

Teacher's Guide

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Introduction

Trudy's Time and Place House is the fourth in the award-winning *Edmark House Series*, which includes *Millie's Math House*, *Bailey's Book House*, and *Sammy's Science House*. Trudy's seven playful activities will enchant students with lively music, engaging manipulatives, and a variety of friendly talking characters.

The activities develop time and geography skills, helping students build a solid social studies foundation. With Trudy, students will:

- practice telling time
- explore the concept of time passage and the units of time used for measurement
- discover the relationships between the earth, a globe, and a world map

- locate and name continents, oceans, and world landmarks
- develop mapping and direction (both cardinal and relative) skills
- relate a "bird's-eye" map to a "driver's seat" perspective
- learn about map scale
- explore the relationship between a map and a "real life" landscape
- gain confidence in their knowledge and skills
- exercise creativity
- ... and much more

Trudy's Time and Place House encourages exploration and rewards persistence. Six of the seven activities have a Discover Mode as well as a Question and Answer Mode. This allows students to either explore freely and direct the learning or to learn with gentle prompting and feedback. The complexity of the activities can be customized to ensure your students are challenged, but never overwhelmed.

The *Curriculum Connections* section in this Guide provides dozens of interdisciplinary activities for use in the classroom and at home. Reproducible activity sheets and illustrations are included to help you provide additional learning opportunities before and after using the software.

Powerful technology and proven educational methods have been combined in *Trudy's Time and Place House* to ensure success for a wide variety of students, including all young students. Spoken instructions allow pre-readers and readers alike to work independently. Students gain a sense of accomplishment and skill as they create, play, and learn.

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What's in This Guide?

Introductory information (pages 2–12)

- *Steps to Start* information
- Visual overview of the program
- Activity descriptions
- Learning opportunities matrix
- Assessment Option
- Program navigation for teachers and students
- Suggestions for introducing *Trudy's Time and Place House* to your students
- Reproducible quick reference pages for your students

Activity by Activity in *Trudy's Time and Place House* (pages 13–43)

Helpful information about each activity, including:

- **Overview**, giving a summary of the activity, learning opportunities, and suggested extension activities for home and school. Learning Objectives show what is assessed. Learning Opportunities describe additional goals your students will meet using these activities.
- **Discover Mode**, explaining how your students can learn by experimenting in the activity.
- **Question and Answer Mode**, explaining how a character asks a question and is looking for a “right” answer. The character also offers gentle help and fun rewards.
- **Together Time Activities**, offering suggestions for easy, at-home activities that integrate learning into everyday situations.

Curriculum Connections (pages 44–101)

- Suggested activities that can be integrated into many curricular areas. These activities strengthen the learning opportunities found in *Trudy's Time and Place House*.
- Reproducible sheets (for student handouts, bulletin board headings, and overhead transparencies) that can be used in conjunction with *Curriculum Connections* activities.

System Requirements (page 102)

Steps to Start

1. Install Trudy's Time and Place House.

- Please see "System Requirements" on page 102.

2. Read the Teacher's Guide.

- *What's Inside Trudy's Time and Place House* (page 4) and *Moving Around the House* (page 8) will help you begin using *Trudy's Time and Place House* immediately. *Curriculum Connections* (pages 44–101) offers additional suggestions and supplemental materials to help you integrate *Trudy's Time and Place House* with classroom activities.

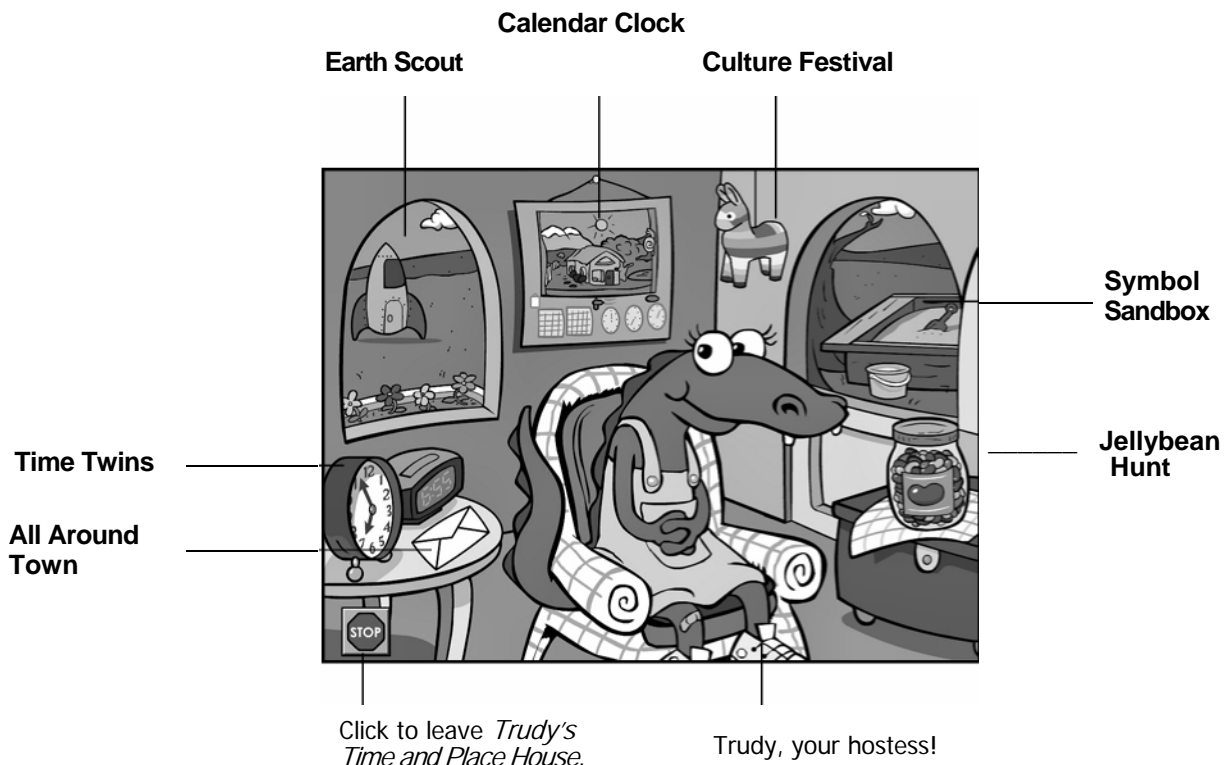
3. Become familiar with the program. ■ Try the software before you introduce *Trudy's Time and Place House* to your students.

- Decide if you want to introduce the activities to your students one at a time or let students explore at their own pace.
- Select options (scanning, Stop Sign, etc.) you would like to use.

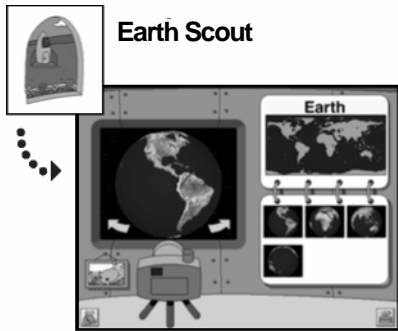
4. Introduce Trudy to your students.

- Make overhead transparencies of *Trudy's Map* and *Trudy's Icons* (pages 10 and 11) or reproduce these pages for each student.
- See *Introducing Trudy to Your Students* (page 9) for suggestions.

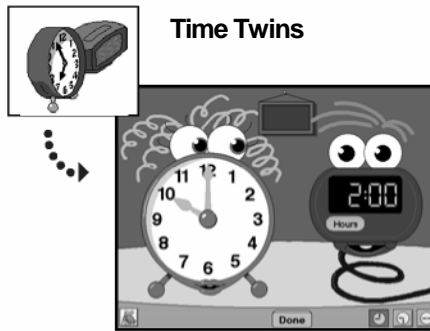
To play an activity in *Trudy's Time and Place House*, click one of the areas below:



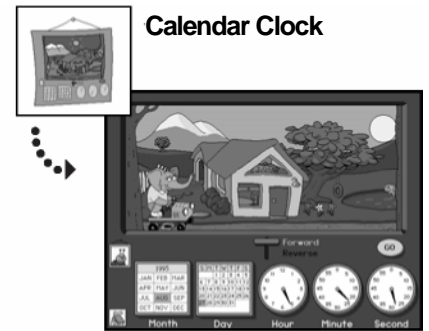
What's Inside Trudy's Time and Place House



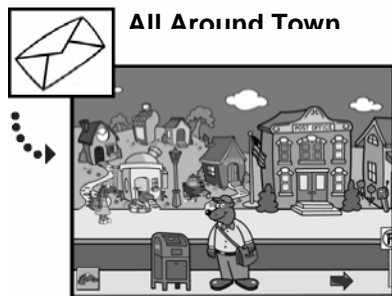
Discover the relationships between the earth, a globe, and a world map. Take pictures of your favorite places. Print picture outlines to color.



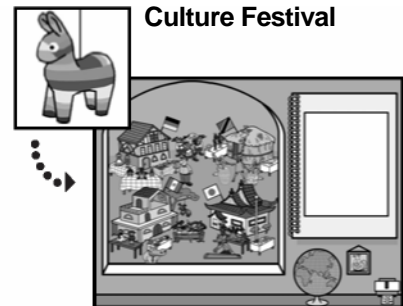
Meet Analog Ann and Digital Dan. Learn to tell time on both kinds of clocks by hour, half hour, and quarter hour.



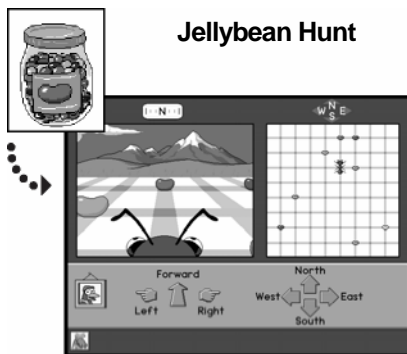
Learn about units of time as you move forward or backward in an animated movie by months, days, hours, minutes, and seconds.



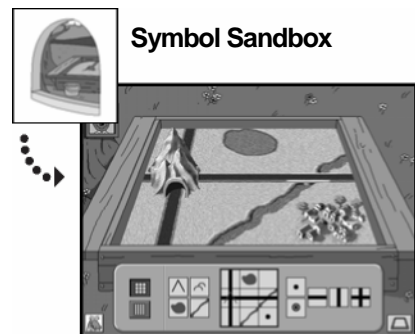
Take a walk with Trudy to learn about important places and community helpers.



Visit the festival to learn about the customs and culture in four different countries.



Learn to use relative and cardinal directions by directing a hungry ant left, right, and forward—or north, south, east, and west.



Place symbols on a sandbox map and watch hills, roads, lakes, and cities grow before your eyes.

Learning Opportunities Matrix

	Earth Scout	Jellybean Hunt	Symbol Sandbox	Calendar Clock	Time Twins	All Around Town	Culture Festival
Discover the relationships between the earth, a globe, and a world map	X						X
Locate, recognize, and name continents, oceans, and landmarks and learn interesting facts about them	X						
Stimulate curiosity and/or creativity	X	X	X	X	X	X	X
Build vocabulary	X	X		X		X	X
Develop an understanding of relative and cardinal directions		X					
Relate a "bird's-eye" map to a "driver's seat" perspective		X					
Learn about map scale		X	X				
Enhance ability to follow and give directions	X	X	X	X	X	X	X
Explore the relationship between a map and a "real life" landscape	X	X	X				
Learn the meaning of simple map symbols			X				
Develop spatial visualization skills	X	X	X				
Develop an understanding of the units used to measure time				X	X		
Discover the relationship between clock and calendar units				X			
Explore the relationship between time units and the "real world"				X			
Develop time-telling skills at three levels: hour, half hour, quarter hour					X		
Recognize analog and digital clock equivalency					X		
Strengthen number recognition and numeric sequence skills				X	X		
Identify places in a neighborhood and their purposes						X	
Identify community helpers						X	
Know some customs of various cultures around the world							X

Notes...

Assessment Option

An assessment of student learning, designed specifically for young children, is available for each activity and may be used to test learning objectives, should the teacher choose to use it. The questions are presented verbally, and the choice of answers presented in picture form. Both are in an understandable format for young children who might well be non-readers.

Modification, Adaptation, or Alternative Approaches to Evaluation

Some educators may not choose to “test” their very young students in a formal manner, or they may have some students with specialized needs who cannot easily use the formal assessment as presented.

Some suggestions to consider follow:

- Introduce the test to the class by means of a projector and large screen encouraging group participation.
- Encourage students to click again on the question if they are not sure what is said.
- Provide an assistant, parent volunteer, or peer tutor to help a child having difficulties “getting started”.
- Check the lighting and minimize the glare on the computer monitor (pulling blinds or setting up a screen) if there seem to be visual concerns.
- Use individual ear phones and/or adjust amplification needs for students with attention or hearing concerns.
- Sign language interpretation for questions may be helpful to some children.

Moving Around the House

To move from the Main Room to an activity, click one of these:

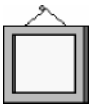


Click Trudy **to return to the Main Room** from any activity in *Trudy's Time and Place House*.



When students enter an activity, they will initially be in the Discover Mode. Emphasis is placed upon students experimenting freely by clicking objects and icons to see what happens. With students in charge, divergent thinking is encouraged by playful, positive responses to their natural curiosity. Click the framed picture (each activity has a different picture) **to enter the Question and Answer Mode** of that same activity.

Note: All Around Town has Discover Mode only.



When students are in the Question and Answer Mode of an activity, a character asks questions or makes requests. Convergent thinking is emphasized as the character offers gentle feedback and guides students toward a "correct" answer. Click the empty picture frame **to return to the Discover Mode** of that same activity.



Click the printer **to print** in the Discover Mode of Earth Scout, page 14.

Introducing Trudy to Your Students

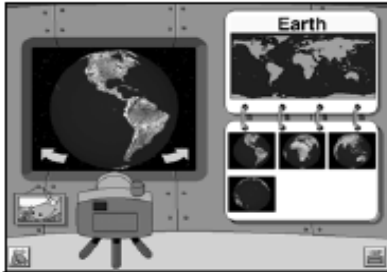
- Turn on the computer and launch *Trudy's Time and Place House*. Use a large screen monitor if one is available. Hand out copies of *Trudy's Map* and *Trudy's Icons* (pages 10 and 11).
- Point out the Main Room. Discuss the Stop Sign if you have not removed it.
- Ask a volunteer to click an activity icon. Explain that students will first see the Discover Mode. Point out the framed picture, explaining that when one of Trudy's friends is there, students can freely explore the room to discover what happens.
- Have another volunteer click the framed picture. Point out to students that the frame is now empty; a character will make a request because they are in the Question and Answer Mode. Explain that if they have trouble finding the answer, the character will help them.
- Help students understand that any time during play, they can:
 - go back to the Discover Mode by clicking the empty picture frame;
 - go back to the Main Room by clicking the Trudy icon.
- If printing is available, point out the printer icon in the Discover Mode of Earth Scout.
- Have students begin using *Trudy's Time and Place House*. You may want to use one of the activities in *Curriculum Connections* to introduce a computer activity. For example, “My Messy Rug” (page 57) is a helpful introduction to the Jellybean Hunt computer activity.
- As students work in different activities of *Trudy's Time and Place House*, copy and send home the corresponding *Together Time Activities* (pages 16, 20, 24, 28, 32, 39, and 43).
- Use selected activities found in *Curriculum Connections* as follow-up exercises (pages 44–101).

Note: If your students are using a Touch Window, just have them touch the screen when instructed to click or drag.

Trudy's Map

Click the activity you want to enter:

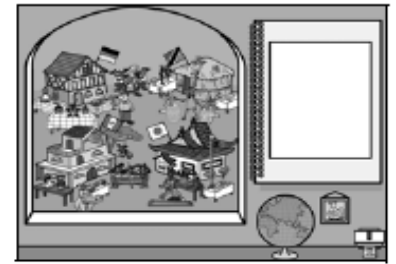
Earth Scout



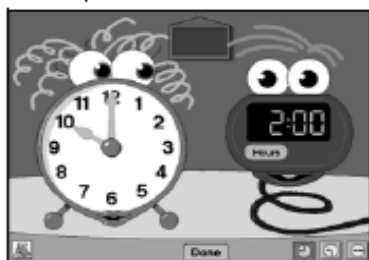
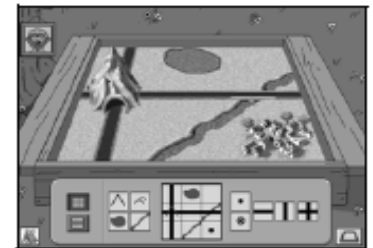
Calendar Clock



Culture Festival



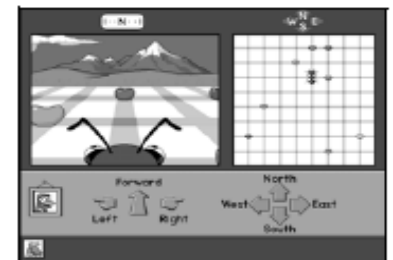
Symbol Sandbox



Time Twins



All Around Town



Jellybean Hunt

Trudy's Icons

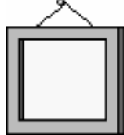
Click:



To go back to



To hear questions



To explore



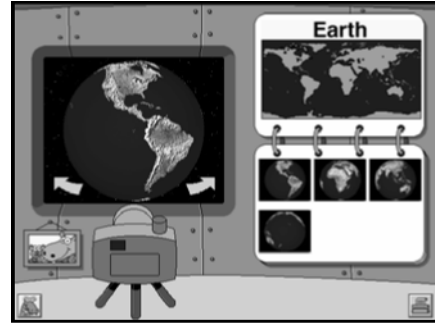
To print



To exit



Earth Scout Overview



Let's explore the earth! Students "fly" their own rocket from Trudy's backyard to many interesting locations. In the Discover Mode, students take pictures with the rocket's camera to print and color. In the Question and Answer Mode, Astro-mouse and Melvin challenge students to find and photograph specific locations.

Learning Objectives

- Locate selected continents and oceans on the globe
- Demonstrate relationships between a globe and a world map

Learning Opportunities

- Learn interesting facts about continents, oceans, and landmarks
- Stimulate curiosity about "faraway" places

Together Time Activities (page 16)

(To copy and send home)

- Travel by Mail
- Map the News


Curriculum Connections (pages 48–55)

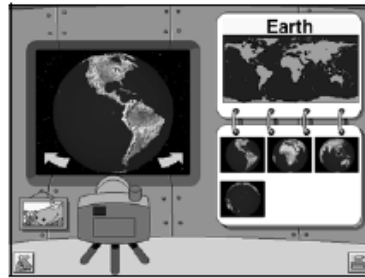
- Travel Agents (Creative Dramatics)
- Pack Your Bags (Language Arts)
- Worldwide Treasure Hunt (Problem Solving)
- Digging to China (Problem Solving)
- Playground World (Physical Education)
- A World of Music (Music)
- Class Atlas (Social Studies)









Earth Scout



Discover Mode

- Click  to enter Earth Scout from the Main Room.



- Click  or  in the rocket's window to fly the rocket around the earth.
- Click directly on the earth to fly closer and hear information about a continent or an ocean. Click again to hear the continent or ocean information repeated.
- Click a circle  to land and hear information about a landmark. (Circles are visible only when the rocket is close to a continent.) Click again to hear the landmark information repeated.
- Click  above the rocket window to blast off from earth into outer space.
- Click the camera  to take a photograph of any view from the rocket window.
- Click  to print a coloring book outline of any view from the rocket window.



- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.

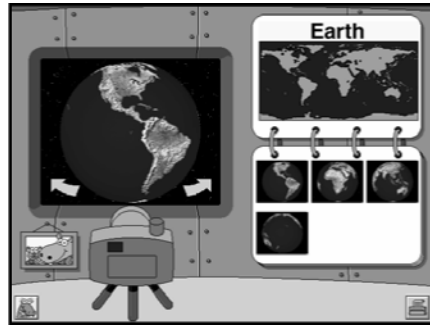


Earth Scout

Question and Answer Mode




to enter the Question and Answer Mode.



"Please go to Asia and take a picture."

- Astro-mouse challenges you to take a photograph of a specific location. To hear the challenge again, click Astro-mouse.

- Fly to the location and click the camera . If you fly to the wrong location, Astro-mouse will ask you to try again.
- You can select the level of Astro-mouse's challenge. Click:



or





or



Take a picture of a continent or ocean. For example, "Please go to Africa and take a picture."

Take a picture of a landmark (with a location hint). For example, "Please go to Africa and take a picture of the Nile River"

Take a picture of a landmark (with no location hint). For example, "Please take a picture of the Nile River."

- Click  for the Discover Mode, or click  to return to Trudy's Main Room.

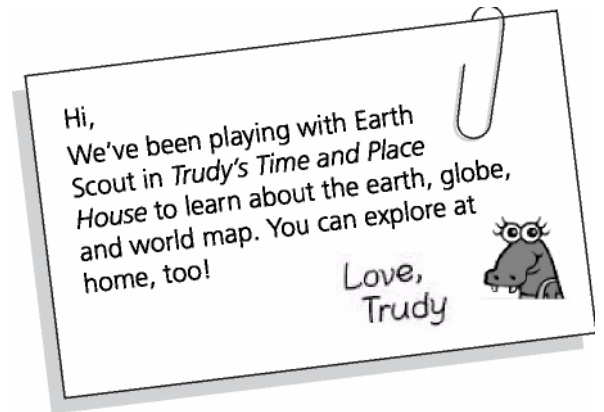


Earth Scout

Together Time

Travel by Mail

With your child, make a list of four or five friends or relatives who live in other states or countries. Look up their locations on a map. Then go shopping with your child to pick out a picture postcard of your city or state to mail to each of the people on your list. Ask the recipients of the postcards to send back picture postcards from the places where they live. When the postcards arrive, help your child tape each postcard in place on a large map.

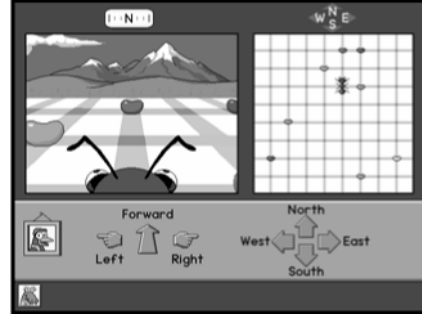


Map the News

Watch the news on television with your child, listening for the names of countries and cities. Look up the locations and mark them on a large map of the world (or on a map of your area if you are watching the local news). If possible, use an almanac, encyclopedia, or other books to find out more about unfamiliar or intriguing locations.



Jellybean Hunt Overview



Which way to the jellybean? Students use two kinds of directions, Left/Right/Forward or North/South/East/West, to navigate a hungry ant. In Discover Mode, students direct the ant across a napkin full of jellybeans. In Question and Answer Mode, students are rewarded with whimsical animations for both giving and following directions.

