MAVIS BEACON TEACHES TYPING!®

for kids

Teacher's Guide

and Resource Package

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Mavis Beacon Teaches Typing! for kids

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GETTING STARTED Welcome

WELCOME!

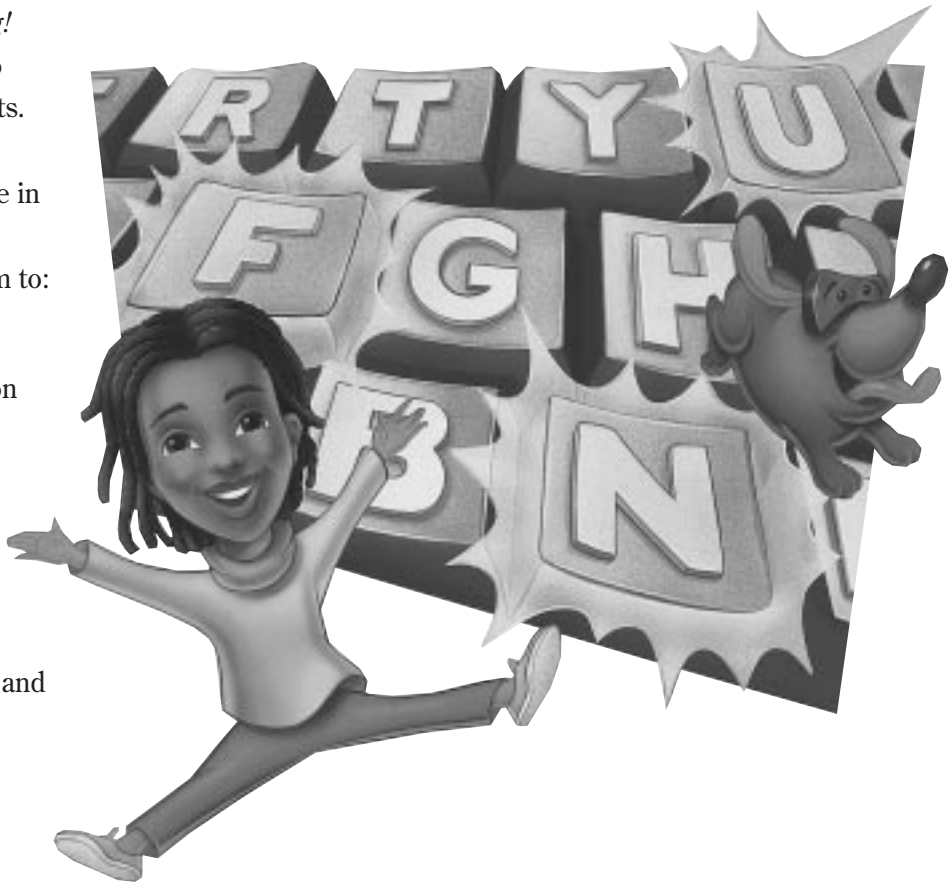
The computer is a powerful learning tool. As computers become more and more available, children begin using them at earlier and earlier ages. To use this valuable tool effectively, children need to learn basic skills, such as using the mouse and keyboard.

The activities in this resource guide enable you to integrate typing lessons with other curricular areas. Activities and exercises involve language and reading skills, health and science, art, and mathematics. *Mavis Beacon Teaches Typing! for Kids* can be a jumping-off point to many subject areas.

Mavis Beacon Teaches Typing! for Kids encourages students to discover new skills and concepts. Learning how to type not only allows students to communicate in new ways and to explore multimedia, but also helps them to:

- ★ Develop computer skills
- ★ Enhance fine motor skills on the keyboard
- ★ Coordinate hand and eye movements
- ★ Learn letters and some punctuation marks
- ★ Build language, vocabulary, and communication skills
- ★ Develop cooperative learning skills

These skills are an important basis for all learning. Students need fun and engaging ways of practicing these skills to become successful communicators. This guide offers suggestions and activities that will hone keyboard skills and motivate students to use the computer. It provides information on how to use the Mavis Beacon program, and classroom activities that are independent from computer use.



GETTING STARTED Lesson Planning

Mavis Beacon Teaches Typing! for Kids presents typing basics, including fingering. Because this program was designed for young students with small hands and fingers, the keys taught are limited to the letters, the colon, the semicolon, and the space bar. The shift key is optional. The program introduces students to the Home Row, Top Row, and Bottom Row keys.

The Getting Started section offers suggestions and strategies for using computers, the *Mavis Beacon Teaches Typing! for Kids* program, and the Activities included in this guide. A skills grid, which summarizes these Activities, is included on the following page. This grid provides information regarding the level and specific skill taught by each activity.

The rest of the Getting Started section focuses on general information and suggestions for using computers in the classroom. Resource availability varies greatly from school to school; some schools have enough computers for each student, but most do not. There are different ways to manage computer time regardless of the number of computers available to you. Some strategies for making the most of your resources include demonstrations, learning centers, and cooperative learning groups.

Assessment is an important aspect of every lesson. This section describes several different assessment strategies and provides information about the assessment used in the Mavis Beacon program. We have also provided an Student Assessment Sheet (See the Activity Sheets section). You may use this sheet if you do not have a printer available in your classroom, or if you do not want students using the printer.

GETTING STARTED Skills Grid

The following chart may help you plan your lessons.

		Curriculum Areas								
ACTIVITY LIST	**LEVEL**	**K**	**M**	**D**	**S**	**CT**	**MA**	**S&H**	**LA**	**A&M**
1. Choosing Icons	1				★	★				
2. Discovery & Learning Modes	1	★	★	★						
3. This Is My Keyboard	1, 2	★							★	
4. Keyboard Bingo	1, 2	★			★					
5. Organizing Letters	1, 2				★	★			★	
6. Letter Scavenger Hunt	1, 2				★	★	★		★	
7. Exploring the Rooms	1		★	★		★			★	
8. Mouse Races	1, 2		★	★						
9. Mouse Stories	1					★			★	
10. Mouse Cover	1, 2		★							★
11. Finger Puppets	1			★					★	★
12. Finger Rhymes & Songs	1			★				★		★
13. One Finger at a Time	1, 2	★								
14. Don't Look Now!	1, 2, 3	★		★						
15. Sorting Food	1, 2, 3				★	★		★		
16. Using & Sorting Words	1, 2, 3				★	★			★	
17. Picture Stories	1, 2, 3					★			★	
18. Mavis's Yard Sale	1, 2, 3					★	★			
19. Mulberry Bush	1							★		★
20. Cleaning Tools	1, 2				★		★			
21. Living or Nonliving?	1				★	★		★		
22. Classifying Animals	1, 2, 3				★	★		★		

K = Keyboard Skills
M = Mouse Skills
D = Dexterity

S = Sorting
CT = Critical Thinking
MA = Math

S & H = Science and Health
LA = Language Arts
A & M = Art and Music

Level 1: Preschool
Level 2: Grades K–2
Level 3: Grades 2–3

GETTING STARTED Demonstrations & Learning Centers

DEMONSTRATIONS

Demonstrating how to use the program before students begin to explore on their own will reduce wasted time at the computer. A demonstration may also generate and lead class discussions about aspects of the program. If keyboards are not available, use the blackline master of a keyboard, Activity Sheet 2, to allow students to follow along as you demonstrate the program.

To demonstrate to small groups, you may want to place your monitor in a high place so more students can see it. You may also want to move the keyboard to the side so you do not block the monitor as you demonstrate. To present to an entire class, you may need a large screen monitor or computer projection equipment.

You may want to ask a student to demonstrate the program or do a presentation for the class. Older students may be interested in demonstrating the program or working with younger students as mentors. Be sure to rehearse the demonstration with the student before class begins.

Demonstrations can be especially useful when teaching finger placement. Guide hands appear in the bottom left corner in each typing lesson. The guide hands show students where letters are located on the keyboard and which finger they should use to strike each key.

LEARNING CENTERS

If your classroom offers different learning centers, you can use the Mavis Beacon computer exercises at some of the learning centers and use its other activities for other learning centers. The *Mavis Beacon Teaches Typing! for Kids* Teacher's Guide and Resource Package provides a variety of activities, some of which require a computer, and some that do not.

Teaching with learning centers requires some preparation and scheduling. Post signs that identify the different learning center areas. Before beginning the learning center activities, review what the centers are and how much time students will have at each.

You may want to provide extra computer time or additional fun activities for students who finish assignments before it is time to rotate to a new center. There are many different activities in this resource package that can fill the time between rotations. You can also ask students to suggest how they might use scheduled computer time more effectively, or to prepare themselves for the next learning center.

GETTING STARTED Cooperative Learning

Cooperative learning is a teaching method that requires students to work collaboratively on projects and activities. Cooperative groups usually consist of between two and six students. Individual roles for group members are sometimes assigned, but not always. Cooperative learning not only helps you manage a full class with limited resources, but helps teach valuable methods of communication and social skills. Cooperative learning also fosters peer teaching and learning.

COOPERATIVE LEARNING SKILLS

Learning and practicing positive social skills is important. You may ask students to focus on the following specific cooperative skills as they work together on certain activities.

- ★ Listening carefully
- ★ Sharing resources
- ★ Taking turns
- ★ Encouraging participation
- ★ Treating others with respect
- ★ Providing helpful feedback
- ★ Resolving conflict
- ★ Explaining and helping

Highlighting one skill at a time will make students more conscious of it and help them discover effective techniques to accomplish it. For example, if the skill you choose to focus on is listening carefully, students may discover good listening techniques, such as maintaining eye contact with the speaker, blocking out background noise, and halting other activities while listening. After students complete an activity, you may want to discuss the particular cooperative learning skill you have emphasized. Invite students to evaluate themselves and each other on that skill.

SETTING UP COOPERATIVE LEARNING GROUPS

Cooperative groups can be set up in advance or formed when needed. Whether your cooperative groups are permanent or temporary, try to avoid breaking up groups in the middle of a task. If students are not working well together, take the opportunity to teach them additional social or problem-solving skills. Students will leave the activity with better typing skills and social skills.

You can identify cooperative learning groups in different ways. The icons provided in the program can be used for cooperative group identification. The procedure for choosing icons is described in the Teacher's Guide section. When you register students in the program, provide each student in a particular group with the same icon. For example, you might give all the students in one group the apple icon, and students in another group are identified with a bicycle icon.

COOPERATIVE LEARNING GROUP ROLES

When you ask students to work in cooperative groups, you may want to assign different roles. Several possible roles for cooperative groups are described on the next page. When roles are assigned, be sure each student understands his or her responsibilities. You may also ask students to discuss their roles before beginning the cooperative task.

You may want students to choose their own roles. If so, be sure to ask them to report their roles to you. You may want to keep track of roles to ensure that students try different roles throughout the year.

Cooperative Learning (continued)

Each member of the cooperative learning group should have a specific role. Not all roles are required for the various activities in this teacher's guide. You should pick and choose the roles that are appropriate for your class and the particular activity you are directing.

STUDENT ROLES

Group Coordinator

This student manages the tasks within the activity. He or she should make sure that all the members of the group understand their roles, the goals of the activity, and the instructions provided. If questions or problems arise, this student is the main contact between the teacher and the cooperative learning group.

Materials Manager

If the students are completing activities that require materials, such as copies of the worksheets in this guide, the materials manager is responsible for those resources. The materials manager should also be responsible for the computer. He or she should ensure that the computer area–and any other area used by the group–is left clean and in good working order.

Time Keeper

As the title suggests, this student is responsible for making sure the activity is completed in the time allotted. Be sure this student knows how much time is assigned to an activity and has a reference, such as a clock or watch, to keep track of time. They may also use the electronic clock in the Mavis Beacon program that appears at the bottom of many exercise screens. Remind time keepers that each timed typing exercise will last a full minute. You may also ask this student to make sure that all group members share equal time at the keyboard.

Recorder

This student is responsible for recording all information generated from the activity. If this student records results from typing tests, provide them with copies of the Student Assessment Sheet which appears in the Activity Sheets section of this guide. When other students complete typing tests, you may ask the recorder to color in stars and fill in the appropriate numbers. This may help save paper and toner on your printer, or offer an option for recording information if you do not have a printer in your classroom.

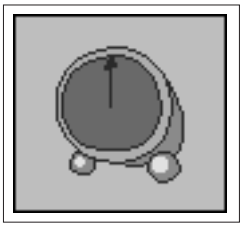
Reporter

The reporter is responsible for any presentation the group might make. Students should understand that any group member may be asked to explain or reflect on an activity, but that formal presentations will be done by one individual.

GETTING STARTED Assessment Suggestions

There are several different ways you can use the program and resources in this guide to assess your students.

ASSESSMENT IN THE PROGRAM



When students click on the clock icon in any of the areas of the program, the program begins a typing lesson.

After the lesson has been completed, Mavis and Dizzy appear on the screen with a chalkboard. The chalkboard shows how many letters the student typed per minute, how many words per minute, and how many mistakes or typos the student made. To view past performances, students simply click on the chalkboard.

As you can see, the screen includes a grading system. The performance on the typing lesson is graded with one to four stars.

★★★★ = You did it!

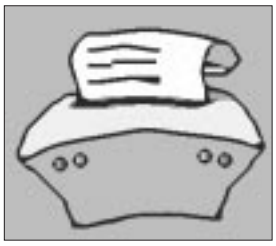
★★★ = Picking up the pace!

★★ = Off and running!

★ = Getting started!

Assessment Suggestions (continued)

PRINTING RESULTS



After Mavis has finished explaining the results, a printer icon appears on the screen. If you click on this icon, the screen and its lesson results will be printed.

A graphics-capable printer is required for printing results. If you do not have this type of printer available, use the Student Assessment Sheet found in the Activity Sheets Section to record results.

If the option "Children Can't Print" is activated, the printer icon will not appear. This preference needs to be inactivated before you can print the assessment card. To change preferences, press **Command-R** on a Macintosh or **F1** if you are using Windows. See the Teacher's Guide section for more information on setting preferences.

SETTING GOALS

You and your students can set goals using copies of the Student Assessment Sheet. Ask students to write "My Goals" at the top of the page or on the write-on lines provided. Invite students to identify goals for each of these areas: letters per minute, words per minute, and accuracy. You may also use the write-on lines to suggest additional goals, such as proper posture and cooperative learning skills.

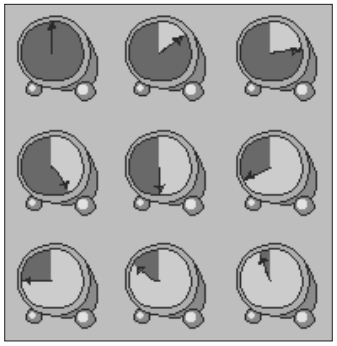
Encourage students to focus on one goal at a time. If students focus on the accuracy goal, let them know that it is okay to type more slowly and get lower scores on letters or words per minute if they get closer to their accuracy goal.

After students have set their goals, discuss the goals with each student or cooperative group. Be sure students set appropriate goals. Without supervision, some students will set unattainable goals, while others will set goals that are too low.

ASSESSMENT CRITERIA

For reporting or grading purposes, avoid requiring students to meet fixed speed or accuracy criteria. Students will develop dexterity and speed at different rates depending on hand size and other factors. It is best to grade on the basis of progress achieved during each grading period. You may also choose to grade according to goals you have set or other grading criteria, such as:

- ★ Willingness to participate on a regular basis
- ★ Persistence in overcoming individual typing challenges
- ★ Observed improvement in posture at the keyboard
- ★ Cooperative group skills
- ★ Improved effort to avoid looking at the keyboard while typing
- ★ Appropriateness of goals



Assessment Suggestions (continued)

PORTFOLIO ASSESSMENT

You can keep records of each student's progress on the computer, on hard copies you or your students print, or on the Student Assessment Sheet in this guide. You may also ask students to create their own portfolio with assessment information and other worksheets they complete from this guide.

There are several different strategies for creating student portfolios. Some teachers prefer students to save all of their work in chronological order. Other teachers prefer students to save only their best work. The length and content of the portfolio is an individual decision.

Once students have created portfolios, you may want to schedule time to review them. You can do this with individual students, with the student and a parent, or with a cooperative group.

When going through this collection of work with your students, ask what they are most proud of and which activity gave them the most frustration. Fostering this kind of self-evaluation will enhance the students' critical thinking skills and motivate him or her to produce better work.

These conferences may also be an appropriate time to discuss the lesson level the student is working on and whether it is appropriate to change it. You may also want to set specific goals.

USING THE STUDENT ASSESSMENT SHEET

Instead of printing out copies of each typing assessment screen, you may want students to track information using a Student Assessment Sheet. This sheet includes a chalkboard similar to the one that appears on the assessment screen. Students can color in the number of stars and fill in the appropriate information for letters per minute, words per minute, and accuracy.

