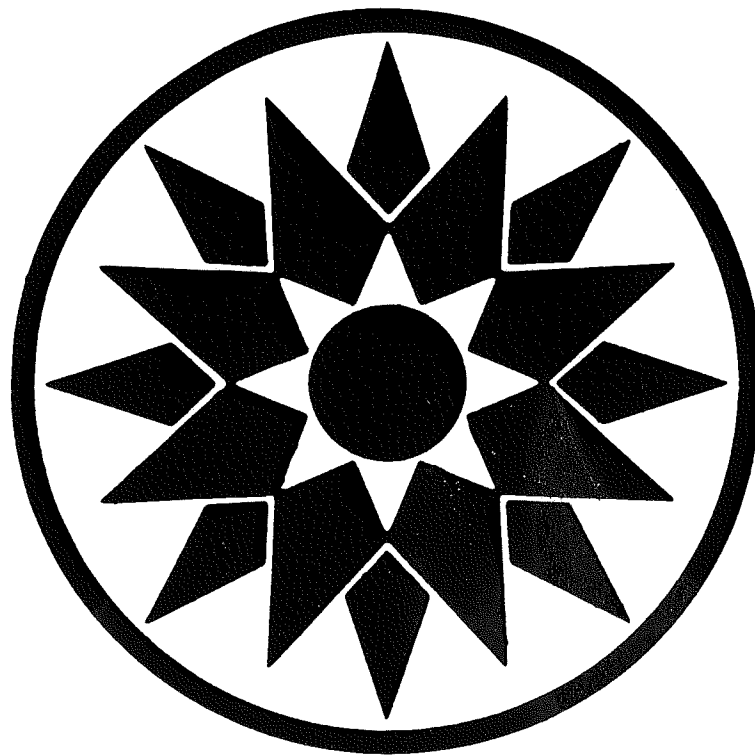


Teacher's Guide

Simon Says . . .

**Apple
Commodore 64**



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SIMON SAYS...

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INTRODUCTION

Problem Solving is a critical element of education in the 1980's. Today's students live in an increasingly complex world. They will need skills to solve problems that we can only imagine. As educators, the challenge is to build these skills, exposing students to problems and a variety of strategies for their solutions.

As a basis for the development of problem-solving material, Sunburst has adopted a Problem Solving Matrix. (See page 2.) The first column of the Matrix includes ten memory strategies. Exposure to a variety of memory strategies can be an effective first step in increasing a student's problem-solving skill repertoire. Although research has identified many memory strategies that can be effective and teachers generally agree that some memory skills are necessary for academic success, these skills and strategies are seldom addressed in school curricula. Also, the use of memory strategies can often produce dramatic improvement in a student's performance of a memory task. Positive results provide positive attitudes toward the use of strategies. These results can be used to motivate the use of strategies in a variety of problem-solving tasks.

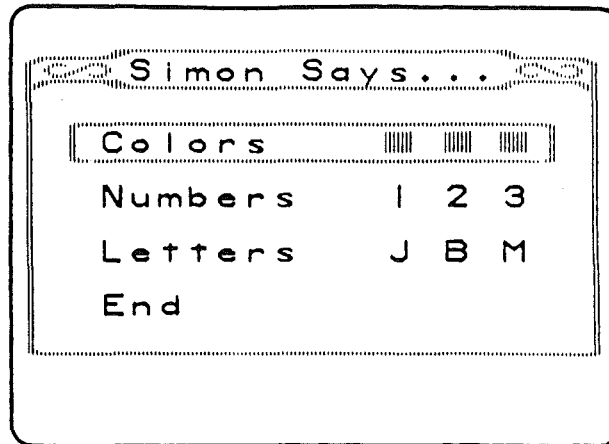
In *Simon Says...*, students are shown a sequence of colors, numbers, or letters, one at a time. Students practice the strategy of "chaining" by repeating the sequence, adding one more item with each repetition. As students become more proficient, they are challenged to recall longer sequences in subsequent games.

The classroom lessons provided in this package introduce use of the chaining strategy to remember items in a specific order. These lessons should be taught before the software is used or interspersed with the use of the software. *Simon Says...* will enhance your teaching of the "chaining" strategy by providing students with a motivating environment in which to use it.

The intent of *Simon Says...* is not for each student to achieve specific proficiency with each memory strategy, but rather to provide experiences with a strategy which a student could include in building a personal strategy repertoire. For products from Sunburst Communications dealing with other strategies for memory improvement, see page 33.

Simon Says... is designed for 64K Apple II family and Commodore 64 with disk drive. *Simon Says...* can also be used with the *Muppet Learning Keys* (Apple or Commodore 64) and the *Touch Window* (Apple only). If you need directions for using the *Touch Window* or the *Muppet Learning Keys*, see pages 37 and 38. See page 9 to set the disk for the *Touch Window*, keyboard or the *Muppet Learning Keys*. A color monitor or television is required. If you need assistance in operating your computer, check the sections of this guide entitled *Working With Your Computer* and *What Happens If...?* You can also call Sunburst Communications using the toll-free numbers at the beginning of this manual.

PROGRAM DESCRIPTION



STRATEGIES:	Sequence (Chaining)
GRADE:	K-Adult
SUBJECT AREA:	Any in which memorization is used.
READING LEVEL:	3rd grade for directions
TIME REQUIRED:	Varies greatly with the length of sequence that can be remembered.

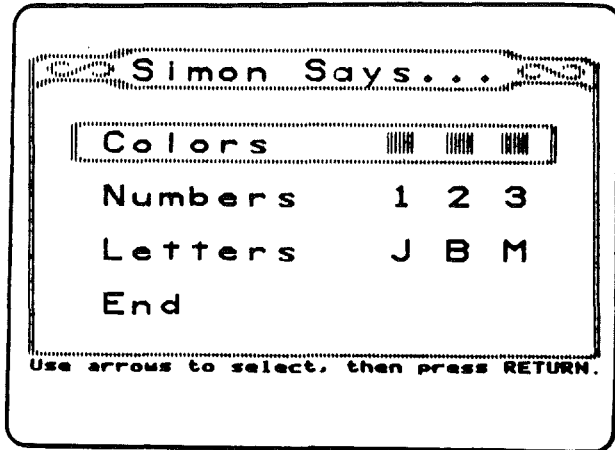
Simon Says... can be used by players of all ages (K-adult). It provides practice in remembering a specific sequence of colors, numbers, or letters (shown one at a time). The lessons included are designed for grades 3-6 but can easily be adapted for other levels.

Simon Says... works with the following input devices: keyboard, *Muppet Learning Keys* and the *Touch Window* (Apple only).

