

Discovery Software



from World Book™

Suggested for children
ages 6 years to 10 years

PRIMARY LEVEL

Take Me North

Apple® IIe or Apple® IIc

64K diskette

ISBN 0-7166-8355-5

AP-8565-1



Take Me North™

Program Features

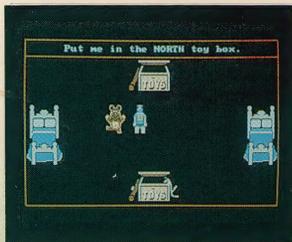
- *Seven challenging activities*
- *Random presentation of material to enhance replayability*
- *Highly interactive game format*

Educational Benefits

- *Offers reinforcement in identifying cardinal and intermediate directions*
- *Gives practice in the use of map symbols, legends, and coordinates*
- *Promotes an understanding of relative location and distance*

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.

Take Me North™



This carton contains:

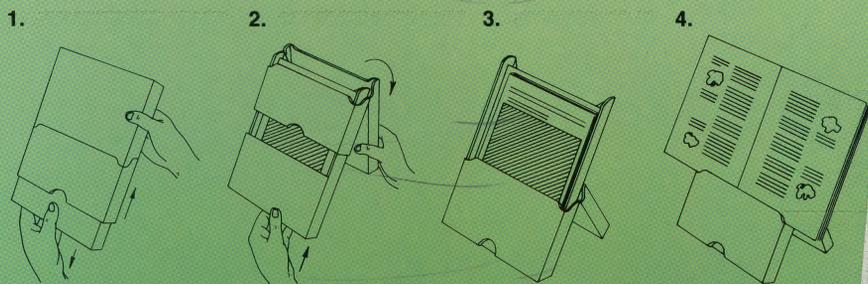
- one program diskette
- one User's Information and Activity Guide
- one Help card

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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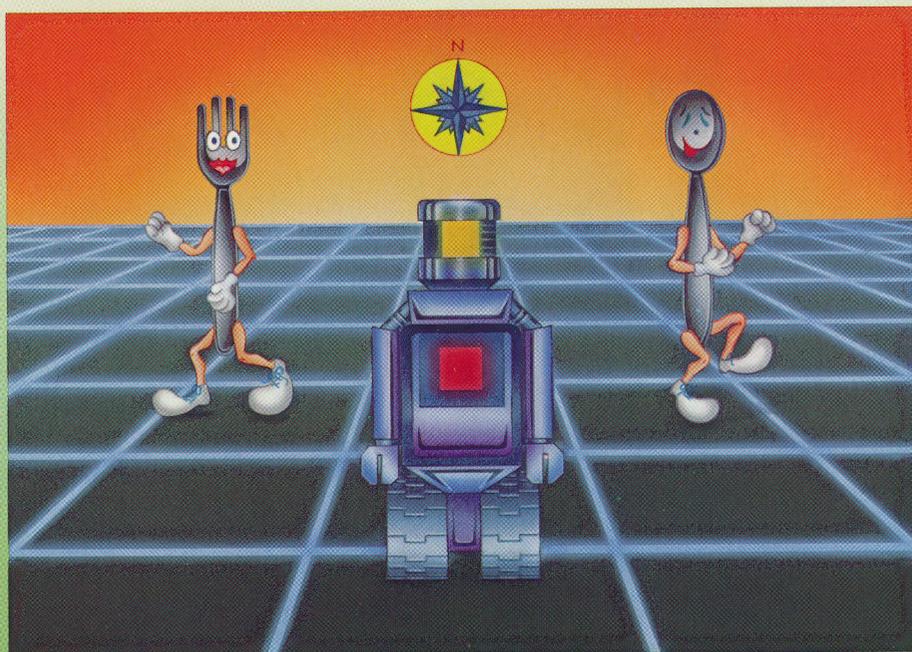
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Discovery Software



from World Book™

Suggested for children
ages 6 years to 10 years
PRIMARY LEVEL



Take Me North™

User's information and activity guide
features practice in using cardinal directions,
and in using map-reading skills



Take Me North

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A Year of Events
General Information

Take Me North™

Things to know and do

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B/HF

Take Me North™

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A Word to Parents

Take Me North™ is a software and print program for primary school-age children. It is designed to introduce map-reading skills. This guide contains instructions on how to use the software program. It also contains a variety of games and activities that will enhance and enrich the contents of the software program.

The games and activities in this guide provide the opportunity to further develop the skills necessary to relate real physical parts of the world to their representations on a map. For example, the first section is concerned with relational terms, such as *in front of*, *behind*, *above*, and *below*. This naturally leads to identifying, finding, and following the cardinal directions (north, south, east, and west). Then, familiarity with commonly used map symbols and how they are used to represent the physical locations of real objects and places is encouraged. Finally, there are activities that concentrate on helping a child become more aware of the physical world immediately around him or her.

