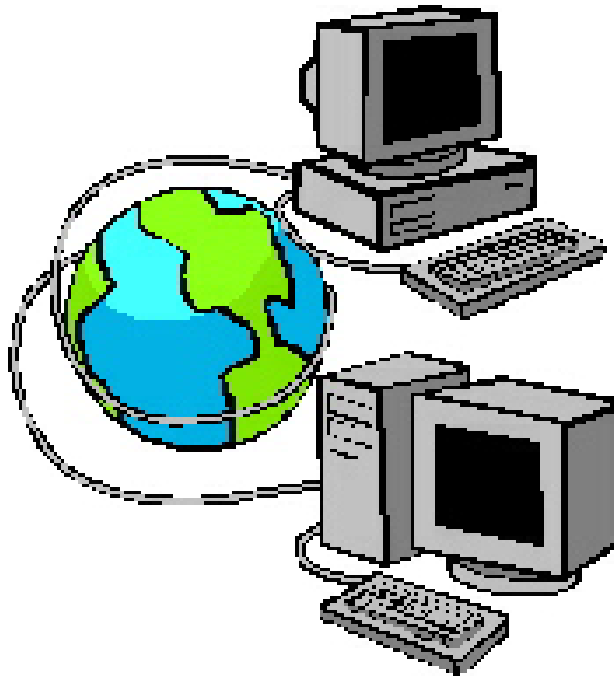


# Good Morning!

## Day 2

# Communication & Internet



"Computers are intrinsically compelling for young children. The sound and graphics gain children's attention. Increasingly, young children observe adults and older children working on computers and they want to do it too. Children get interested because they can make things happen with computers. Developmentally appropriate software engages children in creative play, mastery learning, problem solving, and cooperation."

NAEYC "Technology and Young Children—Ages 3 through 8" 1996

## Trainer Notes Day 2 Set-up Checklist

### Prior to Arriving

- Double check all Web sites being used for the days session.
- Print out copies of rebus sentences.
- Create an laminated sentence strips for Internet writing activity.
- Pack music CDs to set an upbeat training mood.
- Pack floppy disks in case shared drive space is not available.

### Once You Arrive

- Test to make sure that you can download the software for the Learning Letters activity. It is the Letter Machine Activity from the Bailey's Bookhouse software. Riverdeep allows users to download portions of the software to try it for free. [http://www.riverdeep.com/products/downloads/free\\_downloads.jhtml](http://www.riverdeep.com/products/downloads/free_downloads.jhtml)
- Check the following software on each machine and make sure that it opens and has the appropriate settings: Kidspiration, Word, Powerpoint, Graph Club, Kid Pix.
- Check Internet access on each machine.
- Test printing from each machine and make sure there is paper and ink to print
- Make sure that each machine can access a shared folder or drive on the server. Create a folder on the shared drive to save material to.
- Print sign-in sheet and set out
- Set out group management tool poster as well as individual management tools (red cups)
- Set out sticky notes and markers for each computer
- Make sure that your computer can project and that the first activities of the day are open and minimized on the screen.

## Trainer Notes

## All days

## Routine Tasks

- Check end of the day notes from the previous day for anything that needs to be prepared prior to students arriving
- Check supplies such as sticky notes, markers and candy.
- Make sure to read over the email reflections that participants send so that you can respond to concerns or positives either whole group or privately.

### **Technology Management Strategy at Student Workstations:**

Red cups - Give each participant a red cup to place on or beside the computer. The red cup will be used to indicate the need for help. Participants will be asked to put the red cup up on the computer when they need help. The trainer will use the red cup, saying cups up or cups down, to indicate when participants have finished a process during the lesson.

### **Kiosk:**

There is a kiosk, created in PowerPoint, for each day of the training. Have this playing as the participants enter the training room. Here they will find the daily objectives, software used, daily assignments including the daily diary topic and any information the trainer wants them to have. Update before each training. Kiosks can be downloaded from the trainer web site at <http://www.i3forteachers.com/readyforreading/>

### **Music:**

Have a music CD playing as participants enter the room and are participating in the morning assignments.

### **E-Mail & "Sites of the Day":**

Trainers send email messages to the participants each day after Day 1. The suggested messages can be found with the Trainer materials. You will be sending them an email that has questions pertaining to the reading assignments and several internet "Sites of the Day." These are general reference sites for teachers. Spend a few minutes each morning going over the sites to familiarize participants with them. Emails and "Sites of the Day" can be found on the trainer CD can be downloaded from the trainer web site at <http://www.i3forteachers.com/readyforreading/>

### **Daily Diary:**

Participants are asked to reflect in a daily diary. After day 1 this is completed as the participants arrive. It is part of the daily assignments listed on the kiosk. Daily Diary topics can be found with the Trainer materials. Each day participants will be asked to group share their daily diary reflections. After group share the leader of the day will

report to the whole group what was discussed. This is a time for the trainer to understand what issues the participants are facing both in the training session and in their classrooms. The trainer will lead the discussions providing input on the "hot" topics.

Daily Diary topics can be found on the trainer CD can be downloaded from the trainer web site at <http://www.i3forteachers.com/readyforreading/>

### **Professional Readings -**

Daily participants are required to read from the appendix of the notebook. Questions regarding the readings are part of the email activity.

Day 1 - Appendix Page 1-7

Day 2 - Appendix Page 8-16

Day 3 - Appendix Page 17-24

## **Daily Diary Activity**

**Trainer Notes:** The diary activity assess participant's thoughts and attitudes about curriculum and technology integration. This activity is completed daily with a new question for reflection.

### **Writing Topic for Day 1 Diary**

How have you used technology with early elementary students in the past? What worked? What didn't? Why? Give details!

### **Small Group / Whole Group Sharing of Daily Diary**

- Move teams to small groups to discuss the diary reflection.
- Small groups share whole group responses to the diary reflection.
- Participants should print 2 copies of the daily diary. One copy is submitted to the trainer and one is placed in their folder.
- Use the student check sheet to check when assignment is complete.

### **Trainer Notes:**

- Daily Diary whole group sharing is an excellent time for the trainer to address concerns of the participants. Be prepared to listen carefully and respond positively when necessary. Don't let this turn into a gripe session.

# Notes Page

## **Trainer Notes Day 2 Agenda**

Beside each activity is listed the page numbers in the participant's notebook that the activity refers to as well as a rough idea of the time it should take to do the activity.

- **Greeting & Previous Day Follow-up** *10 minutes*
- **Morning Journal & Email Activity...** *30 minutes*
- **Reading Rebus Rhymes (pages 3-5)** *60 minutes*
- **Effective Uses of the Internet (pages 7-24)** *60 minutes*
- **LUNCH**
- **Effective Uses of the Internet (pages 7-24)** *60 minutes*
- **Newsletters (pages 25-27)** *60 minutes*
- **Internet Writing (pages 28-30)** *45 minutes*
- **Brain Check (page 31)** *10 minutes*

# Table of Contents

## Day 2

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# Rebus Reading Rhyme - Day 1 - page 3

## Reading Fun Activity

### Trainer Notes for Rebus Reading Rhymes

1. Start by introducing the activity. Inform participants that they can choose to do this as a whole group activity with students or as a small group activity around the classroom computer.
2. Ask the students if they know what rhyming means. If they are unsure, explain that they are words that sound alike and give them several examples.
3. Tell them that they are going to do a listening activity. Tell the students that they will be listening for words that rhyme and when they hear words that rhyme they need to give you a thumbs up. Demonstrate again by saying rhyming pairs and non-rhyming pairs and see if they can identify the ones that rhyme.
4. Turn on the monitor and click on the **Bees** rhyme. Read the rhyme together encouraging the students to join in and make predictions about what comes next. See if they can identify the words that would go with the pictures. Read the rhyme again and have the students listen for rhyming pairs and give you a thumbs up when they hear words that rhyme. Have each child tell one rhyming pair. If anyone in the group misses a rhyming pair, go back and read the lines again and identify the rhyming words with the students by asking, "Who can find a word that rhymes with \_\_\_\_\_?"
5. Click the back button and choose 2-3 other rhymes to do the same way.
6. Conclude the activity by having each student give you two words that rhyme that they want to illustrate. Write the one word in each box of the Rhyming Words worksheet and have students take the sheet with them back to the workspace so they can complete the illustration. If the student is able to come up with an original sentence with rhyming words, write it below the boxes.
7. Allow 10 minutes for people to look around the rest of the site.

