



THINKIN'™

THINGS

Macintosh Guide

The Edmark Story

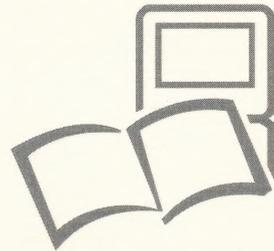
In the late 1960's, a group of educators at the University of Washington developed a dramatically different way to teach reading. This new method was remarkably effective with students who were unsuccessful using other programs. By slowly building skills, it ensured success and a feeling of confidence. The students who used this method began to believe in themselves and in their ability to read.

In 1970, the Edmark Corporation was formed to make the reading method and other quality educational products available to a broader market. Edmark's mission was to apply advanced educational concepts to the development of quality classroom materials. Since then, Edmark products have been used extensively in classrooms nationwide, and teachers have been vocal in their praise. "So much magic in one box!" wrote one. "Some of my students wouldn't be reading without Edmark's help."

Twenty years later, Edmark continues to find new ways of empowering young children to learn. Computers provide an exciting new tool for learning. Managed by educators, Edmark is leading the way in developing engaging, creative software based on proven educational concepts.

Now you can possess the same Edmark expertise that teachers have relied on for more than two decades. Edmark's Early Learning Software provides a captivating method for using the home computer to help your child to learn. Our first products for home use—*Millie's Math House*, *Bailey's Book House*, and *KidDesk*—have received critical acclaim and major awards from educators and software experts. *Thinkin' Things* is the latest addition to our growing family of products designed specifically for young children.

At Edmark, we're driven by the wondrous look of children learning something new. Our goal is to ensure that if Edmark's name is on the box, there's a world of learning inside.



Thinkin' Things

Macintosh

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Ed Resources
Thinkin' Things
7-19-94

Welcome to Thinkin' Things

Our children will live and work in an Information Age that we can only imagine. As students master the basic skills of the three R's, they must also develop a broader, higher level set of skills that will transfer to the content of the future. Given appropriate opportunities, the young mind is amazingly capable. *Thinkin' Things* is the first in a new family of Edmark products designed to offer young children a head start with a variety of thinking skills: **memory, critical thinking, problem solving, and creativity.**

Society's traditional view of intelligence as a single, measurable factor that will predict future success is changing to a view of human potential as a composite of multiple intelligences. *Thinkin' Things* celebrates intellectual diversity. Your child's musical/rhythmic intelligence may shine when working with the Toony Loon, or visual/spatial intelligence in creating with BLOX, or logical/mathematical intelligence with the Fripple Shop and Feathered Friends. In areas that may not come as naturally to your child, *Thinkin' Things* offers warm, friendly experiences in which self-confidence is built, exploration and creativity are fostered, and persistence is rewarded with success.

Thinkin' Things also focuses attention on "how children learn." Is your child more likely to remember what is seen, or what is heard? How does your child approach discovery learning? Does your child "guess and test?" Once something is "discovered" does your child use that information in another way to "see what happens?" Does your child prefer to take Fripple orders at the door (both auditory and visual), on the phone (auditory only), or by fax (visual only)? *Thinkin' Things* allows children to learn through their preferred modalities and strengths while encouraging growth and building skill in other areas as well.

Thinkin' Things reflects our love of learning and belief in the value of technology when combined with solid educational methods. Listening is a vital part of our development process. We listen to parents, children, teachers—and we really want to listen to you.

We would love to hear about the software that you "wish we would make." What did your child discover using BLOX and what should the next set of BLOX include? Please drop us a line, describe your needs, and join us in helping children discover the joy of learning.

The Edmark Development Team

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Getting Started

What's in this package?

- *Thinkin' Things Guide*
- Registration Card
- Three 3.5" high-density disks
Order form for 800K disks enclosed

What do you need?

- Color Macintosh (Requires at least 16 colors; one activity, BLOX-Flying Spheres, requires 256 colors)
- 4 MB RAM
- Hard disk with 6 MB free
(10 MB required during installation)
May require additional hard disk space
if using disk compression software
- System 6.0.7 or higher



Please return your registration card today!

Quick Start

1. Insert Disk 1, double-click the Installer  , then follow the directions on the screen.
2. Open the *Thinkin' Things* folder on your desktop, and double-click  to run the program.
3. Explore *Thinkin' Things!*

Please...

Return your registration card.

Read the rest of this Guide so your child can use *Thinkin' Things* to its fullest potential.

Optional hardware:

- Microphone—Record speech or sound directly using a microphone. You can record original sounds in BLOX-Flying Shapes.
- TouchWindow—A touch screen that attaches to your monitor and provides direct, easy input for young children or children with special needs. The TouchWindow is available directly from Edmark Corporation, 206-556-8484.

Installation

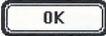
The Installer automatically checks your Macintosh model, system software, memory, and monitor. (You will need a color monitor with 256 colors in order to use BLOX-Flying Spheres.)

Follow these steps to install *Thinkin' Things* on your hard disk:

1. If using System 7 or MultiFinder with System 6, quit all applications that are open.

2. Insert the disk labeled "Disk 1 Install" into your disk drive.

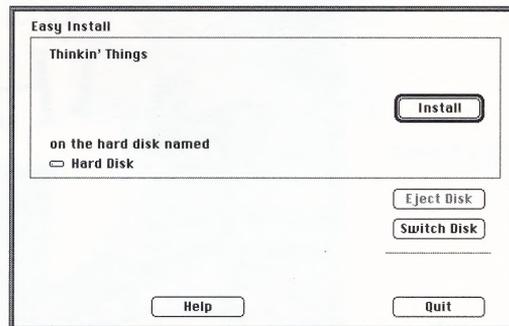
3. When the "Thinkin' Things Disk 1" window appears, double-click .

4. Click  on the *Thinkin' Things* title screen.

5. Click .

6. Insert the disks as directed by the messages that appear on your screen.

7. When the screen indicates that installation was successful, click .



To run *Thinkin' Things*, open the folder on your desktop named *Thinkin' Things*, then double-click .

Running Thinkin' Things from KidDesk

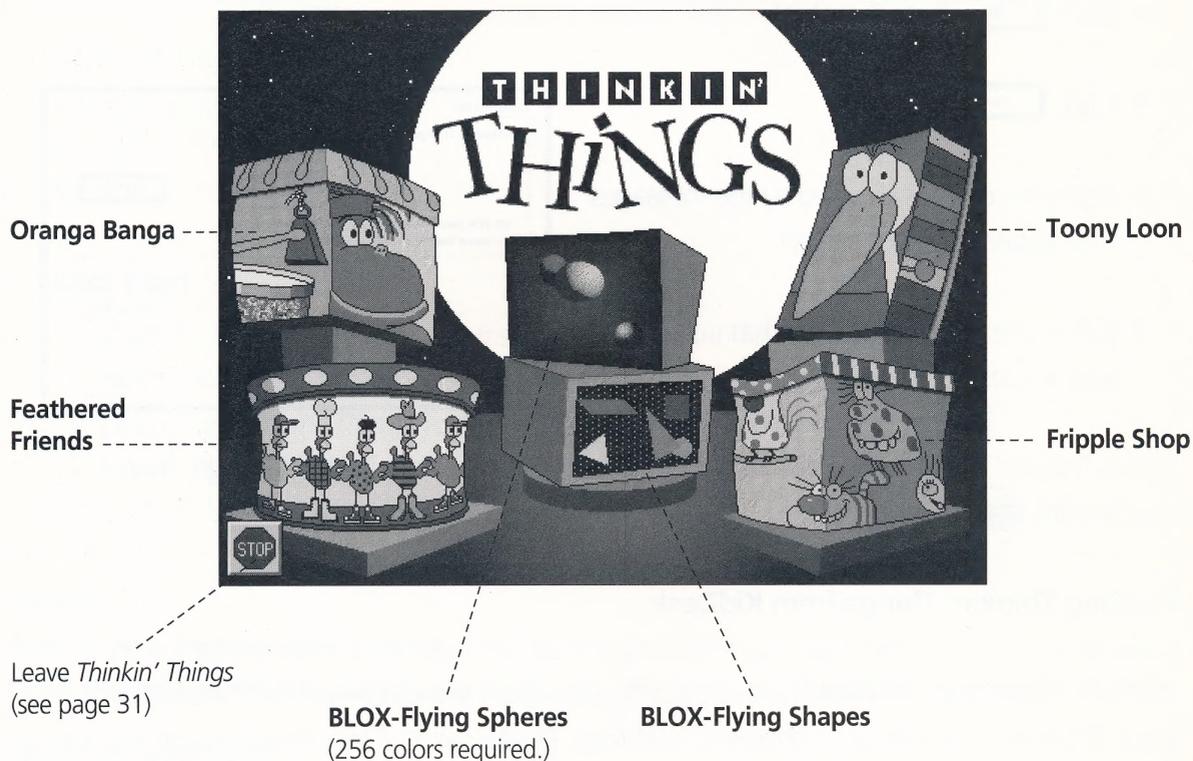
KidDesk is a personalized, colorful program launcher for children. If you choose to run *Thinkin' Things* from *KidDesk*, use *Add Application* from the *KidDesk* Adult Section to place *Thinkin' Things* on your children's desktops. Please see *KidDesk Aware* (page 32) for information about additional features available to System 7 users.

