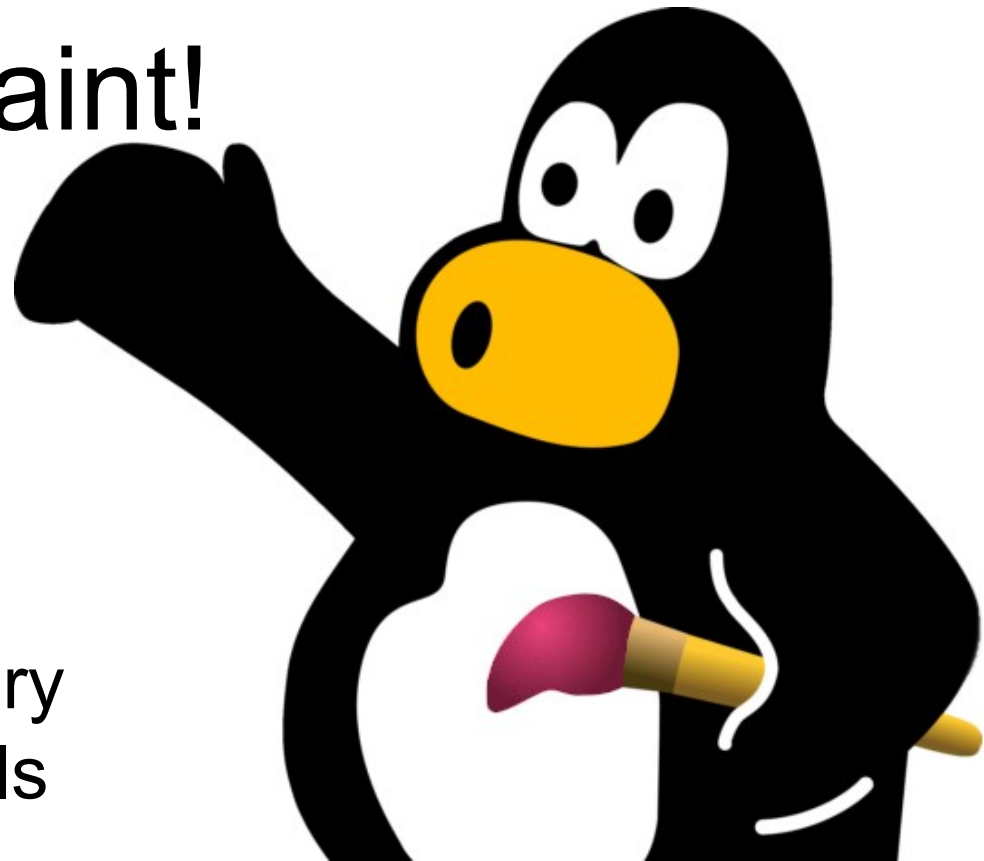


TUX4KIDS

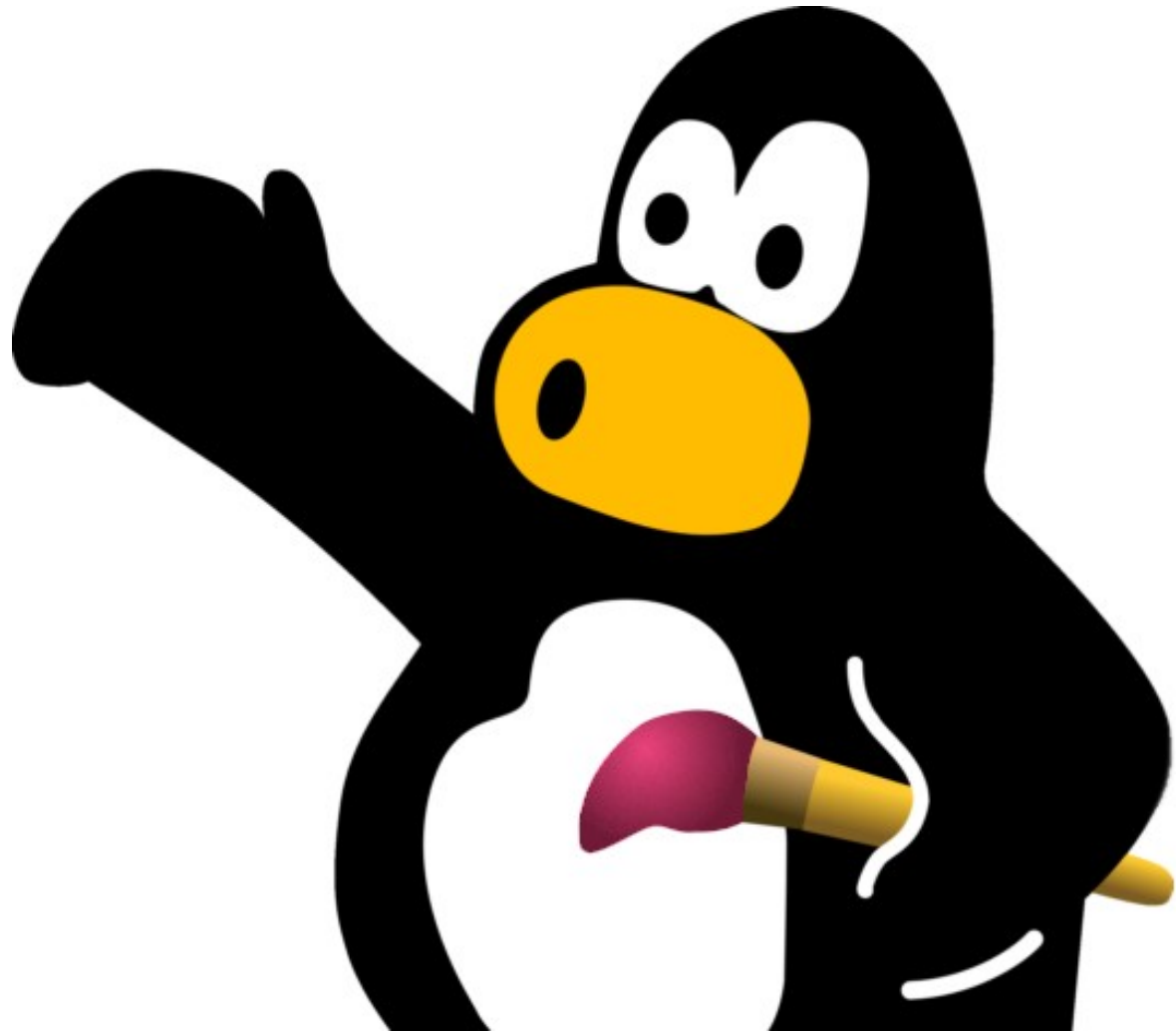
Tux Paint

More Than Paint!

Jennifer Graber
2nd Grade Teacher
Minges Brook Elementary
Lakeview Public Schools

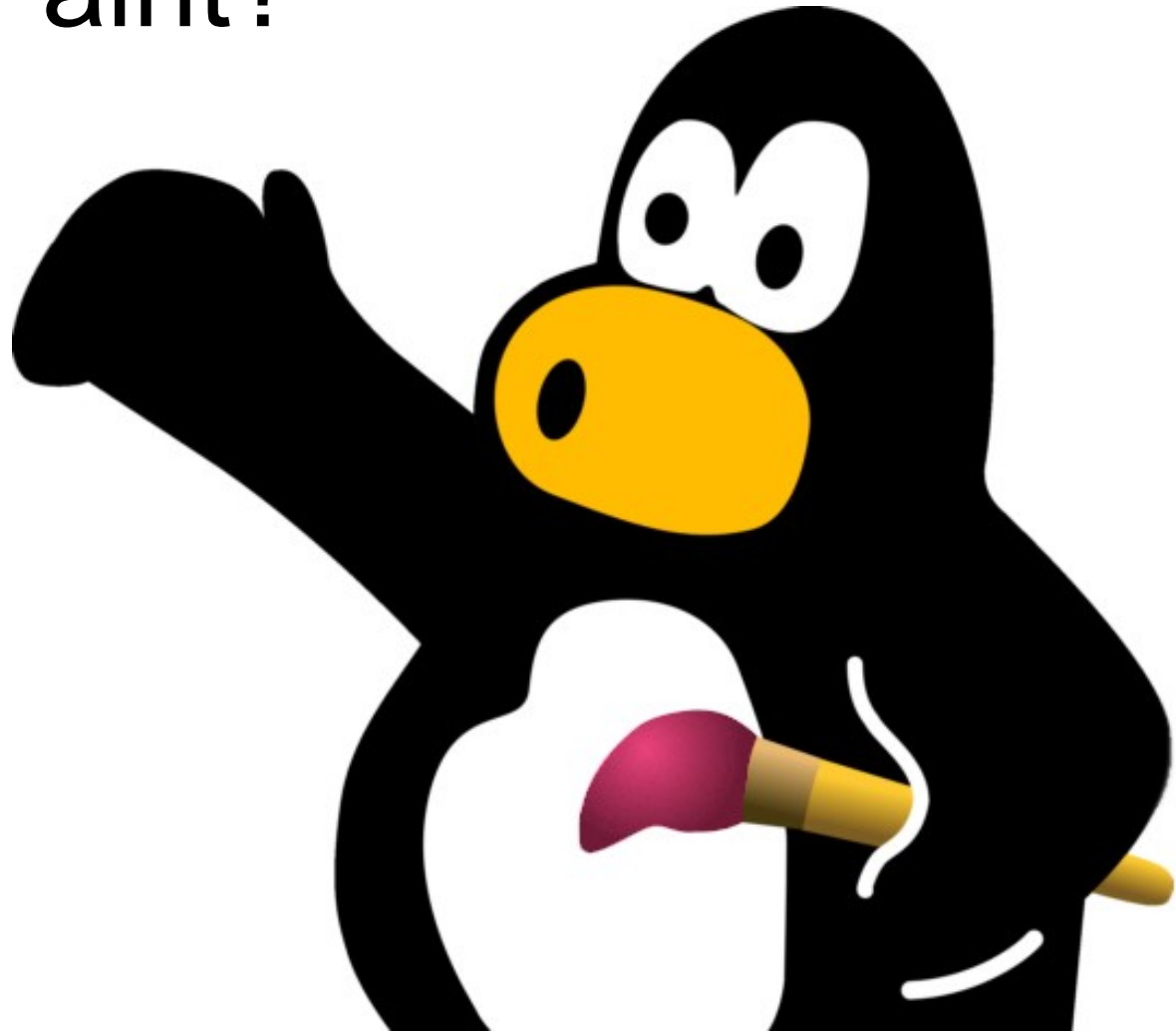


We will explore:



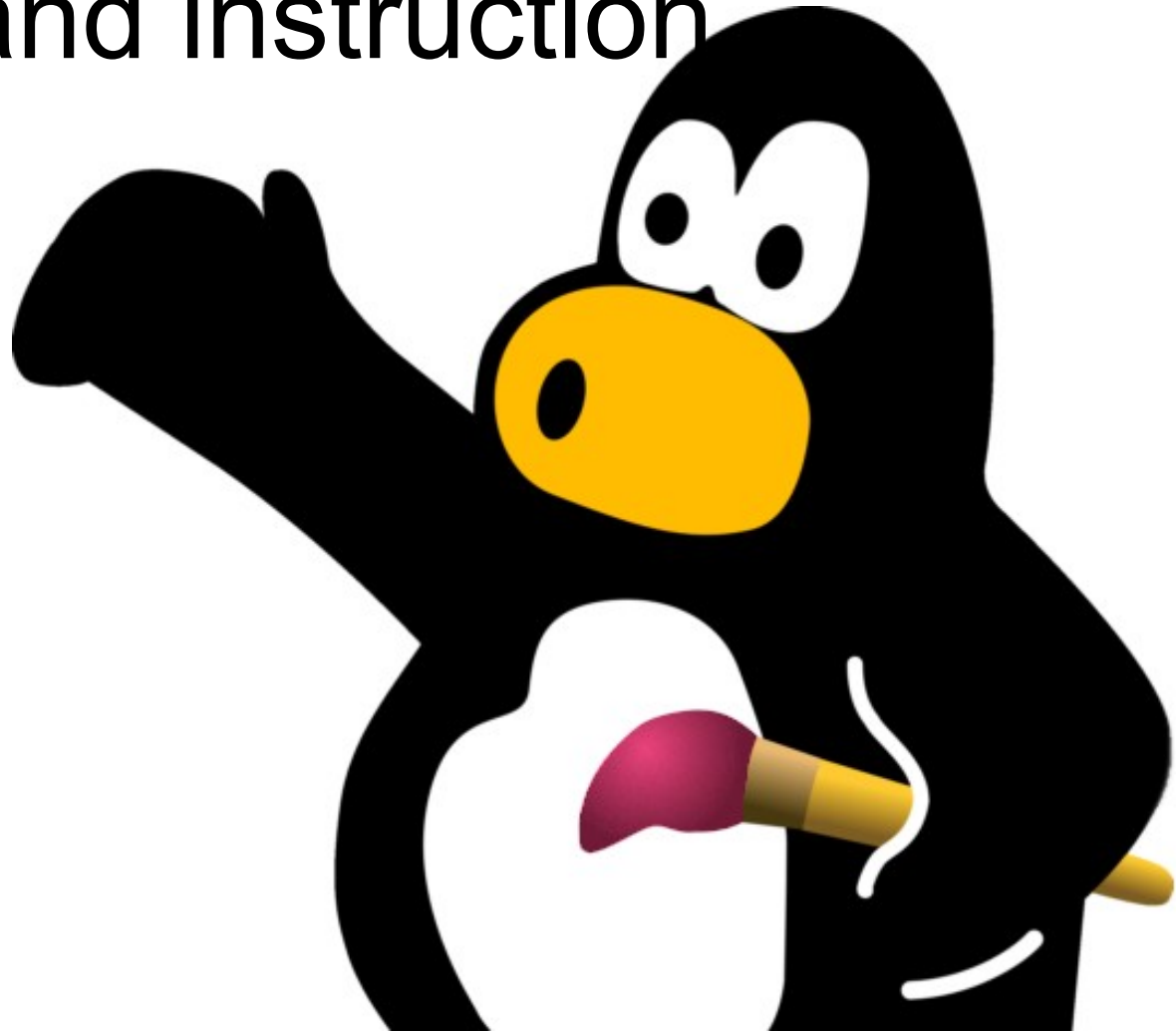
We will explore:

What is Tux Paint?



We will explore:

Assessment and instruction



We will explore:

How can I use Tux Paint?

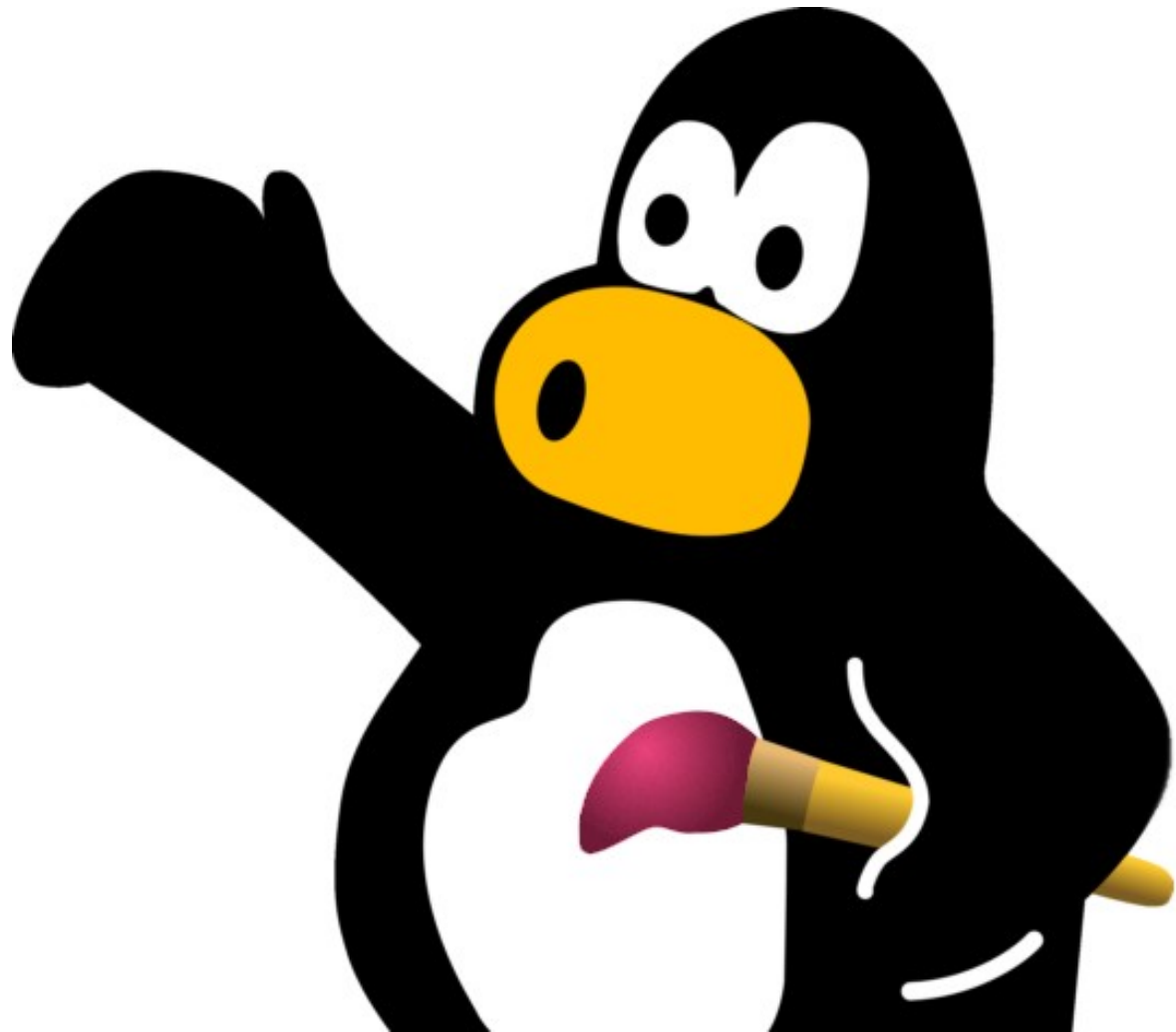


What is Tux Paint?

Tux Paint

- Instruction & Assessment
 - Center time in the one computer classroom
- Class projects in lower elementary

Language Arts



R.NT.00.03 Discuss simple story elements in narrative text

- setting
- characters
- events.

Write about the following . . .

Character

Setting (time/place)

Problem/Solution

Sequence of Events

What do you predict will happen in the story?

Prediction



What Really Happened



Comprehension

R.CM.00.03 Retell up to three events from familiar text using their own words or phrasing.

