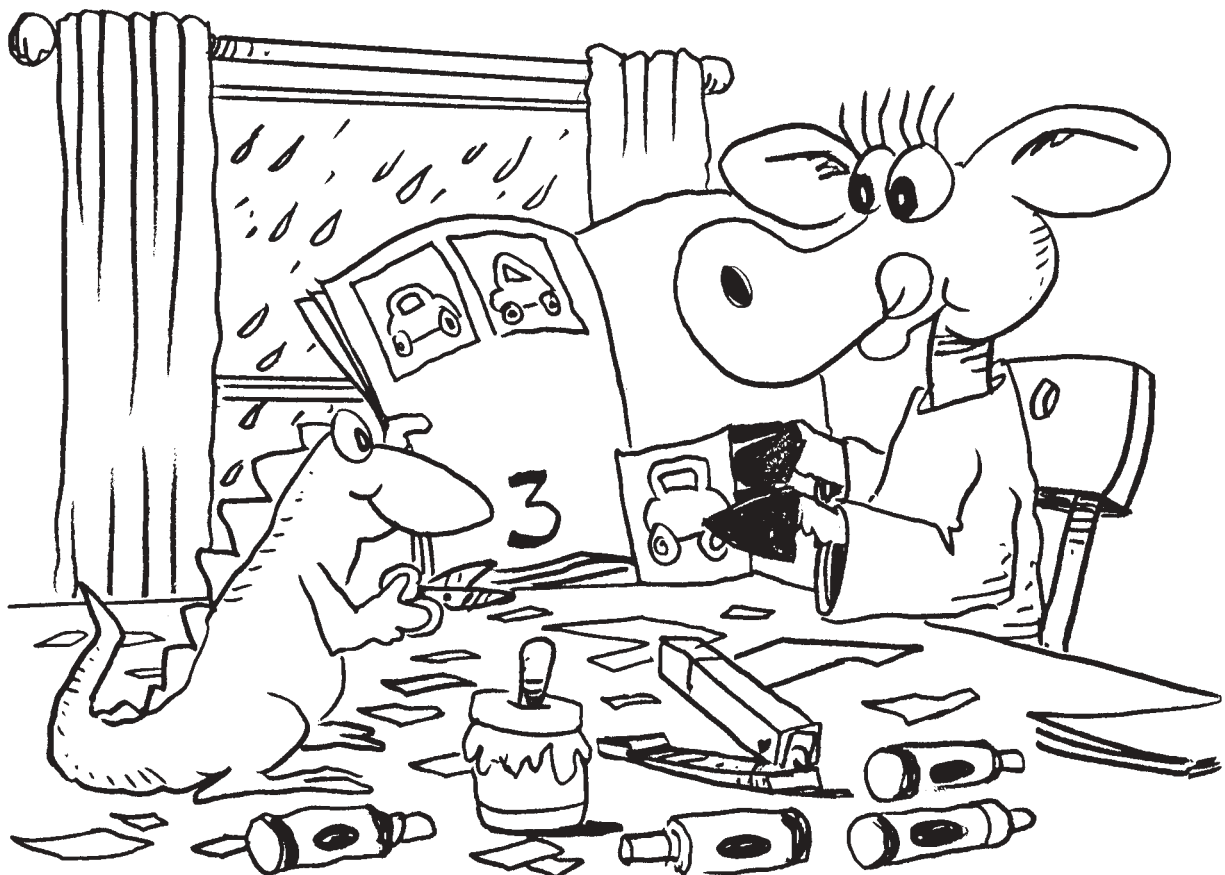
You and your child can look for numbers in newspapers, magazines, and books around your house. Count the people, animals, or objects on a page of a picture book. Read a story with counting or numbers to your child, or have your child "read" to you. Count the bananas in a grocery advertisement. Find and name page numbers. Count the houses in a real estate ad.

Snip That Number

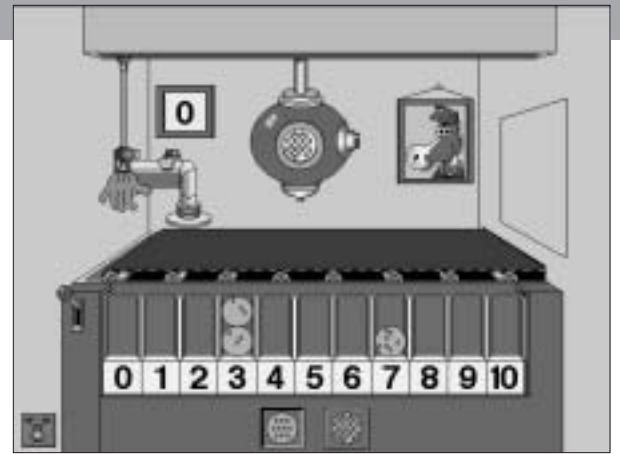
Pile plenty of old magazines, catalogs, and newspapers on a table. Give your child ten sheets of paper, assorted markers, safety scissors, and paste or glue. Help your child number the pages from 1 to 10. Then cut out pictures to illustrate each number. For example, glue one house on page 1, two faces on page 2, three cars on page 3, etc. When all pages are completed, have your child design a colorful cover and staple the pages together. This is a great rainy day or "home from school with a cold" activity!

Hello,
We have been counting critters
in Millie's Math House. Here are
two more ideas to encourage
learning about numbers.

Love,
Millie



Cookie Factory Overview



Students enjoy counting jelly beans as they decorate cookies for Harley, the horse, and his friend Froggy. They also discover that using the Factory's devices in different sequences produces different results.

Learning Opportunities

- See the numerals 0–20 and hear objects counted
- Recognize the spoken or written number and the quantity it represents
- Use trial and error
- Experiment with single actions that can be combined to produce a variety of results
- Foster problem-solving skills and attitudes
- See that a number of objects remain the same quantity, regardless of how those objects are arranged

Together Time Activities (page 38)

(To copy and send home)

- Comic Cut-ups
- Millie Says

Curriculum Connections (pages 79–83)





- Living Cookie Machines (Creative Dramatics)
- It's in the News (Social Studies)
- Putting the Cart Before the Horse (Science)
- Number Relay (Physical Education)
- Old Millie (Problem Solving)

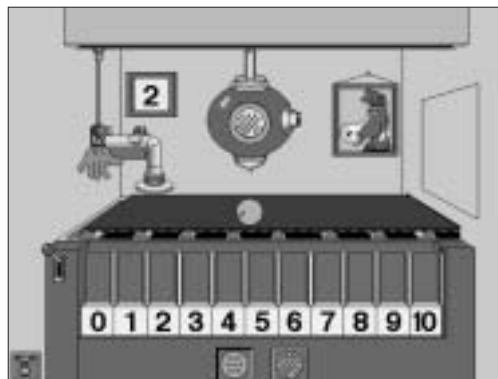


Cookie Factory





Explore and Discover Mode

Let your students click different devices in the Cookie Factory to discover the function of each one. At first, students may see each device in isolation. At some point, they will discover that clicking devices in different sequences will produce different results. The sequence below decorates and sorts cookies, but let students use trial and error to discover this independently!

- Click  to enter the Cookie Factory from the Main Room.
- Click the cookie pipe  to make a cookie appear.
- Click the conveyor belt lever  to move the cookie under the jelly bean dispenser.
- Decorate the cookie by clicking the jelly bean dispenser  as many times as you want. The number of jelly beans will be counted aloud and shown on the jelly bean meter as they drop onto the cookie, for example:




Bins with numbers 0–10 selected.

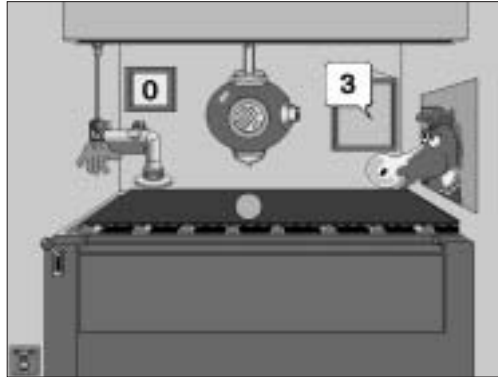
- Click the hand  to move the cookie into a bin, or click the lever to move the cookie along the conveyor belt. Make and decorate as many cookies as you want.
- Click  for bins with numbers 10–20.
- Click  for the Question and Answer Mode, or click  to return to the Main Room.





Cookie Factory

Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- A cookie drops and moves under the jelly bean dispenser. Then Harley asks you to put jelly beans on it; for example:





"Put three jelly beans on my cookie, please."

- Click the jelly bean dispenser  once for each jelly bean Harley requested. Then click the hand  to feed the cookie to Harley. (Click Harley if you want to hear the request again.)

- If you count out the number of jelly beans requested, Harley thanks you and gobbles the cookie!

- If you count out too many or too few jelly beans, Froggy gets to eat the cookie and you get to try again.

You can continue decorating cookies for Harley as long as you like.

- Click  for the Explore and Discover Mode, or click  to return to the Main Room.



Cookie Factory

Together Time

Comic Cut-ups

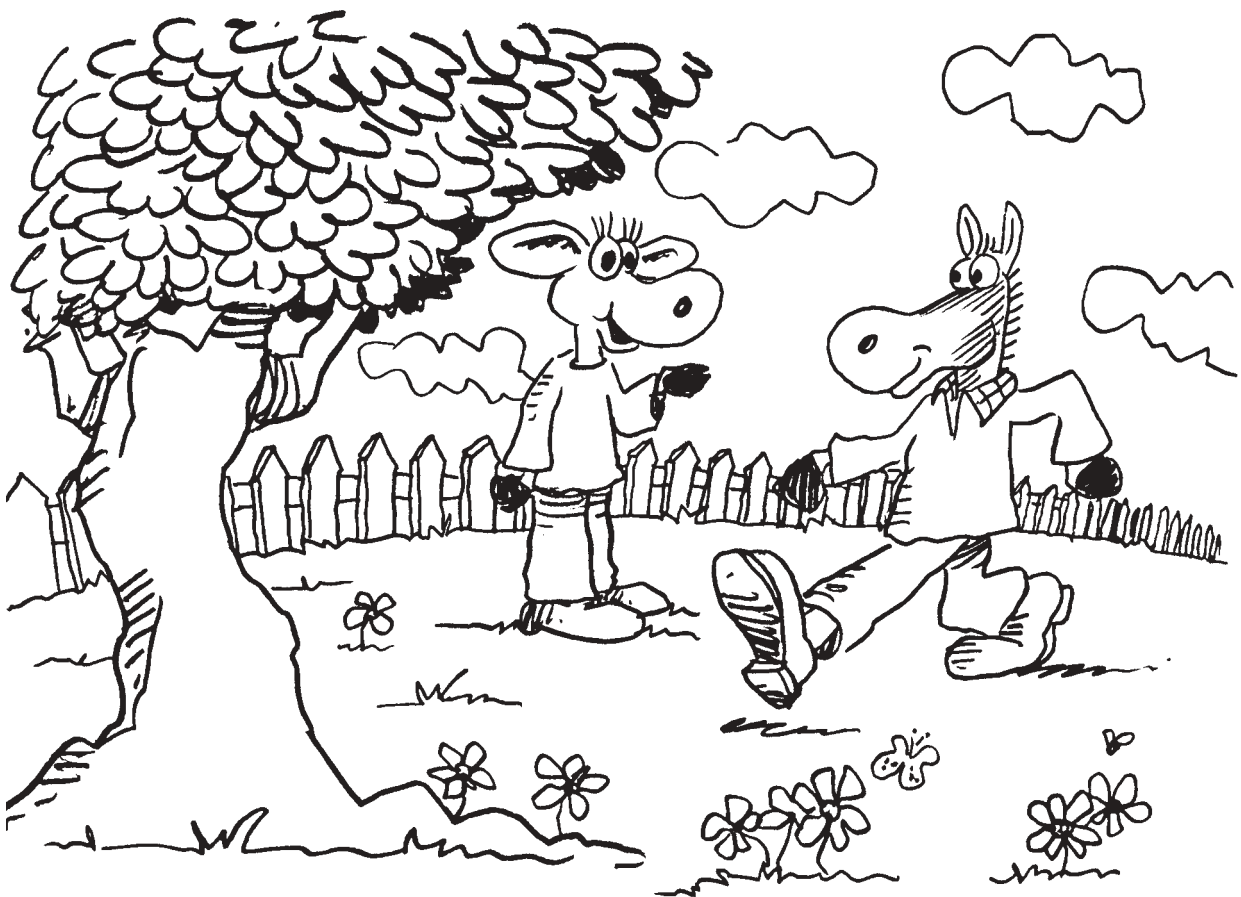
Cut out a comic strip (appropriate for your child) from the daily paper. Read the comic to your child and discuss what happens first, second, third, etc. Then cut the frames apart, shuffle them, and lay them out in a new order. Read the "new comic strip" and discuss the difference. Then let your child try arranging the frames into their original order.

Millie Says

Enjoy the fair weather and play "Millie Says" while you are outside in the yard or park. Make a request, such as "Millie says, 'Take 9 giant steps toward the tree.'" Count the giant steps together. Then make another request, such as "Millie says, 'Take 12 tiny hops sideways toward the house.'" Count aloud together as your child hops. Switch roles, and let your child be Millie.

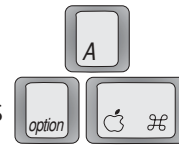
Hi,
We experimented to discover
how the Cookie Factory works in
Millie's Math House. Then we counted
jelly beans as we decorated cookies.
These two activities might be
fun to try at home.

Love,
Millie



Adult Options

To customize *Millie's Math House*, hold down the Option and Command ⌘ keys while pressing "A."



Stop Sign appears on the Main Menu if exit is allowed. (Users can still exit with Command ⌘-Q even if "No Exit" is allowed.) If running *Millie* from *KidDesk*, the Stop Sign is replaced with the *KidDesk* icon  (see page 91).



Turning the Theme Music off will not affect the speech in *Millie's Math House*.

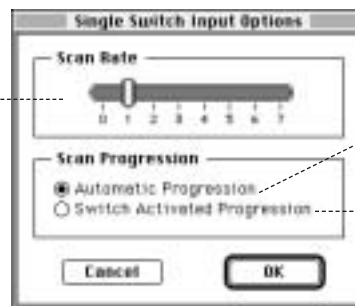
Prints in color if color printer is available. Prints in shades of gray if grayscale printer is available.

Prints a black and white coloring book outline.

For Single Switch Options, see below.

Single Switch Options for Students with Special Needs

Speed of arrow movement in seconds: 0 (fastest) to 7 (slowest)



Scanning starts automatically after each selection.

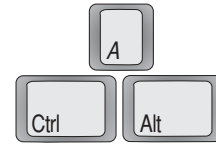
Switch required to start scanning and to restart scanning after each selection.

- When scanning is on, you can temporarily suspend or resume scanning by pressing Command ⌘-Option-S.
- When running *Millie's Math House* from *KidDesk*, the program uses the *KidDesk* scanning settings. You can temporarily change the settings, however, in the Adult Options of *Millie's Math House*. Changes remain in effect until the student returns to *KidDesk*.

For Windows Users

Adult Options

To customize *Millie's Math House*, hold down the Ctrl and Alt keys while pressing "A."



Stop Sign appears on the Main Menu if exit is allowed. (Users can still exit with Alt-F4 even if "No Exit" is allowed.) If running *Millie* from *KidDesk*, the Stop Sign is replaced with the *KidDesk* icon (see page 91).



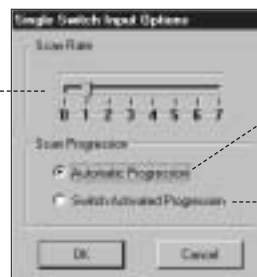
Turning the Theme Music off will not affect the speech in *Millie's Math House*.

For Single Switch Options, see below.

Click to see the Help file.

Single Switch Options for Students with Special Needs

Speed of arrow movement in seconds: 0 (fastest) to 7 (slowest)



Scanning starts automatically after each selection.

Switch required to start scanning and to restart scanning after each selection.

- When scanning is on, you can temporarily suspend or resume scanning by pressing Ctrl-Alt-S.
- You can also temporarily increase the scanning speed using the "+" key or decrease the scanning speed using the "-" key.
- When running *Millie's Math House* from *KidDesk*, the program uses the *KidDesk* scanning settings. You can temporarily change the settings, however, in the Adult Options of *Millie's Math House*. Changes remain in effect until the student returns to *KidDesk*.

Dear Parents

Donna Stanger, award-winning software designer and former teacher with twenty years of classroom experience, shares thoughts about early learning and each of the activities in *Millie's Math House*. You may want to invite your students' parents to watch Dear Parents as they wait for conference appointments or participate in "Back to School Night" or "Open House."



For Windows 95/98 Users:

After installation of *Millie's Math House* (see *Setup Instructions*, page 88), select *Dear Parents* from the Start | Programs | Edmark | *Millie's Math House* menu to begin.

For Windows 3.1 Users:

After *Millie's Math House* is installed (see *Setup Instructions*, page 88), double-click the *Dear Parents* icon to begin. The *Dear Parents* icon can be found in the Edmark program group.

For Macintosh Users:








Insert the CD-ROM and double-click the *Dear Parents* icon  to begin.

Curriculum Connections

The learning opportunities in *Millie's Math House* can be reinforced throughout the school day in many curricular areas. On the following pages you will find ideas to add to those you may have already tried. These *Curriculum Connections* activities are grouped by the corresponding *Millie's Math House* activity room (see the chart below).

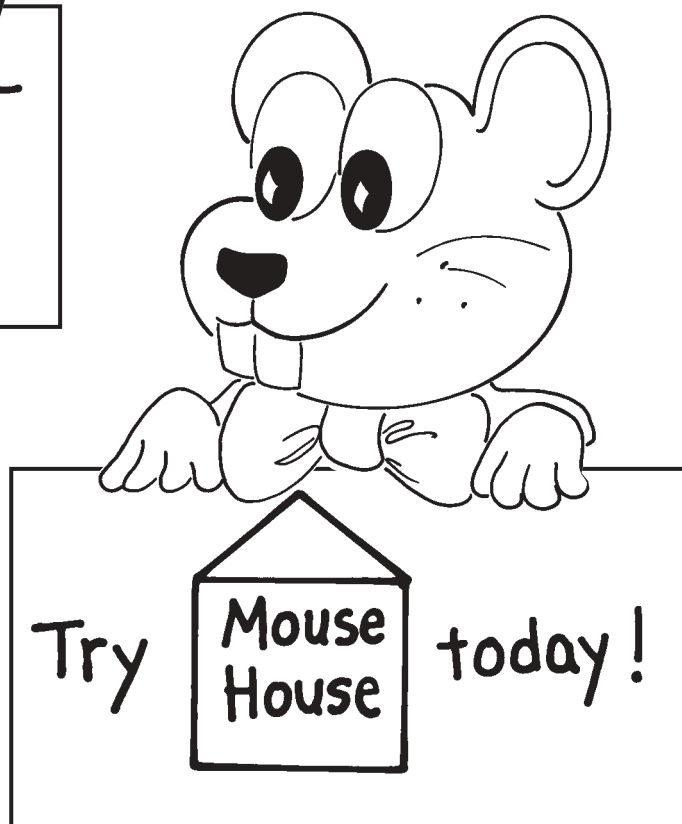
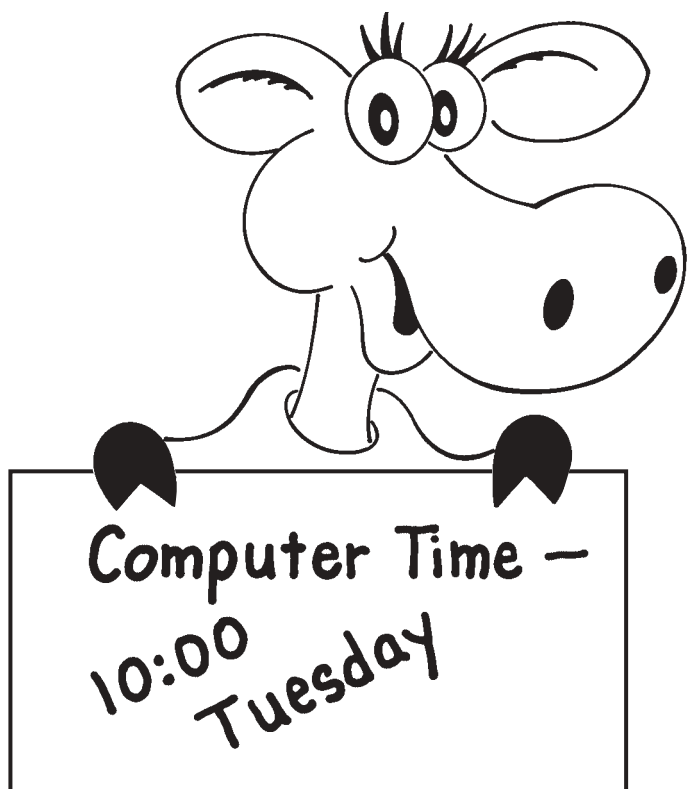
Some of the *Curriculum Connections* work well before using the corresponding parts of the software. Others work well as follow-up experiences. Most can be used before or after students play in the Math House. Pick and choose activities according to your students' needs as well as your computer equipment, facilities, resources, and schedule. There are many different ways to use *Millie's Math House* and *Curriculum Connections*; use them to stimulate your own imagination as you plan experiences for your students.

Reproducible activity sheets are also included. These can be used in a variety of ways (for student work, transparencies, labels, etc.), some of which are suggested in *Curriculum Connections*. In addition, there are two reproducible pages of Math House characters to use on your chalkboard, bulletin board, or computer.

	 Little, Middle, & Big (pages 46–51)	 Mouse House (pages 52–58)	 What's My Number? (pages 59–64)	 Bing & Boing (pages 65–69)	 Build-A-Bug (pages 70–74)	 Number Machine (pages 75–78)	 Cookie Factory (pages 79–83)
Art	<ul style="list-style-type: none"> Size Collages 	<ul style="list-style-type: none"> Funny Faces Our Town Shadow Play 	<ul style="list-style-type: none"> One of... Two of... 	<ul style="list-style-type: none"> Headband Patterns 	<ul style="list-style-type: none"> Mystery Bug Bug Me! Pattern Paths 		
Creative Dramatics				<ul style="list-style-type: none"> People Patterns All Mixed Up 			<ul style="list-style-type: none"> Living Cookie Machines
Language Arts	<ul style="list-style-type: none"> Size Up the World Trash and Treasure So Many Ways to Say It 	<ul style="list-style-type: none"> I Spy Shapes 			<ul style="list-style-type: none"> How Many? 	<ul style="list-style-type: none"> Nonsense Poetry 	
Music			<ul style="list-style-type: none"> Number Tunes 	<ul style="list-style-type: none"> Musical Motion! Play That Pattern 			
Physical Education		<ul style="list-style-type: none"> Team Shapes What Shape Are You In? 	<ul style="list-style-type: none"> Paint by the Numbers 			<ul style="list-style-type: none"> Count on Action 	<ul style="list-style-type: none"> Number Relay
Problem Solving			<ul style="list-style-type: none"> Arithmetic, Tac, Toe Winner in a Flash 	<ul style="list-style-type: none"> Meet Bing and Boing 			<ul style="list-style-type: none"> Old Millie
Science	<ul style="list-style-type: none"> Seeing It All What Size, Please? Color Me Little 	<ul style="list-style-type: none"> Sort It Out All Shapes and Sizes 	<ul style="list-style-type: none"> Just Add Rain 		<ul style="list-style-type: none"> Find Five Count on Me 	<ul style="list-style-type: none"> Door Decor Nutrition Numbers 	<ul style="list-style-type: none"> Putting the Cart Before the Horse
Social Studies						<ul style="list-style-type: none"> Our Town Countdown 	<ul style="list-style-type: none"> It's in the News

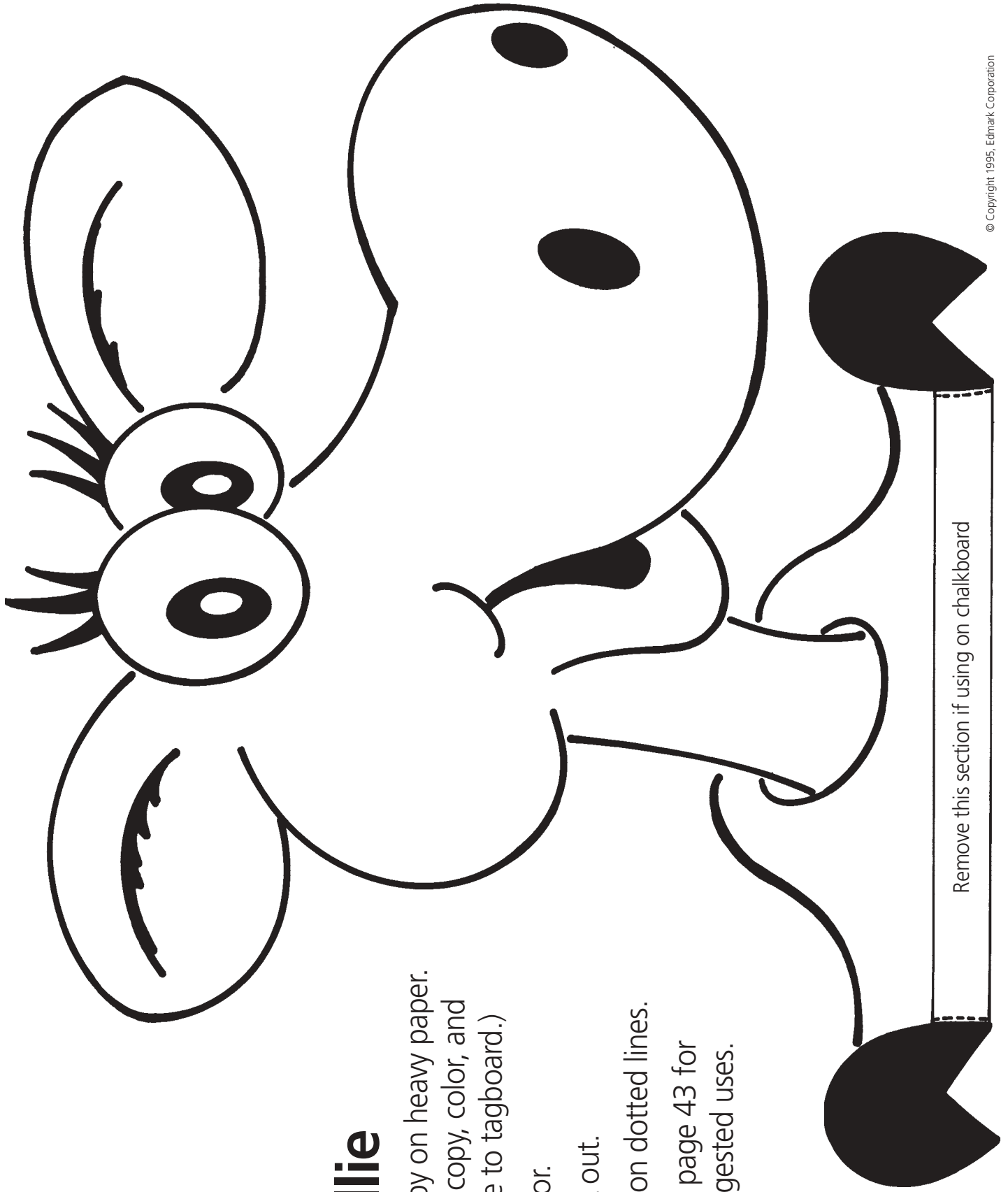
Characters for Bulletin Boards, Posters, and Chalkboards

Pages 44 and 45 can be used to “hold” messages for bulletin boards, computers, and chalkboards. Copy, color, and cut out the character. For bulletin boards, slip the character’s hands over the message and staple or tape into place. To use the character on the chalkboard, mount the character on the chalkboard and draw a rectangular sign for the character to “hold.” Then write the information inside the rectangle. These pages can also be reproduced to serve as posters near the computer. You can write in current assignments, notes of encouragement, etc.



Millie

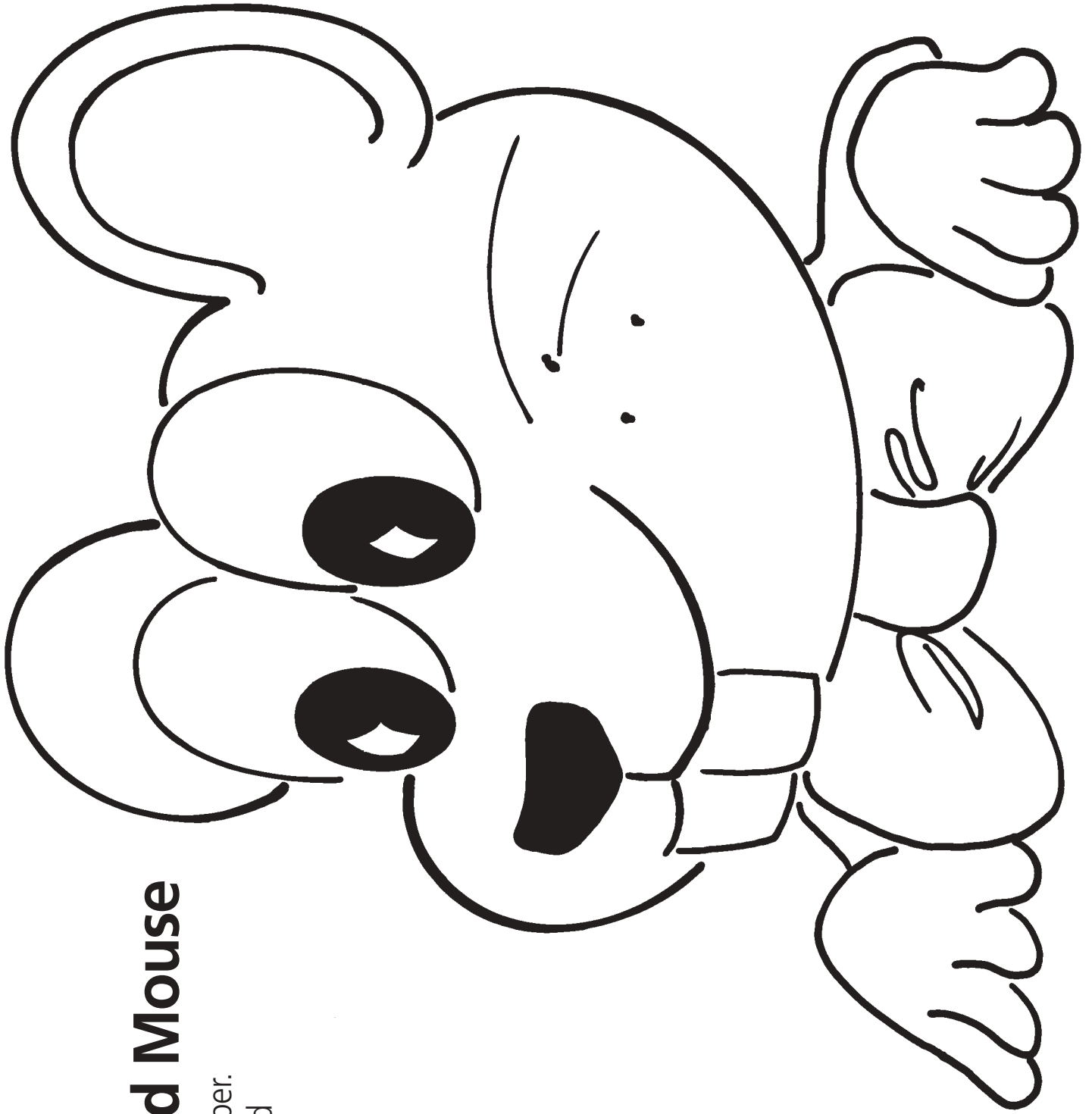
1. Copy on heavy paper.
(Or copy, color, and
glue to tagboard.)
2. Color.
3. Cut out.
4. Slit on dotted lines.
5. See page 43 for
suggested uses.



Remove this section if using on chalkboard

Frank Lloyd Mouse

1. Copy on heavy paper.
(Or copy, color, and
glue to tagboard.)
2. Color.
3. Cut out.
4. See page 43 for
suggested uses.



Little, Middle, & Big



Size Collages

Art

Make one copy of page 49, and have a volunteer color and cut out the shoes. Use these shoes to label a bulletin board with sections for small, medium, and large. Explain that the class will be making a collage for each size. Ask students to cut out pictures of animals, people, boats, cars, etc. of different sizes from magazines and catalogs. Put them on the board as you talk about different sizes. (You may want to help students establish some guidelines. For example, "large" might include pictures of things at least as large as a refrigerator.) Encourage students to use other words for sizes, such as tiny, petite, gigantic, huge, etc.



Size Up the World

Language Arts

Small, smaller, smallest. Long, longer, longest. Compare sizes by lining up three stuffed animals, toy trucks, or boxes and asking questions: "Which is smallest?" "Which is tallest?" Then compare two objects by talking about which is larger, longer, etc. Encourage students to use words that describe size when they talk. Have students create complete sentences to compare sizes. For example, "The red truck is the largest. The yellow truck is larger than the blue truck. The blue truck is the smallest." If desired, use a ruler or tape measure to measure the three objects. Record each measurement on a piece of masking tape and place on the object.

Trash and Treasure

Make one copy of page 49 and have a volunteer color and cut out the shoes. Label three small tables or extra desks with the headings. Explain to students that over the next week they can add objects to the tables: things they find while walking to school (leaves, rocks, etc.); things from a “junk drawer” at home (tennis balls, old candles, etc.); things they have made (clay sculptures, pencil holders, etc.); or things from the classroom that are not in use (basketball, rubber bands, etc.). Remind students not to collect objects that are dangerous or unclean and not to disturb living plants or animals. Once the display is complete, have students compose a story or poem, mentioning as many of these objects as possible. Invite the class to compose the poem while the teacher records it on the chalkboard or on a large piece of paper, or let groups dictate their poems to a classroom aide. A poem can be modeled after the adjacent one by using the first two words of each line and the entire last line.

Language Arts

Little, Middle, Big	
Little is a tiny blue egg shell.	
Little is a pearly bead.	
Little is a sparkling birthday candle.	
Little is a pebble.	
Middle is a smooth round rock.	
Middle is a dirty tennis ball.	
Middle is an old aluminum can.	
Middle is a bird nest built of mud and twigs.	
Big is a basketball.	
Big is a very, very heavy dictionary.	
Big is an empty fish bowl.	
Big is ME!	

Seeing It All

Students can sharpen their observation and memory skills using the “trash and treasure” display (from the above activity). Have students observe the table of large objects for thirty seconds and then turn their backs to the table. As students call out the names of objects they remember, the teacher records them on the chalkboard. Repeat the process for the other two tables.

Science

So Many Ways to Say It

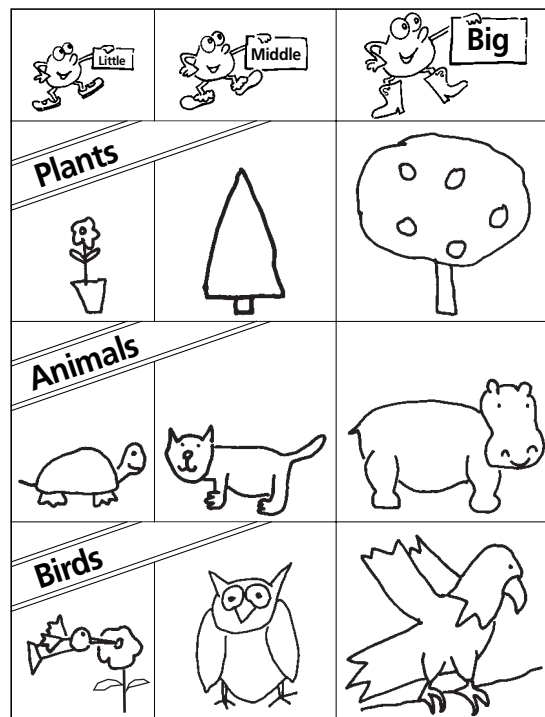
Reproduce page 49 and have students color the shoes. Hang three long strips of shelf or freezer paper on the wall. At the top of each, place one of the headings (Small, Medium, or Large). Encourage students to think of and write down words that have meanings similar to the heading words (or set aside a specific time to write down the words your students suggest). Leave these papers up for a few weeks so students can add and discuss the words. Use these word lists for vocabulary building activities, such as constructing sentences describing unusual objects.

Language Arts

What Size, Please?

Science

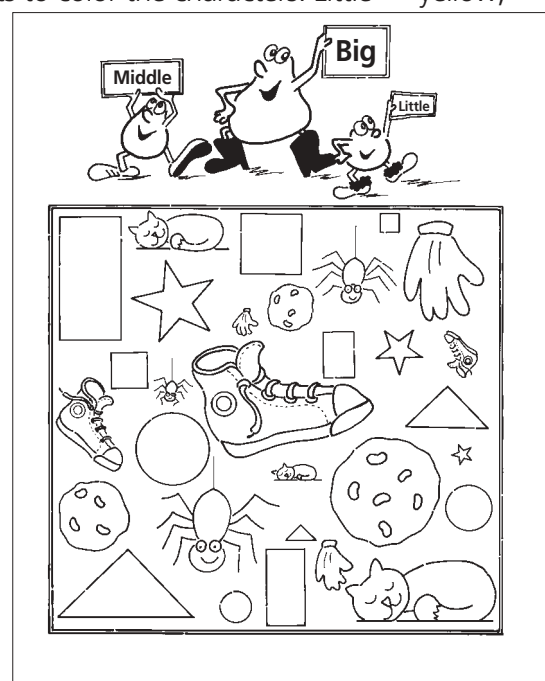
In this activity, students categorize objects. Make copies of page 50 for your students. As a class, list trucks that are large (moving trucks, garbage trucks, etc.), trucks that are medium-sized (milk trucks, bread trucks, etc.), and trucks that are small (mail trucks, meter checker trucks, etc.) on the chalkboard. Distribute the activity sheet and discuss the first row (plants). Ask the class, "Can you think of a little plant?" (violet or pansy) "Draw it in the box under the little character." "Can you think of a medium-sized plant?" (bush or house plant) "Draw it in the box under the character for middle." "Can you think of a large plant?" (tree) "Draw it in the box under the big character." Then allow time for students to complete the rest of the activity sheet independently. When all students are done, have student volunteers share their ideas with the class.



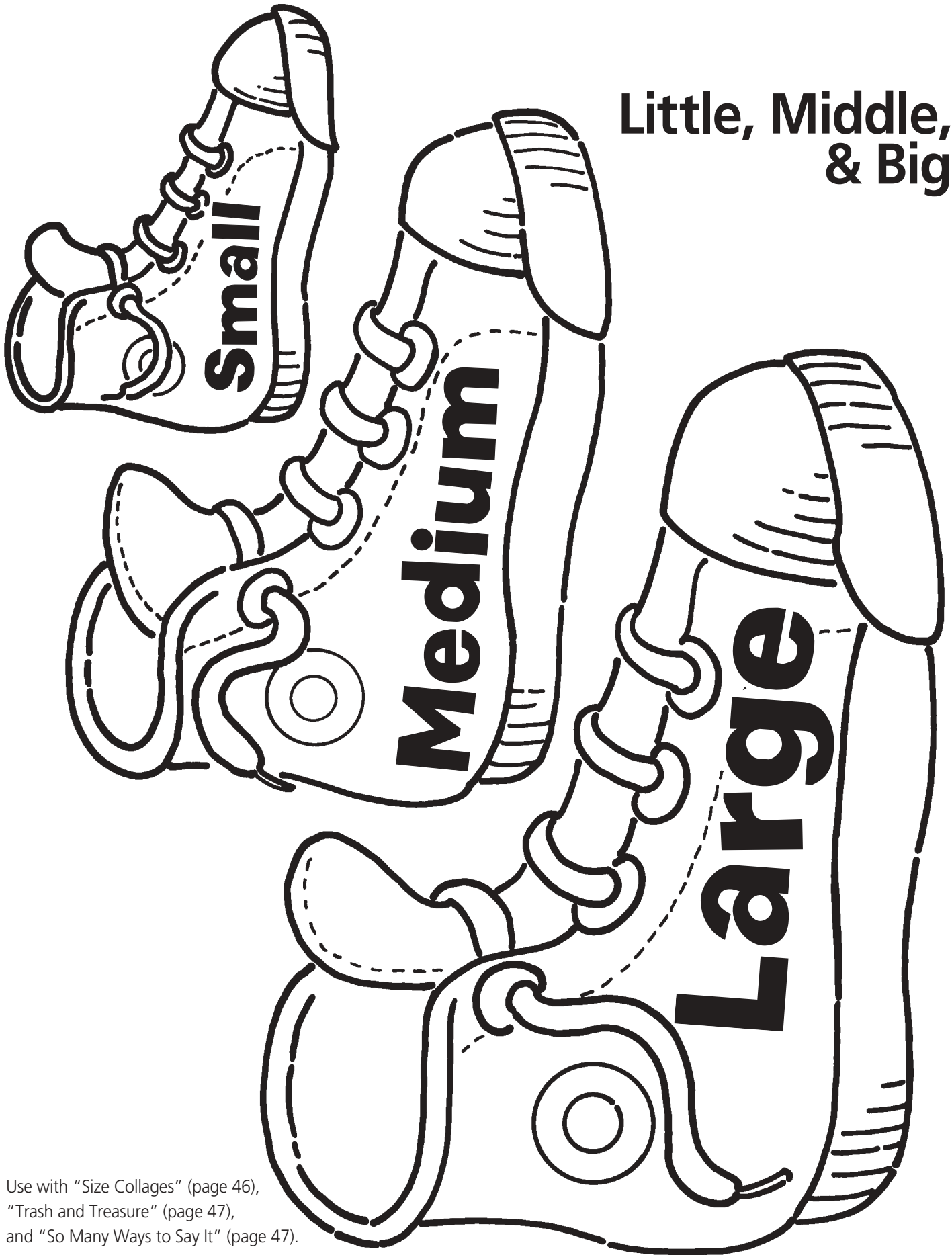
Color Me Little

Science

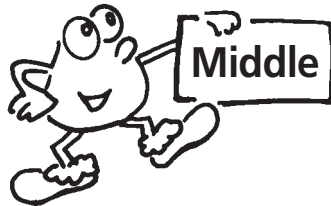
Reproduce page 51 for students. As students learn about color, they can also learn about categorizing by size. Distribute the activity sheet and instruct students to color the characters: Little — yellow; Middle — red; and Big — green. Then explain that these characters provide the clues that tell them how to complete the sheet: color all little objects yellow; all medium-sized objects red; and all big objects green. Ask students to locate the three spiders on their activity sheets. Tell them to color the littlest spider yellow, the medium-sized spider red, and the big spider green. Have them continue on their own, first locating three sizes of the object, and then coloring according to the key.



Little, Middle, & Big



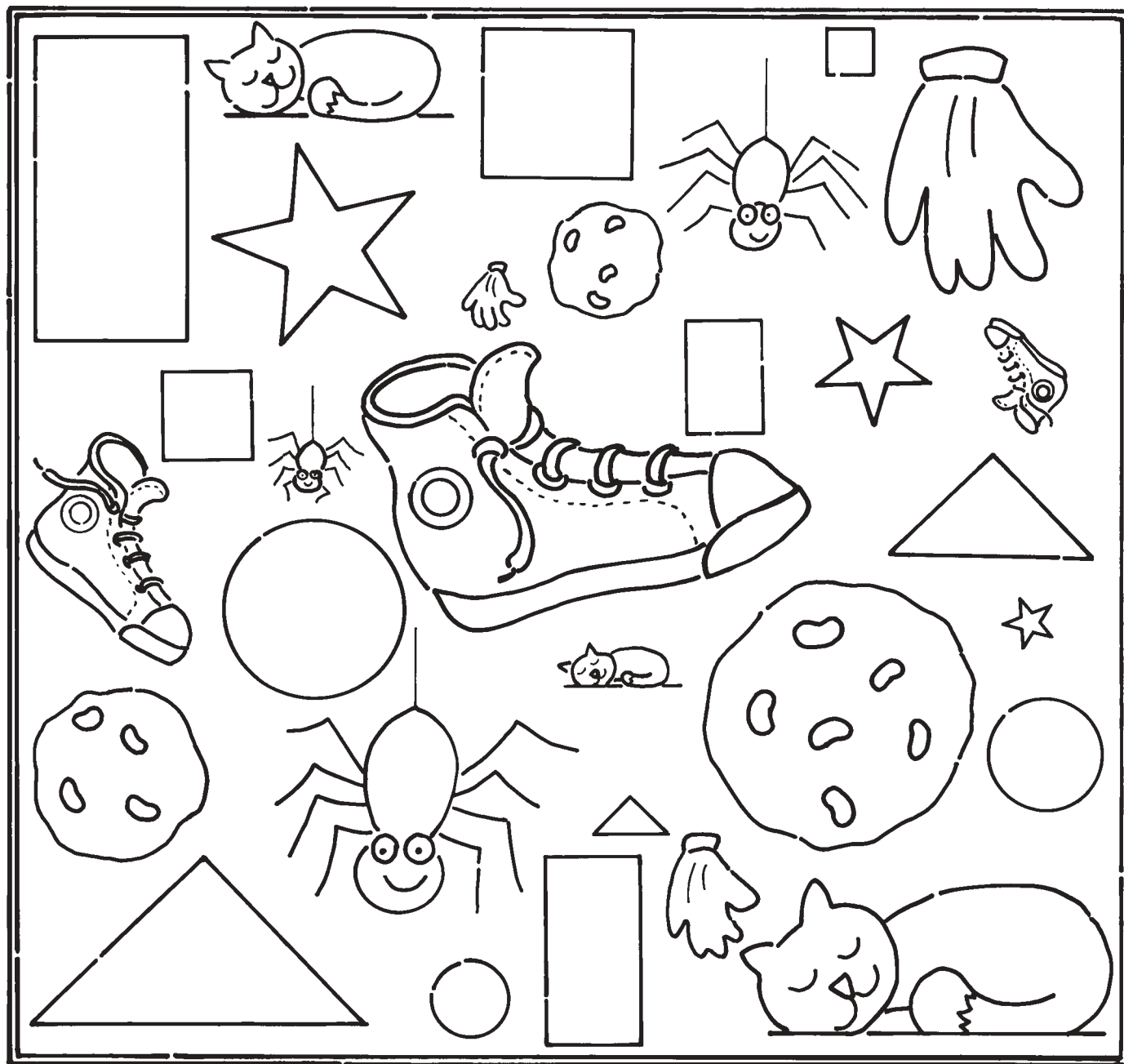
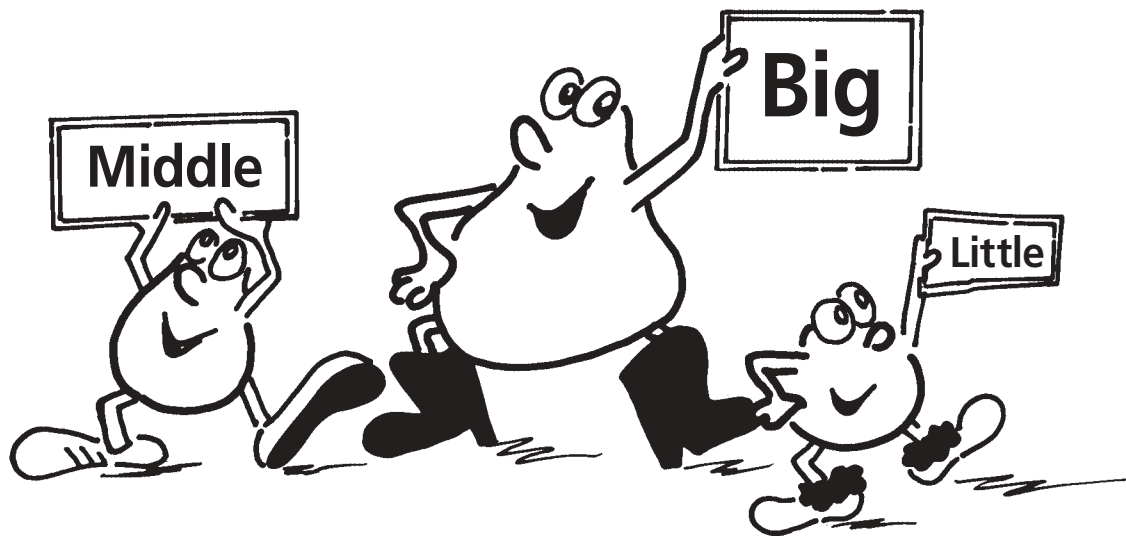
Use with "Size Collages" (page 46),
"Trash and Treasure" (page 47),
and "So Many Ways to Say It" (page 47).



Plants

Animals

Birds





Mouse House

I Spy Shapes

Language Arts

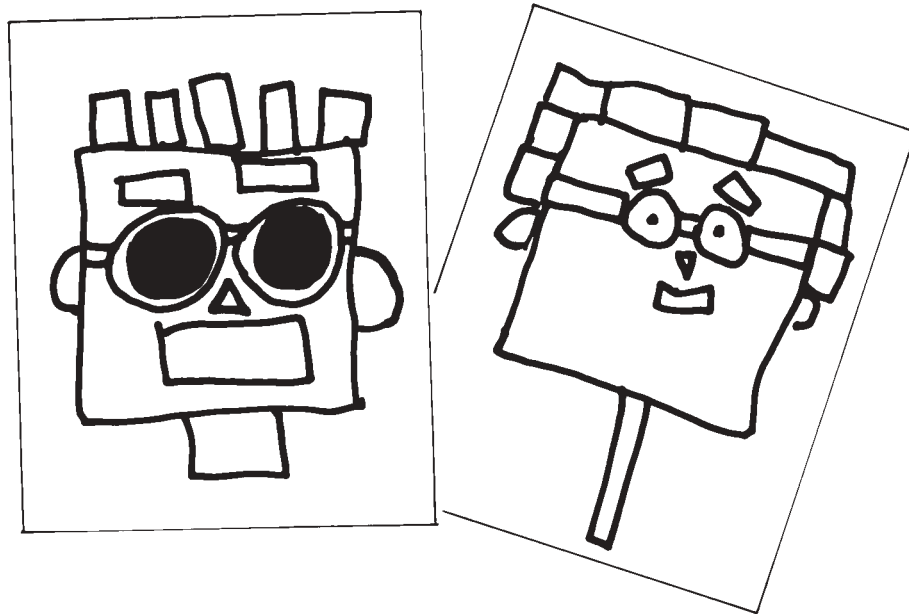
Review the characteristics of each geometric shape with your class: A triangle has three sides; a square has four equal sides, etc. Describe an object in the room to your class: "I see something that is shaped like a rectangle and is made of wood. What is it?" Let the student who guesses the object describe the next object to be found.

Funny Faces

Art

Draw and discuss the following geometric shapes on the chalkboard: square, triangle, rectangle, circle, and half-circle. Ask a student to draw a funny face on the chalkboard, using these shapes. Then ask another student to describe the face to the class, using the names of the shapes.

To make this a collaborative drawing activity, have students work with partners. All students will need pencil, paper, and something sturdy under the paper. Have each pair sit back-to-back. As one student draws and says aloud what is being drawn (for example, "I'm drawing a large circle for a head. Now I'm using small triangles for ears."), the other student "copies" the drawing, relying on the verbal information for directions. When the drawings are finished, have students compare results and see the variation achieved using the same shapes (see the examples below). Then have students switch roles.



Shape Sets Make a copy of pages 56 and 57 (for each student) on the heaviest paper your copier will accommodate. Have students color the shapes as they choose and cut them out. These shape sets can be stored in old envelopes. Students can use the shape sets for the following three activities:

Our Town

Art

Roll out several long pieces of shelf or freezer paper across the classroom or art room floor. Have students bring their shape sets and crayons with them to work on a classroom town. Students can work in small groups or individually, tracing around their shapes along the paper (or gluing their shapes to the paper) to design buildings, trees, vehicles, etc. Once the shapes are outlined (or glued in place), have the students add details and fill in with color. Hang the completed artwork in the classroom. Then, play "How many?" with your students and ask questions such as the following: "How many triangles between this tree and this bush?" "How many yellow squares are there in our paper town?" Student volunteers can also ask "how many."



Shadow Play

Art

Set up a station where students can make shadow pictures using an overhead projector. Have students combine different shapes on the projector surface and then turn on the projector to see the shadow picture on the screen or wall. They may enjoy working at this station in pairs with one student composing the picture and the other guessing what it is.

Sort It Out

Science

Each student will need a shape set for this categorizing activity. Start by asking students to sort the shapes into two groups: shapes that are circles and shapes that are not circles. Then have student volunteers make up rules for sorting the shapes. Some suggestions include:

Two groups:

- big shapes and little shapes
- shapes with some straight lines and shapes with no straight lines
- shapes with four sides and shapes with a different number of sides
- shapes that are yellow and shapes that are not yellow (if students colored their shapes)

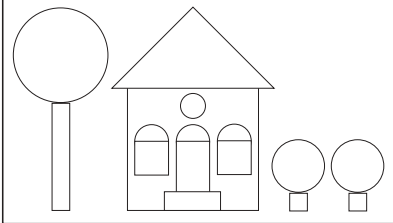
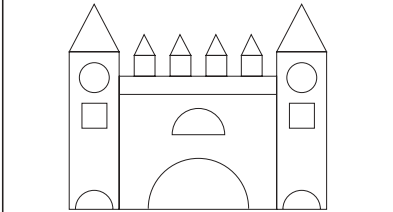
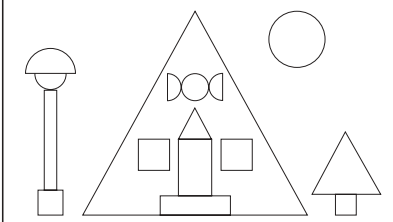
Three groups:

- shapes with curves, shapes with three straight sides, shapes with four straight sides
- big shapes, medium-sized shapes, little shapes

All Shapes and Sizes

Science

Page 58 can be used to sharpen categorizing skills, while working with shapes. There are many ways to use the sheet; two are suggested below:

All Shapes and Sizes	
	How Many? □ _____ △ _____ ◐ _____ ▭ _____ ○ _____
	How Many? □ _____ △ _____ ◐ _____ ▭ _____ ○ _____
	How Many? □ _____ △ _____ ◐ _____ ▭ _____ ○ _____

- Make page 58 into a transparency, and use it to introduce Mouse House to your students. Talk about the different shapes and their characteristics. Have students point out all of the rectangles in a picture, all of the circles, etc.
- Make a copy of page 58 for each student. Beginning with the first picture, instruct students to pick a different color to fill in each shape along the right-hand side of the page (for example, yellow square, red triangle, etc.). Then have students color all of the shapes in the picture according to this key. Lastly, have them count the shapes and fill in the blanks at the right. For the next picture, they may want to change the color key.

Crazy Quilt

Art

If possible, introduce this activity by showing the students quilts or pictures of quilts. Discuss how quilts have been made for many years and often can give us a glimpse into the times in which they were created. Explain how quilt making is a useful way to recycle fabric from old clothing and to utilize leftover fabric scraps. Give each student a 4-inch square of white paper; these will be the quilt blocks. Have students fill their blocks with the geometric shapes they used in the Mouse House. (You may want to draw the geometric shapes on the board for reference.) They can arrange the shapes into any design they wish and fill the blocks with as much color as possible. When they have finished, assemble the blocks by stapling them edge-to-edge onto a bulletin board. As a class, discuss the variety and repetition in the quilt. (You can also do this activity with small precut geometric shapes, asking students to color and then glue the shapes to their quilt blocks.)

Team Shapes

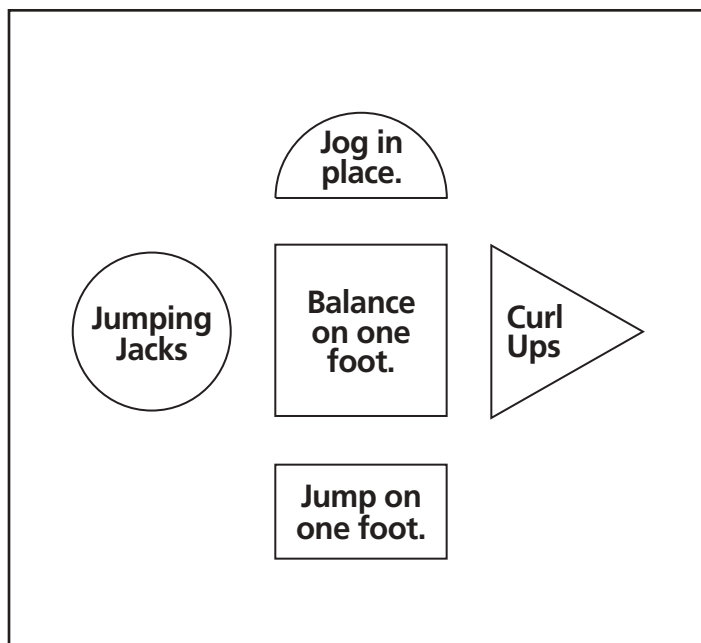
Physical Education

Using paper from a recycling box, cut out an equal number of rectangles, squares, triangles, half-circles, and circles. The total number of shapes should equal the number of students in your class. (For example, if you have 20 students, you will need four of each of the five shapes.) When you need to group students into teams, distribute the shapes randomly to the students. Then, to make up five teams, explain that all of the triangles will be a team, all of the rectangles will be a team, etc. If you want to make up two teams instead of four, you can have two types of shapes on a team. For example, one team can be squares and triangles. The other team can be circles and rectangles.

What Shape Are You In?

Physical Education

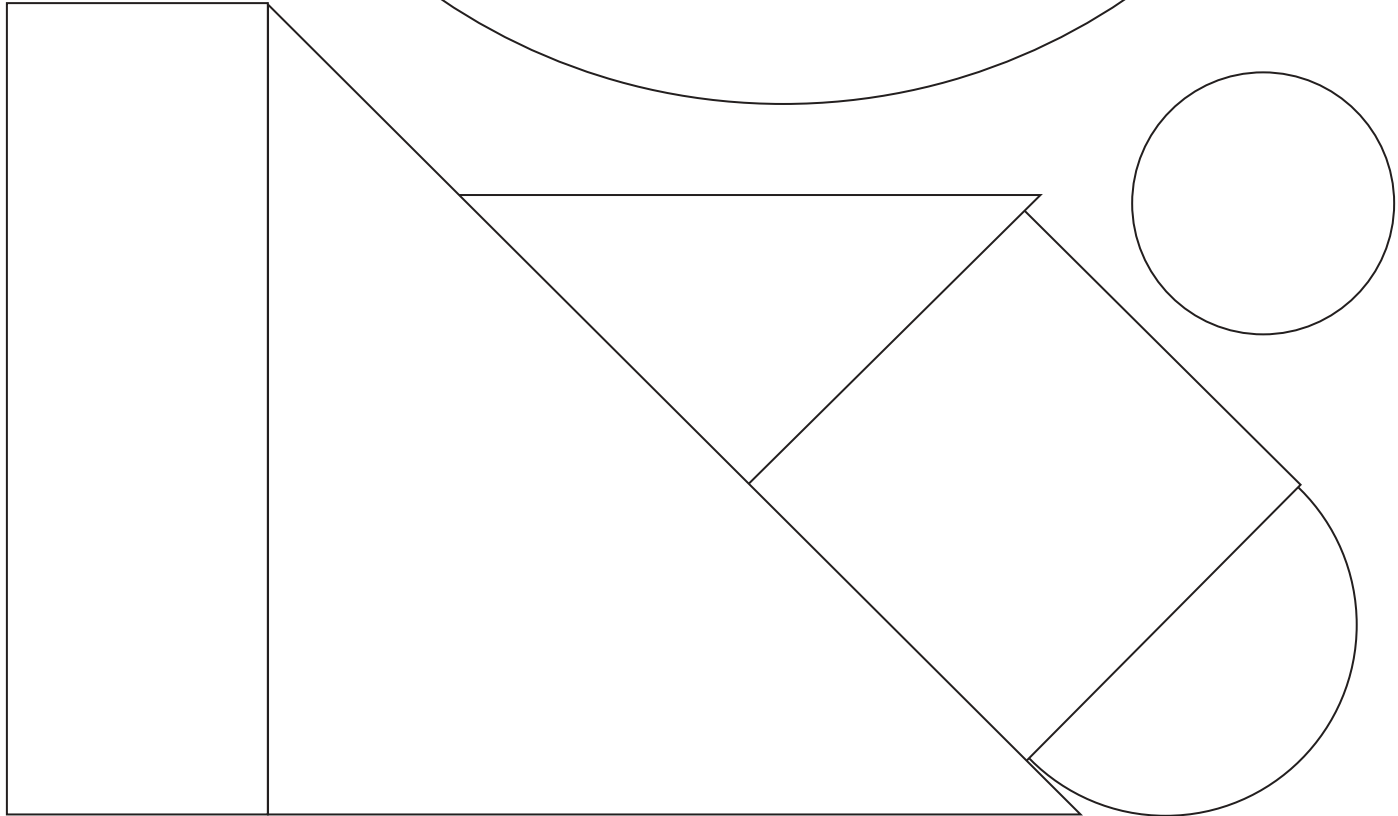
Using chalk on the playground (or tape on the gymnasium floor), mark off very large shapes. You can use some or all of the shapes from Mouse House (square, rectangle, circle, triangle, and half-circle). Have students walk along the edges of each shape as they quietly say the name of the shape aloud. Next divide the class into the same number of groups as there are shapes. Write an activity key on the chalkboard (or post a key written on tagboard). You might like to try the following:



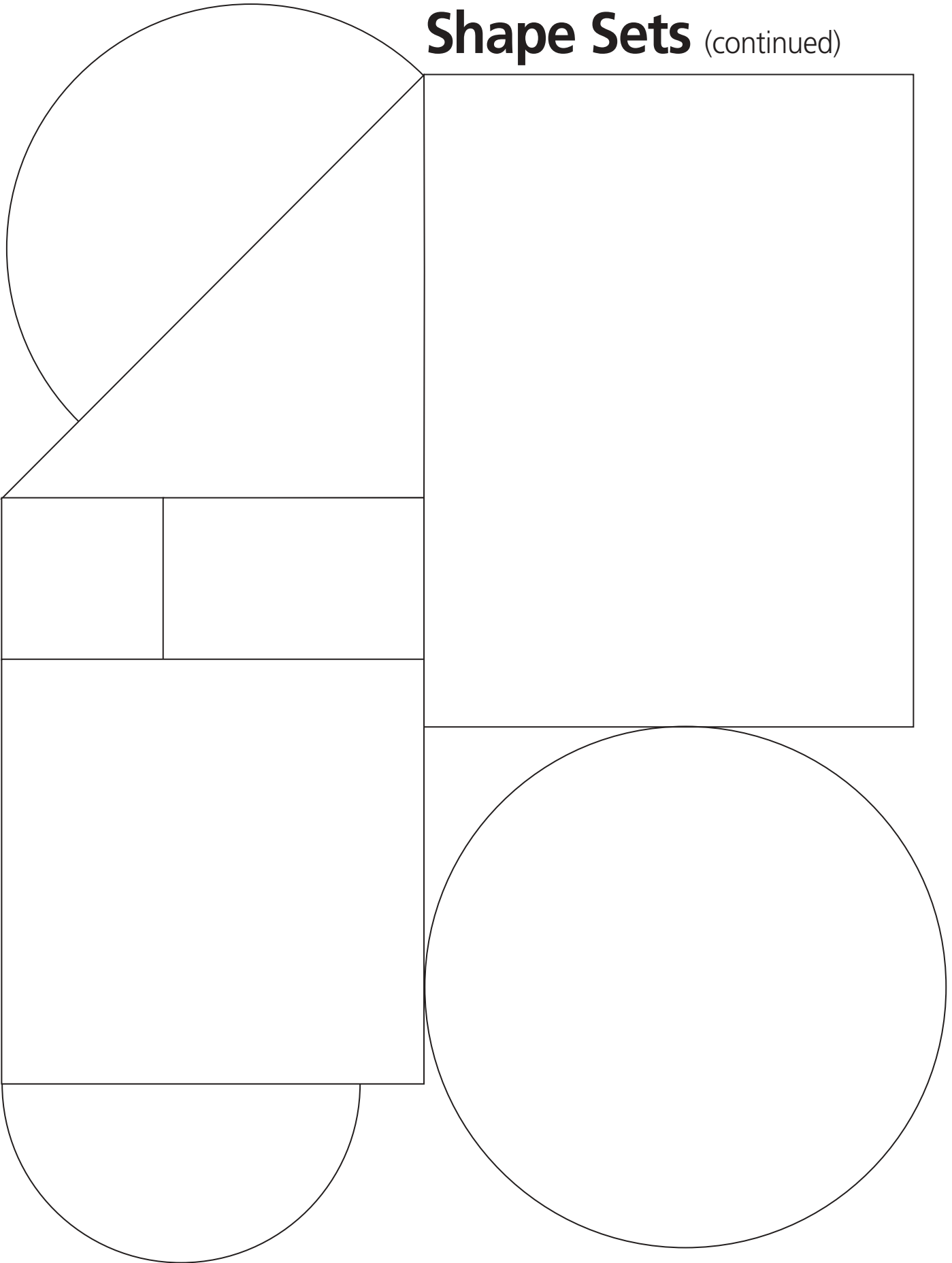
Assign each group to stand inside one of the shapes and then consult the activity key to see what they should do first. A student leader rings a bell or says "go" when it is time to start the activity. After a few minutes, the leader instructs the groups to rotate to the next shape, consult the activity key, and begin the activity for that shape. Continue the rotation until all groups have been in all of the shapes. This is a good activity for warm-up or cool-down time in physical education.

Shape Sets

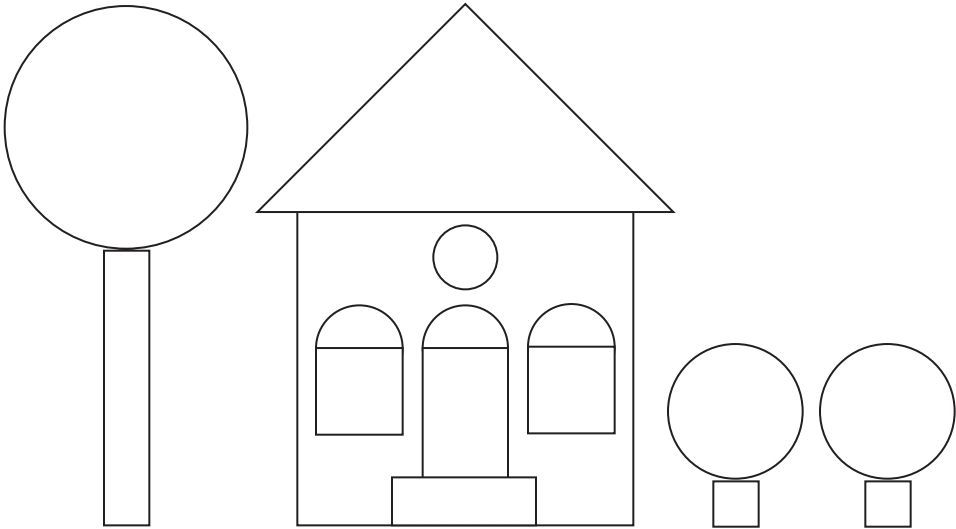





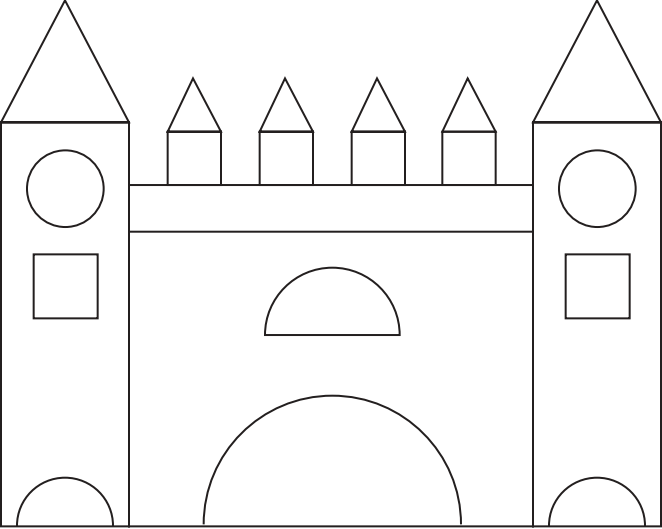





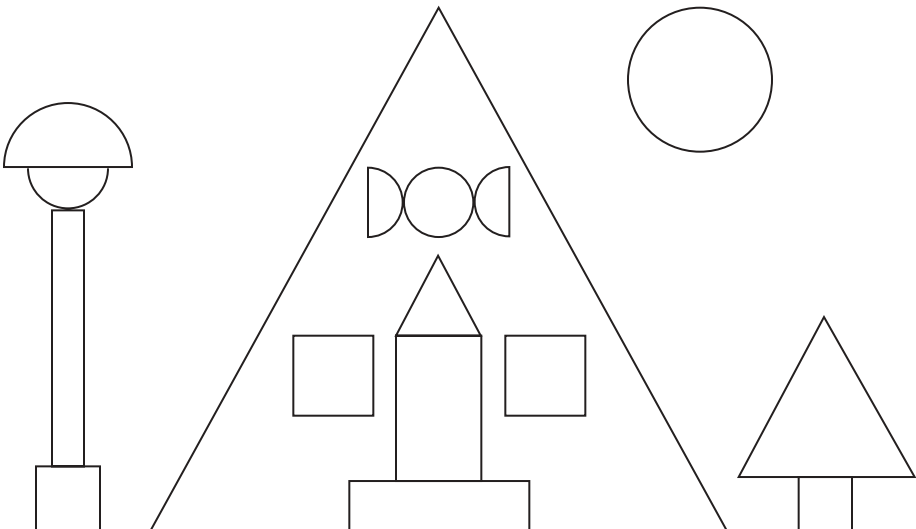



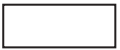

Use with "Our Town," "Shadow Play," and "Sort It Out" (page 53).



Shape Sets (continued)



All Shapes and Sizes

	<p>How Many?</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p>
	<p>How Many?</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p>
	<p>How Many?</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p> <p> _____</p>

What's My Number?



Number Tunes

If students are not already familiar with number songs, introduce them to songs such as, "The Ants Go Marching." Encourage participation by selecting ten volunteers (one for each verse). While the whole class sings, "The ants go marching one by one . . .", the first volunteer marches around the room, pausing only when it is time to say or sing a made-up line, such as, "The first one ate my hot dog bun." Continue adding volunteers for each successive verse, the last volunteer always making up the new line. Repeat the activity on other days with a different ten students until all have had a chance to march.

Music

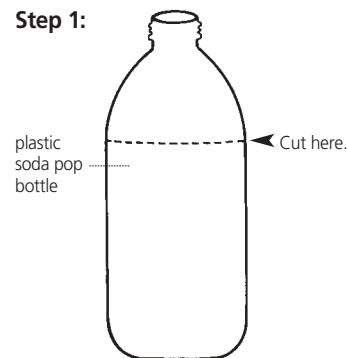
Just Add Rain

Science

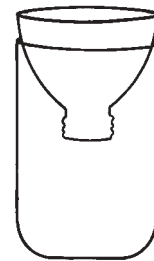
Follow these three steps to make a rain gauge.

Using water from a pitcher, demonstrate how rain is collected and measured. Have students take turns determining the amount of "rainfall" when water is added to an empty gauge, as well as when water is added to a partially filled gauge ("If there were two inches of rain in the gauge, and now there are four inches, how many inches has it rained?"). Liven up rainy days by setting the gauge outside, near a classroom window, for real world measurements. Mention other types of instruments used for measuring (thermometers, barometers, etc.) and discuss why these measurements are important.

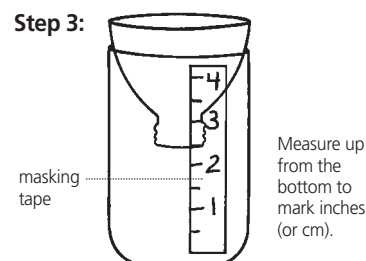
Step 1:



Step 2:



Step 3:



Paint by the Numbers

Physical Education

As a cool-down activity after an outdoor physical education period, here's a fun way for students to practice writing and solving equations. Pair students to work together, outfitting each pair with an old paintbrush and a plastic bucket of water. After the first student "paints" an equation (for example, $2+1 =$) on the sidewalk or blacktop, the second student quickly "paints" the answer before the equation dries up and disappears. Encourage students to switch roles after each equation.

One of, Two of...

Art

Make pages 62 and 63 into transparencies. Using an overhead projector, show one of the pages on a screen. Ask students to think of something there is “zero of” (elephants, trees, whales, etc.) in the classroom. Explain that nothing is drawn next to the numeral 0 on the transparency because there are no elephants (for example) in the classroom. Then ask students to find something there is “just one of” (teacher, clock, window) in the classroom and have a volunteer draw it next to the numeral 1. Continue the activity for each of the numerals. A fun variation of this activity is to project the image onto a large sheet of white paper instead of a screen. Then volunteers can draw on the paper instead of the transparency. Or, turn this into a “cut and paste” activity for younger students, using old magazines or catalogs.

0	2	3
1		
4		6
5		
7		

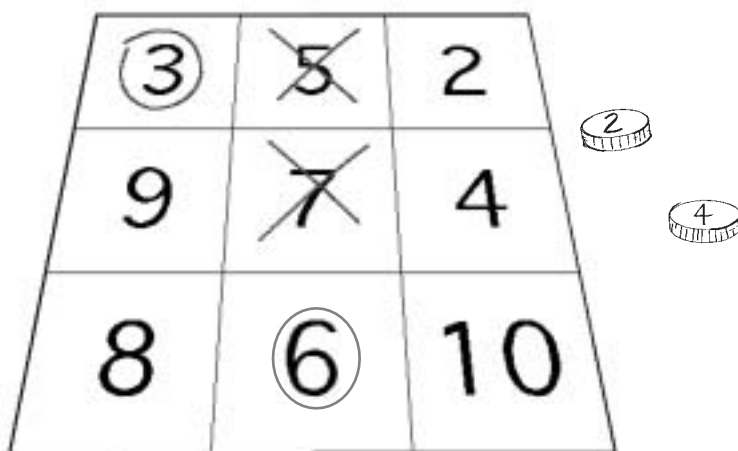
8	9
10	

Older students may be able to do this activity individually or in pairs. Distribute copies of pages and let students work independently. The completed papers can be posted on a bulletin board for students to enjoy the variety of responses.

Arithmetic, Tac, Toe

Problem Solving

To prepare for this two-player equation game, first collect ten milk-bottle caps and mark each with a number from 1 to 5 (two bottle caps for each number). Drop all the bottle caps into a bag and shake them up. Next make a copy of page 64 and cut the game boards apart. Set one aside to play later. You are now ready to explain the game to the students.



The first player selects two bottle caps from the bag and draws an X on the square that displays the sum of the bottle cap numbers. For example, if the player selected a 2 and a 3, the player would draw an X on the square with the number 5. The second player then takes a turn, drawing two bottle caps and placing an O on the correct square. If a square has already been marked, the player must pass. Like traditional tic-tac-toe, the winner is the player to first draw a straight line through three X's or three O's.

Winner in a Flash

Problem Solving

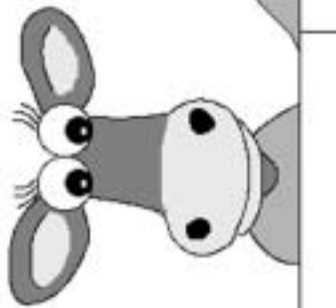
Play a favorite board game, using a deck of equation flashcards instead of the game's dice or spinner. At the start of a player's turn, the player draws a flashcard and must correctly answer the equation in order to move the game piece (by as many spaces as the equation answer).

0	2	3
1		
4		6
5		
7		

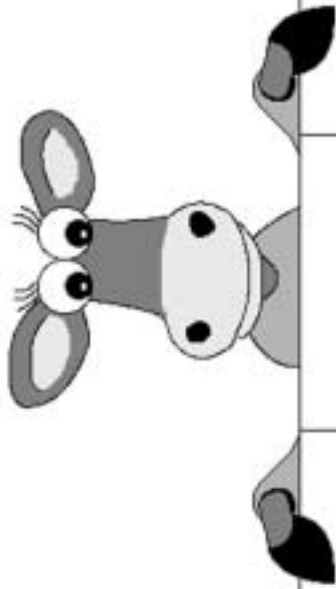
8

9

10



3	5	2
9	7	4
8	6	10



10	4	8
2	6	9
7	5	3

Bing & Boing



Musical Motion!

Music

Students can use many kinds of sounds, hand claps, and foot stomps to make patterns. Begin with a two-part pattern, such as a “Bing” in a high voice, followed by a “Boing” in a low voice. Then add a hand clap for a three-part pattern (Bing, Boing, clap; Bing, Boing, clap; etc.). After some practice, students can make up their own sound patterns. Some sample patterns include:

Two-part patterns

- Bing, stomp; Bing, stomp; Bing, stomp.
- Click, clap; click, clap; click, clap.

Three-part patterns

- Clap, clap, Boing; clap, clap, Boing.
- Stomp, Bing, clap; stomp, Bing, clap.

Headband Patterns

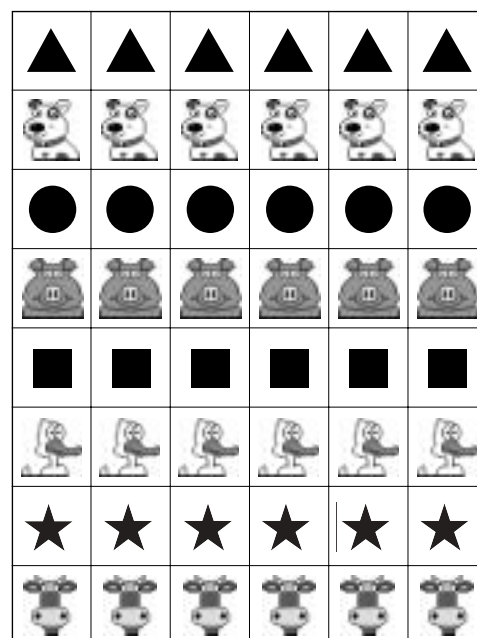
Art

Pull out your favorite rubber stamps, cut calculator tape for headbands or wristbands, and stamp out a pattern. For example, a student might stamp out 2 frogs, 1 cat; 2 frogs, 1 cat, etc. Glue or staple the ends together to make headbands or wristbands. If you don’t have stamps or calculator tape, ask students to create their own patterns with crayons on precut strips of paper.

Meet Bing and Boing

Problem Solving

Make page 68 into a transparency. This activity helps develop problem-solving skills as students analyze patterns and anticipate what comes next. It is also an effective tool for introducing Bing & Boing to the class. Once you have made the transparency, cut it into pieces. Use some of the pieces to lay out a two-part pattern on the overhead projector surface (for example, star, square; star, square). Arrange the remaining pieces at the bottom on the projector surface. Turn on the projector and add one more star to the pattern. Ask if anyone knows what comes next. Have a volunteer move the square into place. Ask the class to repeat the pattern aloud together, “Star, square; star, square; star, square.” Then let a student lay out a new pattern and call on a classmate to complete it.



People Patterns

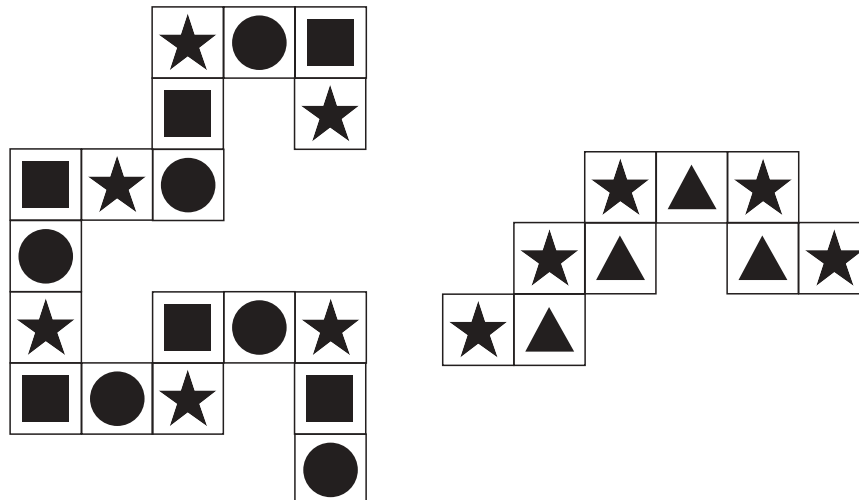
Creative Dramatics

Divide the class into groups of six students each. Have each group model positions, gestures, and facial expressions and organize themselves into a two-part or three-part pattern. For example, one student pattern might include two frowning students, one smiling student; two frowning students, one smiling student. Another pattern might include one sitting student, one standing student, one student with back to class; one sitting student, one standing student, one student with back to class. Have student groups take turns “setting up their patterns” in front of the class. Then, as a volunteer points to each student in the group, the class calls out each part of the pattern.

Pattern Paths

Art

Make copies of page 68 for your students and have them cut the copies into pieces. (Keep the pieces in old envelopes or clipped together with paper clips.) Students can work together in groups of two to four. The first student starts the pattern by laying down two or three pieces. Thereafter, students take turns placing one piece at a time, maintaining the pattern. Students can make the pattern “turn corners” and change direction, but each new piece must touch the previous piece on one (and only one) side. Interesting designs will form as the pattern is repeated, especially if students combine pieces from all of their envelopes.



All Mixed Up

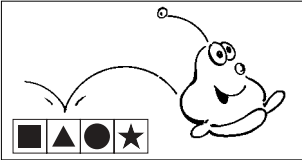
Creative Dramatics

Read the story *The Cow That Went Oink* (by Bernard Most; Harcourt Brace Jovanovich, Publishers) to the class. Let volunteers make the sounds of different animals. Then talk together about what sounds seem funny. For example, a bunny that moos, an elephant that quacks, etc. Talk about the sounds students hear in Bing & Boing. Help students record new sounds for each of the Bing & Boing pictures (see page 24 for directions). Leave these sounds in the software until all students have had a chance to play in Bing & Boing’s room. Then, if you wish, change the sounds back to “All Original Sounds” (see page 24).

Play That Pattern

Music

Make copies of page 69 for your students and one extra copy. Using the extra copy, cut out the four small pattern pieces at the top of the page. With removable tape, attach these pattern pieces to four different keys of a xylophone or piano. (Alternatively, the pattern pieces can be attached to four different rhythm instruments.) Have students bring their activity sheets with them when it is their turn to try playing the instrument. (Two or three students will need to work together if they are using rhythm instruments.) Encourage them to play the patterns on the activity sheet and then to invent patterns of their own. The activity sheet is designed for students to invent one two-part pattern and one three-part pattern.



Play these patterns.

★	●	★	●	★	●	★	●
---	---	---	---	---	---	---	---

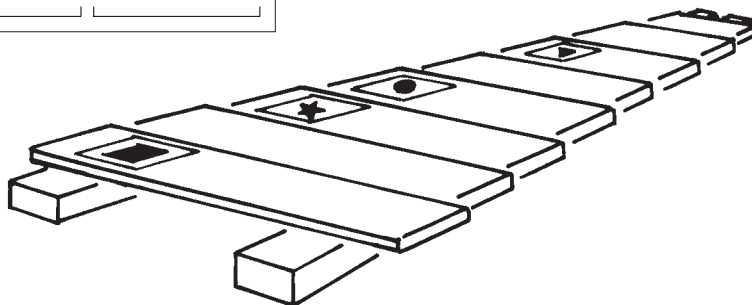
■	▲	▲	■	▲	▲	■	▲	▲
---	---	---	---	---	---	---	---	---

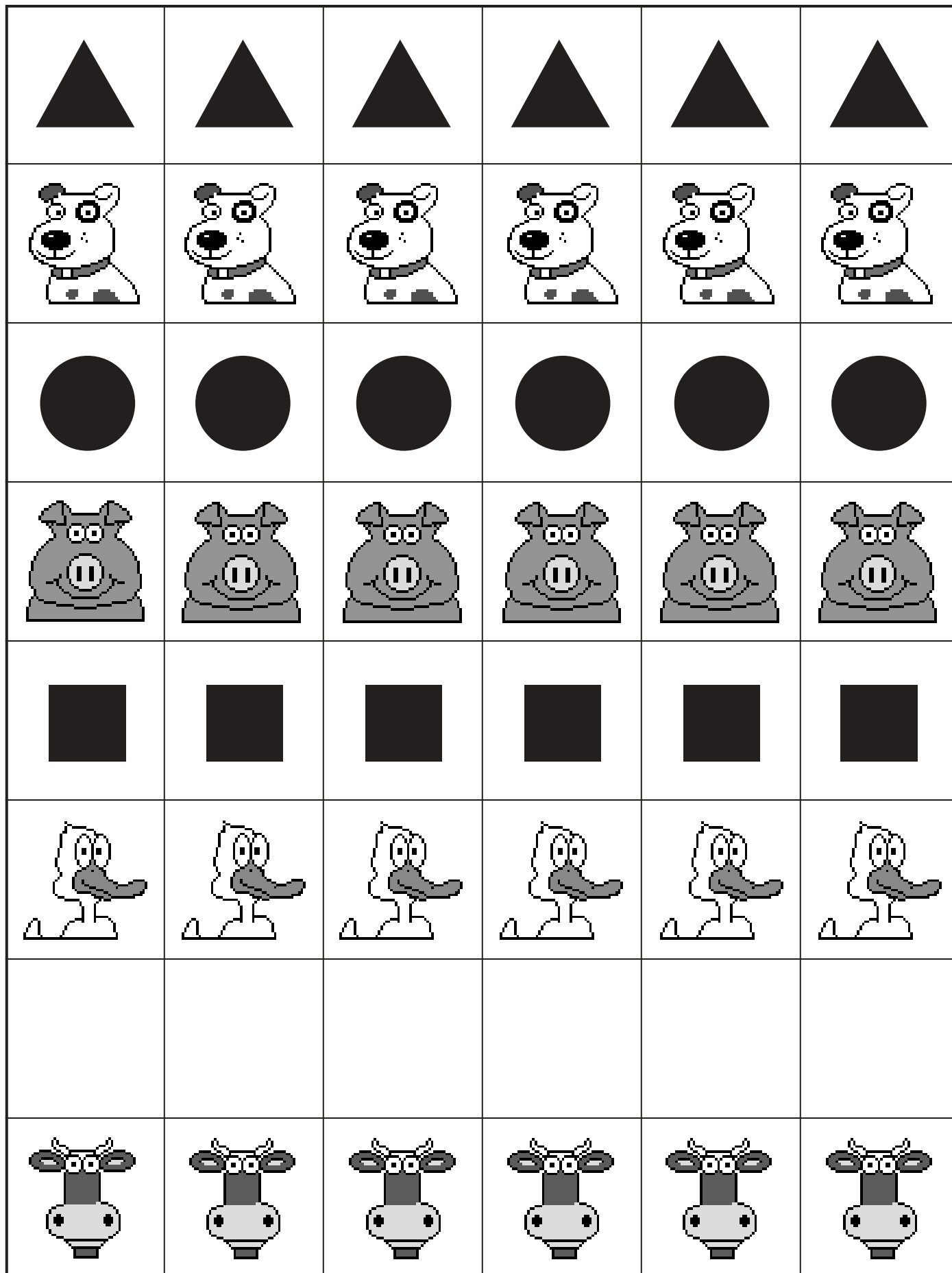
●	★	▲	●	★	▲	●	★	▲
---	---	---	---	---	---	---	---	---

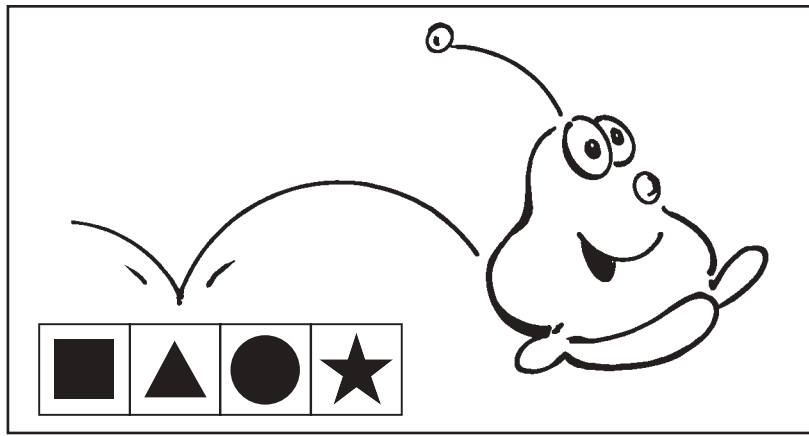
Make your own patterns.

--	--	--	--	--	--	--	--

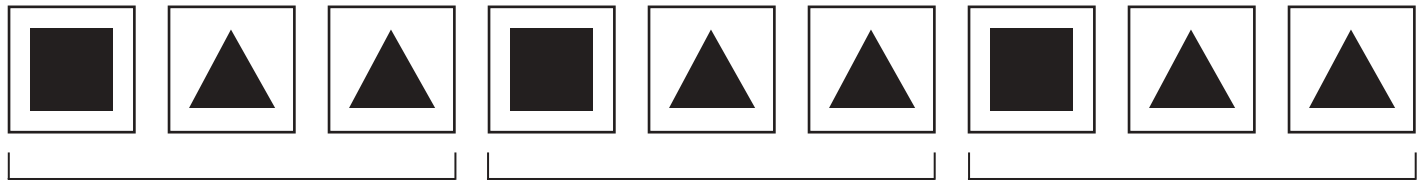
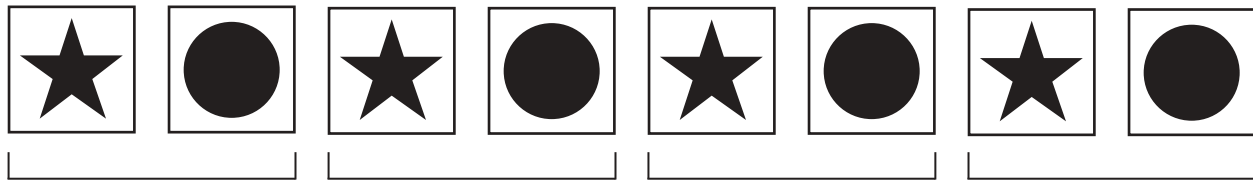
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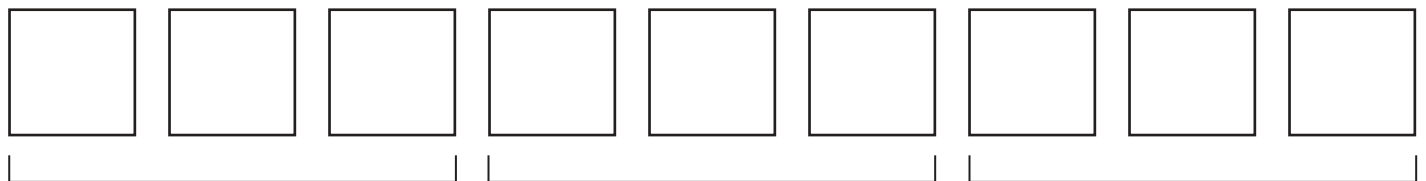
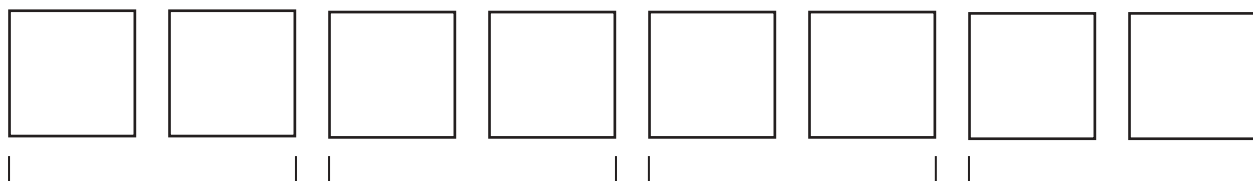




Play these patterns.



Make your own patterns.





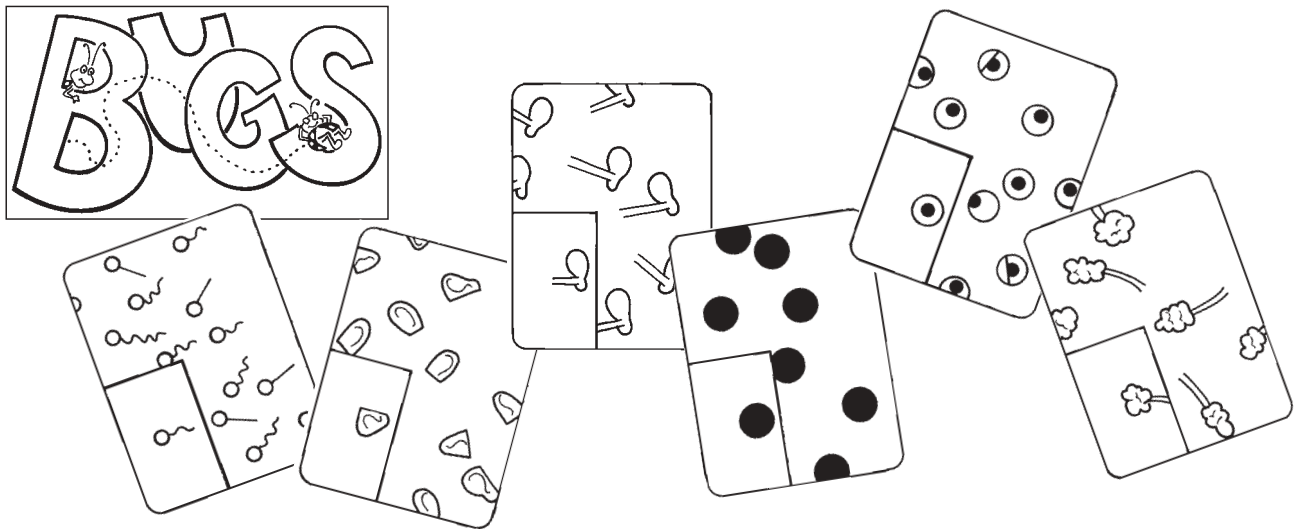
Build-A-Bug

How Many?

