

Discovery Software



from World Book™

Suggested for children
ages 6 years to 10 years
PRIMARY LEVEL

Space Port

Apple® IIe or Apple® IIc
64K diskette

ISBN 0-7166-8356-3

AP-8570-1



Space Port

Program Features

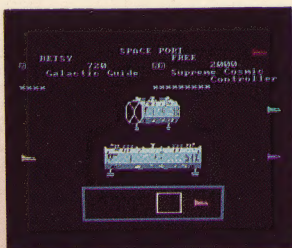
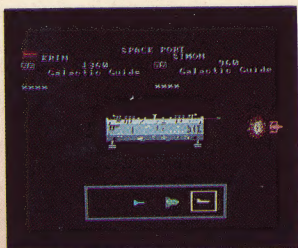
- *Nine challenge levels*
- *One- and two-player options*
- *Highly interactive game format*

Educational Benefits

- *Encourages logical and critical thinking*
- *Provides practice in observation and recall*
- *Helps strengthen visual memory skills*

All Primary Level programs of *Discovery Software from World Book* are controlled by pressing the same selected keys and key combinations. This special feature means that if you can operate one of the programs, you can operate all of them.

Space Port



This carton contains:

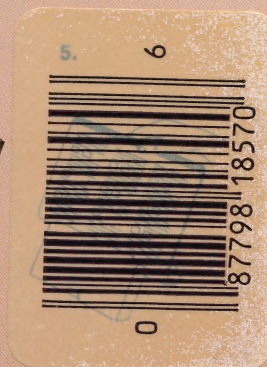
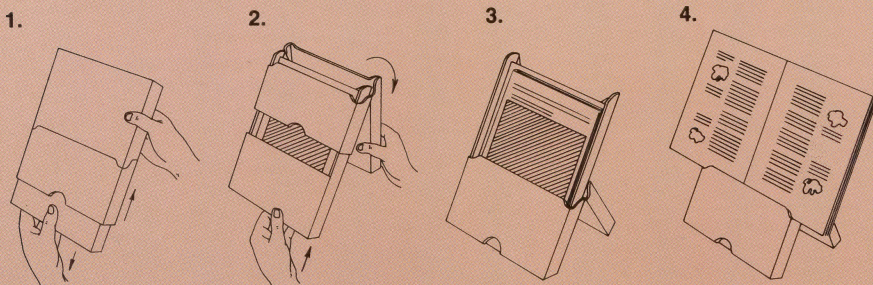
- one program diskette
- one User's Information and Activity Guide
- one Help card

Discovery Software from World Book™ features sound, color, and graphics to hold user interest.

Discovery Software from World Book offers seven programs at the Primary Level.

- A-Mazing Words** (spelling review)
- How Things Work** (science simulation)
- Mighty Math** (arithmetic help and challenge)
- Plot-a-Point** (number line practice)
- Space Port** (visual memory enrichment)
- Take Me North** (map skills review)
- Word-Player** (vocabulary reinforcement)

Opening your easel carton is easy!



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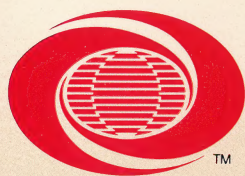
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Discovery Software



from World BookTM

Suggested for children
ages 6 years to 10 years
PRIMARY LEVEL



Space Port

User's information and activity guide
features practice of visual memory skills at varying
levels of difficulty



Space Port

Things to know and do

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Space Port

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Consultant

Ms. Susan Belgrad
National College of Education
Evanston, Illinois

Evaluation and Testing

Dr. Mary Alice White
Electronic Learning Laboratory
Teachers College
Columbia University

Dr. Marian C. Fish
Electronic Learning Laboratory
Teachers College
Columbia University

Dr. Priscilla C. Jean
Electronic Learning Laboratory
Teachers College
Columbia University

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A Word to Parents

Space Port is a software and print program intended for the use of primary school-age children. It is designed to provide practice in the use of observation, recall, and visual memory skills.

This guide contains instructions on how to use the software program. It also features suggestions for a variety of additional games and activities intended to enhance and enrich the contents of the software program.

The games and activities in this guide are divided into five sections. The first section offers practice of the ability to infer the whole when only a significant part is given. For example, the child is asked to name the title of a familiar song or story after he or she has been given the opening line.

Section two concentrates on the use of the five senses. The child may be asked to study a picture, turn it facedown, and then describe every thing that he or she remembers about it. Or, the child may be asked to close his or her eyes and try to identify a variety of sounds, foods, or textures using the other four senses.

The third section provides opportunity for the child to classify items into logical groups. Section four challenges the child's ability to perceive the occurrence of a change. Finally, section five features practice in the skill of sequencing.

Taken together, the combination of software program and printed activities makes for an interesting and interactive way to practice a variety of thinking skills that are important to every child's intellectual development.

General Information

Please consult your computer owner's manual to make sure your computer is cabled together properly and the system is operational.

Handling the Diskette

There are several "do's" and "do not's" to keep in mind when handling *Discovery Software from World Book*.

DO'S

- Do handle the diskette carefully by its plastic sleeve or its label.
- Do keep the diskette in its paper envelope and easel carton when you finish using the program.

DO NOT'S

- Do not touch the diskette except by its sleeve or label.
- Do not fold the diskette or attach paper clips to it.
- Do not write on the diskette with a ball point pen or pencil.
- Do not put the diskette near a magnet.
- Do not store the diskette in places that are moist, directly sunny, very hot, or extremely cold.

Starting the Program

In general, you can start *Discovery Software from World Book* in the following way. See your Help card, however, for start-up information for a specific computer.

1. Turn on your monitor.
2. Keeping the label faceup, insert your program diskette into the drive and close the drive's latch.
3. Turn on your computer. The program will start automatically.

