K.C. and THE KIDD℠

A Teacher's Utilization Guide

Produced by WNEO/Channel 45 (Youngstown) & WEAO/Channel 49 (Akron)

Funded through Project Equity

A Teacher's Utilization Guide to K.C. and The Kidd

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K.C. and The Kidd is a product of PBS 45 & 49 and the Ohio Educational Broadcasting Network. Funded through Project Equity.

Video:

Produced by:
WNEO/Channel 45 (Youngstown) &
WEAO/Channel 49 (Akron)

Starring
William Morgan as The Kidd
Angelique Osborne as K.C.

Featuring:

Young Adult Performers
Ryan Adams as Cubit
Lauren Bain as Lauren
Aaron Davis as Angles
Bailey Kane as Zebra
Christopher Kaufmann as Chris
Shawna Likens as Close Enough, Tiffany and Elaine
John Magaro as Abacus
Patrick Meyn as DMN and Tony
Tori Piper as Mensa
Sarah Weinhardt as Bookie and April

Adult Performers
Rob Albrecht as Sparky Banner
Jack Bennett as Stan and Bentley the Butler
Kitty Brown as Jane Tischman and Emily Bibble
Candise Burgess as Sgt. Wisniewski
Jerry Camp as Mr. Merriman
Kambri Crews as Janice Labelle
Sarah Frient as Martha Tischman and Jane Bibble
Ian Haberman as Andy
Tom Hoover as Frederico Di Medici
Sheila Kane as Mrs. Walker
William Lewis as Dudley Carpenter
Gary Maher as Joe
Jo McGarvey as Clara Tischman and Lydia Bibble
Eileen Moushey as Louise
Linda Ryan as Emily Clarion
Mason Shuman as Skip Tracy
Bev Smith as Mrs. Rockport
Tom Stephan as Walter Tischman, Parker Bibble and Scott Andrews
Karen Wood as Mary Beth Tischman and Bailey the Maid
Mel Wolfman as Uncle Elmo

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LaBelle Campaign Headquarters, City of Barberton Reservoir, Carl Bako, Terry Palmer
Clarion Mansion, The Jacobs Family
Stan's Ice Cream, Mary Coyle Ice Cream Parlor, W. Market Street, Akron, Michael Trecaso
School, Kent City Schools, Superintendent Marc L. Crail
Bibble Mansion, Glamorgan Castle, 200 Glamorgan Street, Alliance, Ohio, (216) 821-2100. Call for tours and renovation information.
Alliance City Schools, Superintendent John Thomas
Glenmoor Country Club, Canton, Myron Vernis
Library, Norton Branch Library, Akron/Summit County Public Libraries, Pat Latshaw, Cynthia Howe
Space Museum, NASA Lewis Research Center, Linda Dukes-Campbell
Astronaut's House, Jim and Betty Moushey

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Klein's Pharmacy, Cuyahoga Falls
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Robin Ryan

And to all those not listed who helped **K.C. and The Kidd** with ideas and advice, our heartfelt thanks.

Table of Contents

Introduction

Welcome to **K.C. and The Kidd**! This program is the second in our series to help elementary teachers in northeast Ohio to prepare themselves and their students for the upcoming Fourth-Grade Proficiency Test. The goal of the program is to help meet the objectives of the proficiency test, not to teach the test. So, if you are looking for the quick fix that will supply your students with all the answers, you won't find it here. But if you are looking for well-guided, philosophically sound procedures to follow that will enable students to learn actively and make sound decisions, this program will be of benefit to you.

The activities in this program concentrate on process more than content. It is our belief that this is a better way to prepare students for living in the 21st century. Educators have been aware for a long time that when students are engaged in active rather than passive learning, retention is much improved. The process contained within these materials is designed to encourage divergent thinking.

Project-based education is a viable way to insure student involvement. The best way to learn is by doing — not a new concept! The planning team has worked hard to provide a realistic and natural integration of the curricular areas. In **K.C. and The Kidd**, as well as in **Secrets of Sherlock (S.O.S.)**, we have focused on student learning rather than teaching.

There are opportunities within these programs to engage your students in multicultural issues. Some activities are included, but we hope you will add to and refine other related activities to complement the series.

The professional staff developers at PBS 45 & 49 will provide ongoing support and communication with teachers. This, too, is a process. As you progress through the series and activities, please share your successes and problems with us. Incorporate things you already do, and add, add, add to this. If it isn't working, **you are not alone**. Call us at (330) 677-4549.

How to communicate with us

via telephone: 330-677-4549

via snail mail: PBS 45 & 49, P.O. Box 5191, Kent, OH 44240-5191

Cooperative Learning Techniques

Research strongly supports the success of cooperative learning methods to increase the academic and social achievements of students. Cooperative learning is a critical tool for the classroom of today and of the future. We have provided activities and techniques that even novices in cooperative learning can try. Inside, you will find many materials available to help the classroom teacher incorporate the cooperative method in the classroom. This teacher's guide is designed to encourage the use of cooperative techniques, not to replace cooperative learning training. Look at our bibliography *(classroom-tested and provided by local teachers to get you started)*. Then research for yourself, and let us know what does and doesn't work for you.

Points to consider when implementing the cooperative activities

1. Keep teams together for all activities for each entire unit. Create new teams for each program unit.
2. Four team members are best — this allows for an easy break into pairs, then back to the larger group. If four is not possible, go to groups of five rather than three.
3. Cycle of instruction:
    a. Teaching *(still essential in the learning process)*
    b. Team work (*takes many different forms, depending on the needs of the task)*
    c. Individual accountability *(please do **NOT** give group grades)*
    d. Team recognition *(all team members receive score, feedback, benefit to group)*
4. Getting team members to care about each others' success will not occur naturally. The teacher must set this as a priority. The structure of the tasks here is designed to encourage a cooperative attitude within the groups, but the teacher must instill the concept that the success of the group depends on the learning of all individuals within the group. Each member's input must be valued.
5. Cooperative learning is NOT happening if:
    - the "work" is being completed by one or two members of the group and then shared with the rest.
    - students perceive that finishing the "task" is more important than the learning involved with completing the task.
    - the teacher is working more than the students.
    - NO ONE is having fun! *(Contrary to the belief of many, learning can and should be FUN.)*

Caution

If you are new to cooperative education, take it slow. It takes practice and time for the lessons to go smoothly.

Resources for Cooperative Learning

- ***Cooperative Learning***, by Spencer Kagan, Resources for Teachers, Inc., 1992
  Excellent 200+ page resource of easy-to-read, but detailed philosophy along with ready-to-use classroom activities. A **must-have** for the beginner as well as the experienced teacher.

- ***The Cooperative Think Tank***, by James Bellanca, 1990
  Cooperative methods to help students organize and learn information are presented.

- ***Cooperative Learning, Cooperative Lives***, by Nancy Schneidewind and Ellen Davidson, 1987
  Good philosophical background.

- ***The First Four Weeks of Cooperative Learning***, by Teresa L. Cantlon, 1991
  A resource for the beginner.

- ***Cooperative Learning and Mathematics***, by Beth Andrini, 1993
  This book provides a multi-structural approach to teaching math concepts, including detailed cooperative learning structures illustrated by ready-to-use activities for the classroom.

- ***Literacy: Helping Children Construct Meaning***, by J. David Cooper, 1993
  Great resource for the novice as well as the seasoned teacher when tackling the complexities of using whole language strategies. Practical activities are supported by current research.

- ***Cooperative Learning Teacher Timesavers***, by Imogene Forte, 1993
  This publication is an introduction to cooperative learning. It contains ideas for projects and teaching aids.

- ***Read! Write! Publish!: Making Books in the Classroom***, by Barbara Fairfax and Adela Garcia, 1992
  This book features step-by-step instructions for making 20 different student-generated books.

- ***Invitations: Changing as Teachers and Learners K-12***, by Regie Routman, 1991
  A thorough resource for the teacher interested in using whole language strategies. Journal writing, integration, collaboration and additional resources are described.

- ***Group Solutions: Cooperative Logic Activities***, by Jan M. Goodman, GEMS, 1994
  A brief description of the philosophy and recommended procedures precedes a hefty supply of blackline, ready-to-use activities for grades K-4. Students become cooperatively active in problems relating map skills, money, time, science, and many other exercises supported by the Lawrence Hall of Science.

- Contact your local cooperative learning association.
  Ours is The Ohio Association for the Study of Cooperation in Education, Ashland University Program Center in Columbus, 1900 E. Dublin-Granville Road, Columbus, OH 43229.

General Techniques

Brainstorming

Brainstorming is a technique to get people to open up and generate ideas. The team generates ideas at random and offers as many ideas as possible. In a large group, the teacher should record the ideas to allow all students the freedom to brainstorm. In small groups, team members should rotate the responsibility of recording ideas every five minutes or so.

Brainstorming Rules

- No idea is dumb.
- All ideas are needed.
- All ideas are recorded *(briefly — use key words, not whole sentences)*.
- Each person should contribute *(and be encouraged to do so)*.
- Let ideas generate other ideas.
- Don't go into great depth explaining ideas; deal in simple thoughts.
- No one can decide which ideas are good or bad during a brainstorming session.
- Work fast to generate ideas.

Tallying to record numerical responses

Teach students to tally appropriately:

When counting responses (or whatever), use a tally mark for every item counted.

A tally mark looks like this: |

After every fourth tally mark, put the fifth tally mark diagonally across the first four.

A group of five tally marks looks like this: 𝍸

Continue with groups of five marks until all counting is over. You can then easily count the tallies by fives.

Consensus vs. voting

Vote

A vote is a formal expression of preference. By casting a vote for a proposed resolution of an issue, a person does not guarantee his/her support for the majority decision.

Consensus

Consensus is determined by a collective opinion or accord. The group agrees to support the decision and to work with the group's decision.