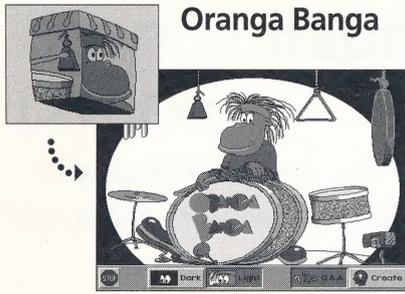
What's Inside Thinkin' Things

The Main Menu

The Main Menu of *Thinkin' Things* lets you choose from six learning activities. Once you have entered an activity, click  to return to the Main Menu.

To play with a Thinkin' Thing, click one of the six boxes below:





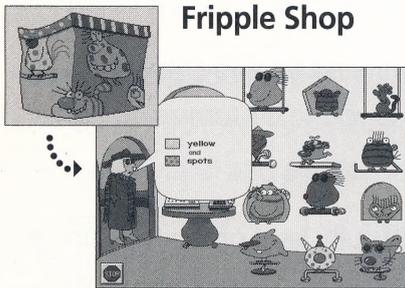
Oranga Banga

Develop creativity, auditory discrimination, and memory as you improvise or repeat patterns.



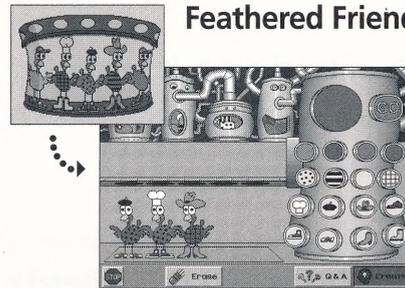
BLOX-Flying Shapes

Discover spatial relationships. Create your own works of kinetic art as you control the motion of shapes and the sounds they make.



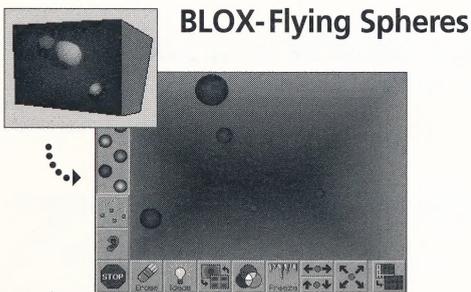
Fripplie Shop

Observe and compare attributes as you use AND, OR, and NOT. Help each customer find just the right Fripplie.



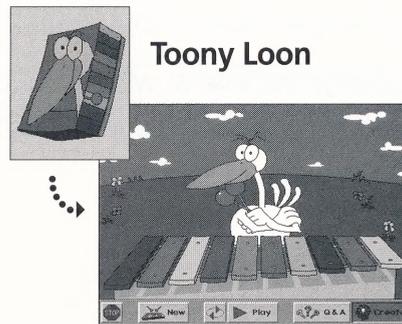
Feathered Friends

Develop critical thinking ability as you deduce a rule and then build a Feathered Friend to test your hypothesis.



BLOX-Flying Spheres

Blend music, art, science, and play as you experiment with motion and the illusion of depth. Create unique visual effects to interpret different kinds of music.



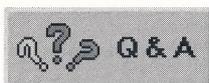
Toony Loon

Increase memory and musical skills as you repeat patterns or create tunes of your own on Toony's wacky xylophones.

Playing with Thinkin' Things

Question & Answer and Create Modes

Oranga Banga, Feathered Friends, and Toony Loon have two modes: the Create Mode (you explore, experiment, and create) and the Question & Answer Mode (you answer a character's request). **To switch modes**, just click the Q & A button or the Create button.

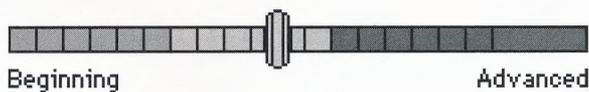


Adult Section



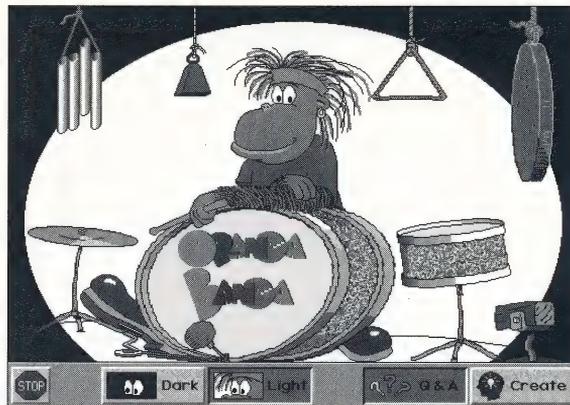
To enter the Adult Section, hold down the Command ⌘ and Option keys while you press "A." The Adult Section allows you to customize *Thinkin' Things*.

The Adult Section includes four Grow Slides that control the difficulty level of the Question & Answer Mode for Oranga Banga, Feathered Friends, Toony Loon, and Fripple Shop. As your child successfully answers questions, more difficult questions are offered and the slider automatically moves to the right.



If you wish to change the level at which your child will begin, adjust the Grow Slide. Please see the Adult Section for details (pages 31–32).

Oranga Banga Overview



In the Create Mode, children explore sounds or compose patterns. In the Question & Answer Mode, Oranga plays patterns for children to recognize, remember, and repeat, developing auditory discrimination and memory skills. The Question & Answer play can be made more challenging by turning off Oranga's spotlight, requiring that the discrimination and memory be based only on what is heard.

Learning Opportunities

- Develop auditory discrimination
- Enhance visual and auditory memory
- Create patterns
- Remember and repeat patterns

About Kids

Children enjoy making sounds and creating patterns. When children work with patterns, they learn that parts make up the whole, and begin to recognize repetition and organization. These elements contribute to the foundation of efficient thought, comparison, and memory. Some children exhibit strong preferences for visual or auditory input. Watch as your child plays with Oranga, both with the "lights off" and with the "lights on." You may observe some striking differences. Noticing these preferences can offer valuable insight into your child's individual learning style.

Together Time Activities (see page 10)

- Guess What?
- Pots and Pans Band



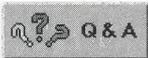
Oranga Banga

Create Mode

- Click  from the Main Menu to play with Oranga Banga.

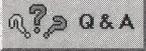


"You go first."

- Click the instruments to hear the sounds they make. You can create all sorts of patterns.
- Click  **Play** or click Oranga. Oranga will play what you played.
- Click  if you want Oranga to repeat what you have played over and over. Click anywhere to stop the repeating pattern.
- Experiment and create patterns as long as you like.
- Click  **Q & A** for the Question & Answer Mode, or click  to choose another Thinkin' Thing.



Question & Answer Mode

- Click  to enter the Question & Answer Mode.
- Oranga plays a pattern and asks you to repeat it:



"Can you play that?"

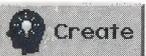
- Click the instruments to repeat Oranga's pattern. To hear the pattern again, click Oranga.

-If you repeat the pattern correctly, Oranga congratulates you and plays a new pattern.

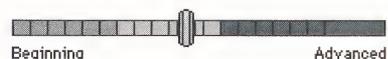
-If you do not repeat the pattern correctly, try again. Oranga will help you get the right answer.

- If you want a greater challenge, click  to play with Oranga in the dark.

- Click  to turn the lights back on.

- Click  for the Create Mode, or click  to choose another Thinkin' Thing.

Use the Grow Slide. Adjust to suit your child's ability (see page 31).