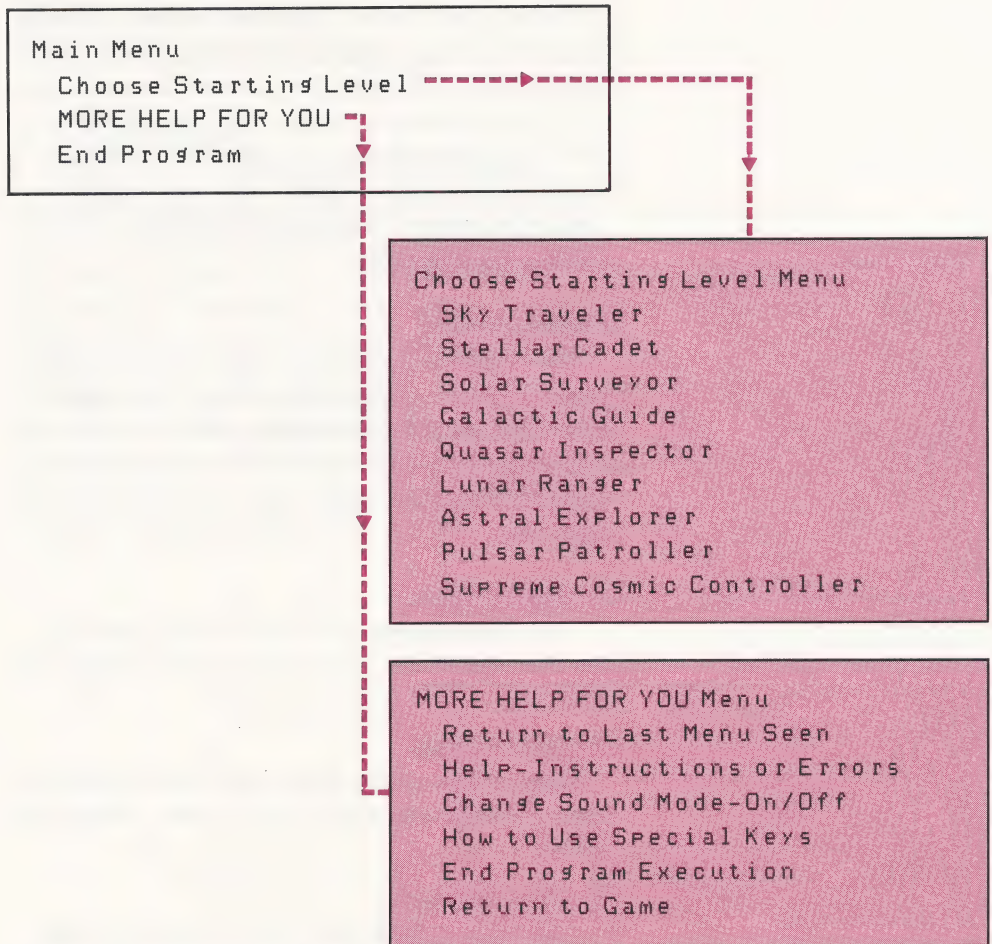
Ending the Program

When you want to stop playing your program, you can select "End Program" from the Main Menu.

Wait until the light on the disk drive goes off before taking out the diskette, slipping it into its protective sleeve, and putting it away in its easel carton. Then turn off your computer and monitor.

Choosing from the Menus

The Main Menu for *Space Port*, shown below, displays three program options. Additional options are presented on the MORE HELP FOR YOU Menu and the program-specific submenu, also shown below.



Program Instructions

When your child begins *Space Port*, he or she will see the Main Menu, which offers three options: Choose Starting Level, MORE HELP FOR YOU, and End Program.

If your child selects Choose Starting Level, he or she will be asked to choose one of nine levels of play. These levels, which are arranged according to difficulty, are explained below. After selecting a level, your child will be asked if there is another player. If he or she types Y for "yes," the second player may then choose a level.

If your youngster selects MORE HELP FOR YOU, he or she will see a menu that explains special keys used in *Space Port*. End Program should be chosen when your child wishes to stop playing the program.

Playing Levels

The object of *Space Port* is to remember the order of entering spaceships. Play may begin at any of the nine difficulty levels. When one level is successfully completed, a player will automatically be promoted to the next level. The nine levels are:

1. Sky Traveler

Two ships appear and pause before entering the port. Each ship has a unique color, shape, and sound.

2. Stellar Cadet

Three ships appear and pause before entering the port. Each ship has a unique color, shape, and sound.

3. Solar Surveyor

Four ships appear and pause before entering the port. Each ship has a unique color, shape, and sound.

4. Galactic Guide

Four ships appear and move directly into the port. Each ship has a unique color, shape, and sound.

5. Quasar Inspector

Four ships appear and move directly into the port. Each ship has a unique sound, and the ships may or may not differ in color or shape.

6. Lunar Ranger

Four ships, each with a unique sound, appear and move directly into the port. The ships may or may not differ in color or shape, and they may emerge from either port.

7. Astral Explorer

Four ships move directly into the port. Each ship has a unique sound, and the ships may or may not differ in color or shape. Ships may emerge from either port, and the Space Port itself may spin.

8. Pulsar Patroller

At this level, a player may select a double Space Port, which will double the number of exit ports, or a single Space Port, which will be visited by ships that differ only in sound and not in appearance. Whatever option is selected, four ships will appear and move directly into a port.

9. Supreme Cosmic Controller

The two options presented in level 8 are offered again in level 9. Whatever option is selected, the number of entering ships will increase with the number of correct responses.

