

Stuart Little: His Adventures in Wordland

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Join Stuart Little on His Latest Adventure

On Stuart's first night with his new family, he had a wonderful dream. As Stuart fell asleep, he dreamt that he was going to visit his Aunt Polly. But in his dream, when he got to Aunt Polly's house, she was gone! Aunt Polly had left Stuart a note telling him that she had gone on an exciting adventure, inviting him to come along. But to be safe, Aunt Polly had written the note in her [secret code](#). With the help of Aunt Polly's pet bird, Stuart learned what he needed to do to break Aunt Polly's secret code and find out where she had gone. To crack the code, Stuart had to increase his "brain power" by playing all of the fun activities in Aunt Polly's family room! See how Stuart successfully maneuvers through the many activities along his journey, increases his brain power, and discovers how to find Aunt Polly!

Help Stuart explore the activities in Aunt Polly's family room in order to decode her secret message. Then join Stuart as he boards an ancient sailing ship filled with new activities. Finally, take a train ride with Stuart and follow him to a mining town where even more adventures and games await.

[Stuart](#) and his newest friends, [Dragonfly](#), [Butterfly](#), [Birdie](#), and [Cammie](#), will take you to a world where learning is so much fun, kids can't stop doing it!

Credits

Executive Producer

Robert S. Michaels

Authors

Metaphor, Storyline

Lalita K. Suzuki

J. Arthur Woodward

Games & Content

Visual Arts

Shaw-Jing Chao (Cammie's Art Corner, See a Sound, Show Time, Tale of the Four Seasons game and story)

Cammie Zhang (Cammie's Art Corner, See a Sound, Show Time, Tale of the Four Seasons game and story)

Szu-Hsien Lee (See a Sound)

Language Arts

Lalita K. Suzuki (Candy Time, Crosswords, Mommies & Babies, Name Game, Rhyme Builder, Stuart's Rhyming Road, Talking Heads, Word Maker)

J. Arthur Woodward (Block Hunt, Name Game, Talking Heads)

Ferry Permadi (Gold Mining Game, Picture Puzzle, Sorting Machine, Stuart's Critter Collection)

Jill Gilkerson (content in Mommies & Babies)

Producers

J. Arthur Woodward

Lalita K. Suzuki

Shaw-Jing Chao

Technical Supervisor

Ferry Permadi

Software Engineers

Ferry Permadi, Lead Programmer

(Game engine, integration, navigation, Progress report, Curriculum, Brain Power, Block Hunt, Candy Time, Crosswords, Gold Mining Game, Picture Puzzle, Sorting Machine, Stuart's Critter Collection, Stuart's Rhyming Road, Show Time, Talking Heads, Word Maker)

Kenji Mori (Cammie's Art Corner, Mommies & Babies, Rhyme Builder, See a Sound, Show Time, Tale of the Four Seasons)

Art Director

Ramon Colinayo

3D Animation

Ramon Colinayo (Stuart Little, Train, Piggy1, Piggy2, Panda, Kangaroo Mom, Kangaroo Baby, Toy Soldier, Birdie, Cammie the Butterfly, Monarch Butterfly, Introduction, Ship, Transition and Environment animations)

Marc Acurso (Stuart Little, Candy Time characters, Ship, Piggy1, Piggy2, Panda, Kangaroo Mom, Kangaroo Baby, Toy Soldier, Introduction, Transition and Environment animations)

[Click here for more Credits](#)

2D Art and Animation

Cammie Zhang (Cammie's Art Corner, Mommies & Babies, Picture Puzzle, Rhyme Builder, See a Sound, Show Time, Stuart's Critter Collection, Stuart's Rhyming Road, Tale of the Four Seasons, Word Maker)

Lalita K. Suzuki (Block Hunt Creatures, Candy Time, Name Game, Talking Heads)

Additional Art

Ferry Permadi (Sorting Machine)

U.S. Arts Education Center (background polygons in Electronic Coloring Book)

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Interface Graphics

Marc Acurso (Art Corner, Rhyme Builder, Word Maker, Block Hunt, Sorting Machine, Stuart's Rhyming Road, Picture Puzzle, Stuart's Critter Collection, Name Game, Tale of the Four Seasons, Candy Time, Talking Heads, See a Sound, Show Time, Crosswords, Gold Mining Game)

Ramon Colinayo (Rhyme Builder, Name Game, Mommies & Babies, Word Maker, Block Hunt, Candy Time)

Stuart Little Character

Special thanks to **Sony Pictures ImageWorks** for the original 3D model

Stuart Little's Voice

David Kaufman

3D Modeling, Set Design and Textures

Ramon Colinayo (Depot, Ship and Mining Town environments, General lighting, Saloon, General Store)

Marc Acurso (Aunt Polly's Family Room, Ship (The San Mateo), Train (Baldwin 4-4-0), Train Depots, Yardmaster Office, Tool Shed, Outhouse, Ore Mill, Gold Mine, Saloon Interior, Train tunnel, Castle, Log Cabin, Ship environment)

3D Character Design

Ramon Colinayo (Birdie, Cammie the Butterfly, Monarch Butterfly)

Marc Acurso (Birdie, Cammie the Butterfly, Candy Time characters)

Additional 3D Characters and Critters

Light, Image, Magic Multimedia Production Co., Taiwan

(Beetle, Blowfish, Caterpillar, Crab, Dragonfly, Frog, Kangaroo Mom, Kangaroo Baby, Octopus, Octopus Pirate, Panda, Penguin, Piggy1, Piggy2, Snail, Spider, Toy Soldier, Turtle)

Graphic Design

Ramon Colinayo

Curriculum Interface
Manual
Progress Report

Cammie Zhang

CD-ROM Mailer
Manual

Music Director

Music Arrangement and Performance
Szu-Hsien Lee

[Click here for more Credits](#)

Music Credits

Composer **Szu-Hsien Lee** arranged and performed all of the music. Original melodies are from the following sources (with author, where included in the source).

Appleby, Amy & Pickow, Peter (1993). *The Library of Children's Song Classics*. Liz Seelhoff Byrum, Ed. New York: Amsco Publications.

America, the Beautiful
Come Away
Dona Nobis Pacem
Funiculi, Funicula
Goodbye
If I Know What You Know
Kumbaya
Merrily, Merrily Greet the Morn
My Goose and Thy Goose
On the Bridge at Avignon
Onward, Upward
Over the Mountain
Ride a Cock-Horse
Row, Row, Row Your Boat
Sailing, Sailing
Scotland's Burning
Sing Together Merrily
Sweetly Sings the Donkey
Thirty Days Hath September
White Coral Bells
Who Comes Laughing?

Beatties, J. W., et al. (1946). *The Golden Book of Favorite Songs*. Minneapolis: Schmitt, Hall & McCreary Company.

A Little Man
Lightly Row
The Farmer

Sheppard, F.L. (1915). *This is My Father's World. In Hymnary*. Testimony Publications, USA, 1984.

Original Music by Szu-Hsien Lee

Musical Timers in Block Hunt (Lazy Afternoon,
Riding a Horse, Twinkle Bell)
Tale of the Four Seasons (Spring, Summer,
Autumn, Winter)
See a Sound reward sounds
Tango

Chinese Folk Songs

Bunny Dance (*Tu Zi Wu*)
Fishes Swimming (*Yu Er Shuai Zhong*
You)
Frogs Jump into Water (*Qing Wa Tiao XiShui*)
Home (*Jia*)
Jasmine (*Mo Li Hua*)
Little Sheep (*Xiao Yang Er*)
Making Airplanes (*Zao Fei Ji*)
Purple Bamboo (*Zi Zhu Diao*)
Sister Carries Her Doll (*Mei-Mei Bei Zhe Yang*
Wa-Wa)

Imoto, Yoko (1986). *Best-Loved Children's Songs from Japan*. Torrance, CA: Heian International, Inc.

The Canary (*Kanariya*)
Composer: Tamezo Narita
A Cradle Lullaby (*Yurikago no Uta*)
Composer: Shin Kusakawa
Somewhere Spring (*Dokokade Haruga*)
Composer: Shin Kusakawa

Japanese Folk Songs

Soran Song (*Soran Bushi*)
Rabbit (*Usagi*)

[Click here for more Credits](#)

Poem Credits

Opie, I & Wells, R. (1996). *My Very First Mother Goose*. Candlewick Press.

Spring poem, summer poem,
autumn poem in Tale of the
Four Seasons

Shaw-Jing Chao

Winter poem in Tale of the Four
Seasons

Voices

Major Characters

Lalita K. Suzuki: Dragonfly

J. Arthur Woodward: Monarch Butterfly

Jill Gilkerson: Birdie

Lisa Carlstrom: Cammie the butterfly

Minor Characters

J. Arthur Woodward, Lalita K. Suzuki,

Lisa Carlstrom, Shaw-Jing Chao,

Jill Gilkerson, Vinnie Hwang,

Nini Jiang, Marc Acurso,

Huidy Shu, Francis Chang

Sound Effects

J. Arthur Woodward

Lalita K. Suzuki

Shaw-Jing Chao

Ferry Permadi

Kenji Mori

Sounddogs.com

6000 Sound Effects

Functionality Testing

Lalita K. Suzuki

Shaw-Jing Chao

J. Arthur Woodward

Ferry Permadi

Kenji Mori

Vinnie Hwang

Nini Jiang

Lucy Kim

Participating Schools

Mar Vista Elementary School

Teacher

Ms. Beverly Tackett

Other Child Participants

Nicky Bradbury, Timmy Bradbury,

Margeaux Craske-Curtin, Daniela

Grinblatt, Guiliana Grinblatt, Marty

Ishizaka, Erin Medford, Megan

Medford, Daniel Ng, Katherine Ng

Consultants

Jill Gilkerson

Terry Au

U.S. Arts Education Center,

Temple City, CA

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Installation Guide

Requirements

- 200 MHz or faster computer
- 8X CD-ROM drive
- 64 MB of memory
- About 200 MB of hard drive space (plus DirectX®)
- DirectX compatible sound card
- Windows 95, or Windows 98, or Windows ME
- DirectX compatible 16 bit graphics card and monitor

If you encounter any problems running the software, first make sure that your computer meets all the requirements above. If you are still having problems even after meeting all the requirements, please consult the Troubleshooting section.

1. Close all applications before installing.
2. Insert the CD-ROM and the set-up program should start automatically. If not, then go to **Run** in the **Start** menu. Under your CD-ROM drive letter, type **setup.exe** (for example, **d:\setup.exe**, if d: is your CD-ROM drive) and click **OK**. Then follow the instructions on the screen.
 - If this is the first time running this software, you should select **Install**. You will not be able to play until the software is installed.

3. During Installation, if a dialogue box appears with the question asking whether you want to install a new driver (see picture below), do one of the following:



- Press **No** if the text says **(not recommended)**.
 - Press **Yes** if the text says **(recommended)**.
4. When the installation program is finished, restart the computer.

5. After installation, you will find a new icon on the Windows desktop (see icon below). Double click the icon to start playing.



Stuart Little -
His
Adventures in
Wordland

More info about DirectX is available at Microsoft® site:
<http://www.microsoft.com/directx/>

Having Trouble Running the Game?

If you encounter a problem running the game (e.g., the game freezes or stops unexpectedly), first make sure that your Sound Card Acceleration is set correctly. The easiest way is to disable the acceleration with the following steps:

- Go to Start > Run, then type dxdiag.exe, then click OK.
(If dxdiag.exe is not found on your computer, you can run dxdiag.exe from the game CD, for example type D:\dxdiag.exe on the Start > Run dialog box, where D: is the CD-ROM drive letter).
- Click Sound tab.
- Set the Hardware Sound Acceleration Level to the lowest setting by dragging the slider all the way to the left to “No Acceleration”.
- Click the Exit button, then restart the game.

If this does not help, refer to the [Troubleshooting](#) section of this manual.

Overview

More About Stuart's Adventure...

Stuart is so excited about visiting his Aunt Polly that he begins to dream about his trip as soon as he falls asleep. Soon, he is transported into a wonderful dream world, where, in all, he will visit three fantastic adventure sites, each filled with learning activities, music, and surprises.

First, he arrives at Aunt Polly's house. But instead of Aunt Polly, he finds a note written in her secret code! He immediately discovers that he must play all the activities in her family room to gain enough brain power to break the secret code and find Aunt Polly.

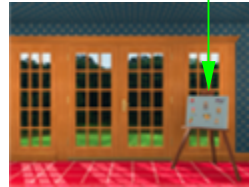
Mommies & Babies



Cammie's Art corner



Rhyme Builder



Word Maker

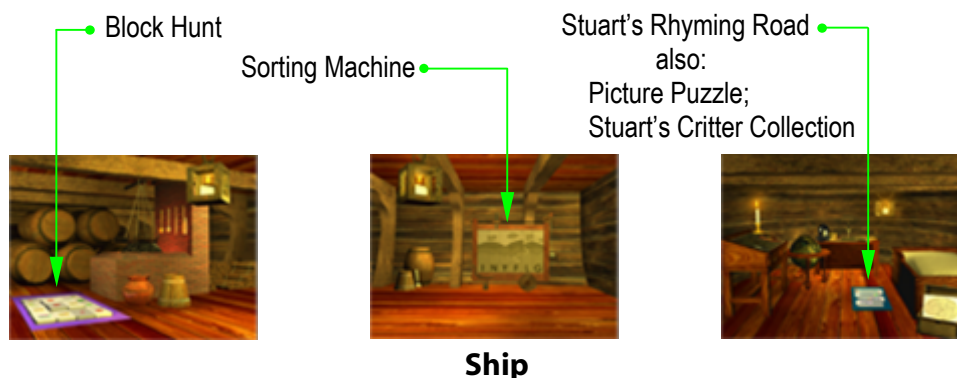


Family Room

The pictures of Aunt Polly's family room shows the locations of the activities. Since children have a natural enjoyment of exploration and a love of surprises, we would suggest keeping the layout of the space a mystery. Thus, this map is really for

adults only. As a parent or teacher, however, you may want a quick reference to help locate each activity in Aunt Polly's family room.

