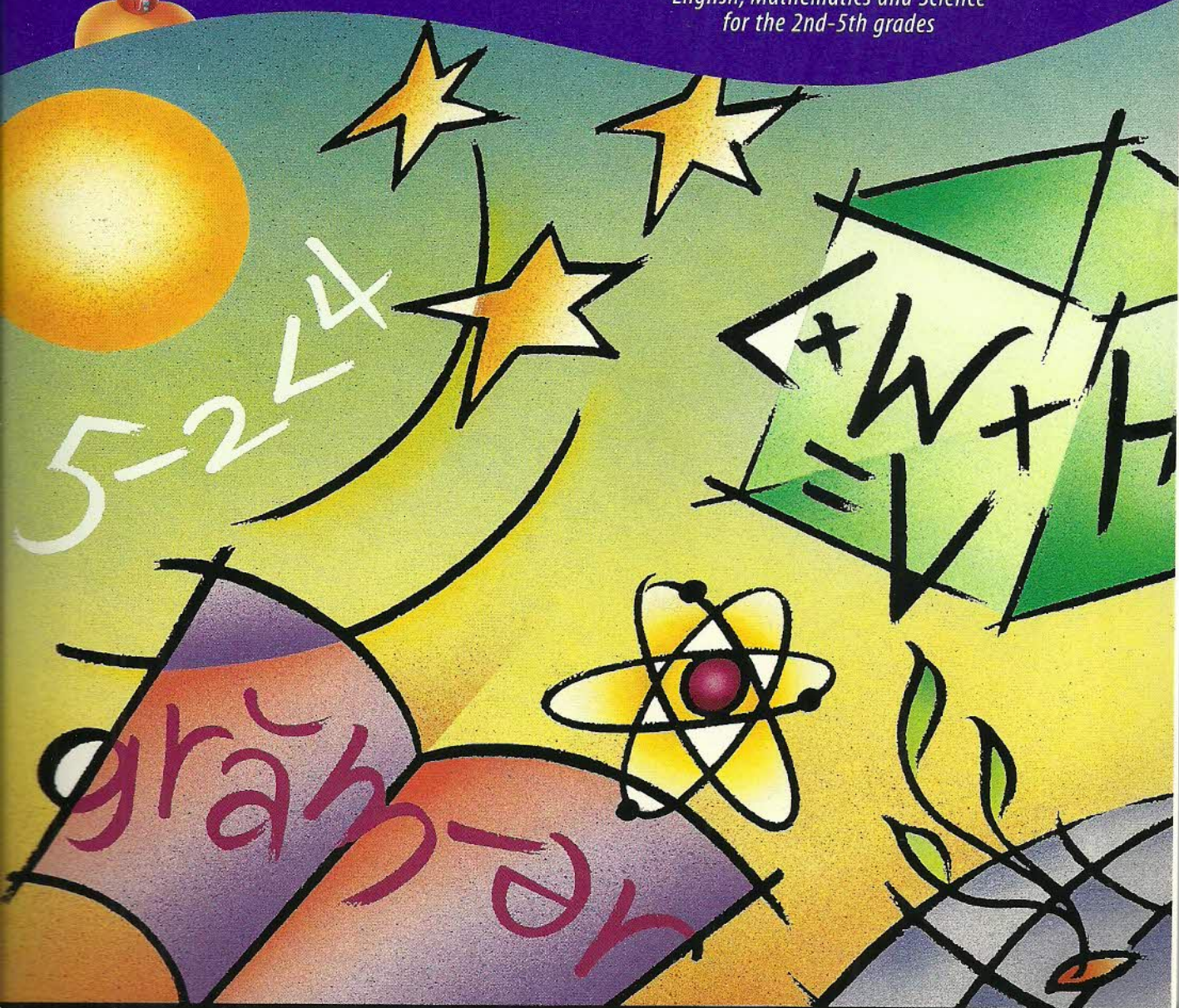


Adi's



handbook

*English, Mathematics and Science
for the 2nd-5th grades*



S I E R R A®

THE COMPLETE ADI
h a n d b o o k

*English, Mathematics, and Science
for the 2nd-5th grades*



SIERRA®

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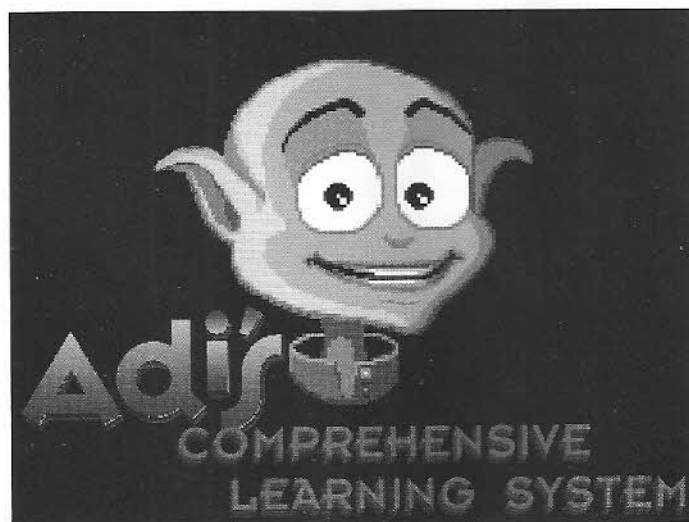




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Introduction

Dear Parent,

I am pleased to introduce Adi's Comprehensive Learning System, an innovative new approach to educational software from Sierra. This exciting product is unlike any currently on the market and is sure to be a valuable addition to your software library.

Adi's Comprehensive Learning System is designed to provide a complete learning experience incorporating education, exploration, and recreation. This is achieved by providing a comfortable environment in which children can challenge their basic skills in Mathematics, English, or Science, apply their creativity through paint, animation, and multimedia tools, and stimulate their minds through intellectual and entertaining games, animations, and video clips.

Our top-notch curriculum development team spent thousands of hours researching and writing the massive quantities of material found in Adi's Comprehensive Learning System. Our greatest challenge was to design a comprehensive course of study paralleling curriculum currently taught in elementary schools throughout America. For this task we relied on years of cumulative teaching expertise as well as national standards documents such as the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards, and the Benchmarks for Science Literacy released by the American Association for the Advancement of Science (AAAS). The result is a powerful comprehensive learning tool that is sure to advance your child's proficiency in Mathematics, English, and Science.





Every activity a child participates in is a learning experience. Finger painting, field trips, and kickball are integral parts of your child's whole learning experience at school. The activities that supplement our curriculum are part of what make Adi's System a whole learning environment for the home. The Games Gallery, Theater Lab, and Creative Tools provide an opportunity for children to interact, explore, and create at their own pace and comfort level.

Adi is sure to provide your child with many hours of fun and challenging learning activities. I sincerely believe regular use of this program will greatly contribute to your child's level of success in school, and in higher self-confidence for him or her. Perhaps Adi can even serve as a refresher course for us parents! All of us at Sierra look forward to hearing about your child's experience.

Russ Killingsworth

Curriculum Producer



Introduction

Overview of Adi's Comprehensive Learning System

Adi's Comprehensive Learning System currently includes:

Adi 2 & 3 Math - designed for 2nd grade and 3rd grade students

Adi 2 & 3 Science - designed for 2nd grade and 3rd grade students

Adi 2 & 3 English - designed for 2nd grade and 3rd grade students

Adi 4 & 5 Math - designed for 4th grade and 5th grade students

Adi 4 & 5 Science - designed for 4th grade and 5th grade students

Adi 4 & 5 English - designed for 4th grade and 5th grade students

Each of *Adi's Comprehensive Learning System* packages includes concepts and skills that are taught at a particular grade level and in a particular subject area.

Adi's Comprehensive Learning System is designed to provide a comprehensive curriculum for your child. The knowledge and content of the lessons, games, and activities in the various Adi products correlate with each other, building on previous knowledge, to provide a holistic, well-rounded view of curriculum for your child. We encourage you to experience them all!





Why We Created Adi's Comprehensive Learning System

Sierra designers, developers, and other team members went out in to schools and homes to ask educators and parents what they wanted for their children. We heard one cry louder than any other; parents want an educational supplement that will keep a child's mind active by reviewing curriculum over the long summer months. In response, Sierra developed **Adi's Comprehensive Learning System**, a charming educational tool that's heavy on content and fun for children to use.

Parents and educators alike were very clear on the point that they want software that is entertaining, visually pleasing, and so engaging that it captivates their child's often short attention span. But, they want more than just a "fun game"; they want a product with an unmistakable, solid educational base.

Parents were very firm in their belief that they need a software package that offers straightforward, solid education for their children. They want a package that can teach and practice the basics, such as how to identify the main idea of the sentence (in Adi English), how to multiply and divide (in Adi Math), and how the water cycle works (in Adi Science).

The educational value of the software was the first priority, but without the "fun" aspect, kids wouldn't want to play. The creators of Adi skillfully combined the two; fun and education. After all, shouldn't education be fun?





Introduction

Exceptional Balance

An inventive combination of entertainment and education is what many parents would like to see in children's software. Without entertainment, we cannot get and maintain a child's attention. Without education, why are we buying the software? This is not just drill & practice; this is not just entertainment. We're providing both; entertainment to grab the child's attention and education to enhance the child's learning and exercise the mind.

Sierra really listens to the parents and educators, reads the critics' rants and raves, and searches the schools for real needs. Sierra responds by providing learning opportunities that keep children's brains active, alert, and increasingly limber.

Need for Supplemental Learning Tools

When your child isn't learning well in school, what do you do? Ask the teacher? Search the library for learning resources? Sign up for an expensive tutoring service? Look for a software product that will fill your child's educational needs? You have shown your commitment to your child's education by purchasing ***Adi's Comprehensive Learning System*** and reading this Handbook. We commend you on being involved in your child's education and making a serious effort to ensure your child's intellectual success.

When we asked Sandee Wiley, a master teacher of 15 years, what she would like to see in children's educational software, she explained that "a few weeks before school lets out in the summer I have parents pounding my doors, asking for educational materials they can use at home. I find myself searching for quality educational tools that parents and children can use at home." We designed ***Adi's Comprehensive Learning System*** to provide curriculum content similar to that taught in the schools, paralleling what your child is learning and reviewing important concepts.





Brain Activity

Have you ever noticed how your brain has a hard time slowing down at night after work? Or how your brain has a hard time speeding up in the morning? Sometimes it can be frustrating and painful to adjust to changes in your working and living environment.

Children go through a more severe mental slow-down and speed-up every spring and autumn. If you ask your child, you may find that your child is going through this same painful process every summer or school break. Ask your child. You may find your child's answer amusing. Stephanie, a creative five-year old frustrated by the lack of mental stimulation during a preschool vacation explained, "My brain just won't stop talking to me!"

We need to provide activities to keep our children's minds active. Remember that your child needs mental exercise just as much or more than physical exercise. Take your child on a bike ride then come back to a fulfilling session of brain aerobics with Adi. Two brothers, Vincent and Kory, do aerobics with their mom, bouncing around the exercise room, then they all sit down in the den to an invigorating session of Adi.

Consistent, Complete, and Coherent

Never before has it been more important to provide your child with a consistent, comprehensive learning environment. As teachers experiment with new teaching methods in an effort to improve our ever declining school system, children are often swapped from one teaching style and curriculum to another.

For these reasons, it is crucial that you provide a learning supplement for your child that provides consistency, bridges the gaps between classrooms, and maintains education over the long summer months. If you follow the entire line of Adi products, not only will your child learn all the fundamentals in Math, Science, and English from 2nd grade to 5th grade, but you will give your child a consistent and friendly learning environment.





Introduction

Need for Comprehensive Curriculum

Have you ever asked your child's teacher where the school year's curriculum comes from? It will be an interesting experience if you do! In past years (when we were in school) our teachers used the curriculum out of a series of educational books that were made by big school supplies publishers. Most of the curriculum was fairly universal, although there was never any nation-wide obligatory curriculum at any level of schooling.

This lack of a nation-wide curriculum allows for an enormous amount of diversity in classrooms across America. Often, when a child moves from one state to another, the child is thrown into not only a new school system, but a different curriculum. Even a move within the same school district or moving up a grade could cause gaps in the child's learning. Other countries such as France and Japan have addressed this problem by teaching a complete, clearly outlined curriculum so that children who travel cross-country in the middle of their schooling won't notice much change in curriculum. In America, a move across the country can be devastating for a child.

About a decade ago, whole language and other teaching methods encouraged teachers to throw their textbooks out the window. Teachers began writing their own curriculums, often from scratch. Many elementary classrooms across America have only a math textbook or a science textbook. Sometimes you will find a classroom that has abolished textbooks entirely. Often, parents are shocked to find that their children have no textbook to follow, or set curriculum for the year, as they did when they were in elementary school.

Instead, teachers today are using literature and real-life situations to teach concepts. If your child is blessed with a master teacher, then the teacher will modify the curriculum as the students progress and will customize the curriculum to fit the students educational needs.



Unfortunately, the trend of teachers creating their own curriculums has widened the diversity in what students learn at each grade level. While there are certain suggestions made by organizations such as the National Council of Teachers of Mathematics, there is still little continuity.

When we first began creating Adi we too were surprised to find a lack of coherent curriculum. There are hundreds of publishers who have taken on the task of publishing their own version of curriculum, but few seemed to capture all aspects of learning (drawing, playing, answering questions, researching, reading, to name a few).

This lack of comprehensive curriculum just made us at Sierra work even harder towards our goal. We wanted to say, "here are some of the most fundamental concepts your child should be learning at this grade level". Other companies have grasped this same inspiring idea, but no one has yet to incorporate it into a lively computer environment.

The reason we put the curriculum into a computer environment is because it was the only way we could accomplish our lofty goals. We wanted to provide a personal tutor who would keep flawless records of a child's progress, who would present increasing challenge to the child, and who would tirelessly provide positive feedback and encouragement.

We wanted so many things to be involved in this learning package! We wanted children to have access to a drawing program, a notebook, a diary, an animation program, an enormous database of educational information, a topic-specific research tool to correlate with every lesson... We wanted it all! And we managed to pull it together!





Introduction

How Adi Was Created

We pulled together a team of master teachers, creative artists, exceptional programmers, and many other professionals who were all dedicated to creating an "all-in-one" educational tool.

During the time we were creating *Adi's Comprehensive Learning System*, we were constantly reviewing feedback from parents, children, and teachers. They commented on the Adi design and content, giving us valuable feedback and insight. We reviewed, modified, and adjusted the many different aspects of *Adi's Comprehensive Learning System* until we were happy with the quality educational tool we were creating.

At first, it was difficult to see the vision of *Adi's Comprehensive Learning System*. People who were working on the fringes of the product complained that they couldn't see how all the different aspects were connected. The reason is because Adi is so complex, so complete, so comprehensive, that it combines at least five computer software packages into one.





Adi's Comprehensive Learning System provides a learning environment like no other.

Adi offers a:

- Learning Activities section that covers two years worth of curriculum in each software package
- Research tools that help your child to understand the concepts being practiced
- Edumations (animated educational movies)
- Animated explanations of several basic concepts (water cycle, space, astronomy, atlas, endangered animals)
- Learning tools such as a calculator, diary, and notebook
- Multimedia programs
 - Drawing program
 - Animation program
 - Multimedia program
- Ability to create your own Edumations, or other animated cartoons
- A scoring feature that keeps track of lessons attempted, lessons completed, as well as how well those lessons were completed
- A game area packed with hot software games
- A "face-maker" that allows your child to create a personalized character

As we developed and implemented these many parts of **Adi's Comprehensive Learning System**, we became more and more excited about how this will benefit your child.

Just to make sure that we weren't getting too excited, we took Adi into the schools and into homes and asked parents and teachers what they thought. The most common response was, "This is fun! Now let me play." In other words, most of the children who played it were very involved in playing and wanted some time to explore. We even saw two preschoolers who played on it intermittently for an entire day. There are so many things to do and areas to explore that you can play for hours and still not see it all.



Introduction

Play Time that Spans the Years

We created ***Adi's Comprehensive Learning System*** so that you, as the parent, could provide a consistent educational supplemental tool for your child that would span many years. We wanted a program that would interest a child not just for a week or a month, but for years.

A complaint from parents and teachers about the software industry as a whole is that children can "complete" a software package too quickly. Greg Carlson, a electronic engineer in Michigan, complained that after purchasing a popular title for his seven-year-old daughter, "She solved it 30 minutes. That's \$80 an hour entertainment!"

We sure won't hear parents and educators complaining about shallow game play in ***Adi's Comprehensive Learning System!*** Adi provides an impressive depth of game play that spans many years and many areas of intelligence.

Current Trends in Education

In creating ***Adi's Comprehensive Learning System***, we did our homework. We found that Dr. Howard Gardner, a leading researcher in education, developed the theory of multiple intelligences. His research reveals that each of us learn best through different approaches. Some of us learn better by reading, some by touching and experimenting, and some by hearing. For example, a child who is hyperactive will probably *not* learn math facts by writing them on a piece of paper. Rather, a hyperactive child can enjoy learning math facts by reciting them while bouncing on a trampoline or playing a fast-paced computer game (both kinesthetic / bodily activities).





The Seven Intelligences

Here is an outline of the seven intelligences and a brief description of each:

Intelligence	Types of learning activities appropriate for each intelligence	Examples of how to implement this type of intelligence into an activity
Verbal / Linguistic	Playing with words, reading for information, writing, thinking out loud, and discussing.	Ask yourself questions about the task. Read. Rephrase the problem in your own words. Write about what you have learned.
Logical / Mathematical	Working with factual information, looking for patterns and relationships, forming concepts, and working in an orderly, sequential way.	Analyze the problem in parts. List the steps you will take. Compare, contrast, and make analogies. Make a flow chart, time-line, or graph. List key points.
Visual / Spatial	Creating illustrations, charts, diagrams, and mental images, constructing 3-dimensional objects, and using multimedia technology.	Make a diagram, chart, sketch, or model. Make notes, then color, highlight, or underline key points. Create vivid or exaggerated mental images. Make a mind-map showing connections between ideas.
Bodily / Kinesthetic	Physical involvement and coordination, manipulatives, model-building, working with computers, arts and crafts, sports and active games.	Let your fingers work the problem. Walk around or dance out the problem. Role-play or act out the problem.





Introduction

Intelligence	Types of learning activities appropriate for each intelligence	Examples of how to implement this type of intelligence into an activity
Musical	Listening to music, singing or playing instruments, dancing and musical activities, performing and / or composing.	Play quiet background music for problem-solving. Make up a song, rap, or jingle about key points. Sing or chant it. Dance out the problem.
Interpersonal	Communicating and interacting with others, group projects, and cooperative efforts, and on-line communications.	Discuss the problem with a person or group. Present it to an imaginary audience. Work out the solution collaboratively with others. Work with a mentor.
Intrapersonal	Goal-setting and self-directed activities, getting in touch with thoughts and feelings, quiet and privacy, and time for reflection.	Set goals and make a plan. Identify what you already know about the task. Spend quiet time reflecting before you start. Check on how you are doing and self-correct. Frequently review what you have learned.

Adi's Comprehensive Learning System contains many activities that appeal to all the seven different intelligences. Adi appeals to the verbal / linguistic intelligence by providing constant positive feedback, offering helpful suggestions, and engaging in friendly conversation. Adi appeals to the logical / mathematical intelligence by asking questions and giving feedback on answers. Adi provides a visual haven for the visual / spatial intelligence since Adi fills the screen and the child's eye with visual explanations and demonstrations of the concept being taught. The bodily / kinesthetic intelligence is satisfied by the level of interaction required to play the games; children are always clicking here, moving there...



For the musical / rhythmic intelligence, Adi has a music room children can explore. Also, Adi provides a musical animation whenever a child answers a question. For the interpersonal intelligence we have created a lovable on-screen tutor that will interact as a friend and as a tutor. Finally, the intrapersonal intelligence is happily satisfied by the lessons that are presented on-screen. Children can advance at their own pace, using the diary or notebook to record feelings, progress, and impressions. Adi appeals to all seven intelligences in many, many ways.

You can use the Seven Intelligences Chart as a learning tool. You and your child can read through these different types of learning styles together and discuss the following:

- Which intelligence does the parent prefer? (As a parent, you can model how to identify a learning style and give reasons why you like a particular learning style. You may learn something about yourself!)
- Which intelligence does the child prefer? (The child can state which one and why.)
- Does the child prefer a different intelligence for a different activity? (Is Math better studied through Visual / Spatial or Bodily / Kinesthetic?)
- Ask your teacher to write a paragraph about which intelligence the child seems to prefer in the classroom. It is highly likely that your teacher will be familiar with Dr. Gardner and his studies, since they are currently taught in nearly all teacher training programs and are used in many popular teacher resource books.

Openly discussing your child's preferred intelligences and learning styles will enlighten your child to new ways to learn and will empower your child to take control of the learning processes.





Introduction

Identifying the Best Learning Methods

When your child comes home with notes to study for a test, how does he know what to do? More often than not, children are left on their own to study, and usually they choose traditional, ineffective methods of study such as memorization.

Many of us remember the years we spent trying to cram information into our brains for exams, finals, or other important tests. Fortunately, those methods are now out of date. Educational research has shown that there are limitless possibilities of study methods, many of which are so novel that we wouldn't have dreamed of them years ago. For example, teaching children about shapes by having them draw circles, squares, and other shapes on the computer wasn't easily accessible until a few years ago.

Instead of sitting down to a piece of paper and pencil, your child can turn on a bright, attractive learning environment that can:

- Effortlessly keep track of your child's progress.
- Adjust the lessons to fit your child's educational needs.
- Teach or review important concepts without teacher or parent preparation.
- Provide an on-screen animated personal tutor with state of the art lip sync.
- Provide learning tools (notepad, calculator, diary, etc.) all in one handy location.

These are only a few of Adi's educational features. A complete list of Adi's amazing features would fill this entire Handbook!





Software Provides Opportunities Kids Can't Get Elsewhere

How many elementary children will create their own animated movie before finishing 5th grade? Children who have access to **Adi's Comprehensive Learning System** will do that exact thing! Adi has a complex and complete art & graphics creation program similar to the artistic tools that artists used to create the graphics in **Adi's Comprehensive Learning System** in the first place. The creation tools and learning experiences provided by Adi cannot be duplicated by hand.

Power to the Parents!

Did you know that parental involvement is often cited as the single most important factor to student success in the classroom and beyond? So if you think that your research in providing educational software to supplement your child's learning in school isn't important, then rest assured, it is!

We created Adi's Comprehensive Learning System so that parents and children could study important concepts and skills at home within a fun-filled, action packed, friendly environment. We created it as a tool to empower you, as the parent, to provide your child with a learning tool that reviews fundamental skills and concepts.



Introduction

Researching Your Child's Education

If you are interested in further research on improving your child's education, check out some of the following books from your local library or bookstore.

- Armstrong, Thomas. Awakening Your Child's Natural Genius: Enhancing Curiosity, Creativity, and Learning Ability. Los Angeles: J.P. Tarcher, 1991.
- Barbe, Walter Burke. Growing Up Learning: the Key to Your Child's Potential. Washington D.C.: Acropolis Books, 1985.
- Baron, Bruce. What Did You Learn in School Today?: A Comprehensive Handbook to Getting the Best Possible Education for Your Child. New York: Warner Books, 1983.
- Bergstrom, Joan M. School's Out, Now What?: Resources For Your Child's Time. California: Ten Speed Press, 1984.
- Black, Ginger E. Making the Grade: A+ Advice for Parents. New Jersey: L. Stuart, 1989.
- Brown Miller, Angela. Learning to Learn: Ways to Nurture Your Child's Intelligence. New York: Insight Books, 1994.
- Byham, William. Zapp! In Education. New York: Fawcett Columbine, 1992.
- Canter, Lee. and Lee Hausker. Homework Without Tears. New York: HarperPerrenial, 1987.
- Capacchione, Lucia. The Creative Journal for Children: A Handbook for Parents, Teachers, and Counselors. Boston & London: Shambhala, 1989.
- Craig, Judy. "What Happened in School Today?" Helping Your Child Handle Everyday School Problems. New York: Hearst, 1994.
- Dahlstrom, Lorraine M. Doing the Days: A Year's Worth of Creative Journaling, Drawing, Listening, Reading, Thinking, Arts & Crafts Activities for Children Ages 8 to 12. Minnesota: Free Spirit Publishing, 1994.
- Dalia, Margaret A. Help Your Child Succeed in School: A Parent's Primer for Evaluating, Choosing, and Working With Public and Private Schools, K-12. Georgia: Clarendon Group, 1989.
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- Jones, Claudia. More Parents Are Teachers Too: Encouraging Your 6- to 12-year-old. Vermont: Williamson Publishing Co., 1990.
- Lamme, Linda Leonard. Growing Up Writing: Sharing With Your Children the Joys of Good Writing. Washington D.C.: Acropolis Books, 1984.
- Macaulay, Susan Schaeffer. For the Children's Sake: Foundations of Education for Home and School. Illinois: Crossway Books, 1984.
- Miller, Mary Susan. Bringing Learning Home: How Parents Can Play a More Active Role in Their Children's Education. New York: Lippincott & Crowell, 1981.
- Miller, Mary Susan and Sam Sinclair Baker. Straight Talk to Parents: How You Can Help Your Child Get the Best Out of School. New York: Stein and Day, 1976.
- Moore, Raymond S. and Dorothy N. Moore. Home Style Teaching: A Handbook for Parents and Teachers. Texas: Word Books, 1984.





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User Guide

Information for Parents

The first section of this User Guide to ***Adi's Comprehensive Learning System*** is designed especially for parents. Within this section, you'll find the following information:

- A brief summary of the features you and your child will discover in ***Adi's Comprehensive Learning System***.
- Helpful information on how this guide is organized.
- A summary of the program's minimum system requirements.
- Instructions for installing, starting, or exiting the program.

In general, this User Guide will give you and your child a good understanding of the features in ***Adi's Comprehensive Learning System***. For more information on the subjects and exercises in the Learning Lab, or for information on tracking your child's progress, please refer to the "Tips for Using the Learning Lab" chapter later in this User Guide. For a complete listing of the topics and exercises available for any Learning Lab subject, please see the Curriculum Section following this User Guide.



The Wonders of Adi's World!

You and your child are about to embark upon a fascinating world of exploration and discovery, including encounters from outerspace and amazingly wonderful sights and sounds!

Adi's Comprehensive Learning System is an exciting new world that blends traditional learning techniques with beautifully detailed, interactive animations and activities.

Much thought, planning, and research have gone into the creation of ***Adi's Comprehensive Learning System***. The end result is a powerful program with the following key features:

- **Adi's Place - A lively 'desktop'.** ***Adi's Comprehensive Learning System*** is vibrantly alive with animations, color, and sound. Adi's Place is at the heart of this program and will lead your child down wonderful learning pathways.

Your child will meet Adi, a friendly alien who uses Sierra On-Line's patented lip-sync technology to speak to your child, coaching him through the program's various learning sessions and activities.

- **A fun-filled 'Learning Lab'.** The Learning Lab includes several hundred exercises, in subjects such as Math, English, or Science. (The subjects available in the Learning Lab depend on the specific ***Adi's Comprehensive Learning System*** package you've purchased.)

Exercises for each subject are designed to take the "work" out of homework, allowing your child to develop and strengthen skills appropriate to his level and age group. Each correct/incorrect response to exercises provides your child with instant feedback. Adi may also offer hints for incorrect answers.





- **An Interactive Games Gallery.** *Adi's Comprehensive Learning System* also comes with a gallery of games that your child can use as either a break from the Learning Lab, or as a reward when he earns a certain number of points in the Learning Lab.

A new game will become available every time your child earns 200 points in the lessons.

- **A 'Theater Lab' of Multimedia Explorations and Edumations.** These multimedia segments cover subjects with fantastic, sound-filled animations, video, and photos.
- **A 'Creativity Toolbox'.** The set of tools in Adi's Creativity Toolbox also offer a great break from the Learning Lab or a fun afternoon's diversion on their own.

This is just a glimpse of what you'll get from *Adi's Comprehensive Learning System*, part of Sierra On-Line's unique line of educational, or "edutainment", software.





About This User Guide

Your *User Guide to **Adi's Comprehensive Learning System*** is organized in seven chapters:

- Information for Parents.
- Getting Started with ***Adi's Comprehensive Learning System***.
- Key Features in ***Adi's Comprehensive Learning System***.
- Tips for Using the Subject Lessons.
- Creating Pictures, Animations, and Multimedia Stories.
- Advanced Use in ***Adi's Comprehensive Learning System***.
- How to Get Help.

For information on the contents of specific lessons, exercises, and games that come with your version of ***Adi's Comprehensive Learning System***, please see the Curriculum section and Game Guides section following this User Guide.





Minimum System Requirements

In order to run *Adi's Comprehensive Learning System* effectively, you should have the following hardware and software:

- 486/33 Mhz personal computer or faster
- 4 MB of RAM system memory
- 2 MB available space on your hard disk
- Double-speed, CD-ROM drive (MPC2-compatible)
- VGA display and video board, capable of displaying 256 colors at 640 x 480 resolution
- Microsoft® mouse or compatible
- System software: MS-DOS version 5.0 and Microsoft Windows® 3.1
- Microsoft Windows 3.1 compatible sound board with DAC and audio speakers or headphones
- For printing, one of the following printers: IBM dot-matrix or compatible, HP DeskJet or compatible, or an HP laser printer or compatible





How to Install, Start, or Quit the Program

Installing *Adi's Comprehensive Learning System*

- Start Microsoft Windows and insert the *Adi's Comprehensive Learning System* compact disc (Disc 1) into the CD-ROM drive.
- Select **Run** from the File menu of the Windows Program Manager. Type **D:\SETUP** (substituting the letter of your CD-ROM drive for 'D'). Click the Install button and follow the prompts on the screen. After the setup is completed, *Adi's Comprehensive Learning System* will appear with its own icon in the 'Sierra' program group.

Starting and Exiting *Adi's Comprehensive Learning System*

- To start the program, start Microsoft Windows and insert the *Adi's Comprehensive Learning System* compact disc (Disc 1) into the CD-ROM drive. Open the 'Sierra' program group within the Windows Program Manager. Then, double-click on the Adi icon inside it.
- To exit the program from anywhere within it, click on the Door button at the far right side of the button bar displayed on the bottom. This may take you to the main screen first. From here, click again on the Door button to exit the program. You can also press the Esc key to exit from whatever activity you're currently working in.





Getting Started with Adi's Comprehensive Learning System

Now that you've got *Adi's Comprehensive Learning System* up and running, let's start exploring the program itself. This chapter will show you:

- What you'll see as a new user.
- How to change or erase a starting character.
- The features in Adi's Place (*Adi's Comprehensive Learning System's* main screen) include special places to click and information about each button on the button bar.
- General tips for using *Adi's Comprehensive Learning System*.

NOTE: To start *Adi's Comprehensive Learning System*, remember to insert your Adi's Environment CD (Disc1) into the compact disc drive, and double-click on the Adi icon, found in the 'Sierra' program group! (You should already be in Microsoft Windows.)



What You'll See As a New User

As soon as you start the program, the Sierra screen will appear with music, followed by Adi himself and the **Adi Comprehensive Learning System** title screen. You'll then arrive at the first colorful screen showing a character with the word, **New**, underneath it.

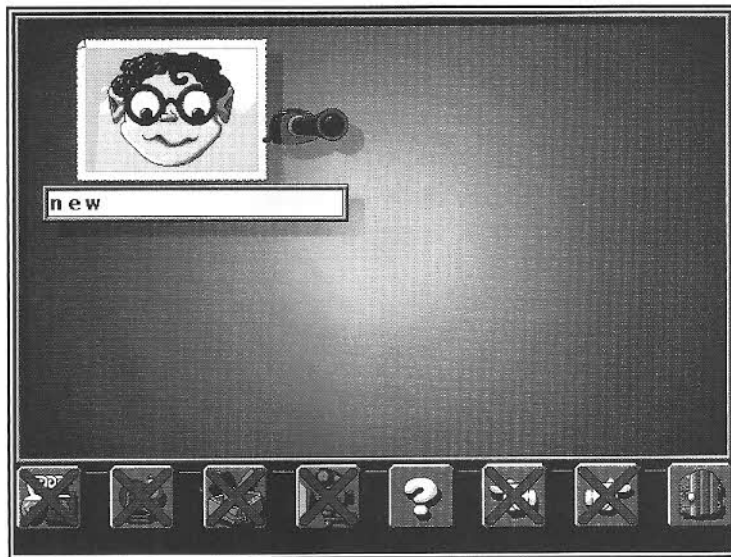


Figure 1. Opening Screen with 'New' Face Icon.

(If other people are also using **Adi's Comprehensive Learning System** from your computer, you may see other faces with their names underneath them.)