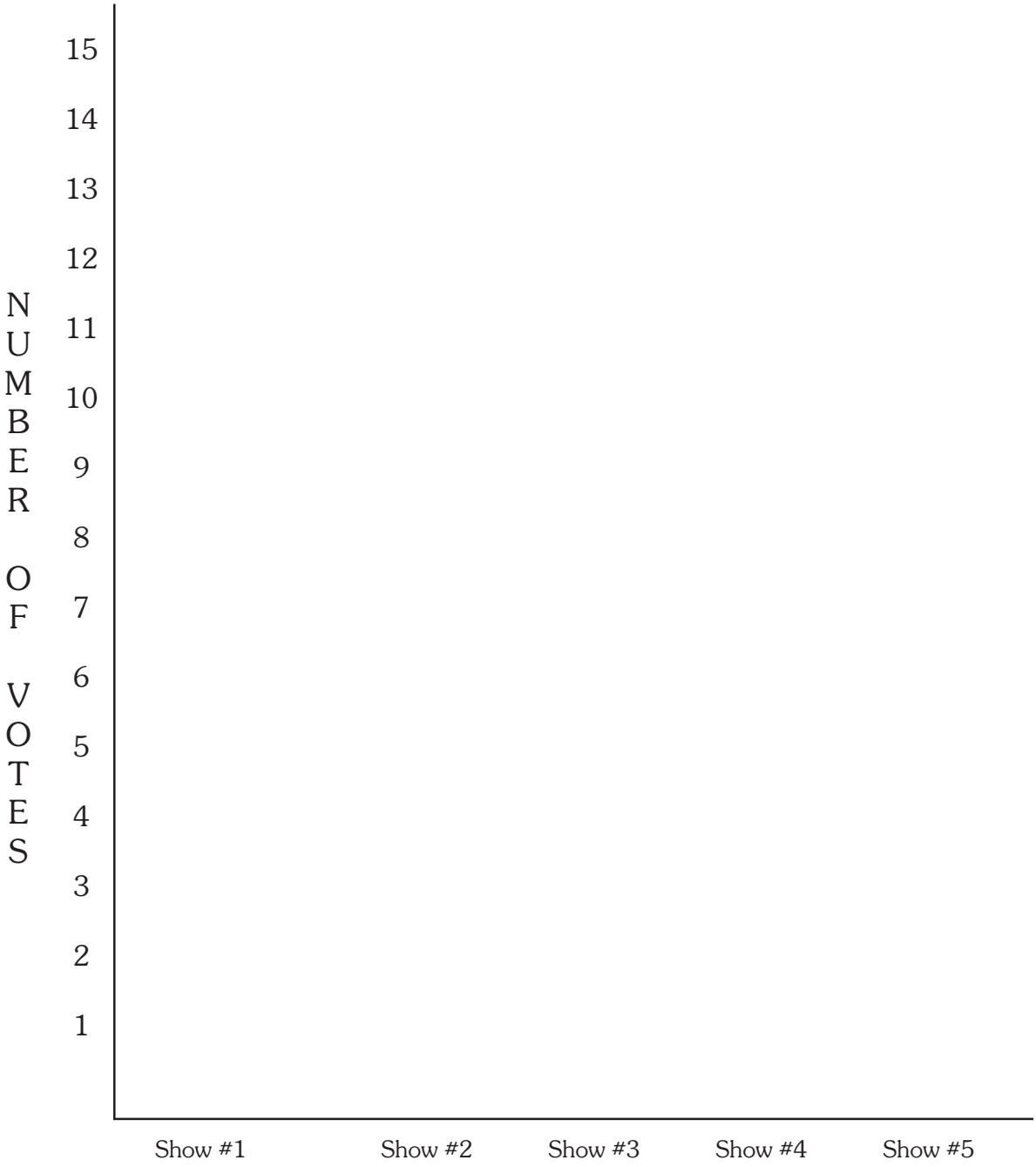
Final Activity

Conduct a survey in your classroom to find out which episode of **K.C. and The Kidd** was the favorite. Students can create a survey form and conduct the survey within the classroom. Create a bar graph below to show how many votes each show received. Please send the graph to K.C. at PBS 45 & 49, P.O. Box 5191, Kent, OH 44240-5191. Thanks!

Teacher's Name _____

Grade _____ School _____

District _____



Show 1:
Campaign Kidd

Show 1: Campaign Kidd

Content Area:

Citizenship

Goal/Content Objectives:

Students will recognize the importance of voting, engage in a simulation of the democratic process, relate the purposes of state government and engage in activities that will allow them to discern fact and opinion.

Specific Objectives:

The student will:

* * Identify the function of each branch of state government.
* • Identify the purposes of state government.
* * Identify or explain the purposes of local government.
* * Differentiate between statements of fact and opinion found in information about public issues and policies.
* * Identify and assess the possibilities of group decision-making, cooperative activity and personal involvement in the community.
* • Identify the elements of rules relating to fair play.

(denotes a critical objective)*

Product:

Election process

Program Summary:

The Kidd is hired to investigate a local candidate for state representative. When he begins researching one candidate, he becomes aware of all three who are running for office. He thinks the choice is clear-cut until he begins to hear about *all* the candidates. He has also been hired to make a recommendation, and he asks the Kidd Crew to sort through the information and help him decide who would be the best elected official.

Procedure Summary:

(It would be helpful if the program were taped off-air and used at the teacher's convenience.) View the video with the whole class. Conduct a week-long preliminary activity on voter apathy to raise student consciousness about the importance of voting. Form small groups to research the candidates using the "fact file" supplied by K.C. Conduct a simulation vote for state representative, including registration of voters, information gathering, vote and vote analysis.

Procedure:

1. Before viewing the program, reproduce and put into eight *(or as many groups of four that you have)* envelopes the supporting information that K.C. has provided for the Crew.

2. View the video as a whole class.

3. Conduct the Voter Apathy activity. *(This should span about one week. Complete this activity before going on.)*

4. Form small groups to study the party platforms. Then, as individuals, decide which party students will declare when they register.

5. Distribute the materials *(which includes the letter from K.C., the candidate biographies, descriptions of the current bills and their supporters, and the candidate evaluation form)* that K.C. has collected and sent to the Crew. The students *(in small groups)* analyze the materials and generate as much information as possible about each candidate.

6. Conduct a registration week. *(See Voter Registration and Voting Procedure)*

7. Have a class discussion to share discovered information on the candidates. *(Suggestion: Have a "Meet the Candidate Meeting.")* Encourage discussion on fact and opinion and how decisions were made regarding the selection of "best." Each group should report on what a state representative does, who would be the best choice, and WHY!!

   Note:
   Additional information about the candidates will be available online — check out Learning Link.

8. Conduct the vote.

9. Count the votes, post the results and create a graph recording the votes.

10. Learning Link activity: Electronically send your class results to Kidd Headquarters. Be sure to include how many votes each candidate received. On Friday after election day, go online and read the epilogue — the results will vary, depending on who wins the election.

How to Conduct a Voter Apathy Activity

The purpose of this activity is to show students the results of apathy on voting. Experienced teachers in this process have suggested that at least four days of voting should be included here, because students tend to vote once in the excitement of a new activity, and then forget as the days wear on. If you do not like the sequence or content of the given ballots, use the blank form provided to create your own.

Steps:

1. Construct a ballot box and place it in a not-too-obvious location. Without an extended discussion, announce that there will be four votes this week. Explain the issues and announce the day of the votes *(this should be within two or three days)*. Then **do not** mention it again.
2. On "election days" put up a sign that says "Please Vote Today," but **do not** remind the students or encourage them to vote.
3. At the end of each voting day, tabulate the number of students who voted and record the results. Be prepared to implement the results the following week.
4. After all voting days have been completed, here are some possible issues you might like to discuss:

   How many of the total class voted?

   What percentage is that?

   Is it important that every student vote?

   Was the decision what *you* wanted?

   What would the results have been if all students had voted?

   Do you think this happens in real elections?

   Remember to register to vote!!!

Day One Ballot

(Work Patterns)

Vote for one:

- ❒ Work alone all day
- ❒ Work with a partner all day
- ❒ Work in teams all day

Day Two Ballot

(Lunch)

Vote for one:

- ❒ Lunch in the room next Monday
- ❒ Lunch outside next Monday
- ❒ Lunch in cafeteria next Monday

Day Three Ballot

(Recess)

Vote for one:

- ❒ Inside recess, playing a class game
- ❒ Outside recess, playing a class game
- ❒ Inside recess, playing games in small groups

Day Four Ballot

(Room Management)

Vote for one:

- ❒ Boys clean up the room at the end of the day
- ❒ Girls clean up the room at the end of the day
- ❒ Boys and girls clean up the room at the end of the day

Ballot

(_____)

Vote for one:

- ❒
- ❒
- ❒

Dear Kidd Crew,

Here is the information I have collected about how each of the candidates stand on the issues. I have made a summary for you from my sources, which included: newspapers; TV debate with all the candidates; a Gallop Poll result; interviews with neighbors, employees, and fans of the candidates; notes from the candidates that The Kidd found in the trash; photos of the candidates; speeches; and even one diary.

I know there are important facts in these materials that will help, but they appear to be hidden. I hope you can make some decisions with this information!

Thanks for your help!

K.C.

Party Platforms:

Corinthian Platform:

- tax credit should be available for children attending private schools
- growth and prosperity are possible through competition
- beautification of the state is very important
- the state needs to return to family values
- there is a need for strong national government
- health care should be privately funded and competitive
- term limits for state rep. should be changed from 2 to 8 years

Emily Clarion is running for the Corinthian Party.

Doric Platform:

- everyone should buy Ohio products, even if others are better, to support local business
- change is not good; keeping everything the same as it was before is best
- strongly support public schools (no tax credit for private school students)
- there is a need for strong state government
- we really need stricter laws and tougher jail sentences
- health care is okay as it is; people need to do more prevention
- term limits for state representative are fine as they are

Dudley Carpenter is running for the Doric Party.

