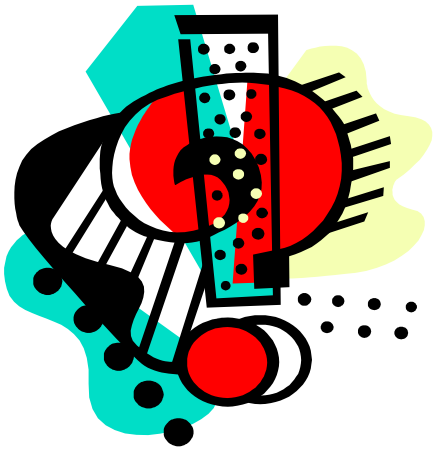
Good Morning
Day 3
Communication & Internet

The use of technology has evolved considerably when it comes to student writing and the writing process. It seems as if the glory days of using technology to just publish finished works are over. The allure of making something look good seems to have been replaced by using the technology to facilitate creativity and revision of written work. Technology provides an easy platform for editing and stimulating new thought about what students are writing. With the use of blogs, wikis and other online publishing tools students are now seeing the value in writing and writing for an audience.

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 exhaustedly for the past decade. Even though the answer continues to evolve as educators become more accepting of the medium, we find that 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

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 are 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.

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

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
"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
"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

ASK
http://www.ask.com/
http://www.askforkids.com
This 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 the 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.

Dogpile
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.

Mamma
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

Federal Government Search
http://www.ed.gov/

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

variations of a word	

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/

Pre-K Central
http://prek.dhs.org/

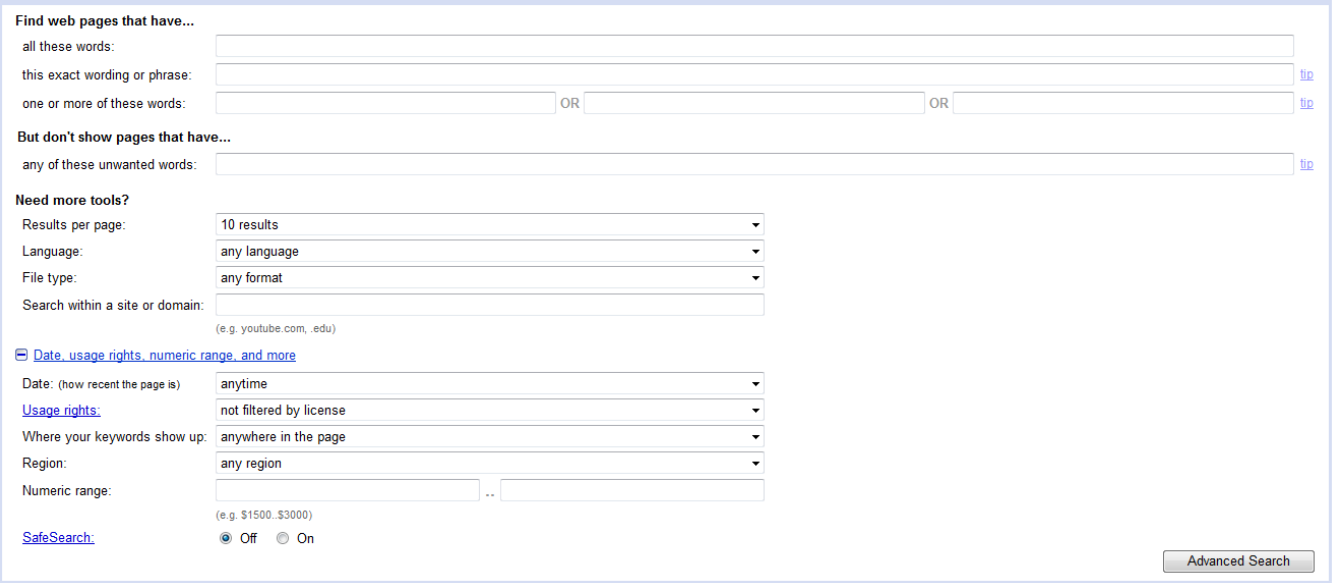
Alphabet Soup
http://alphabet-soup.net/

Kinderart.Com
http://www.kinderart.com

A to Z Teacher Stuff
http://atozteacherstuff.com/lessonplans/Grade_K/

Google Advanced Search

Software Helper



To Open the Advanced Search Window	• Click on **Advanced Search** on www.google.com. • The top four fields in the blue box replace Boolean searches. So instead of having to construct searches using the + or – symbols, Google's **Advanced Search** fields performs those functions.

