



# WICKEY'S 123's

THE BIG SURPRISE PARTY



Instruction Guide



# **MICKEY'S 123's**

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## Welcome

Thank you for buying *Mickey's 123's: The Big Surprise Party*. *Mickey's 123's* is a fun, interactive computer experience that will expose your child to basic number concepts. This animated cartoon features the highest quality in animation, speech, and sound effects available on home-computers today.

In *Mickey's 123's*, children learn to count and to associate numbers with quantities, exercise creativity, and develop important problem solving skills.

All this takes place as your child presses the number keys on the keyboard to help Mickey prepare a surprise party for one of his friends. His errands take him to a toy factory, the local market, the post office, and eventually back home—where the party takes place. At each location, Mickey engages in fun-filled animated activities involving numbers and counting. Your child will be motivated to learn basic number concepts so that he or she can control the action on-screen.

To help your child get the most out of this program, we've included a section of this manual on Playtime Suggestions. These suggestions were developed by experts in the field of early childhood education and computers.

So take some time to enjoy *Mickey's 123's* with your child. We're sure you'll find it an entertaining way to learn.

## *What You Will Need*

- An IBM PC/XT, AT, PS2, or Compatible. (A minimum clock rate of 8 Mhz is recommended for maximum enjoyment and learning.)
- 512K of RAM (Random Access Memory), 640K for Tandy.
- A CGA (Color Graphics Adapter), EGA (Enhanced Graphics Adapter), VGA (Video Graphics Array), or Tandy 16 Color graphics and a color monitor.
- Two 5¼" disk drives, one 5¼" drive with a hard disk, or one 3½" drive.
- The Sound Source speech and music system (sold separately). (If you *do not* have the Sound Source system, you will hear only IBM internal speaker sounds and no speech.)

## *Getting Started*

There are three procedures to follow before your child can begin playing with *Mickey's 123's*:

1. Install the program for your computer system
2. Load the program
3. Select program options

Step 1 need only be performed once. You should plan on loading the program and selecting the program options for your child whenever he or she wants to play.

NOTE: If you have a Sound Source, you will need to connect it to your computer now. See the Sound Source manual for instructions.

### **INSTALLING THE PROGRAM**

You can run *Mickey's 123's* from floppy disks, or if you have one, a hard disk. Running the program from a hard disk will make the program respond faster to your child.



## FLOPPY DISK INSTALLATION

We strongly recommend you make working copies of your original program disks. Keep the originals in a cool, safe place. These disks are not copy-protected, so here is all you have to do:

- If your system takes 5¼" disks, you will need three blank disks. If your system takes 3½" disks, you will need two blank disks. Label the blank disks **Mickey's 123's Workdisk 1**, **Mickey's 123's Workdisk 2**, and (if needed) **Mickey's 123's Workdisk 3**.
- Turn on your monitor. Insert your DOS disk into drive A, and close the drive door. Then turn on the computer. You might have to press the **ENTER** key a few times to get past a date and time request.
- Multiple Drive Installation:
  1. At the **A:** prompt, type: **DISKCOPY A: B:** and press the **ENTER** key.
  2. Insert the original Disk 1 into drive A, and close the drive door.
  3. Insert the blank disk you labeled **Mickey's 123's Workdisk 1** into drive B, and close the drive door. Then press the **ENTER** key.
  4. When the prompt appears, answer yes, then repeat steps 2 and 3 for Disk 2.
  5. If you are using 5¼" disks, repeat step 4 for Disk 3.
- Single Drive Installation
  1. At the **A:** prompt, type: **DISKCOPY A: A:** then press the **ENTER** key.
  2. Insert the original Disk 1 into drive A, and close the drive door.
  3. Press the **ENTER** key and follow the on-screen instructions.
  4. Repeat steps 1, 2, and 3 for Disk 2.
  5. If you are using 5¼" disks, repeat steps 1, 2, and 3 for Disk 3.



## HARD DISK INSTALLATION

If you are using a computer equipped with a hard disk, you will want to install *Mickey's 123's* onto the hard disk.

