Muppets on Stage™
Discovering Letters and Numbers

Apple

SUNBURST
COMMUNICATIONS

PERMISSIONS

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Muppets on Stage™

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INTRODUCTION

"Learning by doing" is important at every age, especially in kindergarten where learning needs to be concrete and tangible. Kindergarten-age children, for the most part, cannot abstract things. They can only acquire this mental imagery by manipulating real objects.

In kindergarten, learning also consists of play. Through play, a child can practice responding to real-life situations in a nonthreatening and constructive manner. Imaginative play especially is a complex and subtle means whereby the kindergarten child integrates the inner and outer aspects of his/her reality.

The computer combines both of these elements, concrete and playful learning, to help children to become independent and creative learners.

Designed especially for use with the Muppet Learning Keys™, *Muppets on Stage* contains three activities designed to help children practice:

- becoming familiarized with the computer;
- learning to recognize letters, numbers, and colors;
- matching upper-case letters to lower-case letters;
- discovering initial consonant sounds;
- being able to count; and
- developing a one-to-one correspondence.

This program is planned for use in preschool, kindergarten or first grade, but may be used effectively at home or in special education settings.

On the next page, you'll find the **Muppet Kindergarten Curriculum Correlation**, which lists kindergarten teaching objectives in listening, speaking, reading, music, art, mathematics, science, social studies, and problem solving. Listed with the objectives are the lessons and activities found in Sunburst's *Muppets on Stage*, *Muppet Word Book*™, and *Muppetville*™.

Muppets on Stage is designed for use with a 64K Apple computer and the Muppet Learning Keys or regular Apple keyboard. A color monitor is helpful. The package includes one diskette, a backup, and a teacher's guide with reproducible worksheets. If you need assistance in operating your computer, check the sections of this guide entitled "Apple: Working with Your Computer" and "What Happens If...?" You can also call Sunburst Communications toll-free at (800) 431-1934.

Muppet™ Kindergarten Curriculum Correlation

LANGUAGE ARTS/FINE ARTS:	Muppets On Stage	Muppet Word Book	Muppetville
Listening:			
1. Focus attention on speaker without interrupting.	*Numbers* Lesson 3B	Additional Activity 2	*Statler & Waldorf* Lesson 4B
2. Respond to storytelling by drawing or painting.	*Discovery* Lesson 1B	Additional Activities 1, 2	
3. Listen to sounds of rhythm and rhyme.			*Animal's House* Lesson 1D
Reading:			
1. Discriminate each letter of the alphabet.	*Discovery* Lessons 1A, 1C, 1D *Letters* Lesson 2A	1. *Parking Lot* 2. *Elevator* Lessons 1A, 1C	
2. Discriminate: • letters from non-letters, • letters from numbers, • upper-case from lower-case.		1. *Parking Lot* Lessons 1A, 1B, 1C, 1D Lessons 1B, 1D Lesson 1C	
3. Match lower-case to upper-case.	*Letters* Lesson 2C	2. *Elevator* Lessons 2A, 2B, 2C, 2D	
4. Understand the direction of conventional print.		6. *Muppet Words*	
5. Discover initial consonant sounds.	*Letters* Lessons 2C, 2D	3. *Pigs in Space*	*Muppet Movies* Lessons 6A, 6B, 6C
6. Match initial letter with beginning sound.	*Letters* Lesson 2C	1. *Parking Lot* Lesson 1D Lessons 3A, 3C	
7. Match picture with beginning sound.	*Discovery* Lesson 1B *Letters* Lessons 2C, 2D	2. *Elevator* Lessons 2A, 2C, 2D Lessons 3C, 3D	*Muppet Movies* Lessons 6A, 6B, 6C
8. Appreciate repetition, rhyme, and rhythm.		3. *Pigs in Space* Lesson 3D 4. *Circus* Lesson 4B	*Animal's House* Lesson 1D
9. Acquire reading vocabulary.	*Discovery* Lesson 1B	3. *Pigs in Space* Lessons 3B, 3C Lesson 6D 4. *Circus* 5. *Muppet Labs*	*Muppet Movies* Lessons 6B, 6C
10. Match initial consonant with an ending.		4. *Circus* Lessons 4B, 4C, 4D	
11. Match endings with initial consonant.		5. *Muppet Labs* Lessons 5B, 5C, 5D	
12. Introduce rhyming words.		3. *Pigs in Space* Lesson 3D	
13. Identify basic parts of a book.		6. *Muppet Words* Lessons 6B, 6C, 6D	
14. Recognize convention in writing, spaces between words, word order, marks on the page.		6. *Muppet Words*	
15. Demonstrate a regard for reading as a pleasure activity.	*Discovery* Lesson 1B	Additional Activity 2	
16. Write your name.		6. *Muppet Words* Lesson 6C	
17. Introduce word processing.		6. *Muppet Words*	
18. Encourage creative expression through storytelling/role-playing.	*Discovery* Lesson 1B	Lessons 1A - 5A Additional Activity 2	*Muppet Factory* Lesson 3A *Animal's House* Lesson 1D

Muppet™ Kindergarten Curriculum Correlation

	Muppets On Stage	Muppet Word Book	Muppetville
LANGUAGE ARTS/FINE ARTS (cont.):			
Music:			
Listen to/perform action song.			*Animal's House* Lessons 1A, 1B, 1C, 1D *Statler & Waldorf* Lesson 4B
Speaking:			
Describe a picture by telling who, what, and where.		1. *Parking Lot* Lesson 1A	
Art:			
Recognize colors.	*Discovery* Lesson 1C		*Statler & Waldorf* Lessons 4A, 4B *The Zoo* Lesson 5A
MATHEMATICS:			
1. Understanding number concepts.	*Discovery* Lesson 1C *Numbers* Lessons 3A, 3B		*Sam's School* Lessons 2A, 2B, 2C, 2D *Muppet Factory* Lessons 3B, 3C
2. One to one correspondence.	*Letters* Lesson 2A *Numbers* Lesson 3B		*Sam's School* Lessons 2B, 2C, 2D *Muppet Factory* Lesson 3D
3. Be able to count 1-20.	*Numbers* Lessons 3A, 3C, 3D		*Sam's School* Lessons 2A, 2B *Muppet Factory* Lessons 3B, 3C
4. Identifying patterns.	*Numbers* Lesson 3D		*Animal's House* Lesson 1D
5. Classifying objects by a common attribute.			*Statler & Waldorf* Lesson 4D *The Zoo* Lessons 5B, 5C
6. Learn the basic shapes.			*Statler & Waldorf* Lesson 4A *The Zoo* Lessons 5A, 5B
7. Classification of data.		1. *Parking Lot* Lesson 1A	*Statler & Waldorf* Lesson 4D
8. Sort objects by shape and color.			*Statler & Waldorf* Lesson 4D *The Zoo* Lesson 5A
9. Identify a like group of objects as a set.		1. *Parking Lot* Lesson 1A	*The Zoo* Lessons 5A, 5B, 5D *Muppet Movies* Lesson 6D
10. To be able to add single-digit numbers.			*Muppet Factory* Lessons 3B, 3C, 3D
11. Discriminate between shapes.			*Statler & Waldorf* Lessons 4A, 4C, 4D *Muppet Movies* Lesson 6D

