Creative Digital Art

Ages 5-9 | Little Tech Explorers

Use shapes, colors, and a short story to create original digital art.

How to use this guide

Read each section, complete its four lab steps, then answer the questions in the online course. The online progress bar advances only after four correct answers.

Section 1: Shapes make pictures

LEARNING GOAL: Shapes make pictures. Your finished work should demonstrate: An original shape-based digital picture.

EXPLAIN THE CONCEPT: Circles, rectangles, lines, and other shapes can become characters, houses, robots, and scenes. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Open a safe drawing app with an adult. 2. Choose two shape tools. 3. Make a picture using at least five shapes. 4. Save the picture with an adult’s help. Finished result: An original shape-based digital picture.

LOOK CLOSELY: Shapes have features we can notice. A triangle has three straight sides and three corners. A rectangle has four straight sides and four right-angle corners. A circle has a curved edge and no corners. Turning a shape does not change its name.

FOLLOW AN EXAMPLE: Build a pretend robot from a rectangle body, a circle head, and two triangle feet. Turn one foot around. It remains a triangle because it still has three sides and three corners. Name the feature you used rather than only its direction.

TRY AND EXPLAIN: Use paper shapes or a trusted drawing app. Move one shape behind another and describe what is covered. Ask a helper to find the robot’s head. If the shapes are hard to distinguish, change their size or position and test again.

Understand with an example

The idea. Pictures can be built from shapes with different jobs. A rectangle can become a house body and a triangle a roof when you place them together. Name or point to the parts, then explain how their positions help another person recognize

your idea.

Get ready. Use large paper shapes or an adult-opened drawing page: one rectangle, one triangle and one small square.

Worked example 1

Follow the reasoning. Place the triangle above the rectangle and the small square inside the rectangle. The shapes can suggest roof, house and window. They remain a triangle, rectangle and square even though they now stand for objects.

Worked example 2: change one thing

Compare the result. Move the triangle below the rectangle. The same shapes now suggest a different arrangement. Ask a viewer what they notice rather than declaring the picture wrong simply because it differs from the model.

Try one action at a time

1. Choose the three shapes.
2. Place the house body.
3. Add a roof and window in chosen positions.
4. Point to how each shape helps the picture.

A mistake to notice

Pause and check. Do not judge the work only by how closely it copies the sample picture.

Your own small challenge

Predict before trying. Make a pretend vehicle using at least one rectangle and two circles. Show what each part represents.

Check your thinking

A rectangle body with two circles below can show a vehicle and wheels. Other arrangements are acceptable when their parts and purpose can be explained.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private

information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: An original shape-based digital picture.

Investigate with pictures and choices

You want to draw a house from simple shapes.

Which shapes could make the body and roof?

1. A square and triangle
2. Only an empty page
3. A password and address

Worked reasoning

Answer: A square and triangle. Shapes can represent parts of a picture. Different designs are possible.

Try a changed example

Build the same idea with cut paper or blocks.

Picture and meaning matches

Shapes: Builds parts of a picture

Color: Shows a chosen idea

Story: Connects pictures to meaning

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool. A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed. Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Open a safe drawing app with an adult.
2. Choose two shape tools.
3. Make a picture using at least five shapes.
4. Save the picture with an adult's help.

Finished result: An original shape-based digital picture.

Check your understanding

1. Which idea best describes Shapes make pictures?

A. Colors can help objects stand out and can change how a picture feels.

B. Circles, rectangles, lines, and other shapes can become characters, houses, robots, and scenes.

C. Art can tell a story.

D. It has no purpose in this project.

2. What is the first step in this lab?

A. Choose two shape tools.

B. Make a picture using at least five shapes.

C. Open a safe drawing app with an adult.

D. Save the picture with an adult's help.

3. What should you do after step two?

A. Choose two shape tools.

B. Save the picture with an adult's help.

C. Open a safe drawing app with an adult.

D. Make a picture using at least five shapes.

4. Which result shows that your lab is finished?

A. An original shape-based digital picture.

B. A copied answer without checking it

C. A skipped lab

D. A blank page with no work

Answer review

1. B. Circles, rectangles, lines, and other shapes can become characters, houses, robots, and scenes.
2. C. Start with: Open a safe drawing app with an adult.
3. D. Step three is: Make a picture using at least five shapes.
4. A. The goal is: An original shape-based digital picture.

