K – 5 Instructional Technology Lessons

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Each grade level's list of skills builds on those mastered in previous grades.

Here are some general guidelines when managing all levels of students in a Computer Lab, or in a classroom using laptops from a mobile cart:

 Provide expectations for academic goals and behavior before walking over to Lab. Ensure students' hands are clean. When arriving at Lab, students are to be lined up quietly. Have students enter in groups, 5 or so at a time, depending on how workstations are arranged (generally in rows). Remind students not to touch computers until instructed to do so. Once all students are seated, with their hands in their laps, reinforce expectations for behavior, and explain why these rules are important to follow. Explain that students are going to be using activities in reading, writing, math, and other subjects during the year. Remind students that you will need to have them stop working at times, either to learn something new, deal with a problem that came up, to share a discovery, or to stop because it is time to go. The most effective way to have students stop and give you their attention is the have students put their hands on their head (model this, and repeat). You might want to remind students that an earthquake (or drill), or fire (or drill) could occur while they are in the Lab using computers, and explain (or demonstrate) how to respond appropriately in that instance. Most schools have a standard method of stopping work when an announcement is made over the PA system, which you may want to remind students of as well.

Note: The lessons described here are modeled using the Apple Macintosh OSX 10.4.x or higher interface, though most lessons can be easily modified for use with PCs running Windows.

For students using laptops, it is especially important for them to learn to use the trackpad using only one hand (the student's dominant hand), using only the thumb and index finger. Learning to do this correctly from day one is akin, though not life threatening, to a teenager learning to drive using the right foot to control both the gas pedal and brake. As adults, we know it is not possible to drive well having one foot on the gas and the other on the brake.

Kindergarten

Overview of Skills for Kindergarten:

1. **Name parts of a computer and terms for interface elements (menus, icons)**
2. **Can turn computer on/off**
3. **Use keyboard & mouse (or laptop trackpad), menus and basic shortcuts**
4. **Follows established procedure when asking for help**
5. **Can visually compare own screen with instructor's**
6. **Open basic programs**
7. **Draws/paints a picture with graphics program**
8. **Save a document with assistance**
9. **Open and close windows**
10. **Access Internet sites**
11. **Types first & last names with initial capital letters, all alphabet letters**
12. **Review all of the Kindergarten skills from the previous lessons**
13. **Types words and sentences from handwritten drafts**
14. **Completing word processing from a hand written draft**
15. **Using web sites to support standards**

K - Lesson 1

Name parts of a computer and terms for interface elements (menus, icons, etc.)

1. Hold these items up and review the names of **Keyboard**, **Mouse**, **Trackpad** (laptops); point to

   Monitor. *Have students repeat the* ***terms*** *as you introduce them*. Demonstrate the proper way to hold and press the mouse button, or move index finger on Trackpad. Whenever letters on the keyboard are referred to, hold up a keyboard and point to where the letter is. Show other important keys like the delete key, space bar, and shift key as needed.

Demonstrate, ideally using an LCD projection of a model computer, everything you want students to do. Have students repeat the ***terms*** *as you introduce them.*

2. Practice moving the mouse arrow on the screen. Prompt students to move their arrow in circles; to the right, left, up, down.

3. Direct students' attention to the **Dock** at the bottom of the screen. Tell students that the word we use to describe the small pictures on the screen is **icons.**

4. Have students move their arrow over to your preferred **Internet web browser** (either **Safari**™ or **Firefox**™) in the dock. Have students click on the icon and watch how it responds (bounces, opens applications window).

5. Point out that the page they first see is called the **Home Page**, and that the home page on computers
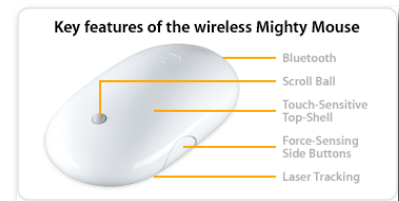
in other places, such as their classroom, home, or library may be different. Point out the **Address Bar**. Have students click on the icon to the left of the **http://** in the address bar.

6. Once they have clicked, students will notice that the text in the address bar has changed color. The text in this state is called **Selected Text** or **Highlighted Text**.

7. Entering a new Internet address (www.starfall.com): Prompt students to look for the letter **S** on the keyboard. Give them a moment to try and find it on their own, then hold up your model keyboard and show where it is. Students should notice that the **S** replaced the highlighted text. Let students know that they are typing in a new Internet address called "Starfall". Type out the whole name **starfall**, without the **www.** or the **.com**. Even if the web browser anticipates the address (completes the address before you do), have students continue typing.