Muppet™ Kindergarten Curriculum Correlation

	Muppets On Stage	Muppet Word Book	Muppetville
SCIENCE:			
1. To be able to compare shape/sound/size/color.			*Animal's House* Lessons 1B, 1C, 1D *Statler & Waldorf* Lesson 4D *The Zoo* Lessons 5A, 5C *Muppet Movies* Lesson 6A
2. Observe the environment.			*Muppet Movies* Lesson 6A
3. Classify objects by similarities/differences.			*Statler & Waldorf* Lesson 4D
4. To identify zoo animals.			*Gonzo's Zoo* Lesson 5D
SOCIAL STUDIES:			
1. Identify people and their occupations.		Lessons 1A, 2A, 3A, 4A, 5A Additional Activity 1	
2. Identify self by name.		6. *Muppet Words*	
3. To do an activity cooperatively in a group.	All "C" Lessons Additional Activity 1, 2	All "C" & "D" Lessons	All "C" Lessons
4. To learn about our town.			Additional Activity 1
5. To learn safety rules for bicycles.			Additional Activity 2
6. To learn directions.			Additional Activity 2
7. To learn about a country.			Additional Activity 3
8. To learn about the theater.	Additional Activity 1, 2		
PROBLEM SOLVING:			
1. To determine the rule to sort by.		1. *Parking Lot* Lesson 1A Lesson 4A	*Statler & Waldorf* Lesson 4D
2. Recognize that there may be more than one correct answer.		4. *Circus* Lessons 4B, 4C, 4D 5. *Muppet Labs* Lessons 5B, 5C, 5D	
3. To increase memory skills.	*Discovery* Lesson 1D *Letters* Lesson 2A *Numbers* Lesson 3D	2. *Elevator* Lesson 2D	*Animal's House* Lesson 1C *Sam's School* Lessons 2B, 2C
4. To determine the attributes of an object.		1. *Parking Lot* Lesson 2B	*Statler & Waldorf* Lessons 4C, 4D *The Zoo* Lessons 5B, 5D
5. To learn how to sequence events.	*Discovery* Lesson 1D *Letters* Lessons 2B, 2D		
6. To plan ahead and develop strategies.	*Discovery* Lesson 1C		
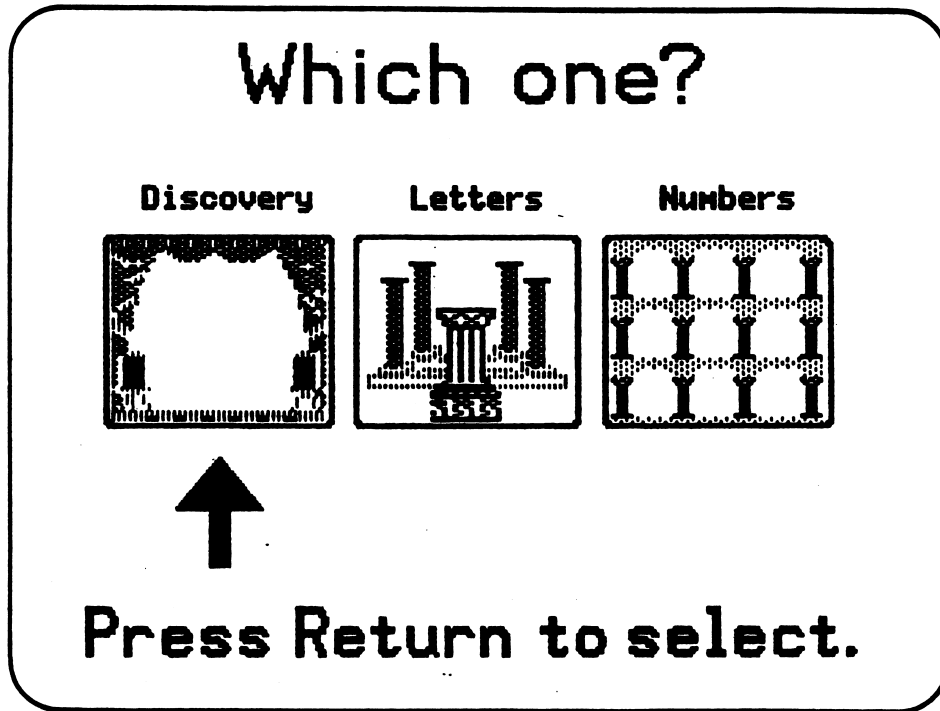
Muppets on Stage: Three Stages

Muppets on Stage contains three different stages for the children to choose from.

Discovery - This stage is designed to have children explore the keyboard. Pressing a key on the keyboard (not all keys are active on the Apple keyboard) results in some type of action on the screen.

Letters - Children are presented with a lower-case letter, an upper-case letter, or picture. They must press the corresponding letter on the keyboard, after which they get an animated reward sequence. There are several levels of difficulty.

Numbers - Children must correctly identify the number of pictures shown on the screen. There are several levels of difficulty.

Using *Muppets on Stage* is especially easy for children who use the Muppet Learning Keys. To respond in the activities, children press the letter keys, number keys, or the picture keys (arrows, GO, HELP, ERASER, ZAP). The regular Apple keyboard also works -- with several differences that are pointed out where appropriate in this guide.

Going to a Stage

After the Sunburst logo and the screen with the Muppets waving, three pictures appear on the screen, with a large arrow underneath the first picture, pointing upwards. Each picture is a miniature version of a stage. Children choose a stage by pressing the left and right arrow keys so that the large arrow is pointing up to that picture.

- On the Muppet Learning Keys, they choose a stage by pressing the left and right arrow keys. Then they press GO to start that activity. The large arrow on the screen will also move by itself from left to right. When it's underneath the desired stage, the children can simply press GO.

- On the Apple keyboard, they choose a stage by pressing the left and right arrow keys. Then they press RETURN to start that activity. The large arrow on the screen will also move by itself from left to right. When it's underneath the desired stage, the children can simply press RETURN.

Leaving a Stage

At any time, children can exit an activity and return to the three stages screen. The children will then be able to choose another stage or to exit the program.

- On the Muppet Learning Keys, they press the ZAP key.

- On the Apple keyboard, they hold down the Control key and press the E key (Control-E).

Ending the Program

Children can end the program when they are at the three stages screen. They'll be asked if they want to use another diskette. If they don't, instructions for turning off the computer and monitor appear on the screen.

- On the Muppet Learning Keys, they press the ZAP key.

- On the Apple keyboard, they hold down the Control key and press the E key (Control-E).
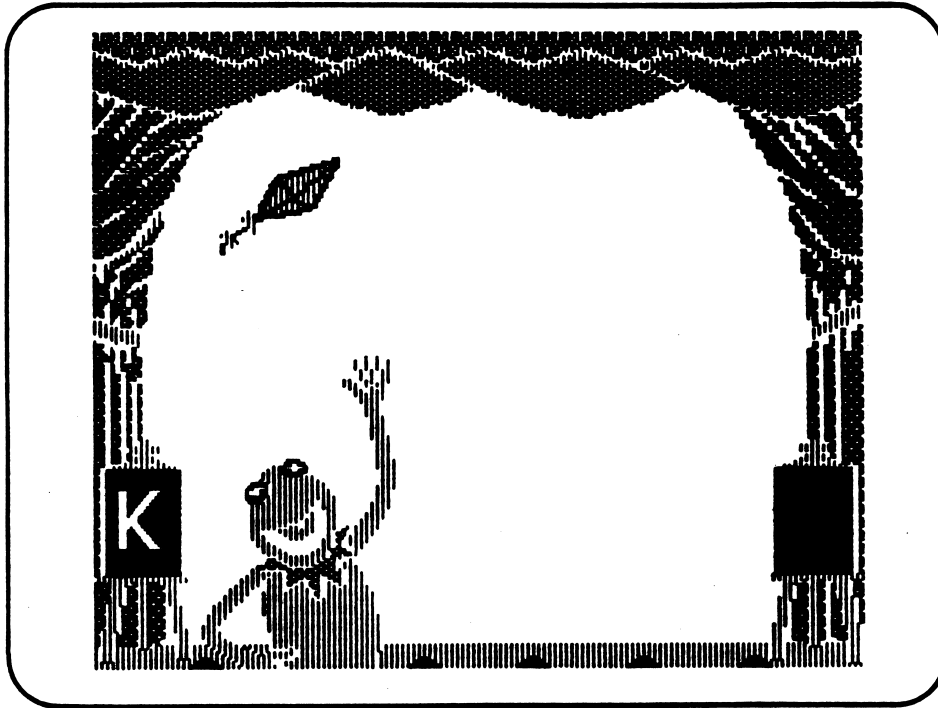
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Teaching Objectives

- To become familiarized with the computer keyboard/Muppet Learning Keys
- To learn to recognize letters, numbers, and colors
- To learn to match an initial letter with a beginning sound

Correlated Lessons

Precomputer:
At the Computer:
Post Computer:

Prerequisite Skill

- None

Discovery is an activity in which students learn that pressing a key on the keyboard will cause something to happen on the screen.

<u>Note</u>: Not all keys on the Apple keyboard are active.

PLAY

When the activity begins, students see an empty stage with easels to the left and right of it. When a letter is pressed on the keyboard, an object with a name beginning with that letter appears on the stage. The letter is displayed on the easel on the left side of the stage. (The punctuation marks and the arrow keys all appear as themselves on the screen.) Pressing a number makes that <u>number</u> of things appear on the stage. The number will show up on the easel on the right side of the stage. Pressing a color on the Muppet Learning Keys causes the things on the screen to change to that color.

- On the <u>Muppet Learning Keys</u>, they press any key to make something happen.

- On the <u>Apple keyboard</u>, they press the number keys, the letter keys, and the arrow keys to make something happen. (There are no specified keys to make objects change colors.)

CONTENT

The stage is set so that the keys on the keyboard are active and will cause something to happen on the screen when they are pressed. (<u>Note</u>: Not all keys on the Apple keyboard are active.)

HELP

Help is available to explain to children how to make things happen in this stage. If the children press HELP, Kermit will appear. He slowly presses one key at a time on the Muppet Learning Keys to demonstrate that each time he presses a key, something else happens on the screen. First, he presses "K" and a blue kite appears on the screen. At this point, a "K" appears on the left easel. Then, he presses the number "7" and seven blue kites appear on the stage. The number "7" appears on the right easel. Finally, he presses the color green to change the color of the kites from blue to green. The student is then returned to the stage.

- On the <u>Muppet Learning Keys</u>, they press the HELP key.

- There is no HELP available on the <u>Apple keyboard</u>.

GO/STOP

Each key on the keyboard has an accompanying movement and noise; in some cases, a tune.

- On the Muppet Learning Keys, they press the GO key. To stop the objects from moving, they press STOP.

- On the Apple keyboard, they press the RETURN key. To stop the objects from moving, they press the RETURN key again.

SPACE

The display can also be moved one step at a time.

- On the Muppet Learning Keys, they press the SPACE key.

- On the Apple keyboard, they press the Spacebar. (To make the display move rapidly, hold the Spacebar down to REPEAT.)

