Day 1

Trainer Notes Day 1 Agenda

- Oceans of Fun
- Welcome, Housekeeping, Purpose of Training
- Water, Water Everywhere, but Where?
- Watery Writing
- Whole Group Learning Discussion
- Scan Converters & Data Projectors
- Daily Diary Writing
- Setting up E-Mail Accounts
- Windows Basics
- Assignments and Closing Remarks

Trainer Notes Day 1 Set-up Checklist

	Check the following website for any resources, templates, etc. you may need to teach i3 training. http://www.i3forteachers.com/trainers/index.htm
	Check software: Microsoft Word, Internet Explorer or Netscape, Inspiration and Virtual Globe.
	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 1 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 i3 participant folder.
	Check the video, National Geographic *Really Wild Animals Deep Sea Dive,* and the sound.
	Place post-it notes and pen at each workstation.
	Place red cups at each work station – classroom management strategy. Hang any artwork or materials to depict the Water theme for the training.
	Hang examples of work.
	Hang the Grouping charts.
	Group participants and hang names of group members under Grouping charts.
	Create name tags and place on top of each computer.
	Assemble Sign-in sheets.
	Assemble notebooks and place next to workstations.
	Set up a crate for group folders.
	Check paper and ink in printers.
	Load music CD and have playing as participants arrive.
	Hang Writing Process signs.

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/trainers/index.htm

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 or can be downloaded from the trainer web site at http://www.i3forteachers.com/trainers/index.htm

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/trainers/index.htm

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 1-3
Day 2 - Appendix Page 4-7
Day 3 - Appendix Page 8-13
Day 4 - Appendix Page 14-16, 21-24

Oceans of Fun – Day 1 - page 1

Trainer Notes – Introductory Activity / Ice Breaker/Creating a Template

- Have participants remove page 1 – Day 1 from the Notebook
- Participants are asked to walk around the room greeting one another and asking for others to initial their Oceans of Fun chart.
- The Oceans of Fun activity is more than an icebreaker activity. During the interaction with peers, participants will
    - gather information about each other
    - gather background information on oceans
    - use an electronically generated chart template

Trainer: End of Activity Discussion

- How many signatures were gathered? Who got the most signatures? You can give a prize to the person who got the most signatures.
- Use the information on Oceans of Fun to provide information for Housekeeping:
    - Ask who likes to eat seafood or Sushi. Comment on that and then tell them about break and lunch plans.
    - Who in the room drinks 8 glasses of water a day? Tell them where the restrooms are located.
    - Who can name three ocean animals? As you can see our theme for this training is Oceans or Water. During this training you will be participating in curriculum activities that are based on the ocean and at the same time you will be utilizing a variety of technologies. We will be modeling and you will be participating in activities that can be replicated in the classroom.
- We know that one of the points of this activity is to "meet and greet". Now let's look at page 1. What do you see? What is this? Responses you are looking for are:
    - Water – this is all tied around a theme
    - Looks like a table, bingo game, or math array

  Nearly everything we do in the training has a practical application that ties to what is done in a classroom. We have used a table format in Word to create this activity. On Day 3 you will create a table. The activities in which you participate can be connected to what you do in the classroom with students.
- **Finish Housekeeping**
    - Kiosk will be on each morning. Check it, complete the activities.
    - Go over sign-in sheets, group charts, check-off sheet and participant folders.
    - Markers and stickies: use to write down any questions that can be immediately answered, post on board so that trainer can answer.
    - Discuss working Notebook format. Point out the ID/Passwords record sheet and the Bookmark record sheet.
    - Add talking points on information you have added to the kiosk.

Oceans of Fun

No lounging in the beach chair for this one, you must get up and move around the room. The goal is to meet your classmates and find out if they have done any of the items below. Ask them to initial the square. See how many squares you can have initialed. Good Luck!

Has been to Sea World.	Likes to eat Sushi.	Has pet fish.	Collects shells.
Has been scuba diving.	Has seen a waterfall in person.	Caught a fish.	Likes to eat seafood.
Enjoys water-skiing.	Has a shark-tooth necklace.	Been on an island.	Can name three ocean animals.
Seen the movie Free Willy.	Has been to an aquarium.	Drinks 8 glasses of water a day.	Been deep-sea fishing.
Went swimming in a pond or lake.	Has eaten raw oysters.	Owns a boat.	Can name 3 different water forms.
Can name four oceans.	Has been to the beach.	Has been white-water rafting.	Swims for exercise.

Shifts in the Teaching and Learning Process
Day 1 - page 2

Trainer Notes – Briefly discuss the following items:

- How technology happens today.
- How technology impacts student achievement.
- Why it is important to focus on how to use technology with what I teach daily.
- What is our goal here?
    - It is not about what you know about the computer or how to use the computer, but about how to use the technologies for instruction that directly impacts student learning.
- Discuss the Shifts in the Teaching and Learning Process
    - This training is a journey that requires us to rethink the way we teach in the classroom. How can we integrate technologies? What difference will they make in the teaching and learning process? When do I use the technologies appropriately? Am I ready to change the way I am teaching?
- What is the i3 Inc. training concept:
    - Based on research on what makes good professional development.
    - Six years of successful implementation.
    - Includes training on:
        - State standards
        - Use of technologies
        - Classroom management
        - Best practice teaching and learning strategies
            - Whole group learning
            - Teacher-guided instruction
            - Small group
            - Paired learning
            - Peer-to-peer tutoring
            - Individual activities
        - Pedagogical concepts
    - Designed to meet state standards; the ISTE Performance Standards and allows you to meet the ISTE Standards for students – http://www.iste.org
    - Designed to focus on classroom lessons. Participants create and implement technology-connected lessons.

Shifts in the Teaching and Learning Process

Educational technology affords the opportunity for the following shifts to occur in the teaching and learning process.

- Shift from whole-group to small-group instruction.
- Shift from lecture and recitation to coaching.
- Shift from working with better students to working with weaker students.
- Shift toward more engaged students.
- Shift from assessment based on test performance to assessment based on products, progress, and effort.
- Shift from a competitive to a cooperative social structure.
- Shift from all students learning the same things to different students learning different things.
- Shift from the primacy of verbal thinking to the integration of visual and verbal thinking.

Source:

Collins, A. (1991). The role of computer technology in restructuring schools. Phi Delta Kappa, 28-36.

Requirements – Day 1 - page 3

Trainer Notes: Training Requirements

- Determine the requirements you want in place for participants.
- We included basic requirements for classroom technologies. Participants need to have a computer in their classroom to use with students prior to attending the training.
- Must attend all days of training. Any hours or days missed must be made up.
- Create #(you decide) number of technology connected lesson plans that are to be implemented and self-assessed in the classroom. Decide when participants are to turn in these lessons to you. You could create a database of technology-connected lessons that could be shared electronically.
- Presentation by participants at the end of the training sharing what they have accomplished.
- Read and share professional readings as assigned.
- Add requirements based on school district needs.

Requirements

Prerequisites:

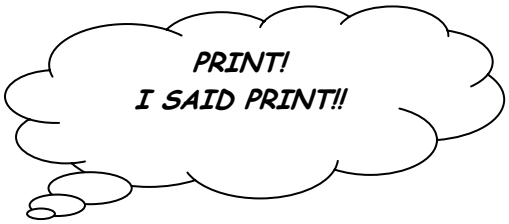
Have a Multimedia computer in your classroom.

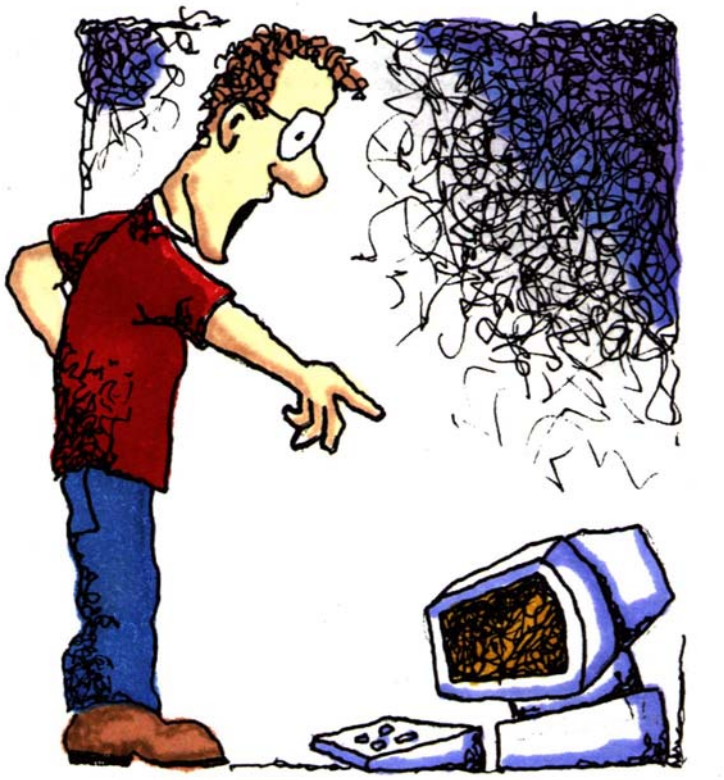
Attendance:

Must attend all days of scheduled training.

Assignments:

- Implement and submit ____technology-connected lesson plans.
- Tri-board or PowerPoint presentation to display sample lessons, student products, etc. due on Day 5. This is a celebration of your success.





Water, Water Everywhere, but Where?
Day 1 - page 4

Trainer Notes – Lesson Format
Discuss with participants how this lesson is designed. This lesson format is used throughout the five days of training. The format is set up to address the instruction for the training participants and the lesson that would be used in a classroom with students. We are modeling what is happening in a classroom while teachers are participating in the training. This format is the one that they will use in designing their required lessons.

Notes for training participants:
- Essential question for teachers: What will they learn during this lesson?
- Teaching strategies modeled
- Technology strategies modeled

Notes on lesson format:
- Essential question – expected student learning outcomes
- Learning standards – Michigan standards covered in the lesson

Notes on lesson objective:
The purpose of this lesson is to gather background knowledge on the earth's water. The gathered background knowledge will be organized for use in a writing activity in the next lesson. In fact, all information gathered will be utilized during the five days of training. We will focus on Science, Social Studies, and English standards in this lesson. Go over the learning standards.

Discuss how participants should always introduce lessons with objectives or standards so students know what they will be learning and the expected learning outcomes.

This lesson uses a multitude of technology resources with the primary objective to gather knowledge about the earth's water.

Water, Water Everywhere, but Where?

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: Can I effectively use one computer as an instructional tool in my classroom? How can a scan converter facilitate instruction? How do I use an electronic atlas?
		Essential Question: Where is the Earth's water located? How much of the Earth is water? How much of that water is usable? What are the names of some bodies of water? **Learning Standards (State of Michigan):** **Assessed:** **Science Standard V.2: Elementary** Identify sources of drinking water. (*Key concepts:* Water sources-wells, springs, Great Lakes, rivers. *Real-world contexts:* Examples of local sources of drinking water, including wells, rivers, lakes.) **Social Studies Standard II.2: Later Elementary** Describe the location, use, and importance of different kinds of resources and explain how they are created and the consequences of their use. **Social Studies Standard V.1: Later Elementary** Organize social science information to make maps, graphs and tables. Interpret social science information about local, state, and national communities from maps, graphs, and charts. **Social Studies Standard V.1: Early Elementary** Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience. Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables. **English/Language Arts Standard 3: Later Elementary** Determine the meaning of unfamiliar words and concepts in oral,

Water, Water Everywhere, but Where?
Day 1 - page 5

Trainer Notes – Lesson Format continued

Notes on lesson format:

- Materials – resources needed to complete the lesson

- Technology Connections – The technology that the teacher and student will use to complete the lesson.

- Procedures - Step-by-step procedures to complete the lesson. Please note that both K-2 and 3-5 procedures are included. We will be modeling Grades 3-5 approach to the lesson unless otherwise noted.