Second, as Stuart plays the activities in Aunt Polly's house and fills his brain with brain power, Aunt Polly's letter is gradually decoded! Stuart learns that Aunt Polly has gone to an old mining town on an [ancient sailing ship](#), in search of a secret gold mine - -and she wants him to follow. Stuart must now board the ship to follow Aunt Polly. Once on board, Stuart discovers another note that will tell him where to go next – but it is also written in a secret code. In order to read the note, Stuart needs to increase his brain power by playing all of the new activities located on the ship. The following diagram shows the location of the activities that your child will discover on the ship.



Third, upon playing all of the activities on the ship, Stuart is transported onto a fantastic train which is headed for the quaint mining town. Stuart gets off the train at the mining village and is excited by his wonderful new surroundings. He soon discovers that this mysterious village is full of new activities for him to play. And every

time he successfully completes an activity, he earns more brain power, and gets closer to the secret gold mine!

There are three main buildings in the mining town for Stuart to explore. The first is a general store that is chock full of goodies.



The second building is a saloon, straight from the Old West! Inside, Stuart finds even more activities. He will also discover a stage area, where plays take place. But not so fast! Plays can be viewed at the stage only after earning enough brain power from each activity in the mining town!



There is also an old abandoned ore mill in the mining village, where yet another activity awaits Stuart. Children will be fascinated by the elaborate 3D machinery inside this mill.



Ore Mill

And here's a secret! When Stuart gets some brain power from each activity in the mining town, he is treated to a ride into a secret gold mine! Here he will discover yet another activity, this time involving the mining of gold and jewels. Children will be thrilled with this unexpected discovery at the end of the adventure. So, shhh... please let them discover this hidden cave and secret gold mine for themselves!

Signing In

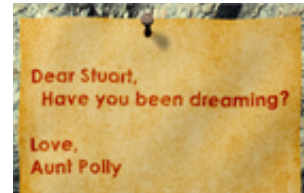
Children must sign in each time they play. To sign in, children can simply click on the pencil icon and type their name in Aunt Polly's [Guest Book](#) using the computer keyboard. Each time your child returns to play with Stuart, please click on the same sign-in name in order to maintain a cumulative record of your child's progress.

The work done under each sign-in name is recorded, allowing parents, teachers, and kids to check performance within each activity and across the different skills. As children play, their brain power grows and progress is tracked via their sign-in names.

Getting Around

You only need to use a few simple icons to get around.

For Players:



Clicking on any of these icons above transports children from one adventure site to another. The pictures indicate where players will be sent when they are clicked. Prior to earning enough brain power, the pictures are black and white, which means they are inactive. After children gain at least one piece of brain power from all of the activities in that adventure site, the pictures become highlighted and active. Another note from Aunt Polly appears in the cave when the first set of chests are filled in the Gold Mining Game. Children may then click on the note to go from the Mining Village back to Aunt Polly's Family Room.



Within each adventure site, children can check their brain power by clicking the brain power picture in the following locations: family room (glass cabinet); sailing ship (captains cabin); mining town (saloon).



Click on this icon to exit an activity and go back to navigation mode.



Click on this icon to exit the entire game.

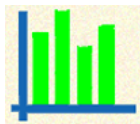
For Parents and Teachers:



Click the bookmark at the top of the sign-in page and sign in using the California State Curriculum Standards as a guide. (Please note that a sign-in name used to enter the curriculum guide cannot also be used in the children's sign in page, and vice versa.) Scroll through the Curriculum Standards to see which activities cover the various items in the Standards. Click the bookmark again to return from the Curriculum sign-in page to the kids' sign-in page.



Click on this icon located in each child's brain power picture. Inside, children's progress is charted according to the various skills taught in each activity.



Information about children's performance for the last fifteen sessions played in each activity is displayed in a graph, which can be accessed by clicking the little graph icons at the top of the Progress Report.

Brain Power

When children successfully complete an activity, they earn “brain power.” In this title, Stuart has to fill up his brain three times to progress through the entire adventure. First, by earning at least one piece of brain power from all of the activities in Aunt Polly’s family room, Stuart works on filling his [brain the first time](#), to gain the ability to read a secret coded letter, to ride on a sailing ship, and to go back and forth between Aunt Polly’s family room and the ship. Second, while on the ship, Stuart earns brain power for his [brain a second time](#), as he works his way through a new set of activities. After gaining at least one piece of brain power from all of the activities on the ship, Stuart goes on an animated train ride to a mining town. There, he can add brain power to his [brain a third time](#). After he earns some brain power from every activity in the mining town, he is sent on a ride into the secret gold mine! Thereafter, he can return to the gold mine by clicking on the stairs in the ore mill. Thus, gaining “brain power” provides children with added motivation to play every activity to the best of their abilities. From this experience, children learn that in order to go from one adventure to another, they need to work hard and gain “brain power.” Each time that children fill up the whole brain, they are presented with a Brain Power Certificate (one each from the Family Room, Sailing Ship, and Mining Town). Thus, children are rewarded for working hard each time that they completely fill up their brain with brain power.

Our Computer Adaptive Software Is Responsive to Your Child's Performance

Many of the activities in this title contain a unique computer adaptive capability that is responsive to your child's performance. When a child completes a set of items within an activity without making any errors, the software will make an adjustment and the next session will contain a presentation format and/or content that is more challenging. If the child struggles with the content of an activity and makes errors, subsequent sessions of that activity will be simplified to provide the child with easier content and/or more concrete learning presentations. In this way, the cognitive challenges in the activities are tailored to each child's readiness at that time. Even if a child signs off an activity, most information on the child's previous difficulty level is retained for when they return under the same sign-in name. In this title, the following eight activities have this innovative computer adaptive feature: *Block Hunt, Candy Time, Crosswords, Mommies & Babies, Rhyme Builder, Stuart's Rhyming Road, Talking Heads, and Word Maker.*

Because our most complex learning activities are computer adaptive, we wholeheartedly encourage you to play with Stuart Little alongside your child, gauging for yourself when you should help. Teaching your child *after* they have made an error will allow the program to simplify the content to a level more comfortable for the child. Teaching your child by providing correct answers will allow you to advance the level of difficulty. With time, practice, and your help, your child can progress through the various levels of difficulty while always staying close to his or her readiness level!

State Curriculum Standards Are Built into Our Activities

Many states have adopted uniform Curriculum Standards for public schools. These content standards represent the collective wisdom of many teachers over the years. The State of California has a rich set of content standards that are very similar to those adopted in most other states. Because of the importance of these exceptionally clear and detailed teaching standards, we have literally built our educational activities around them, being sure that each activity covers content that has been recognized by teachers as the most important for children to learn.

Furthermore, we have built the Curriculum Standards right into the game. Once signed on (just click on the [curriculum bookmark](#) on the sign in page), any teacher or parent can scroll through the Curriculum Standards to see which of our activities cover the various items in the Standards. When you enter the Curriculum Standards section you will have immediate access to four different curriculum choices: (1) [Language Arts content standards for kindergarten](#); (2) [Language Arts content standards for the first grade](#); (3) [Visual Arts content standards for kindergarten](#); and (4) [Visual Arts content standards for the first grade](#). In each of these four sections of the Curriculum Standards there are “activity buttons” below each content statement. Thus, from within the curriculum, a teacher or parent can press an activity button and jump directly to that activity – a kind of “reverse look up” based on curricular content. This makes this software ideal for classroom demonstrations or assigned activities for children. It will also help parents to keep track of the concepts that children are learning at school, and will provide them with an opportunity to work on these concepts with their children at home.

Progress Report

In our [progress report](#), we list the activities in this title, along with the concepts and skills covered by each activity. As children play the activities, dots are placed in the progress report so you can easily see which activities your child has worked on. In order to provide you with detailed information about your child's learning, our progress report provides a cumulative review of all of the activities your child has played. Look at the bottom of the chart to find out the percentage of correct answers that your child has received for each activity. Look at the right-hand side of the chart to see the percentage of correct answers given by your child for each educational skill. For example, *Block Hunt*, *Mommies and Babies*, *Rhyme Builder*, *Crosswords*, and *Name Game* all help children to learn uppercase and lowercase letters. When a child has played these five activities, the performance measures in the right hand column show the percentage correct, added across the five activities that cover that concept. Thus, with just a quick glance at the progress report, parents and teachers can instantly access each child's strongest and weakest skills. Please note that the concepts and skills highlighted with dots, and the summaries along the right and bottom margins, will best reflect your child's performance after completion of all levels of the activities. There are two separate progress reports in this title. This first progress report covers ten activities in Aunt Polly's family room and the ship, and the second progress report covers seven activities in the mining town. You will find these progress reports in the brain power picture.

Progress Chart

Information about the child's performance for the last fifteen sessions of each activity is displayed in a [progress chart](#), which can be accessed by pressing on the little [chart icon](#) at the top of the Progress Report. This feature allows adults to track their child's "learning curve" across sessions. That is, you can see if a child's performance (i.e., percentage correct) has improved across the last fifteen sessions played. You may be pleasantly surprised to learn that your child's performance has steadily improved over time! You may also want to provide extra help in those activities where you see little improvement over time.

Educational Value and Content of Individual Activities

There are 18 educational activities in this title. The following is a chart of the locations, names, general topics, and recommended age groups for each activity.

Adventure Site	Activity	General Topic	Ages
Family Room	Cammie's Art Corner	Simple lines and shapes in pictures; warm and cool color palettes	4-6 years
Family Room	Mommies & Babies	Upper/lower-case letters and words; abbreviations; contractions	3-5 years
Family Room	Rhyme Builder	Upper- and lower-case letters	3-5 years
Family Room	Word Maker	Phoneme combinations to form words	4-6 years
	Electronic Coloring Book (in Word Maker)	Follow a model or freely color polygon figures	3-5 years
Ship	Block Hunt*	Find matching pairs of words, numbers, pictures, colors and patterns.	4-6 years
Ship	Sorting Machine	Logically arrange numbers, letters, and pictures	5-7 years

Ship	Stuart's Rhyming Road*	Identify rhyming words	5-7 years
	Picture Puzzle (in Stuart's Rhyming Road)	Rearrange fragmented pictures of numbers and words	3-5 years
	Stuart's Critter Collection (in Stuart's Rhyming Road)	Mix and match shapes; hear syllabic parsing of names	3-5 years
Mining Town	Candy Time*	Sight-read simple words; strategy building	5-7 years
Mining Town	Crosswords*	Uppercase, lowercase, and cursive letters; letter sounds; strategy building	5-7 years
Mining Town	Gold Mining Game	Count to 10; hand-eye coordination	3-7 years
Mining Town	Name Game	Letter sounds in a multicultural context	3-5 years
Mining Town	See a Sound	Use visual patterns to represent sounds; identify art elements (line, color, shape, form, space and texture)	4-6 years
Mining Town	Show Time	Use composition principles of scaling, grouping, and perspective; create an original play	4-6 years

Mining Town	Tale of the Four Seasons	Color families; complementary colors; color temperature; story and poem reading	4-6 years
Mining Town	Talking Heads	Phoneme combinations to form words	4-6 years

* Two player option

The following provides a brief description of each activity and its content, along with a description of the concepts and skills that children will learn.

Activities in Aunt Polly's Family Room

Cammie's Art Corner (4-6 years)

[Cammie's Art Corner](#) was born from the ideas and lesson plans of a preschool/kindergarten art teacher (Cammie Zhang), who is currently developing new ways to use the computer in her classroom. In *Cammie's Art Corner*, children learn how to draw by recognizing primitive shapes (circles, triangles, squares, etc.) and the relationships among these shapes that create a picture. Children also learn about color arrangement by imitating a teacher's example of pictures painted with different color palettes. They see how color choice can create very different feelings and moods. Children learn that ["morning" colors](#) elicit a cheerful, warm feeling, and ["night" colors](#) elicit a serene, cool mood. Children also are given the opportunity to freely "paint" the pictures using colors of their own choosing.

Proceeding systematically, four pictures are arranged from simple to complex in order to inspire children's ability to observe artistic forms. The [first picture](#) shows easily perceivable shapes and their combinations. The [second picture](#) stresses combinations of overlapping shapes. The [third picture](#) demonstrates how to adjust primitive shapes to create realistic forms. The [last picture](#) allows children to employ all the skills previously learned to complete an advanced drawing. In all, the four pictures help children practice shape recognition, shape naming, and the recognition of relationships among shapes and colors. These activities expose children to several fundamental [concepts and skills in the visual arts](#).

The best way to use Cammie's Art Corner is to let children draw the basic shapes in the activities on paper during or after playing. Worksheets can be printed out to accompany each of the four pictures (See the Worksheets in Appendix 2).

Mommies and Babies (3-5 years)

[Mommies and Babies](#) helps children recognize meaningful relationships between pairs of letters and pairs of words. In the beginning, mommies and their babies are together, but soon the babies wander away. Children then have the enjoyable task of finding each baby and clicking it to return it to its mother. In its simplest form, children are encouraged to help mommies with uppercase letters find their respective babies with lowercase letters (e.g., “B” and “b”). As children master this skill, the content level increases in difficulty, requiring children to pair lower- and uppercase words (e.g., “HAD” and “had”), as well as words with their abbreviations and contractions (e.g., “January” and “Jan.”, “you are” and “you’re”). If a child cannot find the correct answer, the Dragonfly provides a gentle hint.

Mommies and Babies helps children learn several important pre-reading [concepts](#) using a variety of [letters](#), [words](#), [abbreviations](#), and [contractions](#) appropriate for preschool and kindergarten. When each baby is returned to its mommy, children are rewarded as mommies and babies greet each other with playful banter and animation.

Rhyme Builder (3-5 years)

[Rhyme Builder](#) is our most elementary activity and is appropriate for the youngest children. Its purpose is to gently introduce all of the uppercase and lowercase letters of the alphabet to young children. Children point and click on black and white pictures when they recognize uppercase and lowercase letters. If the correct letter is selected, then the pictures fill with color, and the letters are collected and used to form new words. These new words turn out to be [eight rhyming word pairs](#) that are gradually created as children find more and more letters – and in the end, these eight rhyme pairs cleverly use all 26 letters of the alphabet. When a complete rhyme pair is created using the letters that children find, they are delighted as a brief animation of the rhyme pair appears to help them understand and remember the words in the pair. This activity is also computer adaptive, increasing in complexity from uppercase letters, to lowercase letters, and finally to blank pictures in which children are required to listen and find the picture that starts with a specific letter. (For example, children click a fish picture when asked, “Help me find the picture for the letter F.”)