ERASER

ERASER clears the screen and allows students to start from scratch.

- On the Muppet Learning Keys, they press the ERASER key.

- On the Apple keyboard, they press the ESCAPE key.

ZAP

ZAP returns students to the picture of the three stages to select another activity.

- On the Muppet Learning Keys, they press the ZAP key.

- On the Apple keyboard, they press the Control key and the E key (Control-E).
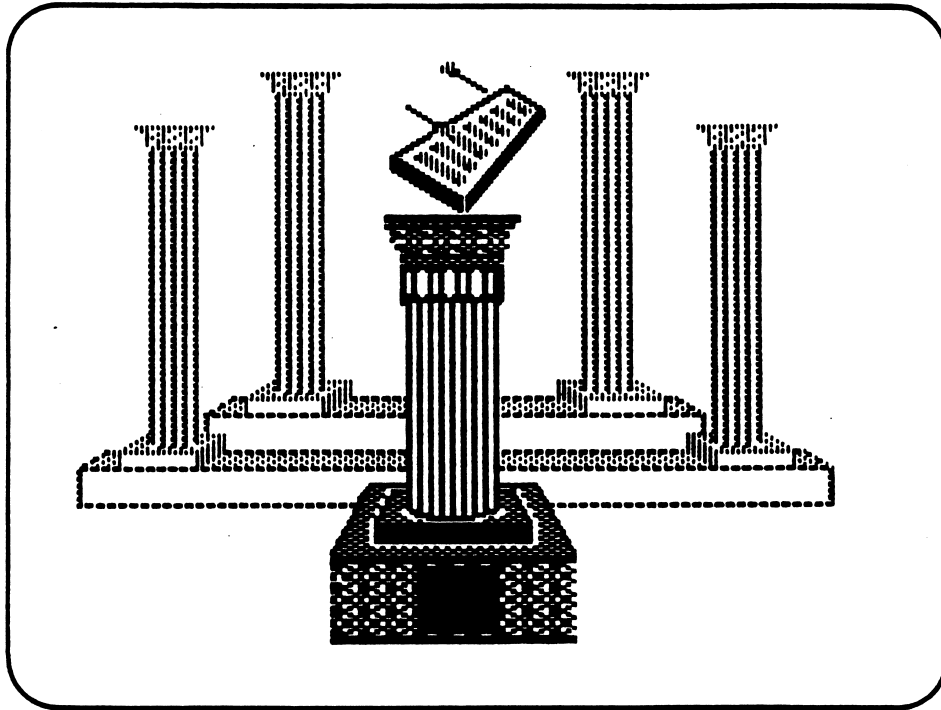
Teaching Objectives

- To discriminate each letter of the alphabet
- To match lower-case letters to upper-case letters
- To discover initial consonant sounds
- To match an initial letter with a beginning sound
- To match a picture with a beginning sound

Correlated Lessons

Precomputer:
At the Computer:
Post Computer:

Prerequisite Skills

- Familiarity with letters

Letters

Letters is an activity in which students learn to recognize the letters (*i.e.,* upper-case and lower-case) of the alphabet.

PLAY

When the activity begins, students see an empty stage with five pedestals; one white pedestal in the middle of the screen and four in the background. An upper-case letter, a lower-case letter, or a picture appears at the top of the white pedestal. The student must press the corresponding letter. (If a picture from the Muppet Alphabet appears, the student must press the initial letter of the word that describes the picture.) If the answer is correct, the music will play and the picture will move. If the answer is incorrect, the computer will just make a sound and the student may try again.

- On the <u>Muppet Learning Keys</u>, they press the letter keys (A - Z).

- On the <u>Apple keyboard</u>, they press the letter keys (A - Z).

CONTENT

The stage can be set to present the child with upper-case letters, lower-case letters, or a picture from the Muppet Alphabet. You can set this in the CHANGE OPTION described on page 15. The stage is initially set to present the child with upper-case letters. You also have the option of selecting which letters the child is presented with and whether those letters should be presented sequentially or nonsequentially (*e.g.,* if you want students to learn their names, go into CHANGE OPTION and select only those letters in each child's name).

HELP

Help is available to provide children with the answer if they have trouble. If the children press HELP, the upper-case version of that letter appears at the bottom of the white pedestal and stays there until the student presses the correct corresponding letter on the keyboard.

- On the <u>Muppet Learning Keys</u>, they press the HELP key.

- On the <u>Apple keyboard</u>, they hold down the Shift key and press ? (the question mark key).

ZAP

ZAP returns students to the picture of the three stages to select another activity.

- On the <u>Muppet Learning Keys</u>, they press the ZAP key.

- On the <u>Apple keyboard</u>, they press the Control key and the E key (Control-E).

How many?
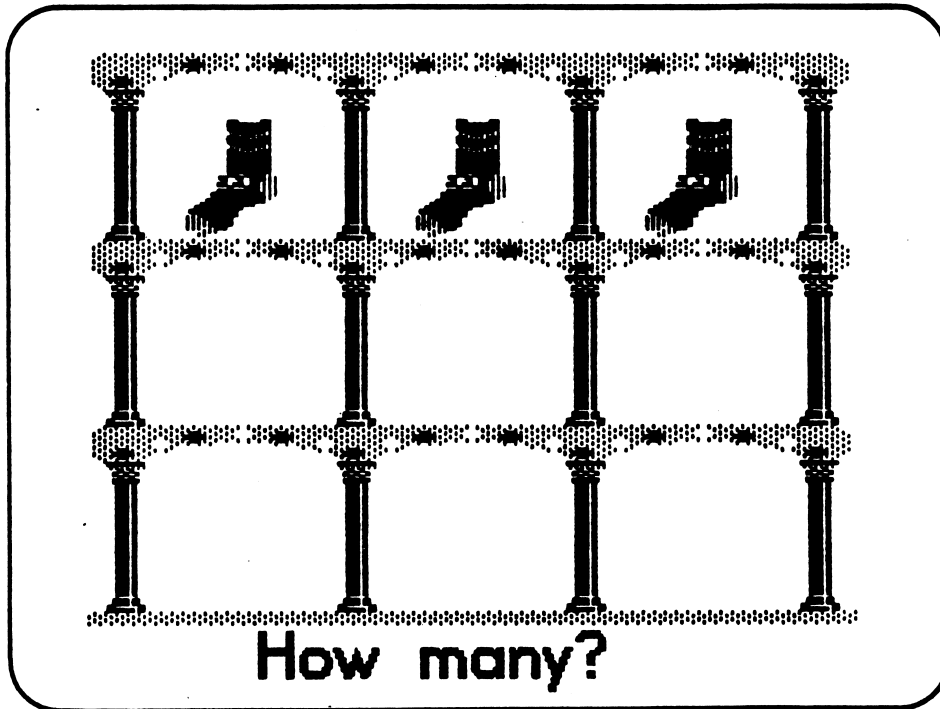
Teaching Objectives

- To understand number concepts
- To be able to count
- To develop a one-to-one correspondence
- To identify patterns

Correlated Lessons

Precomputer:

Lesson 3A: Hop Over The Puddle -- Page 36
Lesson 3B: Number Line -- Page 37

At the Computer:

Lesson 3C: Pictures in the Archways -- Page 39

Post Computer:

Lesson 3D: Number Plates -- Page 40

Prerequisite Skills

• Introduction to numbers 1-9

Numbers

Numbers is an activity which will help your students learn to recognize the numerals 1-9, as well as to count.

PLAY

When the activity begins, students see nine archways. Pictures will appear one at a time in the archways until a number of pictures (from 1-9) is presented. The student must then press the corresponding number on the keyboard. If the answer is correct, the music will play and the pictures will move. If the answer is incorrect, the computer will just make a sound and the student may try again.

- On the <u>Muppet Learning Keys</u>, they press the number keys (1-9).

- On the <u>Apple keyboard</u>, they press the number keys (1-9).

CONTENT

The stage is initially set to present the child with 1-9 pictures, arranged in order (*i.e.,* the pictures are all next to each other, going from left to right and down the screen.). If you go into the CHANGE OPTION, described on page 15, you have the option of selecting which number of pictures the child is presented with, whether the number of pictures is presented sequentially or nonsequentially, and whether the pictures are presented in order or are scattered around the screen.

HELP

Help is available to provide children with the answer if they have trouble. If the children press HELP, the numeral representing the correct number of objects appears at the bottom of the screen next to the question "How many?" and stays there until the student presses the correct key.

- On the <u>Muppet Learning Keys</u>, they press the HELP key.

- On the <u>Apple keyboard</u>, they hold down the Shift key and press ? (the question mark key).

ZAP

ZAP returns students to the picture of the three stages to select another activity.

- On the <u>Muppet Learning Keys</u>, they press the ZAP key.

- On the <u>Apple keyboard</u>, they press the Control key and the E key (Control-E).