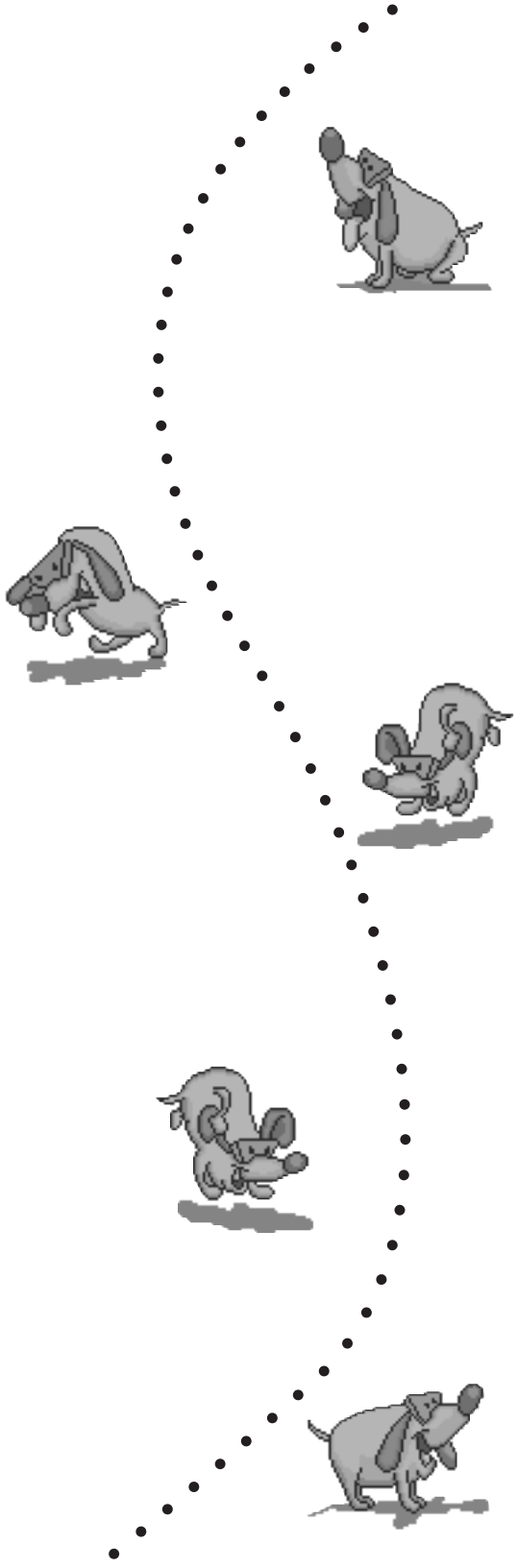
The Student Assessment Sheet also includes lines for you or your students to write on, which can serve many different purposes.

- ★ You or your students can record the room or area where they took the test, the typing lesson level, and other details that pertain to the particular typing lesson.
- ★ Students can evaluate their own progress and results.
- ★ You or your students can note other attributes of typing, such as posture, looking at the screen rather than the keyboard, and so on.
- ★ Students can record cooperative learning group roles and results.
- ★ Students can set goals.
- ★ You can include qualitative assessment on students' typing results and other criteria for assessment.

The instructions you give for using this part of the recording sheet will depend on your lesson format and the results you want to record.

GETTING STARTED Setting Up Your Classroom

Before introducing *Mavis Beacon Teaches Typing! for Kids*, use the checklist below to ensure that each typing area is properly equipped and supplied with the materials needed to facilitate learning success.



SET-UP CHECKLIST

- ❑ Each typing station is set apart from the rest of the classroom so students and groups can work without being interrupted and without disturbing others.
- ❑ *Mavis Beacon Teaches Typing! for Kids* is properly installed on each computer.
- ❑ The height of each monitor is adjusted so that students' heads are approximately on level with the top of the monitor.
- ❑ Chairs are firm but comfortable. (If possible, obtain typing chairs with adjustable seats and adequate lower back support.)
- ❑ Chairs are adjusted so that the keyboard is level with students' elbows. When students are typing, they should not have to reach up or down to touch the keys.
- ❑ There is room at or near the typing station for students to work on activities associated with the program.
- ❑ A central file is created containing copies of exercises and activity sheets for students who complete work early.
- ❑ Each student understands the exercises and assessment goals for the upcoming activities.

TEACHER'S GUIDE Introduction

The previous section provided information and suggestions for teaching using this program. Before you can begin using *Mavis Beacon Teaches Typing! for Kids*, however, you will need to set up the computers and the software program. This section will help you with the technical aspects of *Mavis Beacon Teaches Typing! for Kids*.

There are two important things any teacher using this program must complete before beginning a typing lesson. The first thing is setting up the software. After checking the system requirements to ensure your hardware meets the basic software requirements, the installation is simple.

The second thing you should do before using this program in your classroom is familiarize yourself with the program. This section includes several pages of description and instructions for how to use the program. You may want to take a few typing lessons yourself before introducing the program to your class.

This section also explains how to set preferences. The preferences and options available in the program allow you to customize your typing lessons for each student. Setting preferences enable typists to progress to different, and/or more difficult levels as their skills improve.

If you do encounter any problems or frustrations while running this program, this section includes trouble-shooting tips and technical support information. Once the program is in place and you are familiar with it, you'll be ready to introduce it to your class.

Our research shows that if a teacher or classroom aid spends a little time with the program first and plays together with the student, at the beginning, the student will love learning, get involved in typing, and have a great time. So, enjoy your experience and that of your class as they learn and explore this new skill!

TEACHER'S GUIDE System Requirements

SETTING UP

Before introducing students to Mavis, Dizzy, Grandma, and Grandpa, you need to set up and install the software. The following instructions are provided for diskette and CD-ROM versions of the program.

SYSTEM REQUIREMENTS

To meet the needs of the variety of computers available, we have created a version for computers using Windows® with CD-ROM drives and a version of the program for computers using Windows without CD-ROM drives. Each version requires specific system components. Use the following lists to make sure your system contains the appropriate components.
IMPORTANT: Mavis for Kids requires you set your video resolution to 256 colors!

Windows Disks

- ★ Windows version 3.1 or higher
- ★ Super VGA graphics adapter (640 x 480 x 256 colors) and color monitor
- ★ IBM PC or compatible 486 25 MHz or faster
- ★ 4 MB of RAM without music (6 MB with music; 8 MB with Norton Desktop)
- ★ Windows-compatible mouse
- ★ 8 MB swap file required (for details, use your Control Panel Help)
- ★ Windows-compatible sound board
- ★ Windows-compatible printer (optional)

Windows CD-ROM

- ★ Windows version 3.1 or higher
- ★ Super VGA graphics adapter (640 x 480 x 256 colors) and color monitor
- ★ IBM PC or compatible 486 25 MHz or faster
- ★ 4 MB of RAM without music (6 MB with music; 8 MB with Norton Desktop)
- ★ Double-speed CD-ROM drive
- ★ Windows-compatible mouse
- ★ 8 MB swap file required (for details, use your Control Panel Help)
- ★ Windows-compatible sound board
- ★ Windows-compatible printer (optional)

TEACHER'S GUIDE Installation

INSTALLING IN WINDOWS 3.1 FROM THE CD-ROM

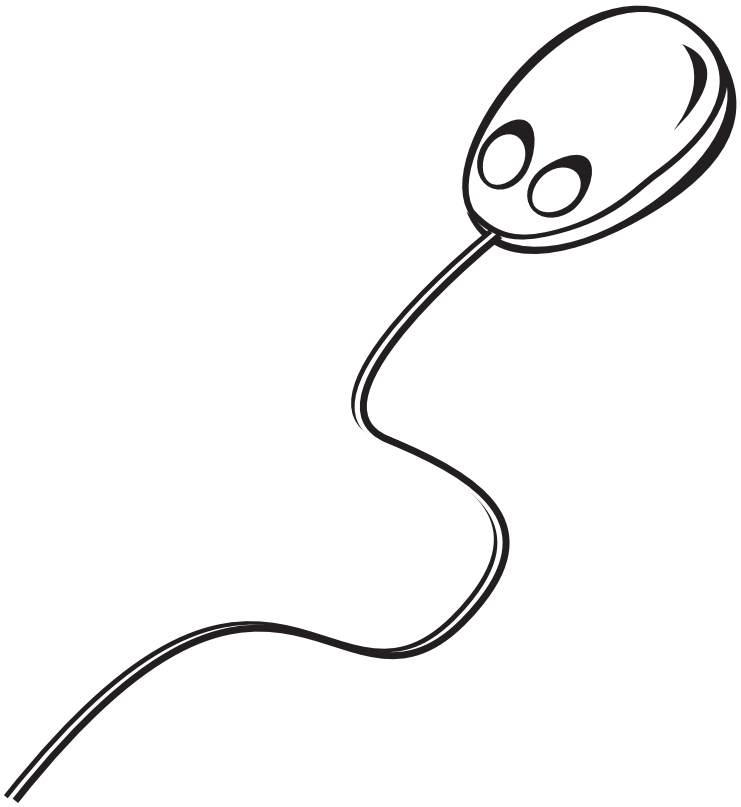
Put the CD-ROM into the appropriate drive (usually **D:**) and run Windows 3.1.

1. From the Windows Program Manager, open the **File** menu and choose **Run**.
2. In the Command Line, type **D:\SETUP.EXE** and choose **OK**.
3. Follow the onscreen instructions to complete the installation.
4. At the Windows Program Manager, double-click on the Mavis Beacon application icon.

INSTALLING IN WINDOWS 95 FROM THE CD-ROM

Put the CD-ROM into the appropriate drive (usually **D:**) and run Windows 95.

1. If your system has AutoRun enabled the installation program will begin automatically. Skip to step 3.
2. If your system does not have AutoRun enabled, click **Start**, choose **Run**, type **D:\SETUP.EXE** and choose **OK**.
3. Follow the onscreen instructions to complete the installation.
4. To play click **Start**, choose **Programs** and click on the Mavis Beacon application icon.



TEACHER'S GUIDE Signing In & Setting Preferences

After the opening animation plays, the main menu opens with the Preferences dialog box open. On the Preferences dialog, you can set up program and student options. You can also set up or lock the printer from here. To complete the Preferences dialog, set the Global Options and Child Options, then choose **OK**.

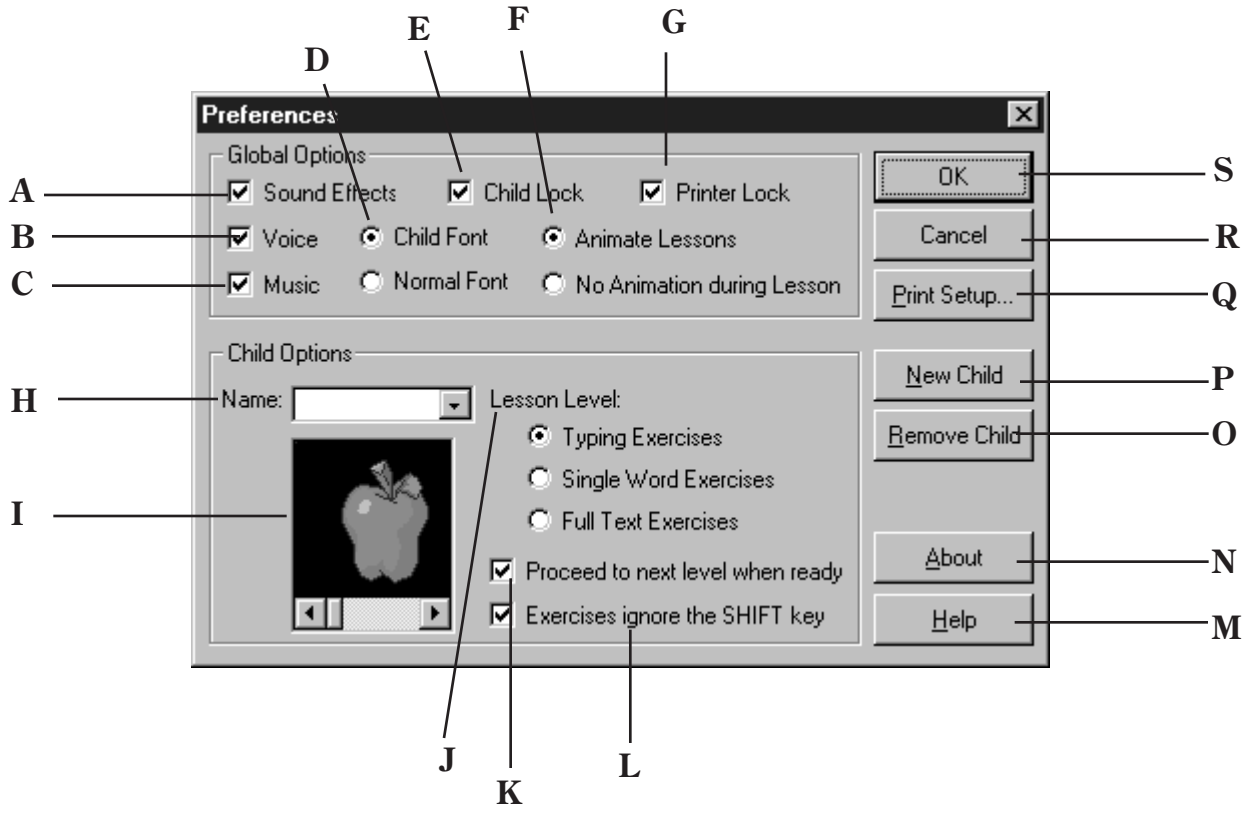
To open the Preferences dialog , go to the Sign in Main Window and, press **F2**.

GLOBAL OPTIONS

Global Options are choices that affect the game for each student who plays it. See below for options that are specific to each student. Click each check box to select or clear an option. A check mark appears in the check box when an option is on.

A **Sound Effects** This turns sound effects on. Clear the box to turn sound effects off.

B **Voice** With this on, you will hear spoken cues.



Signing In & Setting Preferences (continued)

C **Music** Clear the box if you do not want to hear the music. This box will be disabled (grayed) if your machine cannot play music. To play background music, you must install QuickTime 2.0 and the Musical Instruments extension.

D **Font** Use this option to set the font that will appear on the screen. The program defaults to a charming, childlike font for all letters.

CHILD FONT LOOKS LIKE THIS

Normal font is a more standard sans serif font that looks like regular computer screen letters.

NORMAL FONT LOOKS LIKE THIS

E **Child Lock** This option defaults to off. Turn on this option to prevent students from accidentally opening this Preferences dialog or exiting to the Finder. With this option on, the only way to exit the program is to use **Command-Q**. *Caution:* If you clear this check box, students can exit to the Finder or change preferences.

To change preferences when "Child Lock" is on, go to the Sign In Main Window and press **Command-R**. A password dialog box appears. Type the password **Mavis**. Exact spelling and capitalization of **Mavis** is important; but, don't worry, there is a prompt. Use the Preferences dialog normally.

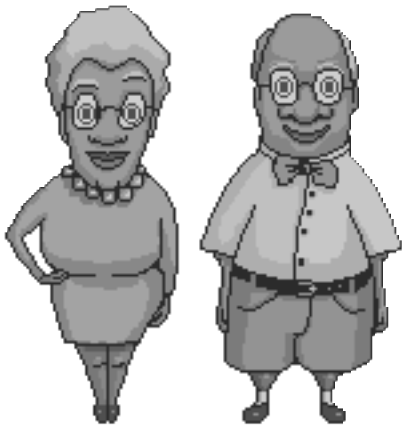
F **Animate Lessons** When this is on, animations will appear during the typing lessons. You may want to turn animations off during typing lessons. On an older computer, the animations may be too slow.

G **Printer Lock** This option defaults to on to prevent your students from using the printer without supervision. With this option on students cannot print results screens from the program. Clear this check box when you want to print results. If the printer is not locked, a printer icon will appear when lesson results are presented on the screen To set up your printer, choose the Print Setup button.

CHILD OPTIONS

On the Preferences dialog, you can set the following Child Options. Click each check box to select or clear an option. A check mark appears in the check box when an option is on.

H **Name** Type each student's name. No two students can use the same name, so nicknames may be used. Due to space constraints, only about seven or eight letters will be displayed for each name. Up to twenty different names can be entered into this program. To enter the name in the program, click on the **New Child** button. See the Commands section on the next page for more information.



Signing In & Setting Preferences (continued)

I **Icon** Look at the icon box in the middle. Click the scroll bar to select an icon for each student. See Activity 1 for an activity you may use for students to choose their own icons.

J **Lesson Level** Set the level based on to the student's age and skill. Reset it as needed. There are three lesson levels.

Typing Exercises These lessons are for keyboard learning. Students should stay at this level until they 1)have some fingering skills and 2)know where the keys are on the keyboard.

Single Word Exercises These lessons involve short words. Students should know how to use the keyboard before advancing to this level.

Full Text Exercises These are the most advanced lessons. They involve typing short stories. Keyboard and reading skills are needed for this level.

K **Next Level When Ready** The program defaults to "off" for this option, so you can set a lesson level. If you turn on this option, the program automatically advances students to the next lesson level if they do well enough on their current level.

L **Ignore Shift Key** When this is on, all letters will be typed as capitals. When this is off, show students how to use the Shift key. Uppercase and lowercase letters will then appear.

COMMANDS

M **Help** Click this button, or use **Command-H**, to open Adult Help. This feature further explains the preferences dialog and the program. You can also access Adult Help from anywhere in the program by pressing **F1**.

The program uses standard Windows Help conventions. For example, click an underlined word to jump to that help topic (see your Windows Program Manager, Help menu, or How to Use Help for details).

N **About** Click on this feature for more information about the program.

O **Remove Child** Click on this button to remove a student from the sign in list.