Teaching Strategies Modeled	Technology Strategies Modeled	
		visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. **English/Language Arts Standard 3:Early Elementary** Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources. **Nonassessed:** **Mathematics Standard III.1: Elementary** Organize data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs. Present data using a variety of appropriate representations and explain the meaning of the data.
Computers in the Classroom-Gateways to Communication and Learning http://www.techlearning.com/db_area/archives/WCE/archives/norris2.htm		**Materials:** Teacher created *PowerPoint*, Computer with Internet Connection, *Virtual Globe* or other electronic atlas software, student handouts. **Technology Connections:** Students will watch a video to gather background knowledge, gather information from a electronic atlas and a Web site, view a teacher-created *PowerPoint* presentation, use *Inspiration* to organize collected data and use word processing software to participate in a synergized writing activity.
Whole Group Instruction Building a knowledge base Pair/Share	VCR/Video	**K-2 Procedures:** 1. Introduce the theme by showing the water video. Pause at various points in the video to discuss different concepts and ideas. Students are using a data collection sheet to gather facts as they watch. You may want to collect information on the board depending on the age of your students. Pair/share information.
Whole Group Instruction	Electronic Atlas Virtual Globe	2. Using a globe or electronic atlas impress on your students how much of the world's surface is made up of water, more specifically "oceans." Use the tools in

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Trainer Notes – Lesson Format continued

Notes on lesson format:

- This page is a continuation of the K-2 lesson procedures.

Teaching Strategies Modeled	Technology Strategies Modeled	
		"Virtual Globe" an electronic atlas, to rotate the earth, illustrating this point. Label each of the continents and pinpoint each of the Earth's oceans. Have students label them on their map handout.
Whole Group Instruction		3. Using the atlas discuss with your students what other types of water forms they see on the map. Pinpoint the major rivers on the atlas and have them do the same on their map. Use this to discuss where these major rivers start and end. Talk about how rivers feed oceans. Also pinpoint the "Great Lakes" on the map. Discuss the difference between lakes and oceans.
Whole Group Instruction	Inspiration, Scan Converter	4. Open up a blank *Inspiration* document and begin creating a whole group web on what we know about water.
KWL-Mapping & Webbing Whole Group Instruction	Internet- http://ga.water.usgs.gov/edu/earthwherewater.html	5. Discuss with your students the concept of where water comes from. Do we create new water? Does water disappear? Use the Web site http://ga.water.usgs.gov/edu/earthwherewater.html. Write the following facts about the earth's water resources and have students copy them onto their fact- gathering sheet. • *The Earth does not gain or lose water.* • *We may be drinking the same water as the dinosaurs.* • *Most of our water comes from rivers.* Have students record water volume, percent of total water and total water volume on their data collection sheet.
Whole Group Instruction	PowerPoint, Scan Converter	6. Show the *Water, Water Everywhere, but Where?* PowerPoint presentation to your students (modify slide show to show only the Ocean, Lake, River, Stream and Pond). Explain that water is found in many different forms on the earth. Have students read each word aloud as you show the slides. Have them use their data

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Trainer Notes – 3-5 Procedures

- Open the training Handbook and remove pages 10, 11, 12, 15. Close your book and put it away.
- Hand out a copy of the United States map.

Trainer Notes – Video - Really Wild Animals – Deep Sea Dive – Whole Group Learning

Materials Needed:
National Geographic Really Wild Animals Deep Sea Dive Video
Page 10 Video Notes sheet

- We are using a new piece of technology…a VCR and a video. Show 2 minutes of the video (start 2:35 stop 4:35)
- Participants are to watch and listen. Discuss what they remember. Encourage participation.
- Rewind video. Ask how many use videos in the classroom. For what purpose? Traditionally we put in a video and show a 30-minute or longer program. We are going to use this video differently. I will be using the remote to segment the video so that you can gather background knowledge on bodies of water.
- This time when I show the video, you are to use page 10 from your notebook to record information you see and hear. Stop the video and discuss what participants wrote down. It is hard to watch and take notes at the same time. I have the option with the remote to pause the video so that students can gather more information. Pause on the diver and have participants call out everything they see. Give them time to write this information on page 10.
- **Pair and Share** – Have each participant pair with another participant and share the facts they have gathered adding facts to their lists on page 10.
- Watch the next segment and have participants write more facts.
- Ask how many wrote down more things they saw. Ask how many wrote down more things that they heard. We get information both through auditory and visual means.
- Write an "a" next to those items you saw and a "v" next to those items you heard.
- Discuss types of learners using the following Web sites;
  http://www.girlsite.org/Html/minds/quiz/auditory.htm
  http://www.girlsite.org/Html/minds/quiz/visual.htm
  http://www.girlsite.org/Html/minds/quiz/kinesthetic.htm
- The background information gathered will be used all 5 days. Put page 10 to the side until we are ready to use it again.

Teaching Strategies Modeled	Technology Strategies Modeled	
		collection sheets to gather more information about different water forms. Students are to define each water form and draw a corresponding picture. This is a whole group activity.
Whole Group Instruction	Internet- http://pittsford.monroe.edu/Jefferson/CALFIERI/maps&globes/mapsglobesframe.html	7. Visit *Maps and Globes* at http://pittsford.monroe.edu/Jefferson/CALFIERI/maps&globes/mapsglobesframe.html. Click on *Water Forms* on the left-hand menu, then scroll down and click on the different bodies to learn more. Read the highlights on each body of water. Write an appropriate sentence on the board that goes with each body of water presented. Have students copy those sentences on their Water Bodies Note Taking sheet.
		Evaluate students' completed maps, fact gathering sheets, and Water Words sheets for accuracy.
		3-5 Procedures:
Whole Group Instruction Pair/Share	VCR/Video	1. Introduce the theme by showing the water video. Pause at various points in the video to discuss different concepts and ideas. Students are using a data collection sheet to gather facts as they watch. You may want to collect information on the board depending on the age of your students. Students should pair/share information.
Whole Group Instruction Building a knowledge base	Electronic Atlas- Virtual globe	2. Using a globe or electronic atlas impress on your students how much of the worlds surface is made up of water, more specifically "oceans." Use the tools in *"Virtual Globe"* an electronic atlas, to rotate the earth, illustrating this point. Label each of the continents and pinpoint each of the Earths oceans. Have students label them on their map handout.
Whole Group Instruction	Electronic Atlas	3. Using the atlas discuss with your students what other types of water forms they see on the map. Pinpoint the major rivers on the atlas and have them do the same on their map. Use this to discuss where these major rivers

Water, Water Everywhere, but Where?
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Video Review

- The video that we used is 45 minutes long. For this lesson we used approximately 5 minutes. Our objective was to gather background knowledge in a whole group setting. Use the remote to segment videos for the exact information you need for a lesson. When students watch TV it is usually for pleasure, for numbing, for escape. We must use videos differently if we are to expect students to learn from them. We segment, pause and dissect the information for the learning experience.

Trainer Notes: Virtual Globe – Whole Group Learning

Materials Needed - *Virtual Globe,* World Map, page 11 and copy of World Map

- Bring up the electronic atlas on the projection system with it in the unlabeled mode. Start by instructing students to determine at what point this technology is necessary to complete the goals of the lesson. Ask participants what is the largest body of water. Their answer should be oceans. Use the world map-recording sheet, page 11. Label the oceans on this map. **Place red cup on top of computer when finished with assignment**. (Classroom management strategy). Sometimes it is easier to find the oceans if we label our landmasses so let's label the continents we see on this map.
- On the back of the map, participants should take any relevant notes on the lesson.
- Present various aspects about bodies of water whole group using *Virtual Globe.* Emphasize that this is a teacher-directed activity. Trainer only having hands-on the computer.
- Let's look at the Oceans from a Global perspective.
- Begin in Atlantic Ocean- named continents and oceans
- Go back through 4 oceans - go back and pull in the labels so that they can check their work
- Let's start down at the bottom of South America. Where does the Pacific Ocean stop and Atlantic Ocean start- no line of demarcation
- Point out Atlantic and Indian Ocean and point out the interconnectedness of all the ocean - getting at the concept of one big ocean and connected to water cycle- oceans labeled on the way they fit around landmasses
- We've explored what we think is the largest body of water. Now let's look at the rivers in North America. Click on North America. Click on US to zoom in.
- Point out the Gulf of Mexico and have them label it on there map.

Water, Water Everywhere, but Where?
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- What are these blue squiggly lines on this map? Does anyone know which river is the longest one? Take answers on what students think the longest river in the United States is.
- These lines are the major river systems - where do they end up? Ocean.
- Zoom in on the US and point out some of the rivers mentioned by students. The Mississippi river will always be mentioned so start with that one.
- Does anyone know where the Mississippi river starts? Click on the river and highlight it showing smaller tributaries.
- Here is where this resource differs from a globe. I can bring up information or facts about what we are studying.
- Using the "contents" portion of the software gather more specific facts about the Mississippi; starting/ending point, length, economic impact. Do the same for the Missouri river.
- The questions to ask yourself- Am I doing this because it is neat or because it is going to get me to my instructional goals?
- Now take a look at the Great Lakes area. How were these formed? Where does the water come from? Can I get to the ocean from Lake Michigan? Reiterate the interconnectedness of all the water sources.
- Keep emphasizing that this is the base we are forming today. That this is the information that will be the foundation for other lessons.
- Discuss using Virtual Globe as a resource for teaching. What is the value of using a piece of "cool" software for this activity? Discuss the importance of choosing the most effective resource for a lesson.
- We have used the *Virtual Globe* in a whole group lesson to develop and teach concepts with students.

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Trainer Notes: Where is the Earth's Water Located – Whole group learning

Materials Needed: http://ga.water.usgs.gov/edu/earthwherewater.html
Page 12 Student Note taking sheet

- Present the Internet address below and complete the activities on page 12. http://ga.water.usgs.gov/edu/earthwherewater.html
- Participants are to take out page 12.
- Where is water really? We are using an Internet site to get additional information on water. I will have my hands-on the computer during this activity while you are gathering information and writing it on your data collection sheet.
- Note that I already had this Internet site "open" and ready to use. If I do not have access to the Internet in my classroom I can save this Internet site to a hard drive so that it can be used when I am ready. I could also print the pages and provide to students so they can read the information.
- Most of the water we have is where?
- Participants are to write down the forms of water – vapor, liquid, and solid.
- Read first portion of the site aloud, bringing out water cycle information.

TECHIE Talk:

Hands-on activity after Where is the Earth's Water Located lesson is complete

- Turn on monitors.
- Have participants open this Internet site. http://ga.water.usgs.gov/edu/earthwherewater.html
- Teachers need to make sure that the information on an Internet site that students are using is accurate. You are the final gatekeepers for your students when they are using assigned Internet sites.
    - Check the facts on the page.
    - Who created the site? Check the URL. Tell participants what URL means and the difference between .gov, .com, or.edu.
    - Who owns the site?
    - Who created the site?
    - When it was last modified?
    - Can I contact the owners of the site with questions?
    - Where is the information coming from?
    - After I determine the legitimacy of the site I need to determine if the information is at the right level for my students abilities.
- Participants should open a new Internet window – Ctrl N or File New.

Teaching Strategies Modeled	Technology Strategies Modeled	
		start and end. Talk about how rivers feed oceans. Also pinpoint the "Great Lakes" on the map. Discuss the difference between lakes and oceans. Have students draw and label on their maps: • North America- Mississippi River and the Gulf of Mexico • North America- Great Lakes
Whole Group Instruction	Inspiration Scan Converter	4. Open up a blank *Inspiration* document and start creating a whole group web on what we know about water. Students could also use a ready-made Inspiration template to gather their information in small groups around one computer or in a lab setting.
Whole Group Instruction	Internet- http://ga.water.usgs.gov/edu/earthwherewater.html	5. Discuss with your students the concept of where water comes from. Do we create new water? Does water disappear? Use the Web site http://ga.water.usgs.gov/edu/earthwherewater.html. Have students record water volume, percent of total water and total water volume on their data collection sheet. Write the following facts about the earth's water resources and have students copy them onto their fact-gathering sheet. • *The Earth does not gain or lose water.* • *We may be drinking the same water as the dinosaurs.* • *Most of our water comes from rivers.*
Whole Group Instruction	PowerPoint Scan Converter	6. Show the *Water, Water Everywhere, but Where?* PowerPoint presentation to your students. Explain that water is found in many different forms on the earth. Have students use their data collection sheets(Page 15) to define each water form. This is a whole group activity.
Whole Group Instruction		7. Visit *Maps and Globes* at http://pittsford.monroe.edu/Jefferson/CALFIERI/maps&globes/mapsglobesframe.html As a whole group

Water, Water Everywhere, but Where?
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- Have participants open two web browsers at the same time. Show side-by-side, minimize and demonstrate how to maximize from the task bar.