You'll need at least 1 MB (1,000K) of space on your hard disk to complete this procedure. When you have completed the installation procedure, you will not need the original program disks to load the program. Keep them in a cool, safe place.

Follow these steps to install the program:

1. Turn on your monitor.
2. Make sure drive A is has no disk inserted. Then turn on the computer. You should see a DOS prompt like: **C:**
3. To create a subdirectory for the program, type **MD \MICK123**. Then press the **Enter** key.
4. Insert the original program Disk 1 into the floppy disk drive.
5. Type **COPY A:\*.\* C:\MICK123**. Then press the **Enter** key.
6. Repeat steps 4 and 5 for Disk 2.
7. If you are using 5¼" disks, repeat steps 4, and 5 for disk 3.

## *Loading The Program*

### **If you are using 5¼" disks:**

1. After DOS has been loaded, insert **Mickey's 123's Workdisk 1** in drive A, and close the drive door.
2. Insert **Mickey's 123's Workdisk 3** in drive B, and close the drive door.
3. At the **A:** prompt, type **MICKEY** and press the **Enter** key.
4. When the program asks you to, remove **Mickey's 123's Workdisk 1** from Drive A, and insert **Mickey's 123's Workdisk 2**. Then close the door to drive A and press the **Enter** key.

### **If you are using 3½" disks:**

1. After DOS has been loaded, insert **Mickey's 123's Workdisk 1** in drive A.
2. At the **A:** prompt, type **MICKEY** and press the **Enter** key.
3. When the program asks you to, remove **Mickey's 123's Workdisk 1** from Drive A, and insert **Mickey's 123's Workdisk 2**. Then press the **Enter** key.

*NOTE: We suggest that an adult perform this disks swapping. This is the only time you will need to switch disks while using the program. If you are using one 5¼" or one 3½" drive you will need to swap disks throughout the program.*



**If you are using a hard disk:**

1. Turn on your computer. After a few moments you should see a **C:** prompt.
2. Type **CD \MICK123** and press the **Enter** key.
3. Type **MICKEY** and press the **Enter** key.

*NOTE: Mickey's 123's requires a full 512K of RAM to operate. (RAM, or random access memory, refers to internal computer memory rather than space on your hard disk.)*

*Many people run "pop-up" or "resident" programs such as calculators, clocks, DOS shells, disk-caches, and RAM disks. These programs use up some of the available RAM. If you are using such programs, you may have to start up your computer by loading DOS from an original DOS system disk, or if you prefer, remove them from your AUTOEXEC.BAT file. Refer to the user's manual that came with your computer for more details.*

*NOTE: Some Tandy 1000 users may need to run SETUP /A to reduce their video RAM from 64K to 16K. Tandy users should review their manual for details on using SETUP to free-up memory for Mickey's 123's.*

## SELECTING PROGRAM OPTIONS

After you have loaded the program, follow these three steps before handing over control of the program to your child:

1. You are given a choice of three graphic modes:

For CGA, press the **1** key.

For EGA or VGA, press the **2** key.

For Tandy 16 color graphics, press the **3** key.

If your Sound Source has been installed properly, the red lamp on the Speaker unit should come on automatically, indicating it is operating properly.

2. In a few seconds, the title screen will appear. Immediately following this, a film strip filled with pictures of Mickey Mouse will appear. In order to get past this point:

- Remove the **Mickey Graphics Sheet** in the package.
- You will need to find the Mickey graphic on the sheet that corresponds with the *number* on the screen.
- Use the up or down arrow key to scroll to locate the matching graphic of Mickey.
- When the correct graphic of Mickey appears, press the **Enter** key.

***NOTE: This sheet is almost impossible to photocopy. Please do not attempt to copy or reproduce it. Doing so is a violation of Federal Copyright law.***

You will now see Mickey asleep in his chair. This signals the start of the game.

## *The Game's Story*

Mickey is napping in his living room chair. He wakes up and remembers that he has some errands to do for the surprise birthday party he is planning for one of his friends. Mickey ventures through his community to make the preparations for the party. He visits the Post Office to send invitations, the grocery store to buy food and refreshments and of course, the toy factory to make a special present for the guest of honor. When Mickey returns to his house, the party begins.

