

## Trainer Notes

## All days

## Routine Tasks

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

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

### **Kiosk:**

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

### **Music:**

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

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

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

### **Daily Diary:**

Participants are asked to reflect in a daily diary. After day 1 this is completed as the participants arrive. It is part of the daily assignments listed on the kiosk. Daily Diary topics can be found with the Trainer materials. Each day participants will be asked to group share their daily diary reflections. After group share the leader of the day will report to the whole group what was discussed. This is a time for the trainer to understand what issues the participants are facing both in the training session and in their classrooms. The trainer will lead the discussions providing input on the "hot" topics. Daily Diary topics can be found on the trainer CD can be downloaded from the trainer web site at <http://www.i3forteachers.com/ssltraining>

## **Trainer Notes**

## **All days**

## **Routine Tasks**

### **Professional Readings -**

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

Day 1 - Appendix Page 1-7

Day 2 - Appendix Page 8-16

Day 3 - Appendix Page 17-24

## Trainer Notes Day 1 Set-up Checklist

	Check the following website for any resources, templates, etc. you may need to teach i3 training. <a href="http://www.i3forteachers.com/ssltraining">http://www.i3forteachers.com/ssltraining</a>
	Check software: Microsoft Word, Internet Explorer or Netscape, Inspiratio.
	Check the Internet links that will be used for the day to make sure they are active.
	Test log-ins.
	Update and start the Day 2 Kiosk on the Trainers workstation
	Kiosk update should include dates of trainings, time of classes, lunch break, other breaks, any other information that you want your participants to know.
	Check the workstation desktops for the presence of the participant folder.
	Place post-it notes and pen at each workstation.
	Place red cups at each work station - classroom management strategy or clips on laptops.
	Hang the Grouping charts.
	Assemble Sign-in sheets.
	Set up a crate for group folders.
	Check paper and ink in printers.
	Load music CD and have playing as participants arrive.
	Hide Country puzzle pieces under keyboards

## **Trainer Notes Day 2 Agenda**

- Welcome, Housekeeping, Day 1 Questions
- Journal and Email Activity
- Comparing Rainforest Countries
- Poster Activity
- Country Comparison Activity
- Internet Integration- Internet Island
- Finding and Evaluating Information on the Web
- Closing

# Good Morning!

## Day 2



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

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.

### 1. Check your E-mail:

- Open Netscape or Internet Explorer.
- Click in the location box and type the following address: [www.eudoramail.com](http://www.eudoramail.com) (Press Enter)
- Click inside the Login Name box and key in your login name.
- Click inside the Password box and key in your password.
- Remember that your login name and password are written on the inside cover of your book and on your password sheet in the Day 1 portion of your notebook.*
- Click on Enter.
- Find the message from me, click on the underlined subject link to open it.
- Read and reply to my E-mail if necessary.

### 2. Open your diary template:

- Find the Training Resources folder on the desktop.
- Locate the Diary 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 - Day 2 - page 2

### **Trainer Notes -**

This is a guided research activity that uses expert groups and jig-sawing information to accomplish a large amount of research in a short period of time. The goal is for teachers to see how to use cooperative groupings in their classroom as a tool for research. We will be using the information from the research project to produce a poster in MS Word and also for a comparison activity.

Make sure that you pass out the country puzzle pieces before you begin the lesson.

Once the country groups have been established make sure that participants have all the handouts before they break into their groups. Explain that soon the experts from each country will meet and conduct research about their area of expertise. They will then be responsible for going back to their country groups and relaying the information.

## 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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## **Comparing Rainforest Countries - Day 2 - page 3**

### **Notes**

<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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## **Comparing Rainforest Countries - Day 2 - page 4**

### **Notes**

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 Claris Works 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>

# **Comparing Rainforest Countries - Day 2 - page 5**

## **Brazil Worksheet- Economist**

### **Notes**

# 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?

# **Comparing Rainforest Countries - Day 2 - page 6**

## **Brazil Worksheet- Geographer**

### **Notes**

# 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.



# **Comparing Rainforest Countries - Day 2 - page 7**

## **Brazil Worksheet- Zoologist**

### **Notes**

# 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?

# **Comparing Rainforest Countries - Day 2 - page 8**

## **Brazil Worksheet- Historian**

### **Notes**

# 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 %?

# **Comparing Rainforest Countries - Day 2 - page 9**

## **Brazil Worksheet- Environmentalist**

### **Notes**

# 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?
2. How much of the rainforest has been affected so far?
3. What people are threatened by changes to the Brazilian rainforest? What changes are threatening them?

