

Day 4

Trainer Notes Day 4 Agenda

- Daily Diary, Email, Site of the Day
- Diary Small Group/Whole Group Reflections
- Cooperative Grouping Activity
- Multimedia Technology
- Whale - Animalia Lesson Plan
- Comparing Whales
- Assignments and Closing Remarks

Trainer Notes Day 4 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
	Set up six computer stations for cooperative group rotations. Place folders with assignments next to stations.
	Send out email and site of the day to participants.
	Check the Internet links that will be used for the day to make sure they are active.
	Check the workstation desktops for the presence of the i3 participant folder.
	Update and start the Day 4 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.
	Place stickies and pen at each workstation.
	Place red cups at each work station - classroom management strategy.
	Hang the Grouping charts. Set out the group folders.
	Create a Shared folder on the server named after the groups. Lobster, Manatee...
	Check paper and ink in printers.
	Load music CD and have playing as participants arrive.
	Assemble Sign-in sheets.
	Hide whale cards under keyboards at each computer. Try and group so that each team has one of each whale card.
	Start computers and test log-ins. Check headphones and microphones.
	Have the Animalia book by Graeme Base ready.
	Place one Discus Whales CD at each computer station.
	<i>The stations listed below should be set-up according to the directions. The number of stations is dependent upon the number of groups in the training. Participant computer stations should be used. Each station will have a labeled folder with information about the activity (see below). These can be placed on top of monitors or to the side of the computer stations.</i>
	Station #1 Scanner Station- You will need a scanner with scanner software installed. Check to make sure it is working. In the folder you will need step by step instructions for

	<p>how to use the scanner, participant checklist, and material that will be scanned. Scanned items come from A House for Hermit Crab by Eric Carle</p>
	<p>Station #2 Video Station- You will need a TV with a VCR for this station, the National Geographic Really Wild Animals, Deep Sea Dive video and an instruction sheet with the locations/segments of the material you want participants to view. A factual whale book can also be included in the center. Participants will use the fact book once they complete viewing the video segments.</p>
	<p>Station #3 Whales & Dolphins CD Station- Install this CD on the computer station you are using for this center. Check to make sure it works. In the folder you will have the Whales & Dolphins CD and instructions on how to start the software.</p>
	<p>Station #4 Encyclopedia Station- You will need access to any CD, server or Web based encyclopedia system.</p>
	<p>Station #5 TrackStar Station- Save the following link to the browser bookmarks and/or favorites. http://trackstar.hprtec.org/main/display.php3?track_id=143750 Create a folder in your favorites called "TrackStar" and save the link there. Instructions on how to access the link in the folder are needed.</p>
	<p>Station #6 Hotlist Station- Save the following links to the browser bookmarks and/or favorites. Create a folder in your favorites called "Hotlists" and save the links there. Instructions on how to access the links in the folder are needed. http://www.kn.pacbell.com/wired/fil/pages/listseiwhalfl.html http://www.kn.pacbell.com/wired/fil/pages/listspermwhfl.html http://www.kn.pacbell.com/wired/fil/pages/listbluewhaho.html http://www.kn.pacbell.com/wired/fil/pages/listthebelufl.html http://www.kn.pacbell.com/wired/fil/pages/listthegrayfl.html</p>
	<p>Station #7 Camera Station- Access to a digital camera is needed for this station. Check to make sure it works; batteries; discs, etc. Place folder with assignment next to station. A floppy disc for each group is needed for them to save digital pictures. Label the disks 1-5 or one for each group.</p>
	<p>Station #8 Imagination Express Station- Imagination Express Oceans CD is needed for this station. Place it in the folder.</p>

NOTES

Good Morning – Day 4 – 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 - In addition to the email you will send the “Whale Comparison” template and the “Blank Kiosk Slide” to participants. These can be found in the Instructor Folder and on the trainer Web site.
- 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 of the day and talk about the teaching and learning aspects of each one.

****NOTE**** *At some point during your morning welcome, tell participants not to visit the BrainPOP site which is one of the sites of the day. There are restrictions based on the number of users per day so we will look at it as a whole group later.***

Techie Talk –

- Email attachments
 - Attachment language is different depending on email software.
 - Usually an icon of a paper clip denotes attachments.
 - Attachments are used to share resources, send assignments to students, materials to parents, etc.
 - Walk through saving the attachment you sent in today's email with the whole group. This process will be dependent on what email software is being used.

Good Morning & Welcome Back!

Day 4



"Help another to climb the hill, and you will find yourself nearer the top."

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 4 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?

Cooperative Grouping Day - day 4 - Overview

Trainer Notes: Day 4 overview

Day 4 is the cooperative grouping day where participants spend time in research centers or stations gathering facts and information about their assigned whale. The participants are separated into teams of 5. If you have participants from the same school, try and keep them grouped together. Each person on the team will gather research on one of the following 5 whales: Beluga, Blue, Sperm, Gray and Sei. Place a whale at each computer station before participants arrive in class.

Activities for Day 4 come from the **Whale Animalia Lesson Plan** and the **Comparing Whales Lesson Plan**. Instead of modeling each lesson separately they are merged together to create a set of activities that cover the most amount of information for the training day. Therefore, Trainer notes for Day 4 are grouped together rather than with each individual lesson.

During center/station time participants are using a variety of sources to gather information. This information is used to create a multimedia slideshow with their cooperative group on Whales. Individually, participants will use an Excel template to compare sizes of whales. Below is an outline/timeline of the activities for the day.

