



Teacher's Guide

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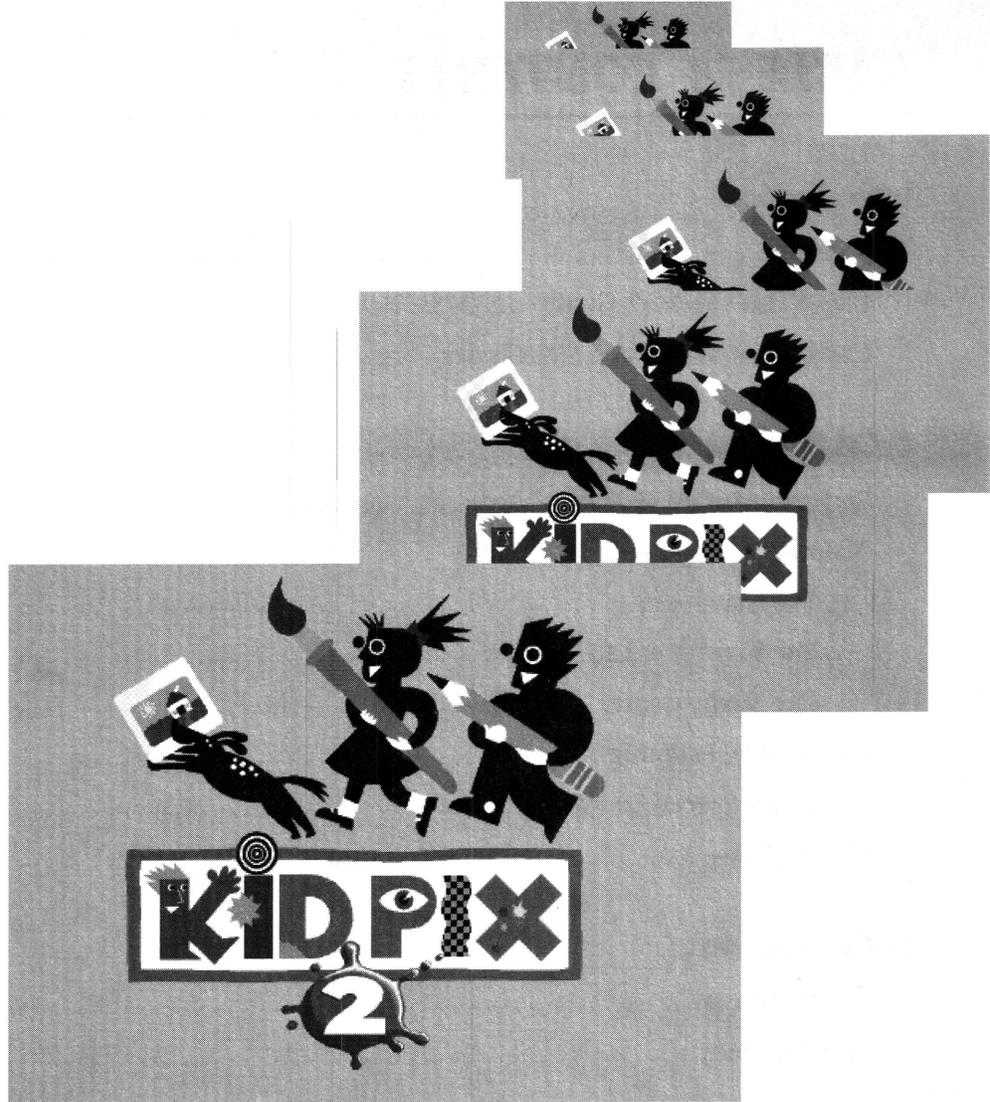
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Teacher's Guide



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*** Use with *Kid Pix 2* Curriculum Disk included with this school edition.**

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INTRODUCTION

WELCOME!

Welcome to *Kid Pix 2*, an entertaining, easy to use program that lets children create with the computer. *Kid Pix 2* is designed especially with children in mind. This means that it can be used with little or no adult supervision. Even the youngest user can produce amazing results. What's more, *Kid Pix 2* drawing tools, sounds, and visual effects are so appealing that your students will be eager to explore and use the program.

This Teacher's Guide and the *Kid Pix 2 Curriculum Disk* that accompanies it provide a wealth of ideas, samples, ready-to-use activities, and technical tips and tricks to help you and your students get the most out of *Kid Pix 2*.

KID PIX 2 BELONGS IN EVERY CLASSROOM



Creativity Teachers know that art is an important part of the curriculum. Unfortunately, in this age of shrinking budgets and increased demands on teacher time, creative expression often gets short shrift. *Kid Pix 2* offers opportunities for art and design projects. Brushes, paints, pencils, erasers, patterns, backgrounds—all are instantly available. They never spill, dry up, or run out before the end of the year.

Curriculum connections Students can use the power of *Kid Pix 2* tools to visualize and illustrate concepts and ideas in every area of your curriculum, from creating and printing alphabet books to developing interactive projects.

Multimedia presentations Because *Kid Pix 2* includes SlideShow, a multimedia presentation tool, you will find students can use *Kid Pix 2* to create multimedia reports and presentations in content area classes like social studies or science.

NEW IN KID PIX 2



Those of you who have used earlier versions of *Kid Pix* will see some additions.

- SlideShow available directly from the *Kid Pix 2* menu
- four printing sizes in the Macintosh and Windows versions, including a full page option
- a new set of city stamps
- new hidden pictures
- new ColorMe pictures

KID PIX 2 CLASSROOM FEATURES

Kid Pix 2 has features you will find particularly valuable in the classroom.

- Small Kids Mode prevents young children from accidentally opening menus or other applications. This safety feature allows students to work independently with little or no supervision.
- Sound effects enhance creativity and learning. Letters and numbers are spoken out loud, and a Spanish language option is available. DrawMe reads aloud zany sentences to inspire artists.



- Text can be placed on the screen without using the keyboard.
- Text can be also be typed directly on a drawing or illustration, using the keyboard. This feature enables your students to write and illustrate their own stories on the computer.
- Appealing, ready-made graphics come in easy to use “rubber stamp” form.
- SlideShow, a multimedia-media tool, adds excitement to class presentations.
- Recording capabilities are available on the Macintosh or Windows with a sound board.

USING THIS TEACHER’S GUIDE

This guide is intended for classroom teachers from kindergarten through high school. Many of the lesson plans and suggestions can be adapted for use in special programs, such as ESL, Special Education, and Talented and Gifted programs. As you become familiar with *Kid Pix 2*, you will think of many additional ways to use its tools and features in your classroom. We are interested in the ways you use *Kid Pix 2*. Write us. Send samples of the work your students create. Exchange *Kid Pix 2* ideas with other teachers online (see page 9).

There are four main sections to this guide.

- I. **Getting Started** provides an overview of this guide, discusses classroom organization and computer usage, cooperative learning techniques, information for teachers of students with special needs, and online opportunities for *Kid Pix 2*.
- II. **Explorations** suggests ways to introduce your students to the creativity of the Tools and Goodies. An activity called **The Treasure Hunt** encourages students to explore the variety of tool options. The treasure hunt format allows children to discover lots of interesting and creative program features in a constructive and guided manner. They will become familiar with the program and be ready to use it more independently and creatively for larger projects.
- III. ***Kid Pix 2* Curriculum** introduces *Kid Pix 2* as a teacher productivity tool. There are ideas for enhancing the curriculum by using *Kid Pix 2* as a vehicle to develop both print and electronic teaching aids. There are suggestions for generating materials to be used in specific subject areas, such as social studies, math or language arts. There are tricks and tips describing how to use other programs with *Kid Pix 2*.

This section is accompanied by the ***Kid Pix 2 Curriculum Disk*** that includes samples of the curriculum projects described in this section of the guide. A slide show called *The Little Lost Paper* is included on the disk as well. The step-by-step techniques used to create this slide show are described on pages 29–32.

- IV. **Classroom Projects** includes thirty-one student activities for the classroom, media center, or computer lab. They are categorized for whole class, small group or individual use.

These projects are designed to foster creativity while working within the curriculum framework. Activities coordinate with specific subject areas, yet many are cross-curricular. See the curriculum matrix on page 6 for more details. You are the best judge of what your class can accomplish, so grade levels are only broadly indicated.

Most projects require only *Kid Pix 2* and a printer. Some will need crayons, paste, scissors. You may require more materials as you modify the activities for your own class.



I. GETTING STARTED

EXPLORING KID PIX 2

You will want to explore *Kid Pix 2* yourself before introducing it to your class. You will discover that it is a lot of fun and virtually foolproof. You can't make mistakes. This is a great part of the satisfaction of using *Kid Pix 2*. The User Manual is your complete guide to using the program. Consult it for details. If you are a novice user, consult the manual that came with your computer for basic information.

ADAPTING TO COMPUTER AVAILABILITY

Kid Pix 2 can be used successfully in a variety of classroom and computer environments. The suggestions for introducing the program, class organization, time management techniques, and tips on project selection discussed below may help you plan computer usage more effectively with your students.

The Classroom

You may have one or possibly two computers in your classroom. While many teachers find using only one or a few computers in this environment a daunting task, with some planning you can have a successful time of it.



Suggestions for introducing the program

- Introduce any new piece of software to the whole class at one time, if possible. An overhead and LCD panel, or a large screen monitor make such introductions easier for everyone to see. However, if this equipment is not available, try elevating the monitor on a higher shelf than usual and modify student seating so everyone can get close enough to see.
- Be sure to demonstrate the mouse and how to use the menus. If your students are new to computers, pair them up and give each pair time to alternate turns directing the cursor and moving the mouse around the screen.
- Discuss the layout of the *Kid Pix 2* screen. Demonstrate how to select a tool and how to modify it using the options at the bottom of the screen.
- Show the class how to draw, stamp, and erase by first selecting a tool and option and then by moving the mouse.
- You will find that some students in the class have already used *Kid Pix 2*. This will make the whole experience easier. Use their expertise as peer tutors for newcomers to the program.

Class organization and project selection

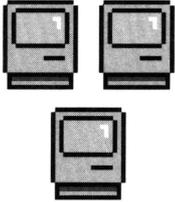
Think about your goals for the *Kid Pix 2* projects you select. The activities in this guide are designated whole class, small group or individual. Whole class "demonstration" activities are effective for introducing skills and concepts quickly, but each student has less personal interaction. For students who need more intensive "hands on," and for activities that allow for their creativity and exploration, you may want to divide your class into small groups. And remember, any activity can be modified to suit your classroom and students.

Time management

Decide how to allocate time on the computer. First consider the activity involved.

- Is it a formal project, possibly for a grade? If this is the case, every student or group must be given adequate time to do a good job. This can mean setting aside large blocks of time in your schedule, perhaps over several weeks.
- Is the activity primarily exploratory? If so, a different time frame is possible. A single afternoon may be all that you need for students to get a taste of the activity.
- You may decide to make some *Kid Pix 2* projects part of a learning center, where students rotate turns at the computer.

Post a schedule or checklist near the computer so the students or aides can monitor the schedule. Some teachers find placing a timer or alarm clock near the computer helps everyone have access to the computer.



The Computer Lab

Choose an activity that works well in the lab setting. Labs are an advantage if you want your whole class to experience an activity simultaneously. Students can compare projects and exchange tips and successes easily in a lab. Group projects are often a good idea because they reduce per-pupil time required at each computer and encourage students to work together to solve a problem or complete an activity. If possible, train a small group of students before the large group lab session, so they can act as peer tutors in the computer lab.

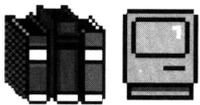
It is important that students get enough time to complete their work to their satisfaction. But adequate time in the lab setting can be difficult to achieve. Consider trading lab time with another teacher over a period of weeks or a month, so your students get the concentrated time needed to complete a project.

Since time is usually limited in a computer lab, it is a good idea to carry out the initial planning in the classroom.

- Designate and organize small groups.
- Discuss project expectations.
- Establish a general schedule so that students can allocate their time.
- Hand out and discuss instructions or worksheets.
- Go over goals or special instructions for the lab session.

With this preliminary planning, students will be ready to use their time more effectively in the lab.

If possible, launch the program on the computers in the lab before the class comes in, especially if the computers are connected to a network.



The Media Center or Library

Some media centers have many computers, like a lab. Other libraries have only one or two computers. If your students are using computers in a media center, adapt the above suggestions for the classroom or the lab, whichever fits best. Since other classes or students may be using the facilities at the same time, advance planning in the classroom is especially important.

Working in the media center may be an especially good opportunity if your students' projects involve research or consulting reference materials. However, be sure to discuss the projects, and the availability of other media resources, with the librarian or media center coordinator BEFORE you arrive with, or send, your students.

Since you might send groups or individual students to the media center while you work with the rest of your class in the classroom, be sure your students understand both their project goals and the technical operation of the program clearly.

COOPERATIVE LEARNING

You will find many opportunities to use cooperative learning strategies in the activities in this guide. Students will learn from one another, both about how to manipulate the features of *Kid Pix 2* and about the learning activity in which they are cooperatively engaged.



Cooperative groups will foster discussion about the concepts being investigated or the techniques and tools used. Sometimes this discussion gets noisy, but it strengthens your students' participation in the exploration and in the learning process.

When forming pairs or teams, aim for mixed groups that include both boys and girls, different abilities, and different ethnic groups. Make sure each student is assigned a role: recorder, mouse handler, designer, materials manager, encourager, reader.

You can help your students develop good cooperative learning teams by going over ground rules such as taking turns, rotating leadership, fulfilling responsibilities to the group, and making positive rather than negative comments.

Arrange the classroom so teams can work together. This may mean moving desks together into groups or setting up a schedule assigning groups to specific time slots at the computer.

A NOTE FOR SPECIAL EDUCATORS

Brøderbund is involved in an ongoing collaboration with The Foundation for Technology Access, a national organization working to redefine human potential by making technology a regular part of the lives of people with disabilities. With the help of the Foundation, we are in the process of testing our software for compatibility with the most widely used adaptive devices and technology. Adaptive devices such as Ke:nx, HeadMaster, RevolvingDoors Cursor, IntelliKeys, inLarge, TouchWindow, DARCI TOO, Unicorn Keyboard, Switch-Adapted Mouse, MAGic Deluxe, and LP-DOS Deluxe are among those involved in this testing program.

If you have students with special needs who might benefit from alternative keyboards, single switch controls or other adaptive devices, you can obtain more information and a listing of the forty-seven affiliated Alliance for Technology Access centers by calling (415) 455-4575, or sending E-Mail to: ata_fta@aol.com or writing to Foundation for Technology Access: 2173 East Francisco Blvd., Suite L, San Rafael, CA 94901.

ONLINE ACCESS

If you have access to American Online, one of the nation's largest interactive computer network services, Brøderbund has a bulletin board for both technical support and product information. The keyword for entering this bulletin board is **Broderbund**. This bulletin board includes a special folder called Support for Educators. Within this folder is a message board. We invite you to post your suggestions for using *Kid Pix 2* in the classroom and read suggestions posted by other teachers.

II. EXPLORATIONS

If *Kid Pix 2* is a new experience for your students, they need to do some exploring. Set up exploring sessions—time on the computer where students can have fun doing some directed activities while learning important concepts. First, encourage them to try each of the tools and their options. Then follow up a session of free exploration with the Switcheroo and Treasure Hunt activities described below.

SWITCHEROO

The choices under Switcheroo are fun just as they are presented. Let the class explore them on their own. When the students are comfortable with them, introduce some of the following ways of extending the use of the Switcheroo choices.



ColorMe

You can copy any part of a ColorMe picture.

- First select the Magnet option  of the

Moving Van tool . Use this option to draw around the portion of the picture you want to save.

- Then, under the Edit menu, select “Copy.”
- Next, open a new file and “Paste” under the Edit menu.
- Now you can erase unwanted parts of the picture, color the remaining parts of the picture, customize the picture by adding to the drawing. See pages 25–27 for more tips on this process.



Start your own clip art file of ColorMe pictures that you have edited.

You can add additional pictures to your clip art file by copying, renaming and saving any of the Hidden Pictures (use the Eraser Tool and the ? option) that you or your students uncover.

Put pieces of different pictures together and see how silly you can make your new composite picture. You can add stamps, too!

See page 33 for suggestions about adapting ColorMe pictures for easier coloring, especially for younger children.



DrawMe

If a DrawMe is too difficult as presented, suggest using stamps to draw the picture. This is especially good for younger students.

If students like only part of a DrawMe sentence, they can use an eraser to remove what they don't want to draw.

Copy parts of several DrawMe sentences with the Moving Van tool, as described under ColorMe above. Put these parts together on another screen and make a new sentence.