8. Magnify the address area of the projected screen using the shortcut **command-option-plus key**. (The shortcut to zoom out is **command-option-minus key**).   If this does not work, follow this procedure: Apple menu → System Preferences → Universal Access → Zoom → On – (then use shortcut).

9. Once all students have completed the typing of the address (be patient!), have them confirm their spelling with the address on your demo computer.

10. Demonstrate for students where the **return key** is and have them press it. (You will probably hear a lot of "wow's" from the students.) Give them a minute to absorb the content on the screen and whisper to their neighbor.

11. Demonstrate how to use Part 1 - "ABC's" - the Alphabet portion of the Starfall site. This process includes clicking **"ABC's"** , then on a letter tile, clicking on hot spots found on many images, using an interactive game after the words are presented, leaving
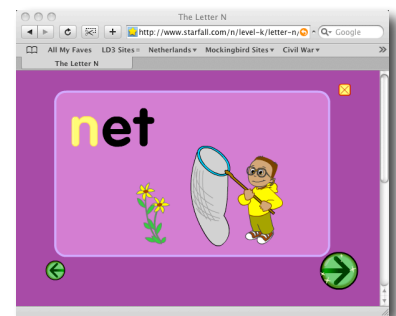
with **X** (close) button, then choosing another letter. Be sure to remind students what you want them to do, and that they are not to choose any other activity. Let students know that this will be the portion they use today, and likely for the next several weeks. You can direct students to work on specific letters, or allow them to browse. If students are sharing computers, model how they would take turns. If headphones are used, model how you will call for their attention ("Put your hands on your head"). Whether headphones are used or not, show students how to adjust the volume on their computer (using the keys on the keyboard, or some other method), and let them know what level of volume is acceptable.

12. Use proximity to observe your students, provide positive reinforcement for their successes, and observe problems they might have, that you might want to point out to the whole class.

13. Be sure to prepare your students to leave, or return laptops to the cart, at least 5 minutes early. Demonstrate for students how to use the menu bar to quit (in future lessons they can be taught the keyboard shortcut). ***"Move your mouse arrow to the word Safari (or FireFox), click on the word and a menu will appear. Go down to the last line that says, Quit Safari. (What does that say?)"***

14. Review with students what happened. Point out to students that they have returned to the **Finder**, and that they should see the **Desktop**. Let students know that they should always quit any open programs and leave the computer ready for another student to use, '…*just like cleaning up after yourself in class or at home.*'

15. Ask if there are any questions. Review what they practiced and learned. Remark on their work as a class. Have students leave the lab, row by row, and make a line at the door. Thank any other adults who assisted with the lesson.

K - Lesson 2

Student can turn the computer on/off

1. Computers should be off for the beginning of this lesson. Follow opening procedures from previous visit to establish expectations for entire year.

2. Explain that sometimes when they go to work at a computer it may not be on, or may not appear to be on. (Sometimes computers that are asleep appear to be off). Have students press the space bar to check and see if the computer is asleep or off (model location of the space bar). Nothing should have occurred, so let students know that this is a good way to find out if the computer is on or not.

3. Show students the location of the power button. Older children can usually learn to 'feel' for it, but Kindergarten students will need to see the location of the button, typically on the back of the machine, to know where it is. Have students, row by row, turn the computers on.

4. Review previous lesson procedures using the Starfall website, and have students continue with alphabet activity, allowing them to develop more independence. Students can be encouraged to share quietly with their neighbors if not sharing computers in order to develop oral language (especially EL students).

5. Review cleaning up procedures. Using Safari or Firefox menu in menu bar, have students quit the application. Normally, students will not need to shut down the computer at the end of a lesson, as other students will be using the computers later in the day. A common exception would be the last class using the computers on a Friday. Shutting computers down over the weekend is a good practice, though on weekdays it is not necessary, as the computer will go into its 'sleep' mode, which uses almost no electricity overnight.

6. As part of this lesson, students should turn the computer off. Here are two acceptable methods for shutting down a Mac:

a. Pull down the apple menu to **Shut Down**… Click on the Shut Down button (or press the **return key**). If using a laptop, do not close the lid (screen) until the screen has turned black.

b. Press the power button. A dialog box appears asking if you want to shut down the computer. The Shut Down button will be highlighted blue.

Students can click on the **Shut Down** button with their mouse, or can press the **return key** to simulate clicking on the Shut Down button.

7. Reflect on how it went with students.

K - Lesson 3

Use keyboard & mouse (trackpad on laptops), menus and basic shortcuts

1. Continue using opening procedures as before. If computers are off, have students turn them on.

2. Have students open web browser, enter www.starfall.com address, and open the ABC (Alphabet) activity. Prompt students to stop. Tell them that you are going to teach them a way, other than using the mouse, to quit a program. This is called a **keyboard shortcut**.