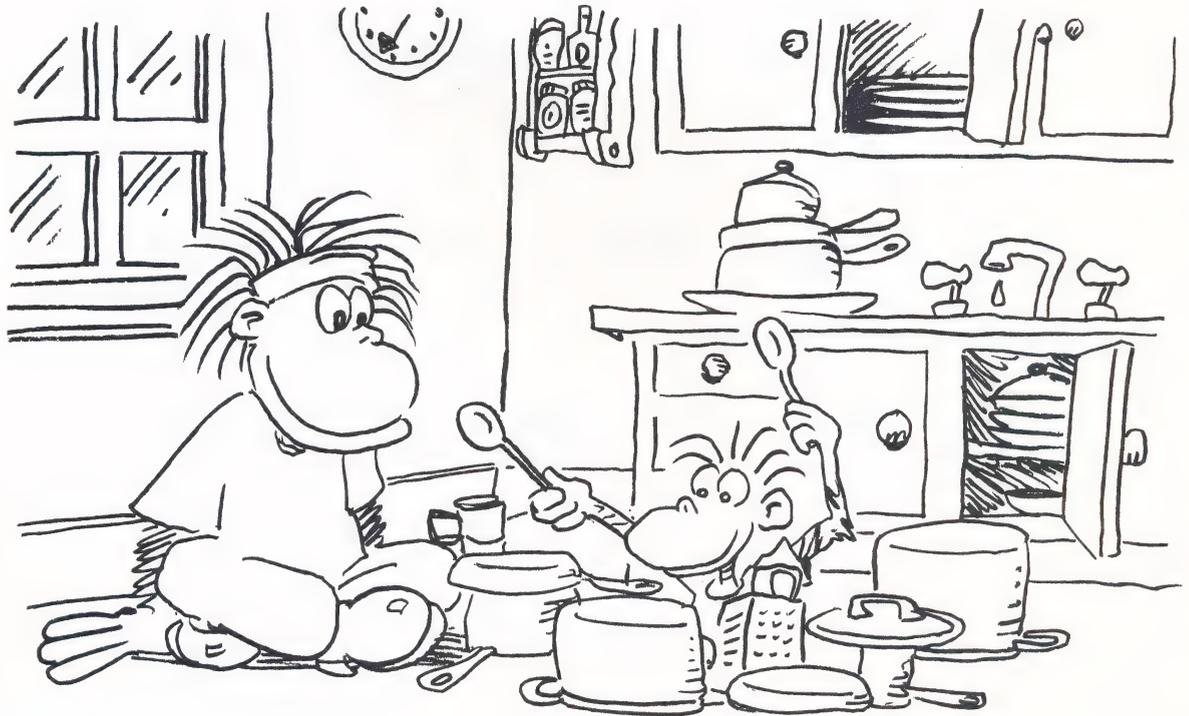
Together Time

Guess What?

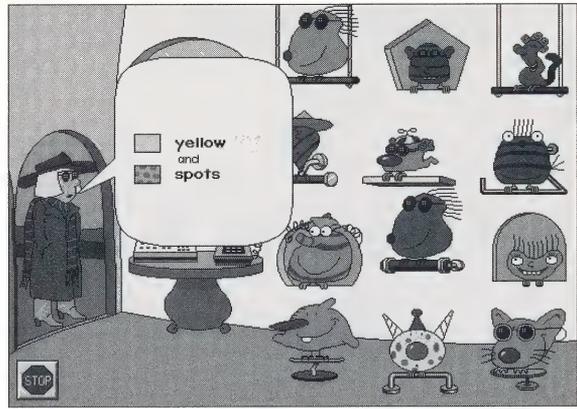
Play this game as you are working together in the kitchen. With eyes closed, have your child guess what you are doing. Tear off aluminum foil, close the oven door, stack dishes, put silverware away, bite into a cracker, etc. Begin with sounds that are very different and over time move to sounds that are more alike. Your child will enjoy switching roles and having you guess, too.

Pots and Pans Band

Look through the kitchen cupboards with your child. Take out five or six items to serve as instruments for your band (pots, pans, lids, colanders, pie tins, etc.). You will also need wooden or metal spoons to play the instruments. Allow time for your child to explore the sound of each instrument and create patterns using a series of sounds. Then, while you watch, have your child play a short pattern for you to repeat. Continue playing, taking turns creating new patterns. Also try listening with your eyes closed while the pattern is played.



Fripple Shop Overview



Children choose to help a customer at the door (auditory and visual), on the phone (auditory only), or by fax (visual only). Each customer asks for a Fripple with specific attributes, for example, “I like purple and stripes, but not curly hair.” The child must then examine a group of Fripplies to find one that matches the customer’s request.

Learning Opportunities

- Recognize, compare, and contrast attributes
- Develop skill in observing details
- Recognize relationships described by AND, OR, and NOT (Boolean logic)
- Develop skill in visual scanning (looking through a group to find a specific attribute or combination of attributes)

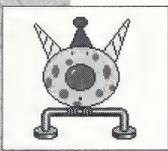
About Kids

Children are often capable of higher level thinking skills than they are given the opportunity to use. Careful observation and logical comparisons contribute to cognitive development and the ability to classify and categorize.

Not all children learn, think, or absorb information in the same way. By noticing whether your child would rather answer the door, the phone, or the fax, you may become more aware of your child’s preferences and strengths. By observing as your child fills increasingly more difficult “customer orders,” and occasionally asking how she or he found just the right Fripple, you may become more aware of how your child reasons.

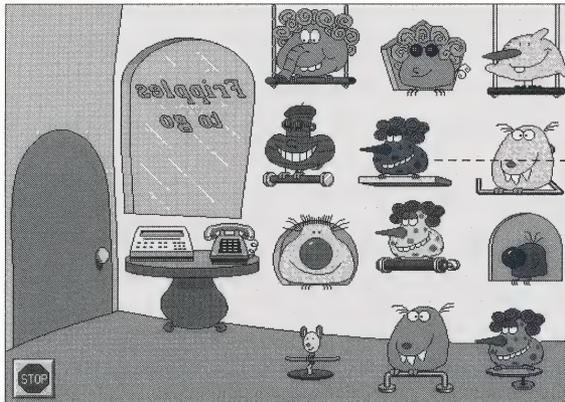
Together Time Activities (see page 14)

- A Closer Look
- Fripple Cookies



Question & Answer Mode

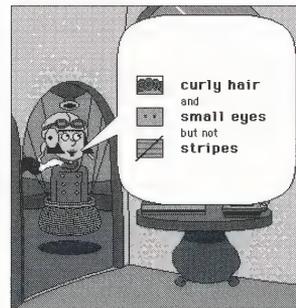
- Click  from the Main Menu to play in the Fripplle Shop.
- Click several Fripplles to hear their attributes described (eyes, color, hair, etc.). For example, one Fripplle might be purple with spots and big eyes; another might be green with stripes and small eyes.



"This Fripplle is purple with spots. It has big eyes."

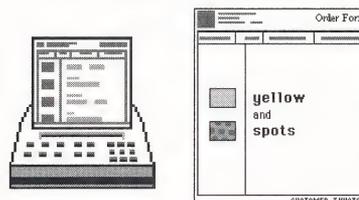
- There are three ways to get Fripplle orders from customers:

- Click the door (auditory and visual).



"I like curly hair and small eyes, but not stripes, please."

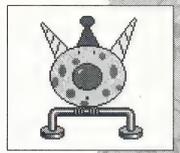
- Click the fax (visual only).



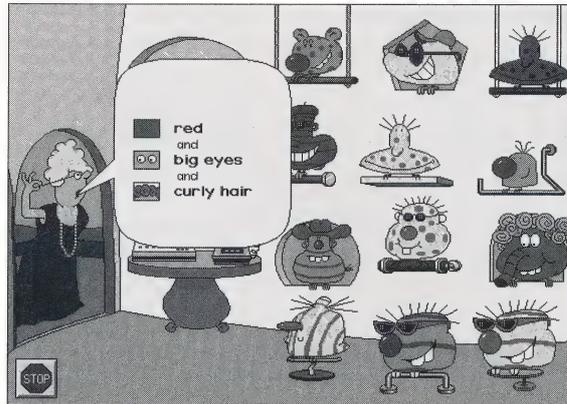
- Click the phone (auditory only).



"I like red and curly hair, please."



- Look carefully at the attributes of each Fripplle. Click a Fripplle to fit the customer's order.



"I like red, and big eyes, and curly hair, please."

