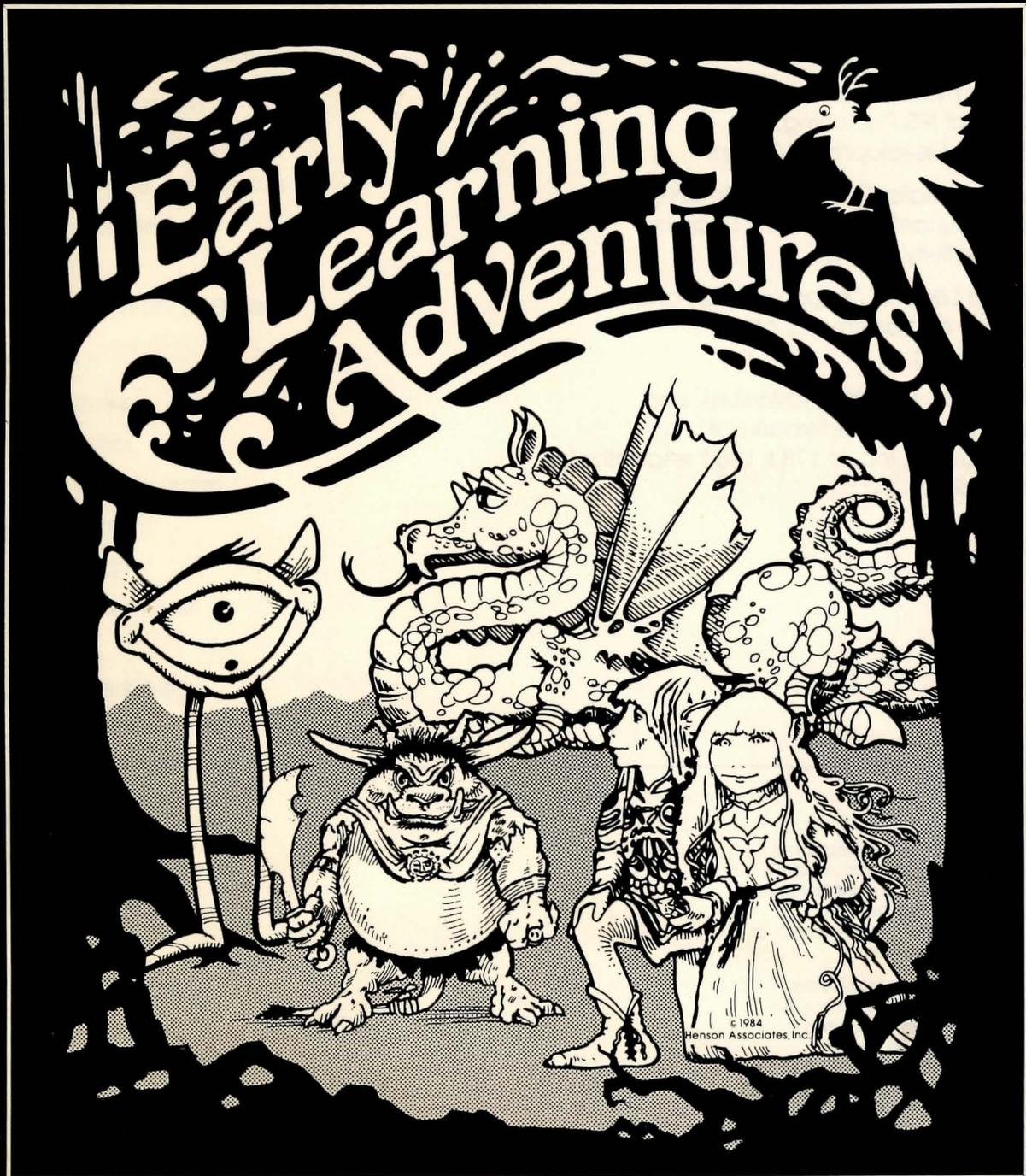


# TEACHER'S MANUAL



Developed by  
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## Introduction

*Early Learning Adventures* is a journey for children, kindergarten through sixth grade. The series comprises four programs, each consisting of a disk and an activity book. The programs are designed to teach problem solving, to aid in reading comprehension, and to reinforce map skills. Each program may be used independently of the other because each concentrates on a level of difficulty appropriate to a specific age group. Used sequentially, the four programs offer a comprehensive skill-building adventure that spans the elementary grades.