Entering CHANGE OPTION

Muppets on Stage provides an opportunity for teachers or parents to customize the three stages to fit children's needs. You can enter CHANGE OPTION when the pictures of the three stages are on the screen. Using the regular Apple keyboard, hold down the Control key and press the "T" or "P" key (Control-T/Control-P). The CHANGE OPTION menu then appears. Before entering CHANGE OPTION, remove the write-protect sticker on the diskette. By pressing the arrow keys, you can choose to change the SOUND setting, to select a different KEYBOARD, or to CONTINUE with other changes.
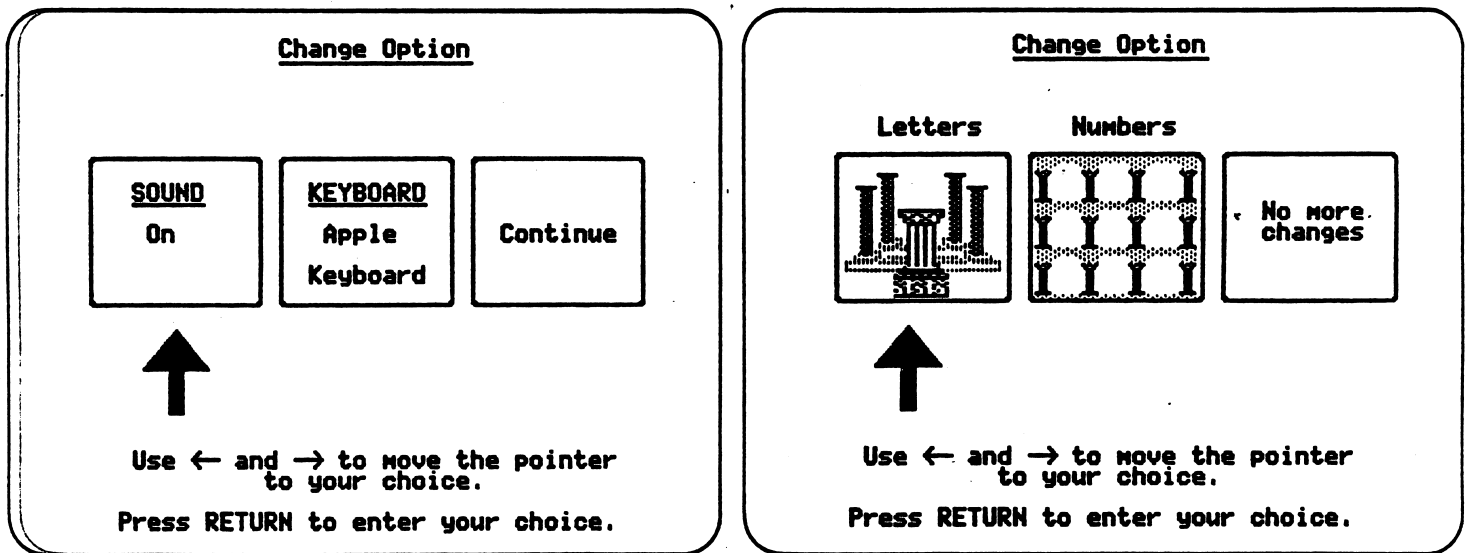
Sound

Choosing SOUND from the CHANGE OPTION menu allows you to control the sound for classroom use. Because *Muppets on Stage* uses sound effects, the original setting for the sound is "on." To change the sound setting, press RETURN when SOUND is selected.

Switching Keyboards

Choosing KEYBOARD from the CHANGE OPTION menu allows you to use different devices to control the program. *Muppets on Stage* originally is set for use with the Muppet Learning Keys. However, the program also works with the regular Apple keyboard. You can change the keyboard setting by pressing RETURN when the arrow is pointing to the KEYBOARD option. Move to "Continue" and press RETURN to make changes to the game settings.

Game Settings: Letters

You may change the focus of play in **Letters** and **Numbers**. Select one to change and press RETURN. Several screens with settings for that stage will appear, which you can then change to fit the needs of your students. The settings for each stage are described on the following pages.

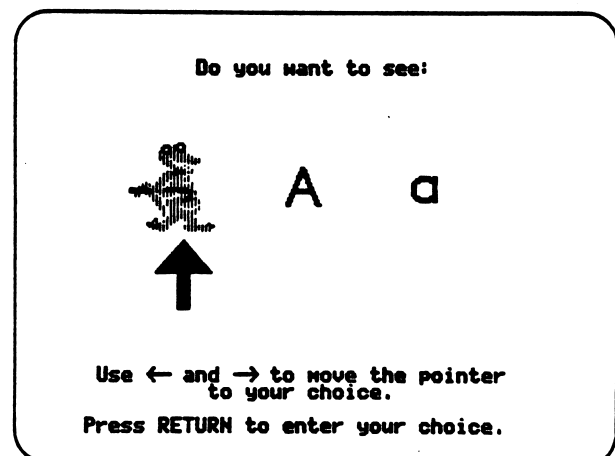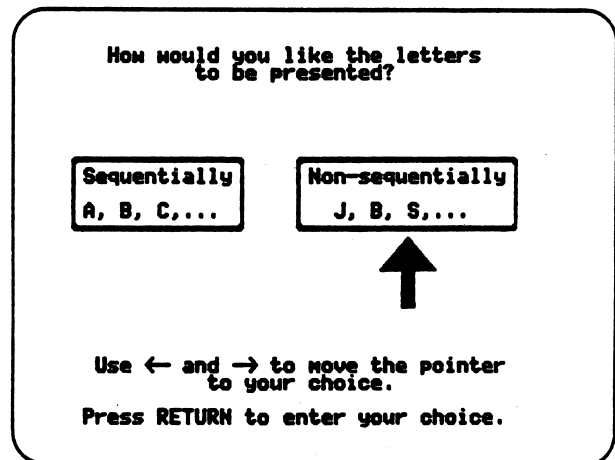LETTER SELECTION: You may choose the letters you want the children to work with. You will be presented with the letters of the alphabet arranged in alphabetical order, from left to right. If there are letters that you don't want the children to be presented with, select those letters by pressing the corresponding key on the keyboard. An "X" will then appear over that letter, and it will not be presented in the **Letters** stage. To change a selection, press that letter on the keyboard a second time and the "X" will disappear.

```
Which letters do you want
       to work with?

  A B C D E F
  G H I J K L
  M N O P Q R
  S T U V W X
  Y Z

 Press the letter keys to make
        a selection.
 Press RETURN to enter your choices.
```

SEQUENTIAL/NON-SEQUENTIAL ORDER: You may choose to have the letters presented in a sequential (*i.e.,* alphabetical) or non-sequential order.

```
How would you like the letters
       to be presented?

 ┌─────────────┐   ┌─────────────────┐
 │ Sequentially│   │ Non-sequentially│
 │ A, B, C,... │   │   J, B, S,...   │
 └─────────────┘   └─────────────────┘
                           ▲

 Use ← and → to move the pointer
        to your choice.
 Press RETURN to enter your choice.
```

LETTER IDENTIFICATION: You may choose to present the children with either a picture (from the *Muppets on Stage* Alphabet), an upper-case letter, or a lower-case letter. If you choose a picture, when the correct initial letter is chosen, the picture will become animated and music will play. If you choose a letter, when the correct corresponding letter is chosen, the letter will be replaced by the picture beginning with that initial letter and the animation and music will start.

```
       Do you want to see:


            A      a
   ▲

 Use ← and → to move the pointer
        to your choice.
 Press RETURN to enter your choice.
```

16
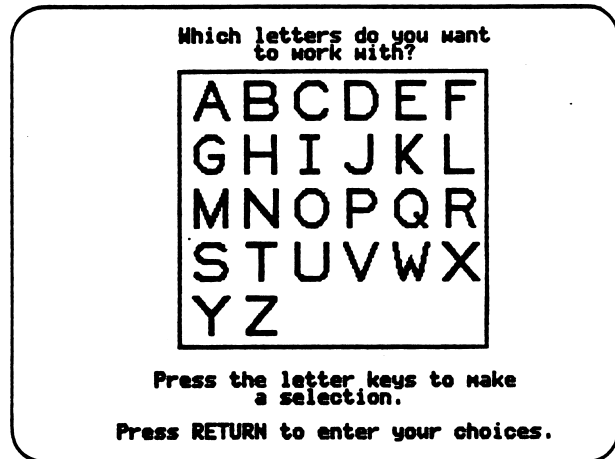
Game Settings: Numbers

NUMBER SELECTION: You may choose the numbers you want your children to work with (1-9). You will be presented with the numbers 1-9 arranged in numerical order, from left to right. If there are numbers that you <u>don't</u> want the child to be presented with, select them by pressing the corresponding keys on the keyboard. An "X" will then appear over that number, and it will not be presented in the **Numbers** stage. To change a selection, press that number on the keyboard a second time and the "X" will disappear.

SEQUENTIAL/NON-SEQUENTIAL ORDER: You may choose to have the numbers presented in a sequential (*i.e.,* numerical) or non-sequential order.

IN ORDER OR SCATTERED DISPLAY: You may choose to have the pictures appear in rows from top to bottom or to appear randomly (*i.e.,* scattered) in the archways.