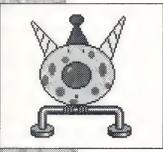
-If you choose a Fripplle that is exactly what the customer ordered, the happy Fripplle will have a new home.

-If you do not choose exactly what the customer ordered, keep trying. You are sure to find the right Fripplle.

- Play in the Fripplle Shop as long as you like. The customers will come until you decide to leave!
- Click  to choose another Thinkin' Thing.

Use the Grow Slide. Adjust to suit your child's ability (see page 31).





Together Time

A Closer Look

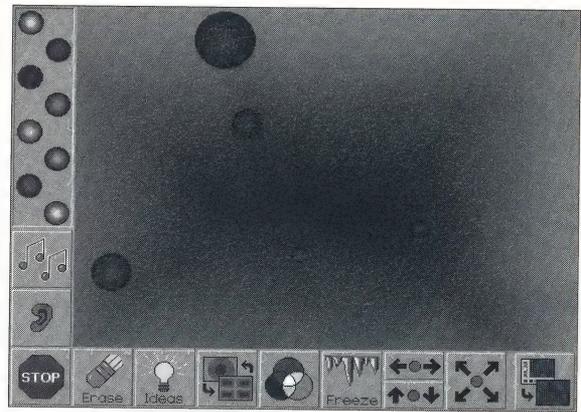
You and your child can have fun looking at family photographs while strengthening visual discrimination skills. Place three different photographs on the table. Start with simple questions such as, "Can you find a picture with both people and animals?" or "Where is a picture with stripes and shoes with laces?" At another time, you might make the questions more complex. For example, "Which one has buildings and people but no trees?" Change the selections of photographs after every three or four questions.

Fripple Cookies

Cookie making time can be a great time to learn about matching attributes with verbal requests. You will need plain cookies and toppings such as raisins, nuts, dried fruit, coconut, chocolate chips, etc. Take turns "ordering" and decorating cookies. For example, you might say, "I'd like a cookie with nuts and dried fruit." Or, your child might say, "I'd like a cookie with chocolate chips and nuts but no coconut." If you prefer, you and your child can decorate peach or pear halves instead of cookies.



BLOX-Flying Spheres Overview



Flying Spheres offers a novel and challenging environment in which children can explore their artistic, musical, and scientifically inquisitive natures. Colorful spheres can be placed or tossed into motion over gradient backgrounds which alter the size of the spheres and give the illusion of depth. The motion of the spheres can be controlled individually (using the mouse) or all at once (using the buttons).

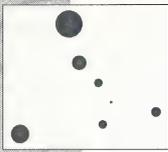
Learning Opportunities

- Enhance observation and perception skills
- Explore the illusion of depth
- Create and conduct experiments involving motion, change in motion, and motion as affected by different gradient backgrounds
- Create kinetic art (aesthetically pleasing designs using color and motion)
- Choreograph moving spheres to interpret music
- Increase creativity and musicality

About Kids

Children of all ages enjoy and respond to music, color, and motion. BLOX-Flying Spheres provides a creative environment in which all three elements can be easily controlled and manipulated by the child. Eye-hand coordination and other developmental limitations need not inhibit creativity or exploration. Because of the open-ended nature of this environment, the first interesting patterns and designs that children construct are often created by chance. The foundation for scientific thought and creativity blossoms as children continue to explore, wondering "What might happen if . . . , " experimenting, observing the results of their actions, and then using bits and pieces of their previous discoveries to try new creations.

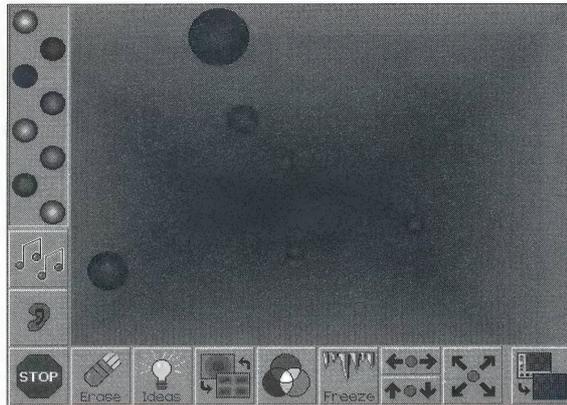
Together Time Activities (see page 18)



BLOX-Flying Spheres

Create Mode

- Click  from the Main Menu to play with BLOX-Flying Spheres. (Up to 20 spheres can be placed in the workspace.)



Mouse Controls



Drag and Toss

Click and hold the center of a sphere to “grab” it. Then:

- DRAG the sphere by moving the mouse.
- TOSS the sphere by releasing the mouse button while you move the mouse. (The speed of the sphere is affected by the speed of the mouse movement. Young children may prefer to use the on-screen buttons to control movement.)

Erase a Sphere

Click and hold the sphere. Then:

- DRAG the sphere onto the button bar to erase that sphere.

Catch a Moving Sphere

Hold down the mouse button. Then:

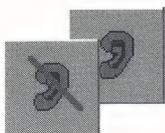
- Move the cursor into the path of the moving sphere.

Buttons

Click a button to:



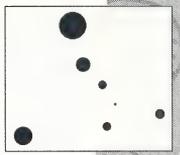
Change the music. You can choose from different tunes.



Turn the sound on/off.



Remove all spheres from the workspace.



See "ideas" that can be made with the sphere set. Nine ideas are provided, and you can save nine more (see *Saving Your Ideas* below).



Change to a different background. Many backgrounds are available.



Change background color.



Stop movement of all spheres in the workspace. Click immediately after freezing spheres to unfreeze them.



Move all spheres horizontally. Click again to change speeds.



Move all spheres vertically. Click again to change speeds.



Move all spheres out from the center of the workspace.



Hide the button bar. Click again to make the buttons reappear. When the button bar is hidden and the mouse is not moved for 5 seconds, this button and the cursor disappear. They reappear when the mouse is moved.



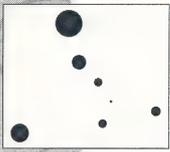
Choose another Thinkin' Thing.

Saving Your Ideas

Hold the Shift key and press a number (1–9). The number you select appears on the screen and your idea is saved. **Caution: If you save again using the same number, your previous idea (saved at that number) will be lost.**

Seeing Your Ideas

Click the Idea button to cycle through the nine preset ideas, followed by any new ideas you have saved. You can also press 1–9 to see only your ideas.



Together Time

Explore and create with your child as you try these ideas at the computer.

Art and Spatial Awareness

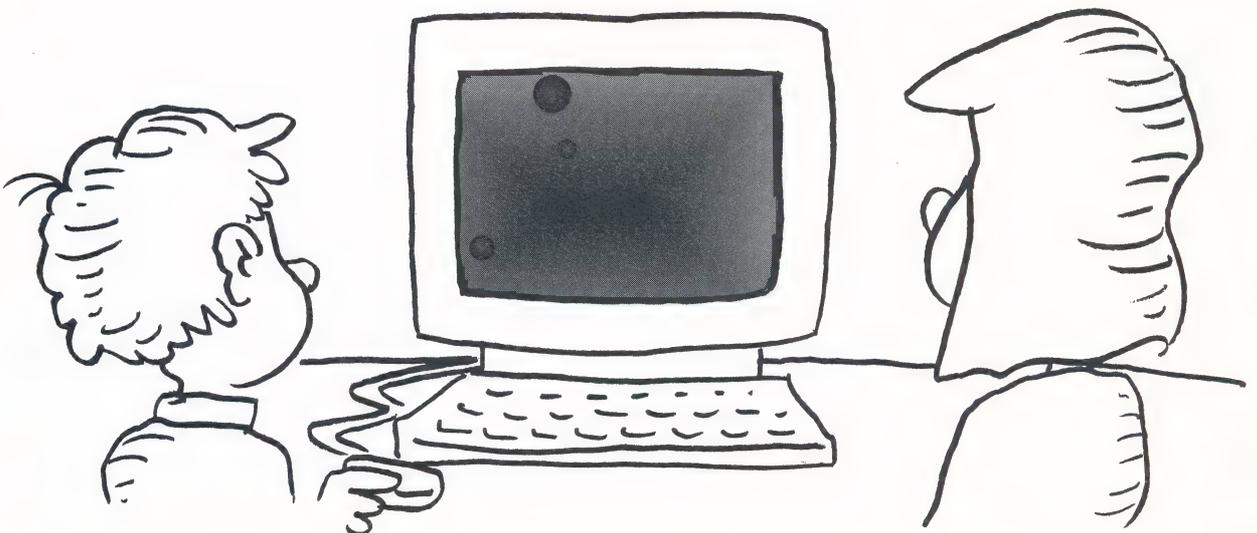
- **Understanding the background gradients:** Explore how different gradients affect a pattern. Place several spheres on the workspace, then click to change background gradients.
- **Layering:** The order in which spheres are clicked determines what sphere is on top. Experiment, moving spheres over and under each other (press the Ideas button to see Idea 6).