Language Arts

Post printouts of students' bug creations (from Build-A-Bug) on the bulletin board. Ask one student at a time: "Can you find a bug with 3 eyes?" "Can you find a bug with 6 legs?" To make it more challenging ask, "Can you find a bug with 2 ears and 5 spots?"

For a variation of this activity, copy pages 72 and 73. If desired, color the title on page 72 and use it as a title for the bulletin board. Cut out the word cards and put them in a box or sack. Let a student draw out a card. After noting the singular and plural forms of the word (for example, "eye" and "eyes"), ask the student a question about the word such as "Can you find a bug with 4 eyes?" Or, let students formulate the questions and/or draw two cards at a time. For example, "Which bug has 4 eyes and 2 spots?" When you have completed the activity, add the word cards to your bulletin board display.



Find Five

Science

Play this game to give students practice in sorting and counting. Ask students to find 1 tall thing; find 2 short things; find 3 green things; find 4 round things; and so forth. Then let the children choose what and how many to find.

Mystery Bug

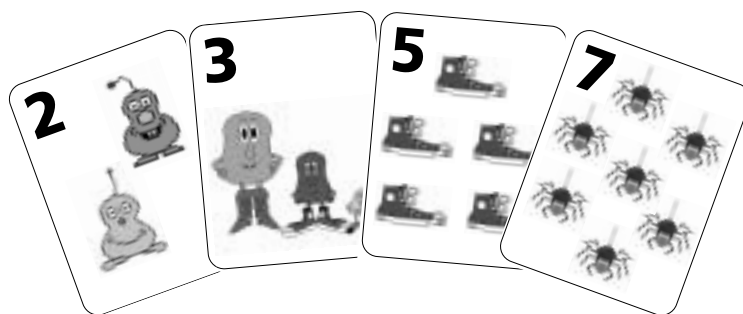
Art

Divide the students into groups of six students each. Each group will need a large sheet of white paper, scissors, glue, and scraps of colored paper. First, the members of the group design a bug body and head and glue it to the white paper. Then, each member of the group is assigned a bug part. That member determines how many spots, eyes, etc., the bug will have and cuts them out of the colored paper scraps. Group members take turns gluing the parts onto the bug as the group counts, for example, "One, two, three spots." When every group is finished, they can share their bugs with the rest of the class or post them on a bulletin board labeled "Bug Zoo."

Count on Me

Science

Make two copies of page 82 on the heaviest paper your copier will accommodate. If possible laminate the paper. Cut the cards apart and have them available for pairs of students to sharpen their observation skills by playing "Count on Me." To play, students take turns drawing a card from the stack and then finding something of the same number on their own clothing or body. For example, if the card says 2, the student counts, "One, two. Two eyes"; if the number is 4, "One, two, three, four. Four buttons"; if the number is zero, "Zero antennae." If they find something of the right number, they get a point; if they cannot find something of that number, the other student gets the point. Once something has been said, the other student cannot use it for an answer. For example, if a student has used "two eyes," the next time 2 is drawn from the cards, the student cannot use "eyes" but could use "two knees" or "two pockets." When all the cards are used, the game is over.









Bug Me!

Art

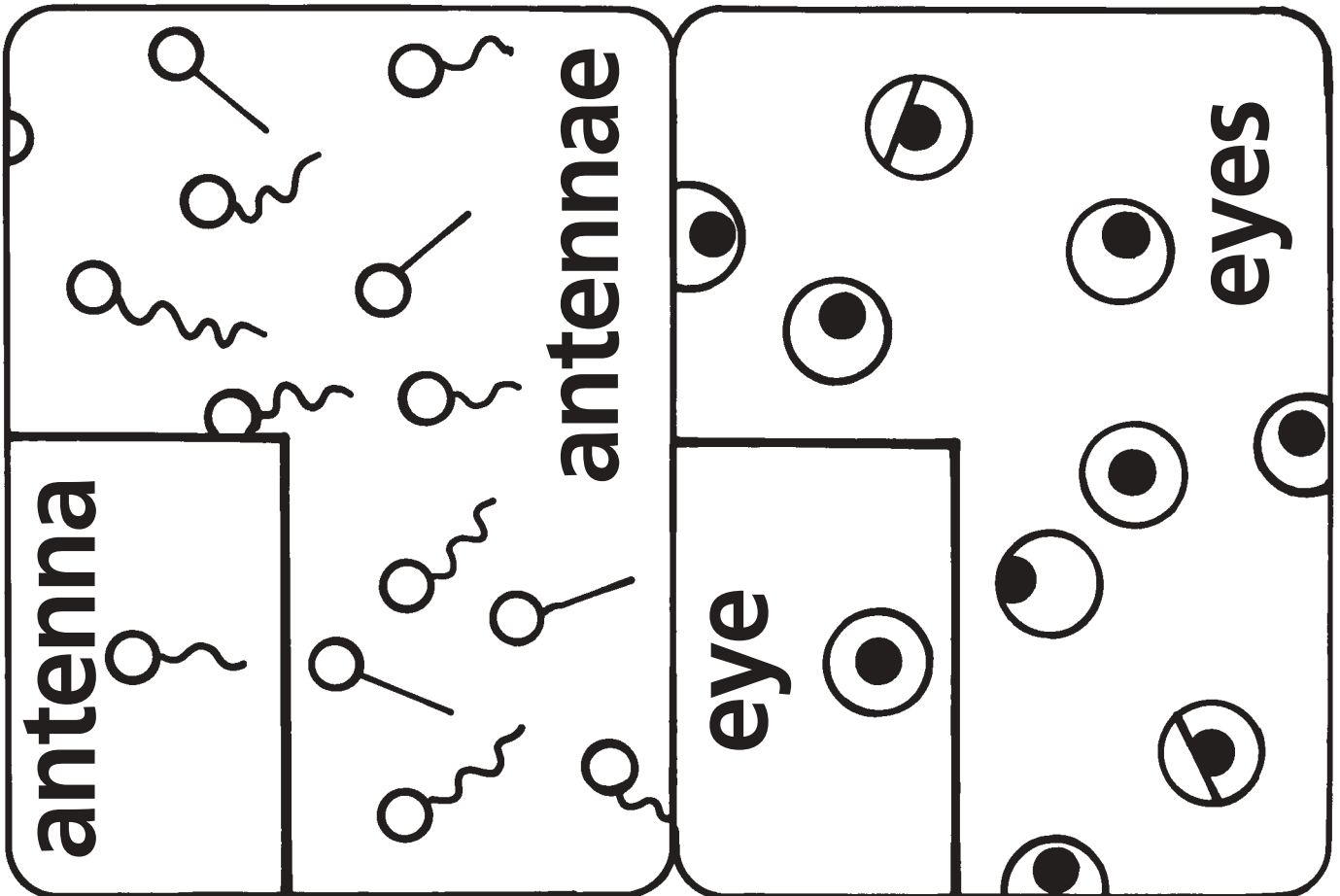
Make copies of page 74 for your students. Have them "plan a bug" by writing numbers beside the bug parts on the activity sheet. Next, tell students to each draw a bug body and head. Have them continue drawing by consulting their plans to see how many of each part to draw. Encourage them to count quietly to themselves as they add parts to their bugs. Suggest that they use all sorts of colors and shapes and make their bugs as outlandish as their imaginations allow. If desired, have students name their bugs and introduce them to the class. For example, "This is my bug, Hannah-Louise. She has 4 spots, 2 ears, 3 antennae, 9 eyes, 1 tail, and 6 legs."

Bug Me!


How many do you want?

___ 	___ 	___ 
___ 	___ 	___ 

Draw your bug here:

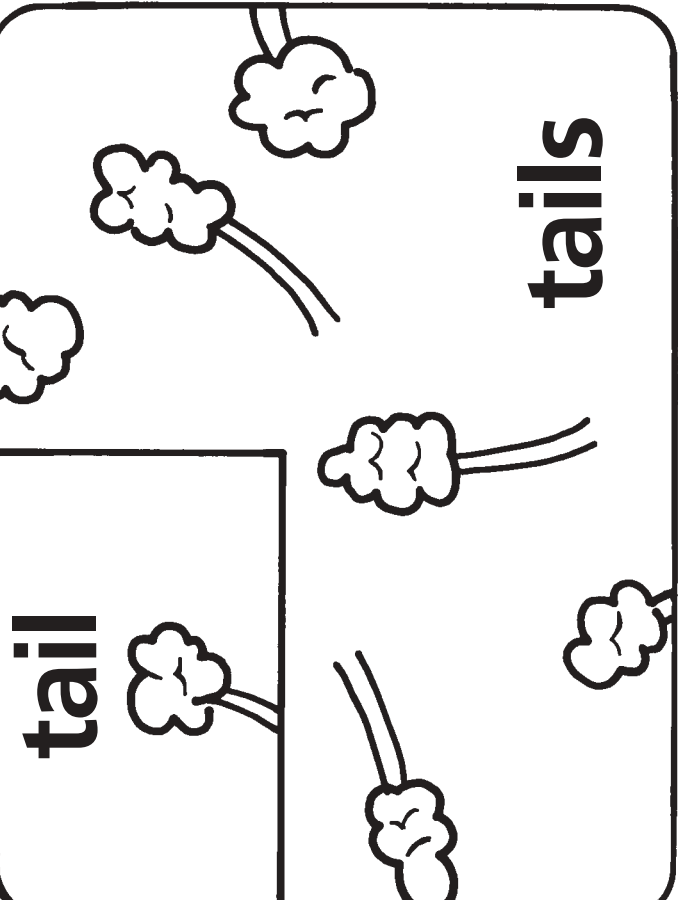


ear



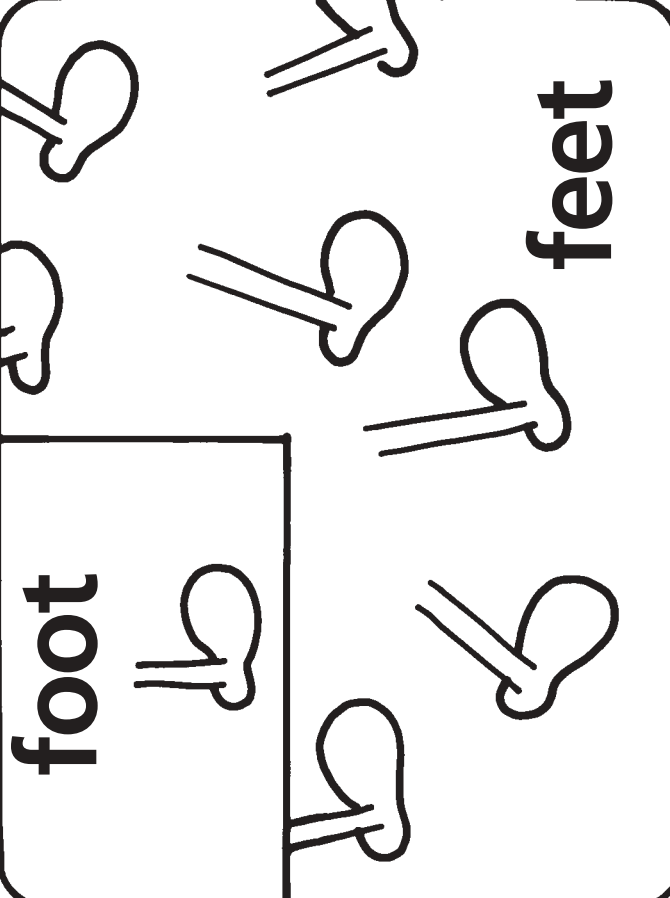
ears

tail



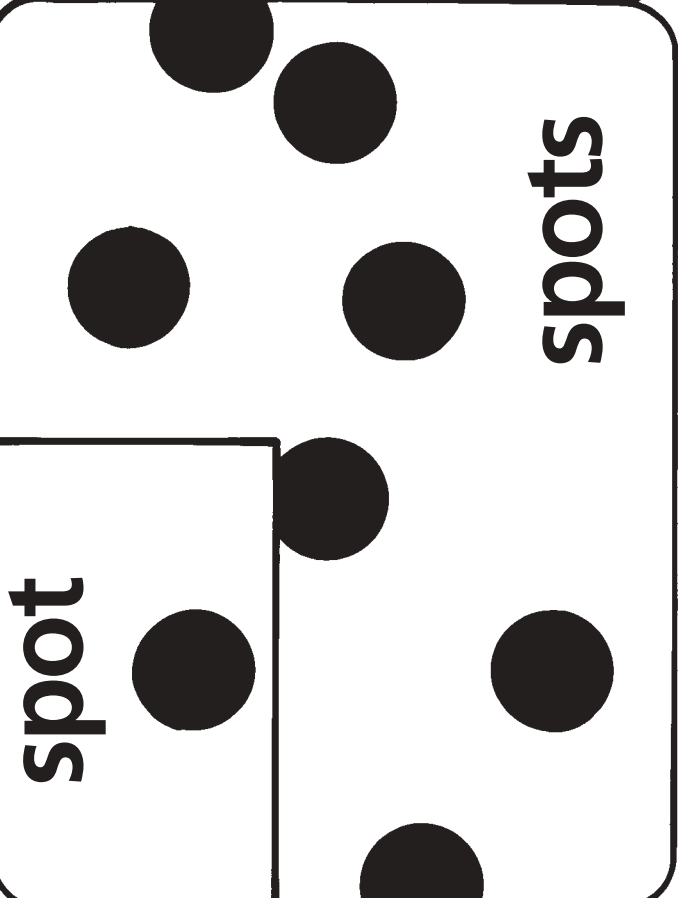
tails

foot



feet

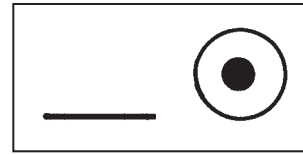
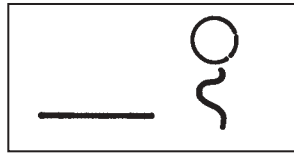
spot



spots

Bug Me!

How many do
you want?



Draw your bug here:

A large, empty rounded rectangle with a thin black border, intended for drawing a bug.

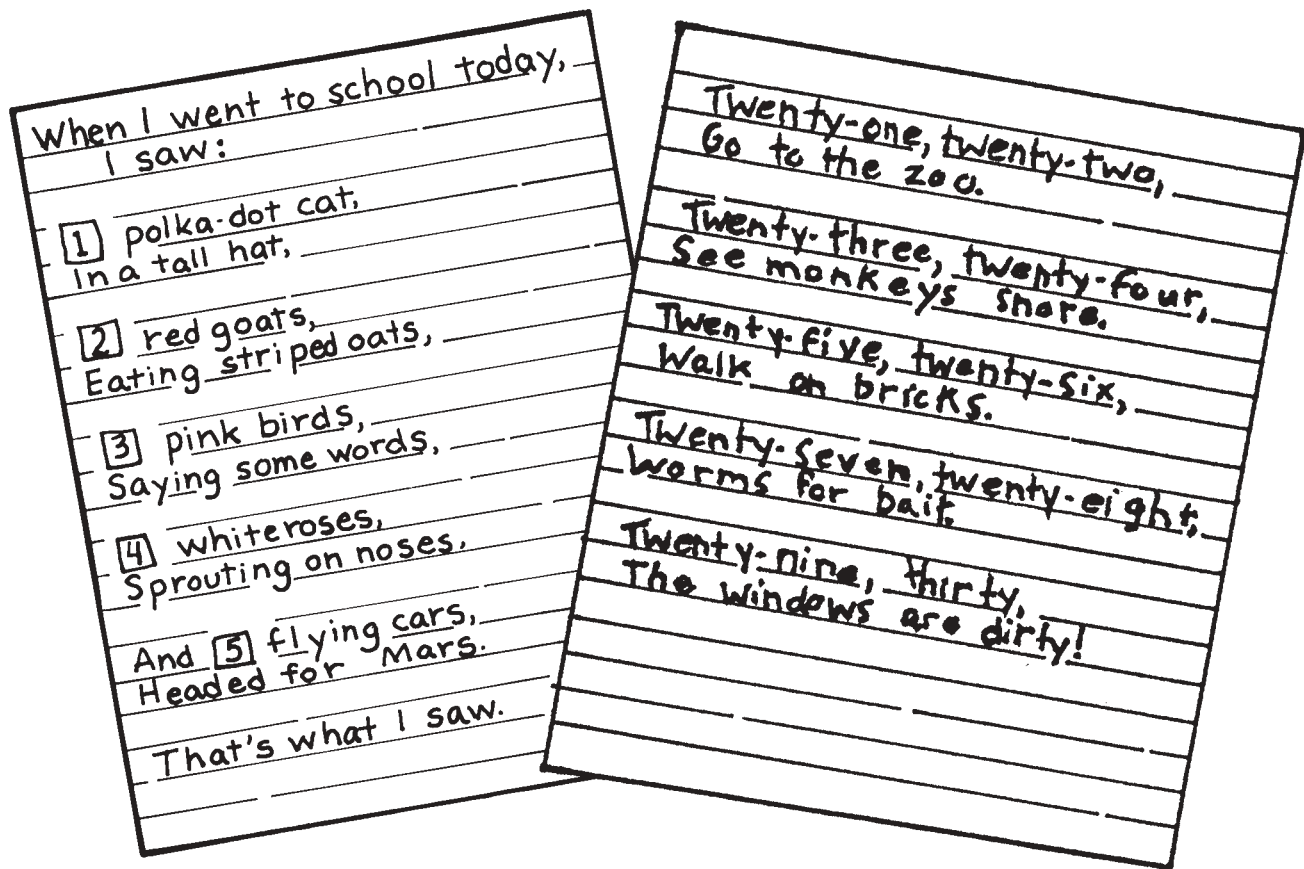
Number Machine



Nonsense Poetry

Compose a class number poem using fantastic, outlandish words or situations, or rewrite familiar rhymes in creative ways. Examples are shown below:

Language Arts



Count on Action

Have the class count aloud to 30 as each student repeats an action such as jumping jacks, toe touching, hand clapping, or jumping. On the playground, in the classroom, or in the gymnasium, let pairs of students take turns counting actions for each other.

Physical Education

Door Decor

Science

Cover both sides of a classroom door with a large sheet of paper. Give each student a number from 1 to 30. Print a topic that your class is currently studying at the top of the paper. Throughout the day, have students take turns (starting with number 1) "drawing on the door" that number of things related to the topic. For example, if the topic is "The Ocean," students could draw one octopus, two whales, three pieces of seaweed, etc. This activity can also be done on a section of the chalkboard using colored chalk or on a white board using colored, erasable markers.

Our Town Countdown

Social Studies

Create a town scrapbook. Start by using heavy paper (8½ by 11 inch) to prepare the thirty pages. At the top of each page, print the title, "Our Town has," followed by a number from 1 to 30 and an ellipsis (...). For example, the first page will read, "Our Town has 1...", the second page will read, "Our Town has 2...", etc. Shuffle the pages and pass them out to either individual students or small student groups.

Offering resources such as local visitors' guides, phone book yellow pages, newspapers, and city maps, ask students to fill each page with appropriate pictures or facts. Encourage a mixture of community information (professions, landmarks, names, etc.).



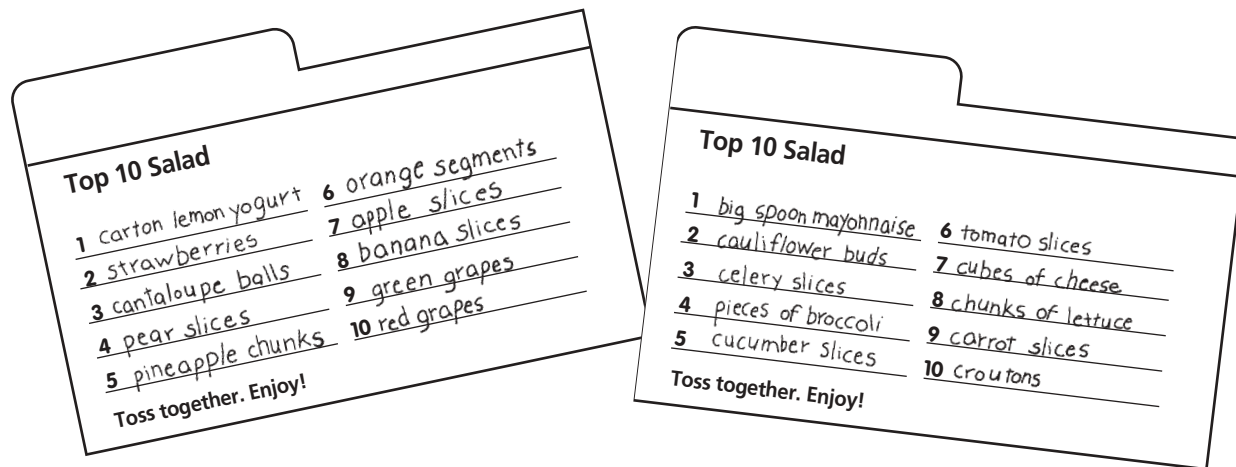
Three-hole punch the completed pages. To conclude the activity, ask the students or student groups to insert their pages in a three-ring binder in the correct order.

Nutrition Numbers

Science

As a culminating activity for the study of nutrition, let students work in groups to make healthy salads. Divide the class into groups of 6 to 8 students. Give each group a copy of page 78. Work with the groups, deciding and writing down what will go into their salads. Ingredients can include fresh, frozen, dried, or canned foods such as raisins, nuts, nectarines, kiwi, peaches, watermelon, sunflower seeds, onions, green beans, or shoestring potatoes. (Other ingredients are included in the sample recipes shown below.) Each salad will have ten ingredients—one unit of the first ingredient, two units of the second ingredient, etc. Some groups might choose vegetable salads and others fruit salads.

Provide each group with the ingredients (or have them donated from home), a large bowl, a large spoon, a table knife, and a cutting board for slicing ingredients. (You may want to precut ingredients.) Each group will also need a small cup and spoon for each student. After students have washed their hands, each student in the group prepares one ingredient and adds it to the bowl while the other students in the group count aloud. For example, a student adds raisins and counts, "One, two, . . . ten raisins." Students may need help cutting bananas, carrots, etc., but let them add the pieces to the bowl. When all the ingredients are in the bowl, a student can stir the salad and divide it equally into the cups. Then everyone can enjoy a healthy salad.



If food allergies, school policy, etc. prevent you from doing this activity with real ingredients, groups can make salad collages with pictures they draw themselves or cut from magazines. They can start with a large piece of green paper cut into a giant lettuce leaf and glue on the ingredients as the rest of the students in the group count aloud.

Top 10 Salad

Put in bowl:

1

6

2

7

3

8

4

9

5

10

Toss together. Enjoy!

Cookie Factory



Living Cookie Machines

Creative Dramatics

Ask five students to play the following parts:

- 1) The cookie pipe that pats out a clay cookie;
- 2) The conveyor belt that receives the cookie and slides it under the dispenser;
- 3) Harley, the horse, who asks for a cookie decorated with a specific number of jelly beans;
- 4) The jelly bean dispenser that counts clay jelly beans as they are dropped onto the cookie;
- 5) The hand that gives the cookie to Harley, who pretends to gobble it up.

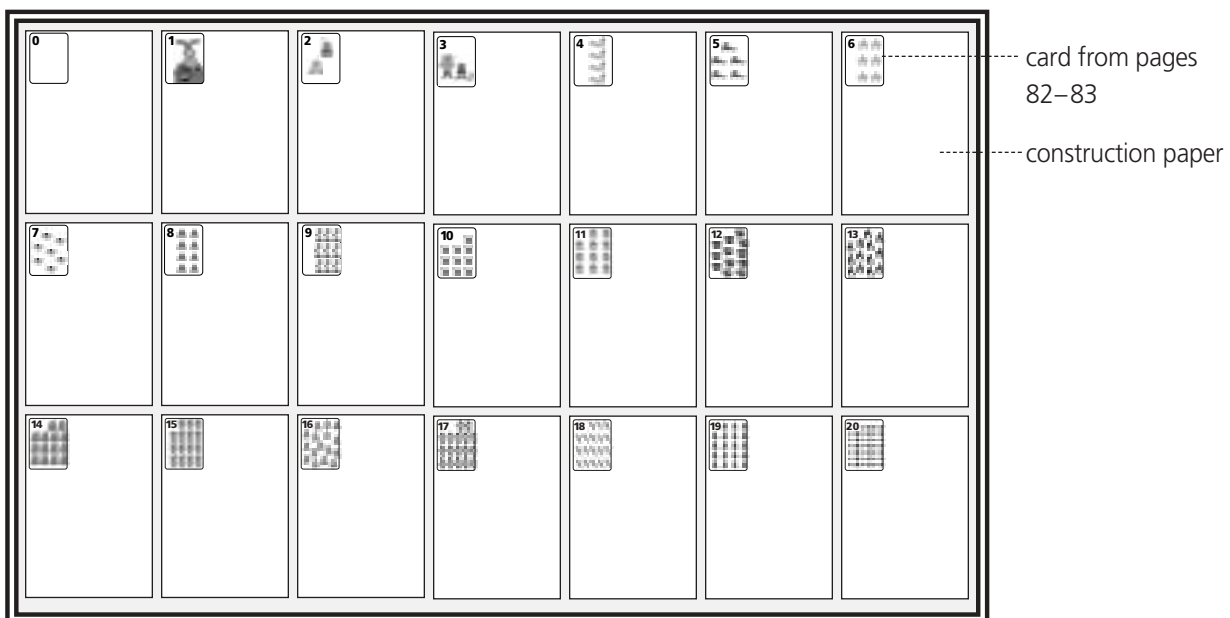
Encourage the entire class to provide the sound effects and to count along as jelly beans are dispensed.

It's in the News

Social Studies

Encourage children to start looking at the newspaper even before they can read. Set up a bulletin board using the cards copied from pages 82–83. A suggested arrangement is shown below.

Ask students to hunt through old papers (either at home or at school) and circle places where the numerals 0 through 20 are used. Next, they can tear or cut out the example to post on the bulletin board by the corresponding numeral. Allow the clippings to accumulate on the board over several days and then discuss some of the examples of where numerals were used (classified advertisements, diagrams, weather maps, etc.).



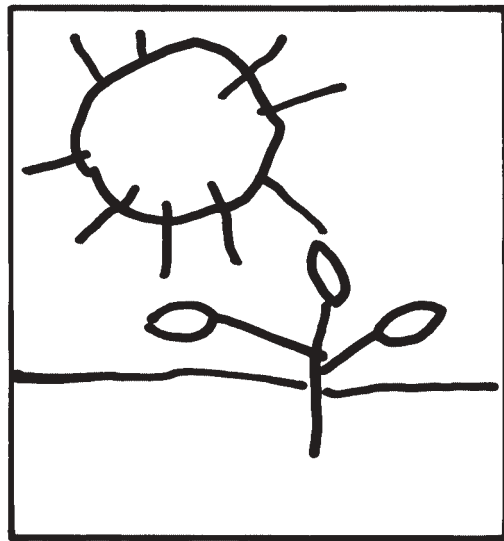
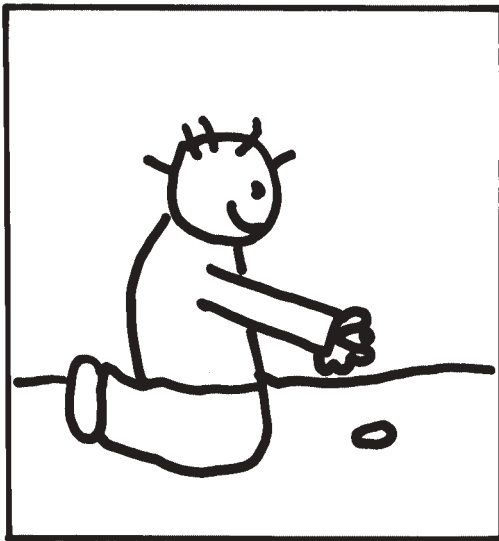
Putting the Cart Before the Horse

Science

Cut sheets of drawing paper (9 by 12 inch) into fourths and distribute two pieces to each student. Have students number their sheets "1" and "2." Set the papers aside for a few minutes.

As a class, talk about sequence as it relates to science. Make the discussion fun by asking silly questions such as, "Can a flower grow before the seed is planted?" "Can baby birds fly out of the nest before the eggs hatch?" Then talk about what happens first and second. Help students think of other things that must happen in a specific sequence (cooking dinner before eating it; getting the paint and the paper ready before making a painting; building a house before moving into the house; baking a cake before having the birthday party, etc.).

Then have students draw a two-step sequence of an event. Explain that the first thing to happen should be drawn on rectangle 1 and the second on rectangle 2. When students are finished, they can take turns holding their drawings up for the class and asking which comes first and which comes second. The rectangle sets can also be stored in individual envelopes and left on a table for students to enjoy during free time.



Number Relay

Physical Education

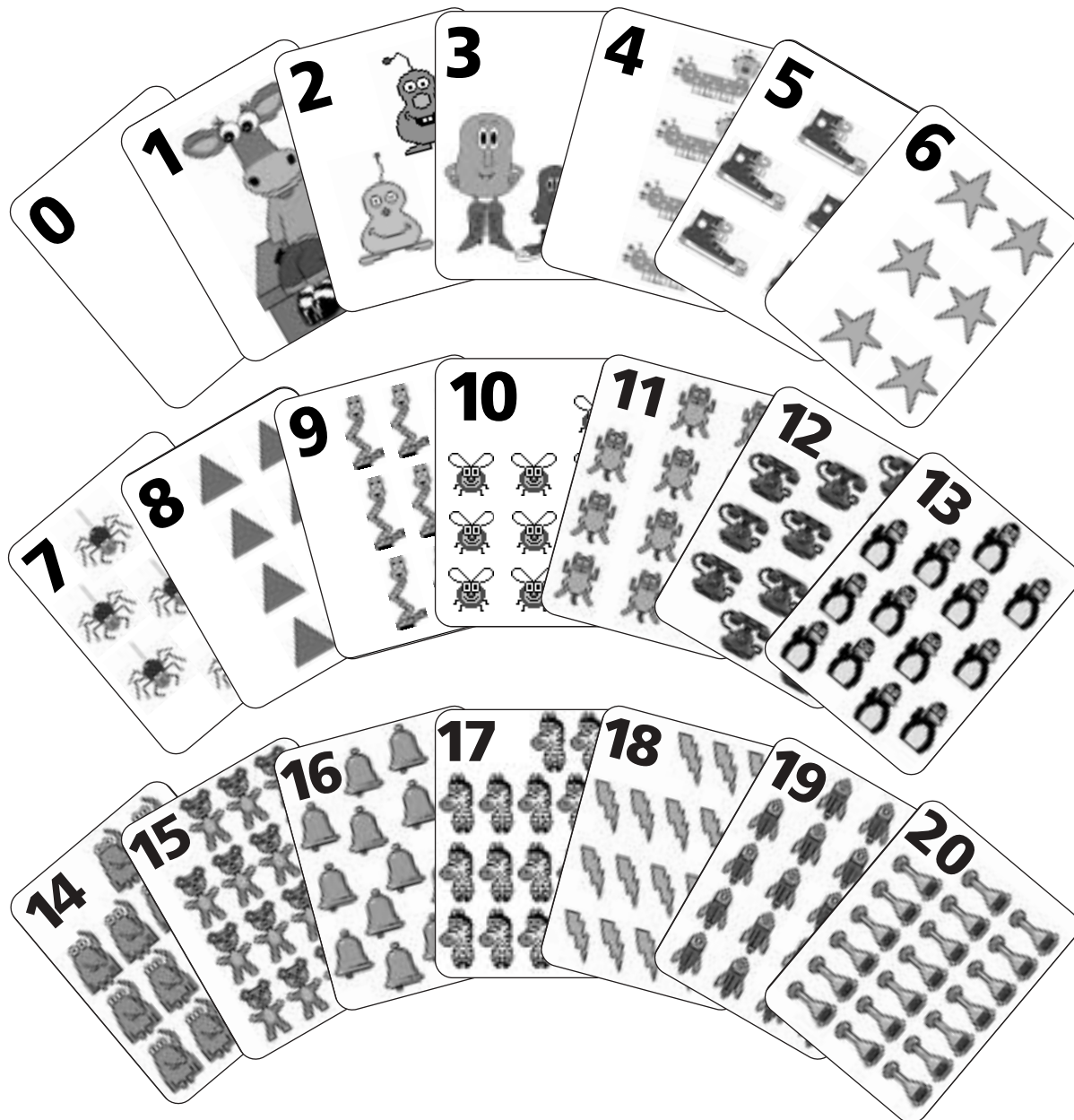
Students can sharpen memory skills while exercising. Divide the class into four groups. Each group sits behind a line in the gymnasium. When the teacher says "go," the first person in each group runs up to another line and says "One shoe" (or whatever object they want to say) and then runs back. The next person in each group runs to the line and says, for example, "One shoe, two bananas." Then the third person says, for example, "One shoe, two bananas, three trucks." (A group member who can't remember one of the objects must run back and bring the person who had that particular number to the line. Then they say the list together.) The first group to reach 10 wins.

Old Millie

Many familiar card games require players to analyze data, anticipate moves, and practice memory techniques. Use Millie's Deck to play some of these games. Make two copies of pages 82 and 83 on the heaviest paper your copier will accommodate. If possible, laminate the paper. Cut the cards apart. To play "Old Millie," remove one of the cards with Millie's picture (the 1 card). Hand out the rest of the cards to two (or more) students; let them draw and match cards until one student is left with Millie.

To play another kind of memory game, students turn all cards face down and take turns trying to match cards by turning over two at a time. Students will be able to play other familiar games using Millie's Deck. Also, encourage them to invent new games and teach each other.

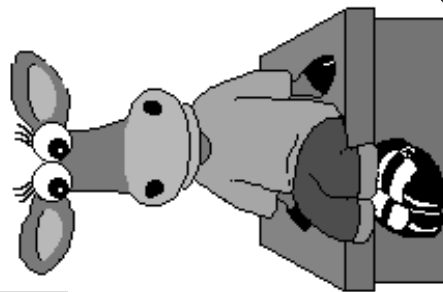
Problem Solving



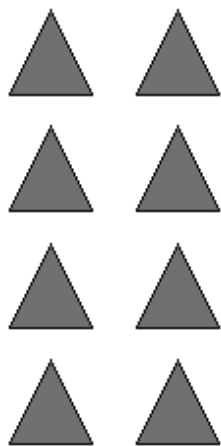
Millie's Deck

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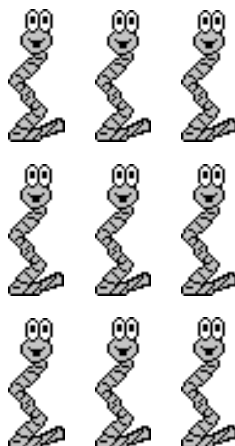
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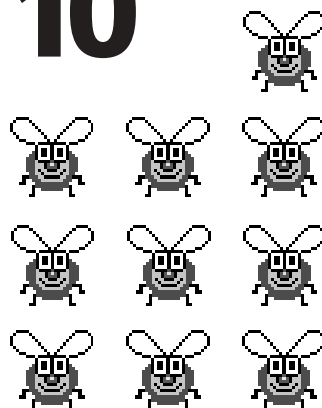
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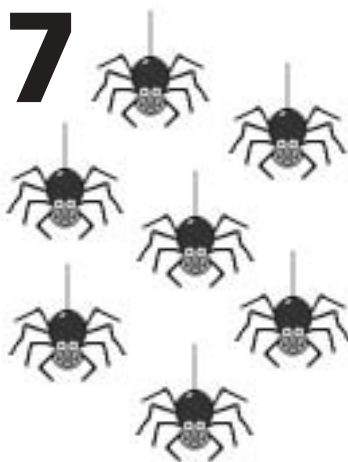
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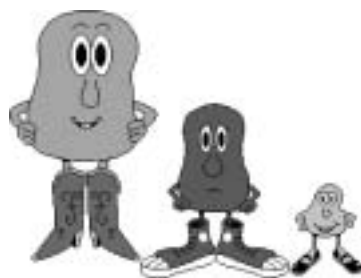
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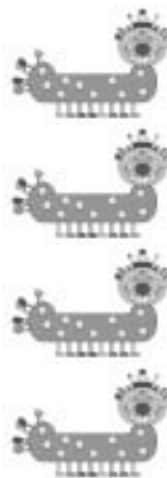
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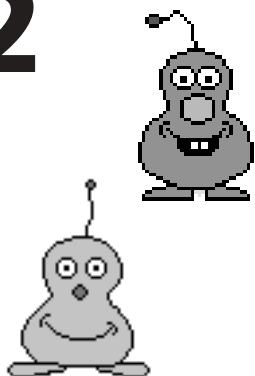
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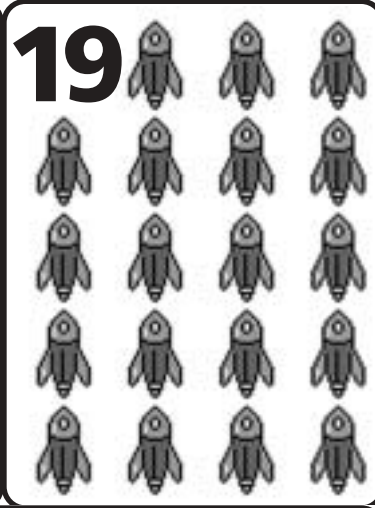
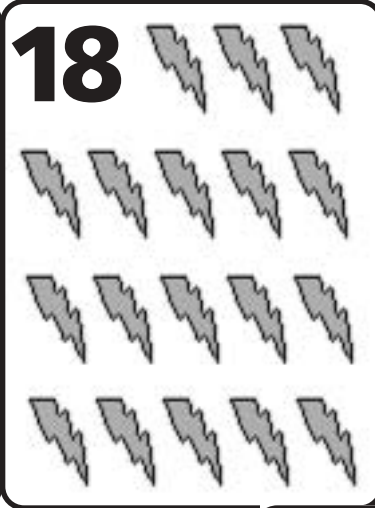
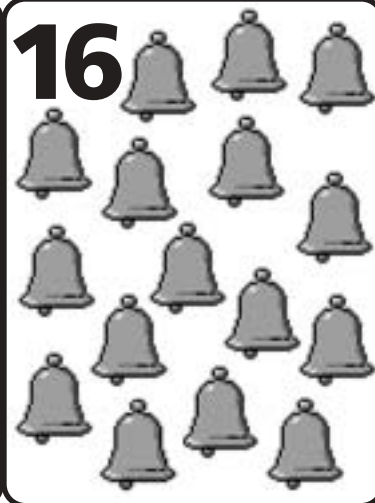
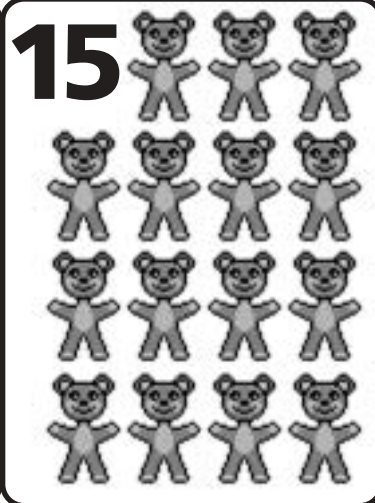
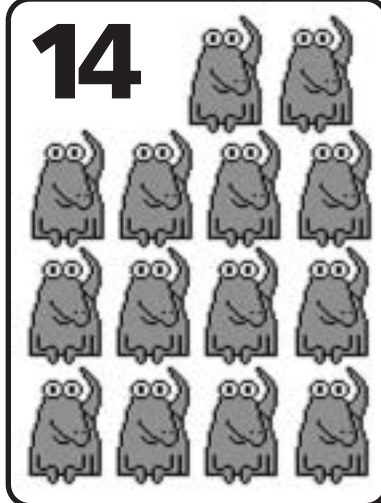
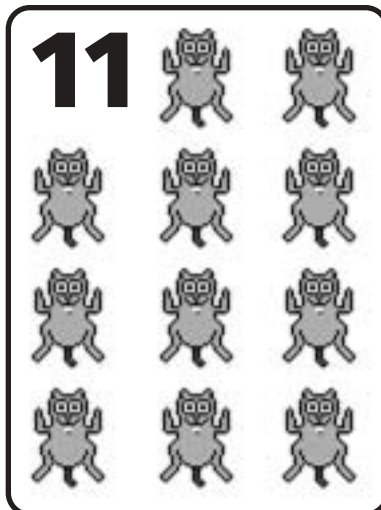
2



Use with "Count on Me" (page 71), "It's in the News" (page 79), and "Old Millie" (page 81).

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Millie's Deck



Students with Special Needs

Millie's Math House is designed to be used by young students or students with special needs and is fully compatible with Edmark's TouchWindow, a touch-sensitive screen that attaches to your computer monitor. (The TouchWindow can also be used as a single switch device. See below.)

Single Switch Input Options for Students with Special Needs

Built-in scanning is available for single switch users. When scanning is turned on, a selection arrow automatically advances from choice to choice (the speed is adjustable). Students make a selection by activating a single switch device. (See below.) For more information about enabling scanning and controlling the scan rate and scan progression, see page 39 (Macintosh) or page 40 (Windows).

When scanning is on, Macintosh users can temporarily suspend or resume scanning by pressing Command ⌘ -Option-S; Windows users press Ctrl-Alt-S. Macintosh users can also temporarily activate the mouse cursor by holding down the Command ⌘ key.

Although most of the features in *Millie's Math House* function normally when scanning is on, two features change:

- The Explore and Discover Mode is not available in Mouse House.
- The microphone in Bing & Boing and Build-A-Bug is not scanned. Record by suspending scanning, recording as you normally would, and then resuming scanning. See pages 24 and 28 for details on how to record after scanning has been temporarily turned off.

Single Switch Devices Used with Scanning

You can connect a variety of single switch devices, using them in accordance with the special needs of your students. Each student can then use the most suitable switch while taking turns on the same software activity.

- **TouchWindow** — The entire TouchWindow can function as the single switch device. When the selection arrow points to the object or icon, touching any part of the screen selects the indicated object or icon. The TouchWindow can be placed in the user's lap or on a desktop.
- **Mouse** — The mouse button can serve as the single switch device. When the selection arrow points to the object or icon, clicking the mouse button selects the indicated object or icon.
- **Keyboard** — (Windows users only) The Space Bar and the F5 key can be used as single switch devices. When the selection arrow points to the object or icon, pressing the Space Bar or the F5 key selects the indicated object or icon.
- **Switch** — A switch is a specialized input device for special needs users. When the selection arrow points to the object or icon, touching a switch selects the indicated object or icon. (Most switches require a switch interface to connect them to the computer. Switch interfaces are available from Edmark.)

System Requirements

What do you need?

- Color Macintosh (256 colors required)
- 4 MB RAM (8 MB recommended)
- CD-ROM drive (double-speed or faster recommended)
- System 7.0.1 or higher
- 13" or larger monitor

Optional:


- Printer
- Microphone
- TouchWindow—A touch screen that attaches to your monitor and provides direct, easy input for young students or students with special needs. The TouchWindow is available directly from Edmark Corporation. To order, call (800) 362-2890.

A Reminder to Register

To Register:

Fill out the enclosed, postage-paid registration card and drop it in the mail.

OR

Register online by double-clicking the *Register Online* icon . Online registration is toll-free; a modem is required.

OR

Give us a call, toll-free: **(800) 691-2988**
24 hours a day, 7 days a week



Setup Instructions

1. Insert the CD-ROM.
2. Double-click the *Millie's Math House*  or Dear Parents  icon.

- For more information about *Dear Parents*, see page 41.
- To run *Millie's Math House* from *KidDesk*, see page 91.

Troubleshooting

Problem	Possible Cause	Solution
Sound is too quiet or too loud.	Sound volume needs to be adjusted.	Adjust the volume for <i>Millie's Math House</i> using the Sound Volume control in Adult Options (page 39).
Sound "breaks up."	"Virtual Memory" is on.	Turn Virtual Memory off from the Memory control panel (see <i>Macintosh User's Guide</i>).
Mouse cursor hidden and large scanning arrow appears on screen.	Single switch input (scanning) is operating.	Click Single Switch Input (scanning) "Off" from Adult Options (page 39).
Picture or text does not print.	Out of paper/printer turned off.	Check printer.
	Printer cables are incorrectly attached.	Check cable attachments. Refer to printer manual.
	Incorrect printer is selected in "Chooser."	Use the "Chooser" (from Apple menu) to set the desired printer and options.
Picture or text prints mostly black.	ImageWriter II printer doesn't have a color ribbon.	Set printing to Black & White in Adult Options (page 39).
Printing icon does not appear in activities.	Printing is turned off.	Click "Allow Printing" in Adult Options (page 39).
Activity musical introductions are not played.	Theme Music is turned off.	Click "Play Music" in Adult Options (page 39).

If you need more assistance, please contact Edmark technical support by phone, fax, or e-mail (see page 90).

System Requirements

What do you need?

- Windows 3.1 (enhanced mode) or Windows 95/98
- 4 MB RAM required (8 MB highly recommended)
- CD-ROM drive (double-speed or faster recommended)
- 386DX/33 MHz required (486/33 MHz or better recommended)
- Super VGA, 640x480 (256 colors, or more, required)
- Hard disk with 2 MB free
- Mouse
- Windows-compatible sound-output device

Optional:

- Windows-compatible printer
- Microphone
- TouchWindow—A touch screen that attaches to your monitor and provides direct, easy input for young students or students with special needs. The TouchWindow is available directly from Edmark Corporation. To order, call (800) 362-2890.

A Reminder to Register

To Register:

Fill out the enclosed, postage-paid registration card and drop it in the mail.

OR

Register online during installation. Online registration is toll-free; a modem is required.

OR

Give us a call, toll-free: **(800) 691-2988**

24 hours a day, 7 days a week



Setup Instructions

The installer places a small amount of necessary information on your hard drive to make it easy for your students to run *Millie's Math House*.

Follow these steps to install *Millie's Math House* on your computer:

For Windows 95/98:

1. Insert the *Millie's Math House* CD into your CD-ROM drive.
2. If AutoPlay is not enabled, choose *Run* from the Start menu and type **d:\setup** (where **d** represents your CD-ROM drive).
3. Follow the onscreen instructions.

After installation, the *Millie's Math House* and *Dear Parents* icons can be found on the Start | Programs | Edmark | *Millie's Math House* menu. To run *Millie's Math House*, just insert the CD, or use the Start menu.

For Windows 3.1:

1. Insert the *Millie's Math House* CD into your CD-ROM drive.
2. Choose *Run* from the File menu in Program Manager and type **d:\setup** (where **d** represents your CD-ROM drive).
3. Follow the onscreen instructions.

After installation, the *Millie's Math House* and *Dear Parents* icons can be found in the Edmark program group. To run *Millie's Math House*, insert the CD and double-click the Millie icon.

- **For more information about *Dear Parents*, see page 41.**
- **To run *Millie's Math House* from *KidDesk*, see page 91.**

Troubleshooting

Problem	Possible Cause	Solution
Missing one or more necessary system components.	Not enough hard disk space to install <i>Millie's Math House</i> .	Free up an additional 5 MB of hard disk space for Windows system components.
No sound.	Volume set too low.	Use your sound card's control panel to increase the computer's volume, or use the volume control in Adult Options (page 40).
	"Mute" enabled in Win95/98.	Turn off "Mute." (See your <i>Windows User's Guide</i> .)
	Sound device not installed properly for Windows.	Consult your sound device manual.
Sound is too quiet or too loud.	Sound volume needs to be adjusted.	Adjust the volume for <i>Millie's Math House</i> using the Sound Volume control in Adult Options (page 40).
Activity musical introductions are not played.	Theme Music is turned off.	Click "Play Theme Music" in Adult Options (page 40).
Unable to print.	Printing has been turned off in Adult Options.	Click "Allow Printing" in Adult Options (page 40).
	Out of paper/printer turned off.	Check printer.
	No default printer selected.	Select your printer in the Windows control panel.
	Incorrect printer settings.	Check printer control panel in Windows.
Printing icon does not appear in activities.	Printing is turned off.	Click "Allow Printing" in Adult Options (page 40).
On-screen colors are wrong or garbled.	Incompatible video driver.	Try a 640x480, 256 color setting, or contact your video card manufacturer.
Mouse cursor hidden and large scanning arrow appears on screen.	Single switch input (scanning) is operating.	Click Single Switch Input (scanning) "Off" from Adult Options (page 40).
Screen flashes and returns to Program Manager when running from Windows 3.1.	Win 32s not installed properly.	Run setup from the CD again. (See Setup Instructions, page 88.)
Unexplained errors.	Video driver conflict.	Update video driver.
	Conflict with another program.	Remove programs from the Startup group. Remove programs from the Load= and Run= lines of WIN.INI.
Troubleshooting items don't help.	Need more information.	View the Help file directly from Adult Options (page 40).

If you need more assistance, please contact Edmark technical support by phone, fax, or e-mail (see page 90).

Contacting Edmark

Edmark Phone Numbers and E-Mail Addresses

- **Customer Service:** To order products or inquire about a purchase, call (800) 362-2890. (Please note that technical support is not available at this number.) You can also reach Customer Service by e-mail at edmarkteam@edmark.com.
- **Technical Support:** To inquire about a specific technical problem, please call (800) 528-7158, or fax a description of your problem to us at (425) 556-8940, Attn: Technical Support. (Please see *Contacting Technical Support*, below, for more information.)
- **Online Technical Support:** Reach our online representatives directly by e-mail at pctech@edmark.com or mactech@edmark.com.
- **World Wide Web:** Visit the Edmark home page at www.edmark.com, where you can read answers to frequently asked questions or send a message to our technical support staff.

Contacting Technical Support

Edmark products are designed for enjoyable and easy use. If a problem does arise, first consult the Troubleshooting pages in this Guide. (If you are a Windows user, please be sure to check the Help file installed with this product. For Windows 95/98, go to Start | Programs | Edmark; for Windows 3.1, go to the Edmark group in the Program Manager.) If you do not find a solution, please call Edmark Technical Support, Monday through Friday, 8 a.m. to 6 p.m. (Pacific Time), at (800) 528-7158. Extended hours, evenings and weekends, vary by season.

In order for us to help you when you call, please have the following details available:

- The exact type of computer you are using, including the brand name and model (for example, IBM Aptiva 133 MHz Pentium or Power Macintosh 6500).
- Additional hardware information such as memory available, sound card, etc.
- System settings and operating system information (for example, Windows 98 or Mac OS 8.1).
- A detailed description of the problem, including specific error messages, your input before the problem occurred, etc. The more information you give us, the faster we can solve your problem.

Please have your computer turned on and ready to use. If possible, call from a nearby phone.

KidDesk® Aware


What is *KidDesk*?

KidDesk Family Edition, a separate program published by Edmark, gives students a place of their own on the computer—a personalized desktop that provides hard disk security, letting students use the computer independently and run only those programs you select for their use.

KidDesk Internet Safe offers the same hard disk security and personalized desktops as *KidDesk Family Edition*, while also providing a “safety first,” child-friendly Web browser that helps protect students from inappropriate content on the Internet.

Using *Millie’s Math House* with *KidDesk*

If you run *Millie’s Math House* from *KidDesk*, these features are available.

- The Stop Sign on Millie’s Main Menu is replaced with a *KidDesk*  icon. Click this to return to *KidDesk*.
- *Millie’s Math House* uses the *KidDesk* scanning settings. For more information about input options for students with special needs, see page 84, as well as page 39 (Macintosh) or page 40 (Windows).

Installation

For instructions on adding *Millie’s Math House* to *KidDesk*, please refer to your *KidDesk User’s Guide*.

Lifetime Warranty and Permissions

Edmark is pleased to provide you with quality educational software. With this school version, you receive both toll-free technical support and a lifetime warranty.

Edmark warrants this program to be free of errors or defects interfering with program operation and also agrees to replace free of charge any damaged disk, as long as this version of the product is offered for sale by Edmark. This warranty applies only to the original purchaser and when the software is used with the specified equipment.

Edmark's liability is limited to the purchase of this software. No other advertising, description, or representation, whether made by an Edmark dealer, distributor, agent, or employee, is binding on Edmark or changes the terms of this warranty.

If you are unsure whether a disk is defective, please call our **Technical Support Department** at **(800) 528-7158**. If you know a disk is damaged, call our **Customer Service Department** at **(800) 362-2890** to arrange for a replacement disk.

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Edmark grants you permission to make additional copies of the activity and artwork pages of the *Teacher's Guide* to use with your students.

This warranty gives you specific legal rights, and you also may have other rights which vary from state to state. Some states do not allow the exclusion or limitation of incidental or consequential damages or limitations on how long an implied warranty lasts, so the above limitations and exclusions may not apply to you.

We are committed to providing the highest quality products and service possible. Please let us know how we are doing.

Edmark Education Team

Attention: Customer Service Department
P.O. Box 97021
Redmond, WA 98073-9721

Edmark Education Products

Edmark products have been designed by, or with the help of, teachers like yourself—so you can be certain they are educationally sound and built to meet the needs of the classroom.

Edmark offers a full range of curriculum-based software for students from preschool through grade 12.

Early Learning Series

Millie's Math House®—PreK to 2nd Grade

Students explore and discover fundamental math concepts in this lively, interactive program.

Bailey's Book House®—PreK to 2nd Grade

Interactive play with animated, talking characters helps build important language and pre-reading skills.

Sammy's Science House®—PreK to 2nd Grade

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Trudy's Time & Place House®—PreK to 2nd Grade

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Students build reading and writing skills as they create animated storybooks starring Edmark characters.

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Through number and word activities, songs, stories, games, and crafts, students gain an appreciation and understanding of the diverse world in which we live.

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Robby and Emily join students on a fun-filled adventure as they learn to read! With innovative IBM® Speech Recognition technology, over 175 lessons and 12 interactive books, your students will develop reading skills, comprehension, and vocabulary to last a lifetime!

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Students learn to decode hundreds of words and expand their reading comprehension in this second step for growing readers. Students will create blends, learn long vowel sounds, and build words. They will apply these new skills as they read nine original interactive books.

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Students use powerful, realistic models to explore the relationships between the Earth, Sun, and Moon and form and test their own hypotheses about the solar system. With the multimedia reference tools, students can also research planets, moons, eclipses, the seasons, and other key space science topics.

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Virtual Labs: Electricity—6th to 12th Grade

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KidDesk—PreK and Up

This desktop security and menuing program protects teachers' programs and files and makes it easy for students to use the computer independently.

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Students discover the stories behind some of the world's most fascinating walls. The award-winning books, interactive software, carefully chosen Web sites, and suggested classroom activities provide a rich multicultural learning experience that includes text, video, and hands-on projects.

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Through classic games, students build effective strategies that can be used to solve problems across all academic subject areas and throughout life.

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Three exciting games provide highly motivational settings for students to encounter, explore, and acquire a wide variety of problem-solving strategies.

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As they explore *FripplleTown*, students practice thinking strategies: analyzing attributes, using logic, working backward, identifying multiple solutions, and exercising their creativity.

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Oranga Banga and other Thinkin' Things help students build memory, problem-solving, logic, and other thinking skills. Also available—with enhanced graphics and sound for newer computers—as *Toony the Loon's Lagoon*.

Thinkin' Things Collection 2—2nd to 5th Grade

Students further develop memory, creativity, spatial awareness, and other higher-level thinking skills.

Thinkin' Things Collection 3—3rd to 8th Grade

Stocktopus and friends challenge students to develop logical reasoning, analyze and synthesize information, and build key problem-solving skills. Also available—with enhanced graphics and sound for newer computers—as *Galactic Brain Benders*.

Thinkin' Things Sky Island Mysteries™—3rd to 8th Grade

Students solve 14 mysteries while developing skills for cross-curricular success, including: communication through multimedia, time and resource management, decision-making, and problem-solving.

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The six titles in the *Imagination Express Series* transport students to exciting learning destinations and inspire them to create interactive electronic books as they learn about each program's theme. Features and options can be easily customized for students of different ages and skill levels.

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Ocean; Time Trip, USA; Pyramids—K to 8th Grade

MindTwister Math™

MindTwister Math—3rd to 4th Grade

A fast-paced review of third grade math skills in an engaging, multi-player game show format. Practice and review essential problem-solving skills, math facts, word problems, and mental calculations.

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This learning fun park introduces students to addition, subtraction, early multiplication and division, shapes, patterns, attributes, and logic.

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Four math superheroes help students explore fractions, 2D geometry, probability, addition, subtraction, multiplication, division, and decimals.

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With the superheroes of Calculating Crew by their side, students learn about multiplication and division of whole numbers and decimals, number line concepts, 2D and 3D shapes and their properties, and money transactions.

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Students travel to a planet where they learn about attributes of shapes and solids, constructions, transformations, 2D and 3D coordinates, and the relationship between length, perimeter, area, and volume.

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Uses the Edmark Reading Program's proven multisensory techniques to help teach the functional vocabulary necessary for independent community living.

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The TouchFree Switch combines a digital video camera with switch software to provide easy, "no-touch" access to scanning-enabled programs.

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- Find answers to frequently asked technical support questions.
- Leave questions and comments for us.

S A M M Y'S

SCIENCE

HOUSE

®

S C H O O L V E R S I O N



EDMARK®
Ignite the Curious Mind™

The Edmark Story

In the late 1960s, a group of educators at the University of Washington developed a dramatically different way to teach reading. This new method was remarkably effective with students who were unsuccessful using other programs. By slowly building skills, it ensured success and a feeling of confidence. The students who used this method began to believe in themselves and in their ability to read.

In 1970, the Edmark Corporation was formed to make the reading method and other quality educational products available to a broader market. Edmark's mission was to apply advanced educational concepts to the development of quality classroom materials. Since then, Edmark products have been used extensively in classrooms nationwide, and teachers have been vocal in their praise. "So much magic in one box!" wrote one. "Some of my students wouldn't be reading without Edmark's help."

Twenty-eight years later, Edmark continues to find new ways of empowering children to learn. Recognizing the computer as a powerful educational tool, we have developed a family of engaging, creative software products based on proven educational concepts.

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At Edmark, we're driven by the wondrous look of children learning something new. Our goal is to ensure that if Edmark's name is on the box, there's a world of learning inside.

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S C H O O L V E R S I O N

Teacher's Guide

Macintosh® and Windows®/MS-DOS®

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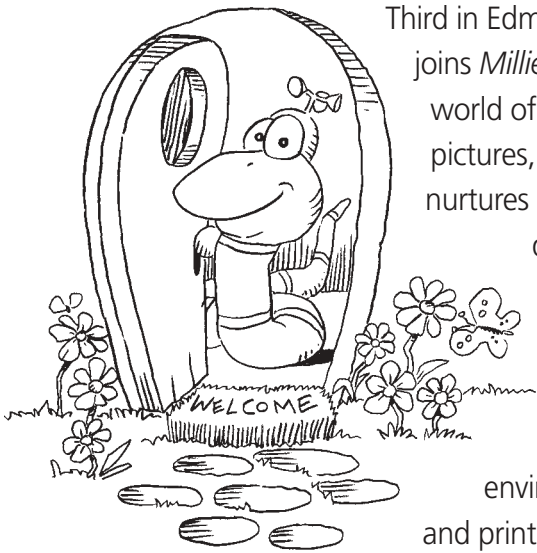
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Introduction



Third in Edmark's award-winning *Early Learning Series*, *Sammy's Science House* joins *Millie's Math House* and *Bailey's Book House* in bringing your students a world of learning and hours of fun. With its colorful characters, animated pictures, friendly voices and engaging music, *Sammy's Science House* nurtures children's curiosity and encourages a sense of wonder and joy in discovering the world of science around them.

Sammy's Science House provides five engaging activities that help children practice sorting, sequencing, observing, predicting, and constructing. Children learn simple scientific classification and discover how plants and animals live and respond in a pond environment. They build toys and machines to print and read and print a "Field Notebook" of interesting information about animals.

Four activities have an Explore and Discover Mode and a Question and Answer Mode so that children use divergent and convergent thinking. These experiences help children practice both their creative thinking skills and their logical reasoning skills.

The *Curriculum Connections* section in this Guide provides dozens of interdisciplinary teacher-developed activities for use in the classroom and at home. Reproducible activity sheets and illustrations are included to provide additional learning opportunities before and after using the software.

Powerful technology and proven educational methods have been combined in *Sammy's Science House* to ensure success for a wide variety of students. Spoken instructions allow pre-readers and readers alike to work independently. Built-in scanning is available for single switch users. Using the computer as a tool, students gain a sense of accomplishment and skill as they create, play, and learn.

Edmark relies on the guidance of teachers, parents, and children throughout the development process. We'd really like to hear your suggestions. Please join us in helping children discover the joy in learning.

The Edmark Education Team

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What's in This Guide?

Introductory information (pages 2–9)

- *Steps to Start* information*
- Visual overview of the program
- Activity descriptions
- Learning opportunities matrix
- Program navigation for teachers and students
- Suggestions for introducing *Sammy's Science House* to your students
- Reproducible quick reference pages for your students

Activity by Activity in Sammy's Science House (pages 11–31)

Helpful information about each activity including:

- **Overview**, giving a summary of the activity, learning opportunities, and suggested extension activities for home and school.
- **Explore and Discover Mode**, explaining how your students can learn by experimenting in the activity.
- **Question and Answer Mode**, explaining how a character asks a question and is looking for a "right" answer. The character also offers gentle help and fun rewards.
- **Together Time Activities**, offering suggestions for easy, at-home activities which integrate learning into everyday situations.

Adult Section (page 32)

- How to set program options for your students
- How to adapt the program for students with special needs

Curriculum Connections (pages 33–72)

- Suggested activities, which can be integrated within many curricular areas. These activities strengthen the learning opportunities found in *Sammy's Science House*.
- Reproducible sheets (for student handouts, bulletin board headings, and overhead transparencies), which can be used in conjunction with *Curriculum Connections* activities.
- Suggestions for using *Sammy's Science House* with students with special needs.

Technical Information for Macintosh & PC/Compatibles (pages 73–81)

- Separate technical sections for Macintosh and PC/Compatible users: installation instructions, technical support, and troubleshooting
- Warranty information

***Note:** All software illustrations are taken from the Macintosh version of *Sammy's Science House*.

Steps to Start

1. Check to be sure Sammy's Science House is installed.

- If the software has not been installed, please see *Installation* (page 74 for Macintosh users; page 78 for PC/Compatible users).

2. Read the Teacher's Guide.

- *What's Inside Sammy's Science House* (page 4) and *Moving Around the House* (page 6) will help you begin using *Sammy's Science House* immediately. *Curriculum Connections* (pages 33–72) offers additional suggestions and supplemental materials to help you integrate *Sammy's Science House* with classroom activities.

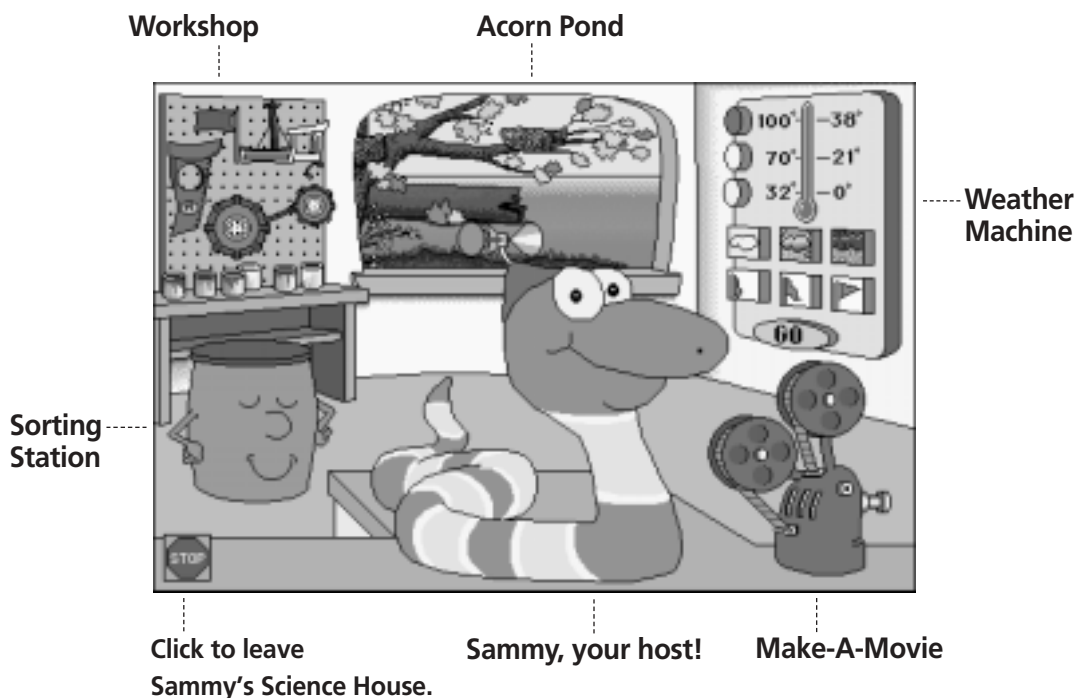
3. Become familiar with the program.

- Try the software before you introduce *Sammy's Science House* to your students.
- Decide if you want to introduce the activities to your students one at a time, or let them explore at their own pace.
- Select options (scanning, Stop Sign, etc.) you would like to use. See *Adult Options* (page 32).

4. Introduce Sammy to your students.

- Reproduce (for each student) or make overhead transparencies of Sammy's Map and Sammy's Icons (pages 8 and 9).
- See *Introducing Sammy to Your Students* (page 7) for suggestions.

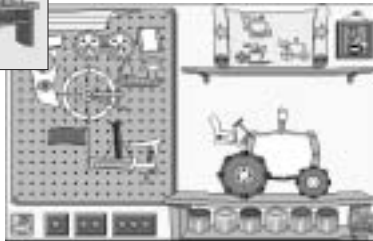
To play an activity in *Sammy's Science House*, click one of the areas below:



What's Inside Sammy's Science House



Workshop



Construct toys and machines. Follow a blueprint or make your own design. Paint and print your creations.



Acorn Pond



Investigate plants and animals as they adapt to seasonal change. Print a Field Notebook with interesting facts for future reference.



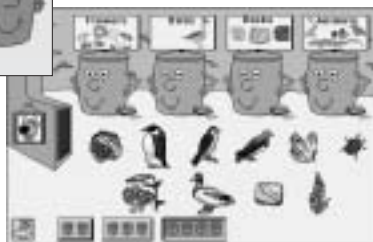
Weather Machine



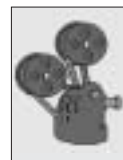
Manipulate weather variables. Listen to the weather report and watch animations illustrating the weather you've created.



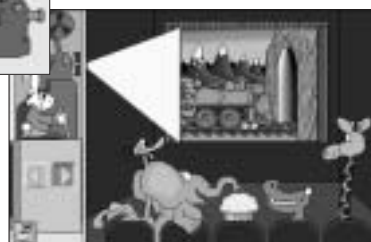
Sorting Station



Sort pictures into categories with the help of friendly bins. Hear the names of plants, animals, and minerals.








Make-A-Movie



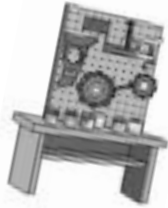
Arrange pictures in sequence to make a movie. Play your movie forward or backward.

Learning Opportunities

	 Workshop	 Weather Machine	 Sorting Station	 Make-A-Movie	 Acorn Pond
Discover that an object is made of parts smaller than the whole object	X			X	
Construct objects with and without a pattern	X				
Discriminate attributes	X		X		X
Form and test hypotheses	X	X	X	X	X
Manipulate variables that create weather conditions		X			
Notice that changes in key variables cause changes in weather conditions		X			X
Hear and use scientific terms		X	X		X
Group pictures by attribute or scientific classification			X		
Identify similarities and differences among pictures	X		X	X	
Discover how plants and animals are often classified			X		
Apply logic to order pictures in a series				X	
Discover that some groups of pictures make sense in more than one order				X	
Examine a sequence forward and backward				X	
Explore how things in nature change over time				X	X
Observe seasonal change		X			X
Investigate animal habitats					X

Moving Around the House

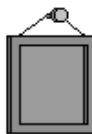
To move from the Main Room to an activity, click one of these:



Click Sammy **to return to the Main Room** from any activity in the Science House.



When students enter an activity, they will initially be in the Explore and Discover Mode. Emphasis is placed upon students experimenting freely by clicking objects and icons to see what happens. With students in charge, divergent thinking is encouraged by playful, positive responses to their natural curiosity. Click the framed picture (each activity has a different picture) **to enter the Question and Answer Mode**. (Note: Make-A-Movie has the Question and Answer Mode only.)



When students are in the Question and Answer Mode of an activity, a character will ask questions or make requests. Convergent thinking is emphasized as the character offers gentle feedback and guides students toward a “correct” answer. Click the empty picture frame **to return to the Explore and Discover Mode**.



Click the printer **to print** in the Workshop (page 12) and Acorn Pond (page 29).



Click the Stop Sign in the Main Room **to exit Sammy's Science House**. If you do not want students to exit the Science House, see page 32 of the *Teacher's Guide* to remove the Stop Sign and prevent students from exiting.



Adult Options allow you to customize the program for your students (page 32). Hold down the Option and Command \mathbb{A} keys while you press “A” **to see Adult Options**. (PC users hold down Ctrl-Alt-A.)

Introducing Sammy to Your Students

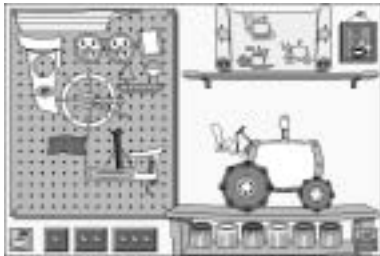
- Turn on the computer that has *Sammy's Science House* installed. Use a large screen monitor if one is available. Hand out copies of Sammy's Map and Sammy's Icons (pages 8 and 9).
- Point out the Main Room. Discuss the Stop Sign if students are allowed to exit.
- Ask a volunteer to click an activity icon. Explain that students will first see the Explore and Discover Mode. Point out the framed picture, explaining that when one of Sammy's friends is there, students can freely explore the room to discover what happens. (Indicate that Make-A-Movie has the Question and Answer Mode only.)
- Have another volunteer click the framed picture. Point out to students that the frame is now empty; a character will make a request because they are in the Question and Answer Mode. Explain that if they have trouble finding the answer, the character will help them.
- Help students understand that any time during play, they can:
 - go back to the Explore and Discover Mode by clicking the empty picture frame;
 - go back to the Main Room by clicking the Sammy icon.
- If printing is available, point out the printer icon in the Workshop and the Field Notebook of Acorn Pond.
- Have students begin using *Sammy's Science House*. You may want to use one of the activities in *Curriculum Connections* to introduce a computer activity. For example, "Sound Sorting" (page 53) is a helpful introduction to the Sorting Station computer activity.
- As students work in different activities of *Sammy's Science House*, copy and send home the corresponding *Together Time Activities* (pages 14, 18, 22, 26, and 31).
- Use selected activities found in *Curriculum Connections* as follow-up exercises (pages 33–72).

Note: If your students are using a TouchWindow, just have them touch the screen when instructed to click or drag.

Sammy's Map

Click the activity you want to enter:

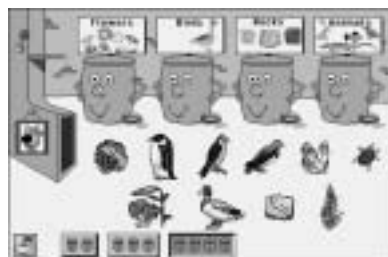
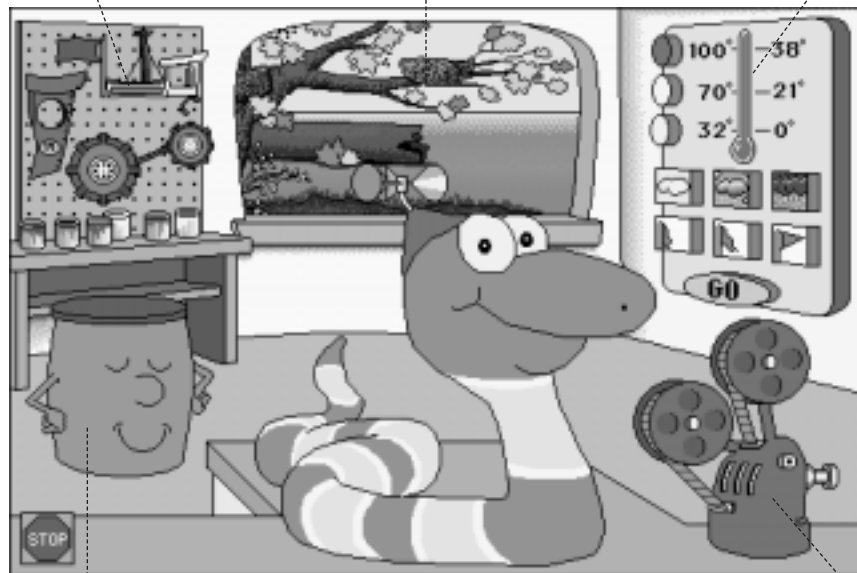
Workshop



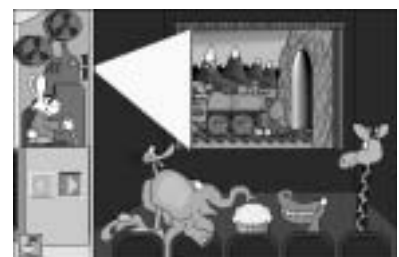
Acorn Pond



Weather Machine



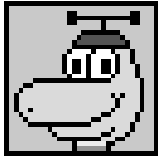
Sorting Station



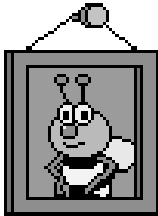
Make-A-Movie

Sammy's Icons

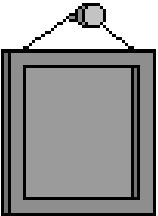
Click:



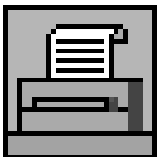
To go back to



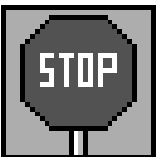
To hear questions



To explore



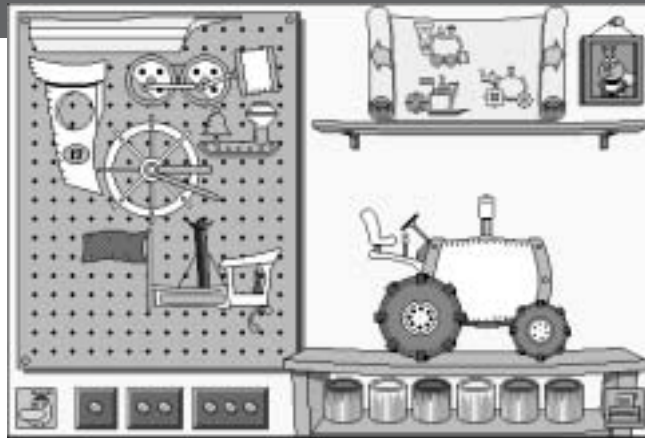
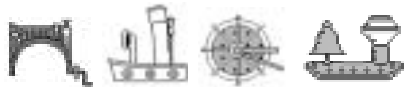
To print



To exit



Workshop Overview



Let's build in the Workshop! Students construct imaginative toys and machines using blueprints and parts from a pegboard. With the same parts, students can also create their own designs. In the Explore and Discover Mode, they can paint and print their designs. In the Question and Answer Mode, fun-filled animations illustrate what they have built.

Learning Opportunities

- Discover that an object is made of parts
- Observe that parts of an object are smaller than the whole object
- Follow a pattern to construct an object
- Create unique objects from a set of parts
- Understand that some complete objects can perform functions the individual parts cannot
- Analyze, predict, and test which parts are needed to build a specified object

Together Time Activities (page 14)

(To copy and send home)

- Twin Towers
- Nature Names

Curriculum Connections (pages 37–43)

- It Moves! (Problem Solving)
- Living Alphabet (Language Arts)
- Kazoo Konzert (Music)
- Sunshine Time (Mathematics)
- All Around the Neighborhood (Social Studies)
- Buzzy Bee's Bucket Magnifier (Science)

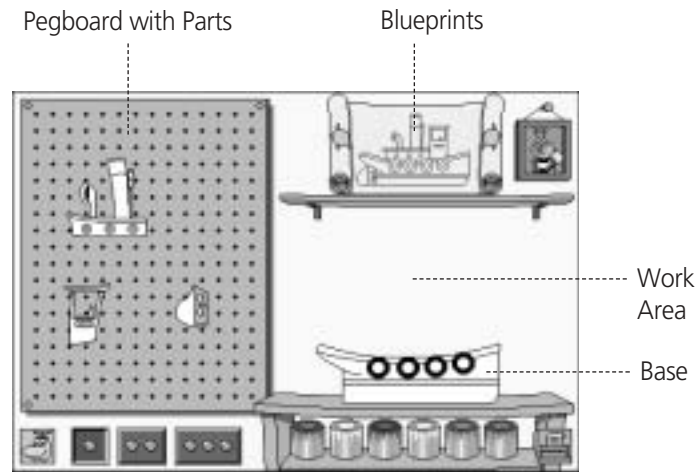












Workshop

Explore and Discover Mode

- Click  to enter the Workshop from the Main Room.

- The Workshop contains blueprints and a pegboard with parts. A “base,” or main part, is shown in the work area. Build an object by adding parts to the base.




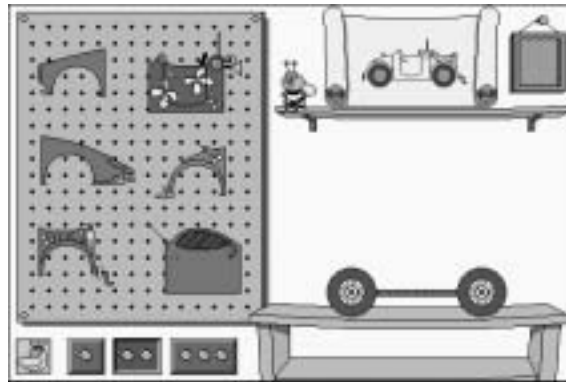
- Drag parts from the pegboard to the Work Area. Follow the blueprint or build whatever you like.
- Click , , or  to select blueprints for one, two, or three objects.
- Click  or  to see new blueprints and a new set of parts.
- To paint a part, click a paint pot . Then position the brush  inside the area you wish to paint. Click the mouse button to spread the paint. If you want to paint another part or change colors, click a paint pot and repeat the process.
- Click  to print a picture of what you built. Once printed, you may want to add drawings of people and scenery, etc.
- Click  for the Question and Answer Mode, or click  to return to Sammy's Main Room.



Workshop

Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- Buzzy, the bee, asks you to make something. To hear the request again, click Buzzy.



"Please build this car."

- You can select the blueprints and parts that you want to use. Click:



or



or





Build the object shown on blueprint using all parts.

Build the object from a variety of parts. (Some parts may not be needed to finish blueprint.)

Build the object from a variety of parts. (Most complex design; some parts may not be needed to finish blueprint.)

- Drag a part to the base shown in the Work Area.
 - If you drag the right part to the right position, it snaps into place.
 - If you drag a part to a wrong position, the part snaps back onto the pegboard. You can try another position or another part.

- Click  for the Explore and Discover Mode, or click  to return to Sammy's Main Room.



Workshop

Together Time

Twin Towers

Using a wooden, plastic, or cardboard building block set, play a matching game with your child. (If a building set is not available, use assorted sizes of boxes and cans.) Have your child assemble some of the pieces into an arrangement. Try to duplicate what your child has built. Then, build something for your child to copy.

Nature Names

Your child can make a rustic-looking name plaque using a piece of cardboard and several small twigs. If your child knows how to print her name, have her do so in large capital letters on the cardboard. Help trace the first letter with glue. Then, break sticks as needed and place them in the glue to form a twig letter. Repeat the process for each letter. If necessary, weight the project down while it dries. Finally, attach a piece of twine to the cardboard so the name plaque can be hung on a wall or door.

Hi,
We've been using the Workshop in
Sammy's Science House to build
toys and machines. You can make things at
home, too!



Love,
Sammy



Weather Machine Overview



Let's make some weather! When students play with the Weather Machine, they create all sorts of weather. Students choose temperature, moisture, and wind. Then Frederick, the bear, delivers the weather report, and an animation appears illustrating the weather conditions.

Learning Opportunities

- Discover that different weather conditions result from different combinations of variables
- Manipulate and control temperature, moisture, and wind as key variables that create weather conditions
- Notice that changes in one or more key variables cause changes in weather conditions
- Observe how weather influences dress and activity
- Hear and use weather terms

Together Time Activities (page 18)

(To copy and send home)

- Weather Forecaster
- Wind Watch

Curriculum Connections (pages 44–52)

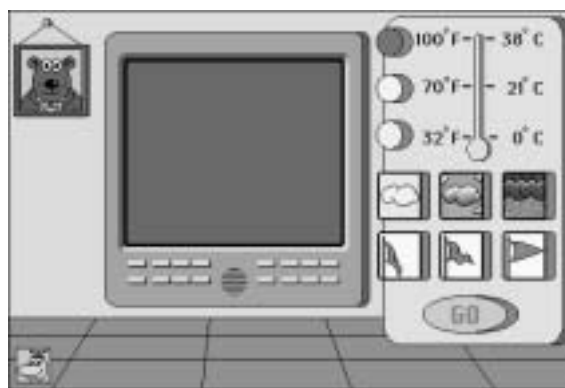
- Weather Station (Science)
- And Now for the Weather . . . (Creative Dramatics)
- Weather Folklore (Language Arts)
- Moisture Measurements (Mathematics)
- Temperature Graph (Mathematics)
- Wish for a Rainy Day (Art)



Weather Machine

Explore and Discover Mode











- Click  to enter the Weather Machine from the Main Room.

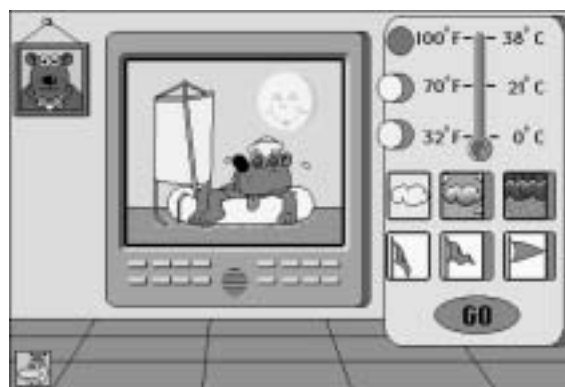


----- Temperature buttons



----- Moisture buttons

----- Wind buttons

- Click a temperature button for a cold , warm , or hot  day.
- Click a moisture button for a day with no rain or snow , light rain or snow , or heavy rain or snow .
- Click a wind button for a day with no wind , light winds , or strong winds .
- Click  to hear the weather report and to see an animation illustrating the weather.



"Today is hot
with no rain
and no wind."

- Continue exploring the Weather Machine. Because this is the Explore and Discover Mode, you can try many different weather conditions.
- Click  for the Question and Answer Mode, or click  to return to Sammy's Main Room.

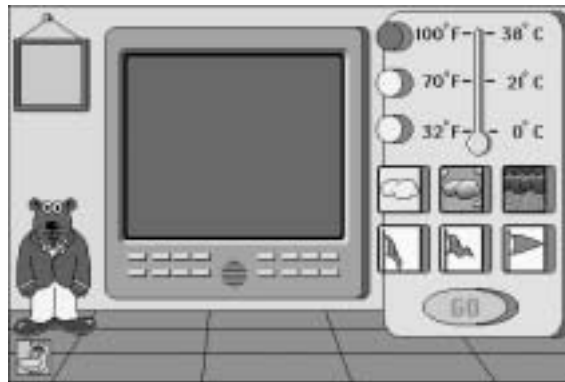


Weather Machine


Question and Answer Mode

- Click  to enter the Question and Answer Mode.

- Frederick, the bear, asks you to create a day with specific weather conditions, for example:



"Can you make a warm day with heavy rain and strong winds?"
(Frederick may ask for one, two, or three weather conditions.)

- Click the Weather Machine button(s) to make the day Frederick requested. Then, click . If you forget the weather conditions requested, click Frederick for a reminder.





- If you select all the conditions requested, Frederick reports the weather, and an animation about the weather appears.



"Please try again."

- If you do not select the weather conditions as requested, Frederick asks you to try again.

- Click  for the Explore and Discover Mode, or click  to return to Sammy's Main Room.



Weather Machine Together Time

Weather Forecaster

Have your child predict how many days will be sunny in the next month. Write this number on the calendar. Each sunny day, have your child mark the calendar with a yellow crayon or highlighter. At the end of the month, count up the number of "yellow marked" days with your child. Compare that number with the prediction. Older children may enjoy predicting rainy or snowy days in addition to sunny days. You may want to help your child by discussing seasons, clouds, or typical weather patterns of your region.

Wind Watch

Help your child make a simple wind indicator. Cut a plastic bread wrapper into strips about an inch wide (starting at the open end and cutting three-fourths of the way up the length of the wrapper). Tie a piece of string tightly around the closed end of the wrapper and then tie the wind indicator to an exposed tree branch. Each day, have your child check the wind indicator and record a symbol, representing the strength of the wind, on the calendar or a chart. For example, sketch the wrapper standing straight out for a strong wind, slightly "furred" for a light wind, and hanging down for no wind. When possible, watch or listen to the weather report at the end of the day and talk about your child's observations in comparison with the weather report.

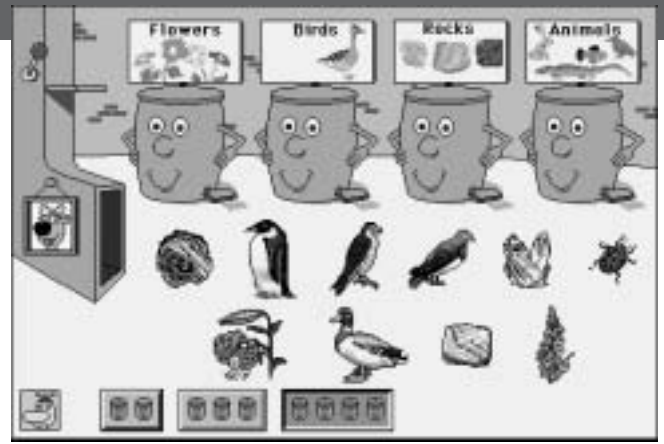
Hello,
In Sammy's Science House, we
have been experimenting with
temperature, moisture, and wind. Here are
two weather activities to try at home.



Love,
Sammy



Sorting Station Overview



Pictures of plants, animals, fungi, and rocks slide down the chute into the Sorting Station where students sort them into friendly bins. Students hear the names of pictures when they are clicked. When pictures are sorted correctly in the Question and Answer Mode, students are rewarded with humorous animations.

Learning Opportunities

- Group pictures by attribute or scientific classification
- Discriminate attributes
- Identify similarities and differences among pictures
- Discover how plants and animals are often classified
- Hear and use some common scientific terms
- Observe some attributes that are used in scientific classification
- Hear the names of some plants, animals, rocks, and fungi

Together Time Activities (page 22)

(To copy and send home)

- Groceries Galore
- Magnetic Sorting


Curriculum Connections (pages 53–57)

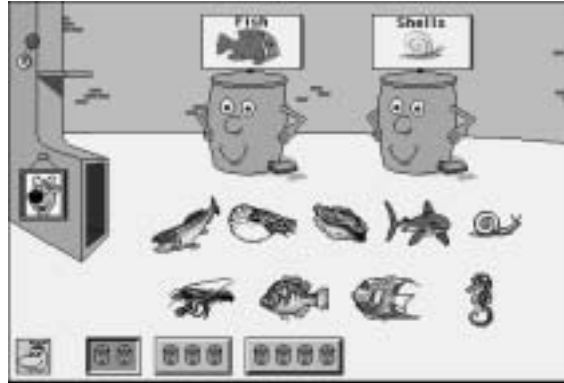
- Sound Sorting (Music)
- Bin There (Science)
- Falling Leaves (Problem Solving)
- Sort and Recycle (Social Studies)
- Attribute Riddles (Language Arts)
- Grandmother's Favorite Animals (Problem Solving)
- Food Pyramid (Science)



Sorting Station











Explore and Discover Mode

- Click  to enter the Sorting Station from the Main Room.
- Pictures slide out of the chute for you to sort, and the category for each bin is identified.



"Fish."


"Animals with shells."

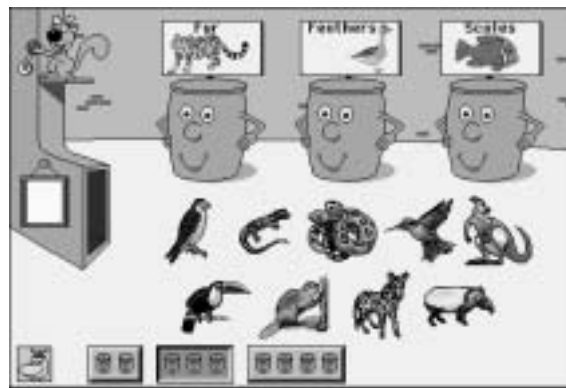
- Click a bin  for help in sorting. The pictures that belong in the bin twinkle.
- Click a button , , or  to choose the number of bins.
- Click a sign  to hear a reminder of what belongs in the bin, for example, "Fish."
- Click a picture to hear its name, for example,  "Snail."
- Sort the pictures by dragging them into the bins. Sometimes a picture can be placed in more than one bin.
- Click the pedal on the bin  to see all of the pictures you have placed in that bin.
- Click the lever  on the chute for new categories and pictures to sort. Sort as long as you like.
- Click  for the Question and Answer Mode, or click  to return to Sammy's Main Room.






Sorting Station

Question and Answer Mode



- Click  to enter the Question and Answer Mode.
- Serena, the squirrel, pulls the lever on the chute, and the categories are identified. Then, Serena asks you to help sort.



"Please help me sort."

- Click a button , , or  to choose the number of bins.
- Sort all of the pictures by dragging each one to a bin. Click a sign if you need a reminder of what belongs in the bin.
 - When you put a picture in the correct bin, the bin smiles and thanks you.
 - If you try to put a picture into the wrong bin, you will hear a hint.

When the set of pictures is sorted correctly, the bins will celebrate!

- Click  for the Explore and Discover Mode, or click  to return to Sammy's Main Room.



Sorting Station

Together Time

Groceries Galore

On a trip to the grocery store, your child can sort items as you place them in the cart. For a young child, use simple categories such as cans in the back of the cart and boxes in the front of the cart. Other items can go on the lower shelf of the cart. An older child may be able to sort fruits, vegetables, dairy products, meats, etc.

Your child can sort again as you unpack the groceries at home. This time, sort items that go in the refrigerator, items that go in the cupboard, items that go in the freezer, etc.

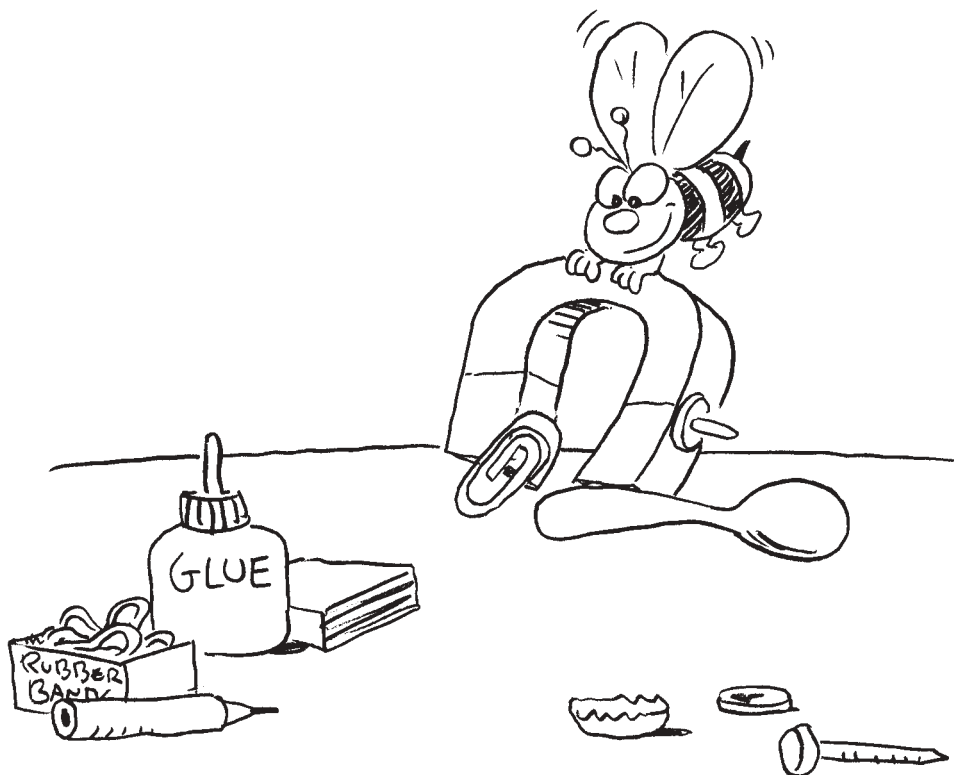
Magnetic Sorting

Note: Because this activity involves small objects, close supervision is advised. A magnet and the contents of a "junk drawer" can provide an interesting rainy day sorting activity for your child. Designate an area for items that are attracted to the magnet and an area for items that are not attracted to the magnet. Let your child test and sort the items. If you don't have a "junk drawer," gather objects from around your house (paper clip, eraser, rubber band, button, different types of cans, nail, spoon, coins, cloth, pencil, pen, plastic bottle, paper, etc.). Do not use magnets to test video tapes, computer equipment and disks, clocks, watches, or televisions.