If your computer allows you to record sound, your students can type and record their own silly DrawMe suggestions.

Wacky TV

The Wacky TV segments can be copied and pasted into any *Kid Pix 2* picture. Use the Paint Can tool to match the background of the Wacky TV segment and your own picture. Select "Play Movie" from the Switcheroo menu to start the animation. Click on the screen to stop the animation.

Macintosh users can paste Quick Time movies from other programs or from a video camera into a *Kid Pix 2* picture. Windows users can import any AVI movie that fits the size of the Wacky TV screen. See the User Manual for more details.



SlideShow



A sample slide show is included on the *Kid Pix 2 Curriculum Disk* which accompanies this School Edition of *Kid Pix 2*. Complete instructions for how the screens for this slide show were created appear on pages 29–32 of this Teacher's Guide. More information for you and your students about creating and using this wonderful multimedia feature of *Kid Pix 2* can be found in the *Animation and Slide Show Guide*, the *Kid Pix 2* User Manual, and many activities in this guide.



Swapping Stamps

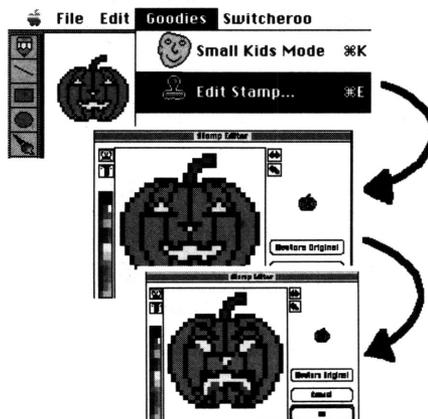
Use the Switcheroo Menu and select "Swap Stamps." You will see all the stamp sets. Click on the stamp set you want. Then click OK.



TIPS AND TRICKS: you can use any group of stamps you want at any time. Programs like *Kid Pix 2 Fun Pack™*, *Kid Cuts™* and *Kid Art™* add additional stamp sets to *Kid Pix 2*.

Editing Stamps

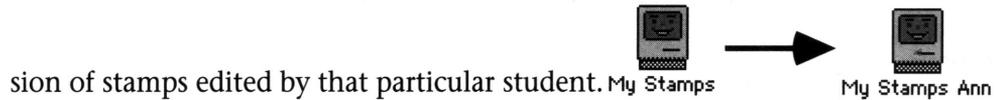
Let's say you want a special stamp. For example, you might want to change the face on the jack-o-lantern to a scary face. Choose "Edit Stamp" from the Goodies menu. Then change the stamp, a pixel at a time. Use the stamp in its edited form. You can always restore the original stamp by clicking on the restore button in the Stamp Editor. If you are using *Kid Pix 2* on a Macintosh, you can save an edited stamp, using the instructions below.



Saving Edited Stamps on a Macintosh

An exciting feature of *Kid Pix 2* for Macintosh allows users to save the stamps they have carefully edited. The original versions of the stamps will remain unchanged, while the revised stamps can be accessed and even revised further. Here's how:

1. Open the *Kid Pix 2* folder and select the My Stamps icon.  My Stamps
2. Hold down the Option key and drag the My Stamps icon onto the desktop. This will create a copy of My Stamps on the desktop. Leave the *Kid Pix 2* folder open.
3. Add the student's name or initials to My Stamps so it can be identified as the ver-



sion of stamps edited by that particular student. Be sure to add the name or initials after the words "My Stamps," because the application will look for the words My Stamps in order to launch the application.

4. Now launch the *Kid Pix 2* program from the desktop, by double clicking on the individualized My Stamps Ann icon, rather than the usual way of launching the program from the *Kid Pix 2* icon. Any stamps the student edits will now be saved and available if the student launches the program from the My Stamps Ann icon.
5. My Stamps Ann can be saved to a floppy disk. This disk must be placed in the floppy drive of a computer that has the full *Kid Pix 2* application installed, in order for student Ann to launch the *Kid Pix 2* program and use the edited stamps.
6. In order to use these special edited stamps at a future work session, student Ann must first open the *Kid Pix 2* folder. Leaving the *Kid Pix 2* folder open, insert the



floppy disk containing My Stamps Ann. Double click on the floppy disk icon on the desktop. Then double click on the My Stamps Ann icon, rather than opening the program in the usual way from the *Kid Pix 2* icon. (If the student launches the program directly from the *Kid Pix 2* icon, only the original, unedited versions of the stamps will be available.)

7. For students who want to save multiple versions of a single stamp (four different versions of the skateboarder, for example), they can save several My Stamps sets under different names (My Stamps Ann 1, My Stamps Ann 2, My Stamps Ann 3, etc.) and store all these stamp sets in a folder.



TREASURE HUNT

A treasure hunt format is a great way to have children explore all of the different tool options available in *Kid Pix 2*. Duplicate the Treasure Hunt activity sheets on pages 15–16. Tell your students to select one tool at a time, explore all of the options for that tool, and fill in the worksheet answers as they come to them. They can complete the worksheet by drawing the appropriate icons and/or writing out the instructions. Answers to the treasure hunt can be found below. However, your students may discover new ways to achieve similar results. Post the treasure hunt answers your students develop somewhere near the computer after all students are done, as a reminder for future use.

(Answers in parentheses are for teacher use only. When directions are given to hold down the Option key on the Macintosh, Windows and DOS users should hold down the CTRL key.)

KID PIX 2 TREASURE HUNT

Name _____

DO YOU KNOW HOW TO?

1. Make a perfect circle?
Tool _____ Option _____
Special instructions _____
2. Draw a line in rainbow colors?
Tool _____ Option _____
Special instructions _____
3. Splatter triangles across the screen?
Tool _____ Option _____
Special instructions _____
4. Make a dot to dot picture?
Tool _____ Option _____
Special instructions _____
5. Make something disappear WITHOUT using the eraser?
Tool _____ Option _____
Special instructions _____
6. Make snowflakes appear? Raindrops?
Tool _____ Option _____
Special instructions _____
7. Turn your drawing into nothing but an outline?
Tool _____ Option _____
Special instructions _____
8. Double the size of a stamp? Triple the size?
Tool _____ Option _____
Special instructions _____
9. Use your own name to make a line to paint?
Tool _____ Option _____
Special instructions _____

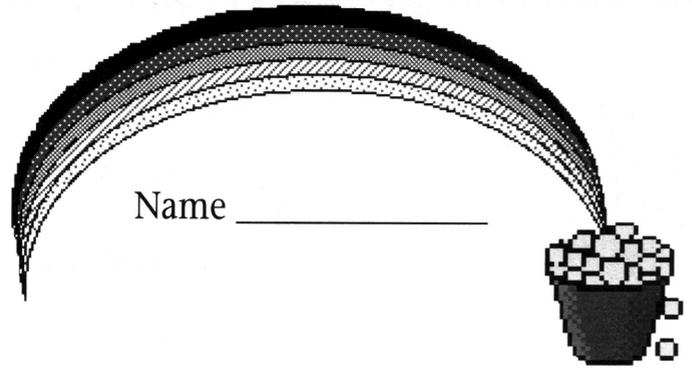
TREASURE HUNT 15 Kid Pix 2

DO YOU KNOW HOW TO? (Treasure Hunt Answers)

1. Make a perfect circle? (Hold down the Shift key while you use the Oval tool.)
2. Draw a line in rainbow colors? (Choose the ? option with the Line tool.)
3. Splatter triangles across the screen? (Hold down the Option key while you use the Splatter Paint option with the Wacky Brush tool.)
4. Make a dot to dot picture? (Use the Dot to Dot option with the Wacky Brush tool.)
5. Make something disappear WITHOUT using the eraser? (Color over it using the Line tool in a wide setting, with the color white selected.)
6. Make snowflakes appear? Raindrops? (Use the Snowflake option with the Electric Mixer tool. For raindrops, hold down the Option key while using this option.)
7. Turn your drawing into nothing but an outline? (Use the Outliner option with the Electric Mixer tool.)

8. Double the size of a stamp? Triple the size? (Macintosh users: Hold down the Option key while you stamp. For triple size, hold down the Shift key. Hold down both Shift and Option to quadruple the size. DOS and Windows: to double the size of a stamp, hold down the CTRL key; to triple the size, hold down the CTRL and Shift keys.)
9. Use your own name to make a line to paint? (Use the Alphabet Line option with the Wacky Brush tool. Select "Alphabet Text" from the Goodies menu. Type your name in the box that appears on the screen.)
10. Make a rainbow colored rectangle? (Use the ? option under the Rectangle tool.)
11. Change the colors on a stamp? (Select "Edit Stamp" under the Goodies menu. Change the color of a stamp by selecting a color and clicking on the spot you want to change.)
12. Draw with a line that has round, not straight, edges? (Using the Line tool, go to the second set of options for a selection of round lines.)
13. Draw a white rectangle that you can see through? And one you can't? (Use the Rectangle tool and choose the first option. For a solid rectangle, use the third option.)
14. Make all your whites turn black, and all your blacks turn white? (Use the Electric Mixer tool with the Night and Day option.)
15. Fuzz your picture so the edges aren't straight? (Use the Wacky Brush tool with the Fuzzer option. Pull the cursor over the edges you want softened.)
16. Draw something that looks like a slinky? (Use the Wacky Brush tool with the Echoes option.)
17. Draw a tree? Draw a large tree? (Use the Wacky Brush tool with the Trees option. Hold down the Option key for a large tree.)
18. Make part of your drawing bigger? Smaller? (Use the Electric Mixer tool with the Zoom In option. Click on the portion of your picture you want to magnify.)
19. Move something from one part of the screen to another? (Use the Moving Van tool.)
20. Copy a stamp or drawing and paste it somewhere else? (Select the image with the Magnet option of the Moving Van tool. Go to "Copy" under the Edit menu. To paste it somewhere else, use "Paste" under the Edit menu.)

KID PIX 2 TREASURE HUNT



Name _____

DO YOU KNOW HOW TO?

1. Make a perfect circle?
Tool _____ **Option** _____
Special instructions _____
2. Draw a line in rainbow colors?
Tool _____ **Option** _____
Special instructions _____
3. Splatter triangles across the screen?
Tool _____ **Option** _____
Special instructions _____
4. Make a dot to dot picture?
Tool _____ **Option** _____
Special instructions _____
5. Make something disappear WITHOUT using the eraser?
Tool _____ **Option** _____
Special instructions _____
6. Make snowflakes appear? Raindrops?
Tool _____ **Option** _____
Special instructions _____
7. Turn your drawing into nothing but an outline?
Tool _____ **Option** _____
Special instructions _____
8. Double the size of a stamp? Triple the size?
Tool _____ **Option** _____
Special instructions _____
9. Use your own name to make a line to paint?
Tool _____ **Option** _____
Special instructions _____





10. Make a rainbow colored rectangle?

Tool **Option**

Special instructions

11. Change the colors on a stamp?

Tool **Option**

Special instructions

12. Draw with a line that has round, not straight, edges?

Tool **Option**

Special instructions

13. Draw a white rectangle that you can see through? And one you can't?

Tool **Option**

Special instructions

14. Make all your whites turn black, and all your blacks turn white?

Tool **Option**

Special instructions

15. Fuzz your picture so the edges aren't straight?

Tool **Option**

Special instructions

16. Draw something that looks like a slinky?

Tool **Option**

Special instructions

17. Draw a tree? Draw a large tree?

Tool **Option**

Special instructions

18. Make part of your drawing bigger? Smaller?

Tool **Option**

Special instructions

19. Move something from one part of the screen to another?

Tool **Option**

Special instructions

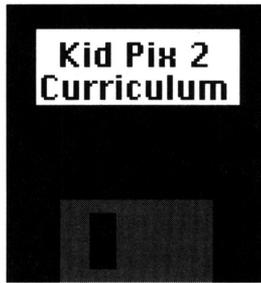
20. Copy a stamp or drawing and paste it somewhere else?

Tool **Option**

Special instructions



III. KID PIX 2 CURRICULUM



Kid Pix 2 isn't just for kids! It can also be used as a teacher productivity tool. This section is your guide to getting the most from *Kid Pix 2*. It has tips and techniques for supplementing your curriculum in a variety of ways. There are ideas for student participation in class through interactive worksheets, for development of instructional slide shows, and for simple desktop publishing. The *Kid Pix 2 Curriculum Disk* that accompanies this Teacher's Guide has onscreen examples to inspire you. Once you and your students get started, there is no limit to what you can accomplish.

Kid Pix 2 versatility originates in the power and diversity of its drawing tools. The interactive potential of the program adds a new dimension to computer activities in the classroom. Take a look at the interactive worksheet section.

Kid Pix 2 also can import many kinds of graphics from a variety of sources. Video clips, charts, graphs, and scanned images can all become part of a *Kid Pix 2* creation. Imported pictures can then be modified, edited, colored, and embellished in *Kid Pix 2* using all the drawing tools.

Your students will get excited when they see how they can enliven reports and oral presentations with desktop publishing techniques and multimedia slide shows.

INTERACTIVE WORKSHEETS

Interactive worksheets completed on the computer may be no different in content from the pencil and paper kind. However, the presentation can be as diversified as your imagination. Instead of the "same old thing," opportunities to practice concepts and skills can be varied and more exciting to students. The primary difference is that students can choose to answer in a variety of ways. All of the *Kid Pix 2* drawing tools can be used in this interactive learning mode.

There is a second benefit of using *Kid Pix 2* for instructional practice. Working on the computer is also a means of practicing motor skills. "Taming" the mouse becomes a lesson in spatial coordination, directionality and hand-eye coordination.

The *Kid Pix 2 Curriculum Disk* provided with this Teacher's Guide showcases some ideas that are simple and quick to produce but which add another dimension to the learning process. For example, several worksheets work well with lessons in attribute discrimination. The students in the primary grades who need to work on these concepts will also benefit from "mouse practice."

You don't need a lab setting to use these worksheets. They can work well on a single classroom computer. The whole class can work from one computer, an LCD panel, or a large screen TV. If you have small reading or math groups, use these worksheets in a learning station. Because they are fun, students will want to "play" with these worksheets while they practice important skills and concepts.

We hope you will use the sample worksheets on the disk as inspiration to create activities of your own. We also encourage you to enlist students to create interactive worksheets for one another.



Installing the Kid Pix 2 Curriculum Disk

These instructions assume that you have already installed the *Kid Pix 2* program. Insert the disk labeled ***Kid Pix 2 Curriculum Disk*** that comes with this Teacher's Guide into the floppy drive of the computer (DOS users, insert Disk 1). Be sure to make a copy or back up of the ***Kid Pix 2 Curriculum Disk***.

Macintosh

- The Macintosh disk contains two folders. One folder contains the interactive worksheets; the other contains the slide show. You can save these folders to your hard drive or you can just use the floppy disk.
- If you drag the folder containing the slide show to your hard drive and double click on the slide show icon, you can use the *Kid Pix 2* File menu to save it as a StandAlone slide show. The StandAlone version of the slide show can then be saved to a blank floppy disk and played on any Macintosh.
- The Macintosh version has recorded narration along with the slide show.

DOS

- There are two DOS disks. Disk 1 contains the worksheets files (WKSHEET.PCX). Disk 2 contains slide show files (FRAM.PCX) and the StandAlone slide show (LOSTPAPE.EXE).
- You can run these files from the floppy drive or the hard drive on your computer.
- Open *Kid Pix 2*. Under the *Kid Pix 2* File menu, select Open to access the worksheets or the slide show screens. To run *The Little Lost Paper* slide show, insert disk 2 to the floppy drive. If this is your B drive, at the B:\> prompt, type LOSTPAPE.EXE and press return.
- The DOS version has the narration for the slide show and the instructions for the worksheets printed on the screens.
- DOS users will not be able to record their own voice narration directly into slide shows or screens they create.

Windows

- There is one Windows disk on which the worksheets and the slide show have been compressed. To view them, you need to install the files on your hard drive.
 - a. Make sure you have completely exited from Windows.
 - b. You will need 10 Meg. of free disk space to install these files.
 - c. Insert the Curriculum disk into the 3 1/2" drive of your computer. If this is your B drive, at the B:\> prompt, type INSTALL (B:\INSTALL).
 - d. The default drive to which the contents of this disk will be installed is C:\SLIDESH0. You may change the drive letter and path if you wish to do so, or press Enter to continue with installation.
 - e. After installation is complete, load Windows.
 - f. Open *Kid Pix 2*. Under the *Kid Pix 2* File menu, select Open to access the Slidesho directory.
 - g. Within the Slidesho directory, the worksheet files, named WKS.BMP, may be opened individually. The file LLP.EXE will play the StandAlone version of the slide show. The file LLP.SHO (or the FRAM.BMP files) will allow you to view individual slide show screens.
- Adding sound to Windows *Kid Pix 2* screens and slide shows is possible if your computer has the necessary equipment. However, the resulting files are very large. As a special project, Windows users can read aloud the text for this slide show.