Day 4 Outline/Timeline

- Begin the lesson with participants finding their whales. Place participants into teams and play the thumb game or play the "The Way You Move" video section to stress that success today is based on how well teams cooperate.
- Participants need the data collection sheet on page 24. This is an individual activity that is modeled first by the instructor. This is a foundation building exercise for baseline knowledge on whales.
 - Participants insert the Discus Whales CD.
 - Help participants adjust sound or use headphones. Discuss headphone use.
 - Show participants how to navigate through the book by clicking on page corners and how clicking on words and pictures provide visual and auditory assistance. Click on the "Customize" menu and review book and system settings. Review Recall list and Teacher options
 - Allow participants a few minutes to answer question on their handout.
 - Quit Discus Books and pass in the CD's.
 - Discuss what they learned about whales.
- Introduce the Stations/centers to the participants.
 - **Station #1 Scanner Station-**. At this station you will be using a scanner to gather images for a Day 5 activity. You will be scanning images out of the book

Cooperative Grouping Day - day 4 - Overview

A House for Hermit Crab by Eric Carle. In the folder you will find a chart with saving instructions. Tell participants that this is a "By Invitation Only" station. You will assign groups to this station to control the station flow and you will also provide group instruction on how to use the scanner. After the first scanner group is finished you will appoint one member from that group to train the next group. (Each one Teach one)

- **Station #2 Video Station-** At this station you will be using the same video about water that we used on Day 1 except that it is segmented so that you are only watching portions about whales. Use the remote to find the right place on the tape and watch together as a group. This resource provides you visuals on whales and not as many facts as the other station resources. One of the points of using the video is to see the whales swimming in their environment. Pay special attention to the whales interaction with humans. When you are done with the video use the book for further factual information.
- **Station #3 Whales & Dolphins CD Station-** At this station you will be using a CD resource to gather information about your whale.
- **Station #4 Encyclopedia Station-** At this station you will be using a CD or Web based encyclopedia system (explain the resource that is being used).
- **Station #5 TrackStar Station-** At this station you will be using a web-based activity that was designed for this lesson. The activity is a compilation of web sites and questions that will guide your research. You will find the link in you favorites or bookmarks. The tool that was used to build this is called TrackStar.
- **Station #6 Hotlist Station-** - At this station you will be using a web-based activity that was designed for this lesson. The activity is a compilation of web sites and questions that will guide your research. Each Whale has it's own Hot List. You will find the link in you favorites or bookmarks. The tool that was used to build this is called Filimentality.
- **Station #7 Camera Station-** At this station you need to take a digital picture of each group member and then a group picture. The instructor or classmate can take the group picture. All pictures must have a water theme.
- **Station #8 Imagination Express Station-** At this station you will be using the same resource that you used on Day 3 - Imagination Express Oceans. Participants will use the Fact Book - Whales for researching.
- Divide participants into their research groups. There are 2 options on how to create groups:
- Option 1- the group of five persons that were created with whale cards - each having a different whale. They must go from station to station researching only one whale per station. This works well for team building, but is a problem when it comes to

Cooperative Grouping Day - day 4 - Overview

participant involvement i.e. what do I do if we're not looking up my whale?

- Option 2- Participants with the same whales would be grouped. Higher level of participant engagement since they are all researching the same whale at a station. This option allows you to instruct teams to evaluate each of the stations and the content found there. They should ask: What worked best? What didn't? How would students respond to the stations? With option 2 the digital camera station is not in the rotation due to the fact that the pictures will need to be of the 5 different whale groups. Option 2 requires you to find time to bring the original groups of 5 different whales back together so they can complete the camera assignment. Multiple cameras allows for several groups to take pictures at the same time.

The following instructions are based on Option 2.

- Have participants take out the handout on page 25.
- Separate the class so that you have all the whales of the same type in groups.
- Introduce the Whale Group Checklist. Instruct a member of the team to check off a station after they have visited it.
- Assign starting places for the groups and let them get started. This activity should take about an hour but depends on the size of the group. Plan for about 10-15 minutes per station.
- As groups are rotating through the stations the trainer should visit each one multiple times to check on participants progress and to answer questions.
- Wait for the first group to complete 2 stations and then invite them to the scanner and teach them how to use it. Trainer follows the instructions in the folder with the participants. Pick someone from this first group at the scanner to train the next group. This allows you to pace the training so that groups finish all stations around the same time.
- Groups must visit all stations before going back to a station they have already been to.
- If a group finishes before the others they can take their break and/or update the information on their Inspiration activity from day 1.
- When all groups have completed the stations lead a discussion about resources used for the activity.
 - What was your favorite resource? Why?
 - What was easy to use? Why?
 - Which resource didn't you like?
 - Which would have been the most beneficial to your students? Reading Level? Usability?
- Part of successful integration is using the right tools for the right activity. This activity provides participants the ability to assess multiple resources for possible selection for curriculum use.

Cooperative Grouping Day - day 4 - Overview

- Participants now migrate (jigsaw) back to their original group of 5 - different whales.
- Have participants take out the following handouts; Page 11, 12, 26 & 27
- Participants are to each share their research on their individual whales. All others record the information on page 27. Participants now become knowledgeable on 5 whales.
- While groups are completing the above activity, choose groups to complete the digital camera station.
 - Assign one person from each group as the disk keeper. It will be their responsibility to save the pictures to the shared folder on the server.
 - Instruct them on saving to the server as a small group or individually.

