TRUDY'S TIME & PLACE HOUSE®

SCHOOL VERSION

EDMARK®

TRUDY'S TIME & PLACE HOUSE®

SCHOOL VERSION

Teacher's Guide

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Introduction

Trudy's Time and Place House is the fourth in the award-winning *Early Learning House Series,* which includes *Millie's Math House*, *Bailey's Book House*, and *Sammy's Science House*. Trudy's five playful activities will enchant students with lively music, engaging manipulatives, and a variety of friendly talking characters.

The activities develop time and geography skills, helping students build a solid social studies foundation. With Trudy, students will:

- practice telling time
- explore the concept of time passage and the units of time used for measurement
- discover the relationships between the earth, a globe, and a world map
- locate and name continents, oceans, and world landmarks
- develop mapping and direction (both cardinal and relative) skills
- relate a "bird's-eye" map to a "driver's seat" perspective
- learn about map scale
- explore the relationship between a map and a "real life" landscape
- exercise creativity
- ...and much more

Trudy's Time and Place House encourages exploration and rewards persistence. Each activity has an Explore and Discover Mode as well as a Question and Answer Mode. This allows students to either explore freely and direct the learning or to learn with gentle prompting and feedback. The complexity of the activities can be customized to ensure your students are challenged, but never overwhelmed.

The *Curriculum Connections* section in this Guide provides dozens of interdisciplinary, teacher-developed activities for use in the classroom and at home. Reproducible activity sheets and illustrations are included to help you provide additional learning opportunities before and after using the software.

Powerful technology and proven educational methods have been combined in *Trudy's Time and Place House* to ensure success for a wide variety of students. Spoken instructions allow pre-readers and readers alike to work independently. Built-in scanning is available for single switch users. Using the computer as a tool, students gain a sense of accomplishment and skill as they create, play, and learn.

Table of Contents

What's in This Guide?

Introductory information (pages 2–9)

- *Steps to Start* information
- Visual overview of the program
- Activity descriptions
- Learning opportunities matrix
- Program navigation for teachers and students
- Suggestions for introducing *Trudy's Time and Place House* to your students
- Reproducible quick reference pages for your students

Activity by Activity in Trudy's Time and Place House (pages 11–30)

Helpful information about each activity, including:

- **Overview**, giving a summary of the activity, learning opportunities, and suggested extension activities for home and school.
- **Explore and Discover Mode**, explaining how your students can learn by experimenting in the activity.
- **Question and Answer Mode**, explaining how a character asks a question and is looking for a "right" answer. The character also offers gentle help and fun rewards.
- **Together Time Activities**, offering suggestions for easy, at-home activities that integrate learning into everyday situations.

Adult Section (pages 31–33)

- How to set program options for your students
- How to adapt the program for students with special needs

Curriculum Connections (pages 34–76)

- Suggested activities that can be integrated into many curricular areas. These activities strengthen the learning opportunities found in *Trudy's Time and Place House*.
- Reproducible sheets (for student handouts, bulletin board headings, and overhead transparencies) that can be used in conjunction with *Curriculum Connections* activities.
- Suggestions for using *Trudy's Time and Place House* with students who have special needs.

Technical Information (pages 77–78)

- System requirements, setup instructions, and troubleshooting

Steps to Start

1. Insert the Trudy's Time and Place House CD.

- If the software has not been installed (Windows only), please see *Setup Instructions* (page 77).

2. Read the Teacher's Guide.

- *What's Inside Trudy's Time and Place House* (page 4) and *Moving Around the House* (page 6) will help you begin using *Trudy's Time and Place House* immediately. *Curriculum Connections* (pages 34–76) offers additional suggestions and supplemental materials to help you integrate *Trudy's Time and Place House* with classroom activities.

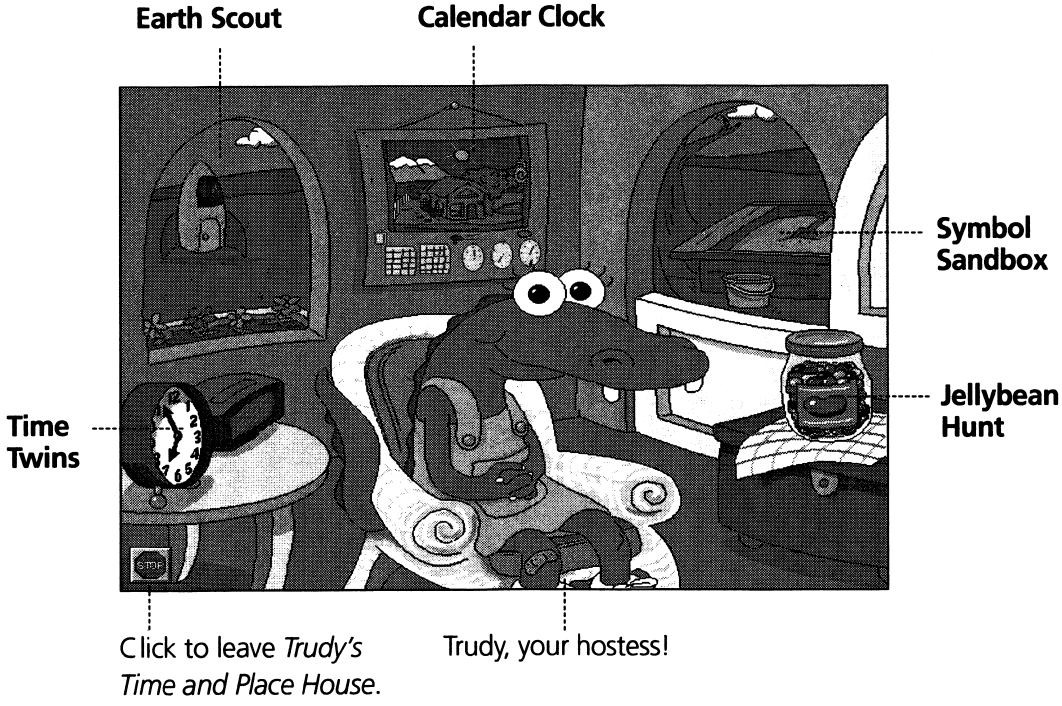
3. Become familiar with the program.

- Try the software before you introduce *Trudy's Time and Place House* to your students.
- Decide if you want to introduce the activities to your students one at a time or let students explore at their own pace.
- Select options (scanning, Stop Sign, etc.) you would like to use. See *Adult Options* (Macintosh, page 31; Windows, pages 32–33).

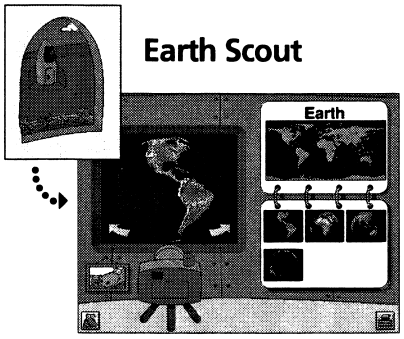
4. Introduce Trudy to your students.

- Make overhead transparencies of *Trudy's Map* and *Trudy's Icons* (pages 8 and 9) or reproduce these pages for each student.
- See *Introducing Trudy to Your Students* (page 7) for suggestions.

To play an activity in Trudy's Time and Place House, click one of the areas below:

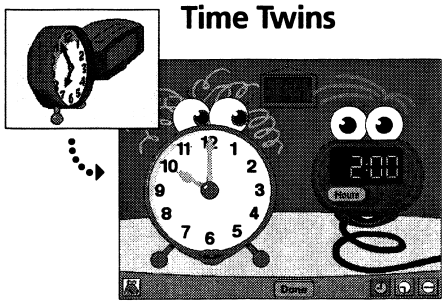


What's Inside Trudy's Time and Place House



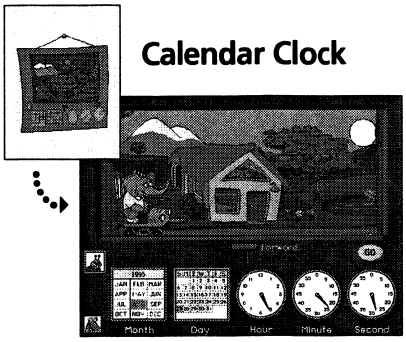
Earth Scout

Discover the relationships between the earth, a globe, and a world map. Take pictures of your favorite places. Print picture outlines to color.



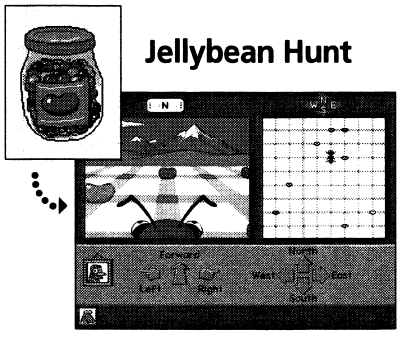
Time Twins

Meet Analog Ann and Digital Dan. Learn to tell time on both kinds of clocks by hour, half hour, and quarter hour.



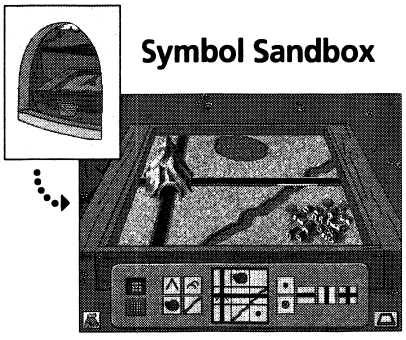
Calendar Clock

Learn about units of time as you move forward or backward in an animated movie by months, days, hours, minutes, and seconds.



Jellybean Hunt

Learn to use relative and cardinal directions by directing a hungry ant left, right, and forward — or north, south, east, and west.



Symbol Sandbox

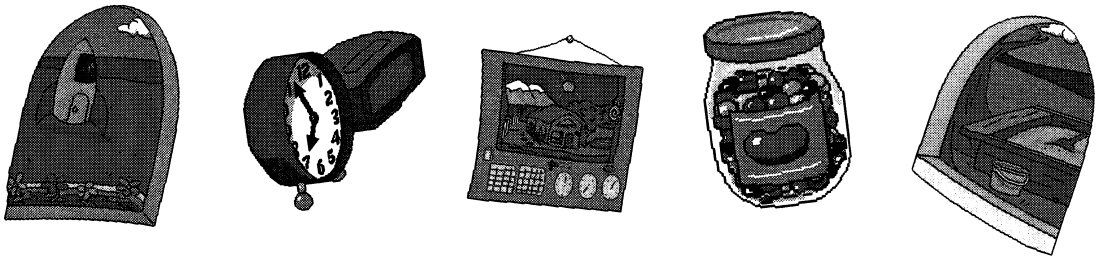
Place symbols on a sandbox map and watch hills, roads, lakes, and cities grow before your eyes.

Learning Opportunities Matrix

	 Earth Scout	 Jellybean Hunt	 Symbol Sandbox	 Calendar Clock	 Time Twins
Discover the relationships between the earth, a globe, and a world map	X				
Locate, recognize, and name continents, oceans, and landmarks and learn interesting facts about them	X				
Stimulate curiosity and/or creativity	X	X	X	X	X
Build vocabulary	X	X		X	
Develop an understanding of relative and cardinal directions		X			
Relate a "bird's-eye" map to a "driver's seat" perspective		X			
Learn about map scale		X	X		
Enhance ability to follow and give directions	X	X	X	X	X
Explore the relationship between a map and a "real life" landscape	X	X	X		
Learn the meaning of simple map symbols			X		
Develop spatial visualization skills	X	X	X		
Develop an understanding of the units used to measure time				X	X
Discover the relationship between clock and calendar units				X	
Explore the relationship between time units and the "real world"				X	
Develop time-telling skills at three levels: hour, half hour, and quarter hour					X
Recognize analog and digital clock equivalency					X
Strengthen number recognition and numeric sequence skills				X	X

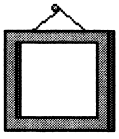
Moving Around the House

To move from the Main Room to an activity, click one of these:



Click Trudy **to return to the Main Room** from any activity in *Trudy's Time and Place House*.

When students enter an activity, they will initially be in the Explore and Discover Mode. Emphasis is placed upon students experimenting freely by clicking objects and icons to see what happens. With students in charge, divergent thinking is encouraged by playful, positive responses to their natural curiosity. Click the framed picture (each activity has a different picture) **to enter the Question and Answer Mode** of that same activity.

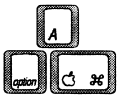


When students are in the Question and Answer Mode of an activity, a character asks questions or makes requests. Convergent thinking is emphasized as the character offers gentle feedback and guides students toward a "correct" answer. Click the empty picture frame **to return to the Explore and Discover Mode** of that same activity.

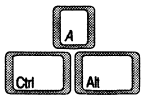
Click the printer **to print** in the Explore and Discover Mode of Earth Scout, page 12.

Click the Stop Sign in the Main Room **to exit Trudy's Time and Place House**. If you do not want students to exit *Trudy's Time and Place House*, remove the Stop Sign to prevent students from exiting (Macintosh users, page 31; Windows users, page 32).

Adult Options allow you **to customize the program** for your students.



Macintosh users: Hold down the Option and Command ⌘ keys while pressing "A" (page 31).



Windows users: Hold down Ctrl-Alt-A (page 32).

Introducing Trudy to Your Students

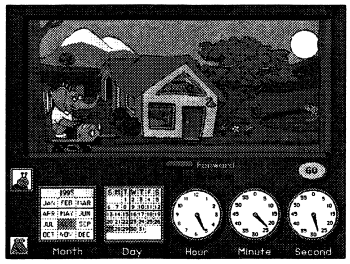
- Turn on a computer and insert the *Trudy's Time and Place House* CD. Use a large screen monitor if one is available. Hand out copies of *Trudy's Map* and *Trudy's Icons* (pages 8 and 9).
- Point out the Main Room. Discuss the Stop Sign if you have not removed it (*Adult Options*, pages 31–32).
- Ask a volunteer to click an activity icon. Explain that students will first see the Explore and Discover Mode. Point out the framed picture, explaining that when one of Trudy's friends is there, students can freely explore the room to discover what happens.
- Have another volunteer click the framed picture. Point out to students that the frame is now empty; a character will make a request because they are in the Question and Answer Mode. Explain that if they have trouble finding the answer, the character will help them.
- Help students understand that any time during play, they can:
  - go back to the Explore and Discover Mode by clicking the empty picture frame;
  - go back to the Main Room by clicking the Trudy icon.
- If printing is available (see Adult Options, pages 31–32), point out the printer icon in the Explore and Discover Mode of Earth Scout.
- Have students begin using *Trudy's Time and Place House*. You may want to use one of the activities in *Curriculum Connections* to introduce a computer activity. For example, "My Messy Rug"(page 47) is a helpful introduction to the Jellybean Hunt computer activity.
- As students work in different activities of *Trudy's Time and Place House*, copy and send home the corresponding *Together Time Activities* (pages 14, 18, 22, 26, and 30).
- Use selected activities found in *Curriculum Connections* as follow-up exercises (pages 34–75).

Note: If your students are using a TouchWindow, just have them touch the screen when instructed to click or drag.

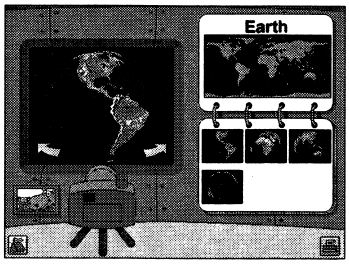
Trudy's Map

Click the activity you want to enter:

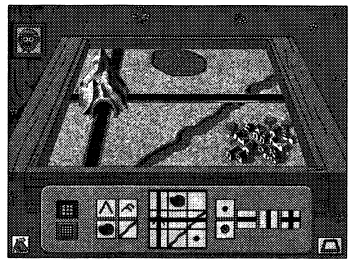
Calendar Clock

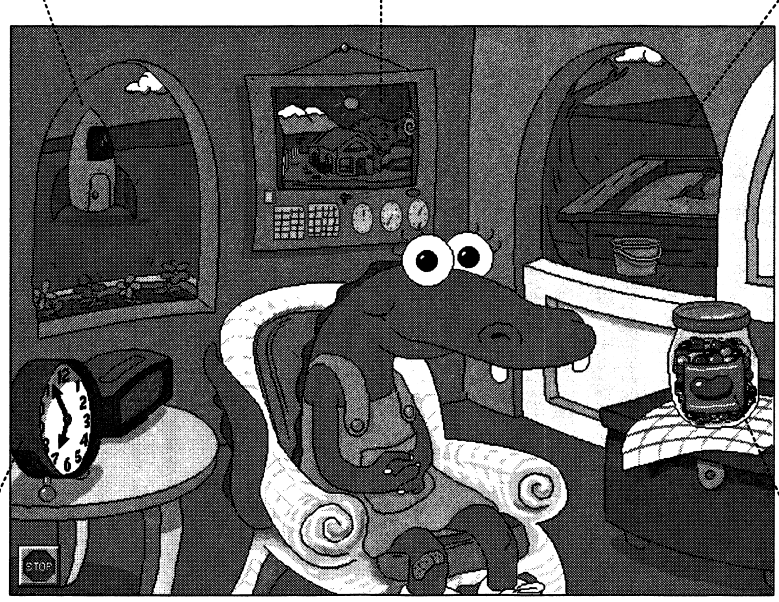


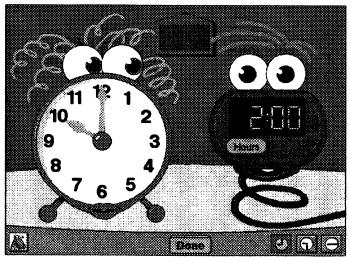
Earth Scout



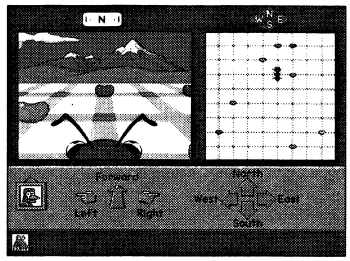
Symbol Sandbox







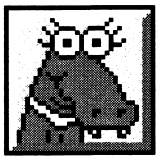
Time Twins



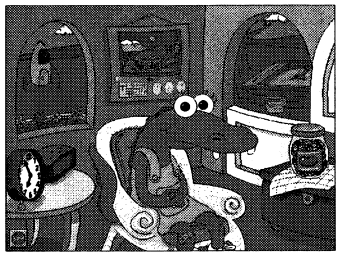
Jellybean Hunt

Trudy's Icons

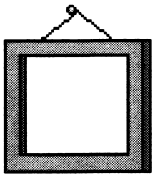
Click:



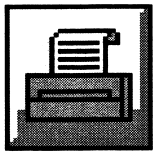
To go back to



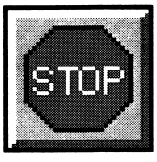
To hear questions



To explore

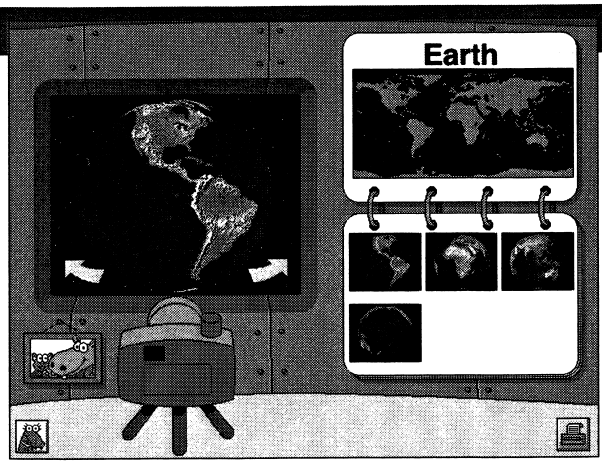


To print

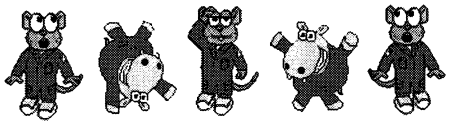


To exit


WELCOME



Earth Scout Overview



Let's explore the earth! Students "fly" their own rocket from Trudy's backyard to many interesting locations. In the Explore and Discover Mode, students take pictures with the rocket's camera to print and color. In the Question and Answer Mode, Astro-mouse and Melvin challenge students to find and photograph specific locations.

Learning Opportunities

- Discover the relationships between the earth, a globe, and a world map
- Locate, recognize, and name continents, oceans, and landmarks
- Learn interesting facts about continents, oceans, and landmarks
- Stimulate curiosity about "faraway" places

Together Time Activities (page 14)

(To copy and send home)

- Travel by Mail
- Map the News

Curriculum Connections (pages 38–45)

- Travel Agents (Creative Dramatics)
- Pack Your Bags (Language Arts)
- Worldwide Treasure Hunt (Problem Solving)
- Digging to China (Problem Solving)
- Playground World (Physical Education)
- A World of Music (Music)
- Class Atlas (Social Studies)

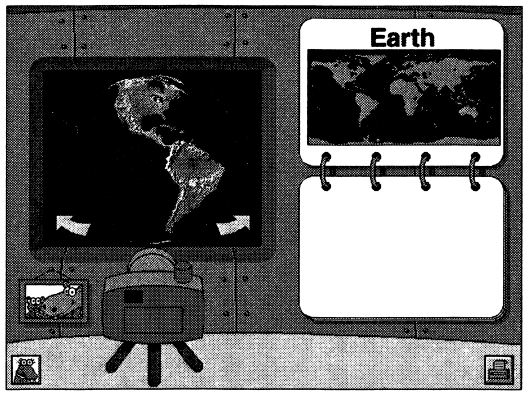
Trudy's Time and Place House Options
(Macintosh: see page 31. Windows: see page 32.)

- Printing — on or off

Earth Scout

Explore and Discover Mode

- Click  to enter Earth Scout from the Main Room.



- Click  or  in the rocket's window to fly the rocket around the earth.

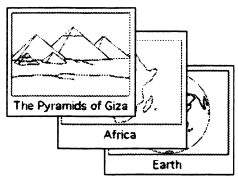
- Click directly on the earth to fly closer and hear information about a continent or an ocean. Click again to hear the continent or ocean information repeated.

- Click a circle  to land and hear information about a landmark. (Circles are visible only when the rocket is close to a continent.) Click again to hear the landmark information repeated.

- Click  above the rocket window to blast off from earth into outer space.

- Click the camera  to take a photograph of any view from the rocket window.

- Click  to print a coloring book outline of any view from the rocket window.

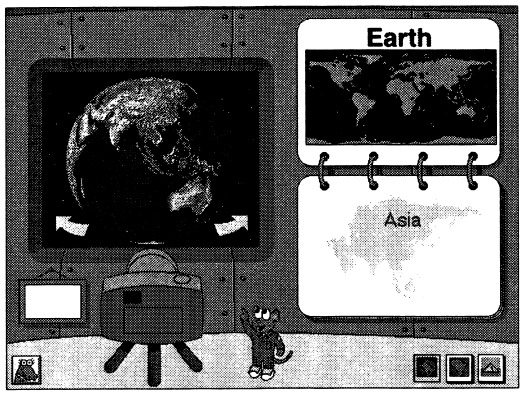


- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.

Earth Scout

Question and Answer Mode

- Click  to enter the Question and Answer Mode.



"Please go to Asia and take a picture."

- Astro-mouse challenges you to take a photograph of a specific location. To hear the challenge again, click Astro-mouse.

- Fly to the location and click the camera  . If you fly to the wrong location, Astro-mouse will ask you to try again.

