

Reader Rabbit[®]
I Can Read!
With Phonics[™]

V 1.0

Help Guide

ABOUT THE LEARNING COMPANY® BRAND

Since 1980, The Learning Company® has consistently produced the highest quality educational software available. Our award-winning products help develop your child's underlying thinking skills and creativity, while reinforcing important areas of the basic curriculum, such as reading, writing, and mathematics.

Every premium product under the Reader Rabbit® brand undergoes extensive research and testing, with input from educational professionals, parents, and children. Each product features a precise balance of educational content and entertainment value, so your child has fun while learning!

How do we do it? Enchanting characters. Challenging situations. Rich game environments. State-of-the-art graphics and sound. Progressive skill levels and game segments that can be customized to meet your child's individual needs.

As parents and educators, we recognize that education is a continuous process. So we developed a complete system of age-appropriate programs. Carefully sequenced by age groups, this system makes it easy for you to confidently choose the right products for your children at each stage of their educational development. As an integral part of The Learning Company's system, each of our products addresses a specific age group and subject area with appropriate themes to heighten your child's interest in learning.

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In the interest of product improvement, information and specifications represented here are subject to change without notice.

READER RABBIT®

I CAN READ! WITH PHONICS™

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HARDWARE AND SYSTEM REQUIREMENTS

Windows version

Runs on: IBM® PC and compatibles—Pentium® 90 MHz or better

With:

- 16 MB of memory (RAM)
- Hard disk with 45 MB of free disk space*
- Quad-speed (4x) CD-ROM drive
- 256-color monitor capable of 640 x 480 resolution
- Windows 95/98, NT or higher
- Windows-compatible sound card
- Speakers
- Mouse

Recommended:

- Browser, such as Netscape® Navigator® 4.0 or Microsoft® Internet Explorer® 4.0 or higher
- 28.8 Kbps modem
- Color printer

Macintosh version

Runs on: PowerPC® Macintosh or better

With:

- 16 MB of memory (RAM)
- Hard disk with 45 MB of free disk space*
- Quad-speed (4x) CD-ROM drive
- 256-color monitor capable of 640 x 480 resolution
- System 7.5.5 or higher
- Speakers
- Mouse

Recommended:

- Browser, such as Netscape Navigator 4.0 or Microsoft Internet Explorer 4.0 or higher
- 28.8 Kbps modem
- Color printer

**An additional 7 MB of disk space may be required to install Adobe® Acrobat® Reader.*

SETTING UP AND STARTING THE PROGRAM

Reader Rabbit I Can Read! With Phonics runs from your CD-ROM drive. However, you need 45 MB of free hard disk space to store some program files. You can also register this product via modem using a toll-free number.

Windows

These instructions assume that the AutoPlay feature of Windows is turned on. (AutoPlay is usually enabled when you install Windows on your computer. See your Windows documentation for more information.)

To set up the program:

1. Insert the *I Can Read! With Phonics* CD into your CD-ROM drive.
2. Click on **Yes** at the install prompt to begin the setup process.
3. Follow the onscreen instructions to complete the setup process.

Once you've completed the setup, the program will run automatically any time you insert the program CD into the CD-ROM drive.

To start the program:

1. Insert the *I Can Read! With Phonics* CD into your CD-ROM drive.
2. Click on **Road to Imagination** or **Wordville Station**.

Whenever you exit the program, you return to the desktop. You can restart the program directly from the desktop as long as the CD is still in the CD-ROM drive. (These instructions also apply if AutoPlay is turned off.)

To start the program from the desktop:

- Click on the **Start** button. Then choose **Programs, The Learning Company,** and **Reader Rabbit I Can Read! With Phonics** in that order.

Macintosh

To set up the program:

1. Insert the *I Can Read! With Phonics* CD into your CD-ROM drive.
2. Double-click on the **Road to Imagination** or **Wordville Station**, and follow the onscreen instructions.

To start the program:

1. Insert the *I Can Read! With Phonics* CD into your CD-ROM drive.
2. Double-click on the *Road to Imagination* or *Wordville Station* program icon.

ACCESSING THIS GUIDE ONSCREEN

You can use Acrobat Reader to view and print out a copy of this reference guide. To install Acrobat Reader, follow the onscreen instructions during the program setup process. To access this guide, click on **Help Guide** in the introductory screen (Windows), or double-click on the Help Guide file in the *Reader Rabbit I Can Read! With Phonics* CD window (Macintosh). Then choose **Print** from the File menu to print out the guide.

VISITING US ONLINE

You can use a Web browser to visit Reader Rabbit's homepage.

Windows:

- Insert the *I Can Read! With Phonics* CD into your CD-ROM drive, and click on **ReaderRabbit.com**.

Macintosh:

- Insert the *I Can Read! With Phonics* CD into your CD-ROM drive, and double-click on **ReaderRabbit.com**.

You can also visit www.shopmattel.com to explore our online store and learn more about our products, or visit support.learningco.com to get help from our Technical Support Center.

