

Tropical Trek

Get to know your classmates. See if you can find someone who has done each of the things listed below. Get them to initial your squares. Remember only one person per square. Good Luck!



<i>Has been to Zoo Atlanta this year.</i>	<i>Ever owned a parrot.</i>	<i>Been to South America.</i>	<i>Eaten a guava.</i>
<i>Eaten a mango.</i>	<i>Drinks more than 3 cups of coffee a day.</i>	<i>Can name 3 products from the rain forest.</i>	<i>Owns something made of mahogany.</i>
<i>Can name 3 animals that live in the rainforest.</i>	<i>Has rattan furniture.</i>	<i>Has seen passion fruit.</i>	<i>Has cracked open a coconut.</i>
<i>Owns an African violet.</i>	<i>Got an orchid for Easter.</i>	<i>Bought new tires in the last month.</i>	<i>Has varnished furniture in the last year.</i>
<i>Stepped in gum lately.</i>	<i>Planted a tree this spring.</i>	<i>Held a snake.</i>	<i>Picked bananas.</i>
<i>Owned a reptile.</i>	<i>Has a rubber plant.</i>	<i>Has a butterfly collection.</i>	<i>Has talked to students about the rainforest.</i>

Statement of Beliefs

We Believe....

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

Rainforests around the World

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction Essential Questions for Teachers: Can I effectively use one computer as an instructional tool in my classroom? How do I determine if the use of technology is affective?
		<p>Essential Question: What is a rainforest? Where are Rainforests located? How might the ecosystem enhance and or dictate the culture? How might the culture impact the ecosystem?</p> <p>Learning Standards: Social Studies Standards All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.</p> <p>All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.</p> <p>All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.</p> <p>English/Language Arts Standard All students will read and comprehend general and technical material. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>Materials: Teacher created <i>PowerPoint</i>, Computer with Internet Connection, Google Earth, Encarta Atlas or other electronic atlas software, united streaming video video, student handouts.</p>

<p>Computers in the Classroom- Gateways to Communication and Learning http://www.techlearning.com/db_area/archives/WCE/archives/norris2.htm</p> <p>Whole Group Instruction</p> <p>Pair/Share</p> <p>Whole Group Instruction</p> <p>Whole Group Instruction</p>	<p>VCR/Video</p> <p>Electronic Encyclopedia</p> <p>Virtual Globe Google Earth</p>	<p>Technology Connections: Students will watch a video to gather background knowledge, gather information from a electronic atlas and a Web site, view a teacher-created <i>PowerPoint</i> presentation, use <i>Inspiration</i> to organize collected data, and use word processing software to participate in a synergized writing activity.</p> <p>Procedures: Large Group Activity: Instructor will introduce the concept of how different ecosystems might dictate or influence the culture of an area by talking to students about their personal histories, neighborhoods, religions, and family traditions.</p> <p>Large Group Activity:</p> <ol style="list-style-type: none"> 1. Students will view and listen to video clip to determine characteristics and locations of rainforests. They will collect facts on their note sheet. 2. Students will view Encarta Atlas, Google Earth to locate continents, equator, Tropic of Cancer, Tropic of Capricorn, and countries where rainforests can be found. 3. Instructor models use of basic word processing in Microsoft Word as participants offer sentences, which synthesize all group information in response to question, "Where in the World are we?" <p>Individual Activity:</p> <ol style="list-style-type: none"> 1. Students will create a legend on the July Precipitation data collection sheet to include: equator, Tropic of Cancer, Tropic of Capricorn, colors for rainfall measurements. 2. Students will shade and label the rainfall in South America, Africa, and Indonesia 3. Students will create a legend on the July Temperature data collection sheet to include: equator, Tropic of Cancer, Tropic of Capricorn, colors for temperature measurements. 4. Students will shade and label the temperatures in South America, Africa and Indonesia. 5. Students will share information from mapping activity. 6. Students will use Encarta Encyclopedia and Virtual Globe to locate at least three facts on Bali Islands, Indonesia. List
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	<p>Inspiration, Scan Converter</p> <p>Scan Converter</p> <p>PowerPoint</p> <p>Internet-</p>	<p>information on the Rain Forest map sheet.</p> <p>7. Students will organize preliminary facts about rainforests and specific facts about Indonesia on an Inspiration graphic organizer. From that they will create an outline in Inspiration, to use for a writing activity.</p> <p>Large Group Activity:</p> <ol style="list-style-type: none"> 1. Introduce the 3-rainforest locations we will be investigating. Instruct students on how to utilize the hyperlinks in the PowerPoint so they can use them for self guided exploration and research on the ecosystems and cultures. 2. Students will use fact-gathering sheet to collect specific data during the Power Point presentation. 3. Ask students to help you use that information to write a class paragraph. Give one student a blow-up globe. Ask that student to tell you a beginning sentence for the paragraph. Type the sentence into a new document in Student Writing Center. The first student passes the globe to someone else who gives you the second sentence. Keep passing the globe until you have enough sentences for your rough draft. 4. When you have finished the paragraph, explain that you are going to begin the revision process. Ask students to help identify any sentences that don't belong or are not in the right order. Make changes upon students' suggestions and have them to continue to pass the globe. 5. When all revisions have been made, explain that you are going to start the editing stage. Ask students to help you identify any misspelled words or mistakes in punctuation and capitalization. Make sure that all students have received the globe and have had a chance to participate in the writing process by the end of this stage. 6. Now give each student a storyboard. Ask students to write their own paragraph about what they have learned about rainforests. 7. Assign each student a peer editor with whom they will exchange papers. Give each editor a checklist to use as they check their partner's papers for mistakes. 8. After editing, allow students to publish their writing using Student Writing Center or Microsoft Word. Allow students to go to the Rainforest Image Folder to pick an image for their paragraph.
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		<p>9. Students will change font, style, color, and alignment.</p> <p>10. Students will use spell check.</p> <p>11. Allow students to print their work and share it with a peer.</p> <p>Assessment: Students will be assessed on their answers on the Fact Gathering Sheet, completed maps and writing activity.</p>
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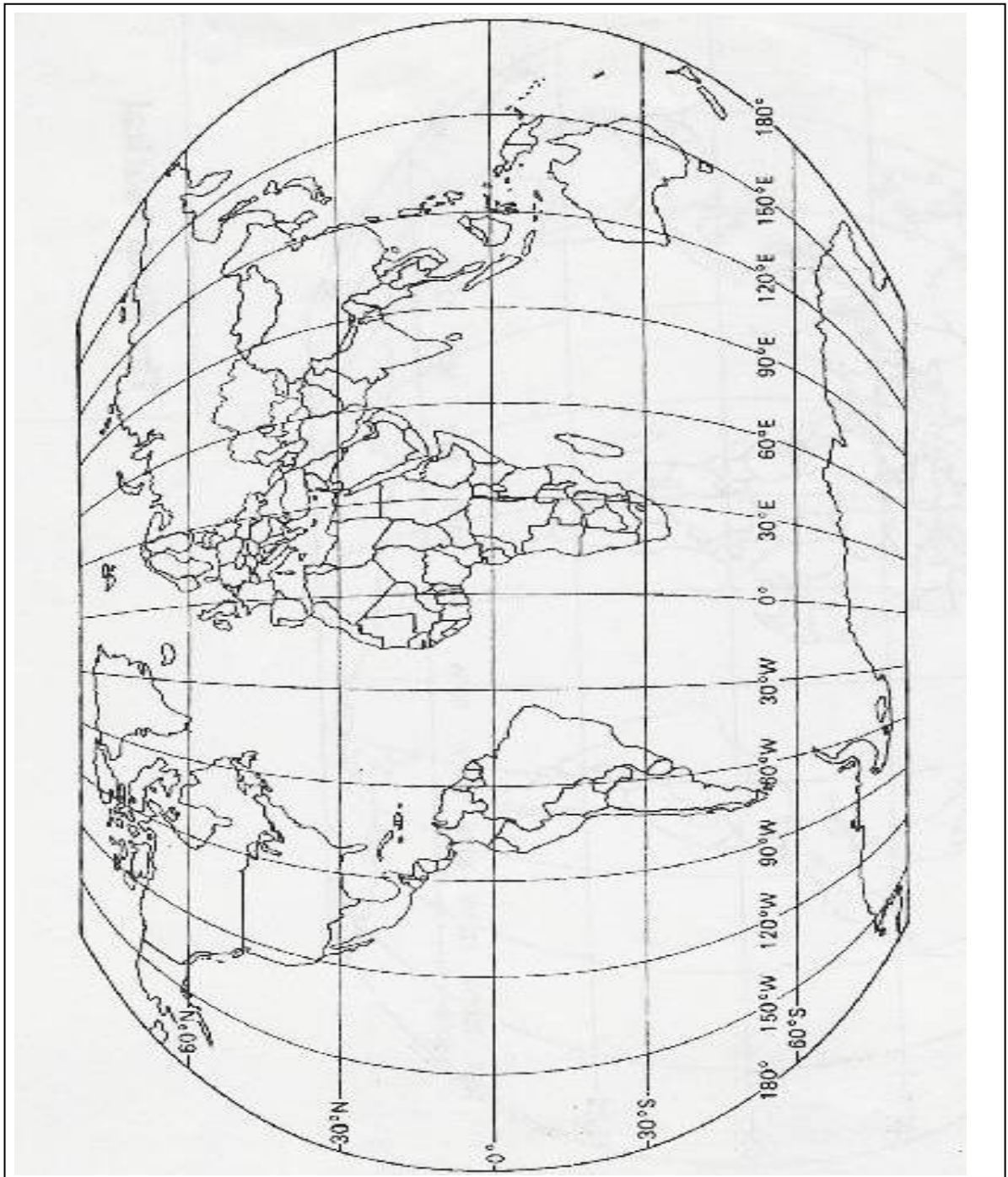


