A photograph of a man and a woman looking at a document together. The man is on the right, wearing a blue shirt, and the woman is on the left, wearing a white shirt. They are both looking down at a document on a desk. The background is a plain, light-colored wall.

55 TECHNOLOGY PROJECTS

for the Digital Classroom

Volume II of II

by Ask a Tech Teacher

55 TECHNOLOGY PROJECTS FOR THE DIGITAL CLASSROOM

***Everything you need to integrate
computers into K-8 classes***

Volume II

2020
V.4.3

Visit the companion website at Ask a Tech Teacher for more resources

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What Educators Need to Know to Use This Book

"It's not what the teacher does that's important. It's what the teacher gets the children to do."

Phil Schlecty said that, but it could have been any teacher. Effective education is a classroom culture where students lead in-depth exploration of authentic topics. Two elements make that happen: the integration of technology into learning and the incorporation of projects into lessons--PBL.

Sounds straightforward. Technology plus projects equals learning. It moves learning from a two-dimensional content area into a multidisciplinary setting.

That's worth repeating: By incorporating *computers, software, network-based systems, internet-based programs and research, email* into the classroom, education moves beyond books and lectures in the exploration. The melding of technology and projects fills the holes

left when books aren't available, providing equity in scholastic offerings. Students then take responsibility for their schooling—to sleuth out answers to questions that arise in an everyday educational environment that are left behind by a static curriculum. They use higher order thinking which encourages individual accountability and performance-based assessments. It empowers active and experiential learning that is remembered years later. It engages student interest and motivates them to learn. It insists they dig deeper and provides the shovels and trowels to do it. What teacher wouldn't want that?

Project-based learning involves students in making the connections between rigor and relevance, demanding accountability in the classroom.

So, are you sold and now wondering, "Are there guidelines?" Read on.



Aligning to ISTE

Not all states align technology with education standards. Some weave tech into classes; some as a stand-alone.

Luckily, there is a set of standards recognized worldwide as authentic assessments of technology-education integration. These are the National Educational Technology Standards for Students, created by ISTE - the International Society for Technology in Education.



How to Use This Book

Projects included in this book are variously designed for a PC, laptop, Chromebook, or iPad. If you're using a different OS, you'll need to adapt the instructions.

"Leadership is the single most important factor affecting the successful integration of technology. This is true at the state level and at the school level. Schools which have made the most progress are those with energetic and committed leaders." *(from a study on tech integration).*

You are the leader. If you look help in using technology in the classroom, this book will guide you. Each lesson has been tested over a period of years in K-8 classrooms, fine-tuned to ensure an engaging learning experience that supports authentic questions and open collaboration within an integrated environment.



55 Technology Projects for the Digital Classroom (Volumes I and II) ties each lesson into four areas: 1) higher-order thinking, 2) technology skills addressed, 3) subject area/learning addressed, 3) and NETS-S standards covered. See the complete list of skills under 'Skills Taught', and the project list on individual lesson pages. Each skill is covered several times by the time you complete all projects.

Next, the one hundred ten projects in the two volumes are categorized three ways: 1) by subject, 2) by program (software), and 3) by grade level:

Projects by Classroom Subject

This section makes it easy to select the right project for a subject. Each includes:

- A brief summary of the assignment
- Which grade level it is designed for
- Prior knowledge required, including projects in this series to complete prior to this one
- Time required
- Software required, as well as free alternatives and their download sites.
- Vocabulary required. Use these words in your teaching and require students to use them. By the time you finish 20-30 projects, students will speak geek.
- Higher-order thinking skills addressed
- Technology-specific skills taught
- Core subject supported
- NETS-S skills addressed

Projects—by Subject

Subject #1: Art/Graphics

Project #1: KidPix Draw. Using KidPix (see: KidPix projects are under math, science).

Higher-order thinking skills	Technology-specific	Subject Area Learning-specific	Standard: NETS-S
Drawing Construction/ps	No. of applications: Many skills, tools, toolbars	Drawing Illustration	2.A.1a

Grade level: K-2
 Prior knowledge: None
 Time required: 30 minutes, 2-4 sessions
 Software required: KidPix
 Vocabulary: tools, toolbar, paint brush, select, pencil size, color palette

Lesson Description

- What's KidPix? According to the creator, "It combines art tools, graphic capability with design simplicity, ease of use, and powerful new teacher tools to inspire creativity and learning.
- This lesson is adapted from the [KID manual that came with our](#)



- Allow students to spend 2-4 30-minute sessions becoming familiar with the KidPix toolbars and tools. This will pay dividends later as they scaffold KidPix into project-based learning.

Extensions

- Allow student to spend the

- Lesson Description—why it's taught and the pedagogy behind it
- Step-by-step lessons. What to teach when so students finish with the least frustration and greatest amount of excitement and discovery.
- Extensions—for deeper exploration
- Troubleshooting tips—from problems I and other technology teachers have experienced in the classroom and how we've solved them
- Examples of projects, including reproducibles for classroom use (grading rubrics, sample projects, checklists, etc.)

Projects by Software

Each lesson is categorized by the software required to complete it. This allows teachers to focus on only the programs available to them. If there's a free version offered on the internet, that address is included. To complete all projects, include:

- *Adobe Photoshop (or free GIMP)*
- *Celestia and Google Earth*
- *Email and browsers*
- *Art/Drawing (KidPix)*
- *Spreadsheets (MS Excel)*
- *Word processing (Word)*
- *Slideshows (PowerPoint)*
- *Desktop Publishing (Publisher)*
- *Oregon Trail (or free online version)*
- *Keyboarding*

Projects by Grade

Each project is categorized by suggested grade level. This determination is made by projects, skills and training that must predate the project, student intellectual maturity, and class time required to instruct students on necessary technical skills. Attention was paid to providing teachers with a selection that fulfills 'typical' state educational standards. For example, there are twenty-one projects that correlate to composition, eleven to geography, ten to language arts, and so on.



Are You a Tech Professional or a Teacher?

There are two ways to use this book:

- As the lab professional, parallel to the core classroom teaching.
- As the teacher interested in integrating technology into your lessons

Either way—same goals, same plans, same pedagogy.

You're a teacher integrating tech into your classroom

You probably use a word processor to create student handouts, a desktop publishing program for the monthly newsletter, email to chat with parents and maybe a spreadsheet to track grades. You might even use the Internet to find cutting-edge lesson ideas. You are what is considered the Web 1.0 teacher—comfortable with technology for your use but struggling to integrate it into the classroom.