P **Add Child** Change your student's lesson level or enroll other students (type in a student's name and click the Add Child button). Enroll your student in age and skill appropriate lesson levels. This lets the program track each student's results.

When you click on this box, the Name field will blank out. Type the student's name in the Name field. After that, whenever you run the program, the Main Screen appears with a special icon for each student's name. Show students how to click their own icons to sign in and how to use the icons and other active areas on the screen with the mouse.

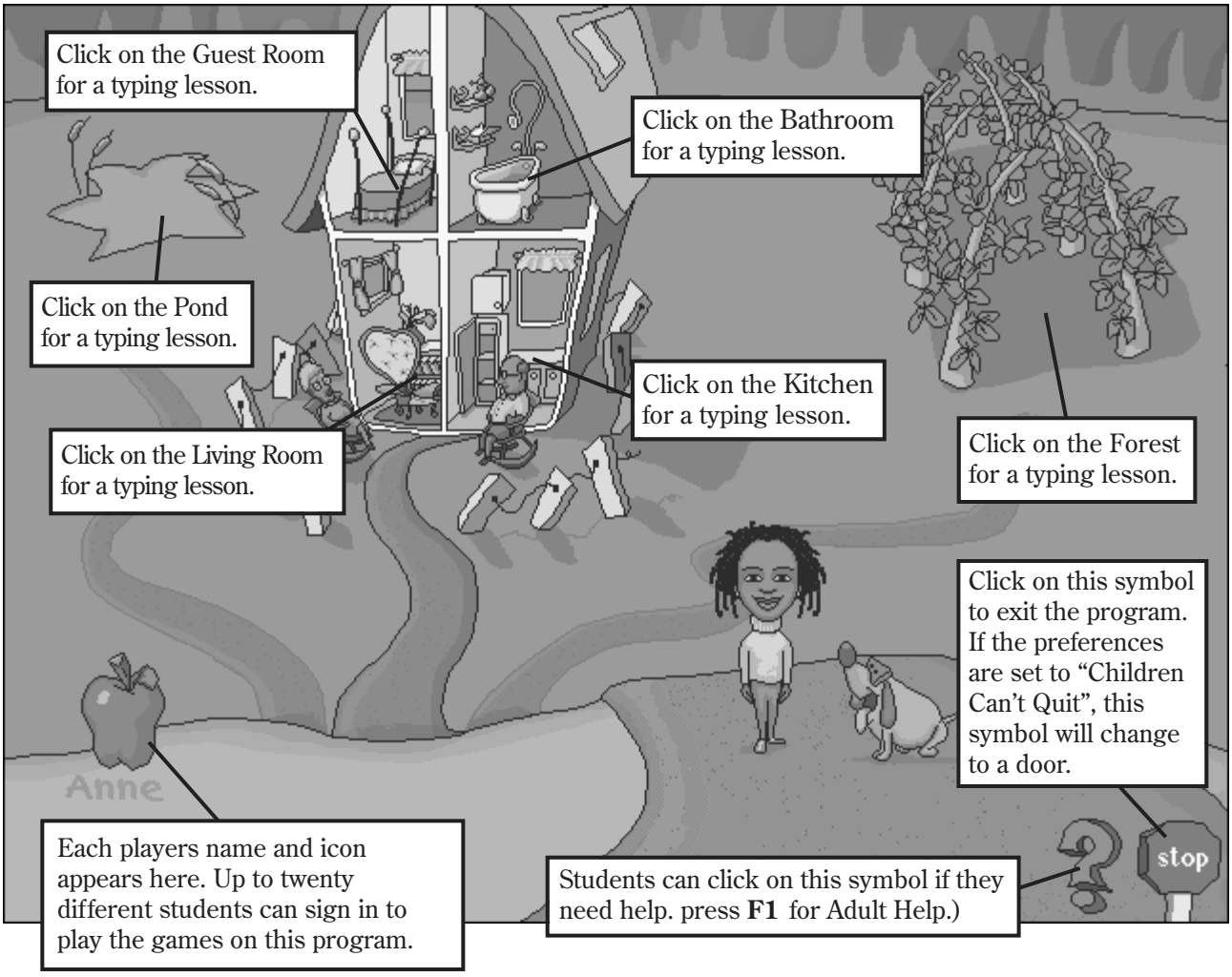
Q **Page Setup** This will show you what the screen looks like. From this screen you can print a copy of the Preferences dialog.

R **Cancel** If you read the Preferences dialog incorrectly, or enter preferences in error, you can click on this key to erase what you have done and return to the Main Screen.

S **OK** When you have set the preferences, click this box to return to the Main Screen .

TEACHER'S GUIDE

Exploring the House: The Main Menu



This screen welcomes you and your students to the program. It also serves as the main menu for all the features of the program. The first time you see this screen, the only name and icon showing will be for Mavis. After you've signed students in, you will see the names of all registered students.

This screen also shows the characters in the program: Mavis, Dizzy' Grandma, and Grandpa. You can use this screen and animation sequence to introduce your students to the characters. Once students are familiar with these characters, they will enjoy their typing lessons even more.

From this screen you can explore any of the six typing lessons The entire environment will change as students explore the different typing lessons in this program. The following pages show some of what to expect when you or your students visit the six typing lesson environments.

Exploring the House: Typing Lessons

POND

Have you ever seen a dog wear scuba gear? You will if you take a dip in the Pond with Dizzy! This environment ties in nicely with ecology and earth science lessons. Activity 21 in the Student Activities section describes how you might use this program environment in a science lesson.

GUEST ROOM

Help Mavis clean up the Guest Room! Home and school connections can be taught in the Guest Room. You'll find all sorts of fun things here. Activity 18 in the Student Activities section describes how this environment can be connected to a math lesson.

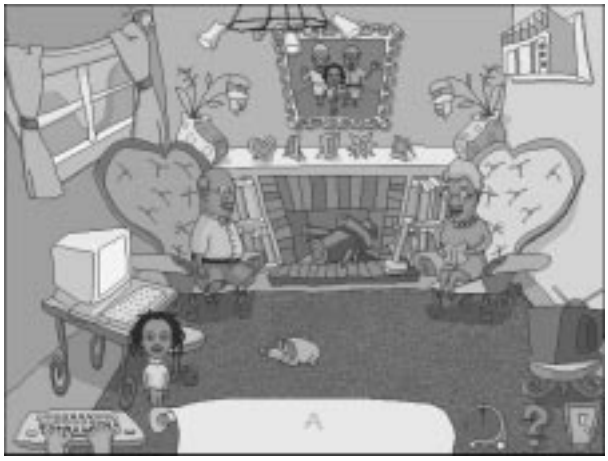
KITCHEN

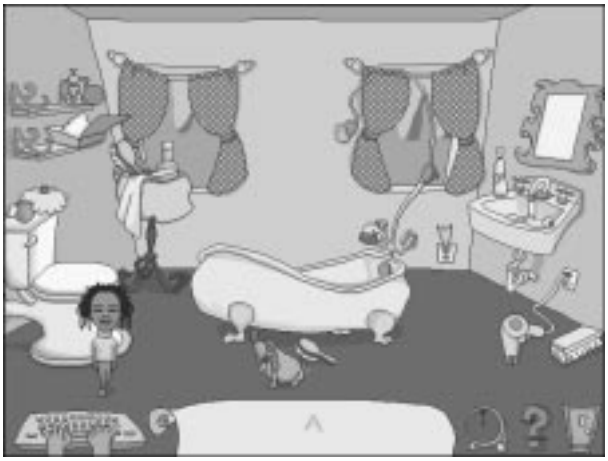
You will find all the ingredients for a super pie—from Apples to Zucchini! Health and cooking are good topics to connect to this environment. Activity 15 in the Student Activities section integrates Mavis's kitchen with health and sciences.

Exploring the House: Typing Lessons (continued)

LIVING ROOM

Watch Mavis typing while Grandpa and Grandma read in the Living Room. Learning is a lifelong process and there are many different ways to learn and communicate. Activities 16 and 17 in the Student Activities section integrate this environment with language arts concepts.





BATHROOM

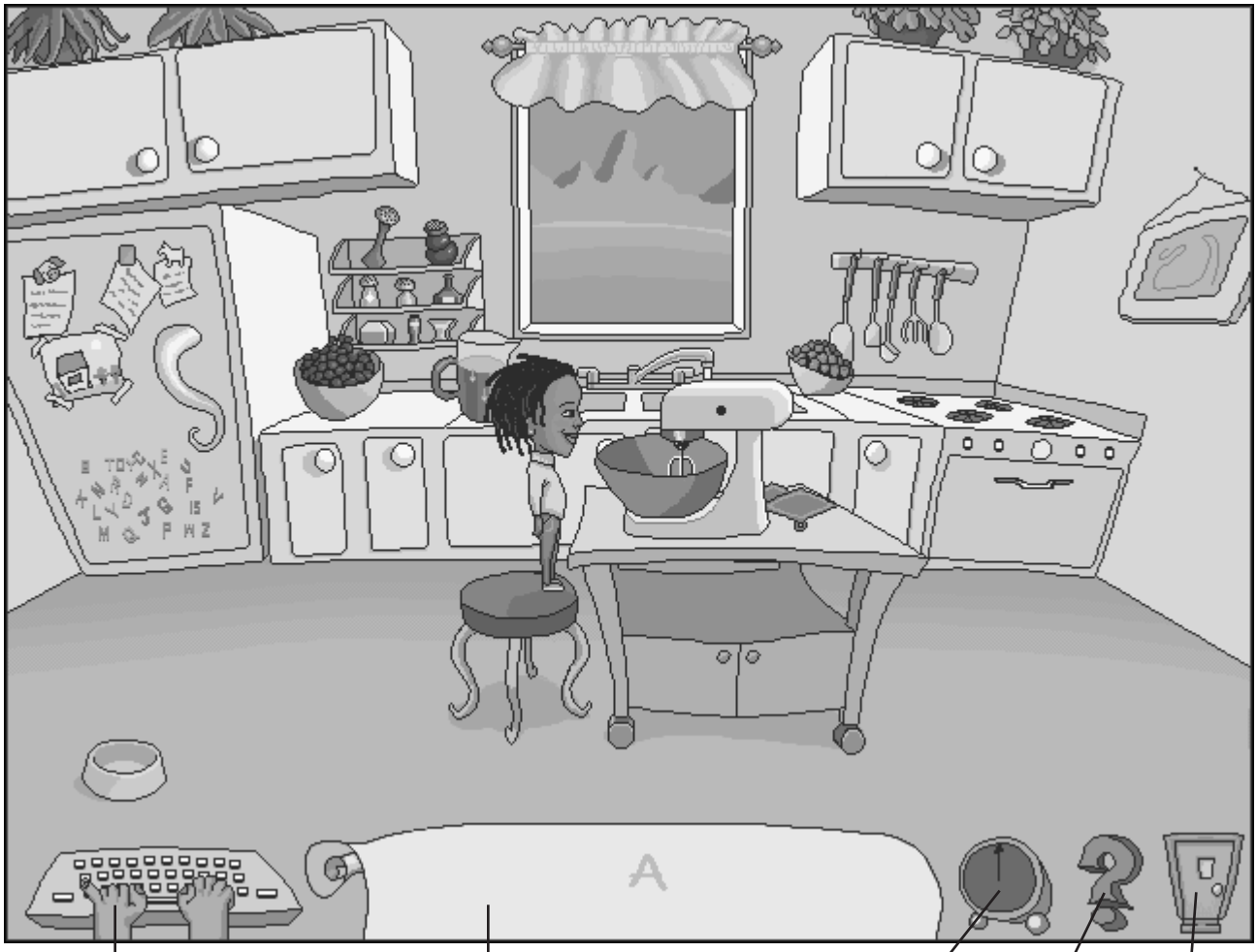
Help give Dizzy a bath by typing in letters and words. Health and hygiene lessons can be taught in conjunction with this part of the program. Activities 19 and 20 connect this room to music and math lessons, too.

FOREST

Take your students on a forest safari with Mavis and Dizzy. Keep an eye out for the wild creatures who live here! This environment will motivate students to learn more about animals and ecology. The Student Activities section ends with a classification activity, which links this typing lesson with science instruction.

TEACHER'S GUIDE Navigating Through a Lesson

When you click on any of the rooms, the Pond, or the Forest you can begin your typing lesson. This page shows the Kitchen. The symbols and icons described appear in every lesson location.



The Guide hands show the position of the students hand and fingers on the keyboard.

The Typing Scroll displays what is to be typed by the student. The words actually typed are displayed underneath.

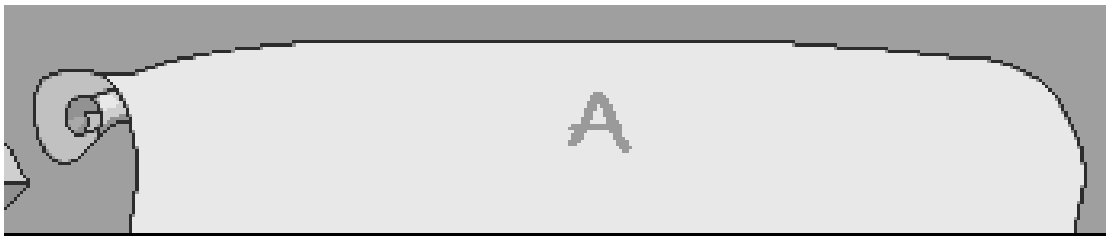
The clock starts the formal typing lesson. Click the clock when you're ready to start.

Click the question mark icon to access the help system.

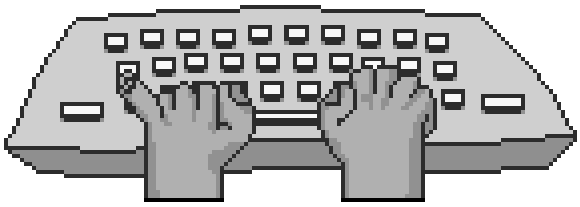
Click on the door to exit this environment and return to the main screen.

Objects, such as this apple, will appear when each letter is typed. Each object represents the letter the student types. The apple, for example, represents the letter A.

Navigating Through a Lesson (continued)

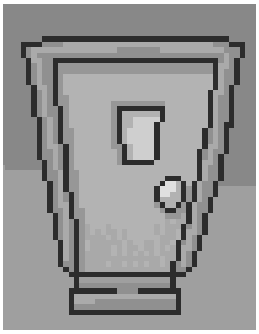


This scroll shows the letters that you type during the formal typing lessons. Type the letters, words, sentences, and spaces that you see here. The scroll has two lines. The top line shows what you should type, the bottom line shows what you did type. Any letters you type incorrectly are dark. Letters typed correctly are light.



The guide hands show which finger to use for each letter. Take your time and look at Mavis's fingers to determine the correct finger position before typing letters.

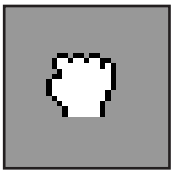
You can click on Kid Help to find out more about the icons.



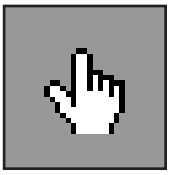
When you click this door you will return to the main menu.

PROGRAM CURSORS

Mavis Beacon Teaches Typing! for Kids uses two different cursor styles. Each of these styles indicates a different function.



The closed will appear when the cursor is over an area that has no function or when the student must wait before clicking on an area.



The open hand appears when the cursor is over an area of the screen that has a specific function. Click twice to perform the function.

TEACHER'S GUIDE Troubleshooting

This section might help you if you encounter problems while using *Mavis Beacon Teaches Typing! for Kids*. If the following suggestions do not help you solve your problem, please contact our technical support staff.

The music is not playing ...

★ To play background music, you must have QuickTime 2.0 with the QuickTime Musical Instruments extension in the Extensions folder within your System Folder. See page 3 for more information on how to install this program.

★ Another cause of problems with music is the volume level. If your computer has an external speaker, you may find a volume setting device on the back of your computer. If you are using an internal speaker, go to the control panel to adjust the volume.

The results won't print ...

★ If you cannot print the results, check your preferences. The default preference for the program is "Child Can't Print." If this is activated, no one will be able to print the results screen. To check your preferences you must return to the main menu. Information on setting preferences is provided earlier in this Teacher's Guide section.

★ If your printer is not graphics capable, you will not be able to print the results screen.

★ There may be other problems with your printer driver or your computer program manager. If printing problems persist, you may want to consult your printer manual and/or computer manual.

The program is too slow ...

The most common cause of slow program speed is insufficient memory. To maximize your program speed, turn off other applications while running *Mavis Beacon Teaches Typing! for Kids.* Background printer, open windows, and even screen savers can affect the memory available to run this program.

I don't have enough memory ...

Mavis Beacon Teaches Typing! for Kids requires between 4MB and 8MB of RAM. If you have less memory than your specific version of the program requires, you may still be able to run the program by enabling virtual memory. Consult your computer manual to find out how to enable virtual memory.