This combination of utilizing the software program on the computer and doing the activities in this guide presents an interesting and interactive way to help a child better understand the relationship between a part of the real world and its representation on a map. It also provides the opportunity to use and further develop map-reading skills.

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.

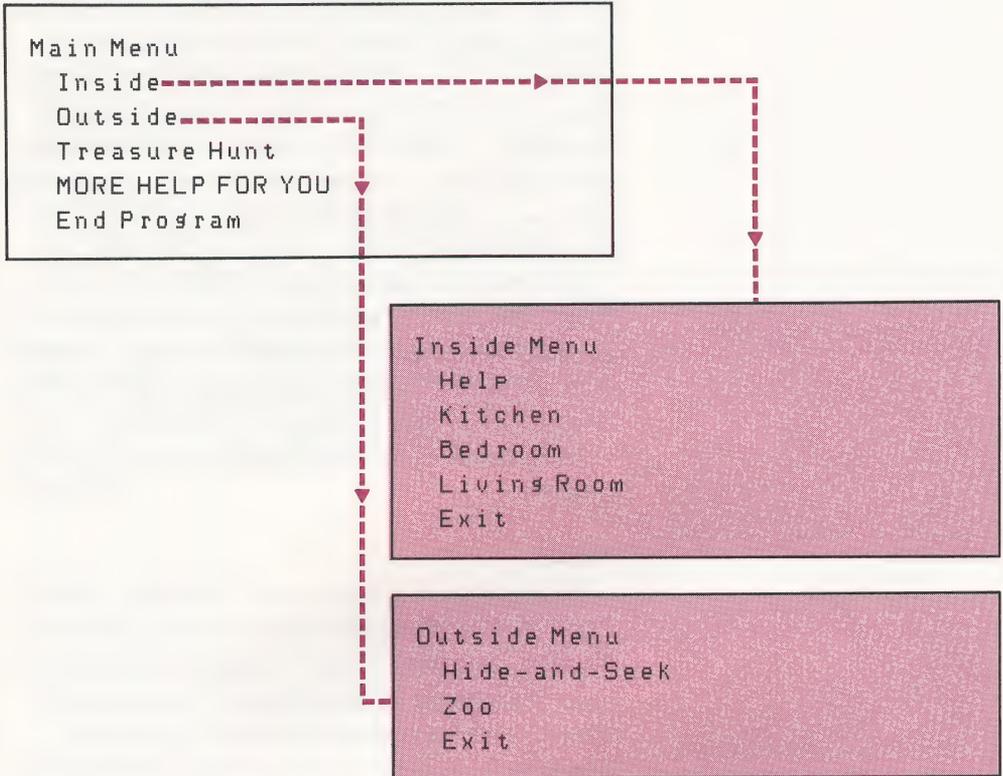
Ending the Program

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 be-

fore 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 *Take Me North*, below, displays five program options. Additional options are presented on the program's submenus, also shown below.



Program Instructions

The Main Menu for *Take Me North* offers a child five options: Inside, Outside, Treasure Hunt, MORE HELP FOR YOU, and End Program.

It is recommended that the child start at the beginning of Inside, option 1, and then progress through the program's other activities in order. Any activity can be repeated as often as the child wishes. A check mark on a menu simply reminds the child which activities he or she has already completed. To increase playability and to ensure reinforcement of concepts presented, the program has been designed so that each play of any one activity will be unique.

The child can select option 4, MORE HELP FOR YOU, if he or she wishes to see a menu that explains the program's special functions. The child should select option 5, End Program, when he or she wishes to stop playing *Take Me North*.

More detailed explanations of options 1, 2, and 3 follow.

Inside

Option 1, Inside, opens with a selection called Help. Help is where the child will meet Helper the Robot™, who will be the youngster's playing character throughout the program. Moving Helper the Robot around the screen is easy; all the child needs to do is press the arrow keys. Pressing the Up Arrow key  moves the robot toward the top of the screen, pressing the Down Arrow key  moves it toward the bottom, pressing the Left Arrow key  moves it to the left, and pressing the Right Arrow key  moves it to the right.

The second Inside option, Kitchen, introduces the child to cardinal directions. On-screen instructions will encourage the child to set the table with an animated fork, knife, and spoon.

In Bedroom, the third Inside option, the focus is on relative location. The child will be asked to direct Helper the Robot in putting away a selection of animated toys.

In Living Room, the fourth Inside option, intermediate directions such as southeast and northwest are featured as the child helps arrange animated furniture.

Outside

In Outside, Main Menu option 2, Helper the Robot leaves the house to play outdoors.

In Hide-and-Seek, the first Outside option, the child must help the robot find and tag playground friends before they reach "home."

Outside's second selection, called Zoo, introduces the concepts of grid location and distance to your child. In this activity, the friendly robot needs help in returning animals to their cages.

