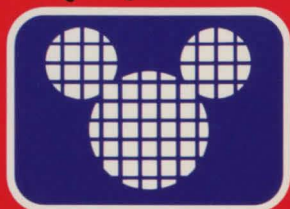


WALT DISNEY



PERSONAL  
COMPUTER  
SOFTWARE



WINNIE THE POOH IN THE  
HUNDRED ACRE WOOD

TEACHER'S GUIDE

61020

# WINNIE THE POOH IN THE HUNDRED ACRE WOOD

GRADES 2 AND UP

*A CHALLENGING EDUCATIONAL COMPUTER GAME DESIGNED TO  
IMPROVE BASIC READING COMPREHENSION, PROBLEM  
SOLVING, AND MAPPING SKILLS*

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## SKILLS AND OBJECTIVES

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### WINNIE THE POOH IN THE HUNDRED ACRE WOOD

- To enhance reading comprehension skills
  - To develop basic problem-solving skills
  - To introduce basic mapping skills
  - To provide practice with the four cardinal directions: north, south, east, west
  - To provide reading practice
  - To build vocabulary
  - To motivate students to read the classic Winnie the Pooh stories
  - To encourage independent reading
- 

### TEACHER'S GUIDE

- To provide suggested teaching strategies for WINNIE THE POOH IN THE HUNDRED ACRE WOOD
  - To provide classroom management techniques for WINNIE THE POOH IN THE HUNDRED ACRE WOOD
  - To provide a variety of materials and strategies for reinforcing the skills presented in WINNIE THE POOH IN THE HUNDRED ACRE WOOD
- 

### PROGRESS CHARTS

- To provide a record-keeping tool for the students and teacher
  - To evaluate students' performance
  - To suggest strategies for improvement
  - To direct students to appropriate follow-up materials
- 

### WORKSHEETS

- To provide additional practice with the skills presented in WINNIE THE POOH IN THE HUNDRED ACRE WOOD
  - To practice using north, south, east, west to get to a destination
  - To provide map reading experience
- 

### COMPUTER CHALLENGES

- To use the computer to reinforce many of the skills presented in WINNIE THE POOH IN THE HUNDRED ACRE WOOD
  - To provide challenging computer programming activities for interested students
  - To provide hands-on experience with basic programming language
- 

## COMIC BOOK

- To motivate students to achieve computer literacy
  - To understand the history of computer science
  - To describe and explain the parts of a computer
  - To distinguish between computer hardware and software
  - To develop an awareness of the different kinds of computers
  - To introduce the concept of programming
  - To develop an appreciation for the basic capabilities of computers
- 

## POSTER

- To stimulate students' interest in computer technology
  - To define computer-related terms
  - To illustrate the parts of a computer
  - To illustrate different kinds of computer software
- 



## INTRODUCTION

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We designed WINNIE THE POOH IN THE HUNDRED ACRE WOOD with three basic principles in mind. First, students need to develop competence in basic skills. Second, motivation and variety are key elements in insuring students' continuing progress. And third, students should be prepared for an increasingly electronic future. WINNIE THE POOH IN THE HUNDRED ACRE WOOD is more than just an entertaining computer game: it is a complete educational package consisting of a wide range of reading comprehension and problem-solving tools. As you read through this teacher's guide, you will notice many suggestions for reinforcing and extending the material presented in the game. We hope that you will find these recommendations useful. At the same time, we encourage you to modify them to the needs of your students and to your own successful teaching style. With this, as with any program, when it comes to your classroom, *you are* the expert.

## WHO SHOULD USE THIS GAME?

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WINNIE THE POOH IN THE HUNDRED ACRE WOOD is recommended for grades two and up. It is also suggested for classes in remedial reading, language arts, and computer literacy. This game is also appropriate for youth groups and library media centers.

## USING THIS TEACHER'S GUIDE

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This teacher's guide is full of suggestions for improving your students' mastery of basic reading comprehension, problem-solving, and mapping skills. Before introducing the game to your class, we suggest that you read this guide thoroughly. Familiarize yourself with the supplementary materials and set up and play the game several times. The more comfortable you are with the materials, the better you will be able to create a stimulating learning experience.

## USING THE COMIC BOOK

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The Comic Book consists of three delightful stories: "Making Time With Computer History," "The Nuts and Bolts of Computer Hardware," and "The Hard Facts on Software." Each story presents important facts in an entertaining format.