Section 2: Colors show ideas

LEARNING GOAL: Colors show ideas. Your finished work should demonstrate: A picture with an intentional color plan.
EXPLAIN THE CONCEPT: Colors can help objects stand out and can change how a picture feels. Artists make choices instead of using every color at once. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Choose three main colors. 2. Color the most important object first. 3. Use a different color for the background. 4. Ask someone what they notice first. Finished result: A picture with an intentional color plan.
LOOK CLOSELY: Color can help one part stand out from its surroundings. A light shape on a light background may be hard to see. Meaning should not depend on color alone because people see colors differently. Shape, labels, and position can help too.
FOLLOW AN EXAMPLE: Draw a yellow star on pale yellow paper, then outline it with a darker line. Compare which version is easier to find. For a stop sign in your picture, use the word STOP and a recognizable shape as well as a color.
TRY AND EXPLAIN: Choose a small set of colors for your robot. Ask a helper to point to its important part without your guidance. If they cannot find it, change contrast or add a clear shape cue. Explain the choice rather than saying one color is always best.

Understand with an example

The idea. Color can help show a mood or group related parts, but people may interpret colors differently. Add shape, position or a simple symbol when the meaning matters. A person should not have to recognize one particular color to understand the story.
Get ready. Make two identical sun-and-cloud pictures. Use a large sun shape and a cloud shape that can also be identified by outline.

Worked example 1

Follow the reasoning. Color the sun yellow and the cloud gray, then point to their shapes. A viewer can identify the sun by its rays and position even if the colors look similar to them. The outline carries information too.

Worked example 2: change one thing

Compare the result. Swap the colors or view an uncolored copy. Ask whether the sun

and cloud are still recognizable. If not, add rays or a clearer outline rather than relying only on a color name.

Try one action at a time

1. Choose the idea you want to show.
2. Color related parts intentionally.
3. Cover or ignore the colors.
4. Add a shape or symbol if the meaning is unclear.

A mistake to notice

Pause and check. Avoid teaching that a particular color always means a particular feeling for everyone.

Your own small challenge

Predict before trying. Show a happy character and a worried character without using color as the only difference.

Check your thinking

Different mouth shapes, eyebrows, poses or clearly explained symbols can show the two expressions. Do not assume every viewer reads one color as the same emotion.
Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.
EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.
SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A picture with an intentional color plan.

Investigate with pictures and choices

Two people choose different colors for a calm scene.

How can both explain their choice?

1. Say one feeling has one required color
2. Copy without choosing
3. Describe what the color means to them

Worked reasoning

Answer: Describe what the color means to them. Color meanings and sensory preferences differ. Explain the intended effect.

Try a changed example

Try a lower-contrast version and choose which is comfortable.

Picture and meaning matches

Shapes: Builds parts of a picture

Color: Shows a chosen idea

Story: Connects pictures to meaning

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Choose three main colors.
2. Color the most important object first.
3. Use a different color for the background.
4. Ask someone what they notice first.

Finished result: A picture with an intentional color plan.

Check your understanding

1. Which idea best describes Colors show ideas?

A. Colors can help objects stand out and can change how a picture feels.

B. Art can tell a story.

C. It has no purpose in this project.

D. Circles, rectangles, lines, and other shapes can become characters, houses, robots, and scenes.

2. What is the first step in this lab?

A. Use a different color for the background.

B. Choose three main colors.

C. Ask someone what they notice first.

D. Color the most important object first.

3. What should you do after step two?

A. Ask someone what they notice first.

B. Choose three main colors.

C. Use a different color for the background.

D. Color the most important object first.

4. Which result shows that your lab is finished?

A. A copied answer without checking it

B. A skipped lab

C. A blank page with no work

D. A picture with an intentional color plan.

Answer review

1. A. Colors can help objects stand out and can change how a picture feels.

2. B. Start with: Choose three main colors.

3. C. Step three is: Use a different color for the background.

4. D. The goal is: A picture with an intentional color plan.

Section 3: Tell the story

LEARNING GOAL: Tell the story. Your finished work should demonstrate: A three-part story for your artwork.