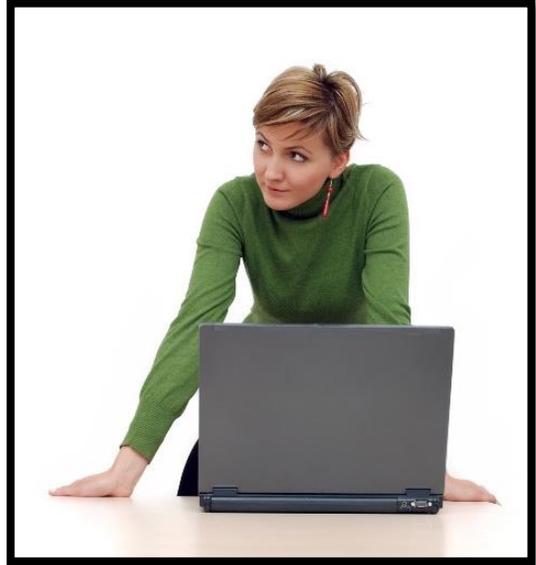
But this year, you want to add an active learning component to your lessons that will encourage students to ask authentic questions. You've seen examples of students using technology as part and parcel of the educational process. They're



engaged. Learning is student-centered rather than teacher-centered, which means students take responsibility for their own learning, because they've taken ownership. And—here's the scary part—the teacher runs the technology integration into the lesson with assistance from a computer expert.

You're the Computer Lab or the Integration Specialist

You help teachers find ways to integrate technology into their classroom lessons. You teach computer skills in support of classroom projects in the classroom or technology is a stand-alone class—a 'pull out'—much as Spanish and PE. Use the projects in this book parallel to classroom instruction. What you teach will serve students through high school and beyond, with an emphasis on core software (MS Office, Google Earth, keyboarding, internet, email).



Collaborate with teachers on which projects best support their units of inquiry (i.e., a trifold on colonization to support the fifth grade unit of colonizing). Your job is to be sure students have the skills to complete the project. In kindergarten, you have a year's worth of skills. In fifth grade, you have a vast palette of abilities and programs at your disposal.

Each of the projects in this book can be incorporated by fifth grade. As an integration specialist, I manage about 35 tech projects a year in the nine grades, revolving to keep the program fresh.

Typical 45-minute Lesson

As you face a room full of eager faces, remember that you are a guide, not an autocrat. Use the Socratic Method—don't take over the student's mouse and click for them or type in a web address when they need to learn that skill. Even if it takes longer, guide them to the answer so they aren't afraid of how they got there. If you've been doing this since kindergarten, you know it works. In fact, by the end of kindergarten, you saw remarkable results.

When talking with students, always use the correct vocabulary. That's why I've included it on the lesson plan. Be sure to emphasize the vocabulary and expect students to understand it. Try the Vocabulary Board during one of the quarters/trimesters. Students love it and it highlights why they want to understand 'Geek Speak'.

- Students enter the room. They know to start each class by checking the 'To Do' list on the monitor, taking their seats. You're finishing up the last class but it doesn't matter. Students are responsible for starting the class.
- They start with 10 minutes of typing on the class typing program. Some days, they are directed to work on site words in Spelling City or another activity they can succeed at without teacher direction.
- Next may be one of three presentation activities (*Google Earth Board*, *Problem-solving Board* from *Book II* in this two-volume series, or *Vocabulary Board* from *Book II* in this two-volume series) that rotate throughout the year. Students have selected their topic and presentation date. Whoever is up for the day will teach the class and take questions. This takes 10-12 minutes.
- If it's the beginning of a month, I review assigned homework and take questions. If it's the end of a trimester, I review which skills they accomplished during the last three months.
- If we are starting a new project, I review it with them, take questions and we start. If they are in the middle of one, they use the balance of the class to work towards completion. I monitor activities, answer questions, help where needed.
- During their work, students are free to post vocabulary words they don't understand on the vocabulary board and problem-solving ideas on that board.
- Students who have completed the current project take advantage of 'sponge activities' from a topic of their choice, practice keyboarding for the upcoming



speed quiz, or help a classmate struggling with a prickly skill. I include a variety of topical websites on the class internet start page. Students know websites on this page can be used during sponge time.

- Students who finish early may also access the class internet start page. to see what they might have missed in earlier classes.



Skills Taught

The following are critical skills every child should be familiar with and are covered by lessons in this book. Summarized, they include higher-order thinking (adapted from Bloom's Taxonomy of Education Objectives), technology-specific (in text boxes), learning-specific, and NETS-S Standards (National Education Technology Standards for Students).

Collaboration Skills

- Interact, collaborate and publish with peers, experts or others employing a variety of digital environments and media
- Foster skills important to leadership and group dynamics
- Effectively collaborate, using strong interpersonal skills
- Evoke personal, social, and civic responsibility
- Employ interactive communication
- Produce relevant, high-quality products



Communication skills

- Understand and employ non-linear presentation of ideas
- Effectively use nonlinguistic representations (i.e., graphic representations, pictures and pictographs, mental pictures, 3D models)
- Graphically represent problems and solutions
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Write clear, concise letters
- Follow correct protocol for writing paragraphs
- Contribute to project teams to produce original works and/or solve problems
- Create bullet lists to explain concepts
- Create outlines to organize ideas
- Exhibit cultural understanding and global awareness
- Use graphic organizers to explain complicated ideas
- Use multimedia to explain concepts
- Use visual images instead of words
- Display effective communication, collaboration, and interpersonal skills
- Display effective use of real-world tools
- Produce cogent, pithy, high-quality products
- Use focused and specific methods—multimedia, pictures, diagrams, music, sound, movement, etc., for multi-intelligence communication
- Grammar and Spelling

Email

- *Importance of a correct address*
- *Understand body of email (message area)*
- *Paste information into body of email*
- *Use proper netiquette*
- *Use attachments*
- *Use 'to', 'cc', 'subject line'*
- *Check 'sent' file*

Desktop Publishing

- *Identify workspace parts*
- *Understand page layout— colors, shapes, mix of text and pictures*
- *Use templates*
- *Employ an eye for the three c's: color, communication and cohesiveness*
- *Add and delete pages*
- *Add and edit/align text*
- *Add a cover page, Table of Contents, sidebars, pull quotes*
- *Change document view.*
- *Insert, edit, delete frames*
- *Insert and/or change a picture*
- *Preview and print a document*
- *Save, close and reopen a document*
- *Select color and font schemes*
- *Use the Design gallery*

