Good Morning & Welcome Back!
Day 5

" Be not afraid of going slowly,
Be afraid of standing still."

You are on your own again this morning to complete the daily morning activities: diary writing, email and site of the day.

1. Open your diary template:
   Find the Training Resources folder on the desktop.
   Locate the Diary Template and double click on it to open it.
   Respond to the diary question in the slide show.
   Print 2 copies. Put one in your group folder and one in your notebook.

Save your document as "Day 5 Diary" in your folder.

2. Check your E-mail:
   Open Netscape or Internet Explorer.
   Click in the location box and type the following address: www.eudoramail.com (Press Enter)
   Click inside the Login Name box and key in your login name.
   Click inside the Password box and key in your password.
   Remember that your login name and password are written on the inside cover of your book.
   Click on Enter.
   Find the message from me, click on the underlined subject link to open it.
   Read and reply to my E-mail if necessary.

3. View the "site of the day" How could you use this in your classroom?

A House for Hermit Crab

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: How do I create a time line with TimeLiner? How do I create a Graph with The Graph Club? How can I use KidPix as a center activity? How can I create a rebus story in KidWorks?

		Essential Question: What is a hermit crab? What are some other ocean animals? How are people like hermit crabs? What do you think Hermit Crab will do with his next house? **Learning Standards (State of Michigan):** **Assessed:** **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. **Mathematics Standard III.1:Elementary** Collect and explore data through counting, measuring and conducting surveys and experiments. **Mathematics Standard V.1: Elementary** Apply operations efficiently and accurately in solving problems. **Science Standard I.1: Elementary** Develop strategies and skills for information gathering and problem solving. (t*ools:* Sources of information, such as reference books, trade books, periodicals. *Real-world contexts:* Seeking help from peers, adults, libraries, other resources.) **Science Standard III.5: Elementary:** 3. Describe the basic requirements for all living things to maintain their existence. (*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.)

Teaching Strategies Modeled	Technology Strategies Modeled	
		Non-assessed: **Mathematics Standard II.3: Elementary** Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), area, perimeter, capacity, time, temperature and money. **Materials:** A House for Hermit Crab by Eric Carle, word cards, pocket chart, TimeLiner software, scan converter, student reproducibles, The Graph Club software, KidPix software, internet connection, laminated decoding chart, KidWorks software **Technology Connections:** Students will create a time line based on events in the story A House for Hermit Crab. They will also create a graph showing how much they will grow in their lifetime. In a center, students will make number sentences in KidPix and create a Rebus story in KidWorks. **K-2 Procedures:** Introduction 1. Read A House for Hermit Crab by Eric Carle. Have students listen for the names of ocean animals in the book. 2. Next, give each student a word card. When each word is introduced in the book, have that student bring his word up to the board and put it in a pocket chart. The completed pocket chart should have the month with the corresponding animal or plant. After you are finished, have students re-tell the story using the information in the pocket chart. Time Line of Events a Whole Group Activity 3. Explain that students are going to make a time line that represents what happened to Hermit Crab over a period of a year. 4. Using the information in the pocket chart, model creating a time line on the computer with a scan converter or in a small group. Open TimeLiner software and follow the directions to create your time line. Have students give you the specific months and events. 5. Print your time line in banner form and display it in the classroom.
Whole Group Instruction Strategies for the One-Computer Classroom- http://www.learnsol.com/onecompt.html		
Whole Group Demo	TimeLiner	

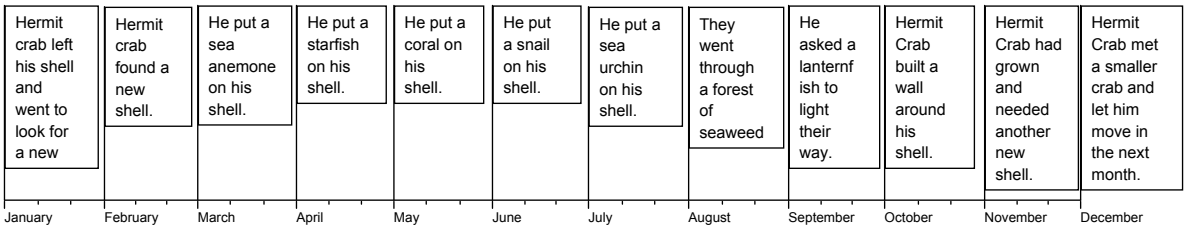
Teaching Strategies Modeled	**Technology Strategies Modeled**	Graphing Growth an Individual Activity 6. Ask students to tell you why Hermit Crab needed a different shell (because he was growing). Ask them what happens to their clothes as they grow (they get smaller). 7. Give students the My How You've Grown sheet and a measuring tape. Allow them to work with a partner to measure their height in inches and record it in the appropriate place. 8. Explain that students will need to take the sheet home with them and fill in the other two sections with their parent's help. 9. When students bring the sheet back, have them use this information to create a graph in The Graph Club, showing how much they have grown. Demonstrate the procedure to the class on the computer using a scan converter, before students create the graph themselves. Use the directions to create your graph. What's your Shell Worth, Hermit Crab? A Center Activity 10. Create a center activity in KidPix in which students find the worth of Hermit Crab's house. 11. Copy the hermit crab graphic from this Internet site (http://www.fi.edu/fellows/fellow8/dec98/rebus.html). Simply right click on a PC and choose copy this image, or click and hold on a Mac. 12. Open up KidPix and choose Edit and Paste. Move it where you want it to go. Use the line tool to separate the crabs on the paper. (If the crab is too small, copy it first into Word, resize it, then copy and paste it into KidPix.) 13. Have a laminated copy of the Hermit Crab decoding chart next to the computer. 14. Explain that students will be decorating Hermit Crab with the buttons and bows tool in the KidPix Paintbrush. Depending on the ability level of your students, instruct them to get the tool, and stamp two or three buttons and bows on Hermit Crab's shell as in the example. 15. Next, they will click on the Alphabet Stamp tool and stamp a number sentence to go with it in the box. 16. Have students stamp their names and print them out for evaluation.
Whole Group Discussion Partner Activity Whole Group Demo Individual Work Center Activity Teacher Preparation Whole Group Demo	The Graph Club Scan Converter Internet- http://www.fi.edu/fellows/fellow8/dec98/rebus.html KidPix	

Teaching Strategies Modeled	**Technology Strategies Modeled**	
Individual Work		17. Ask students to sign the check sheet when they are finished. Hermit Crab Rebus Books a Partner Activity 18. Show students the rebus story on the Internet at http://www.fi.edu/fellows/fellow8/dec98/rebus.html. Explain that a rebus story contains both words and pictures.
Whole Group Instruction	Internet- http://www.fi.edu/fellows/fellow8/dec98/rebus.html KidWorks Deluxe	19. Now, show students how to create their own rebus story in KidWorks similar to the example. Follow the directions for creating your Rebus story. 20. Assign each student a partner and have them create a story to go with the title, "Hermit Crab's Next House". Reread the last two pages of A House for Hermit Crab to remind students of the plans that he was making for his new house.
Whole Group Demo		21. Allow students to share their stories with the class when they are done.
Partner Activity		**Assessment:** Students will be assessed on their completed graph, participation in the time line activity and completed center activity. The rebus story will be evaluated with the checklist at (http://pblchecklist.4teachers.org/view.php3?id=1744). **Extension:** Have students research for more information about the other animals in the book. Allow them to write facts about each animal in KidWorks.