Using Interactive Worksheets

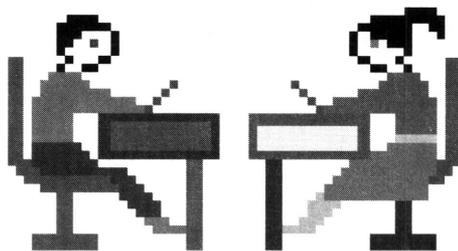
Begin by browsing through the Worksheet choices.

TIPS AND TRICKS: When you close one worksheet screen or open another, *Kid Pix 2* asks if you want to save. **DON'T SAVE!!** You will erase the original. If you really want to save a particular screen, change the file name of the screen you have altered. If you do erase the original screen by mistake, use your back up disk to replace it (and then make a new back up!).

1. Open Worksheet #10. (This worksheet was created using *Kid Art™*.)
2. The task for this worksheet is matching. Ask the class to find two fish that match. There is more than one answer.

TIPS AND TRICKS: When you create worksheets of your own, it is a good idea to plan more than one exercise or answer per screen. This cuts down on the number of file changes that need to be made. Opening and closing files take time and slow the lesson down.

3. Have a student volunteer point out two matching fish. The student may also choose how to demonstrate the answer. The options are only limited by the imagination. For example,
 - Pair matching fish using the Moving Van tool.
 - Draw a very fancy line around matching fish using the Wacky Brush tool.
 - Change the color of the fish using Paint Can tool.
4. The tools your students use to interact with and “answer” worksheet exercises can be part of the instructional process as well. You can specify how you would like students to answer, to reinforce skills you are working with elsewhere in the curriculum. If the class is learning colors, have them draw the lines with certain colors. If they are working on numbers, have them mark answers by stamping with specific numbers.



Directions for Interactive Worksheets

These are the instructions for children who are using the interactive worksheets on the ***Kid Pix 2 Curriculum Disk***. If you are a Macintosh user, Worksheets #1–#6 have directions printed on the screen, #7–#12 have directions recorded on them. For DOS and Windows users, all instructions are printed on the screen.

Worksheet #1 (Skill: drawing)

Draw more flowers like these.

Worksheet #2 (Skill: attribute discrimination)

Use the Moving Van tool to drag each stamp to the appropriate category.

Worksheet #3 (Skill: comparing, contrasting)

Name three ways these are different.

Worksheet #4 (Skill: following directions, attribute discrimination)

Mark the stamps that fit each clue. Which stamp is left unmarked?

Worksheet #5 (Skill: following directions)

Locate the one state that fits all the clues.

Worksheet #6 (Skill: patterns)

Use any of the stamp sets to find stamps that will complete the patterns.

Worksheet #7 (Skill: patterns)

Which penguin comes next?

Worksheet #8 (skill: associating)

Draw a line between each person and his/her home.

Worksheet #9 (skill: comparing, following directions)

Circle the objects that go in the lunch box. Put an X on the objects that go in the trash can.

Worksheet #10 (skill: matching)

Match the fish.

Worksheet #11 (skill: associating)

Put each animal in its house.

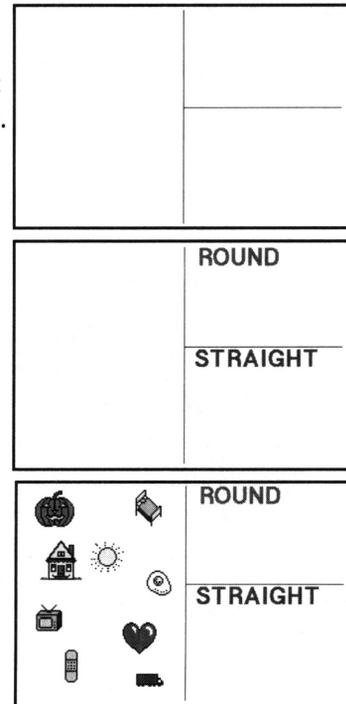
Worksheet #12 (skill: initial consonants)

Find more stamps that start with these letters.

Making Interactive Worksheets

Interactive worksheets are easy to use both in the classroom and the lab. They are just as easy to make. To see how an interactive worksheet is made, open Worksheet #2, a lesson in attribute discrimination, distinguishing between round and straight. The procedure used to produce this worksheet is simple and quick. Look at the screen as you read through the steps that were used to create it.

1. Open a new file in *Kid Pix 2*. The screen should be blank. Start each worksheet this way.
2. A white background is the best way to start. A colored background can interfere, for example, if you also plan to have students draw lines using colors.
3. Using the Line tool, draw the lines as shown. Remember: Hold down the Shift key to make a perfectly straight line.
4. Stamp letters to make the words "round" and "straight," or use "Type Text" under the Goodies menu.
5. Now pick some stamps to go on the left side of the vertical line. When you stamp, hold down the Option key on the Macintosh and the CTRL key for DOS or Windows. This makes the stamp larger and easier to see on the screen.
6. This worksheet is saved as Worksheet #2. When you create a worksheet, be sure to save it with its own special name.



Examine the other worksheets included with this program for other techniques you might want to incorporate into worksheets you create yourself.

After your students have worked with interactive worksheets, challenge them to make some of their own. This kind of assignment calls for higher order reasoning skills. To start out, you may wish to specify the concept on which the worksheet should focus, such as matching, counting or distinguishing initial consonants. Students should produce an on-screen activity that others will readily recognize and understand. At the same time, they will demonstrate how well they understand the focus concept. Later, these worksheets can be used with another class, or in another school year.

ENHANCING CURRICULUM WITH *KID PIX 2*

Kid Pix 2 and Graphics

Kid Pix 2 is a powerful tool for modifying graphics. Any picture or clip art that can be read as a PICT (Mac), a .BMP (Windows) or .PCX (DOS) file can be imported into *Kid Pix 2*.

Once you have imported the graphic into *Kid Pix 2*, all the drawing tools can be used to modify the picture. Students can change colors, erase parts or add parts. They can combine two pictures into one. For example, they can place a picture of the Empire State Building into a San Francisco skyline. They can experience the creative power of a graphic design program without using an expensive or complicated graphics package.

Importing graphics on the MAC

1. Open the program that has the graphic you want.
2. Select "Copy" under the Edit menu.
3. Copy the graphic and "Paste" it into a *Kid Pix 2* screen. See your User Manual for greater details.

TIPS AND TRICKS: You can create a screen capture of any Macintosh screen in any program using the simultaneous key combination of [Command/Shift/3]. This key combination creates a PICT file on your hard drive which you can then import into *Kid Pix 2*. With the *Kid Pix 2* program open, open the PICT file you have created, and continue with step 2 above.

Importing graphics under Windows

1. Go to "Open" under the File Menu.
2. All importable files will show in the selection window.
3. Select the picture you want. Rename your .BMP file before saving changes made in *Kid Pix 2*. See your User Manual for greater detail.

TIPS AND TRICKS: You can create a screen capture of screens from other programs using the Print Screen button. Begin by opening *Kid Pix 2*. Then open the program with the image you wish to capture. With that image on the screen, press the Print Screen button. Now return to *Kid Pix 2* and select "Paste" from the Edit menu.

Importing graphics on a DOS machine

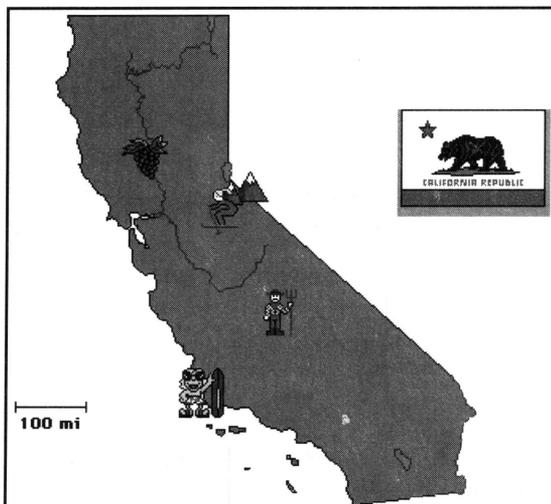
1. Go to "Open" under the File Menu.
2. All importable files will show in the selection window.
3. Select the graphic you want. It will appear on the *Kid Pix 2* screen. See your User Manual for greater details.

TIPS AND TRICKS: Hidden Pictures are a valuable set of graphics included in *Kid Pix 2*. Just erase a Hidden Picture and then save it under another name. Hidden Pictures, like any clip art, can be colored and modified in many ways. ColorMe pictures can be similarly saved and modified or used as backgrounds for other projects. See pages 25–27 for more details.

Kid Pix 2 and Curriculum Materials

Kid Pix 2 can breathe new life into teaching aids, making resources available to your students electronically and even interactively. *Kid Pix 2* can extend and enhance curriculum material you currently use. Maps, charts and tables can be imported into the program and edited.

This map of California was imported into *Kid Pix 2* from *MacUSA*™. *Kid Pix 2* and *Kid Art* stamps were added to show different industries in the state. This kind of visual aid can amplify and emphasize both written and oral presentations. You can update social studies materials easily: new statistics can be added to tables or graphs; industries and products can be changed. *MacUSA*, *PC Globe*® and *PC Globe*® *Maps 'N' Facts*™ are just three programs that can be used as a source of maps, charts and tables.



Science materials also benefit from custom made visuals. You can edit a diagram in *Kid Pix 2*, adding your own labels or vocabulary emphasis. You can add pictures to illustrate a chemical formula or a biology definition.

TIPS AND TRICKS: There are many programs with visuals that you can edit in *Kid Pix 2*, including *PC USA*®, *PC GLOBE*, *MacUSA*, *MacGLOBE*™, *PC Globe Maps 'N' Facts*, *The Print Shop*® *Deluxe*, *Kid Cuts*™, and *Kid Art*.

Kid Pix 2 and Desktop Publishing

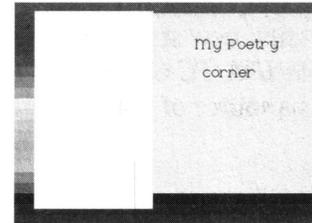
You might like to introduce your students to desktop publishing. Your students can try their hands at electronic composition and page design in *Kid Pix 2*. Students can make report covers, posters, or flyers using *Kid Pix 2*. Classroom Projects in this Teacher's Guide that involve desktop publishing concepts include **Campaigns, Wish You Were Here, Polls, and Alphabet or Number Book**.

Templates are a valuable tool in the page design process. A template is a pattern or layout that remains constant from screen to screen. The details within the parts of the template may change from screen to screen, but the general layout of the page remains the same. If you make a template from your basic layout, that layout can be used more than once.

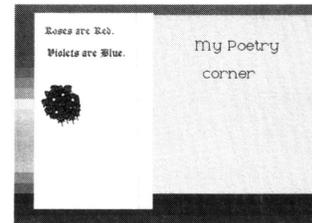
Here is how to create a template using *Kid Pix 2*.

1. Create the *Kid Pix 2* screen that will always serve as your starting point. This can be just a colored background or it might be sample journal page, but remember, it never changes.

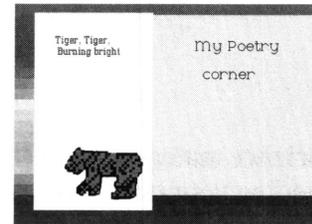
2. Save your template with a special name to identify it as a template, such as "poetry template."



3. Make the first picture using the poetry template, but save it under a different name, "poetry roses."



4. Open the poetry template again to make the next picture and save it under another name, "poetry tiger."



5. Continue like this, always opening the template first and saving the picture under a new name.

TIPS AND TRICKS: One source of templates are the backgrounds available in the ColorMes and the Hidden Pictures. See pages 25–27 for more information about using and modifying backgrounds.

Using Kid Pix 2 With Other Equipment

Scanners are handy tools that allow you to capture an image electronically. If you have access to a scanner, experiment with it. Photos from books, newspapers, posters and drawings are all scannable. Once these items are scanned and saved to a floppy disk, they can be imported into *Kid Pix 2* like any other graphic image. If a scanner is not available in your school, check the commercial copy centers in your area. Some copy stores own scanners and offer this service.

Graphics libraries are available on both CD-ROM and floppy disks. These programs have collections of pictures that can be imported and used in *Kid Pix 2*. Check the instructions that accompany individual programs. See page 22 of this guide for incorporating those pictures into *Kid Pix 2*.

The **Xap Shot camera** is a source for taking photographs that you can import into *Kid Pix 2*. Field trips and special class events are effective times to use Xap Shot pictures. In addition, the Xap Shot can sometimes be used in place of a scanner.

BACKGROUND BASICS

You can develop a file of backgrounds to use in posters, activity sheets, and instructional materials. Black and white line drawings are especially useful because they can be modified and changed easily. Collect your backgrounds in a folder or sub-directory so they will be ready to use.

The following paragraphs describe how you can use a background to create instructional materials.

Opening a Background

1. Decide what background you wish to use. ColorMes and Hidden Pictures, as well as many clip art programs, are drawn in black and white. *Kid Art* backgrounds are available in both black and white and color versions. (Windows users may be unable to import backgrounds from *Kid Art*. However, the procedure remains the same for modifying backgrounds from other sources.)
2. Go to "Open" under the File menu and select the background you have chosen. The background will be opened on a *Kid Pix 2* screen.
3. You can now color this background any way you want using the Paint Can and other *Kid Pix 2* tools. If you are starting with a color background, you can change its colors easily using the Paint Can tool.

Using just part of a background

1. Click on the Moving Van tool  and then on the Magnet option .
2. Draw a box around what you want to copy.
3. Under the Edit menu, pull down to "Copy" and release the mouse button. The part you wish to copy will change color briefly and then go back to the original color.
4. Open the picture or screen into which you want to paste the copied image.
5. Under the Edit menu, pull down to "Paste" and release the mouse button. Your copied picture will appear on the screen. Move your mouse around until you have placed the image where you want and then click once. If the image is not exactly where you want, use the Undo tool, and then repeat the pasting process.

TIPS AND TRICKS: When you use any background, make sure to select "Save As" and give your picture a new title. Otherwise you will overwrite the original background.

Modifying part of a background to use in another picture

1. Copy the section you want to use, following the preceding instructions. Be careful not to include too much extra background.
2. Open a "New" picture and "Paste" anywhere.
3. Use the Eraser tool and erase any extra background. Erasing may be easier if you enlarge and then reduce the picture.

TIPS AND TRICKS: To enlarge a picture, click on the Electric Mixer tool

and then the Zoom In option . Don't enlarge more than twice. Erase the extra background. To reduce, click on the Electric Mixer again and then

on the Picture In A Picture option  until you are back to your original size. Some of the larger size will still show on the screen. Erase this with your Eraser tool.

4. Use the Edit menu to "Copy" and "Paste" the image you have modified into your original picture, into another picture, or into a new picture that you will build around this image.
5. If you copy and paste a black and white picture directly into a colored picture, the part you paste will appear transparent on the screen. You can then color it to match the background using the Paint Can or other *Kid Pix 2* tools.

Erasing tricks

1. Use the Eraser tool to erase any part of an image that you don't want.
2. If your erasing causes breaks in any of the lines of your picture, use the thinnest line on the Wacky Pencil tool to reconnect them.
3. Fill erased spots with color using the Paint Can. If the colors don't match exactly, fill the adjoining spaces with the same color.
4. To insure that you will not accidentally erase any important lines or sections of your primary object, erase most of the background around the portion you want to copy, but don't get too close to the object you're copying. Now using the Paint Can tool, fill in the sections around your chosen object with white. When you copy and paste this object into another picture, everything that is colored white will appear transparent.
5. Rather than using the Eraser tool for detail work, go over unwanted areas with the Wacky Pencil in white.