- Understand protocols for letter writing
- Know how to type sentences/paragraphs with correct grammar and spelling
- Use the grammar and spelling tools available with the word processing software to improve your work
- Know how to use tech vocabulary

Keyboarding

- *Type for speed and accuracy*
- *Correct spacing after a period, question mark, exclamation point, and comma.*
- *Sit up straight, good posture*
- *Center body with elbows at sides*
- *Position feet for balance*
- *Keep hands on home row, curved over keys, wrists off of keyboard*
- *Keep typing project to side of keyboard*
- *Keep eyes on screen or printed copy*
- *Use touch typing, with a smooth rhythm*
- *Know keyboard shortcuts*
- *Stretch fingers*
- *Use correct fingers—usually the one closest to the letter*
- *Use right thumb for spacebar*
- *Use shift key and caps lock correctly*
- *Use right little finger for enter/return*
- *Use left shift to capitalize right hand letters, right shift for left hand letters.*
- *Use right little finger for backspace/delete key*
- *Use left little finger for tab key*

Creativity and Innovation

- Employ creativity in problem solving
- Employ non-linear thinking
- Utilize graphic representation of ideas, problems, solutions
- Apply existing knowledge to new ideas, products and/or processes
- Create original works as a means of personal and/or group expression
- Identify trends and forecast possibilities
- Use models and simulations to explore complex systems and issues

Critical Thinking, Problem Solving and Decision Making

- Produce relevant, high-quality products
- Analyze a problem and identify solutions with logic
- Collect and analyze data to identify solutions and/or make informed decisions
- Employ creativity in problem solving
- Don't shy away from curiosity, creativity, risk taking

Graphics

- *Resize/crop a picture*
- *Draw geometric shapes*
- *Format a picture*
- *Draw freehand*
- *Move a picture*
- *Use transparencies and recoloring*

- Show effective use of real-world tools
- Follow directions
- Use a guided discovery of solutions and learning
- Employ high productivity prioritizing, planning, and managing for best results
- Employ higher order thinking and sound reasoning
- Know how to decode programs you haven't been taught
- Know how to select from various solutions
- Identify and define authentic problems and significant questions for investigation
- Display inventive thinking, adaptability
- Display a bias for non-linear thinking
- Understand options for explaining concepts, reports, information (visually, etc.)
- Plan and manage activities to develop a solution or complete a project
- Pursue inquiry-based and project-based learning
- Employ self-regulated learning
- Use multiple processes and diverse perspectives to explore alternative solutions

Drawing

- *Add/edit text*
- *Develop eye-hand coordination*
- *Develop mouse skills*
- *Drag-and-drop*
- *Practice fine motor skills*
- *Select the right tool*
- *Understand 'undo'*
- *Understand drawing on the computer*
- *Use fills*
- *Use fonts, font sizes, font colors*
- *Use toolbars*
- *Work with text boxes*

Spreadsheets

- *Use to turn data into information*
- *Analyze data in a problem-solving context*
- *Merge-center cells*
- *Use formulas*
- *Create and format graphs*
- *Create and save workbooks*
- *Enter/sort/format data*
- *Insert hyperlinks*
- *Format cells, columns, rows*
- *Format chart area*
- *Format plot area*
- *Label a chart, axes, legend*
- *Use print-preview to adjust size and layout of document*

Digital Citizenship

- Produce relevant, high-quality products
- Advocate and practice safe, legal and responsible use of information and technology
- Learn about computers and ethics, computers and society

- Demonstrate personal responsibility for lifelong learning
- Exhibit digital citizenship
- Know how to cite work from the internet
- Display personal, social, and civic responsibility
- Understand and employ safe use of the internet

Higher-order Thinking (adapted from Bloom’s Taxonomy and the Marzano Model for Thinking Skills)

- Analyze:
 - See patterns
 - Organize parts
 - Recognize hidden meanings
 - Identify components
- Apply:
 - Use information
 - Use methods, concepts, theories in new situations
 - Solve problems using required skills or knowledge
- Comprehend:
 - Interpret facts, compare, contrast
 - Order, group, and infer causes
 - Predict consequences
 - Understand information
 - Grasp meaning
 - Translate knowledge into new context
- Evaluate:
 - Assess the value of theories
 - Make choices based on reasoned arguments
 - Verify value of evidence
 - Recognize subjectivity

Slideshows

- *Add animation-custom animation*
- *Add hyperlinks*
- *Add music to a slide, the entire show*
- *Add pictures*
- *Add slide backgrounds*
- *Add transitions*
- *Add/delete slides*
- *Add/edit/align/format text*
- *Auto-advance slides*
- *Edit pictures, text boxes*
- *Graphically-represent ideas*
- *Navigate from slide-to-slide*
- *Understand slide layout (place savers)*
- *Understand visual learning*
- *Use backgrounds*
- *Use critical thinking skills*
- *Use print preview to print*

- Compare and discriminate between ideas
- Build knowledge
 - Remember dates, events, places, major ideas
 - Observe and recall of information
 - Master subject matter
- Understand:
 - Generalize from given facts
 - Relate knowledge from several areas
 - Predict and draw conclusions
 - Use old ideas to create new ones

Word Processing

- *Edit, format, enter, wrap text*
- *Create original work at keyboard*
- *Use tools and toolbars*
- *Create numbered lists, bullet lists*
- *Find synonyms*
- *Grammar check*
- *Import graphics*
- *Insert borders*
- *Insert, format, resize graphics*
- *Insert headers and footers*
- *Use print-preview before printing*
- *Check page layout (margins, work area, heading-title-body-closing)*
- *Spell-check*
- *Use graphic organizers to explain concepts*
- *Use keyboard shortcuts*
- *Use right-click menus*
- *Change line spacing*
- *Create macros to automate work*
- *Use the cursor to add and edit*
- *Create a table, add/delete rows*
- *Insert watermarks*

Internet

- Know how to find and enter a website address
- Know how to use the browser's toolbar
- Know how to use hyperlinks to maneuver through a website
- Know how to use back-forward buttons, home button
- Know how to add to favorites and use favorites
- Know how to intelligently use the internet for research, how to credit sources, how to pick the most reliable sites, how to refine hits using limiters, extensions and qualified sources
- Know proper internet netiquette
- Know the parts of a web address

Presentation skills

- Know how to prepare and make a class presentation
- Know who your audience is and how to keep the audience interested