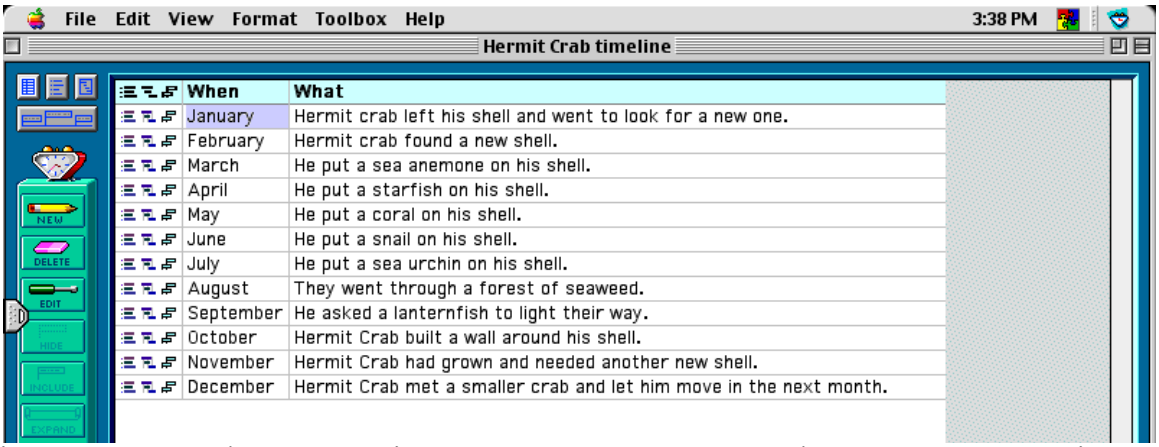
Step by Step
Hermit Crab Time Line with TimeLiner 4.0




A House for Hermit Crab



1. Open up *TimeLiner* 4.0.
2. Click on *New*.
3. Click on *Floating*.
4. Click to select monthly/yearly, and double-click on the word *monthly* before clicking *OK*.
5. Enter the word *January* in the *When* column. Press the *tab* key.
6. Enter the sentence *"Hermit Crab left his shell and went to look for a new one."* Press *return*.
7. Continue to enter information until your data table looks like the one below.



When	What
January	Hermit crab left his shell and went to look for a new one.
February	Hermit crab found a new shell.
March	He put a sea anemone on his shell.
April	He put a starfish on his shell.
May	He put a coral on his shell.
June	He put a snail on his shell.
July	He put a sea urchin on his shell.
August	They went through a forest of seaweed.
September	He asked a lanternfish to light their way.
October	Hermit Crab built a wall around his shell.
November	Hermit Crab had grown and needed another new shell.
December	Hermit Crab met a smaller crab and let him move in the next month.

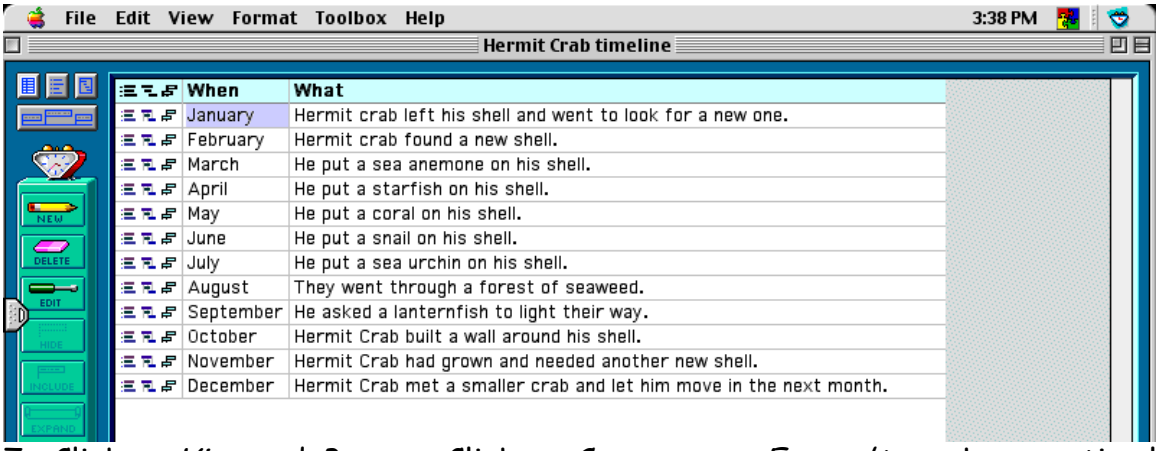
8. Click on *View* and *Banner*. Click on *Compress* or *Expand* to make your timeline shorter or longer.

9. Click on the event and click on the black box to the right to size your flag.
10. Click on the event to drag it up or down.

11. Click on the event and the shaded bar on the left side of the flag to choose a style for your flag.
12. Click on *Edit* and *New Title* to add a title to your time line.
13. Import graphics if desired by copying from another program and pasting onto your time line.

Step by Step
Hermit Crab Time Line with TimeLiner 5.0

1. Open up *TimeLiner* 5.0.
2. Click on *New*.
3. Click on *Yearly/Monthly*.
4. Enter the word *January* in the *When* column. Press the *tab* key.
5. Enter the sentence *"Hermit Crab left his shell and went to look for a new one."* Press *return*.
6. Continue to enter information until your data table looks like the one below.



When	What
January	Hermit crab left his shell and went to look for a new one.
February	Hermit crab found a new shell.
March	He put a sea anemone on his shell.
April	He put a starfish on his shell.
May	He put a coral on his shell.
June	He put a snail on his shell.
July	He put a sea urchin on his shell.
August	They went through a forest of seaweed.
September	He asked a lanternfish to light their way.
October	Hermit Crab built a wall around his shell.
November	Hermit Crab had grown and needed another new shell.
December	Hermit Crab met a smaller crab and let him move in the next month.

7. Click on *View* and *Banner*. Click on *Compress* or *Expand* to make your timeline shorter or longer.
8. Click on the event and click on the red box to the right to size your flag.
9. Click on the event to drag it up or down.
10. Click on the event and the Edit Flag Style at the top to choose a style for your flag.
11. Click on the *Label* button on the left and add a title to your time line.
12. Click and drag your label into position. Change the font of your label by clicking on the Edit Text Style button at the top.
13. Add graphic from TimeLiner's gallery or one that was saved to your computer's hard drive by clicking on the graphic button.

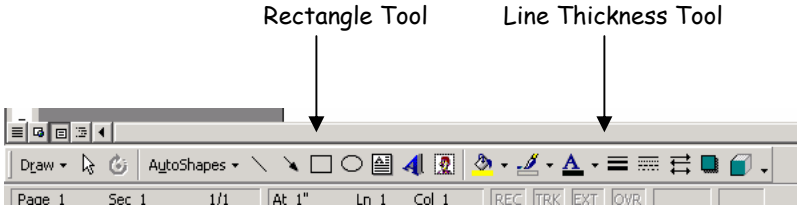
shell

fish

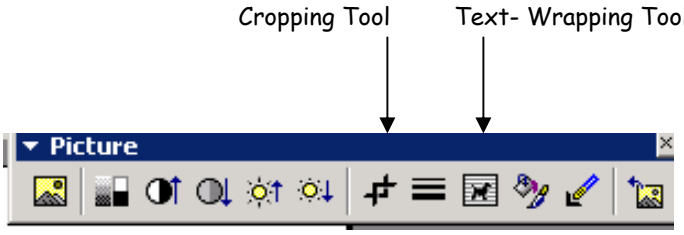
crab

Step by Step
Creating Word Cards in Microsoft Word

1. Using a Scanner, scan pictures of the characters from the book *House for Hermit Crab*. Follow the directions for scanning based on your particular type of scanner.
2. Save your scanned picture on a floppy disk or your computer's hard drive.
3. Open Microsoft Word.
4. Create the boxes for your word cards by clicking on the rectangle tool along the bottom toolbar.