Trainer Notes: KWL with Inspiration – Whole Group

Materials Needed: *Inspiration* Note taking sheets 10, 11, and 12

- Trainer should have a Water, Water Everywhere template in Inspiration created and minimized on the task bar ready to use for this activity.
- Students have gathered information on water. We will now organize it into a KWL chart.
- Review KWL charts. Excellent tool to access prior information and to develop a plan for investigation of 3 critical questions:
  - **K** What do we Know?
  - **W** What do we Want to find out?
  - **L** What did we Learn?
- Open the template Water, Water Everywhere. Choose a "driver" someone in the class who will operate the computer while you lead the instruction. Tell the "driver" to make some spelling errors.
- Have participants call out what they "Know" about water. Start with Ocean information. Enter it into the web by using the Rapid Fire button in *Inspiration.*
- Facts are scattered all over the page. To organize click on the Arrange button and use the Top Down Tree and Lower Level Center.
- Click on Zoom to show whole web.
- Click on Outlining and change to Outline.
- Check spelling.
- Why did I have a student "driver"?
- Participants will now create this same KWL chart completing the information for Oceans, Lakes, Rivers and Other information while learning to use *Inspiration.*

Trainer Notes: KWL with Inspiration – Individual Hands-on

Materials Needed: *Inspiration*

Note taking sheets 10, 11, and 12

- Step participants through the process of opening *Inspiration.* You are going to create this graphic organizer and you will be adding additional information throughout the training. You will also continue to learn to operate this piece of software.
- Go to the Start menu, choose programs, Inspiration 6, then click on Inspiration 6
- Point out that the Main idea is highlighted. Type Water, Water Everywhere

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- Go to format, change size to 18
- Show how to click in and out of writing area
- Click on Rapid Fire
- Type- Oceans (enter) Type- Rivers (enter) Type- Lakes (enter) Type- More Information (enter)
- Click on Oceans. Click on Rapid Fire. Enter Ocean information.
- Do the same for rivers, lakes, and more information
- Show how to Save. Do together. File, save, ask two questions – what am I going to call it, and where am I going to put it? Save early and often. Give clear directions on how to save. What to call it? Where to put it?
- Have participants:
    - Change the font, style, text
    - Insert graphics from the libraries
    - Use/text/line/fill color
    - Use of hand cursor to place the web in the center of the screen
    - Zooming in with the big and little mountains
    - Resizing and moving a symbol
    - Use Edit, Select, Symbols to select all symbols for changes
    - Demonstrate outline view
    - Add their name to the organizer by creating a detached item with the create button on the toolbar.
    - See name in outline mode
    - Print graphic organizer. Follow these steps. All participants go to file, print. STOP. See print window. Don't hit print until I tell you when. We are going to print in order so that the student work is organized and collated. Designate a class print manager who will go to the printer and get the collated graphic organizers. All students will not have to stand and wait on the printer.

Trainer Notes: Water, Water Everywhere, but Where? PowerPoint Activity

Materials Needed: Water, Water Everywhere PowerPoint and Page 15 Look at Page 15 – Water Bodies Note Taking Sheet

- This activity uses the program PowerPoint, a multimedia program, to introduce vocabulary words. As the teacher, I created this to teach this lesson. It can also be used for individual work, for students who were absent and missed the lesson,

emailed to parents who can practice with their child, or print it out and use it as a learning resource in the classroom.

- Introduce the vocabulary words, whole group, having participants write down the definition on Page 15.
- Stop at the word stream. The purpose is not to write down all of the definitions but to model the use of a multimedia program to learn a skill.

Notes Page

Water, Water Everywhere, but Where?
Day 1 –page 9

Trainer Notes – Water Bodies Activity
Materials Needed – Internet site
http://pittsford.monroe.edu/Jefferson/CALFIERI/maps&globesframe.html
Note taking sheet page

- Divide group into 3 separate groups for this activity. All monitors should be turned off except for the stations that the three groups are using. Use the note-taking sheet.
- Open an Internet browser and type in the address above.
  Classroom Management Strategy - Put your cup up when you are looking at the same page that I am.
- Discuss browsers briefly – Netscape and Internet Explorer.
- When completing this activity in the lab, pairing or grouping students together increases the speed of the Internet.
- Click on Water Forms to the left of the frame. Explain frames.
- Assign each group a topic – Oceans, Lakes, Rivers.
- Gather as much information as possible and write facts on note taking sheet. Information will be used later.
- Take the quiz at the end of the selection.

Trainer Notes – Water Bodies Activity – Follow-up Discussion

- How do you do this with four people around a computer?
  - Assign jobs – driver, oral reader, writer, time keeper.
  - Read aloud.
  - Pose questions.
  - Dialogue with group members.

Teaching Strategies Modeled	Technology Strategies Modeled	
Partner Activity	Internet- http://pittsford.monroe.edu/Jefferson/CALFIERI/maps&globes/mapsglobesframe.html	activity click on *Water Forms* on the left-hand menu, then scroll down and click on oceans to learn more. Read the highlights on oceans and have students gather the data on their collection sheet. Take the online quiz as a whole group. Next, pair students up and have them explore and collect data on the other bodies of water using the Web site. This should be a timed activity. Even if you have access to a lab students should be paired and computer monitors not in use should be turned off. 8. Open *Inspiration* document and add new information discovered about water. Evaluate students' completed maps, fact gathering sheets, Water Words sheets for accuracy. **Assessment:** Students will be assessed on their answers on the Fact Gathering Sheet, Water Words sheet, and completed maps. **Extension:** You may choose to have students create a graph using The Graph Club or Excel software that compares the average depth of each ocean using the information in the Maps & Globes Ocean page.
Whole Group Instruction	Inspiration	

Video Notes – Day 1 - page 10

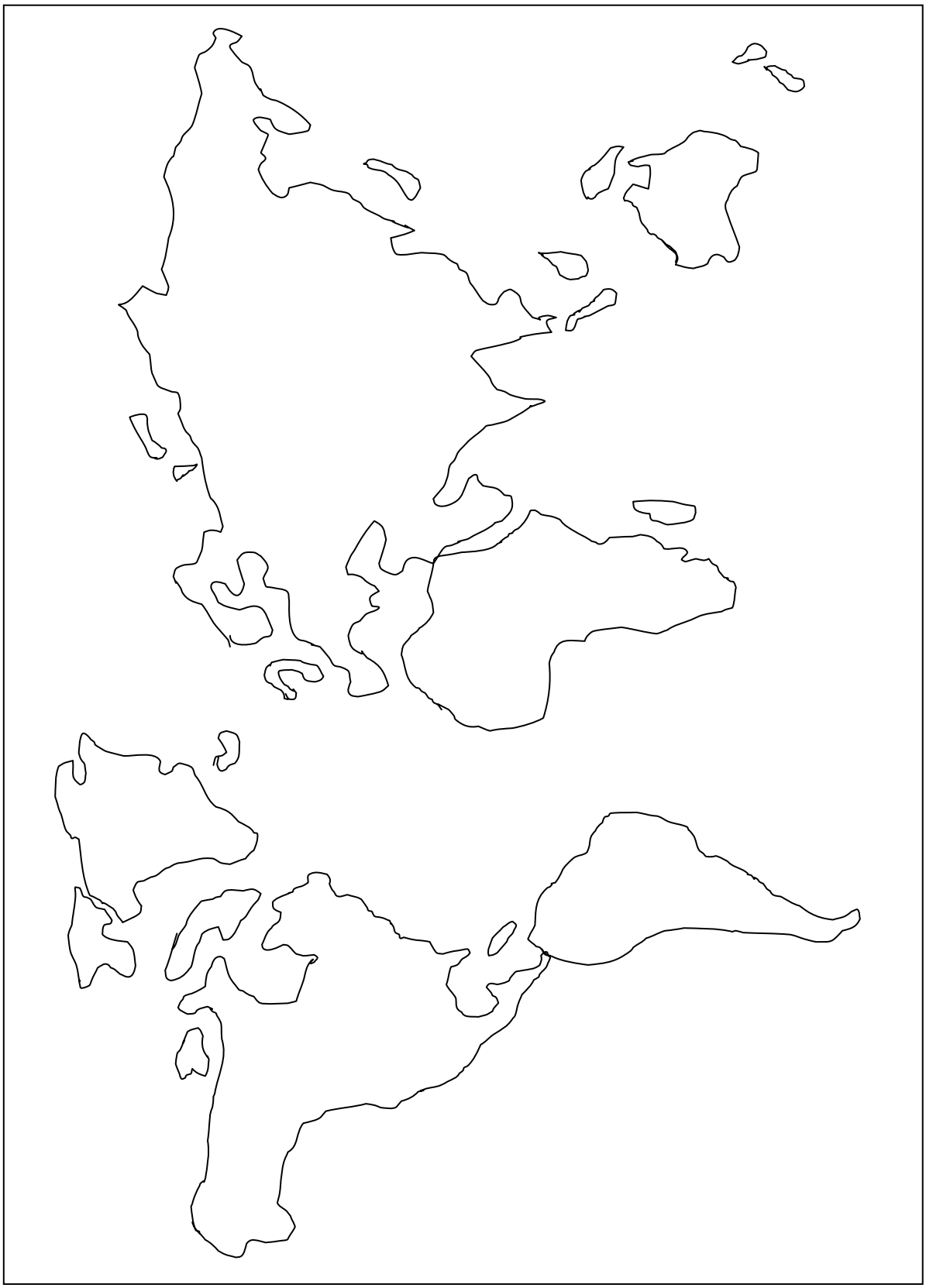
Data Collection sheet for the National Geographic Really Wild Animals – Deep Sea Dive Video

Video Notes

Where in the World is the Water? Map
Day 1 - page 11

Data Collection map for the *Virtual Globe* activity in Water, Water Everywhere, but Where? Lesson.

Where in the World is the Water?



Where is the Earth's Water Located?
Day 1 - page 12

Data Collection sheet for the Internet activity in Water, Water Everywhere, but Where? lesson.

Where is the Earth's Water Located?

http://ga.water.usgs.gov/edu/earthwherewater.html

Answer the following questions as you listen to your teacher read through the information contained on the site. Fill in the chart at the bottom.

1. Does the earth gain or lose water? Why or why not?

2. How much water is available for us to use?

3. From what source does most of our usable water come?

Water Source	Water Volume	Percent of total water
Oceans		
Icecaps, Glaciers		
Groundwater		
Freshwater Lakes		
Inland Seas		
Soil Moisture		
Atmosphere		
Rivers		
Total Water Volume		

Maps & Globes NoteTaking Sheet 3-5
Day 1 - page 13

Maps & Globes Notes Taking Sheet (3-5)

Gather at least 3 more detailed facts about water

http://pittsford.monroe.edu/Jefferson/CALFIERI/maps&globes/mapsglobesframe.html

Oceans

Lakes

Rivers

Other Water Forms

Water Words k-2
Day 1 - page 14

Data Collection sheet for the PowerPoint vocabulary lesson for grades K-2. Students are to draw a picture to represent each water word.

Water Words (K-2)

Draw a picture to go with each water word.

Ocean

Lake

Pond

River

Water Bodies Note-Taking Sheet 3-5 Day 1 - page 15

Data Collection sheet for the PowerPoint vocabulary lesson for grades 3-5. Students are to write definitions of the listed words using the PowerPoint lesson.

Water Bodies Note-Taking Sheet (3-5)

Write the definition of each body of water.

Oceans_____
_____

Lakes_____
_____

Rivers_____
_____

Ponds_____
_____

Streams_____
_____

Estuary_____
_____

Sound_____
_____

Strait_____
_____

Bay_____
_____

Lagoon_____
_____

Swamp_____
_____

Gulf_____
_____

Watery Writing – Day 1 - page 16

Trainer Notes – Writing Activity
Participants will use the background knowledge gathered on water and bodies of water during the Water, Water Everywhere, but Where? lessons to produce a writing activity. Students will participate in the writing process using an electronic word processing program.