### Trainer: End of Activity Discussion Rebus Reading Rhymes

1. Ask participants how they have used the Internet in instruction with PreK students? Early Elementary?
2. Talk about the concerns that the participants have when it comes to using the Internet with young students.
3. Let them know that your hope by the end of the day all the concerns they have will be addressed.

# Reading Rebus Rhymes

<p><b>Teaching Strategies Modeled</b></p>	<p><b>Technology Strategies Modeled</b></p>	<p><b>Instruction</b></p> <p><b>Essential Question for Teachers:</b>                  Can I effectively use one computer as an instructional tool in my classroom? Can I teach rhyming using Internet resources?</p>
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<p>Whole group instruction</p> <p>One computer classroom</p>	<p><a href="http://www.enchantedlearning.com/Rhymes.html">http://www.enchantedlearning.com/Rhymes.html</a></p>	<p><b>Essential Question:</b>                  Can students identify rhyming words?                  Can students read rebus rhymes?</p> <p><b>Learning Goals:</b>                  Students listen and identify rhyming words.                  Students read aloud rebus rhymes.</p> <p><b>Materials:</b>                  One computer with Internet connectivity</p> <p><b>Preparation:</b>                  Test the link and make sure it is working.                  Create small groups of 3-4 students to do this activity.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Organize children so that they can see the computer. Have the link ready on the computer but the monitor turned off so that the students cannot see images on the screen. Copy the <b>Rhyming Words I</b> or <b>Rhyming Words II</b> worksheet.</li> <li>2. Introduce the activity by asking the students if they know what rhyming means. If they are unsure, explain that they are words that sound alike and give them several examples.</li> <li>3. Tell them that they are going to do a listening activity. Tell the students that they will be listening for words that rhyme and when they hear words that rhyme they need to give you a thumbs up. Demonstrate again by saying rhyming pairs and non-rhyming pairs and see if they can identify the ones that rhyme.</li> </ol>
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# Rebus Reading Rhyme - Day 1 - page 4

## NOTES

		<ol style="list-style-type: none"><li>4. Turn on the monitor and click on the <b>Bees</b> rhyme. Read the rhyme together encouraging the students to join in and make predictions about what comes next. See if they can identify the words that would go with the pictures. Read the rhyme again and have the students listen for rhyming pairs and give you a thumbs up when they hear words that rhyme. Have each child tell one rhyming pair. If anyone in the group misses a rhyming pair, go back and read the lines again and identify the rhyming words with the students by asking, "Who can find a word that rhymes with _____?"</li><li>5. Click the back button and choose 2-3 other rhymes to do the same way.</li><li>6. Conclude the activity by having each student give you two words that rhyme that they want to illustrate. Write the one word in each box of the Rhyming Words worksheet and have students take the sheet with them back to the workspace so they can complete the illustration. If the student is able to come up with an original sentence with rhyming words, write it below the boxes.</li><li>7. Bring the next group over and repeat the lesson, but change the rhymes used. Teachers may want to print some of these rhymes out to place in a class book for the students to read.</li></ol>
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# Rebus Reading Rhyme - Day 1 - page 5

## Rhyming Words Worksheet 1

### **Trainer Notes for Rhyming Words 1 Data Sheet**

Students will write two words in the top boxes. They then need to come up with at least 3 words for each that rhyme. If they can students should write a sentence using as many of the words as possible.

# Rhyming Words I

Name \_\_\_\_\_


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## **Rebus Reading Rhyme - Day 1 - page 6**

### **Rhyming Words Worksheet 2**

#### **Trainer Notes for Rhyming Words 2 Data Sheet**

Pair up students to complete this activity. Have them create a picture story using the rhyming words. Show students the examples of the rebus rhymes that are printed out or on the Web site.

This activity can also be done using colored markers and chart paper. This makes for a more exciting start to the training day if teachers have to come up with illustrations that get hung on the wall.

# Rhyming Words II

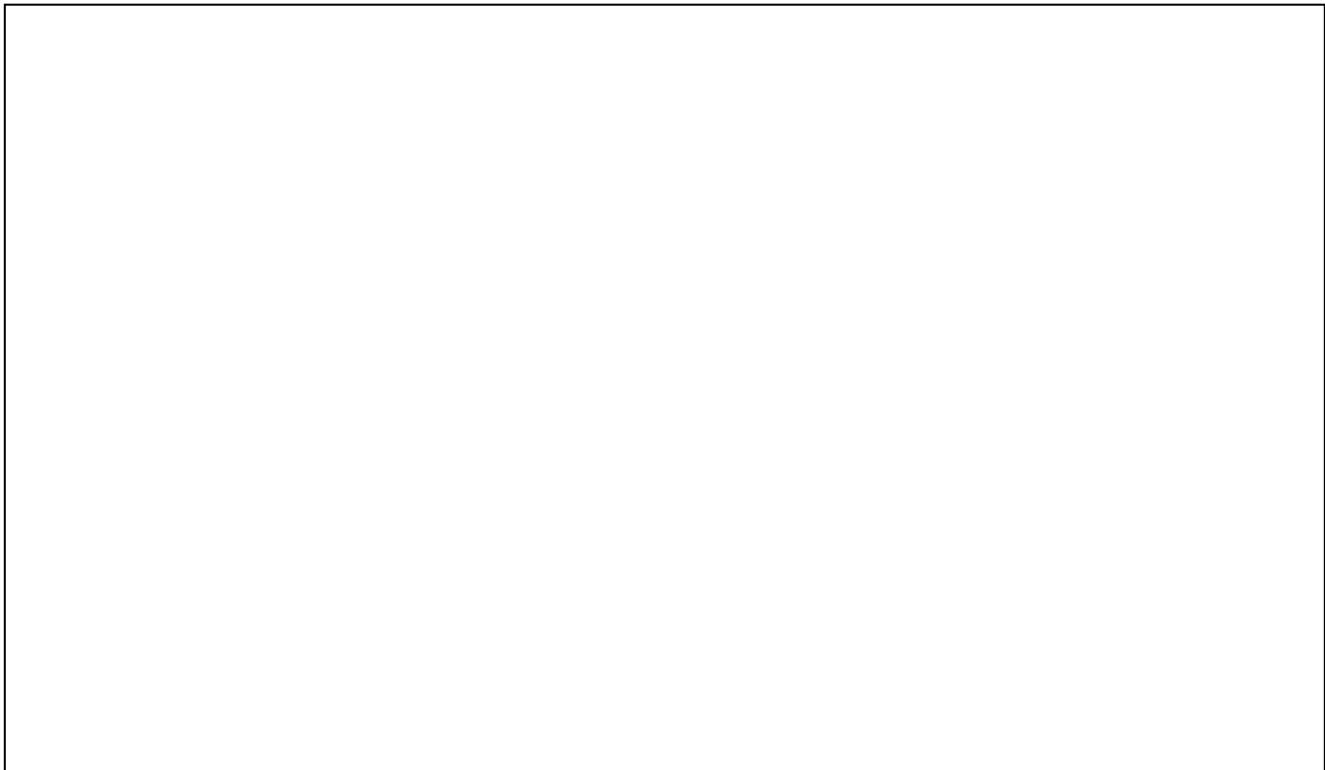
Name \_\_\_\_\_

Have partner groups create a pair of rhyming words by each child contributing a word.