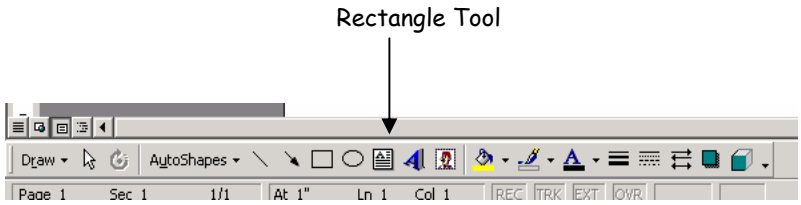


5. Click and drag to create your rectangle. To resize it, click and drag on the corners.
6. Change the line thickness using the tool at the bottom.
7. Import your scanned picture. Click on *Insert* and *Picture*. Then choose *From File*. Locate the file on your computer's hard drive or on the floppy disk. Click on the name of the file, then *Insert*. Your graphic should now appear.
8. Click on the graphic to activate it and a toolbar will appear. Click on the text-wrapping tool.



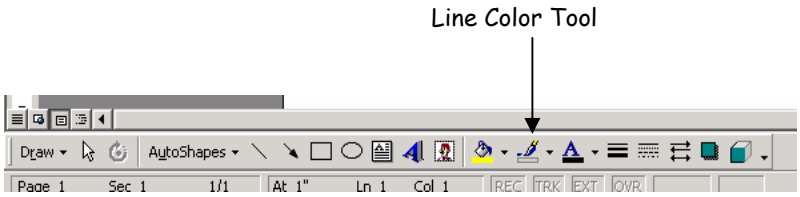
9. Choose *In Front of Text.* Click and drag on the corners to resize it. If you wish to crop the picture, click on the cropping tool. Then click on the picture to select it and click and drag on the small rectangles on each side to crop it.
10. Move your graphic into position on the word card.

11. Add your text box. Click on the text box tool at the bottom of your screen.



12. Click and drag inside your box to create the text box. Type the word or letters in the text box. To change the font, size, and style, and justification, highlight the words and use the tool bar at the top as you would with regular text.

13. Make the text box larger or smaller by clicking and dragging on the corners after you have selected it.
14. You can move your text box into position by clicking and dragging the outline of the text box.
15. Erase the line that surrounds the text box, click on the line color tool at the bottom tool bar. Select *No Line* at the top of that window.



Habitats Lesson Plan

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction Essential Questions for Teachers: How can I use Storybook Weaver Deluxe to publish stories?
		Essential Question: What are some of the various water habitats and what are their characteristics. **Learning Standards (State of Michigan):** **Science Standard III.3:Later Elementary** Describe the basic requirements for all living things to maintain their existence. (*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.) **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. **English Language Arts Standard 3:Later Elementary** Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. **Materials:** Student reproducibles, word processing software, handouts and notes from previous lesson. Reference CD-Roms, reference material, reproducibles, Storybook Weaver Deluxe **Technology Connections:** Storybook Weaver Deluxe, Reference CD-ROMs, Internet **Procedures K-2** • Explore a habitat whole group using trade books, reference CD-ROMs, and other reference material.

Teaching Strategies Modeled	Technology Strategies Modeled	
		Include a variety of pictures and videos so young children may obtain a visual image of the habitat. • Keep a chart in the room of characteristics of the habitat, as well as plants and animals native to that habitat.
Whole Group Instruction		• Students will use a storyboard to write and illustrate interesting facts about the habitat. Illustrations should portray animals and plants of the habitat. Stories should be shared with a friend, revised and edited as needed. • The finished project may be published using *Storybook Weaver Deluxe*.
		Procedures 3-5
Individual Activity		• Show an example of a fictionalized story created using Storybook Weaver. Explain to students that they will be creating something similar with the information they have been gathering about habitats.
	Storybook Weaver Deluxe	• Stress the importance of blending fact with fiction in this assignment. That you want students to be creative with their stories but that the specific facts should also be represented. They are creating an adventure.
Whole Group Instruction	Storybook Weaver Deluxe	• Students will gather information from various lessons about 4 different habitats. (*As part of an ongoing unit/theme students have been studying various habitats. They have kept a habitat journal and portfolio with specific facts about habitats)* • Students will take notes on interesting facts about their habitat. This is the prewriting phase of the writing process. • The story is an adventure where their animal of their choice embarks on a journey in search of something. Their animal must travel through 4 habitats including its' own on this journey. On the journey their animal must meet up with at least 3 other creatures specific to that habitat. Students will use the planning sheet to sequence their story and develop creatures that will be in their story.
Individual Work		• Students should share their stories with peers, revise and edit as necessary. This becomes the final draft.

Teaching Strategies Modeled	**Technology Strategies Modeled**	• Students will publish their finished project using *Storybook Weaver Deluxe.* **Assessment:** Student research portfolio and published report will be assessed. **Related URLs:** http://library.advanced.org/11922/habitats/habitats.htm http://mbgnet.mobot.org/MBGnet/sets/index.htm
Peer editing		

Habitat Adventure Fact Gathering Sheet

Habitats	Facts about Habitat	Animals
Habitat #1		
Habitat#2		
Habitat #3		
Habitat #4		

Habitat Adventure Story Development

Your story is of a great adventure! You will pick an animal we have researched and use it as the main character of your story.

My animal/character (main character):

Characteristics of my main character:

My character is in search of:

Now lets start the creative process. Remember we are blending facts about habitats and a fictional story about an adventure.

Habitat #1

Habitat:	Habitat character(s):
What is the main character looking for here? What conflicts does he/she encounter? How are they resolved or not?	Story points: *(Key points you want to express. May include facts about the habitat.)*

Habitat #2

Habitat:	Habitat character(s):
What is the main character looking for here? What conflicts does he/she encounter? How are they resolved or not?	Story points: *(Key points you want to express. May include facts about the habitat.)*

Habitat #3

Habitat:	Habitat character(s):
What is the main character looking for here? What conflicts does he/she encounter? How are they resolved or not?	Story points: *(Key points you want to express. May include facts about the habitat.)*

Habitat #4

Habitat:	Habitat character(s):
What is the main character looking for here? What conflicts does he/she encounter? How are they resolved or not?	Story points: *(Key points you want to express. May include facts about the habitat.)*

Adventure Storyboard

Now lets pull it all together. Combine the information you have gathered to create the various parts of your story.

Intro/Slide 1
Text:

Background/Graphics

Slide 2
Text:

Background/Graphics

Student Self-Assessment

Name _____Date_____

Peer Editor _____ Project _____

Color the smiley if you completed each direction.

 I wrote sentences about my habitat.

 I used pictures and phonetic spelling.

 I used correct spelling of words I know how to spell.

 I completed a storyboard.

 I checked for correct use of capital letters and punctuation.

 I included a detailed illustration of my habitat, including plants and animals.

Assessment

Name _____ Date_____

 You wrote sentences about your habitat.

 You used pictures and phonetic spelling.

 You used correct spelling of words you know how to spell.

 You completed a storyboard.

 You checked for correct use of capital letters and punctuation.

 You included a detailed illustration of your habitat, including plants and animals.

Student Self-Assessment

Name _____ Date_____

Peer Editor _____ Project _____

Use this checklist to carefully check your paragraph. Don't forget to double-check your work!