Learning Objectives

- Follow directions using cardinal directions (North/South/East/West)
- Follow directions using relative directions (Left, Right, and Forward)

Learning Opportunities

- Build directional vocabulary
- Relate a "bird's-eye" map to a "driver's seat" perspective
- Learn about map scale
- Enhance ability to follow and give directions

Together Time Activities (page 20)

(To copy and send home)


- A Fly's View
- Point Me in the Right Direction

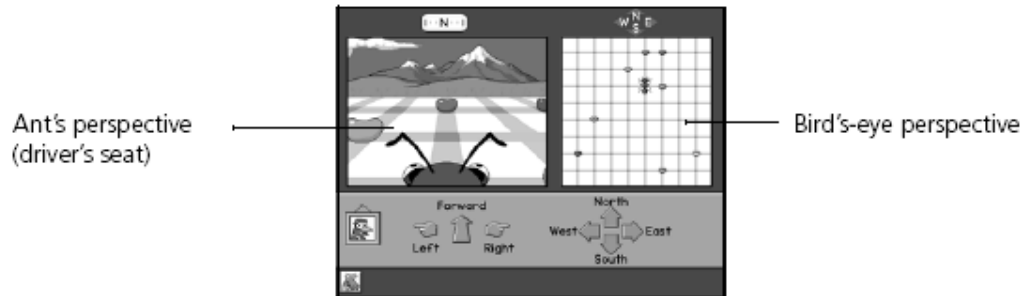
Curriculum Connections (pages 56–62)









- Letter Collection (Language Arts)
- N, S, E, W in My World (Physical Education)
- Checkers on the Go (Problem Solving)
- My Messy Rug (Mathematics)
- Joe's Missing Worm (Mathematics)



Jellybean Hunt Discover Mode

- Click  to enter Jellybean Hunt from the Main Room.
- Jellybean Hunt displays two views of a gingham napkin: the ant's perspective and a bird's-eye perspective. Lead the hungry ant to the jellybeans by using either of the two sets of direction controls: Left/Right/Forward or North/South/East/West.




- Click the blue  or  to turn the ant to the Left or Right. Click the blue arrow icon to move the ant Forward one "block."
- Click the green , ,  or  to move the ant North, South, East, or West. Each click moves the ant one "block."
- After the ant has found and eaten all the jellybeans on the napkin, a new set of jellybeans appears.
- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.

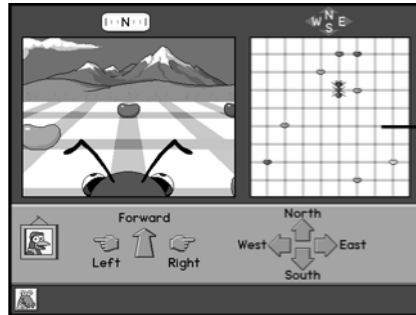


Jellybean Hunt

Question and Answer Mode

- Click  to enter the Question and Answer Mode.

- Joe Crow asks you to lead the ant to a jellybean. To hear the request again, click Joe Crow.



"Please go to the orange jellybean."

- Click the direction controls to move the ant. If the ant moves away from the jellybean or doesn't follow the directions, Joe Crow asks you to try again.
- You can choose to either give or follow directions. Click:





or



Find a specific jellybean.

Follow specific directions to a jellybean.



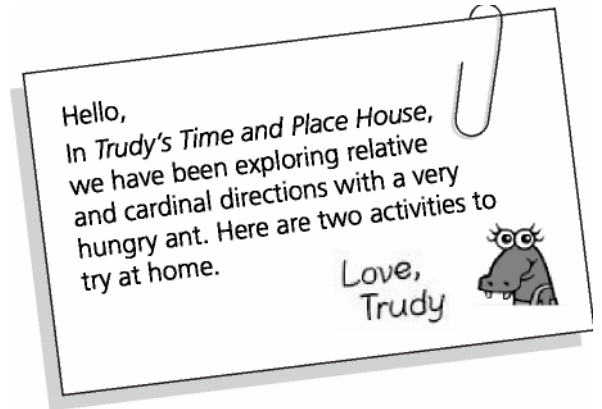
- Click  for the Discover Mode or click to return to  Trudy's Main Room.



Together Time

A Fly's View

Ask your child to pretend that the two of you are flies on the ceiling, looking down at the room. Talk about how various items in the room (table, lamp, person) would look. Also talk about what would be at the top of the page if you were to draw the view. What would be at the bottom? Right? Left? Let your child draw the room as it would look from a fly's point of view. Your child may also enjoy drawing a "fly's view" of other locations such as your backyard or a baseball field.



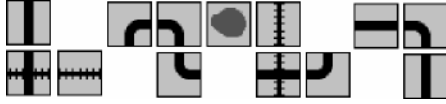
Point Me in the Right Direction

Have your child wear a baseball cap or other cap with a visor. Point the visor straight ahead and ask your child to take three steps forward. Now point the visor to the left and ask your child to take three steps to the left (while continuing to face straight ahead). If in doubt about which direction is left, your child can reach up and feel which way the visor is pointing. Continue the game, asking your child to go right, backward, left again, etc. Then let your child give you directions while you wear the cap. Finally, try the game with cardinal directions (north/south/east/west).



Symbol Sandbox

Overview



Let's make a symbol sandbox! In the Discover Mode, students place symbols on a map to create a sandbox construction. In the Question and Answer Mode, students' mapping skills bring the sandbox construction to life with animated cars, boats, planes, and more.

Learning Objectives

- Construct a map using simple map symbols
- Know the meaning of simple map symbols

Learning Opportunities

- Use symbols to explore the relationship between a map and a "real life" landscape
- Develop spatial visualization skills
- Discover the relationship between man-made and natural geography
- Exercise creativity

Together Time Activities (page 24)

(To copy and send home)


- My World in a Sandbox
- Map and Go

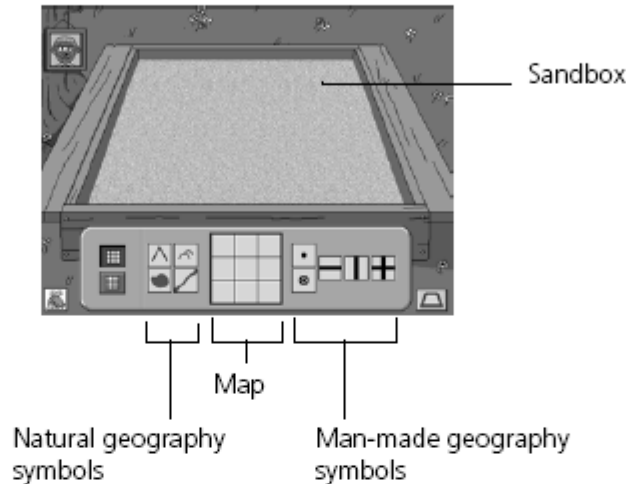
Curriculum Connections (pages 63–70)






- Nature or Not (Science)
- Mini Maps (Art)
- Reducing Trudy (Mathematics)
- Road Codes (Language Arts)
- Picture Your Neighborhood (Art)
- Mapmaker Game (Problem Solving)






Discover Mode

- Click  to enter Symbol Sandbox from the Main Room.




- Click  or  to select a 3-by-3 or 4-by-4 map.
- Man-made geography symbols (such as a town ) may be combined with natural geography symbols (such as a mountain ) by dragging both onto the same map square (to create a town on a mountain ).

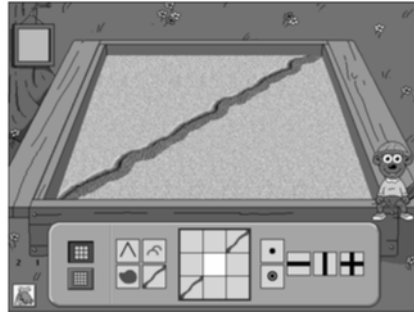
Two man-made geography symbols or two natural geography symbols cannot be combined on the same map square.

- Symbols may be removed from the map by dragging them outside the map border. Combination symbols may be removed one symbol at a time, beginning with the last symbol placed. To remove the first symbol placed, click the combination symbol once before dragging.
- Click  to remove all the symbols from the sandbox map.
- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.



Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- Billy Beaver asks you to complete a sandbox map. To hear the request again, click Billy.



"Please finish the map for this sandbox."

- Drag a symbol onto a white map square.
 - If you drag the right symbol onto the square, the symbol snaps into place.
 - If you choose the wrong symbol or the wrong map square, the symbol snaps back to its symbol pile. You can try another map square or another symbol.
- If a combination symbol is needed in the map, the map square will stay white until both of the necessary symbols have been dragged onto the map square.
- You can select Billy's challenge level. Click:





or



Complete a 3-by-3 sandbox map.

Complete a 4-by-4 sandbox map. Additional symbols (railroad, curved road, etc.) will be available.

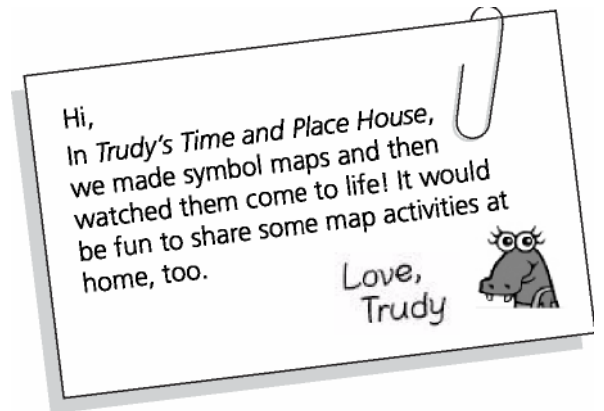
- Click  for the Discover Mode or click to return to  Trudy's Main Room.



Together Time

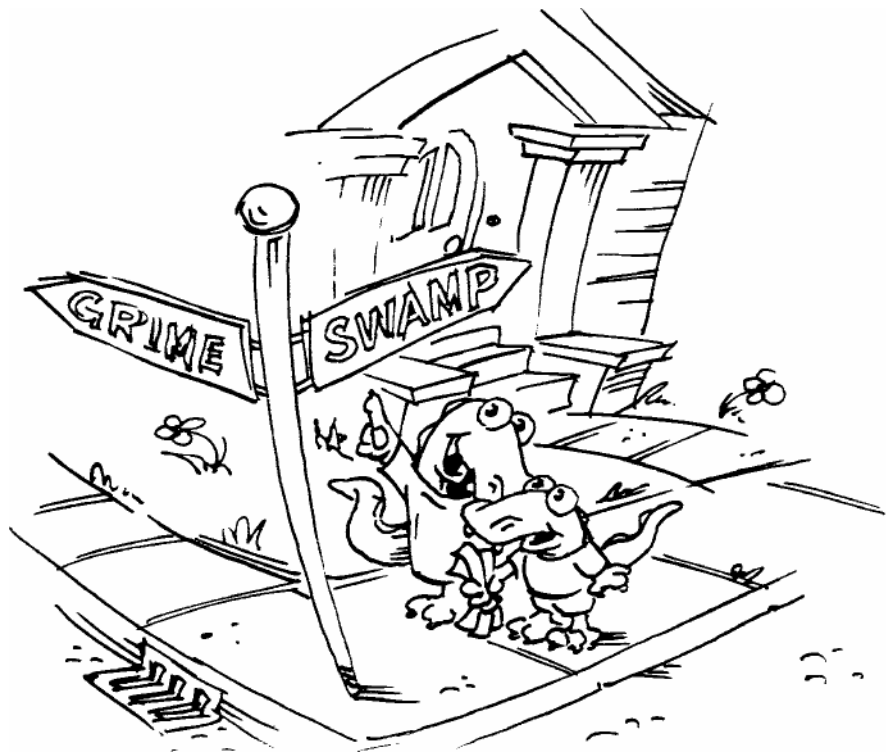
My World in a Sandbox

Let your child create a miniature world in an outdoor sandbox or in a jelly roll pan (using clay instead of sand). Provide some simple materials such as old blocks, pieces of wood, small boxes or milk cartons, used aluminum foil, paper cups, twigs with a few leaves, etc. With time and imagination, your child can make up a world with rivers, buildings, trees, bridges, etc. If possible, take an "aerial view" photo of the miniature world.



Map and Go

Walk with your child around the neighborhood, circling a full block, if possible. Take along some strips of paper (about 2 by 8 inches) to represent streets. As you walk, look at the street signs and print a street name on each strip of paper. Also, discuss what you are seeing along each street (how many houses, apartment buildings, large trees, businesses, etc.). When you arrive back home, help your child begin a neighborhood map by arranging and taping the street-name strips on a blank sheet of paper. Then make simple drawings to represent what you saw along each street. On another day, repeat the walk, taking the map with you to see how well you both remembered and to check the map's accuracy.



Calendar Clock

Overview



Time flies when students play with the Calendar Clock! Students move forward and backward in an animated movie by months, days, hours, minutes, and seconds.

Learning Objectives

- Connect time units and typical events in the real world
- Recognize differences in clock and calendar units
- Know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants

Learning Opportunities

- Develop an understanding of the units used to measure time
- Enhance time estimation skills
- Build time unit vocabulary

Together Time Activities (page 28)

(To copy and send home)

- Time Tools
- Our Year

(Curriculum Connections (pages 71–78))

- My Day (Social Studies)
- Time Stations (Mathematics)
- Loops of Days (Mathematics)
- Pick a Measure (Problem Solving)













Calendar Clock

Discover Mode

- Click  to enter the Calendar Clock from the Main Room.




- Click  to watch the animated movie in real time. Click  again to stop the movie. Click  to run the movie forward or in reverse.
- Click or hold down , , , , or  to move by month, day, hour, minute, or second.
- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.





Calendar Clock

Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- Mandy, the ladybug, describes when an event will happen and asks you to change time to see the event. To hear the request again, click Mandy.



“Three months ago the season was Fall. Please change time to make the season Fall.”

- Click the time unit controls to move forward or backward through time to the event.
 - When you move the correct amount of time, the event happens.
 - If you choose time units that are too small to be practical or too big to work, Mandy will ask you to try again.
- If a combination symbol is needed in the map, the map square will stay white until both of the necessary symbols have been dragged onto the map square.
- Click  for the Discover Mode or click  to return to Trudy's Main Room.

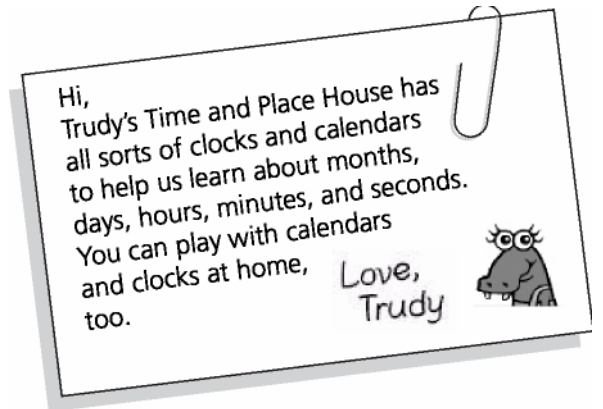


Calendar Clock

Together Time

Time Tools

With your child, conduct a search through the house for anything that helps measure time. Look at clocks, kitchen timers, calendars, watches, computer calendars, thermostat timers, etc. Talk about which are used to keep track of short periods of time (naming the units—seconds, minutes, hours) and which are used for longer periods of time (days, weeks, months, years). You and your child may enjoy using reference books to discover what devices people used to tell time in the past.



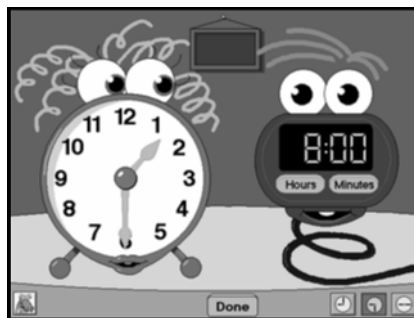
Our Year

Make a copy of the twelve pages of the calendar (or cut apart an unused calendar). Shuffle the pages and let your child practice arranging them in the correct order. Then tape the pages together side-by-side. Over several days, work with your child to mark (with simple pictures or words) special days in each month — family birthdays, celebrations, future vacations, back-to-school day, etc. Point out “where you are in the year” and talk about the sequence of events you have marked. You may want to prop up the calendar pages in a circle to help your child see how the sequence of months continues year after year. Then fold the calendar accordion fashion and let your child keep it to remember “what comes next.”



Time Twins

Overview



Let's visit the Time Twins! Students can set clocks to hear the time or play with Analog Ann and Digital Dan, two playful clocks always ready with a time-telling challenge.

Learning Objectives

- Connect time units and typical events in the real world
- Recognize differences in clock and calendar units
- Know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants

Learning Opportunities

- Build a time-telling vocabulary

Together Time Activities (page 32)

(To copy and send home)

- Time for...
- Times Two


Curriculum Connections (pages 79–85)

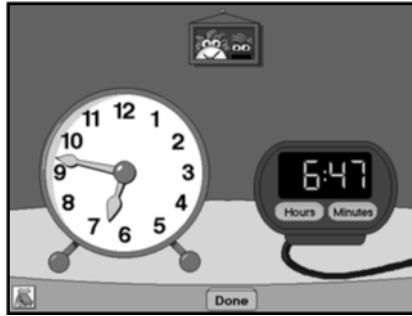
- Clock Cards (Mathematics)
- Custom Clocks (Art)
- Hop Around the Clock (Physical Education)
- Time in a Flash (Mathematics)
- Time for Solitaire (Problem Solving)










Time Twins

Discover Mode

- Click  to enter the Time Twins from the Main Room.




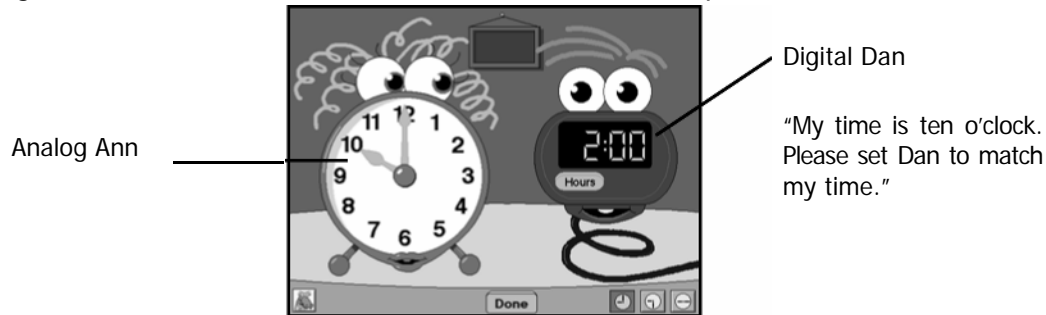
- To set the analog clock , drag the hour or minute hand to any position and release. The digital clock automatically changes to reflect the analog clock time that you have set.
- To set the digital clock , click  or . The analog clock automatically changes to reflect the digital clock time that you have set.
- Click  to hear the time displayed on the clocks.
- Click  for the Question and Answer Mode, or click  to return to Trudy's Main Room.









Time Twins

Question and Answer Mode

- Click  to enter the Question and Answer Mode.
- Analog Ann or Digital Dan asks you to set a clock or replace clock numbers. To hear the request again, click on the clock character who made the request.



- Set  by dragging the hour or minute hands. Click  when you are finished.
- Set  by clicking  or . Click  when you are finished.
- You can select the level of challenge. Click:





Set the clocks by whole hour; replace up to four analog clock numbers.



Set the clocks by whole hour and half hour; replace up to seven analog clock numbers.



Set the clocks by whole hour, half hour, and quarter hour; replace up to ten analog clock numbers.

- Click  for the Discover Mode or click  to return to Trudy's Main Room.

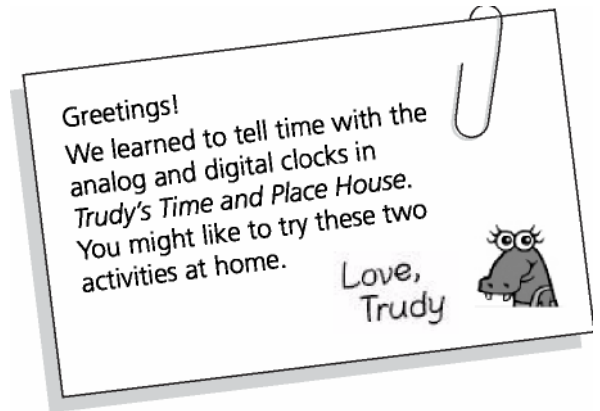


Together Time

Together Time

Time for ...

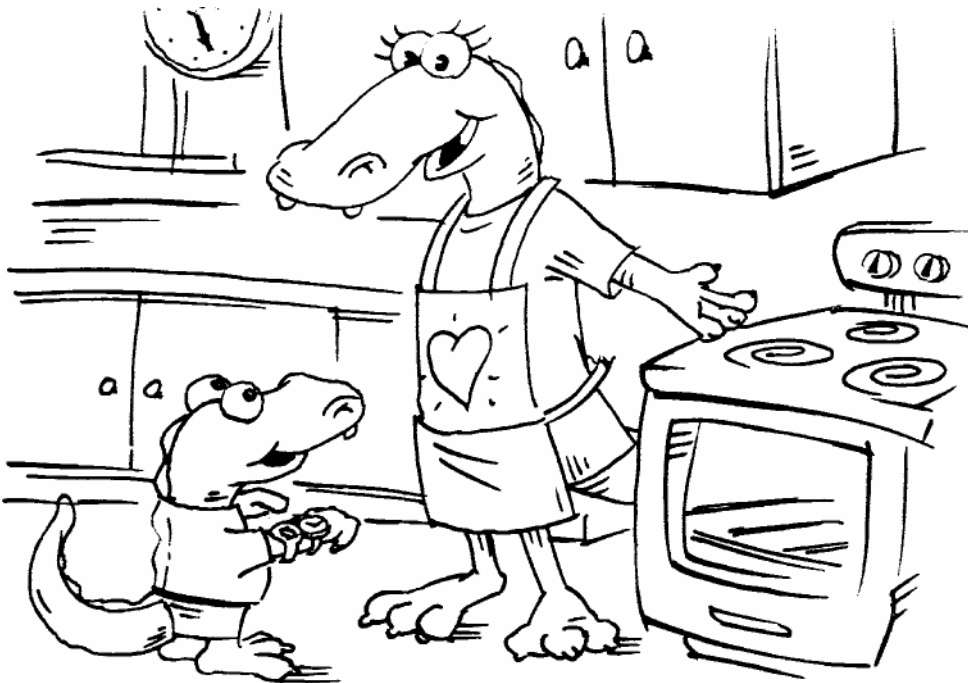
On index cards, print activities that regularly occur in your child's day (wake-up time, time for the school bus, time for breakfast, bedtime, etc.). Use simple sketches to represent the activities for a nonreader. On separate index cards, draw clocks with the hands pointing to the corresponding times that these activities normally take place. Let your child arrange the cards to match activities to times and then tape each pair of cards together. If possible, let your child wear an inexpensive watch to check these



pairings as the day progresses. Later your child can try to put the card pairs in order as they occurred throughout the day.

