

Day 3

Trainer Notes Day 3 Agenda

- Daily Diary, Email, Site of the Day
- Diary Small Group/Whole Group Reflections
- Searching the Web
- Setting up a iKeep Bookmark Account
- Creatures of the Deep
- Comparing & Contrasting Creatures From the Deep
- Assignments and Closing Remarks

Trainer Notes Day 3 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
	Hide ocean creature cards under keyboards at each computer.
	Send out email and site of the day to participants.
	Check software: Microsoft Word, Internet Explorer, Netscape, Kid Pix and MS Power Point
	Check the Internet links that will be used for the day to make sure they are active.
	Start computers and test log-ins. Check headphones and microphones
	Update and start the Day 3 Kiosk on the Trainers workstation
	Kiosk update should include dates of trainings, time of classes, lunch break, other breaks, and any other information that you want your participants to know.
	Check the workstation desktops for the presence of the i3 participant folder.
	Place post-it notes and pen at each workstation.
	Place red cups at each work station - technology management strategy.
	Hang the Grouping charts.
	Group participants and hang names of group members under grouping charts.
	Assemble Sign-in sheets.
	Set out the crate for group folders.
	Check paper and ink in printers.
	Load music CD and have playing as participants arrive.

Good Morning – Day 3 – page 1

Trainer Notes – Daily Activities

Participants work on their own when they arrive in class for approximately 20 minutes.

From the kiosk they will get their morning assignments:

- Email activity
- Daily diary reflection - Microsoft Word template
- Site of the day - found in email
- Use the student check sheet to check when assignments are complete. Place work in folders.

As participants finish the diary writing, they are to print two copies. One is for the Trainer and one for their files. Participants are to place yours in the group folder and check the task completed on the check-off sheet.

Small Group / Whole Group Sharing of Daily Diary

- Move teams to small groups to discuss the diary reflection.
- Assign a leader of the group. The leader will then report whole group. Mark the leader on the Group Chart.
- Set a time limit for small group discussion.
- Trainer should walk from group to group listening to discussions and adding points.
- Small group leader will share responses with the whole group.

Trainer Notes – Whole Group Sharing

- 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.

Trainer Notes – Site of the Day –

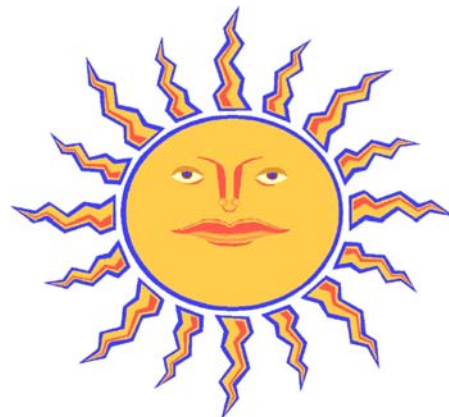
Following the Diary discussion the trainer should show the whole group the site/s of the day and talk about the teaching and learning aspects of each one.

Daily Objectives:

- Learning to use the Internet for teaching and learning.
- Working with CD resources to locate information and create ebooks.

Good Morning & Welcome Back!

Day 3



*" You can have anything you want
If you will give up the belief that you
can't have it."*

You are on your own again this morning to complete the daily morning activities: diary writing, email and site of the day.

1. Open your diary template:

Find the Training Resources folder on the desktop.

Locate the Diary Template and double click on it to open it.

Respond to the diary question in the slide show.

Print 2 copies. Put one in your group folder and one in your notebook.

Save your document as "Day 3 Diary" in your folder.

2. Check your E-mail:

Open Netscape or Internet Explorer.

Click in the location box and type the following address: www.eudoramail.com (Press Enter)

Click inside the Login Name box and key in your login name.

Click inside the Password box and key in your password.

Remember that your login name and password are written on the inside cover of your book.

Click on Enter.

Find the message from me, click on the underlined subject link to open it.

Read and reply to my E-mail if necessary.

3. View the "site of the day" How could you use this in your classroom?

Searching the Internet - Day 3 - page 2

Trainer Notes - Searching the Web

Discuss with participants the objectives of the lesson.

Participant Objectives

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

How do you know when you find material that it is accurate? Accept answers and discuss how information can be verified. Review from Day 1.

Discuss saving web pages to hard drive and software that allows people to whack sites.

- WebWhacker- <http://www.bluesquirrel.com/>

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

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

Also look at the list on the trainer site

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

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

Searching the Internet

Why should you learn to search the Internet?

There are literally millions of Web sites and the only way to find relevant information in this mass of data is to conduct a search.

What resources are available to search the Internet?

Web directories and search engines

What are Web Directories?

Web directories are indexes of Web sites categorized by subject. They allow you to move through categories and subcategories until you find the information you need. Using a Web directory is similar to using the Yellow Pages. Search directories are often the best places to begin a search, as they frequently yield more relevant returns on a topic than a search engine.

Yahoo!	http://www.yahoo.com
Yahooligans	http://www.yahooligans.com

What are Search Engines?

Search engines are tools that search the Internet to locate matches to keywords or phrases that are descriptive of the information you are looking for. Each search engine has its own unique features; therefore, a keyword will yield different search results in different search engines. It is always a good idea to use more than one when you are trying to locate specific information.

AltaVista	http://www.altavista.com
Ask	http://www.ask.com
Ask for Kids	http://www.askforkids.com

What are Meta Search Engines?

Meta-search tools peruse several search engines at once, resulting in the top ten hits from several different search engines.

MetaCrawler	http://www.metacrawler.com
DogPile	http://www.dogpile.com

Searching the Internet - Day 3 - page 2 continued

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

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

For Google see page 3 - day 3 Trainer Notes.

Dog Pile www.dogpile.com

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

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

Copyright links - see www.i3forteachers.com/copyright.htm

Notes Page

Google Advanced Search – Day 3 – page 3

Trainer Notes – Google Advanced Search – Software Helper

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

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

Trainer Notes -

Google Tricks

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

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

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

Google Advanced Search Software Helper

The screenshot shows the Google Advanced Search interface. At the top left is the Google logo with a hand cursor pointing to the 'G'. To the right of the logo is a blue bar with the text 'Advanced Search'. Below this bar are several search options and filters. The 'Find results' section has four radio buttons: 'with all of the words' (selected), 'with the exact phrase', 'with at least one of the words', and 'without the words'. Each has a corresponding text input field. To the right of these fields is a dropdown menu showing '10 results' and a 'Google Search' button. Below this are several filter sections: 'Language' with a dropdown set to 'any language'; 'File Format' with a dropdown set to 'any format'; 'Date' with a dropdown set to 'anytime'; 'Occurrences' with a dropdown set to 'anywhere in the page'; 'Domain' with a dropdown set to 'Only' and a text input field containing 'e.g. google.com, .org' and a 'More info' link; and 'SafeSearch' with two radio buttons: 'No filtering' (selected) and 'Filter using SafeSearch'.

Getting Started

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

Interpreting Search Results

<p>Indented Results</p>	<ul style="list-style-type: none"> • If more than one page from a site fits the search criteria, the
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Google Advanced Search - Day 3 - page 4

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

Choosing a Language	<ul style="list-style-type: none">• The Advanced Search will return pages in any language.• To restrict results to one language, click on the down arrow next to that field and select the language.
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Selecting File Format Options	<ul style="list-style-type: none">• A powerful option in the advanced search is to restrict the search to a specific file format or to exclude that format from a search.• With the first down arrow next to the File Format field select Only or Don't.• Then click the down arrow next to the second field to search for a specific file format.
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To Limit the Date	<ul style="list-style-type: none">• If you are searching for material and would like to limit the results to only the most current or updated pages, use the Date field.• The down arrow, next to the date field, allows users to limit the search to a time frame for when the page was last updated.
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To Restrict a Search	<ul style="list-style-type: none">• The occurrences field allows users to tell Google where to look for the terms listed in the search boxes
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Using the Domain Feature	<ul style="list-style-type: none">• Using the domain features allows users to restrict a search to specific web site or type of site. For example, limiting a search to URL's that end in edu will return results that are identify themselves as being a school.
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Filtering	<ul style="list-style-type: none">• Google provides the option to use a filter on searches to eliminate unwanted to material from the results.• Be aware that the filter is effective but not perfect!
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How to Save Graphics from the Internet - page 5

Trainer Notes - Saving Internet Graphics

This is a software helper for participants to following when saving Graphics from the Internet.

Participants will be saving a graphic of their sea creature during the Creatures From the Deep Lesson. This is the step-by-step direction that the Trainer will use to take participants through the process.

How to Save Graphics from the Internet

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

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

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

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

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

How to Copy/Paste Graphics from the Internet

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

1. Open *Microsoft Internet Explorer*.

How to save graphics from the Internet - Continued - Day 3-page 6

Trainer Notes - saving graphics from the Internet continued

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

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

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

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

How to Copy/Paste Text from the Internet - Day 3 - page 7

Trainer Notes - Copying and pasting text from the Internet

This is a step-by-step guide for copying and pasting text from the Internet.