- ❑ My story identified and described the at least 4 habitats and its characteristics.
- ❑ My story described plants native to the habitats.
- ❑ My story described s animals native to the habitats.
- ❑ I used correct principles of grammar.
- ❑ I used the spell-check tool on the computer.
- ❑ I double-checked for correct spelling.
- ❑ All sentences start with a capital letter.
- ❑ Proper nouns are capitalized.
- ❑ The title has capital letters where needed.
- ❑ Each sentence ends with proper punctuation.
- ❑ Commas and quotation marks are used correctly.
- ❑ I followed the procedures of the writing process: prewriting, drafting, revising, editing, and publishing.
- ❑ I reread the paragraph carefully for all errors.

Habitat Adventure Assessment

Name _____Date_____

- ❑ The story identified and described 4 habitats and their characteristics.
- ❑ The story described plants native to those habitats.
- ❑ The story described 3 animals native to the habitats.
- ❑ The story was edited for correct use of capitalization, punctuation, and spelling.
- ❑ Correct principles of grammar were followed.
- ❑ The writing process was followed: prewriting, drafting, revising, editing, and publishing.
- ❑ Students' portfolio included research and journals about each of the studied habitats.

Teacher Comments:

Student Comments:

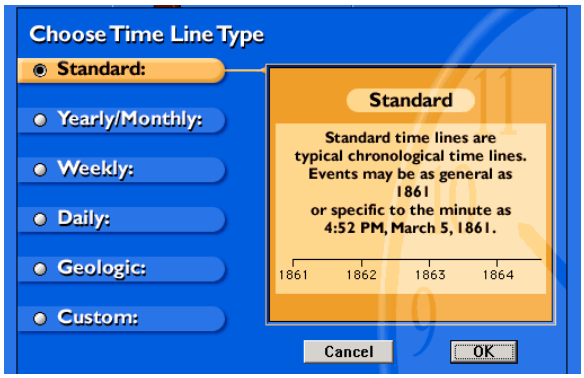
Software Helpers

Software Helper
TimeLiner 5.0

***TimeLiner* is a practical, easy-to-use tool for creating and printing time lines that show historical, contemporary, and future events. With *TimeLiner* you can construct banner time lines that wrap around your classroom, poster-size time lines for a bulletin board, or single-page time lines for reference and review.**

Creating a New Time Line

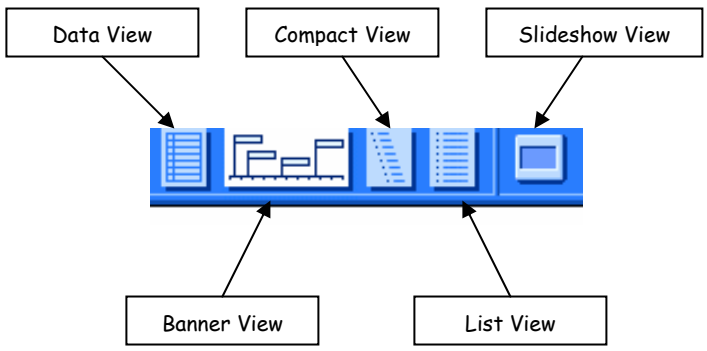
Once you've launched *TimeLiner*, click *New* on the Title Screen. There are six time lines from which to choose: Standard, Yearly/Monthly, Weekly, Daily, Geologic, and Custom.



- Standard Time Lines are the typical chronological time lines. The time of an event can be as general as 1500, or as specific as 4:32 AM, March 5, 1957.
- Yearly/Monthly Time Lines, such as a school year, are not anchored to any particular year. They can be a year long, or a month long.
- Weekly Time Lines such as a weekly schedule are not set in any particular week. These time lines represent events that occur regularly on certain days of the week.
- Daily Time Lines, such as a class schedule, are not set on any particular day. These time lines show what occurs regularly at certain times of the day.
- Geologic Time Lines can range from 100 billion years ago to the present. You can also prefix a year with a plus sign to indicate dates in the future.
- Custom Time Lines present non-time based data such as temperature, distance, or percent.

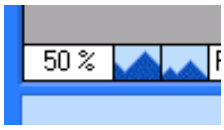
The Five Views of TimeLiner

There are five different ways to view your time line. Click on the appropriate button at the top of the screen to change your view.



Data View- This view shows all of your data at all times, even if some events are hidden in other views. This is the place to go for an overview of all of your time line information.
Banner View- *Create and print time lines from 1-100 pages long.*
Compact View- *Create and print time lines that range from one page to a multi-page poster.*
List View- Create a vertical list of the events in your timeline.
Slideshow View- Create a slideshow of your time line in which every event becomes a slide. This view is most useful if you have attached media elements to your events.

Using the Zoom Buttons
Banner time lines can be viewed in three sizes: 100%, 50%, and 25%. To change the view size, click on the icons in the lower left corner.



The Clock Tools
The tools that you will need in all views are located in the toolbar under the clock. These tools are New Event, Delete, Edit, Graphic, Label, Expand, Compress, Merge, and Print.

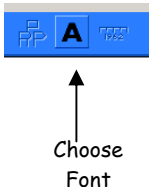
- *New Event- Click on the* New Event *button on the clock toolbar. Type the date and name of the event. Click* OK *to add this event to the time line. When adding new events, you may see a default date already entered in the* When *box. If the new event is different from the default date, simply type the new date over the highlighted default date. If you are entering a range of dates, you can use both of the fields next to* When. *If you only want to enter one date, click on the* to *button to remove the ending date field. You can enter* now *or* present *as a date and the current date will appear.*
    - *Category*- This allows you to assign a specific category to your events. You can add your own categories as well.
    - *Notes*- You can add more information about the specific event. These notes can be viewed in the Slideshow View or can be viewed as a link in Banner view. The notes cannot be printed.
    - *Picture or Movie*- You can add a picture or movie saved on your computer's hard drive or you can choose from one of TimeLiner's movies and graphics. These pictures and movies can be viewed in the Slideshow View or as a link in Banner view. The pictures and movies will not appear when printing.
    - *Sound*- You can add sound that has been saved on your computer's hard drive or you can choose from one of TimeLiner's sounds.
    - *Web Links*- You can create a link to a web site using this tab.

- *Delete- Click on the event or flag, and then on the* Delete *button under the clock. If you delete an event from one view, it erases it in every view.*

- *Edit- Click on the event or flag, and then on the* Edit *button under the clock. Make the needed changes and click* OK.

- *Graphic- To add a graphic from* TimeLiner*'s clip-art gallery, click on the* Graphic *button and then choose your art. Click* OK *when ready. To import a saved graphic from your computer, click on* Browse *and locate the file from your computer's hard drive. Then click* Open. *Click on the graphic and drag it into position. Click and drag the red squares at the corner of the graphic to resize it.*

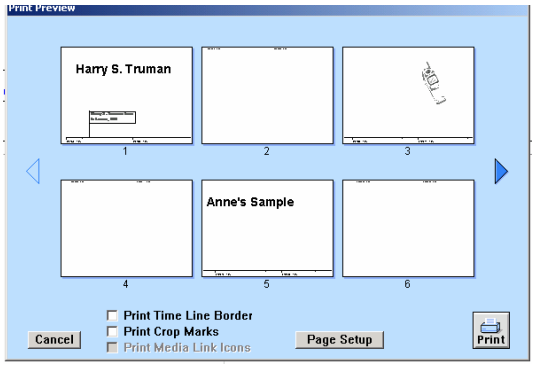
- *Label- To add a heading or title for your time line, click on* Label. *Type a heading and click* OK. *You can now click on the heading and drag it into position. To change the font of your label, select it and click on the* Choose Font *button at the top of the screen. To edit the label, simply double-click.*



- *Expand and Compress- Click on the* Expand and Compress *buttons to shorten or lengthen your time line.*

- *Merge- You can use this feature to merge your time line with other standard time lines created with* TimeLiner.