To Broaden a Search	• In the search field next to "with **all** of the words" type the word(s) you wish to search for and then press **Google Search**. • Google will return pages with all the terms you list in the search results. • Another option would be to put the main term in the top field and then list possible additional terms in the field next to "with **at least one** of the words". • In this case Google will look for the top term and include as many of the other terms as possible in the search results.

To Narrow a Search	• In the search field next to "with all of the words" type the word(s) you wish to search for and then press **Google Search**. • In the field next to "without the words" type the words that should be excluded from the search, then press **Google Search**.

To Search for a Phrase	• In the field next to "with the exact phrase" type the phrase you wish to look for and then press **Google Search**. • Google will conduct a complete text search looking for the words in the phrase.

Interpreting Search Results

Viewing Missing Web Pages	• Google's search results include the title of the web page, the description of the web page and the URL to link to it. • Google also keeps a copy of the web page for itself. If the page is no longer available, click on **cached** next to the URL to open and use Google's copy of the site.

Finding Similar Pages	• If one of the results is exactly what you want, click on **Similar Pages**, next to **cached**, to pull up other pages like the one you selected.

Additional Advanced Search Options

Choosing a Language	• The Advanced Search will return pages in any language. • To restrict results to one language, click on the down arrow next to that field and select the language.

Selecting File Format Options	• A powerful option in the advanced search is to restrict the search to a specific file format or to exclude that format from a search. • With the first down arrow next to the File Format field select **Only** or **Don't**. • Then click the down arrow next to the second field to search for a specific file format.
Selecting a Country	• This will allow you to search content housed on servers in specific countries. "American Revolution" in the UK

To Limit the Date	• If you are searching for material and would like to limit the results to only the most current or updated pages, use the Date field. • The down arrow, next to the date field, allows users to limit the search to a time frame for when the page was last updated.

To Restrict a Search	• The occurrences field allows users to tell Google where to look for the terms listed in the search boxes

Using the Domain Feature	• 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.

How to Save Graphics from the Internet

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

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

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

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

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

How to Copy/Paste Graphics from the Internet

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

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

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

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

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

How to Copy/Paste Text from the Internet

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

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

How to Cite Resources from the Internet

1. World Wide Web
Structure:
Author. Title of item. [Online] Available http://address/filename, date of document or download.
Example:
Schwartz, Robert. The Cold War Revisited: A Splintered USSR. [Online] Available http://usa.coldwar.server.gov/index/cold.war/countries/former.soviet.block/, November 1, 1998.

2. Email/LISTSERVs
Structure:
Author of email message. Subject line of the message. [Online] Available email: Student@address.edu from Author@address.edu, date of document or download.
Example:
Rule, Christopher. Nile River Research Project results. [Online] Available email: student5@smallvillehigh.edu from ert@informns.k12.mn.us, October 2, 1998.

3. Images/Graphics
Structure:
Description or title of image. [Online] Available http://address/filename, date of document or download.
Example:
Butterfly. [Online Image] Available http://www.kidsdomain.com/holiday/spring/clip.html/ butterfly.gif, October 23, 1998.

4. Sounds
Structure:
Description or title of sound. [Online Sound] Available http://address/file, date of document download.
Example:
Reflections on Apollo. [Online Sound] Available ftp://town.hall.org/radio/ IMS/NASA/100394_nasa_01_ITR.au, September 25, 1998.

5. Video Clips
Structure:
Description or title of video clip. [Online Video Clip] Available http://address/file, date of download.
Example:
Shoemaker-Levy Comet enters Jupiter's atmosphere and breaks up. [Online Video Clip] Available ftp://ftp.cribx1.u-bordeaux.fr/astro/anim/s19/breakingup.mpg, September 5, 1998.

A House for Hermit Crab

Notes	Instruction **Essential Question for Teachers:** How can I integrate technology into a traditional author study lesson?