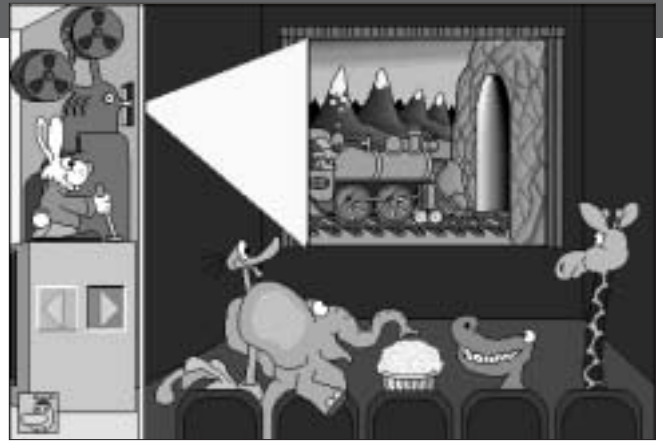
Hi,
Sammy's Science House has all
kinds of pictures and bins that
help us learn to sort. You can play sorting
games at home, too.



Love,
Sammy



Make-A-Movie Overview



Lights! Camera! Action! Students arrange pictures in sequences to make movies. Students can run their movies forward and backward.

Learning Opportunities

- Observe differences in a group of related pictures
- Apply logic to order pictures in a series
- Discover that some groups of pictures make sense in more than one order
- Examine a sequence forward and backward
- Explore how things in nature change over time (i.e., lunar eclipse, chrysalis formation, and others)

Together Time Activities (page 26)

(To copy and send home)

- An Organized Day
- First I Was Little

Curriculum Connections (pages 58–65)

- Run the Show (Art)
- Silent Movies (Creative Dramatics)
- 1-2-3 Books (Language Arts)
- Plant Progress (Science)
- First Things First (Social Studies)
- Which Comes Next? (Science)



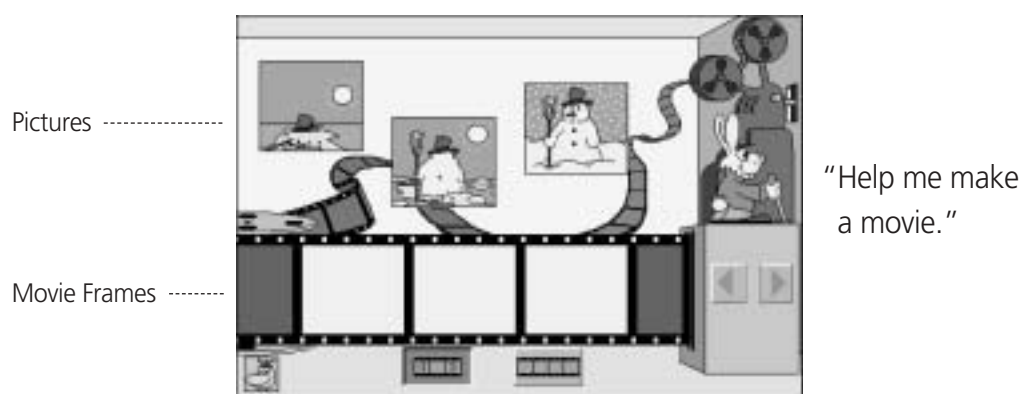
Make-A-Movie





Question and Answer Mode

Because only logical sequences will make movies in this activity, Make-A-Movie has a Question and Answer Mode only.

- Click  to enter Make-A-Movie from the Main Room.

- Ramón, the rabbit, is trying to make a movie and needs your help.



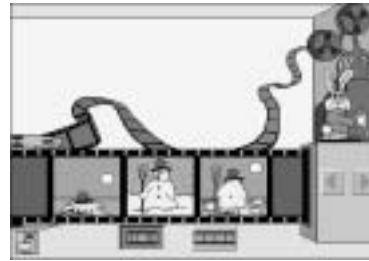
- Click  to make a three-picture movie, or click  to make a four-picture movie.
- Click  or  to see a new set of pictures.
- Drag the pictures into the empty movie frames so that the pictures are in sequence. (If you change your mind about the arrangement of the pictures, just drag the pictures again.) Then, click Ramón.







- If the pictures are in sequence, Ramón runs the projector in the theater.



- If the pictures are not in sequence, Ramón helps you put them into the correct order.



- To watch the movie run forward in the theater again, click . To watch the movie run backward, click .
- Click  to make a new movie.
- Click  to return to Sammy's Main Room.



Make-A-Movie

Together Time

An Organized Day

Help your child organize a part of the day by making a chart. For example, discuss the morning routine and cut out pictures (from magazines or catalogues) which represent the morning activities. Talk about how well different sequences would work. Ask, for example, "Should you brush your teeth before or after breakfast?" Have your child arrange the pictures in the order that would be best for the morning routine and paste them across the top of a white sheet of paper. Then, print the days of the week along the left side of the paper. Each morning, your child can check off the activities as they are completed.

First I Was Little

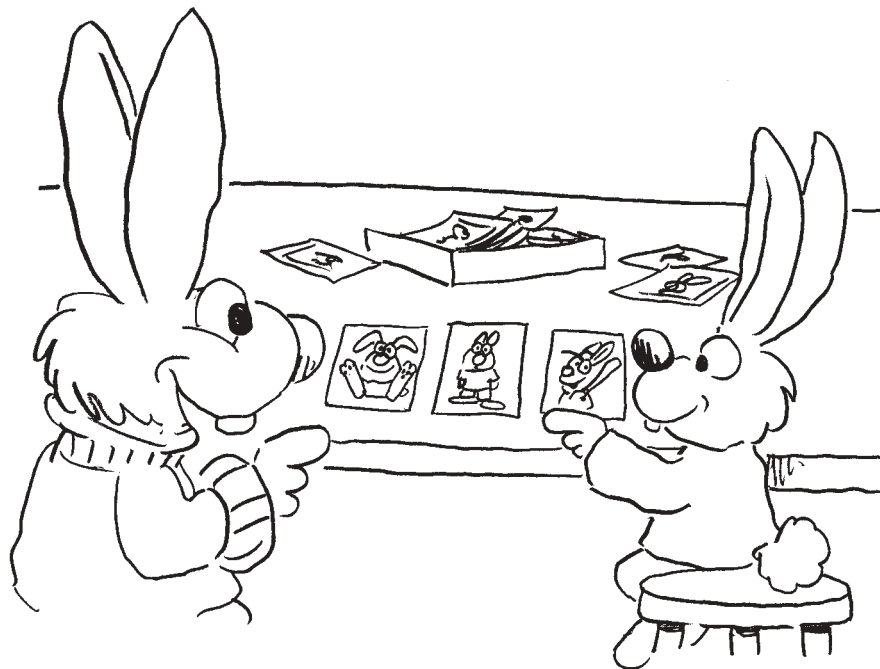
An afternoon spent sorting pictures with your child will bring back memories and strengthen sequencing skills. Gather unsorted photographs and sit together at a long table. Start with three photographs and ask which came first, second, and third. Lay the photographs on the table in the correct order. Continue the process ordering three photographs at a time.

As you work together, help your child look for clues in the pictures (changes in a person's height, an outfit that is old or new, a person who has moved away, a person who is new in the neighborhood, season changes, etc.).

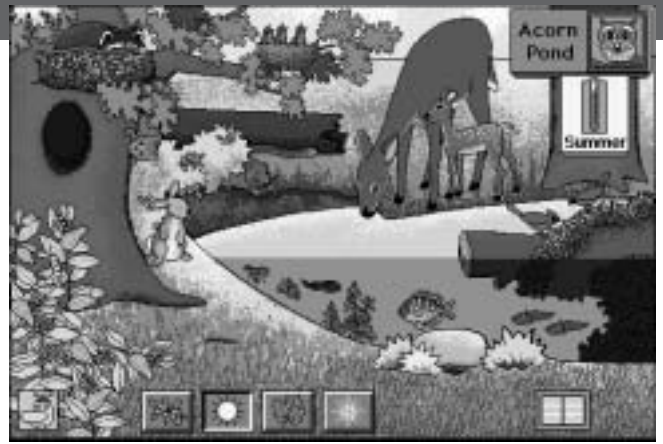
Hello,
We made movies in Sammy's
Science House by putting pictures
in order. You might like to try these
sequence activities
at home.



Love,
Sammy



Acorn Pond Overview



It's spring at Acorn Pond! And summer, autumn, and winter too! Here students see plants and animals as they appear throughout the year, hearing facts about animal growth and behavior. A "Field Notebook" with sketches and interesting information can be printed. Acorn Pond is modeled after a real pond in the upper midwest of the United States.

Learning Opportunities

- Discover how specific plants and animals in a particular pond environment change and grow
- Observe seasonal changes
- Investigate animal habitats
- Discover how specific animals care for their young
- Infer that all animals have unique needs and habits

Together Time Activities (page 31)

(To copy and send home)

- Nature Expeditions
- Tracking Tracks


Curriculum Connections (pages 66–71)

- Bouncing Butterflies (Art)
- Nature's Colors (Art)
- Under a Log (Science)
- Sammy's Field Notebook (Language Arts)
- Jump Like a Frog (Physical Education)
- Visit a Pond (Science)



Acorn Pond

Explore and Discover Mode

- Click  to enter Acorn Pond from the Main Room.
- Springtime at Acorn Pond appears.
- Click the pictures on the screen to explore Acorn Pond.



"The Monarch Butterfly lays eggs on a milkweed plant."

- To explore Acorn Pond in another season, click:



Spring

or



Summer

or



Autumn

or



Winter

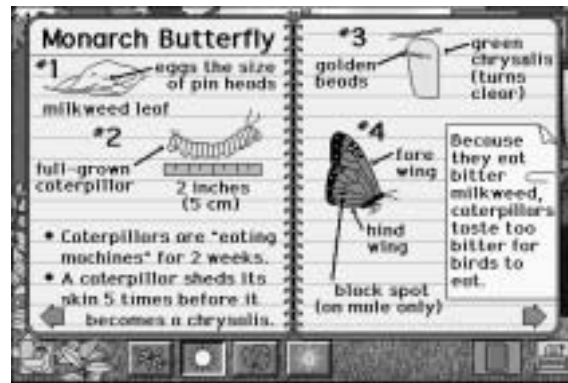
- Click anywhere on the water to discover what is in the pond. Then, click a plant or an animal to see an animation or to hear information.









"Salamander eggs hatch into tadpoles with feathery gills."



- Click any animal and then click the Field Notebook  to see notes about that animal.




- To see notes about other animals, click  or .

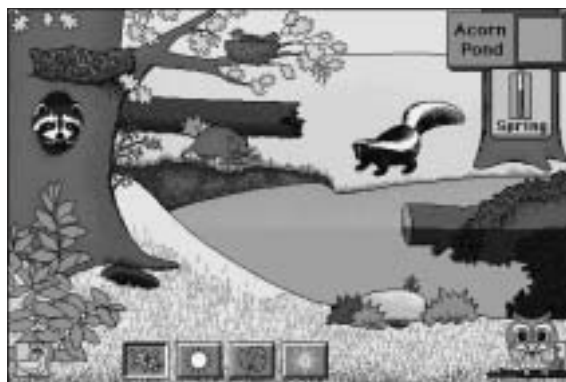
- Adults may want to read the Field Notebook to children who are not yet reading. It contains interesting facts and helpful sketches.
- Click  to print the notes shown. Once printed, the notes can be colored and used as posters. Or, staple several pages of printed notes together to make a booklet.
- Click  to close the Field Notebook and return to Acorn Pond.
- Click  for the Question and Answer Mode, or click  to return to Sammy's Main Room.



Acorn Pond

Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- Olivia, the owl, asks you a question about one of the pond animals, for example:



“Whooo lays eggs?”

- Click an animal to answer the question. If you forget the question, click Olivia.
 - If you answer correctly, Olivia tells you, for example, “Right. The robin lays eggs.”
 - If you answer incorrectly, Olivia repeats the question, and you can try again.

- To hear questions about the animals of Acorn Pond in another season, click:



Spring

or



Summer

or





Autumn

or



Winter

- Click  for the Explore and Discover Mode, or click  to return to Sammy's Main Room.



Acorn Pond Together Time

Dear Friends,
We have been "visiting" Acorn Pond in Sammy's Science House to learn about plants and animals. It would be fun to share some nature activities at home, too.



Love,
Sammy

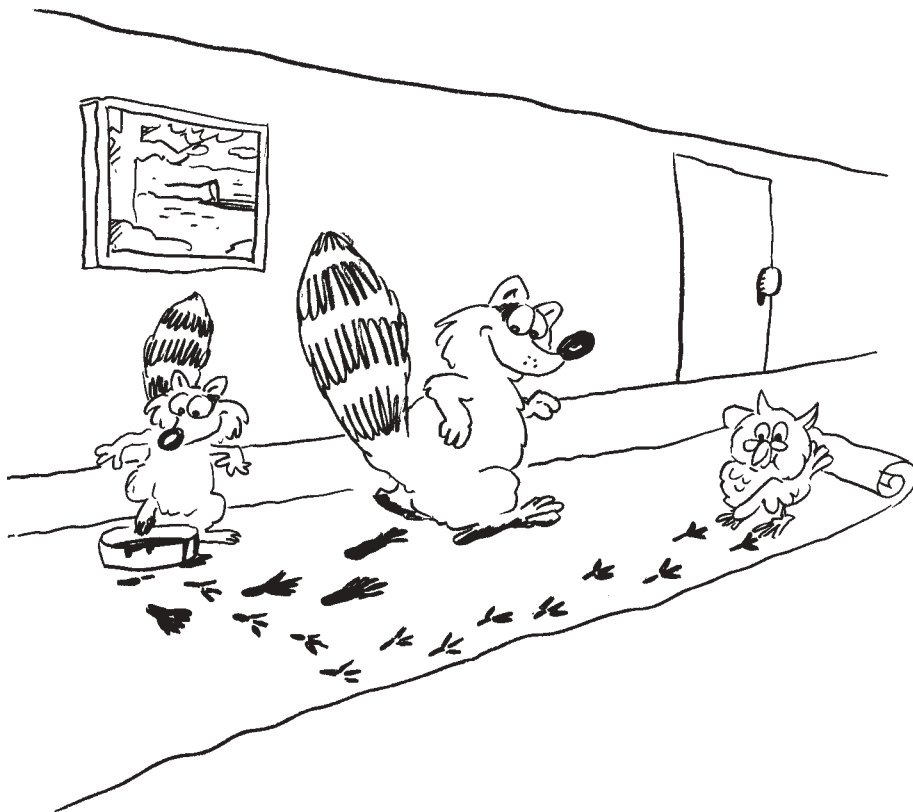
Nature Expeditions

Plan special times for you and your child to learn more about the plants and animals in your area. Set up bird feeders made of pine cones covered with peanut butter and bird seed. Take a nature walk in the spring, looking for signs of animal and plant growth. Lay down a circle of yarn and together list all of the living things included in the area, for example, grass, ants, worms, weeds, etc. Once leaves have fallen from trees, take a walk and look for birds' nests.

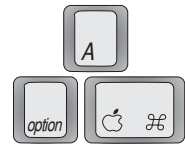
Tracking Tracks

You and your child can have fun with footprints and tracks no matter where you live. Ask all of the family members (pets too) to walk barefoot over a carpet. Then, talk about who left which "tracks." If your carpet doesn't show footprints, you can wet your feet and walk down the sidewalk or driveway, or walk in a sandbox. Or, if you are adventurous, you can put paint on your feet and walk on paper.

Help your child look in the snow or sand for the tracks of animals and people. If possible, have your child sketch the tracks and identify who made them.



Adult Options



To customize *Sammy's Science House*, hold down the Option and Command ⌘ keys while you press "A." PC users hold down the Ctrl and Alt keys while you press "A." (Please note: PC dialog boxes are slightly different from the dialog boxes shown below.)

Adjust the sound volume.
(Macintosh users only.)

The Stop Sign appears on the Main Menu screen only if exit is allowed.
(Macintosh users can still exit using Command-Q even if "No Exit" is allowed.)

Turning the Theme Music off will not affect the speech in *Sammy's Science House*.

Prints in color if color printer is available. Prints in shades of gray if grayscale printer is available.
(Macintosh users only.)

Prints in black and white (which is faster and uses less memory) even if color printer is available.
(Macintosh users only.)

Single Switch Input Options

Single switch scanning is available for students with special needs (also see *Students with Special Needs*, page 72). When scanning is on, you may choose between two kinds of scanning. In Automatic Progression, the scanning arrow automatically moves from choice to choice on the screen and a click indicates a selection. In Switch Activated Progression, scanning begins after the user clicks. The user clicks again to indicate a selection. A third click restarts scanning.






- You may also select the scanning rate of the arrow (in seconds): 1 (fastest) to 7 (slowest).
- PC users can temporarily increase the scanning speed using the "+" key or decrease the scanning speed using the "-" key.
- When scanning is on, you can temporarily suspend or resume scanning by pressing Command-Option-S. (PC users press Ctrl-Alt-S.)

Curriculum Connections

The learning opportunities in *Sammy's Science House* can be reinforced throughout the school day in many curricular areas. On the following pages, you will find examples of classroom activities designed for kindergarten through second grade students. The activities may be easily adapted to suit the needs of preschool children. The *Curriculum Connections* activities are grouped according to the corresponding *Sammy's Science House* computer activities (see the chart below).

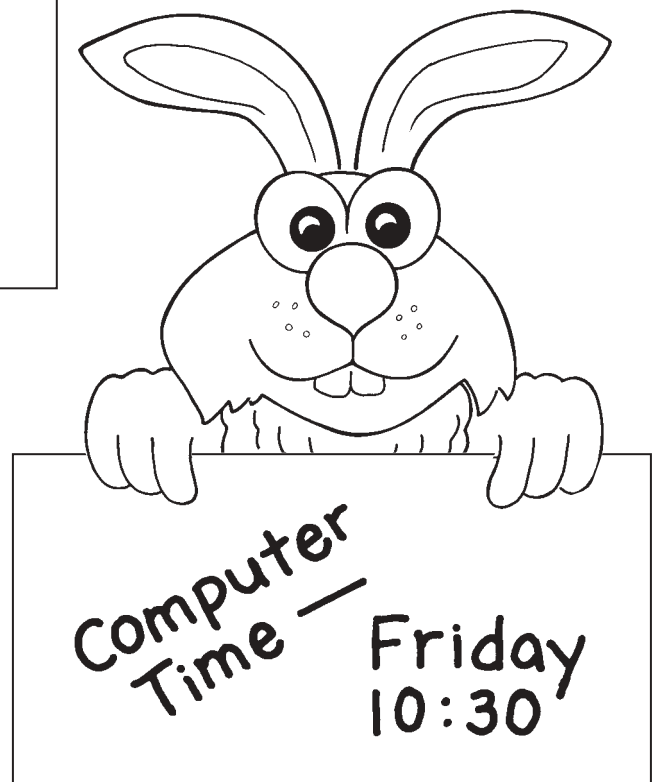
Some of the *Curriculum Connections* work well before using the corresponding computer activities. Others work well as follow-up experiences. Most can be used before or after students play in the Science House. Pick and choose activities according to your students' needs as well as your computer equipment, facilities, resources, and schedule. There are many different ways to use *Sammy's Science House* and *Curriculum Connections*; use them to stimulate your own imagination as you plan experiences for your students.

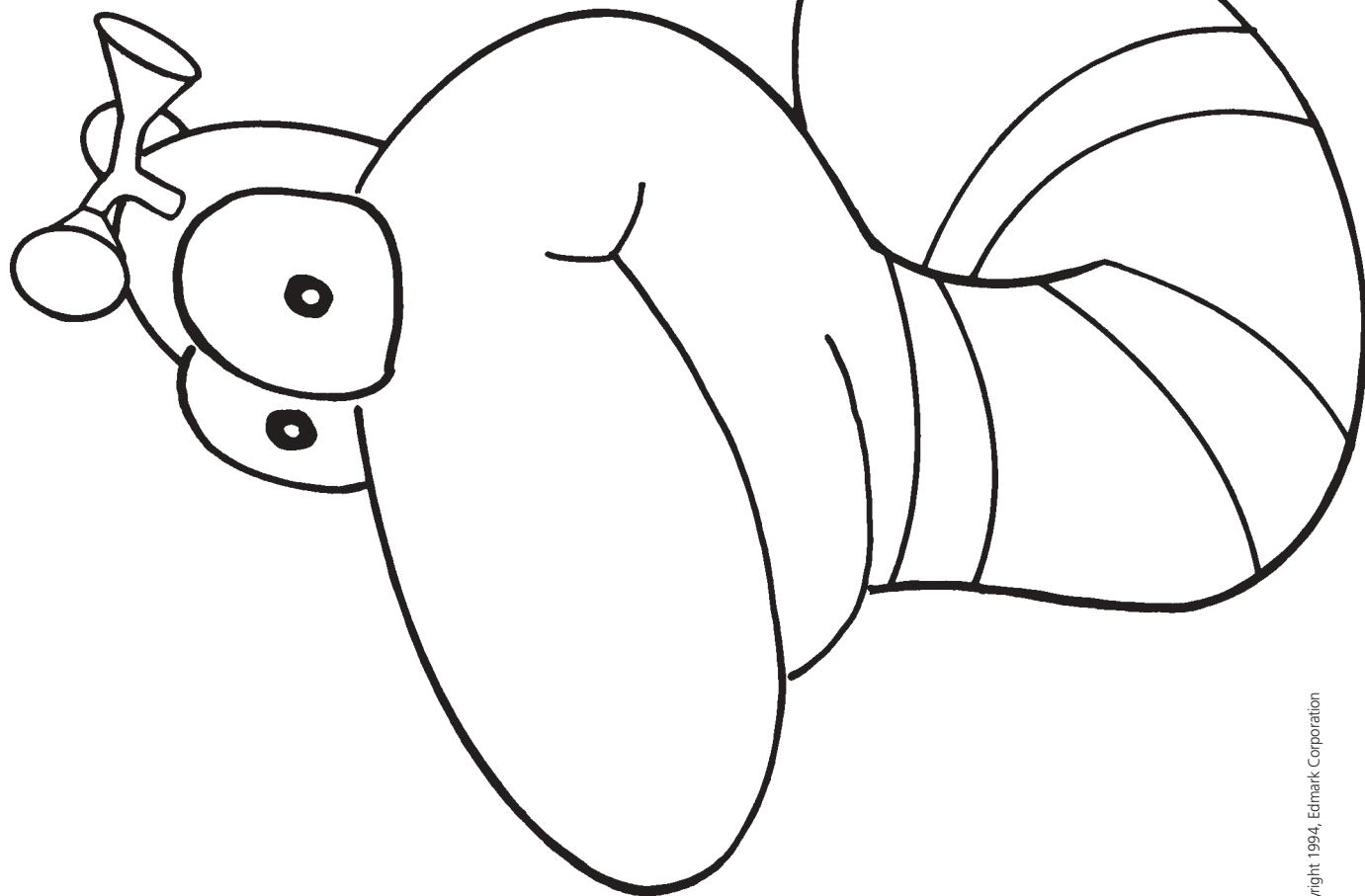
Reproducible activity sheets are also included. These can be used in a variety of ways (for student work, transparencies, labels, etc.), some of which are suggested in *Curriculum Connections*. In addition, there are two reproducible pages of Science House characters to use on your chalkboard, bulletin board, or computer.

	 Workshop (pages 37–43)	 Weather Machine (pages 44–52)	 Sorting Station (pages 53–57)	 Make-A-Movie (pages 58–65)	 Acorn Pond (pages 66–71)
Art		▪ Wish for a Rainy Day		▪ Run the Show	▪ Bouncing Butterflies ▪ Nature's Colors
Creative Dramatics		▪ And Now for the Weather . . .		▪ Silent Movies	
Language Arts	▪ Living Alphabet	▪ Weather Folklore	▪ Attribute Riddles	▪ 1-2-3 Books	▪ Sammy's Field Notebook
Mathematics	▪ Sunshine Time	▪ Moisture Measurements ▪ Temperature Graph			
Music	▪ Kazoo Koncert		▪ Sound Sorting		
Physical Education					▪ Jump Like a Frog
Problem Solving	▪ It Moves!		▪ Falling Leaves ▪ Grandmother's Favorite Animals		
Science	▪ Buzzy Bee's Bucket Magnifier	▪ Weather Station	▪ Bin There ▪ Food Pyramid	▪ Plant Progress ▪ Which Comes Next?	▪ Under a Log ▪ Visit a Pond
Social Studies	▪ All Around the Neighborhood		▪ Sort and Recycle	▪ First Things First	

Characters for Bulletin Boards, Computers, and Chalkboards

Pages 35 and 36 can be used to call attention to messages on bulletin boards, computers, and chalkboards. Copy, color, and cut out the character. For bulletin boards, slip the character over the edge of the message sign and staple or tape into place. To use the character on the chalkboard, mount the character on the chalkboard and draw a rectangular sign below the character. Then write the information inside the rectangle. These pages can also be reproduced and posted near the computer. You can write in current assignments, notes of encouragement, etc.



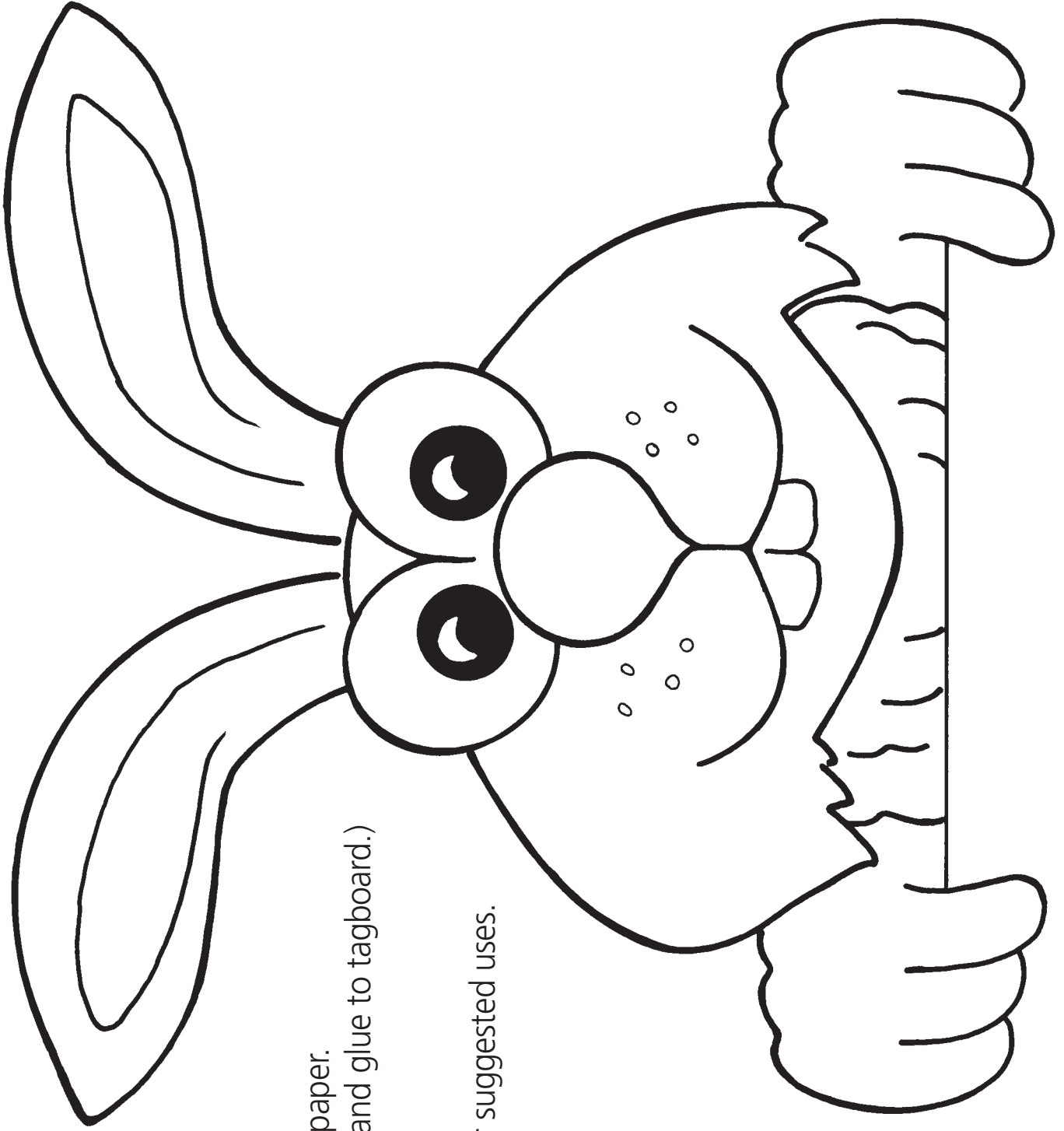


Sammy

1. Copy on heavy paper.
(Or copy, color, and glue to tagboard.)
2. Color.
3. Cut out.
4. See page 34 for suggested uses.

Ramón

1. Copy on heavy paper.
(Or copy, color, and glue to tagboard.)
2. Color.
3. Cut out.
4. See page 34 for suggested uses.

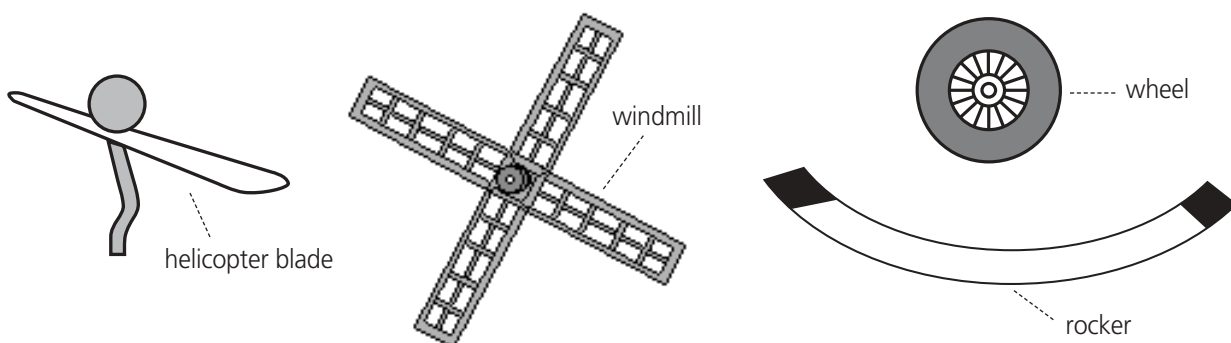


Workshop



It Moves!

On a supply table, gather sheets and scraps of construction paper, tagboard, egg cartons, pipe cleaners, small lightweight boxes, milk cartons, paper towel tubes, and plastic lids. Explain to students that they will each be making a 3-dimensional construction. The construction must have some part designed to move. To start the flow of ideas, ask students to think of things that move or allow movement (wheels, ramps, pendulums, pinwheels or windmills, spinners, shakers, falling or rolling objects, springs or springy things, hinges, etc.). Suggest that students recall moving objects from the Workshop activity in *Sammy's Science House*:



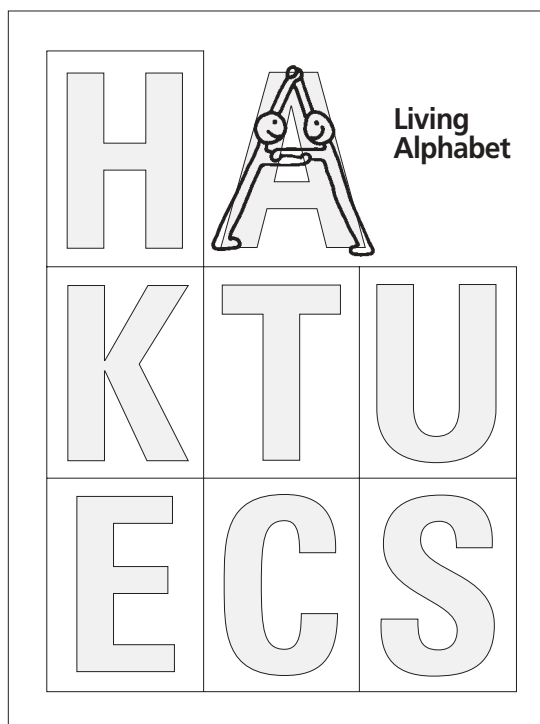
When their creations are complete, let students show them and tell how they “work.”

Living Alphabet

Make copies of page 41 for your students. Point out the example at the top of the page of the letter **A** made with stick people.

Let students draw stick figures to make the other letters on the page. Once the student sheets are done, take them to the gym and let students pose like the stick figures to make living alphabet letters. For safety, establish the rule that all letters must be formed while lying on the floor. Do not allow students to lift each other or to support each other's weight. Once students have formed several alphabet letters, they may want to try spelling out words or short messages.

Language Arts



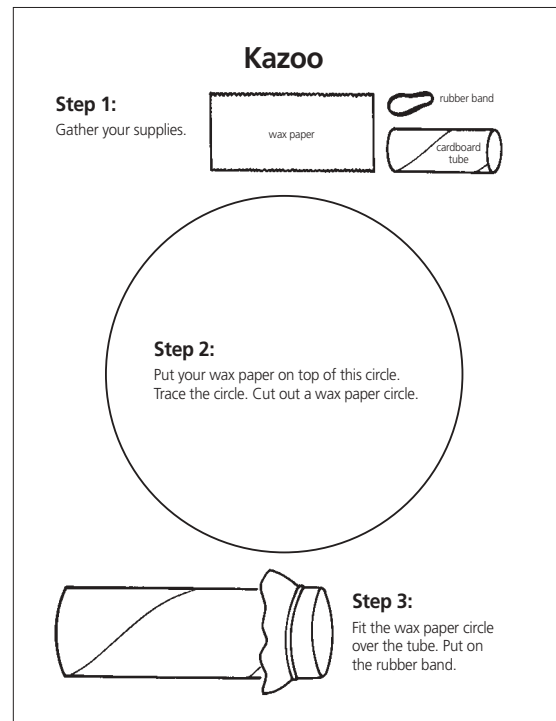
Kazoo Koncert

Music

For this project, you will need wax paper, rubber bands, and cardboard tubes. Use tubes from toilet tissue or longer tubes cut to about 5 inches. Give copies of page 42 to your students. (Alternatively, make a transparency from page 42 for the class to use together.)

If students are not familiar with kazoos, explain that kazoos are musical instruments played by humming into the open end. Go over the steps on the activity sheet together before students construct their kazoos. Point out that when we make something, we usually need to start with the supplies (Step 1), use the supplies to prepare the parts (Step 2), and, finally, use the parts to assemble the finished project (Step 3). You may want to suggest that students work in pairs or get help from you on Step 3 (putting on the rubber band while holding the wax paper in place).

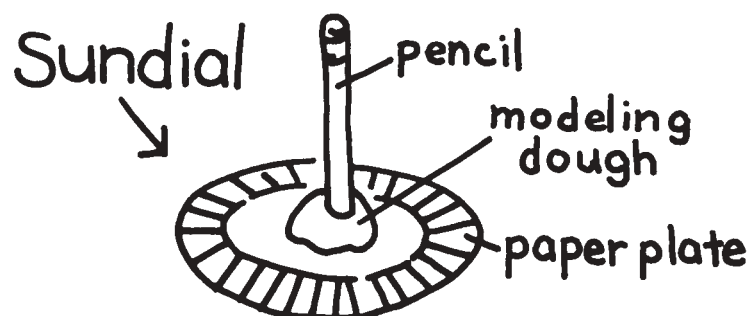
When the kazoos are finished, let students experiment with playing them for a few minutes. Then treat yourselves to a “Kazoo Koncert” by playing the students’ favorite familiar songs together.



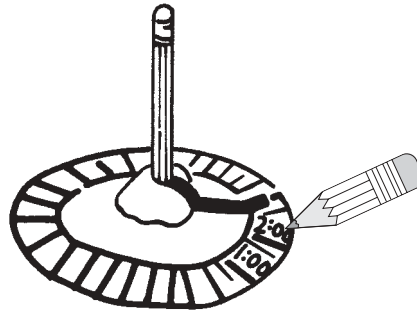
Sunshine Time

Mathematics

As you teach students about time and recording time, talk about sundials and how they work. On the chalkboard, draw plans for a simple sundial, explaining the parts as you draw. Let students work in small groups to make their own sundials.



Put the sundials in a sunny spot where they will not need to be moved for several days. Show the students how to write the time on the rim of the plate at the point where the pencil casts its shadow:

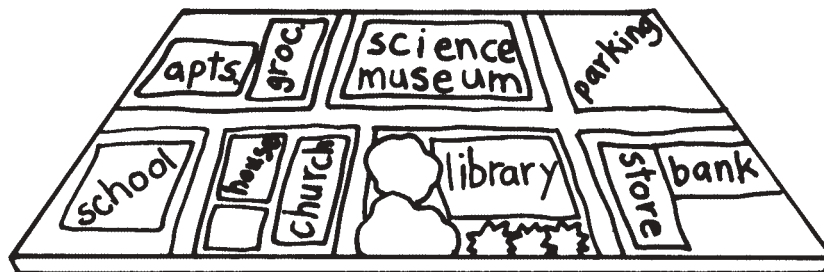


Students may choose to mark their sundials with every hour (1:00, 2:00, etc.), with significant times (12:15-lunch, 1:00-PE class, etc.), or with random times (1:16, 2:35, etc.).

All Around the Neighborhood

Social Studies

Gather pictures of various buildings in your community (courthouse, school, library, community center, stores, homes, etc.). Possible sources include visitor guides, local postcards, newspaper photos, and snapshots. With the students, discuss these buildings and their uses in your community. Use a roll of white paper to cover a spare table or other similar-sized area. On the paper, work together to draw an aerial view of your community. It is not important to be totally accurate, but do include some streets and mark the location of your school and some of the buildings you discussed:



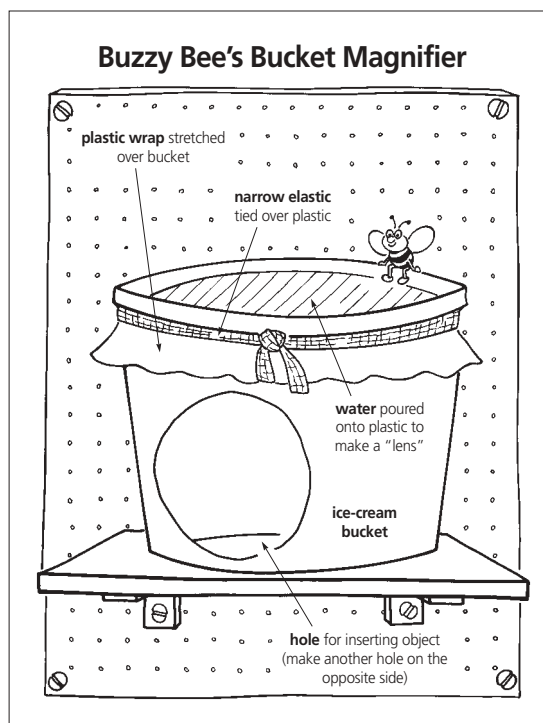
Using the pictures you gathered as guides, let students construct the buildings from milk cartons, cans, small boxes, and plastic building blocks. Students may enjoy bringing small toy cars from home to drive around your model community.



Buzzy Bee's Bucket Magnifier

Science

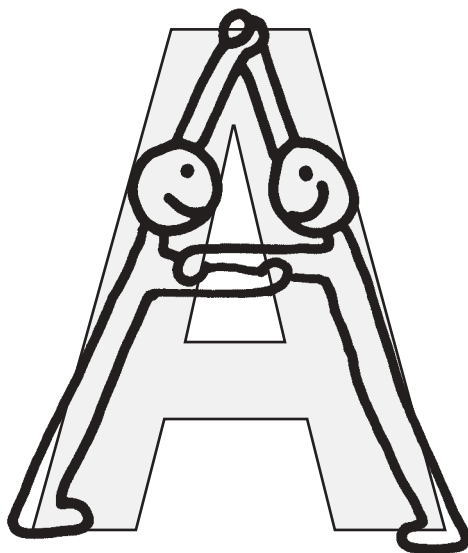
With this activity, students gain experience following plans, discover how magnifying lenses work, and create magnifiers that can be used to examine small objects. After students have had an opportunity to play with Buzzy, the bee, in the Workshop activity of *Sammy's Science House*, divide the class into small groups and give each group a copy of page 43.



Help students as needed to follow Buzzy's plans for building bucket magnifiers. (If you anticipate a need for additional direction, make a transparency from page 43 and discuss the construction process together before students begin.) Students will be able to use scissors to cut the holes in their buckets themselves if the buckets are made of fairly soft plastic and if you punch the initial hole for them.

You may want to move outdoors when it is time to add the water so that no water spills in the classroom. Slowly pour as much water as possible onto the plastic, which will sag into the shape of a lens. Examine objects from nature (leaves, rocks, etc.) by putting them through one of the holes cut in the side of the bucket and looking at them through the water lens.

H



Living Alphabet

K

T

U

E

C

S

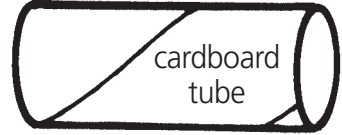
Kazoo

Step 1:

Gather your supplies.



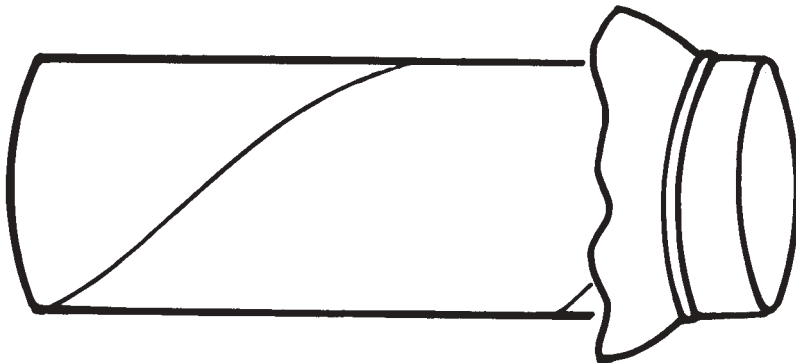
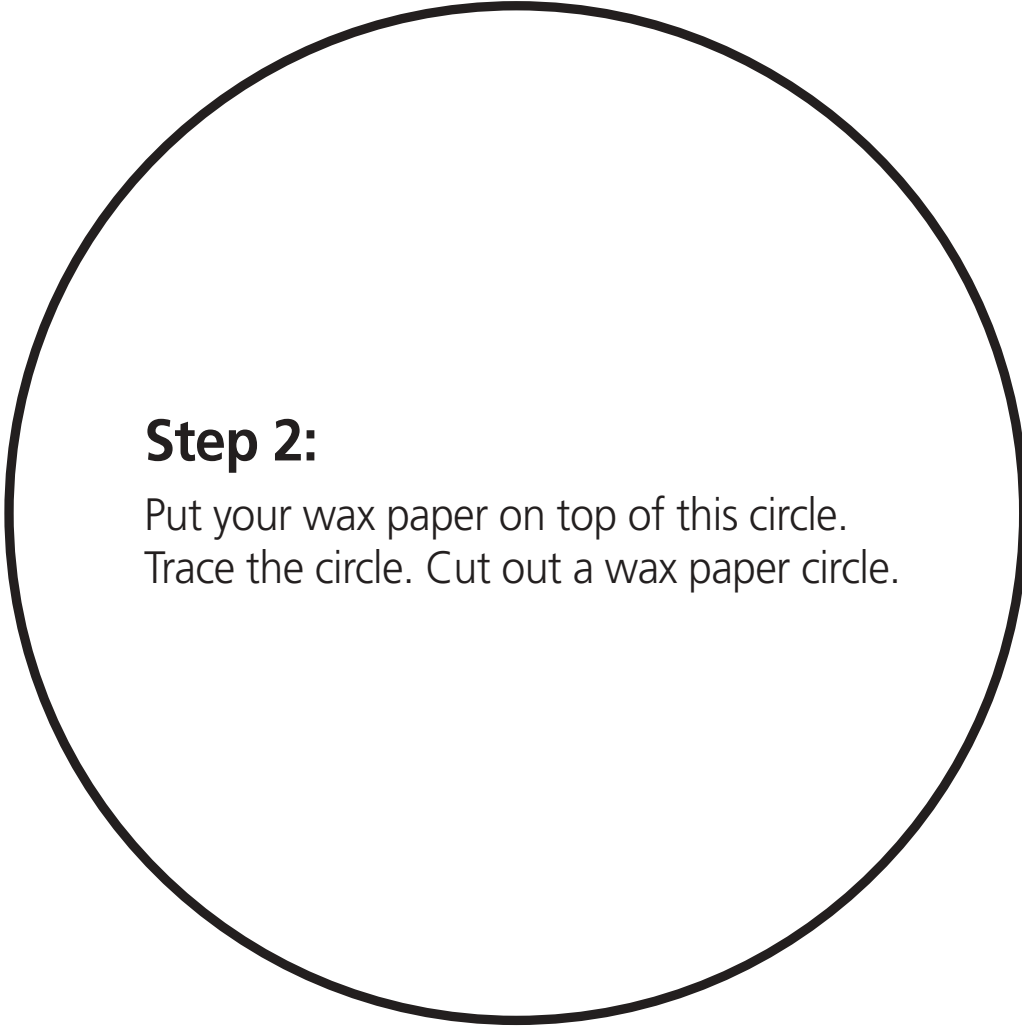
rubber band



cardboard
tube

Step 2:

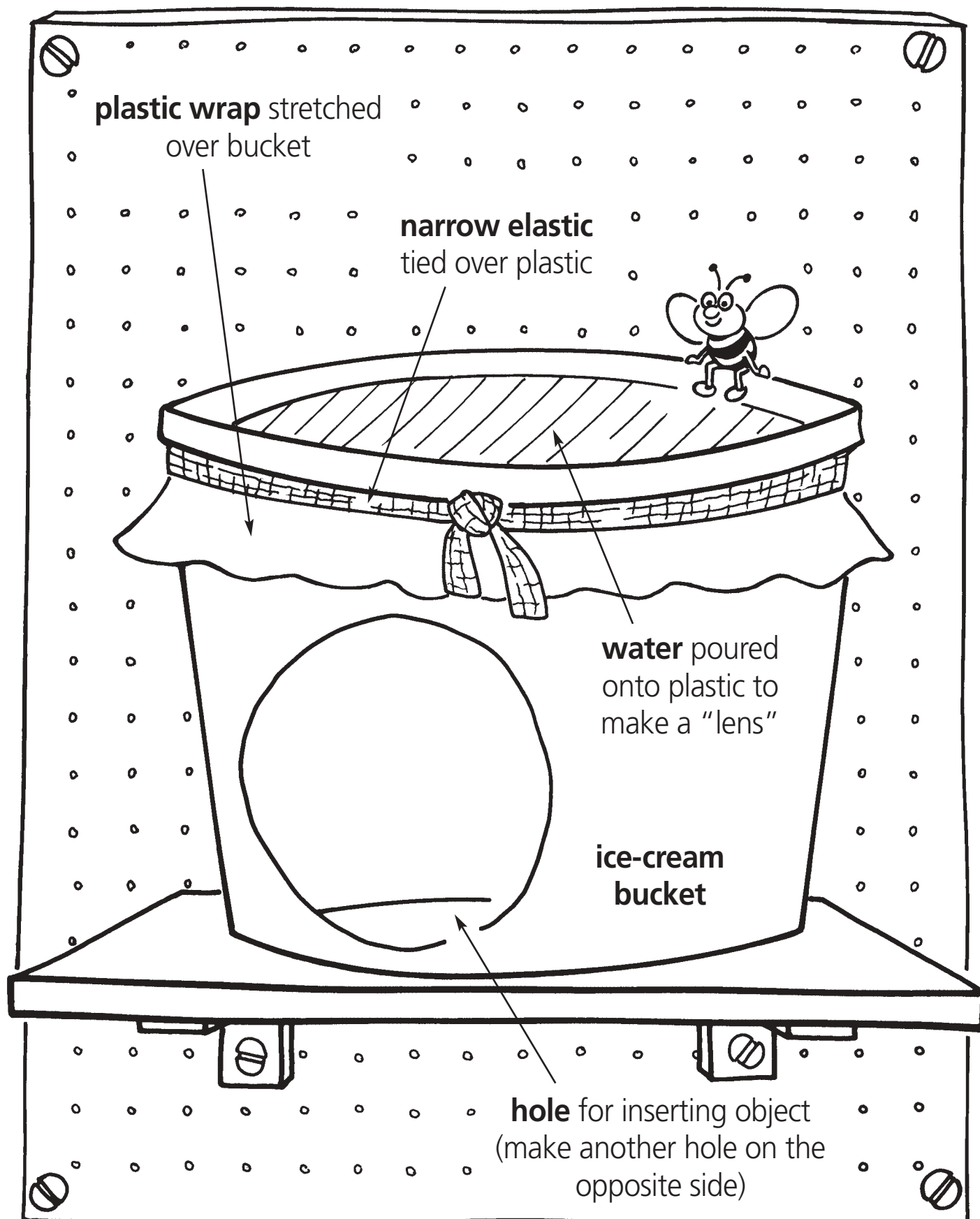
Put your wax paper on top of this circle.
Trace the circle. Cut out a wax paper circle.



Step 3:

Fit the wax paper circle
over the tube. Put on
the rubber band.

Buzzy Bee's Bucket Magnifier



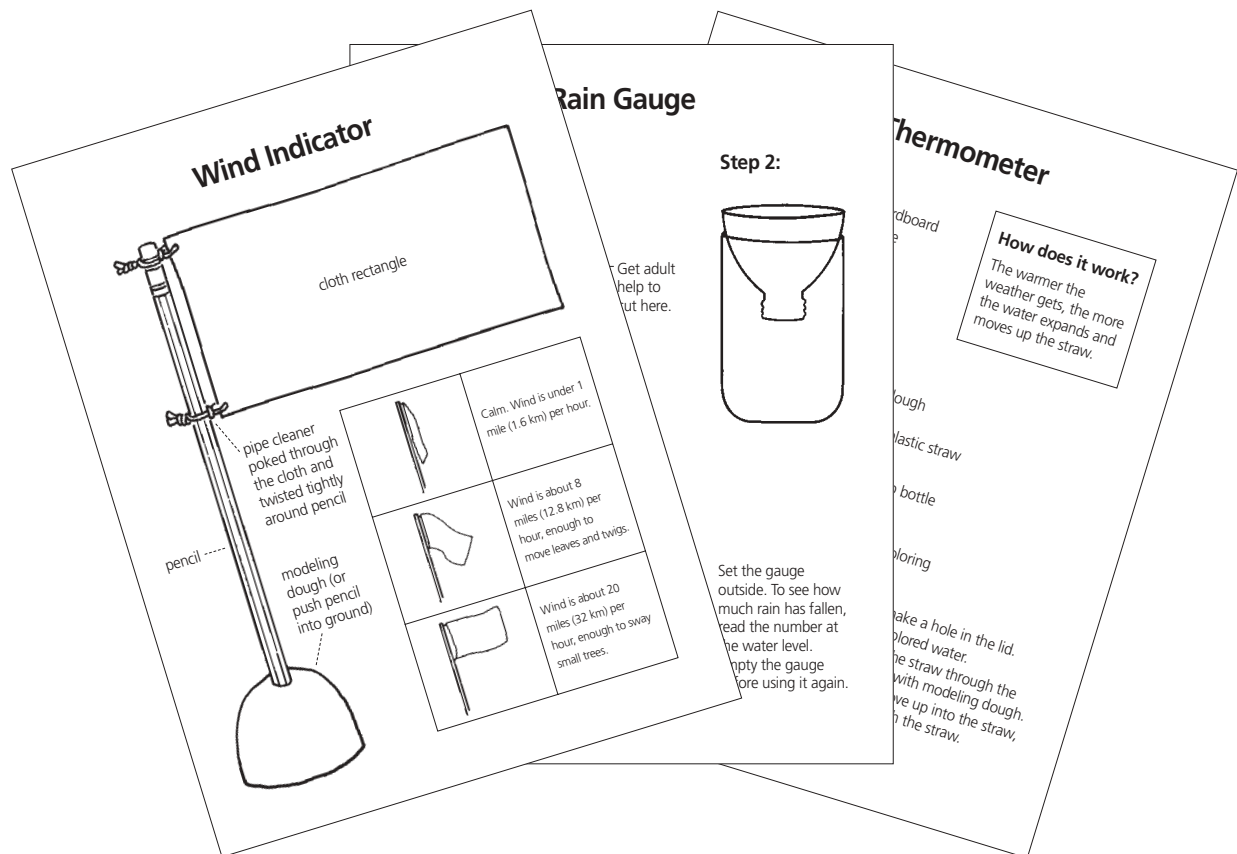
Weather Machine



Weather Station

Science

Have students work in small groups to make simple weather instruments for a classroom "weather station." Instructions for making a wind indicator, rain gauge, and thermometer are included on pages 48, 49, and 50.



When the instruments are completed, ask students to explain the instruments and how they work to the class. Have each group take readings daily. Use simple symbols to keep a record of the weather conditions on a large chart or calendar:

Tuesday	Wednesday	Thursday	Friday
<div>1</div> <p>½ inch rain</p>	<div>2</div> <p>Windy</p>	<div>3</div> <p>← 30°</p>	<div>4</div> <p>snow!</p>

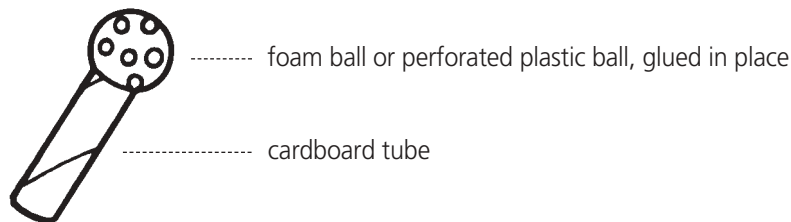
If students want to make their own weather stations at home, provide them with copies of pages 48, 49, and 50.

And Now for the Weather...

Over a period of about one month, let each student have a turn at being a weather reporter. The necessary weather information can be gathered by reading the instruments in your weather station ("Weather Station," page 44) and by using the newspaper weather column or radio and television reports. Make a transparency from page 51 and demonstrate how to use the form to record weather information.

Current weather conditions are recorded at the top of the form and the forecast at the bottom of the form.

Each day, have the designated reporter fill in a copy of page 51 and use it to give the weather report from a "broadcasting studio" set up in your classroom. In the studio, you might want to include a small table or desk, a map of your state or the United States, a sign with a name for the broadcasting station, and a "microphone" made from a cardboard tube and a ball:



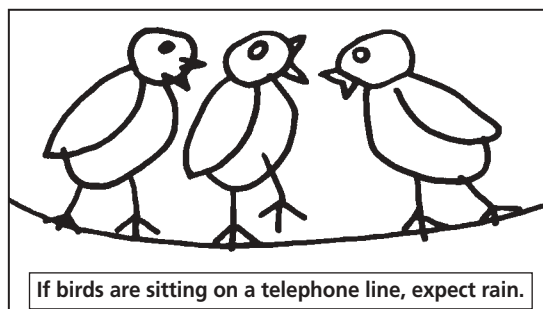
Creative Dramatics

Two weather report forms, one for "The Weather Now" and one for "The Forecast". Each form includes sections for Temperature, Rain or Snow, Sky, and Wind, with various weather icons and a cartoon bear character.

Weather Folklore

Ask a student volunteer to relate the story of Groundhog Day. (If the groundhog comes out of its burrow on Groundhog Day and sees its shadow, there will be 6 more weeks of winter. If the groundhog casts no shadow, there will be an early spring.) Explain that folklore has often been used to predict the weather and that sometimes there may be some truth to weather folklore. In the United States, many sayings about the weather originated with the early settlers in New England and often quite accurately reflect the weather patterns in that part of the country.

Cut apart the sayings on page 52. Give each student a saying to paste to the bottom of a 12" X 18" sheet of drawing paper. Let students illustrate their sayings.



Language Arts

Suggest that during the next few days, students use their own observations as well as opinions gathered from their parents, other adults, and classmates to determine if their sayings contain elements of truth. Then let students share their illustrations and conclusions with the class. Students may want to include their thoughts on how the sayings might have originated as well as thoughts about whether the sayings might be true in other geographic locations.

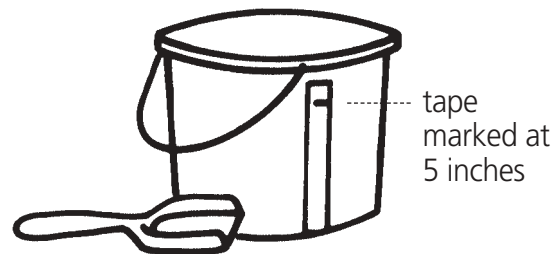
Moisture Measurements

Mathematics

Let students put their measurement skills to use in exploring one or both of the following weather questions:

Question: How many inches of water are in a 5-inch (12.5 cm) snowfall?

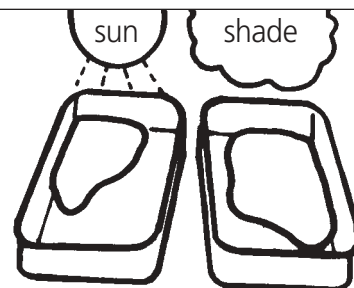
Supplies: plastic bucket (about 5-quart size)
ruler
masking tape
marker
small shovel or scoop



Procedure: On the outside of the bucket, run a strip of masking tape from top to bottom. Set the bucket on the floor and use the marker to mark a point on the tape 5 inches (12.5 cm) up from ground level. Fill the bucket with 5 inches of snow. If possible, scoop freshly fallen snow from an undisturbed spot. Take the bucket inside and let the snow melt. Mark the water level on the tape. Measure from ground level as before to determine the amount of water in 5 inches of snow.

Question: Will an 8-ounce (240 ml) puddle evaporate faster in the sun or in the shade?

Supplies: 2 plastic buckets or bins of the same size and shape
measuring cup

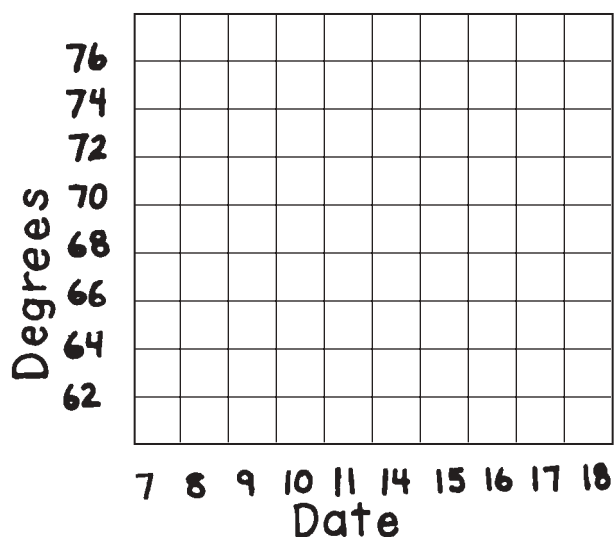


Procedure: Pour an 8-ounce (240 ml) “puddle” of water into each plastic container. Set one in a sunny location (in the classroom or outside) and the other in a location that will remain in the shade. Periodically, measure the remaining water in each container to determine which is evaporating faster. (You can try a similar experiment with real rain puddles by measuring their diameters periodically as they evaporate.)

Temperature Graph

Mathematics

For this activity, you will need a thermometer mounted outside your classroom window or a thermometer that can be placed outside for a short period of time each day. Also, prepare a large grid to use as a bar graph, writing the dates for the next 10 school days at the bottom and numbers representing the expected range of temperatures at the side.



For the next 10 school days at approximately the same time each day, have students use the thermometer to read the outside temperature. On the graph, help students record the temperature by coloring the bar above the day's date. When the graph is complete, work with students to draw some conclusions about the data. For example, identify the highest temperature recorded, the lowest temperature recorded, the temperature that appears most frequently, and any general trends toward warmer or cooler temperatures over the time period.

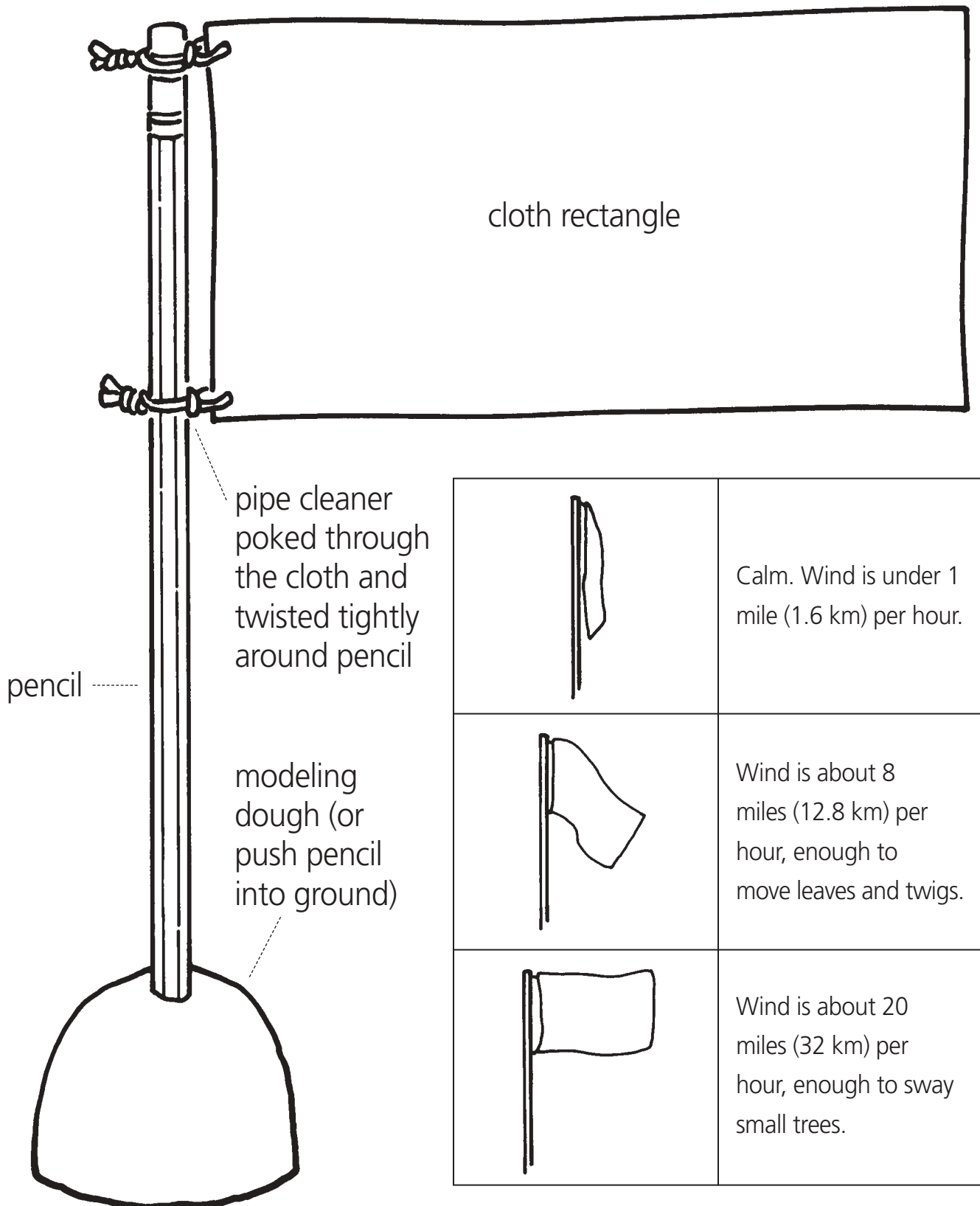
Wish for a Rainy Day

Art

You can do the first step of this project anytime, but you'll have to wait for a rainy day to complete it. Provide white drawing paper and tempera paint. Instruct students to fill their papers with large colored shapes. Their creations can be free-form or geometric, realistic or imaginary, but small detail should be avoided.

Put the paintings aside and wait for a rainy day. Ask students to listen to the weather forecasts at home and let you know when to expect rain. On the first rainy day, let students take turns at an open window or door, holding their paintings outside for just a moment. Keeping the paintings horizontal at all times so that the paint doesn't run, have students place them on a table or on the floor to dry. When the paintings are dry, display them and point out the interesting patterns created by the rain.

Wind Indicator

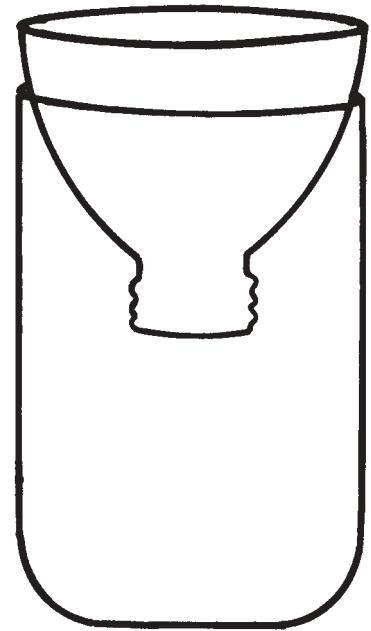


Rain Gauge

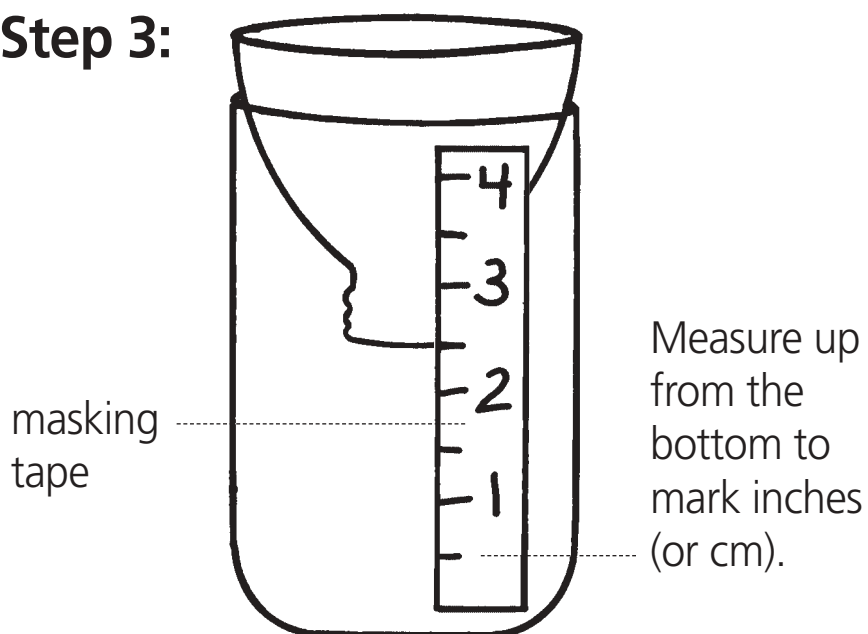
Step 1:



Step 2:

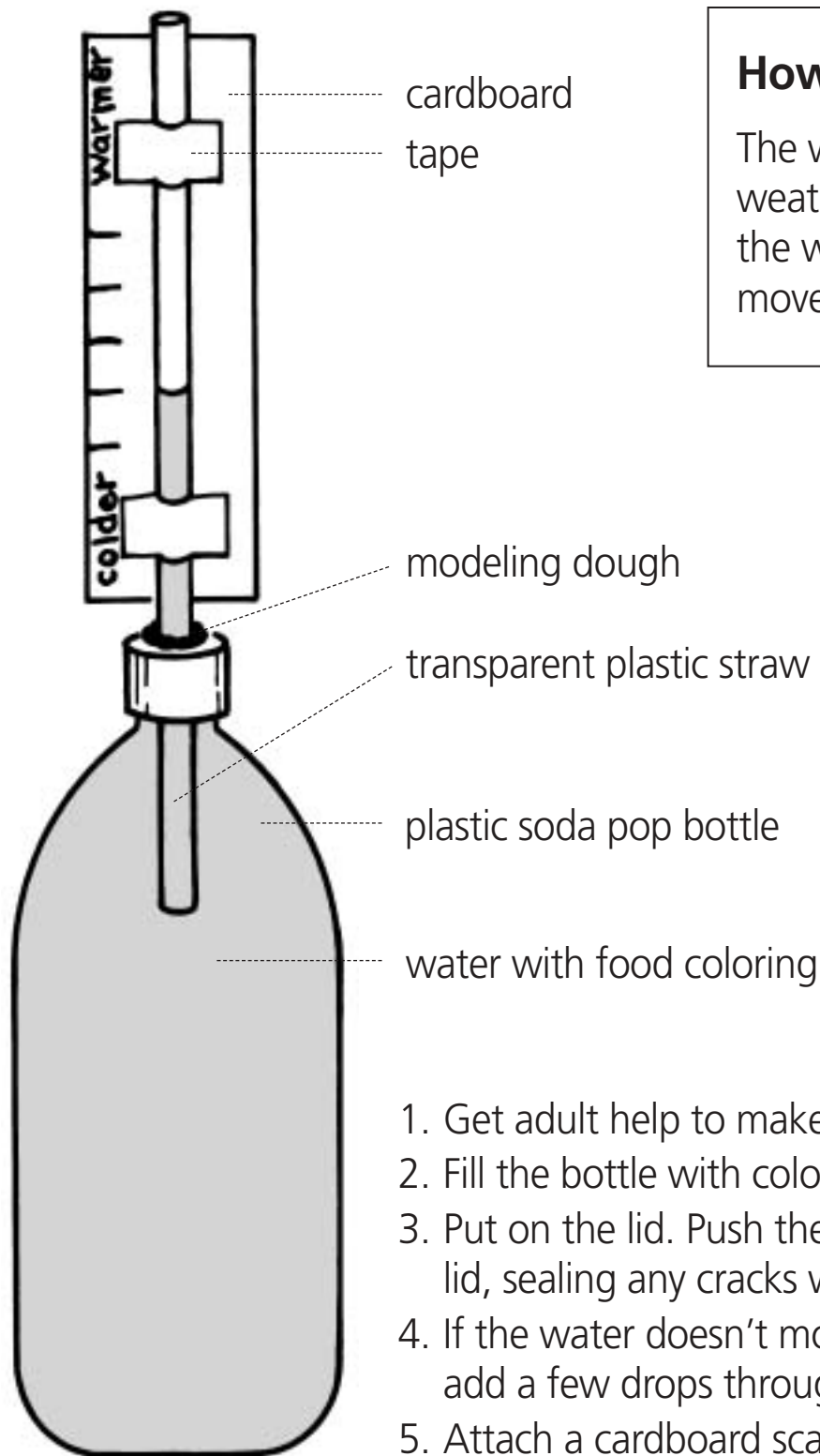


Step 3:



Set the gauge outside. To see how much rain has fallen, read the number at the water level. Empty the gauge before using it again.








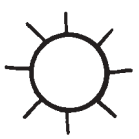


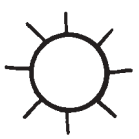




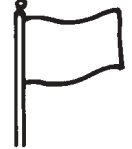


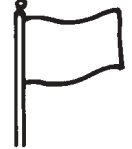
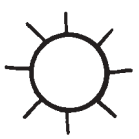




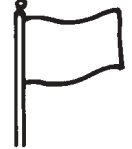
Thermometer




How does it work?








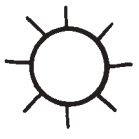


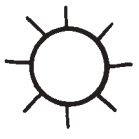




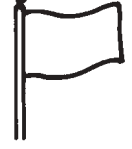


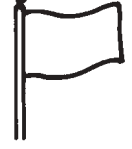
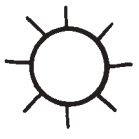




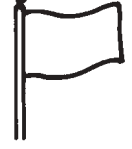
The warmer the weather gets, the more the water expands and moves up the straw.


1. Get adult help to make a hole in the lid.
2. Fill the bottle with colored water.
3. Put on the lid. Push the straw through the lid, sealing any cracks with modeling dough.
4. If the water doesn't move up into the straw, add a few drops through the straw.
5. Attach a cardboard scale.

 <h2>Temperature</h2> <div> <div>←</div> <div>○</div> <div>_____</div> </div>			<h2>Rain or Snow</h2> <table border="1"> <tr> <td>no rain or snow</td> <td>  </td> <td>  </td> </tr> <tr> <td></td> <td>rain</td> <td>snow</td> </tr> </table>			no rain or snow				rain	snow						
no rain or snow																	
	rain	snow															
<h2>Sky</h2> <table border="1"> <tr> <td>  </td> <td>  </td> <td>  </td> </tr> <tr> <td>clear</td> <td>partly cloudy</td> <td>cloudy or overcast</td> </tr> </table>						clear	partly cloudy	cloudy or overcast	<h2>Wind</h2> <table border="1"> <tr> <td>  </td> <td>  </td> <td>  </td> </tr> <tr> <td>calm</td> <td>low winds</td> <td>high winds</td> </tr> </table>						calm	low winds	high winds
																	
clear	partly cloudy	cloudy or overcast															
																	
calm	low winds	high winds															



The Weather Now

 <h2>Temperature</h2> <div> <div>←</div> <div>○</div> <div>_____</div> </div>			<h2>Rain or Snow</h2> <table border="1"> <tr> <td>no rain or snow</td> <td>  </td> <td>  </td> </tr> <tr> <td></td> <td>rain</td> <td>snow</td> </tr> </table>			no rain or snow				rain	snow						
no rain or snow																	
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<h2>Sky</h2> <table border="1"> <tr> <td>  </td> <td>  </td> <td>  </td> </tr> <tr> <td>clear</td> <td>partly cloudy</td> <td>cloudy or overcast</td> </tr> </table>						clear	partly cloudy	cloudy or overcast	<h2>Wind</h2> <table border="1"> <tr> <td>  </td> <td>  </td> <td>  </td> </tr> <tr> <td>calm</td> <td>low winds</td> <td>high winds</td> </tr> </table>						calm	low winds	high winds
																	
clear	partly cloudy	cloudy or overcast															
																	
calm	low winds	high winds															



The Forecast

Weather Folklore

Fireflies come out before a rain.
A rainbow in the evening means fair weather is on the way.
When bees stay near the hive, rain is close by.
When muskrats build large houses in deep water, it will be a cold winter.
Expect stormy weather when ants travel in a straight line. When they scatter all over, the weather is fine.
If a dog pulls its feet up when walking, expect a change in weather.
The higher hornets build their nests, the higher the snow will be.
Rabbits leave the field and head for the woods before a rain.
If birds are feeding during a rain, it will rain all day.
The faster a cricket chirps, the warmer the weather.
Clover leaves show their bottom sides before a rain.
If birds are sitting on a telephone line, expect rain.
Red sky in the morning, sailors take warning. Red sky at night, sailor's delight.
Ant mounds will be heaped up before a rain.
The higher the clouds, the fairer the weather.
Small snowflakes mean a long snow. Large snowflakes show the snow won't last.

Use with "Weather Folklore" (page 45).

Frogs croak before a rain, But in the sun are quiet again.
Fish bite before a rain.
A ring around the moon or sun Means that rain will surely come.
The wider the brown band on Woolly Bear Caterpillars, the milder the winter will be.
Cattle huddle together before a storm.
Rain before seven, Clear by eleven.
Cats and dogs eat grass before a rain.
When the wind is in the west, Fishing is the best.
Ducks quack louder before a storm.
The daisy shuts its eye before a rain.
The more nuts squirrels gather in autumn, the colder the coming winter.
Flowers smell best before a rain.
Doors and drawers stick before a rain.
After the robin comes in spring, he will get snow three times on his back.

Sorting Station



Sound Sorting

Music

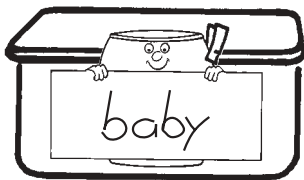
The next time your class uses rhythm instruments, try incorporating sorting activities. For example, separate the metal instruments from the non-metal instruments. Let students play both. Is there a difference in the sound? Have students make up categories. Some possibilities include:

- one-piece instruments — two-piece instruments
- instruments played by shaking — instruments played by tapping
- high-pitched instruments — low-pitched instruments
- big instruments — little instruments
- instruments that make loud sounds — instruments that make soft sounds

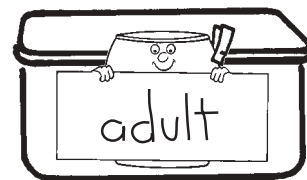
Bin There

Science

Let students cut pictures of animals out of old magazines. Copy page 56 and make 2 labels (for example, “wings” and “no wings”). Use clothespins to attach the labels to 2 plastic bins. As a class, sort the pictures into the bins. Another time, make new labels for the bins and resort the pictures. Let students suggest appropriate labels such as:



- baby — adult
- furry — not furry
- 2 legs — 4 or more legs
- water animal — land animal
- stripes — no stripes



Try playing “in reverse.” That is, without labeling the bins or revealing the 2 categories you have in mind, begin sorting the pictures into the bins. Let the students guess what the labels should be.

Falling Leaves

Problem Solving

In autumn when leaves begin to fall, take students on a walk to collect leaves. Back in the classroom, spread the leaves out on a large table. Sort them as many ways as possible, encouraging students to suggest sorting categories. For example, leaves might be sorted according to the following attributes:

- color
- shape (heart-shaped, almond-shaped, etc.)
- size
- type of edge (jagged, smooth)
- width
- condition (broken, whole)

Share some of the ways botanists categorize leaves:

- simple (one leaf per stem) or compound (more than one leaflet per stem)
- edges (smooth or saw-toothed)
- shape (no projections, rounded or pointed lobes, needle-shaped, etc.)

Note: If leaves are unavailable, other natural objects such as rocks, seeds, or shells can be sorted.

Sort and Recycle

Social Studies

Discover the recycling resources in your community. You may need to write a letter or place a call to a waste collection agency or recycling drop-off facility in order to find out what items can be recycled in your area. Also, find out if your school and lunchroom take part in any recycling efforts. Discuss what your class can do to help recycle and to prevent needless waste. For example, you might use 3 boxes for sorting the scrap paper in your classroom. One box can hold paper that is ready for the recycler. One box can hold old worksheets, etc., whose reverse sides can still be used for notes, sketching, and coloring. The other box can hold scraps of colored paper for art projects. Copy page 56 to make the labels for the boxes.

Attribute Riddles

Language Arts

Have each student cut out pictures of two similar items (for example, two buildings or two pieces of fruit) from old magazines and paste them in the center of a 12" X 18" sheet of white paper. Ask students to think of ways the items are similar and ways the items are different. Have students write two attributes the objects have in common at the top of the paper and two attributes that the items do not have in common at the bottom. Conclude the project by letting each student ask the class an "attribute riddle." For example: "Both of my objects are round and taste good, but one is red and one is orange. What are they?" Give the class a chance to guess before showing the pictures of the objects.



Grandmother's Favorite Animals

Problem Solving

Copy page 57 and cut the animal categories apart:

furry animals

animals with gills

birds

Discard any categories that seem too difficult for your students and put the rest in a box. Post a large number of animal pictures around the room, including animals from each of the categories.

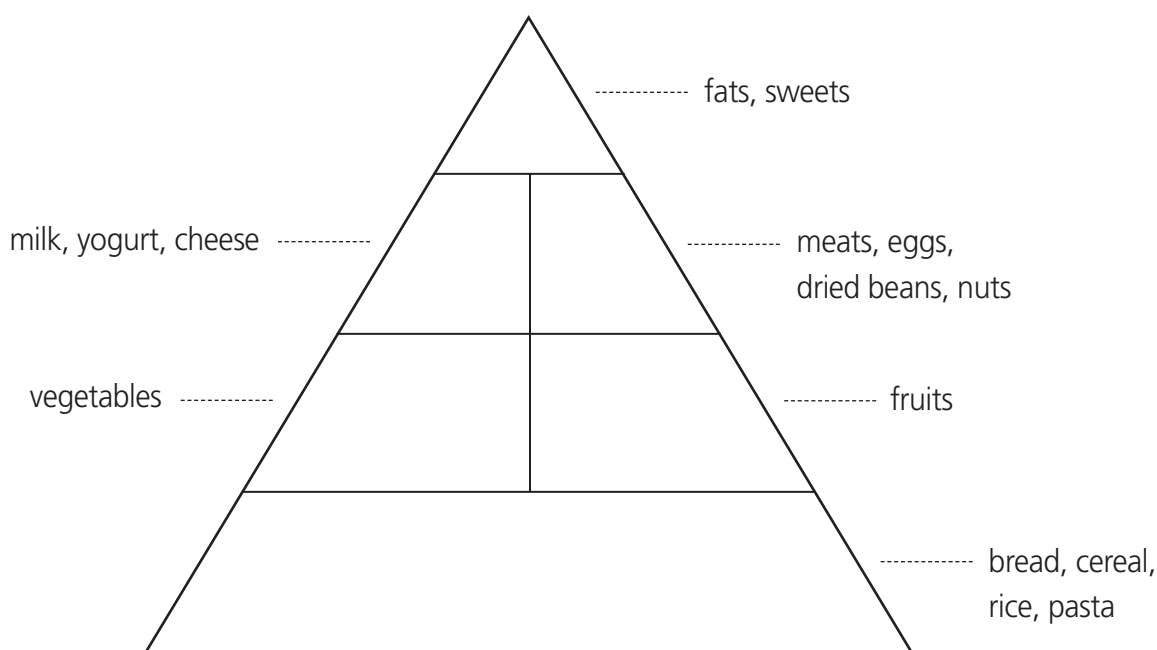
Tell students that a different category of animal, such as “fish” or “animals with 2 legs” or “furry animals,” is written on each of the slips of paper in the box. Draw one of the slips out of the box (for example, “birds”), but don’t show it to the students.

Explain that you are going to imagine that you took your grandmother to the zoo and that she liked only the type of animal written on the slip of paper. Tell the students that it is their job to guess the type of animal. Say, for example, “I took my grandmother to the zoo. She loved the robins and the cardinals, but she didn’t like the rabbits.” Let students try to guess what type of animal your grandmother liked (birds). Explain that they can gather clues if needed by asking questions such as “Did your grandmother like the monarch butterflies?” After the students have correctly guessed that your grandmother liked only the birds, continue playing the game, giving each student a turn at drawing the category. The animal pictures posted in the area will help students to think of animals they might use in their “grandmother stories.”

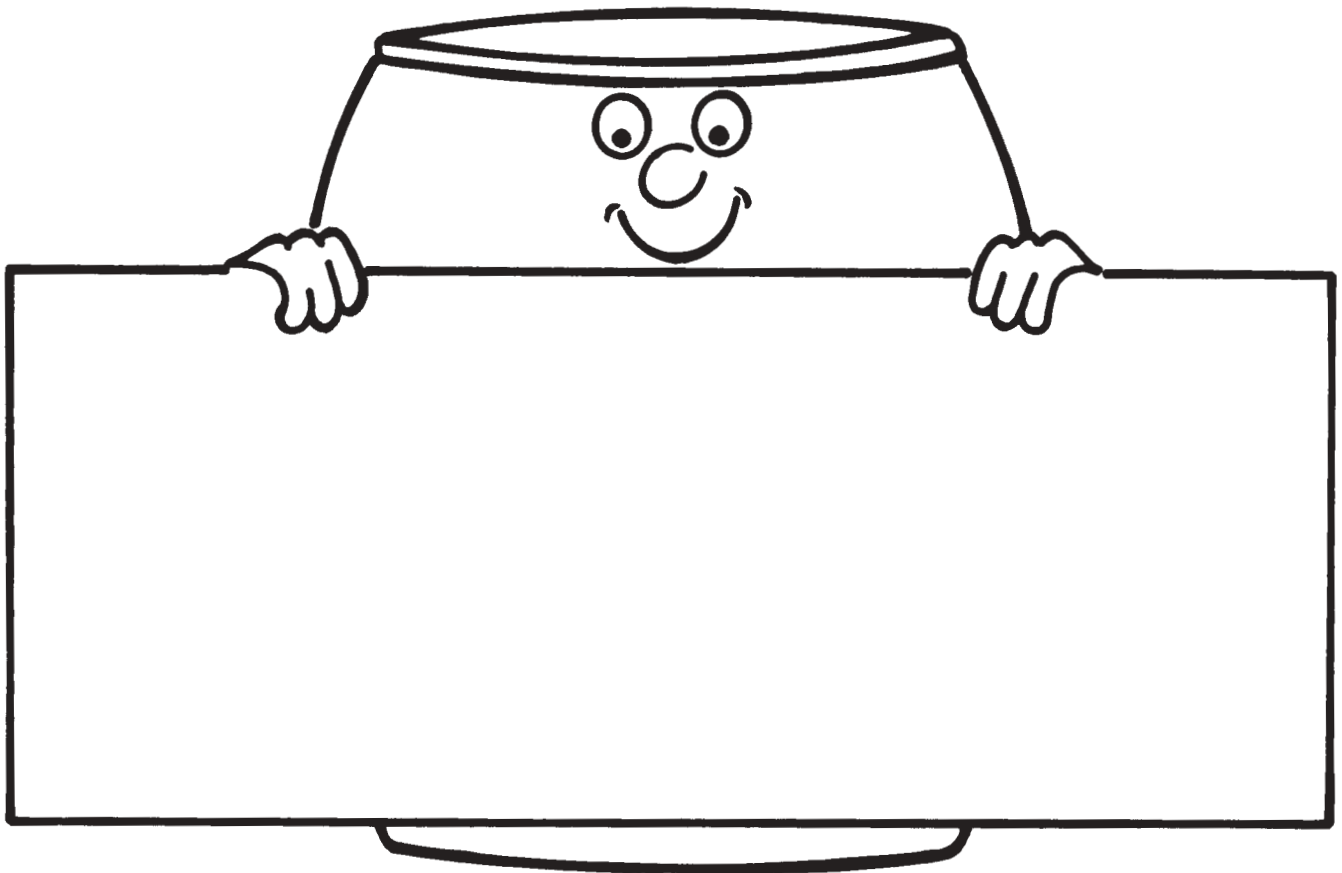
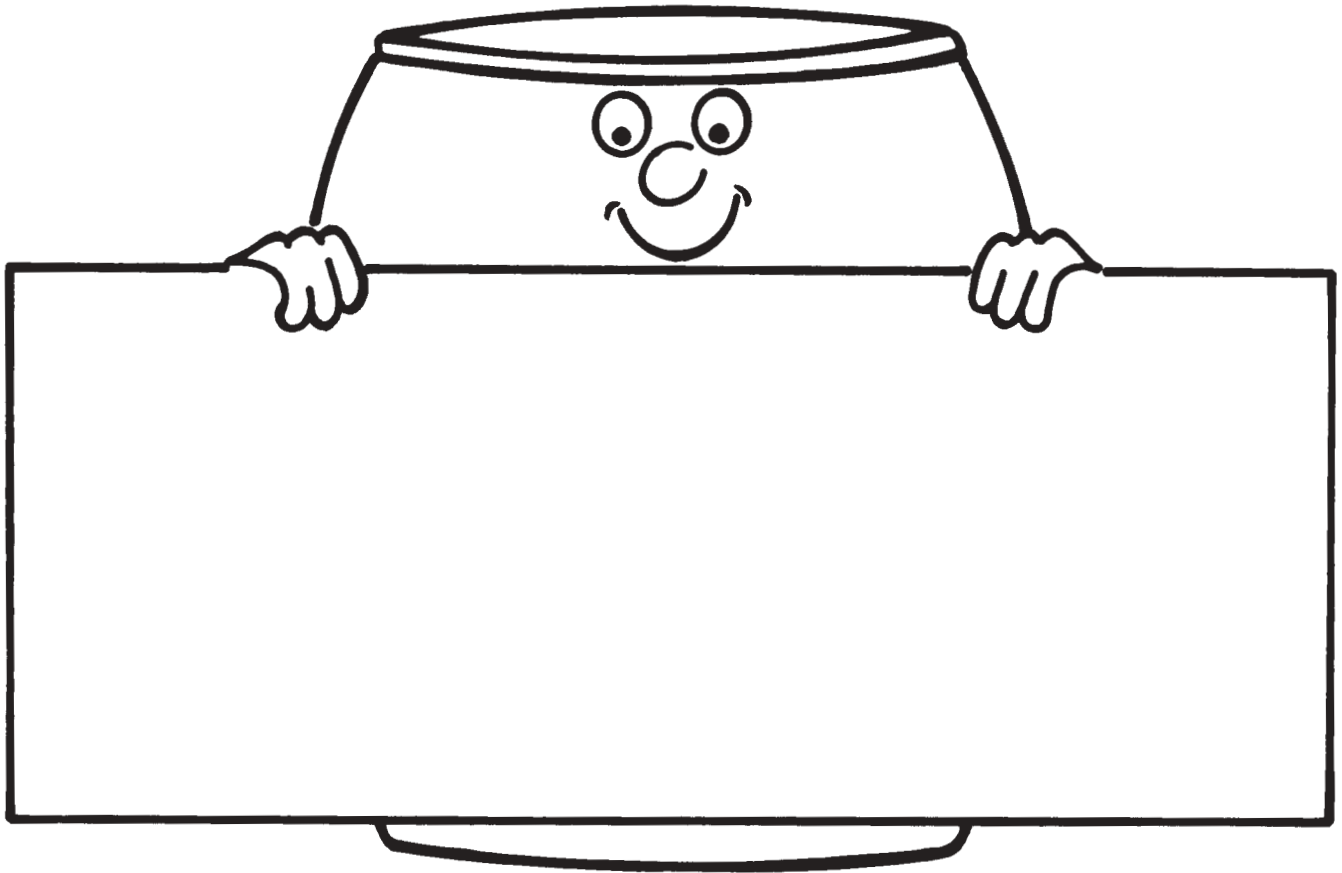
Food Pyramid

Science

Draw an empty food pyramid on a large paper-covered bulletin board. Label the categories as shown:



Explain that all foods can be divided into these 6 groups and that a healthy diet includes more servings of the foods at the bottom of the pyramid than of those at the top. Have students cut pictures of foods from newspaper grocery ads or magazines. Help them sort the pictures and tack them to the correct places on the food pyramid.



Grandmother's Favorite Animals

animals with orange on them	birds
animals that climb trees	animals that hibernate
animals with 4 legs	insects
animals with webbed feet	animals with 2 legs
furry animals	animals with scales
animals bigger than a deer	animals with feathers
animals beginning with "R"	animals that fly
animals with antlers or horns	animals without legs
animals that live in water	striped animals
animals with scales	animals kept as pets
animals beginning with "T"	animals with antennae
animals that hatch from eggs	animals beginning with "D"
animals with hooves	brown animals
animals beginning with "S"	reptiles and amphibians
animals smaller than a mouse	animals that migrate
animals beginning with "M"	fish
animals with pinchers	animals with gills



Make-A-Movie

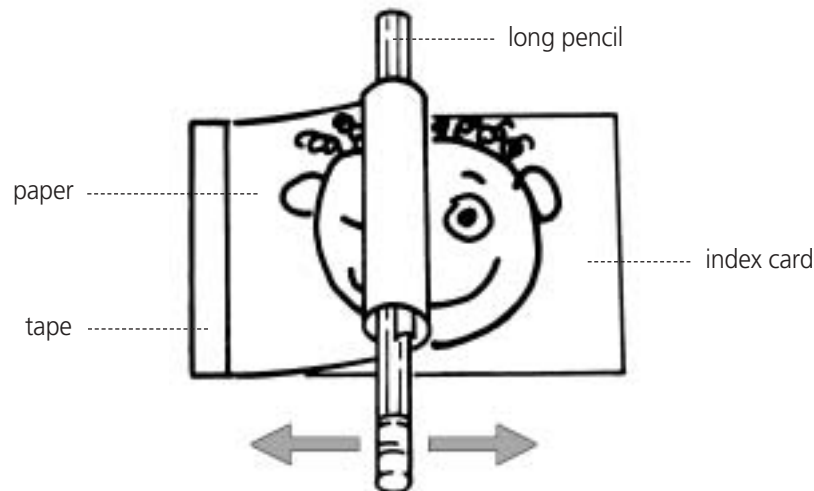
Run the Show

Art

Help students make their own 2-frame movies. They should keep the animation simple, changing only one feature from the first frame to the second. For example:

- a frown changes to a smile
- someone waves a hand back and forth
- a puppy's ear perks up
- someone winks
- a clown blows a bubble
- a balloon pops

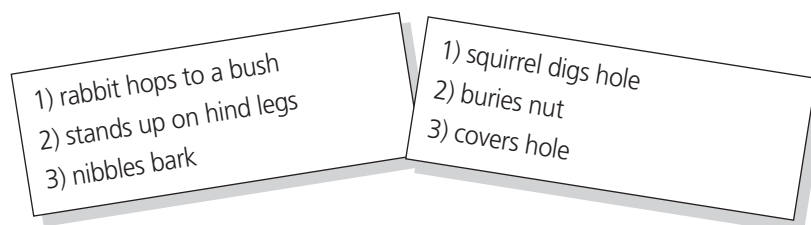
The first frame should be drawn on an index card, positioned horizontally. For the second frame, lay a piece of paper on top of the index card and tape it securely on the left end (or on the right end for left-handed students). Use semi-transparent paper (such as thin typing paper) so that most of the first frame can be traced from the index card. Change only the feature that will animate in the movie. To "run the show," roll the paper around a pencil as shown and move the pencil back and forth quickly, rolling and unrolling the paper.



