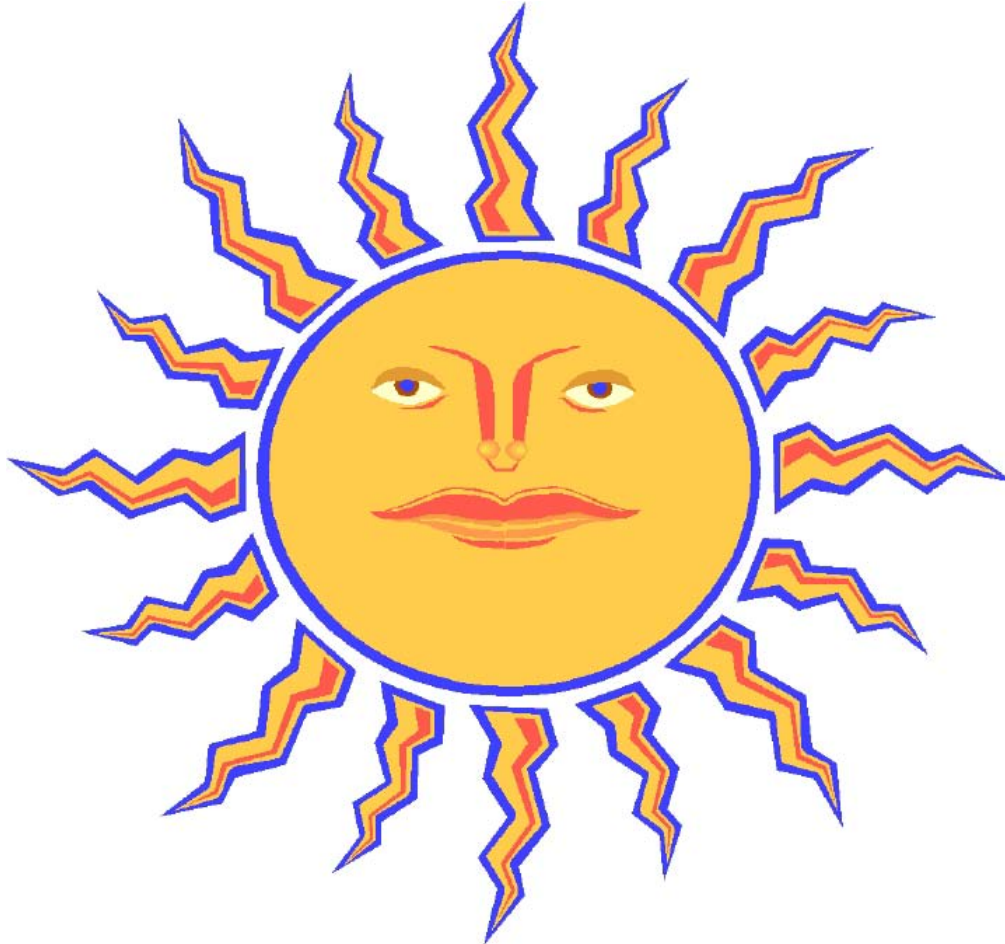


Good Morning & Welcome Back!

Day 3



*" You can have anything you want
If you will give up the belief that you can't have it. "*

Searching the Internet

Why should you learn to search the Internet?

There are literally millions of Web sites and the only way to find relevant information in this mass of data is to conduct a search.

What resources are available to search the Internet?

Web directories and search engines

What are Web Directories?

Web directories are indexes of Web sites categorized by subject. They allow you to move through categories and subcategories until you find the information you need. Using a Web directory is similar to using the Yellow Pages. Search directories are often the best places to begin a search, as they frequently yield more relevant returns on a topic than a search engine.

Yahoo!	http://www.yahoo.com
Yahooligans	http://www.yahooligans.com

What are Search Engines?

Search engines are tools that search the Internet to locate matches to keywords or phrases that are descriptive of the information you are looking for. Each search engine has its own unique features; therefore, a keyword will yield different search results in different search engines. It is always a good idea to use more than one when you are trying to locate specific information.

AltaVista	http://www.altavista.digital.com
Ask	http://www.ask.com
Google	http://www.google.com

What are Meta Search Engines?

Meta-search tools peruse several search engines at once, resulting in the top ten hits from several different search engines.

MetaCrawler	http://www.metacrawler.com
DogPile	http://www.dogpile.com

Google Advanced Search Software Helper

Find web pages that have...

all these words:

this exact wording or phrase: [tip](#)

one or more of these words: OR OR [tip](#)

But don't show pages that have...

any of these unwanted words: [tip](#)

Need more tools?

Results per page:

Language:

File type:

Search within a site or domain:
(e.g. youtube.com, .edu)

[Date, usage rights, numeric range, and more](#)

Date: (how recent the page is)

[Usage rights:](#)

Where your keywords show up:

Region:

Numeric range: ..
(e.g. \$1500, \$3000)

[SafeSearch:](#) Off On

Software Helper

Getting Started

<p>To Open the Advanced Search Window</p>	<ul style="list-style-type: none"> Click on Advanced Search on www.google.com. The top four fields in the blue box replace Boolean searches. So instead of having to construct searches using the + or - symbols, Google's Advanced Search fields performs those functions.
<p>To Broaden a Search</p>	<ul style="list-style-type: none"> In the search field next to "with all of the words" type the word(s) you wish to search for and then press Google Search. Google will return pages with all the terms you list in the search results. Another option would be to put the main term in the top field and then list possible additional terms in the field next to "with at least one of the words". In this case Google will look for the top term and include as many of the other terms as possible in the search results.
<p>To Narrow a Search</p>	<ul style="list-style-type: none"> In the search field next to "with all of the words" type the word(s) you wish to search for and then press Google Search. In the field next to "without the words" type the words that should be excluded from the search, then press Google Search.
<p>To Search for a Phrase</p>	<ul style="list-style-type: none"> In the field next to "with the exact phrase" type the phrase you wish to look for and then press Google Search. Google will conduct a complete text search looking for the words in the phrase.

Interpreting Search Results

Viewing Missing Web Pages	<ul style="list-style-type: none">• Google's search results include the title of the web page, the description of the web page and the URL to link to it.• Google also keeps a copy of the web page for itself. If the page is no longer available, click on cached next to the URL to open and use Google's copy of the site.
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Finding Similar Pages	<ul style="list-style-type: none">• If one of the results is exactly what you want, click on Similar Pages, next to cached, to pull up other pages like the one you selected.
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Additional Advanced Search Options

Choosing a Language	<ul style="list-style-type: none">• The Advanced Search will return pages in any language.• To restrict results to one language, click on the down arrow next to that field and select the language.
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Selecting File Format Options	<ul style="list-style-type: none">• A powerful option in the advanced search is to restrict the search to a specific file format or to exclude that format from a search.• With the first down arrow next to the File Format field select Only or Don't.• Then click the down arrow next to the second field to search for a specific file format.
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Selecting a Country	<ul style="list-style-type: none">• This will allow you to search content housed on servers in specific countries. "American Revolution" in the UK
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To Limit the Date	<ul style="list-style-type: none">• If you are searching for material and would like to limit the results to only the most current or updated pages, use the Date field.• The down arrow, next to the date field, allows users to limit the search to a time frame for when the page was last updated.
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To Restrict a Search	<ul style="list-style-type: none">• The occurrences field allows users to tell Google where to look for the terms listed in the search boxes
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Using the Domain Feature	<ul style="list-style-type: none">• Using the domain features allows users to restrict a search to specific web site or type of site. For example, limiting a search to URL's that end in edu will return results that are identify themselves as being a school.
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How to Save Graphics from the Internet

1. Find a graphic on the Internet that you would like to save.
2. Right click on the image you would like to save and select Save Image As. On the Mac just click and hold on the graphic and choose "copy to disk"
3. Change to the appropriate drive. A file name should appear. Click Save.