# **Comparing Rainforest Countries - Day 2 - page 10**

## **Cameroon Worksheet- Economist**

### **Notes**

# 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?

# **Comparing Rainforest Countries - Day 2 - page 11**

## **Cameroon Worksheet- Geographer**

### **Notes**

# Cameroon

## Job Assignment: Geographer



### Directions:

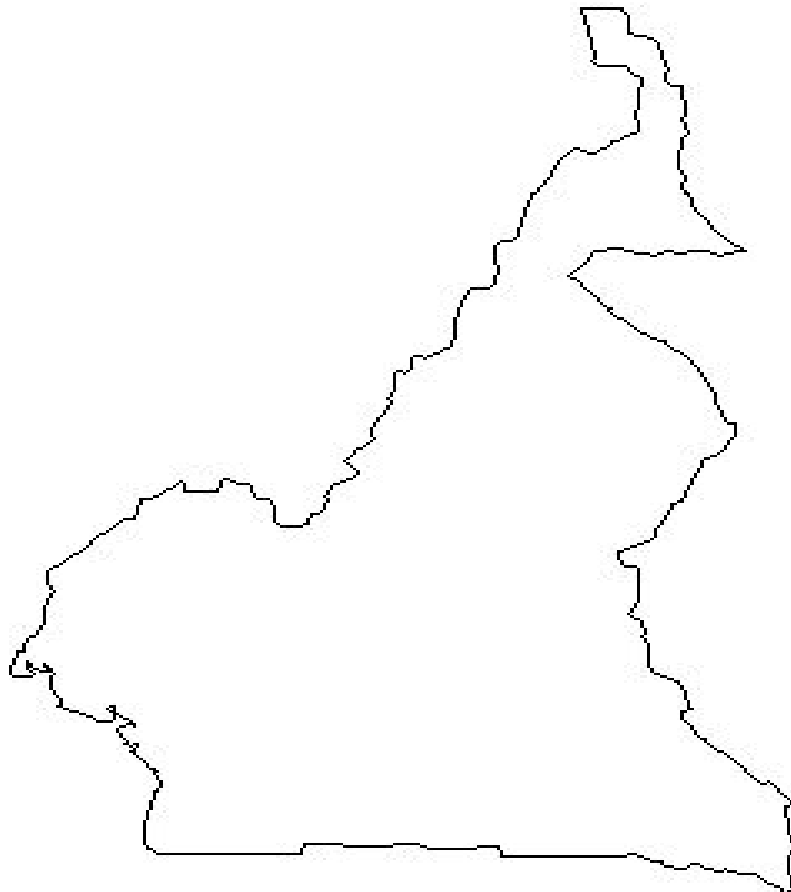
Go to the Developing Nations Project site.

<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.



# **Comparing Rainforest Countries - Day 2 - page 12**

## **Cameroon Worksheet- Zoologist**

### **Notes**

# 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?

# **Comparing Rainforest Countries - Day 2 - page 13**

## **Cameroon Worksheet- Historian**

### **Notes**

# 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 %?

# **Comparing Rainforest Countries - Day 2 - page 14**

## **Cameroon Worksheet- Environmentalist**

### **Notes**

# 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?

# **Comparing Rainforest Countries - Day 2 - page 15**

## **Indonesia Worksheet- Economist**

### **Notes**

# 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?

# **Comparing Rainforest Countries - Day 2 - page 16**

## **Indonesia Worksheet- Geographer**

### **Notes**

# 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.



# **Comparing Rainforest Countries - Day 2 - page 17**

## **Indonesia Worksheet- Zoologist**

### **Notes**

# 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?

# **Comparing Rainforest Countries - Day 2 - page 18**

## **Indonesia Worksheet- Historian**

### **Notes**

# 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 %?

# **Comparing Rainforest Countries - Day 2 - page 19**

## **Indonesia Worksheet- Environmentalist**

### **Notes**



# **Comparing Rainforest Countries - Day 2 - page 20**

## **Group Fact Sheet**

### **Notes**

# 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***

# **Comparing Rainforest Countries - Day 2 - page 21**

## **Group Fact Sheet**

### **Notes**

# 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***

# **Comparing Rainforest Countries - Day 2 - page 22**


## **Group Answer Sheet**

### **Notes**

# 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?



# **Comparing Rainforest Countries - Day 2 - page 23**

## **Country Fact Sheet**

### **Notes**

## 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?**

## Comparing Rainforest Countries - Day 2 - page 24

### Country Poster Rubric

#### Trainer Notes:

- This is a great place to reinforce the use of the Web site [www.hpotech.org](http://www.hpotech.org) (Rubistar) This was one of the sites of the day on Day 2. Show the online example they have for making a poster.

