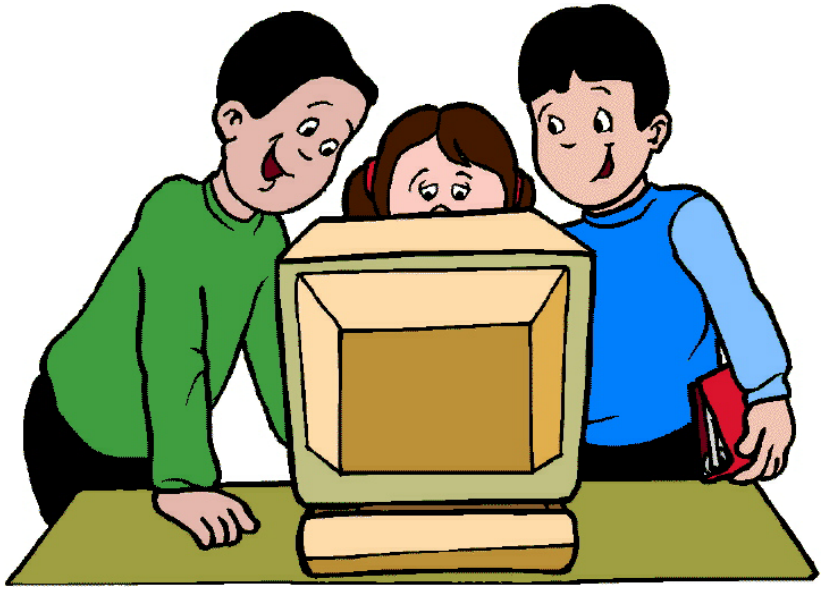
Good Morning!
Day 1
Technology Integration



"Taken together the tools of technology offer flexibility and individualization to help reach an increasingly diverse student population provide experiences that engage their interest, and respond to a range of needs. To be successful, the use of these tools must take into consideration children's needs to be active and involved, learning with both their bodies and their minds."

"Learners, Language and Technology: Making Connections that Support Literacy"
Northwest Educational Technology Consortium
http://www.netc.org/earlyconnections/pub/index.html

The Research

There is a growing body of research that supports the use of technology with young children. The National Association of Educators of Young Children (NAEYC) as early as 1996 wrote a position statement in which they detailed seven points about technology usage. The points they addressed are:

1. the essential role of the teachers in evaluating appropriate uses of technology
2. the potential benefits of the appropriate uses of technology in early childhood programs
3. the integration of the technology into the typical learning environment
4. equitable access to technology, including children with special needs
5. stereotyping and violence in software
6. the role of teachers and parents as advocates
7. the implications of technology for professional development.

Technology and Young Children- Ages Three through Eight NAEYC 1996

For each point, NAEYC describes a role and guidelines for how and in what ways technology should be used. There has been a lot of research since that time and a lot of new technology developments. Douglas Clements in "First Experiences in Science, Math, and Technology" writes, "Research has moved beyond the simple question of whether computers can help young children learn. They can. What we need to understand is how best to aid learning, what types of learning we should facilitate, and how to serve the needs of diverse populations. In some innovative projects, computers are more than tools for bringing efficiency to traditional approaches. Instead they open new and unforeseen avenues for learning."

"First Experiences in Science, Mathematics and Technology" from Dialogue on Early Childhood Science, Mathematics and Technology Education

Our Beliefs

This training has been researched, designed and implemented based on points that NAEYC raises as well as various research findings. However, this training has no legal or other informal relationships with these entities. i3 Training Services firmly believes that technology usage should be developmentally appropriate and should be integrated into a well-designed program which addresses the needs of the whole child. Technology will not replace excellent teaching and hands on learning. However, technology can enhance, engage and support children's learning and provide experiences not readily available in students environment.

How will my teaching change if I use technology?

Learning something new requires change. Some of the changes that people have experienced as they began to use technology with students are:

- a shift from technology as a reward or play thing to the deliberate use of technology with students
- a shift from a limited or episodic use of technology to the inclusion of technology into planning for everyday instruction
- the development of a vision of the role that technology can play in the learning of young children
- the development of a new role as a guide rather than sole purveyor or information in a classroom

Will this happen overnight?

No, change takes time. In this training you will be exposed to new ideas and new technologies. Will all of them be right for you and your students immediately? No, begin using your new knowledge slowly developing a comfort level with different portions of it. Over time you will find that what once was unthinkable is now happening. We are also cognizant that many pre-k classrooms are not equipped with the latest and greatest technology hardware and software. Frankly, that might be a good thing up until now. We are firm believers that we should have an understanding of how the tools should be used before we spend thousands of dollars purchasing tools that might not get used. This training will provide you with a solid foundation in which to build and make decisions about equipment and resource acquisition.

Statement of Beliefs

I Believe….