Creating a New Face and Entering Adi's Place (for First-Time Users)

1. Click on the character above "New" text box with the left button on your mouse. This takes you to a wonderful screen where you can create your own character!

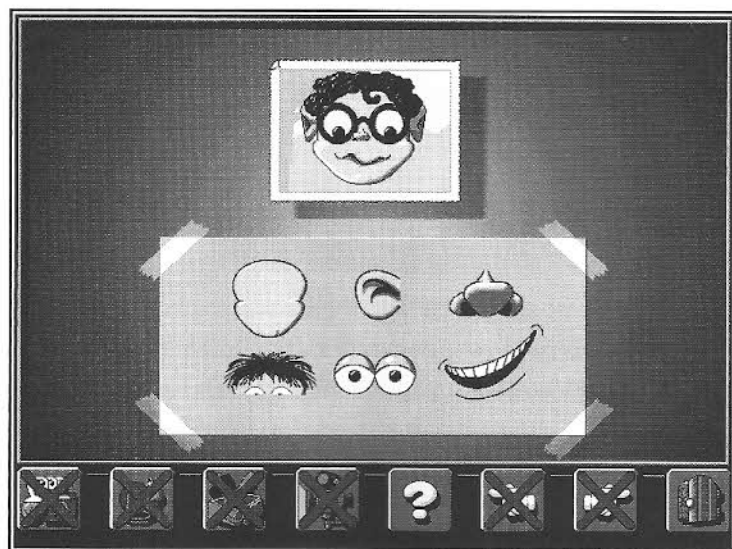


Figure 2. The Character Changer Screen.

NOTE: You'll be using the left mouse button a lot to select items on the screen or to go to the games, activities, and subjects in *Adi's Comprehensive Learning System*.

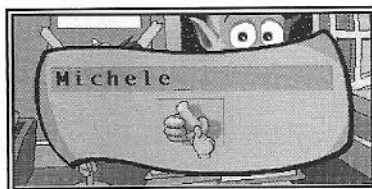
2. See the sheet that's "taped" to the screen? You can put any type of eyes, ears, nose, mouth, or hairstyle on your character. Just click on any facial feature. Your character will change before your eyes! Click several times on the same feature (like the eyes) to see all your choices.



3. When you're done creating your face, click on the Door button at the bottom right. This takes you to Adi's Place. Here, Adi will introduce himself and tell you a little about his world.

NOTE: All of the features in Adi's Place are explained in the next section of this User Guide, *Exploring Adi's Place*.

4. Adi will ask you to type your name in the information box, as shown.



Use the keys on the keyboard to type and the Backspace key to correct any mistakes, if needed. Once you've typed your name, click on the Thumbs Up (OK) button to let Adi know that you're done.

5. Later, he'll ask you to tell him your birthday. A new information box will appear with separate text boxes for the month, day, and year. Use the mouse to click several times within each text box. Each time you click, the date changes in the text box. Click on the Thumbs Up (OK) button again when you're done.
6. Adi will then explain the icons at the bottom of the screen.



7. Adi then asks you to poke around in his room and he will tell you what everything is.
8. Once you've explored Adi's Place, click on the Door button to move on.
9. When you're ready to leave **Adi's Comprehensive Learning System**, be sure to click on the Door button (Quit) at the bottom right of the screen. This way, the funny face you created will be saved for the next time you use **Adi's Comprehensive Learning System**. The next time you start **Adi's Comprehensive Learning System**, your own funny face will appear with your name underneath it. Click on your face and it will take you right to Adi's Place.

Changing or Erasing a Starting Character

Once you've created your own character, you may want to change the way he looks from time to time or erase a character you aren't using anymore. To either change or erase a character, click on the Camera shown next to the character in the opening screen.

Click on the camera to change or delete an existing character.

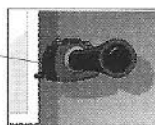


Figure 3. Opening Screen with Existing Character.

This takes you to a similar screen to the Character Changer Screen shown in Figure 2.



Click on the 'X' to delete the character.

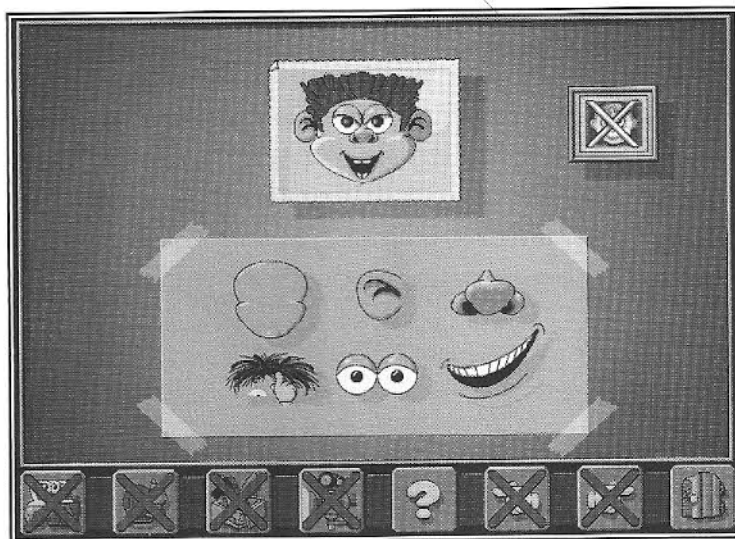


Figure 4. Character Changer Screen with Delete Option.

- If you just want to change your character, you can now click on different facial features, then click on the Door button to exit and save your changes.
- If you want to erase your character, click on the small box with the 'X' on it, shown to the right of your character. When the prompt appears, click on Yes.



Exploring Adi's Place

Adi's Place is the main screen you see when you use *Adi's Comprehensive Learning System*. After you've started the program for the first time and created your own character, you can simply click on that face each time you start the program to get to Adi's Place.

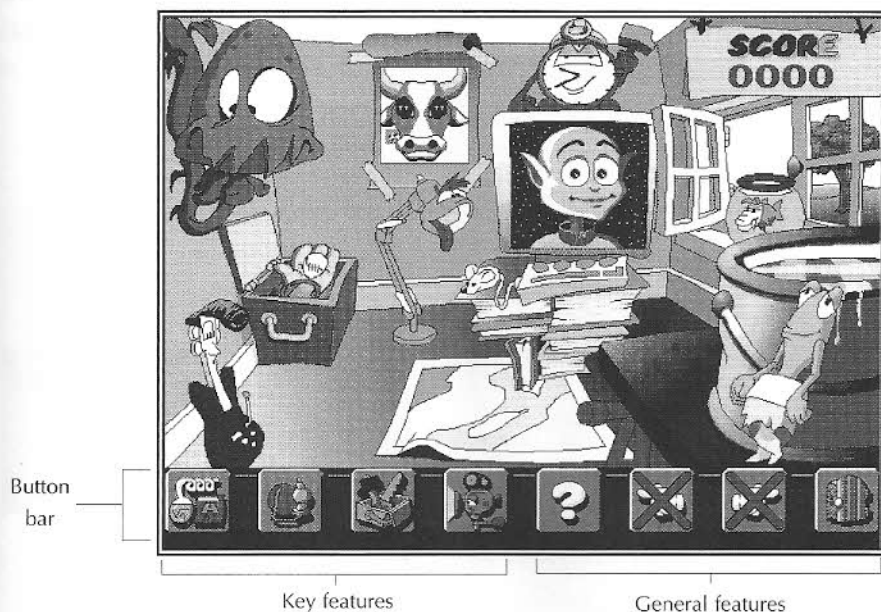


Figure 5. Adi's Place.

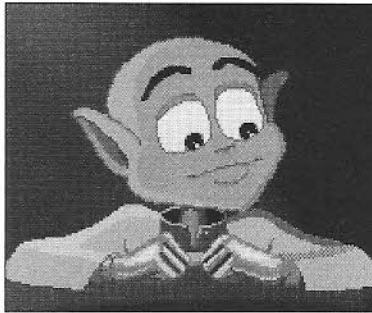
Many of the objects in ADI's Place change or become animated when you click on them. These are "active zones." You can easily find an active zone when your mouse pointer turns into "a pointing finger" on the screen. Here is a list of all objects you can click on:

- Plant
- Poster (see next section)
- Rug
- Paint can
- Adi
- Window (see next section)
- Guitar (see next section)
- Lamp
- Clock
- Paintbrush
- Goldfish bowl





Click on the buttons on the button bar to use the key features in *Adi's Comprehensive Learning System*. You will find yourself returning again and again to this screen between the various activities.





Clicking on the Guitar, Poster or Window

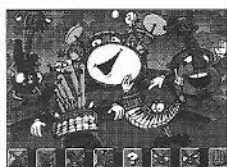
When you click on the guitar, poster, or window in Adi's Place, you will go to another screen with more options.

When you
click on this Item
in Adi's Place:



The guitar

You go to:

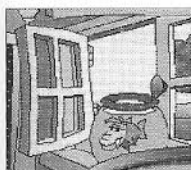


The Music Screen

From here, you can:

Play different tunes! Just click on the different instruments in the band.

When you're through, just click on the Door button to return to Adi's Place.



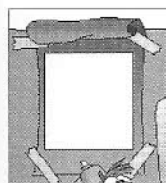
The window



The Background
Sounds Screen

Select different background sounds to hear when you are working in activities. Just click on any of the characters to hear how they sound.

When you're through, just click on the Door button to return to Adi's Place.



The poster



The Pictures
Main Screen

Display part of any picture available in **Adi's Comprehensive Learning System** in the poster in Adi's Place.

Just click on a picture (use the Right Pointing Finger button on the button bar to move forward through the list).

Once the picture appears, you can click on any area on the picture that fits within the box shape of your cursor. As soon as you click, you will return to Adi's Place.



Using the Button Bar

Along the bottom of Adi's Place, there is a button bar with eight buttons across it.

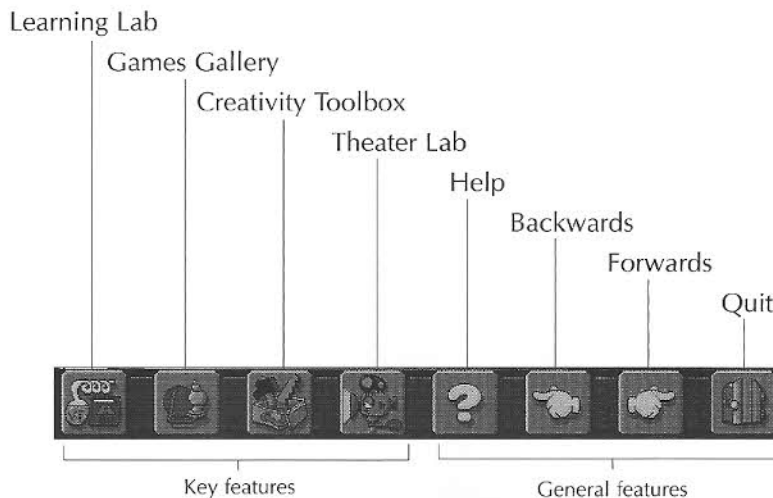


Figure 6. The Button Bar.

Clicking on any of these buttons will take you somewhere in *Adi's Comprehensive Learning System*.

To access a feature, you can click on a specific button with your mouse.

- The first four buttons (Learning Lab, Games Gallery, Creativity Toolbox, and Theater Lab) take you to menu screens containing key features in the program. To find out more about what you can do with these features, read the next chapter, *Key Features in Adi's Comprehensive Learning System*.
- The last four buttons (Help, Backwards, Forwards, and Quit) get you around the program, get help, or let you exit from any activity. You can use these buttons in many different places. To find out how to use these last four buttons, please see the following sections.



Using the Help and Quit Buttons



If you are unsure of what something is or what it does, click on the Help button (the question mark). Adi will then answer your questions.



If you want to stop what you are doing and return to Adi's Place, click on the Quit button (the door). You must also click on the Quit button to exit **Adi's Comprehensive Learning System**. Pressing the **Esc** key on your keyboard also lets you quit any activity. When you press **Esc**, **Adi's Comprehensive Learning System** acts as if you pressed Quit.

Using the Backwards and Forwards Buttons



If you have more items than there is room to show on the menu screen, you can click on the Forwards (right-pointing finger) button to see the next screen of the menu.







You can also use the Forwards or Backwards button to turn a page or see a long list of pictures or "clip art." We'll talk more about these later in this *User Guide*.



Using the Mouse in Adi's Comprehensive Learning System

When you move the mouse around Adi's Place and other parts of **Adi's Comprehensive Learning System**, the point on the screen that moves with it is called a *cursor*. Sometimes the cursor changes shape as you move the mouse. Each time it changes shape, it's telling you what you can do at that point on the screen.

If the cursor looks like:	Then:
	You'll get no response if you click on that area.
	You can click on the area and Adi's Comprehensive Learning System will perform an action.
	You can click on an area and get "Help" or information about it. Click on the Help button to turn the Help cursor on and off. See also Advanced Use in Adi's Comprehensive Learning System .
	You can type words from the keyboard.

NOTE: In the graphics activities (Paintbox, Animation and Multimedia), you'll find that the cursor often changes to reflect the button you have selected. This tells you which action you can perform. These activities are explained later in this *User Guide*.



Key Features in Adi's Comprehensive Learning System

As mentioned in the previous chapter, the first four buttons on the button bar give you access to **Adi's Comprehensive Learning System's** key features. The button bar runs along the bottom of Adi's Place and most other screens in **Adi's Comprehensive Learning System**.

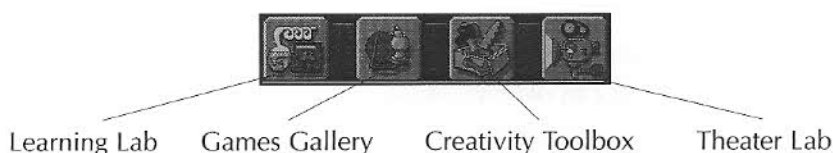


Figure 7. Key Features on the Button Bar.

The first four buttons on the button bar give you access to:

- Exercises in the Learning Lab.
- Games in the Games Gallery.
- A set of creative tools in the Creativity Toolbox.
- Multimedia Explorations and Edumations in the Theater Lab.

Clicking on any of these four buttons will take you to a separate menu screen. From there, you can click on any item and go to the specific subject, game, or activity.

NOTE: Remember, you can click on the Help button (the question mark) while inside almost any activity or subject to find out more about the feature you are using. You'll also notice a "New" icon in some of the menu screens. By clicking on this icon, you can install other games, drawings or animations that have already been created in **Adi's Comprehensive Learning System**. These items could then appear with their own icons in the specific menu screen. To find out more about this feature, see *Installing Other Items in Adi's Comprehensive Learning System* in the *Advanced Use* chapter.



About the Learning Lab Button



Depending on the age of your child and the specific **Adi's Comprehensive Learning System** package you've chosen, icons for different subjects will appear in the menu screen when you click on the Learning Lab button.

For more information on using the Learning Lab or on going through the exercises, please see the next chapter, *Tips for Using the Learning Lab*. Other activities your child can perform along with the exercises in the Learning Lab are outlined in the Learning Lab section following this *User Guide*.

About the Games Gallery Button



There are many different games available. These are meant to help children master and strengthen the skills they are in the process of developing.

Within any age group, when you click on the Games button, you'll find all available games shown in the menu screen. Each time your child gains 200 points in the Learning Lab, he or she will find more games available to be enjoyed here.

NOTE: When you see the Games menu screen, remember to click on the Forwards button (the right-pointing finger) to view all games available. Also, look in the Games section following this *User Guide* for tips and specific instructions on playing each game.





About the Creativity Toolbox Button



Among the tools/activities available when you click on the Creativity Toolbox button are some that let your child practice his writing and computer skills by keeping diaries, using a calculator, or writing out stories and ideas.

Other, more powerful activities let your child create his own pictures and animations. The most powerful activity in the Creativity Toolbox lets your child take his pictures or animations and use them to create multimedia stories. Since these activities have many different features and ways to be used, we've devoted another chapter to them in this User Guide, *Creating Pictures, Animations, and Multimedia Stories*.

Just click on the Creativity Toolbox button to reach the Creativity Toolbox menu screen, as shown.

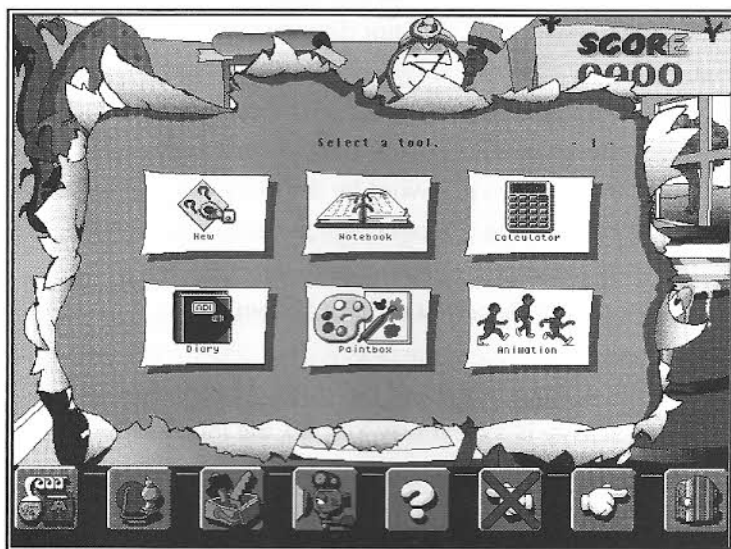






Figure 8. The Creativity Toolbox Menu Screen.

NOTE: This menu screen shown does not display all activities available. Click on the Forwards button (the right-pointing finger) to see the rest of the tools/activities available.



Different Creative Tools Available

The six tools available from within the Creativity Toolbox menu screen are:

	<p>The Notebook lets you write short notes or ideas to yourself. You have a total of five pages to write on. You cannot save the notes you write for the next time you use Adi's Comprehensive Learning System. The Notebook will be blank again each time you start the program.</p>
	<p>The Calculator works just like a normal calculator. Just click on the calculator's keys with the mouse. (You can also use the keypad on the keyboard to indicate numbers.) The Off button makes the calculator disappear.</p>
	<p>The Diary is a very personal, private tool where you can write down your most personal thoughts and secrets. Just type in your own password for the diary so no one else can read it. You have a total of nine pages to use. Anything you write is automatically saved each time you quit Adi's Comprehensive Learning System.</p>
	<p>Paintbox is a full-featured paint and drawing program. This activity is a great way to spark the imagination! For information on how to use Paintbox, see the chapter in this User Guide entitled, <i>Creating Pictures, Animations, and Multimedia Stories</i>.</p>

**Different Creative Tools Available (Continued)**

Animation is a powerful activity that lets you create your own animated (or moving) characters or objects using existing clip art or your own drawings.

Like Paintbox, Animation lets you create a picture and color it. Or, you can load a picture you've already created. Then, it takes your picture one step further, letting you add movement to it.

You can make a ball bounce off the walls or a sailboat glide across the page. For more information on using Animation, see the chapter in this *User's Guide* entitled, *Creating Pictures, Animations, and Multimedia Stories*.



The Multimedia activity is the most powerful of all the activities available in the Creativity Toolbox. It is also the most sophisticated to use.

Multimedia allows you to create your own multimedia stories using words, pictures, animations, and sounds. You can use either the pictures or animations you've already created, or you can pick from a large selection of pictures and animations that come with **Adi's Comprehensive Learning System**.

Before you begin using Multimedia, we recommend that you look through the chapter in this *User's Guide* entitled, *Creating Pictures, Animations, and Multimedia Stories*.



About the Theater Lab Button



When you click on the Theater Lab button, you go to a menu screen that contains a number of subjects which have been wonderfully animated.

Some subjects are in the form of Multimedia Explorations, which look and sound like mini-movies. In these, you might learn about different star constellations in the sky or see how water and rain play a big part in the earth's life-cycles.

Other subjects are in the form of Edumations, which are wonderfully animated "mini-lessons" on different subjects, designed specifically for the ***Adi's Comprehensive Learning System*** package you have purchased.

NOTE: When the Theater Lab menu screen appears, remember to click on the Forwards button (the right pointing finger) to make sure that you've seen all the choices available.



Tips for Using the Learning Lab

This chapter will help you understand how to use the Learning Lab. You'll learn:

- How to enter the Learning Lab and how to exit from it.
- Basic features in the Learning Lab.
- How to maneuver throughout the exercises.
- How to view your progress within a subject.

For more information about the specific chapters and exercises available within any subject, please refer to the Curriculum section following this *User Guide*.

Entering and Exiting the Learning Lab

Entering the Learning Lab for the first time

1. The first time that you enter the Learning Lab you will see a subject icon labeled "New".
2. Click on the "New" icon and the program will ask you to insert your application (Disc 2).
3. After you enter your application disc the icons for the subjects on the disc will appear on the Learning Lab screen.

NOTE: Whenever you want to add new applications simply click on the "New" icon and follow the instructions.





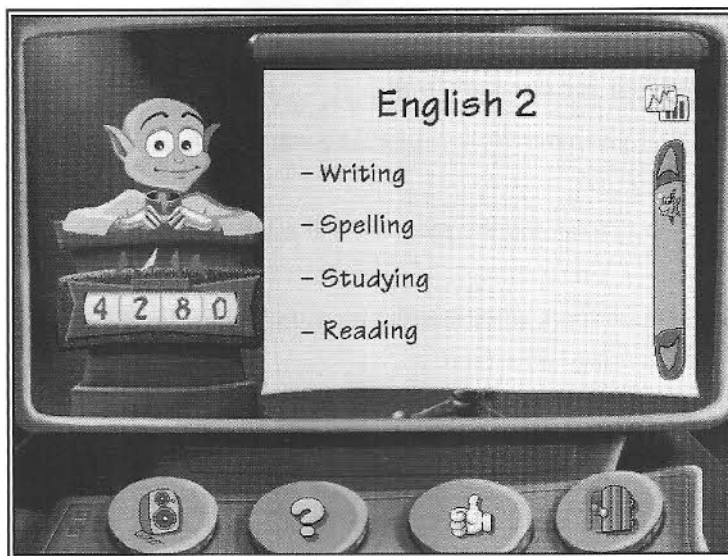
How to Enter the Learning Lab

1. To enter the Learning Lab, you must first be in Adi's Place, which is the main screen of *Adi's Comprehensive Learning System*.

2. Now click on the Learning Lab button shown at the far left of the button bar.

The Learning Lab menu screen will appear, with all of your available subjects.

3. Click on the subject you want to access in the Learning Lab. Adi will ask you to put in the right CD. For example, put in your Math 2 disc and then click OK.
4. You'll soon see the starting screen for the subject you've selected. Adi will roll-out a screen of chapters. A sample starting screen is shown below.





Chapter 4

Tips for Using the Learning Lab

5. You can either select a chapter by clicking on it directly or by clicking on the Thumbs Up (OK) button to proceed through the subject in order from the first topic. Either action you take will bring you to another screen which displays the specific exercises available within each "chapter."

For more information about the features in the Learning Lab, please refer to the next few pages.

How to Exit the Learning Lab

To exit from anywhere in the Learning Lab, you must click on the Exit button (the Door) or press the **Esc** key until the system asks you if you're sure you want to leave the Learning Lab. Click on **Yes**. You'll first go to the Exit Report Screen, where you'll get a summary of the progress you've made in the current Learning Lab session. When you're finished, click on the Exit button (the Door) to leave. Then Adi will ask you to put in the Environment CD.

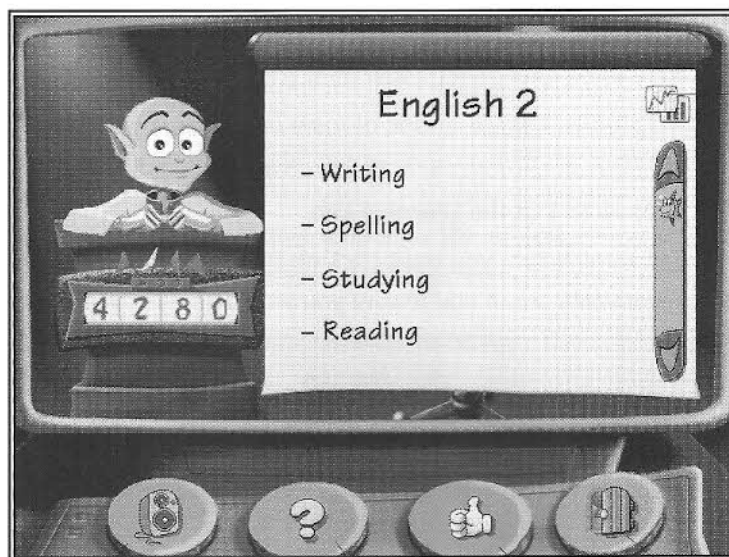
Once back at Adi's Place, you can click on the Exit button again, then select **Yes** to exit from the entire program.





Basic Features in the Learning Lab

Once you are in the Learning Lab you will come to the Opening Screen. Click on a topic to see all of the exercises available for it.



Click on the chart to review your progress.

Audio Playback Button Help Button OK Button Exit Button

Figure 10. Sample Learning Lab Opening Screen.



You'll notice four buttons on the bottom of the Opening Screen. These are standard buttons that you'll see often while you're in the Learning Lab.

- Click on the Audio Playback button to hear Adi's last set of instructions.
- While you're in the exercises themselves, click on the Help button to see more information and rules about the specific subject covered in the exercises.
- Click on the OK button (the Thumbs Up) to proceed to the next screen or exercise.
- Click on the Quit button (the Door) to exit from the current screen or exercise.

Selecting a Topic

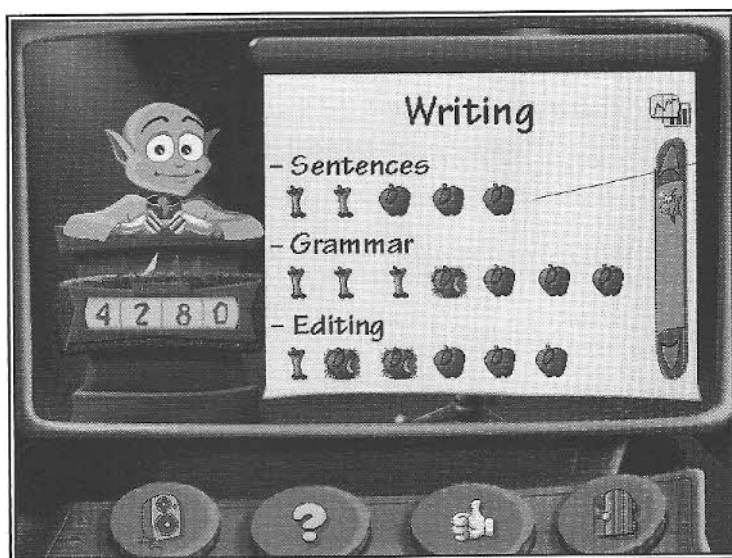
Once you arrive at the Learning Lab Opening Screen and Adi has displayed a list of chapters available on the screen, you can continue to click on the OK button (the Thumbs Up) to proceed to the first exercise.

Or, you can simply click on a chapter displayed on the screen. If you click on a displayed chapter, you'll arrive at another screen which displays the specific number of exercises available within that chapter.





Selecting Exercises from the Subchapter/Exercise Screen



Each graphic (in this case, an apple) represents an exercise covering a specific subject. Click on the graphic to go to an exercise screen.

Figure 11. Sample Subchapter/Exercise Screen.

Once you've selected a topic in the Learning Lab Opening Screen, you should see a subchapter/exercise screen similar to the one shown above.

You'll notice a series of graphics beneath each topic. For the above example, each set of exercises is represented by an apple.

Clicking on an apple takes you to a set of five or more questions covering a certain subject. The first exercise will be highlighted. You can click to select it, or go out of order by clicking on another exercise. We recommend doing the exercises in order.



To find out the subject of each exercise, simply move your mouse on top of each apple. Be careful not to click, though! An information box will appear, then disappear as you continue to move your mouse along.

Again, to access a specific exercise, you can click directly on the graphic that represents the exercise topic, or click on the OK (Thumbs Up) button to proceed through the exercises in sequential order.




Understanding the Status of Exercises Displayed on the Subchapter/Exercise Screen

As you may have noticed in the previous screen, the apples appeared in three different ways: as an apple core, as a partially eaten apple, and as a whole apple.

Each of these three views represents the status of each exercise. For our example, each of these three views of the apple tells you something about your previous progress through the exercises.

If you see:

It means:

 A complete apple	You haven't yet completed the exercise that the apple represents.
 A partially eaten apple	You've attempted the exercise but were unsuccessful.
 An apple core	You've successfully completed this exercise.



Going Through the Exercises

Once you've selected an exercise to go to, you may see a screen very similar to the one shown below.



Resource Icon.
Where this icon appears in the exercises, it will take you to other information which can help you complete the specific exercise.

Figure 12. Sample Screen.

Depending on the type of exercise you're in, you may need to either select the right answer from a series of choices, flip through several answers in one area on the screen, "drag and drop" the answer into its proper place, or type something from the keyboard. For more information about the different types of exercises available, please see *Working with Different Types of Exercises* in the next few pages.

NOTE: At any time, if you need help in answering a question, click on the Help button or the Audio Playback button at the bottom of the screen.



Using the Learning Lab's Help Screen

When you click on the Help button while in any of the exercises, it takes you to a Help Screen similar to the one shown below.

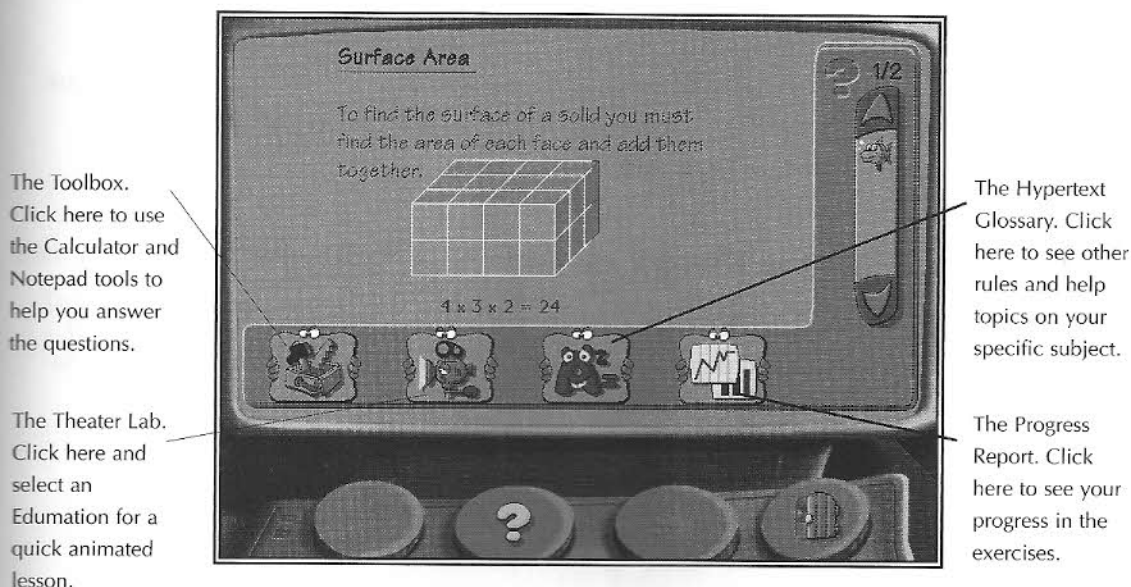


Figure 13. Sample Help Screen.

The information you'll see on the Help screen is related to the specific exercise you are in. To view all of the Help information, click on the down-arrow or up-arrow shown in the fish scroll bar to the right of the screen.

Once you've finished looking up information, click on the Exit button (the Door) to return to the exercise.



Working with Different Types of Exercises

There are different ways to answer the questions. In this section, you'll see examples of the different styles of exercises you may encounter.

NOTE: By listening to Adi's instructions, you should have no trouble determining how each exercise should be completed. Remember, if you want Adi to repeat his last set of instructions, just click on the Audio Playback button (the Speaker) in the bottom-left corner of the screen.

Exercise Style #1: Flip Through Several Answers

If you look closely at the sample exercise screen previously displayed in Figure 12, you'll see an example of the "Flip Through Several Answers" style of exercise. This exercise style requires you to click repeatedly in the same place to "flip through" all of the possible answers.

You can identify this exercise style by the small, upside-down triangle (or arrow) which is displayed beneath the answer box.



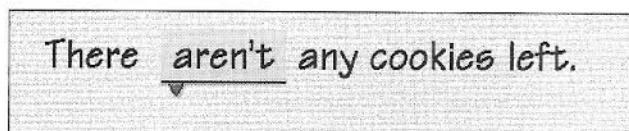
Figure 14. Three or More Possible Answers Can Be Displayed in the Same Answer Box.