## 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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# **Comparing Rainforest Countries - Day 2 - page 25**

## **Country Presentation Assessment**

### **Notes**

## 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

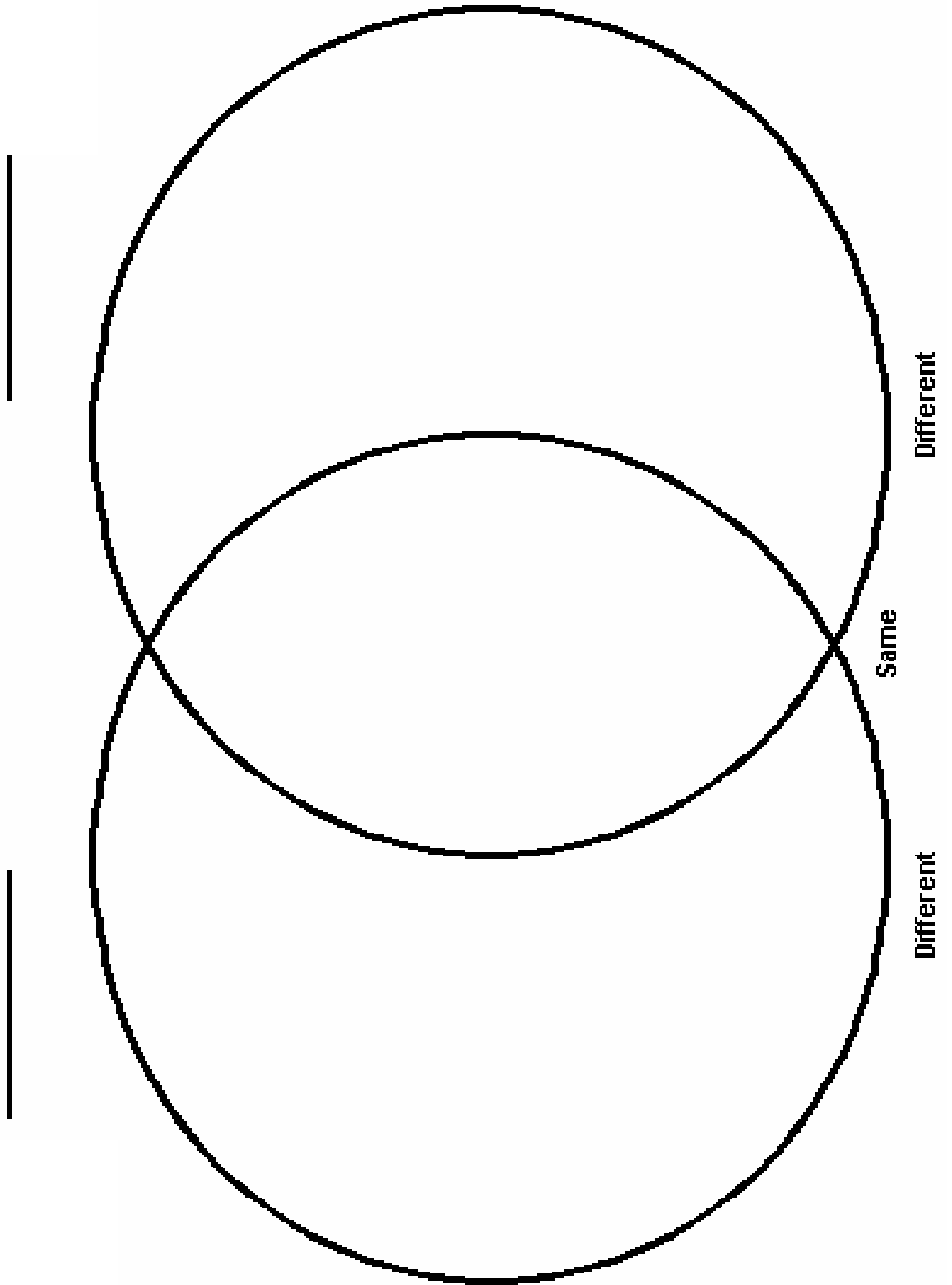
## Comparing Rainforest Countries - Day 2 - page 26