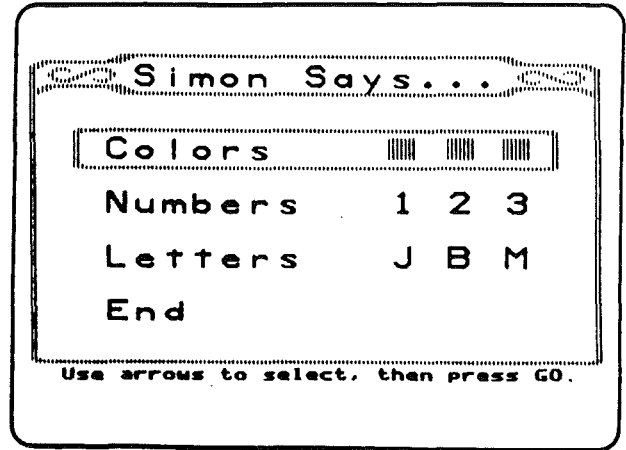
Program Description

Students begin by selecting the version they want to play from the main menu: Colors, Numbers, or Letters.

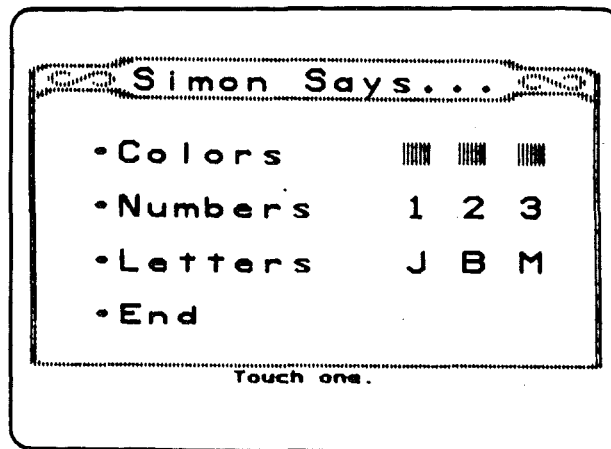
KEYBOARD



MUPPET LEARNING KEYS



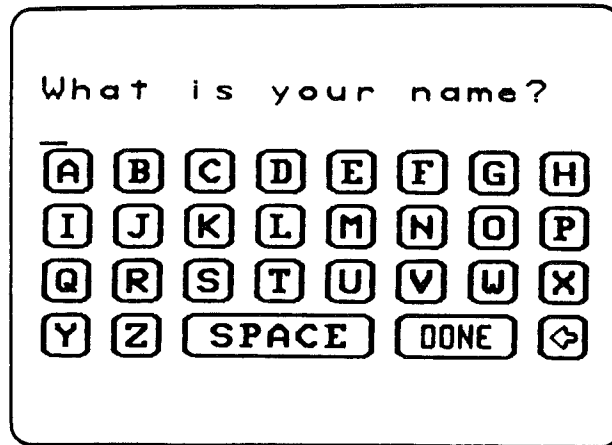
TOUCH WINDOW



Program Description

Simon Says... will allow up to four players to compete. Students are asked to indicate the number of players and then their names.

Students using the *Touch Window* will be shown a "touch" keyboard, in alphabetical order, and asked to enter their names.

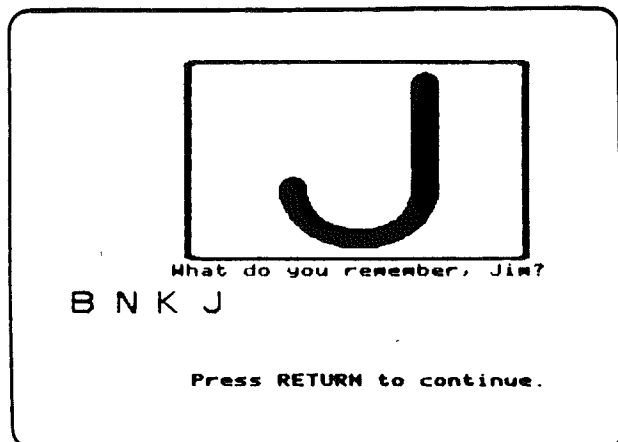


- The arrow is used to erase.

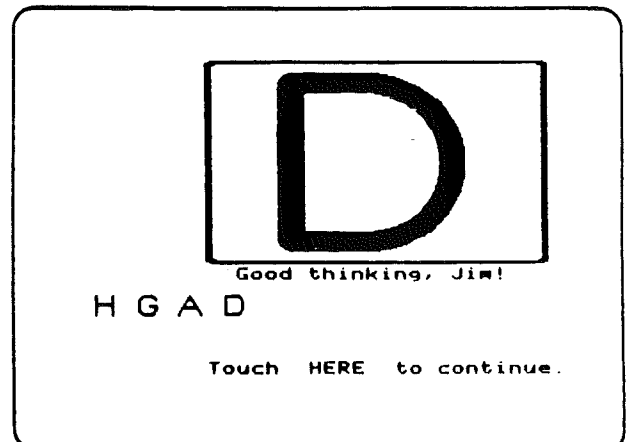
- After entering a name, DONE is pressed. Students using a keyboard or *Muppet Learning Keys* will be asked to type in their names and then press RETURN or GO.

To play, students are repeatedly shown a sequence of numbers, colors or letters (one is added with each repetition of the sequence). After each repetition, students are asked to type in (or touch) what they remember.

KEYBOARD OR MUPPET LEARNING KEYS



TOUCH WINDOW



Program Description

Note: You may exit the game and return to the menu at any time.

On the Apple keyboard, hold down the Control key while you press "E."

On the Commodore 64 keyboard, hold down the Control key while you press "E."

On the Muppet Learning Keys, press "ZAP."

On the Touch Window, hold down the Control key while you press "E," or press one of the buttons on the lower edge of the window.