We suggest you use the Comic Book to stimulate your students' interest in computer technology. If you plan to introduce the games in small groups or on an individual basis, we recommend that you use the Comic Book as an assignment a day or two before the introduction. If you plan to introduce the games to the whole class at once, we suggest that you rotate the Comic Book for a week or more prior to the introduction.

When your students have read the Comic Book, discuss its contents using the poster as a visual aid. Here are some suggested discussion-starter questions:

1. How did people count in prehistoric times?
2. Where are computers used today?
3. What are some of the jobs computers can be used to do?
4. What is software?
5. What is hardware?
6. What is a monitor?
7. Who can remember some names of computer languages?

Once all of your students have read and discussed the Comic Book, place the copies in your computer area and encourage your students to review them whenever time allows.

## USING THE POSTER

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The poster illustrates and defines many computer-related terms. Depending on your curriculum needs, it can be used as an introduction to computer technology or as a ready reference chart for reinforcement. It is best placed in a prominent position in your computer area.

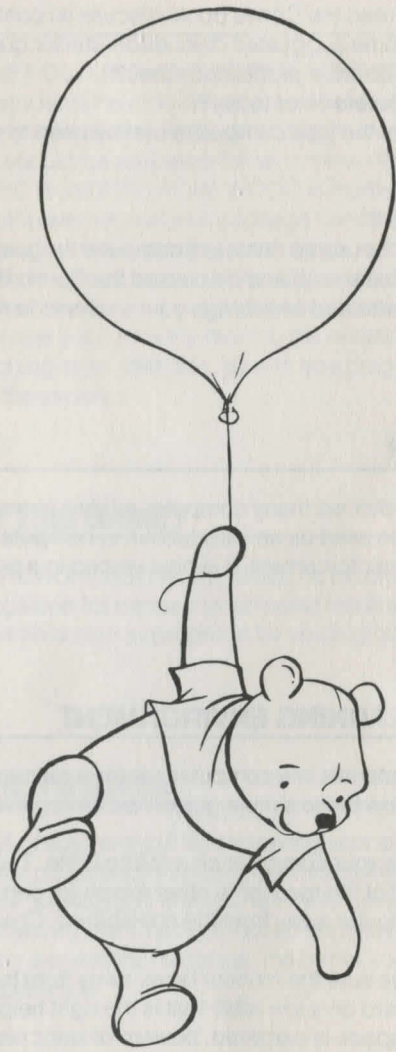
## PREPARING THE LEARNING ENVIRONMENT

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Whether you use these materials in a computer center, a resource room, or a classroom, we suggest you follow these simple guidelines for organizing your learning environment.

- If possible, place your computer on a rolling table. This will make it easy to move to the front of the room or to other rooms for demonstrations.
- Position the computer away from the chalkboard. Chalk dust can damage your equipment.
- To avoid glare, be sure the monitor faces away from the windows.
- Place the keyboard on a low table that is the right height for your students.
- If your learning space is carpeted, beware of static electricity. Spray your carpet with a mixture of fabric softener and water.
- Provide scratch paper and pencils so that your students can work out difficult problems or take notes.
- Reproduce the worksheets, progress charts, and computer challenge activities. Place them in clearly labeled bins or boxes. Check the supply of all materials periodically.
- If possible, provide each student with a folder in which he/she can keep progress charts, worksheets, etc. Place these folders in a file box adjacent to the computer materials.
- Make, or have your students make, signs that outline the basic procedure for machine use.

You may also wish to design a poster that explains the procedure for loading your computer. Use these signs along with the enclosed poster to define and decorate your computer area.



## INTRODUCING THE GAME: PART ONE

### *A Tale of Winnie the Pooh*

In order to get your students into the spirit of the game and excited about meeting the characters of the Hundred Acre Wood, we have prepared a special story.

In this delightful tale, Pooh and Piglet search for some possessions they have lost during a windy night. During their quest, they meet the other characters of the forest, all of whom are also missing various objects. Only with the help of your students can the residents of the Hundred Acre Wood get these objects back.

Before playing the game, read this story to your students.

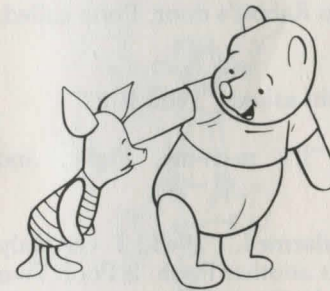
## A TALE OF WINNIE THE POOH

One day the residents of the Hundred Acre Wood awoke to find many of their belongings missing. At first, Winnie the Pooh thought he had simply mislaid a few things.