- *That great curriculum + effective methods = better student achievement*
- *It doesn't matter how much technology you have, it's what you do with it that counts*
- *In asking what strengths a student has first before discovering the deficits*
- *That instruction should be a blend of whole group, small group and individualized*
- *Coaching is more powerful than lecturing*
- *That all students can be reached with the right tools*
- *That assessment should be frequent, individualized and relevant*
- *That competition can only get you so far, but the rewards of cooperation are limitless*
- *Shifting from the primacy of verbal thinking to the integration of visual, verbal and kinesthetic learning provides greater access to learning.*
- *Technology is a tool not a curriculum.*
- *Technology as a tool should* ***Enhance*** *for greater* ***Engagement****,* ***Encourage*** *support and collaboration and* ***Expand*** *access and depth of knowledge.*

Reading Fun

Get up and chat with your colleagues and find out a little more about them. Ask if they have done any of these things and then have them initial in any box. Be sure to get them to tell you about it.

Has been to hear a children's author speak.	**Only reads during the summer.**	**Finishes a book even if she doesn't like it.**	**Chooses books by the cover.**
Has a personal collection of children's books.	**Has stuffed animals that are book characters.**	**Has a public library card and uses it.**	**Stays up late at night reading if the book is really good.**
Checks the bestsellers list to see what is hot.	**Prefers reading the book to seeing the movie.**	**Can name three books by a favorite author.**	**Participates in a book club.**
Can stay for hours in the local bookstore.	**Has a favorite all time book that she re-reads.**	**Is willing to name her guilty book pleasure.**	**Receives a newsletter with information on children's books.**

Where the Wild Things Are

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Question for Teachers: Can I effectively use one computer as an instructional tool in my classroom? How can a data projector facilitate instruction? How do I use Kidspiration software?

Whole Group Instruction	PowerPoint and Data Projector	**Essential Question for the Lesson:** Can students identify key components of a story including the characters, setting, main event, and ending? Can students put the sequence of events in order? **Learning Goals:** • Students will listen and participate in the activity. • Students will respond to questions. • Students will contribute to the conversation. • Students will recall events in the story. **Materials:** A copy of "Where the Wild Things Are" by Maurice Sendak. **Technology Connections:** Students will work with the teacher to complete an activity using Kidspiration and work independently using Kid Pix to create their own wild thing. **Procedures:** 1. Organize the students so they all can see the computer. Introduce the activity by telling the students that you have a book to read to them and will be using the computer to talk about the story when we are done. 2. Use the PowerPoint to preview some of the new vocabulary in the story. Discuss the meaning of the words and have the students when appropriate act the words out. Tell the students that when they hear some of those words in the story you want them to give you a thumbs up to show they are listening carefully.

	Kidpsiration	3. Read "Where the Wild Things Are" slowly taking time to look at the pictures and discuss what is happening. Pause when you read a vocabulary word you introduced to see if the kids give you thumbs up. 4. Break at this point before beginning the computer activity. When you begin again, show the pictures of the story and have the students tell you what is happening in the story. 5. Open Kidspiration and create a box labeled Title and three boxes attached to it: characters, setting, and main events. Tell the students that all stories have some things in common. They are going to learn about them by telling you about the story they just read. 6. Click in the Title box and ask the students to tell you the title of the story. Type it into the title box. 7. Ask the students who was in the story? They will tell you Max and the wild things. Click on the character box, read the word "Characters" to the students and tell them that every story has characters in it. Fill in Max and the wild things. You may want to take time to have the students give the beginning sounds of the words. 8. Next ask students where did the story take place? They should tell you Max's home or room and the land where the wild things live. Click on setting and read the word "setting." Tell the students that every story takes place somewhere. 9. Finally, ask students what happened in the story. Click on the term "Main Events" and read it. Add 2-3 boxes off the main event and write brief summaries using simple words of the student's descriptions on the story. 10. Before leaving this template, go back and ask student's questions like "Which word describing Max begins with a ___?" 11. A second way to review this is to see if the students are able to apply those words to another story you have read recently. 12. Again, determine if your students need a break or are ready to proceed to the next activity. If they are ready, go back to the Kidspiration template and ask

	Kid Pix	them to describe Max. Add 2-3 boxes to Max's name that describe him. Do the same for the Wild Things. Use the book with this activity so that the students can refresh their memory. 13. Explain that how a character looks and acts and thinks makes a big difference in a story. Tell them that they are going to draw themselves and a wild thing using Kid Pix.. 14. Open a web browser window and go to www.buildyourwildself.com web site have students use the web tool to create a before and after wild self portrait. 15. Students will save their images to the desktop project folder and label it with their name. 16. Open the program and go into Kid Pix. Introduce the line tool, the eraser and the paint bucket. Have the students draw a picture of a wild thing they would like in their story. If appropriate, have the students type their name on the picture using the typewriter tool and print them out. 17. To complete this activity, meet with each child individually and ask him/her to tell you a sentence describing their wild thing. Write the sentence on the back of the picture for the child or allow the child to write the sentence using invented spelling. Ask the students if their wild thing is the same or different from the ones in the story we read. 18. If teachers choose to, they can go back and bring the PowerPoint up to review the vocabulary one more time having the students explain the meaning of the words this time.