- Be sure your main point is clear and concise, you have good posture, make eye contact, speak with fluency and expression (no fillers, proper vocabulary, voice and pitch)

Research and Information Fluency

- Plan strategies to guide inquiry
- Take surveys and communicate data
- Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- Process data and report results

Google Earth

- *Copy locations to another file under 'My Places'*
- *Create a tour*
- *Find latitudes and longitudes*
- *Fly-to a location*
- *Mark locations*
- *Measure distances*
- *Save images to 'My Places'*
- *Save locations under 'My Places' to another location*
- *Use Google Earth Community*

Technology Operations and Concepts

- Create wallpaper using a drawing program or pictures from a file folder
- Understand and use technology systems
- Select and use applications effectively and productively
- Troubleshoot systems and applications
- Transfer current knowledge to learning of new technologies
- Copy from-paste to
- Know correct use of equipment, computer etiquette
- Drag-and-drop data/info between programs
- Close a program
- Be able to use print preview, print and save
- Make wallpaper for desktop
- Use mouse skills: click-hold-drag-drop, double-click, point, scroll, single-click, use of mouse buttons
- Know how parts of a computer connect
- Understand right-click menus

- Know the difference between save and save-as
- Know how to save to network drive, external drive
- Understand technology vocabulary
- Know how to turn computer/monitor on
- Use a program you haven't been taught—how to intuit what to do
- Use flash drives and other external drives
- Use icons to open a program
- Use scroll bars to maneuver through a page
- Use Task Manager to shut down a program or the computer
- Use caps lock key
- Use shift key to capitalize a letter
- Use clock to find the date
- Use taskbar, toolbars, menu bars
- Use Word Pad, Notepad

Image Editing

- *Understand 'Actions' tool*
- *Understand 'History' layer*
- *Add frames*
- *Add text*
- *Employ auto fixes*
- *Understand when to use which clone tool*
- *Employ different cropping tools for different uses*
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- *Use History, Art brush*
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Keyboarding

Project 56: Free Online Keyboarding
Project 102: Keyboard Shortcuts.

KidPix

Project 69: Using Shapes in Cards
Project 92: Rainforest Animals in KidPix

MS Excel

Project 70: Keeping a Timecard in Excel
Project 71: Beginning Graphs in Excel
Project 73: Graph a Survey in Excel
Project 75: Tessellations in Excel

MS PowerPoint

Project 67: Slideshow of Student Skills

MS Publisher

Project 110: Assessment in Publisher

MS Word

Project 84: A Picture is Better-Part I
Project 87: A Picture is Better-Part II
Project 94: Where Am I II?
Project 96: Ecosystems Table in Word

Problem solving

Project 102: Keyboard Shortcuts.

Technology Basx

Project 61: Every Day Vocabulary
Project 77: We Are All Problem-solvers
Project 90: Windows and the Internet
Project 102: Keyboard Shortcuts
Project 103: The Computer's Body
Project 105: Geek Speak
Project 106: The Digital Photo

THIRD GRADE-SIXTH GRADE

Celestia

Project 91: Travel the University

Email

Project 98: Email Basx
Project 101: Don't Print That Homework!

Google Earth

Project 91: Travel the Universe

Internet

Project 56: Free Online Keyboarding
Project 60: Online SSR
Project 62: Sponges—PowerPoint
Project 63: Online Spelling Practice
Project 68: Sponges—Language Arts
Project 76: Sponge Activities Using Math
Project 78: What's a Word Cloud
Project 82: Sponges—Virtual Tours
Project 85: Interm. Research on Internet
Project 89: Sponge Activities in Research

Project 90: Windows Wallpaper
Project 97: Sponge Activities in Science
Project 99: Internet Basx
Project 100: Integrate Web 2.0 into Class

Keyboarding

Project 57: Keyboarding for Homework
Project 59: Reading While Keyboarding
Project 102: Keyboard Shortcuts.

MS Excel

Project 70: Keeping a Timecard in Excel
Project 71: Beginning Graphs in Excel
Project 72: Check Your Math Homework
Project 73: Graph a Class Survey in Excel
Project 75: Tessellations in Excel
Project 79: Clarify with Excel

MS PowerPoint

Project 62: Sponges—PowerPoint

MS Publisher

Project 62: Sponges—PowerPoint
Project 110: Assessment in Publisher

MS Word

Project 64: Spelling Practice in Quizzes
Project 66: A Vocabulary Table in Word
Project 70: What's My WPM?
Project 84: A Picture is Better—Part I
Project 87: A Picture is Better—Part II
Project 94: Where Am I?
Project 96: Ecosystems Table in Word
Project 109: Assessment in MS Word

Problem solving

Project 78: What's a Word Cloud
Project 81: The Problem-solving Board
Project 102: Keyboard Shortcuts.
Project 104: The Vocabulary Board

Project 105: Geek Speak

Technology Basx

Project 61: Everyday Vocabulary—Part 1
Project 62: Sponges—PowerPoint
Project 64: Spelling Practice in Technology
Project 66: A Vocabulary Table in Word
Project 77: We Are All Problem-solvers
Project 81: The Problem-solving Board
Project 90: Windows Wallpaper
Project 99: Internet Basx
Project 103: The Computer's Body
Project 104: The Vocabulary Board
Project 105: Geek Speak
Project 106: The Digital Photo
Project 107: The Screen Shot
Project 108: Team Challenge

FOURTH GRADE-SEVENTH GRADE

Celestia

Project 91: Travel the Universe

Email

Project 98: Email Basx
Project 101: Don't Print Homework!

Internet

Project 56: Free Online Keyboarding
Project 60: Online SSR
Project 62: Sponges—PowerPoint
Project 63: Online Spelling Practice
Project 68: Sponges—Language Arts
Project 76: Sponge Activities w/ Math
Project 78: What's a Word Cloud
Project 82: Sponges—Virtual Tours
Project 83: Which Website is Best?
Project 85: Interm. Research
Project 86: How to Search the Internet
Project 89: Sponge Activities
Project 90: Windows Wallpaper
Project 97: Sponge Activities in Science:
Project 99: Internet Basx
Project 100: Integrate Web 2.0

Keyboarding

Project 56: Free Online Keyboarding
Project 57: Keyboarding for Homework
Project 59: Reading While Keyboarding
Project 64: Spelling Practice in Tech
Project 102: Keyboard Shortcuts.