Beginning



food hot

Middle



she eats

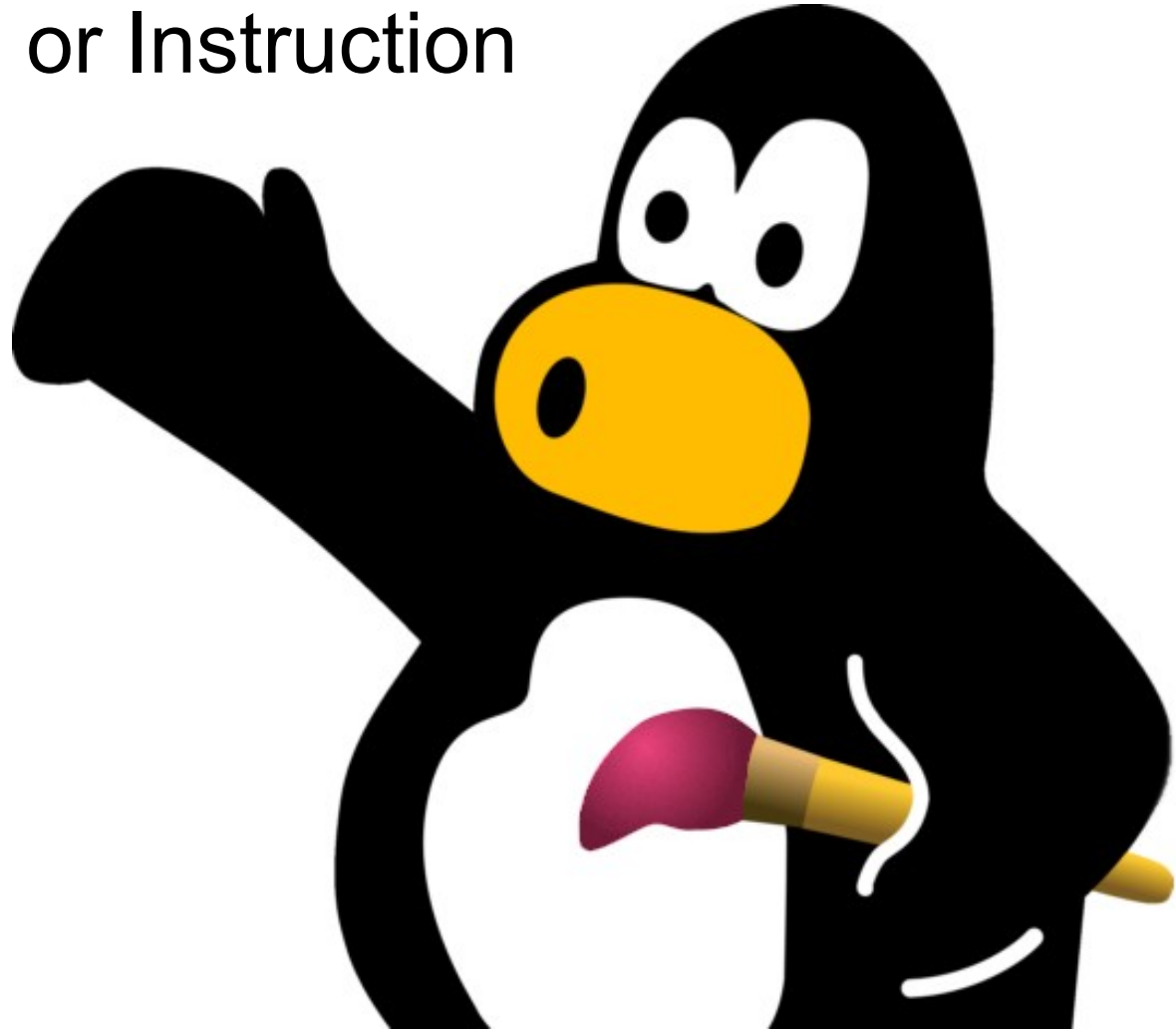
End



she runs

Writing Process

Planning Tools or Instruction



What happens in the story?

<i>Beginning</i>	<i>Middle</i>	<i>End</i>

Who?

What?

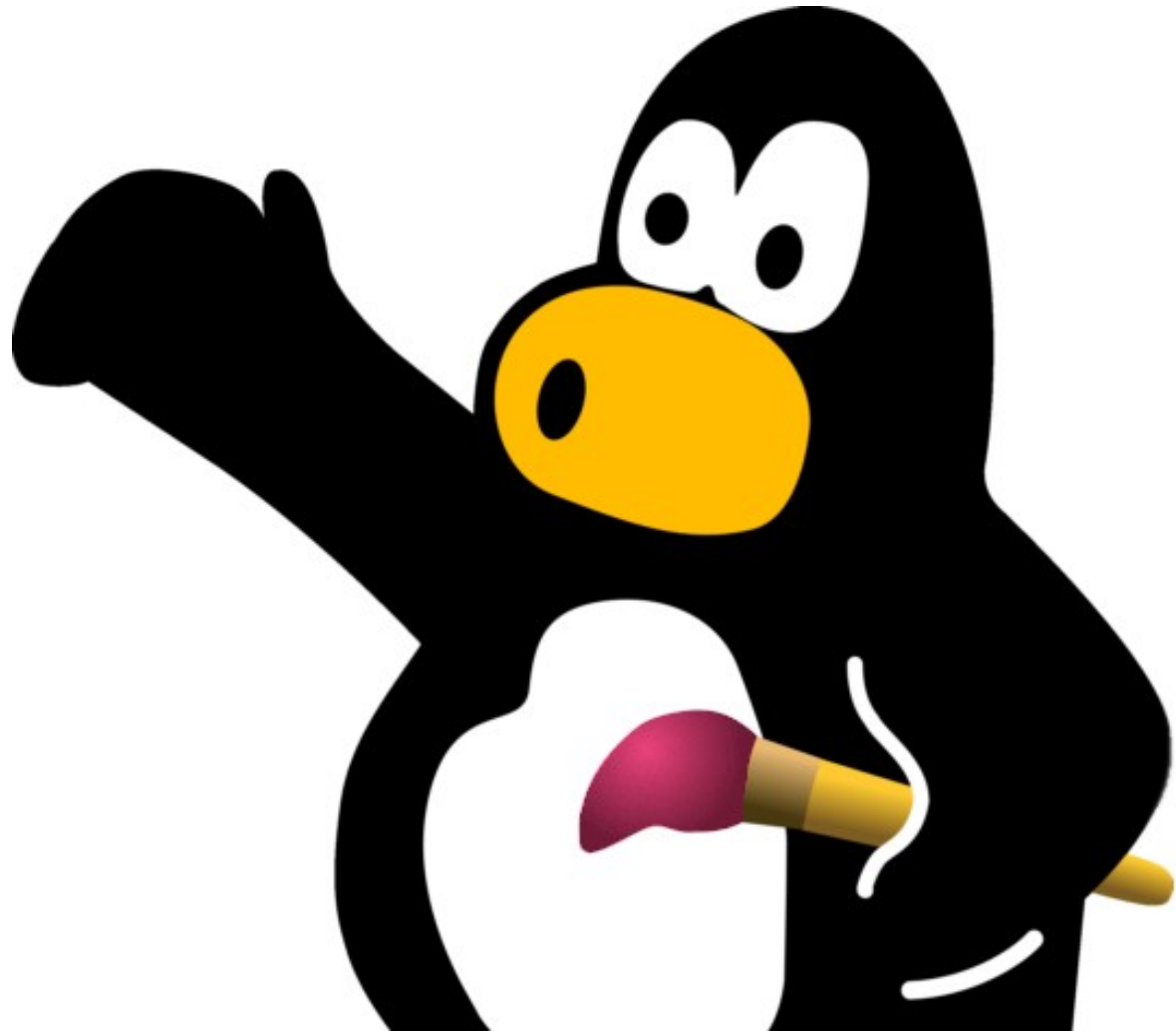
Where?

When?

Why?

How?

Whole Group or Individual



Key Idea

Details

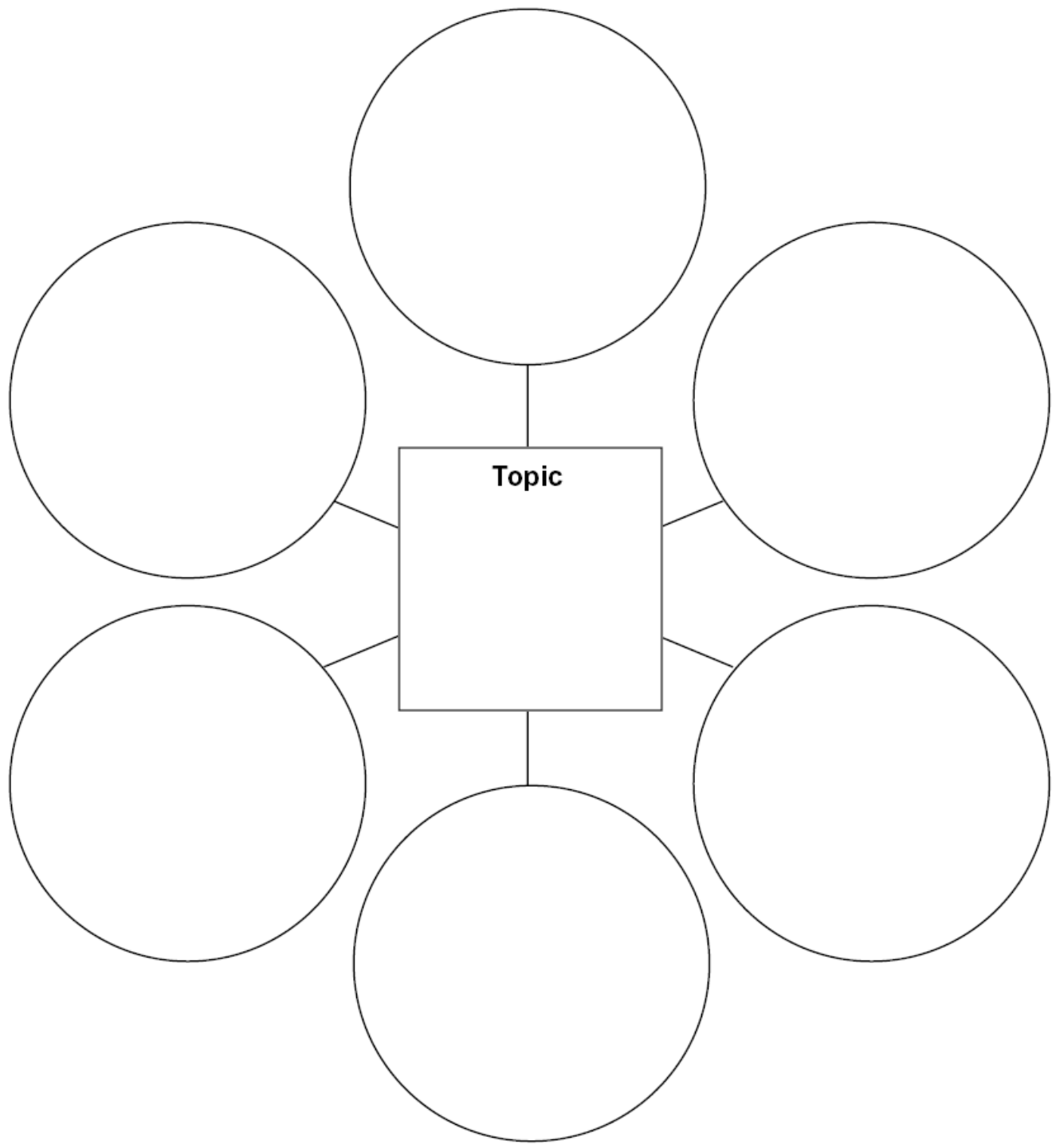
Details

Details

Details

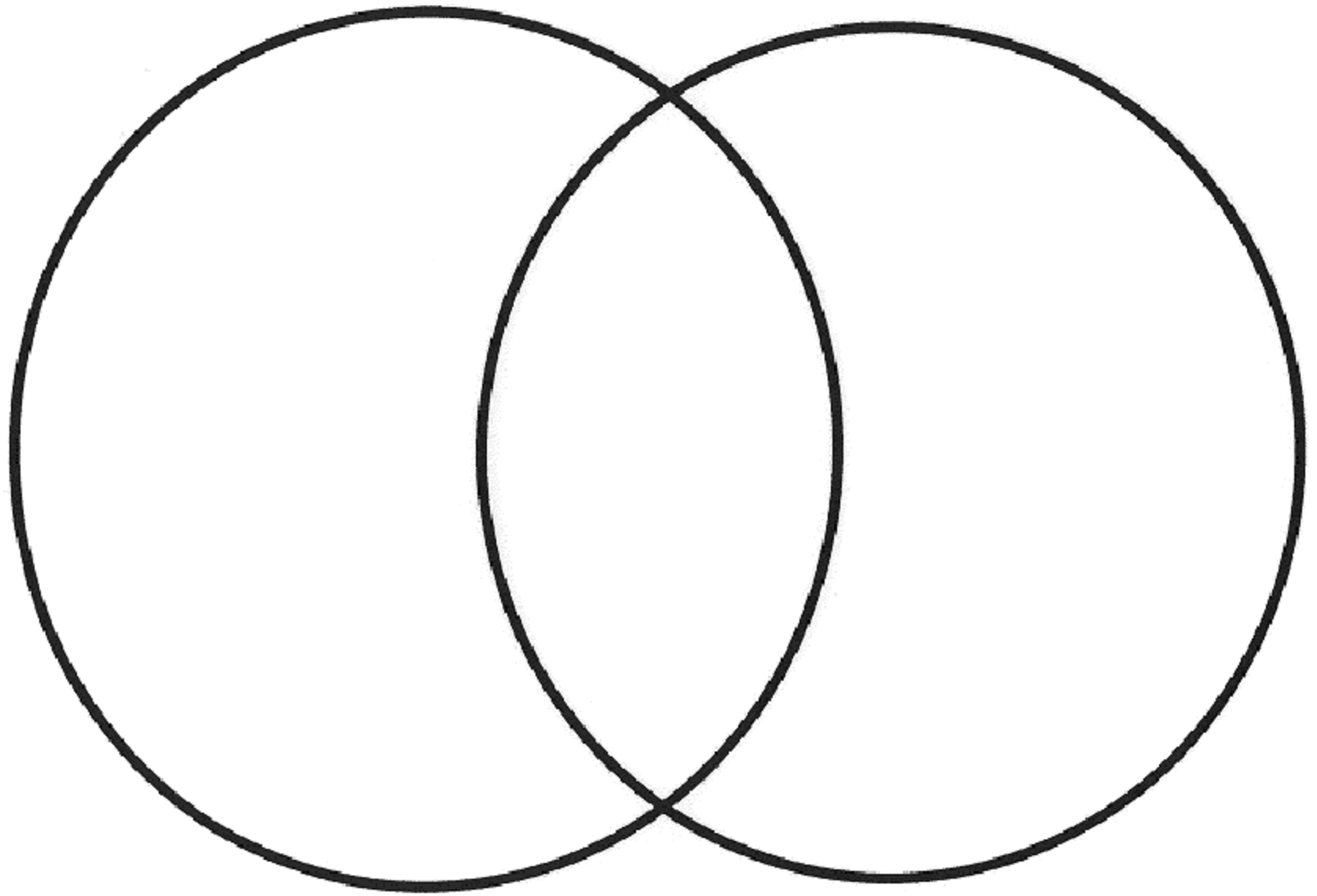
Details

Details

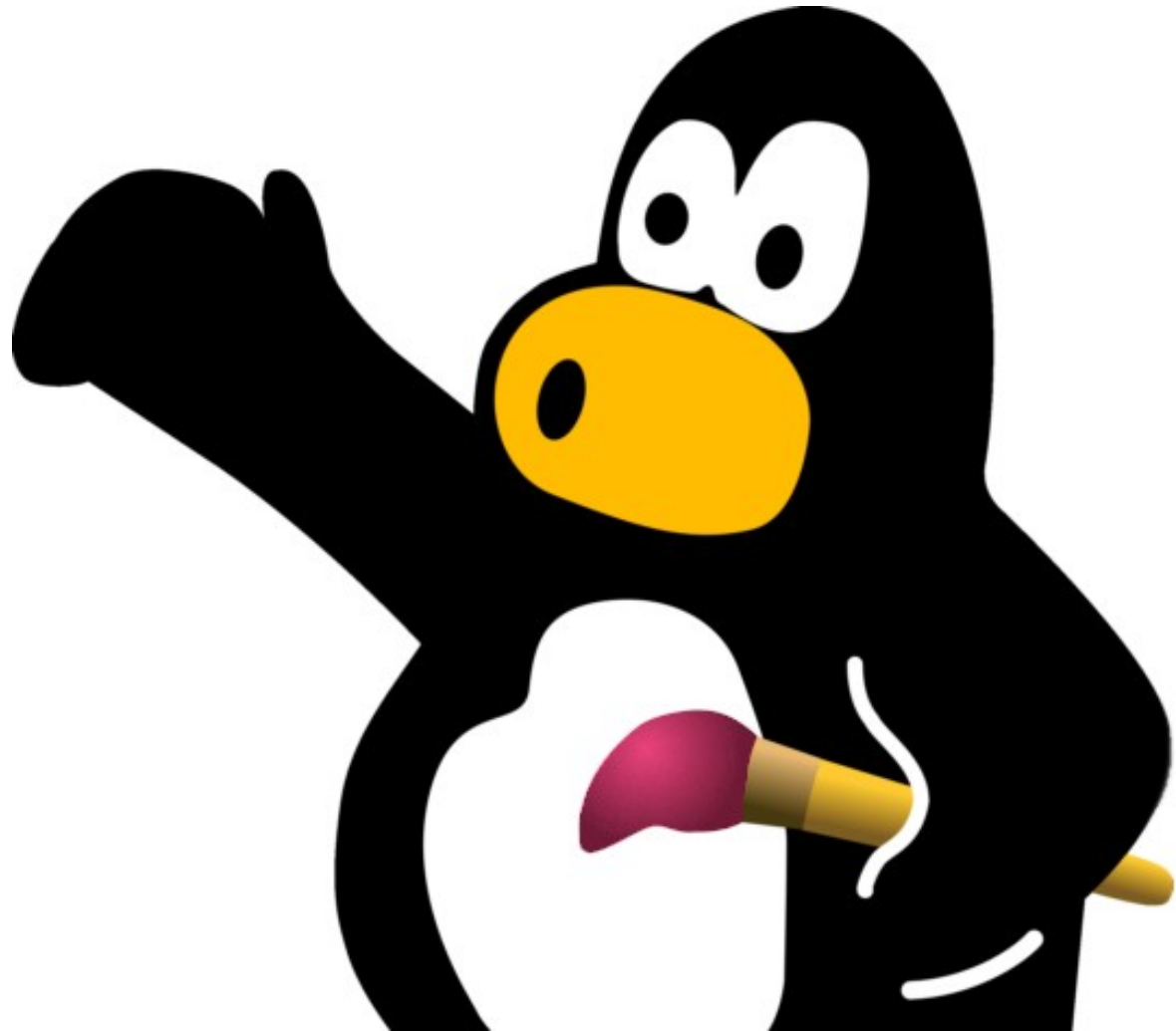


Character

Me



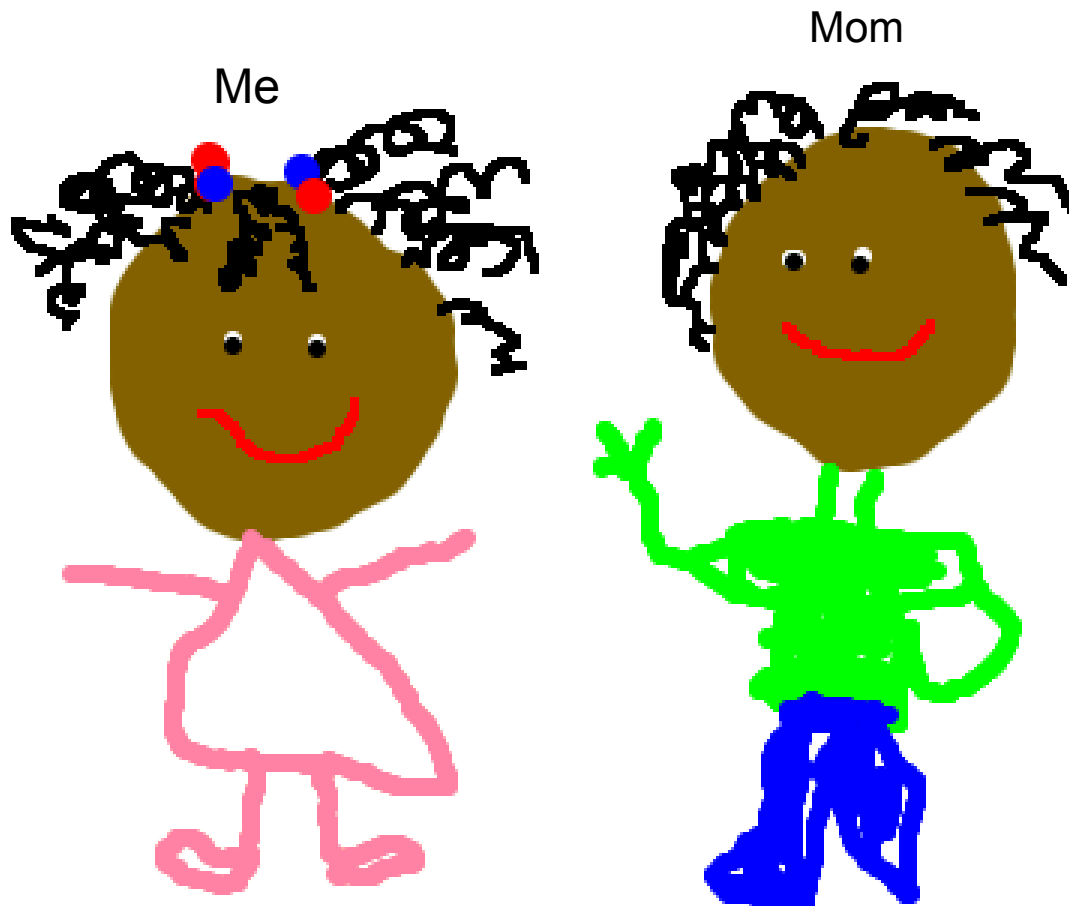
Use as a Publishing Tool!