Times Two

Let your child be your time manager for a day or an evening. If possible, arrange for your child to wear two watches — an analog and a digital. Or, point out where to find both types of clocks in the house. Tell your child that you need to start cooking dinner at five-thirty, for example. Ask to be reminded when that time arrives. Later, explain that you need to leave for your meeting at seven o'clock and ask to be reminded so you won't be late. Continue the process as long as your child is enjoying being your "time manager."



All Around Town Overview



Let's take a walk through the neighborhood! Students learn about the library, post office, school, city hall, hospital, and grocery store. They also meet several community helpers along the way and learn about their work.

Learning Objectives

- Identify places in a neighborhood and their purposes
- Identify community helpers

Learning Opportunities

- Build vocabulary about people and places in a neighborhood
- Stimulate students' curiosity about the people and places in their neighborhood
- Enhance ability to follow directions

Together Time Activities (page 39)

(To copy and send home)

- Local Field Trip
- Our Community Helpers

Curriculum Connections (pages 86–92)


- How Do You Get There? (Language Arts)
- My School (Social Studies)
- My Home Town (Social Studies)
- What's That Sign? (Math)
- Words Around the Town (Language Arts)
- Community Helpers (Creative Dramatics)






All Around Town Discover Mode

Learn about the important places and community helpers in a neighborhood!





Take a walk with Trudy through the neighborhood to learn about the different locations and people that work there.

- Click on the Letter  to advance to the All Around Town Activity from the Main Room. Trudy encourages you to explore the neighborhood by clicking on buildings, people, and objects.



- Click on the Arrow Button  and the scene scrolls over to reveal a new scene.
- Click on the Buildings  to hear a brief description, "This is the Post Office. The Post Office is a building where mail is taken to be delivered, and where people can buy stamps."
- Click on a Community Helper  and either Trudy or the helper will describe what they do.
For example, "Hello. I am a Mail Carrier. This is my pouch. It holds the mail." Grocer, Librarian, Police Officer, Crossing Guard. Each time you click on the Crossing Guard a different character will cross the street.
- Continue exploring the neighborhood to discover new things by clicking around the screen: Sammy, Bailey, mail box, flag, car, lions, fire hydrant, crosswalk sign, trash receptacle, stoplight, and stop sign.

Location Activities

- Click on these building doors  to go inside and play a simple activity: schoolhouse, post office, grocery store, fire station, town hall and hospital.
- Click on the library  to meet the Librarian and return Bailey's books to her.
- Click on the Arrow Button  to scroll back and forth between the screens.
- Click on the Trudy icon  to return to the Main Room.

Note: There is only one learning mode for this activity.

Schoolhouse

- Meet the teacher and learn about letters and words. Each time you enter a new letter is featured on the board.



Letters featured: (F, P, B, D, C, 5, H, T, G). "Please click on the picture that begins with the letter, (F)." *Click on the picture that begins with the letter shown.*

Objects featured: F- foot, frog. P- pig, plate. B- ball, bug. D- dog, drum. C- cake, cat. 5- sun, snake. H- house. T- truck. G- grapes.

Other objects to click on: globe, shapes, and numbers.

Post Office

- Trudy needs to buy a stamp for her letter. "I need to buy a stamp for this letter I am mailing. Will you help me put it in the right place on the letter?"



- Click and drag a stamp onto the letter.

"Thank you. This letter has an address on it, which tells the mail carrier where to deliver it. Every town has a zip code (numbers on envelope and mail slots are read aloud). Please put the letter in the correct mailbox." Click and drag the letter into the correct mailbox.

Grocery Store

- Grocer Joe needs help stocking the shelves. "We just got in a shipment of (fresh fruits), (vegetables)! Please put the fruit (vegetables) in the correct sections." *Click and drag the fruits or vegetables into the correct sections.*



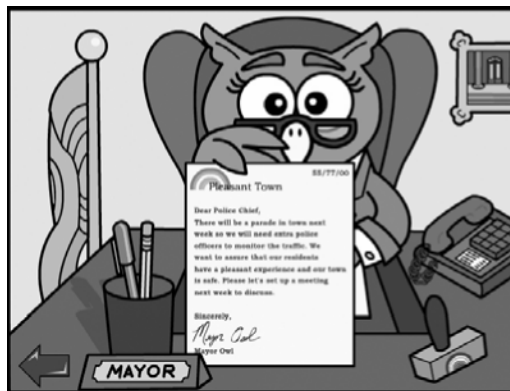
Fire Station

- Inside the fire station you'll meet Firefighter Ellie and Firefighter Dave. *Click on the different parts of the fire truck and firefighters to learn about them: Fire hat, coat, gloves, boots, ax, hose, ladder, lights, siren, cab, and firefighters.*



Town Hall

- Inside Town Hall you'll meet the mayor who needs help stamping the city seal on some important letters. "Would you help me stamp the city seal on these letters before I send them out?" Move the city seal over each letter and click to stamp.



Hospital

- Meet Dr. Spots and learn about what a stethoscope is. *Click and drag the stethoscope over Trudy to listen to her heartbeat.* Trudy needs a new bandage. *Click and drag a bandage onto Trudy's knee.*



Other objects to click on: Five Senses poster.



All Around Town

Together Time

Local Field Trip

Take your child to some place in your community where they have not been. Perhaps this will be a museum, a library, the courthouse, or city hall. Ask for your child's help in deciding where to go, and then discuss with them why this is an important and interesting place in your town. When you return home, ask your child to draw a picture postcard to show where you have been and create a record of his or her experience. Have him or her draw a single picture of something that left a strong image, feeling, or idea.

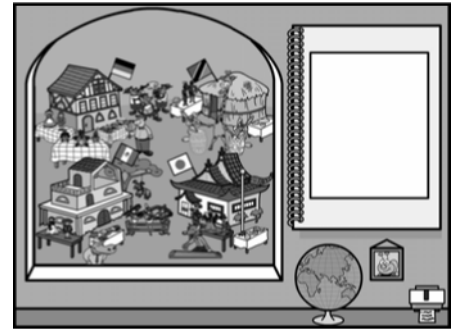
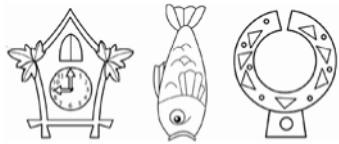


Our Community Helpers

Have your child think about all the things that must have to happen for life to be successful, safe, and happy. Discuss the people in the community that are available to help us if we need them. The most obvious people are firefighters, police, and emergency medical technicians, but there are many other people who work to make our lives more comfortable: people like teachers, librarians, doctors, religious workers, sanitation workers, city workers of all types both on the streets and at city hall, and many more. You child will probably think of others.

You may wish to visit one or more of these people and have your child interview them. Remember to remind your child how to respond to strangers with you and when he or she is alone or with friends.

Culture Festival Overview



It's a festival of fun! Visit four different houses to learn about the flag, foods, clothing, and music of Germany, Tanzania, Mexico, and Japan.

Learning Objectives

- Know some customs of various cultures around the world

Learning Opportunities

- Build vocabulary about customs from different countries
- Stimulate students' curiosity about the culture and customs of people around the world
- Enhance ability to follow directions
- Become familiar with the location of selected countries on a globe

Together Time Activities (page 43)

(To copy and send home)

- Finding Bread
- Our Family

Curriculum Connections (pages 93–100)

- Who Do I Know? (Social Studies)
- Music Around the World (Music)
- Hi There! (Language Arts)
- German Cuckoo Clock (Creative Dramatics)
- Masai Necklace (Math)
- Carp Kites (Art)






Culture Festival

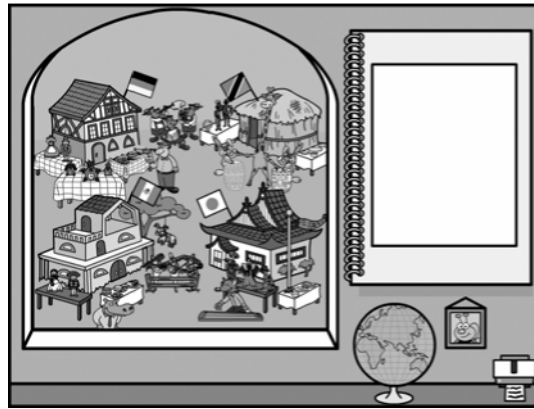
Discover Mode

Visit the festival to learn about four different countries!



The festival features four houses from different countries: Germany, Tanzania, Mexico and Japan.

- Click on the Piñata  to advance to the Culture Festival Activity from the Main Room.

Click on a house  and the globe . Click on the different objects surrounding each house to learn about them: flag, foods, clothing, and music. Click on an object and the camera zooms into a close up view.



When you click on a house, the globe spins to reveal that country, which is highlighted. A map of the country appears on the scrapbook.


- Click  for the Question and Answer Mode or click to return to  Trudy's Main Room.





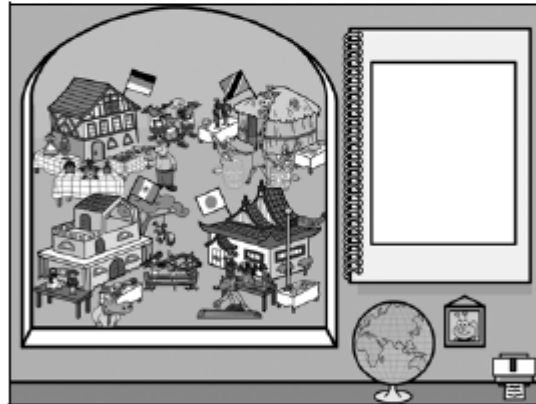
Culture Festival Discover Mode

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When you click on a house, the globe spins to reveal that country, which is highlighted. A map of the country appears on the scrapbook.

- Click  for the Question and Answer Mode or click to return to  Trudy's Main Room.



Culture Festival

Together Time

Finding Bread

Does your family eat bread? Bread is called by many names: tortilla, fry bread, naan, pita, brioche, focaccia, challah, scones, and many more. Breads differ by type of flour, component materials, texture, size, shape, color, and taste. Take your child to the market and give him or her the opportunity to find as many types of bread products as he or she can. Select an unfamiliar type to take home and use in a meal. Ask why do you think there are so many types of bread? What other kinds of foods are eaten in different cultures? Do you have any friends from other backgrounds that you could share meals with? Look in the market for different items that you can take home and sample. Expand your child's awareness of the wide range of foods, activities, dress, and concerns of the people of the Earth.



Our Family

Most people who live in this country are from, or have relatives who have come here from, another country. (Even if you are native Americans, your children have ancestors whose culture has aspects that are different, as well as similar, from today.) Talk with your child about where your family originally came from and what their life was like in their native country. What special foods did the family eat? What clothes did they wear? What language did they speak? What work did family members do? When did they come to this country? Look at family pictures of your child's ancestors. What similarities and differences do they notice? What traditions and events does your family celebrate? Discuss how these customs came to be and why they are important to you and your family.

Curriculum Connections

The learning opportunities in *Trudy's Time and Place House* can be reinforced throughout the school day in many curricular areas. The classroom activities on the following pages are designed for kindergarten through second-grade students, but may be adapted easily to suit the needs of preschool children. The *Curriculum Connections* activities are grouped according to the corresponding *Trudy's Time and Place House* computer activities (see the chart below).

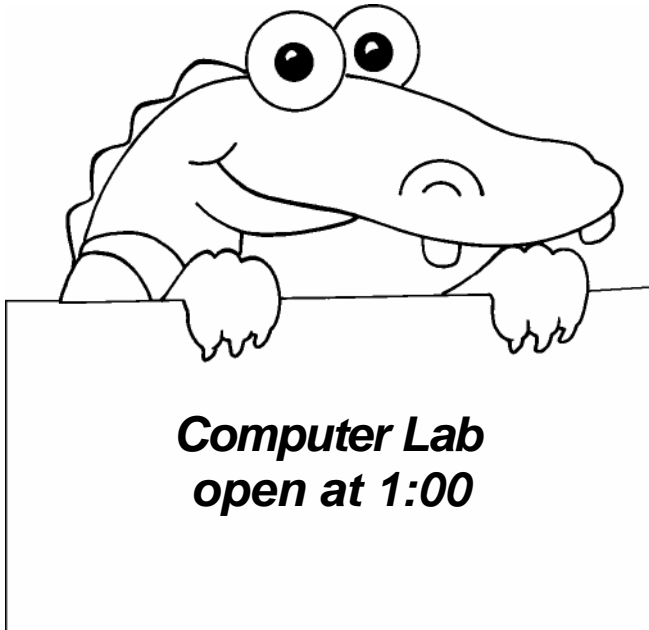
Pick and choose activities according to your students' needs as well as your computer equipment, facilities, resources, and schedule. You may want to use some of the *Curriculum Connections* activities before students work at the computers. Other activities can be used as follow-up experiences. Let the ideas in *Curriculum Connections* stimulate your imagination as you plan experiences tailor-made for your students.

Reproducible activity sheets are also included. These can be used in a variety of ways (for student work, transparencies, labels, etc.), some of which are suggested in *Curriculum Connections*. In addition, there are two reproducible pages of *Trudy's Time and Place House* characters to use on your chalkboard, bulletin board, or computer.

	Earth Scout (pages 48–55)	Jellybean Hunt (pages 56–62)	Symbol Sandbox (pages 63–70)	Calendar Clock (pages 71–78)	Time Twins (pages 79–85)	All Around Town (pages 86–92)	Culture Festival (pages 93–100)
Art			<ul style="list-style-type: none"> • Mini Maps • Picture Your Neighborhood 		<ul style="list-style-type: none"> • Custom Clocks 		<ul style="list-style-type: none"> • Carp Kites
Creative Dramatics	<ul style="list-style-type: none"> • Travel Agents 					<ul style="list-style-type: none"> • Community Helpers 	<ul style="list-style-type: none"> • German Cuckoo Clock
Language Arts	<ul style="list-style-type: none"> • Pack Your Bags 	<ul style="list-style-type: none"> • Letter Collection 	<ul style="list-style-type: none"> • Road Codes 			<ul style="list-style-type: none"> • How Do You Get There? • Words Around the Town 	<ul style="list-style-type: none"> • Hi There!
Mathematics		<ul style="list-style-type: none"> • My Messy Rug • Joe's Missing Worm 	<ul style="list-style-type: none"> • Reducing Trudy 	<ul style="list-style-type: none"> • Time Stations • Loops of Days 	<ul style="list-style-type: none"> • Clock Cards • Time in a Flash 	<ul style="list-style-type: none"> • What's That Sign? 	<ul style="list-style-type: none"> • Masai Necklace
Music	<ul style="list-style-type: none"> • A World of Music 						<ul style="list-style-type: none"> • Music Around the World
Physical Education	<ul style="list-style-type: none"> • Playground World 	<ul style="list-style-type: none"> • N, S, E, W in My World 			<ul style="list-style-type: none"> • Hop Around the Clock 		
Problem Solving	<ul style="list-style-type: none"> • Worldwide Treasure Hunt • Digging to China 	<ul style="list-style-type: none"> • Checkers on the Go 	<ul style="list-style-type: none"> • Mapmaker Game 	<ul style="list-style-type: none"> • Pick a Measure 	<ul style="list-style-type: none"> • Time for Solitaire 		
Science			<ul style="list-style-type: none"> • Nature or Not 				
Social Studies	<ul style="list-style-type: none"> • Class Atlas 			<ul style="list-style-type: none"> • My Day 		<ul style="list-style-type: none"> • My School • My Home Town 	<ul style="list-style-type: none"> • Who Do I Know?

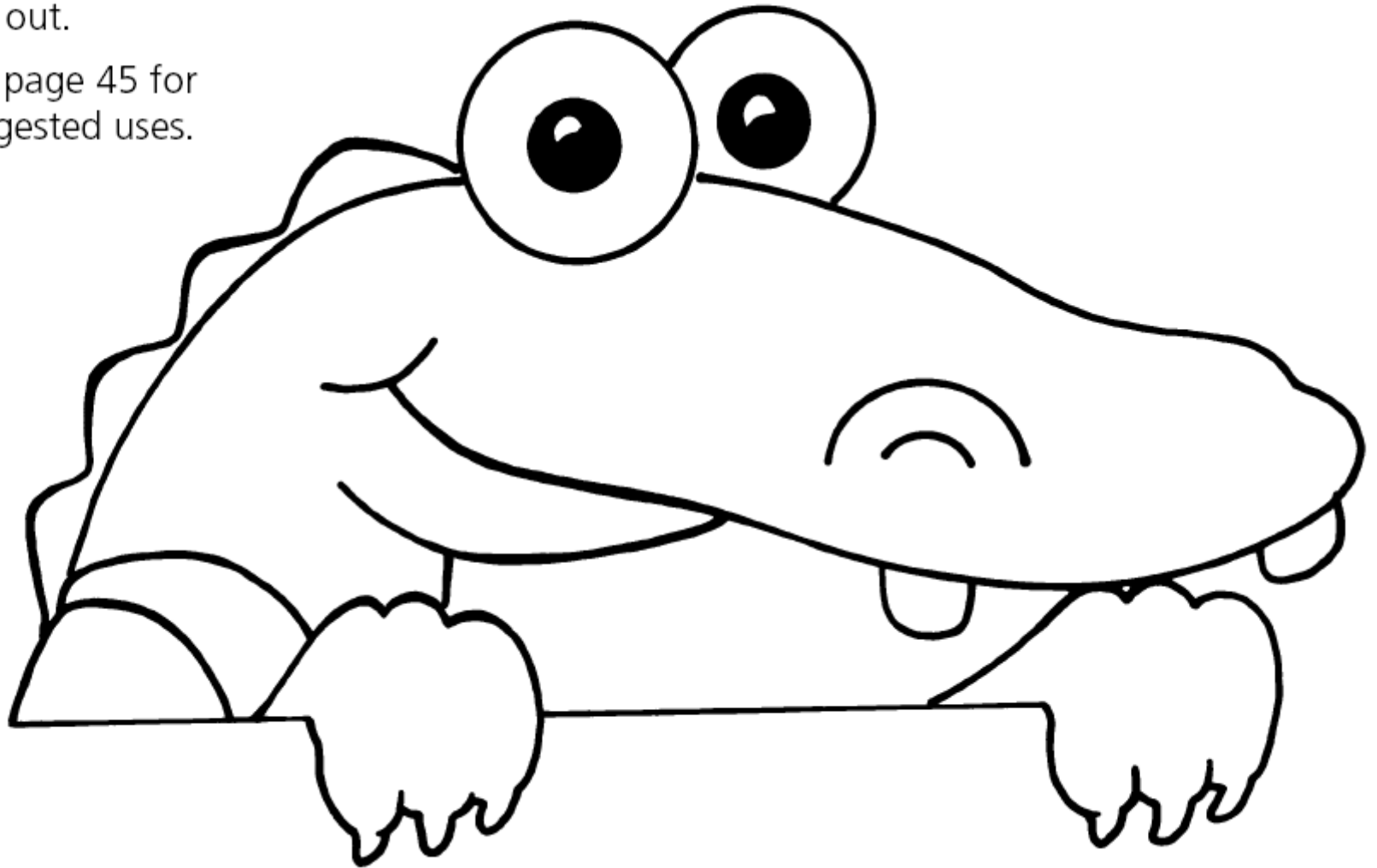
Characters for Bulletin Boards, Computers, and Chalkboards

The characters on pages 46 and 47 can be used to call attention to messages on bulletin boards, computers, and chalkboards. Copy, color, and cut out a character. For bulletin boards, slip the character over the edge of the message sign and staple or tape into place. To use the character on the chalkboard, mount the character on the chalkboard and draw a rectangular sign below the character. Then write the information inside the rectangle. These pages can also be reproduced and posted near the computer to hold current assignments, notes of encouragement, e



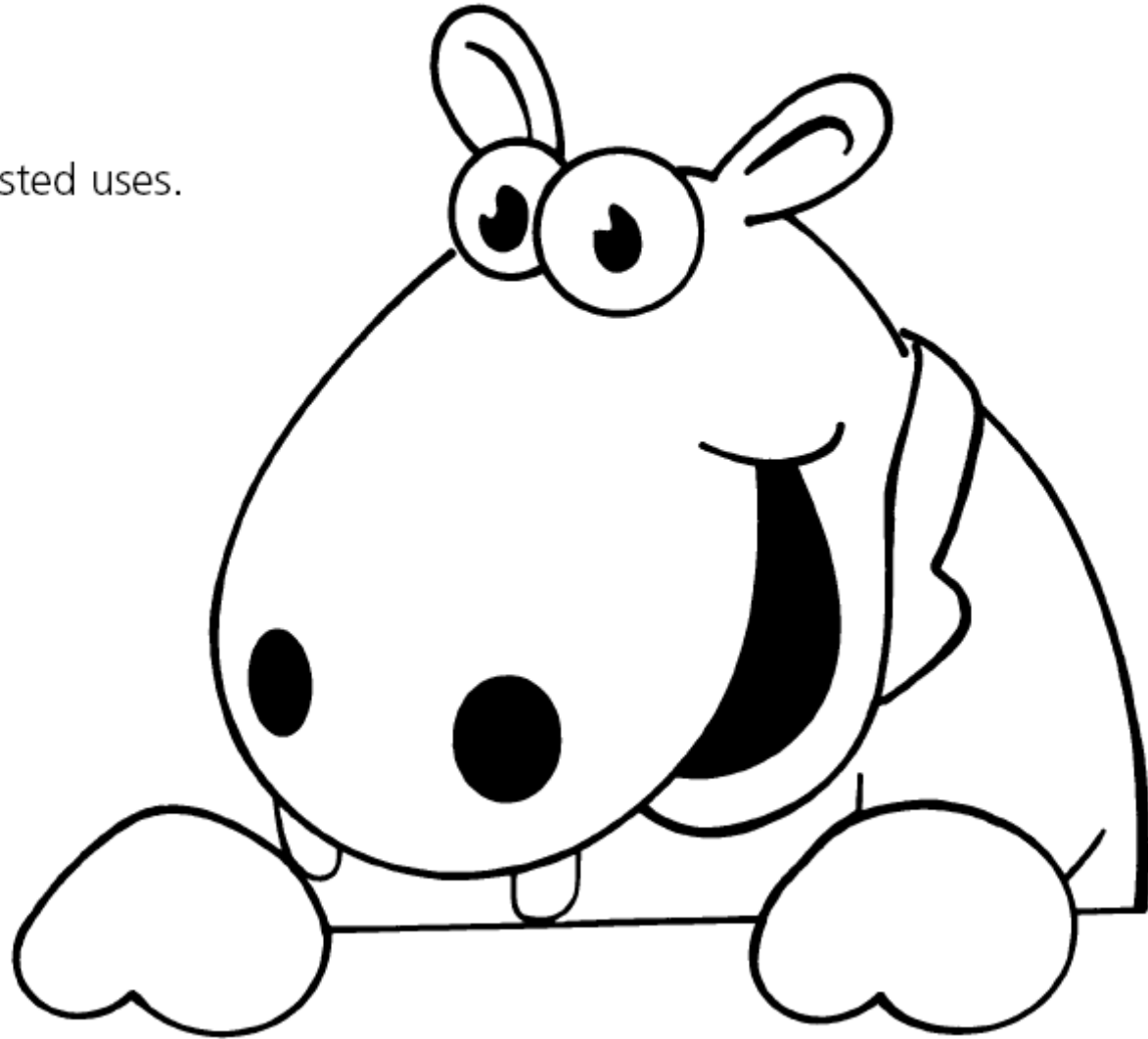
Trudy

1. Copy on heavy paper.
(Or copy, color, and glue to tagboard.)
2. Color.
3. Cut out.
4. See page 45 for suggested uses.



Melvin

1. Copy on heavy paper.
(Or copy, color, and glue to tagboard.)
2. Color.
3. Cut out.
4. See page 45 for suggested uses.



Earth Scout



Travel Agents

Creative Dramatics

For this project, divide your class into seven groups. Print the names of the seven continents on slips of paper, put them in a container, and let a representative from each group draw one. Have student groups use the Earth Scout activity of *Trudy's Time and Place House* to print out maps of their continents. Explain that each group will be a "travel agency" making a commercial to sell a tour package for the continent. The students in each group should divide the following tasks among themselves:

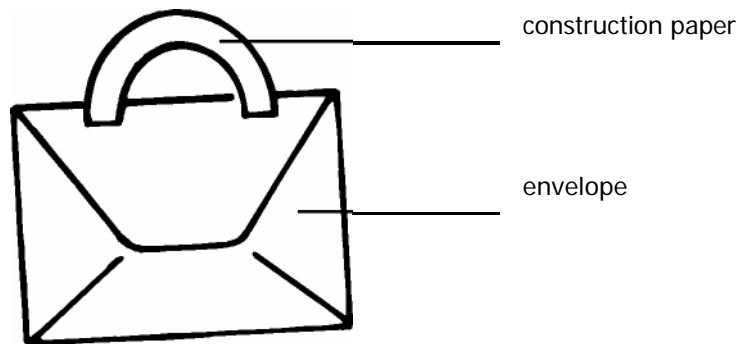
- Color the map and mark sights (from Earth Scout) on the map.
- Use Earth Scout to learn about the sights.
- Plan and present a commercial. Include "selling points" about the continent and its sights.