- You can select the level of Astro-mouse's challenge. Click:

 or  or 

Take a picture of a continent or ocean. For example, "Please go to Africa and take a picture."	Take a picture of a landmark (with a location hint). For example, "Please go to Africa and take a picture of the Nile River."	Take a picture of a landmark (with no location hint). For example, "Please take a picture of the Nile River."

- Click  for the Explore and Discover Mode, or click  to return to Trudy's Main Room.

Hi,
We've been playing with Earth Scout in *Trudy's Time and Place House* to learn about the earth, globe, and world map. You can explore at home, too!

Love,
Trudy

Earth Scout

Together Time

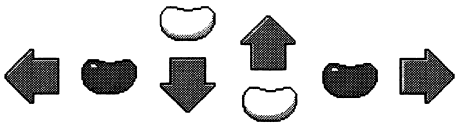
Travel by Mail

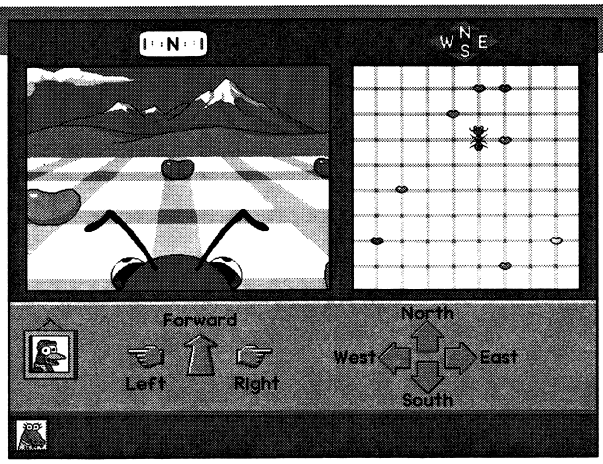
With your child, make a list of four or five friends or relatives who live in other states or countries. Look up their locations on a map. Then go shopping with your child to pick out a picture postcard of your city or state to mail to each of the people on your list. Ask the recipients of the postcards to send back picture postcards from the places where they live. When the postcards arrive, help your child tape each postcard in place on a large map.

Map the News

Watch the news on television with your child, listening for the names of countries and cities. Look up the locations and mark them on a large map of the world (or on a map of your area if you are watching the local news). If possible, use an almanac, encyclopedia, or other books to find out more about unfamiliar or intriguing locations.

Jellybean Hunt Overview





Which way to the jellybean? Students use two kinds of directions, left/right/forward or north/south/east/west, to navigate a hungry ant. In Explore and Discover Mode, students direct the ant across a napkin full of jellybeans. In Question and Answer Mode, students are rewarded with whimsical animations for both giving and following directions.

Learning Opportunities

- Develop an understanding of relative (left/right/forward) and cardinal (north/south/east/west) directions
- Build directional vocabulary
- Relate a "bird's-eye" map to a "driver's seat" perspective
- Learn about map scale
- Enhance ability to follow and give directions

Together Time Activities (page 18)

(To copy and send home)

- A Fly's View
- Point Me in the Right Direction

Curriculum Connections (pages 46–52)

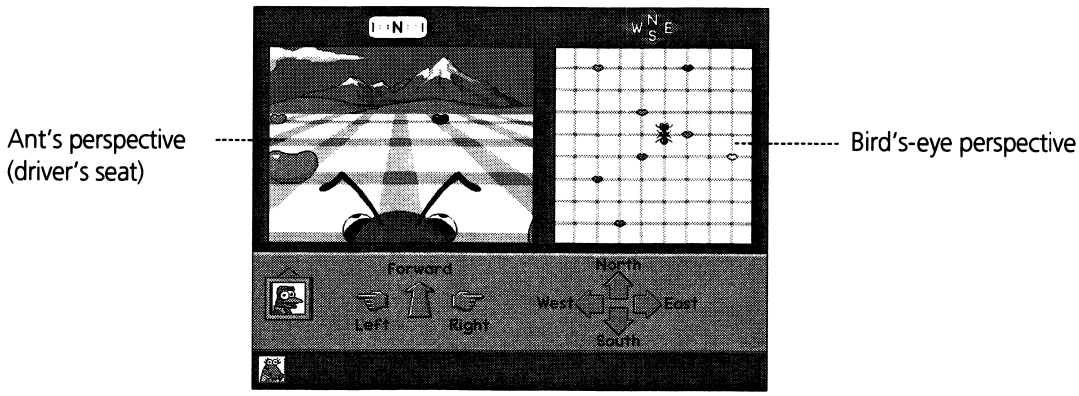
- Letter Collection (Language Arts)
- N, S, E, W in My World (Physical Education)
- Checkers on the Go (Problem Solving)
- My Messy Rug (Mathematics)
- Joe's Missing Worm (Mathematics)

Jellybean Hunt

Explore and Discover Mode

- Click  to enter Jellybean Hunt from the Main Room.

- Jellybean Hunt displays two views of a gingham napkin: the ant's perspective and a bird's-eye perspective. Lead the hungry ant to the jellybeans by using either of the two sets of direction controls: Left/Right/Forward or North/South/East/West.



- Click the blue  or  to turn the ant to the left or right. Click the blue  to move the ant forward one "block."

- Click the green  or  to move the ant north, south, east, or west. Each click moves the ant one "block."

- After the ant has found and eaten all the jellybeans on the napkin, a new set of jellybeans appears.

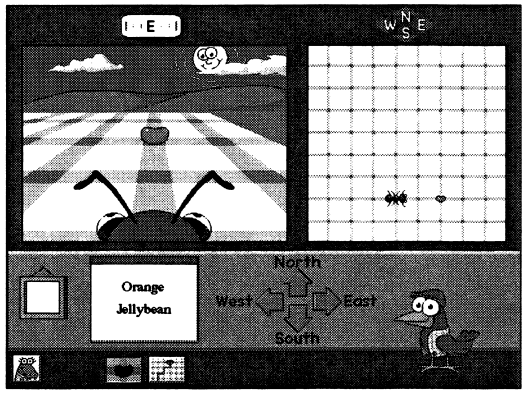
- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.

Jellybean Hunt

Question and Answer Mode

- Click  to enter the Question and Answer Mode.

- Joe Crow asks you to lead the ant to a jellybean. To hear the request again, click Joe Crow.



"Please go to the orange jellybean."

- Click the direction controls to move the ant. If the ant moves away from the jellybean or doesn't follow the directions, Joe Crow asks you to try again.

- You can choose to either give or follow directions. Click:

 or 

Find a specific jellybean. Follow specific directions to a jellybean.

- Click  for the Explore and Discover Mode or click  to return to Trudy's Main Room.

Hello,
In *Trudy's Time and Place House*, we have been exploring relative and cardinal directions with a very hungry ant. Here are two activities to try at home.

Love,
Trudy

Jellybean Hunt

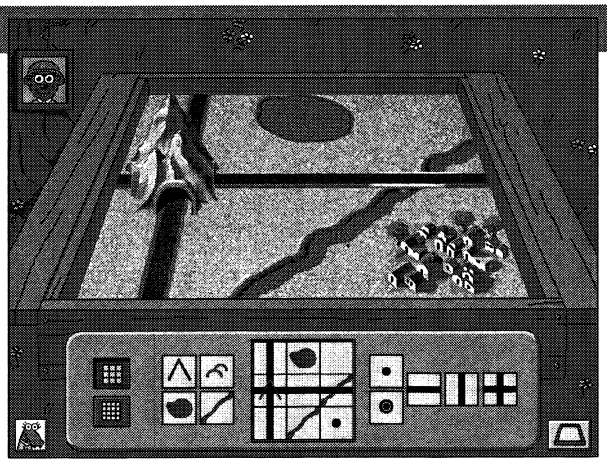
Together Time

A Fly's View

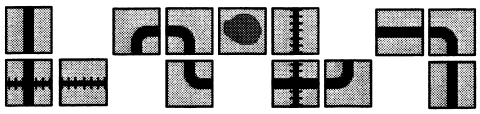
Ask your child to pretend that the two of you are flies on the ceiling, looking down at the room. Talk about how various items in the room (table, lamp, person) would look. Also talk about what would be at the top of the page if you were to draw the view. What would be at the bottom? Right? Left? Let your child draw the room as it would look from a fly's point of view. Your child may also enjoy drawing a "fly's view" of other locations such as your backyard or a baseball field.

Point Me in the Right Direction

Have your child wear a baseball cap or other cap with a visor. Point the visor straight ahead and ask your child to take three steps forward. Now point the visor to the left and ask your child to take three steps to the left (while continuing to face straight ahead). If in doubt about which direction is left, your child can reach up and feel which way the visor is pointing. Continue the game, asking your child to go right, backward, left again, etc. Then let your child give you directions while you wear the cap. Finally, try the game with cardinal directions (north/south/east/west).



Symbol Sandbox Overview



Let's make a symbol sandbox! In the Explore and Discover Mode, students place symbols on a map to create a sandbox construction. In the Question and Answer Mode, students' mapping skills bring the sandbox construction to life with animated cars, boats, planes, and more.

Learning Opportunities

- Use symbols to explore the relationship between a map and a "real life" landscape
- Learn the meaning of simple map symbols
- Develop spatial visualization skills
- Discover the relationship between man-made and natural geography
- Exercise creativity

Together Time Activities (page 22)

(To copy and send home)

- My World in a Sandbox
- Map and Go

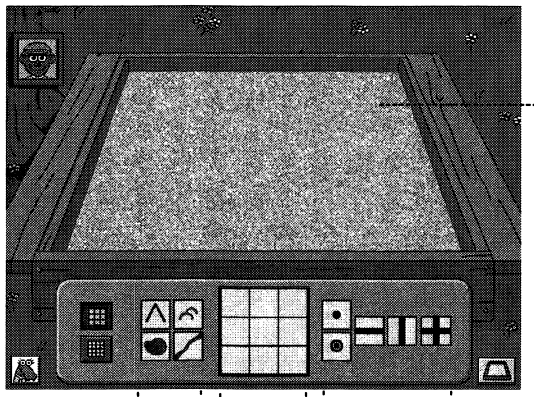
Curriculum Connections (pages 53–60)

- Nature or Not (Science)
- Mini Maps (Art)
- Reducing Trudy (Mathematics)
- Road Codes (Language Arts)
- Picture Your Neighborhood (Art)
- Mapmaker Game (Problem Solving)

Symbol Sandbox

Explore and Discover Mode

- Click  to enter Symbol Sandbox from the Main Room.



- Click  or  to select a 3-by-3 or 4-by-4 map.
- Drag symbols onto the map to create a sandbox construction.
- Man-made geography symbols (such as a town ) may be combined with natural geography symbols (such as a mountain ) by dragging both onto the same map square (to create a town on a mountain ).

  Two man-made geography symbols or two natural geography symbols cannot be combined on the same map square.

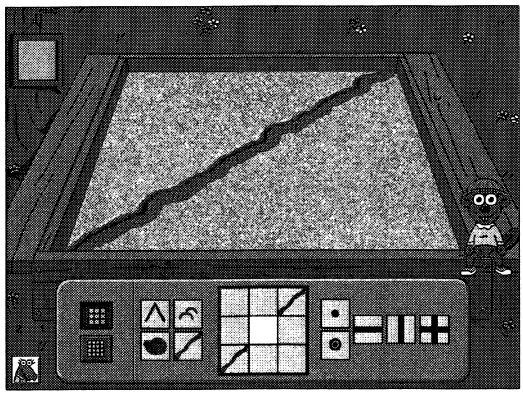
- Symbols may be removed from the map by dragging them outside the map border. Combination symbols may be removed one symbol at a time, beginning with the last symbol placed. To remove the first symbol placed, click the combination symbol once before dragging.
- Click  to remove all the symbols from the sandbox map.
- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.

Symbol Sandbox

Question and Answer Mode

- Click  to enter the Question and Answer Mode.

- Billy Beaver asks you to complete a sandbox map. To hear the request again, click Billy.



"Please finish the map for this sandbox."

- Drag a symbol onto a white map square.
  - If you drag the right symbol onto the square, the symbol snaps into place.
  - If you choose the wrong symbol or the wrong map square, the symbol snaps back to its symbol pile. You can try another map square or another symbol.

- If a combination symbol is needed in the map, the map square will stay white until both of the necessary symbols have been dragged onto the map square.

- You can select Billy's challenge level. Click:

 Complete a 3-by-3 sandbox map.

or

 Complete a 4-by-4 sandbox map. Additional symbols (railroad, curved road, etc.) will be available.

- Click  for the Explore and Discover Mode, or click  to return to Trudy's Main Room.

Hi,
In *Trudy's Time and Place House*, we made symbol maps and then watched them come to life! It would be fun to share some map activities at home, too.

Love,
Trudy

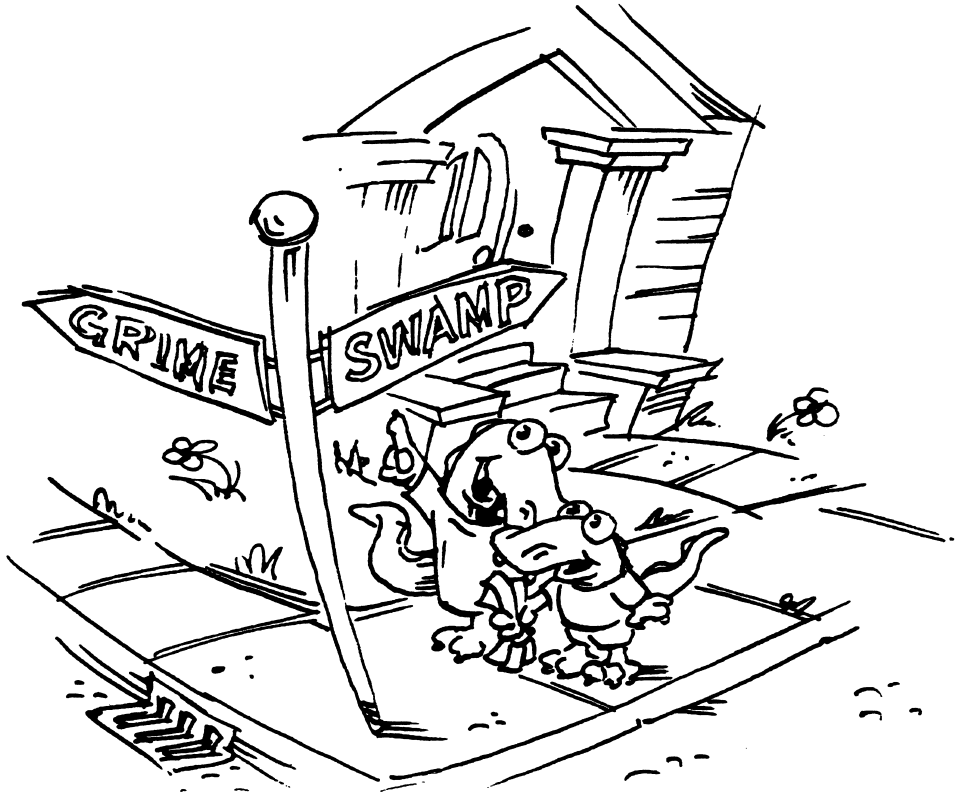
Symbol Sandbox
Together Time

My World in a Sandbox

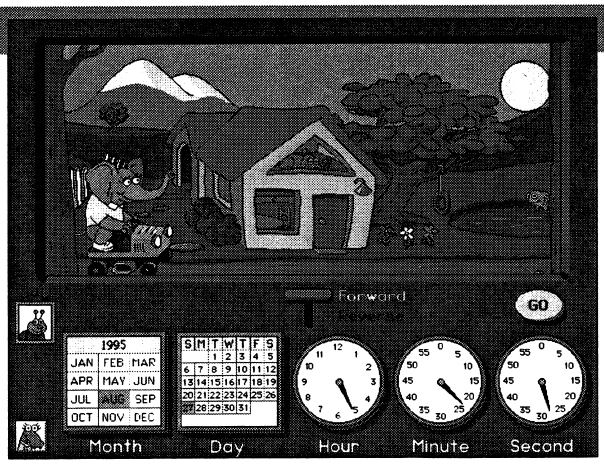
Let your child create a miniature world in an outdoor sandbox or in a jelly roll pan (using clay instead of sand). Provide some simple materials such as old blocks, pieces of wood, small boxes or milk cartons, used aluminum foil, paper cups, twigs with a few leaves, etc. With time and imagination, your child can make up a world with rivers, buildings, trees, bridges, etc. If possible, take an "aerial view" photo of the miniature world.

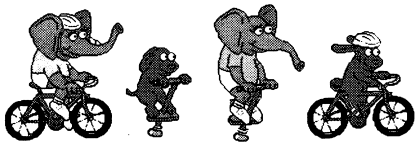
Map and Go

Walk with your child around the neighborhood, circling a full block, if possible. Take along some strips of paper (about 2 by 8 inches) to represent streets. As you walk, look at the street signs and print a street name on each strip of paper. Also, discuss what you are seeing along each street (how many houses, apartment buildings, large trees, businesses, etc.). When you arrive back home, help your child begin a neighborhood map by arranging and taping the street-name strips on a blank sheet of paper. Then make simple drawings to represent what you saw along each street. On another day, repeat the walk, taking the map with you to see how well you both remembered and to check the map's accuracy.



Calendar Clock Overview





Time flies when students play with the Calendar Clock! Students move forward and backward in an animated movie by months, days, hours, minutes, and seconds.

Learning Opportunities

- Develop an understanding of the units used to measure time
- Discover the relationship between clock and calendar units
- Explore the relationship between time units and the "real world"
- Enhance time estimation skills
- Build time unit vocabulary

Together Time Activities (page 26)

(To copy and send home)

- Time Tools
- Our Year

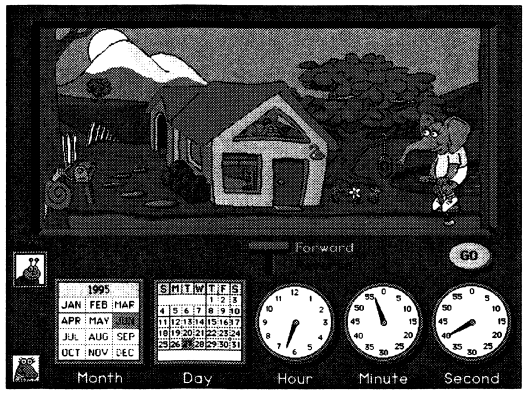
Curriculum Connections (pages 61–68)

- My Day (Social Studies)
- Time Stations (Mathematics)
- Loops of Days (Mathematics)
- Pick a Measure (Problem Solving)

Calendar Clock

Explore and Discover Mode

- Click  to enter the Calendar Clock from the Main Room.



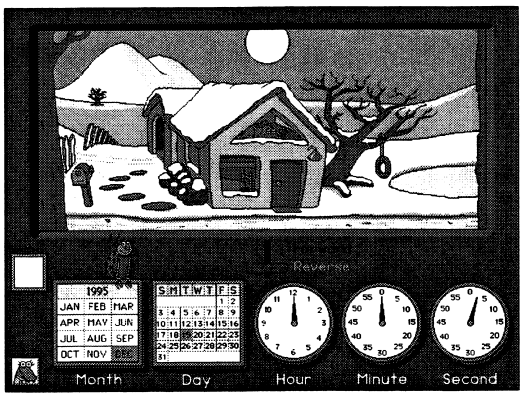
- Click  to watch the animated movie in real time. Click  again to stop the movie.
- Click  to run the movie forward or in reverse.
- Click or hold down  ,  ,  ,  , or  to move by month, day, hour, minute, or second.
- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.

Calendar Clock

Question and Answer Mode

- Click  to enter the Question and Answer Mode.

- Mandy, the ladybug, describes when an event will happen and asks you to change time to see the event. To hear the request again, click Mandy.



"Three months ago the season was Fall. Please change time to make the season Fall."

- Click the time unit controls to move forward or backward through time to the event.
  - When you move the correct amount of time, the event happens.
  - If you choose time units that are too small to be practical or too big to work, Mandy will ask you to try again.

- Click  for the Explore and Discover Mode, or click  to return to Trudy's Main Room.

Hi,
Trudy's Time and Place House has all sorts of clocks and calendars to help us learn about months, days, hours, minutes, and seconds. You can play with calendars and clocks at home, too.

Love,
Trudy

Calendar Clock
Together Time

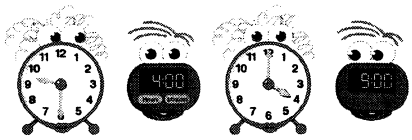
Time Tools

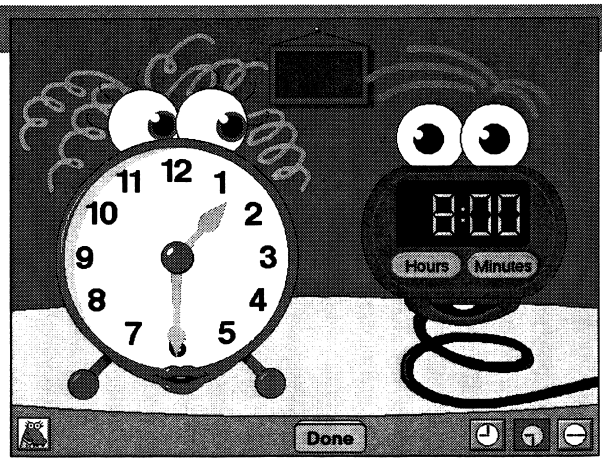
With your child, conduct a search through the house for anything that helps measure time. Look at clocks, kitchen timers, calendars, watches, computer calendars, thermostat timers, etc. Talk about which are used to keep track of short periods of time (naming the units—seconds, minutes, hours) and which are used for longer periods of time (days, weeks, months, years). You and your child may enjoy using reference books to discover what devices people used to tell time in the past.

Our Year

Make a copy of the twelve pages of the calendar (or cut apart an unused calendar). Shuffle the pages and let your child practice arranging them in the correct order. Then tape the pages together side-by-side. Over several days, work with your child to mark (with simple pictures or words) special days in each month — family birthdays, celebrations, future vacations, back-to-school day, etc. Point out "where you are in the year" and talk about the sequence of events you have marked. You may want to prop up the calendar pages in a circle to help your child see how the sequence of months continues year after year. Then fold the calendar accordion fashion and let your child keep it to remember "what comes next."

Time Twins Overview





Let's visit the Time Twins! Students can set clocks to hear the time or play with Analog Ann and Digital Dan, two playful clocks always ready with a time-telling challenge.

Learning Opportunities

- Develop time-telling skills at three levels: hour, half hour, and quarter hour
- Recognize analog and digital clock equivalency
- Build a time-telling vocabulary
- Strengthen number recognition and numeric sequence skills

Together Time Activities (page 30)

(To copy and send home)

- Time for...
- Times Two

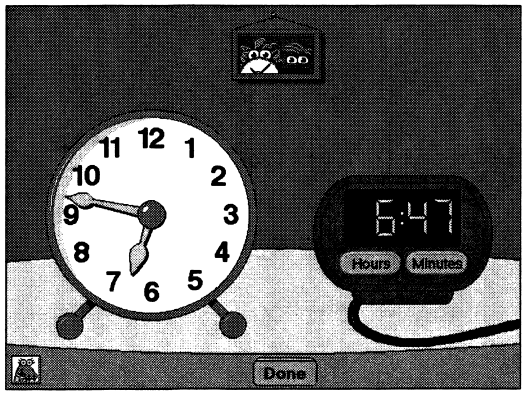
Curriculum Connections (pages 69–75)

- Clock Cards (Mathematics)
- Custom Clocks (Art)
- Hop Around the Clock (Physical Education)
- Time in a Flash (Mathematics)
- Time for Solitaire (Problem Solving)

Time Twins

Explore and Discover Mode

- Click  to enter Time Twins from the Main Room.