Silent Movies

Creative Dramatics

Copy the 3-step sequences on page 62, cut them apart, and put them in a box.



Let a student volunteer draw a sequence to pantomime. If needed, help the student read the sequence, whispering so that the other students don't hear. Let the student pantomime the sequence for the rest of the class. Have the class try to guess the 3 steps of the pantomime. Give each student a turn at drawing a slip from the box and pantomiming the sequence on it. All sequences involve plants or animals from the Acorn Pond activity in *Sammy's Science House*.

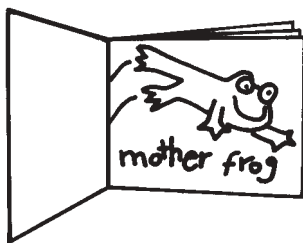
1-2-3 Books

Language Arts

Let each student pick one of the following topics for a "1-2-3 book":

- 3 stages in the life cycle of a frog
- 3 stages in the life cycle of a salamander
- 3 stages in the life of a robin (egg, young, adult)
- 3 stages in the life of a turtle (egg, young, adult)
- 3 views of the sky as a rainstorm passes through
- an oak or maple tree as it looks in 3 different seasons
- 3 positions of the sun in the sky during the day
- 3 segments of an activity (sunbathing, jumping in pool, drying off)
- 3 things the student does each day

Give each student 3 sheets of paper (about 4" X 6"). Have students draw illustrations for their topics at the top of each of the pages. Then suggest that they experiment with putting the 3 illustrations in various logical sequences. There will be more than one possibility (for example, frog-egg-tadpole, egg-tadpole-frog, or tadpole-frog-egg). Staple the pages together in a sequence chosen by the student, adding a construction paper cover, if desired. Have students complete their books by writing brief captions or sentences under the illustrations.



Plant Progress

Science

Let each student plant a few seeds in a paper cup. Use fast-growing seeds such as radish seeds or bean seeds. Each student should plant only one type of seed. Make copies (1 per student) of the current calendar page for students to use as "plant diaries." Have students use words and/or sketches to record when a plant emerges, how the leaves unfold, height on various dates, emergence of new leaves, etc. If accidents happen (plant dries up or gets knocked over), students should document that, too.



At the end of the period, let the students take their plants home. Suggest that they show the growth sequences documented on their calendars to their families.

First Things First

Social Studies

For this activity, either take advantage of a field trip already scheduled or plan a field trip to a nature center, hospital, or other interesting place in your community. After the trip, ask students to list all the things they did on the trip as well as things leading up to the trip. You can include steps such as getting permission slips signed, reading about the topic beforehand, getting on the bus, entering the building, looking at specific things, etc. Write each activity as a caption at the bottom of a 12" X 18" sheet of drawing paper.

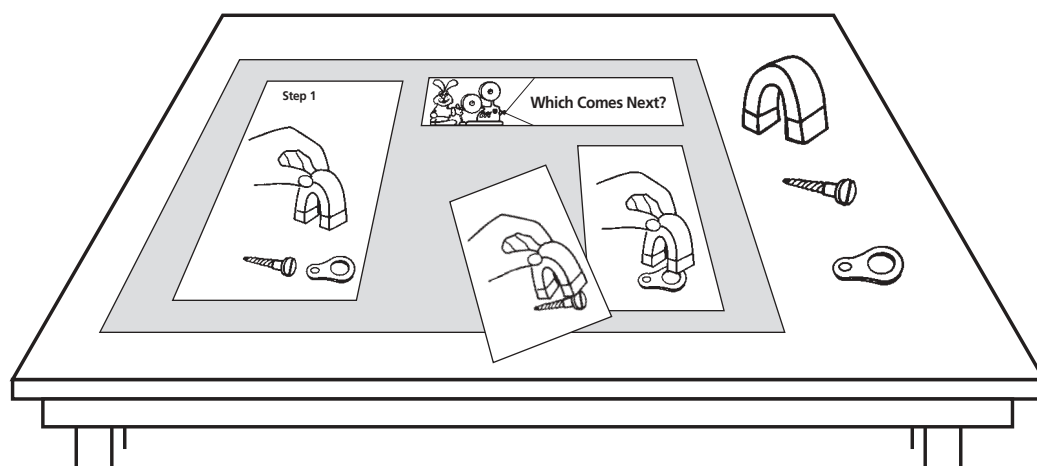
Distribute the captioned papers to the students. (Assign students to work in pairs if there are not enough papers to go around.) Let students use crayons or markers to illustrate their captions. When they are done, work together to sequence the pages in chronological order. If possible, display the work in order around the perimeter of your classroom or down a long hallway. Alternatively, assemble the papers into a classroom booklet that students can use to remember their field trip.

Which Comes Next?

Science

Using copies of pages 63, 64, and 65 set up 6 science experiment stations around your classroom. Each station should include:

- the supplies listed for the experiment
- "Step 1" of the experiment mounted on the left half of a 9" X 12" sheet of colored construction paper
- the words "Which Comes Next?" mounted at the top right of the construction paper
- the two small illustrations (cut apart, but not mounted)



Schedule time throughout the week for students to work in pairs, visiting each station. Instruct student pairs to predict which illustration belongs under “Which Comes Next?” and to put that illustration in place. Only one illustration is correct (is part of the sequence); the other is incorrect (is not part of the sequence). Suggest that discussing previous experiences and observations may help students make the right prediction. Next the students should conduct the experiment to see if their answer is correct. Before leaving the station, they should put everything back where it was so that no clues are left for the next students.

After all students have had a turn at the stations, ask them to explain what happened in each experiment and why they think it happened. Then briefly discuss the scientific principles behind the experiments:

Eraser and candle experiment: The eraser is heavy for its size (dense), so it sinks. The candle is light for its size (not as dense), so it floats.

Pencil in water experiment: Light waves travel faster through air than through water. As the light falls on the water and slows down, it changes direction slightly, “bending” the pencil.

Sheet of paper experiment: When you blow across the top of the paper, you reduce the air’s pushing power (air pressure) on the top side of the paper. This allows the air pressure on the bottom side of the paper to “win the pushing battle” and push the paper up.

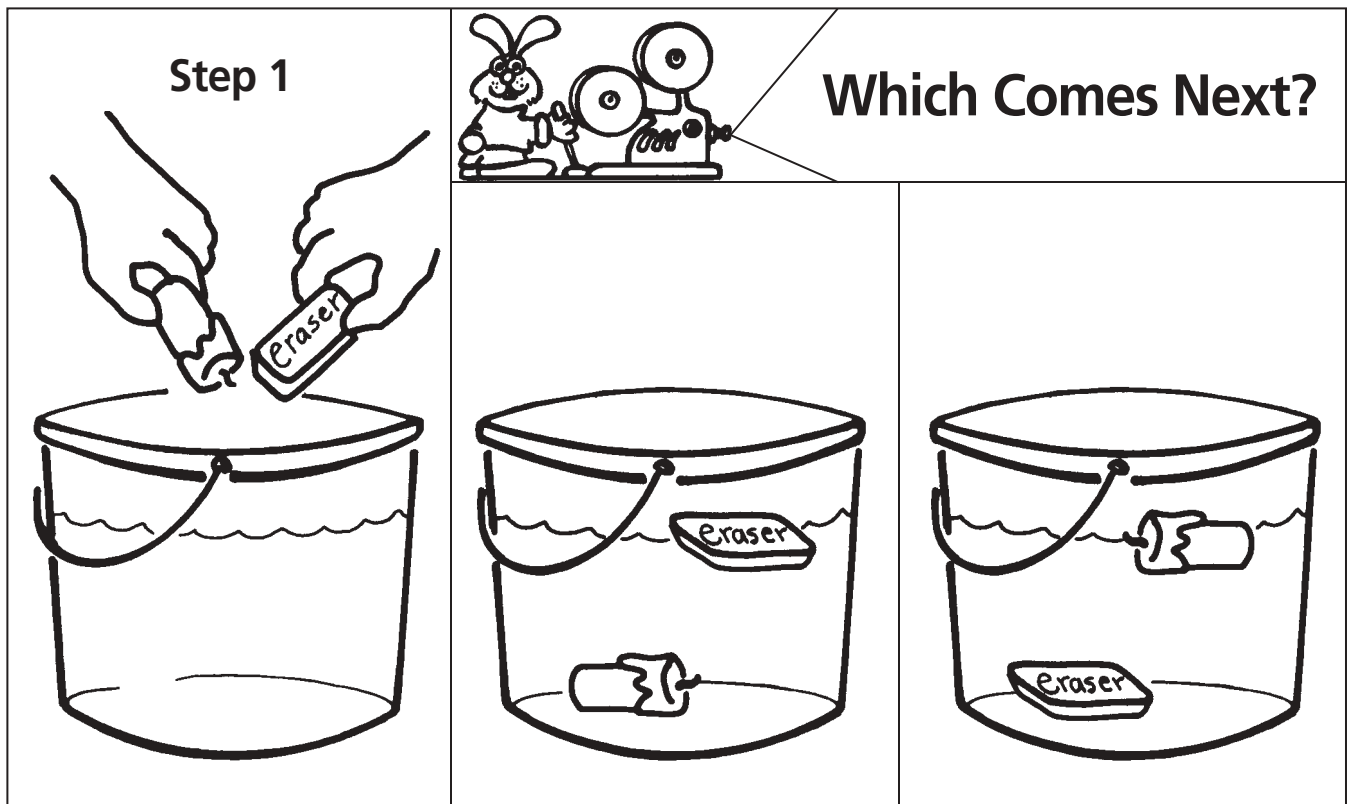
Magnet experiment: Only certain metals are attracted to magnets. The screw is iron (attracted) and the flip tab is aluminum (not attracted).

Clothespin experiment: Because the greater weight is on the end with the 2 clothespins, that end must receive the most support to keep the pencil horizontal.

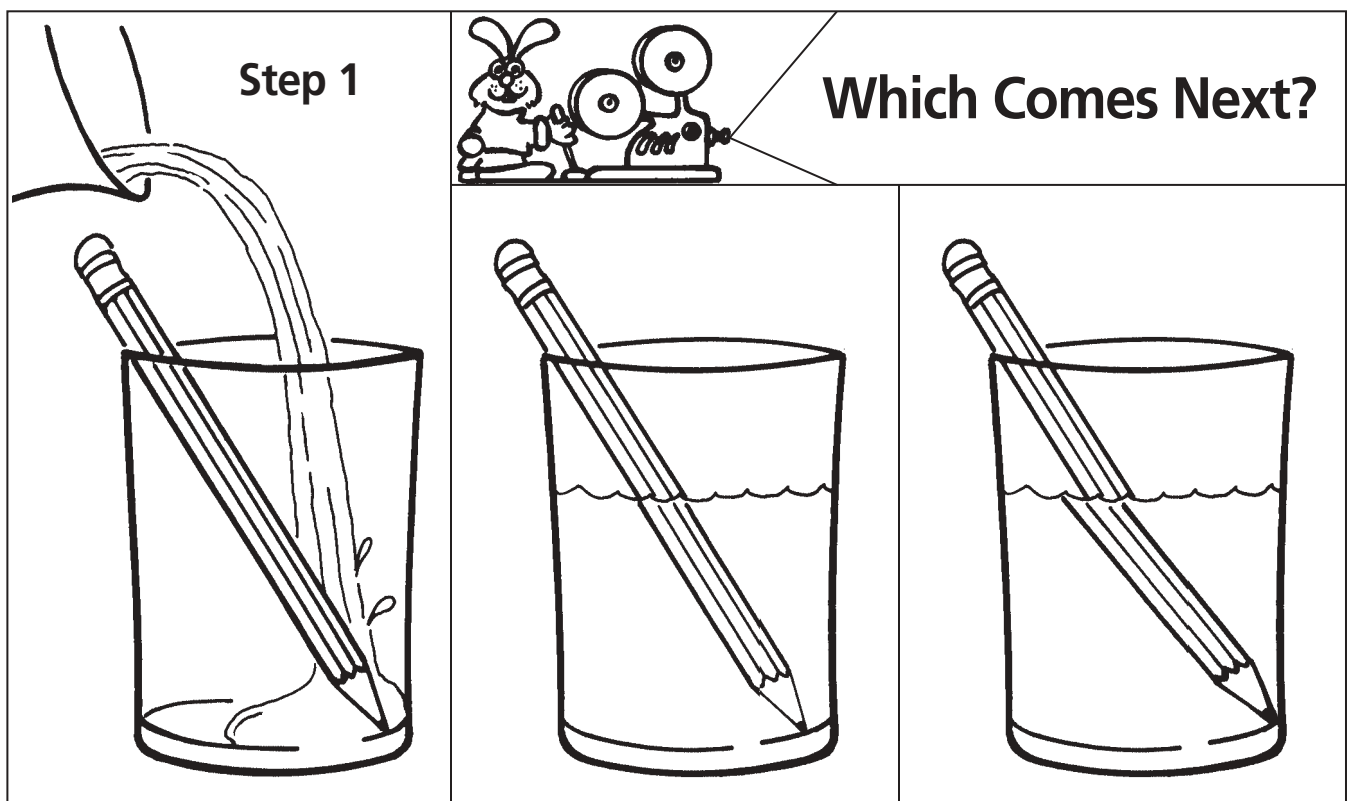
Marble experiment: One by one, the marbles hit each other and pass on the energy. The last marble in the line uses the energy to roll away.

Silent Movies

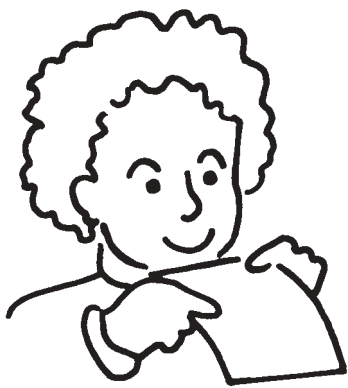
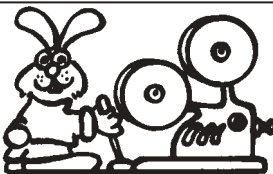


<ul style="list-style-type: none"> 1) milkweed plant starts to grow 2) grows tall 3) bud opens into a flower 	<ul style="list-style-type: none"> 1) shrew scurries through the grass 2) stops 3) scratches nose with paw 	<ul style="list-style-type: none"> 1) crayfish sits at bottom of pond 2) grabs plant with pinchers 3) eats
<ul style="list-style-type: none"> 1) squirrel digs hole 2) buries nut 3) covers hole 	<ul style="list-style-type: none"> 1) robin turns head to listen 2) grabs worm 3) pulls worm out of ground 	<ul style="list-style-type: none"> 1) butterfly sits on flower 2) flaps its wings 3) flies away
<ul style="list-style-type: none"> 1) snake slithers through grass 2) sniffs for bug (using tongue) 3) eats bug 	<ul style="list-style-type: none"> 1) turtle walks slowly 2) stops 3) pulls legs and head into shell 	<ul style="list-style-type: none"> 1) raccoon asleep in hole in tree 2) wakes up 3) peeks out of hole
<ul style="list-style-type: none"> 1) cardinal sits on log 2) pecks at bug 3) eats bug 	<ul style="list-style-type: none"> 1) robin flies to babies in nest 2) feeds worm to babies 3) flies off 	<ul style="list-style-type: none"> 1) crayfish walks backwards 2) walks sideways 3) walks forward
<ul style="list-style-type: none"> 1) frog watches fly 2) catches fly 3) waits for another fly 	<ul style="list-style-type: none"> 1) oak leaf flutters in the breeze 2) falls through the air 3) lays on the ground 	<ul style="list-style-type: none"> 1) skunk walks slowly 2) stamps foot 3) raises tail
<ul style="list-style-type: none"> 1) rabbit hops to a bush 2) stands up on hind legs 3) nibbles bark 	<ul style="list-style-type: none"> 1) frog hops to pond 2) slips into water 3) swims away (with frog kick) 	<ul style="list-style-type: none"> 1) deer walks along 2) stops 3) bounds away
<ul style="list-style-type: none"> 1) deer walks to pond 2) lowers head to water 3) laps water 	<ul style="list-style-type: none"> 1) caterpillar munches on leaf 2) crawls on 3) munches some more 	<ul style="list-style-type: none"> 1) snake slithers through grass 2) goes up on log 3) suns self
<ul style="list-style-type: none"> 1) raccoon walks to pond 2) scratches in water for food 3) eats food 	<ul style="list-style-type: none"> 1) squirrel runs behind a tree 2) peeks out other side 3) runs some more 	<ul style="list-style-type: none"> 1) squirrel digs in ground 2) takes out nut 3) eats nut
<ul style="list-style-type: none"> 1) butterfly breaks out of chrysalis 2) flaps wings to dry 3) flies away 	<ul style="list-style-type: none"> 1) baby turtle cracks open its eggshell 2) walks to pond 3) slips into pond 	<ul style="list-style-type: none"> 1) salamander digs under leaves and dirt 2) curls up 3) hibernates
<ul style="list-style-type: none"> 1) muskrat walks with stick in mouth 2) lays stick on roof of lodge 3) pats it into place 	<ul style="list-style-type: none"> 1) fish swims toward some frog eggs 2) eats frog egg 3) swims away 	<ul style="list-style-type: none"> 1) baby robin hops up on edge of nest 2) flaps wings 3) hops back down



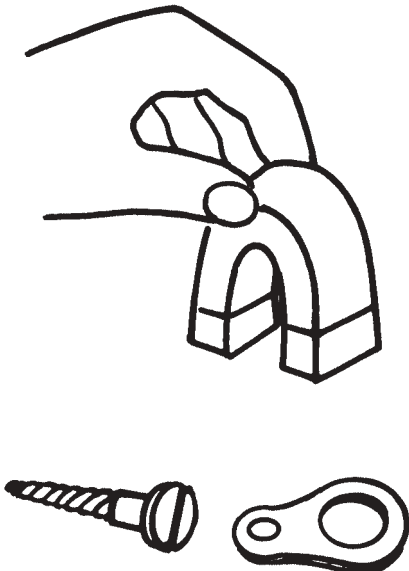
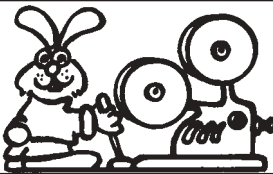
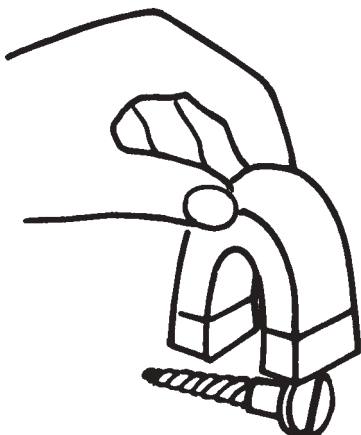
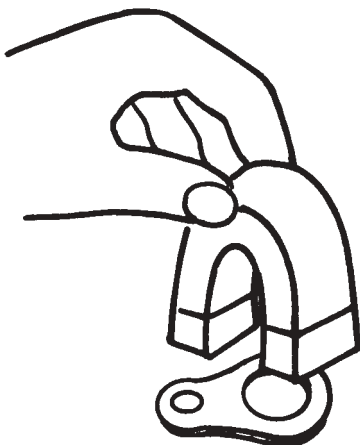
Supplies: candle, eraser, bucket of water



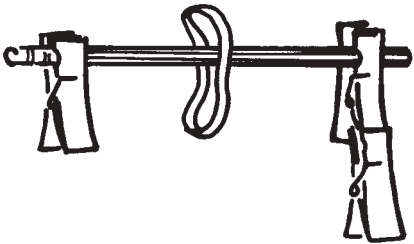
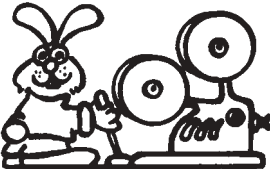
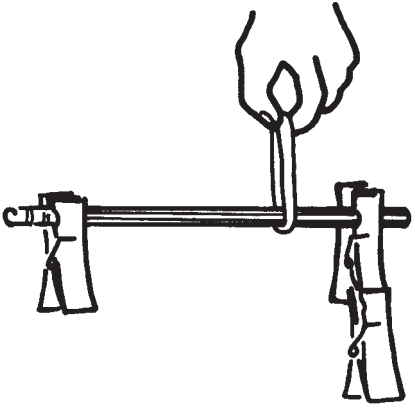
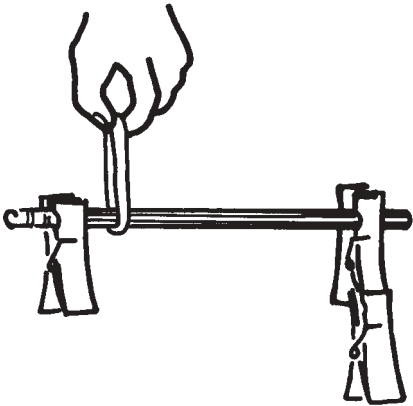
Supplies: pencil, transparent drinking glass, pitcher of water

 <p>Step 1</p>	 <p>Which Comes Next?</p>	
		

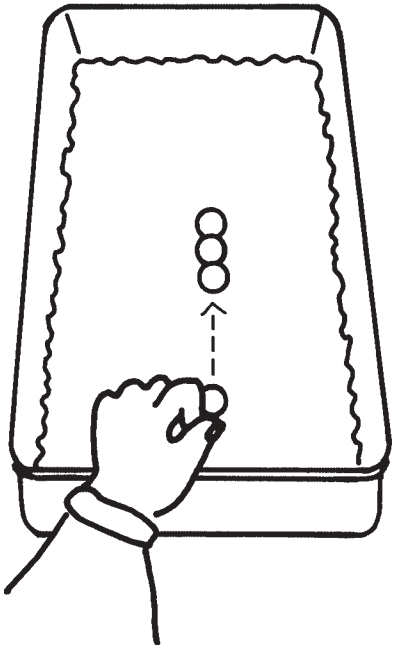
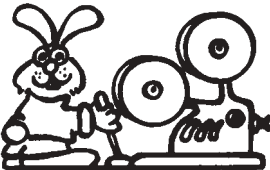
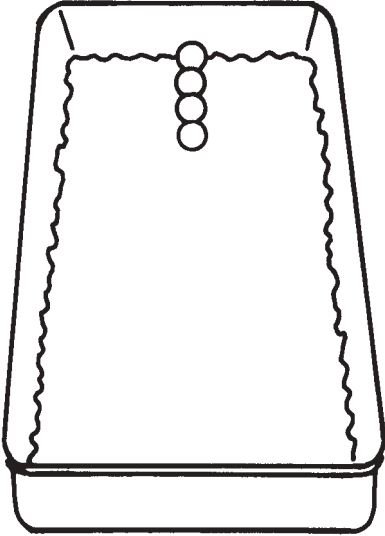
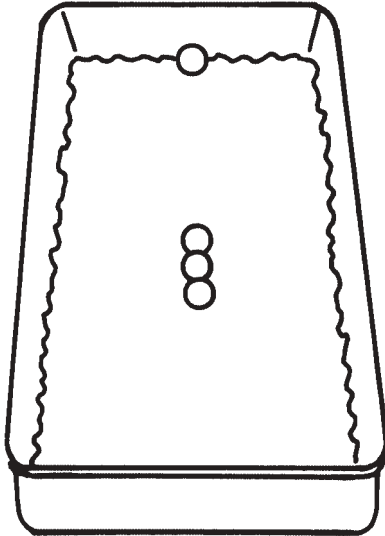
Supplies: thin sheet of paper (about 6" X 9")

<p>Step 1</p> 	 <p>Which Comes Next?</p>	
		

Supplies: magnet, aluminum can flip tab, steel screw

<p>Step 1</p> 	 <p>Which Comes Next?</p>	
		

Supplies: unsharpened pencil, 3 spring-type clothespins, wide rubber band (allow students to assemble apparatus).

<p>Step 1</p> 	 <p>Which Comes Next?</p>	
		

Supplies: 4 marbles (allow students to arrange), cake pan lined with terry cloth hand towel.

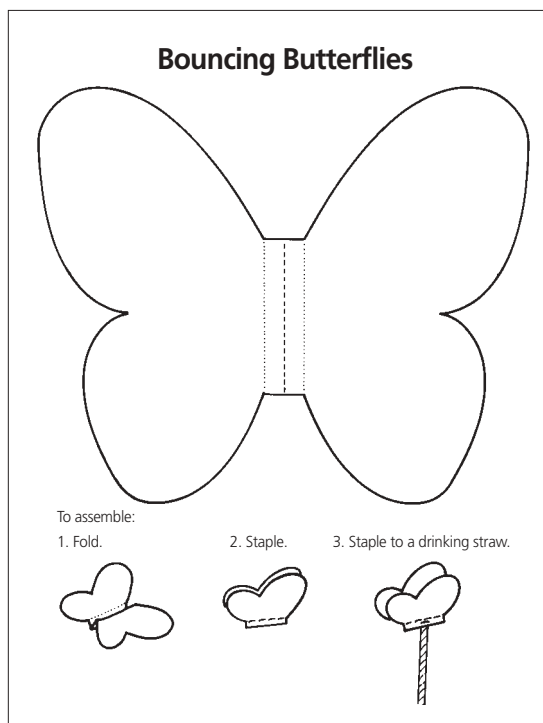
Acorn Pond



Bouncing Butterflies

Art

Bring a variety of butterfly books into the classroom. Read some together and provide time for students to browse through any butterfly identification books you may have gathered. Provide crayons and give each student a copy of page 70.



The butterfly on the page can be colored realistically, using the information from the butterfly books, or it can be colored with imaginative designs. Suggest that students press hard with the crayons to produce the intense colors that butterflies have. The section between the dotted lines need not be colored. When the top sides are finished, have students cut out their butterflies and color the undersides completely. (Because some crayon may rub off onto the work surface, students should work on a sheet of scrap paper or on a protected table.)

Assemble the butterflies as illustrated on page 70. To make a butterfly flap its wings, hold the straw and move it up and down.



Nature's Colors

Art

Set up four work tables, one table for each season of the year. Set out paints of appropriate colors for the seasons, paper, and brushes. If you are unsure about the colors, look at the colors of the various seasons in the Acorn Pond activity of *Sammy's Science House* or follow these suggestions:

Springclear (not muted) light colors, yellow greens, aqua, yellow, tan, lavender

Summermedium colors, true greens, sky blue, red, rose

Autumnrich earth colors, olive, rust, gold, orange, brown

Winterpale gray, pale blues, white, a few vivid colors, black, black-brown

Discuss the idea that each season has its own palette. Show the 4 tables to the students. Ask them to guess which table is for autumn. Next, try winter and then summer and spring. Allow time for each student to use the palette of one of the seasons to paint a nature scene. If there is time, students may enjoy making additional paintings of their scenes as they would look in different seasons.

Under a Log

Science

After students have had a chance to play with the Acorn Pond activity in *Sammy's Science House*, discuss the fact that certain animals depend upon a pond environment for their existence. Ask, for example, how crayfish or frogs depend upon their environment throughout their life cycles and in various seasons. Explain that there are communities of animals everywhere that are well suited for their particular environments.

You can probably discover one of these communities near your school. Look for a fallen log or branch on the playground or nearby. Help students to turn it over, to examine what they find, and then to replace the log carefully. If your students made bucket magnifiers (Buzzy Bee's Bucket Magnifier, pages 40 and 43), this is a good opportunity to use them. Magnifying glasses can also be used. Illustrated below are some of the animals your students might find:



Sow bugs or woodlice are related to lobsters.



Don't touch! A centipede bite stings.



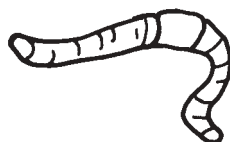
Ants tunnel and lay eggs in dead wood.



Slugs are like snails without shells.



The mother wolf spider carries her babies on her back.



Earthworms eat dead plant material in the soil.

Let students look for other small communities under rocks and fallen leaves or even in a ring of grass. Stress the idea that it is important to examine carefully, disturbing as little as possible and returning the area to its original state after looking for these communities.

Sammy's Field Notebook

Language Arts

The Field Notebook in the Acorn Pond activity of *Sammy's Science House* can be printed by clicking the printer icon. (See page 29.) Some suggestions for using printouts of the Field Notebook follow:

- **Field Notebook Posters:** Let students color the pages of the Field Notebook as posters. Mount them on colored construction paper (one animal per poster) and hang them at eye level for students to view at their leisure.
- **Animal of the Week:** Prepare Field Notebook posters as above, but display only one at a time, as the Animal of the Week. Each week, change the poster and read the new one together.
- **Field Notebooks for Everyone:** Use a copy machine to make a copy of the Field Notebook for each student. Assemble the notebooks by stapling the pages together at the top or on the left, adding a construction paper cover, if desired. Provide time for students to browse through them and to color or highlight items as they wish. Read the booklets together if students are unable to read them on their own.
- **Field Notebooks with Added Notes:** Assemble Field Notebooks as in the previous paragraph, but add some blank pages. Let students use the blank pages for observations about pets or other animals they see regularly. Suggest that they carefully study animal behavior the way scientists do. For example, what does it mean when your dog puts up its ears? How large is your cat's territory? How many claws are on your guinea pig's foot?
- **Field Notebooks from Other Environments:** Using a Field Notebook as a model, work as a class to make a similar notebook about animals in a different environment, such as the rain forest. Have each student or pair of students contribute one page of interesting "field notes" about a rain forest animal.

Jump Like a Frog

Physical Education

Next physical education class, warm up with the animals of Acorn Pond by asking students to do several of the following:


- Jump like a frog.
- "Fly" like a butterfly.
- Walk like a crayfish (backwards, sideways, forward).
- Slither like a snake.
- Flap your "wings" like a baby robin.
- Hop like a rabbit.
- Dig like a squirrel.
- Walk like a turtle.
- Run like a deer.

After the class has tried the activities for the similes listed, let students create their own.

Visit a Pond


Science

Explain that Acorn Pond in *Sammy's Science House* was modeled after an actual pond in the midwestern United States and includes plants and animals that really exist at that location. If possible, plan a field trip to a pond in your area. Before you go, talk about our responsibility to take good care of the wonders of nature. Make copies of page 71 so that each child can have a pocket-sized naturalist card. Your class can write its own motto (see bottom of page 71) or use Olivia Owl's motto (see top of page 71).



(space for an original motto)

Signed _____



Take nothing but memories,
Spend nothing but time,
Leave nothing behind.

Signed _____

If your students have made field notebooks with extra pages (see "Field Notebook with Added Notes," page 68), take them along. Have students use them to record observations and make sketches. If possible, arrange for a naturalist or the owner of the pond to talk to the class about the pond and its plants and animals. Back in the classroom, compare the pond you visited with Acorn Pond.

If it is not possible to take a field trip to a local pond, you can still "visit" a pond through books. There are many good books about ponds available for young students. Below are a few your students might enjoy:

Puddles and Ponds, by Phyllis S. Busch

At the Edge of the Pond, by Jennifer Owings Dewey

The Birth of a Pond, by John Hamberger

A Walk by the Pond, by Wallace Kirkland

Lily Pad Pond, by Bianca Lavies

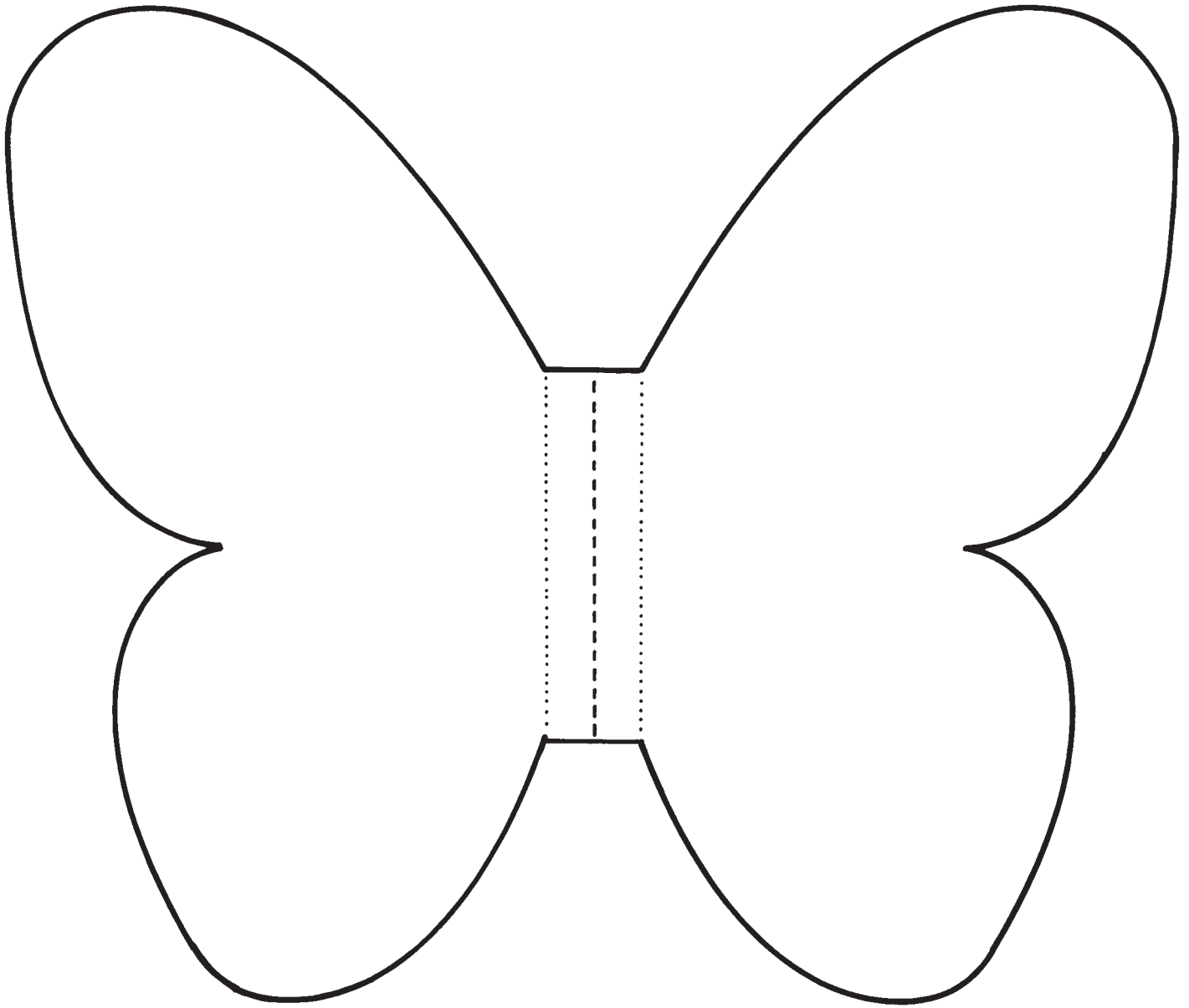
At the Frog Pond, by Tilde Michels

Discovering Pond Life, by Colin S. Milkins

Pond and River, by Steve Parker

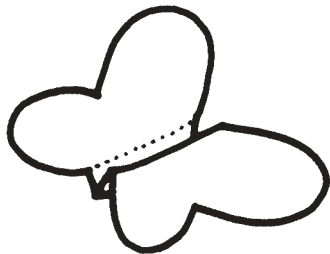
The Hidden Life of the Pond, by David M. Schwartz

Bouncing Butterflies

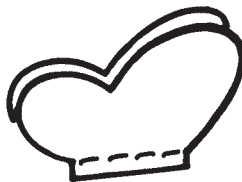


To assemble:

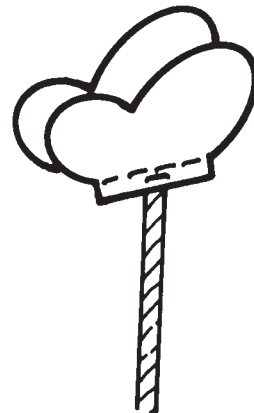
1. Fold.



2. Staple.




3. Staple to a drinking straw.




Naturalist Cards

Using heavy paper, copy Olivia Owl's naturalist cards for your students. Read and discuss the motto together. Then let each student sign and cut out a card. If possible, laminate the cards or cover them with clear adhesive-backed paper.




Take nothing but memories,
Spend nothing but time,
Leave nothing behind.

Signed _____




Take nothing but memories,
Spend nothing but time,
Leave nothing behind.

Signed _____



Take nothing but memories,
Spend nothing but time,
Leave nothing behind.


Signed _____



Take nothing but memories,
Spend nothing but time,
Leave nothing behind.

Signed _____

If your class prefers to make up its own motto, use this card instead. Print the class' motto in the rectangle before copying the card for your students.



Signed _____

Students with Special Needs

Sammy's Science House is designed to be used by young students or students with special needs and is fully compatible with Edmark's TouchWindow, a touch-sensitive screen that attaches to your computer monitor. (The TouchWindow can also be used as a single switch device. See below.)

Scanning for Single Switch Users

Sammy's Science House supports single switch input with scanning. When scanning is turned on, a selection arrow automatically advances from choice to choice (the speed is adjustable). Students make a selection by activating a single switch device. (See below.) For more information about scanning, see page 32.

Note: You may want to refrain from turning scanning off and back on in the presence of a student who is using scanning because control is taken away from the student.

Single Switch Devices used with Scanning

You can connect a variety of single switch devices, using them in accordance with the special needs of your students. Each student can then use the most suitable switch while taking turns on the same software activity.

- **TouchWindow** — The entire TouchWindow can function as the single switch device. When the selection arrow points to the object or icon, touching any part of the screen selects the indicated object or icon. The TouchWindow can be placed in the user's lap or on a desktop.
- **Mouse** — The mouse button can serve as the single switch device. When the selection arrow points to the object or icon, clicking the mouse button selects the indicated object or icon.
- **Keyboard** — (PC users only) The Space Bar and the F5, F6, F7, and F8 keys can be used as single switch devices. When the selection arrow points to the object or icon, pressing the Space Bar or one of the F5 through F8 keys selects the indicated object or icon.
- **Switch** — A switch is a specialized input device for special needs users. When the selection arrow points to the object or icon, touching a switch selects the indicated object or icon. (Most switches require a switch interface to connect them to the computer. Switch interfaces are available from Edmark.)

Before You Install

What's in this package:

- *Sammy's Science House Teacher's Guide*
- Registration card
- 6 high-density disks

What you need:

- Macintosh SE or later
- High-density (1.44 MB) floppy drive to install
- System 6.0.7 or higher
- Memory:
 - System 6
 - 1 MB for Black & White
 - 2 MB for Color
 - System 7
 - 2 MB for Black & White
 - 4 MB for Color
- Hard drive with 11.5 MB free



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Optional hardware:

- Printer—Print students' creations.
- TouchWindow®—A touch screen that attaches to your monitor and provides direct, easy input for young children or students with special needs. The TouchWindow is available directly from Edmark Corporation, (800) 362-2890.

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- Learn about Edmark's full line of software for grades PreK–10.
- Find answers to frequently asked technical support questions.
- Read questions and answers about educational technology in *Dear Parents* online.
- Send us your questions and comments.

Installation

Please turn off screen saver and anti-virus protection software before you install *Sammy's Science House*. You can use Custom Installation to override the automatic selection. For example, you may want to choose **Customize** in order to install the black and white version on a color machine because the black and white version requires less memory. Follow these steps to install *Sammy's Science House* on your hard drive:

1. Insert the disk labeled "Disk 1 Install" into your disk drive.

2. When the "Sammy Install 1" window appears, double-click .

3. Click **OK** on the *Sammy's Science House* title screen.

4. For **Easy Installation**, click **Install**,
and proceed to step 5.


Or

For **Custom Installation**, click **Customize**.
Select either "Color" or "B&W." Then,
click **Install**, and proceed to step 5.

5. Insert the Disks as directed by the messages
that appear on your screen.

6. When the screen indicates that installation
was successful, click **Quit**.



To run *Sammy's Science House*, open the folder on your desktop named *Sammy's Science House*, then double-click the application "Sammy's Science House" .

Technical Support

Sammy's Science House is designed for enjoyable and easy use. If a problem does arise, the following information may help. If you do not find a solution on this page, consult *Troubleshooting* (page 76), which lists specific problems and solutions.

1. Do I have the required hardware?

Review the system requirements in *Before You Install* (page 73) to make certain that your computer equipment meets or exceeds the minimum requirements. Also, check to see that your peripheral devices (printer, sound device, etc.) are turned on and are connected correctly.

2. Are Adult Options set correctly?

You can turn on/off the following features in *Sammy's Science House*: Stop Sign, Theme Music, Single Switch Input (scanning), and printing. You can also adjust the sound volume. If a feature is not working or the icon does not appear in the appropriate activities, the feature or icon may have been turned off. To use Adult Options, press Command-Option-A. Check to be sure that the right options have been selected (page 32).

3. Are the Control Panels and the Chooser set correctly?

Controls for many Macintosh functions such as sound, color, mouse operation, etc., are located in the Control Panels. To access the Control Panels, choose the Control Panels item under the Apple menu. The Chooser, also available from the Apple menu, controls printer and network connections.

4. Is a System Extension (INIT) interfering with running or installing Sammy?

Sometimes problems are caused by other software or a System Extension (sometimes referred to as an INIT) that is installed. To disable System Extensions in System 7, restart your Macintosh. Next, hold down the Shift key until the Finder appears. Then, run *Sammy's Science House* or the Installer. (In System 6, restart with your System Tools disk in the disk drive.)

If the information above and *Troubleshooting* do not help you to solve the problem, please call our **Technical Support Department**, Monday through Friday, 8 a.m. to 5 p.m. (Pacific Time) at **(800) 528-7158**. Extended hours, evenings and weekends, vary with the season. In order to help you when you call, we will need to know:

- The Macintosh model you are using (for example, Centris 610, Performa 405).
- Additional hardware information, which may include third-party sound device, memory, etc.
- System and settings information, including control panel settings (Monitors, Memory, etc.), system version, etc.
- A detailed description of the problem, including specific error messages, your activity before the problem occurred, etc. The more information you give us, the faster we can solve your problem.

If possible, call from a phone near the computer.

- **Online Technical Support:** Reach our online representatives directly via e-mail at mactech@edmark.com.
- **World Wide Web:** Visit the Edmark home page at www.edmark.com, where you can read answers to frequently asked questions or send a message to our technical support staff.

Troubleshooting

Problem	Possible Cause	Solution
Sound is too quiet or too loud, or breaks up.	Sound volume needs to be adjusted.	Adjust the volume for <i>Sammy's Science House</i> using the Sound Volume control in Adult Options (page 32).
	Running <i>Sammy's Science House</i> from a network.	Install <i>Sammy's Science House</i> on your hard drive. Remove copy from network.
	"Virtual Memory" is on (System 7 only).	Turn Virtual Memory off from the Memory Control Panel (see <i>Macintosh User's Guide</i>).
Error message "This disk is unreadable: Do you want to initialize it?"	Using high-density disks in a low-density drive.	<i>Sammy's Science House</i> requires a high-density (1.44 MB) floppy drive.
Error during installation.	The <i>Sammy's Science House</i> Installer may be running out of hard drive space.	Before installation, increase available hard drive space. If using disk compression software, you may need to make extra space available since some compression software does not report correct free hard drive space.
Program is black and white on a color monitor.	<i>Sammy's Science House</i> is installed as black and white.	Re-install <i>Sammy's Science House</i> . Select "Customize" and "Color" (page 74).
	Your video does not support 16 or 256 Colors.	Upgrade your video board or VRAM to support 16 or 256 Colors.
	Insufficient memory for color.	Install more RAM memory (SIMMs).
Mouse cursor hidden and large scanning arrow appears on screen.	Single switch input (scanning) is on.	Click Single Switch Input (scanning) "Off" in Adult Options (page 32).
Picture or text does not print.	Out of paper/printer turned off.	Check printer.
	Printer cables are incorrectly attached.	Check cable attachments. Refer to printer manual.
	Incorrect printer is selected in "Chooser."	Use the "Chooser" (from Apple menu) to set the desired printer and options.
Picture or text prints mostly black.	ImageWriter II printer doesn't have a color ribbon.	Set printing to "Black & White" in Adult Options (page 32).
Printing icon does not appear in activities that allow printing.	Printing is turned off.	Click "Allow Printing" in Adult Options (page 32).
Activity musical introductions are not played.	Theme Music is turned off.	Click "Play Music" in Adult Options (page 32).

For Edmark technical support, call **800-528-7158**.

Before You Install

What's in this package:

- *Sammy's Science House Teacher's Guide*
- Registration card
- 6 high-density disks

What you need:

- 3.5" high-density floppy drive to install
- MS-DOS 3.1, Windows 3.1 or later
- 560K free conventional memory
2 MB extended memory (XMS) recommended
- Hard drive with 12.5 MB free (May require additional hard drive space if using disk compression software)
- VGA or EGA monitor and card
- Microsoft-compatible mouse and driver
- Third-party sound-output device or card (with external speaker)



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Optional hardware:

- Printer—Print your students' creations.
- TouchWindow®—A touch screen that attaches to your monitor and provides direct, easy input for young children or students with special needs. The TouchWindow is available directly from Edmark Corporation, (800) 362-2890.

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- Learn about Edmark's full line of software for grades PreK–10.
- Find answers to frequently asked technical support questions.
- Read questions and answers about educational technology in *Dear Parents* online.
- Send us your questions and comments.

Installation

From MS-DOS:

1. Insert the Installation disk into your drive.
2. Type **a:install** or **b:install** at the DOS prompt.
3. Use the arrow keys to select "Easy Installation" or "Custom Installation."
4. If *Sammy's Science House* has been previously installed in this directory, you must indicate if you want to replace the existing version of Sammy on your hard drive. Use the arrow keys to select "Replace the contents of this directory with Sammy." The contents of this directory will be deleted.
5. Follow the on-screen instructions to configure Sammy for your computer.
6. After installation is complete, move to the Sammy directory (for example, **cd \sammy**) and type **sammy**. (If you have added Sammy to your path, you can type **sammy** at any DOS prompt.)

If you change any of your hardware (such as installing a new printer or sound device) after you have installed *Sammy's Science House*, you must specify your new equipment. To do so, move to the Sammy directory on your hard drive (for example, **cd \sammy**) and type **install**. You do not need to reinsert your disks. You will skip directly to the setup menus, avoiding the rest of the installation procedure.

From Windows:

1. Insert the Installation disk into your drive.
2. Choose *Run* from the File menu in Program Manager.
3. Type **a:install** or **b:install**.
4. If *Sammy's Science House* has been previously installed in this directory, you must indicate if you want to replace the existing version of Sammy on your hard drive. Use the arrow keys to select "Replace the contents of this directory with Sammy." The contents of this directory will be deleted.
5. Use the arrow keys to select "Easy Installation" or "Custom Installation."
6. Follow the on-screen instructions to configure Sammy for your computer.
7. After installation is complete, exit Program Manager and restart Windows.
8. Double-click the *Sammy's Science House* icon in the Edmark group.

If you change any of your hardware (such as installing a new printer or sound device) after you have installed *Sammy's Science House*, you must specify your new equipment. To do so, choose *Run* from the File Menu in Program Manager. Then type **c:\sammy\install** (or the name of the directory where you installed Sammy). You do not need to reinsert your disks. You will skip directly to the setup menus, avoiding the rest of the installation procedure.

Technical Support

Sammy's Science House is designed for enjoyable and easy use. If a problem does arise, the following information may help. If you do not find a solution on this page, consult *Troubleshooting* (page 80), which lists specific problems and solutions.

1. Do I have the required hardware?

Review the system requirements in *Before You Install* (page 77) to make certain that your computer equipment meets or exceeds the minimum requirements. If you select hardware during installation that you do not have, *Sammy's Science House* will not run correctly. If you change hardware after you have installed *Sammy's Science House*, you must specify your new hardware (page 78).

2. Did I select the correct options?

To go to Adult Options, hold down the Ctrl and Alt keys while you press "A." Check to see that you have set the correct options.

3. Is your sound card working?

There are a number of ways you can configure *Sammy's Science House* to use your sound card. If the first option you select is not satisfactory, please try another configuration. You may wish to try several before you call Edmark. If you choose to run *Sammy's Science House* from Windows and you have a working Windows sound configuration, select "Let Sammy use my Windows sound configuration" during installation.

If the information above and *Troubleshooting* do not help you to solve the problem, please call our **Technical Support Department**, Monday through Friday, 8 a.m. to 5 p.m. (Pacific Time) at **(800) 528-7158**. Extended hours, evenings and weekends, vary with the season. In order to help you when you call, we will need to know:

- The kind of computer you are using, including the model (for example, 33 MHz 486).
- Additional hardware information, including sound card, mouse, etc.
- Operating system information, such as Windows version.
- A detailed description of the problem, including specific error messages, the activity where the problem occurred, etc. The more information you give us, the faster we can solve your problem.

If possible, call from a phone near the computer.

- **Online Technical Support:** Reach our online representatives directly with via e-mail at pctech@edmark.com.
- **World Wide Web:** Visit the Edmark home page at www.edmark.com, where you can read answers to frequently asked questions or send a message to our technical support staff.

Troubleshooting

Problem	Possible Cause	Solution
Resource does not exist or resource error.	Program is missing necessary files.	Before Installation, increase free hard disk space to 12.5 megabytes. (If you are using disk compression software, free about 25 megabytes.)
"You Need About 560K (574,000 bytes) Of Free Memory To Run Sammy!" message.	Not enough conventional memory to load <i>Sammy's Science House</i> : too many drivers and/or memory resident programs.	Remove unneeded Memory Resident Programs (TSRs) from your AUTOEXEC.BAT file and unnecessary drivers from your CONFIG.SYS file. Or, make a clean boot disk. Refer to your <i>MS-DOS User's Guide</i> . DOS 6.X users can run MEMMAKER.EXE.
"A Mouse Driver Must Be Loaded. None Found." message.	MS-DOS (or compatible) mouse driver not installed or installed improperly.	Install and load mouse driver (see your <i>MS-DOS User's Guide</i>).
Program will not continue beyond title screen.	Sound device not installed or improperly installed.	Install sound device, or consult your sound device manual.
	Wrong sound device IRQ selected during installation.	Run the Installer (page 78) and select the correct IRQ. Refer to your sound device manual.
No sound.	<i>Sammy's Science House</i> configured for incorrect sound device.	Run the <i>Sammy's Science House</i> Installer (page 78) and select your sound device.
	Sound device not installed or improperly installed.	Install sound device, or consult your sound device manual.
	External speaker not connected.	Connect external speaker.
Sound is barely audible or too slow.	Sound device conflicts with other cards or with Windows.	Refer to troubleshooting section of sound device manual. Or, run the <i>Sammy's Science House</i> Installer (page 78) and choose another option for running Sammy from Windows.
	Using computer's internal speaker.	Install a sound device with external speaker.
Scanning arrow appears on screen. No mouse cursor.	Single Switch Input (scanning) is on.	Click "Scanning Off" in the Options dialog box (page 32).
Unable to print.	"Printing Off" has been selected.	Click "Printing On" in the Options dialog box (page 32).
	<i>Sammy's Science House</i> configured for incorrect printer.	Run the <i>Sammy's Science House</i> Installer (page 78) and select your printer.

For Edmark technical support, call **800-528-7158**.

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If you are unsure whether a disc is defective, please call our **Technical Support Department** at **800-528-7158**. If the problem cannot be corrected over the phone, we will ship you a replacement at no charge. If you know a disc is damaged, call our **Customer Service Department** at **800-362-2890** to arrange for a replacement disc.

This program is licensed for use on one computer. You may make one set of backup copies for safekeeping. It is against U.S. copyright laws to copy these disks for use by others, to install the program on more than one hard drive, or to network the program for use on more than one computer. Your respect for the copyright laws enables Edmark and companies like it to continue producing quality products at affordable prices. For information regarding lab packs and site licenses, please call 800-362-2890 (ext. 8442).

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Edmark Education Team

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Software for Elementary and Middle School Students

Edmark offers a full range of curriculum-based software for students from preschool through grade 10.

Early Learning Series

Millie & Bailey™ Preschool – PreK to K

A special collection of age-appropriate learning activities, selected from *Millie's Math House* and *Bailey's Book House*, to help preschool students start school with skills and confidence.

Millie & Bailey™ Kindergarten – K to 1st Grade

A select set of activities from *Millie's Math House*, *Bailey's Book House*, and *Sammy's Science House*, specifically designed to support the Kindergarten curriculum.

Millie's Math House® – PreK to 2nd Grade

Students explore and discover fundamental math concepts in this lively, interactive program.

Bailey's Book House® – PreK to 2nd Grade

Interactive play with animated, talking characters helps build important language and pre-reading skills.

Sammy's Science House® – PreK to 2nd Grade

Sammy and his friends introduce students to fundamental scientific processes and help them learn about plants, animals, seasons, and weather.

Trudy's Time & Place House® – PreK to 2nd Grade

Trudy teaches students important concepts about geography and time, including mapping, directions, and time-telling.

Stanley's Sticker Stories® – PreK to 2nd Grade

Students build reading and writing skills as they create animated storybooks starring Millie, Bailey, and other Edmark pals.

Thinkin' Things® Series

Thinkin' Things Collection 1 – PreK to 4th Grade

Oranga Banga and other Thinkin' Things help students build memory, problem-solving, logic, and other thinking skills.

Thinkin' Things Collection 2 – 1st to 6th Grade

Students further develop memory, creativity, spatial awareness, and other higher-level thinking skills.

Thinkin' Things Collection 3 – 3rd to 8th Grade

Stocktopus and friends challenge students to develop logical reasoning, analyze and synthesize information, and build key problem-solving skills.

Imagination Express® Series

The *Imagination Express Series* transports students to exciting learning destinations and inspires them to create interactive electronic books as they learn about each program's theme. Features and options can be easily customized for students of different ages, abilities, and skill levels.

Rain Forest – K to 6th Grade

Castle – K to 6th Grade

Neighborhood – K to 6th Grade

Ocean – K to 8th Grade

Time Trip, USA – K to 8th Grade

Pyramids – K to 8th Grade

Mighty Math® Series

Carnival Countdown™ – K to 2nd Grade

This learning fun park introduces students to addition, subtraction, early multiplication and division, shapes, patterns, attributes, and logic.

Zoo Zillions™ – K to 2nd Grade

Zoo Zillions is the incredible number zoo where story problems, counting money and making change, number facts, and 3D shapes come to life.

Number Heroes® – 3rd to 6th Grade

Four math superheroes help students explore fractions, 2D geometry, probability, addition, subtraction, multiplication, division, and decimals.

Calculating Crew® – 3rd to 6th Grade

With the superheroes of *Calculating Crew* by their side, students learn about multiplication and division of whole numbers and decimals, number line concepts, 2D and 3D shapes and their properties, and money transactions.

Cosmic Geometry™ – 7th to 10th Grade

Students travel to a planet where they learn about attributes of shapes and solids, constructions, transformations, 2D and 3D coordinates, and the relationship between length, perimeter, area, and volume.

Astro Algebra™ – 7th to 9th Grade

Astro Algebra features variables, expressions, equations and inequalities, patterns, functions, graphing, ratio and proportion, operations with fractions, decimals, and percentages.

Strategy Series

Strategy Challenges™ Collection 1 – 3rd Grade and Up

Through classic games, students build effective strategies that can be used to solve problems across all academic subject areas and throughout life.

Strategy Challenges™ Collection 2 – 4th Grade and Up

Three exciting games provide highly motivational settings for students to encounter, explore, and acquire a wide variety of defensive and offensive problem-solving strategies.

Let's Go Read!™

Let's Go Read!™ An Island Adventure™ – PreK to K

Robbie and Emily join students on a fun-filled adventure as they learn to read! With innovative IBM® Speech Recognition technology, over 175 lessons and 12 interactive books, your students will develop reading skills, comprehension and vocabulary to last a lifetime!

Thinkin' Science™

Thinkin' Science – K to 2nd Grade

Five activities full of challenging problems cover basic Earth, life and physical science topics, and stimulate students' natural interest in the subject as they develop important problem-solving and science process skills.

KidDesk®

KidDesk – PreK and Up

This desktop security and menuing program protects teachers' programs and files and makes it easy for students to use the computer independently.

Words Around Me®

Words Around Me – PreK to Adult

Words Around Me provides a step-by-step environment for learning 275 common vocabulary words and 186 plurals in English and Spanish.

Apple II Software for Students with Special Needs

Edmark has a rich tradition of offering excellent software designed for students with special learning needs. Students with language delays, English as a Second Language (ESL) students, and students with developmental disabilities especially benefit from the speech component included in most of the Apple II software listed below:

Edmark Reading Program Software

Letter Recognition SkillBuilder Series

Touch 'N Match

Edmark Functional Word Series Software

School Activity SkillBuilder Series

PuzzleMaker

Vocabulary SkillBuilder Series

Community Activity SkillBuilder Series

Edmark LessonMaker

Early Concepts SkillBuilder Series

TouchMoney

Number SkillBuilder Series

Touch 'N See

TouchWindow®

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TRUDY'S
TIME & PLACE
HOUSE

SCHOOL VERSION

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In the late 1960s, a group of educators at the University of Washington developed a dramatically different way to teach reading. This new method was remarkably effective with students who were unsuccessful using other programs. By slowly building skills, it ensured success and a feeling of confidence. The students who used this method began to believe in themselves and in their ability to read.

In 1970, the Edmark Corporation was formed to make this reading method and other quality educational products available to a broader market. Edmark's mission was to apply advanced educational concepts to the development of quality classroom materials. Since then, Edmark products have been used extensively in classrooms nationwide, and teachers have been vocal in their praise. "So much magic in one box!" wrote one. "Some of my students wouldn't be reading without Edmark's help."

Thirty years later, Edmark continues to find new ways of empowering children to learn. Recognizing the computer as a powerful educational tool, we have developed a family of engaging, creative software products based on proven educational concepts.

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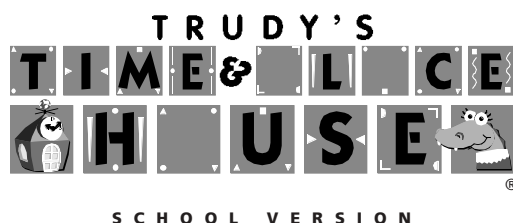
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Teacher's Guide Macintosh and Windows

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Introduction

Trudy's Time and Place House is the fourth in the award-winning *Early Learning House Series*, which includes *Millie's Math House*, *Bailey's Book House*, and *Sammy's Science House*. Trudy's five playful activities will enchant students with lively music, engaging manipulatives, and a variety of friendly talking characters.

The activities develop time and geography skills, helping students build a solid social studies foundation. With Trudy, students will:

- practice telling time
- explore the concept of time passage and the units of time used for measurement
- discover the relationships between the earth, a globe, and a world map
- locate and name continents, oceans, and world landmarks
- develop mapping and direction (both cardinal and relative) skills
- relate a "bird's-eye" map to a "driver's seat" perspective
- learn about map scale
- explore the relationship between a map and a "real life" landscape
- exercise creativity
- ... and much more

Trudy's Time and Place House encourages exploration and rewards persistence. Each activity has an Explore and Discover Mode as well as a Question and Answer Mode. This allows students to either explore freely and direct the learning or to learn with gentle prompting and feedback. The complexity of the activities can be customized to ensure your students are challenged, but never overwhelmed.

The *Curriculum Connections* section in this Guide provides dozens of interdisciplinary, teacher-developed activities for use in the classroom and at home. Reproducible activity sheets and illustrations are included to help you provide additional learning opportunities before and after using the software.

Powerful technology and proven educational methods have been combined in *Trudy's Time and Place House* to ensure success for a wide variety of students. Spoken instructions allow pre-readers and readers alike to work independently. Built-in scanning is available for single switch users. Using the computer as a tool, students gain a sense of accomplishment and skill as they create, play, and learn.

During the development of this program, we have listened to teachers, parents, and children. We would really like the opportunity to listen to you as well. Please drop us a line or visit our Web site (www.edmark.com) to share your thoughts and suggestions, and join us in helping students learn and succeed.

The Edmark Education Team

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What's in This Guide?

Introductory information (pages 2–9)

- *Steps to Start* information
- Visual overview of the program
- Activity descriptions
- Learning opportunities matrix
- Program navigation for teachers and students
- Suggestions for introducing *Trudy's Time and Place House* to your students
- Reproducible quick reference pages for your students

Activity by Activity in Trudy's Time and Place House (pages 11–30)

Helpful information about each activity, including:

- **Overview**, giving a summary of the activity, learning opportunities, and suggested extension activities for home and school.
- **Explore and Discover Mode**, explaining how your students can learn by experimenting in the activity.
- **Question and Answer Mode**, explaining how a character asks a question and is looking for a “right” answer. The character also offers gentle help and fun rewards.
- **Together Time Activities**, offering suggestions for easy, at-home activities that integrate learning into everyday situations.

Adult Section (pages 31–33)

- How to set program options for your students
- How to adapt the program for students with special needs
- Dear Parents

Curriculum Connections (pages 34–76)

- Suggested activities that can be integrated into many curricular areas. These activities strengthen the learning opportunities found in *Trudy's Time and Place House*.
- Reproducible sheets (for student handouts, bulletin board headings, and overhead transparencies) that can be used in conjunction with *Curriculum Connections* activities.
- Suggestions for using *Trudy's Time and Place House* with students with special needs.

Technical Information for Macintosh and Windows (pages 77–84)

- Separate technical sections for Windows and Macintosh users: system requirements, setup instructions, and troubleshooting.
- How to reach Edmark Customer Service and Technical Support.
- *KidDesk Aware* information
- Warranty information

Steps to Start

1. Insert the *Trudy's Time and Place House* CD.

- If the software has not been installed (Windows only), please see *Setup Instructions* (page 80).

2. Read the Teacher's Guide.

- *What's Inside Trudy's Time and Place House* (page 4) and *Moving Around the House* (page 6) will help you begin using *Trudy's Time and Place House* immediately. *Curriculum Connections* (pages 34–76) offers additional suggestions and supplemental materials to help you integrate *Trudy's Time and Place House* with classroom activities.

3. Become familiar with the program.

- Try the software before you introduce *Trudy's Time and Place House* to your students.
- Decide if you want to introduce the activities to your students one at a time or let students explore at their own pace.
- Select options (scanning, Stop Sign, etc.) you would like to use. See *Adult Options* (Macintosh, page 31; Windows, page 32).

4. Introduce *Trudy* to your students.

- Make overhead transparencies of *Trudy's Map* and *Trudy's Icons* (pages 8 and 9) or reproduce these pages for each student.
- See *Introducing Trudy to Your Students* (page 7) for suggestions.

To play an activity in *Trudy's Time and Place House*, click one of the areas below:



What's Inside Trudy's Time and Place House



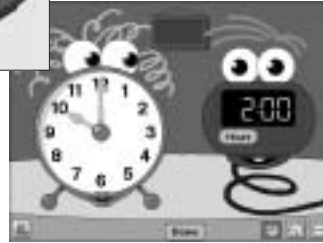
Earth Scout



Discover the relationships between the earth, a globe, and a world map. Take pictures of your favorite places. Print picture outlines to color.



Time Twins



Meet Analog Ann and Digital Dan. Learn to tell time on both kinds of clocks by hour, half hour, and quarter hour.



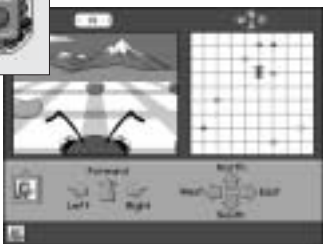
Calendar Clock



Learn about units of time as you move forward or backward in an animated movie by months, days, hours, minutes, and seconds.



Jellybean Hunt



Learn to use relative and cardinal directions by directing a hungry ant left, right, and forward — or north, south, east, and west.




Symbol Sandbox



Place symbols on a sandbox map and watch hills, roads, lakes, and cities grow before your eyes.

Learning Opportunities

	 Earth Scout	 Jellybean Hunt	 Symbol Sandbox	 Calendar Clock	 Time Twins
Discover the relationships between the earth, a globe, and a world map	X				
Locate, recognize, and name continents, oceans, and landmarks and learn interesting facts about them	X				
Stimulate curiosity and/or creativity	X	X	X	X	X
Build vocabulary	X	X		X	
Develop an understanding of relative and cardinal directions		X			
Relate a "bird's-eye" map to a "driver's seat" perspective		X			
Learn about map scale		X	X		
Enhance ability to follow and give directions	X	X	X	X	X
Explore the relationship between a map and a "real life" landscape	X	X	X		
Learn the meaning of simple map symbols			X		
Develop spatial visualization skills	X	X	X		
Develop an understanding of the units used to measure time				X	X
Discover the relationship between clock and calendar units				X	
Explore the relationship between time units and the "real world"				X	
Develop time-telling skills at three levels: hour, half hour, and quarter hour					X
Recognize analog and digital clock equivalency					X
Strengthen number recognition and numeric sequence skills				X	X

Moving Around the House

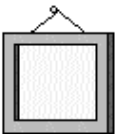
To move from the Main Room to an activity, click one of these:



Click Trudy **to return to the Main Room** from any activity in *Trudy's Time and Place House*.



When students enter an activity, they will initially be in the Explore and Discover Mode. Emphasis is placed upon students experimenting freely by clicking objects and icons to see what happens. With students in charge, divergent thinking is encouraged by playful, positive responses to their natural curiosity. Click the framed picture (each activity has a different picture) **to enter the Question and Answer Mode** of that same activity.



When students are in the Question and Answer Mode of an activity, a character asks questions or makes requests. Convergent thinking is emphasized as the character offers gentle feedback and guides students toward a "correct" answer. Click the empty picture frame **to return to the Explore and Discover Mode** of that same activity.



Click the printer **to print** in the Explore and Discover Mode of Earth Scout, page 12.



Click the Stop Sign in the Main Room **to exit Trudy's Time and Place House**. If you do not want students to exit *Trudy's Time and Place House*, remove the Stop Sign to prevent students from exiting (Macintosh users, page 31; Windows users, page 32).

Adult Options allow you **to customize the program** for your students.



Macintosh users: Hold down the Option and Command keys while pressing "A" (page 31).



Windows users: Hold down Ctrl-Alt-A (page 32).

Introducing Trudy to Your Students

- Turn on a computer and insert the *Trudy's Time and Place House* CD. Use a large screen monitor if one is available. Hand out copies of *Trudy's Map* and *Trudy's Icons* (pages 8 and 9).
- Point out the Main Room. Discuss the Stop Sign if you have not removed it (*Adult Options*, pages 31–32).
- Ask a volunteer to click an activity icon. Explain that students will first see the Explore and Discover Mode. Point out the framed picture, explaining that when one of Trudy's friends is there, students can freely explore the room to discover what happens.
- Have another volunteer click the framed picture. Point out to students that the frame is now empty; a character will make a request because they are in the Question and Answer Mode. Explain that if they have trouble finding the answer, the character will help them.
- Help students understand that any time during play, they can:
 - go back to the Explore and Discover Mode by clicking the empty picture frame;
 - go back to the Main Room by clicking the Trudy icon.
- If printing is available (see *Adult Options*, pages 31–32), point out the printer icon in the Explore and Discover Mode of Earth Scout.
- Have students begin using *Trudy's Time and Place House*. You may want to use one of the activities in *Curriculum Connections* to introduce a computer activity. For example, "My Messy Rug" (page 47) is a helpful introduction to the Jellybean Hunt computer activity.
- As students work in different activities of *Trudy's Time and Place House*, copy and send home the corresponding *Together Time Activities* (pages 14, 18, 22, 26, and 30).
- Use selected activities found in *Curriculum Connections* as follow-up exercises (pages 34–75).

Note: If your students are using a TouchWindow, just have them touch the screen when instructed to click or drag.

Trudy's Map

Click the activity you want to enter:

Earth Scout



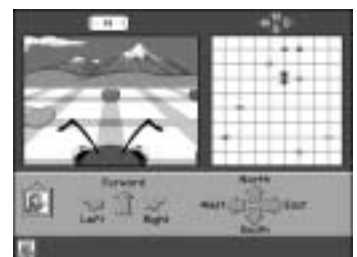
Calendar Clock



Symbol Sandbox



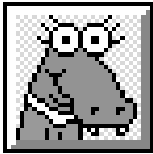
Time Twins



Jellybean Hunt

Trudy's Icons

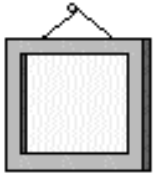
Click:



To go back to



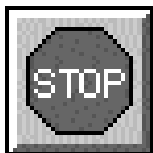
To hear questions



To explore



To print



To exit



Earth Scout Overview



Let's explore the earth! Students "fly" their own rocket from Trudy's backyard to many interesting locations. In the Explore and Discover Mode, students take pictures with the rocket's camera to print and color. In the Question and Answer Mode, Astro-mouse and Melvin challenge students to find and photograph specific locations.

Learning Opportunities

- Discover the relationships between the earth, a globe, and a world map
- Locate, recognize, and name continents, oceans, and landmarks
- Learn interesting facts about continents, oceans, and landmarks
- Stimulate curiosity about "faraway" places

Together Time Activities (page 14)

(To copy and send home)

- Travel by Mail
- Map the News

Curriculum Connections (pages 38–45)

- Travel Agents (Creative Dramatics)
- Pack Your Bags (Language Arts)
- Worldwide Treasure Hunt (Problem Solving)
- Digging to China (Problem Solving)
- Playground World (Physical Education)
- A World of Music (Music)
- Class Atlas (Social Studies)

Trudy's Time and Place House Options

(Macintosh: see page 31. Windows: see page 32.)

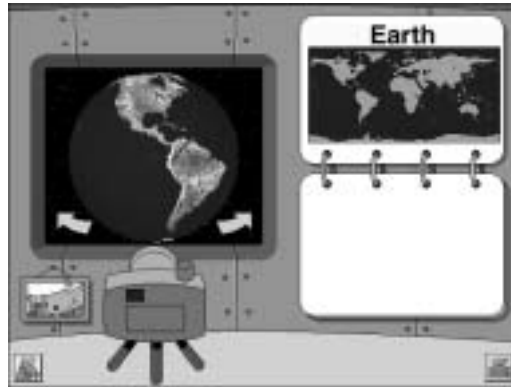
- Printing — on or off











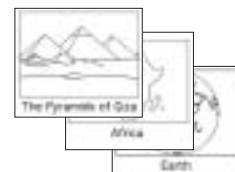
Earth Scout

Explore and Discover Mode

- Click  to enter Earth Scout from the Main Room.



- Click  or  in the rocket's window to fly the rocket around the earth.
- Click directly on the earth to fly closer and hear information about a continent or an ocean. Click again to hear the continent or ocean information repeated.
- Click a circle  to land and hear information about a landmark. (Circles are visible only when the rocket is close to a continent.) Click again to hear the landmark information repeated.
- Click  above the rocket window to blast off from earth into outer space.
- Click the camera  to take a photograph of any view from the rocket window.
- Click  to print a coloring book outline of any view from the rocket window.
- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.






Earth Scout

Question and Answer Mode

- Click  to enter the Question and Answer Mode.



"Please go to Asia and take a picture."

- Astro-mouse challenges you to take a photograph of a specific location. To hear the challenge again, click Astro-mouse.
- Fly to the location and click the camera . If you fly to the wrong location, Astro-mouse will ask you to try again.
- You can select the level of Astro-mouse's challenge. Click:



or



or



Take a picture of a continent or ocean. For example, "Please go to Africa and take a picture."

Take a picture of a landmark (with a location hint). For example, "Please go to Africa and take a picture of the Nile River."

Take a picture of a landmark (with no location hint). For example, "Please take a picture of the Nile River."

- Click  for the Explore and Discover Mode, or click  to return to Trudy's Main Room.



Earth Scout

Together Time

Hi,
We've been playing with Earth
Scout in *Trudy's Time and Place*
House to learn about the earth, globe,
and world map. You can explore
at home, too!

Love



Travel by Mail

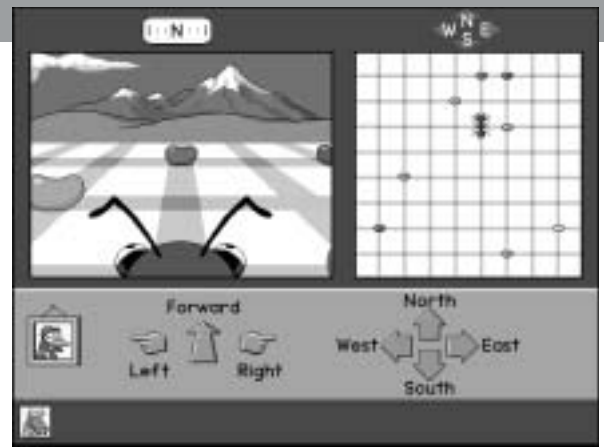
With your child, make a list of four or five friends or relatives who live in other states or countries. Look up their locations on a map. Then go shopping with your child to pick out a picture postcard of your city or state to mail to each of the people on your list. Ask the recipients of the postcards to send back picture postcards from the places where they live. When the postcards arrive, help your child tape each postcard in place on a large map.

Map the News

Watch the news on television with your child, listening for the names of countries and cities. Look up the locations and mark them on a large map of the world (or on a map of your area if you are watching the local news). If possible, use an almanac, encyclopedia, or other books to find out more about unfamiliar or intriguing locations.



Jellybean Hunt Overview



Which way to the jellybean? Students use two kinds of directions, left/right/forward or north/south/east/west, to navigate a hungry ant. In Explore and Discover Mode, students direct the ant across a napkin full of jellybeans. In Question and Answer Mode, students are rewarded with whimsical animations for both giving and following directions.

Learning Opportunities

- Develop an understanding of relative (left/right/forward) and cardinal (north/south/east/west) directions
- Build directional vocabulary
- Relate a “bird’s-eye” map to a “driver’s seat” perspective
- Learn about map scale
- Enhance ability to follow and give directions

Together Time Activities (page 18)

(To copy and send home)

- A Fly’s View
- Point Me in the Right Direction


Curriculum Connections (pages 46–52)

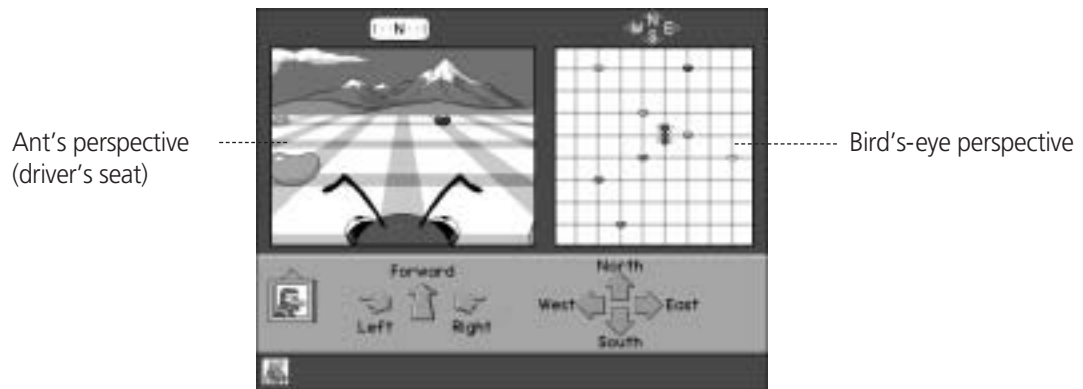
- Letter Collection (Language Arts)
- N, S, E, W in My World (Physical Education)
- Checkers on the Go (Problem Solving)
- My Messy Rug (Mathematics)
- Joe’s Missing Worm (Mathematics)












Jellybean Hunt

Explore and Discover Mode

- Click  to enter Jellybean Hunt from the Main Room.
- Jellybean Hunt displays two views of a gingham napkin: the ant's perspective and a bird's-eye perspective. Lead the hungry ant to the jellybeans by using either of the two sets of direction controls: Left/Right/Forward or North/South/East/West.




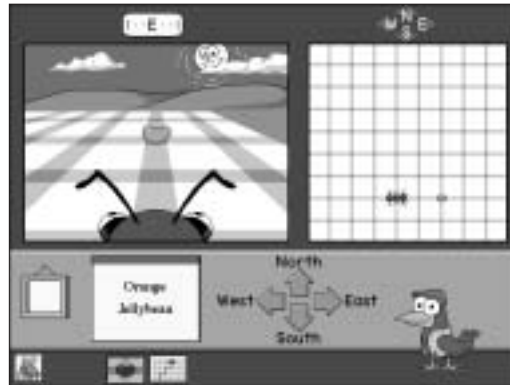
- Click the blue  or  to turn the ant to the left or right. Click the blue  to move the ant forward one "block."
- Click the green , ,  or  to move the ant north, south, east, or west. Each click moves the ant one "block."
- After the ant has found and eaten all the jellybeans on the napkin, a new set of jellybeans appears.
- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.



Jellybean Hunt

Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- Joe Crow asks you to lead the ant to a jellybean. To hear the request again, click Joe Crow.



"Please go to the orange jellybean."

- Click the direction controls to move the ant. If the ant moves away from the jellybean or doesn't follow the directions, Joe Crow asks you to try again.
- You can choose to either give or follow directions. Click:





or



Find a specific jellybean.

Follow specific directions to a jellybean.

- Click  for the Explore and Discover Mode or click  to return to Trudy's Main Room.



Jellybean Hunt

Together Time

A Fly's View

Ask your child to pretend that the two of you are flies on the ceiling, looking down at the room. Talk about how various items in the room (table, lamp, person) would look. Also talk about what would be at the top of the page if you were to draw the view. What would be at the bottom? Right? Left? Let your child draw the room as it would look from a fly's point of view. Your child may also enjoy drawing a "fly's view" of other locations such as your backyard or a baseball field.

Point Me in the Right Direction

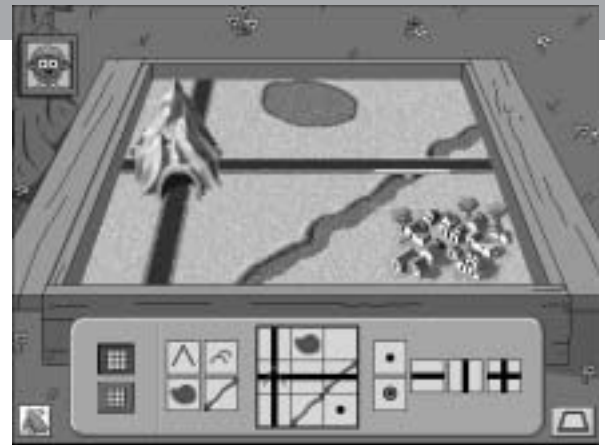
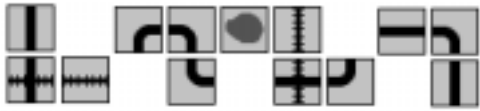
Have your child wear a baseball cap or other cap with a visor. Point the visor straight ahead and ask your child to take three steps forward. Now point the visor to the left and ask your child to take three steps to the left (while continuing to face straight ahead). If in doubt about which direction is left, your child can reach up and feel which way the visor is pointing. Continue the game, asking your child to go right, backward, left again, etc. Then let your child give you directions while you wear the cap. Finally, try the game with cardinal directions (north/south/east/west).

Hello,
In *Trudy's Time and Place House*,
we have been exploring relative
and cardinal directions with a very
hungry ant. Here are two activities to try
at home.

Love



Symbol Sandbox Overview



Let's make a symbol sandbox! In the Explore and Discover Mode, students place symbols on a map to create a sandbox construction. In the Question and Answer Mode, students' mapping skills bring the sandbox construction to life with animated cars, boats, planes, and more.

Learning Opportunities

- Use symbols to explore the relationship between a map and a "real life" landscape
- Learn the meaning of simple map symbols
- Develop spatial visualization skills
- Discover the relationship between man-made and natural geography
- Exercise creativity

Together Time Activities (page 22)

(To copy and send home)

- My World in a Sandbox
- Map and Go

Curriculum Connections (pages 53–60)

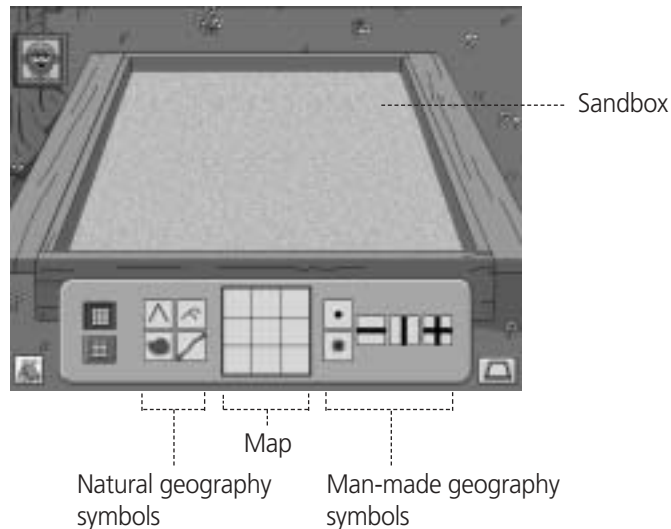
- Nature or Not (Science)
- Mini Maps (Art)
- Reducing Trudy (Mathematics)
- Road Codes (Language Arts)
- Picture Your Neighborhood (Art)
- Mapmaker Game (Problem Solving)








Symbol Sandbox




Explore and Discover Mode

- Click  to enter Symbol Sandbox from the Main Room.



- Click  or  to select a 3-by-3 or 4-by-4 map.
- Drag symbols onto the map to create a sandbox construction.
- Man-made geography symbols (such as a town ) may be combined with natural geography symbols (such as a mountain ) by dragging both onto the same map square (to create a town on a mountain ).

Two man-made geography symbols or two natural geography symbols cannot be combined on the same map square.

- Symbols may be removed from the map by dragging them outside the map border. Combination symbols may be removed one symbol at a time, beginning with the last symbol placed. To remove the first symbol placed, click the combination symbol once before dragging.
- Click  to remove all the symbols from the sandbox map.
- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.

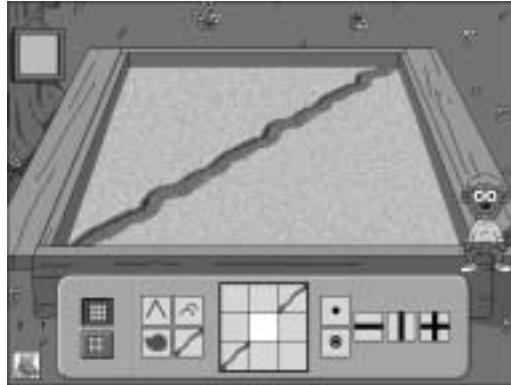


Symbol Sandbox

Question and Answer Mode

- Click  to enter the Question and Answer Mode.

- Billy Beaver asks you to complete a sandbox map. To hear the request again, click Billy.



"Please finish the map for this sandbox."

- Drag a symbol onto a white map square.
 - If you drag the right symbol onto the square, the symbol snaps into place.
 - If you choose the wrong symbol or the wrong map square, the symbol snaps back to its symbol pile. You can try another map square or another symbol.
- If a combination symbol is needed in the map, the map square will stay white until both of the necessary symbols have been dragged onto the map square.
- You can select Billy's challenge level. Click:





or



Complete a 3-by-3 sandbox map.

Complete a 4-by-4 sandbox map. Additional symbols (railroad, curved road, etc.) will be available.

- Click  for the Explore and Discover Mode, or click  to return to Trudy's Main Room.



Symbol Sandbox

Together Time

My World in a Sandbox

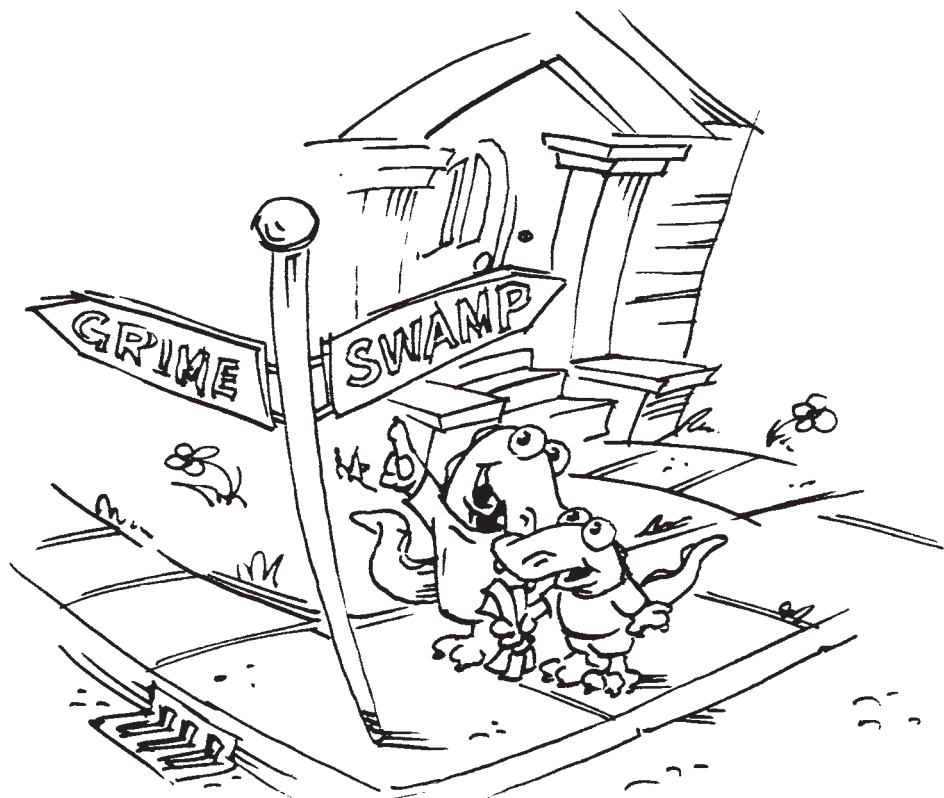
Let your child create a miniature world in an outdoor sandbox or in a jelly roll pan (using clay instead of sand). Provide some simple materials such as old blocks, pieces of wood, small boxes or milk cartons, used aluminum foil, paper cups, twigs with a few leaves, etc. With time and imagination, your child can make up a world with rivers, buildings, trees, bridges, etc. If possible, take an "aerial view" photo of the miniature world.

Map and Go

Walk with your child around the neighborhood, circling a full block, if possible. Take along some strips of paper (about 2 by 8 inches) to represent streets. As you walk, look at the street signs and print a street name on each strip of paper. Also, discuss what you are seeing along each street (how many houses, apartment buildings, large trees, businesses, etc.). When you arrive back home, help your child begin a neighborhood map by arranging and taping the street-name strips on a blank sheet of paper. Then make simple drawings to represent what you saw along each street. On another day, repeat the walk, taking the map with you to see how well you both remembered and to check the map's accuracy.

Hi,
In Trudy's Time and Place House,
we made symbol maps and then
watched them come to life! It would
be fun to share some map activities at
home, too.

Love



Calendar Clock Overview



Time flies when students play with the Calendar Clock! Students move forward and backward in an animated movie by months, days, hours, minutes, and seconds.

Learning Opportunities

- Develop an understanding of the units used to measure time
- Discover the relationship between clock and calendar units
- Explore the relationship between time units and the “real world”
- Enhance time estimation skills
- Build time unit vocabulary

Together Time Activities (page 26)

(To copy and send home)

- Time Tools
- Our Year

Curriculum Connections (pages 61–68)

- My Day (Social Studies)
- Time Stations (Mathematics)
- Loops of Days (Mathematics)
- Pick a Measure (Problem Solving)













Calendar Clock

Explore and Discover Mode

- Click  to enter the Calendar Clock from the Main Room.




- Click  to watch the animated movie in real time. Click  again to stop the movie.
- Click  to run the movie forward or in reverse.
- Click or hold down , , , , or  to move by month, day, hour, minute, or second.
- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.





Calendar Clock

Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- Mandy, the ladybug, describes when an event will happen and asks you to change time to see the event. To hear the request again, click Mandy.



"Three months ago the season was Fall. Please change time to make the season Fall."

- Click the time unit controls to move forward or backward through time to the event.
 - When you move the correct amount of time, the event happens.
 - If you choose time units that are too small to be practical or too big to work, Mandy will ask you to try again.
- Click  for the Explore and Discover Mode, or click  to return to Trudy's Main Room.



Calendar Clock

Together Time

Time Tools

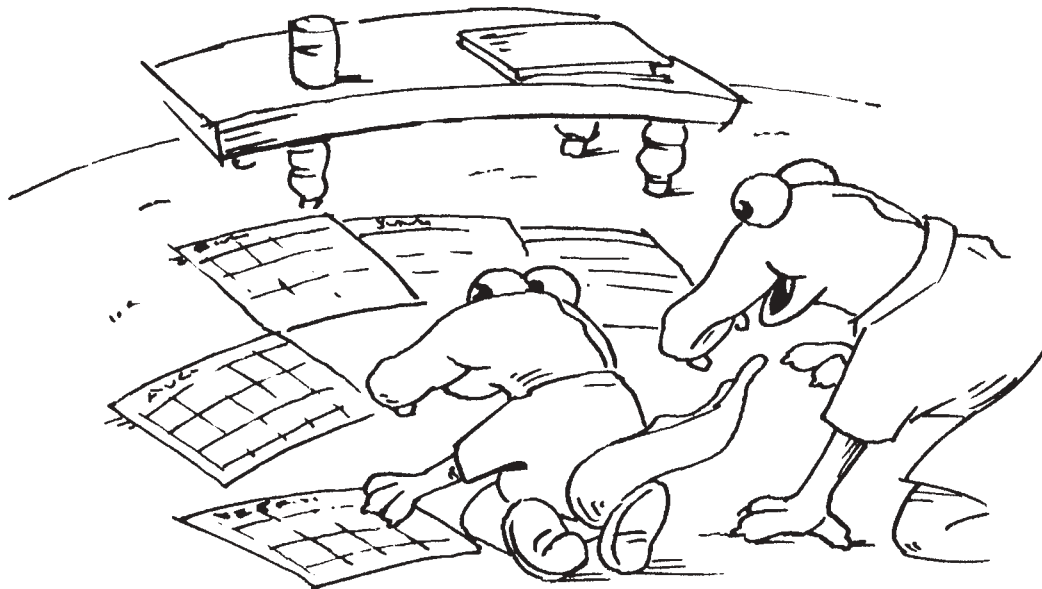
With your child, conduct a search through the house for anything that helps measure time. Look at clocks, kitchen timers, calendars, watches, computer calendars, thermostat timers, etc. Talk about which are used to keep track of short periods of time (naming the units—seconds, minutes, hours) and which are used for longer periods of time (days, weeks, months, years). You and your child may enjoy using reference books to discover what devices people used to tell time in the past.

Our Year

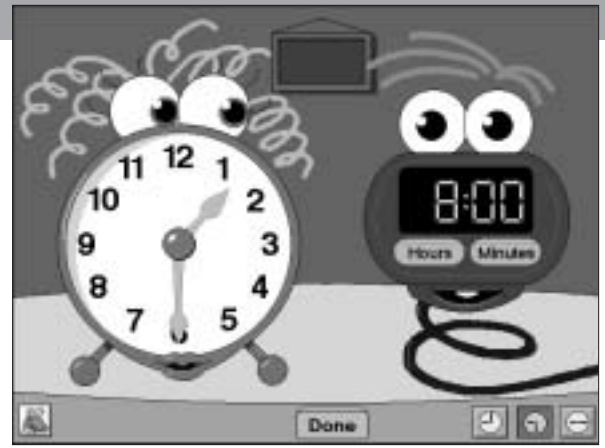
Make a copy of the twelve pages of the calendar (or cut apart an unused calendar). Shuffle the pages and let your child practice arranging them in the correct order. Then tape the pages together side-by-side. Over several days, work with your child to mark (with simple pictures or words) special days in each month — family birthdays, celebrations, future vacations, back-to-school day, etc. Point out “where you are in the year” and talk about the sequence of events you have marked. You may want to prop up the calendar pages in a circle to help your child see how the sequence of months continues year after year. Then fold the calendar accordion fashion and let your child keep it to remember “what comes next.”

Hi,
Trudy's Time and Place House has
all sorts of clocks and calendars to
help us learn about months, days, hours,
minutes, and seconds. You can play with
calendars and clocks
at home, too.

Love



Time Twins Overview



Let's visit the Time Twins! Students can set clocks to hear the time or play with Analog Ann and Digital Dan, two playful clocks always ready with a time-telling challenge.

Learning Opportunities

- Develop time-telling skills at three levels: hour, half hour, and quarter hour
- Recognize analog and digital clock equivalency
- Build a time-telling vocabulary
- Strengthen number recognition and numeric sequence skills

Together Time Activities (page 30)

(To copy and send home)

- Time for...
- Times Two

Curriculum Connections (pages 69–75)

- Clock Cards (Mathematics)
- Custom Clocks (Art)
- Hop Around the Clock (Physical Education)
- Time in a Flash (Mathematics)
- Time for Solitaire (Problem Solving)







Time Twins

Explore and Discover Mode

- Click  to enter Time Twins from the Main Room.