Ionic Platform:

- ecological balance is the most important issue for any government to deal with
- school should be for lifelong learners and include preschool and grandparents (not just K-12)
- health care should be run by the federal government and free to all people
- there is a need for strong local government
- change can be good for an area, as long as it is well-planned
- term limits should stay at 2 years, but be reduced to 1 term, not 4
- people should be more responsible, requiring fewer laws, not more

Janice Labelle is running for the Ionic Party.

Supporters and Opponents of the Current Bills:

1. Bill in the House: All school buses should have seat belts for all students.

Janice Labelle:

Against the bill: children have been riding busses for years, and the danger is very small. Money should be saved to aim at water problem

Dudley Carpenter:

For the bill, but: will not raise taxes for this to happen. Is also aware of the individual rights issue; he is very anxious to start a committee to investigate all possibilities

Emily Clarion:

Against the bill: seat belts are a good idea, but airbags are better. If we settle for seat belts now, we might never see the airbags put in.

2. Issue — Water Conservation: The local water source should be protected.

Janice Labelle:

For the issue: it is the only issue worth worrying about

Dudley Carpenter:

For the issue, but: this is a local issue, and a representative needs to deal with state issues. He is busy completing his 8-year plan on all the issues

Emily Clarion:

For the issue: over water, thinks we ALL need to kick in and conserve.

3. Bill to create new tax: A new tax should be levied to build a superhighway.

Janice Labelle:

Against the bill: the planned route of the new highway will disrupt the ecological flow of the area and affect the water supply

Dudley Carpenter:

For the bill: new traffic flow brings new business which means more money; he can more easily reach the voters by way of the new highway; part of his 8-year plan to improve the area

Emily Clarion:

Against the bill: better transportation is indeed needed, but the taxes should go to build a new high-speed train that will be less polluting than all the cars on the highway

4. Bill to remove unsightly billboards from street sides: Billboards should not be allowed within 200 feet of a superhighway.

Janice Labelle:

Against the bill: billboards can be very useful in spreading the ecology word to the community

Dudley Carpenter:

For the bill: this is a part of his 8-year plan; billboards show how prosperous the community is, and besides, he really likes how he looks that big!

Emily Clarion:

Against the bill: she has been a member of many area beautification groups (been president of several), and the billboards block the beautiful countryside; the signs are a road safety hazard, making it difficult to see all the traffic. Besides, when the high speed train is operational, the signs will not be visible to the train passengers whizzing past

Candidate Biography

Janice Suzanne Labelle

Age: 27

Education:
The University of Colorado, B.S.
The University of Denver, MSS
Fullbright Scholar

Current Occupation:
Kleinfeld Laboratories
Engineer
Research Coordinator

Employment Background:
The University of Colorado
Research Fellow
The Red Radish Restaurant
Waitperson
Denver Advocate
Circulation

Personal: Single, no children

Awards and Honors:
Valedictorian, The University of Colorado
Valedictorian, Aquinas High School
Who's Who in American High Schools
Who's Who in American Colleges
Sierra Club International, President
President's Council on Wilderness
American Engineer 1992 Platinum Award
National Merit Finalist, 1985
Most Likely to Succeed, The University of Colorado
Most Likely to Succeed, Aquinas High School
Colorado Board of Wetland Preservation, Chair

Candidate Biography

Emily Derna Clarion

Age: Not given

Education:
Miss Porter's School for Young Ladies
Toledo University, Continuing Education Program

Current Occupation:
Administrator, Clarion Trust
President, Clarion Hot Tubs
Clarion Pools and Ponds
Clarion Corporation
Trustee, Clarion Foundation
Housewife

Employment Background:
Mobile Meals (volunteer)
Driver
Art Institute (volunteer)
Gift Shop
Pauley Ballet Company (volunteer)
Box Office
Main Branch Library (volunteer)
Coordinator Bookmobile
Rumseyville Country Club
Lifeguard

Personal:
Recently widowed. Married 35 years to Jack Clarion. 5 children: Dr. Thomas Clarion, 33; Dr. Linda Clarion Wilson, 31; Margaret Clarion, Ph.D., 29; Rev. James Clarion, 27; Lt. Michael Clarion, USN, 25.

Awards and Honors:
Swim Team Captain, Miss Porter's School
Olympic Water Polo Team
Mother of the Year 1988, Mommies Magazine
Chatham Academy PTA, President

Candidate Biography

Dudley Michael Carpenter (Incumbent)

Age: 52

Education: MBA, The Ohio State University
B.S., Denison University

Current Occupation: State Representative

Employment Background:

The Ohio State University, College of Business
- Professor Business Course
- Assistant Dean
- Forensic Coach

Financial Associates, Inc.
- Certified Estate and Business Planner
- Certified Financial Planner

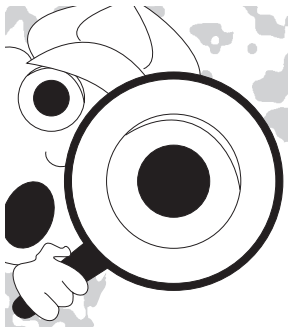
Randy's Pub
- Owner/operator

United States Marine Corp.
- Rank of Sgt. Major
- Served 2 years in Vietnam

Personal: Married 3 years to Tiffany. 3 children: Dudley Jr., 25; Alexander, 23; Lisa, 3 months.

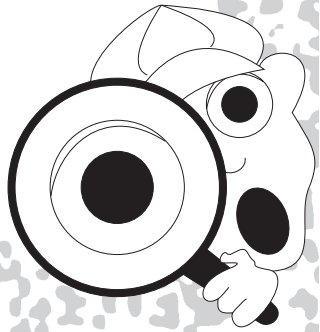
Awards and Honors:

Rotary "Man of the Year" 1994
President, State Board of Kiwanis 1988
Who's Who of State Representatives
Purple Heart
Distinguished Service Medal
President's Council on Physical Fitness



Candidate Evaluation Form

	Janice Labelle	Dudley Carpenter	Emily Clarion
Strengths			
Weaknesses			
Critical Personal Information			
Important Issues			
Party Platform Issues I agree with			



Voter Registration and Voting Procedure:

The purpose of this activity is to reinforce the idea that it takes time and effort to complete the legally required registration in order to be able to vote.

1. A week or two before election day, hold a registration week. The registration process is relatively simple, but it should take place outside of the classroom.

2. Obtain the cooperation of the librarian, main office secretary, parent volunteer, an older student from another class, or another teacher to be the appointed Registrar for the week who will supervise the registration of your students. Give the Registrar a stack of the Voter Registration cards for the students to fill out when they arrive.

3. Assign and announce *(once)* a certain time that registration will be open for the week. *(For example: one-half hour before school, during the lunch hour, etc. or whatever is most convenient for your collaborator.)*

4. During the registration week, students should not be reminded that they need to register — but signs could be posted and the Registrar should be available during the assigned times.

5. When students go to the Registrar, they fill out the information requested on the voter registration card and sign it. *(If they do not know the information, they must return to the teacher to find out. They will not be registered until they have completed that information on the card.)* The Registrar *(or a Deputy: a student from another class or the classroom teacher)* enters the information *(alphabetically)* on the Official Registration Roster for use on election day.

Election Day Procedure

1. On election day, announce once that it is election day and where the voting station is, but do **not** remind students to vote throughout the day.

2. Set up the ballot box in a location outside of the classroom.

3. When students go to the ballot area to vote, voters must sign in on the Official Registration Roster beside their name. **If a student has not registered, s/he may not vote** *(that is the law!).*

4. The Registrar *(or Deputy)* supervises the signing in and gives the voter a ballot. Completed ballots are placed in the ballot box by the Registrar *(or Deputy)*. If "I Voted Today" stickers are available, give those to the voters as they leave.

5. After the polls have closed, the Registrar *(or Deputy)* should tally the results and announce the winner.

6. Create a graph displaying the votes for the three candidates. Have the small groups discuss the various reasons for the election results.

Voter Registration Card

(Please print the following:) Party _____

Name: _____

Address: _____

Date of Birth: _____

(Please write)

Signature: _____

Voter Registration Card

(Please print the following:) Party _____

Name: _____

Address: _____

Date of Birth: _____

(Please write)

Signature: _____

Voter Registration Card

(Please print the following:) Party _____

Name: _____

Address: _____

Date of Birth: _____

(Please write)

Signature: _____

Voter Registration Card

(Please print the following:) Party _____

Name: _____

Address: _____

Date of Birth: _____

(Please write)

Signature: _____

Official Registration Roster

Voter Name	Voter Signature

Official State Election Ballot

FOR STATE REPRESENTATIVE
(Vote for no more than one.)

DUDLEY CARPENTER → ❑

EMILY CLARION → ❑

JANICE LABELLE → ❑

Official State Election Ballot

FOR STATE REPRESENTATIVE
(Vote for no more than one.)

DUDLEY CARPENTER → ❑

EMILY CLARION → ❑

JANICE LABELLE → ❑

Official State Election Ballot

FOR STATE REPRESENTATIVE
(Vote for no more than one.)

DUDLEY CARPENTER → ❑

EMILY CLARION → ❑

JANICE LABELLE → ❑

Official State Election Ballot

FOR STATE REPRESENTATIVE
(Vote for no more than one.)

DUDLEY CARPENTER → ❑

EMILY CLARION → ❑

JANICE LABELLE → ❑

Show 2:
Kidd and the Contest

Show 2: Kidd and the Contest

Content Area:

Math/ Study Skills

Goal/Content Objectives:

Students will create higher-level thinking questions, practice good study habits and use their knowledge to teach others.

Specific Objectives:

- Determine the rule and identify missing numbers in a sequence of numbers or a table of pairs related by combinations of addition, subtraction, multiplication and division.
- Make and use a table to record and sort information.
- Add and subtract fractions with concrete materials and symbols.
- Add and subtract decimals.
- Identify parallel lines, perpendicular lines and right angles in geometric figures and the environment.
- Measure and determine perimeters and areas of simple straight line figures and regions without using formulas.
- Use mental, paper-and-pencil and physical strategies to determine time elapsed.
- Find simple experimental probabilities.