CHANGE OPTIONS

On the Apple, the *Change Options* menu is accessed by holding down the Control key and typing "T" while the menu is being displayed. On the Commodore 64, hold down the Commodore key **C*** while you type "T."

```
Change Options

      SET      CURRENTLY
-----
Input device: Muppet Learning Keys
Order Control: Player's choice
      Sound:   Player's choice
      Speed:   Player's choice
Letters to use: ABCDEFGHIJKLM
                 NOPQRSTUVWXYZ

      Return to game

Use arrows to select then press RETURN.
```

1. Input Device - You can select the keyboard, *Muppet Learning Keys* or *Touch Window*.
2. Order Control - The order in which objects appear in the game can be controlled by the computer or the players. You can set the program to "computer chooses order," or you can give the choice of the control of order to the student by setting the program to "player's choice."
3. Sound - You can turn the sound on or off or give the choice to the player.
4. Speed - You can determine the length of time between presentation of objects in the game or give the choice to the player.

```
Set Speed

How long should
the wait be
between objects?

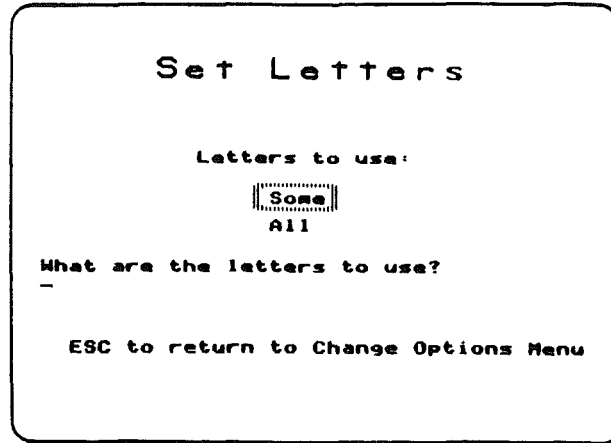
slow                fast
 1  2  3  4  5
 1  2  3  4  5

Player's choice

ESC to return to Change Options Menu.
Use arrows to select, then press RETURN.
```

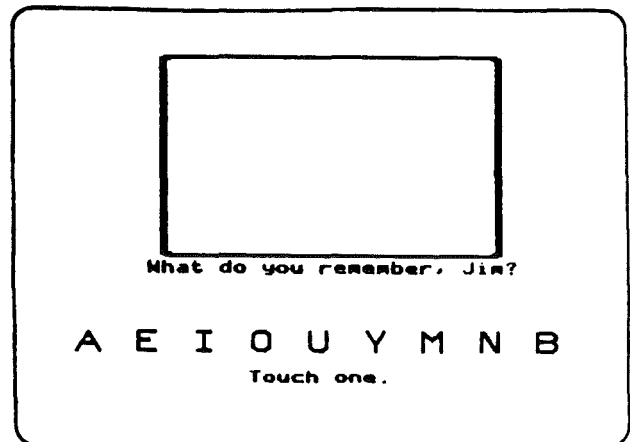
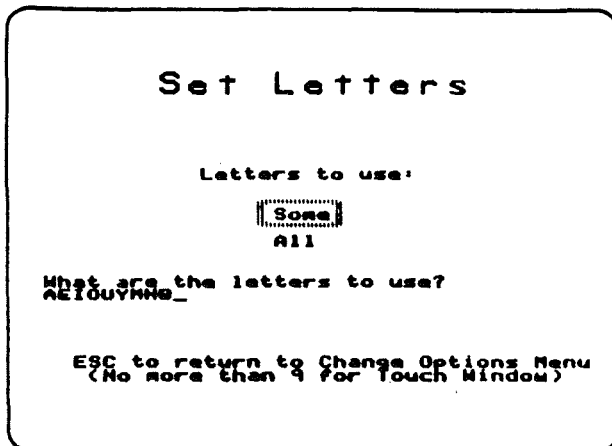
Change Options

5. Letters to use - You can use all the letters of the alphabet or select specific letters for use in the letters game.



The Touch Window version will only allow nine letters or numbers to be used in the game at one time. If "All" is selected, only the first nine letters of the alphabet will be used.

TOUCH WINDOW



LESSONS FOR CLASSROOM USE

The classroom lessons on the following pages are written as they were field-tested in grades 4-6. They should be used before using the software or interspersed between repeated uses of the software. They should be freely modified to meet the needs of your students. For younger or special education students, some of the lessons can be simplified. For older or more advanced students, some lessons can be combined with others or skipped if students do not need them. After these lessons are used once, parts of them make excellent "spur of the moment" lessons (ten extra minutes before lunch, a school assembly is delayed 15 minutes, etc.). The lessons include the following:

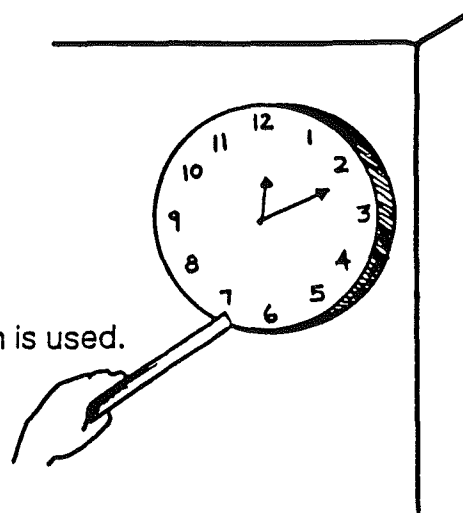
1. *Around the Room* - Students are introduced to the strategy of chaining (reviewing a partial sequence, extended by one or more items with each review).
2. *Stop on a Color* - Students use eight different colored strips of paper to practice remembering directions in order.
3. *Where Are You?* - Students use a map to practice remembering directions in order.
4. *Simon Says - Software Lesson* - An introduction to the software and its use. The lesson includes a Student Record Sheet.

After using these lessons and *Simon Says...software*, you may want to follow with other similar activities using specific content from a subject area of your choice. You may also want to discuss the need for remembering things in sequence in everyday life such as:

- Numbers in telephone numbers
- Words to a song
- Steps to threading a sewing machine
- Steps in a science experiment
- Itinerary for a trip or vacation
- Operating directions for appliances

AROUND THE ROOM

STRATEGY:	Sequence (Chaining)
GRADE:	3, 4, 5, 6
SUBJECT AREA:	Any in which memorization is used.
MATERIALS NEEDED:	Pointer or ruler
PREPARATION :	None
PREREQUISITE:	None



Lesson Plan

1. **Say** to the students:
 - "Look around and notice some of the many objects in our classroom."
 - "We are going to play a memory game which uses the strategy of chaining. Chaining means repeating all we remember and then adding one more thing to the list."
 - "I am going to use this pointer to point at an object as I name it."
2. **Point** to an object (the clock) and say "clock."
3. **Give** the pointer to a student.
4. **Say** to the students:
 - "Point to the object I just pointed to, name it, and then point to another object and name it."
5. **Select** a second student who in turn points to and names the previous objects plus one new object.
6. **Continue** the game until the sequence becomes too lengthy for success.