Software Helper
Kidspiration

Beginning the Program

- To start a new document under the **New** category click on either **Picture** or **Writing**. In picture mode you are creating a diagram. The writing mode is an outline. Users can go back and forth between picture and writing mode with a click of an icon.
- Click on **Open** to locate a file that is in progress.
- Click on the subjects below **Activities** to open pre-made Kidspiration templates with students. When a template opens it is untitled and needs to be saved under a different name. This preserves the original template and allows teachers to make as many versions of it as needed.

To Work in a Picture

- When a picture is opened a circle with the words "First Idea" in a text box is in the middle of the screen and highlighted. Type the main topic of the brainstorm in that space. It is already highlighted so just begin typing. Users do not need to erase the words that are there.

To Add Symbols

- Off the Main Box click on the **Add Symbol** Button. A new circle will be added.

- Click in the middle of the circle twice to begin typing.
- Click back on the main topic first before adding additional symbols.

To Change the Symbol to a Picture

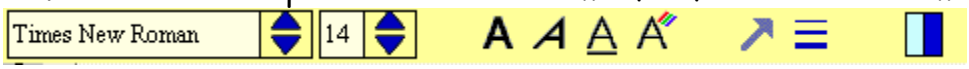
- Click on the symbol to select it.
- On the left hand side of the screen in the blue bar is a picture library. Click on one of the pictures to change the circle to the picture
- The down arrow towards the top of the picture library shows a list of categories of symbols. The left and right arrows allow users to scroll through the picture categories.
- When a picture replaces a symbol box the text goes below the picture.

To Re-size All Text

- Click in the white space so the curser is not in a box
- Under the **Edit** menu click on **Select All**
- Use the **Font** and **Text** options on the bottom left of the screen to make changes.

To Change the Text in One Box

- Click in a box
- Under the Edit menu click on **Select All**.
- Use the **Font** and **Text** options on the bottom left of the screen to make changes.



To Move a Box

- Click on the box so that the four red handles appear.
- Click in the middle of the box, hold the mouse button down and drag the box to a different location. Release the mouse button once the box is moved.

To Insert a Blank Symbol Separate from the Diagram

- Click in the white space so that the curser becomes a crosshair.
- From the Picture Library click on a symbol

To Connect an Unconnected Symbol

- Symbols are connected with arrows that imply a direction. Determine which box you want to connect where.
- Click on the box and the box and then on the Link Symbols icon on the top of the screen.

- The curser becomes a line. Next click on the symbol to be connected. A new arrow will now connected you starting box to the loose symbol.

To Change the Diagram to an Outline

- Click on the **Go to Writing** symbol at the top of the screen.

- The **Move Left** or **Move Right** arrows allow users to change indentation of the symbols.
- Click next to the text in the boxes to add more information

- Click on **Go to Picture** to go back to the diagram mode.

To Put a Name on a Document

- Click on the **Student Name** symbol and a **Student Name** box will open. Select where on the page you want the name to appear and type the name in that box. Teachers can also type a title instead of a name.

- Notice the option to print page numbers. If you have a large picture, page numbers might be useful.
- Click **OK** to close the box.

Special Features

To Change the Line Colors

- Click on a link so that it has handle bars.
- On the bottom menu bar there is a little bar of color. Click on it and a palette of fill colors opens up. Click on a new color and the arrow will change colors.

To Change Text Colors

- Click on the text so that handlebars appear.
- On the bottom tool bar click on the Text Color icon which is the letter A with a band of color next to it.
- A color palette will open. Click on another color and the text color will change.

To Import a Graphic

This feature only works in picture mode. It is not available in writing mode.

- Click on the **File** menu and then click on **Import a Graphic**.
- An **Open** window will pop up. Click on the down arrow in the box next to **Look In** to navigate to where the graphic is located.
- Double click on the graphic and it will be inserted into the document.
- Handlebars on the image will allow users to re-size the graphic. Click on one of the red boxes and push it in or out.

Exporting the Kidspiration

- Kidspiration pictures can be exported as picture files. Click on the **File** menu and then on **Export**.
- Choose which format the picture should be and then click on **Save**. Click on the down arrow next to **Save in** to choose where to save the picture and then click **Save**.

Sound

- Click on the **Sound** menu to make a recording that does with the activity.

- Teachers will need a microphone and sound card to use this feature.

Using the Teacher Menu

- Click on **Teacher** and **Enable Teacher Menu** to bring up additional features.
- The **Save as Activity** allows teachers to save a picture that they created as an activity.
- The **Add a New Library** allows teachers to create a collection of graphics to use in the program.
- The **Application Options** allows teachers to make decisions about how the program functions.

Favorite Character Graph

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Question for Teachers: Can I effectively use one computer as an instructional tool in my classroom? Can I create graphs using Graph Club?

		Essential Question: Which is our favorite book character this week? **Learning Goals:** • Students will listen and participate in the activity. • Students will vote for their favorite book character for this week. • Students will count accurately and record information on the graph. **Prior Knowledge** Students need to have had some knowledge of graphing. **Materials:** Data Collection Sheet, Copies of each book read so far that week Stuffed animals or pictures of story characters **Technology Connections:** Students will view build a graph whole group and then collect data to create a graph independently using Graph Club. **Preparation:** Have a large sheet of craft paper so that students can make a floor graph. Have either puppets or pictures of Max and a Wild Thing in a bag. Draw a picture of the data collection sheet leaving off the character's names.