Rainforest Facts



Defining & Locating Regions Precipitation Map

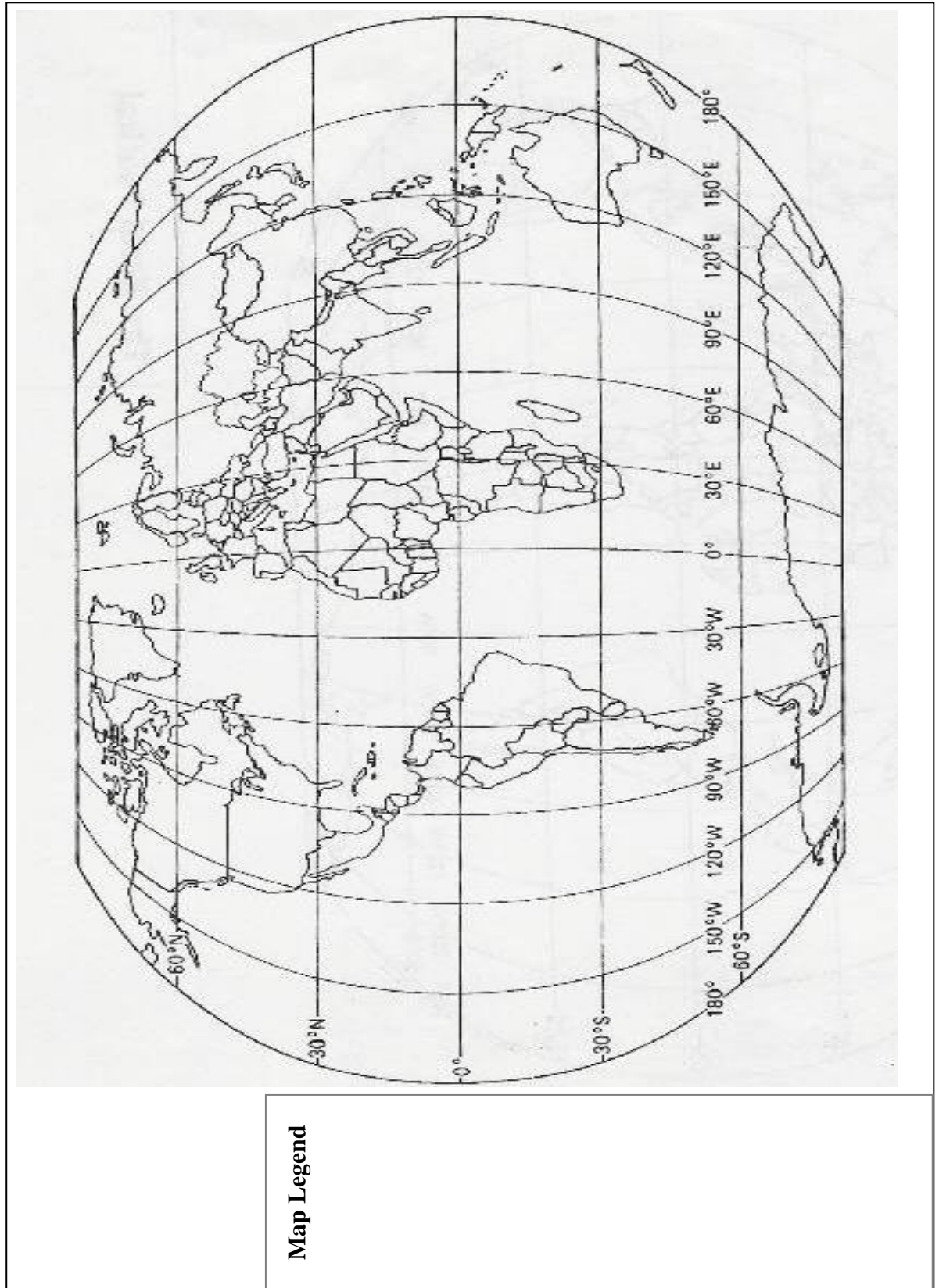
Where in the World are the Rainforests?