Please note:

- Each child gets only one chance.
- If a student misses, the pointer is given to another student. (The object selected by the student who missed is not added to the sequence.)
- Ask the least confident students to take a turn early in the game while the sequence is still short

Variations:

- (A) Play the game silently (without naming the objects.)
- (B) Let students make up other rules for the game such as requiring that the objects be selected in alphabetical order or reverse alphabetical order.

STOP ON A COLOR

STRATEGY:	Sequence (chaining)
GRADE:	3, 4, 5, 6
SUBJECT AREA:	Any where directions must be remembered in a given order.
MATERIALS NEEDED:	Paper in eight different colors (yellow, red, orange, brown, blue, green, black, purple)
PREPARATION :	Cut colored paper into strips approximately 4" x 2." Make each student a packet consisting of one strip each of eight different colors.
PREREQUISITE :	<i>Around the Room</i>



Lesson Plan

1. **Distribute** one packet of eight colored paper strips to each student.
2. **Say** to the students:
 - "We are going to practice remembering directions in order of sequence."
 - "Starting from the left side of your desk and moving toward the right, arrange the colored strips of paper in this order--yellow, red, orange, brown, blue, green, black, purple."
3. **Check** the students' placement of the strips by saying to the students:
 - "Hold up the first strip of paper starting at the left." (Make sure the students are holding a yellow strip of paper.)
 - "Hold up the second strip." (red)
 - "Hold up the third one." (orange)
 - "Hold up the fourth one." (brown)
 - "Hold up the fifth one." (blue)

- "Hold up the sixth one." (green)
 - "Hold up the seventh one." (black)
 - "Hold up the eighth one." (purple)
4. **Say** to the students:
- "Now that the strips of paper are in order, let's practice what we will be doing."
 - "Put your finger below the blue paper."
 - "Close your eyes and listen while I give you a direction."
 - "Four to the left--two to the right."
 - "Open your eyes and look at the papers."
 - "We're going to move four colors to the left. Where will that put us?" (yellow)
 - "Then we'll move two colors to the right. Where will we be?" (orange)
5. **Remind** students not to count the color they are on when they move left or right.
6. **Say** to the students:
- "Let's practice another set of directions."
 - "Put your finger below the orange paper."
 - "Close your eyes."
 - "Four to the right--one to the left."
 - "Open your eyes and follow the directions."
 - "Put your finger below the color on which you've stopped."
7. **Allow** the students a few seconds to follow the directions.
8. **Say** to them:
- "Hold up the color on which you've stopped." (green)
9. **Assist** any students who need help before continuing the lesson.

10. **Continue** the activity using the sets of directions listed below.

- | | |
|--|--|
| <p>A. "Start on black.
Close your eyes.
Two left, three right.
Open your eyes and go.
Where are you?
Hold up the paper." (purple)</p> <p>C. "Start on yellow.
Close your eyes.
Six right, five left.
Open your eyes and go.
Where are you?
Hold up the paper." (red)</p> | <p>B. "Start on brown.
Close your eyes.
One right, two left.
Open your eyes and go.
Where are you?
Hold up the paper." (orange)</p> <p>D. "Start on purple.
Close your eyes.
Three left, three right.
Open your eyes and go.
Where are you?
Hold up the paper." (purple)</p> |
|--|--|

Directions With Three Steps:

- | | |
|---|--|
| <p>A. "Start on yellow.
Close your eyes.
Right 5, left 3, right 2.
Open your eyes and go.
Where are you?
Hold up the paper." (blue)</p> | <p>B. "Start on orange.
Close your eyes.
Right 2, left 3, right 5.
Open your eyes and go.
Where are you?
Hold up the paper." (black)</p> |
|---|--|

Directions With Four Steps:

- | | |
|--|---|
| <p>A. "Start on red.
Close your eyes.
Right 6, left 4, right 2, left 5.
Open your eyes and go.
Where are you?
Hold up the paper." (yellow)</p> | <p>B. "Start on blue.
Close your eyes.
Left 2, right 4, left 5, right 1.
Open your eyes and go.
Where are you?
Hold up the paper." (orange)</p> |
|--|---|

Directions With Five Steps:

- A. "Start on yellow.
Close your eyes.
Right 1, left 1, right 5, left 2, right 4.
Open your eyes and go.
Where are you?
Hold up the paper." (purple)
- B. "Start on brown.
Close your eyes.
Right 4, left 6, right 1, left 2, right 5.
Open your eyes and go.
Where are you?
Hold up the paper." (green)

Directions With Six Steps:

- A. "Start on blue.
Close your eyes.
Left 2, right 4, left 5, right 3, left 4, right 7.
Open your eyes and go on.
Where are you?
Hold up the paper." (purple)
- B. "Start on red.
Close your eyes.
Left 1, right 4, left 4, right 6, left 2, right 1.
Open your eyes and go.
Where are you?
Hold up the paper." (green)

Directions With Seven Steps:

- A. "Start on blue.
Close your eyes.
Right 2, left 4, right 5, left 7, right 3, left 2, right 5.
Open your eyes and go.
Where are you?
Hold up the paper." (black)
- B. "Start on purple.
Close your eyes.
Left 7, right 2, left 1, right 5, left 3, right 4, left 5.
Open your eyes and go.
Where are you?
Hold up the paper." (orange)

VARIATIONS

The following sets of directions are provided for your use. You may use any or all of them. You may also want to make up your own sets of directions or use sets created by the students. These activities should be repeated at spaced intervals to allow for growth.

11. **Say** to the students:

- "In the next sets, I will tell you where to start and which direction to go first. Then I will give you some numbers. After each number, you must change direction. Let's try some examples."

Example 1 -

"Start on red.
Close your eyes.
Right 4, 3, 5.
This means you move right four, then left 3, then right 5.
Open your eyes and go.
What color did you stop on?
Hold up the paper." (purple)

Example 2 -

"Start on blue.
Close your eyes.
Left 2, 5, 2.
Open your eyes and go.
Where are you?
Hold up the paper." (green)

Continue the activity using the following directions until the sequence becomes too difficult for the class.