Product:

Study guides for a math area and participation in a quiz show

Program Summary:

The Kidd is studying with his cracker-jack team to be on a TV quiz show called "Math Mania." He realizes that he needs help when his whole team ends up sick, including K.C. He asks the Kidd Crew to help him take on his nemesis *(the current champion),* THE PROCESSOR.

Procedure Summary:

View the video with the whole class. Each team will produce 12 quiz cards (*with questions and illustrations)* to use to teach the other teams a specific skill. The students vie against the teacher *(The Processor)* in a quiz show.

Procedure:

1. *(Before viewing the program, the teacher should review the math model math strands provided by the Ohio State Department of Education.)* View the video. Duplicate and cut apart cards.

   Note:
   Before beginning Step 2, the Group Cards need to be duplicated and cut apart to be distributed to the teams.

2. Divide the class into eight teams. *(Groups of four work best.)* Give each team a copy of How to Prepare Study Cards (page 23), a Group Card (pages 24-27) and assign each team a topic. *(These cards DO NOT match the sequence of the strands.)* If you have fewer students, make seven or six teams and eliminate skills as necessary, but try to keep students in groups of four.

3. In several class periods, the small teams should create a study plan. First, all students on the team need to be sure they understand the concept on their Group Card. Then the team should study the examples of types of questions *(see Sample Question Formats, page 28)* and decide together which types are best to teach their skill. Text books, library books and other resources should be examined. Teams should also attempt to design their own questions. When good problems are located in books, the team can alter them *(to copy them would be plagiarism)*, and create a quiz card. Students can *(and should be encouraged to)* create their own problems for the cards. The format should be similar to the sample Group Card, except the solution will be on the back of the card. Use one-half a sheet of 9x12 construction paper or typing paper for each quiz card.

4. When the students have created their quiz cards, the teacher should collect and evaluate the questions *(in accordance with the criteria)*. It may take several revisions to get the desired variety in the types of questions students choose and wording that is most helpful. The **students** should have an opportunity to edit and improve their quiz cards before the final copy is completed. **Each team should create a total of 12 quiz cards**.

5. Provide a "study" time for each team to plan teaching strategies. *(This is a little different from coming up with the question cards, because if the other learners get the answer wrong, the students must figure out how to teach the concept so that the learner can get the next one right.)*

6. Provide time for the teams to teach the other groups the skills. See directions: How to Study (page 36). Be sure to collect each group's 12 quiz cards for the quiz.

7. Conduct The QUIZ according to the directions: How to Conduct The QUIZ.

8. Give awards to the class when THE PROCESSOR is defeated.

9. Learning Link Activity: Stump the "PROCESSOR." Post your toughest problem on the bulletin board, without the answer. After a week, post the answer and commend the correct classes. Also be on the lookout for the other classes' posted problems — solve them and post your answers.

How to Prepare Study Cards

Your study guide will be a stack of cards that your team will use to teach your skill to all others in your class. Think of them as very special flash cards. They are extra special because they may be used for the quiz itself. You will use them to help others prepare for the quiz. Remember, telling is NOT teaching.

The Study Guide and Basic Requirements

a) Your group's study guide must include 12 question cards.

b) Each question will go on one card, with the answer written on the back.

c) You should include at least 4 **types** of questions.

d) **Do not** use straight computations, (such as 2+3=?).

e) Use texts, library books and other books to find problems, or create your own.

Study Guide Quality Criteria Checklist

When you have finished each Quiz Card, check it using this checklist:

- ❑ a) neat and readable writing and drawing
- ❑ b) clear and easy-to-understand illustrations and examples
- ❑ c) clear and easy-to-understand directions
- ❑ d) good use of color and novelty illustrations
- ❑ e) creative use of imagination (ideas unlike anyone else's)
- ❑ f) examples are problems that happen in real life
- ❑ g) questions are complicated enough to make the learner think, but clear enough to get the answer within 5 minutes.

Look at all 12 Quiz Cards and check for these requirements:

- ❑ aa) we used at least 4 types of questions
- ❑ bb) we used reasoning problems, not just addition and subtraction.
- ❑ cc) we used books and resources other than our text book.

Team Member Names:

1. _____ 3. _____

2. _____ 4. _____

Group 1

Skill:

Make and use a table to record and sort information

Example:

K.C.'s friend, Sherlock, is selling cookies to raise money for a trip to a detctive summer camp. Sherlock has 3 friends selling cookies for him: Suzy, Emilio, and Nora. Suzy sold 298 peanut butter cookies, 345 chocolate mint cookies and 213 vanilla wafers. Emilio sold 536 peanut butter cookies, 109 vanilla wafers and 110 chocolate mint cookies. And Nora sold 423 vanilla wafers, 315 peanut butter cookies and only 88 chocolate mint cookies. Put the information in the table to help find out who sold the most cookies for Sherlock. Which cookies is the most popular?

Solution:

	Number of cookies sold		
	Peanut Butter	Chocolate Mint	Vanilla Wafer
Suzy	298	345	213
Emilio	536	110	109
Nora	315	88	423

Answer:

Suzy sold the most. Peanut butter is the favorite.

Group 2

Skill:

Add and subtract fractions with materials and on paper

Example:

Betsy rode her horse 3/4 mile in the morning on her birthday. In the afternoon on her birthday she rode another 3/4 mile. This was the most time Betsy had ever spent on a horse. How far did she ride that day? Use a model:

Solution:

AM 1/4 1/4 1/4 + PM 1/4 1/4 1/4 =

1/4 1/4 1/4 1/4 1/4 1/4

1 1/2

OR the numerical form:

3/4 + 3/4 = 6/4 = 1 2/4 = 1 1/2

Answer:

Betsy rode one and one half miles.

Group 3

Skill:

Add and subtract decimals

Example:

Decimals are often used when writing about money. From his paper route Rich has $19.89. He is at the music store. He wants to buy 2 of his favorite singers' CDs for $7.45 each. If he buys those, can he also buy, on sale, "Music for a Song" for $8?

Solution:

Step 1)

$7.45 (CD 1)
+7.45 (CD 2)
$14.90

Step 2)

$19.89 (Total $$)
-14.90 (2 CDs)
$4.99 ($$ left)

Answer:

No, Rich cannot buy the book if he buys the 2 CDs. He does not have enough money.

Group 4

Skill:

Identify and draw perpendicular and parallel lines and right angles, on paper and in life

Example:

When trying to understand directions on paper, the reader needs to know what some terms mean. A) Use the group of line segments below to answer these questions:

Which line is perpendicular to line ED?

Which line is parallel to line FG?

B) Is it important for city workers to put in a light post perpendicular to the ground? Why or why not?

Solution:

A) AD, ED

B) Yes, because if it tips toward either direction it could fall down.

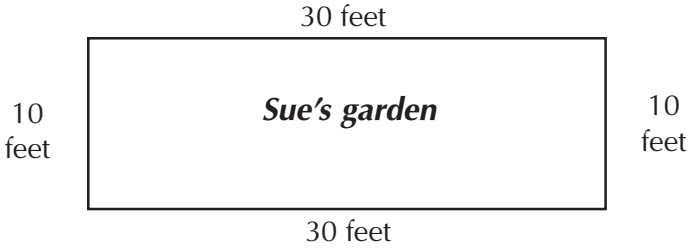
Group 5

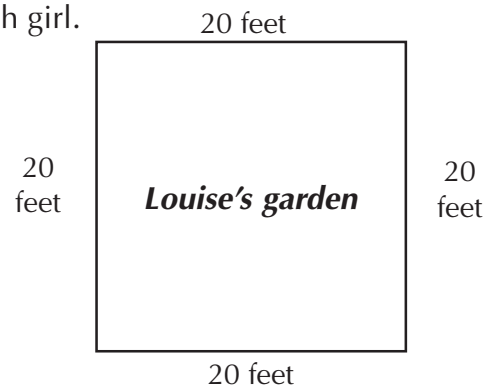
Skill:

Measure perimeter and area

Example:

Sue's garden seems larger than Louise's garden, but she's not sure. Sue wants to grow more broccoli than Louise for the 4H club garden contest. Look at her drawings and determine what the area and perimeter are for each girl. Will Sue have the most broccoli?





Sue's perimeter = 10' + 30' + 10' + 30' = 80'
Sue's area = 10' x 30' = 300 square feet

Louise's perimeter = 20' + 20' + 20' + 20' = 80'
Louise's area = 20' x 20' = 400 square feet

Answer:

Louise may win the contest, because she has more area in her garden. But Sue may win because Sue loves to garden, and she waters her plants every day.

Group 6

Skill:

Use mental and paper ways to find out elapsed time

Example:

K.C.'s class is taking a 2-hour field trip to the library. She plans to spend 20 minutes looking at weather information from Qatar for The Kidd, and 1 hour and 10 minutes looking in the detective and mystery section for books for herself. If the bus leaves the library for school at 2:30, what time would K.C. arrive at the library, and how much time will she have left to read an interactive story on the library computer?

Solution:

If K.C. leaves the library at 2:30, the bus must arrive 2 hours sooner, making it 12:30. If she spends 20 minutes, then 1 hour and 10 (60 + 10 = 70 minutes), that equals 90 minutes, or an hour-and-a-half.

Answer:

K.C. would arrive at the library at 12:30. She would have a half an hour left to use the computer.

Group 7

Skill:

Use spinners, coin toss and other experimental things to decide probablilities

Example:

Steve had a plastic bag with 6 candies in it. The color of each candy is marked on the drawing. Steve really doesn't like the yellow ones.
What are his chances of getting a yellow one? An orange one?
A red one? *(If he only takes 1 piece.)*

r = red, g = green, o = orange, y = yellow

Solution:

Write the probability as a fraction: Chances = $\frac{\text{favorable choices}}{\text{all possible choices}}$

OR

In Steve's case: Chances = $\frac{\text{2 yellow candies}}{\text{6 candies}}$

Answer:

He has 2 in 6 chances (or 1 in 3) of getting the dreaded yellow candy.