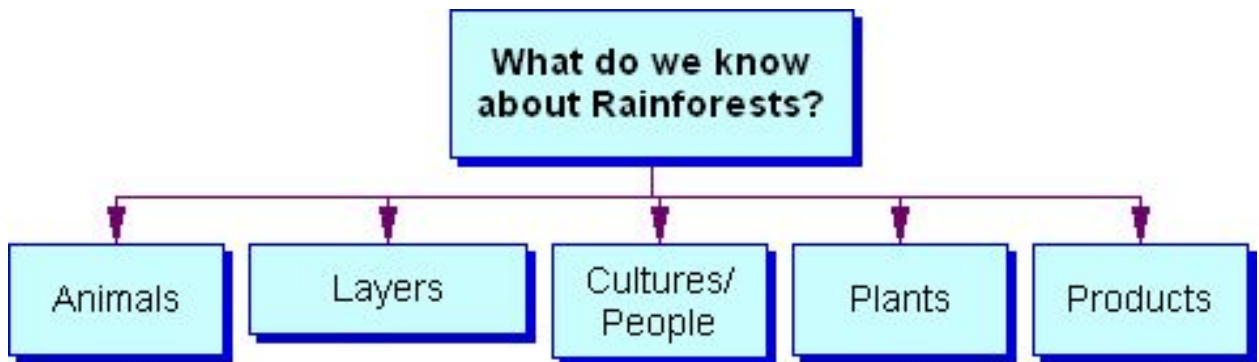
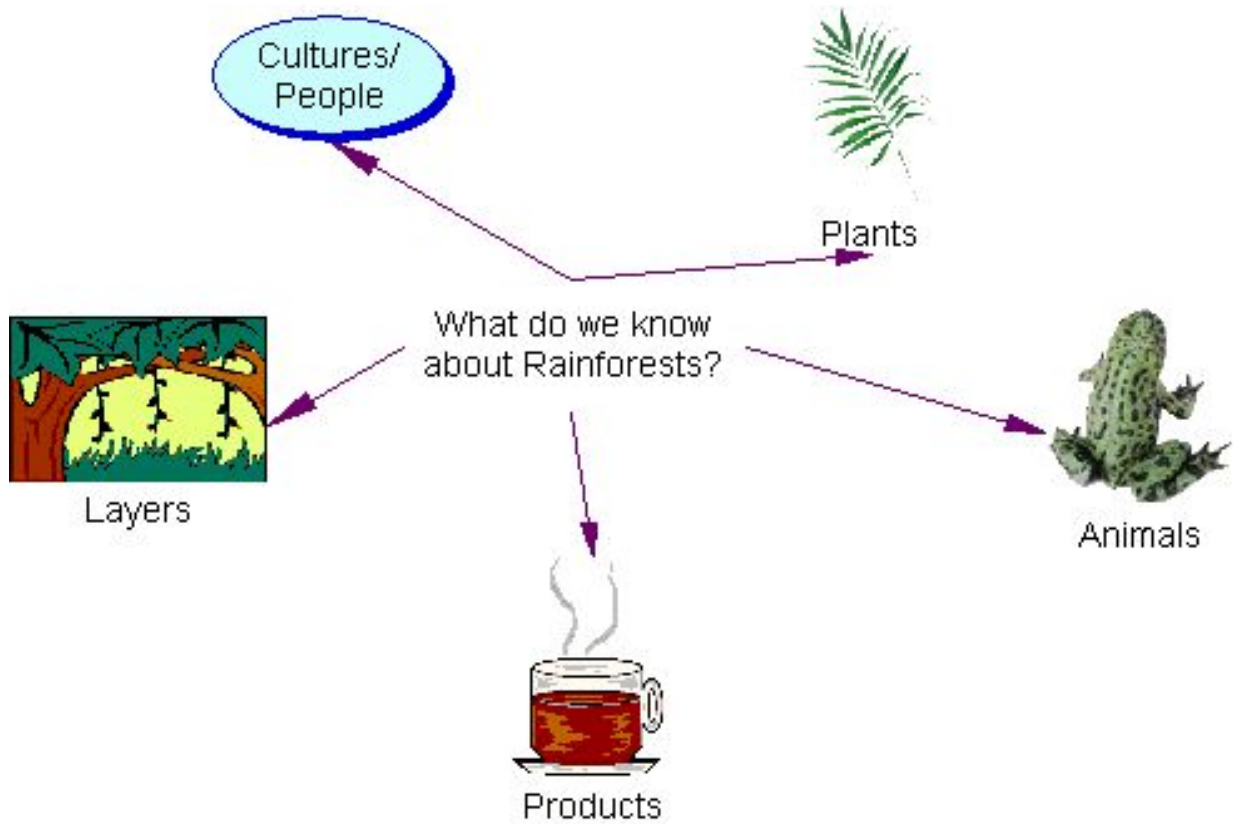


Map Legend

Defining & Locating Regions Temperature Map

Where in the World are the Rainforests?