Materials Needed:
- Microsoft Word or writing software of choice
- Water, Water Everywhere graphic organizer
- Page 25, 3-5 Writing Storyboard
- Page 26, Peer Editing Checklist
- Page 27, Student Self-Assessment
- Page 28, Assessment
- Pages 29 – 34, Information on the Writing Process

Trainer Notes - Synergized Writing Activity – Drafting At this point all participants have had an opportunity to discover new information about water. As in the classroom setting they need to have an opportunity to talk about what they have learned. This will provide the teacher with an opportunity to make sure all students understand the topic - Water. Participants will be involved in a synergized writing activity, working in a whole group setting drafting a paragraph on the topic. This writing activity is designed to receive input from everyone on the topic and to create the whole (the paragraph) in an unthreatening environment. Trainer uses this time to teach the basics of a word processing program. Model the use of the word processor on a large screen, using 24-point size, to create a page title "Water, Water Everywhere, but Where?" Type information volunteered about Water by the students into the word processor. Disregard grammatical errors at this time.

Trainer Notes – Revising activity The revising stage focuses on meaning. Reading aloud is beneficial way for the author to examine his own writing. Ask participants to orally read 2-3 lines of the text typed during the drafting stage. Most will quickly realize that the flow of ideas is irregular and English grammar conventions are needed to refine the meaning of the text.

Demonstrate the use of the following skills: highlight, copy, paste, insert cursor, highlight and replace, add capital letters, spellchecker, thesaurus, etc.

Watery Writing

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: How do I use the outline feature of Inspiration? How do I collect and use graphics from the Internet? What are the steps in the Writing Process?

ABC's of the Writing Process http://www.angelfire.com/wi/writingprocess/		**Essential Question:** What have I learned about the Earth's Water? Can I write a paragraph/sentence stating what I've learned? **Learning Standards (State of Michigan):** **Assessed:** **Language Arts Standard III.5: Later Elementary** Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, disc **Language Arts Standard III.5: Early Elementary** Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. **Language Arts Standard III.8: Later Elementary** Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. **Language Arts Standard III.8: Early Elementary** Respond to the ideas or feelings generated by texts and listen to the responses of others. **Language Arts Standard VII.4: Later Elementary** Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes,

Watery Writing – Day 1 - page 17

Trainer Notes – Continuation of lesson standards, materials needed, technology connections and K-2 procedures.

- Explain to the participants how the synergized writing lesson points directly at the curriculum, calling upon all of the language arts: reading, writing, speaking and listening as avenues for processing the new knowledge on Water.
- Have participants type a paragraph about Water using a word processor.
- Print work to edit with peer assistance.

Trainer Notes – Editing activity The editing stage focuses on examining the writing for mechanical errors such as spelling, grammar, and structural errors. Peer editing is beneficial and promotes collaboration among students. Editing checklists will assist in identifying errors. Text to speech in software will also be very beneficial in this phase as student pairs listen to the written work and identify deficiencies.
Share paragraphs with a partner and peer edit using the Student Self-Assessments on page 22 and 23 or 26 and 27.

Techie Talk – Word Processing Fundamentals –
Word processing skills are taught throughout the five days of the training. The listed skills are skills the trainer will want to teach but not necessarily all at one time. Teach these skills when the time is appropriate within the framework of a lesson.

- How to Use Menus
- How to Open Toolbars- Standard, Formatting, Picture and Drawing Toolbars
- Hiding, Display Location, and Moving Toolbars
- Opening a File
- Editing Text
- Inserting, Replacing, and Deleting Text
- Highlighting Text
    - Double-click a word
    - Highlight a line click in front of line or Triple Click
    - Move cursor in front of desired area to highlight. Hold down the Shift Key. Move and place the cursor at the end of area to be highlighted.
- Cutting, Copying and Pasting Text can introduce shortcut keys
- Changing Font Type, Size, Color, Style, Alignment
- Using the Undo Feature
- Adding Clipart to the Document
    - Insert Clip Art
    - Searching in Categories

Teaching Strategies Modeled	Technology Strategies Modeled	
		such as informing, persuading, entertaining, and inspiring. **Language Arts Standard VII.4: Early Elementary** Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading. **Materials:** Student Writing Center, Inspiration, Internet, blow-up globe, world map **Technology Connections:** Students will use the facts they gathered in their Inspiration Web to create an outline. They will use that outline to write sentences (K-2) or paragraphs (3-5) in Student Writing Center. Students in grades 3-5 will collect a graphic from the Internet to use in their project. **K-2 Procedures:**
Whole Group Instruction	Inspiration Scan Converter	1. Review the information about water that students learned in the previous lesson. As you point out different bodies of water on a wall map, ask students to identify whether each is an ocean, river, or lake. 2. Show students the class Inspiration Web that was created and review the information written in each field.
Whole Group Synergized Writing Activity	Student Writing Center Scan Converter	3. Ask students to help you use that information to write a class paragraph. Seat all students on the floor where they can see the computer, and give one student a blow-up globe. Ask that student to tell you a beginning sentence for the paragraph. Type the sentence into a new document in Student Writing Center. The first student passes the globe to someone else who gives you the second sentence. Keep passing the globe until you have enough sentences for your rough draft. 4. When you have finished the paragraph, explain that you are going to begin the revision process. Ask students to help identify any sentences that don't belong or are not in the right order. Make changes upon students' suggestions

• Watery Writing – Day 1 - page 18

- **Trainer Notes – Continuation of the procedures for the Watery Writing activity.**

        - Insert Clipart
        - Preview Clipart
        - Adding Clipart to categories
        - Finding Similar Clipart
    - Conducting a word search using the Search for clips location
    - Inserting Clipart from Clips Online
    - Insert from Files and Folders
- Saving a Document
    - Save
    - Save As
- Saving a Document to Different Locations
    - A-Drive
    - Desktop
    - My Documents
- Printing a Document
- Closing a Document
- Using Help Menu

Trainers Notes – Publishing.
Publishing is the motivation for students to write for authentic reasons and for real audiences. Refer to page 33.

Teaching Strategies Modeled	Technology Strategies Modeled	
		and have them to continue to pass the globe. 5. When all revisions have been made, explain that you are going to start the editing stage. Ask students to help you identify any misspelled words or mistakes in punctuation/capitalization. Make sure that all students have received the globe and have had a chance to participate in the writing process by the end of this stage.
Individual Work		6. Give each student a storyboard. Ask students to write their own sentences using what they have learned about water.
Partner Activity		7. Assign each student a peer editor (grades 1-2) with whom they will exchange papers. Give students a checklist to guide their editing.
Individual Work	Student Writing Center	8. After editing, allow students to publish their writing using Student Writing Center. Allow them to print their work and share it with a peer.
Whole Group Instruction		**3-5 Procedures:** 1. Review the water information that students learned in the previous lesson. As you point out different bodies of water on a wall map, ask students to identify whether each is an ocean, river, lake, etc.
	Inspiration Scan Converter	2. Show students the class Inspiration Web that was created and review the information written in each field. 3. Using Inspiration to create an outline. Ask students to organize the information on their class web under the appropriate headings and add new information when appropriate.
Whole Group Synergized Writing Activity	Student Writing Center Scan Converter	4. Ask students to help you use that information to write a class paragraph. Seat all students on the floor where they can see the computer, and give one student a blow-up globe. Ask that student to tell you a beginning sentence for the paragraph. Type the sentence into a new document in Student Writing Center. The first student passes the globe to someone else who gives you the second sentence. Keep passing the globe until you have enough sentences for your rough draft. 5. When you have finished the paragraph, explain that you are going to begin the revision process. Ask students to

Watery Writing – Day 1 - page 19

Trainer Notes – Continuation of the procedures for the Watery Writing activity.

Teaching Strategies Modeled	Technology Strategies Modeled	
		help identify any sentences that don't belong or are not in the right order. Make changes upon students' suggestions and have them to continue to pass the globe. 6. When all revisions have been made, explain that you are going to start the editing stage. Ask students to help you identify any misspelled words or mistakes in punctuation/capitalization. Make sure that all students have received the globe and have had a chance to participate in the writing process by the end of this stage. 7. Now give each student a storyboard. Ask students to write their own paragraph about what they have learned about water. 8. Allow students to go to the Water Science For Schools Picture Gallery at http://ga.water.usgs.gov/edu/mpg.html. Ask them to locate a graphic to use with their paragraph. Have them save the graphic to their computer and record the graphic's source and location on their storyboard. 9. Assign each student a peer editor with whom they will exchange papers. Give each editor a checklist to use as they check their partner's papers for mistakes. 10. After editing, allow students to publish their writing using Student Writing Center. Show them how to add their saved Internet graphic. Allow students to print their work and share it with a peer. **Assessment:** Students will be assessed on their completed sentences/paragraphs with a self-evaluation and a rubric. **Extension:** Have students research a specific body of water and prepare a written report in Student Writing Center to share with the class.
Individual Activity	Internet http://ga.water.usgs.gov/edu/mpg.html	
Partner Activity		
Individual Work	Student Writing Center Internet	

Water, Water Everywhere! – Day 1 - page 20

Trainer Notes – Inspiration Outline example
This is an example of a graphic organizer that is created for the lesson plan Water, Water Everywhere, but Where? Participants are to use their organizers for the Watery Writing activity. The graphic organizer is considered a Pre-Writing activity.

Water, Water Everywhere!

Inspiration Outline

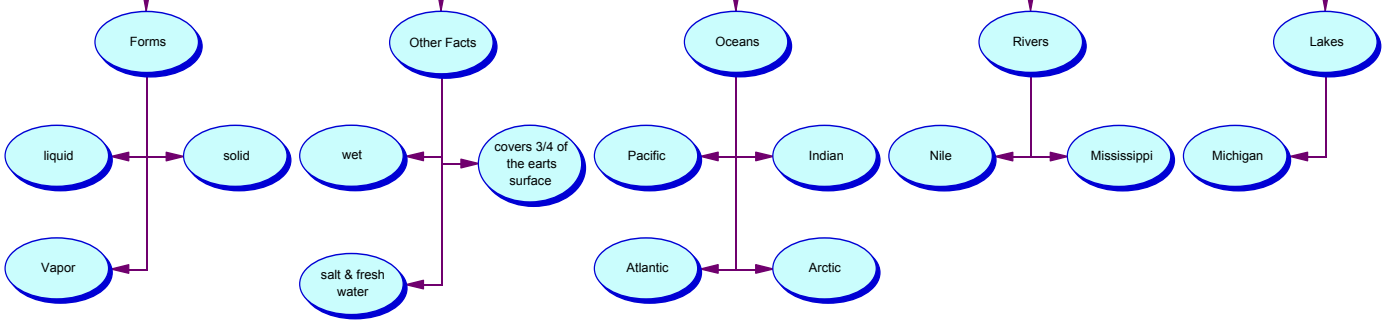
Other Facts
- wet
- covers 3/4 of the earth's surface
- salt & fresh water

Oceans
- Pacific
- Indian
- Atlantic
- Arctic

Forms
- liquid
- solid
- Vapor

Rivers
- Mississippi
- Nile

Lakes
- Michigan



K-2 Writing Storyboard – Day 1 - page 21

Trainer Notes – Storyboard for the K-2 writing activity. Students are to use this in the drafting stage of the writing process.

K-2 Writing Storyboard

Name: **Peer Editor:**

Write a sentence about water. Draw a picture about your sentence.

_____

_____

_____

_____

_____

_____

_____

Peer Editing Checklist – Day 1 - page 22

Trainer Notes – A checklist for students to use with a peer. Share paragraphs or sentences with a partner and peer edit using this checklist. Peer editing is beneficial and promotes collaboration among students. Editing Checklists will assist in identifying errors.

Students should always know prior to producing a product what their expected outcome is or what the teacher will assess. Teachers may use this checklist at the beginning of the assignment to make students aware of expected outcomes.

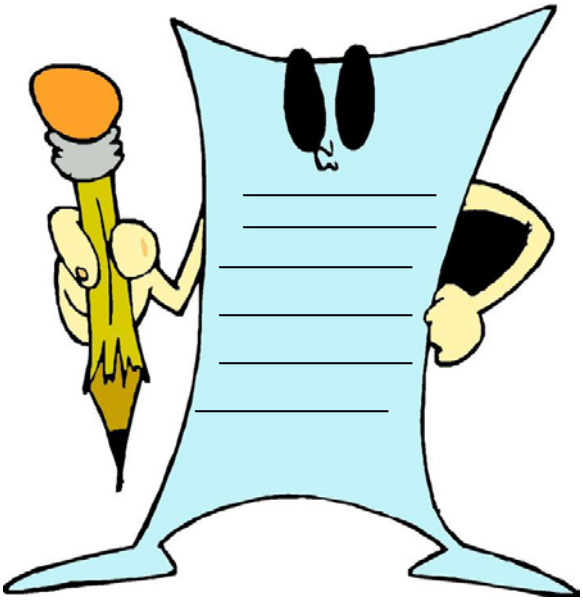
Peer Editing Checklist

Author's Name _____

Editor's Name _____

Put a check in each box.