Parts of a whole

Purpose: To practice finding a whole when a part is known



Name that song

Sing the first few words of a favorite or popular song that you and a friend know well. Can your friend guess what the song is? If not, sing a few more words until he or she guesses the song. Then ask your friend to sing a song for you.

Name that title

Quote a line from a favorite or popular story or poem for a friend. For example, you might say, "Not a creature was stirring, not even a mouse." Can your friend guess the title of the story or poem? Then see if you can identify a story or poem from which your friend quotes a line.

Puzzles and pieces

What you need: Magazines, scissors, several squares of cardboard, glue

Look through old magazines for at least three colorful, appealing pictures. Cut out the pictures and glue them to the squares of cardboard. Then cut each of the squares of cardboard into three or four jigsawlike pieces to make a puzzle. Mix up all the pieces. Can you put the three puzzles back together again?

When the puzzles are back together, turn them facedown on a table or the floor. Carefully move the three puzzles around until you can no longer remember which one is which. Turn over one puzzle piece at a time from any of the puzzles. Can you guess the picture by turning over just

one puzzle piece? Two puzzle pieces?
Three?

See, hear, touch, taste, and smell

Purpose: To help sharpen the five senses and strengthen observation and memory skills

Remember the picture

Cut out a variety of pictures from old magazines or collect several snapshot photos. Put the pictures facedown on a table. Flip one of the pictures over on the table. Study it for a moment. When you think you can remember everything in the picture without looking at it, turn it over. Then, on a piece of paper, write down everything in the picture that you can remember, including objects and colors. When you are through, put the picture faceup on the table and compare it to what you wrote. Did you forget to include anything? Do you see something in the picture now that you didn't see before? The more you exercise your memory skills, the better you will get at noticing and remembering things.

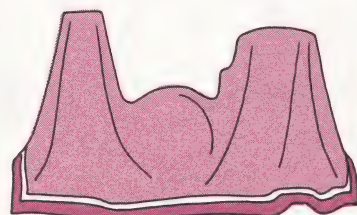
What you need: Magazines, scissors, snapshot photos, paper, pencil



What's hiding under the covers?

Start with three objects. Place them in front of a friend and let him or her study them for a moment. Then cover the objects with a towel or blanket. Can your friend tell you what's hiding under the covers? Now you try it. How well do you remember the objects once they have been covered up?

What you need: A variety of objects, such as toys, kitchen utensils, articles of clothing, and so forth; large towel or blanket



Start adding more objects to those

already under the covers. How many more objects can you add before you get stumped?

Hidden numbers

The numbers 1, 2, 3, 4, 5, 6, 7, 8, and 9 are hidden in the picture below. Circle each one that you find.

What you need: Pencil



I'm thinking of . . .

Pick a room in your home where you and a friend have lots of interesting objects to look at. Take turns thinking about a particular object in the room. One player tries to guess what the other player is thinking of by asking about that object's shape, size, color, and so forth. Be as tricky as you like. Don't forget that rooms have windows, walls, and doors, too!

Walk and see

Think about the familiar routes that you walk in a week: your route to school, the library, the playground, the store, and so forth. Then take a piece of paper and try to list all the buildings and other objects that you pass when you walk along a particular route. When you have written down everything you can think of, take your list and a walk along that route. Have you forgotten anything? Have you written down something that doesn't belong on the list?

What you need: Paper, pencil



Color list

Think of a room in your home other than the room you are in. For example, if you are in the living room, you might be thinking of the kitchen or a bedroom. Draw three columns on a piece of paper and write down a primary color in its own column. You will have a column for red, for blue, and for yellow. Under each color, list the objects in the kitchen that are that color. When you have written down everything that you can think of, take your list into the kitchen. Have you forgotten anything?

What you need: Paper, pencil

Make a color list for another room in your

home. If you like, add more colors, like green, purple, orange, and brown.

Color quiz

What you need: Blindfold



Sometimes, people just don't notice the things under their very noses! Try this quiz on an unsuspecting friend. First, blindfold your friend. Then ask him or her to tell you what color socks, shirt, shoes, and pants he or she is wearing. Think of other color questions that are obvious and that your friend should know the answer to, for example, what color are the walls in his or her bedroom? How well does your friend notice and remember colors? How well do you think *you* would do if taken by surprise?

Color moves

What you need: Four index cards; red, blue, yellow, and green crayons

On one side only, color one index card red, one blue, one yellow, and one green. Line the cards faceup in front of a friend. Let your friend study the placement of the cards for a moment. Then turn the cards facedown. Slowly, move one of the cards to a different place in the line. Can your friend tell which is the red card? The blue card? The yellow card? The green card? Now have your friend arrange the cards for you. Can you tell where each color card is?

As you get better at this game, move two cards at a time, then three cards, and then move them more rapidly.

Three-cup monte

What you need: Three paper cups; a variety of small objects, such as paper clips, buttons, beans, and so forth

Start with three different objects and three cups. Line up the objects on a table in front of you and study their order. Then turn one cup over each of the objects.

Can you remember which object is under each cup?

Try changing the order of the cups. Can you still tell which object is under each cup? If three-cup monte is too easy for you, try it with four, five, or more cups and objects.



Color concentration

On one side only, color four of the index cards red, four blue, and four yellow. Mix up the cards and lay them out in rows of three, facedown. Now get ready to concentrate! Turn over two cards. If the colors on the cards match, you get to keep them. If they don't match, turn them facedown again in the same location. Try to remember the location of these cards. Turn over another card. Is that one of the color cards that you put facedown on your last try? If it is, can you remember that card's location? If you do, you've made another match! Play until you have matched all the cards. As you get better at this game, you can add more index cards and more colors.