Native Rainforest People Note Sheet

Yanomami

Baka

Mentawai

Writing Activity

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
<p>ABC's of the Writing Process http://www.angelfire.com/wi/writingprocess/</p>		<p>Essential Question: What have I learned about Rainforests? Can I write a paragraph stating what I've learned?</p> <p>Learning Standards (State of Michigan): English/Language Arts Standards All students will read and comprehend general and technical material. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</p> <p>All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</p> <p>Materials: Student Writing Center or Microsoft Word, Inspiration, Internet, blow-up globe, world map</p> <p>Technology Connections: Students will use the facts they gathered in their Inspiration Web to create an outline. They will use that outline to write using their draft storyboard and then word process in Student Writing Center or Microsoft Word. Students will collect a graphic from the Internet to use in their project.</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Review the rainforest information that students learned in the previous lesson. 2. Show students the class Inspiration Web that was created

Whole Group Instruction	Inspiration Scan Converter	and review the information written in each field.
Whole Group Synergized Writing Activity	Student Writing Center or MS Word Scan Converter	<ol style="list-style-type: none"> 3. Using Inspiration to create an outline. 4. Ask students to help you use that information to write a class paragraph. Give one student a blow-up globe. Ask that student to tell you a beginning sentence for the paragraph. Type the sentence into a new document in Student Writing Center. The first student passes the globe to someone else who gives you the second sentence. Keep passing the globe until you have enough sentences for your rough draft.
Individual Work		<ol style="list-style-type: none"> 5. When you have finished the paragraph, explain that you are going to begin the revision process. Ask students to help identify any sentences that don't belong or are not in the right order. Make changes upon students' suggestions and have them to continue to pass the globe. 6. When all revisions have been made, explain that you are going to start the editing stage. Ask students to help you identify any misspelled words or mistakes in punctuation/capitalization. Make sure that all students have received the globe and have had a chance to participate in the writing process by the end of this stage.
Partner Activity		<ol style="list-style-type: none"> 7. Now give each student a storyboard. Ask students to write their own paragraph about what they have learned about rainforests.
Individual Work		<ol style="list-style-type: none"> 8. Assign each student a peer editor with whom they will exchange papers. Give each editor a checklist to use as they check their partner's papers for mistakes. 9. After editing, allow students to publish their writing using Student Writing Center. Show them how to add their saved Internet graphic. Allow students to print their work and share it with a peer. <p>Assessment: Students will be assessed on their completed sentences/paragraphs with a self-evaluation and a rubric.</p>

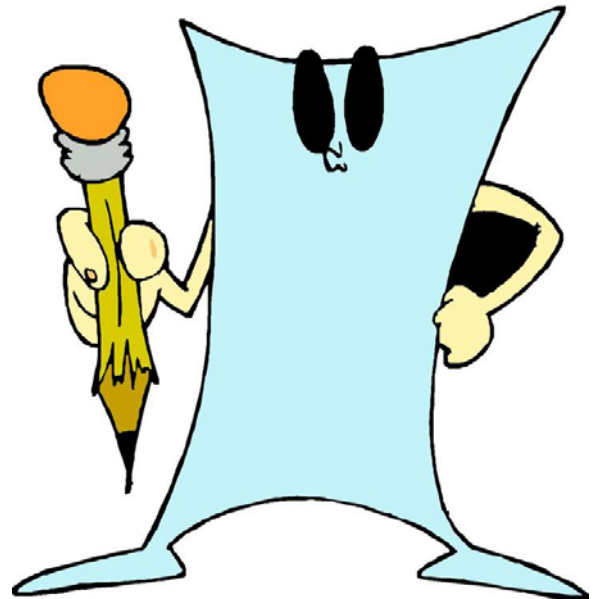
Peer Editing Checklist

Author's Name _____

Editor's Name _____

Put a check in each box.

- Proper nouns are capitalized.
- The first word of each sentence is capitalized.
- Each sentence begins in a different way.
- Each sentence is complete (has a noun and a verb).
- There is a punctuation mark at the end of each sentence.
- Commas are used to separate items in a list.
- Apostrophes are used in contractions and possessives.
- Information clearly relates to the main topic. It includes several supporting details and/or examples.



Student Self-Assessment

Name:

Date:

Peer Editor:

Project:

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

- My paragraph clearly relates to the main topic. It includes several supporting details and/or examples.
- I read the paragraph for meaning.
- I checked the paragraph for complete sentences.
- I used correct principles of grammar.
- I used the spell-check tool on the computer.
- I double-checked for correct spelling.
- All sentences start with a capital letter.
- Proper nouns are capitalized.
- The title has capital letters where needed.
- Each sentence ends with proper punctuation.
- Commas and quotation marks are used correctly.
- I followed the procedures of the writing process: prewriting, drafting, revising, editing, and publishing.
- I reread the paragraph carefully for all errors.
- I used 2 graphics in my published paper.



Assessment

Name:

Date:

- ❑ The paragraph clearly relates to the main topic. It includes several supporting details and/or examples.
- ❑ The paragraph was edited for correct use of capitalization, punctuation, and spelling.
- ❑ Correct principles of grammar were followed.
- ❑ The writing process was followed: prewriting, drafting, revising, editing, and publishing.

Teacher comments:

Student comments:

Related
Resources

The Writing Process

Writing as a Process

From the time children learn how to write their first word, they begin to build the skills needed to begin the writing process. These stages include:

Prewriting *Drafting* *Revising* *Editing* *Publishing*

It is not necessary for students to move through each of these stages in order every time they write. Each stage can be taught and reinforced in combination with other lessons and students should be free to write and revise and revise again if necessary.

Students usually start their experience by writing personal narratives. They can continue this type of writing as they get older by recording experiences in daily journals. Students also enjoy writing imaginative stories and responses to literature as they reflect on something they have heard or read. They can also write content area pieces, which report information that they have learned through research. Expository writing is an essay to explain or persuade the audience. They can use all of these writing styles in a variety of ways including letters, poems, essays, editorials, reviews, travel brochures, postcards, character analyses, and more.

Students need time each day to practice writing skills. They can write in daily journals that can be used to communicate feelings and emotions about things that are happening in their life. Students need a time each day to write for various reasons. Writing should be integrated throughout the curriculum as they write about science experiments, create math stories, and explain concepts that they have learned in Social Studies.

Technology can serve as a catalyst that students can use to do their writing. Typing and editing stories on the computer can often take the monotony out of a process that some students may find uninteresting.

Prewriting

See more story sparks at <http://www.angelfire.com/wi/writingprocess/prewriting.html>.

For examples of some of these organizers, see <http://www3.sk.sympatico.ca/fis/pre-writ.htm>.

If Inspiration is not available at your school, you can use one of the on-line web generators like the one at <http://www.teach-nology.com/webtools/graphicorg/>

All writing begins with some form of prewriting. In this stage, students choose a subject and begin to organize their thoughts before they start to write. If students are not assigned a specific topic about which to write, they need to decide on one. You can use the following motivators to spark student's creativity:

- A group experience
- An individual experience
- A piece of literature
- An unexpected happening
- A common feeling
- A question
- A memory
- A discussion

After students decide what to write, they need to organize their thoughts using some sort of organizer. Students can use word charts, story maps, webs, brainstorming individually or in groups, the class word wall, a storyboard, note taking, outlining, or group discussions. As students are working, they need to keep these questions in mind:

- Who is my audience?
- What other ideas go with this idea?
- Which ideas should be grouped together?
- Where does each idea fit into the whole picture?
- What do these ideas or phrases have in common?
- In what order should these ideas appear?