MS Excel

Project 72: Check Math Homework
Project 73: Graph a Survey in Excel
Project 74: Mastering Excel
Project 75: Tessellations in Excel
Project 79: Clarify with Excel

MS PowerPoint

Project 62: Sponges—PowerPoint
Project 95: Famous Inventors

MS Publisher

Project 110: Assessment in Publisher

MS Word

Project 66: A Vocabulary Table in Word

Project 70: What's My WPM?
Project 83: Which Website is Best?
Project 84: A Picture is Better—Part I
Project 87: A Picture is Better—Part II
Project 93: Outlining the Textbook
Project 94: Where Am I—Part II?
Project 96: Ecosystems Table in Word
Project 109: Assessment in MS Word

Problem solving

Project 77: We Are All Problem-solvers
Project 81: The Problem-solving Board
Project 102: Keyboard Shortcuts.

Technology Basx

Project 61: Everyday Vocabulary—Part I
Project 62: Sponges—PowerPoint
Project 64: Spelling Practice with Tech
Project 81: The Problem-solving Board
Project 90: Windows Wallpaper
Project 102: Keyboard Shortcuts
Project 103: The Computer's Body
Project 104: The Vocabulary Board
Project 105: Geek Speak
Project 106: The Digital Photo
Project 107: The Screen Shot
Project 108: Team Challenge

FIFTH GRADE-EIGHTH GRADE

Celestia

Project 91: Travel the Universe

Email

Project 98: Email Basx
Project 101: Don't Print That Homework!

Google Earth

Project 91: Travel the Universe

Internet

Project 56: Free Online Keyboarding
Project 60: Online SSR
Project 62: Sponges—PowerPoint
Project 63: Online Spelling Practice
Project 68: Sponges—Language Arts
Project 76: Sponge Activities Using Math
Project 78: What's a Word Cloud
Project 82: Sponges w/ Virtual Tours
Project 83: Which Website is Best?
Project 85: Intern. Research on Internet
Project 86: How to Search the Internet
Project 89: Sponge Activities in Research
Project 90: Windows Wallpaper
Project 96: Ecosystems Table in Word
Project 97: Sponge Activities in Science
Project 99: Internet Basx
Project 100: Integrate Web 2.0 into Class

Keyboarding

Project 56: Free Keyboarding Programs
Project 57: Keyboarding for Homework
Project 59: Read While Keyboarding
Project 64: Spelling Practice in Tech
Project 102: Keyboard Shortcuts.

MS Excel

Project 72: Check Your Math Homework
Project 74: Mastering Excel
Project 75: Tessellations in Excel
Project 79: Clarify with Excel
Project 80: Two Heads Study Better

MS PowerPoint

Project 62: Sponges—PowerPoint

MS Publisher

Project 110: Assessment in Publisher

MS Word

Project 66: A Vocabulary Table in Word
Project 70: What's My WPM?
Project 84: A Picture is Better—Part I
Project 87: A Picture is Better—Part II
Project 93: Outlining the Science Textbook
Project 94: Where Am I?
Project 96: Ecosystems Table in Word
Project 109: Assessment in MS Word

Problem solving

Project 77: We Are All Problem-solvers
Project 81: The Problem-solving Board
Project 102: Keyboard Shortcuts.

Technology Basx

Project 61: Everyday Vocabulary—Part I
Project 62: Sponges—PowerPoint
Project 64: Spelling Practice in
Technology
Project 77: We Are All Problem-solvers

Project 81: The Problem-solving Board
Project 90: Windows Wallpaper
Project 102: Keyboard Shortcuts
Project 103: The Computer's Body
Project 104: The Vocabulary Board
Project 105: Geek Speak
Project 106: The Digital Photo
Project 107: The Screen Shot
Project 108: Team Challenge

Subject #5: Keyboarding

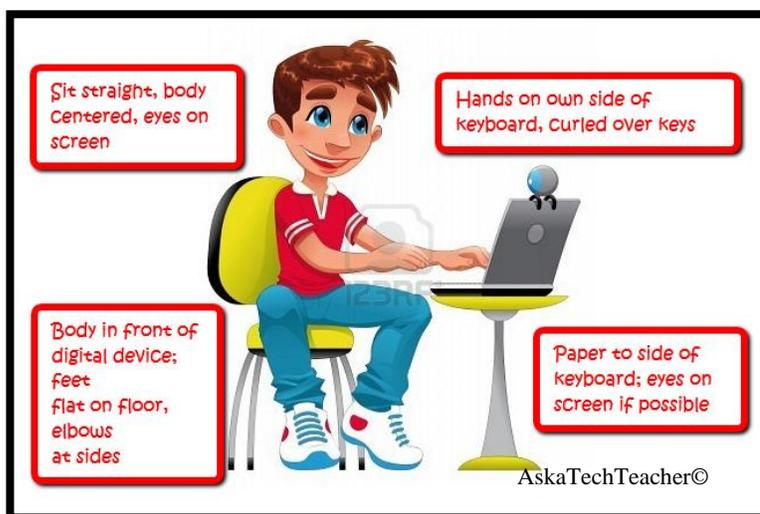
Project #57: Keyboarding for Homework. If you're like me and only get students once a week, double that time by assigning homework—but make it fun. Do these exercises 10-15 minutes at a sitting 2-3 times a week.

Higher-order thinking skills	Technology-specific:	Subject Area/ Learning-specific	Standard: NETS-S
<i>Applying information, using methods, concepts</i>	<i>Understand and use technology systems</i>	<i>Speed and accuracy, posture, good habits</i>	<i>6.a, 6.c, 6d</i>

Grade level:	3-8
Prior knowledge:	Project 55/56 (keyboarding in the classroom and online)
Time required:	45 minutes a month or less
Software required:	Email program
Vocabulary:	posture, home row, shift, speed, wpm, touch typing,

Lesson Description

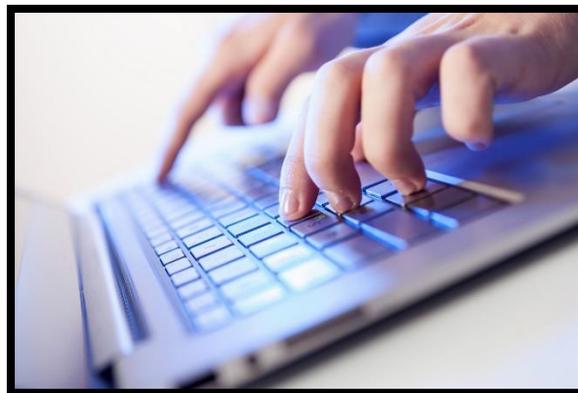
- Of all tech skills students learn, typing is arguably the most important. The better they are, the easier schoolwork and the less resistant they are to completing it.
- This lesson, with Project 55 (keyboarding in class) and 56 (online keyboarding programs) provides a three-pronged attack on weak keyboarding.