TEACHER'S GUIDE Technical Support

If none of the suggestions in the Trouble-shooting section alleviate your problem, please contact Mindscape's technical support department. Before calling for technical support, please have the following information ready:

- ★ Detailed description of your problem
- ★ The exact steps you took before encountering the problem. Please describe them in order of occurrence so we can reproduce the problem.
- ★ Name/make/model of your computer
- ★ Version of the system software you are using
- ★ Color resolution you are running (256, thousands, or millions of colors)
- ★ Name/make/model of your printer and whether it is color or black and white

When mailing in your problems, suggestions, or questions, please include the following information:

- ★ Fax number
- ★ School/Work phone number (or where your computer is most of the time)
- ★ Home phone number

Contacting Us

For technical support in the **USA**, please contact

Support Web site:
www.MindscapeServices.com

Mindscape Web Site:
www.Mindscape.com

Tech Support Email:
Support@Mindscape.com

800 Automated Support:
800-409-1497 24 Hours

Phone: 415-898-5157 M-F 8:30 AM - 5:00 PM Pacific Time

Fax: 415-897-5186 24 Hours

Mail: **Mindscape Inc.**
88 Rowland Way
Novato, CA 94945
Attn: Tech Support

For technical support in **Europe**, please contact **Mindscape UK**. Note: For support of Mindscape programs in German, please contact Mindscape Germany.

Phone: 44-1-444-239-600
M-F 9.30 - 13.00 and 14.00-16.30

Facsimile: 44-1-444-248-996 24 Hours

Mail: **Mindscape International, UK**
Priority House, Charles Ave.
Maltings Park, Burgess Hill
West Sussex RH15 9PQ
ENGLAND

UK Web site: www.MindscapeUK.com

Tech Support e-mail:
UKTechSupport@Mindscape.com

For technical support in **Australia** and **New Zealand**, Please contact:

Phone: 61-2-9899-2277

Facsimile: 61-2-9899-2348 24 Hours

Mail: **Mindscape International, Australia**
5-6 Gladstone Road
Castle Hill
New South Wales 2154
AUSTRALIA

Internet e-mail
73414.470@Compuserve.com

For technical support in **Germany**, please contact:

TECHNISCHE UNTERSTUTZUNG

Falls bei dieser Software technische Probleme, wie z. B. Funktionsstorungen auftreten, setzen Sie sich bitte mit unserem Kundendienst in Verbindung:

Telefon: 49-208-9924114

Fax: 49-208-9924129

Adresse: Technische Unterstutzung,
Mindscape GmbH,
Zeppelinstrasse 321,
45470 Muelheim a.d. Ruhr,
Deutschland.

UK Website: www.MindscapeUK.com

Geschaftsstunden: Mo, Mi, Fr, von 15.00 bis 18.00 Uhr.

Der Kundendienst ist nur fur technische Probleme eingerichtet. Bitte haben Sie Verständnis, daß wir Ihnen keine Spieltips geben konnen.

STUDENT ACTIVITIES Introduction

The activities described in this section provide a variety of suggestions for using and extending the lessons in *Mavis Beacon Teaches Typing! for Kids*. Many of the activities focus on increasing typing skills by improving keyboard awareness, finger dexterity, and mouse dexterity. Other activities integrate typing lessons with other subject areas such as mathematics or language arts. Consult the Skills Grid in the Getting Started section for more information on individual activities.

Each activity in this section includes a description, goal, materials list, suggested groupings, and preparation notes. Activity extensions have also been described where appropriate.

The materials needed for the activities vary. Some activities provide suggestions that incorporate the software program itself. These activities extend and expand the lessons that already appear in the software program. Other activities are independent of the use of the computer. This may help you manage limited resources.

We have also provided blackline masters for Student Activity Sheets or overheads. These appear in the next section of this guide. The Student Activity Sheets are listed in the activity where they are needed.

Mavis Beacon Teaches Typing! for Kids provides three different skill levels to choose from. This guide also offers different skill levels, indicated by the number of Dizzy dogs displayed. The following is a summary of the skill level icons and what they indicate.

Indicates the preschool level

Indicates the lower primary level (K to 2)

Indicates the upper primary level (2 to 3)

Because each child's readiness skills vary, this level indicator should only be used as a guide. Your discretion and the class's interests should determine your final choice of activities.

ACTIVITY #1 Choosing Icons

DESCRIPTION

Students choose an icon to appear with their name in the computer program.

GOALS

- ★ Practice communicating with names and icons
- ★ Acquire decision-making skills

MATERIALS NEEDED

1. Student Activity Sheet 1
2. Crayons

STUDENT GROUPINGS

Individuals or small groups

PREPARATION

Copy and distribute the Student Activity Sheet to students.

THE ACTIVITY

Before students begin using *Mavis Beacon Teaches Typing! for Kids* they must sign in. At that time they will have the option of choosing an icon, such as a bicycle, an apple, a frog, and other friendly symbols. The icons will be linked with the students' names. You may choose the icons yourself, or you may involve students in choosing their own icons.

The Student Activity Sheet shows the different icons students can choose. You can use this sheet when you set the preferences for your class. Invite them to write their names on the sheet and color in the icon they would like to accompany their name. Invite students to describe why they chose their icon.

If you are using cooperative learning groups in your classroom, you may want to coordinate student icons. See the suggestions regarding Cooperative Learning in the Getting Started section of this guide for more information.

EXTENSION

If you use these icons to identify cooperative groups, you may ask students to cut out the colored icons. Students or adult helpers can then use safety pins to attach the icons to students' clothing.

ACTIVITY #2 Discovery & Learning Modes

DESCRIPTION

Students use the computer program to learn keyboarding skills.

GOALS

★ Develop fine motor skills

★ Learn finger placement on the keyboard

★ Practice using the computer mouse

MATERIALS NEEDED

1. *Mavis Beacon Teaches Typing! for Kids*
2. Computer

STUDENT GROUPINGS

Individuals or small groups

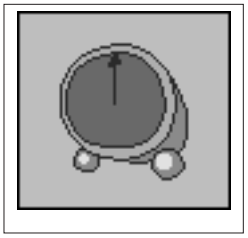
PREPARATION

Before students use the computer, you must set preferences and sign in each student or group. Refer to the Teacher's Guide section for more information.

THE ACTIVITY

In each scene of the program, a student can either discover letters on the keyboard or take typing lessons. Before taking lessons, invite students to explore the program in the discovery mode. Younger students may need your help at first. Have students use the discovery mode by typing the letter they see on the roll of paper, shown on the computer screen. When the letter is typed, students will see an object or action that begins with that letter. For example, when they type the letter A in the Kitchen, they will see an apple. When students type the letter A in the Guest Room, they will see an alarm clock.

When students have learned the keyboard arrangement and finger placement, they will be ready to take a timed typing lesson with Mavis. To begin a lesson, click on the clock. As the lesson begins, letters, words, or sentences will appear on the scroll. The bottom line will show the letters that students have typed. The letters that are typed correctly will appear dark. The letters typed incorrectly will appear light.



When lessons are completed, the program will display the student's results. See the Getting Started section of this manual for more information about tracking your students' progress.

ACTIVITY #3 This Is My Keyboard

DESCRIPTION

Students use templates to familiarize themselves with the keyboard.

GOALS

★ Learn letters and symbols

★ Become familiar with the keyboard

★ Write letters and symbols

MATERIALS NEEDED

1. Student Activity Sheets 3A, 3B & 3C
2. Pencil or pen
3. Scissors
4. Tape or glue

STUDENT GROUPINGS

Individuals or small groups

PREPARATION

Make copies of the appropriate Student Activity Sheet. You will need to choose the activity sheet that is appropriate to the skill level and abilities of your students. Provide a keyboard reference by creating an overhead transparency of the complete keyboard on Activity Sheet 3A.

THE ACTIVITY

Before they begin learning how to type, students should familiarize themselves with the keyboard. Activity Sheet 3B shows a blank keyboard. Activity Sheet 3A shows a complete keyboard. You can use this complete keyboard to make an overhead transparency or another form of reference. Activity Sheet 3C has individual keys that can be cut out for the letters and symbols on the keyboard.

There are several activities you can do with these Student Activity Sheets. The sample keyboard and letter sheet can be used throughout the year on different typing lessons.

1. If your students are comfortable writing the letters and symbols, you may ask them to write the appropriate symbol in each space.

2. If your students are not comfortable writing yet, they can cut and paste the letters and symbols onto the keyboard.

You may want to proceed gradually with keyboard layout activities. An initial activity your students may enjoy is finding the letters for their names and pasting just those letters onto their keyboard templates. They can then practice the finger motion and placement required to type their names. After practicing, reward students by letting them type their names on a computer.

Note: Mavis Beacon presents typing basics, including fingering. Because this program is for young children with small hands and fingers, the keys taught are limited to the letters, the colon, the semicolon, and the spacebar.

ACTIVITY #4 Keyboard Bingo

DESCRIPTION

Students will play the game of bingo using the left or right handed portion of the keyboard as a playing card.

GOALS

- ★ Learn the position of letters and symbols on the keyboard
- ★ Recognize patterns

MATERIALS NEEDED

1. Student Activity Sheets 4 and 3C
2. Scissors
3. Game markers such as chips; or pencils and crayons to color in spaces.

STUDENT GROUPINGS

Whole class or large groups

PREPARATION

Instead of using a traditional bingo card, make copies of the keyboard in activity Student Activity Sheet 4. The keyboard is cut in half so that one part contains all the letters and symbols struck with the left hand, and the other part contains the keys for the right hand. Cut out or ask students to cut out the letters and symbols from the previous Student Activity Sheet 3C.

THE ACTIVITY

To set up the game, provide one group or team with the left-hand card and the other group with the right-hand card. Place the cut out letters in a box or hat. Before you play the game, review the keyboard symbols.

To begin the game, draw a letter or symbol from the box or hat. Announce the letter or symbol you have chosen. Students should find that symbol on their keyboard and mark the keyboard space, whether by placing a chip on the space or coloring it in with a pencil or crayon. As in regular bingo, the first team or student with a row of letters wins the game.

This game can be done as a whole-class activity if the class is divided into two teams. Or it can be done as a learning center activity for three or more students. One student can act as the caller, while the others mark their cards.

ACTIVITY #5

Integrating Language Arts: Organizing Letters

DESCRIPTION

Students organize letters in alphabetical order, sort consonants from vowels, and practice spelling words.

GOALS

★ Arrange letters alphabetically

★ Distinguish between consonants and vowels

★ Practice spelling

MATERIALS NEEDED

1. Student Activity Sheet 5–6
2. Scissors
3. Heavy paper or card stock (optional)

STUDENT GROUPINGS

Individuals or small groups

PREPARATION

Copy the Activity Sheet and distribute materials to students. Review the alphabet, differences between consonants and vowels, and appropriate spelling lessons.

THE ACTIVITY

Begin the activity by having students arrange the letters in alphabetical order. You may want to sing the alphabet song or review alphabetic lists. If students have difficulties recalling the alphabet, you may also use the computer program to announce the different letters.

After arranging the letters in alphabetic order, you may want to play a naming game. Go through each letter in the alphabet and ask students to name as many things as they can that begin with that letter. Students may use the different environments in *Mavis Beacon Teaches Typing! for Kids* to identify words that begin with each letter.

For older students, you may try identifying letters that sometimes sound alike, such as the letters C and K. Ask students to think of words in which those letters sound alike.

If appropriate, explain the difference between consonants and vowels. Tell students about the five main vowels A, E, I, O, and U. Explain that the letter Y sometimes also acts as a vowel. Ask the students to sort through their letters to find the vowels.

If students have learned to write and spell, you may use the letters to practice spelling. Choose an environment in *Mavis Beacon Teaches Typing! for Kids* and type a letter. Then ask students to spell the word that Mavis announces. For each letter, Mavis will announce a different word.

EXTENSION

You may choose to organize a spelling bee or other game using the words in *Mavis Beacon Teaches Typing! for Kids* and the letters from Student Activity Sheet 3C.

ACTIVITY #6

Integrating Math: Letter Scavenger Hunt

DESCRIPTION

Students locate items whose names begin with each letter of the alphabet, count the number of objects they find for each letter, and then graph the results.

GOALS

★ Recognize and name objects

★ Practice counting

★ Make and analyze a graph

MATERIALS NEEDED

1. Student Activity Sheet 5–6
2. Scissors
3. Masking tape
4. Chalkboard or bulletin board

STUDENT GROUPINGS

Individuals or small groups

PREPARATION

Copy the Student Activity Sheet. Cut out or ask students to cut out each letter. Prepare a graph by writing all the letters of the alphabet in a horizontal or vertical line on a chalkboard or bulletin board.

THE ACTIVITY

Provide each student or group with a single letter and masking tape. Ask students to stick the letter onto an object that begins with that letter. For example, they might stick the A onto an apple, an aquarium, or a student named Anne.

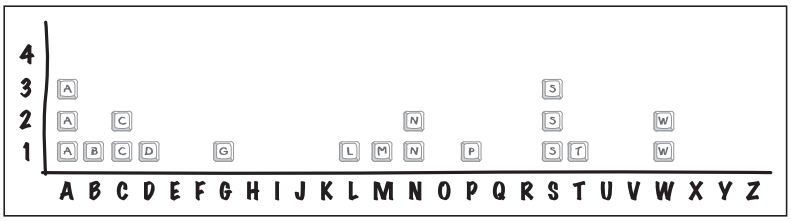
After students have placed the letters, have them announce what they have found. For each object that begins with an A, mark one square on the bar graph. The drawing at the bottom of this page shows an example of a bar graph.

After the class has identified, counted, and recorded the number of items beginning with the letter A, proceed to the next letter. Continue in this manner for each letter of the alphabet. You may choose to do this activity over several days, or you may do one letter a day for a month. By focusing on one letter at a time, students will familiarize themselves with the procedure for the activity. They may also be able to identify more items that begin with each letter if they have more time to think about the activity and explore the room.

When you have completed rows for several letters in the bar graph, lead a class discussion. Ask students how the heights of each row vary. Students should also count the number of squares you have placed in each row. They can then compare the height of the bar with the number of objects.

EXTENSION

In addition to using the bar graph, you may want to post a copy of the blank keyboard template on the bulletin board. As you discuss each letter in the scavenger hunt, you can fill in the appropriate space on the keyboard template.



ACTIVITY #7 Exploring the Rooms

DESCRIPTION

Students practice moving the computer mouse by exploring various parts of the computer program.

GOALS

★ Develop motor skills

★ Practice moving the computer mouse

★ Create and communicate stories

MATERIALS NEEDED

1. *Mavis Beacon Teaches Typing! for Kids*
2. Computer

STUDENT GROUPINGS

Individuals or small groups

PREPARATION

Students must be signed in before they can use the program. See the Teacher's Guide section for instructions on signing students in and setting preferences.

THE ACTIVITY

Mavis Beacon Teaches Typing! for Kids provides various opportunities for students to practice mouse dexterity. One way is to discover the special animations in the program.

In each part of the program, there are areas that will animate when you click on them with the mouse. In the living room for example, when the cursor is moved over the fireplace, the closed hand cursor will change to an open hand (a hand with the pointer finger extended). Click once and the fire will flare up.

To play this game, invite a student or students to lead the exploration. Ask the lead explorer to use the mouse to explore each place. When students discover one of the areas with animated characters or action, they should report their findings. After one student or group has explored the program with the mouse, invite other students to repeat the exploration.

Invite students to make up stories about the characters and the environments. If students have difficulties making up stories, ask them to describe what they would see if they were actually standing in the rooms, the forest, or the pond.

ACTIVITY #8 Mouse Races

DESCRIPTION

Students improve dexterity and mouse skills by competing in drag-and-drop races using the computer mouse.

GOALS

★ Improve eye-hand coordination

★ Learn about the function of the mouse

MATERIALS NEEDED

1. Computer

STUDENT GROUPINGS

Whole class, small groups, or pairs.

PREPARATION

Before class, set up the computers to prepare for the race. On each of the computers create four documents and drag them to the center of the computer screen. Create four folders that are relatively small. Drag each folder to a separate corner of the screen.

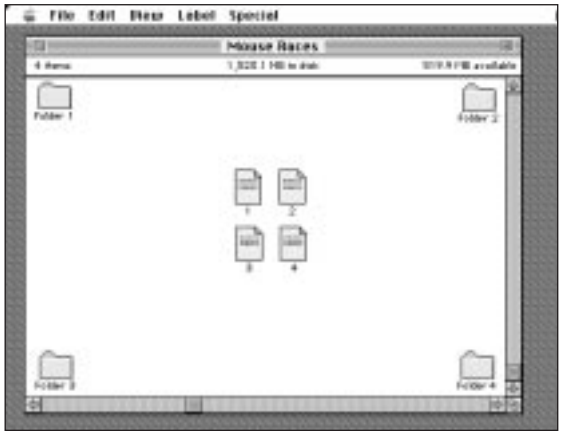
THE ACTIVITY

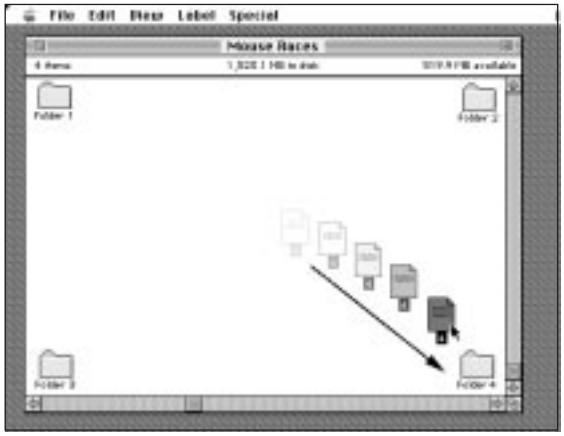
The game begins when you say "go." At this signal, students should drag the file icons to one of the four corners of the screen. The first student to complete this task should raise his or her hand. You may use different rewards for winning, such as saying "go" for the next race, demonstrating procedures on the computer, or being the caller for keyboard bingo.