Students can use technology in this stage of the writing process to help them organize their thoughts in the form of a graphic organizer. Inspiration software is an excellent source for outlining and webbing.

Drafting

Once students have organized their thoughts, they are ready to begin writing. As students move from the prewriting to drafting stage, they need to keep the following points in mind:

- You do not have to include all points from your prewriting in your draft. Make sure that you pick your best thoughts and that all the ideas relate directly to your topic.
- Keep writing! Once you start writing, don't stop to correct spelling and mistakes in grammar. Just keep writing. You can correct errors later.
- Don't worry about the length of what you're writing. When

<p>For more Drafting suggestions, see http://www3.sk.sympatico.ca/fists/first.htm</p> <p>Several methods that students can use to complete the revision process are found at http://www.angelfire.com/wi/writingprocess/revision.html</p>	<p>you feel that you have explained all of the ideas in your writing, you are ready to go to the next stage.</p> <ul style="list-style-type: none"> □ Reread what you have written to make sure there is enough content before going on to the next stage. If you haven't explained your topic fully, go back to your prewriting for more ideas and details. □ Make sure that you use illustrations and details that will catch the reader's attention. <p>Poor writers can be paired with a peer tutor for extra help during the drafting process for extra support. When students are working on their draft, the teacher should be available to conference with them.</p> <p>Technology can be used to assist in this stage, but it may be easier for students to write their draft on paper before entering it in a word processor. This frees them to concentrate on what they are writing instead of worrying about the formatting and typing.</p> <p>Revising</p> <p>Revising is not the same thing as editing. When you edit, you check for errors in grammar and spelling. When you revise, you look at the meaning and the way that your ideas are presented. In the revision stage, students need to make changes, additions, and deletions. It is important to note that revision is not for editing conventions of spelling and grammar. When it is time for students to revise their work, the following checklist can be used:</p> <ul style="list-style-type: none"> □ Can you read it aloud without stumbling over words? □ Do all of your sentences relate to the topic? □ Does the sequence of events make sense? □ Are descriptive words used to describe characters or events? □ Do you have a catchy introduction and conclusion? □ Are you using the same words over and over again? □ Are all of your sentences complete? <p>Students often need help completing this stage of writing. Conferencing can give students the feedback that they need to make changes and revisions. Students may conference with another student or the teacher. Younger writers should begin their revision process with a teacher conference, while more experienced writers can use peer conferencing. Once students are old enough to conference with peers, you need to teach them rules and procedures. Peer conferences can also</p>
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You can create your own editing checklist at <http://www.4teachers.org/projectbased/checklist.shtml>, or use the one provided at <http://206.218.128.2/laintech/peer.htm>.

Proofreading Chart- <http://www.angelfire.com/ks/teachme/editingchart.html>.

For more tips on editing, see <http://www.angelfire.com/wi/writingprocess/editing.html>.

be modeled for students to show them how to interact effectively with their peers and give constructive criticism. Initial peer conferences may be centered on a checklist that each partner completes to evaluate the writing.

Not all writing needs to go through the revision process. Students may abandon a piece of writing because of poor choice of topic or lack of interest. Just monitor students' progress to make sure that some of their writing does go through all five stages.

Editing

The editing process focuses on making changes to grammar and spelling conventions. If students are beginning writers, they need to focus on one or two areas to edit such as capital letters or the use of punctuation. More experienced students can focus on more areas. Proficient writers can conference with other students and provide proofreading support for each other.

Some tips for successful editing:

- ❑ Encourage peer editing for older students, which promotes collaboration among peers.
- ❑ Use a student-editing checklist to aid students in looking for errors.
- ❑ Teach students proofreading marks and display a chart in your room for quick and easy access.
- ❑ Teach students how to use the spell checker and thesaurus that are built into the word processor.
- ❑ Some word processing programs are capable of text-to-speech, which gives students the chance to hear their writing read back to them. This will help them see if their sentences "sound right".
- ❑ Younger students should refer to classroom word walls when checking for spelling errors.

Publishing

Once students have invested their time and energy into going through each step of the process, they enjoy publishing their work and seeing how other people respond to their writing. Not everything that starts with prewriting needs to make it to the publishing stage.