All four programs promote conceptual understanding rather than rote learning. The software feeds back useful information about each choice the student makes. If a choice is incorrect, the student can gain insight into why the choice won't work. Three of the programs challenge students to complete an adventure, thus motivating them to utilize and sharpen their thinking skills. The adventure stories provide a unique opportunity to integrate map skills with reading skills.

Each of the disks is to be used with a microcomputer with one disk drive. The monitor may be in color, green, or black-and-white. All the disks are easy to use, requiring students to press only the SPACEBAR and RETURN keys to operate the programs. They introduce lively characters and use full-screen, hi-resolution graphics to generate enthusiasm for learning.

The activity books complement the disks, offering reinforcement and extension activities that consolidate the concepts presented on the disks. The books may also be used independently of the disks, permitting students to shift back and forth between disk and book activities in any sequence. This flexibility accommodates a variety of computer-time schedules.

The teacher's manual contains information concerning the content and management of the four programs. In addition, it includes class record sheets for charting student progress.

## The Programs

*Learning with Leeper*<sup>™</sup> is intended for children who cannot read, or who are just learning to read. The disk and activity book focus on reading, writing, and math readiness skills. *Learning with Leeper* is the only program in the series that does not use an adventure-story format. Instead, its software introduces a character named Leeper who threads together the program's content by demonstrating what to do in each skill-building section. Although targeted for K-1 students, *Learning with Leeper* would also benefit preschoolers as well as remedial second and third graders. This program requires the use of a joystick.

*Dragon's Keep*<sup>™</sup> written at a second-grade reading level, focuses on reading comprehension and map skills. The software presents an interactive adventure story that challenges students' thinking skills. Designed for students in grades two through four, the disk and activity book serve as an excellent introduction to problem solving.

*Troll's Tale*<sup>™</sup> is vocabulary-controlled at a third-grade level and continues the focus on reading comprehension and map skills. The adventure format is similar to that of *Dragon's Keep*, but involves more difficult tasks. Students in grades three through five should be adequately stimulated by this adventure.

*Gelfling Adventure*<sup>™</sup> is by far the most difficult adventure in the series and is based on the film *The Dark Crystal*, created by Jim Henson. The educational focus is again on reading comprehension and map skills, but with greater emphasis on problem solving. Intended for students in grades four through six, the material is written at a fourth-grade reading level.

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# Classroom Management

The *Early Learning Adventures* series is designed to minimize teacher-preparation time. Students can work independently once assignments have been scheduled and the program has been started.

## Starting the Programs

The following instructions are for starting the programs with the Apple II+, //e, and //c microcomputers. If you are using another computer, refer to the instructions that accompany the disk.

- Hold the disk along the top edge where the label is located. Position your thumb over the label.
- Insert the disk, label facing up, into the disk drive and close the door.
- Turn on the power to the computer and to the monitor. This step also activates the disk drive, as indicated by a red light. The procedure is called "booting a disk."
- When the red light goes off, the program is loaded and ready for the students.

To reboot when the computer is on:

- If you are using the Apple II+, press the RESET key. If this doesn't work, press and hold the CTRL key and then press RESET.
- If you are using the Apple //e or //c, press the following three keys simultaneously: the "open" apple to the left of the SPACEBAR, the CTRL key, and the RESET key.
- Turn the power off and begin again.