- ❑ Each sentence begins with a capital letter.
- ❑ Each sentence ends with the correct punctuation.
- ❑ All words are spelled to the best of my ability.
- ❑ Each sentence is complete.
- ❑ Names of people and places are capitalized.
- ❑ I looked up words misspelled words in the dictionary.



Student Self-Assessment – Day 1 - page 23

Trainer Notes – A checklist for students to use to self-edit their work. Editing Checklists will assist students in identifying errors.

Students should always know prior to producing a product what their expected outcome is or what the teacher will assess. Teachers may use this checklist at the beginning of the assignment to make students aware of expected outcomes.

Student Self-Assessment

Name: **Date:**

Peer Editor: **Project:**

Color the smiley if you completed each direction.

☺ I followed directions.

☺ I used pictures and phonetic spelling.

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

☺ I completed a storyboard.

☺ I checked for correct use of capital letters and punctuation.

☺ I gave my best effort.

Assessment – Day 1 - page 24

Trainer Notes – A checklist for teachers to use when assessing student work.

Students should always know prior to producing a product what their expected outcome is or what the teacher will assess. Teachers may use this checklist at the beginning of the assignment to make students aware of expected outcomes.

Assessment

Name: **Date:**

☺ You followed directions.

☺ You used pictures and phonetic spelling.

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

☺ You completed a storyboard.

☺ You checked for correct use of capital letters and punctuation.

☺ You gave your best effort.

3-5 Writing Storyboard – Day 1 - page 25

Trainer Notes – Storyboard for the 3-5 writing activity. Students are to use this in the drafting stage of the writing process.

3-5 Writing Storyboard

Name _____Date _____

Peer Editor _____

Graphic:

File Name_____

Location_____

Graphic

Write a paragraph about water.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Peer Editing Checklist – Day 1 - page 26

Trainer Notes – A checklist for students to use with a peer. Share paragraphs or sentences with a partner and peer edit using this checklist. Peer editing is beneficial and promotes collaboration among students. Editing Checklists will assist in identifying errors.

Students should always know prior to producing a product what their expected outcome is or what the teacher will assess. Teachers may use this checklist at the beginning of the assignment to make students aware of expected outcomes.

Peer Editing Checklist

Author's Name _____

Editor's Name _____

Put a check in each box.

- ❑ Proper nouns are capitalized.
- ❑ The pronoun "I" is capitalized.
- ❑ The first word of each sentence is capitalized.
- ❑ Each sentence begins in a different way.
- ❑ Each sentence is complete (has a noun and a verb).
- ❑ There is a punctuation mark at the end of each sentence.
- ❑ Commas are used to separate items in a list.
- ❑ Apostrophes are used in contractions and possessives.
- ❑ Standard spelling is used throughout the paragraph.

Student Self-Assessment – Day 1 - page 27

Trainer Notes – A checklist for students to use to self-edit their work. Editing Checklists will assist students in identifying errors.

Students should always know prior to producing a product what their expected outcome is or what the teacher will assess. Teachers may use this checklist at the beginning of the assignment to make students aware of expected outcomes.

Student Self-Assessment

Name: **Date:**

Peer Editor: **Project:**

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

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

Assessment – Day 1 - page 28

Trainer Notes – A checklist for teachers to use when assessing student work.

Students should always know prior to producing a product what their expected outcome is or what the teacher will assess. Teachers may use this checklist at the beginning of the assignment to make students aware of expected outcomes.

Assessment

Name: **Date:**

- The paragraph described the water in complete sentences.
- The paragraph included three facts about the water.
- The paragraph was edited for correct use of capitalization, punctuation, and spelling.
- Correct principles of grammar were followed.
- The writing process was followed: prewriting, drafting, revising, editing, and publishing.

Teacher comments:

Student comments:

The Writing Process – Day 1 - page 29

Trainer Notes – An overview of the writing process. As you are teaching the Watery Writing lesson you will cover the information on these pages.

Prewriting – Inspiration activity

Drafting – Synergized writing / using storyboards or the word processor

Revising – Revise draft either with pencil or paper or with word processor. If completing this electronically teach the participants how to highlight text, copy, paste, insert cursor, highlight and replace, add capital letters, spellchecker, thesaurus, etc.

Editing - Peer editing and self editing checklists

Publishing – Use a word processing program to publish the sentences or paragraph. At the same time teach the basic skills of a word processing program.

Related Resources	# The Writing Process

Writing as a Process

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

☑ Prewriting ☑ Drafting ☑ Revising ☑ Editing ☑ Publishing

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

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

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

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

The Writing Process – Day 1 - page 30

Continuation of writing process concepts

Prewriting

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

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

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

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

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

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

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

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

Drafting

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

- You do not have to include all points from your prewriting in your draft. Make sure that you pick your best thoughts and that all the ideas relate directly to your topic.
- Keep writing! Once you start writing, don't stop to correct

The Writing Process – Day 1 - page 31

Continuation of writing process concepts

spelling and mistakes in grammar. Just keep writing. You can correct errors later.

- Don't worry about the length of what you're writing. When you feel that you have explained all of the ideas in your writing, you are ready to go to the next stage.
- Reread what you have written to make sure there is enough content before going on to the next stage. If you haven't explained your topic fully, go back to your prewriting for more ideas and details.
- Make sure that you use illustrations and details that will catch the reader's attention.

For more Drafting suggestions, see http://www3.sk.sympatico.ca/fiss/first.htm

Younger students often need this stage of the writing process modeled for them. It often benefits these students to work with the teacher as a part of a whole or small group. Poor writers can be paired with a peer tutor for extra help during the drafting process for extra support. When students are working on their draft, the teacher should be available to conference with them.

Technology can be used to assist in this stage, but it may be easier for students to write their draft on paper before entering it in a word processor. This frees them to concentrate on what they are writing instead of worrying about the formatting and typing.

Revising

Revising is not the same thing as editing. When you edit, you check for errors in grammar and spelling. When you revise, you look at the meaning and the way that your ideas are presented. In the revision stage, students need to make changes, additions, and deletions. It is important to note that revision is not for editing conventions of spelling and grammar. When it is time for students to revise their work, the following checklist can be used:

Several methods that students can use to complete the revision process are found at http://www.angelfire.com/wi/writingprocess/revising.html

- Can you read it aloud without stumbling over words?
- Do all of your sentences relate to the topic?
- Does the sequence of events make sense?
- Are descriptive words used to describe characters or events?
- Do you have a catchy introduction and conclusion?
- Are you using the same words over and over again?
- Are all of your sentences complete?

The Writing Process – Day 1 - page 32

Continuation of writing process concepts

Students often need help completing this stage of writing. Conferencing can give students the feedback that they need to make changes and revisions. Students may conference with another student or the teacher. Younger writers should begin their revision process with a teacher conference, while more experienced writers can use peer conferencing. Once students are old enough to conference with peers, you need to teach them rules and procedures. Peer conferences can also be modeled for students to show them how to interact effectively with their peers and give constructive criticism. Initial peer conferences may be centered around a checklist that each partner completes to evaluate the writing.

You can create your own editing checklist at http://www.4teachers.org/projectbased/checklist.shtml, or use the one provided at http://206.218.128.2/laintech/peer.htm.

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

Editing

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

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

Some tips for successful editing:

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

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

The Writing Process – Day 1 - page 33

Continuation of writing process concepts
Note the technology writing tools for participants.

- Younger students should refer to classroom word walls when checking for spelling errors.

Publishing

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

There are many ways for students to publish their writing. Listed below are just a few:

- Have students read their story to the class using an Author's Chair. Students sit in a special chair used only for "authors" and read their writing to an audience.
- Ask students to record their writing onto an audiotape. This is an excellent addition to a child's portfolio and can show growth in reading and writing throughout the year.
- Make a book of students' writing. Allow students to create a cover and bind the book with a ring binder or yarn.
- Publish student writing in a school or class newspaper.
- Feature stories on a bulletin board and allow students to visit the board to read peer's writing.
- Create a multimedia presentation with illustrations using KidPix, Power Point, or Hyperstudio.
- Type a final copy onto a word processor and jazz it up with borders, clip art and special fonts.
- Allow students to post their writing on-line.
- Have students read their story to the principal, media specialist, or another adult.
- Allow students to work with a group to dramatize a story that they have written.
- Have students send their completed writing over e-mail to a parent, e-pal, friend, or teacher.

Places for students to publish on-line: http://www.liswa.wa.gov.au/funhouse/kidswrit.htm http://www.kidauthors.com/; http://www.veeceet.com/

Locate e-pals on http://www.keypals.com/ or http://www.epals.com/.

Technology Writing Tools

Over the past decade there have been many hardware additions to schools around the country that were created to facilitate the keyboarding process for students and teachers. The idea is that students can use these portable devices to enter data and word process

The Writing Process – Day 1 - page 34

Continuation of writing process concepts
Note the technology writing tools for participants.

	on smaller, portable and less expensive devices that can interface with their PC's. Students use these devices to word process and their PC's to do their final edit and publish. Below are some examples of these types of hardware. **AlphaSmarts** **Informational Links:** **http://www.alphasmarts.com** **http://webtech.kennesaw.edu/jcheek3/alphasmarts.htm** **Dreamwriters** **http://www.dreamwriter.com/content.asp** **http://www.kented.org.uk/ngfl/dreamwriter/**

Daily Diary – Day 1 - page 35

Trainer Notes: Activity that assess participant's thoughts and attitudes about curriculum and technology integration. This activity is completed daily with a new question for reflection.
Materials: Daily Diary question on Kiosk, Word Processing software

Writing Topic for Day 1 Diary

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

Small Group / Whole Group Sharing of Daily Diary

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

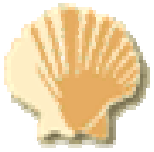
Trainer Notes:

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

Techie Notes:

- Working with documents and templates
    - Open a document from a previously created file or folder
    - Create a document template
    - Opening a template – directly clicking the template icon
    - Revising a template – opening as a Word document
    - Differences between documents and templates
    - Saving documents as templates
    - Understand difference between document icon and template icon

Daily Diary



Name:
Date:

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

Today's "Daily Diary" is

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

Setting up a Eudora E-mail Account – Day 1 - page 36

Trainer Notes – Assist participants in setting up an e-mail account. Refer to the step-by-step instructions to set up a Eudora account that are located with the Software helpers for Day 1.

This email activity should be adapted for each trainer based on the email system that you use.

Email is used daily with class participants. Each morning, participants check their email for a message from the trainer. They will need to answer a question that relates to the readings from homework and they will need to check the site of the day.

Setting up a Eudora E-mail Account

Getting Started:

- Open up your Internet browser.
- Click in the Location Box to highlight the URL.
- Type: www.eudoramail.com
- Press Enter on the keyboard.
- Click on Sign-Up for your own free personalized E-mail!
- This will take you to Eudora Web Mail Terms of Use.
- After reading (or not) the Terms of Use, click on "I Accept".

Setting Up an E-Mail Account:

- Click in the box by User Name to place the cursor.
- Type your first initial and last name (example: tsmith)
- Press the Tab key to move to the next field.
- Choose a password and type it in the Choose a Password box.
- Press tab to get to the next field.
- Type in the password again in this box.
- Choose your time zone from the pull down menu.
- Choose a password hint from the next pull down menu.
- Click in the box below and type the answer to the question.
- Press Tab.
- Enter the necessary information in step 2.
- All fields with a red dot are required fields and must be answered.
- After completing all required fields, click on Register.

Completing the E-Mail Setup Procedure:

- Your assigned E-mail address will appear on the screen.
- Type in your password and hit Enter.
- This will take you to the Eudora Web-mail screen.
- You will now be at the In-Box where you will receive your mail.

Receiving and Sending E-Mail:

- If you have new mail, it will be listed in the In-Box.
- Click on the highlighted blue text to open your e-mail.
- To send an e-mail, click on the New Message button at the top of your screen.