Road to Imagination

EDUCATIONAL FOCUS

Reader Rabbit Road to Imagination provides another step toward fostering a lifelong love of stories, reading, and language. Playful language, colorful animations, and engaging sound effects provide a delightful environment for children to explore as they build their reading skills. Within the graphic- and sound-rich “Reading Lands,” the program includes 30 progressively challenging storybooks that are supported by carefully structured skill-building lessons at three challenge levels. These activities focus on reading, listening, speaking, and thinking. The program is designed to:

- allow children to enjoy continuing success in reading
- develop young readers’ reading and thinking skills and strategies
- help children use letter-patterns, letter-sounds, and contextual clues in decoding new words
- assist young readers in recognizing multisyllabic and compound words
- further develop and expand on children’s sight-word vocabulary
- enable children to read 30 short storybooks independently
- continue to develop children’s oral reading skills, including word emphasis, voice inflection, and pacing

Because children can choose whether to explore a Reading Land, read a storybook, or play a skill house game, learning is self-guided. Thus, children are in control of their own learning experience.

AUTO-ADJUSTING SKILL LEVELS

Each activity in *Reader Rabbit Road to Imagination* has multiple levels, so the program can move from simple to more complex concepts at a pace that suits each player. Players can tackle more challenging problems even if they haven’t mastered *all* skills or concepts in the program; each skill area adjusts its level up or down independently from the others, thereby creating a tailored learning experience that addresses each player’s specific needs. *Reader Rabbit Road to Imagination* carefully tracks players’ responses to each level’s activities, using that information to adjust the type of puzzle presented.

Reading Lands. The 15 Reading Lands provide a fascinating journey along the Reading Road. In each land, comical, animated tickle spots not only tickle the funny bone, but also expose children to the wonder and beauty of language illustrating concrete examples of figurative and literal meaning. As children help Vowel Owl find her voice, they look for objects that stress specific long and short vowel sounds. And vocabulary development continues as children explore silly animations that provide concrete examples of prepositional phrases, comparatives, and superlatives.

Storybooks. The 30 storybooks (two per Reading Land) help young readers develop visual and auditory word recognition and build their reading vocabulary. Children can read along with the characters or read the stories on their own. To develop fluent reading, the books are written with a carefully selected set of easy-to-read words. New words are systematically introduced, then reinforced through repetition. Stories become progressively more challenging so children can build their reading vocabularies. If they need help, youngsters can click on words to hear them read aloud.

The stories are structured to develop strategic reading skills by providing opportunities for children to think before, during, and after they read. Each story begins with a thought-provoking glimpse of the story, encouraging children to predict upcoming story events. Accompanying illustrations and sound effects are closely tied to the text to aid comprehension. Sentence-by-sentence highlighting strengthens left-to-right tracking abilities and helps children see connections between written and spoken text.

The Think Back questions at the end of each book allow readers to respond to the story and confirm their predictions. And the Use Your Imagination questions encourage personal or silly responses, adding to the fun of reading.

The Record & Playback feature within the storybooks allows children to practice reading aloud and get immediate feedback on how they sound. This encourages children to focus on some of the key elements of reading, such as pace, tone, and intonation. Children can record themselves reading each page and then listen to their recording, or they can save the recording to play back later and share with parents or a friend.

The Record & Playback feature provides developing readers the opportunity to self-correct as they compare their reading to the characters' reading and to the story text itself. It can also serve as a motivational tool for emergent readers. They can listen to a character read and familiarize themselves with the material before attempting to read it. In addition, advanced readers can add to the story or record their thoughts about the story or the characters.

Skill Houses. Each Reading Land has a skill house where children play word games that help build their listening, reading, and thinking skills.

In **Mit's Sound Sorter**, children focus on the beginning and ending sounds of words. All skill houses have three challenge levels. Success in each skill house is tracked, and a child's performance can be viewed in the Progress Report. This activity helps children visually and auditorily associate the sounds they hear with the written letters that represent them. As they play in this activity, children will:

- match words they hear with written words
- practice isolating initial consonants; final consonants; consonant blends; digraphs and trigraphs; and initial consonant blends

In **Ben’s Rhyme Time**, children discover the basics of rhyming. Here, they explore the ending sounds of words. In this activity, children will:

- compare and contrast words for rhyme
- isolate ending sounds of words
- notice repeated letter patterns in word families
- recognize that they can create new words just by changing beginning word sounds
- recognize long and short vowel sounds

In **Silly Syllables**, children discover how syllables make up words. As they build familiar words syllable by syllable, children develop the important phonics skills needed to sound out bigger and bigger words. In this activity, children will:

- start with familiar compound words to put two- and three-syllable words together
- learn to segment multisyllable words into word parts
- experiment with syllable order

Buster’s Word Bridge is a word recognition activity at Level 1 and a sentence completion activity at Levels 2 and 3. Children need to rebuild the broken bridges and get all the characters across. Silly surprises greet players as they demonstrate their reading proficiency. In this activity, children will:

- identify words (Level 1)
- use contextual clues to choose the word that completes a sentence (Levels 2 & 3)
- demonstrate immediate recognition of unit vocabulary (Levels 1, 2 & 3)

For children whose native language is not English, the program offers a safe and special environment for developing language and reading skills. And because the program encourages exploration and provides spoken help, children are in charge of their own learning experience. What better way to build literacy—and self-esteem—at the same time!

Reading Readiness Checklist

When are children ready for *Reader Rabbit Road to Imagination*? Children can derive the most success and enjoyment from the program if:

- they can readily identify letters and the sounds that they make.
- they possess a beginning sight vocabulary.
- they can read simple new words using contextual clues and phonics.

See page 27 for *Tips for Parents and Teachers* to extend the learning.