What you need: Twelve index cards; red, blue, and yellow crayons

Name that sound

If you own a tape recorder, record some familiar sounds, such as a dog barking, church bells ringing, and so forth. Can your friend identify the source of the sounds?

If you don't have a tape recorder, work with live sounds. Have your friend sit in the kitchen and close his or her eyes. Turn on the tap water, open the refrigerator door, close a cabinet door, drop a spoon, and make other sounds for him or her to identify. Trade places and

What you need: A tape recorder



What you need: Radio or record player and records

What you need: Three water glasses filled with different levels of water, spoon



What you need: A variety of objects with different textures, such as pieces of styrofoam, tree bark, satin ribbon, sandpaper, cotton, and so forth; blindfold

see how good you are at identifying sounds.

Music lover

Turn on the radio or play one of your favorite records. Listen carefully to the music. Can you identify some of the instruments you hear?

Water glass patterns

Take turns with a friend making simple melodies with a spoon and water glasses. Start out with three tones. Can your friend copy the pattern? Now let your friend put together a pattern of tones. As your friend plays, use your eyes as well as your ears to remember the pattern. Can you copy it?

Silly sentences

This is a game for several friends to play. Sit in a circle. One player makes up a silly sentence and whispers it into the ear of a player next to him or her. Then that player whispers the sentence into the ear of the next player, and so on until the sentence reaches the player who made it up. Is the sentence exactly the same as it started out?

A variation to this game is to have each player add a word to build a sentence. Keep repeating the sentence and adding new words until someone finally forgets the order of the words. Then see who has remembered the most of the sentence.

Touch and tell

Blindfold a friend. Then put out a variety of objects with interesting textures. Your friend must try to identify the objects by touch. Trade places with your friend and

see if you can identify the objects he or she puts out for you.

Squeeze and tell

With a friend, take turns stuffing a sock with two or three small objects. See if you can guess what's in the sock by squeezing and feeling.

What you need: A variety of small, unbreakable objects, such as coins, a comb, a whistle, and so forth; sock

What's for lunch?

On each of the paper plates, put out a different kind of food. Then blindfold a friend and bring him or her into the room. First, see if your friend can guess each food by smell. If smelling isn't enough, let your friend taste the food. Are there any foods that he or she could not guess by smelling or tasting? Now see how well you do at guessing the foods your friend puts out for you.

What you need: A variety of foods, such as an apple, cookie, piece of bread, bologna, peanut butter, and so forth; paper plates; blindfold

Sorting into groups

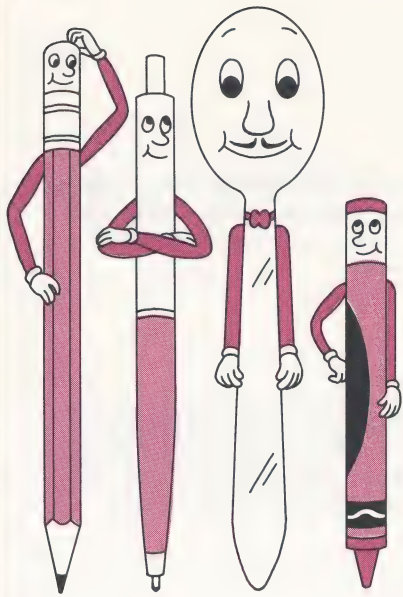
Purpose: *To practice recognizing related objects and arranging them in pairs or in groups*

Logical pairs

This is a game for two or more players. Take turns naming logical pairs. For example, one player might say "grass-green." The next player must take the last word in the pair just named and make a new pair, such as, "green-forest," "forest-poison ivy," and so forth.

Odd one out

Look at the following groups of objects. Can you tell which object does not belong in the group? Check your answers with the answer key on page 24.



1. cap, hat, scarf, sandal
2. pencil, spoon, pen, crayon
3. rubber band, paper clip, coin, key
4. cereal, rice, pasta, bowl
5. scissors, tissue paper, napkin, paper towel
6. plate, glass, fork, carrot
7. pants, socks, shoes, boots
8. moon, ocean, sun, star
9. toothpaste, toothbrush, drinking glass, shaving cream
10. water, cracker, milk, lemonade

Around the house

Look for things around the house that you can put into categories, for example, things that are red, things that we sit on, things we cook with, things that are square, things that are wet, things that are alive, things that are soft, and so forth. What other categories can you think of?

Picture groups

Look through old magazines and cut out at least a dozen simple but interesting pictures. Look carefully at the pictures you have cut out. Then try to separate them into groups, such as people, animals, machines, clothes, and so forth.

If you have lots of pictures in each group, you may be able to separate each group into smaller groups. For example, if you have a group of people, you can further separate it into groups of men, women, and children.

Shape detective

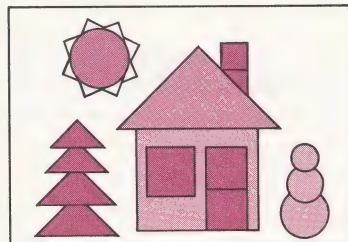
Cut a square, circle, and triangle out of the cardboard. Then, one at a time, take

What you need: Magazines, scissors



What you need: Cardboard, scissors

a cardboard shape and go on a “shape hunt” around your home. Look for examples of squares (end table, book), circles (mirror, plate), and triangles (toy tepee, pie server) around the house. If you really want a challenge, look for things outdoors that fit the shapes.



Alphabet groups

Pour some alphabet pasta into a bowl. Can you identify each letter of the alphabet? Can you arrange the letters in alphabetical order?

What you need: Box of alphabet pasta, bowls, egg timer

Turn this game into a letter-grouping contest. Pour two bowls of alphabet pasta—one for you and one for a friend. Set the egg timer for five minutes. See who has identified the most letters of the alphabet *and* put them in proper alphabetical order when time is up.