"Oh, bother," said Pooh.

Then he heard a knock on the door. It was his friend Piglet, and he was upset.

"Oh, d-d-dear," said Piglet. "Oh, dear, I seem to be missing something. And when a very small animal like myself is missing anything at all, it seems like a very great loss indeed."



"That's odd," said Winnie the Pooh. "I think I'm missing a few things myself." He thought a moment, then said, "Oh, well, I'm feeling a little rumbly in my tummy. Things are bound to look a little better after a little something. Join me, won't you?"

After Pooh's mid-morning snack, Pooh and Piglet set off on a walk through the forest. As they walked, Pooh hummed a little hum. Soon they came upon Eeyore, who looked gloomier than ever.

"Hello, Eeyore," said Pooh. "How are you today?"

"It's very windy," said Eeyore in a sad voice.

"So it is," said Pooh politely.

"And when it isn't windy, it's misty."

"Is it?"

"Yes," said Eeyore. "However," he said, brightening up a little, "we haven't had any earthquakes lately."

"Eeyore, is something the matter?" asked Pooh.

"Well, I seem to be missing a few things. You probably don't think they're of any value, but they mean a lot to me." Eeyore sighed. "Anyway, I don't suppose anybody cares."

Eeyore turned sadly and began munching on a thistle. Winnie the Pooh and Piglet murmured sympathetically, but they really didn't know what to say. And so they slipped away.



When they came to Rabbit's door, Pooh called, "Hello-o-o."

A voice from within asked, "Who is it?"

Piglet answered, "It's m-m-me, Piglet, and Pooh, too."

Rabbit sounded alarmed. "Well, I certainly didn't know there was another Pooh. If Pooh Two is anything like Pooh One, then you certainly can't come in. He'd eat me out of house and home, and I'm already missing quite a few things from my kitchen."



So Winnie the Pooh and Piglet went away. They spent the day doing nothing.

Toward the end of the afternoon they heard someone whistling, and there was Christopher Robin.

"Hello, Pooh Bear and Piglet," said Christopher Robin. "And how are you both today?"

"We're f-f-fine," said Piglet, "but we both appear to be m-m-missing s-s-something."

"Everyone we met today was missing something," said Pooh. "I think there's something going on. Maybe a heffalump came and took all our things away."



"Silly old bear," said Christopher Robin fondly. "The blustery wind came up last night and mixed up everything in the forest. I'm looking for some of my things now. But it's very hard. My hands aren't very large, so I can only carry one thing at a time. But that's not all. Earlier I found something of Rabbit's, but Tigger came out of nowhere and bounced me away, making me drop it somewhere."

"The blustery wind might come up and mix everything up again. It will take a real hero to make everything right," Christopher Robin sighed.

"Well then, I'm going back to my house to wait," said Pooh. "Besides, it's time for my late-afternoon snack, and I'm feeling a little rumbly in my tummy."

And off he went, singing a little song.

## INTRODUCING THE GAME: PART TWO

### The Software

After you present the story, you are ready to introduce the game itself.

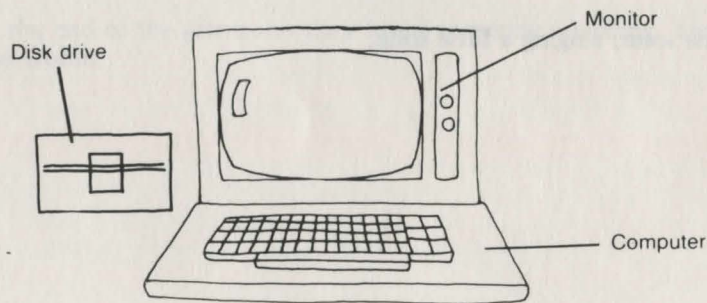
We suggest you follow this basic lesson plan:

1. Describe the object of the game and provide an overview of play. This information is provided in the "Playing the Game" section of this guide.
2. Demonstrate how to load the game.
3. Explain the game play rules and then demonstrate how to play the game. (Use the chalkboard to sketch illustrations of game play, if necessary.)
4. If possible, give each student a chance to play a few minutes of the game under your personal supervision.
5. Demonstrate how to save a game.
6. Show your students how to remove the game disk and remind them where it is stored.
7. Finally, remind students of the proper storage and handling of computer equipment and to ask for your help if anything is not functioning properly.