The graphic was either saved with a .GIF or .JPG extension. In order to pull the graphic into some Windows programs (*ClarisWorks 4.0, Student Writing Center, Kid Pix Studio*), the file needs a .BMP extension. You must open the file in a paint program which allows you to convert the graphic to a .BMP format. *Paint Shop Pro* is one example of such a program. Conversion is unnecessary if your program will accept graphics with a .GIF or .JPG extension. *ClarisWorks 5.0, Kid Pix Studio Deluxe, and HyperStudio* will allow you to use graphics with a .GIF and .JPG extension. The change is not necessary if you are inserting the graphic into *Microsoft Word*.

4. Minimize Netscape.
5. Open *Paint Shop Pro*.
6. From the File menu, select Open.
7. Select the appropriate drive and click on the graphic you just saved. Click OK.
8. The graphic should appear on your screen.
9. Under the FILE menu, drag down to SAVE AS.
10. Change the List Files of Type box to .BMP - Windows Bitmap.
11. Click OK.
12. Look on the Title Bar. The graphic should now have a file name that ends in .BMP.
13. File, Exit.

You should be able to pull your graphic into other programs. This is a great way to create a graphics folder for a theme or unit of study.

* You should get permission to use any graphics that you save or copy from the Internet in order to comply with copyright laws.

How to Copy/Paste Graphics from the Internet

You must use *Microsoft Internet Explorer* in order to copy/paste graphics from the Internet. *Netscape* will only let you SAVE the graphics--not copy and paste them.

1. Open *Microsoft Internet Explorer*.
2. Locate the graphic you wish to copy.

3. Right click on the graphic (on a Mac just click and hold). A menu will appear.
4. Choose Copy.
5. A copy of the image is placed on the clipboard.
6. Open the document in which you wish to paste the image.
7. From the Edit Menu, choose Paste.

Occasionally, using *Internet Explorer* to copy graphics from a PC results in a distorted image. The colors don't always paste into a document as they appeared on the Internet. In such cases, you should save the image from the Internet rather than copying and pasting. You may then have to convert the graphic using *Paint Shop Pro* or some other draw program to a .bmp format in order to use it in your program.

Copying and pasting is an easy way to get a quick graphic from the Internet. If you'd like to create a graphics folder, you'll need to save the graphics from the Internet rather than copying and pasting.

* You should get permission to use any graphics that you save or copy from the Internet in order to comply with copyright laws.

How to Copy/Paste Text from the Internet

1. Open *Netscape* or *Internet Explorer*.
2. Locate the text you wish to copy.
3. Highlight the text.
4. From the Edit Menu, choose *Copy*.
5. A copy of the text is placed on the clipboard.
6. Open the document into which you wish to paste the text.
7. Click to plant the cursor where you would like to paste the text.
8. From the Edit Menu, choose *Paste*.

Copying and pasting is an easy way to get text from the Internet. However, you should be mindful of copyright laws and give credit to the Web page from which you took the text.



How to Cite Resources from the Internet

1. World Wide Web

Structure:

Author. Title of item. [Online] Available <http://address/filename>, date of document or download.

Example:

Schwartz, Robert. The Cold War Revisited: A Splintered USSR. [Online] Available <http://usa.coldwar.server.gov/index/cold.war/countries/former.soviet.block/>, November 1, 1998.

2. Email/LISTSERVs

Structure:

Author of email message. Subject line of the message. [Online] Available email: Student@address.edu from Author@address.edu, date of document or download.

Example:

Rule, Christopher. Nile River Research Project results. [Online] Available email: student5@smallvillehigh.edu from ert@informns.k12.mn.us, October 2, 1998.

3. Images/Graphics

Structure:

Description or title of image. [Online] Available <http://address/filename>, date of document or download.

Example:

Butterfly. [Online Image] Available <http://www.kidsdomain.com/holiday/spring/clip.html/butterfly.gif>, October 23, 1998.

4. Sounds

Structure:

Description or title of sound. [Online Sound] Available <http://address/file>, date of document download.

Example:

Reflections on Apollo. [Online Sound] Available ftp://town.hall.org/radio/IMS/NASA/100394_nasa_01_ITR.au, September 25, 1998.

5. Video Clips

Structure:

Description or title of video clip. [Online Video Clip] Available <http://address/file>, date of download.

Example:

Shoemaker-Levy Comet enters Jupiter's atmosphere and breaks up. [Online Video Clip] Available <ftp://ftp.cribx1.u-bordeaux.fr/astro/anim/s19/breakingup.mpg>, September 5, 1998.

Citation Resources:

Noodle Tools- <http://www.noodletools.com/tools/freetools.php>

Citation Machine- <http://citationmachine.net/>

Setting Up a iKeep Bookmark Account

1. Go to <http://www.ikeepbookmarks.com> by typing it in the location box of your Internet browser. Press the *Enter* or *Return* key.
2. Click on *Click Here to Register*.

[Home](#) - [New Account](#) - [Listed Accounts](#) - [GuestBook](#) - [Newsletter](#) - [Help](#) - [Lost Your Password](#)

Remember my Login (on this computer)

and use the bookmarks. Just type in the Account Name and click "Login".

[Home](#) [GuestBook](#).

Click here to [Register](#).

3. Type an account name. Your account name needs to be something that you can remember easily, such as the username that you use for your e-mail account.
4. Enter an authoring password for your account. You may want to use the same password that you use for your e-mail account so you can remember it. You will be asked to type the password a second time to confirm it.

My Account Name:

My Authoring Password:

5. Click in the box next to *Remember my Login* to deselect that option on this computer if it is not a computer that you use exclusively.
6. Choose *Account Type* from the drop down list.
7. Click on *Finished* when you have completed the Contact Details at the bottom of the registration screen. The following screen will appear.
8. Write the link to your account in your plan book or someplace so that you can get back to it easily.
9. Click on option 2 to go to the home page for your account and to start adding links right away or option 1 to upload your links from your computer to your Ikeepbookmarks account. If you choose not to upload your bookmarks now, you can do so later.

To Add Links to Your Account

1. From the main page of your account click on *Add*.
NEED AN IMAGE FOR THIS WITH AN ARROW

- The following screen will appear. Type the title of the link. Copy and paste the URL for the link into that field making sure that there are not two <http://s> in the field. A description of the link is optional but useful when the numbers of links grows.

- When the information for the link is complete, click *Finished* at the bottom of the entry screen.

Notice that the links automatically appear in alphabetical order. From the main page, you can choose a different arrangement for your links by changing the drop down box next to the *Add* button for the links.

To Organize Bookmarks

- From the home page click *Add* right underneath the words “**These buttons, below, allow you to add or edit folders.**” The following screen will appear.
- Type the name of the folder and when you are done click *Finished*. You can create separate folders for classes, subjects or topics or any grouping that you can think of.
- To add links into a specific folder, open the folder first before clicking the *Add* button.
- Or, if you already have links that need to be organized, click the *Edit* button next to the list of existing links.

Click in the empty box next to the title of the link. A green checkmark will appear. On the left-hand side in the gray box, change the *Destination Folder* to the one the link should move to then click on the *Move* button.