The *Rhyme Builder* helps children learn a number of [specific concepts and skills](#), using three sets of [content materials](#).

Word Maker (4-6 years)

In the [Word Maker](#), children learn to combine parts of words (initial sound and final sound) to form words. As parts of words are pronounced into “speech bubbles” by two “lips” (e.g. “CL” comes out from left and “AM” comes out from right), the speech bubbles then meet and stick together in the center of the screen to form “CLAM.” As the word slowly falls, children are taught to match this word with the correct answer in a row of choices at the bottom of the screen. In the simplest level, children drop the newly formed words over a row of seven written words (e.g., CLAM is dropped over the word CLAM). As children perform correctly, the computer adaptive technology changes the answer choices at the bottom to pictures of the objects, rather than words (e.g., CLAM is dropped over a picture of a clam). In the most difficult level, the word parts appear in “thought bubbles” but are no longer pronounced by the lips, so children are encouraged to sound-out the parts themselves. In this condition, children will rely on their newly developing phonic skills to pronounce the newly made word and find the correct answer. The content of the words also increases in difficulty, starting with [simple three-letter words](#), and later moving on to [consonant blends and digraphs](#), [silent “e” and vowel digraphs](#), (e.g., CUT becomes CUTE; RED becomes READ), and a [review of word types practiced previously](#). The *Word Maker* creates a fun learning environment for a number of phonics [concepts and skills](#) that are important for beginning readers to acquire.

Electronic Coloring Book (3-5 years)

(Accessed through Word Maker)

When children complete a session of the *Word Maker*, they are rewarded with a trip to the [Electronic Coloring Book](#). Unlike traditional coloring books, where children color distinct objects (e.g., flowers, bunnies), the *Electronic Coloring Book* uses dozens of polygon fragments that are arranged into repeating geometric patterns. These shape fragments can be used to paint beautiful geometric designs or attractive pictures of simple objects. Children can either follow a teacher's example and copy a simple picture, or experiment with free coloring using an array of beautiful paints. With the click of the pink button (on the right side of the palette), children can also enjoy a kind of colorful kaleidoscope where the computer chooses constantly changing patterns of colors that never repeat. In all, there are [five simple example pictures](#) for children to color while they learn important [art concepts](#).

Activities in the Ship

Block Hunt (4-6 years)

(2 player option)

While playing [Block Hunt](#), children develop the ability to match pairs of letters, numbers, and pictures as they scan a large group of blocks. Finding a match is more challenging than one might think, because there are so many blocks to choose from, and so many categories to match -- and watch out, some blocks are white and others are colored gray -- you can only click the white blocks to make a match! Further challenge is added when children are encouraged to find a matching pair before the timer finishes playing its song. The *Block Hunt* exposes kids to many [concepts and skills](#), including focusing one's attention. Children benefit from the mixture of categories within a single activity, which range from colors, numbers, words, pictures, faces with different expressions, coins, and many others.

Children can play alone or with a friend. As children gain experience and expertise in this activity, the complexity gradually increases with ability level, and the challenge is increased by shorter and shorter timers. If children encounter a level that is too difficult, encourage them to complete it even if they make some mistakes, because the next session will be adjusted to an easier level (or remain the same if they already are at the simplest level). *Block Hunt* has six levels that allow for constant adjustment to match your child's comfort and readiness level: [Flat Pyramid I \(30 sec. timer\)](#), [Flat Pyramid II \(30 sec. timer\)](#), [Tall Pyramid I \(20 sec. timer\)](#), [Snake I \(20 sec. timer\)](#), [Snake II \(16 sec. timer\)](#), and [Tall Pyramid II \(16 sec. timer\)](#).

Sorting Machine (5-7 years)

In the [Sorting Machine](#), children are challenged to rearrange a set of six scrambled panels according to various stipulations (height, number, alphabetical order, etc.) by clicking and dragging the panels. The content of this activity has a wide breadth, stimulating not only children's language skills, but their cognitive skills and logic development as well. This task is surprisingly challenging and helpful for many young children, because it involves ordering complex objects by isolating and focusing upon only one of the objects' attributes. When a picture is completed, children can see an ordered picture and are rewarded with cheering sounds. Children have fun learning important [concepts](#) as they click and drag panels to complete [30 different tasks](#).

Stuart's Rhyming Road (5-7 years)

(2 player option)

When children play on [Stuart's Rhyming Road](#), they enter a remarkable world where their ability to identify rhymes enables them to drive a roadster through an exciting board activity containing colorful worms and pop-up surprises. Each move is determined as the Dragonfly flips a playing card showing a word taken from our eight rhyming-word families. Then the child must drive their roadster to the next word on the "road" that rhymes with the word on the playing card. Through repeated exposure, children will become familiar with rhyming word families, including consonant blends (e.g., SLICK) and consonant digraphs (e.g., THICK). As children continue to play the Rhyming Road, they will see new sets of rhyming words distributed around the board, each drawn randomly from [eight large rhyming-word families](#). Familiarity with word families is an important skill for beginning readers, and children will also learn a variety of other specific [concepts and skills](#) in *Stuart's Rhyming Road*.

In this activity, a child can play with Birdie (1-player option), or two children can play with each other (2-player option). There are special areas of the board (when they land on a worm's head or tail) where they must drive forward or backward on the Rhyming Road. There are special playing cards too -- a "switch" card will cause the child to change positions with the other player; and a "symbol" card will cause players to jump ahead or to jump back to special spots on the "road." These special surprises make this activity fun for children, and they never fall so far behind that they lose hope or get discouraged -- because at any second they may switch with a player who is about to reach the finish area, or their friend may suddenly jump behind them. When they finally reach the goal, children are greeted with an added treat... they can now

drive their roadsters over to a [quaint log cabin](#) or a [fantastic castle](#), both of which contain more activities for them to play!

Picture Puzzle (3-5 years)

(Accessed through Stuart's Rhyming Road)

The [Picture Puzzle](#) activity is located in a charming log cabin at the end of *Stuart's Rhyming Road*. When they enter the cabin, children are greeted by the friendly Dragonfly, who instructs them to rearrange a large scrambled picture so that it looks like the completed smaller model. Children then click individual squares in the scrambled picture, changing them to match the model. Both [visual and written cues](#) help children to make a one-to-one match between the model picture and the scrambled picture. These cues also expose children to several important [concepts and skills](#), including counting and spelling elementary three-letter words. When children completely unscramble their pictures, they are rewarded with amusing animations.

Stuart's Critter Collection (3-5 years)

(Accessed through Stuart's Rhyming Road)

Children have so much fun playing with [Stuart's Critter Collection](#)! Located in the Castle at the end of *Stuart's Rhyming Road*, Stuart's Critter Collection allows children to mix and match body parts from a myriad of adorable creatures and critters by clicking on arrows, or the creature's head, body, or legs. When a critter is completely matched, its name is written and spoken, with an emphasis on each of the different [syllables in the word](#) as the word is pronounced. Children then watch in awe as their new creations appear in their own personal collection album! This gentle activity exposes children to some valuable [experiences](#).

Activities in the Mining Town

Candy Time (5-7 years)

(2 player option)

Set in a charming general store, [Candy Time](#) is an engaging activity that helps children to identify and understand descriptive words. Children can either play against cheerful Cammie the butterfly in a one-player mode, or against Birdie if they prefer playing with a friend in a two-player mode. In this activity, children are presented with a 6 x 6 board covered with [18 colorful faces](#) and [18 objects](#) (16 words in all). Each object can be described by three different descriptive words (e.g. pink happy girl; green square button). Children are encouraged to take turns reading target words and then finding objects on the board that belong in that category. For example, if the target word is “red,” they may pick a red button or a red present... both are correct. (For younger children who are just starting to read, each descriptive word can be clicked so that Cammie can pronounce the words for them.) Children are thus encouraged to read descriptive words and to find objects that fit their classifications. Once they find an object that meets the criteria for their target word, they can place their candy token over that object (Stuart has blue jellybeans, Cammie has peppermints, and Birdie has candy corn). With a bit of logic, players align their candies four in a row horizontally, vertically, or diagonally to win. Winners collect their candies in a candy jar, and adorable 3D fruit and vegetable characters appear from under the game board to cheer them on. As children’s strategic skills increase, so does Cammie’s, so children can always play against the computer at an appropriate cognitive level. Children will enjoy playing this activity over and over again as they swiftly learn important [concepts and skills](#)!

Crosswords (5-7 years)

(2 player option)

Let [Crosswords](#) be your child's very first crossword activity! In this activity, children play either against the Dragonfly in a one-player mode, or with the Monarch Butterfly if they prefer playing with a friend in a two-player mode. In both cases, children are presented with a crossword board of interlocking words pre-printed in lowercase letters. Each player take turns placing one of their three letter tiles on the corresponding letter on the board. In the simplest level, lowercase tiles are placed on lowercase letters on the board. In the next level of difficulty, children place uppercase tiles on the lowercase letters. In the most challenging level, lowercase cursive tiles are placed on lowercase print letters on the playing board. Whoever places the last tile upon a word gets to find the picture for that word in a picture gallery (e.g., if they complete the word "PIG" they can click a picture of a pig and keep that picture for themselves).

All along the way, both the tiles and the board "speak" to the child to provide phonetic cues. When the child's tile is touched with a mouse, it "says" its sound (e.g., the letter "E" makes the "eh" sound). Correspondingly, the letters on the board also "speak" their sound, so whenever a child is unsure of whether or not a certain uppercase letter is matched with a particular lowercase letter, he or she can touch the letters to see if they make the same sound. Once a complete word is formed on the board, children can also touch the letters one by one in order to sound out the word (e.g., "Puh-ih-guh"... that spells pig!). There are nine crossword activities to play, and children are exposed to [234 new words](#) as they pick up many important [pre-reading skills](#).

Gold Mining Game (3-7 years)

The [Gold Mining Game](#) is the final reward at the end of Stuart's adventure. When children finally reach the gold mine, they get to catch falling gold, rubies, and diamonds in carts, while avoiding little spiders that can take away some of their loot. Each time players collect 10 pieces of each precious object, they will see these riches stored in a treasure chest. Then, when children have collected 20 treasure chests full of their captured gold, rubies, and diamonds, they will receive a big surprise!

Name Game (3-5 years)

In the [Name Game](#), the beginning reader learns the sounds that letters make when they begin familiar words and names, for [every letter in the alphabet](#). This is done in a charming setting that exposes the child to other children and cultures from all over the world. The 26 letters of the alphabet are divided into five groups, with each group representing a world continent (Asia, Europe, Africa, South America, and North America). Within each continent group, children are first shown charming photographs of various children from around the world, along with a set of five to six capital letters. They are asked to find and click the letter of the alphabet that starts each child's name (for example they will hear, "This kid's name is Isabel. Find the letter that starts the name Isabel."). In order to provide the child with a hint, each letter "speaks" the sound it makes in a word when touched. With each correct response, the letter reveals a tiny bit of the photo underneath. Children are so curious about the partially hidden picture!

Next, children are asked to review their knowledge of letter sounds. As each letter is flashed, children choose among pictures of three different children and click the child that "speaks" the sound for that letter (each child pictures "speaks" a sound when touched with the mouse). Correct responses reveal [culturally relevant pictures](#) from each respective continent (e.g., South America reveals pictures of Machu Picchu, the Amazon River, etc.). Once all of a continent's pictures are revealed, children are then asked to click on each of the new cultural pictures as they are named (e.g., "Click on the picture of the Great Wall"). Correct clicks are rewarded with amusing animations and a cute tidbit of information about each picture (e.g., "The Great Wall is the largest man-made structure in the world. You can even see it from outer space!"). After all of the pictures within a continent are clicked, the shape of the continent is

revealed, and the continent's location is pinpointed on a world map. The *Name Game* is thus an incredibly rich activity that teaches many important [educational elements](#), including the sounds of the entire alphabet, while simultaneously providing children with a charming exposure to world culture and geography.

See a Sound (4 to 6 years)

We hear all kinds of sounds every day. But have you ever seen a sound? In this visual arts game, sounds and images are connected in a novel way to help children recognize simple visual patterns (See Appendix 3), identify art elements, and learn that art elements convey meanings.

In [See a Sound](#), children can choose from any of the [four sound categories](#) (Animals, Machines, People, and Musical Instruments) to hear the sounds. Each category has twelve sound clips that children find familiar and interesting to hear. After hearing the sound, children look for the visual pattern that they think best represents the sound they just heard. Art elements including line, color, shape, form, and texture in a miniature art design are used to represent various aspects of sound such as volume, pitch, timbre, and duration. For example, the sound of a siren might “look” red, scratchy, and large, while the sound of a tower bell may “look” more yellowish, smooth and flowing.

As children play, various hints are given to help them think about the meanings of the art elements in relation to the sound. We suggest that you encourage your child to describe their feelings about the sound and reason about their choice of the visual pattern before they select a final answer. It’s also a good idea to encourage them to make an “intelligent” guess when they feel challenged. We hope that this game can help children learn to see differently, hear differently, and think differently as they learn important [concepts and skills](#). We also hope that *See a Sound* will bring visual and audio delight to both adults and children.

Show Time (5 to 7 years)

It's show time, but oops, the backdrops of the theater stage in the saloon are still in a mess! Your child can help fix the scenes so the show can play on time – but first, they have to earn enough brain power to get in! Whenever a player completely fills an activity area in their Mining Town brain (e.g. plays all eight games in See a Sound), they earn an opportunity to play one of the six activities in [Show Time](#). In the first part of this visual art activity, children learn form recognition and important [composition principles](#) by scaling, grouping and placing objects in proper perspective on the stage backdrops. The more backdrops the child recomposes, the more of the show they can watch. Children are so curious to find out the ending of the show! In the second part of the activity, children can apply the composition principles they previously learned to create their own animated show by manipulating characters and recording their motion. They can also record their own voices and sound effects if they have a microphone connected to their computer, and add built-in music to their show. They can even change the visual presentation of each backdrop by applying a variety of [visual effects](#).