Essential Question:
What is a hermit crab? What are some other ocean animals? How are people like hermit crabs? What do you think Hermit Crab will do with his next house?

Learning Goals:
Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.

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.)

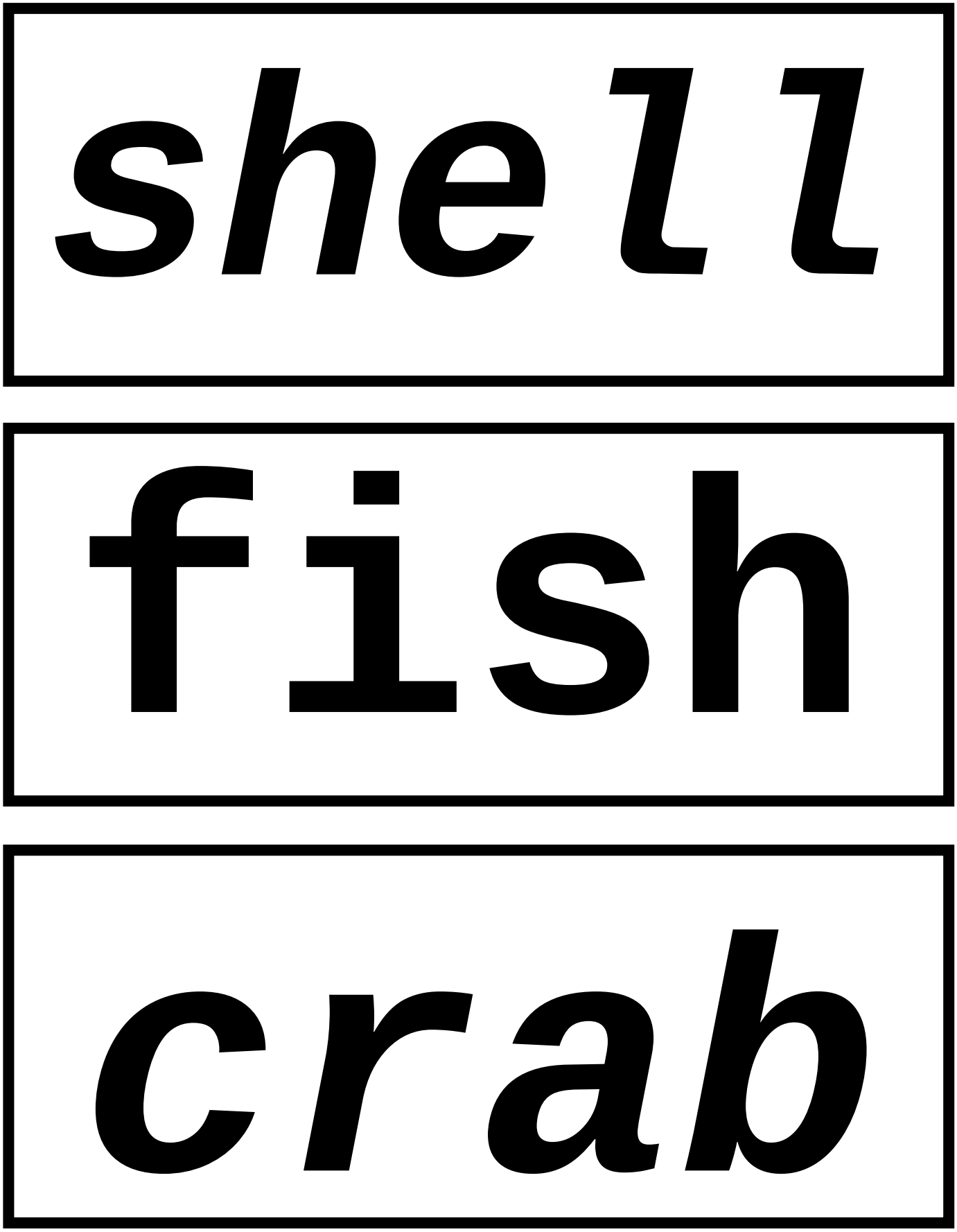
Technology Connections:
Students will create a time line based on events in the story A House for Hermit Crab. They will also create a graph showing how much they will grow in their lifetime. In a center, students will make number sentences in KidPix.