- *Print- This enables you to print the current view of your time line. You can customize your printed time line by adding a border. Click on* Page Setup *to change the orientation of your page. If you don't want to print the entire banner, you can enter specific pages when you click the* Print *button.*



Hiding and Including Dates

You can hide events in one view without deleting the events from other view. Click on the event and choose *Hide Event* from the *Format* menu. The event will now be invisible and will not print from within this view. To see the event again, click on *Format* and *Include Event*. You will see a dialog window that lists all of the hidden events.

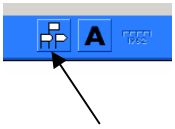
Adjusting the Number of Pages

With larger time lines, expanding and compressing sometimes increases or decreases the length of the time line in large chunks. You can easily adjust your time line to be a specific length. You can see the number of pages in your time line at the bottom of your screen. Click on the number of the last page and then type the number of pages that you wish to have. The time line will reformat to include the specified amount of pages.

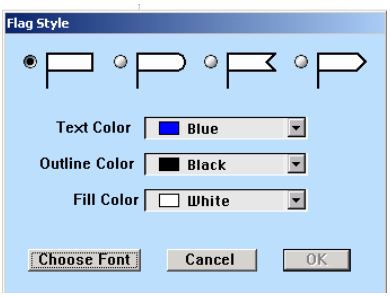
Customizing an Event's Font, Color, and Style

You can use different fonts, sizes, styles, and colors to highlight different events and show relationships between events. A quick way to group many events at once is to assign them a category and assign the category a unique font and style. Once you have selected your event, click on *Edit* and *Choose Event Font*.

Changing the Flag Style



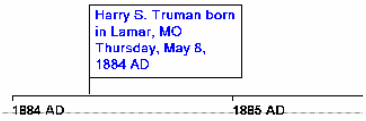
Changing the flag style is another way to customize events and highlight relationships between different types of events. Each flag can have a different shape, flag color, text color, or fill color. To change the style of an event flag, select the flag you wish to change. Then click the *Edit Flag Style* button at the top of the screen. The *Flag Style Dialog* window will appear, allowing you to customize the shape and color of your flag.



Changing the Flag Size

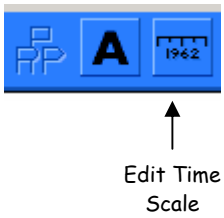
To resize a flag, click on the red rectangle to the right of a selected flag and drag it into position.

Adding the Date to Text



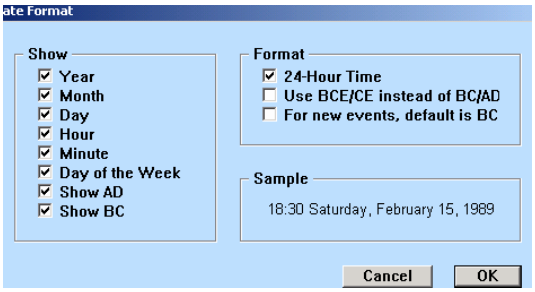
The *Add Date to Text* feature automatically adds the date of each event into the event flag. Click *Format* and *Add Date to Text*. If you select this feature, you will only see it in the current view. To add it to each view, you must select it independently.

Customizing the Time Scale



The time scale is the bottom axis of the Banner time line or the top of a Compact time line. You can change the color, size, font, and style of the time scale. Click on the time scale to select it and click the *Edit Time Scale* button at the top of the screen. This will open a dialog window that allows you to change the thickness and color. Click on the *Choose Font* button to change the font of your text.

Formatting the Date



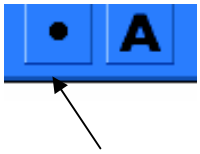
You can set way that you want the date to appear on your time line by clicking on *Format* and *Date Format*. This will open a dialog window in which you can set how you wish the date to appear.

Taking a Snapshot of your Banner

In the Banner View, you can take a snapshot of your time line by clicking on *File* and *Export Banner View as Graphic*. A pull-down list allows you to copy the entire view or save the image in a different file format to use as a graphic in another application. This feature only works for time lines that are 3 pages wide or smaller. This will allow you to create a graphic of your time line that can be pasted into a paint program, word processor, or desktop publishing program.

Changing Symbols in the List View

In the List View, each event begins with a small symbol. Different symbols can be used to highlight different types of events and to show the relationships between events. To choose a symbol, select an event, and then click on the *Edit Symbol Style* button. You will get a pop-up dialog box in which you can select a different symbol. If you want to select more than one event at a time, press the shift key down while you click to select events.



Edit Symbol Style

The When and What Columns in Data View

The *When* column shows the specific date of an event or the starting and ending dates. To show both dates, click on *Format* and *Event Range*. The *When* column will become the *Start* column and an *End* column will be added. The *What* column is where you enter the information for an event. As you enter information, pressing *Return* or *Enter* when on the last line of the Data View always gives you a blank line. You can also add new events by clicking on the *New Event* button under the clock.

The Category Column in Data View

You can add a category column by clicking on *Format* and *Categories*. This helps you organize and group events in your time line.

Selecting a Row in Data View

To the left of the *Start* column is a narrow column of gray rectangles. Double-click on a rectangle next to an event to select it and edit the contents of that row.

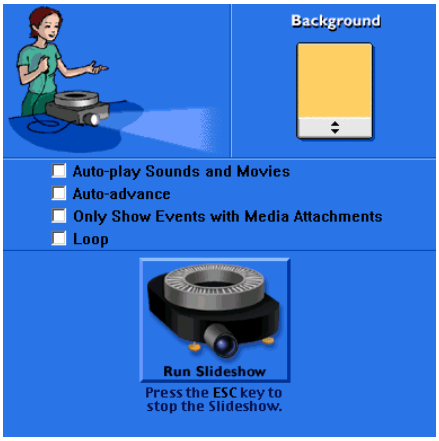
Viewing your Time Line as a Slideshow

Click on the Slideshow View *icon at the top of the screen to switch to the Slideshow View.*

Setting up Your Slideshow

The Slideshow setup lets you customize your slideshow.

- Slide Transitions (Macintosh version)- This changes the transition effects that appear between slides during a slideshow.
- Background- Change the background color or pattern that appears around the slides during a show.
- Auto-Play Sounds and Movies- Check this box if you want sound and movies to play automatically when a slide is displayed.
- Auto-Advance- Check this box and type a number to set the amount of time that each slide will display.
- Only show Events with Media Attachments- Check this box to show only slides with media attachments such as sounds, pictures, movies, notes, or Web links.
- Loop- Check this box to cycle through the slides again and again without returning to the Slideshow Setup screen. Press the ESC key to exit the slideshow.



Presenting Your Slideshow

To advance to the next slide, click the *Next* button in the lower right corner of the screen. To return to a previous slide, click *Back* in the lower left corner of the screen. Press the *ESC* key at any time to exit the slideshow.

Printing a Slideshow

Click on *File* and *Print* from the Slideshow Setup screen. Each slide will print on one page. This is the only way to print notes that are attached to events.

Supplemental Lesson Plans

Our Heroes Need Math

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: How do I use interactive grouping software with my students? What management techniques do I need to be successful?