Setting up a Eudora E-mail Account – Day 1 - page 37

Trainer Notes - Continuation of steps in setting up a Eudora E-mail account.

- Type in the Address of the person to whom you will send the message and press the Tab key.
- Type in a Subject for the e-mail. Example: "Technology Training"
- Click in the message box to place the cursor and start typing.
- Do a Spell Check with the button at the bottom of the screen (scroll down).
- After you have completed your e-mail message, click on Send.
- You will receive a confirmation message.
- Click on Inbox mailbox to return to the main screen.

CC: Stands for Carbon Copy- if you wish to send e-mail to several different people, list them in the CC section. The other recipients will see a list of the people who received the message.

BCC: Stands for Blind Carbon Copy- If you wish to send e-mail to several different people, but prefer that they do not know who else received the e-mail, list them in the BCC section. The recipients will not see a list of the other people who received the message.

Attachments: You can send a file along with your e-mail message. Simply click on Attach File in your new e-mail message. Click Browse to locate the file and then click attach.

Replying to a Message: If you would like to reply to a message sent to you, click on the reply button at the top and type your message. A reply goes back to the sender.

Forwarding a Message: If you would like to forward a message to someone else, click the forward button at the top. Forwarding a message just sends that same message that you received to a different person.

Accessing Eudora Mail after registration:

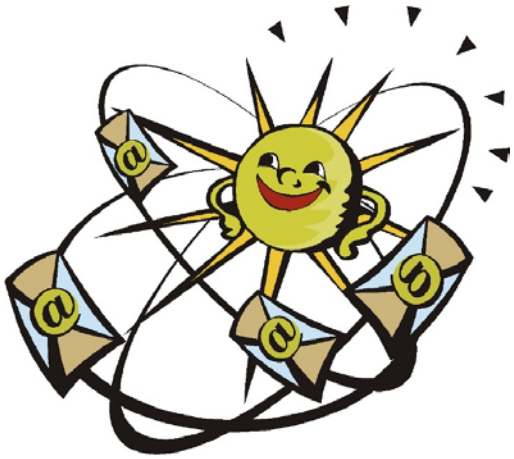
- Type in www.eudoramail.com in the location box of your Internet browser.
- In the Registered Users box, under username, type your e-mail name. (example: tsmith)
- Type in your password. Press the Enter key.
- You will be taken to the main screen where you can send and receive e-mail.

Classroom E-mail Activities – Day 1 - page 38

Trainer Notes – Suggestions for using email in the classroom.

Classroom E-Mail Activities

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



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

Whole Group Learning with your PC – Day 1 - page 39

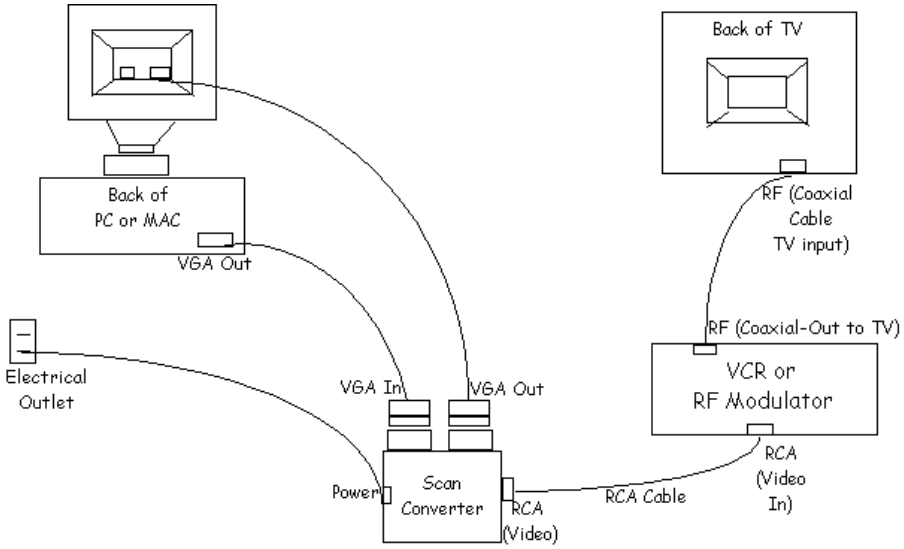
Trainer Notes – Demonstrate using scan converters in the classroom.

Whole Group Learning with your PC

The Scan Converter

The easiest and cheapest way to accomplish whole group learning in your classroom with a PC is by hooking up a scan converter. Scan converters are small devices that translate the scan rate so the image on your computer screen can be seen on your TV. Now this may sound simple, and it is, but the final quality depends on several factors. If you have a new(er) TV and new(er) PC you should be in pretty good shape. Older TV's/PC's will require a bit more work and the quality will be lower.

It is impossible to address the myriad of possible set-up configurations, so below you will find drawing of a basic set-up. Do your best to follow these or consult the Web resources or your technology professional in your school or district.



Web Resources:

10 Questions to ask before buying a scan converter. http://www.vgav.com.au/convertors.htm

The Data Projector

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

Web Resources:

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

Software Helpers – day 1 - page 40 – 59

Trainer Notes – Software Helpers

The following Software Helpers are provided for Trainer and Participants:

- Window Basics
- Windows 95
- Windows 98
- Windows XP
- Word Processing Basics with MS Word
- General Word Processing Tips

Software Helpers

Software Helper
Windows Basics

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

Items on the Desktop:

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

Turning the Computer On and Off

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

To turn the computer off:

Close all programs, windows, and folders
Click on Start, and then Shut Down
Click on Yes.
Wait until the computer gives you the message that it is safe to turn off the computer.
Then either turn off the power strip, or unplug the parts in this order: monitor, CPU, speakers, printer.

Executing a Program

- Click on Start and drag the arrow to Programs.

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

Installing a Program

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

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

To Create a Folder on the Desktop:

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

To Create a Shortcut to a Program:

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

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

To Format a Disk:

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

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

To Copy a Disk:

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

To Create a System (Start Up) Disk:

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

To Rename a Folder or File:

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

Deleting a File or Folder

- Double click on My Computer and the drive in which the folder is located.

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

Moving a Window

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

Resizing a Window

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

Copying and Moving Files

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

Playing an Audio CD

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

Volume and Sound Controls

There are two places to adjust the volume:

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

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

Changing the Desktop Wallpaper (Background):

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

Changing the Screen Saver:

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

To Change the Number of Colors that the screen uses:

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

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

Software Helper
Windows 95

How Do I:

Clear items from the Documents menu:

- Click Start, Settings, Taskbar, Start Menu Programs, Clear
- Or right click on the Taskbar, Properties, Start Menu Programs, Clear

Bring up the Taskbar:

- Press Control + Escape on the keyboard

Create a new folder on the Desktop:

- Right click on the Desktop, then click New Folder

Open Programs:

- Click on Start, then Programs

Switch from one program to the next:

- Click on the name of the program on the Taskbar

Close a window:

- Click on the X in the window or…
- Press Alt + F4 on the keyboard

Close all the windows in sequence:

- Press the shift key and click on the X

Minimize all windows at once:

- Right click on an empty spot on the Taskbar, and click Minimize all Windows.

Quickly Maximize and restore a window:

- Double click on the title bar of the window

Tile Windows:

- Right click on an empty spot on the Taskbar, click on Tile Horizontally or Vertically

Keep Multiple windows from opening:

- Double-click on My Computer, then View, Options, Folder, and Browse folders by using a single window.

Move to a Previous Window:

- Hit the backspace key on the keyboard.

Change the Window Display:

- Click on View, then choose Large Icons, Small Icons, List or Details.

Move icons on the Desktop then they seem to be "locked":

- Right click on the Desktop, then Arrange Icons. Take the check mark off of Auto Arrange.

View File Extensions:

- Click View, then Options. Take the check mark off of Hide MS-DOS extensions.

Customize Taskbar options:

- Click on Start, Settings, Taskbar, then Taskbar Options

Move the Taskbar:

- Click on the Taskbar and drag it to a new location.

Resize the Taskbar:

- Drag on the edge of the bar.

Shut Down the Computer:

- Click on Start, Shut Down, then Yes

Warm boot the Computer:

- Click on Start, Shut Down, and Restart the computer.

Start the Computer in DOS mode:

- Click on Start, Shut Down, and then Restart the computer in MS-DOS mode

Log on as a different user:

- Click on Start, Shut Down, and then Close all programs and log on as a different user.

Restart the Computer in Safe Mode:

- Press F8 on the Keyboard.

Get Windows Help:

- Click on Start, then Help.

Find a File:

- Click on Start, Find and choose Files or Folders.

Save a file in a folder on the Desktop:

- Click on File, Save As, then Desktop. Double click on the appropriate folder.

Open a file in a folder:

- Double-click on it

Choose a program in which to open a file:

- Press the Shift key on the keyboard, right click on the file and choose Open with…

Insert a Special Character:

- Click on Start, Programs, Accessories, Character Map, Wingdings, Pick a Character, Select, and close the window.
- Click on Edit, Paste (You need to have the insertion point at the place where you want the character to appear. You also need to change to Wingdings in the application)

Set a Default Printer:

- Click on Start, Settings and Printers. Right click on the printer and set as Default.

Install a Printer:

- Click on Start, Settings, and Printer. Double-click on Add Printer.

View the Clipboard:

- Click on Start, Programs, Accessories and Clipboard Viewer.

Change the Date or Time:

- Double-click on the clock on the Taskbar, and make the needed changes. Close the window.

Change the Wallpaper:

- Right click on the Desktop, Properties, Background Tab, and Wallpaper or…
- Click on Start, Settings, Control Panel, Background Tab and Wallpaper.

Change the Background Color of the text on the Desktop:

- Right click on the Desktop, Properties, Appearance, Item-Desktop
- Choose the Color then click Apply and OK.

Change the Screen Saver:

- Right Click on the Desktop, Properties and Screen Saver Tab or…
- Click on Start, Control Panel, Display and Screen Saver Tab.

Change the Font of the text on the Desktop:

- Right click on the Desktop, Properties, Appearance and Item-Icon or…
- Click on Start, Settings, Control Panel, Display, Appearance and Item-Icon.

Change Mouse Settings:

- Click on Start, Settings, Control Panel, and Mouse

Add items to the Start menu:

- Click on Start, Settings, Taskbar, Start Menu Programs, and Add…

Remove items from the Start menu:

- Click on Start, Settings, Taskbar, Start Menu Programs, and Remove…

Install a Software Program:

- Click on Start, Settings, Control Panel, Add/Remove Programs, and Install.

Create a shortcut to a software program on the Desktop:

- Right click on the Desktop, click on New, Shortcut and Browse.

Install a Font:

- Click on Start, Settings, Control Panel, Fonts, File, and Install New Font.

Software Helper
Windows 98

Windows 98 is easier to use and more user-friendly. It features icon highlighting, forward and backward buttons, an auto-complete feature and easy to customize Start menu.

4 New Toolbars:

- Quick Launch Pad- Allow easier access to your favorite programs
- Address- Enables you to type in a web address from the toolbar
- Links- A selection of one-click connections to commonly used Web sites.
- Desktop- Enables you to put your entire set of desktop icons on the toolbar.

Start a Program using the Quick Launch Pad:

- Click on an icon on the Quick Launch Pad located at the bottom left of the screen.

Return to the Desktop using the Launch Pad:

- Click on the Desktop icon on the Launch Pad

Add a Program to the Launch Pad:

- Click on Start, Programs and locate the program you wish to add.
- Right-click and drag the icon to the Launch Pad.
- Release and click on Create Shortcut Here.

Change the Length of the Launch Pad:

- Click and drag the line located to the right of the Launch Pad.

Delete an icon from the Quick Launch Pad:

- Right click on the icon and select Delete.

Address Bar (allows you to type an address from the toolbar):

- Right click on the taskbar, click on toolbars and address.
- Click inside the address box and type in your URL

Links Toolbar:

- Right-click on the taskbar, Toolbars and Links
- Click on a link and your web browser will launch the site.

Widen the Taskbar:

- Click and drag the top of the taskbar to make additional room for the toolbars.

Delete a link from the Links Toolbar:

- Right-click on a link and select Delete

Add a link to the Links Toolbar:

- Open your web browser and locate a favorite page.
- Click and drag the location icon to the left of the address onto the beginning of the links toolbar.