When the correct answer appears in the answer box, click on the OK button (the Thumbs Up).



Variations to Exercise Style #1

You may see a few variations to the "Flip Through..." style displayed in Figure 14. One variation might appear with one or more answer box areas shown within a sentence:



Exercise Style #2: Simple Button

This exercise style is more common. In general, two or more answers may be displayed below the question, as shown in the following example.

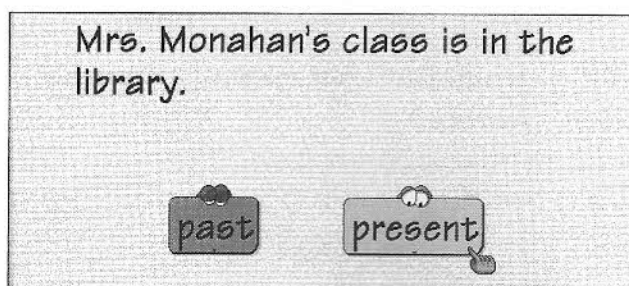


Figure 15. Selecting from More Than One Displayed Answer.



In this exercise style, you must click on one or more items on the screen. The color yellow will highlight your selected answer. Also, if a series of buttons are displayed, like the ones in Figure 15, the creature "framing" your chosen answer box will open his eyes.

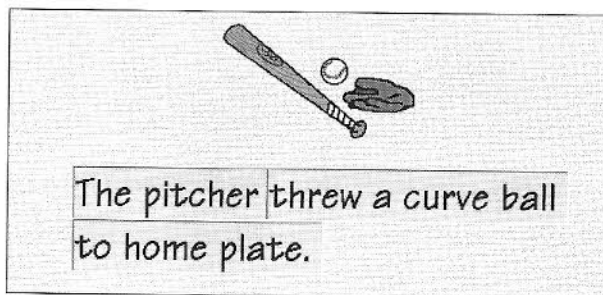
Once you click on the OK button, Adi will tell you if you have the right answer or not. If you didn't pick the right answer, your selection will turn red. Then, if there's more than one other answer to choose from, Adi may ask you to try again.

The correct answer will be displayed by a green color border around the item.

Variations to Exercise Style #2

Exercise #2, "Simple Button" also has variations to that which appears in Figure 15.

For example, instead of seeing a button or series of buttons, you may see a series of text segments, broken up within a sentence:



NOTE: In some of the exercises, you may also see several graphic images which you need to select from.



Exercise Style #3: Drag and Drop Answers Into Place

This exercise style is similar to Exercise Style #2. In this style, you must still select the correct answer from several displayed items.

However, once you've clicked on what you believe is the correct answer, you must also "drag" this answer to the correct place in the exercise, then "drop" it into place.

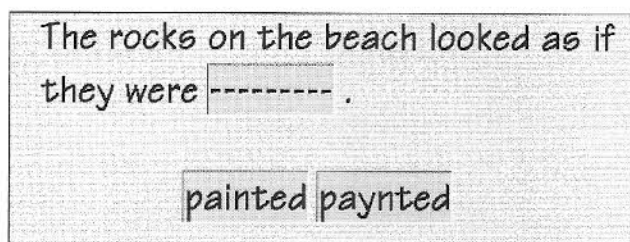


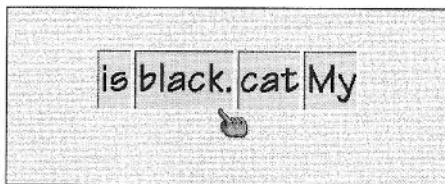
Figure 16. Selecting an Answer and Dragging it to a New Location.

As soon as you click on an answer, that answer will be automatically attached to your cursor. By clicking again in one of the identified areas, you will automatically "drop" the answer into the appropriate place. When you have finished placing the answers, click on the OK button.



Variations to Exercise Style #3

One variation to the “Drag and Drop” style is called “reordering.” In this type of exercise, you might see several scrambled words or numbers. You must select each word or number, and “drag or drop” it into the right place:



Another variation you'll see to the exercise shown in Figure 16 is when you “drag and drop” graphic images into place. These exercises will also work the same way as they do in the exercise in Figure 16.



Exercise Style #4: Numbered Keyboard

In many of the math exercises, you may come across the “Numbered Keyboard” exercise style shown below.

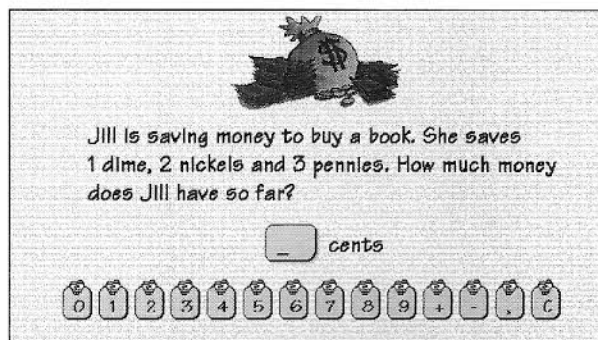


Figure 17. Numbered Keyboard Exercise.

In this type of exercise, you may need to add, subtract, or identify certain sets of numbers which make up a specific answer. You can either use your mouse to click on the numbers and symbols shown in the numbered keyboard at the bottom of the screen, or you can type the numbers directly from your own computer keyboard.

Note that the numbers you select will appear in the answer box from left to right. Clicking on the C (Clear) button clears the farthest right digit.

When you’ve completed your answer and it appears in the appropriate answer box for the exercise, click on the OK button to continue to the next exercise.



Viewing Your Progress in the Learning Lab

After going through a few of the different chapters and subtopics, and after doing some of the exercises, you might like to get an overall view of your progress in any Learning Lab subject (such as Math 2, English 4, etc.). There are two main “progress report” screens that let you see how you’re doing in the Learning Lab:

- The Exit Report Screen
- The Progress Report Screen

NOTE: Of the two types of report screens, the Progress Report Screen displays more detailed information about your current progress. For more information about the features in each screen, please refer to the following sections.





Using the Exit Report Screen

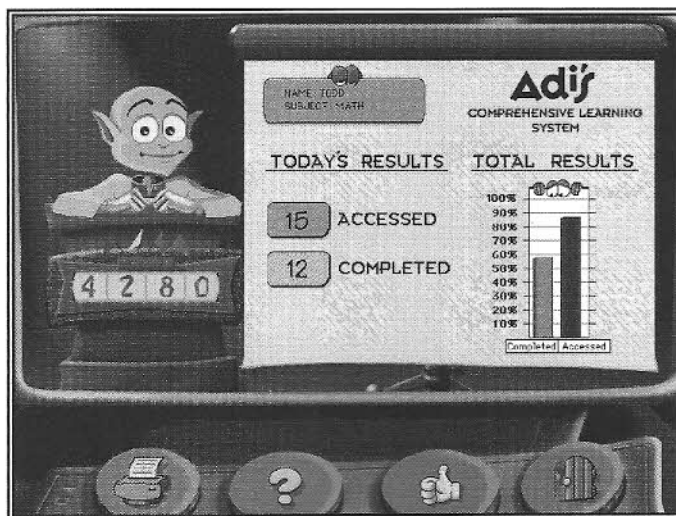


Figure 18. Exit Report Screen.

Each time you attempt to exit from the Learning Lab, Adi will ask you if you're sure you want to exit. When you select Yes, Adi will automatically take you to the Exit Report Screen. From here, you'll see a brief summary of the progress you've made in a subject during that particular session. In the Exit Report Screen, you'll learn:

- How many of the exercises (within the various subchapters) you've accessed during that session. (If you correctly answered less than three of the questions within a specific exercise during your current session in the Learning Lab, the Exit Report Screen would define that exercise as having been "accessed".)
- How many of the exercises (within the various subchapters) you've successfully completed during that session. (If you correctly answered three or more of the questions within a specific exercise during your current session in the Learning Lab, the Exit Report Screen would define the exercise as having been "completed".)

Click on the OK button (the Thumbs Up) to leave the Exit Report Screen and return to Adi's Place.



Using the Progress Report Screen

The Progress Report Screen is the second screen within the Learning Lab that allows you to view your progress within a specific subject.

To get to the Progress Report Screen, click on the Progress Report icon (which looks like a chart). You can find this icon in the top-right corner of the Learning Lab Opening Screen or any Subchapter/Exercise Screen. (While you're in the exercises, you can also click on the Help button, then select the Progress Report button found on the Help Screen.)



Figure 19. The Progress Report Icon.

Once you click on the Progress Report icon or button, you'll go to the Main Progress Report Screen. (There are three different levels of progress details you can access from within this screen.)



Chapter 4

Viewing Your Progress in the Learning Lab

Information Box.

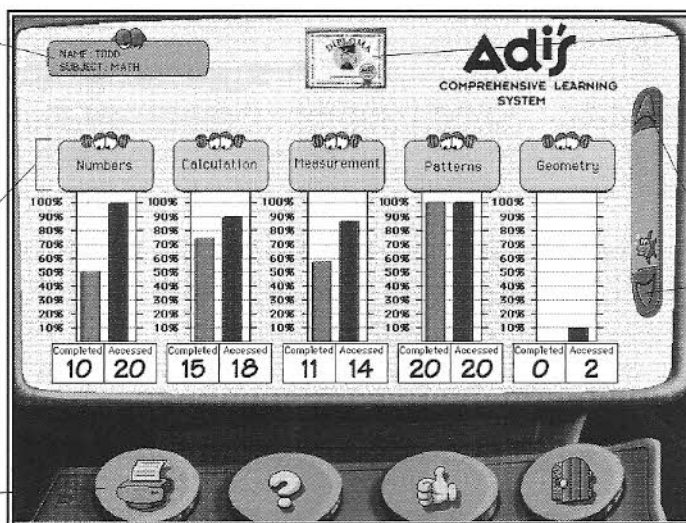
The contents of this box change based on which level of progress details you're viewing.

Chapter/Subchapter Progress Buttons.

Click on any button, then click on the OK Button (Thumbs Up) to go to a deeper level of progress details.

Print Button.

Use this button to print progress reports or the diploma.



Diploma.

Click here then click on the Print button to print your diploma once you've successfully completed all of the exercises in your subject.

Up and Down Arrow Buttons. Click on these to view all of the pages in your progress report.

Figure 20. The Main Progress Report Screen.

From the Main Progress Report Screen, you'll see a bar chart for each chapter which shows the total percentage of exercises which have been completed or accessed within that chapter. A total number will also appear in the "Completed" and "Accessed" boxes beneath the chart.



Here's how Adi determines whether you've ever "Completed" or "Accessed" an exercise:

- **ACCESSED.** This term indicates how many of the exercises (within the named chapter or subchapter) you've ever accessed, but have not yet completed. (If you correctly answered less than three of the questions within a specific exercise, the Progress Report Screen would define that exercise as having been "accessed".)
- **COMPLETED.** This term indicates how many of the exercises (within the named chapter or subchapter) you've ever accessed and completed. (If you correctly answered three or more of the questions within a specific exercise, the Progress Report Screen would define the exercise as having been "completed".)

NOTE: You may notice that the terms "Accessed" and "Completed" are shown in both the Progress Report Screen and the Exit Report Screen. However, in the Exit Report Screen, they only apply to exercises which you have accessed or completed during your *current session* in the Learning Lab. In the Progress Report Screen, they apply to *all sessions* you've had in the Learning Lab with that specific subject.





How to View More Progress Details

As we mentioned at the start of this section on the Progress Report Screen, there are three levels of progress details you can view. Just click on any Chapter box displayed in the Main Progress Report Screen, then click on the OK button (the Thumbs Up). You'll then go to the next level of progress details:

- **Second Level of Progress Details.** This level displays the same type of charts, except that they now apply to the specific subchapters within the chapter you've just selected. Now, you can see if there's a specific subchapter which may need more work in the exercises. (You may need to click on the Down-Arrow button beneath the fish to see all of the subchapters displayed). To get to an even deeper level of progress details, click again on one of the Subchapter boxes and click on OK (the Thumbs Up).
- **Third Level of Progress Details.** This level displays a list of all of the exercises available within the subchapter you've just selected. The specific questions within each exercise are displayed by either a crumpled piece of paper (indicating that you tried to answer the question but didn't get the correct answer), or are displayed by a flat piece of paper with a checkmark on it (indicating that you gave the correct answer to the question).

NOTE: To return to other areas of the Learning Lab from within any of the Progress Report screens, click on the Quit button (the Door).



Creating Pictures, Animations, and Multimedia Stories

Previously in this *User Guide*, we mentioned three *advanced* activities found on the Creativity Toolbox menu screen. These are Paintbox, Animation, and Multimedia.



Figure 21. Paintbox, Animation, and Multimedia.

Paintbox, Animation, and Multimedia are activities that allow you to draw pictures, create your own animations, and create multimedia stories.

Many of today's professional designers and animation creators work in much the same way as you'll be learning to work in Paintbox, Animation, and Multimedia. Of course, we have made these activities easy enough so that everyone, according to his or her own level, can use them.

About This Chapter. . .

Here's a quick summary of the main topics we'll cover in this chapter:

- ***Where Do I Start?*** This section suggests the best way to get you up and running in each activity. It also gives you a good overview of the features common to all three activities.
- ***Saving Pictures, Animations, or Multimedia Stories.*** This section gives brief instructions on saving your work to a diskette or to the hard drive.



Chapter 5

Creating Pictures, Animations, and Multimedia Stories

- **Creating Pictures in Paintbox.** This section shows how to use all of the tools in Paintbox to create your own pictures and drawings. You'll even get to use some of the clip art that comes with *Adi's Comprehensive Learning System*.

You'll learn how to print your pictures and save them for use later in the Animation or Multimedia activities.

- **Creating Your Own Animations.** This tells you what an animation is and how to create your own simple or sophisticated animations within the Animation activity. You'll learn how to use an existing picture as a starting point for your animations or start from scratch, as well as how to fine-tune each phase of your animations.
- **Creating Multimedia Stories.** This section explains what a multimedia story is and how to go about creating your own interactive stories. You'll learn to combine text, pictures, and animations all together to create a lively story with sound and movement. Your thoughts will literally jump off the page!

Where Do I Start?

Paintbox, Animation, and Multimedia each come with two different levels of use: Level 1 and Level 2. Level 1 is for beginners to learn the basic features in the activity. Level 2 is for more advanced use of the activity. Later in this section we'll show you how to switch between levels.

We have designed these three activities to build on each other in terms of features and skills learned. That's why we recommend you start with Paintbox first, then move to Animation. Once you are familiar with the tools in both Paintbox and Animation, it will be much easier for you to learn Multimedia.





We recommend that you learn these activities in the following order:

- Paintbox, Level 1
- Paintbox, Level 2
- Animation, Level 1
- Animation, Level 2
- Multimedia, Level 1
- Multimedia, Level 2





Common Features Shared by Paintbox, Animation, and Multimedia

When you start any of these three activities, you will see parts of the screen that look the same. Many of the buttons are also the same, as shown in Figure 22.

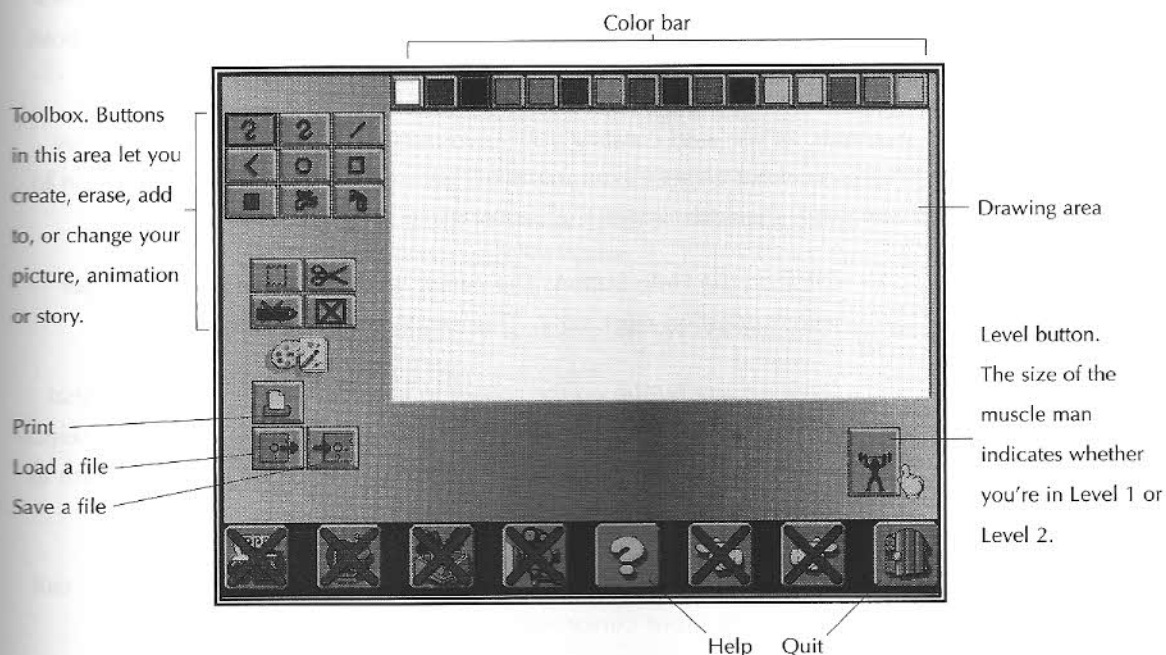


Figure 22. Common Features to All Three Activities Screens.

In the "Toolbox" area, note that the actual tools available will change depending on whether you are using Paintbox, Animation, or Multimedia.

From any screen within Paintbox, Animation, or Multimedia, you can print, load a file, save a file, change levels, get help, or quit the activity. Try to find each of these buttons in Figure 22.



As a beginner, the most important buttons for you to know are the Help and Level buttons.

Using the Help Button for Learning



When you first start Paintbox, Animation or Multimedia, it's a good idea to click on the Help button. This will give you some information to help you learn about the buttons available on the screen to create pictures, animations, or stories.

For example, as you start creating your own pictures and animations, you may want to know what a specific button does. Here's how to use the Help button to find out about a specific feature on one of these activities screens:

1. Click on the Help button. The cursor will turn into a pointing finger with a question mark on it. This means you are in Help mode.
2. Click on any button on the screen to get information about what that button does. When you've learned enough about the button you selected, click with your right mouse button or press the Esc key to return to Help mode and select another button.
3. When you are done using Help, click on the Help button again to exit Help mode. Your cursor will return to normal.

Using the Level Button to Change Levels

To change levels in any activity, click on the Level button (the muscle man) located at the bottom right of the screen.



Level 1



Level 2

Figure 23. The Level Button.



Saving Pictures, Animations, or Multimedia Stories

When you save your work in any of these three activities, you can choose to save it directly to a diskette as well as to the hard drive. If you're saving to a diskette, you just need to know the name of the disk drive (either A or B) you will be using and follow these steps:

1. Click on the Save button, located at the bottom left of the screen. A new screen will appear. (This button has an arrow pointing towards a diskette.)
2. Move the blinking cursor (using the arrow keys on your keyboard) to the beginning of the line. This line reads 'noname' initially, which is the name your work would be given if you didn't save it under another name.

*Let's assume the name we'll save it under is: **MYWORK**. Names can be only eight letters long and cannot have spaces in them.*

3. If you are saving your work to a diskette in the A drive, type **A:MYWORK** and click on OK. (If you were saving to the B drive, you would type **B:MYWORK** instead.)

*To save your work just to the hard drive, you would simply type **MYWORK** and click on OK.*



Creating Pictures with Paintbox



Paintbox is pretty easy to understand. It lets you do the same things you might do with pencils and crayons, only on the computer instead of on paper.

Paintbox, Level 1

At the first level, you can draw, color, create pictures, and save or load them. You can also print your pictures to a printer that's attached to your computer.

Here's what Paintbox looks like at the first level:

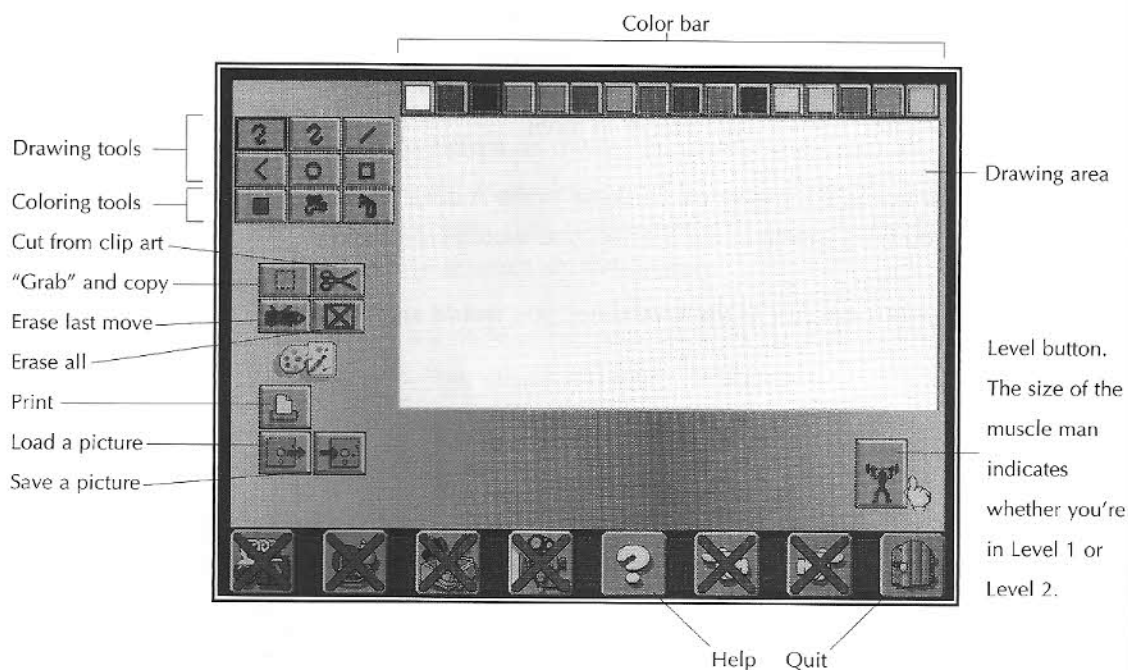


Figure 24. The Paintbox Screen, Level 1.




Learning Paintbox, Level 1

The easiest way to show you how to use Paintbox is to start drawing a picture with it. We'll draw a winter picture, complete with its own snowman! For now, we'll stay in Paintbox, Level 1.

1. Make sure you are in Paintbox, Level 1.

To get to Paintbox, click on the Creativity Toolbox button on the button bar on Adi's Place. Then, when the Creativity Toolbox menu screen appears, click on the Paintbox icon.

2. Now click on the Circle  drawing tool to start drawing our snowman. We'll make three circles total: A small circle for the head, a bigger circle for the middle, and a large circle for the bottom of the snowman!

The Circle tool is one of six drawing tools available in Paintbox.

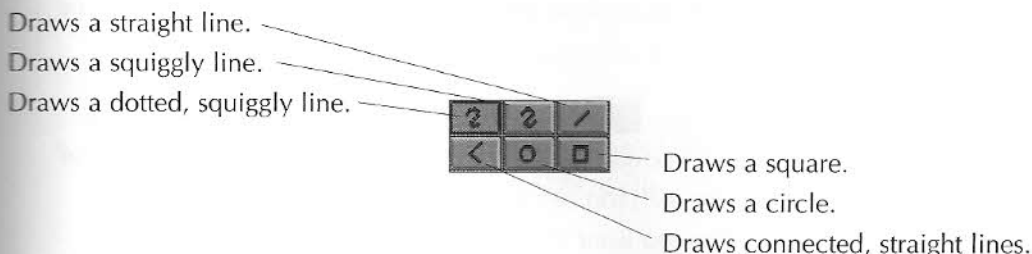


Figure 25. Drawing Tools in Paintbox.

If you have any trouble drawing, you can erase the last thing you drew and start over with one of the following buttons:




This button erases the last thing you did on the page. Try not to confuse it with the next button, shown below.



Be careful! This button erases your whole drawing.

TIP! If you are in the middle of drawing an object and want to start over, just click on the right mouse button. Your drawing tool will still be selected, but you can start drawing it again. Clicking on the right mouse button also lets you “release” the cursor from the drawing area. Click on a tool and experiment with the right mouse button to see how it works.

3. Try out some of the other drawing tools. Try adding a tree and a house to our winter scene. Why not put a chimney on the house with smoke puffs coming out?
4. Time to color the snowman. First, click on the color you want in the color bar at the top of the screen.

Then click on the Water Faucet  coloring tool and move your cursor to the inside of one of the circles. Click on it and it will instantly “fill” with color. Click on all three circles to color them all. (You can color your tree and house, too, if you want! Just click on the colors you want in the color bar.)

This is one of three coloring tools available:

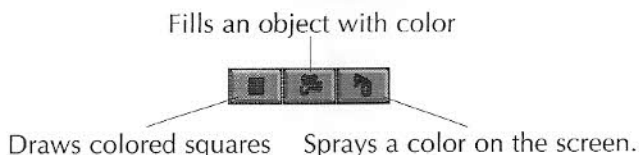


Figure 26. Coloring Tools in Paintbox.



This tool lets you draw colored squares or rectangles. You could have used it to draw the main part of your house. Use it now to draw white windows in the house. Make sure you choose the color you want on the color bar first before you start drawing.





The Water Faucet lets you fill up or color the inside of any area or object you select. If you find this tool is coloring more than what you've selected, make sure the line around the object or area is unbroken first. Then try coloring it again.




The Spray Paint coloring tool works just like a can of spray paint. It sprays dots of color on the screen. Just click on the color you want to use on the color bar then click on the screen. Move your mouse around. Click again with the right mouse button to stop spraying color.

5. Next we'll put some falling snow around the snowman!

Click on the Spray Paint  coloring tool and select white from the color bar. Experiment with the Spray Paint tool using the left and right mouse buttons.


6. Let's add a hat and some hair to the snowman's head. We can find a hat in **Adi's Comprehensive Learning System's** supply of clip art!
7. Click on the Scissors  tool to choose from the library of clip art available. Use the Forwards (right-arrow) or Backwards (left-arrow) button to explore all of the clip art available. You can use any of these images in your drawings.



8. Click on the hat and hair  in the clip art. Paintbox will then “cut” the image from the clip art library and let you “paste” it anywhere in your drawing.

Wherever you click with your left mouse button is where the image will go on your drawing. Place the hat on top of the snowman. You can put this image in many different places on your picture. When you're finished placing it on the page, just click on the right mouse button.


9. Now let's copy the hat and move it somewhere else on the screen. First, you have to show which part of your drawing you want to copy.

Click on the Dotted Square  button next to the Scissors. This tool lets you make a copy of something on your screen. Now draw a box around the hat and click to “anchor” it.

When you move your mouse around the screen, you'll see that the hat now moves with it. You've just made a copy of it!

Move the copy to a blank area on the page and click on it. (You can place this image many times on your screen, just as you did with the clip art.) To stop placing the hat, click with the right mouse button.

10. Let's save our picture. (You can also print it with the Printer button. If you are printing for the first time, **Adi's Comprehensive Learning System** will ask you to select the correct printer and printer port before starting to print.)

*Click on the Save  button, type **Snowman** for the name and click the **OK** button.*



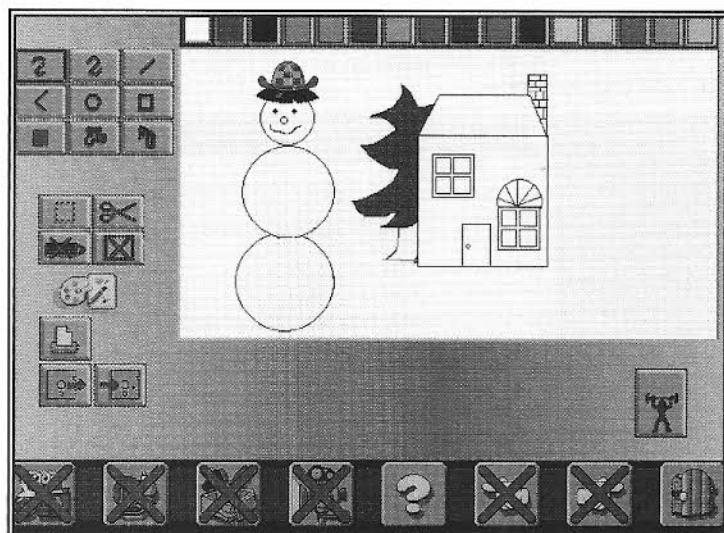
Load

You can use the Load button to load your **Snowman** picture (or any other picture that comes with **Adi's Comprehensive Learning System**) and add to it or change it in Paintbox.





Here's how our version of the finished picture looked! How about yours?





Paintbox, Level 2

At the second level, Paintbox lets you add more effects to your drawing and use the magnifying glass for more detailed work.

Here are the added features you'll find in Paintbox Level 2:

Color mixer. Lets you make your own colors.

Flip an object from side-to-side, upside down, or around.

Go to another page in the drawing. Each page must be saved with its own name.

Click on the magnifying glass to move in for a close-up view of your drawing. The arrow keys let you move around in Closeup mode. Click on the Magnifying Glass again to leave.

Level 2 button.

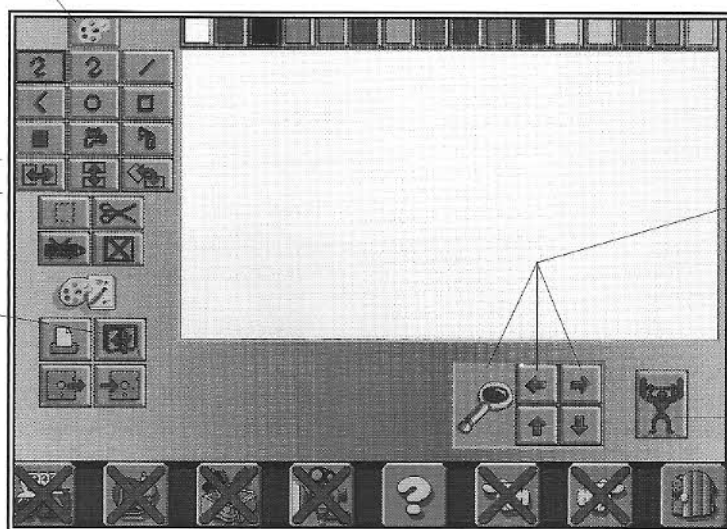




Figure 27. The Paintbox Screen, Level 2.


Learning Paintbox, Level 2

Just like we did in Level 1, we're going to draw a simple picture to see how the new features work in Level 2.

1. Make sure you are in Paintbox, Level 2. You should see a large muscle man at the lower-right of the screen. Click on this button to change levels.
2. First we'll load our **Snowman** picture we created in Level 1. Do you remember how to load a picture?



3. Now let's click on the Change Page  tool to add a second page to our Snowman drawing. You can click on the Change Page tool to switch back and forth between the first and second pages of your drawing. Note that you must save each of the two pages under its own separate name before quitting Paintbox.
4. Click on the Scissors tool and find the hat  clip art again. Place it somewhere at the bottom of your second drawing page. When you're finished, click on the right mouse button to release the hat from the cursor.
5. We're going to learn how to flip the hat around and rotate it. First, select the hat with the Dotted Box button.

Click on the Flip Upside-Down  button and place your new copy of the hat somewhere else on the page.

This is one of three new drawing tools you'll find in Level 2.

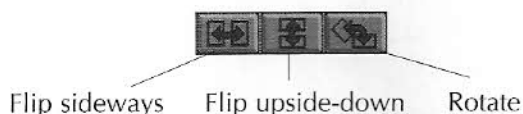



Figure 28. New Drawing Tools in Level 2.



6. Play around with the other two drawing tools until your hat appears at four different angles on the screen, as shown below.



7. Click on the Magnifying Glass button to zoom in and see the details of the hat. This puts you in Zoom mode. From here, you can move around your drawing using the arrow keys next to the magnifying glass. To view your whole picture again, click on the Magnifying Glass. You'll return to Normal mode.
8. What if you wanted to color part of your drawing but couldn't find the right color on the color bar?

With the Color Mixer  button, you can change one of the existing colors to a new color. Click on the Color Mixer button now. A new screen appears as shown.