- To set the analog clock  , drag the hour or minute hand to any position and release. The digital clock automatically changes to reflect the analog clock time that you have set.

- To set the digital clock  , click Hours or Minutes. The analog clock automatically changes to reflect the digital clock time that you have set.

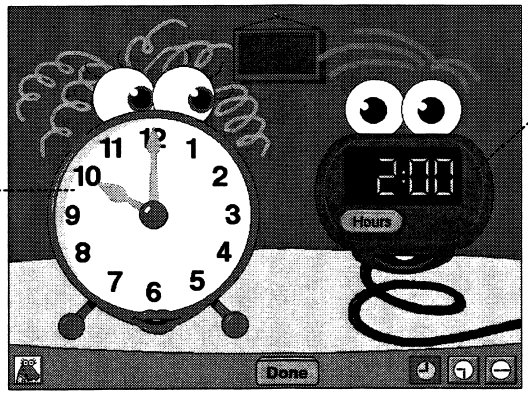
- Click Done to hear the time displayed on the clocks.

- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.

Time Twins

Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- Analog Ann or Digital Dan asks you to set a clock or replace clock numbers. To hear the request again, click on the clock character who made the request.



- Set  by dragging the hour or minute hands. Click Done when you are finished.
- Set  by clicking Hours or Minutes. Click Done when you are finished.
- You can select the level of challenge. Click:
  -  Set the clocks by whole hour; replace up to four analog clock numbers.
  -  Set the clocks by whole hour and half hour; replace up to seven analog clock numbers.
  -  Set the clocks by whole hour, half hour, and quarter hour; replace up to ten analog clock numbers.
- Click  for the Explore and Discover Mode, or click  to return to Trudy's Main Room.

Greetings!
We learned to tell time with the analog and digital clocks in *Trudy's Time and Place House*. You might like to try these two activities at home.

Love,
Trudy

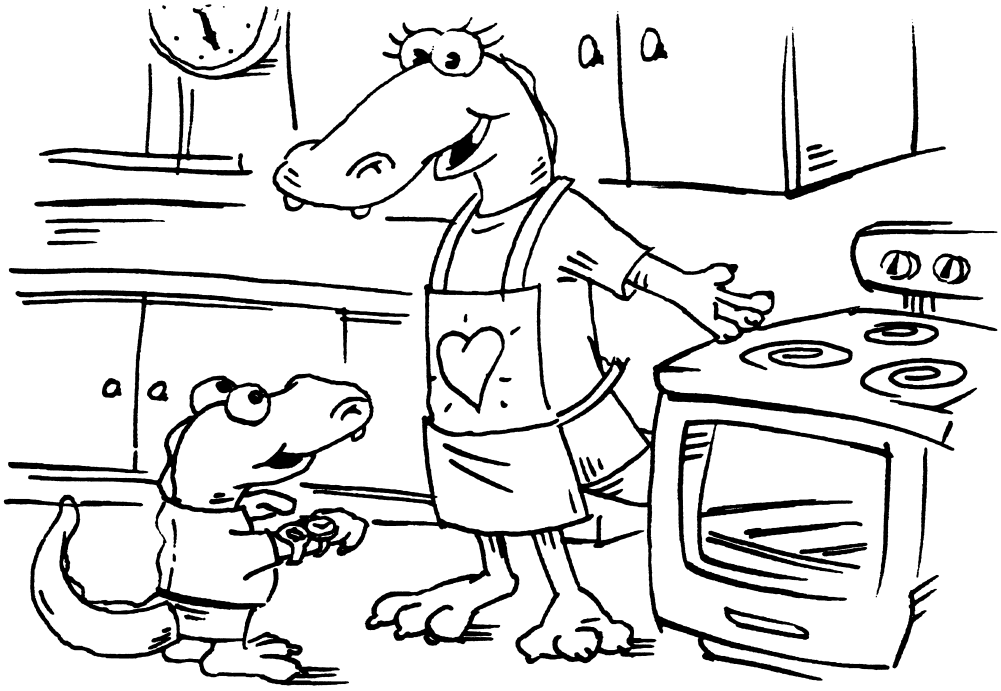
Time Twins
Together Time

Time for...

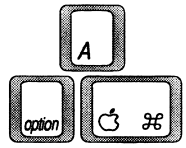
On index cards, print activities that regularly occur in your child's day (wake-up time, time for the school bus, time for breakfast, bedtime, etc.). Use simple sketches to represent the activities for a nonreader. On separate index cards, draw clocks with the hands pointing to the corresponding times that these activities normally take place. Let your child arrange the cards to match activities to times and then tape each pair of cards together. If possible, let your child wear an inexpensive watch to check these pairings as the day progresses. Later your child can try to put the card pairs in order as they occurred throughout the day.

Times Two

Let your child be your time manager for a day or an evening. If possible, arrange for your child to wear two watches — an analog and a digital. Or, point out where to find both types of clocks in the house. Tell your child that you need to start cooking dinner at five-thirty, for example. Ask to be reminded when that time arrives. Later, explain that you need to leave for your meeting at seven o'clock and ask to be reminded so you won't be late. Continue the process as long as your child is enjoying being your "time manager."



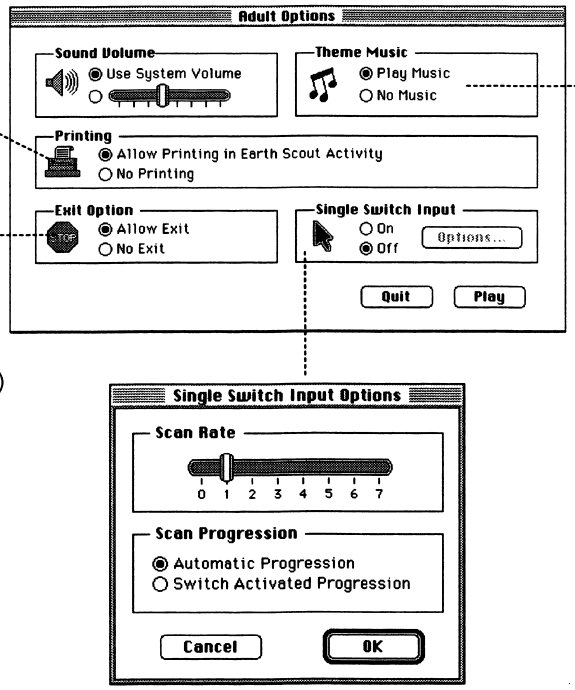
Adult Options



To customize *Trudy's Time and Place House*, hold down the Option and Command ⌘ keys while pressing the "A" key.

If printing is allowed, the icon appears in Earth Scout Explore and Discover Mode.

The Stop Sign appears on the Main Menu if exit is allowed. (Users can still exit with Command ⌘-Q even if "No Exit" is allowed.)



Turning the Theme Music off will not affect the speech in *Trudy's Time and Place House*.

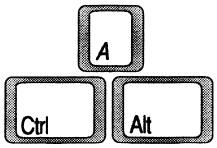
Single Switch Input Options for Students with Special Needs

Built-in scanning is available for single switch users. When scanning is on, you can choose between two kinds of scanning. In Automatic Progression, the scanning arrow automatically moves from choice to choice on the screen and the user clicks to indicate a selection. In Switch Activated Progression, scanning begins after the user clicks. The user clicks again to indicate a selection. A third click restarts scanning.

- You can also select the scanning rate (in seconds): 1 (fastest) to 7 (slowest).
- When scanning is on, you can temporarily suspend or resume scanning by pressing Command ⌘-Option-S.

For Windows Users

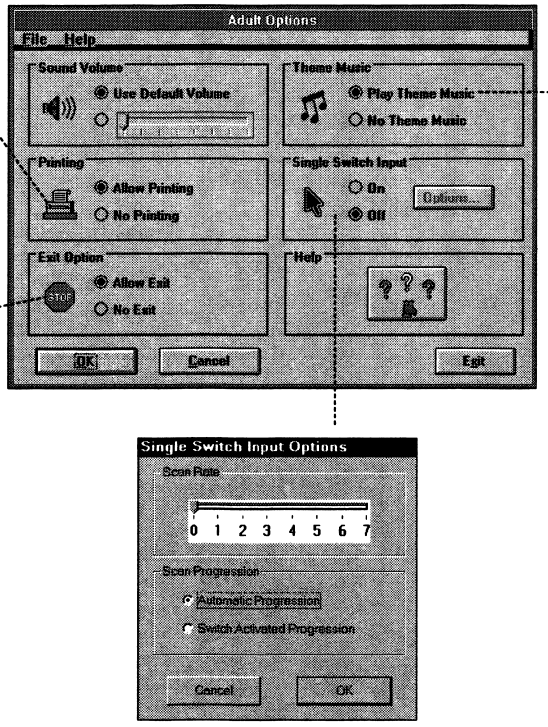
Adult Options

To customize *Trudy's Time and Place House*, hold down 

the Ctrl and Alt keys while pressing the "A" key.

If printing is allowed, the icon appears in Earth Scout Explore and Discover Mode.

The Stop Sign appears on the Main Menu if exit is allowed. (Users can still exit with Alt-F4 even if "No Exit" is allowed.)



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Single Switch Input Options for Students with Special Needs

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- You can also select the scanning rate (in seconds): 1 (fastest) to 7 (slowest).
- When scanning is on, you can temporarily suspend or resume scanning by pressing Ctrl-Alt-S.
- You can also temporarily increase the scanning speed using the "+" key or decrease the scanning speed using the "-" key on the numeric keypad.

Curriculum Connections

The learning opportunities in *Trudy's Time and Place House* can be reinforced throughout the school day in many curricular areas. The classroom activities on the following pages are designed for Kindergarten through second grade students, but may easily be adapted to suit the needs of preschool children. The *Curriculum Connections* activities are grouped according to the corresponding *Trudy's Time and Place House* computer activities (see the chart below).

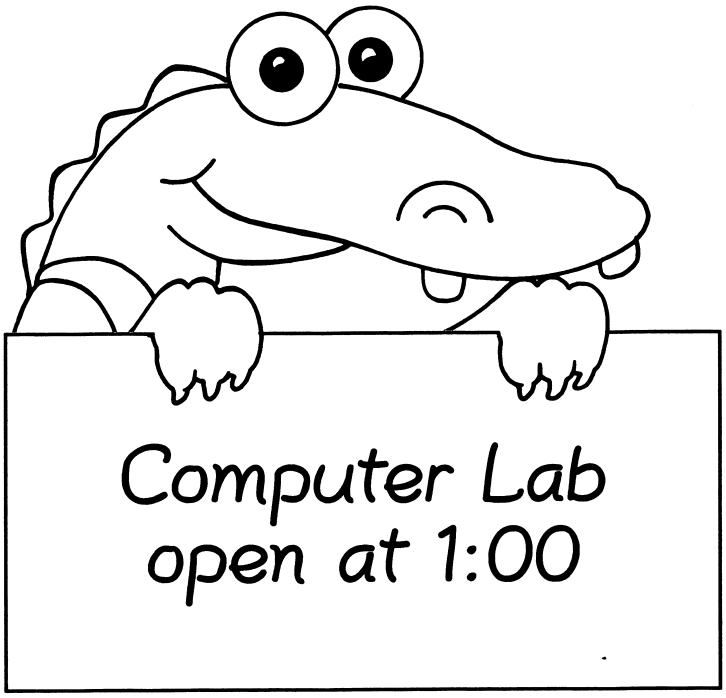
Pick and choose activities according to your students' needs as well as your computer equipment, facilities, resources, and schedule. You may want to use some of the *Curriculum Connections* activities before students work at the computers. Other activities can be used as follow-up experiences. Let the ideas in *Curriculum Connections* stimulate your imagination as you plan experiences tailor-made for your students.

Reproducible activity sheets are also included. These can be used in a variety of ways (for student work, transparencies, labels, etc.), some of which are suggested in *Curriculum Connections*. In addition, there are two reproducible pages of *Trudy's Time and Place House* characters to use on your chalkboard, bulletin board, or computer.

	 **Earth Scout** (pages 38–45)	 **Jellybean Hunt** (pages 46–52)	 **Symbol Sandbox** (pages 53–60)	 **Calendar Clock** (pages 61–68)	 **Time Twins** (pages 69–75)
Art			▪ Mini Maps ▪ Picture Your Neighborhood		▪ Custom Clocks
Creative Dramatics	▪ Travel Agents				
Language Arts	▪ Pack Your Bags	▪ Letter Collection	▪ Road Codes		
Mathematics		▪ My Messy Rug ▪ Joe's Missing Worm	▪ Reducing Trudy	▪ Time Stations ▪ Loops of Days	▪ Clock Cards ▪ Time in a Flash
Music	▪ A World of Music				
Physical Education	▪ Playground World	▪ N,S,E,W in My World			▪ Hop Around the Clock
Problem Solving	▪ Worldwide Treasure Hunt ▪ Digging to China	▪ Checkers on the Go	▪ Mapmaker Game	▪ Pick a Measure	▪ Time for Solitaire
Science			▪ Nature or Not		
Social Studies	▪ Class Atlas			▪ My Day	

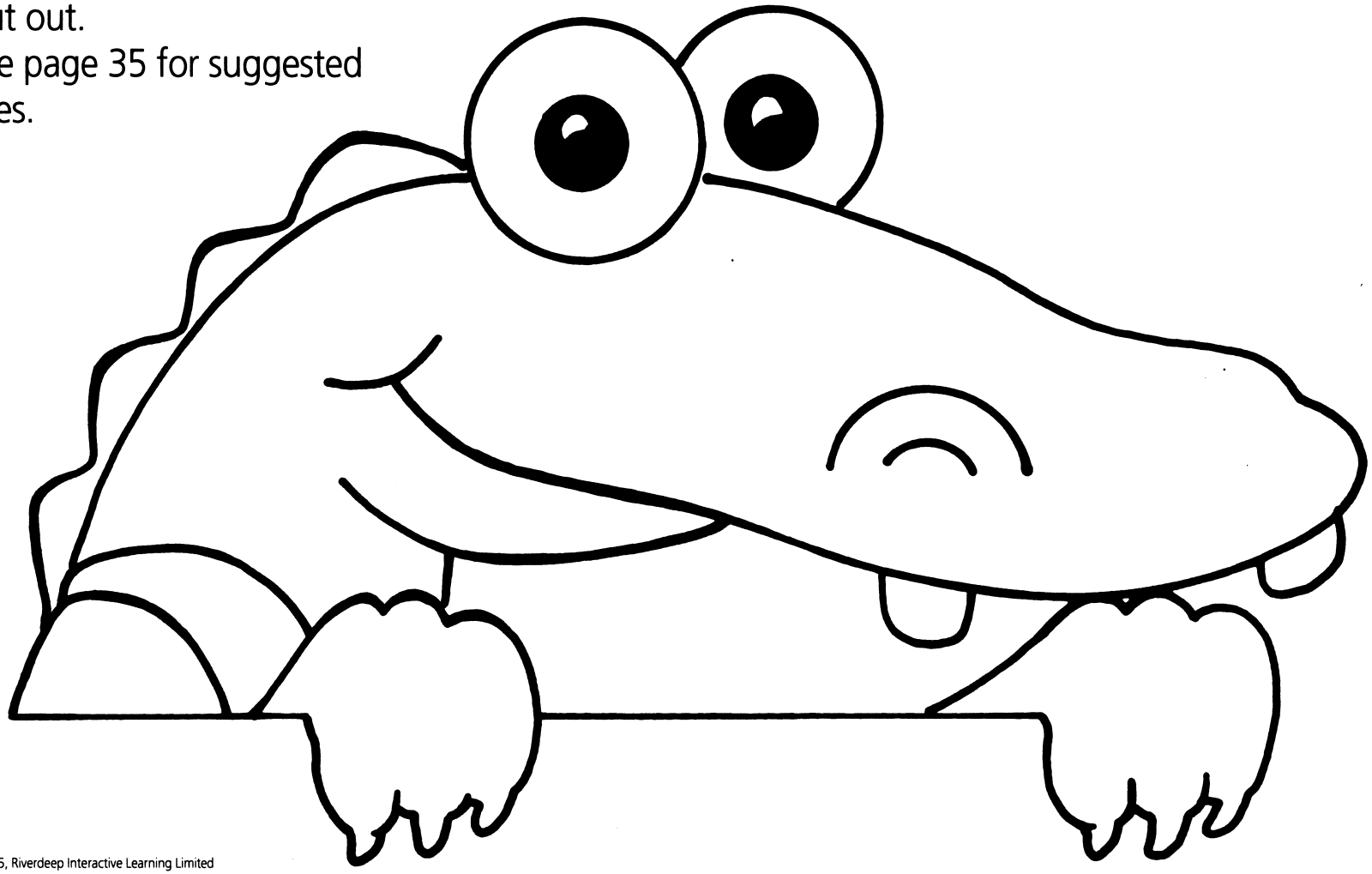
Characters for Bulletin Boards, Computers, and Chalkboards

The characters on pages 36 and 37 can be used to call attention to messages on bulletin boards, computers, and chalkboards. Copy, color, and cut out a character. For bulletin boards, slip the character over the edge of the message sign and staple or tape into place. To use the character on the chalkboard, mount the character on the chalkboard and draw a rectangular sign below the character. Then write the information inside the rectangle. These pages can also be reproduced and posted near the computer to hold current assignments, notes of encouragement, etc.



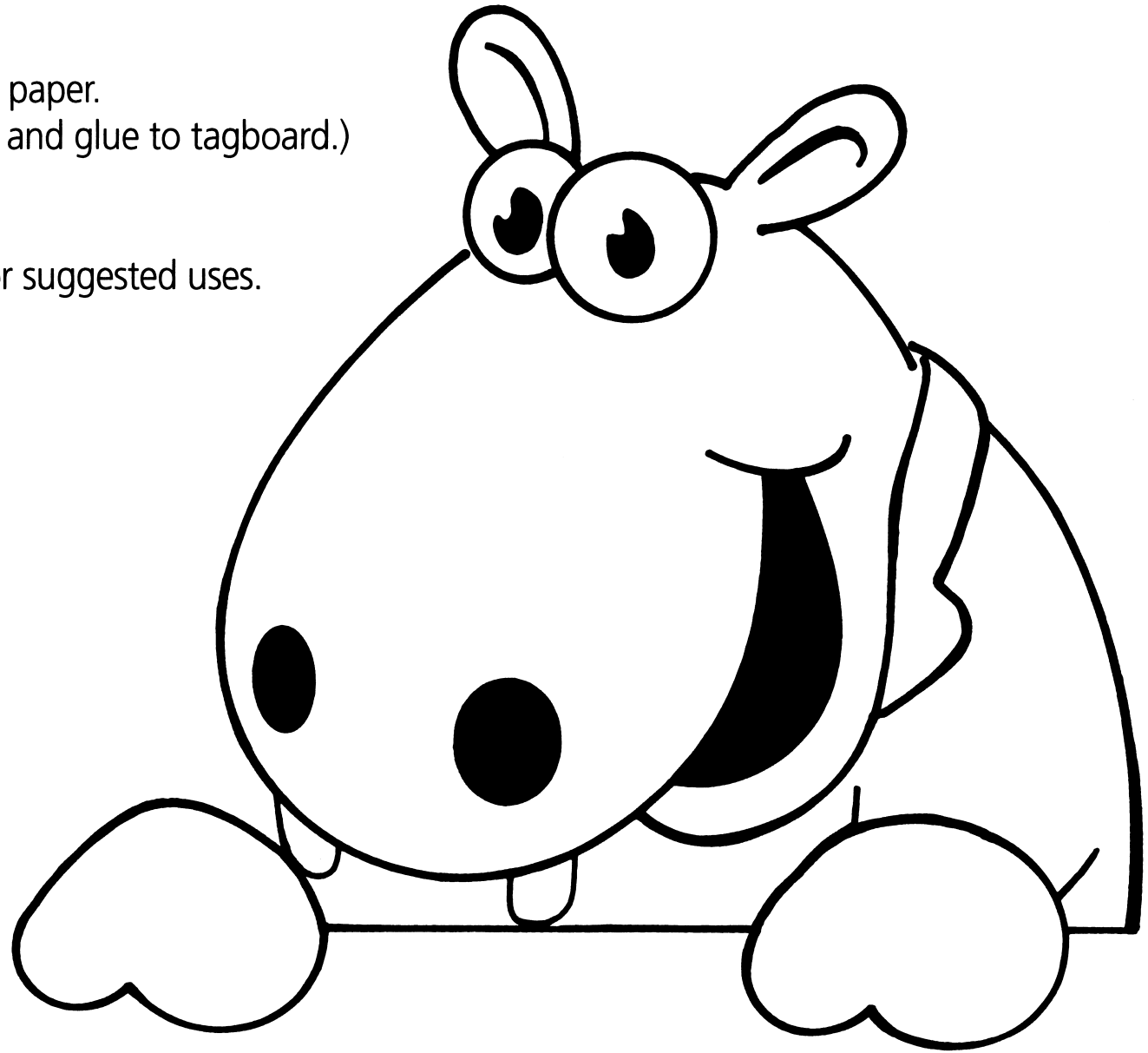
Trudy

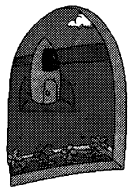
1. Copy on heavy paper.
   (Or copy, color, and glue to tagboard.)
2. Color.
3. Cut out.
4. See page 35 for suggested uses.



Melvin

1. Copy on heavy paper.
   (Or copy, color, and glue to tagboard.)
2. Color.
3. Cut out.
4. See page 35 for suggested uses.





Earth Scout

Travel Agents **Creative Dramatics**

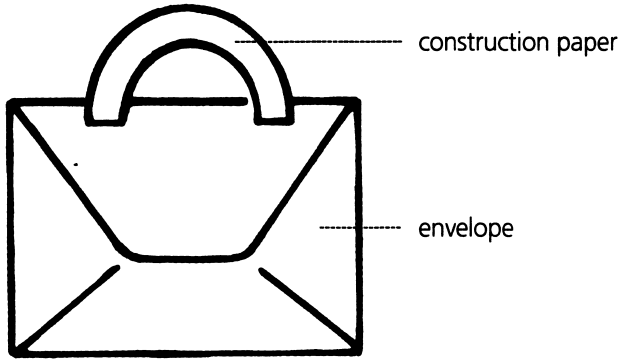
For this project, divide your class into seven groups. Print the names of the seven continents on slips of paper, put them in a container, and let a representative from each group draw one. Have student groups use the Earth Scout activity of *Trudy's Time and Place House* to print out maps of their continents. Explain that each group will be a "travel agency" making a commercial to sell a tour package for the continent. The students in each group should divide the following tasks among themselves:

- Color the map and mark sights (from Earth Scout) on the map.
- Use Earth Scout to learn about the sights.
- Plan and present a commercial. Include "selling points" about the continent and its sights.

If possible, videotape the presentations.