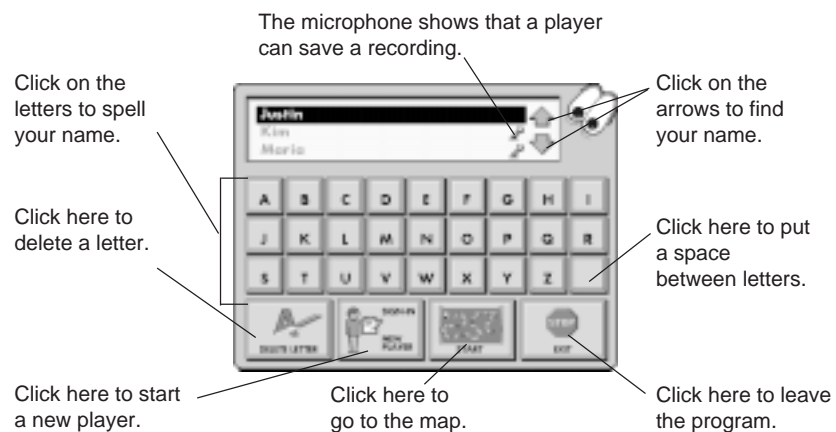
GETTING STARTED

Signing In

To play *Reader Rabbit Road to Imagination*, you'll need to sign in by entering your name. The Sign-In screen lists all players who have already entered their names. It also shows which players have hard disk space available to them to save a recording of a storybook.

To add your name to the list of players, type your name in the name box. You can use up to 15 letters. If you've played *Reader Rabbit Road to Imagination* before, your name will already be in the player list. If you don't see your name in the name box, click on the arrows to scroll through the list. (If you complete the program and want to start over at the beginning, sign in using a different name or add a number or letter to the end of your sign-in name.)

When the sign-in list has 99 names, you'll need to remove a name before you can add a new one. Removing a name will permanently erase that player's name and game information from the hard disk. Click on the name you want to remove. Then press **Ctrl+R** (Windows) or **⌘+R** (Macintosh).



ASSIGNING HARD DISK SPACE

Reader Rabbit Road to Imagination requires 12 MB of hard disk space for each storybook recording. If you want to save a recorded storybook and other players have already been allocated the available hard disk space, you need to reassign another player's space to you. (Reassigning hard disk space will not affect a player's other saved game information.)

To reassign hard disk space:

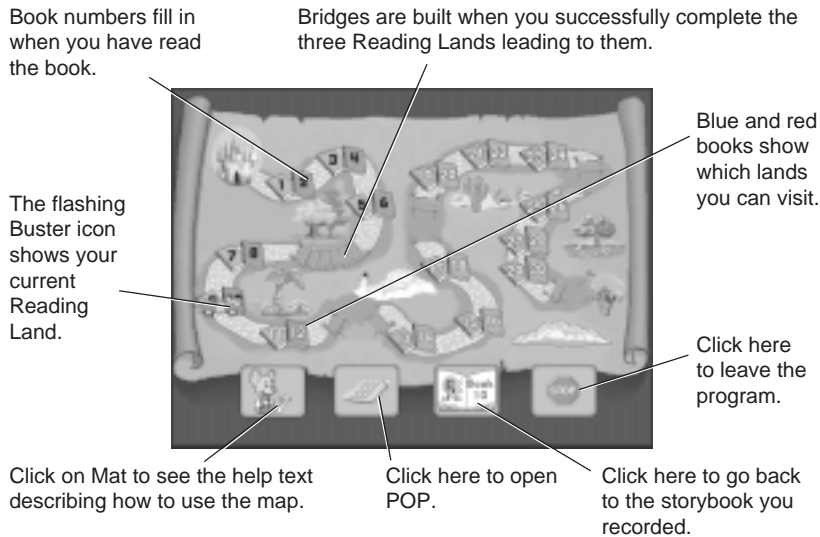
1. Click on the name of the player whose space you want to acquire. When the name is highlighted, press **Ctrl+D** (Windows) or **⌘+D** (Macintosh). The microphone icon disappears.
2. Click on your name to highlight it.
3. Press **Ctrl+D** or **⌘+D** again. A microphone icon appears next to your name to show that hard disk space is now reserved for you.

Using the Map

After you sign in, you'll see a map showing the 15 Reading Lands. As you successfully complete each unit of three Reading Lands, you may cross Buster's Word Bridge to the next unit. Cross all five bridges to discover the exciting ending.

To go to a Reading Land:

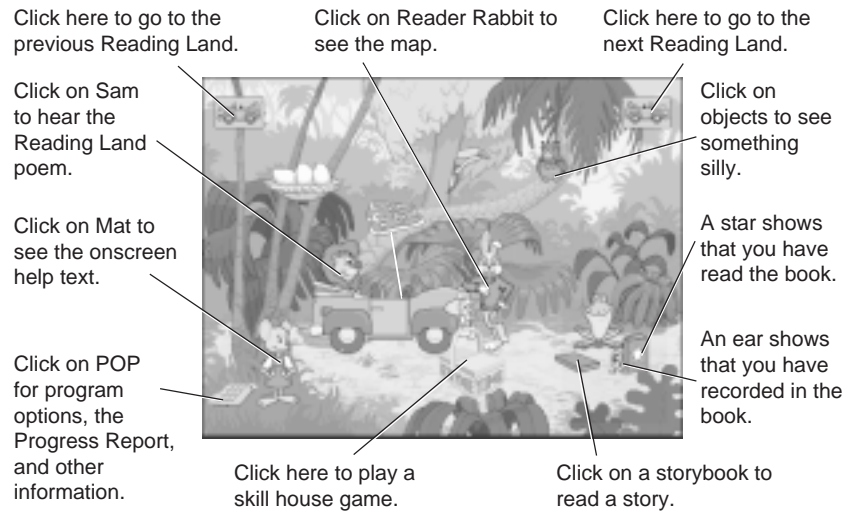
- Click on Buster the Car to go to a Reading Land. To have access to all of the Reading Lands at one time, use the Access button in POP.