When you are back at your home screen, a new number should appear next to the folder you moved links into.

To Upload Bookmarks from a Computer

1. On the top of the page, next to red Ikeepbookmarks.com logo, click on *Bookmarks* from the list of menu options.
2. Two choices appear on the screen. Click on *Upload Bookmarks to the Web* and the following screen will appear.
3. Choose the first option to upload all the existing favorites from the web browser you are using to the bookmark folder. Simply click on the arrow and wait. A box will appear letting you know if it was successful.
4. Other options on the upload page allow users to upload only new material or to replace existing bookmarks in the ikeep bookmarks account with the ones from the browser on the computer that you are using. **Choosing to use the replace option will wipe out your existing bookmarks in you account and put new ones from your browser in there.**

Optional Features

The Options menu allows you to give people access to your bookmarks. Choose Options from the menu next to the red I Ikeepbookmarks.com logo at the top of the web page. Select a password for the visitor and set up the visitor's access options. The Options menu will allow you to share your bookmarks without other people.

The PopUp feature allows you to drag and drop links onto it while you are searching the web. Choose PopUp from the menu next to the red Ikeepbookmarks.com logo to find out how.

Creatures of the Deep

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction Essential Questions for Teachers: How do I locate information on the Internet? How do I use KidPix or Power Point to publish a story?
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		<p>Essential Question: What are some characteristics of living things from the ocean? What are names of different living things from the ocean?</p> <p>Learning Standards (State of Michigan): Assessed: English Language Arts Standard 3: Later Elementary Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.</p> <p>English Language Arts Standard 3: Early Elementary Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>Science Standard I.1:Elementary Develop strategies and skills for information gathering and problem solving. (<i>Tools:</i> Sources of information, such as reference books, trade books, periodicals. <i>Real-world contexts:</i> Seeking help from peers, adults, libraries, other resources.)</p> <p>Science Standard III.5: Elementary: Describe the basic requirements for all living things to maintain their existence. (<i>Key concepts:</i> Needs of life-food, habitat, water, shelter, air, light, minerals. <i>Real-world contexts:</i> Selected ecosystems, such as an aquarium, rotting log, terrarium, backyard, local pond or wetland, wood lot.)</p> <p>Materials: Student reproducibles, Ocean software, Internet connection, word processing software.</p> <p>Technology Connections:</p>
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Teaching Strategies Modeled	Technology Strategies Modeled	
Whole Group	Internet	<p>Grades 3-5: Students will gather information from the Internet and CD-Roms on selected living creatures from the ocean. They will write a paragraph in a word processing program describing the living creature.</p> <p>Grades K-2: Students will gather information from the Internet and selected CD-roms and will create a story in Kid Works or KidPix.</p>
Whole Group	<p>Practical suggestions for using the Internet in your Elem. Classroom- http://www.techlearning.com/db_area/archives/WCE/archives/hee7.htm</p>	<p>3-5 Procedures: Introduction- Whole Group</p> <ol style="list-style-type: none"> 1. Review Internet searching strategies. Review Profusion, Yahoo, and About.com as search engines. 2. Review copying a graphic from the Internet and from a CDRom. 3. Distribute creatures of the deep name cards to all students. Students are in groups of 4. Each group should have 1 card from group 1, 2 cards from group 2 and 1 card from group 3. 4. Explain that students are going to complete several activities that will teach them more about living things from the ocean.
Whole Group	Imagination Express: Oceans CD	<p><i>Step 1- Gathering Ocean Background Information</i></p> <ol style="list-style-type: none"> 5. Show students, in a whole group setting, using the scan converter, the fact book in Imagination Express: Oceans. 6. Students are to listen to information on Oceans to gain a basic understanding of what can be found in the Ocean habitat.
Individual Work	<p>Imagination Express: Ocean</p> <p>Ocean CDs</p> <p>Internet</p>	<p><i>Step 2- Gathering Information on a selected creature</i></p> <ol style="list-style-type: none"> 7. Students will use the Creatures from the deep fact-gathering sheet to gather information on their selected living creature. 8. Using Imagination Express: Ocean, selected Ocean CDs and the Internet facts should be located on the name of the creature, habitat, and at least 4 selected facts. Sources of information are to be cited on the fact-gathering sheet. 9. Capture a living creature graphic from the Internet. Save this picture to the group folder on the server.
		<p><i>Step 3- Writing about Creatures from the Deep</i></p> <ol style="list-style-type: none"> 10. Using the student storyboard, create a <i>Creature from the</i>


Teaching Strategies Modeled	Technology Strategies Modeled	
Group Work	Imagination Express	<p><i>Deep</i> 3 page story. Each story is to include a title page, and 2 pages with supporting facts.</p> <ol style="list-style-type: none"> Students will complete the e-book with backgrounds, graphics and animations from Imagination Express. Allow students to peer edit before printing their work. Evaluate students' work on the project with this checklist. Print and copy for each student. http://pblchecklist.4teachers.org/view.php3?id=2471
Peer Editing	Imagination Express: Oceans	<p>K-2 Procedures:</p> <p>Introduction</p> <ol style="list-style-type: none"> Students are to listen to the Ocean facts in Imagination Express: Oceans.
Whole Group	Internet- http://www.EnchantedLearning.com/DictionaryA.html	<p>Creature Information</p> <ol style="list-style-type: none"> Using a scan converter, show students the Little Explorers Dictionary on the Internet at http://www.EnchantedLearning.com/DictionaryA.html.
Whole Group Demo	Practical suggestions for using the Internet in your Elem. Classroom- http://www.techlearning.com/db_area/archives/WCE/archives/hee/se7.htm	<ol style="list-style-type: none"> Show students how to navigate through the site, clicking on the alphabet buttons at the top of the screen, and using the scroll bar on the side. Show students how to locate a word by clicking on the correct beginning letter and scrolling down to find the word. Assign each student a computer in the lab and give him or her a "Who am I?" Sheet. Explain that you will call out a riddle from the list that follows, students will go to the correct dictionary page on the internet and scroll down to find the ocean animal you described. When they find it, they should raise their hand. Call on one student to give the answer and spell the word for the class. Each student needs to write the word in the appropriate place on the answer sheet. When you are finished with the riddles, ask students to locate another ocean animal and write their own Who am I? riddle at the bottom of the page.
Group Discussion		

Teaching Strategies Modeled	Technology Strategies Modeled	Creatures form the Deep Facts
Center Activity	KidPix	<p>9. Explain that students will now use what they have learned about ocean creatures in this center activity.</p> <p>10. In KidPix, use the paintbrush to draw an outline of an ocean creature.</p> <p>11. Have students go to the typewriter tool and create a text box in the center of their ocean animal. Ask them to type a sentence about something they learned about an ocean creature.</p> <p>12. Ask students to stamp their name on the page, print it out, and check their name off of the center list.</p> <p>Assessment:</p> <p>Grades 3-5: Students' completed projects will be evaluated by a checklist.</p> <p>Grades K-2: Students will be assessed on their answers to the riddles and their completed creature sentence.</p> <p>Extension:</p> <p>Grades 3-5: Have students add their ocean creature information to a one-computer station database on creatures of the deep. This information will be shared with the entire class.</p> <p>Grades K-2: Have students write more riddles and let them quiz a partner using the same Internet site.</p>

Creature of the Deep!