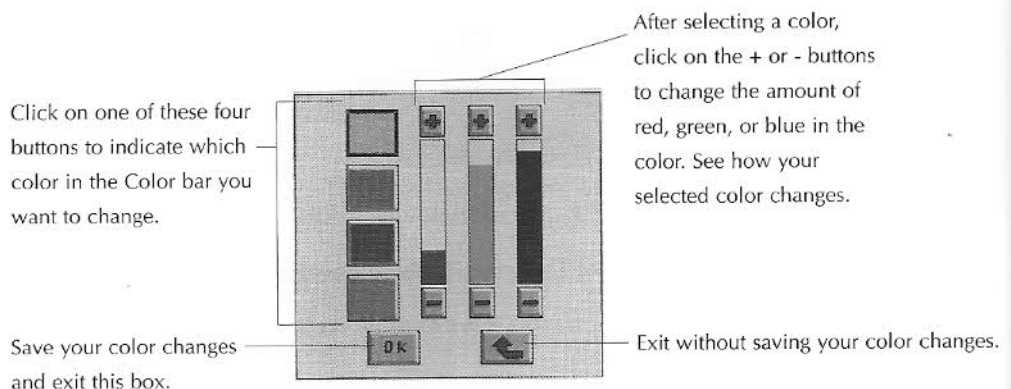


Figure 29. The Color Mixer Screen.

Select a color from the four boxes on the left of this screen and change it by adjusting the levels of red, green, and blue in the color. When done, click OK. Now you can use the newly mixed color in your drawing.



9. Let's save the second page of our drawing under the name **Hat**. We'll use it again later in the Animation activity.

Creating Your Own Animations with Animation



If you've ever seen a cartoon, you're already familiar with animations. An animation is a series of separate pictures (often hundreds or thousands) which, when shown quickly together, give the illusion of movement. We often call each picture in an animation sequence a *frame*.

For example, we could draw an elephant inside a circle, as shown.



If we wanted to make him move around inside the circle, we would create a series of pictures or frames as shown below.



Frame #1



Frame #2



Frame #3



Frame #4

Figure 30. An Animation Sequence.



By showing each frame quickly, one after the other, it would look like the elephant is moving around inside the circle!

TIP! In Figure 30, we used Paintbox first to create a picture containing each of the above frames for our animation. Of all three activities, you'll find Paintbox has the most tools for changing the looks of your pictures. (When you save pictures in Paintbox, you can still use them to create animations by loading them into the Animation or Multimedia activities.)





Animation, Level 1

At the first level of the Animation activity, you can make your own simple animations using one or more objects.

Here's what Animation looks like at the first level:

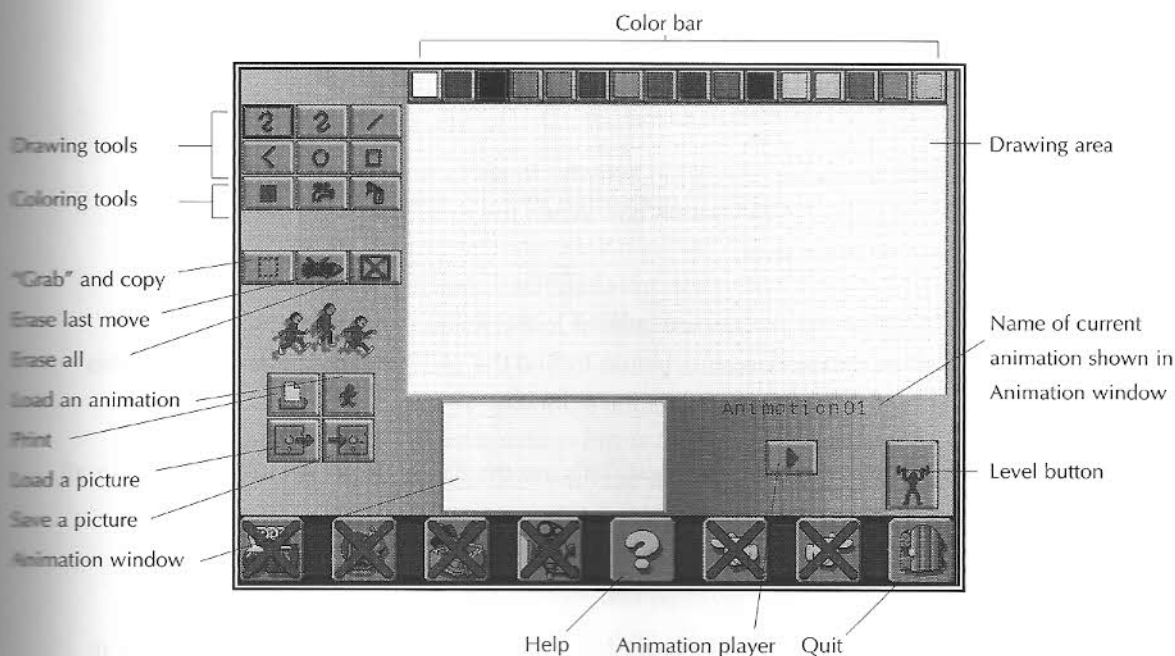


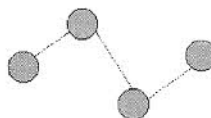
Figure 31. The Animation Screen, Level 1.



Learning Animation, Level 1

The easiest way to show you how to use Animation is to take you through the steps of drawing a simple animation. First, we'll draw a ball and make it bounce up and down. Then we'll make our hat flip upside-down and around. We'll be using Animation, Level 1 for these exercises. For information on Level 2 features, see the next few pages.

Making a Ball Bounce Up and Down (One Object)



1. Make sure you are in the Animation activity. To get to Animation, click on the Tools/Activities button in the button bar. When the Activities menu screen appears, click on the Animation icon.
2. Now, let's load our Hat picture we created in the Paintbox section. Use the Load button and click on the Forwards button to find the picture named **Hat**. Click on this image and it will come up in Animation's drawing area.
3. We'll work with the hat later. For now, let's use the Circle drawing tool to draw a small circle as big as this one on the page:



NOTE: The size of the object you plan to animate is important because it must fit in the Animation window shown in Figure 31.

Notice you have all the same tools for drawing, coloring, and erasing in Animation as you did in Paintbox. (The only thing you can't do in Animation is flip objects, zoom in on them, or load clip art into your drawing. To do the most with your drawing, it's best to use Paintbox first.)



4. To create an animation, we must first place an object in the Animation window. Use the Dotted Box button to grab the circle and copy it. Now click at the bottom right of the Animation window to place the circle as shown.

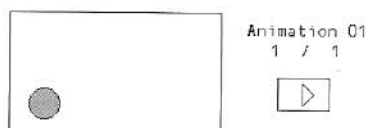


Figure 32. The Animation Window.

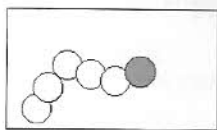
*You have just created the first "frame" of your animation. See the text to the right of the Animation window that reads, **1 / 1**? That means you are on the first and only frame in the animation.*

*The **Animation 01** text above it means this is the first animation you have created from your Hat picture. As you'll see later with the Running Man button, you could have any number of animations attached to one picture.*

To make sure the animations you create will be saved, remember to save the picture you are working on before quitting Animation. The animations you've created for it will be automatically saved along with the picture.


5. Notice that after you place the circle, an image of it is still attached to your cursor.

Continue to place the circle in 5 or 6 other places inside the Animation window, as shown. Then, click on the right mouse button to release the image from your cursor.






Each time you click on an area in the Animation window, you create a new frame for your animation. Did you see the frame number changing as you clicked? An animation can be made up of as many as 50 separate frames!

- Now, let's click on the Animation Player  button to play the animation we just created. See how the ball moves in the Animation window? Congratulations! You just made your first animation!
- If you plan to quit Animation without going on to the next exercise, click on the Save button to save your animation and the changes you've made. When it asks if you want to replace the earlier Hat picture, click OK, then click on Yes.

Flipping a Hat Around (Using More Than One Object) and Adding Frames to An Animation



- Let's make another animation for the **Hat** picture. We will make our hat flip around in a circle and land upright again. (You should still be in the **Hat** picture. If you aren't, click on the Load button and find the **Hat** picture before you continue).
- Click on the Running Man  button to load an animation. An Animation selection screen appears as shown:

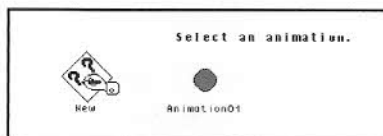




Figure 33. The Animation Selection Screen.

Our bouncing ball animation appears here under the name of **Animation 01**. The selection screen shows the first frame of any animation you create.



3. To create a new animation for our **Hat** picture, click on the New icon. When you return to the Animation screen, you'll notice the Animation window is blank and its new name, **Animation 02**, appears to the right of the window.
4. Using the Dotted Box button, grab the upright  hat and place it in the middle of the Animation window. Now release the image from the cursor by clicking on the right mouse button.
5. Go back to your drawing area, and grab the hat  that faces right. Carry it to the Animation window and place it to the right of where you last placed the hat. Once it's placed, release the image from your cursor by clicking on the right mouse button.
6. Repeat Step 5 with the upside-down and left-facing hats in your picture. End the animation sequence by placing the upright hat in the same position in the Animation window as it was when you started.

Although we are using our hat to create each frame of the animation, we are not using the same object each time, as we did to make our ball bounce.

NOTE: You can grab as many different objects from your picture as you want in order to make an animation. For example, if you wanted to change your hat into another object, you'd just place the hat in the Animation window first, then place another object in it afterwards.

7. Click on the Animation Player button and watch your hat turn upside-down and land upright again. It should look something like this:





8. Save your Hat picture again so that both animations will be saved. Our bouncing ball will be saved under the name **Animation 01**, and our twirling hat under **Animation 02**.

Animation, Level 2

At the second level of Animation, you can erase a frame in your animation, add new frames, or delete your animation altogether.

Here are the added features you'll find in Animation Level 2:

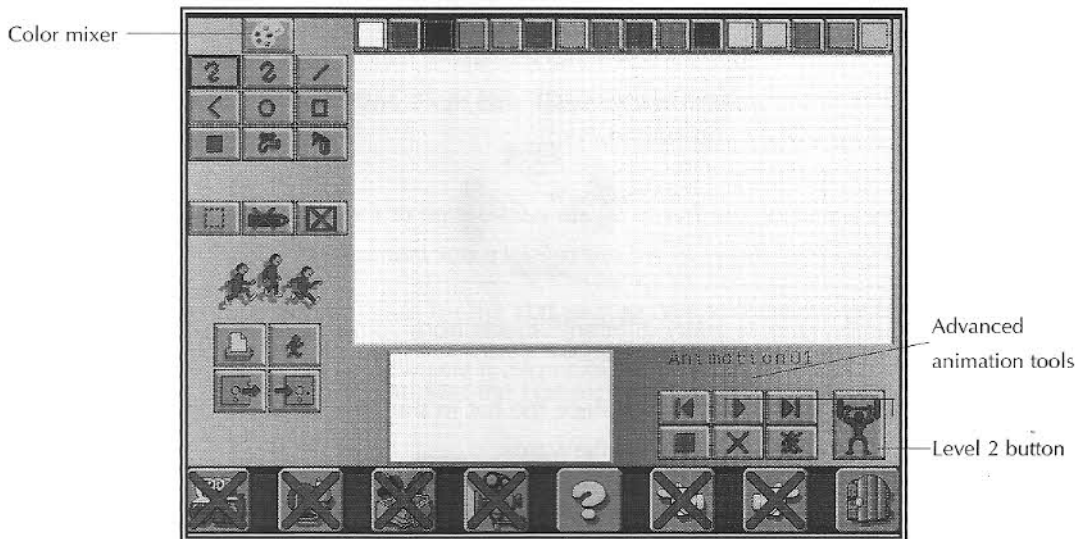


Figure 34. The Animation Screen, Level 2.



Learning Animation, Level 2



To help you learn about the advanced animation tools available in Level 2, we'll use one of our previous animations as an example.

1. Click on the Level button to make sure you are in the right level. This button should display a large muscle man.

*If you no longer have your **Hat** picture on the screen, load it into Animation with the Load button.*

*Once it appears in the drawing area, click on the Running Man button and select **Animation 02** from the Animation selection screen. The first frame of the hat animation should now appear in the Animation window.*

2. Let's take a look at each frame we placed in the hat animation. To go forward or backward one frame at a time, you need to click on two of the advanced animation tools available in Level 2.

These are the Reverse  and Advance  buttons. Play around with them now to see how they work. The top three buttons of the advanced animation tools work a lot like the buttons on a tape recorder.

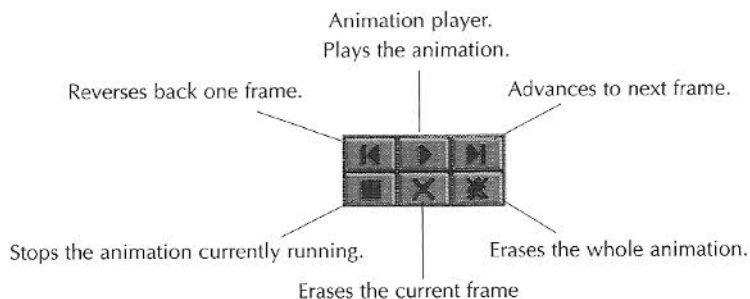




Figure 35. Advanced Animation Tools in Level 2.


3. Go now to the third frame in the hat animation. Try adding a frame the same way you did earlier: just grab an object on your drawing screen and place it in the Animation window.


Now click on the Animation Player button. What happened? Your hat animation should have changed.

4. We'll remove the frame we just added. Try finding it using the Reverse and Advance buttons.

Click on the Erase Frame  button when the correct frame appears in the Animation window. Be careful not to confuse the two Erase buttons!

 This button just erases the current frame that appears in the Animation window.

 Careful! This button erases the entire animation.

5. Save your Hat picture again with the Save button.
6. To exit Animation, click on the Quit  button.

Now that you've experimented with the features in both levels of the Animation activity, why not create a new drawing and think up your own animations for it? You're sure to enjoy hours of fun with this activity as you use your ideas to make your own animated cartoons!



Creating Multimedia Stories with Multimedia



A multimedia story combines several different forms of communication (words, pictures, sound, and animations) at once.

Multimedia lets you create a story that literally comes alive on your computer! All you have to do is combine your written story with pictures and animations you've already created in Paintbox or the Animation activity.

When your story is finished, it will be "interactive." An interactive story lets you click on certain pictures, words, or areas on the page as you are reading it. When you click on these areas, you'll see an animation or hear a sound that adds to your understanding and enjoyment of the story. In effect, the story "interacts" with the person who reads it.

To make multimedia stories, you can use either your own pictures and animations or those that come with **Adi's Comprehensive Learning System**. You can also choose from our library of over 100 sound effects for your story.

Once your story is created, it will automatically appear in the Games menu screen displayed when you click on the Games button. That way, you can view it anytime as its own animated story. To edit your story, however, you must always open it from within the Multimedia activity.



Multimedia, Level 1

We'll talk more about these features later. For now, let's see what Multimedia looks like at the first level:

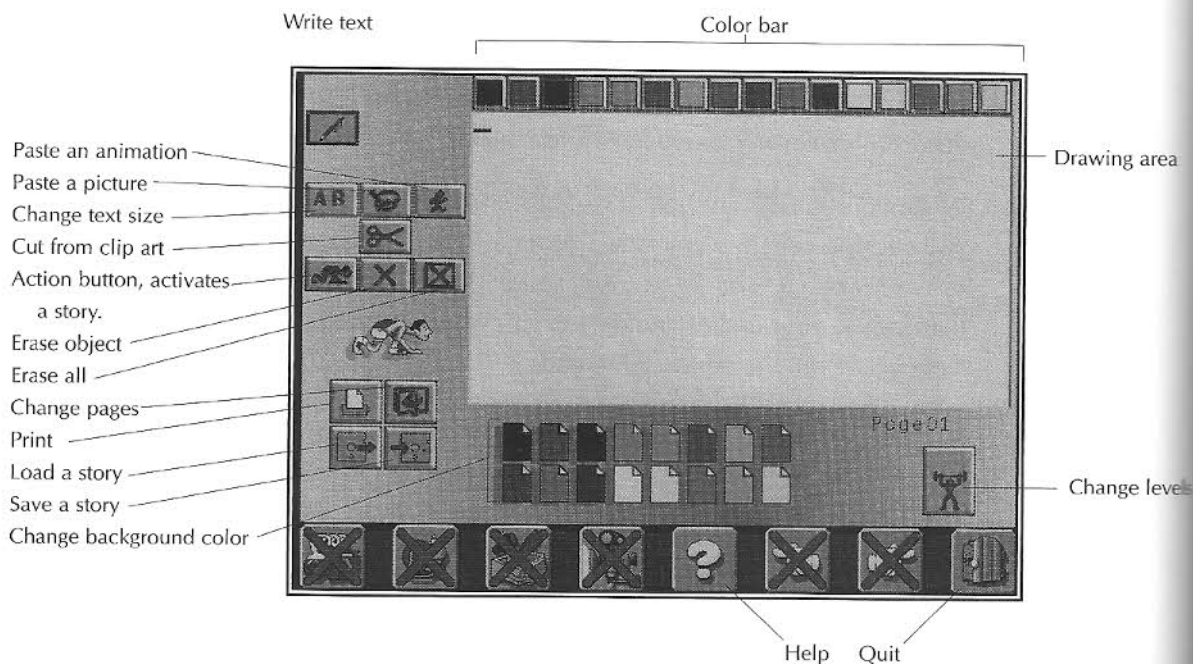


Figure 36. The Multimedia Screen, Level 1.



Differences in Multimedia

Many of the buttons you've seen in Paintbox or Animation work differently in Multimedia.

Load and Save Buttons

You'll notice the Load  and Save  buttons work differently in this activity.

In Paintbox and Animation, you can load or save only *pictures* with these buttons. In Multimedia, you can load or save only *stories* you've created in Multimedia. (Multimedia has other buttons that allow you to load pictures and animations into your stories.)

You can easily tell the difference between a picture, a picture with animations, an animation, and a story by how they appear on the different selection screens in the Multimedia activity:



(Multimedia Story)

This is how a multimedia story appears on the selection screen when you click on the Load a Story button.



(Picture)

This is how a picture you've created appears on the selection screen. Pictures that come with **Adi's Comprehensive Learning System** will be shrunk to this size in the selection screen.

*(Picture with Animations)*

When you try to load an animation, you'll often see this image displayed on the selection screen. This screen shows only the pictures which have animations attached to them. The animated pictures that come with **Adi's Comprehensive Learning System** will also be shrunk to size in the selection screen.

*(Animation)*

The Animation selection screen displays all animations attached to a picture. These images, similar to the **Animation 01** image on the left, are the first *frames* in each animation you've created.

The Erase and Turn Page Buttons



The Erase button works differently here than it does in the Animation or Paintbox activities. Instead of erasing only the last object drawn or current frame, this button lets you erase any object you select on the screen. When you click on this button, your cursor will change to look like this:



Just select an object on the screen and it will be erased. You can even select an active zone around the object and erase it.




The Turn Page button allows you to create a new page for your story or go to another page. Unlike Paintbox, these pages are created automatically and are saved in the same file under the names Page 01, Page 02, etc. When we discuss Level 2 features, you'll see how this tool can help you create advanced multimedia stories.



Learning Multimedia, Level 1

To learn how Multimedia works, we'll start by loading an existing multimedia story and experiment with it. Then we'll create our own multimedia story.

Loading an Existing Multimedia Story

1. Make sure you are in Multimedia. To get to Multimedia, click on the Creativity Toolbox button on the button bar. When the Creativity Toolbox menu screen appears, click on the Advance button (the right-pointing finger) to see Multimedia. Then, click on it.
2. Next, click on the Load a Story  button and select the Train image from the selection screen.
3. The Train story should be loaded on the screen and appear as shown:

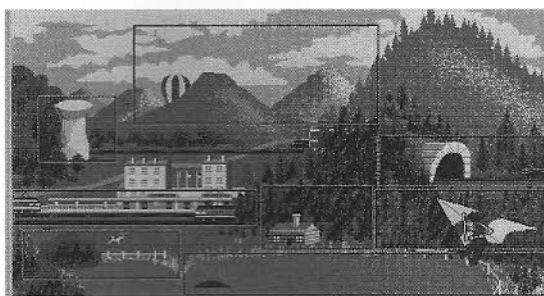



Figure 37. A Multimedia Story with Active Zones.

Notice all of the boxes in this picture? These are active zones. When you click on an active zone, the story comes alive! Before you can click on any of these zones on the screen, you must first "activate" the multimedia story.

4. To activate the story, click on the Action  button. The boxes you noticed earlier on the screen have disappeared.





5. Now move your cursor around the screen.


*When your cursor turns into a pointing finger, it means you are in an active zone. Click on it to see what happens. When you're finished with this story, try experimenting with the other multimedia stories that come with **Adi's Comprehensive Learning System!***

Creating Your Own Multimedia Story

Since we've already created our own **Snowman** picture in Paintbox and our twirling hat animation in the Animation activity, we'll use them here in our multimedia story.


Can you think of a good story to write about the snowman and his hat?

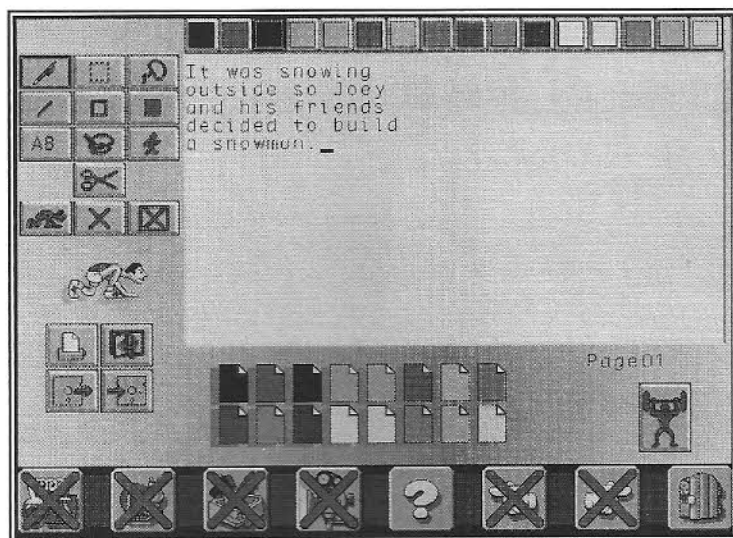
1. First, let's make sure the Multimedia screen is blank.

To clear the screen, click on the Load  button. Then click on New in the selection screen.


(You can also click on the Erase All  button to clear the screen.)



- Now click on the Writing Pen  button and start writing your story. Since we'll be bringing in our **Snowman** picture and twirling hat later, leave some space around the text, as shown.



Your text can be written in any color and in a number of different sizes and styles.

Just click on the AB  button to change the size and shape of your text. You can also click on a color in the color bar and continue typing.

NOTE: To change what you've already written, use the mouse or the Arrow keys on the keyboard to get to that area. Then start typing, or press either the Backspace or Delete key to erase parts of your story.



3. Let's bring in our snowman picture now. To load pictures, animations or clip art into Multimedia, you need to click on the following buttons:

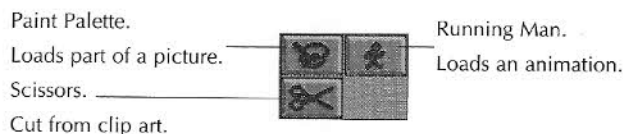



Figure 38. Loading a Picture, Animation or Clip Art.

4. Click on the Paint Palette  button. When the selection screen appears, use the Forwards or Backwards button to find and select our **Snowman** picture.

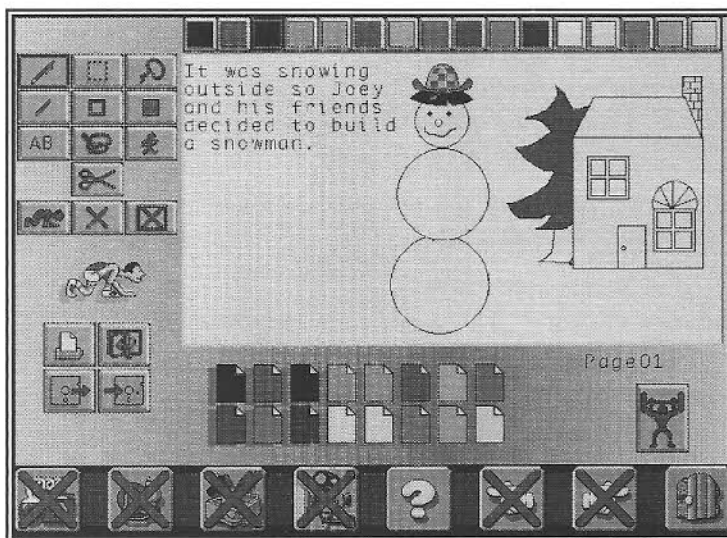
Once the picture appears on the screen, your cursor will have changed to a dotted box as shown:




Use this box to select part (or all) of the snowman drawing you want to bring into your multimedia story. When you return to your story, the selection will be attached to the cursor.



5. Place the drawing somewhere on the screen. (You may need to move your text around to fit the picture.)



6. Now let's bring in our hat animation.

Click on the Running Man  to load the animation. Select **Hat** from the selection screen. Then, select **Animation 02** from the second selection screen.

The first time you click on the Running Man button, you'll have to choose the specific picture containing the animations you want. Once the picture is selected, clicking on the Running Man will show you only the animations available for that picture.

NOTE: Although you can select as many *pictures* as you want in your story (with the Paint Palette button), you can select only one *picture with animations* for any given page of your story. This means you can use only that picture's animations on the page. One page of your story can contain as many as 10 animations from a picture.




7. Bring the hat animation in and place it right on top of the hat on the snowman's head.

Once it's placed, your hat animation will automatically appear on the screen with a box around it, indicating an active zone, as we mentioned earlier.

8. Let's activate the story. Click on the Action  button. Then click on the hat in your story. It will twirl around!

Congratulations! You've just made your first multimedia story! Using the Turn Page button, you can add up to 40 pages to your story.

9. To save your story, click on the Save  button. Type a name for your story and click on OK. Let's call our story **SNOW**. When it asks if you want a password, click on NO.

NOTE: Remember, names for pictures, stories, and animations can contain no more than eight letters.

Multimedia, Level 2

In Level 1, we learned about creating basic multimedia stories and how an active zone works. By bringing an animation into the story, we automatically created our first active zone.

In Level 2, you get to decide where to put an active zone in your story. In other words, you can decide what part of your story should "interact" with the reader by moving or making sounds when you click on it. You can create up to 10 different active zones per page.

This section tells you how to create new active zones in your story and program the zones to come alive when you click on them. You can program an active zone to play an animation, make sounds, and even go to another page of your story when you click on it.





Here are the new features you'll find in Multimedia, Level 2:

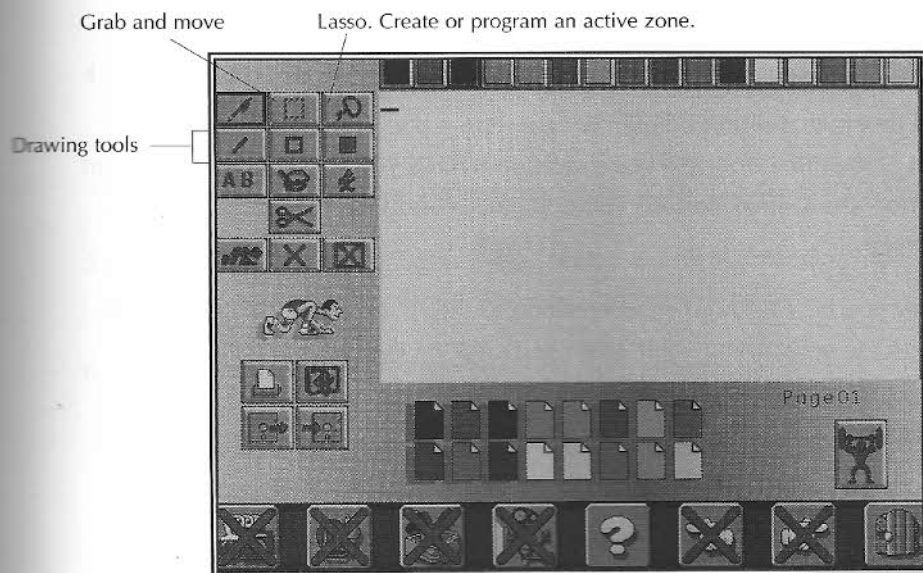


Figure 39. Multimedia, Level 2 Features.

What Can Be an Active Zone?

Any part of your story can be an active zone. It could be a word (maybe a different colored word), or part of a picture, or an animation.

When you load an animation into your story, it automatically creates its own active zone around it. You can still "program" new features for an animation, so that it makes sounds or does other things when you click on it.





Learning Multimedia, Level 2

If you've used Paintbox and Animation, you are already familiar with the drawing tools in Multimedia Level 2.

Note that the Dotted Box button works differently here than it does in Paintbox and Animation. Here, the Dotted Box only lets you move the objects you select on the screen. In Paintbox and Animation, the Dotted Box lets you copy the object first, then move it somewhere else on the screen.

This section will show you how to use the Lasso button to create active zones and program those zones to perform the actions you want when you click on them.


Creating and Programming Active Zones

1. Let's load our **Snow** story we created in Level 1. Click on the Load button and find **Snow** using the Forwards button.
2. We're going to add to our story. Type the following text at the bottom of the page:

*"The snowman was bored one day.
He decided to play **ball**."*

Can you make the word 'ball' a different color from the rest of the text? It's going to be our active zone in the story.


Remember the bouncing ball we created in Animation? When you click on the word 'ball', we'll program the active zone to make a sound, make the ball bounce, then send you to the second page.

3. Click on the Turn Page  button and select New to create a second page for our story.






Finish writing the story on this page. Then return to the first page using the Turn Page button.

- Click on the Running Man  button and select **Animation 01** for the bouncing ball animation.

Place the ball animation somewhere at the bottom of the first page of your story.

- Next, let's click on the Lasso  button to create an active zone. Your cursor will turn into a small lasso. Draw a box around the word 'ball'.
- To program the active zone you've created, click inside this box.

A new screen appears. This is the Active Zone Programming Screen, as shown.

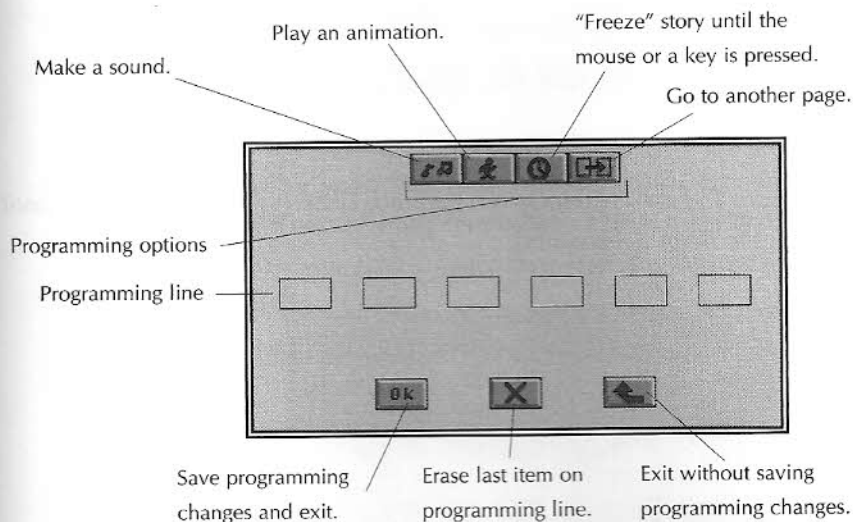



Figure 40. The Active Zone Programming Screen.




At the top of this screen are the programming options you have for your active zone: to make a sound, play an animation, freeze the story until a key is pressed, or go to another page.

You can program your active zone to do only one of these things or all of them together. It's up to you.

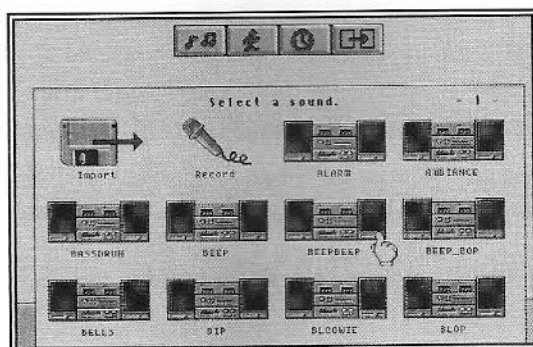
See the six blank squares that make up the programming line in the middle of this screen? That's how many options you can "program" for one active zone.

7. Click on the Musical Notes  programming option. See how the Notes automatically appear in the first square of the programming line?

(If you make a mistake, just click on the Erase  button to erase the last square you have in your programming line.)

8. Now click on the Musical Notes where they appear in the first square of your programming line.

A new screen appears and asks you to select a sound. Click the Forwards button until you find and select the **Beep Beep** sound.