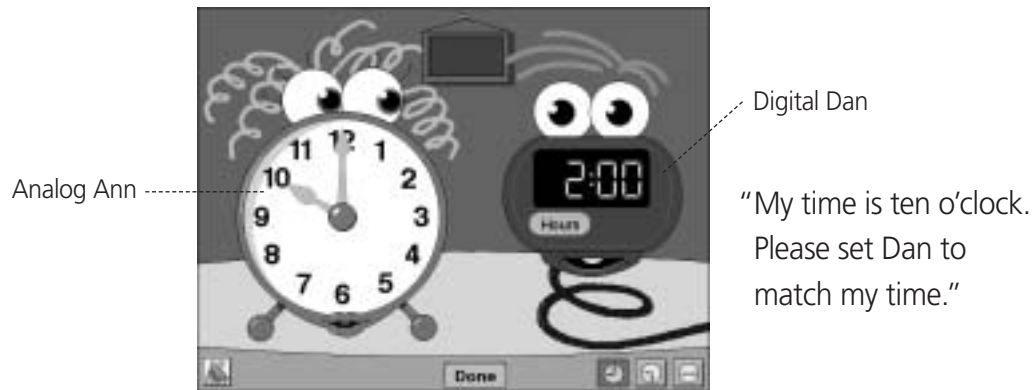
- To set the analog clock , drag the hour or minute hand to any position and release. The digital clock automatically changes to reflect the analog clock time that you have set.
- To set the digital clock , click **Hours** or **Minutes**. The analog clock automatically changes to reflect the digital clock time that you have set.
- Click **Done** to hear the time displayed on the clocks.
- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.














Time Twins

Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- Analog Ann or Digital Dan asks you to set a clock or replace clock numbers. To hear the request again, click on the clock character who made the request.



- Set  by dragging the hour or minute hands. Click  when you are finished.
- Set  by clicking  or . Click  when you are finished.
- You can select the level of challenge. Click:
 -  Set the clocks by whole hour; replace up to four analog clock numbers.
 -  Set the clocks by whole hour and half hour; replace up to seven analog clock numbers.
 -  Set the clocks by whole hour, half hour, and quarter hour; replace up to ten analog clock numbers.
- Click  for the Explore and Discover Mode, or click  to return to Trudy's Main Room.



Time Twins

Together Time

Time for...

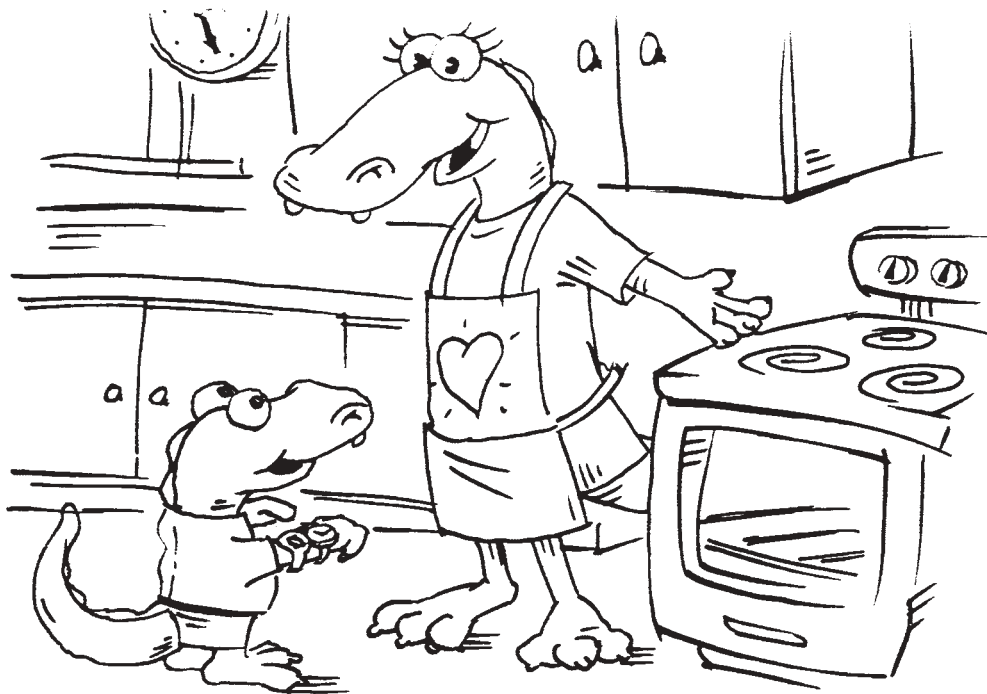
On index cards, print activities that regularly occur in your child's day (wake-up time, time for the school bus, time for breakfast, bedtime, etc.). Use simple sketches to represent the activities for a nonreader. On separate index cards, draw clocks with the hands pointing to the corresponding times that these activities normally take place. Let your child arrange the cards to match activities to times and then tape each pair of cards together. If possible, let your child wear an inexpensive watch to check these pairings as the day progresses. Later your child can try to put the card pairs in order as they occurred throughout the day.

Times Two

Let your child be your time manager for a day or an evening. If possible, arrange for your child to wear two watches — an analog and a digital. Or, point out where to find both types of clocks in the house. Tell your child that you need to start cooking dinner at five-thirty, for example. Ask to be reminded when that time arrives. Later, explain that you need to leave for your meeting at seven o'clock and ask to be reminded so you won't be late. Continue the process as long as your child is enjoying being your "time manager."

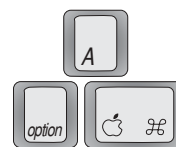
Greetings!
We learned to tell time with the
analog and digital clocks in *Trudy's
Time and Place House*. You might like to
try these two activities
at home.

Love




Adult Options

To customize *Trudy's Time and Place House*, hold down the Option and Command ⌘ keys while pressing the "A" key.



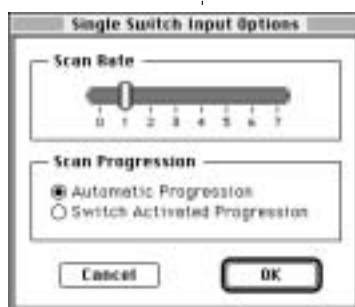
If printing is allowed, the icon appears in Earth Scout Explore and Discover Mode.

The Stop Sign appears on the Main Menu if exit is allowed. (Users can still exit with Command ⌘-Q even if "No Exit" is allowed.)

If running *Trudy* from *KidDesk*, the Stop Sign is replaced with a *KidDesk* icon  (see page 83).



Turning the Theme Music off will not affect the speech in *Trudy's Time and Place House*.



Single Switch Input Options for Students with Special Needs

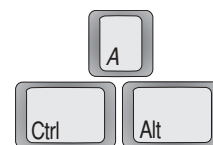
Built-in scanning is available for single switch users. When scanning is on, you can choose between two kinds of scanning. In Automatic Progression, the scanning arrow automatically moves from choice to choice on the screen and the user clicks to indicate a selection. In Switch Activated Progression, scanning begins after the user clicks. The user clicks again to indicate a selection. A third click restarts scanning.

- You can also select the scanning rate (in seconds): 1 (fastest) to 7 (slowest).
- When scanning is on, you can temporarily suspend or resume scanning by pressing Command ⌘-Option-S.
- When running *Trudy's Time and Place House* from *KidDesk*, the program uses the *KidDesk* scanning settings. You can temporarily change the settings, however, in the Adult Options (see above) of *Trudy's Time and Place House*. Changes remain in effect until the student returns to *KidDesk*.

For Windows Users


Adult Options

To customize *Trudy's Time and Place House* and to see the Help file, hold down the Ctrl and Alt keys while pressing the "A" key.



If printing is allowed, the icon appears in Earth Scout Explore and Discover Mode.

The Stop Sign appears on the Main Menu if exit is allowed. (Users can still exit with Alt-F4 even if "No Exit" is allowed.)

If running *Trudy* from *KidDesk*, the Stop Sign is replaced with a *KidDesk* icon  (see page 83).



Turning the Theme Music off will not affect the speech in *Trudy's Time and Place House*.

Click to see the Help file for updated technical information.



Single Switch Input Options for Students with Special Needs

Built-in scanning is available for single switch users. When scanning is on, you can choose between two kinds of scanning. In Automatic Progression, the scanning arrow automatically moves from choice to choice on the screen and the user clicks to indicate a selection. In Switch Activated Progression, scanning begins after the user clicks. The user clicks again to indicate a selection. A third click restarts scanning.

- You can also select the scanning rate (in seconds): 1 (fastest) to 7 (slowest).
- When scanning is on, you can temporarily suspend or resume scanning by pressing Ctrl-Alt-S.
- You can also temporarily increase the scanning speed using the "+" key or decrease the scanning speed using the "-" key on the numeric keypad.
- When running *Trudy's Time and Place House* from *KidDesk*, the program uses the *KidDesk* scanning settings. You can temporarily change the settings, however, in the Adult Options (see above) of *Trudy's Time and Place House*. Changes remain in effect until the student returns to *KidDesk*.

Dear Parents

Donna Stanger, award-winning software designer and former teacher with twenty years of classroom experience, shares thoughts about early learning and each of the activities in *Trudy's Time and Place House*. You may want to invite your students' parents to watch *Dear Parents* as they wait for conference appointments or participate in "Back to School Night" or "Open House."




For Windows 95/98 Users:

After installation of *Trudy's Time and Place House* (see Setup Instructions, page 80), click the *Dear Parents* icon on the Startup Screen to begin. If the Startup Screen does not appear automatically, select *Dear Parents* from the Start | Programs | Edmark | *Trudy's Time and Place House* menu.

For Windows 3.1 Users:

After installation of *Trudy's Time and Place House* (see Setup Instructions, page 80), double-click the *Dear Parents* icon to begin. The *Dear Parents* icon can be found in the Edmark program group.

For Macintosh Users:






Insert the CD-ROM and double-click the *Dear Parents*  icon to begin.

Curriculum Connections

The learning opportunities in *Trudy's Time and Place House* can be reinforced throughout the school day in many curricular areas. The classroom activities on the following pages are designed for Kindergarten through second grade students, but may easily be adapted to suit the needs of preschool children. The *Curriculum Connections* activities are grouped according to the corresponding *Trudy's Time and Place House* computer activities (see the chart below).

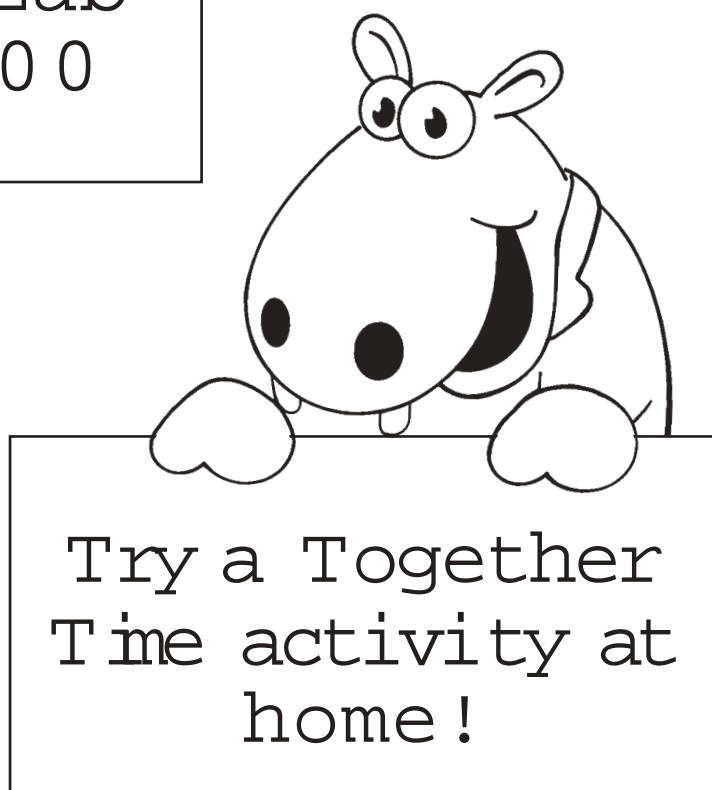
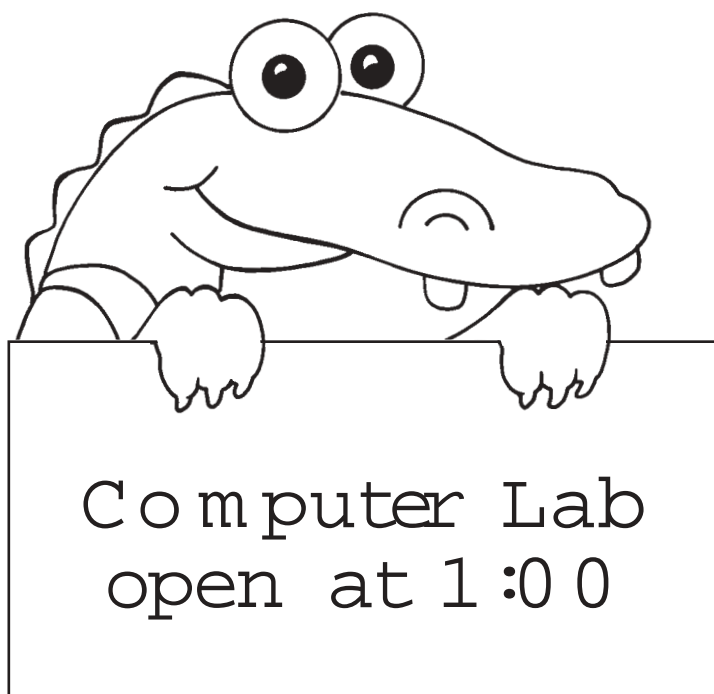
Pick and choose activities according to your students' needs as well as your computer equipment, facilities, resources, and schedule. You may want to use some of the *Curriculum Connections* activities before students work at the computers. Other activities can be used as follow-up experiences. Let the ideas in *Curriculum Connections* stimulate your imagination as you plan experiences tailor-made for your students.

Reproducible activity sheets are also included. These can be used in a variety of ways (for student work, transparencies, labels, etc.), some of which are suggested in *Curriculum Connections*. In addition, there are two reproducible pages of *Trudy's Time and Place House* characters to use on your chalkboard, bulletin board, or computer.

	 Earth Scout (pages 38–45)	 Jellybean Hunt (pages 46–52)	 Symbol Sandbox (pages 53–60)	 Calendar Clock (pages 61–68)	 Time Twins (pages 69–75)
Art			<ul style="list-style-type: none"> ▪ Mini Maps ▪ Picture Your Neighborhood 		<ul style="list-style-type: none"> ▪ Custom Clocks
Creative Dramatics	<ul style="list-style-type: none"> ▪ Travel Agents 				
Language Arts	<ul style="list-style-type: none"> ▪ Pack Your Bags 	<ul style="list-style-type: none"> ▪ Letter Collection 	<ul style="list-style-type: none"> ▪ Road Codes 		
Mathematics		<ul style="list-style-type: none"> ▪ My Messy Rug ▪ Joe's Missing Worm 	<ul style="list-style-type: none"> ▪ Reducing Trudy 	<ul style="list-style-type: none"> ▪ Time Stations ▪ Loops of Days 	<ul style="list-style-type: none"> ▪ Clock Cards ▪ Time in a Flash
Music	<ul style="list-style-type: none"> ▪ A World of Music 				
Physical Education	<ul style="list-style-type: none"> ▪ Playground World 	<ul style="list-style-type: none"> ▪ N,S,E,W in My World 			<ul style="list-style-type: none"> ▪ Hop Around the Clock
Problem Solving	<ul style="list-style-type: none"> ▪ Worldwide Treasure Hunt ▪ Digging to China 	<ul style="list-style-type: none"> ▪ Checkers on the Go 	<ul style="list-style-type: none"> ▪ Mapmaker Game 	<ul style="list-style-type: none"> ▪ Pick a Measure 	<ul style="list-style-type: none"> ▪ Time for Solitaire
Science			<ul style="list-style-type: none"> ▪ Nature or Not 		
Social Studies	<ul style="list-style-type: none"> ▪ Class Atlas 			<ul style="list-style-type: none"> ▪ My Day 	

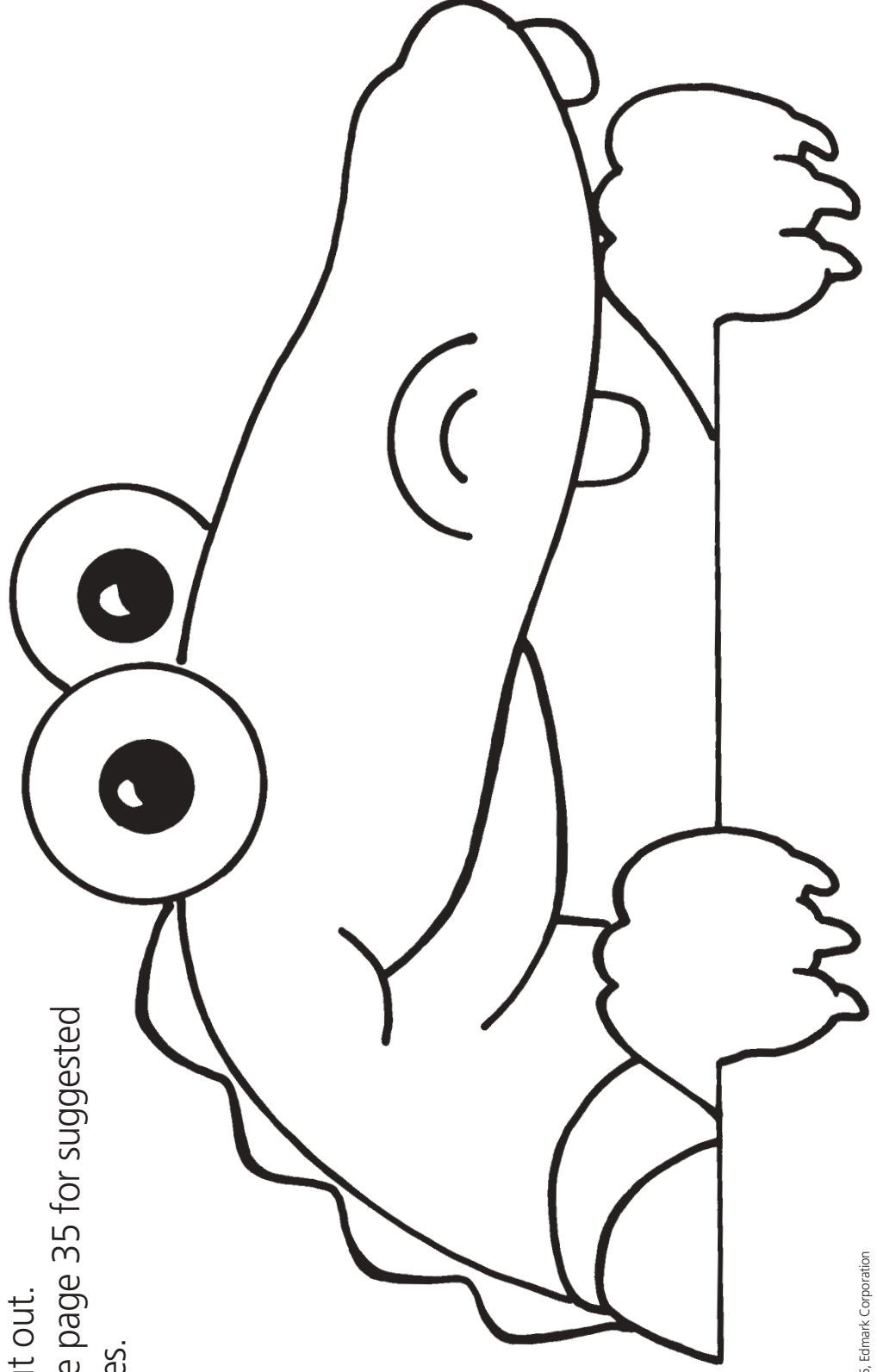
Characters for Bulletin Boards, Computers, and Chalkboards

The characters on pages 36 and 37 can be used to call attention to messages on bulletin boards, computers, and chalkboards. Copy, color, and cut out a character. For bulletin boards, slip the character over the edge of the message sign and staple or tape into place. To use the character on the chalkboard, mount the character on the chalkboard and draw a rectangular sign below the character. Then write the information inside the rectangle. These pages can also be reproduced and posted near the computer to hold current assignments, notes of encouragement, etc.



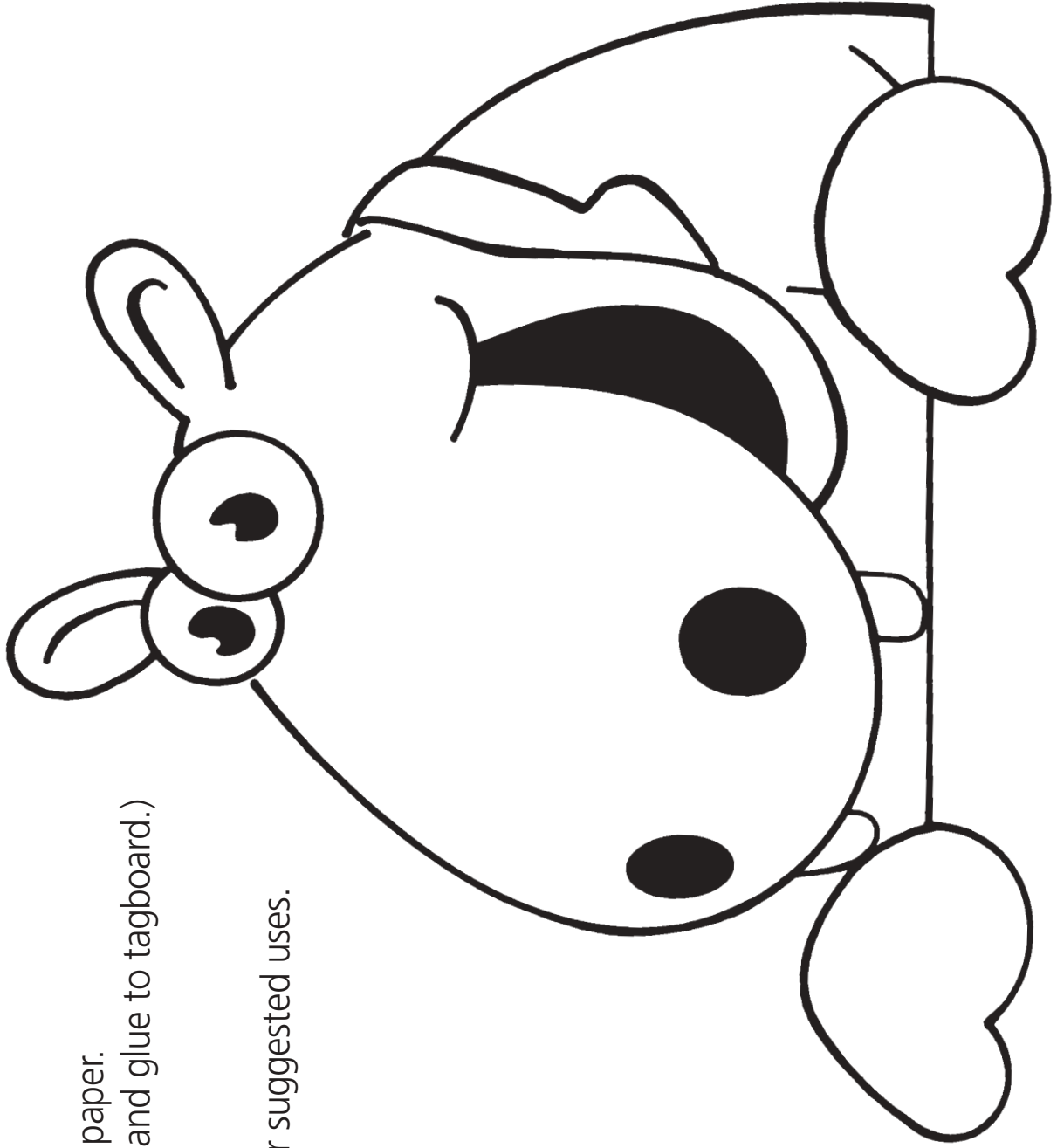
Trudy

1. Copy on heavy paper.
(Or copy, color, and glue to tagboard.)
2. Color.
3. Cut out.
4. See page 35 for suggested uses.



Melvin

1. Copy on heavy paper.
(Or copy, color, and glue to tagboard.)
2. Color.
3. Cut out.
4. See page 35 for suggested uses.



Earth Scout



Travel Agents

Creative Dramatics

For this project, divide your class into seven groups. Print the names of the seven continents on slips of paper, put them in a container, and let a representative from each group draw one. Have student groups use the Earth Scout activity of *Trudy's Time and Place House* to print out maps of their continents. Explain that each group will be a "travel agency" making a commercial to sell a tour package for the continent. The students in each group should divide the following tasks among themselves:

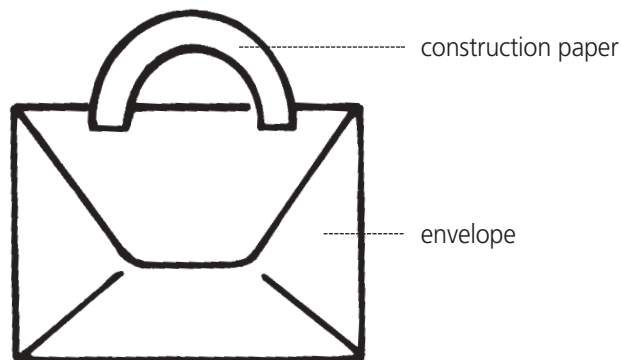
- Color the map and mark sights (from Earth Scout) on the map.
- Use Earth Scout to learn about the sights.
- Plan and present a commercial. Include "selling points" about the continent and its sights.

If possible, videotape the presentations.

Pack Your Bags

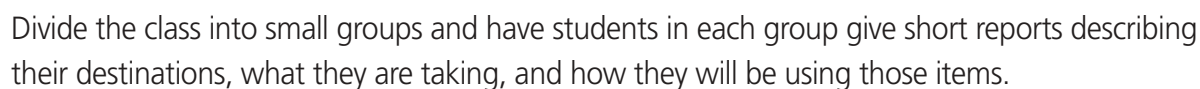
Language Arts

This activity can be used independently or as a follow-up to the "Travel Agents" activity above. Give each student an envelope (letter-sized and colored, if possible) to use as a "suitcase" and demonstrate how to make a simple "suitcase handle."



Have each student pick one of the destinations in the Earth Scout activity of *Trudy's Time and Place House* and print it on the suitcase. Discuss the idea that students would need to pack different items depending upon the weather, activities, etc., at their destinations.

39



Explain that each group should find one answer for each category in the treasure hunt and then go back to look for more if they have time. Suggest that each group select a recorder to print the answers. Let students work until they begin to tire of the game. If desired, determine a winning group by having the groups count up their answers.

Worldwide Treasure Hunt

Use a globe or map to help Melvin search the world. Can you find places in each category?

The search areas are as follows:

- Islands**
Philippines
- Places that begin with "C"**
Cuba
China
- Oceans, lakes, rivers**
Pacific
- Mountains**
Andes
- Places near the equator**
Brazil

You may want to:

- Discuss any categories that were difficult for your students.
- Let groups with high counts help the other groups find more answers.
- Talk about the differences between various maps or between a map and a globe. Are some things easier to find on certain globes/maps? (For example, mountain ranges are easy to find on globes with raised surfaces.)

Digging to China

Ask students if they have ever heard someone talk about “digging to China.” Discuss what is meant by the phrase. Ask students to pretend they could actually dig (or push a long stick) from where they live straight through the center of the earth and out the opposite side. Where would they be? Follow these steps to find out:

Problem Solving

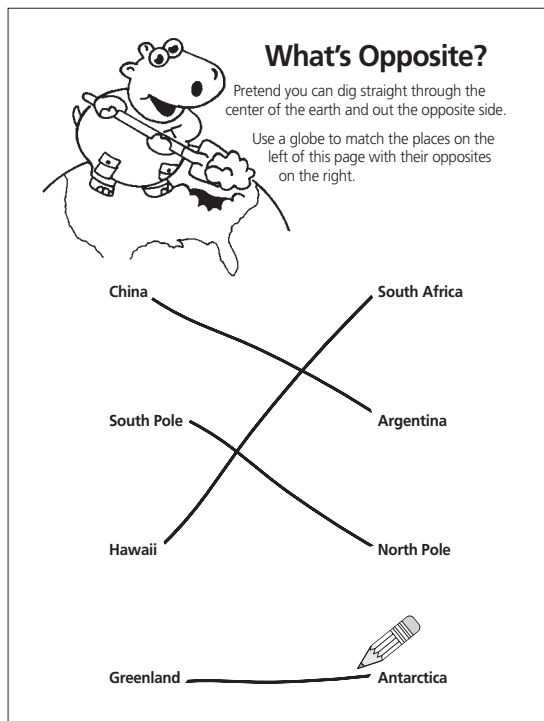
1. Find a latitude line near your location (for example, 30° North).

2. Attach a sticky note marking the corresponding latitude on the opposite side of the equator (30° South).

3. Follow a longitude line from your location, continuing past the pole until you cross the latitude line you marked.



Distribute copies of page 45 for students to complete individually, in pairs, or in small groups.



Playground World

Help students use chalk to draw a map of the world on the playground—the larger the better. Begin by folding a world map into squares. Use white chalk to mark off the playground into the same number of squares, but on a larger scale. Have students draw the map, one square at a time, with white chalk and then use colored chalk to color the completed map. Alternatively, arrange for older students to draw the map or help with the drawing. Let students play these games (or games they invent) on the map:

■ Trudy Says

Call out commands such as “Trudy says, hop to Africa” or “Trudy says, balance on one foot in the Atlantic Ocean.” Players should follow these commands. However, any student who follows a command not preceded by “Trudy says” must drop out of the game. Continue for a set length of time or until only one student remains.

■ International Pilot

Have students line up along one side of the map and toss paper airplanes (marked with their names) to land at a specific location. Let a “pilot” who lands accurately call out the next location.

■ Don't Get Wet

Use a portable tape or CD player to play music (from around the world, if possible) as students walk single file in a circular path on the map. Without warning, stop the music. Everyone must freeze in place and any student “in an ocean” must drop out of the game. Continue until only one student remains.

Physical Education

A World of Music

Music

Using a book of children's songs or folk songs, point out the origin of various songs to your students. (Usually this information is printed above the score on the upper right.) Students may be surprised to find that many familiar songs originated in other countries. For example:

Farmer in the Dell; Twinkle, Twinkle Little Star	England
Are You Sleeping?	France
I Know an Old Lady	Canada
Waltzing Matilda	Australia
Auld Lang Syne; Oh Dear, What Can the Matter Be?	Scotland

Locate these countries on a world map and, if possible, tack the titles of the songs in place. Together, use an encyclopedia or other reference book to learn a few facts about these countries. Sing the familiar songs together or learn a new song from another country.

Class Atlas

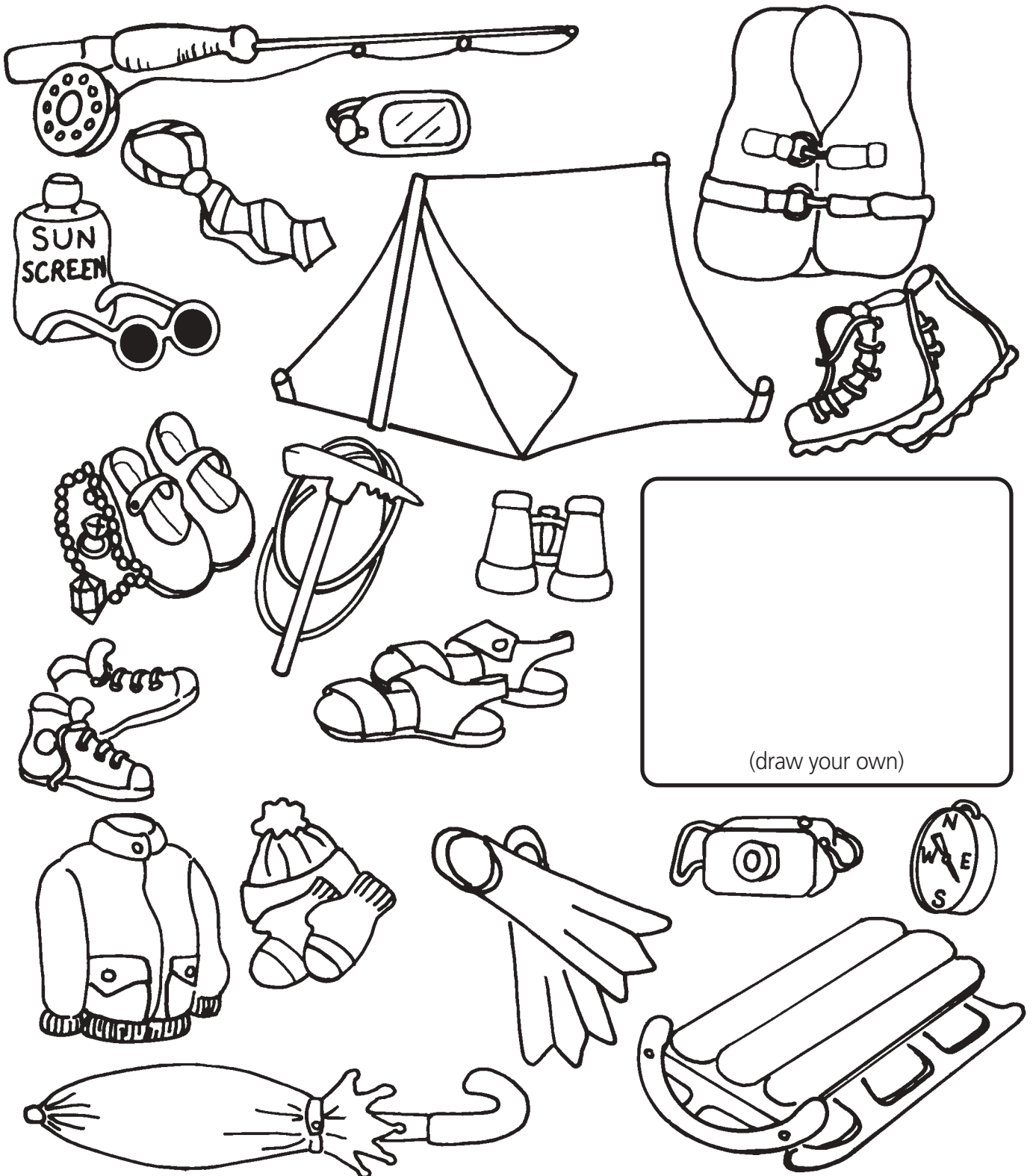
Social Studies

With your students, look at one or more atlases. Then work together as a class to design a classroom atlas. Use the Earth Scout activity of *Trudy's Time and Place House* to print out maps of the world and the continents. Let small groups of students color the maps. Students can locate and label familiar places or the sights included in Earth Scout. Pictures of these sights can be printed out, colored, and added to the atlas as well. Put the atlas pages into a three-ring binder.

Throughout the year, locate and add names of places you discuss in class. Pages containing photographs of the places, newspaper or magazine articles, or other related information can also be added.

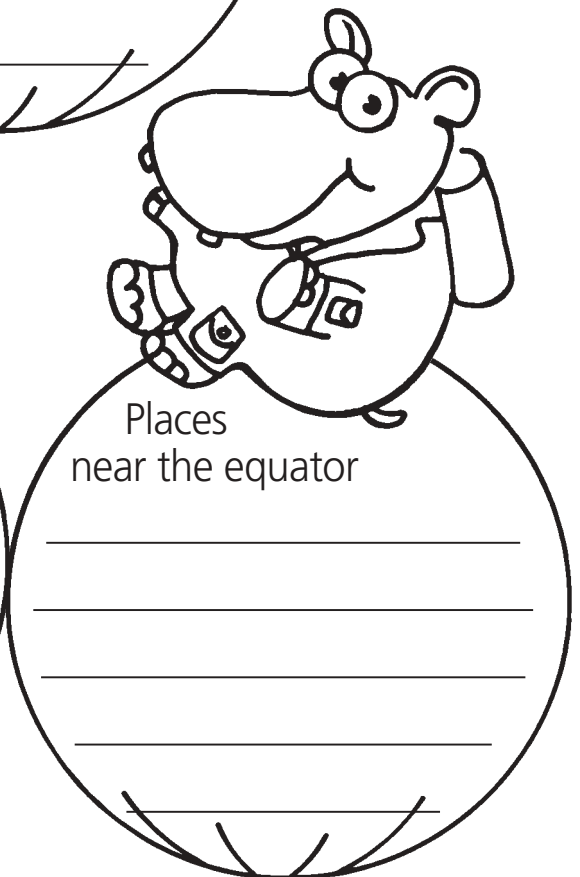
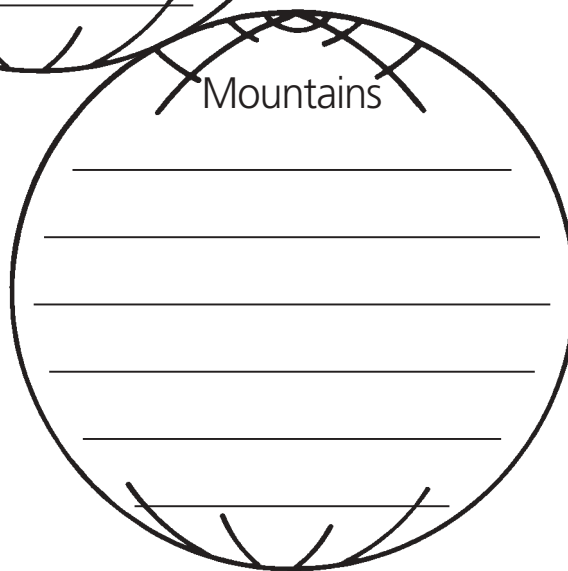
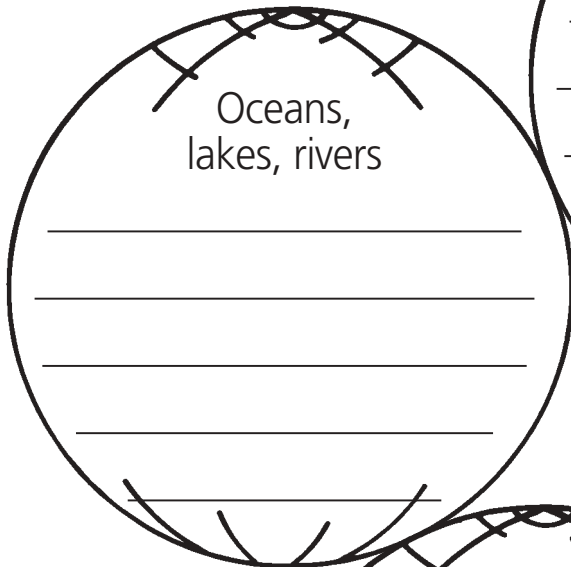
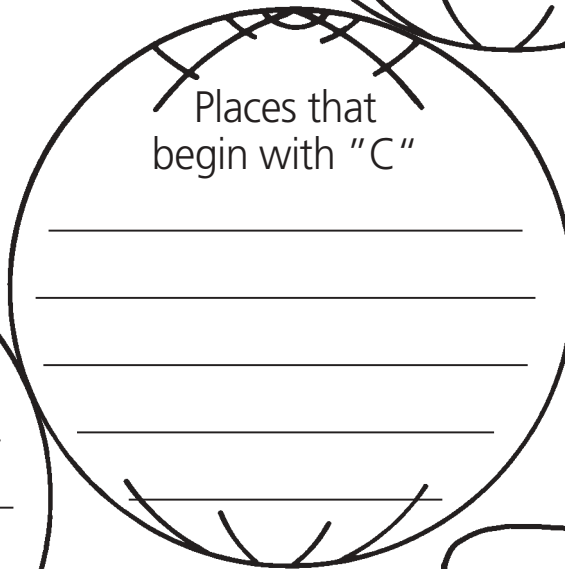
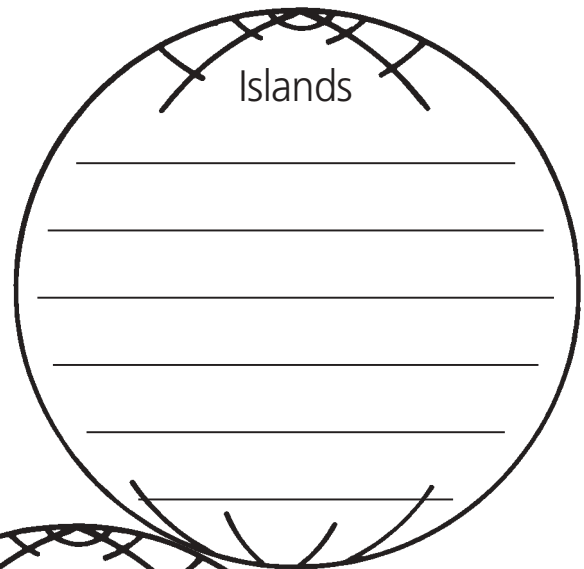
Pack Your Bags

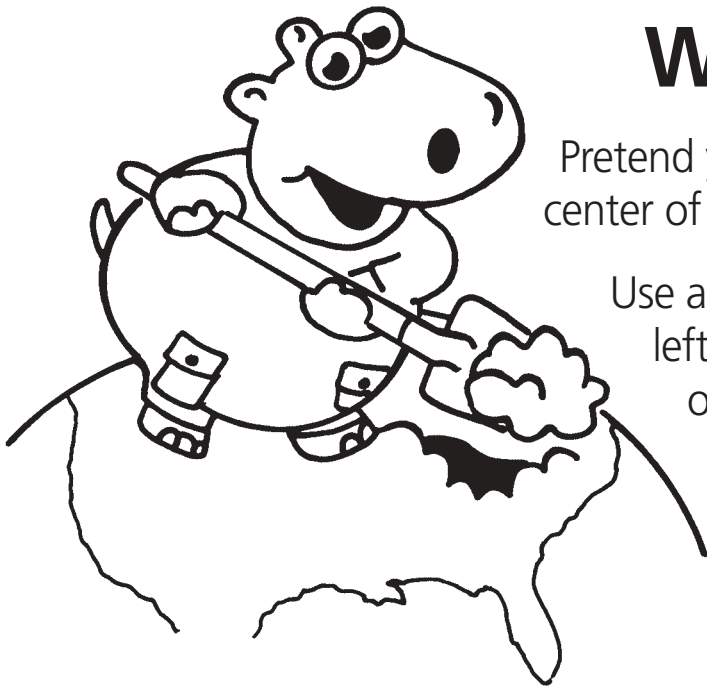
Decide which items you will need to pack for your trip. Color them. Then cut them out.



Worldwide Treasure Hunt

Use a globe or map to help Melvin search the world. Can you find places in each category?





What's Opposite?

Pretend you can dig straight through the center of the earth and out the opposite side.

Use a globe to match the places on the left of this page with their opposites on the right.

China

South Africa

South Pole

Argentina

Hawaii

North Pole

Greenland

Antarctica

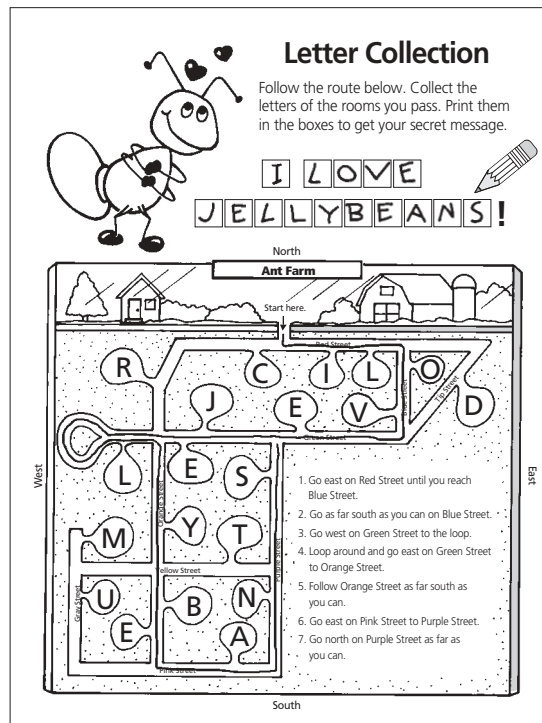
Jellybean Hunt



Letter Collection

Distribute a copy of page 49 to each student. Have students lightly color the streets according to the street names. Then have students follow the directions to collect letters at houses they pass on their route. (Or, for younger students, you may wish to read the directions aloud as they follow on their maps.) Instruct them to print the letters in the blanks. When they have finished the route, they will have a surprise message.

Language Arts



N, S, E, W in My World

To help students relate cardinal directions to their own "part of the world," take them out to the playground. If possible, use the sun's position to help orient students to east and west. Mark those directions on the surface of the playground with chalk (or fold tagboard to make signs that will stand up). Then discuss and mark north and south. If you wish, let students use a compass in this activity.

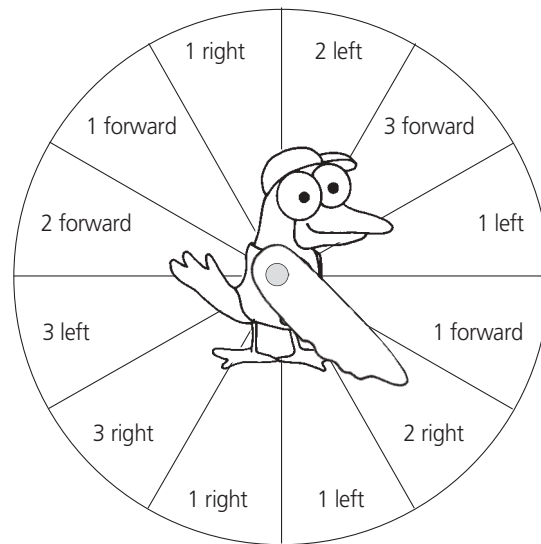
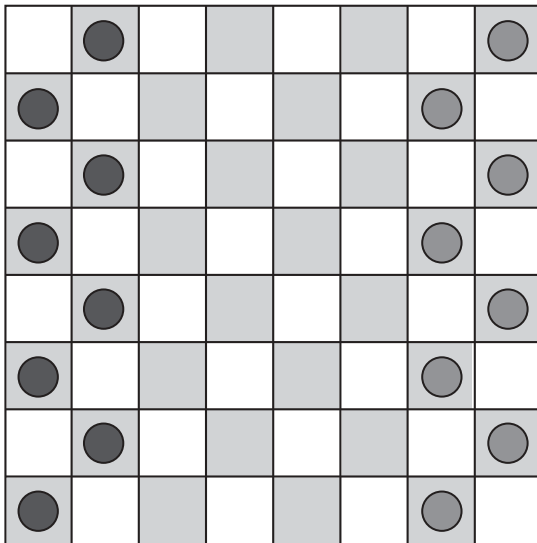
Physical Education

Instruct students to spread out in the central area of the playground. Use this part of the activity as a warm-up for physical education. Have students take four hops to the north, then six skips to the east, two big steps to the south, etc. Divide students into small groups and let them practice giving directions to each other. Or, they can use spinners made from page 50.

Checkers on the Go

Problem Solving

Copy and assemble the spinner on page 50 for students to use when they play this version of checkers. Each player should start with eight checkers, arranged as shown. A turn consists of spinning the spinner and following the instructions. The player can choose which checker to move. A player can capture an opponent's checker by landing on it. Players must move so they do not land on their own checkers. (If the only move available will take one of a player's checkers off the edge of the board, the player can choose to skip a turn or give that checker to the opponent.) The winner is the player who gets the most checkers to the opposite side of the board.



My Messy Rug

Mathematics

Distribute copies of page 51. (For younger students, make a transparency of the sheet. Using an overhead projector, demonstrate how to solve a problem or two.) Let students work on their own. When everyone has completed the sheets, check the work together by letting students call out the correct answers.

If you have a checkered floor or rug in the classroom or gymnasium, you can try this activity using real objects and letting volunteers find them.

My Messy Rug

Go 1 north of . Then go 1 west. Where are you?

Go 3 north of . Then go 3 east. Where are you?

Go 1 south of . Then go 1 west. Where are you?

Go 3 east of . Then go 1 south. Where are you?

Go 1 south of . Then go 3 east. Where are you?

Go 4 west of . Then go 3 north. Where are you?

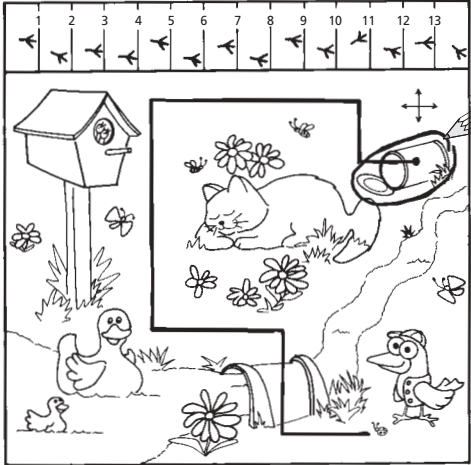
Go 5 east of . Then go 2 north. Where are you?

Go 3 south of . Then go 1 west. Where are you?

Joe's Missing Worm

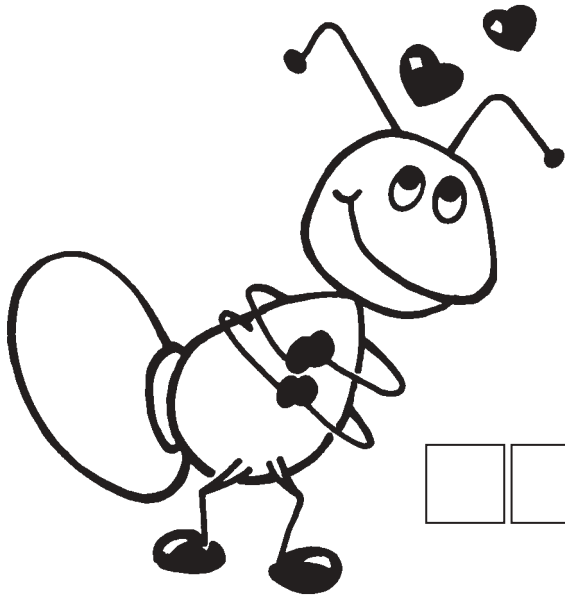
Mathematics

Make a copy of page 52 for each student. Have students cut out the "ruler." If you have nonreaders, you may need to read the directions aloud as students work on their maps, or pair readers and nonreaders to work together. If you prefer, you can make this activity sheet into a transparency and, using the overhead projector, demonstrate how to begin working with the map.



Cut out Joe's ruler at the top of the page. Draw a line to show Joe where to find a worm.

1. Start at the beetle by Joe's feet.
2. Go 3 Joe prints west.
3. Go 3 Joe prints north.
4. Go 4 Joe prints west.
5. Go 7 Joe prints north. Don't wake the kitty!
6. Go 6 Joe prints east.
7. Go 2 Joe prints south.
8. Go 2 Joe prints east. Circle the spot to find a worm.



Letter Collection

Follow the route below. Collect the letters of the rooms you pass. Print them in the boxes to get your secret message.

--	--	--	--	--

										!
--	--	--	--	--	--	--	--	--	--	---

North

Ant Farm

Start here.

Red Street

R

C

I

L

O

D

J

E

V

Blue Street

Tip Street

West

East

Green Street

C

L

E

S

Y

T

M

U

E

Gray Street

Orange Street

Yellow Street

Purple Street

Pink Street

B

N

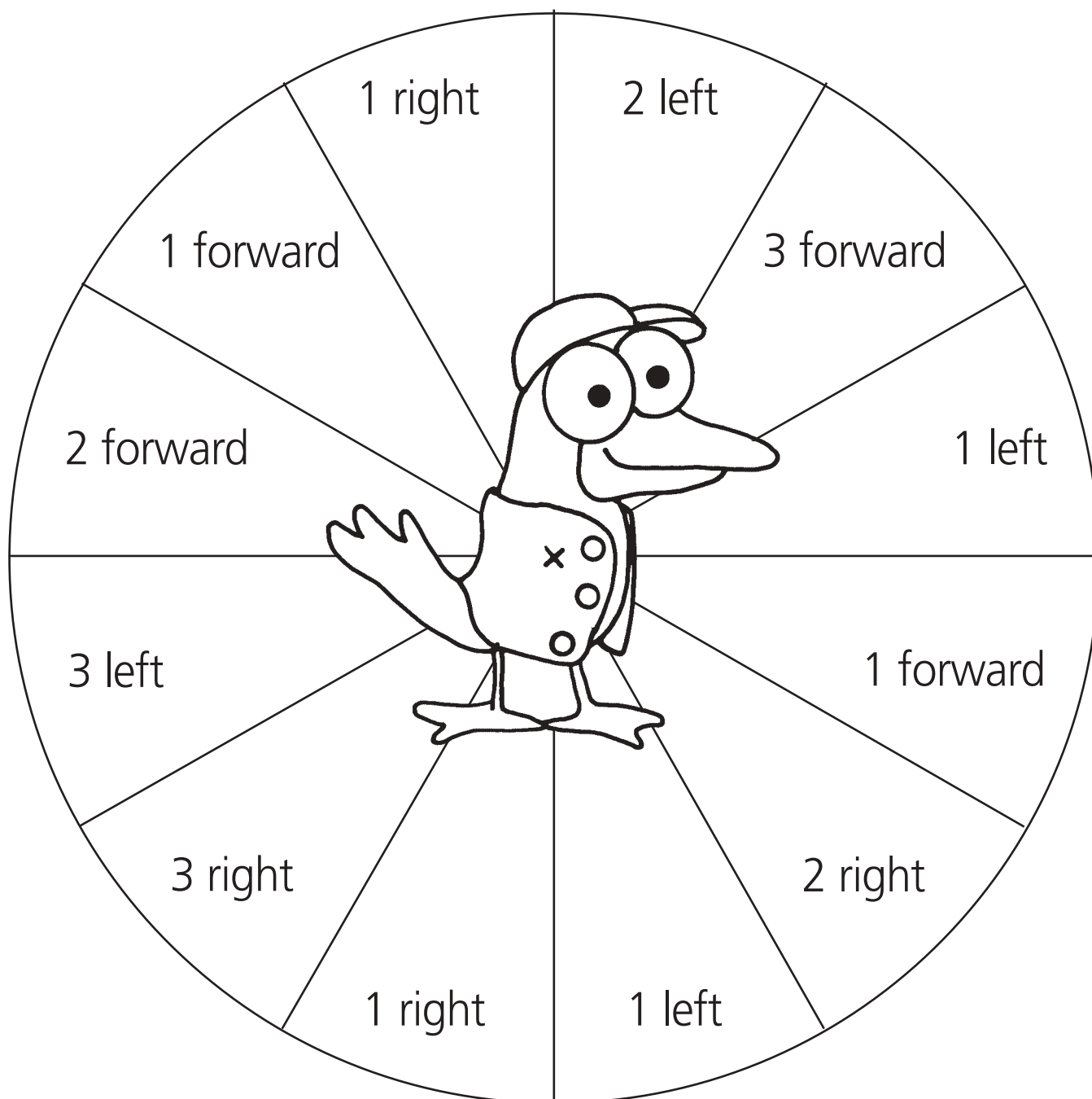
A

South

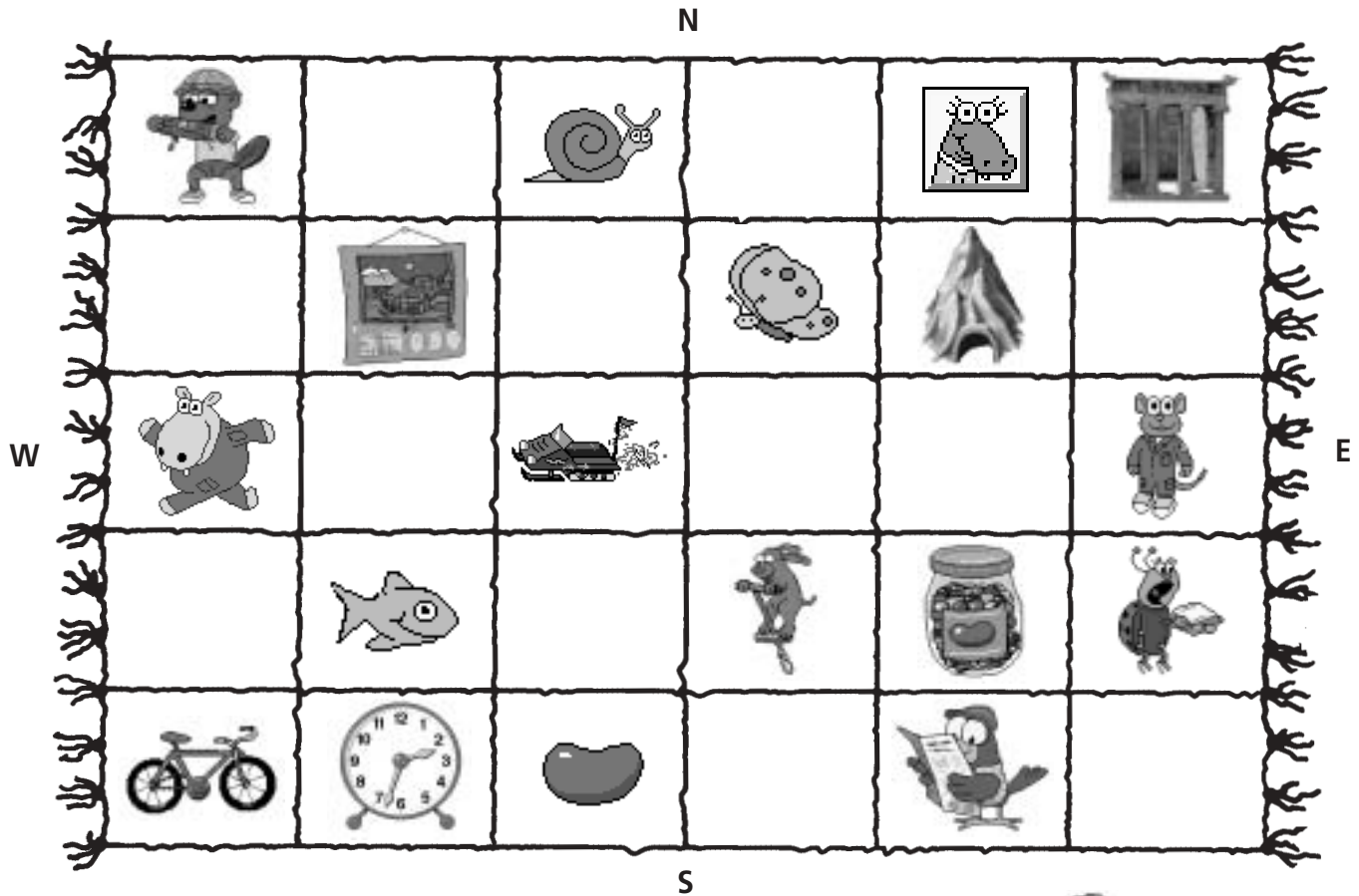
1. Go east on Red Street until you reach Blue Street.
2. Go as far south as you can on Blue Street.
3. Go west on Green Street to the loop.
4. Loop around and go east on Green Street to Orange Street.
5. Follow Orange Street as far south as you can.
6. Go east on Pink Street to Purple Street.
7. Go north on Purple Street as far as you can.

Spinner

1. Copy and mount the page on cardboard.
2. Color.
3. Cut out the circle and wing.
4. Punch a hole in the wing.
5. Attach the wing loosely at the "X" with a brass fastener.



My Messy Rug



Go 1 north of . Then go 1 west. Where are you?



Go 3 north of . Then go 3 east. Where are you?



Go 1 south of . Then go 1 west. Where are you?



Go 3 east of . Then go 1 south. Where are you?



Go 1 south of . Then go 3 east. Where are you?



Go 4 west of . Then go 3 north. Where are you?

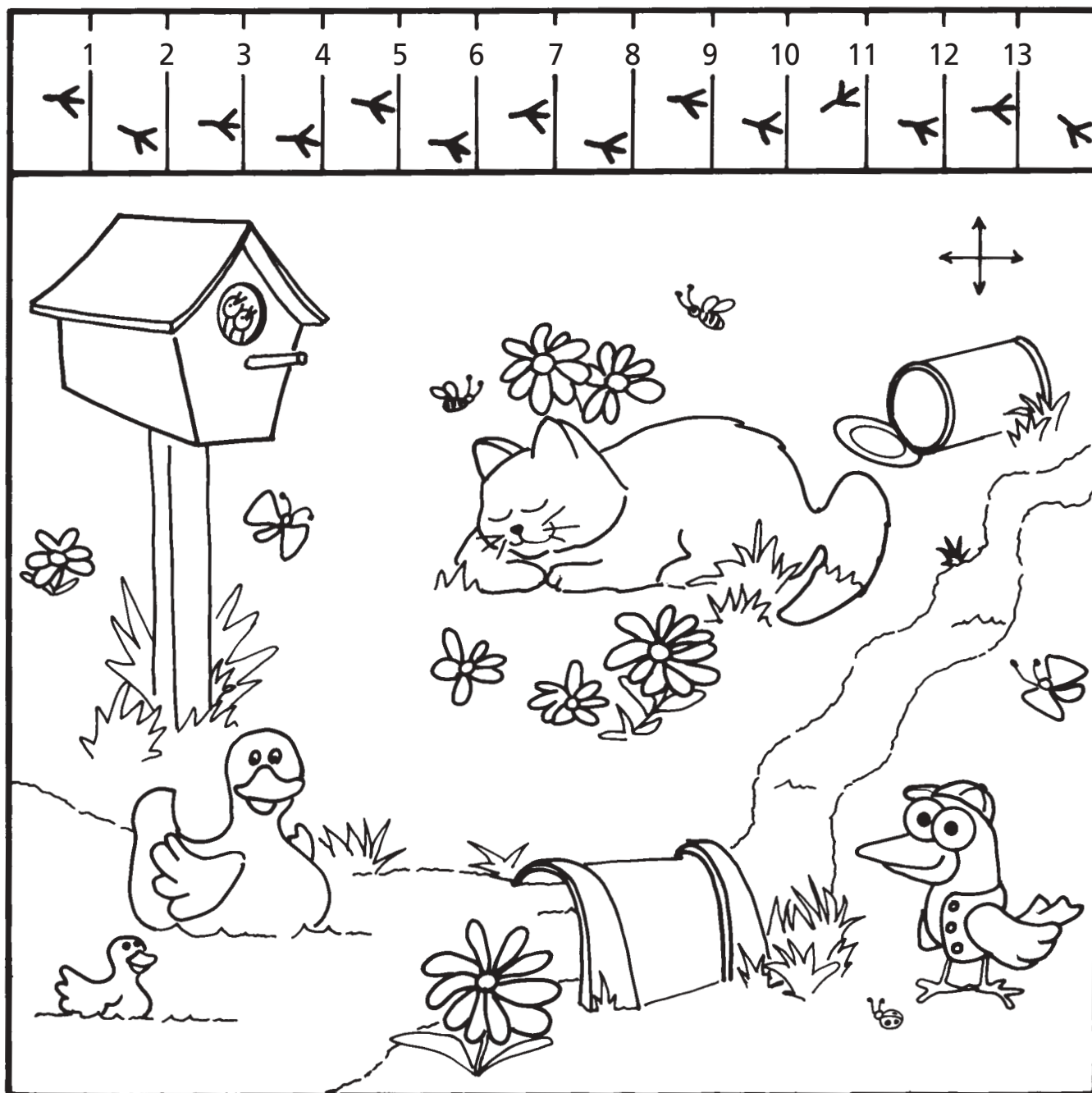


Go 5 east of . Then go 2 north. Where are you?



Go 3 south of . Then go 1 west. Where are you?





Cut out Joe's ruler at the top of the page. Draw a line to show Joe where to find a worm.

1. Start at the beetle by Joe's feet.
2. Go 3 Joe prints west.
3. Go 3 Joe prints north.
4. Go 4 Joe prints west.
5. Go 7 Joe prints north. Don't wake the kitty!
6. Go 6 Joe prints east.
7. Go 2 Joe prints south.
8. Go 2 Joe prints east. Circle the spot to find a worm.

Symbol Sandbox

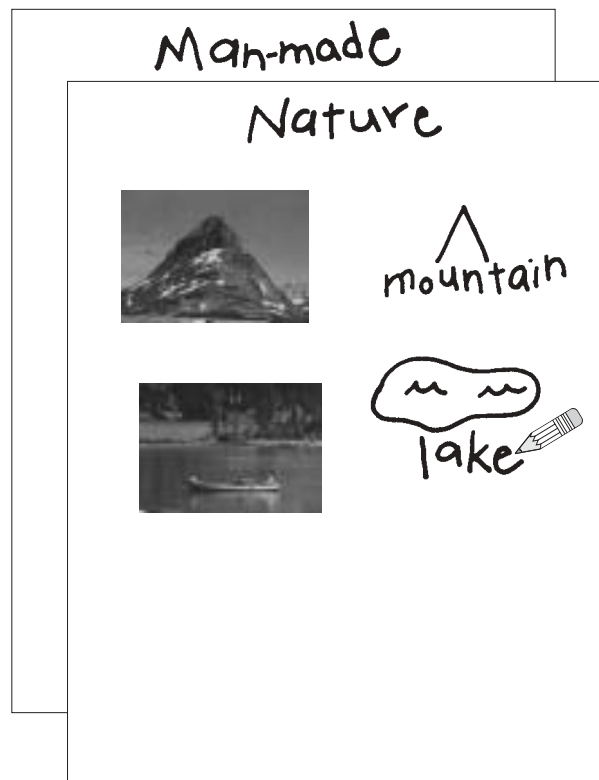


Nature or Not

Science

Ask students to name some things they might see when riding down the highway. Discuss the idea that some things are part of nature (hills, rivers, trees) and some things are man-made (bridges, buildings, different kinds of roads). Explain that some things may fit in either category (lakes, tunnels, berms).

Give each student (or pair of students) two pieces of paper and instruct students to label the sheets "man-made" and "nature." Have students cut out magazine pictures of natural features and man-made structures and glue them down the left sides of their papers. On the right sides, have students draw symbols (such as those used in map keys) for each of the magazine pictures.



Conclude by letting students use the symbols they have created to make maps of imaginary highways and the surrounding areas.

Mini Maps

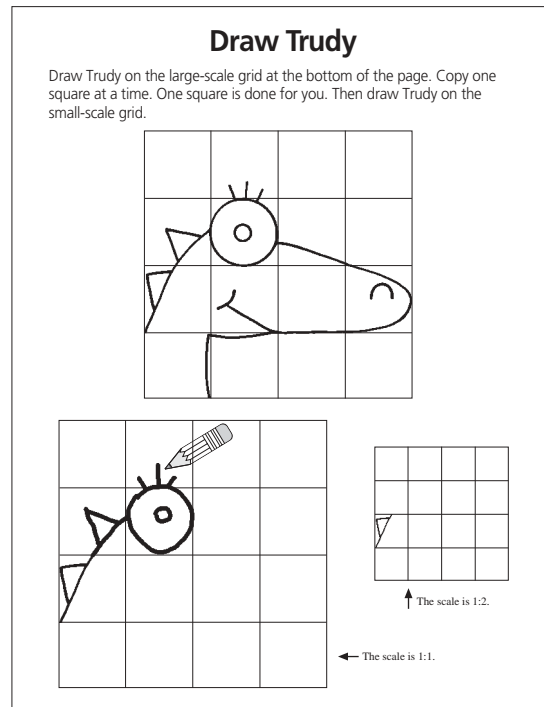
Art

Show some maps and point out that a map is like a drawing made from high above the area. Students cannot hover over your town or school to make a map, but they can easily look down on a small area such as an open desk drawer, a shelf of books, an aquarium, a bin of supplies, or a desk top. Provide pencils and paper and let each student select and map a small area in the classroom by drawing it from above. Suggest that students title their maps, color them, and display them near the locations that were mapped.

Reducing Trudy

Mathematics

Make copies of page 57 for your class. (Alternatively, make a single copy for an overhead projector and complete this activity together, enlisting the help of student volunteers.) Have the students copy the character at the top of the page (Trudy) onto the large grid at the bottom of the page, one square at a time.



Next have the students draw Trudy on the smaller grid. Ask students to notice that this drawing looks the same except for its smaller size or "scale." Similarly, maps are small-scale drawings of large areas.

To further explain the concept of scale to older students, tell students that their larger drawings have a scale of 1:1; that is, one inch on their drawings represents one inch on the original. Let students measure to prove this is true. Then have students measure their smaller drawings to see that one inch on the smaller drawing represents two inches on the original for a scale of 1:2. Explain that a mapmaker might use a scale of 1:40,000,000 in order to make a map of North America fit on a piece of paper. Let interested students experiment with other sizes of grids to draw Trudy to a variety of scales. (Students can draw their own grids, or you can use a copier to enlarge or reduce the grids on page 57.)















Road Codes

Make copies of page 58 and have students decode the message.

Language Arts

Message in Code

Use these symbols to decode the message at the bottom of the page.

 = A	 = B	 = D	 = E	 = F
 = H	 = L	 = M	 = O	 = P
 = R	 = S	 = T	 = Y	

THESE

SYMBOLS

ARE ALL

FROM ROAD

MAPS.

All the symbols used in the code came from road maps. Of course, on maps the symbols did not represent letters. Let students guess what the symbols did represent:



— harbor



— railroad



— park



— historical marker



— travel information



— city



— forest ranger station



— capital



— fish hatchery



— hunting and fishing area



— university



— airport



— hospital



— campground

Point out the key or legend on a map. Explain that the key shows symbols used and what they represent on that map. Ask volunteers to search the map to find the symbols shown in the key. Together, use the symbols on this and other maps to make a “secret code” for the class. Students can use the code to write messages to each other, or you can use the code to write messages to the class (good work in math, happy vacation, etc.).

Picture Your Neighborhood

Art

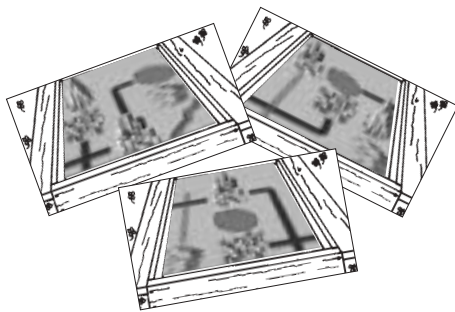
In preparation for this activity, ask students to look closely at their homes and the surrounding area. What kinds of houses are next door? Do they have garages? Are there trees in the yard? Where and how many? Provide old magazines and let students make collage-like representations of their neighborhoods by combining pictures cut from magazines with their own drawings.



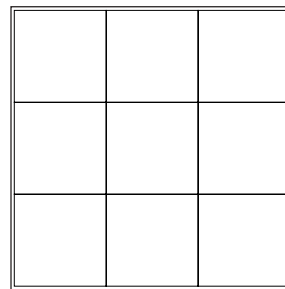
Mapmaker Game

Problem Solving

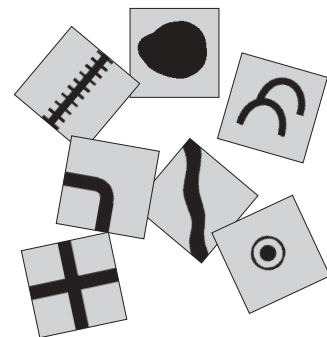
The Mapmaker Game can be played by two or three players. Make one copy of the sandbox scenes (top of page 59), two or three copies of the playing board (bottom of page 59), and two copies of the map pieces (page 60). Cut the parts of the game apart on the solid lines. If desired, you can make the game more durable by laminating it.



sandbox scenes



playing board

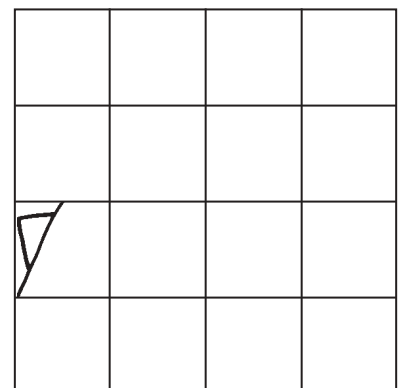
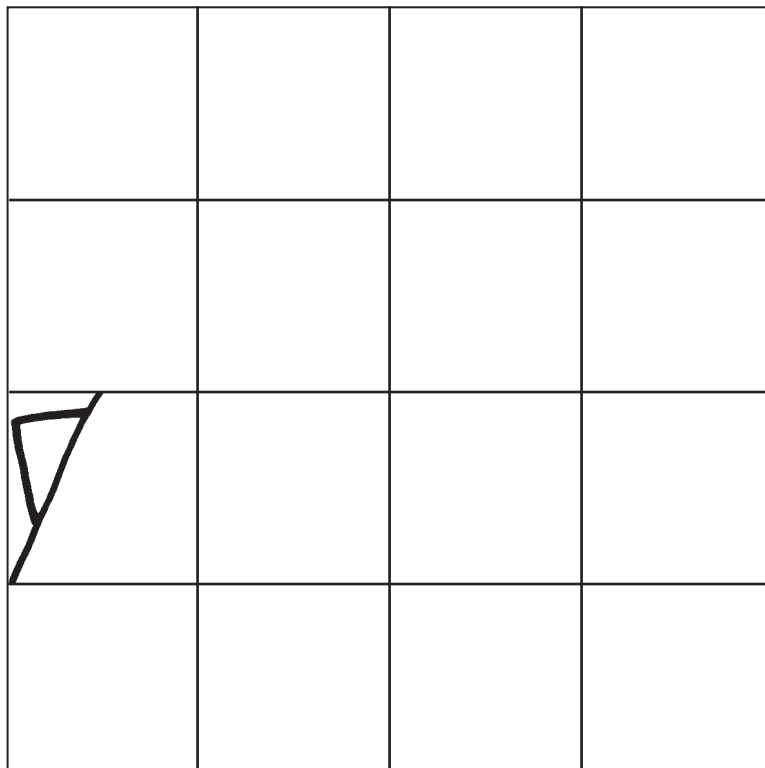
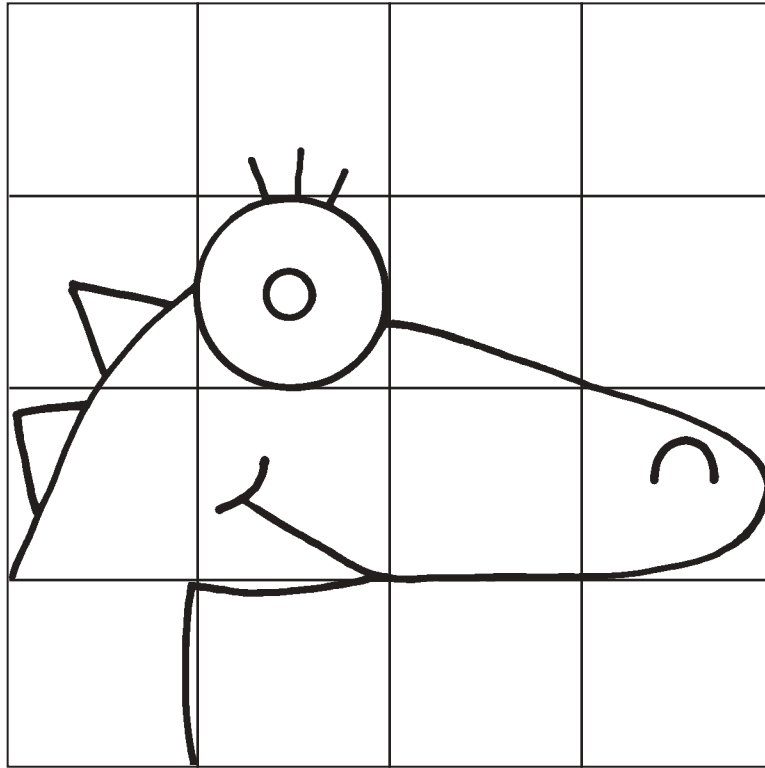


map pieces

To play, each player selects a playing board and one of the sandbox scenes. The map pieces are shuffled and placed in a stack, upside down. Players take turns drawing map pieces and using them to make maps of their sandbox scenes on their playing boards. If a player draws an unneeded map piece, it is placed on a discard pile. (If players run out of map pieces, the discard pile can be shuffled and reused.) The winner is the first player to complete a map.

Draw Trudy

Draw Trudy on the large-scale grid at the bottom of the page. Copy one square at a time. One square is done for you. Then draw Trudy on the small-scale grid.

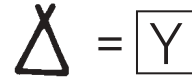
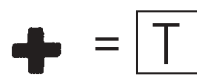
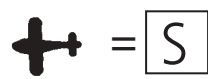
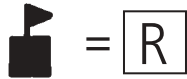
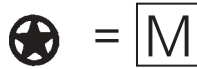
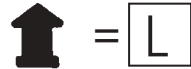
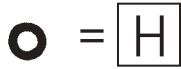
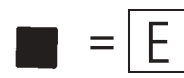
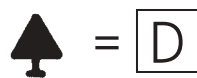
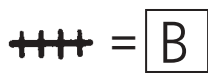
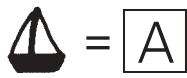


↑ The scale is 1:2.

← The scale is 1:1.

Message in Code

Use these symbols to decode the message at the bottom of the page.



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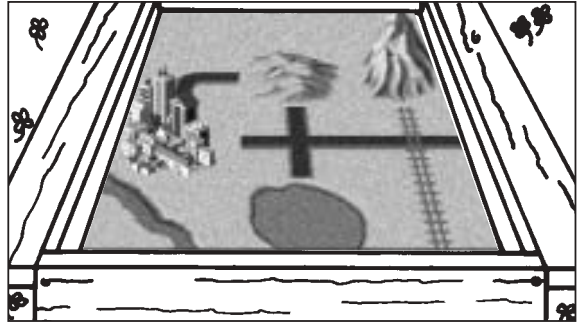
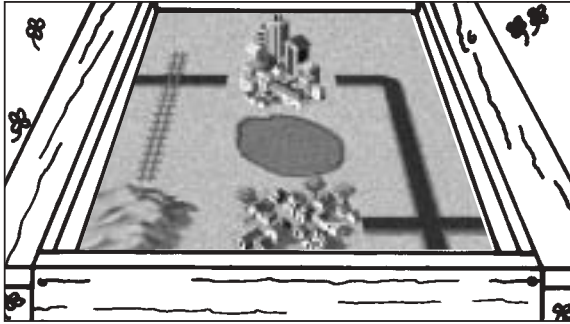
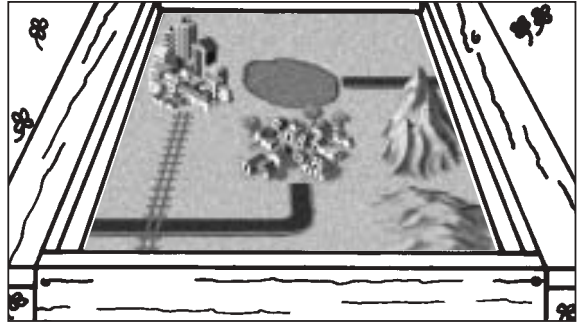
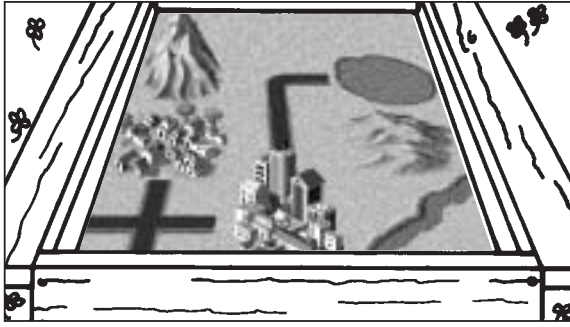


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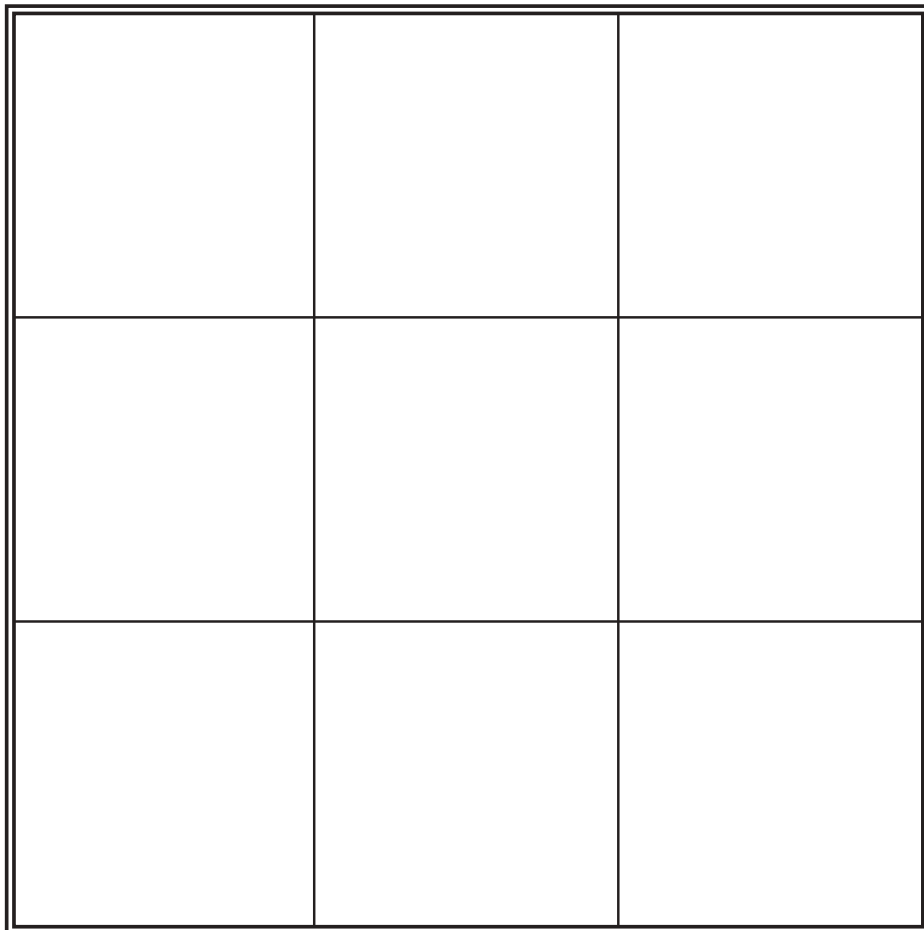


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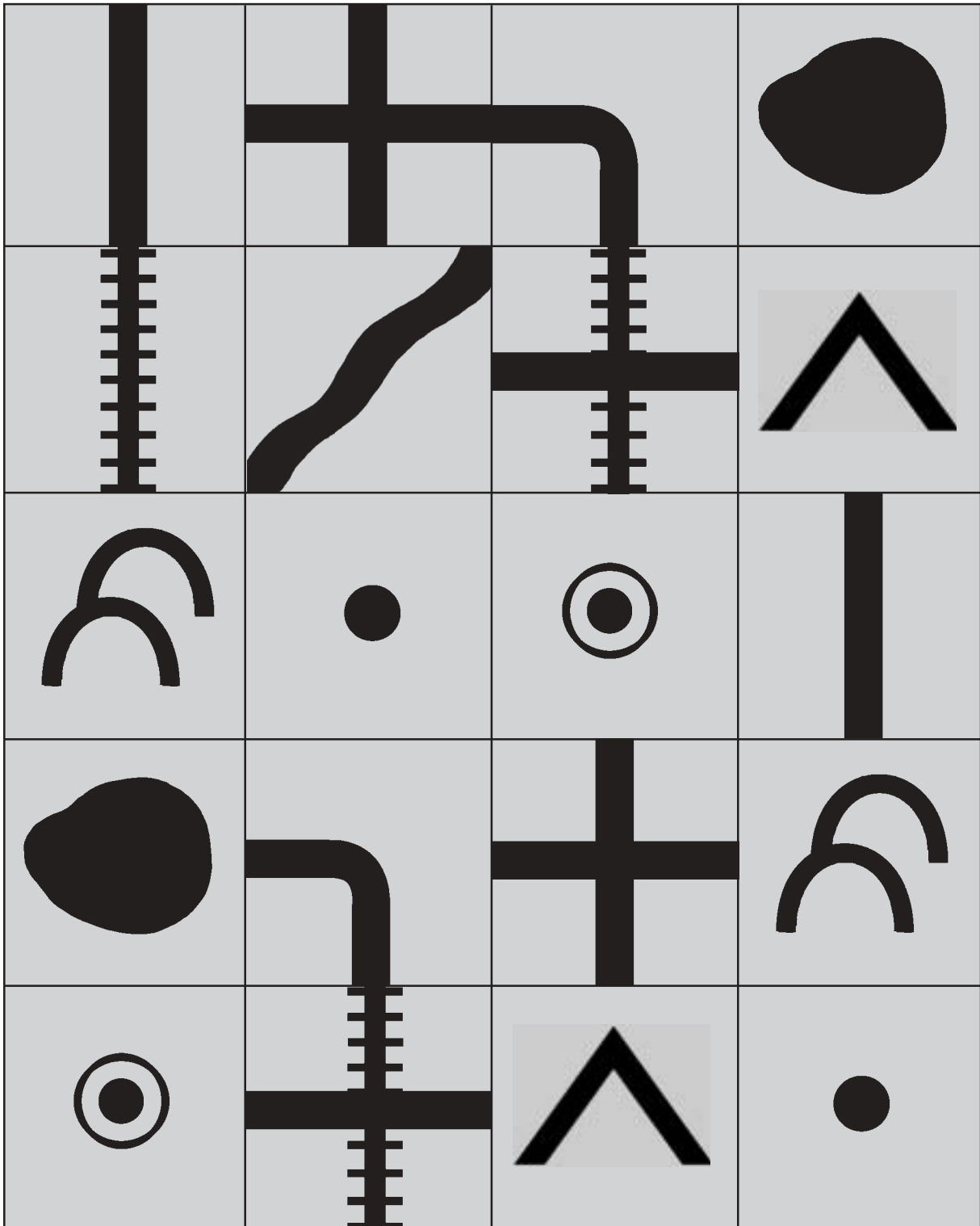
Sandbox Scenes



Playing Board



Map Pieces



Calendar Clock



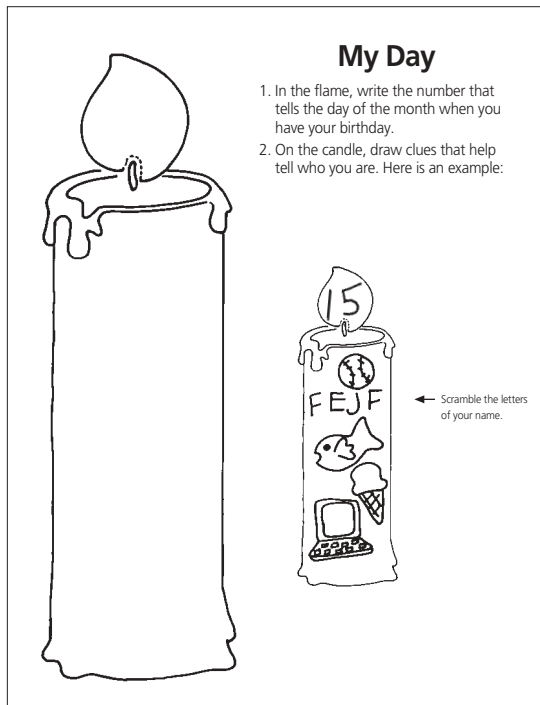
My Day

Print the name of each month on separate sheets of 11 by 14 inch paper. Lay these, in random order, on tables around the room. Make copies of page 65 for your students. Have each student write the day (3, 16, etc.) of the month on which the student's birthday occurs inside the flame. Then, within the candles, have students draw some clues about themselves (symbols of favorite activities, favorite foods, mixed up letters of their first names, etc.).

Social Studies

My Day

1. In the flame, write the number that tells the day of the month when you have your birthday.
2. On the candle, draw clues that help tell who you are. Here is an example:



When students have finished, have them cut out the candles, place them on the correct "month sheet," and then arrange the dates in order for their birthday months. Glue the candles in place.



Use these sheets for the following activity, "Time Stations." Later, post the sheets in the correct sequence around the room. At the beginning of each month, let students use the candle clues to guess which students have birthdays during that month.

Time Stations

Set up activity stations around the room as explained below. If you have calendar or clock manipulatives, you can use them for additional or substitute stations. Over several days, allow time for individual students to visit every station.

Mathematics

■ Month After Month

Supplies: The calendars from the "My Day" activity (page 61) and one copy of the instructions (page 66).

Month After Month

1. Lay the months out in order starting with this month.
2. Mix up the months.
3. Lay the months out in order starting with your birthday month.
4. Mix up the months.
5. Lay the months out in order starting with January.
6. Mix up the months and leave them neatly stacked for the next student.

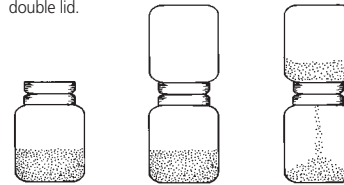


■ The Sands of Time (supervision needed)

Supplies: Baby food jars and lids (before starting the activity, glue pairs of lids together and punch a small hole in the middle), a pitcher of fine sand or salt, a watch or clock with a second hand, and one copy of the instructions (page 66).

The Sands of Time

1. Pour some sand or salt into a jar. Screw on the double lid.
2. Carefully screw on an empty jar upside down.
3. Turn the hourglass over. See how much time it takes for the sand to run into the other jar.
4. Try it again with a different amount of sand or salt.



(You can make one of these at home. Have an adult help you punch the hole.)

■ Time It!

Supplies: Several hourglass-style sand or salt timers from games familiar to students (mark each timer with the name of the game), a clock or watch with a second hand, and a copy of the instructions (page 67) for each student. Print the names of the games before you copy the page or let students do so when they work at the station.

Time It!



Do you ever wonder how much time you really have when you are taking a turn in a game? Do you think it is the same for every player?

You can check this by using the watch. Fill in this chart with the seconds or minutes you count. Use the watch to time each timer two times!


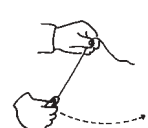
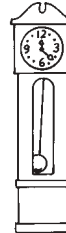
Name of the Game	Make-A-Word		Money Game		Race Track	
Seconds or Minutes	1st time	2nd time	1st time	2nd time	1st time	2nd time
	12	14	32	32	28	



■ Swinging Time

Supplies: A large paper clip tied at the end of a 40-inch string, a large paper clip tied at the end of a 10-inch string, and one copy of the instructions (page 67) for each student.


Swinging Time

1. Hold the end of the long string and push the paper clip so it swings. How many swings does it make in 10 seconds? 10
2. Now use the paper clip with the short string. How many times does it swing in 10 seconds? 18
3. How do you think a clock with a pendulum keeps time?

■ My Calendar

Supplies: A copy of page 68 for each student, markers or crayons, and a sample calendar with the month, days, and dates printed clearly. If you have *KidDesk*, a separate program available from Edmark, students can use it to make their calendars.



Name of Month
October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9

Print the name of the month and the numbers of the days. Add pictures or words to help you remember special days or plans.

Loops of Days

Tell the class something that you are looking forward to (a few days from now). On chart paper or the chalkboard, calculate how many days, hours, minutes, and seconds you will have to wait. Then do the same for a volunteer student. Ask all of the students to think of something they are looking forward to that is hours or days away.

Provide strips of paper from which students can make paper chains. Allow time for them to construct chains representing either the number of hours or the number of days until the activity will take place. Have students tape their chains to the sides of their desks. As the hours or days pass, students can tear off loops. If students wish, they can share with the class what they were looking forward to when they tear off their last loops.










Mathematics

Pick a Measure

Problem Solving

Divide students into groups to brainstorm. Ask them to think of everything they can that we measure by time (time to complete a race, time until a birthday, time until recess, time to finish a task, time until summer vacation, time until entering fifth grade, etc.). A recorder for each group can make the list with simple words or symbols.