## *How to Play*

To make Mickey do something, just **press a number key** on the keyboard. It's that easy!

The game begins in Mickey's living room, with Mickey sleeping in his chair. **Press any number key to wake him.** When Mickey wakes up, he leaves his house and goes down the street to a signpost.

*At the signpost.* The signpost identifies three or four locations and associates each with a number. **Your child chooses a destination for Mickey by pressing the corresponding number key.**

Press the **1** key for **TOYS**. Mickey goes to the Toy Factory, where he creates a present for the guest of honor.

Press the **2** key for **FOOD**. Mickey goes to Goofy's Market, where he chooses food and decorations for the party.

Press the **3** key for **INVITE**. Mickey goes to the Post Office, where he sends party invitations to his friends.

If the **PARTY** sign is showing, press the **4** key for **PARTY**. Mickey returns to his house, where the party eventually takes place.

(NOTE: The **PARTY** sign for Mickey's House only appears *after* each of the other three locations have been visited at least once.)

*Getting there.* Throughout the game, Mickey will return to the signpost again and again. Whenever he leaves the signpost, Mickey starts walking towards his destination. **If Mickey is trav-**

eling to the Toy Factory, Goofy's Market, or the Post Office, **your child can have him switch to another vehicle by pressing a number key. The number of wheels on the vehicle will match the number key pressed.** (NOTE: If the **zero** key is pressed, Mickey continues to walk. Also, Mickey always walks to and from his house.)

*TOYS: The Toy Factory.* Mickey goes to the Toy Factory to create a toy for his birthday friend. At first, Mickey waits at the foot of a ladder. He needs help deciding which toy to make. The ladder has nine rungs that correspond to nine shelves. Each shelf holds a box of parts for a different toy. **Your child presses a number key to determine which box of toy parts Mickey will get.**

After retrieving the box of parts, Mickey shakes the parts into the *Part-Squish-Globulator*. This machine converts the parts into a blob that starts traveling along a conveyor belt. **While the blob moves along the left side of the conveyor belt, your child can press any number key. The different numbers cause the toy machine to process the blob in a variety of humorous ways.**

NOTE: After the blob has passed the beginning of the belt, you can press the **1** key to send the it *back* towards the starting point—to allow your child extended playing time. While the blob is anywhere on the left side of the conveyor belt, you can press the **0 (zero)** key to send the blob quickly to the right side of the belt.

When the blob reaches the right side of the conveyor belt, a *finishing oven* converts it into a toy. Then a *gift wrapping machine* wraps the toy in a gift box. Finally, a *robotic foot* kicks the gift into Mickey's waiting arms.

Each visit to the Toy Factory allows Mickey to make one toy. However, he can visit the factory up to nine times (by pressing the **1** key at the signpost). This allows him to make all nine toys. If all the toys have been built, the **TOYS** sign disappears from the signpost.



**FOOD: Goofy's Market.** Mickey goes to Goofy's Market to choose food and decorations for the party. He stops at the shelves for each food item, waiting for your child to tell him how many. **Your child presses a number key to determine how many of each item Mickey will place in his shopping cart.**

Mickey also stops at Luigi, the balloon man. **Your child presses a number key to determine how many balloons Mickey will take.** Later, Mickey will decorate his house with these balloons. (NOTE: When Mickey is at the food shelves or by Luigi, press the **0 (zero)** key if you don't want any of that item.

When your child and Mickey are finished selecting items for the party, Mickey goes to Goofy, the cashier. Goofy asks Mickey which kind of shopping bag he wants (paper or plastic) and then counts up the quantity of each item.

Your child can re-visit Goofy's Market as many times as he or she wants (by pressing the **2** key at the signpost)—until all the items at the store have been purchased. Then the **FOOD** sign disappears from the signpost.