Trainer Notes - Comparing Whales activity

- When participants have finished the jigsaw activity they should pair with another person that has a different whale. The pair will complete the Venn diagram activity on page 26.
- Participants need pages 11 and 12 and pages 25, 26, 27 that were completed during the first portion of the lesson.
- Once the Venn diagram has been completed participants open the excel template on Whale Comparisons.
- Trainer will use the excel template to guide the whole group through a comparison of all researched whales. You are discussing mathematically the information that was located.

The Venn diagram and the Excel comparison activities are from the Comparing Whales lesson plan. They model how to use information gathered in cooperative groups to create products both whole group and individually.

Trainer Notes - Small Group Activity - Whale of a Animalia Activity

- Trainer is to read from the Graeme Base book Animalia.
 - Discuss Alliteration - Alliteration is the repetition of the beginning sound through a series of words. Focusing on four part of speech: nouns, adjectives, adverbs and verbs, participants, working in pairs, will work together to create a collection of nouns, adjectives, and adverbs that can be used to construct an original alliterative sentence.
- Discuss the pictures in the book.
- Explain that they will be creating something similar using the information they compiled on whales. This activity has participants use the research located during the cooperative grouping activity and the skills that were introduced on Day 3 for KidPix.

Cooperative Grouping Day - day 4 - Overview

- For this activity participants are in the group with the five different whales. Each individual is to use the information about his or her whale to create an alliteration. Each participant will create a slide about his or her whale using KidPix. These will be shared with the group members and then all group alliterations will be pulled together into a slide show using KidPix.
- Group members are to collaborate on the creation of each of the team member's alliteration. First record words and then produce and share all alliterations on page 11 and 12.

Trainer Notes - Kid Pix activity

- When alliterations are complete participants are to open KidPix software and create a slide. They are using the skills learned on day 3. They are to draw their whale and write their alliteration on the slide.
- Review the draw tools, paint tools and color splash. Introduce background, sound and stamp tool.
- Allow students enough time to create their slide. After about 5 minutes trainer should have participants save their slide into the shared folder on the server. Do this together. All slides need to be in the shared folder in order to build a slide show using all team members' slides. Remind participants to save periodically.
- When individual slides are finished the groups break into teams of 2 and 3 to create the Title slide and the Credits slide. Participants must use the digital pictures that were taken earlier for both slides.

Trainer Notes - Create a slide show in KidPix

- Trainer has participants gather around 2 computers and takes them through the process of importing images into KidPix.
 - Move the cursor to the top of the page and click in the black area to reveal a hidden menu. Choose the add menu and then choose add a graphic. Navigate to the shared folder where the pictures were saved. This will be different depending on the location. Click on one of the graphics and add it to the slide. Demonstrate how it can be resized by dragging the corners.
- Participants will save the slides in the same folder on the server where their individual slides have been saved.
- Groups are to close KidPix on all machines except one. Each group is to gather around that workstation to compile the slide show in KidPix.
- Click on the arrow in the bottom left had corner of the screen. This will take you to the slide show area.

Cooperative Grouping Day - day 4 - Overview

- You will see numbered boxes. There are 96 boxes indicating that you can create up to 96 slides. Click on the red arrow under the box numbered 1 to import a picture/slide in that spot. Choose the first slide to be imported. Import all group slides in any order.

They can be easily moved into place by clicking-holding and dragging the slide into any location

- Click on the movie camera in the bottom right portion of the screen. This will enable the slide transition, timing and sound.
- Sound- Click on the speaker icon in blue to show sound controls. You can play sounds, which were chosen as part of the slide when it was created, or you can record the text on the page while the slide is showing.
- Timing- Click where it says 7 Sec this will allow you to adjust the time that the slide stays on the page.
- Transition- Click on the red box between the slides. This will allow you to place transitions between slides.
- When slide shows are completed save them in the same shared network folder and close out of KidPix.

It's show time! Present all slide shows on the main presentation system. Each group should present their show.

Planning, Producing and Assessing a Multimedia Project – Day 4 – page 2

Trainer Notes – Use this page to discuss:

- What is multimedia?
- Multimedia hardware
- Multimedia authoring software

Multimedia Technology

What is multimedia?

Multimedia simply means being able to communicate in more than one way. Actually, working with multimedia is nothing new. Any time you use more than one method of communicating information, you are using multimedia. Computers are very good at mixing media. A typical multimedia presentation is one that includes several of the following elements:

- Text
- Graphics
- Sound
- Video (Animation)



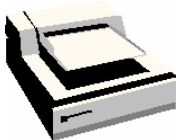
Multimedia Hardware:

To create multimedia presentations, you will need a multimedia computer. A typical multimedia computer includes the following components:

- Speakers
- Sound Card
- CD-ROM Drive
- Microphone



If your budget permits, it is nice to have the following hardware accessories:



- Scanner
- Digital Camera



A scanner allows you to scan pictures from a hard copy, and a camera allows you to take digital pictures that can be accessed directly by your computer.

Multimedia Authoring Software:

- KidPix Studio*
- HyperStudio*
- PowerPoint*

Planning, Producing and Assessing a Multimedia Project – Day 4 – page 3

Trainer Notes – Use this page to discuss:

- Planning multimedia projects.
- Producing multimedia projects.
- Assessing multimedia projects.

