

CTW

# SESAME STREET®

Volume Two

## Learning Library

### Learning Guide for Parents and Teachers

#### Grover's Animal Adventures



#### Ernie's Big Splash



#### Pals Around Town





# **SESAME STREET LEARNING LIBRARY**

## **Volume Two**

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## A Note to Parents and Teachers

Since 1968, Children's Television Workshop (CTW) has demonstrated that one of the greatest vehicles for learning is fun. The computer activities developed by CTW continue this tradition, drawing on the interactive capability of the computer.

These computer games have extended the goals pioneered by CTW in television with Sesame Street, The Electric Company, 3-2-1 Contact, and Square One TV. Friendly and engaging, they encourage constructive play and active learning. CTW games allow children to experiment and explore, to think and solve problems, and to practice skills while they are having fun. Each one is designed to be a shared experience--where everybody plays together and learns from each other.

Equally important, the computer has brought an exciting new dimension to electronic learning--that of interaction. As the child responds to the computer, the computer responds to the child. A great deal of planning and research have gone into making these games responsive to children of different ages and learning styles.

This booklet includes activities for Volume Two of the Sesame Street Learning Library computer software. Volume Two presents open-ended, creative and problem solving activities focusing on visual patterns, spatial relationships, and the natural and social environments.

Volume Two includes the following activities:

**GROVER'S ANIMAL ADVENTURES:** The child explores animals and their habitats by creating scenes in four different environments: a grasslands, a forest, a barnyard, and an ocean.

**ERNIE'S BIG SPLASH:** The child practices planning, predicting and problem solving by building paths to help Rubber Duckie travel to Ernie's bathtub.

**PALS AROUND TOWN:** The child becomes familiar with people, objects and places in the neighborhood by creating his/her own neighborhood scenes.



## **GROVER'S ANIMAL ADVENTURES**

### **Software Activities**

The following activities are designed for use while playing with Grover's Animal Adventures.

#### **ANIMAL WATCH**

While playing Grover's Animal Adventures, have the child classify animals within the geographic region he or she has chosen. Ask the child to create a scene consisting of one of the following:

- Animals with four legs
- Animals with tails
- Animals that fly
- Animals with fur
- Animals of the same color
- Animals that live in water

#### **ANIMAL STORIES**

Have the child tell you a story about the scene he or she has created with the software. Write the story on a large sheet of paper and read it with the child. Encourage the child to use the original computer scene as a point of reference, pointing to each animal or nature item as you read about it in the story.

Have the child create different stories using different scenes. When you have collected several stories, help the child put them together to make an animal book.

#### **ANIMAL ANTICS**

As the child uses the activity, direct his/her attention to the way each animal moves across the screen. Have the child describe each animal's movement. Ask if the animal is flying, swimming, walking, hopping, etc. Ask the child to point to the animal and show you what parts of the animal's body help it move the way it does.



## **GROVER'S ANIMAL ADVENTURES**

### **Follow-Up Activities**

The following activities are designed for use after playing with Grover's Animal Adventures.

### **WALK AND TALK LIKE THE ANIMALS**

Make a list of different animals the child knows well. Ask the child to act out how each animal moves and to imitate the sound it makes. Take turns acting out the movements of different animals.

Now play a game of animal charades. Have one player act out an animal's behavior, and let the other player(s) try to guess the animal's identity. Give extra clues by telling where the animal lives, if it can be found on land, in the sky or in the water, and its color.

### **BEING ALIVE!**

Talk about the difference between living and non-living things in the environment. (Living things need food, air, and water to survive.) Ask the child to name some living things he or she knows.

Then go for a nature walk in the park, field, or wooded area near your home or school. Ask the child to point out which things are living and which are non-living. Help the child gather examples of non-living objects: rocks, earth, a spider web, a cocoon, a feather, etc. Bring the items home and make a display, labeling each item. Then ask the child to draw a picture containing only living things.

### **MASK MAKER**

**You will need:**

- 9" white paper plates
- crayons
- paints
- scissors
- construction paper
- glue
- string or yarn.

Children love making animal masks. Ask the child to create an animal's face on one side of a paper plate. It's fun to use more than one medium to make masks. For example, a child might make an elephant mask using crayons or paints to draw the eyes and mouth, and using cut out pieces of construction paper to make the ears and nose. Once a mask is complete, use scissors to cut out eye holes and to make two small holes for the string or yarn. Tie the mask on the child and your animal is ready to play!



## **ERNIE'S BIG SPLASH**

### **Software Activities**

The following activities are designed for use while playing with Ernie's Big Splash.

#### **PICK YOUR PATH**

Using the same playfield, encourage the child to design a variety of pathways to Ernie's tub. After completing one pathway, ask the child to look at the playfield again, and to think of another way to get to Ernie's tub. Have the child press the CLEAR key and construct a new pathway.

Challenge the child to design a pathway using the least number of pieces possible. Then have the child build a pathway using as many pieces as possible. For an added challenge, ask the child to construct a pathway to Ernie's tub that covers the entire playfield.

#### **PIECE BY PIECE**

In different playfields, have the child predict the minimum number of pieces he or she would need to complete the pathway to Ernie's tub. Start by saying "I can build that pathway with six pieces." Next ask the child how many pieces he or she would need to build the pathway. Finally, have the child test out his or her prediction.

