

# Good Morning!

## Day 2

You are on your own this morning to complete the daily morning activities: diary writing and email. Beginning today, you will also need to look at the "site of the day." The sites of the day are favorite sites for educators providing you with excellent teaching resources.



*" Can't died when Could was born."*

1. Check your E-mail:
2. Open your journal template:
  - Locate the journal template and double click on it to open it.
  - Respond to the diary question in the slide show.
  - Print 2 copies. Put one in your group folder and one in your notebook.
  - Save your document as "Day 2 Diary" in your folder.
3. View the "site of the day" How could you use this in your classroom?

## Comparing Rainforest Countries?

<b>Teaching Strategies Modeled</b>	<b>Technology Strategies Modeled</b>	<b>Instruction:</b> Essential Questions for Teachers: How can I use cooperative grouping with technology? How can I use specific Web sites to deliver information to my students? How do I use Microsoft Word to create a poster? How do I manage the multiple computer classroom? How do I use drawing tools in MS Word?
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		<p><b>Essential Question:</b> In what ways are the countries where rainforests located similar? What economic, historical, geographic, or cultural items do they share? How can we save the rainforest and help the country prosper as well?</p> <p><b>Learning Standards (State of Michigan):</b>  <b>Assessed:</b>  <b>Social Studies Standards</b>            Organize social science information to make maps, graphs, and tables.</p> <p>Gather and analyze information using appropriate information technologies to answer the question posed. Construct an answer to the question posed and support their answer with evidence. Report the result of their investigation including the procedures followed.</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><b>English/Language Arts Standard 3: Later Elementary</b>            Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.</p> <p><b>Materials:</b> Inspiration, Microsoft Excel, Microsoft Word, Scan Converter, student reproducibles, Internet connection</p>
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<p><b>Whole Group Instruction</b></p> <p><b>Expert Groups</b></p> <p>For more ways to use Cooperative Learning in your classroom see: Cooperative Learning Activities  <a href="http://204.184.214.251/coop/ecoop/main.html">http://204.184.214.251/coop/ecoop/main.html</a></p>	<p><a href="http://geography.about.com/library/blank/blxindex.htm">http://geography.about.com/library/blank/blxindex.htm</a></p> <p><a href="http://www.i3forteachers.com/developingnations.htm">http://www.i3forteachers.com/developingnations.htm</a></p>	<p><b>Technology Connections:</b> Students will research information on the Internet. Following this activity, they will create a graph in Microsoft Excel, make a poster, and write a summary in Microsoft Word.</p> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Write the words economist, geographer, environmentalist, historian, and zoologist on the board. Have students explain the jobs of each, adding more information when necessary. Use dictionary.com to explore the definitions whole group. Explain that the class will be divided into groups and conduct research based on their specific assignment. Each group member will have a different assignment.</li> <li>2. Divide students into groups by using the following activity. Prior to the lesson, print the cards with the country name and job assignment on them. Make sure that you have exactly the number of pieces needed for your students. If you have a number that is not divisible by 5, you may have to take a role. Give each student a piece of one of the puzzles. When you give the signal, students will try to find the other two students that they need to complete their country puzzle. The groups will be referred to by the country name on their puzzle.</li> <li>3. Assign a geographer, environmentalist, historian, economist and zoologist in each group. Each student is to become an "expert" in his or her field. Provide worksheets for each expert.</li> <li>4. Allow individual students to visit the site on the Internet  <a href="http://www.i3forteachers.com/developingnations.htm">http://www.i3forteachers.com/developingnations.htm</a> . They will follow the directions to find information for their specific area and record their answers on the fact-gathering sheet.</li> <li>5. After students complete their "scientist" information</li> </ol>
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Individual Work		<p>sheet they are to meet with other students who hold the same job from a different a country. They then share and compare information about the discoveries they made. Students will use the Venn diagram to compare the information and find differences and similarities.</p>
Expert Groups		<p>6. Students then gather back into their country teams and share their information with the other scientist from their country. They record their shared information on the group data collection sheet.</p> <p>7. Students then attempt to answer the essential questions. If they can't, they need to determine what further information is needed to answer these questions.</p>
Individual Work		<p>8. Each student is to then make a poster in Microsoft Word or Publisher showcasing the information they learned about their country.</p> <p>9. Give students the opportunity to share their completed posters with the class. Before students share their presentation, go over the criteria on which they will be graded. Evaluate each student's presentation with the rubric.</p> <p><b>Assessment:</b> Assess students' presentations according to the rubrics.</p>

# Brazil

## Job Assignment: Economist



### Directions:

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

1. What are the major exports produced by this country? Which are derived from the rainforests?
2. In what industries are people employed in Brazil? Give % for those you list.
3. What is the unemployment rate for your country?
4. What is the poverty rate?
5. What was the tourism rate in 2000?

# Brazil

## Job Assignment: Geographer



### Directions:

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

1. How big are the Brazilian rainforests?
2. What percent of the land is rainforest?
3. Label the following on the map below: rainforest areas, Amazon River, Brasilia, North Atlantic, South Atlantic, Balem and Manus.



# Brazil

## Job Assignment: Zoologist



### Directions:

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

### Rainforest Animals

1. Record the class, diet, and conservation status.

Animal	Class	Diet	Conservation status

2. What animals are endangered in your country as a result of rainforest destruction?

3. Are any species in danger of extinction? If so which ones and why?

# Brazil

## Job Assignment: Historian



### Directions:

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

1. What is the current type of Government? How many states is it composed of?
2. Has the type of Government changed in the recent past? (Last 100 years) If so how?
3. What are the primary ethnic groups in %?
4. What are the primary religions in %?

# Brazil

## Job Assignment: Environmentalist



### Directions:

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

1. How has the logging industry threatened the rainforest in your area? How much of the rainforest has been affected so far?
2. Why is logging a problem?
3. What people are threatened by changes to the Brazilian rainforest? What changes are threatening them?

# Cameroon

## Job Assignment: Economist



### Directions:

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

1. What are the major exports produced by this country? Which are derived from the rainforests?
2. In what industries are people employed in Cameroon? Give % for those you list.
3. What is the unemployment rate for your country?
4. What is the poverty rate?
5. What was the tourism rate in 2000?