Leaving CHANGE OPTION

Selecting NO MORE CHANGES from the CHANGE OPTION menu saves your changes to the disk. You then return to the pictures of the three stages, and children may use *Muppets on Stage*. (<u>Note</u>: Changed settings are saved on the diskette and remain in effect until you enter CHANGE OPTION again.)
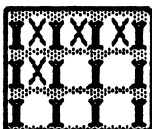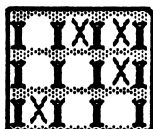
CLASSROOM LESSONS

The 14 classroom lessons that follow are designed for use with *Muppets on Stage*. There are four lessons for each activity, including one reproducible worksheet, two reproducible gameboards, and two additional activities.

The first two lessons of each set are precomputer activities that introduce the children to the three programs. The third lesson of a set is at the computer and uses the skills learned at the first two activities. The fourth lesson reinforces the skills learned in the computer activity.

Each lesson plan is designed so that any materials involved are either already provided in this manual, or are easy to find in any classroom. The "Variations" listed at the end of each lesson offer another way of doing each lesson or an entirely different lesson that also accomplishes the objectives listed in the original lesson.

Lesson 1 includes two reproducible gameboards ("Muppet Squares" on pages 27 and 28). The first gameboard is filled in and may be reproduced and handed out to students. The second gameboard is blank and may be filled in with whatever the teacher wants students to focus on (*i.e.,* numbers, pictures, words). Lesson 2D includes a worksheet ("Who am I?" on page 35) to help familiarize students with the objectives covered in the lesson. Lesson 1A uses 26 index cards lettered A to Z. These letter cards may also be used in Lesson 2A

There are two "Additional Activities." Additional Activity 1, "On Stage with the Muppets," focuses on theater architecture. Activities include designing a classroom theater. Additional Activity 2, "Muppet Theater" focuses on theater, drama, and plays. Activities include writing a class play to be performed in the class theater.

Letter Fishing

Skill

Knowing the letters of the alphabet

Subject

Language Arts/Reading

Objectives

- To discriminate each letter of the alphabet
- To learn the alphabet
- To develop motor skills (*i.e.,* to strengthen hand-eye coordination)

Materials Required

26 index cards
Paper clips
Stick (*e.g.,* a branch)
Piece of string (dental floss, yarn, etc.)
Magnet

LESSON PLAN:

1. Write the letters of the alphabet on the index cards. Attach a paper clip to each card. Then, make a "fishing pole" out of a stick and a piece of string with a magnet tied to the end.

2. Put the cards into a box and let the children "fish" by trying to catch one of the paper clips on the magnet.

3. When a child "hooks" one of the letters, he can keep it if he can say what the letter is. If he doesn't know, he must put it back into the "water." Then, it's the next child's turn.

Variations

Write out numbers/draw shapes on the index cards.

<u>"Letters Album"</u>

Skill

Knowing the alphabet

Subject

Language Arts/Listening
Language Arts/Reading

Objectives

- To respond to storytelling by drawing or painting
- To demonstrate a regard for reading as a pleasure activity
- To encourage creative expression through storytelling
- To acquire a reading vocabulary
- To match a picture with a beginning sound

Materials Required

Paper
Crayons
Suggested Kindergarten Reading List (pages 22 - 24)

LESSON PLAN:

1. Using the Suggested Kindergarten Reading List provided in this guide--which lists at least one book for each word in the Muppet Learning Keys Alphabet--or your own; have all of the children make up a "Letters Album."

2. Each "page" in the album is an 8 1/2" X 11" sheet of paper which consists of a letter, a word that corresponds to it on the and a picture of that word. For example, if you used the reading list provided in the guide, the first page in the album would consist of the letter "A" and the word "Alligator" on the left-hand page and a picture of the alligator on the right-hand page.

3. Go through your reading list in order; from A to Z. After you read a book, have the

children make that page in their album. (Encourage the children to make a drawing out of each picture and to color it in. For example, an Alligator could be eating an apple while driving an ambulance.) The sheets can be gathered together and stapled between two sheets of construction paper so that each student has a booklet of their own. Don't forget to make a cover for the book.

Variations

1. Make a class "Alphabet Bulletin Board." Divide the board into sections and label each section with a letter in the alphabet (*i.e.*, section A, section B, etc.). Have magazines available to cut out pictures. Encourage the children to cut out a picture, show it to the class, name the beginning letter, and place it on the board. As popular letters fill up, you can encourage the children to bring in pictures for the more difficult letters. Ask the children to bring in pictures from home. You can also take polaroids of the children in the class and post their pictures on the bulletin board in the section with the letter of their first name. (This also goes for any class pets or pets at home.)

2. Have "Letter Days," starting off with the letter "A," and continuing through the alphabet. Remind the children the day before, and have them bring in something beginning with the letter of the day from home to share with the class. It could be anything; a picture, food, clothing. Have a snack beginning with the letter of the day. Try to incorporate the letter into many activities during the day so that it is reinforced.

Suggested Kindergarten Reading List

Ⓐ is for **Alligator**:

Alligators All Around by Maurice Sendak
Frederick's Alligator by Esther Allan Peterson

Ⓑ is for **Bird**:

Come Again, Pelican by Don Freeman
Mr. Biddle and the Birds by Lonzo Anderson

Ⓒ is for **Camel**:

The Happy Dromedary by Berniece Freschet
The Last Camel by Earle Goodenow

Ⓓ is for **Dragon**:

Everyday a Dragon by Joan M. Lexall

Ⓔ is for **Elephant**:

The Story of Babar by Laurent de Brunhoff

Ⓕ is for **Fire**:

Coyote Goes Hunting for Fire by Margery Bernstein & Janet Kobrin

Ⓖ is for **Ghost**:

Georgie and the Buried Treasure by Robert Bright

Ⓗ is for **Hamburger**:

What Happens to a Hamburger? by Paul Showers

Ⓘ is for **Ink**:

Ink by Vicki Cobb (Secret Life of School Supplies)

J is for **Jack(-in-the-Box)**:

Jack and the Beanstalk by Joseph Jacobs

K is for **Kite**:

Curious George Flies a Kite by Margret Rey

L is for **Lobster**:

"The Lobster and the Crab" (Fables) by Arnold Lobel

M is for **Monkey**:

The Chimp and the Clown by Ruth Carroll
Curious George by Margret Rey

N is for **Nose**:

The Nose Book by Al Perkins
A Nose for Trouble by James Arthur Kjelgaard

O is for **Ostrich**:

"The Ostrich in Love" (Fables) by Arnold Lobel

P is for **Pretzel**:

Pretzel by Margret Rey

Q is for **Queen**:

She Was Nice to Mice by Alexandra Sheedy

R is for **Rocket**:

Rockets Don't Go to Chicago by Jane Thayer

S is for **Socks**:

Socks by Beverly Cleary

T is for **Turtle**:

Turtle Tale by Frank Asch
Look, There is a Turtle Flying by Janina Domanska

U is for **Umbrella**:

The Leaky Umbrella by Demi

V is for **Violin**:

Violin by Myron Levoy

W is for **Walrus**:

Very Worried Walrus by Richard Hefter

X is for **Xylophone**:

All about the Symphony Orchestra by Dorothy Commins

Y is for **Yo-yo**:

Yo-Yos by Ross Robert Olney

Z is for **Zipper**:

Zippety zip: A Book about Dressing by Harriet Ziefert

Muppet Squares

Skill

Recognizing colors, letters, and numbers

Subject

Art
Mathematics
Language Arts/Reading
Social Studies
Problem Solving

Objectives

- To learn to recognize colors
- To discriminate each letter of the alphabet
- To understand number concepts
- To do an activity cooperatively in a group
- To plan ahead and develop strategies

Materials Required

Muppets on Stage
"Muppet Squares" gameboards (pages 27 - 28)
Soft wood, styrofoam (as backing for the spinner)
Shirt cardboard, oaktag (for spinner)
Pushpin or small nail (to attach spinner to backing)
Pennies or other small objects to use as markers

LESSON PLAN:

At the computer:

Sit down at the computer with the children, load the *Discovery* stage and experiment with the keyboard. Let each child have a turn pressing a key to see what it will do. To make it more interesting, have the child predict what will happen if a particular key is pressed.

<u>The game</u>:

1. When you think the children recognize the letters, numbers, and colors, play "Muppet Squares". Make copies of the "Muppet Squares" gameboard -- one for each small group of students (*i.e.,* five children to a group). There are two "Muppet Squares" gameboards -- a sample gameboard on page 27, already filled in for you to use, and a blank gameboard on page 28. The game is designed so that you fill in the squares with whatever you want to focus on (*e.g.,* colors, letters, words).