**INVITATIONS: The Post Office.** Mickey goes to the Post Office to send party invitations to his friends. Each of Mickey's friends appears in a thought balloon above his head, along with a number. **Your child presses a number key (1–9) to determine which friend Mickey will invite.** The super-speedy postal carrier grabs Mickey's invitation and immediately delivers it to the appropriate friend's house. When the postal carrier returns to the Post Office, Mickey is still considering which other friends to invite. (Friends already invited appear in Mickey's thought balloon wearing party hats.) **Your child can continue to select friends until all have been invited—OR—he or she can press the 0 (zero) key to stop inviting guests.**



Your child can return to the Post Office as many times as he or she wants (by pressing the **3** key at the signpost)—until all Mickey's friends have been invited. Then the **INVITE** sign disappears from the signpost.

**PARTY: Mickey's House.** When Mickey returns to his house, he puts the food he bought in the refrigerator (if food was purchased) and decorates his house (if balloons were purchased). Then he and his guests surprise the birthday friend.

With your child's help, Mickey serves the food he bought at Goofy's Market. One of Mickey's guests appears on screen, with a food tray below. On the tray is the quantity of the first food your child chose while at the market. **Your child presses a number key to determine how much of this food Mickey will serve the guest. Any number can be selected.** This process of selecting numbers of items is repeated for each food and for each of Mickey's guests.

(NOTE: If your child gives too much food to the first guest served, there may not be enough left for those served later.)

The party ends with Mickey playing his maracas to a Latin beat, and each guest dancing out the front door. When all the guests are gone, Mickey sits in his living room chair and falls asleep. **Your child can then press any number key to start the game over again.** (To stop playing, see **HOW TO STOP PLAYING** below.)

## *Turning the Sound On or Off*

The speech, sound and music created by the program are created by both the Sound Source and the IBM internal speaker.

You can control the volume of the Sound Source speech and sound effects by turning the volume control dial on the Sound Source speaker unit.

If you want to turn the PC music off, hold down the **Alt** key and press the **S** key. If you want to turn the music back on again, hold down the **Alt** key and press the **S** key again.

## *Taking A Break*

If you and your child need to take a break, you can leave the computer running and come back to it when you are ready.

**Demo mode.** If you leave the computer unattended for a long time, the program will enter its **Demo Mode**. Mickey will travel from place to place, completing his errands. Press any key to return to normal operation.

**Pause mode.** Press the **spacebar** to enter the program's **Pause Mode**. Mickey will sit down and say "I'll just wait here!" Press any key to return to normal operation.

**NOTE:** Using the **Pause Mode** is a great way to prevent the program from entering the **Demo Mode**. However, you should *avoid* leaving the program in **Pause Mode** for extended periods to conserve your monitor's life span.

## *How To Stop Playing*

If you want to stop playing, press the **Esc** key. You will move to the **Select Option** screen.

At the **Select Option** screen, press the **Esc** key again. After a brief presentation of the program credits, you are back at DOS. These credits may be skipped by pressing any key. You can now load another program or turn off the computer.

## The Keyboard

The following keys are active while playing the game:

**Number keys (0-9)** Control Mickey's decisions; these decisions usually involve number matching or counting

**Spacebar** Enter **Pause Mode**

**Alt-S** Turn the music off and on

**Esc key** Exit to the **Select Option** screen

The following keys are active at the **Select Option** screen:

**1 key** Play the game

**Esc key** Exit to DOS

## Playtime Suggestions

Children learn about the world through play. As children play, they experiment with ideas and explore new ways to think about the world. Play is enticing. It encourages children to spend more time with tasks that are important for their cognitive development—tasks that might become tedious if approached through strict drill and practice.

*Mickey's 123's* offers a rich play environment in which children can experiment with numbers at various levels of sophistication, enrich their language, and develop problem solving techniques—while having fun with familiar Disney characters. Learning will vary, depending on your child's current understanding of number concepts. While playing with *Mickey's 123's*, your child can:

- explore the concepts *more* and *less*
- engage in simple addition and subtractions tasks
- become familiar with the numeral symbols used to represent numbers
- learn to recognize numerals in a variety of situations and use numerals to solve simple problems
- become familiar with counting by listening to others count objects
- use counting as a tool to accomplish a task

*Mickey's 123's* can easily be used by your child alone, by two children playing together, or you can become a partner in your child's play. You will enjoy the program as a shared experience with your child—and your child will appreciate the time you spend together.