Children start doodling as early as they can hold a pencil. They begin with doodling, then move on to copying simple shapes, and they gradually learn to draw things with the right size in the right location. A young painter typically focuses on only one object without considering its relative size and space arrangement to the other objects in the same picture. In this activity, we first show a “bad” picture with common weaknesses found in children’s artwork. Then the child is asked to “fix” each object until it looks good. When they are done, [the “good” and “bad” pictures](#) are displayed side by side so children can compare and see which picture looks prettier. We hope this “hands on” method and use of comparison will help children learn

important [principles of composition from the curriculum](#) and enhance their art appreciation and skills.

Tale of the Four Seasons (4-6 years)

It's a magic book of colors! After the four children of a king (their names are Spring, Summer, Autumn, and Winter) ran away, the Kingdom of the Sun lost its colors. As [the story](#) unfolds, children are drawn into a beautiful journey of colors in which they learn important color principles, such as [color families](#), [complementary colors](#), and [color temperature](#) as they search for the king's lost children. Along the way, children learn many important [art concepts](#) in the [Tale of the Four Seasons](#).

Children love to color. They learn to differentiate colors at a very young age. However, beginning painters have difficulty harmonizing colors in their pictures. In this activity, we teach children basic color principles in the context of the four seasons. Each season contains a series of pictures for children to color. In each picture, children paint with color palettes carefully selected to facilitate their learning of the concepts. They learn that colors can be used to create feelings of harmony or contrast. Most importantly, they learn that colors convey meaning. For example, spring's green colors give a feeling of refreshment, and summer's reds and purples give a sensation of heat. The color palettes progress from simple to complex as the activity develops. At the end of each season, a colorful masterpiece is revealed when the lost child is found. The masterpiece then comes alive as a [lovely poem](#) is read with enchanting music in the background. As the picture, poem, and music are interwoven together, we hope your child experiences a sense of aesthetics. What a beautiful treat!

Talking Heads (4-6 years)

In the [Talking Heads](#) activity, children combine word parts to form complete words. This activity is made especially amusing through the use of animated cartoon heads that “talk” when touched (in most cases, there are three heads on the left and three on the right). Dragonfly shows children a picture (for example, of a jar) and children are asked to click on the heads that “speak” the sounds that comprise that word. The heads on the left make beginning sounds (e.g., “J”, “H,” “N”) and the heads on the right make the ending sounds (e.g., “AR”, “AT”, “ET”). When children click the correct word parts (“J” and “AR”), they can collect this word in their word gallery. For every fifteen words that they collect, children receive a piece of brainpower and a chance to print funny cartoon faces!

In order to increase the challenge, this activity has varying levels of difficulty. For example, while children may touch the cartoon heads to hear them speak in the lowest level, in the highest level, they stop talking and children must rely on their reading skills to decipher proper word spellings. Children are also motivated to keep on playing because of a top-scores list... the top five scores achieved in the activity are entered into a “Gallery of Champions” for all to admire. Children will pick up [important concepts and skills](#) as they learn to spell [90 words](#)!

Troubleshooting

INSTALLATION

Problem	Possible Causes	Solution
During the game, "Not enough memory..." message appears.	The computer has run out of memory.	Make sure the computer meets the game requirements. If so, restart the computer then restart the game. Also, it's recommended not to have other programs running while playing the game.
During the installation, "Not enough disk space" message appears.	See the Requirements section above. You need enough free hard disk space available to install the game (if you do not have DirectX installed, an additional 15 MB is required in Windows drive).	Free up enough hard disk space; or install the software on a different hard drive.

Problem	Possible Causes	Solution
During the installation, "Not enough disk space to install DirectX" message appears.	See above.	Make sure there is at least 15 MB free on your Windows drive, and then rerun DXSET.EXE on the CD-ROM. (There is no need to repeat the whole installation; you only need to repeat the DirectX installation.)
My computer already has a newer version of DirectX (5 or later), should I install the DirectX that came with this software?	Not applicable.	No, if a newer version of DirectX is already installed on your computer, then there is no need to install another one.
After re-starting the computer following installation, the software crashes or freezes.	Incorrect or outdated DirectX drivers are being used.	Repeat the installation process and follow the directions in the Installation Guide. If after re-installation, the software still does not work, then request a corrected or updated DirectX driver from your audio card and/or graphic-card manufacturer.

Problem	Possible Causes	Solution
Game freezes.	Wrong DirectX sound setting. Your sound card may not support hardware acceleration.	Disable your Sound Card Acceleration with the following steps: • Go to Start > Run, then type dxdiag.exe, then click OK (if the program is not found, run dxdiag.exe from the game CD). • Click Sound tab. • Set the Hardware Sound Acceleration Level to the lowest setting by dragging the slider all the way to the left to "No Acceleration". • Click the Exit button. • Restart the game.
	Incorrect, incompatible, or outdated audio and/or display driver is being used.	Make sure the Windows display and audio driver is up to date and correct (not a generic VGA driver). Please obtain the driver from the manufacturer of the cards.
	Your hard drive is compressed.	Please install the software on a non-compressed hard drive.

Problem	Possible Causes	Solution
	Not enough memory.	Make sure the computer meets the memory (RAM) requirements. If the software still won't run, then shut down any running applications; or increase the size of the Windows Swap file.
I received this message: "Could not initialize Direct Sound..."	Another application is using your sound card.	Make sure no other application is running before you run the software.
	Incorrect or outdated driver is being used.	Make sure the driver is up to date and correct (not a generic driver). Please obtain the driver from the manufacturer of the card.
No picture is visible (blank screen) when running the game.	Your graphics card or monitor does not support 16 bit.	Run the software on a computer capable of 16-bit display. This is one of the requirements for the software.
	Incorrect or outdated DirectX drivers are being used.	Make sure that the display (graphic card) driver is up to date.

Problem	Possible Causes	Solution
I receive this message: "Could not initialize Direct Draw..."	Another application is interfering with the display operation.	Make sure no other application is running before you run the software.

AUDIO

Problem	Possible Causes	Solution
Sound is barely audible.	Speaker volume is set too low.	Increase the speaker volume.
	Windows audio setting is set too low.	Set the audio volume from Windows Control Panel .
Sound is hissing.	Treble adjustment on your speaker is too high.	Decrease the treble on your speaker.

Problem	Possible Causes	Solution
Can I turn off the sound?	Not applicable.	No, because sound and voice-overs are integral parts of this software. They provide constant and essential feedback or cues to the player. It's possible for the user to turn off or unplug the speaker. However, we do not recommend this.
No sound	Speaker is "Muted" in Windows	Consult Windows manual. In most Windows versions, you can un-mute the audio by double clicking the small speaker icon on the lower right corner of the Windows Task Bar. Make sure "Mute" is unchecked.
How can I change the audio volume?	Not applicable.	There is no volume control within the software. User can change the volume through the Windows Task Bar or through the speaker itself (if available).
How can I turn off the music?	Not applicable.	Press the ' M ' key on the Keyboard. (Press the ' M ' key again to turn music back on.)

Problem	Possible Causes	Solution
Sound skips or sound is fragmented.	Wrong DirectX sound setting. Your sound card may not support hardware acceleration.	Disable your Sound Card Acceleration with the following steps: • Go to Start > Run, then type dxdiag.exe, then click OK (if the program is not found, run dxdiag.exe from the game CD). • Click Sound tab. • Set the Hardware Sound Acceleration Level to the lowest setting by dragging the slider all the way to the left to "No Acceleration". • Click the Exit button. • Restart the game.

AUDIO RECORDING

Problem	Possible Causes	Solution
Cannot record sounds using microphone.	Improper sound/microphone device setup.	Ensure that no other applications are using the sound and microphone devices. Make sure that your sound card is enabled and working properly. Ensure that your microphone is connected to the correct MIC input jack. Check the Windows Recording Control. The microphone should be “Selected” and the Recording and Microphone volume set at maximum. Also check the Windows Volume Control. Ensure that the Volume Control, Wave, and Microphone volumes are set correctly.
Cannot change the microphone recording volume.	No audio mixer devices found.	Obtain a sound card that has audio mixer capabilities.
“Failed to create wave input device (microphone)” message appears.	Improper sound/microphone device setup.	See above for sound recording problem.

Problem	Possible Causes	Solution
"Failed to allocate wave input device. Time limit exceeded." message appears.	Another Windows application is using the sound device.	Ensure that no other Windows applications are using the sound or microphone devices.

PRINTING

Problem	Possible Causes	Solution
Unable to print.	Printer is off.	To be safe, exit the game. Then, turn on your printer after re-entering the game. If you still have problems, re-start the computer; then turn your printer on after re-entering the game again.
	Printer is out of paper.	Please load paper, then wait for the printing, or press the online/offline button. If it does not print, then follow the above procedure.

Problem	Possible Causes	Solution
	Printer is not connected.	Connect the printer to your PC and follow the “printer is off” solution.
	Incorrect printer is selected as the default printer in the Windows printer settings.	Select the correct default printer in Windows [Settings->Printers]. The software supports any of the following: dot matrix, ink-jet, or laser type raster printer.
While printing, a printer progress bar is shown, but the game disappears.	The printer control program might have taken over the computer, causing the game to be minimized.	Wait until printing is finished, then reactivate the game by clicking on its entry on the Windows Task Bar (usually, the Task Bar will be at the bottom of the screen – you might need to move your mouse to the bottom of the screen to see it).
I have more than one printer, how can I control which printer will be used?	Not applicable.	The software will always use the default printer that you have selected in Windows. You can set the printer that you’d like to use as the default printer in Windows Printer control panel.

Problem	Possible Causes	Solution
Does this software support color printing?	Not applicable.	Yes, the software will automatically print in color if your default printer is a color printer.
I have a color printer, but the software only prints in black and white.	The printer has run out of color ink.	Make sure there's enough color ink in the printer.
	The printer might be set to print in black and white only.	Check the printer manual and make sure that the printer is set up for color printing.

UNINSTALLATION

Problem	Possible Causes	Solution
Will I lose the progress record if I uninstall the software?	Not applicable.	The progress records are stored on a folder called Playdata . Running the uninstall program does not erase them. Therefore, if you reinstall the software into the same folder at a later time, the progress record will not be lost (unless you've manually deleted the Playdata folder).
How do I uninstall the software? How do I remove the software from my computer?	Not applicable.	Go to the Windows Program Group where the software is located, you should find an icon for uninstalling the game.. Double click or run that icon to uninstall.
I (accidentally) deleted the software. Now I cannot run the uninstall program; however, the icon is still on my Windows desktop. How can I remove the icon?	This is because the uninstallation procedure was not followed.	Drag the icon to the Windows Recycle Bin to delete it.

Problem	Possible Causes	Solution
During game, I receive a message saying that the game could not open some file(s).	Corrupted file(s), defective CD, or bad disk might cause this.	Try re-installing and/or running Scan Disk. If those two options fails, then you might try a replacement CD.

CD-ROM

Problem	Possible Causes	Solution
The CD-ROM drive is accessing the CD very slowly and spinning for a very long time.	The CD drive may require cleaning.	Consult the CD-ROM drive manual on how to clean the drive.
	The CD might be defective.	Request a replacement CD.
Can I run the software directly from the CD-ROM without installing it?	Not applicable.	No, the software needs to be installed so it can save the progress record.

DISPLAY

Problem	Possible Causes	Solution
The software appears too dark (or too bright) on my monitor.	The monitor brightness and/or contrast setting might need to be adjusted.	Adjust the brightness and/or contrast setting on your monitor.
The colors appear washed out.	The monitor color setting is not optimal.	Adjust the color setting on your monitor.

PERFORMANCE

Problem	Possible Causes	Solution
The software is running too slow. How can I improve the performance?	This software requires a system with a minimum of a 200 MHz CPU.	Install on 200 MHz (or faster) computer.

Problem	Possible Causes	Solution
	This software requires an 8X or faster CD-ROM drive.	Install on a computer with an 8X or faster CD-ROM drive.
	Disk may be fragmented without enough contiguous space.	De-fragment your hard disk.
	The computer does not meet the minimum requirements.	Please use a computer that meets the minimum requirements.
Once in a while, I receive "out-of-memory" message.	The computer does not have enough free memory to run the game.	Make sure the computer meets the requirement, and there's no other program running.
After leaving the game running for several minutes without any input, the screen turns blank.	A screen saver is running or the energy-saver feature is taking effect on your computer.	You should be able to move the mouse or click the mouse button to reactivate the game. To avoid this problem in the future, please do not leave the game running unattended for a long time.

Problem	Possible Causes	Solution
While running the game, the game unexpectedly disappeared from the screen.	Another program might be interrupting the game, causing the game to be minimized.	You can reactivate the software by clicking on its Task Bar entry (usually this will be at the bottom of the screen – you might need to move your mouse there to see it).
	A screen saver is running.	Generally, this should not happen unless the software is left running without any input for a long time. If this continues to be a problem, please turn off any screen saver before running the software.

MISCELLANEOUS

Problem	Possible Causes	Solution
When signing in a new player, some of the keyboard characters do not work.	Some characters (for example “#”) may not be used as part of a sign in name	Please use alphabetic and numeric characters only.