## Activity Book Assignments

As mentioned in the Introduction, students can switch back and forth between disk and book activities because the two components are not tied together in lockstep sequence. Within the activity book itself there is considerable

flexibility. You can individualize assignments by selecting specific skill categories. The progress charts in this manual identify the skill focus of each page.

## Computer-Time Assignments

Scheduling computer time is a matter of knowing how many computers will be available, and when. For *Learning with Leeper*, allocate about 15 minutes per session. You might let students select their own activities for several sessions before you assign specific ones.

For adventure stories, allow a full class period per session, if possible, because an adventure may take many hours to complete. You might post the time slots on the bulletin board so that students can keep track of their assignments.

## Grouping Students

Dividing the class into small groups for the adventure stories provides the most efficient use of the computer. Students learn from each other when they work in teams. Make sure, however, that students within a group take turns at the keyboard.

If groups seem to lack direction, pick a student-leader who has some computer experience.

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# Learning with Leeper

## Skill Focus

- Reading readiness
- Math readiness
- Writing readiness

## Disk Features

A lively creature named Lunar Leeper leads children through four animated, skill-building activities:

**Dog Count**—a counting activity for math readiness.

**Balloon Pop**—a shape-matching activity for reading readiness.

**Leap Frog**—a hand-eye coordination activity for writing readiness.

**Screen Painting**—a hand-eye coordination activity for writing readiness.

A unique and important feature of *Learning with Leeper* is the dimension of hidden levels of progressive challenge. Children actually grow into higher levels which do not appear until the easiest levels have been mastered. (The computer measures each child's performance every step of the way.)

Since children are unaware of the hidden progression, slower students are not penalized or discouraged in any way. In fact, the advancement to a new level can be highly motivating. Students may repeat an activity for days, enjoying the challenge, until something new suddenly appears on the screen. The new level offers greater challenge, and pushes the student to reach for a new surprise.

If you wish to preview the activities, use the ESC key to skip from level to level and then go back to the menu.

Another very important feature is positive graphic feedback that helps children

understand key concepts. Animation demonstrates the outcome of every choice so that children can see why some choices work better than others.

## Disk Activities

After the disk has been booted and the title has been shown, Leeper appears in the center of the screen with arrows radiating out toward four pictures in the corners. This is the menu. Each picture represents an activity on the disk. Students may select from the menu by moving Leeper with the joystick.

Selecting the dog brings up the activity called Dog Count. In this one-to-one correspondence activity, the object is to select enough bones to feed each dog. If any dog doesn't get fed, it sits up and begs. When they become proficient, some children may begin to select an insufficient number of bones deliberately. Rest assured that they are not regressing, rather they are actually discovering the concept of subtraction!

Balloon Pop challenges students to match a shape from the bottom row with the display shape above on the right. Selections are made by maneuvering the balloon with a joystick to hook a shape. There are four rounds of play at each level. Hidden levels will not emerge until preceding levels have been mastered.

In Leap Frog, the object is to move the frog through the maze, hitting the wall as few times as possible. More difficult mazes await the successful negotiator. To heighten the excitement, the frog is chased by a huge caterpillar. There is no actual danger to the frog, however; the caterpillar simply turns away when it gets too close.

Screen Painting encourages children to be creative while developing hand-eye coordination. Although the activity works best with a color monitor, students will still derive

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considerable benefit from it on a monochrome monitor.

The format for this activity varies from computer to computer. If you are using a disk that is *not* Apple format, see the booklet that accompanies it. If you are using an Apple computer, the student can select any of the four colors by moving the paintbrush to one of the four paint jars in the far corners of the screen. The brush will always leave a trail of paint except when button 2 of the joystick is held down. One quick press on button 1 will clear the screen for a new painting; two presses will clear the screen and bring up the menu again.

### Activity Book Features

The activity book focuses on all the skills used in the disk activities. It provides both reinforcement and extension for each skill area.

The book-disk relationship is illustrated by a symbol in the upper right-hand corner of each page. It shows the disk activity that relates to that particular page.