### Venn Diagram Storyboard

**Trainer Notes:** We will be using MS Word to create one of these to learn how to use drawing tools in Word. However, this is also a good time to show participants the Web site [www.venndiagram.com](http://www.venndiagram.com)

## Notes

**Venn Diagram Storyboard**



# **Comparing Rainforest Countries - Day 2 - page 27**

## **Creating a Venn Diagram**

### **Notes**

## 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.

# **Comparing Rainforest Countries - Day 2 - page 28**

## **Creating a Venn Diagram**

### **Notes**

- 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- Day 2 - page 29**

### **Notes**

## 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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## **Internet Island- Day 2 - page 30**

### **Notes**

<p><b>Partner Activity</b></p>	<p>Internet- <a href="http://www.miamisci.org/ii/ii0.html">http://www.miamisci.org/ii/ii0.html</a></p>	<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>
<p><b>Partner Activity</b></p>	<p>E-mail</p>	<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>
<p><b>Individual Work</b></p>	<p>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></p>	<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>

# **Internet Island- Day 2 - page 31**

## **Web Activity Sheet**

### **Notes**



## 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.

\_\_\_\_\_

# **Internet Island- Day 2 - page 32**

## **Web Activity Sheet**

### **Notes**

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- Day 2 - page 33**

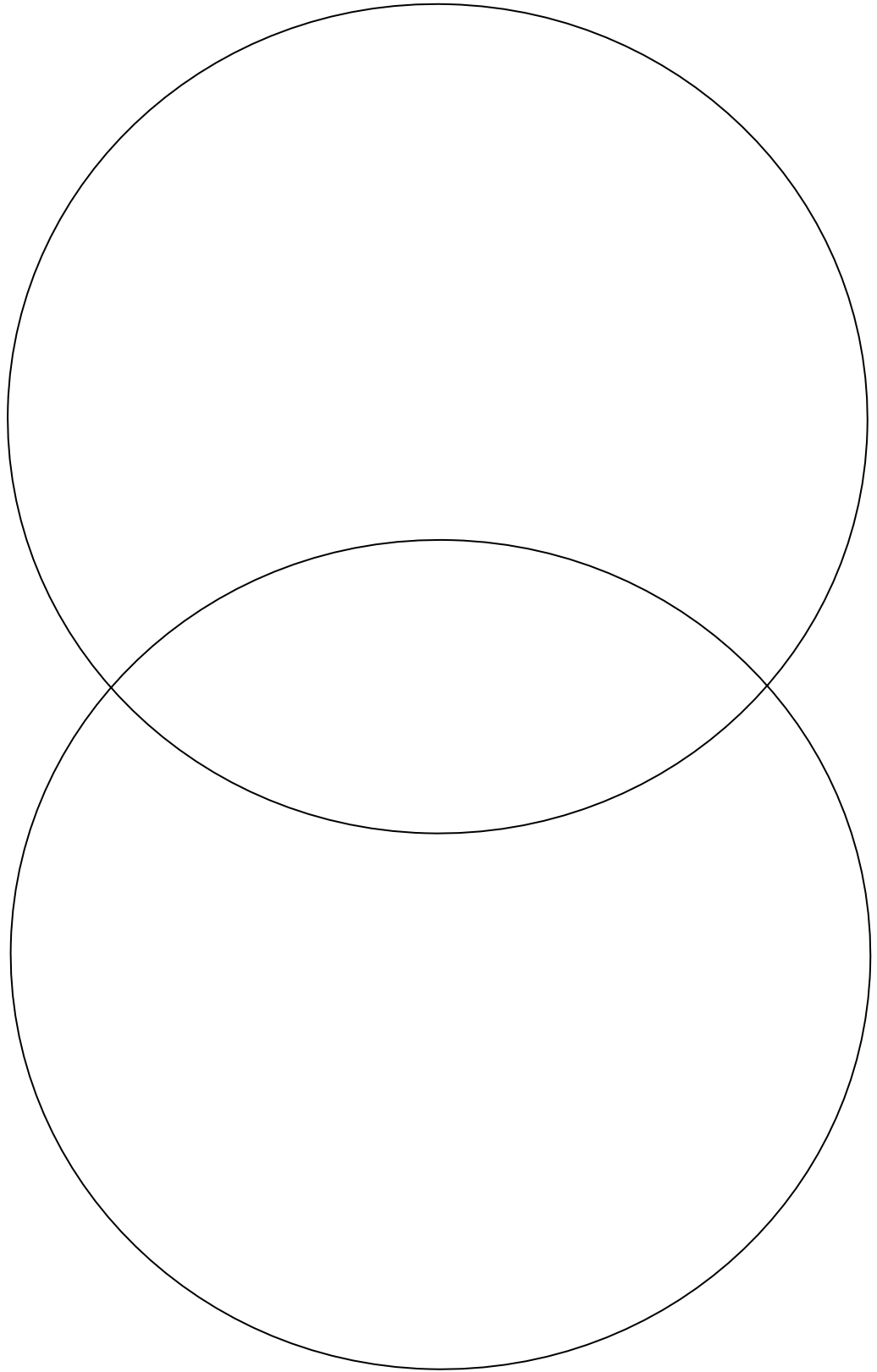
## **Venn Diagram Worksheet**

### **Notes**

**Internet Island Story Endings**

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

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



## **Integrating the Internet- Day 2 - page 34**

### **Notes**

## 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?

## The Internet as a Tool- Day 2 - page 35

### Trainer Notes - Searching the Web

Discuss with participants the objectives of the lesson.

#### Participant Objectives

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

I start out by asking who has a favorite search engine/utility. Take answers. Ask why. Almost always, they don't know why. That's when I compare the various search engines to different grocery stores. I present the idea that different stores have different products on the shelf just like search engines. I ask who has a favorite store and they almost always do. I ask why and they almost always say price, selection, service and location are the reason why it is their favorite. I make the connection again between stores and search engines. Next do a variety of searches using the search engines below.

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

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

# The Internet as a Tool for Educators

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

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

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

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

#### Yahoo

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

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

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

#### About.Com

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

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

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

## Search Engines- Day 2 - page 36

### Trainers Notes Continued:

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

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

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

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

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

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

## **Search Engines**

### **Ask for What You Need!**

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

#### **Google**

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

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

#### **Altavista**

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