My Word	My Friend's Word

## Rhyming Word Picture

Using the rhyming words from above create a picture story.



## Searching the Internet - Day 2 - page 7

### Trainer Notes - Searching the Web

Discuss with participants the objectives of the lesson.

#### Participant Objectives

- Locating information on the Internet.
- Understanding directories.
- Understanding search engines.
- Understanding meta-search engines.
- Learning to save graphics from the Internet.
- Learning to copy and paste text from the Internet.
- Learning to organize my favorite sites from the Internet.

How do you know when you find material that it is accurate? Accept answers and discuss how information can be verified.

Searching the Web for facts and information can be tricky at times. Just because it's on the Web does not make it true or accurate. Take a look at the false sites and discuss how easily students can be misled.

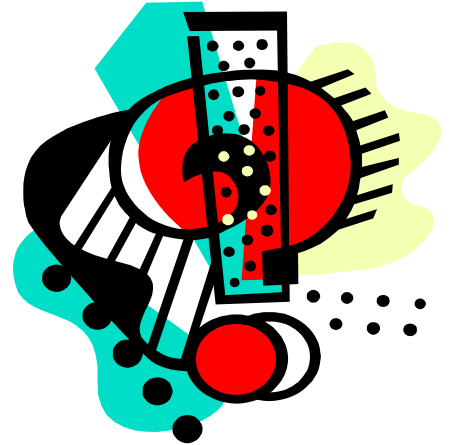
- DHMO.org- looked through the site- FALSE site <http://www.dhmo.org/>
- Also looked at the Jackelope Conspiracy- FALSE site <http://www.sudftw.com/jackcon.htm>
- The Pacific Norwest Tree Octopus- FALSE site <http://zapatopi.net/treeoctopus.html>
- Clones R Us- FALSE site <http://www.d-b.net/dti/>
- California Velcro Crop is under challenge- FALSE site <http://home.inreach.com/kumbach/velcro.html>

### Trainer Notes - Directories- Yahoo <http://www.yahoo.com>

- Yahoo is a directory
- Organized in categories. You can browse categories much like a grocery store or you can conduct a specific search using keywords or phrases.
- Open a browser. (You can do this whole group to explain the process and then give participants hands-on ore have them go with you on their computers) Go to Yahoo. Sometimes you may be looking for something but not know all the specifics. This is when a directory is nice. You can travel through the categories searching for what might be of interest to you.
- Open Yahoo in your browser, and take participants through a guided browse.

## Why Use the Internet?

Before we can begin to explore the effective uses of the Internet in classroom instruction, we must first ask ourselves, "Why should teachers use the Internet in the instruction of students?" This question has been investigated and reported on exhaustively for the past decade. Even though the answer continues to evolve as educators become more accepting of the medium, we find that the core of the answer to that question is, "It's an unlimited resource." It breaks the bonds of reliance on the printed text. We are no longer solely dependent on what the textbook companies have to offer. Educators and students have access to an unlimited library of information and are only bound by their own creativity as to how to use it.



It is true that the Internet and the amount of information available to us can be categorized as a sort of information explosion, or taking "a drink from a fire hose." However, this has been a technological evolutionary process. Before the Internet, we had other information delivery systems. Let's look at the history of the encyclopedia as an example. In 1768, Encyclopedia Britannica published its first Encyclopedia. It had 32 volumes. In 1989, they published the first encyclopedia on CD-ROM. Today it's online. The print version is still available if you're ready to fork over \$1,396.60 for the complete set. Or you can pick-up the entire set plus animations, movies, color pictures, animated maps and you can keyword search it, all for under \$50 dollars at your local Wal-Mart store. Another plus for the CD-ROM is that it will fit in your pocket.

This example and its timeline are important. In 1768, we have the first commercially available printed encyclopedia. Two hundred and twenty one years later, we have it printed onto a small, round plastic disc. Just five years later, in 1994, much of it was made available free online for anyone with a computer and modem. This is a significant shift in how we acquire information in a very short period of time. It took 221 years to evolve from print to electronic publishing, but only 5 years to further evolve our system of information delivery. I use this example because it highlights the evolution of the delivery system, which in some way dictates the use of that system.

As I continued to explore the initial question, (Why should teachers use the Internet in the instruction of students?), I began to realize that the answer was being dictated to us by the commercially driven market place. It seems our question is no longer valid. As more and more information becomes cheaply available on the World Wide Web, our

## Searching the Internet - Day 2 - page 8

- Click on "History" under Arts & Humanities, U.S. History, By Subject, Military History, Wars and then Civil War.
- This will take you through several areas that might have information of interest to you based on what you are looking for.
- Go back to the Yahoo homepage and type "Civil War" into the search box.
  - You are now searching for the Yahoo database for any web page that has those words. Notice you got about 1000 results returned to you.
  - Click the back button and talk about the importance of adding enough information in the search box to narrow down the search. Type in "civil war battles" and click search. Notice you now have about 200 links. Be clear about what your results mean. You have about 200 links that have the word "civil" "war" "battles" on the page somewhere. It is likely that most of the links you will get will be about "Civil War battles" but some may just have those words on the page.
- Make it clear that every search engine is different and has its own way of conducting a search of its database.

**Google** <http://www.google.com>

For Google see page 3 - day 3 Trainer Notes.

**Profusion** [www.profusion.com](http://www.profusion.com)

Last type of search engine we will look at is a Meta search engine. Profusion is a Meta type search engine. It searches other search engines.

- Go to the Profusion search engine, Click on the advanced search engine area. Talk about how the advance search area facilitates a better search. Review the specific tools. Type in "civil war battles" review what is found.

**Copyright links** - see [www.i3forteachers.com/copyright.htm](http://www.i3forteachers.com/copyright.htm)

question clearly must change. Now it sounds more like, "When will teachers begin to use the Internet in the instruction of students?" And "What are the effective uses of the Internet in classroom instruction?" So, once again, we have found ourselves studying an education issue long enough for the question to evolve away right before our very eyes. The answer now seems much simpler than it did a decade ago. The Internet can provide invaluable resources which cannot be delivered using other technologies, books, or school resources.

## **Searching the Internet - Day 2 - page 9**

### **NOTES**

## Finding and Using Internet Resources

### What is in it for my classroom and me?

- Lesson plans
- Printable resources
- Online software
- Online activities
- Authors
- Experts
- Other teachers
- Other classes
- Virtual tours
- Newsletters
- Professional information
- Audio and video clips

### The Internet as a Tool for Educators

The Internet has become a major medium of communication and information. For teachers the Internet is a particularly valuable tool. There is a lot available for teachers that they can grab, adapt, and use which will make their work easier and richer. The Internet exemplifies the expression that many hands make light work. The key to using the Internet productively is to become a savvy, selective surfer of the Web and eventually to contribute back to the education community by contributing your ideas and lessons.

### How do I Locate Great Stuff Fast? Use a Search Utility!

#### Directories- Libraries on the Web! The Browse-Search

Directories are designed to be browsed. The web links included in a directory are selected and organized by people. When you search a directory, you search only the material that the directory knows about. Directories often provide some level of review for the material included.

#### Yahoo

[www.yahoo.com](http://www.yahoo.com)

"The Yahoo! directory is an online guide to the World Wide Web. It is created by a staff of editors who visit and evaluate web sites and then organize them into subject-based categories and sub-categories."

<http://help.yahoo.com/help/us/dir/dir-01.html>

## **Searching the Internet - Day 2 - page 10**

### **NOTES**

**About.Com**

[www.about.com](http://www.about.com)

"Each site in our unique network is run by a professional Guide who is carefully screened and trained by About. Guides build a comprehensive environment around each of their specific topics, including the best new content, relevant links, How-To's, Forums, and answers to just about any question."