Participants learn this skill on day 2 with the fish poster activity.

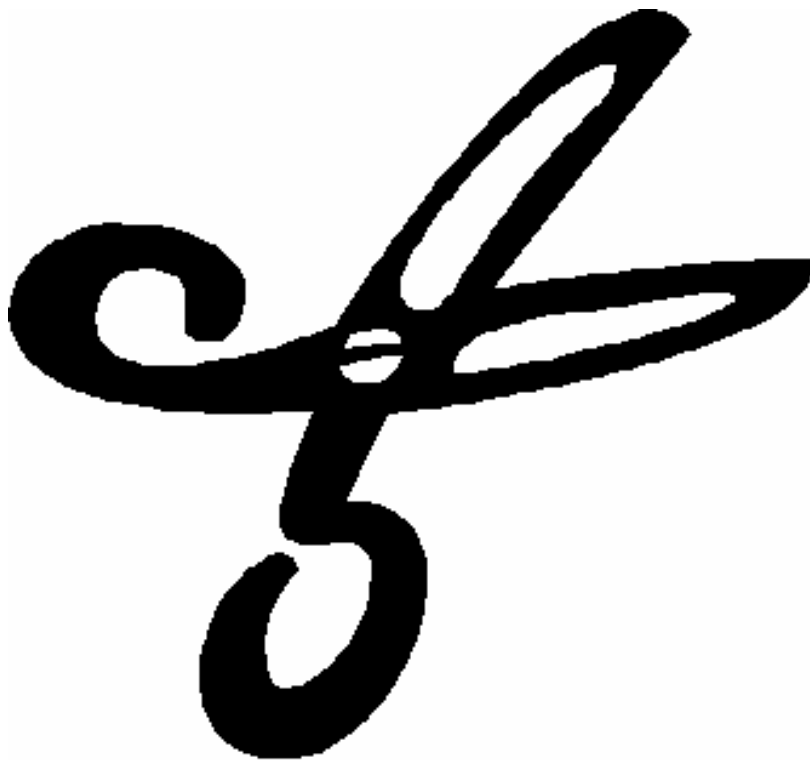
Copying and pasting is an easy way to get text from the Internet.

Remember to follow copyright laws and give credit to the Web page from which you took the text. See page 8 Day 3 for how to Cite Resources.

How to Copy/Paste Text from the Internet

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

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



How to Cite Resources from the Internet - Day 3 - page 8

Trainer Notes - Citing Resources from the Internet

This is a resource from Classroom Connect that will help you and your students know how to cite Internet sources.

Participants will need to use this resource during the Creatures From the Deep Lesson.

This is the step-by-step direction that the Trainer will use to take participants through the process.

How to Cite Resources from the Internet

Classroom Connect developed the following method to help students cite Internet resources.

1. World Wide Web

Structure:

Author. Title of item. [Online] Available <http://address/filename>, date of document or download.

Example:

Schwartz, Robert. The Cold War Revisited: A Splintered USSR. [Online] Available <http://usa.coldwar.server.gov/index/cold.war/countries/former.soviet.block/>, November 1, 1998.

2. Email/LISTSERVs

Structure:

Author of email message. Subject line of the message. [Online] Available email: Student@address.edu from Author@address.edu, date of document or download.

Example:

Rule, Christopher. Nile River Research Project results. [Online] Available email: student5@smallvillehigh.edu from ert@informns.k12.mn.us, October 2, 1998.

3. Images/Graphics

Structure:

Description or title of image. [Online] Available <http://address/filename>, date of document or download.

Example:

Butterfly. [Online Image] Available <http://www.kidsdomain.com/holiday/spring/clip.html/butterfly.gif>, October 23, 1998.

4. Sounds

Structure:

Description or title of sound. [Online Sound] Available <http://address/file>, date of document download.

Example:

Reflections on Apollo. [Online Sound] Available ftp://town.hall.org/radio/IMS/NASA/100394_nasa_01_ITR.au, September 25, 1998.

5. Video Clips

Structure:

Description or title of video clip. [Online Video Clip] Available <http://address/file>, date of download.

Example:

Shoemaker-Levy Comet enters Jupiter's atmosphere and breaks up. [Online Video Clip] Available <ftp://ftp.cribx1.u-bordeaux.fr/astro/anim/s19/breakingup.mpg>, September 5, 1998.

Source: Classroom Connect. October 1998, Volume 5, Number 2.

Setting Up an iKeep Bookmark Account – Day 3 – page 9

Trainer Notes – Setting up an online bookmark account.

This is a step-by-step resource that participants will follow to organize favorite bookmarks from the Internet.

Use this step-by-step with participants to set up their own iKeeps bookmark account.

Setting Up a iKeep Bookmark Account

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

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

Remember my Login (on this computer)

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

[Home](#) [GuestBook](#).

Click here to [Register](#).

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

My Account Name:

My Authoring Password:

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

To Add Links to Your Account

1. From the main page of your account click on *Add*.
NEED AN IMAGE FOR THIS WITH AN ARROW

Setting Up a iKeep Bookmark Account - Day 3 - page 10

Trainer Notes - Continuation of step-by-step helps on setting up a bookmark account.

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

Link Information

*Title:

*URL:

Description:

HOT WOW

* This is a required field

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

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

To Organize Bookmarks

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

Click in the empty box next to the title of the link. A green checkmark will appear. On the left-hand side in the gray box, change the *Destination Folder* to the one the link should move to then click on the *Move* button.

Setting Up a iKeep Bookmark Account - Day 3 - page 11

Trainer Notes - Continuation of step-by-step helps on setting up a bookmark account.

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

To Upload Bookmarks from a Computer

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

Optional Features

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

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

Creatures from the Deep - Day 3 - page 12

Trainer Notes - Creatures from the Deep lesson plan

Discuss with participants the objectives of the lesson, both participant objectives and student objectives:

Participant Objectives:

- Locating information on the Internet and from CD ROMs.
- Publishing a story using multimedia software.
- Researching for background knowledge, synthesizing information and producing.

Student Objectives:

- Determining the characteristics of living things.
- Learning the names of different living things from the ocean.

Point out the state standards that are covered during this lesson.

Trainer Notes - Materials Needed

- Sea creature names on colored paper at each computer station.
- Kid Pix software & Microsoft PowerPoint software
- Imagination Express: Oceans CD
- Fact gathering sheet - page 16 - Creature From the Deep!
- Storyboard - page 17 - Creature From the Deep!
- Digital camera
- Handbook pages 18, 19, 20

Techie Talk -

- Discuss CD use vs Internet use.
- Difference between installed CDs and CDs that run directly from CD.
- CD drives and floppy drives.
- CD care.
- Where to plug in headphones.
- Use of jack-box for group work.
- Windows Basic Skills Customizing the Desktop
 - Adjusting the Screen Resolution- How to change to 256 color.
 - Right Click on Desktop
 - Select Properties
 - Select Settings
 - Background
 - Review Picture Display
 - Screen Saver
 - Select Type of Screen Saver

Creatures of the Deep

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: How do I locate information on the Internet? How do I use KidPix or KidWorks Deluxe to publish a story?

		<p>Essential Question: What are some characteristics of living things from the ocean? What are names of different living things from the ocean?</p> <p>Learning Standards (State of Michigan):</p> <p>Assessed:</p> <p>English Language Arts Standard 3: Later Elementary Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.</p> <p>English Language Arts Standard 3: Early Elementary Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.</p> <p>Science Standard I.1:Elementary Develop strategies and skills for information gathering and problem solving. (<i>Tools:</i> Sources of information, such as reference books, trade books, periodicals. <i>Real-world contexts:</i> Seeking help from peers, adults, libraries, other resources.)</p> <p>Science Standard III.5: Elementary: Describe the basic requirements for all living things to maintain their existence. (<i>Key concepts:</i> Needs of life-food, habitat, water, shelter, air, light, minerals. <i>Real-world contexts:</i> Selected ecosystems, such as an aquarium, rotting log, terrarium, backyard, local pond or wetland, wood lot.)</p> <p>Materials: Student reproducibles, Ocean software, Internet connection, word processing software.</p> <p>Technology Connections:</p>
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Creatures from the Deep -Day 3 - page 13

Continuation of Techie Talk - page 12

- Settings for the Screen Saver
- Preview the Screen Saver looks on Desktop
- Enlarge Desktop for Small TV Screen
- Changing the Date and Time
- Adjusting Computer Volume

Trainer Notes - Talking points for the lesson.