Directions With Three Steps:

A. "Start on yellow.
Close your eyes.
Right 5, 3, 2.
Open your eyes and go.
Where are you?
Hold up the paper." (blue)

B. "Start on black.
Close your eyes.
Left 2, 3, 6.
Open your eyes and go.
Where are you?
Hold up the paper." (red)

C. "Start on orange.
Close your eyes.
Right 2, 3, 5.
Open your eyes and go.
Where are you?
Hold up the paper." (black)

D. "Start on green.
Close your eyes.
Left 3, 2, 3.
Open your eyes and go.
Where are you?
Hold up the paper." (red)

Directions With Four Steps:

A. "Start on black.
Close your eyes.
Right 1, 3, 2, 4.
Open your eyes and go.
Where are you?
Hold up the paper." (orange)

B. "Start on brown.
Close your eyes.
Left 3, 7, 5, 2.
Open your eyes and go.
Where are you?
Hold up the paper." (blue)

C. "Start on red.
Close your eyes.
Right 6, 4, 2, 5.
Open your eyes and go.
Where are you?
Hold up the paper." (yellow)

D. "Start on blue.
Close your eyes.
Left 2, 4, 5, 1.
Open your eyes and go.
Where are you?
Hold up the paper." (orange)

Directions With Five Steps:

A. "Start on green.
Close your eyes.
Right 2, 4, 1, 3, 5.
Open your eyes and go.
Where are you?
Hold up the paper." (black)

B. "Start on orange.
Close your eyes.
Left 1, 6, 7, 4, 3.
Open your eyes and go.
Where are you?
Hold up the paper." (red)

C. "Start on yellow.
Close your eyes.
Right 1, 1, 5, 2, 4.
Open your eyes and go.
Where are you?
Hold up the paper." (purple)

D. "Start on black.
Close your eyes.
Left 2, 3, 7, 4, 1.
Open your eyes and go.
Where are you?
Hold up the paper." (brown)

Directions With Six Steps:

- A. "Start on blue.
Close your eyes.
Left 2, 4, 5, 3, 4, 7.
Open your eyes and go.
Where are you?
Hold up the paper." (purple)
- B. "Start on yellow.
Close your eyes.
Right 3, 1, 5, 7, 4, 2.
Open your eyes and go.
Where are you?
Hold up the paper." (orange)

Directions With Seven Steps:

- A. "Start on blue.
Close your eyes.
Right 2, 4, 5, 7, 3, 2, 5.
Open your eyes and go.
Where are you?
Hold up the paper." (black)
- B. "Start on purple.
Close your eyes.
Left 7, 2, 1, 5, 3, 4, 5.
Open your eyes and go.
Where are you?
Hold up the paper." (orange)

Directions With Eight Steps:

- A. "Start on brown.
Close your eyes.
Right 4, 6, 3, 2, 5, 7, 2, 1.
Open your eyes and go.
Where are you?
Hold up the paper." (red)
- B. "Start on black.
Close your eyes.
Left 4, 3, 5, 2, 1, 6, 7, 4.
Open your eyes and go.
Where are you?
Hold up the paper." (blue)

12. In this variation, the students must remember the terms "left" and "right" as they are given in the directions.

Directions With Three Steps:

- A. "Start on blue.
Close your eyes.
Right 2, left 4, left 2.
Open your eyes and go.
Where are you?" (yellow)
- B. "Start on orange.
Close your eyes.
Left 2, right 5, right 1.
Open your eyes and go.
Where are you?" (black)

Directions With Four Steps:

- A. "Start on green
Close your eyes.
Right 2, left 4, right 1, right 3.
Open your eyes and go.
Where are you?" (purple)
- B. "Start on brown.
Close your eyes.
Left 1, left 2, right 7, left 2.
Open your eyes and go.
Where are you?" (green)

Directions With Five Steps:

- | | |
|--|---|
| A. "Start on red.
Close your eyes.
Left 1, right 3, right 2, right 1.
Open your eyes and go.
Where are you?" (black) | B. "Start on yellow.
Close your eyes.
Right 7, left 3, left 4, right 3, right 2.
Open your eyes and go.
Where are you?" (green) |
|--|---|

Directions With Six Steps:

- | | |
|---|---|
| A. "Start on black.
Close your eyes.
Left 5, left 1, right 2, right 3, right 1, left 2.
Open your eyes and go.
Where are you?" (blue) | B. "Start on orange.
Close your eyes.
Right 3, right 2, left 6, right 4, right 1, left 4.
Open your eyes and go.
Where are you?" (orange) |
|---|---|
13. For this variation, the students must arrange the colored strips of paper from the bottom of their desks to the top.

Say to the students:

- "Rearrange the colored papers on your desk so the yellow piece is on the bottom, the red one above it, the orange one above the red, the brown one next, then the the blue, then the green, then the black, and then the purple."

Check the placement of the strips by saying to the students:

- "Hold up the strip that is closest to you." (yellow)
- "Hold up the next one (red), the third (orange), the fourth (brown), the fifth (blue), the sixth (green), the seventh (black), and the eighth (purple).

Say to the students:

- "In the next activity, the directions will tell you to go up or down instead of left or right."

Continue the lesson using any of the following directions.

Directions With Three Steps:

- | | |
|--|---|
| <p>A. "Start on orange.
Close your eyes.
Up 3, down 2, down 3.
Open your eyes and go.
Where are you?" (yellow)</p> | <p>B. "Start on blue.
Close your eyes.
Up 3, down 4, down 2.
Open your eyes and go.
Where are you?" (red)</p> |
|--|---|

Directions With Four Steps:

- | | |
|---|---|
| <p>A. "Start on green.
Close your eyes.
Up 2, down 4, down 3, up 7.
Open your eyes and go.
Where are you?" (purple)</p> | <p>B. "Start on red.
Close your eyes.
Down 1, up 2, up 3, up 2.
Open your eyes and go.
Where are you?" (purple)</p> |
|---|---|

Directions With Five Steps:

- | | |
|---|---|
| <p>A. "Start on yellow.
Close your eyes.
Up 7, down 6, up 4, up 2, down 6.
Open your eyes and go.
Where are you?" (red)</p> | <p>B. "Start on blue.
Close your eyes.
Down 4, up 3, up 3, down 6, up 6.
Open your eyes and go.
Where are you?" (black)</p> |
|---|---|

Directions With Six Steps:

- | | |
|---|---|
| <p>A. "Start on orange.
Close your eyes.
Down 2, up 4, up 2, up 1, down 5, up 1.
Open your eyes and go.
Where are you?" (brown)</p> | <p>B. "Start on green.
Close your eyes.
Up 2, down 3, down 4, up 2, up 3, down 3.
Open your eyes and go.
Where are you?" (orange)</p> |
|---|---|

14. **Say to the students:**

- "What we have been doing can be called 'chaining.' This means repeating all we remember and then adding just one more thing. Chaining can be a powerful memory strategy when you need to remember things in a specific order."

WHERE ARE YOU

STRATEGY: Sequence (Chaining)

GRADE: 3, 4, 5, 6

SUBJECT AREA: Social studies
(map reading)

MATERIALS NEEDED: Transparency:
Where Are You?
Student sheets:
Where Are you?
Here I am!