[http://ourstory.about.com/index.htm?PM=59\\_1100\\_T](http://ourstory.about.com/index.htm?PM=59_1100_T)

**Search Engines****Ask for What You Need!**

Spiders/Robots who do the looking for you. These are programs that try to match the keyword or information a user supplies to a web site. Each does it a little differently. Some search the text of web sites. Some search only the titles and some search the text that users do not see. Search engines do not determine whether it is a good match or not.

**Google**

[www.google.com](http://www.google.com)

"Currently the largest search engine, indexing billions of web pages. It is a full-text index that searches the entire HTML file."

**Altavista**

[www.altavista.com](http://www.altavista.com)

"First, AltaVista checks the words you enter against a massive (half-million entry) phrase dictionary to determine which words go together naturally, and automatically treats them as phrases. In other words, if you enter George Bush or New York or baseball bat, the system knows that those are not just random words, and hence looks first for instances where those complete phrases appear on Web pages, and puts those pages near the top of your list. For instance, DEC tulip (a computer card) is now automatically recognized as a phrase; whereas before that query would have generated lots of results related to flowers, now such a search gives you much more useful results."

[http://www.altavista.com/sites/help/search/search\\_help](http://www.altavista.com/sites/help/search/search_help)

## **Searching the Internet - Day 2 - page 11**

### **NOTES**

**Teoma**

<http://www.teoma.com/>

This new search tool uses something the others don't to return great links to you. Instead of link popularity ranking they use something they call "Subject Specific Popularity." They determine who the experts in the field are that understand what you are looking for and then derive the link ranking by reviewing what they have linked to. Sound confusing? I'm confused and I just spent 20 minutes trying to figure out how to explain it. I guess it boils down to trying to determine a trusted source and give it more weight in the ranking. What ever they do, it works.

### **Meta Search Engines- Engines that search other engines Your Own Personal Shopper**

Meta search engines are programmed to search other search engines and return results from those engines. Some allow users to choose the engines that are used in the search. Others offer the capability to search for different types of material, date ranges, or other languages for the search.

**Profusion**

[www.profusion.com](http://www.profusion.com)

Profusion has recently undergone some changes and come out with a new look and functionality. It still searches other search engines. By clicking on the advanced feature, it allows users to choose what engines or directories to use in the search. One unique feature is the ability to search for pdf. Profusion is now offering a directory that users can click through.

**Dogpile**

[www.dogpile.com](http://www.dogpile.com)

"Dogpile searches four search engines at a time. Lists of results from four engines are displayed on each page. If you do not get at least 10 documents matching your query, Dogpile will automatically search the next four engines, and so, on until all are searched or 10 matches are found." Dogpile provides a directory and allows users to search for images, audio, ftp files, and a variety of specialized searches by choosing from a drop down menu in their regular search. Users can look for the Custom Search link on the bottom of the home page to choose the search engines Dogpile should use to do the search.

## **Searching the Internet - Day 2 - page 12**

### **NOTES**

**Mamma**

[www.mamma.com](http://www.mamma.com)

"Mamma.com is a "Smart Meta Search Engine." When the user enters a query at the Mamma.com website, Mamma's powerful proprietary technology simultaneously queries a series of Search Engines and properly formats the words and syntax for each source being probed. Mamma then creates a virtual database, organizes the results into a uniform format, and presents them by relevance and source. In this manner, Mamma.com provides the end user with a highly relevant and comprehensive set of search results."

**Specialized Searches**

Not all engines search for all types of materials. There is a term called the invisible web that describes resources that are on the World Wide Web, but not picked up by search engines. Material that is stored in databases frequently is not searched. Portable document files (pdf) are not always picked up in searches. Audio and image files are not necessarily picked up. Below is a list of specialized search engines that focus on material on the invisible web.

**Altavista Images**

<http://www.altavista.com/sites/search/simage>

**Altavista Video**

<http://www.altavista.com/sites/search/svideo>

**Altavista MP3/Audio**

<http://www.altavista.com/sites/search/saudio>

**Google Images**

<http://www.google.com/imghp?hl=en>

**Google File Search**

[http://www.google.com/advanced\\_search](http://www.google.com/advanced_search)

**Federal Government Search**

<http://www.ed.gov/>

*Don't miss the Advanced Search for format selection.*

## **Searching the Internet - Day 2 - page 13**

### **NOTES**

## What strategies should use when I search?

### Use More than One

No one search engine or directory is going to meet all your needs. Think about what you are looking for and then try that term in several different search engines or directories. There will be overlap in our results, but you should locate material more quickly.

### Learn How the Search Tool Works

When you are learning a new engine, look for a section labeled tips or information. Take a moment to read how that engine or directory works and what special features it may offer. Some engines cache pages so that even if the web page you are looking for is no longer available, you can still see it. Some allow users to be notified is a page changes.

### Broaden or Narrow Your Search

- Think synonyms. Most engines will not pull "amphibians " or "tadpole" when it is searching for frogs.
- Engines often are very specific. Some distinguish between upper and lower case letters. So "frog" and "Frog" will produce different results. So if you are looking for an exact title use capital letters. If you are not looking for a proper noun, do not use capital letters.

### Combine Terms

The more specific users can be with what they are searching for, the better their results will be. Instead of using just one term in a keyword box, find out if the engine you choose allows users to combine terms and in what way.

Combination Technique	Example
Combine terms with "AND" or "+" to cause search engines to return results that have both terms but not necessarily next to each other	Kindergarten+math  Kindergarten AND math
Exclude terms from a search using "NOT" or "-"	Pre-k-school Pre-k NOT school

## **Searching the Internet - Day 2 - page 14**

### **NOTES**

Search for a phrase using quotation marks	"dramatic play"
Use an asterisk to pull all variations of a word	write*

### Use Advance Search Features

Look for advanced search functionality in a search engine. Often users will find the option to choose the date of the material, the language, the type of material, the source of the material, and so forth. In addition, advanced searches often provide help with search syntax, which makes combining terms easier.

### Go Straight to the Source

Sometimes the best way to locate information is not to use a search engine but to go directly to a site that provides that information and search the site. Below are some examples for web sites for early childhood educators.

Gayle's Preschool Rainbow

<http://www.preschoolrainbow.org/>

Preschool Express

<http://www.preschoolexpress.com/index.html>

Pre-K Central

<http://prek.dhs.org/>

Alphabet Soup

<http://alphabet-soup.net/>

Kinderart.Com

<http://www.kinderart.com>

A to Z Teacher Stuff

[http://atozteacherstuff.com/lessonplans/Grade\\_K/](http://atozteacherstuff.com/lessonplans/Grade_K/)

## **Internet Issues & Pointers - Day 2 - page 15**

### **NOTES**

# Internet Issues and Pointers

## Plug Ins

Plug ins are extra pieces of programming which allows your browser to play audio and video files. These do not come with the browser. They will need to be downloaded and installed on each computer. Test all links to make sure that you do not need a plug in with a site prior to using it with the students.

## Acceptable Use Policies

Check with your school's policy about Internet use with students. If there is an Acceptable Use Policy in place, make sure you have a signed copy for each parent on file prior to using the Internet.

## Enlarging Your Screen Size

On a PC to enlarge your web page size click on F11. This hides all the toolbars and fills the screen with the web page image. To turn it off click F11 again.

## Enlarging Text Size

If the text is too small for the children, you can increase the size. For the Internet Explorer browser, go to the View menu pull down to text size. Click on a larger size font and give the browser a minute to adjust.

In Netscape, go to the View menu and click on *Increase Font*.

## Internet Safety

Students need to treat the Internet like a stranger and know what information is okay to share and what is not. Young children are not going to be wandering around on the Internet undirected or unaccompanied, but they should know anyway not to give out personal information.

## Things Students Should Know

There are some things that student should know when they go on the web.

**Back Key or Arrow**-to return to the previous page.

**Home Key**-to get out of trouble and back to the home page quickly

## Google Advanced Search - Day 2 - page 16

### Trainer Notes - Google Advanced Search - Software Helper

A step-by-step guide to using the advanced searching components of Google.