Music

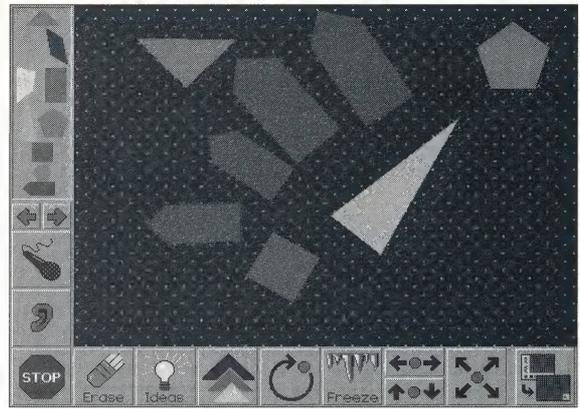
- **Rhythm:** Match the bouncing of the spheres to the rhythm of the program's tunes or to your own music played on a radio or cassette player.
- **Mood music:** Express a mood like happy, funny, sad. Use different backgrounds, colors, music, and sphere motions.
- **Choreograph spheres:** Listen carefully to a piece of your own music or one of the program's tunes. Set one sphere in motion for each instrument you hear.

Partner Play

- **Play Build-A-Bug:** Take turns adding spheres to create a long, curvy caterpillar or big-eyed beetle. Try moving your animal with the up/down or left/right buttons. Also, see what happens to your critter when you change backgrounds.
- **Repeating designs:** Make a pattern for your child to copy.
- **Create your own games:** Toss a sphere for your child to catch. Invent other games: One person creates a static ring of spheres; the other person tosses spheres through the ring.



BLOX-Flying Shapes Overview



Children explore, experiment, and create using geometric shapes, motion, and sound. One shape or a combination of shapes can be set in motion by using buttons. Shapes can also be individually manipulated to grow or shrink, spin, and travel across the workspace. A sound is associated with each shape. The volume and pitch of the sound can be changed by altering the shape's size and spinning speed.

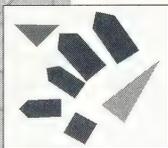
Learning Opportunities

- Develop spatial awareness
- Discover similarities and differences in shapes
- Observe and compare shapes in various positions
- Build investigative skills by creating and conducting experiments
- Create aesthetically pleasing designs using shape, color, motion, and sound
- Experience the relationship between scientific exploration and creativity

About Kids

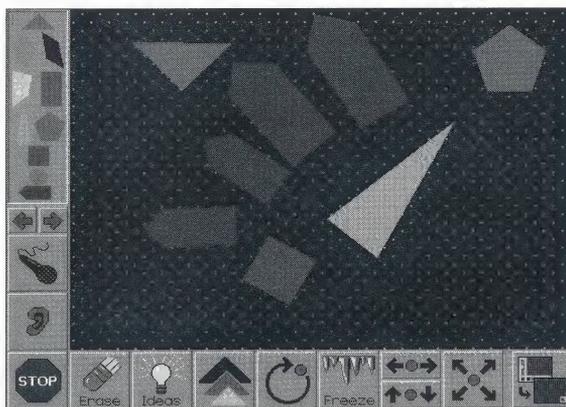
Children begin their exploration of BLOX-Flying Shapes in a variety of ways. One child may begin by playing with the sound properties of several shapes while another may be fascinated by causing a single shape to re-size, spin, and move around the screen. Many topics of investigation are present in this creative and experimental environment. It is important to foster learning without stifling the natural curiosity and creativity that all children possess. Encourage children to ask questions, predict results, and then to experiment in order to test their predictions. It is the *process* of asking and answering their own questions (and not the *answers* to the questions) that is most valuable in developing the inquisitive nature that serves all aspects of learning.

Together Time Activities (see page 22)



Create Mode

- Click  from the Main Menu to play with BLOX-Flying Shapes.
- The BLOX-Flying Shapes set allows you to experiment with geometric shapes, motion, and sound in a unique environment. (Up to 20 shapes can be placed in the workspace.)



Mouse Controls



Drag and Toss

Click and hold the center of a shape to “grab” it. Then:

- DRAG the shape by moving the mouse.
- TOSS the shape by releasing the mouse button while you move the mouse. (The speed of the shape is affected by the speed of the mouse movement. Young children may prefer to use the on-screen buttons to control movement.)

Erase a Shape

Click and hold the shape. Then:

- Drag the shape onto the button bar to erase that shape.

Sound

Pitch: Spin the shape faster to raise the pitch.

Volume: Make the shape larger to play the sound louder.

Rhythm: The sound of the shapes as they hit the edge of the workspace creates rhythms.



Rotate and Spin

Click and hold the point of a shape. Then:

- ROTATE the shape by moving the mouse.
- SPIN the shape by releasing the mouse button while you rotate the shape.



Resize

Click and hold a shape’s side. Then:

- Move the mouse to grow or shrink the shape.

Catch a Moving Shape

Hold down the mouse button. Then:

- Move the cursor into the path of the moving shape.

Clone a Shape

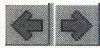
Hold down the Option key. Then:

- Click the center of a shape in the workspace to duplicate its size and rotation.

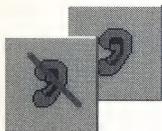


Buttons

Click a button to:

 Switch to a different set of shapes. There are three sets.

 Change the sounds assigned to the shapes. Every shape has a preset sound ("Original Sound"). Click Record to record your own sound for the shape. Click either "Your Sound" or "Original Sound" to choose which sound should be played. (This feature is only available if your Macintosh has sound input.)

 Turn sound on/off.

 Remove all the shapes from the workspace.

 See ideas that can be made with the shape set. Nine ideas are provided for each shape set, and you can save nine more for each set (see *Saving Your Ideas* below).

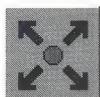
 Resize all shapes to one of three sizes.

 Spin all shapes. Click to spin all shapes at one speed and in one direction. Click again to spin in the opposite direction and at faster speeds.

 Stop movement of all shapes in the workspace. Click immediately after freezing shapes to unfreeze them.

 Move all shapes horizontally. Click again to change speeds.

 Move all shapes vertically. Click again to change speeds.

 Set shapes in motion out from the center of the workspace.

 Hide the button bar. Click again to make the buttons reappear. When the button bar is hidden and the mouse is not moved for 5 seconds, this button and the cursor disappear. They reappear when the mouse is moved.

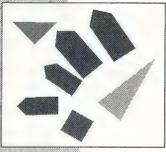
 Choose another Thinkin' Thing.

Saving Your Ideas

Hold the Shift key and press a number (1–9). The number you select appears on the screen and your idea is saved. **Caution: If you save again using the same number, your previous idea (saved at that number) will be lost.**

Seeing Your Ideas

Click the Idea button to cycle through the nine preset ideas for each shape set, followed by any new ideas you have saved. You can also press 1–9 to see only your ideas.



Together Time

Try some of these ideas with your child at the computer.