# Cameroon

## Job Assignment: Geographer



### Directions:

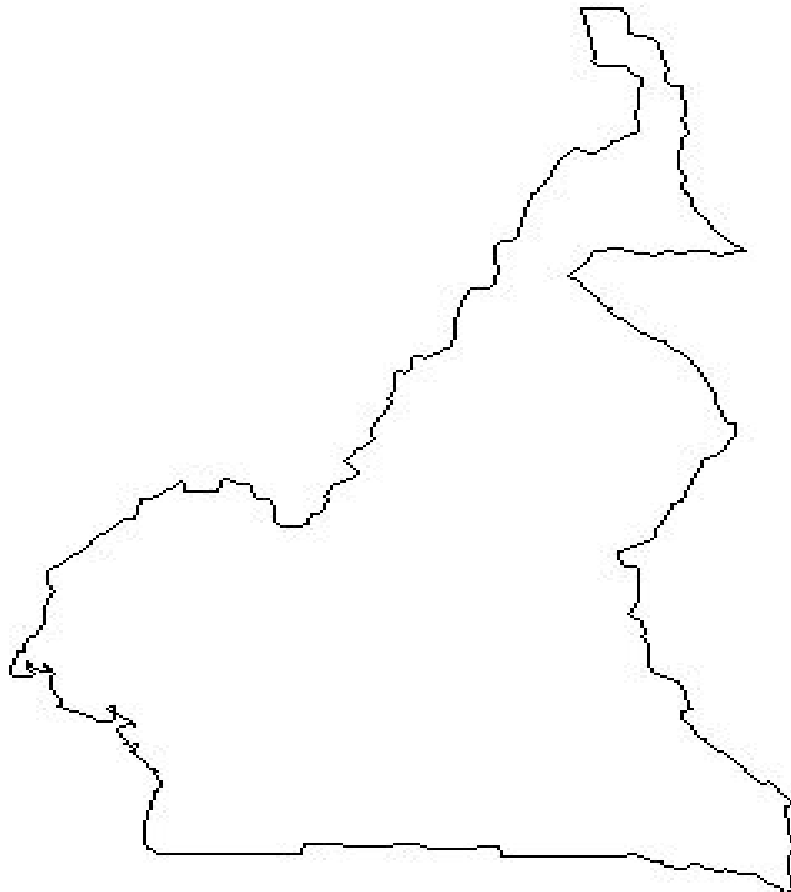
Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

1. How big are the Cameroonian rainforests?
2. What percent of the land is rainforest?

Label the following on the map below: rainforest areas, Yaounde, Douala, and the Atlantic ocean.



# Cameroon

## Job Assignment: Zoologist



### Directions:

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

### Rainforest Animals

1. Record the class, diet, and conservation status.

Animal	Class	Diet	Conservation status

2. What animals are endangered in your country as a result of rainforest destruction?

3. Are any species in danger of extinction? If so, which ones and why?

# Cameroon

## Job Assignment: Historian



### Directions:

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

1. What is the current type of Government? How long has it been in place?
2. Which two European countries controlled Cameroon after WWII?
3. What are the primary ethnic groups in %?
4. What are the primary religions in %?

# Cameroon

## Job Assignment: Environmentalist



### Directions:

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

1. How has the logging industry threatened the rainforest in your area?
2. What other threats are there to the rainforest in your area?
3. What percent of the rainforest has been affected so far by this industry?
4. What people are threatened by changes to the Cameroonian rainforest?

# Indonesia

## Job Assignment: Economist



### Directions:

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

1. What are the major exports produced by this country? Which are derived from the rainforests?
2. In what industries are people employed in Indonesia? Give % for those you list.
3. What is the unemployment rate for your country?
4. What is the poverty rate?
5. What was the tourism rate in 2000?

# Indonesia

## Job Assignment: Geographer



### Directions:

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

1. How big are the Indonesian rainforests?
2. What percent of the land is rainforest?
3. Label the following on the map below: rainforest areas, Jakarta, Java, Sumatra, Kalimantan, Indian Ocean, and the Pacific Ocean.



# Indonesia

## Job Assignment: Zoologist



### Directions:

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

### Rainforest Animals

1. Record the class, diet, and conservation status.

Animal	Class	Diet	Conservation status

2. What animals are endangered in your country as a result of rainforest destruction?

3. Are any species in danger of extinction? If so which ones and why?

# Indonesia

## Job Assignment: Historian

**Directions:**

Go to the Developing Nations Project site.

<http://www.i3forteachers.com/developingnations.htm>

Click on job under the country you were assigned. Use the information included on the sites to answer the following questions.

1. What is the current type of Government? How long has it been in place?
2. Which two European countries controlled Indonesia after WWII?
3. What are the primary ethnic groups in %?
4. What are the primary religions in %?



# Group Fact Sheet

*Collect information from your fellow scientists about their discoveries.*

**Scientist-**

**Facts- *Minimum of 3 facts***

*Collect information from your fellow scientists about their discoveries.*

**Scientist-**

**Facts- *Minimum of 3 facts***

# Group Fact Sheet

*Collect information from your fellow scientists about their discoveries.*

**Scientist-**

**Facts-*Minimum of 3 facts***

*Collect information from your fellow scientists about their discoveries.*


**Scientist-**

**Facts-*Minimum of 3 facts***

# Group Answer Sheet

*Work with your team to answer these questions*

In what ways are the countries where rainforests are located similar? What economic, historical, geographic, or cultural items do they share?



What conflicts do you see arising from the need to preserve rainforest land as well as produce income from this land?



## Country Fact Sheet

Name of your country: \_\_\_\_\_

Type of Government: \_\_\_\_\_

Primary Religions: \_\_\_\_\_

Primary Ethnic Groups: \_\_\_\_\_

Collect the answers to the questions below for your poster project.

**Fact #1**

**What are the major exports produced by this country?**

**Fact #2**

**What was the tourism rate in 2000?**

**Fact #3**

**What people are threatened by changes to the rainforests in your country? Why are they being threatened?**

## Country Poster Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

- The poster included at least three detailed facts about the assigned country.
- Student can accurately answer all questions related to facts in the poster and processes used to create the poster.
- The poster was easy to read and made sense.
- The poster was edited for punctuation, spelling, and grammar mistakes.
- The poster includes a map and graphic of the countries flag.
- Graphic sources were cited.

Teacher Comments:

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Student Comments:

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## Country Research Presentation Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

Scale:

4= job is well done; exceeds requirements

3= job is adequate; meets requirements

2= only partially accomplishes task; needs revision

1= needs to restart; meets little or none of the requirements

### *Oral*

Good eye contact.

1                    2                    3                    4

People in the back of the room could hear.

1                    2                    3                    4

Shows enthusiasm.

1                    2                    3                    4

### *Mechanics*

Basic grammar rules applied.

1                    2                    3                    4

Logical sequence of ideas and events.

1                    2                    3                    4

Information is supported by relevant facts.