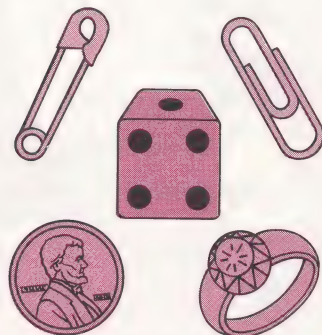
Noticing changes

Purpose: To sharpen observation and detection skills

Take one away

Place five or six small objects on a table in front of a friend. Let your friend study the arrangement for a moment. Then ask your friend to step out of the room while you remove one of the objects. Ask your friend to come back into the room. Can he or she tell which object is missing? Now trade places with your friend. How good are you at identifying the missing object?

What you need: Five or six small objects



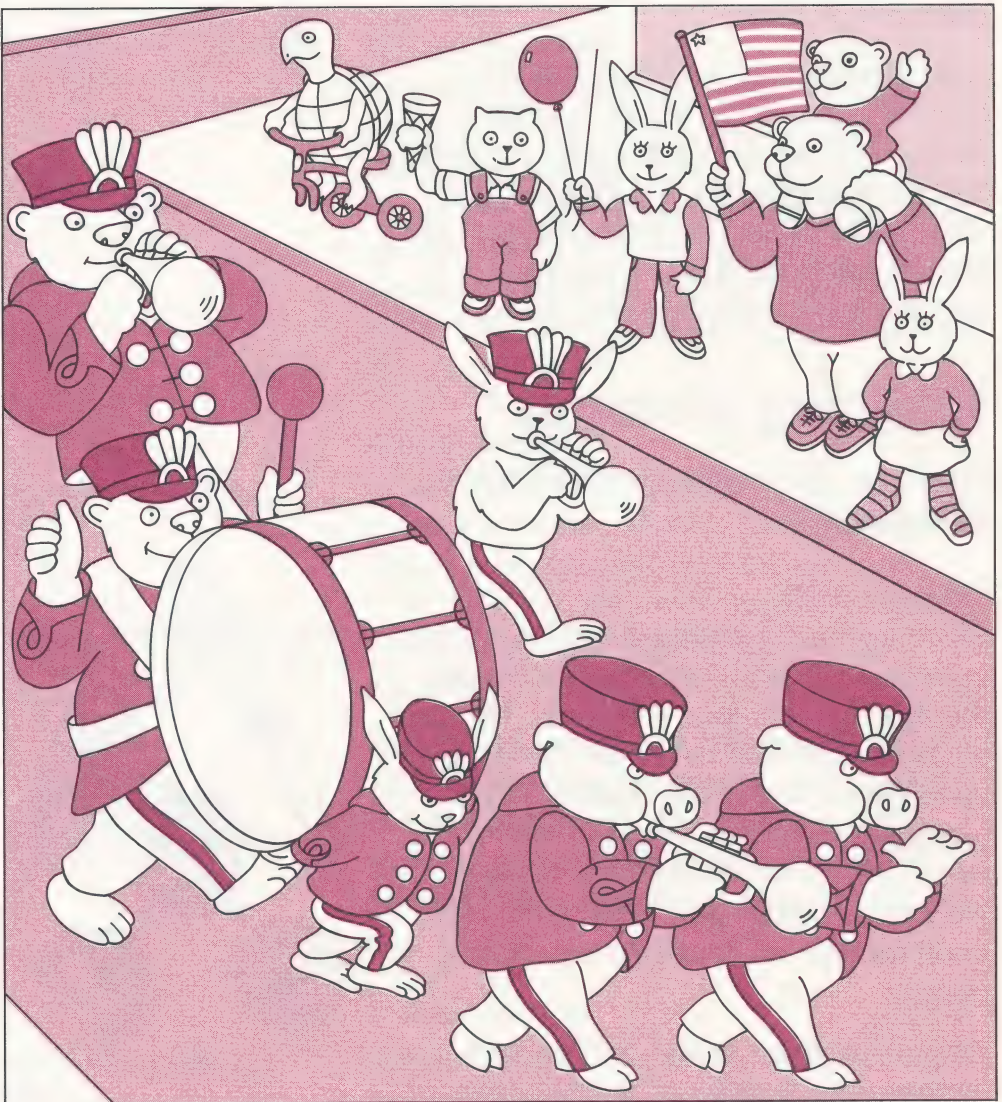
As you get more skilled at this game, increase the number of objects. Then try removing two objects from the

arrangement. You can even play a variation of this game by adding objects instead of taking them away. Can you tell what's changed?

What's missing?

What you need: Pencil

Several items in the picture below are missing something. Can you draw circles where the missing parts should go? Check your answers with the answer key on page 24.



Same but different

Measure and pour one-half cup of water into each of the three glasses. Look at the water levels. Are they the same height? Should they be the same? Why?

What you need: Three clear, different-sized glasses; measuring cup; water

Taking it all in

Have a friend take a good look at you. Then leave the room and make a change in your appearance, for example, put on a different item of clothing. You can make the change obvious at first, like putting on a sweater or a hat. Come back into the room and see if your friend can tell you what's different. Then trade places with your friend. How good are you at figuring out what's different about your friend's appearance?

What you need: Various articles of clothing

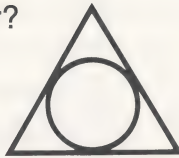
Optical illusions

Look at the following pairs of figures. In each pair, can you tell which figure is longer or bigger? Can you tell if both figures are the same length or size? Check your answers with the answer key on page 24.