Whole group instruction	Graph Club	**Procedures:** 1. Organize the students so that they can see the computer. Have the puppets or pictures of the story characters in a bag. Begin the activity by asking them what the word "favorite" means? 2. If they are not sure, talk about it until they come to an understanding that a favorite is something a person really likes. 3. Then tell students that today we are going to be recording some favorites using a graph. Ask them if they know what a graph is. If they do not, tell them that a graph is a way to show numbers that make it easy to read and compare numbers. 4. Open the bag and bring out the first story character (Max). The students should easily identify this character and be able to tell you some things about it. Have them describe what makes this character interesting and unique. Repeat this activity with the other 1-2 additional characters. (Wild Things) Set the characters on the bottom of the floor graph. 5. Tell the students that you want to know which of those characters is their favorite. Have students get up and sit behind their favorite character facing you. When everyone has voted, write the number of students that chose the character below the name/ picture of the characters. Open Graph Club and click on *Create a Graph*. Take the data that was collected and create a graph showing students how to turn the pictures into words, how to add numbers into the columns, how to add a title, and labels to the graph. 6. Read the graph and check it against the data collection sheet. Ask the students if they can tell which character was their favorite this week and which character was not liked as much this week? 7. The next day tell students that they are going to work together to gather data about favorites and then create a graph. 8. Put the students into pairs. Give each child a data

Paired computer usage		collection sheet and tell them that first they need to agree which two items they want to find out about. Give examples in the form of a question: Do you like Arthur or Little Bear better? 9. Put the students into pairs. For five minutes, have the partner groups determine which book characters they want to ask about. Tell them that when they come back to meeting they need to have their names on their paper and the name or picture of a character in each box. Circulate among the kids helping them complete this task. Using the initials of the characters or having the students draw pictures of the characters instead of the name are a couple of ways to solve the writing issue. 10. Have pairs of students come up to pose their question and using the floor graph have the rest of the class move and sit in the correct column to vote their choices. 11. In a one-computer classroom, the next step would be to have a pair of students come up and create their graph using Graph Club while the other students are watching. Describe what the students are doing as they complete the graph for the rest of the class. 12. Staple the papers for each pair together and put in a folder near the computer so that when pair is done they can pull the next pair's papers and get them to do the activity. If a lab setting is available, then pairs of students can work on this all at once. 13. When students have completed their graph, have them print 2 copies, write their name on them, and turn those copies and their data sheets in together. 14. Review their graph for accuracy based on their data collection sheet. Teachers also may want to take the time to have students talk about the graph.

Favorite Character Data Collection Sheet

Software Helper
Graph Club

The Graph Club is a versatile school graphing tool. The Graph Club begins with a short introduction featuring Fizz and Martina. Following the introduction (which you have the option of skipping) you come to The Graph Club's main menu. This menu lets you select one of The Graph Club's four modes, each of which emphasizes a different set of graphing skills. Simply click one of the boxes and you will find yourself ready to start graphing.

Explore Mode
Explore mode allows you to create graphs. When you enter Explore mode, a pair of blank graphs automatically appears on your screen -- one picture graph and one bar graph. When you add or delete data in one of the graphs, the other graph changes automatically, allowing you to view the same data side by side in different formats.

Enter and Delete Data
Click an icon (from the row of icons at the top of the graph), hold the mouse button down, and drag the icon into the graph. Watch for the bar to appear over the icon at the bottom. When the column is highlighted, release the mouse. One unit will be added to your graph. You can delete an entry by clicking on it when the X appears.

Change Axis Labels, Icon Labels, or Table Title: To change axis labels, go to your bar graph and click "What" (above the Graph Type buttons). Enter a label for the X axis. Do the same for the Y axis by clicking "How Many."

To add or change icon labels, click the little icons along the X-axis and enter a label for each one. (Each item in your graph can be labeled with either an icon or text.)

Graph Menu:

Graph Kinds: This option lets you choose how many kinds of objects you will be graphing.

Choose Scale Maximum: This does the same thing as clicking on the words each=1 in the upper left-hand corner of the graph. You can choose what value each picture has in your graph.

Choose Symbols: Click and drag on the symbol that you wish to use to replace those currently on the graph. Design Your Own Icons. You can import your own graphics to use as icons. Copy the graphic you want into the Clipboard. Open The Graph Club. Choose 'Choose Symbols' from the Graph menu. Click Paste from Clipboard. The cursor will change to your icon. Now just click the icon bin where you wish to place your icon!

Options Menu:

Graph Vertically, Graph Horizontally: This allows you to change the orientation of your graphs on the screen.

Show bar and line grid: This enables you to show or hide the grid.

Show axis labels: This enables you to show or hide the axis labels.