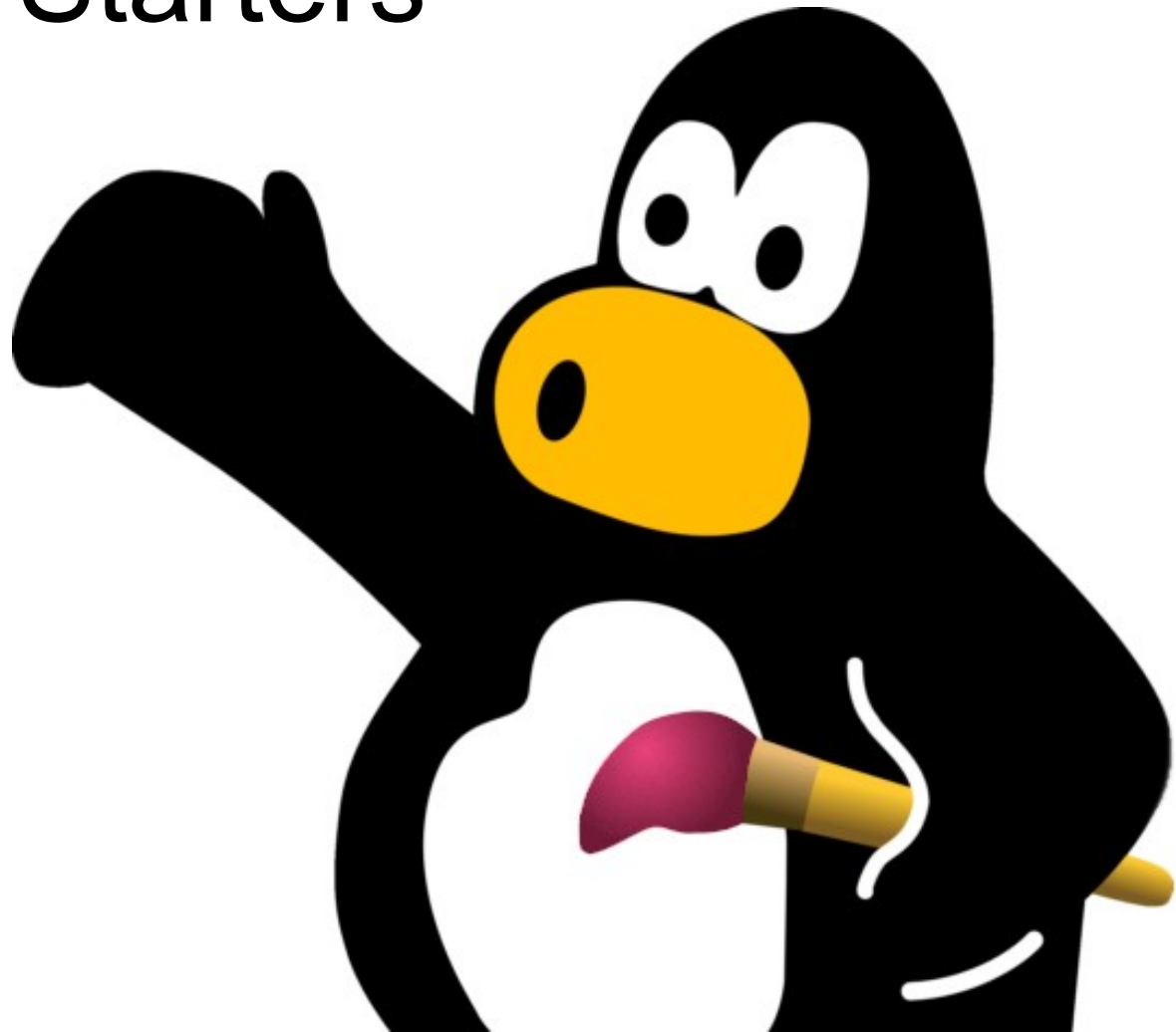
R'Quiya

I was my mom and she was me.

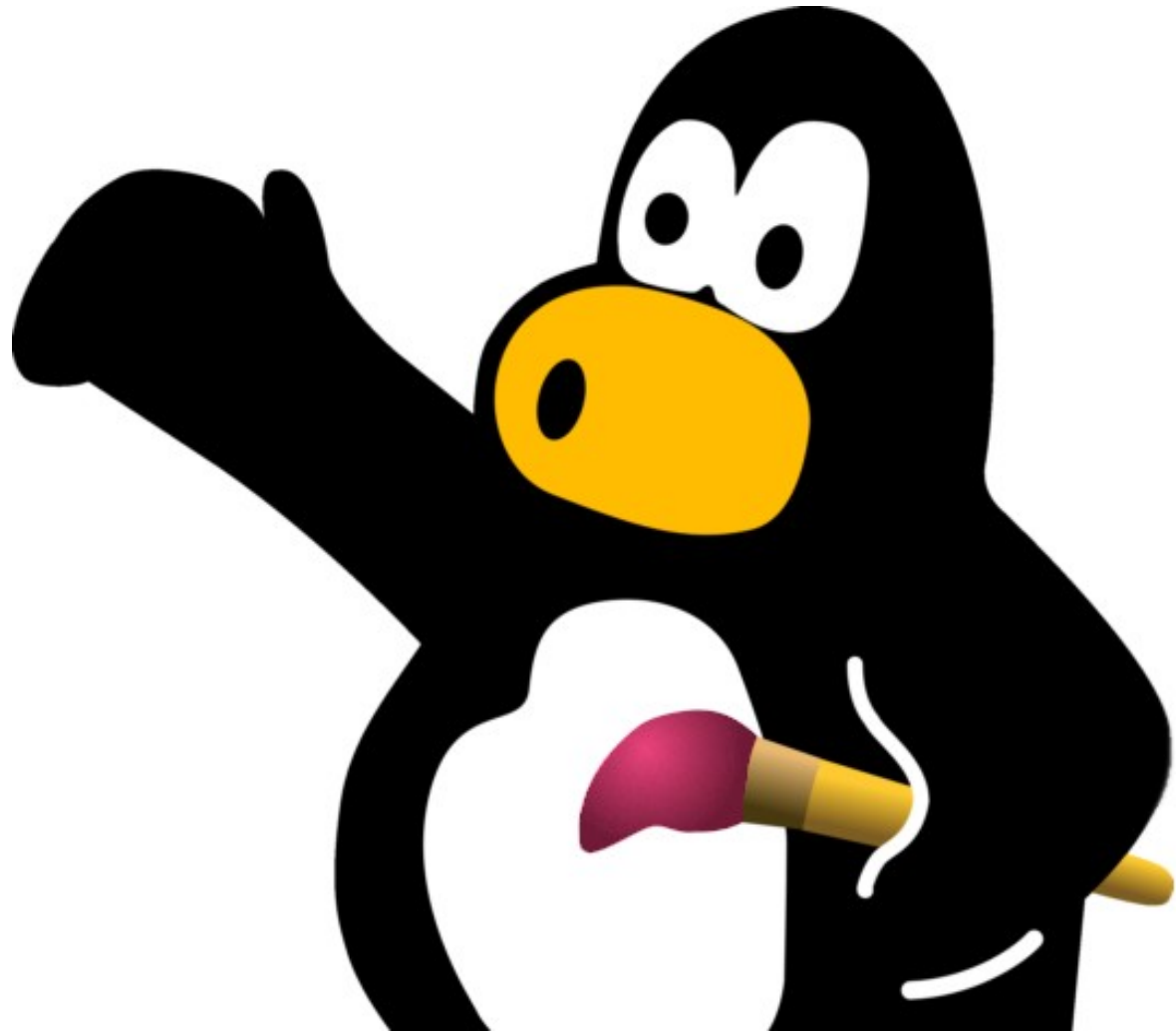
It was fun.



Math Starters



Sorting and Categorizing



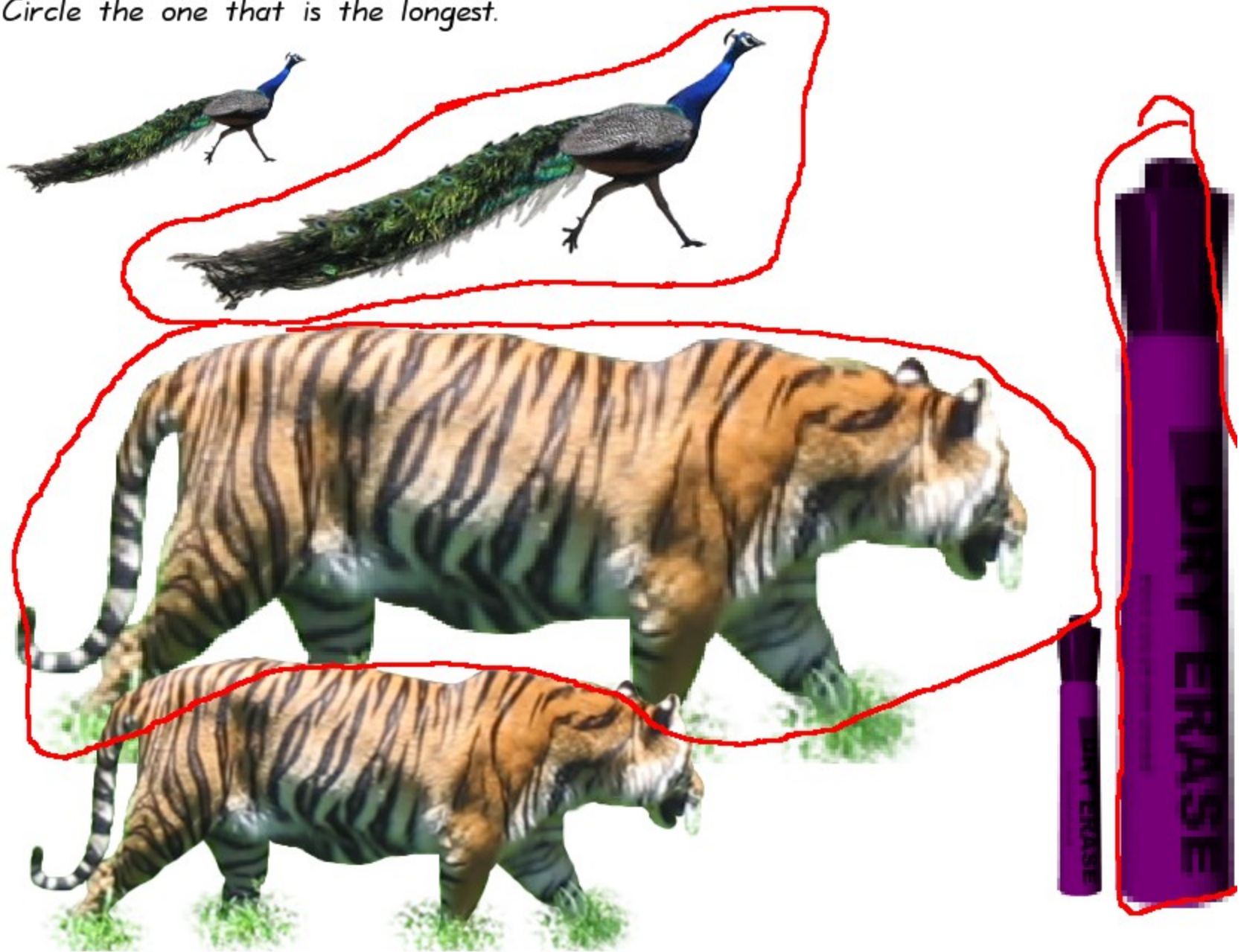
hard things



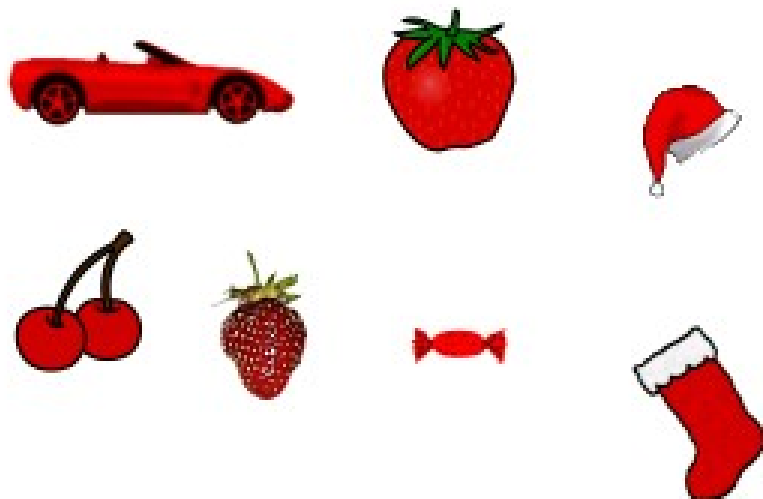
soft things



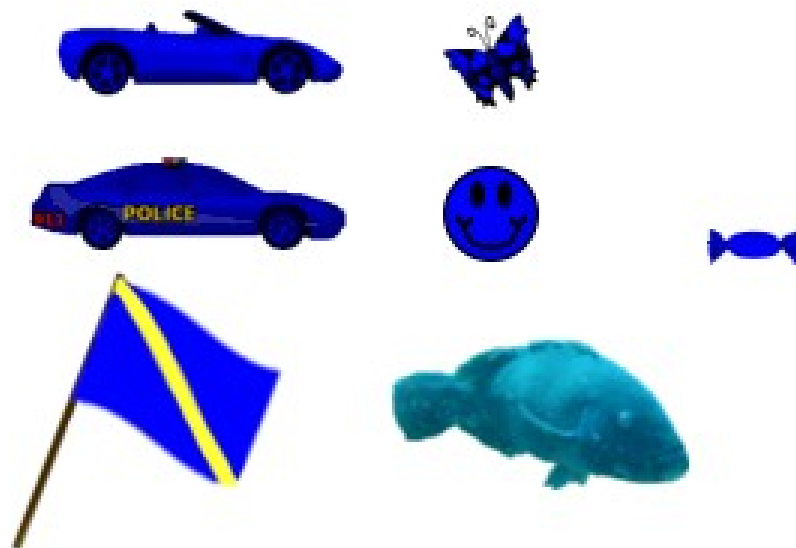
Circle the one that is the longest.



These are red.



These are blue.



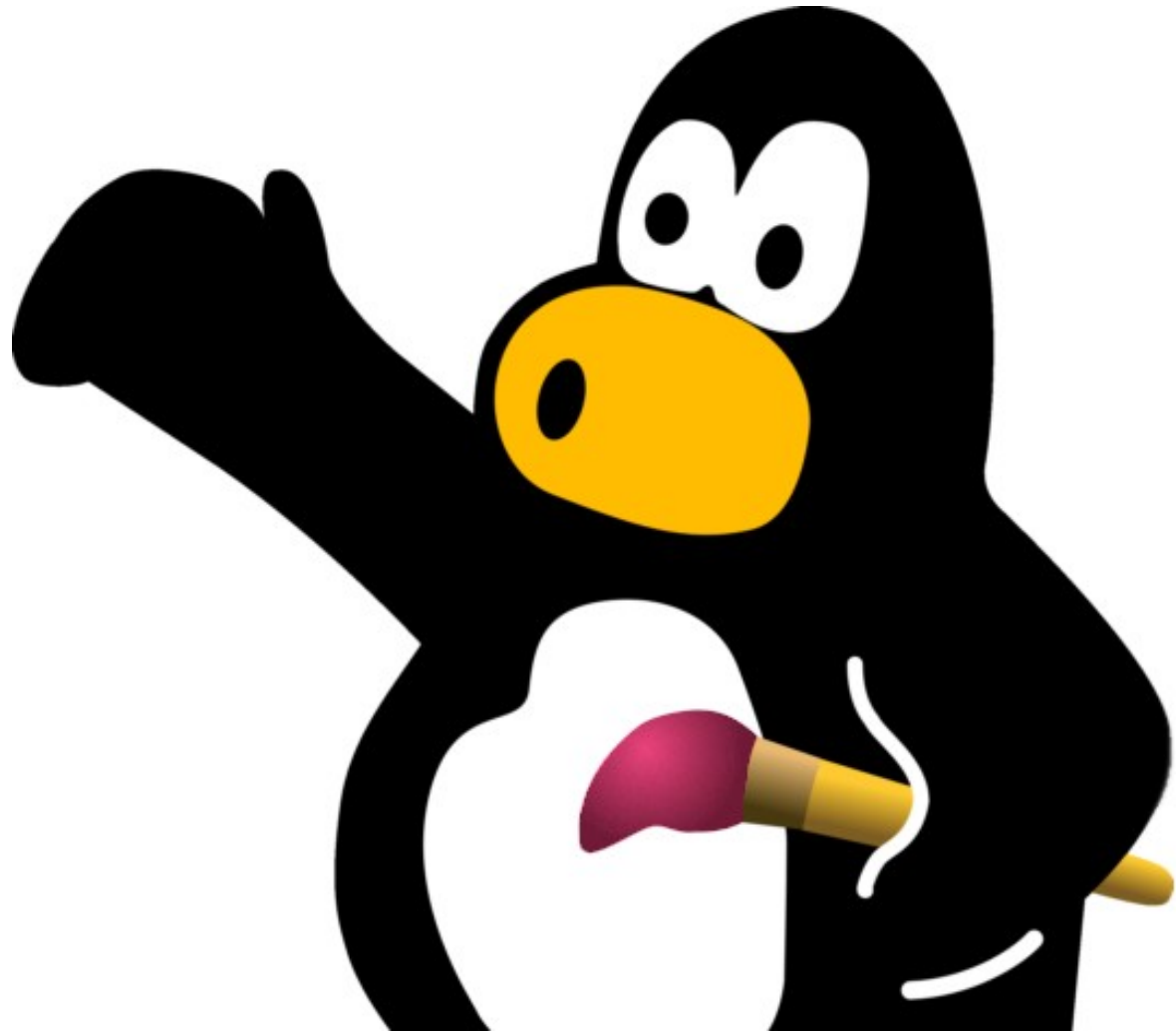
These are green.



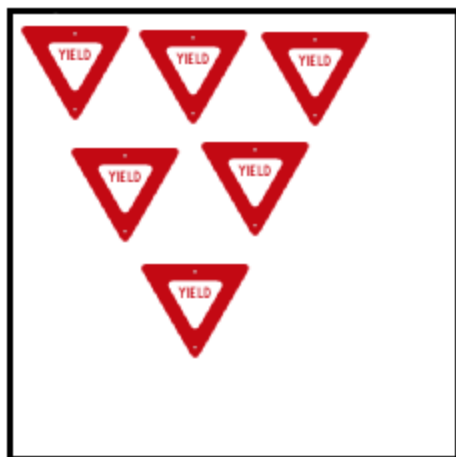
These are brown.



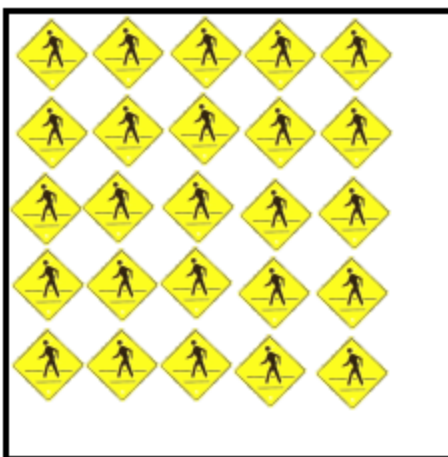
Counting, Comparing, Composing and Decomposing



How many?