Desktop Toolbar:

- Right-click on the taskbar, click on Toolbars and Desktop

Forward and Back Buttons:

- Click on My Computer and Drive C.
- Click on the Windows Folder and then Show Files.
- Click on the Back and Forward Buttons.
- Click on the drop-down arrow on the Back/Forward button.

Change the Background of a Folder:

- Double-click on a folder.
- Click on View and Customize this folder.
- Choose a background picture and click Next
- Select a background picture, click Next and Finish.

Undo Customization:

- Click on View, and Customize this folder
- Click Remove Customization.

To make a graphic from the web your wallpaper:

- Open your Internet browser.
- Locate the graphic you wish to use and right-click on it.
- Choose Set as Wallpaper.

To return the wallpaper back to its original state:

- Right-click on the desktop and click on Properties.

- Click on the Background Tab and select the option you wish.
- Click OK.

To change the Background Themes:

- Click on Start, Settings, Control Panel and Desktop Themes

What is the Active Desktop?

- One of the improvements in Windows 98 is the Active Desktop, which enables the Windows desktop to interface with the Web. This feature enables you to navigate by clicking on links rather than double-clicking icons. You can also use the Active Desktop as an information center, by placing components from the Web on your Desktop to display news, weather, sports and other important information.

How do I turn on the Active Desktop?

- Click on Start, Settings, Folder Options, Web Style, and OK or…
- Click on Start, Settings, Active Desktop, View as Web Page
- The cursor now turns into a hand when you move over icons.
- The channel bar is an indication that the Active Desktop is turned on.

What is a Channel?

- A "Channel" is a web site that is designed to deliver information from the Internet to your computer, similar to subscribing to a Web site. A subscription enables your computer to download updates on a regular basis for you to view at your convenience, without paying connection charges. You don't have to subscribe to view the content on a channel, but you may want to set a schedule for your subscription. Another advantage of channels is that you don't just see the Web page, you see a map of the Web site that enables you to quickly select the information you want.

How do Channels Work?

- Use the Channel Guide on your desktop or in your internet browser to see a list of channels available through the Microsoft Web site. This list is frequently updated with the latest offerings.
- Add channels to your Channel bar. If you wish, you can subscribe to a channel when you add it to your Channel bar however, you don't have to subscribe to a channel to view it.

Add channels to your Channel Bar:

- Click on Channel Bar and Active Desktop items.
- Click on a channel of your choice and Add Active Channel.
- Click NO, just add it to my Channel Bar.

To Delete a Channel:

- Right-click on the channel and click Delete.

Software Helper

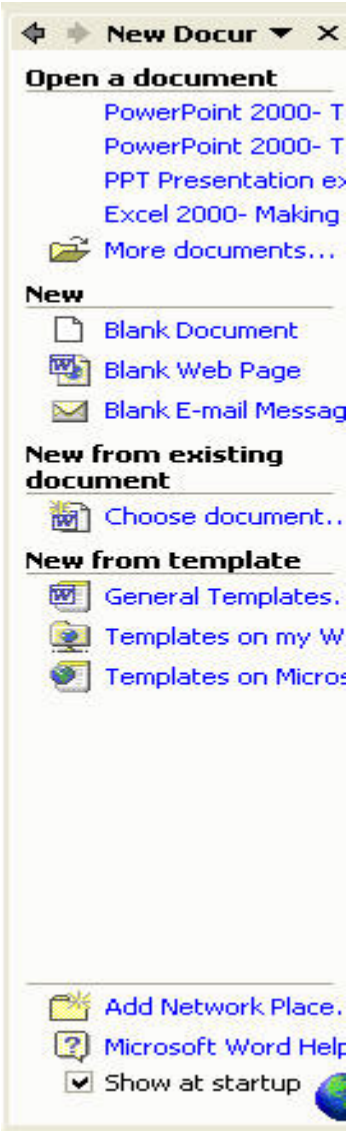
Introducing XP *Things You Might Like to Know*

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

Task Pane

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

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



Start Button

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

Smart Tags

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

Double Down Arrow

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

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

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

Notes Page

Supplemental Lesson Plans – day 1– page 60 - 76

Trainer Notes – Supplemental Lesson Plans

Additional lessons are included to use during the training or during additional training. If you are going to model these lessons, follow the step-by-step procedures and make use of the story boards and assessments.

- Water Habitats
- Cartographer for a Day

Supplemental Lesson Plans

Water Habitats

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: *How do I use Inspiration to create graphic organizers? How do I use a CD-Rom with a whole group? How do I use Kid Works or Student Writing Center?*
		Essential Question: What animals live in water habitats? Where are these habitats located? **Learning Standards (State of Michigan):** **Assessed:** **Science Standard V.2: Elementary** Trace the path that rain water follows after it falls. (*Key concepts:* Precipitation-rain, clouds, fog, run-off. Flow-downhill, to ocean, underground. Bodies of water-streams, rivers, lakes, oceans. *Real-world contexts:* Examples of water flowing locally, including gutters, drains, streams, wetlands.) **Science Standard III.5: Elementary** Describe the basic requirements for all living things to maintain their existence. (*Key concepts:* Needs of life-food, habitat, water, shelter, air, light, minerals. *Real-world contexts:* Selected ecosystems, such as an aquarium, rotting log, terrarium, backyard, local pond or wetland, wood lot.) **English/Language Arts Standard 7: Early Elementary** Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading. **Non assessed:** **English/Language Arts Standard 11: Early Elementary** Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration.

Teaching Strategies Modeled	Technology Strategies Modeled	
		Materials: Eyewitness Encyclopedia of Nature CD, sentence strips (K-2), reproducible student materials, Inspiration, Kid Works (K-2), Student Writing Center (3-5), scan converter, large classroom map **Technology Connections:** Students will view information from a CD and observe the teacher creating a web in Inspiration. The teacher will model how to type sentences in Kid Works (K-2) or use Student Writing Center (3-5) to write a class paragraph. Students in grades 3-5 will write their own paragraph in Student Writing Center. **K-2 Procedures:**
Whole Group Instruction		1. Ask students to name animals that live in the water habitats that they have been studying. We are going to be focusing on Oceans & Lakes. Write the animal names on the board as the students call them out.
Partner Activity	Eyewitness Encyclopedia of Nature CD	2. Explain to students that, in pairs, they will be using the Eyewitness Encyclopedia of Nature to identify the animals located on the activity sheet that follows. 3. Instruct students on the use of the CD. Click on *Habitats* and show students the Sea & Coast, Coral Reef and Lake & Wetland habitats. Explain that the animals in the Sea & Coast habitat and in the Coral Reef habitat are all ocean animals. Click on various animals in each habitat and discuss the information presented. 4. Students use the animal activity page and identify each animal as Lake or Ocean animals. Print an L or O in the right hand corner of the animal picture identifying it as a Lake or Ocean habitat animal. 5. Cut-out the animals out and paste them on the web activity sheet. 6. Have your students choose one animal to write a sentence about. Print sentence on a sentence strip.
Whole Group Demo Center Activity	KidWorks Deluxe	7. Model the use of the software KidWorks Deluxe writing the sentence from the sentence strip. 8. Students rotate through the computer station entering in their sentence and printing it out.

Teaching Strategies Modeled	Technology Strategies Modeled	9. When each student has completed their portion of the class book, allow students to view the completed class book and share their sentences with the class. **Assessment:** Students will be assessed on the accuracy of their webs and participation in creating a class booklet. **Extension:** Have students create their own booklet in Kid Works, adding pictures to go with each page.

Water Habitats Fact Gathering Sheet

Write down facts about three animals from each habitat.

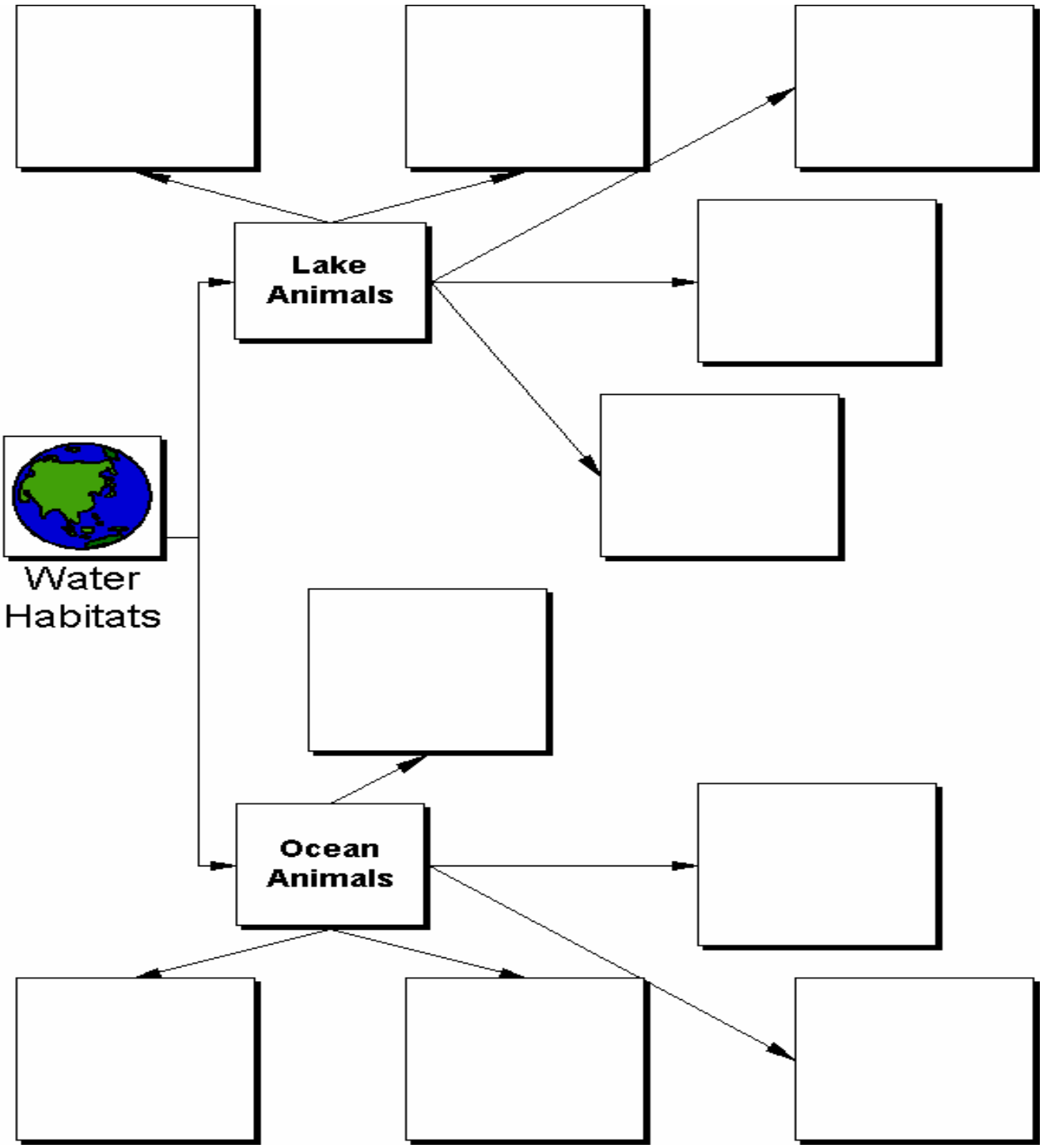
Sea & Coast-

Coral Reef-

Lakes & Wetlands-

Habitats Web

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



Animal Cut-outs


Frog


Duck


Lobster


Pilot Whale


Sea Snake


Puffin


Newt


Stickleback


Beaver


Dolphin


Snail


Moorish Idol

Cartographer for a Day

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction Essential Questions for Teachers: How do I use Neighborhood Map Machine to create a map? How do I use the Internet to find information?
		Essential Question: What is a cartographer? How are maps made? How can I create a map showing several bodies of water? **Learning Standards (State of Michigan):** **Assessed:** **Social Studies Standard V.1: Later Elementary** Organize social science information to make maps, graphs and tables. **Social Studies Standard V.1: Early Elementary** Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience. **Mathematics Standard I.2: Early Elementary** Explore variability and change in a variety of contexts, investigations and problems. **Nonassessed:** **Career and Employability Skills Standard 2: All Levels** Acquire, organize, interpret, and evaluate information from career awareness and exploration activities, career assessment, and work-based experiences to identify and to pursue their career goals. **Materials:** Eyewitness Children's Encyclopedia CD, Internet Connection, student reproducibles, crayons, printed maps, Neighborhood Map Machine, e-mail access **Technology Connections:** Students will learn about the job of a cartographer through a CD. They will view an on-line story about coloring maps on the