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

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

#### **Teoma**

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

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

## **Search Engines- Day 2 - page 37**

### **Notes**

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

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

### **Profusion**

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

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

### **Dogpile**

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

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

### **Mamma**

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

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

## **Search Engines- Day 2 - page 38**

### **Notes**

## Specialized Searches

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

### Altavista Images

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

### Altavista Video

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

### Altavista MP3/Audio

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

### Google Images

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

### Google File Search

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

### Federal Government Search

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

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

## **Search Strategies- Day 2 - page 39**

### **Notes**

## What strategies should use when I search?

### Use More than One

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

### Learn How the Search Tool Works

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

### Broaden or Narrow Your Search

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

### Use Advance Search Features

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

## Evaluating Websites- Day 2 - page 40

### Trainers Notes:

How do you know when you find material that it is accurate? Accept answers and discuss how information can be verified. I like to stress that our focus should be on finding good information and sources fast but spend more time verifying information. This is a skill that we must be teaching to our students.

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

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

## Evaluating Web Sites

The quality of the sites you select is the most important factor in determining whether or not lessons that you do with the Internet are successful. As a teacher, you should always look at any sites before your children use them and be sure to explore all links that they may take, to be sure that they are appropriate for your students. Use the following criteria when deciding which sites to use in your classroom.

**Accessibility-** Make sure that the site is working on the day of the lesson. Don't just assume that it will be there whenever you need it. Sites are frequently changed and removed from the web, so just because it was there yesterday doesn't necessarily mean that it'll be there today. Make sure that all the links on that page are working. Don't assume anything!

**Speed-** How long does it take for the students to get to the site? How long does it take for the site to load? If a site has wonderful graphics and loads of information on a particular topic but takes 10 minutes to load, you will lose your students' interest in the process. If your connection is slow, think about getting WebWacker software that will download sites to a disk so students will have no wait time.

**Accuracy-** Just because it's posted on the World Wide Web doesn't mean that the information is accurate. Anyone can post a web site and many aren't reliable. Make sure that the information is presented by a reliable source, that you can locate the same information somewhere else or that you can contact the source to ask questions you may have about the information presented.

**Appropriateness-** Keep in mind your students interests, reading level and attention span when choosing a web site. You may find a super site with good information, but the text may be too difficult for your students.