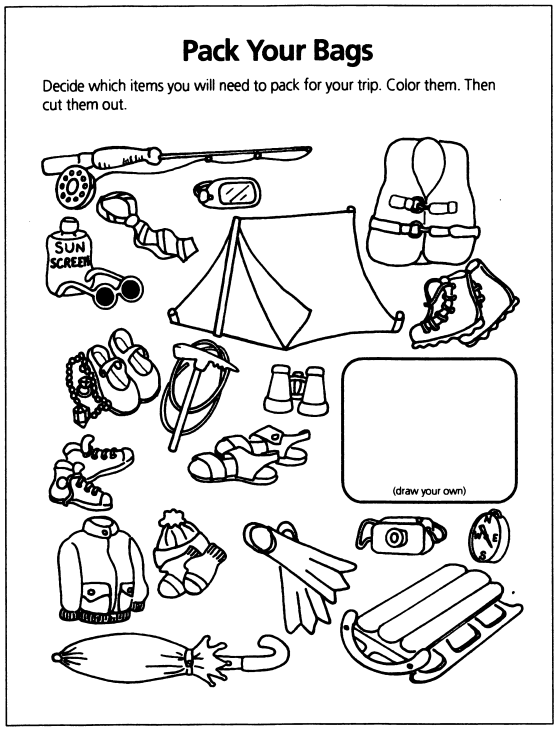
Pack Your Bags **Language Arts**

This activity can be used independently or as a follow-up to the "Travel Agents" activity above. Give each student an envelope (letter-sized and colored, if possible) to use as a "suitcase" and demonstrate how to make a simple "suitcase handle."



Have each student pick one of the destinations in the Earth Scout activity of *Trudy's Time and Place House* and print it on the suitcase. Discuss the idea that students would need to pack different items depending upon the weather, activities, etc., at their destinations.

Make copies of page 43 and let students color, cut out, and "pack" their envelope suitcases with the items they would need.



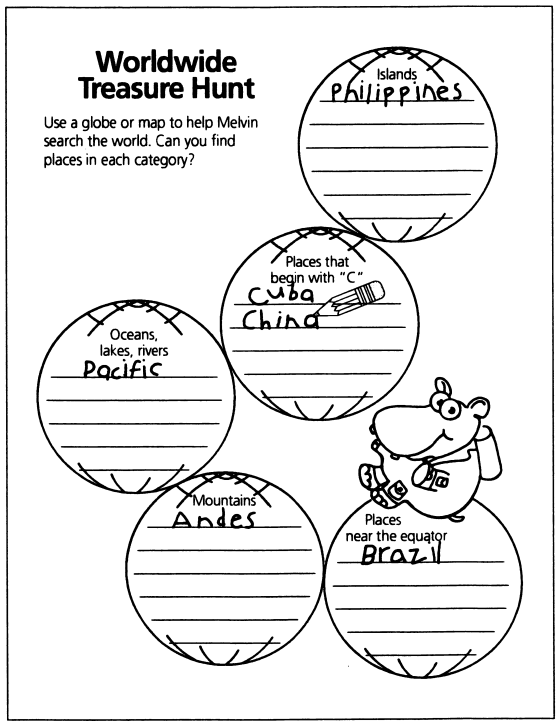
Divide the class into small groups and have students in each group give short reports describing their destinations, what they are taking, and how they will be using those items.

Worldwide Treasure Hunt

Problem Solving

Divide the class into groups of four or five and give each group a globe or world map, a pencil, and a copy of page 44.

Explain that each group should find one answer for each category in the treasure hunt and then go back to look for more if they have time. Suggest that each group select a recorder to print the answers. Let students work until they begin to tire of the game. If desired, determine a winning group by having the groups count up their answers.



You may want to:

- Discuss any categories that were difficult for your students.
- Let groups with high counts help the other groups find more answers.
- Talk about the differences between various maps or between a map and a globe. Are some things easier to find on certain globes/maps? (For example, mountain ranges are easy to find on globes with raised surfaces.)

Digging to China **Problem Solving**

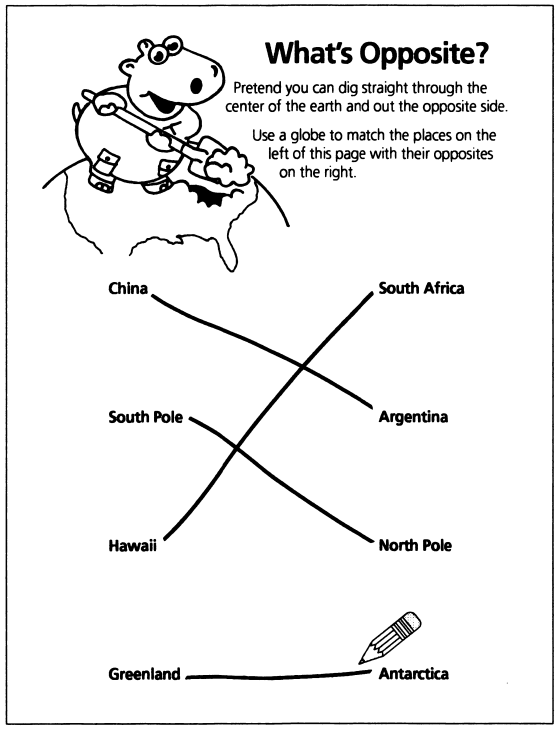
Ask students if they have ever heard someone talk about "digging to China." Discuss what is meant by the phrase. Ask students to pretend they could actually dig (or push a long stick) from where they live straight through the center of the earth and out the opposite side. Where would they be? Follow these steps to find out:

1. Find a latitude line near your location (for example, 30° North).

2. Attach a sticky note marking the corresponding latitude on the opposite side of the equator (30° South).

3. Follow a longitude line from your location, continuing past the pole until you cross the latitude line you marked.

Distribute copies of page 45 for students to complete individually, in pairs, or in small groups.



Playground World **Physical Education**

Help students use chalk to draw a map of the world on the playground—the larger the better. Begin by folding a world map into squares. Use white chalk to mark off the playground into the same number of squares, but on a larger scale. Have students draw the map, one square at a time, with white chalk and then use colored chalk to color the completed map. Alternatively, arrange for older students to draw the map or help with the drawing. Let students play these games (or games they invent) on the map:

- **Trudy Says**

  Call out commands such as "Trudy says, hop to Africa" or "Trudy says, balance on one foot in the Atlantic Ocean." Players should follow these commands. However, any student who follows a command not preceded by "Trudy says" must drop out of the game. Continue for a set length of time or until only one student remains.

- **International Pilot**

  Have students line up along one side of the map and toss paper airplanes (marked with their names) to land at a specific location. Let a "pilot" who lands accurately call out the next location.

- **Don't Get Wet**

  Use a portable tape or CD player to play music (from around the world, if possible) as students walk single file in a circular path on the map. Without warning, stop the music. Everyone must freeze in place and any student "in an ocean" must drop out of the game. Continue until only one student remains.

A World of Music **Music**

Using a book of children's songs or folk songs, point out the origin of various songs to your students. (Usually this information is printed above the score on the upper right.) Students may be surprised to find that many familiar songs originated in other countries. For example:

Farmer in the Dell; Twinkle, Twinkle Little Star	England
Are You Sleeping?	France
I Know an Old Lady	Canada
Waltzing Matilda	Australia
Auld Lang Syne; Oh Dear, What Can the Matter Be?	Scotland

Locate these countries on a world map and, if possible, tack the titles of the songs in place. Together, use an encyclopedia or other reference book to learn a few facts about these countries. Sing the familiar songs together or learn a new song from another country.

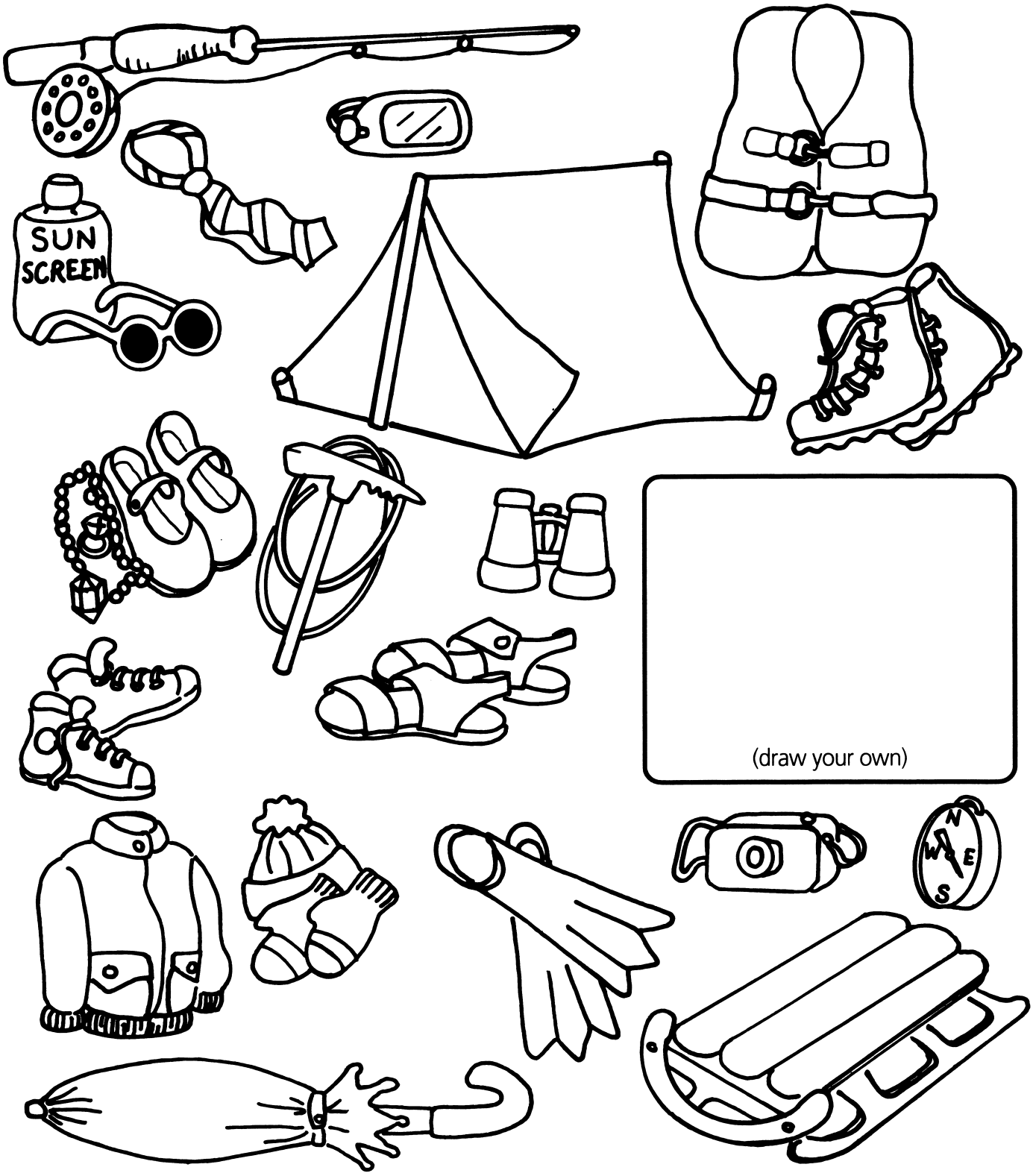
Class Atlas **Social Studies**

With your students, look at one or more atlases. Then work together as a class to design a classroom atlas. Use the Earth Scout activity of *Trudy's Time and Place House* to print out maps of the world and the continents. Let small groups of students color the maps. Students can locate and label familiar places or the sights included in Earth Scout. Pictures of these sights can be printed out, colored, and added to the atlas as well. Put the atlas pages into a three-ring binder.

Throughout the year, locate and add names of places you discuss in class. Pages containing photographs of the places, newspaper or magazine articles, or other related information can also be added.

Pack Your Bags

Decide which items you will need to pack for your trip. Color them. Then cut them out.



Worldwide Treasure Hunt

Use a globe or map to help Melvin search the world. Can you find places in each category?

Islands

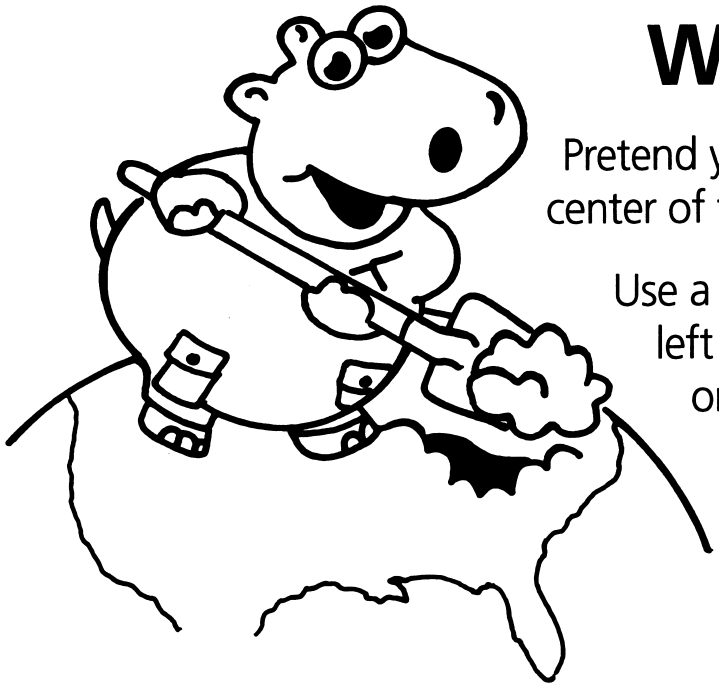
Places that begin with "C"

Oceans, lakes, rivers

Mountains

Places near the equator

Use with "Worldwide Treasure Hunt" (pages 39–40).



What's Opposite?

Pretend you can dig straight through the center of the earth and out the opposite side.

Use a globe to match the places on the left of this page with their opposites on the right.

China

South Africa

South Pole

Argentina

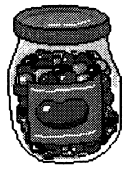
Hawaii

North Pole

Greenland

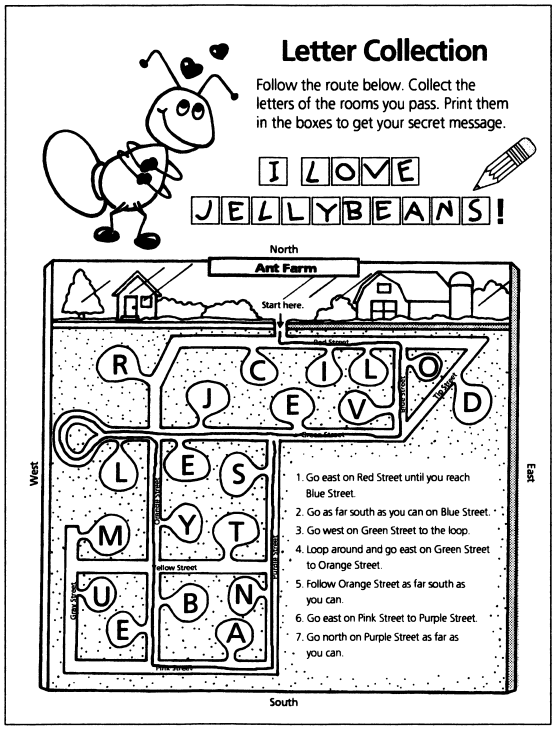
Antarctica

Jellybean Hunt



Letter Collection **Language Arts**

Distribute a copy of page 49 to each student. Have students lightly color the streets according to the street names. Then have students follow the directions to collect letters at houses they pass on their route. (Or, for younger students, you may wish to read the directions aloud as they follow on their maps.) Instruct them to print the letters in the blanks. When they have finished the route, they will have a surprise message.



N, S, E, W in My World **Physical Education**

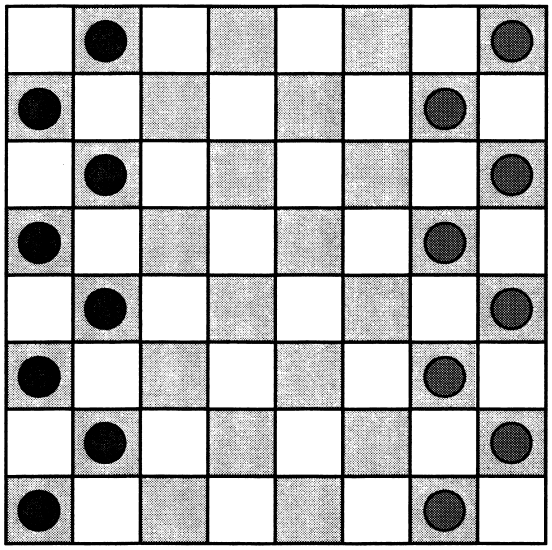
To help students relate cardinal directions to their own "part of the world," take them out to the playground. If possible, use the sun's position to help orient students to east and west. Mark those directions on the surface of the playground with chalk (or fold tagboard to make signs that will stand up). Then discuss and mark north and south. If you wish, let students use a compass in this activity.

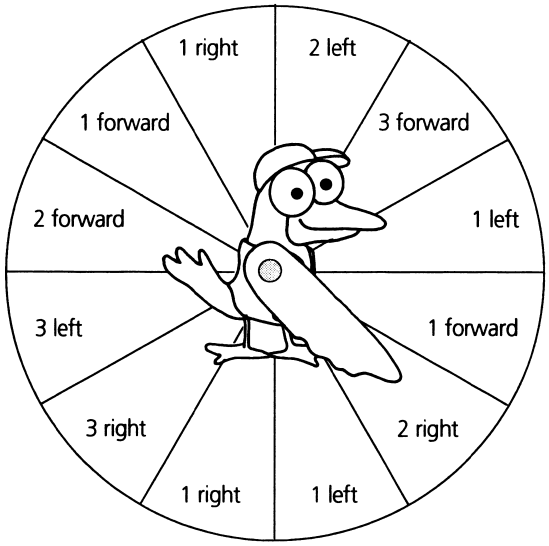
Instruct students to spread out in the central area of the playground. Use this part of the activity as a warm-up for physical education. Have students take four hops to the north, then six skips to the east, two big steps to the south, etc. Divide students into small groups and let them practice giving directions to each other. Or, they can use spinners made from page 50..

Checkers on the Go

Problem Solving

Copy and assemble the spinner on page 50 for students to use when they play this version of checkers. Each player should start with eight checkers, arranged as shown. A turn consists of spinning the spinner and following the instructions. The player can choose which checker to move. A player can capture an opponent's checker by landing on it. Players must move so they do not land on their own checkers. (If the only move available will take one of a player's checkers off the edge of the board, the player can choose to skip a turn or give that checker to the opponent.) The winner is the player who gets the most checkers to the opposite side of the board.



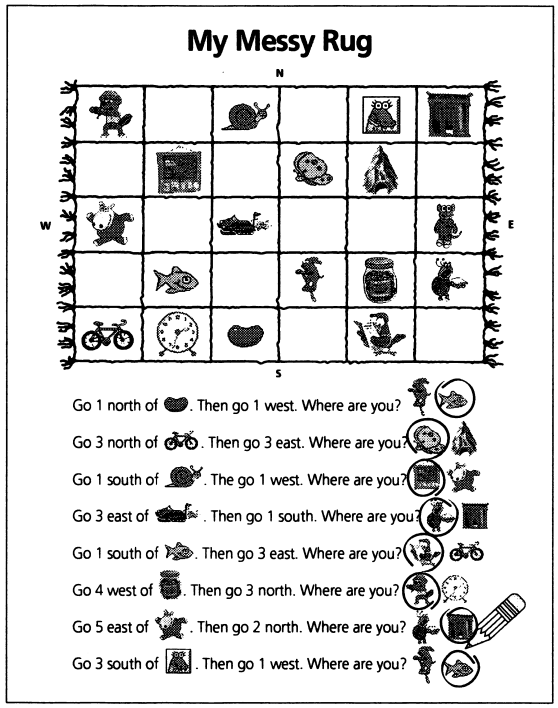


My Messy Rug

Mathematics

Distribute copies of page 51. (For younger students, make a transparency of the sheet. Using an overhead projector, demonstrate how to solve a problem or two.) Let students work on their own. When everyone has completed the sheets, check the work together by letting students call out the correct answers.

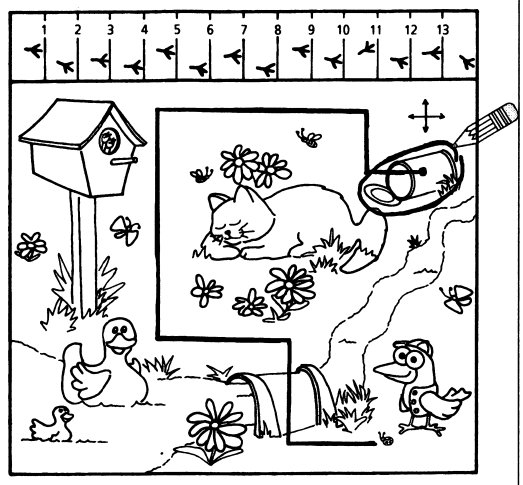
If you have a checkered floor or rug in the classroom or gymnasium, you can try this activity using real objects and letting volunteers find them.



Joe's Missing Worm

Mathematics

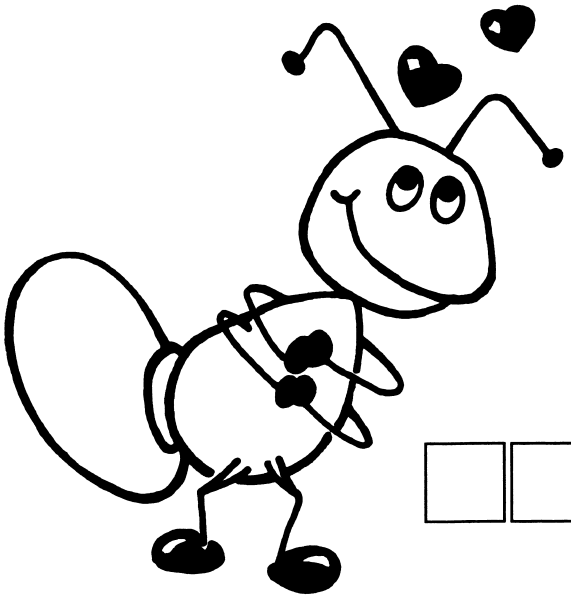
Make a copy of page 52 for each student. Have students cut out the "ruler." If you have nonreaders, you may need to read the directions aloud as students work on their maps, or pair readers and nonreaders to work together. If you prefer, you can make this activity sheet into a transparency and, using the overhead projector, demonstrate how to begin working with the map.



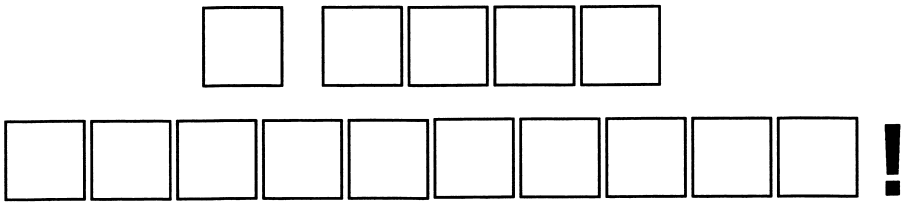
Cut out Joe's ruler at the top of the page. Draw a line to show Joe where to find a worm.

1. Start at the beetle by Joe's feet.
2. Go 3 Joe prints west.
3. Go 3 Joe prints north.
4. Go 4 Joe prints west.
5. Go 7 Joe prints north. Don't wake the kitty!
6. Go 6 Joe prints east.
7. Go 2 Joe prints south.
8. Go 2 Joe prints east. Circle the spot to find a worm.