EXPLAIN THE CONCEPT: Art can tell a story. A beginning says who or where, a middle says what happens, and an ending shows what changes. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Name the character in your picture. 2. Say one sentence about the beginning. 3. Say one sentence about what happens next. 4. Tell or record a one-sentence ending with an adult. Finished result: A three-part story for your artwork.

LOOK CLOSELY: A picture story can show a beginning, an action, and a result. Keep the character and goal recognizable across the pictures. The middle should help

explain what changed, not just show another unrelated scene.
FOLLOW AN EXAMPLE: A fictional robot wants to carry a book. First show the book on a table. Next show the robot picking it up. Last show the book on a shelf. A picture of a cloud in the middle would not explain how the book moved.
TRY AND EXPLAIN: Draw three simple frames. Ask a helper to put them in order and tell you the story. If they cannot identify the action, revise the middle frame.
Stick figures and shapes are enough; clear meaning matters more than detailed drawing.

Understand with an example

The idea. A story becomes easier to follow when a viewer can see what happens first, next and last. Keep one important character or object consistent across the pictures. Ask someone what changed; their answer helps you check whether the sequence communicates your idea.
Get ready. Use three paper frames with a seed, a sprout and a plant. Use pretend drawings instead of handling small seeds.

Worked example 1

Follow the reasoning. Place seed first, sprout next and plant last. Point to growth between the frames. The changing plant gives a connection across the pictures rather than three unrelated objects.

Worked example 2: change one thing

Compare the result. Swap the first and last frames. A viewer now sees plant, sprout, seed. That might suggest shrinking or going backward. Restore the order if growth is the story you intended.

Try one action at a time

1. Choose the beginning picture.
2. Add the next change.
3. Choose an ending linked to the beginning.
4. Ask a viewer to show what happened.

A mistake to notice

Pause and check. A viewer’s different interpretation is feedback to explore, not proof the child has failed.

Your own small challenge

Predict before trying. Draw or choose three pictures of getting ready for rain. Show the order and one change.

Check your thinking

A suitable sequence might show noticing clouds, choosing a raincoat and going outside with an adult. Other coherent safe stories are valid when the child explains the order.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A three-part story for your artwork.

Investigate with pictures and choices

A story has a seed picture and then a flower.

What could connect the pictures?

1. The pictures cannot tell a story
2. The seed grows into a flower
3. The flower must be a keyboard

Worked reasoning

Answer: The seed grows into a flower. A sequence can show a change. The storyteller explains the connection.

Try a changed example

Add a middle picture showing a small plant.

Picture and meaning matches

Shapes: Builds parts of a picture

Color: Shows a chosen idea

Story: Connects pictures to meaning

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Name the character in your picture.
2. Say one sentence about the beginning.
3. Say one sentence about what happens next.
4. Tell or record a one-sentence ending with an adult.

Finished result: A three-part story for your artwork.

Check your understanding

1. Which idea best describes Tell the story?

A. Colors can help objects stand out and can change how a picture feels.

B. It has no purpose in this project.

C. Circles, rectangles, lines, and other shapes can become characters, houses, robots, and scenes.

D. Art can tell a story.

2. What is the first step in this lab?

A. Name the character in your picture.

B. Tell or record a one-sentence ending with an adult.

C. Say one sentence about the beginning.

D. Say one sentence about what happens next.

3. What should you do after step two?

A. Name the character in your picture.

B. Say one sentence about what happens next.

C. Say one sentence about the beginning.

D. Tell or record a one-sentence ending with an adult.

4. Which result shows that your lab is finished?

A. A skipped lab

B. A blank page with no work

C. A three-part story for your artwork.

D. A copied answer without checking it

Answer review

1. D. Art can tell a story.

2. A. Start with: Name the character in your picture.

3. B. Step three is: Say one sentence about what happens next.

4. C. The goal is: A three-part story for your artwork.

Section 4: Guided Project & Worked Examples

COURSE INVESTIGATION: Plan a picture for another viewer

YOUR PRACTICE INPUT: Create a paper or digital poster with a blue circle, a yellow star, and the caption 'Look up'. Put all three in one crowded corner.

WHY IT WORKS: Size, spacing, and contrast influence what a viewer notices first. The subject should support the story rather than disappear behind decoration.