Preparation:
Save graphics from story in a folder on the computer. Make a timeline template that students can use.

Procedure:
1. Read A House for Hermit Crab by Eric Carle. Have students listen for the names of ocean animals in the book.
2. Next, give each student a word card. When each word is introduced in the book, have that student bring his word up to the board and put it in a pocket chart. The completed pocket chart should have the month with the corresponding animal or plant. After you are

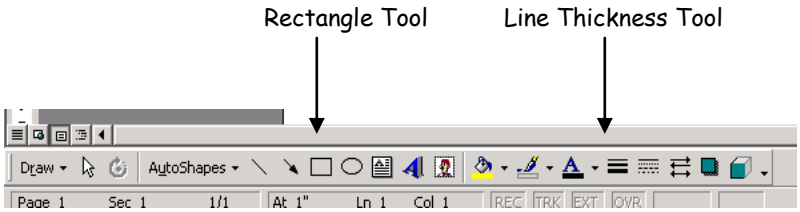
	finished, have students re-tell the story using the information in the pocket chart. **3.** Time Line of Events a Whole Group Activity 4. Explain that students are going to make a time line that represents what happened to Hermit Crab over a period of a year. 5. Using the information in the pocket chart, model creating a time line on the computer with a scan converter or in a small group. Open TimeLiner software and follow the directions to create your time line. Have students give you the specific months and events. 6. Print your time line in banner form and display it in the classroom. 7. Graphing Growth an Individual Activity 8. Ask students to tell you why Hermit Crab needed a different shell (because he was growing). Ask them what happens to their clothes as they grow (they get smaller). 9. Give students the My How You've Grown sheet and a measuring tape. Allow them to work with a partner to measure their height in inches and record it in the appropriate place. 10. Explain that students will need to take the sheet home with them and fill in the other two sections with their parent's help. 11. When students bring the sheet back, have them use this information to create a graph in The Graph Club, showing how much they have grown. Demonstrate the procedure to the class on the computer using a scan converter, before students create the graph themselves. Use the directions to create your graph. 12. What's your Shell Worth, Hermit Crab? A Center Activity 13. Create a center activity in KidPix in which students find the worth of Hermit Crab's house. 14. Take pictures of the images in the book with a digital camera and save to the hard drive of the computer. 15. Open up KidPix and choose Edit and Paste. Move it where you want it to go. Use the line tool to separate the crabs on the paper. (If the crab is too small, copy it first into Word, resize it, then copy and paste it into KidPix.) 16. Have a laminated copy of the Hermit Crab decoding chart next to the computer. 17. Explain that students will be decorating Hermit Crab with the buttons and bows tool in the KidPix Paintbrush. Depending on the ability level of your students, instruct them to get the tool, and stamp two or three buttons and bows on Hermit Crab's shell as in the example.

	18. Next, they will click on the Alphabet Stamp tool and stamp a number sentence to go with it in the box. 19. Have students stamp their names and print them out for evaluation. 20. Ask students to sign the check sheet when they are finished. 21. Hermit Crab Rebus Books a Partner Activity 22. Show students the rebus story on the Internet at http://www.fi.edu/fellows/fellow8/dec98/rebus.html. Explain that a rebus story contains both words and pictures. 23. Now, show students how to create their own rebus story in KidWorks similar to the example. Follow the directions for creating your Rebus story. 24. Assign each student a partner and have them create a story to go with the title, "Hermit Crab's Next House". Reread the last two pages of A House for Hermit Crab to remind students of the plans that he was making for his new house. 25. Allow students to share their stories with the class when they are done. **Assessment:** Students will be assessed on their completed graph, participation in the time line activity and completed center activity. The rebus story will be evaluated with the checklist at (http://pblchecklist.4teachers.org/view.php3?id=1744). **Extension:** Have students research for more information about the other animals in the book. Allow them to write facts about each animal in KidWorks.