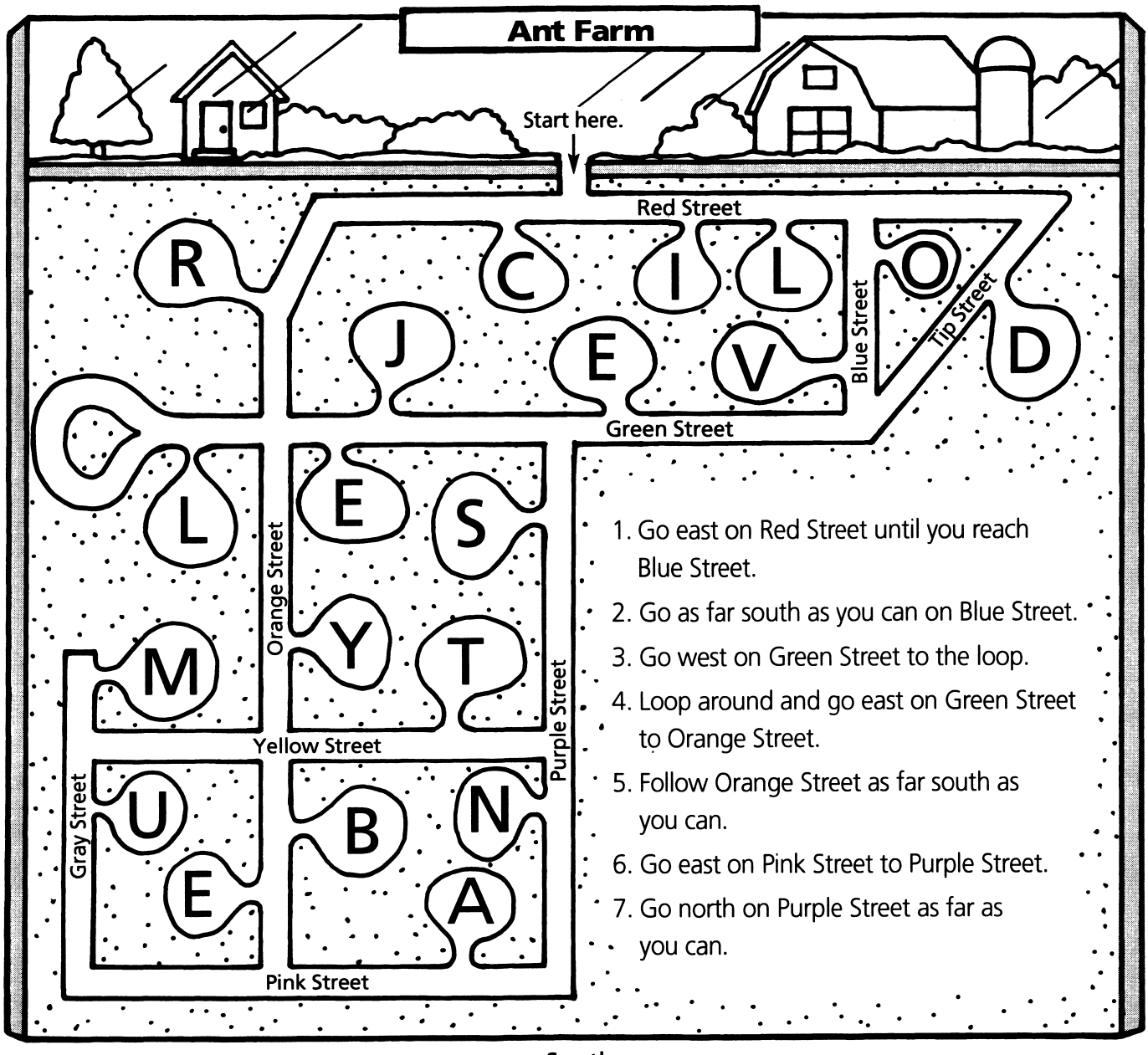
Letter Collection



Follow the route below. Collect the letters of the rooms you pass. Print them in the boxes to get your secret message.



North



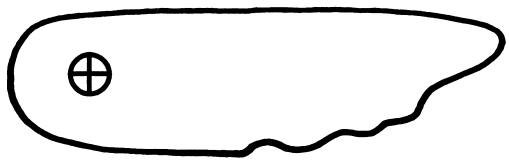
West

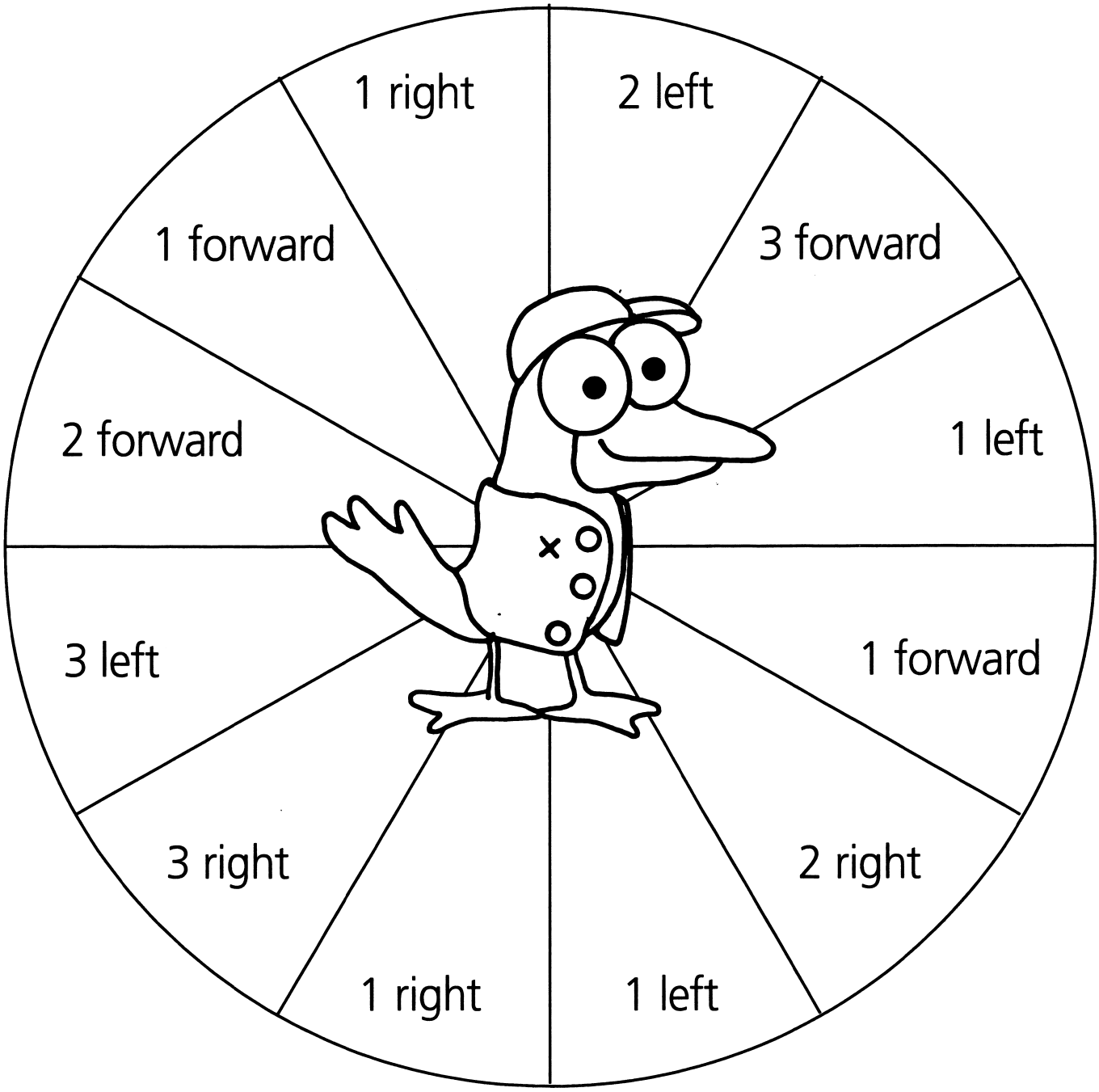
East

South

Spinner

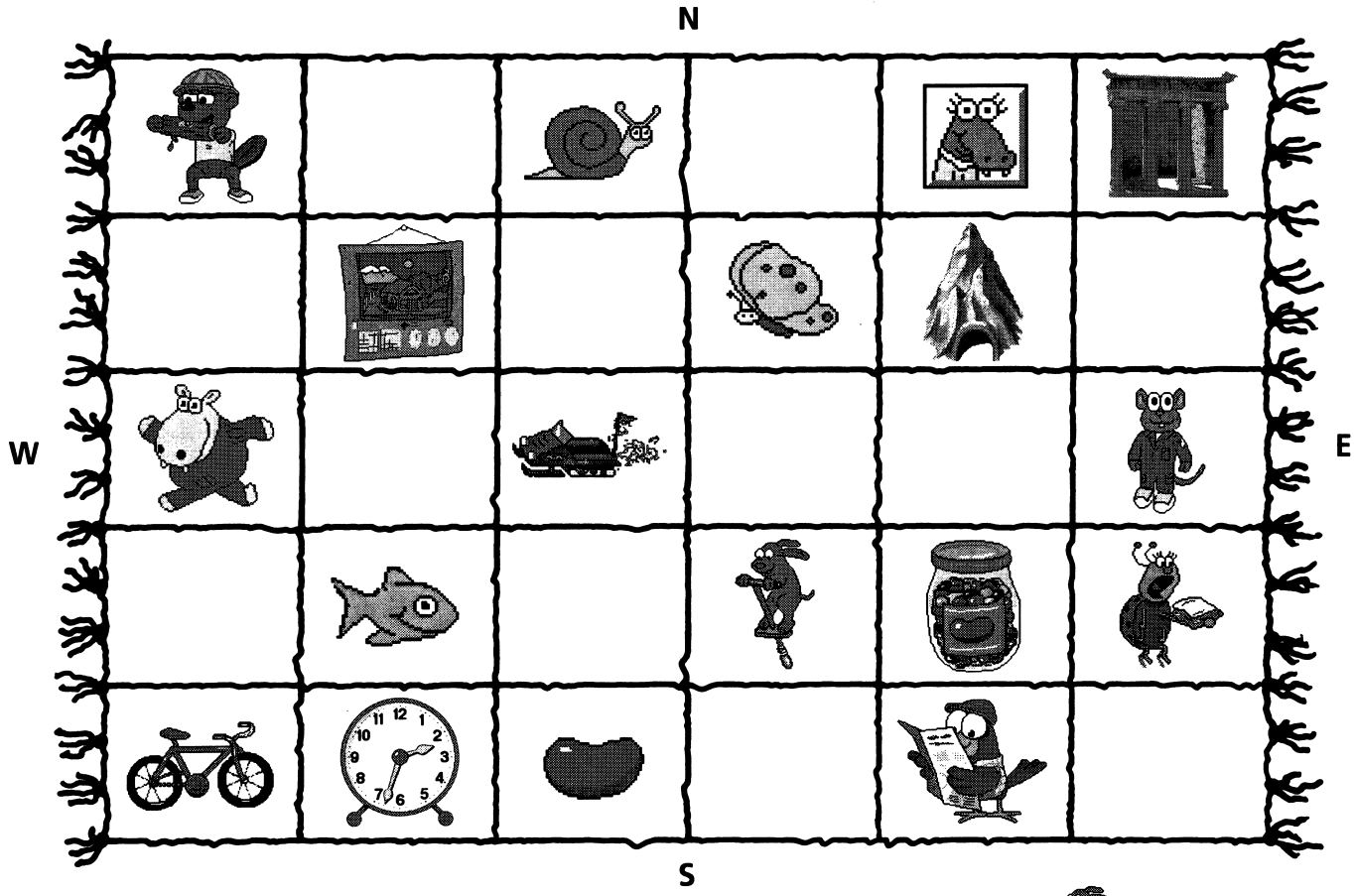
1. Copy and mount the page on cardboard.
2. Color.
3. Cut out the circle and wing.
4. Punch a hole in the wing.
5. Attach the wing loosely at the "X" with a brass fastener.





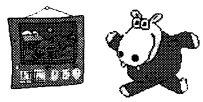
Use with "N, S, E, W in My World" (page 46) and "Checkers on the Go" (page 47).

My Messy Rug



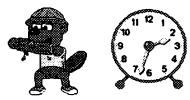
Go 1 north of  . Then go 1 west. Where are you? 

Go 3 north of  . Then go 3 east. Where are you? 

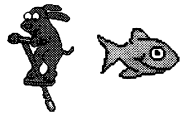
Go 1 south of  . The go 1 west. Where are you? 

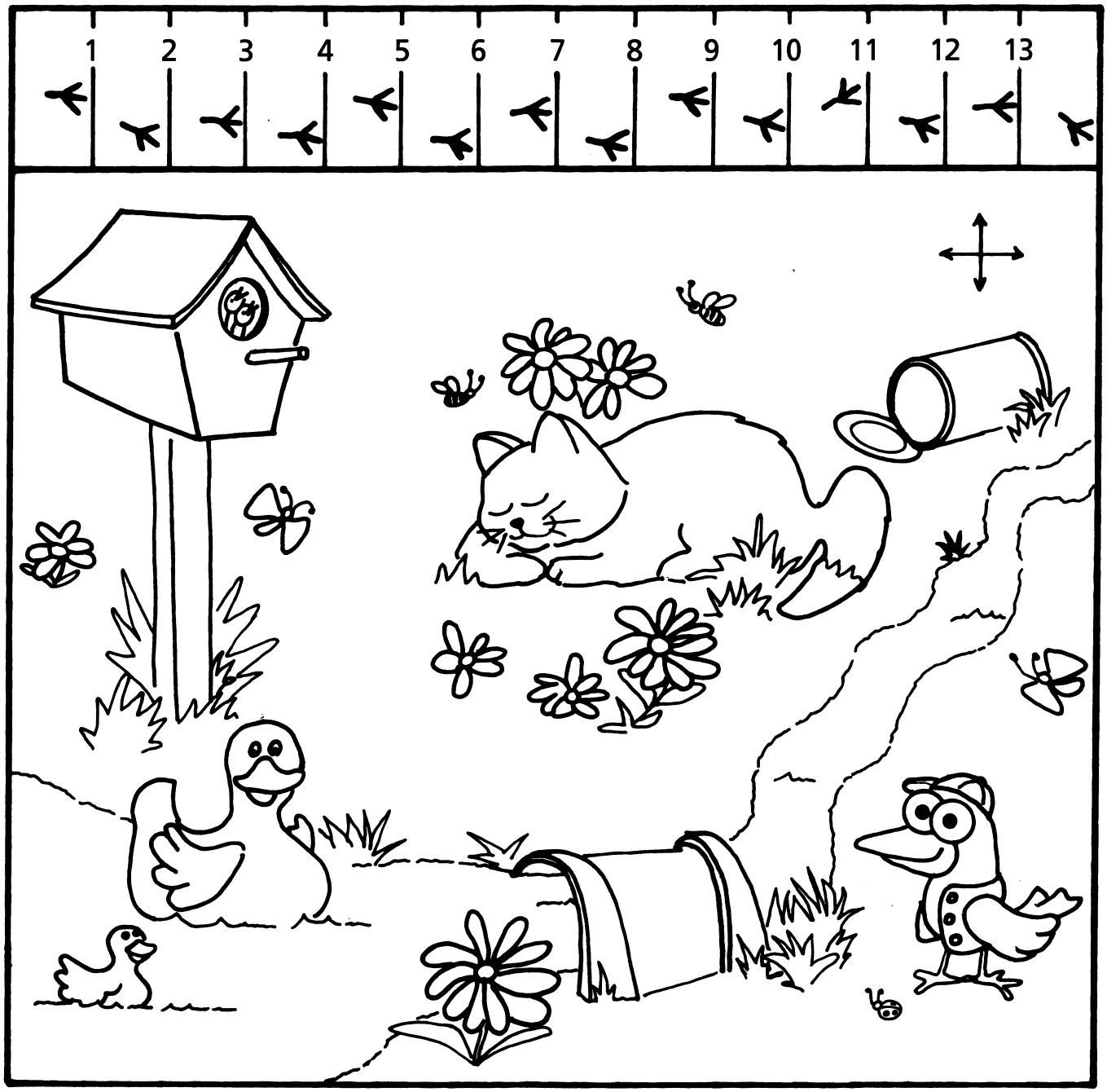
Go 3 east of  . Then go 1 south. Where are you? 

Go 1 south of  . Then go 3 east. Where are you? 

Go 4 west of  . Then go 3 north. Where are you? 

Go 5 east of  . Then go 2 north. Where are you? 

Go 3 south of  . Then go 1 west. Where are you? 



Cut out Joe's ruler at the top of the page. Draw a line to show Joe where to find a worm.

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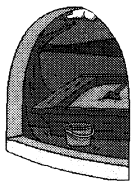
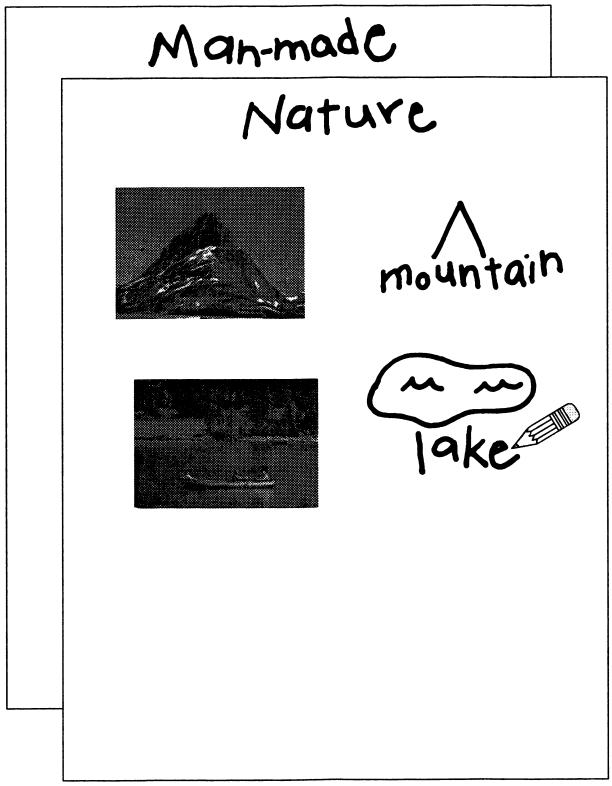


Symbol Sandbox

Nature or Not **Science**

Ask students to name some things they might see when riding down the highway. Discuss the idea that some things are part of nature (hills, rivers, trees) and some things are man-made (bridges, buildings, different kinds of roads). Explain that some things may fit in either category (lakes, tunnels, berms).

Give each student (or pair of students) two pieces of paper and instruct students to label the sheets "man-made" and "nature." Have students cut out magazine pictures of natural features and man-made structures and glue them down the left sides of their papers. On the right sides, have students draw symbols (such as those used in map keys) for each of the magazine pictures.



Conclude by letting students use the symbols they have created to make maps of imaginary highways and the surrounding areas.

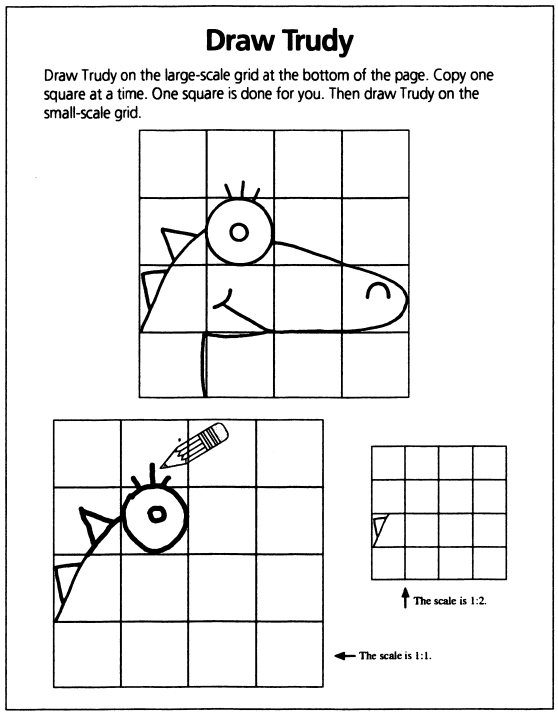
Mini Maps **Art**

Show some maps and point out that a map is like a drawing made from high above the area. Students cannot hover over your town or school to make a map, but they can easily look down on a small area such as an open desk drawer, a shelf of books, an aquarium, a bin of supplies, or a desk top. Provide pencils and paper and let each student select and map a small area in the classroom by drawing it from above. Suggest that students title their maps, color them, and display them near the locations that were mapped.

Reducing Trudy

Mathematics

Make copies of page 57 for your class. (Alternatively, make a single copy for an overhead projector and complete this activity together, enlisting the help of student volunteers.) Have the students copy the character at the top of the page (Trudy) onto the large grid at the bottom of the page, one square at a time.



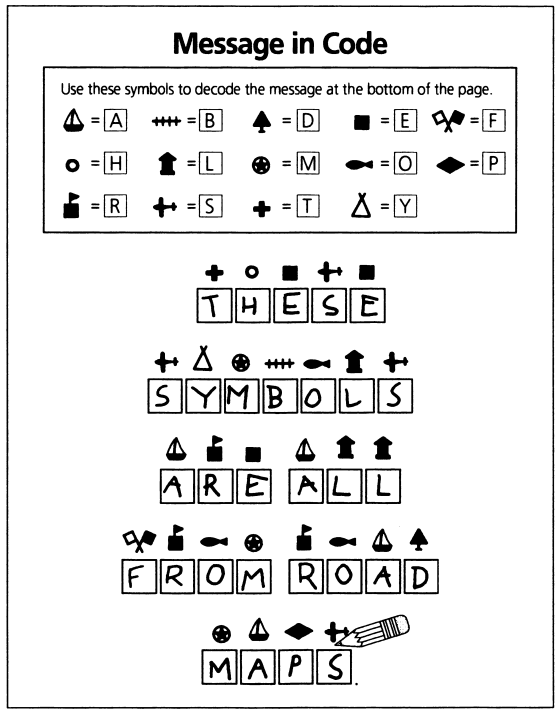
Next have the students draw Trudy on the smaller grid. Ask students to notice that this drawing looks the same except for its smaller size or "scale." Similarly, maps are small-scale drawings of large areas.

To further explain the concept of scale to older students, tell students that their larger drawings have a scale of 1:1; that is, one inch on their drawings represents one inch on the original. Let students measure to prove this is true. Then have students measure their smaller drawings to see that one inch on the smaller drawing represents two inches on the original for a scale of 1:2. Explain that a mapmaker might use a scale of 1:40,000,000 in order to make a map of North America fit on a piece of paper. Let interested students experiment with other sizes of grids to draw Trudy to a variety of scales. (Students can draw their own grids, or you can use a copier to enlarge or reduce the grids on page 57.)

Road Codes

Language Arts

Make copies of page 58 and have students decode the message.