If you have fewer computers than students, assign students to be "referees." Referees can monitor other students to make sure they do not start early and to check that all icons are dragged to the proper spot before hands are raised.

EXTENSION

Invite students to figure out how the mouse works by turning it over and moving the small ball with their fingers. Encourage students to describe to you or another student what they observe as they inspect the mouse. If you have any transparent surfaces, move the mouse across the top of it, and invite students to observe the motion of the ball from below. Ask students to describe what they see.





ACTIVITY #9 Integrating Reading: Mouse Stories

DESCRIPTION

Read and discuss stories about mice with the class.

GOALS

- ★ Practice reading
- ★ Improve listening skills
- ★ Compare and contrast characters in stories
- ★ Distinguish between real-world and make-believe stories

MATERIALS NEEDED

Books about mice

STUDENT GROUPINGS

Individuals or small groups

PREPARATION

Contact your local library to find some of the books about mice listed under "Resources."

THE ACTIVITY

Read mouse stories with your class. Some suggested stories are listed in the next column.

After reading one or more of these stories, invite students to list characteristics of mice. Compare and contrast the characters in stories with real mice. Ask students to distinguish real-world characteristics of mice from characteristics in make-believe stories. For example, point out that real mice do not talk. Compare and contrast animal mice with a computer mouse. Invite students to give names to the computer mice in your classroom. Have students write or tell stories about their computer mice, just for fun.

RESOURCES

Cauley, Lorinda Bryan. *The Town Mouse and the Country Mouse.* Putnam, 1984. This is a retelling of one of Aesop's fables.

Cleary, Beverly. *The Mouse and the Motorcycle.* Morrow, 1965. This is a fantasy story about a mouse who learns to ride a toy motorcycle.

Hoban, Russell. *The Mouse and His Child.* Harper & Row, 1967. This fantasy story follows the adventures of a broken windup mouse and his father.

Lobel, Arnold. *Mouse Tales.* Harper & Row, 1972. A father mouse tells seven bedtime stories, one for each of his seven children.

Miller, Edna. *Mouskin's Golden House.* Prentice-Hall, 1964. There are dozens of books in the Mousekin series, but this one about a new house may provide motivation and creative ideas for the Mouse House activity described in this section.

Steptoe, John. *The Story of Jumping Mouse: A Native American Legend.* Lorthrop, Lee & Shepard Books, 1984. This is a story of a mouse's journey to a far-away place.

Whitely, Opal. *Only Opal: The Diary of a Young Girl.* Philomel, 1994.

ACTIVITY #10 Integrating Art: Mouse Houses

DESCRIPTION

Build a decorative dust cover for a computer mouse.

GOALS

★ Practice fine motor skills involved in crafts

★ Encourage creativity

MATERIALS NEEDED

1. Student Activity Sheet 10
2. Staples, tape, or glue
3 Pipe cleaners
4. Computer mouse

STUDENT GROUPING

Small groups

PREPARATION

Gather and distribute the materials. You may want to copy the Student Activity Sheet onto colored paper, use felt, or make your own additional mouse house templates using shapes like a cheese wedge or a cat. Bodies of figures to be used as mouse houses must be about twice as large as the computer mouse.

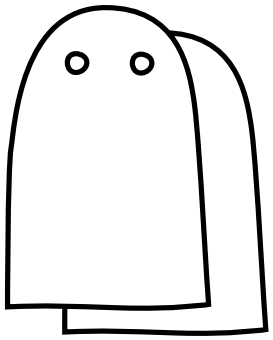
THE ACTIVITY

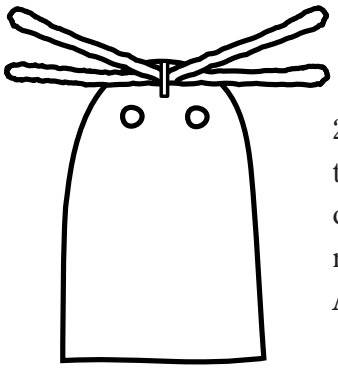
Your students can make covers for the computer's mouse to protect it from dust and to decorate the computer stations. Ask students to color and cut out the mouse body, ears, and nose.

When students have completed the figure, have them slip the computer mouse in the open end of the mouse house. Invite students to name their computer mice. If students have computers at home, encourage them to show their parents how to make a mouse house.

Mouse House Steps

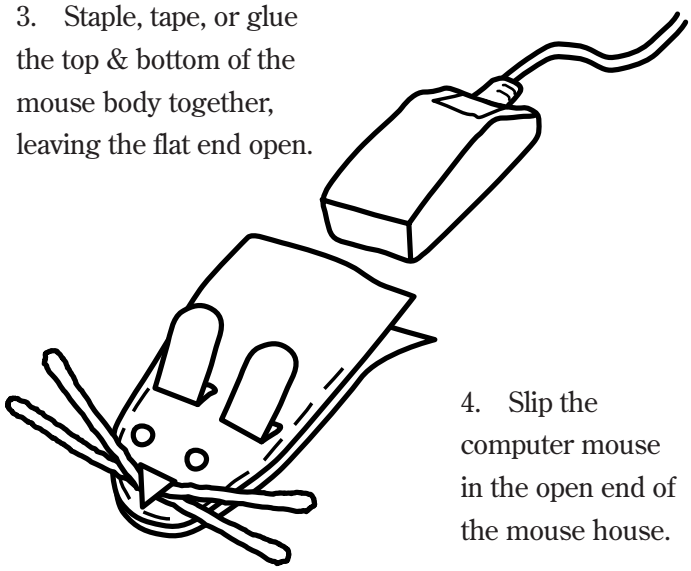
1. Cut out all of the printed pieces. Staple the body together, printed side up.





2. Use glue or tape to attach the pipe cleaners or string to represent whiskers. Add nose and ears.

3. Staple, tape, or glue the top & bottom of the mouse body together, leaving the flat end open.



4. Slip the computer mouse in the open end of the mouse house.

ACTIVITY #11 Finger Puppets

DESCRIPTION

Students make finger puppets of the characters in *Mavis Beacon Teaches Typing! for Kids.* Use these finger puppets and other characters to communicate a story.

GOALS

★ Develop finger dexterity

★ Use communication skills and creativity to tell a story

MATERIALS NEEDED

1. Student Activity Sheet 11
2. Scissors
3. Crayons
4. Tape

STUDENT GROUPINGS

Individuals or small groups

PREPARATION

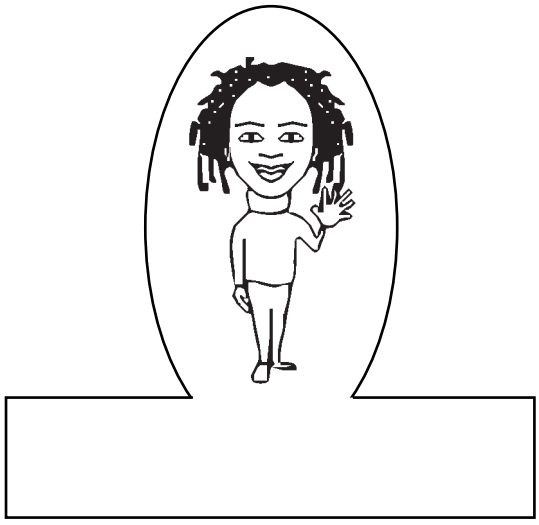
Copy Student Activity Sheet 11 and distribute the materials.

THE ACTIVITY

Students can color and cut out finger puppets of all the characters in *Mavis Beacon Teaches Typing! for Kids.* There are also generic finger puppet templates provided if students want to create their own characters or make finger puppets to represent themselves.

After characters are colored and cut out, use the tabs to turn them into puppets. Wrap the tabs around a student's finger and affix the two tabs with clear tape to keep the finger puppet from falling off.

Ask students to transfer the finger puppets to different fingers. Have them move each finger individually to make the characters move. Students can use the finger puppets to tell stories, identify finger names, or create plays. Encourage students to describe what they have learned about the characters by using the computer program.



ACTIVITY #12 Finger Rhymes & Songs

DESCRIPTION

Practice naming fingers and moving fingers one at a time using songs.

GOALS

★ Learn the names of each finger

★ Coordinate words with motions

★ Learn and sing songs

★ Practice moving fingers independently

MATERIALS NEEDED

none

STUDENT GROUPINGS

Whole class or small groups

PREPARATION

You may want to copy the words of the song and poem onto poster board or the chalkboard. This will encourage students who can read to follow along. It will also provide a visual cue for all students. Before singing the songs or reciting the poem together, review the words, motions, and music with the class.

THE ACTIVITY

By changing a few words you can do this traditional rhyme with wiggling fingers instead of toes. Linking finger names to this rhyme will also make them easier to remember.

This little pinkie went to market.

This ring finger stayed home.

This middle finger had roast beef.

This index finger had none.

And the thumb went, "wee, wee, wee, wee, wee, wee," all the way home.

"Thumbkin" is a finger play, or a song with accompanying finger motions. Use the song to teach finger names. The finger motions, which allow students to move fingers independently, are described in parentheses with the appropriate lines of the song.

(Bring one hand and then the other out from behind the back to the front of the body. Fingers should be closed. Move the thumb up and down in time with the song. Move one thumb at a time as if one were addressing the other.)

Here is thumbkin. Here is thumbkin.

Here I am. Here I am.

How are you today, sir?

Very well, I thank you.

(Return hands, one at a time, to behind the back.)

Run away. Run away

(Repeat hand motions with index finger, or pointer, up and other fingers closed.)

Here is pointer. Here is pointer.

Here I am. Here I am.

How are you today, sir?

Very well, I thank you.

(Return hands, one at a time, to behind the back.)

Run away. Run away

(Repeat for the remaining fingers: middle, ring man, and pinkie.)

ACTIVITY #13 One Finger at a Time

DESCRIPTION

Students complete worksheets to identify correct finger placement on the keyboard.

GOALS

- ★ Identify appropriate finger placement on the keyboard
- ★ Communicate using a color key
- ★ Practice keyboard fingering

MATERIALS NEEDED

1. Student Activity Sheet 13
2. Pencils, pens or crayons

STUDENT GROUPINGS

Individuals or small groups

PREPARATION

Copy and distribute the activity sheet onto 11 x 17" paper.

Note: This activity is best done as a review and practice after students have learned all of the finger positioning on the keyboard.

THE ACTIVITY

The Student Activity Sheet 13 shows a keyboard and tracings of two hands. Have students choose one color for the drawing of the left pointer, or index finger. Use the same color for all the keyboard keys that you strike with your left pointer.

If students have difficulty recalling the correct finger placement, they may refer to the guide hands in the lower left corner of the typing lesson screens in *Mavis Beacon Teaches Typing! for Kids*. Remember, hand sizes vary greatly at these young ages. Encourage students to do the best they can.

After the keys are colored, invite students to practice striking those keys with the left index finger. When they are comfortable with the left pointer placement, repeat the activity using a different color for the right pointer. Go through the activity for each finger.

When the activity sheet is completed it will show the appropriate finger placement for all keys. You may want to save these activity sheets and post them at computer stations as a reminder of proper finger placement.

ACTIVITY #14 Don't Look Now!

DESCRIPTION

Make a cover for the keyboard to keep students from watching the keyboard as they type.

GOALS

★ Learn appropriate finger placement

★ Increase keyboard awareness

★ Practice good typing habits

MATERIALS NEEDED

1. One or two empty shoe boxes for each keyboard
2. Scissors and tape
3. Computer
4. *Mavis Beacon Teaches Typing! for Kids*

STUDENT GROUPINGS

Individuals or pairs

PREPARATION

Cut off one side of a shoe box and place it over the keyboard so that the student cannot see his or her hands. You may need to use two shoe boxes taped together if you have an extended keyboard.

THE ACTIVITY

Many typing students are prone to watch the keyboard as they type. While this may provide short term reward in improved accuracy and faster typing, this will slow typists in the long term. To encourage students to look at the source (the screen or a page of written text) try the following game that prevents them from seeing the keyboard while typing. This game should be tried first while the program is in the discovery mode, without using the clock as a timer.

Place the shoebox over the keyboard. Ask the students to type each letter as it appears on the scroll. Instruct students to use the guide hands in the lower left corner of the screen as a reference. Ask students to concentrate on typing accuracy rather than speed.

ACTIVITY #15 Integrating Health & Science: Sorting Food

DESCRIPTION

Students sort foods mentioned in *Mavis Beacon Teaches Typing! for Kids* according to the food groups.

GOALS

★ Classify foods

★ Recognize similarities and differences

★ Learn about the food pyramid

MATERIALS NEEDED

1. *Mavis Beacon Teaches Typing! for Kids*
2. Student Activity Sheet 15A and 15B
3. Computer

STUDENT GROUPINGS

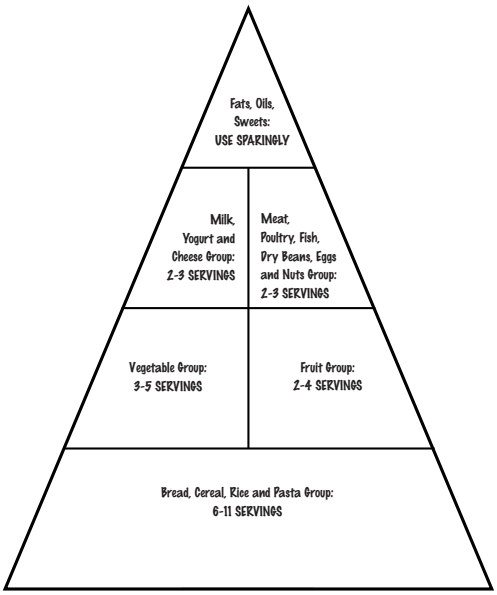
Small or large groups

THE ACTIVITY

Every time students type a letter in the Kitchen typing lesson, a voice will announce a food word that begins with that letter. Actions or animations will also appear on the screen showing the object associated with that word. Invite students to sort these different foods into food groups.

The current organization of food groups is a food pyramid. The base of the pyramid is made up of breads, rice, cereal, and grains. The next tier has two groups—fruits and vegetables. The third tier is composed of meat, fish, and proteins. The dairy group is also on the third tier. The top of the pyramid is the sweets, fats, and oils group. This information is summarized in the diagram on this page.

Discuss the food pyramid with the class. To begin sorting foods, invite one student to announce the food by typing the appropriate letter on the scroll. As each letter is typed, the voice in the program will announce the food. Discuss each food and ask students to classify it. Write the name in the appropriate tier of the pyramid. The foods announced in the kitchen typing lesson are listed below for reference.



Apple	**J**elly	**S**alt*
Beans	**K**etchup*	**T**urkey
Carrots	**L**ettuce	**U**gly fruit
Dog food*	**M**ustard*	**V**anilla*
Egg	**N**ut	**W**ater*
Flour	**O**nions	**X**enon*
Grapes	**P**epper	**Y**ogurt
Hot dog	**Q**uince	**Z**ucchini
Ice cream	**R**adishes	

**Some foods may be difficult to classify. You may want to create a category for "other" items.*

ACTIVITY #16 Integrating Language Arts: Using & Sorting Words

DESCRIPTION

Students classify and use words as nouns, verbs, or both.

GOALS

★ Recognize nouns and verbs

★ Use words in sentences

MATERIALS NEEDED

1. *Mavis Beacon Teaches Typing! for Kids*
2. Computer

STUDENT GROUPINGS

Whole class or small groups

PREPARATION

Explain the difference between nouns and verbs.

THE ACTIVITY

If they are old enough, ask students to explain the difference between a noun and a verb. If students have not been taught about these parts of speech, explain the concepts. Then invite one student to announce a word by typing the letter that appears on the scroll in the Living Room environment.

Every time the student types a letter, a voice will announce a word that begins with that letter. Animations will also appear on the screen to represent the word that is announced. You can use these words to teach students the difference between nouns and verbs.

Ask students to use each word in a sentence. Have students classify the word as a noun, a verb, or both. If the word can be used as a verb, such as jump, have students act it out. Students may be confused by words that can be used as both a verb and a noun, such as hug. Discuss with the class the different ways these words are used. For these words, ask students to provide two sentences—one in which the word is used as a verb and another in which it is a noun.

The words announced in the Living Room typing lesson are listed below for reference.

Ants	**N**ight
Belch	**O**pen
Cough	**P**hoto
Dance	**Q**uilt
Excited*	**R**adio
Fire	**S**kateboard
Giggle	**T**eddy bear
Hug	**U**mbrella
Itch	**V**olleyball
Jump	**W**agon
Kiss	**X**ylophone
Lick	**Y**oyo
Mouse	**Z**ebra

**If students have not yet learned many parts of speech, you may wish to skip this word or ask students to use the word "excite" in a sentence.*

ACTIVITY #17 Integrating Language Arts: Picture Stories

DESCRIPTION

Students create rebus art, or picture stories, by combining illustrations and writing words.

GOALS

★ Relate words and images

★ Communicate using words and pictures

★ Write sentences using specific words

MATERIALS NEEDED

1. Student Activity Sheet 17
2. Scissors
3. Crayons
4. Tape or glue
5. Pencil or pen for writing

STUDENT GROUPINGS

Individuals or small groups

PREPARATION

Copy the Student Activity Sheet master and distribute the materials.