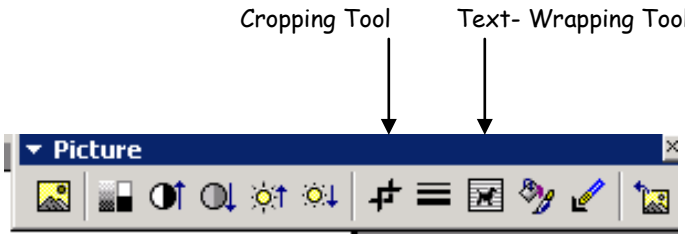


Step by Step
Creating Word Cards in Microsoft Word

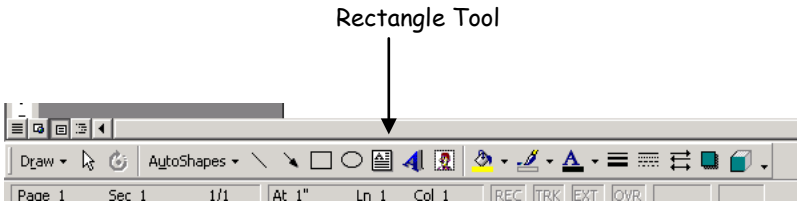
1. Using a Scanner, scan pictures of the characters from the book *House for Hermit Crab*. Or take pictures with the digital camera. Follow the directions for scanning based on your particular type of scanner.
2. Save your scanned picture on a floppy disk or your computer's hard drive.
3. Open Microsoft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



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

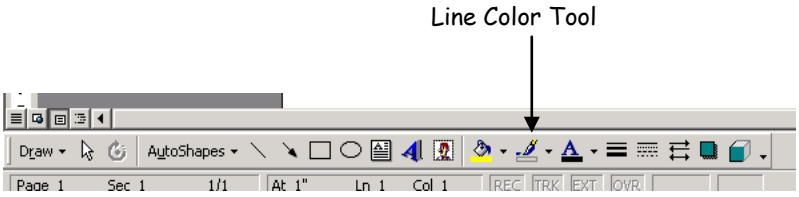


9. Choose *In Front of Text.* Click and drag on the corners to resize it. If you wish to crop the picture, click on the cropping tool. Then click on the picture to select it and click and drag on the small rectangles on each side to crop it.
10. Move your graphic into position on the word card.

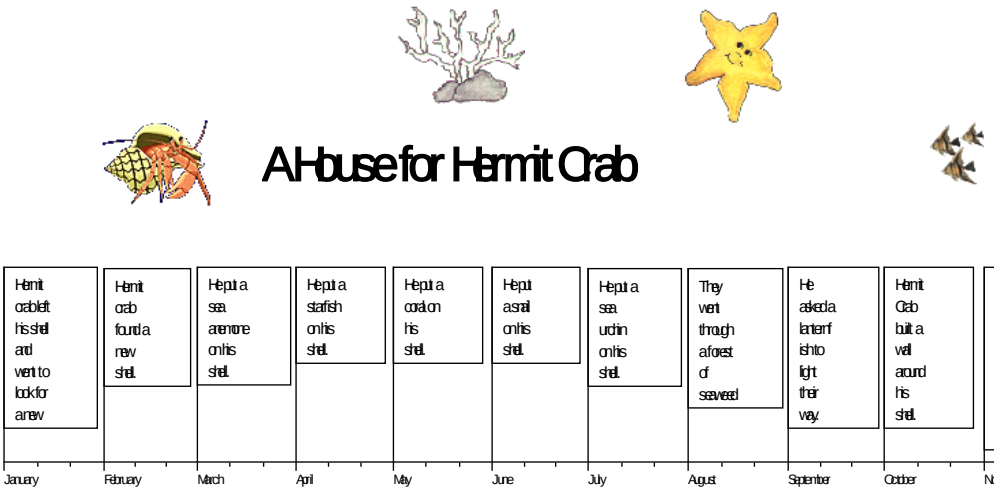


11. Add your text box. Click on the text box tool at the bottom of your screen.
12. Click and drag inside your box to create the text box. Type the word or letters in the text box. To change the font, size, and style, and justification, highlight the words and use the tool bar at the top as you would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