PLAN BEFORE YOU ACT: Draw or write the starting state, the question you need to answer, and the evidence you expect to see. A paper trace is acceptable; label it as a prediction unless you actually run a test.

WORK THE CASE: Ask a familiar viewer to point to the main subject without a hint. Record their response through speech, pointing, drawing, or another communication tool.

COMPARE WITH THE EXPECTED RESULT: A comparison identifies what became easier to find. There is no single compulsory color or artistic style.

EXPLAIN YOUR REASONING: Show the connection between the supplied input, each decision, and your result. If a number, label, or observation differs, return to the first differing step rather than changing several things together.

KEEP YOUR EVIDENCE: Save the initial plan, a drawing or sanitized output, and one explanation of what the result does and does not prove. Use pointing, speech, drawing, typing, or your usual communication method.

LEARNING GOAL: Guided Project & Worked Examples. Your finished work should demonstrate: A completed guided project with documented evidence: Original artwork,

Three-scene story, Revision note.
EXPLAIN THE CONCEPT: Review the course concepts through two applied examples. Build a robot from basic shapes and identify each shape. Compare an original drawing with a copied image and discuss ownership. Guided project: Create a three-scene digital story using original shapes, colors, and captions. Work with synthetic or fictional information and ask an adult for help when appropriate. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Read both worked examples and explain the reasoning. 2. Create a three-scene digital story using original shapes, colors, and captions. 3. Record the steps you completed and the result you observed. 4. Compare your result to the goal and correct one issue. Finished result: A completed guided project with documented evidence: Original artwork, Three-scene story, Revision note.
LOOK CLOSELY: Create a three-frame robot story using shapes and a few clear colors. Plan what the robot wants and what action changes the scene. Use drawings you make yourself rather than copying an unknown picture from the internet.
FOLLOW AN EXAMPLE: Make a rectangle robot move a circle ball into a box. Keep the robot's head shape the same in all three frames so the reader recognizes it. Use a darker outline where the ball overlaps a similar-colored background.
TRY AND EXPLAIN: Test the story with an adult. Can they identify the character, the action, and the result? Change one confusing part and show it again. Keep the earlier drawing so you can explain what improved and why.

Understand with an example

The idea. A picture story combines shapes, color choices and sequence. Plan the message before adding decorations. A useful review asks what the audience understood, giving you a concrete reason to revise one part.
Get ready. Prepare three empty frames and large paper shapes. The planned story is a pretend bird finding shelter from rain.

Worked example 1

Follow the reasoning. Frame 1 shows a bird under clouds; frame 2 adds falling rain and the bird moving toward a roof; frame 3 shows the bird beneath the roof. Shape positions and rain marks communicate the change without requiring a written paragraph.

Worked example 2: change one thing

Compare the result. Remove the roof from the last frame. The ending no longer clearly shows shelter. Add the roof back or choose another clear shelter symbol, then ask the viewer the same question: where did the bird end up?

Try one action at a time

1. Choose the story's main change.
2. Build three linked frames.
3. Use shapes and optional colors to show the change.
4. Ask one question and revise an unclear part.

A mistake to notice

Pause and check. Adding more decoration is not always the most useful repair for an unclear story.

Your own small challenge

Predict before trying. A viewer thinks the bird is still in the rain. What could you change in the ending?

Check your thinking

Place the bird clearly under the roof, move rain marks outside the shelter or add a simple shelter label/picture cue. Retest the viewer's understanding.
Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.
EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.
SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A completed guided project with documented evidence: Original artwork, Three-scene

story, Revision note.

Investigate with pictures and choices

You are making a three-picture story.

What helps another person follow it?

1. A clear order with a beginning and change
2. Three unrelated copied pictures
3. Tiny unreadable labels only

Worked reasoning

Answer: A clear order with a beginning and change. Choose pictures that support the intended story and provide another way to explain them.

Try a changed example

Tell the story by pointing or using a usual communication tool.

Picture and meaning matches

Shapes: Builds parts of a picture

Color: Shows a chosen idea

Story: Connects pictures to meaning

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Read both worked examples and explain the reasoning.
2. Create a three-scene digital story using original shapes, colors, and captions.
3. Record the steps you completed and the result you observed.
4. Compare your result to the goal and correct one issue.