Appendix 1

Content of the Educational Activities

Family Room Activities

(1) CAMMIE’S ART CORNER

Concepts and Skills Covered by Cammie’s Art Corner

Visual Arts- Kindergarten

- Express color awareness by matching objects with identical colors or color patterns
- Recognize simple patterns found in works of art
- Identify elements of art (line, color, shape/form, value, space) in works of art
- Use lines, shapes, and colors to make patterns
- Use color in drawings and paintings to express feelings
- Use geometric shapes in a work of art

Visual Arts- First Grade

- Identify elements of art in works of art emphasizing line, color, and shape
- Plan and use variations in line, shape, and color to communicate ideas or feelings

(2) MOMMIES AND BABIES

Concepts and Skills Covered by Mommies and Babies

Language Arts- Kindergarten

Recognize all uppercase and lowercase letters
Distinguish one syllable and high frequency words
Read simple one syllable and high frequency words

Language Arts- First Grade

Match oral words to printed words
Identify letters and words
Read common and irregular sight words
Read compound words and contractions
Recognize and read abbreviations

Content for Mommies and Babies

Upper- and Lower-Case Letters

Mommies

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

Babies

p, o, z, d, a, q, g
s, v, k, b, n, e, j
c, y, w, r, i, l, m
x, u, c, h, f, t, a
p, j, k, r, q, l, d

Upper- and Lower-case Words

Mommies

OF, AND, THE, TO, IT, YOU, GO

FOR, WAS, ARE, AS, WITH, BE, HAD
CUT, ALL, BY, IN, WE, CAN, OUT
MAY, SAID, DO, WILL, WAS, OFF, ON
GET, HIS, ME, SAY, BIG, HOW, UP

Babies

of, and, the, to, it, you, go
for, was, are, as, with, be, had
cut, all, by, in, we, can, out
may, said, do, will, was, off, on
get, his, me, say, big, how, up

Words and Their Abbreviations

Mommies

Doctor, Street, September, August, March, Monday,
Tuesday
Friday, Mister, November, April, Sunday, Thursday,
Saturday
Mister, March, July, November, June, Tuesday, Sunday
Avenue, December, January, July, Thursday, Wednesday,
Friday
Doctor, Monday, February, October, April, June, Sunday

Babies

Dr., St., Sept., Aug., Mar., Mon., Tues.
Fri., Mr., Nov., Apr., Sun., Thurs., Sat.,
Mr., Mar., Jul., Nov., Jun., Tues., Sun.,
Ave., Dec., Jan., Jul., Thurs., Wed., Fri.,
Dr., Mon., Feb., Oct., Apr., Jun., Sun.

Words and Their Contractions

Mommies

cannot, do not, is not, let us, I have, I am, you are

was not, will not, it is, I would, let us, you have, I will
we will, is not, you have, we have, I have, do not, cannot
I will, I have, did not, you will, it is, we will, will not
let us, you will, we have, you are, has not, I would, cannot

Babies

can't, don't, isn't, let's, I've, I'm, you're
wasn't, won't, it's, I'd, let's, you've, I'll
we'll, isn't, you've, we've, I've, don't, can't
I'll, I've, didn't, you'll, it's, we'll, won't
let's, you'll, we've, you're, hasn't, I'd, can't

(3) RHYME BUILDER

Concepts and Skills Covered by Rhyme Builder

Language Arts- Kindergarten

Understand that printed materials provide information
Distinguish letters from words
Recognize all uppercase and lowercase letters
Match all consonant and short-vowel sounds to appropriate
letters

Language Arts- First Grade

Identify letters and words

Content for Rhyme Builder

Eight rhyming word pairs

RIP ZIP
KID LID
QUAIL MAIL
BOX FOX

JET WET
RUG HUG
CAN VAN
HAY SAY

Session 1: Find the uppercase letters

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

Session 2: Find the lowercase letters

a, f, i, b, o, v, x, d
x, o, n, a, c, i, d, w
u, n, l, k, a, j, z
i, e, h, y, q, l, t
y, t, a, g, i, s, e
u, a, h, m, p, r, i
p, i, a, g, r, u, l

Session 3: Find the pictures that start with the letters

a, f, i, b, o, v, x, d
x, o, n, a, c, i, d, w
u, n, l, k, a, j, z
i, e, h, y, q, l, t
y, t, a, g, i, s, e
u, a, h, m, p, r, i
p, i, a, g, r, u, l

(4) WORD MAKER

Concepts and Skills Covered by Word Maker

Language Arts- Kindergarten

Understand that printed materials provide information
Recognize differences in isolated phonemes
Recognize changes in syllables and words as sounds are added,
substituted, omitted, shifted, or repeated
Blend vowel-consonant sounds to make words or syllables
Distinguish one-syllable and high-frequency words
Match all consonant and short-vowel sounds to appropriate
letters
Read simple one syllable and high frequency words
Understand that as letters of words change, so do the sounds

Language Arts- First Grade

Match oral words to printed words
Identify letters and words
Distinguish initial, medial, and final sounds in single syllable
words
Distinguish short and long vowel sounds in single syllable words
Add, delete, or change target sounds to change words
Blend two to four phonemes into recognizable words
Segment single syllable words into their components
Combine consonant blends and long and short vowel patterns
into recognizable words
Read common and irregular sight words
Read words with vowel digraphs and r-controlled letter-sound
associations
Read common word families

Content for the Word Maker

Simple Three-letter Words

Session 1

MAN	FAN	PAN	VAN	RAN
GAP	MAP	LAP	NAP	RAP
VAN	LAP	NAP	RAP	BAN
BAT	PAT	MAT	RAT	FAT
MAN	MAP	MAT	BAT	BAN
TAN	TAP	PAT	FAN	FAT

Session 2

DIG	NET	BED	JET	PIG
JIG	JET	WET	WIG	RED
TIP	HOP	POP	FAR	LIP
HIP	HOP	TIP	TAR	BAR
BED	DIG	LIP	FAR	MOP
FIG	TAR	BAR	RIP	WET

Consonant Blends / Consonant Digraphs

Session 3

CHIP	CHOP	CLAP	CLAM	CHIN
SHIP	STAR	PLUM	PLUG	SHOP
DROP	DRAG	TRAP	THIN	TRIM
GOLD	FEED	SEED	FOLD	HOLD
LOOK	HOOK	HAND	BAND	LAND
CHIN	STOP	SHIP	LOOK	CLIP

Silent “e” / Vowel Digraphs

Session 4

BITE	TAPE	KITE	PINE	WINE
------	------	------	------	------

TUBE	HOPENOTE	CUBE	CUTE	
MAIN	BAIT	PAIL	PAIN	RAIN
SEAT	BEAD	READ	MEAN	MEAT
KITE	MAIN	MEAT	PAIL	HOPE
RAIN	TUBE	READ	WINE	SEAT

Review of All Word Types

Session 5

FEED	TRAP	TAPE	RAT	HOOK
DRUM	RUG	MEAT	CUBE	TRIP
BAND	PINE	BAN	POP	GOLD
CLIP	SAP	WIG	BEAD	RIP
HAND	CLAM	CUTE	NET	STEP
PLUG	KITE	WET	SAT	BAIT

(5) ELECTRONIC COLORING BOOK (In Word Maker)

Concepts and Skills Covered by the Electronic Coloring Book

Visual Arts- Kindergarten

- Express color awareness by matching objects with identical colors or color patterns
- Recognize simple patterns found in works of art
- Use lines, shapes, and colors to make patterns
- Use geometric shapes in a work of art

Visual Arts- First Grade

- Replicate repeated patterns in works of art
- Plan and use variations in line, shape, and color to communicate ideas or feelings
- Draw or paint a still life using secondary colors

Ship Activities

(1) BLOCK HUNT

Concepts and Skills Covered by the Block Hunt

Language Arts- Kindergarten

Recognize all uppercase and lowercase letters
Read simple one syllable and high frequency words
Understand that as letters of words change, so do the sounds

Language Arts- First Grade

Identify letters and words
Read common and irregular sight words
Read common word families

Visual Arts, Kindergarten

Express color awareness by matching objects with identical colors or color patterns

Content for the Block Hunt

Flat Pyramid I (a)

Numbers:	12, 4, 7
Colors:	red circle, blue circle, green circle
Words:	FOR, WHAT, STEP
Letters:	B, H, L
Pictures1:	moon, frog, jet
Pictures2:	quail, crown, waterlily

Flat Pyramid I (b)

Numbers: 17, 3, 5
Colors: pink tile, tan tile, light blue tile
Words: ARE, FISH, PAGE
Letters: U, D, Y
Pictures1: flower, house, grapes
Pictures2: balloon, panda, clown

Flat Pyramid II (a)

Numbers: 2, 8, 16
Colors: plaid print, purple print, red print
Shape Series: triangle/square/circle, circle/triangle/square, square/triangle/circle (all shapes are red)
Words: WON'T, DON'T, CAN'T
10 frame: 3, 7, 9 (on horizontal 10 frame)
Pictures: present, drum, light bulb

Flat Pyramid II (b)

Numbers: 6, 22, 17
Signs: STOP, YIELD, EXIT
Shape Series: heart/diamond/circle, circle/heart/diamond, diamond/heart/circle (all shapes are blue)
Words: I'LL, I'M, I'VE
10 frame: 5, 6, 8 (on horizontal 10 frame)
Pictures: yak, turtle, elephant

Tall Pyramid I(a)

Numbers: 14, 7, 9
Color Series: red/blue/yellow, yellow/red/blue, blue/red/yellow (all circles)
Words: PIG, DIG, DOG

Semi-concrete:	3, 5, & 6 dots on tile
Pictures:	watermelon, butterfly, jack o' lantern
+/- Numbers:	3-2, 1+1, 2-2

Tall Pyramid I (b)

Numbers:	1, 6, 16
Color Series:	red/yellow/blue, yellow/red/blue, blue/red/yellow (concentric circles)
Words:	JAM, HAM, HAT
Semi-concrete:	2, 4, 7, dots on tile
Pictures:	leaf, chest, sail boat
+/- Numbers:	0+1, 1+2, 1-1

Snake I (a)

Numbers:	23, 34, 42
Color Series:	light blue/medium blue/navy blue, medium blue/navy blue/light blue, navy blue/light blue/medium blue
Words:	WISH, WASH, WASP
Semi-concrete:	7, 8, and 9 dots
Pictures:	gray fish, orange fish, blue fish
Emotion faces:	happy, sad, surprised

Snake I (b)

Numbers:	31, 24, 14
Color Series:	light pink/dark pink/medium pink, dark pink/medium pink/light pink, light pink/medium pink/dark pink
Words:	MEAT, MEET, MEAL
Semi-concrete:	5, 6, and 7 dots
Pictures:	soccer ball, ship, figs
Emotion faces:	happy, sad, surprised

Snake II (a)

Analog Clock: 3:00, 7:30, 10:00
Musical Notes: 2 half notes, four quarter notes, 1 half and 2 quarter notes
Punctuation: ?, !, ;
Money: penny, nickel, dime
Words1: TAKE, LAKE, WAKE
Words2: CAKE, MAKE, RAKE

Snake II (b)

Digital Clock: 4:51, 12:08, 6:37
Musical Notes: 2 half notes, four quarter notes, 1 half and 2 quarter notes
Chinese Char.: 4, 5, 6
Money: nickel, penny, dime
Words1: cold, bold, told
Words2: sold, hold, gold

Tall Pyramid II (a)

Words1: BEST, VEST, NEST
Words2: RAY, PAY, BAY
Words3: SPOT, SPIN, SNAP
Series1: blue square/red circle/yellow triangle, red circle/yellow triangle/blue square, yellow triangle/blue square/red circle
Series2: red square/yellow circle/blue triangle, yellow circle/blue triangle/red square, blue triangle/red square/yellow circle
Pictures: crab, spider, ladybug

Tall Pyramid II (b)

Words1:	WHAT, WHY, WHEN
Words2:	GRIN, CHIN, SPIN
Words3:	RED, BLUE, PINK
Ball Series1:	3/5/1 balls, 5/1/3 balls, 1/3/5 balls (1=purple, 3=orange, 5=green)
Ball Series2:	3/5/1 balls, 5/1/3 balls, 1/3/5 balls (1=blue, 3=green, 5=red)
Pictures:	helicopter, car, bus

(2) SORTING MACHINE

Concepts and Skills Covered by the Sorting Machine

Language Arts- Kindergarten

Read simple one syllable and high frequency words

Language Art- First Grade

Match oral words to printed words

Identify letters and words

Distinguish initial, medial, and final sounds in single syllable words

Read common and irregular sight words

Read compound words and contractions

Read inflectional forms and root words

Content for the Sorting Machine

Arrange the following 6-piece sets from:

fewest-most (1-6 apples)

lowest-highest (balloons)

smallest-biggest (numbers 0-5)
alphabetical order (A, B, C, D, E, F)
spell (FLYING)
spell (TRAINS)
skinnier-fatter (men)
spell (PICKED)
fewest-most (blocks)
spell (CATNIP)
smallest-biggest (presents)
less-more (flags)
spell (MYSELF)
alphabetical order (i, j, k, l, m, n)
shorter-taller (flags)
spell (RAINED)
alphabetical order (u, v, w, x, y, z)
smallest-biggest (4-9)
alphabetical order (g-l)
fewest-most (flags)
fewest-most (1-6 helicopters)
fewest-most (seven, eight, nine, ten, eleven, twelve)
spell (BRICKS)
spell (SUNDAY)
lowest-highest (fish)
spell (CRYING)
spell (CARPET)
shortest-longest (pencils)
closer together-farther apart (pairs of balls)
shortest-tallest (animals)

(3) STUART'S RHYMING ROAD

Concepts and Skills Covered by Stuart's Rhyming Road

Language Arts- Kindergarten

Recognize differences in isolated phonemes
Recognize changes in syllables and words as sounds are added,
substituted, omitted, shifted, or repeated
Identify and produce rhyming words
Distinguish one-syllable and high-frequency words
Read simple one syllable and high frequency words
Understand that as letters of words change, so do the sounds

Language Arts- First Grade

Match oral words to printed words
Identify letters and words
Distinguish initial, medial, and final sounds in single syllable
words
Identify rhyming words, including consonants and blends
Add, delete, or change target sounds to change words
Read common and irregular sight words
Read common word families

Content for Stuart's Rhyming Road

Eight Rhyming Word Families

<u>Family 1</u>	<u>Family 2</u>	<u>Family 3</u>	<u>Family 4</u>	<u>Family 5</u>	<u>Family 6</u>	<u>Family 7</u>	<u>Family 8</u>
DAY	SIP	STACK	BILL	CASH	BRICK	SNARE	CAP
SWAY	CLIP	BACK	FILL	CRASH	FLICK	CARE	MAP
HAY	SHIP	SLACK	HILL	DASH	RICK	SCARE	NAP
STAY	SNIP	LACK	MILL	FLASH	SICK	PARE	SNAP
MAY	RIP	CRACK	STILL	SPLASH	PICK	FARE	CHAP
PAY	TRIP	TRACK	WILL	HASH	NICK	GLARE	TAP
SAY	DIP	SHACK	THRILL	BRASH	QUICK	MARE	TRAP