A special "challenge section," beginning on page 37 and indicated by the symbol (c) next to the skill identification at the bottom corner of the page, presents more difficult activities for students who have demonstrated above-average abilities.

### Getting Started

Introduce the program by reading aloud the story about Leeper on pages 5 and 6 and asking the class to complete the activity.

For the second lesson, review with the class the illustration of the disk menu on page 7. Display a joystick and show how to push it in different directions. Explain that this will make Leeper move on the screen to select an activity. Point

out that the computer will beep whenever the joystick is ready to be moved. Then have students use their fingers to practice moving Leeper on the page while you call out the directions: left, right, up, down, up and to the left, down and to the right, and so on.

Beginning with the third day, students can branch out into individual or group assignments, some working with the computer and others with the activity book.

### Following Up

The chart on the following page will help you make assignments in the activity book and keep track of the students' progress. The pages are identified on the chart by skill.

As you assign pages to students, mark the appropriate boxes with a diagonal line. When the assignments have been completed, draw a second diagonal across the first one to make an X. You will be able to see each student's progress at a glance.



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# Dragon's Keep

## Skill Focus

- Identifying details
- Making inferences
- Drawing conclusions
- Finding locations on maps

## Disk Features

This interactive adventure story challenges students to rescue 16 animals held captive by a dragon. The scenes are illustrated in hi-resolution graphics to motivate students and to help them find their way.

Students are free to "travel" in whatever directions they choose. Along the way, they will sense the layout of the territory and draw conclusions about what direction to try next.

Text below each picture presents the students' choices. Students receive feedback for every selection. Either a new scene appears, or the text explains why that particular choice won't work and asks the student to make another one. (There is no penalty for a wrong choice.) Step by step, students gain insight that enables them to make new inferences and draw conclusions. The entire adventure is light, whimsical, and devoid of violence.

Any student who can read at a second-grade level should be able to handle the adventure without help. No keyboard skills are required. Students use only the SPACEBAR and RETURN keys to make their choices. Instructions on the disk show them how to use the keys. It is impossible for students to find all the animals by chance. Successful adventurers *must* exercise significant reading comprehension skills in order to free all 16 captives.

Computer adventures have tremendous appeal. It often happens that students want to repeat an adventure after they have completed it. If possible, let them do so. Each

repetition will exercise their recall skills and refine other reading comprehension skills.

## Activity Book Features

The activity book reinforces and expands all the skills used in the disk activities.

In addition, the book includes related exercises that focus on vocabulary development, spelling, and map interpretation. The map activities are sequenced in a step-by-step progression in order to provide a strong conceptual foundation.

A special "challenge section," beginning on page 39 and indicated with a (c) symbol at the bottom corner of the page, presents more difficult activities for students who are ready to stretch their minds a little further in these skill areas.

## Setting Up Assignments

If computer time is limited, you may want to group students into small teams to work through the adventure. The dynamics of group decision making will promote the learning process, especially since disagreement within the group will result in a discussion of predicted outcomes.

Once computer time has been allocated, make your activity book assignments. The book is designed so that students may proceed straight through, from beginning to end. Or, you may prefer to individualize assignments by selecting specific skill activities to meet student needs. The chart on page 12 will help you identify the activities by skill category.

## Getting Started

Introduce the disk and activity book to the students. Explain that they will be working with

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both media, and discuss your organizational plan. Ask them to read the section on proper care of disks at the beginning of the activity book. You may want to have a class discussion about caring for computer systems and disks.

Give students their assignments and start the disk. They should be able to proceed independently. All instructions for the adventure are on the disk, along with a practice activity for making selections with the SPACEBAR and RETURN keys.

### Following Up

The chart on the following page will help you make assignments in the activity book and keep track of progress. The pages are identified on the chart by skill.