This chapter is divided into five parts:

- Becoming a Play Partner for Your Child
- How Children Come to Understand Numbers
- Playful Ways to Use the Program Together
- When Your Child Plays Without You
- Building on the Program When Not Using the Computer

### BECOMING A PLAY PARTNER TO YOUR CHILD

*Mickey's 123's* offers many play opportunities for your child. You can become a partner in the play by keeping your interaction



with your child enjoyable and playful. Follow these basic guidelines to become a good play partner for your child.

1. Allow your child to set the direction for the play, with you responding to his or her lead. Share your child's excitement about new discoveries. When you respond to your child's ideas, you are communicating that you think these ideas are valuable. If your child is not interested in looking at the numbers in the program and just wants to enjoy the animation that occurs—then you should enjoy this activity with your child. When he or she is ready, the two of you can begin more sophisticated approaches to the program.
2. Take the role of your child's assistant. Helping your child to discover solutions to questions or problems is the best type of assistance possible.
3. Expand your child's language by:
  - using vibrant, interesting, thought-provoking words—including words that express number and quantity
  - offering your child many stimulating ideas to discuss
  - listening intently to show that you value what your child has to say
4. Respect children's right to work at their own level and in their own way. If your child is absorbed and does not want to talk, respect the need for quiet time.

## HOW CHILDREN COME TO UNDERSTAND THE CONCEPT OF NUMBER

As adults, we can spontaneously carry out simple number tasks. We can easily scan a room to see how many people are present and then count out the appropriate number of chairs to seat them all. Our facility with numbers makes it hard for us to realize what a difficult concept *number* is for children. This section describes how children learn basic number concepts and what you can do to support this learning.

Children between the ages of 2 and 6 are beginning to come to terms with what *number* means. Because it is such a complex concept, children build this understanding gradually, through many experiences with groups of objects. Using *Mickey's 123's* will provide your child with experience that will help to develop this understanding.



**Learning what number is.** What is *number*? *Number* is a way to express quantity. It is a rather abstract idea for young children, who are accustomed to looking at and thinking about concrete things they can observe and even touch. They might look at a group of cars and tell you which ones are red, or shiny, or big. They can observe these things by looking at the cars. To look at the group and say there are *five* cars is much more difficult. Children cannot reach out and touch *five*. Rather than looking at each object individually, it is necessary to look at a grouping of the objects. The concept *five* looks different if it is five cars, five fish, five people, five houses, five inches, or five minutes. As a result, young children have a hard time realizing that all these groups are *five*.

Young children first come to understand *number* in general terms—by seeing large differences in quantity. For example, if one child has ten peanuts and a second child has only two, the second child might be heard to say:

*“Susan has a lot more peanuts than I do.”*

With many experiences comparing amounts, children gradually develop the ability to make finer and finer quantity comparisons. Eventually, they can even compare quantities that differ by only one object. For example, a young girl might complain that her older brother has *more cookies* when she has two cookies and he has three.

Children will then begin to match quantities—one garage for each car or one leash for each stuffed dog. A child setting a table who has no understanding of number will randomly place napkins around the table. A child who is beginning to build number understanding will be able to put six napkins on the table by selecting one napkin for this chair, then one for the next chair, until there is a napkin at each of the six seats at the table.

Children who fully understand the meaning of a number have committed to memory the association between the number name (e.g., the word *six*), and the quantity it represents. Children who have come to this stage of number knowledge can, for example, count six chairs, use their understanding of *six* to count out six napkins, and then place the napkins on the table.