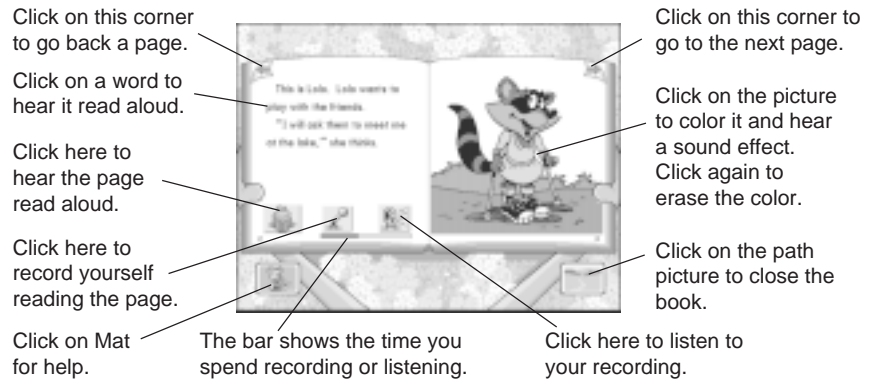
The Reading Lands

Journey down the fabulous Reading Road with Reader Rabbit and his friends Sam the Lion, Mat the Mouse, and Buster the Car. In each of the 15 Reading Lands, listen for the poem that tells you what to do. Then explore the scene and make surprising things happen. In every Reading Land, you'll also find two storybooks. Read them to earn your storybook stars! And don't forget to visit the skill house to play word games with some very interesting characters!

Each activity has three play levels, progressing from the easiest to the most difficult. You automatically start at the level determined by your assessment results (or the first level if you did not apply assessment results). You can also choose a different level at any time during an activity.





STORYBOOKS



Every Reading Land has two storybooks to read. You'll learn new words in every book and read about Sam and his storybook friends.

Just click on a book to open it. Then listen to the story and read along. When you finish reading a storybook and close it, a storybook star appears on the book. You must read all six storybooks and complete the skill house activities in a unit before you can rebuild Buster's Bridge and continue your journey into the next unit.

If you want to practice reading out loud, you can click on  and start reading to record yourself as you read the story. You can also record your answers to the Think Back and Use Your Imagination questions.

When you're finished recording, click on  to hear what you have recorded. If you want to stop recording or listening, just click anywhere outside the buttons. Remember, there must be a microphone icon next to your name at the Sign-In screen for you to be able to record and save a storybook.

Note: You can save only one recorded storybook. If you start recording a second book, the recording of the first storybook will be erased.

SKILL HOUSES

Take time out from your journey to play some word games. It's great fun, and all sorts of things can happen!

In each Reading Land, you'll discover a skill house—Mit's Sound Sorter, Ben's Rhyme Time, or Silly Syllables. You need to finish all of the games in each skill house in a unit before you can enter the last game, Buster's Word Bridge, and move onto the next unit. Just click on the skill house to play a word game.



Mit's Sound Sorter




Ben's Rhyme Time



Silly Syllables



Buster's Word Bridge

When you're ready to leave the skill house, click on  to go back to the Reading Land. The skill house will change to show your progress in the games.

Mit's Sound Sorter

Mit's Sound Sorter is the first skill house in each unit. Listen to the words Mit the Monkey says, and help him sort gemstones. Click on Mit to hear the instructions again, or on the gemstone he is holding to hear a word repeated.



Click on the basket with the word that Mit says.



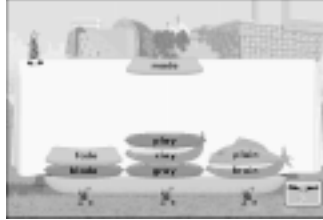
Click on the urn that has the same beginning and ending sound as the word Mit says.



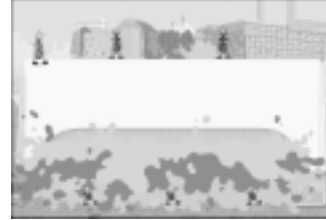
Gemstones on the large urn show how much progress you've made.

Ben's Rhyme Time

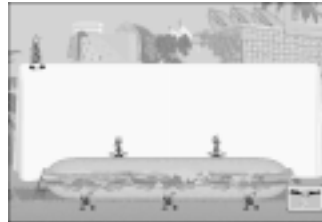
Ben's Rhyme Time is the second skill house in each unit. Help Ben and his crew make sandwiches to feed Sam the Lion and his friends on their reading journey. Click on Ben whenever you need to hear the instructions again.



Click above the word that rhymes with the word Ben says.



Words will stack to make a sandwich.



Sandwiches in the picnic basket show your progress.

Silly Syllables

Silly Syllables is the third skill house in each unit. Put syllables together to form words for the Crooning Caterpillars to sing. If you want to hear the instructions again, click on the star with the question mark.



Listen to the word the announcer says. Then click on a syllable in that word.