3. Model for students, by holding up a keyboard, how to place their thumb on the **command key** (commonly called the apple key on older computers). Point out to students that when they press this key, nothing happens. This is important to note, because some young students mistakenly believe that they need to press the command key and the **Q** key simultaneously (and if they do that, sometimes the effort to quit a program this way will fail).

4. Model pressing the **Q** key while the command key is down **with one hand**, explicitly, so students learn this right the first time. Even K students can reach these two keys with one hand. Have students quit their web browser this way.

5. Repeat this procedure (perhaps 2 more times), first opening the web browser, and then quitting.

6. Have students continue their regular Alphabet work, this time stopping only a few minutes before time is up, as they should be able to clean up in less time. Tell students they will be learning more shortcuts in other lessons, and that the purpose of using shortcuts is to have more time to work.

K - Lesson 4

Follows established procedure when asking for help; student can identify an active link on a website, follows links, and uses back button

1. Follow opening procedure. Today, students will be learning to read short, 'decodable-like' books with the www.starfall.com website. With this lesson, students will have a chance to explicitly ask for help, or call the teacher over when the student is prepared to read a story, (or a page of a story), to the teacher.

2. Use whatever established method you use in your classroom, or is used as a standard in the Computer Lab at the school. This could be raising hands, placing a plastic cup on top of the computer, etc… This should be consistent with all adults in the room (Lab Teacher, Classroom Teacher, Aide, Parent Volunteers, etc…)

3. Demonstrate the use of the **Learn to Read** section. Show students how they can click on any word, that they should read silently the words they know and get help from the computer when needed. Remind students to read passages more than once. You may want students to choral read passages with you as you demonstrate, to model your expectations. Remind students to read the stories in order, and only go on to the next one once they have read the story to an adult. (Using upper grade peers as assistants can also help, if available.) It is not necessary to have a student read an entire story to an adult, but enough to evidence fluency.

4. Use proximity to allow you to get to as many students as you can during the work session. If you have other adults working with you, students can read to them as well. Encourage students to read to one another.

5. Follow established closing procedure and review with students what they learned and preview the fact that students will be working this way again next time.
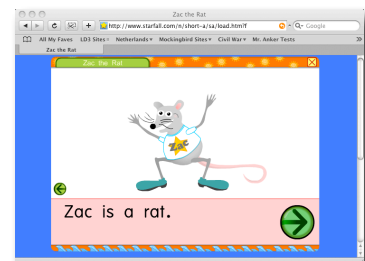
K - Lesson 5

Review previous lesson skills: (through opening, independent work, closing)

Name parts of a computer and terms for interface elements

Mouse	*Keyboard*	*Monitor*	*Track pad*	*Space bar*
Return key	*Delete key*	*Desktop*	*Finder*	*Dock*
Icons	*Menu*	*Arrow*	*Web browser*	*Window*
Address bar	*Web page*	*Link*	*Shortcut*	*Command-Q*

Student can turn the computer on/off

Use keyboard & mouse, menus and basic shortcuts

Follows established procedure when asking for help

Identifies active links on a website, follows them, uses back button

Students will pick up where they left off in the **Learn to Read** section of Starfall.
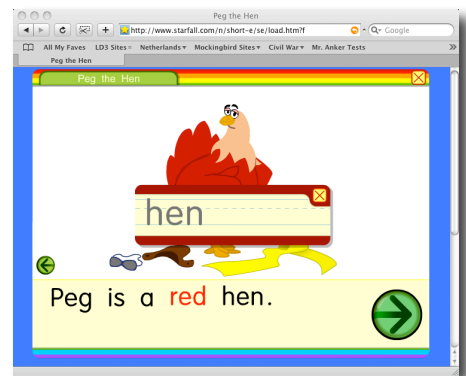
K - Lesson 6

**Can visually compare own screen with instructor's; open basic programs**

In this lesson, along with standard review of your open and closing procedures, students will begin to learn a little bit of MS Word™ while working with the alphabet.

1. Tell students they will be using a computer application to begin writing using a computer. Let them know that our goal for future lessons will be for them to write their full names, words, sentences, and when they get bigger… stories.

