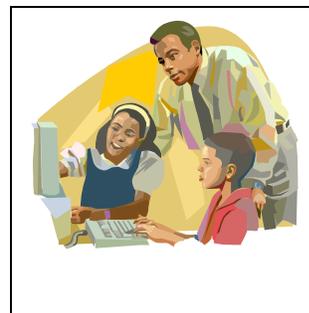


# INTERACTIVE MULTIMEDIA

## Teacher Notes

### INTRODUCTORY NOTES

The Teacher Guide presents the Lesson Length in class periods. I converted them to hours.



Students can begin the semester with a review of PowerPoint. This can be limited or extensive depending on the proficiency of your students.

have ppt presentation ready for students to view ; possibly on the network

### **Time Frame For Course**

Using the Teacher Guide suggestions, the course will take 13 ½ weeks at the most.

Here are some suggestions for additional activities:

**Unit 1:** Lessons: 2, 3, 5, 6, 9, 10, 12 and 13 all end with the student creating an animation. They could create more than one of these.

Lesson 3 Students might need a review of PowerPoint before beginning this lesson.

Lesson 11: Students can be given instruction and practice in the use of digital cameras, the scanner, and using Paint or another imaging program.

Lesson 14 is the culminating project for Unit 1. Students could do another project.

**Unit 2:** The same is true for Lessons 1 – 3.

Lesson 5 is the culminating project for Unit 2. Students could do another project.

**Unit 3** Lesson 2 is the culminating project for Unit 2. Students could do another project.

### **ASSESSMENT**

**Unit 1** The “Teacher Guide” contains:

Unit 1 Lessons 2 and 3 Assessment Checklist

Unit 1 Lessons 4 through 7 Assessment Checklist

Unit 1 Lessons 9 through 13 Assessment Checklist

Unit One Project Rubric

Unit One Portfolio Rubric

Unit One Overall class rubric

**Unit 2** The “Teacher Guide” contains:

Unit 2 Overall class rubric

Unit 2 Project Rubric.

**Unit 3** The “Teacher Guide” contains:

Unit Three Overall class rubric

two different Unit 3 Assessment Checklists

## **UNIT 1**

**Lesson 1** Notice the reference to the PowerPoint presentation on page 17 of the “Teacher Guide”.

**Lesson 2** Notice the reference to the PowerPoint presentation on page 19 of the “Teacher Guide”.

**Lesson 3** Notice the reference to the PowerPoint presentation on page 26 of the “Teacher Guide”.

**Lesson 4** See “Teacher Guide” for a final task: “Adding Return Arrows Solution” on page 33.

See the “Teacher Note” on page 33 of the “Teacher Guide” for ideas for other activities students can do.

**Lesson 5** Students can spend more time creating other animations for Activity 10.

**Lesson 6** Direct the students through Activity 1 – 3. See pages 39 – 41 of the “Teacher Guide”

**Lesson 7** See page 45 of the “Teacher Guide” for the solution to Activity 7.

Notice page 42 of the “Teacher Guide” relating to the PowerPoint presentation. Well, I couldn’t find any “appropriate” slides. :>(

**Lesson 8** See “Teacher Note” on page 47 of the “Teacher Guide” for another activity.

See the “Teacher Guide” (p. 48 – 50) for solutions to each Activity.

**Lesson 10** See “Teacher Suggestions” on page 55 of the “Teacher Guide”.

**Lesson 11** See the “Note” at the top of page 57.

**Lesson 12** Students can create many actors for Activity 5

**Lesson 14 Student Project** Depending how your lab is organized, you might want to reproduce pages 66 – 71 of the “Teacher Guide” for your students to use.

## **UNIT 2**

**Lesson 4** See the “Class Introduction” on page 79.

## **UNIT 3**

**Lesson 1** The “Teacher Guide” has the teacher doing the “Pre-Class Setup”. However, at the teacher’s discretion, students could be allowed to perform this task.