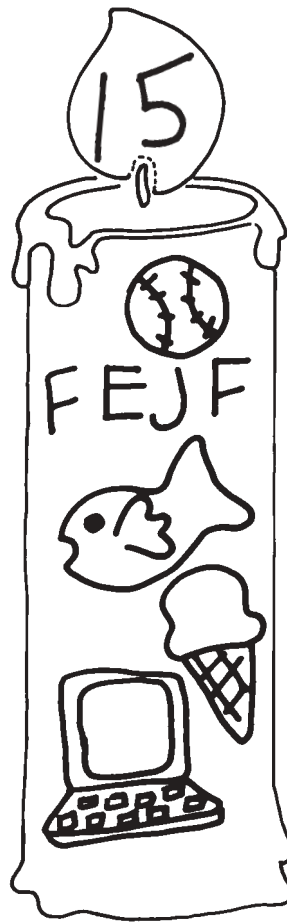
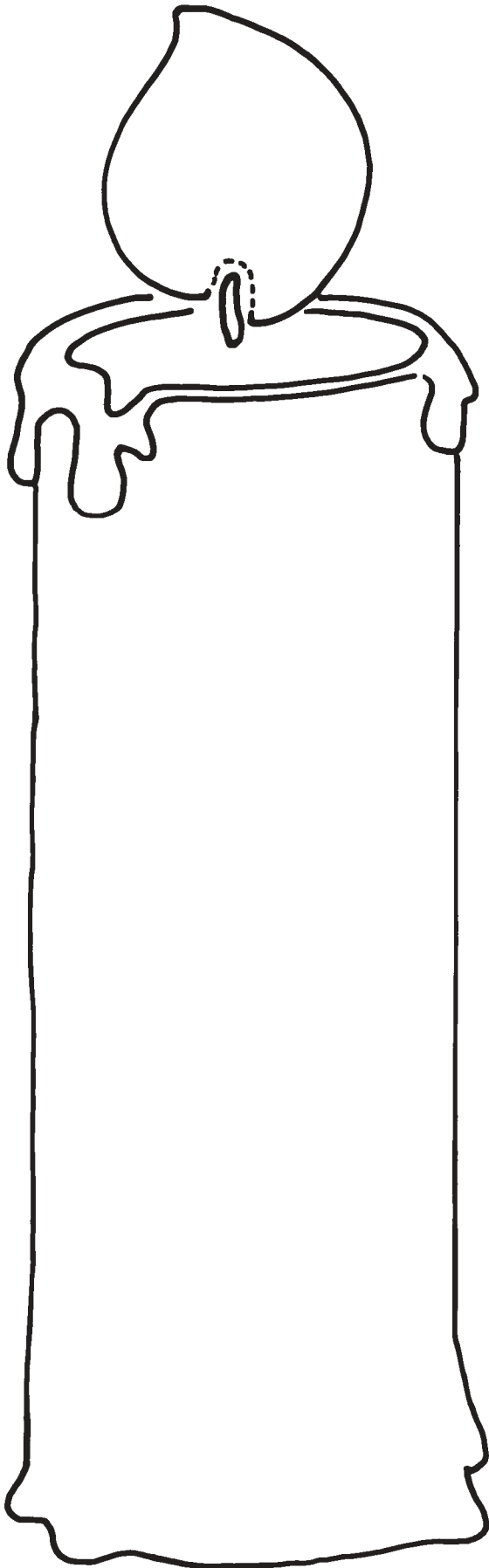
Then, with the entire class, discuss the different units we use to measure time. List these across the top of the chalkboard or chart paper: seconds, minutes, hours, days, months, years. Ask a group to volunteer an idea from their list. Discuss which unit of time would be used to measure it (a race—seconds, time until a birthday—days). If students have different answers, explain that different units of time may be correct. (For example, it could be days to wait until one student's birthday and months to wait for another student's birthday.) Help the groups transfer their listed activities onto the board under the units of time they think would be best.

Seconds	Minutes	Hours	Days	Months	Years
	 	 		 	

Older students may enjoy discussing the most efficient units of measuring time. For example, you could say that you spend 2,700 seconds at physical education each day, but it is more understandable and efficient to say that you spend 45 minutes at physical education.

My Day

1. In the flame, write the number that tells the day of the month when you have your birthday.
2. On the candle, draw clues that help tell who you are. Here is an example:



← Scramble the letters of your name.

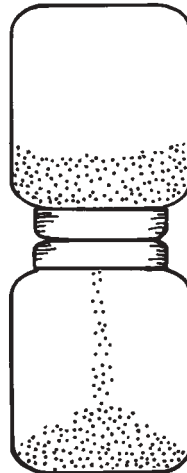
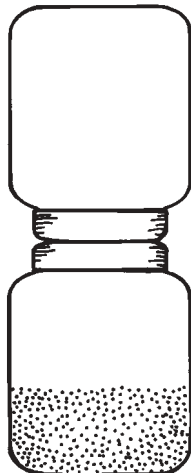
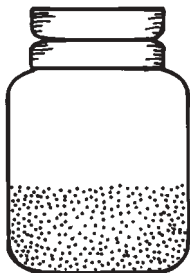
Month After Month

1. Lay the months out in order starting with this month.
2. Mix up the months.
3. Lay the months out in order starting with your birthday month.
4. Mix up the months.
5. Lay the months out in order starting with January.
6. Mix up the months and leave them neatly stacked for the next student.



The Sands of Time

1. Pour some sand or salt into a jar. Screw on the double lid.
2. Carefully screw on an empty jar upside down.
3. Turn the hourglass over. See how much time it takes for the sand to run into the other jar.



4. Try it again with a different amount of sand or salt.

(You can make one of these at home. Have an adult help you punch the hole.)



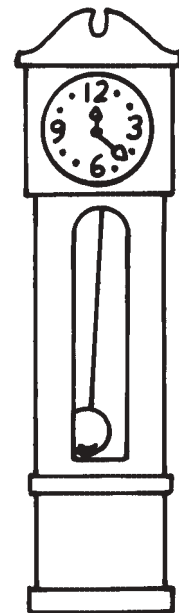
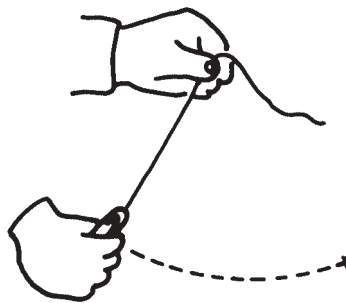
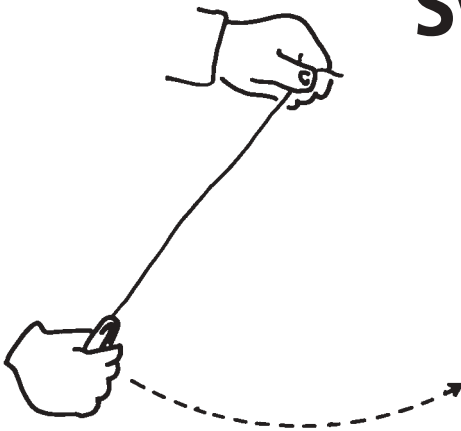
Time It!

Do you ever wonder how much time you really have when you are taking a turn in a game? Do you think it is the same for every player?

You can check this by using the watch. Fill in this chart with the seconds or minutes you count. Use the watch to time each timer two times!

Name of the Game						
Seconds or Minutes	1st time	2nd time	1st time	2nd time	1st time	2nd time

Swinging Time



1. Hold the end of the long string and push the paper clip so it swings. How many swings does it make in 10 seconds? _____

2. Now use the paper clip with the short string. How many times does it swing in 10 seconds? _____

3. How do you think a clock with a pendulum keeps time?



	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Print the name of the month and the numbers of the days. Add pictures or words to help you remember special days or plans.

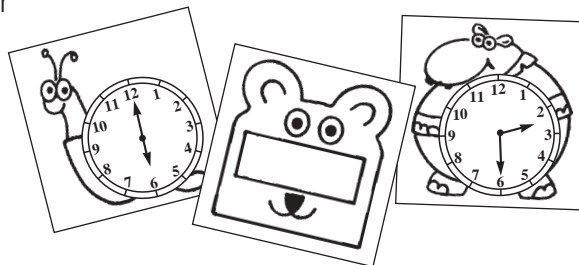
Time Twins



Clock Cards

Make copies of page 73 on the heaviest paper your copier will accommodate. Cut the cards apart (on both solid and dashed lines) and laminate them if possible. The cards can be used for any of the following activities.

Mathematics

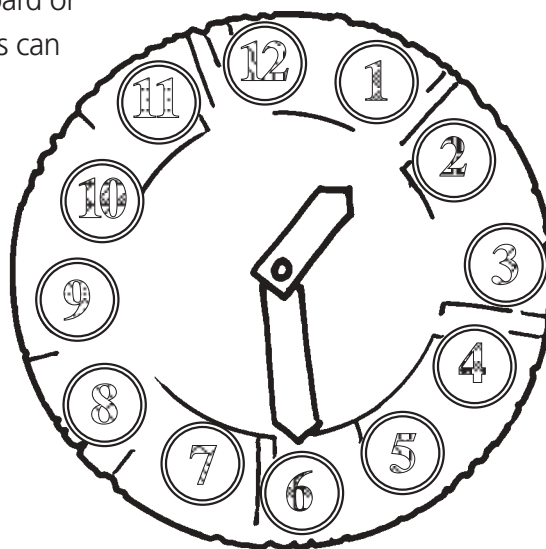


- Tape a copy of the answer key (top of page 74) to the bottom of a shoe box. Place analog clock cards in the shoe box. Let students (individually or in pairs) try arranging the cards in order as they would occur starting from 12 o'clock.
- Tape a copy of the answer key (bottom of page 74) to the bottom of a shoe box. Put all of the cards in a shoe box. Let students practice matching the analog and digital clocks by arranging them in pairs.
- Let small groups of students play matching games such as Concentration or Old Maid (set a 12 o'clock card aside—the remaining 12 o'clock card is the old maid).

Custom Clocks

Art

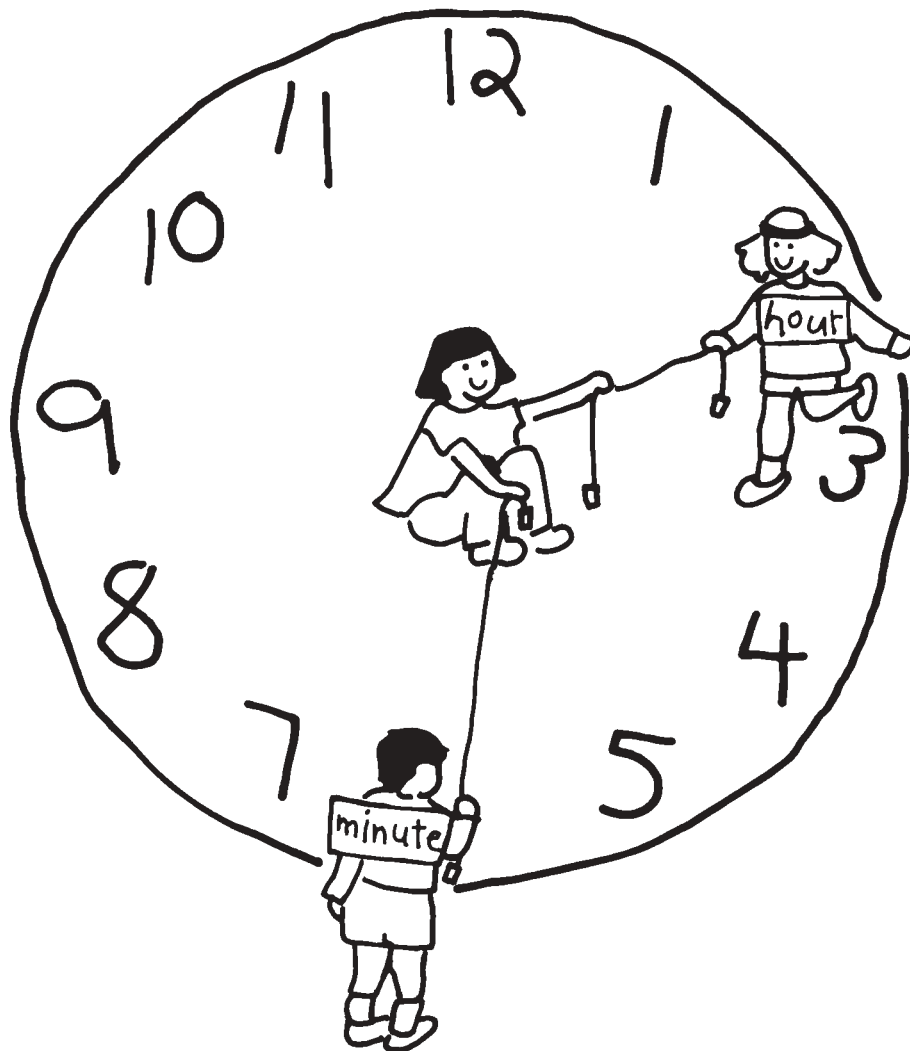
Using paper plates for clock faces and strips of tagboard or plastic (from coffee can lids) for clock hands, students can make their own clocks. Before attaching the clock hands with brass fasteners, allow time for students to design interesting clock faces. If they wish, they can color and cut out the numbers from copies of page 75, discarding the Trudy card (or they can cut numbers from old magazines), and glue them onto the plate. Alternatively, they can write the numbers directly on the plate and add pictures to make a modern, old-fashioned, animal, circus, etc., clock. Use these clocks when students are practicing telling time.



Hop Around the Clock

Physical Education

Draw a large chalk circle on the playground. Write the numeral 12 on the clock and ask a volunteer to stand where you should write the numeral 6. Continue the process asking for the remaining clock numerals. Tape a sign with the word "minute" on one student and a sign with the word "hour" on another student. Have a third student sit in the middle of the circle holding a jump rope in each hand while the "minute student" and "hour student" hold the other ends of the jump ropes (to represent clock hands).



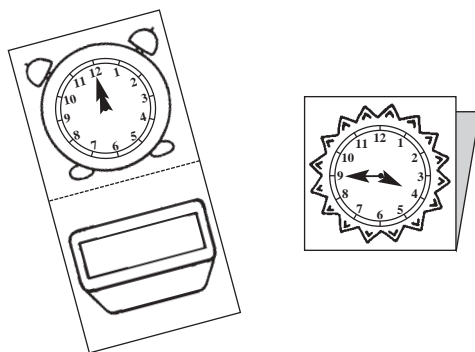
Let classmates take turns calling out times as the volunteers hop to the correct positions on the clock. Frequently switch student volunteers.

Later in the week, let students play this game in groups of four to six students each. Then the "caller" can say, for example, "Run to three o'clock" or "Skip to six-thirty."

Time in a Flash

Mathematics

Make copies of page 73 for each student or make enough copies for pairs of students to share. Instruct students to cut the cards apart on the solid lines only. If they wish, they can color the clocks. Have students fold the cards along the dashed lines and tape, paste, or glue them with wrong sides together.



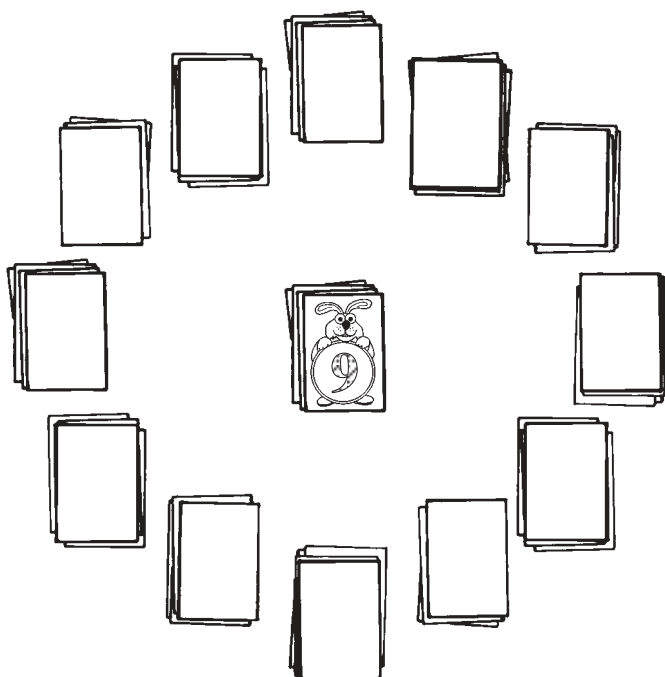
Students can use these as flash cards to test themselves on telling time by looking at the analog clocks and then checking their answers by looking at the digital clocks. Or, pairs of students may enjoy using the cards for practice. If possible, let students take their flash cards home.

Time for Solitaire

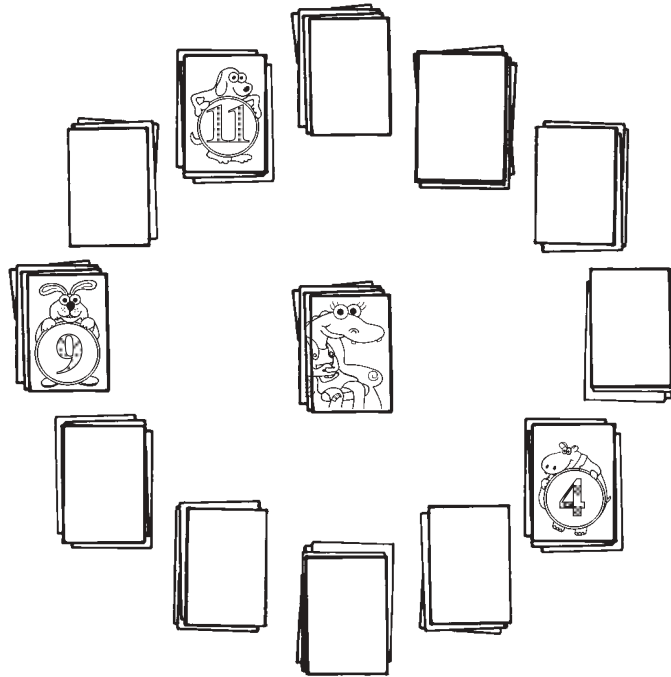
Problem Solving

Students can play this game by themselves using cards cut from four laminated copies of page 75. Or, students can use a regular deck of cards (counting jacks as elevens, queens as twelves, and kings as Trudy cards.) The directions follow:

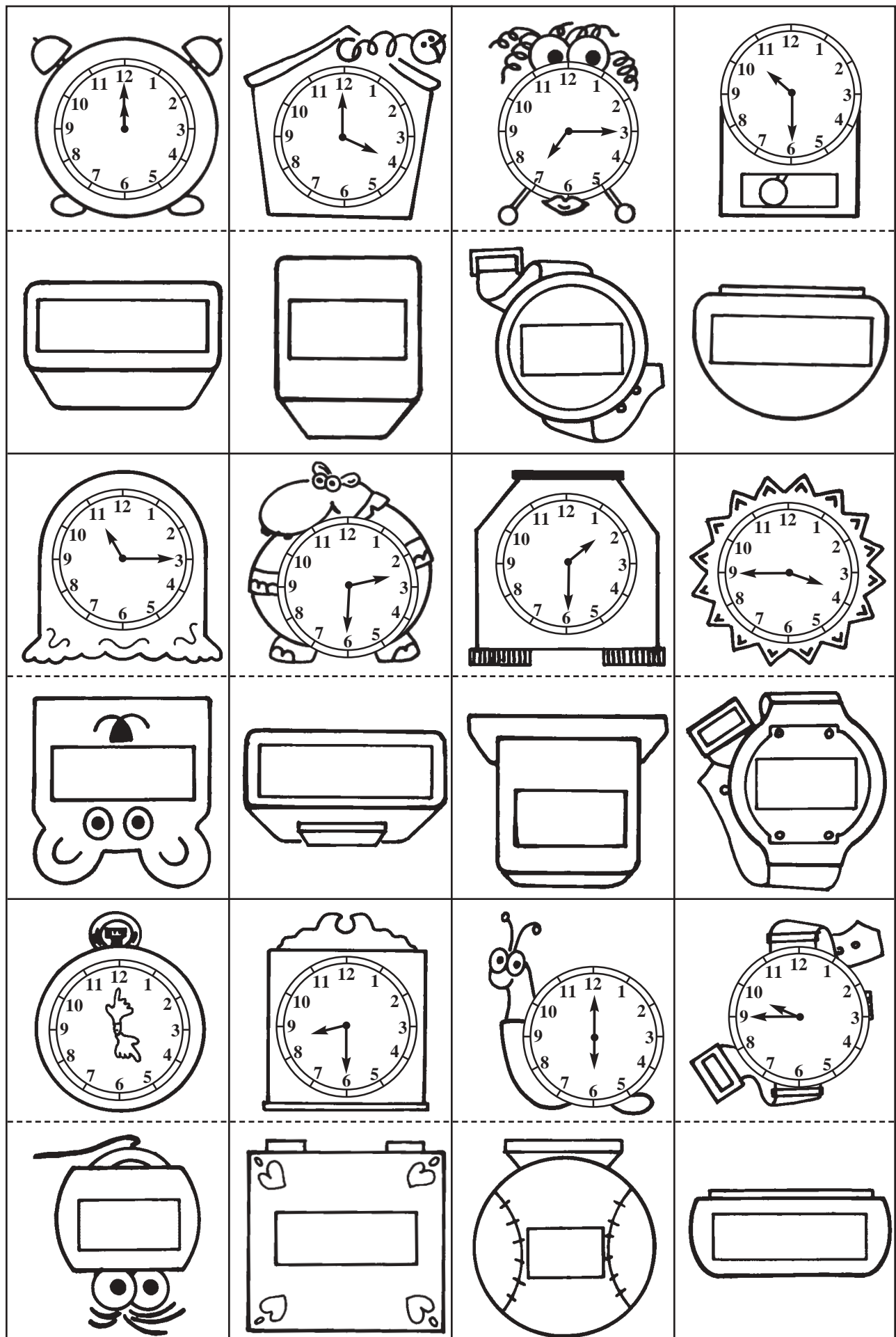
1. Shuffle the cards and deal twelve cards face down in the same positions as clock numerals. Deal around until there are four cards in each pile. Place the leftover cards face down in the center and then turn the top card face up.



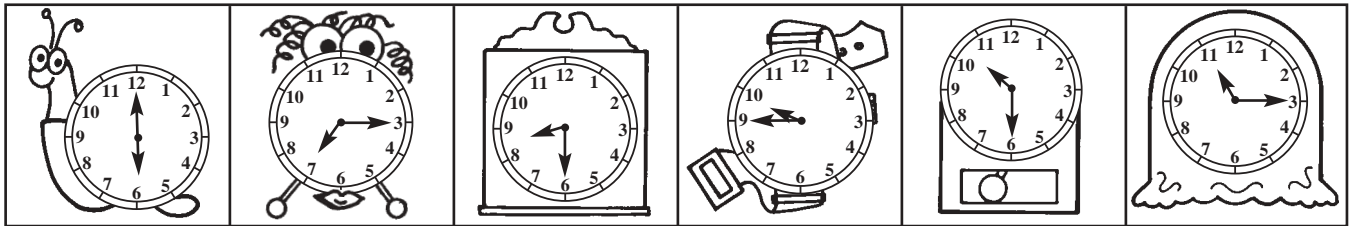
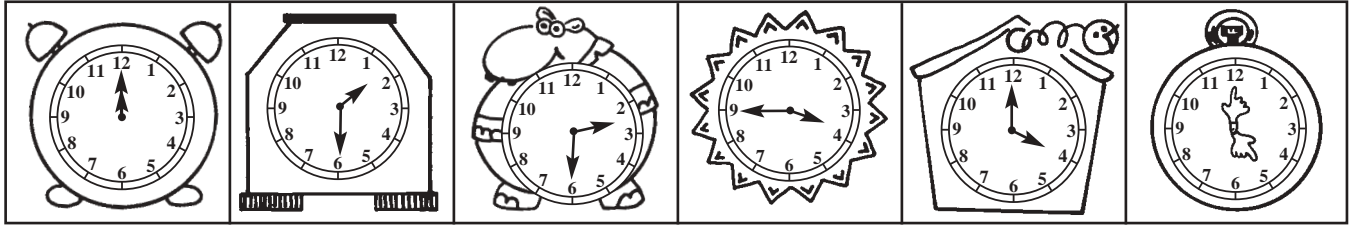
2. If the center card is a 9, for example, place it on the top of the pile at the 9 o'clock position. Then remove the card from the bottom of the 9 o'clock pile and put it on the pile where it belongs. Continue the process. Whenever you get a Trudy card (or a king) put it on the center pile.



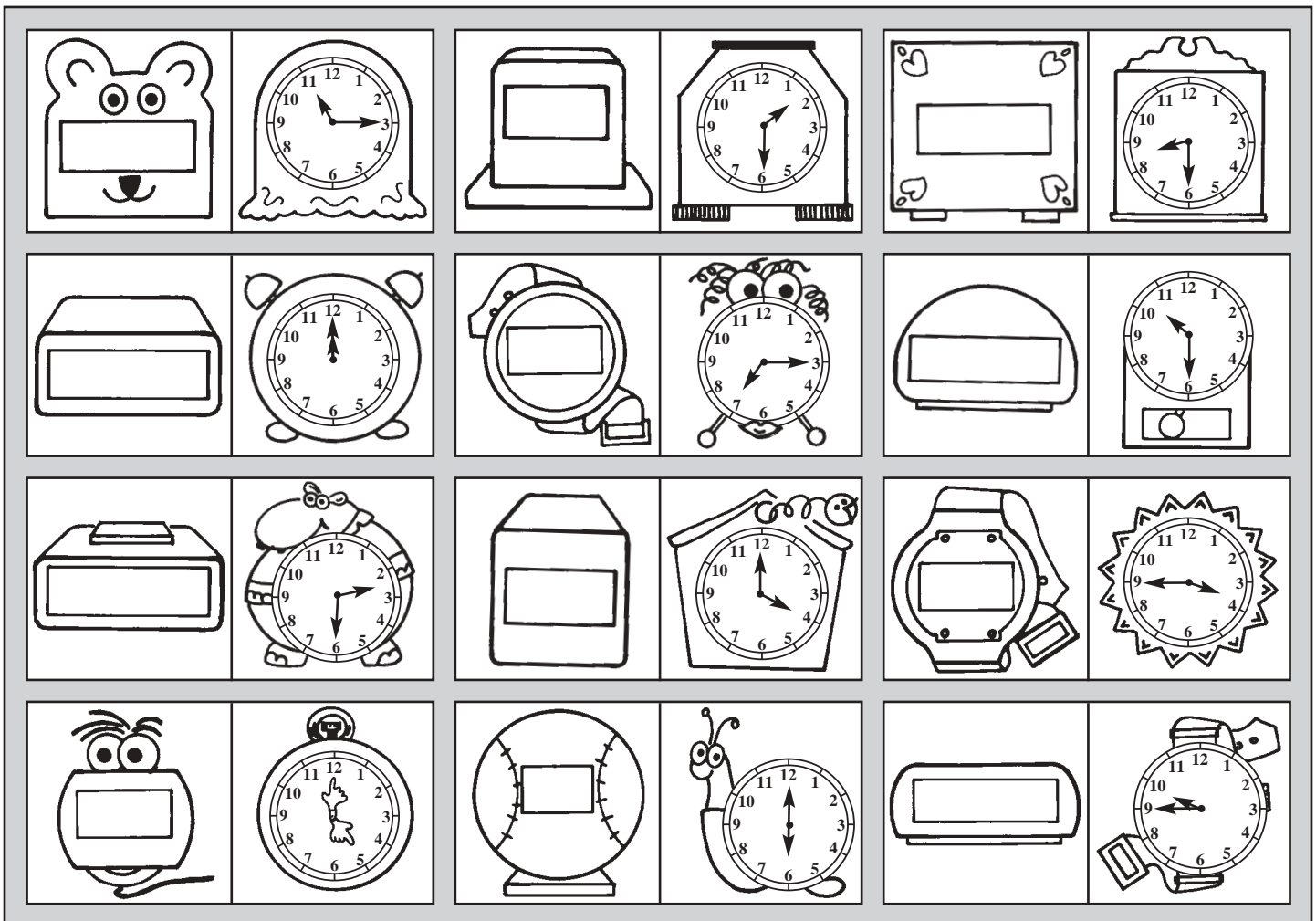
Winning the game is a matter of luck. If all the cards are face up before you turn all the Trudy cards (kings) face up, you will win! If you happen to turn up the four Trudy cards (kings) early in the game, you lose.

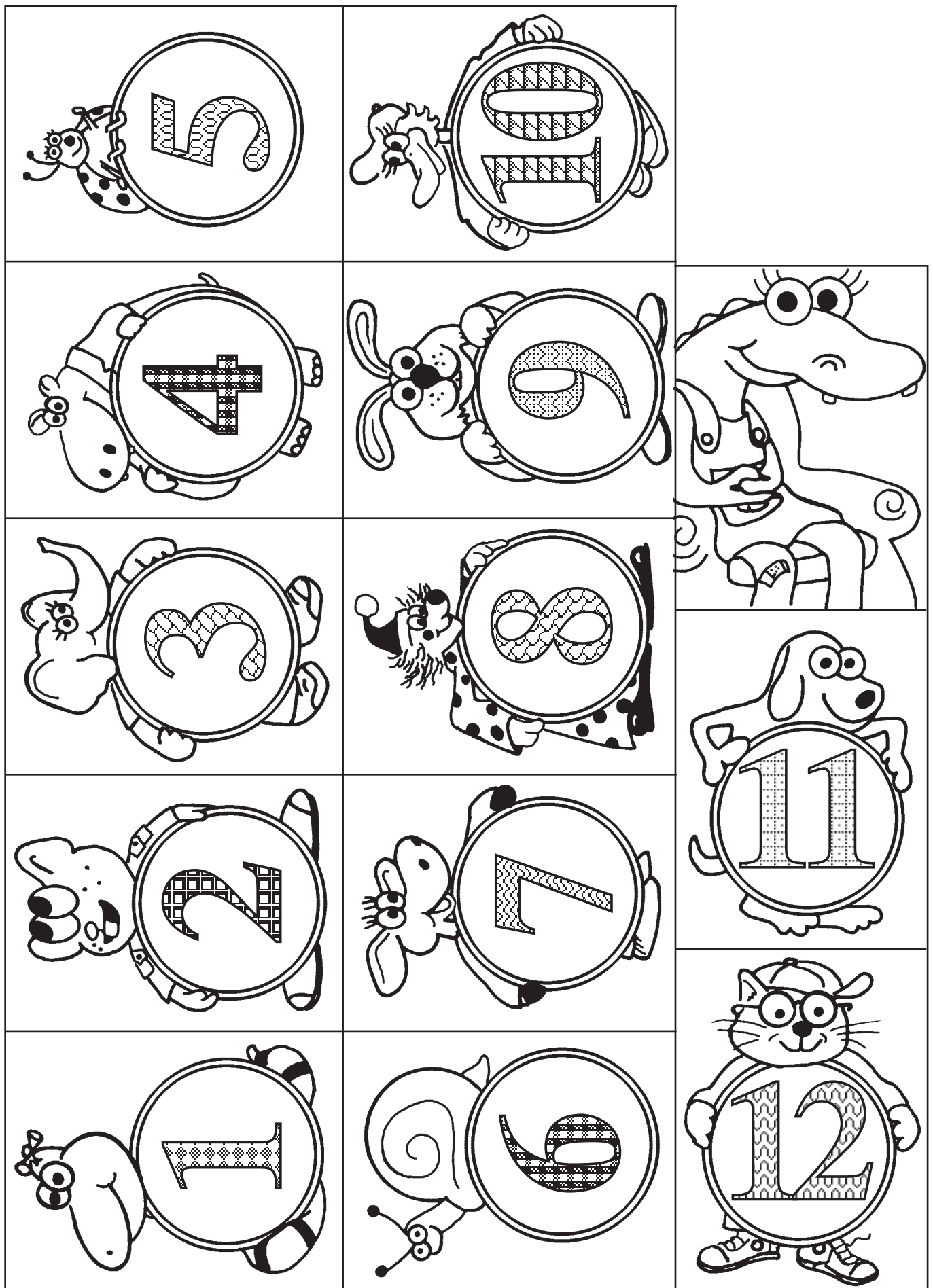


Clocks In Order



Clock Pairs





Students with Special Needs

Trudy's Time and Place House is designed to be used by young students or students with special needs and is fully compatible with Edmark's TouchWindow, a touch-sensitive screen that attaches to your computer monitor. (The TouchWindow can also be used as a single switch device. See below.)

Scanning for Single Switch Users

Trudy's Time and Place House supports single switch input with scanning. When scanning is turned on, a selection arrow automatically advances from choice to choice (the speed is adjustable). Students make a selection by activating a single switch device. (See list of devices below.) For more information about adjusting scanning speed, see page 31 (Macintosh) or page 32 (Windows).

When scanning is on, Macintosh users can temporarily suspend or resume scanning by pressing Command ⌘ -Option-S; Windows users press Ctrl-Alt-S. In Windows, the printing icon is not scanned. To print, temporarily suspend scanning.

Single Switch Devices Used with Scanning

You can connect a variety of single switch devices, allowing each student to use the most suitable switch while taking turns on the same software activity.

- **TouchWindow** — The entire TouchWindow can function as the single switch device. When the selection arrow points to the object or icon, touching any part of the screen selects the indicated object or icon. The TouchWindow can be placed in the user's lap or on a desktop.
- **Mouse** — The mouse button can serve as the single switch device. When the selection arrow points to the object or icon, clicking the mouse button selects the indicated object or icon.
- **Keyboard** — (Windows users only) The Space Bar and the F5 key can be used as single switch devices. When the selection arrow points to the object or icon, pressing the Space Bar or the F5 key selects the indicated object or icon.
- **Switch** — A switch is a specialized input device for special needs users. When the selection arrow points to the object or icon, touching a switch selects the indicated object or icon. (Most switches require a switch interface to connect them to the computer. Switch interfaces are available from Edmark.)

System Requirements


What do you need?

- Color Macintosh (256 colors required)
- 4 MB RAM (8 MB recommended)
- CD-ROM drive (double-speed or faster recommended)
- System 7.0.1 or higher
- 13" or larger monitor

Optional:

- Printer
- TouchWindow—A touch screen that attaches to your monitor and provides direct, easy input for young students or students with special needs. The TouchWindow is available directly from Edmark Corporation. To order, call (800) 362-2890.

Please ...


- Register today so you can receive new product announcements, upgrade news, money-saving offers, and friendly, toll-free technical support. It's easy to register. Just mail your registration card or register online by double-clicking the *Register Online* icon . Online registration is toll-free; a modem is required. If you prefer to register by phone, call (800) 691-2988, 24 hours a day, 7 days a week.
- Read the rest of this guide so your students can use *Trudy's Time and Place House* to its full potential.

A Reminder to Register

To Register:

Fill out the enclosed, postage-paid registration card and drop it in the mail.

OR

Register online by double-clicking the *Register Online* icon .

OR

Give us a call, toll-free: **(800) 691-2988**
24 hours a day, 7 days a week

Setup Instructions

1. Insert the CD-ROM.
2. Double-click the *Trudy's Time and Place House*  or Dear Parents  icon.

- For more information about *Dear Parents*, see page 33.
- To run *Trudy's Time and Place House* from *KidDesk*, see page 83.

Troubleshooting

Problem	Possible Cause	Solution
Sound is too quiet or too loud.	Sound volume needs to be adjusted.	Adjust the volume for <i>Trudy's Time and Place House</i> using the Sound Volume control in Adult Options (page 31).
Sound "breaks up."	"Virtual Memory" is on.	Turn Virtual Memory off from the Memory control panel (see <i>Macintosh User's Guide</i>).
Mouse cursor hidden and large scanning arrow appears on screen.	Single switch input (scanning) is operating.	Click Single Switch Input (scanning) "Off" from <i>Adult Options</i> (page 31).
Picture or text does not print.	Out of paper/printer turned off.	Check printer.
	Printer cables are incorrectly attached.	Check cable attachments. Refer to printer manual.
	Incorrect printer is selected in "Chooser."	Use the "Chooser" (from Apple menu) to set the desired printer and options.
Printing icon does not appear in activities.	Printing is turned off.	Click "Allow Printing" in Adult Options (page 31).
Activity musical introductions are not played.	Theme Music is turned off.	Click "Play Music" in Adult Options (page 31).

If you need more assistance, contact Edmark technical support by phone, fax, or e-mail (see page 82).

System Requirements

What do you need?

- Windows 3.1 (enhanced mode) or Windows 95/98
- 4 MB RAM required (8 MB highly recommended)
- CD-ROM drive (double-speed or faster recommended)
- 386DX/33 MHz required (486/33 MHz or better recommended)
- Super VGA, 640x480 (256 or more colors)
- Hard disk with 2 MB free
- Mouse
- Windows-compatible sound-output device

Optional:

- Windows-compatible printer
- TouchWindow—A touch screen that attaches to your monitor and provides direct, easy input for young students or students with special needs. The TouchWindow is available directly from Edmark Corporation. To order, call (800) 362-2890.

Please ...

- Register today so you can receive new product announcements, upgrade news, money-saving offers, and friendly, toll-free technical support. It's easy to register. Just mail your registration card or register online during installation. Online registration is toll-free; a modem is required. If you prefer to register by phone, call (800) 691-2988, 24 hours a day, 7 days a week.
- Read the rest of this guide so your students can use *Trudy's Time and Place House* to its full potential.

A Reminder to Register

To Register:

Fill out the enclosed, postage-paid registration card and drop it in the mail.

OR

Register online during installation. Online registration is toll-free; a modem is required.

OR

Give us a call, toll-free: **(800) 691-2988**
24 hours a day, 7 days a week

Setup Instructions

The installer places a small amount of necessary information on your hard drive to make it easy for your students to run *Trudy's Time and Place House*.

Follow these steps to install *Trudy's Time and Place House*:

For Windows 95/98:

1. Insert the *Trudy's Time and Place House* CD into the CD-ROM drive.
2. If AutoPlay is enabled, the Installer starts automatically. If AutoPlay is not enabled:
 - a. Click Start, then select **Run**.
 - b. Type **d:\setup** (where **d** represents the drive letter of your CD-ROM), then click OK.
3. Follow the onscreen instructions.

After installation, the *Trudy's Time and Place House* and *Dear Parents* icons can be found on the Start | Programs | Edmark | *Trudy's Time and Place House* menu. To run *Trudy's Time and Place House*, just insert the CD, or use the Start menu.

For Windows 3.1:

1. Insert the *Trudy's Time and Place House* CD into the CD-ROM drive.
2. Choose **Run** from the File menu in Program Manager and type **d:\setup** (where **d** represents your CD-ROM drive).
3. Follow the onscreen instructions.

After installation, the *Trudy's Time and Place House* and *Dear Parents* icons can be found in the Edmark program group. To run *Trudy's Time and Place House*, insert the CD and double-click the Trudy icon.

- **For more information about *Dear Parents*, see page 33.**
- **To run *Trudy's Time and Place House* from *KidDesk*, see page 83.**

Troubleshooting

Problem	Possible Cause	Solution
Missing one or more necessary system components.	Not enough hard disk space to install <i>Trudy's Time and Place House</i> .	Free up an additional 5 MB of hard disk space for Windows system components.
No sound.	Volume set too low.	Use your sound card's control panel to increase the computer's volume, or use the volume control in <i>Adult Options</i> (page 32).
	"Mute" enabled in Win95/98.	Turn off "Mute." (See your <i>Windows User's Guide</i> .)
	Sound device not installed properly for Windows.	Consult your sound device manual.
Activity musical introductions are not played.	Theme Music is turned off.	Click "Play Music" in <i>Adult Options</i> (page 32).
Unable to print.	Printing has been turned off in <i>Adult Options</i> .	Click "Allow Printing" in <i>Adult Options</i> (page 32).
	Out of paper/printer turned off.	Check printer.
	No default printer selected.	Select your printer in the Windows control panel.
	Incorrect printer settings.	Check printer control panel in Windows.
On-screen colors are wrong or garbled.	Incompatible video driver.	Try a 640x480, 256 color setting, or contact your video card manufacturer.
Mouse cursor hidden and large scanning arrow appears on screen.	Single switch input (scanning) is operating.	Click Single Switch Input (scanning) "Off" from <i>Adult Options</i> (page 32).
Screen flashes and returns to Program Manager when running from Windows 3.1.	Win32s not installed properly.	Run setup from the CD again. (See <i>Setup Instructions</i> , page 80.)
Unexplained errors.	Video driver conflict.	Update video driver.
	Conflict with another program.	Remove programs from the Startup group. Remove programs from the Load= and Run= lines of WIN.INI.
Troubleshooting items don't help.	Need more information.	View the Help file directly from <i>Adult Options</i> (page 32).

If you need more assistance, contact Edmark technical support by phone, fax, or e-mail (see page 82).

Contacting Edmark

Edmark Phone Numbers and E-Mail Addresses

- **Customer Service:** To order products or inquire about a purchase, call (800) 362-2890. (Please note that technical support is not available at this number.) You can also reach Customer Service by e-mail at edmarkteam@edmark.com.
- **Technical Support:** To inquire about a specific technical problem, please call (800) 528-7158, or fax a description of your problem to us at (425) 556-8940, Attn: Technical Support. (Please see *Contacting Technical Support*, below, for more information.)
- **Online Technical Support:** Reach our online representatives directly by e-mail at pctech@edmark.com or mactech@edmark.com.
- **World Wide Web:** Visit the Edmark home page at www.edmark.com, where you can read answers to frequently asked questions or send a message to our technical support staff.

Contacting Technical Support

Edmark products are designed for enjoyable and easy use. If a problem does arise, first consult the Troubleshooting pages in this Guide. (If you are a Windows user, please be sure to check the Help file installed with this product. For Windows 95/98, go to Start | Programs | Edmark | Trudy's Time and Place House; for Windows 3.1, go to the Edmark group in the Program Manager.) If you do not find a solution, please call Edmark Technical Support, Monday through Friday, 8 a.m. to 6 p.m. (Pacific Time), at (800) 528-7158. Extended hours, evenings and weekends, vary by season.

In order for us to help you when you call, please have the following details available:

- The exact type of computer you are using, including the brand name and model (for example, IBM Aptiva 133 MHz Pentium or Power Macintosh 6500).
- Additional hardware information such as memory available, sound card, etc.
- System settings and operating system information (for example, Windows 98 or Mac OS 8.1).
- A detailed description of the problem, including specific error messages, your input before the problem occurred, etc. The more information you give us, the faster we can solve your problem.


Please have your computer turned on and ready to use. If possible, call from a nearby phone.

KidDesk® Aware

KidDesk Family Edition, a separate program published by Edmark, gives students a place of their own on the computer—a personalized desktop that provides hard disk security, letting students use the computer independently and run only those programs you select for their use.

KidDesk Internet Safe offers the same hard disk security and personalized desktops as *KidDesk Family Edition*, while also providing a “safety first,” child-friendly Web browser that helps protect students from inappropriate content on the Internet.

When *Trudy's Time & Place House* is opened from *KidDesk*:

- The Stop Sign on Trudy's Main Menu is replaced with a *KidDesk*  icon. Click this to return to *KidDesk*.
- When set for scanning, *Trudy's Time and Place House* uses the *KidDesk* scanning settings. For more information about input options for students with special needs, please see page 76, as well as page 31 (Macintosh) or page 32 (Windows).

For instructions on adding *Trudy's Time and Place House* to *KidDesk*, please refer to your *KidDesk* guide.

Lifetime Warranty and Permissions

Edmark is pleased to provide you with quality educational software. With this school version, you receive both toll-free technical support and a lifetime warranty.

Edmark warrants this program to be free of errors or defects interfering with program operation and also agrees to replace free of charge any damaged disk, as long as this version of the product is offered for sale by Edmark. This warranty applies only to the original purchaser and when the software is used with the specified equipment.

Edmark's liability is limited to the purchase of this software. No other advertising, description, or representation, whether made by an Edmark dealer, distributor, agent, or employee, is binding on Edmark or changes the terms of this warranty.

If you are unsure whether a disk is defective, please call our **Technical Support Department** at **(800) 528-7158**. If you know a disk is damaged, call our **Customer Service Department** at **(800) 362-2890** to arrange for a replacement disk.

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We are committed to providing the highest quality products and service possible. Please let us know how we are doing.

Edmark Education Team

Attention: Customer Service Department
P.O. Box 97021
Redmond, WA 98073-9721

Edmark Education Products

Edmark products have been designed by, or with the help of, teachers like yourself—so you can be certain they are educationally sound and built to meet the needs of the classroom.

Edmark offers a full range of curriculum-based software for students from preschool through grade 12.

Early Learning Series

Millie's Math House®—PreK to 2nd Grade

Students explore and discover fundamental math concepts in this lively, interactive program.

Bailey's Book House®—PreK to 2nd Grade

Interactive play with animated, talking characters helps build important language and pre-reading skills.

Sammy's Science House®—PreK to 2nd Grade

Sammy and his friends introduce students to fundamental scientific processes and help them learn about plants, animals, seasons, and weather.

Trudy's Time & Place House®—PreK to 2nd Grade

Trudy teaches important concepts about geography and time, including mapping, directions, and time-telling.

Stanley's Sticker Stories®—PreK to 2nd Grade

Students build reading and writing skills as they create animated storybooks starring Edmark characters.

Travel the World™ with Timmy!—PreK to 2nd Grade

Through number and word activities, songs, stories, games, and crafts, students gain an appreciation and understanding of the diverse world in which we live.

Let's Go Read!™ Series

Let's Go Read!™ 1: An Island Adventure®—PreK to K

Robby and Emily join students on a fun-filled adventure as they learn to read! With innovative IBM® Speech Recognition technology, over 175 lessons and 12 interactive books, your students will develop reading skills, comprehension, and vocabulary to last a lifetime!

Let's Go Read!™ 2: An Ocean Adventure™—1st Grade

Students learn to decode hundreds of words and expand their reading comprehension in this second step for growing readers. Students will create blends, learn long vowel sounds, and build words. They will apply these new skills as they read nine original interactive books.

Science Series

Thinkin' Science™—K to 2nd Grade

Five activities full of challenging problems cover basic Earth, life, and physical science topics, and stimulate students' natural interest in the subject as they develop important problem-solving and science process skills.

Thinkin' Science ZAP!™—3rd to 6th Grade

Three amazing learning labs introduce students to the science of light, sound, and electricity. Students experiment with lasers, sound waves, and circuits while solving problems and building scientific understanding.

Space Academy GX-1™—3rd to 6th Grade

Students use powerful, realistic models to explore the relationships between the Earth, Sun, and Moon and form and test their own hypotheses about the solar system. With the multimedia reference tools, students can also research planets, moons, eclipses, the seasons, and other key space science topics.

Virtual Labs: Light—6th to 12th Grade

Virtual Labs: Electricity—6th to 12th Grade

In two separate products, students build practical knowledge of light and electricity through easy-to-use experiments and highly accurate simulations, supported by over 40 reproducible worksheets.

Strategy Series

Strategy Challenges® Collection 1—3rd Grade and Up

Through classic games, students build effective strategies that can be used to solve problems across all academic subject areas and throughout life.

Strategy Challenges® Collection 2—4th Grade and Up

Three exciting games provide highly motivational settings for students to encounter, explore, and acquire a wide variety of problem-solving strategies.

MindTwister Math™

MindTwister Math—3rd to 4th Grade

A fast-paced review of third grade math skills in an engaging, multi-player game show format. Practice and review essential problem-solving skills, math facts, word problems, and mental calculations.

Mighty Math® Series

Carnival Countdown®—K to 2nd Grade

This learning fun park introduces students to addition, subtraction, early multiplication and division, shapes, patterns, attributes, and logic.

Zoo Zillions®—K to 2nd Grade

Zoo Zillions is the incredible number zoo where story problems, counting money and making change, number facts, and 3D shapes come to life.

Number Heroes®—3rd to 6th Grade

Four math superheroes help students explore fractions, 2D geometry, probability, addition, subtraction, multiplication, division, and decimals.

Calculating Crew®—3rd to 6th Grade

With the superheroes of Calculating Crew by their side, students learn about multiplication and division of whole numbers and decimals, number line concepts, 2D and 3D shapes and their properties, and money transactions.

Cosmic Geometry™—7th to 10th Grade

Students travel to a planet where they learn about attributes of shapes and solids, constructions, transformations, 2D and 3D coordinates, and the relationship between length, perimeter, area, and volume.

Astro Algebra®—7th to 9th Grade

Features variables, expressions, equations and inequalities, patterns, functions, graphing, ratio and proportion, operations with fractions, decimals, and percentages.

Imagination Express® Series

The six titles in the *Imagination Express Series* transport students to exciting learning destinations and inspire them to create interactive electronic books as they learn about each program's theme. Features and options can be easily customized for students of different ages and skill levels.

Rain Forest; Castle; Neighborhood—K to 6th Grade

Ocean; Time Trip, USA; Pyramids—K to 8th Grade

KidDesk®

KidDesk—PreK and Up

This desktop security and menuing program protects teachers' programs and files and makes it easy for students to use the computer independently.

Thinkin' Things® Series

Thinkin' Things FrippleTown™—PreK to 3rd Grade

As they explore *FrippleTown*, students practice thinking strategies: analyzing attributes, using logic, working backward, identifying multiple solutions, and exercising their creativity.

Thinkin' Things Collection 1—PreK to 3th Grade

Oranga Banga and other Thinkin' Things help students build memory, problem-solving, logic, and other thinking skills. Also available—with enhanced graphics and sound for newer computers—as *Toony the Loon's Lagoon*.

Thinkin' Things Collection 2—2nd to 5th Grade

Students further develop memory, creativity, spatial awareness, and other higher-level thinking skills.

Thinkin' Things Collection 3—3rd to 8th Grade

Stocktopus and friends challenge students to develop logical reasoning, analyze and synthesize information, and build key problem-solving skills. Also available—with enhanced graphics and sound for newer computers—as *Galactic Brain Benders*.

Thinkin' Things Sky Island Mysteries™—3rd to 8th Grade

Students solve 14 mysteries while developing skills for cross-curricular success, including: communication through multimedia, time and resource management, decision-making, and problem-solving.

Talking Walls Series

Talking Walls—4th to 8th Grade

Talking Walls: The Stories Continue—4th to 8th Grade

Students discover the stories behind some of the world's most fascinating walls. The award-winning books, interactive software, carefully chosen Web sites, and suggested classroom activities provide a rich multicultural learning experience that includes text, video, and hands-on projects.

Words Around Me®

Words Around Me—PreK to Adult

Provides a step-by-step environment for learning 275 vocabulary words and 186 plurals in English and Spanish.

Products for Students with Special Needs

Edmark Reading Program

Regarded as "the one that works" by many teaching professionals, this highly successful program allows most non-readers, ages three to adult, to master basic reading skills and become more comfortable in the reading environment.

Edmark Functional Word Series

Uses the Edmark Reading Program's proven multisensory techniques to help teach the functional vocabulary necessary for independent community living.

TouchWindow®

The TouchWindow provides an easy, low-cost way to achieve touch access and is one of the most direct and natural ways to interact with computer software.

TouchFree™ Switch

The TouchFree Switch combines a digital video camera with switch software to provide easy, "no-touch" access to scanning-enabled programs.

Are you interested in more information?

We will be happy to send you a FREE catalog. Call 800-362-2890.

TEACHER-DEVELOPED, ALLIGATOR-HOSTED,
KID-TESTED, PARENT-APPROVED,
ENGINEER-INSPECTED, CLASSROOM-CONFIRMED...



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- Download free software.
- Learn about Edmark's full line of software for preschool to 10th grade students.
- Sign up for *Edmark E-News*—a free newsletter with fun activities, special offers, and more.
- Find answers to frequently asked technical support questions.
- Leave questions and comments for us.



For Windows®

KidDesk Family Edition makes using the computer easy, safe, and fun for everyone in the family. It's a menuing program (running both Windows and MS-DOS®-based applications), a hard drive protector, a family communication link, and a productivity tool—all rolled into one.



For Windows®

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Welcome to KidDesk Family Edition!

Each year, new hardware and software reaches the public. New technology is exciting and empowering, but it raises a new set of concerns: How can inexperienced users quickly become comfortable? How can parents encourage children to use the computer while protecting their own valuable data from accidental damage? Since some applications are not appropriate for all family members, how can parents individualize access to applications—allowing a different assortment of applications to be available to each family member?

KidDesk Family Edition is designed to address these concerns and more. *KidDesk* offers a friendly, independent interface for each member of your family, regardless of computer knowledge (or even reading ability)! A single click on an easily recognized icon runs any application. Eleven fully functional desk accessories (Calendar, Note Pad, Calculator, Address Card File, etc.) are available at the click of a mouse. *KidDesk* even offers Voice Mail and Electronic Mail. These desk-to-desk mail systems are not only a convenient family communication tool, but they can also be used as a stepping stone to prepare your children for the opportunities available through online electronic mail services.

KidDesk protects your data, applications, and documents. Although no security system is foolproof, *KidDesk* keeps curious youngsters and other inexperienced family members from using your applications and accidentally changing or deleting files. *KidDesk* promotes hard drive security while everyone in your family freely and independently uses the applications placed on their own desks.

Because one size never really fits all, *KidDesk* allows you to create a custom computing environment that will meet the individual needs of each family member. Parents can retain unlimited access to Windows and the hard drive. Teenagers can enjoy all of the desk accessories and the easy interface. Young children can be given a simplified environment with limited access to applications and fewer accessories. With *KidDesk*, each family member has a personalized “home base” on the computer.

Edmark’s software combines leading-edge technology, proven educational methods, and a sense of joy in using technology to increase productivity and to learn. Listening is a vital part of our development process. We listen to parents, children, teachers—and we also want to listen to you. Please drop us a line, describe your needs, and join us in helping your family use the power of technology to make your computing experiences easy, educational, and enjoyable!

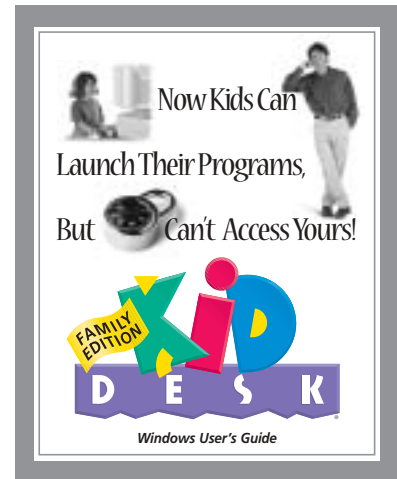
The Edmark Development Team

How to Use this Guide

This *User's Guide* introduces you to all the features included in *KidDesk Family Edition* and explains how to set up desks for your family members.

The *KidDesk User's Guide* is divided into three sections:

- **Getting Started** (pages 2-7)
This section helps you install the program.
- **Step-By-Step Setup** (pages 8-17)
This section provides you with an overview of *KidDesk* and walks you through basic setup steps, such as creating desks for your family members, putting applications on the desktops, and customizing *KidDesk* for your family.
- **Reference** (pages 18-42)
Refer to this section for detailed information on all of the *KidDesk* menu commands, for advanced options information, and for an explanation of how to use the Kid Section and the *KidDesk* Accessories.



A Reminder to Register

When you register your copy of *KidDesk*, you automatically receive new product and upgrade announcements, money-saving offers, and friendly, efficient technical support.

To Register:

1. Simply fill out the enclosed, postage-paid Registration Card and drop it in the mail.

OR

2. Give us a call, toll-free.

(800) 691-2988

24 hours a day, 7 days a week

Installation

System Requirements


- Windows 95
- 486 or better
- Hard disk with 4 MB free
- 8 MB memory (RAM)
- Super VGA graphics, 640x480, 256 or more colors
- CD-ROM drive for installation
- Windows-compatible sound card

Optional

- Windows-compatible printer
- Edmark TouchWindow®
- Microphone

The Installer places a copy of *KidDesk Family Edition* on your hard drive and allows you to set *KidDesk* to run automatically each time Windows is started. After installing the program, you can store your CD-ROM or floppy disks for safekeeping in case you ever need to reinstall the program.

Follow these easy steps to install KidDesk Family Edition on your hard drive:

1. Turn on your computer. If Windows does not start automatically, type **win** at the DOS prompt and press Enter.
2. Insert *KidDesk Family Edition* into your CD-ROM drive.
3. If Windows 95 AutoPlay is enabled when you insert the CD-ROM disc, the Installer will start automatically. If it does not start automatically:
 - Choose *Run* from the Start menu and then type **d:\setup** (where d represents the letter of your CD-ROM or floppy drive) and then click .
4. Follow the on-screen instructions.
5. You will be asked to select a *KidDesk* startup method. To set *KidDesk* to run automatically each time Windows is started, select one of the following:
 - “Start *KidDesk* when starting Windows”: If you select this option, *KidDesk* runs automatically when you start Windows. When you exit *KidDesk*, you return to Windows. This is the recommended startup method.
 - “Run *KidDesk* as the Windows shell”: If you select this option, *KidDesk* replaces Windows as the shell. This option provides the greatest hard drive security; however, you will not be able to access Windows Explorer (your main Windows screen).

Select “Start *KidDesk* manually from Windows” if you do not want *KidDesk* to start automatically each time the computer is turned on.


Reinstalling KidDesk

If you install *KidDesk Family Edition* onto a hard drive that contains a previous version of *KidDesk*, you will be given the option to add the existing desks and applications to the current version.

Note: If you use Custom Installation to install *KidDesk Family Edition* into the same directory as the previous version, the old version will be erased.

Uninstalling KidDesk

If you wish to uninstall KidDesk (remove it from your hard drive), please follow these steps:

- 1) Use the Start menu to choose "Settings" and then "Control Panel."
- 2) Double-click "Add/Remove Programs".
- 3) Click the "Install/Uninstall" tab (if not selected).
- 4) Select *KidDesk Family Edition* and then click .

Technical Setup

Use the information on the following pages to ensure worry-free use of *KidDesk Family Edition*. You can also find useful information in the Technical Support and Troubleshooting pages of this guide and the on-screen Help files in the *KidDesk* Adult Section.

GENERAL

KidDesk Family Edition uses your Windows sound, video, and printing setup. If these features do not work in *KidDesk*, check their settings in Windows. Settings for most of these features are located in the Windows Control Panels.

To locate and open a Control Panel:

- 1) Use the Start menu to choose "Settings" and then "Control Panel."
- 2) Double-click the icon for the desired Control Panel. For example, open "Multimedia" to check sound settings or open "Display" to check monitor settings.

SOUND

A Windows-compatible sound card and microphone are required to use the recording features of *KidDesk*. The correct drivers must be installed.

If you do not get an error message while recording in *KidDesk*, but no sound is heard at playback, you may have the microphone level set too low. To change the microphone level:

- 1) Select Start | Programs | Accessories | Multimedia | Volume Control.
- 2) From the Options menu, select "Properties".
- 3) Select "Recording", then click "OK".
- 4) Move the Microphone Volume slider up.

MEMORY


Running *KidDesk Family Edition* on a system with at least 8 MB of RAM installed is recommended. If you experience "Out of Memory" errors or problems with performance, you can increase available memory by:

- Switching video resolution to 640x480, 256 colors.
- Freeing up memory used by other applications by quitting other applications before running *KidDesk*.
- Installing more RAM.

Switching Windows Video Resolutions

KidDesk supports 640x480 and higher resolutions. Running in higher resolutions uses more memory, so you may wish to change your display to a 640x480 resolution.

To change your display to a 640x480 resolution:

- 1) Open the "Display" Control Panel.
- 2) Click the "Settings" tab.
- 3) Drag the "Desktop Area" slider to the left.
- 4) Click .

Note: You may also wish to note the "Color palette" setting in this Control Panel and change it to "256 Color."

Step-By-Step Setup

Using *Step-By-Step Setup* you will learn how to:

- Start *KidDesk Family Edition*.
- Enter the hidden Adult Section (setup section) of the program.
- Create personalized desks for your family members.
- Put applications on the desks.
- Access the desks and the *KidDesk Accessories*.

Note: Before you begin, you must install *KidDesk Family Edition* on your hard drive (page 4).

Opening Screen

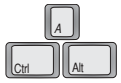
If *KidDesk* is not already running, start *KidDesk* by using the Start menu and then locating *KidDesk* in the “Programs | Edmark | KidDesk Family Edition” folder. (**Note:** Once you have installed *KidDesk*, the *KidDesk Family Edition* CD-ROM disc or floppy disks are not required to run the program.)

The Opening Screen of *KidDesk* appears.



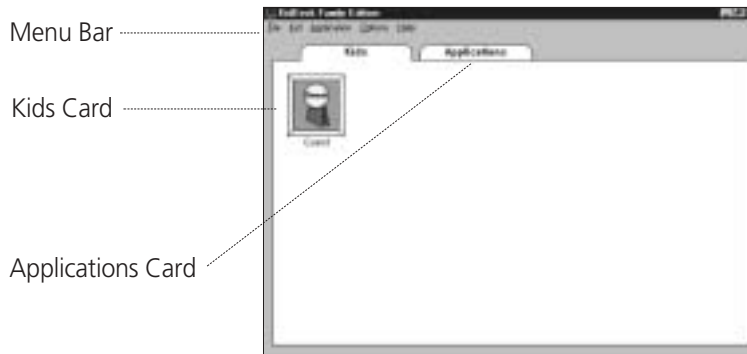
This screen will show the names and icons of the family members you add to *KidDesk* (since none have been added, only a “Guest” icon appears). Before exploring the Kid Section (this Opening Screen and the desks), let’s go to the Adult Section to personalize *KidDesk* for your family.

Going to the Adult Section



Enter the Adult Section from anywhere in KidDesk by holding down the Ctrl and Alt keys while you press "A."

The Adult Section Window appears.



The Kids Card shows all family members who have been added to *KidDesk* (currently just the guest), and the Applications Card shows all Applications that have been added (currently, none). Click the tabs on the cards to switch between them.

To create personalized desks for your family members, there are four main steps:

- 1) Create a desk for each family member.
- 2) Put application icons on the desks.
- 3) Hide some of the applications from some of the desks.
- 4) Set other options, such as whether exit to Windows is allowed.

Let's walk through these four steps.

Adding Family Members to KidDesk

From the Kid menu, select *Add Kid*.

The Add Kid dialog box is displayed.



Type the first name of the family member you wish to create a desk for. Then use the TAB key (not the ENTER key) on your keyboard or click in the blank box to move to the “Last Name” field and type a name. **Note:** You may leave the last name blank, if you wish.

Next, decide if you want the desk to be password protected. (If the desk is password protected, the family member must enter a password before entering the desk.) If there are items on a desk that you do not want all family members to access, it is a good idea to protect that desk with a password. Click ☒ **On** if you want the desk to be password protected. You can type a password now or leave it blank to allow the user to set the password the first time the desk is used.

The Add Kid dialog also allows you to record an audio welcome message (page 31) and control MultiApp mode (page 33).

Finally, click **Change** to select an icon for the family member. (Pre-readers can identify their desks by icon instead of by name.) A list of icons is displayed.



Click the scroll arrows to see more choices; click any picture to select that icon. The icon you select will appear on the Opening Screen and in the Picture Frame on the desk for the family member.

Click **OK** to return to the Add Kid dialog box, or:

- Click **Import** if you wish to import a picture from another graphics file to use as the icon (page 33).
- Click **Customize** if you wish to draw or edit an icon (page 32).

After you have entered the name, chosen an icon, set the password, and configured the other options for the family member, click **OK** to create a desk. The name and icon you just entered now appear on the Kids Card.

Repeat this process (by choosing the *Add Kid* menu item again) for each family member you wish to add to *KidDesk*.

Once you have created desks for each family member, it's time to put applications on the desks.

Putting Applications on the Desks

After you have added your family members to *KidDesk*, click the Applications Tab to see the Applications Card. **The Applications Card must be showing to use the Application menu.**

When you add an application to *KidDesk*, you are simply creating an icon in *KidDesk* that allows each family member to launch that application from his or her desk. (You can remove the application from selected desks later.) You are not copying the application or changing it in any way.

There are two ways to add applications to *KidDesk*. For most users, it is easiest to use the *Add Application* feature.

To add an application:

- 1) From the Application menu, select *Add Application*.
- 2) A standard Windows 95 dialog box appears, displaying the programs accessible through the Start menu.
- 3) Double-click an application's folder to find the application icon.
- 4) Click once on the application icon to select it.
- 5) Click **Open**. The application icon now appears on the Applications Card.
- 6) If you wish to make changes to the application's settings in *KidDesk* (for example, changing the application's name to something simpler for your child), click once on the application icon on the Applications Card, then choose *Application Settings* from the Application menu.



A second way to add an application is to drag and drop it from Windows. (**Note:** This feature is not available when *KidDesk* is set to run as the shell.)

To add an application by dragging and dropping:

- 1) Click the Applications tab.
- 2) Drag the *KidDesk* Adult Section window until you can see the Windows 95 desktop. To drag the window, click and hold the title bar of the window and drag the mouse.
- 3) Locate the icon for the application you wish to add to *KidDesk*, then click and drag that icon onto the *KidDesk* Applications Card window.
- 4) Repeat these steps for each application you wish to add.

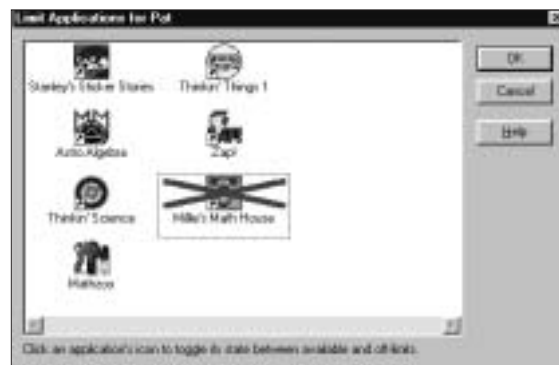
Hiding Applications from Some Desks

When you add an application to *KidDesk* (see above), it is automatically placed on all family members' desks. You can hide an application from a specific desk by using the *Limit Applications* menu item.

For example, if you want to place the application *Millie's Math House* on Gabrielle's desk but not on Pat's desk, first add *Millie's* to *KidDesk* using *Add Application* (as described on page 12). This places the application on both Gabrielle's and Pat's desks. Then use *Limit Applications* (see below) to hide *Millie's Math House* from Pat's desk.

First, switch to the Kids Card by clicking the Kids tab. Then, click to select the icon (on the Kids Card) of the family member whose applications you would like to control. Then, select *Limit Applications* from the Kid menu.

The *Limit Applications* dialog box for that family member appears. This dialog box shows all the applications that have been added to *KidDesk*.



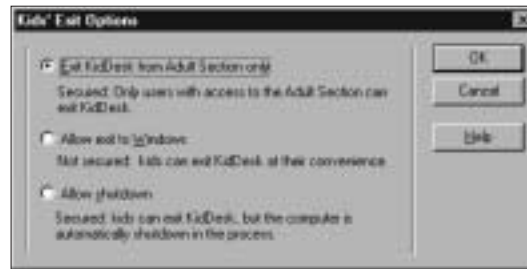
To hide an application from this desk, select the application by clicking its icon. An "X" appears over the icon. To show a previously hidden application, select the application icon again, and the "X" disappears.

When you have finished limiting the applications for this family member (hide as many as you'd like), click **OK**. Then repeat the process for other family members (select their icons on the Kids Card and then select *Limit Applications*).

Setting Other Options

KidDesk has many other options for personalizing the program for your family.

One of the most important options is the *Kids' Exit Options*. Select *Kids' Exit Options* from the Options menu. This dialog box allows you to select whether or not family members can exit *KidDesk* from the Kid Section.



For the greatest security, you should choose “Exit KidDesk from Adult Section only”. With this option selected, no Stop Sign appears on the Opening Screen of *KidDesk*, and exit is allowed only by pressing Ctrl-Alt-A to go to the Adult Section and then choosing *Exit* from the File menu.

To place a Stop Sign on the Opening Screen, which allows all family members to exit *KidDesk*, choose one of the following:

- Allow Exit to Windows: Clicking the Stop Sign quits *KidDesk* and returns to Windows Explorer.
- Allow Shutdown: Clicking the Stop Sign shuts down the computer. Choosing this option and also setting your computer to auto-start *KidDesk* (see page 41) creates a secure environment that allows users to start up and shut down the computer without ever accessing Windows.

When you have chosen an option, click .

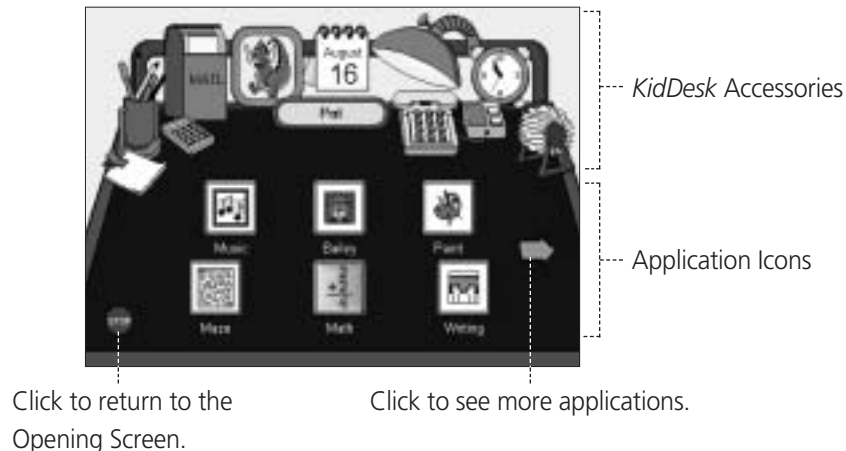
Note: Many other options are available for personalizing *KidDesk*. Please refer to pages 29–42 for a complete description of all Adult Section settings and options.

Returning to the Kid Section

Now that you have created a desk for each family member and added applications to the desks, it is time to use *KidDesk*! Choose *Return to Kid Section* from the File menu. You are back at the Opening Screen—but now there are icons for your family members!

Click an icon of a family member to go to that desk. The desk for that family member appears.

(**Note:** If you have turned on “Kid Password” for that family member, you must enter a password before entering the desk.)



The desk has several parts. Across the top of the desk are the *KidDesk Accessories* (Calendar, Calculator, E-Mail, Voice Mail, and more). The Stop Sign at the bottom left of the desk returns you to the Opening Screen, where you can exit *KidDesk* (if exiting from the Kid Section is allowed) or go to another family member’s desk. The application icons appear across the main surface of the desk. If more than one deskful of applications has been added, click the arrows to scroll between pages of application icons.

Launching Applications

To start an application, just single-click its icon. The program starts, and you can use it as you normally do. When finished, just exit the application to return automatically to the desk.

KidDesk Accessories

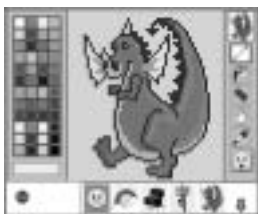
Finally, explore the *KidDesk* Accessories. Start by clicking the Pencils and Pens. A screen appears that allows you to choose a different style of desk. Click a style that you'd like, or click the arrow to see more choices. Don't worry! The look changes, but the same applications and *KidDesk* Accessories will appear on your new desk.

Then explore the other *KidDesk* Accessories. Here's a brief overview:



Picture Frame (page 21)

See your icon and select or draw a new one.



Address Card File (page 28)

Store addresses, phone numbers, birthdays, and other important notes.



Phone (Voice Mail) (page 25)

Record voice messages with the Phone and send them to other family members' desks. Use the Answering Machine to listen to incoming messages.



Mailbox (E-Mail) (page 26)

Send written messages to and receive written messages from other family members' desks.



Clock (page 23)

See an analog and a digital clock and hear the time spoken.



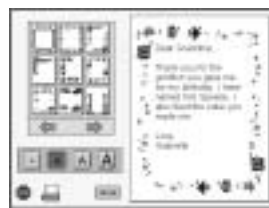
Lamp (page 22)

Dim or brighten the screen.



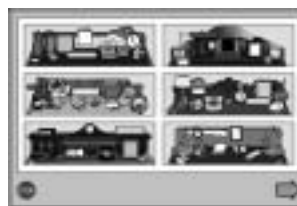
Note Pad (page 27)

Write a note, decorate it with a border, and print it out.



Pencils and Pens (page 22)

Select a different style of desk.



Calendar (page 24)

See a monthly calendar and day box. Enter notes or reminder stickers on specific days.



Calculator (page 23)

Use a large, on-screen calculator.



Name Plate (page 21)

Display first name only or first and last names.

REFERENCE SECTION

This section of the *KidDesk* Guide explains how to use all the *KidDesk* features and options:

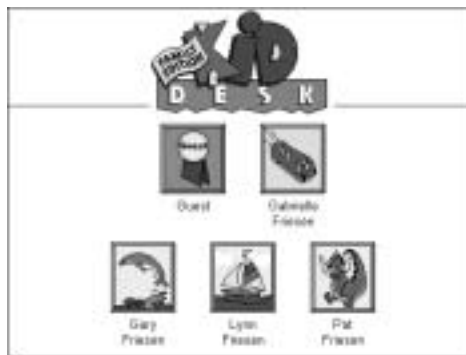
- Kid Section (pages 18–28): Describes the Opening Screen, the desks, and the *KidDesk* Accessories and tells you how to launch applications.
- Adult Section (pages 29–42): Describes every menu item, all options and customizations available.

For step-by-step instructions on setting up the program, please refer to the *Step-By-Step Setup* section of this Guide (pages 8–17).

Kid Section

Opening Screen

The icon and name of each family member added to *KidDesk* appear on the Opening Screen of the Kid Section. (Before you add your family to *KidDesk*, only the Guest icon appears on this screen. See *Add Kid*, page 31).



(After you add your family to *KidDesk*.)

You can disable the Guest icon (see *Guest Settings*, page 34); however, you may wish to leave it in so that visiting friends can use *KidDesk* without affecting the other desktops.

To go to the Guest desk or another desk, click the Guest icon or another icon.

To exit KidDesk, click the Stop Sign (if displayed). Use the Options menu of the Adult Section (see *Kids' Exit Options*, page 41) to choose whether or not exit from *KidDesk* is allowed. If no Stop Sign is displayed, enter the Adult Section by pressing **CTRL + ALT + A**, then select *Exit* from the File menu.

Kid Passwords

You can protect each desk with a password (see *Add Kid*, page 31). After clicking an icon on the Opening Screen, the correct password must be entered before going to that desk. **Note:** If you set an Adult Password, that password works as a “master” password, allowing you to enter all desks without knowing each password (see *Adult Password*, page 40). This is especially useful in the case of forgotten passwords.

Setting a Password


If you have not set a password but have turned on the Kid Password for the desk, a password can be set the first time a kid uses that desk.

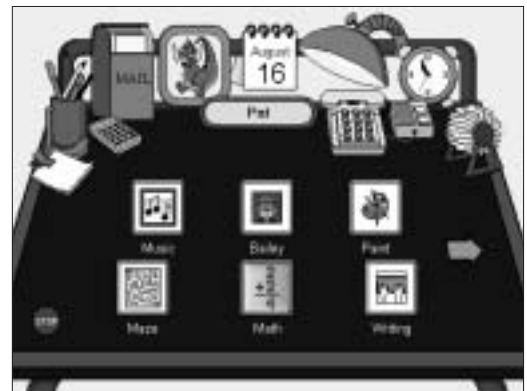
Changing a Password

To change a password, click the family member’s icon on the Opening Screen, then click . Enter the current password and then type a new password.

The Desk

The desk is your family member’s “home base” on the computer. From here you can use the *KidDesk* Accessories (Calendar, Phone, etc.), run applications, or return to the Opening Screen.

- To run an application, click its icon.
- To use an accessory, click its icon.
- To return to the Opening Screen, click .



Launching Applications

Your family members can run the applications that appear on their individual desks but are prevented from running any other applications not selected for their use. Add as many applications to the desks as you like (see *Add Application*, page 37). If more than one page of applications has been added, an arrow appears. Click the arrow to see the rest of the applications. (To rearrange the order in which applications appear on the desk, see page 29.)

Running Applications

To run an application, just click the application's icon on the desk. Unless MultiApp mode is on (see below), switching and minimizing applications are not allowed in applications run from *KidDesk*. To return to *KidDesk*, quit the application.

Running Applications on CD-ROM Discs

CD-ROM-based applications are treated like other applications; before they can be launched from a desk, they must be added to *KidDesk*. Click their icons on the desk to run them. **Note:** The application's CD must be inserted into the CD-ROM drive.

MultiApp Mode

For advanced users, set the desk to MultiApp mode (see *Add Kid*, page 31) to allow the family member to run several applications from *KidDesk* at one time. In MultiApp mode, switching and minimizing applications and access to Windows Explorer are allowed. While running an application in MultiApp mode:

- Click the desk (displayed behind the active application's window), or use the Windows Minimize button to minimize the application and automatically return to *KidDesk*. The minimized applications appear as icons under the desk.
- Open another application by clicking its icon on the desk. Restore a minimized application by clicking its icon under the desk.
- Exit the application to quit the application and return to *KidDesk*.

Warning: Family members should always return to *KidDesk* after running an application. Data loss can occur if the computer is turned off before exiting the application and returning to the desk.

The KidDesk Accessories

KidDesk has twelve different desk styles. Each desk offers eleven accessories—Name Plate, Picture Frame, Lamp, Pencils and Pens, Clock, Calculator, Address Card File, Phone and Answering Machine, Calendar, Note Pad, and Mailbox. To use an accessory, just click it!

Each desk can have its own unique set of accessories and features. Use the built-in features of each accessory (described below) or set an accessory to run an application instead of its built-in feature. For example, you might want to set the Calendar to run a date book application and the Note Pad to run a word-processing application (see *KidDesk Accessories*, page 35).

Name Plate



The Name Plate identifies the owner of each desk and displays either the first name only or both the first and last names.

- Click the Name Plate to switch between first name only and both first and last names.

Picture Frame



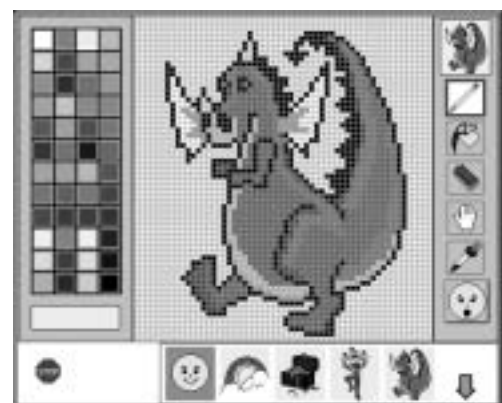
The Picture Frame displays the kid's icon, and allows you to edit, choose, or draw an icon. **Note:** If the icon editor has been turned off from the Adult Section (page 36), the Picture Frame displays the icon, but the icon cannot be changed from the desk.

- Click the Picture Frame to use the icon editor.
- Click the arrows to see more icons.
- Select a new icon by clicking it.
- Customize the icon using the tools and color palette.
- To select a tool, click it.

Pencil: Draws freehand. Select the pencil and a color from the palette. Drag the pencil to draw with the selected color.

Paint Bucket: Fills areas with color. Select the paint bucket and a color from the palette, and then click the space you wish to fill.

Eraser: Erases to white. Drag over the area you wish to erase. Double-click to erase the entire image.




Kid Section

The KidDesk Accessories

Hand: Repositions an image. Drag to move the image in the frame.

Eyedropper: Uses a color from the picture. Select the eyedropper and a color on the picture. Then, select the pencil or paint bucket to use that color.

- Click  to return to the desk.

Lamp




Use the *KidDesk* Lamp to turn down the light on the desk.

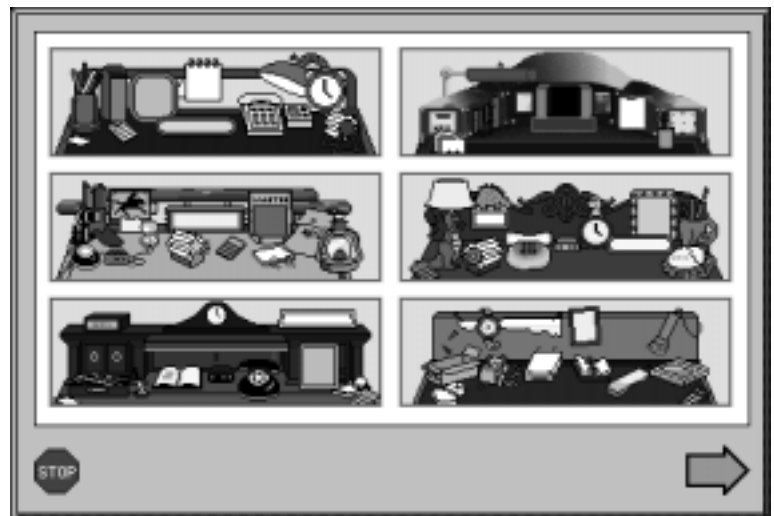
- Click the Lamp to dim the screen.
- Click it again to brighten the screen.

Pencils and Pens



The Pencils and Pens (or Paint) allow you to choose a new style of desk. Although the “look” changes, information specific to the desk (such as name, icon, Address Card File entries, etc.) remains as a part of the new desk.

- Click the Pencils and Pens to see the desk choices.
- Click the arrow to see more desk choices.
- Click  if you decide that you do not want to change desks.
- Click the desk that you want to replace your current desk.



Clock



The analog Clock uses hour, minute, and second hands to show the time. You can also see digital and analog clocks simultaneously and hear the time spoken. (The *KidDesk* Clock displays the time set on your computer's internal clock.)

- Click the Clock to see a digital clock and hear the time spoken.




"The time is seven fifty-one."

Calculator



The Calculator allows you to access the large, on-screen calculator. Use the *KidDesk* Calculator as you would a standard calculator.

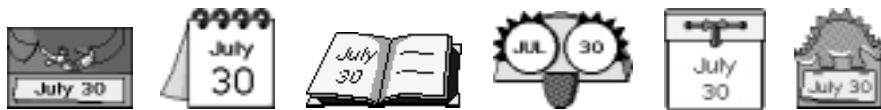
- Click buttons on the Calculator or use your keyboard to operate the Calculator. (Use the C key for Clear; use the / key for \div ; and the * key for X to operate the Calculator from the keyboard.)
- Click  to return to the desk.



Kid Section

The KidDesk Accessories



Calendar



The Calendar on the desk shows the current date (as set on your computer's internal clock). Click it to view the calendar for the current month, the previous month, or the following 12 months.

- Click the Calendar to see the monthly calendar and day box.



- Click a day to select it. You can enter notes or place reminder stickers on that day.
 - To place a reminder sticker, click the sticker. The sticker appears in both the day box and the monthly calendar. To remove it, click the blank yellow reminder sticker. To see more reminder stickers, click the arrow buttons below the stickers.
 - To enter a note in the day box, type it on your keyboard. The monthly calendar will indicate a note has been entered.
- Click  to print a monthly calendar. The printed calendar contains all notes (with text) and stickers added to the on-screen calendar. Printing can be turned on or off from the Adult Section.
- Click  to return to the desk.

Phone (Send Voice Mail)



The Phone allows you to “call” other desks and leave a voice message. If you do not have sound-input capability, or if “Greetings only” is selected from the Adult Section, Voice Mail is disabled and clicking the Phone plays a variety of greetings.

- Click the Phone to see a list of all *KidDesk* users.
- Click a kid’s icon to “call” that desk. **Note:** Choosing “Allow sending to multiple users” in the Adult Section lets you send one message to several desks at once (hold down the Ctrl or Shift key while you click the icons, and then click).

The Phone rings, and the outgoing message (Answering Machine greeting) from that desk plays. The Record dialog box then appears, allowing you to leave a message.

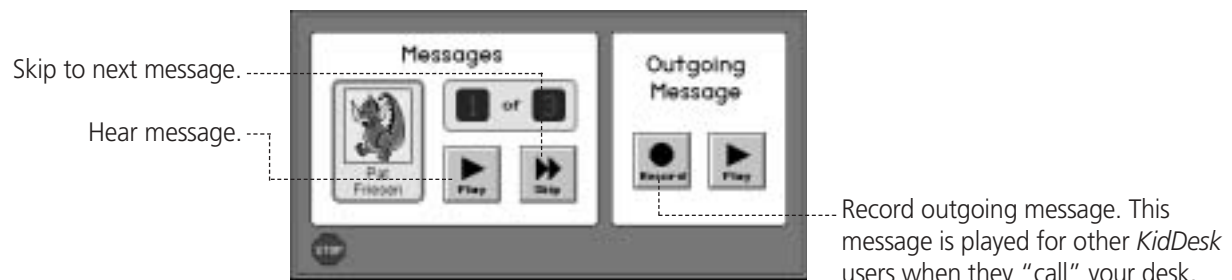
- Click to begin recording.
- Click when finished.
- Click to hear what you recorded.
- Click to send the message and return to the desk.

Answering Machine (Receive Voice Mail)



The Answering Machine allows you to listen to incoming messages and record the message others hear when they call your desk. When messages are waiting, a red light flashes. **Note:** If you do not have sound-input capability, or if “Greetings only” is selected in the Adult Section, the Answering Machine does not appear.

- Click the Answering Machine on the desk.



- Click to return to your desk. You will be asked if the messages you listened to should be erased. (Nine messages can be saved.)



Mailbox (E-Mail)

The Mailbox allows messages to be sent to and received from other family members' desks. Your mailbox on the desk displays letters if unread messages are waiting.

- Click the Mailbox to see the icons of all *KidDesk* users and the icons of any incoming mail.

Click to read message. -----

Return to the desk. -----

Click to address message. -----

Note: If "Allow sending to multiple users" is checked in the Adult Section, you can send one message to several desks by selecting several icons (hold down the Ctrl key while you click the icons), and then clicking .

Reading E-Mail

- Click an icon in the "Read mail from:" box to read the message.
- Click to print the message.
- Click after you have read the message. You will be asked if you would like to delete the message.

Sending E-Mail

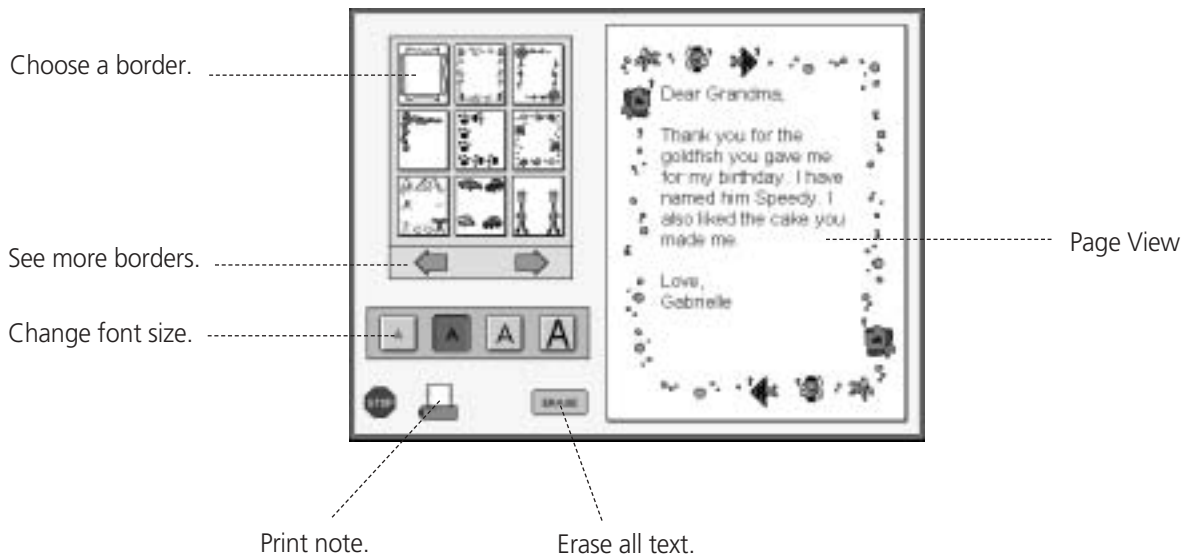
- Click an icon in the "Send mail to:" box to address the message.
- Type your message.
- Click to print the message.
- Click to send the message.
- Click to leave without sending a message.



Note Pad



The Note Pad allows you to type, decorate, and print out one-page (8½" x 11") notes. Use the Note Pad to make everything from grocery lists to letters to signs.

- Click the Note Pad on the desk.



- Click  to print your note and border. The printed page looks just like what is shown in the Page View. Printing can be turned on or off from the Adult Section.
- Click  to return to the desk.

Kid Section

The KidDesk Accessories





Address Card File

The Address Card File allows you to make and organize name/address cards. Each card contains a field for name, address, phone number(s), birthday, and miscellaneous notes.

- Click the Address Card File to see the cards.

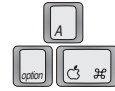
To add a new card, either move to a blank card, or click **New**; then type a name. Move from one section of the card to another (for example from the "Name" to "Address" field) by pressing the TAB key on your keyboard or by clicking the next section with your mouse.

As soon as you type a name, the card is filed alphabetically by name. Cards are ordered by the first letter typed in the name field, so you can organize your cards by last name by entering (for example) "Miller, Andrew" or by first name by entering "Andrew Miller."

- Click a tab to see the first card in that group of letters. If no cards have been created for those letters, a blank card is displayed.
- Click the right or left arrow to see the next card or previous card.
- Click **Remove** to delete the card that is displayed.
- Click  to print. Then, click either **Print Card** to print the card displayed or **Print List** to print a list containing the information on all cards. You can turn printing on or off in the Adult Section.
- Click  to return to the desk and save your new or changed entries.

Adult Section

Enter the Adult Section by holding down the Ctrl and Alt keys while you press “A.”



Use the Adult Section to set up personalized desks for your family and to control other *KidDesk* options.

Adult Section Window

The Adult Section window displays the Kids Card or the Applications Card. The Kids Card displays the kids (family members) you have added to *KidDesk*, and the Applications Card displays the applications you have added to *KidDesk*.

- Click the tabs to switch between the Kids Card and the Applications Card.

After you add your family to *KidDesk*:



After you add applications to *KidDesk*:



- When the Kids Card is showing, you can use the *Add Kid* menu item to add your family members to *KidDesk*. Use the other Kid menu items to personalize each family member's desk.
- When the Applications Card is showing, you can use the Application menu to add applications. To remove an application or to modify its settings, select the application's icon, and then choose an item from the Application menu.
- Rearrange the order that the applications appear on the desk by dragging and dropping their icons on the Applications Card.
- The File, Options, and Help menus can be used with either card showing.



Adult Section


KidDesk Menu Bar and File Menu

File Kid Application Options Help

KidDesk Menu Bar

The *KidDesk* menu bar is the control center of the *KidDesk* Adult Section. Using the five menus (File, Kid, Application, Options, and Help), you can control every aspect of the desks that your family uses.

Many of the *KidDesk* menu items display a dialog box. In a dialog box, you can enter or change information. Click  to save any changes you make and close the dialog box. Click  to close the dialog box without saving any changes and to retain the previous settings.

If you have questions regarding the contents of a dialog box, click .

File
<u>R</u> eturn to Kid Section
<u>E</u> xit

File Menu

Return to Kid Section: Return to the Opening Screen of the Kid Section.

Exit: Leave *KidDesk*. (If *KidDesk* is running as the shell, selecting *Exit* shuts down your computer.)

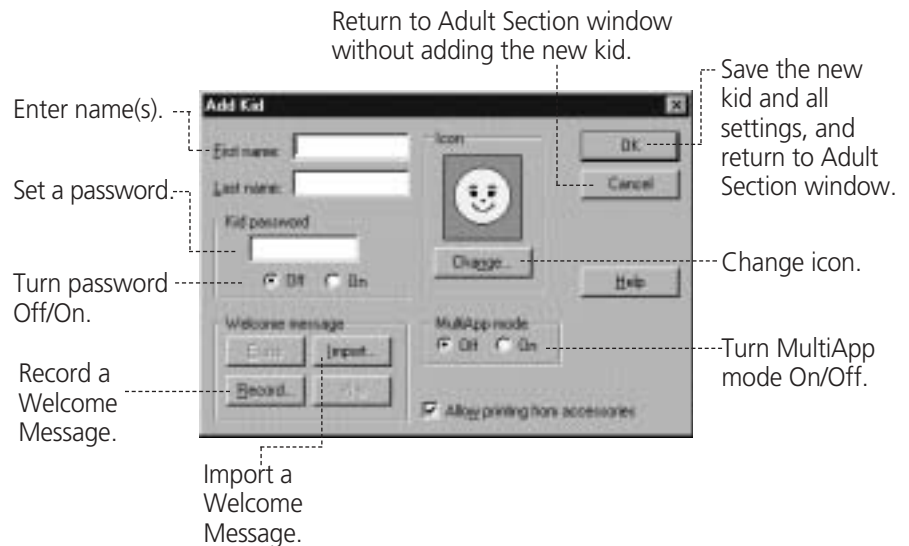
Kid
Add Kid Kid Settings Remove Kid
Limit Applications KidDesk Accessories Kid's Documents

Kid Menu

Click the "Kids" tab to see the Kids Card (if it is not showing) and to use the Kid menu. **Note:** The word "kid" is used to represent any *KidDesk* user with a desk. Many adults add themselves (as "kids") to *KidDesk*.

Add Kid

To add a family member to *KidDesk* and create a new desk, choose *Add Kid* from the Kid menu. Use the *Add Kid* dialog box to choose an icon, record or import a Welcome Message, password protect the desk, and enable MultiApp mode.



Kid Password: Click ☒ **On** to password protect the desk. Enter a password in the "Kid Password" box to set one, or leave the box empty to allow the user to set the password.

Welcome Message: Click **Record** from the Add Kid dialog box to record a Welcome Message. The message you record is played each time the desk is entered.

- To begin recording, click . Click when finished.
- To hear what you recorded, click .
- To save your newly recorded message and return to the Add Kid dialog box, click **Save**.



Adult Section

Kid Menu



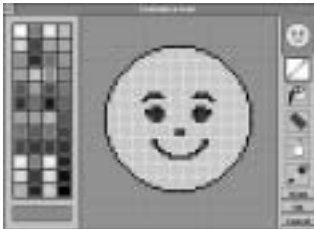
Click **Import** from the Add Kid dialog box to import a sound file. You can import most .WAV files.

- Navigate to the drive and directory in which the .WAV file is stored.
- Select the file by clicking it.
- Click **Import**.



Choose Icon: Click **Change** from the Add Kid dialog box to choose a new icon.

- To see more icons, use the scroll bar.
- To choose an icon, select it, then click **OK**.



Customize Icon: Click **Customize** from the Choose Icon dialog box to create your own icon or to create a customized copy of the icon you have chosen.

- To select a tool, click it.

Pencil: Draws freehand. Select the pencil and a color from the palette. Drag the pencil to draw with the selected color.

Paint Bucket: Fills areas with color. Select the paint bucket and a color from the palette, and then click the space you wish to fill.

Eraser: Erases to white. Drag over the area you wish to erase. Double-click to erase the entire image.

Hand: Repositions an image. Drag to move the image in the frame.

Eyedropper: Uses a color from the picture. Select the eyedropper and a color on the picture. Then, select the pencil or paint bucket to use that color.