		Essential Question: How do you identify points and numbered pairs on a grid? How do you use line segments to create a path and measure distance? How do you calculate area and perimeter of rectangles? **Learning Standards (State of Michigan): Assessed:** **Mathematics Standard I.2 Variability and Change** Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. **Mathematics Standard III.1 Collection, Organization and Presentation of Data** Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. **Mathematics Standard III.2 Description and Interpretation** Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively. **Mathematics Standard IV.2 Representation and Uses of Numbers** Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.

		Materials: Prime Time Math Software, and handouts/data collection sheets. A computer with a scan converter for whole group learning. **Technology Connections:** Students will role play as members of a search and rescue team using "Adrift" an interactive grouping software. **3-5 Procedures:** Introduction 1. Set the stage for your students by describing the role-playing event they will take part in. 2. Organize students into groups of 4. 3. Pass out worksheets 4. Cover or review mathematical concepts; addition of fractions, multiplication of whole numbers, basic understanding of perimeter and area, basic understanding of grid-based maps. 5. Follow on screen prompts as you guide your students through the experience. **Assessment:** Students will be assessed on their completion of the worksheets, calculation of answers, strategy presentation and group participation.

PrimeTime Math
Adrift

Checklist

	I successfully completed the work area on the worksheets.
	I chose the calculation needed for the correct answer.
	I completed the homework sheet.
	I successfully completed the strategy description on the worksheet.
	I communicated effectively about my strategy when call upon in class.
	I completed the open-ended homework questions.
	I recorded all the information from the video.
	I exchanged accurate information with me team members.
	I participated in group questions.
	I articulated problem-solving strategies during the Answer Round.

Group Evaluation

This was a lesson or discussion on_____

Members in the group_____

_____

Something everyone in our group learned was _____

_____

_____

Write down something different that each person in the group learned

Did anyone not learn anything new? _____Why?_____

_____

The things we did in the lesson were:
___experiment, ___discuss, ___move around, ___write on the board, ___read,

___question, ___listen, ___make something, ___work on computer, ____other.

New words we learned:

These are the questions we have:

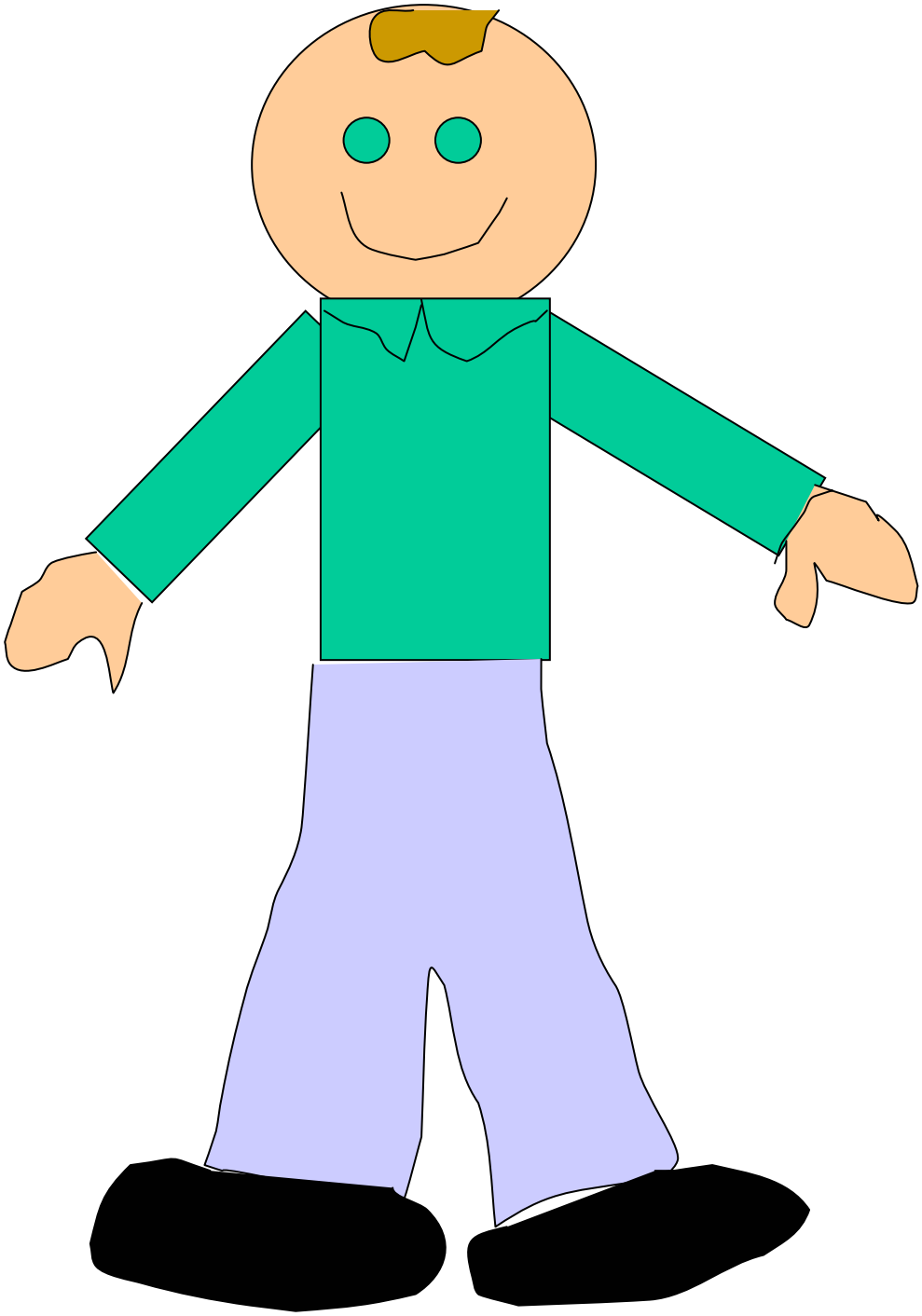
What could we do differently next time to be a better group?

A Visit from Flat Stanley

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: How do I participate in an on-line project? How do I create an outline in Inspiration? How do I use the drawing tools in Microsoft Word? How do I attach files to an e-mail?
		Essential Question: Where are the coral reefs located? What are some characteristics of each of those reefs? **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. An example is using all the language arts to prepare and present a unit project on a selected state or country. **Social Studies Standard V.1: Later Elementary** Organize social science information to make maps, graphs and tables **Science Standard III.4: Elementary** Explain how physical and/or behavioral characteristics of organisms help them to survive in their environments. (*Key concepts:* Characteristics-adaptation, fitness, instinct, learning, habit . Traits and their adaptive values-sharp teeth or claws for catching and killing prey, color for camouflage. *Real-world contexts:* 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.) **Materials:** Student reproducibles, Flat Stanley, PowerPoint, Inspiration, Microsoft Word, Flat Stanley's PowerPoint presentation, Internet connection, E-mail access, crayons, classroom wall map **Technology Connections:** Students will view a PowerPoint that they receive from Flat Stanley. They will fill in an outline with information based on research gathered from the Internet and