2. Open MS Word™ (or other word processing application) using icon in the Dock, or from a window. Students will notice there are choices for the type of document they want to open. Walk students through each step, comparing their screen with your demo screen to confirm they are with you.
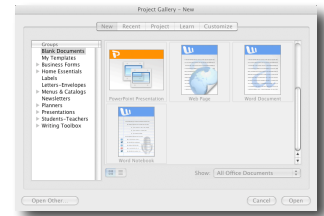
3. Once students have window with blank page, have them stop and place their hands in their lap. Hold up a blank piece of paper and help students understand that what they are looking at on their screens represents a blank page, and that they will be typing letters onto the page.
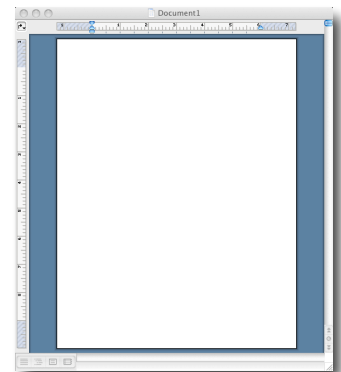
4. Direct students to type a letter **a** using their keyboards (model this using demo keyboard). Ask students if the size of the **a** is okay, or if it is too small. Once students confirm that the letter size is too small, direct them to delete the letter using the **delete** key (again modeling).

5. Direct students to locate the **Formatting Pallet** (or other location in your word processor) to change the size of the text. Be explicit in pointing out the various parts of the Formatting Pallet. Have students change the text size to **36**. Ask students to confirm with you by holding up three fingers (or some other established method) that they have successfully changed the text size. Have students type a letter **a** again. Ask them if they think this is a better size to read.

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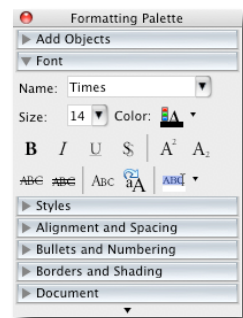
6. Show students the space bar. Explain that this is used to put space between words in stories, but that today we will be using it to put spaces between the letters. After students have found the space bar and pressed it, direct them to type a letter **b**.

7. Follow same procedure, using hand signals and proximity to check. Point out sound/spelling cards on wall (or other alphabet reference visual in the room). Have students begin to work independently (or with partner, if sharing) to type entire alphabet in lower case letters. Point out to students that as they type their letters and spaces, at some point, the **insertion point** will move down to the next line, ready to type letters there (you may want to model that as well, so students will know what to expect).

8. If all students finish this task before time is up, they can be directed to type their alphabet in capital letters, or even their numbers in sequence (see next lesson).
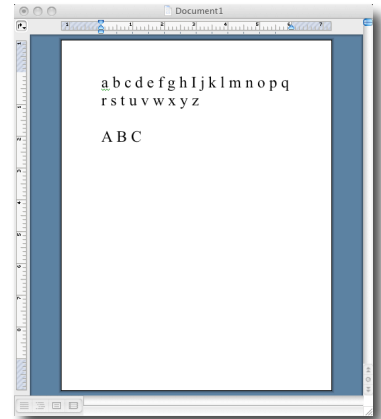
K - Lesson 7

Types first & last names with initial capital letters

1. Review previous lessons with students orally, and by way of looking back at a sample document resembling their alphabet work from the previous lesson.

2. Open word processor, model changes to make text larger. Test with **a** to ensure all students are ready to type.

3. Remind students that there are two forms of every letter in the alphabet, and that computers can make them. Let students know that their goal today is to type their letters of the alphabet in pairs, capital & lower case, in order (Aa Bb Cc Dd…), and that they will use a special key, the **shift key**, to make the capital letters. Remind students to use the **delete key** to erase mistakes when necessary.

4. Model for students how their page is to appear. Let students know that once they have completed this task, their next task will be to type their first and last names on the page, and that they can practice typing their name over and over, pressing the return key after each instance, to see how fast they can do it (surprisingly, this is a very motivating task for most students the first time they try it).
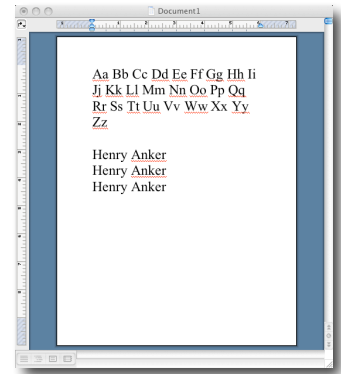
K - Lesson 8

Access Internet sites

1. Students already have practiced using www.starfall.com. In this lesson, they will have the opportunity to access other websites, either by typing their addresses, or by clicking links that are set in up on a web page on your web site designed for this purpose.

2. Repeat the following procedure for each web site you introduce. Feel free to use any effective primary age websites you are familiar with. Start by having students type the url for starfall: www.starfall.com. Have students work on unread stories in the **Learn to Read** section, and if they have read all the stories, explore some of the holiday themed stories. After about 5 minutes, prompt students to stop to learn how to enter another web site.