## LOADING THE GAME AND USING THE COMMAND KEYS

WINNIE THE POOH IN THE HUNDRED ACRE WOOD is available on Apple and Commodore computers. Here are the loading instructions for each system:

### APPLE II COMPUTER



### Apple

1. Insert the disk *label side up* into the disk drive.
2. Close the drive door; then turn on the computer and monitor.
3. When the noise stops, remove the disk from the drive and insert it with the *label side down*.

### Apple Command Keys

SPACEBAR—Press the Spacebar to advance through the options.

RETURN—Press the Return key to choose the option.

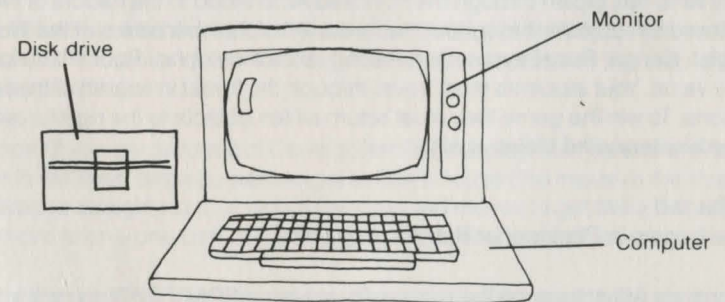
← —Lets you back up and read the words you have just seen.

ESC—Returns you to Christopher Robin's playroom, the place where you start the game and where you go to save the game.

S—Turns the sound off (and on again).

C—Shows you which object(s), if any, you are carrying and how many objects you still need to return to the characters of the Wood.

### COMMODORE 64 COMPUTER



### Commodore 64

1. Turn on the disk drive, then the monitor and computer.
2. When the red drive light turns off and the whirring stops, insert the disk *label side up* into the drive. Close the drive door.
3. Type LOAD "SIERRA",8,1 and press the RETURN key.

### Commodore 64 Command Keys

**SPACEBAR**—Press the Spacebar to advance through the options.

**RETURN**—Press the Return key to choose the option.

**F1**—Lets you back up and read the words you have just seen.

**F3**—Returns you to Christopher Robin's playroom, the place where you start the game and where you go to save the game.

**F5**—Turns the sound off (and on again).

**F7**—Shows you which object(s), if any, you are carrying and how many objects you still need to return to the characters of the Wood.

## PLAYING THE GAME

**WINNIE THE POOH IN THE HUNDRED ACRE WOOD** is a challenging learning adventure designed to enhance your students' problem-solving, reading comprehension, and mapping skills.

### OBJECT AND OVERVIEW OF PLAY

A blustery wind has blown through the Hundred Acre Wood in the middle of the night and scattered ten objects throughout the forest. All of the characters of the Wood—Pooh, Piglet, Kanga, Roo, Eeyore, Owl, Rabbit, and Christopher Robin have lost something they value. Your students must travel through the forest in search of these lost possessions. To win the game they must return all ten objects to the rightful owners before the blustery wind blows again.

#### *Getting Started*

The game begins in Christopher Robin's playroom.

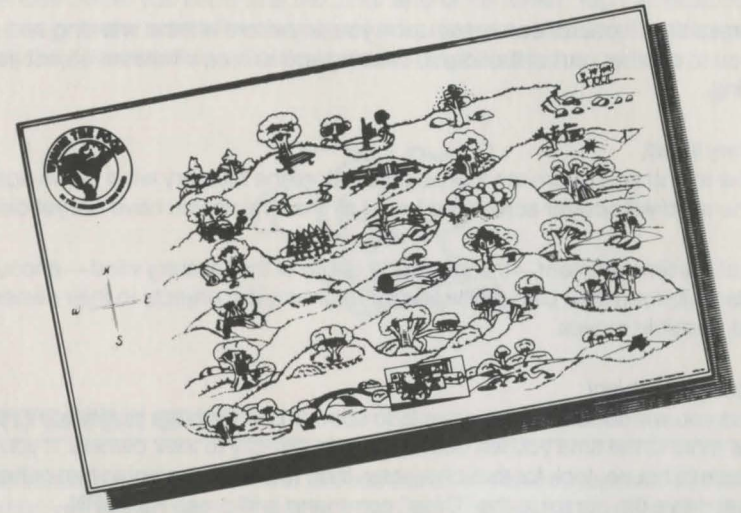
Several options will appear on the screen. By pressing **SPACEBAR** you will advance the cursor through the numbered options and the directions north, south, east, and west. When you press the **RETURN** key, the computer will do whatever option you chose.