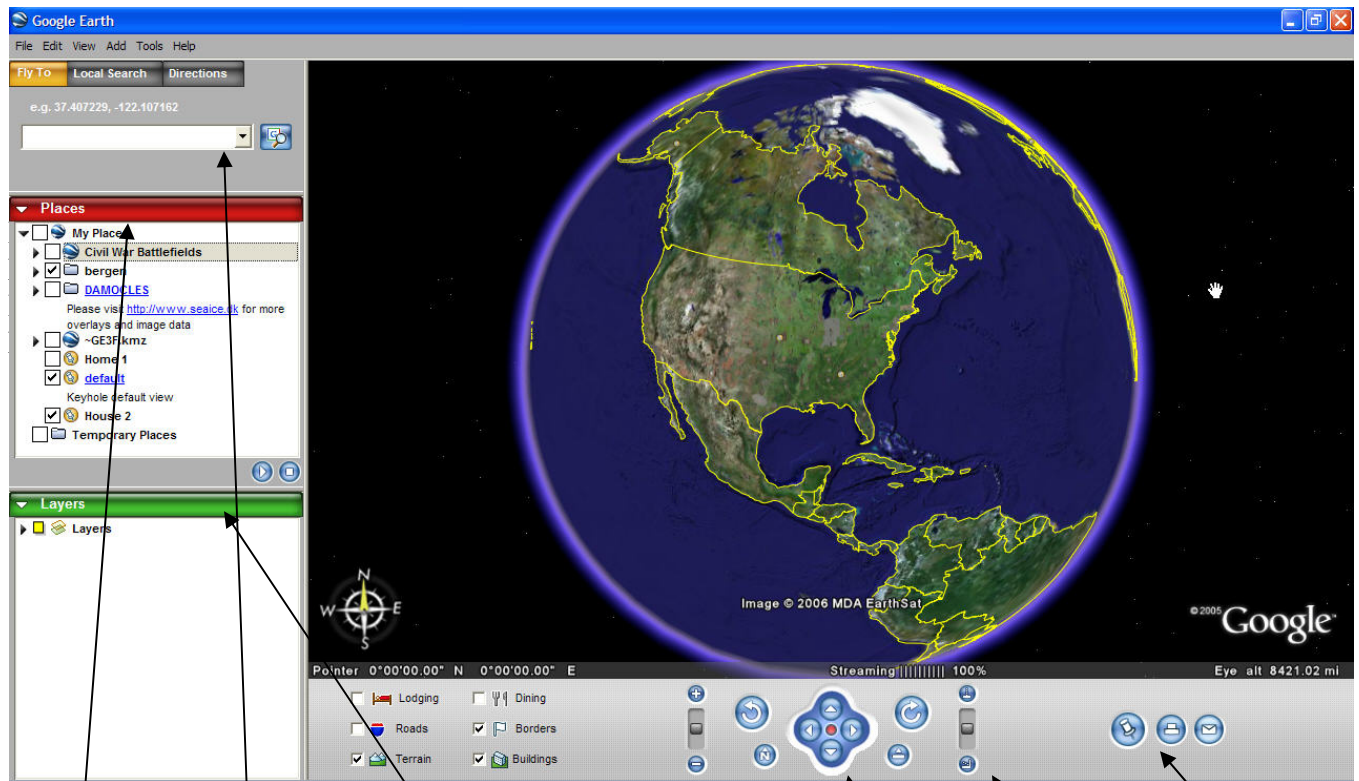
<p>Places for students to publish on-line: http://www.liswa.wa.gov.au/funhouse/kidswrit.htm : http://www.kidauthors.com/; http://www.veeceeet.com/</p> <p>Locate e-pals on http://www.keypals.com/ or http://www.epals.com/.</p>	<p>There are many ways for students to publish their writing. Listed below are just a few:</p> <ul style="list-style-type: none">❑ Ask students to record their writing onto an audiotape or videotape. This is an excellent addition to a child's portfolio and can show growth in reading and writing throughout the year.❑ Make a book of students' writing. Allow students to create a cover and bind the book with a ring binder.❑ Publish student writing in a school or class newspaper.❑ Feature stories on a bulletin board and allow students to visit the board to read peer's writing.❑ Create a multimedia presentation with illustrations using KidPix, Power Point, or Hyperstudio.❑ Type a final copy onto a word processor and jazz it up with borders, clip art and special fonts.❑ Allow students to post their writing on-line.❑ Allow students to work with a group to dramatize a story that they have written.❑ Have students send their completed writing over e-mail to a parent, e-pal, friend, or teacher.
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Google Earth

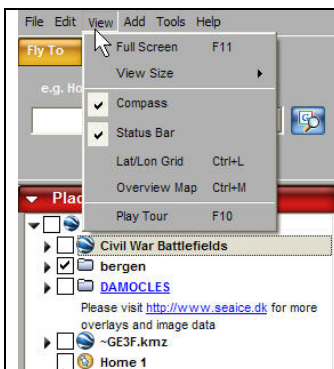
To download a free version of Google Earth go to the url below and click on "Get Google Earth"

Then say yes & next to all the questions and you will have the software.

<http://earth.google.com/>



- Search for locations or "Fly To"
- Saved Places-downloaded or entered
- Saved Layers-downloaded or entered
- Zoom in or out
- Move the world N-S-E-W
- Tilt for fly overs
- Add Places "Placemark"



View menu is where you can turn the following on & off; compass, latitude & longitude grid. You can also adjust the screen size here.

	<p>This is where your saved and downloaded “Places” are located. They can be turned on & off by putting a check in the box to the left of the folder or “placemark”.</p>
	<p>This is where your saved and downloaded “Layers” are located. They can be turned on & off by putting a check in the box to the left of the folder or “placemark”.</p>

Notes:

Daily Diary

Name:

Date:

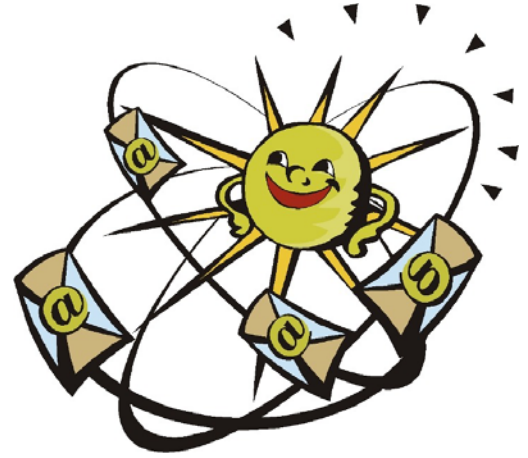
Everyday you will be instructed to complete a "Daily Diary" entry. You will find the diary topic on the electronic bulletin board every morning. After you have written in and saved your diary, you will need to print 2 copies, one for your folder and one for your book.

Today's "Daily Diary" is

What are my reasons for being here? What do you hope to gain from this experience? How do you envision your classroom changing with the use of technology?

Classroom E-Mail Activities

E-mail has opened up a whole new world of communication that links adults and children internationally. Because e-mail has become such an integral part of communication, it is important that students be given the opportunity to share ideas and thoughts with their neighbors around the world. Here are some suggestions for using e-mail in your classroom:



- ❑ Find an e-pal from another state or country and exchange information about cultural differences. Locate e-pals on <http://www.keypals.com/> or <http://www.epals.com/>.
- ❑ Send weekly e-mail messages to all students that include your weekly schedule, reminders, homework assignments, and special project information.
- ❑ Allow students to e-mail writing projects to each other for peer editing. The editor can make changes in red type and return the document to the author.
- ❑ Students can share writing, thoughts, or technology projects with parents and guardians by attaching them to an e-mail message.
- ❑ E-mail experts to ask questions students formulate about content area subjects and units of study. <http://www.refdesk.com/expert.html>
- ❑ Participate in on-line collaborative projects with other schools.
- ❑ Communicate with congressional leaders in Washington at <http://www.mrsmith.com/index2.html>.
- ❑ Ask students to write fan mail to their favorite athlete or sports team. You can locate e-mail addresses for most sports teams and athletes on their homepages.

Software Helper

Creating a Password Chart in MS Word

The goal of this assignment is to create a chart for passwords using Microsoft Word. It is a good idea to keep a record of passwords for any Internet account or service for which you register.