WAY	DRIP	PACK	CHILL	LASH	STICK	BLARE	FLAP
PLAY	FLIP	HACK	DILL	SASH	THICK	SHARE	LAP
GRAY	SKIP	TACK	GRILL	SMASH	TRICK	SQUARE	RAP
JAY	LIP	QUACK	PILL	STASH	CLICK	FLARE	SCRAP
RAY	HIP	SNACK	SPILL	ASH	CRICK	HARE	GAP
TRAY	ZIP	JACK	QUILL	RASH	TICK	STARE	SAP
CLAY	CHIP	SMACK	JILL	TRASH	WICK	RARE	ZAP
SPRAY	GRIP	RACK	SKILL	MASH	SLICK	DARE	CLAP

(4) PICTURE PUZZLE (In Stuart's Rhyming Road)

Concepts and Skills Covered by the Picture Puzzle

Language Arts, Kindergarten

Distinguish one-syllable and high-frequency words

Language Arts, First Grade

Identify letters and words

Read common and irregular sight words

Visual Arts, Kindergarten

Express elementary shape and color awareness by combining fragments of pictures into complete shapes

Content for the Picture Puzzle

Pictures for the Picture Puzzle

Apple Tree picture (visual only)

Hippo (visual only)

Sentence: BIG RED HAT

Dinosaur (visual only)

Sentence: ZAP THE BUG

Outdoor scene (visual only)

Sentence: GET HIS CAR
Ship (visual only)
Elephant (visual only)
Numbers 1-9
Sentence: SHE MAY JOG
Sentence: PET HIS DOG

(5) STUART'S CRITTER COLLECTION (In Stuart's Rhyming Road)

Concepts and Skills Covered by Stuart's Critter Collection

Language Arts- Kindergarten

Track each syllable in a word

Visual Arts- Kindergarten

Express elementary shape and color awareness by combining fragments of pictures into complete forms

Content for Stuart's Critter Collection

Syllabic Parsing for Stuart's Critter Collection

Drag-on-fly
Pen-guin
Frog
Crab
Jack-in-the-box
Bee-tle
Pan-da
Sol-dier
Cat-er-pil-lar
Tur-tle

Fish
Chick-en
Pig
Oc-to-pus
Owl
Snow-man
Bot-tle
Wiz-ard
Bug
Rab-bit
Mush-room House
Spi-der
La-dy-bug
Worm
Ap-ple Tree
Light Bulb
Grapes

Ship Activities

(1) CANDY TIME

Concepts and Skills Covered by Candy Time

Language Arts- Kindergarten

Understand that printed materials provide information
Read simple one-syllable and high-frequency words
Identify common words in basic categories
Describe common objects in both general and specific language

Language Arts- First Grade

Match oral words to printed words

Read common, irregular sight words

Classify grade-appropriate categories of words

Content for Candy Time

Words Describing Faces

Colors (pink, yellow, blue)

Mood (happy, sad, mad)

Gender (boy, girl)

Types of Face

pink, happy, boy

pink, happy, girl

pink, sad, boy

pink, sad, girl

pink, mad, boy

pink, mad, girl

yellow, happy, boy

yellow, happy, girl

yellow, sad, boy

yellow, sad, girl

yellow, mad, boy

yellow, mad, girl

blue, happy, boy

blue, happy, girl

blue, sad, boy

blue, sad, girl

blue, mad, boy

blue, mad, girl

Words Describing Objects

Color (green, purple, red)

Shape (circle, square, triangle)

Object type (button, present)

Types of Objects

green, circle, button

green, circle, present

green, square, button

green, square, present

green, triangle, button

green, triangle, present

purple, circle, button

purple, circle, present

purple, square, button

purple, square, present

purple triangle, button

purple, triangle, present

red, circle, button

red, circle, present

red, square, button

red, square, present

red, triangle, button

red, triangle, present

(2) CROSSWORDS

Concepts and Skills Covered by Crosswords

Language Arts- Kindergarten

Understand that printed materials provide information

Distinguish letters from words

Recognize uppercase and lowercase letters of the alphabet

Track and represent the sameness/difference of two and three isolated phonemes

Track changes in syllables and words as one sound is added, substituted, omitted, shifted, or repeated

Blend vowel-consonant sounds to make words or syllables.

Distinguish orally stated one-syllable words and separate into beginning or ending sounds.

Match all consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Understand that as letters of words change, so do the sounds

Language Arts- First Grade

Match oral words to printed words

Identify letters and words

Distinguish initial, medial, and final sounds in single-syllable words

Add, delete, or change target sounds to change words

Blend two to four phonemes into recognizable words

Segment single syllable words into their components

Generate the sounds from all the letters and blend those sounds into recognizable words.

Content for Crosswords

Uppercase Letters

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

Lowercase Letters

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

Cursive Letters

(cursive lower case letters)

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

Words

Game 1

leg, wig, fan, hat, nap, elf, hand, nut, swing, fig

Game 2

bat, jug, plant, pop, ham, hop, map, pop, jet, bug

Game 3

jam, hut, sad, plug, mug, link, hump, sit, gum, tag

Game 4

wet, fin, rug, vest, band, crib, dot, sing, run, raft

Game 5

bank, cab, sand, man, rip, red, plum, sun, candy, bib

Game 6

flag, nest, lips, pan, rat, bus, bed, sled, clip, cap

Game 7

milk, gift, pink, pond, desk, pin, stump, six, ant, cat

Game 8

web, wing, pig, ink, king, tip, belt, banana, van, lamp

Game 9

hip, step, pot, stop, bag, bunny, net, puppy, pump, mop

(3) NAME GAME

Concepts and Skills Covered by the Name Game

Language Arts- Kindergarten

- Understand that printed materials provide information

- Distinguish letters from words

- Recognize all uppercase and lowercase letters

- Track and represent the sameness/difference of two and three isolated phonemes

- Distinguish orally stated one-syllable words and separate into beginning or ending sounds.

- Match all consonant and short-vowel sounds to appropriate letters

- Read simple one-syllable and high-frequency words

Language Arts- First Grade

- Match oral words to printed words

- Identify letters

- Distinguish initial sounds in single-syllable words

- Generate the sounds from all the letters and blend those sounds into recognizable words.

Content for the Name Game

26 Letters

Asia- T, G, I, K, H

Europe- Y, N, D, O, V

Africa- Z, S, P, E, Q

South America- A, R, B, L, M

North America- U, C, M, F, W, X, J

26 Culturally relevant words

Asia- Taj Mahal, Great Wall, Indonesia, Kimono, Hong Kong

Europe- York, Netherlands, Dance, Oslo, Venice

Africa- Zimbabwe, Safari, Pyramids, Elephant, Queen

South America- Amazon River, Rainforest, Brazil, Llama, Machu Picchu

North America- Uncle Sam, Canadian Mounties, Feathers, White House, Ox, Jazz

(4) SEE A SOUND

Concepts and Skills Covered by See a Sound

Language Arts- Kindergarten

Understand that printed materials provide information

Identify and sort common words into basic categories

Language Arts- First Grade

Match oral words to printed words

Classify categories of words

Visual Arts- Kindergarten

Recognize simple patterns found in works of art

Identify elements of art (line, color, shape/form, value, space) in works of

art
Describe selected works of art

Visual Arts- First Grade

Describe and replicate repeated patterns in works of art
Identify elements of art in works of art emphasizing line, color, and shape
Use symbols to create visual representations of patterns in music and other sounds

Content for See a Sound

Animal Sounds – bird, cat, cow, elephant, frog, horse, lamb, lion, pig, rooster, sea lion, wolf

Machine Sounds- alarm, car horn, cuckoo clock, doorbell, helicopter, horn, motorcycle, siren, telephone, tower bell, train, whistle

Human Sounds – applause, burp, cough, cry, gargle, giggle, hiccup, kiss, sneeze, snore, whistle, yawn

Musical Instruments – cymbals, drum, flute, French horn, guitar, harmonica, oboe, organ, piano, trumpet, tuba, violin

(5) SHOW TIME

Concepts and Skills Covered by Show Time

Visual Arts- Kindergarten

Recognize simple patterns found in works of art
Identify elements of art (line, color, shape/form, value, space) in works of art
Use lines, shapes, and colors to make patterns
Describe selected works of art
Give reasons why particular artwork is liked
Learn a basic composition principle: scaling

Visual Arts- First Grade

Identify elements of art in works of art emphasizing line, color, and shape

Describe artwork focusing on form, texture, line, and color

Learn a basic composition principle: grouping

Composition Principles

Bedroom scene: scaling

Campsite scene: scaling

Country Road scene: grouping and perspective

Ocean scene: space arrangement

Jet scene: space arrangement

Wedding scene: scaling, grouping, perspective, and space arrangement

Visual Effects in the Free Mode

diffuse, neon glow, pinch, ripple, texture, swirl, wavy

(6) TALE OF THE FOUR SEASONS

Concepts and Skills Covered by Tale of the Four Seasons

Language Arts- Kindergarten

Follow words from left to right and top to bottom on a page

Understand that printed materials provide information

Recognize that sentences in print are made of separate words

Language Arts- First Grade

Match oral words to printed words

Visual Arts- Kindergarten

Identify elements of art (line, color, shape/form, value, space) in works of art

Use lines, shapes, and colors to make patterns

Use appropriate art vocabulary (e.g. color, shape, texture)

Describe selected works of art
Give reasons why particular artwork is liked

Visual Arts- First Grade

Identify elements of art in works of art emphasizing line, color, and shape
Draw or paint a still life using secondary colors
Describe artwork focusing on form, texture, line, and color

Content for Tale of the Four Seasons

The Tale of the Four Seasons

Long ago in a far-off land, there was a kingdom called the Kingdom of the Sun. There lived happily a king and his four lovely children. The four children were called Spring, Summer, Autumn, and Winter because the king named them after the season in which they were born. The four children were very curious and naughty. One day, they decided to explore the world outside the kingdom without telling the king. After they ran away, the king became very unhappy. The sun no longer shone as brightly as before and the land lost its colors.

Spring poem

The wind, the wind, the wind blows high,
The rain comes scattering down the sky.
She is handsome, she is pretty,
She is the girl of the golden city.
Can you tell me who she is.

Summer poem

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.

Autumn poem

The big ship sails on the alley alley oh,
The alley alley oh,
The alley alley oh,
The big ship sails on the alley alley oh,
On the last day of September.

Winter poem

Winter days,
Snow stays.
The road is glazed,
And children skate.
Wait, wait, I pray as I play
That winter days won't melt away.

Color families

Spring: green
Summer: purple
Autumn: orange
Winter: blue

Complementary colors

Spring: pink vs. green
Summer: yellow vs. purple
*Autumn: blue vs. orange
*Winter: orange vs. blue

*Note: Autumn's blue contains more red, therefore it's warmer than the winter's cold blue.

Color temperature

Warm colors: yellow, orange-yellow, orange, red-orange, red, red-purple
Cold colors: yellow-green, green, blue-green, blue, purple-blue, purple

(7) TALKING HEADS

Concepts and Skills Covered by Talking Heads

Language Arts- Kindergarten

Understand that printed materials provide information

Distinguish letters from words

Track and represent the sameness/difference of two and three isolated phonemes

Track changes in syllables and words as one sound is added, substituted, omitted, shifted, or repeated

Blend vowel-consonant sounds to make words or syllables.

Distinguish orally stated one-syllable words and separate into beginning or ending sounds.

Match all consonant and short-vowel sounds to appropriate letters

Read simple one-syllable and high-frequency words

Understand that as letters of words change, so do the sounds

Language Arts- First Grade

Match oral words to printed words

Identify letters

Distinguish initial, medial, and sounds in single-syllable words

Add, delete, or change target sounds to change words

Generate the sounds from all the letters and blend those sounds into recognizable words.

Content for Talking Heads

CVC (Consonant Vowel Consonant)

- CUB, CUP, CAR, TUB, JAR, MOP, MEN, MAN, HOP, HEN, POP, PEN, PAN, CAB, BUS, FOX, BOX, CAN, TOP, TEN, PUP, BAR, FAN, VAN

CCVC (Consonant Consonant Vowel Consonant)

- FLAG, FLY, FRY, CRAB, CRY, GRIN, CLIP, CLUB, DRIP, DRUM, DROP, STEP, STOP, SWIM, DRY, STAG, LICK, RING, SICK, SINK, SING

CCVC /CV "Bossy R"

- CORN, CARD, HORN, HAND, SAND

(Consonant digraphs)VC

- CHIN, CHOP, CHIP, SHOP, SHIP, WHIP

CV(Consonant digraphs)

- MOTH, BATH, FISH, DISH

CVC + e

- CAKE, CONE, VINE, PINE, ROSE, NINE, NOSE, NOTE, RAKE

CC(Vowel digraphs)C

- TRAIN, SNAIL, CLOUD

CCVCC

- STICK, STING, SWING, SCARF

CCVC + e

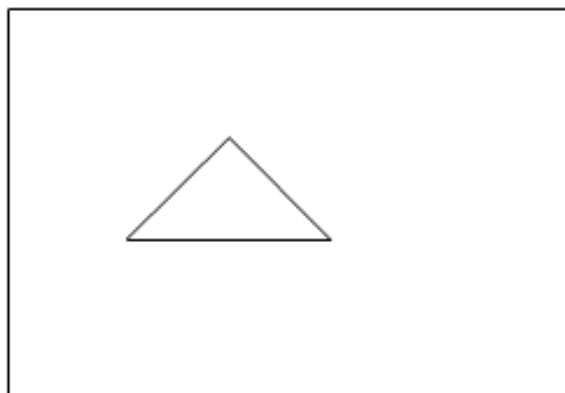
- GRAPE, SNAKE, STOVE

Appendix 2

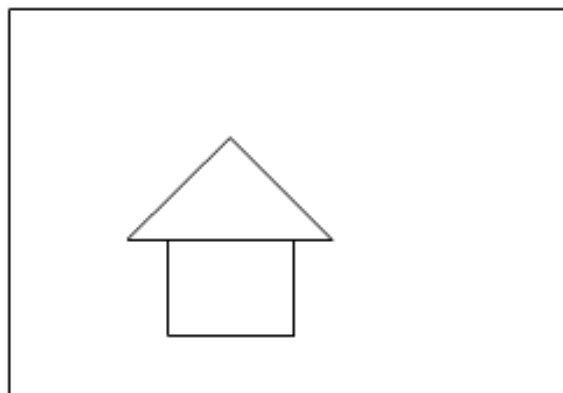
This Appendix contains the work sheets for Cammie's Art Corner. There is a set of work sheets for each of the four pictures – "Homes", "Bunny", "Rocket Ship", and "Pony". The best way to learn from Cammie's Art Corner is encourage the child to draw on paper following the butterfly's instructions while they are playing the game, or use the worksheets as a guide to show the child how to draw step by step. To print the worksheets, simply print pages 93 – 98 to print out all the worksheets, or print them separately by printing pages 93 ("House"), pages 94("Bunny"), pages 95 – 96 ("Rocket Ship"), and pages 97-98 ("Pony").