2. Make spinners and arrows out of the shirt cardboard and attach them to the soft wood. Divide the cardboard into sections so that each section contains one color/letter/number, as many sections as you want to focus on. You may only want to focus on a few at a time. Use the pushpin/small nail to attach arrows to the middle of the plate so that the arrow spins freely to the various sections on the plates.
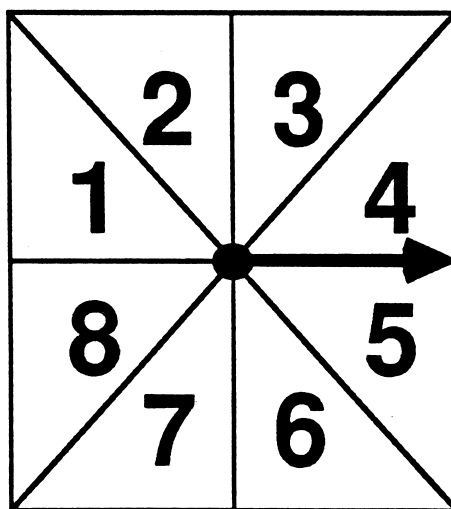
3. The object of the game is to be the first to get from the Start square to the Finish square. The children spin the spinner and move their markers to any adjacent square having that characteristic (*e.g.,* color, letter, number). If none of the adjacent squares have that characteristic, the children skip a turn. They may follow any path along the gameboard, including choosing between two squares with the same characteristic and not being able to land on any blank squares.

Variations

1. Let the children fill in the gameboard.

2. Write directions on some of the squares (these squares should not be filled in with a color, letter, or number). For example, some of the directions could be "Oops! You stepped on Kermit. Skip a turn," or "Miss Piggy wants you to have an extra turn."

MUPPET SQUARES - SAMPLE

FINISH

	2		2		1	3
1	3	1	2		2	4
4		3		1	3	
3	2		4		1	3
1		1		2	1	2
4	3		4		3	4
1	2	2		2		4

START

MUPPET SQUARES

FINISH

START

"I Went to the Supermarket and I Bought..."

Skill

Knowing the letters of the alphabet

Subject

Language Arts/Reading
Problem Solving

Objectives

- To discriminate each letter of the alphabet
- To discover initial consonant sounds
- To increase memory skills
- To learn how to sequence events

Materials Required

None

LESSON PLAN:

1. Have all of the children sit down in a circle. Play "I Went to the Supermarket and I Bought..."

2. Start off with one child who says "I went to the supermarket and I bought an apple." The next child must then name something bought beginning with a "b." This continues with each child "buying" something at the store, a food/thing beginning with the next consecutive letter in the alphabet. A child who cannot think of something can ask for help.

Variations

1. To make it a little more difficult, go around the circle having each child list everything that everyone before him/her bought, in alphabetical order.

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2. While going through the alphabet, encourage students to think of uncommon objects for the letters, being sure to reinforce creativity positively (*e.g.,* Finding an Astronaut or Ant at the grocery store instead of the usual Apple).

3. Play "Duck, Duck, Goose" with letters. Have the children sit down in a circle. Ask one child to start by going around the circle, tapping everyone lightly on the head, repeating one letter and then saying a different letter for a chosen child (*e.g.,* A, A, A, B). The child that is tapped and "called" B gets up and chases and tries to tag the first child while the first child runs around the circle to sit down in the second child's place in the circle. If tagged, the first child must sit in the "cookie jar" (the center of the circle). Otherwise, the second child begins going around the circle, starting another round in the game. Continue until every child has had a chance to go around the circle.

What's the Missing Letter?

Skill

Knowing the letters of the alphabet

Subject

Language Arts/Reading
Mathematics
Problem Solving

Objectives

- To discriminate each letter of the alphabet
- To develop a one-to-one correspondence
- To increase memory skills

Materials Required

26 index cards

LESSON PLAN:

1. Make up "letter cards." Take the index cards and letter them A-Z (See Lesson 1A).

2. Place all the cards on a table, in order, face up for the players to see. Then, still face up, mix up the cards.

3. Ask one child to remove one letter card while the other children close their eyes. The other children try to guess the missing card without touching the other cards on the table (*e.g.,* by process of elimination). The winner is the first person to identify the missing letter card. The card is then returned to the pile and the winner removes the card in the next round.

Variations

1. Allow the players to arrange the letter cards to help them find the missing one.

2. Start with letters A-G and build to all twenty-six cards.

3. You mix up the positions of the cards while the children have their eyes closed.

The Name Game

Skill

Knowing the letters of the alphabet

Subject

Language Arts/Reading
Problem Solving

Objectives

- To match initial letter with beginning sound
- To discover initial consonant sounds
- To increase memory skills
- To develop sequencing

Materials Required

None

LESSON PLAN:

Have all of the children sit down in a circle. Start the game by going around the circle, having the children say their names and an adjective describing themselves beginning with the same first letter (*e.g.,* Busy Billy, Smart Susan).

Variations

1. To make it more difficult, as the children say their names and corresponding adjectives, have them also tell the names/adjectives of the previous children.

2. Instead of the children's names, use the names of animals or objects (*e.g.,* bouncing bear, red rhinoceros, dynamic dinosaur). This game can also be used as an introduction game at the beginning of school. The children will tend to remember each other's names with the adjectives, so help out with the word choosing as you go through the game.

Letter Matching

Skill

Knowing the letters of the alphabet

Subject

Language Arts/Reading
Social Studies

Objectives

- To discover initial consonant sounds
- To match initial letter with beginning sound
- To match lower-case letters to upper-case letters
- To match a picture with a beginning sound
- To do an activity cooperatively in a group

Materials Required

Muppets on Stage

LESSON PLAN:

1. Go into the CHANGE OPTION and set up the **Letters** stage so that lower-case letters are selected. (Then, the children must choose the corresponding upper-case letter on the keyboard in order to have the animation and music start.) Also, choose which letters you want the children to focus on that day.

2. Go into the **Letters** stage and have the children come up one at a time to choose the corresponding capital letter. If the child's answer is correct, a picture from the Muppet Alphabet appears and goes through an animated sequence with music. Ask another child to identify the picture. If the child's answer is incorrect, either let him/her have a second try or ask another child to try to match it. Continue until you have gone through all of the letters on which you want to focus.

3. At this point, go back into the CHANGE OPTION and set up the **Letters** stage so that the pictures from the Muppet Alphabet will appear on the white pillar. This is more difficult for the children, since they must identify what the picture is of, determine what its beginning sound is, and figure out what letter makes that beginning sound. Go back into the **Letters** stage and continue as before.

Muppet Rebus

Skill

Matching initial letter with beginning sound

Subject

Language Arts/Reading
Problem Solving

Objectives

- To match a picture with its beginning sound
- To discover initial consonant sounds
- To learn how to sequence events

Materials Required

"Who am I?" worksheet (page 35)

LESSON PLAN:

Make copies of the "Who am I?" worksheet for every child in the class. Ask them to write down the first letter of each Muppet Alphabet picture in the space provided below each picture and then put the letters together to make up a word.

Variations

Have the children sit in a circle. Ask one child to think of an object (*e.g.,* anything from the Muppet Alphabet, something from the classroom). Write the name of that object in large letters on a piece of paper. Hold the piece of paper up so that the whole class can see it and, as you go through each letter in the word, have the class call out other objects with that beginning sound. Write each new word going down from the letter in the original word.

WHO AM I?
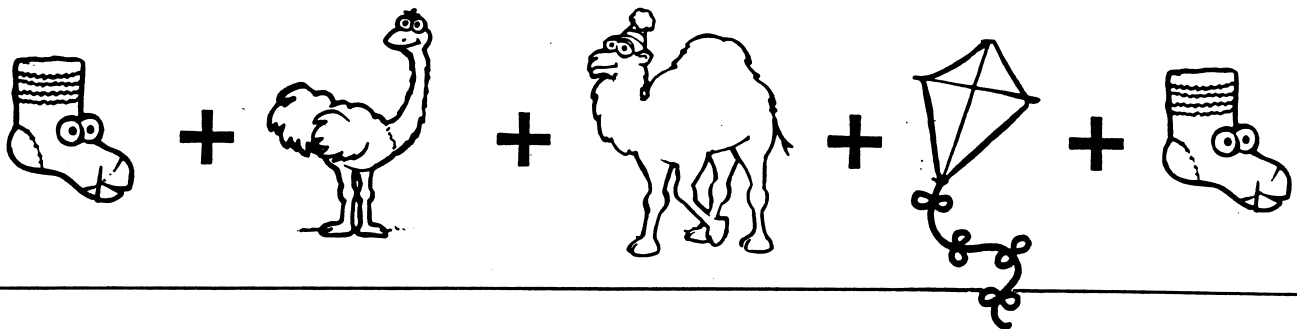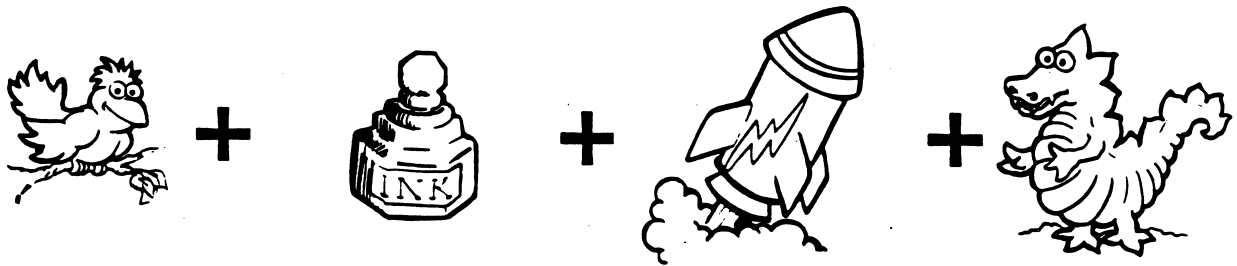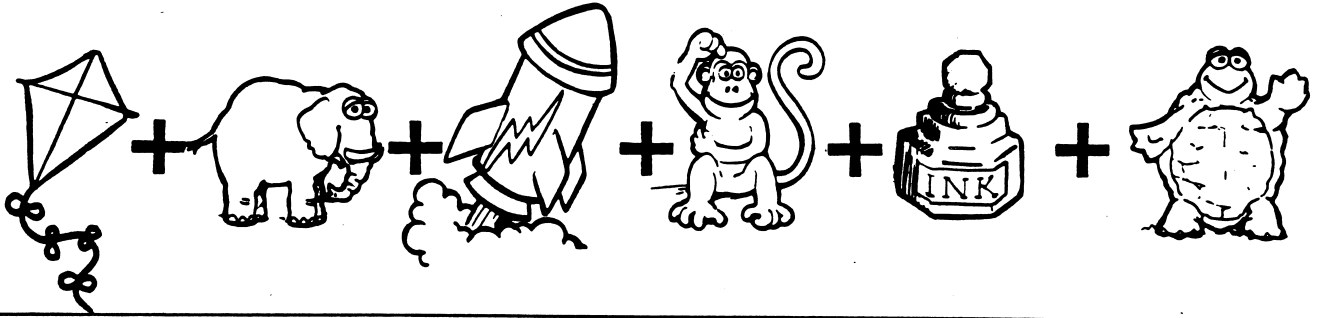
Hop Over The Puddle