- Participants are to locate their sea creature cards. The cards will be used to group participants. Step 3 page 13 Day 3
- The cards have been grouped by color depending on which family they are part of. This will make more sense once we get into the software. You can hand these out so that each team has equal representation of all families. This could be used later for jig sawing and/or expert groups.
- Participants will create 2 ebooks using Imagination Express and Power Point once all research is complete. Trainer is to show the participants a sample ebook in Imagination Express - Oceans so that they know what the final product could look like. Today, after gathering facts, participants will create individual pages of an ebook. In a class setting teachers may have their students each create one or two pages of an ebook that will be compiled into a class book.
- Follow steps 5 and 6 - page 13 - Day 3.
- Participants are to place the Imagination Express - Oceans CD in the CD drive. You will only be using the Fact Book on this CD at this point. Note that the colors of the Mammals, Birds, Fish and Other ocean animals relate to the color of your sea animal name.
- Follow steps 7, 8, and 9 - page 13 - Day 3. Use your new searching skills to locate the needed facts and graphic for this assignment. Refer to the step-by-step guide on pages 5 and 6 - How to Save a Graphic. You are working individually at this point.
- After using the cd for fact gathering participants will use their new searching strategies to find more detailed facts about their ocean creature. Participants will also copy and save a graphic of their creature from the Web. They will save the graphic to their desktop folder.
- Participants are given a time limit to complete the activity.
- Participants will create an ebook.

Teaching Strategies Modeled	Technology Strategies Modeled	
Whole Group	Internet	<p>Grades 3-5: Students will gather information from the Internet and CD-Roms on selected living creatures from the ocean. They will write a paragraph in a word processing program describing the living creature.</p> <p>Grades K-2: Students will gather information from the Internet and selected CD-roms and will create a story in Kid Works or KidPix.</p>
Whole Group	<p>Practical suggestions for using the Internet in your Elem. Classroom- http://www.techlearning.com/db_area/archives/WCE/archives/hee7.htm</p>	<p>3-5 Procedures: Introduction- Whole Group</p> <ol style="list-style-type: none"> 1. Review Internet searching strategies. Review Profusion, Yahoo, and About.com as search engines. 2. Review copying a graphic from the Internet and from a CD Rom. 3. Distribute creatures of the deep name cards to all students. Students are in groups of 4. Each group should have 1 card from group 1, 2 cards from group 2 and 1 card from group 3. 4. Explain that students are going to complete several activities that will teach them more about living things from the ocean.
Whole Group	Imagination Express: Oceans CD	<p><i>Step 1- Gathering Ocean Background Information</i></p> <ol style="list-style-type: none"> 5. Show students, in a whole group setting, using the scan converter, the fact book in Imagination Express: Oceans. 6. Students are to listen to information on Oceans to gain a basic understanding of what can be found in the Ocean habitat.
Individual Work	<p>Imagination Express: Ocean</p> <p>Ocean CDs</p> <p>Internet</p>	<p><i>Step 2- Gathering Information on a selected creature</i></p> <ol style="list-style-type: none"> 7. Students will use the Creatures from the deep fact-gathering sheet to gather information on their selected living creature. 8. Using Imagination Express: Ocean, selected Ocean CDs and the Internet facts should be located on the name of the creature, habitat, and at least 4 selected facts. Sources of information are to be cited on the fact-gathering sheet. 9. Capture a living creature graphic from the Internet. Save this picture to the group folder on the server.
		<p><i>Step 3- Writing about Creatures from the Deep</i></p> <ol style="list-style-type: none"> 10. Using the student storyboard, create a <i>Creature from the</i>

Creatures from the Deep - Day 3 - page 14

Trainer Notes - Talking points continued for the *Creatures From the Deep* lesson.

- Prior to creating the ebook, participants are to complete the Storyboard on page 17. Students should always be prepared with their work prior to using the computer to produce a product.
- Take participants through the process of creating a title page in Imagination Express - Oceans

Imagination Express Basics- Creating a ebook

- Sign-in - Add Name (Switch - allows you to change student names.)
- Choose a destination (Rain Forest, Castle, Neighborhood, Ocean, Pyramids, Time Trip USA).
- Explain the main menu console (Fact Book, Story Ideas, Sample E-Book, Dear Parents).
- Create a NEW E-book.
- Choose a background.
- Type in text. (Click on the text tool (A) and type in the paragraph.)
- Change the font, color, justification, and size.
- Choose a text border. (Click on the dotted-line rectangle to place text directly on the background or click on one of the leaves for a decorative border.)
- Add stickers, move a sticker, and delete a sticker.
- Edit a sticker using the Sticker Editor.
 - Change the height, direction or size of the sticker
 - Add sound and animation
- Add music to the page by clicking on the sound icon on the bottom toolbar.
- Record the paragraph by clicking on the sound icon on the bottom toolbar. Microphones will be needed if you do this step.
- Page Manager - Create a New page, delete a page, reorder pages, and view a small version of your E-book.
- View a story - Ctrl E - toggles you back and forth from viewing to editing mode.
- Viewing options:
 - Turn the page manually by clicking the arrows.
 - Play all sticker animations for the current page by clicking the button with the circles.
 - Play all pages automatically by clicking the play button with the 3 rectangles and 2 arrows.
 - Play page sound or movie by clicking the speaker.
- Print - Hold down Ctrl to select a printer. Click on the Printer icon to print.

Teaching Strategies Modeled	Technology Strategies Modeled	
Group Work	Imagination Express	<p><i>Deep</i> 3 page story. Each story is to include a title page, and 2 pages with supporting facts.</p> <ol style="list-style-type: none"> 11. Students will complete the e-book with backgrounds, graphics and animations from Imagination Express. 12. Allow students to peer edit before printing their work. 13. Evaluate students' work on the project with this checklist. Print and copy for each student. http://pblchecklist.4teachers.org/view.php3?id=2471
Peer Editing	Imagination Express: Oceans	<p>K-2 Procedures:</p> <p>Introduction</p> <ol style="list-style-type: none"> 1. Students are to listen to the Ocean facts in Imagination Express: Oceans.
Whole Group	Internet- http://www.EnchantedLearning.com/DictionaryA.html	<p>Creature Information</p> <ol style="list-style-type: none"> 2. Using a scan converter, show students the Little Explorers Dictionary on the Internet at http://www.EnchantedLearning.com/DictionaryA.html.
Whole Group Demo	Practical suggestions for using the Internet in your Elem. Classroom- http://www.techlearning.com/db_area/archives/WCE/archives/hee/se7.htm	<ol style="list-style-type: none"> 3. Show students how to navigate through the site, clicking on the alphabet buttons at the top of the screen, and using the scroll bar on the side. 4. Show students how to locate a word by clicking on the correct beginning letter and scrolling down to find the word. 5. Assign each student a computer in the lab and give him or her a "Who am I?" Sheet. 6. Explain that you will call out a riddle from the list that follows, students will go to the correct dictionary page on the internet and scroll down to find the ocean animal you described. When they find it, they should raise their hand.
Group Discussion		<ol style="list-style-type: none"> 7. Call on one student to give the answer and spell the word for the class. Each student needs to write the word in the appropriate place on the answer sheet. 8. When you are finished with the riddles, ask students to locate another ocean animal and write their own Who am I? riddle at the bottom of the page.

Creatures from the Deep - Day 3 - page 14 continued

Trainer Notes - Talking points continued for the Creatures From the Deep lesson.

- Participants are to create a 3 page ebook.
- While participants are working on their ebooks, trainer is to walk around the room taking individual participant pictures with digital camera. Trainer should save these pictures on a network drive in a named folder.
- Students are to evaluate their completed ebooks - Step 13 - page 14 Day 3. Have participants walk around and view other participants' ebooks.

Power Point Basics- Creating an ebook

- Participants will open the Training Resources folder and open the ebook Template.
- Participants will use this template to complete the ebook assignment. They are using the information from their storyboard on page 17. After they have finished they will then follow the next steps to create the template.