Steps to Create a Password Chart

1. Start the program **Word**.
2. Type in the heading "Password Chart."
3. Return twice.
4. Select the "Table" button from the task bar at the top of the screen.
5. Select "Insert Table."
6. Type in the number "3" by the Number of Columns.
7. Type in the number "15" by the Number of Rows.
8. Click the Auto Format Button.
9. Scroll down the Format column and click on the Grid One format.
10. Click Okay.
11. Verify that you have entered 3 and 15 and then click Okay again.
12. Click inside the top box of the first column. Type in the word "Account."
13. Click inside the top box of the second column. Type in the word "User Name."
14. Click inside the top box of the third column. Type in the word "Password."
15. Highlight the top row. Choose the Center format button on the task bar at the top of the screen.
16. Highlight the entire chart. Choose Format from the task bar at the top of the screen. Select "Paragraph" and then select Line spacing. Select "1.5 lines." Enter.
17. Highlight "Password Chart." Choose the Center alignment button from the task bar at the top of the screen.

Whole Group Learning with your PC

The Data Projector

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

Web Resources:

<http://www.becta.org.uk/teaching/pedagogy/technologies/projectors.html>

Software Helper

Windows Basics

The first screen that you see after starting your computer is called the Desktop. It is where you do all of your work. There are certain items on your desktop that are there to facilitate your work. These items can be customized to meet your own needs.

Items on the Desktop:

- ❑ **My Computer**- This icon enables you to have access to your hard, floppy, and CD drives. You can also access your printers and the control panel.
- ❑ **Network Neighborhood**- Provides access to shared resources, such as printers and networked computers.
- ❑ **Recycle Bin**- A temporary holding bin for files that you want to delete. Files placed in the recycle bin can still be recovered until they are permanently deleted.
- ❑ **Start Button**- Provides access to the Start Menu. From the start menu, you can access programs, documents, settings, help, and search options.
- ❑ **Taskbar**- This is the horizontal bar located at the bottom of your Desktop. All of your open applications are shown on the taskbar and it enables you to move easily between applications. The taskbar also displays the clock, the Start button, and may house some shortcuts to programs.

Turning the Computer On and Off

To turn the computer on, check to see how the computer is plugged into the electrical outlet. If the CPU, monitor, speakers, and printer are all plugged into a power strip, simply turn on the power strip. If each part is plugged into a different outlet, turn on the monitor first, then the CPU and finally the speakers and the printer.

To turn the computer off:

Close all programs, windows, and folders

Click on Start, and then Shut Down

Click on Yes.

Wait until the computer gives you the message that it is safe to turn off the computer.

Then either turn off the power strip, or unplug the parts in this order: monitor, CPU, speakers, printer.

Executing a Program

- Click on Start and drag the arrow to Programs.

- Draw the pointer to the folder where the program resides and to the name of the program.
- Click to start the program.

Installing a Program

Most CDs will automatically open up in the Install Mode. You will simply follow the on-screen instructions. If it does not, follow these steps:

- Click on Start.
- Drag the pointer to Settings, then click on Control Panel.
- Double-click on Add/Remove Programs.
- Click on Install.
- Insert the CD or Disk into the drive.
- Click on Next.
- Follow the on-screen directions.

To Create a Folder on the Desktop:

- Right click anywhere on the blank desktop.
- Click on New and then on Folder.
- Type in the name for the folder. (Example: name it "Applications")
- Press Enter
- A folder entitled "Applications" should appear on the desktop.

To Create a Shortcut to a Program:

A quick and easy way to access programs is by making a shortcut on the desktop or in your applications folder.

- Double click on the Applications folder to open it.
- Click on File, then New.
- Click on Shortcut.
- Click on Browse (you may need to change the drive to "C")
- Find the program for which you want to make a shortcut (for example KidPix Studio)
- Look for the file name that has .exe at the end (Picker.exe)
- Click on Picker.exe and then Open.
- Click on Next and type a name for the shortcut. (KidPix Studio)
- Click on Finish.
- Find your new shortcut and test it out by double clicking on it to open the program. Close the program by clicking on File and Quit.

To Format a Disk:

Most new blank disks will not need to be formatted. In the case that it does:

- Double-click on My Computer.

- Insert a floppy disk into the "A" drive.
- Right click on the "A" drive icon.
- Click on Format, under Format Type, click on Full.
- Click on Start.
- Click on Close.
- Close the My Computer window.

To Copy a Disk:

- Double-click on My Computer.
- Insert the disk you want to copy into the "A" drive.
- Right click on the "A" drive.
- Click on Copy Disk and then Start.
- When the message "Insert the Destination Disk", put the blank disk to want to copy to into the "A" drive.
- Click on OK.
- Click on Close when you get the message, "Copy Completed Successfully."
- Close the My Computer window.

To Create a System (Start Up) Disk:

- Double-click on My Computer, then on Control Panel.
- Double click on Add/Remove Programs.
- Click on the Start Up Disk tab.
- Click on Create Disk.
- Insert a disk into the A drive.
- Click on OK, then OK again.
- Click on the X in the title bar to close the Control Panel
- Close the My Computer window.

To Rename a Folder or File:

- Double-click on My Computer.
- Double click on the drive that contains the folder or file to be renamed.
- Click on the file you want to rename and then click again (softly).
- This will highlight the old name and a cursor will appear.
- Type in a new name.
- Press Enter.
- Close the My Computer window.

Deleting a File or Folder

- Double click on My Computer and the drive in which the folder is located.
- Click once on the item you wish to delete and highlight it.
- Press Delete on the Keyboard.

- It will go to the Recycle Bin, you can retrieve it until you permanently delete it.
- To retrieve the item, double click on the Recycle Bin, and click on the folder you wish to restore. Click on File, and then Restore. It will return to its original location.

Moving a Window

- In an open window, click on the Title Bar and drag the window to the desired location.

Resizing a Window

- Put the pointer on the lower right corner of the window (you will see a diagonal arrow). Click and drag to make the window smaller or larger.

Copying and Moving Files

- Double click on My Computer and then on the drive where the file is located.
- Double click on the drive where the file is to be moved or copied.
- Move the open windows so you can see both of them clearly.
- Find the file you want to copy and click on it.
- If you are copying a file, click and drag the file to the appropriate drive. You will now be able to access the file in both places.
- If you are moving a file, hold down the Shift key as you drag and drop the file.