1. Is one line longer?



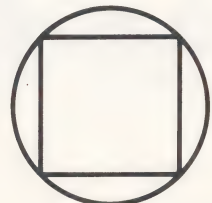
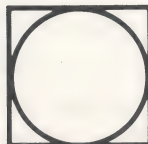
2. Is one triangle bigger?



3. Is one line longer?



4. Is one square bigger?



Ordering and sequencing

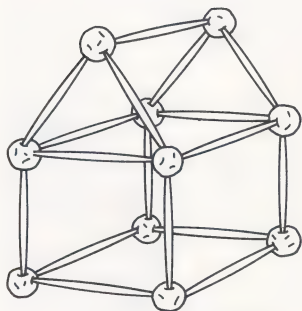
Purpose: To practice recognizing and remembering the order or sequence of objects or events

What you need: Three pencils, three cups, three buttons

Something's missing

Start out by arranging the objects in a simple pattern, for example: pencil-cup-button-pencil-cup-button-pencil-cup-button. Have a friend study the sequence for a moment. Then ask him or her to leave the room. Remove one of the objects in the sequence, and ask your friend to come back into the room. Can he or she tell which object is missing? Now trade places with your friend. How good are you at figuring out what the missing object is?

What you need: Canned or dried peas, toothpicks, bowl



What you need: Paper, pencil, large coffee can with a plastic lid, piece of cardboard, thumbtack, scissors

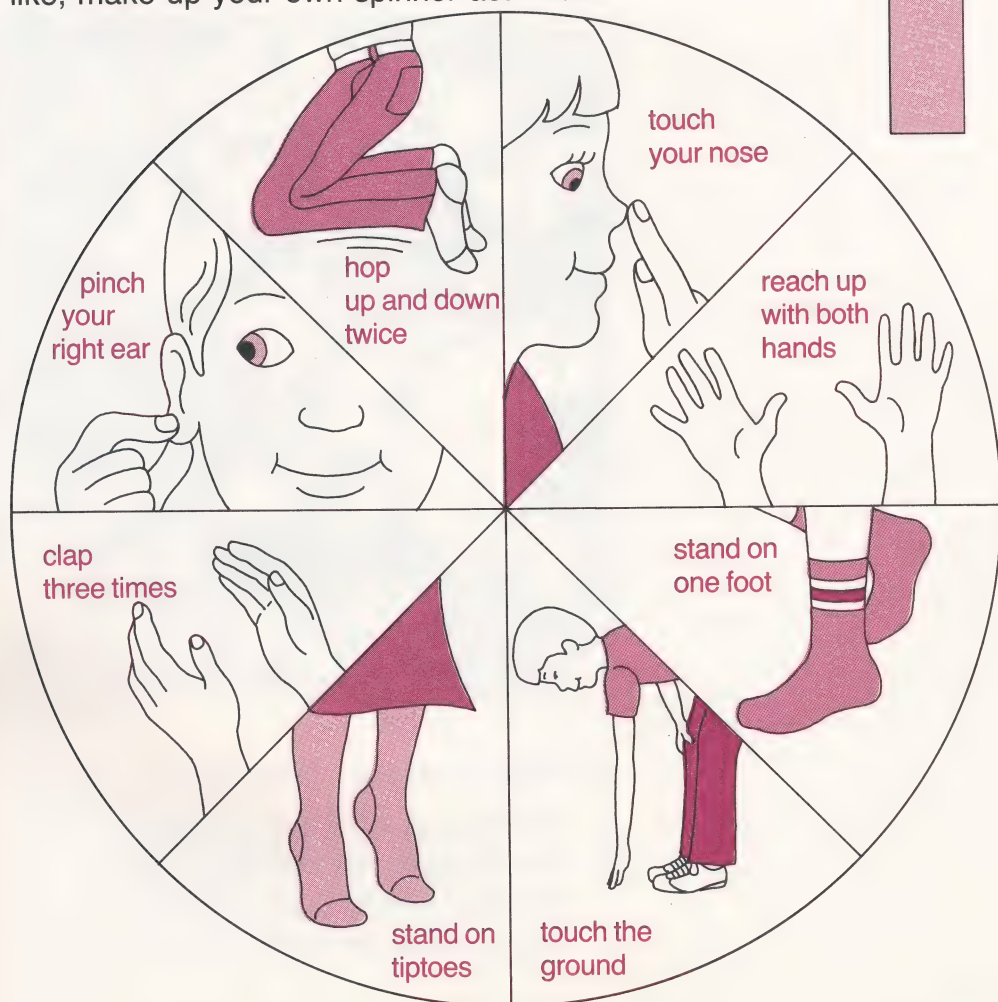
Toothpick-and-pea creations

If you use dried peas, soak them overnight in water and drain them. If you use canned peas, just drain them. You and a friend can make interesting creations by sticking the toothpicks into the peas. For example, you can make cubes, triangles, circles, or more abstract shapes. When you are done, you and your friend can exchange creations. Make a game out of copying each other's creations. Check to see if you have copied them exactly.

Spin a move

Cut an arrow out of the cardboard. Then copy the circle on page 23 and attach it and the arrow to the center of the plastic coffee can lid with a thumbtack. (Hint: Don't push the thumbtack all the way

down on the plastic lid. That way the arrow will spin more freely.) Now you're ready to play. Take turns with a friend spinning the arrow. You have to do all the activities on which the arrow lands. For example, if your friend's spin is to stand on one foot and your spin is to touch your nose, you must first stand on one foot, and then touch your nose. If your friend then spins to hop up and down twice, he or she must stand on one foot, touch his or her nose, and hop up and down twice in that order. Continue spinning and doing the activities until one of you forgets the sequence. Then start all over again! If you like, make up your own spinner activities.