Click on a syllable to place it on stage to build words. Click on an empty seat to put a syllable back.



The creature in the balcony box shows your progress.

Buster's Word Bridge

Buster's Word Bridge is the last activity in each unit. You must read all the books and complete all the skill house games in a unit before you can play Buster's Word Bridge.

Click on  whenever you need to hear the instructions again.



You must rebuild the bridge for each character to cross.



After everyone has crossed the bridge, you are on your way to the next unit!

COMPLETING A UNIT

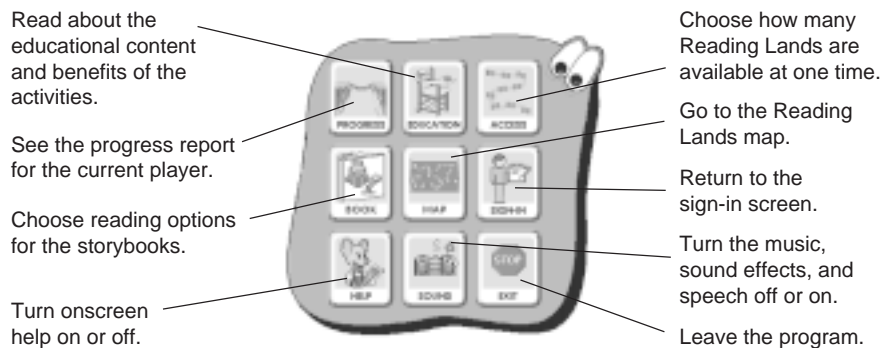
When you have read all six books and completed all three skill house games in a unit, you need to complete Buster's Word Bridge to go on to the next unit.

Using the Program Options Pad (POP)

Within a Reading Land, you'll see POP on the ground near Mat the Mouse. POP gives you access to program information and options. For specific information about a POP button, click on it, and then click on Mat for help.

POP BASICS

- To open POP, click on it.
- To close POP, click anywhere outside of POP.
- To choose a button, click on it.



Progress Report

The Progress Report allows players, parents, and teachers to view players' progress through the different program activities. The Progress Report updates dynamically as players progress through the product, showing how success rates or play patterns change over time.

Data is recorded about how many puzzles have been completed for each level of activity, allowing adults to view which types of activities may be of greater interest or more difficulty for specific players, and allowing players to see how many problems they have solved. Information is also provided as a success rate (players' number of successes in relation to the total number of problems they have attempted).

Wordville Station

EDUCATIONAL FOCUS

Developing Reading Skills

Reader Rabbit Wordville Station is an engaging and playful road in the learning-to-read journey. It develops children’s abilities to sound out and build words, and then to process those words as units of meaning. Throughout four activities and four increasingly difficult levels of play per activity, children read, listen to, and work with over 1,000 words. They learn at their own pace and use the skills they develop along the way to prepare for the more complex concepts they encounter as they progress.

In the first level of **Word Mine**, children build compound words to develop word recognition and vocabulary skills. As a visual reference, each compound word is associated with a picture. In Levels 2 and 3, children work with the beginning and ending sounds of words. They identify the sounds of two- and three-letter consonant clusters to become familiar with phonics and spelling patterns. In Level 4, children build compound and blend words by typing in the missing part. This allows children to be creative and apply the skills they learned in the previous levels. **Word Mine** develops children’s knowledge of language patterns and their ability to recognize and manipulate words.

At the **Vowel Pond**, children continue to expand their developing familiarity with the sounds that correspond to specific groups of letters. Children identify short and long vowel sounds in words, and then sort those words accordingly. In all four levels, children hear the vowel sound by itself and in a sample word. In Levels 2, 3, and 4, they also hear that individual vowels and two vowels combined (diphthongs) can have the same sound. Children increase their mastery of letter-to-sound correspondences and basic spelling patterns as they fish for sounds and new words.

In **Match Patch**, children develop their visual memory and concentration skills, while continuing to practice phonics recognition. Children first match antonyms (*big* and *small*). They then match homonyms (*see* and *sea*) to reinforce their ability to use phonetics to match words. In Level 3, children phonetically match pairs of rhyming words that have the same spelling patterns (*big* and *pig*), and in Level 4, they phonetically match rhyming words that do not share the same spelling pattern (*break* and *lake*). In this activity, children evaluate words not just by their sounds and spellings, but by their meanings—a skill that prepares them for reading.

At the **Alphabet Dance**, children progress from alphabetizing words whose first letters are consecutively ordered in the alphabet (Level 1) to alphabetizing words whose first letters are not in consecutive order (Level 2). In Level 3, children alphabetize words by their second letters. In Level 4, they alphabetize words by

both their first and second letters at the same time. Although alphabetization is an abstract concept, mastery of this practical skill will help children use a dictionary, a card catalog, an index, and many other word lists at home and in school.

The four carefully sequenced levels in each of the *Reader Rabbit Wordville Station* games add educational challenge, variety, and interest to the child's play. The flexibility of the program allows a parent or teacher to customize a skill level to ensure that the skills developed are appropriate for each individual child. In addition, when a child completes a level, the program automatically advances to the next higher level.

To monitor performance in the games, the score keeps track of each child's number of attempts and correct responses and displays a percentage of correct answers for each level. This is shown on the score chart. If a child replays a level after having completed it, the score chart automatically resets with the new score.