- Have participant's type in [www.google.com](http://www.google.com) in their open browser.
- Red cups up when they see Google site open on their computers.
- Trainer should talk to the participants about what is available on the site and what can be searched.
- Divide group in half. One group types in "civil war" and the other "civil war battles"
- Review the results. Have participants add words to their search strand at the top to narrow down the results. Give them optional words like, "3<sup>rd</sup> grade", "lesson plans", "north", "generals".
- Review what the participants are getting based on changing the search strand.
- After finding a link that you like, go back to your Google search page and click on "Similar Pages" link next to that item. This will conduct a new search for only Web sites like the one that you liked. This is a great tool for narrowing your search.
- Go back to Civil War Battles
  - Google grades web sites by how many sites link to it. In other words, what Google has done is gauged the quality of the site by its popularity. This method seems to be better than someone else doing an outside evaluation because you have multiple people choosing the site based on their evaluation. With Google you have a built in rating system.
- Review the "Advance Search" function of Google. I recommend this for all beginning searchers because it breaks down the process for them. Review the search category break down and how to fine-tune your search.
  - Exact phrase
  - Without words
  - Format, Date, Domain
- Find PowerPoint's about Civil War Battles

### Trainer Notes -

#### Google Tricks

**Cached:** Google takes pictures of all web sites and stores. If the site is down you will still be able to pull up the information you are looking for.

**Google Image Search:** Be careful doing this in front of your students. You don't know what you will get.

**Plagiarism:** Finding out who wrote that paper. Go to Google type in exact phrase from a students paper that you expect was plagiarized. See if it returns any results. Show the kids that you can do this. They will know how you can catch them.

## *Google Advanced Search Software Helper*

### *Getting Started*

<b>To Open the Advanced Search Window</b>	<ul style="list-style-type: none"> <li>• Click on <b>Advanced Search</b> on <a href="http://www.google.com">www.google.com</a>.</li> <li>• The top four fields in the blue box replace Boolean searches. So instead of having to construct searches using the + or - symbols, Google's <b>Advanced Search</b> fields performs those functions.</li> </ul>
<b>To Broaden a Search</b>	<ul style="list-style-type: none"> <li>• In the search field next to "with <b>all</b> of the words" type the word(s) you wish to search for and then press <b>Google Search</b>.</li> <li>• Google will return pages with all the terms you list in the search results.</li> <li>• Another option would be to put the main term in the top field and then list possible additional terms in the field next to "with <b>at least one</b> of the words".</li> <li>• In this case Google will look for the top term and include as any of the other terms as possible in the search results.</li> </ul>
<b>To Search for a Phrase</b>	<ul style="list-style-type: none"> <li>• In the field next to "with the exact phrase" type the phrase you wish to look for and then press <b>Google Search</b>.</li> <li>• Google will conduct a complete text search looking for the words in the phrase.</li> </ul>

### *Interpreting Search Results*

<b>Indented Results</b>	<ul style="list-style-type: none"> <li>• If more than one page from a site fits the search criteria, the most relevant page is listed first with the other pages indented and listed below it.</li> </ul>
<b>Viewing Missing Web Pages</b>	<ul style="list-style-type: none"> <li>• Google's search results include the title of the web page, the description of the web page and the URL to link to it.</li> <li>• Google also keeps a copy of the web page for itself. If the page is no longer available, click on <b>cached</b> next to the URL to open and use Google's copy of the site.</li> </ul>
<b>Finding Similar Pages</b>	<ul style="list-style-type: none"> <li>• If one of the results is exactly what you want, click on <b>Similar Pages</b>, next to <b>cached</b>, to pull up other pages like the one you selected.</li> </ul>

### *Additional Advanced Search Options*

<b>Choosing a Language</b>	<ul style="list-style-type: none"> <li>• The Advanced Search will return pages in any language.</li> <li>• To restrict results to one language, click on the down arrow next to that field and select the language.</li> </ul>
<b>Selecting File Format Options</b>	<ul style="list-style-type: none"> <li>• A powerful option in the advanced search is to restrict the search to a specific file format or to exclude that format from a search.</li> <li>• With the first down arrow next to the File Format field select</li> </ul>

## **Google Advanced Search - Day 2 - page 17**

	<p><b>Only or Don't.</b></p> <ul style="list-style-type: none"> <li>• Then click the down arrow next to the second field to search for a specific file format. select <b>Only</b> or <b>Don't</b>.</li> <li>• Then click the down arrow next to the second field to search for a specific file format.</li> </ul>
o <b>Narrow a Search</b>	<ul style="list-style-type: none"> <li>• In the search field next to "with all of the words" type the word(s) you wish to search for and then press <b>Google Search</b>.</li> <li>• In the field next to "without the words" type the words that should be excluded from the search, then press <b>Google Search</b>.</li> </ul>
<b>To Limit the Date</b>	<ul style="list-style-type: none"> <li>• If you are searching for material and would like to limit the results to only the most current or updated pages, use the Date field.</li> <li>• The down arrow, next to the date field, allows users to limit the search to a time frame for when the page was last updated.</li> </ul>
<b>To Restrict a Search</b>	<ul style="list-style-type: none"> <li>• The occurrences field allows users to tell Google where to look for the terms listed in the search boxes</li> </ul>
<b>Using the Domain Feature</b>	<ul style="list-style-type: none"> <li>• Using the domain features allows users to restrict a search to specific web site or type of site. For example, limiting a search to URL's that end in edu will return results that are identify themselves as being a school.</li> </ul>
<b>Filtering</b>	<ul style="list-style-type: none"> <li>• Google provides the option to use a filter on searches to eliminate unwanted to material from the results.</li> <li>• Be aware that the filter is effective but not perfect!</li> </ul>

## **How to Save Graphics from the Internet - Day 2 - page 18**

### **Trainer Notes - Saving Internet Graphics**

This is a software helper for participants to following when saving Graphics from the Internet.

Participants will be saving a graphics from the Internet for their animal and newsletter activity later today. This is the step-by-step direction that the Trainer will use to take participants through the process.

## How to Save Graphics from the Internet

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

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

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

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

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

## **How to Copy/Paste Graphics from the Internet - Day 2 - page 19**

### **Trainer Notes - Saving Internet Graphics**

This is a software helper for participants to following when copying & pasting Graphics from the Internet.

## How to Copy/Paste Graphics from the Internet

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

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

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

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

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

## **How to Copy/Paste Text from the Internet - Day 2 - page 20**

### **Trainer Notes - Copying and pasting text from the Internet**

This is a step-by-step guide for copying and pasting text from the Internet.

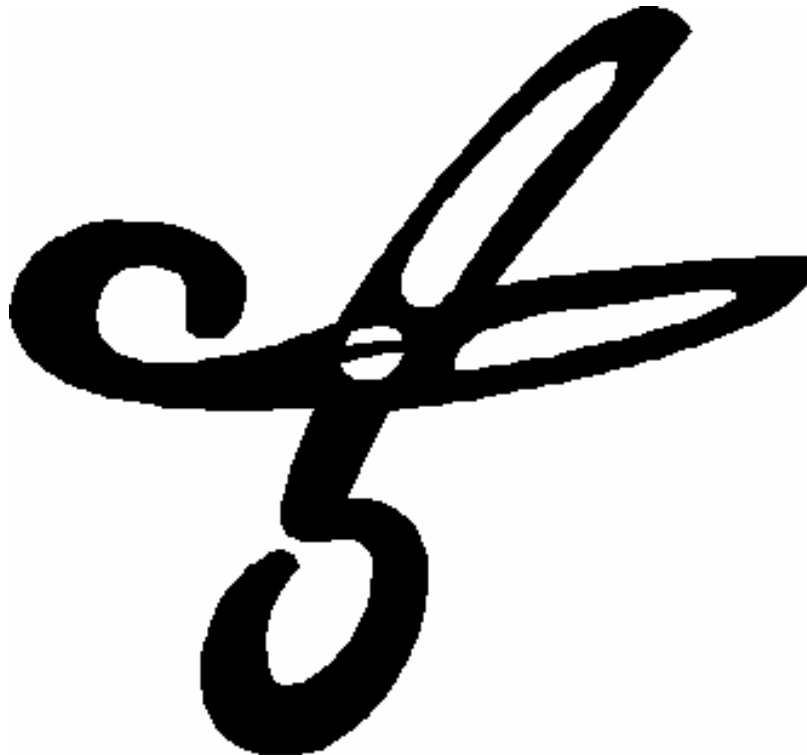
Copying and pasting is an easy way to get text from the Internet.