Planning, Producing and Assessing a Multimedia Project

Planning

Multimedia projects usually take longer to complete than traditional projects; therefore, proper planning is a must. Consider the following:

- What type of multimedia slide show will your students complete? (Alphabet, Animals, My favorite..., All about me, 100 slide show, Research Report, Science Concepts, Class slide show for Open House)
- How will you group your students? You may want to start small. A **whole group** class slide show in which each student contributes one slide is a manageable beginning for first time student and (and teacher) users. As you and your students become more comfortable with the program, you will want to explore small **group** projects. Each group will produce a slide show about a chosen topic, which supports the current unit of study (such as plants and animals native to a habitat). Showcase the talents of your students by allowing them to present their multimedia slide shows to the entire class! **Individual** projects may include book reports, book reviews, science or social studies projects, and demonstration of math concepts. The possibilities are endless.
- How much time will you allow for this activity? Will the students rotate through the classroom computer? Will the lab be available for use?
- How will your students plan? What storyboards, or planning and organizing tools will they need?

Producing

Discuss the following production tips with your students:

- Illustrations should be large and colorful!
- Text should be large and easy to read.
- Be creative! Use only a few stamps! Original artwork is very COOL!
- Speak slowly and clearly when recording sound. Play an audio CD softly in the background during the slide show.

Assessing

It is important to consider your standards and learning objectives carefully when planning a multimedia project. When you consider your content area standards (science, for example) along with language arts/writing, you will be surprised at how many lesson

Planning, Producing and Assessing a Multimedia Project - Continued - Day 4 - page 4

Trainer Notes - Continuation of discussion points on assessing a multimedia project.

objectives your students will meet during the project. When planning for assessment, consider the following ideas:

Planning:

- Did the student complete a storyboard?
- Did a peer editor or teacher approve the draft before the student went to the computer?



Content:

- Were the QCC standards met? Was there sufficient content in the project? Was it accurate? Was it organized?

Mechanics:

- Was the slide show edited for correct grammar, spelling, capitalization, and punctuation?

Creativity:

- Did the slide show include a beginning and ending slide?
- Did the artwork and stamps support the topic of the slide?
- Did the slide show demonstrate creativity and originality?
- Did the sound in the slide show appropriately enhance the presentation?

Whale - Animalia Lesson Plan - day 4 - page 5

Trainer Notes - Whale - Animalia lesson plan

For the purpose of Day 4 training the Whale-Animalia Lesson Plan and the Comparing Whales Lesson have been combined. Trainers should follow the training steps are the pages preceding this lesson.

Trainers should read through the lesson plan for understanding and resources.

Teachers may choose to use portions of this lesson in the classroom.

Whale-Animalia Lesson Plan

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: How do I gather information from the Internet? How do I create a KidPix slideshow?

		<p>Essential Question: What are some of the various types of whales and what do they have in common?</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 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>Materials: Student reproducibles, Whale CD's, Internet connection, word processing software, <u>Animalia</u> by Graeme Base, <i>Kid Pix Studio</i> Storyboards</p> <p>Technology Connections: Students will gather information from the Internet and CD roms on an assigned whale. They will create</p>
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Whale - Animalia Lesson Plan - day 4 - page 6

Trainer Notes – For the purpose of Day 4 training the Whale-Animalia Lesson Plan and the Comparing Whales Lesson have been combined. Trainers should follow the training steps are the pages preceding this lesson.

Trainers should read through the lesson plan for understanding and resources.

Teachers may choose to use portions of this lesson in the classroom.

Teaching Strategies Modeled	Technology Strategies Modeled	<p>an alliteration with their group and publish a multimedia show using KidPix.</p> <p>Procedures:</p> <p>Individual Activity:</p> <ul style="list-style-type: none"> • Read <u>Animalia</u> by Graeme Base to the whole group. • Discuss parts of speech and alliteration found in <u>Animalia</u>. • Each student will write and illustrate a sentence which includes age-appropriate parts of speech - adjectives, nouns, verbs, and adverbs, as well as alliteration. The sentence should be about the whale they have been assigned. • Students will use a storyboard to plan a slide for their whale. • Students will use peer editors to check for grammar, parts of speech, alliteration and mechanics. • Students will use <i>Kid Pix Studio</i> and their storyboards to create a slide. This may be done during learning centers, in the computer lab, or individually during class time. • The teacher will compile all slides into a class slide show. • The whole class will view the completed slide show. <p>Small Group Activity:</p> <ul style="list-style-type: none"> • Read <u>Animalia</u> by Graeme Base to the whole group. • Discuss parts of speech and alliteration found in <u>Animalia</u>. • Divide class into five collaborative learning groups. Have the groups rotate to the following five stations: Station 1: Internet Hotlist Station 2: Whales CD Station 3: Encarta Station 4: Whales Video Station 5: Imagination Express: Oceans • The groups will rotate to each station. They should locate one of the team member's whale at each station.
Whole Group Instruction		
Individual Work		
Peer Editing		
Individual Work	KidPix Studio	
Whole Group	Ideas for using KidPix Slide Show in the classroom- http://courseweb.tac.unt.edu/rhondac/KidPix.htm	
Whole Group		
Small Groups-Learning Stations	Internet Whales CD Encarta CD Whales Video Imagination Express: Oceans	

Whale - Animalia Lesson Plan - day 4 - page 7

Trainer Notes – For the purpose of Day 4 training the Whale-Animalia Lesson Plan and the Comparing Whales Lesson have been combined. Trainers should follow the training steps are the pages preceding this lesson.