1                    2                    3                    4

### *Poster*

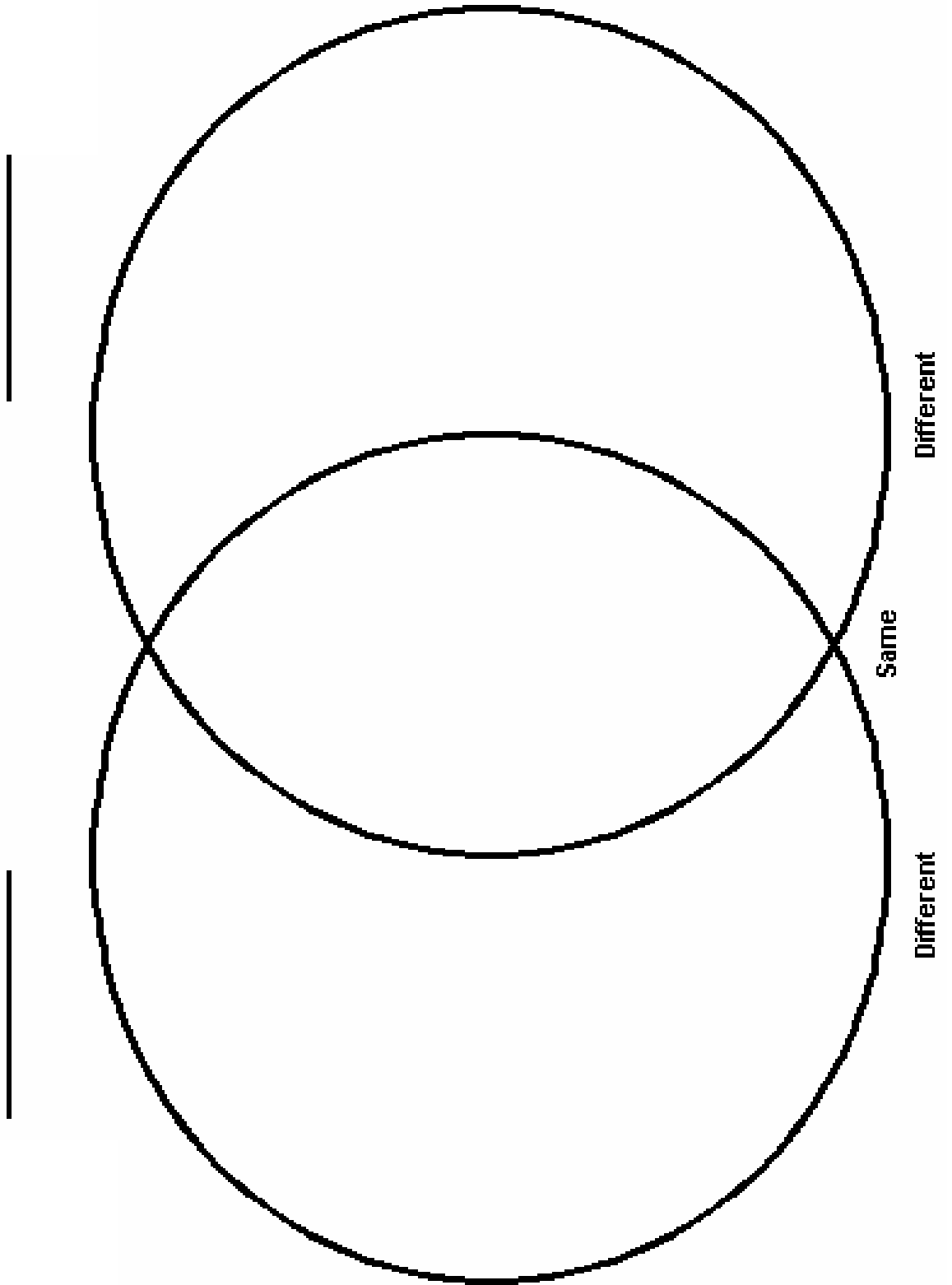
Accurately explains the material on the poster.

1                    2                    3                    4

Used the poster as a prop and for talking points. Did not read directly from the poster.

1                    2                    3                    4

**Venn Diagram Storyboard**



## Venn Diagram Steps

### Setting Up

- Open Microsoft Word.
- Change the page layout.
- Click on the File menu and select page setup.
- Click on the Paper size tab.
- Under Orientation, click the bullet box beside Landscape.
- Click OK.
- Change the Zoom.
- Click the drop down list indicator beside 75% on the right side of the toolbar.
- Select 50%.
- Make sure your drawing tool bar is showing.
- Click on the View menu and select Toolbars.
- If Drawing is not checked, click on Drawing. If it is, click off.

### Making the Venn diagram

- Draw a circle
- Select the Oval tool on the drawing toolbar.
- Hold the shift key while clicking and dragging a circle on the left half of the page.
- Make a copy for a matching circle.
- Click once on the circle to select it. (It will have handlebars if it is selected.)
- Right click and select copy.
- Click off of the circle. Right click and select paste.
- Move the new circle over to the right of the page by clicking and dragging so that the new circle overlaps the original, allowing room to enter similarities in the overlapping area.
- Set the Circle for No Fill.
- Right click on the Right circle.
- Select Format AutoShape.
- Under Fill, beside Color: Use the drop down list indicator and select No Fill.
- Click OK.
- Draw lines for each animal name.
- Select the line tool from the Drawing toolbar.
- Hold Shift while you click and drag a straight line just outside of the upper left of the left-hand circle.
- With the line selected (handlebars on each end of the line) click the Edit menu and select copy. Click again on the edit menu and select paste.
- Click and drag the new line just outside the upper right of the right-hand circle.
- Add text boxes.
- Select the Text Box tool from the Drawing toolbar.

- Click and drag a text box above each label line, in each individual circle, and in the shared area. Set the font style and size of your choice in each box. (You will have to re-select the text box tool each time.)
- Right click on the edge of each text box and select Format Text Box.
- Under the line section on the Colors and Lines tab, change the color to No Line.
- Click OK.
- Add labels at the bottom of the diagram.
- Again select the text box tool from the Drawing toolbar.
- Draw a text box under the left circle.
- Set the font style and size and type "Different."
- Right click on the edge of the new text box. Set the line color to No Line.
- Draw 2 more text boxes; One for the middle section which will be "Same" and the other for the right-hand circle which will be "Different."
- Save the Venn Diagram as a template.
- Click on the File menu and select Save As.
- Change Save as type to Document Template.
- Change the file name to Venn Diagram.
- Change the location to 3  $\frac{1}{2}$  Floppy (A:)
- Click Save.
- Close out of Microsoft Word.