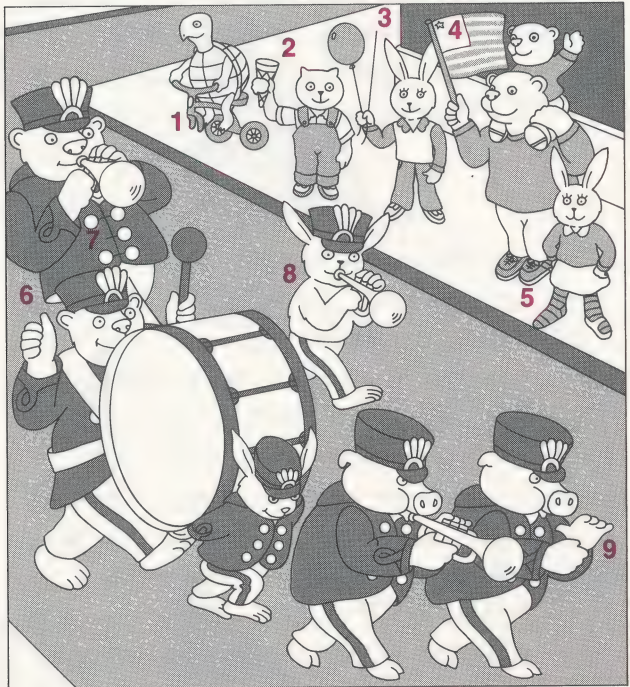
Answer key

“Odd one out” from pages 17-18.

- | | |
|----------------|------------------|
| 1. sandal | 6. carrot |
| 2. spoon | 7. pants |
| 3. rubber band | 8. ocean |
| 4. bowl | 9. shaving cream |
| 5. scissors | 10. cracker |

“What’s missing?” from page 20.

- | | |
|--------------------|--------------|
| 1. wheel | 6. drumstick |
| 2. ice cream scoop | 7. button |
| 3. balloon | 8. jacket |
| 4. stars | 9. horn |
| 5. shoe | |



“Optical illusions” from page 21.

1. The lines are the same length.
2. The triangles are the same size.
3. The lines are the same length.
4. The squares are the same size.



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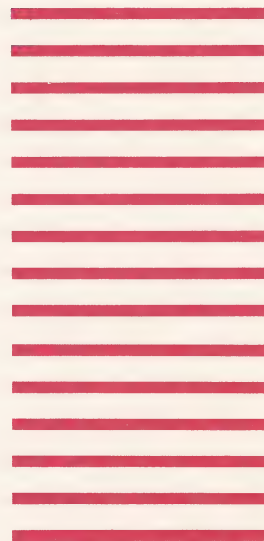
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
Starting the Program

Your *Discovery Software from World Book* was designed for the Apple® IIe and the Apple® IIc. You can start the program in one of the two following ways.

When Your Apple Is Turned Off

1. Turn on your TV or monitor.
2. Keeping the label faceup, insert your program diskette into the diskette drive and close the drive's latch.
3. Turn on your computer. The program will start automatically.

When Your Apple Is Turned On

1. Keeping the label faceup, insert your program diskette into the diskette drive and close the drive's latch.
2. Hold down the Control key **CONTROL** and the Open-Apple key  and press the Reset key **RESET**. Your program will start automatically.

Ending the Program

When you want to stop playing your program, you can select "End Program" from the Main Menu. Wait until the light on the disk drive goes off before taking out the diskette, slipping it into its protective sleeve, and putting it away in its easel carton. Then turn off your computer and TV or monitor.

Understanding the Error Messages

Occasionally, you may try to load a program and get no results except noise. This can mean that you inserted the diskette improperly, that the drive latch is not closed, or that your diskette is not formatted. On occasion you may also see an error message on your screen. Please note the following error messages and what they mean:

I/O ERROR

If the drive latch is left open or if the diskette is not inserted properly in the drive, you will see this message. You will also see it if you inserted the diskette in the wrong drive of a two-drive system. Reinsert the diskette correctly, close the latch, and try again.

WRITE PROTECT

The program must be able to write on the diskette. Please remove the write-protect tab and try the program again.

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Using the Special Keys

Pressing special key combinations while your program is running will help you make use of *Discovery Software from World Book's* features. These features can also be reached through the MORE HELP FOR YOU Menu, which you can always access by pressing the Escape key [ESC].

Each special key combination is formed by holding down the Open-Apple key [⌘] while pressing the appropriate letter key. A list of special key combinations and the features that they activate follows.