THE ACTIVITY

When students take typing lessons in the Living Room, they will discover many different objects. Each time a letter is typed, an object will appear and move through the screen. You can use these objects as the basis of a language arts activity.

One of the basic tenets of language arts and reading is the association between objects and words. Another important part of language arts is sentence construction. These two concepts can be reviewed or reinforced by creating sentences using rebus art.

In rebus art, certain words are replaced by pictures. The replacement of these words creates an attractive and interesting looking image and underscores the relationship between words and objects. See Student Activity Sheet 17 for an example.

The Student Activity Sheet includes a variety of objects. All of these objects appear in the Living Room typing lesson. Ask students to color and cut out each picture. Students can then arrange the pictures and insert words between the pictures to link them into sentences or stories. The example shown on the Student Activity Sheet should make your activity explanation easier.

If students have difficulty with this activity, you may have to tell them a story using more than one of the objects. Once students create a relationship between the objects in their story, you can work with them to fashion what they told you into a sentence or several sentences.

ACTIVITY #18 Integrating Math: Mavis's Yard Sale

DESCRIPTION

Students use addition and subtraction to determine what they can purchase at an imaginary yard sale.

GOALS

★ Make decisions about purchases

★ Practice adding and subtracting

★ Communicate reasons for decisions

MATERIALS NEEDED

1. Student Activity Sheet 18
2. Pencil or pen for writing

STUDENT GROUPINGS

Individuals or small groups

PREPARATION

Make copies of the Student Activity Sheet master and distribute them to students.

THE ACTIVITY

What is Mavis going to do with everything she finds in the Guest Room closet? Many of the items could go to a yard sale. Fill in the price tags on the Student Activity Sheet with appropriate prices. Use whole numbers for younger students and decimals for older students. Pass out the activity sheet to each student or each cooperative learning group.

Give students or groups a spending limit and then encourage them to circle the things they would buy. Ask students to check their math to make sure they have not exceeded the spending limit.

After they have completed the worksheet, ask students to tell you why they chose the items they purchased. If students worked in groups, ask them to explain how they came to an agreement on purchasing decisions.

EXTENSION

If time and space allows, you may want to extend the activity by setting up a classroom "yard sale." Move items for the yard sale to one area of the classroom. Create price tags on self-stick notes and place them on the yard sale items. You can use index cards or chips to represent money. Provide students or groups with a certain spending limit. Invite one student or group to run the sale while the other students or groups make purchases.

ACTIVITY #19 Integrating Music: Mulberry Bush

DESCRIPTION

Students relate the Bathroom environment to daily hygiene habits. Students mimic and describe those hygiene habits in a song.

GOALS

★ Recognize and demonstrate basic hygiene habits

★ Sing a song and learn its lyrics

MATERIALS NEEDED

none

STUDENT GROUPINGS

Whole class

PREPARATION

You may need to distribute the words to the song or write them on the chalkboard.

THE ACTIVITY

Sing the song "The Mulberry Bush" with the class. At each verse, students should move to show how they would do the task described. Ask students to compare the song with the bathroom environment in *Mavis Beacon Teaches Typing! for Kids.*

Chorus:

(Hold hands and move around in a circle.)

Here we go round the mulberry bush,

The mulberry bush, the mulberry bush.

Here we go round the mulberry bush,

So early in the morning.

Verse 1:

(Move hand back and forth in front of mouth.)

This is the way we brush our teeth

Brush our teeth, brush our teeth.

This is the way we brush our teeth,

So early in the morning.

Verse 2:

(Pretend to scrub.)

This is the way we take a bath ...

Verse 3:

(Move hand across head.)

This is the way we brush our hair ...

Verse 4:

(Rub hands together.)

This is the way we wash our hands ...

Verse 5:

(Walk in a single-file line.)

This is the way we go to school ...

EXTENSION

As students become more familiar with the characters and stories in the computer program, invite them to make up additional verses for this song. For example, they might sing "This is the way we wash the dog," or "This is the way that Dizzy runs," and so on.

ACTIVITY #20 Integrating Math: Cleaning Tools

DESCRIPTION

Students gather and graph data on cleaning tools.

GOALS

- ★ Recognize and demonstrate basic hygiene habits
- ★ Gather data
- ★ Practice counting
- ★ Make and analyze a graph

MATERIALS NEEDED

1. Student Activity Sheet 20
2. Crayons
3. Scissors
4. Tape

STUDENT GROUPINGS

Whole class or small groups

PREPARATION

Copy and distribute the Activity Sheet.

THE ACTIVITY

Tell your students that you are gathering data about tools they use to keep clean. Have students shade in the toothbrush drawing with the color of their actual toothbrush and cut out the drawing.

Collect the drawings. Ask a student or group to sort the pictures by color. Once the pictures are sorted, have the class count how many of each color there are. Then arrange the toothbrush drawings into a pictograph.

To make a graph, you will need to draw a grid. On the horizontal axis, write the colors of toothbrushes. Tape each toothbrush drawing above the appropriate color label until you have a stack of toothbrush drawings. Make sure the spacing between the toothbrush drawings is consistent. After you have all the toothbrushes taped onto your graph grid, you may want to add numbers to the vertical axis.

Invite your students to practice counting the toothbrush pictures in each column. Compare the heights of the columns with the number of drawings in each. Students should recognize that graphs and numbers communicate the same information in two different ways.

Repeat this activity using the other drawings on the activity sheet. You may make graphs showing how many people use combs versus how many people use hairbrushes. You may also want to collect data on the color of these items.

EXTENSION

Ask students or cooperative groups to choose a survey topic from one of the other rooms in Mavis's house. For example, they might count the number of students who have items similar to those in Guest Room closet.

ACTIVITY #21 Integrating Science: Living or Nonliving?

DESCRIPTION

Students classify objects in the Pond as living or nonliving.

GOALS

- ★ Compare and contrast living and nonliving things
- ★ Group and sort information

MATERIALS NEEDED

1. *Mavis Beacon Teaches Typing! for Kids*
2. Computer
3. Chalkboard or bulletin board (optional)

STUDENT GROUPINGS

Whole class, small group, or individuals

PREPARATION

Discuss the difference between living things and nonliving things with the class.

THE ACTIVITY

The Pond presents a good opportunity to discuss the difference between living and nonliving things.

Before classifying the items in the Pond environment, discuss the difference between living and nonliving things. Explain that items must have all of the following characteristics to be considered living. For example, water moves and changes, but it does not use energy or reproduce. Characteristics of living things are listed below.

- Living things respond to the environment.
- Living things use energy.
- Living things reproduce.
- Living things grow and develop.
- Living things adapt to their environment

To classify the items as living or nonliving, make a chart with two columns or rows on a bulletin board or chalkboard. Invite one student to type a on the scroll in the Pond environment. Every time students type a letter in the typing lesson, a voice will announce a word that begins with that letter. Ask students to classify the item as a living thing or a nonliving thing. Encourage students to explain why they chose to classify the item the way they did. Write the name in the appropriate column. The items that appear in the Pond are listed below for reference.

Algae
Bubble
Catfish
Dog
Eel
Frog
Guppy
Halibut
Island
Jellyfish
Kelp
Lobster
Mask
Nymph
Octopus
Paddle
Quay
Regulator
Squid
Tadpole
Underwater
Valve
Water
Xenolight
Yacht
Zoea

ACTIVITY #22 Integrating Science: Classifying Animals

DESCRIPTION

Students classify animals into groups.

GOALS

★ Compare and contrast various animals

★ Group and sort information

MATERIALS NEEDED

1. *Mavis Beacon Teaches Typing! for Kids*
2. Computer
3. Chalkboard or bulletin board (optional)

STUDENT GROUPINGS

Whole class, small group, or individuals

PREPARATION

Discuss the characteristics of animals. Invite students to suggest groups into which animals can be classified.

THE ACTIVITY

Every time students type a letter in the forest environment, a voice will name an animal. Animations will also appear on the screen showing the animal. Animals can be classified into various groups. Ask students to classify the animals that are seen in the forest.

Scientists classify the animals shown in the program into the following groups: insects, amphibians, reptiles, birds, and mammals. You may want to combine groups, such as amphibians and reptiles or birds and mammals, to make classification easier. You may also wish to create an "other" category for animals that are unfamiliar or imaginary, such as the unicorn.

Before you begin the activity, discuss the groups you have chosen. Define the characteristics of animals in each group. Refer to these characteristics as you go through the activity.

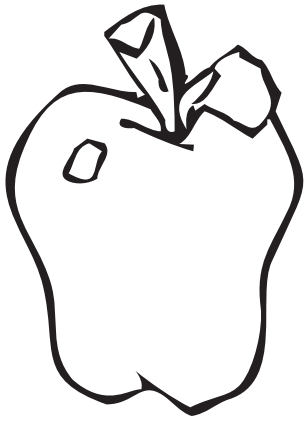
Make a chart with columns or rows for each group on a bulletin board or chalkboard. Invite one student to identify each animal by typing the appropriate letter on the scroll. The voice in the program will announce the animal. Ask students to classify the animal. Encourage students to explain how they classified the animal. Write the name in the appropriate column or row. The animals that appear in the forest environment are listed below for reference.

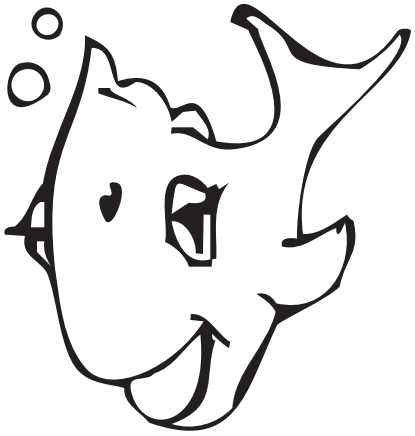
Ant	**N**ewt
Bird	**O**ctopus*
Caterpillar	**P**ig
Deer	**Q**uail
Elephant	**R**abbit
Frog	**S**nakes
Gorilla	**T**urtle
Hippo	**U**nicorn*
Iguana	**V**ulture
Jaguar	**W**olf
Kangaroo	**X**enurus*
Lion	**Y**ak
Mouse	**Z**ebra

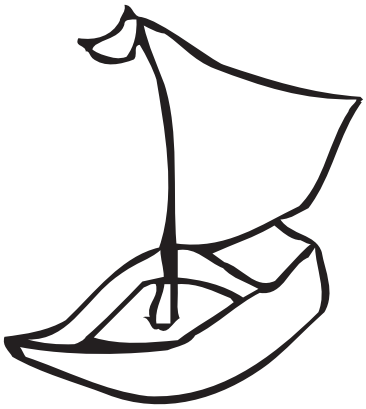
**If students have difficulties classifying these organisms, create a category for "other" animals to eliminate confusion.*