#### *Inside the Wood*

Once you are in the Wood, you may also see the options Take or Drop. If an object appears on the screen, move the cursor to Take, then press Return to take it. If you are carrying an object which you wish to drop, simply move the cursor to Drop, then press Return. (Remember, you cannot drop an object where another object is already located, and you cannot take an object if you are already carrying another one.)

### Help

If you need a hint as to who the owner of a particular object might be, Owl is the one to visit. Simply bring that object to Owl and talk to him. Since he is very wise and educated, he knows everything about everyone in the Hundred Acre Wood.



### USING THE MAP

The map of the Hundred Acre Wood gives you a bird's eye view of the forest. If you are in one spot of the forest and you want to get to another spot, study the map for the best way to get there.

For instance, if you are just east of Christopher Robin's playroom (where the hollow tree has fallen in the river) and you want to get to Owl's house (the house in the tree), you would advance straight north. It would take you two moves to get there. Remember, you can move to only one part of the forest at a time, and you cannot move diagonally.

The map also contains some clues as to where the characters of the Hundred Acre Wood live. The only way to be sure you have guessed correctly, however, is to visit each place yourself. For your convenience, we have also included a labeled map showing where everyone lives in the Wood.

We suggest that you make copies of the unlabeled map for your students, so that each time they play the game they can note where they have been in the Wood and what they have found there.

### OBSTACLES

There are three obstacles which can complicate the search for objects and their owners.



### The Mist:

Every now and then, a mist will blow in and cover the Wood with a thick blanket of fog. You will not be able to see anything. Just keep walking (by pressing the Spacebar). You will come out of it soon, but when you do, you will probably find yourself in a different part of the Wood.

### Tigger:

This irrepressible character can come upon you anywhere without warning and bounce you to another part of the forest, causing you to drop whatever object you are carrying.

### The Blustery Wind:

Your goal is to find and return ten lost objects before the blustery wind blows again. If you fail, the wind will scatter across the forest all the objects you have not yet delivered.

Because of the time element—the inevitable return of the blustery wind—encourage your students to form their own strategies for returning lost objects to their owners in the fewest possible moves.

### *Returning a Lost Object*

Sometimes you will need to return objects to special places in the Hundred Acre Wood, but most of the time you will deliver objects directly to their owners. If you are in a character's house, look for that character, then return the object to him or her. To do this, just move the cursor to the "Drop" command and press **RETURN**.

If you have given the object to the correct owner or location, you will be thanked for returning it. If you have guessed incorrectly, the message "OK, but this is not the right place" will appear on the screen. You can take the object again and continue trying to find the right owner.

## IMPORTANT RULES TO KEEP IN MIND

1. You can carry only *one* object at a time.
2. Each place in the Wood can hold only *one* object at a time. So if you are carrying an object to Pooh and another object is in the room, you cannot deliver Pooh's object. Go to an empty room, drop Pooh's object, and note where you dropped it. Return to Pooh, take the object that is there, and drop it in a different location. Now you can get Pooh's object and return it safely to him.
3. Remember, you have to find and return ten objects to win the game.

### *And Finally, a Few Tips*

1. The **ESC** on the Apple and the **F3** key on the Commodore return you to the playroom from any part of the forest. If you are at the north end of the forest and want to get to the south end quickly, this is a real step saver.

2. If you find an object but have no idea who owns it, take it to Owl and talk to him. He can give you some clues to help you find the owner.

3. You can, if you wish, drop the object you are carrying to pick up another one. But remember, you cannot drop one object where another already is. This can work to your advantage if, say, you find an object whose owner is close by while you are carrying an object whose owner you know is at the other end of the forest. You can drop the object you are carrying and return the new object to its closer destination. Don't forget, however, to make a note of where you dropped the original object.



## HOW TO SAVE A GAME

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If you have been playing awhile and you want to stop, you can just turn off the computer. When you return, you will begin a brand-new game with ten different objects scattered around the wood.