Creature Family:

Name:	
Source:	
Habitat:	
Source:	
Fact 1	
Source:	
General Fact 2	
Source:	
General Fact 3	
Source:	
General Fact 4	
Source:	

<i>Research Question</i>	
<i>1.</i>	
<i>What I already know about my question;</i>	
<i>Important words in my question are;</i>	
<i>Synonyms;</i>	
<i>Search Phrases from my question;</i>	
<i>1.</i>	
<i>2.</i>	
<i>3.</i>	
<i>4.</i>	
<i>What I have found out. Harvested Facts!</i> 	<i>1.</i> <i>2.</i> <i>3.</i> <i>4.</i> <i>5.</i>
<i>New Questions</i>	<i>1.</i>
	<i>2.</i>
	<i>3.</i>
	<i>4.</i>

Creature of the Deep! Storyboard

Title Page		
Title of Story:		Date:
Student Name:		
Teacher Name:		
Page 1		
Family Name:		
Name of creature:		
Habitat information:		
Fact:		
Page 2		
Supporting Facts:		

Who Am I?

T

P

B

L

M

C

D

R

E

W

Teacher Clues



1. My name starts with "T". I am a large fish that lives in the ocean. People eat me. Who am I? Answer: Tuna
2. My name starts with "B". I am a poisonous fish. I'm also called a pufferfish. Who am I? Answer: Blowfish
3. My name starts with "M". I am very large and I'm the fastest fish in the sea. Who am I? Answer: Mako Shark
4. My name starts with "D". I am a small shark and I won't hurt you. Who am I? Answer: Dogfish Shark
5. My name starts with "E". I am a long, thin fish and I can make electricity. Who am I? Answer: Electric Eel
6. My name starts with "P". I am a meat-eating fish. I live in South America. Who am I? Answer: Piranha
7. My name starts with "L". I can make my body light up. I have very large eyes. Who am I? Answer: Lanternfish
8. My name starts with "C". I am a colorful, striped fish that lives near poisonous sea anemones. Who am I? Answer: Clown fish
9. My name starts with "R". I am a flat fish. I have no bones. Who am I? Answer: Ray
10. My name starts with "W". I am the biggest fish in the world, but I eat tiny fish and sea creatures. Who am I? Answer: Whale Shark

My Riddle

Write your own Who am I riddle.

My name starts with _____.

I am

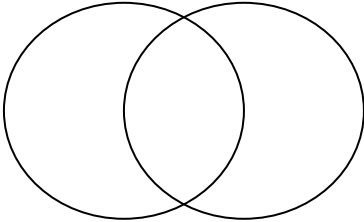
Who am I?

Answer:

Sketch:

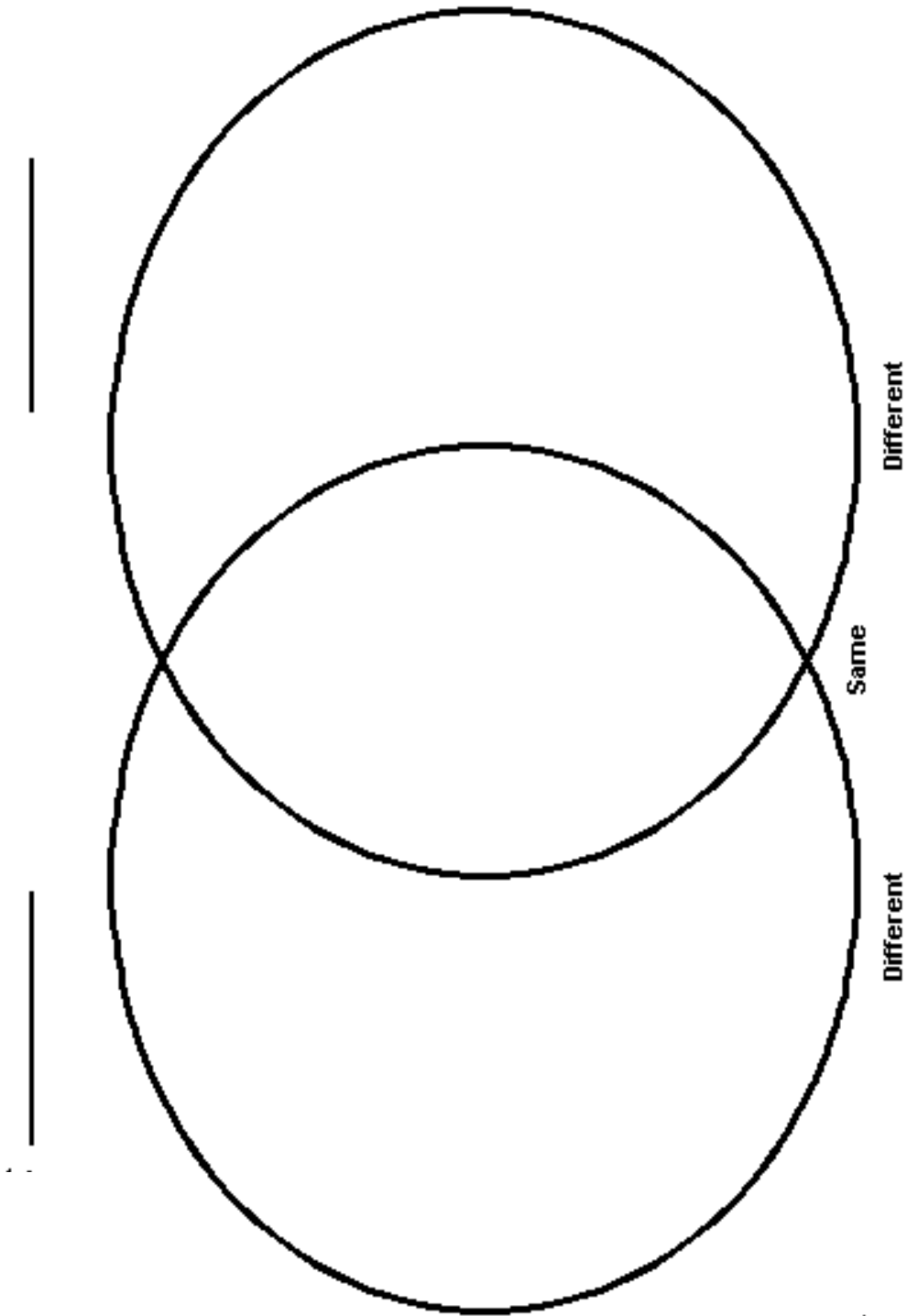
Comparing & Contrasting Creatures From the Deep