6

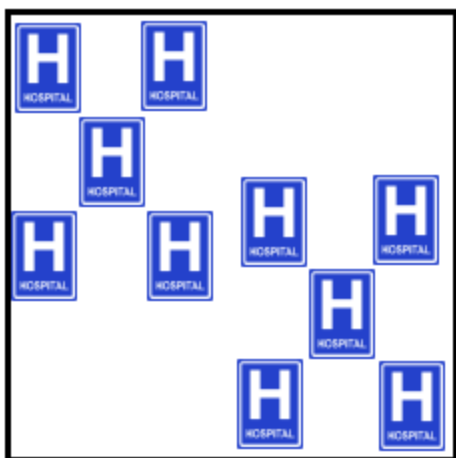


25

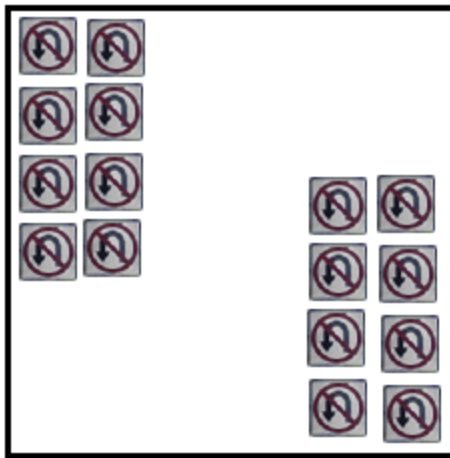
Anthony



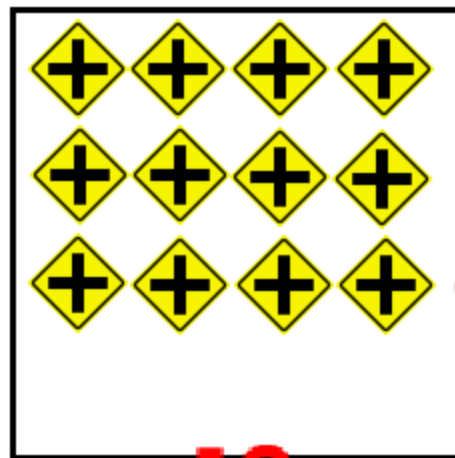
9



10



17



12



Show combinations for 6.




+



Use pictures or numbers to solve.

He used 3  and got 3 more .

How many  were there all together?

Write equations for these sets.



$$6 - 5 = 1$$



$$10 - 3 = 7$$



$$4 - 4 = 0$$



$$3 - 1 = 2$$



$$7 - 6 = 1$$



$$7 - 4 = 3$$



$$5 - 3 = 2$$

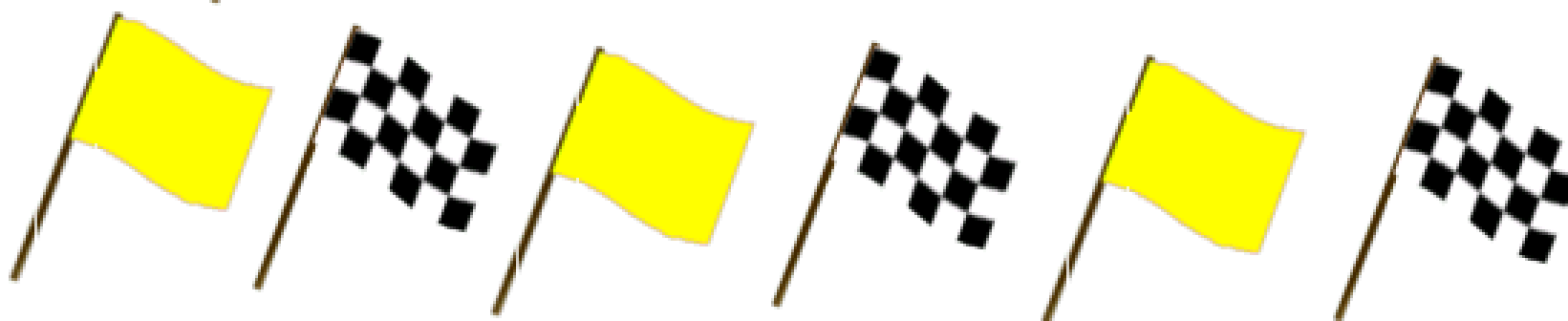
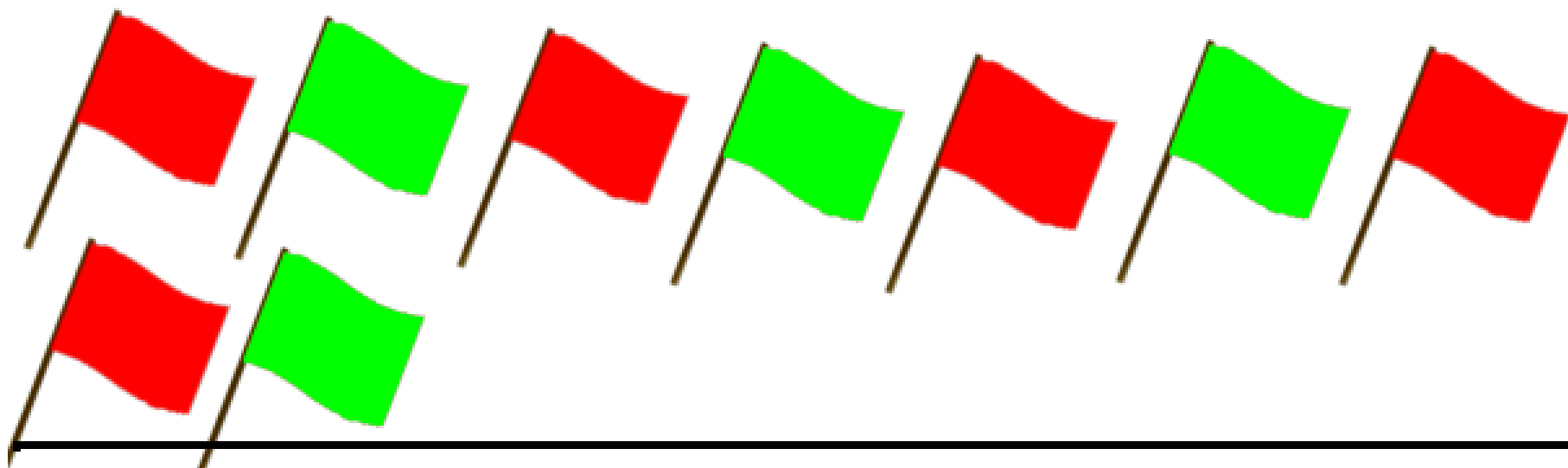


$$7 - 2 = 5$$

Count by 5s. How many tallies are there?



Repeat this pattern.



Solve the equation by stamping the number.

$10 + 1 = \underline{\hspace{2cm}}$

$67 + 1 = \underline{\hspace{2cm}}$

$26 + 10 = \underline{\hspace{2cm}}$

$10 + 49 = \underline{\hspace{2cm}}$

$1 + 33 = \underline{\hspace{2cm}}$

$62 + 10 = \underline{\hspace{2cm}}$

$52 + 10 = \underline{\hspace{2cm}}$

$1 + 41 = \underline{\hspace{2cm}}$

$73 + 1 = \underline{\hspace{2cm}}$

$10 + 23 = \underline{\hspace{2cm}}$

$10 + 80 = \underline{\hspace{2cm}}$

$11 + 1 = \underline{\hspace{2cm}}$

Use $<$, $>$, or $=$.

$238 \underline{>} 232$

$356 \underline{>} 344$

$598 \underline{<} 601$

$456 \underline{<} 458$

$934 \underline{>} 721$

$312 \underline{<} 318$

$698 \underline{>} 671$

$781 \underline{>} 767$

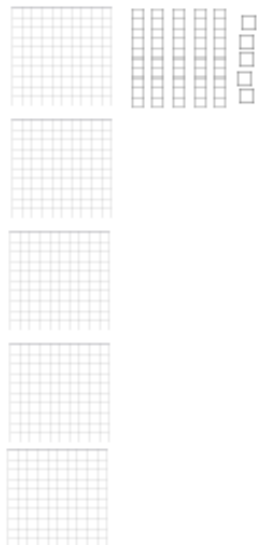
$332 \underline{>} 322$

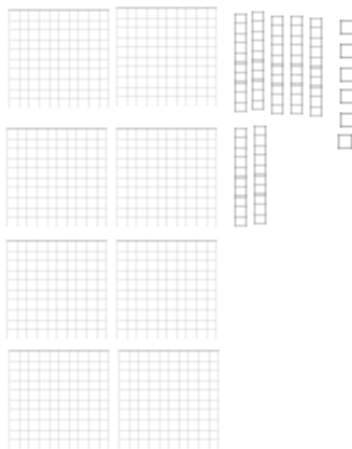
$123 \underline{<} 125$

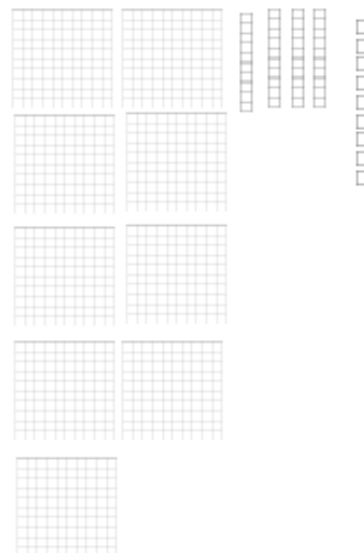
$245 \underline{>} 243$

$856 \underline{=} 856$

Using the stamp tool, stamp the number represented by the blocks.



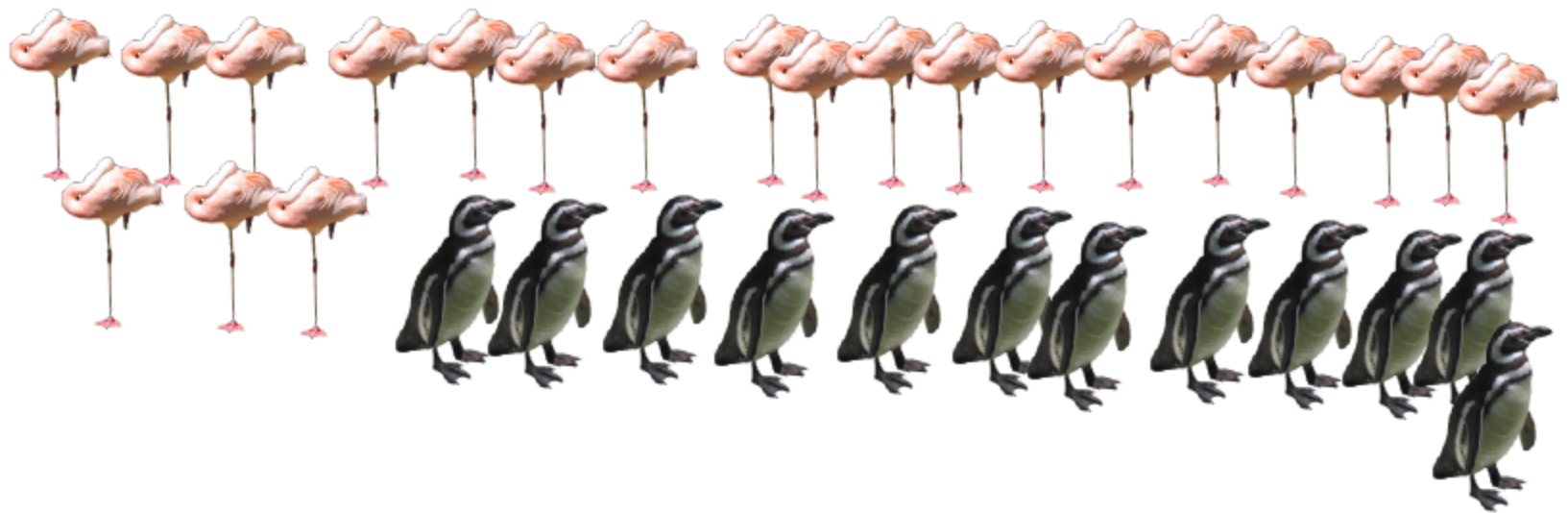




Using the stamp tool use pictures to illustrate this story problem.

There were 21 flamingos and 12 penguins sneaked into their pen.

How many birds were in the pen? Use the stamp tool to show the equation and the birds in the pen.



$$21 + 12 = 33$$

Using the stamp tool, tell the distance between the numbers.

How far is 99 from 22 ?

How far is 12 from 86 ?

How far is 64 from 39 ?

How far is 82 from 34 ?

How far is 17 from 77 ?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

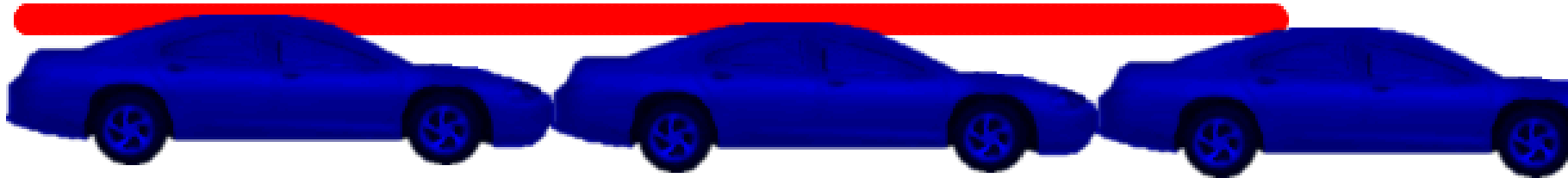
Use the text tool to estimate, then find the answer to the equations.

Problem	Estimate	Answer
$\begin{array}{r} 567 \\ + 111 \\ \hline \end{array}$		
$\begin{array}{r} 369 \\ + 520 \\ \hline \end{array}$		
$\begin{array}{r} 734 \\ + 255 \\ \hline \end{array}$		

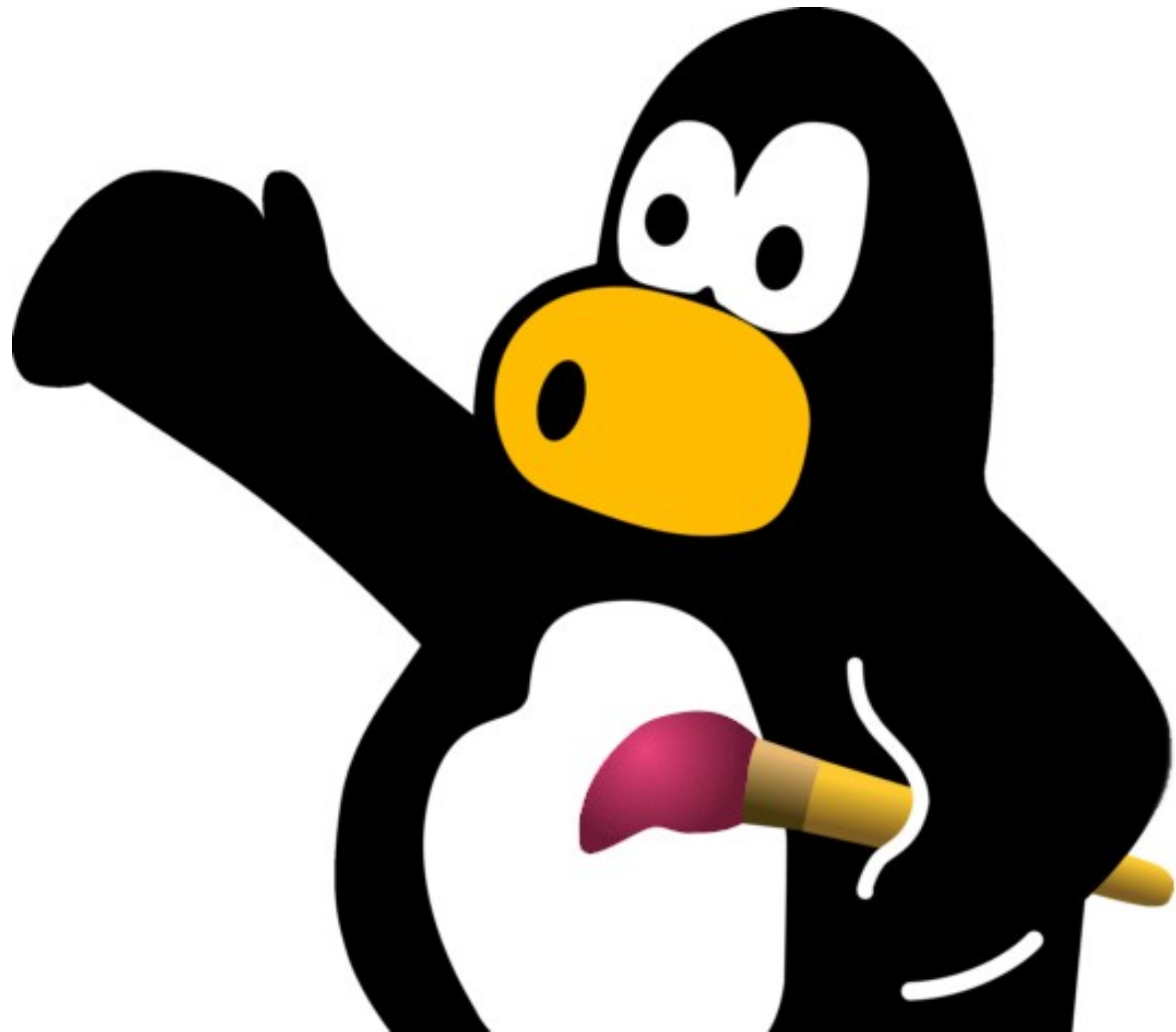
Measuring

How long?

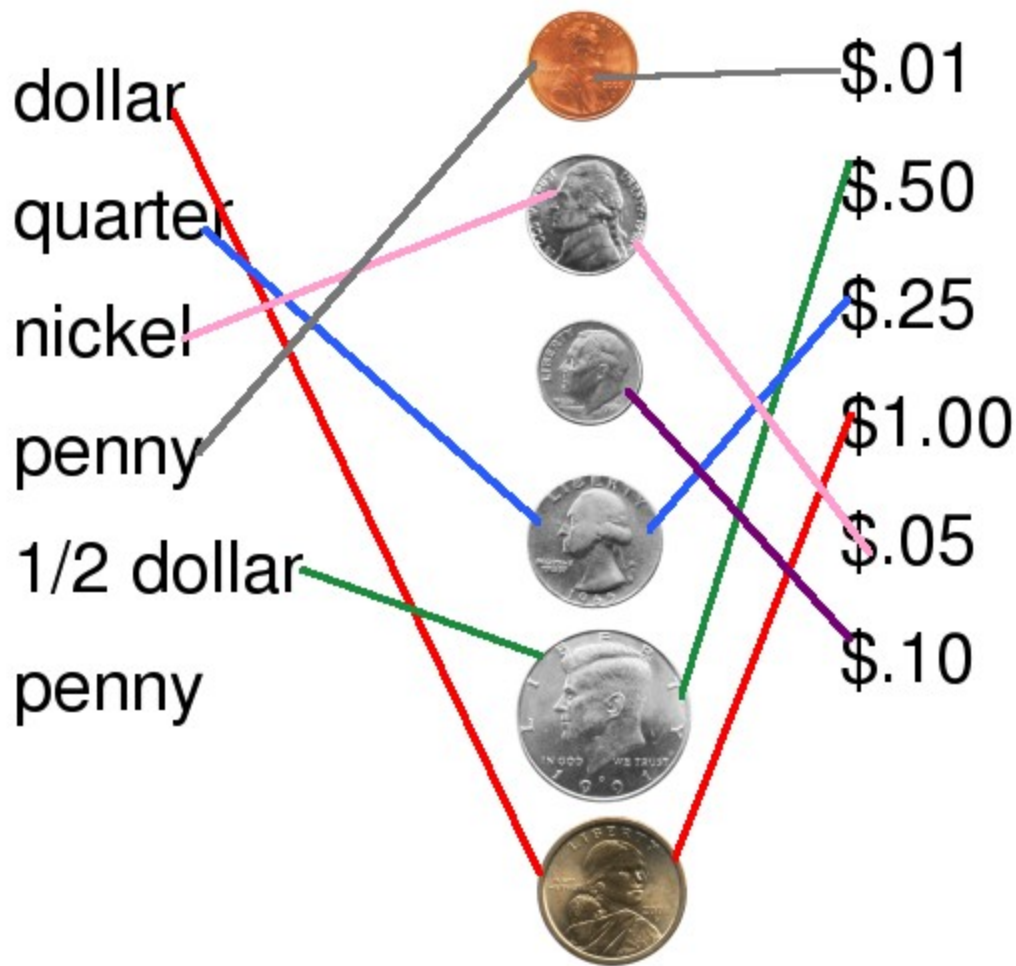
2.25



Money



Match the amount and the name to the coin.



Circle the groups of coins that equal \$25.