PREPARATION : Set up an overhead projector.
Make a transparency from *Where are You?*
Make copies of the student sheets for the class.

PREREQUISITE: *Stop on a Color*

Lesson Plan:

1. Say to the students:

- "Today we are going to do an activity that will give you practice in remembering directions in sequence." (Be sure that the students understand the word "sequence.")

2. Show the *Where Are You?* transparency.

3. Say to the students:

- "This is a map of a city. Today let's pretend we are visiting this city, and we want to go shopping."
- "Since we haven't been here before, we need directions to find the places we want to go."
- "Let's start at the Health Center--point A--in the lower left-hand corner of the map." (Point to the Health Center block.)

- "We will move by blocks, the way you do in Monopoly and other board games. Do not count the block you are on when you start counting.
 - a. Go east 2 blocks.
 - b. Go north 2 blocks."
- "Where will we be to shop for a cactus plant?" (Pretty Plant Shop - point E)
- 4. **Demonstrate** the correct movement on the map transparency.
- 5. **Say** to the students:
 - "Now let's stop for some ice cream. Follow these directions:
 - a. Go north 3 blocks from the Pretty Plant Shop.
 - b. Go east 1 block."
 - "Where will you be?" (Tasty Ice Cream - point J.)
- 6. **Help** any students who are having difficulty. The students might encounter these problems:
 - a. understanding north, south, east, and west
 - b. counting the block they are occupying when they make a move
- 7. **Demonstrate** the *Where Are You?* and *Here I Am* sheets to the students.
- 8. **Say** to the students:
 - "We're going to shop some more. Look at the *Where Are You?* map sheet."
 - "Put your finger on the Health Center--point A--and keep it there." (Point to the Health Center on the transparency.)
- 9. Turn off the projector.
- 10. **Say** to the students:
 - "Close your eyes and listen to these directions."
 - "Go east 4 blocks."
 - "Open your eyes, look at your map, and follow the directions."
 - "Where are you? This time write your answer opposite number 1 on the sheet called '*Here I am!*'"

11. **Ask** a student to give the answer aloud. (Orange Food Mart - point O.)
12. **Help** any students who are having difficulty.
13. **Say** to the students:
 - "Let's go to another store."
 - "Start at Orange Food Mart - point O."
 - "Put your finger there. Close your eyes."
 - "Go north 5 blocks, and then go east 1 block."
 - "Where are you? Write your answer opposite number 2 on your sheet."
14. **Call** on a student to say the answer aloud. (Ritz Department Store -point Q.)
15. **Continue** the game by selecting any of the following directions (which are arranged from easy to difficult) or by making some directions of your own.

Directions With Two Steps:

- | | |
|--|---|
| <p>A. "Start at the Health Center - point A.
Go east 2 blocks.
Go north 3 blocks.
Where are you?"
(Dunn Paint Store - point D)</p> | <p>B. "Start at Dunn Paint Store - point D.
Go north 3 blocks.
Go east one block.
Where are you?"
(Light and Power Co. - point I)</p> |
| <p>C. "Start at Light and Power Co. - point I.
Go south 6 blocks.
Go west 3 blocks.
Where are you?"
(Health Center - point A)</p> | <p>D. "Start at the Telephone Co. - point Y.
Go north 3 blocks.
Go west 3 blocks.
Where are You?"
(Thrifty Food Store - point M)</p> |

Directions With Three Steps:

- | | |
|---|---|
| <p>A. "Start at Orange Food Mart - point O.
Go north 1 block.
Go east 2 blocks.
Go north 2 blocks.
Where are you?"
(Tony's Pizza - point V)</p> | <p>B. "Start at Tony's Pizza - point V.
Go west 1 block.
Go north 5 blocks.
Go west 3 blocks.
Where are you?"
(Poison Control Center - point C)</p> |
|---|---|

C. "Start at Starlight Inn - point G.
Go south 4 blocks.
Go east 3 blocks.
Go south 1 block.
Where are you?"
(Miller Moving Co. - point U)

D. "Start at the City Bank - point X.
Go west 4 blocks.
Go south 5 blocks.
Go west 1 block.
Where are you?"
(Kip's Car Wash - point F)

E. "Start at Kip's Car wash - point F.
Go east 5 blocks.
Go north 4 blocks.
Go west 1 block.
Where are you?" (XYZ TV - point T)

Directions With Four Steps:

A. "Start at the Telephone Co. - point Y.
Go north 4 blocks.
Go west 4 blocks.
Go south 4 blocks.
Go east 4 blocks.
Where are you?"
(Telephone Co. - point Y)

B. "Start at R and W Auto Parts - point W.
Go west 4 blocks.
Go north 1 block.
Go east 3 blocks.
Go south 6 blocks.
Where are you?"
(Miller Moving Co. - point U)

C. "Start at Dunn Paint Store - point D.
Go east 5 blocks.
Go north 1 block.
Go west 7 blocks.
Go south 4 blocks.
Where are you?"
(Health Center - point A)

D. "Start at the Magic Motel - point L.
Go south 6 blocks.
Go east 3 blocks.
Go north 7 blocks.
Go west 4 blocks.
Where are you?"
(Giant Corporation - point H)

E. "Start at Tim's Tire Store - point B.
Go east 1 block.
Go north 2 blocks.
Go east 3 blocks.
Go south 1 block.
Where are you?" (Joe's Gas Station - point P)

Directions With Five Steps:

- A. "Start at Pete's Lumber Co. - point R.
Go south 6 blocks.
Go west 2 blocks.
Go south 1 block.
Go west 2 blocks.
Go south 1 block.
Where are you?"
(Pretty Plant Shop - point E)
- B. "Start at Thrifty Food Store - point M.
Go west 2 blocks.
Go north 3 blocks.
Go east 5 blocks.
Go north 2 blocks.
Go west 1 block.
Where are you?"
(Pete's Lumber Company - point R)
- C. "Start at Mall Drugs - point N.
Go west 2 blocks.
Go north 5 blocks.
Go west 1 block.
Go south 1 block.
Go east 5 blocks.
Where are you?"
(Sparkling Dry Cleaners - point S)
- D. "Start at Memorial Hospital - point K.
Go south 4 blocks.
Go east 3 blocks.
Go north 8 blocks.
Go west 3 blocks.
Go south 4 blocks.
Where are you?"
(Memorial Hospital - point K)
- E. "Start at Tony's Pizza - point V.
Go west 5 blocks.
Go north 3 blocks.
Go east 2 blocks.
Go south 3 blocks.
Go west 1 block.
Where are you?" (Dunn Paint Store - point D)

WHERE ARE YOU?