When you return to the Programming screen, the name of the sound appears below the square in the programming line.

NOTE: If you choose to play a sound, play an animation or turn a page in your programming line, you must indicate the specific sound, animation or page number you want to use, as we did with our **Beep Beep** sound.

9. After making a noise, we want our ball to bounce.

Click on the Running Man  option and click again where it appears in the programming line. Select **Animation 01** for the ball animation. (Notice you can choose from any animations you've already placed on the page.)

10. After the ball bounces, we want the story to go automatically to page 2.

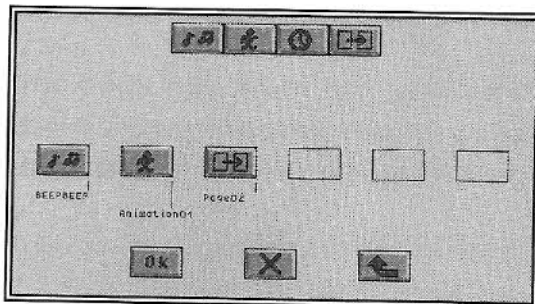
Click on the the Turn Page  option and click again where it appears in the programming line. Select **Page 02** from the selection screen.


NOTE: If you are adding animations to the programming line and you want to send the reader to another page, you should always add the Turn Page option at the *end* of the programming line. The Active Zone programming screen only lets you access animations from the current page you are on.





The finished programming line should look like this:



11. To save it, click on **OK**. Now let's try a test run!
12. Let's activate the story. Click on the Action  button then move to the word 'ball.' Click on the word and see what happens!

After you save this story, you may want to load other multimedia stories that come with the program and explore how their active zones were programmed. To see an active zone, just remember to click on the Lasso button first.

Have fun creating your own interactive stories!



Advanced Use in Adi's Comprehensive Learning System

We've mentioned before that you could create your own multimedia stories and then bring them into one of *Adi's Comprehensive Learning System's* menu screens (either the Games Gallery, Creativity Toolbox, or Theater Lab).

In this chapter, you'll see how to load your multimedia stories into the menu screens to create your own customized multimedia explorations, games, or activities!

You'll also learn how to personalize and change the icons and images that appear on the menu screens.

Installing Other Items in Adi's Comprehensive Learning System

If you choose, you can add to the items found in any of the menu screens on *Adi's Comprehensive Learning System*. You can place any of your own pictures, animations, or multimedia stories you've created in any one of the menu screens. You can even install pictures, animations, or multimedia stories that a friend has created so that they will appear on a menu screen.

For more information on the menu screens in *Adi's Comprehensive Learning System*, please see the second chapter in this User Guide, *Getting Started*.

To load other items in any of Adi's menu screens, please do the following:

1. Select the menu screen where you'd like your item to appear. From Adi's Place (*Adi's Comprehensive Learning System's* main screen) click on either the Games Gallery button, the Creativity Toolbox button, or the Theater Lab button on the button bar.

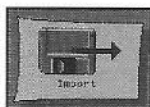


2. When the menu screen appears, click on the New icon in the upper-right corner.



If you see the item you want on the new screen that's displayed, click on it with your mouse. Otherwise, proceed to Step 3.

3. Now click on the Import icon and select the disk drive (Drive A, Drive B, or the Hard Drive) that contains your new program or file.




4. Once the program is loaded, it will appear with its own icon on the menu screen you selected.

NOTE: To find out more about how you can add to or change items on the menu screens, see the next section.

Changing the Look of Icons and Images

Now we'll show you how to change the look of any icon or image that appears on the menu screens (such as the menu screen for the Learning Lab, the Games Gallery, the Creativity Toolbox, or the Theater Lab).

You'll find the key to changing icons is in the Help  button located on the button bar. Throughout most of **Adi's Comprehensive Learning System**, the Help button is there to tell you about the function of certain features or buttons on the screen.

When you're in a menu screen, however, clicking on Help has a totally different effect. Clicking on the Help button here gives you the option to change the way your icons look or sound.



Here's how it works:

1. Click on a button on the button bar to access the menu screen containing an icon you'd like to change.
2. When the screen appears, click on the Help button. Your cursor should turn into a pointing finger with a question mark on it.
3. Now click on the icon or image you want to change. In this mode, instead of starting the story, **Adi's Comprehensive Learning System** takes you to the Image Editing screen as shown:

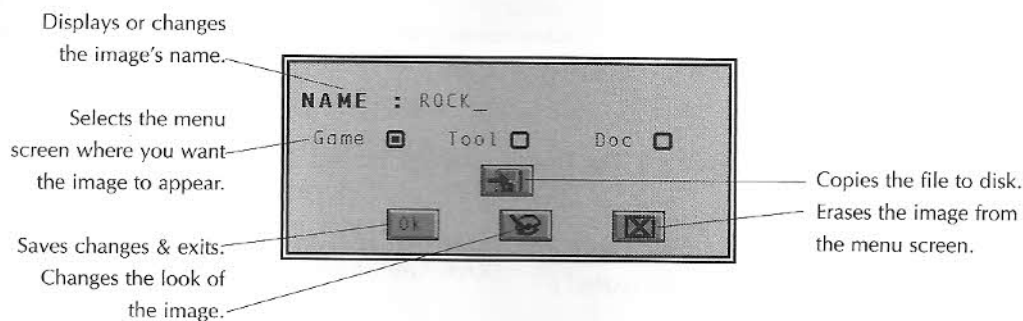


Figure 41. The Image Editing Screen.



- Click on the Paint Palette button to change the way the image looks on the menu screen.

A new screen appears as shown. Experiment with the buttons on this screen.

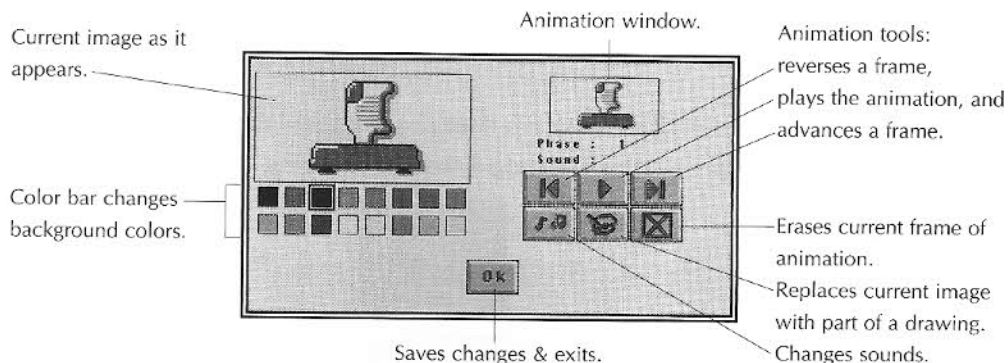


Figure 42. The Image Changer Screen.

(Keep in mind, we are only changing the image that appears on the screen, not the actual document or story we created.)

- To save the changes you've made, click on OK. You should see the updated image on the menu screen.



How to Get Help

We hope **Adi's Comprehensive Learning System** gives you many hours of learning and challenges. We've tried to make the program and this *User Guide* as easy to learn and use as possible.

If, however, you have questions about using **Adi's Comprehensive Learning System** that this user guide can't answer, feel free to call, write or fax us directly for help.

Technical Support and Direct Sales in the Continental United States and Canada

Technical Support: Sierra On-Line Technical Support
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Curriculum

Adi's Comprehensive Learning System currently includes:

Adi 2 & 3 Math - designed for 2nd grade and 3rd grade students

Adi 2 & 3 English - designed for 2nd grade and 3rd grade students

Adi 2 & 3 Science - designed for 2nd grade and 3rd grade students

Adi 4 & 5 Math - designed for 4th grade and 5th grade students

Adi 4 & 5 English - designed for 4th grade and 5th grade students

Adi 4 & 5 Science - designed for 4th grade and 5th grade students

Adi's Comprehensive Learning System is designed to provide a comprehensive curriculum and a holistic learning environment for your child. The knowledge and content of the lessons, games, and activities in the various Adi products correlate with each other, building on previous knowledge, to provide a holistic, well-rounded view of curriculum for your child. We encourage you to experience them all!



Outline of Adi Curriculum Math 2

Chapter 1 - Numbers

Writing Numbers

- Writing Numbers through 10
- Writing Numbers through 100
- Writing Numbers through 1,000
- Numbers through 10 from Counters
- Numbers through 100 from Counters

Counting

- Before or After
- Count on or Back, Less Than 20
- Count on or Back, 20 to 100
- Which Picture Shows X Less Than Y
- Counting Exercises

Place Value

- Write the Number Between
- Identify Place Value
- Ascending / Descending Order

Estimation

- Costs
- Number of Items
- More or Less Than 10
- Number of Items in a Picture

Fractions

- Write Fractions $1/X$
- Write Fractions Y/X
- Exercises Using Fractions $1/X$
- Exercises Using Fractions Y/X





Chapter 2 - Calculation

Addition

- Single Digit
- Turn Around Facts
- Two Digit / No Trade
- Two Digit / Trade
- Three Number Sums

Subtraction

- Complete the Addition
- Subtraction from 9 and 10
- Calculate the Difference
- Subtract 9s
- Two Digit Subtraction

Multiplication / Division

- Multiplication from Pictures
- How to Multiply
- Multiplication Exercises
- Division from Pictures
- How to Divide
- Division Word Problems

Applications

- Exercises / Prices
- Exercises / Ages
- Exercises / 1 Digit
- Exercises / 2 Digit



Chapter 3 - Measurement

Length

- Height (Customary Units)
- Length (Customary Units)
- Estimating (Customary Units)
- Measuring Height (Metric Units)
- Estimating Length (Metric Units)

Capacity and Mass

- Capacity (Customary)
- Mass (Customary)
- Mass (Metric)
- Capacity (Metric)

Money

- Addition of Cents
- Counting Dimes, Nickels, and Pennies
- Counting Collections of Coins
- Exercises with Cents
- Exercises with Dollars

Time

- Two Ways of Reading Time
- Tell Time to 15 Minute Intervals
- Tell Time to 5 Minute Intervals
- Calculating Elapsed Time
- Time Exercises

Calendar

- The Month
- Number of Days in Each Month
- The Week





Chapter 4 - Patterns and Functions

Colors and Shapes

- Two or Three Shapes, Find the Next One
- Three or More Shapes, Find the Next Two
- Three Colors, Find the Next One
- What Comes Next?

Numeric Patterns

- Complete the Pattern, by 2s
- Complete the Pattern, by 3s
- Complete the Pattern, Non-Standard
- Complete the Pattern, Non-Standard with Pictures

Skip Counting

- Money
- Skip Counting by 2s, 3s, 4s
- Skip Counting by 5s, 10s, 25s, 100s
- Time by 5 Minutes and 1 Hour

Comparing Numbers

- Greater Than 1 - 99
- Less Than 1 - 99
- Greater Than 100 - 1,000
- Less Than 100 - 1,000
- Find the Greatest or Least Number in Each Box

Ordinal Numbers

- Find 1st, 5th, etc. through 20
- Find 2nd, 8th, etc. through 20
- Find 1st, 5th, etc. / 21 through 100
- Find 2nd, 8th, etc. / 21 through 100



Chapter 5 - Geometry and Data Analysis

Solids

- Identify Solid Figures
- Faces of Solid Figures
- Edges of Solid Figures
- Classify Properties of a Solid

Plane Figures

- Identify Plane Shapes on Solids
- Sides of Plane Figures
- Corners of Plane Figures
- Same Size and Shape
- Perimeter

Symmetry

- Figures with Symmetry
- Letters with Symmetry
- Symmetry on a Grid / Points

Graphs

- Read Data from a Pictograph / Most
- Read Data from a Pictograph / Specific Amount
- Read Data from a Bar Graph / Specific Amount
- Read Data from a Bar Graph / How Many of Each

Probability

- More, Less, or Equally Likely / Number of Things
- More, Less, or Equally Likely / Spinners
- More, Less, or Equally Likely



English 2

Chapter 1 - Writing

Sentences

- Subjects
- Predicates
- Subject-Verb Agreement
- Complete Sentences
- Complete Subjects
- Interrogative Sentences
- Exclamatory Sentences

Grammar

- Common Nouns
- Proper Nouns
- Singular Nouns
- Plural Nouns
- Subject Pronouns
- Noun Review
- Action Verbs
- Linking Verbs
- Adjectives
- Contractions

Editing

- Capitalization of Proper Nouns
- Capitalization of Addresses / Letters
- Punctuating Ends of Sentences
- Periods in Names and Initials
- Periods in Abbreviations
- Periods in Abbreviations of Words
- Commas in a Letter
- Commas in a List
- Punctuation Review



Chapter 2 - Spelling

Consonants

B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, Y, Z

Vowels

Short Vowels

Long Vowels

Silent e

Sounds

Blends: au, aw, oo, wh, sh, ch, th

Blends: oi, oy, ou, ow

Blends: fl, br, sk, sn, bl, sl, cr, cl

Y Sounds Like e

Y Sounds Like i

Affixes

Suffixes -er, -est, -ly, -y, -ful, -less

Prefixes dis-, re-, un-

Synonyms, Antonyms

Synonyms

Antonyms

Spelling

Homophones

Variant Spellings of ur, or, ar

Wr = r Sound

Kn = n Sound

Gh and ph = f Sound

Practice

Vocabulary

Nouns

Verbs

Adjectives

Colloquialisms





Chapter 3 - Studying

Organizing

- Alphabetizing
- Categorizing
- Classifying

Non-Fiction

- Title Page
- Titles / Subtitles
- Table of Contents
- Parts of a Book Summary
- Illustrations
- Maps

Dictionary

- Using the Dictionary
- Multiple Meanings of Words

Sequencing

- Following Directions
- Sequencing
- Qualities of a Good Listener
- Listening Study Skills



Chapter 4 - Reading

Story

- Setting
- Main Character
- Plot-Sequencing
- Predicting Outcomes
- Drawing Conclusions

Fiction

- Title Page
- Dedication Page
- About the Author Page
- Parts of a Book Review
- Create Your Own Title Page and Dedication Page

Paragraphs

- Identify Main Idea
- Identify Details
- Distinguish Between Main Idea and Details

Fantasy or Reality

- Fiction
- Fact
- Fiction / Fact Differences

Comprehension

- Same / Different
- Look at the Picture, Choose the Sentence
- Read the Paragraph, Answer the Questions
- Read the Paragraph, Identify Answers





Science 2

Chapter 1 - Earth

Sun, Moon, Planets, Stars

Sun / Shadows
Moon
Stars
Planets
Synthesis

Weather

Precipitation
Temperature
Wind
Extremes
Synthesis

Resources

Energy / Stored / Defined
Kinds of Energy
Oil
Gas
Coal
Electricity Generated
Alternative Energy Sources
Synthesis

Planet Earth

Earth Overview
Fresh Water
Salt Water / Oceans
Land / Rocks / Soil
Land Forms
Atmosphere
Inside the Earth
Synthesis



Chapter 2 - Life

Senses

- Touch
- Smell
- Sight
- What You See
- Hearing
- What You Hear
- Taste
- Synthesis

Basic Needs

- Food and Waste Removal
- Water / Air
- Shelter
- Body Requirements
- Care for Young
- Temperature Range
- Comparisons to Animals
- Synthesis

Plants

- Roots
- Stems
- Leaves
- Flowers
- Fruits
- Seeds
- Systems Overview
- Synthesis





Curriculum

Animals

Food and Waste Removal
 Water / Air
 Shelter
 Body Requirements
 Care for Young
 Temperature Range
 Comparisons to Humans
 Synthesis

Curriculum



Chapter 3 - Physical

State of Matter

- Matter Defined
- Solids
- Liquids
- Gasses
- Synthesis

Magnetism

- Magnetism Defined
- Poles
- Pull
- Natural Magnets
- Law of Magnetic Attraction
- Magnetic Field
- Force of Magnets to Pass through Materials
- Materials Attracted to Magnets
- Shapes of Magnets
- Loss of Magnetism
- Synthesis

Sounds

- Overview of Sound
- Vibration
- Sound Travels through Matter
- Structure and Function of Ears
- Characteristics of Sound
- Synthesis

Friction

- Friction Defined
- Causes of Friction
- Friction Produces Heat
- Friction Makes It Difficult to Pass One Matter Across Another
- Reducing Friction
- Uses of Friction
- Harmful Effects of Friction
- Synthesis



Math 3

Chapter 1 - Numbers

Writing Numbers

- 2 Digits
- 3 Digits
- Change Words to Numbers
- Change Numbers to Words
- Applications

Place Value

- Identify Place Value
- Arrange Digits Correctly
- Identify Value of Each Digit
- What Is 1,000 More or Less Than...

Decimals

- Match Decimal to Illustration
- Match Illustration to Decimal
- Write it in Words
- Comparison of Decimals
- Comprehension of Decimals

Fractions

- What Fraction Is Shaded?
- What is the Fraction?
- Equivalent Fractions
- Which is More?
- Mixed Numbers



Chapter 2 - Calculation

Addition

- 2 Digit Addition
- Regrouping
- Adding Fractions with Like Denominators
- Adding Decimals
- Application of Fractions and Decimals

Subtraction

- Applications
- 2, 3, 4 Digit Subtraction
- Fraction Subtraction
- Decimal Subtraction
- More Applications
- Subtraction from Zeros

Multiplication

- Simple Multiplication
- Three Factor Multiplication
- Addition Relations
- Choose the Correct Product
- Long Multiplication

Division

- Relation to Multiplication
- Equation Division
- Set Up a Division Problem
- Long Division
- Applications



Chapter 3 - Measurement

Length

- Use Your Ruler (Customary)
- Use Your Ruler (Metric)
- Best Unit (Customary)
- Best Unit (Metric)

Money and Time

- Coin Word Problems
- Place Value
- Estimates
- Elapsed Time
- How Late?

Capacity and Volume

- Best Unit (Customary)
- Best Unit (Metric)
- Comparisons (Customary)
- Comparisons (Metric)
- How Many Boxes?

Temperature

- Compare Temperature to the Time of Year
- Read Temperature Scale
- Temperature in Celsius
- Applications

Area and Perimeter

- Perimeter of Shapes
- Design a Zoo / Which Shape Has a Given Perimeter?
- Beginning Area
- Area and Perimeter Problems



Chapter 4 - Patterns and Functions

Color and Shapes

Color, Complete the Pattern
Color, What's the Rule?
Shape, Complete the Pattern
Shape, What's the Rule?

Numbers

Complete the Pattern
What's the Rule? / Addition and Subtraction
What's the Rule? / Multiplication and Division
Applications with Age

Logic

Blocks
Who Am I?
Shapes
Mystery Keys

Patterns

Post Office
Common Numbers
Number Triangles
Grid Paths
Ordinals



Chapter 5 - Geometry and Data Analysis

Coordinate Geometry

Comparisons
Writing
Reading
Move It!

Shapes

Similar
Congruent
Life Shapes
Hidden Shapes

Points and Lines

How Many Segments?
Right Angles
Parallel and Perpendicular Lines
Parallel and Perpendicular Lines in Shapes

Probability and Statistics

Match the Graphs
Read the Graphs
Predictions
Data Gathering
Conclusions

Symmetry

Shapes
Letters
Which Line?



English 3

Chapter 1 - Writing

Sentences

- Subjects
- Predicates
- Subject / Verb Agreement
- Complete Sentences
- Compound Sentences
- Interrogative Sentences
- Sentence Patterns
- Sentences with One Negative

Grammar

- Common Noun
- Proper Noun
- Plural Nouns - Regular
- Plural Nouns - Irregular
- Pronouns / Antecedents
- Verbs
- Adjectives
- Contractions

Editing

- Capitalization of Proper Nouns
- Capitalization of Addresses
- Punctuating Ends of Sentences
- Periods in Names, Initials, Abbreviations
- Periods in Abbreviations of Words
- Commas in a Letter
- Commas in a List
- Punctuation Review





Chapter 2 - Spelling

Structure

- Root Words
- Prefixes
- Suffixes -able, -ous, -teen, -ty
- Suffixes -less, -ful
- Word Endings -s, -es, -er, -ed, -ing
- Double Final Consonant CVC (consonant, vowel, consonant) Words
- Drop Silent e
- Syllabication

Sounds

- Consonant Blends and/or Digraphs at Beginning/End of Words
- Vowel Blends ai, ay, ee, ea, oa, oo, ow, ou, oi
- R-Controlled Vowel Patterns ar, er, ir, or, ur

Synonyms, Antonyms

- Synonyms
- Antonyms
- Synonyms vs. Antonyms

Spelling

- General Spelling Practice
- Homophones
- Gn = n Sound
- Eigh = ey Sound
- Mb and mn = m Sound
- Ph = f Sound
- Wr = r Sound

Vocabulary

- Nouns
- Verbs
- Adjectives
- Colloquialisms



Chapter 3 - Studying

References

- Table of Contents
- Glossary
- Encyclopedia
- Index
- Maps
- Charts
- Graphs
- Using the Library

Dictionary

- Alphabetizing
- Guide Words
- Entry Words
- Synonyms
- Accents / Syllabication
- Meaning
- Alphabetizing
- Practice

Sequencing

- Sequencing
- Time Order Word Clues





Chapter 4 - Reading

Story

- Setting
- Characterization
- Main Character
- Plot-Sequencing
- Predicting Outcomes
- Drawing Conclusions

Fiction

- Title Page
- Copyright Page
- About the Author Page
- Create Your Own Title Page or Copyright Page

Paragraphs

- Details
- Distinguish Between Main Idea and Details
- Identify Main Idea and Details
- Organizing a Paragraph
- Main Idea in a Topic Sentence

Fantasy or Reality

- Fantasy
- Reality

Non-Fiction

- Cookbooks
- How-to Books
- Science Books
- History Books
- Biographies and Autobiographies
- Identifying Types of Non-Fiction Titles
- Identifying Non-Fiction Titles



Science 3

Chapter 1 - Earth

Sun, Moon, Planets, Stars

- Sun / Star Properties
- Moon Properties
- Planet Properties
- Patterns of Change / Apparent Motion
- Patterns of Change / Moon
- Patterns of Change / Planets
- Systems / Solar, Galaxy, Universe
- Synthesis

Weather

- Precipitation
- Temperature
- Wind
- Extremes
- Synthesis

Conservation

- Definition and Uses
- Review Fossil Fuels
- Review Terms
- Review Electricity
- Alternative Power Sources
- Solar Power
- Wind Power
- Geothermal Power
- Nuclear Power
- Synthesis

**Rocks & Soil**

- Earth Overview
- Land Forms
- Types of Soil Defined
- Soil Erosion
- Rocks and Minerals
- Change
- Synthesis

Chapter 2 - Life**Skeleton and Muscle**

- Skull
- Vertebrae / Spinal Column
- Rib Cage
- Pelvis
- Arms
- Legs
- Skeletal Systems
- How Skeletal System Relates to Other Body Systems

Habitats

- Butterfly / Meadow
- Frog / Water and Land
- Penguin / Arctic
- People
- Fish and Whale / Water
- Reptile / Desert
- Slug and Snail / Forest
- Wolf / Forest
- Synthesis

**Plants**

- Conditions for Growth
 - Air
 - Water
 - Temperature
 - Soil
 - Nutrients
- Basic Composition of Seeds and Bulbs
- Protective Properties
- Methods of Seed Dispersal
- Germination
- Synthesis

Reptiles

- Definitions / Properties
- Identification
- Habitat
- Ecosystems
- Environment
- Place in Life Cycle
- Interdependence
- Comparisons to Other Animals
- Synthesis

Chapter 3 - Physical**Properties of Matter**

- Matter Defined
- Solids
- Liquids
- Gasses
- Tools Used to Measure
- Observable Change
- Physical Change
- Synthesis



Basic Electricity

- Introduction to Electricity
- Simple Circuit
- Light Bulbs
- Cell Batteries
- Paths and Wires
- Conductors
- Nonconductors
- Synthesis

Liquids

- Liquids as Matter
- Liquids Compared to Solids and Gasses
- General Properties of Liquids
- Define Volume of Liquids
- Comparative Weight of Liquids
- Density
- Heating
- Cooling
- Synthesis

Machines

- Machines Defined
- How Forces are Used to Make Machines Work
- Various Force Sources
- Machine Types
- Lever
- Wheel and Axle
- Pulley
- Inclined Plane
- Wedge
- Screw
- Synthesis



Math 4

Chapter 1 - Numbers

Reading Whole Numbers

- Matching Written Numbers with Numerals
- Write the Written Form of the Number
- Match the Written Numbers with the Numeral
- Comparing Less Than and Greater Than
- Following Numbers

Fractions

- Comparing Visual with Numeric
- Writing Fractions in Words
- Comparing Fractions and Decimals
- Finding Equivalent Fractions
- Adding / Subtracting with Like Denominators
- Comparing Fractions with Greater Than and Less Than

Reading and Comparing Decimals

- Comparing Decimal Numbers to their Written Form
- Write Numerals from Words
- Comparing Greater Than and Less Than
- Which Is Largest?
- Which Is Smallest?
- Comparing Decimals / Equal Value

Place Value

- Place Value / Expanded Notation
- Place Value of Decimals
- Finding Correct Place Value of Whole Numbers
- Comparing Large Whole Numbers
- Arranging Decimals from Small to Large



Chapter 2 - Calculation

Addition

- Addition Facts
- Add Decimals
- Add Whole Numbers
- Add Decimal Numbers
- Adding Fractions with Unlike Denominators
- Adding Mixed Numerals

Subtraction

- Whole Number Subtraction
- Decimal Subtraction
- Subtracting Fractions with Unlike Denominators
- Making Change
- Magic Squares
- Subtracting Mixed Numerals

Multiplication

- Facts
- Word Problems with 10, 100, 1000
- Placement of Decimal Point
- Arrange Facts in Order
- Word Problems

Division

- Facts
- Long Division with 10, 100, 1000
- Decimal Division with 10, 100, 1000
- Word Problems



Chapter 3 - Measurement

Length

- Picking Equivalent Units
- Comparing Metric Units
- Estimating Customary Units
- Estimating Metric Units
- Estimating Word Problems

Capacity

- Equivalent Customary Capacity Measurements
- Comparing Metric Measurements
- Comparing Units
- Word Problems

Mass

- Standard Equivalent Weights
- Metric Equivalent Weights
- Standard / Metric Equivalent Weights
- Choose Best Estimate

Time and Temperature

- Adding and Subtracting Time
- Elapsed Time
- Equivalent Temperatures
- Reading Fahrenheit and Celsius

Perimeter and Area

- Perimeter of a Shape
- Perimeter of Shapes
- Word Problems
- Area of Squares and Rectangles
- Area Word Problems



Chapter 4 - Patterns and Functions

Patterns and Relationships

- Continue the Pattern
- Number Patterns
- Symmetry
- Axis of Symmetry
- Whole Numbers

Ratio

- Completing Proportions
- Comparing Proportions
- Tables of Proportions
- Completing Proportions / Money

Percent

- Comparing Percents and Decimals
- Equivalent Fractions and Decimal Percents
- Discounted Prices
- Recipes and Percents
- Sales Tax

Logic

- Venn Diagrams
- Shape Matching
- Post Office
- Common Numbers



Chapter 5 - Geometry and Data Analysis

Lines and Segments

- Segments
- Points
- Lines
- Rays
- Perpendicular Lines
- Parallel Lines
- Angles
- Circles

Figures on a Single Plane

- Shape Recognition
- Shape Classification
- Draw Diagonals

Statistics and Probability

- Probability Word Problems
- Bar Graphs
- Circle Graphs
- Line Graphs
- Points on a Grid

Volume

- Volume of a Solid
- Volume of a Rectangular Solid
- Cube Patterns
- Faces of Solids





English 4

Chapter 1 - Writing

Sentences

- Noun Subjects
- Pronoun Subjects
- Compound Subjects
- Predicates
- Complete Sentences
- Interrogative, Exclamatory, Imperative, Declarative Sentences
- Sentences with One Negative
- Compound Sentences

Grammar

- Common Nouns
- Proper Nouns
- Singular Nouns
- Regular Plural Nouns
- Irregular Plural Nouns
- Helping / Linking Verbs
- Present / Past Verbs
- Adjectives as Modifiers
- Singular / Plural Possessives
- Direct Objects

Editing

- Capitalization of Proper Nouns
- Capitalization of Addresses
- Punctuating Ends of Sentences
- Periods in Abbreviations
- Commas in a List
- Commas in a Letter

Writing Formats

- Friendly Letter
- Envelopes
- Postcards



Chapter 2 - Spelling

Structure

- Review Prefixes
- Review Suffixes
- Review Root Words
- Double Final Consonant CVC (consonant, vowel, consonant) Words + Endings
- Accented Vowel Ending Words + Endings
- Syllabication

Sounds

- Beginning ch, sl, cr, st, th, gh, wh, br, etc.
- Ending ch, sl, cr, st, th, gh, wh, br, etc.
- Sounds ai, ay, ee, ea, oa, oo, ow, ou, oi
- Sounds ear, eer, air

Synonyms, Antonyms

- Synonyms
- Antonyms

Endings

- Drop Final Silent e in Words Before Adding Endings
- Change y to i Before Adding -es or -ed
- Word Recognition



Chapter 3 - Studying

Research

- Main Topics
- Main Topics in an Outline
- Maps
- Charts
- Graphs

References

- Glossary
- Dictionary
- Encyclopedia
- Index
- Atlas
- Almanac

Dictionary

- Guide Words
- Pronunciation Key
- Accents / Syllabication
- Synonyms
- Identifying Multiple Meanings of Words Using Context Clues
- Definitions for Words with Multiple Meanings

Sequencing

- Time Order Word Clues
- Sequencing Events and Directions

Organizing

- Time Management
- Prioritizing Tasks
- Notebook Organizing
- Calendars



Chapter 4 - Reading

Story

- Setting
- Character Analysis
- Elements of a Plot
- Conflict
- Resolution

Paragraphs

- Main Idea
- Topic Sentence
- Key Words
- Details
- Difference Between Topic Sentence and Main Idea

Fact or Opinion

- Fact
- Opinion
- Generalizations

Non-Fiction

- How-to Books
- Cookbooks
- Science Books
- History Books
- Biographies and Autobiographies
- Art Books
- Sports Books
- Leisure Books
- Review of Non-Fiction Materials





Science 4

Chapter 1 - Earth

Planets in the Solar System

- Properties of Inner Planets
- Properties of Outer Planets
- Gravity
- Rotation on Axis
- Orbits
- Seasons
- Sun as Center of Our Solar System
- Synthesis

Weather

- Precipitation
- Temperature
- Wind
- Extremes
- Synthesis

Energy

- Definitions
- Uses of Energy
- Overview of Fossil Fuels
- Overview of Alternatives
- Individual Use
- Family Use
- Society Use
- Synthesis

Water

- Earth Overview
- Fresh Water
- Oceans
- Forms / Solid, Liquid, Gas
- Water Cycle
- Water as a Resource
- Synthesis



Chapter 2 - Life

Digestion

- Mouth
- Esophagus
- Larynx
- Throat
- Stomach
- Small Intestine
- Large Intestine
- Digestive System
- Nutrition / Choices
- Nutrition / Consequences
- Digestive System Related to Other Systems in the Body

Life Cycles

- Butterfly / Meadow
- Frog / Water and Land
- Penguin / Arctic
- People
- Fish / Water
- Whale / Water
- Reptile / Desert
- Synthesis

Diversity

- Mosses / Liverworts
- Ferns / Horsetails
- Fruit Plants
- Conifers
- Deciduous
- Wild and Garden Flowers
- Garden Plants
- Synthesis





Birds / Insects

- Definitions
- Properties
- Identification
- Habitat
- Ecosystems
- Environment
- Place in Life Cycle
- Interdependence
- Comparison to Other Animals
- Synthesis

Chapter 3 - Physical

Physical Matter

- Matter Defined
- Solids
- Liquids
- Gasses
- Tools Used
- Changes
- Synthesis

Electricity

- Introduction
- Static
- Current
- Simple / Parallel
- Simple Circuits
- Conductors
- Nonconductors
- Series Circuits
- Parallel Circuits
- House Wiring
- Synthesis

**Gasses**

- Gas as Matter
- General Properties
- Examples
- Air as a Mixture of Gasses
- Earth's Atmosphere
- Hot Air Rises
- Changes of State
- Synthesis

Heat / Light

- Heat Defined
- Mechanical Energy
- Chemical Energy
- Electrical Energy
- Radiant Energy
- Temperature
- How Heat Changes
- States of Matter
- Synthesis





Math 5

Chapter 1 - Numbers

Decimals

- Reading
- Writing
- Place Value
- Comparisons
- Ordering

Fractions

- Recognition
- Renaming
- Writing
- Comparisons
- Equivalents

Factors

- Prime and Composite Numbers
- Factors of a Number
- Common Factors
- Greatest Common Factor
- Least Common Factor

Reciprocals and Integers

- Simple Reciprocals
- More Than / Less Than 1
- Reciprocals of Mixed Numbers
- Identifying Integers on a Number Line
- Applications with Temperature



Chapter 2 - Calculation

Addition

- Decimals
- Fractions
- Adding Mixed Numbers
- Estimation

Subtraction

- Decimals
- Fractions
- Subtracting Mixed Numbers
- Estimation
- Order of Operation

Multiplication

- Multiplying Decimals
- Multiplying Fractions
- Multiplying Mixed Numbers
- Applications
- Estimation

Division

- Dividing Decimals
- Dividing Fractions
- Dividing Mixed Numbers
- Applications
- Estimation
- Order of Operations



Chapter 3 - Measurement

Length, Weight & Mass, Capacity

Choose the Unit
 Conversion of Length
 Conversion of Weight
 Conversion of Capacity
 Which Would You Use...