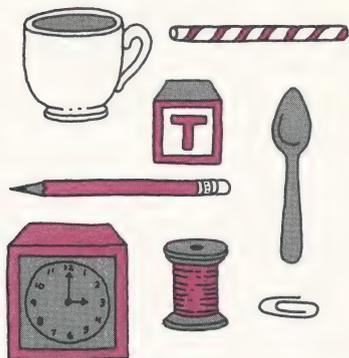
Treasure Hunt

In Main Menu option 3, Treasure Hunt, the child uses cardinal directions, relative location, distance, and map symbols to locate a hidden treasure. The child can play Treasure Hunt alone or with a friend. If he or she plays alone, the computer will hide the treasure. If he or she plays with someone, the two players can take turns hiding the treasure.

Relational terms

Purpose: To provide practice in the use of relational terms

What you need: Book, cup, pencil, plant, building block, straw, or anything else that is easy to move



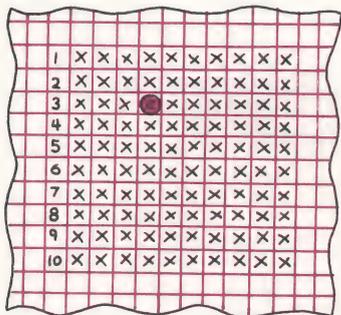
What is where?

Arrange all the objects you have collected in any order on a table or on the floor.

How would you describe the relationship of one object to another? One way to do this would be to use words that describe position, like *to the right of*, *to the left of*, *in front of*, *above*, and *below*. You could say "The book is to the left of the pencil," and "The plant is in front of the building block." Others should be able to picture what you mean.

Now change the order of the objects. Ask someone to describe the new order to you.

What you need: Graph paper, pencil, colored buttons



"X" marks the spot

You and a friend can make a game out of giving directions. First, draw "X's" on your graph paper like in the picture. (Ten lines with ten "X's" on each line is just fine.)

Now take turns directing each other. Tell a friend to put a button on the first "X" in the third row, or on the fourth "X" in the first row. Your friend may then tell you to put a button on the second-from-the-last "X" in the sixth row, and so on. Make up your own directions as you go along.

What you need: Paper, crayons

Where things go

Here is a way to practice using words like *above*, *below*, and *next to* to describe where things are located. Draw a picture of a park with a tree and some grass on the ground. Now draw a bench *next to* the tree, the sun *above* the tree, and roots

growing *below* the tree. What other directions can you give yourself that will help you fill in your park?

What's in a room?

Describe any room in your home to a friend. Use words like *far*, *near*, *over*, *under*, *back*, *front*, *left*, and *right* to show where one piece of furniture or other object is located in relation to another.

Guessing game

This game can be played on cold or rainy days when you and a friend would rather stay indoors. Take turns concentrating on an object in a room. The other player tries to guess what that object is. Remember—you may only ask questions that can be answered by “yes” or “no.”

As you get further into the game, you will find that the best questions to ask are questions about where an object is located. You will guess the object a lot faster if you know that it is “to the right of the bookcase” or “behind the TV.”



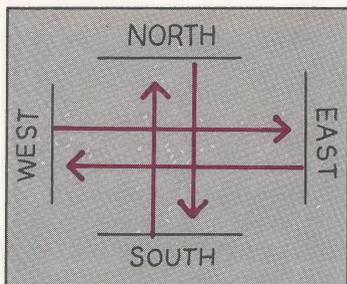
Cardinal directions

Purpose: *To practice identifying the directions north, south, east, and west both on a map and in the real world*

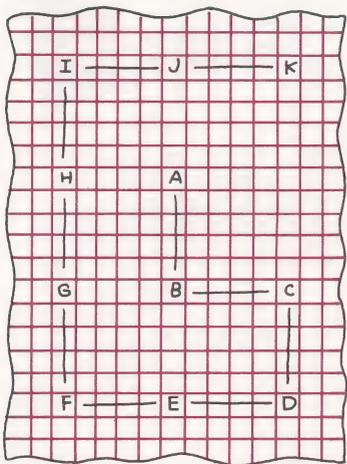
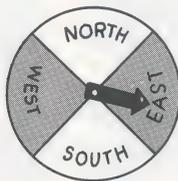
North-south-east-west

Make a map. Draw four lines on your paper with pencil and ruler. Put the first line at the top of the map and label it “north.” Put the second line on the bottom of the map and label it “south.” Put the third line on the left side of the map and label it “west.” Finally, put the last line on

What you need: Large piece of drawing paper, pencil, ruler



What you need: Plastic coffee can lid, piece of cardboard, felt-tip marker, scissors, thumbtack, graph paper



What you need: Graph paper, ten index cards, dry peas or lentils, pencil

the right side of the map and label it "east." Now you are ready to draw lines across and up and down on the paper with your pencil and ruler. The object is to draw a line from one direction to the opposite direction. You may find that it helps to draw an arrow when you reach the opposite direction. This way you can remind yourself which way you are going—from east to west, north to south, west to east, or south to north.