Teaching Strategies Modeled	Technology Strategies Modeled	<p style="text-align: center;">Instruction</p> <p>Essential Questions for Teachers: How do I create a Venn Diagram template in Microsoft Word or AppleWorks?</p>
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		<div style="text-align: center;">  <p>Venn Diagram</p> </div> <p>Essential Question: What are the differences and similarities between ocean animals?</p> <p>Learning Standards (State of Michigan): English Language Arts Standard 3: Later Elementary Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.</p> <p>English Language Arts Standard 3: Early Elementary Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.</p> <p>Science Standard I.1: Elementary Develop strategies and skills for information gathering and problem solving. <i>(Tools: Sources of information, such as reference books, trade books, periodicals. Real-world contexts: Seeking help from peers, adults, libraries, other resources.)</i></p> <p>Science Standard III.5: Elementary: Describe the basic requirements for all living things to maintain their existence. <i>(Key concepts: Needs of life-food, habitat, water, shelter, air, light, minerals. Real-world contexts: Selected ecosystems, such as an aquarium, rotting log, terrarium, backyard, local pond or wetland, wood lot.)</i></p> <p>Materials:</p>
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Teaching Strategies Modeled	Technology Strategies Modeled	<p>Venn diagram storyboard, Venn diagram template created in <i>Microsoft Word</i> or <i>AppleWorks</i>, Reference CD-ROMs, Trade books, Internet</p> <p>Technology Connection: <i>Microsoft Word, AppleWorks, Imagination Express: Oceans</i>, Reference CD-ROMs, Internet</p>
Whole Group Instruction		<p>Procedures:</p> <p>Procedures: K-2</p> <ul style="list-style-type: none"> • Introduce comparing and contrasting with a Venn diagram, whole group. Model comparing and contrasting using a Venn diagram.
Whole Group Discussion		<ul style="list-style-type: none"> • Brainstorm characteristics of two different creatures from the deep.
Partner Activity	<p>AppleWorks or Microsoft Word</p>	<ul style="list-style-type: none"> • Chart facts about the two creatures. • Students compare and contrast the creatures with a partner using a Venn diagram storyboard.
Whole Group Instruction	<p>Download free teacher resources and reproducibles from Microsoft-</p>	<ul style="list-style-type: none"> • Using Venn diagram template (<i>AppleWorks</i> or <i>Microsoft Word</i>), students compare and contrast the two creatures of the deep.
Partner Activity	<p>http://www.techlearning.com/db_area/archives/WCE/archives/su_mner3.htm</p>	<ul style="list-style-type: none"> • Print the completed Venn diagram.
	<p>CDs, <i>Imagination Express: Ocean</i>, Internet</p> <p>AppleWorks, Microsoft Word</p>	<p>Procedures: 3-5</p> <ul style="list-style-type: none"> • Introduce comparing and contrasting with a Venn diagram, whole group. Model comparing and contrasting using a Venn diagram. • Students are paired, each selecting a different creature of the deep. • Students gather facts about their creature of the deep using reference CD-ROMs, <i>Imagination Express: Ocean</i>, Internet and trade books. • Students compare and contrast their creature of the deep with their partner using a Venn diagram storyboard. • Using Venn diagram template (<i>AppleWorks, Microsoft Word</i>), students compare and contrast the two creatures of the deep. • Print the completed Venn diagram.

Venn Diagram Storyboard



Venn Diagram Steps

Setting Up

- Open Microsoft Word
- Change the page layout
- Click on the File menu and select page setup.
- Click on the Paper size tab.
- Under Orientation, click the bullet box beside Landscape.
- Click OK.
- Change the Zoom.
- Click the drop down list indicator beside 75% on the right side of the toolbar.
- Select 50%.
- Make sure your drawing tool bar is showing.
- Click on the View menu and select Toolbars.
- If Drawing is not checked, click on Drawing. If it is, click off.

Making the Venn diagram

- Draw a circle
- Select the Oval tool on the drawing toolbar.
- Hold the shift key while clicking and dragging a circle on the left half of the page.
- Make a copy for a matching circle.
- Click once on the circle to select it. (It will have handlebars if it is selected.)
- Right click and select copy.
- Click off of the circle. Right click and select paste.
- Move the new circle over to the right of the page by clicking and dragging so that the new circle overlaps the original, allowing room to enter similarities in the overlapping area.
- Set the Circle for No Fill.
- Right click on the Right circle.
- Select Format AutoShape.
- Under Fill, beside Color: Use the drop down list indicator and select No Fill.
- Click OK.
- Draw lines for each animal name.
- Select the line tool from the Drawing toolbar.
- Hold Shift while you click and drag a straight line just outside of the upper left of the left-hand circle.
- With the line selected (handlebars on each end of the line) click the Edit menu and select copy. Click again on the edit menu and select paste.
- Click and drag the new line just outside the upper right of the right-hand circle.
- Add text boxes
- Select the Text Box tool from the Drawing toolbar.

- Click and drag a text box above each label line, in each individual circle, and in the shared area. Set the font style and size of your choice in each box. (You will have to re-select the text box tool each time.)
- Right click on the edge of each text box and select Format Text Box.
- Under the line section on the Colors and Lines tab, change the color to No Line.
- Click OK.
- Add labels at the bottom of the diagram
- Again select the text box tool from the Drawing toolbar.
- Draw a text box under the left circle.
- Set the font style and size and type "Different."
- Right click on the edge of the new text box. Set the line color to No Line.
- Draw 2 more text boxes; One for the middle section which will be "Same" and the other for the right-hand circle which will be "Different."
- Save the Venn Diagram as a template
- Click on the File menu and select Save As.
- Change Save as type to Document Template.
- Change the file name to Venn Diagram.
- Change the location to 3 $\frac{1}{2}$ Floppy (A:)
- Click Save.
- Close out of Microsoft Word.

Using the Venn Diagram Template

- Open the Venn Diagram Template to enter information.
- Double click on My Computer.
- Double click on 3 $\frac{1}{2}$ Floppy (A:).
- Double click on Venn Diagram.dot
- Click in the appropriate area to enter information.
- Save the new Document
- Click on the File menu and select Save.
- Type in the name for the completed Venn Diagram.
- Change to the appropriate drive and folder.
- Click Save.
- Close out of Microsoft Word.

Software Helpers

Software Helper

Kid Pix Studio Deluxe

Main Drawing Program

Pencil- Used for drawing, can choose fill color and thickness below

Line- Used for making lines, hold down the shift key when drawing a line to make the line straight.

Shape Tools- Used for making squares, rectangles, circles or ovals. Hold down the shift key when drawing to make a perfect square or circle.

Paint Brush- Used to create effects and shapes.

Symmetry tool: Make symmetrical pictures

Dot-to-dot tool: Draw letters, numbers or a picture. Change puzzles with classmates to complete.

ABC text tool: Go to toolbox and Alphabet Text to change the letters to a word and illustrate that word.

Dice tool: Have students "roll" dice and use the Alphabet stamp to put a sign in the middle and solve the problem.

X & O tool: Have students draw a tic-tac-toe grid with the line tool and play tic-tac-toe with the X's and O's. Draw a number of X's and O's ahead of time and place them using the moving van.

Red Circle Shape tool: Make a code using the shapes given, ex. triangle=50¢; circle=25¢; cube=10¢; diamond=5¢; square=1¢. Have students make a line of 3-6 shape symbols and total up the amount spent. Use the alphabet stamp to stamp the answer beside the problem.

Six Ball Multiplication tool: Have students create the beginning of a multiplication problem until they get to the equal sign. Have them stamp the answer using their alphabet stamp.

Building tools: Have kids use the door and window tools to make multiplication arrays. Create the array with the door or window and make a multiplication problem to go with it using the alphabet stamps.

Paint Bucket- Used to create background color or to color large areas.

Mixer- Used to make a variety of special effects

Eraser- Used to erase mistakes. The square shapes erase only a portion of the picture, the others erase the entire picture, excluding type.

Alphabet Stamps- Used for stamping letters, numbers and symbols.

Typewriter- Used to type; change font and size at the bottom of the screen. To edit typing, click inside the text box and make changes.

Stamps- Can change stamp set by going to goodies and pick a stamp set. Make stamps larger by pressing the control button, extra-large by pressing control and shift.

Moving Van- Selects and moves portions of a picture.