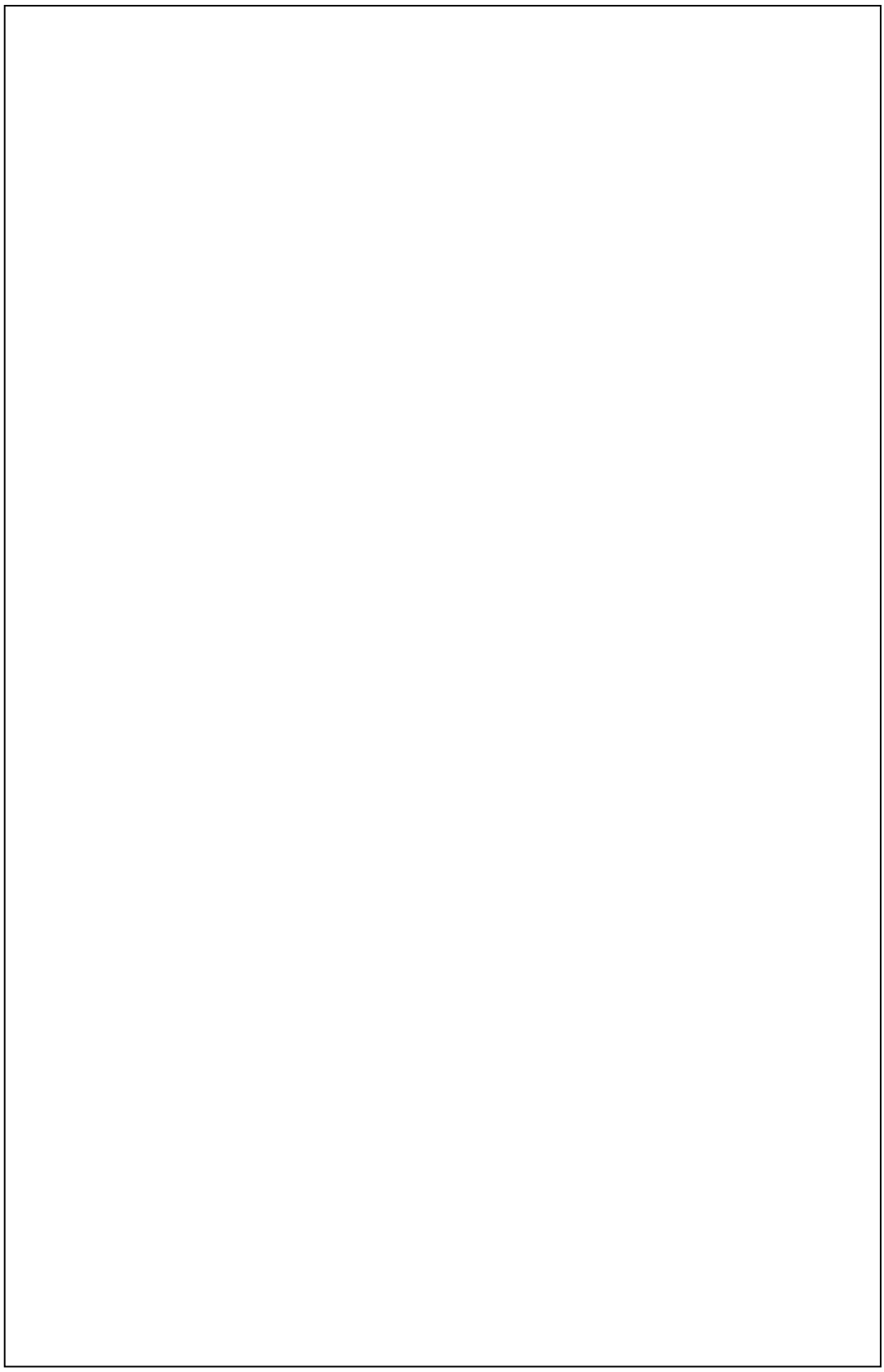
Teaching Strategies Modeled	Technology Strategies Modeled	
		internet and learn basic browser skills. Students will then create their own maps in Neighborhood Map Machine and e-mail them as an attachment to a peer.
		K-2 Procedures:
Whole Group Instruction		1. Write the word cartographer on the board. Have students guess at the meaning of the word. Give them little hints to lead them to the correct meaning. Explain that a cartographer is a person who creates maps for a living.
	Eyewitness Children's Encycl. CD	2. Show students the map information on the Eyewitness Children's Encyclopedia. Give students the flipbook to fill out after discussing the information presented on the CD. Write the answer to each question on the board as students write it in their books. To create the flipbook, simply fold along the dotted line in the center and have kids cut on the solid lines to the fold. Students will lift the flap and write their sentences below the correct flap. You may choose to have each student illustrate the sentences.
Whole Group Demo	Internet- http://www.c3.lanl.gov/mega-math/workbk/map/mpprstory.html	3. Explain that another job of a cartographer is choosing the color combinations for each map. Take students to http://www.c3.lanl.gov/mega-math/workbk/map/mpprstory.html and read the story. Demonstrate basic Internet browser skills.
Individual Work		4. Print out one map at the end of the story and give a copy to each student. Ask them to color the map using only four different colors. Remind them that the colors may not touch. Depending on the ability level of your students, you may want to ask them to use fewer colors.
Individual Work		5. Instruct students that they will now be making their own maps. These maps must include one body of water and will be set in an imaginary town. Instruct students to pretend they are looking out of an airplane down onto the land below. They see a body of water in a town below them. They will draw this picture on their map storyboard. Ask them to also include houses, trees, roads, etc. to make their map realistic.

Teaching Strategies Modeled	Technology Strategies Modeled	
	Neighbor-hood Map Machine Teacher Tips for using Neighbo-hood Map Machine in the Classroom http://www.tomsnyder.com/classroom/tips/tips_nmm.asp	6. Students will then take their storyboard to the computer and recreate their map in Neighborhood Map Machine. Students will add a label that indicates the body of water shown (ex. Lovely Lake, Prickly Pond). 7. Allow students to print and share their completed maps with a group of students. 8. Completed maps will be evaluated according to the rubric. **3-5 Procedures:** 1. Write the word cartographer on the board. Have students guess at the meaning of the word. Give them little hints to lead them to the correct meaning. Explain that a cartographer is a person who creates maps for a living.
Whole Group Instruction		2. Show students the map information on the Eyewitness Children's Encyclopedia. Give students the questions to fill out while they are listening to the information being presented.
	Eyewitness Children's Encyc. CD	3. Explain that another job of a cartographer is choosing the color combinations for each map. Take students to http://www.c3.lanl.gov/mega-math/workbk/map/mpprstory.html and read the story. Demonstrate basic Internet browser skills.
Whole Group Demo	Internet-http://www.c3.lanl.gov/mega-math/workbk/map/mpprstory.html	
Individual Work		4. Print several copies of each map at the end of the story and distribute to students. Challenge them to color each map with as few different colors as possible. Encourage them to write the first letter of each color in the space with pencil, before using crayons. 5. Allow students to share their colored maps with the class. 6. Instruct students that they will now make their own maps. These maps will include at least three different bodies of water. Instruct students to pretend they are looking out of

Teaching Strategies Modeled Individual Work		an airplane down onto the land below. They see three different bodies of water in a town below them. They will draw this picture on their map storyboard, remembering to include at least three different bodies of water in their map. Ask them to also include houses, trees, roads, etc. to make their maps realistic. 7. Students will then take their storyboard to the computer and recreate their map in Neighborhood Map Machine. Students will add labels that indicate the bodies of water shown (ex. Lovely Lake, Prickly Pond).
	Neighbor-hood Map Machine	8. Allow students to e-mail their saved map to a peer. Peers will make comments and reply in a return e-mail.
	E-mail	9. Completed maps can be evaluated by the rubric.
Partner Activity	Teacher Tips for using Neighbor-hood Map Machine in the Classroom http://www.tomsnyder.com/classroom/tips/tips_nmm.asp	**Assessment:** Students will be assessed on their completed maps using the rubric. **Extension:** Give students a blank map from the Outline Maps site (http://www.eduplace.com/ss/ssmaps/index.html) and ask them to color in those maps using as few colors as possible.

Map Storyboard

Plan how you want your map to look on the computer. Remember to include houses, trees, and roads in addition to your bodies of water. Please add labels to each body of water.



Software Helper

Children's Eyewitness Encyclopedia

1. Click on the Geography button at the top.
2. Then click on the word geography that comes up on the top bar.
3. Click on Using the Earth.
4. Then click on the words Using the Earth at the top and pull down to Maps.
5. Discuss information presented, then click on Maps at the top and pull down to Making Maps.
6. Discuss Making Maps and click on Satellites in the See also section on the right hand side.
7. Discuss Satellites, then click the back button in the lower left hand corner. Click on Making Maps to move back.
8. Click on Maps at the top and then pull down to map projection.
9. Discuss and then click on Maps at the top and pull down to Types of Maps.
10. Discuss the information.

Cartographer for a Day

1. What is a map?

2. How are maps made?

3. What is a satellite?

4. How do cartographers use satellites to create maps?

5. What shape is the earth?

6. How does this create a problem for cartographers?

7. What are geological maps?

8. What are statistical maps?

What is a map?

How is a map made?

What is the difference between a map and a globe?

What are two kinds of maps?

Map Assessment

Name _____ Date _____

You followed directions.

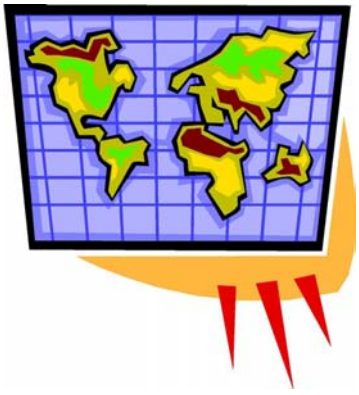
You created a map storyboard before going to the computer.

You included one body of water.

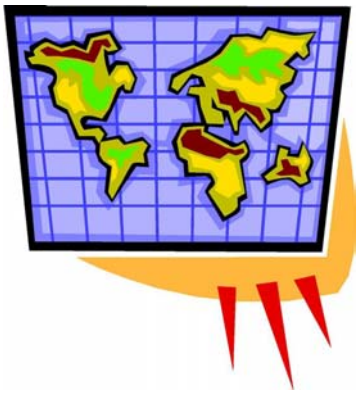
You included labels on your map.

You added houses, trees and other interesting objects to your map.

You did your very best.



Map Assessment



Name: **Date:**

You followed directions.
No Yes

You included three bodies of water in your map.
No Yes

You added labels to the map.
No Yes

You included houses, trees, and other interesting objects to make your map realistic.
No Yes

You planned your map on a storyboard before going to the computer.
No Yes

There were no spelling errors on the map.
No Yes

You did your very best work.
No Yes

Password Chart – day 1 – page 77

Trainers Notes – Participants are provided with this chart to keep-up with their passwords. On day 1 training they will use this to keep track of their e-mail password information.

Password Chart

Account/Service	Location/URL	User Name	Password

Software Helper Creating a Password Chart in MS Word day 1 – page 78

Trainers Notes – Participants are provided with this chart to keep-up with their passwords. On day 1 training they will use this to keep track of their e-mail password information.

Software Helper
Creating a Password Chart in MS Word

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

Steps to Create a Password Chart

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

Brain Check – Day 1 - page 79

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

1. In *Student Writing Center*, which icon allows you to pull in a graphic?

2. In *Student Writing Center*, how do you change the page orientation?

3. In *Inspiration*, how do you change a basic symbol to a graphic symbol?

4. In *Inspiration*, how do you switch from Diagram mode to Outline mode?

5. What is the piece of equipment called that attaches to the television and can be used for whole group learning?

6. What is the name of the horizontal bar located at the bottom of the Desktop in *Windows 95/98*?

7. How do you make a folder on the Desktop in *Windows 95/98*?

8. How do you copy a disk in *Windows 95/98*? Format a disk?

Daily Closure

Trainer Notes –

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