Creating an ebook template in MS Power Point

- Open MS Power Point
- Depending on the version of Power you have you might get a pop-up window that asks you what type of slide you want. Or this window may appear on the right side of your screen. Either way choose "Title page"
- Click in the top box to add a title.
- Click in the box below it to add student name, teacher name and date.
- Click on the "Insert menu and choose "new slide" click on "blank slide"
- Now we will introduce our creature on slide 2 which will be Page 1 of the ebook.
- Click on "Insert" and choose "picture" and then choose "from a file"
- Find the graphic you saved from the internet and insert it. Use the handle bars to resize the image so that it sits on in the top half of the page.
- Click on the insert text box icon on the drawing toolbar.
- Move your cursor up to the slide and click -hold-and -drag a text box below the graphic. This will create a text box on your slide that you can type information into.
- Resize the box by clicking and holding on one of the handlebars, drag to desired size.
- Add information from storyboard.
- Click on the "Insert menu and choose "new slide" click on "blank slide"
- Click on "Insert" and choose "text box"
- Move your cursor to the slide and click -hold-and -drag a text box. This will create a text box on your slide that you can type information into. Add other facts about your creature
- Click on "Insert" and choose "picture" and then choose "Clip Art"

Teaching Strategies Modeled	Technology Strategies Modeled	Creatures form the Deep Facts
Center Activity	KidPix	<p>9. Explain that students will now use what they have learned about ocean creatures in this center activity.</p> <p>10. In KidPix, use the paintbrush to draw an outline of an ocean creature.</p> <p>11. Have students go to the typewriter tool and create a text box in the center of their ocean animal. Ask them to type a sentence about something they learned about an ocean creature.</p> <p>12. Ask students to stamp their name on the page, print it out, and check their name off of the center list.</p> <p>Assessment:</p> <p>Grades 3-5: Students' completed projects will be evaluated by a checklist.</p> <p>Grades K-2: Students will be assessed on their answers to the riddles and their completed creature sentence.</p> <p>Extension:</p> <p>Grades 3-5: Have students add their ocean creature information to a one-computer station database on creatures of the deep. This information will be shared with the entire class.</p> <p>Grades K-2: Have students write more riddles and let them quiz a partner using the same Internet site.</p>

Creatures from the Deep - Day 3 - page 14 continued

- Search the clip art using ocean as a keyword
- Insert clipart of your choice.
- Click on the "Format" menu and choose "Background"
- Click on the upside down triangle and choose "fill effects"
- Choose 2 colors, horizontal and click OK
- Click on "Apply to All"
- Save your work to your folder.

Trainer - End of Activity Discussion

- We completed a research activity utilizing the Internet with our searching skills, and various CD ROMs.
- We used this research to create an ebook. We could have used the information to write a story or a paragraph. The ebook could also have been created in KidPix or HyperStudio.
- When using software like Imagination Express that is new to students you have to be prepared to give them time to explore the "cool" tools.
- Two other products we are going to produce with this information are a riddle about your sea creature and a Venn diagram comparing and contrasting your sea animal with another participant's sea animal.

Notes Page

Creature from the Deep! - Day 3 - page 16

Trainer Notes - Data collection sheet for Creatures of the Deep lesson plan.

Creature of the Deep!

Creature Family:

Name:	
Source:	
Habitat:	
Source:	
Fact 1	
Source:	
General Fact 2	
Source:	
General Fact 3	
Source:	
General Fact 4	
Source:	

Creature from the Deep! Storyboard - Day 3 - page 17

Trainer Notes - Storyboard sheet for Creatures of the Deep lesson plan.

Creature of the Deep! Storyboard

Title Page

Title of Story:

Date:

Student Name:

Teacher Name:

Page 1

Family Name:

Name of creature:

Habitat information:

Fact:

Page 2

Supporting Facts:

Who Am I? - Day 3 - page 18

Trainer Notes - Data collection sheet for the Who Am I? Riddle activity portion of the K-2 lesson.

Who Am I?

T

P

B

L

M

C

D

R

E

W

Teacher Clues - Day 3 - page 19

Trainer Notes - Teacher clues for the riddle activity in the K-2 portion of the Creatures of the Deep lesson. Teacher asks students the question listed on the teacher clues sheet. See steps 2 - 7 page 14 Day 3.

Teacher Clues



1. My name starts with "T". I am a large fish that lives in the ocean. People eat me. Who am I? Answer: Tuna
2. My name starts with "B". I am a poisonous fish. I'm also called a pufferfish. Who am I? Answer: Blowfish
3. My name starts with "M". I am very large and I'm the fastest fish in the sea. Who am I? Answer: Mako Shark
4. My name starts with "D". I am a small shark and I won't hurt you. Who am I? Answer: Dogfish Shark
5. My name starts with "E". I am a long, thin fish and I can make electricity. Who am I? Answer: Electric Eel
6. My name starts with "P". I am a meat-eating fish. I live in South America. Who am I? Answer: Piranha
7. My name starts with "L". I can make my body light up. I have very large eyes. Who am I? Answer: Lanternfish
8. My name starts with "C". I am a colorful, striped fish that lives near poisonous sea anemones. Who am I? Answer: Clown fish
9. My name starts with "R". I am a flat fish. I have no bones. Who am I? Answer: Ray
10. My name starts with "W". I am the biggest fish in the world, but I eat tiny fish and sea creatures. Who am I? Answer: Whale Shark

My Riddle - Day 3 - page 20

Trainer Notes - Storyboard sheet for My Riddle.

- Participants are to create a riddle about their sea creature using the facts from Fact Gathering sheet, page 16.
- Use the storyboard to sketch a picture of the sea creature. The face of the sea creature will be the participant. The digital picture that the Trainer took will be used.

The following steps are done with the participants' hands on their computers. You will walk them through creating their riddle and illustration using the draw tools in KidPix.

- Open the KidPix software and enter your name. Click "Go"
- Move your cursor up to the top of the screen to reveal a set of hidden drop down menus.
- Click on the "Add" menu and choose "Add a graphic"
- Guide participants to the place where you stored the digital pictures you took of them earlier in the day. Participants should choose their picture and click on "Open"
- The graphic you chose will now be on your screen. Remember middle moves and corners resize. Adjust your image on the page. Tell participants that they will be creating a picture of their creature with their face as the face of the creature.
- Show the following tools, eraser, pen/pencil, color splash and text tool.
- Allow participants to draw themselves as their creature and then type their riddle on the page.
- Save and print these out so they can be posted in the room.

My Riddle

Write your own Who am I riddle.

My name starts with _____.

I am

Who am I?

Answer:

Sketch:

Comparing & Contrasting Creatures From the Deep

Day 3 - page 21

Trainer Notes - Comparing & contrasting using a Venn diagram

Participant Objectives -

- Creating a Venn diagram template using Microsoft Word or AppleWorks.

Student Objectives -

- Knowing the differences and similarities between ocean animals.

Materials Needed -

- Microsoft Word or AppleWorks
- CD ROMs, Internet, Imagination Express - Oceans
- Venn Diagram - page 23

Trainer Talking Points -

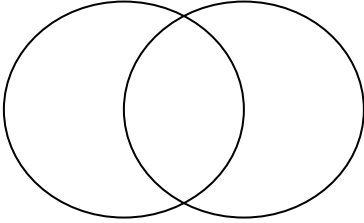
- See steps under Procedures 3-5 on page 22 Day 3
- To complete this activity we will be using the facts that were gathered during the Creatures from the Deep lesson page 16.
- Participants are to locate a classmate who has a sea creature on a different color paper.
- Participants are to use page 23, Venn diagram to compare and contrast their two sea creatures.
- See steps under 3-5 Procedures, page 22 Day 3

Creating a Venn Diagram Template Steps -

- Trainer is to follow the steps on page 24 - 25 taking the participants through the process of creating a Venn diagram template.
- You are creating the Venn diagram template to learn the draw tools in Microsoft Word.

Comparing & Contrasting Creatures From the Deep

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction Essential Questions for Teachers: How do I create a Venn Diagram template in Microsoft Word or AppleWorks?
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		<div style="text-align: center;">  <p>Venn Diagram</p> </div> <p>Essential Question: What are the differences and similarities between ocean animals?</p> <p>Learning Standards (State of Michigan): English Language Arts Standard 3: Later Elementary Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.</p> <p>English Language Arts Standard 3: Early Elementary Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.</p> <p>Science Standard I.1: Elementary Develop strategies and skills for information gathering and problem solving. <i>(Tools: Sources of information, such as reference books, trade books, periodicals. Real-world contexts: Seeking help from peers, adults, libraries, other resources.)</i></p> <p>Science Standard III.5: Elementary: Describe the basic requirements for all living things to maintain their existence. <i>(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.)</i></p> <p>Materials: Venn diagram storyboard, Venn diagram template created in</p>
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Comparing & Contrasting Creatures from the Deep