Special Menu

Edit Groups: Add and edit classes for use with the Random Student Picker™. The Random Student Picker lets you randomly select a student to enter data, answer a question, interpret a graph, or offer his or her opinion. It is a fun way to involve the entire class and keep students on their toes!

Here is how to enter and edit data for a class or group:

1. Choose Edit Groups from the Special menu. Then click New Group and enter a name for your class.

2. Click New Student and enter the name of a student in the class. You can enter as many names as you want.

3. To edit a class list, select the name of the group in the Groups box on the left. You will then see a class list in the box on the right. You can now add or remove students from the list. To remove a student, just select the appropriate name and click Remove Student.
4. To remove a group, select the name of the group in the Groups box and click Remove Group.

5. To determine which group the Random Student Picker will use, select that group from the Groups box, click Close Group Editor, and Keep Any Changes. Now you are ready to pick a student!

Pick Student: Activates the Random Student Picker. If you have more than one group set up, you'll need to choose Edit Groups and select the group you want the program to pick from before you choose Pick Student. To leave the Random Student Picker, just click the graphic.

Print Special Setup: Select custom options for printing the special graphics that come with The Graph Club (including Match Certificates). Blank Match Certificates, for example, should be printed landscape rather than portrait.

Print Special: Choosing Print Special from the Special menu lets you print special graphics. The lesson pictures are from a special Graph Club Curriculum Kit that can be ordered separately.

Teacher Options: Choosing Teacher Options from the Special menu lets you customize preferences to meet the needs of your students. This option is always grayed (to restrict access). To select Teacher Options hold down the Shift and Control keys and, without letting go, pull down the Special menu and choose Teacher Options. (Note: If you pull down the Special menu before pressing Shift and Control, Teacher Options will remain grayed.)

The Teacher Options menu allows you to set the following preferences:

General Options

Checking the first option lets you allow multiple graph sets to be opened.

Checking the second option lets you disable line graph buttons when more than one symbol is chosen. (Line graphs chart changes of one thing over time. A line graph with multiple symbols could be confusing.)

Allow Students to Use

This option lets you restrict the types of graphs (table, picture, bar, line, circle) students can use.

Match Activity Settings

These settings allow you to control a number of Match mode features. You can:

- Select the graph type for the randomly generated graph (the "from" graph). This one appears on the left of your screen.
- Select the graph type students will create (the "to" graph).
- Determine how many kinds of things will be graphed (from 1 to

- Restrict students from changing the type of graph they match "from" and "to" (by graying the Graph Type buttons in Match mode graphs).

Sound Preferences
These options allow you to turn various program sounds on and off.

Match mode generates a random graph and challenges students to create a different type of graph that represents the same data. Match mode gives students hands-on experience reading graphs and lets them see the transformation of data from one form to another.

After opening a new file in Match mode:

- Complete the Match challenge; then click Check My Match!

- If the program finds an incorrect match, it tells you, "Now match the others!" The Graph Club gives students as many tries as they need to match the graph correctly.

- If all matches are correct, a graphic will appear saying, "Great Job! You Matched It!" Click this graphic to make it disappear.

- After successfully completing a match, click Print Certificate. This is a great way to reward students' success with graphing. Click Next Match to try another matching challenge!

Cool Feature: Using Teacher Options... in the Special menu, you can change the Match mode graph types and control a number of other Match mode features.

Create Mode
This mode addresses the cognitive challenge of transforming data from numeric to graphic form. Create mode automatically brings up a table with each data value set to zero. Students can then collect a set of data, enter it into the table in numeric form, and explore how those numbers are transformed as views of other graph types (picture, bar, line, or circle) are created.

After opening a new file in Create mode:

- Click each zero and enter data for your table. The default scale maximum is 10, a setting you can change by choosing Choose Scale Maximum... from the Graph menu.

- Once you have entered data for each item, go to the Graph menu and choose Make Another Graph. This allows you to see your data represented in different forms. (As you open additional graphs, you may need to resize them to see them all at once.)

Guess Mode

Guess mode is designed to build critical-thinking and graph-reading skills, and help students understand that there are often many good answers to a question. This brainstorming activity also develops an awareness of the many different types of data that can be represented in graph form.

Guess mode randomly generates graphs and challenges students to hypothesize about what the data might represent, why someone would have made that particular graph, and what people could conclude from the graph. (While the data is generated randomly, you can change the icons to graph any type of information you choose.)

Cool Activity: Using New in the File menu, open several Guess graphs at once (each will have the same symbols, but different data). As each graph is generated, ask students to compare the data. Challenge them to explain what underlying differences the graphs could be representing.

Cool Feature: Change the icons in the graph for a variety of critical thinking challenges.

Suggested Activities

Favorite ice cream flavors: chocolate, vanilla, strawberry, mint

Pets: dog, cat, rabbit, fish, bird

Favorite fruit: apple, orange, strawberry, cherry, lemon, lime, banana, pear, pineapple

Favorite Holiday: Fourth of July, Thanksgiving, Christmas, Hannakah, Halloween, Easter

Favorite Season: Spring (flower), Summer (sun), Fall (leaf), Winter (snowflake)

Weather: Sunny, Partly Cloudy, Rainy, Thunderstorm, Snow

Favorite Sport: Soccer, Basketball, Football, Skating, Baseball

Whole Group Learning with your PC

Blowing UP Your Content!