Computer Activity

- For a once-a-week lab, keyboarding homework is the way students will reach the goals of **fast enough** and **accurate enough** for MS and HS.
- Assign two keyboarding homeworks a month for 3rd grade, three for fourth and fifth. Have all assignments due the end of the month.
- Remind students to place homework next to the keyboard—not in front of the screen. Type the lines slowly and evenly, keeping eyes on the text.
- DON'T CORRECT MISTAKES! Students are learning *keys*, NOT how to fix mistakes.
- Practice fifteen minutes at a time, three times a week. Submit all three exercises together digitally. Students can use the body of an email as their word processing page or a Word document attached to an email. Optional: Use a digital drop box if that's available

- If students practice regularly, they should see a big difference in typing speed and accuracy within a few months.



Extensions

- Practice more often.
- Use keyboarding sites to break up the typing. See a list under Project #56.
- See hints under Project #58.

Troubleshooting Tips

- *I lost my place (It doesn't matter. What matters is that your eyes are on the screen and you're practicing.)*

Keyboard homework--Assign one/week or several/month

Directions: Open your word processing program. Place this printout next to your keyboard. Type the lines slowly and evenly, keeping your eyes on the text. Practice hitting the RETURN key without looking. DON'T CORRECT MISTAKES! You are trying to learn the keys NOT how to fix mistakes. If you are practicing at home regularly, you should see a big improvement in typing speed and accuracy.

Week 1: Home Row

a;sldkfj a;sldkfj a;sldkfj a;sldkfj a;sldkfj
 aa ;; ss ll dd kk ff jj a;sldkfj fjdksla;
 asdf jkl; asdf jkl; fdsa ;lkj fdsa ;lkj
 aa ;; ss ll dd kk ff jj aa ff jj dd kk ss ll aa ;;
 aj sk dl f; aj sk dl f; ;f ld ks ja fj dk sl a;
 la ls ld lf ka ks kd kf ja js jd jf ;a ;s ;d ;f
 aj ak al a; sj sk sl s; dj dk dl d; fj fk fl f;
 sad dad dad fad fad lad lad all fall dads fads

all lad ask fad lass ad dad all fall ads
 salad salsa alfalfa salad salsa alfalfa
 as a lad; ask a dad; all fall; a sad lad;
 a fall; a flas; all fall; all dads; ask dad;
 a fall ad; a sad lass; as a dad; sad dad;
 aa ;; ss ll dd kk ff jj a;sldkfj a;sldkfj
 la ls ld lf ka ks kd kf ja js jd jf ;a ;s ;d ;f
 aj ak al a; sj sk sl s; dj dk dl d; fj fk fl f;
 asd fjk ;lk fds sdf kl; lkj dsa sdf kl; fds l

Week 2: IGN

kit sit fit fist kid it lit hid hill fill sill
 jag hag lag leg glad gas gag sag egg leg
 nat nan den fan land hand sand fan tan than hen
 tin sing kind king hint shine gain tag link
 the then these this that thin than think
 night sight light fight height night light
 gang fang hang sang gang fang hang sang
 a tall tale; a keen knight; a fine sight
 he felt he needed the things at the sale

the lads asked the king at the east gate
 he is a fine dad; she said he needs his kind
 he had a kite; sing a little; he has a fish;
 fail sail jail laid hail tail nail fail
 sealing dealing keeling kneeling healing
 if it is in the its a in at is it the then
 is the; in the; if the; let the; see the;
 fin din sin gin kin sit lit kit hit fit

Week 3: MBC

mom mud mam jam more time mow mad met mat
 bib bit bid rib bad book bob rob sob bow
 cod cup cut cow can cat tack call cot cell
 most meet team same mail man comb con
 cab cob crib clam much cost cast computer

Right now is the time to finish the job.
 One of the men will be able to sing now.
 Bob brought the cat and the dog to school.
 She did not like to eat hamburgers with cheese.
 He did bring his lunch to the game.

Where is the crab soup that he cooked.
 Oscar would like his teacher to grade his test.
 mom mud mam jam more time mow mad met mat
 bib bit bid rib bad book bob rob sob bow
 cod cup cut cow can cat tack call cot cell

mom mud mam jam more time mow mad met mat
 bib bit bid rib bad book bob rob sob bow

Week 4: P, and the Right Shift Key

;P; ;P; ;P; ;P; ;P; ;P; ;P;
 up; pop pat pen pet pot lap pal
 k,k k,k k,k k,k k,k k,k k,k k,k
 kit, kid, kin, ink, rink, ring,
 ;A; ;A; ;A; ;S; ;D; ;F; ;W; ;E; ;R;
 pep pen pet part pug pin pan pup
 go, to, the, up, lap, sit, in, see,
 Find Take Dear Send All We Eat Run

When the, As there, And the, For all we,
 With this, Then the, There are, The
 sip sap lap lip slop plop flop flip slip

life, like, hike, sit, hit, pit, sip,
 That is, He will, I do, She did, It eats,
 To Ron, Ed, Sal, Fred, Don, Dan, Sal, Dean,
 part past please repair tape trip trap
 president past pest spare parts hip ship

She is sending the letter to Leon.
 He did not go to the store.
 Where are the notes for the test?
 Let us know when the order gets here.