### **Using the Venn Diagram Template**

- Open the Venn Diagram Template to enter information.
- Double click on My Computer.
- Double click on 3  $\frac{1}{2}$  Floppy (A:).
- Double click on Venn Diagram.dot.
- Click in the appropriate area to enter information.
- Save the new Document.
- Click on the File menu and select Save.
- Type in the name for the completed Venn Diagram.
- Change to the appropriate drive and folder.
- Click Save.
- Close out of Microsoft Word.

## Internet Island

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: How do I teach Internet search strategies to my students? How do I save a graphic from the Internet? How do I copy text into an e-mail document?

		<p><b>Essential Question:</b> How do I find information on the Internet? How do I use a graphic from the Internet in a poster about my country?</p> <p><b>Learning Standards (State of Michigan):</b></p> <p><b>Social Studies Standards</b> 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 acquire information from books, maps, newspapers, data sets, and other sources, organize and present the information in maps, graphs, charts, and time lines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.</p> <p><b>English/Language Arts Standards</b> Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.</p> <p>Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.</p> <p><b>Materials:</b> student reproducibles, Internet connection,</p>
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Partner Activity	Internet- <a href="http://www.miamisci.org/ii/ii0.html">http://www.miamisci.org/ii/ii0.html</a>	<p><b>Technology Connections:</b> Students will learn how to use the Internet by going through an on-line tutorial. They will combine their research with a web graphic to create a teaching poster with information about their country.</p>
Partner Activity	E-mail	<p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Introduce basic Internet skills and search strategies by visiting Internet Island (<a href="http://www.miamisci.org/ii/ii0.html">http://www.miamisci.org/ii/ii0.html</a>). Assign students a partner and give them each a fact-gathering sheet. Get them started on Internet Island and allow them to take themselves through the tour, following directions on the site and the fact-gathering sheet.</li> </ol>
Individual Work	Other ways to integrate the Internet in your classroom <a href="http://7-12educators.about.com/library/weekly/a040300a.htm?terms=Internet+integration">http://7-12educators.about.com/library/weekly/a040300a.htm?terms=Internet+integration</a>	<ol style="list-style-type: none"> <li>2. When students get to the story ending form, have each student complete the form individually. Before clicking on submit, ask students to copy and paste the story ending into an e-mail document and send it to their partner. Partners will use the story ending to complete a Venn diagram, comparing the two story endings.</li> </ol> <p><b>Assessment:</b> Students will be assessed on their completed posters using the rubric.</p> <p><b>Extension:</b> Ask students to become teachers and plan a lesson for the class, teaching them about their ocean animal. Students can use their poster as a graphic aid during their lesson.</p>



## Visit Internet Island

<http://www.miamisci.org/ii/ii0.html>

During your visit to Internet Island you will learn about Marine Biology and the Internet. Find the answers to these questions as you work your way through the site. Write the definition of each Internet term and then answer the related

questions.

Hyperlink- \_\_\_\_\_

Would you want to meet up with a Spotted Scorpionfish? Why or Why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Clickable Picture- \_\_\_\_\_

How does a Porcupine fish defend itself?

\_\_\_\_\_  
\_\_\_\_\_

How does a Decorator Crab hide from predators?

\_\_\_\_\_  
\_\_\_\_\_

Write the names of two kinds of plants found in the Safari Touch Tank.

\_\_\_\_\_

Search Tool- \_\_\_\_\_

Do a search for squid and visit several of the links to find information about these sea creatures. Write down 5 facts that you learned about squid.

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Hotlist- \_\_\_\_\_

Visit the Birch Aquarium. When you get there, click on the pull-down menu in the upper right hand corner of your screen that says "Quick Link". Click and drag down until you reach "Dive into Science...Sharks". Read the information about sharks and write down 5 facts that you learned.

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Gopher- \_\_\_\_\_

Forms-

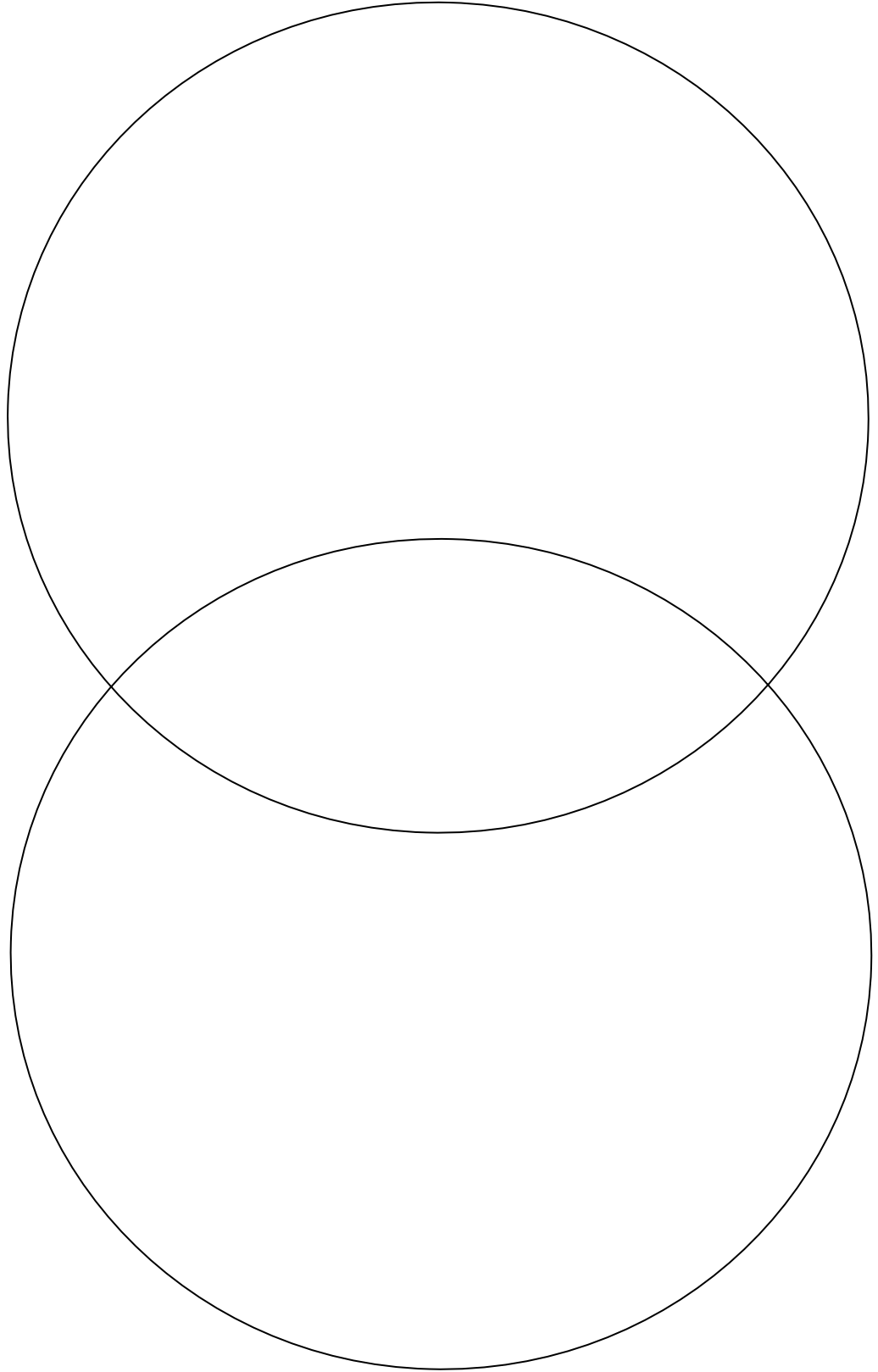
Write your story ending. Before you click on submit, copy and paste your story ending into an e-mail document and send it to a peer. Read another classmate's story ending and contrast your ending with theirs in the Venn Diagram.