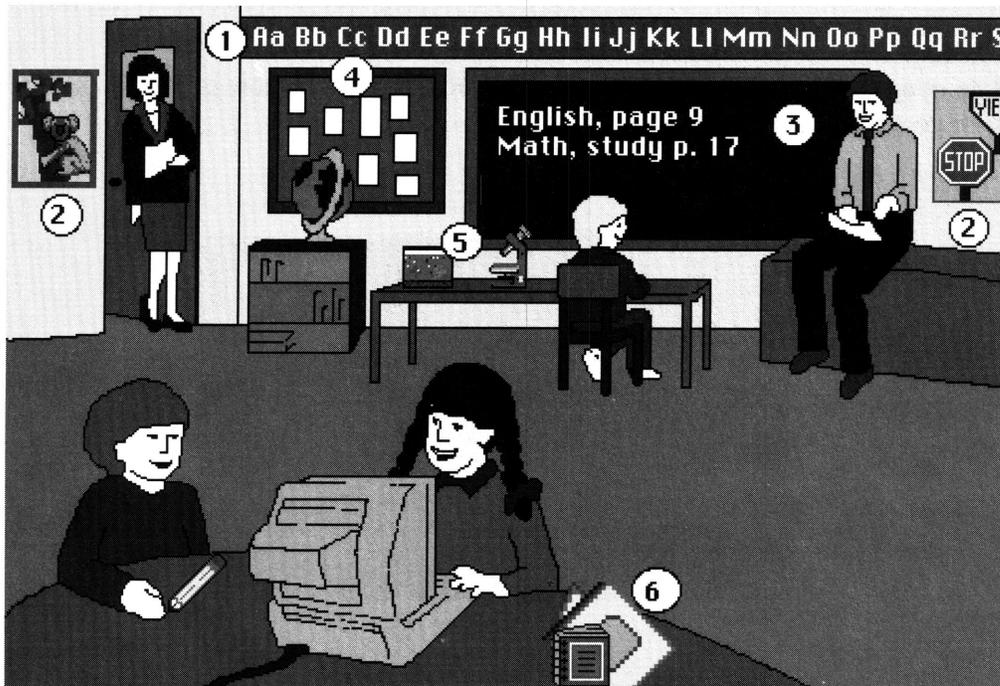
TIPS AND TRICKS: When you are coloring with the Paint Can tool, all lines must be connected. If your color fills more space than you intended, go immediately to the Undo Guy and then examine your lines for breaks. Redraw breaks in lines with the Wacky Pencil tool.

SAMPLE BACKGROUNDS

Personalize a background

Add your own touches with stamps, type, and drawing tools. For example, this *Kid Art* background was modified in the following ways for use in *The Little Lost Paper*, the slide show on *The Kid Pix 2 Curriculum Disk*.

1. An alphabet border was added above the chalkboard by drawing a green rectangle and typing in letters in yellow.
2. Posters were added by using the Rectangle tool to draw the outline and stamps to fill in.
3. The chalkboard looks like it is being used by adding some typing.
4. The bulletin board now has notices on it by using the Rectangle tool.
5. An aquarium and microscope were added to the table using Rubber Stamps.
6. Books were put on the desk using Rubber Stamps.

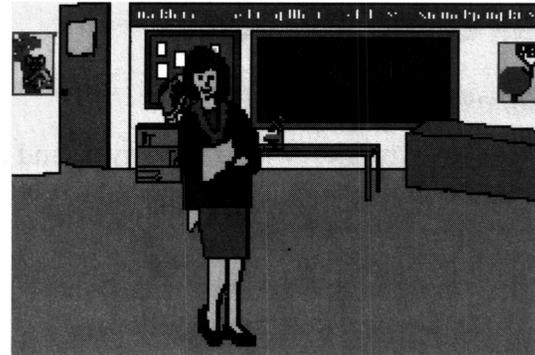


Use backgrounds to create continuity

You can create continuity in illustrating a story if you start with a large background and then modify it. Copy and enlarge only one part, pasting it into a second screen which contains a copy of the original background. In the picture below, the teacher in the scene on the left is enlarged and moved forward in the scene on the right. The second teacher and the students have been removed in the scene on the right. See pages 25–27 and the *Kid Pix 2 Curriculum Disk* for more details about, and samples of, editing backgrounds.



Original Picture



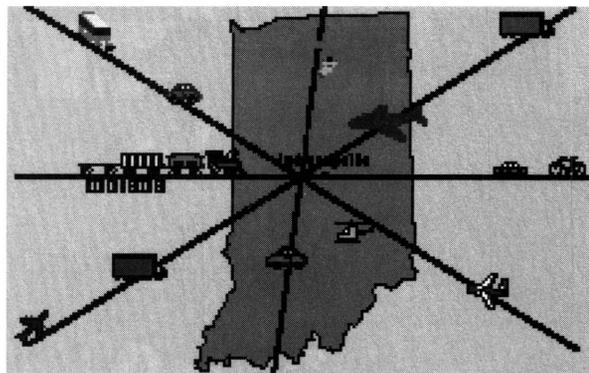
Second Version

Give your students practice with backgrounds too. Have each student complete a picture, or a series of pictures, using one of the *Kid Art Community Helpers* backgrounds to start. Students can modify the background and then write a story about what each helper does. Bind them into a class book.

Using Backgrounds for State and Country reports

Start with a large area map. (You can import maps from programs like *PC USA*, *MacGlobe* and *Kid Art*. See page 22 for details about importing graphics.) Color the state or country you want to emphasize a different color. You can erase any lettering that may already be on the map and add your own lettering.

Use a state or a country map as a background and add stamps to show products, places of interest, or geographical features.



SLIDE SHOW: THE LITTLE LOST PAPER

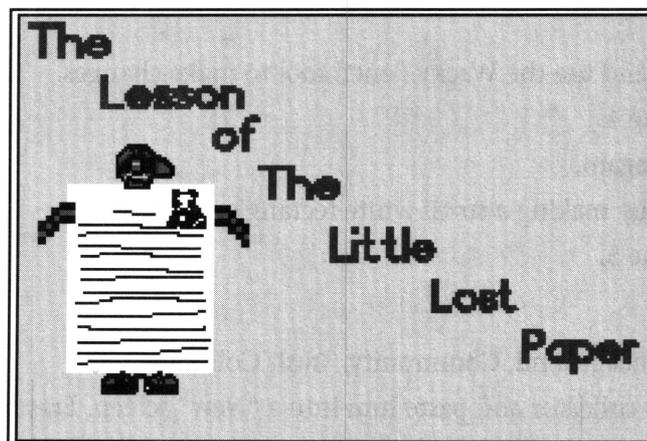
How many times do you repeat the same class procedures for your students? How many times do you remind your students to put names on their papers? Have *Kid Pix 2* do it for you. Use the SlideShow option of *Kid Pix 2* to create presentations that are classroom aids. Let your computer remind the class for you. How about “reminder shows” for the following situations: Playground Safety, Fire Drills, Cafeteria Etiquette.

Included on the *Kid Pix 2 Curriculum Disk* that comes with this School Edition is a sample slide show called *The Little Lost Paper*. The instructions for creating it are included below to inspire you and your students to create your own slide shows.



TIPS AND TRICKS: You can save StandAlone slide shows on floppy disks. This means you can show them on other compatible computers, in the media center, at home, or at a friend's house. The computer where you run the slide show does not need to have the *Kid Pix 2* application installed in order for you to play your slide show, as long as the platform (Mac, Windows, or DOS) you used to create it matches the platform you use to run it (Mac, Windows or DOS).

If your computer has the capability to record sound, you will quickly discover that adding sound to a *Kid Pix 2* picture or slide show significantly increases the size of the file. If you want to create a StandAlone slide show that can be saved to a floppy disk, you may need to limit the number of screens and/or limit the amount of sound you add to each screen. This is particularly important for DOS and Windows users.



Directions for Creating *The Little Lost Paper*

The following directions describe how to create each of the frames in *The Little Lost Paper* slide show. You would probably not want to recreate this slide show. However, by studying the frames on the disk and reading about the techniques used, you will be able to understand the various effects you can produce using *Kid Pix 2*.

In addition to *Kid Pix 2*, stamps and backgrounds of *Kid Art* enhance this project. While Windows users may not be able to use *Kid Art* backgrounds with the Windows version of *Kid Pix 2*, the techniques described will work with any background you can import into *Kid Pix 2*.

Frame 1

1. Under the File menu select "New." The title is written using "Type Text" under the Goodies menu.
2. The paper is a white rectangle with a panda stamp.
3. The head and feet for the paper are an edited stamp, stamped separately. The arms are drawn using *Kid Pix 2* tools.
4. "Save As" Frame 1.

Frame 2

Open the *Kid Art* background Community, Teacher.

1. Add a picture frame using the Rectangle tool in brown. Draw a tree and then use the koala stamp in the middle.
2. Put notes on the bulletin board using the Rectangle tool.
3. Make a long thin rectangle above the chalkboard. Type in the alphabet.
4. Add other stamps to add interest to the room.
5. "Save As" Frame 2.

Frame 3

1. Select a "New" screen. Make a desk by using a combination of rectangles.
2. Use the paper stamp from Community, some enlarged, one not, for the papers. Edit the stamp to erase the black lines.
3. Use the apple stamp, enlarged.
4. "Save As" Frame 3.

Frames 4 and 5

1. Open Frame 3 and use the Wacky Pencil tool to make changes.
2. "Save As" Frame 4.
3. Open Frame 3 again.
4. Add the paper by making a small white rectangle.
5. "Save As" Frame 5.

Frame 6

1. Open *Kid Art* background, Community, Trash Collector.
2. Copy the trash collector and paste him into a "New" screen. Erase any extra lines around him.

ERASING TRICK: Worried about accidentally erasing part of your figure? After you have erased most of the lines and colors around your figure, you can "erase" those that are very close by filling with the Paint Can with white. Anything that is white will copy and paste as transparent.

3. Enlarge the trash collector using the Zoom In option of the Electric Mixer tool.
4. Add a white rectangle in the trash can.
5. "Save As" Frame 6.

Frame 7

1. Select a "New" screen. Make the dump by using various stamps and drawing tools.
2. "Save As" Frame 7.

Frame 8

1. Open Frame 2.
2. Erase the people from the room, except for the teacher standing in the doorway. Fill in erased spaces with color, as necessary.
3. "Save As" Frame 8.
4. Copy the teacher using the Moving Van tool with the Magnet option.
5. Paste the teacher into a "New" screen. Erase any extra lines around her. (Don't forget the erasing trick above!) Enlarge her using the Zoom In option of the Electric Mixer tool.
6. Copy this teacher and paste her back into Frame 8. "Save."
7. You do not need to save the screen that you used to enlarge the teacher. That was workspace only.

Frame 9

1. Open the Bus Driver background from Community in *Kid Art*.
2. Change the girl's braids to black using the Paint Can.
3. "Save As" Frame 9.

Frame 10

1. Open the Crossing Guard background from Community in *Kid Art*.
2. Redraw the girl's hair, giving her black braids.
3. Erase any remaining light colored hair.
4. Fill in any colors or lines that were erased.
5. "Save As" Frame 10.

Frame 11

1. Using the technique from Frame 8, copy the girl's head from Frame 2 onto a "New" screen.
2. Make needed changes to the head (tears, braids).
3. Enlarge, using the Zoom In option.
4. "Save As" Frame 11.

Frame 12

1. Select a "New" screen. Create the display board with two large rectangles, one inside the other.
2. Fill the outside with a solid color or pattern using the Paint Can.
3. Draw various size rectangles inside the display board to represent papers.
4. Add stamps and lines with the Wacky Pencil.
5. Fill in the background of the display board using a pattern option from the Paint Can.
6. "Save As" Frame 12.
7. Open Airport Worker background from Community in *Kid Art*.

Frame 12 (continued)

8. Change the man's suit to gray, erase his cap, and redraw his hair. Fill in the hands and faces with a flesh tone. Remember, any white spaces will be transparent!
9. Erase any extra drawing around the man and the little girl. Use the erasing trick here.
10. Copy the two figures. (Close the *Kid Art* screen without saving it.)
11. Paste the two figures in front of the display board you created for Frame 12. "Save."

Frame 13

1. Select a "New" screen. Make a large white rectangle using the Rectangle tool.
2. Type in the beginning of a sentence.
3. Add a large red X with the Wacky Pencil.
4. "Save As" Frame 13.

Frame 14

1. Select a "New" screen. Make a large white rectangle.
2. Type in a name.
3. "Save As" Frame 14.

Frame 15

1. Open Frame 14.
2. Add a date.
3. "Save As" Frame 15.

Frame 16

1. Open Frame 15.
2. Shrink the paper twice using the Picture In A Picture option from the Electric Mixer tool.
3. Copy the smaller paper. Close Frame 15 without saving.
4. Open a "New" screen.
5. Paste the small paper several times.
6. "Save As" Frame 16.

Frame 17

1. Select a "New" screen. Draw the refrigerator with rectangles, using the Rectangle tool. Add color using the Paint Can.
2. Add extras to the refrigerator with smaller rectangles. Add stamps and lines with the Wacky Pencil tool.
3. "Save As" Frame 17.

IV. Classroom Projects

COLORFUL DIRECTIONS

GRADES K-4

ART



SKILLS

color discrimination
following directions
mouse practice
spatial discrimination

CLASS ORGANIZATION

whole class, individual

PURPOSE

The ColorMe pictures are a simple but effective way to work on listening to and following directions.

PREPARATION

Choose one of the Color Me pictures. Some of them are easier for younger children to work with since the areas to color are larger (see Tips and Tricks). Ask the class which tool would be easiest to use in this exercise. The Paint Can seems most efficient. However, your students may have different ideas.

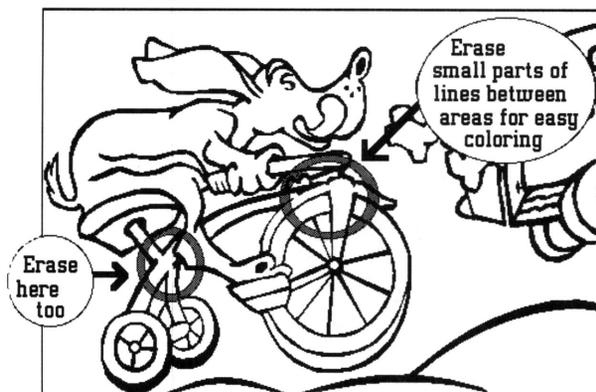
PROCEDURE

1. Once the pictures are on the screens, tell your students to listen carefully to the directions. You can make this exercise as difficult as you wish. For example, you may elect to say each instruction only once. You can give instructions which are very specific: "In the picture Dog Biscuit, color the tricycle's front wheel blue." Or you can be more general: "In the picture Dog Biscuit, color the tricycle's front wheel a primary color."
2. Read from directions you have written ahead of time. It is a good idea to write them down so that they are given exactly the same way each time that they are repeated.

3. After the exercise is completed, you may want to print the pictures for the class.

TIPS AND TRICKS: When using the Paint Can, solid lines determine how far the color will go. The paint bucket will always fill a totally enclosed area. If there is a space in a line, the color will continue to fill until a solid line is met. You can use this knowledge to "open up" the ColorMe pictures.

Choose a picture. Look for small areas which may be difficult to fill with the Paint Can. Open these areas up by erasing tiny parts of the boundaries with larger areas. For example, in Dog Biscuit, it takes six separate fills to color the tricycle frame. It takes seven, if you color the seat post. However, by erasing small bits of some lines, you can color the tricycle in two fills, one in front of the pedal and one behind. You can save this work for reuse by making it a template (see page 24).





SKILLS

fine motor skills
following directions
visual discrimination

CLASS ORGANIZATION

individual

PURPOSE

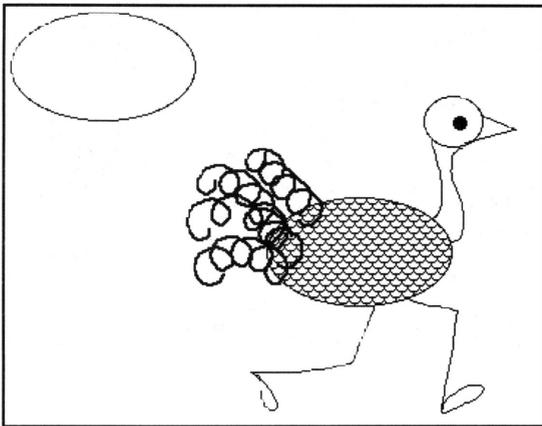
This activity demonstrates that complex objects can be simplified into geometric shapes.

PREPARATION

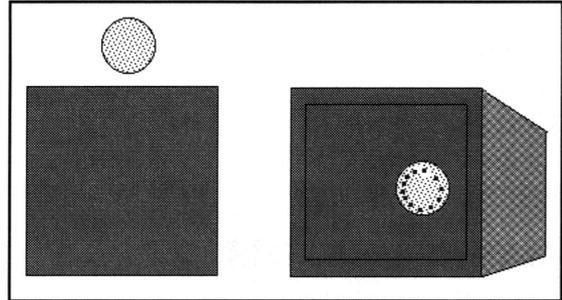
The activities listed here are suggestions only. You can vary this activity using any shapes you want and having the end result be anything you want. The more creative you are in your original directions, the more creative the results will be!