Art and Spatial Awareness

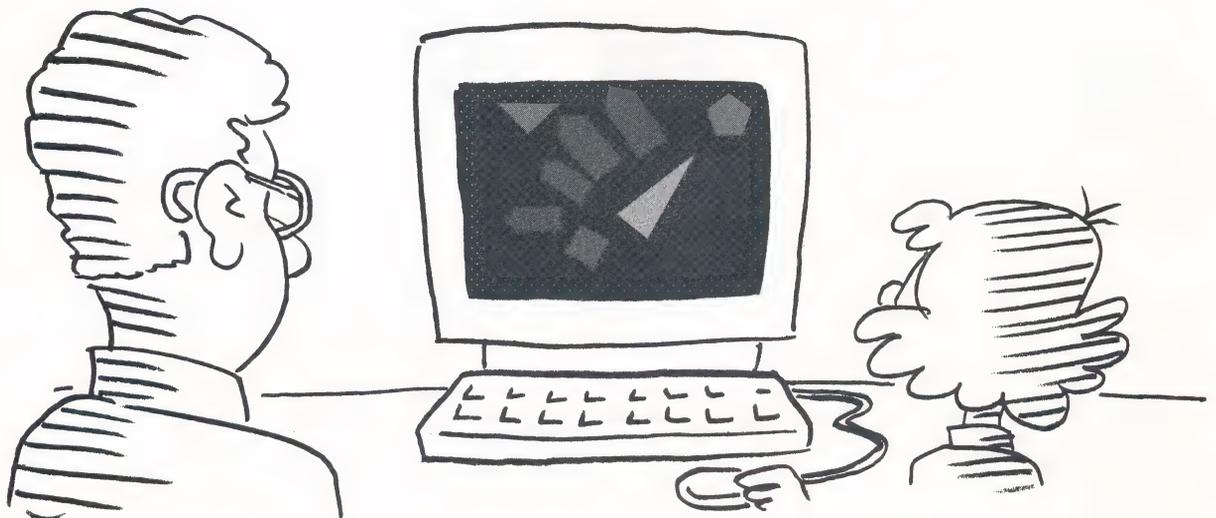
- **Layering:** Experiment with hiding or weaving shapes. The order in which shapes are clicked determines what shape is on top.
- **Symmetry:** See how designs made of several shapes change when they bounce off the sides of the workspace. Use the left/right or up/down buttons to explore symmetry.
- **Shape names:** For children who are learning the names of shapes, record the name of each shape so that the name is heard when the shape is clicked or bounced against the side of the workspace.

Music

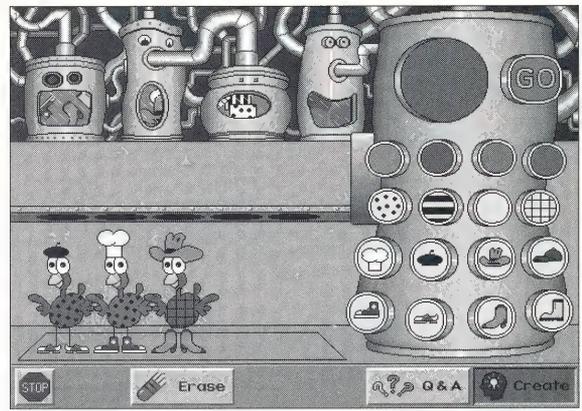
- **Songs/rhythmic poetry:** Compose a rhythmic poem. First, record words or sounds for the shapes. Then, line up the shapes and use the left/right or up/down buttons to play the poem.
- **Create a song:** Toss one shape to make a steady beat. Then, click other (non-moving) shapes to play a melody.

Partner Play

- **Patterns:** Begin by making a pattern with the shapes. See if your child can continue the pattern. Trade roles, or try making the "mirror image" of the pattern.
- **Mystery shapes:** Create a large shape by combining several shapes. See if your child can guess which small shapes were used; then pull apart the large shape to find "the answer."



Feathered Friends Overview



In the Create Mode, children experiment with four categories of attributes (color, shoes, hats, and body pattern) as they create baby birds. In the Question & Answer Mode, children must carefully examine a group of baby birds to determine exactly what kind of friend the birds are looking for when they say, “Please make the missing bird.”

Learning Opportunities:

- Develop visual discrimination
- Recognize, compare, and combine attributes
- Use parts to create a whole
- Complete patterns
- Recognize changes in attributes that create a pattern
- Complete visual analogies
- Hypothesize and test a rule

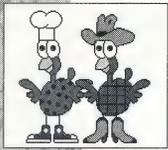
About Kids:

Even very young children will enjoy choosing and changing attributes to create Feathered Friends. Using the Create Mode, children can make up their own games—one child makes a bird, the other matches; one child describes a specific bird, the other tries to make a bird to fit, etc. As children talk about the attributes of the birds, they increase vocabulary and the ability to compare, contrast, and describe.

As children mature, working with attributes in the Question & Answer Mode can enhance observation and discrimination skills and build a foundation for critical thinking skills (rule formation, classification, etc.). In playing with Feathered Friends, children move through a series of gently graduated problems involving identities, differences, patterns, and analogies.

Together Time Activities (see page 26)

- Guess My Rule
- What Makes a Toothbrush a Toothbrush?



Feathered Friends

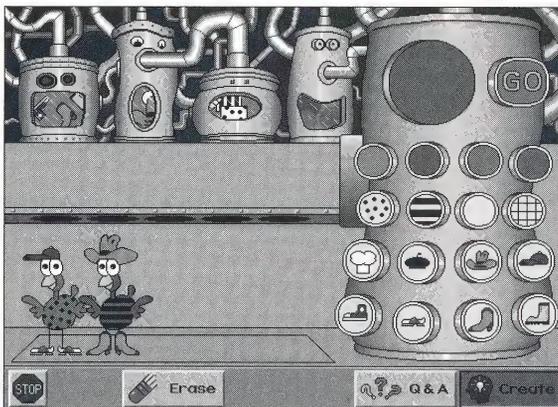
Create Mode

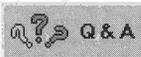
- Click  from the Main Menu to play with the Feathered Friends.

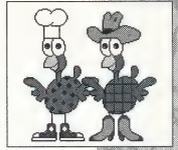


"You can make a Feathered Friend."

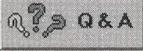
- Click the attribute buttons on the machine to design a Feathered Friend. As you make choices, your design appears in the blueprint window. If you change your mind, click a different button.
- When you are ready for the machine to make your design, click . A new baby bird will appear.

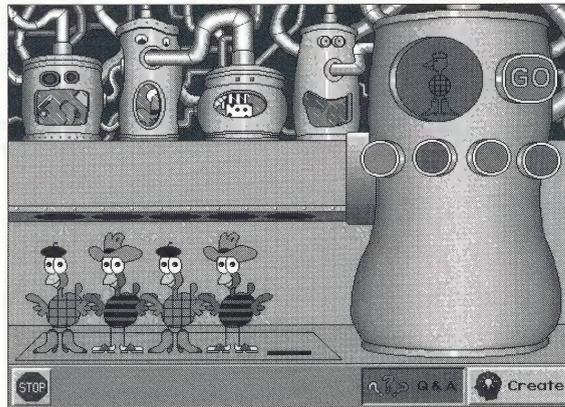


- Use the machine to create as many Feathered Friends as you like.
- Click  for the Question & Answer Mode, or click  to choose another Thinkin' Thing.



Question & Answer Mode

- Click  to enter the Question & Answer Mode.
- Baby birds ask you to make them the missing bird. Look closely at their attributes (color, body pattern, hat, shoes). Use what you see to guess what kind of bird they want you to make.
- You will make identical birds, continue patterns, repeat differences, or complete analogies at different levels of difficulty.

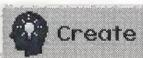


"Please make the missing bird."

- Click the attribute buttons on the machine to design the Feathered Friend that you think the baby birds want. Then, press .

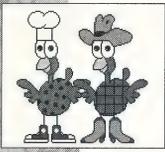
-If you answer correctly and make the friend that fits what the baby birds want, Robo Chicken delivers an egg and the friend hatches.

-If you do not answer correctly, try again. If you keep trying, you will always be able to make the friend the baby birds want.

- Click  for the Create Mode, or click  to choose another Thinkin' Thing.

Use the Grow Slide. Adjust to suit your child's ability (see page 31).