Throughout children's play and learning, their companion, Reader Rabbit, provides appropriate and supportive feedback. The child may click on Reader Rabbit at any time and, where possible, receive context-sensitive skill hints that encourage independent learning and game-play success. Children respond best to short, simple verbal instructions and inflection in voice. This is the developmentally appropriate way in which Reader Rabbit and Mat speak.

Because children see and hear the letters and words they work with, the activities help both visual and auditory learners. For slower readers and for children whose native language is not English, *Reader Rabbit Wordville Station* provides a special, safe environment for them to work with individual sounds and words without the distraction of attending to contextual meaning. Also, it puts children in the driver's seat on the road to reading; they control the pace and level of their interaction with the game. This can be a powerful motivator in learning.

Reader Rabbit's Wordville is a rich land of words. It provides a supportive, nonthreatening environment in which children can practice the skills that enhance language arts development. It also provides them with a friend—Reader Rabbit. Together, Reader Rabbit and the child can travel through the four individual activities, immersing themselves in the sounds and patterns of language to build reading fluency and a lifelong love of reading.

See page 28 for some tips on extending the learning away from the computer.

GETTING STARTED

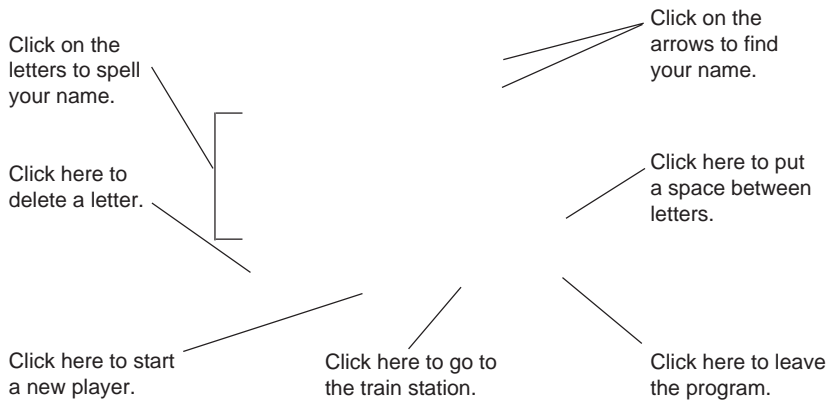
Welcome to Wordville, a playful community of discovery and learning for early readers. Once you sign in, you can choose which activity to play. Are you ready? All aboard!

Signing In

To play *Reader Rabbit Wordville Station*, you'll need to sign in by entering your name. The sign-in screen lists all players who have already entered their names. It also shows which players have hard disk space available to them to save a recording of a storybook.

To add your name to the list of players, type your name in the name box. You can use up to 16 letters. If you've played *Reader Rabbit Wordville Station* before, your name will already be in the player list. If you don't see your name in the name box, click on the arrows to scroll through the list. (If you complete the program and want to start over at the beginning, sign in using a different name or add a number or letter to the end of your sign-in name.)

When the sign-in list has 99 names, you'll need to remove a name before you can add a new one. Removing a name will permanently erase that player's name and game information from the hard disk. Click on the name you want to remove. Then press **Ctrl+R** (Windows) or **⌘+R** (Macintosh).



The Train Station

After you have signed in, you will go to the Train Station. At this screen, you'll meet Reader Rabbit and his friends and begin your adventures in Wordville!

Click on a sign to choose an activity.

Click on Mat to open POP.

CHOOSING AN ACTIVITY

There are four activities to play at Reader Rabbit Wordville Station

- ¥ Word Mine—Make compound words and consonant blends, and then type your own words.
- ¥ Vowel Pond—Identify and sort words by long and short vowel sounds.
- ¥ Match Patch—Match opposites, homonyms, and rhyming words.
- ¥ Alphabet Dance—Arrange Reader Rabbit's friends—the alphabet dancers—in alphabetical order by their names.

To choose an activity:

- ¥ Click on the sign for the activity you want to play. Ernest the Engine will take you there.

Using the Program Options Pad (POP)

POP controls all the options related to playing the activities at Reader Rabbit Wordville Station

- ¥ To open POP, click on Mat.
- ¥ To close POP, click on DONE or click on POP's eyes. You can also click anywhere on the screen outside of POP.
- ¥ To choose a button, click on it.

Read about the educational content and benefits of the activities.

See the score for the current player.

Turn the music, sound effects, and speech off or on.

Change the difficulty level of the activities.

Return to the sign-in screen.

Leave the program.

THE ACTIVITIES

Choose a sign to play! Ride Ernest the Engine to the Word Mine and help Holey Mole mine the crystal cave. Then cool off at Vowel Pond and have some word-fish fun. Don't forget to visit the Go-Go Gophers at Match Patch and help them harvest matching words. Join all of your Wordville friends at Goldie Hen's barn for a wacky A-B-C dance.

Helping You Begin

After you choose an activity, Reader Rabbit and his friends will show you how to play. If you ever forget how to play, click on Reader Rabbit, and he will tell you what to do. There are also surprises to discover in each place you visit.

If you want to leave an activity and begin a new one, click on

Vowel Pond

Welcome to Vowel Pond! Sylvia Skunk has been waiting for you! Toss your net into the water and catch word fish to learn about short and long vowel sounds.

Alphabet Dance

Welcome to Alphabet Dance! Time to kick up your heels with all your friends! Line up the Alphabet Dancers in alphabetical order, and watch them do the wackiest word dance in Wordville!

Your goal is to place the dancers on the stage in alphabetical order according to their name cards. Let's dance!