PROCEDURE

1. Direct students to draw an oval on the screen. Then give them a short amount of time (five minutes or less) to turn the oval into an animal. They can do this by adding more ovals or circles, adding lines, coloring with the pencil or the Paint Can, or adding texture with the Wacky Brush. Give students time to look at each other's drawings and compare them.



2. Tell students they should take a circle and a square and turn them into a non-living object.



3. After a few of these practices, let the students take turns giving the directions. Instruct them that they must first give one, two or three basic shapes and then tell the other students what the final object should be.

EXTENSIONS

- Have students draw a squiggly line on their computer. Then have them exchange computers with the person next to them. Each child must now make an object using the squiggly line as a base. Instruct students to make a very simple line to start with and to use only the middle of the screen. Otherwise the second person could have an impossible task!

ALPHABET OR NUMBER BOOKS

GRADES K-8

ART, LANGUAGE ARTS, MATH



SKILLS

desktop publishing
organization
teaching
visual design

CLASS ORGANIZATION

small group

PURPOSE

Some of the most beautifully designed and creatively illustrated books being produced today are alphabet and number books for young children. This activity challenges students' imaginations as well as their understanding of concepts. The tutoring component can be used to increase confidence and self esteem.

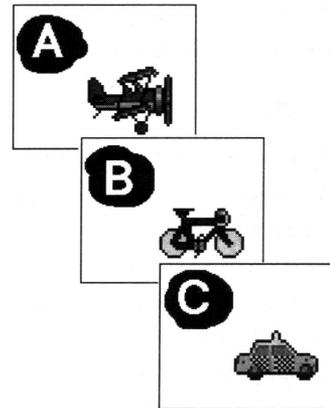
PREPARATION

1. Collect and display a variety of alphabet and number books for your class to study. Discuss how the illustrators have handled the task of teaching about numbers and letters.
2. Divide the class into groups. Each group will produce either an alphabet or a number book. If there is time, they can produce both.

PROCEDURE

1. As a whole class, look at the collection of alphabet and number books you have assembled. Point out the ways the illustrators have used color, page layout, and other design features to create a coherent theme.
2. Assign time for groups to meet and decide on a general theme for their book. The theme could relate to subject matter the class is studying, such as an ocean alphabet book or a number book featuring kinds of houses. Encourage groups to think about the design and layout of the book pages they are about to create.

3. Have each group divide up the work, with each member responsible for designing and creating a number of pages.
4. Students can use any of the *Kid Pix 2* tools and stamps to create their pictures.
5. Print out the pages and gather them together in a book.
6. If you complete this project with older students, arrange an opportunity for them to share their books with younger students.



EXTENSIONS

- Students can create alphabet puzzle pictures. For example, a ColorMe picture could be modified, using stamps or drawing tools, so that it contains many objects beginning with the letter B. If your computer has recording capabilities, record a question to accompany the picture. For example, "This picture contains ten things starting with the B sound. How many can you find?"
- Puzzle pictures can be used with other subjects as well. Students could use *Kid Pix 2* rubber stamps to "hide" various kinds of animals in a picture. The recorded question could ask, "How many mammals can you find in this picture? How many reptiles? Amphibians?"



SKILLS

fine motor skills
spatial orientation
visual design

CLASS ORGANIZATION

individual

PURPOSE

Students create their own miniature art gallery filled with works of art representing diverse styles and subjects.

PREPARATION

Discuss and show your students a variety of art styles and subjects, including landscape, portrait, still life, abstract.

PROCEDURE

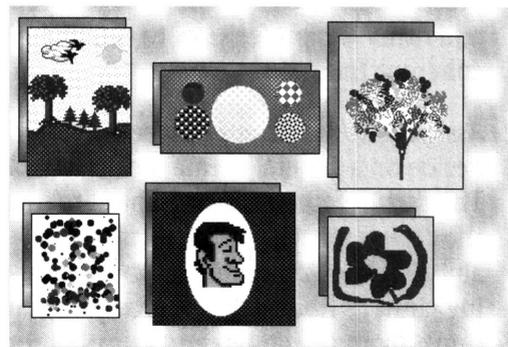
1. Students should draw rectangles of several different sizes on the page. The rectangles may overlap if they like. For more advanced students, make them shadow rectangles so they appear to be standing out from the wall. Draw the rectangles using the solid Rectangle option (the third one on the option selections). Draw a second rectangle directly on top of this one, shifting slightly to the right or left. A good tip is to place the cross formed by the cursor so that two sides of it touch two sides of the rectangle. Fill the parts of the first rectangle left showing with a soft gray pattern so it looks like a shadow.
2. Students may now begin to create their art gallery by filling the rectangles with their own masterpieces. Instruct them that they must stay within the confines of their "canvas."
3. Here are some suggestions about how to create different styles in their paintings:
 - Use a stamp at the smallest size and create a mini landscape around it.

- Explore the Wacky Brush and the Electric Mixer for some modern art effects.
- Fill the canvas with a pattern from the Paint Can and put a design or stamp on top of it.

TIPS AND TRICKS:

- If students create a painting that they don't like, just have them put another solid white rectangle over the top. A new fresh canvas, instantly!
- Suggest that the students SAVE after every individual picture is completed.

- Fill the canvas from the Paint Can and then carefully erase a portion. Draw around this shape with the Wacky Pencil in the same color as the canvas. Now fill the shape with a second pattern and/or color.
- Create a portrait with a mat around it. Using the Oval tool, draw an oval in the center of your rectangle. (It takes some practice to get this centered so make use of the Undo guy!) Fill the outer part of the rectangle with the Paint Can. Put a stamp in the middle of your favorite person.





SKILLS

critical thinking
spatial orientation
visual discrimination

CLASS ORGANIZATION

individual

PURPOSE

Students practice the concept of perspective which they can then replicate in their own art work.

PREPARATION

Have students look outside the window and identify why objects far away look different than objects close up. Some of the things they might come up with are size, clarity, or color. Point out to them that artists use these characteristics to give their paintings a feeling of depth or to make them look realistic. Today's lesson will explore one technique of creating perspective: things in the distance seem smaller, and things that are close to you appear larger.

PROCEDURE

1. Use the following directions to help students duplicate the palm tree scene (included here).

A. Draw a horizon line (where the earth meets the sky).

B. Fill each part of the screen with the Paint Can, using different texture options.

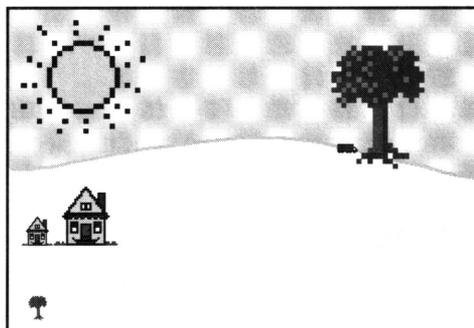
C. Stamp four palm trees on the earth part of the picture, using the four different sizes of stamps.

DOS and Windows users only have three sizes available.



2. Discuss with students which palm tree appears to be closer. Why?

3. Next, ask students to use the following instructions to create the mixed up scene included here.



A. Draw a simple landscape of sky and earth.

B. Fill each part of the screen with a different texture.

C. Stamp a sun in the picture while holding down the Option key on a Macintosh. Dos and Windows users use the CTRL key.

D. Stamp a tree in the foreground. Stamp another tree on the horizon while holding down the Shift key. DOS and Windows use CTRL and Shift.

E. Stamp a house in the middle of the screen. Using the same stamp, stamp a second house right next to the first, holding down the Option key. DOS and Windows use the CTRL key.

F. Stamp a truck on the horizon.

4. Ask students if this picture looks realistic. Having them draw upon what they learned in steps 1 and 2, ask them how they think this picture could be changed so that it would be in perspective.

5. Using the same stamps and sizes, ask students to rearrange the stamps so that the picture demonstrates proper perspective.



SKILLS

color discrimination
spatial orientation

CLASS ORGANIZATION

individual

PURPOSE

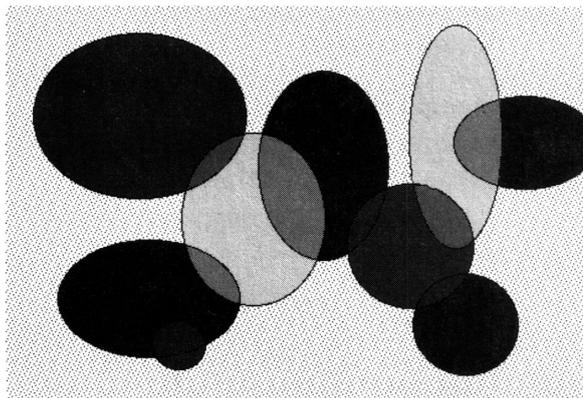
Create a pleasing visual design by mixing the three primary colors to produce secondary colors.

PROCEDURE

1. Have students draw a random selection of ovals, circles (hold down the Option key while using the Oval tool; DOS and Windows hold down CTRL), rectangles, or squares (hold down the Option key while using the Rectangle tool). The figures should be made using the first option under the Oval or Rectangle tool so that they are transparent and the lines will show through. The figures should overlap in places but there should never be three overlaps, only two.
2. Students should fill in the main part of the figures (not the overlapping parts) with the three primary colors—red, yellow, and blue—using the Paint Can. Have them use the colors in one column of the color palette for all of their selections. This will assure them of getting the same brightness in all colors.
3. Students should then fill in the overlapping sections with the appropriate “mixed” color. For instance, where blue and yellow overlap, they will fill with green. The figures will now look like transparencies, laid on top of each other.
4. Fill in the background with a soft gray color using one of the patterns under the Paint Can.

EXTENSIONS

- Leave one of the main figures white and fill in the overlapping color from a selection on the right side of the palette. These are lighter hues of the main color and appear to be the color mixed with white.
- Macintosh users can experiment with the color wheel which is accessed by holding down the Option key while clicking on the current color. Once again, students should choose from the same range of colors for their overlapping effects. If the two main colors are from the middle of the color wheel, then the overlapping color should be from there also.
- The more complicated the early drawing is, the more effective the final picture will be. Encourage students to use a variety of shapes and sizes. Main figures can be overlapped many times, as long as there is not an overlapping of three figures in the same place! (Mixing three colors would give you black or an ugly brown!)
- Have students try using patterns to fill in their shapes. The same color rules apply, but the patterns will give an entirely different look to the picture.





SKILLS

drawing
group cooperation
singing

CLASS ORGANIZATION

whole class, small group

PURPOSE

Encourage musical appreciation and artistic expression.

PREPARATION

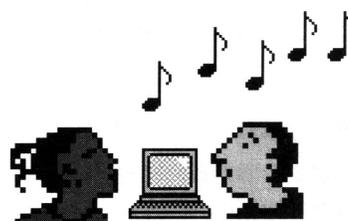
Gather a collection of songs appropriate to the age group of your class that lend themselves to both illustration and community singing. "Itsy Bitsy Spider" is a good example for younger children. You can choose songs that represent a particular holiday, like a spiritual for "Martin Luther King Day," "Frosty the Snowman" for the holiday season, or "America the Beautiful" for President's Day. Or let the students make suggestions for songs they'd like to illustrate.

PROCEDURE

1. Divide the class into groups. Each group should meet and decide what parts of the chosen song are to be illustrated, and which group members will illustrate which parts.
2. Students create drawings to illustrate the songs using *Kid Pix 2*.



3. Have them enter the lyrics onscreen that go with each picture using the Alphabet tool or the keyboard.
4. Each group assembles their completed pictures into a slide show. Use the time sliders to make sure each slide stays on the screen for the appropriate time.
5. Each group runs its slide show, singing through the song the first time, and then having the class join in.



EXTENSIONS

- Students with musical talents can write and illustrate an original song.
- Do a "Rap" Say Along instead of a Sing Along, and have students illustrate and recite a favorite rhyme or poem.

WHAT'S IN A NAME

GRADES K-2

LANGUAGE ARTS, MATH



SKILLS

addition
letter identification
organization

CLASS ORGANIZATION

individual

PURPOSE

Children identify the letters in their names and match the letters with objects that begin with those letters. They practice organizing their work and use simple addition skills.

PREPARATION

Review how to swap stamp sets under the Switcheroo menu.

PROCEDURE

1. Students stamp their name across the top of a *Kid Pix 2* screen using the Alphabet tool.
2. Have children look through all of the stamp sets. Each time they find a stamp of an object that begins with the same letter as one in their name, they should place the stamp under that letter. A stu-

dent with a name like Alexandra, for example, can enter the stamp for an object beginning with 'a' under each of the three 'a's in her name.

3. When they have found as many stamps as they can, have students total the number of stamps in the column under each letter. They should stamp the total at the bottom of the column, using the numbers available in the Alphabet tool.
4. Finally, add the totals from each column together and stamp the grand total at the bottom right of the screen.
5. Print out the name pictures and put them in a display in the classroom or school bulletin board.

EXTENSIONS

- Place each of the name pictures in a slide show to be presented on Parents Night.
- Make copies of the name pictures. Then cut the names into strips of individual letters and stamps. Use these strips as the basis of a class picture dictionary.

B	E	T	H					
6	+	4	+	6	+	4	=	20

PICTURE DESCRIPTIONS



GRADES K-4

LANGUAGE ARTS, ART

SKILLS

following directions
using descriptive terms

CLASS ORGANIZATION

partners

PURPOSE

This activity gives children practice in both giving and receiving verbal directions.

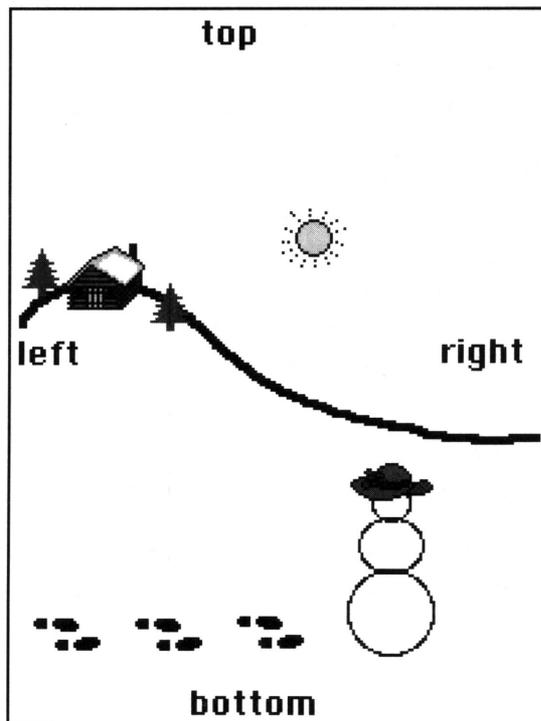
PREPARATION

Discuss with students how to describe something. Emphasize using words that really tell another person what an object looks like, not just naming it. Practice describing different things in the classroom, even each other! Blindfold one student and have another student describe a common object (for instance, a pencil). Tell them that they cannot say what the object is used for, they can only describe how it looks.

PROCEDURE

1. Have students draw a simple picture using *Kid Pix 2*. They can make it a picture of a real object or a series of simple geometric shapes.
2. Print out these pictures.
3. Before starting the second half of this activity, decide with the class upon some ground rules. Have children be clear about which is right and which is left on their papers. Mark these directions on the computer and on their papers if necessary. Decide which words will be used for top and bottom or up and down.

4. Now have children return to the computers in pairs.
5. With their original picture in hand, the first child will tell the second child how to draw their picture. They should use as many descriptive terms as possible but never show the second child the actual drawing. Corrections should not be made and the second child's drawing should not be commented upon until the activity is over.
6. Have students compare the pictures at the end to see how similar they are!



SCHOOL DAY DIARY

GRADES K-8

LANGUAGE ARTS, ART



SKILLS

drawing
organization
record keeping
writing

CLASS ORGANIZATION

whole class

PURPOSE

Students exercise artistic expression while keeping a record of what they are learning.

PREPARATION

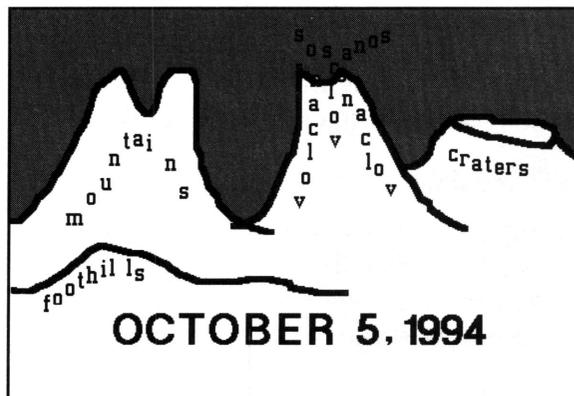
Assign one student to each day of an upcoming month or unit of study. Have the designated student keep a list of what has been studied on his/her assigned day, and write a brief description of the material covered. (Younger children will need help with text from the teacher or teaching assistant.)