Remember to follow copyright laws and give credit to the Web page from which you took the text. See page 21 for how to Cite Resources. Also show them the copyright resources at [www.i3forteachers.com/copyright.htm](http://www.i3forteachers.com/copyright.htm)

## How to Copy/Paste Text from the Internet

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

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



## **How to Cite Resources from the Internet - Day 2 - page 21**

### **Trainer Notes - Citing Resources from the Internet**

This is a resource from Classroom Connect that will help you and your students know how to cite Internet sources.

## How to Cite Resources from the Internet

### 1. World Wide Web

**Structure:**

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

**Example:**

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

### 2. Email/LISTSERVs

**Structure:**

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

**Example:**

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

### 3. Images/Graphics

**Structure:**

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

**Example:**

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

### 4. Sounds

**Structure:**

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

**Example:**

Reflections on Apollo. [Online Sound] Available [ftp://town.hall.org/radio/IMS/NASA/100394\\_nasa\\_01\\_ITR.au](ftp://town.hall.org/radio/IMS/NASA/100394_nasa_01_ITR.au), September 25, 1998.

### 5. Video Clips

**Structure:**

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

**Example:**

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

## **Setting Up an iKeep Bookmark Account - Day 2 - page 22**

**Trainer Notes - Setting up an online bookmark account.**


This is a step-by-step resource that participants will follow to organize favorite bookmarks from the Internet.

1. Use this step-by-step with participants to set up their own iKeeps bookmark account.

## Setting Up a iKeep Bookmark Account

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

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

Remember my Login (on this computer)  
 Please use the bookmarks. Just type in the Account Name and click "Login". 

[Home](#) [GuestBook](#). [Click here to Register](#).

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

My Account Name:

My Authoring Password:

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

## **Setting Up an iKeep Bookmark Account - Day 2 - page 23**

### **NOTES**



## **Setting Up an iKeep Bookmark Account - Day 2 - page 24**

### **NOTES**

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 | 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.

## Customizing Newsletters - Day 2 - page 25

In this section of the training you can choose to do several different things. See below for options.

### Option #1

Discuss how and why teachers might want to use newsletters to communicate with parents. This can be done by showing several examples of on-line and printed newsletters. You can also show them all the resources available through on-line newsletters for teachers.

### Option #2

Discuss how and why teachers might want to use newsletters to communicate with parents. This can be done by showing several examples of on-line and printed newsletters. You can also show them all the resources available through on-line newsletters for teachers. Show teachers where several newsletter templates can be downloaded from and walk them through the customization of them newsletters. The following skills should be taught.

- Downloading templates
- Finding and harvesting clip art from the Internet
- Changing text in a word document
- Using the Word Art feature in MS Word
- Printing

If using a downloaded template make sure you stress that this is a quick and easy way to get a newsletter. Don't do the work someone else has already done for you.

## Customizing a Newsletter

An important component of early childhood education is communication. Often teachers write newsletters by hand. What we are going to do now is customize several templates for you to use to make your life easier and to add sparkle to your thoughts.

### Georgia Learning Connections

<http://www.glc.k12.ga.us/trc/>

1. Click on *Teacher Templates* and then *Newsletters*.
2. Open a newsletter and go up to your *File* menu and drag down to *Save As*. Choose where you want to save the file.
3. Go to where the newsletter is located and open it to make changes.

### Clipart for Newsletters

#### Discovery School Clipart Gallery

<http://school.discovery.com/clipart/index.html>

#### Kids Domain

<http://kidsdomain.com/clip/index.html>

#### Grandma George

<http://www.grandmageorge.com/ggfree.html>

#### Anne's School Days

<http://d21c.com/AnnesPlace/School.html>

## **Customizing Newsletters - Day 2 - page 26**

### **NOTES**

# Newsletters

## Teacher Vision

<http://www.teachervision.com/lesson-plans/lesson-6398.html?cb2>

The Learning Network provides this collection of online newsletters.

## Carol Hurst's Newsletters

<http://www.carolhurst.com/newsletters/newsletters.html>

Carol Hurst is an excellent source of information on children's literature. She puts out a monthly newsletter with info on new books. These can either be emailed to you or read on her site. Scroll down to see the newsletters.

## Child Fun

<http://www.childfun.com/lists/>

This is a large collection of newsletters from a site which provides plenty of resources for early childhood educators. Scroll down to the bottom of the page to find the newsletters. Try subscribing to one to see the actual newsletters.

## Surf Net Kids

<http://www.surfnetkids.com/preschool.htm>

Barbara J. Feldman writes a weekly newsletter highlighting sites on the web that are appropriate for children. Each week is a different topic. This one is on games for preschoolers.

## Family Corner. Com

<http://www.thefamilycorner.com/dir/Education/Preschool/>

This site has good information for parents and newsletters with creative ideas. Scroll down and look on the left hand side to find the newsletters. Choose one and enroll to see the content.

## Teach-nology Newsletters

<http://www.teach-nology.com/newsletters/>

This education technology site has a wealth of resources including newsletters.

## **Communicating with a Web Page - Day 2 - page 27**

Review the 3 sample free Web page sites

## Communicating with Web Pages

For communities that have computers and are using the Internet, web pages can be an effective way to stay in touch with parents and showcase your student's talents. Teachers do not need to know html to create pages they can share. Simple wizards and online tools allow you to create and update web pages easily.

### **Teach-nology Build a Free Web Site**

[http://teachers.teach-nology.com/web\\_tools/web\\_site/](http://teachers.teach-nology.com/web_tools/web_site/)

A wizard walks you through the process of creating your own web site. Teach-nology hosts the site so that teachers do not have to figure out where to post their web site.

### **School Notes. Com**

<http://www.schoolnotes.com/>

Copernicus provides this free resource for creating and hosting teacher-created web pages.

### **Scholastic Teacher Homepage**

<http://homepage.scholastic.com/classpages/studentparentsignin.cfm>

This site makes it easy for teachers to create and post a web site.

## **Internet Writing- Day 2 - page 28**

### **Trainer Notes for Internet Writing**

This is also a small group activity but can be done whole group to introduce the ideas.

Make sure that you have checked the Panda site at lunch and that it is working. I leave mine up and minimized so I can check throughout the day. Let student's know we will be using software that we have used before called Kid Pix. Review some of the terms and functions.