Finished result: A completed guided project with documented evidence: Original

artwork, Three-scene story, Revision note.

Check your understanding

1. Which idea best describes Guided Project & Worked Examples?

A. Circles, rectangles, lines, and other shapes can become characters, houses, robots, and scenes.

B. Review the course concepts through two applied examples.

C. Colors can help objects stand out and can change how a picture feels.

D. It has no purpose in this project.

2. What is the first step in this lab?

A. Create a three-scene digital story using original shapes, colors, and captions.

B. Record the steps you completed and the result you observed.

C. Read both worked examples and explain the reasoning.

D. Compare your result to the goal and correct one issue.

3. What should you do after step two?

A. Create a three-scene digital story using original shapes, colors, and captions.

B. Compare your result to the goal and correct one issue.

C. Read both worked examples and explain the reasoning.

D. Record the steps you completed and the result you observed.

4. Which result shows that your lab is finished?

A. A completed guided project with documented evidence: Original artwork, Three-scene story, Revision note.

B. A copied answer without checking it

C. A skipped lab

D. A blank page with no work

Answer review

1. B. Review the course concepts through two applied examples.

2. C. Start with: Read both worked examples and explain the reasoning.

3. D. Step three is: Record the steps you completed and the result you observed.

4. A. The goal is: A completed guided project with documented evidence: Original artwork, Three-scene story, Revision note.

Section 5: Independent Challenge & Mastery

INDEPENDENT TRANSFER CASE: Plan a picture for another viewer

KEEP THE ORIGINAL BASELINE: Create a paper or digital poster with a blue circle, a yellow star, and the caption ’Look up’. Put all three in one crowded corner.

CHANGE ONE CONDITION: Make the star larger, move the caption underneath, and keep a copy of the original for comparison.

YOUR TASK: Ask a familiar viewer to point to the main subject without a hint. Record their response through speech, pointing, drawing, or another communication tool.
PREDICT, THEN CHECK: State which part of your original reasoning should remain true and which part must be recalculated or retested. Keep the original and changed results side by side.
REVIEW CRITERIA: A comparison identifies what became easier to find. There is no single compulsory color or artistic style.
MENTOR DISCUSSION: Explain why the changed condition matters. Identify a tempting wrong conclusion, show the observation that would challenge it, and choose one next test. A statement of uncertainty is better than inventing a result.
PORTFOLIO NOTE: Keep your baseline, changed input, prediction, observed or paper-traced result, explanation, and one improvement. These practice prompts do not replace the course's existing quiz or final assessment.
LEARNING GOAL: Independent Challenge & Mastery. Your finished work should demonstrate: An independent demonstration with evidence: Original artwork, Three-scene story, Revision note.
EXPLAIN THE CONCEPT: Apply what you learned without copying the guided solution. Independent challenge: Revise the picture after a family member explains what they notice first. Safety and responsibility: Ask before posting art that includes another person or private information. Reflect on your work: What did you build or discover? What did you test or change after feedback? What safe or responsible choice did you make? Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Explain the challenge and make a short plan. 2. Revise the picture after a family member explains what they notice first. 3. Test the result and record evidence of your work. 4. Review the safety scenario and describe one improvement. Finished result: An independent demonstration with evidence: Original artwork, Three-scene story, Revision note.
LOOK CLOSELY: Invent a new character and goal. Choose at least two shapes, use color with a purpose, and show an action that produces a result. You can speak the story to an adult instead of writing captions.
FOLLOW AN EXAMPLE: A helper says the character seems different in every frame. Look

for one feature you can keep consistent, such as a triangle hat. Add that feature and retest. Keeping a character recognizable helps readers follow the change.
TRY AND EXPLAIN: Show your finished sequence and explain one shape, one contrast choice, and one revision. Do not include your address, school, or a private photograph. The project is complete when another person can follow your intended story.

Understand with an example

The idea. Making a new story tests whether the learner can choose and connect ideas independently. Keep expectations about meaning, sequence and one revision rather than drawing realism. An adult can place selected cards or record the child's explanation without choosing the story.
Get ready. Offer blank frames and a choice of pretend characters: bird, robot or tree. The learner may also invent a character.