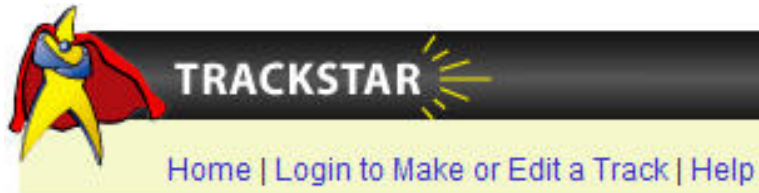


**Internet Island Story Endings**

**Compare your story ending with that of a classmate.**

**Explain how they are alike and different.**





## Guide to TrackStar

TrackStar home page: <http://trackstar.4teachers.org>

### To Find A Specific Track

1. If you know the number of the Track, type in the Track's number in the field (blank space) next to **View Track #** located under the **Find a Track** column on the TrackStar home page. This is the easiest way to direct students to a Track or set of Tracks.
2. If you know the author, choose [Search Tracks by Author](#) link on the TrackStar home page, then fill in the author's last name or e-mail address. Click on **Find Tracks** and wait for the results page. Be sure to use upper and lower case for this search (e.g., John Smith not john smith)
3. If you know the topic (e.g., ancient egypt), choose [Search Tracks by Keyword](#) link on the TrackStar home page, then type the word or phrase (e.g., "ancient egypt") into the form. Narrow your search by choosing subject, grade, format, or award. Click **Find Tracks** and wait for the results page. Using lowercase makes it more likely you will find all the Tracks that include this word or phrase for the grade levels chosen (e.g., "ancient egypt" not "Ancient Egypt"). Be sure to use the search instructions at the right-side of the Keyword search page to get the best results.

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### To Find Thematic Tracks

1. If you want Tracks that relate to a particular academic theme that may have many keywords associated with it (e.g., Western Expansion), choose [Browse Themes and Standards](#). Click on the subject and grade level desired (e.g., Social Studies, grades 5-8) and wait for the results page. You will be given a listing of themes in the left-hand frame. Click on the desired one (e.g., Western Expansion) and a listing of pertinent Tracks will be placed in the large frame to the right. You can also see State academic standards associated with this theme by clicking the State tab (e.g., Kansas) in the upper right-hand frame. This will help you select Tracks that fit your State's academic standards.

2. If you want to see Tracks that relate to specific holidays that have been selected and/or written by HPR\*TEC staff, choose [See This Month's Track-A-Day](#). By each day of the month is a link to a Track that is related to a holiday. Most of the Tracks are related to holidays described in the Knowledge Adventure's Month By Month software in order to assist teachers using this series.

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### To Find Exemplary Tracks

1. If you want Tracks that have been selected by HPR\*TEC staff as exemplary Tracks, choose [See All Top Tracks](#) link on the TrackStar home page.
2. If you want to find Tracks, WebQuests, and Web sites that have been selected by HPR\*TEC as useful for teaching specific subject matter (e.g., Colonial literature), go to <http://4teachers.org/> and select the [R\\*TEC Teacher](#) link under the **Tools for Teachers** section in the right-hand column. This will open a page with a pulldown menu. Click the **select a subject**, then continue narrowing your search by selecting a **theme**, and finally a **topic**. You will obtain a list of several Tracks, WebQuests, and Favorite Links for that specific topic.

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### To Use A Track

1. When you select a Track using a hyperlink, the Track number, or by typing in the URL, you will find yourself at the **Description** page of the Track. This page describes what the Track is about, and has buttons entitled **View in Frames** and **View in Text** for viewing the Track.
2. For student use, we recommend the **Frames** version. Click on the **View in Frames** and you will be taken to the material in the Track. Many teachers start their students with the **Frames** view already open. The lower right-hand portion of the window (frame) will always show the first site when you open the Track. To change the site, click on one of the links listed in the left-hand frame (Navigation frame). Notes related to the site being displayed are found in the upper right-hand frame (Annotation frame). They will change as you click on the links. This area will also provide the correct URL for the site being displayed. If you wish to reference (cite) a site found within a Track, always use the URL provided in this Annotation frame.
3. To review a Track quickly, print a Track, or use a screen-reader, use the **Text** version. Choose **Print** from your browser menu bar and you can print this page. Clicking on the links will load the sites. Use the **Back** button on your browser to get back to the **Text** page.