PROCEDURE

1. The student of the day creates a single frame drawing that illustrates the assigned day's subject matter, labeling each event, and entering the day and date at the bottom of the picture.
2. The drawing is then placed in a slide show. Subsequent drawings will be created for the following days of the week.
3. At the end of the week, month, or unit, play the slide show for the entire class.

EXTENSIONS

- Print out an individual picture and copy it for students to take home to show their families what they have studied on a given day or for a week.
- Print out pictures as you go along and collect them in a binder for a "hard copy" diary of what has been learned for the week/month/semester. Include the written notes of each participating student with the appropriate drawing.
- Run the slide show in a continuous loop during Open House.



AT THE CROSSROADS



GRADES 2-8

LANGUAGE ARTS, ART

SKILLS

divergent thinking
interpretation
making decisions
writing

CLASS ORGANIZATION

individual or small group

PURPOSE

Introduce the students to branching stories and to the concept of decision points.

PREPARATION

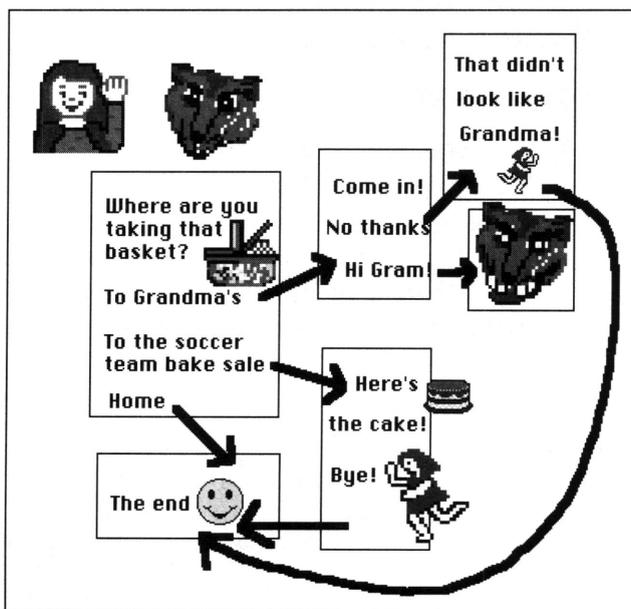
Using a familiar story such as Little Red Riding Hood as an example, look for the point where characters make decisions. What kind of decisions are made? What would have happened if other decisions had been made instead? This activity can be used as part of a unit on folk and fairy tales. It works especially well with well-known stories, or stories with which the whole class is familiar.

PROCEDURE

1. Pick a story and discuss where the character or characters make the first important decision.
2. Have students, as individuals or in small groups, use *Kid Pix 2* to create a story board illustrating the course of the story until the first decision point: Little Red Riding Hood tells the wolf where she is going.
3. Make a different choice and continue the storyboard.
4. Make an alternate decision whenever possible. How does the story change with each decision?
5. If you are using a computer with recording capabilities, students can record a short oral book report or synopsis to accompany the newly created storyboard.
6. Have students print out their storyboards and add a book report or a synopsis of the original story for comparison.

EXTENSION

- Have the students compose their own stories, allowing for decision points and branching.
- Encourage students to develop several different branches of the same initial story. Compare the conclusions of the stories in each branch.



PICTURE POEMS

GRADES 2-8

LANGUAGE ARTS, ART



SKILLS

creative writing
drawing
poetry appreciation
visual design

CLASS ORGANIZATION

individual

PURPOSE

This activity encourages students to take a playful approach to poetry and drawing and helps break down barriers between the arts.

PREPARATION

Discuss the way various poets have used the arrangement of words on the page to heighten the impact of their poetry. The American poet e. e. cummings is a good example. Have students compose original poems or choose favorite poems or nursery rhymes to make into pictures.

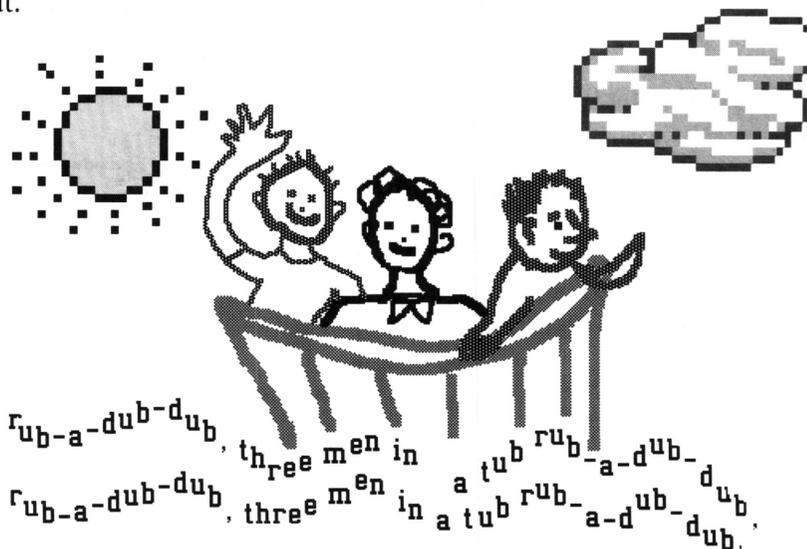
PROCEDURE

1. Have your students use the Alphabet Text option under the Goodies menu to create the text of a poem that can be made into pictures reflecting the subject of the poem. For example, a poem about a cat could be made into the shape of a cat.

2. Explain how lines of text could also be incorporated into a larger picture. For example, the line "Rub-a-dub-dub, three men in a tub" could be used to draw a line representing waves in a seascape.
3. If you are using a computer with recording capabilities, students can record music or sound effects to accompany their picture poems.
4. If your computer does not have the capacity to record sound, have students choose music or make sounds of their own to accompany their presentation.

EXTENSIONS

- Print out students' picture poems and gather them together in a class poetry book.



STORYTELLING

GRADES 2-8

LANGUAGE ARTS, SOCIAL STUDIES, ART



SKILLS

drawing
making presentations
organization

CLASS ORGANIZATION

individual or small group

PURPOSE

Introduce the tradition of storytelling and oral history to the class. Acquaint students with the folk ways and the history of a variety of ethnic groups and cultures. Give students experience in oral presentation and encourage their artistic expression by having them create original illustrations to go with the stories they tell.

PREPARATION

Discuss storytelling with your students, giving examples of how storytellers preserved the history and traditions from generation to generation, in eras and cultures where there was no written history. Gather a collection of folk and fairy tales from which the children may choose for their presentations. The length and complexity of the stories can be determined by the grade level of your class.

PROCEDURE

1. Students select the story they wish to retell. They should read through the story a time or two to make certain they are familiar with its content. If this is a group project, a leader should be designated to assign a part of the story to each member of the group.
2. Next, students use *Kid Pix 2* to draw pictures that illustrate the story.
3. When all of the pictures are completed, students should print them or put them in order in a slide show. Allow time for them to practice telling their stories, coordinating and supporting their storytelling with their drawings.
4. Hold a storyteller's festival! Students or groups make their presentation to the class by opening the screens one frame at a time, or showing the illustrations as they tell the story. If appropriate, students can discuss with the class what tradition or history of a group or culture is expressed in the story.

EXTENSIONS

- Students can create and illustrate an oral history of their own family or of an imaginary social group or country.



KID PIX 2 SCRABBLE



GRADES 3-8

LANGUAGE ARTS

SKILLS

fine motor skills
spatial orientation
spelling

CLASS ORGANIZATION

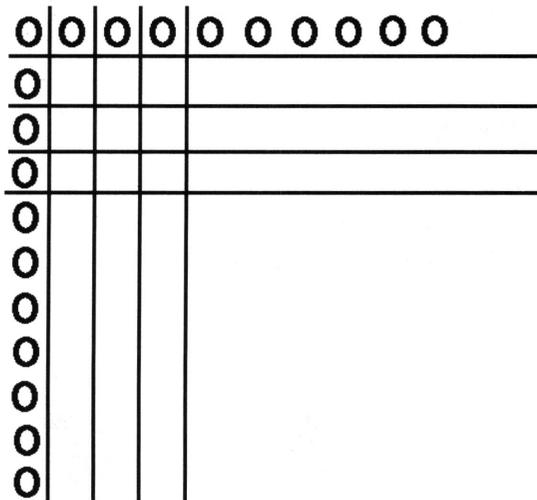
partners

PURPOSE

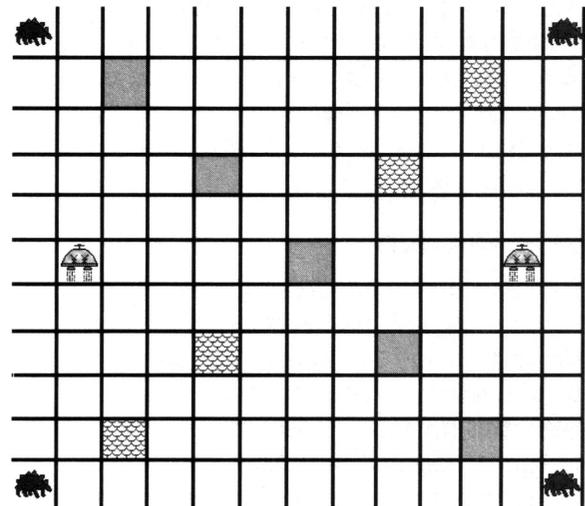
Playing Scrabble reinforces reading, spelling, and vocabulary skills.

PREPARATION

1. Make a large grid as a basis for your Scrabble board. Do this by stamping letters across the top of your screen and down the side. These letters are for spacing purposes only and will be erased later.
2. Draw horizontal and vertical lines between each of the letters. Use the line tool and hold down the Shift key for perfectly straight lines.



3. Erase the letters that you have stamped.
4. Color in a few of the squares with the Paint Can or a small stamp.
5. Save this grid and make a back-up.
6. When students use this Scrabble board, they should always go to "Save As" and rename if they want to save, or click NO when asked if they want to save changes before closing.



PROCEDURE

1. Have students work in pairs. Let them play Scrabble using the Alphabet tool to place letters in the squares. Set up ground rules depending upon the age of the students. For instance, they might only be able to use spelling words, or nouns, or words that describe.
2. Have each student use a different color for easy point totals. Give one point for each letter they use, and triple or double points for letters on squares that are colored or have a stamp.
3. Play can continue until it is impossible to put in any more words, or for a set time limit.

WORD SEARCH



GRADES 2-12

LANGUAGE ARTS

SKILLS

mouse practice
patterning
spelling
visual discrimination

CLASS ORGANIZATION

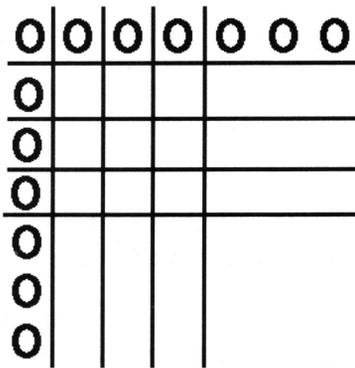
individual

PURPOSE

Word searches help children identify words and spelling patterns.

PREPARATION

1. Use the large grid that you prepared for Scrabble or follow the directions in the Scrabble activity for making one.



2. Fill in a group of words on the large grid. Use spelling words, vocabulary words or even state capitals. Have them go up and down, backwards, and straight across. Make words interconnect as in Scrabble.

3. When you have all of your words placed, fill in the empty boxes with random letters until the grid is full.



4. Erase the grid lines by selecting a wider Wacky Pencil width than your original grid lines. Choose white under the color palette. Draw over your original lines, holding down the Option key while you draw. Your lines will magically erase leaving only your letters!
5. Save this Word Search by selecting "Save As" and giving it a new name. Do not override your original large grid.
6. Print out the list of words you used for each student.

PROCEDURE

1. Have students search for the list of words you have given them.
2. They should circle the words using the Wacky Pencil in a different color than the letters themselves.

For smaller children: Only make the words go from left to right to reinforce reading skills.

THE DAYS OF MY LIFE

GRADES 3-12

LANGUAGE ARTS, ART, SOCIAL STUDIES



SKILLS

drawing
research
writing

CLASS ORGANIZATION

individual

PURPOSE

This activity encourages an interest in history and develops research, writing and organization skills. Students prepare a time line Slide Show of their lives by making drawings that illustrate events that have occurred since they were born.

PREPARATION

Locate an assortment of reference materials and magazines with issues dating back over a decade. Alert your librarian or media specialist in advance of this project, to assure that ample materials are available for your students.

PROCEDURE

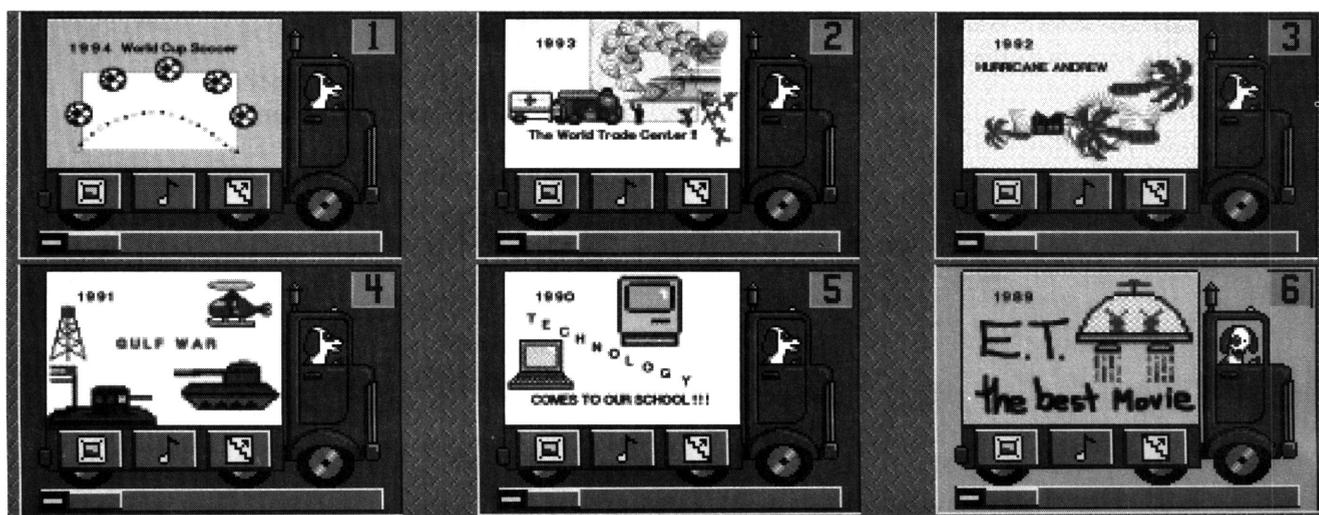
1. Starting with the year of their birth, have students make a list of the years of their lives.
2. Direct them to research materials such as almanacs and news magazines. Have them pick out one event of importance for each year on their list. They should

also write down a short description of the event and its precise date.

3. Students draw a screen picture that illustrates the event chosen for each year. Using the Alphabet tool or the keyboard, have them title the picture and add text to the screen, describing the event, including its locale and date.
4. Students then create a slide show, placing the pictures into the vans in chronological order. The completed slide shows can be presented to the class.
5. When students compare their slide shows, notice and discuss the variety of "important" events chosen for each year.

EXTENSION

- Print a "hard copy" of each life history for students to share with family and friends.
- Develop a "This is Your Life" time line slide show about a famous person.
- Create a time line, electronically or in print, that illustrates the developments of an important event, such as the collapse of Communism, World War I or II, the Age of Exploration, or the Civil Rights movement.



SKILLS

drawing
observation

CLASS ORGANIZATION

individual

PURPOSE

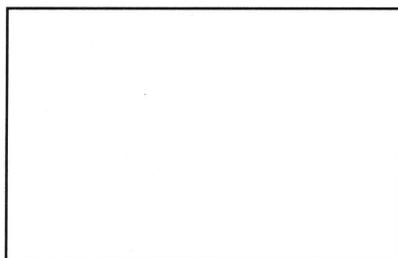
Help children learn to identify geometric shapes and identify the objects around them that match those shapes.