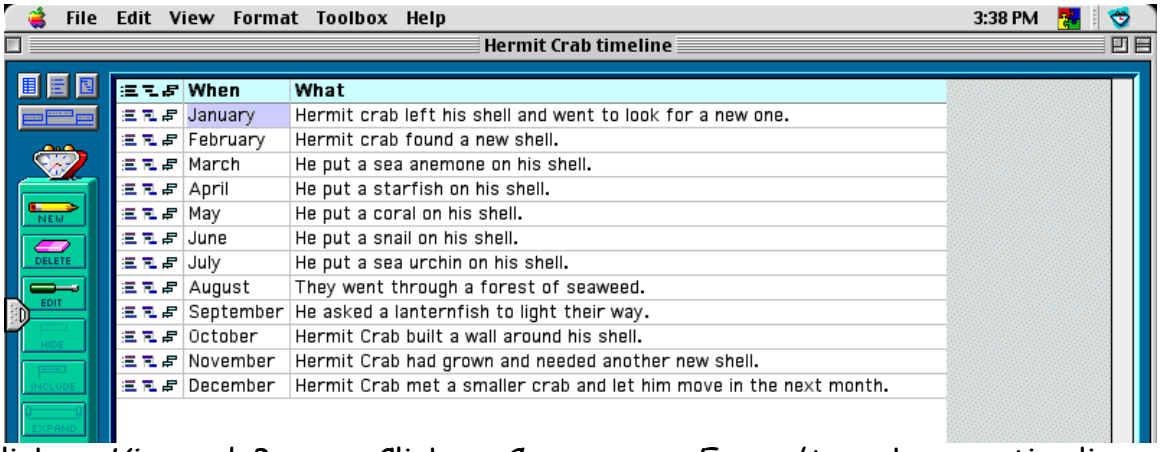
13. Make the text box larger or smaller by clicking and dragging on the corners after you have selected it.
14. You can move your text box into position by clicking and dragging the outline of the text box.
15. Erase the line that surrounds the text box, click on the line color tool at the bottom tool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



Step by Step
Hermit Crab Time Line with Time Liner 4.0



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



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

8. Click on *View* and *Banner*. Click on *Compress* or *Expand* to make your timeline shorter or longer.
9. Click on the event and click on the black box to the right to size your flag.

10. Click on the event to drag it up or down.

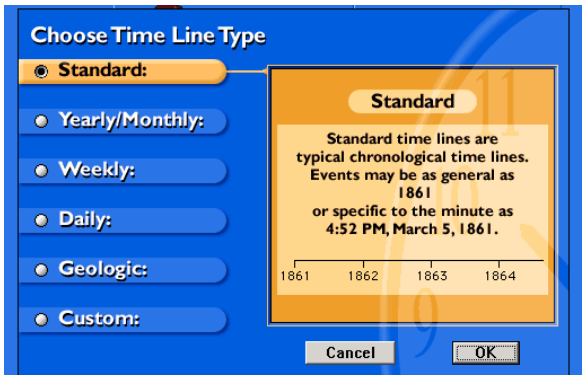
11. Click on the event and the shaded bar on the left side of the flag to choose a style for your flag.
12. Click on *Edit* and *New Title* to add a title to your time line.
13. Import graphics if desired by copying from another program and pasting onto your time line.

Software Helper
TimeLiner 5.0

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

Creating a New Time Line

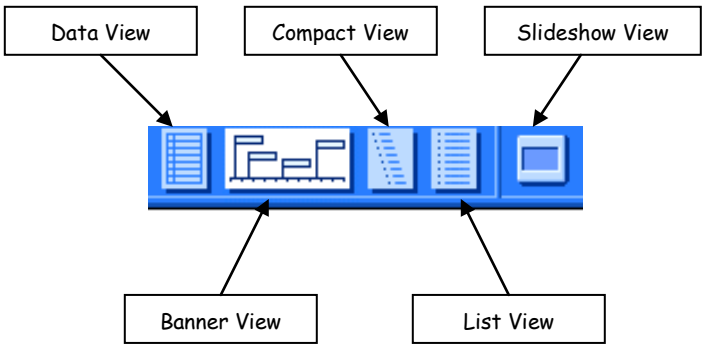
Once you've launched *TimeLiner*, click *New* on the Title Screen. There are six time lines from which to choose: Standard, Yearly/Monthly, Weekly, Daily, Geologic, and Custom.



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

The Five Views of TimeLiner

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



Data View- This view shows all of your data at all times, even if some events are hidden in other views. This is the place to go for an overview of all of your time line information.