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## To Make An Instructional Track

1. First be sure that you have located several Web sites you wish to feature in your Track. You can feature no more than 15 sites within a Track. These sites should be related to a topic you are teaching. You will need to know the title of each site and its URL (Web address). You will also want to plan the sequence of these sites. Last, you should think about what you want the student to do at each site. If they are to answer specific questions, you may want to plan those questions before beginning the Track.
2. If you want to make a quiz or Web page to include in your Track, you should do this prior to making the Track. Be sure you know the full URL (beginning with <http://...>) of these pages prior to beginning the Track. Take the [Make A Quiz](#) or the [Build A Web Page](#) link from the TrackStar home page to make a quiz or Web page.
3. Click [Login to Make or Edit a Track](#) on the TrackStar home page.
4. On the **Login** page, either register (if you have never made a Track before and do not have an account) or login. You will need to remember your e-mail and password to edit your Track or to create others, so be sure you write it down and keep it somewhere safe. This information will not be sold and does not obligate you to anything. TrackStar is a free service.
5. When you login by filling in the blanks and clicking either the **Register** or **Login** button, depending on which you did, you will be taken to your **My Account** page.
6. The **My Account** page lists all the Tracks you have made. Above this list, click on the **Make New Track** link.
7. Use the **Help** link on the top of all TrackStar pages if you have trouble filling out the form. Otherwise, just click in a box (field) and type in the Track title, description, type, subject area, and grade level. You may also choose to enter a Due Date or Password, if you wish.
8. Be sure you are careful when you choose the grades and subjects for your Track. This will help other teachers find the Tracks they need.
9. At the end of this form, click the **Next** button.
10. Now simply click in the title field and type the title of the first site you wish to include in your Track. Then click in the URL field and type (or copy and paste) the URL for that site. Then click on the Annotation field and type any instructions or descriptions you wish to provide the students related to this first site. Continue doing this until all your sites are included in the Track. Then scroll to the bottom of the form and click **Save**. Wait for the **Confirmation** page to appear. It will give you the Track number and the full URL. You can view the Track immediately by

- clicking on the link on the **Confirmation** page. Be sure you know the number of your Track. You and your students can use this number to find the Track quickly.
11. Read the [Tutorial](#) on the TrackStar home page if you wish to see step-by-step detailed instructions.

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### To Edit or Delete Your Own Track

1. If you wish to edit your Track, choose [Login to Make or Edit a Track](#) link from the TrackStar home page.
2. Login by typing in your e-mail address and password and click the **Login** button.
3. Look for the Track's title on your personal **My Account** page. Next to the title is an **Edit** link represented by a pencil and a **Delete** link represented by a red "x". Click on either the pencil to **Edit** the Track or the red "x" to **Delete** the entire Track including all its sites and annotations.
4. If you choose **Delete**, you will be asked to confirm that you want to delete the entire Track.
5. If you choose **Edit**, the form with all the data from your Track will be generated.
6. Make any corrections to the Track. Correct typos, change URLs, titles or annotations, or delete sites. It works like a word processor. Simply click or select the part you wish to change and type the correction. To delete a site from your Track, simply click the red "x" next to that link. Click on **Preview**, represented by a magnifying glass, beside a link if you want to check the link. When you have made all your corrections, scroll to the bottom of the page and click the **Save** button.
7. Read the [Tutorial](#) on the TrackStar home page if you wish to see step-by-step detailed instructions.

## Integrating the Internet into your Curriculum

### Make a plan

The easiest way for you to begin using the Internet with their students is to integrate it into your tried and true lesson plans. Use plans that you have taught before and you know are successful on their own merits, regardless of the Internet component. This way, if everything doesn't go right your plan will still be successful.

Look for plans that involve:

- ❑ Research on a particular topic
- ❑ Comparing and contrasting information
- ❑ A multicultural or country study
- ❑ Researching and writing a report
- ❑ Using graphics and art
- ❑ Collecting and analyzing data
- ❑ Making a presentation

### Search for the Right Site

The only way to find the perfect site to fit a particular lesson is to get out onto the net and search. While searching the net, it's best to explore all links to avoid dead-ends or discovering inappropriate material. Since the World Wide Web is always changing, don't abandon a topic because you were unable to find any information on it today. Go back in another month and you may discover a new site that wasn't there before.

Every lesson needs to have a component that assesses student learning. Internet lessons are no different. Having students search the Internet for pieces of information that they do nothing with is unproductive and a waste of time. Make sure you incorporate some way of evaluating their learning into your lesson plans.

Using the Internet as a teaching tool involves planning and preparation. Go through the following checklist before you present your Internet lesson to ensure that you are prepared.

- ❑ • Have you selected a safe and relevant site?
- ❑ • Have you created bookmarks for your students?
- ❑ • Have you double-checked to make sure the sites are working?
- ❑ • How will you assess their learning?
- ❑ • Have you provided instruction about using the Internet and search strategies?
- ❑ • Have you made sure that you have the necessary plug-ins?

## Internet Helper

### Internet Safety Tips for Kids

- Do not give personal information such as your address, telephone number, parent's work address or telephone number, or the name and location of your school.
- Tell your parents if something that you come across online makes you feel uncomfortable.
- Never agree to get together with someone you "meet" online without your parent's permission.
- If your parents agree to the meeting, be sure the meeting is in a public place and that you bring them along.
- Never respond to messages or bulletin board items that are suggestive, obscene, belligerent, threatening, or make you feel uncomfortable.
- Give a copy of such messages to your parents and have them forward it to your Internet service provider.
- Never send pictures of yourself or any other personal material to a friend you meet online without telling your parents first.
- Follow the rules that your parents set for your online activities.
- There are places on the Internet that are for adults only. If you find yourself in one of those areas LEAVE and go to one of the cool places on the Internet for kids.
- Don't give out personal information about your family situation, school, telephone number, or address.
- If you become aware of the transmission, use, or viewing of child pornography while online immediately report this to the US Customs Cyber Smuggling Center at 1-800-BE ALERT or email [icpicc@customs.treas.gov](mailto:icpicc@customs.treas.gov).
- When chatting in chat rooms, remember that not everyone is who they say they are, for example, a person who says "she" is a 14 year old girl from New York may really be a 42 year old man from California.

- If someone harasses you online, says anything inappropriate, or does anything that makes you feel uncomfortable, contact your Internet service provider.

### **Tips for Parents**

- Learn about computers so you can monitor your child's use.
- Spend quality time with your children, thereby preventing them from depending on computer technology for recreation, communication, and companionship.
- Keep the computer in a common area of the house.
- Don't EVER allow a child to give out personal information on-line, not real name, address or telephone number.
- Don't allow a child to meet someone they have met on-line face-to-face.
- Remember that people on-line may not be who they seem. A "12 year old girl" may actually be a 40-year-old man.
- Though they are not fool proof, consider purchasing and installing a pornography blocking software package such as CYBERSitter, SurfWatch, Cyber Patrol, Rated-PG or Net Nanny.
- Periodically check the Web sites your children are visiting and look at the files they are storing.
- If you become aware of the transmission, use, or viewing of child pornography while online immediately report this to the US Customs Cyber Smuggling Center at 1-800-BE ALERT or email [icpicc@customs.treas.gov](mailto:icpicc@customs.treas.gov).