Undo- Undoes the last operation that you have done

Creating a Kid Pix Slide Show

1. Create your picture in Kid Pix and save them to a disk or your hard drive.
2. Open the Slide Show creator.
3. Push the picture button on the bottom of the first truck to import your saved picture.
4. Choose any sounds you wish to include and the transition between your first and second slide.
5. Continue the process for each slide.
6. When done, click on goodies and play once or play looped to view your slide show.
7. *To save, click on File and Save as a slide show. To view your show on a computer that does not have Kid Pix installed, choose save as a stand-alone.*

Software Helper

POWERPOINT

Getting Started:

Auto Content Wizard- Gives you a head start on a presentation with a fill-in-the-blank type of form. Choose from pre-made presentations on a variety of subjects.

Template- Allows you to start your presentation with a pre-made background for each slide.

Blank Presentation- Start your own presentation with a white background. To set the background color click on Format and Background. Click on Format and Apply Design to choose a template background.

Creating a Slide:

Choose an Auto Layout-

- Choose a layout for your slide.
- If you need to go back and add something else later, you can click on Insert and the item that you wish to add.

Adding Text-

- Click on the text box to begin typing.
- Click on the top toolbar or Format and Font to make changes.

Adding Graphics-

- Click on the graphics box if you selected an auto layout.
- If you wish to add a graphic box to an existing slide, click on Insert and picture. Double click on the picture to select it. Once on the slide, you can click on it and drag it into position or click on the corners to size it.

Inserting a Chart-

- Click on Insert and Chart. Enter your data in the table.
- To change the orientation of your chart, click on Data and Series in Rows or Series in Columns.
- To change the type of graph, click on Chart and Chart Type.
- Chart and Chart Options allows you to label the X and Y-axis.
- Chart and 3-D view changes how the shadowing on the chart appears.
- View and Datasheet allows you to go back and make changes to your data.

Inserting a Table or Spreadsheet-

- Click on the table button on the top tool bar.
- Choose the size of your table.
- Click to type in each cell.
- If you want a more polished look, click on Table and Table Auto Format. There are many templates to use as a starting point.
- If you wish to enter a formula into a cell in a spreadsheet, click on Table and Formula. Remember all formulas must begin with an equal sign.
- Table and Merge combines selected cells and puts them together to make one larger cell.
- Table and Split separates the selected cell into parts.

Inserting Shapes-

- Click on Auto Shapes at the bottom tool bar.
- Choose the shape you wish to include.
- Click beside the Paint Bucket to change the fill color and click on the paintbrush to change the line color.
- Click on the A to begin typing in that shape and click on the arrow beside to change the color.
- Click on the 3-D cube picture to change how the shape appears on the screen.

Inserting Word Art-

- Click on the 3-D letter A at the bottom tool bar.
- Select a style for your text.
- Type in your text and click OK.
- Size your text by clicking on the corners and dragging.

Putting on the Finishing Touches

Adding Animation Effects-

- Open the slide to which you wish to add effects.
- Click on the first element that you wish to appear on your slide.
- Click on the animated star at the top of the tool bar.
- Choose an effect for your element. Click preview to see how it works.
- Do the same with each element on the slide.
- To preview your slide, click on Slide Show and Animation Preview.

Choosing a transition-

- Click on Slide Show and Slide Transition.

- Choose a transition, speed and when you want it to appear or move to the next slide.
- Click apply to set the transition for that one slide, click apply to all to choose that transition for all of the slides.

Adding Action Buttons-

- Click on Slide Show and Action Buttons.
- Action Buttons allow you to create a link to another slide, the Internet, sound clip or video.

Check your Spelling-

- Click on the Check ABC button on the top tool bar to check spelling on all of your slides.

Presenting Your Show

Speaker Notes-

- Click on View and Speaker Notes to write notes for yourself to review as you give your presentation. You will need to print these notes out, as you will not be able to see them when you give your presentation.

Rehearsing Timings-

- Click on Slide Show and Rehearse Timings to pull up your screen and see a stopwatch.

Set up the Show-

- Click on Slide Show and Set up Show to enter your preferences for how to show will advance.
- You can change the color of the pen and how you want it to appear.

Viewing Your Show-

- Click on Slide Show and View Show to view your show.
- If you wish to exit the show before it is over hit your escape button on the keyboard.

Supplemental Lesson Plans

Crazy about Coral

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: How do I export a picture from KidPix? How do I create an Inspiration template? How do I create a Power Point presentation?

		<p>Essential Question: What is coral? Is it a plant or an animal? What are some different types of coral?</p> <p>Learning Standards (State of Michigan): Assessed: English Language Arts Standard 3: Early Elementary Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures.</p> <p>Science Standard II.1: Elementary Show how science concepts can be interpreted through creative expression such as language arts and fine arts. (<i>Key concepts:</i> Poetry, expository work, painting, drawing, music, diagrams, graphs, charts. <i>Real-world contexts:</i> Explaining simple experiments using paintings and drawings; describing natural phenomena scientifically and poetically.)</p> <p>Science Standard III.4: Elementary Explain how physical and/or behavioral characteristics of organisms help them to survive in their environments. (<i>Key concepts:</i> Characteristics-adaptation, fitness, instinct, learning, habit . Traits and their adaptive values-sharp teeth or claws for catching and killing prey, color for camouflage. <i>Real-world contexts:</i> Common vertebrate adaptations, such as white polar bears, sharp claws and sharp canines for predators, changing colors of chameleon; behaviors, such as migration, communication of danger, adaptation to changes in the environment.)</p> <p>Materials: Student reproducibles, Inspiration, KidPix, Internet, scan converter, Power Point</p>
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<p>Teaching Strategies Modeled</p>		<p>Technology Connections: Students will learn information about the Coral Reef from a CD. They will then identify different types of coral using the Internet and will create a picture in KidPix, showing what they have learned. They will reinforce this new learning in a center, completing an Inspiration Template. In grades 3-5, students will work with a group to create a PowerPoint presentation.</p>
<p>Whole Group Instruction</p>	<p>Internet- http://www.uncwil.edu/nurc/aquarius/lessons/coral_reef/coral1.htm</p>	<p>K-2 Procedures: Introduction</p> <ol style="list-style-type: none"> 1. View the Electronic Book, <u>Dive to the Coral Reefs</u>. 2. Give each student a Dive to the Coral Reef sheet to complete as you go through the book. Stop to discuss topics as needed and to view videos in the book.
<p>Individual Activity</p>	<p>Internet "Cruises"- http://www.techlearning.com/db_area/archives/WCE/archives/heescruz.htm</p>	<p>Diving Deeper</p> <ol style="list-style-type: none"> 1. Give each student a set of coral identification cards. Discuss what each coral looks like from their point of view. Have students predict the names of each coral. 2. Using a scan converter, show the coral at http://islandfun.com/dive/coralcard.htm. Use those pictures to identify the names and write them on the coral cards.
<p>Whole Group Discussion</p>	<p>Internet- http://islandfun.com/dive/coralcard.htm</p>	<p>Discuss with students why each coral has the name it does.</p> <ol style="list-style-type: none"> 3. Next, have students draw a picture of a coral reef in KidPix using their coral cards as guides. Show them how to use the pencil to draw a shape and how to use the paint bucket to fill it in. Ask students to draw three different coral in their pictures and label them. Show them how to change the stamp set and locate the stamps entitled "Nature" to add other sea life.
<p>Individual Activity</p>	<p>KidPix</p>	<ol style="list-style-type: none"> 4. Save the slides on a disk and use them to create a class slide show using the directions that follow. Share this show with the class, allowing students to present their slide as it comes up.
<p>Whole Group</p>	<p>Technology</p>	<ol style="list-style-type: none"> 5. Assess their individual pictures with the rubric and student self-evaluation.