Volume

Compute Volume by Counting Boxes
 Compute Volume by Dimensions
 Match Volume with Correct Shape
 How Many Cubes Does it Take to Build It?
 Applications with Volume

Temperature and Time

Fahrenheit
 Celsius
 Elapsed Time

Perimeter and Area

Perimeter of Plane Figures
 Area of Rectangles and Squares
 Area of Triangles
 Area of Circles
 Circumference of Circles
 Surface Area
 Applications of Area and Perimeter





Chapter 4 - Patterns and Functions

Percents

- Recognition
- Equivalents
- What's Missing?
- Batting Averages
- At the Hoop

Exponents

- Comprehension
- Comparison of Exponents
- Powers of 10
- Ordering
- Exponent Order of Operations

Ratio and Proportion

- Matching
- Ratios to Fractions
- Fractions to Ratios
- Equal Ratios
- Map Skills
- Ratio Problems

Patterns

- Venn Diagrams
- Logical Classification
- Similar and Congruent Shapes
- Variables





Chapter 5 - Geometry and Data Analysis

Points and Lines

- Relationships Between Lines
- Coordinates
- What Kind of Shape Is It?
- Symmetry
- Congruent Segments

Polygons

- Matching Names to Attributes
- Congruent Polygons
- Similar Polygons

Angles

- Types
- Triangles / Missing Angle
- Quadrilaterals / Missing Angle
- Estimations

3-D Figures

- Naming
- Faces, Vertices, Edges
- Different Views

Probability and Statistics

- Predictions
- Possibilities
- Organizing Data
- Reading Graphs
- Averages



English 5

Chapter 1 - Writing

Sentences

- Subject / Verb Agreement
- Complete Sentences
- Interrogative, Exclamatory, Imperative, Declarative Sentences
- Compound Sentences
- Sentences with More than One Negative

Grammar

- Regular Plural Nouns
- Irregular Plural Nouns
- Helping / Linking Verbs
- Past / Present Verbs
- Adjectives as Modifiers
- Singular / Plural Possessives
- Direct Objects
- Adverbs
- Prepositions to, in, for, above, beyond, by, through

Editing

- Capitalization of Proper Nouns
- Capitalization of Addresses
- Periods in Names and Initials
- Periods in Abbreviations
- Commas in a Letter
- Colons

Writing Formats

- Friendly Letter
- Business Letter
- Envelopes
- Postcards
- Letter Format Review





Proof-Reading

- Indenting
- Punctuating
- Capitalization
- Misspellings
- Possessives

Chapter 2 - Spelling

Structure

- Review Prefixes
- Review Suffixes
- Review Root Words
- Double Final Consonant CVC (consonant, vowel, consonant) Words + Endings
- Accented Vowel Ending Words + Endings
- Syllabication
- Word Families

Synonyms, Antonyms

- Synonyms
- Antonyms

Misspellings

- Correct Spelling of Most Misspelled Words

Recognition

- Word Recognition of Most Often Used Words

Homophones

- Definition of Homophones
- Use of Homophones



Chapter 3 - Studying

Outlining

- Main Topics
- Main Topics in an Outline
- Sub-Topics
- Sub-Topics in an Outline

References

- Glossary
- Dictionary
- Encyclopedia
- Index
- Charts and Graphs
- Map Reading
- Atlas
- Almanac

Dictionary

- Guide Words
- Pronunciation Key
- Syllabication
- Meaning
- Synonyms
- Thesaurus
- Multiple Meanings
- Context Clues
- Definitions of Words with Multiple Meanings

Sequencing

- Time Order Word Clues
- Sequencing Events and Directions





Chapter 4 - Reading

Story

- Setting
- Character Analysis
- Elements of a Plot
- Conflict
- Resolution

Paragraphs

- Main Idea
- Details
- Identify Key Words
- Identify Topic Sentences
- Difference Between Topic Sentence and Main Idea

Fact or Opinion

- Fact
- Opinion
- Generalizations
- Propaganda Techniques

Compare and Contrast

- Comparisons
- Contrasts
- Venn Diagrams

Non-Fiction

- How-to Books
- Cookbooks
- Science Books
- History Books
- Biographies and Autobiographies
- Art Books
- Sports Books
- Leisure Books
- Review of Non-Fiction Materials



Science 5

Chapter 1 - Earth

Galaxies

- Review Objects in the Night Sky
- Solar System
- Stars
- Milky Way Galaxy
- Other Galaxies
- Synthesis

Climate

- Review Weather
- Weather and Climate Differences
- Factors Controlling Yearly Temperature
- Factors Controlling Yearly Rainfall
- Classification of Climates
- Global Climate Change Dilemma
- Synthesis

Pollution

- Different Kinds of Pollution
- Air Pollution
- Water Pollution
- Land Pollution
- Synthesis

Earth Systems

- Geosphere
- Biosphere
- Hydrosphere
- Atmosphere
- Interaction Between Water and Air
- Volcanoes
- Earthquakes
- Other Earth Shapers
- Synthesis





Chapter 2 - Life

Respiration and Circulation

- Respiration / Parts
- Oxygen / Co2 Exchange
- Circulation / Parts
- Blood
- Relation of Each to Exercise
- Relation to Other Systems

Ecosystems

- Forest
- Desert
- Fresh Water
- Salt Water
- Mountains
- City
- Grasslands / Meadows
- Synthesis

Interdependency

- Plants Defined
- Plant Cells
- Growth and Decay
- Energy Transfer
- Photosynthesis
- Cycles
- Interaction
- Habitat Dependency
- Structure and Function
- Synthesis



Mammals

- Definition
- Properties
- Identification
- Habitat
- Ecosystems
- Environment
- Place in Life Cycle
- Interdependence
- Comparison to Other Animals
- Synthesis





Chapter 3 - Physical

Chemical Matter

- Matter Defined
- Solids
- Liquids
- Gasses
- Tools Used
- Changes
- Synthesis

Electromagnetism

- Magnetism Reviewed
- Electricity Reviewed / Circuits
- Conductors
- Nonconductors
- Series / Parallel Circuits
- Electromagnets and How They are Made
- Electromagnets and How They are Used
- Synthesis

Light

- General Properties of Light
- Reflection
- Refraction
- Composition of Light
- Sources
- Synthesis

Energy Transformations

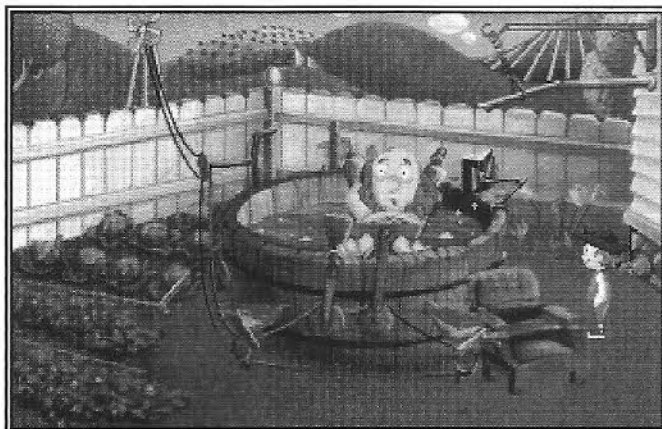
- Heat
- Light
- Chemical Energy
- Mechanical Energy
- Electrical Energy
- Nuclear Energy
- Energy Can Be Changed from One Form to Another
- Synthesis







Game Guides



NOTE: Not all of the games come with every Adi package. There are eight games included in each of the Adi packages. You will find instructions for all of the games in this section of the Handbook.



ADI'S CRAZY EIGHTS

Four Players

The object of *Adi's Crazy Eights* is to be the first player to play all of your cards. After the deal, the stack is placed on the table. You are dealt five cards at the beginning of the game. The top card of the stack is flipped over and becomes the discard pile.

Play begins with the player to the left of the dealer. With each turn, players try to play a card from their hand to the discard pile. Cards played to the discard pile must be of the same rank, or suit, or must be an eight.

If an eight is played, a suit is chosen by the player who played the eight. The next card played must be of that suit (unless it's an eight also).

Players who cannot play a card on their turn can take cards from the stack in order to make a play. Taking cards from the stack is:

UNLIMITED:

Cards may be taken from the stack without limitation.





Adi's Crazy Eights

SCORING:

The winner of *Adi's Crazy Eights* is the first player to score 100 points. The winner of each hand receives the average score of the other hands. Eights count 50 points. Face cards count 10 points each. All other cards count their face value. When a hand ends in a draw, no score is awarded.



ADI'S CRIBBAGE

Two Players

The object of *Adi's Cribbage* is to move your pegs around the track and reach the finish line before your opponent does. As soon as one player reaches the finish line, all play stops and the game is over. Points are scored in a variety of ways, both during the play of the hand, and during the showing of the hand. Each player is dealt six cards.

After the deal, each player chooses two cards from the dealt hand and places them in the crib hand. The crib hand is a special hand that belongs to the dealer and only comes into play during the showing of the hands. The deck is placed near the dealer and one card from the deck is turned face up and placed on top of the deck. This card is the starter. If the starter is a jack, the dealer scores two points for "his heels." After the starter card is turned up, the play begins with the non-dealer.

Players, in turn, may play any card as long as the count does not exceed 31. Each card played adds to the count (aces as 1, face cards as 10). All other cards count their face value. If you cannot make a play because it would go over 31, you pass by saying "Go". When a Go is given, the other player continues to play cards in any order as long as the count remains 31 or less. When this player cannot play, the count begins again at zero with the player who said "Go" first. All cards played in the previous round of 31 are out of play.

When all eight cards have been played, the play ends and the showing of the cards begins. The non-dealer shows first, then the dealer shows, then the dealer shows the crib hand. In all three hands, the starter is included as if it were part of each hand.

SCORING:

During the play, scoring consists of making the count 15 or 31, playing a card that makes a pair or a run, receiving a Go, playing the last card.

15 AND 31:

Two points are scored for making the count exactly 15 or 31!





Ed's Cribbage

PAIRS:

Two points are scored for playing a card of the same rank as the previous card played. If the card is the third in a row of the same rank (pair royal), six points are scored. If fourth in a row (double royal), twelve points are scored.

RUNS:

Sequences of cards that can be arranged by rank score one point per card in the sequence. Thus, if the last three cards played were 7,6,8 (of a suit), a run of 3 would be scored since the cards can be rearranged to form 6,7,8. During the play, there could be a run of up to seven cards.

GO:

The player who is told Go scores 1 point but only when the count ends at less than 31.

LAST CARD:

If the eighth card played does not make the count 31, the player that played the last card scores one point.

Scoring during the showing is as follows:

15:

Each combination of two or more cards that total 15 scores two points.

PAIRS:

Pairs score two points.

THREE OF A KIND (PAIR ROYAL):

Scores six points.

FOUR OF A KIND (DOUBLE ROYAL):

Scores twelve points.

**RUNS:**

Each combination of cards that form a sequence of three or more cards scores one point per card.

FLUSHES:

If the four cards in your hand are of the same suit, score four points. If the starter is also of the same suit, score five points instead. Four card flushes in the crib hand are not scored.

NOBS:

If a jack in the hand is the same suit as the starter, score one point.

MATCH POINTS:

Players score one match point for each game won unless the winning player won by more than 30 or 60 points. For winning the game by more than 30 points, two match points are scored. For winning the game by more than 60 points, four match points are scored. The first player to reach seven match points wins the **Adi's Cribbage** match.



ADI'S HEARTS

Four Players

The object of *Adi's Hearts* is to score fewer points than any other opponent by avoiding hearts and the Queen of Spades. Each player is dealt thirteen cards. After the deal, usually (depending on the passing option that is set) each player chooses three cards that they wish to exchange with another player.

The passing rule is as follows:

ALTERNATING PASSING:

Passing alternates each hand as follows: left, right, across, and hold. Every fourth hand is a hold hand which means that no passing takes place.

After the passing of the three cards has taken place, the play begins. The play of the hand always begins as follows:

TWO OF CLUBS LEADS:

The player with the two of clubs leads it and begins play.



Hearts is played in a series of thirteen tricks. The first card played to a trick determines the suit that must be followed by all other players, if able. Each player plays one card to the trick and the highest ranking card of the suit led wins the trick. The winner of a trick leads the next trick. Aces are high. Hearts may not be led until they have been "broken" (played onto a previous trick by a player who couldn't follow suit), or forced to play a heart due to having only hearts left.

SCORING:

Each heart taken from a trick counts one point against the player who takes it. The Queen of Spades counts thirteen points against the player who takes it. However, if a player takes all hearts and the Queen of Spades in a given hand (called "shooting the moon"), all the other players score twenty-six points and the player who "shot the moon" scores zero. **Adi's Hearts** is played until any player has 100 points or more after a hand is completed, at which time the player with the least number of points is the winner.





ADI'S OLD MAID

The object of *Adi's Old Maid* is to avoid becoming the "old maid". There is one special card in the deck which is the old maid card. This special card is added to the deck, creating a 53 card deck. After all the cards are dealt, players must remove all pairs from their hands. After each player has done this, the play will begin with the player to the left of the dealer.

Each turn, the player whose turn it is must choose one card from the hand of the player on their right and then place that card into his own hand. If the card that was chosen creates a pair in the hand, the pair is removed from the hand. Whether or not the new card forms a pair, the next player now plays. This continues until all pairs have been removed and only the old maid card remains. Each hand of *Adi's Old Maid* has three winners and one old maid.



ADI'S SOLITAIRE

The object of **Adi's Solitaire** is to play as many cards as possible to the foundations. The foundations are four special piles on the left side of the screen. After the cards are dealt to the seven columns, the stack is placed on the table. Cards from the stack are flipped over one at a time and placed into a waste pile.

Cards may be moved around the columns from the waste pile if certain rules are followed. Build columns in descending order (K,Q,J,10,9, etc.) and at the same time in alternating colors (red, black, red, etc.). In order for cards in a column to be moved to another column, all face up cards must be moved as a single unit. The top card of the unit must be one rank lower and of the alternate color of the lowest card of the column that the unit is being moved to.

Cards from the waste pile are moved one at a time and may be moved to any column as long as the building rules are followed. Cards may never be played from a column to the waste pile. Empty columns may only be filled with kings. Cards may be moved to a foundation from the columns or the waste pile. Only completely uncovered cards may be moved to foundations. Build foundations in ascending order and of the same suit.

Once a card is played to a foundation, it may not be moved again. Play ends when there are no more useful moves left to be made.

SCORING:

Each card played to a foundation scores one point.





BLACKOUT

Game Instructions

NOTE: You may use the Help Index from the game's menu bar to learn more about playing and configuring **Blackout**.

Place the mouse cursor somewhere over a TARGET rectangle (a white square on the playing surface with a round target on it).

Press the left mouse button - this should turn the target rectangle red and make a "found" sound.

Repeat the above two steps until all target rectangles have been found.

If the non-target squares turn black before you find all the target rectangles, a "blackout" will occur, and the game will be over.

You can also click on "bonus" rectangles that have a "2 X" through a "5 X" message on them for extra points - these rectangles turn blue when clicked. Any time you click on any rectangle that is neither a target nor a bonus rectangle, you will hear a "missed" sound and the nine-rectangle area around where you clicked will be completely "blacked out." Your score may also be lowered as a penalty for the miss, depending on the game configuration.

You can use the "Pause" and "New" buttons at the lower left-hand corner to pause the game and/or start a new game. The game's status is always displayed in the status line along the bottom of the playing surface. Other options, like the playing level and speed, turning sound on or off, and many other game options, can be set using the choices from **Blackout's** menu bar. Be sure to read the on-line help before you change the game settings permanently.





BOW AND ARROW

Once upon a time, in a land torn between the forces of Light and Dark, there presided the evil warlord known as the Black Archer. When out from a small village in the east, should emerge the single hope for all that is good and true. Standing alone, a locally renowned Archer dons his cap and sets off In Search of the Greatest Archer...

Game Instructions

In the game **Bow and Arrow**, you are a regionally renowned archer from a time long past. Your goal is to overcome all obstacles placed before you by the evil warlord known as the Black Archer.

Bonus Points are awarded when a sufficient number of targets have been hit during any round of play. Magic Feathers are awarded at the same time as bonus points. These feathers make you impervious to limited attacks. At least one arrow is awarded for each target. Each shot by the archer uses one arrow. Each time the archer is hit by an enemy, at least one magic feather will be removed. Arrows not used at a level are carried over to the next round. Note that only thirty arrows are shown on the Status display at any time. When less than thirty arrows are available, the arrow tokens will be visibly removed with each shot taken. Various amounts of points are awarded for each hit of a belligerent target. Typically, as the levels increase, higher scores are granted. Various amounts of points are subtracted when a friendly target is struck. To initiate each level of play, double click either mouse key or press any key on the keyboard.

ENDING A GAME:

A game will end when any one of the following criteria has been met:

- The Archer is out of arrows.

- The Archer is struck by an adversary without being in possession of a magic feather.

- The Player chooses menu option File->Stop or presses <F4>.

Moving the Archer and Shooting Arrows:

Archer movement and Arrow shooting are governed by specific mouse movements and button presses. Use Quick Help (menu option Help-> Quick Help) for quick reference of these operations.





Bow and Arrow

- | | |
|-------------|--|
| Load arrow | - Press right mouse button. |
| Draw bow | - Press left mouse button. |
| Shoot arrow | - Release left mouse button. |
| Walk arrow | - Hold left mouse button down. Move mouse above archer's head to walk up the screen. Hold mouse below archer's feet to walk down the screen. |

<Alt>+<F1> - Displays this Help file and pauses the current game, if in progress.

GENERAL HINTS:

A low pitched single beep generally means you did something wrong. At least, points will be subtracted. At the worst, you will not be able to continue the game.

- Read the story text for hidden clues.
- On levels with targets traveling vertically, call your shots. There is plenty of time, nothing is attacking you.
- On levels where the targets are traveling toward you, stick to a single region of the screen and shoot only targets in your range.
- Sometimes the best way to survive is to saturate the screen with arrows. Shoot as quickly as you can.
- Save games often to limit the need for repeating levels.

LEVEL SPECIFIC HINTS:

BULLS EYE

Just keep trying. You really can hit it.

UNFRIENDLY SKIES

In this level you should try to help the dove get your message through to Khanin the Wizard. Do not shoot the dove, save it!

DARK FOREST

This level requires the archer to destroy malicious trees who are continually throwing apples. If something has not been accomplished in a previous level, there is no way to kill the trees. Search back more than one level for the answer.





Solution to Level 9:

As the story goes, in level 7, "... you decide to send a message to your friend Khanin the Wizard.. A passing dove agrees to deliver your message..."

Later on in level 9, "...Hope the message got through to Khanin..."

These are the clues to getting through the apple trees. In short, you must stop the vultures from catching the dove in level 7. This means ALL vultures must be stopped. If the message gets through, help will be readily available in the Dark Forest.

Don't let the Vultures get through!

One final note: In level 9 at various resolutions, only part of the bottom tree is visible. You cannot shoot the apples from this tree but you must time your shots by dodging the apples and hitting the flame as it revolves to the front of the tree. Sometimes this may prove very difficult but the timing of on screen events assures that eventually the flame can be hit without being struck by an apple.

OUTPOST

It's tough to shoot the rat in this level. In fact, you can't get a clear shot. But arrows don't always have to take the shortest route. Go for the ricochet...

DRAGONS

No gaps in his armor. Think of the movies and aim for the soft vulnerable parts.

DEMONS

No way to kill this one easily. There's only one way, try disrupting his power surge with a well placed shot at the appropriate time.

IMPERIAL GUARDS

These ghastly mutations cannot be harmed when the power orb is in their possession. A well timed shot is required to hit the guards when the orb is out of their grasp.

THE DUEL

He doesn't run out of arrows. He pursues you across the screen. He is quick and agile... He can be defeated, honest.



Checkers

CHECKERS

Game Instructions

Checkers is played by two players with pieces in the form of disks. These pieces are called checkers or draughts. All these checkers are alike in form, but come in one of two colors, red or black. One player moves the black pieces, and the other moves the red.

All pieces stand and move solely on the black squares. Initially, all pieces are 'single men', but may become 'kings' as described below.

Black moves first, and thereafter the pieces move alternately. A player loses the game when he cannot move in turn. Usually, this is because all of his pieces have been captured, but this may also happen if all of his pieces are immobilized. Many games are drawn by agreement, when few pieces remain and neither player has an advantage sufficient to win.

NONCAPTURING MOVE: A single man may move only forward on the dark diagonal, one square at a time (when not capturing).

CAPTURING MOVE: The capturing move is a jump. If a red piece sits forward and adjacent to a black piece, and the black square behind the red piece in the same line is empty, the black piece may jump over the red piece into the empty square and remove the red piece from the board. If a piece makes a capture, and lands on a square from which it can make another capture, it continues jumping in the same turn. It may change direction during the jumps, but only forward if it is a single man.

If a player can make a capturing move, he **MUST** do so. He may not make a noncapturing move. If he has a choice between several captures in the same move, he has free choice.



CODE BREAKER

The object of the game is to solve a computer generated color code in less than sixteen tries.

Game Instructions

The game board consists of sixteen rows of five peg holes each. In the center of the board is a column of seven colored pegs. The computer will randomly select five colored pegs and generate a secret pattern which you must try to guess. To make a guess, click on a colored peg, then click on an empty hole to fill it with that peg. Fill each hole with the peg of your choice and then click on the button marked **Test**. The computer will tell you how close your guess was to the true pattern by showing you a row of dots next to your guess. By clicking anywhere in a completed row, you can copy that row into your current guess in order to make changes. Each black dot indicates that you have a correctly colored peg in the right hole, while each white dot indicates that you have a colored peg placed in the wrong hole. You have sixteen tries to guess the computer's pattern, using the information gained by your previous guesses.



Draxon One Pinball

DRAXON ONE PINBALL

Nova 9 Super Jackpot

The object of Draxon is to vanquish that intergalactic tyrant Gir Draxon. In order to earn this playfield's Super Jackpot, you must Rid Nova 9 of Gir Draxon. This will require you to Turn on Sarah, Stay in Good Repair, Travel to Nine Planets, Make Crushed Ice, and Warp it Good.

Turn on S.A.R.A.H.

Place a ball in the Activate S.A.R.A.H. Trap Hold. Now hit the lettered targets S.A.R.A.H.. This scores 1,000,000 points and begins MULTIBALL play.

Stay in Good Repair

Put a ball in Sparky's Safety Zone Trap Hole. Scores 150,000 points and lights the Cosmic String ramp for three interplanetary journeys.

Travel to Nine Planets

Place a ball up the lit Cosmic String Ramp for an interplanetary journey. Scores 250,000 points. You must make nine interplanetary journeys up the ramp while lit thus requiring you to place three balls in the Sparky's Safety Zone Trap Hole.

Make Crushed Ice

Strike the Ice Crusher Target while lit. Each hit scores 100,000 points.

Warp It Good

Shoot a ball into the Warp Zone Cosmic Swirl. You may start to feel a bit dizzy, but just relax. You have won the Frequent Flier Super Jackpot 5,000,000 points.



GAME CONTROL

PLUNGER:

To shoot a ball into play, position the cursor over the plunger and hold down left mouse button until you wish to release the plunger. Or, hold down the down arrow key until you wish to shoot the ball.

FLIPPERS: Shift

The left and right flippers are controlled by the left and right shift keys or the left and right mouse buttons.

GRUNCHING: Control + Shift

Grunching towards the left or right is controlled by the left and right Ctrl + Shift keys.





Draxon Two Pinball

DRAXON: LEVEL TWO

Lost In Space Super Jackpot

You must vanquish Gir Draxon to earn this playfield's Super Jackpot. This will require you to Remain in Flux, Entertain Pion-Quark, Wiggle Like a Worm, Mark the Spotted X, and Bi-Phasal Gir's Nasals.

Remain in Flux

Place a ball in the Galaxy Flux Hole. Try to remain calm. There is no need to adjust your screen. Those strange ball movements will end soon and, anyway, they just earned you 100,000 points.

Entertain Pion Quark

Place a ball in the Quark Control Trap Hole for 200,000 points. Shoot a ball into the Pion Trap Hole for another 200,000 points. This begins MULTIBALL play.

Wiggle Like a Worm

Put a ball in the Worm Hole. This scores 500,000 points.

Mark the Spotted X

Place a ball in the X Marks the Spot Lane three times while lit. This scores 1,000,000 points and what's this? Holy cow. Gir Draxon's head just broke through the play field's surface.

Bi-Phasal Gir's Nasals

Hit the Maximum Bi-Phasal Power Switch Target. Now place a ball in the Mass Loader Trap Hole. Play is suspended while the Modified Bi-Phasal Cannon is loaded. Time the movement of the Modified Bi-Phasal Cannon and fire at Gir's rather large nasal passages. (To fire cannon press shift key or left mouse button.) Two nasal shots at Maximum Bi-Phasal Power will vanquish Gir Draxon and earn you admiration among friends and family for winning Draxon pinball.



GAME CONTROL

PLUNGER:

To shoot a ball into play, position the cursor over the plunger and hold down left mouse button until you wish to release the plunger. Or, hold down the down arrow key until you wish to shoot the ball.

FLIPPERS: Shift

The left and right flippers are controlled by the left and right shift keys or the left and right mouse buttons.

GRUNCHING: Control + Shift

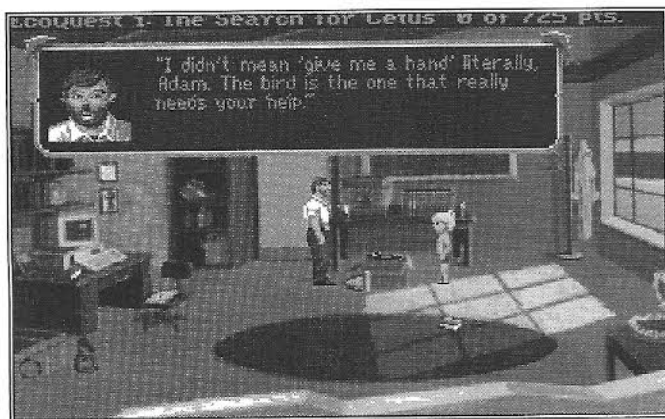
Grunching towards the left or right is controlled by the left and right Ctrl + Shift keys.





EcoQuest:
The Search for Cetus

ECOQUEST: THE SEARCH FOR CETUS



Adventure, danger, and discovery beneath the sea.

Set out on a challenging undersea odyssey as you discover the delicate and miraculous balance of nature. As you unravel this perilous sub-aquatic quest, you'll learn about the important environmental issues facing each of us today. You'll also have the adventure of your life.

Join an enchanting cast of animated undersea characters as you search for Cetus, the great whale king. Only you can save a mysterious underwater city. Along the way, you'll explore the sunken ruins of ancient civilizations and rescue sea creatures who are hurt or poisoned by pollution.

Join young Adam and Delphineus, the dolphin, as they brave the terror of toxic waste, oil spills, deadly driftnets, and other environmental hazards.

Based on scientifically accurate information, **EcoQuest** shows the importance of protecting the environment and how each individual can make a difference.



ICONS AND CURSORS

At the top of the screen is an icon bar containing several icons that can be selected to execute the command choices available to you. To open the icon bar, press (ESC) or move the cursor all the way to the top of your screen. Some icons will have a menu of choices. Use the (Tab) key or mouse to move between choices within an icon menu.

WALK ICON

Choose WALK when you want to move the character from place to place on the screen. A walking character will move until it encounters an obstacle in its path, then stop.

WALK CURSOR (MOUSE MODE ONLY)

When you choose WALK, the cursor will change to a walking figure. Place the feet of the figure at the place where you want to move the character and click the mouse button. If possible, the character will move to that spot. PLEASE NOTE: In Keyboard mode, the character's destination will be assumed to be the edge of the screen in the direction of movement, and will walk off the screen if not stopped. There will not be a special cursor onscreen.

SWIM ICON

The SWIM icon replaces the WALK icon when you are in the water. Choose it when you want to move the character from place to place.

SWIM CURSOR

When you choose SWIM, the cursor will change to a swimming figure. Place the feet of the figure at the place you want to move the character and click the mouse button. If possible, the character will move to that spot.

LOOK ICON

Choose LOOK when you want to have the character look at something onscreen.

LOOK CURSOR

When you choose LOOK, the cursor will change to an eye. Place the eye at the desired place on the screen and press (ENTER). If there is something to be seen at this place, a message will be displayed.



ACTION ICON

Choose ACTION when you want the character to perform an action on an object.
(Example: getting a drink from a pond, opening a door, etc.)

ACTION CURSOR

When you choose ACTION, the cursor will change to a hand. Place the hand at the desired place on the screen and press (ENTER), click the mouse button. The necessary action for this screen position will be performed.

TALK ICON

Choose TALK when you want to initiate a conversation between game characters.

TALK CURSOR

When you choose TALK, the cursor will change to a talking head. Position the mouth on the person (or thing) and click the mouse button or press (ENTER). If conversation is possible, the character will talk, or a conversation will begin.

INVENTORY ICON

Choose INVENTORY when you want to see and select from the items you are currently carrying.

The Controls Icon

This icon allows four game variables to be adjusted:

SPEED-Adjusts the speed of the game animation.

VOLUME-Adjusts the sound volume.

TEXT/SPEECH CONTROL-Allows selection between displayed text and spoken text. If the button is marked as TEXT, clicking on it will change to text mode. If the button is marked as SPEECH, clicking on it will restore speech mode.

GAME DETAIL-Adjusts the amount of non-essential animation in the game. If your game is running too slowly, you may want to adjust the Game Detail to lessen the amount of non-essential animation.

SAVE, RESTORE & QUIT -These functions are also accessed via the Controls Icon.



The Information Icon

Choose INFORMATION when you need to be reminded what the various icons do in the game. The cursor will change to a question mark. Pass the question mark over the other icons in the icon bar to see what they do.

Object Cursors

Each item in your inventory has a special OBJECT cursor associated with it. These can be used to perform game actions with your inventory items. Follow these steps:

1. You can choose the INVENTORY icon from the icon bar, or press the (Tab) key.
2. Move the ARROW cursor to the INVENTORY item you want to use, and press (ENTER), or click the mouse button. The cursor will change to look like the item you have selected.
3. Choose the OK icon. You will exit the inventory screen to the game.
4. Move the OBJECT cursor to the place onscreen where you want to use the inventory item and press (ENTER), or click the mouse button.

Using the Icon Bar in the Inventory Screen

- To use the icons in the inventory screen, choose an icon from the icon bar, then position its cursor on the inventory item, press (ENTER), or click the mouse button.
- Choose the LOOK icon and use the LOOK cursor to see a description of an item in the inventory screen.
- Choose the ACTION icon and use the ACTION cursor to use an inventory item to take action on another inventory item.

Pausing the Game

If you wish to pause the game, select the CONTROLS icon from the icon bar. The control panel states the game is paused. The game will pause until you select PLAY to resume play.





WARNING!!! This is a guide to playing the first part of the game. If you are an experienced adventurer or want to figure it out for yourself, don't read any further.

Tour Our Lab! If any of you subscribers get down to this part of the Caribbean, stop by the Lab and visit us! The Lab's not fancy, but we do have some interesting things there. You can look at practically everything in it. For example, you might want to look at the books that he keeps above his computer to find the titles of some good stuff on ecology.

The real business of the Lab is to fight the pollution in this area. For example, look at the chalk board on the back wall and you'll see some fairly Top Secret development that my Dad is doing for the government. He's helping with a sonar tracking experiment that will speed dangerous salvage operations.