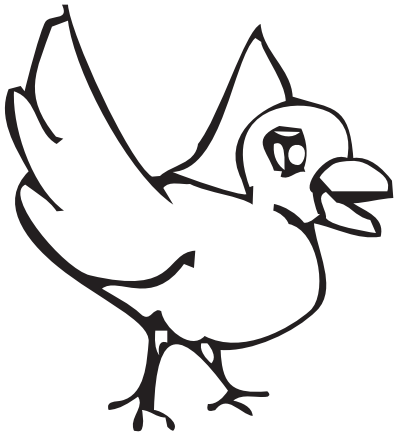
ACTIVITY #1 Choosing Icons

Name _____



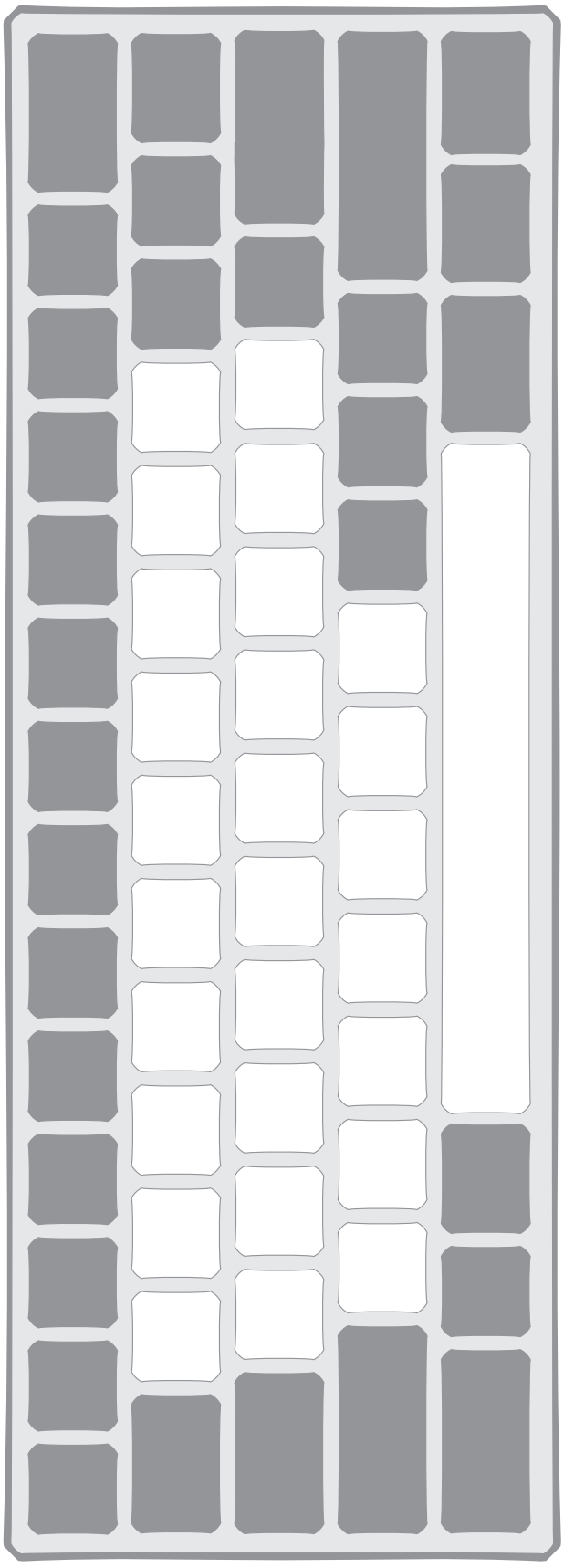






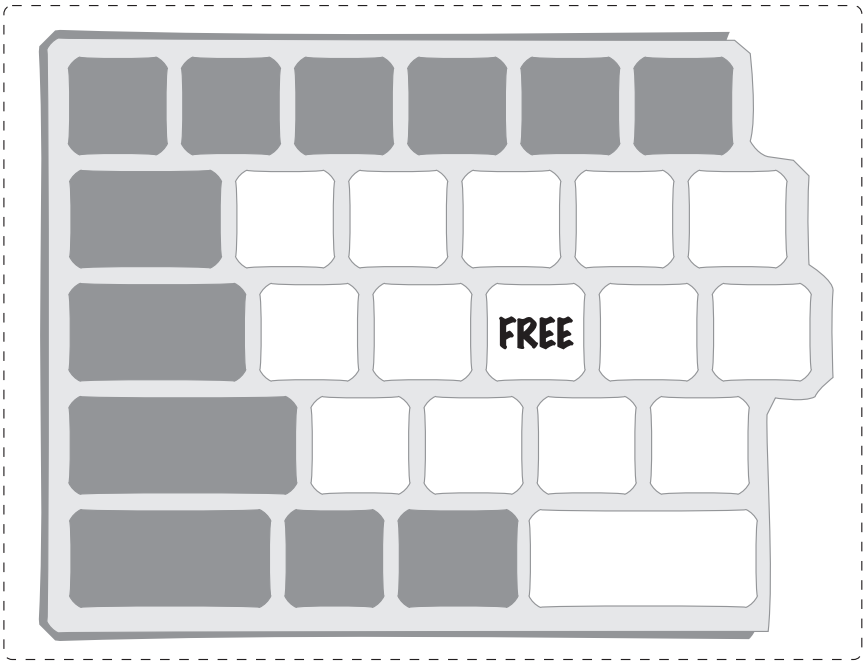
ACTIVITY #3A This is my Keyboard

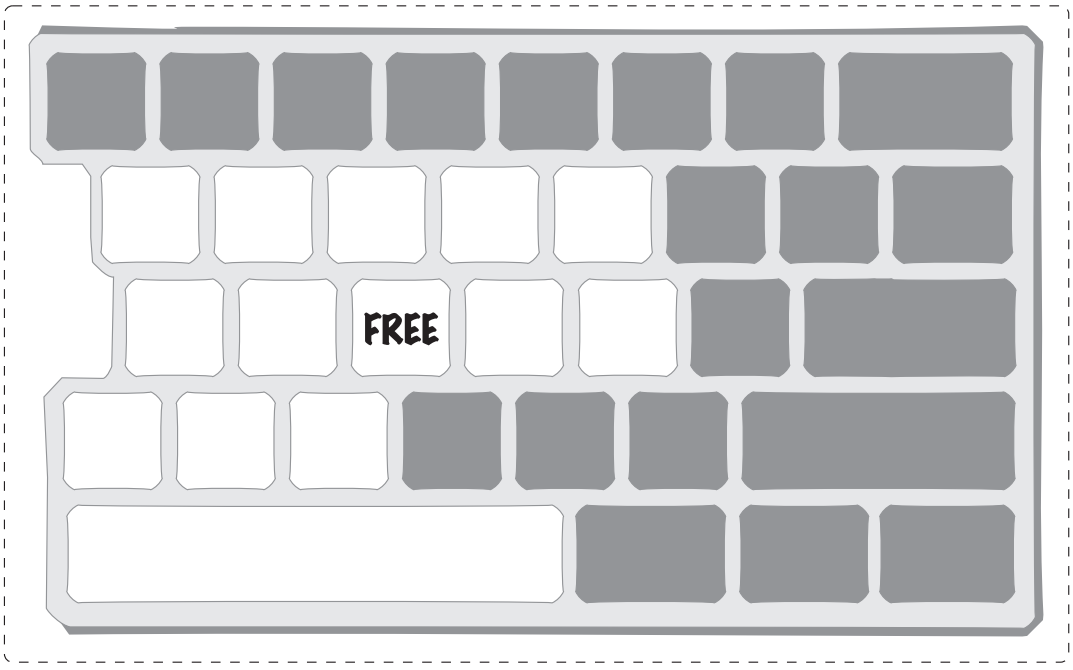
ACTIVITY #3B The Keyboard



ACTIVITY #3C These are the Keys

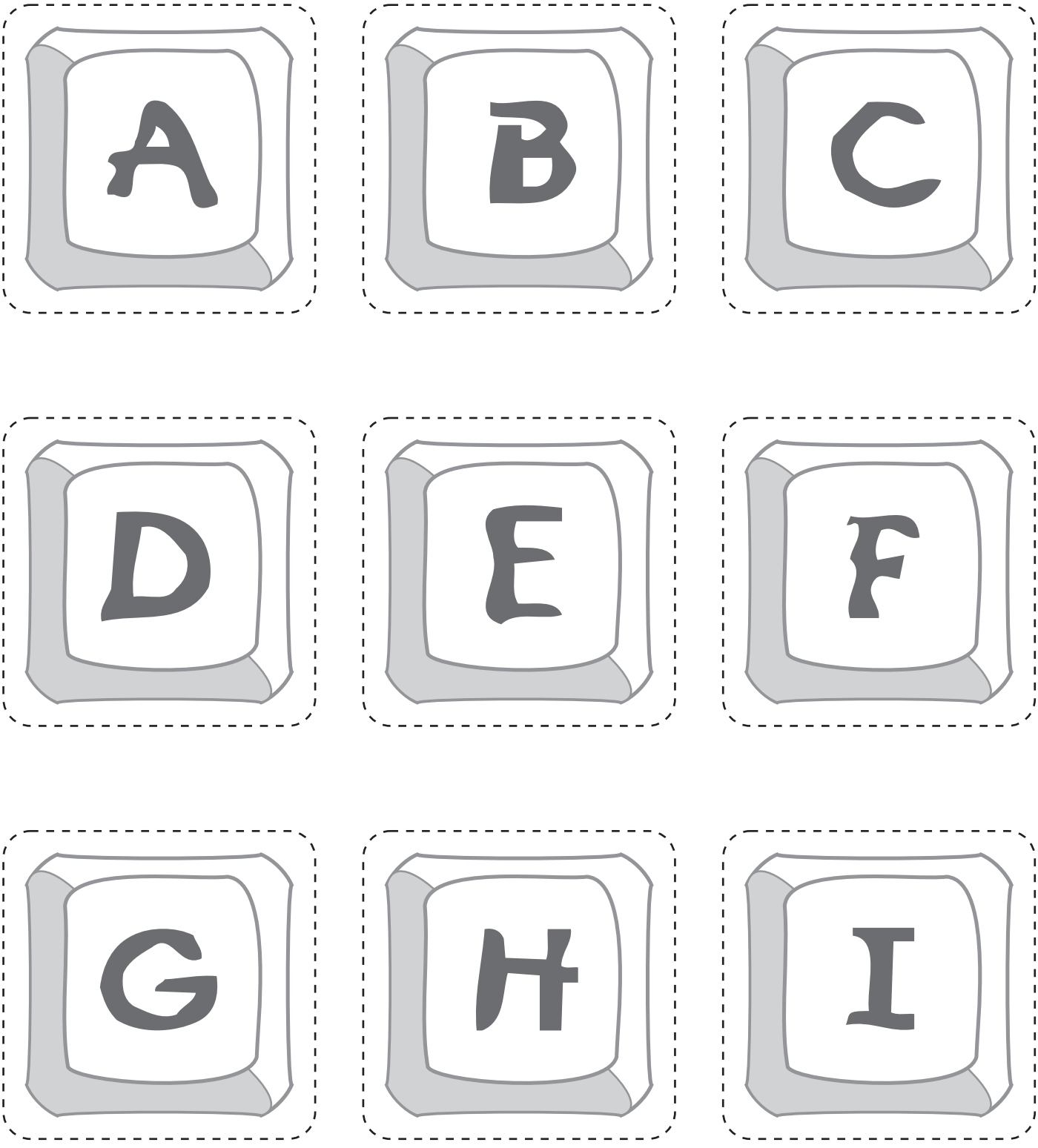
ACTIVITY #4 Keyboard Bingo



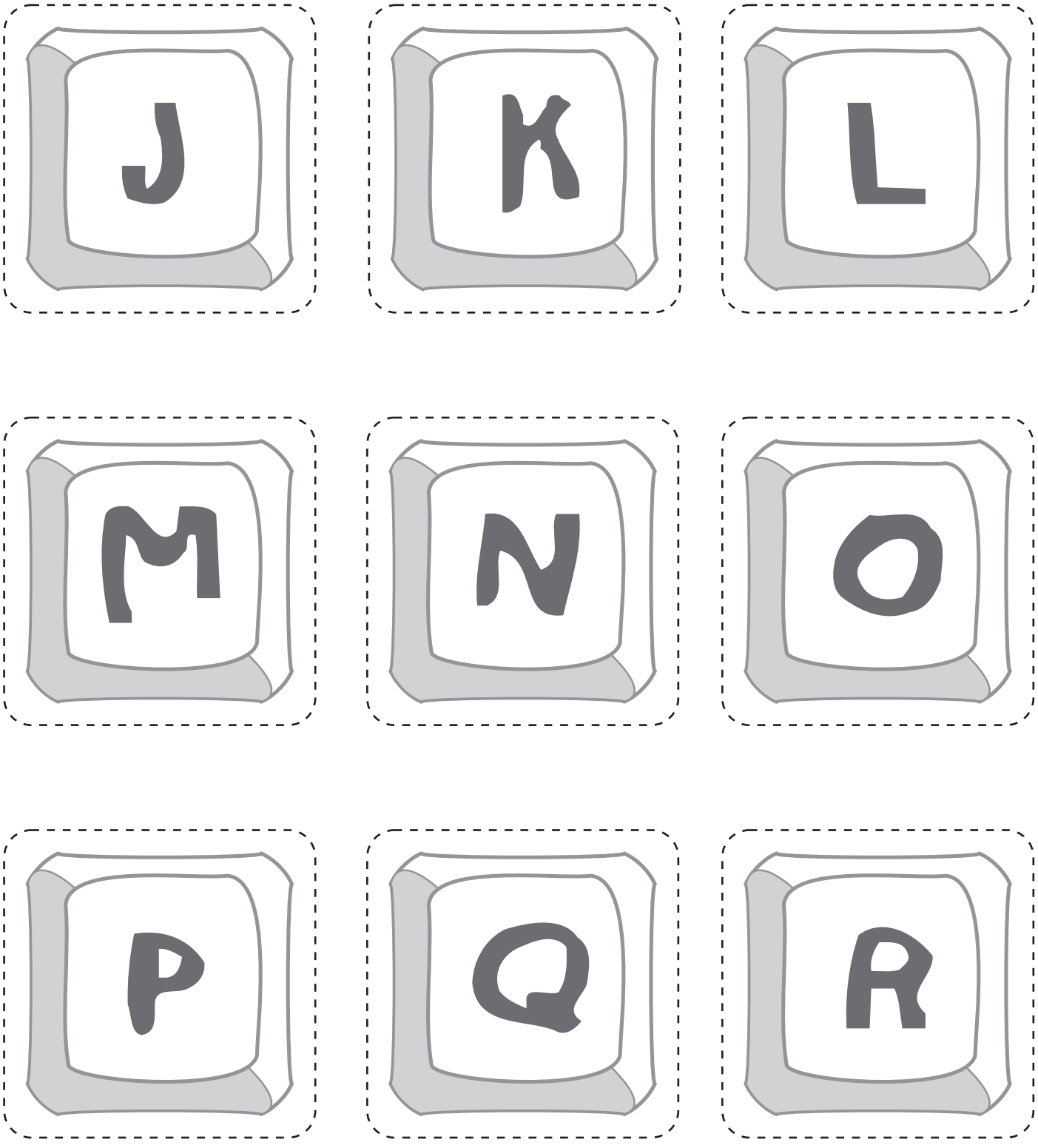


Note: The keys from Activity Sheet 3C are to be used with this activity.