Worked example 1

Follow the reasoning. The learner chooses a robot finding a lost shape: empty hand, noticing a circle, holding the circle. Ask the viewer to explain the change. The evidence is the connection between frames, not whether the robot looks realistic.

Worked example 2: change one thing

Compare the result. Change the ending so the robot shares the circle. Now add a second character or a clear giving gesture. A small visual change can communicate a different story, which the viewer can compare with the first ending.

Try one action at a time

1. Choose your own character and goal.
2. Make a beginning, middle and end.
3. Ask someone to describe one change.
4. Revise one part and compare their new answer.

A mistake to notice

Pause and check. Independent does not mean unsupported: communication or motor help can be provided while the child makes the creative choices.

Your own small challenge

Predict before trying. Create a three-frame story that someone can follow without

hearing a spoken explanation first.

Check your thinking

Look for a connected sequence and identifiable change. The child may add labels, pointing cues or an explanation after the first viewing to clarify their intention.
Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.
EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.
SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: An independent demonstration with evidence: Original artwork, Three-scene story, Revision note.

Investigate with pictures and choices

A friend cannot tell what happens after picture two.
What can you revise?
1. Insist every viewer understood
2. Delete the whole project immediately
3. Add or change the transition picture

Worked reasoning

Answer: Add or change the transition picture. Feedback can identify one place to improve the story.

Try a changed example

Ask a different viewer what they notice, without telling them the answer first.

Picture and meaning matches

Shapes: Builds parts of a picture

Color: Shows a chosen idea

Story: Connects pictures to meaning

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Explain the challenge and make a short plan.
2. Revise the picture after a family member explains what they notice first.
3. Test the result and record evidence of your work.
4. Review the safety scenario and describe one improvement.

Finished result: An independent demonstration with evidence: Original artwork, Three-scene story, Revision note.

Check your understanding

1. Which idea best describes Independent Challenge & Mastery?

A. It has no purpose in this project.

B. Circles, rectangles, lines, and other shapes can become characters, houses, robots, and scenes.

C. Apply what you learned without copying the guided solution.

D. Colors can help objects stand out and can change how a picture feels.

2. What is the first step in this lab?

A. Review the safety scenario and describe one improvement.

B. Revise the picture after a family member explains what they notice first.

C. Test the result and record evidence of your work.

D. Explain the challenge and make a short plan.

3. What should you do after step two?

A. Test the result and record evidence of your work.

B. Revise the picture after a family member explains what they notice first.

C. Review the safety scenario and describe one improvement.

D. Explain the challenge and make a short plan.

4. Which result shows that your lab is finished?

A. A blank page with no work

B. An independent demonstration with evidence: Original artwork, Three-scene story, Revision note.

C. A copied answer without checking it

D. A skipped lab

Answer review

1. C. Apply what you learned without copying the guided solution.

2. D. Start with: Explain the challenge and make a short plan.

3. A. Step three is: Test the result and record evidence of your work.

4. B. The goal is: An independent demonstration with evidence: Original artwork, Three-scene story, Revision note.

Mastery & safe-use plan

Ages 5-9 with a trusted adult nearby

Digital safety: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices.

AI literacy: AI is a computer tool, can make mistakes, and should never replace a trusted adult.

Challenge: Complete a short picture, sorting, pattern, or safety-choice mission.

Portfolio: Save one drawing, map, story, or coding plan and explain it to a trusted adult.

Mastery check: Show the skill, explain one safe choice, and identify who to ask for help.

Project worksheet

My project: Create a digital picture and tell its story

Who will use or review it? _____

My plan: _____

Checkpoint 1: An original shape-based digital picture.

Checkpoint 2: A picture with an intentional color plan.

Checkpoint 3: A three-part story for your artwork.

Checkpoint 4: A completed guided project with documented evidence: Original artwork, Three-scene story, Revision note.

Checkpoint 5: An independent demonstration with evidence: Original artwork, Three-scene story, Revision note.

One thing I tested: _____

One thing I changed after testing: _____

What I learned: _____

Trusted adult or mentor feedback: _____

Family review

Show your finished work to a trusted adult. Explain one thing you learned and one thing you would improve.

Beat IT Kids | For learning at home. Do not put real passwords or private details in practice projects.