Use the number stamps to show the amount of money in

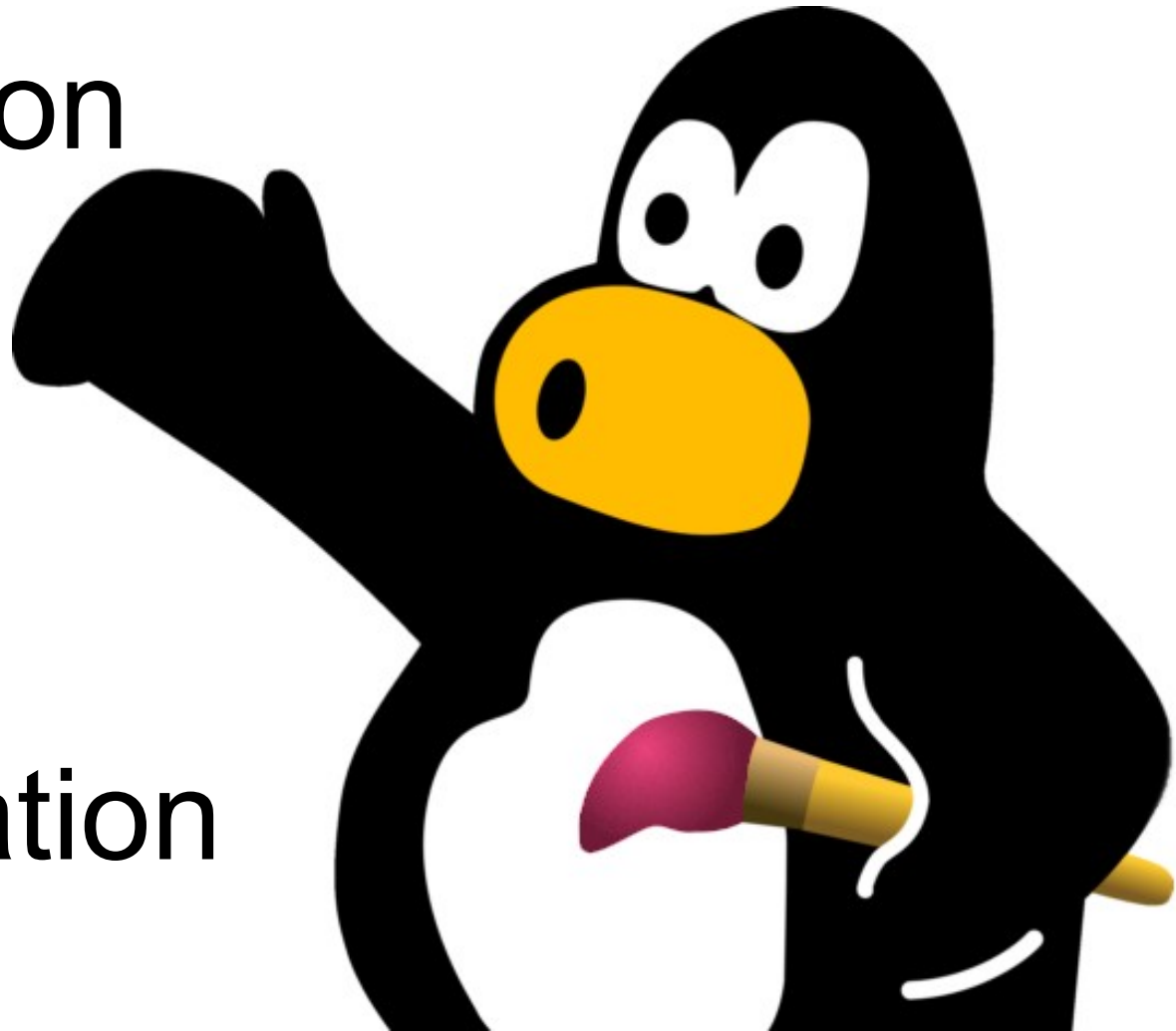


Multiplication

Multiplication

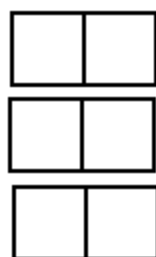
Multiplication

Multiplication

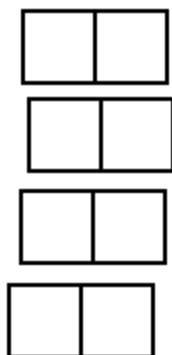


Using the stamp tool, show the following equations as arrays.

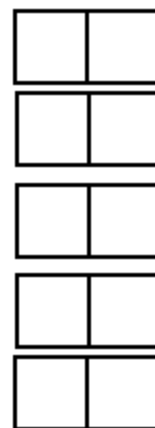
3×2



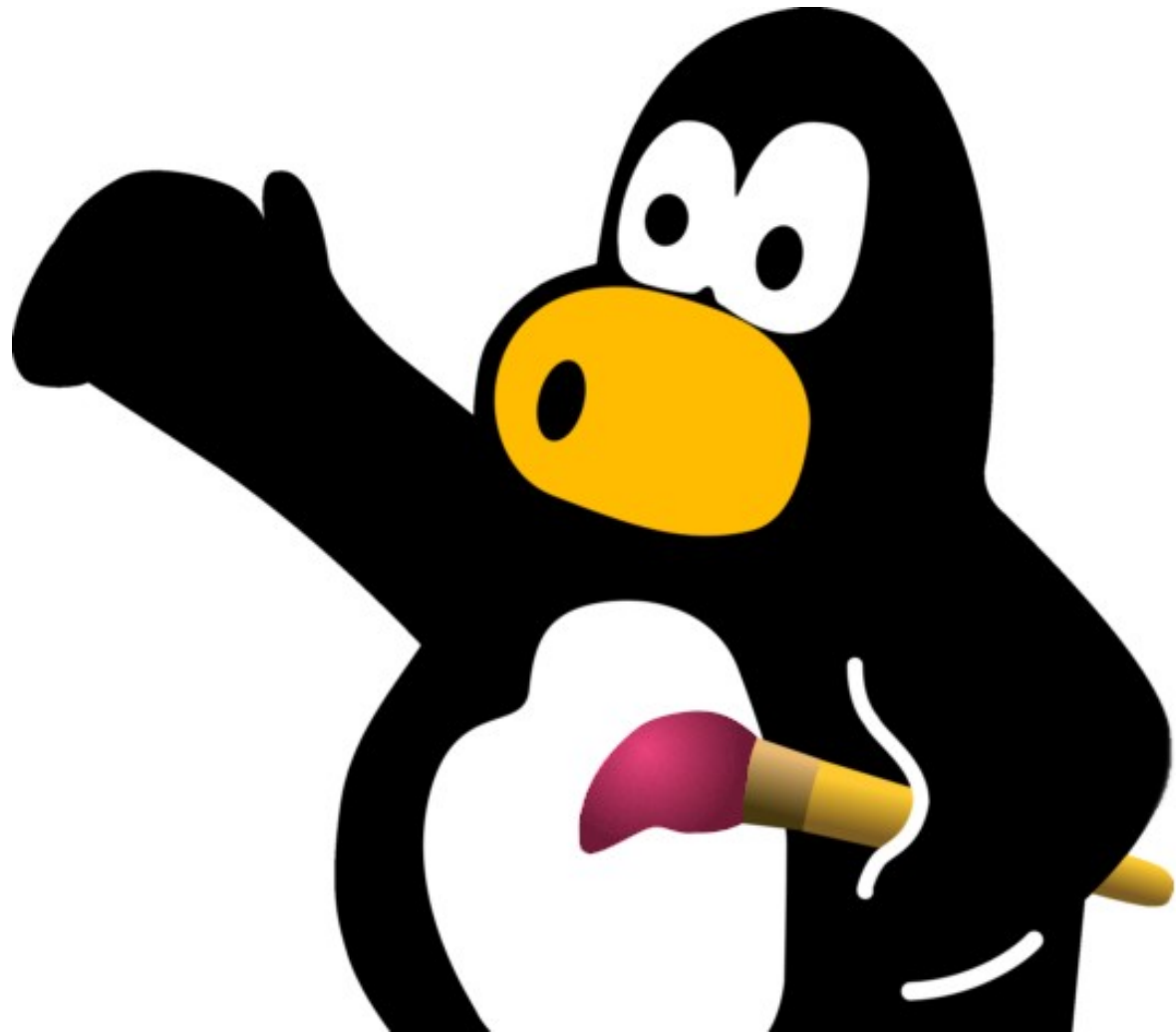
4×2

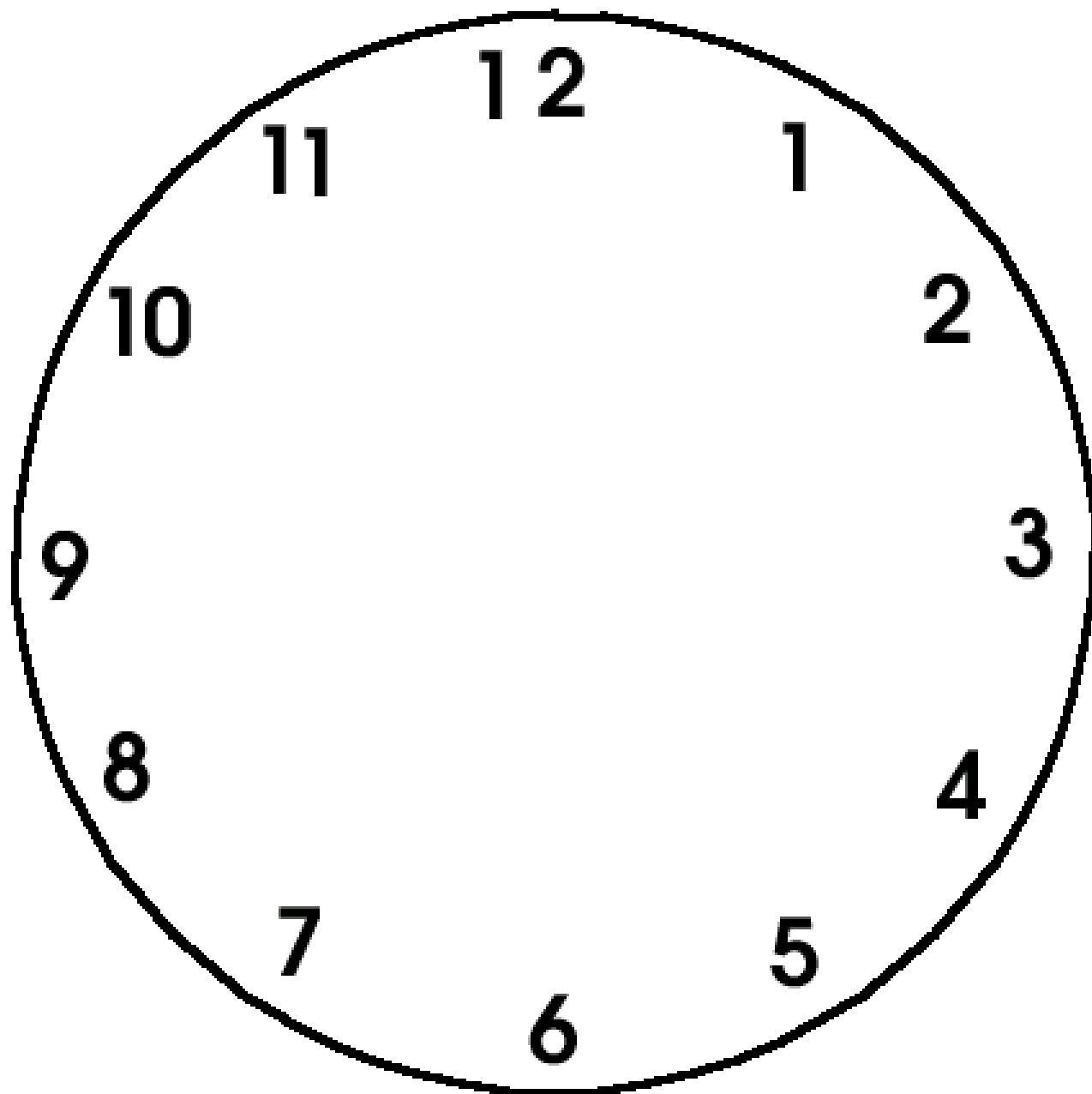


5×2



Time





Use the paint tool to match the time to the clock.



5:00

8:00

11:00

9:00

7:30

5:30

2:30

8:30



Which tool would you use?
Draw a line from the word
to the tool.

week

month

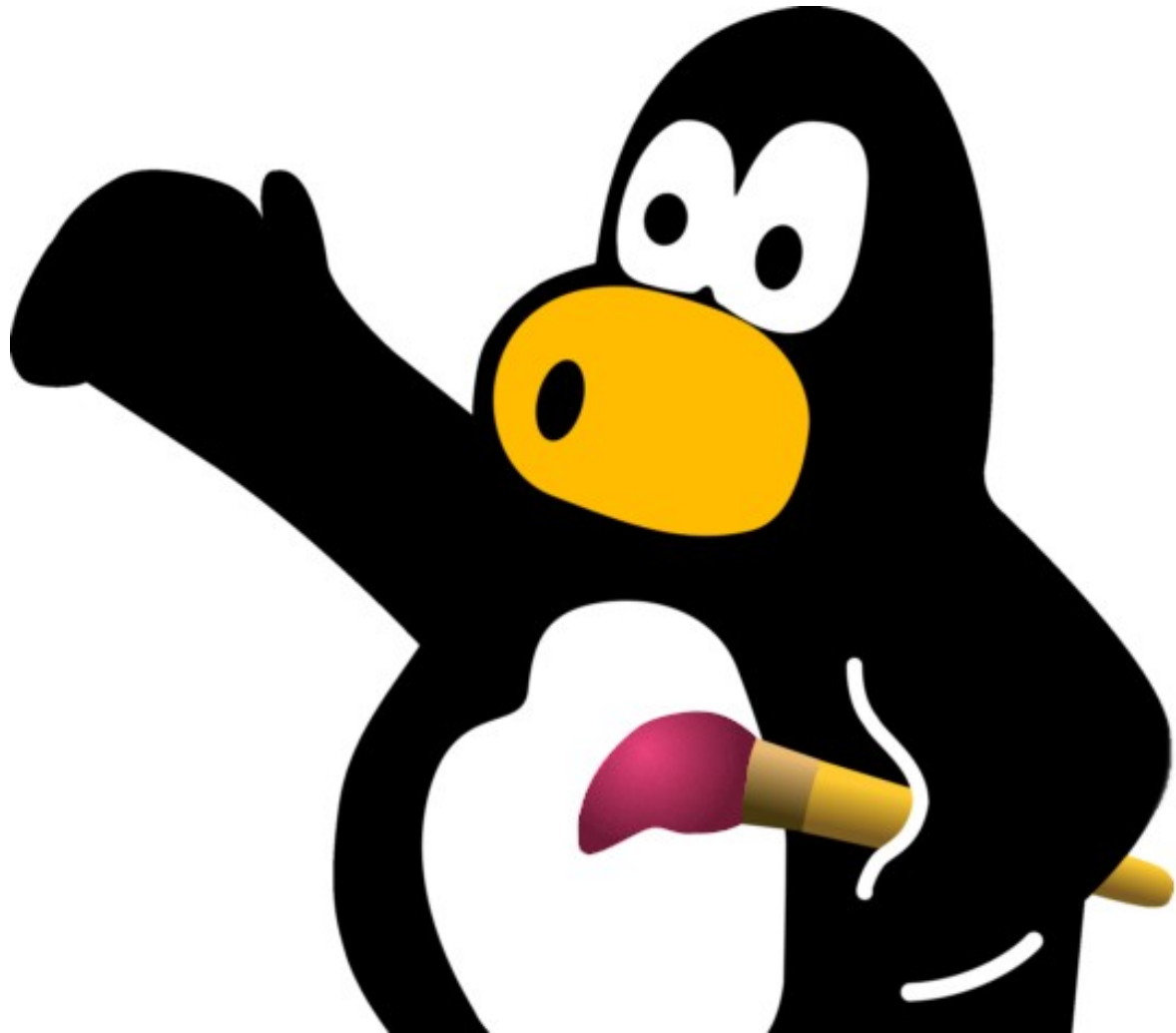
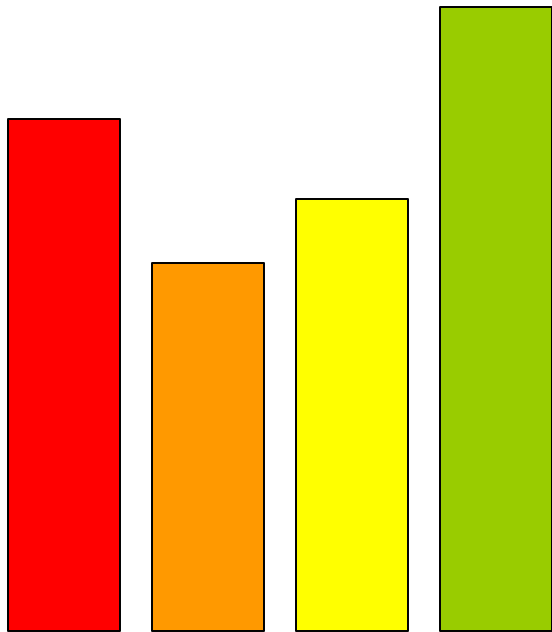
hour