Click on Reader Rabbit to find out how to play.

Click on Mat to open POP.

Click on a number to put the dancer in that place in line.

Click on a dancer to select that dancer.

After you line up all four dancers, any dancers that you've placed in the wrong positions will sit down and wait for you to try again. You can try as many times as you like.

When all four dancers are correctly lined up, one of them does a wacky word dance, and you earn an egg from Goldie Hen. When you earn 10 eggs by alphabetizing the dancers 10 times, one egg will hatch, and a chick will emerge. Earn three chicks to advance to the next level.

TROUBLESHOOTING

Try this first! If you have problems running the program, try cleaning the CD. Gently remove any fingerprints and dust using a clean, soft, lint-free cloth dampened with water or a CD-cleaning solution. Avoid using materials such as tissue, which may scratch the CD.

If you have questions, call our Technical Support Center at 1-800-247-3333. You can also reach us by e-mail at help@tlcsupport.com.

Windows

1. The Reader Rabbit I Can Read! with Phonics program icon does not appear on the desktop or in the Start menu.
 - ¥ Reinstall the program.
2. You see a message that there is not enough available space on the hard disk.

Reader Rabbit I Can Read! with Phonics requires 45 MB of hard disk space for the program's data and executable files. An additional 1 MB is needed to record and play back a storybook page. At least 12 MB total additional hard disk space must be available if you want to record and save a storybook.

 - ¥ Remove some files after backing them up.
3. You see a message telling you that there is not enough memory to run the program.

Reader Rabbit I Can Read! with Phonics needs at least 16 MB of installed memory (RAM) to run. Your computer's memory may be filled with other programs that are running in the background.

 - ¥ Close any other applications that are running, and restart the program.
4. The mouse doesn't seem to work.

There are times in the program when the animation or sound cannot be interrupted. You will see the hourglass cursor on the screen, and any key presses or mouse clicks will be ignored.

 - ¥ Wait until the animation or sound stops and your normal cursor returns. Then try pressing the keys or clicking the mouse again.
5. Program speed is very slow.

Reader Rabbit I Can Read! with Phonics needs at least a Pentium 90 MHz computer with a quad-speed CD-ROM drive for basic performance.

 - ¥ Close any other applications that are running.
 - ¥ Make sure that you have the latest Windows video drivers for your graphics card. (Contact the card manufacturer for the latest drivers.)
 - ¥ If your computer has a turbo switch to increase speed, make sure the switch is on. (See the documentation that came with your computer.)
6. You do not hear music, sound, speech, or the playback of a storybook recording.
 - ¥ Check that the speakers are properly connected to your computer. Be sure they are getting power and are turned on, and that the volume is turned up.
 - ¥ Make sure that the sound is turned on in POP.

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- ¥ Make sure that your sound card is Windows compatible and is properly installed for Windows. Be sure that the sound card is specifically designed to work with Windows 95 or higher. Also check that the volume is properly set. See the manufacturer's documentation for information relating to your sound card.
 - ¥ Make sure the mixer level setting is correct.
Click on the Start button. Choose Programs from the Start menu. Next choose Accessories . Then choose Multimedia (Windows 95, NT4) or Entertainment (Windows 98, NT2000), and choose Volume Control . Make sure that the sliders on the mixer control panel are all the way up and that no mute buttons are selected.
7. The Record & Playback feature does not work.
- ¥ Make sure that the Record & Playback feature is turned on in POP.
 - ¥ Check that the microphone is properly assembled, connected to your computer, and turned on.
 - ¥ You may not have enough hard disk space available to use the Record & Playback feature. See Troubleshooting Item 2.
 - ¥ Make sure the mixer level setting is correct. See Troubleshooting Item 6.
8. Strange graphics appear; the game action stops unexpectedly.
- ¥ Try using the 640 x 480 256-color display mode driver that came with your video card. (See your Windows documentation for more information.)
 - ¥ Make sure you have the latest Windows video drivers installed. (Contact your video card manufacturer for more information.)
9. Colors don't look right.
- ¥ Adjust your monitor's color and brightness.
 - ¥ Make sure the color display is set to 256 colors.
 - ¥ Turn off your screensaver.
 - ¥ Close any other applications that are running.
 - ¥ Make sure you have the latest graphics drivers installed.
(Contact your video card manufacturer for more information.)
10. The program window seems small.
The program window may not fill the entire screen.
- ¥ For maximum window size, make sure the display mode is set to 640 x 480. (See your Windows documentation.)
11. You are not able to connect to our online Web sites.
This feature requires an Internet browser.
- ¥ Make sure that you have a browser properly installed. See your browser and Windows documentation for more information.
 - ¥ Make sure that the files with an .HTM extension (for example, bookmark.htm) are associated with the browser of your choice. To check this, double-click on any .HTM file. If the browser does not launch, create an association from the File Manager. See your Windows documentation for more information.

Macintosh

1. You do not see the Road to Imagination or Wordville station program icons.
 - ¥ Make sure the CD is inserted in the CD tray, printed side up.
 - ¥ Try restarting your computer.
 - ¥ Make sure that the CD-ROM drivers are correctly installed.
2. You get a message telling you that there is not enough available space on the hard disk.

Reader Rabbit I Can Read! with Phonics requires 45 MB of hard disk space for the program's data and executable files. An additional 1 MB is needed to record and play back a storybook page. At least 12 MB total additional hard disk space must be available if you want to record and save a storybook.