If possible, videotape the presentations.

Pack Your Bags

Language Arts

This activity can be used independently or as a follow-up to the "Travel Agents" activity above. Give each student an envelope (letter-sized and colored, if possible) to use as a "suitcase" and demonstrate how to make a simple "suitcase handle."



Have each student pick one of the destinations in the Earth Scout activity of *Trudy's Time and Place House* and print it on the suitcase. Discuss the idea that students would need to pack different items depending upon the weather, activities, etc., at their destinations.

You may want to:

- Discuss any categories that were difficult for your students.
- Let groups with high counts help the other groups find more answers.
- Talk about the differences between various maps or between a map and a globe. Are some things easier to find on certain globes/maps? (For example, mountain ranges are easy to find)

Digging to China

Problem Solving

Ask students if they have ever heard someone talk about “digging to China.” Discuss what is meant by the phrase. Ask students to pretend they could actually dig (or push a long stick) from where they live straight through the center of the earth and out the opposite side. Where would they be? Follow these steps to find out:

3. Follow a longitude line from

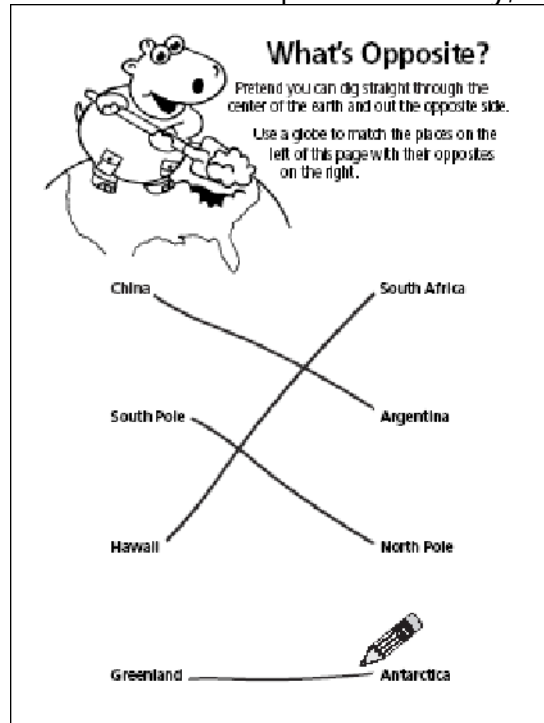
1. Find a latitude line near your location (for example, 30° North).

2. Attach a sticky note marking the corresponding latitude on the opposite side of the equator (30° South).

your location, continuing past the pole until you cross the latitude line you marked.



Distribute copies of page 55 for students to complete individually, in pairs, or in small groups.



Playground World

Help students use chalk to draw a map of the world on the playground—the larger the better. Begin by folding a world map into squares. Use white chalk to mark off the playground into the same number of squares, but on a larger scale. Have students draw the map, one square at a time, with white chalk and then use colored chalk to color the completed map. Alternatively, arrange for older students to draw the map or help with the drawing. Let students play these games (or games they invent) on the map:

■ Trudy Says

Call out commands such as “Trudy says, hop to Africa” or “Trudy says, balance on one foot in the Atlantic Ocean.” Players should follow these commands. However, any student who follows a command not preceded by “Trudy says” must drop out of the game. Continue for a set length of time or until only one student remains.

■ International Pilot

Have students line up along one side of the map and toss paper airplanes (marked with their names) to land at a specific location. Let a “pilot” who lands accurately call out the next location.

■ Don't Get Wet

Use a portable tape or CD player to play music (from around the world, if possible) as students walk single file in a circular path on the map. Without warning, stop the music. Everyone must freeze in place and any student “in an ocean” must drop out of the game. Continue until only one student remains.

Physical Education

A World of Music

Music

Using a book of children's songs or folk songs, point out the origin of various songs to your students. (Usually this information is printed above the score on the upper right.) Students may be surprised to find that many familiar songs originated in other countries. For example:

Farmer in the Dell; Twinkle, Twinkle Little Star	England
Are You Sleeping?	France
I Know an Old Lady	Canada
Waltzing Matilda	Australia
Auld Lang Syne; Oh Dear, What Can the Matter Be?	Scotland

Locate these countries on a world map and, if possible, tack the titles of the songs in place. Together, use an encyclopedia or other reference book to learn a few facts about these countries. Sing the familiar songs together or learn a new song from another country.

Class Atlas

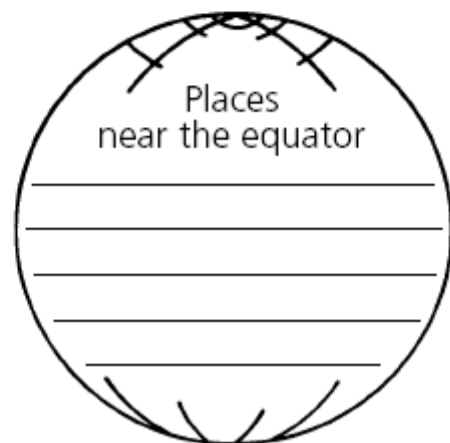
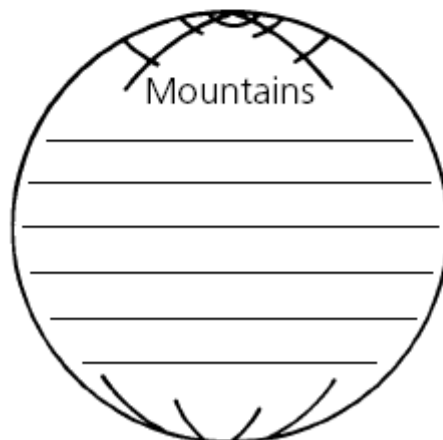
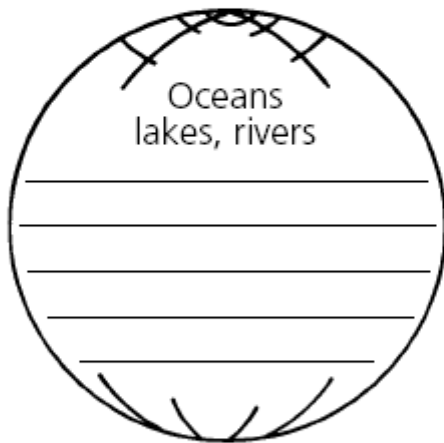
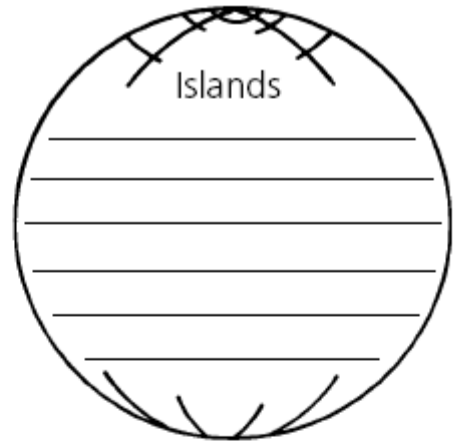
Social Studies

With your students, look at one or more atlases. Then work together as a class to design a classroom atlas. Use the Earth Scout activity of *Trudy's Time and Place House* to print out maps of the world and the continents. Let small groups of students color the maps. Students can locate and label familiar places or the sights included in Earth Scout. Pictures of these sights can be printed out, colored, and added to the atlas as well. Put the atlas pages into a three-ring binder.

Throughout the year, locate and add names of places you discuss in class. Pages containing photographs of the places, newspaper or magazine articles, or other related information can also be added.

WorldWide Treasure Hunt

Use a globe or map to help Melvin search the world. Can you find places in each category?



What's Opposite?

Pretend you can dig straight through the center of the earth and out the opposite side.

Use a globe to match the places on the left of this page with their opposites on the right.



China

South Africa

South Pole

Argentina

Hawaii

North Pole

Greenland

Antarctica

Use with "Digging to China" (pages 50–51).

Jellybean Hunt



Letter Collection

Language Arts

Distribute a copy of page 59 to each student. Have students lightly color the streets according to the street names. Then have students follow the directions to collect letters at houses they pass on their route. (Or, for younger students, you may wish to read the directions aloud as they follow on their maps.) Instruct them to print the letters in the blanks. When they have finished the route, they will have a surprise message.

Letter Collection

Follow the route below. Collect the letters of the rooms you pass. Print them in the boxes to get your secret message.

I LOVE JELLYBEANS!

North
Art Farm
Jardens

West East

South

1. Go east on Red Street until you reach Blue Street.
2. Go as far south as you can on Blue Street.
3. Go west on Green Street to the top.
4. Loop around and go east on Green Street to Orange Street.
5. Follow Orange Street as far south as you can.
6. Go east on Pink Street to Purple Street.
7. Go north on Purple Street as far as you can.

N, S, E, W in My World

Physical Education

To help students relate cardinal directions to their own “part of the world,” take them out to the playground. If possible, use the sun’s position to help orient students to east and west. Mark those directions on the surface of the playground with chalk (or fold tagboard to make signs that will stand up). Then discuss and mark north and south. If you wish, let students use a compass in this activity.

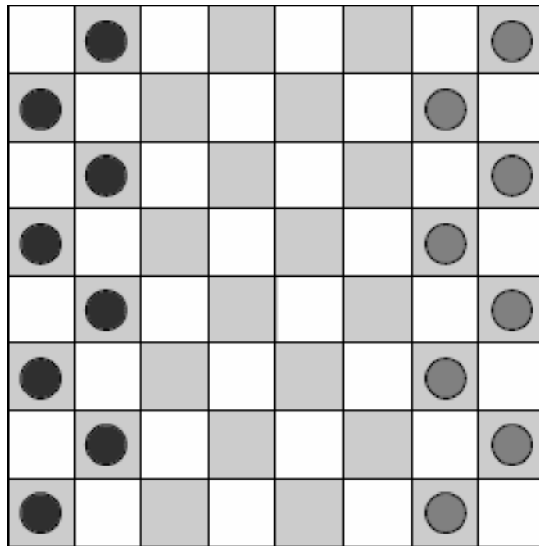
Instruct students to spread out in the central area of the playground. Use this part of the activity as a warm-up for physical education. Have students take four hops to the north, then six skips to the east, two big steps to the south, etc. Divide students into small groups and let them practice giving directions to each other. Or, they can use spinners made from page 60.

Checkers on the Go

Problem Solving

Copy and assemble the spinner on page 60 for students to use when they play this version of checkers. Each player should start with eight checkers, arranged as shown. A turn consists of spinning the spinner and following the instructions. The player can choose which checker to move. A player can capture an opponent's checker by landing on it. Players must move so they do not land on their own checkers. (If the only move available will take one of a player's checkers off the edge of the board, the player can choose to skip a turn or give that checker to the opponent.)

The winner is the player who gets the most checkers to the opposite side of the board.



My Messy Rug

Mathematics

Distribute copies of page 61. (For younger students, make a transparency of the sheet. Using an overhead projector, demonstrate how to solve a problem or two.) Let students work on their own. When everyone has completed the sheets, check the work together by letting students call out the correct answers.

If you have a checkered floor or rug in the classroom or gymnasium, you can try this activity using real objects and letting volunteers find them.

My Messy Rug

								N
								S

Go 1 north of . Then go 1 west. Where are you?

Go 3 north of . Then go 3 east. Where are you?

Go 1 south of . Then go 1 west. Where are you?

Go 3 east of . Then go 1 south. Where are you?

Go 1 south of . Then go 3 east. Where are you?

Go 4 west of . Then go 3 north. Where are you?


Go 5 east of . Then go 2 north. Where are you?

Go 3 south of . Then go 1 west. Where are you?

Joe's Missing Worm

Mathematics

Make a copy of page 62 for each student. Have students cut out the "ruler." If you have nonreaders, you may need to read the directions aloud as students work on their maps, or pair readers and nonreaders to work together. If you prefer, you can make this activity sheet into a transparency and, using the overhead projector, demonstrate how to begin working with the map.

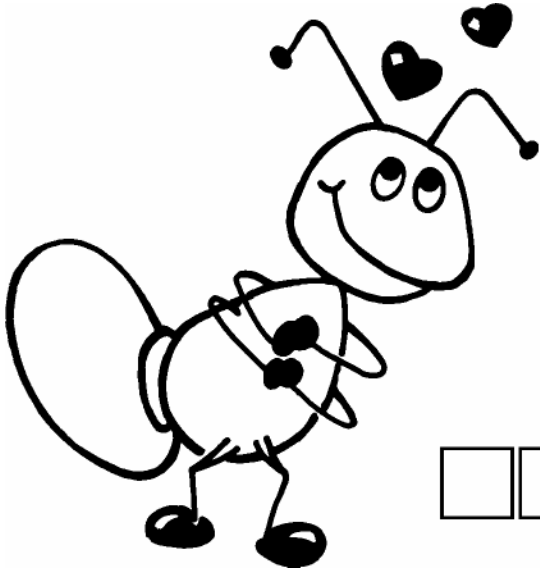


Cut out Joe's ruler at the top of the page. Draw a line to show Joe where to find a worm.

1. Start at the beetle by Joe's feet.
2. Go 3 Joe prints west.
3. Go 3 Joe prints north.
4. Go 4 Joe prints west.
5. Go 7 Joe prints north. Don't wake the kitty!
6. Go 6 Joe prints east.
7. Go 2 Joe prints south.
8. Go 2 Joe prints east. Circle the spot to find a worm.

Letter Collection

Follow the route below. Collect the letters of the rooms you pass. Print them in the boxes to get your secret message.



--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

N
orth

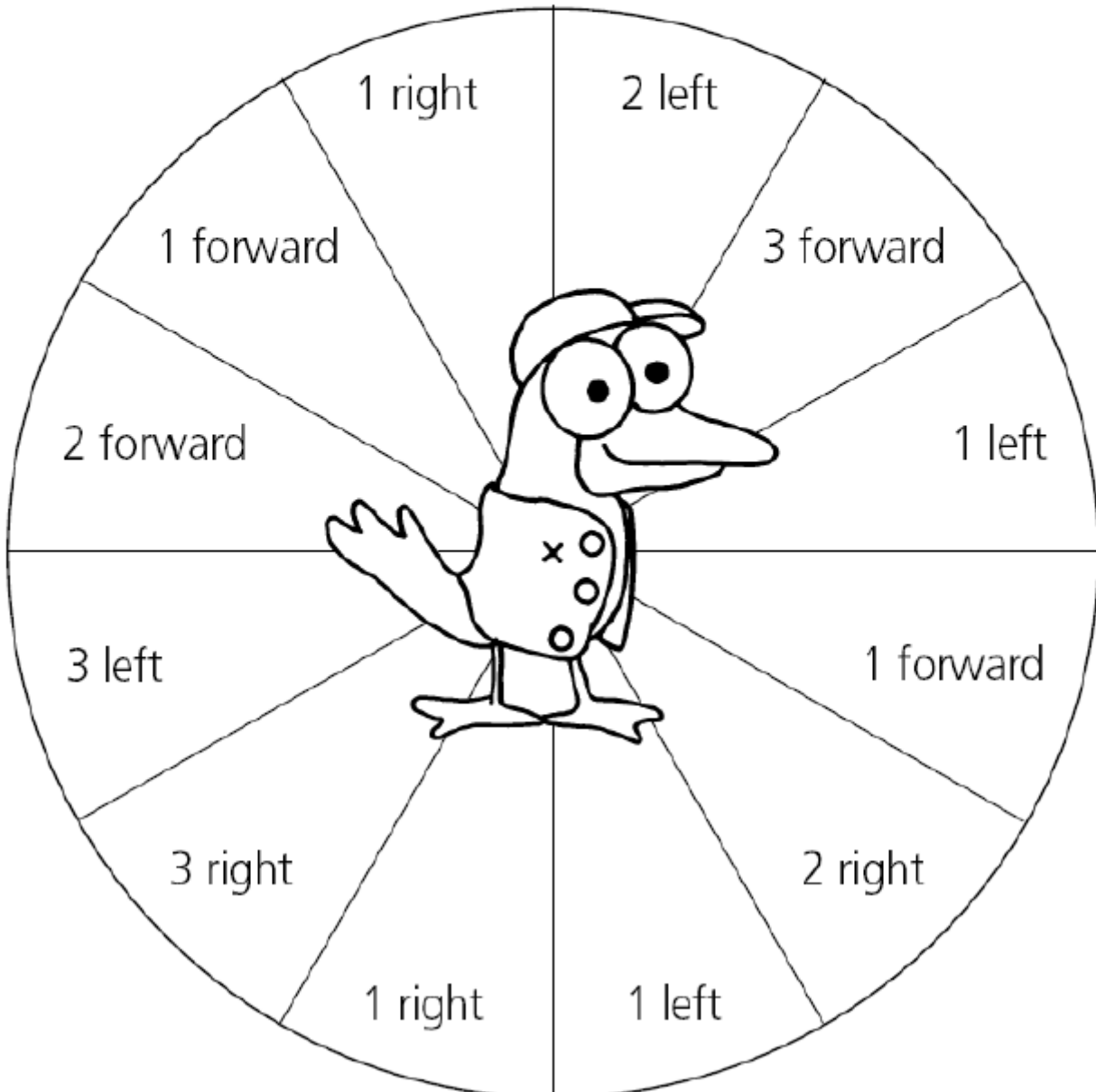
Ant Farm

1. Go east on Red Street until you reach Blue Street.
2. Go as far south as you can on Blue Street.
3. Go west on Green Street to the loop.
4. Loop around and go east on Green Street to Orange Street.
5. Follow Orange Street as far south as you can.
6. Go east on Pink Street to Purple Street.
7. Go north on Purple Street as far as you can.

South

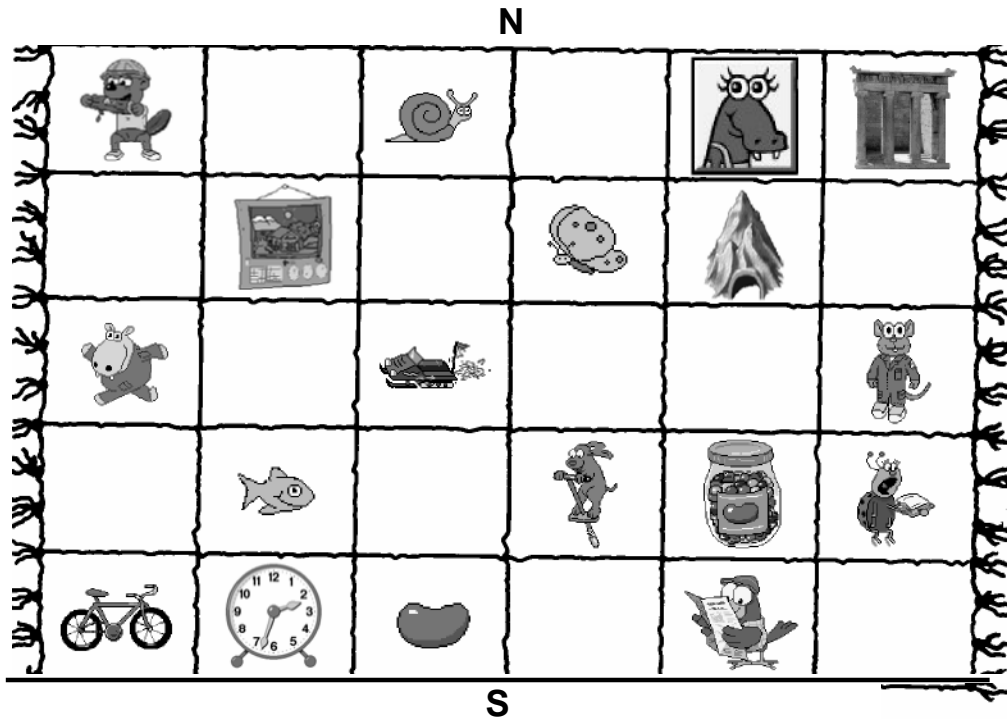
Spinner


1. Copy and mount the page on cardboard.
2. Color.
3. Cut out the circle and wing.
4. Punch a hole in the wing.
5. Attach the wing loosely at the "X" with a brass fastener.




