Title | Author/s
---|---
**Using MS Paint** | Anthony Satariano

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>Topic</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>2/3</td>
<td>General</td>
<td>Paint</td>
<td>1hr</td>
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**Objectives**

**Personal, social and emotional development**
- work as part of a group or class, taking turns and sharing fairly
- select and use resources independently

**Mathematical development**
- talk about, recognize and recreate simple patterns
- use language such as 'circle' or 'bigger' to describe the shape and size of flat shapes
- use everyday words to describe position.

**Knowledge and understanding of the world**
- use information and communication technology to support their learning

**Physical Development**
- handle tools with increasing control

**Creative development**
- explore colour, texture, shape, form and space in two dimensions
- use their imagination in art and design
- express and communicate their ideas, thoughts and feelings by using a widening range of suitable tools.

**ICT Objectives**

- Learning how to point and click mouse,
- Holding down mouse button to paint,
- The use of pointer and toolbars for selecting tools,
- Learning how to use MS Paint.

**Teaching Aids**

<table>
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<th>ICT-based</th>
<th>Printed Material</th>
<th>Others</th>
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<tr>
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<td>Handout</td>
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<td>Flashcards</td>
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**Method (Mark X where applicable)**

<table>
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<tr>
<th>Exposition</th>
<th>Whole class</th>
<th>Groupwork</th>
<th>Individual</th>
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<td>X</td>
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## Introduction

Begin by demonstrating the program and showing what it can do through the PowerPoint presentation.

If necessary, start by showing the children how to hold the mouse. Point out how moving the mouse moves the pointer on the screen. Explain how to click the left mouse button to select the colours and tools. Tell children that they will not need to use the other mouse button. Encourage children to develop a proper mouse technique rather than pressing the button with the other hand.

Talk about taking turns and sharing fairly. Establish a rule for how long each child's turn should last - it may be necessary to use a timer.

The point and click skills which children will already be developing are used to select the colours and tools but a new technique is required - that of holding down the left mouse button while moving in order to paint continuous lines. Demonstrate this to children individually, holding your hand over theirs if necessary.

## Development

### Step 1

You can now explain the working cards. Emphasize that they have to follow the cards step by step. There is no need to spend a lot of time explaining since most of the cards were explained during the PowerPoint presentation.

### Step 2

Allow children to begin by experimenting the tools through the working cards.

Children should use the program in groups of 3. Larger groups are not recommended, as children will have to wait longer for their turn with the mouse.

If you want to give the children ideas of what to paint try the following:
- paint a face or person
- paint a tree
- paint a car

### Step 3  |  Individual Work
### Off-screen 1: Explain Handout on shapes

#### Worksheets

**Closure**

- Pupils to print their work and reflect on the activities.

#### Follow-up Activities

- **Show children a text tool.** Ask them to make pages of a number or alphabet book (see examples).
- **Work with the shapes tools** - rectangle, square, circle, oval etc. Allow children to make pictures and patterns with these eg.
  - make fuzzy-felt type pictures
  - produce patterns and sequences
  - copy pictures you have prepared.
- **Use the program as an animated blackboard** when talking with children about letters, numbers, shapes or patterns. For example:
  - Place a number of dots on the screen for counting.
  - With the **paintbrush**, paint letters or numbers pointing out how they are formed and what they say.
  - Create and talk about shapes of different colours and different sizes - talk about these using suitable comparative and positional language (larger/ smaller, on top/under).
  - Create simple repeating patterns and ask children, 'What comes next?'
- **Show children how to save and retrieve their work**