Group 8

Skill:

Explain or illustrate why a solution is correct.

Example:

Solve this problem: In her garden, K.C.'s mom has only 2 kinds of flowers: daisies and marigolds. She has them in 1 straight row and a daisy is always followed by a marigold, and every marigold is followed by a daisy. The first flower is a daisy. What kind of flower is the 7th flower? the 10th flower?

Solution:

Draw the flowers and number them:

d	m	d	m	d	m	d	m	d	m	d	m	d	m	d	m
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Answer:

The 7th flower is a daisy and the 10th is a marigold, as the drawing clearly shows.

Sample Question Formats

Guidelines for Students as Teachers: Teaching Techniques Quality Criteria

a. The learner can understand the directions.

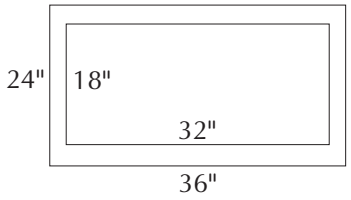
b. The learner is helped to understand by the example/illustration/explanation.

c. The learner does not suffer for getting it wrong.

d. The teacher is not satisfied until all learners are successful.

1. Real-Life Word Problem

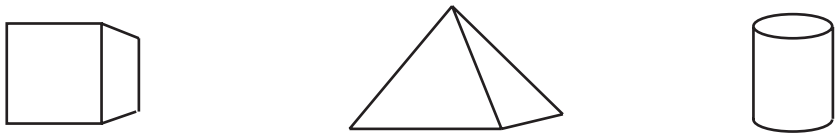
Question: Jeremy wants to know if his fish tank will fit on his dresser. The dresser is 24 inches by 36 inches. The tank is 32 inches by 18 inches. WIll it fit? Show how you know.



Answer: Yes, it will fit. The tank is smaller.

2. Picture Labeling

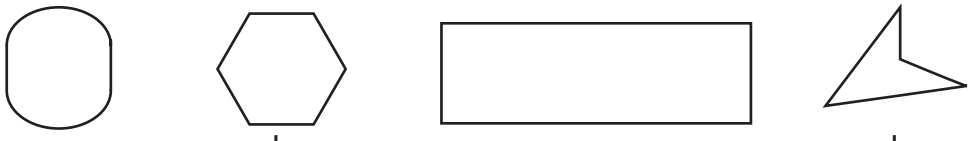
Question: Name the shapes:



Answers: cube, pyramid, cylinder

3. Identification

Question: Which of the following shapes has at least 1 right angle in it?

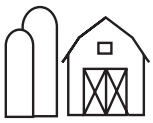


a b c d

Answer: c

4. Which Picture Does NOT Belong?

Question: Which picture does not belong? Why doesn't it belong?

Answer: The town does not belong. The other pictures each have 3 items in them.

5. Matching in a List

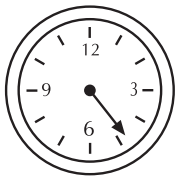
Question: Match the term with its example.

a) decimal	1) 3 1/2
b) fraction	2) 57
c) even number	3) .25
d) mixed number	4) 242
e) odd number	5) 3/4

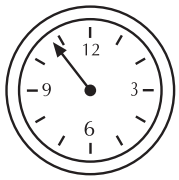
Answer: a/3, b/5, c/4, d/1, e/2

6. Organizing Pictures in Chronological Order

Question: Put the watches in order. Which comes first?


a

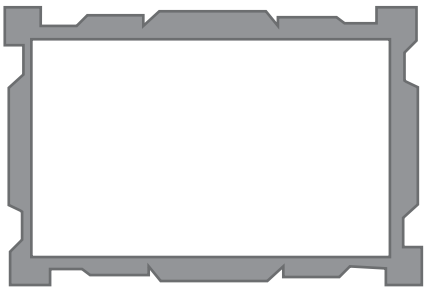

b


c

Answer: a, b, c

7. Manipulating Real Objects (beans/dice/plastic counters/models/etc.)

Question: What is the perimeter and area of this picture frame?



Answer: Answers will vary. Use tiles or cubes to give the number answer.

How to Study

The study process should take two weeks (10 days). Each day one team will meet with one other team to teach its skill and to learn a new skill. Rotate the groups daily until all groups have met with all groups. The last two or three days will be devoted to review and remediation.

Daily Procedure:

1. Split teams of four into pairs.
2. Divide the team's 12 quiz cards among the team *(each student should have three cards)*. Pairs from each team meet with a pair from another team.
3. Each person trades one of their three quiz cards with the new learner. When both learners have provided an answer to their quiz question, they trade the cards back and compare answers.
4. If there is agreement, the pair continues to the next quiz card. If there is not agreement, the students work together to come to agreement. Students will engage in this activity as both the teacher and the learner.

Review Procedure:

1. Meet as a whole class. In each team of four, assign each student a color — red, green, yellow or blue.
2. Choose a quiz card and read the question.
3. Allow a short conference among the teammates so that every student on the team knows the answer.
4. Call a color. *(For example, blue)* All the "blues" raise their hands and you call on one. For group involvement, have the students give "thumbs up" if they think that answer is correct or "thumbs down" if they think it is incorrect.
5. Repeat this process with a different color each time until time is up.

How to Conduct THE QUIZ:

Notes:

- Right before you start THE QUIZ, randomly put the class into new pairs. Each pair will answer its question as one person. *(The pairs are not assigned until quiz day so that all students will feel the urgent need to be prepared and not rely on their partner.)* Study groups have been in fours, but quiz teams will be in twos. Make one team of three if you have an odd number.

- Put each student's name on a separate piece of paper to draw from a container *(an empty tissue box or cigar box will do).*

- The students are competing with the teacher. For every correct answer from the class, the Student Team *(whole class)* receives a point. For every incorrect answer, the teacher receives a point.

- The teacher never answers a question.

- The teacher should select the actual quiz questions before Quiz Day. Since the format of many of the questions may involve a diagram or drawing, the teacher may wish to use the student demonstration question in the quiz. Or the teacher may wish to duplicate the student questions on to an overhead transparency before Quiz Day.

Procedure for Conducting THE QUIZ:

1. Seat each pair of students next to each other so that they can confer before they answer their question.

2. From the sheets prepared ahead of time, draw a student name out of a container. The pair with that student is in the spotlight.

3. Ask the question, wait for a reply and tally the score. One class team point for every correct answer. *(The whole class is a team, the teacher is a team.)* The teacher gets a point for each incorrect answer from the class. If a team gets a question wrong, the same question then goes to the next team.

4. Progress through the questions until every student's name has been drawn. Randomly *(or predetermine a set of questions, so that you assure an even distribution of types of questions)* select from the student quiz cards. At the end each team should have had an opportunity to answer at least two questions.

5. The class should have done very well against the teacher, and awards can be given to each student on the Student Team.

Math Mania Award

Congratulations on beating
the "Processor" in
a math quiz!!

You are indeed a
Math Maniac!

Name: _____

Show 3:
Write On Kidd

Show 3: Write On, Kidd

Content Area:

Reading/Writing

Goal/Content Objectives:

Students will retell a story, then create a play version of the story related to a specific character.

Specific Objectives:

The learner will use the writing process to make the intended message clear, as evidenced by:

- A response that stays on the topic.
- The use of detail to support the topic.
- An organized and logical response that flows naturally and has a beginning, middle and end.
- The use of a variety of words.
- The use of a variety of sentence patterns.
- A response that shows an awareness of word usage *(vocabulary, homonyms and words in context)*.
- A response that shows an awareness of spelling patterns for commonly used words.
- Legible writing in print or cursive.
- The correct use of capital letters and end punctuation.

Product:

A class book that rewrites the story from the video, and is rewritten as a play, which the students can enact.

Program Summary:

The Tischman family approaches The Kidd because Melvin has disappeared before finishing his latest mystery novel. They ask Kidd to write an ending and make them all famous and rich. The Kidd slips into the midst of the mystery as Lance Boyle and the storyline begins. Each character is developed and the missing bauble is described. The story is abruptly interrupted just as Lance says he has the key to solving the mystery.

Procedure Summary:

View the video as a class. View the video one or two times more, recording clues and details about each character. As a class, rewrite the video from an objective, third-person point of view. Teams rewrite their own ending from an assigned character's point of view in a play format. Each group can act out its play.

Procedure:

1. View the video as a class.

2. In a whole-class activity, rewrite the video in prose from The Kidd's *(or actually from Lance Boyle's)* point of view. Write the story right up to where Lance says, "This is the key to solving the mystery..." The teacher can act as recorder to write the ideas on the chalkboard or chart paper, then the finished ideas as sentences. Encourage good writing techniques for the finished product, as this will be the narrative for each team's play. The class story as retold should be readily available to the students, whether on the chalkboard, a publicly viewed chart, or individually reprinted onto paper.

3. Assign teams. *(Groups of four work best, going to groups of five as necessary.)* Randomly hand each team a character assignment card (page 37). The team will then be looking at the story from the assigned character's point of view. With small teams seated near each other, view the video one or two times more, *(or as many times as needed)* looking for clues and noting details about their own character. Each student should have one copy of the Character Clue Sheet (page 38) to record observations.

4. Teams complete the character study (page 39). Students write their character name in the center circle, then brainstorm descriptive words and phrases that describe the character. This will be the background for writing the ending of the story.

5. Provide a print copy of the entire story in prose to establish the beginning of the story. The team should create an outline or list of ideas for the ending of the story from their assigned character's point of view. Students should have copies of the Storyboard for Stage Directions (page 40) to help visualize and record the action. Depending on the ability of your group, you may need to have a lesson or more on writing, plays, storyboarding, and how to make writing revisions. Also hand out the playwriting checklist for help.