minutes

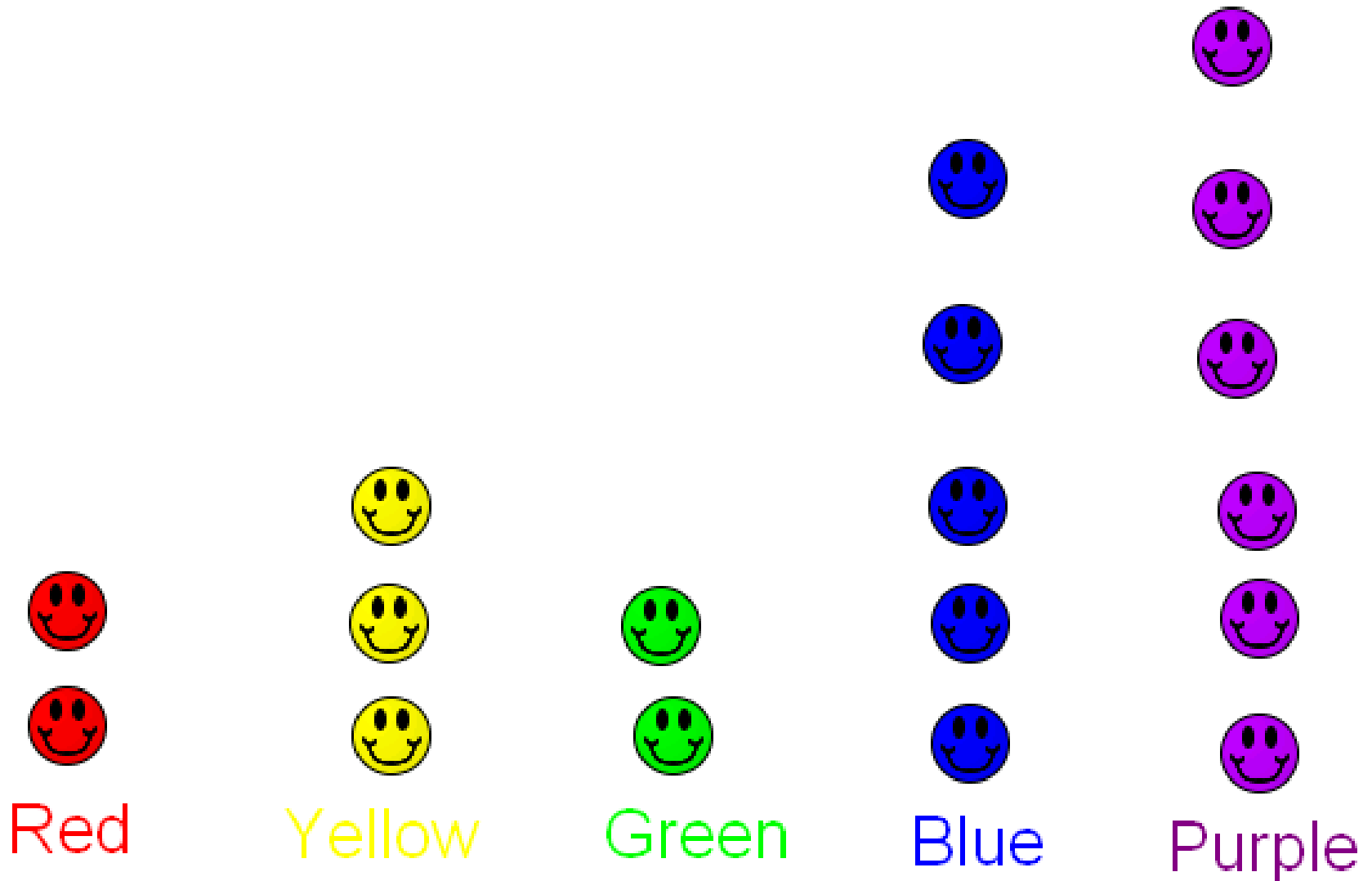
day



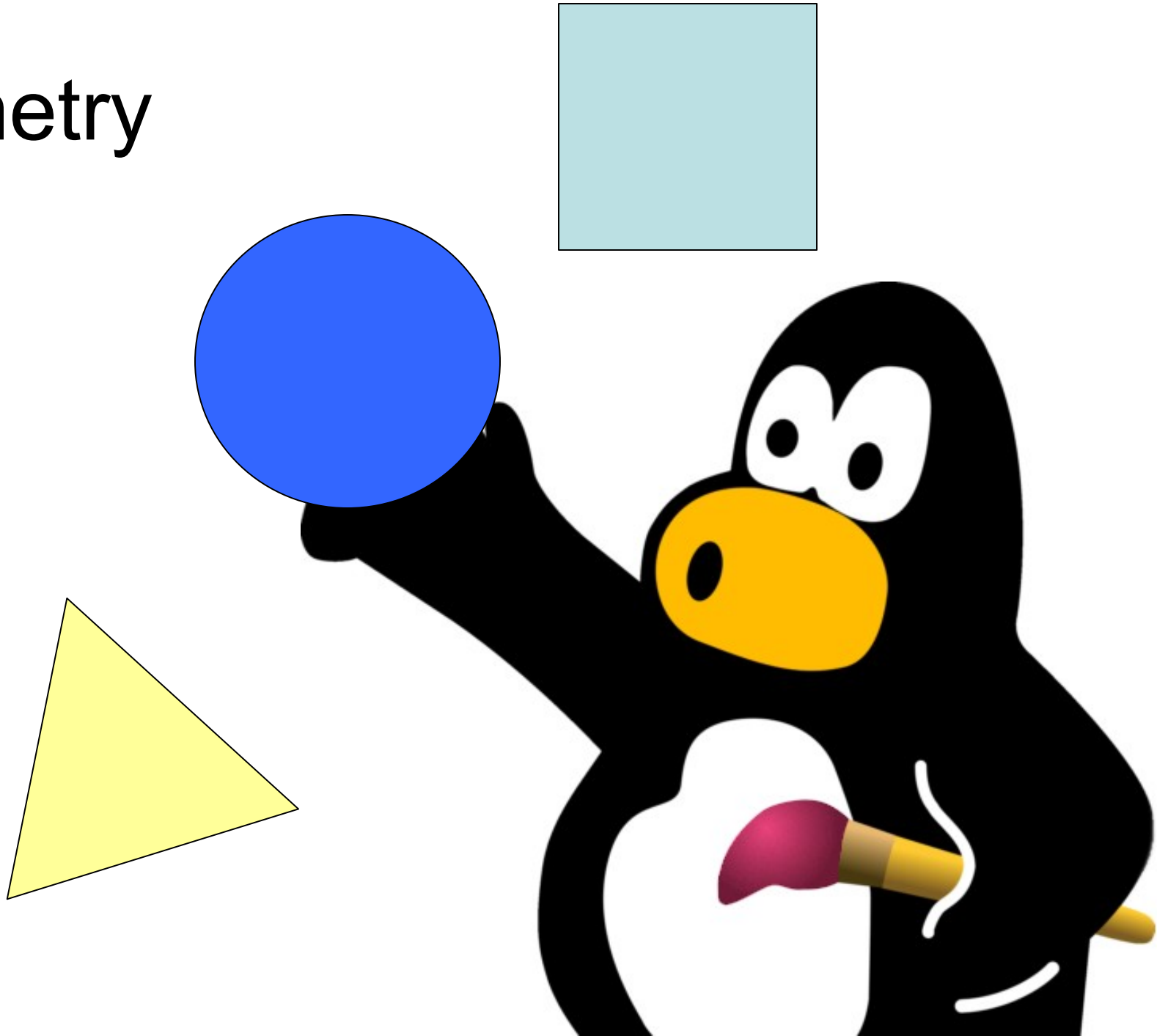
Graphing



Our Favorite Colors



Geometry

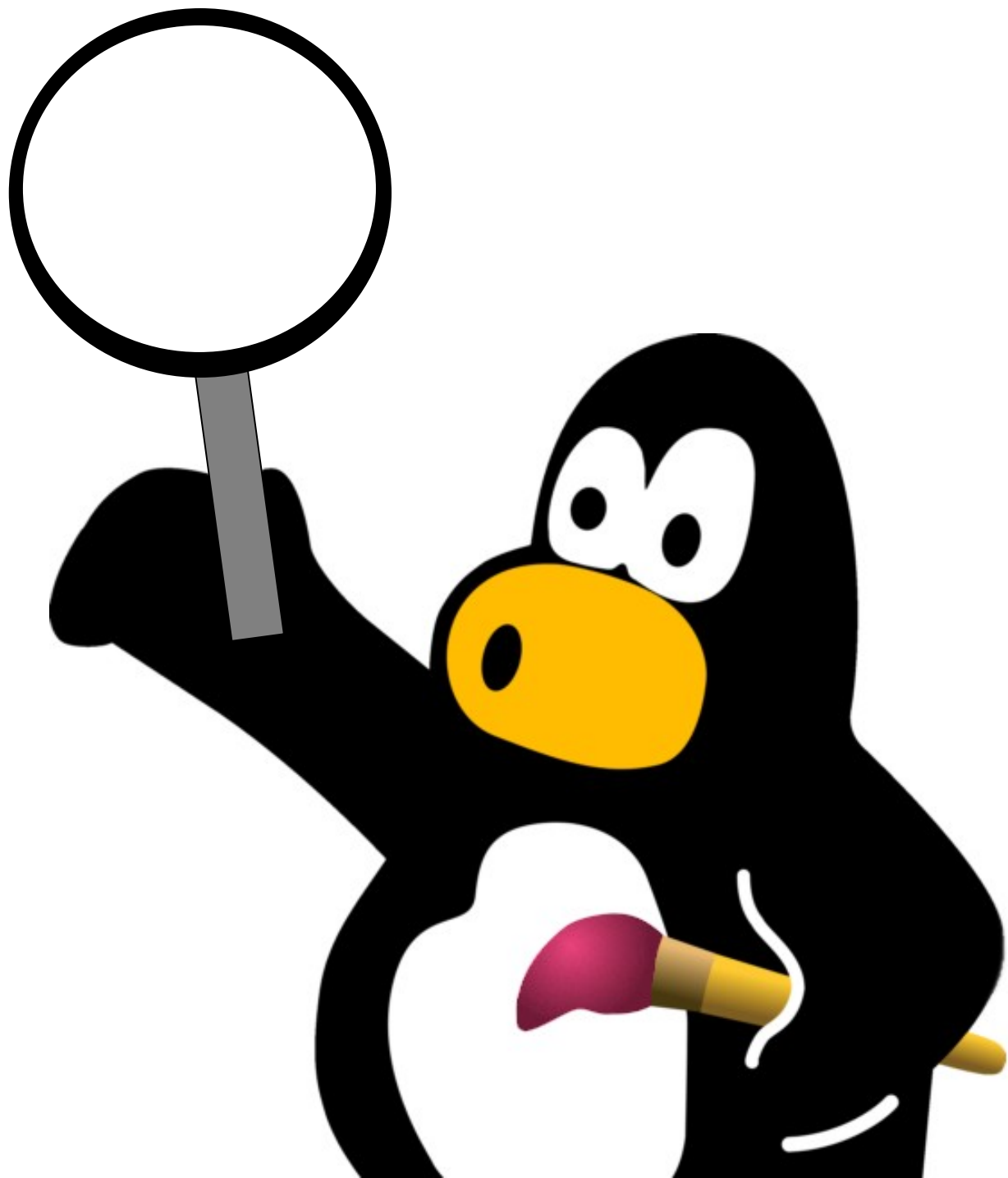


Draw a line from the word to the shape that matches.

cube cylinder cone sphere prism



Science



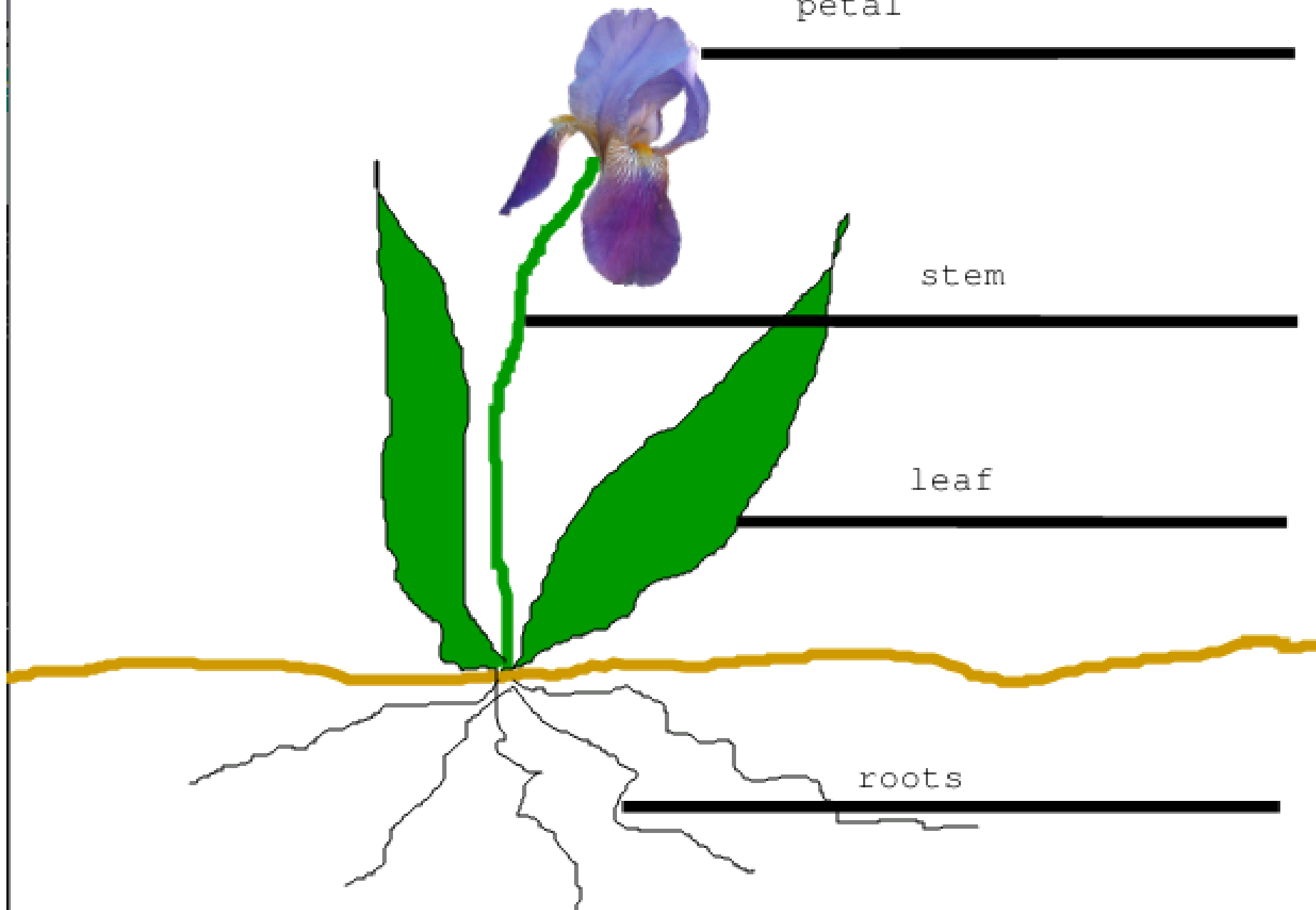
Parts of a Plant

petal

stem

leaf

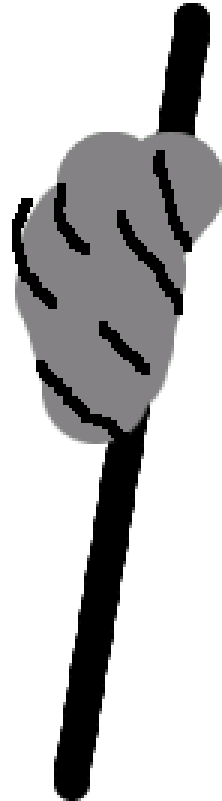
roots



Show life cycle of a butterfly.



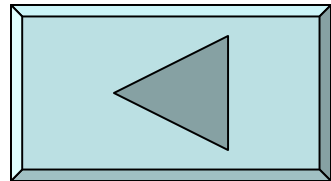
1



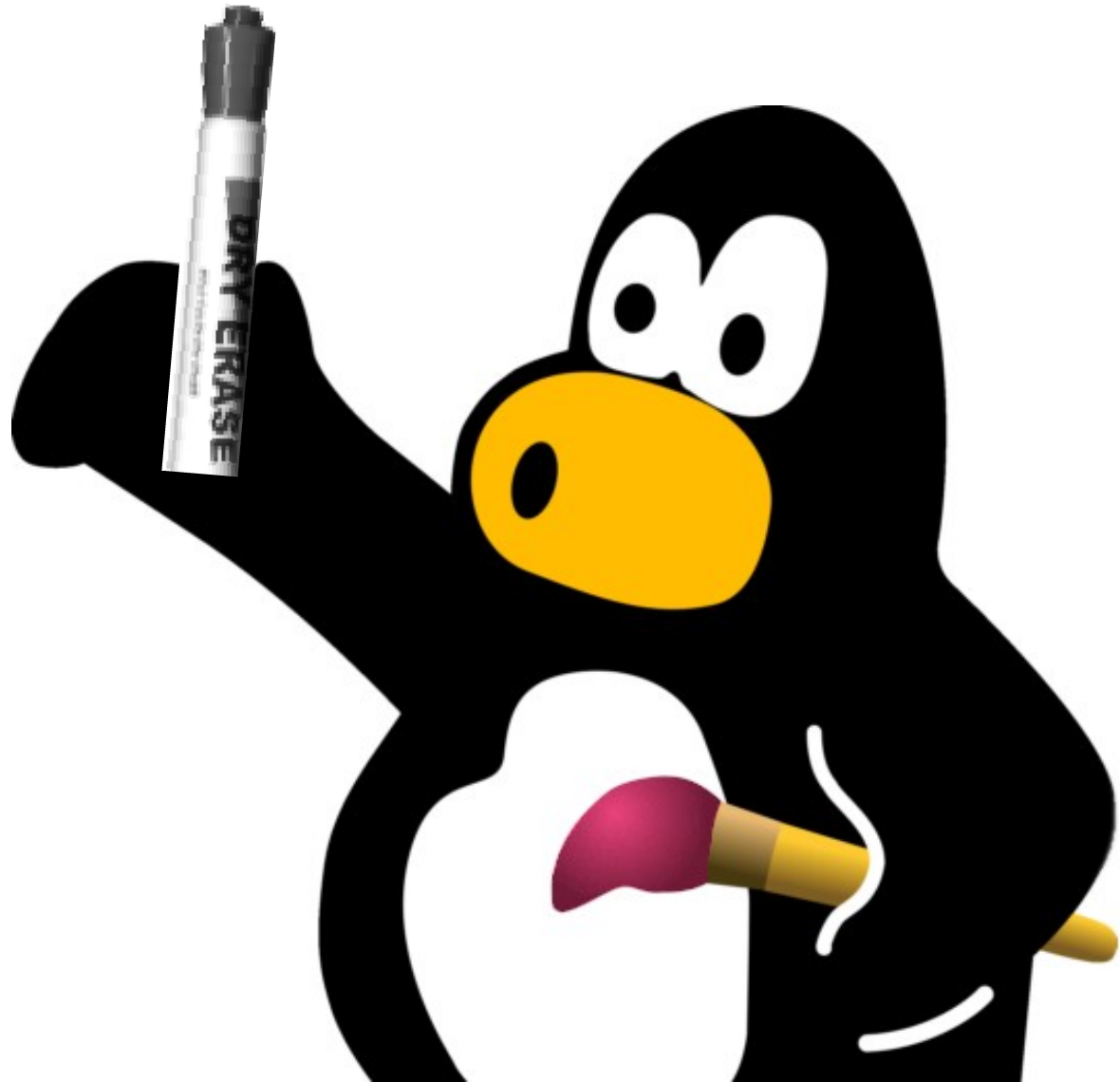
2



3



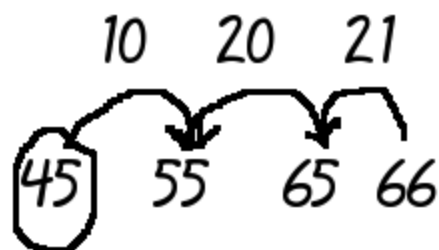
Instruction



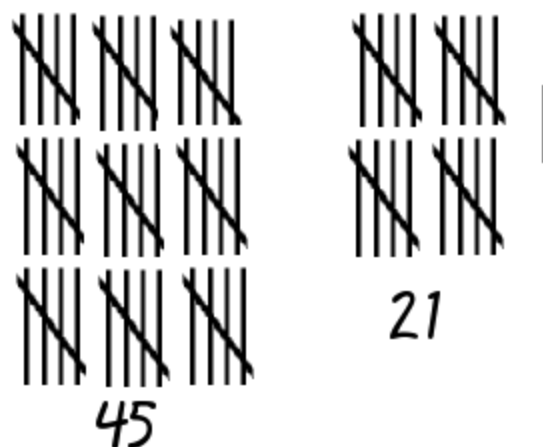
Addition Strategies . . .

Counting Up

$$45 + 21 = \underline{66}$$



Counting with Tallies



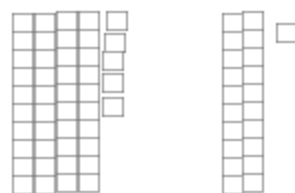
Grouping

$$45 + 21 = 66$$

$$40 + 20 = 60 \quad 5 + 1 = 6$$

$$60 + 6 = 66$$

Tens Blocks

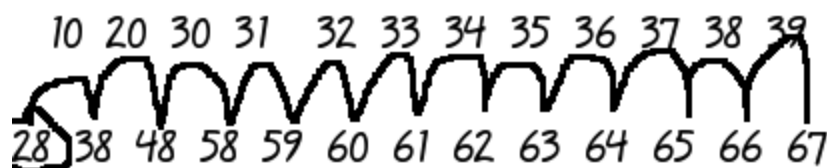


$$45 + 21 = 66$$

Subtraction Strategies

Counting Up

$$67 - 28 = \underline{\hspace{2cm}}$$



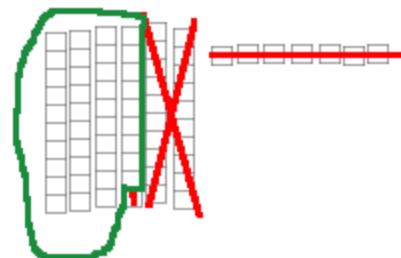
Borrowing

$$\begin{array}{r} 517 \\ \cancel{67} \\ - 28 \\ \hline 39 \end{array}$$

Grouping

$$\begin{array}{l} 67 - 28 = \underline{\hspace{2cm}} \\ \begin{array}{l} 60 - 20 = 40 \\ 7 - 8 = -1 \\ 40 + (-1) = 39 \end{array} \end{array}$$