## EXPERIENCES THAT HELP TO BUILD THE CONCEPT OF NUMBER QUANTITY

You can help your child develop basic number concepts by providing many, varied experiences with quantity, such as:

- in *Mickey's 123's*, seeing how many or how few hamburgers go into Mickey's basket when different keys are pressed
- in *Mickey's 123's*, pressing a number key and then seeing how many or how few wheels are on the vehicle
- enjoying a small handful of peanuts and then a bigger handful
- comparing two piles of blocks

Your child's understanding of *number* will grow when you use numbers in meaningful contexts, such as:

- dividing up a box of crackers so everyone gets some
- making enough beds so each doll has a place to sleep
- in *Mickey's 123's*, going shopping with Mickey

Keep in mind that children only come to understand *number* after repeated exposure to the concept and much thought. Children must construct a knowledge of *number* in their own heads. They cannot learn it just by being told. Encourage your child to explore ideas related to *number*. Most importantly, be patient — learning number concepts is a long but successful process.

**Learning to recognize numerals.** The numeral **5** is a shorthand way of writing the word *five*. This written symbol for a number is called a *numeral*. Children can often recognize numerals before they really understand what those numbers mean. In other words, a child might be able to look at the numeral **5** and say "that's five" without being able to count out five crackers.

## EXPERIENCES THAT HELP CHILDREN TO RECOGNIZE NUMERALS

Children learn to recognize numerals after many experiences seeing numerals and hearing the corresponding number names (e.g., seeing **5** and hearing *five*). For example, in *Mickey's 123's* when Mickey is at the signpost, your child may ask how to get to the market. You might point to the **1** key and say:

*We have to press the 1 key to go to the market.*

While at Goofy's Market, your child might ask:

*How do I get seven balloons?*

You can assist your child by pointing to the **7** key and saying:

*This one is for seven.*

It is also helpful to provide opportunities to match numerals. For example, when Mickey travels to the Toy Factory, encourage your child to look for the numeral on the keyboard that is the same as the numeral next to the toy he or she likes best. Away from the computer, your child might play with magnetic numbers, putting together all the ones that look the same.

(NOTE: Children have a tendency to confuse 6 with 9 and 2 with 5).

Remember—just because your child can recognize a numeral doesn't mean he or she can count up to that number!

**Learning to count.** The ability to accurately count objects requires a combination of related skills.

1. Your child must be able to recite the numbers in order. Keep in mind that many children can do this without understanding the meaning of the numbers.
2. Your child must be able to say one number for each object that is being counted. When children first try to count things, they often count single items more than once, while missing other objects altogether.
3. Your child must understand that counting results in a number that indicates the total quantity of objects counted.

Many children learn the mechanical trick of pointing to objects while reciting numbers. They may not yet understand that when they say, for example, *five* that it is the *fifth* item in a grouping of five.

## **PLAYFUL WAYS TO USE THE PROGRAM TOGETHER**

Part of what makes play meaningful and enjoyable is the many possibilities that it presents. No two games are ever the same. While you play, the game takes new directions. As you explore *Mickey's 123's*, you will find many playful ways to use the program. We encourage you and your child to come up with your own favorite ways to play together with Mickey. Here are some ideas to get you started.



**What does it do?** All children will begin by exploring what the program can do. Your child will begin by saying or thinking:

*What will happen if I push this key?*

They will randomly press keys and eagerly observe the result. If your child is using the program in this way you can:

- enjoy the animation along with your child
- be excited at what your child makes happen
- make comments and ask questions to stimulate your child to think about what caused the action on the screen
- share ideas of what to try next
- take turns pressing the keys

Encourage your child to try out new ideas. For example, when Mickey is at the signpost after visiting Goofy's Market, you might ask:

*Do you think we can go back to the market?*

When the postal carrier is delivering an invitation and passes a house, you might ask:

*Who do you think lives in that house? How can we find out?*

At the party, you might ask:

*What will happen if I give Goofy all the food?*

Encourage your child to anticipate what might come next. For example, when Mickey is at the Toy Factory, you might guess what type of machine will descend when you press a certain number. As Mickey travels from the signpost to a new location, ask your child to imagine what the vehicle might look like that has the number of wheels he or she picked. Whenever your child asks, "What will happen if I . . .," encourage him or her to make a prediction and then see if it was correct.