**\*\*You will need laminated sentence strips for this activity so students can draft the sentences for their story.**

# Internet Writing

<p><b>Teaching Strategies Modeled</b></p>	<p><b>Technology Strategies Modeled</b></p>	<p style="text-align: center;"><b>Instruction</b></p> <p><b>Essential Question for Teachers:</b> Can I locate and plan an activity with an Internet resource?</p>
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<p>Small group</p>	<p><a href="http://www.sandiegozoo.org/pandas/pandasam/index.html">http://www.sandiegozoo.org/pandas/pandasam/index.html</a></p>	<p style="text-align: center;"><b>Instruction</b></p> <p><b>Essential Question:</b> Can I use an Internet resource to teach writing skills? Can students work together to compose a story?</p> <p><b>Learning Goals:</b> Students will respond to images and develop a group story.</p> <p><b>Technology Connections:</b> One computer with Internet connectivity Kid Pix</p> <p><b>Preparation:</b> Test the link to make sure that it is working. Have sentence strips ready and a marker ready for writing.</p> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Have the link up and Kid Pix started on the computer you will be using. Turn the monitor off.</li> <li>2. Have 4-5 students come and sit where they can see the computer.</li> <li>3. Introduce the activity by asking students what types of stories they like to hear. Generate a list with them using 1 -2 descriptive words.</li> <li>4. Tell them that today they are going to create a story. Have them discuss and add elements that will make their story exciting and interesting.</li> </ol>
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## **Internet Writing- Day 2 - page 29**

### **NOTES**

	<p>Front page of Panda site</p> <p><a href="http://www.sandiegozoo.org/special/pandas/bai_yun/baiyun_slideshow.html">http://www.sandiegozoo.org/special/pandas/bai_yun/baiyun_slideshow.html</a></p> <p>Bai Yun Slide Show</p> <p>National Zoo's Panda Cam <a href="http://pandas.si.edu/pandacam/">http://pandas.si.edu/pandacam/</a></p>	<ol style="list-style-type: none"> <li>5. Tell the students that you have chosen the main character of the story and that you have pictures to help them get started.</li> <li>6. Turn on the monitor and bring up the Panda site. The San Diego Zoo page takes visitors to the Panda cam. Ask the students if they know what animal this is. If they do not, tell them that it is a Panda and that pandas live in China. Tell them that they are watching the pandas live on the screen. Click on Panda Profiles and read the first sentence or two about each panda to the students. Do not read the whole description as it gets into breeding issues.</li> <li>7. Tell the students that their main character for their story is Bai Yun. Click on Panda Gallery and choose Bai Yun Slide Show. Allow the students to watch the slide show run through the images a couple of times having the students tell you what Bai Yun is doing. Ask the students to think about what type of story they would tell about Bai Yun. Encourage them to talk about this as a group and help them sketch out the bones of a story.</li> <li>8. When the students are ready have the first student say a sentence, write it on the sentence strip. Post it where the whole group can see. Have the second student offer a sentence, write it on a sentence strip, and place it below the first.</li> <li>9. When each child has contributed a sentence to the story, read through the sentences and talk with them about the story they have created. Move sentences around or add words to make the story flow. Tell the students that their next step is to plan the picture for their sentence. Take the sentences down. Write the student's name on the back and give them a blank piece of paper to plan their picture on.</li> <li>10. The next day bring the group back together with</li> </ol>
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## **Internet Writing- Day 2 - page 30**

### **NOTES**

		<p>their story boards and sentences. Have Kid Pix up on the computer but the monitor turned off. Lay the sentence strips and story boards out and read the story out loud to the students. Then introduce the students to the Kid Pix program by starting Kid Pix and typing the first sentence in using the text tool. Save the picture with the child's name and PS for panda story on it. If you have 2 -3 computers in your class, start other students as well.</p> <ol style="list-style-type: none"> <li>11. Have the students raise their hand when they have completed the task. Do not close the pictures. Review them with the students and print.</li> <li>12. When the book is complete, have the authors share it with the rest of the class along with the slide show they used for inspiration.</li> </ol>
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## **Water Habitats - Day 2 - page 31**

We will use our new found searching strategies to find 2-4 Web sites that can be used by students to complete the assignment. The lesson is written for a cd-rom resource instead of the Internet. Give participants directions on how to conduct a search to find habitat sites for young students.

Introduce Inspiration software and guide participants through creating their own web worksheet.

# Water Habitats

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		<p><b>Essential Questions for Teachers:</b> <i>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?</i></p>

		<p><b>Essential Question:</b>                      What animals live in water habitats? Where are these habitats located?</p> <p><b>Learning Standards (State of Michigan):</b>  <b>Assessed:</b>  <b>Science Standard V.2: Elementary</b>                      Trace the path that rain water follows after it falls. ( <i>Key concepts:</i> Precipitation-rain, clouds, fog, run-off. Flow-downhill, to ocean, underground. Bodies of water-streams, rivers, lakes, oceans. <i>Real-world contexts:</i> Examples of water flowing locally, including gutters, drains, streams, wetlands.)</p> <p><b>Science Standard III.5: Elementary</b>                      Describe the basic requirements for all living things to maintain their existence. ( <i>Key concepts:</i> Needs of life-food, habitat, water, shelter, air, light, minerals. <i>Real-world contexts:</i> Selected ecosystems, such as an aquarium, rotting log, terrarium, backyard, local pond or wetland, wood lot.)</p> <p><b>English/Language Arts Standard 7: Early Elementary</b>                      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.</p>
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## **Water Habitats - Day 2 - page 32**

### **NOTES**

Teaching Strategies Modeled	Technology Strategies Modeled	<p><b>Non assessed:</b>  <b>English/Language Arts Standard 11: Early Elementary</b>                      Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.</p>
Whole Group Instruction	Eyewitness Encyclopedia of Nature CD	<p><b>Materials:</b>                      Eyewitness Encyclopedia of Nature CD, sentence strips (K-2), reproducible student materials, Inspiration, Kidspiration(K-2), scan converter, large classroom map</p> <p><b>Technology Connections:</b>                      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 Kidspiration(K-2)</p> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>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 &amp; Lakes. Write the animal names on the board as the students call them out.</li> <li>2. Explain to students that, in pairs, they will be using the Eyewitness Encyclopedia of Nature to identify the animals located on the activity sheet that follows.</li> <li>3. Instruct students on the use of the CD. Click on <i>Habitats</i> and show students the Sea &amp; Coast, Coral Reef and Lake &amp; Wetland habitats. Explain that the animals in the Sea &amp; Coast habitat and in the Coral Reef habitat are all ocean animals. Click on various animals in each habitat and discuss the information presented.</li> <li>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.</li> <li>5. Cut-out the animals out and paste them on the web activity sheet.</li> </ol>

## **Water Habitats - Day 2 - page 33**

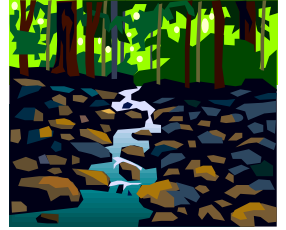
### **NOTES**

<p>Whole Group Demo</p> <p>Center Activity</p>	<p>Kidspiration</p>	<p>6. Have your students choose one animal to write a sentence about. Print sentence on a sentence strip.</p> <p>7. Model the use of the software Kidspiration writing the sentence from the sentence strip.</p> <p>8. Students rotate through the computer station entering in their sentence and printing it out.</p> <p><b>Assessment:</b> Students will be assessed on the accuracy of their webs and participation in creating a class booklet.</p>
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# **Water Habitats Fact Gathering Sheet - Day 2 - page 34**

# Water Habitats Fact Gathering Sheet

Write down facts about three animals from each habitat.