ACTIVITY #5-6 Keys on the Keyboard

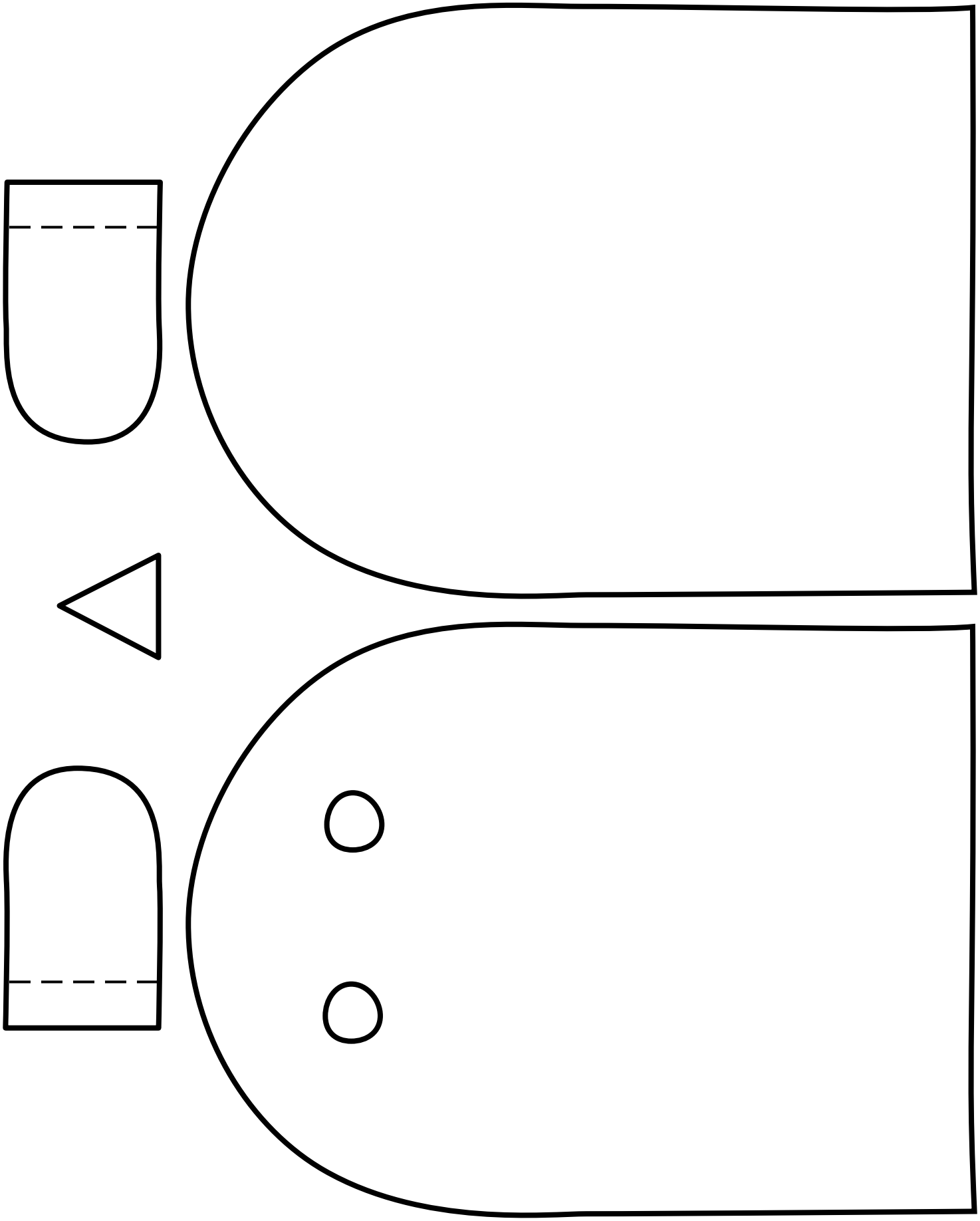


ACTIVITY #5-6 Keys on the Keyboard

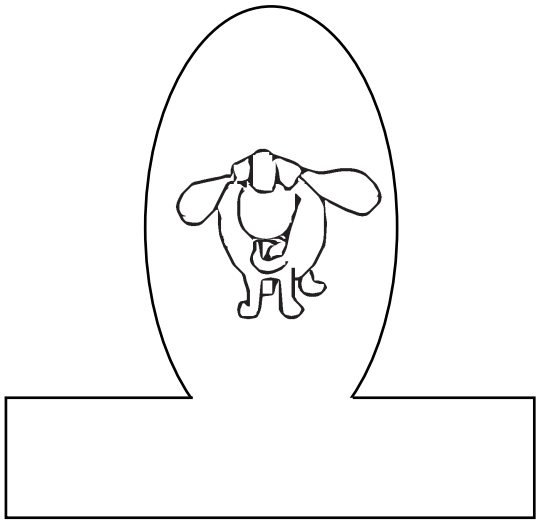


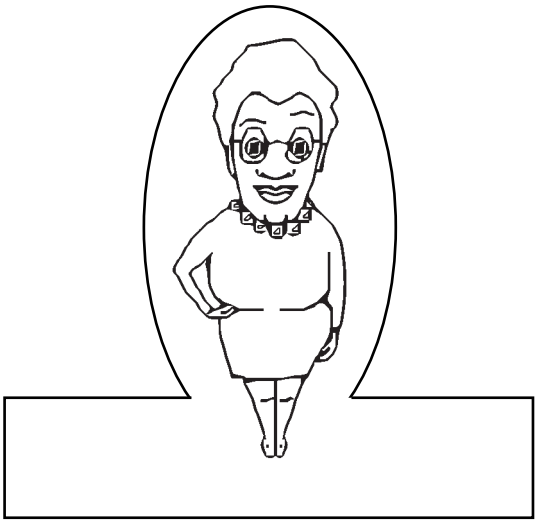
ACTIVITY #5-6 Keys on the Keyboard

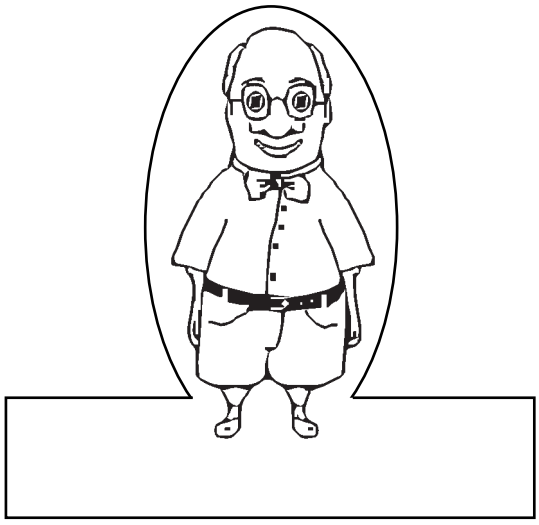
ACTIVITY #10 Mouse House

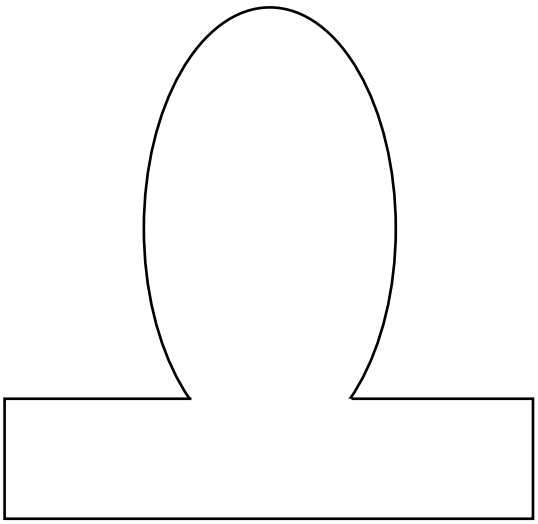


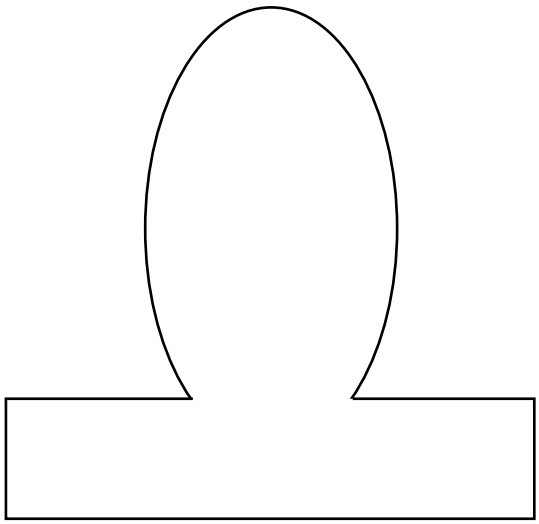
ACTIVITY #11 Finger Puppets



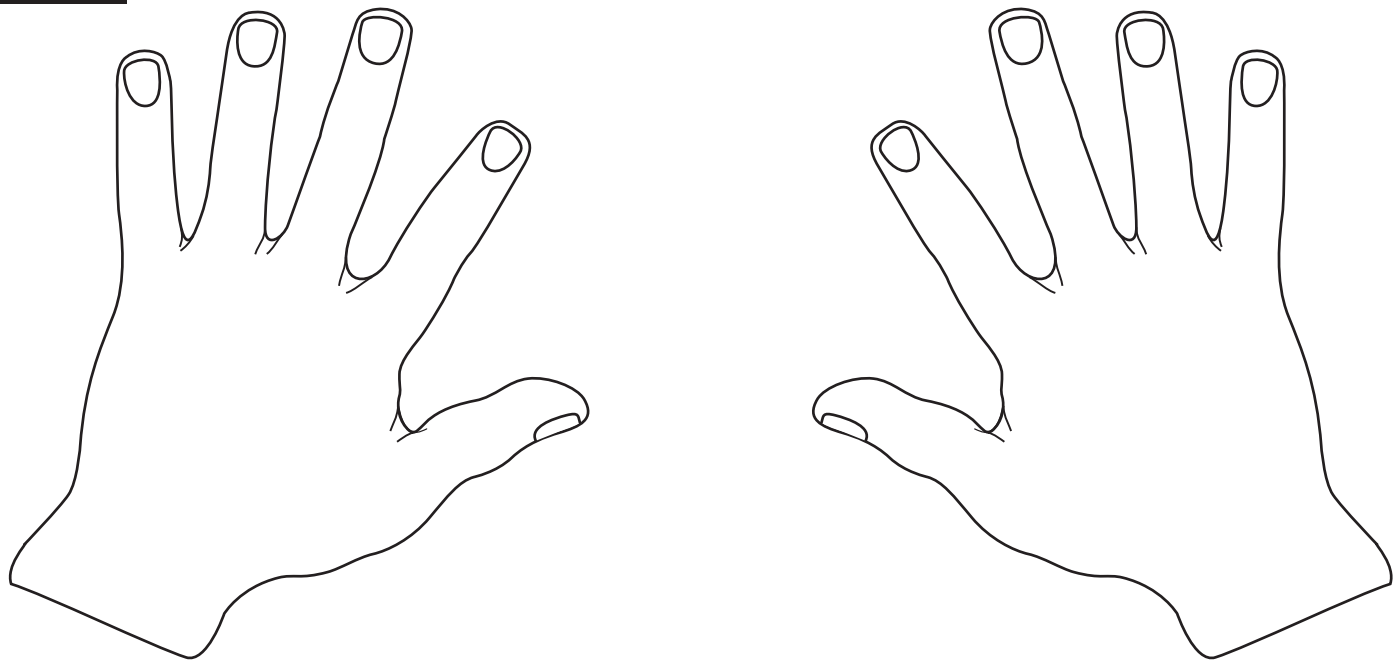




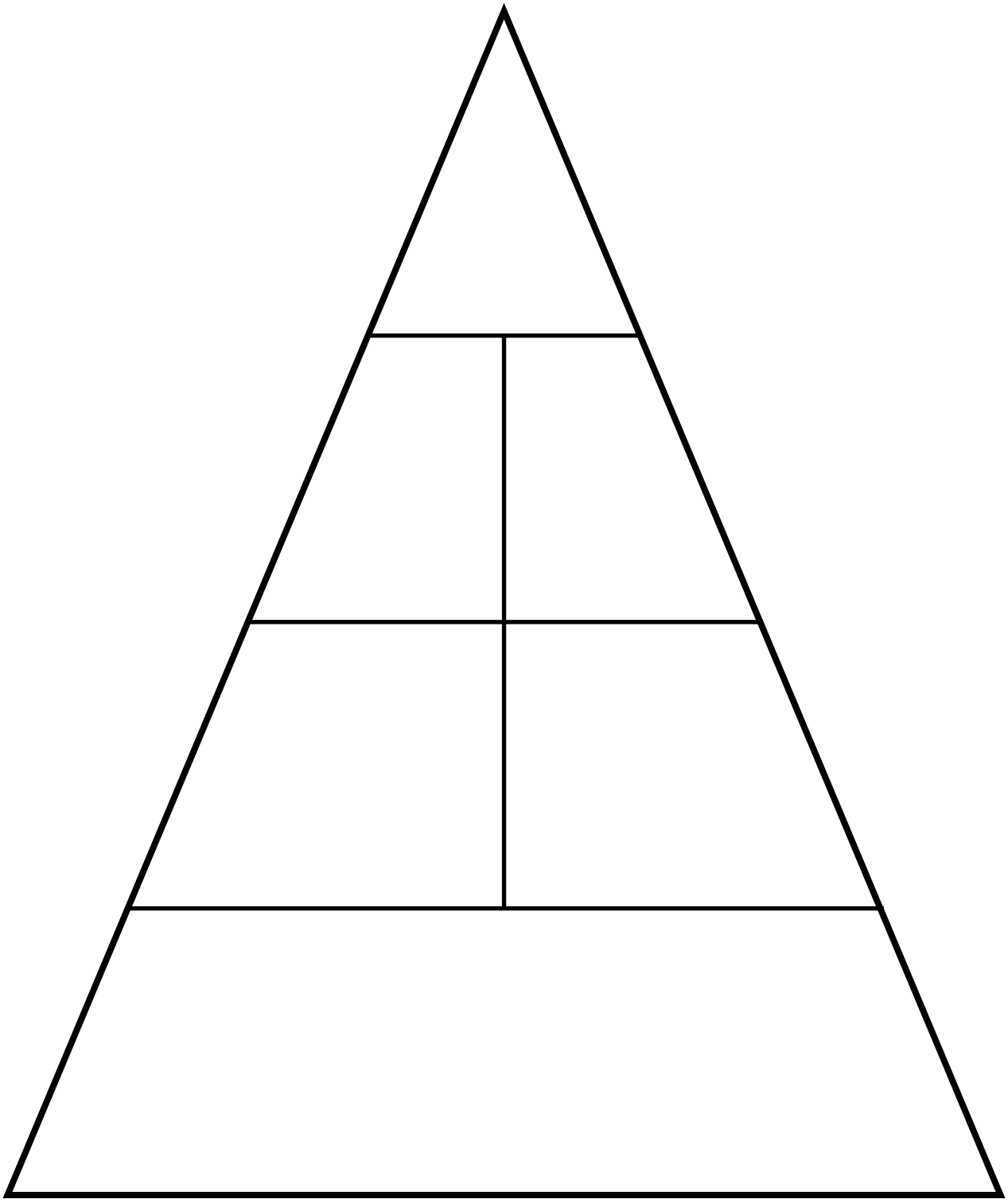




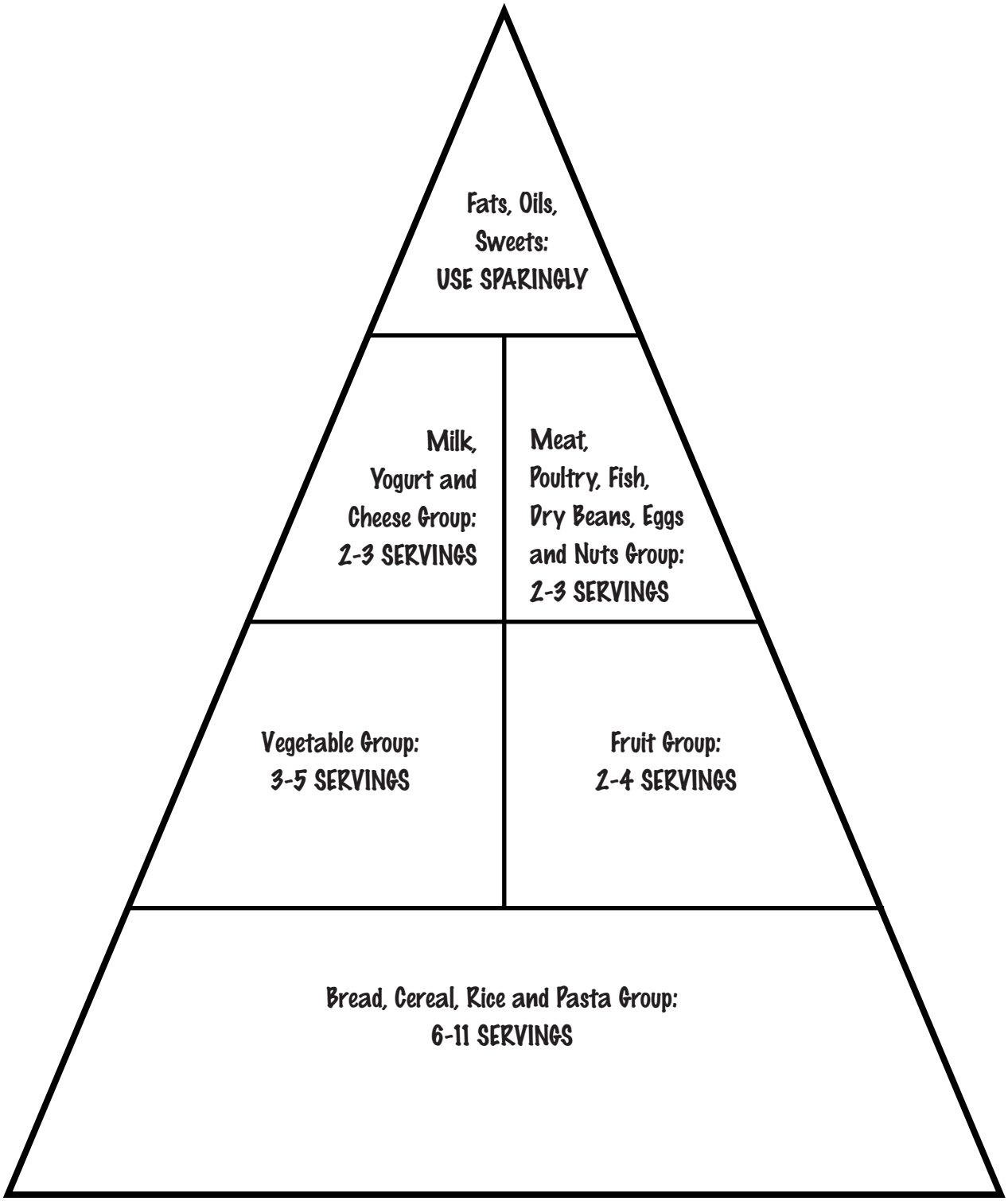
ACTIVITY #13 One Finger at a Time



ACTIVITY #15A The Food Pyramid



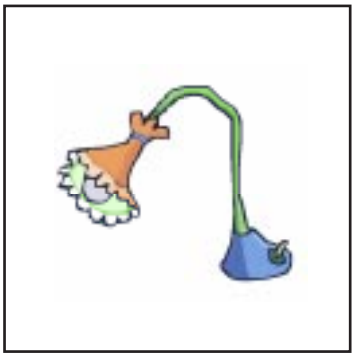
ACTIVITY #15B The Food Pyramid

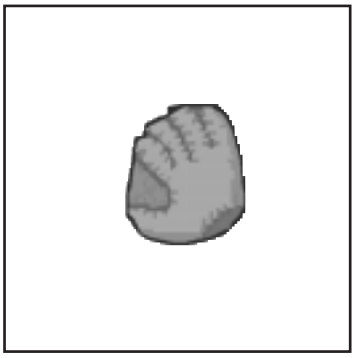


ACTIVITY #17 Picture Stories

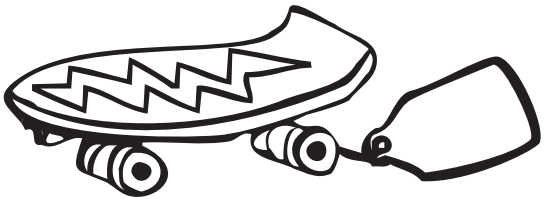
Example:

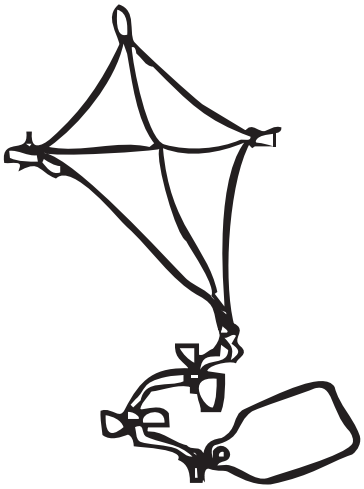
I need the **to keep my** **and** **dry.**

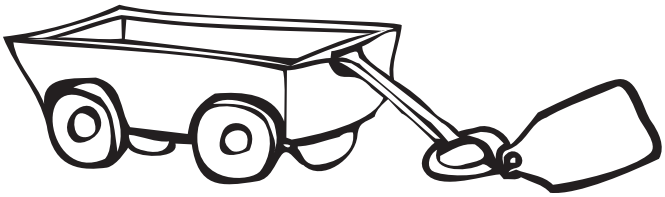


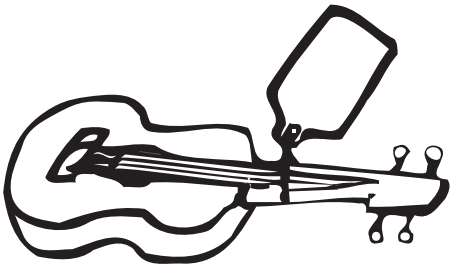


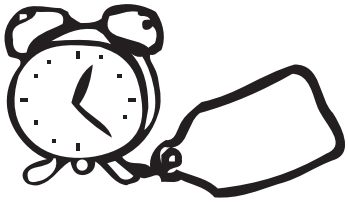
ACTIVITY #18 Mavis's Yard Sale

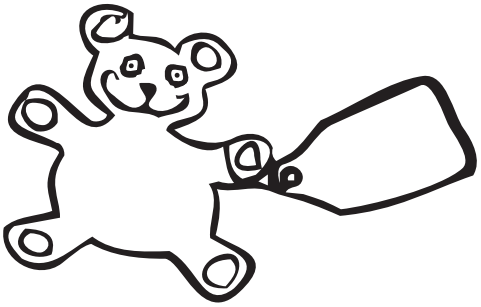








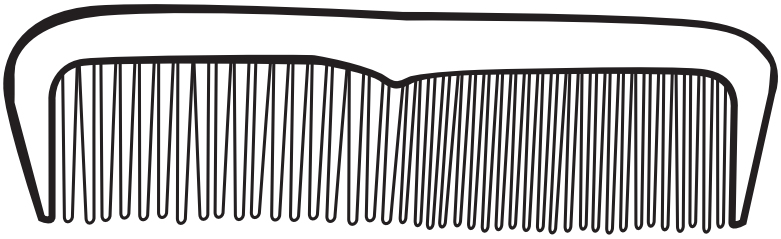


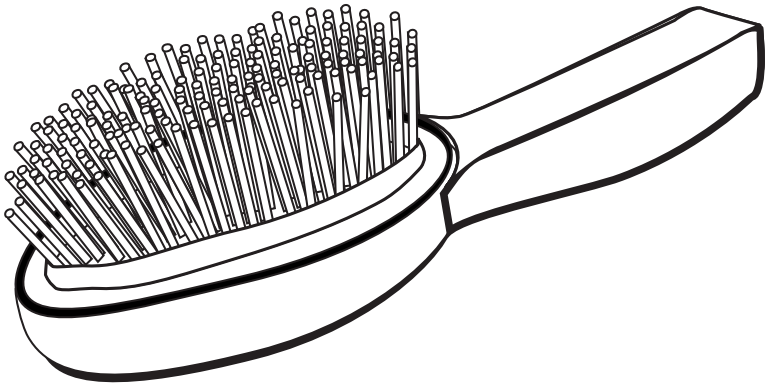


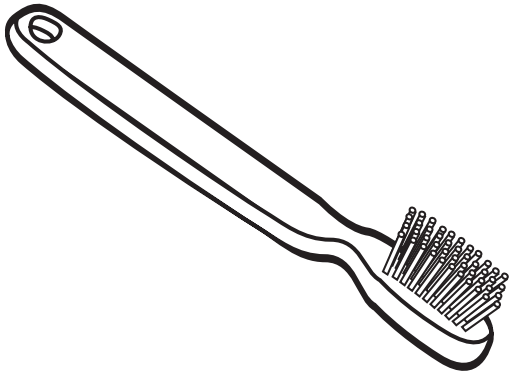
_____	$ _____
_____	$ _____
_____	$ _____
_____	$ _____
_____	$ _____
_____	$ _____
_____	$ _____
_____	$ _____
_____	$ _____

Total $ _____

ACTIVITY #20 Cleaning Tools







STUDENT ASSESSMENT SHEET