**A lot or a little.** If your child is just beginning to learn about quantity, you can use words that communicate general amounts, such as *a lot*, *a little*, *many*, *few*, *more*, and *less*. Here are some ideas:

**Describing.** Use general amount words to describe what you see happening as you play. When you feel your child is ready, encourage him or her to use these words, too. For example:

*Mickey had to climb many rungs of the ladder to get the trumpet.*

*Oh! You're just buying a few bags of french fries.*

*When you pressed the 9, it made the man fill lots of balloons*

Eventually, you can take turns making selections on the key-board. You describe, in general terms, how much your child has taken, and have your child describe how much you have taken.

**How much?** Take turns giving each other directions about quantity. For example:

*Make a car with many wheels.*

**How far can you go?** Play the games described above using distance words, such as *high*, *low*, *a long way*, or *a short way*. Climbing the ladder in the Toy Factory and delivering mail both involve distance.

**How many?** If your child shows signs that he or she is beginning to understand number concepts, play the games described above under **A lot or a little** using specific number names.

**Which gift is from you?** When selecting gifts at the Toy Factory, imagine that each guest is bringing his or her own gift. Imagine which kind of gift each guest might make.

**What number did I press?** This is a fun game for children who have just realized that counting objects tells you how many. Have the child look away while you press a number key. Then have the child tell you which number key you pressed by watching the animation and listening to the voice.

For example, if you press the **8** key at the Post Office, the letter carrier will go to house number 8 while counting out the houses that he passes. Your child will then rightly guess **8**. Alternate turns as key presser and guesser. Your child will enjoy it if you occasionally make an absurd mistake. To make this game tricky, press the **0 (zero)** key.

**Planning the party.** When your child has become familiar with the game, it might be fun to plan the party. The first step is to decide whom to invite.



Once the guests have been selected, the menu must be planned. Does each guest like the same food? Should you get enough containers of french fries so everyone can get two?

**How many are left?** For children who have developed a strong understanding of number, it is fun to explore some addition and subtraction problems. For example, at Goofy's Market, decide how many apples you want to buy. Then count to see how many are left. Some children may even want to predict how many will be left.

**Machine hunt.** After your child has used *Mickey's 123's* for a while, ask him or her to find a specific machine at the Toy Factory. For example:

*Can you find the machine that makes a dragon breathe fire?*

Encourage your child to think of a special machine that you must find. You and your child might also want to design a picture code to remind you of what type of machine each number yields.

## **WHEN YOUR CHILD PLAYS WITHOUT YOU**

Although it is great to play *Mickey's 123's* with your child, there are times when this will not be possible. Your child can enjoy the program with a friend or alone.

When your child is finished playing, you can show your interest in what he or she does by asking about what Mickey did today—who the surprise party was for, who the guests were, and what presents were made.

When your child is about to play *Mickey's 123's* alone, you might ask to have Mickey make a specific toy for you or buy an extra apple at the market for you.

## **BUILDING ON THE PROGRAM WHEN NOT USING THE COMPUTER**

There are many activities you and your child can invent when not using the computer that will reinforce the skills you practice while playing with *Mickey's 123's*. Here are some examples.

1. With your child, plan a party for Mickey and other Disney characters. Various toys can be wrapped in ways that hint at what is inside, like the wrapping at the Toy Factory. Ask and answer about *how many* as you play.

2. Use numerals to represent choices on a list, as is done in *Mickey's 123's* when the guests are being invited at the Post Office and when toys are chosen at the Toy Factory.

For example, you could make a snack menu. Pick nine snacks your child likes. Write the numerals **1** through **9** across the top of a large sheet of paper. Under each number, paste a different type of snack (e.g., a peanut, a pretzel, a picture of an apple, a cracker). Snacks can then be ordered by number: *I'll have a #3 for my snack today.*

Children will enjoy taking a turn as the person in charge of the snack bar.

3. Invent your own machines that pound, roll, or otherwise form a toy. You can use modeling clay as the substance that goes through the machine. Assign each *machine* a number. Then take turns using numbers to tell each other what to do to the Playdough.