What is a typical morning like for me? Well, first I try to get my home study assignments done. Then I do a couple of things with Dad. For example, this morning Dad found a seagull covered with oil on the beach. Dad called me over to look at the bird who was shivering in the cardboard box he found for him. I knew I had to do something quick, so I took the rag and the detergent next to the box. Then I used the detergent on the rag. Once the rag was covered with the mild solution, I used the soapy rag very gently on the bird. Will the bird survive? It's hard to say. Sometimes being handled upsets the bird so much that it dies anyway. In any case, we can't set it free yet. Along with the oil, the soap removes the bird's natural oils that lets him float.

That reminded Dad to show me his oil experiment. He needs to help clean up deposits from various spills and freighter leaks. He asked me to look at the aquarium on the back table. The water is covered with oil slowly sinking to the bottom. In the past, fertilizer has been dropped on oil spills by planes. The fertilizer creates an oil-eating bacteria that turns the spill into harmless chemicals. The temperature of the water and the currents affect how well this works. Dad's been working on a new solution. He handed me the flask and let me use the fertilizer solution on the oil. Wow, the oil disappeared right before my eyes! Dad thinks it might even be useful on the coral itself because the oil sinks to the bottom and really messes things up.



Now that you have an idea of what we do here, we'll let you in on something special! If you look at the door on the back wall of the Lab, you'll notice a keypad. That's to keep out unqualified personnel. However, we'll let you have access just for the day. I land on the keypad and then enter the following number: 9731. The door will open and you can enter the Lab's treatment room. This is a facility for helping stranded and injured sea creatures. Look at the pool - you'll see that it's divided into two areas which are separated by a gate. If you look at the gate, you'll see it can be operated underwater by the animal. One part of the pool is "human-free". That means if the animal wants to get away from us and have some privacy, it can. However, the best part is the dolphin. He was brought in just a few days ago. Don't try to touch him, though (hand on the dolphin) because he's not sure of us yet. If you want to help with his treatment, first talk to the dolphin to get his attention. Then place your hand on the bucket of fish by the door. Now you have some dead mackerel, the dolphin's favorite food. However, make sure the dolphin is ready before you use the mackerel on him. If we can get the poor guy interested in life again and build up a little trust, he might get well!





GOBLIINS: THE STORY

The king has gone off the deep end.

Somewhere out there is a voodoo doll with his name on it, and the king keeps getting the point.



How can he regain his sanity? There is only one person who can possibly help — NIAK, a talented but testy wizard. If he can be found, he's bound to have a cure for this mysterious illness which baffles the court medics.

Hooter, Dwayne, and BoBo, the three inseparable, courageous, and fun-loving Gobliins, set out to procure this miraculous medicine. However, our dear Gobliins have never ventured outside the comfort and peace of the realm, because, as rumor has it, the world outside is populated by terrible men and beasts.

Here are some of the facts that have been handed down: NIAK, the wizard, is allergic to noise and will not open his door unless you can pay! Fortunately, there is a diamond mine next door. When the wizard is away, he leaves RAGNAROK in charge, a strange dog who loves getting his teeth into little birds.





In his house, NIAK breeds carnivorous plants. He hides his mixtures and magic ingredients at the back of his workshop. They say his house has subterranean corridors, where mean spiders and horrible ghosts are the guardians of a much coveted treasure.

Word has come to the Gobliins of SHADWIN, an old creep who is a powerful bigwig of a magician. From his dwelling, gates lead into other worlds. He helps those who are good and proper, and he gives them good counsel. He lives under a carrot patch, his diet consisting entirely of carrots. But he sleeps a lot and is hard of hearing, which makes it difficult to wake him when he is plunged into his mysterious reveries.

It seems that in this far away land a massive figure hovers over the earth, a symbol of the happiness that drives evil away and regenerates drained energies. Not far away lives GEMELLOR, a double-headed dragon with fiery breath. He is difficult to approach, but his magic flames can free afflicted victims from the most powerful enchantments.

MELIAGANTE lives a bit further away, in the ruins of a castle. His only pastime is reading books which the librarian writes for him. However, since the time that CARBONEK (the librarian) was bitten by a werewolf, he has taken to writing the most melancholy works, lamenting his lost humanity. These writings plunge MELIAGANTE into the depth of melancholy too. As legend has it, a magic weapon which could destroy all wizardry is buried deep under the rubble.

OBJECT OF THE GAME

The Gobliins must venture through enchanted landscapes littered with hidden traps that must be avoided at all cost. Each of the Gobliins should use his special skills to get around them.

BoBo is a warrior who knows nothing but sheer muscle power. He uses it when he sees fit. He is of strong physique and uses ropes for climbing and for getting around.

Hooter is a magician who casts spells from a distance. However, he cannot always control their effects.

**Gobliins:
The Story**

Dwayne is the technician of the group. He collects the objects he finds along the way and applies them sensibly. Unfortunately, he is weak and can, therefore, only carry one object at a time.

Each screen is an original puzzle, full of funny surprises. The puzzle must be solved using as little energy as possible. The group is given a certain amount of energy which is tapped every time a wrong action is taken. The following events cost energy:

- Falls
- Loss of Useful Object
- Blows Received
- Wrong Use of Object
- Big Fright

BEWARE: Some clumsy actions lead to high energy loss and send you right back to the initial position of the screen. When all energy has been consumed, the game ends (GAME OVER). You can then quit or load a new screen by entering its code.

HINTS

Your aim is to locate the wizard in order to obtain the cure for the sick king. This task is by no means simple. You will encounter many obstacles and terrifying enemies on the way. For one thing, there is a wizard himself who is intent on not letting anyone get close to him.

It would be a good idea at the start of the first screen to pick up an axe to dig up a diamond from the nearby diamond mine. For whoever approaches the wizard with a diamond in his pocket will be received graciously.

Generally:

- Always think carefully about the best use for each object.
- The Magician can be useful for transforming objects.
- Do not forget that the warrior can climb and deal out blows.

INTERACTIVE GAMEPLAY

Even though the three Gobliins appear simultaneously, only one can be moved at a time.



The head of the active goblin appears in a crystal ball in the counter display and can be seen on the screen in profile.

To change to another goblin using mouse:

- Left-click on the crystal ball
- Left-click on the goblin

To change to another goblin using keyboard:

- Press spacebar
- Press the enter key with the arrow positioned on the crystal ball
- Press the enter key with the arrow positioned on the goblin

THE COUNTER DISPLAY

The counter display shows:

- Interactive zones (left-click to activate) - found at the bottom of the screen, this zone provides the following functions:
 - the crystal ball with the active goblin
 - the skull when the game is quit or restarted (for mouse users, the same result can be achieved by pressing the ESC key)
- Neutral zones - found at the bottom of the screen, this zone provides the following information:
 - an energy line which decreases when energy loss occurs
 - the name of the object carried by the technician
 - 4 magic objects that can be found during the game and that they are underlined when you collect them

ARROW SHAPE: indicates movement. Left-click on your destination. For keyboard users, move the arrow on the screen using the directional keys on your key board and press enter.

FIST: initiates an action. To change the cursor shape to a fist, right-click using your mouse. Next left-click on the destination or the desired target (object). For key board users, press the ESC key to display the action cursor. Use the arrow key on your keyboard to select the destination. Press enter to begin the action.



Gobliins: The Story

ACTIONS

There are a variety of action sequences, depending on the goblin and the target location.

- Hooter casts his magic spell either in front of him or at his feet.
- BoBo deals out a blow or jumps onto a rope.
- Dwayne uses the object in his possession
 - on himself
 - on a particular location on the screen
 - or applies it to another object
 - the open hand: appears only in connection with Dwayne. It is used to pick up objects or to drop them. To pick up an object or to drop one that you are carrying, left-click on it. If using a keyboard, simply position the open hand cursor on the object and press enter. Since only one object can be carried at a time, an exchange takes place if Dwayne collects an object while he is already carrying one.

QUIT AND RESTART

Saving of game positions is automatic. Upon solving the task for each screen, the code for the next one is displayed. **BE SURE TO WRITE DOWN THE CODE.** To quit or to start over, left-click on the skull image in the counter display and choose the action. If you wish to re-load a screen select **LOAD** and enter its code by typing it in on the keyboard.

For keyboard users, move the arrow over the skull located in the bottom right hand corner of the screen and press enter. Select the action by moving the arrow key over the choice and pressing the enter key.





GOBLIINS 2: THE PRINCE BUFFOON

Yikes! The King has gone berserk!

Someone has kidnapped his son. The governess, who was with him at the time, saw him being carried off by a bat-like, winged creature. Will the young boy be able to live through the horrendous treatment of the brutal torture master?

His captor is a horrible demon called Amoniak. He lives in a far-away distant land. In fact, it is so distant that it can only be reached by magic. Domenic, a powerful warrior and king, has also been seized by the demon Amoniak.

Amoniak is seeking revenge against the noble King Angoulafre, who defeated him fifty years earlier in hand-to-hand combat. Now, Amoniak has made the King's son, the Prince, his jester!

Driven by despair, Angoulafre rushes off to see Modemus, the wise man, in the hope that he will be able to find the child with his magical powers.

HELP WANTED: THE KING IS LOOKING FOR A FEW GOOD ADVENTURERS

Who else would apply for this outrageous journey through a corny cornucopia of crazy and silly situations than our two misguided but talented goblins, Fingus and Winkle? They have completely opposite personalities, but they work amazingly well together. They're as prepared to rescue the King's precious child from the clutches of the cunning demon as they are to battle a ferocious dragon in the name of honor and glory. Fingus is a serious, polite, and careful little fellow. Winkle is an oddball, a joker, and a reckless comic.

Before teleporting them, Modemus gives them his last words of advice: "I'm going to send you off by magic to the little village adjoining the castle. All the inhabitants of this village, with the exception of a few privileged individuals, are dying of starvation and thirst. First of all, go and pay a visit to Tazaar, my colleague who is the village magician. He's a bit grumpy but full of common sense."

Gobliins 2:**The Prince Buffoon****THIS DEMON IS A FUNKY DUDE**

The evil demon, Amoniak, has built a moat around the castle and he decides who may come in and who may leave. The wise man Soka is immune to the ill-doings of Amoniak and meditates day and night to try to exorcise the little village. Since Amoniak took over the little world around the castle, he's turned the good citizens' lives upside down.

Tom, the master clock maker, has had his melodious clock chimes turned into a harsh tick-tock. Kael, the walking apple-tree, is now permanently thirsty. And then there's Vivalzart, the music-mad heron, who, in an effort to cure his insomnia, is looking for mushrooms that will send him to sleep. The castle is guarded by a band of merry-makers who are more stupid than they are dangerous. Amoniak controls them with an idol they superstitiously hold in great esteem.

The King's son, who has now been turned into The Prince Buffoon, is not the only prisoner. There is a Scientist who Amoniak has forced to build a shrinking machine to punish Domenic. Domenic has been shrunk and locked into his own armor. Although the Scientist is working for Amoniak, he is planning to gather up the followers of the fallen King in rebellion.

To rescue the Prince you have to get into the Throne Room. The best way to do this is to use the sea-passage beneath the castle. The goblins have to use a combination of Magic and Science to return the Prince to Tazaar's house and to his father.

A TALE OF TWO DOLTS..... OR HOW TO SAVE THE PRINCE BUFFOON

They are the best of friends, they are the worst of friends. It's not that they don't like each other, it's just that in spite of their differences they usually have to work together. The two goblins are on the screen at the same time and they can be manipulated simultaneously.

The commands have to be given alternately by clicking on one goblin at a time. Time is essential. When a goblin is put into action, he appears on the screen in profile. To change goblins, click the left button of the mouse directly on him. The goblins share objects. There is one inventory for the two of them, but each of them can have a different object in his hand.





Gobliins 2 is divided into 7 worlds or episodes. Each episode consists of several different scenes and each scene is interrelated to one or more of the other scenes.

Important note: The gobliins can never die. It's a good thing too because they get hit, stepped on, strangled and mangled, but they never die. It's a nice feature because this is a mighty tough game.

Near the end of the game, you will acquire a third character, The Prince Buffoon. Even though he can be selected and moved around like the others, he cannot collect objects and seldom acts.

THE GAME SCREEN

The game screen is divided into four areas:

- The icon bar appears when you move the cursor to the top of your screen.
- The main (center) section is where the adventure takes place.
- Just below the adventure screen is the dialogue box in which text appears.
- The HELP line is at the very bottom line of the screen.

USING THE CURSOR

Most of the actions are controlled by pressing the left button of the mouse. Moving the cursor back and forth around the screen serves as a form of exploration. This allows you to pinpoint objects, characters, and places worthy of note. Their identities will appear at the bottom of the screen. This helps you to find:

- Special places or objects.
- The characters that you can show or give objects to, or allow them to express themselves.
- When you want to exit a room you will notice that the cursor arrow changes into a "swinging door".



USING THE CURSOR 'ARROW'

- When you click on the ground, the goblin goes to the chosen place.
- If you are in an action sequence, click on the object or character you wish to have the goblin act on. The goblin moves to the place indicated and carries out the corresponding action. For example: When you click on Fungus and then click on the Notable, he will walk and talk to him.
- When you click on an object, the goblin moves toward it and attempts to pick it up. This will cause the 'object' cursor (a circled arrow) to appear. This means that you are holding the object.

THE USE OF OBJECTS

Once you have the cursor on the object, you can:

- Put it in the inventory by pressing the right mouse button.
- Use it in an action sequence. NOTE: If you move the 'object' cursor into an active area, 'USE (name of object) ON' appears on the HELP line followed by the name of the place or character chosen by the 'object' cursor. If you press the left button you will be able to USE the object. For example: 'USE KEY ON LOCK'. The action is determined by the object, the goblin moves and carries out the action.
- If you use an object anywhere outside an area where it is not needed, the goblin moves to the area and uses the object on himself. If you click on him, he carries out the action where he is.

THE INVENTORY

When you press the right mouse button, the inventory of the objects in the goblins' possession appears in a window. Choose the object by placing the cursor on the correct line and pressing the left mouse button. Now you can 'USE ON' or put the object back in the inventory. To close the inventory, press the right mouse button or press the left mouse button outside the inventory window.

THE ICON BAR

When you move the cursor to the top of the screen an ICON BAR will appear with 7 symbols.





GAME MANAGEMENT

SAVE: There are 15 positions for saving games onto your hard disk. Select a line and type a name for the place in the game you wish to save. You also have the option to save over previously saved games.

LOAD: This allows you to restore any of the places in the game that you saved and return to that specific place.

QUIT: Allows you to leave the game and return to Adi.

JOKERS

The JOKERS serve as a hint section and will give you specific instructions for an area of the game where you are stuck. However, there are only a few JOKERS available throughout the game so use them sparingly and as a 'last resort' option.

NOTEPAD

From time to time you will get important messages that you will want to remember. Write them down on the NOTEPAD so you can quickly and easily retrieve them.

INVENTORY

You can access the INVENTORY from this icon (in addition to using the right mouse button). It can be especially useful when you need to quickly use an item from your inventory.

EXCHANGE OF OBJECTS

This is a quick way to exchange objects between the goblins without having to use the INVENTORY. Click the 'object' cursor on the goblin's name.

MOVEMENT

To complete many of the episodes, you will have to go back and forth between scenes. The MOVEMENT icon gives you easy access between scenes. In this way you do not have to use the on-screen 'swinging door' cursor.



OPTIONS

FONT (type style) allows you to change the type style of the text in the dialogue box and icon bar windows.

MUSIC allows you to turn on or off the background music.

DATE shows you the time and date.

WORDS OF WISDOM

- When you get to a new scene, start by looking for the important areas and objects.
- Don't spend too much time in a single scene. Explore the nearby scenes to find clues, objects, or characters.
- Use the objects you find on everything else you find, even on the goblins, and see what happens. Remember the goblins never die, so have fun and try all kinds of variations of strategy.
- You need not wait for a goblin to finish an action before activating the other one. They can act simultaneously.
- There are no stale-mate situations; the key objects are inexhaustible and you can use them over and over.
- Don't forget to try each goblin on each area or character. They don't always react in the same way to the objects in each scene.
- Use the objects often, even in the most far-fetched combinations, and try things with each of the goblins. Don't forget that they like to joke around.

Inside tip to get you started:

Distract the Old Men's attention by having Winkle try to steal the Notable's sausage. While they're laughing, have Fingus steal the bottle.



TIPS FOR ADVENTURERS

LOOK everywhere. Thoroughly explore your surroundings. Open doors and drawers. Look closely at all objects you encounter or you may miss important details.

EXPLORE each area of the game very carefully, and **DRAW A MAP** as you progress through the game. Make a note of each area you visit, and include information about objects found there.

BE CAREFUL, and remain alert at all times - danger may lurk in the most unlikely of places!

DON'T GET DISCOURAGED. If you come to an obstacle that seems insurmountable, don't despair. Every problem in the game has at least one solution, and some may have more than one. If all else fails, click on the Joker in the icon bar for some hints.

BRING ALONG SOME HELP. You may find it helpful (and fun) to play the game with a friend. Two (or more) heads are better than one at interpreting clues and solving problems.





Gold Hunt

GOLD HUNT

Game Objective

In **Gold Hunt**, you are in search of a treasure hidden underground. You must try to find the treasure before you run out of energy and in the least number of tries possible.

Game Instructions

Use the mouse to position the "X" in one of the squares, or you may use the arrow keys on the keyboard. Press the left mouse button or the space bar to dig a hole. If where you dug is not where the gold is buried, the computer will let you know how many steps you are away from the gold. One step is equal to one square and you may step horizontally, vertically, or diagonally. By digging where you have dug, you can find out how far away you were during that point of the game.

Game Options

There are three levels of play. The size of the steps determine what level you are playing - level 1 is easiest, while level 3 is hardest. The default is level 2. You may change the energy level by choosing "Energy..." in the "Game" menu. The default is 20.

Happy Hunting!



LOST SECRET OF THE RAINFOREST

Only you can save the rainforest from destruction!

Lost Secret of the Rainforest is a trek through lush jungles, mysterious caverns, and ancient ruins atop craggy, mist-covered peaks. You will be required to defeat the real-life dangers threatening the rainforests of South America.

As you explore this exotic ecosystem, you will encounter endangered animal species, rare flora, and remote native cultures. Your challenge is to prevent their extinction by poachers and other outlaws who would destroy the environment to satisfy their greed. If you're successful, you will learn the amazing truth that lies behind the enigmatic face of the rainforest.

GAME COMMANDS

All of the game commands are located in an icon bar which is normally hidden at the top of the screen. To access the icon bar, move the cursor to the top of the screen. You can also access the icon bar by pressing ESC on the keyboard.

To choose an action, click on the icon that represents that action. Then click on the area on the screen where you want to perform that action. For example, to look at an object, access the icon bar and click on the LOOK icon. Then click the LOOK cursor on the object you want to LOOK at. The following paragraphs describe each of the available actions in more detail.

WALK ICON

Choose **Walk** when you want to move your character from place to place on-screen.

WALK CURSOR

When you choose **Walk**, the cursor will change to a WALK icon that varies from game to game. Place the feet of the figure at the place where you want to move your character to and click. Your character will move to that spot, avoiding any obstacles in its path.





LOOK ICON

Choose **Look** when you want to have your character look at something on-screen.

LOOK CURSOR

When you choose **Look**, the cursor will change to an eye. Place the eye at the desired place on the screen and click. If there is something to be seen there, a message will be displayed.

ACTION ICON

Choose **Action** when you want your character to manipulate an object.

ACTION CURSOR

When you choose **Action**, the cursor will change to a hand. Place the hand at the desired place on-screen and click. The appropriate action will be performed.

TALK ICON

Choose **Talk** when you want to initiate a conversation between game characters.

TALK CURSOR

When you choose **Talk**, the cursor will change to a Talk Icon. Position the Talk cursor on the person (or thing) you want to speak to, and click. If conversation is possible, your character will talk, or a conversation will begin.

ITEM ICON

The **Item** icon shows the last inventory item you selected. Choose Item when you want to use this item.





INVENTORY ICON

Choose **Inventory** when you want to see and select from the items you are currently carrying. Within the Inventory screen are several options: **?**, **Look**, **Action** and **OK**. Choose **?** and click on any menu icon to learn the function of the icon. Choose **Look** and click on any inventory item to get a description of that item. To use that item on another item, the item must first be selected with the **Arrow** icon and then clicked on the second item. (Example: putting jewels into a pouch). To select an item for use, click on the **Arrow** icon then click on the desired inventory item. (See Inventory Object Cursors, below.) Choose **OK** to leave the Inventory screen and return to the game.

INVENTORY OBJECT CURSORS

Each item in your inventory has a special object cursor associated with it. Each of these cursors looks like the **Object** it represents. OBJECT cursors can be used to perform game actions with your inventory items.

To use an OBJECT cursor in the game, choose the **Inventory** icon from the icon bar, or press the TAB key. Move the arrow cursor to the inventory item you want to use, and click. The cursor will change to look like the item you have selected. Choose the **OK** icon. You will exit the inventory screen to the game. Move the **OBJECT** cursor to the place on-screen where you want to use the inventory item and click.

The Control Panel Icon

When you choose the CONTROL PANEL icon, several options will be displayed: SAVE, RESTORE, RESTART, QUIT, HELP, ABOUT, PLAY, TEXT, VOLUME, SPEED, DETAIL.

Choose SAVE when you want to save your game.

Choose RESTORE to restore a previously saved game.

Choose RESTART to begin the game again.

Choose QUIT to stop playing.





The **SPEED** lever adjusts the speed of your character's on-screen movement. Place the cursor on the lever and hold down the left mouse button as you move the lever up (faster) or down (slower).

The **VOLUME** lever adjusts the sound volume of the game music. Place the cursor on the lever and hold down the left mouse button as you move the lever up (louder) or down (softer).

The **DETAIL** lever adjusts the amount of non-essential animation in the game; if your computer system is running the game too slowly, you may want to adjust the game detail to eliminate non-essential animation. Place the cursor on the lever and hold down the left mouse button as you move the lever up (more detail) or down (less detail).

The **TEXT** lever, available only in selected games, adjusts the amount of time text messages will remain on your screen. Place the cursor on the lever and hold down the left mouse button as you move the lever up (less reading time) or down (more reading time).

HELP ICON

Choose ? and click on any menu icon to learn the function of the icon.

Pausing Your Game

If you wish to pause the game, select the **CONTROL PANEL** icon from the icon bar. The game will pause until you select **PLAY** to resume play. Alternatively, just bringing up the icon bar will also cause the game to pause.



A GUIDE TO PLAYING THE FIRST PART OF THE GAME.

(Warning!!!! If you are an experienced adventurer or want to figure it out for yourself, don't read any further.)

Taking Off for the Rainforest:
My Adventure Begins!



My Dad and I get into Iquitos, Peru late in the afternoon. Iquitos is one of the parts on the Amazon where you can head into the rainforest. Manaus is another but we skipped it - too crowded.

First thing we have to do, a big drag, is to go through Customs. The Customs Official wants my passport and my immunization card, so click on inventory icon to open inventory. OOPS, the immunization card has slipped down inside my passport. So I click the hand on passport in inventory and it reappears. Now I can select my passport with the card sticking out. Once I use passport with card sticking out on customs official, he's happy and he stamps my passport.

Right away, something is up. The boatman from the Ecology Emergency Network is there to meet us. He's holding up a clipboard with our names on it. I talk to the boatman and he tells my Dad that there's a problem with our expedition's supplies. They go over to a stack of crates and start counting. I'm bored, so I go explore.

I click walk icon to walk east to see the rest of the Dock area. I see this creepy guy who was a jerk in the Customs line. He comes out on the deck of a dirty launch and yells at another guy on the docks. I'm walking over to see what it's all about when one of the local peddlers comes up to me. He asks if I want to buy a parrot. The bird looks like he is in awful shape, so I click my money on the peddler. When he gives me the parrot, I let it fly home.

I click walk to go up on the pier to click hand on a net they're using to load stuff. Before I know it, I'm wrapped up in the net, the guys are yelling at me. They let me down and I get out of there quick. There are a couple of suspicious characters hanging around. I click the hand icon on crates to climb up and overhear some talk about burning something.



I climb down before they can catch me. I'm wondering what to do about it, so I go back to my Dad. But forget what I was going to say, because he's found a package he mailed me a long time ago. I open it with a hand on package. Inside is this handheld computer called the "Ecorder". I can use it when we explore the rainforest. My Dad shows me how to use it.

I walk east again and select the Ecorder. I pass the Ecorder cursor over the screen — it detects a gasoline leak. I click the left mouse button (or hit enter) and the hazard is recorded. Then I go back to Dad. One of the guys I heard talking runs forward and runs off with Dad's suitcase. That's a major hassle because my Dad's passport is in it, so he has to report that to the Consulate and get another one. He asks me to watch our things — we can't afford to lose anything else.

I climb into the canoe. It's rocking and the canoe is hot, so I put my head down just for a second, you know, just to rest my eyes. The next thing I know, it's morning, I'm lost somewhere in the rainforest, and two otters are staring at me — I better talk to them and figure this thing out...

HERE'S HOW THE ECORDER WORKS

To Record Something:

Click on the inventory icon on the icon bar to open inventory. Now you see a little picture of the Ecorder. Click the Look Icon on inventory objects if you don't know which one. Click the arrow icon on the Ecorder. Now the Ecorder appears in your inventory display window icon. The cursor changes to the Ecorder. Click on the inventory exit icon to close the inventory window. Run the Ecorder cursor all over the screen. When you locate an object that can be recorded, the cursor changes color. If you lose your cursor by accident, just click on the inventory display window in the icon bar to get it back again. When the Ecorder cursor is large, click the left mouse button. Now you get a message that the Ecorder is recording. Congratulations! The data is sorted in the Ecorder! You get 1 point each time you collect data.

To Review Your Stored Information:

Click on the inventory icon on the icon bar to open inventory. Click the inventory hand icon on the Ecorder. Now you see the Ecorder on the screen. Click the Ecorder on the screen. Click the question mark button on the Ecorder. This gives you simple directions about using the Ecorder. Click the power button to turn on the Ecorder. Now you have a menu of choices.



Enter Your Name:

Select this category by clicking on the directional dial, then click on the enter button. Now you see a window where you can enter your name by typing on your keyboard. Press return on your keyboard when you are done. Now the Ecorder will remember your name whenever you enter it. If you want to leave Adam's name there - that's fine, too.

Rainforest Facts:

Select this category by clicking on the directional dial, then click on the enter button. This is your database. Click on the enter button. Now you have a list of categories. Click on the directional dial to move up and down the categories. Click on the enter button to select a category. Now you have a submenu that lists all the items you are looking for. Notice that the items are ghosted until you record them in the game. Click on the directional dial to move up and down the menu. Click on the enter button to go to a highlighted item, that is, one you have recorded. Now, if you have recorded the item in the game by using the Ecorder, you see a small picture of the item and a description. Some of these are clues for game puzzles! Check it out! Click on the talk button to hear the Ecorder pronounce the item's name. Click on the escape button or click on the enter button to return to the previous menu. Return all the way to the introductory menu.

Print My Fact Sheet:

Select this category by clicking on the directional dial, then click on the enter button. Now the Ecorder will send the entire database to a printer. You will get all the items, whether you have recorded them or not. Enjoy!

Test Yourself:

Select this category by clicking on the directional dial, then click on the enter button. You can test yourself at any time. The test will give you ten items to identify. Type in the number of the appropriate choice to identify the icon. Note that these are the same icons that you collect, so you can learn to recognize them. We'll give you lots of points if you get all the items right! You can take the test as much as you want! Become a rainforest expert! Move the cursor to the side of the Ecorder. The cursor changes to "exit".





TIPS FOR ADVENTURERS

- Look everywhere. Thoroughly explore your surroundings. Open doors and drawers. Look closely at all objects you encounter or you may miss important details.
- Explore each area of the game very carefully, and DRAW A MAP as you progress through the game. Make a note of each area you visit, and include information about objects found there and dangerous areas nearby. If you miss an area, you may miss an important clue!
- Get objects you think you will need. You can see an inventory of items on hand by choosing the Inventory icon at any time.
- Use the items you have picked up to solve problems in the game. Different approaches to a puzzle may bring about a different outcome.
- Be careful, and remain alert at all times — disaster may strike in the most unlikely places!
- Save your game often, especially when you are about to try something new or potentially dangerous. This way, if the worst should happen, you won't have to start over again from the beginning. Save games at different points, so you will always be able to return to a desired point in the game. In effect, this will enable you to travel backward through time and do things differently if you wish.
- Don't get discouraged. If you come to an obstacle that seems insurmountable, don't despair. Spend some time exploring another area, and come back later. Every problem in the game has at least one solution, and some have more than one. Sometimes solving a problem one way will make it harder to solve the next, and sometimes it will make it easier. If you get stuck, you might try backtracking to an earlier point in the game, then choosing a different path.
- Bring along some help. You make find it helpful (and fun) to play the game with a friend. Two (or more) heads are better than one at interpreting clues and solving problems.



PAULIE PYTHON

The object of the game is to guide **Paulie Python** through multiple scrolling screens eating all the Mice without crashing into the walls or himself. The screen is completed when all the mice are eaten. Avoid the bouncing balls. Paulie can be killed if he gets hit in the head by a ball. The bonus for a given screen is the amount of time left on the bonus timer multiplied by the level. You can either use the cursor keys on the keyboard or the mouse to control Paulie's movements. Each mouse Paulie eats adds to his length making it more difficult to avoid crashing into himself.

The sound may be toggled on and off using the F3 key or the Sound option on the Game menu. The game may be paused by using the F4 key or the Pause option on the Game menu.

STARTING A NEW GAME:

To start a new game, select the New option from the Game menu or press the F2 key.

SCHEME OF THINGS:

This setting allows you to decide what will happen after **Paulie Python** clears the screen of Mice. The Grand Tour option progresses through the screens one after another in the order they appear in the screen set. The Surprise Me option randomly chooses the next screen from all screens in the current screen set. The My Way option prompts you to choose the next screen each time a screen is cleared.

ATTITUDE (speed):

The speed of the game action is set by Paulie's attitude. He can move like a Garter Snake (slowest) all the way up to the Black Mamba (fastest). When set to Mouse, you can use either the mouse or the cursor keys. When the mouse is set to Full Screen you do not have to keep the cursor in the main window, but the function keys and menus are disabled. When the mouse is set to Client Area, the function keys and menus are accessible, but Paulie's direction can only be changed when the cursor is in the client area of the main Paulie window.



Peg Solitaire

PEG SOLITAIRE

The object of the game is to remove pegs from the playing board one at a time until only one is left.

Game Instructions

When the game begins, all but one of the holes in the playing board have been filled with pegs. A peg can be removed by jumping over it with an adjacent peg, if there is an empty space on the other side for the jumping peg to fit into. To move, click on the peg next to the one you want to remove, and then click on the hole on the other side of the target peg. Your selected peg will move into the hole, and the target peg will disappear. If you change your mind after selecting a peg, you can deselect it by clicking on a different peg before you click on the hole. When there are no more pegs which can be jumped, the game ends.

Game Menu

By using the game menu, you can select either of two versions of the game, and set the style of peg you want for your game.

GAME 1

The playing board for this version is triangular. For each new game, the computer randomly selects which position will have the starting hole. Jumps may be made horizontally or diagonally.

GAME 2

The playing board for this version is a square cross. The starting hole is always in the center. Jumps may be made vertically or horizontally, but not diagonally.

PEG

You will be presented with a selection of peg styles. Click on the one you want to use, then click on OK.





SOUND FX

This selection toggles the game's sound effects on and off.

EXIT

Choose this option to end your game.

Graphics Menu

Use this menu to select the graphics for your game. **Ordinary** causes your game to appear as a standard playing board, with your choice of peg styles. The **Frogs** option displays the game as jumping frogs on a lily pad pond, and the peg button is disabled.

SCORING

The object of the game is to leave as few pegs on the board as possible. For game 1, three pegs left is an average score, two remaining is pretty good, and a single peg left is perfect. For game 2, the harder version, four or five pegs left is average, two or three remaining is pretty good, and a single peg left is perfect.





Pepper's Adventures in Time!

PEPPER'S ADVENTURES IN TIME!

Ride the wild time machine into American history with Pepper's Adventures in Time!

Colonial Craziness!

Pepper has a BIG problem. Her Uncle Fred, the family's mad scientist, has scrambled colonial America into one big hysterical, historical omelet! It looks like the British are going to win the war this time... unless YOU can set the facts straight!

Ben Franklin, Baby!

If you want some help with this sticky situation, you'll have to talk to Ben Franklin, but be careful! Uncle Fred's confused him, too! You'll have to help Ben out, or the world will never know about his accomplishments and inventions. Once you get to know Ben, you'll be amazed by his wisdom... and cracked up by his sense of humor!

Cosmic Canines!