All the symbols used in the code came from road maps. Of course, on maps the symbols did not represent letters. Let students guess what the symbols did represent:

 — harbor

 — railroad

 — park

 — historical marker

 — travel information

 — city

 — forest ranger station

 — capital

 — fish hatchery

 — hunting and fishing area

 — university

 — airport

 — hospital

 — campground

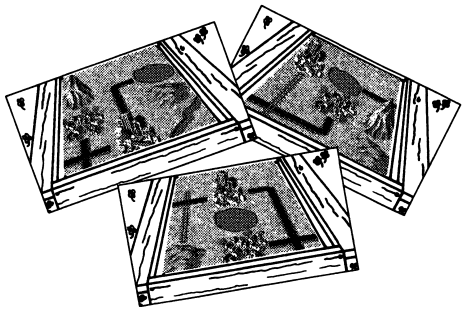
Point out the key or legend on a map. Explain that the key shows symbols used and what they represent on that map. Ask volunteers to search the map to find the symbols shown in the key. Together, use the symbols on this and other maps to make a "secret code" for the class. Students can use the code to write messages to each other, or you can use the code to write messages to the class (good work in math, happy vacation, etc.).

Picture Your Neighborhood **Art**

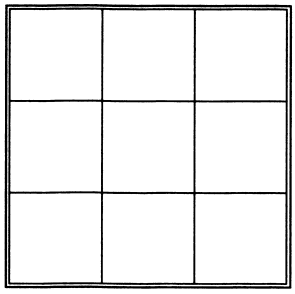
In preparation for this activity, ask students to look closely at their homes and the surrounding area. What kinds of houses are next door? Do they have garages? Are there trees in the yard? Where and how many? Provide old magazines and let students make collage-like representations of their neighborhoods by combining pictures cut from magazines with their own drawings.

Mapmaker Game **Problem Solving**

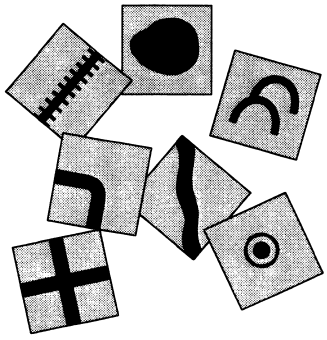
The Mapmaker Game can be played by two or three players. Make one copy of the sandbox scenes (top of page 59), two or three copies of the playing board (bottom of page 59), and two copies of the map pieces (page 60). Cut the parts of the game apart on the solid lines. If desired, you can make the game more durable by laminating it.



sandbox scenes



playing board

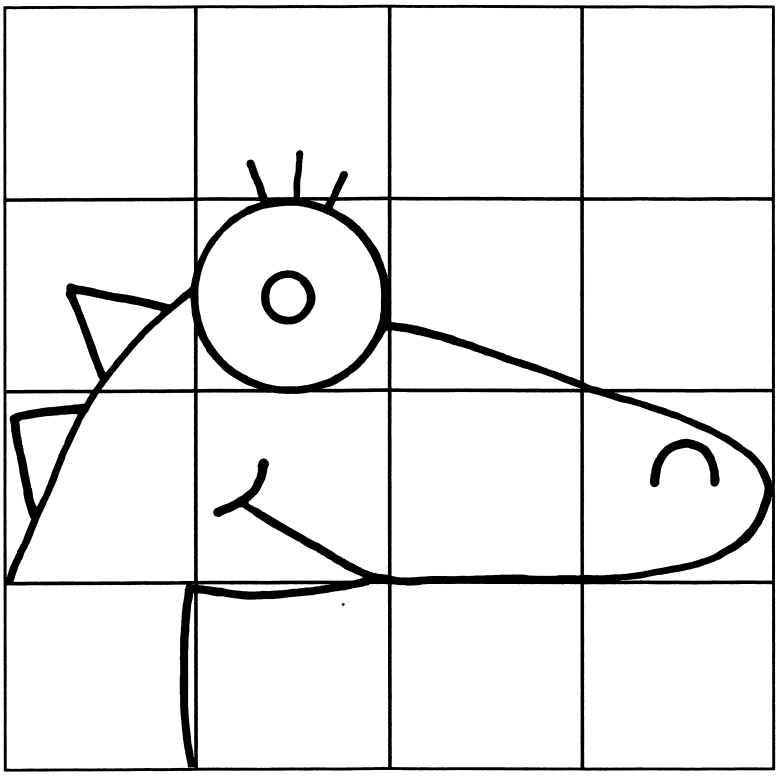


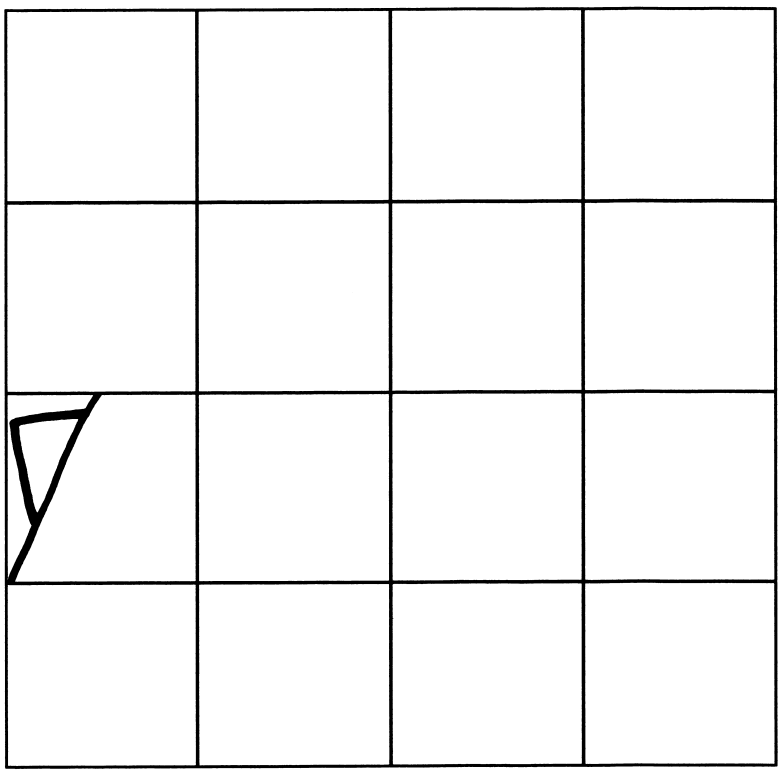
map pieces

To play, each player selects a playing board and one of the sandbox scenes. The map pieces are shuffled and placed in a stack, upside down. Players take turns drawing map pieces and using them to make maps of their sandbox scenes on their playing boards. If a player draws an unneeded map piece, it is placed on a discard pile. (If players run out of map pieces, the discard pile can be shuffled and reused.) The winner is the first player to complete a map.

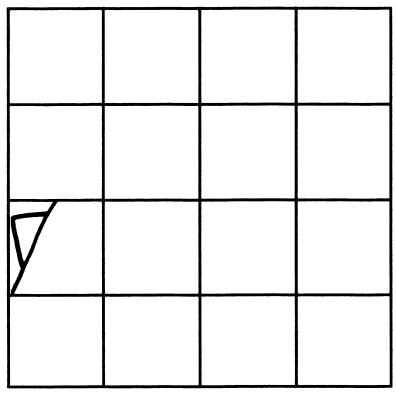
Draw Trudy

Draw Trudy on the large-scale grid at the bottom of the page. Copy one square at a time. One square is done for you. Then draw Trudy on the small-scale grid.





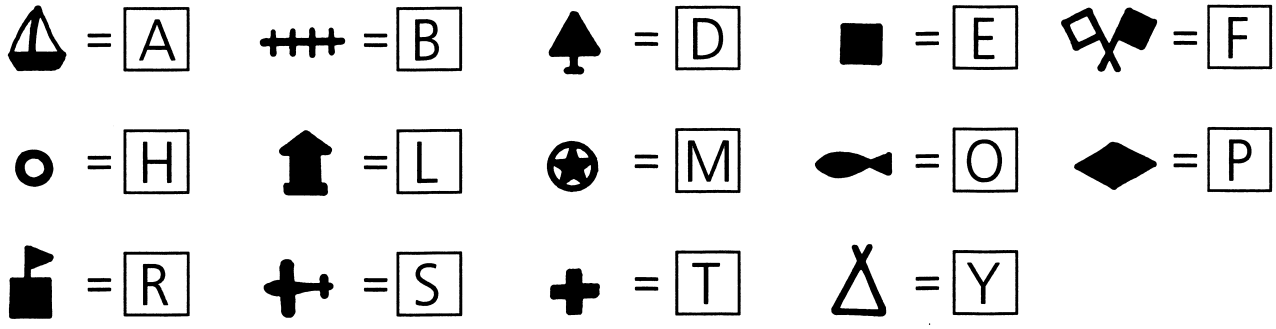
← The scale is 1:1.

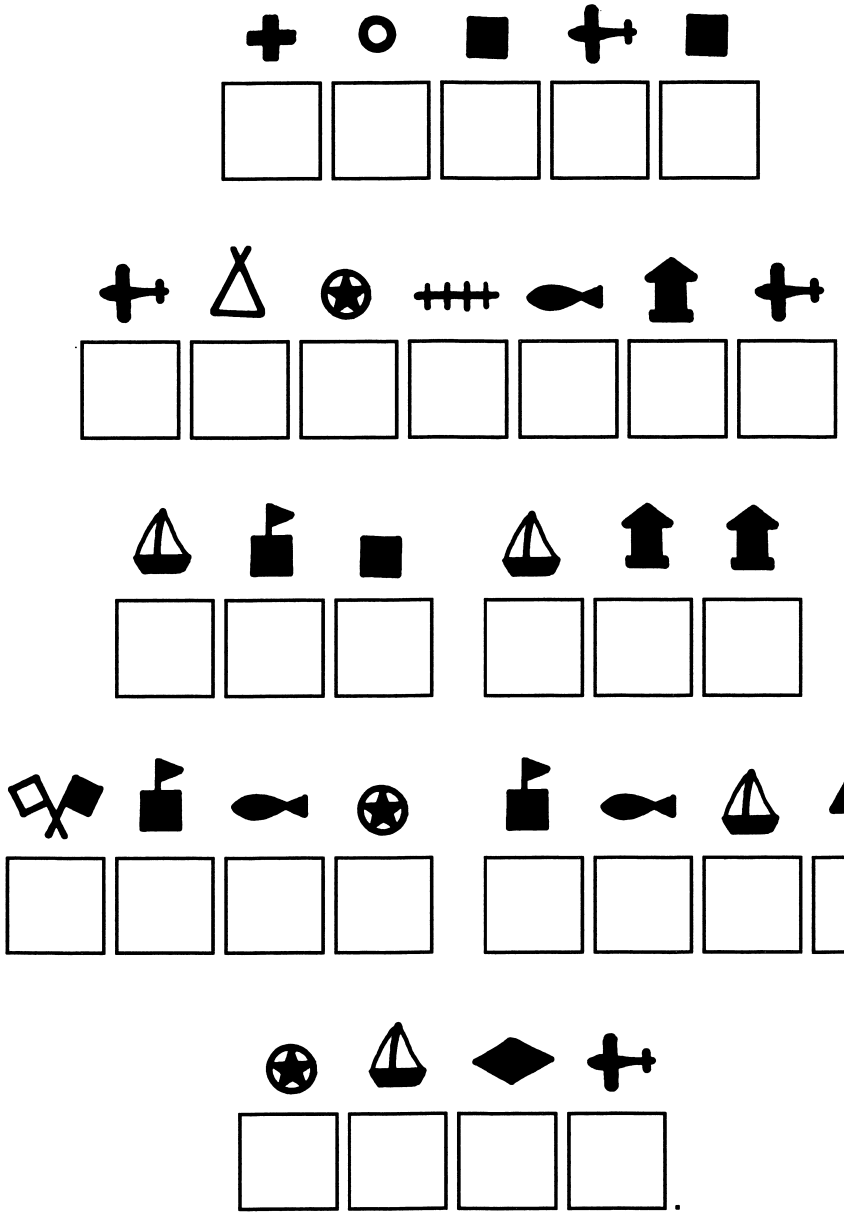


↑ The scale is 1:2.

Message in Code

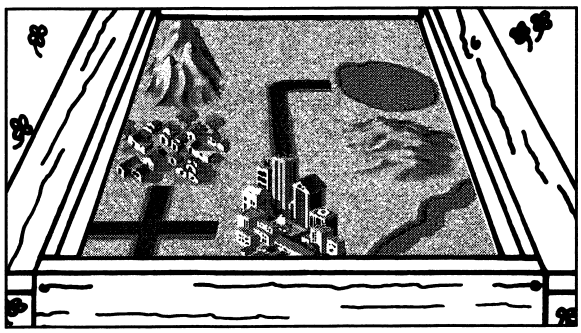
Use these symbols to decode the message at the bottom of the page.

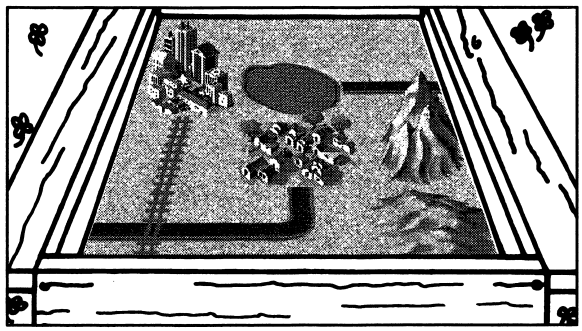


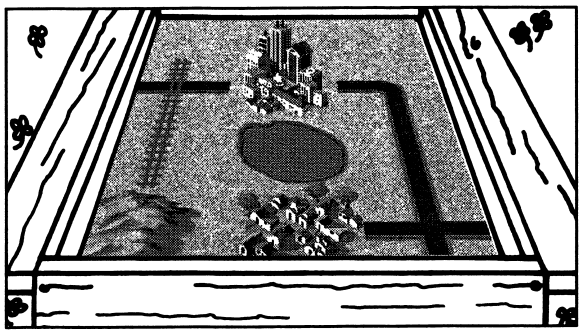


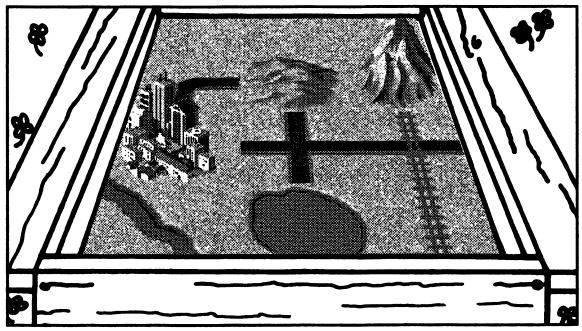
Use with "Road Codes" (page 55).

Sandbox Scenes

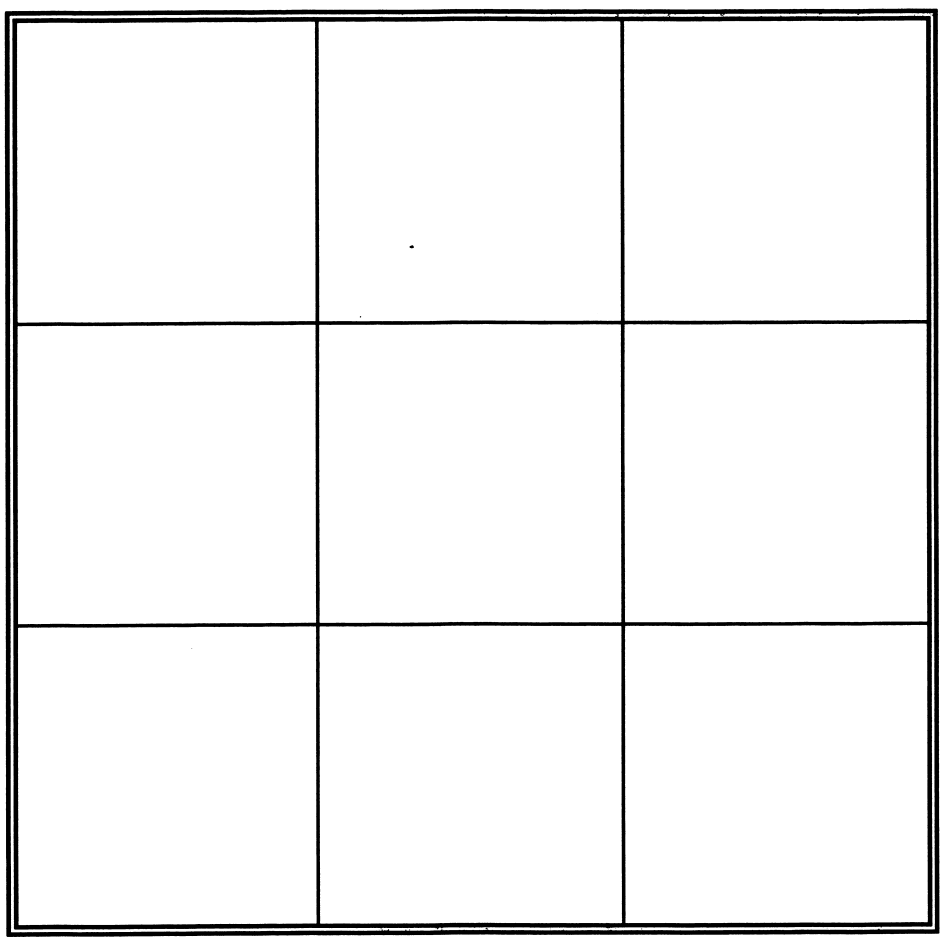






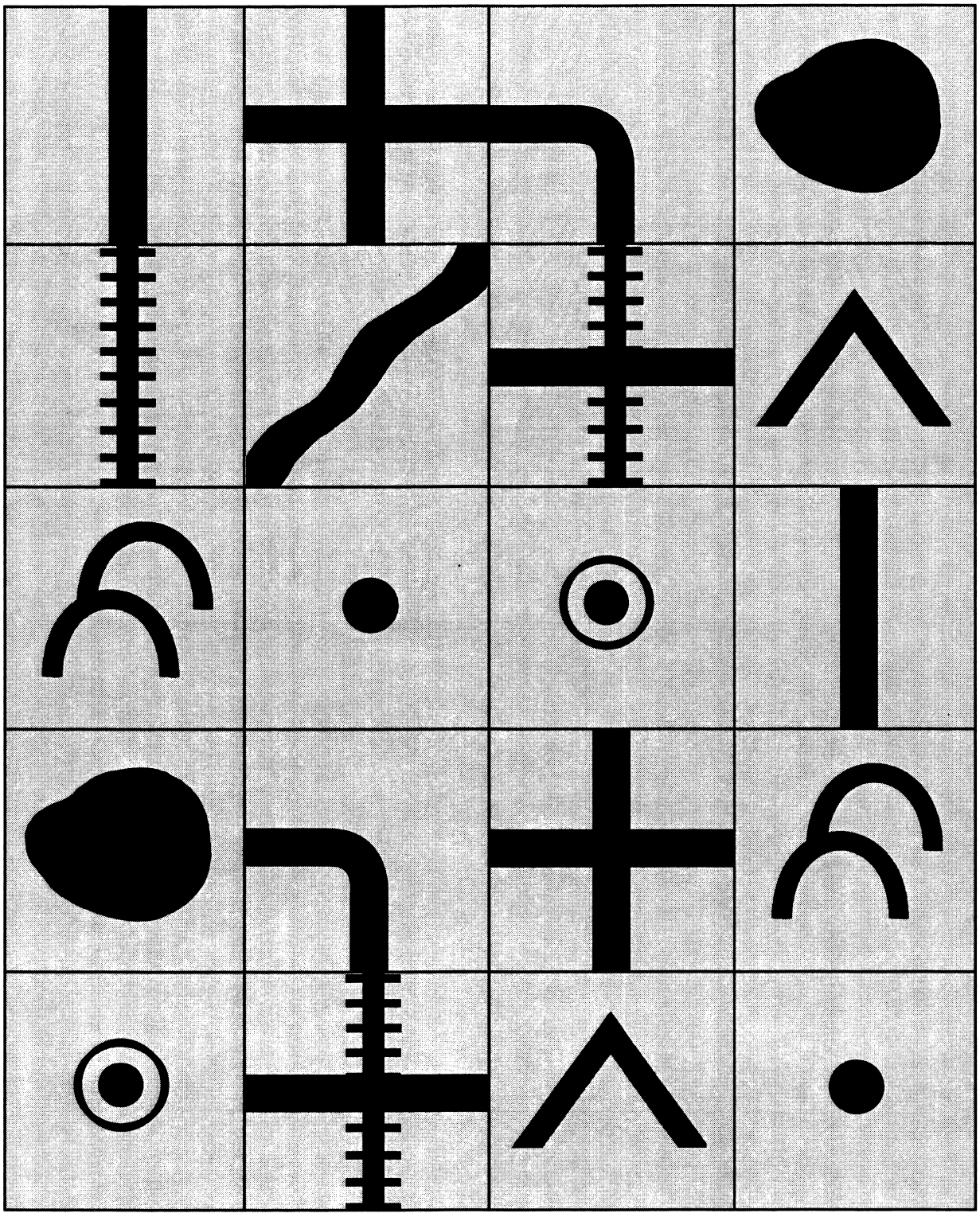


Playing Board



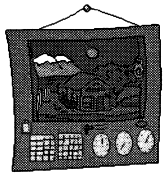
Use with "Mapmaker Game" (page 56).

Map Pieces



 Use with "Mapmaker Game" (page 56).

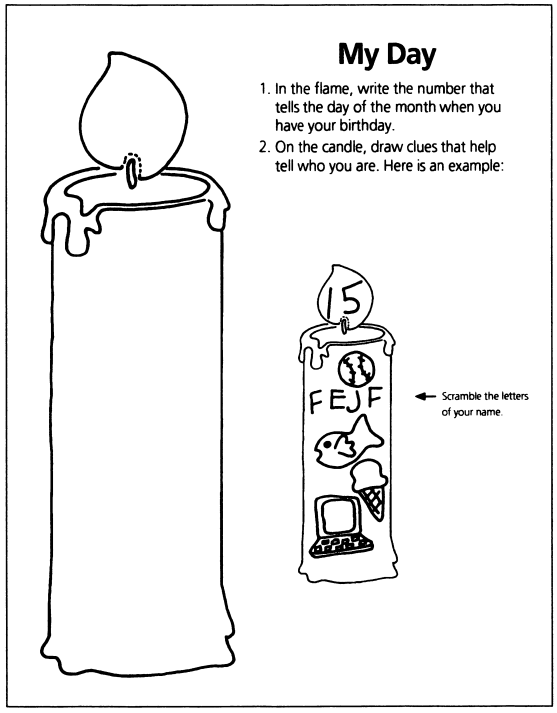
Calendar Clock



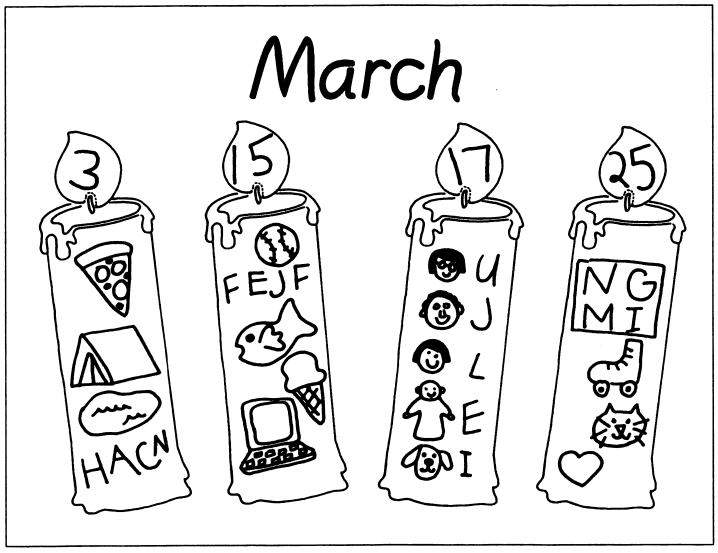
My Day

Social Studies

Print the name of each month on separate sheets of 11 by 14 inch paper. Lay these, in random order, on tables around the room. Make copies of page 65 for your students. Have each student write the day (3, 16, etc.) of the month on which the student's birthday occurs inside the flame. Then, within the candles, have students draw some clues about themselves (symbols of favorite activities, favorite foods, mixed up letters of their first names, etc.).