Teaching Strategies Modeled	Strategies Modeled	Reinforcing the concept
Center Activity	Inspiration	<p>Reinforcing the concept</p> <ol style="list-style-type: none"> 1. Reinforce the information that students have learned with this center activity. 2. Create an Inspiration template according to the directions that follow. 3. Ask students to bring their coral cards to the computer with them during center time, and ask them to complete the Inspiration web by clicking and typing in the name of the coral underneath the picture. 4. Have students print their completed web and turn it in for evaluation.
Whole Group Instruction	Internet- http://www.unconw.edu/nurc/aquarius/lessons/coral_reefs/coral1.htm	<p>3-5 Procedures:</p> <p>Introduction</p> <ol style="list-style-type: none"> 1. View the Electronic Book, <u>Dive to the Coral Reefs</u>. 2. Give each student a Dive to the Coral Reef note-taking sheet to complete as you go through the book. Stop to discuss topics as needed and to view videos in the book.
Cooperative Groups	KidPix	<p>Diving Deeper</p> <ol style="list-style-type: none"> 3. Gather students into cooperative groups. Allow each student to pick a coral group card. Those students who have the same coral will be grouped together. Groups should be no larger than 2-3 students. 4. With their group, have students draw a picture of a coral reef in KidPix. Show students how to use the pencil to draw a shape and how to use the paint bucket to fill it in. Show them how to change the stamp set and locate the stamps entitled "Nature" to add other appropriate sea life. Ask students to draw three different coral in their pictures.
Small Groups	Internet "Cruises"- http://www.techlearning.com/db_area/archives/WCE/archives/heescruz.htm Internet- www.yahooligans.com Technology	<ol style="list-style-type: none"> 5. Show students how to save their picture to a disk for use in the following Power Point activity. 6. Now, ask students to do a search in Yahooligans (www.yahooligans.com) to gather more information about different three different types of coral. Ask students to complete the fact-gathering sheet to guide their research. Show students how to save graphics from the Internet to a disk for use in the slide show.

Teaching Strategies Modeled	Strategies Modeled	
Small Groups	<p>Search Tools for Students- http://www.teachmean.com/search/index.html</p> <p>Power Point</p> <p>On-line tutorial for Power Point- http://www.academyofart.com/pp/</p>	<ol style="list-style-type: none"> 7. Using the storyboard, ask students to create a slide show with four slides. On the first slide, students will import their saved Coral Reef picture from KidPix and create a title for their show. On the remaining three slides, have students include a graphic and two facts about a type of coral. 8. Using the storyboard as a guide, ask students to complete their Power Point slide show. Share the completed shows with the class. 9. After students have completed their project, ask them to evaluate their own show with the checklist found at http://pblchecklist.4teachers.org/view.php3?id=2147.
Center Activity	Inspiration	<p>Reinforcing the concept</p> <ol style="list-style-type: none"> 10. Reinforce the information that students have learned with this center activity. 11. Create an Inspiration template according to the directions that follow. 12. Have a supply of Coral Reef reference books available by the computer. Allow students to look through the reference books to identify the different types of coral. Once a student identifies the coral, have them click in the blank below the picture to type in the type of coral 13. Have students print their completed web and turn it in for evaluation. <p>Assessment: K-2: Students' answers to the fill-in-the-blank Dive to the Coral Reefs sheet will be assessed for accuracy. Their KidPix pictures will be evaluated with a rubric, and their Inspiration coral web will be assessed for correct spelling and identification.</p> <p>3-5: Students' completed Power Point presentation will be evaluated with a rubric. Their fact-gathering sheets can also be evaluated for accuracy.</p> <p>Extension: Have students create a Power Point presentation that contains information about coral reef habitats around the world.</p>

Dive to the Coral Reef

Word Bank:



Great Barrier Reef staghorn coral brain coral
sea turtle sharks skeleton
octopus plate coral sea fans
tentacles sea whips animals
barracuda

1. The largest coral reef is the _____.

2. A coral eats by waving its _____ around.

3. Corals are not plants, they are _____.

4. Corals use their hard _____ for protection.

5. Some names of hard coral are:

6. Some names of soft coral are:

7. Some other animals that live there are:



I am a _____ coral.

I'm called that because

_____.



I am a _____ coral.

I'm called that because

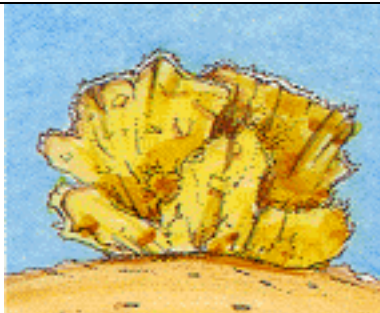
_____.



I am a _____ coral.

I'm called that because

_____.



I am a _____ coral.

I'm called that because

_____.

Crazy About Coral

Name: _____

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Graphics	Required graphics are included on each slide. They are appropriate and relevant to the topic.	Required graphics are included on each slide, but may not always be appropriate or relevant to the topic.	Required graphics are included on at least 3 slides, but some are not appropriate or relevant to the topic.	Required graphics are missing. Graphics that are included are not relevant to the topic.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Content	Covers topic in depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal or there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.

Crazy About Coral

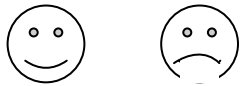
Circle a smiley face if you completed each of the requirements on your Coral Reef picture in KidPix.



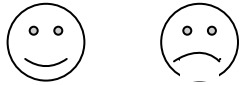
- I drew three pictures of coral.



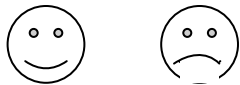
- I used the paint bucket to color my picture.



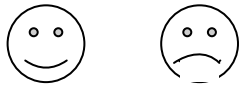
- I added coral reef animal stamps to my picture.



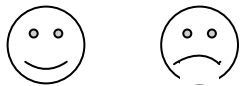
- I labeled each of my coral pictures with the typewriter tool.



- I put my name on my picture.



- This is my very best work.

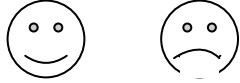


Crazy About Coral

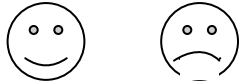
A smiley face indicates that you have completed the required element.



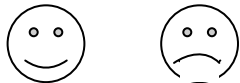
- You drew three pictures of coral.



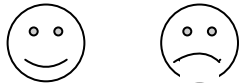
- You used the paint bucket to color your picture.



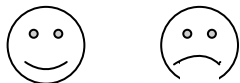
- You added coral reef animal stamps.



- You labeled each of your coral pictures.



- All of the words are spelled right.



- This is your very best work.



Teacher Comments:

Web Search Fact-Gathering Sheet

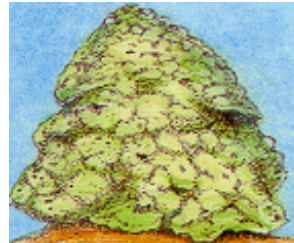
Use Yahoo!igans to locate more information about different types of coral. Locate information and graphics for three different types of coral and record facts on the space below.