Week 5: UW and the period

juj
 sws sws sws sws sws sws sws sws sws
 jug run dug hug rug jut just our use sun fun
 sew saw sow wet were wig win was won we
 few sat was wag were fte drag wade dare date
 junk use us fuss our four down town work two
 had his use two who whose new now when
 week while with won will wall would want
 few sat was wag wig were wade rude waste
 we are; we will; we want; we think that;
 the of to and in for we that is this our

of the; in the; to the; for the; on the;
 it is; with the; of our; and the; it is;
 all an are at do for has he his if in it
 we should; we would; we think; we shall;
 Jane John Joe Jennifer June Jan Jewell Jill Josh
 Let her go. I will too. Ned wants one also.
 I had a ft. of wire and an in. of twine.
 I sang. Josh jogged. Helen did the work.
 Nan went to Ohio U. J. L. was in the jet.
 Kathy went to the store.
 L. ft. in. Ill. Ind. Oreg. La. No. Jr

Week 6: Three-letter words

Bad	Vat	Hop	Tan	Pie
Sad	Raw	Mop	Van	Did
Bar	Saw	Pop	Cap	Rid
Car	Wax	Hum	Lap	Pie
Far	Tax	Mum	Map	Pen
Tar	Sea	Yum	Nap	Ten
Sat	Tea	Dad	Rap	Let
Vat	Bed	Had	Tap	Net
Raw	Fed	Mad	Zap	Ran
Saw	Red	Pad	Hat	Pet
Bat	Wed	Nag	Mat	Yet
Cat	Bee	Ham	Pat	Bid
Fat	Fee	Jam	Bay	Vet
Rat	See	Can	Day	Wet
Bug	Bet	Fan	Hen	Hid
Rug	Get	Man	Men	Lid
Rag	Set	Pan		Sat
Wag				

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Subject #6: Language Arts

Project #65: My Projects in a Slideshow Use a slideshow tool as the 21st Century storybook--a dynamic approach to share student skills. Stories are told not just with words but color, movement, and layout. Students draw pictures with the class drawing tool and import into a slideshow. Add a cover, text to each slide, animation, transitions and auto-advance. Present to class.

Higher-order thinking skills	Technology-specific:	Subject Area/ Learning-specific	Standard: NETS-S
<i>Generate knowledge, create data, apply info</i>	<i>All PowerPoint basics (graphics, transitions, animations, text)</i>	<i>Spelling, art, critical thinking</i>	<i>6a-d</i>

Grade level: 2-4
 Prior knowledge: Project 26: *Four-sentence Story—Advanced*
 Time required: 30 minutes, 4 sessions
 Software required: PowerPoint
 Vocabulary: placeholders, animation, transition, GIF, auto-advance

Lesson Description

- Studies show that student-centered slideshows facilitate reflection in an authentic context.
- This project incorporates drawings into a multimedia slideshow that stimulates learning.



Computer Activity

Note: If you don't have PowerPoint, use the school slideshow program.

- Before beginning, students complete 4-8 digital drawings and save them to their folders.
- Open PowerPoint. Review layout—menu bar, ribbon, toolbars, and more.
- **Slide 1:** Add title—'All About Me'. Add subtitle—student name and teacher.
- Push 'New Slide' five times. Watch slides populate down the left side.
- Select 'Design'. Choose a background. Notice how it populates on all slides. Try several before making a choice.
- **Slide 2:** Insert student picture. Resize with corner handles to fit. At top, add a title that describes the picture.
- Repeat on every slide except last.
- **Slide 1 again:** Select the title, then select an 'Animation'. This is how the title will enter the slide. Only animate the title—no other text.
- Repeat for all slides. Be sure to select title before adding animation.
- **Slide 1 again:** Select 'Transition' (how one slide morphs to next).

- Add a transition and set 'Auto-advance' (on right) to 5 seconds.
- Repeat for every slide.
- **Slide 1 again:** Add a clipart and a movie (what is sometimes called a GIF or an 'animated GIF') to each slide. The clipart is static; the movie moves when the slideshow is playing.
- Last slide: Title is 'About the Author'. Students tell viewers about themselves. Add 'The End' in WordArt.
- Watch slideshow. Check for grammar, spelling. Check rubric (see next page) to be sure all directions were followed.
- Students present their slideshows to class and take three questions.



Extensions

- Use GIFs to teach students how to insert from a file folder. Create a folder of GIFs on the network if you'd like. Show students how to 'drill down' to the folder, see GIFs and insert them into slideshow.
- Show students how to vary background—select slide, select background they prefer and 'add to selected slide'.
- Slideshows can be saved and then embedded into class webpage.
- Add sounds. Kids love these, but they're harder than they look.



Troubleshooting Tips

- *My picture looks weird. (Resize with corner handles—not sides.)*
- *My slideshow won't auto-advance (sometimes, the text animation gets stuck. Show students how to select title of slide that's stuck, go to animation, and change 'Advance with' from 'on mouse click' to 'with previous'. View slide to see if it auto-advances.)*
- *The slide moves too fast (change transition speed from 'fast' to 'slow'.)*
- *My clipart only shows movies. (Show students how to use the drop down arrow by 'types of media' and select all of them.)*

SLIDESHOW GRADING RUBRIC

Name _____ Teacher _____

Here's a list of required skills in your slideshow project. Check off those that you included. Then, add those you missed. When you're done, turn in the grading rubric and I'll grade your project.

-
1. Cover slide _____
 2. About the Author slide with info _____
 3. Each slide has title _____
 4. Each slide has KidPix picture _____
 5. Each slide has clip art and GIF _____
 6. No spelling/grammar errors _____
 7. Animations _____
 8. Transitions _____
 9. Slides auto-advance _____
 10. Class presentation _____
 - a. Face audience _____
 - b. Talk to audience _____
 - c. Introduce yourself _____
 - d. Speak loud enough _____
 - e. No 'umms' or stuttering _____

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Subject #7: Math

Project #69: Using Shapes in Holiday Cards. Reinforce class study of shapes by creating holiday pictures with circle, squares, triangles. Students learn about tools, toolbars, mouse skills, drag-and-drop as well as shapes.

Higher-order thinking skills	Technology-specific:	Subject Area/ Learning-specific	Standard: NETS-S
See patterns, apply knowledge	Mouse skills, tools and toolbars, use of fills, stamps, text	Geometry shapes, math, critical thinking	6a-c

Grade level: K-3
 Prior knowledge: Project 1 and 2: *KidPix Basx I and II*
 Time required: 35 minutes (add 15 minutes for the Geometry Walk)
 Software required: KidPix
 Vocabulary: circle, oblong, rectangle, fill, shape, geometry, formulas

Lesson Description

- Geometry begins with a rudimentary understanding of shapes that morphs to the formulas and proofs of higher education.
- This project asks students to use shapes to build holiday cards in ways they may not have thought of in the past.



Computer Activity

Note: If you don't have KidPix, use the drawing program available in your school.

- Open KidPix. Choose the pencil tool. One is filled, one empty. Either works for this project.
- Draw a snowman, stacking three circles of graduated sizes (see sample on next page).
- Draw a turkey with circle for body and oblongs for feathers (see inset).
- Adventurous students: Switch to paint brush. Draw a Christmas tree with a triangle (see inset). Or, draw a wreath by placing a small circle inside a large circle (see inset). Or, draw turkey using paint brush (see inset). These are harder because KidPix doesn't draw the shape.
- Now decorate with stamps, stickers, and a holiday greeting. The faces (under 'cutouts') are quite popular.
- See more examples of finished drawings on next pages.