Use with "N, S, E, W in My World" (page 56) and "Checkers on the Go" (page 57).

My Messy Rug




Go 1 north of  . Then go 1 west. Where are you?




Go 3 north of  . Then go 3 east. Where are you?



Go 1 south of  . Then go 1 west. Where are you?




Go 3 east of  . Then go 1 south. Where are you?




Go 1 south of  . Then go 3 east. Where are you?




Go 4 west of  . Then go 3 north. Where are you?



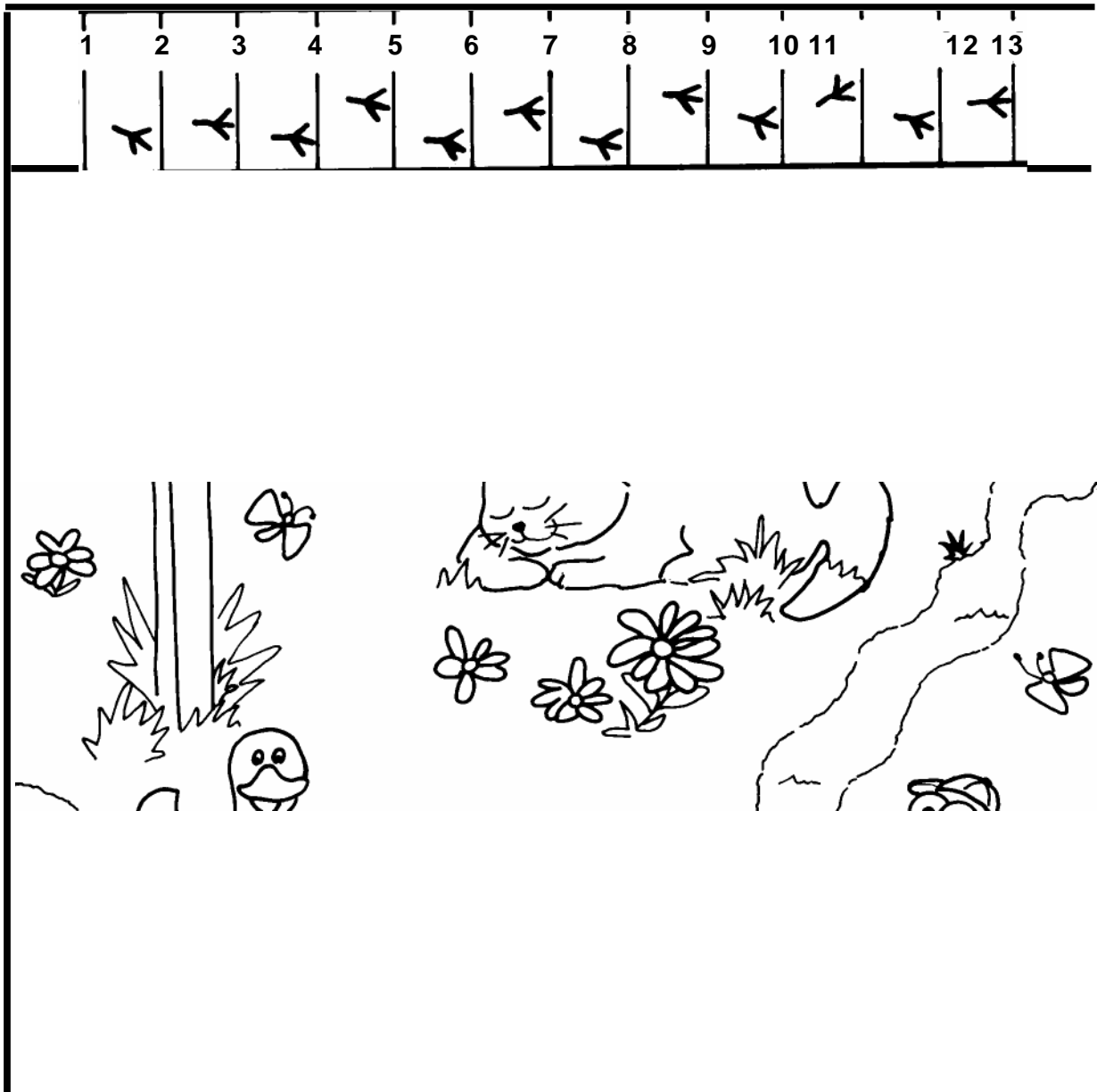
Go 5 east of  . Then go 2 north. Where are you?



Go 3 south of  . Then go 1 west. Where are you?



Use with "My Messy Rug" (page 57).



Cut out Joe's ruler at the top of the page. Draw a line to show Joe where to find a worm.

1. Start at the beetle by Joe's feet.
2. Go 3 Joe prints west.
3. Go 3 Joe prints north.
4. Go 4 Joe prints west.
5. Go 7 Joe prints north. Don't wake the kitty!
6. Go 6 Joe prints east.
7. Go 2 Joe prints south.
8. Go 2 Joe prints east. Circle the spot to find a worm.

Use with "Joe's Missing Worm" (page 58).

Symbol Sandbox

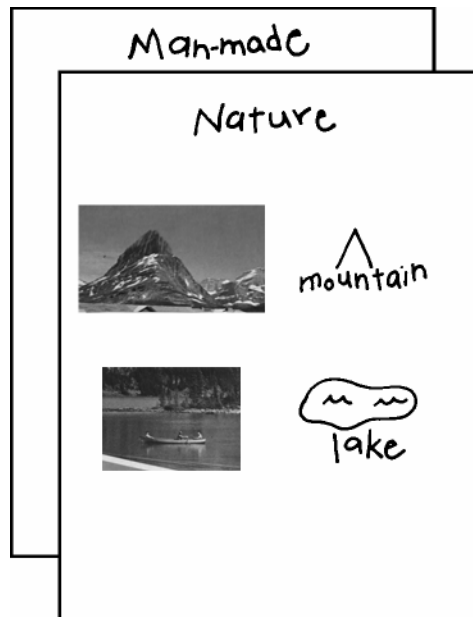


Nature or Not

Science

Ask students to name some things they might see when riding down the highway. Discuss the idea that some things are part of nature (hills, rivers, trees) and some things are man-made (bridges, buildings, different kinds of roads). Explain that some things may fit in either category (lakes, tunnels, berms).

Give each student (or pair of students) two pieces of paper and instruct students to label the sheets "man-made" and "nature." Have students cut out magazine pictures of natural features and man-made structures and glue them down the left sides of their papers. On the right sides, have students draw symbols (such as those used in map keys) for each of the magazine pictures.



Conclude by letting students use the symbols they have created to make maps of imaginary highways and the surrounding areas.

Mini Maps

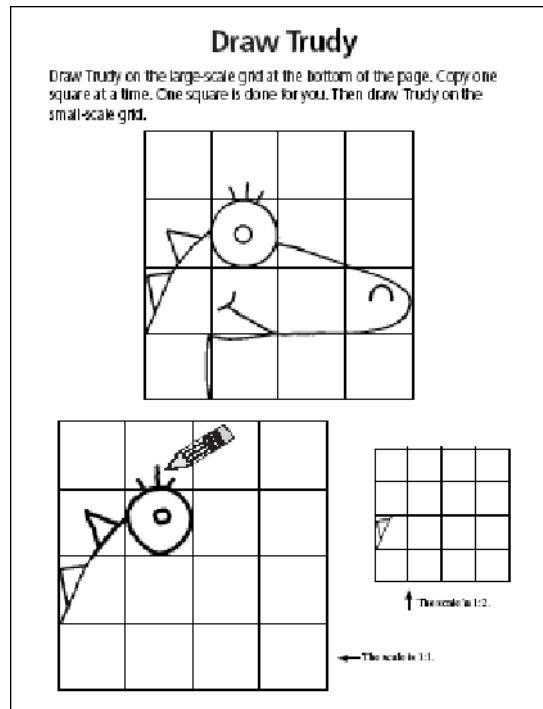
Art

Show some maps and point out that a map is like a drawing made from high above the area. Students cannot hover over your town or school to make a map, but they can easily look down on a small area such as an open desk drawer, a shelf of books, an aquarium, a bin of supplies, or a desk top. Provide pencils and paper and let each student select and map a small area in the classroom by drawing it from above. Suggest that students title their maps, color them, and display them near the locations that were mapped.

Reducing Trudy

Mathematics

Make copies of page 67 for your class. (Alternatively, make a single copy for an overhead projector and complete this activity together, enlisting the help of student volunteers.) Have the students copy the character at the top of the page (Trudy) onto the large grid at the bottom of the page, one square at a time.



Next have the students draw Trudy on the smaller grid. Ask students to notice that this drawing looks the same except for its smaller size or "scale." Similarly, maps are small-scale drawings of large areas.

To further explain the concept of scale to older students, tell students that their larger drawings have a scale of 1:1; that is, one inch on their drawings represents one inch on the original. Let students measure to prove this is true. Then have students measure their smaller drawings to see that one inch on the smaller drawing represents two inches on the original for a scale of 1:2. Explain that a mapmaker might use a scale of 1:40,000,000 in order to make a map of North America fit on a piece of paper. Let interested students experiment with other sizes of grids to draw Trudy to a variety of scales. (Students can draw their own grids, or you can use a copier to enlarge or reduce the grids on page 67.)

Road Codes

Make copies of page 68 and have students decode the message.

Language Arts















Message in Code

Use these symbols to decode the message at the bottom of the page.

⚓ - [A]	+++ - [B]	▲ - [D]	■ - [E]	🐟 - [F]
○ - [H]	🏠 - [L]	⊕ - [M]	← - [O]	◊ - [P]
🏠 - [R]	+ - [S]	+ - [T]	△ - [Y]	

+	○	■	+	■
T H E S E				
+	△	⊕	+++	←
S Y M B O L S				
⚓	🏠	■	⚓	🏠
A R E A L L				
🐟	🏠	←	⊕	🏠
F R O M R O A D				
⊕	⚓	◊	+	🚗
M A P S				

All the symbols used in the code came from road maps. Of course, on maps the symbols did not represent letters. Let students guess what the symbols did represent:

- | | |
|--|---|
|  — harbor
 — railroad
 — park
 — historical marker
 — travel information
 — city
 — forest ranger station |  — capital
 — fish hatchery
 — hunting and fishing area
 — university
 — airport
 — hospital
 — campground |
|--|---|

Point out the key or legend on a map. Explain that the key shows symbols used and what they represent on that map. Ask volunteers to search the map to find the symbols shown in the key. Together, use the symbols on this and other maps to make a "secret code" for the class. Students can use the code to write messages to each other, or you can use the code to write messages to the class (good work in math, happy vacation, etc.).

Picture Your Neighborhood

Art

In preparation for this activity, ask students to look closely at their homes and the surrounding area. What kinds of houses are next door? Do they have garages? Are there trees in the yard? Where and how many? Provide old magazines and let students make collage-like representations of their neighborhoods by combining pictures cut from magazines with their own drawings.



Mapmaker Game

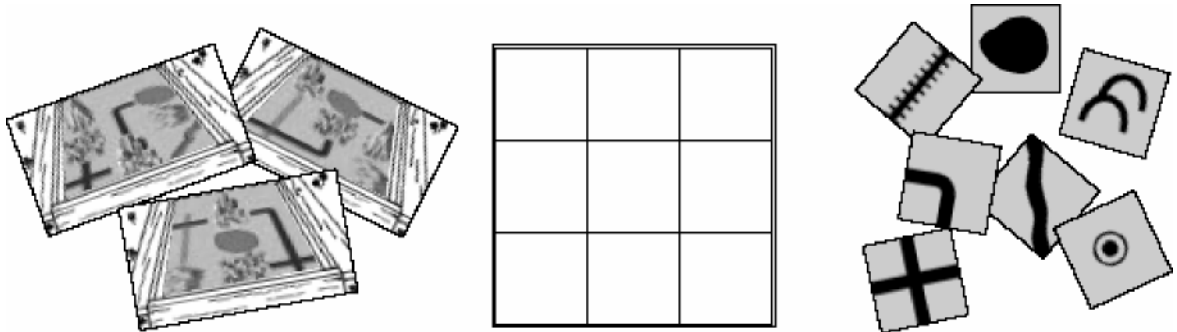
sandbox scenes

playing board

Problem Solving

map pieces

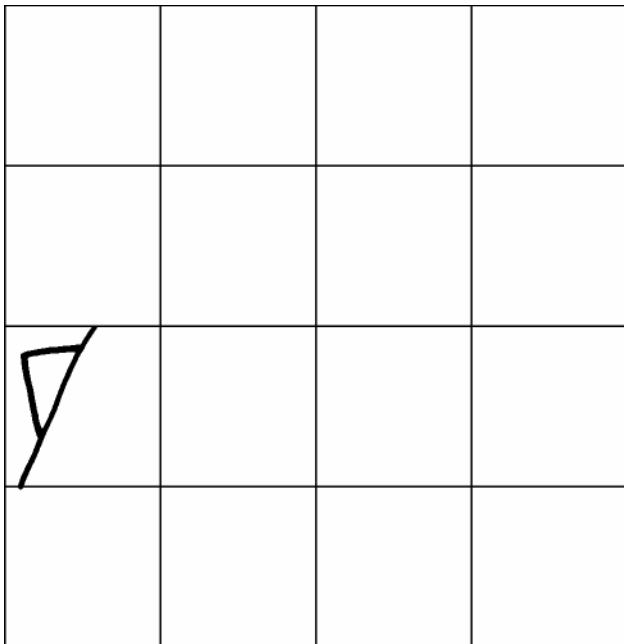
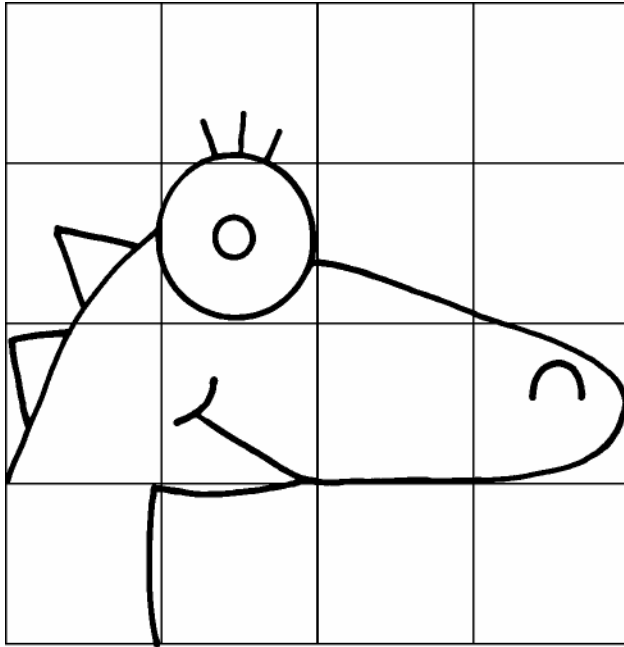
To play, each player selects a playing board (page 69) and one of the sandbox scenes (page 69).



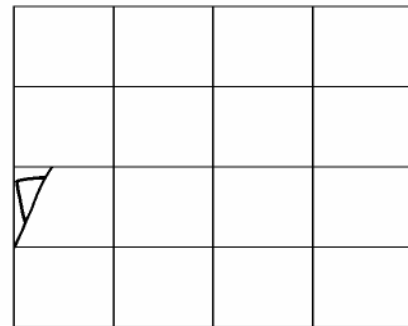
The map pieces (page 70) are shuffled and placed in a stack, upside down. Players take turns drawing map pieces and using them to make maps of their sandbox scenes on their playing boards. If a player draws an unneeded map piece, it is placed on a discard pile. (If players run out of map pieces, the discard pile can be shuffled and reused.) The winner is the first player to complete a map.

Draw Trudy

Draw Trudy on the large-scale grid at the bottom of the page. Copy one square at a time. One square is done for you. Then draw Trudy on the small-scale grid.



← The scale is 1:1.






















The scale is 1:2.








Use with "Reducing Trudy" (page 64).







Message in Code









Use these symbols to decode the message at the bottom of the page.





 = <input type="text" value="A"/>	 = <input type="text" value="B"/>	 = <input type="text" value="D"/>	 = <input type="text" value="E"/>	 = <input type="text" value="F"/>
 = <input type="text" value="H"/>	 = <input type="text" value="L"/>	 = <input type="text" value="M"/>	 = <input type="text" value="O"/>	 = <input type="text" value="P"/>
 = <input type="text" value="R"/>	 = <input type="text" value="S"/>	 = <input type="text" value="T"/>	 = <input type="text" value="Y"/>	

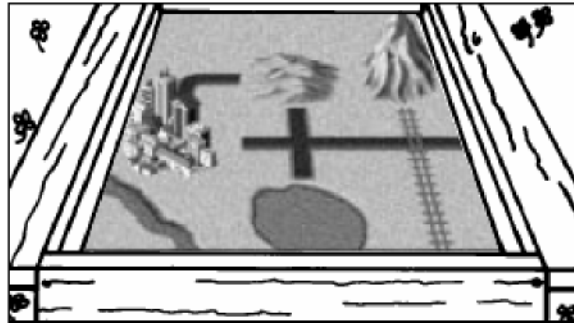
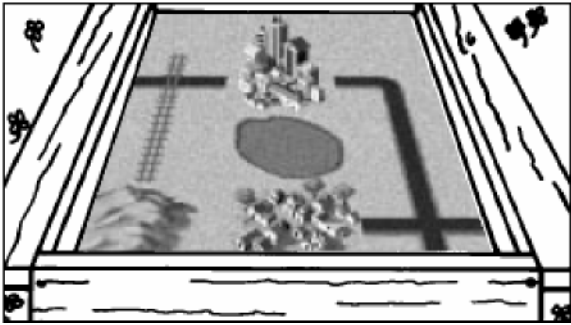
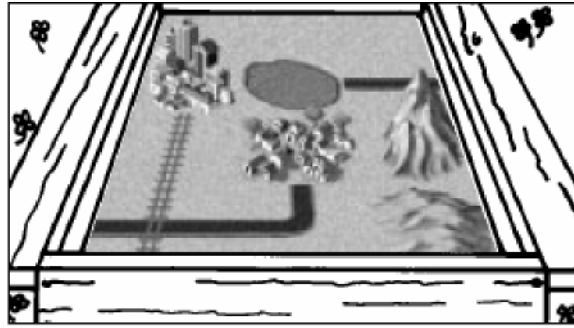
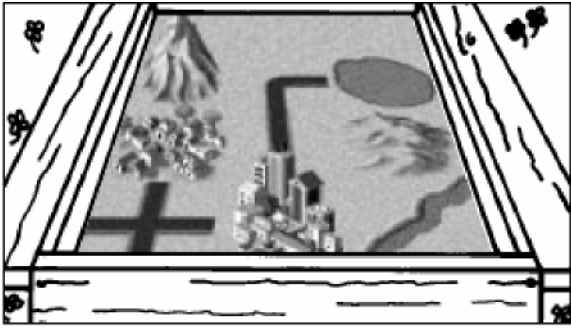
      

					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

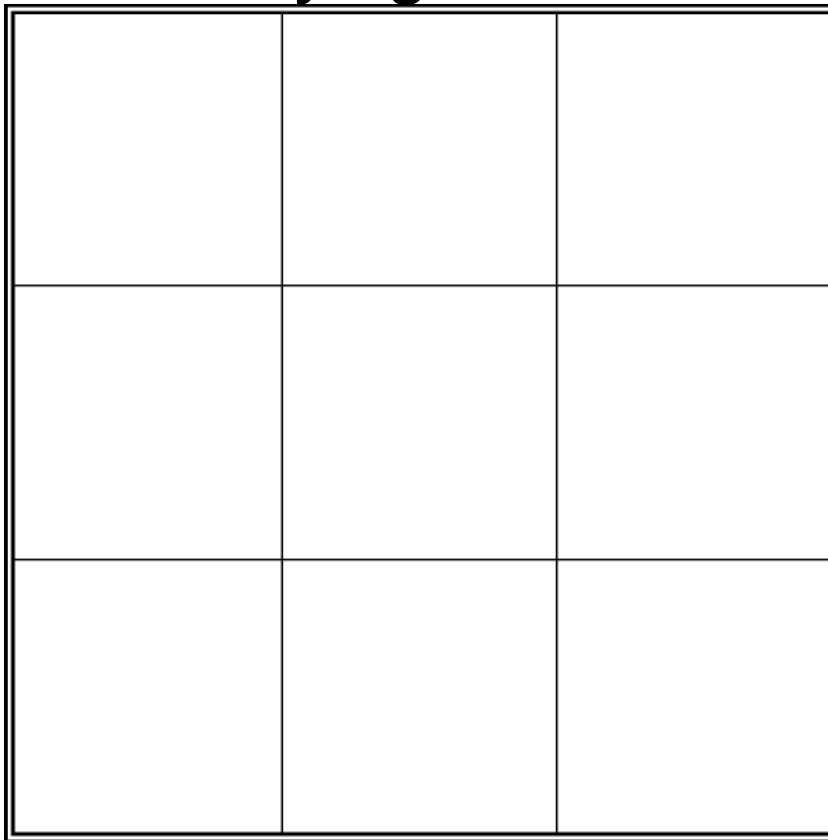
							
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Sandbox Scenes

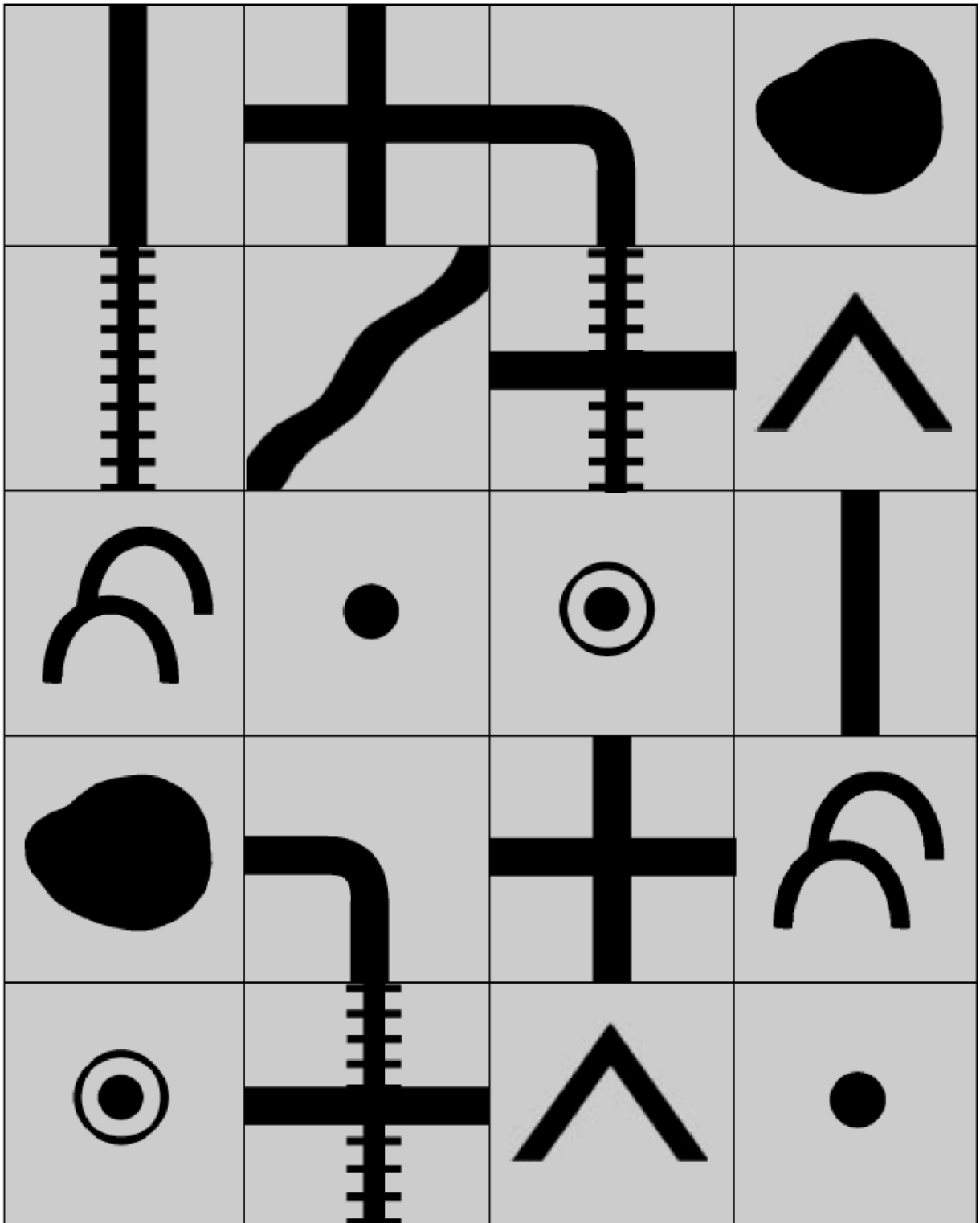


Playing Board



Use with "Mapmaker Game" (page 66).