Teaching Strategies Modeled	Technology Strategies Modeled	
		then create their own PowerPoint using what they have learned. Finally, they will draw their own Flat Stanley in Microsoft Word and e-mail it to another class along with their PowerPoint presentation.
		3-5 Procedures:
		Scenario
		Your class has been chosen to participate in the Flat Stanley Internet Project. A package arrives at the door that contains a Flat Stanley along with a few other items.
		Building Background
Whole Group Instruction		• Read Flat Stanley by Jeff Brown. • Read the letter enclosed with Flat Stanley to the class. • Show the PowerPoint presentation that came with Stanley to introduce students to the Coral Reefs that Stanley visited.
	PowerPoint	
		• Give each student a map and help him or her identify each of the reefs that Stanley visited on a large classroom wall map. Ask students to label each area and write the name of the coral reefs. • Go over the directions and have students complete the rest of the map.
Individual Work		**Outlining the Coral Reefs**
		• Review basic principals of outlining with your students. Show an example of a basic outline on the board, demonstrating the proper form of an outline.
Whole Group Instruction		• Show students how to create an outline in Inspiration. Go over the buttons on the top toolbar for adding topics and subtopics.
	Inspiration	
		• Divide the class into cooperative groups of three students and assign each group a different location that Stanley visited.
Small Groups		• Sit each group around a computer with the appropriate outline starter open in Inspiration. Ask students to use the Internet link at the top of the outline to find answers that complete the outline. • Have students print their completed outline for evaluation.
		Each one, Teach one
	Power Point	• Tell students that they will create a short PowerPoint presentation based on the information that they learned.

Teaching Strategies Modeled	**Technology Strategies Modeled**	
Each one, Teach one Whole Group Demo Small Groups Individual Work Small Group Work Using Cooperative Learning in the Technology-Infused Classroom- http://www.learnsol.com/coop.html Small Group Work	Internet Power Point Internet- http://pblchecklist.4teachers.org/view.php3?id=2147 Microsoft Word E-mail Power Point	• Show students the basics of PowerPoint using a scan converter. • Give each group a storyboard and have them plan out their presentation. Ask each student to work on completing two of the slides for their presentation and save them to a disk. • Encourage students to add graphics from the internet site to their presentations • Then when students are finished, have them combine their slides into one PowerPoint presentation. Simply open the slides on the disk and go to the Slide Viewer. Select the slide by clicking on it and choose Edit and Copy. Then open up the group slide show and choose Edit and Paste in the slide sorter to combine them. • Ask each group to evaluate their completed presentation with the checklist found at http://pblchecklist.4teachers.org/view.php3?id=2147. Sending Stanley Off • Ask each group to create their own Flat Stanley using the drawing tools in Microsoft Word. • Ask them to write a short letter in an e-mail document to the students who will be receiving Stanley next. • Attach Stanley's picture and your completed PowerPoint presentation to the e-mail and send Stanley off to his next destination. **Assessment:** Students will be assessed on the accuracy of their completed outlines and maps. They will evaluate their PowerPoint presentation using the checklist on the Internet. **Extension:** Have students complete the Flat Stanley word problems located at http://www.mathstories.com/g4_stanleyBrown_115.htm on the Internet.



Dear Students,

My name is Flat Stanley, and I have been traveling around the world. I'm flat, as you can see and that makes it really easy for me to travel. My latest travels have been to see several Coral Reefs.

I heard that you guys were learning about the Coral Reef and would like to share my adventures with you. Have you ever been to a Coral Reef? It's an awesome place! I took some pictures while I was gone and I'd like to share them with you.

I can only stay here with you for a few days. There are other kids who would like to learn about the coral reef too. Maybe you could share what you learn with them! I brought along a PowerPoint presentation with some pictures of my travels and some questions that I would like you to answer for me.

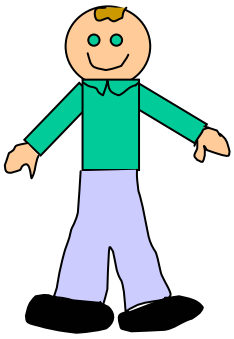
Please help me learn more about the Coral Reefs that I visited by answering the questions on the sheets that I sent you and passing that information on to the next class.

Thanks for the help, and enjoy my pictures!

Best Wishes,

Stanley

Stanley



Coral Reefs of the Caribbean

http://www.geocities.com/RainForest/Vines/5726/

Types of Reefs

Echinoderms:

Crustaceans:

Monsters of the Deep:

The Destruction of the Coral Reef:

Great Barrier Reef

http://www.ozramp.net.au/~senani/barrier.htm

Size of the Great Barrier Reef

Parts of a Coral Reef:

Who Lives in the Great Barrier Reef?

How do People Damage the Reef?

Names of fish and animals living in the reef:

Hawaii's Coral Reefs

http://library.thinkquest.org/J002237/splash/page.htm

Types of Reefs

Common Stony Corals:

Native Fish:

Endangered Reptiles:

Marine Mammals:

Other Invertebrates:

Red Sea Coral Reef

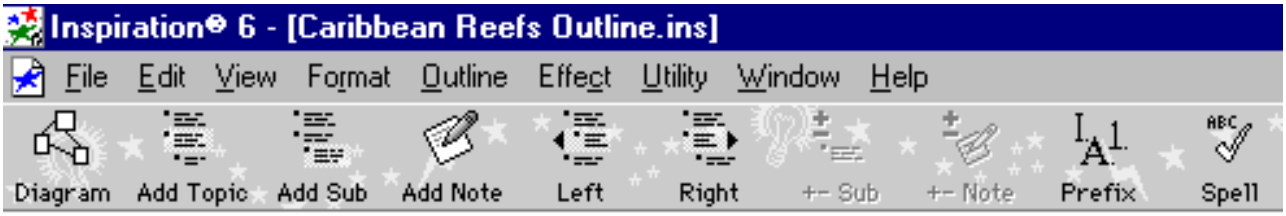
http://touregypt.net/vdc/

The Red Sea Coast

Fish:

Coral:

Shipwrecks:



Coral Reefs of the Caribbean

http://www.geocities.com/RainForest/Vines/5726/

I. + Types of Reefs
- A. –
- B. –
- C. –
- D. –

II. + Echinoderms
- A. –
- B. –
- C. –

III. + Crustaceans
- A. –
- B. –
- C. –

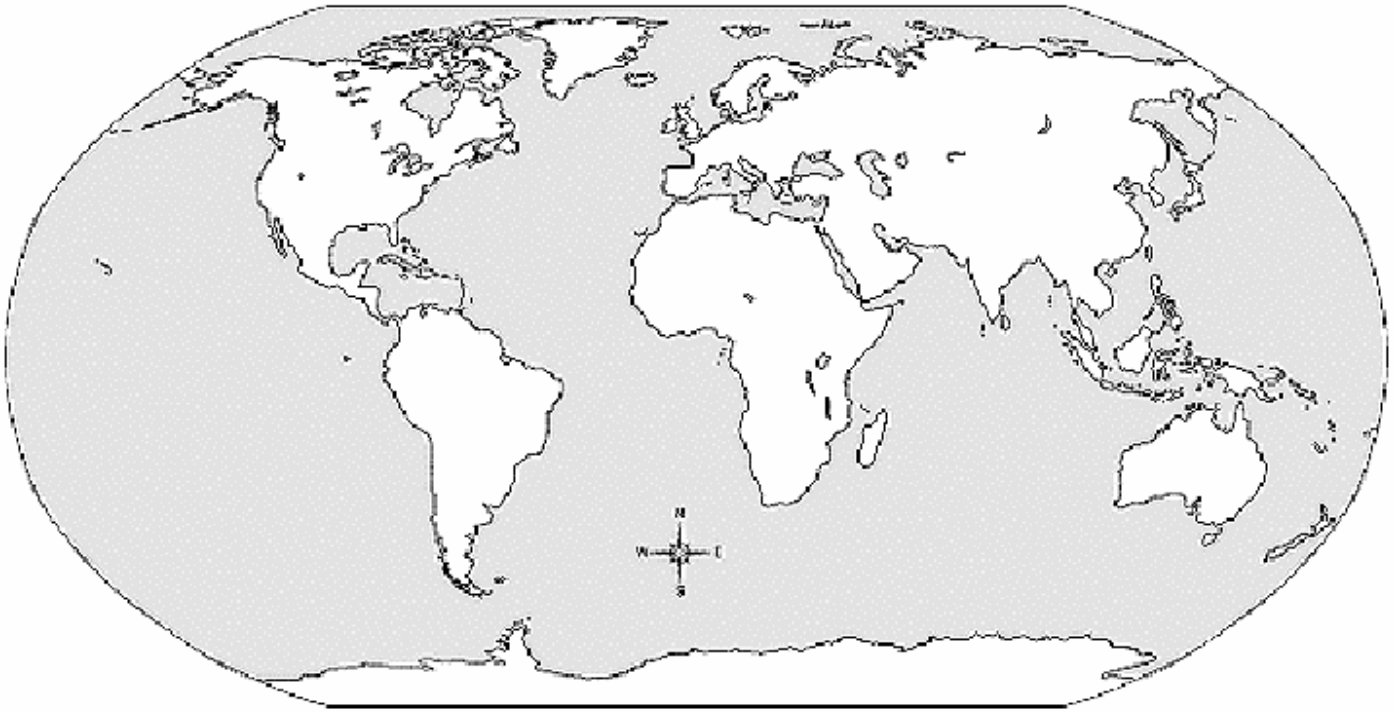
IV. + Monsters of the Deep
- A. –
- B. –
- C. –
- D. –
- E. –

V. + The Destruction of the Coral Reef
- A. –
- B. –
- C. –
- D. –
- E. –

Coral Reef Storyboard

Title Page	**Fact 1**	**Fact 2**
Fact 3	**Fact 4**	**Ending Page**

Coral Reefs of the World



Directions:

1. Locate and label all of the coral reefs that Flat Stanley visited.
2. Color all land green.
3. Use a yellow crayon to trace the Tropic of Cancer.
4. Use a yellow crayon to trace the Tropic of Capricorn.
5. Color the tropic waters (between the two tropics) yellow.
6. Color the rest of the water blue.
7. Color the equator red.
8. Fill in the Map Key to match the colors on your map.
9. Where are most of the coral reefs located?

Map Key

Land=

Tropic waters=

Equator=

Waters outside the tropic region=

Save the Reefs!

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: How can I use Trackstar in the classroom? How do I create a poster in Microsoft Word? How do I use the letter Wizard in Microsoft Word?
		Essential Question: Why are coral reefs in danger? What can I do to help? How do I write a business letter? **Learning Standards (State of Michigan):** **Assessed:** **English Language Arts Standard 4:Later Elementary** Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults **Social Studies Standard II.2: Later Elementary** Explain how various people and cultures have adapted to and modified the environment. **Social Studies Standard V.2: Later Elementary** Gather and analyze information using appropriate information technologies to answer the question posed. Construct an answer to the question posed and support their answer with evidence. **Science Standard III.5: Elementary** Describe positive and negative effects of humans on the environment. (*Key concepts:* Human effects on the environment-garbage, habitat destruction, land management, resource management. *Real-world contexts:* Household wastes, school wastes, waste water treatment, habitat destruction due to community growth, reforestation projects, establishing parks or other green spaces.) **Materials:** student reproducibles, Microsoft Word, Internet connection, envelops **Technology Connections:** Students will gather information about

Teaching Strategies Modeled	Technology Strategies Modeled	
		the environmental concerns of Coral Reefs on the Internet. They will use this information to write a letter in Microsoft Word to government officials around the world. Finally, they will create a poster in Word to share what they have learned.
		3-5 Procedures:
		Building Background
Whole Group Instruction		1. Tell students that even though we have seen pictures of clean coral reefs, they are not all so beautiful. Explain that human and other environmental factors have been causing the destruction of coral reefs for years.
Whole Group Demo	Microsoft Word	2. Explain that students will be writing letters to government officials, asking them to protect the coral reefs. Show students how to use the letter wizard in Microsoft Word to create their letters and fill out an envelope. You can use the sample letter that follows as a guide.
	Internet- http://trackstar.hprtec.org/main/display.php3?option=frames&track_id=41557	3. Show students the Trackstar at http://trackstar.hprtec.org/main/display.php3?option=frames&track_id=41557
Partner Activity		4. Assign students a partner and have each pair choose a coral card. They will need their coral group name later on in the lesson.
		5. Give each pair of students a fact gathering sheet and allow them to work their way through the Trackstar, gathering information as they go.
		6. Next, they can write a letter to the person specified on their coral group card. Follow the links in the Trackstar to get background information and addresses.
	Microsoft Word	7. Allow students to print their rough drafts and exchange them with another pair of students for editing.
Peer Editing		8. Ask students to revise their letter and make any changes. Then have them print the envelope on the computer.
		9. Finally, have students spread the word in their school about preserving coral reefs. Instruct individual students to create posters in Microsoft Word stating one thing that they will do to save the coral reef.
Individual Work		10. Instruct students to use the drawing tools to create a picture to go with their statement.
		11. Allow students to print their posters, share them with the

Teaching Strategies Modeled	Technology Strategies Modeled	
		class and display them in the halls of the school to inform other students. **Assessment:** Students will be assessed on their answers to the fact-gathering sheet, the completion of their letter, and their completed poster. **Extension:** Have students create a PowerPoint presentation or KidPix slide show, showing things that they can do to save the reefs.

MS Word Letter Wizard
Step by Step

1. Open Microsoft Word. Click on File and New.
2. Click on the Letters & Faxes tab.
3. Click on Letter Wizard and then click OK.
4. Click on Send One Letter.
5. Click in the date line box and the current date should appear.
6. Click on Choose a Letter Style. Choose Modified Block, then on Next.
7. Type the recipient's name and address.
8. Choose your salutation, then click on the button by Formal.
9. Skip the options on the next screen and click Next.
10. Type your name in the Sender's box and type your return address.
11. Click the arrow besides complimentary closing and choose Sincerely.
12. Click Finish.
13. Click on View and Zoom. Click on 100%.
14. Type the body of your letter.
15. When you are done, click on Edit and Select All. Then change the font and size.
16. Now, prepare your envelope. Click on Make an Envelop from the office assistant to the right.
17. Type the delivery and return addresses.
18. Click on options to choose the size of your envelope.
19. Then click print and feed the envelope through your printer.

November 17, 2000

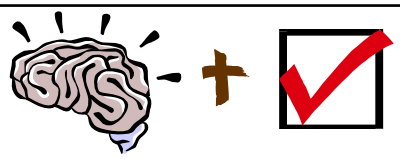
Carl A. Coral
Governor of Reefopolis
543 Fingercoral Way
Great Barrier Reef, Australia 41523-5432

Dear Carl A. Coral,

We have been learning about the coral reefs in school. It has come to my attention that you are allowing pollutants to be dumped into the coral reef in your area. We are very concerned about this since it is destroying the plants and animals in the area. Please come up with an alternative for dumping these harmful wastes so they will not harm the environment.

Sincerely,

Joe Student



1. What software did we use to create a Timeline??

2. How do you add a graphic to a timeline?

3. How do you add a text box to a Word document?

4. What Word function allows you to combine multiple object into one?

5. Name ways that Storybook Weaver could help improve student writing.