Feathered Friends

Together Time

Guess My Rule

For this activity, you will need about 10 colorful photographs from magazines. Spread out all of the pictures and ask your child to find something that you describe in each one. For example, a picture with red in it, a picture with no people, a picture with six ears, etc. Next, sort the pictures and ask your child to guess the sorting rule you have in mind. Start with something simple, such as trees and no trees. Later, your child might like to sort the pictures and ask you to guess the rule. Below are some sorting rules you could try.

dark - light

inside - outside

people - no people

machines - no machines

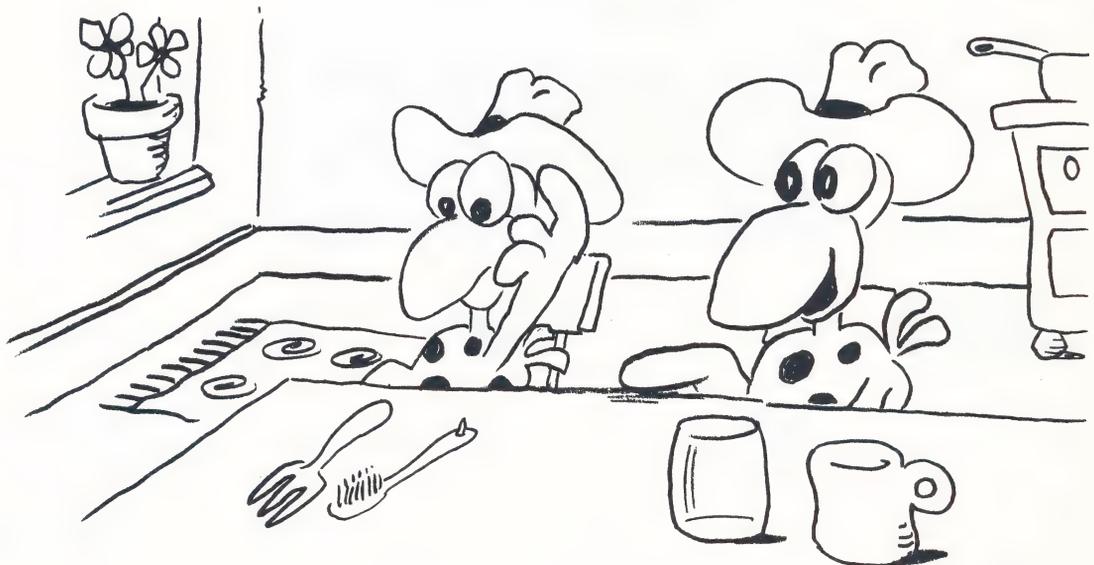
curvy shapes - straight edge shapes

vertical pictures - horizontal pictures

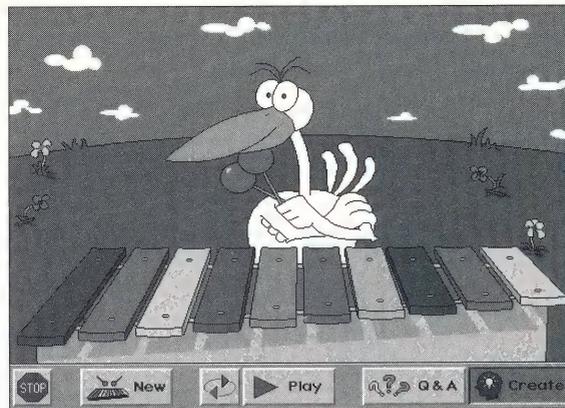
happy feeling - sad feeling

What Makes a Toothbrush a Toothbrush?

Put two objects on the table in front of your child; for example, a toothbrush and a fork. Ask your child what these two objects have in common. (They both are hard. They both are long and thin. They are similar in length.) Ask what makes them different. (One has bristles, the other has prongs. One is red, the other is silver.) Finally, ask what one thing seems to make a toothbrush a toothbrush (bristles) and what one thing seems to make a fork a fork (prongs). Continue playing using other pairs of objects such as a stuffed toy animal and a blanket, a lamp and a radio, a pencil and a pen, a glass and a cup, etc.



Toony Loon Overview



In the Create Mode, children improvise their own musical patterns and tunes on unique xylophones. In the Question & Answer Mode, they develop auditory discrimination and memory skills by repeating patterns played by Toony Loon. Auditory memory can be strengthened by choosing to have Toony play “in the dark.”

Learning Opportunities

- Develop auditory discrimination of pitch
- Strengthen auditory memory
- Create patterns
- Remember and repeat patterns
- Develop creativity and musicality

About Kids

Children respond to music very early in life. Most music is highly organized, including patterns and repetition (such as scales and chords). Children enjoy repeating patterns and Toony is a patient teacher. When your child successfully repeats a pattern, a slightly more challenging one is offered. If your child has difficulty with a long pattern, Toony breaks it into two parts to help the child succeed. As an expressive art form, music also involves spontaneous improvisation and creativity. Children delight in making their own music and as they do, musical abilities and aesthetic judgment develop.

Together Time Activities (see page 30)

- High Note, Low Note
- Tunes in a Jug

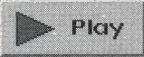


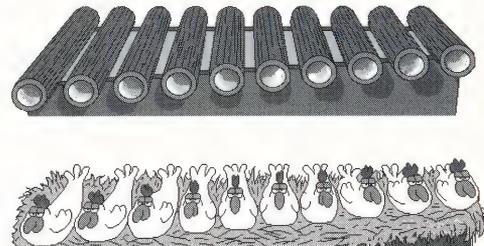
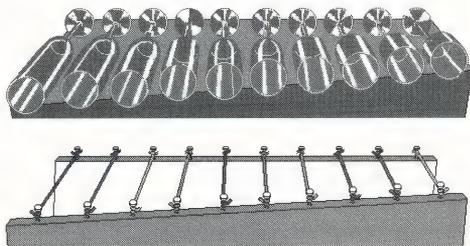
Create Mode

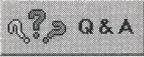
- Click  from the Main Menu to play with Toony Loon.



"Show me what to play."

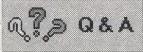
- Click the bars of the xylophone to hear the sounds they make and create your own tunes.
- Click  or click Toony. Toony will play what you played.
- Click  if you want Toony to repeat what you have played over and over. Click anywhere to stop the repeating pattern.
- Click  to play on another xylophone.
- Explore the different xylophones and make up tunes as long as you like.



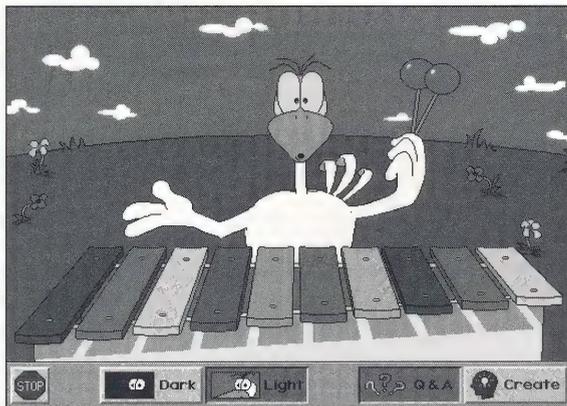
- Click  for the Question & Answer Mode, or click  to choose another Thinkin' Thing.



Question & Answer Mode

- Click  to enter the Question & Answer Mode.

- Toony plays a pattern on the xylophone and asks you to repeat it.



“Can you play that?”

- Click the xylophone bars to play the pattern you heard. To hear the pattern again, click Toony.

-If you repeat the pattern correctly, Toony congratulates you and plays a new pattern.

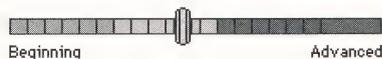
-If you do not repeat the pattern correctly, keep trying. Toony will help you get the right answer.

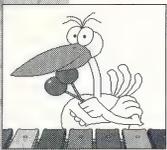
- If you want a challenge, click  to play with Toony in the dark.

- Click  to turn the lights back on.

- Click  for the Create Mode, or click  to choose another Thinkin' Thing.

Use the Grow Slide. Adjust to suit your child's ability (see page 31).





Together Time

High Note, Low Note

Begin by asking your child to sing a very high note, then a very low note. You could sing your highest and lowest notes, too. Then, play a favorite recording while your child follows the music, moving hands up and down as the music plays high and low notes. Together follow changes in pitch with your whole bodies—standing on tiptoes for the high notes and bending down for the low notes.

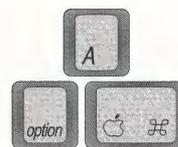
Tunes in a Jug

Thoroughly clean several plastic narrow-neck containers—syrup, ketchup, salad oil, or pop bottles. First, “play” the empty jugs. (Press the rim of the container against your lower lip and gently blow across the opening. This may take a little practice.) You and your child will discover that the larger the container, the lower the tone. Next, try filling the containers with different amounts of water and see how the tones change. You may want to make a game of trying to match each other’s tones by adding and pouring out water.



Adult Section

To enter the Adult Section, hold down the Command ⌘ and Option keys while you press "A."



Hide the Record button in BLOX-Flying Shapes.

Adjust the sound volume.

Stop Sign appears on the Main Menu if exit is allowed. (You can still exit using Command-Q even if "No Exit" is allowed.)

See Activity Settings Card.

See Preferences Card.

Turn Single Switch Input on/off. (A scanning arrow moves from choice to choice on screen.)

Set scan rate and scan progression.