3. Once students have typed in the address, show them the particular activity that you want them to do. Also, show students how to use the **Back button** in the browser's button bar, in the event that they click in the wrong place. Allow students to work on each site for 5 minutes, or give them more time as appropriate. Review these sites, or others you intend to use (and their specific activities before you introduce them to students, to anticipate interaction issues, content, problems, etc… that may come up).
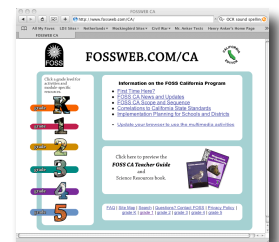
   www.fossweb.com (Foss Web Science K-5 site)

   www.pbskids.com (pbskids web site, also works as .org)

   www.rainforestmaths.com/ (leveled math activities)

   www.henryanker.com (standards-based skills)

   www.abcya.com (primary grade skills)

K - Lesson 9

Draws/paints a picture with graphics program from model
In this lesson, students will begin to learn how to use the painting tools in an age appropriate graphics program. It is best to keep the drawing simple for this lesson. Students can draw more complex illustrations when they have had more opportunities to practice.
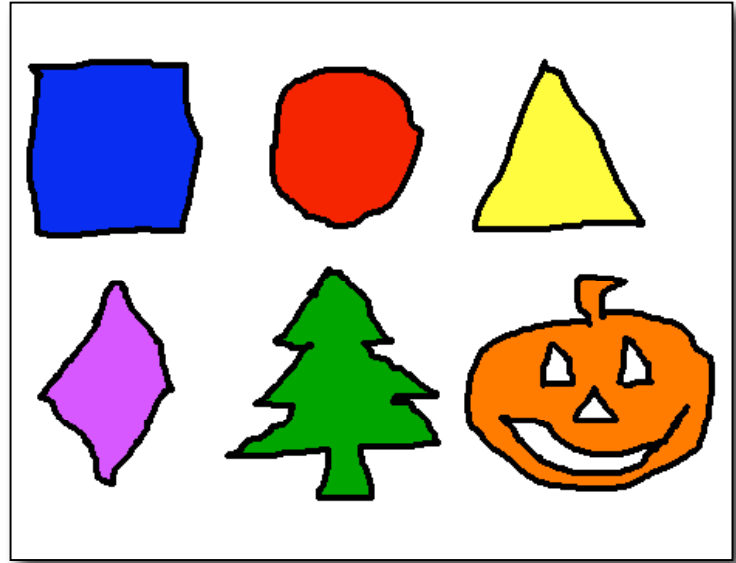
Whether you are using a version of KidPix™ , TuxPaint™ (a free, downloadable software title), or some other graphics program, show students the model you are working from, and then how to use the tools to do the drawing. Ideally, have every student work from the same model for the first lesson. You will want to limit the tools used in the first lesson to the pencil, bucket fill tool, eraser, color pallet, and the undo feature.

1. Explain to students that they will be learning how to draw using the mouse. Let them know that this is not as easy as drawing with a pencil or crayon at first, but that it will get easier with practice. Let students know that they will be observing you demonstrating the way the program is opened, how they will find the tools, and how to use them. Also, let students know that their work doesn't have to be perfect (and be sure to demonstrate age-appropriate imperfections as you do the demo drawing).

2. Draw out the first shape using the pencil tool. Draw out the remaining shapes

in the order on the sample (as they progress in complexity), asking students to name each one. Be sure to leave a gap in one of the shapes (the triangle, for example), so that when you return to each one to apply a fill color with the bucket tool, you can demonstrate the paint leaking and the use of the **Edit** → **Undo** menu.

* This is an especially important concept young students need to understand: a figure must be 'closed' before a fill color is applied, or the color will 'leak' out. If this occurs, students can use the undo feature, as attempting to erase the 'spilled paint' is futile.

3. Show students where the bucket tool is, and that once it is selected, a fill color can be chosen. Show students that the 'hot spot' of the bucket fill icon is the point of the paint dripping out.

4. Show students that they must click inside the shape's outline to fill the area, not on the line itself. If they do, the line will change to the fill color selected. (You may choose to demonstrate this feature as well, and again, the Undo menu or tool.)

K - Lesson 10

Draws/paints a picture with graphics program from model; save a document with assistance

In this lesson, the students will use their own hand-drawn model, and attempt to replicate it using the graphics program.

1. Provide a review of the use of the drawing program for students, prompting them to remember the tools they would use.

2. Create a sample that resembles age-appropriate work, making mistakes along the way, so that you can demonstrate how to fix them (minor mistake corrected with eraser, major mistake corrected with **Edit → Undo**).