**Appearance-** A text-only site may contain a wealth of information, but if there are no graphics that appeal to your students, they will be bored and uninterested in it. Keep in mind the speed issue when judging a site on appearance. A computer with a slow Internet connection can take much longer to load a site that is full of graphics.

## **Internet Issues & Pointers- Day 2 - page 41**

### **Trainers Notes**

# Internet Issues and Pointers

## Plug Ins

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

## Acceptable Use Policies

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

## Enlarging Your Screen Size

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

## Enlarging Text Size

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

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

## Internet Safety

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

## Things Students Should Know

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

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

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

## Google Search- Day 2 - page 42

### Trainers Notes: Google Advanced Search - Software Helper

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

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

### Trainer Notes -

#### Google Tricks

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

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

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

## Google Advanced Search

### 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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## **Google Search- Day 2 - page 43**

### **Notes**

<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>

## **Saving Graphics form the Internet- Day 2 - page 44**

### **Notes**

## 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.

## **Saving Graphics form the Internet- Day 2 - page 45**

### **Notes**

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.

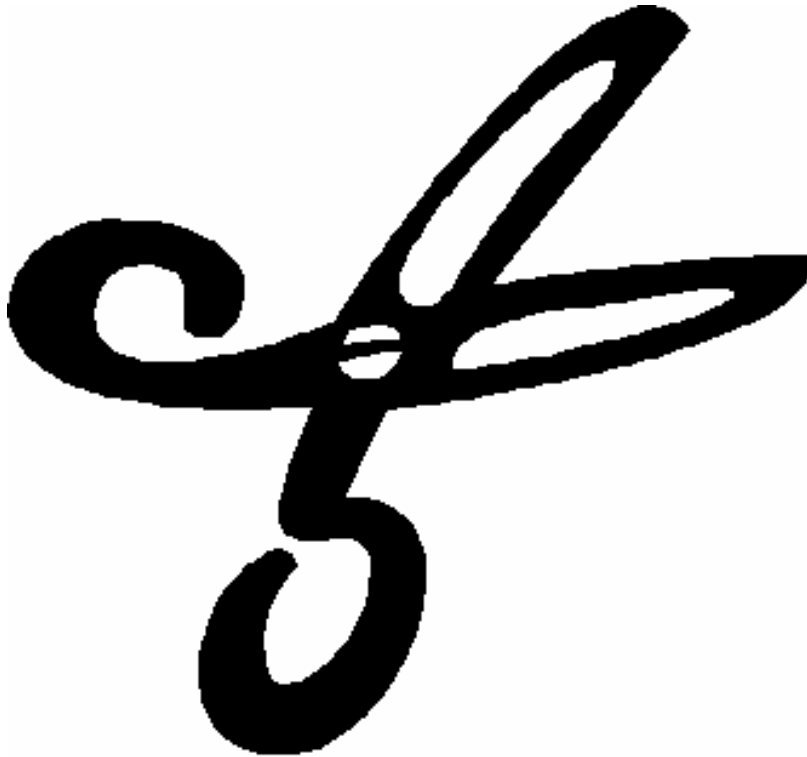
## **Saving Text form the Internet- Day 2 - page 46**

### **Notes**

## 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.



## Citing Internet Resources- Day 2 - page 47

### Trainers Notes:

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

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

Copyright Info- <http://www.i3forteachers.com/copyright.htm>

## 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 an IKeepBookmarks Account- Day 2 - page 48**

### **Notes**

## Setting Up a iKeep Bookmark Account

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

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

Remember my Login (on this computer)

*and use the bookmarks. Just type in the Account Name and click "Login".*

---

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

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

My Account Name:

My Authoring Password:

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

### 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

## **Setting up an IKeepBookmarks Account- Day 2 - page 49**

### **Notes**



## **Setting up an IKeepBookmarks Account- Day 2 - page 50**

### **Notes**

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.

## **Word Processing Basics- Day 2 - page 51**

### **Notes**

# 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.

## **Word Processing Basics- Day 2 - page 52**

### **Notes**

**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.

## **Word Processing Basics- Day 2 - page 53**

### **Notes**

- **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

## **Word Processing Tips- Day 2 - page 54**

### **Notes**

# 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.

## **Web Harvest Sheet - Day 1 - page 55**

### **NOTES**

# Web Harvest Sheet

Use this sheet to record URLs that you want to remember for later use.



URL	Title	Description

## Daily Closure

### Trainer Notes -

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