Map Pieces



Use with "Mapmaker Game" (page 66).

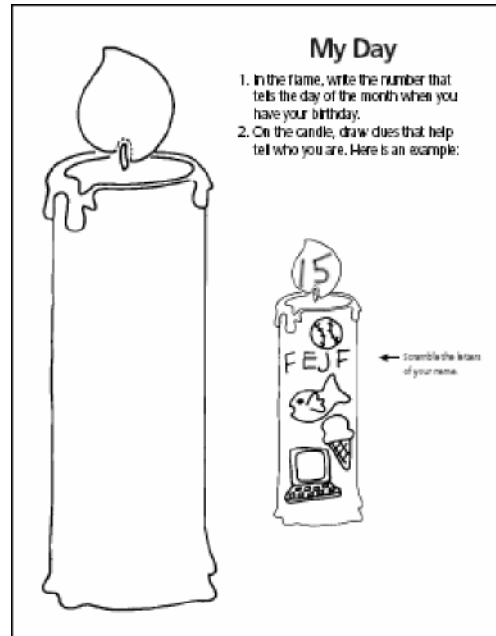
Calendar Clock



My Day

Print the name of each month on separate sheets of 11 by 14 inch paper. Lay these, in random order, on tables around the room. Make copies of page 75 for your students. Have each student write the day (3, 16, etc.) of the month on which the student's birthday occurs inside the flame. Then, within the candles, have students draw some clues about themselves (symbols of favorite activities, favorite foods, mixed up letters of their first names, etc.).

Social Studies



When students have finished, have them cut out the candles, place them on the correct "month sheet," and then arrange the dates in order for their birthday months. Glue the candles in place.



Use these sheets for the following activity, "Time Stations." Later, post the sheets in the correct sequence around the room. At the beginning of each month, let students use the candle clues to guess which students have birthdays during that month.

Time Stations

Mathematics

Set up activity stations around the room as explained below. If you have calendar or clock manipulatives, you can use them for additional or substitute stations. Over several days, allow time for individual students to visit every station.

■ Month After Month

Supplies: The calendars from the "My Day" activity (page 71) and one copy of the instructions (page 76).

Month After Month

1. Lay the months out in order starting with this month.
2. Mix up the months.
3. Lay the months out in order starting with your birthday month.
4. Mix up the months.
5. Lay the months out in order starting with January.
6. Mix up the months and leave them neatly stacked for the next student.




■ The Sands of Time (supervision needed)

Supplies: Baby food jars and lids (before starting the activity, glue pairs of lids together and punch a small hole in the middle), a pitcher of fine sand or salt, a watch or clock with a second hand, and one copy of the instructions (page 76).

The Sands of Time

1. Pour some sand or salt into a jar. Screw on the double lid.
2. Carefully screw on an empty jar upside down.
3. Turn the hourglass over. See how much time it takes for the sand to run into the other jar.
4. Try it again with a different amount of sand or salt.




(You can make one of these at home. Have an adult help you punch the hole.)

■ Time It!

Supplies: Several hourglass-style sand or salt timers from games familiar to students (mark each timer with the name of the game), a clock or watch with a second hand, and a copy of the instructions (page 77) for each student. Print the names of the games before you copy the page or let students do so when they work at the station.


Time It!



Do you ever wonder how much time you really have when you are taking a turn in a game? Do you think it is the same for every player?

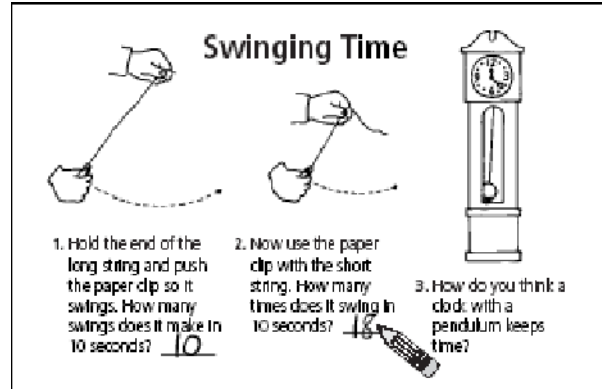
You can check this by using the watch. Fill in this chart with the seconds or minutes you count. Use the watch to time each timer two times!

Name of the Game	Make-A-Word		Money Game		Race Track	
Seconds or Minutes	1st time	2nd time	1st time	2nd time	1st time	2nd time
	12	14	32	32	28	



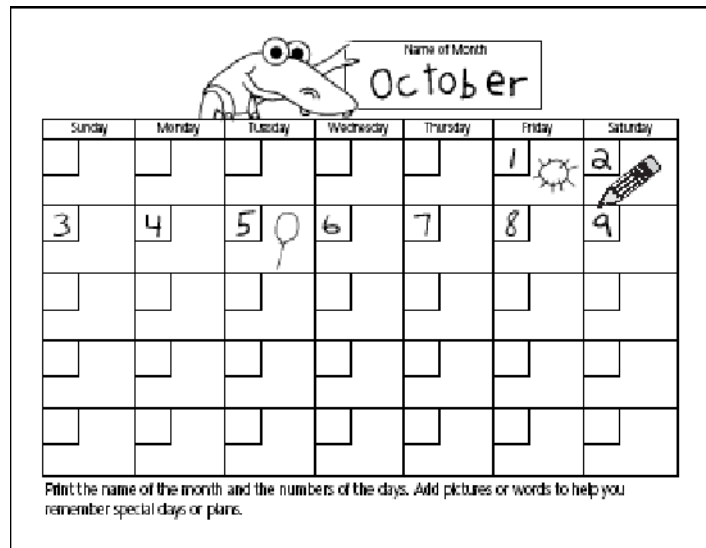
■ **Swinging Time**

Supplies: A large paper clip tied at the end of a 40-inch string, a large paper clip tied at the end of a 10-inch string, and one copy of the instructions (page 77) for each student.



■ **My Calendar**

Supplies: A copy of page 78 for each student, markers or crayons, and a sample calendar with the month, days, and dates printed clearly. If you have *KidDesk* separate program available from Edmark, students can use it to make their calendars.



Loops of Days

Tell the class something that you are looking forward to (a few days from now). On chart paper or the chalkboard, calculate how many days, hours, minutes, and seconds you will have to wait. Then do the same for a volunteer student. Ask all of the students to think of something they are looking forward to that is hours or days away.

Provide strips of paper from which students can make paper chains. Allow time for them to construct chains representing either the number of hours or the number of days until the activity will take place. Have students tape their chains to the sides of their desks. As the hours or days pass, students can tear off loops. If students wish, they can share with the class what they were looking forward to when they tear off their last loops.










Mathematics

Pick a Measure

Problem Solving

Divide students into groups to brainstorm. Ask them to think of everything they can that we measure by time (time to complete a race, time until a birthday, time until recess, time to finish a task, time until summer vacation, time until entering fifth grade, etc.). A recorder for each group can make the list with simple words or symbols.

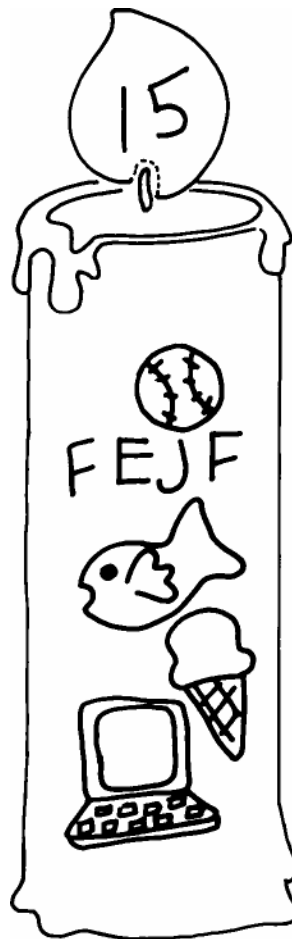
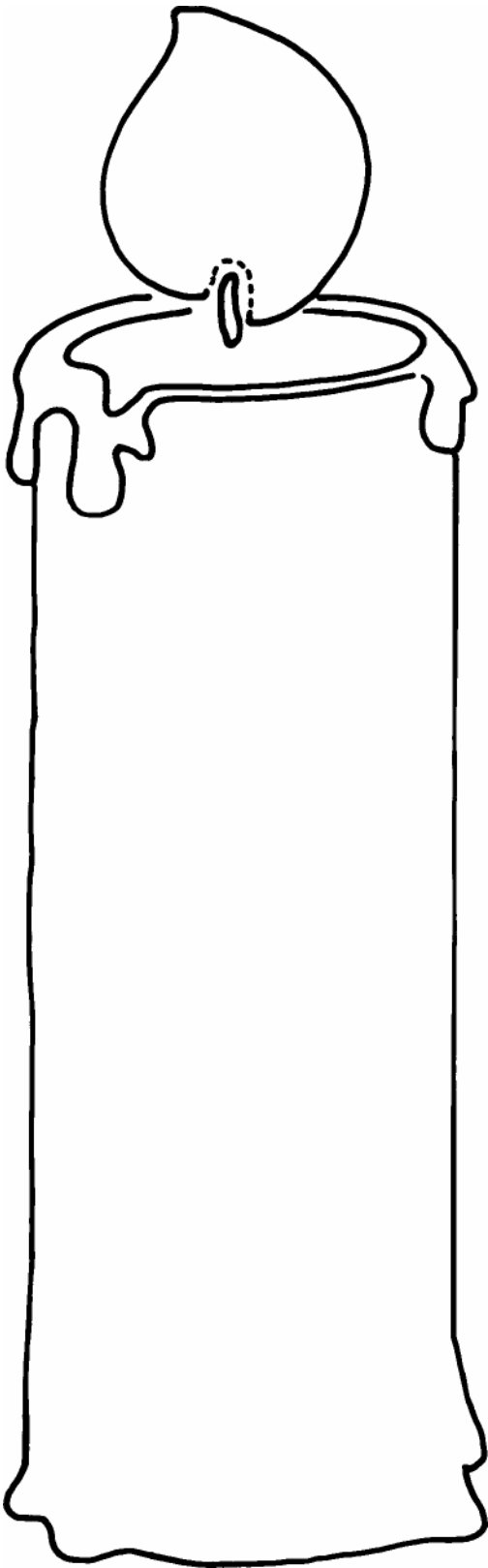
Then, with the entire class, discuss the different units we use to measure time. List these across the top of the chalkboard or chart paper: seconds, minutes, hours, days, months, years. Ask a group to volunteer an idea from their list. Discuss which unit of time would be used to measure it (a race—seconds, time until a birthday—days). If students have different answers, explain that different units of time may be correct. (For example, it could be days to wait until one student's birthday and months to wait for another student's birthday.) Help the groups transfer their listed activities onto the board under the units of time they think would be best.

Seconds	Minutes	Hours	Days	Months	Years
	 	 		 	

Older students may enjoy discussing the most efficient units of measuring time. For example, you could say that you spend 2,700 seconds at physical education each day, but it is more understandable and efficient to say that you spend 45 minutes at physical education.

My Day

1. In the flame, write the number that tells the day of the month when you have your birthday.
2. On the candle, draw clues that help tell who you are. Here is an example:



← Scramble the letters of your name.

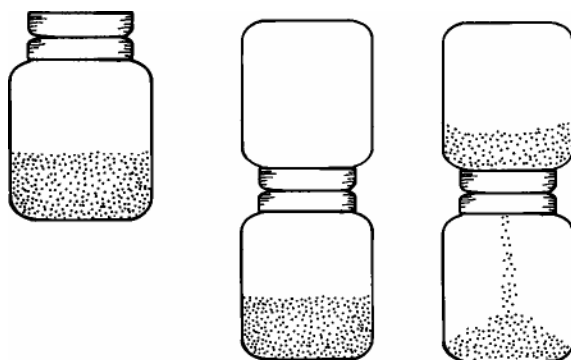
Month After Month

1. Lay the months out in order starting with this month.
2. Mix up the months.
3. Lay the months out in order starting with your birthday month.
4. Mix up the months.
5. Lay the months out in order starting with January.
6. Mix up the months and leave them neatly stacked for the next student.



The Sands of Time

1. Pour some sand or salt into a jar. Screw on the double lid.
2. Carefully screw on an empty jar upside down.
3. Turn the hourglass over. See how much time it takes for the sand to run into the other jar.
4. Try it again with a different amount of sand or salt.



(You can make one of these at home. Have an adult help you punch the hole.)

Time It!

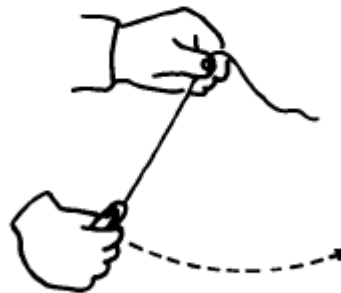
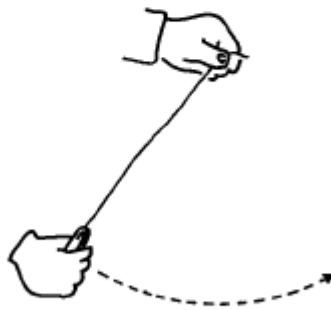


Do you ever wonder how much time you really have when you are taking a turn in a game? Do you think it is the same for every player?

You can check this by using the watch. Fill in this chart with the seconds or minutes you count. Use the watch to time each timer two times!

Name of the Game						
Seconds or Minutes	1st time	2nd time	1st time	2nd time	1st time	2nd time

Swinging Time



1. Hold the end of the long string and push the paper clip so it swings. How many swings does it make in 10 seconds?

2. Now use the paper clip with the short string. How many times does it swing in 10 seconds?

3. How do you think a clock with a pendulum keeps time?

Use with "Time Stations" (pages 72-73).



Name of Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Print the name of the month and the numbers of the days. Add pictures or words to help you remember special days or plans.

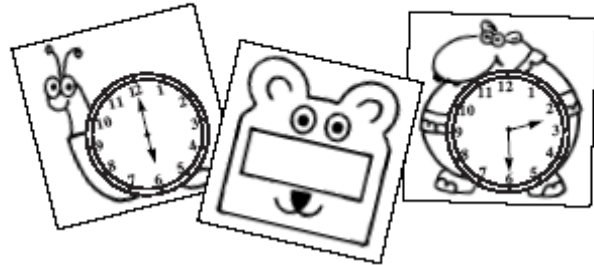
Time Twins



Clock Cards

Make copies of page 83 on the heaviest paper your copier will accommodate. Cut the cards apart (on both solid and dashed lines) and laminate them if possible. The cards can be used for any of the following activities.

Mathematics

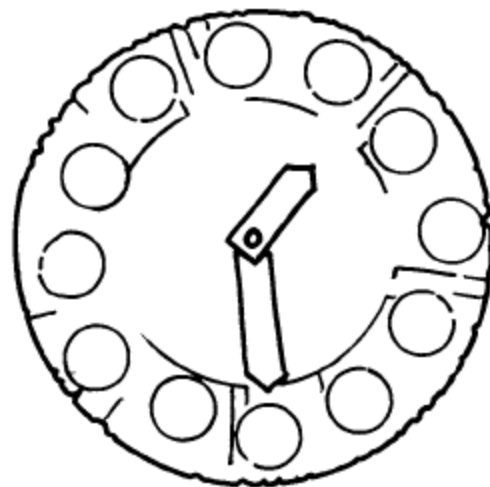


- Tape a copy of the answer key (top of page 84) to the bottom of a shoe box. Place analog clock cards in the shoe box. Let students (individually or in pairs) try arranging the cards in order as they would occur starting from 12 o'clock.
- Tape a copy of the answer key (bottom of page 84) to the bottom of a shoe box. Put all of the cards in a shoe box. Let students practice matching the analog and digital clocks by arranging them in pairs.
- Let small groups of students play matching games such as Concentration or Old Maid (set a 12 o'clock card aside—the remaining 12 o'clock card is the old maid).

Custom Clocks

Art

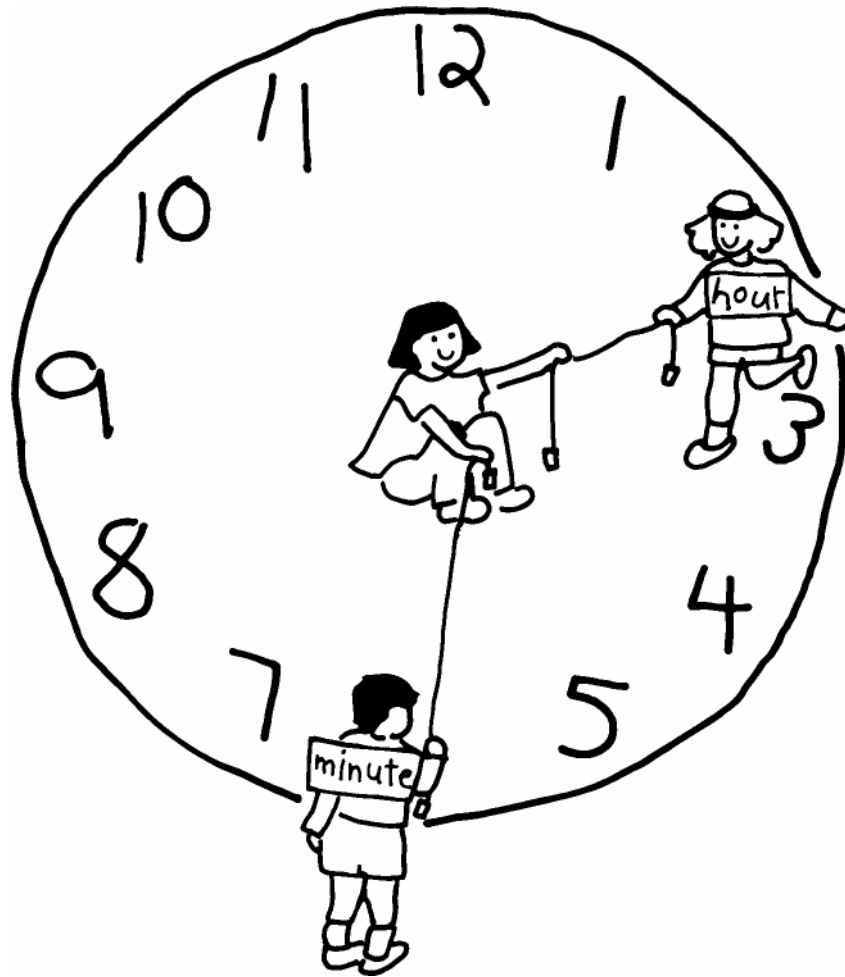
Using paper plates for clock faces and strips of tagboard or plastic (from coffee can lids) for clock hands, students can make their own clocks. Before attaching the clock hands with brass fasteners, allow time for students to design interesting clock faces. If they wish, they can color and cut out the numbers from copies of page 85, discarding the Trudy card (or they can cut numbers from old magazines), and glue them onto the plate. Alternatively, they can write the numbers directly on the plate and add pictures to make a modern, old-fashioned, animal, circus, etc., clock. Use these clocks when students are practicing telling time.



Hop Around the Clock

Physical Education

Draw a large chalk circle on the playground. Write the numeral 12 on the clock and ask a volunteer to stand where you should write the numeral 6. Continue the process asking for the remaining clock numerals. Tape a sign with the word "minute" on one student and a sign with the word "hour" on another student. Have a third student sit in the middle of the circle holding a jump rope in each hand while the "minute student" and "hour student" hold the other ends of the jump ropes (to represent clock hands).



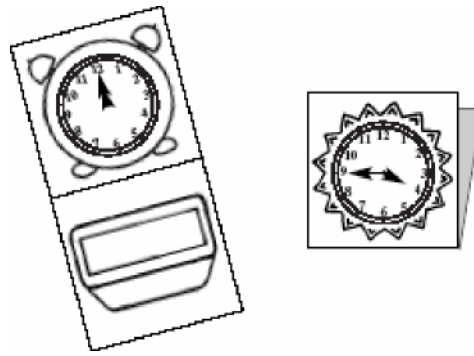
Let classmates take turns calling out times as the volunteers hop to the correct positions on the clock. Frequently switch student volunteers.

Later in the week, let students play this game in groups of four to six students each. Then the "caller" can say, for example, "Run to three o'clock" or "Skip to six-thirty."