Trainers should read through the lesson plan for understanding and resources.

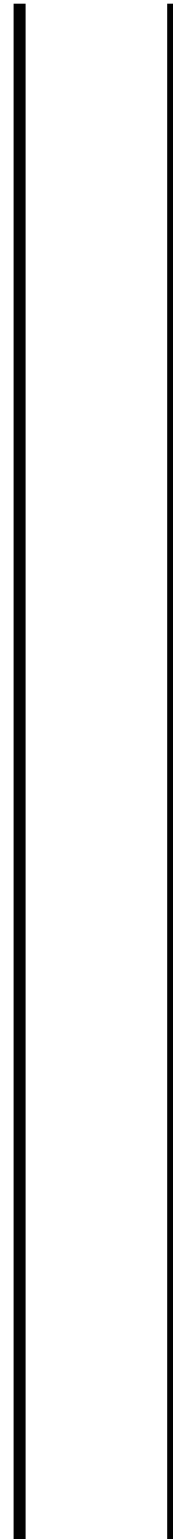
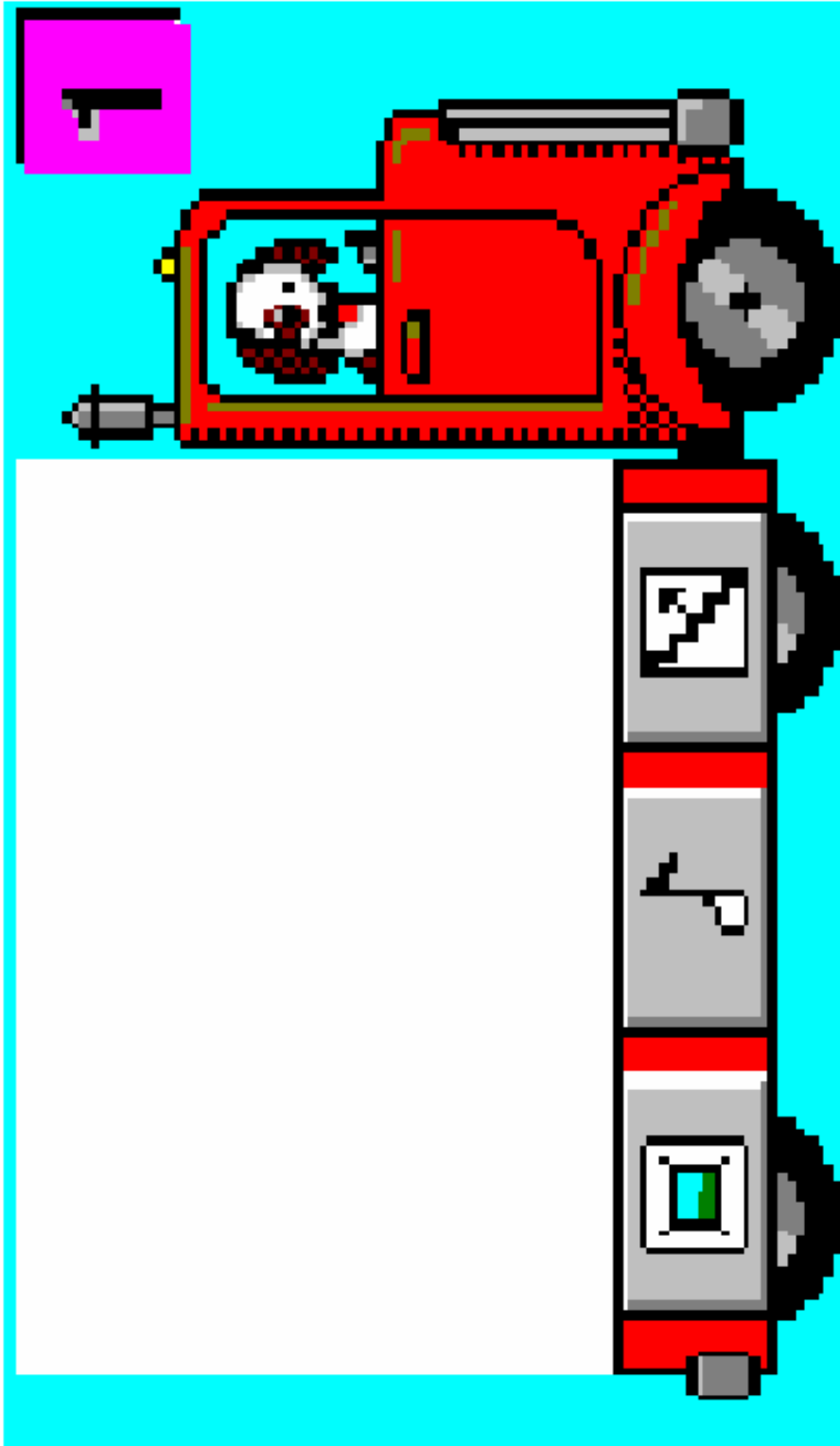
Teachers may choose to use portions of this lesson in the classroom.