Place an "X" in the check box to show the Phone and/or Fax.

Return to the Main Menu.

Leave *Thinkin' Things*.

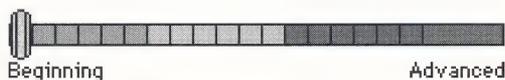
Scanning for Single Switch Users

Single switch input with scanning is available for children with special needs. Turn "Single Switch Input" on (see above) and click **Options...** to choose the Scan Rate (speed of scanning arrow movement) and the type of Scan Progression:

- Automatic Progression: Scanning restarts automatically after each selection.
- Switch Activated Progression: Switch required to restart scanning after each selection.

Grow Slides & Remembering Progress

Four activities have Grow Slides. As your child successfully answers questions, more difficult questions are offered. The slider automatically moves as your child progresses. You can also move the slider manually. If, for example, the beginning questions seem too simple for your child, you can move the slider to the right to increase the difficulty level.



If the "Remember progress . . ." check box is off (no "X" appears in the box), *Thinkin' Things* **will not** remember your child's progress from session to session. With "Remember progress . . ." off, play always begins at the same difficulty level (the level set on the Grow Slide), regardless of progress made in the previous session.

KidDesk Aware (System 7 or higher required)

KidDesk is a software program that gives children a place of their own on the computer—a personalized desk that provides hard disk security, letting them run only those programs you select for their use. If you run *Thinkin' Things* from *KidDesk*, these additional features are available.

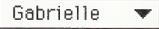
On the Main Menu of *Thinkin' Things*:

- The Stop Sign on the *Thinkin' Things* Main Menu is replaced with a *KidDesk* icon . Click this icon to return to *KidDesk*.

In BLOX activities of *Thinkin' Things*:

- Each child can save up to 9 BLOX-Flying Spheres and 27 BLOX-Flying Shapes Ideas (see pages 17 and 21). To see a child's saved ideas, run *Thinkin' Things* from that child's desk.
- Each child can record and save sounds for the shapes sets (see page 21). To hear a child's saved sounds, run *Thinkin' Things* from that child's desk.

In the Adult Section of *Thinkin' Things*:

- Use the pop-up menu  on the Activity Settings Card to show the Grow Slide and "Remember Progress..." settings for each *KidDesk* user. Changes affect only the selected user.
- Click this button  to apply the current difficulty levels shown on the Activity Settings Card to all *KidDesk* users.
- *Thinkin' Things* uses the *KidDesk* scanning settings (on/off, Scan Rate, Scan Progression). You can temporarily change the settings, however, on the Preferences Card using  **Single Switch Input**. Changes remain in effect until your child returns to *KidDesk*.

Technical Support

Thinkin' Things is designed for enjoyable and easy use. If a problem does arise, first consult Troubleshooting (page 33). If you do not find a solution there, please call our **Technical Support Department**, Monday through Friday, 8 a.m. to 5 p.m. (Pacific Time) at **206-556-8480**.

In order to help you when you call, we will need to know:

- The exact Macintosh model you are using (for example, Performa 405, LC II).
- Additional hardware information, which may include third-party sound device, memory, etc.
- System and settings information, including Control Panel settings (Monitor, Memory, etc.), system version, etc.
- A detailed description of the problem, including specific error messages, your activity before the problem occurred, etc. The more information you give us, the faster we can solve your problem.

If possible, have the program running and call from a nearby phone.

Troubleshooting

Problem	Possible Cause	Solution
Error during installation.	The Thinkin' Things Installer may be running out of hard disk space.	Before installation, increase available hard disk space. If using disk compression software, you may need to make extra space available since some compression software does not report actual free hard disk space.
Error message "Disk not initialized" displayed after inserting <i>Thinkin' Things</i> disk in a Mac II.	Using high-density disks in low-density drive.	Mail in enclosed order form for low-density disks.
Error message about 32-Bit QuickDraw when attempting to run <i>Thinkin' Things</i> .	Using System 6 without 32-Bit QuickDraw.	Run the Installer from your original System 6 diskettes. Choose "Custom Installation." Select 32-Bit QuickDraw.
Flying Spheres does not appear on Main Menu.	Your video does not support 256 colors.	Upgrade your video board or VRAM to support 256 colors.
Irregular movement of flying spheres or flying shapes.	Other programs running at the same time.	Quit all other applications and close any Control Panels before running <i>Thinkin' Things</i> .
Sound breaks up.	Using System 7 with Virtual Memory on.	Turn Virtual Memory off using the Memory Control Panel (see the <i>Macintosh User's Guide</i>).
	Running disk compression utility.	Decompress <i>Thinkin' Things</i> and disable disk compression.
	Running <i>Thinkin' Things</i> from a network file server.	Install <i>Thinkin' Things</i> on your hard disk. Remove copy from network.
Mouse cursor hidden. Large scanning arrow appears on screen.	Single switch input (scanning) is on.	Click Single Switch Input "off" in the Adult Section of <i>Thinkin' Things</i> (page 31).
<i>Thinkin' Things</i> does not display color on a color monitor.	Monitor is set to display "Grays."	Use Monitors Control Panel to set your monitor to "Colors" instead of "Grays" (see the <i>Macintosh User's Guide</i>).
Sound is too quiet or too loud.	Sound volume needs to be adjusted.	Adjust the volume for <i>Thinkin' Things</i> using the Sound Volume control in the Adult Section (page 31).

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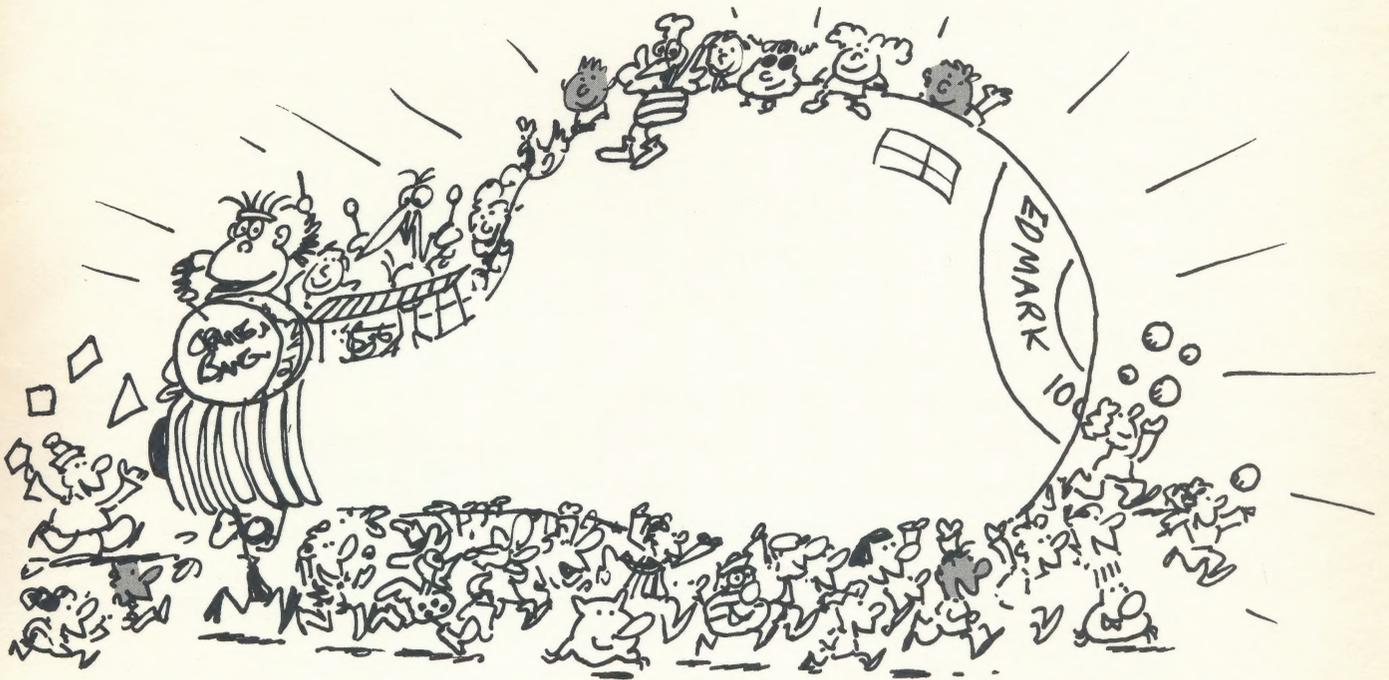
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