4. Whenever you are playing with your child, find opportunities to divide things up. For example, you might:

- give each doll the same number of flowers
- get a blanket for each stuffed bear
- put a stone on each square of the sidewalk

Your child will often find more meaningful ways to sort items than you can. Support and build on these ideas whenever possible.

## *Troubleshooting Guide*

*Problem: The Program Does Not Work Properly.*

1. Did you follow the instructions for **Installing the Program** and **Loading the Program** under **GETTING STARTED** (PAGES 4-9)?
2. If you are loading the program from floppy disks, did you carefully insert the disks into the disk drives, with the label side up? Did the disks go smoothly into the drives? Did you close the drive door?
3. Does your computer system meet all the requirements listed under **WHAT YOU WILL NEED** on page 4?
4. Is each component of your computer system (computer, monitor, disk drives, printer) switched on?
5. Are all the power cables and connections properly plugged in?

6. Did you choose the correct graphics mode? If you are in doubt, try each option. (See **GETTING STARTED** on page 4.)
7. Many people run "pop-up" or "resident" programs such as calculators, clocks, DOS shells, disk-caches, and RAM disks. These programs use up some of the available RAM. If you are using such programs, you may have to start up your computer by loading DOS from an original DOS system disk, or if you prefer, remove them from your **AUTOEXEC.BAT** file. Refer to the user's manual that came with your computer for more details.
8. If you have a Tandy 1000, have you used **SETUP** to reduce your video RAM from 64K to 16K? See your computer manual for more details.

*Problem: The Game Freezes.*

1. Is Mickey sitting? If so, you may have accidentally pressed the **spacebar** and are in **Pause Mode**. Press any key to continue playing.

*Problem: The Sound is Broken, Warbly, or Missing.*

1. Is the Sound Source system properly installed? Is its cable plugged into the computer's Parallel Port? Is the volume level turned up?
2. Does the Sound Source system have a fresh battery installed? You can tell when the battery is becoming weak, and might need replacing by looking for these signs:
  - The red lamp on the Sound Source unit will darken noticeably when the device is speaking or playing sounds.
  - The speech and sound volume level will drop, making it difficult to hear.
  - The speech will begin to break up, slow down or sound wrong.
  - No speech or sound will emanate from the box.
3. If your printer is plugged into the Sound Source system, is the printer turned on? (The printer must be turned on for the sound to be right!)
4. Did you accidentally press **Alt-S** while playing the game? This turns off the music. Press **Alt-S** again to turn the music back on.
5. Are headphones plugged into the Sound Source? When plugged in, headphones cut off sound from the speaker.
6. Running *Mickey's 123's* through a DOS shell like Microsoft Windows may cause the sound to break up. Check the DOS shell manual for instructions on how to prevent this problem.



7. In rare circumstances, due to variations in parallel port circuitry and other factors, *Mickey's 123's* will not be able to accurately detect the presence of the Sound Source.

In order to resolve this problem, *Mickey's 123's* has been equipped with a special "switch".

If ...

- You have your Sound Source properly connected with a fresh battery installed, and still NO sound comes from it:

To run the program, type **MICKEY ON**

Or ...

- You have NO Sound Source connected, but the program is not producing all of the sounds and music it should out of the internal speaker:

To run the program, type **MICKEY OFF**

8. The sound may be distorted on machines which run slower than 8 Mhz.

*Problem: Colors Do Not Appear As Expected.*

1. Are your monitor's contrast, color, and tint controls properly adjusted?
2. Are your cables securely attached?

*Problem: I've Tried All The Suggestions Above, But I Still Have A Problem.*

1. Call Disney Software Customer Service at 818-841-3326. Before calling, please gather all information related to the problem. This will make it easier for our service representative to understand the problem and offer assistance.

If you need to return your disk for replacement, please mail only the disk, along with your name and return address. We will replace your disk at no charge within ninety (90) days after purchase, provided you have mailed in your warranty card. Otherwise, there is a replacement fee of \$10.00. Please allow 3 to 4 weeks for delivery.

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