PREPARATION

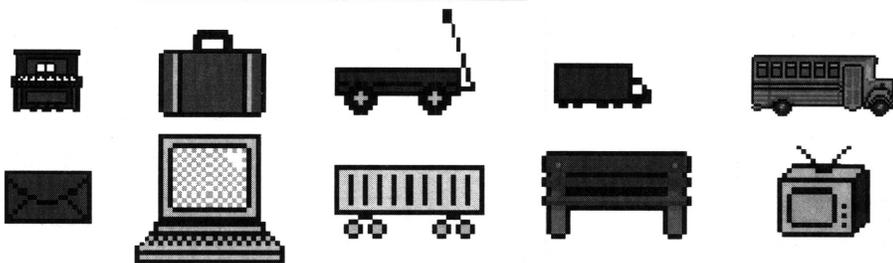
Discuss geometric shapes with the class: circle, square, triangle, oval, rectangle. Gather two and three dimensional objects to pass around, to display, and to illustrate your introductory discussion. Depending on the age and ability of your students, create posters or handouts with the shapes you want the children to use in this activity.

PROCEDURE

1. Using *Kid Pix 2* tools, have the children draw a designated shape on the *Kid Pix 2* screen.
2. Have them then explore the *Kid Pix 2* stamps to find things that match the shape, and/or have them draw pictures of things in life that match the shape. A mountain, pyramid, or sailing ship for a triangle—a soccer ball, sun or moon for a circle, etc.
3. Arrange the examples on the screen with the shape, then name and save the picture.
4. Repeat this process with as many different shapes as you choose.
5. Print out the pictures and put into a class binder or use them to illustrate a “shapes” bulletin board.



Rectangle



SKILLS

eye hand coordination
following directions
spatial orientation

CLASS ORGANIZATION

individual

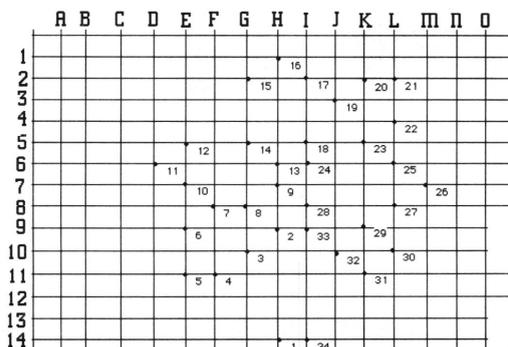
PURPOSE

Coordinates serve as the building blocks for higher math skills. This activity will introduce children to this skill with a fun reward at the end.

PREPARATION

Prepare an on screen grid in the following manner.

- Using the Line tool with the first width selected, hold down the SHIFT key in order to make straight lines across the screen. Space the lines evenly down the screen. (Tip: put one line between each tool.) Make vertical lines in the same manner (use the option boxes at the bottom for spacing guides). Using an appropriate sized font, put letters at the top of each vertical line and numbers on each horizontal line. Make sure the letters and numbers are ON the lines, not between them. Save this grid as a template you can use over and over.
- Print out one copy of the grid. Draw a simple picture on it. Mark the coordinates wherever the drawing touches two intersecting lines. Make a chart of these coordinates starting in a logical



place and following the drawing around as if you were doing a dot to dot. Make copies of these coordinates for each child. For example:

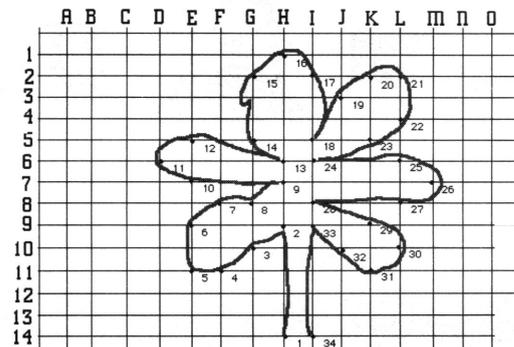
- H,14
- H,9
- G,10

PROCEDURE

- Students will use the Connect-The-Dots option under the Wacky Brush tool. They will find the first pair of coordinates and click on that spot. A dot will appear with the number 1 next to it. They will then click on the second set of coordinates and so on.
- When students have found all of the coordinates, they should switch to the Wacky Pencil tool and connect the dots. They can then color or decorate their drawing as they like.

TIPS AND TRICKS: The Connect-The-Dots option only continues numbering as long as you do not switch to another tool or stop working on the picture. This activity should be finished in one sitting. If students accidentally exit the dot to dot option, have them click in an inconspicuous part of the picture until they are back at the number they need. They can erase these dots later.

Students can get rid of the grid surrounding their new drawing by erasing or coloring over the lines with the pencil using the white color selection.



SKILLS

divergent thinking
drawing conclusions
higher order reasoning
writing

CLASS ORGANIZATION

small group, individual

PURPOSE

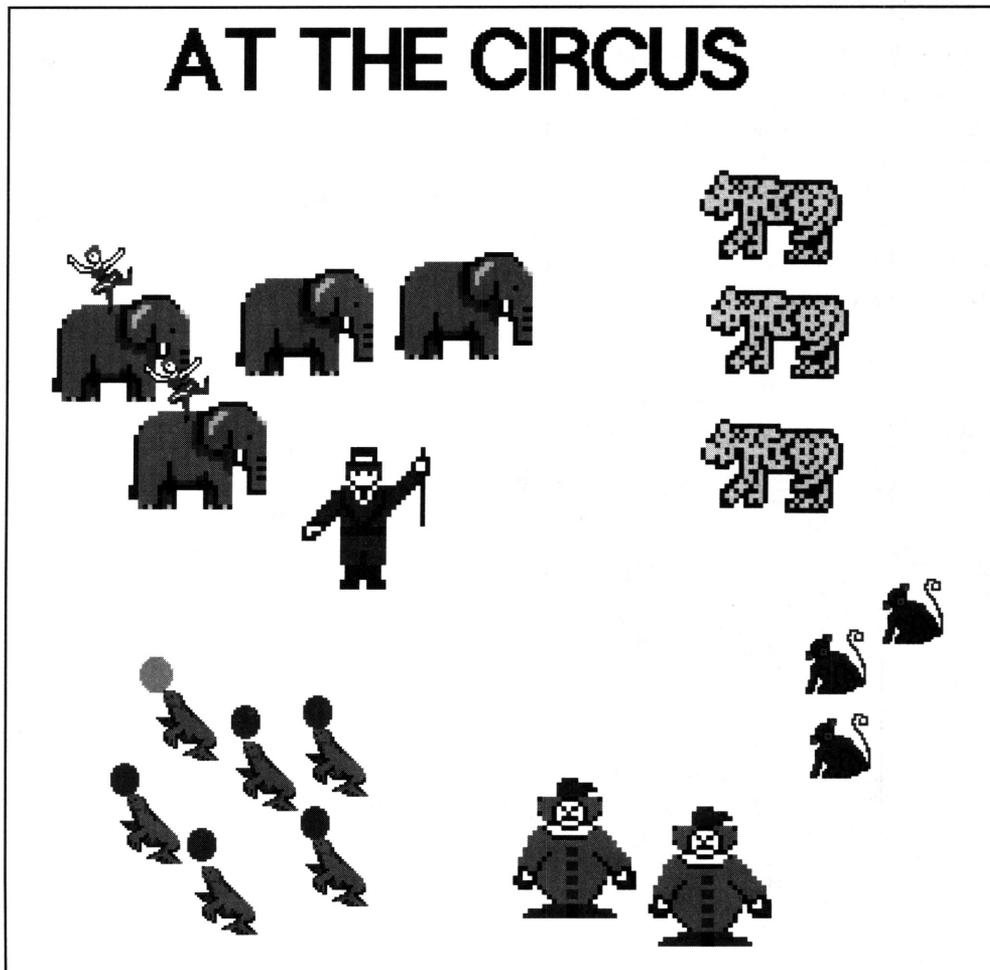
Solving story problems in math becomes easier when visual information is provided.

PREPARATION

Make up a series of *Kid Pix 2* screens which consist of objects (stamps) that can be used in math problems (see illustration).

PROCEDURE

1. Discuss the objects on the story screen. Make sure the class recognizes all of the stamps.
2. Have the students or groups write a story about the picture.
3. Have each group or student identify math problems that can be derived from the story.
4. Exchange stories and see what problems others can find from the stories.



SET THEORY

GRADES 2-8

MATH **1**
2 **3**

SKILLS

higher order reasoning

CLASS ORGANIZATION

whole class, individual

PURPOSE

Use *Kid Pix 2* to present simple concepts of set theory as an exercise in math and logic.

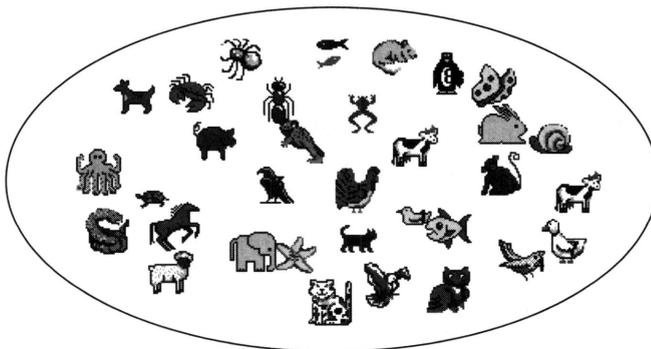
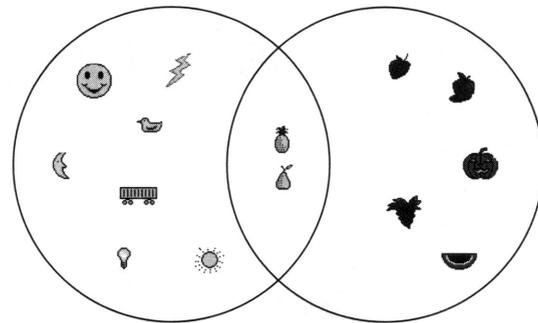
PREPARATION

Discuss some concepts of set theory. The easiest ones to start with are equivalency, one to one correspondence and subsets. Use the Rectangle or the Oval tools to make the diagrams of the sets, or have the class make them. Use large shapes for the entire set and smaller ones for the subsets.

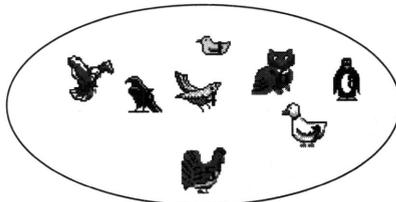
PROCEDURE

1. Present the set concept that the class will demonstrate. For example, show the relationship between a set and one of its subsets.
2. Define the concept or present the rule for determining relationship between the set and subset.

3. Have the groups or individual students draw the set diagram.
4. Let them select stamps from *Kid Pix 2* to illustrate the rule or concept.
 - example: Define the set of animals. Find the subset of all the birds.
 - example: Show that 2 sets are numerically equivalent. Pair up all the members in one set with members in the other set.
 - example: Define the set of yellow things. Define the set of fruit. Where does a banana belong?



Set of Animals



subset of birds

FRACTION COLUMNS

GRADES 3–8

MATH



SKILLS

patterning
visual design

CLASS ORGANIZATION

whole class, individual

PURPOSE

Students can manipulate fraction concepts electronically.

PREPARATION

Make a screen grid following the directions on page 46. Save the grid for this activity. Then save it again as a template to use with other activities.

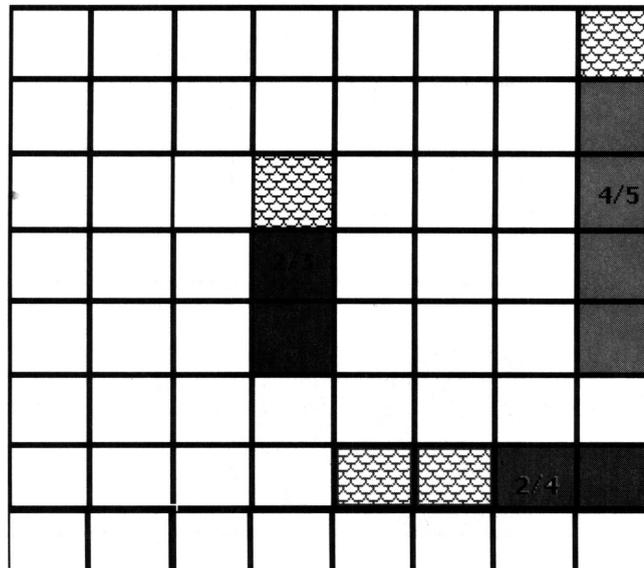
PROCEDURE

1. Have the students create a screen grid at the computer. Directions are on page 46.
2. Demonstrate the first problem. Name a fraction, such as $\frac{3}{4}$. Tell the class to fill in the number of squares in the denominator. Then refill the number in the numerator with a different color, pattern etc.

3. Have the students label the fractions using "Type Text" under the Goodies menu.
4. Print the exercise, or spot check the screens if students are working in a lab setting.
5. Assign a variety of fractions for students to represent visually.

EXTENSIONS

- You can add another dimension by requiring the exact placement of the fraction column, upper left corner etc. You could require vertical columns and horizontal rows for placement.



SKILLS

drawing conclusions
spatial orientation

CLASS ORGANIZATION

whole class, individual

PURPOSE

Students will produce visual representations of some mathematical formulas.

PREPARATION

1. Make the screen grid with the directions on page 46. Save it to be used with this activity. Save it again as a template to be used with other activities.
2. Discuss the formulas for area of a rectangle ($L \times W$) and a square ($S \times S$). Ask the class if anyone can explain these statements in words.

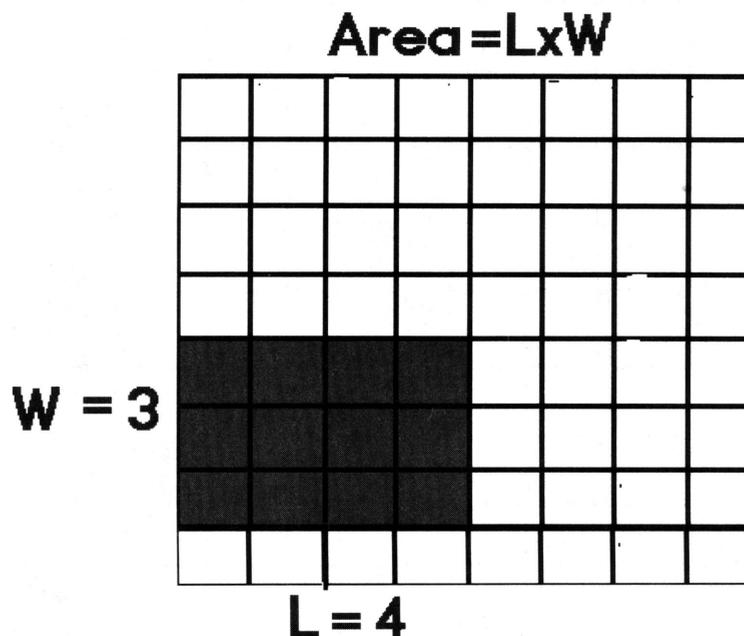
PROCEDURE

1. Have the students open the screen grid at the computer. If you prefer, give the students the directions and have them make the grids.

2. Present an area problem, such as $4 \times 3 = 12$. Tell the class to fill an area 3 squares down and 4 across. Use the Paint Can.
3. Decide what shape they have filled, rectangle or square, and state the mathematical formula for its area.
4. Count all the filled squares. Does this answer equal the answer from the numerical formula?
5. Repeat this process with several more problems, including both rectangle and squares.
6. Discuss what this activity tells you about the area formulas and the shapes on the grid.
 - Why are they equal?
 - Are they always equal?

EXTENSIONS

- Challenge your students to show the area of a triangle on the grid.





SKILLS

drawing
organization
research
writing

CLASS ORGANIZATION

individual or small group

PURPOSE

Familiarize students with the different categories of living creatures. Encourage research in identifying their classification and characteristics.

PREPARATION

Conduct a class discussion about how many different kinds of living things there are on the earth. Talk about how they can be grouped in classifications or categories. Assign a category to each student or group—mammals, insects, birds, fish, reptiles, etc. Have research materials available that are appropriate to the age group of the class.

PROCEDURE

1. If necessary, review the process of switching between the different stamp collections under the Switcheroo menu.
2. Give students some time to consult the research materials you have collected for examples of the creatures that are members of the category to which they have been assigned.
3. Students should look through all the stamps and find the ones that fall into their assigned category. If there aren't enough examples to make a four or five

frame slide show in their category, have them draw pictures to include with the stamps.

4. Enlarge each stamp "critter" and place it on the screen. To enlarge stamps, hold down the OPTION and SHIFT keys on the Mac, the CTRL and SHIFT keys on the IBM, while you click on the mouse.
5. Label each stamp or drawing with its name, using the Alphabet tool or entering the name from the keyboard.
6. Students should also create an information screen, using what they have learned from their research about the classification and characteristics of each pictured "critter."
7. When all screens have been completed, create a slide show, placing the pictures in the Moving Vans in alphabetical or other presentation order.
8. Have the student or the group design and create a "Critter Catalog" title screen to be placed at the beginning of the slide show, and a credit screen for the end of the slide show that lists the names of those who participated in the preparation of the project.
9. Have groups or individual students run their slide shows for the rest of the class.