The Data Projector

This piece of hardware is quickly becoming the choice of educators for whole group instruction in their classroom. The data projector is the equivalent of the movie projector except instead of film being projected on the wall it projects what's on your computer. These use to be so expensive that districts were lucky to have just one. Recently manufactures have broken the $1000 floor on some models. Now it is not uncommon to see new schools being built with these built-in to all classrooms. Even though these can be purchased for under $1000 plan to spend about $1200-$1600 for one of these for your classroom.

Web Resources:

http://www.zardec.net.au/keith/project.htm

That's a Really BIG Mouse!

The Interactive White Board

Interactive White Boards often called Smart Boards (Brand Name) are showing up in great numbers in classrooms around the country. These devices basically put the operation and usually very powerful visualization software at the hands of teachers in the front of their classrooms. In general most of the brands, (SmartBoard, ActivBoard, Polyvision) are all the same but are separated by their operational software. Use the links below to explore more about IWB's.

Web Resources:

http://schoolcomputing.wikia.com/wiki/Interactive_White_Boards

http://www.albany.k12.or.us/departments/instruction/smartboardresourcepage.php

http://www.edfacilities.org/rl/interactive_whiteboards.cfm

The Future?

www.surface.com

Daily Diary

Name:
Date:

Everyday you will be instructed to complete a "Daily Diary" entry. You will find the diary topic on the electronic bulletin board every morning. After you have written in and saved your diary, you will need to print 2 copies, one for your folder and one for your book.

Today's "Daily Diary" is

What did we do today that you would you like to try in your classroom? Did today give you any new ideas about technology and teaching with it?

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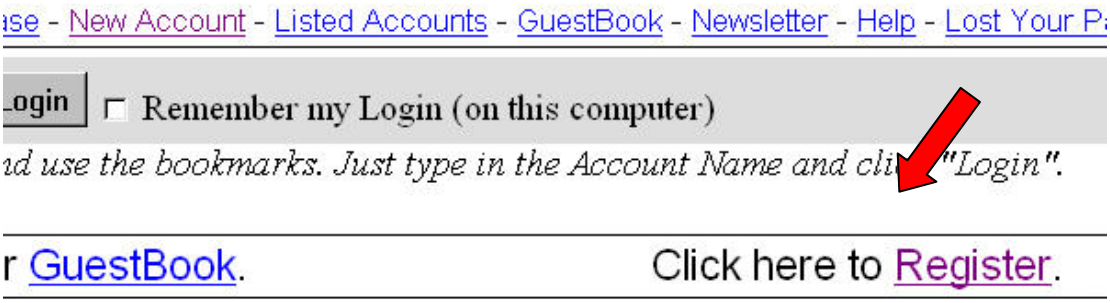
If your instructor has decided to utilize the class blog for your session please access it at the following web address
http://gisdk2.wordpress.com/

Setting Up a Virtual Book Mark 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.*



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.

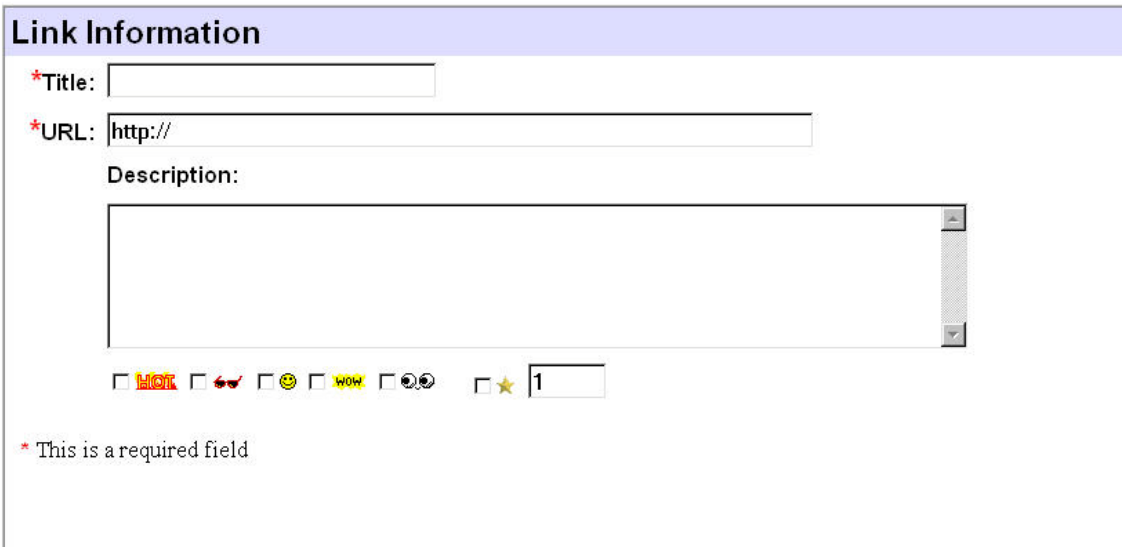
My Account Name:
My Authoring Password:

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.*

2. 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.