This is all too much for one kid to handle, so Pepper brought some backup—her mischievous mutt, Lockjaw. You'll actually get to play as a dog! Go on, do all the doggie things you've always wanted to try. Sniff out mysteries. Dig holes. Chew things up. BITE PEOPLE!

TRUTH ICON

Both Pepper and Lockjaw have a TRUTH icon in their icon bars.

When you click this icon on almost any object on the screen, it will let you know if the object is historically accurate (whether it belongs in this time period), or if it is an anachronism (it doesn't belong). The answer will always be TRUE or FALSE, followed by an explanation. It is important for children to use this icon, as many answers to the History Quiz will be revealed here.

Both Pepper and Lockjaw have a Quiz icon in their icon bars. When you click on this icon, a list of facts to look for will appear. These are the facts you will need to discover to prepare for the History Quiz at the end of the act. After the History Quiz facts, there will always be a list of the player's major goals for the next act. If you forget what you're looking for at any point in the act, you can check the facts by using the Quiz icon.





TALK MENU

When you talk to some of the characters in *Pepper's Adventures in Time!*, you will have the ability to use a Talk Menu to ask them about certain subjects. Every talk menu has four pictures, each one representing someone you can talk about. Three of the pictures are always the same. They represent Ben Franklin, the Pughs, and Lockjaw. The fourth picture represents the character to whom you are talking.

To use the Talk Menu, just click the microphone on the character with whom you want to talk. If the character has a Talk Menu available at that time, the Menu will appear. Now click on the picture you want to talk about. The Talk Menu will vanish, and you will converse with the character about that subject. When you're done with the conversation, you can bring up the Talk Menu again by clicking your microphone on the character. When you've exhausted a Talk Menu with a particular character, it won't appear again until the next act. You will be able to click on that particular character in the next act to find out new information.

You can exit a Talk Menu at any time by clicking anywhere outside the Menu. If you don't want to ask about every subject on a Talk Menu, you don't have to. You can just walk away after the Talk Menu vanishes. We suggest that you talk to each character as much as you can. You just might find out something really useful!

What About That Dog?

In *Pepper's Adventures in Time!*, children get the opportunity to play as two different characters: The young adventurer Pepper, and her faithful dog, Lockjaw. Lockjaw is another story entirely! When playing Lockjaw, a different icon bar will appear. The icons on this bar have specific meanings.

The WALK icon causes Lockjaw to move about the screen. Just click the icon where you want him to go.

The NOSE icon allows Lockjaw to sniff people and things. Click the NOSE icon on anything you want to smell.

The EYE icon causes Lockjaw to look at things. Click this icon on anything you want to look at.

The TEETH icon can be used for chewing, eating, drinking, or biting. You never know exactly how this icon will react until you click it on something.





Pepper's Adventures in Time!

Helpful Hints

A Schematic for Ben Franklin's Famous Kit/Key Experiment

(In which he proved that lightning from the Heavens is actually Electrical Fire.) Objects used in this Experiment:

- A Fine Silk Kite
- A Silken String
- A Brass Key
- A Complete Leyden Jar

The Answers to the Postal Clerk's Questions About Ben

NOTE: These questions may come in any order!

Was Ben born on Milk Street in Boston? TRUE

Answer true or false, kid: Was Ben the oldest child in his family? FALSE

Ben really loved the soap-making business, right, kid? FALSE

Silence Dogood is Ben's cousin. True or false, kiddo? FALSE

Ben ran away to Philadelphia when he was seventeen, right? TRUE

The Leather Apron Club was a bunch of guys who worked with leather, right, kiddo? FALSE

Answer true or false, lad: The King of France once sent Ben a letter of congratulations for his electricity experiments. TRUE

Is Ben planning on going to England this year, kid? TRUE

Ben met Deborah when he was just a boy in Boston. True or false, lad? FALSE

The Leyden Jar: Its Nature and Design

The Leyden jar consists of a large glass bottle, wrapped inside and out with tinfoil. It may be filled with water or iron shot, and should be stoppered with a rubber cork pierced through by an iron rod. The Leyden jar is capable of storing powerful charges of electrical fire, and should be handled with extreme care. The noted American scientist Ben Franklin once electrocuted and cooked a turkey with such a jar, but not before he nearly electrocuted himself.



PLANET PINBALL THREE

Reformat Day Super Jackpot

Reformat The Future to earn this playfield's Super Jackpot. This will require you to Enter the Super Computer Room, Light the Lasers, Flush the Droid, Reformat the Hard Drive, and Reformat Life.

Enter the Super Computer Room

To open the gate to the Super Computer Room, hit the X. 6 and 9 Targets. Shoot a ball up the Super Computer Room Entrance Ramp. Receive 100,000 points.

Light the Lasers

Hit the Light the Lasers Target, then hit the Laser Kickers. More bang for your ball, more bang for your buck. Each hit scores 100,000 points.

Flush the Droid

Hit the Security Droid Target, then place a ball into the Droid Toilet Flush Icon Hole. What happened to the ball? Better watch carefully. This scores 1,000,000 points.

Reformat the Hard Drive

Strike the R-E-F-O-R-M-A-T targets, and then hit the illuminated Enter Target. Eee gads, what's that Hard Drive doing on the playfield? This scores 1,000,000 points.

Reformat Life

Hit the Disk Target, then place a ball into the Roger Wileo Jr. Trap Hole. Hit the Sequel Police. Next, place the ball into the Sludge Vohaul Trap Hole. Now hit the illuminated Enter Target again. You have won Planet Pinball and the Super Jackpot. 10,000,000 points!





Planet Pinball Three

GAME CONTROL

PLUNGER:

To shoot a ball into play, position the cursor over the plunger and hold down left mouse button until you wish to release the plunger. Or, hold down the down arrow key until you wish to shoot the ball.

FLIPPERS: Shift

The left and right flippers are controlled by the left and right shift keys or the left and right mouse buttons.

GRUNCHING: Control + Shift

Grunching towards the left or right is controlled by the left and right Ctrl + Shift keys.





PLANET XENON PINBALL

In the Beginning

Save planet Xenon from a desolate future in which the evil Sludge Vohaul rules.

In order to earn this playfield's Super Jackpot, you must find a Different Future. To do this, Shoot the Sewer, Light Up Lloyd, Jam the Cyborg, Put an End to Astro Chicken, Remember Your Dog Kit, and Highjack the Time Pod from the Sequel Police.

Shoot the Sewer

Place a ball up the Shoot the Sewer Ramp. This scores 100,000 points.

Light Up Lloyd

Shoot a ball into the Professor Lloyd Holographic Trap Hole while lit. This scores 1,000,000 points.

Jam the Cyborg

Hit the Cyborg Head Target. He'll laugh at you and since he thinks it's so funny, hit him again. Each hit scores 100,000 points.

Put an End to Astro Chicken

Place a ball in the Astro Chicken Trap Hole. Astro Chicken will come marching onto the playfield and spin around. Watch the ball kick out. Watch Astro Chicken go splat! Hit the String Drop Target while lit. This scores 100,000 points.

Remember Your Dog Kit

Hit the Buckazoids. Slime and Pocket Pal Drop targets. Complete your Dog Kit and score 200,000 points.





Planet Xenon Pinball

Highjack the Time Pod from the Sequel Police

After completing all of the above tasks and putting a ball through each of the RIP lanes a Sequel Police figure will appear. Steamroll him with a ball and then shoot a ball into the Time Pod. This scores the Super Jackpot 5,000,000 points!

GAME CONTROL

PLUNGER:

To shoot a ball into play, position the cursor over the plunger and hold down left mouse button until you wish to release the plunger. Or, hold down the down arrow key until you wish to shoot the ball.

FLIPPERS: Shift

The left and right flippers are controlled by the left and right shift keys or the left and right mouse buttons.

GRUNCHING: Control + Shift

Grunching towards the left or right is controlled by the left and right Ctrl + Shift keys.





PUZZLE GAME

The object of the game is to restore the picture to its original form by unscrambling the square puzzle pieces.

Game Instructions

The Slide Puzzle takes a picture, divides it up into a square grid, and then scrambles the pieces, leaving a blank space in the upper left-hand corner of the grid. Clicking on the puzzle piece next to the blank square causes that piece to slide into the open space. Move the pieces around one by one until you have rebuilt the original picture.

Game Options

GAME MENU

You can use this menu to set the difficulty level of the slide puzzle by choosing the size of the square grid. The larger the grid, the more difficult the puzzle.

Easy:	3x3 grid
Medium	4x4 grid
Hard:	5x5 grid
X-tra Hard:	6x6 grid

Select **Sound FX** to toggle the game sounds on and off, and choose **Exit** to end your game.

Picture

With this menu, you can either choose one of the available pictures to be used for your puzzle, or tell the computer to pick one for you. If you tell it to choose a specific picture, the game will use that selection every time you play. If you select the **Random** option, the computer will choose a different picture each time the game is restarted. Select **Show** at any time to see what your completed picture should look like.





Quest for Daventry Pinball

QUEST FOR DAVENTRY PINBALL

QUEST FOR DAVENTRY Super Jackpot

Rescue the Kingdom of Daventry to earn the Quest for Daventry Super Jackpot. This will require you to follow the Flight of Wisdom, See Crispin's Counsel, Raise Walls of Stone, Meet with Mushka, Weep Upon A Willow, Stock Up in Serenia, Ingratiate Queen Icebella, and Flipper the Flipper to Mordack's Island.

Follow the Flight of Wisdom

Place a ball in the Cedric Tree Trap Hole. Follow Cedric the owl as he flies about the playfield by directing a ball to the object above which he is perched. This will award 100,000 points.

See Crispin's Counsel

Put a ball in the Crispin Hut Trap Hole. This scores 100,000 points.

Raise Walls of Stone

Hit the Open and Sesame Targets. Now shoot a ball into the Endless Desert Temple Stone Wall Trap. But hurry, the wall is coming down. This scores 500,000 points.

Meet with Mushka

Strike the Gypsy Man Drop Target, now place a ball into the Madame Mushka Wagon Trap Hole. This scores 50,000 points.

Weep Upon A Willow

Place a ball into the Witch's Tree Hovel Trap Hole. The passage is narrow and if you miss, well, let's not talk about it. Precise shooting scores 500,000 points.

Stock Up in Serenia

Hit the four Town of Serenia Drop Targets. This scores 400,000 points.





Ingratiate Queen Icebella

Shoot the ball into the Queen Icebella Mountain Castle Trap Hole. Oh no, it's that hideous, smelly creature, Yeti. Hey, he just grabbed your ball!! Shoot a ball through the Yeti Cave Opening. Just look at that Yeti bounce. This scores 1,000,000 points and begins MULTIBALL play.

Flipper the Flipper to Mordack's Island

Put a ball into the Old Man's Waterfront Hut Trap Hole. Watch as Mordack Island rises out of the water and a Mermaid splashes over to its base to form a ramp with her flippers. Shoot a ball up the Mermaid's Flipper Ramp and into the Mordack Island Trap Hole. Game over. Super Jackpot. Whoopty do!

GAME CONTROL

PLUNGER:

To shoot a ball into play, position the cursor over the plunger and hold down left mouse button until you wish to release the plunger. Or, hold down the down arrow key until you wish to shoot the ball.

FLIPPERS: Shift

The left and right flippers are controlled by the left and right shift keys or the left and right mouse buttons.

GRUNCHING: Control + Shift

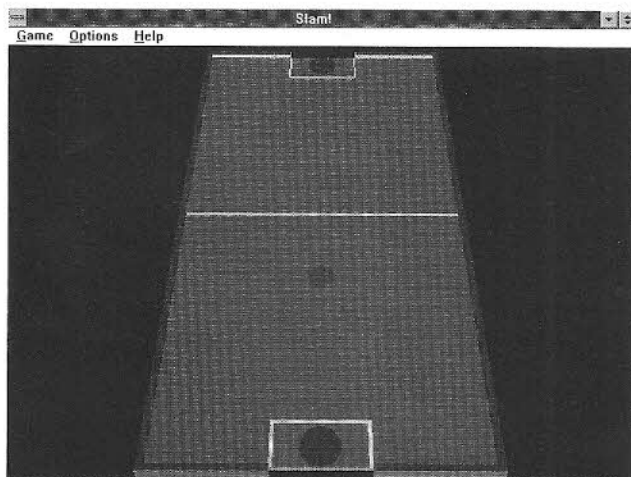
Grunching towards the left or right is controlled by the left and right Ctrl + Shift keys.





Slam!

SLAM!



Slam! is an "air hockey" game. You play against a computer opponent with adjustable quickness and aggressiveness.

To start playing, click anywhere on the table with the left mouse button. This "grabs" your paddle, and the cursor disappears. To let go of the paddle and restore the cursor, click the left mouse button again.

The game ends when one side gets 11 points. If you would like to quit the current game and start a new one, select NEW under the GAME menu.

If you don't like the colors, you can change them. At any time, while the cursor is visible (i.e. you are not "holding" your paddle), position the cursor over the part of the table whose color you want to change, and click the right mouse button. The standard Windows "color picker" dialog box will appear, allowing you to choose the color you desire. All changes you make will be automatically saved for future sessions.





Slam!

OPPONENT:

This menu selection brings up a dialog box containing the current quickness and aggressiveness settings of the computer opponent. Each can be set to a number between 1 and 100 inclusive.

A lower aggressiveness setting causes the computer opponent to protect its goal more and "go after" the puck less. Setting the aggressiveness higher causes the computer to abandon the defense of its goal more often to go on the attack.

The quickness setting determines how fast the computer can react to things happening on the table. A low number will make the computer sluggish and more apt to miss the puck.

VIEW ANGLE:

This menu selection brings up a dialog box in which you can set the "table angle". When set to 0, you are looking at the table edge-on (NOT a good idea!).

COLORS:

This brings up a dialog box that allows you to set the table, puck, and paddle colors to their default values.

SOUND:

Select this menu item to enable or disable sound effects. When sound is enabled, a check mark will appear next to SOUND in the OPTIONS menu.





Smasher & Super Smasher

SMASHER & SUPER SMASHER

Game Instructions

The object of **Smasher & Super Smasher** is to crush bricks by hitting them with the ball. The ball bounces off of your paddle at the bottom of the screen. You can control your paddle with either your mouse or the arrow buttons on your keyboard.

SCORING:

You earn points by smashing bricks. Some of the bricks have special characteristics, when you hit them, they cause your ball to do special things. The special bricks are worth more points. When the ball is blinking it means there are no more special bricks.

To quit **Smasher & Super Smasher** just click on the escape key.





SPELLING BLIZZARD



Overview

In the Arctic, the Mighty Spelling River has flooded its banks, threatening the local people, plants, and animals. The local people have turned to an old and magical wizard named Yobi for help. Yobi is known for his wisdom and sense of humor.

Yobi needs your help. He must paddle upstream 100 miles on his raft to discover the cause of the flood. However, he is too old to undertake such a physically demanding quest. As Wali, his young protege, you must make the trek for him.

Your mission is to step on lettered stones to spell tricky spelling words. Along the way, you will meet animals, ice, fire tricksters, glaciers, and the dreaded abominable snowman.

If you run into a tricky spelling word that's too hard for you to spell, don't worry. Yobi will be at your side to make your spelling life easier by giving you a MagicSpell, a special spelling memory trick (called a mnemonic). You can use Yobi's MagicSpells to help you remember how to spell tricky spelling words long after your journey is over.

After correctly spelling the tricky spelling word, you will be challenged to a Spell Down along the river. For each correctly spelled word, you move upstream. For each incorrectly spelled word, you stand still. After you correctly spell several words, you will face another tricky spelling word. You continue your journey, meeting one tricky spelling word followed by a variety of Spell Down words until you reach the end of the river.





Spelling Blizzard

At the end of the river...well, it's up to you to find out why the river is flooding.

The Map

After loading, the first screen of *Spelling Blizzard* is a map. Yobi uses this map to keep track of your progress. As you play the game, a red line appears showing the course you have traveled upstream on the Mighty Spelling River. Each time you correctly spell a tricky spelling word, Yobi will place a red dot on the map. At the beginning of a game, Yobi will ask you to choose a stone. You may select one of several stones:

- New Game - To start a new game
- Restore Game - To restart an existing game
- Play - To play a game
- Quit - To leave the saved game

New Game Stone

When you first start *Spelling Blizzard*, choose NEW. A dialog box will appear for you to type in your name (enter up to five letters) and press ENTER.

Restore Game Stone

To continue your journey along the Mighty Spelling River, click on the RESTORE GAME stone. A dialog box will appear. Click on one of the people to rotate the list of saved games up or down. Click on RESTORE to resume.

On a RESTORE GAME, the Explorers' Board shows a map with a red line and red dots. Yobi uses this map to keep track of your progress. The red line shows the journey you have traveled up the Mighty Spelling River. Each time you correctly spell a tricky spelling word, Yobi will place a red dot on the map. Click on one of the red dots to display the words you completed successfully.

Play Stone

When you return to the Explorers' Board after selecting NEW or RESTORE GAME, you'll see a PLAY stone. Use PLAY to start a new journey or to continue your journey from a restored game. To replay an earlier tricky spelling word, drag the red dot along the red line until you stop on the word you want to replay, then click on the PLAY stone.

NOTE: If you click on the PLAY stone without selecting a tricky spelling word, you will automatically restart your game where you left off.





QUIT Stone

To leave the game, click on QUIT. Yobi will record the distance you traveled and say good-bye.

The Other Explorers

Yobi keeps track of the top ten explorers (game players). To see how many miles you and others have traveled, just look at the number to the right of your name. The total distance to travel is 100 miles.

The Journey Up the Mighty Spelling River

Overview

Yobi provides you with types of spelling challenges along the Mighty Spelling River: The Spelling Puzzles and the Spell Down. While solving a Spelling Puzzle you will learn to correctly spell tricky spelling words and during the Spell Down you will have the chance to practice your general spelling skills.

You always begin **Spelling Blizzard** with a Spelling Puzzle. As the map screen fades, a new tricky spelling word puzzle appears. At first glance, all of the puzzles appear to be the same; however, each tricky spelling word requires that you solve a different puzzle.

After you have successfully navigated the Spelling Puzzle, you are automatically taken to the Mighty River Spell Down. During the Spell Down you have the opportunity to practice spelling many different words.

Yobi Pronounces the Word Aloud

As the game begins, Yobi tells you the word you must spell. He will give you a verbal clue to its correct spelling. You can also use a MagicSpell (mnemonic) at the bottom of the screen to help you correctly spell the word and recall how to spell it after the game is over.





Spelling Blizzard

Moving Wali

You can move Wali two different ways: with your arrow keys or your mouse.

ARROW KEYS - To make Wali step up, down, left, or right - press the up, down, left, or right arrow keys on your keyboard. (If you hold an arrow key down without lifting up, Wali will continue to move in the direction of the arrow.)

MOUSE - To move Wali one step, click your mouse in the direction you want him to go. For each click, Wali will take another step. To move Wali several steps, hold down your mouse button.

HINT: When moving Wali around the screen, watch the placement of his feet rather than watching where his head is located.

Collecting Lettered Stones and Other Objects

Collecting a lettered stone is easy. **Just step on it.** The letter of the stone appears above Yobi's head on the reader board.

Along the way you can gather other **objects** to use during the game. Just step on any object to collect it. These objects will also **show** above Yobi's head on the reader board. You can always ask Yobi for information by **clicking** on the object in PAUSE mode or refer to the list below.

How to Use the Ice Block as a Bridge or Throw a Fish

To use the ice block as a bridge, **simply slide** the ice block into the water. Be certain to do this at the narrow area of the river. **If you try** to use the ice block as a bridge on an area where the river is wide, it won't span across.

To throw a fish to feed an animal, **press the space bar.** Be careful not to be too close or it will go over the animal's head.

NOTE: Windows Users - the **right mouse button** can also be used to lay down a bridge or to throw an apple.





The Obstacles

You will face many obstacles while stepping on the lettered stones. If you need a clue about an obstacle, pause the game and ask Yobi. There are many challenges you will have to overcome.

MOOSE

The moose has big antlers that can hurt you. Don't get too close! The moose paces back and forth and does not turn. It is harmless unless you get too close to it.

WALRUS

While swimming in the Mighty Spelling River, the walrus hugs the wall. Watch it closely, for it is always moving. If you get too close, it will come out of the water and annoy you. The walrus will not hurt you, but it will make things difficult for you. It can be bribed when it is out of the water. Once he is satisfied by a fish he cannot move.

POLAR BEAR

The polar bear guards its den. However, if you get too close, it will charge. The key to the polar bear's movements is that it doesn't like to go too far from home. Once you are no longer a threat to it, the polar bear's only goal is to get back to its starting position. The polar bear can be bribed with a fish.

WOLF

Like the polar bears, wolves guard their dens when you are not around. Once you have captured the wolf's attention, it will align with you and mimic your every movement. If you turn left, the wolf will turn left. If you walk away, it will follow. If you walk towards the wolf, it will walk towards you. If you get too close, it will stay with you for the rest of the puzzle. You cannot bribe a wolf with a fish.

KILLER WHALE

A killer whale moves continually in the water. You can stand on the shore and throw a fish at it as a bribe. You must time this just right or your bribe will be wasted. At this point you can get on its back and ride it to another location along the river. Be quick! When the bribe wears off the killer whale will swim away, leaving you in the middle of the river.





Spelling Blizzard

PENGUIN

Penguins are always moving at top speed in the water and on land. A penguin may be annoying, but it presents no hazard to you. Running into it will cause you no harm. And, of course, a penguin can be bribed with a fish to stop it from running or swimming. Once you have bribed a penguin, you can push it out of your way. However, after the bribe has worn off, the penguin will be back to running and swimming at top speed. The penguin will also steal your fish if you have not yet picked it up. The penguin is fast, so watch out for it.

ABOMINABLE SNOWMAN

The abominable snowman will stalk you anytime you get close to it. It will annoy you by throwing snowballs at you. If you are hit by one the abominable snowman's snowballs, it will daze you and make you stumble. This could be dangerous if you stumble into trouble.

FIRE TRICKSTER

The fire trickster will throw fire balls at you if you get too close. It is easily recognized by its bright yellow and orange colors. The fire trickster can throw fire balls in any direction. However, the range of the fire balls is relatively short. This is a helpful hint for many of the puzzles. The fire trickster can be neutralized with a fire potion (orange bottle) or blocked by an animal, a block of ice, or a big snowball.

WIND TRICKSTER

The wind trickster watches your every move and blows you across the playing field in either a north, south, east, or west direction. A helpful hint is to use the wind's strength to move you where you want to go. The wind trickster can be neutralized with a wind potion (light blue bottle) or blocked by an animal, a stone wall, a block of ice, or a big snow ball.

DART TRICKSTER

The dart trickster also follows your every move and blows darts at you across the playing field... even over trees. A helpful hint is to time your movements to avoid the darts. The dart trickster can be neutralized with a dart potion (brown bottle) or blocked by an animal, a block of ice, or a big snow ball.

ICE

The ice is a very interesting element on which to maneuver. You will continue in the direction you are moving until an object stops your movement. Only after you have stopped can you change your direction. Here's a helpful hint... use your sliding movement on the ice to collect letters. Animals will not go onto the ice. You can push a big snowball onto the ice and it will continue to travel in the direction that you pushed it until an object stops its momentum.



**GLACIAL CREVASSE**

No animal will go into a glacial crevasse... and neither should you. Everything disappears when it gets too close to the edge.

STONE WALL

Stone walls are helpful obstacles against tricksters. Nothing can be done with them.

WATER'S EDGE

You can't go any farther than the water's edge unless you get on the raft, ride a killer whale, use a block of ice, or a big snowball as a bridge.

SNOW

The snow is a protected area for you. No animal will go onto the snow unless you push the animal onto it. The fact that this is a protected area for you is a helpful hint with many of the puzzles. However, you are NOT protected from tricksters on the snow.

LAND

The land is a very pale yellow color. You and all animals can walk across it.

FIR TREES

The trees are very dark green in color. You and the animals cannot walk on the trees. They are considered an obstacle to your movement much like the stone wall is. Trees do not block any of the trickster antics.

LETTER TABLETS

All of the letters of the tricky spelling words are found on letter tablets scattered on the playing field. Be careful... there may be extra letters to throw you off course.

MACKEREL

A mackerel (fish) is used to bribe animals. A mackerel will cause a changed behavior in the animal for approximately 10 seconds. After 10 seconds, the effects of the fish wear off. An animal can be bribed with more than one mackerel. For example, three mackerel will result in changed animal behavior for 30 seconds.

TIME STOP

The little red bottle represents the time stopping potion. When you walk over the time stop potion, everything ceases to move except you. Move quickly, because it wears off within approximately 10 seconds.





Spelling Blizzard

ICE BLOCK

The ice block is useful when crossing water. When you push the block of ice it will keep going until it hits the opposite bank. You can hop on the block of ice and use it to navigate on the river. Once it is in motion you can't change the direction until it stops.

BIG SNOWBALLS

The big snowballs can be pushed. When pushed on land, they serve as an excellent barrier to tricksters. When pushed into the water, they serve well as a stepping stone to the other side of the river. Be careful! The snowball in the water will melt after a very short time, so you must be quick.

WALK OVER WATER

The little blue bottle represents the ability for you to walk over water. When you step on this blue bottle, you will be able to walk across the river without the aid of a killer whale, a big snowball, or a block of ice. Move quickly for it wears off within approximately 10 seconds.

FIRE BALL PROTECTION

When you step on this little orange bottle, you are protected from the Fire Trickster's balls of fire. Move quickly for it wears off within approximately 10 seconds.

DART PROTECTION

When you step on this little brown bottle, you are protected from the Dart Trickster's red darts. Move quickly for 10 seconds is not a lot of time.

WIND PROTECTION

When you step on this little light blue bottle, you are protected from the Wind Trickster. Move quickly... time moves quickly too.

TRINKET

These little trinkets appear in every tenth tricky spelling word puzzle. When you acquire one, it will appear in color on the Map. The trinkets are an added "bonus" for your playing pleasure. Collecting them is NOT required to complete your journey, but they are highly prized. No hints are ever given to help you collect them... you are on your own.

WALI

That's you playing as Wali

RAFT

The raft delivers you to each tricky word Spelling Puzzle and takes you away to the Spell Down challenge. Here's a hint... getting back to the raft after you have spelled the tricky word correctly can also be a challenge. Leave yourself a way out.





Asking Yobi for Help

To ask Yobi for help, click on the PAUSE sign at his feet. The game will stop. Yobi will then give you a clue about anything you click on. For example, if you pause the game and click on the all-terrain vehicle, Yobi will tell you "The jeep can be pushed." Click on PLAY to continue the game.

How to Spell a Tricky Spelling Word

In the puzzle game, your goal is to step on all the lettered stones in the right order to correctly spell a tricky spelling word. The lettered stones will appear on the reader board above Yobi's head as they are collected.

Stepping on Lettered Stones in the Wrong Order

If you step on lettered stones in the wrong order, you will incorrectly spell the tricky spelling word. The screen will fade to black. When the screen reappears, Yobi will ask you to spell the word again.

Correctly Spelling a Tricky Spelling Word

When you step on each lettered stone in the right order, you will have correctly spelled a tricky spelling word. Congratulate yourself and watch Wali paddle up the Mighty Spelling River for your next challenge... the Spell Down.

Yobi Repeats a Tricky Spelling Word

Each time you click on Yobi he will repeat the tricky spelling word.



Spelling Blizzard

The Mighty River Spell Down

When you have successfully spelled a tricky spelling word, you will face several spell-down words. The number of words you will have to spell increases the farther up the river you go. You can use your keyboard or mouse to spell them.

Keyboard

- | | |
|---------------|---|
| A-Z keys | Press these keys to spell the word. |
| Backspace key | Press the Backspace key to back up one letter. |
| ENTER key | Press the ENTER key when you're done spelling the word. |

Mouse

- | | |
|--------------|--|
| A-Z stones | Click on each of these stones to spell the word. |
| Delete stone | Click on the Delete Stone to back up one letter. |
| ENTER stone | Click on the ENTER stone when you're done spelling the word. |

Remember, your goal is to move up the Mighty Spelling River. When you spell a word correctly, you move up the river. When you spell a word incorrectly, you stay in place. When you spell several words correctly, you will go to the next tricky word Spelling Puzzle.

Yobi Repeats the Word

Each time you click on Yobi he will repeat the Spell Down word.

HINT: Are you unable to hear the word? Watch Yobi's lips move. It will make it easier for you to hear.

Milestone Map Dots

For a tricky spelling word to appear on the MAP, you must complete both the Spelling Puzzle game and the Spell Down.





Restarting the Game

If you feel you have made a mistake while playing a tricky spelling word puzzle and wish to start again, click on the RESTART lever on top of Yobi's hut. The screen will fade to black and the game will restart.

Quitting the Game

To quit *Spelling Blizzard*, click on the MAP sign hanging above Yobi's head. Once you are at the MAP screen, click on the QUIT stone.

The End of the Journey

After you have spelled all of the tricky spelling words correctly, you will discover why the Mighty Spelling River is flooding. You will enjoy the ending!





Word Search

WORD SEARCH

The object of the game is to locate all of the listed words, which are hidden somewhere in the letter grid.

Game Instructions

Search the letter grid until you believe you have located one of the hidden words. They may be hidden in a straight line anywhere in the grid, horizontally, vertically, diagonally, forward, or backward. Click on each letter of the word until you have the highlighted letter to unmark it. When all of the letters in the word have been correctly identified, the found word will be marked off the list. Continue until you have located all of the hidden words.

Game Options

GAME

Use this menu to **Restart** your game, toggle the sound effects on and off with **Sound FX**, or **Exit** from **Word Search**.

CATEGORIES

Use this menu to select one of the ten categories. There are thirty words in each category; sixteen of them will be randomly selected for each game of **Word Search**.





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Acknowledgements:

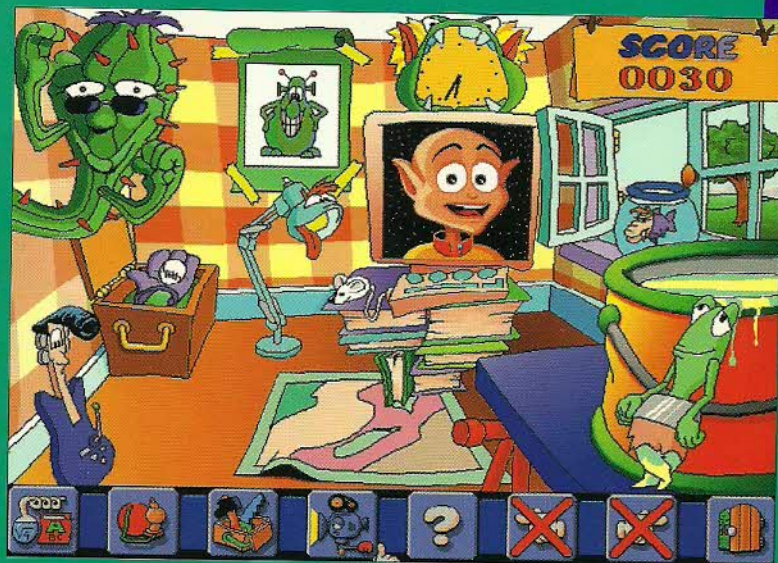
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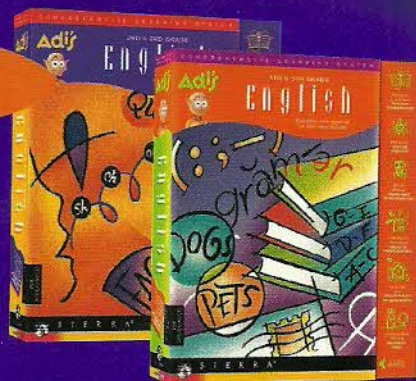
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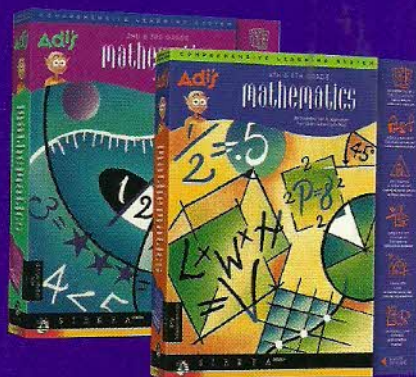
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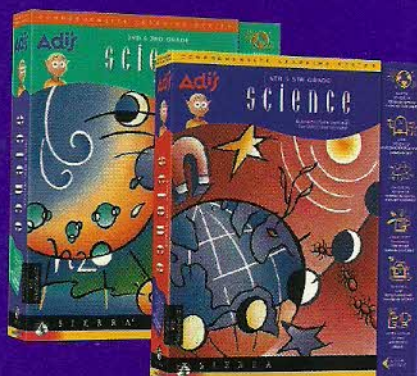
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