Tens Blocks

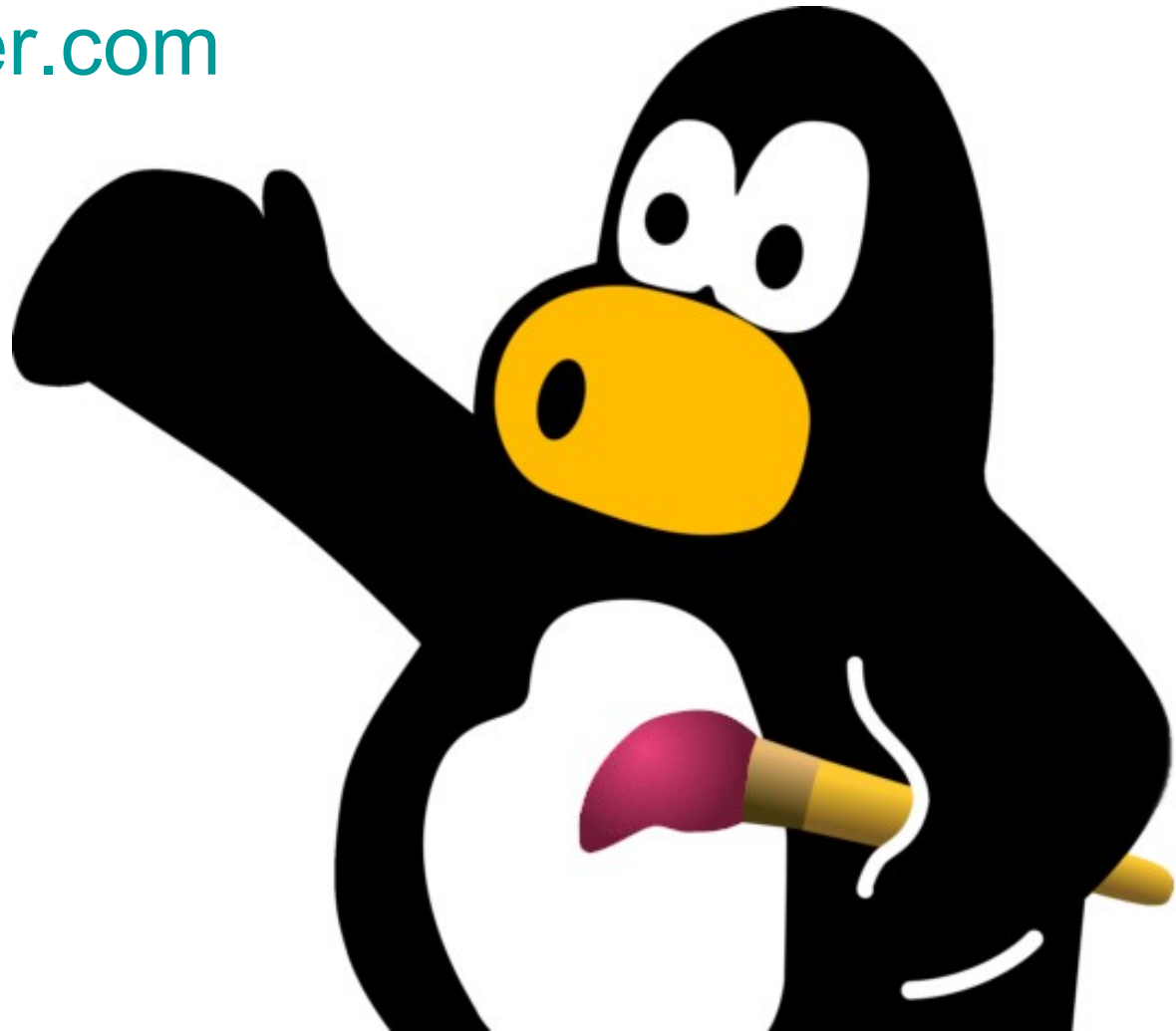


Meeting the GLCEs

www.mrsgraber.com

ELA Standards

Math Standards



Class Project

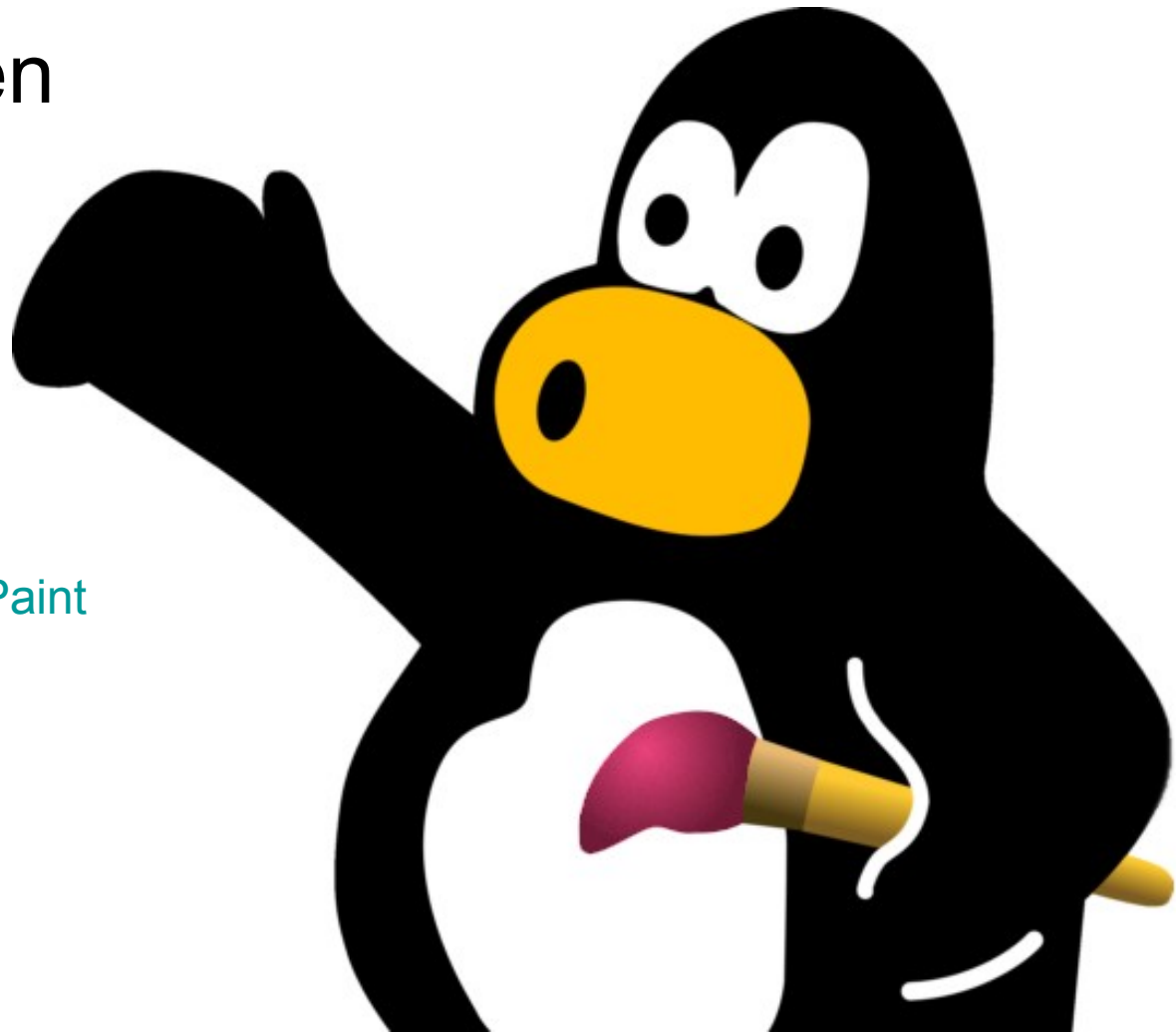
Survey & Graphing in Kindergarten

Graphing Lesson Plan

Visual Aids

Data Collection Sheets

Paper/Pencil – before Tux Paint



Using a Starter

Favorite Insects Project

Now let's make a starter...

2nd Grade Math GLCE

Money

M.UN.02.07 Read and write amounts of money using decimal notations, e.g., \$1.15.

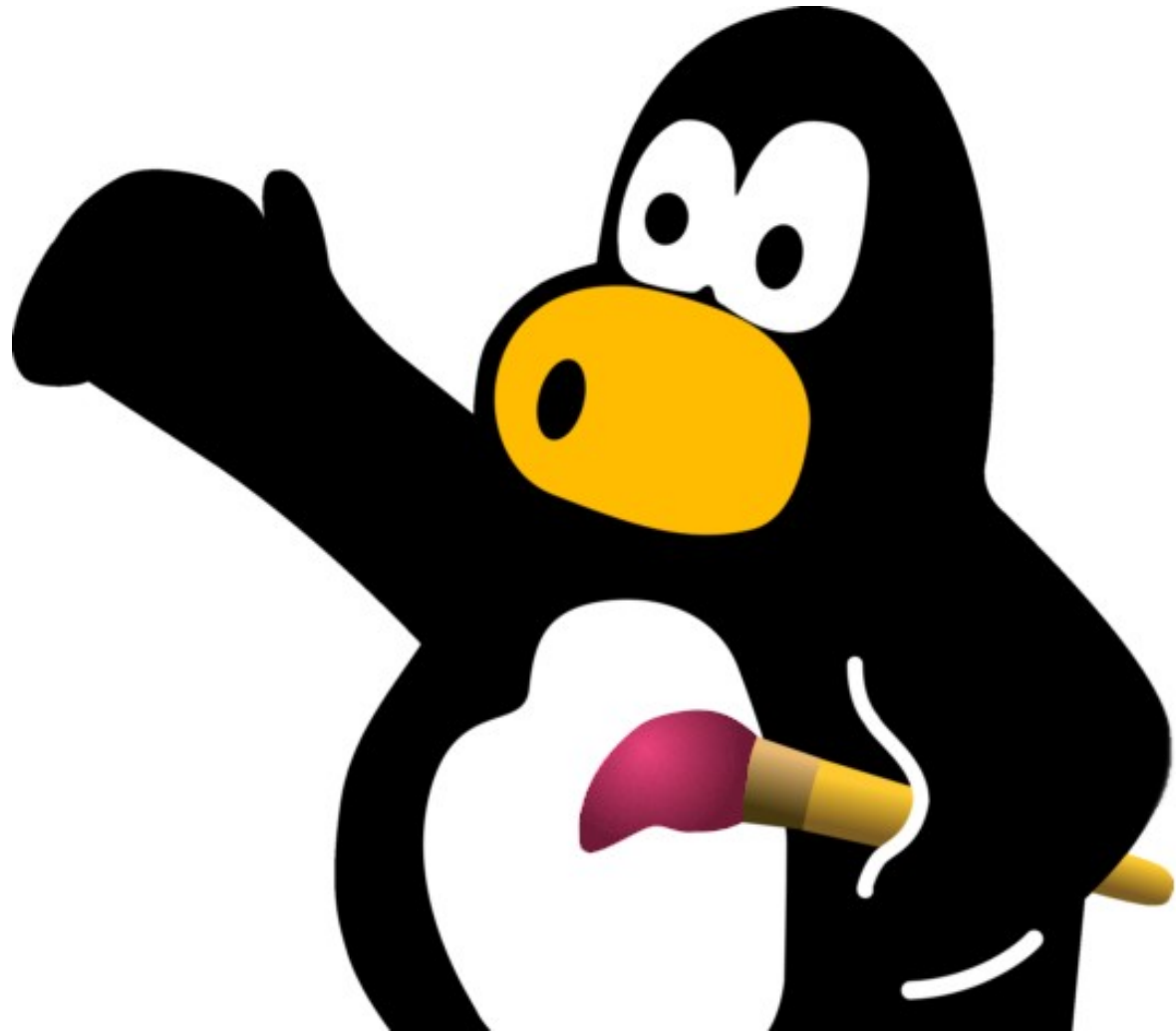
Steps to Making a Starter

1. Make text small enough to leave work space.
2. Leave room for name.
3. Tell what tool to use.
4. Draw workspace if necessary.
5. Save.
6. Close TuxPaint.

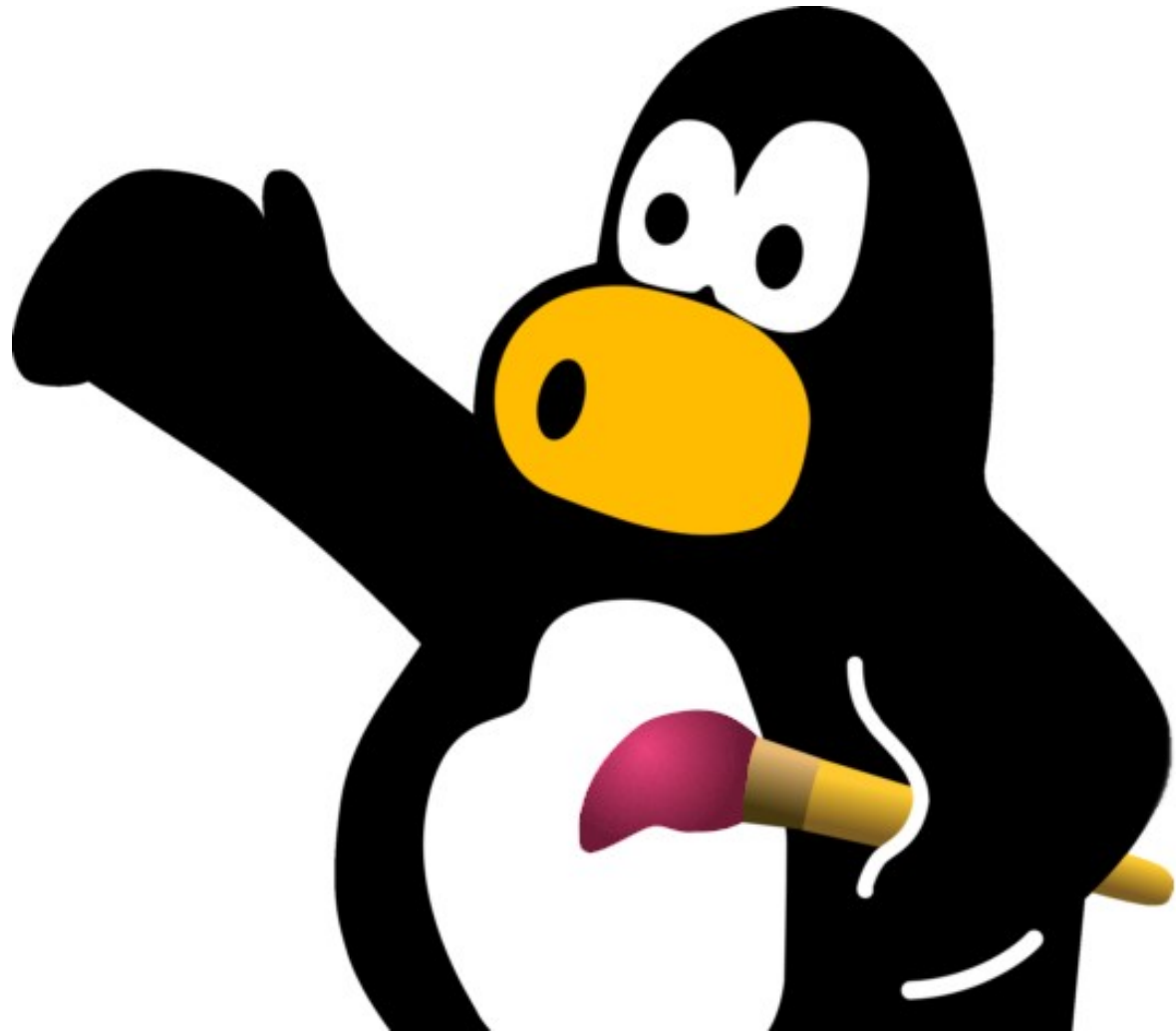
Open Irfanview

- Saved files are saved by default in the user's Application Data file
 - C:\Documents and Settings\(your name)\TuxPaint\data
- Open the file in Irfanview
- Save as transparent .png into the C:/program files/tuxpaint/data/starters
- Give it a name
- Select white spot.
- Open TuxPaint

Tux Paint Features



Using a Template



Q & A

Jennifer Graber

jennifergraber@hotmail.com

www.mrsgraber.com

Click to add title



Click to add text

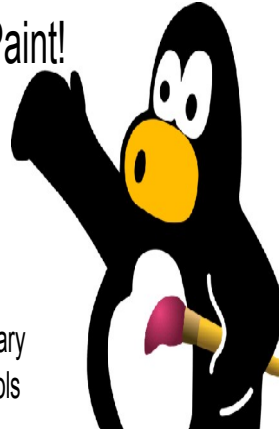


Click to add title

Click to add an outline

More Than Paint!

Jennifer Graber
2nd Grade Teacher
Minges Brook Elementary
Lakeview Public Schools



We will explore:



We will explore:

What is Tux Paint?



Click to add title

We will explore:

Assessment and instruction



Click to add title
We will explore.

How can I use Tux Paint?



What is Tux Paint?

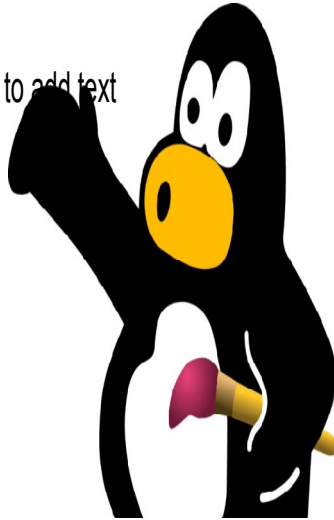
Click to add text

Tux Paint

- Instruction & Assessment
 - Center time in the one computer classroom
- Class projects in lower elementary

Language Arts

Click to add text



R.NT.00.03 Discuss simple story elements in narrative text

- setting
- characters
- events.

Click to add text

Write about the following ...

Character

- Setting (time/place)

Problem/Solution

Sequence of Events

What do you predict will happen in the story?

Prediction

What Really Happened

•



Comprehension

R.CM.00.03 Retell up to three events from familiar text using their own words or phrasing.

Click to add text

Beginning



food hot

Middle



she eats

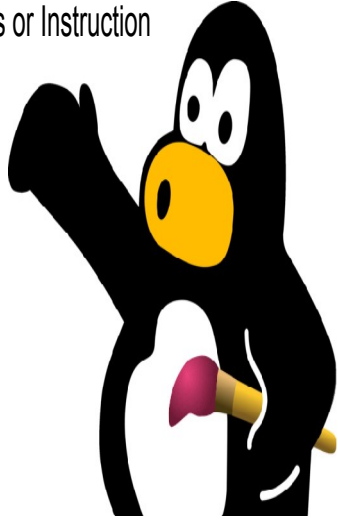
End



she runs

Writing Process

Planning Tools or Instruction



What happens in the story?

Beginning	Middle	End
<ul style="list-style-type: none">		

Who?

What?



Where?

When?

Why?

How?

Whole Group or Individual



Key Idea

•

Details

Details

Details

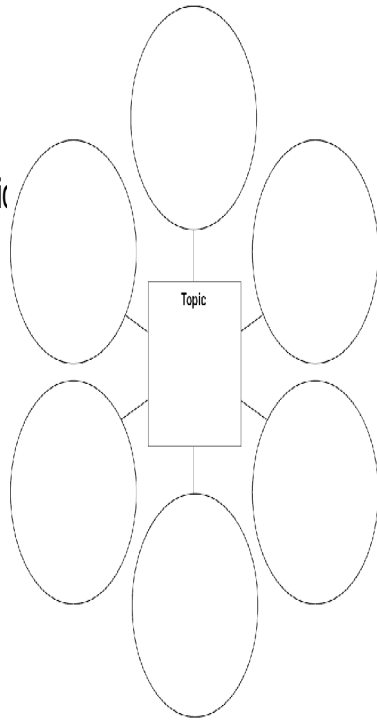
Details

Details

Details

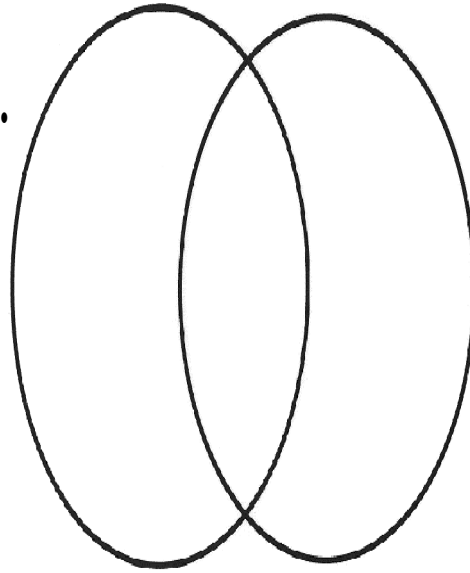
}

• Click



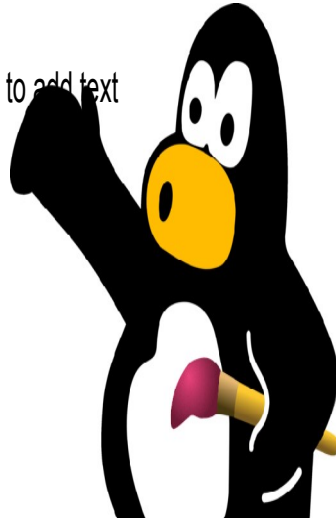
Character

Me



Use as a Publishing Tool!

Click to add text



R'Quiya

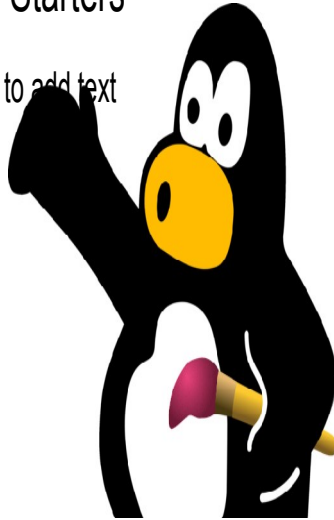
I was my mom and she was me.