If you would rather return to the game you are now playing, you can save it before you quit. Then when you come back, you can start playing where you left off. You will need a blank, formatted disk or a formatted disk you will not mind copying over. (For instructions on how to format a disk, see your disk drive manual.)

To save a game, press **ESC** (Apple) or **F3** (Commodore 64) to go to the playroom. Then look in the toy box. Select the option that says "Save this game." Insert your "save game disk" into the drive and enter a letter from A to Z to identify that game.

To start playing where you left off, go to the playroom and look in the toy box. Choose option that says "Play an old game." Insert your "save game disk" into the drive and enter the letter of the saved game you wish to resume playing. Remember, if you choose to play an old game, it will replace the game that you are now playing.

### *Playing Again*

If you return all ten objects to their rightful owners before the blustery wind returns, Pooh and his friends will throw a hero's party for you.

To play again simply restart the game. You will have to find ten new objects that have been scattered in ten different places throughout the forest.

### *Playing Time*

It will take your students, on the average, 45 minutes to an hour to play the game.

## POOH'S WHO'S WHO

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Here is a list of characters and places your students will encounter during the game.

*Christopher Robin* is a little boy who plays at the tree house in the forest. He has lots of toys which he is happy to share. He also loves to go walking through the Wood, even when it is raining.

*Winnie the Pooh* is a very stout bear stuffed with fluff. His three favorite foods are honey, honey, and honey!!!

*Tigger* is a very bouncy tiger. He does not mean to cause trouble; he just loves to jump up and down.

*Eeyore* is a sad and gloomy donkey. Nothing ever seems to go right for him.

*Kanga* is a mother kangaroo who keeps a spotless house.

*Roo* is Kanga's baby. He likes to play in the sand.

*Piglet* is a very small animal and a close friend of Pooh.

*Owl* is a keenly perceptive bird who knows all about the other inhabitants of the Wood.

*Rabbit* is an excellent gardener. His house has a front and a back door.

*The Bee Tree*—where there are bees, there is honey. And where there is honey, there is Pooh.

*The Bridge* is one of Pooh's favorite places. This is where he invented the game of Pooh Sticks.

*Galleon's Lap* is a dense clump of trees. No one knows exactly how many trees there are, although a lot of guesses have been made.

*The Thoughtful Spot* is where Pooh goes to think. Ever wonder what a bear stuffed with fluff thinks about?

*The North Pole*—Christopher Robin named this spot. He and Pooh stuck a sign on it to show that Pooh discovered it.

*The Picnic Area* is a great place for picnics and parties.

*Where the Woozle Wasn't*—The place where Pooh and Piglet hunt for the woozle.

*The Heffalump Trap*—A pit that Pooh and Piglet dug to catch Heffalumps. The only thing they have ever trapped here, however, is Pooh himself.

## STRATEGIES FOR IMPROVEMENT

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### USING THE PROGRESS CHART

A reproducible progress chart is included with this program package. It will help you keep track of each student's progress with WINNIE THE POOH IN THE HUNDRED ACRE WOOD.

The chart is organized so that students can keep track of their own progress in each play period. At the end of this period, students answer several questions which help them see how many obstacles they encountered, along with listing objects found and objects returned while playing.

The objective of this chart is to clearly present students' success in dealing with the game. An area is provided at the bottom of the page for recording the dates that worksheets and computer challenge activities have been completed. If a student is finding objects but having trouble returning them to the owners or getting hit by the Blustery Wind often, it could be that the student is having trouble with mapping skills. The worksheets and computer challenge activities will provide practice and allow you to see if the student needs more help.

### USING THE WORKSHEETS

The worksheets are designed to provide additional practice in mapping skills. There are four worksheets provided in this package. We suggest you familiarize yourself with them before placing them in the computer area.

The worksheets can be used in different ways. You may wish to assign them as homework either before or after your students have played the game, to see how well they comprehend the subject, or use them as class assignments for students who do not have computer access.

### USING THE COMPUTER CHALLENGE PROGRAMS

The computer challenge activities are designed to provide stimulating programming activities for your students. They relate to the skills presented in the game and provide additional practice. There are two challenge programs included in this guide.

Each program is printed on a reproducible worksheet. If you feel that your students are capable of entering the programs themselves, we suggest you reproduce these worksheets and place them in your computer area. If you feel that your students are not ready to enter the programs, then we recommend that you type the programs and save them on floppy disks. That way, students can load them in for immediate use. Label the programs and place them in the computer area for your students' use.