NORTH

WEST

EAST

						PETE'S LUMBER CO. R.		
		STAR-LIGHT INN G.				R and W AUTO PARTS W.		
		POISON CONTROL CENTER C.						
			GIANT CORPORATION H.		JOE'S GAS STATION P.	SPARK-LING DRY CLEANERS S.		
	TIM'S TIRE STORE B.		LIGHT AND POWER CO. I.	MAGIC MOTEL L.			CITY BANK X.	
			TASTY ICE CREAM J.	THRIFTY FOOD STORE M.	RITZ DEPARTMENT STORE Q.	XYZ TV T.		
			MEMORIAL HOSPITAL K.			MILLER MOVING CO. U.		
		DUNN PAINT STORE D.		MALL DRUGS N.		TONY'S PIZZA V.		
		PRETTY PLANT SHOP E.					TELEPHONE CO. Y.	
		KIP'S CAR WASH F.						
HEALTH CENTER A.				ORANGE FOOD MART O.				

SOUTH

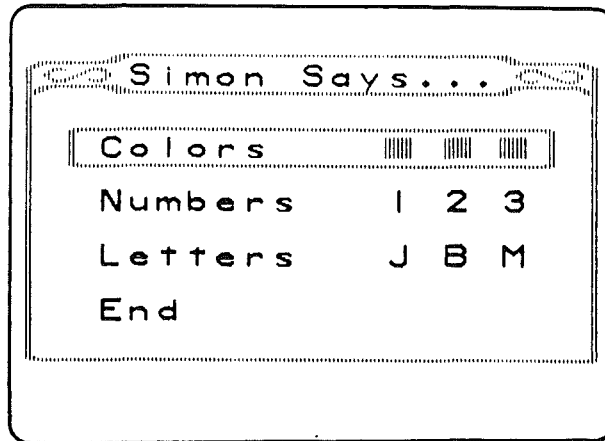
HERE I AM!

YOUR NAME _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____



SIMON SAYS...- SOFTWARE LESSON



SKILL:	Sequence (chaining)
TIME REQUIRED:	5-10 minutes per game
MATERIALS NEEDED:	<i>Simon Says...</i> diskette, computer, disk drive, and color monitor. Student Record Sheet: <i>Simon Says...</i> (optional) <i>Muppet Learning Keys</i> or <i>Touch Window</i> (optional)
PREPARATION :	Set up the computer(s) and make a schedule for use. Prepare Student Record Sheets from master provided.

Lesson Plan

1. **Put** the disk into the disk drive and turn on the computer.
2. **Say** to the students:
 - "Today we are going to play *Simon Says...* We will play a colors (or numbers or letters) game. We will be using the strategy of chaining to help remember the order that the colors appear on the screen.
3. **Select** the "colors" game and then the directions.
4. **Read** the directions and demonstrate the program for the whole class. Be sure students understand how to enter their answers by pressing RETURN on the keyboard, GO on the *Muppet Learning Keys*, or by lifting their finger off the *Touch Window*.

5. **Establish** a schedule for computer use (if necessary).
6. **Plan** for students to play at other times. Numerous experiences are necessary in order to develop skill in using the chaining strategy.

MEMORY IMPROVEMENT PRODUCTS

	Title	Grade	Strategies Used:
Apple	1. <i>Simon Says...</i>	K-Adult	Sequence (chaining)
	2. <i>Teddy and Iggy</i>	K-2	Sequence (chaining)
	3. <i>What's in a Frame?</i>	K-6	Noting number of items Regrouping Auditory Aids
	4. <i>Memory Building Blocks</i>	K-Adult	Visual association Creating a context Sequence (chaining)
	5. <i>Regrouping</i>	3-6	Regrouping
	6. <i>Now You See It, Now You Don't (2-disk package)</i> • <i>Pick the Part</i> • <i>Was It There? Was It Missing?</i>	3-6	Whole to Part
	7. <i>Test-Taker's Edge</i>	5-12	Self-testing
	8. <i>Memory Castle</i>	5-Adult	Creating a context Mnemonic system Personalization
	9. <i>The Memory Machine</i>	5-Adult	(Available Fall 1987)

Programs above are also available in these curriculum packages:
 •Memory: The First Step in Problem Solving Package A K-2 (#1-4)
 •Memory: The First Step in Problem Solving Package B K-4 (#1-6)
 •Memory: The First Step in Problem Solving Package C K-6 (#1-9)

Commodore 64

<i>Simon Says...</i>	K-Adult
<i>Teddy and Iggy</i>	K-2
<i>Memory Building Blocks</i>	K-Adult
<i>Memory Castle</i>	5-Adult

IBM PC\PC Jr

<i>Memory Castle</i>	5-Adult
<i>Test-Taker's Edge</i>	5-12
<i>Memory: The First Step in Problem Solving Package A (K-2)</i>	
<i>Memory: The First Step in Problem Solving Package B (K-4)</i>	
<i>Memory : The First Step In Problem Solving Package C (K-6)</i>	

APPLE II: WORKING WITH YOUR COMPUTER

TURNING ON THE SYSTEM:

1. Turn on the television or monitor.
2. Insert the diskette into the disk drive with the label facing you and on the right.
3. Close the door to the disk drive.
4. Turn on the Apple II. (The on-off switch is on the back left side of the computer.)
5. You will see a red light on the disk drive turn on. If the disk drive light does not turn off after about 10 seconds, turn the Apple off and make sure your diskette is placed correctly in the disk drive.
6. The SUNBURST logo will appear on the screen, followed by the opening screen of the program.
7. Follow directions given in the program.
8. If you wish to stop during the program, hold down the CTRL (Control) key and press E.

SHUTTING OFF THE SYSTEM:

1. Remove the diskette from the disk drive and return it to its place of storage.
2. Turn off the Apple II.
3. Turn off the television or monitor.

Apple IGS: Control Panel Settings

To allow your Apple IGS to work properly with Sunburst software, certain Control Panel settings should be selected. The Apple IGS retains these settings even after the power is turned off.

To Use the Control Panel:

- Turn on the Apple IGS and monitor.
- Enter the Control Panel main menu by holding down the CONTROL and OPTION keys, and then press RESET (the rectangular key located above the number keys). If your Apple IGS is in an Apple //e case, use the closed-apple (🍏) key instead of OPTION.
- Press the 1 key to enter the Control Panel.
- Use ↓ and ↑ to highlight the feature you want to change and press RETURN. Again use ↓ and ↑ to highlight a specific option and change it by using the ← and → keys.
- After you have finished making changes, select Quit to use the Apple IGS.