Playing an Audio CD

- Open the CD ROM drive by pressing the button.
- Insert your CD.
- Press the button again to close the door.
- The CD should begin playing automatically.
- The CD player will be shown on the taskbar.
- Click on the CD player to open the window.
- Place the arrow on the various buttons in the CD player to see the different options.
- The "Stop" button is the black square, the "Play" button is the black triangle.
- Click on the "Minimize" button (-) to place the CD Player back on the Taskbar.
- Click on the "Close" button (X) to exit the CD Player. (Be sure to stop the CD before you exit.)

Volume and Sound Controls

There are two places to adjust the volume:

Check to make sure that the speakers are turned on and plugged in.

- Click on the speaker icon in the lower right hand corner of the Taskbar.
- Move the lever up or down to adjust the volume accordingly.
- Click on Start, drag to Programs, Accessories, Multimedia, Volume Control, and click. Adjust the volume in the same way.

Changing the Desktop Wallpaper (Background):

- Right click anywhere on the blank desktop.
- Click on Properties.
- Click on the Background tab if it does not come up automatically.
- Under Display, click on Tile.
- Under Wallpaper, click on the various patterns you can use on your desktop. Select one that you like and click on it.
- Click on Apply and then OK.

Changing the Screen Saver:

- Right click anywhere on the blank desktop.
- Click on Properties.
- Click on the Screen Saver tab.
- Click on the down arrow to see a list.
- Click on the various screen savers, find one that you like and select it.
- Click on Preview.
- Click on the screen to return to the Properties window.
- Choose how long you want your computer to be idle before the screen saver comes on. Choose 1 minute in the Wait option.
- Click on OK.

To Change the Number of Colors that the screen uses:

If your computer should give you a message stating that the program you are trying to run only runs in 256 colors, follow the directions below.

- Right click anywhere on the blank desktop.
- Click on Properties, then on Settings.
- Under Color Palette, select 256 colors and in the desktop area, the setting should be 640x480 Pixels.
- Click on OK.

Software Helper

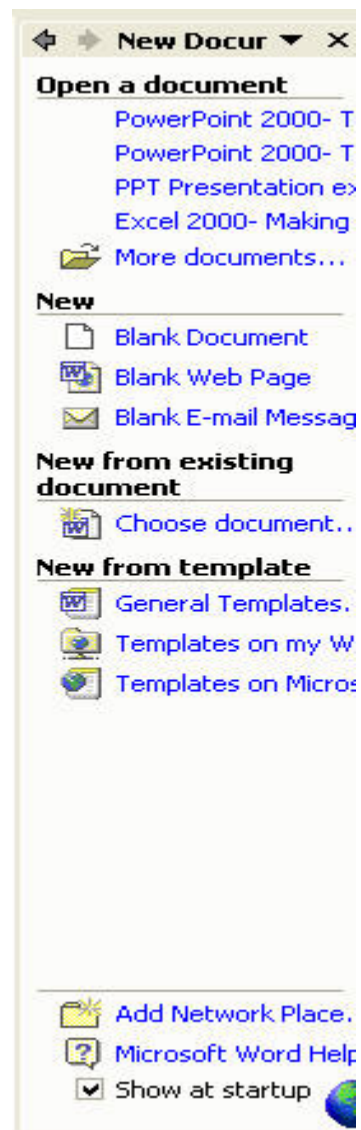
Introducing XP *Things You Might Like to Know*

Microsoft Office XP software is full of features and options. Although many of the features have been in the MS Office software for a while there is some new functionality in this version.

Task Pane

Task Pane is a new feature in Microsoft XP Software. It puts key commands in a panel on the right side of the computer screen. It is specific to the software that you are using so the PowerPoint Task Pane is different from the Word Task Pane although there is some overlap. One nice thing about Task Pane is that it makes visible some options that people might not otherwise find, like templates.

- ◆ Left and right arrows in the tan bar at the top of the Task Pane window let's you switch to other lists of commands.
- ◆ The drop down arrow in the tan box at the top of the task pane let's you see a list of menus that are available.
- ◆ The X button in the tan box let's you close the task pane and gives you a larger screen space.
- ◆ To prevent Task Pane from opening when you start a program, click on the **View** menu and remove the check next to Task Pane. Another option is to remove the check next to **Show at Startup** at the bottom of the New Document Task Pane window.



Start Button

In XP the interface under the Start button has been redesigned. Things like My Computer and My Documents are now available under the Start Button. Control panel also has been re-organized and given a new look,

Smart Tags



In this latest version of the software, XP attempts to further sense and respond to what you are doing in a document. If you perform an operation that could be handled more than one way, a smart tag appears. When you click on the smart tag your options appear and you can just click on one of them. For instance, if you are pasting text from one document into another a smart tag will appear. What it wants to know is if you want to keep the same formatting or match the pasted text to the formatting of the destination document. Whenever you do something that could be completed in more than one way you will see a smart tag.

Double Down Arrow

The standard tool bar has drop down menus. When you click on the File menu it drops down so that you can see what is in it. A change has been made in this version of XP where they show you the most commonly used items on the menu and then hide the rest. On the bottom of the list is a double arrow pointing down. Click on it to expand the list and see everything in the menu.

If you would rather see everything each time click on the **Tools** menu and then on **Customize**. Under the **Options** tab place a check next to **Always show full menus**. When you click **OK**, that changes your menus. They will now open completely each time.

General Word Processing Tips

- Only hit return at the end of a paragraph.
- Avoid using all caps.
- Titles should be larger than the body of your document and can be in sans serif font. Be creative with your style.
- Rarely underline. Use italics for titles.
- Use tabs to align text- not the space bar!
- Indent or use space between the paragraphs- but not both.
- Add pizzazz to lists by adding bullets or symbols.
- Generally, use not more than two fonts on a page.
- Use italic and bold as rich desserts- fine occasionally, but easy to overdose.
- For signifying A.M. and P.M., use capital letters, periods, and font one size smaller than the rest of the document.
- Avoid abbreviations in addresses, except for states.
- Allow for white space in your document.
- To avoid *widows and orphans*, try making your top and bottom page margins and/or your font smaller.
- Use a spelling checker.
- Always proofread a printed copy of your work.
- Print a duplicate copy of your work in gray scale, so you can see how it will look if you plan to duplicate it on the copy machine.

Standards Based Instruction

Are you a standards-based teacher? Are you aware of what your students are required to know when they leave your class by the end of the year? What process do you have in place to help manage your standards based instruction?

This activity is designed for self reflection about how you manage your standards based classroom. We will dialogue about the following sections and questions below.

http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

Grade(s) you teach?

Subject(s) you teach?

List 3 areas in your curriculum (to the standard) where you &/or you students seem to be struggling.