3. 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

1. 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.

2. 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.
3. To add links into a specific folder, open the folder first before clicking the *Add* button.
4. 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 l 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.

File Management Help

Keeping track of files can be challenging when you have many children on one computer or your students work both in a lab and in their room on computer. The following are some ways to manage this task.

Set Up Folders on the Desktop for Different Subjects or Groups

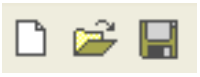
1. Close all programs and get to your desktop.
2. Place your mouse cursor in the middle of the computer desktop.
3. Right click and scroll to New and click on **Folder**.
4. A folder will be placed on the desktop with the label highlight in clue and flashing. Type a name for a folder.

Save Material into Folders Where Students Should Save their Work

1. Create a document that you want the students to use and save it as a template into the folder where students will find it. Saving it as a template will prevent students from saving their work over the assignment.
2. Teach students that when they open a document the immediately do a File Save As and put their number and name on it. Example 1Lynne
3. When you open the folder all the students files should be in number order allowing you to quickly see who has not completed the assignment yet.
4. If students can not yet type their name, open the template and save a copy of it with the student's name into the folder. Then all the student has to do is open the document, do the assignment, save it and close it.
5.

Show Non-readers the Save Button

1. When students are working there is nothing more discouraging than loosing their work.
2. Show students the save icon on the toolbar and encourage them to use it often.



Save Button

Show Non-readers the Exit Button

1. Teach students early on that when the complete their assignment after they save they close it.
2. Instead of having the students go to the **File** menu and drag down to Exit to close an assignment or program show then the X button.

X Button

3. Students should get in the habit of leaving the computer the way they found it.

When Assignments End Up Outside of Folders

1. Click on the file, hold the left mouse button down and drag the file into the folder.

When Assignments Get Lost

1. Click on the **Start** menu and scroll up to **Find**. In Microsoft XP click on **Start** and then **Search**.
2. Use either the name of the child as a search term or the date the student did the assignment.

Use Experts

1. If you are fortunate enough to have students who have computers at home or who are just comfortable on computers teach 2-3 to help with basic functions like saving and closing files.
2. They in turn will train the next pair of students who will have this job.
3. Make computer assistant part of the class job assignments.
4. The next step in this process is to get the rest of the class used to asking these students for help.

Water Habitats

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: *How do I use Inspiration to create graphic organizers? How do I use a CD-Rom with a whole group? How do I use Kid Works or Student Writing Center?*

		Essential Question: What animals live in water habitats? Where are these habitats located? **Learning Standards (State of Michigan):** **Assessed:** **Science Standard V.2: Elementary** Trace the path that rain water follows after it falls. (*Key concepts:* Precipitation-rain, clouds, fog, run-off. Flow-downhill, to ocean, underground. Bodies of water-streams, rivers, lakes, oceans. *Real-world contexts:* Examples of water flowing locally, including gutters, drains, streams, wetlands.) **Science Standard III.5: 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 7: Early Elementary** Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading. **Non assessed:** **English/Language Arts Standard 11: Early Elementary** Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.

Teaching Strategies Modeled	Technology Strategies Modeled	
		Materials: Eyewitness Encyclopedia of Nature CD, sentence strips (K-2), reproducible student materials, Inspiration, Kid Works (K-2), Student Writing Center (3-5), scan converter, large classroom map **Technology Connections:** Students will view information from a CD and observe the teacher creating a web in Inspiration. The teacher will model how to type sentences in Kid Works (K-2) or use Student Writing Center (3-5) to write a class paragraph. Students in grades 3-5 will write their own paragraph in Student Writing Center. **Procedures:**
Whole Group Instruction		1. Ask students to name animals that live in the water habitats that they have been studying. We are going to be focusing on Oceans & Lakes. Write the animal names on the board as the students call them out.
Partner Activity	http://www.mbgnet.net/	2. Explain to students that, in pairs, they will be using the web site http://www.mbgnet.net/ to identify the animals located on the activity sheet that follows. 3. Instruct students on the use of the site. Click on *Habitats* and show students the Sea & Coast, Coral Reef and Lake & Wetland habitats. Explain that the animals in the Sea & Coast habitat and in the Coral Reef habitat are all ocean animals. Click on various animals in each habitat and discuss the information presented. 4. Students use the animal activity page and identify each animal as Lake or Ocean animals. Print an L or O in the right hand corner of the animal picture identifying it as a Lake or Ocean habitat animal. 5. Cut-out the animals out and paste them on the web activity sheet.
Whole Group Demo Center Activity	KidWorks Deluxe	6. Have your students choose one animal to write a sentence about. Print sentence on a sentence strip. 7. Model the use of the software KidWorks Deluxe writing the sentence from the sentence strip. 8. Students rotate through the computer station entering in their sentence and printing it out.