Cammie's Art Corner - House

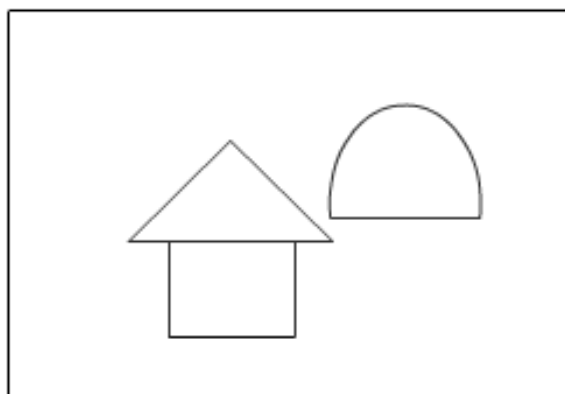
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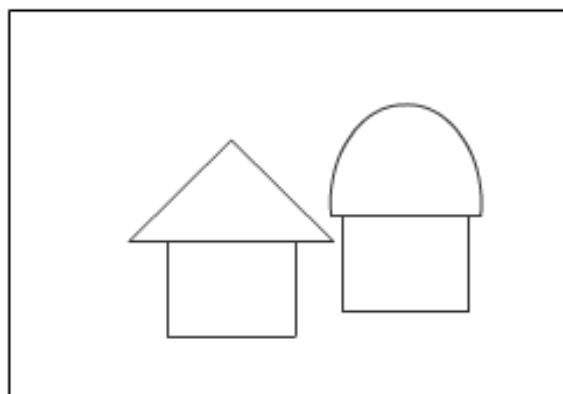
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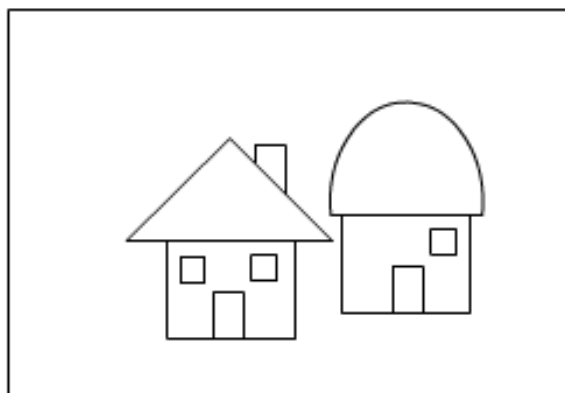
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4



5

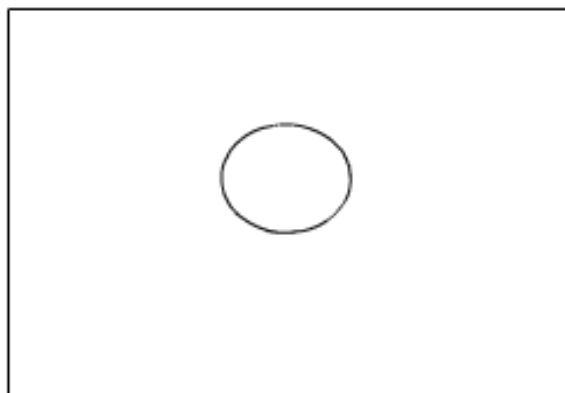


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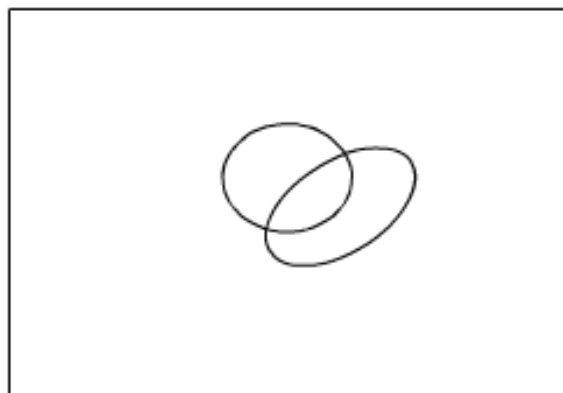


Cammie's Art Corner - Bunny

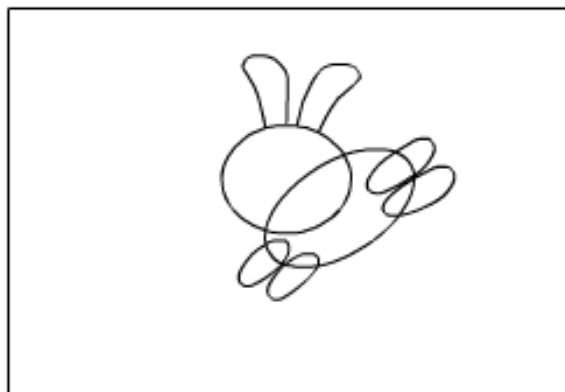
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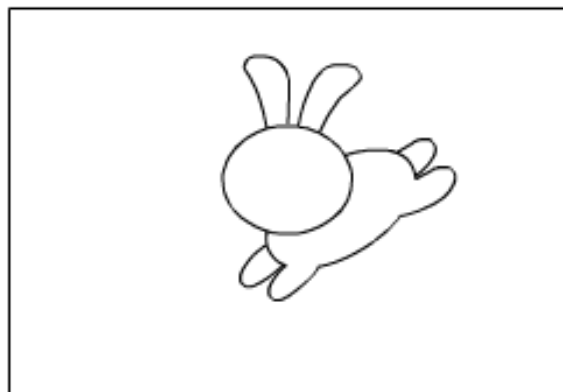
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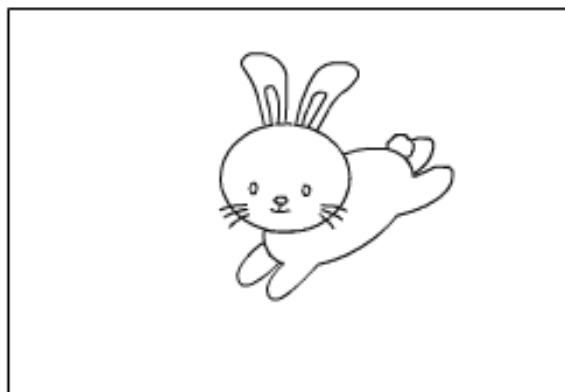
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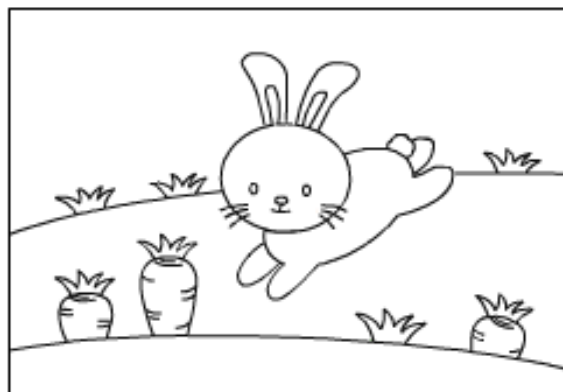
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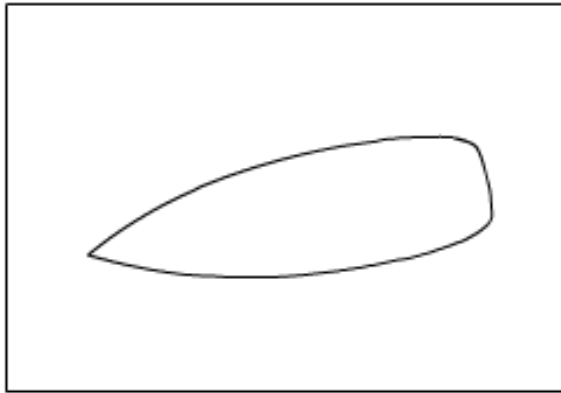


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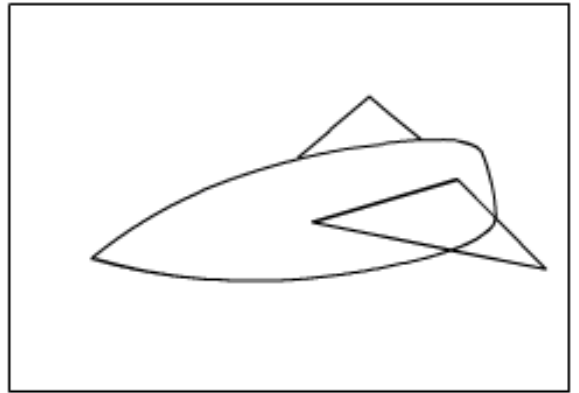


Cammie's Art Corner - Spaceship

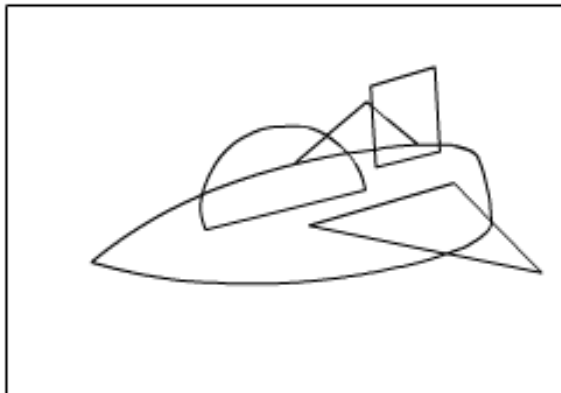
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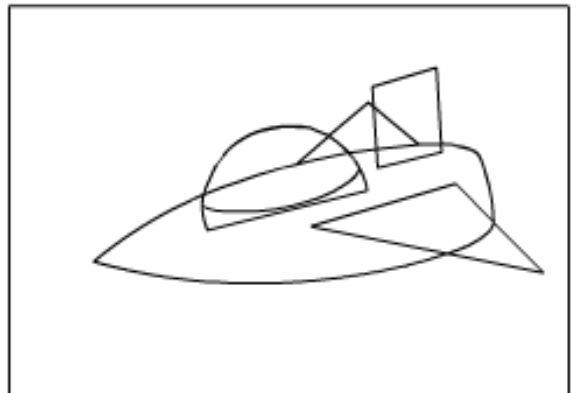
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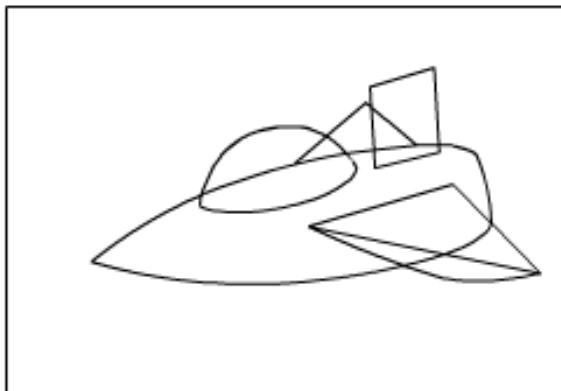
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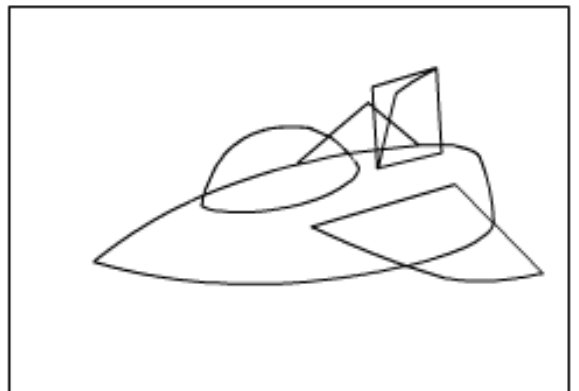
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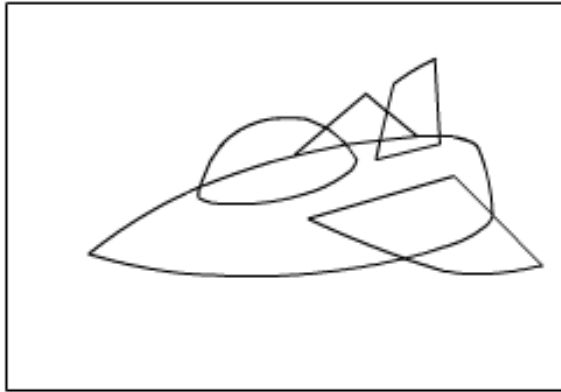


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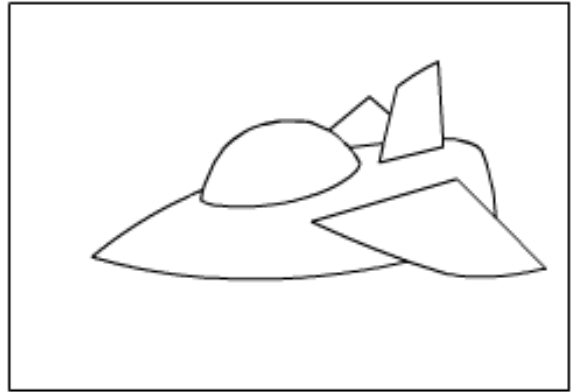