Extensions

- Use the unfilled shape and fill with paint bucket (see samples below).

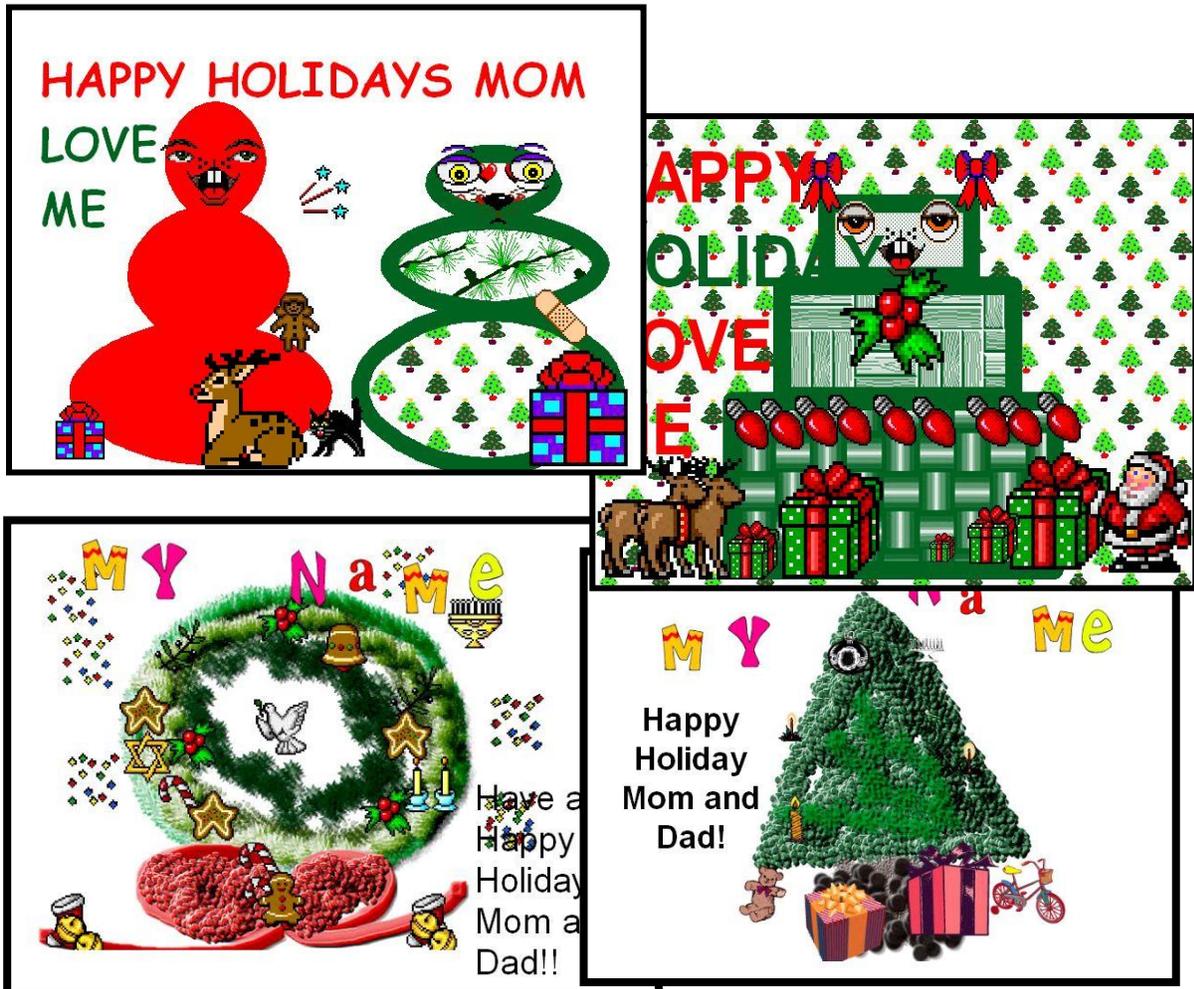
- It's not a holiday? Take students on a Geometry Walk around your school. Write down each shape students find that's a circle, triangle, square, or another shape being discussed in class. This could be a building, a tree, a door—any natural shape. Return to class and use KidPix tools to draw them.
- Can't go outside? Do the 'Walk' in the classroom.
- Create an Excel bar graph describing the frequency of each shape on the Geometry Walk.



Troubleshooting Tips

- *I can't draw a wreath. (Use the shape tool, not the freeform, for the circle and square.)*
- *How do I fill it like the snow people in the sample below? (Use the empty circle shape and the paint bucket fill-third bucket)*

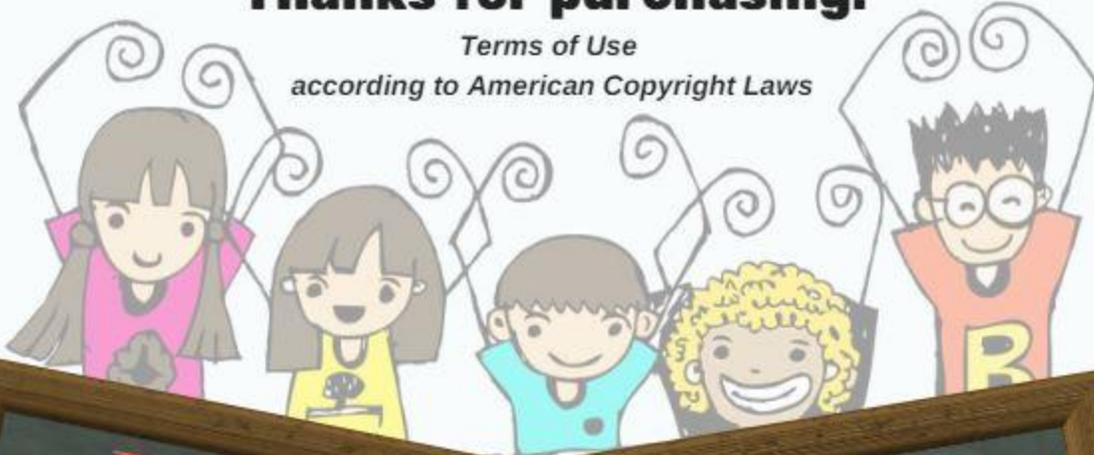
Create holiday pictures using classroom shapes



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