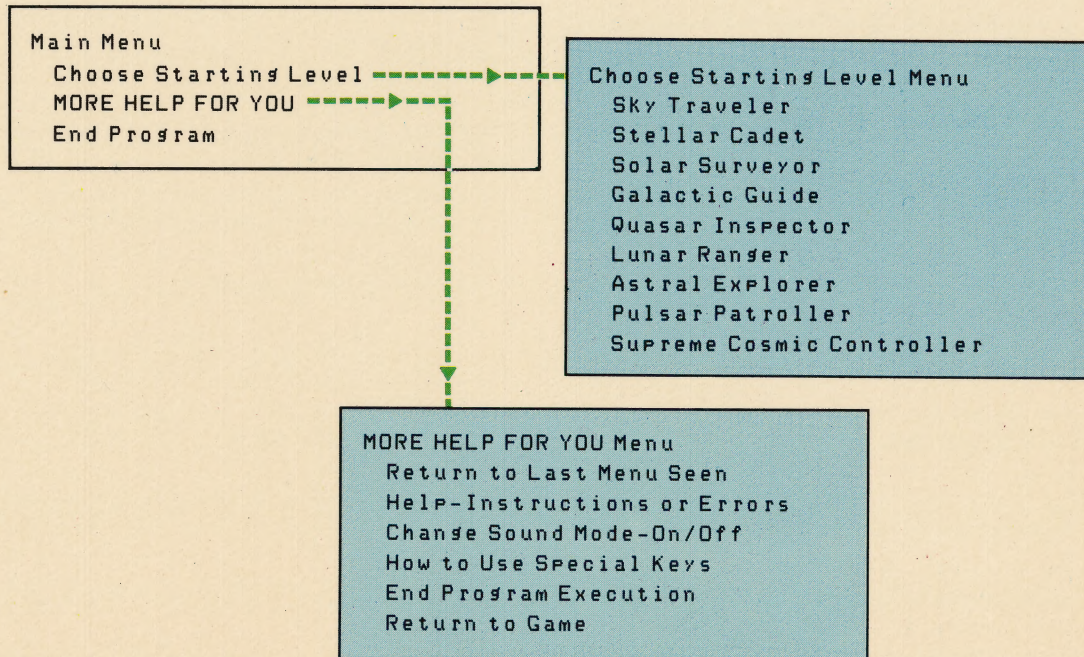
- [⌘] - [E] **End** program. Press this key combination to end the program.
- [⌘] - [H] **Help** call. Press this key combination to view "How to Use" instructions.
- [⌘] - [M] **Menu** call. Press this key combination to return to the previous Menu.
- [⌘] - [S] **Sound** control. Press this key combination to turn the sound on or off.
- [ESC] Pressing the Escape key will call the MORE HELP FOR YOU Menu.

When you want to see a replay of spacecraft entering the Space Port, press the Open-Apple key [⌘] and the 1 key [1].

When you want to hear the sound of a spacecraft in the selection area, press the Up Arrow key [↑].

Choosing from the Menus

The Main Menu for *Space Port*, shown below, displays three program options. Additional options are presented on the MORE HELP FOR YOU Menu and the program-specific submenu, also shown below.



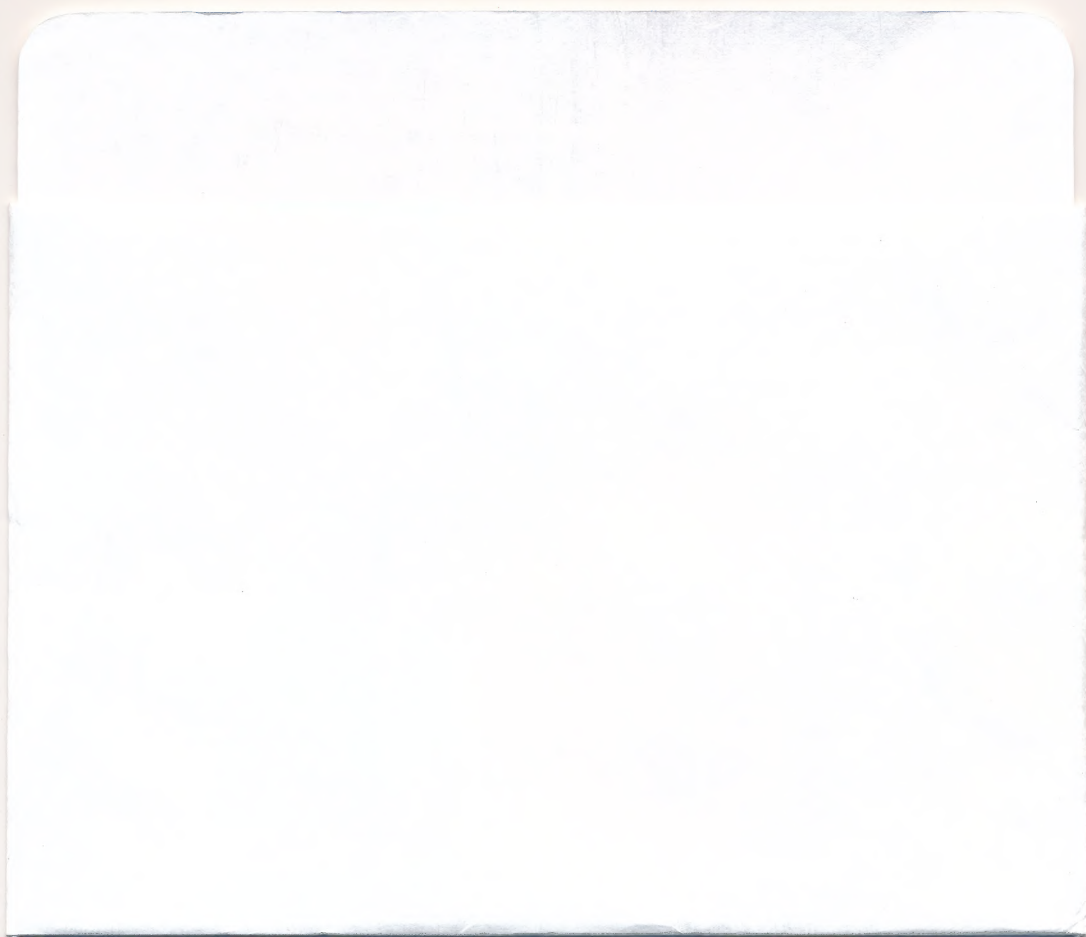


Discovery Software
from World Book

Primary Level
For the Apple II and Apple IIc
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Space Port

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Protéger
Protégere
Schützen
保護**



**Never
Nunca
Jamais
Nie
絶対禁止**



**Insert Carefully
Insérer avec soin
Sorgfältig Einsetzen
挿入注意**



**Never
Nunca
Jamais
Nie
絶対禁止**



**10°C—52°C
50°F—125°F
R.H. 8%—80%**



**Never
Nunca
Jamais
Nie
絶対禁止**