# Google Advanced Search

Advanced Search Tips | All About Google

**Find results**

with **all** of the words  10 results

with the **exact phrase**

with **at least one** of the words

**without** the words

**Language** Return pages written in

**File Format**  return results of the file format

**Date** Return web pages updated in the

**Occurrences** Return results where my terms occur

**Domain**  return results from the site or domain  e.g. google.com, .org [More info](#)

**SafeSearch**  No filtering  Filter using [SafeSearch](#)

## Getting Started

<p><b>To Open the Advanced Search Window</b></p>	<ul style="list-style-type: none"> <li>Click on <b>Advanced Search</b> on <a href="http://www.google.com">www.google.com</a>.</li> <li>The top four fields in the blue box replace Boolean searches. So instead of having to construct searches using the + or - symbols, Google's <b>Advanced Search</b> fields performs those functions.</li> </ul>
<p><b>To Broaden a Search</b></p>	<ul style="list-style-type: none"> <li>In the search field next to "with <b>all</b> of the words" type the word(s) you wish to search for and then press <b>Google Search</b>.</li> <li>Google will return pages with all the terms you list in the search results.</li> <li>Another option would be to put the main term in the top field and then list possible additional terms in the field next to "with <b>at least one</b> of the words".</li> <li>In this case Google will look for the top term and include as many of the other terms as possible in the search results.</li> </ul>
<p><b>To Narrow a Search</b></p>	<ul style="list-style-type: none"> <li>In the search field next to "with all of the words" type the word(s) you wish to search for and then press <b>Google Search</b>.</li> <li>In the field next to "without the words" type the words that should be excluded from the search, then press <b>Google Search</b>.</li> </ul>
<p><b>To Search for a Phrase</b></p>	<ul style="list-style-type: none"> <li>In the field next to "with the exact phrase" type the phrase you wish to look for and then press <b>Google Search</b>.</li> <li>Google will conduct a complete text search looking for the words in the phrase.</li> </ul>

## Interpreting Search Results

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

### *Additional Advanced Search Options*

<b>Choosing a Language</b>	<ul style="list-style-type: none"> <li>• The Advanced Search will return pages in any language.</li> <li>• To restrict results to one language, click on the down arrow next to that field and select the language.</li> </ul>
<b>Selecting File Format Options</b>	<ul style="list-style-type: none"> <li>• A powerful option in the advanced search is to restrict the search to a specific file format or to exclude that format from a search.</li> <li>• With the first down arrow next to the File Format field select <b>Only</b> or <b>Don't</b>.</li> <li>• Then click the down arrow next to the second field to search for a specific file format.</li> </ul>
<b>To Limit the Date</b>	<ul style="list-style-type: none"> <li>• If you are searching for material and would like to limit the results to only the most current or updated pages, use the Date field.</li> <li>• The down arrow, next to the date field, allows users to limit the search to a time frame for when the page was last updated.</li> </ul>
<b>To Restrict a Search</b>	<ul style="list-style-type: none"> <li>• The occurrences field allows users to tell Google where to look for the terms listed in the search boxes</li> </ul>
<b>Using the Domain Feature</b>	<ul style="list-style-type: none"> <li>• Using the domain features allows users to restrict a search to specific web site or type of site. For example, limiting a search to URL's that end in edu will return results that are identify themselves as being a school.</li> </ul>
<b>Filtering</b>	<ul style="list-style-type: none"> <li>• Google provides the option to use a filter on searches to eliminate unwanted to material from the results.</li> <li>• Be aware that the filter is effective but not perfect!</li> </ul>

## How to Save Graphics from the Internet

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.

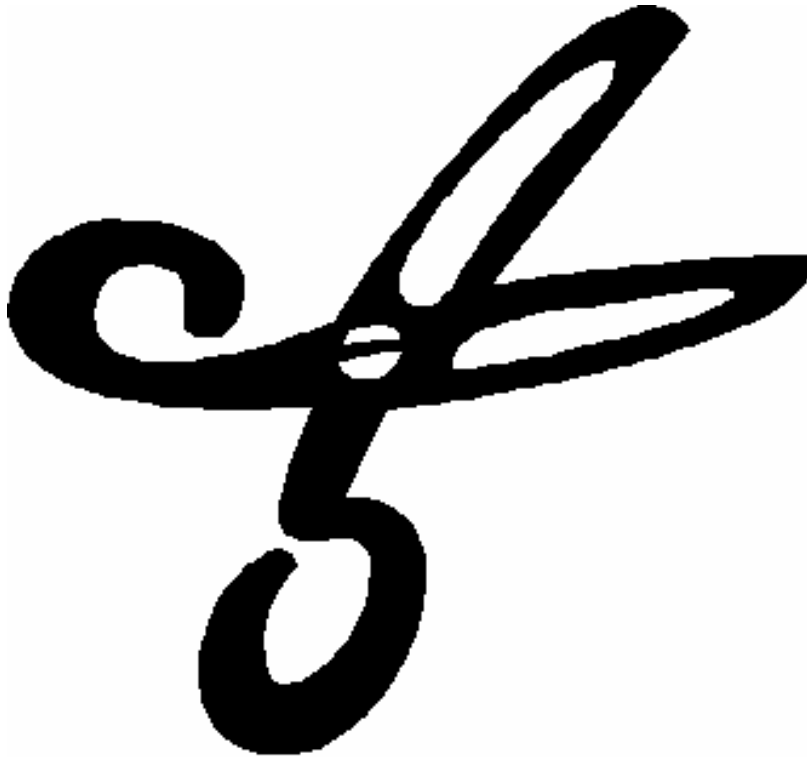
Copying and pasting is an easy way to get a quick graphic from the Internet. If you'd like to create a graphics folder, you'll need to save the graphics from the Internet rather than copying and pasting.

\* 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](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.

Easy Bib - <http://www.easybib.com/>

Noodle Tools - <http://www.noodletools.com/>

## Setting Up a iKeep Bookmark Account

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

The screenshot shows the iKeepBookmarks.com website. At the top, the site name is in red. Below it is a search bar with the text 'all of iKeepBookmarks.com'. The main content area is highlighted in yellow and contains the following elements:

- Account (or Email):** A text input field.
- Password:** A text input field.
- Login:** A blue button.
- Remember my Login (on this computer):** A checkbox.
- Create New Account:** A blue link with a mouse cursor over it.
- Lost Your Password?:** A blue link.

A red arrow points to the 'Create New Account' link.

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

My Account Name:

My Authoring Password:

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

### To Add Links to Your Account

1. From the main page of your account click on *Add*.

NEED AN IMAGE FOR THIS WITH AN ARROW

- The following screen will appear. Type the title of the link. Copy and paste the URL for the link into that field making sure that there are not two <http://s> in the field.  
A description of the link is optional but useful when the numbers of links grows.