Teaching Strategies Modeled	Technology Strategies Modeled	
<p>How to use Learning Stations in your classroom- http://www.essdack.org/stations/ Small Group</p>	<p>KidPix Studio</p>	<p>Observe a picture of the animal, describe the picture, and categorize the words as nouns, verbs, adjectives, and adverbs. As a group, write an alliteration sentence for each whale.</p> <ul style="list-style-type: none">• As a whole group, teach students how to use the basic <i>Kid Pix Studio</i> tools.• Each student will create and save their own alliteration slide to a disk.• Each collaborative learning group will create a slide show with includes the team members' individual slides along with a title slide and an ending slide. <p>Assessment:</p> <p>Grades 3-5: Students will be assessed using the multimedia rubric.</p> <p>Grades K-2: Students will be assessed using the multimedia rubric.</p>

Storyboard - day 4 - page 8

Trainer Notes - Storyboard participants will use to develop their slide for the alliteration activity in KidPix.

Storyboard



Whale - Animalia Student Self Assessment - day 4 - page 9

Trainer Notes -

Animalia Slide Show Student Self-Assessment



Name _____ Date _____

Use the following scale to see how well you did on your slide:

Empty Bag - I did not complete the slide.

Cookie Crumbs - I did not give this slide very much attention. There is a lot of room for improvement.

Broken Oreo - This slide is not quite an Oreo. I tried to follow the directions and work neatly, but I know this is not my best effort. This slide could have been better.

Oreo - I followed all of the directions. It is done neatly. It is my best effort, and I am proud of my work.

Frosted Oreo - Everything is an Oreo AND I added something extra special.

My slide was about a whale.

Empty Bag Cookie Crumbs Broken Oreo Oreo Frosted Oreo

My slide demonstrated alliteration.

Empty Bag Cookie Crumbs Broken Oreo Oreo Frosted Oreo

My slide included adjectives, nouns, and verbs.

Empty Bag Cookie Crumbs Broken Oreo Oreo Frosted Oreo

My slide was edited for correct use of capitalization, punctuation, and spelling.

Empty Bag Cookie Crumbs Broken Oreo Oreo Frosted Oreo

My slide show illustrations showed detail and creativity.

Empty Bag Cookie Crumbs Broken Oreo Oreo Frosted Oreo

Whale - Animalia Assessment - day 4 - page 10

Trainer Notes -

Animalia Slide Show Teacher Assessment

Name _____ Date _____

Use the following scale to see how well you did on your slide:

Empty Bag - I did not complete the slide.

Cookie Crumbs - I did not give this slide very much attention. There is a lot of room for improvement.

Broken Oreo - This slide is not quite an Oreo. I tried to follow the directions and work neatly, but I know this is not my best effort. This slide could have been better.

Oreo - I followed all of the directions. It is done neatly. It is my best effort, and I am proud of my work.

Frosted Oreo - Everything is an Oreo AND I added something extra special.

The slide was about a whale.

Empty Bag Cookie Crumbs Broken Oreo Oreo Frosted Oreo

The slide demonstrated alliteration.

Empty Bag Cookie Crumbs Broken Oreo Oreo Frosted Oreo

The slide included adjectives, nouns, and verbs.

Empty Bag Cookie Crumbs Broken Oreo Oreo Frosted Oreo

The slide was edited for correct use of capitalization, punctuation, and spelling.

Empty Bag Cookie Crumbs Broken Oreo Oreo Frosted Oreo

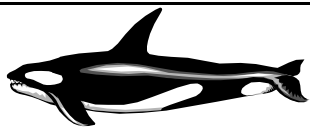
The slide show illustrations showed detail and creativity.

Empty Bag Cookie Crumbs Broken Oreo Oreo Frosted Oreo

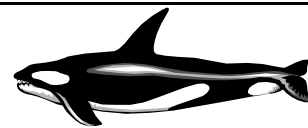


Whale - Animalia Alliteration Words - day 4 - page 11

Trainer Notes -



Alliteration Words



Type of Whale _____ My Letter _____

Nouns	Verbs	Adjectives	Adverbs

My whale alliteration _____

Whale - Alliteration - Team Member Alliterations - day 4 - page 12

Trainer Notes -

Team Member Alliterations

Whale Type _____

Alliteration _____

Whale Type _____

Alliteration _____

Whale Type _____

Alliteration _____

Whale Type _____

Alliteration _____

Whale Alliteration Slide Show - day 4 - page 13

Trainer Notes - Step by step instructions for creating a slide show in KidPix.

Whale Alliteration Slide Show

Kid Pix Studio Deluxe Steps

Getting Started:

1. Have a blank floppy disk prepared on which to save slides.
2. Open *Kid Pix Studio Deluxe*. From the Picker menu, choose *Kid Pix*.

Slide 1 - Title Slide:

1. Add a background:
 - Click the Paint Bucket Tool. Select a color from the Color Palette. Select a pattern from the Options Tray. Move the Paint Bucket onto the page and click.
2. Add a title: "A Whale of a Time"
 - Click the Typewriter Tool. Select a font, size, and style from the Options Tray. Scroll to choose a font, or double-click the font window to choose a font from a list. Select a color from the Color Palette. Click to plant the cursor on the screen. Begin typing.
3. Editable text is a new feature available in *Kid Pix Studio Deluxe*. Text boxes float above the background, making them easy to edit and move. Simply click the Typewriter Tool, then click to select a text box. You may now change the font, size, color, etc. or move the text box by clicking and dragging. To edit text, click to plant the cursor. Then backspace over text to remove letters or words. Type to add text. It's that easy!
4. If you are NOT using the Deluxe version of *Kid Pix Studio*, you do NOT have editable text boxes. Follow the steps below to center the title.
5. Center the title:
 - Click the Moving Van Tool. Click the Magnet in the Options Tray. Your cursor will become a +. Move the + to the upper left portion of the title. Click, hold and drag to select the title. You will see marching ants around the title. Click in the middle of the title (you will see the magnet), hold and drag the title until it appears centered. Follow the same procedure to center any other text.
6. Fill in white spaces:

Whale Alliteration Slide Show - day 4 - page 14

Trainer Notes - Step by step instructions for creating a slide show in KidPix.