3. Stop students periodically to demonstrate methods they need reminders about, and also to relieve the tension students may feel. When students express frustration about not being able to draw a figure as they'd like, it is okay to draw it for them on their computer (in kid style), but be sure to erase it so that students are doing their own work.

4. Stop students more than 10 minutes before the class period ends so that you can lead students through the saving process (not available on all graphics programs):

> **File → Save →** Expand Save dialog box with triangle (if necessary) → **Desktop →** Give the file a name ("Playground-Adam", or something like that) → **Save** button (or return, as a shortcut)

5. Ask students to Quit drawing program: KidPix or TuxPaint → **Quit KidPix**.

6. Draw students' attention to the Desktop. Ask students to see if they can find the file they just saved. Ask them to imagine that the day is now 'tomorrow', and that they are going to open the file again to continue working on their painting. Have students **double-click on the file to open it**.

7. Students should see their painting file and realize that they would be able to
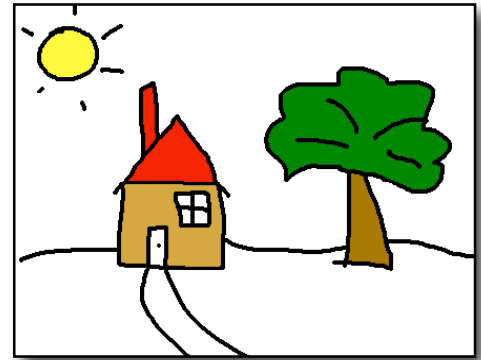
continue working on it if time allowed.

8. Ask students to Quit painting program: KidPix or TuxPaint → **Quit KidPix**

9. Review concepts in lesson and prepare to leave.

   o After lesson, create a new folder on the Desktop for student work, if
     necessary, and place the file students saved into the folder, to be reopened
     and worked on as part of the next lesson.

Note: The newer versions of KidPix save files in its own 'proprietary' format that
is not recognizable by programs like Word and PowerPoint. It is possible to use students'
images in a slide show or as an illustration that accompanies their writing. This can be
done by using the **Export** option.

Once the students have finished their
work, have them (or assist them) in moving
the mouse arrow to the top of the screen
where they will see a downward pointing
triangle appear. Click the mouse button and
the menubar will appear, then move the arrow
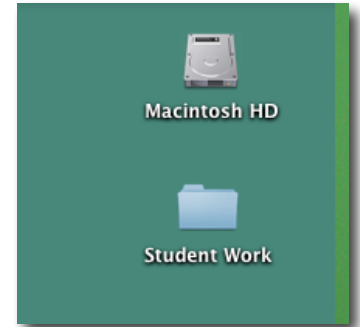over to the **File** menu, and pull down to
Export…
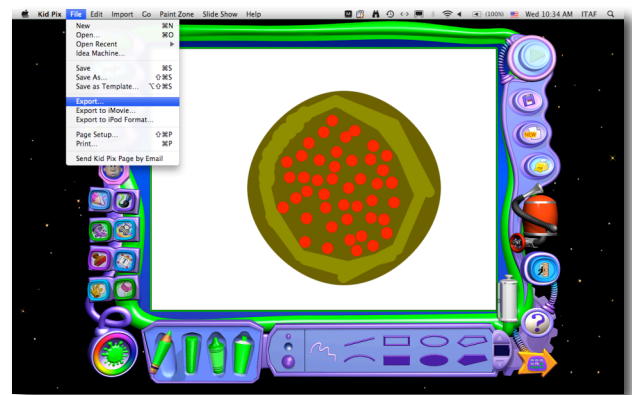
The dialog box that appears will ask for a name and location for the saved file, and
it will assume you want to use the **.jpg** format.
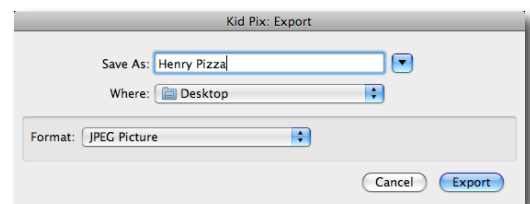
K - Lesson 11

Open and close windows

In this lesson, the goal is for students to understand the parts of a window, and how folders and windows help us organize work.

1. Have students locate the folder you want them to open from the Desktop. Tell students that they will have to hold the mouse steady and double-click the mouse button to open the folder.

2. Once the folder is open, have the students double-click on their file to open it.

3. Following some review of the previous painting lesson, direct students to make a few changes/additions to the file and stop at your direction. Tell students that they will now quit the program.