Day 3 - page 22

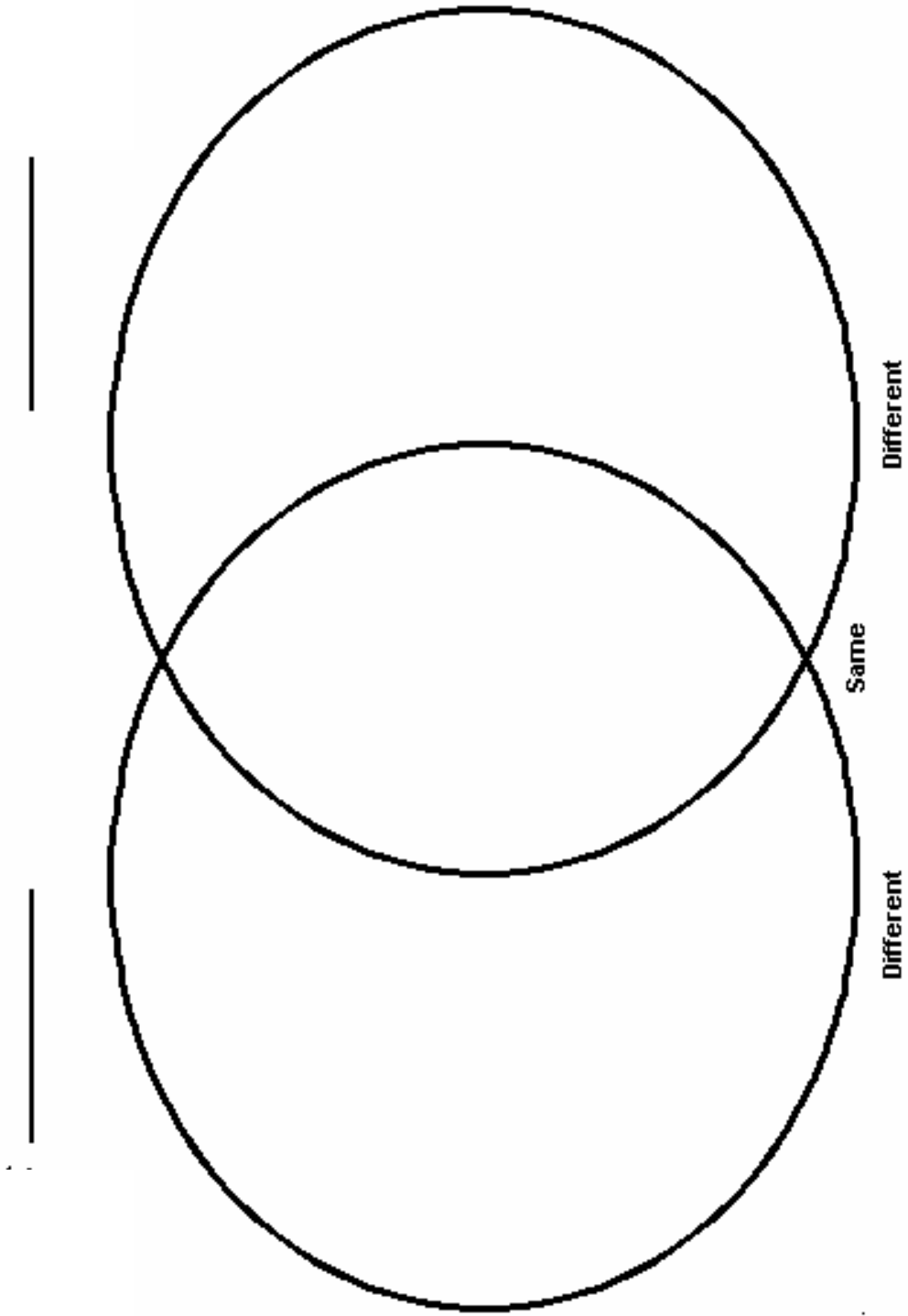
Trainer Notes - Comparing and Contrasting lesson using a Venn Diagram template continued.

<p>Teaching Strategies Modeled</p>	<p>Technology Strategies Modeled</p>	<p><i>Microsoft Word or AppleWorks, Reference CD-ROMs, Trade books, Internet</i></p> <p>Technology Connection: <i>Microsoft Word, AppleWorks, Imagination Express: Oceans, Reference CD-ROMs, Internet</i></p>
<p>Whole Group Instruction</p>		<p>Procedures: Procedures: K-2</p> <ul style="list-style-type: none"> • Introduce comparing and contrasting with a Venn diagram, whole group. Model comparing and contrasting using a Venn diagram.
<p>Whole Group Discussion</p>		<ul style="list-style-type: none"> • Brainstorm characteristics of two different creatures from the deep.
<p>Partner Activity</p>	<p>AppleWorks or Microsoft Word</p>	<ul style="list-style-type: none"> • Chart facts about the two creatures. • Students compare and contrast the creatures with a partner using a Venn diagram storyboard. • Using Venn diagram template (<i>AppleWorks or Microsoft Word</i>), students compare and contrast the two creatures of the deep.
<p>Whole Group Instruction</p>	<p>Download free teacher resources and reproducibles from Microsoft- http://www.techlearning.com/db_area/archives/WCE/archives/su_mner3.htm</p>	<ul style="list-style-type: none"> • Print the completed Venn diagram. <p>Procedures: 3-5</p> <ul style="list-style-type: none"> • Introduce comparing and contrasting with a Venn diagram, whole group. Model comparing and contrasting using a Venn diagram.
<p>Partner Activity</p>	<p>CDs, Imagination Express: Ocean, Internet</p> <p>AppleWorks, Microsoft Word</p>	<ul style="list-style-type: none"> • Students are paired, each selecting a different creature of the deep. • Students gather facts about their creature of the deep using reference CD-ROMs, <i>Imagination Express: Ocean</i>, Internet and trade books. • Students compare and contrast their creature of the deep with their partner using a Venn diagram storyboard. • Using Venn diagram template (<i>AppleWorks, Microsoft Word</i>), students compare and contrast the two creatures of the deep. • Print the completed Venn diagram.

Venn diagram Storyboard – Day 3 – page 23

Trainer Notes – Participants are to use this storyboard to compare and contrast their sea creature with another classmate’s sea creature. This is also an example of a storyboard participants will create using the draw tools in Microsoft Word.

Venn Diagram Storyboard



Venn diagram Steps - Day 3 - page 24

Trainer Notes - Trainer and participant will follow these steps to create a Venn diagram template.

Venn Diagram Steps

Setting Up

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

Making the Venn diagram

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

Venn diagram Steps continued - Day 3 - page 25

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

Using the Venn Diagram Template

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

Software Helpers - Day 3 - Page 26 - 32

Trainer Notes - Software Helpers -

The following Software Helpers are provided for Trainer and Participants:

Imagination Express - Oceans	page 27
Kid Pix Studio Deluxe	page 28 - 29
Microsoft PowerPoint	page 30 - 32

Software Helpers

Software Helper

Using Imagination Express Ocean

Open the Imagination Express Ocean program.

Click on Add Name and type your name. Click Add, then OK.

Locate information about underwater exploring. **Click on Fact Book.** Click on the button beside Exploring Underwater. Click on the speaker button to hear it read. Click on the stop button.

Click on Sample E-book to show students the type of story they can create with Imagination Express.

Create a new book. Click on the **green New button** on the main control panel.

Choose your background for the title page. Click OK.

Choose stickers to go on your page. Click the blue arrows at the top to change the library. Click the arrows at the bottom to see more pictures in that library. Click and drag the sticker to place it. (Note that it changes its perspective as you move it around.)

Animate your stickers. Click on the animation button on the bottom (the one with the yellow dot). Click on a sticker. You can now animate, make larger, smaller, or rotate your sticker. You can also record sound with a microphone.

Learn information about your sticker. In the animation box, you'll see an open book in the upper left hand corner. Click it to learn more information about your sticker. Click the stop button to go back. Close the animation window.

Add text. Click the text button on the bottom. Type your title. Change the color, size and style at the top. Drag the text box to position it. Click on the screen to deselect the text box.

Delete text or stickers by dragging them to the trashcan.

Add a new page by clicking on the green new button at the bottom.

Software Helper

Kid Pix Studio Deluxe

Main Drawing Program

Pencil- Used for drawing, can choose fill color and thickness below

Line- Used for making lines, hold down the shift key when drawing a line to make the line straight.

Shape Tools- Used for making squares, rectangles, circles or ovals. Hold down the shift key when drawing to make a perfect square or circle.

Paint Brush- Used to create effects and shapes.

Symmetry tool: Make symmetrical pictures

Dot-to-dot tool: Draw letters, numbers or a picture. Change puzzles with classmates to complete.

ABC text tool: Go to toolbox and Alphabet Text to change the letters to a word and illustrate that word.

Dice tool: Have students "roll" dice and use the Alphabet stamp to put a sign in the middle and solve the problem.

X & O tool: Have students draw a tic-tac-toe grid with the line tool and play tic-tac-toe with the X's and O's. Draw a number of X's and O's ahead of time and place them using the moving van.

Red Circle Shape tool: Make a code using the shapes given, ex. triangle=50¢; circle=25¢; cube=10¢; diamond=5¢; square=1¢. Have students make a line of 3-6 shape symbols and total up the amount spent. Use the alphabet stamp to stamp the answer beside the problem.

Six Ball Multiplication tool: Have students create the beginning of a multiplication problem until they get to the equal sign. Have them stamp the answer using their alphabet stamp.

Building tools: Have kids use the door and window tools to make multiplication arrays. Create the array with the door or window and make a multiplication problem to go with it using the alphabet stamps.

Paint Bucket- Used to create background color or to color large areas.

Mixer- Used to make a variety of special effects

Eraser- Used to erase mistakes. The square shapes erase only a portion of the picture, the others erase the entire picture, excluding type.

Alphabet Stamps- Used for stamping letters, numbers and symbols.