- Click the Eyedropper Tool. Move the Eyedropper onto the background and click. This tool picks up the exact color of the background. Now click the Paint Bucket. Move the Paint Bucket to white areas and click to fill with background color.
7. Add a second row of text: By _____
- Click to plant the cursor in the desired location on the screen. Choose a font, size, color and style. Begin typing.
8. Resize text boxes:
- Click one of the red handlebars on the text box. Click, hold, and drag to resize.
9. Hear text read aloud:
- Under the Speech Menu, choose Read Text Aloud. (This feature will not work if text is painted to the background.)
 - If a word is mispronounced, you may edit the speech by choosing How to Pronounce from the Speech Menu.
10. Paint text to background:
- Text boxes float above the background. You may choose to affix the text boxes to the background. Click the Typewriter Tool. Under the Toolbox Menu, choose Paint Text to Background. You may paint only the active text box, or all text boxes to the background. *When you paint the text to the background, it may no longer be edited!!* In addition, if text is painted onto the background, it may not be read aloud!
11. Record a sound:
- Under the Goodies Menu, choose Record a Sound. Click the Record Button. Record your text for the title slide. Click the Stop Button. Click the Play Button to preview the recording. Click Save.
12. Decorate the title page:
- Click the Rubber Stamp Tool. Under the Goodies menu, pull down to Pick a Stamp Set. Scroll down until you see the Nature stamp set. Click to choose the Nature stamp set. Click OK.

Whale Alliteration Slide Show - day 4 - page 15

Trainer Notes - Step by step instructions for creating a slide show in KidPix.

- Scroll through the Options Tray to find stamps of ocean animals. Click to select the stamp you wish to use. Your cursor will become the stamp. Move the stamp onto the page in the desired location. Click to place stamp.

13. Enlarge stamps:

- Press the Control key to make the stamp one size larger. While the Control key is pressed down, click to stamp.
- Press Control and Shift to make the stamp even larger. Click to stamp while holding down Control and Shift.

14. Edit a stamp:

- Click to select the stamp you wish to edit. Under the Toolbox menu, click Edit A Stamp. You may flip the stamp, draw on it, paint it a different color, etc. When you are finished editing, click OK. Click to stamp. When you are finished with that stamp, go back to Edit A Stamp under the Toolbox menu. Click Restore Original to restore the stamp to its original position and color. Click OK. You may also double-click the stamp in the Options Tray to access the stamp editor.

15. Save slide 1:

- Select Save a Picture under the File menu. Choose a location in which to save. (floppy disk - A drive) Name your picture (slide1). Select Save Sound. Click OK.

Slide 2:

1. Add a new page:

- Choose New from the File menu.

2. Add a background:

- Click the Paint Bucket Tool. Select a color from the Color Palette. Select a pattern from the Options Tray. Move the Paint Bucket onto the page and click.

3. Draw a picture:

- Use the Pencil Tool to draw a picture on the page. Notice you have two Option Trays - one has a blunt pencil point, one has a rounded pencil point. Make sure all lines are connected. Fill your picture using the Paint Bucket.

4. Erase:

- Use the Eraser Tool's first four options to erase small mistakes.
- The remaining options in the Options Tray will erase the entire page.

Whale Alliteration Slide Show - day 4 - page 16

Trainer Notes - Step by step instructions for creating a slide show in KidPix.

5. Undo:

- Click the Undo Man to undo your last operation if you make a big mistake.

6. Add text:

- Click the Typewriter Tool. Select a font, size, and style from the Options Tray. Scroll to choose a font, or double-click the font window to choose a font from a list. Select a color from the Color Palette. Click to plant the cursor on the screen. Begin typing.

7. Record a sound:

- Under the Goodies Menu, choose Record Sound. Click the Record Button. Record your text for the title slide. Click the Stop Button. Click the Play Button to preview the recording. Click Save.

8. Save slide 2:

- Select Save a Picture under the File menu. Choose a location in which to save. (floppy disk - A drive) Name your picture (slide2). Select Save Sound. Click OK.

Slide 3:

1. Add a new page:

- Choose New from the File menu.

2. Insert a graphic from an outside source:

- From the File Menu, choose Import a Graphic.
- Find a graphic that you wish to use.
- You will see a preview of the graphic on the left side of the Import a Graphic window. You may rotate the graphic by clicking the rotate arrows below the graphic preview.
- Choose to position the graphic on the drawing area by selecting one of the following options:

Fill Screen will make the graphic fill the entire drawing area (picture may get distorted).

Scale to Fit will make the graphic fit the drawing area proportionally.

Center will place the graphic in the middle of the drawing area. It will appear in its original size.

Upper Left will place the graphic in the upper left corner of the drawing area. The graphic will appear in its original size.

Whale Alliteration Slide Show - day 4 - page 17

Trainer Notes - Step by step instructions for creating a slide show in KidPix.