Following directions

You will need two players for this game. Divide the plastic coffee can lid into four quarters with the felt-tip marker. Label each quarter with a direction: **north**, **south**, **east**, and **west**. Then cut an arrow out of cardboard. Fasten it to the center of the plastic lid with the thumbtack. (Hint: Do not push the thumbtack all the way down on the plastic lid. Then your arrow will spin more freely.)

Start the game on the center square of the graph paper. Label this square "A." Now take turns spinning the arrow. Count out five squares in the direction in which the arrow is pointing. Label that square "B." Spin again and count from the square you landed on last ("B"). Label the new square "C."

Play until you reach the letter "K" (ten spins on the compass). Make a design on your graph paper by connecting all the letters in alphabetical order.

Design locations

Label your graph paper with **north** at the top, **south** on the bottom, **east** on the right, and **west** on the left.

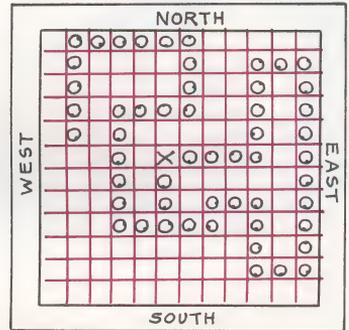
Put an "X" on a square near the middle of the graph paper. Now write a different set of locations on each of the index cards. Be sure to include both an east-west direction and a north-south direction on the cards. For example, you might write *two east and five north, seven east and four south, five west and two north*, and so on. Keep the numbers you use in your directions to fifteen and under. Otherwise, you may write a number that is off your graph paper! When you have written down a location on every one of your index cards, shuffle them. Put the cards blank side up on the table.

Now you are ready to make designs with your locations. Take the top card off the pile and turn it over. Follow the directions written on it. When you reach the location, place a pea or lentil on that square. Then go on to the next card. Always count from the middle "X" on your graph paper when you draw a new card. Continue playing until you have followed the directions on all of your cards.

If you like the design you have made, glue your peas or lentils to the graph paper following the lines of your design. If you want a more interesting design, make up some more direction cards and keep on playing!

Make a compass

Tape the sewing needle to the cork. Then stroke the needle with one end of the magnet. Make sure that you stroke the needle *in one direction only*, from left to right or right to left. Use only one end of the magnet to stroke the needle. After you have given the needle about twenty



What you need: Sewing needle, bottle cork trimmed to one-half inch thickness, a plastic or ceramic bowl (not metal) filled with water, clear tape, magnet



strokes, float the cork in the bowl of water. At first, the pin will swing around. Then it will point steadily in one direction—north!

What you need: Tracing paper, ruler, pencil



What you need: A stick about three feet long, compass

Two directions at once

Did you ever notice that there are places that do not fall into only the four directions, north, south, east, and west, on a map? Look at a map. You will see that there are areas that are not only north, but a little bit west too; and not only east, but also a little bit south. These are called *intermediate directions*. This means going in two directions at once, or diagonally.

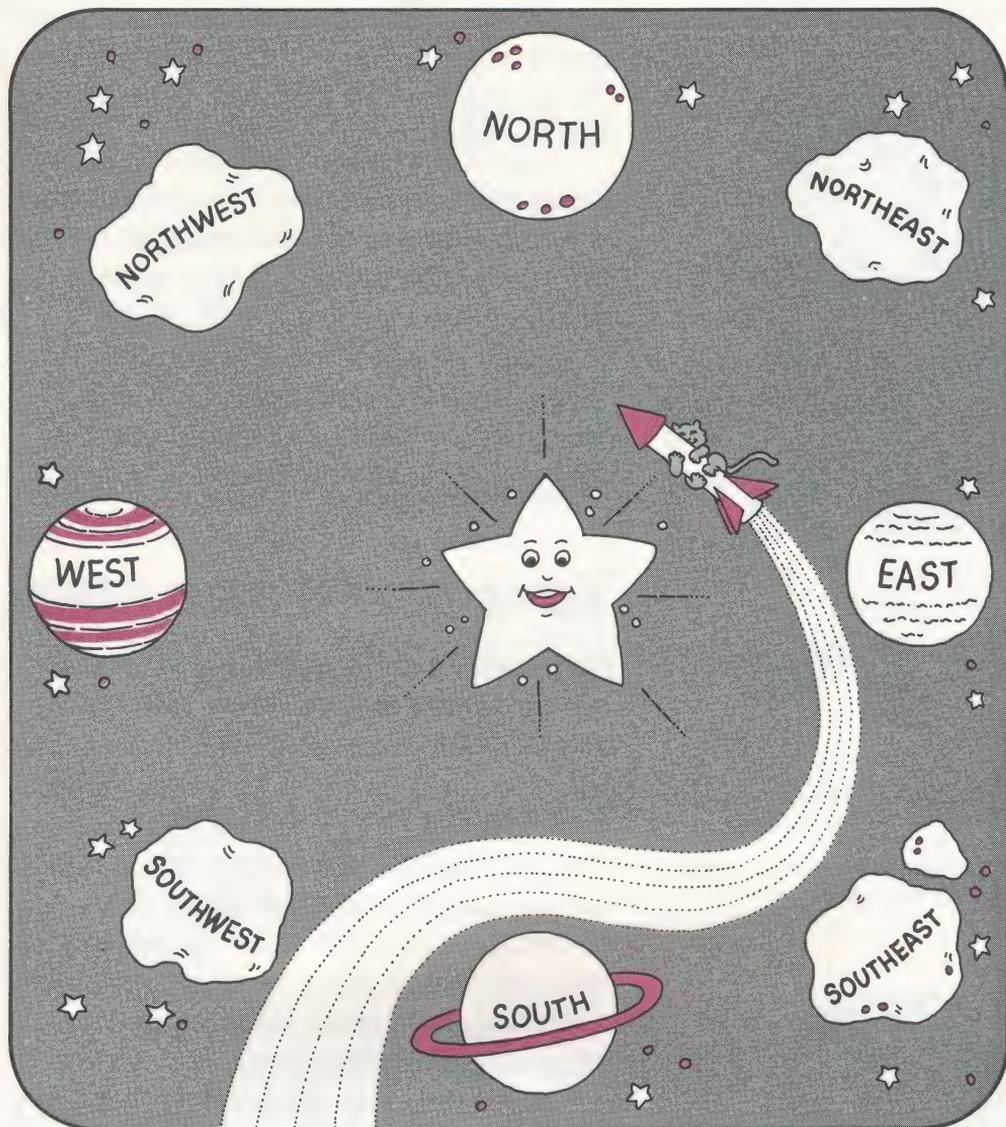
The illustration on the next page will help you understand what directions like *southwest*, *northwest*, *southeast*, and *northeast* really mean.