#### **CATCH THE DUCKIE**

Ask the child to watch Rubber Duckie as he moves through a pathway. See how many pieces the child can identify. Talk about the way Rubber Duckie travels through each one. Have the child describe what is happening in each piece as Rubber Duckie moves through it. As Rubber Duckie moves through the pathway, have the child use the PAUSE key to stop Duckie at a specific entrance or exit. Ask the child to try to:

- Stop Rubber Duckie at the entrance to the water slide
- Stop Rubber Duckie before he goes over the waterfall
- Stop Rubber Duckie at the exit of the washing machine

(Don't forget to press the PAUSE key again to restart the action.)



## **ERNIE'S BIG SPLASH**

### **Follow-Up Activities**

The following activities are designed for use after playing with Ernie's Big Splash.

#### **BUILD IT**

**You will need:**

- boxes
- sponges
- cardboard
- egg cartons
- tape
- glue
- cardboard tubes
- paper plates
- empty spoons
- straws
- popsicle sticks
- scissors

Children enjoy creating imaginary buildings, machines or new inventions. You can extend the planning and problem solving activities found in the computer software by asking the child to create his or her own new invention. Encourage the child to build a new contraption by connecting tubes, cardboard and other materials. Have the child paint, color or add construction paper designs to the creation. Then talk about the purpose of the new object.

#### **MAP MAZES**

Have the child make a map of the neighborhood around your house, including familiar buildings such as friends' houses, stores, the library, and other landmarks such as a park, pond or river. Help the child fill in as many streets and street names as possible. Take a walk around the neighborhood to check the map and to add more streets.

Then ask the child to plan the shortest route from one place to another. For example, plan a route from your house to a friends' house. Once the child has mastered one-stop routes, you can challenge him/her to plan the shortest route when the goal is two locations. For example, tell the child that the first stop is the library and the next one is the supermarket. Ask the child to figure out the shortest route from the house to the first location and then to the second. Repeat with other destinations.



## **PALS AROUND TOWN**

### **Software Activities**

The following activities are designed for use while playing with Pals Around Town.

#### **WHAT'S WRONG WITH THIS PICTURE?**

Once a background scene is chosen, ask the child to place the objects in places where they would normally be found, and to place some in silly places where they would never be found. For example, place flowers in the sky, Cookie Monster on a cloud, or a bicycle on a roof. After a scene is complete, try to find the silly objects. Talk about what makes the scene silly. Why would you never find a bicycle on a roof? Ask the child to make up a silly story, about objects found in strange places.

#### **HIDE AND SEEK**

Ask the child to choose an object from the Selection Screen. Next let him/her hide the object somewhere in the scene. Then it is up to you to find the hidden object. If you find the object, it is your turn to hide the object.

Once the child is familiar with this game format, change the game slightly. Focus on verbal, as well as visual skills. Let one player choose and hide an object without telling the other player what the object is. Then the hider gives the finder a clue, i.e., "I hid something red," and the finder searches for the new hidden object.

#### **PRESTO CHANGE-O**

Make a single screen scene with the child. Then ask the child to close his/her eyes while you change the scene by adding a new object, subtracting an object, or moving an object to a new place on the screen. Tell the child what kind of change you have made. Then ask him/her to identify the missing, moved, or added object. Take turns making changes in the picture. As players improve their spotting skills, make more than one change at a time.



## **PALS AROUND TOWN**

### **Follow-Up Activities**

The following activities are designed for use after playing with Pals Around Town.

### **INSIDE/OUTSIDE SCAVENGER HUNT**

Make up a list of three to five items found both inside and outside of the house. If you prefer, use objects found in one of these locations only. Let the child hunt for objects on the list, and bring them back to you, telling you in which room or outdoor location each one was found. Possible objects inside the house are: paperclip, rubber band, soap, spoon, screwdriver, sock, magazine, toothbrush, pencil, etc. Possible items found outside are: leaf, rock, twig, stone, flower, vine, three-leaf clover, dandelion, caterpillar, moss, cattail, etc.

### **KNOWING THE NEIGHBORHOOD**

Go for a walk in your neighborhood. Ask the child to name the neighborhood people and places that he/she sees. Point out the different stores and locations that you see. Ask who works in each location. Talk about the work each person does. If possible, arrange visits to the police station, firehouse, or post office to meet neighborhood workers.

### **PUPPET PLAYERS**

**You will need:**

- crayons
- glue
- popsicle sticks
- cardboard or tag board

Puppets of people in the neighborhood are fun and easy to make. Have the child draw a picture of a neighborhood worker (a police officer, fireman, baker, doctor, etc.) on a piece of cardboard or tag board. The picture should be three to five inches tall. Once the picture is finished, cut it out and glue it to a popsicle stick. Let the child use the puppet to play the role of the neighborhood worker. Help the child make other puppets of people in your neighborhood, including family members and friends. Then make background scenes and props. Use the puppets to create plays about life and work in the neighborhood.



# **Look for Volume One of the Sesame Street LEARNING LIBRARY**

**Volume One of the Sesame Street Learning Library contains games and activities that explore curriculum areas such as numbers, shapes, and classifying objects.**

**Volume One includes the following computer programs:**

## **ASTRO-GROVER**

**The child practices counting, addition, and subtraction by helping Astro-Grover count the Zips and welcome them to Earth.**

## **ERNIE'S MAGIC SHAPES**

**A shape and color matching game. Children help Ernie match shapes while improving discrimination skills.**

## **BIG BIRD'S SPECIAL DELIVERY**

**A matching game, using object recognition and classification skills. Children help Big Bird and Little Bird deliver packages to the right stores.**

***To order Volume One, see the Order Form  
included in this package.***



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