If a student is having difficulty with map skills, these programs will allow continual practice with positive reinforcement. The programs have no end, so it is a good idea for you to give a time limit or problem limit for your students playing these activities.

## USING THE FOLLOW-UP ACTIVITIES

The follow-up activities have been designed to further reinforce the skills presented in WINNIE THE POOH IN THE HUNDRED ACRE WOOD. Each activity is presented in a motivating game format and can be easily adapted to meet the learning needs of students with different ability levels.

If possible, we suggest you introduce each follow-up activity in the same week that you introduce the computer game. The group activities will help your class's performance on the computer and provide meaningful skills practice. You may also wish to use these games in subsequent weeks with selected groups of students who need additional help as indicated by their progress chart evaluations.

## FOLLOW-UP ACTIVITIES

1. Play the game "Pooh Says" (on the basis of "Simon Says") giving directions such as:

Pooh says, "Take three steps east."  
"Take one step north."  
"Face south and hop on one foot."  
"Face west and lift your arm on the north side."

Use a compass to find north. Begin with your class facing north.

2. Have each student make a list of ten locations in the school. Then ask your students to draw a map of the school. Next have each student trade his or her list of ten locations with another student and write the directions from your classroom to each of the ten locations on the list. See how many different sets of directions are given to the same location.
3. Write a mystery story that involves a lost or hidden object or person. In the story give clues to where the object/person can be found. Your clues can include map directions (N, S, E, or W) or city directions ("two blocks straight and then turn left"). Hand out maps to your students; have them follow your clues as you read the story. After each clue ask your class where they are now on their maps. You can use a real map or draw your own to fit your story. A variation of this activity would be to hand out maps with locations marked on them and have your students write the mystery story.
4. Put a map of your city on a bulletin board. Have your students pick their favorite place to visit and put a star on it. Then have each student write directions, using N, S, E, W and street names, from school to that place. Have your students challenge a friend to find a shorter/quicker route.
5. Sometimes people get confused because they misunderstand instructions. Often it helps to rephrase your directions. Understanding synonyms can lead to clearer directions. Write one sentence on the board. Ask your students to see how many other ways they could say the same thing. Call upon the class and write as many different versions of the sentence on the board as possible. Go through them with the class and decide which version is the clearest and why.

6. Play a game of twenty questions with your class. Pick an object or student in the classroom and have the students try to figure what it is by asking directional questions. Example: Is it north of Susie but south of John? You can answer only yes or no. It may help your students if you write the questions and answers on the board. Let the student who guesses correctly be the one to pick the object next time you play.

7. Directions are important to help you get where you want to go. It is also important to know where you go for different activities. For example: where to study, where to shop, where to go for help. Make a list on the board of types of places found in most communities.

*Types of Places in Our City*

*Places for Fun*

*Places to Learn*

*Places for Safety*

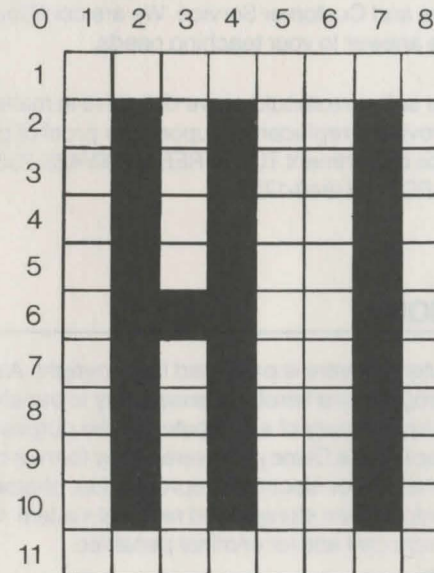
Have your students copy this list on their own sheets of paper and write in as many places for each heading as they can think of. Then call upon the class and write the answers on the board. Find a map of your community and mark on it the places you listed.

8. Give students pieces of graph paper. Have them make grids with the numbers 0–8 on the X axis and 0–11 on the Y axis, as shown below. Now have students color in the boxes as you read these directions:

2, 2 south to 2, 10      4, 2 south to 4, 10  
2, 6 west to 4, 6      7, 2 south to 7, 10

Ask the students to read the secret message. Have students write their own secret messages and challenge their friends.

Example:



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