Typewriter- Used to type; change font and size at the bottom of the screen. To edit typing, click inside the text box and make changes.

Stamps- Can change stamp set by going to goodies and pick a stamp set. Make stamps larger by pressing the control button, extra-large by pressing control and shift.

Moving Van- Selects and moves portions of a picture.

Undo- Undoes the last operation that you have done

Creating a Kid Pix Slide Show

1. Create your picture in Kid Pix and save them to a disk or your hard drive.
2. Open the Slide Show creator.
3. Push the picture button on the bottom of the first truck to import your saved picture.
4. Choose any sounds you wish to include and the transition between your first and second slide.
5. Continue the process for each slide.
6. When done, click on goodies and play once or play looped to view your slide show.
7. *To save, click on File and Save as a slide show. To view your show on a computer that does not have Kid Pix installed, choose save as a stand-alone.*

Software Helper

POWERPOINT

Getting Started:

Auto Content Wizard- Gives you a head start on a presentation with a fill-in-the-blank type of form. Choose from pre-made presentations on a variety of subjects.

Template- Allows you to start your presentation with a pre-made background for each slide.

Blank Presentation- Start your own presentation with a white background. To set the background color click on Format and Background. Click on Format and Apply Design to choose a template background.

Creating a Slide:

Choose an Auto Layout-

- Choose a layout for your slide.
- If you need to go back and add something else later, you can click on Insert and the item that you wish to add.

Adding Text-

- Click on the text box to begin typing.
- Click on the top toolbar or Format and Font to make changes.

Adding Graphics-

- Click on the graphics box if you selected an auto layout.
- If you wish to add a graphic box to an existing slide, click on Insert and picture. Double click on the picture to select it. Once on the slide, you can click on it and drag it into position or click on the corners to size it.

Inserting a Chart-

- Click on Insert and Chart. Enter your data in the table.
- To change the orientation of your chart, click on Data and Series in Rows or Series in Columns.
- To change the type of graph, click on Chart and Chart Type.
- Chart and Chart Options allows you to label the X and Y-axis.
- Chart and 3-D view changes how the shadowing on the chart appears.
- View and Datasheet allows you to go back and make changes to your data.

Inserting a Table or Spreadsheet-

- Click on the table button on the top tool bar.
- Choose the size of your table.
- Click to type in each cell.
- If you want a more polished look, click on Table and Table Auto Format. There are many templates to use as a starting point.
- If you wish to enter a formula into a cell in a spreadsheet, click on Table and Formula. Remember all formulas must begin with an equal sign.
- Table and Merge combines selected cells and puts them together to make one larger cell.
- Table and Split separates the selected cell into parts.

Inserting Shapes-

- Click on Auto Shapes at the bottom tool bar.
- Choose the shape you wish to include.
- Click beside the Paint Bucket to change the fill color and click on the paintbrush to change the line color.
- Click on the A to begin typing in that shape and click on the arrow beside to change the color.
- Click on the 3-D cube picture to change how the shape appears on the screen.

Inserting Word Art-

- Click on the 3-D letter A at the bottom tool bar.
- Select a style for your text.
- Type in your text and click OK.
- Size your text by clicking on the corners and dragging.

Putting on the Finishing Touches

Adding Animation Effects-

- Open the slide to which you wish to add effects.
- Click on the first element that you wish to appear on your slide.
- Click on the animated star at the top of the tool bar.
- Choose an effect for your element. Click preview to see how it works.
- Do the same with each element on the slide.
- To preview your slide, click on Slide Show and Animation Preview.

Choosing a transition-

- Click on Slide Show and Slide Transition.

- Choose a transition, speed and when you want it to appear or move to the next slide.
- Click apply to set the transition for that one slide, click apply to all to choose that transition for all of the slides.

Adding Action Buttons-

- Click on Slide Show and Action Buttons.
- Action Buttons allow you to create a link to another slide, the Internet, sound clip or video.

Check your Spelling-

- Click on the Check ABC button on the top tool bar to check spelling on all of your slides.

Presenting Your Show

Speaker Notes-

- Click on View and Speaker Notes to write notes for yourself to review as you give your presentation. You will need to print these notes out, as you will not be able to see them when you give your presentation.

Rehearsing Timings-

- Click on Slide Show and Rehearse Timings to pull up your screen and see a stopwatch.

Set up the Show-

- Click on Slide Show and Set up Show to enter your preferences for how to show will advance.
- You can change the color of the pen and how you want it to appear.

Viewing Your Show-

- Click on Slide Show and View Show to view your show.
- If you wish to exit the show before it is over hit your escape button on the keyboard.

Supplemental Lesson Plans - Day 3 - page 33 - 49

Trainer Notes - Supplemental Lesson Plans

The **Crazy About Coral** lesson plan is a supplemental lesson. If you are going to model this lesson, follow the step-by-step procedures and make use of the storyboards and assessments.

Supplemental Lesson Plans

Crazy about Coral

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: How do I export a picture from KidPix? How do I create an Inspiration template? How do I create a Power Point presentation?

		<p>Essential Question: What is coral? Is it a plant or an animal? What are some different types of coral?</p> <p>Learning Standards (State of Michigan): Assessed: English Language Arts Standard 3: 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.</p> <p>Science Standard II.1: Elementary Show how science concepts can be interpreted through creative expression such as language arts and fine arts. (<i>Key concepts:</i> Poetry, expository work, painting, drawing, music, diagrams, graphs, charts. <i>Real-world contexts:</i> Explaining simple experiments using paintings and drawings; describing natural phenomena scientifically and poetically.)</p> <p>Science Standard III.4: Elementary Explain how physical and/or behavioral characteristics of organisms help them to survive in their environments. (<i>Key concepts:</i> Characteristics-adaptation, fitness, instinct, learning, habit . Traits and their adaptive values-sharp teeth or claws for catching and killing prey, color for camouflage. <i>Real-world contexts:</i> Common vertebrate adaptations, such as white polar bears, sharp claws and sharp canines for predators, changing colors of chameleon; behaviors, such as migration, communication of danger, adaptation to changes in the environment.)</p> <p>Materials: Student reproducibles, Inspiration, KidPix, Internet, scan converter, Power Point</p>
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<p>Teaching Strategies Modeled</p> <p>Whole Group Instruction</p> <p>Individual Activity</p> <p>Whole Group Discussion</p> <p>Individual Activity</p> <p>Whole Group</p>	<p>Internet- http://www.uconn.edu/nurc/aquarius/lessons/coral_reef/coral1.htm</p> <p>Internet "Cruises"- http://www.techlearning.com/db_area/archives/WCE/archives/heescruz.htm</p> <p>Internet- http://islandfun.com/dive/coralcard.htm</p> <p>KidPix</p>	<p>Technology Connections: Students will learn information about the Coral Reef from a CD. They will then identify different types of coral using the Internet and will create a picture in KidPix, showing what they have learned. They will reinforce this new learning in a center, completing an Inspiration Template. In grades 3-5, students will work with a group to create a PowerPoint presentation.</p> <p>K-2 Procedures:</p> <p>Introduction</p> <ol style="list-style-type: none"> 1. View the Electronic Book, <u>Dive to the Coral Reefs</u>. 2. Give each student a Dive to the Coral Reef sheet to complete as you go through the book. Stop to discuss topics as needed and to view videos in the book. <p>Diving Deeper</p> <ol style="list-style-type: none"> 1. Give each student a set of coral identification cards. Discuss what each coral looks like from their point of view. Have students predict the names of each coral. 2. Using a scan converter, show the coral at http://islandfun.com/dive/coralcard.htm. Use those pictures to identify the names and write them on the coral cards. Discuss with students why each coral has the name it does. 3. Next, have students draw a picture of a coral reef in KidPix using their coral cards as guides. Show them how to use the pencil to draw a shape and how to use the paint bucket to fill it in. Ask students to draw three different coral in their pictures and label them. Show them how to change the stamp set and locate the stamps entitled "Nature" to add other sea life. 4. Save the slides on a disk and use them to create a class slide show using the directions that follow. Share this show with the class, allowing students to present their slide as it comes up. 5. Assess their individual pictures with the rubric and student self-evaluation.
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Teaching Strategies Modeled	Technology Strategies Modeled	Reinforcing the concept
Center Activity	Inspiration	<p>Reinforcing the concept</p> <ol style="list-style-type: none"> 1. Reinforce the information that students have learned with this center activity. 2. Create an Inspiration template according to the directions that follow. 3. Ask students to bring their coral cards to the computer with them during center time, and ask them to complete the Inspiration web by clicking and typing in the name of the coral underneath the picture. 4. Have students print their completed web and turn it in for evaluation.
Whole Group Instruction	Internet- http://www.uconn.edu/nurc/aquarius/lessons/coral_reef/coral1.htm	<p>3-5 Procedures:</p> <p>Introduction</p> <ol style="list-style-type: none"> 1. View the Electronic Book, <u>Dive to the Coral Reefs</u>. 2. Give each student a Dive to the Coral Reef note-taking sheet to complete as you go through the book. Stop to discuss topics as needed and to view videos in the book. <p style="text-align: center;">Diving Deeper</p> <ol style="list-style-type: none"> 3. Gather students into cooperative groups. Allow each student to pick a coral group card. Those students who have the same coral will be grouped together. Groups should be no larger than 2-3 students.
Cooperative Groups		<ol style="list-style-type: none"> 4. With their group, have students draw a picture of a coral reef in KidPix. Show students how to use the pencil to draw a shape and how to use the paint bucket to fill it in. Show them how to change the stamp set and locate the stamps entitled "Nature" to add other appropriate sea life. Ask students to draw three different coral in their pictures.
Small Groups	KidPix Internet "Cruises"- http://www.techlearning.com/db_area/archives/WCE/archives/heescruz.htm Internet- www.yahooligans.com	<ol style="list-style-type: none"> 5. Show students how to save their picture to a disk for use in the following Power Point activity. 6. Now, ask students to do a search in Yahoooligans (www.yahooligans.com) to gather more information about different three different types of coral. Ask students to complete the fact-gathering sheet to guide their research. Show students how to save graphics from the Internet to a disk for use in the slide show.