Use tracing paper to copy the drawing on page 15. On your tracing, draw a line with your ruler from the star to the planet called *north*. In how many directions have you moved? Draw a line from the star to the asteroid called *southwest*. Now in how many directions have you moved?

Visit the other planets and asteroids on your paper. Notice the directions in which you move.

The sun shows direction

This activity must be done on a bright sunny day. Pick a spot in a yard or park where there are no trees. Push your stick straight up and down into the ground. Usually, a stick will cast its shortest shadow at noon. The direction in which this shadow points is north. Check your shadow at noon with a compass to make sure of the direction.



If you know where north is, it is easy to find east, west, and south. Stand facing in the direction that your stick's shadow shows is north. (Remember—this is only true at noon!) The direction on your left is west, on your right is east, and behind you is south. You can check these directions with a compass if you wish.

Sense a direction

Cut a large **N** for north, **S** for south, **E** for east, and **W** for west out of construction

What you need: Blindfold, compass, construction paper, scissors



What you need: Face of a friend,
pencil, paper, tape

paper. With a compass, find the north wall of any room in your home. Lay the letter "N" on the floor by that wall. Do the same with the other three directions.

Ask a friend to blindfold you and turn you around several times. Can you tell in which direction you are facing *without* taking off the blindfold? Take off the blindfold and see if you are correct. That is why people like airplane pilots and mountain climbers use compasses. It is very easy to lose your sense of direction.

Your world as a map

Purpose: To show that the map and the symbols used on it stand for real places and objects

A picture of a face is like a map

After taping your paper securely to a table or desk, close your eyes. Keep them closed throughout this activity. While you feel and explore the face of a friend with one hand, draw what you feel on your paper with the other hand. This activity is not so simple. You will find that there are many curves and lines that you will want to represent on your map.

Start at the top with your friend's hair. Feel the texture of the hair. Is it curly? Straight? Short? Long? Then move to the face. Are the eyes set far apart, or close together? Are the eyebrows thick or thin? Eyelashes short or long? Do you feel the folds in the eyelids? Record all the curves and lines you are feeling.

Now find the nose. Is it wide? Narrow? Does the tip of the nose curve up, or is it

straight? Don't forget the folds around the nostrils!

Then find the mouth. Is it smiling? Open? Closed? Trace the outline of the mouth with your finger while your other hand draws the same outline on the paper.

Finally, you will want to mark the edges of your map. Trace the line of the jaw. Go all the way up one side of the face, across the top of the forehead, and down the other side. Be sure you include your friend's ears when you are tracing the edges of your map.

Open your eyes and compare your map to your friend's face. Now ask your friend to draw a map of your face.



A picture of a room is like a map

Pick a room in your home. Make a mental map of that room in your head. Then sit down on the floor in the middle of the room and ask a friend to blindfold you. Now stand up. Try to feel your way around the room from memory. Can you guess which piece of furniture you will come to next? Do you know where the windows and doorway are? If there are pictures on the wall, can you describe them?

Continue this activity until you think you have described everything in the room. Then take off the blindfold. Did you miss anything?

A picture of your home is like a map

Can you draw a map of your home from memory? Try to remember which rooms are next to each other and where the doorways are. Don't forget to show where

What you need: A room in your home, blindfold



What you need: Paper, pencil

the stairs are if there is more than one level in your home. See if you can follow your map through your home.