As you assign pages to students, mark the appropriate boxes with a diagonal line. When the assignments have been completed, draw a second diagonal across the first one to make an X. You will be able to see each student's progress at a glance.



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## Troll's Tale

### Skill Focus

- Identifying details
- Making inferences
- Predicting outcomes
- Drawing conclusions
- Interpreting maps

### Disk Features

This interactive adventure story challenges students to locate 16 treasures taken from King Mark. A troll has hidden the treasures throughout the kingdom—in forests, caves, and meadows. The scenes are beautifully illustrated to heighten student interest and to provide reference points along the way.

Students are free to explore the disk in whatever directions they choose. Soon, they will sense the layout of the territory and draw logical conclusions about what direction to try next.

Text below each picture on the disk presents the students' choices. Feedback is given for each selection. Either a new scene appears, or the text explains why that particular choice won't work. This encourages the student to solve the adventure by making inferences and drawing conclusions.

The adventure is an intriguing fantasy, and is devoid of violence. Students are not asked to start again if they make a wrong choice, rather they are gently led by the text towards a more logical selection.

Any student reading at a third-grade level should be able to handle the adventure without assistance. No keyboard skills are required; students use only the SPACEBAR and RETURN keys to make selections. Instructions on the disk show them how to use these keys.

It is impossible for students to solve the adventure and find all the treasures by chance. Successful completion guarantees that they have demonstrated significant reading comprehension and mapping skills.

As with *Dragon's Keep*, many students may ask to repeat the adventure after they have completed it. We recommend that you encourage them to do so. Each repetition requires them to use recall skills, and refines other important reading and mapping skills.

### Activity Book Features

The activity book incorporates all the skills required by the disk activities. It both reinforces and expands each skill area.

Additionally, the book includes exercises for related skill areas such as vocabulary development, spelling, and map interpretation. The map activities are sequenced in a step-by-step progression in order to build a solid conceptual foundation.

A special "challenge section," beginning on page 39 and indicated with a (c) symbol at the bottom corner of the page, presents more difficult activities. These pages should be assigned only to those students who have mastered the regular exercises and who are ready for a stronger test of their abilities.

### Setting Up Assignments

If computer time is limited, consider grouping students into small teams. Group decision making will promote the learning process, and in some cases enhance it, since students will discuss and explore the implications of making various choices.

Once computer time has been allocated, focus on making your activity book

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assignments. The book is designed so that students may proceed straight through, from beginning to end. If you wish to make individual assignments, the chart on page 15 correlates each student activity page with each skill.

## Getting Started

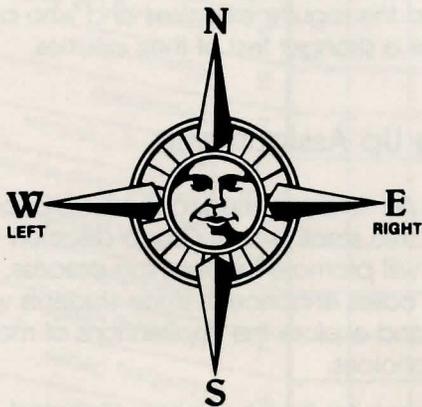
Introduce the disk and activity book. Explain to the students that they will be working with both, and discuss your activity plan. Ask students to read the section on proper care of computers and disks at the beginning of the activity book. You may even have a class discussion about how to care for disk and computer systems.

Give students their assignments and start the disk. They should be able to proceed independently. All instructions for the adventure are on the disk, which also includes a practice activity for using the SPACEBAR and RETURN keys to make selections.

## Following Up

The chart on the following page will help you make assignments in the activity book and keep track of the students' progress. The skill category for each page is also listed.

As you assign pages to students, mark the appropriate boxes with a diagonal line. When the assignments have been completed, draw a second diagonal across the first one to make an X. You will be able to see each student's progress at a glance.