Time in a Flash

Mathematics

Make copies of page 83 for each student or make enough copies for pairs of students to share. Instruct students to cut the cards apart on the solid lines only. If they wish, they can color the clocks. Have students fold the cards along the dashed lines and tape, paste, or glue them with wrong sides together.



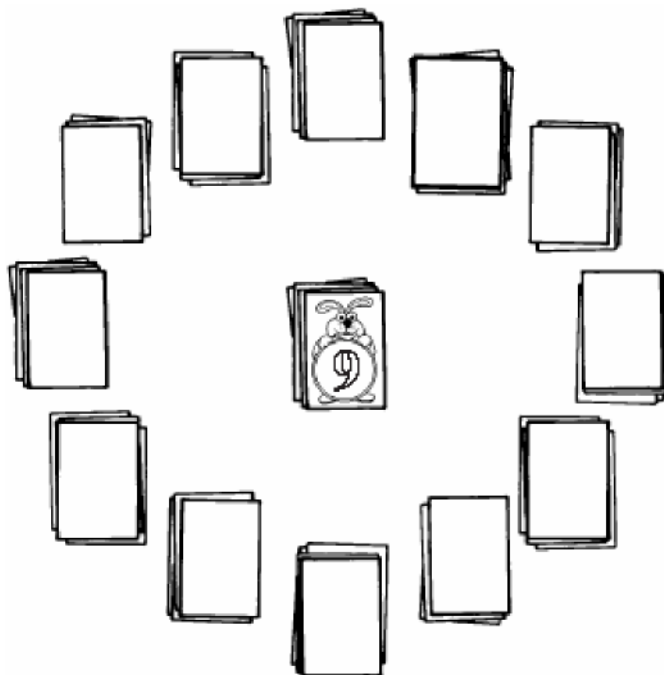
Students can use these as flash cards to test themselves on telling time by looking at the analog clocks and then checking their answers by looking at the digital clocks. Or, pairs of students may enjoy using the cards for practice. If possible, let students take their flash cards home.

Time for Solitaire

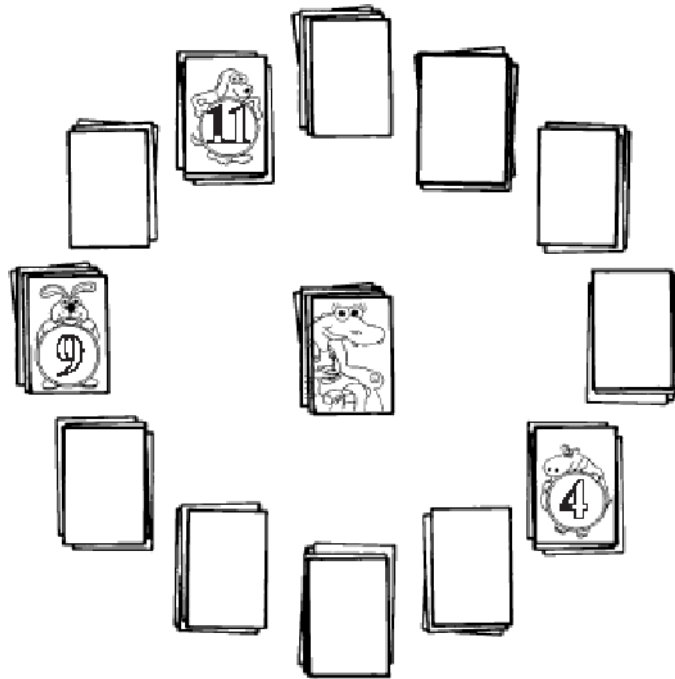
Problem Solving

Students can play this game by themselves using cards cut from four laminated copies of page 85. Or, students can use a regular deck of cards (counting jacks as elevens, queens as twelves, and kings as Trudy cards.) The directions follow:

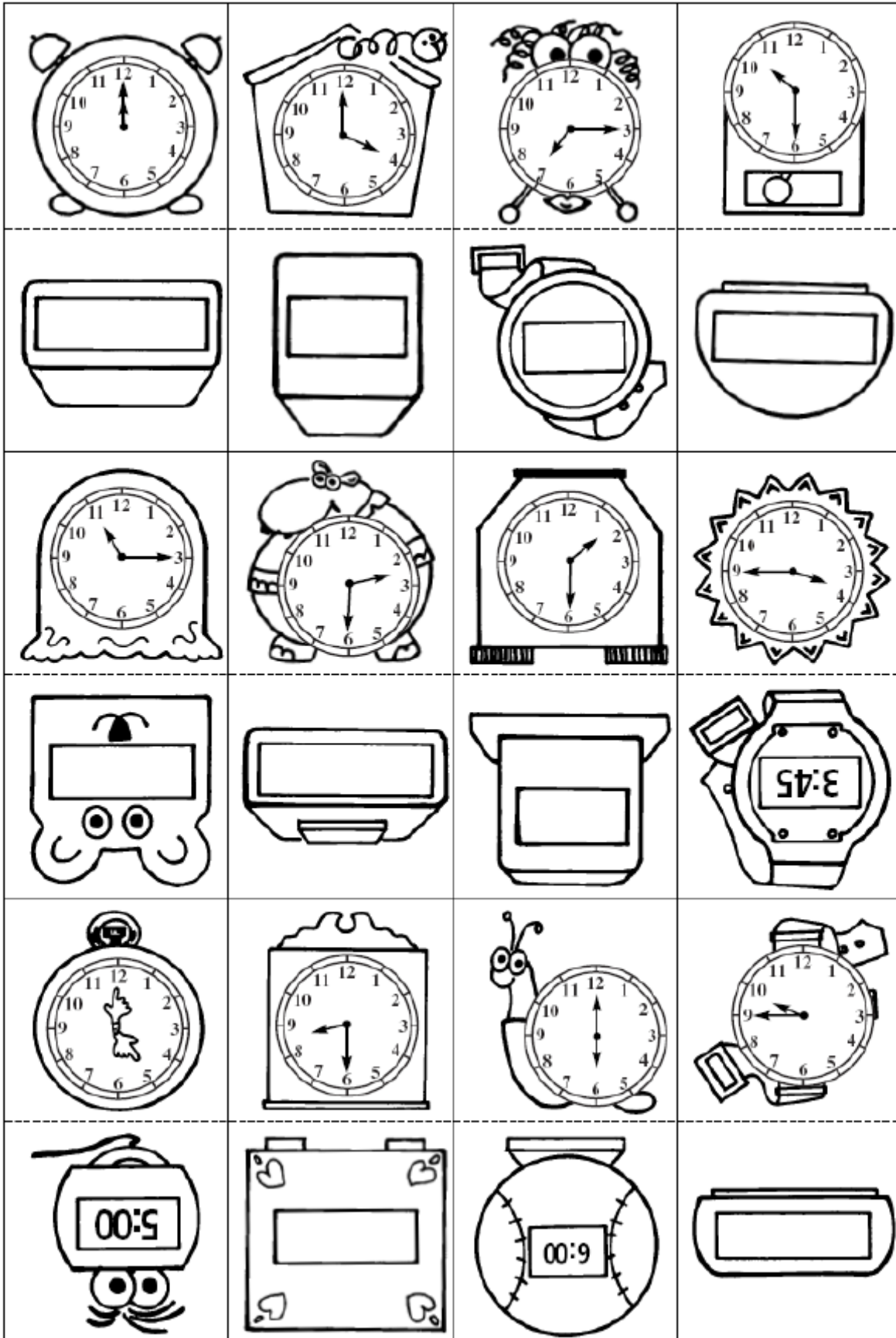
1. Shuffle the cards and deal twelve cards face down in the same positions as clock numerals. Deal around until there are four cards in each pile. Place the leftover cards face down in the center and then turn the top card face up.



2. If the center card is a 9, for example, place it on the top of the pile at the 9 o'clock position. Then remove the card from the bottom of the 9 o'clock pile and put it on the pile where it belongs. Continue the process. Whenever you get a Trudy card (or a king) put it on the center pile.

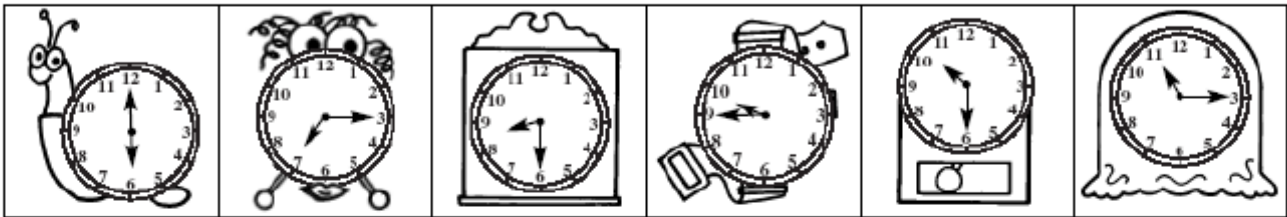
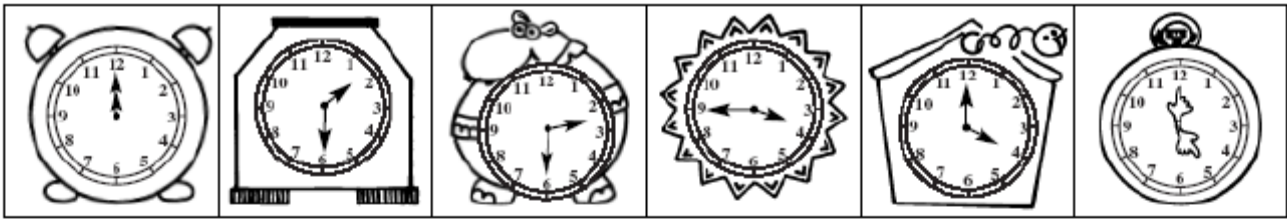


Winning the game is a matter of luck. If all the cards are face up before you turn all the Trudy cards (kings) face up, you will win! If you happen to turn up the four Trudy cards (kings) early in the game, you lose.

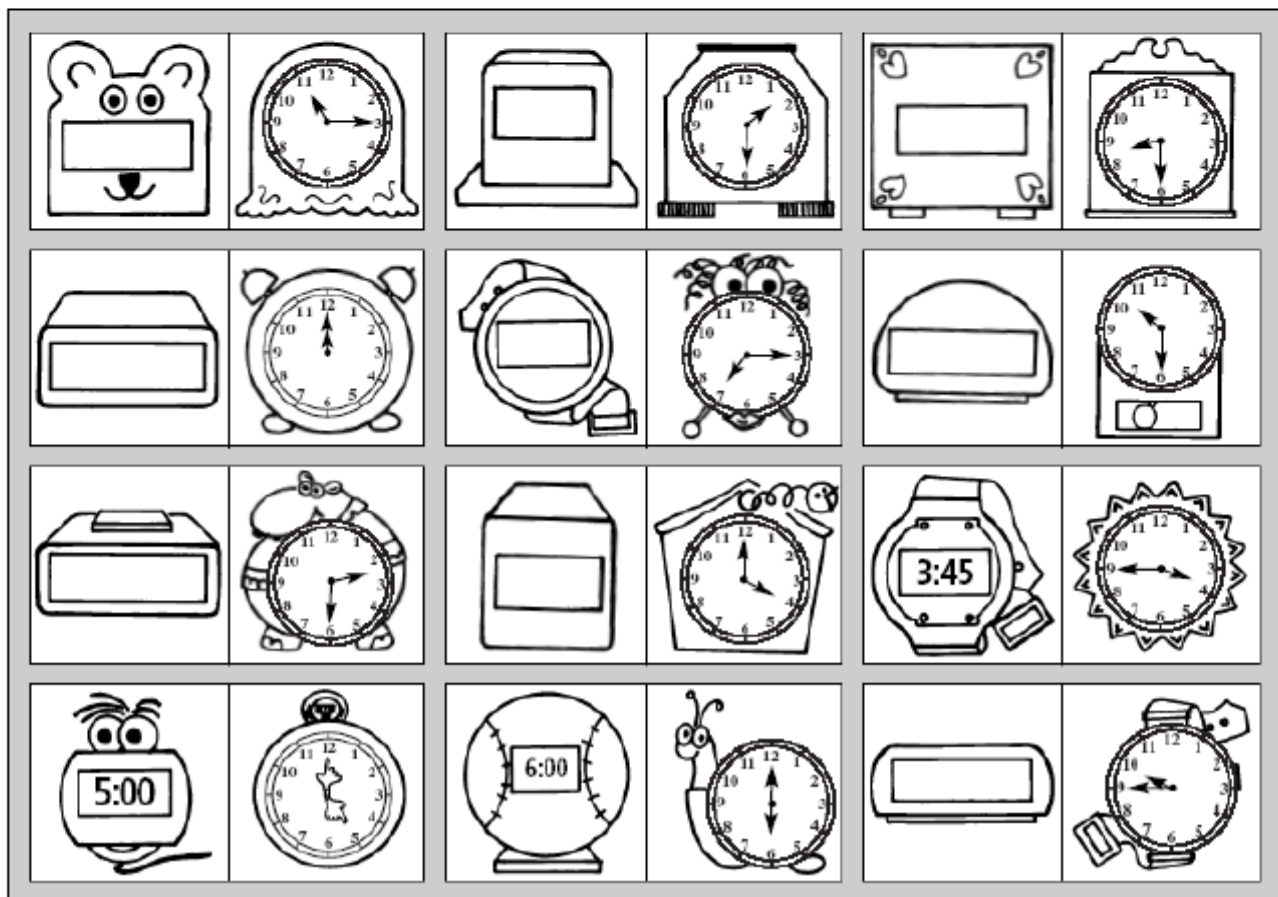


Use with "Clock Cards" (page 79) and "Time in a Flash" (page 81).

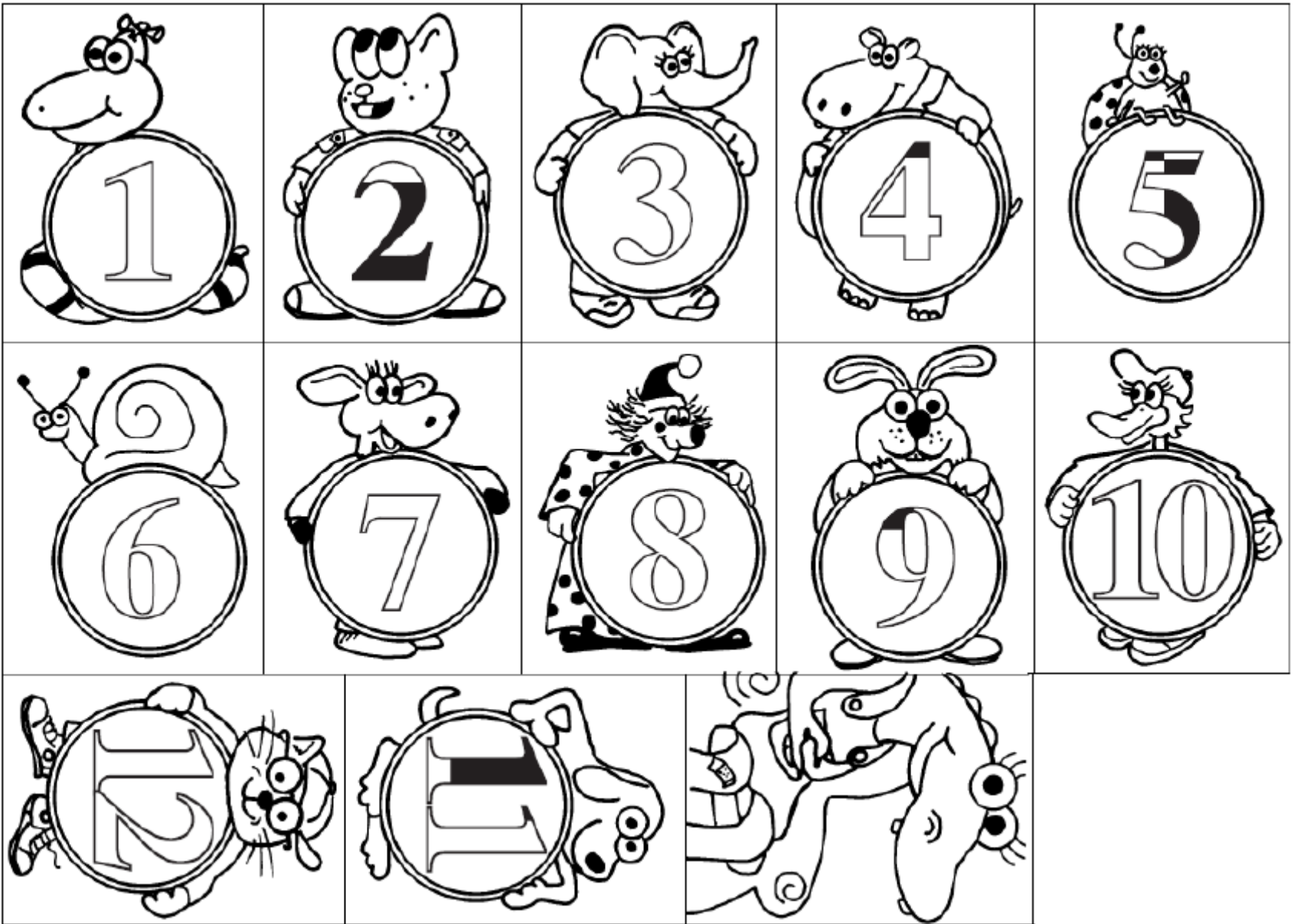
Clocks In Order



Clock Pairs



Use with "Clock Cards" (page 79).



Use with "Custom Clocks" (page 79) and "Time for Solitaire" (page 81).

All Around Town



How Do You Get There?

Language Arts

Introduce the direction words left, right, up, down, near, far, behind, in front. Use physical situations in the classroom for the students to experience objects and individuals in those situations. You might give them the opportunity to create a drawing that demonstrates those different relationships. This is an introduction to map legends that you can refer to later.

When you are comfortable that most students have a reasonable understanding of the direction words, have the students practice giving clear verbal directions to each other for moving around the school. Encourage them to use direction and distance words correctly. The next time the class goes out recess, have one student walk ahead with you and give directions to the class to follow. For example: "Go out of the classroom and turn right. Go down the hall until you pass the drinking fountain. Then turn left. The door to the playground is straight ahead." Then have another child give directions to some areas of the playground. For example: "The seesaw is close to us on the left. The swings are far away on the right." Do this exercise for a few days, walking to different areas of the school and having different children take turns giving directions.

Discuss with the children how direction words can help them find locations, keep them from getting lost when following directions, or tell others where they are or where they are going.

My School

Social Studies

Create a large outline of the school on the chalkboard, whiteboard, or large chart paper. Give the children the opportunity to label the various rooms and hallways. Remind them of the information they obtained in the first activity to help them with their labeling. You may have to take another "field trip" to refresh their memories. They should include a "you are here" or special symbol to indicate their classroom. You can begin to develop the concept of a map legend by having the students create symbols to indicate the function of rooms, for example, classrooms, bathrooms, cafeteria, all-purpose room or gym, nurse's station, or administrative offices. Discuss the value of adding the symbols to the map.

After all of the rooms and key hallways are labeled, give students the opportunities to describe ways to travel around the school. Remind students of specific school protocols (the use of hall passes or areas where students are not allowed).

When the children have had a chance to practice, have them draw a slip of paper from the list on page 89, which lists a specific location in your school. The student gives directions to this place, and everyone in the class tries to guess where it is.

My Home Town

Social Studies

Secure large pieces of poster board or butcher paper and have students create a simple map of their neighborhood or the area where your school is located. If the school is in a large city, you may choose a section of that city to map. If children live in a rural area, they can map that as well, including the nearest town. Children may work in small groups for this project. Only major streets should be shown, along with any major town landmarks.

Children need to know that the top of every map is always north. You can create a “compass rose” that shows them the four major directions. Additionally, every map has a “legend” that describes key symbols and indicates the relation of map distance to real-world distance. Remind the students of the symbols they added to their map of the classroom.

Copy and cut out icons on page 90 and place them on the map to indicate library, post office, town hall, grocery store, fire station, school, and hospital. The legend of the map might indicate the location of community helpers with a figure in the appropriate locations on the map. You might have the children work in pairs or small groups so that more sophisticated children can help others understand the symbols on the map and the relationship between map symbols and the real world in which the students live.

If you find students who are simply not able to understand the concept of a map, obtain two pieces of squared paper. Place centimeter cubes or other small objects on one of the papers and have students color the same locations on the second piece. Play a match game where students discover which “map” describes which configuration of manipulative pieces.

What's That Sign?

Mathematics

Ask the class what shapes traffic signs are. Discussion will reveal that they are of many shapes and colors. Draw a triangular Yield sign on the board and ask how many sides this shape has. Does anyone know the name of this shape?

Then pass out copies of page 91 and ask students to identify the shapes of these signs. Many are circles, triangles, and rectangles. Have students color the signs the appropriate colors. Most stop signs are red and white—many other traffic signs are black on yellow. Traffic lights are green, yellow, and red. Follow your local conventions for this. Ask each student to talk about one kind of sign and what it means—traffic light, stop sign, no U-turn, one-way, merge, pedestrian X-ing. Have a discussion with the class about traffic and street signs and why they are necessary. Ask them what they think would happen if we had no traffic signs at all. Explain why children as well as adults need to follow the signs.

Words Around the Town

Language Arts

Make a list on the whiteboard of about ten of the important streets and landmarks in your town. Don't shy away from using some "big" words. Ask the students if anyone recognizes any of the words on the board. Maybe they will recognize a part of one of the big words—help them to sound out the harder ones. After the class figures out the names on the list, ask them what all these names have in common. They are names of important places in our town!

Have each student choose one thing on the list and make a city postcard that features it. Give each child a 4- x 6-inch piece of heavy paper to draw on. They should draw a picture of the street or the building on the front of the postcard. On the back they can write a sentence or two about their city landmark. Emerging writers can write out the letters of the word you have listed on the chalkboard or whiteboard that relates to their drawing.

Community Helpers

Creative Dramatics

Divide students into small groups of three or four and have them role-play situations in which they encounter community helpers. Have the children in each group take turns playing the "grown-up" roles. One student can be a narrator, explaining the setting and who the community helper is in the story.

