

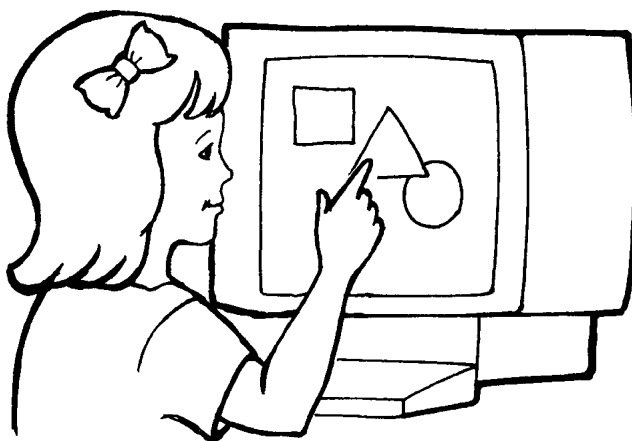
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Introduction to Kid Pix

You have obviously made a wise choice in purchasing *Kid Pix*. Every time you use *Kid Pix*, you will be amazed at its capabilities, as well as your own. If you think you have no artistic talent when it comes to drawing on paper, just give *Kid Pix* a try and watch your artistic skills change from stick figures to elaborate works of art.

Empowering children/students to create something using a computer is what using computers at the lower primary level is all about. For example, once while I was in a lab setting while using *Kid Pix* with a group of six-year-olds, the most wonderful event occurred. The students had been working on their projects for about 45 minutes, when all of a sudden one of the little girls in the class was standing on her chair shouting, "Oh my God, look what I did!" It was at that moment that I realised the importance of computers.



Using *Kid Pix*

This book is intended for classroom teachers who teach children from grade three to grade five. Many of the projects can be adapted for use in other grades and in special programs. English Language Development, Special Education, and Gifted and Talented students will find delight in their *Kid Pix* discoveries.

The projects in this book are intended to be used as “task cards” either at a classroom computer station or in a computer lab. Duplicate each project page on a separate piece of posterboard, laminate them, assemble the cards in order, and there you have it, a ready-to-go computer lesson for your students.



The projects are written at a primary level and encompass the different disciplines found in the primary grades. As you become more familiar with *Kid Pix*, you will find a myriad of ways in which to use it in your classroom.

Getting Started with the Kid Pix Program

Kid Pix is available for Macintosh, IBM and compatible PCs, and Windows machines. *Kid Pix Studio* is an enhanced CD-ROM version and is available for both Macintosh and IBM platforms. There is a section in this book dedicated to the additional features of *Kid Pix Studio*. (See pages 70–74.) There is also a walk through *Kid Pix Studio* on pages 75–94.

Discovering the capabilities of *Kid Pix* for yourself will make demonstrating *Kid Pix* to your students much easier; besides, you will have a great time doing it. It will take you less than an hour to begin your foray into the creativity of *Kid Pix*. Use *A Walk Through Kid Pix* on pages 23–49 as a guide to beginning your exploration. The walk-through gives you a feel for the possibilities of what *Kid Pix* can do. When you print your first creation, you will undoubtedly be hooked.

It is very important to demonstrate the basic tools that are used in *Kid Pix* to your class. This can be done with whatever configuration you have in your classroom or lab. Refer to the section on *Managing Your Classroom for Kid Pix* (pages 12–20).

When students first start using *Kid Pix*, it is imperative that they work in an exploration mode. As they discover the various consequences and options of each tool, an air of excitement will build. Students who may not be thought of as popular or talented will gain instant notoriety as they discover new ways of using the *Kid Pix* tools.

You will often hear, “Hey, how did you do that?” while students are working with *Kid Pix*. It will be amazing to watch your students working cooperatively with each other as they complete their *Kid Pix* projects.

Students should have the opportunity to save their work as they create. Most of the projects in this book have two levels: This Project and What Else Can We Do? The first part, This Project, takes each student through the steps to a completed project, and the What Else Can We Do? section extends the project even further. Young computer users might only complete the first section, while more experienced computer users can continue through to the end.

Computers vary as to the method for saving onto a disk or hard drive. It is best to consult your computer manual for saving instructions.

It is best for all students to have their own disks for saving their computer projects. Just the ownership of a disk gives the students a grown-up feeling and a sense of responsibility. Also, as your students move to the next grade, they can take their disks with them. Their disks can become electronic portfolios.

Learning Keyboarding Skills

It will be important that your students have keyboarding skills as they work on their *Kid Pix* projects. This will allow them to work more creatively on the computer, rather than spending their time locating keys and deciding how to use them. On pages eight and nine you will find some ideas for transition-time or sponge activities which build keyboarding skills, as well as reproductions of Macintosh and IBM keyboards for your use.

This Project

With the prevalence of computers in both the classroom and home, there is a definite need for young students to become familiar with the keyboard. As students begin using computers more and more for writing their own stories, they may at times lose their flow of writing while searching for the correct keys. Familiarising young students with the keyboard will help to alleviate the hunt-and-peck method and lead to a smoother writing activity. To address this need, you will find a graphic of a Macintosh keyboard as well as an IBM keyboard on pages 9 and 10 and some classroom suggestions for keyboarding activities on pages eight and nine.

Before Beginning

- Using a keyboard, demonstrate to your students the correct positions on the home row and how those fingers remain on the home row even when reaching for letters above or below the home row. Have your students color in the home row of keys so they stand out.
- Show your students how the thumb is used to press the space bar.
- Duplicate the keyboard blackline masters found on pages 9 and 10 at an enlargement of 150%. Then you can either laminate them or slip them into plastic sleeves and keep them at students' desks.