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# Gelfling Adventure

## Skill Focus

- Identifying details
- Making inferences
- Predicting outcomes
- Drawing conclusions
- Extending vocabulary
- Interpreting maps

## Disk Features

This interactive adventure story, based on the movie *The Dark Crystal*, challenges students to locate a missing shard from the broken Crystal. The gelfling, Jen, is the adventure's main character. Students must help Jen save the world.

Students may wander along in whatever directions they choose. Hi-resolution graphics illustrate the adventure and help students find their way. Soon, they will sense the layout of the territory and start drawing conclusions about what direction to take next.

Text below each picture presents the students' choices. As in the other adventures, students receive feedback for every decision. Either a new scene appears, or the text explains why that particular choice won't work. This method of positive encouragement helps guide the student through this highly imaginative adventure. Unlike the other adventure disks in the series, however, *Gelfling Adventure* does require certain choices or the student must begin again. Students are thus required to use their recall skills.

Any student who can read at a fourth-grade level should be able to handle the adventure without help. Of course, no keyboard skills are required. Students use only the SPACEBAR and RETURN keys to make their choices. Instructions on the disk show them how to use these keys.

No student can successfully complete the adventure without exercising reading comprehension skills, as well as making inferences and drawing conclusions. Completion guarantees that students have received significant skill reinforcement.

You may have trouble keeping students away from the adventure, and many children will ask to repeat it again and again. Computer time permitting, we recommend that you encourage repetition. Each pass-through will expand the students' recall skills, as well as refine reading and mapping abilities.

## Activity Book Features

The activity book both reinforces and expands all the skills that are basic to the disk. Additionally, it includes activities in other skill areas such as vocabulary development, spelling, and mapmaking. The map activities are sequenced in order to help build a solid conceptual foundation.

A special "challenge section," beginning on page 38 and indicated with a (c) symbol at the bottom corner of the page, presents more difficult activities for students who master the preceding ones.

## Setting Up Assignments

If computer time is limited, you may want to group students into small teams to work through the adventure. Group decision making promotes the learning process, since disagreement about what direction to take results in discussion about predicted outcomes.

Once computer time has been allocated, concentrate on making activity book assignments. The book is designed so that students may proceed straight through, from beginning to end. You may prefer to make

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individual assignments in order to help students who are weak in certain skill areas. The chart on page 18 illustrates the skill focus for each page in the activity book.

### Getting Started

Students will enjoy viewing the movie *The Dark Crystal*. It is recommended that they do so *before* working with either the disk or the workbook. This experience will enhance their enjoyment and understanding of these materials.

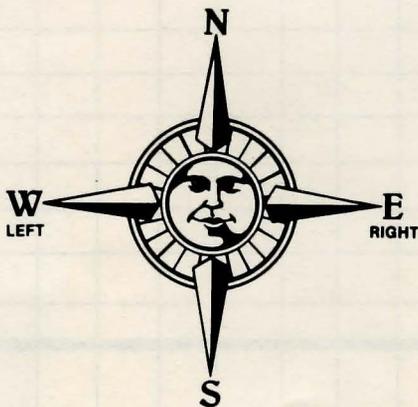
Introduce the disk and activity book. Explain to the students that they will be working with both, and discuss your activity plan. You might encourage class discussion about computer systems in general, and about computer care in particular.

Give students their assignments and start the disk. They should be able to proceed independently. All instructions for the adventure are on the disk, along with a practice activity for using the SPACEBAR and RETURN keys to make selections.

### Following Up

The chart on the following page will help you make assignments in the activity book and keep track of the students' progress. The pages on the chart are identified by skill.

As you assign pages to students, mark the appropriate boxes with a diagonal line. When the assignments have been completed, draw a second diagonal across the first one to make an X. You will be able to see each student's progress at a glance.



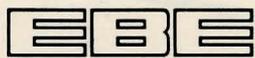


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Psychological Services Educational Corporation  
1200 W. 10th Street, Suite 1000  
Anchorage, Alaska 99501

Getting Acquainted

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