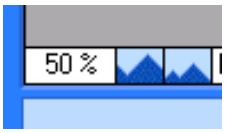
***Banner View*- Create and print time lines from 1-100 pages long.**

***Compact View*- Create and print time lines that range from one page to a multi-page poster.**

List View- Create a vertical list of the events in your timeline.

Slideshow View- Create a slideshow of your time line in which every event becomes a slide. This view is most useful if you have attached media elements to your events.

Using the Zoom Buttons



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

The Clock Tools

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

- **New Event- Click on the *New Event* button on the clock toolbar. Type the date and name of the event. Click *OK* to add this event to the time line. When adding new events, you may see a default date already entered in the *When* box. If the new event is different from the default date, simply type the new date over the highlighted default date. If you are entering a range of dates, you can use both of the fields next to *When*. If you only want to enter one date, click on the *to* button to remove the ending date field. You can enter *now* or *present* as a date and the current date will appear.**
    - *Category*- This allows you to assign a specific category to your events. You can add your own categories as well.
    - *Notes*- You can add more information about the specific event. These notes can be viewed in the Slideshow View or can be viewed as a link in Banner view. The notes cannot be printed.

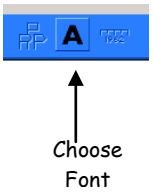
- *Picture or Movie*- You can add a picture or movie saved on your computer's hard drive or you can choose from one of TimeLiner's movies and graphics. These pictures and movies can be viewed in the Slideshow View or as a link in Banner view. The pictures and movies will not appear when printing.
- *Sound*- You can add sound that has been saved on your computer's hard drive or you can choose from one of TimeLiner's sounds.
- *Web Links*- You can create a link to a web site using this tab.

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

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

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

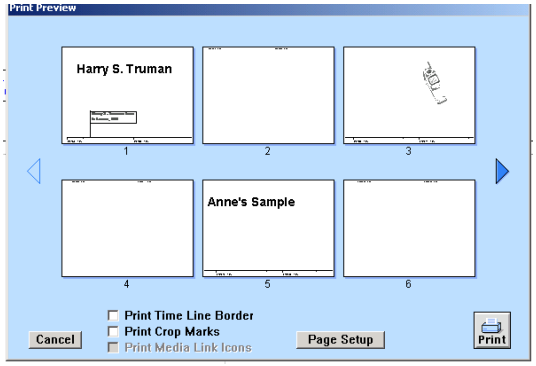
- **Label- To add a heading or title for your time line, click on *Label*. Type a heading and click *OK*. You can now click on the heading and drag it into position. To change the font of your label, select it and click on the *Choose Font* button at the top of the screen. To edit the label, simply double-click.**



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

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

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



Hiding and Including Dates

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

Adjusting the Number of Pages

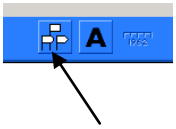
With larger time lines, expanding and compressing sometimes increases or decreases the length of the time line in large chunks. You can easily adjust your time line to be a specific length. You can see the number of pages in your time line at the bottom of your screen. Click on the number of the last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

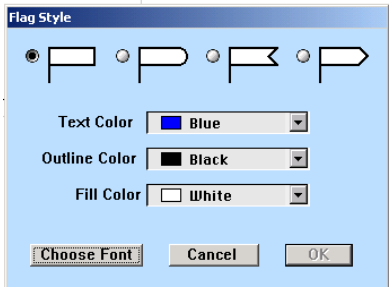
Customizing an Event's Font, Color, and Style

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

Changing the Flag Style

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

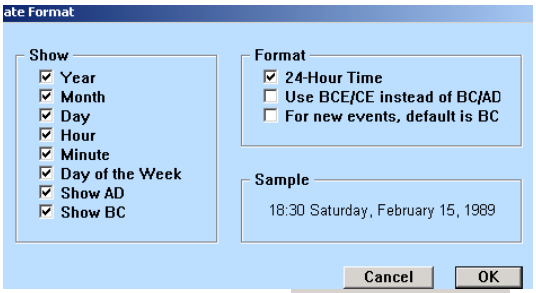




Changing the Flag Size

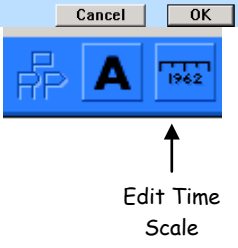
To resize a flag, click on the red rectangle to the right of a selected flag and drag it into position.