 - ¥ Remove some files after backing them up.
 - ¥ Adjust the Virtual Memory setting to take up less hard disk space. (See your Macintosh documentation for more information.)
3. You see a message telling you that there is not enough memory to run the program.

Reader Rabbit I Can Read! with Phonics requires 16 MB of installed memory (RAM) to run. Your computer's memory may be filled with other programs that are running in the background. Try to increase available memory and then start the program again. (Depending on what Internet browser you use, you may not be able to run both your browser and the program in 16 MB.)

 - ¥ Quit any programs that you may be running.
 - ¥ Turn off or remove from your System Folder all non-Apple control panels and extensions. (Leave your CD-ROM drivers.) Then restart your computer.
 - ¥ Reduce the size of the disk cache in the Memory control panel. (See your Macintosh documentation for more information.)
 - ¥ Turn off AppleTalk.
4. The mouse doesn't seem to work.

There are times in the program when the animation or sound cannot be interrupted. You will see the watch cursor on the screen, and any key presses or mouse clicks will be ignored.

 - ¥ Wait until the animation or sound stops and your normal cursor returns. Then try pressing the keys or clicking the mouse again.
5. The music and voice in the game are too loud or too soft.
 - ¥ Choose Sound from Control Panels . Adjust the system's speaker volume as needed by selecting the Volumes setting.

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6. You do not hear music, sound, speech, or the playback of a storybook recording.
 - ¥ Make sure that the sound is turned on in POP.
 - ¥ Make sure that the Volumes setting in the Sound control panel is not set to zero. (See your Macintosh documentation for more information.)
 - ¥ If you have external speakers, be sure they are turned on and getting power and that they are properly connected to your computer. Also check the speaker volume.
 - ¥ Turn off or remove from your System Folder all non-Apple control panels and extensions. (Leave your CD-ROM drivers.) Then restart your computer.
 7. The Record & Playback feature does not work.
 - ¥ Make sure that the Record & Playback feature is turned on in POP.
 - ¥ Make sure that your microphone is the correct model for your Macintosh. (There are at least two different—and incompatible—plug types.)
 - ¥ Make sure that the microphone is properly assembled, connected to your computer, and turned on.
 - ¥ You may not have enough hard disk space available to use the Record & Playback feature. See Troubleshooting Item 2.
 8. The program window seems small.

The program window may not fill the entire screen.

 - ¥ For maximum window size, make sure the display mode is set to 640 x 480 in the Monitors control panel.

TIPS FOR PARENTS AND TEACHERS

Getting the Most from the *Road to Imagination* Program

Here are some tips to help children get the most out of the program

- q As they read the storybooks, ask children to predict what will happen next in the story. Predicting events not only demonstrates reading comprehension, but critical thinking as well. It also helps children develop reading strategies.
- q Encourage children to experiment with the Record & Playback feature. Hearing themselves read a story can be a wonderful learning experience and an engaging way to improve their fluency, intonation, and pronunciation. The Record & Playback feature provides many benefits, including inspiring creativity, adding story enjoyment, and helping to ensure that children take the time to read the stories.
- q Spend time reading some of the stories aloud to children. Then experiment with different answers to the Think Back and Use Your Imagination questions. Responding to literature is a good way to develop critical and creative thinking skills.
- q Invite children to read the stories aloud and to repeat the game words. Articulating new words helps youngsters remember them.
- q Encourage children to explore the Reading Lands in order, one at a time. Using the program sequentially will allow readers to build on skills they have developed in previous units.
- q Increase children's enjoyment of reading by asking them to retell the stories in their favorite storybooks. This gives them practice in sequencing events and aids vocabulary development.
- q Extend involvement with the program by asking children to explain a character's actions or feelings. Identifying with characters increases enjoyment of reading.
- q Let children's imaginations run free. Encourage them to make up new stories based on one in a storybook, or to create their own stories about a Reading Land scene. Play increases enthusiasm for learning.
- q Encourage children to explore each scene and think about how language is used to convey the different meanings of the animated tickle spots.

Extra Reading Tips

Children learn to read in a variety of ways. These tips can extend and encourage their everyday learning when they're away from the computer.

- ¥ Read aloud to children every day.
- ¥ Read everything aloud: storybooks, cartoons, signs, labels, cereal boxes—anything at all.
- ¥ Talk with children. Talk about their activities, about funny things, about things important to them. Listen to them closely. Talking helps children learn to use language.
- ¥ Talk with children about language and how amusing it can be. Discuss how things got their names, or why we often use similes and metaphors to express our thoughts and ideas.
- ¥ Invite children to write their own stories based on pictures they see in storybooks and elsewhere.
- ¥ Tape-record favorite stories so that children can listen to them over and over, whenever they want.
- ¥ Help children write down the words to a favorite song, and then sing it.
- ¥ Help children make up silly songs, poems, and rhymes.
- ¥ Encourage children to sound out unfamiliar words they encounter. Suggest that they look for familiar syllables or specific letter patterns.
- ¥ Play word games with children, such as finding objects with names that begin with the same two-letter blends, or finding words that rhyme.
- ¥ Take children to the library often.
- ¥ Encourage children to select their own reading materials.
- ¥ Encourage children to share text that they read and write with other children or family members.
- ¥ Make sure children see you reading and writing so that they can understand how important those activities are in your life. Write to them: notes, messages, and jokes.
- ¥ Help children create a notebook or diary of thoughts, ideas, and events.