Teaching Strategies Modeled	Technology Strategies Modeled	
Small Groups	<p>Search Tools for Students- http://www.tekmom.com/search/index.html</p> <p>Power Point</p> <p>On-line tutorial for Power Point- http://www.acaden.com/pp/</p>	<ol style="list-style-type: none"> 7. Using the storyboard, ask students to create a slide show with four slides. On the first slide, students will import their saved Coral Reef picture from KidPix and create a title for their show. On the remaining three slides, have students include a graphic and two facts about a type of coral. 8. Using the storyboard as a guide, ask students to complete their Power Point slide show. Share the completed shows with the class. 9. After students have completed their project, ask them to evaluate their own show with the checklist found at http://pblchecklist.4teachers.org/view.php3?id=2147.
Center Activity	Inspiration	<p>Reinforcing the concept</p> <ol style="list-style-type: none"> 10. Reinforce the information that students have learned with this center activity. 11. Create an Inspiration template according to the directions that follow. 12. Have a supply of Coral Reef reference books available by the computer. Allow students to look through the reference books to identify the different types of coral. Once a student identifies the coral, have them click in the blank below the picture to type in the type of coral 13. Have students print their completed web and turn it in for evaluation. <p>Assessment: K-2: Students' answers to the fill-in-the-blank Dive to the Coral Reefs sheet will be assessed for accuracy. Their KidPix pictures will be evaluated with a rubric, and their Inspiration coral web will be assessed for correct spelling and identification.</p> <p>3-5: Students' completed Power Point presentation will be evaluated with a rubric. Their fact-gathering sheets can also be evaluated for accuracy.</p> <p>Extension: Have students create a Power Point presentation that contains information about coral reef habitats around the world.</p>

Dive to the Coral Reef

Word Bank:



Great Barrier Reef	staghorn coral	brain coral
sea turtle	sharks	skeleton
octopus	plate coral	sea fans
tentacles	sea whips	animals
barracuda		

1. The largest coral reef is the _____.

2. A coral eats by waving its _____ around.

3. Corals are not plants, they are _____.

4. Corals use their hard _____ for protection.

5. Some names of hard coral are:

6. Some names of soft coral are:

7. Some other animals that live there are:



I am a _____ coral.

I'm called that because

_____.



I am a _____ coral.

I'm called that because

_____.



I am a _____ coral.

I'm called that because

_____.



I am a _____ coral.

I'm called that because

_____.

Crazy About Coral

Name: _____

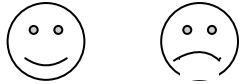
CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Graphics	Required graphics are included on each slide. They are appropriate and relevant to the topic.	Required graphics are included on each slide, but may not always be appropriate or relevant to the topic.	Required graphics are included on at least 3 slides, but some are not appropriate or relevant to the topic.	Required graphics are missing. Graphics that are included are not relevant to the topic.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Content	Covers topic in depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal or there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.

Crazy About Coral

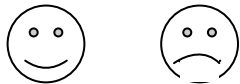
Circle a smiley face if you completed each of the requirements on your Coral Reef picture in KidPix.



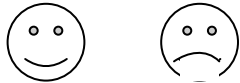
- I drew three pictures of coral.



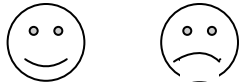
- I used the paint bucket to color my picture.



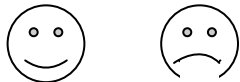
- I added coral reef animal stamps to my picture.



- I labeled each of my coral pictures with the typewriter tool.



- I put my name on my picture.



- This is my very best work.



Crazy About Coral

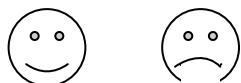
A smiley face indicates that you have completed the required element.



- You drew three pictures of coral.



- You used the paint bucket to color your picture.



- You added coral reef animal stamps.



- You labeled each of your coral pictures.



- All of the words are spelled right.



- This is your very best work.



Teacher Comments:

Web Search Fact-Gathering Sheet

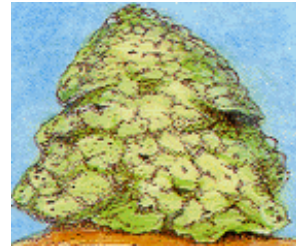
Use Yahoorigans to locate more information about different types of coral. Locate information and graphics for three different types of coral and record facts on the space below.

Name of Coral	Location/Habitat	Facts	Name/Location of Graphic

Coral Reef Storyboard

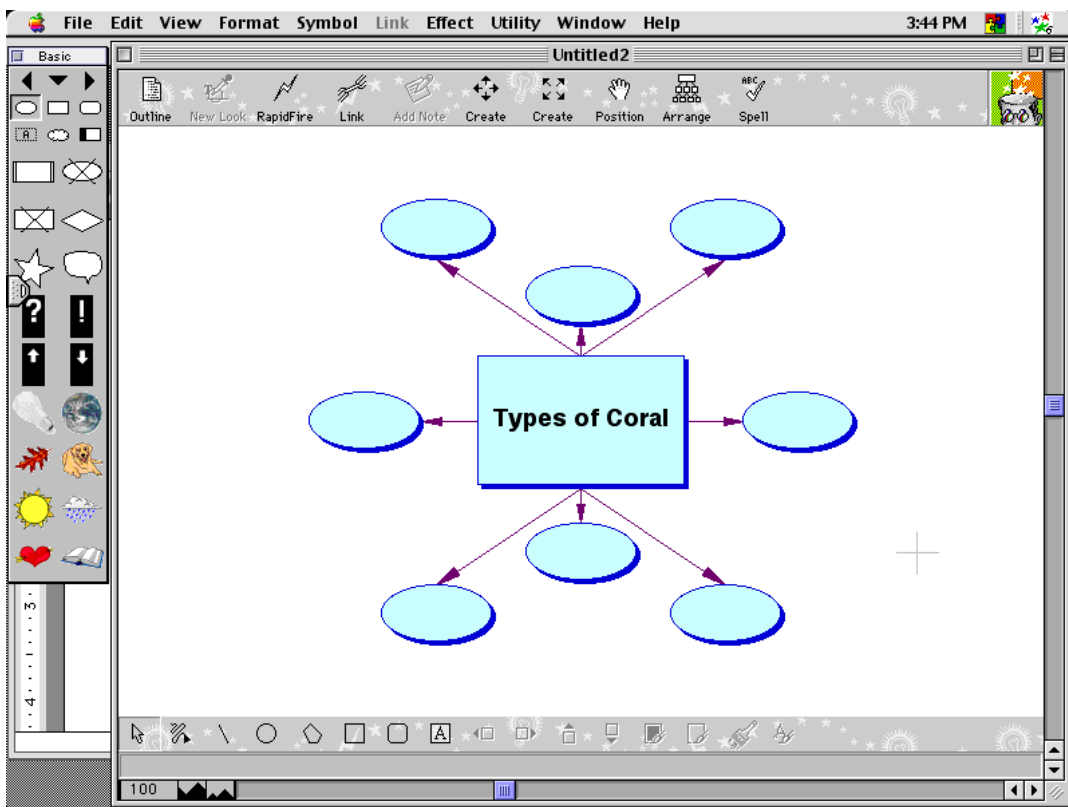
<p><i>Title Slide</i> <i>(includes KidPix graphic)</i></p>	<p><i>Slide #1</i> <i>(includes 2 facts and graphic from Internet)</i></p>
<p><i>Slide #2</i> <i>(includes 2 facts and graphic from Internet)</i></p>	<p><i>Slide #3</i> <i>(includes 2 facts and graphic from Internet)</i></p>