It was fun.



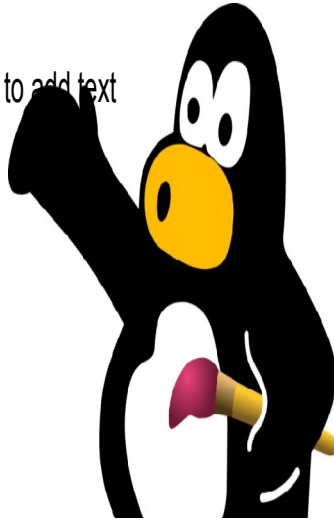
Math Starters

Click to add text



Sorting and Categorizing

Click to add text

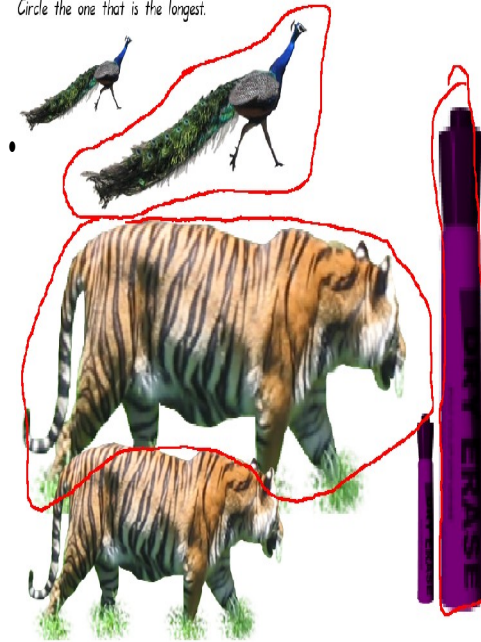


hard things

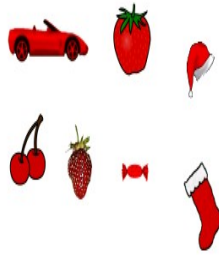
soft things



Circle the one that is the longest.



These are red.



These are blue.



These are green.

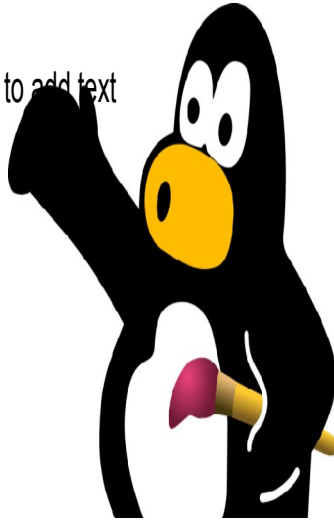


These are brown.



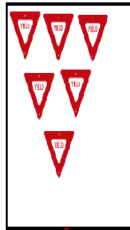
Counting, Comparing, Composing and Decomposing

Click to add text



How many?

Anthony



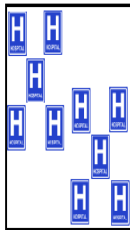
6



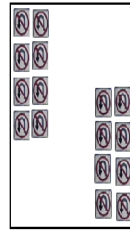
25



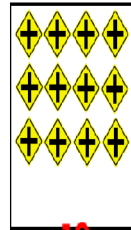
9



10



17

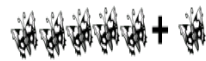


12

Show combinations for 6.




+



Use pictures or numbers to solve.

He used 3  and got 3 more .

How many  were there all together?

•

Write equations for these sets



$$6 - 5 = 1$$



$$10 - 3 = 7$$



$$4 - 4 = 0$$



$$3 - 1 = 2$$



$$7 - 6 = 1$$



$$7 - 4 = 3$$



$$5 - 3 = 2$$



$$7 - 2 = 5$$

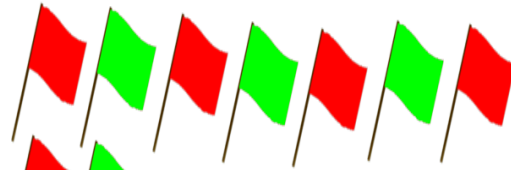
Count by 5s. How many tallies are there?

•



†

Repeat this pattern.



Solve the equation by stamping the number.

• $10 + 1 = \underline{\quad}$ $67 + 1 = \underline{\quad}$

$26 + 10 = \underline{\quad}$ $10 + 49 = \underline{\quad}$

$1 + 33 = \underline{\quad}$ $62 + 10 = \underline{\quad}$

$52 + 10 = \underline{\quad}$ $1 + 41 = \underline{\quad}$

$73 + 1 = \underline{\quad}$ $10 + 23 = \underline{\quad}$

$10 + 80 = \underline{\quad}$ $11 + 1 = \underline{\quad}$

Use <, >, or =.

• 238 > 232 356 > 344 598 < 601

456 < 458 934 > 721 312 < 318

698 > 671 781 > 767 332 > 322

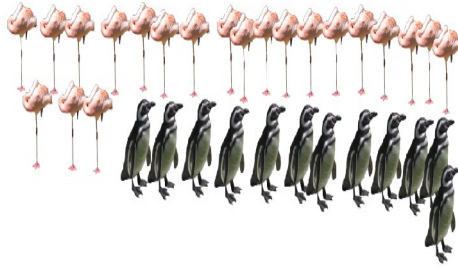
123 < 125 245 > 243 856 = 856

Using the stamp tool, stamp the number represented by the blocks

Using the stamp tool use pictures
to illustrate this story problem.

There were 21 flamingos and 12 penguins sneaked into their pen.

How many birds were in the pen? Use the stamp tool to show the equation
and the birds in the pen.



$$21 + 12 = 33$$

Using the stamp tool, tell the distance between the numbers.

• How far is 99 from 22 ?

How far is 12 from 86 ?

How far is 64 from 39 ?

How far is 82 from 34 ?

How far is 17 from 77 ?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

)

Use the text tool to estimate, then find the answer to the equations.

Problem	Estimate	Answer
$\begin{array}{r} 567 \\ + 111 \\ \hline \end{array}$		
$\begin{array}{r} 369 \\ + 520 \\ \hline \end{array}$		
$\begin{array}{r} 734 \\ + 255 \\ \hline \end{array}$		

Measuring

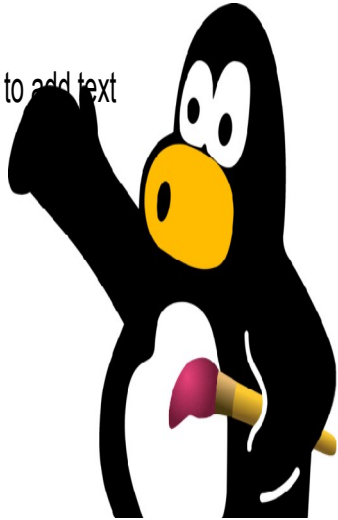
How long?

2.25

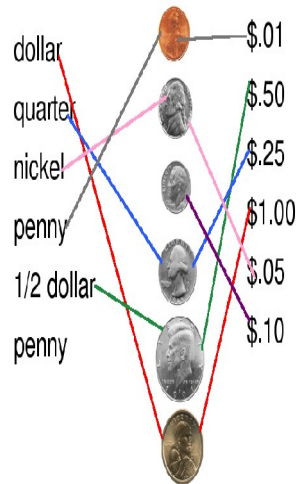


Money

Click to add text



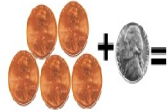
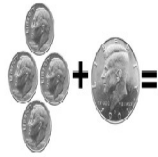
Match the amount and the name to the coin.



Circle the groups of coins that equal \$25



Use the number stamps to show the amount of money
in



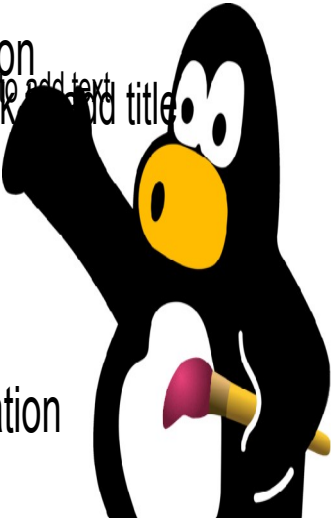
Multiplication

Multiplication

Multiplication

Click to add text

Multiplication

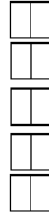
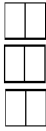


Using the stamp tool, show the following
equations as arrays.

3×2

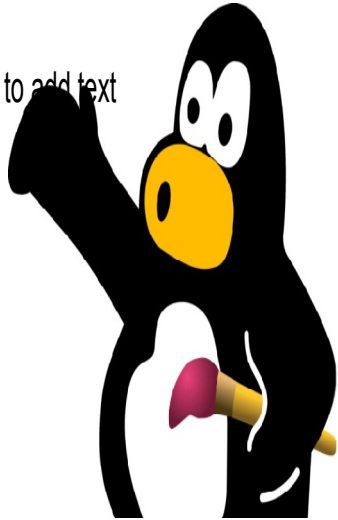
4×2

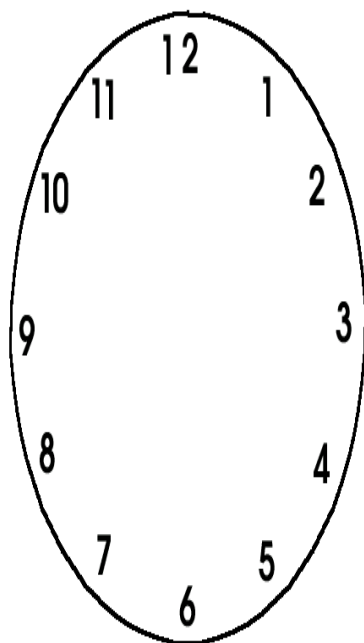
5×2



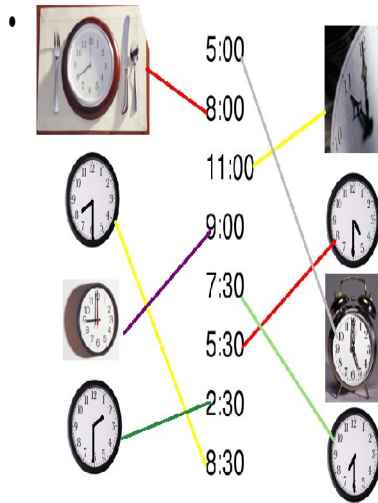
Time

Click to add text





Use the paint tool to match the time to the clock.



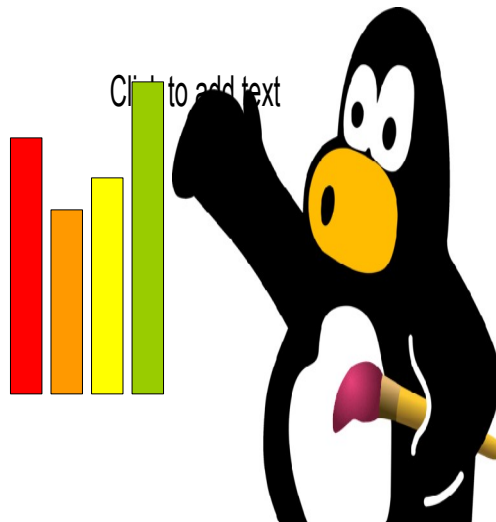
Which tool would you use?
Draw a line from the word
to the tool.

•

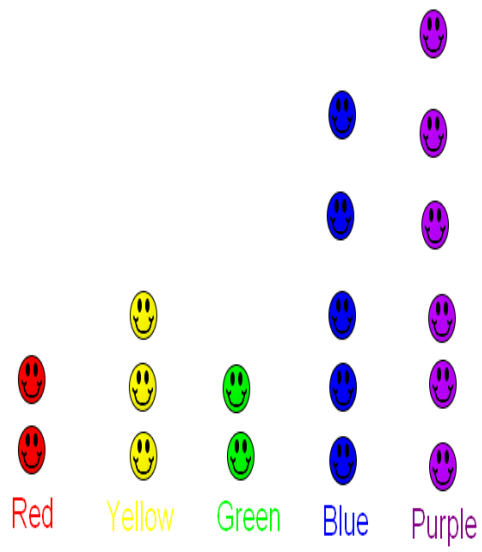
week month hour minutes day



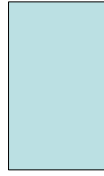
Graphing



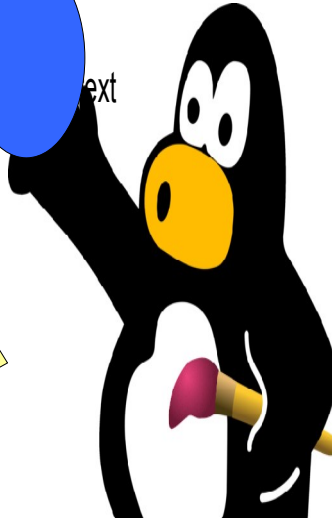
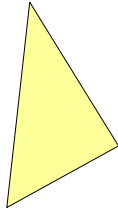
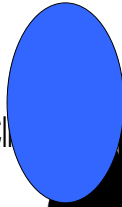
Our Favorite Colors



Geometry



Click text



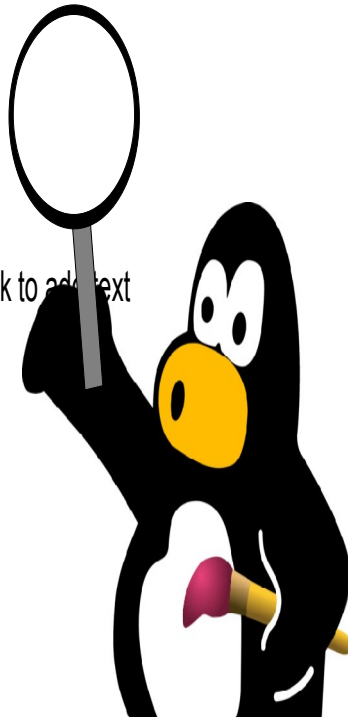
Draw a line from the word to the shape that matches.

cube cylinder cone sphere prism

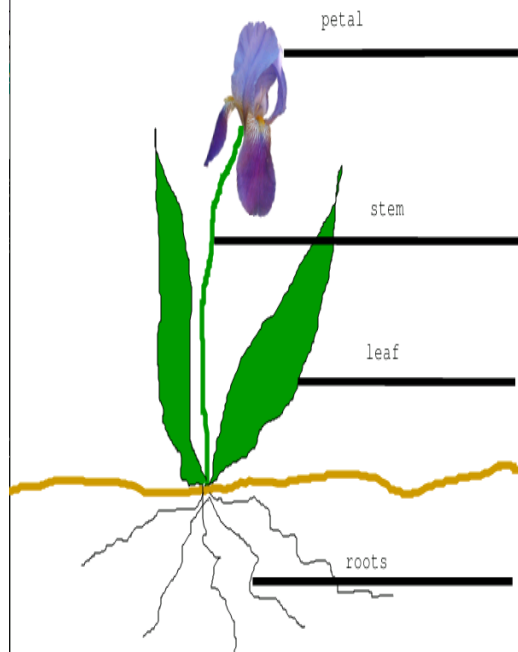


Science

Click to add text



Parts of a Plant



Show life cycle of a butterfly.



1



2

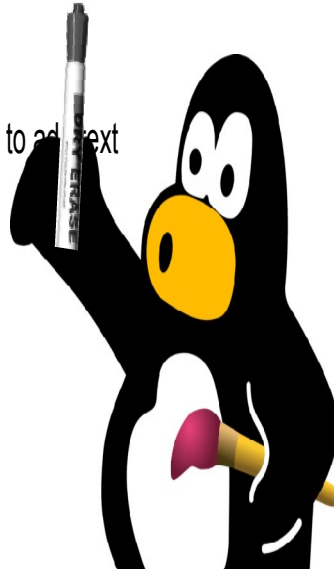


3



Instruction

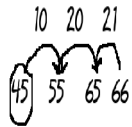
Click to edit text



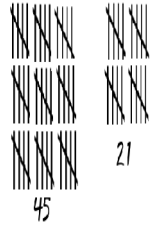
Addition Strategies . . .

Counting Up

• $45 + 21 = \underline{66}$



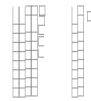
Counting with Tallies



Grouping

$$\begin{array}{r}
 45 + 21 = 66 \\
 \text{40} + \text{20} = \text{60} \quad \text{5} + \text{1} = \text{6} \\
 \text{60} + \text{6} = \text{66}
 \end{array}$$

Tens Blocks

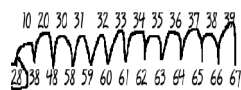


$$45 + 21 = 66$$

Subtraction Strategies

Counting Up

$$67 - 28 = \underline{\quad}$$



Borrowing

$$\begin{array}{r} 5\cancel{7} \\ - 28 \\ \hline 39 \end{array}$$

Grouping

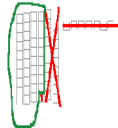
$$67 - 28 = \underline{\quad}$$

$$60 - 20 = 40$$

$$7 - 8 = -1$$

$$40 + (-1) = 39$$

Tens Blocks

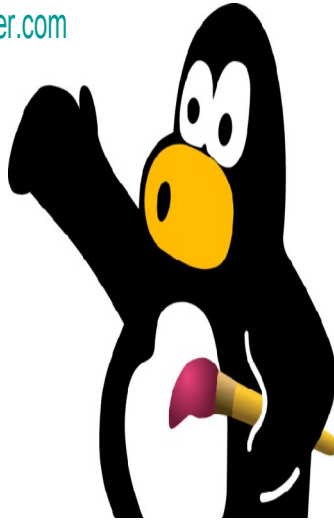


Meeting the GLCEs

www.mrsgraber.com

[ELA Standards](#)

[Math Standards](#)



Class Project

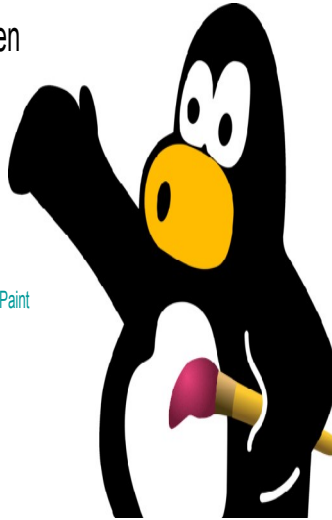
Survey & Graphing in Kindergarten

[Graphing Lesson Plan](#)

[Visual Aids](#)

[Data Collection Sheets](#)

[Paper/Pencil – before Tux Paint](#)



Using a Starter

Favorite Insects Project

Now let's make a starter...

Click to add text

2nd Grade Math GLCE

Money

M.UN.02.07 Read and write amounts of money using decimal notations, e.g., \$1.15.

Steps to Making a Starter

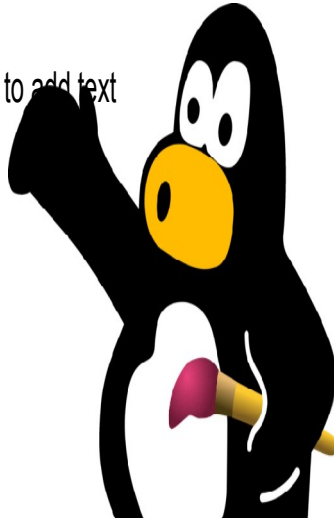
1. Make text small enough to leave work space.
2. Leave room for name.
3. Tell what tool to use.
4. Draw workspace if necessary.
5. Save.
6. Close TuxPaint.

Open Irfanview

- Saved files are saved by default in the user's Application Data file
 - C:\Documents and Settings\your name\TuxPaint\data
- Open the file in Irfanview
- Save as transparent .png into the C:/program files/tuxpaint/data/starters
- Give it a name
- Select white spot.
- Open TuxPaint

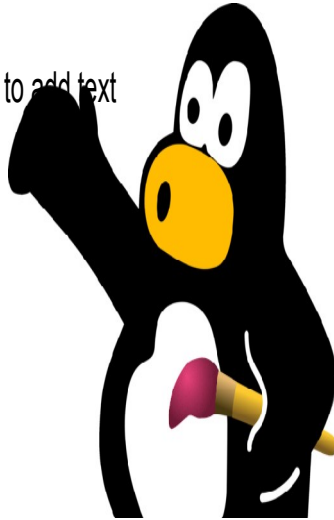
Tux Paint Features

Click to add text



Using a Template

Click to add text



Q & A

Click to add text

Jennifer Graber
jennifergraber@hotmail.com
www.mrsgraber.com

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