6. Conduct a class discussion relating each team's characters to the others. Make a list or chart on the chalkboard or overhead and make comparisons and list actions and relationships of the characters. Break into small teams and have the teams repeat the activity, except the focus should be the four characters they have decided to include in their story ending. Providing students with a dictionary and thesaurus will enhance this activity.

7. With the storyline in mind, each group now writes the story ending as a play, using the storyboard to plan the action. Use the checklist to make sure it is as good as it can be. The play should:

   Overall:
   - begin where Lance says, "This is the key to solving the mystery."
   - include actions and words that tell about the characters.
   - NOT have a character confess.
   - use at least four clues from the video.
   - include stage directions and consider action by the actors.
   - uses only four of the characters from the story in the rewritten ending *(or as many students are on the team, because they are the actors — the narrator is not a character).*
   - conversation and actions should reveal why the character took the bauble, what the bauble is, and where it is now.

8. Each group should act out its part of the plot as a play. Encourage memorizing lines and presenting a real play. Videotape it if you can. The narrator should be someone from outside the group — another student or the teacher. If an audience can be arranged (another class or adults) the play will have more meaning. Variation: Have the teams create a puppet play: make scenery for the background, puppets to represent the characters, etc.

9. Learning Link Activity: K.C. really wants to know something. The Bibble Bauble was never really defined in the video. As a class, write one paragraph about the Bibble Bauble; explain what it is, how big it is, what it looks like and why everyone wants it. Give hints only in the beginning, then end your paragraph finishing the sentence "The Bibble Bauble is....." Post this information on Leaning Link.

Character Assignment Cards

Cut apart the boxes below and randomly give one character to each group.

Emily Bibble

Parker Bibble

Lydia Bibble

Jade Bibble

Skip Tracy

Percy Bibble

Bailey (the maid)

Bentley (the butler)

Character Clue Sheet

Character name _____

Facts about my character _____

_____

_____

_____

_____

Problems my character had _____

_____

_____

_____

My character did it, because _____

_____

_____

_____

Character Study

Physical Attributes

What does the character look like?

Feelings

What does he/she feel?

Character:

Behavior

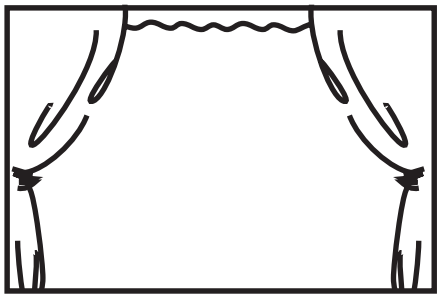
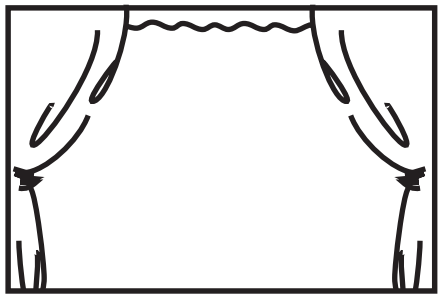
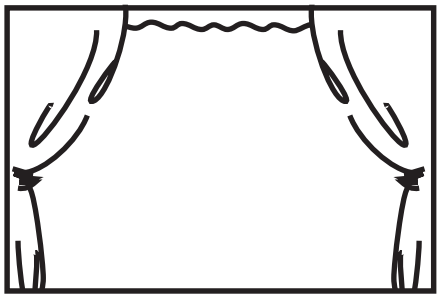
What does the character do?

Traits

What is the character like?

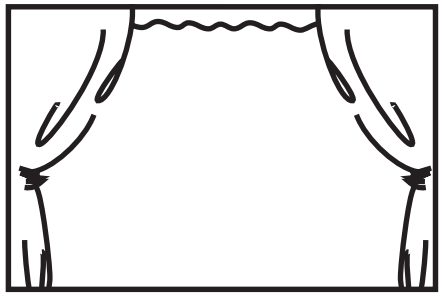
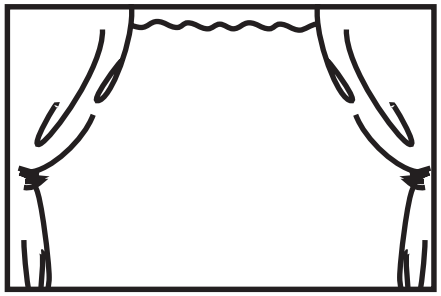
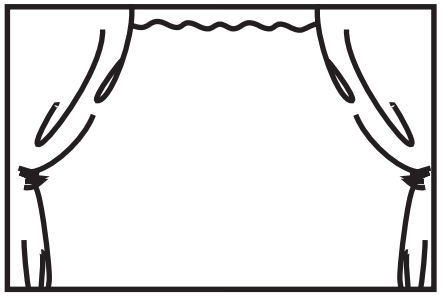
Storyboard for Stage Directions

Stage directions: *Who goes where*

Lines: *Who says what*

Stage directions: *Who goes where*

Lines: *Who says what*

Playwriting Checklist

1. Characters:

Our play has

_____ described *at least* 3 traits of our character.

_____ clearly shown how our character is related to other characters.

_____ used a variety of descriptive words to depict all the characters.

2. Plot:

Our play has

_____ followed a reasonable sequence of events.

_____ included *at least* 1 problem and its solution.

_____ included a surprising or unique event.

3. Setting:

Our play has

_____ described the time and place of the play.

_____ used props or background ideas to indicate the setting and create interest.

4. Ending:

Our play has

_____ developed the storyline to an interesting and reasonable solution.

_____ concluded story details so that all events make sense and are complete.

5. Stage Directions:

Our play has

_____ included clearly understood and sensible movements of the actors.

_____ included enough action so that it is interesting for the viewer.

6. Novelty or imagination:

Our play has

_____ included ideas that are unusual or very different from the others.

_____ included funny events or conversations.

_____ included vocabulary words in conversations that are unusual or new.

7. Overall:

_____ begins where Lance says, "This is the key to solving the mystery."

_____ includes actions and words that tell about the characters.

_____ does NOT have a character confess.

_____ uses at least 4 clues from the video.

_____ includes stage directions and considers action by the actors.

_____ uses only 4 of the characters from the story in the rewritten ending *(or as many students are on the team, because they are the actors — the narrator is not a character).*

_____ uses details in conversation and actions that reveal why the character took the bauble, what the bauble is and where it is now.

Important Playwriting Vocabulary

script
play or story to be read or acted out

rehearsal
practicing the play

dress rehearsal
last rehearsal before the performance (with costumes and props)

actor/actress
person who is the play

upstage
toward the rear of the stage

downstage
toward the front of the stage

performance
the actual presentation of the play

bow
bending at the waist to thank the audience for its applause

audience
people watching the performance

offstage
any area that is not the stage

applause
clapping from the audience

scene
a section of a play, like the chapter of a book

Show 4:
Space Cadet Kidd

Show 4: Space Cadet Kidd

Content Area:

Science

Goal/Content Objectives:

Students will research old texts and/or library resources (e.g., encyclopedias) about the solar system, create a database that will compare the old information to the new, and present findings at a convention of space experts.

Specific Objectives:

- Given a repetitive pattern in nature *(e.g. sound waves, seasons, phases of the moon, tree growth rings),* the learner will describe the duration and timing of the pattern.
- The learner will discuss the impact of human activity in selected natural environments.
- The learner will identify an example of an improbable, illogical event in a selected story and point out contradictions.
- Given a set of objects or observations, the learner will construct a graphic representation and use it to make simple comparisons.
- The learner will create and follow a simple procedure to carry out an investigation.
- The learner will propose reasons why observations made by another learner may be different than hers/his.

Product:

A report that includes diagrams, drawings, and/or photos to illustrate NEW information that will update current resources

Program Summary:

A famous movie producer hires The Kidd and K.C. to do research for his new science fiction movie. They travel to a library and a space museum and visit an astronaut to find out about the solar system. Of course, The Kidd has neglected to take notes and can't remember much of what he has learned. The Kidd Crew is asked to research information about outer space and compare what was known before and after 1980.

Procedure Summary:

As a class, view the video. Assign small teams to research an assigned planet. Conduct research that can be added to a class database, which compares the old information to the new. Create student reports. Hold the Space Cadet Convention.

Procedure:

1. As a class, view the video.

2. Assign small study teams. Assign each team a specific area to research by randomly handing each team one Planetary Body Assignment Card. The possibilities are Mars, Venus, Jupiter, Uranus, Pluto, Neptune, Mercury, Saturn, asteroids and the sun.

3. Students in teams use the two-page Solar System Database sheets (pages 48-49) to record the information they research on their planetary body. Four types of information have already been selected and are on the database form. Teams should discuss which additional information is most important, then through class discussion identify four more areas to add to the second sheet. All teams will be researching the same categories of information about the different planetary bodies.

4. Use the Example Timeline (page 50) as a model to create a large class timeline on butcher paper or chart paper. Topics that *could* be used for the additional category names are: size, composition of planet, composition of atmosphere, composition of rings, distance from Earth, length of year, length of day, number of moons, gravity, mass, shape and/or length of orbit, temperatures on the surface of the planet, time it would take to reach from Earth at the speed of light, etc.

5. Teams research information and add it to the team record sheet, citing reference and date of information. Then the information should be added to the class timeline. *(It may be necessary to discuss the meaning of "pre-" and "post.")*

6. Each team prepares a report on the findings from the research. Reports should include drawings, photos, and/or diagrams, the date of the resource and an explanation of how we know this information.

Note: It will be very beneficial if multimedia resources are available to be included in reports. Presentation tools such as HyperStudio and Digital Chisel, ClarisWorks, as well as videodiscs and CD-ROM can improve attention, both from the audience and the young scientists.