EXTENSION

- Print out the pictures and information sheets and assemble them into a binder as a reference for other classes.



WEATHER WATCH

GRADES K-4

SCIENCE



SKILLS

comparison of data
observation
record keeping

CLASS ORGANIZATION

whole class

PURPOSE

Studying the weather can be a fascinating activity that you can continue from September until May. Children will become aware of how the weather affects daily lives.

DISCUSSION

This activity can be a very simple recording of the weather observed by looking out the window. Or, you might want to set up weather stations for the children to track the temperature and rainfall or snow totals throughout the year. If you are going to take readings, take them at the same time each day. Demonstrate the need for this by initially taking readings in the morning, at recess, at noon, and at the end of the day. Show students how the temperature changes as the day progresses. Ask for discussion on why it would be important to take the temperature at the same time every day if you were to make a comparison chart.

PREPARATION

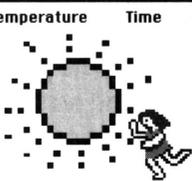
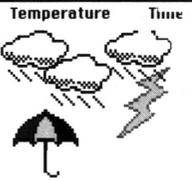
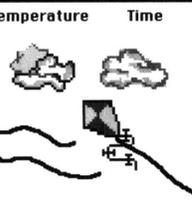
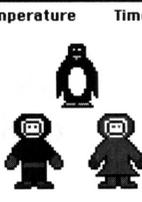
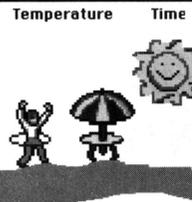
Divide a *Kid Pix 2* screen into six equal boxes, three above and three below. Label

one box Monday, one Tuesday, and so on. In the sixth, write the current week. If you want, put a place for the temperature to be recorded every day. Be sure and put a time next to the temperature reading. Save this as a template and make a backup copy.

PROCEDURE

Rotate children on the computer so that everyone gets to do a day.

1. Each week children should open the weather template and give it a new name (use the week's date) by going to "Save As." This way you will always have your template. If your template gets saved over accidentally, use the back-up and immediately make a new one.
2. In the box appropriate to the current day, children should draw a picture depicting the weather. They may be as creative as they wish. They might have a person (from the stamps) that they have edited to wear appropriate clothes. Or they could draw a landscape with the weather illustrated. They might prefer to just write words telling about the weather. Their creativity will develop as the year goes on!
3. At the end of each week, print out the page.
4. Bind all of the pages into a weather book at the end of the year.

Weather Watch		
Temperature Time 	Feb. 2 - 6	Temperature Time 
Temperature Time 	Temperature Time 	Temperature Time 

WHERE NO HUMAN HAS GONE BEFORE

GRADES 3-8

SCIENCE, ART, LANGUAGE ARTS



SKILLS

drawing
organization
research
writing

CLASS ORGANIZATION

small group or individual

PURPOSE

Students learn about the solar system and develop research, writing, and drawing skills.

PREPARATION

Discuss the makeup of the solar system. It may be helpful to diagram the planets, the moon, and the sun on the board, keeping in mind their relative size and distance.

PROCEDURE

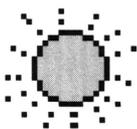
1. Have each student or group of students select one of the planets to research and illustrate. The students should include in their notes its location, characteristics, size, rotation, etc. Assign one student or group to the sun and one to earth's moon for a fuller representation.
2. Using *Kid Pix 2*, students should draw an illustration of the planet. To one side of the drawing they should list its most important features, and its name should be the title of the screen.



3. Print out the planet pictures and make a bulletin board display for the classroom, or for the entire school.
4. Place all of the planet pictures into a slide show about the solar system. Have a student design a title frame for the report.

EXTENSIONS

- Using stamps, or drawing from scratch, have the students invent a resident of their planet. They can link the creatures to the planet picture with a description of what life is like on the planet: what and how they eat, where they live, how they travel.
- Use *Where in Space is Carmen Sandiego?*® and its online data base the VAL 9000, *Expert Astronomer*™, or *Discover Space*™ to extend your students' interest in astronomy.



TOTEM POLES

GRADES 2-8

SOCIAL STUDIES, ART



SKILLS

drawing
making presentations
organization
research

CLASS ORGANIZATION

small group

PURPOSE

Totem poles play an important role in various tribal cultures. This activity gives students an opportunity to think about cultures that are different from their own.

PREPARATION

Introduce students to totem pole carvings of Northwest Indian tribes, the Maori of New Zealand, and others. Discuss how, in these cultures, totem poles are carved and painted with a series of symbols that represent family lineage and mythical or historical incidents. Talk about how art can have meaning for societies beyond mere decoration or beauty.

PROCEDURE

1. Divide the class into groups or clans.
2. Each clan invents an identity for itself, including such things as animals, people, and events important to the clan.
3. Each group designs and creates a totem pole, with each student using *Kid Pix 2* to design one element of the pole—a sacred animal, a famous person, a mythical figure. Each image should be the size of the entire *Kid Pix 2* screen.
4. Print out the drawings using the full page printing option.
5. Assemble the totems by cutting out the shapes and gluing them, one above the other, onto cardboard or construction paper backing.

6. Each group gives an oral presentation, explaining the significance of each element in the totem pole for their clan.



EXTENSIONS

- Students can create individual mini totem poles using *Kid Pix 2* rubber stamps placed one above the other to represent important aspects of their own lives.
- Assign groups of students to research, collect and display books containing photographs or drawings of totem poles from around the world.
- The class can work together to create a class totem pole to display on the classroom door.



SKILLS

drawing
making presentations
research
visual design

CLASS ORGANIZATION

whole class or small group

PURPOSE

This activity gives students an incentive for doing research and provides an appealing alternative to a written report.

PREPARATION

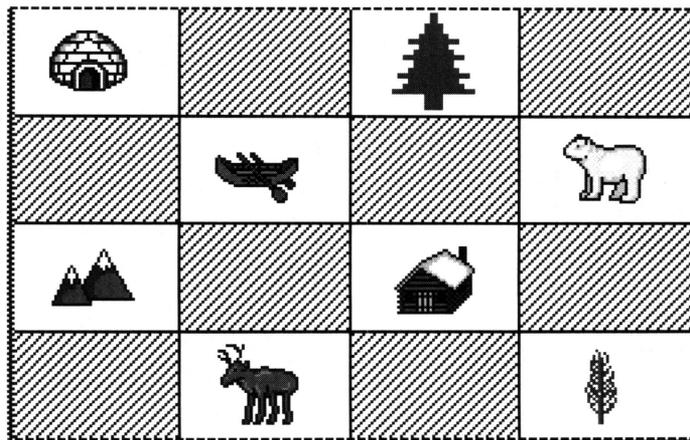
1. Collect books on quilts to share with the class. Find historical examples of theme quilts. Discuss the current AIDS quilt project as an example of how a theme quilt has helped to heighten public awareness of a problem.
2. Discuss the theme of the quilt the class will make. You may want to have the entire class work on one quilt or divide students into groups to make several quilts, all with the same theme or with different themes.
3. Quilts could relate to subject matter being studied—such as science, history, myths and legends—or to social or ecological concerns—such as peace or endangered animals.

PROCEDURE

1. If you decide to divide the class into groups, have each group brainstorm ideas for a quilt. Students may need to do some research first if the theme is unfamiliar.
2. Have each student use *Kid Pix 2* to create one or more quilt squares. Each square should utilize the full *Kid Pix 2* screen.
3. If you have a color printer available, encourage students to consider background colors as they design their squares. If your students will be coloring in black and white prints, color choices can be discussed before the quilt squares are colored and assembled.
4. Print each square in the largest print size.
5. When the squares are finished, assemble them in quilt form by gluing them to construction paper backing. Have each group give an oral presentation on the theme of its quilt.

EXTENSIONS

- The children's squares could be used as a basis for a fabric quilt stitched by a parent group. The quilt could be kept on display in the classroom or raffled off as a fund-raiser.





SKILLS

following directions
observation
spatial orientation

CLASS ORGANIZATION

individual, small group, or whole class

PURPOSE

Students practice mapping skills while they produce a variety of maps.

PREPARATION

1. Collect and display a variety of maps: highway road maps, city maps, regional maps, bus routes, topographical maps, treasure maps.
2. As a whole class, discuss the use of scale, color and symbols to represent locations and features.
3. Point out the convention of making the top of a map represent north.

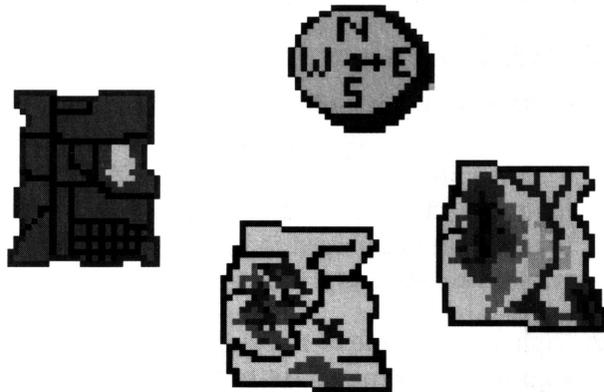


4. Decide whether students will follow written or oral instructions.
5. Decide whether students will create a specific kind of map (a playground map or a state map, for example) or whether students can create any kind of map.

PROCEDURE

1. Give the following directions either verbally or in writing.
2. Have the students design and produce maps at the computer using the *Kid Pix 2* tools. The maps should include the following:
 - a compass marked with N, plus any or all of the other points.

- a geographic area made with the Wacky Pencil or by using one of the geometric shape tools. This area can be designated a city, a state, or a country, either real or imaginary.
- map symbols made with stamps or other tools.
- a legend to explain the symbols on the map. The legend can be created on a separate screen.



3. Print the maps. Have students present their creations and compare their maps.
4. This activity can be repeated to experiment with other kinds of maps or to correlate with a specific social studies unit.

TIPS AND TRICKS: Consider introducing this activity by producing one map with volunteers and suggestions from the whole class, particularly if you are working with one computer.

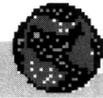
Oral instructions may work better in the one-computer classroom or with younger students.

Individual students, small groups in a lab, or students selecting this activity at a learning center, will work more easily with written instructions.

WISH YOU WERE HERE

GRADES 3-8

SOCIAL STUDIES, LANGUAGE ARTS, ART



SKILLS

desktop publishing
research
writing

CLASS ORGANIZATION

small group

PURPOSE

Stamps and postcards reflect many features of a country. This activity provides an interesting focus for student research into real countries and can serve as a catalyst for creating imaginary countries.

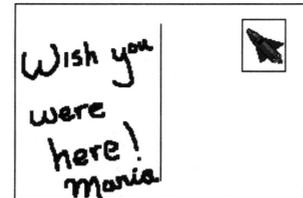
PREPARATION

1. Discuss what stamps and postcards tell about a country. Ask students with stamp collections to bring in stamps showing things such as national heroes, animals, and monuments.
2. Divide the class into groups. Each group will make stamps and postcards for a real or imaginary country.
3. If students are working on a real country, they can divide the research, with some finding out about that country's heroes, others learning about the flora or fauna, or about popular tourist attractions that might be pictured on postcards.
4. If students are creating an imaginary country, the group can brainstorm to come up with ideas for national heroes, animals, monuments and so on. Encourage children to give their imaginations free rein.



PROCEDURE

1. Show your students how to make postage stamps by using the Rectangle tool to draw a series of squares on the screen.
2. Use *Kid Pix 2* rubber stamps and other tools to draw pictures on the stamps.
3. Print and cut out the stamps. Experiment with the print size.
4. Create postcards using the full *Kid Pix 2* screen to draw a scene from the real or imaginary country.
5. Print out and glue to stiff construction paper.
6. Have the students write "Wish you were here...." messages on the postcards.
7. Paste the stamps on the cards and "mail" them to other members of the class.



EXTENSIONS

- Expand the project by having students use a program such as *The Print Shop Deluxe* to create other materials such as travel posters and newspapers from the real or imaginary country.
- Students could create U.S. postage stamps featuring heroes or subjects that they think should be honored.

TIPS AND TRICKS: To avoid wasting paper, make sure there is more than one stamp on the screen before printing. Several students can take turns creating stamps on the same screen, perhaps labeling their creations with their initials. Or stamps created on individual screens can be cut and pasted onto a group or class screen before printing.



SKILLS

comparison of data
desktop publishing
making presentations
organization

CLASS ORGANIZATION

small group

PURPOSE

Students learn about designing and taking a poll. Then they use *Kid Pix 2* as a graphing tool in the classroom to present the information.

PREPARATION

Discuss the different polls that students see on TV and read about in the paper. Decide what information should be gathered. Some suggestions can include things around school such as how many students have dessert with lunch. Other topics could include kinds of pets. Discuss how helpful graphs are when polling information is presented. Do graphs make the information easier to understand?

PROCEDURE

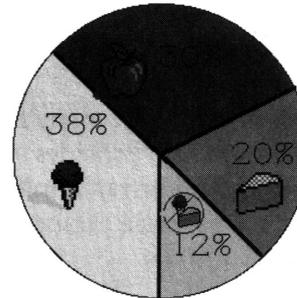
1. Divide the class into small groups
2. Have each group design a poll. This includes what kind of questions to ask and how many people to poll.
3. Have each group decide which graphing method to use to present the data.
4. Assign a time to collect the data.
5. Have each group graph the data and present its finding to the class.

PIE CHARTS

Use the Oval tool. Hold the Shift key down while drawing it to make a perfect circle. Use the Line tool to draw the lines. Let your students approximate the size of the

segments for the corresponding percentages within reason. Don't let the difference be too apparent. Make sure there are no spaces in the lines when you fill with color.

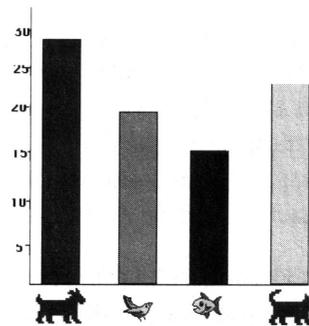
% of desserts eaten at lunch



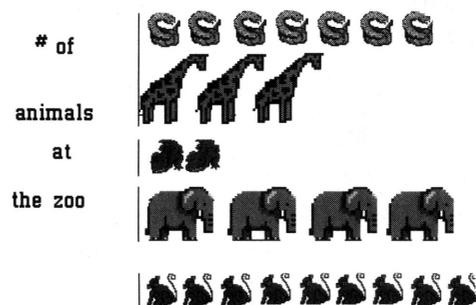
38% Ice Cream
30% Fruit
20% Cakes & cookies
12% No dessert

BAR GRAPHS and PICTOGRAMS

Use the Line tool to draw the X,Y axes. Then use the Rectangle tool to make the bars. You can copy one bar and then paste it multiple times. This way the bars are uniform. The bars can also be used to line up the stamps of a pictogram.



Number of pets in the 3rd grade



Kinds of animals



SKILLS

desktop publishing
group cooperation
organization
visual design

CLASS ORGANIZATION

small group

PURPOSE

Students will design campaign aids using *Kid Pix 2*.

PREPARATION

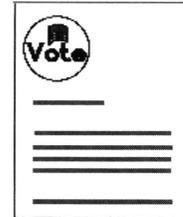
Discuss the process of running for a political office with your students. Have students list the different kinds of materials that are used in campaigning: fliers, posters, campaign buttons, letterhead stationary, T-shirts, hats, banners, bumper stickers, etc. Also discuss the use of slogans, mascots or icons. These items can be designed with *Kid Pix 2* tools. You may want to bring some examples to class to give the students ideas.

PROCEDURE

1. As a class, decide on a theme or focus for this campaign project. It might relate to a social studies or science unit of study, or it could connect with an event in a story that the whole class has read.
2. Divide the class into small groups. Each group will organize and design materials for the campaign of their candidate or issue. The candidates can be historical such as Lincoln and Douglas, issue oriented such as a referendum proposal on school construction, or imaginary. The issue-based or imaginary campaigns may work better for younger children who may not have historical knowledge of candidates.



3. Point out that an identifying logo or color scheme is frequently repeated throughout a candidate's campaign literature. Use the blackboard to suggest ways a logo or slogan can be repeated in a variety of sizes and layouts.



3. Have each group discuss their candidate or issue and design a variety of appropriate materials for their campaign.
4. On "election day" have each group present and display their candidate or issue, accompanying their presentation with their posters, buttons, etc.

EXTENSION

- Older students could write short campaign speeches promoting their candidate or issue.
- Have groups present campaign ads in a slide show.



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