You can test your memory map of any place that is familiar to you, such as a park, classroom, or relative's home. You will be surprised at all the maps you carry around in your head.

Reading maps

Purpose: *To practice interpreting symbols on maps*

What are symbols?



Look at pictures in magazines, books, and newspapers of cars, houses, bicycles, and other familiar objects. Compare the picture of an object to the real object. The real object has three dimensions, which means that it has height, width, and depth. The picture, however, has two dimensions: up-down and across. It is flat. The picture is a *symbol* of the real object. A symbol is something that stands for or represents something else.

Map symbols

Symbols on maps represent the real objects. We use symbols because they are easy to understand. They also let us think of a part of the world as it really is—without going there! Some of the more commonly used map symbols are shown on page 19. Can you match the symbol to its description?

Map a room

Make a map of a room in your home. Cut out different shapes from the construction

What you need: Colored construction paper, large piece of cardboard, scissors, crayons, glue

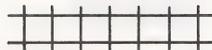
road



U.S. highway



campground

forest,
state park

state capitol



bank



church



railroad



hospital



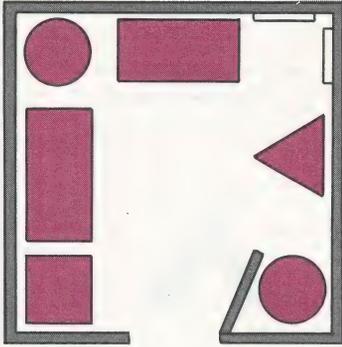
airport



paper to represent, or be a symbol of, the furniture in that room. For example, a red square = sofa, a blue circle = table, a green triangle = television set, and so

on. Make sure you cut out a large *and* a small size for every shape.

With the small shapes you have cut out, make a *legend*. The legend explains what the symbols on a map stand for. You can make a legend by writing down the name or gluing a picture of the object next to its symbol.



Now you are ready to make a map of the room. Using your legend as a guide, glue the larger shapes of colored construction paper on the cardboard. Arrange this "furniture" on your map the way it is arranged in the room you have chosen. Draw in any closets, doorways, windows, and walls with your crayons.

Looking at globes

For this activity you need to look at a globe that shows the different physical areas of the earth. You might find such a globe in your school or library.

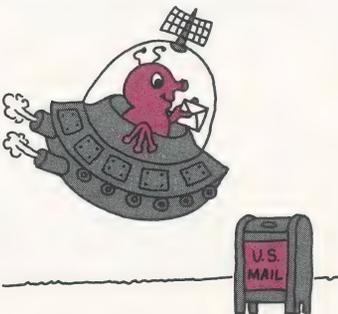
Notice the colors and textures on the globe. What color are the bodies of water? Is the globe completely round? What is the texture of the mountains? Can you describe what the other colors and textures used on the globe represent?

An address is a map

When you give a friend your address you are really giving a map to your home. Your friend can check a street map of your area and find out exactly where you live and how to get there.

Suppose a visitor from another galaxy wanted to write to you. What is the most complete address you could give to your

What you need: Paper, pencil



out-of-this-world friend? Here is what one boy came up with:

Mike's room

10 North Merryview Street

Hometown, California

United States of America

North American Continent

Western Hemisphere

Earth

Solar System

Milky Way Galaxy

Universe

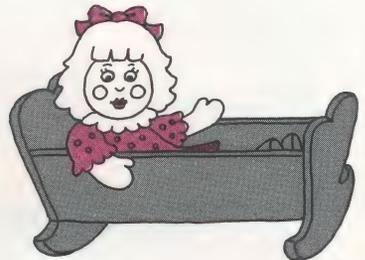
Sizes on maps

Purpose: To review the concept of scale on maps

Small to large

A scale represents things on a map in a much smaller size than they really are. You can see how a scale works by comparing your toy cars to real cars and toy furniture to the furniture in your home. This is how a map can show you a world bigger than the size of the paper that it is printed on. Now make a three-dimensional map with your toys.

What you need: Toy cars, dolls, toy furniture



It's a small world

You can make a scale-model neighborhood that represents your full-sized neighborhood. Use the large building blocks to represent buildings. The smaller blocks will represent houses. Add leaves to show where trees go. Cut pieces of green construction paper for grass and yellow construction paper for streets and roads. If you want, add toy farm animals and people to make your "neighborhood" come alive.

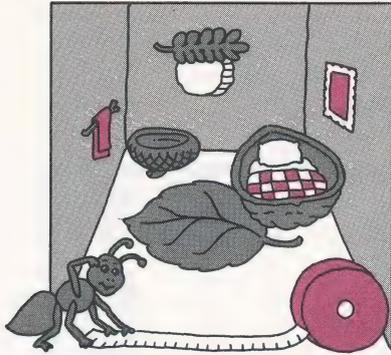
What you need: Small and large building blocks, leaves, colored construction paper, scissors



Scale map

If you want to show someone what your bedroom looks like, draw a scale map of

What you need: Paper, pencil, long tape measure or yardstick



What you need: Ruler

it. If you know that your room is twelve feet long (use a tape measure or yardstick to find out), your map will be twelve inches long. Then your scale would read: $1 \text{ inch} = 1 \text{ foot}$. Now, you also know that if your room is ten feet wide, your map will be ten inches wide.