## Sea & Coast-

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## Coral Reef-

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## Lakes & Wetlands-

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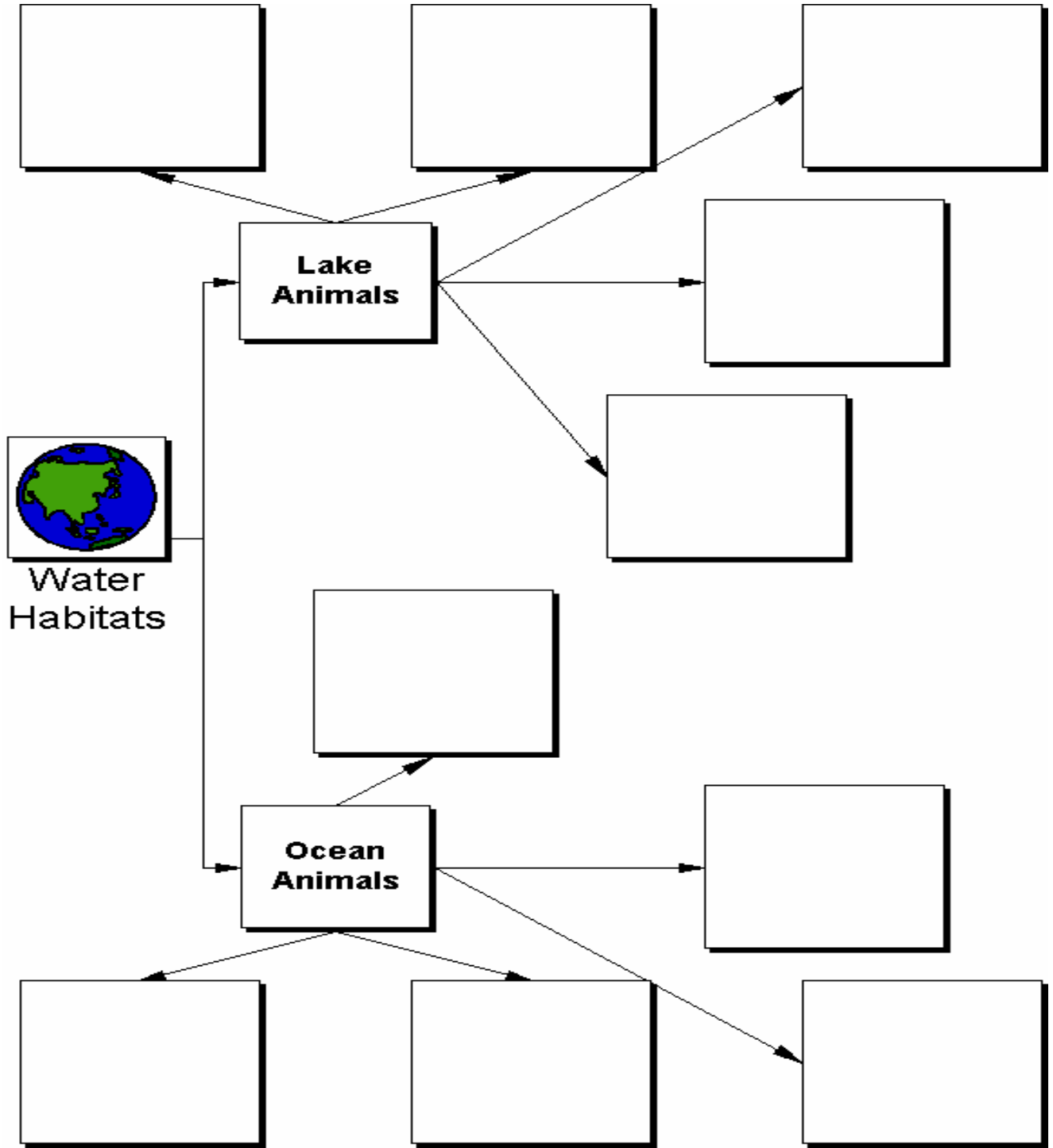
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## **Water Habitats Web - Day 2 - page 35**

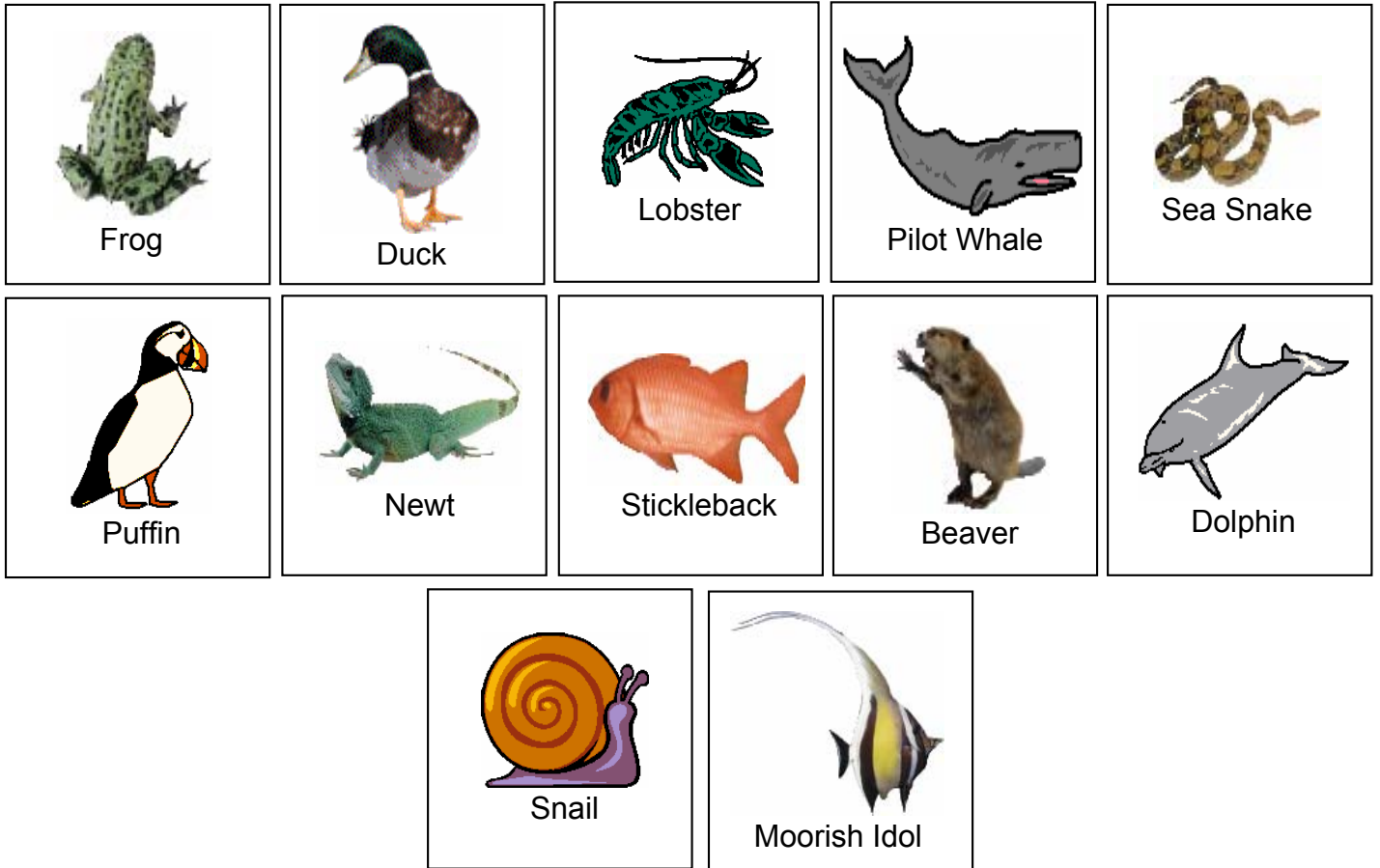
# Habitats Web

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



## **Animal Cut-outs - Day 2 - page 36**

## Animal Cut-outs



## **Brain Check - Day 2 - page 37**

**Trainer Notes** - The Brain check is used to assess the participants' knowledge of the use of the daily technologies. This should be adapted by each instructor to match the selected software.

## Brain Check

1. If you do not want to create a newsletter from start to finish, what can you use?
2. In MS Word how do you insert a graphic?
3. What Word function can you use to create a title for your newsletter?
4. Where can you create a web page using a simple online, fill-in-the-blank form?
5. When you are using your browser which key allows you to make the screen larger?
6. How can you make the text size larger in Internet Explorer?

## Daily Closure

### Trainer Notes -

- Recap the day.
- Take questions that participants have.
- Assign Homework
- Have participants straighten up their area.
- Shut down computers

### End of the Day

- Have people go into their email and have them reflect on the day and what pieces or ideas they would like to try in their rooms. They need to print the email and then send it to you so that you have all of their addresses and can send them a greeting in the morning.
- Wind up the day by talking with them about how they are doing. Answer any questions they have. Then do the Brain Check on page 37 as a whole group.

***Be sure to end the day on a positive note!!!***