When students have finished, have them cut out the candles, place them on the correct "month sheet," and then arrange the dates in order for their birthday months. Glue the candles in place.



Use these sheets for the following activity, "Time Stations." Later, post the sheets in the correct sequence around the room. At the beginning of each month, let students use the candle clues to guess which students have birthdays during that month.

Time Stations

Mathematics

Set up activity stations around the room as explained below. If you have calendar or clock manipulatives, you can use them for additional or substitute stations. Over several days, allow time for individual students to visit every station.

- **Month After Month**

  Supplies: The calendars from the "My Day" activity (page 61) and one copy of the instructions (page 66).

Month After Month

1. Lay the months out in order starting with this month.
2. Mix up the months.
3. Lay the months out in order starting with your birthday month.
4. Mix up the months.
5. Lay the months out in order starting with January.
6. Mix up the months and leave them neatly stacked for the next student.

- **The Sands of Time** (supervision needed)

  Supplies: Baby food jars and lids (before starting the activity, glue pairs of lids together and punch a small hole in the middle), a pitcher of fine sand or salt, a watch or clock with a second hand, and one copy of the instructions (page 66).

The Sands of Time

1. Pour some sand or salt into a jar. Screw on the double lid.
2. Carefully screw on an empty jar upside down.
3. Turn the hourglass over. See how much time it takes for the sand to run into the other jar.
4. Try it again with a different amount of sand or salt.

(You can make one of these at home. Have an adult help you punch the hole.)

- **Time It!**

  Supplies: Several hourglass-style sand or salt timers from games familiar to students (mark each timer with the name of the game), a clock or watch with a second hand, and a copy of the instructions (page 67) for each student. Print the names of the games before you copy the page or let students do so when they work at the station.

Time It!

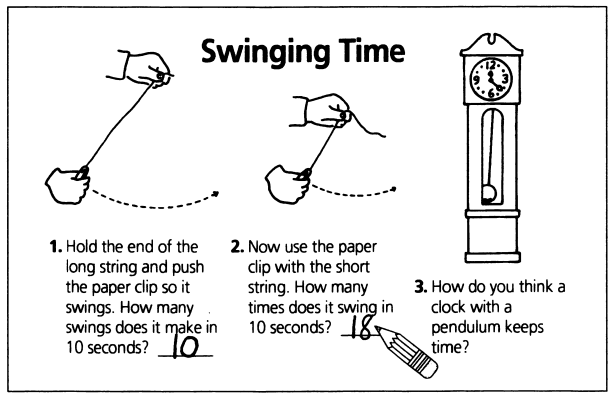
Do you ever wonder how much time you really have when you are taking a turn in a game? Do you think it is the same for every player?

You can check this by using the watch. Fill in this chart with the seconds or minutes you count. Use the watch to time each timer two times!

Name of the Game	Make-A-Word		Money Game		Race Track	
Seconds or Minutes	1st time	2nd time	1st time	2nd time	1st time	2nd time
	12	14	32	32	28	

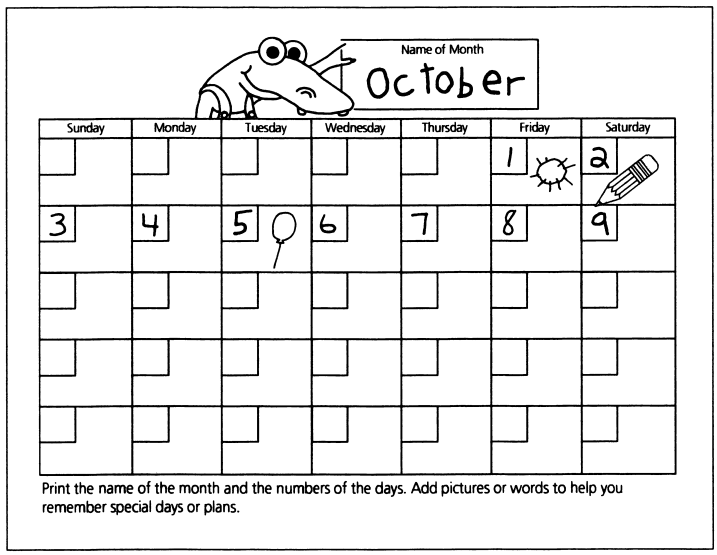
- **Swinging Time**

  Supplies: A large paper clip tied at the end of a 40-inch string, a large paper clip tied at the end of a 10-inch string, and one copy of the instructions (page 67) for each student.



- **My Calendar**

  Supplies: A copy of page 68 for each student, markers or crayons, and a sample calendar with the month, days, and dates printed clearly. If you have *KidDesk,* a separate program available from Edmark, students can use it to make their calendars.



Loops of Days **Mathematics**

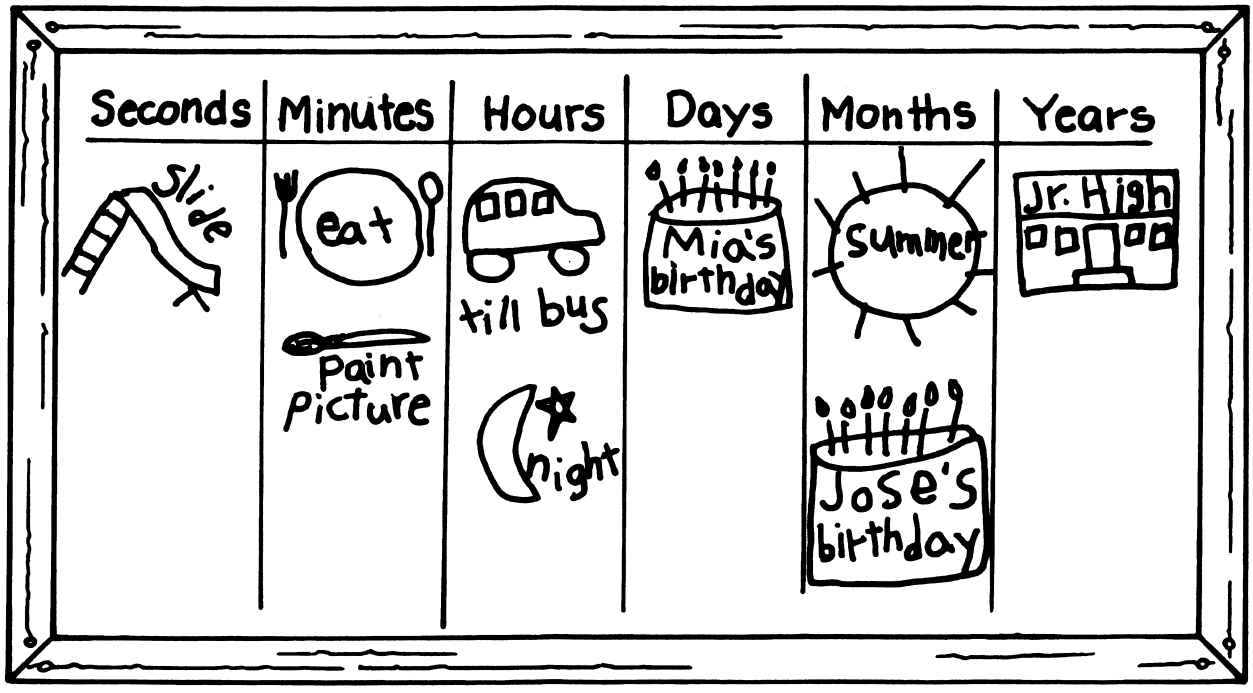
Tell the class something that you are looking forward to (a few days from now). On chart paper or the chalkboard, calculate how many days, hours, minutes, and seconds you will have to wait. Then do the same for a volunteer student. Ask all of the students to think of something they are looking forward to that is hours or days away.

Provide strips of paper from which students can make paper chains. Allow time for them to construct chains representing either the number of hours or the number of days until the activity will take place. Have students tape their chains to the sides of their desks. As the hours or days pass, students can tear off loops. If students wish, they can share with the class what they were looking forward to when they tear off their last loops.

Pick a Measure **Problem Solving**

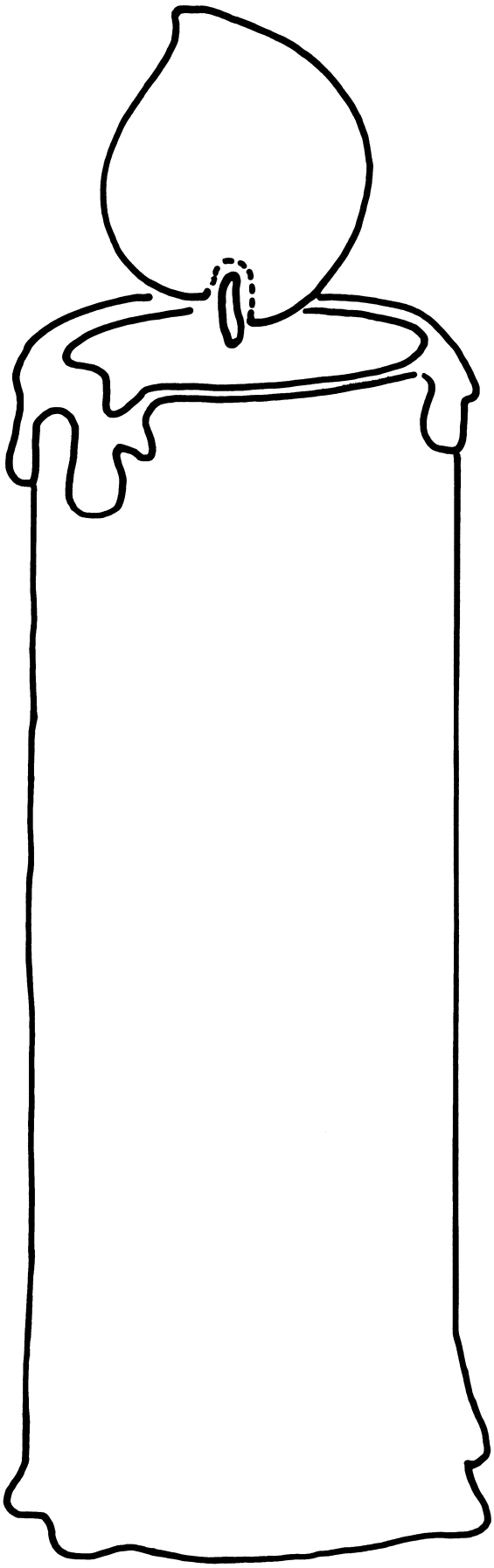
Divide students into groups to brainstorm. Ask them to think of everything they can that we measure by time (time to complete a race, time until a birthday, time until recess, time to finish a task, time until summer vacation, time until entering fifth grade, etc.). A recorder for each group can make the list with simple words or symbols.

Then, with the entire class, discuss the different units we use to measure time. List these across the top of the chalkboard or chart paper: seconds, minutes, hours, days, months, years. Ask a group to volunteer an idea from their list. Discuss which unit of time would be used to measure it (a race—seconds, time until a birthday—days). If students have different answers, explain that different units of time may be correct. (For example, it could be days to wait until one student's birthday and months to wait for another student's birthday.) Help the groups transfer their listed activities onto the board under the units of time they think would be best.



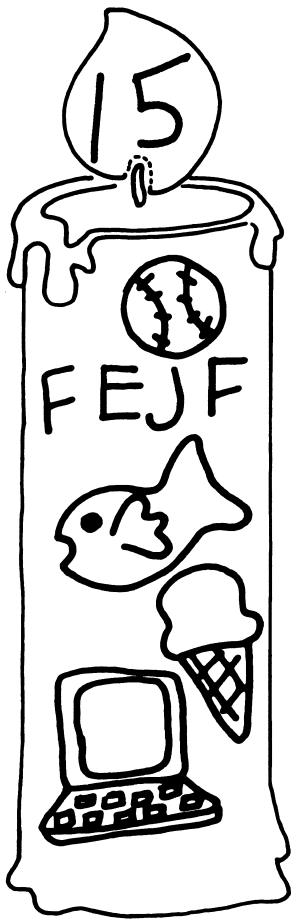
Older students may enjoy discussing the most efficient units of measuring time. For example, you could say that you spend 2,700 seconds at physical education each day, but it is more understandable and efficient to say that you spend 45 minutes at physical education.

My Day



1. In the flame, write the number that tells the day of the month when you have your birthday.

2. On the candle, draw clues that help tell who you are. Here is an example:



← Scramble the letters of your name.

Month After Month

1. Lay the months out in order starting with this month.

2. Mix up the months.

3. Lay the months out in order starting with your birthday month.

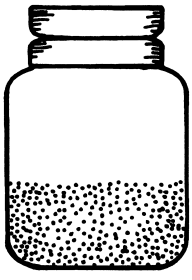
4. Mix up the months.

5. Lay the months out in order starting with January.

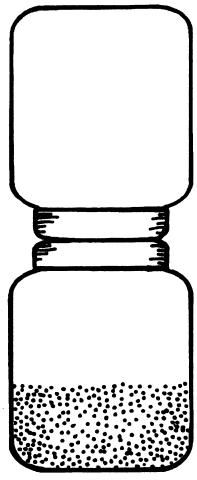
6. Mix up the months and leave them neatly stacked for the next student.

The Sands of Time

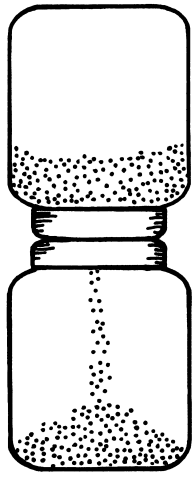
1. Pour some sand or salt into a jar. Screw on the double lid.



2. Carefully screw on an empty jar upside down.



3. Turn the hourglass over. See how much time it takes for the sand to run into the other jar.



4. Try it again with a different amount of sand or salt.

(You can make one of these at home. Have an adult help you punch the hole.)

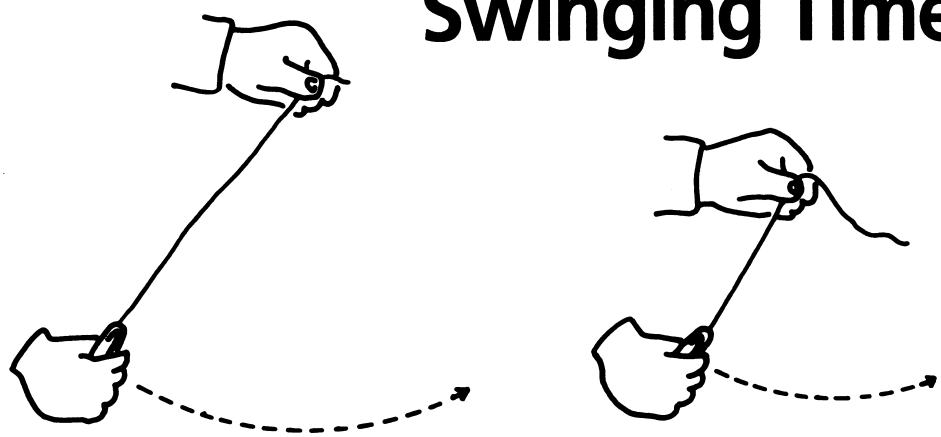
Time It!

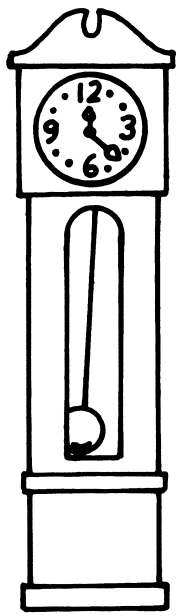
Do you ever wonder how much time you really have when you are taking a turn in a game? Do you think it is the same for every player?

You can check this by using the watch. Fill in this chart with the seconds or minutes you count. Use the watch to time each timer two times!

Name of the Game						
Seconds or Minutes	1st time	2nd time	1st time	2nd time	1st time	2nd time

Swinging Time

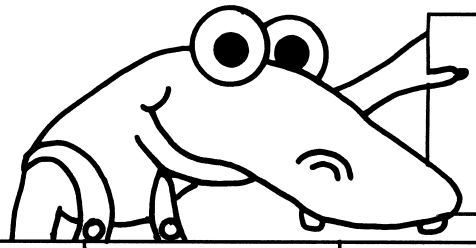




1. Hold the end of the long string and push the paper clip so it swings. How many swings does it make in 10 seconds? _____

2. Now use the paper clip with the short string. How many times does it swing in 10 seconds? _____

3. How do you think a clock with a pendulum keeps time?

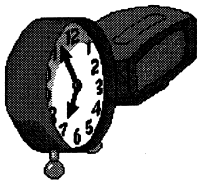


Name of Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Print the name of the month and the numbers of the days. Add pictures or words to help you remember special days or plans.

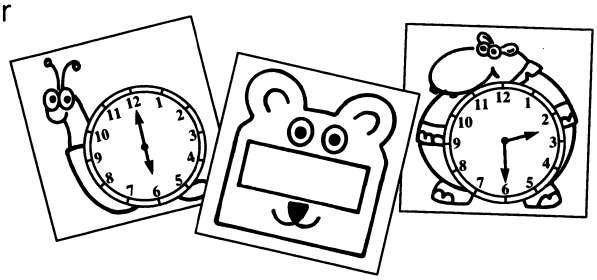
Time Twins



Clock Cards

Mathematics

Make copies of page 73 on the heaviest paper your copier will accommodate. Cut the cards apart (on both solid and dashed lines) and laminate them if possible. The cards can be used for any of the following activities.

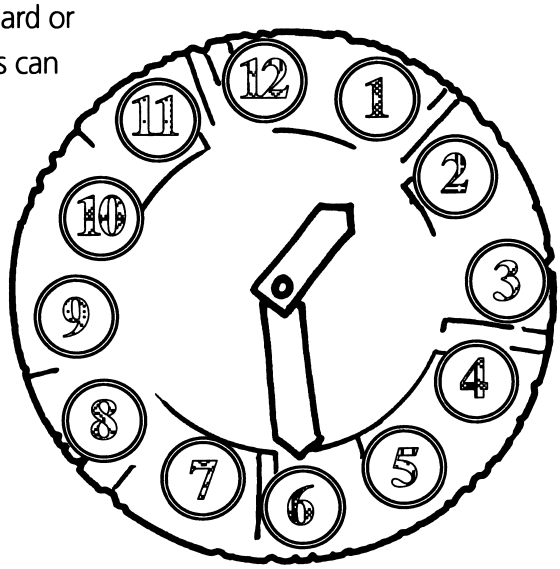


- Tape a copy of the answer key (top of page 74) to the bottom of a shoe box. Place analog clock cards in the shoe box. Let students (individually or in pairs) try arranging the cards in order as they would occur starting from 12 o'clock.
- Tape a copy of the answer key (bottom of page 74) to the bottom of a shoe box. Put all of the cards in a shoe box. Let students practice matching the analog and digital clocks by arranging them in pairs.
- Let small groups of students play matching games such as Concentration or Old Maid (set a 12 o'clock card aside—the remaining 12 o'clock card is the old maid).

Custom Clocks

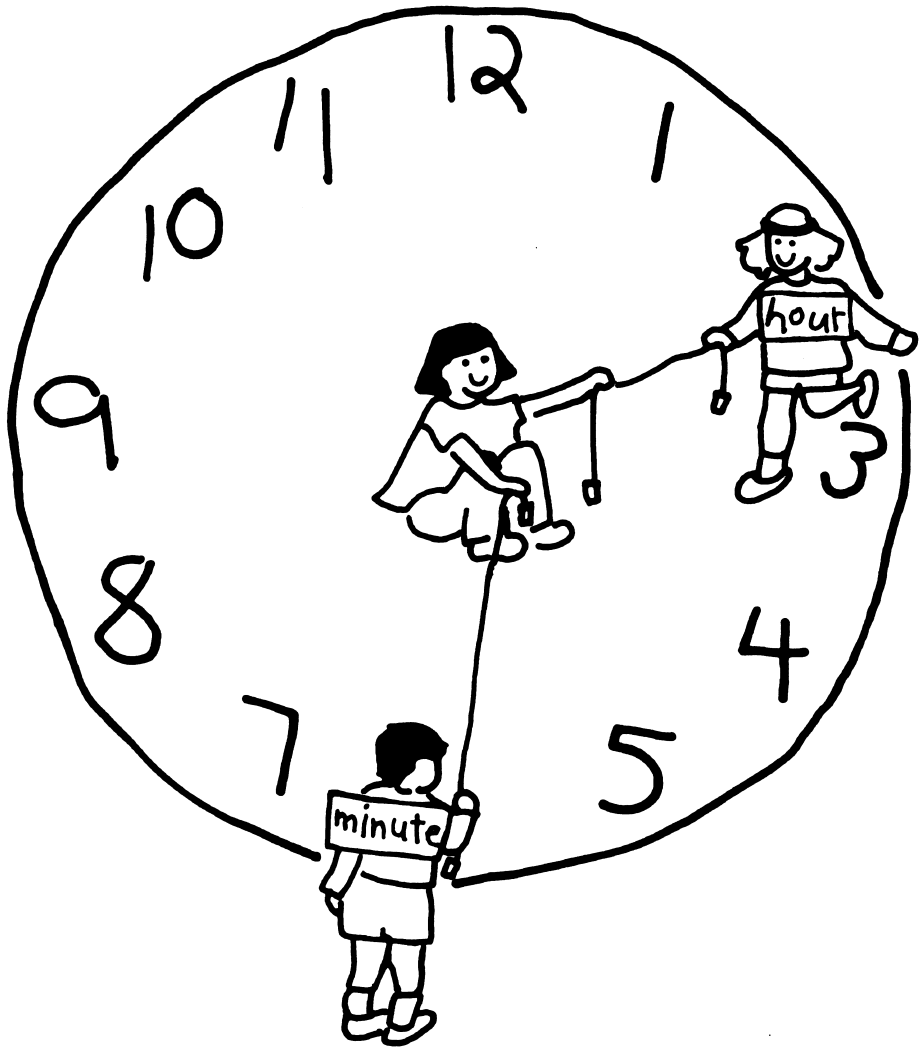
Art

Using paper plates for clock faces and strips of tagboard or plastic (from coffee can lids) for clock hands, students can make their own clocks. Before attaching the clock hands with brass fasteners, allow time for students to design interesting clock faces. If they wish, they can color and cut out the numbers from copies of page 75, discarding the Trudy card (or they can cut numbers from old magazines), and glue them onto the plate. Alternatively, they can write the numbers directly on the plate and add pictures to make a modern, old-fashioned, animal, circus, etc., clock. Use these clocks when students are practicing telling time.



