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## We Care!

Our products have been subjected to rigorous testing and we apply the

highest standards of quality control to assure your complete satisfaction. We have done everything possible to assure that our products exceed industry and government standards for child safety. Products containing colored wood parts have been stained and wax finished with non-toxic colors which are water soluble and absolutely harmless to children.

We caution parents and teachers to exercise reasonable judgment with respect to children handling small parts, as some may have a tendency to place these in their mouths which could result in choking or strangulation.

## THINKING KIDS ARE HAPPIER CHILDREN.

Welcome to our unique group of concerned parents and teachers who have discovered the MightyMind® group of skill-building activity toys. Our products are distributed in 22 countries around the world including England, France, Germany, Japan, Canada, China etc...etc..



We hope that your child will enjoy endless hours of delightful fun playing with MightyMind. As children play with MightyMind, they learn important fundamental concepts that benefit them for the rest of their lives. Gratified parents and teachers have written to us, requesting more design patterns that would challenge their children to aspire to even greater accomplishments. We've responded! Turn to back page.

## DAZZLE THE IMAGINATION OF ANY CHILD BY FOLLOWING THESE SIMPLE STEPS.

**Lift the storage tray and remove the package of design tiles. Replace the tray into the carton and follow the diagram to fill the tray with the 32 tiles.**

**1.** Examine the set of 30 programmed activity cards to see that they are in correct numerical order.

**2.** BASIC BUILDING BLOCKS: Observe the 32 design tiles and notice that they are divided into 6 basic geometric shapes, 4 colors, large and small sizes. Teachers may wish to acquire additional sets of tiles (#44400) so more children can play.

**3.** A child has to perform 3 basic activities: FIND - MATCH - BUILD. Each card has a light gray picture pattern. Cards 1 - 18 provide cartoon like balloons telling a child which shapes should be selected to cover the picture completely.

Beginning with card 1, a child should select the 2 red semicircle tiles and place them over the red semicircles printed on the card. This step verifies that the child has correctly selected the required tiles. Now, having verified that the child has "found" and "matched" the shapes correctly, the child should maneuver the tiles to "build" the circle. The shapes must fit within the dark outline of the light gray picture without overlapping the lines.

**4.** Having successfully built the circle on card 1, the child should repeat the same procedures to construct the picture of the rectangle on card 2. The cards should initially be followed in numerical order because they have been carefully sequenced and programmed to logically present concepts of increasing difficulty with a minimum of frustration for the child.

**5.** The first ten cards use only the large tiles. This enables young children to more easily manipulate the shapes to gain a basic understanding of shape combinations.

**6.** Cards 11 - 18 continue to assist the child with size, color and shape selection, as small forms are combined with large ones to create more complex designs.

**7.** Gradually, a child is given more freedom of choice to select the tiles to build each diagram. Card 18 allows a child to make color selection decisions for four of eight shapes.

**8.** Card 19 provides a transition step that guides a child to build the "star" by direct reference to the design itself and the assortment of shapes from the parts bag. The picture of the yellow triangle, green diamond (rhombus), and small red diamond should be covered with the corresponding tiles to provide a beginning guide for the selection of the remaining tiles necessary to complete the design. This same procedure should be followed to build the triangle on card 20. The child is then free to experiment with all of the remaining shapes to fill the pattern without deviating over the bold lines.

**9.** Card 21 introduces the concept of "overlay" construction. The "bird's eye" is added as an accent on top of the other shapes that compose the bird design. This concept is repeated on cards 24, 27 and 29.

**10.** Cards 22, 26, 28, 29 and 30, have special award values printed in a circle draped by a ribbon. Card 22 can be built using 15 or fewer tiles. The "15" in the circle signifies that the child should be given special recognition for achieving completion of the design using the greater number of tiles.