Once you have established your scale you can show other distances and the size of different things in your room or in any room in your home. For example, if the long side of your bed is four feet from your dresser, that distance will measure four inches on your map.

Distance

Look at the map on page 23. With your ruler, measure the distance from X to the park.

From X to the movie theater.

From the pool to school.

From school to the shopping center.

Neighborhood study

Purpose: *To familiarize you with your neighborhood*

Personal map

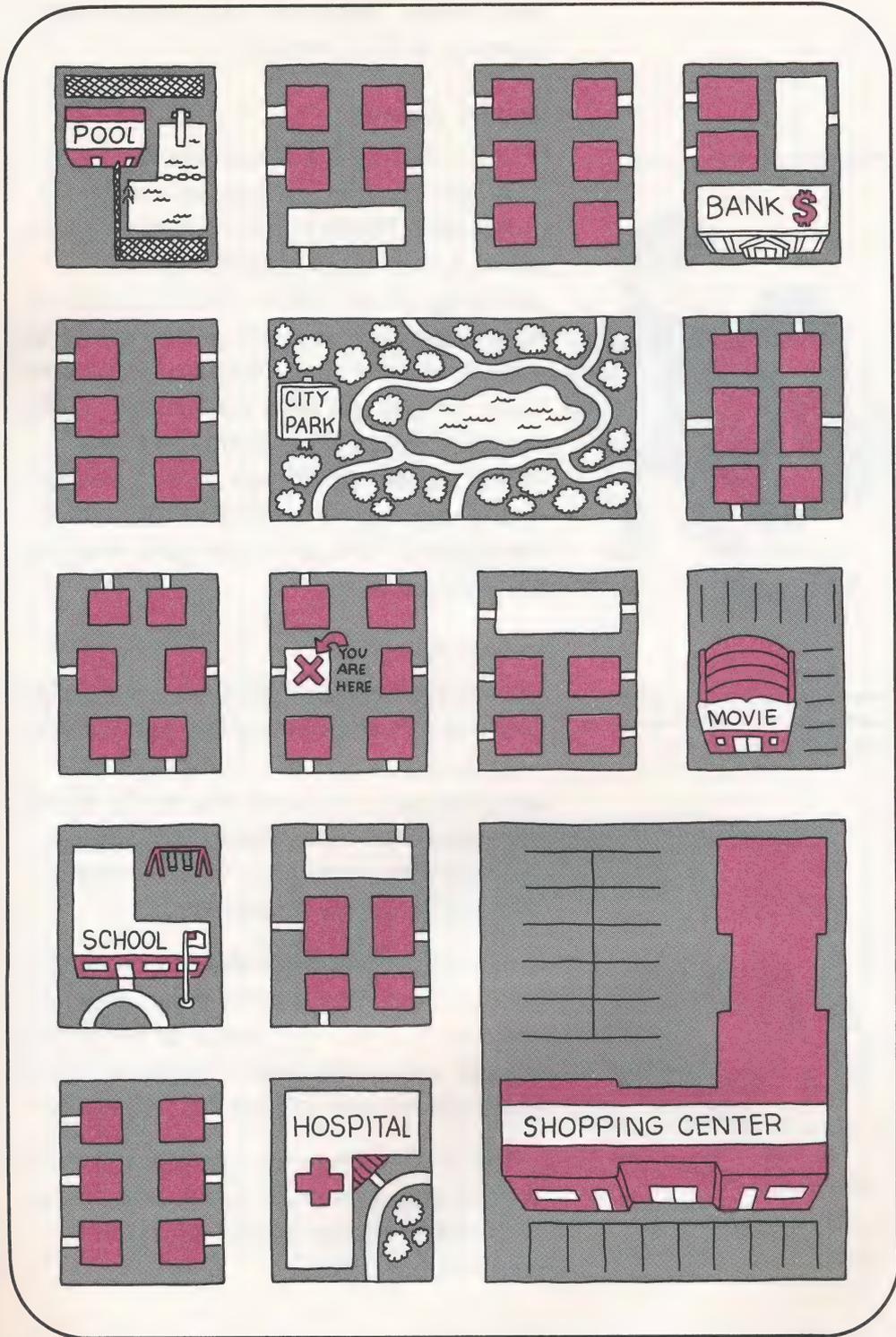
Draw a map of your neighborhood. Glue on snapshots or photos from magazines or newspapers to highlight points of interest.