Adding the Date to Text



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

Customizing the Time Scale



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

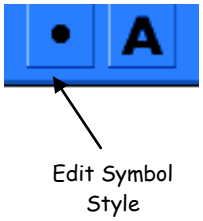
Formatting the Date

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

Taking a Snapshot of your Banner

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

Changing Symbols in the List View



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

The When and What Columns in Data View

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

The Category Column in Data View

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

Selecting a Row in Data View

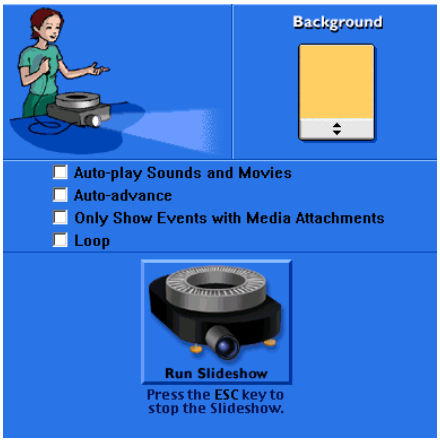
To the left of the *Start* column is a narrow column of gray rectangles. Double-click on a rectangle next to an event to select it and edit the contents of that row.

Viewing your Time Line as a Slideshow

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

Setting up Your Slideshow

The Slideshow setup lets you customize your slideshow.



- Slide Transitions (Macintosh version)- This changes the transition effects that appear between slides during a slideshow.
- Background- Change the background color or pattern that appears around the slides during a show.
- Auto-Play Sounds and Movies- Check this box if you want sound and movies to play automatically when a slide is displayed.
- Auto-Advance- Check this box and type a number to set the amount of time that each slide will display.

- Only show Events with Media Attachments- Check this box to show only slides with media attachments such as sounds, pictures, movies, notes, or Web links.
- Loop- Check this box to cycle through the slides again and again without returning to the Slideshow Setup screen. Press the ESC key to exit the slideshow.

Presenting Your Slideshow

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

Printing a Slideshow

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

Habitats Lesson Plan

Notes	Instruction
	Essential Questions for Teachers: How can I use specific internet sites that my students can use to research a topic for a writing activity?

	Essential Question: What are some of the various water habitats and what are their characteristics. **Learning Goals:** 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.) Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community. **Materials:** Student reproducibles, word processing software, handouts and notes from previous lesson. Reference CD-Roms, reference material, reproducibles. **Technology Connections:** Internet connection **Procedures** • Explore a habitat whole group using the internet site http://mbgnet.mobot.org/MBGnet/sets/index.htm, and other reference material. Include a variety of pictures and videos so young children may obtain a visual image of the habitat. • Keep a chart in the room of characteristics of the habitat, as well as plants and animals native to that habitat. • Students will use a storyboard to write and illustrate interesting facts about the habitat. Illustrations should portray animals and plants of the habitat. Stories should be shared with a friend, revised and edited as needed.

	• The finished project may be published using *Storybook Weaver Deluxe*, Microsoft Photo Story or KidPix. **Assessment:** Student research portfolio and published report will be assessed. **Related URLs:** http://library.advanced.org/11922/habitats/habitats.htm http://mbgnet.mobot.org/MBGnet/sets/index.htm

Habitat Adventure Fact Gathering Sheet

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

Habitat Adventure Story Development

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

My animal/character (main character):

Characteristics of my main character:

My character is in search of:

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

Habitat #1

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

Habitat #2

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

Habitat #3

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

Habitat #4

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

Adventure Storyboard

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

Intro/Slide 1
Text:

Background/Graphics

Slide 2
Text:

Background/Graphics

Student Self-Assessment

Name _____
Date_____

Peer Editor _____ **Project** _____

Color the smiley if you completed each direction.

 I wrote sentences about my habitat.

 I used pictures and phonetic spelling.

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

 I completed a storyboard.

 I checked for correct use of capital letters and punctuation.

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

Assessment

Name _____ Date_____

 You wrote sentences about your habitat.

 You used pictures and phonetic spelling.

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

 You completed a storyboard.

 You checked for correct use of capital letters and punctuation.

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

Notes