Skill

Knowing numbers 1-9

Subject

Mathematics

Objectives

- To understand number concepts
- To learn numbers 1-20

Materials Required

20 index cards

LESSON PLAN:

1. Make up "number cards." Take the index cards and number them 1-20.

2. Lay number cards 1-9 on the floor. The cards are "puddles" on a trail. The children walk along the trail and hop over the puddles, naming each number. If they name a puddle incorrectly, they "fall" into it and are out of the game.

Variations

1. Play "Number Card Concentration" with small groups of up to five children. Make two sets of number cards. Lay them out on the floor face down. Have one child pick up two cards, one at a time, trying to get a pair. If the cards don't match, the child needs to put the cards back in the pile face down, remembering what they are. Then, it's the next child's turn. The child with the most pairs of cards at the end of the game wins.

2. Build to all twenty index cards.

"Number Line"

Skill

Counting 1-20

Subject

Language Arts/Listening
Mathematics

Objectives

- To learn to focus attention on speaker without interrupting
- To understand number concepts
- To develop a one-to-one correspondence
- To learn to compare the cardinal number of a set of concrete objects with its representation on the number line

Materials Required

Masking tape

LESSON PLAN:

1. Make a floor number line (*i.e.,* a series of consecutive numbers). Use masking tape to make the numbers 1-20 about 10" square in a straight line in a clear place in the classroom. It might help to use the masking tape to make a box around the numbers. Using square floor tiles may also help in this procedure.

2. Practice counting out loud with the children up and down the number line, using it as a visual aid.

3. When you are sure that the children know how to count from 1-20, have each child gather a set of concrete objects (*e.g.,* 12 paper clips, 7 leaves found on a nature walk, etc.). Have the children gather around the number line and ask one child at a time to come up and place their "things" in the correct place on the number line (*i.e.,* next to the number on the number line that corresponds to the number of objects).

After the items are placed next to the number on the number line, count them out loud with the entire class to make sure that they are in the correct place. If they are not in the right place on the number line, ask that same child or another child to put them in the right place.

Variations

1. Make a "Numbers Album" (similar to the Letters Album in Lesson 1D). Using the pictures from the Muppet Learning Keys or your own, have the child write a number and the number word on the left-hand page and draw the corresponding number of pictures on the right-hand side.

2. Have each child in the class stand on a number on the number line. Sing the song "Who stole the cookies from the cookie jar?" You start it off by singing the next line "Number (x) stole the cookies from the cookie jar." Then, the child whose number you called says, "Who, me?" And you reply, "Yes, you." The child says, "Couldn't be." And you respond, "Then, who?" The child completes the round by calling on another child, "Number (x) stole the cookies from the cookie jar." And the song continues. (You can also sing this song with names.)

Pictures in the Archways

Skill

Knowing numbers 1-9

Subject

Mathematics
Social Studies

Objectives

- To be able to count 1-20
- To develop a one-to-one correspondence
- To do an activity cooperatively in a group

Materials Required

Muppets on Stage

LESSON PLAN:

1. Go into the CHANGE OPTION and set up the **Numbers** stage so that the numbers appear in order in the archways. Also, choose which numbers you want the children to focus on that day.

2. Go into the **Numbers** stage and have the children come up one at a time to press the number on the keyboard corresponding to how many pictures are in the archway. If the child's answer is correct, the pictures go through an animated sequence with music. If the child's answer is incorrect, either let him/her have a second try or ask another child to try to determine how many pictures there are. Continue until you have gone through all of the numbers.

3. At this point, go back into the CHANGE OPTION and set up the stage so that the numbers appear in a scattered order in the archways. This is more difficult, since the children must create their own strategies with which to count the pictures. (*i.e.,* some kind of order). Go back into the **Numbers** stage and continue as before.

Number Plates

Skill

Knowing numbers 1-20

Subject

Mathematics
Problem Solving

Objectives

- To be able to count 1-20
- To be able to identify patterns
- To increase memory skills

Materials Required

9 paper plates
Paper bag

LESSON PLAN:

1. Take nine paper plates and cut each one into thirds. Label one section with the numeral (*e.g.,* 2), one with the number word (*e.g.,* two) and one with a picture of objects corresponding to that number (*e.g.,* a picture of two hats).

2. Get the children together in a large circle and sit down on the floor. If you work in small groups, you need a set of plates for each one. Explain that they are going to learn how to match numerals, number words, and number pictures. Take the bag of paper plate pieces and mix them up.

3. Take one piece out of the bag and put it down on the floor. Pull out another piece from the bag and ask the students if it matches the piece on the floor. If it does match, put it next to the first piece so that it looks like a circle, two-thirds full. If it does not match, you have the option of setting it out on the floor in a separate place from the first piece, or of putting it back into the bag (You can then continue to draw

pieces from the paper bag until you draw one that matches the one on the floor).

4. Continue to do this until the nine plates are completed.

Variations

1. Let the children make their own plates with their "favorite" number. Then, either use those plates in the class activity or have them paste the plates together onto uncut paper plates (*i.e.,* as a template) on their own or in small groups.

2. Play number plate Concentration. Put all of the plate pieces on a flat surface, face down. Have a child pick up three plate pieces. If they all match, that plate is theirs for the scoring. If the pieces do not match (even if two do match), they must be put back on the surface face down for the next child's turn. The child with the most plates wins the game.

Additional Activity 1

"On Stage with the Muppets"

Skill

Understanding that different types of plays require different types of stages

Subject

Social Studies

Objectives

- To introduce the children to architecture/theater/acting
- To do an activity cooperatively in a group

Materials Required

Mural-type paper
Paints, crayons, markers

LESSON PLAN:

1. Sit down with the children and ask them to describe a theater stage. Try to get specific answers (*i.e.,* a stage has a curtain that comes down, there are stairs to get up onto a stage). Take the children to your school auditorium to look at the stage and ask them to describe a stage again. Ask the children why they think people invented stages.

2. In the classroom, load *Muppets on Stage* into the computer. Go into each stage and show the children the different features each stage has. In **Discovery**, the stage is a typical raised platform with a curtain off to the sides and easels at the side. In **Letters**, the stage is somewhat different, having only pedestals on which the characters appear. In **Numbers**, the stage is now composed of archways. The children may not have even noticed that **Letters** and **Numbers** <u>had</u> stages!

3. Ask the children if certain types of stages are better for certain performances than others? (*i.e.,* One purpose of a stage might be to conform to the characteristics of the performance that will be put on there. For a Shakespeare play, like Romeo and

Juliet, it would probably be more effective to have a balcony and a trellis for the famous balcony scene than to do it on flat ground, since an effect is trying to be created.)

4. The following is some background on theater for your own use. The first theaters, called amphitheaters, were built by the ancient Greeks 2500 years ago. They were open circular structures designed to accommodate the entire local community since Greek plays were considered civic functions--something everyone had to attend. The Romans changed the focus of the theater to emphasize splendor, comfort, and space for an elaborate production. It wasn't until the 1500's that theaters became indoor structures, because at first theater consisted mainly of dance and you need room for dance. Later on, theater shifted to acting. During the time of the Renaissance, the Italians focused on elaborate scenery and small, intimate theaters for groups of elite people. The theater was no longer for everyone--it was for a select few. The French were conservative in their theater design and the English were simple--they had plays on simple platform stages. The Japanese stage combined a pebble path and a roof like a pagoda. Modern theater was introduced in the 1920's--new types of scenery (*e.g.,* fragmentary) and things like actors in the audience were the hallmark of this time. At this time, also, the theater became available for anyone who wanted to attend.