7. Announce the date and time for the Space Cadet Conference. Invite local dignitaries interested in the latest space information: principal, local newspapers, other classes from within your school, scientists, etc.

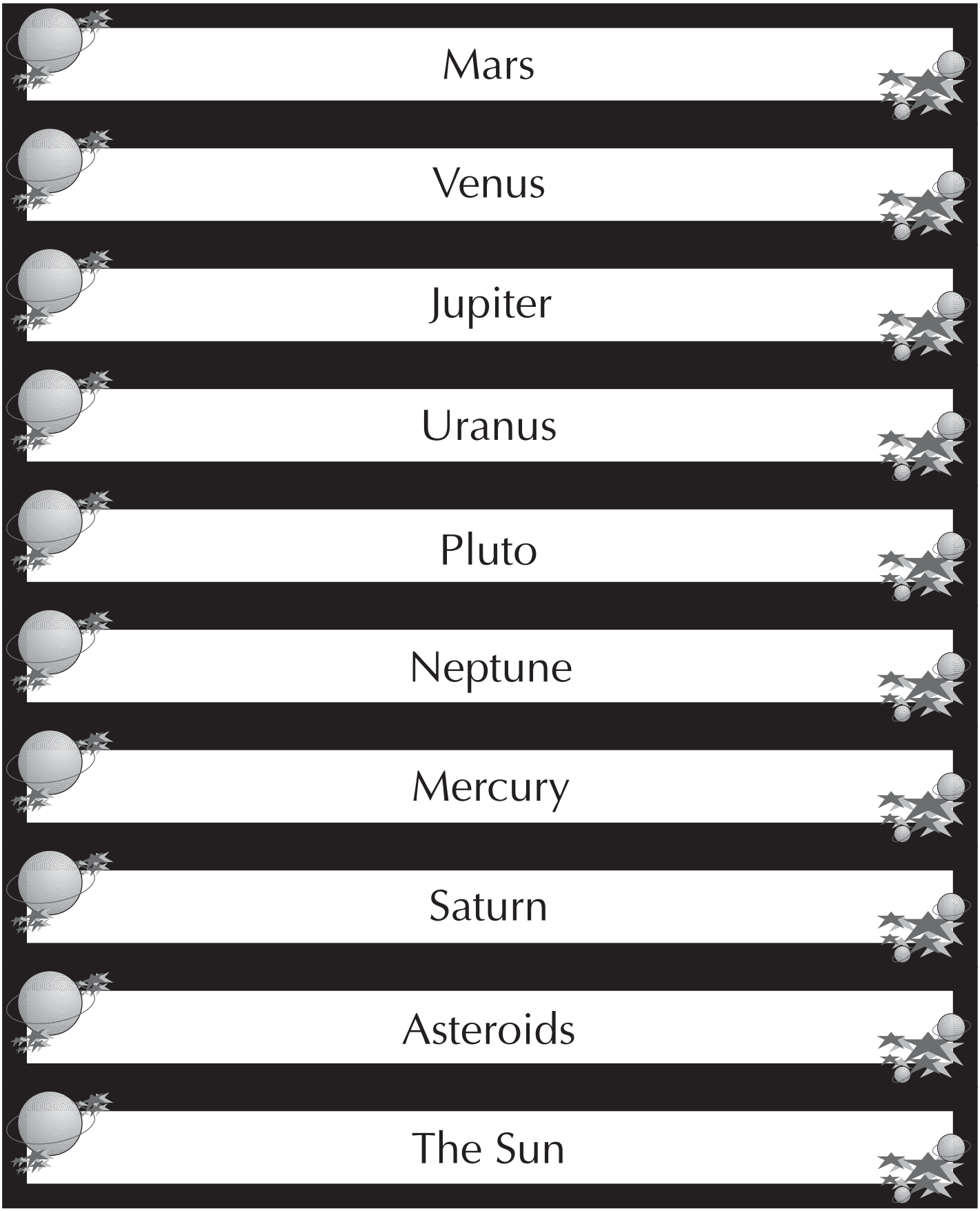
8. Conduct the Conference. *(See page 52, "How to Conduct the Space Conference")*

9. Commend the researchers and give each an award.

10. Learning Link Activity: Frederico Di Medici is about ready to begin production on his new science fiction movie. He was thrilled with the research K.C.'s Kidd Crew sent along, but now he has a new problem. He wants an alien being who lives on Pluto, but he doesn't know what the being should look like. Your class needs to design and describe a creature that could live on Pluto. Use your research about the nature of Pluto and create a being that has adapted to life there. As a group, write one paragraph describing the creature and post it on Learning Link.

Planetary Body Assignment Cards

Cut apart the boxes below and randomly give one planetary body to each group.



Planetary Body Record Sheet for _____

Time Line
1900 1980 1995

Information type:	Information: Pre-1980	Information: Post-1980
Nature of surface	date _____ date _____ date _____ date _____	date _____ date _____ date _____ date _____
Satellites (moons)	date _____ date _____ date _____ date _____	date _____ date _____ date _____ date _____
Rings	date _____ date _____ date _____ date _____	date _____ date _____ date _____ date _____
Amazing Information	date _____ date _____ date _____ date _____	date _____ date _____ date _____ date _____

Planetary Body Record Sheet for _____

Time Line

1900 1980 1995

Information type:	Pre-1980	Post-1980
	date _____ date _____ date _____ date _____	date _____ date _____ date _____ date _____
	date _____ date _____ date _____ date _____	date _____ date _____ date _____ date _____
	date _____ date _____ date _____ date _____	date _____ date _____ date _____ date _____
	date _____ date _____ date _____ date _____	date _____ date _____ date _____ date _____

Example Solar System Information Timeline

Most current date researched

1980

Earliest date researched

Sample Class Database

	planet	planet	planet	planet	planet
Nature of surface					
Satellites *(moons)*					
Rings					
Amazing Information					

How to Conduct the Space Conference

Note:

Before the conference day, students should have conducted research and recorded facts, both old and new. Use of a timeline may help students conceptualize the time factor. Information should have been recorded by the teams within their group, and then recorded on the class database. Reports should have been written to be shared on conference day. Each team will have created a display sharing new and old information, or will have constructed a multimedia report using presentation software and/or videodiscs and CD-ROMs.

On Space Conference Day:

The goal of the conference day is to give students the opportunity to authentically share the information they have researched. The traditional report-giving method of one team at a time sharing a 10-minute report is often tedious to the viewers, and incredibly time consuming. Here is an alternative method of sharing reports:

1. *(This works best with teams of four.)* Have all teams set up their display area. All members of the team should be with the display.

2. One person stays with the display *(to teach another team)*, and the other three teammates rotate to the next display. Add visiting adults into the student groups. Taking three minutes, the student who stayed describes the display, noting the highlights, comparison of old and new information, and other exciting findings. In one minute the visitors say one good thing to the presenter about the display they have visited. To keep things moving you may want to use a stopwatch and announce each move.

3. Repeat the rotation until all teams have visited all displays. However, the "explainer" for each group should exchange places with one of the other teammates every other rotation, so that each student has the opportunity to see most displays as well as to explain the team report twice. *(This should only take about 35-45 minutes.)* When the rotation is complete and all have returned to their original places, conduct a class discussion to wrap up the event.

4. The teacher can record on the chalkboard or on chart paper the most interesting or surprising information. A class report can be composed to be sent to K.C. on Learning Link.

5. A "Conference Official" or the teacher can finish the proceedings by bestowing recognition on the researchers in the form of a science award.

Planet Conference Report Checklist

For traditional Science Fair type of presentation:

Report:

_____ Information is clearly presented.
_____ Proper punctuation and capitalization are used; spelling is correct.
_____ Illustrations are used.
_____ Information source is cited.
_____ Date of information is cited.
_____ Appearance of report is neat, legible and interesting.
_____ Old and new information are closely located.

Backdrop/display:

_____ Overall appearance of display is attractive.
_____ Viewers have easy access to information.
_____ Information is easy to understand.

Graphs, charts, illustrations, diagrams

_____ Information is easy to understand.
_____ Color, spacing and angles are used to increase appeal.
_____ Labels are clear and appropriately placed.

For multimedia type of presentation:

Report:

_____ Information is clearly presented.
_____ Proper punctuation and capitalization are used; spelling is correct.
_____ Illustrations are used.
_____ Information source is cited.
_____ Date of information is cited.
_____ Appearance of report is neat, legible and interesting.
_____ Old and new information are closely located.

Presentation style:

_____ Overall appearance of screens is attractive.
_____ Viewers have easy access to information.
_____ Information is easy to understand.
_____ Many different forms of media are used (possibly buttons, sound, video).

Graphs, charts, illustrations, diagrams

_____ Information is easy to understand.
_____ Color, spacing, and angles are used to increase appeal.
_____ Labels are clear and appropriately placed.
_____ Additional elements are included for interest (such as sound, video, etc.).