Another student plays the community helper, and one or two students play the children in the skits. The students can design and create the necessary props by using page 92. Here are some suggestions:

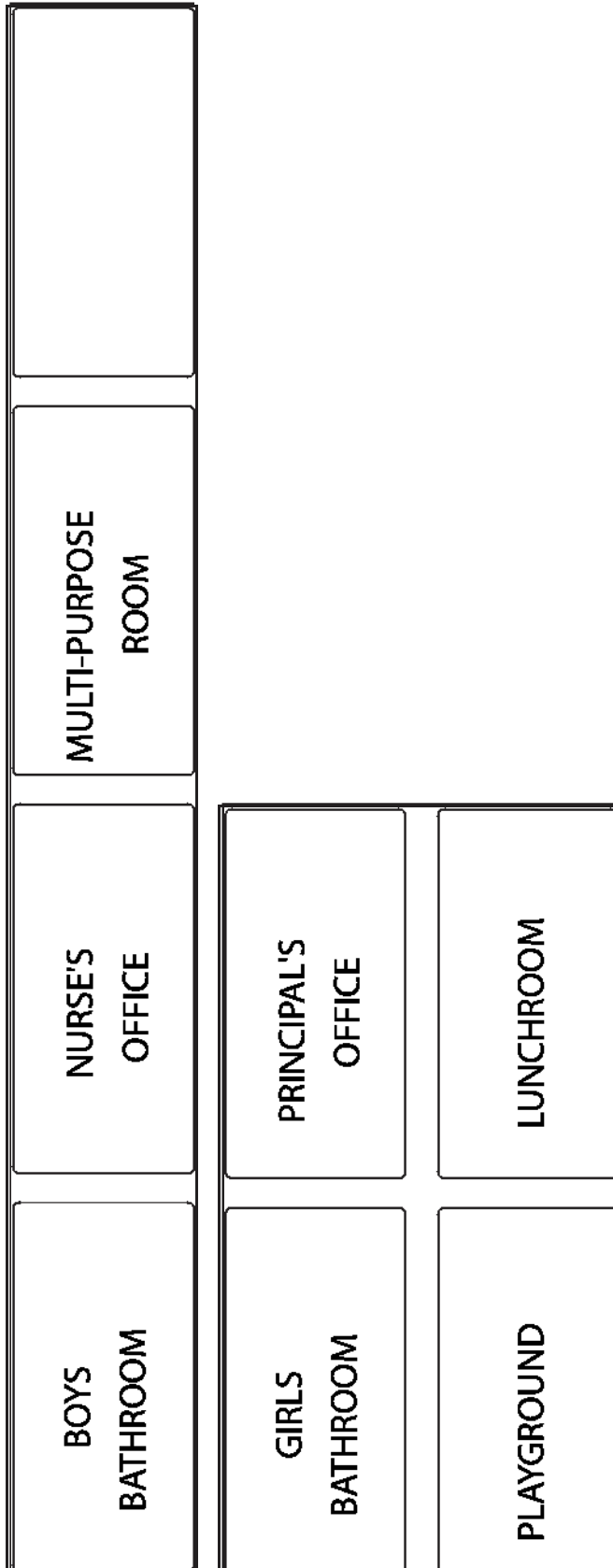
- A school crossing guard stops cars and helps children across a busy street.
- A policeman helps a child who is lost.
- A nurse or doctor listens to a child's heartbeat.
- A dentist explains to a child how to brush his or her teeth.
- A firefighter responds to a 9-1-1 call and comes to a house to put out a fire.
- A letter carrier picks up mail and delivers it.

After the students have rehearsed their role play, have each group perform for the class. Encourage students in the audience to compare their life experiences with the situations in the role play and to share their stories with the class.

As an extension, you may wish to invite another class, the principal, or family members to experience the role plays and share their personal experiences. Or, invite one or more of the community helpers to enjoy the role plays and share their experiences.

My School

1. Cut into individual cards.
2. Add locations specific to your school on the blank cards.
3. Have students draw one card and give instructions to the location.
4. Have others guess what's on the card.



My Home Town

1. Copy this sheet and cut into separate cards.
2. Give to students to place on the map they have created.



Use with "My Home Town" on page 87.

Traffic signals

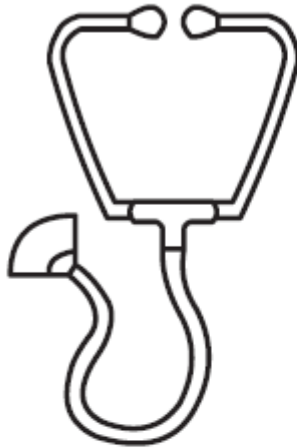
Make one copy of this sheet for each student.



Use with "What's That Sign" on page 87.

Community Helpers

Make one copy of this sheet for each student.



Culture Festival



Who Do I Know?

Social Studies

People in the community or students' families may be from different regions. Use this activity as a vehicle to introduce lessons on diversity and explore the many ties your students and your community have to cultures around the world. Discuss that virtually every family is an immigrant family if you go back a generation or two. (Be aware of Native Americans in your class; even Native American children may have families that lived in different locations in the country.) Make a list of all these locations, countries, and their continents on the board. Refer to it as you review these locations with the class.

Point to a continent on the globe or map and ask students to identify it. Then ask them to name countries in that continent that class member families came from. Invite students to think of people in their community who may be from distant places or may have cultural celebrations they have seen or know about. Encourage respect for difference.

You may wish to invite family members from different countries to come to the class and bring items and tell stories.

Music Around the World

Music

Get your students involved by giving them a chance to build a musical instrument. There are many examples of instruments created from common materials found around the house or at school. If you demonstrate a few types, students may bring materials from home to use in creating their instruments. Those materials will include paper towel rolls, string, yarn, little bells, buttons, shoe boxes, rulers, rubber bands, cans of various sizes, oatmeal or other boxes, combs, tissue paper, glue, and tape, among other things. Include materials students can use to decorate their instruments such as glitter, stickers, crayons, ribbons, yarn, and other art supplies. Be sure to control what the children are using to ensure safety.

Create centers where students can build and decorate their instruments. Place a completed instrument at each station so students can see how to put their instruments together. For instruments that require cutting or poking holes, make sure an adult is present to help and supervise.

To build a horn, students will need a paper towel roll, waxed paper, rubber bands, and a pen. Students can cut squares of waxed paper and use the rubber bands to affix the paper to the end of a paper towel tube. An adult should help students use the pen to poke holes in the tube.

A drum can be built using an empty oatmeal container or similar plastic or cardboard packaging. Students can use yarn and other supplies to decorate their drums and play the drum with spoons or with their hands and fingers. Many cultures have drums, so remind students to use what they have learned to decide what culture they are inspired by.

Tambourines can be made using paper plates. Staple or glue two plates so that they are facing one another. Using a hole punch, make holes around the edges of the plates and attach bells or other jingling objects to make noise. You may also choose to place beans inside the plates before affixing them to add to the noise.

If your class has the appropriate skills, time, and supplies, make maracas by putting papier mâché around an inflated balloon. Once the mâché is dry, the balloon can be popped. Pour beans or other soundmakers inside the empty space and use tape or more papier mâché to plug up the hole. Popsicle sticks can be added as handles. When everything is dry, students can paint their maracas in bright colors.

After the students build their instruments and experiment with sounds that they create, you might wish to have them develop into an orchestra to accompany music. Use the songs you are most familiar with or locate new ones.

Hi There!

Language Arts

Print out page 96 (with foreign language phrases for Hello, Goodbye, and Thank You and flags of Mexico, Germany, Japan, and Tanzania). Review with students the foreign language vocabulary that they learned in the Culture Festival computer activity. Talk about the importance of language in communication with others.

Each student should receive a sheet with the four flags (page 97), which they may color with the authentic flag colors and paste onto a small stick. Begin this activity with a whole-class practice saying "Hello" in different languages. Then divide the students up into pairs to practice their vocabulary. Introduce the words one at a time. After the word introduction, one student in the pair holds up a flag (Mexico, for example) and his partner must say "Hello" in Spanish. Then the first student says "Thank you" in Spanish, and the second student says "Goodbye" in Spanish. Then they switch roles, and the other student starts the dialog by holding up another flag. Do a whole-group check to see if all students are in tune with the vocabulary.

Children with different backgrounds can bring different words for hello, goodbye, and thank you to the class. Family members who speak different languages can provide an excellent introduction to the language. One fun word is "Aloha," Hawaiian for "Hello" and "Goodbye."

German Cuckoo Clock

Creative Dramatics

Review the German area of the Culture Festival activity. Ask if there are any students in the class whose family came from Germany. Now your students have a chance to build their own version of a traditional German cuckoo clock. Hand out the German Cuckoo Clock (page 98) and make sure they have a supply of crayons or colored pencils. Display the clocks in the classroom when they are finished. At the stroke of 2:00, (or any other convenient hours) have a couple of students designated to stand up and "announce" the hour, just like with a real cuckoo clock.

Telling time with a traditional analog clock is a skill that may not be mastered by all or any of your students. Many young students will think that the second hand is the only hand on a clock that is moving. Connect this activity with a manipulative clock until the students can state the hour that the hands demonstrate. Stick with time on the hour until you can be sure that in-between times are understandable to your students. You might also wish to point out times on the hour during the day and have the students rise and "announce" the hour.

Masai Necklace

Mathematics

Begin lesson by going to the map or globe and pointing out the countries of Kenya and Tanzania in eastern Africa, home of the Masai tribe. Talk about the Masai necklaces that all Masai women wear and the bright red robes that the boys and men wear. Pass out copies of the Masai Necklace on page 99, and have all students design their own Masai necklaces. Remember, we are demonstrating the skills of the Masai. Today it is perfectly acceptable for all children to wear their necklaces. Here and around the world children can usually wear whatever they like in their daily lives.

This activity is a great opportunity to practice sorting, counting, and developing and recognizing patterns. Connect to mathematics by having the students notice and describe the patterns they see in the Masai necklaces. Use pattern blocks, centimeter cubes, or picture cards, and give the students an opportunity to reproduce the patterns in the necklaces and create new ones. It is also possible to mirror the paper or manipulative patterns by using claps of the hands and snaps of the fingers to create an auditory pattern. You might wish to create a display or create a pattern concert for the classroom or school. Invite another class, the principal, or family members.

Carp Kites

Art

Discuss kite flying with the students. How many of them have flown a kite? How hard did they think it was?

Pass out the Carp Kites on page 100 and have children design their own Japanese Carp Kites. After they have finished, cut the kites out and string them on yarn to hang them around the classroom. After the kites are displayed, ask the students to describe the similarities and differences they see. What patterns do they notice?

Hi There!



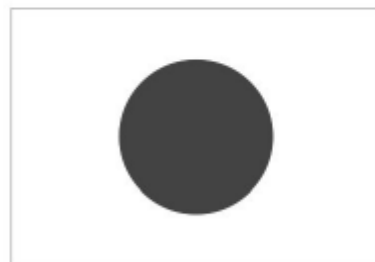
Hola
Adiós
Gracias



Jambo
Kwa Heri
Asante



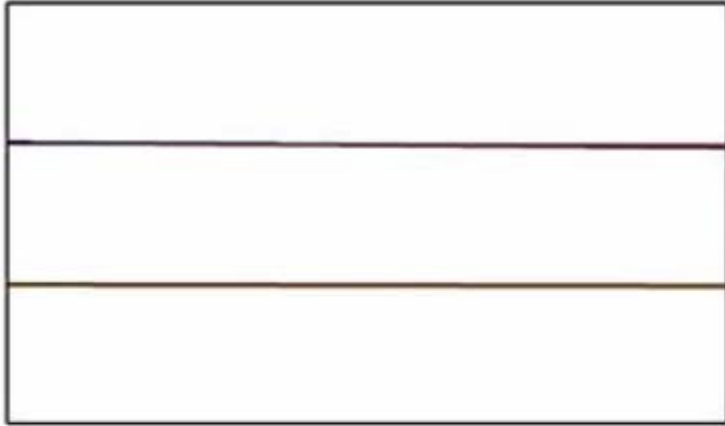
Guten Tag
Auf Wiedersehen
Danke Schön



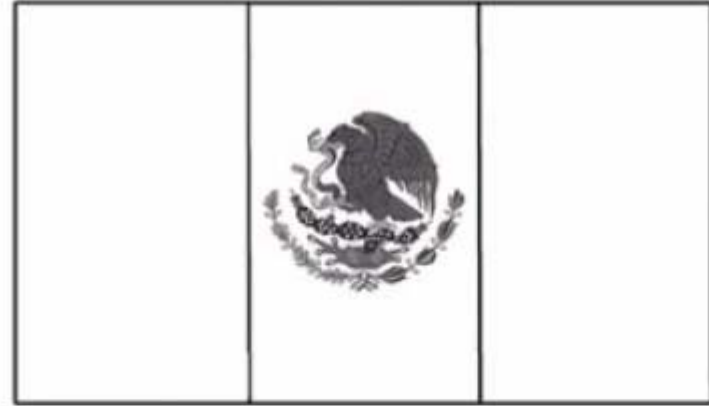
Konnichiwa
Sayounara
Domo Arigato

Use with "Hi There" on page 94.

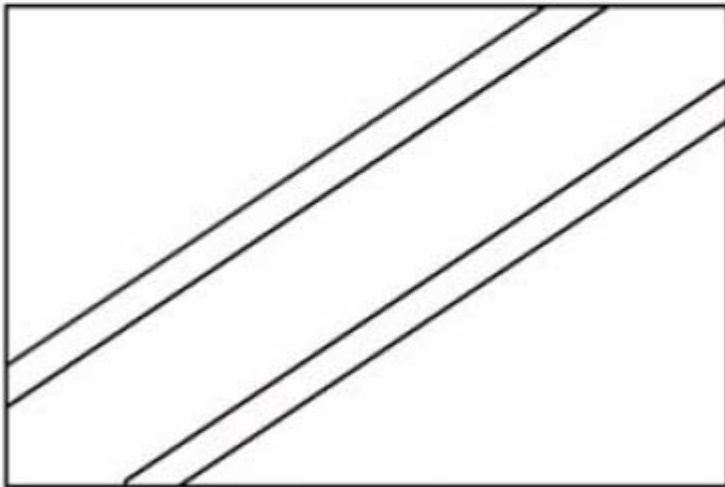
Hi There!



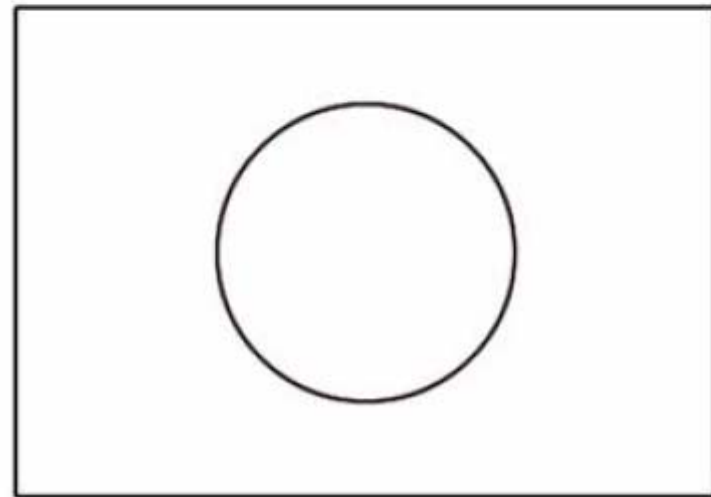
Germany



Mexico



Tanzania



Japan

German Cuckoo Clock

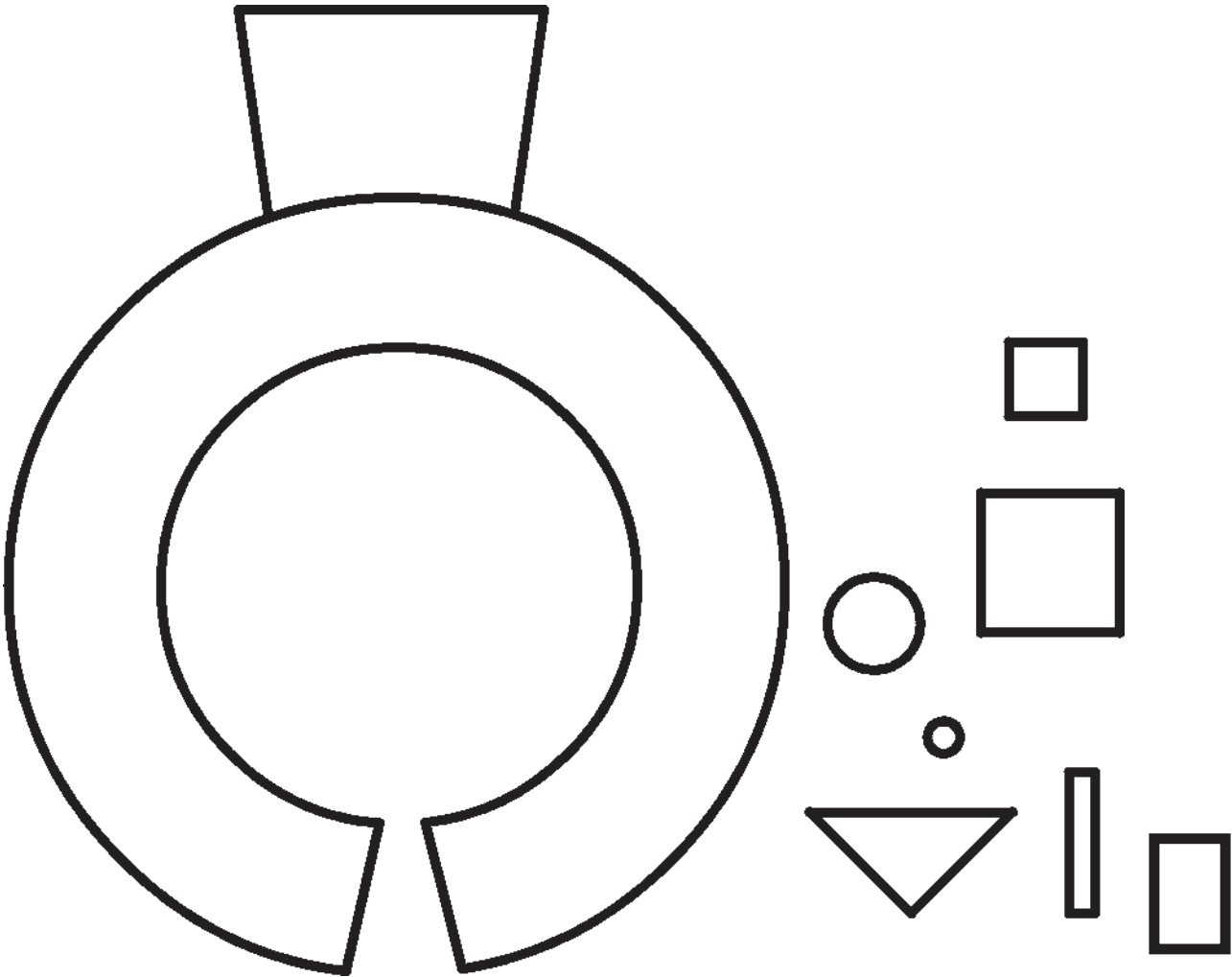
Make one copy for each student in your class.



Use with "German Cuckoo Clock" on page 94.

Masai Necklace

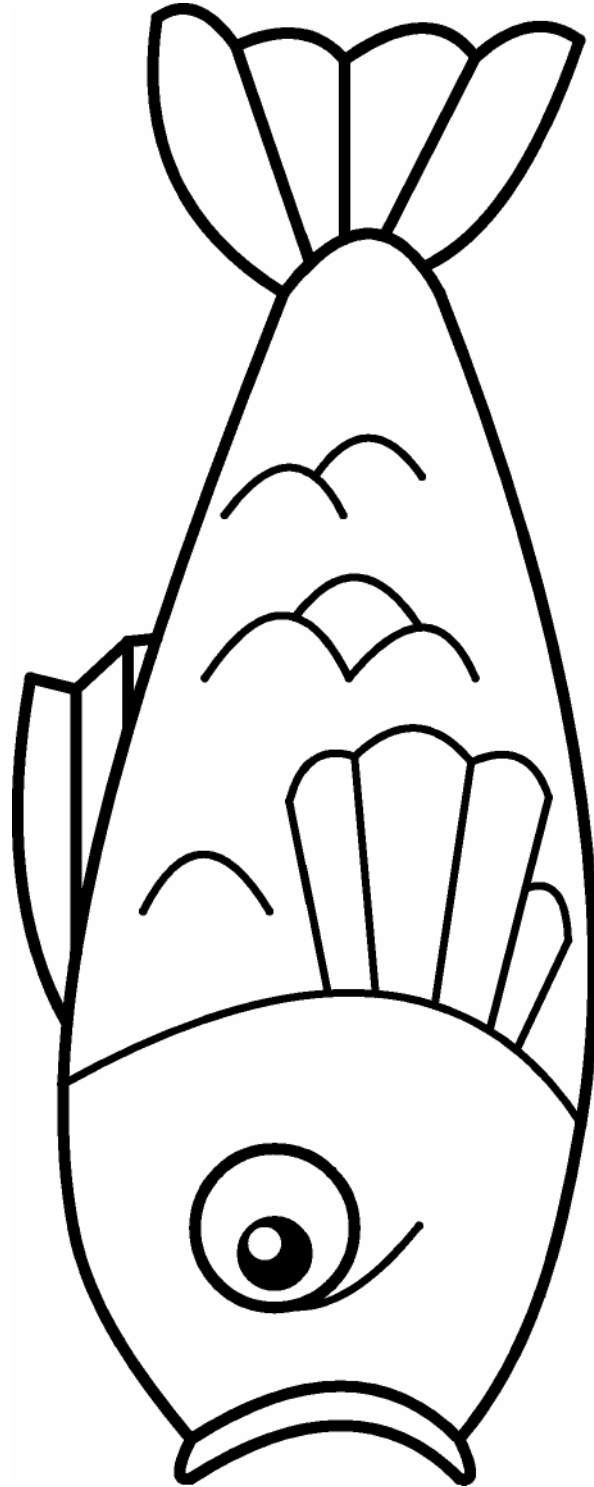
Make one copy for each student in your class.



Use with "Masai Necklace" on page 95.

Carp Kites

Make one copy for each student in your class.



Use with "Carp Kites" on page 95.

Notes...

System Requirements

Windows®

- Operating System: Windows 98 SE, Windows 2000, XP Home, XP Professional (with latest Service Packs)
- CPU: Pentium III 733 Mhz or better
- Hard Drive: 100 MB free
- RAM: Minimum 128 MB
- Graphic Card: 800 x 600 Hi Color 16-bit (thousands of colors) or higher
- Network Card: 10Base-T or better
- Sound Card: SoundBlaster 16 or compatible (Headphones recommended)

Optional

- Printer
- Touch Window

Macintosh®

- Operating System: OSX 10.2, 10.3, 10.4, or higher
- CPU: iMAC PPC 750-400 MHz or PowerMac G4-350-Mhz
- Hard Drive: 100 MB free
- RAM: 128 MB
- Graphic Card: 800 x 600 Hi Color 16-bit (thousands of colors)
- Network Card: 10Base-T or better
- Sound Card: Standard Macintosh Sound (Headphones recommended)



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