Name of Coral	Location/Habitat	Facts	Name/Location of Graphic

Coral Reef Storyboard

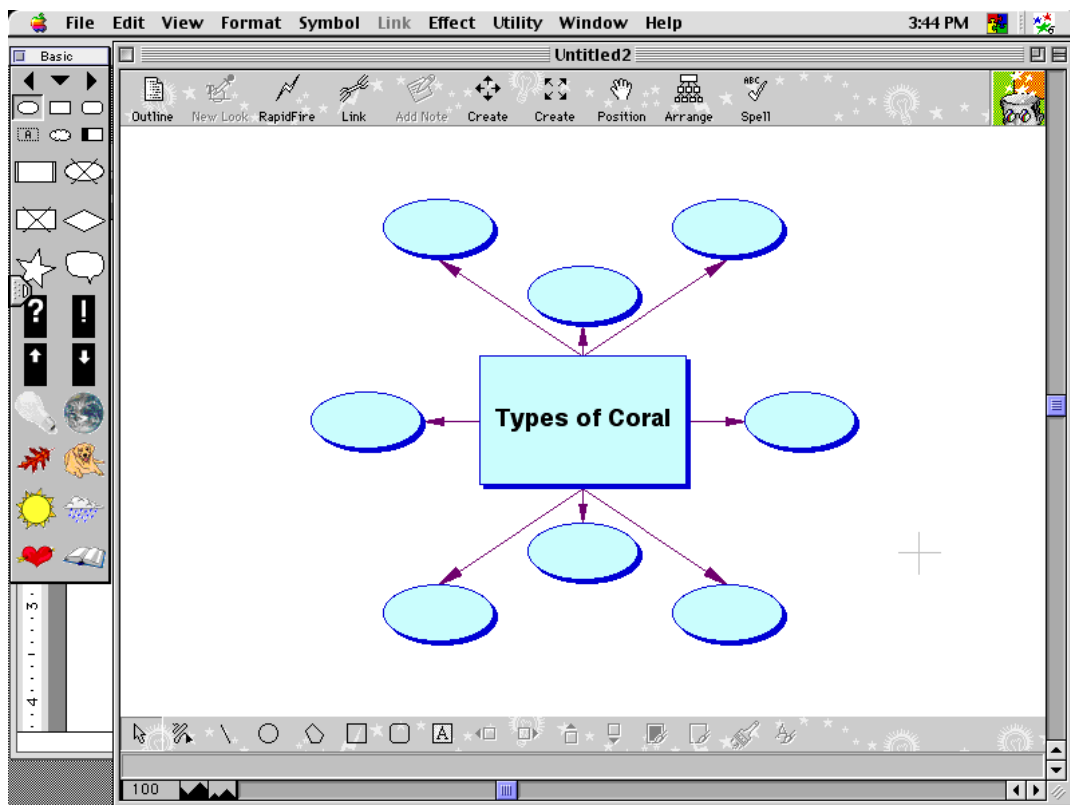
<p><i>Title Slide</i> <i>(includes KidPix graphic)</i></p>	<p><i>Slide #1</i> <i>(includes 2 facts and graphic from Internet)</i></p>
<p><i>Slide #2</i> <i>(includes 2 facts and graphic from Internet)</i></p>	<p><i>Slide #3</i> <i>(includes 2 facts and graphic from Internet)</i></p>

Coral Group Cards



Creating the Coral Web Template in Inspiration

1. Open up a new Inspiration document.
2. In the Main Idea space, type "Types of Coral".
3. Click on the circle so you see the red boxes appear around the main idea, and click on Format and change the font, size and style to your preference.
4. Now click on that space and click on one of the create arrows at the toolbar at the top.
5. Click back on the main idea and keep creating more links from it. Your web should now

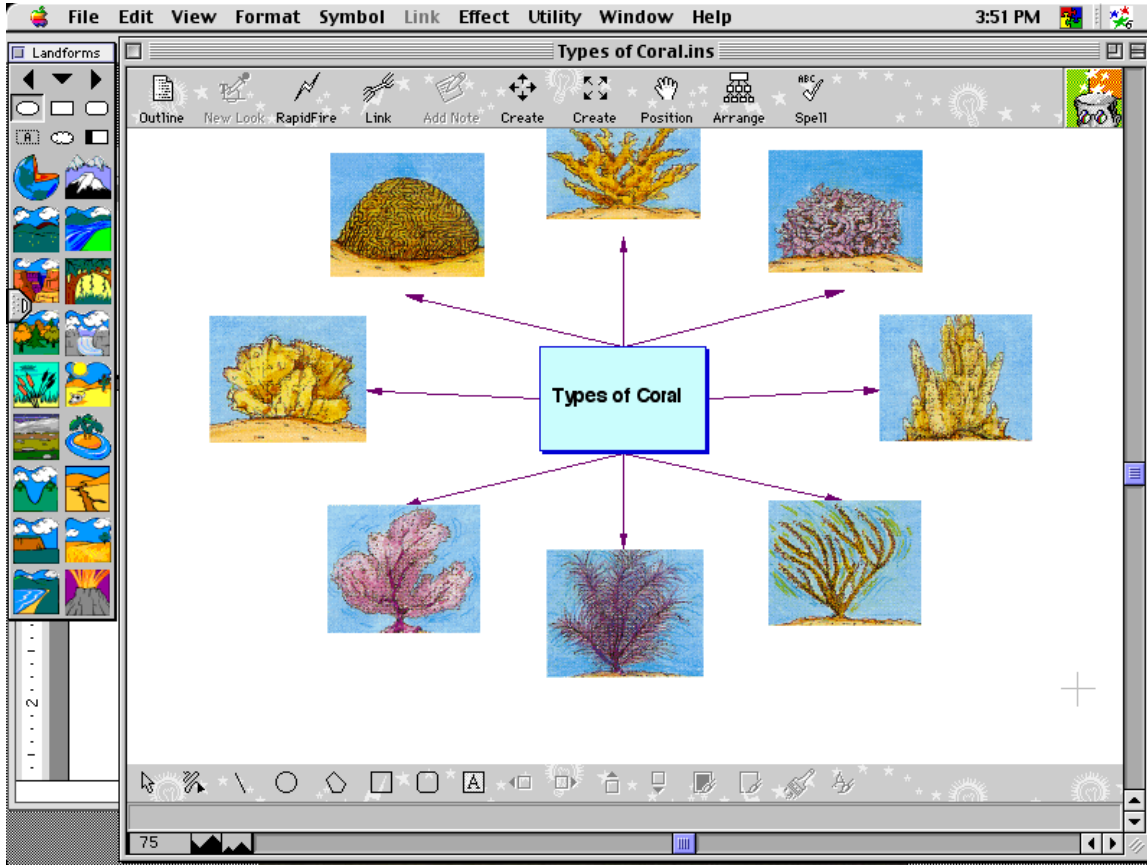


look something like this:

6. Minimize that screen and go into your Internet program. Go to the following internet site and copy a graphic to your computer's clipboard (click and hold for Mac, right click for PC, then choose copy). <http://islandfun.com/dive/coralcard.htm>
7. Now go back to the web and click on one of the blue ovals that you made. Click on Edit and Paste and your new graphic will appear.
8. Repeat for each of the other graphics.
9. Now you will want to change the size of the type for your students when they type their words under the pictures. Press your shift key on the keyboard and hold it down

while you click on each of the coral pictures on the web. There should be red boxes around each of the pictures. Click on Format and change the size to 14 pt.

10. Your web should now look something like this:



11. To save your web as a template, click on File and Save as Template. Now type the name under which you want it to be saved. Click OK.

12. To retrieve your saved template click on File, Template and scroll down until you see the name of your template. Click on it and click Open.