Resources

You can find out a lot about your neighborhood by looking through your local telephone directory. Look up the firehouse, a bakery, the courthouse, an art store, the water plant, and a real

What you need: Magazines, newspapers, scissors, paper, glue

What you need: Telephone directory



estate office. Now think of places that you might need to find some day soon. These places might include a cleaners, bicycle

repair shop, bookstore, and so on. Look them up in the directory.

Getting around

What you need: Paper, pencil



Make a map of the major streets in your area. On the map include special points of interest. These might include a hot dog stand, bank, supermarket, church, shopping center, park, school, and so on. Now make up questions about how to get around on your map. Some examples are: "How do you get from the mailbox to our home?" "What street is the park on?" "What streets would you take to pick up your shoes from the shoemaker, stop at the supermarket, and meet your friend at the movie theater?"

What you need: Large piece of cardboard, glue, neighborhood or local newspapers, scissors

My neighborhood

Collect the daily newspapers distributed in your neighborhood for about two weeks. Then look through the newspapers for any interesting pictures and words about your neighborhood. Make a collage by gluing on the cardboard all the pictures and words you have collected.



You may get into the habit of checking through your newspapers daily. Then you can add pictures and words to bring your collage up to date every couple of weeks as things happen in your neighborhood.

(Note: It would be very interesting to look at your collage several years later to see what major changes have occurred in your neighborhood.)



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.

If you see this error when you attempt to save a spreadsheet, your second diskette may not be formatted.

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Using the Special Keys

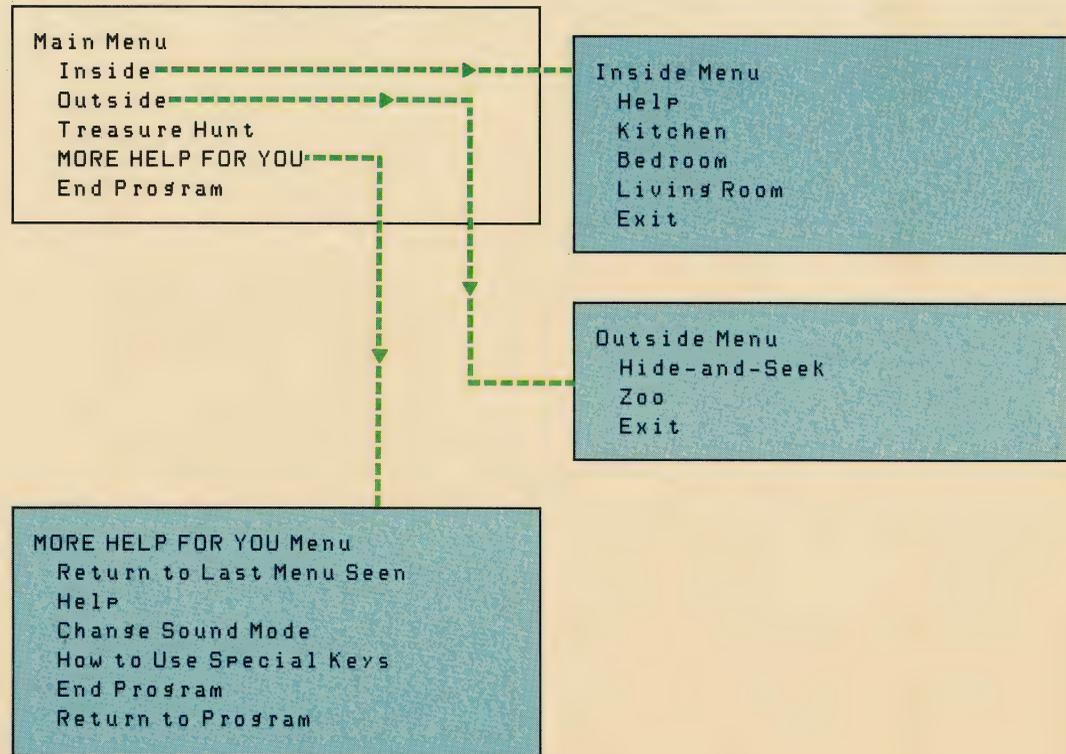
Pressing special key combinations while your program is running will help you make use of *Discovery Software from World Book's* special features. These features can also be reached through the MORE HELP FOR YOU Menu, which you can always access by pressing the Escape key [Esc].

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] Press this key to call the MORE HELP FOR YOU Menu.

Choosing from the Menus

The Main Menu for *Take Me North*, shown below, displays five program options. Additional options are presented on the program's sub-menus, also shown below.



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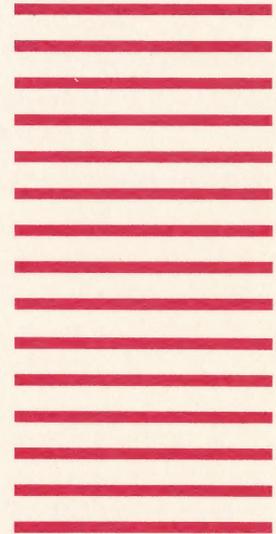
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50°F–125°F



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Insérer avec soin
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