Cammie's Art Corner - Spaceship

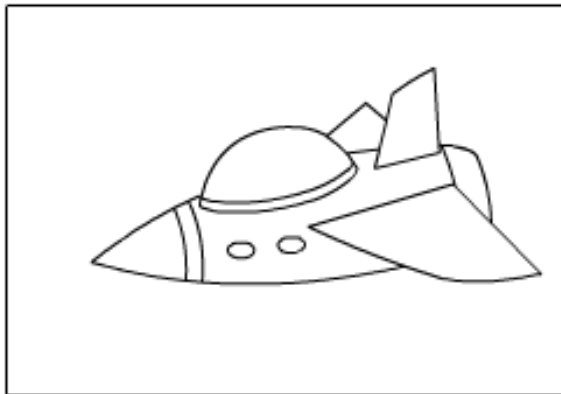
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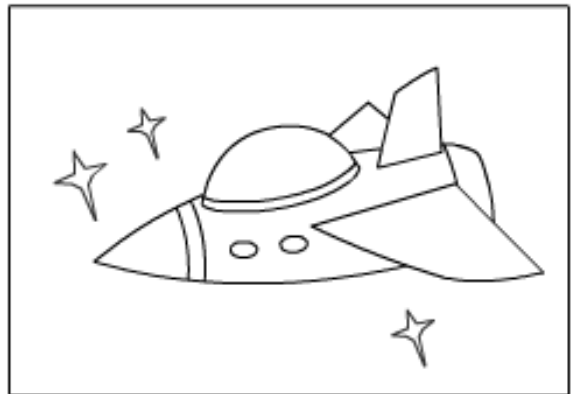
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8

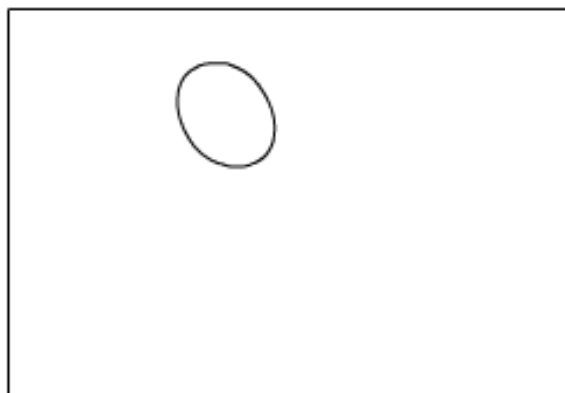


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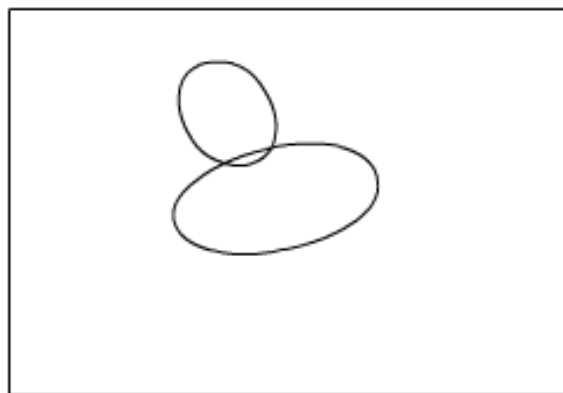


Cammie's Art Corner - Pony

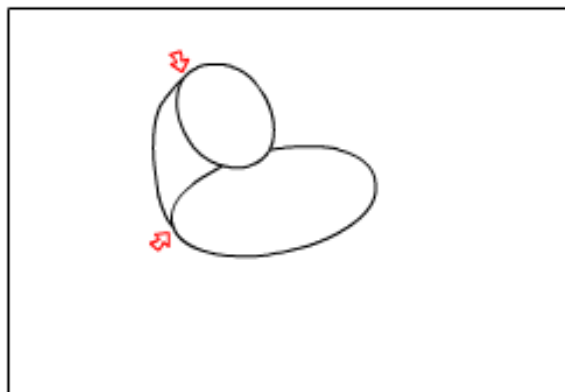
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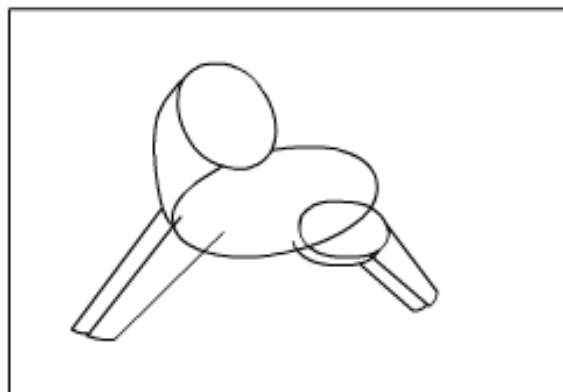
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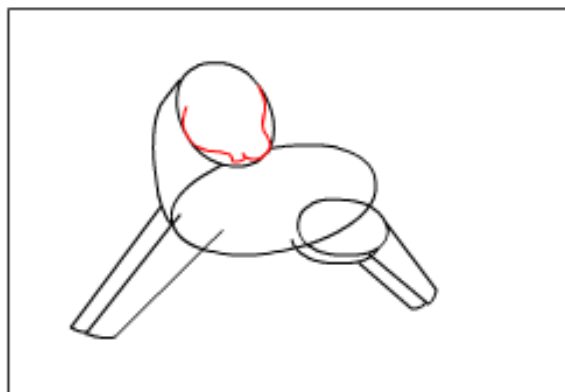
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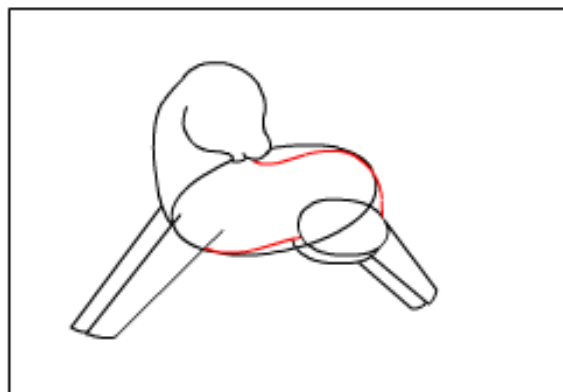
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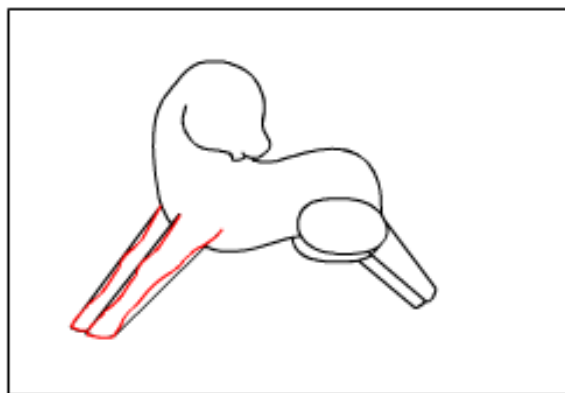


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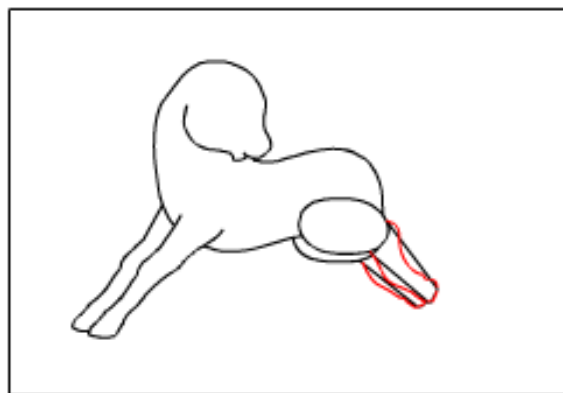


Cammie's Art Corner - Pony

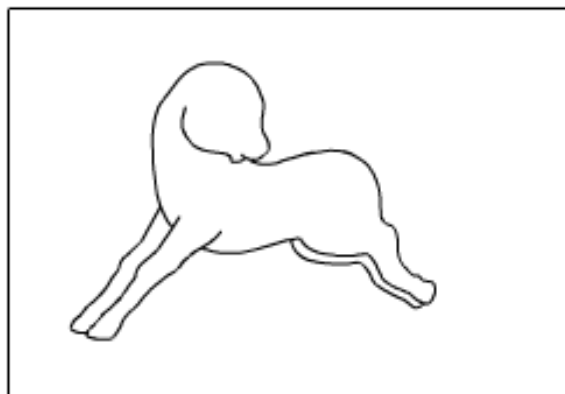
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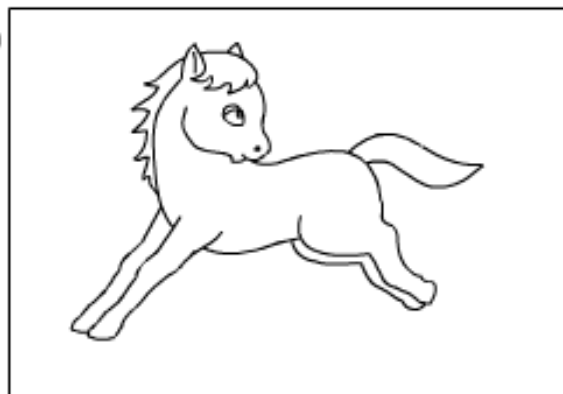
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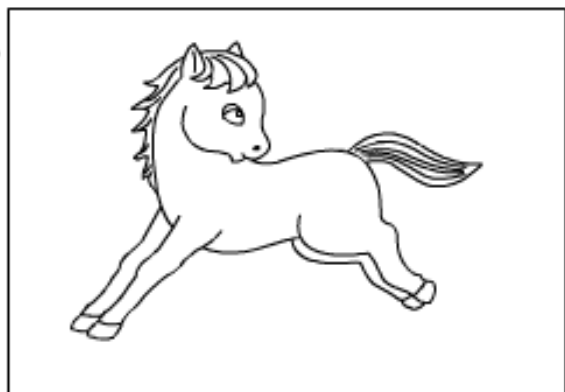
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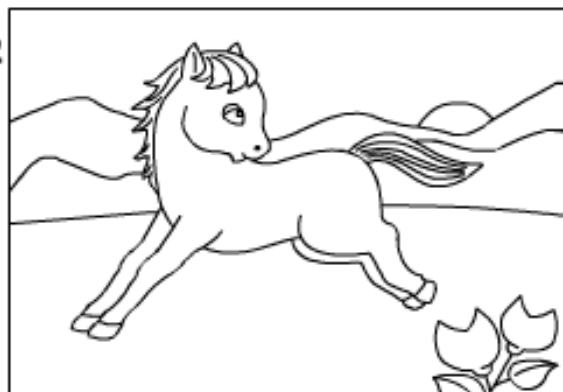
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11



12

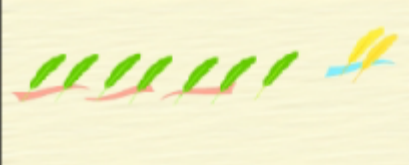


Appendix 3

See a Sound – Visual Patterns

Animals

Bird



Cat



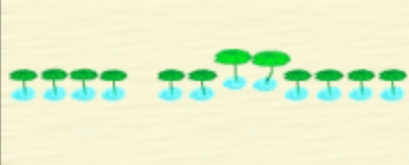
Cow



Elephant



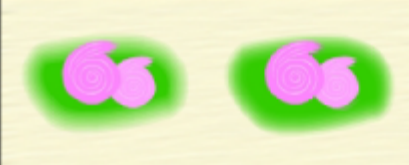
Frog



Horse



Lamb



Lion



Pig



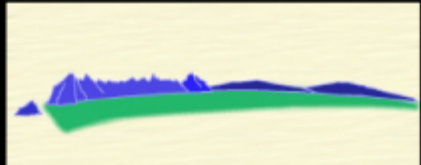
Rooster



Sea Lion

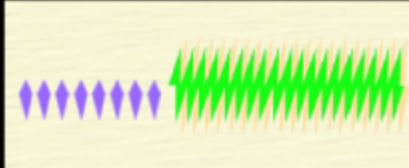


Wolf



Machines

Alarm



Car Horn



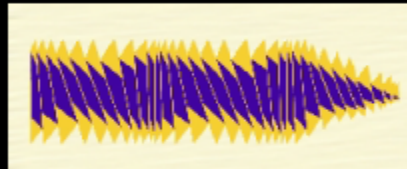
Cuckoo Clock



Doorbell



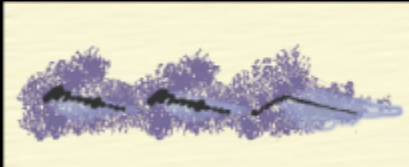
Helicopter



Horn



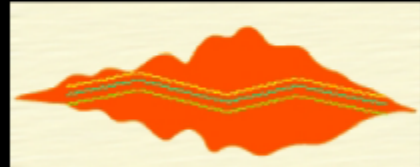
Motorcycle



Telephone



Siren



Tower Bell



Train



Whistle



People

Applause



Burp



Cough



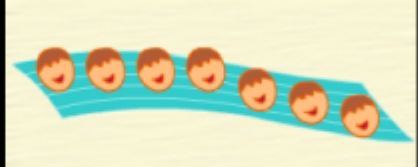
Cry



Gargle



Giggle



Hiccup



Kiss



Sneeze



Snore



Whistle



Yawn



Musical Instruments

Cymbals



Drum



Flute



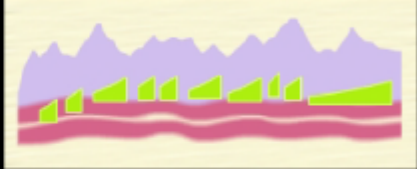
French Horn



Guitar



Harmonica



Oboe



Organ



Piano



Trumpet



Tuba



Violin

