

Meeting Texas Essential Knowledge and Skills Standards with Kerpoof

There are hundreds of ways to use Kerpoof to effectively integrate technology into your existing curriculum and meet your state educational standards. Here are a just few examples of how Kerpoof can help you add a rich new dimension to the lessons you are already planning to teach. Obviously, Kerpoof is not the final arbiter of whether your state's standards are met, and we encourage you to discuss with your school, district, or education board how to best use Kerpoof, but we hope that the ideas presented here are helpful to you.

Language Arts			
Grade	TEKS	Standard	Example Kerpoof Activities
K-3	11	Recognize characteristics of various types of texts...understand simple story structure...	Create a story as a class in Kerpoof, discussing the characteristics of the story structure as you work.
K-3	13	The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures ...connects his/her own experiences with the life experiences, language, customs, and culture of others.	Create a story that describes a day in the life of a child in a historic Haudenosaunee village (see lesson plan for recommended resources) using the Kerpoof scene. Discuss what types of "chores" and fun activities the students have and what the children in the village would have done.
K-3	15	Generates ideas before writing on self-selected topics or assigned tasks; uses available technology to compose text	Give students time to create a Kerpoof picture they will write about either on their own or in answer to a prompt. Have them type their story into Kerpoof using text tools.
4-8	19	Generate ideas and plans for writing by using such prewriting strategies...	Allow students to use Kerpoof as a prewriting tool for writing assignments. They can use the Picture Maker to create graphic representations what they plan to write about.
4-8	20	The student evaluates his/her own writing and the writings of others.	After using the Kerpoof Story Maker to write a story, ask students to evaluate their own work and the work of other students. You can ask students to vote on their fellow students' scenes in Kerpoof's shared gallery and to record how many stars they provided, with rationale as to why they chose that number of stars.
4-8	24	The student produces visual images, messages, and meanings that communicate with others.	Have students produce Kerpoof art on topics covered in class. Have them teach concepts like math (addition/subtraction, etc.) or science (lifecycle of a butterfly, habitats, nocturnal/diurnal, etc.) using a Kerpoof picture, story or movie.
6-8	15	The student writes for a variety of audiences and purposes and in a variety of forms.	Ask students to write for younger students in the school. Have them create a book using the Kerpoof Story Maker with a single theme and including a letter, a story, a poem and instructions on how to do something. Remind them to keep the language simple for their younger counterpart, to use dialogue, simile and metaphor when appropriate.
6-8	17	The student applies standard grammar and usage to communicate clearly and effectively in writing.	Remind students that when they are writing stories and producing movies in Kerpoof they should use complete sentences. Correct verb tense, good grammars and punctuation, etc. [sic].



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Mathematics			
Grade	TEKS	Standard	Example Kerpoof Activities
K	K.1.A K.7.A	The student uses numbers to name quantities.	Create Kerpoof scenes that can prompt students to identify how many of the same object there are in the scene. Are there more fish or crabs? Fewer whales than penguins? Are the fish over, under, above, below, in front of or behind?
K	K.2.A/B	The student describes order of events or objects.	Create a Kerpoof movie and ask students to name the order of events. Did the cat yawn and stretch before the fish jumped or after? What happened first, second, third?
1	1.2.A/B	The student recognizes and solves problems in addition and subtraction situations. Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; Use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).	Ask students to create two to three coloring sheets for kindergarteners that show how to add or subtract objects (fish, dogs, cats, butterflies, birds, etc.). They should put Kerpoof text to show the actual problem. For instance, six fish, but three are swimming away $6 - 3 = 3$. They can either provide the answer or leave it blank and work with the kindergarteners to find the answer and write it in.
2	2.11.A/B	The student organizes data to make it useful for interpreting information by constructing picture graphs and bar-type graphs and drawing conclusions and answer questions based on picture graphs and bar-type graphs.	Create a Kerpoof picture and ask students to analyze data from it. Are there more grown chimpanzees or babies? Students can then go into the same scene and create picture bar graphs using actual objects for a one-to-one representation. They should also use Kerpoof text to describe whether there is more of one than the other.
3	3.15.A/B	The student communicates about Grade 3 mathematics using informal language by explaining and recording observations using objects, words, pictures, numbers, and technology; and relating informal language to mathematical language and symbols.	Kerpoof-created stories and movies can be a great vehicle for students to explain the mathematical concepts they have learned in Grade 3. In creating movies, many third grade mathematical concepts play an important role: number of way points, durations of actions, movement, and rotation among others. Try having the students create a movie in which characters both describe and act out mathematical concepts. It's really fun.
4	4.4.B/D	The student multiplies and divides to solve meaningful problems involving whole numbers. Represent multiplication and division situations in picture, word, and number form; Use multiplication to solve problems (no more than two digits times two digits without technology).	Ask students to make a Kerpoof movie in which both multiplication and division are used to solve meaningful problems. They can use the character move and character rotate methods to do so. The rotate method allows them to specify both the number of degrees to rotate and the amount of time over which to rotate. How many degrees does a character need to rotate to flip three times? How do you make him spin three times faster?



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