4. Remind, and model, the use of the shortcut **command-Q**. Help students notice that a dialog box appears on the screen asking, "Do you want to save changes to the document "_____?" Have the students click the **Save** button (in later lessons, you can teach the use of the return key as a shortcut for the default button).

5. Tell students that the painting/drawing program was reminding students to save their changes so they would not be lost.

6. Remind students that part of responsible use of computers is to leave them ready for the next student to use. Closing open windows is part of that.

7. Direct students to click on the red dot in the upper left corner of the window. Ask, **"What happened?"** Have students open the window again and repeat closing process. Show effect of using yellow dot (minimize) and where the minimized window goes. Demonstrate this several times before allowing students to try. This ensures that students with poorer visual
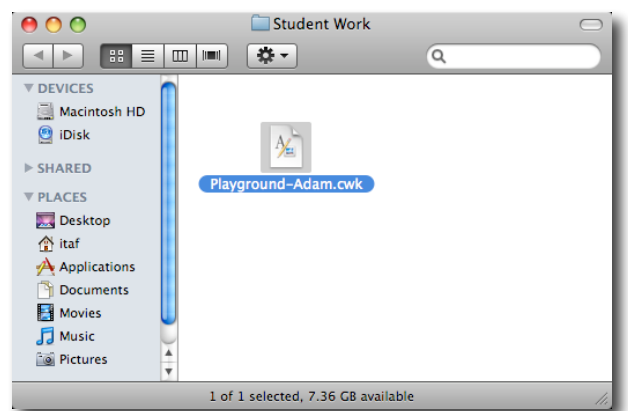
tracking can find the minimized window icon in the dock near the trashcan on the right. Allow students to try this repeatedly. You can also show the effect of using the green dot (which toggles between the smaller and larger views of the window).

8. Demonstrate the ability to resize the window with the diagonal lines in the lower right corner of the window. This is a slightly more difficult mousing skill, as students have to hold down the mouse button as they move the mouse. For students using laptops, be
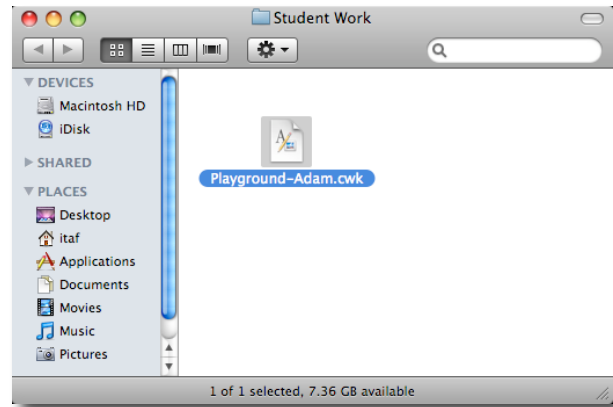
especially patient, as this can be a fine motor control challenge for some students. Tell students to practice **stretching** and **shrinking** the window size, repeating those terms, as well as descriptive words like **tall**, **wide**, **narrow**, etc…

9. Using the view buttons on the top of the window, have students try the various views for files (as icons, list, column, coverflow on 10.5 Macs). Depending on what is contained in the folder, students may see many document icons from other students, or just their own.

10. Demonstrate for students that the position of the window on the screen can be changed also by **dragging** from the title bar that contains the name of the folder/window, or from the bottom edge of the window.

11. If time allows, have students reopen their drawing file and continue their work. Have students quit and save their changes, and close the window as they get ready to end their work.

K - Lesson 12

Review all of the Kindergarten skills from the previous lessons:

- **Name parts of a computer and terms for interface elements (menus, icons)**
- **Can turn computer on/off**
- **Use keyboard & mouse (or laptop trackpad), menus and basic shortcuts**
- **Follows established procedure when asking for help**
- **Can visually compare own screen with instructor's**
- **Open basic programs**
- **Draws/paints a picture with graphics program**
- **Save a document with assistance**
- **Open and close windows**
- **Access Internet sites**
- **Types first & last names with initial capital letters, all alphabet letters, words and sentences from handwritten drafts**

Ask students as a class, and individually, to respond to prompts such as the following:

"What is this called?"

"When would we want to _____?"

"What should you do if?"

"How do we ask for help?"

"Why do you think…?"

"Where is the _____ located?"

Ask students to speak in complete sentences, modeling for students who need help expressing themselves. Have students open an Internet browser and enter a **url** for a site you'd like them to use for additional practice, for a particular skill you're working on at this point in the year. As students are working, have the group stop and respond to further questions that check for their understanding. Also use proximity to question students individually or in partners as they are working.