To Change the Display:

- Highlight **Display** and press RETURN.
- Set **Type** to **Color**.
- Set **Columns** to **40**.
- Set **Text** to **White**.
- Set **Background** to **Black**.
- Set **Border** to **Black**.
- Press RETURN to save the changes and to go back to the Control Panel.

To Change the System Speed:

- Highlight **System Speed** and press RETURN.
- Set **System Speed** to **Normal**.
- Press RETURN to go back to the Control Panel.

To Change the Slots:

- Highlight **Slots** and press RETURN.
- Set **Slot 1** to **Printer Port**. If you are using a printer card, select the slot number your printer card is in.
- Set **Slot 6** to **Disk Port**, if you use a 5.25 - inch drive connected to the disk drive port.
- Set **Slot 6** to **Your Card**, if you use a 5.25 - inch drive connected to a controller card in Slot 6.
- Set **Startup Slot** to **Scan**.
- Press RETURN to go back to the Control Panel.

COMMODORE 64: WORKING WITH YOUR COMPUTER

TURNING ON THE COMPUTER:

- (1) Turn on the television or monitor.
- (2) The disk drive must be turned on before the computer. Turn on the disk drive.
(The switch is located at the back right side of the drive.)
- (3) Open the door of the drive by pressing in on the door. Insert the diskette with the oval window inserted first and the label up.
- (4) Close the door on the disk drive.
- (5) Turn on the computer. You will see the words--

```
****COMMODORE 64 BASIC V2****  
64K RAM SYSTEM 38911 BASIC BYTES FREE  
READY.
```

- (6) Type LOAD "0:*", 8 and press the Return key. The red light on the disk drive will come on. The computer will print--

```
Searching for 0:*  
LOADING  
READY.
```

- (7) Type RUN, and press RETURN.
- (8) The SUNBURST logo will appear, followed by the opening screen.
- (9) Follow the instructions in the program.
- (10) If at any time during the program you want to stop, hold the CTRL (Control) key and press the E key.

TURNING OFF THE COMPUTER:

- (1) Remove the diskette from the disk drive and return it to its place of storage.
- (2) Turn off the disk drive.
- (3) Turn off the computer.
- (4) Turn off the television or monitor.

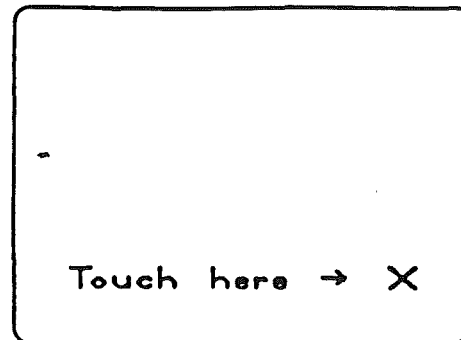
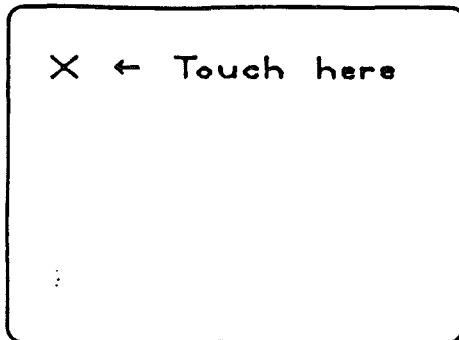
WORKING WITH YOUR TOUCH WINDOW

Installing the Touch Window

1. Plug the Touch Window into the joystick port on the back of the Apple IIe or IIc. If you have an Apple II+, you'll need an adapter. Plug the adapter into the joystick socket inside the computer, then plug the Touch Window into the adapter.
2. Use the materials provided to attach the Touch Window to your monitor or television screen.
3. Follow the steps on page 34 to turn on your Apple and start the program.

Operating the Touch Window

The Touch Window is a portable, transparent touch screen that attaches to a TV or monitor with adhesive or hook and loop strips. (The teacher selects the Touch Window option by using the CHANGE OPTIONS. See page 9.) If you are using the Touch Window, you will be asked to touch one X and then another. This allows the program to adjust to the exact size of your monitor or television screen and to your position.



It is important that the student sit directly in front of the monitor in the position he or she will work from when beginning. It is helpful to have a good chair that does not swivel or slide too easily. If a student begins in one position and then moves a great deal to one side or the other, the screen will not respond accurately to the touch. Should this happen, simply stop, hold the CONTROL key down while you press the E key and start again.

When the game starts, students touch the game they wish to play and the box changes. Lifting their fingers from the Touch Window will cause their selection to be entered.

If you want to stop at any time, press one of the buttons on the lower edge of the window, or hold down the Control key while you press "E."

WORKING WITH YOUR MUPPET LEARNING KEYS

Installing the Muppet Learning Keys

1. Plug the Muppet Learning Keys into the joystick port on the back of the Apple IIe or IIc. If you are using a Commodore 64, use joystick port 2 .

If you are using an Apple II+ with 64K, you'll need an adapter. Plug the adapter into the joystick socket inside the computer, then plug the Muppet Learning Keys into the adapter.

2. Follow the steps necessary to turn on your computer and start the program. (For assistance, see page 34 or 36.)
3. If you are using the Apple, hold down the Control key and press "T" when the main menu appears. On the Commodore 64, use the Commodore key ^ and "T." Select CHANGE INPUT DEVICE and then select the Muppet Learning Keys.

Note: If you want to stop at any time during a game, press the ZAP button. Pressing ZAP returns you to the main menu.

"WHAT HAPPENS IF...?" -- SUNBURST COURSEWARE AND WARRANTY

What happens if a program will not load or run?

Call us on our toll-free number and we will send you a new diskette.

What if I find an error in the program?

We have thoroughly tested the programs that SUNBURST carries, so we hope this does not happen. But if you do find an error, please note what you did before the error occurred. Also, if a message appears on the screen, please write the message down. Then fill out the evaluation form or call us with the information. We will correct the error and send you a new diskette.

What happens if the courseware is accidentally destroyed?

SUNBURST has a lifetime guarantee on its courseware. Send us the product that was damaged and we will send you a new one.

How do I stop a program in the middle to go on to something new?

Hold the Control key down and press the "E" key. You will return to the main menu at the beginning of the program.

Can I copy this diskette?

The material on the diskette is copyrighted. You should not copy the diskette.

Can I take this diskette out of the computer after the program has been loaded and put it into another computer?

Once one of the activities on this disk has been selected, loaded, and the beginning of that activity appears on the screen, the diskette can be removed. The diskette must be reinserted in the disk drive before a new activity can be selected or before beginning again.