Coral Group Cards



Creating the Coral Web Template in Inspiration

1. Open up a new Inspiration document.
2. In the Main Idea space, type "Types of Coral".
3. Click on the circle so you see the red boxes appear around the main idea, and click on Format and change the font, size and style to your preference.
4. Now click on that space and click on one of the create arrows at the toolbar at the top.
5. Click back on the main idea and keep creating more links from it. Your web should now

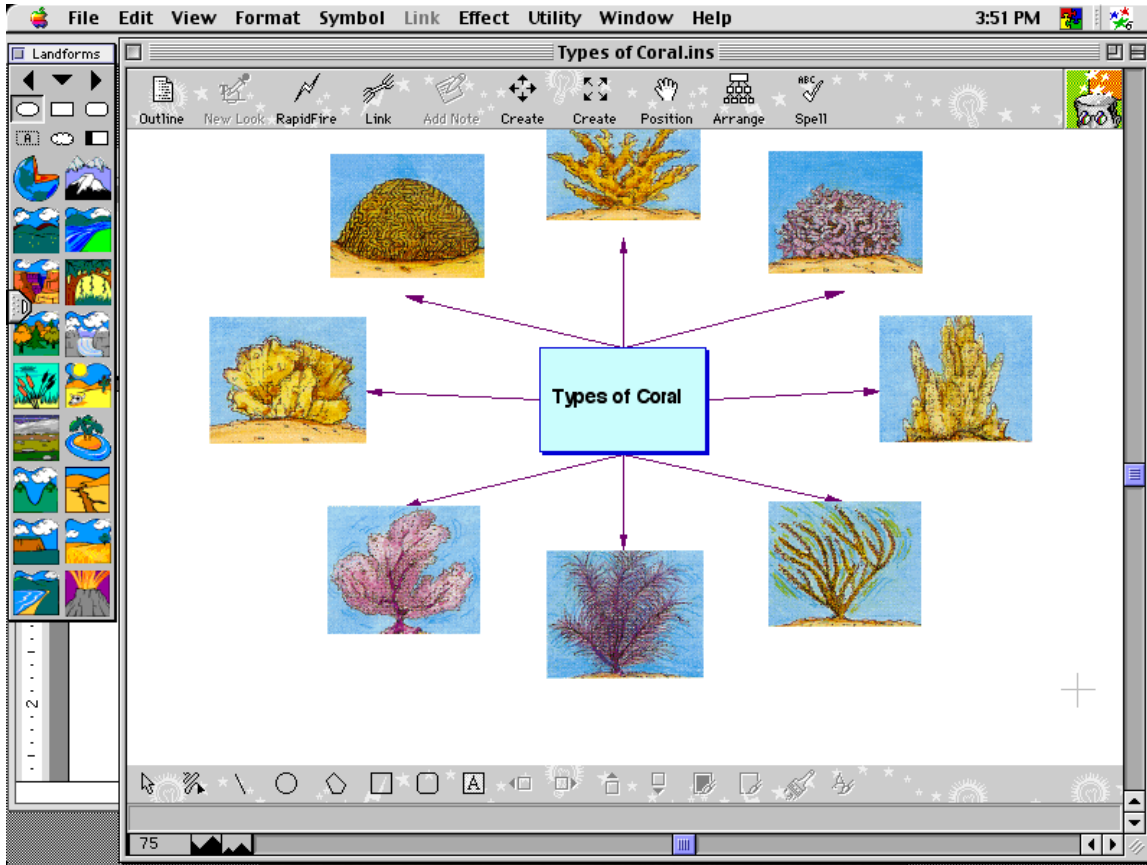


look something like this:

6. Minimize that screen and go into your Internet program. Go to the following internet site and copy a graphic to your computer's clipboard (click and hold for Mac, right click for PC, then choose copy). <http://islandfun.com/dive/coralcard.htm>
7. Now go back to the web and click on one of the blue ovals that you made. Click on Edit and Paste and your new graphic will appear.
8. Repeat for each of the other graphics.

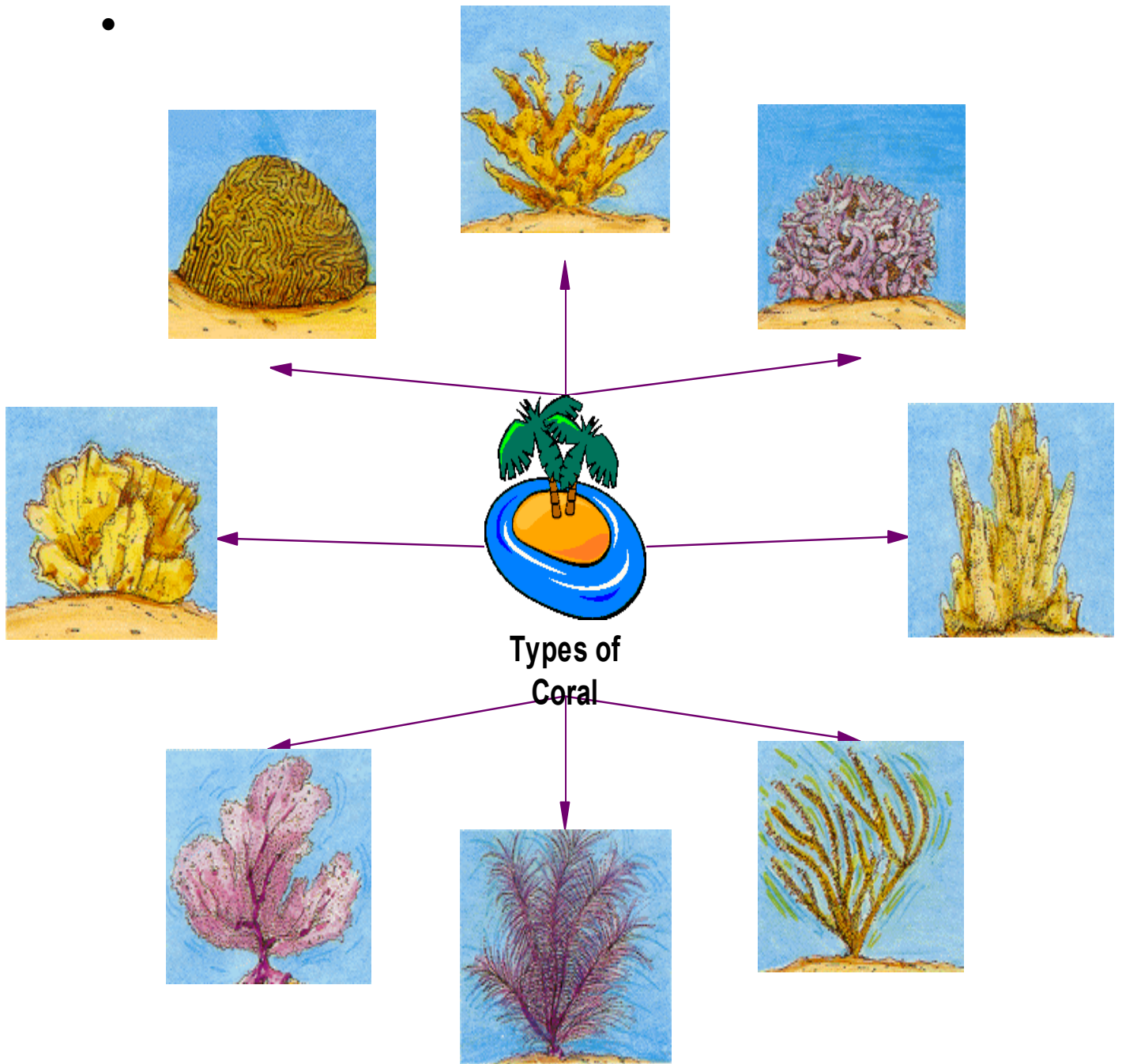
9. Now you will want to change the size of the type for your students when they type their words under the pictures. Press your shift key on the keyboard and hold it down while you click on each of the coral pictures on the web. There should be red boxes around each of the pictures. Click on Format and change the size to 14 pt.

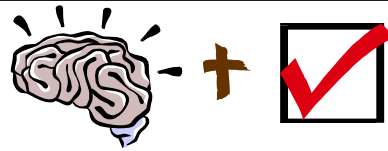
10. Your web should now look something like this:



11. To save your web as a template, click on File and Save as Template. Now type the name under which you want it to be saved. Click OK.

12. To retrieve your saved template click on File, Template and scroll down until you see the name of your template. Click on it and click Open.





1. Name a search engine, a directory and a meta search tool?
2. What is an itList?
3. Name 3 of the tools in KidPix?
4. What key do I hold down create a perfect circle or line in Word?
5. How do I create a template in Word?
5. What is "Boolean" logic?

Brain Check - Day 3 - page 50

Trainers Notes - Brain Check

The Brain Check should be adapted by each Trainer to match the selected software used in the training.

Daily Closure

Trainer Notes -

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