K - Lesson 13

Writing words and sentences from a hand written draft

1. Have students place their hand-written drafts in front of them in a location you designate (between monitor and keyboard, clipped to an easel made from pencil boxes, to the right of the computer, etc…). Doing this helps to minimize student eye movement, paper-holding, etc…

2. Remind students how to open their word processor (MS Word™, AppleWorks™, Pages™). Walk them through, offering clues, the steps to setting up a page with text size 24, double-spaced.

3. Direct students to type their name with appropriate capital letters at the top of the page.

4. Remind students about capital letters in their sentences, and especially about proper spacing between words. Students at this age often will try to put 2 or even 3 spaces between words. Make sure they only use one space! Model that **First Last** name should be typed on the top line of the document in the upper left-hand corner, and that they will always do this first when they are typing stories. Next, show students that the **return key** should be used to force MS Word™ to go down to the next line. Then model what sentences should look like by creating sample sentences, and how to correct mistakes as students notice them. Remind students that as they near the end of a line as they are writing their sentences, the computer will move the words down to the next line automatically.

5. Let students know that it is okay for them to assist their neighbor quietly as they work. Allow students to begin working. 5-10 minutes before the end of the period, be sure to stop, to walk through the saving process, prompting students to ask what they should do next as they go. They can complete their work and print it, if appropriate in the next lesson.

K - Lesson 14

Completing word processing from a hand written draft

With fewer prompts and more pausing, direct students to work together to find the file they had started the previous lesson. Let them know that their goal is to finish typing the sentences they have. Remind students of the method you want them to use to ask for help and also to let you know that they are finished and ready to print. Assist students individually in printing their work.

Once students have finished, keep their draft and published copies together to display, include in student portfolio, or send home.

Students can be asked to assist another student in completing his or her work, or use a specified web site until the work time is over. Please do not allow students to freely choose web sites independently. "Free Time" is not a standards-based use of instructional time.

K - Lesson 15

Using web sites to support standards

1. Navigate to www.henryanker.com web site → Mr. Anker Tests page. (Students can simply type **henryanker** in the address bar, then click on "Mr. Anker Tests" link.)

2. Model for students how to click on a pop up menu; then start a test. In **Number Sense** section, click on **Number Basics Set 1.** Show students how to type in their name, then press **Start** button, or press the **return/enter** key.

3. Do the first 4 or 5 questions with students, modeling how to examine the parts of the screen and answer choices. Also, by holding up the keyboard, show how to find numbers in either the number row (if using a laptop), or number pad (on right, if using a desktop). Students will need to type numbers in answer space in later questions.

4. Show students how to use **Back Button** to navigate back to the main menu page, where they can then select the next test in the group, for example, **Number Basics Set 2**.

5. Later in this lesson, or in later lessons, students can continue working on **Number Basics**. Here are some other appropriate Kindergarten activities:
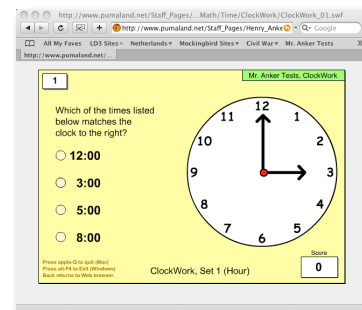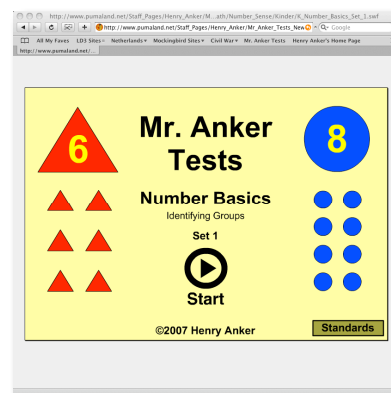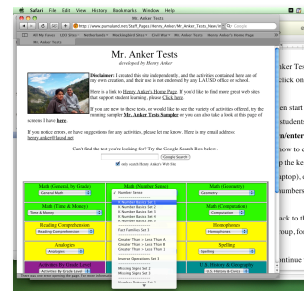
   Vocabulary → Animal Match 1-6

   Time & Money → Clockwork Set 1 Hour

   Geometry → Measurement Set A

   Computation → Click Here → Addition → 1 Digit A, B

   Spelling Set 1

Kindergarten – Third Grade Recommended Standards-Based Software

Zoo Zillions (Math K-3)

Carnival Countdown (Math K-3)

Trudy's Time & Place House (Various Skills K-3)

Sammy's Science House (Various Science Skills K-3)

KidPix (Drawing/Painting Program-Software MacKiev Version)

Trudy's Time &
Place House