Hop Around the Clock **Physical Education**

Draw a large chalk circle on the playground. Write the numeral 12 on the clock and ask a volunteer to stand where you should write the numeral 6. Continue the process asking for the remaining clock numerals. Tape a sign with the word "minute" on one student and a sign with the word "hour" on another student. Have a third student sit in the middle of the circle holding a jump rope in each hand while the "minute student" and "hour student" hold the other ends of the jump ropes (to represent clock hands).

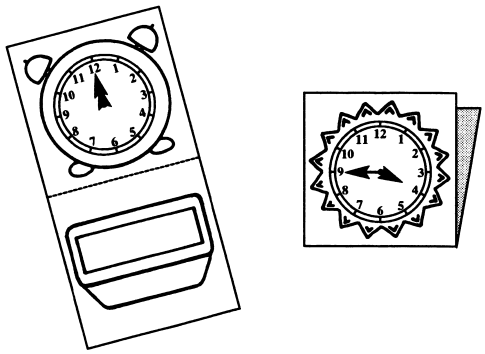


Let classmates take turns calling out times as the volunteers hop to the correct positions on the clock. Frequently switch student volunteers.

Later in the week, let students play this game in groups of four to six students each. Then the "caller" can say, for example, "Run to three o'clock" or "Skip to six-thirty."

Time in a Flash **Mathematics**

Make copies of page 73 for each student or make enough copies for pairs of students to share. Instruct students to cut the cards apart on the solid lines only. If they wish, they can color the clocks. Have students fold the cards along the dashed lines and tape, paste, or glue them with wrong sides together.

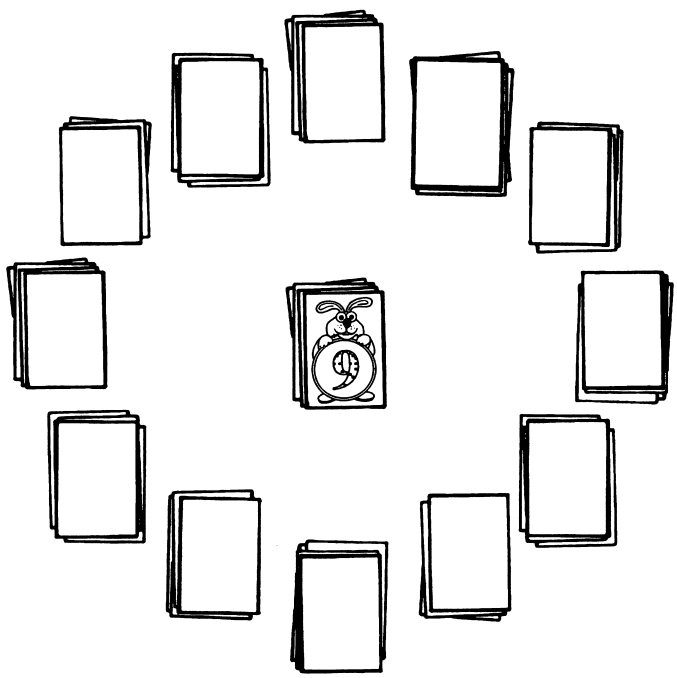


Students can use these as flash cards to test themselves on telling time by looking at the analog clocks and then checking their answers by looking at the digital clocks. Or, pairs of students may enjoy using the cards for practice. If possible, let students take their flash cards home.

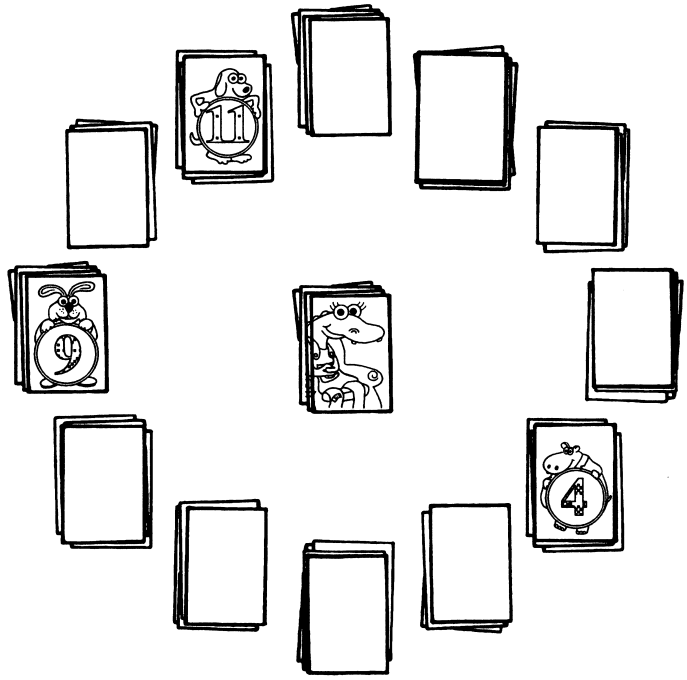
Time for Solitaire **Problem Solving**

Students can play this game by themselves using cards cut from four laminated copies of page 75. Or, students can use a regular deck of cards (counting jacks as elevens, queens as twelves, and kings as Trudy cards.) The directions follow:

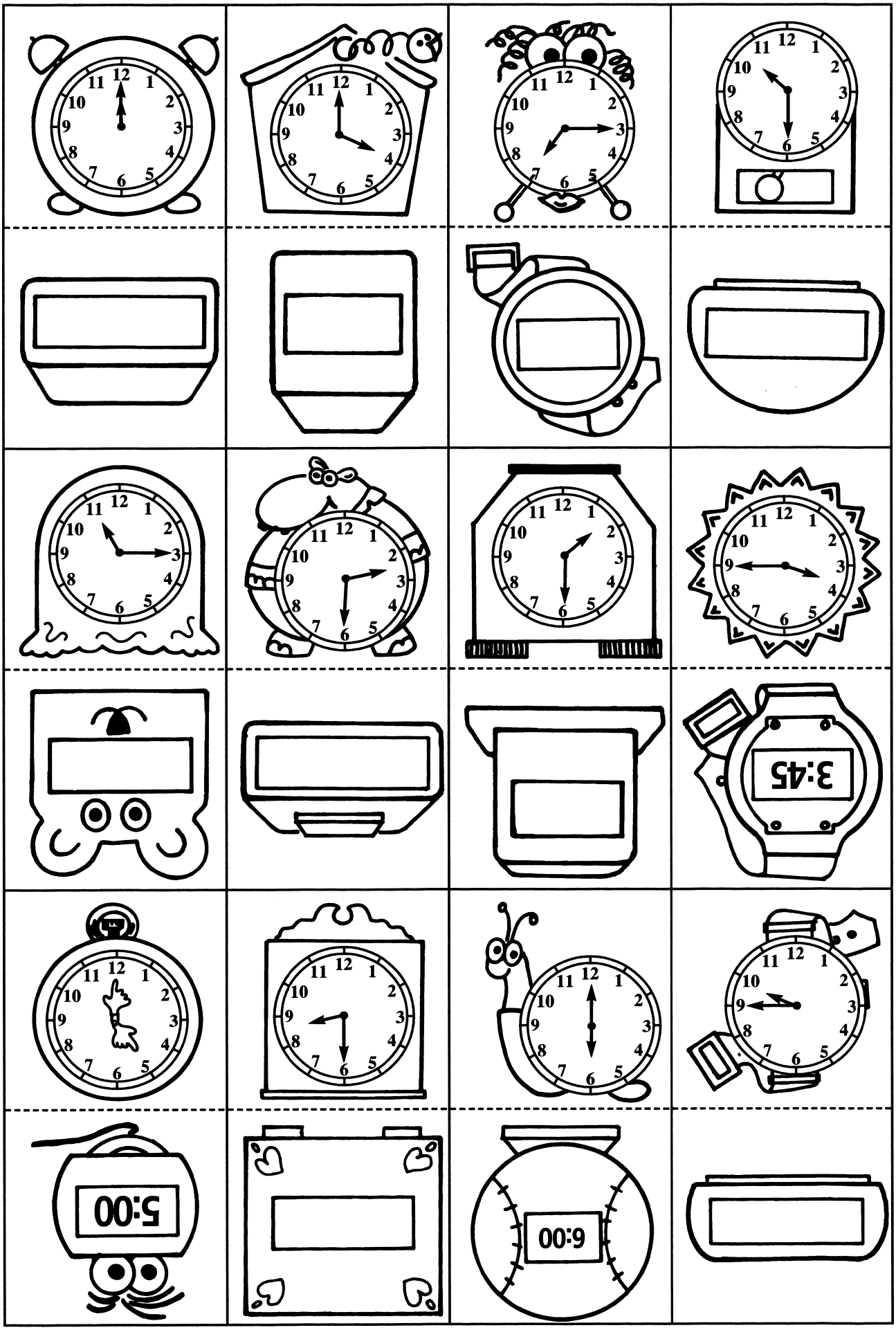
1. Shuffle the cards and deal twelve cards face down in the same positions as clock numerals. Deal around until there are four cards in each pile. Place the leftover cards face down in the center and then turn the top card face up.



2. If the center card is a 9, for example, place it on the top of the pile at the 9 o'clock position. Then remove the card from the bottom of the 9 o'clock pile and put it on the pile where it belongs. Continue the process. Whenever you get a Trudy card (or a king) put it on the center pile.

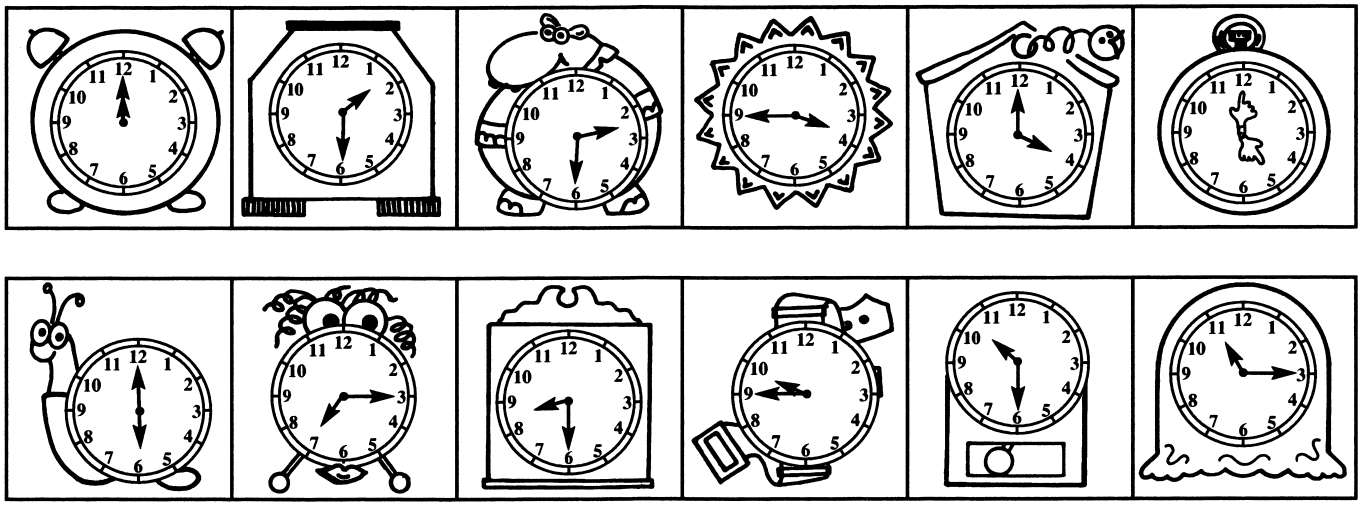


Winning the game is a matter of luck. If all the cards are face up before you turn all the Trudy cards (kings) face up, you will win! If you happen to turn up the four Trudy cards (kings) early in the game, you lose.

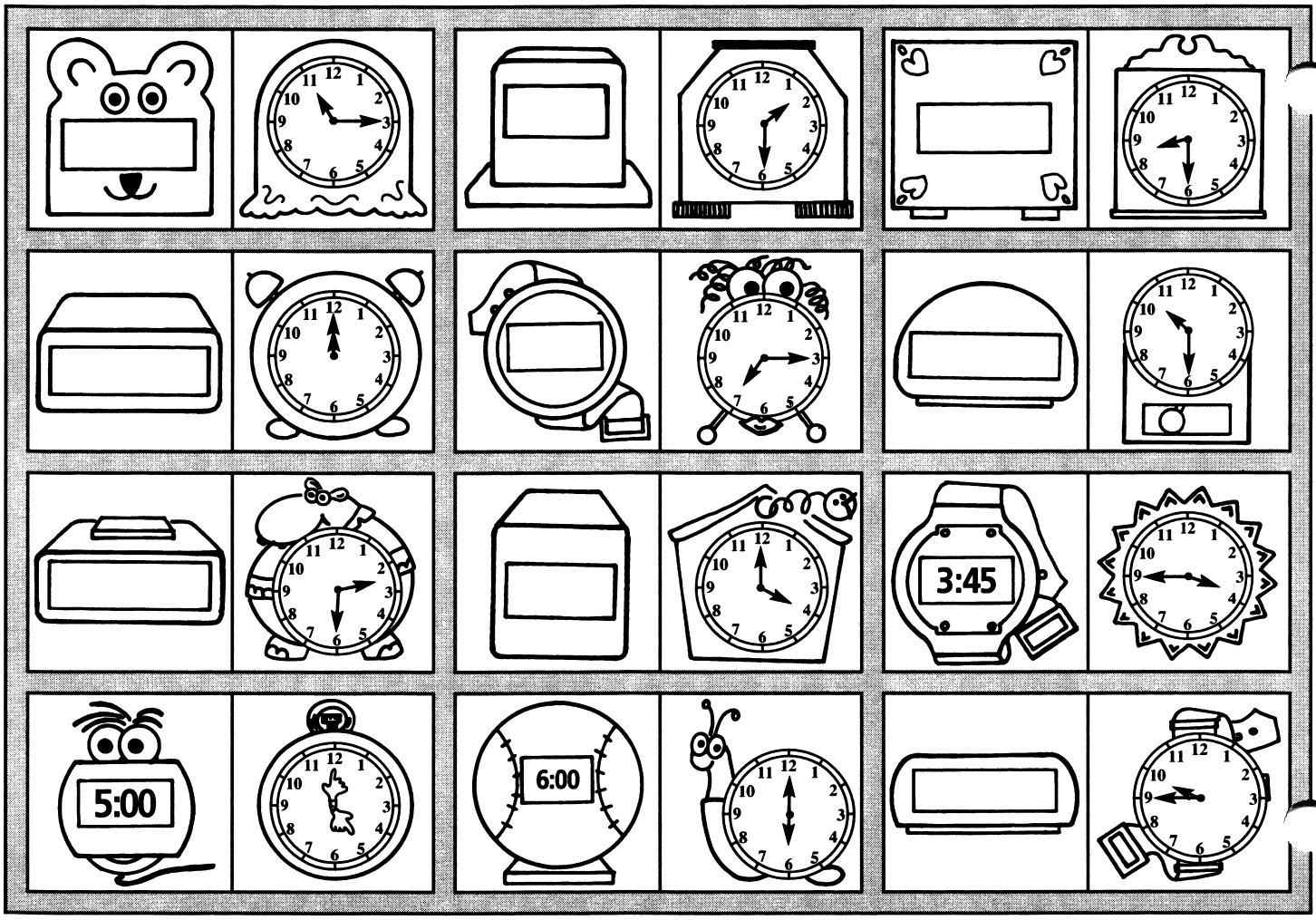


Use with "Clock Cards" (page 69) and "Time in a Flash"(page 71).

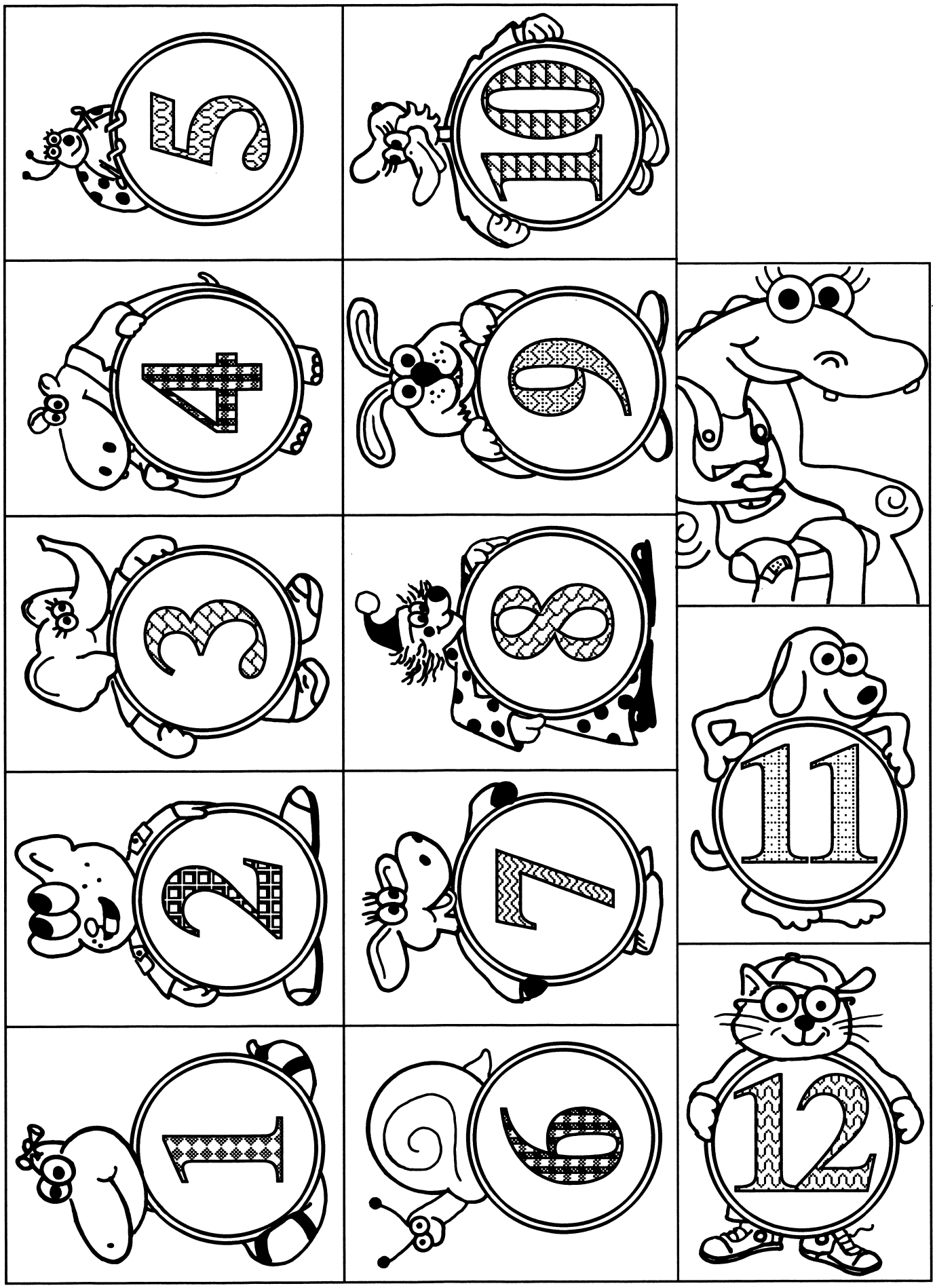
Clocks In Order



Clock Pairs



 Use with "Clock Cards" (page 69).



Students with Special Needs

Trudy's Time and Place House is designed to be used by young students or students with special needs and is fully compatible with the Edmark TouchWindow, a touch-sensitive screen that attaches to your computer monitor. (The TouchWindow can also be used as a single switch device. See below.)

Scanning for Single Switch Users

Trudy's Time and Place House supports single switch input with scanning. When scanning is turned on, a selection arrow automatically advances from choice to choice (the speed is adjustable). Students make a selection by activating a single switch device. (See list of devices below.) For more information about adjusting scanning speed, see page 31 (Macintosh) or pages 32–33 (Windows).

When scanning is on, Macintosh users can temporarily suspend or resume scanning by pressing Command ⌘ -Option-S; Windows users press Ctrl-Alt-S. In Windows, the printing icon is not scanned. To print, temporarily suspend scanning.

Single Switch Devices Used with Scanning

You can connect a variety of single switch devices, allowing each student to use the most suitable switch while taking turns on the same software activity.

- **TouchWindow** — The entire TouchWindow can function as the single switch device. When the selection arrow points to the object or icon, touching any part of the screen selects the indicated object or icon. The TouchWindow can be placed in the user's lap or on a desktop.
- **Mouse** — The mouse button can serve as the single switch device. When the selection arrow points to the object or icon, clicking the mouse button selects the indicated object or icon.
- **Keyboard** — (Windows users only) The Space Bar and the F5 key can be used as single switch devices. When the selection arrow points to the object or icon, pressing the Space Bar or the F5 key selects the indicated object or icon.
- **Switch** — A switch is a specialized input device for special needs users. When the selection arrow points to the object or icon, touching a switch selects the indicated object or icon. (Most switches require a switch interface to connect them to the computer.)

System Requirements

Windows®	Macintosh®
▪ Windows 95, 98, Me, 2000 Professional, or XP ▪ 486/33 MHz or better ▪ Hard disk with 2 MB free ▪ 4 MB RAM (8 MB highly recommended) ▪ Super VGA, 640x480, 256 colors ▪ Double-speed (2X) or faster CD-ROM drive ▪ Windows-compatible sound-output device ▪ Mouse	▪ Mac OS 7.0.1 to Mac OS X in Classic Mode ▪ Color Macintosh (256 colors required) ▪ 4 MB RAM (8 MB recommended) ▪ 13" or larger monitor ▪ Double speed (2X) or faster CD-ROM drive

Setup Instructions

Windows 95, 98, or Me

1. To install *Trudy's Time & Place House*, insert the CD-ROM. If AutoPlay is not enabled, choose **Run** from the Start menu and type **d:\setup** (where **d** represents your CD-ROM drive).
2. To run *Trudy's Time & Place House*, use the Start menu. (If AutoPlay is enabled, *Trudy's Time & Place House* runs automatically when the CD-ROM is inserted.)

Windows 2000 Professional or XP

1. Log in as an administrator.
2. Follow the installation instructions listed under *Windows 95, 98, or Me*, above.

Macintosh

1. Insert the CD-ROM.
2. Double-click the *Trudy's Time & Place House* program icon.

Troubleshooting

Before You Call Technical Support...

Check to see if the CD is dirty. Use a soft, dry cloth to gently wipe the shiny side of the CD until it is clean. Wipe across the CD in straight lines. Do not wipe around it in a circular motion. After cleaning, place the CD (shiny side down) in the CD-ROM drive, then install or run the program.

Windows Users

Make sure your hardware drivers are up to date. Contact the manufacturer of your computer, video card, sound card, or CD-ROM drive to check for updated drivers. (Check the user's manual for phone numbers.) If you have Internet access, you can often download free updated drivers from the manufacturer's home page.

If you are receiving "Invalid Page Fault" or "Illegal Operation" errors, follow these steps:

1. Quit all applications and make sure no programs are running in the background.
2. Select Start I Run and then type win.ini at the prompt. Click OK to open the win.ini file. Make sure the Load= and Run= lines are blank. If they are not blank, type a semicolon (;) as the first character in each line (for example: ;Load=). If you make changes to the file, select the File menu, then Save.
3. Restart Windows and launch your program.

If you need more assistance, please contact Riverdeep technical support by phone, fax, or e-mail.