Adult Section

Kid Menu







Kid Settings (includes Guest Settings)

Kid Settings: To edit settings (such as name, icon, password, Welcome Message, and scanning) for a family member who already appears on the Kids Card, double-click the icon on the Kids Card; or select the icon on the Kids Card, and then choose *Kid Settings* from the Kid menu.

You will see the Kid Settings dialog box, which functions in the same way as the Add Kid dialog box (page 31).

Guest Settings: To edit the Guest settings, double-click the Guest icon on the Kids Card; or select the Guest icon on the Kids Card, then choose *Kid Settings* from the Kid menu.

- To remove the Guest icon from the Opening Screen of the Kid Section, click  **Disabled**.
- To show the Guest icon on the Opening Screen, click  **Enabled**. You may wish to leave the Guest icon enabled, so that visiting friends can use *KidDesk* without disturbing the Calendar, applications, Address Card File entries, etc., on the other desks.
- To record or import a Welcome Message for the Guest, click  or .
- To allow guests to print, place a check in the “Allow Printing” box.

Remove Kid

To remove a family member from *KidDesk*, select the icon on the Kids Card, and then choose *Remove Kid* from the Kid menu. The family member's desk is erased, including all Calendar, Note Pad, and Address Card File entries and all Voice Mail and E-Mail messages.





Limit Applications

When you add an application to *KidDesk*, it is automatically placed on all family members' desks (see *Add Application*, page 37). To hide an application from a specific desk, select the kid's icon on the Kids Card, and then choose *Limit Applications* from the Kid menu. (For more information on limiting applications, see page 13.)



KidDesk Accessories


Each desk has its own unique combination of *KidDesk* Accessories. The accessories can perform their *KidDesk* functions (for example, the *KidDesk* Calendar) or can be set to run other applications on your hard drive or a CD-ROM (for example, an appointment calendar application).

To place accessories on or to remove accessories from a family member's desk and control the settings for the accessories, select the kid's icon on the Kids Card, then choose *KidDesk Accessories* from the Kid menu.

Most *KidDesk* Accessories have three settings:

Hidden: The accessory is not displayed on the desk and cannot be used.

Showing: The accessory is displayed on the desk and performs its *KidDesk* function (described on pages 21–28).

Run Application/Launch This Application: The accessory is displayed on the desk and runs the indicated application instead of the *KidDesk* function. To specify which application to run, click . You will use the Add Application dialog boxes (page 37) to find and add the application. **Note:** You can edit the command line of the specified application by typing in the "Launch this application" box.

Some of the *KidDesk* Accessories have additional settings:

Picture Frame: Click the “Allow icon editing” check box to turn the icon editor off/on. When the icon editor is on, the kid can click the Picture Frame on the desk to draw or select a new icon. When the icon editor is off, the icon is displayed in the Picture Frame on the desk, but it cannot be changed.

Clock: Click the “Speaking Clock” check box to turn clock speaking off/on. When clock speaking is on (an “x” appears in the check box), the digital clock says the time aloud.

Phone: Click “Allow Single Send” to allow the family member to send audio messages between desks. Click the “Allow multiple send” check box to allow one message to be sent to several desks at once. Click “Greetings only” to disable Voice Mail and play a variety of greetings when the Phone is clicked. **Note:** If “Greetings only” is selected, the Answering Machine is not displayed on the desk.

Mailbox: Click the “Allow multiple send” check box to allow the family member to send one message to several desks at once.

Application

Add Application
Application Settings
Remove Application

Application Menu

Click the Applications tab to see the Applications Card (if it is not showing) and to use the Application menu.

Add Application

To add an application to *KidDesk* from your hard drive or a CD-ROM disc, choose *Add Application*. Applications added to *KidDesk* are not copied; adding an application just tells *KidDesk* where to find the application and places the application's icon on all desks. After you add the application to *KidDesk*, you can use *Limit Applications* (page 13) to hide the application from one or more desks.


Caution: Be aware that some applications allow access to Windows and to documents created using other applications.

Use *Add Application* to specify the file that *KidDesk* starts when launching a program from the *KidDesk* desk. Many applications use more than one file, but only one file should be added to *KidDesk* for each application.

There are two ways to add applications to *KidDesk*. For most users, it is easiest to use the Add Application feature. To add an application:

- 1) Choose Add Application from the Application menu.
- 2) A standard Windows 95 dialog box appears, displaying the programs accessible through the Start menu.



- 3) Double-click an applications folder to find the application icon.
- 4) Click once on the application icon to select it.
- 5) Click . The application icon now appears on the Applications Card.
- 6) If you wish to make changes to the application's settings in *KidDesk* (for example, changing the application's name to something simpler for your child), click once on the application icon on the Applications Card, then choose Application Settings from the Application menu.


A second way to add an application is to drag and drop it from Windows. (Note: This feature is not available when *KidDesk* is set to run as the shell.) To add an application by dragging and dropping:

- 1) Drag the *KidDesk* Adult Section window until you can see the Windows 95 desktop. To drag the window, click and hold the title bar of the window and drag the mouse.
- 2) Use Explorer to find the application you wish to add.
- 3) Drag the application icon from the Windows 95 window onto the *KidDesk* window.
- 4) Repeat these steps for each application you wish to add.



Application Settings

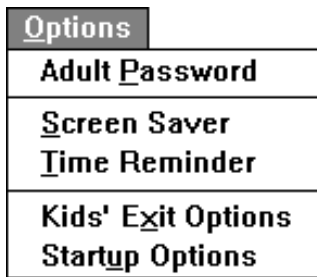
To change an application's settings, double-click the application's icon on the Applications Card; or select the application's icon, and then choose *Application Settings* from the Application menu.

- To change the name of the application as it appears in *KidDesk*, type the new name in the Title box. The application's original file name will not be changed on the hard drive.
- To add or change command-line parameters, enter them in the "Arguments" box.
- To change the application icon as it appears in *KidDesk*, click  (see *Choose Icon*, *Customize Icon*, and *Import Icon*, pages 32–33). The application's original icon will not be changed on the hard drive.



Remove Application

To remove an application from all desks, select the application's icon on the Applications Card, then choose *Remove Application* from the Application menu. (To hide an application from one desk, use *Limit Applications* from the Kid menu, page 35). **Note:** When you remove an application from *KidDesk*, you do not delete the application on your hard drive or CD-ROM.



Options Menu

Changes you make using the Options menu are global. **They will affect all family members using KidDesk.**

Adult Password

To add an Adult Password required for entering the Adult Section (in addition to Ctrl-Alt-A), choose *Adult Password*.

- Type the password. You will need it to enter the Adult Section. The Adult Password can also be used to enter any desk if a kid's password is unknown or forgotten. Type the Adult Password when asked for the kid's password.
- To remove or change a password, use the Backspace key to erase the current password, or type a new password.

Time Reminder

To set a written and/or audio Time Reminder for all kids, choose *Time Reminder* from the Options menu. The reminder appears on all desks. This feature is helpful for taking turns or limiting computer time. (The Time Reminder may not be compatible with all applications.)

- To turn the reminder off, click ☒ **None**.
- To set the reminder to appear at a regular interval, click ☒ **Every**. Then, click the arrows to indicate a length of time. The reminder continues to appear at that interval until it is turned off.
- To set the reminder to appear at a specific time of day, click ☒ **At**. Then, click the arrows to set the time.
- To enter a message, type it in the message box.
- To record an audio reminder, click **Record**. You can also import a sound file. (See *Welcome Message*, pages 31–32.)



Kids' Exit Options

To control whether family members can exit *KidDesk* and access Windows and the hard drive, choose *Kids' Exit Options* from the Options menu.

Click "Exit KidDesk from Adult Section only," "Allow exit to Windows," or "Allow Shutdown."

If you choose "Exit KidDesk from Adult Section only," no Stop Sign appears on the Opening Screen of the Kid Section. Kids cannot exit KidDesk to directly access the hard drive. If you choose "Allow Shutdown," a Stop Sign appears on the opening screen of the Kid Section. Kids can exit KidDesk, but the computer shuts down automatically.

Caution: If you choose "Allow exit to Windows", kids are able to access the data and applications on the hard drive. For maximum security, choose "Exit KidDesk from Adult Section only" and use *Startup Options* (see below) to set your computer to run KidDesk automatically when it is first turned on.



Startup Options

To set the way *KidDesk* starts, choose *Startup Options* from the Options menu.

- To run *KidDesk* yourself, click "Start KidDesk manually from Windows."
- To set *KidDesk* to run automatically, choose either:
 - "Start KidDesk when starting Windows": *KidDesk* runs as a startup item from Windows. Each time you start Windows, *KidDesk* runs. When you exit *KidDesk*, you return to Windows. This is the recommended startup method.
 - "Run KidDesk as the Windows shell": *KidDesk* replaces the Program Manager or Explorer as the shell. Each time you start Windows, *KidDesk* runs.




<u>H</u>elp
<u>C</u>ontents
<u>S</u>earch for Help on...
<u>H</u>ow to Use Help
<u>A</u>bout KidDesk...

Help Menu

The Help menu contains on-screen information about most of the Adult Section menu items and features. Use the Help menu to answer questions regarding dialog boxes, icons, buttons, or other unfamiliar terms.

Contents

To see an on-screen glossary of *KidDesk* terms and features, choose *Contents* from the Help menu. You will see an alphabetical list of Help topics.

- To see more topics, use the scroll bar and scroll arrows.
- To see the information for any green, underlined word(s), just click the word(s). You will jump to the information for that topic.
- To go back to the previous topic, click .
- To return to the alphabetical list of terms, click .
- To display a list of the topics you have seen, click . Then, click one of the topics to go to that topic, or close the window to return to the Help text.

For more information about using Help, choose *How to Use Help* from the Help menu.

Troubleshooting

Problem	Possible Cause	Solution
Unable to print calendar.	"Allow Printing" has been turned off.	Click "Allow Printing" in <i>KidDesk</i> Accessories dialog box (page 35).
	Windows configured for incorrect printer.	Use the Windows Printers Control Panel to select your printer.
No sound.	No sound device is installed.	Install a Windows-compatible sound device.
Application does not run correctly from <i>KidDesk</i> .	Wrong file was added to <i>KidDesk</i> .	Use <i>Add Application</i> (page 37) to add correct .EXE, .BAT, or .PIF file.
Kid is able to switch from application to Windows.	MultiApp mode is on.	Turn MultiApp mode off in Kid Settings dialog box (page 33).
Application does not appear on kid's desk.	Application has not been added to <i>KidDesk</i> .	Add the desired application using <i>Add Application</i> from the Application menu (page 37).
	Application has been disabled.	Use <i>Limit Applications</i> from the Kid menu to enable the application (page 35).
No Answering Machine appears.	"Voice Mail" is turned off.	Under "Voice Mail," in <i>KidDesk</i> Accessories dialog box (pages 35–36), click "Show".
Recorded sounds are inaudible.	Sound card's microphone input level is set too low.	Refer to your sound card's manual for more information. See page 6.
Time Reminder malfunctions while running an application.	Time Reminder is not compatible with all applications.	Use <i>Time Reminder</i> from the Options menu to turn off Time Reminder (page 40).
<i>KidDesk</i> does not run automatically when computer is turned on.	Incorrect Startup Option selected.	Select "Run <i>KidDesk</i> as the Windows shell" or "Start <i>KidDesk</i> when starting Windows" (page 41).

For Edmark technical support, call **(800) 528-7158**.

You can also find answers to frequently asked technical support questions at our Web site: **www.edmark.com**.

Help

Edmark Phone Numbers and E-Mail Addresses

- **Customer Service:** To order products or inquire about a purchase, please call (800) 320-8377. (Please note that technical support is not available at this number.) You can also reach Customer Service by e-mail: edmarkteam@edmark.com.
- **Technical Support:** To inquire about specific technical problems, please call (800) 528-7158, or write down your problem and fax the description of it to us at (425) 556-8940, Attn: Technical Support. (Please see *Technical Support*, below, for more information.)
- **Online Technical Support:** Reach our online representatives directly via e-mail at pctech@edmark.com.
- **World Wide Web:** Visit the Edmark home page at www.edmark.com, where you can read answers to frequently asked questions or send a message to our technical support staff.

Technical Support

KidDesk Family Edition is designed for enjoyable and easy use. If a problem does arise, first consult the Troubleshooting page in this Guide. Please be sure to check the Help file in Adult Options for updated technical information. If you do not find a solution, please call Edmark Technical Support, Monday through Friday, 8 a.m. to 5 p.m. (Pacific Time) at (800) 528-7158. Extended hours, evenings and weekends, vary by season.

In order to help you when you call, we will need to know:

- The exact kind of computer you are using, including the brand name and model (for example, Compaq 33 MHz 486).
- Additional hardware information such as memory available, sound card, etc.
- System settings and operating system information (for example, Windows 95).
- A specific description of the problem, including specific error messages, your input before the problem occurred, etc. The more information you give us, the faster we can solve your problem.

If possible, call from a phone near the computer.

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Edmark Education Team

Attention: Customer Service Department

P.O. Box 97021

Redmond, WA 98073-9721

You've just learned everything you need to know to get *KidDesk* up and running for your family. For more detailed information and a description of other features and options, please refer to the reference section of the *User's Guide*.

- *KidDesk* Accessories: Pages 21–28.
- Adult Section Menu items: Pages 29–42.
- Adding Applications: Pages 37–38.
- Running Applications: Page 20.

Exiting KidDesk

To exit *KidDesk*, click the Stop Sign on the desk to return to the Opening Screen.

- If the Stop Sign is displayed on the Opening Screen, click it to exit.
- If the Stop Sign is *not* displayed on the Opening Screen, press **CTRL + ALT + A** to enter the Adult Section, then choose *Exit* from the File menu.

Thinkin' Things®

COLLECTION 1

Toony the Loon's Lagoon™

S C H O O L V E R S I O N



EDMARK®

Quick Start

Setup Instructions

Windows 95, 98, or Me

1. To install *Thinkin' Things Collection 1: Toony the Loon's Lagoon*, insert the CD-ROM. If AutoPlay is not enabled, choose **Run** from the Start menu and type **d:\setup** (where **d** represents your CD-ROM drive).
2. To run *Thinkin' Things 1*, use the Start menu. (If AutoPlay is enabled, *Thinkin' Things 1* runs automatically when the CD-ROM is inserted.)

Windows 2000 Professional or XP

1. Log in as an administrator.
2. Follow the installation instructions listed under *Windows 95, 98, or Me*, above.


Macintosh

1. Insert the CD-ROM.
2. Double-click the *Thinkin' Things 1* icon.

Moving Around the Lagoon

From the Main Menu, click a lagoon location to visit an activity.



From any activity, click  to return to the Main Menu, where you can choose another activity or exit the program.

To set program options:

- Windows users hold down the **Ctrl** and **Alt** keys while pressing the **A** key.
- Macintosh users hold down the **Command** ⌘ and **Option** keys while pressing the **A** key.

Welcome to **Thinkin' Things® Collection 1:** **Toony the Loon's Lagoon**

Our students will live and work in an Information Age that we can only imagine. As children master the basic skills of the three R's, they must also develop a broader, higher-level set of thinking skills that will transfer to the content of the future. Given appropriate opportunities, the young mind is amazingly capable. *Thinkin' Things Collection 1: Toony the Loon's Lagoon* is designed to offer young students experiences with a variety of thinking skills: **memory, critical thinking, problem solving, and creativity.**

Thinkin' Things Collection 1 celebrates intellectual diversity. A student's musical/rhythmic intelligence may shine when working with Toony the Loon and his xylophones, or visual/spatial intelligence in creating with BLOX, or logical/mathematical intelligence with the Frippe Guides and Feathered Friends. In areas that may not come as naturally to some children, *Thinkin' Things Collection 1* offers warm, friendly experiences in which self-confidence is built, exploration and creativity are fostered, and persistence is rewarded with success.

Thinkin' Things Collection 1 also focuses attention on how students learn. Is a particular student more likely to remember what is seen or what is heard? How do your students approach learning? Do they "guess and test?" Once something is "discovered," do they use that information in another way to "see what happens?" Do your students prefer to take Frippe orders at the door (both auditory and visual), on the phone (auditory only), or by mail (visual only)? *Thinkin' Things Collection 1* promotes learning in each student's areas of strength while encouraging growth and building skills in other areas as well.



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What's in This Guide?

Getting Started (pages 2–5)

- *Steps to Start* information.
- System requirements and setup instructions.

What's Inside Thinkin' Things Collection 1? (pages 7–9)

- An overview of the program.

Software Learning Activities (pages 10–34)

- **Overview**, providing a summary of the activity, learning opportunities and developmental information.
- **Explore Mode**, explaining how your students can learn by exploring, experimenting, and creating.
- **Question & Answer Mode**, explaining how a character takes charge and is looking for a “correct” response. The character also offers gentle help and fun rewards.
- **Together Time Activities**, offering suggestions for easy, at-home activities that integrate learning into everyday situations. Each of these pages can be copied for students to take home.

Teacher Resources (pages 35–45)

- Suggestions for introducing *Thinkin' Things Collection 1* to your students.
- How to customize the software for your students.
- Scope and sequence chart that correlates the software activities with key curriculum areas.
- Complete list of the thinking skills topics in each program activity.
- Information about using the program with students who have special needs.

Classroom Activities and Reproducibles (pages 46–82)

- Suggested activities, which can be integrated within many curricular areas. These activities strengthen the learning opportunities found in *Thinkin' Things Collection 1*.
- Reproducible pages (for student activity sheets, games, and overhead transparencies), which can be used in conjunction with the suggested classroom activities.
- *Computer Partner Play*, which suggests activities for students to try at the computer.

Technical Information (page 83)

- Troubleshooting tips

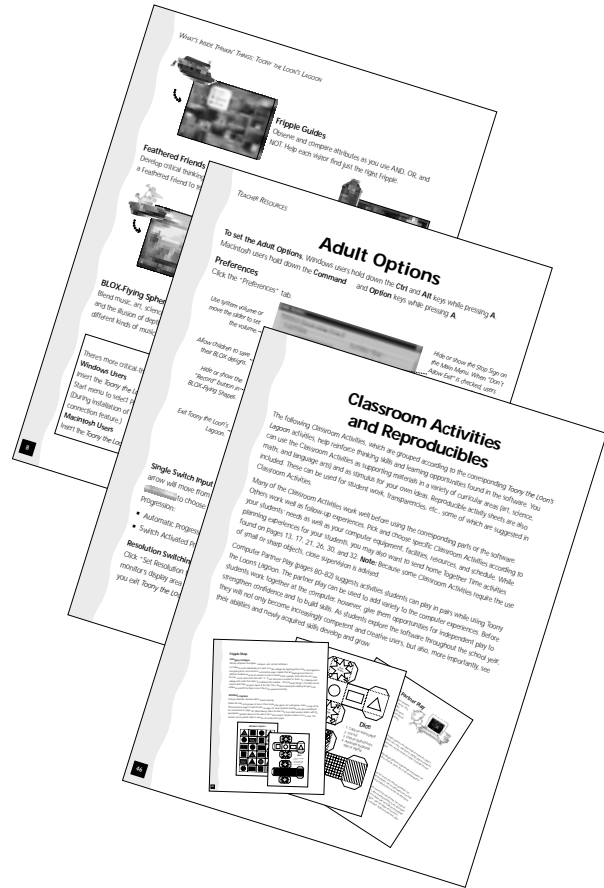
Steps to Start

1. Check to be sure *Thinkin' Things Collection 1* is installed.

- If the software has not been installed, please see *Setup Instructions* (page 5).

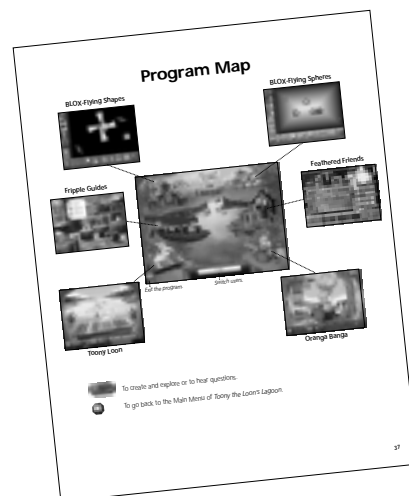
2. Read the Teacher's Guide and become familiar with the program.

- *What's Inside Thinkin' Things Collection 1?* (pages 7–9) and the *Scope and Sequence Chart* (page 42) will give you a brief overview. Before you introduce *Thinkin' Things 1* to your students, read through the *Software Learning Activities* (pages 10–34) as you try each one at the computer.
- See *Adult Options* (pages 38–40) to customize the program. (You can adjust the Grow Slides, turn scanning on/off, and so on.)
- Skim *Classroom Activities and Reproducibles* (pages 46–82) and decide which of these supplemental activities you will use to introduce or to follow-up *Thinkin' Things 1* computer experiences.



3. Introduce *Thinkin' Things Collection 1* to your students.

- Reproduce the *Program Map* (page 37) for each student. You may also make the page into a transparency for use in introducing the program.
- See *Introducing the Program to Your Students* (pages 35–36) for suggestions.



System Requirements

Windows®	Macintosh®
<ul style="list-style-type: none"> ▪ Windows 95, 98, Me, 2000 Professional, or XP ▪ Pentium (66MHz) or better ▪ Hard disk with 12 MB free ▪ 16 MB RAM ▪ Super VGA, 640x480, High Color ▪ Double-speed (2X) or faster CD-ROM drive ▪ Windows-compatible sound-output device 	<ul style="list-style-type: none"> ▪ Mac OS 7.1.2 to Mac OS X in Classic Mode ▪ PowerPC ▪ 16 MB RAM, 7000K unused ▪ 13" or larger monitor, thousands of colors ▪ Double-speed (2X) or faster CD-ROM drive

Optional

- Microphone—Record speech or sound directly using a microphone. You can record original sounds in BLOX-Flying Shapes.
- TouchWindow—A touch screen that attaches to your monitor and provides direct, easy input for young students or students with special needs.

Setup Instructions

Windows 95, 98, or Me

1. To install *Thinkin' Things Collection 1: Toony the Loon's Lagoon*, insert the CD-ROM. If AutoPlay is not enabled, choose **Run** from the Start menu and type **d:\setup** (where **d** represents your CD-ROM drive).
2. To run *Thinkin' Things 1*, use the Start menu. (If AutoPlay is enabled, *Thinkin' Things 1* runs automatically when the CD-ROM is inserted.)

Windows 2000 Professional or XP

1. Log in as an administrator.
2. Follow the installation instructions listed under *Windows 95, 98, or Me*, above.


Macintosh

1. Insert the CD-ROM.
2. Double-click the *Thinkin' Things 1* icon.

What's Inside Thinkin' Things Collection 1?

The Main Menu

Before you can explore the lagoon, you need to sign in. Select your name from the list and click OK. If your name is not on the list, type it in, then click OK.

The Main Menu of *Thinkin' Things Collection 1* lets you choose from six learning activities. From an activity, click the back arrow  to return to the Main Menu.

To play with a *Thinkin' Thing*, click one of the "hot spots" below:

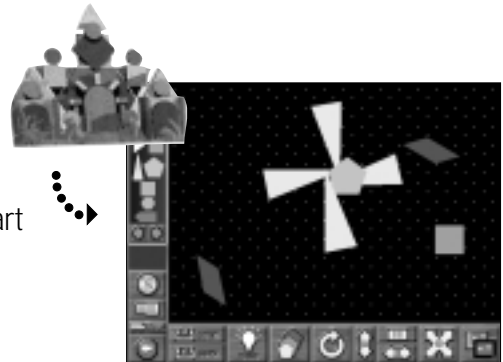


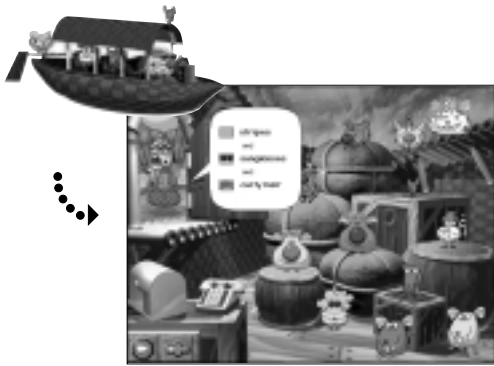
Oranga Banga

Develop creativity, auditory discrimination, and memory as you improvise or repeat patterns with different instruments.

BLOX-Flying Shapes

Discover spatial relationships. Create your own works of kinetic art as you control the motion of shapes and the sounds they make.





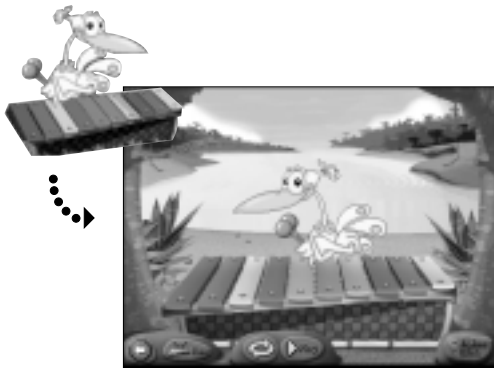
Fripple Guides

Observe and compare attributes as you use AND, OR, and NOT. Help each visitor find just the right Fripple.



Feathered Friends

Develop critical thinking ability as you deduce a rule and then build a Feathered Friend to test your hypothesis.

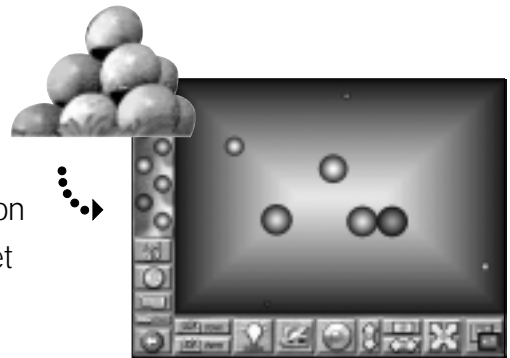


Toony Loon

Increase memory and musical skills as you repeat patterns or create tunes of your own on Toony's wacky xylophones.

BLOX-Flying Spheres

Blend music, art, science, and play as you experiment with motion and the illusion of depth. Create unique visual effects to interpret different kinds of music.



Playing in the Lagoon

Question & Answer and Explore Modes

Oranga Banga, Feathered Friends, and Toony Loon have two modes: the Explore Mode (you explore, experiment, and create) and the Question & Answer Mode (you answer a character's request). To switch between modes, click the Explore/Q&A button.



Grow Slides

Your students can use Grow Slides in the Question & Answer Mode of Oranga Banga, Frippe Guides, Feathered Friends, and Toony Loon to adjust the difficulty level of the activities. As students answer questions and solve problems, the Slider on the Grow Slide advances and more difficult questions or problems are offered.



From an activity: Click the Grow Slide button  and then drag the slider to adjust the difficulty level. You can also click a specific problem-solving topic. (Refer to page 43 for the topic lists.)

From Adult Options: Click the “Activity Settings” tab. You can turn off your students’ access to the Grow Slides or adjust the Grow Slide settings. The problem-solving topics available in the currently selected activity are displayed below the Grow Slide.

Adult Options

To enter Adult Options, Windows users hold down the **Ctrl** and **Alt** keys while pressing the **A** key. Macintosh users hold down the **Command** ⌘ and **Option** keys while pressing the **A** key. Adult Options (pages 38–40) allows you to customize *Thinkin’ Things Collection 1* for each student.

Oranga Banga



In the Explore Mode, students explore sounds or compose patterns. In the Question & Answer Mode, Oranga plays patterns for students to recognize, remember, and repeat, helping to develop students' auditory discrimination and memory skills. Click a button to make Question & Answer play more challenging by listening to Oranga "at night" (with the screen darkened), requiring that the discrimination and memory be based only on what is heard.

Learning Opportunities

- Develop auditory discrimination
- Enhance visual and auditory memory
- Create patterns
- Remember and repeat patterns

Together Time Activities (page 13)

- Pots and Pans Band
- Guess What?

Classroom Activities (pages 47–51)

Computer Partner Play (page 80)

About Kids

Children enjoy making sounds and creating patterns. When students work with patterns, they learn that parts make up the whole, and begin to recognize repetition and organization. These elements contribute to the foundation of efficient thought, comparison, and memory. Some students exhibit strong preferences for visual or auditory input. Watch as your students play with Oranga, "at night" and with the "lights on." You may observe some striking differences. Noticing these preferences can offer valuable insight into your students' individual learning styles.







Explore Mode

- Click  from the Main Menu to play with Oranga Banga.




"You go first."

- Click the instruments to hear the sounds they make. You can create all sorts of patterns.
- Click  or click Oranga. Oranga will play what you played.
- Click  if you want Oranga to repeat what you have played over and over. Click anywhere to stop the repeating pattern.
- Experiment and create patterns as long as you like.
- Click  for the Question & Answer Mode, or click  to choose another Thinkin' Thing.








Question & Answer Mode

- Click  to enter the Question & Answer Mode.
- Oranga plays a pattern and asks you to repeat it.



*"Can you
play that?"*

- If you repeat the pattern correctly, Oranga congratulates you and plays a new pattern.
- If you do not repeat the pattern correctly, Oranga will play the pattern again. Keep trying!
- Click the instruments to repeat Oranga's pattern. To hear the pattern again, click Oranga.
- If you want a greater challenge, click  to play with Oranga in the dark.
- Click  to turn the lights back on.
- Click the Grow Slide button  to change the difficulty level of the problems.
- Click  for the Explore Mode, or click  to choose another Thinkin' Thing.

Together Time

Pots and Pans Band

Look through the kitchen cupboards with your child. Take out five or six items to serve as instruments for your band (pots, pans, lids, colanders, pie tins, etc.). You will also need wooden or metal spoons to play the instruments. Allow time for your child to explore the sound of each instrument and create patterns using a series of sounds. Then, while you watch, have your child play a short pattern for you to repeat. Continue playing, taking turns creating new patterns. Also try listening with your eyes closed while the pattern is played.

We've been playing with Oranga Bonga's percussion instruments in *Thinkin' Things* Collection 1. We create patterns for Oranga to play. Then, Oranga gives us patterns to try. Here are some activities to play at home.



Guess What?

Play this game as you are working together in the kitchen. With eyes closed, have your child guess what you are doing. Tear off aluminum foil, close the oven door, stack dishes, put silverware away, bite into a cracker, etc. Begin with sounds that are very different and, over time, move to sounds that are more alike. Your child will enjoy switching roles and having you guess, too.

Fripple Guides



Visitors to the lagoon are looking for Fripple tour guides! Students choose to help a visitor at the door (auditory and visual), on the phone (auditory only), or by mail (visual only). Each visitor asks for a Fripple guide with specific attributes, for example, “I like purple and stripes, but not curly hair.” The child must then examine a group of Fripples to find one that matches the visitor’s request.

Learning Opportunities

- Recognize, compare, and contrast attributes
- Develop skill in observing details
- Recognize relationships described by AND, OR, and NOT (Boolean logic)
- Develop skill in visual scanning (looking through a group to find a specific attribute or combination of attributes)

Together Time Activities (page 17)

- A Closer Look
- Fripple Cookies

Classroom Activities (pages 52–57)

Computer Partner Play (page 80)


About Kids

When challenged to use higher-level thinking skills, children often prove themselves capable. Careful observation and logical comparisons contribute to cognitive development and the ability to classify and categorize.

Not all students learn, think, or absorb information in the same way. By noticing whether a student would rather use the door, the phone, or the mailbox, you may become more aware of that student’s preferences and strengths. By observing as students fill increasingly more difficult “visitor requests,” and occasionally asking how the right Fripple was found, you may become more aware of how each student reasons.



Question & Answer Mode

- Click  from the Main Menu to play with the Fripplie Guides.
- Click several Fripplies to hear their attributes described (eyes, color, hair, etc.). For example, one Fripplie might be purple with spots and big eyes; another might be green with stripes and small eyes.



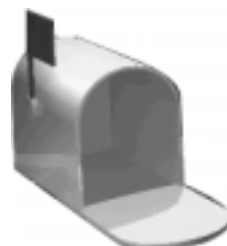
"This Fripplie is green with spots. It has big eyes."

- There are three ways to get Fripplie requests from visitors:

- Click the door (auditory and visual).



- Click the mailbox (visual only).



- Click the phone (auditory only).







- Look carefully at the attributes of each Fripplle. Click a Fripplle to fit the visitor's request.



"I like stripes, and sunglasses, and curly hair, please."

- If you choose a Fripplle that is exactly what the visitor requested, the Fripplle will leave with the visitor.
 - If you do not choose exactly what the visitor requested, keep trying. You are sure to find the right Fripplle.
- Click the Grow Slide button  to change the difficulty level of the problems.
 - Play with the Fripplle Guides as long as you like. The visitors will come until you decide to leave!
 - Click  to choose another Thinkin' Thing.

The Fripple Guides in *Thinkin' Things* Collection 1 are interesting characters. We listen to visitors' requests, look carefully at Fripplies' attributes, and fill the orders. You can play with attributes at home, too.

Together Time

A Closer Look

You and your child can have fun looking at family photographs while strengthening visual discrimination skills.

Place three different photographs on the table. Start with simple questions such as, "Can you find a picture with both people and animals?" or "Where is a picture with stripes and also shoes with laces?"

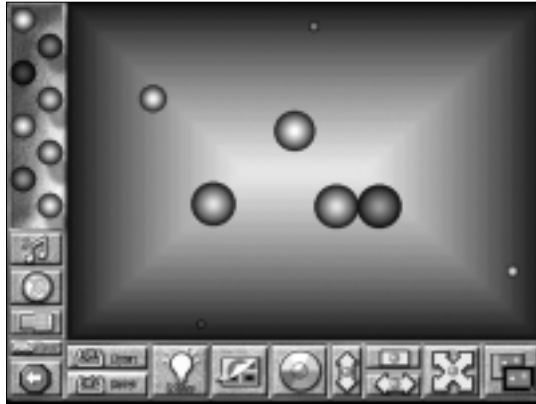
At another time, you might make the questions more complex. For example, "Which one has buildings and people, but no trees?" Change the selections of photographs after every three or four questions.

Fripple Cookies

Cookie-making time can be a great opportunity to learn about matching attributes with verbal requests. You will need plain cookies and toppings such as raisins, nuts, dried fruit, coconut, chocolate chips, and so on. Take turns "ordering" and decorating cookies. For example, you might say, "I'd like a cookie with nuts and dried fruit." Or, your child might say, "I'd like a cookie with chocolate chips and nuts but no coconut." If you prefer, you and your child can decorate peach or pear halves instead of cookies.



BLOX-Flying Spheres



Flying Spheres offers a novel and challenging environment in which students can explore their artistic, musical, and scientifically inquisitive natures. Colorful spheres can be placed or tossed into motion over backgrounds that alter the size of the spheres and give the illusion of depth. The motion of individual spheres can be controlled (using the mouse), or you can control all the spheres at once (using the buttons).

Learning Opportunities

- Enhance observation and perception skills
- Explore the illusion of depth
- Create and conduct experiments involving motion, change in motion, and motion as affected by different gradient backgrounds
- Create kinetic art (aesthetically pleasing designs using color and motion)
- Choreograph moving spheres to interpret music
- Increase creativity and musicality

Together Time Activities (page 21)

- Floor Tennis
- Sphere Mobile

Classroom Activities (pages 58–62)


Computer Partner Play (page 81)

About Kids

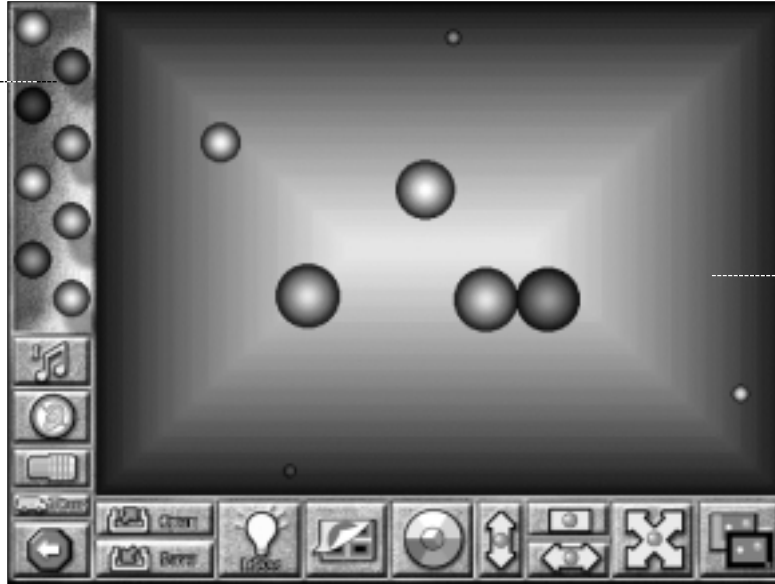
Children of all ages enjoy and respond to music, color, and motion. BLOX-Flying Spheres provides a creative environment in which all three elements can be easily controlled and manipulated. Eye-hand coordination and other developmental limitations need not inhibit creativity or exploration. Because of the open-ended nature of this environment, the first interesting patterns and designs that students construct are often created by chance. The foundation for scientific thought and creativity blossoms as students continue to explore, wondering “What might happen if...,” experimenting, observing the results of their actions, and then using bits and pieces of their previous discoveries to try new creations.



Explore Mode

- Click  from the Main Menu to play with BLOX-Flying Spheres.

Click a sphere or drag it into the workspace to begin. (Up to 20 spheres can be placed in the workspace.)



Workspace

Mouse Controls



Drag and Toss

Click and hold the center of a sphere to "grab" it. Then:

- DRAG the sphere by moving the mouse.
- TOSS the sphere by releasing the mouse button while you move the mouse. (The speed of the sphere is affected by the speed of the mouse movement. Young students may prefer to use the on-screen buttons to control movement.)

Erase a Sphere

Click and hold the sphere. Then:

- DRAG the sphere out of the workspace to erase that sphere.

Catch a Moving Sphere

Hold down the mouse button. Then:

- Move the cursor into the path of the moving sphere.



Buttons

Click a button to:



Turn the sound on or off.



Change the music. You can choose from different tunes.



Remove all spheres from the workspace.



Take a tour that shows you all the different things you can do with BLOX-Flying Spheres



See some sample designs that can be made with the sphere set.



Change to a different background. Many backgrounds are available.



Change the background color.



Stop movement of all spheres in the workspace. Click again to start the spheres moving.



Move all spheres horizontally. Click again to change speed.



Move all spheres vertically. Click again to change speed.



Move all spheres out from the center of the workspace.





Hide the button bar. Click again to make the buttons reappear. When the button bar is hidden and the mouse is not moved for five seconds, this button and the cursor disappear. They reappear when the mouse is moved.





Choose another Thinkin' Thing.

Saving and Replaying Your Designs



To save your design:

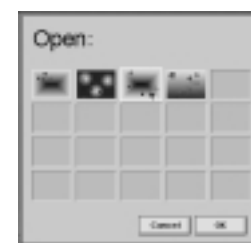
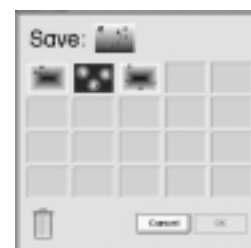
- Click the Save button .
- Drag the miniaturized version of your design (thumbnail) to an empty rectangle.
- Click  to save the design.

To delete a previously saved design:

- Click Save .
- Drag the thumbnail of the unwanted design to the trash can.
- Click  to empty the trash can.

To open a previously saved design:

- Click the Open button .
- Click the thumbnail of the design you wish to open.
- Click  to replay or change the design.



Together Time

Floor Tennis

For this activity, choose the room in your house with the least amount of furniture. Close the door. Sit across from your child on the floor at opposite ends of the room. Roll a tennis ball directly back and forth. Then, experiment with different routes while talking about the techniques you are using. For example, "This time I'm going to roll the ball softly and try to bounce it off two baseboards before it gets to you."

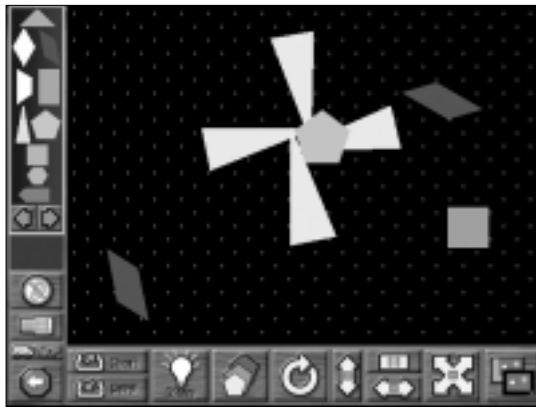
Sphere Mobile

Help your child find a stick or twig about 12 to 15 inches long. You will also need two balls (styrofoam, soft foam, or old tennis balls). Let your child decorate the balls with colored markers, sequins, scraps of yarn, or small shapes cut from paper or felt. Use yarn to tie a loop snugly around the center of each ball, leaving a length of yarn on each ball. Your mobile will be more interesting if one length of yarn is longer than the other. Tie the ends of the yarn to opposite ends of your child's twig. Tie another piece of yarn to the center of the twig at the point where the mobile maintains its balance. Hang the mobile where it can rotate freely and watch it move with the air currents.

We have been busy creating with Flying Spheres in *Thinkin' Things* Collection 1. We use motion, color, and music as we experiment. Here are two ideas to try at home.



BLOX-Flying Shapes



Students explore, experiment, and create using geometric shapes, motion, and sound. One shape or a combination of shapes can be set in motion. Shapes can also be individually manipulated to grow or shrink, spin, and travel across the workspace. A sound is associated with each shape. The volume and pitch of the sound can be changed by altering the shape's size and spinning speed.

Learning Opportunities

- Develop spatial awareness
- Discover similarities and differences in shapes
- Observe and compare shapes in various positions
- Build investigative skills by creating and conducting experiments
- Create aesthetically pleasing designs using shape, color, motion, and sound
- Experience the relationship between scientific exploration and creativity
- Increase creativity and musicality

Together Time Activities (page 26)

- Turn and Trace
- Shape Snacks

Classroom Activities (pages 63–67)


Computer Partner Play (page 81)

About Kids

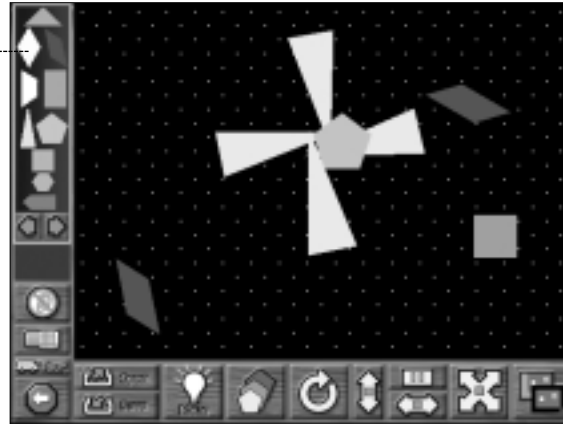
Students begin their exploration of BLOX-Flying Shapes in a variety of ways. One may begin by playing with the sound properties of several shapes while another may be fascinated with causing a single shape to re-size, spin, and move around the screen. Many topics of investigation are present in this creative and experimental environment. It is important to foster learning without stifling the natural curiosity and creativity that all students possess. Encourage students to ask questions, to predict results, and then to experiment in order to test their predictions. It is the process of asking and answering their own questions (and not the answers to the questions) that is most valuable in developing the inquisitive nature that serves all aspects of learning.



Explore Mode

- Click  from the Main Menu to play with BLOX-Flying Shapes.
- BLOX-Flying Shapes allows you to experiment with geometric shapes, motion, and sound in a unique environment.

Click a shape or drag it into the workspace to begin. (Up to 20 shapes can be placed in the workspace.)



Workspace

Mouse Controls



Drag and Toss

Click and hold the center of a shape to “grab” it. Then:

- DRAG the shape by moving the mouse.
- TOSS the shape by releasing the mouse button while you move the mouse. (The speed of the shape is affected by the speed of the mouse movement. Young students may prefer to use the on-screen buttons to control movement.)



Rotate and Spin

Click and hold the point of a shape until a circle appears. Then:

- ROTATE the shape by moving the mouse.
- SPIN the shape by releasing the mouse button while you rotate the shape.



Resize

Click and hold a shape’s side until you see a flashing white outline. Then:

- Move the mouse to enlarge or shrink the shape.

Catch a Moving Shape

Hold down the mouse button. Then:

- Move the cursor into the path of the moving shape.

Erase a Shape

Click and hold the shape. Then:

- Drag the shape out of the workspace to erase that shape.



Buttons

Click a button to:



Switch to a different set of shapes. There are three sets.



Change the sound assigned to a shape ("Original Sound"). Click the arrows to choose a shape. Click "Record" to record a sound for the shape. Click "Your Sound" or "Original Sound" to choose the sound that plays when the shape hits the edge of the workspace.



Turn sound on or off.



Remove all the shapes from the workspace.



Take a tour that shows you all the different things you can do with BLOX-Flying Shapes



See some sample designs that can be made with the current shape set.



Resize all shapes to one of three sizes.



Spin all shapes at one speed and in one direction. Click again to spin in the opposite direction and at faster speeds.



Stop movement of all shapes in the workspace. Click again to start the shapes moving.



Move all shapes horizontally. Click again to change speed.



Move all shapes vertically. Click again to change speed.



Set shapes in motion out from the center of the workspace.



Hide the button bar. Click again to make the buttons reappear. When the button bar is hidden and the mouse is not moved for five seconds, this button and the cursor disappear. They reappear when the mouse is moved.



Choose another Thinkin' Thing.

Sound

Pitch: Spin the shape faster to raise the pitch.



Volume: Make the shape larger to play the sound louder.

Rhythm: The sound of shapes as they hit the edge of the workspace creates rhythms.





Saving and Replaying Your Designs



To save your design:

- Click the Save button .
- Drag the miniaturized version of your design (thumbnail) to an empty rectangle.
- Click  to save the design.

To delete a previously saved design:

- Click Save .
- Drag the thumbnail of the unwanted design to the trash can.
- Click  to empty the trash can.

To open a previously saved design:

- Click the Open button .
- Click the thumbnail of the design you wish to open.
- Click  to replay or change the design.





Together Time

Shape Snacks

Encourage creativity at sandwich-making time. Cut sandwiches into triangles and let your child arrange the pieces into pine trees, sailboats, etc., on plates. At another time, cut sandwiches into squares, rectangles, or a combination of shapes, and see what scenes develop on the plates.

All sorts of shapes fly around when we play in *Thinkin' Things* Collection 1. Using Flying Shapes, we spin and toss shapes and experiment as we create works of art. It would be fun to play with shapes at home, too.



Turn and Trace

Cut a triangle, a square, and a rectangle from tagboard or cardboard. Lay a piece of white paper on top of another sheet of cardboard. Then, pin one of the shapes on top of the white paper. Place the pin near one of the edges or points of the shape. Have your child trace around the shape. (You may have to hold the shape in place while your child traces.) Leaving the pin in place, have your child turn the shape slightly and trace it again. After tracing the shape in several different positions, remove it and look at the design created. It should have a "feeling" of movement. Continue experimenting with the other shapes.

Feathered Friends



In the Explore Mode, students experiment with four categories of attributes (color, shoes, hats, and body pattern) as they create baby birds. In the Question & Answer Mode, students must carefully examine a group of baby birds to determine exactly what kind of friend the birds are seeking.

Learning Opportunities:

- Develop visual discrimination
- Recognize, compare, and combine attributes
- Use parts to create a whole
- Complete patterns
- Recognize changes in attributes that create a pattern
- Complete visual analogies
- Hypothesize and test a rule

Together Time Activities (page 30)

- Guess My Rule
- What Makes a Toothbrush a Toothbrush?

Classroom Activities (pages 68–74)

Computer Partner Play (page 81)


About Kids

Even very young students will enjoy choosing and changing attributes to create Feathered Friends. Using the Explore Mode, students can make up their own games—one person makes a bird, the other matches; one person describes a specific bird, the other tries to make a bird to fit, etc. As students talk about the attributes of the birds, they increase vocabulary and the ability to compare, contrast, and describe.

As students mature, working with attributes in the Question & Answer Mode can enhance observation and discrimination skills and build a foundation for critical-thinking skills (rule formation, classification, and so on.). In playing with Feathered Friends, students move through a series of progressively difficult problems involving identities, differences, patterns, and analogies.



Explore Mode



- Click  from the Main Menu to play with the Feathered Friends.

*"You can make
a Feathered
Friend."*





*Blueprint
Window*

*Choose an attribute
from each row.*


- Click the attribute buttons on the machine to design a Feathered Friend. As you make choices, your design appears in the blueprint window. If you change your mind, click a different button.
- To change all of the attributes and start from scratch, click the eraser .
- When you have clicked one button in each row and are ready for the machine to make your design, click . A new baby bird will appear.



- Use the machine to create as many Feathered Friends as you like. (You can see up to five birds displayed at a time.)
- Click  for the Question & Answer Mode, or click  to choose another Thinkin' Thing.







Question & Answer Mode

- Click  to enter the Question & Answer Mode.
- Baby birds ask you to make the missing bird. Look closely at their attributes (color, body pattern, hat, shoes). Use what you see to guess what kind of bird they want you to make.



"Please make the missing bird."

- You will continue patterns, repeat differences, or complete analogies at different levels of difficulty.
- Click the attribute buttons on the machine to design the Feathered Friend that you think the baby birds want. Then, press .
- If you answer correctly and make the friend the birds want, Robo Chicken lays an egg and the friend hatches.
- If you do not answer correctly, try again. If you keep trying, you will always be able to make the friend the baby birds want.
- Click the Grow Slide button  to change the difficulty level of the problems.
- Click  for the Explore Mode, or click  to choose another Thinkin' Thing.



Together Time

Guess My Rule

For this activity, you will need about 10 colorful photographs from magazines. Spread out all of the pictures and ask your child to find something that you describe in each one. For example, a picture with red in it, a picture with no people, a picture with six ears, etc. Next, sort the pictures and ask your child to guess the sorting rule you have in mind. Start with something simple such as trees and no trees. Later, your child might like to sort the pictures and ask you to guess the rule. Below are some sorting rules you could try:

dark—light

inside—outside

people—no people

machines—no machines

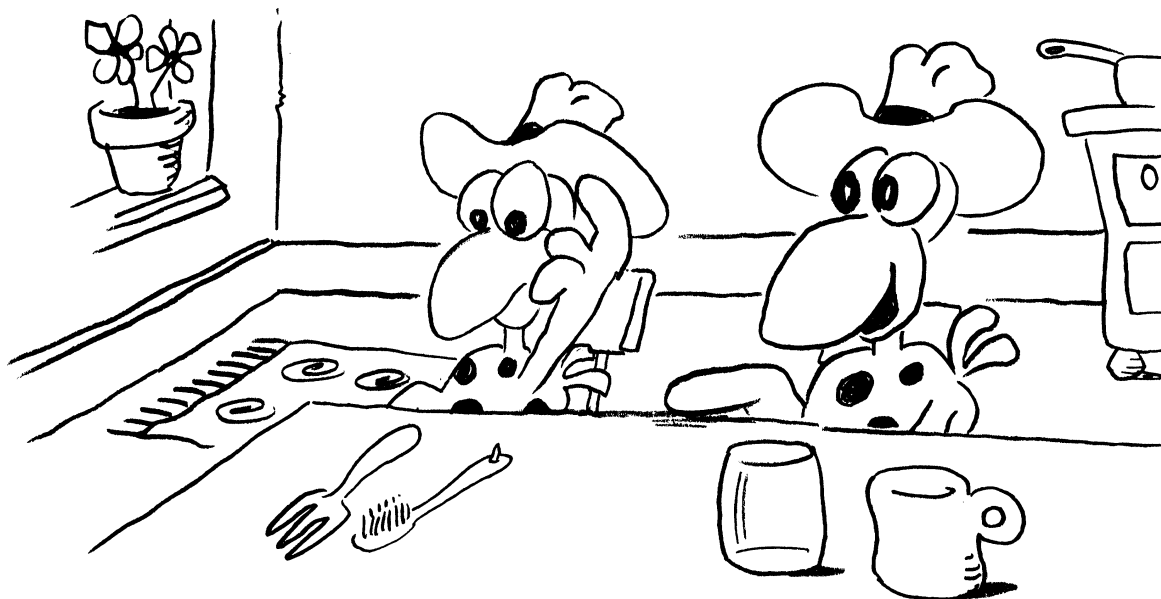
curvy shapes—straight edge shapes

vertical pictures—horizontal pictures

happy feeling—sad feeling

What Makes a Toothbrush a Toothbrush?

Put two objects on the table in front of your child; for example, a toothbrush and a fork. Ask your child what these two objects have in common. (They both are hard. They both are long and thin. They are similar in length.) Ask what makes them different. (One has bristles, the other has prongs. One is red, the other is silver.) Finally, ask what one thing seems to make a toothbrush a toothbrush (bristles) and what one thing seems to make a fork a fork (prongs). Continue playing using other pairs of objects such as a stuffed toy animal and a blanket, a lamp and a radio, a pencil and a pen, a glass and a cup, and so on.



Working with *Thinkin' Things* Collection 1, we are learning to match and to change attributes of our Feathered Friends. We are also completing patterns and visual analogies! Here are two things we could try at home.

Toony Loon



In the Explore Mode, students improvise their own musical patterns and tunes on unique xylophones. In the Question & Answer Mode, they develop auditory discrimination and memory skills by repeating patterns played by Toony Loon. Auditory memory can be isolated and strengthened by choosing to have Toony play “in the dark.”

Learning Opportunities

- Develop auditory discrimination of pitch
- Strengthen auditory memory
- Create patterns
- Remember and repeat patterns
- Develop creativity and musicality

Together Time Activities (page 34)

- Tunes in a Jug
- High Note, Low Note

Classroom Activities (pages 75–79)


Computer Partner Play (page 82)

About Kids

Children respond to music very early in life. Most music is highly organized, including patterns and repetition (such as scales and chords). Children enjoy repeating patterns, and Toony is a patient teacher. When a student successfully repeats a pattern, a slightly more challenging one is offered. If students have difficulty with a long pattern, Toony breaks it into two parts to help them succeed. As an expressive art form, music also involves spontaneous improvisation and creativity. Students delight in making their own music and, as they do, musical abilities and aesthetic judgment develop.






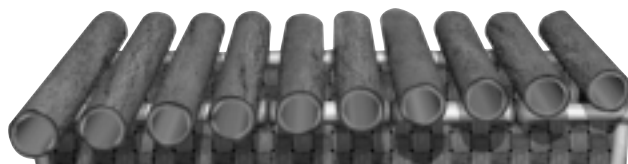
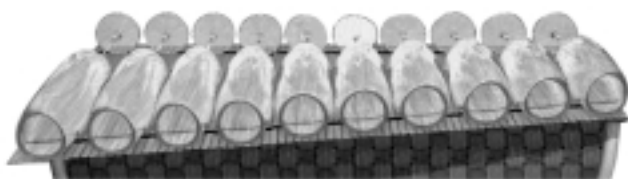
Explore Mode

- Click  from the Main Menu to play with Toony the Loon.
- Click the bars of the xylophone to hear the sounds they make and create your own tunes.



"Show me what to play."


- Click  or click Toony. Toony will play what you played.
- Click  if you want Toony to repeat what you have played over and over. Click anywhere to stop the repeating pattern.
- Click  to play another xylophone.
- Explore the different xylophones and make up tunes as long as you like.



- Click  for the Question & Answer Mode, or click  to choose another Thinkin' Thing.








Question & Answer Mode

- Click  to enter the Question & Answer Mode.
- Toony plays a pattern on the xylophone and asks you to repeat it.



*"Can you
play that?"*

- Click the xylophone bars to play the pattern you heard. To hear the pattern again, click Toony.
 - If you repeat the pattern correctly, Toony congratulates you and plays a new pattern.
 - If you do not repeat the pattern correctly, Toony will play the pattern again. Keep trying!
- If you want a challenge, click  to play with Toony in the dark.
- Click  to turn the lights back on.
- Click the Grow Slide button  to change the difficulty level of the problems.
- Click  for the Explore Mode, or click  to choose another Thinkin' Thing.

Together Time

Tunes in a Jug

Thoroughly clean several plastic, narrow-neck containers—syrup, ketchup, salad oil, or pop bottles. First, “play” the empty jugs.

(Press the rim of the container against your lower lip and gently blow across the opening. This may take a little practice.) You and your child will discover that the larger the container, the lower the tone. Next, try filling the containers with different amounts of water and see how the tones change. You may want to make a game of trying to match each other's tones by adding and pouring out water.

Thinkin' Things Collection 1 has its own Toony Loon who plays on different xylophones. We can play tunes for Toony to repeat or have Toony challenge us to listen to and repeat tunes, too. Here are two activities to try at home.



High Note, Low Note

Begin by asking your child to sing a very high note, then a very low note. You could sing your highest and lowest notes, too. Then, play a favorite recording while your child follows the music, moving hands up and down as the music plays high and low notes. Together, follow changes in pitch with your whole bodies—standing on tiptoes for the high notes and bending down for the low notes.

Introducing the Program to Your Students

Thinkin' Things Collection 1 can be introduced to your students in a variety of ways. As you explore the program, consider your students' learning styles and what might be most helpful in getting them started. BLOX activities and those with the Explore Mode are designed to nurture children's natural curiosity, developing divergent thinking skills by allowing them to freely experiment and "see what happens." Activities with the Question & Answer Mode help students build convergent thinking skills such as visual and auditory memory. Allow students repeated practice in the Question & Answer Mode, spaced over several months, to build these skills.

Demonstrate how to move around in Toony the Loon's Lagoon.

- Turn on a computer that has *Thinkin' Things Collection 1* installed. Use a large monitor, if available. Turn the Grow Slides on/off (pages 38–39) or set them at appropriate levels for your students. If desired, hand out copies of the Program Map (page 37) or use a transparency of it for students to follow as you introduce the software.
- Point out the six activities available from the Main Menu.
- Explain to students that Oranga Banga, Feathered Friends, and Toony Loon have two modes: the Explore Mode (which allows them to experiment, explore, and create) and the Question & Answer Mode (in which they answer a character's question). Select one of these activities and demonstrate clicking the buttons to switch between Q & A and Explore Modes.
- Point out the Stop Sign on the Main Menu and the back arrow in each activity.

Below are suggestions for introducing each activity. Refer to the pages listed for detailed operating instructions. **Note:** If students are using a TouchWindow, have them touch the screen when instructed to click or drag.



Oranga Banga (pages 10–13)

Review how to switch between the two modes. In the Explore Mode, encourage students to become familiar with the sounds of instruments first. Then, in the Question & Answer Mode, demonstrate how Oranga Banga plays patterns for students to repeat. Demonstrate how students can adjust the Grow Slides to change the difficulty level (unless the Grow Slides have been turned off in Adult Options). Students can also add to the challenge by playing with the lights off.



Fripple Guides (pages 14–17)

Point out that there are three ways to receive visitors' requests: by fax, by phone, and "in person" at the door. (Or, you may want to remove the phone and the mail box when students first use Fripple Guides, adding them later. See page 39.) Demonstrate how students can adjust the Grow Slides to change the

difficulty level (unless the Grow Slides have been turned off in Adult Options). Also demonstrate how to click a Fripplle to hear a description of its attributes.



BLOX-Flying Spheres (pages 18–21)

Encourage students to discover the functions of the buttons. Then, as a class or in groups, have students share their discoveries about how each button functions. Discuss some of the ideas shown by clicking the Idea button. Explain how students can save and open designs they have created. Encourage students to continue exploring and creating designs.



BLOX-Flying Shapes (pages 22–26)

Have students experiment with the buttons, shape sets, and mouse. (You may want to demonstrate the mouse controls shown on page 23.) Then, have volunteers share what they have discovered. Point out the Idea button. Explain how students can save and open designs they have created. Encourage continued exploration, experimentation, and sharing of ideas.



Feathered Friends (pages 27–30)

Review how to switch between the two modes. In the Explore Mode, encourage students to design a variety of Feathered Friends by trying all of the machine's attribute buttons. Later, in the Question & Answer Mode, have students look carefully at the birds shown to determine what kind of bird is missing. With the class as a whole or in groups, encourage students to share their thinking—"How did you know what kind of bird was missing?" Demonstrate how students can adjust the Grow Slides to change the difficulty level (unless the Grow Slides have been turned off in Adult Options).



Toony Loon (pages 31–34)

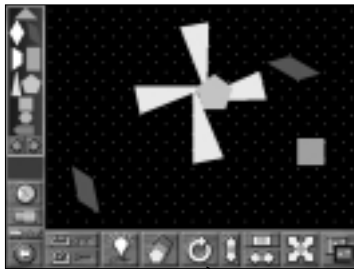
Review how to switch between the two modes. Allow sufficient time for students to explore in the Explore Mode, trying different xylophones, becoming familiar with the sounds, and composing tunes. Then, in the Question & Answer Mode, demonstrate how Toony Loon plays patterns for students to repeat. Also, demonstrate how students can adjust the Grow Slides to change the difficulty level (unless the Grow Slides have been turned off in Adult Options).

Use supplemental materials for reinforcement and variety.

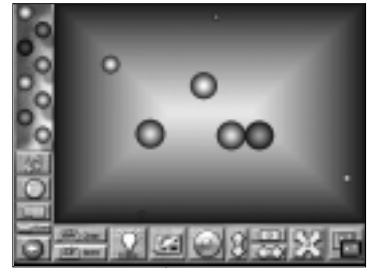
- **Together Time Activities**—As students try each Thinkin' Thing, copy and send home the corresponding Together Time activity sheets.
- **Classroom Activities**—Use these activities to introduce, follow up, and reinforce the corresponding software activities (pages 46–79).
- **Computer Partner Play**—After students have explored each Thinkin' Thing in depth, introduce them to activities to play at the computer in pairs (pages 80–82).

Program Map

BLOX-Flying Shapes



BLOX-Flying Spheres



Fripple Guides



Feathered Friends



Exit the program.

Switch users.



Toony Loon



Oranga Banga



Click to create and explore or to hear questions.



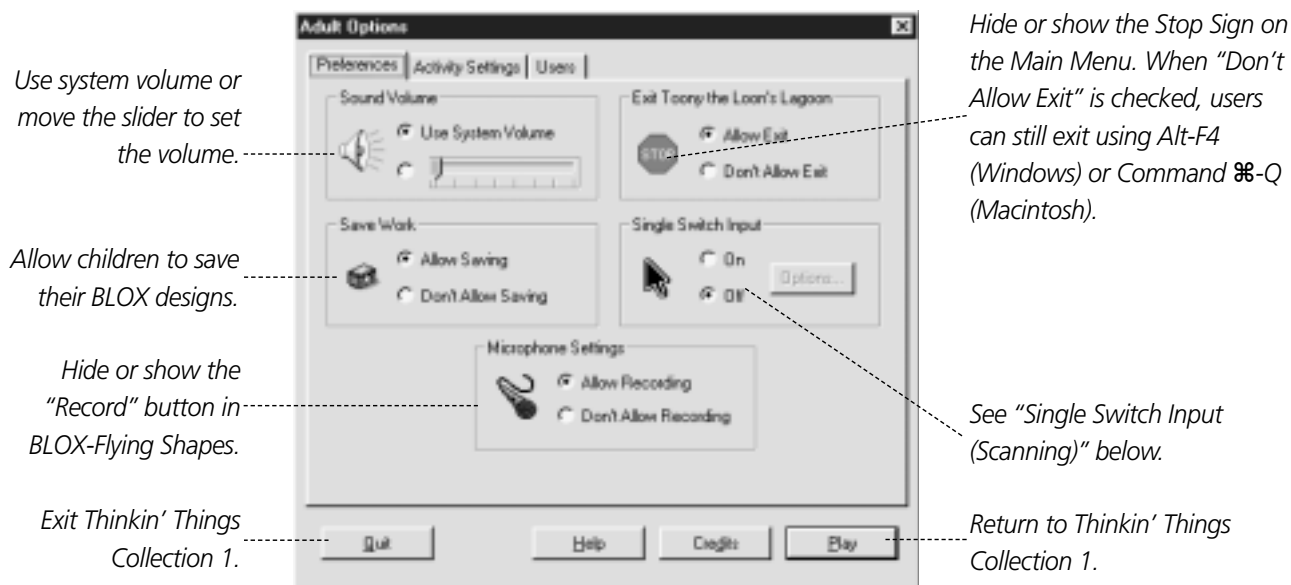
Click two go back to the Main Menu of *Thinkin' Things Collection 1*.


Adult Options

To set the **Adult Options**, Windows users hold down the **Ctrl** and **Alt** keys while pressing the **A** key. Macintosh users hold down the **Command** ⌘ and **Option** keys while pressing the **A** key.

Preferences

Click the “Preferences” tab.



Single Switch Input (Scanning): Built-in scanning is available for single switch users. A scanning arrow will move from choice to choice on the screen. Turn “Single Switch Input” on and click  to choose the Scan Rate (speed of scanning arrow movement) and the type of Scan Progression:

- Automatic Progression: Scanning restarts automatically after each selection.
- Switch-Activated Progression: Students initiate the arrow movement and make a selection by activating the single switch device.

Resolution Switching (Macintosh only):

Click “Set Resolution to 640X480” to allow *Thinkin' Things Collection 1* to automatically resize your monitor's display area while the program is running. (Your monitor will return to its usual setting when you exit the program.)

Activity Settings

Click the “Activity Settings” tab to adjust the Grow Slide settings and options. Adjustable Grow Slides allow you to monitor your students’ progress or set an activity to focus on a particular topic. As your students successfully solve problems, the Slider automatically advances to more difficult problems.

Grow Slide settings for this user. The drop-down menu bar lists all currently signed-in users.

Drag the Slider to adjust the difficulty level.

When checked, Grow Slide buttons appear in the activities.

When checked, play begins at the difficulty level attained during the previous session of play.

Click this button to change all users’ settings to the currently displayed settings.

Turn the phone and mailbox options on and off in Fipple Guides.

Click “Topics” to see a list of the topics for this activity. You can choose to target a specific critical-thinking topic by clicking it.







- Select “Remember progress from session to session” if you want *Thinkin’ Things Collection 1* to save your students’ progress in each activity when they exit the program. If this box is unchecked, *Thinkin’ Things Collection 1* always begins at the currently displayed Grow Slide settings for this user. (To change the settings, you will need to open the Grow Slides and change them manually.)
- Select “Allow child access to Grow Slides” if you want students to be able to adjust the topic or the level of difficulty themselves. If this box is unchecked, the Grow Slide buttons do not appear within the activities.

Users

Click the “Users” tab.

- To remove a name from the User List, select the name and click **Remove**. (You cannot remove the current user or the “Guest” user.)
- To rename a user, select the name and click **Rename**.
- To add a name to the User List, click **Add** and type the name.
- If the “Allow New Users to Add Themselves” box is checked, students can add their names to the User List at the Main Menu. Uncheck this box if you do not want students to add their own names.

Scope and Sequence Chart

	 Oranga Banga	 Fripple Guides	 BLOX-Flying Spheres	 BLOX-Flying Shapes	 Feathered Friends	 Toony Loon
Develop auditory discrimination	X		X	X		X
Enhance visual and auditory memory	X					X
Create patterns	X		X	X	X	X
Remember and repeat patterns	X					X
Complete patterns	X				X	X
Recognize, compare, and contrast attributes		X			X	
Recognize relationships described by AND, OR, and NOT		X				
Develop skill in visual scanning		X			X	
Explore the illusion of depth			X			
Create and conduct experiments with motion, color, and shapes			X	X		
Create kinetic art, using shape, color, motion, and sound			X	X		
Increase creativity and musicality	X		X	X		X
Develop spatial awareness			X	X		
Discover similarities and differences in shapes				X		
Complete visual analogies					X	
Hypothesize and test a rule					X	

Thinking Skills Topics

A different Grow Slide in each Question & Answer Mode activity of *Thinkin' Things Collection 1* allows you to choose from dozens of thinking skills topics, shown below. (For details on setting the Grow Slides, see page 39.)



Feathered Friends

- | | |
|---|---|
| A. 1 Attribute Change in AB Pattern | J. 3 Attribute Changes, 1 Shared Attribute |
| B. 2 Attribute Changes in AB Pattern I | K. $A \rightarrow B : A \rightarrow B$ Analogies |
| C. 2 Attribute Changes in AB Pattern II | L. $A \rightarrow B : C \rightarrow D$ Analogies—2 Changes |
| D. 3-4 Attribute Changes in AB Pattern | M. $A \rightarrow B : C \rightarrow D$ Analogies—3 Changes I |
| E. 1 Attribute Change in Set | N. $A \rightarrow B : C \rightarrow D$ Analogies—3 Changes II |
| F. 2 Attribute Changes in Set | O. $A \rightarrow B : C \rightarrow D$ Analogies—4 Changes I |
| G. 3-4 Attribute Changes in Set | P. $A \rightarrow B : C \rightarrow D$ Analogies—4 Changes II |
| H. 1 Attribute Change, 3 Shared Attributes | Q. Review |
| I. 2 Attribute Changes, 2 Shared Attributes | |



Toony Loon

- | | |
|--|---|
| A. Identify 3–5 Notes: Beginning Note at End of Instrument | F. Identify Up to 9 Notes: Variety of Intervals |
| B. Identify Up to 5 Notes: Beginning Note Near End of Instrument | G. Identify Up to 10 Notes: Close Intervals |
| C. Identify Up to 8 Notes: Beginning Note At or Near End of Instrument | H. Identify Up to 10 notes: Variety of Intervals |
| D. Identify Up to 5 Notes: Close Intervals | I. Identify Up to 10 Notes: Challenging Sequences |
| E. Identify Up to 9 Notes: Close Intervals | J. Review |



Frippe Guides

- | | |
|--|--|
| A. 2–3 Unique Attributes with “and” | H. 3 Attributes with “and...not,” 1 Shared |
| B. 2 Attributes with “and,” 1 Shared Attribute | I. 2 Attributes with “or” |
| C. 3 Attributes with “and,” 1 Shared Attribute | J. 2 Attributes with “or,” 1–2 Shared |
| D. 2 Attributes with “not” | K. 4 Attributes with “and,” 1 Shared |
| E. 2 Attributes with “not,” 1 Shared Attribute | L. 4 Attributes with “and,” 2–3 Shared |
| F. 3 Attributes with “and,” 2 Shared | M. 3 Attributes with “and...not,” 2 Shared |
| G. 3 Attributes with “and...not” | N. 3 Attributes with “and...not” — Challenge |
| | O. Review |



Oranga Banga

- | | |
|--|--|
| A. Identify 3-Note Pattern Played by 2 Instruments | G. Identify 5-Note Pattern Played by 3 Instruments |
| B. Identify 3-Note Pattern Played by 3 Instruments | H. Identify 5- or 6-Note Pattern Played by 4–6 Instruments |
| C. Identify 4-Note Pattern played by 2 Instruments | I. Identify 6-Note Pattern Played by 3 Instruments |
| D. Identify 4-Note Pattern Played by 3 Instruments | J. Identify 7-Note Pattern Played by 3–4 Instruments |
| E. Identify 4-Note Pattern Played by 4 Instruments | K. Identify 8- or 9-Note Pattern Played by 3–4 Instruments |
| F. Identify 5-Note pattern played by 2 Instruments | L. Identify 10-Note Pattern Played by 3–4 Instruments |
| | M. Review |

Students with Special Needs

Thinkin' Things Collection 1 includes built-in features that make it an effective learning tool for a wide variety of students.

Access Options

Thinkin' Things Collection 1 offers several special access options, including direct selection and scanning.

Direct Selection with the TouchWindow

Thinkin' Things Collection 1 is fully compatible with the TouchWindow, a portable touch-sensitive screen that attaches to the computer monitor, allowing direct and natural touch input.

Scanning for Single Switch Users

Built-in scanning is available for single switch users in all activities on the Macintosh and all activities except BLOX-Flying Shapes and BLOX-Flying Spheres on PC (Windows) computers.

From Adult Options (see page 38), you can adjust the scanning speed and select automatic or switch-activated progression. When automatic progression is chosen, the selection arrow automatically advances from choice to choice on screen. When switch-activated progression is chosen, the student initiates the arrow movement and makes a selection by activating the single switch device.

You can use any of the following as a single switch device:

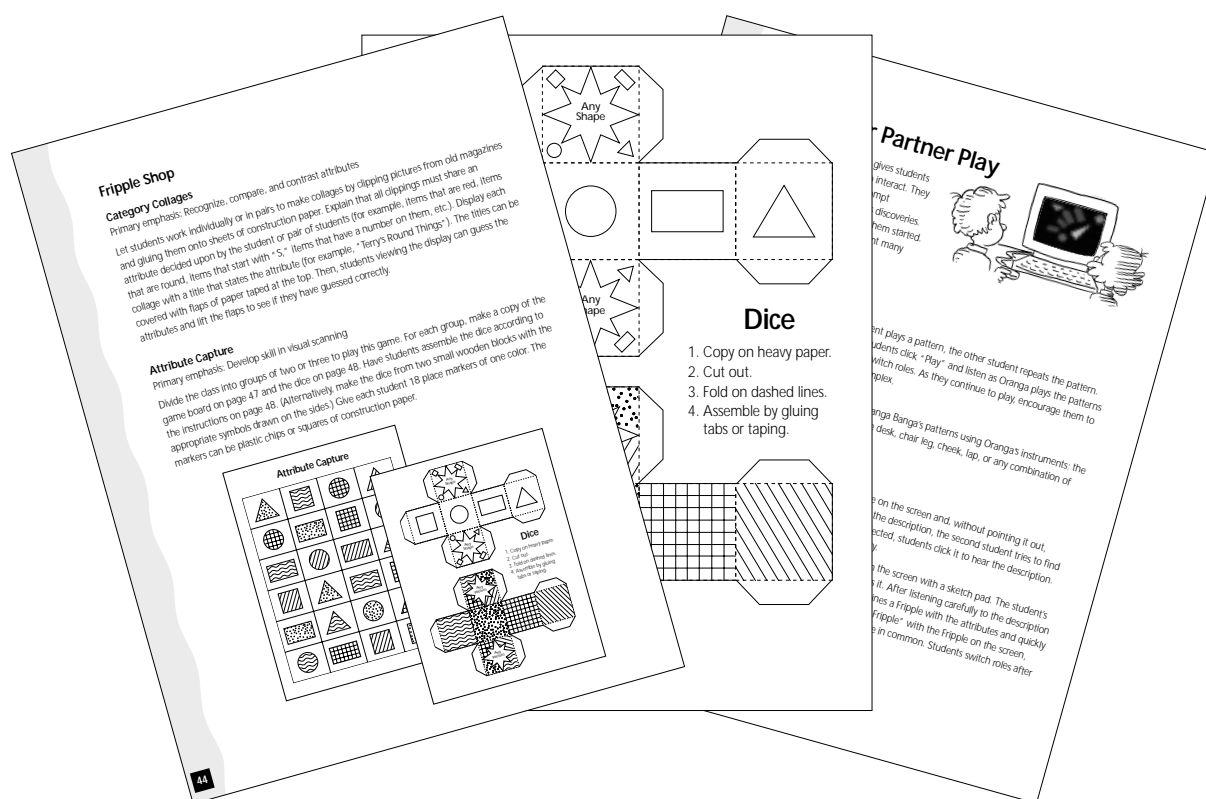
- **A specialized switch.**
- **The TouchWindow.** Remove the TouchWindow from the monitor, place it on a desktop or a lap, and touch any part of the screen to make a selection.
- **A mouse.** Click the mouse button to make a selection
- **Keyboard** (Windows users only). The Space Bar and the F1, F2, F3, F4 and F5 keys can be used as single switch devices. When the selection arrow points to the object or icon, pressing the Space Bar or one of the F1 through F5 keys selects the indicated object or icon.

Classroom Activities and Reproducibles

The following classroom activities, which are grouped according to the corresponding *Thinkin' Things Collection 1* activities, help reinforce thinking skills and learning opportunities found in the software. You can use the classroom activities as supporting materials in a variety of curricular areas (art, science, math, and language arts) and as stimulus for your own ideas. Reproducible activity sheets are also included. These can be used for student work or transparencies.

Many of the classroom activities work well as an introduction to the concepts practiced in the software. Others work well as follow-up experiences. Pick and choose specific classroom activities according to your students' needs as well as your computer equipment, facilities, resources, and schedule. While planning experiences for your students, you may also want to send home the *Together Time* activities found on pages 13, 17, 21, 26, 30, and 34. **Note:** Because some classroom activities require the use of small or sharp objects, close supervision is advised.

Computer Partner Play (pages 80–82) suggests activities students can play in pairs while using *Thinkin' Things Collection 1*. The partner play can be used to add variety to the computer experiences. Before students work together at the computer, however, give them opportunities for independent play to strengthen confidence and to build skills. As students explore the software throughout the school year, they will not only become increasingly competent and creative users, but also, more importantly, see their abilities and newly acquired skills develop and grow.



Oranga Banga

Shake It Up

Primary emphasis: Enhance visual and auditory memory

Make an assortment of shakers, using clean yogurt, cottage cheese, or film containers, two-piece plastic eggs, etc. The shakers should be made in pairs. Both shakers in the pair must sound alike (and be about the same size), but do not need to look alike. For example, a pair might consist of a lemon yogurt container and a strawberry yogurt container, each filled with three beans. Be sure that each pair of shakers has a sound that can be distinguished from all the other shakers. Below are some suggestions for the contents of different pairs of shakers:

paper clips	beans	marble
macaroni pieces	stones	rice
pennies	salt	checkers

Once the shakers are filled, tape them securely shut. Shakers can be used in many ways. The ideas below can be added to the ones you invent:

- Let small groups of students work with the shakers, shaking one and then trying to find the “audio twin.” Later, the shakers can be set up at a station for students to continue experimenting on their own.
- Pairs of students can play a memory game by mixing up the shakers and then laying them on the floor or table. Players take turns shaking two of the shakers. If the sounds match, the player gets to “keep” the shakers. If not, the player returns them to their original location. Continue until all the shakers are paired.
- Shakers can be handed out randomly to the students. Play a rhythm pattern with one of the shakers and ask the students to repeat the same rhythm using their shakers. Let student volunteers take turns playing patterns for classmates to repeat. At the end of the activity, let students “mingle” as they play their shakers and try to find the classmates with matching shakers.
- Pair students to work together. Each pair of students uses four different shakers. One student uses the shakers to play a pattern. Then, the other student tries to repeat the pattern. At first, students can listen with their eyes open, later with their eyes closed.

What Do I Hear?

Primary emphasis: Develop auditory discrimination

Divide the class into groups of four or five students each. Have students close their eyes. One student in each group makes a sound or a series of sounds (for example, rubbing hands together or tapping a pattern on the chair leg). The other students in the group try to repeat the sound pattern. Then, another student takes a turn, making a sound pattern for the group to repeat. If a student manages to “stump” the group, that student can take another turn.

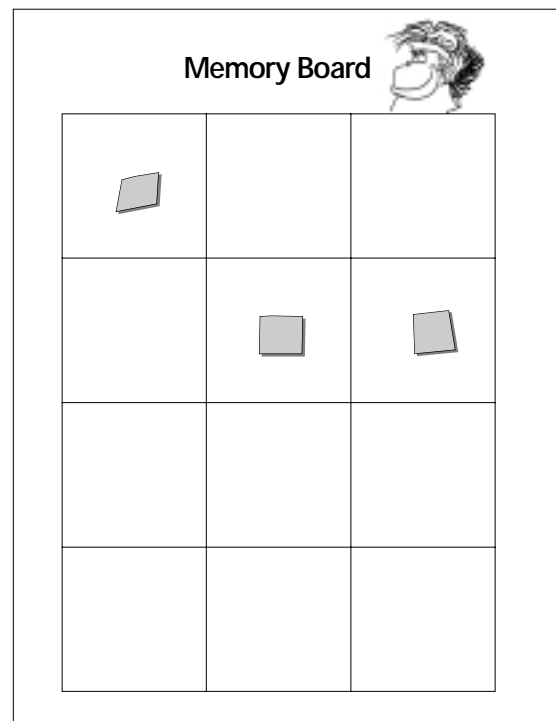
Memory Boards

Primary emphasis: Create, remember, and repeat patterns

Make a copy of page 50 for each student. Also, make a transparency from the same page. Students will need six place markers (cut up paper, checkers, small stones, etc.). Lay three markers anywhere on the grid on the overhead projector. Then, turn the projector on and have all students look at the markers on the grid for 10 seconds. Turn the projector off and ask students to duplicate the pattern on their grids. Turn the projector on again so students can check themselves. Then, ask a volunteer to come to the projector and lay out a pattern for classmates to copy. Continue the process with other volunteers.

As their ability to recall improves, students can try more challenging patterns on the memory boards. For example, use two or three markers for an easy game; use five or six markers for a harder game.

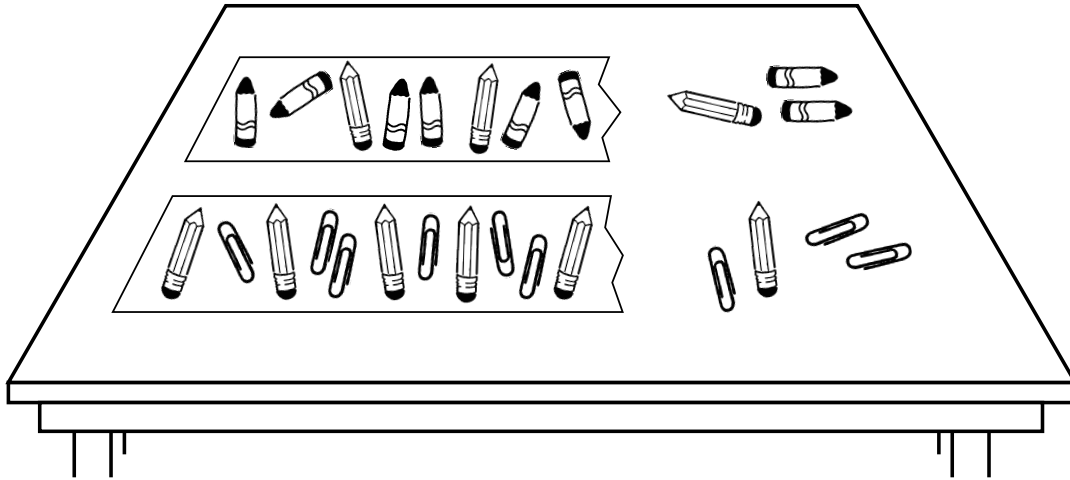
This game can also be played with partners. Paired students sit side by side. One student lays out a pattern on the grid. Then, the other student studies the pattern for ten seconds, covers it carefully to avoid shifting the markers, and duplicates the pattern on another grid.



What Comes Next?

Primary emphasis: Create patterns

Make a copy of page 51. Cut the strips apart, and tape them onto the left end of a tabletop. Place a box containing rulers, crayons, paper clips, pencils, and rubber bands on the table. Using the objects from the box, students continue repeating the pattern shown on each of the strips. You can also ask students to use the objects to create their own tabletop patterns. Students can use this area as a learning station, working individually or in pairs.



Draw a Tune

Primary emphasis: Create, repeat, and remember patterns

Cut four triangles and four circles from heavy construction paper. (It may be helpful for younger students if you cut the triangles from one color and the circles from a different color.) Place these shapes in a large paper bag.

Give each student either a drum or a triangle to play. (If instruments are not available, have students use their desks for drums and metal objects with pencils to simulate triangles.)

A volunteer draws five or six shapes out of the bag and lines them up where all students can see them (post with pins across a bulletin board or prop along the chalk rail). The volunteer then directs the class by pointing one by one to the shapes in order. Students with drums play when the director points to circles; students with triangles play when the director points to the paper triangles. Have the director continue pointing out the pattern three or four times, speeding up the tempo gradually. Then, put the shapes back in the bag. You might ask the director and the students to repeat the pattern from memory, if you think they are ready for this kind of challenge.

Computer Partner Play

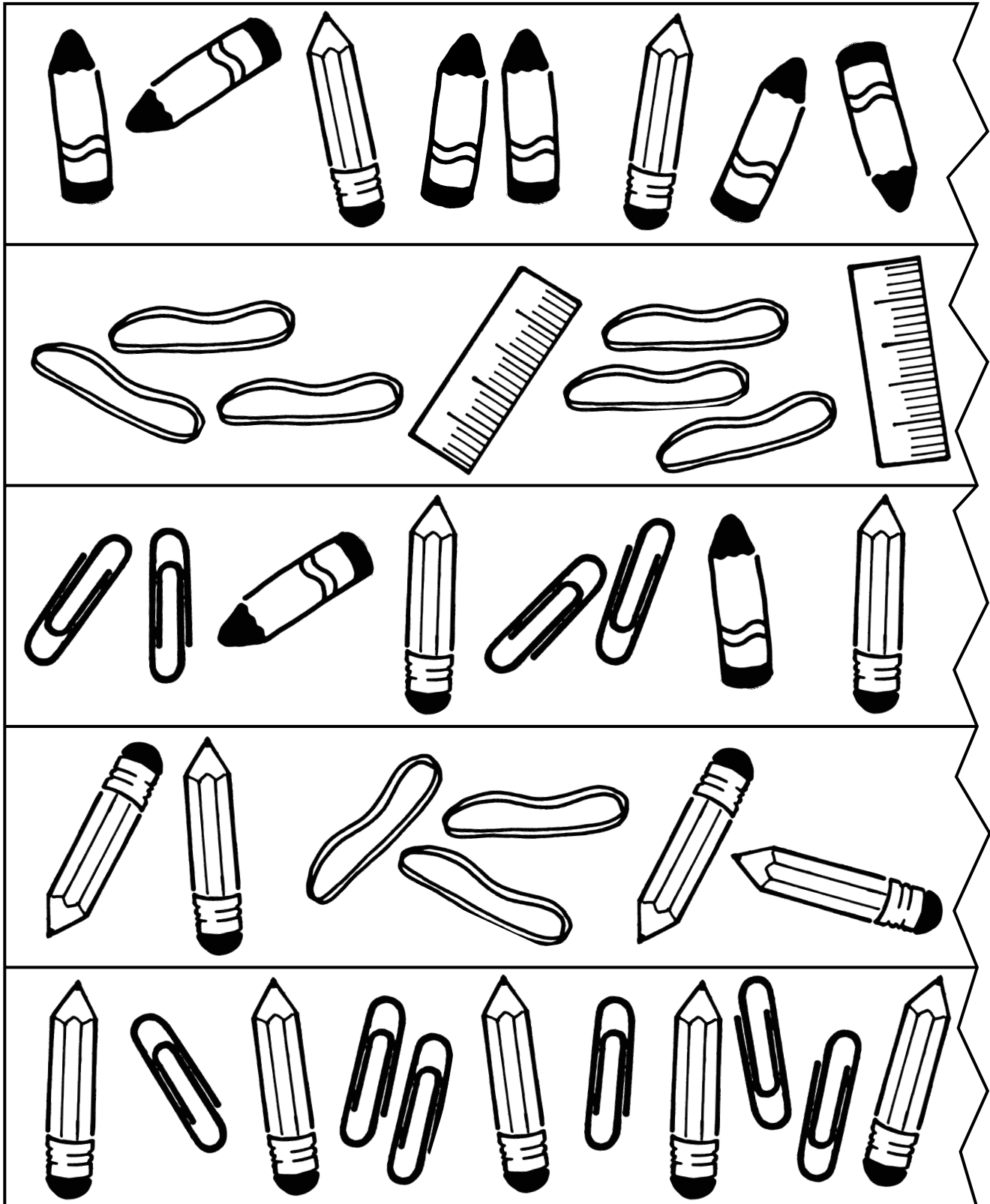
For Oranga Banga partner play, see page 80.

Memory Board



What Comes Next?

Cut strips apart. Tape at the left end of a table.



Fripple Guides

Category Collages

Primary emphasis: Recognize, compare, and contrast attributes

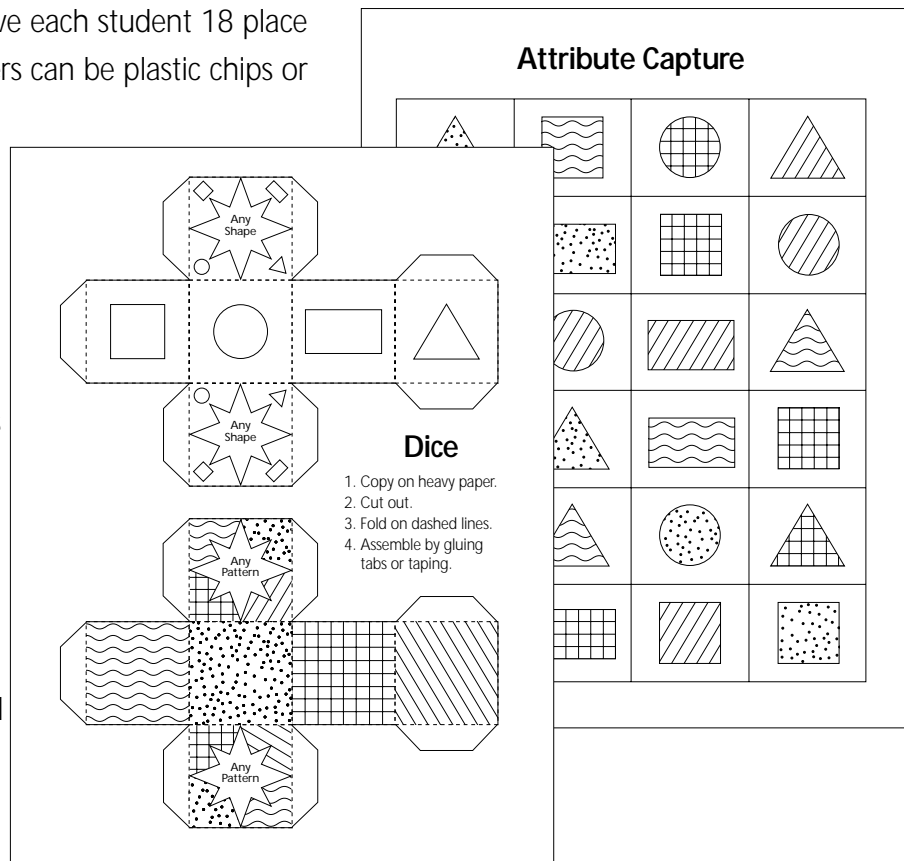
Let students work individually or in pairs to make collages by clipping pictures from old magazines and gluing them onto sheets of construction paper. Explain that all clippings must share an attribute decided upon by the student or pair of students (for example, items that are red, items that are round, items that start with "S", items that have a number on them, etc.). Display each collage with a title that states the attribute (for example, "Terry's Round Things"). The titles can be covered with flaps of paper taped at the top. Then, students viewing the display can guess the attributes and lift the flaps to see if they have guessed correctly.

Attribute Capture

Primary emphasis: Develop skill in visual scanning

Divide the class into groups of two or three to play this game. For each group, make a copy of the game board on page 55 and the dice on page 56. Have students assemble the dice according to the instructions on page 56. (Alternatively, make dice from two small wooden blocks with the appropriate symbols drawn on the sides.) Give each student 18 place markers of one color. The markers can be plastic chips or squares of construction paper.

Players take turns rolling the dice. Rolling DOTS and TRIANGLE, for example, allows the player to capture a dotted triangle on the game board by covering it with a marker (unless all the dotted triangles have already been captured). Rolling STRIPES and ANY SHAPE allows the player to capture any one of the striped shapes on the game board. Students can play until all the shapes are captured, or they can set a time limit.

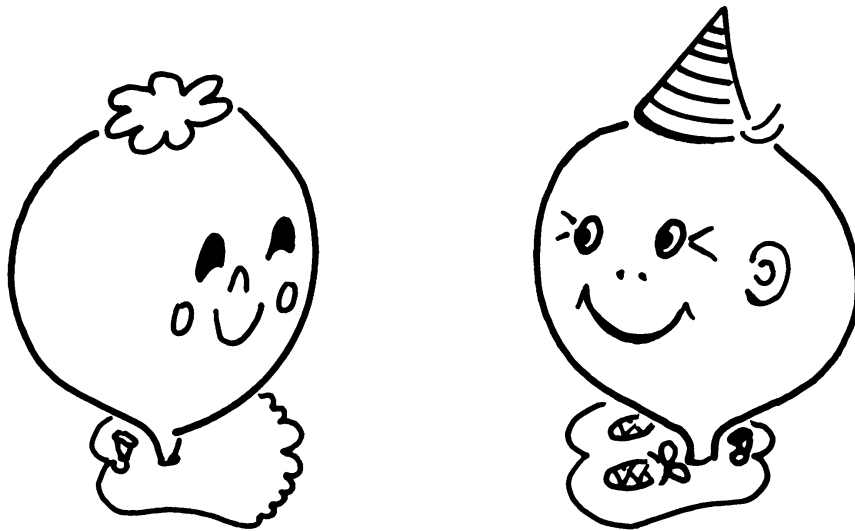


Fripples for Rent

Primary emphasis: Develop skill in observing details

Note: Students may need extra help and instruction in using permanent markers and balloons safely.

Using tagboard, make a copy of a foot pattern from page 57 for each student. (If your copier will not accommodate tagboard, you will need to glue the patterns to tagboard.) Let each student pick a set of feet to color and cut out, punching the hole as indicated. Blow up balloons (about six inches in diameter) and attach the feet. Help students use permanent markers to draw faces on the balloons. Make hair from short lengths of yarn and hats from lightweight paper. Tape them in place, making sure that the Fripple doesn't become off balance or too top heavy.