		9. When each student has completed their portion of the class book, allow students to view the completed class book and share their sentences with the class. **Assessment:** Students will be assessed on the accuracy of their webs and participation in creating a class booklet. **Extension:** Have students create their own booklet in Kid Works, adding pictures to go with each page.

Water Habitats Fact Gathering Sheet

Write down facts about three animals from each habitat.

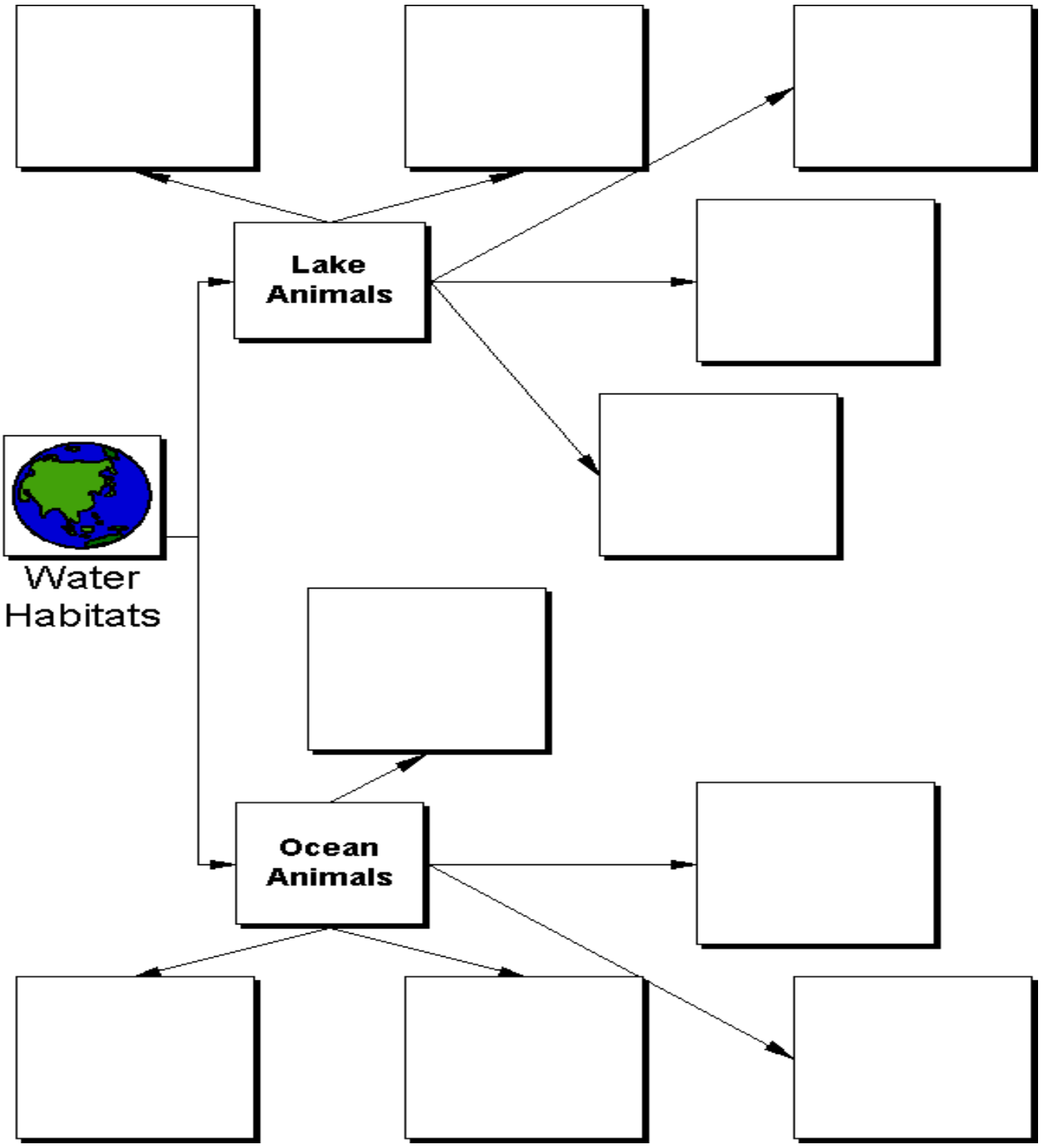
Sea & Coast-

Coral Reef-

Lakes & Wetlands-

Habitats Web

Cut out the animals from the second page and glue them next to the correct habitat.



Animal Cut-outs


Frog


Duck


Lobster


Pilot Whale


Sea Snake


Puffin


Newt


Stickleback


Beaver


Dolphin


Snail


Moorish Idol

Software List

Graph Club
Tom Snyder/Scholastic
http://www.teachtsp.com/products/productdetail.asp?PS=GRPGRT
Tom Snyder/Scholastic

Letter Machine
Riverdeep/Edmark
http://www.computeractive.co.uk/vnunet/downloads/2128524/letter-machine
Free

Kid Pix
Broderbund
http://www.kidpix.com/
$10.00-20.00 single user

Kidspiration
Inspiration
http://www.inspiration.com/

Wordpress
Blogging Software
http://wordpress.com/

Notes