**Link Information**

\*Title:

\*URL:

Description:

HOT  NEW  SMILEY  WOW  GLOBE  STAR

\* This is a required field

- When the information for the link is complete, click *Finished* at the bottom of the entry screen.

Notice that the links automatically appear in alphabetical order. From the main page, you can choose a different arrangement for your links by changing the drop down box next to the *Add* button for the links.

### To Organize Bookmarks

- From the home page click *Add* right underneath the words **"These buttons, below, allow you to add or edit folders."** The following screen will appear.
- Type the name of the folder and when you are done click *Finished*. You can create separate folders for classes, subjects or topics or any grouping that you can think of.
- To add links into a specific folder, open the folder first before clicking the *Add* button.
- Or, if you already have links that need to be organized, click the *Edit* button next to the list of existing links.

Click in the empty box next to the title of the link. A green checkmark will appear.

On the left-hand side in the gray box, change the *Destination Folder* to the one the link should move to then click on the *Move* button.

When you are back at your home screen, a new number should appear next to the folder you moved links into.

### To Upload Bookmarks from a Computer

1. On the top of the page, next to red Ikeepbookmarks.com logo, click on *Bookmarks* from the list of menu options.
2. Two choices appear on the screen. Click on *Upload Bookmarks to the Web* and the following screen will appear.
3. Choose the first option to upload all the existing favorites from the web browser you are using to the bookmark folder. Simply click on the arrow and wait. A box will appear letting you know if it was successful.
4. Other options on the upload page allow users to upload only new material or to replace existing bookmarks in the ikeep bookmarks account with the ones from the browser on the computer that you are using. **Choosing to use the replace option will wipe out your existing bookmarks in you account and put new ones from your browser in there.**

### Optional Features

The Options menu allows you to give people access to your bookmarks. Choose Options from the menu next to the red I Ikeepbookmarks.com logo at the top of the web page. Select a password for the visitor and set up the visitor's access options. The Options menu will allow you to share your bookmarks without other people.

The PopUp feature allows you to drag and drop links onto it while you are searching the web. Choose PopUp from the menu next to the red Ikeepbookmarks.com logo to find out how.

# Software Helper

## Word Processing Basics with MS Word

**Formatting Text-** Change the font, size, and style by clicking on Format and font or on the top tool bar.

**Spacing Text-** Click on Format and Paragraph

**Bullets-** To automatically start bullets, create an asterisk before your statement and then press return. The next line will automatically make a bullet. To create custom bullets, select the text you wish to appear bulleted. Click on Format and Bullets and Numbering, Word will now insert bullets for the text that you selected.

**Viewing Options-**

- Normal gives you 100%
- Online Layout helps you see other areas of your document at the same time.
- Page Layout allows you to see the entire width of the page.
- Outline allows you to see your document in an outline form.
- Master Document allows you to organize and maintain a long document by dividing it up into sub documents.

**Viewing Toolbars-** To see a toolbar that is not visible, click on View and Toolbar and select the toolbar that you wish to see.

**Header/Footers-** Headers and Footers make it possible to have the same text appear on each page. You can create a header and footer for your document by clicking on View and Header and Footer. They can include both text and graphics and are great for page numbers, date, logo, etc.

**Page Numbers-** Click on Insert and Page Numbers. Choose your justification.

**Symbols-** Click on Insert and Symbols to add symbols like ®™↓ and more!

**Columns-** Great for newsletters! Click on format and Columns. Select the option that you want from the top and click on Line Between if you want Word to draw a line separating the columns.

**Footnotes-** Put your cursor where you want the footnote to appear. Click on Insert and Footnote. Word automatically numbers your footnote and you can type in your text at the bottom of the screen.

**Auto Format-** Choose Auto Format from the Format menu. Click on the type of document that you wish to replicate and click Auto Format now. Word will now change the format of your document to match the pre-set preferences of the template that you chose.

**Style Gallery-** Once your document is formatted, click on Style Gallery from the Format menu. This gives you access to different designs for your document. You can see a preview of each style in the box to the right.

### **Inserting Text and Graphics:**

**Adding Graphics-** Click on Insert and Picture.

- **Clip Art-** Choose this to look through the library of graphics within the program.
- **From File-** Choose this to get art from a clip art disk or pictures that you have downloaded from the Internet.
- **Auto Shapes-** This will allow you to choose pre-made shapes. The button on the bottom of the drawing toolbar will do the same thing.
- **Word Art-** Allows you to make banner-type headlines.
- **Chart-** Make custom charts to add to your word processing document.

**Adding Text Boxes-** This is useful if you are using many graphics and want to contain your text to a certain portion of the page. You can size text boxes by clicking on the little boxes around the text.

**Drawing-** You can draw your own shapes by clicking on the tools along the bottom of the screen on the drawing toolbar. If your toolbar is not visible, click on View and Toolbars to select the drawing toolbar.

- **Draw:** Click on the draw menu at the bottom to rotate, align or move shapes.
- **Arrow:** Click on the arrow to select clip art and graphics
- **Auto Shapes:** This option allows you to create custom shapes
- **Line:** Create your own lines. To make a line straight, press the shift key while you draw.
- **Arrow:** Allows you to draw arrows.
- **Rectangle/Oval Tools:** Draws shapes. To make a perfect circle or square, press your shift key while you draw.
- **Text Box:** Creates a box for text. You can move text boxes around like graphics and art.
- **Word Art Tool:** Use this to make creative headings for your papers.
- **Fill Color:** Create a fill color for shapes and graphics that you have created.
- **Paint Brush:** This will change the color of lines that you draw.

- **Font Color:** Change the color of the font. You will need to select the text before choosing the font color to change the existing text.

**Text Wrap-** Choose Page Layout from the View menu. Click on the graphic that you wish to wrap your text around. Open the Format menu and select the type of graphic you are working with. Click on the Wrapping tab and make your selection.

### **Other Word Features:**

**Wizards and Templates:** Click on File and New to see the built in templates. Click once on the document you wish to see and a preview will show on the right hand side of the screen. Use wizards and templates for the following things:

- Letters
- Faxes
- Memos
- Resumes
- Reports

### **Keyboard Shortcuts:**

Use keyboard shortcuts for quick and easy access:

Cut	Crtl + X
Copy	Crtl + C
Paste	Crtl + V
Undo	Crtl + Z
Select All	Crtl + A
Bold	Crtl + B
Italic	Crtl + I
Underline	Crtl + U
Left Align	Crtl + L
Right Align	Crtl + R
Center	Crtl + C
Justify	Crtl + J

# General Word Processing Tips

- Only hit return at the end of a paragraph.
- Single spacing after punctuation.
- 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.
- 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.