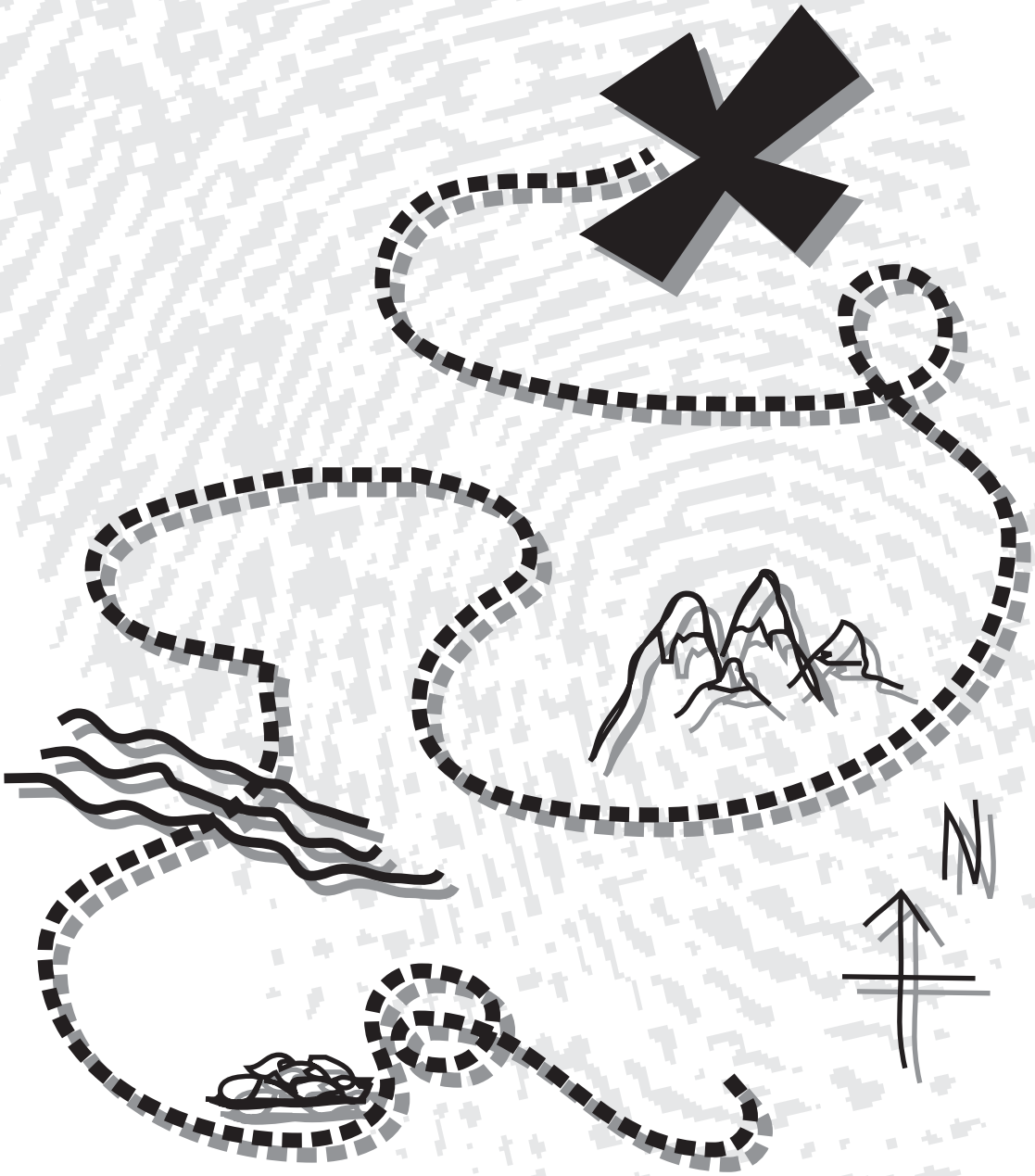
SPACE CONFERENCE AWARD

AWARDED TO AN OUTSTANDING RESEARCHER

THANKS FOR ADDING TO THE SCIENTIFIC WORLD'S BASE OF KNOWLEDGE!

AWARDED TO: _____

Show 5: Kidd's Treasure



Show 5: Kidd's Treasure

Content Area:

Science/geography

Goal/Content Objectives:

Students will create a map that is described only verbally in the show, create a model of a terrain or landform, then build a vehicle that can traverse a specific terrain, retell the treasure mystery, and illustrate for another class how the vehicle they designed works.

Specific Objectives:

- The learner will create and follow a simple procedure to carry out an investigation.
- The learner will propose reasons why observations made by another learner may be different than hers/his.
- Given a collection of working devices *(e.g. scissors, shovel, crowbar, wheel, can opener, bottle opener)*, the learner will explain the function of a selected device and comment on its safe use.
- Demonstrate map skills by **a)** identifying selected major references on the earth; **b)** locating major land forms and bodies of water; and **c)** using a number/letter grid system to locate places on a map, a map key to understand map symbols, a linear scale to measure distances or a map and a direction indicator.
- Use maps and diagrams as sources of information to **a)** recognize continents by their outlines and major physical features; **b)** recognize characteristics of major land forms and bodies of water; **c)** describe the physical differences between places; and **d)** explain the influence of the natural environment on the settlement of Ohio and on changes in population patterns, transportation and land use.
- Use graphic aids or illustrations to locate or interpret information.

Product:

Map of Kidd's travels; a model of a terrain or landform; and a vehicle to carry Kidd's treasure

Program Summary:

The Kidd receives a treasure map from his eccentric uncle, Elmo. The Kidd disappears for a couple of weeks, and when he returns from his treasure hunt he describes the route he took, day by day. He explains that he found the treasure, but that he had to leave it behind. Determined to follow the map back to the treasure, he discovers that the map has been ruined on his return trip. He asks the Kidd Crew to help.

Procedure Summary:

As a class, view the video. View it again and note details of The Kidd's trip. Teams record the information, then create a wall-sized map from the verbal and visual description. From their assigned day of the week *(and subsequent landform or terrain)* from Kidd's trip, teams devise a model of that terrain, then build a vessel that can traverse the obstacle **and** carry The Kidd's treasure. After the vessels are designed and built, the teams retell The Kidd's travels and illustrate the working models to get the treasure home.

Procedure:

1. As a class, view the video.

Phase One: Discovering the Treasure Route

2. Assign teams and view the video again, pausing the tape for the teams to record the exact steps The Kidd took. Assign each team a different day of the week *(this will relate to a specific terrain or landform)* to be particularly responsible for. All students take notes on the "Mapmaker's Notebook" form (page 59-60), then share within and among the teams so that everyone has all the information.

   Note:

   To simulate the treasure, each team will need one filled box of standard paper clips, taped shut with cellophane tape.

3. The whole class contributes to the creation of a mural map of the trip. Each team takes one day of The Kidd's travel and designs and draws that part of the map. *(A class lesson on map keys and scale will result in a more uniform look.)* Students should check for scale and plan ahead, using the "Mapmaker's Notebook" as a guideline. The map must use a scale that will allow the students to physically move the model treasure along the trail.

*(**Tip:** Teams might want to pencil in all the landforms and terrains before coloring with markers or crayons so that the various elements of the map are relatively the right size.)*

Phase Two: Designing a Model Landform or Terrain

4. Each team has an obstacle *(the landform determined by the day of the week that the team recorded)* for which it will create a model.

5. Teams will need class time to plan what materials they will need for the model and the vehicle and then a day or two to bring in those materials. Building the model terrain or landform is important for the testing of the vehicle they will design.

Phase Three: Designing a Vehicle to Bring the Treasure Home

6. The teams plan and build models of their vehicle, testing on the model terrain or landform and rebuilding the vehicle as necessary. This may take several class periods to develop and revise. See Designing a Model Terrain or Landform on (page 61).

7. Announce the deadline for the "trip." If possible, get another class or a significant adult to come listen to the tale of The Kidd's treasure hunt.

8. On "Trip Day," students use the mural to orally retell the story of Kidd's travels find the treasure while also moving the treasure vehicle over the map. *(Note to students: Don't forget to make up the happy ending and tell how The Kidd gets the treasure and is finally rich and famous, like he has always wanted!)*

9. Learning Link Activity: Conduct a class discussion to determine the most difficult terrain or landform to design for. What was the solution to that problem? Write one paragraph describing the problem and the solution. Also offer suggestions of what the treasure actually was. ***(Remember that the paper clips were not the actual size, but were made to scale.)*** Post the information and suggestions on Learning Link.

Mapmaker's Notebook

K.C. can't seem to figure out how to make a new map so that The Kidd can get back to his treasure. She thought this page might help.

Monday:
The Kidd said: _____
On a map that will look like:

Tuesday:
The Kidd said: _____
On a map that will look like:

Wednesday:
The Kidd said: _____
On a map that will look like:

Thursday:
The Kidd said: _____
On a map that will look like:

Friday:
The Kidd said: _____
On a map that will look like:

Saturday:
The Kidd said: _____
On a map that will look like:

Sunday:
The Kidd said: _____
On a map that will look like:

Designing a Model Terrain or Landform

1. Discuss with your team the nature of your landform or terrain. Build a model of the terrain that you will have to cross. These materials may be useful: bubble wrap covered with water, or a diaper in a plastic baggie to create a wetland; a pile of rocks to create a mountain top; a cake pan filled with water to create a river, etc. Be creative.

   Some questions you might want to answer are:

   What does the terrain or landform look like on a map? In real life?

   What materials do we need to make our landform or terrain?

   What materials do we have at home or at school that we can use?

   Do we need any more information?

Designing a Vehicle to Carry the Treasure

2. Discuss with your team the nature of your vehicle. Some questions you might have:
   What would the best type of vehicle be for that terrain?

   What simple machines might make the job easier?

   What materials do we have at home or at school that we can use?

   Do you know what these mean?

   - inclined planes, levers, pulleys, wheels and axles, wedge, screw, ramp
   - friction, force, work, load, gravity, fulcrum

   Since you are using a scale, will the vehicle really work on a bigger scale?

To Make the Treasure:

K.C. has determined that to make a scale model of the treasure you should use a box of standard sized paper clips, taped shut to prevent losing weight.

3. Make a model of the treasure so that you can test it in your vehicle. To make the treasure, use a box of standard sized paper clips, taped shut with cellophane tape.
4. Use the model terrain or landform and the model treasure to test your vehicle's ability to move the treasure. If water is involved, be careful to protect your treasure from getting wet.
5. Prepare a team story to tell how The Kidd will travel to get the treasure and how your vehicle has made it all possible.
6. On "Trip Day" your team will describe your part of the trip. Try to make your part very interesting by using lots of descriptive words and phrases. Be sure to include some of the hardships The Kidd suffered, as well as some of the tremendous successes he experienced. Don't forget to make up the happy ending and tell how The Kidd gets the treasure and is finally rich and famous, like he has always wanted!