Then, have students set up a Fripple Guides Shop and take turns being shopkeepers and customers. A visitor looks at the Fripples and places a request (for example, "I'd like green with a big smile and a pointed hat."). The shopkeeper then finds the Fripple and gives it to the visitor. Students take their rented Fripples to their desks or set them at their feet until the activity is over. If desired, the Fripple Guides Shop can be left in place as a learning center where pairs of students can "play shop" throughout the day.

Group and Regroup

Primary emphasis: Recognize relationships described by AND, OR, and NOT (Boolean logic)

On the playground, in the gym, or other large area, ask students to gather in attribute groups according to whether or not they rode the bus to school. Give minimal help as the students group themselves as quickly as they can. Then, have a spokesperson for each group describe the group. For example, "We are the students who rode the bus to school." Have all students gather together again in the center of the area and divide according to other attributes (for example, students whose first name contains an "E" and students whose first name does not contain an "E").

Once the class understands the idea of grouping, add subgroupings:

- First, group according to whether or not students rode the bus today.
- Then, within each group, divide again based upon whether or not students are wearing belts.

Have a spokesperson state the subgroup's attributes. For example, the above groupings and subgroupings could result in the following four statements:

- "We rode the bus today AND we are wearing belts."
- "We rode the bus today AND we are NOT wearing belts."
- "We did NOT ride the bus today AND we are wearing belts."
- "We did NOT ride the bus today AND we are NOT wearing belts."

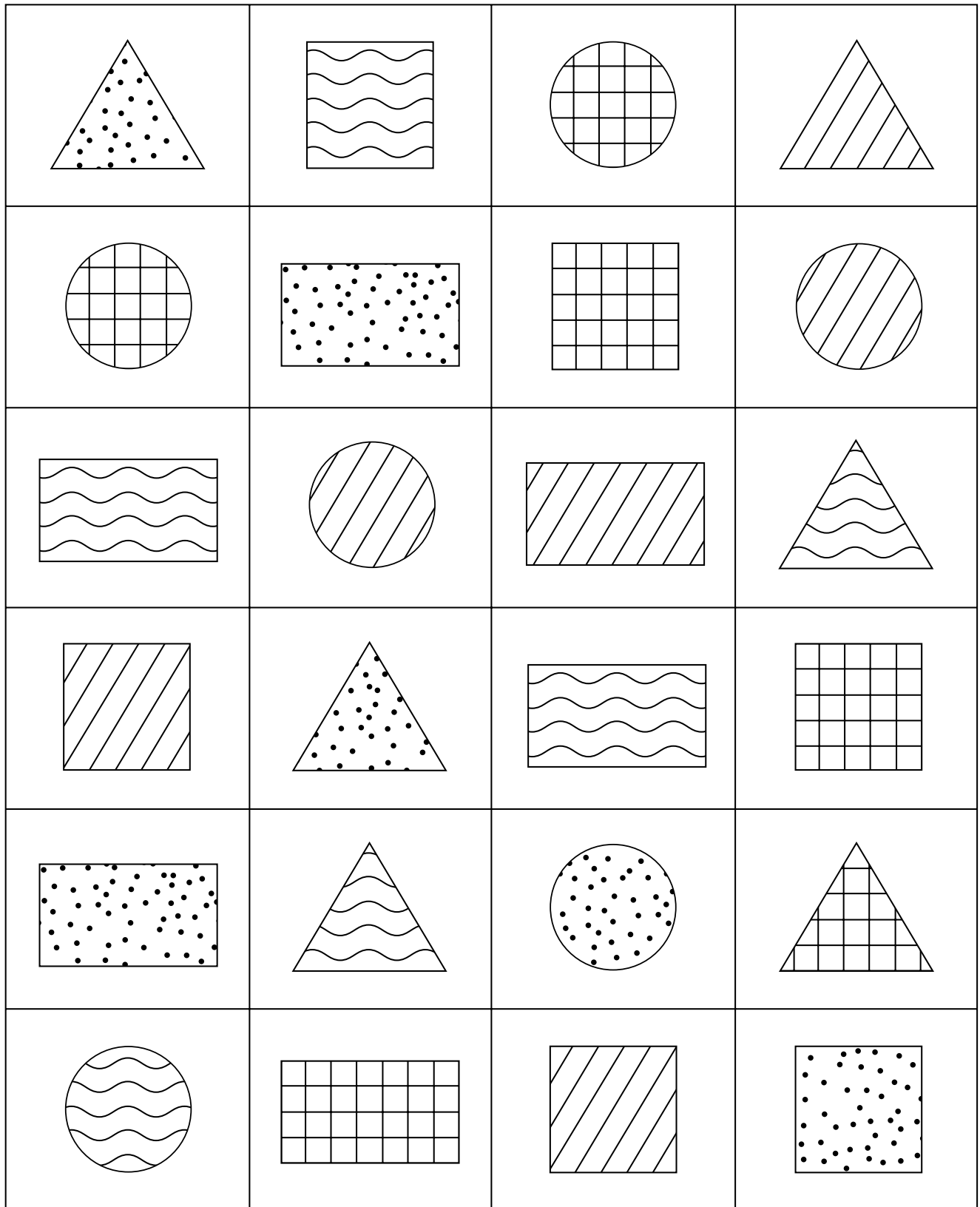
In selecting attributes, try to use common, well-defined attributes which help students group and subgroup easily. For example, students can group and subgroup according to whether they:

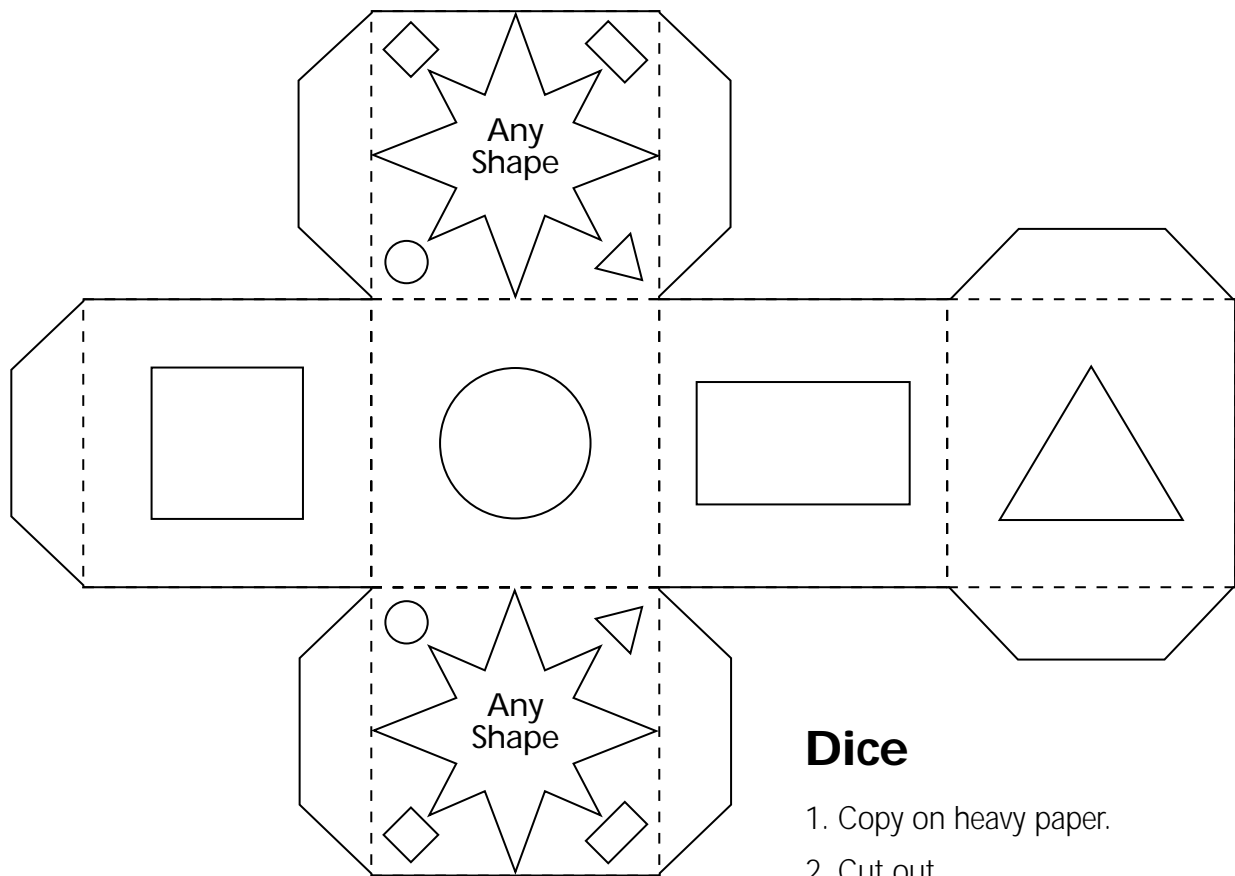
- prefer chocolate or vanilla ice cream
- prefer the color red or yellow
- like to swim or ride a bike
- have names that include the letter "O" (or not)
- looked at a book last night (or not)
- prefer spring or fall
- prefer sliding or swinging
- are wearing clothes with buttons (or not)
- prefer the zoo or the fair
- prefer dogs or cats as pets
- like reading better than math or math better than reading

Computer Partner Play

For Friddle Shop partner play, see page 80.

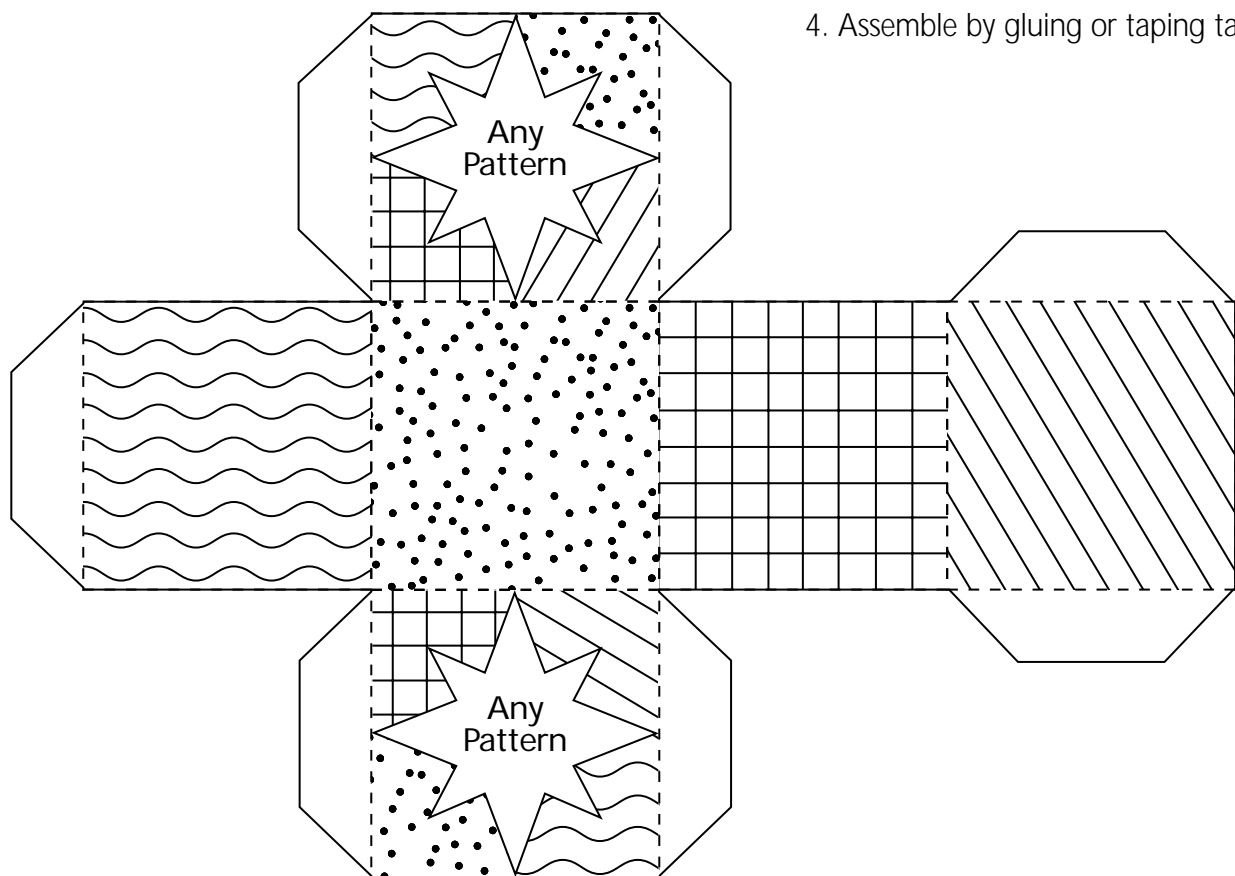
Attribute Capture

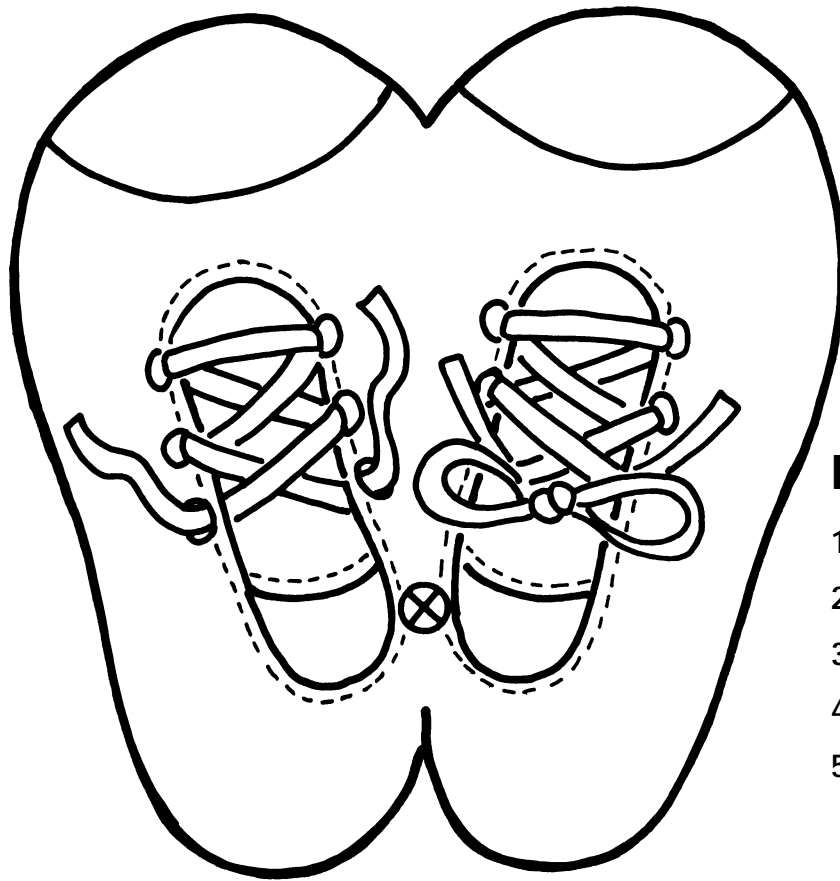




Dice

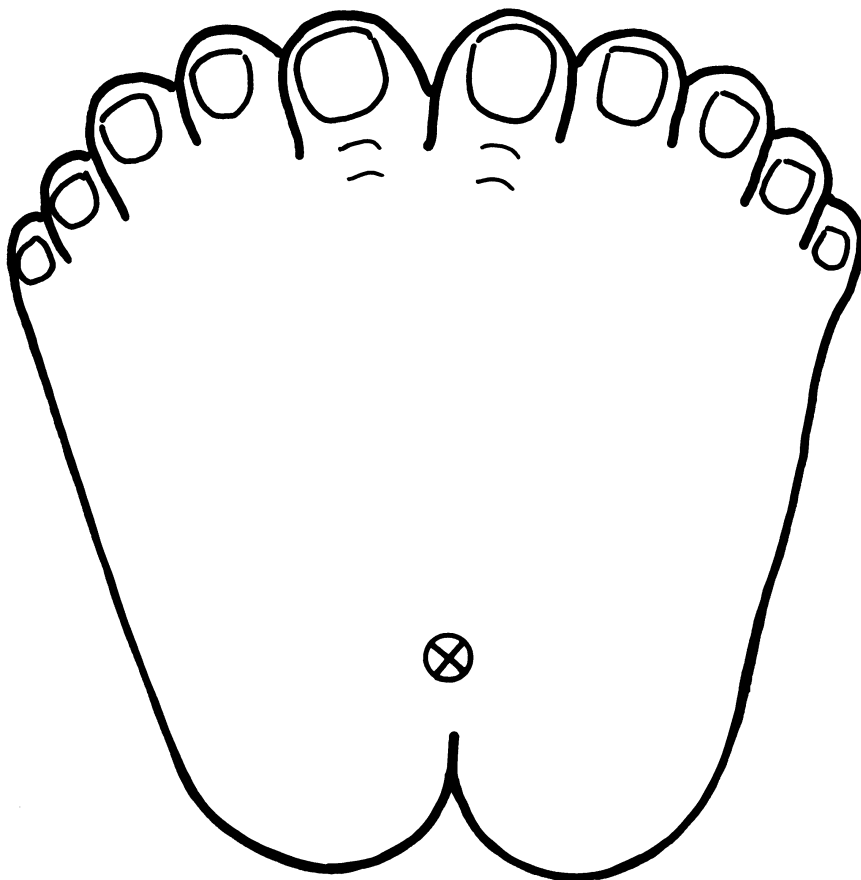
1. Copy on heavy paper.
2. Cut out.
3. Fold on dashed lines.
4. Assemble by gluing or taping tabs.





Fripplle Feet

1. Copy on to tag board.
2. Color.
3. Cut out.
4. Punch hole.
5. Pull knot of balloon down through hole and hook up through slit (between heels).



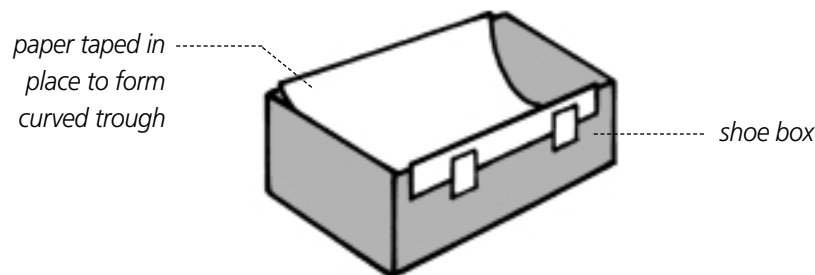
BLOX - Flying Spheres

Painting Marbles

Primary emphasis: Create and conduct experiments using color and motion

Divide the class into groups of two to four. Have each group lay a large piece of paper in a jelly roll pan or large box lid, securing it with removable tape. Let students experiment with placing marbles on various spots on the paper and flicking them softly or forcefully with their fingers, so the marbles roll in interesting patterns.

Then, give each group a container of water and two or three jar lids filled to a depth of about 1/4" with assorted colors of liquid tempera. Demonstrate how to dip a marble in the paint and flick it across the paper so a trail of paint is left. Rinse the marble and repeat with a different color. Encourage students to experiment with different quantities of paint on their marbles and with various rolling patterns and techniques as they make their designs. Finally, let each group repeat the activity with a piece of paper curved into a shoe box to form a trough.



Bouncy Tunes

Primary emphasis: Choreograph moving balls to interpret music

Using familiar songs ("Row, Row, Row Your Boat", "Frere Jacques", "Mary Had a Little Lamb", "Three Blind Mice", etc.), let students create simple routines with balls to go with music. Begin by dividing the class into groups of four to six. You can either record a song for each group or let students sing their songs "live." Each group will need a ball measuring 6" or more in diameter. Have students in each group stand in a line or circle, face-to-face, or another arrangement as they design routines. They can use some of the following movements as well as their own original ideas for movements:

- Hold the ball with both hands. To the beat of the music, reach up with the ball, then down; reach to the left, then the right. (Pass the ball on until each student has a turn.)
- Practice BOUNCE, BOUNCE, BOUNCE, CATCH to the beat of the music.
- Send the ball down the line by bouncing it to the student on the right.
- Repeat, except roll the ball.

When the routines are "polished," let student groups perform for the class.

Twirl Art

Primary emphasis: Create kinetic art

For this activity, have each student bring a plastic lid from a margarine tub, yogurt container, cottage cheese container, or peanut can from home. Make a copy of the activity sheet on page 62 for each student. Have each student color one of the disks at the top of the page and cut it out. Center the disk on top of the plastic lid, and secure it with a small piece of tape. (The diameter of the disk and the diameter of the lid do not need to match.) Using a paper clip with one prong bent down, attach the plastic lid/paper disk to the eraser end of a pencil. Alternatively, use a push pin. The lid should be able to move freely.

Holding the pencil firmly in one hand, use the other hand to flick the disk so it spins around. Try spinning the disk at various speeds. Observe how the movement affects the designs on the disk and mixes the colors. Students can work individually or in pairs, using the remaining disks on their activity sheet to experiment with different colors and designs.

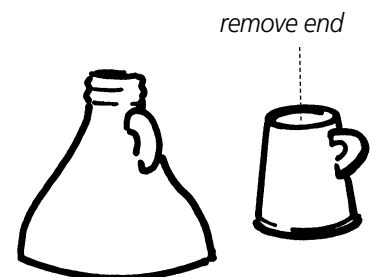


Bubbles, Bubbles!

Primary emphasis: Create and conduct experiments

Make a bubble solution from transparent liquid dishwashing detergent (not the lotion type), water, and glycerin (optional). Use at least 1/2 cup detergent per quart of water. For a higher quality solution, try one cup detergent, 1/4 cup glycerine, and a quart of water. Have students work individually or in pairs, making different blowers:

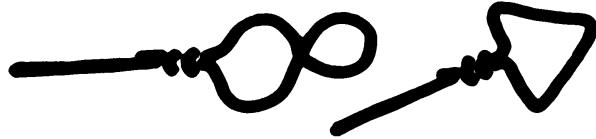
- straws
- paper towel tubes
- bottom of plastic berry basket
- funnels
- rim cut from plastic lid with a clip-on clothespin for a handle
- plastic bottle or paper cup with bottom cut off



- tubes or straws taped together



- bent pipe cleaner



Suggest several of the following experiments and activities:

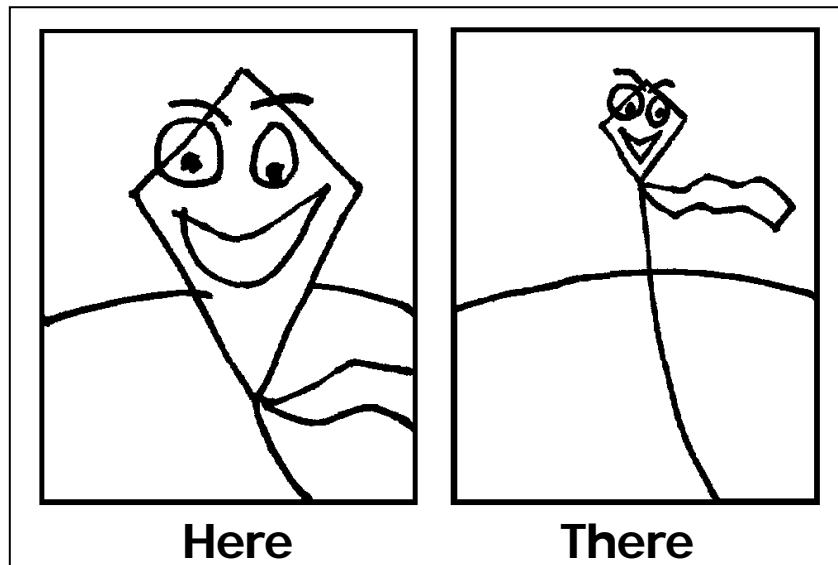
- Try various types of bubble blowers to find which are the most efficient, which make the biggest bubbles, which make multiple bubbles, etc.
- Try the impossible challenge: a square or triangular bubble. (Regardless of the blower's shape, the bubble will always be round.)
- Observe bubbles "getting smaller" as they go off into the distance.
- Pour a puddle of bubble solution on a stain-proof table. Using a straw, try to blow bubble domes, piggyback bubbles, bubble caterpillars, and bubble pyramids.
- In very cold weather, blow a bubble outside and watch as it crystallizes.
- On the playground, blow bubbles to music. If you take some pictures using slide film, you can produce a simple slide show set to music.
- Make three bubble solutions (for example: one part detergent to eight parts water; one part detergent to four parts water; one part detergent to two parts water). To test for the best bubble-blowing solution, blow a bubble dome in a puddle of solution. When the dome gets so big that it pops, measure the ring it leaves on the table. Which solution consistently leaves the largest rings?

Here and There Pictures

Primary emphasis: Explore the illusion of distance (depth)

Ask students to imagine themselves next to the school building, looking up at the top. Then, have them imagine looking at the same building but standing so far away that the building looks tiny like a dollhouse. Discuss the idea that all things appear smaller if they are in the distance.

Give each student two small pieces of drawing paper (about 5" x 7") and crayons. Explain that they will be making "here and there drawings." That is, they will draw the same object, but it will be large in the first picture (here) and small in the second (there). Suggest some simple objects, such as kites, snowmen, houses, birds, and boats. Mount the finished drawings side by side on a 9" x 12" sheet of colored construction paper with "Here" and "There" labels.

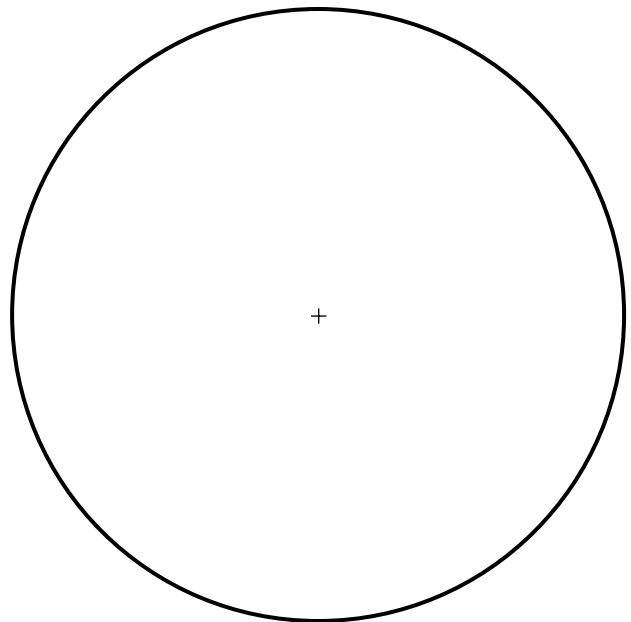
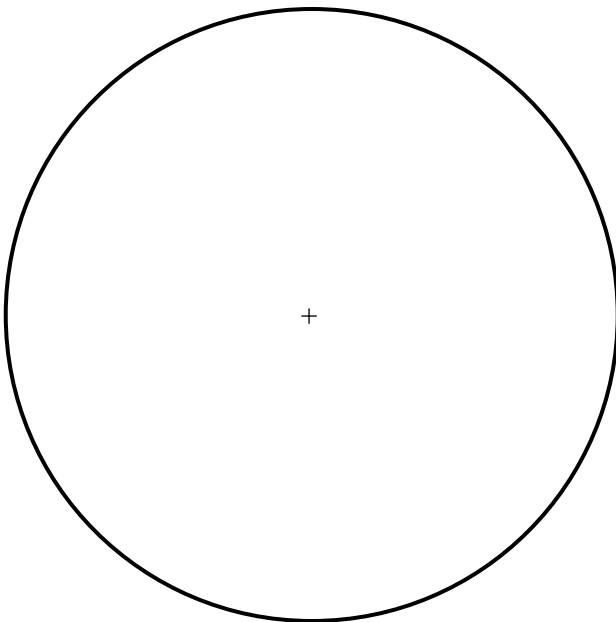
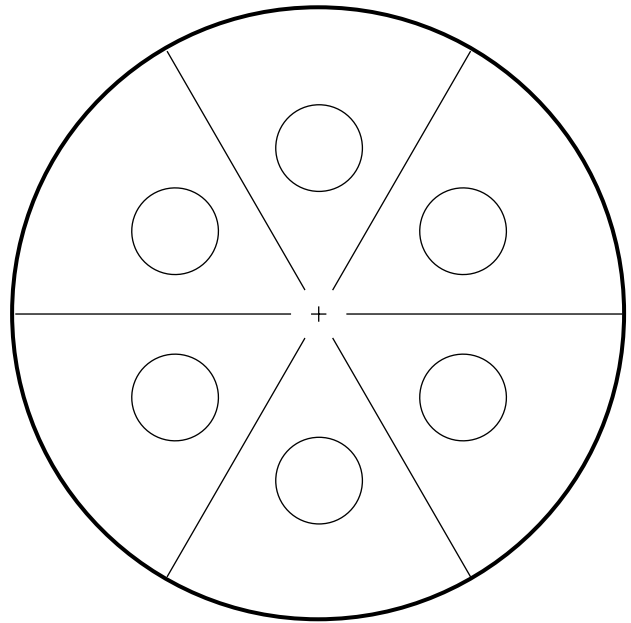
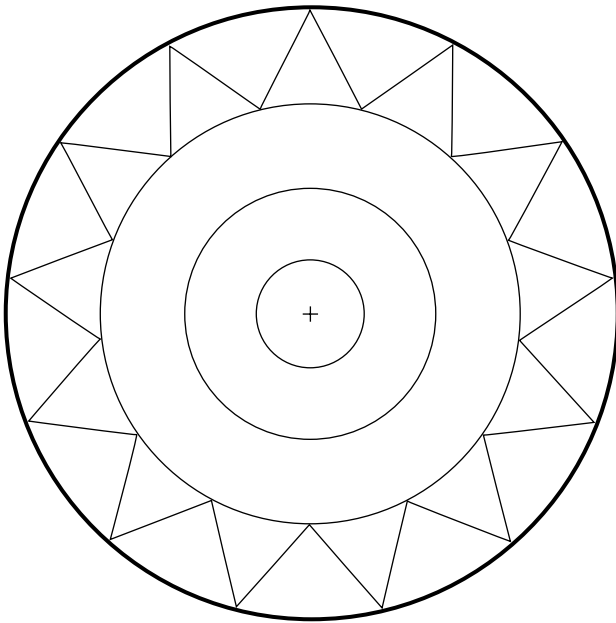
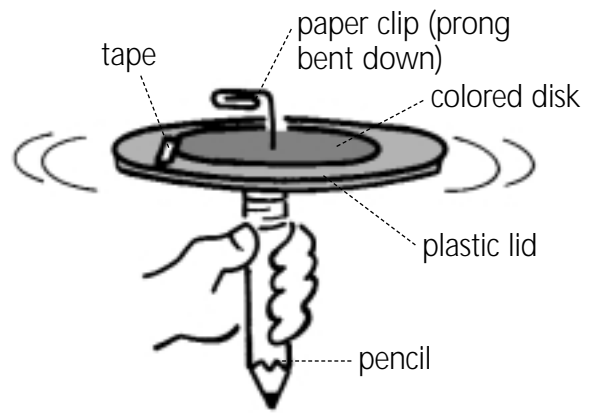


Computer Partner Play

For BLOX-Flying Spheres partner play, see page 81.

Twirl Art

1. Color a disk.
2. Cut out.
3. Bend paper clip, assemble, and spin.



BLOX - Flying Shapes

This Way and That

Primary emphasis: Observe and compare shapes in various positions

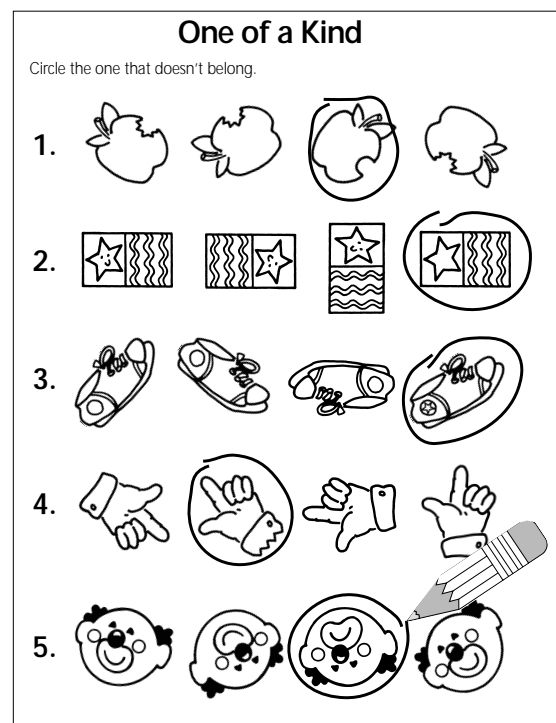
Give students 3" x 5" index cards (or pieces of tagboard). Have each student draw the outline of a simple shape such as a triangle, hand, tulip, or leaf. Next, have students cut out the shapes and discard the scraps. Instruct students to place the cutout shapes on their desks and lay typing paper or other thin paper on top. Explain how to use the side of an old crayon to color evenly back and forth over the shape to produce a crayon rubbing of the shape. Have students add more crayon rubbings to their compositions by rotating their shapes or repositioning their paper. Allow time for students to experiment with a variety of colors and arrangements. Display the finished compositions.

One of a Kind

Primary emphasis: Discover similarities and differences

Make copies of the activity sheet on page 66 for your students. (**Note:** This activity sheet uses objects that have been rotated. You may want to do the first problem as a class.) As you look at the activity sheet with the students explain that, at first glance, all four objects in a row may look the same. However, only one object is different. The other three objects are the same, but they have been rotated into different positions. Students should find the object that doesn't belong and circle it.

Give students time to work individually on these "brainteasers." Then, discuss as a group, allowing students to complete any they were not able to solve on their own.



Multicolor Magic

Primary emphasis: Create aesthetically pleasing designs using shape, color, and motion

Use rubber bands to hold crayons together in clumps of three, four, or five assorted colors. Instruct students to hold the crayons so that all of the crayon tips in the clump contact the paper at once. On large sheets of drawing paper or newsprint, have students experiment with drawing swirly lines, observing the interesting patterns produced as their hands move across their papers. Students may also enjoy drawing geometric shapes, writing words, drawing pictures, and creating abstract designs.

Design Time

Primary emphasis: Discover similarities and differences in shapes

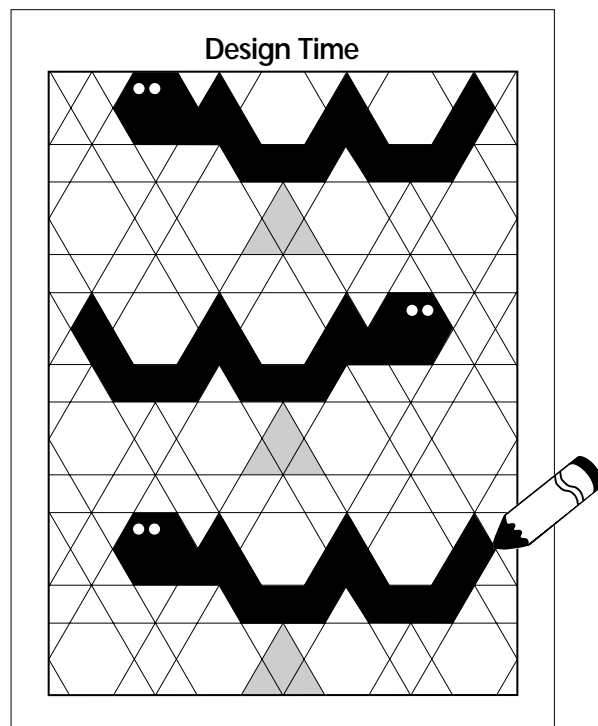
Make copies of the activity sheet on page 67 for your students. Explain that the pattern on the page was originally drawn using formulas and instruments, such as a protractor, compass, and ruler. If students are not familiar with these instruments, they may enjoy watching you demonstrate, for example, how to use a protractor and ruler to draw a square corner.

Encourage students to find patterns and color them however they choose. You may want to explain to students that there are several different ways they can color page 67. Three options follow:

- Look for hidden objects within the design. For example, color adjoining shapes to form snakes or jeweled pendants. (See illustration.)
- Create a color pattern. For example, color all hexagons red, all diamonds to the right of the hexagons green, all diamonds to the left of the hexagons yellow, and so on.
- Combine smaller shapes to form larger or different shapes. For example, color a diamond the same color as the two adjoining small triangles to make a large triangle. (See illustration.)

Continue by explaining that although each student is starting with exactly the same pattern, the designs will look different once they are completed.

When the designs are complete, display them together and talk about their uniqueness. Do some look bright and others dark? Do some look as though the hexagon is the center of the design while others look as though a diamond is the center? Do some look like identifiable objects while others appear to be made up of patterns?



Domino Dynamics

Primary emphasis: Build investigative skills by creating and conducting experiments

Collect and borrow as many dominoes as possible. In order to return dominoes to the correct owners, you may want to attach small squares of masking tape to the dominoes and write the owners' initials on the tape. If students help cut and attach the tape, this job goes quickly.

Clear a large area on a smooth floor, and divide the class into groups of about four. Give each group about ten dominoes. Let the groups experiment for a few minutes by setting up short lines of dominoes; then knocking down the first domino and watching the chain reaction. Have students try straight and curved lines as well as "Y" formations (in which the dominoes in the leg of the "Y" start simultaneous chain reactions in both arms of the "Y").

Next, explain that the class will be making one large domino construction—each group contributing one segment. Determine where each group's work will begin and end, allowing about eight inches from the beginning spot to the ending spot (or less, if you don't have many dominoes). Let students in each group decide what their segment will look like.

If students are very careful, a number of groups can work at once. To avoid accidentally knocking down multiple segments, leave a little space between the groups' segments. When all groups are done, carefully fill in each space with two or three dominoes. Then, start the chain reaction and enjoy watching your work of art!

If students want to continue creating with dominoes, suggest that they try the following ideas, or some of their own:

- Use rulers as ramps, so the dominoes can go uphill and downhill.
- Let the domino at the top of a ramp fall on a domino on the floor, continuing the chain reaction.
- Suspend a domino at the top of a ramp from a string. When it is pushed by another domino, it will swing like a pendulum and hit another domino.
- Arrange for the last domino to strike a bell when it falls.
- Let a domino slide down a tagboard ramp and hit another domino at the bottom to start a chain reaction.

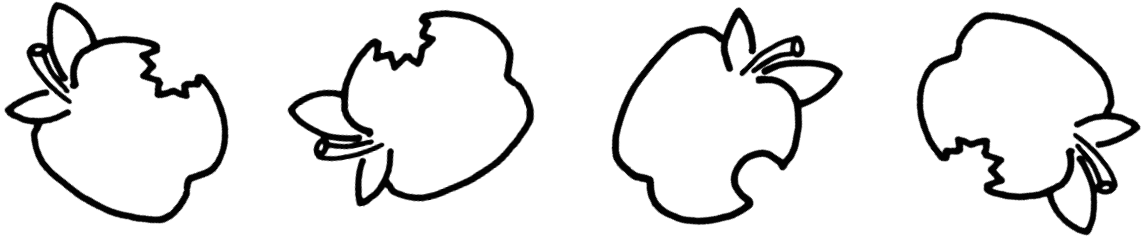
Computer Partner Play

For BLOX-Flying Shapes partner play, see page 81.

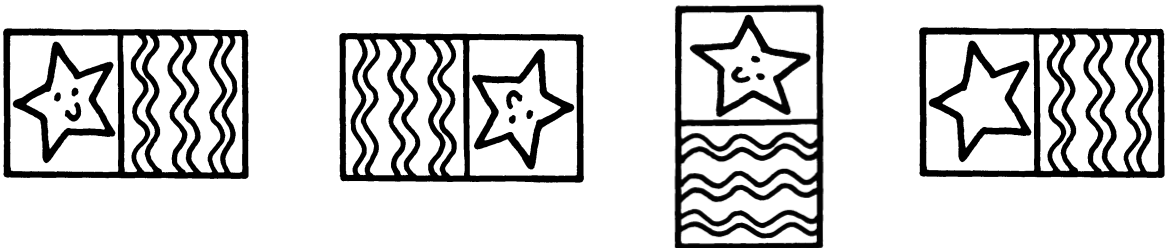
One of a Kind

Circle the one that doesn't belong.

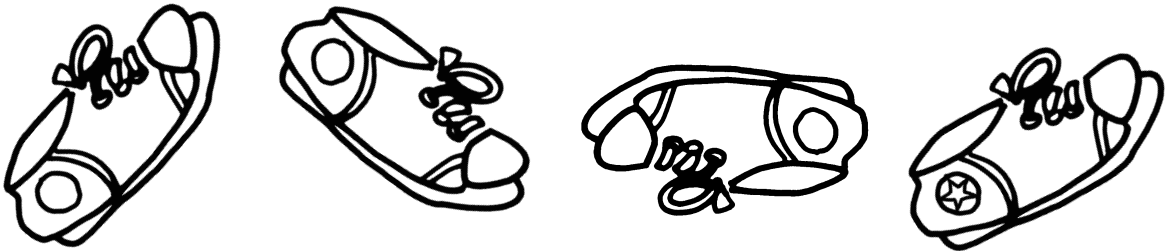
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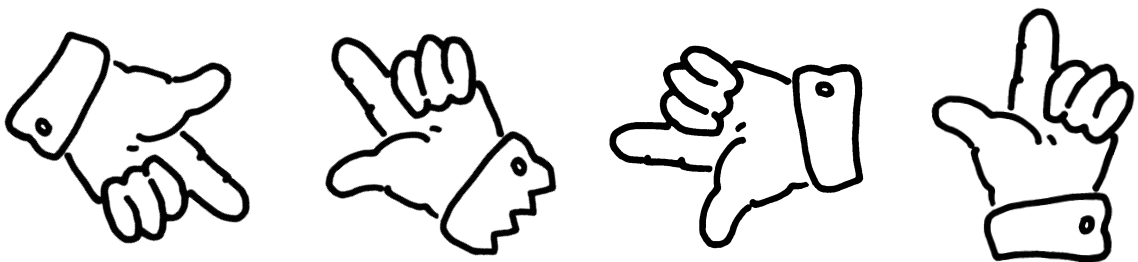
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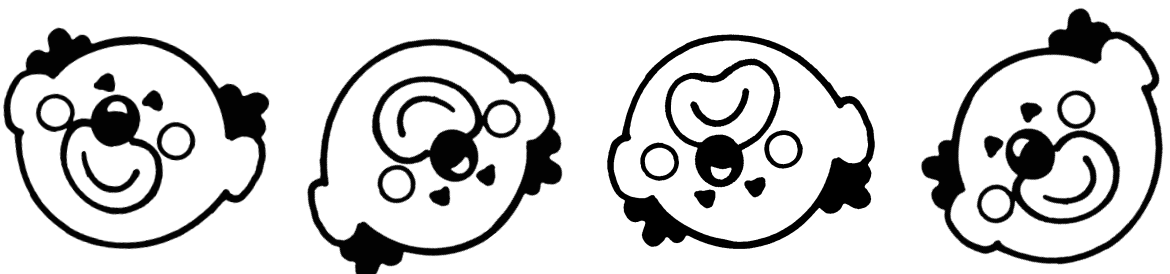
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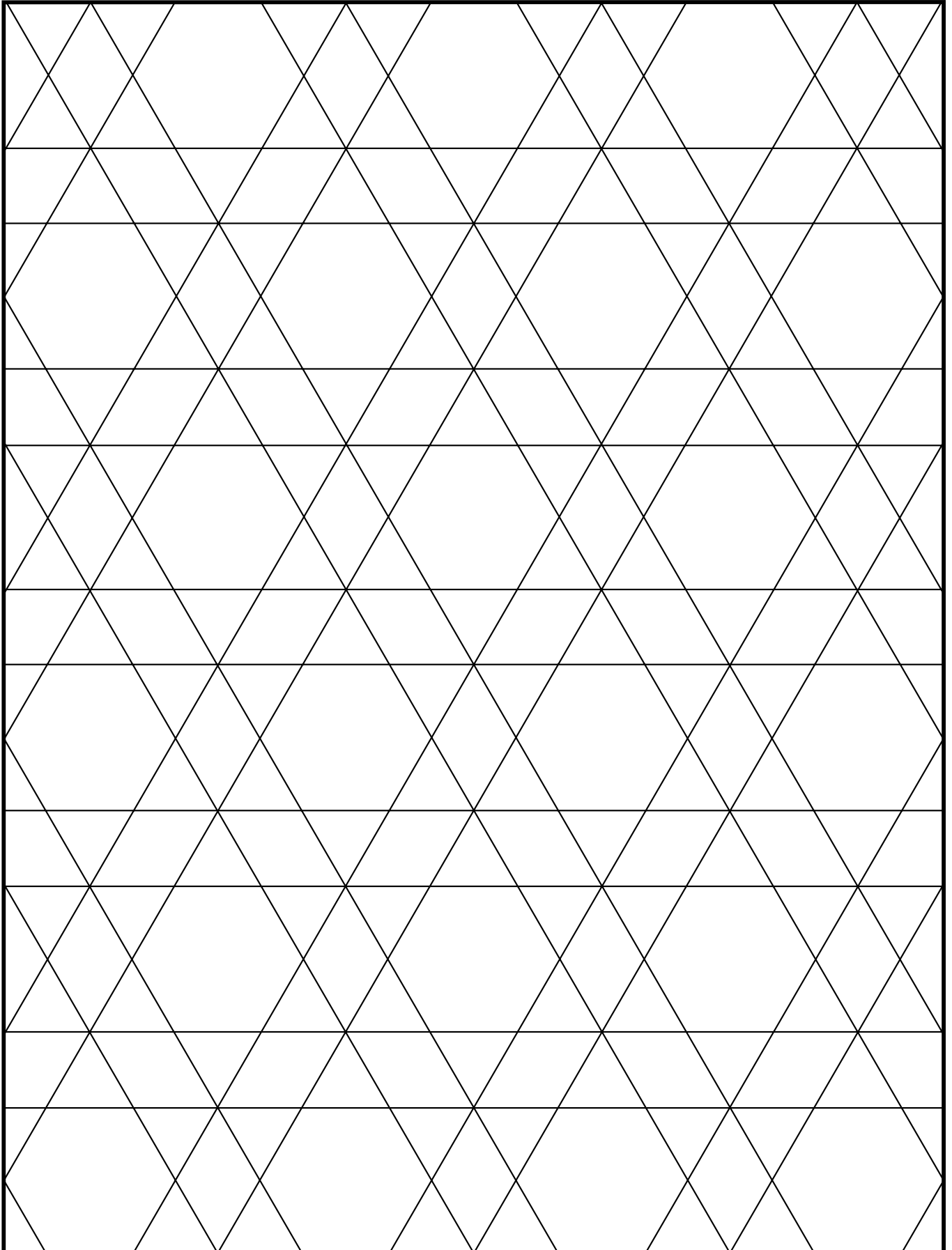
4.



5.



Design Time

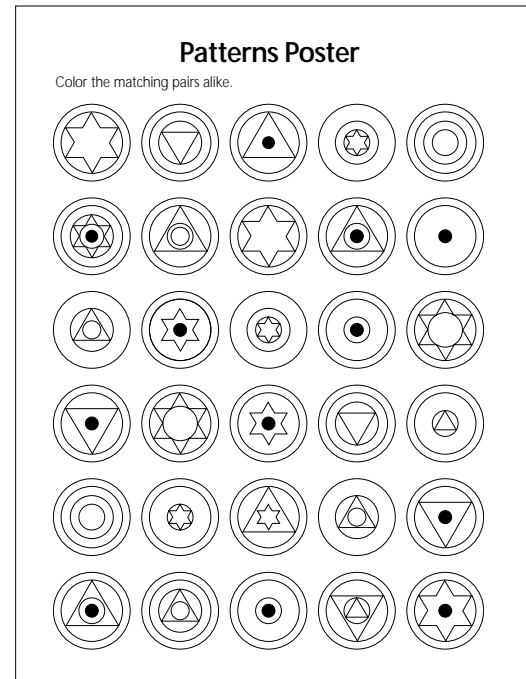


Feathered Friends

Patterns Poster

Primary emphasis: Recognize and compare attributes

Make a copy of page 72 for each student. Ask the students if all of the circles are exactly alike. Explain that several of the circles have matching circles somewhere on the sheet. Ask students to look carefully at the first circle and then try to find the one that is exactly like it. Once they have located a match, have them color the two circles exactly alike. Ask them why the last circle wasn't a match. (It has a dot in the middle, etc.) Let students continue to work on their own, finding and then coloring matching circles. Some circles will not have a matching circle.

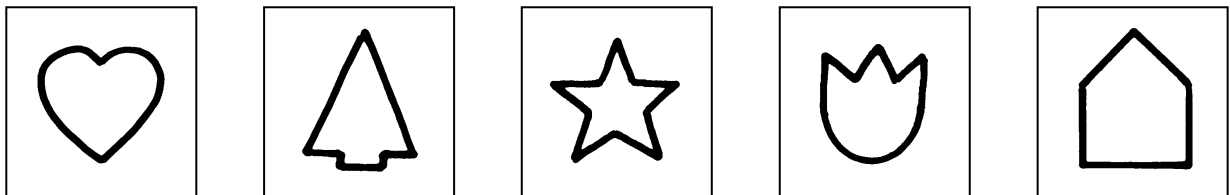


Stencil Decor

Primary emphasis: Complete patterns

As an introduction to stenciling, you might want to share something about its history. For example, in the late 1800's, stencilers went from house to house offering to decorate the walls with their stencils. They usually charged a small fee, in addition to receiving room and board while they worked. Sometimes they would stencil an attic wall with several sample patterns from which the homeowners could choose. They would usually stencil walls, but also did furniture, mirror frames, and curtains.

Using an art knife or a single-edged razor blade, cut stencils for your students from old file folders or tagboard. Older students may wish to cut their own stencils. Have them poke a hole in the middle of their stencil paper and use scissors to cut out the design. Some stencil design ideas are provided below:

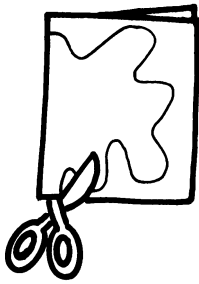


Pour a little paint into pie tins or sturdy paper plates. Students can dip sponges into the paint and "dab" through the precut stencils to create patterns on long strips of paper (for example, adding machine paper). By using more than one stencil, they can create repeating patterns (for example, heart, heart, star; heart, heart, star). These stenciled strips of paper can be taped to the front and sides of their desks or used as borders for bulletin boards.

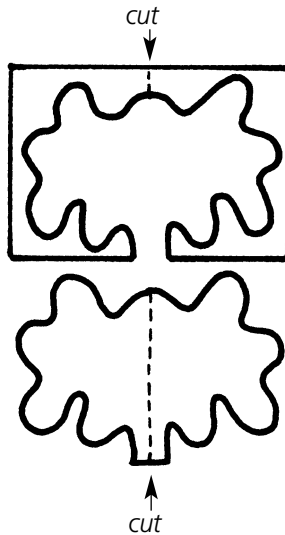
Waste Not a Scrap

Primary emphasis: Use parts to create a whole

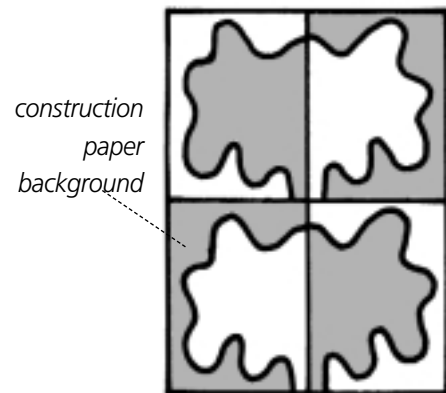
Provide each student with a 9" x 6" piece of colored construction paper, safety scissors, and glue or paste. Have students fold the paper in half horizontally and cut out a simple shape inward from the folded edge (step 1). Then, cut the paper and the shapes in halves along the folds (step 2). Each student now has two "half-scrap" and two "half-shapes". Next, give each student a 9" x 12" sheet of contrasting color construction paper. Have students arrange the shapes and scraps in patterns as illustrated below and glue them into place (step 3). Display these around the classroom and discuss the variety of shapes and patterns.



1. Fold and cut.
Open pieces flat.



2. Cut along fold.



3. Arrange on contrasting background.

For the Birds

Primary emphasis: Recognize, compare, and combine attributes

On a table, display an assortment of bird food—popped corn, donut-shaped cereal, raisins, cranberries, waffle-type cereal, ball-shaped cereal. Hold up the foods one at a time and ask students to describe them. For example, "This is round and crumbly, has a hole in the middle, and is light brown." Then, sort the food according to a simple rule, for example, round and not round. Ask the class what rule you used to sort. Mix up the food, sort according to a new rule, and see if students can guess the new rule.

Divide the students into small groups or pairs. Provide them with an assortment of the same bird foods. Let them practice sorting according to rules they make up. Some suggestions for rules include the following:

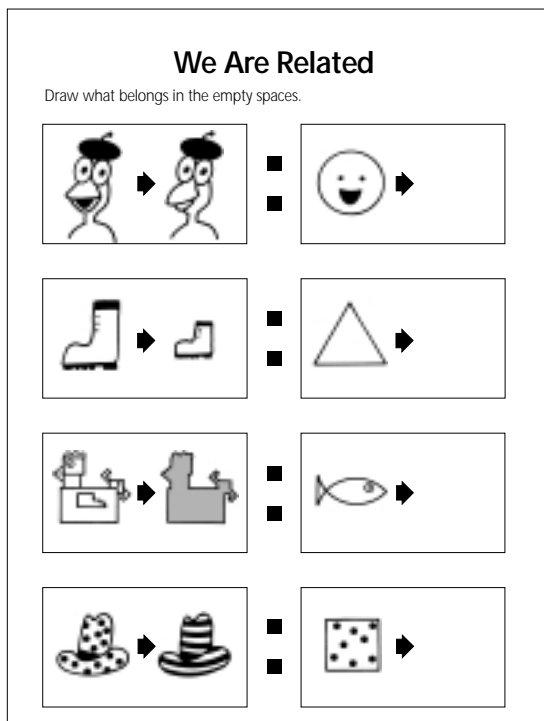
- | | |
|--------------------------|---------------------|
| grains/fruits | cereals/non cereals |
| regular/irregular shaped | firm/soft |
| round/not round | red/not red |
| smooth/bumpy | |

Finally, ask students to arrange a repeating pattern of these items and then string them for the birds, using a darning needle and string.

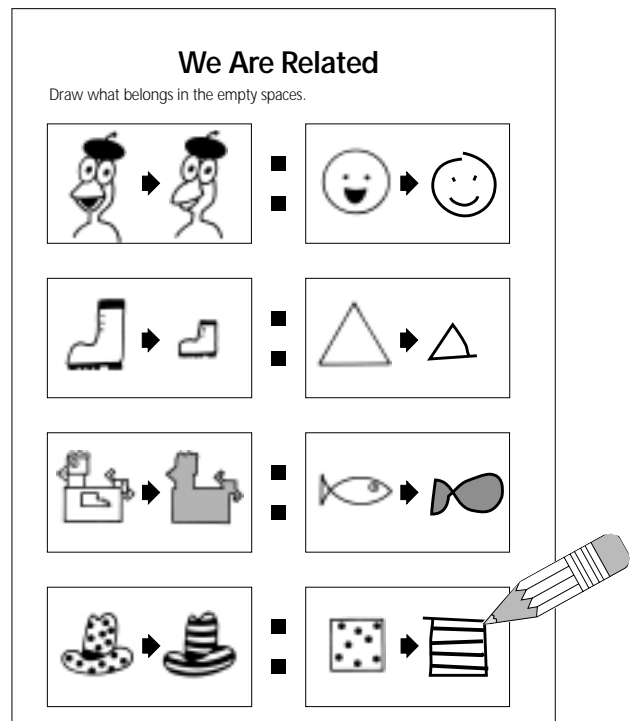
We Are Related

Primary emphasis: Complete visual analogies

Make a copy of page 73 for each student. Complete the first visual analogy as a class. Begin by finding the attribute that is different between the first and second characters. (The first character has its mouth open; the second has its mouth closed.) Then, discuss what kind of face the students should draw to make the two pictures on the right relate in the same way as the two pictures on the left. Students can then complete the rest of the sheet on their own. If you want students to continue verbalizing the reasons for their choices, they can work in pairs discussing the attributes and completing the analogies.



Activity Sheet (page 73)

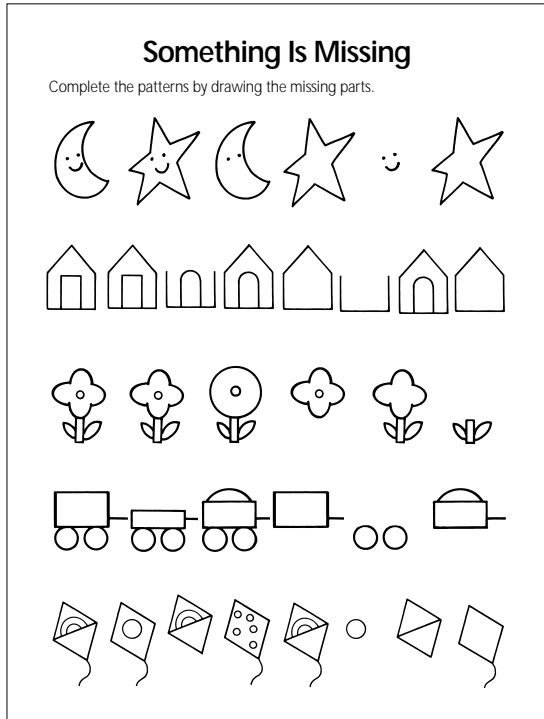


Answer Key

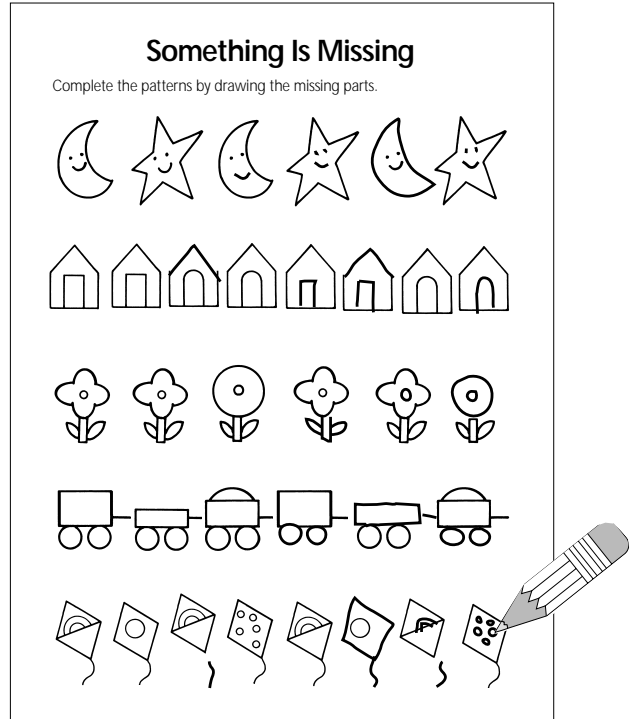
Something is Missing

Primary emphasis: Recognize changes in attributes that create a pattern

Make a copy of page 74 for each student. If necessary, do the first example together. Students will first need to determine the pattern (moon, star; moon, star), then draw in missing attributes to complete the row of objects. Students may enjoy coloring the pictures after they have completed the activity sheets. This sheet may also be made into a transparency to guide a discussion of attributes and patterns with the class as a whole.



Activity Sheet (page 74)



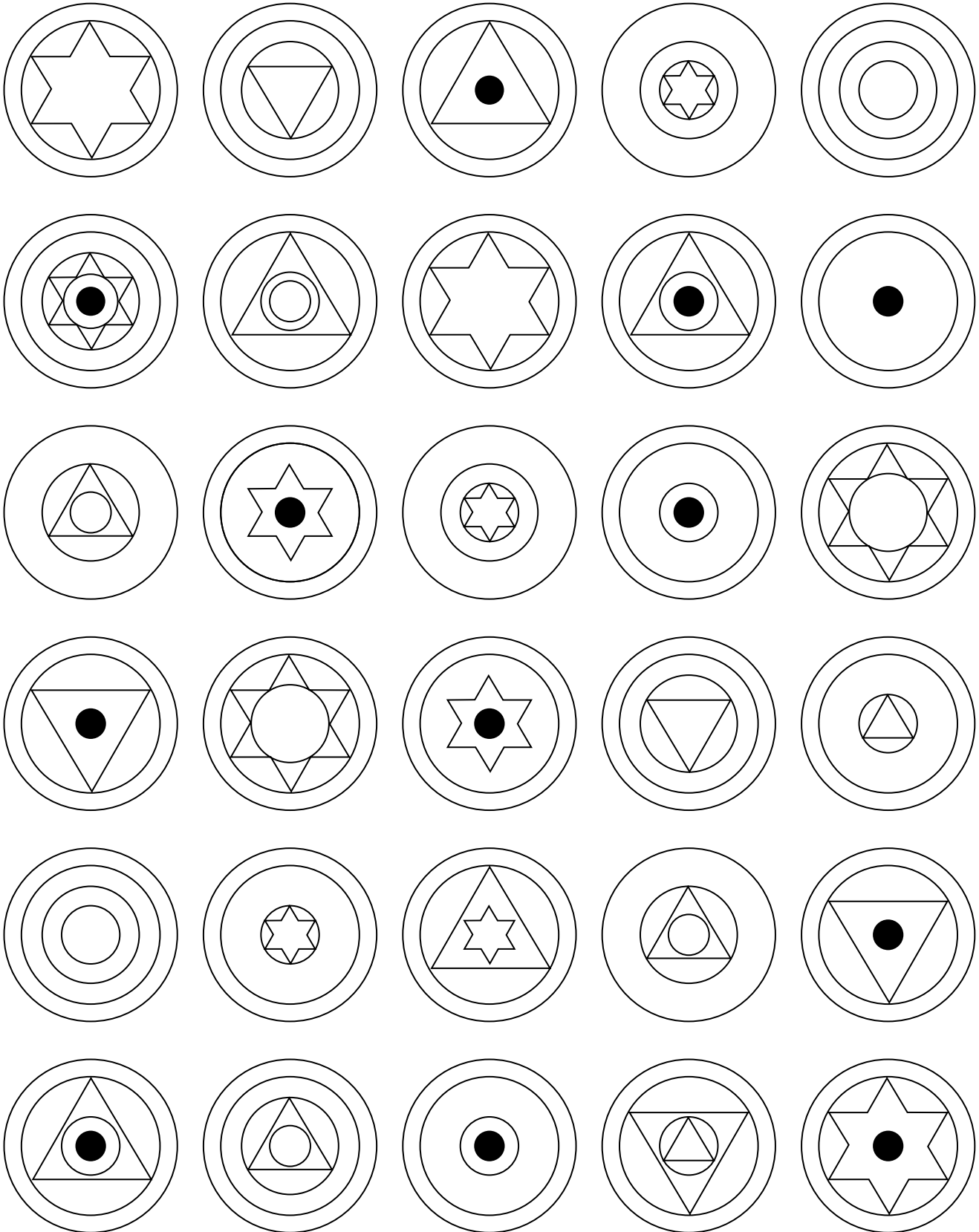
Answer Key

Computer Partner Play

For Feathered Friends partner play, see page 81.

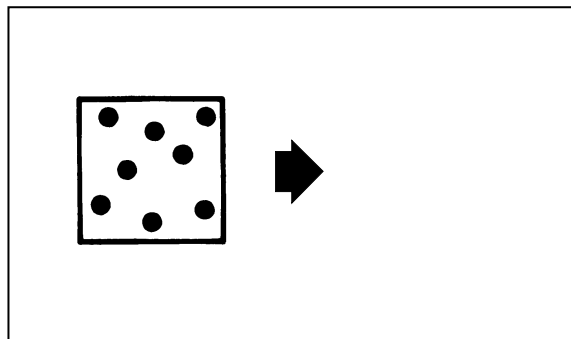
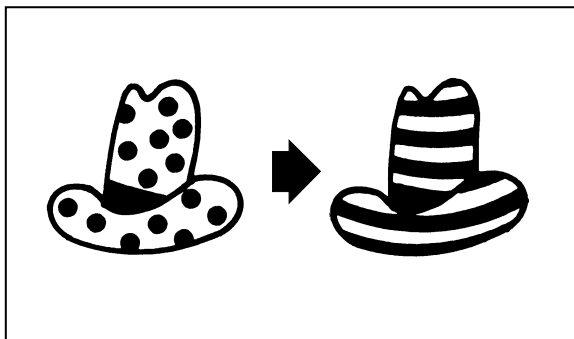
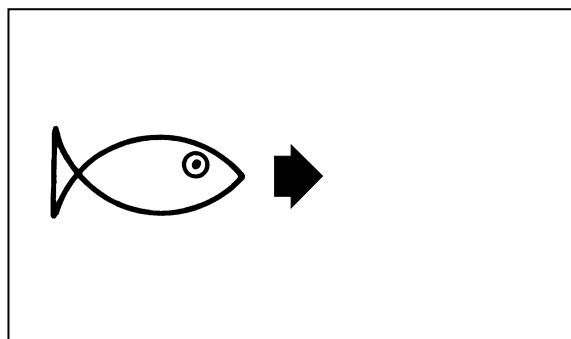
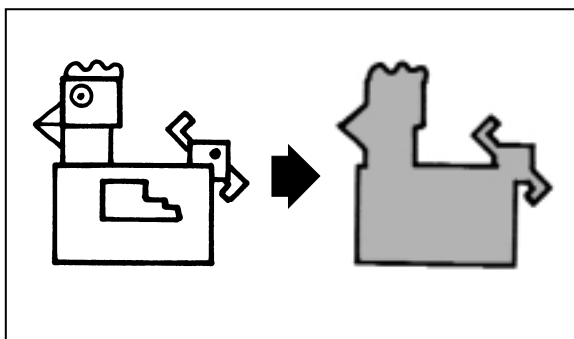
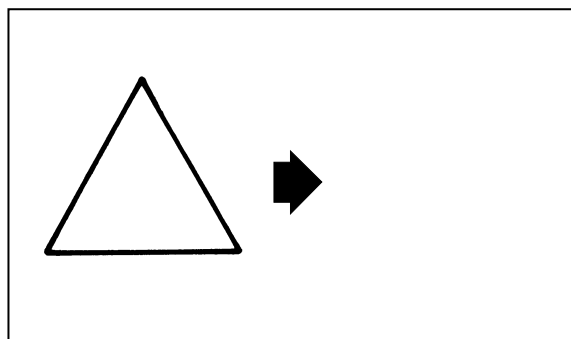
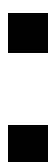
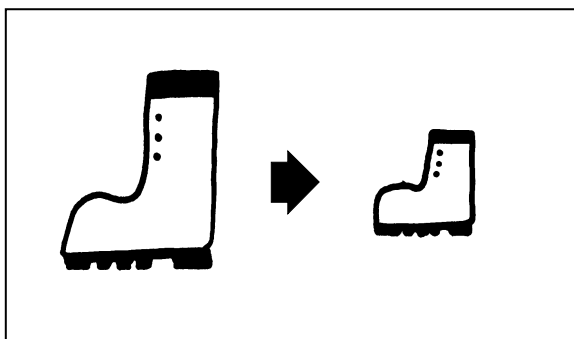
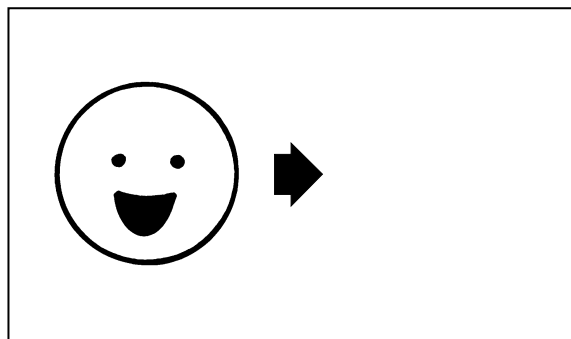
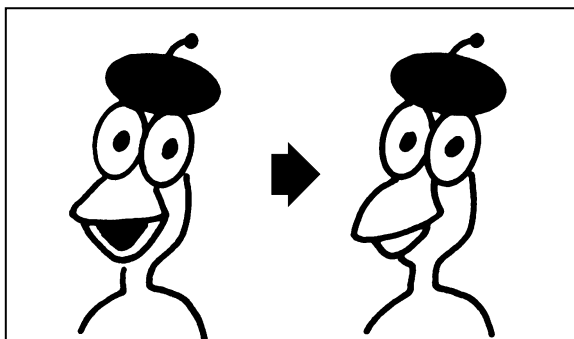
Patterns Poster

Color the matching pairs alike.



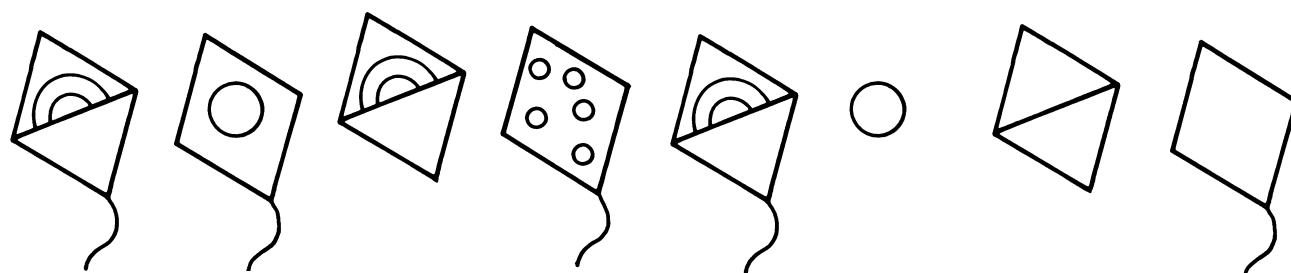
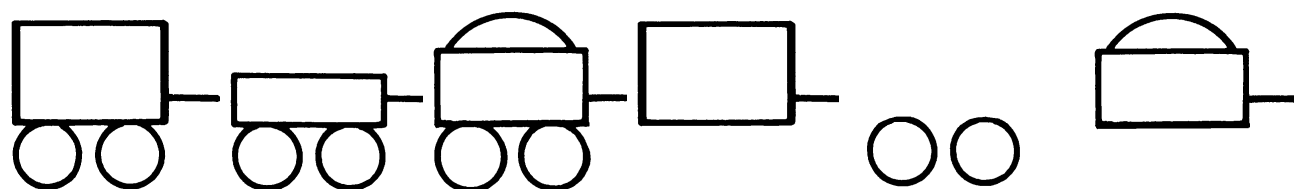
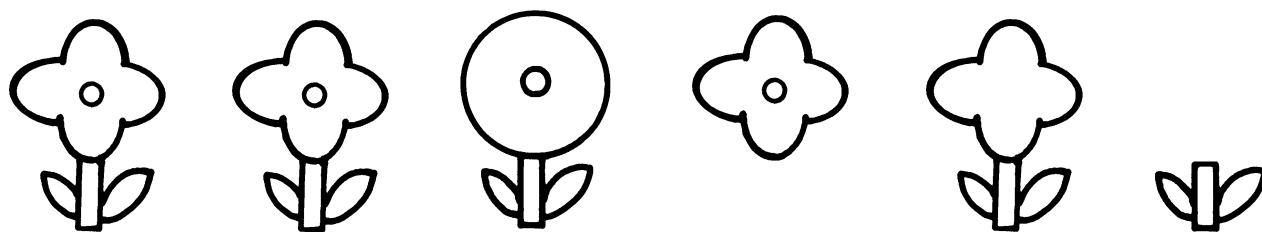
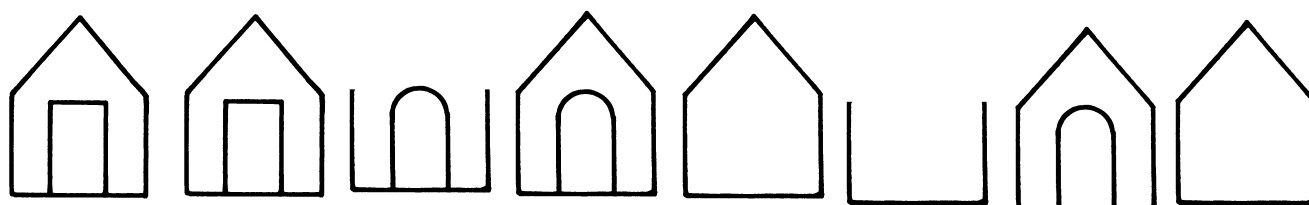
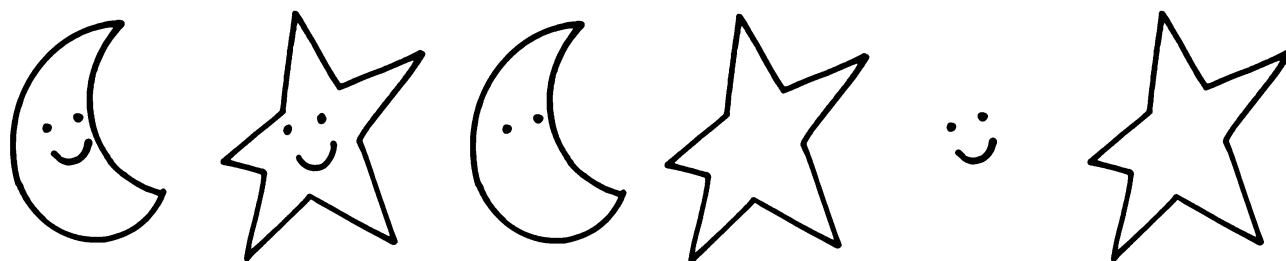
We Are Related

Draw what belongs in the empty spaces.



Something Is Missing

Complete the patterns by drawing the missing parts.

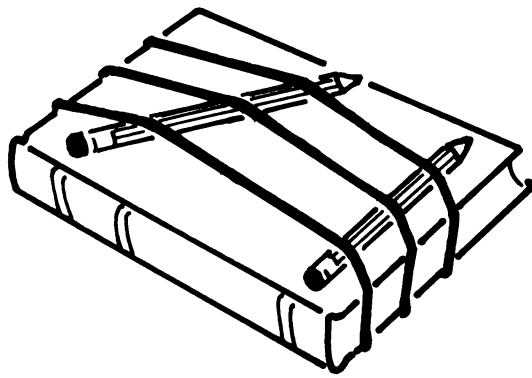


Toony Loon

Strum a Book

Primary emphasis: Create, remember, and repeat patterns

For this activity, each student will need a hardcover book, two pencils, and three similar-sized rubber bands. To make book guitars, ask students to stretch the three rubber bands over the book. (You may want the students to experiment with different sizes and thicknesses of rubber bands. The best results can be achieved by tightly stretching thick rubber bands.) Then, students slip pencils between the book cover and the rubber bands, as illustrated below.



Give students time to experiment with their book guitars—strumming patterns with their fingertips. Next, pair students to work together. While one student plays a pattern on the book guitar, have the other student try to repeat the pattern (using the same guitar). Have students switch roles periodically and use the other student's guitar.

Peter and the Wolf

Primary emphasis: Develop auditory discrimination of pitch

Read the story of *Peter and the Wolf* to your students. There are many different illustrated adaptations of the musical tale. (Two adaptations are *Peter and the Wolf*, retold by Ann King Herring, illustrated by Kozo Shimizu; and *Peter and the Wolf*, illustrated by Erna Voigt. The Voigt version contains photographs of the instruments.)

If possible, invite students who play instruments (flute, clarinet, bassoon, oboe, violin, French horn, and drums) into your classroom. Have them play their instruments for the class. Then, ask the class what instrument they feel would represent, for example, the nervous little bird in *Peter and the Wolf*. Discuss the reasons behind their choices. Next, ask what instrument might represent the grandfather. Continue the discussion, including all of the instruments that are available.

Listen to the music of *Peter and the Wolf*. Discuss what instruments the composer, Sergei Prokofiev, chose to represent the different characters in the story. Discuss how pitch relates to the characteristics of specific characters. For example, the flute's high pitch reflects the lightness of a bird, or the bassoon's low pitch helps us imagine the grandfather's deep voice. The list below is for your reference:

Peter: violin

Grandfather: bassoon

bird: flute

duck: oboe

cat: clarinet

wolf: French horn

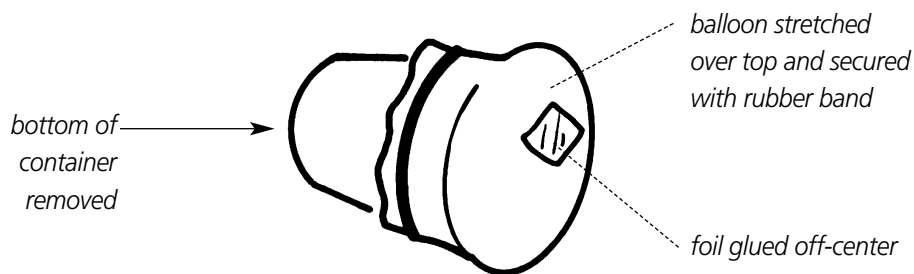
hunters' guns: kettle drums

Soundscope

Primary emphasis: Develop auditory discrimination of pitch

Note: Because this activity uses deflated balloons, students should be closely supervised. This activity is not appropriate for very young students.

Each student will need an empty yogurt container with the bottom removed, a deflated balloon with the stem cut off, a rubber band, a small piece of aluminum foil, scissors, and glue. Show students how to stretch the balloons over the open tops of their containers, securing them with rubber bands. Then, have students glue the small pieces of foil off-center on the stretched balloons.



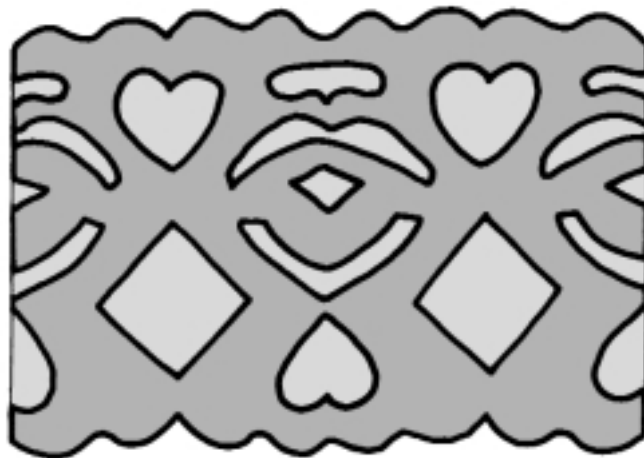
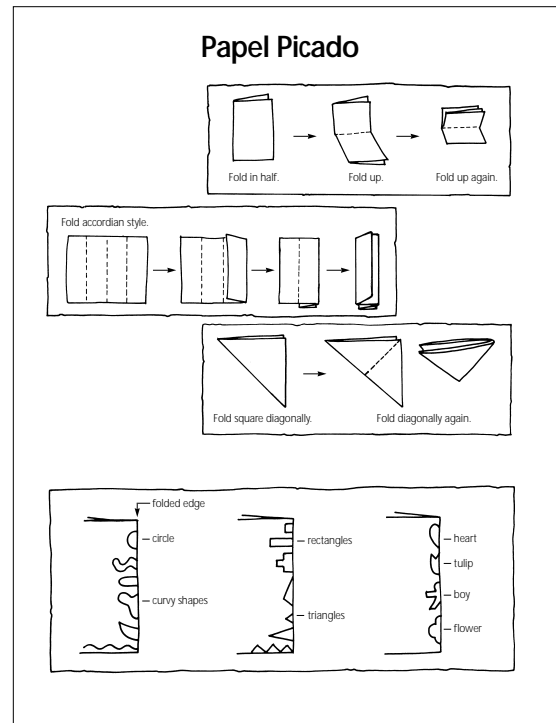
Once students have assembled their soundscopes, demonstrate how to use them. Hum a low note into the open end while a student lightly touches the balloon surface. Then, hum a high note and ask the student if there is any difference in the feeling of the balloon surface. (Usually, the high note will produce a "tickle" because the balloon surface is vibrating faster than with a low note.) Stand so the light reflected off the foil appears on a wall. Hold the open end over your mouth and hum. When the surface of the balloon vibrates, the reflected light bounces on the wall. Encourage students to hum high and low notes as they watch the reflections on the wall. Students may work together in pairs as they experiment.

Papel Picado

Primary emphasis: Create patterns

Ask students to discuss the meaning of the word “pattern”. Have them find examples of patterns in the classroom (lines on the chalkboard, shapes in clothing or drapes, flooring layout, etc.). Explain that *Papel Picado* is a Spanish art form made by cutting patterns in paper. Make a transparency from page 79 or make a copy of page 79 for each student. Have them follow the instructions on the page as you demonstrate the steps to make *Papel Picado*. Emphasize to students that they should feel free to invent their own folding techniques and patterns to cut out.

Provide dark colored construction paper and safety scissors. Allow time for students to fold and cut their patterns. Then, distribute brightly colored tissue paper for students to glue onto the back of the paper cut-outs. If possible, mount these on the classroom windows. (Point out that they look like stained glass windows.)



You may also wish to discuss repetition and variation in the patterns. For example, a heart shape may repeat itself in the pattern—appearing upright at the top of the *Papel Picado* and upside down near the bottom of the *Papel Picado*.

Aerobic Symphony

Primary emphasis: Strengthen auditory memory

Divide the class into three groups, and give each group a low, medium, or high “pitch assignment”. On a xylophone, piano, or other tonal instrument, play a low note repeatedly while the students in the “low pitch” group squat down and hum the low note. Play a high note while the students in the “high pitch” group stand on their toes and hum the high note. Then, play a middle note while the students in the “middle pitch” group wiggle their bodies and hum the note.

Slowly play a pattern of the three notes. (For example: play middle, high, and low notes.) Then, point or nod to the class and have them repeat the pattern with each group humming and moving in the correct order. Next, try a four-note pattern. (For example: play high, low, middle, and high notes.) Once students are comfortable with the procedure, volunteers can play the note patterns for the class to follow. Also, the tempo can be increased gradually.

Tap a Tune

Primary emphasis: Develop creativity and musicality

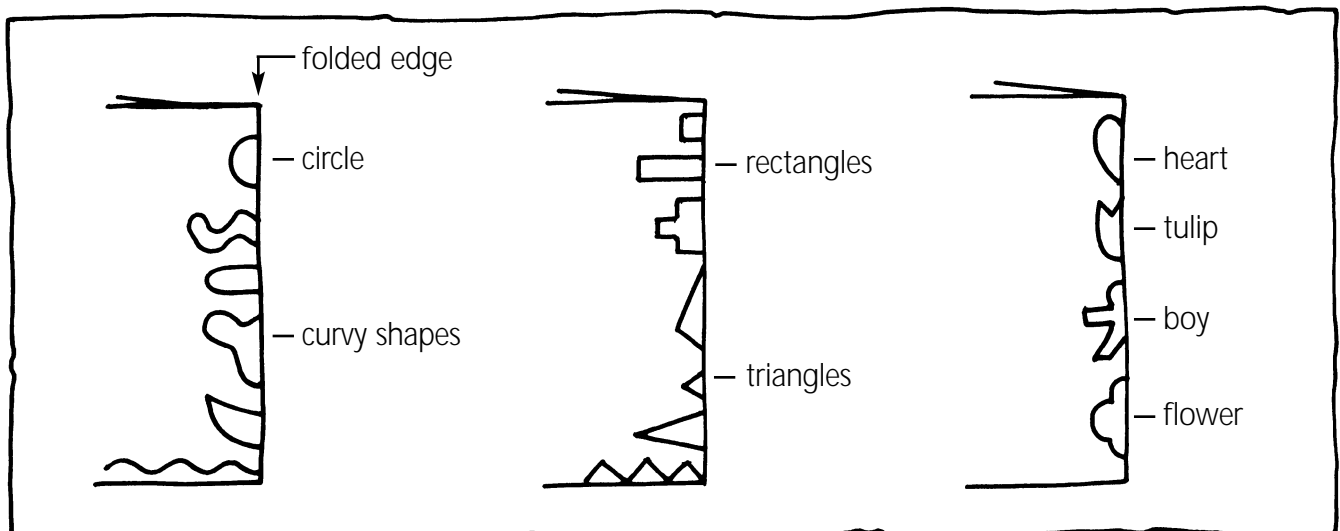
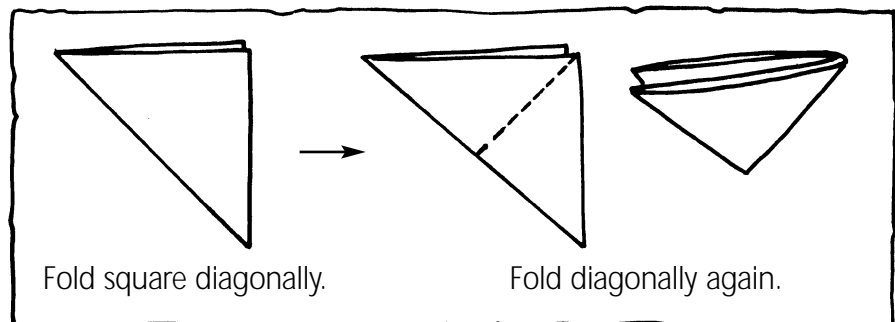
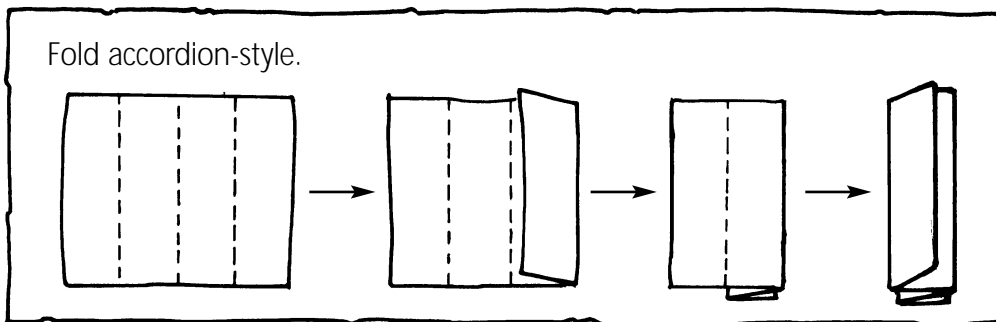
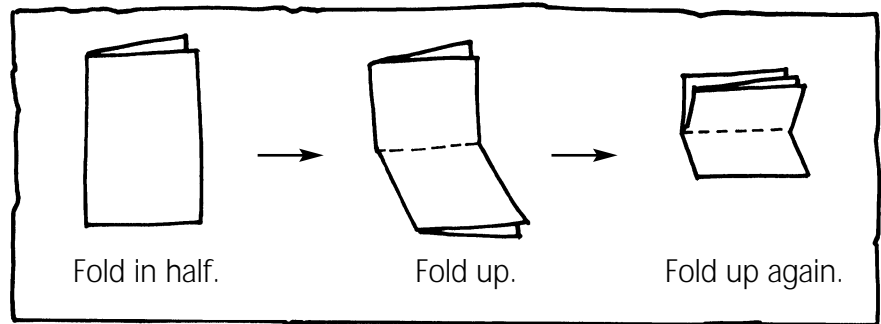
Using a row of similar glasses, bottles, or jars, you and your students can make a water xylophone. Fill the first container almost to the top with water. As you fill the remaining containers, use less and less water. If you have a “good ear” and use eight containers, you can make a complete scale.

When the water xylophone is ready, have your students use a spoon to gently tap the containers going up and down the scale. Let them experiment with tones and patterns of tones. Later, this could be set up as a tone experimentation station. Students working in pairs can take turns making and then copying tone patterns.

Computer Partner Play

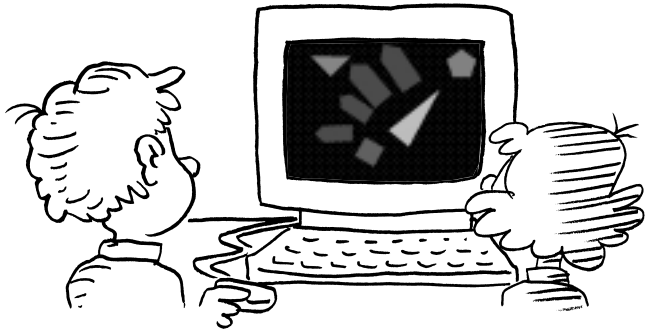
For Toony Loon partner play, see page 82.

Papel Picado



Computer Partner Play

Working at the computer gives students wonderful opportunities to interact. They encourage one another, prompt experimentation, and discuss discoveries. As students play, they will invent many other ways to use the program. Below are some ideas to get them started.



Oranga Banga

Explore Mode

- Matching Patterns: After one student plays a pattern, the other student repeats the pattern. To see if the two patterns match, students click “Play” and listen as Oranga plays the patterns, one after the other. Then, students switch roles. As they continue to play, encourage them to make patterns progressively more complex.

Question & Answer Mode

- Anything Goes: One student repeats Oranga Banga’s patterns using Oranga’s instruments; the other student taps the pattern out on the desk, chair leg, cheek, lap, or any combination of these “instruments”.

Fripple Guides

- Which Fripple? One student selects a Fripple on the screen and, without pointing it out, describes its attributes aloud. After listening to the description, the second student tries to find the Fripple on the screen. Once the Fripple is found, students click it to hear the description. Then, students switch roles and repeat the activity.
- Fripple Fantasy: One student sits turned away from the screen with a sketch pad. The student’s partner chooses any Fripple on the screen and clicks it. After listening carefully to the description of the Fripple, the student with the sketch pad imagines a Fripple with the attributes and quickly sketches it. Then, the students compare the “fantasy Fripple” with the Fripple on the screen, noting the attributes the Fripples have and do not have in common. Students switch roles after each sketch.

BLOX-Flying Spheres

- **Big Bug:** Partners take turns adding spheres to create a long, curvy caterpillar or big-eyed beetle. Students can try using the up/down or the left/right buttons to see what happens to their critter when these buttons are clicked. Students can also experiment with changing backgrounds for the bug. (Up to 20 spheres can appear on screen at one time.)
- **Copy a Pattern:** The first student makes a pattern using up to 10 spheres while the other student looks away. The second student views the pattern and tries to copy it. Then, students switch roles.

BLOX-Flying Shapes

- **Patterns:** One student begins by making a pattern with one of the shape sets (for example: blue diamond, orange triangle; or blue diamond, orange triangle). The other student continues the pattern. Then, they switch roles and repeat the activity. To increase the challenge, students can invent more complex patterns, or students can make “mirror images” of the patterns. (Up to 20 shapes can appear on screen at one time.)
- **Shape Stumpers:** While the partner looks away, the other student creates a large shape by combining several shapes of one color (for example: a large pink triangle made from four small pink triangles). Shapes should not overlap, but touch each other on their sides. Then, the other student uses another color of the same shape to reconstruct the pattern. Have students pull the shapes apart to see if the two shapes are made in the same way.
- **How Did They Do That?:** The first student selects an idea using the Ideas button. The second student hypothesizes about how the idea shown on the screen was created. Then, the first student “tests” the second’s hypothesis by pulling the idea apart with the mouse, one shape at a time.
- **How Did You Do That?:** One student produces a simple “idea” (similar to those displayed with the Ideas button) as the student’s partner looks away. The other student tries to figure out how the idea was produced.

Feathered Friends

Explore Mode

- **Match This:** One student makes a Feathered Friend and asks the other student to make a matching friend. Then, they switch roles.
- **A Variety of Friends:** One student makes a Feathered Friend and then asks the other student to make another Feathered Friend with one thing (attribute) different. Later, the student can request two, three, or four things (attributes) different. This can also be played using a die with tape over the five and six sides. The student rolls the die to see how many attributes to change.

Toony Loon

Explore Mode

- **Play That Tune:** After one student plays a series of notes, the other student tries to repeat the pattern. To see if the two patterns match, students click “Play” to hear the patterns one after the other. Then, students switch roles. As they continue to play, encourage them to make patterns progressively more complex.
- **No Peeking:** Students play the same activity as above, but this time, the “copier” will have eyes closed while the composer plays a tune. Then, with eyes open, the “copier” tries to repeat the pattern.
- **Mood Matching:** Students can try the different xylophones. Encourage them to discuss which ones are their favorites with their partners. They might enjoy deciding which xylophone would be appropriate for tunes with different themes (for example: a castle, the countryside, a scary night outside, a carnival, etc.). Students can also make up tunes on different xylophones to illustrate the themes.

Troubleshooting

Before You Call Technical Support...

Check to see if the CD is dirty. Use a soft, dry cloth to gently wipe the shiny side of the CD until it is clean. Wipe across the CD in straight lines. Do not wipe around it in a circular motion. After cleaning, place the CD (shiny side down) in the CD-ROM drive, then install or run the program.

Windows Users

Make sure your hardware drivers are up to date. Contact the manufacturer of your computer, video card, sound card, or CD-ROM drive to check for updated drivers. (Check the user's manual for phone numbers.) If you have Internet access, you can often download free updated drivers from the manufacturer's home page.

If you are receiving "Invalid Page Fault" or "Illegal Operation" errors, follow these steps:

1. Quit all applications and make sure no programs are running in the background.
2. Select **Start | Run** and then type **win.ini** at the prompt. Click **OK** to open the win.ini file. Make sure the **Load=** and **Run=** lines are blank. If they are not blank, type a semicolon (;) as the first character in each line (for example: **;Load=**). If you make changes to the file, select the **File** menu, then **Save**.
3. Restart Windows and launch your program.

If you need more assistance, please contact Riverdeep technical support.