5. Divide the children into small groups. Give each group a large piece of mural paper and things to draw with. Ask each group to design their own stage, keeping in mind the parts of a stage previously discussed. The children have the option of drawing any stage you have seen or discussed: a stage similar to the one in school, one of the three stages from *Muppets on Stage*, or designing one of their own. After the children have finished drawing their stages on paper, gather the small groups together and ask each group to explain why they designed their stage in that particular way.

Variations

Use different materials (*i.e.,* cardboard, magazines, ice cream sticks, string, clothespins, shoeboxes) to build a stage/diorama with the children in the classroom. Or, have the children build stages on their own, in small groups or at home. Encourage the children to try to make something different from what they saw, possibly something they heard about or may have thought of. Have a contest--judge the stages on creativity, originality, functionality, etc.

Additional Activity 2

"Muppet Theater"

Skill

Understanding that different plays require different costumes and accessories

Subject

Social Studies

Objectives

- To introduce the children to architecture/theater/acting
- To do an activity cooperatively in a group

Materials Required

Books around the classroom
Paper plates
Ice cream sticks/string/tape

LESSON PLAN:

1. Talk about plays with the children. Call on specific children and ask them if they've ever seen a play. Ask them if they remember what it was about, what the characters in the play were like, what the actors wore, what the scenery was like.

2. The following is some background on theater for your own use. People started doing plays in the 5th century in India and have continued until today. Also, in different time periods, and in different countries, people were trying to express different messages. For example, in ancient Greece, a play called the "tragedy" prevailed. It consisted of only male actors with a group of men called a chorus who sang about what was about to happen in the play. In Rome, the actors were slaves, both male and female, who performed comedy. In China, acrobatic feats were the main attraction and some of the actors in the plays needed to be very strong. In Japan, male actors simply mimed what a storyteller or chorus recited.

Religion was very important in plays at first, to be replaced by social/artistic revolt and musicals. Plays tend to focus on the issues of the day.

Actors in plays made use of different props to create an environment within the play. Japanese actors wore expressionless masks so that they were merely acting out what someone else read aloud to the audience. The Greeks wore masks to identify characters within the play. Chinese actors painted their faces different colors as symbols (*e.g.*, gold represented the gods, green represented the demons, and red represented vigor and loyalty). Chinese, Japanese, and Greek actors also wore elaborate garments as symbols.

3. Pick out a simple story, like Goldilocks and the Three Bears, to act out with the children. Keeping in mind how plays can be done, ask the children how they would set up the stage. Would they use props? If so, what kind and where would they be placed? Should the characters wear costumes? If you don't have dress-up clothes in the classroom, you can either ask the children to bring some in from home, make some costumes at school, or you can make signs with the characters' names on them. You can also make masks that look like the characters' faces or like the Japanese, you can make expressionless masks for the children to wear while they act out the story as the "storyteller" tells it.

4. Make a stage for your play using what you learned in Additional Activity 1. First, discuss the play with the children and decide what type of stage would be best for the type of story you're acting out. The main thing to keep in mind is that the stage/theater should be designed for the play.

Variations

1. Have the kids make face masks (a paper plate/piece of cardboard/construction paper with an ice cream stick holding it up), costumes from different materials, etc.

2. Talk about plays where actors don't show their faces on stage. They can act through something. A ventriloquist acts through a dummy and with a dummy at the same time. A puppeteer uses puppets or marionettes (*i.e.*, puppets on string) to put on a show. Put on a puppet show. Let the children make their own puppets out of construction paper and ice cream sticks, and string (if necessary). Make Muppet puppets.

3. Do a shadow puppet show. Make a stage out of oaktag big enough for an 11" X 17" piece of paper. Make different scenes on pieces of translucent paper (this will allow

light to show through). Make puppets (*i.e.,* silhouettes of characters from a story that you want to act out) out of black oaktag or thick construction paper. Paste the puppets onto ice cream sticks. Turn off all of the lights in the classroom except for one behind the scene. Move the puppets behind the screen to act out the story while a storyteller narrates it.

4. Do a musical. Make up a play using the songs from the **Discovery** stage in *Muppets on Stage.*

> A - **Camptown Races**
> J - **Pop! Goes the Weasel**
> K - **The Daring Young Man on the Flying Trapeze**
> M - **The Mulberry Bush**
> P - **Oh, You Beautiful Doll!**
> S - **Twinkle, Twinkle, Little Star**
> T - **Old MacDonald Had a Farm**
> U - **It's Raining, It's Pouring, The Old Man is Snoring!**

You can either design a play around a song or simply incorporate any of the songs from the diskette or any other songs into the play. Assign roles and perform the musical for other classes in the school.

APPLE: WORKING WITH YOUR COMPUTER

1. Turn on the television or monitor.

2. Insert the diskette into the disk drive with the label facing up 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 in about 10 seconds, turn the Apple off and make sure your diskette is placed correctly in the disk drive.

6. The *Muppets on Stage* program will appear.

7. When the pictures of the three stages are on the screen, hold the Control key and press the P or T key (Control P/T) to enter the CHANGE OPTION. Choose KEYBOARD and then select the Apple keyboard. From then on, you may use the Apple keyboard.

8. If you wish to stop during the program, hold down the CTRL (CONTROL) key and press E or press the ZAP key on the Muppet Learning Keys.

Turning Off the System

1. Remove the diskette from the disk drive and return it to its place of storage.

2. Turn off the Apple.

3. Turn off the television or monitor.

Apple IIGS: Control Panel Settings

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

To Use the Control Panel:

- Turn on the Apple IIGS 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 IIGS 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 IIGS.

To Change the Display:

- Highlight **Display** and press RETURN.
- Set **Type** to **Color.**
- 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.

If you use a 5.25-inch drive connected to the disk drive port:

- Highlight **Slots** and press RETURN.
- Set **Slot 6** to **Disk Port.**
- Set **Startup Slot** to **Scan.**
- Press RETURN to go back to the Control Panel.

If you use a 5.25-inch drive connected to a controller card in Slot 6:

- Highlight **Slots** and press RETURN.
- Set **Slot 6** to **Your Card.**
- Set **Startup Slot** to **Scan.**
- Press RETURN to go back to the Control Panel.

APPLE: WORKING WITH YOUR MUPPET LEARNING KEYS

1. Plug the Muppet Learning Keys 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 Muppet Learning Keys into the adapter.

2. Follow the steps on page 47 to turn on your Apple and start the program.

3. *Muppets on Stage* is initially set to work with the Muppet Learning Keys. When the pictures of the three stages appear on the screen, you may use the Muppet Learning Keys. If the Muppet Learning Keys is inoperative, press CTRL-T or CTRL-P to enter the CHANGE OPTION. You may then select KEYBOARD to see if the program is set to use the Muppet Learning Keys.

Operating the Muppet Learning Keys

1. Just press a keypad with a letter, number, symbol, color, or picture on it. Pressing any of the keypads within the large pictures will activate them.

2. If you want to stop at any time, press the ZAP button. Pressing ZAP returns you to the pictures of the three stages.

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

1. **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. In the continental U.S. and Canada, call (800) 431-1934. In New York, call toll-free (800) 221-5912. In Alaska and Canada, call collect (914) 769-5030.

2. **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 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.

3. **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.

4. **How do I stop the program in the middle to go on to something new?**
   These programs can be ended at any time by holding the Control (CTRL) key and pressing the E key on the Apple keyboard or by pressing the ZAP on the Muppet Learning Keys. To change diskettes, press ZAP or Control-E at the screen with the three stages and insert a new diskette.

5. **Can I copy this diskette?**
   The material on the diskette or cassette is copyrighted. You should not copy the courseware.

6. **Can I remove the diskette from the disk drive after I have loaded the program?**
   No.
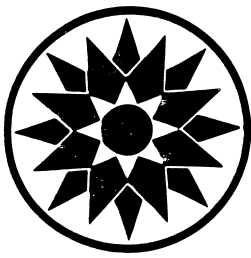
TEACHER EVALUATION FORM

Please indicate your reactions to the following questions about this Sunburst program. Use the space at the bottom of the page to summarize your overall feelings about the program. The other side of this evaluation may be reproduced and used for student evaluations.

SUNBURST
COMMUNICATIONS

NAME OF SUNBURST PROGRAM

NAME OF SCHOOL

ADDRESS

CITY   STATE   ZIP

DATE

COMPUTER SYSTEM / MODEL

GRADE LEVEL OF SCHOOL

YOUR NAME

TITLE

PHONE NUMBER

1. Does the material meet it's objectives as stated in the teacher's guide? _____

2. What suggestions would you make for improvement in the teacher's guide?_____

3. Is this program educationally valuable to you? Why? _____

4. With which grade level would you use the program? _____

5. Will this program interest your students enough that they will want to use it more than once?

6. How would you use this program with your students? _____

Please use this space to describe your overall reaction to the program.

STUDENT EVALUATION FORM

1. What is the name of the program that you used? _____

_____

2. Would you like to use this program again?   Explain why.

_____

_____

3. Did you understand the instructions?

_____

_____

4. Were the pictures in the program interesting?

_____

_____

5. What did you learn from the program that you didn't know before?

_____

_____

6. What didn't you like about the program?

_____

_____