Scale Manually will enable you to move and resize the graphic by hand.

* *Scale manually* is an option available only in *Kid Pix Studio Deluxe*.

- Choose *Scale Manually*. Click *OK*.
- Move the graphic by clicking, holding, and dragging from the center of the graphic.
- Resize the graphic by clicking, holding, and dragging from one of the blue handlebars. Drag inward to reduce the size of the graphic. Drag outward to increase the size of the graphic.
- Position the graphic. Click outside the graphic area to place graphic on page.

3. Select a background color:

- Choose the *Eyedropper Tool*. Click a desired color on the graphic to choose a background color. This places the desired color on the *Color Palette*.

4. Add a background:

- Choose the *Paint Bucket Tool*. Your selected color should be on the *Color Palette*. Click to paint the background.
- Some graphics may have a white border around them. If this is the case, you may use the *Paint Bucket Tool* to fill in the white border. Occasionally, paint will bleed into your graphic. You may choose to frame the graphic. Choose the *Rectangle Tool*, and the *Transparent Option* in the *Options Tray*. (*Transparent Option* is the third one from the left.) Click, hold, and drag to draw a rectangle around the graphic.

5. Add text:

- Click the *Typewriter Tool*. Select a font, size, and style from the *Options Tray*. Scroll to choose a font, or double-click the font window to choose a font from a list. Select a color from the *Color Palette*. Click to plant the cursor on the screen. Begin typing.

6. Record a sound:

- Under the *Goodies Menu*, choose *Record a Sound*. Click the *Record Button*. Record your text for the title slide. Click the *Stop Button*. Click the *Play Button* to preview the recording. Click *Save*.

7. Save slide 3:

Whale Alliteration Slide Show - day 4 - page 18

Trainer Notes - Step by step instructions for creating a slide show in KidPix.

- Select Save a Picture under the File menu. Choose a location in which to save. (floppy disk - A drive) Name your picture (slide3). Select Save Sound. Click OK.

Slide 4:

1. Add a new page:

- Choose New from the File menu.
- Add content

4. Record a sound:

- Under the Goodies Menu, choose Record a Sound. Click the Record Button. Record your text for the title slide. Click the Stop Button. Click the Play Button to preview the recording. Click Save.

5. Save slide 4:

- Select Save a Picture under the File menu. Choose a location in which to save. (floppy disk - A drive) Name your picture (slide4). Select Save Sound. Click OK.

Pulling slides into a slide show:

1. Insert the slides

- Under the File menu, choose Return to Picker.
- Click SlideShow.
- In the first moving van, click the picture button (lower left, beside the music note).
- Insert slide one. Directories: **A drive**. Files: **slide1**. Click **slide1.bmp**. Click OK.
- Insert slide two. Click the picture button on the second moving van. Click **slide2.bmp**. Click OK.
- Insert slide three. Click the picture button on the third moving van. Click **slide3.bmp**. Click OK.
- Insert slide four. Click the picture button on the fourth moving van. Click **slide4.bmp**. Click OK.

2. Choose or add sound:

- Click the music button on the first moving van.
- Choose a sound.

The black box contains *Kid Pix* sounds.

The **abc** option selects the computer voice to read story to you.

(Available only in *Kid Pix Studio Deluxe*.)

The *Kid Pix* option selects a sound you recorded while in *Kid Pix*.

Whale Alliteration Slide Show - day 4 - page 19

Trainer Notes - Step by step instructions for creating a slide show in KidPix.

The microphone option enables you to record a sound now. You have 16 seconds for a recorded sound. You may choose *More Sounds* to access .wav files and import a sound. You may choose no sound.

- Click *Select*.
- Follow the above steps to add sound to remaining slides.

3. Add transition:

- Click the transition button to the right of the music note.
- Click to select a transition.
- Click *preview* to view the transition.
- Click *Select*.
- Follow the above steps to add transitions to remaining slides.

4. Add a second sound to the ending slide:

- On slide four, record a sound "The End."
- Choose a scissors transition.
- For the fifth moving van, import slide four again.
- Choose a different sound for this slide - hands clapping, for example.
- When the slide show plays, you will hear "The End" followed by applause.

5. View or change time for each slide:

- Click and hold the gray button on the time slide bar to view the current time elapsed for that slide. The time slide bar is below the truck. Click the gray button to the right of the yellow mark.
- Click and drag the gray button to increase or decrease the time for each slide. Slide will play for at least the length of the time the sound plays, with a maximum of 30 seconds per slide.

6. Rearrange slides:

- Click and drag the moving van to the desired location to rearrange slides.

7. Delete a slide:

- Click to select the slide you wish to delete.
- Click the dynamite.

8. Undo your last operation:

- Click the undo man immediately.

9. View slide show:

- Click the triangle button at the bottom of the screen to view the slide show once.

Whale Alliteration Slide Show - day 4 - page 20

Trainer Notes - Step by step instructions for creating a slide show in KidPix.

- Click the boxed triangle to play the slide show looped. Double click to stop the looped slide show.

10. Save slide show:

- File menu - Save a Slide Show - **make sure *Kid Pix* pictures (.bmp files) and slide show are saved in the same location.** You will need *Kid Pix Studio* software to run this slide show. This saving option enables you to edit the slide show.
- File menu - Save an AVI - saves your slide show as a movie file which may be viewed in Wacky TV.
- File menu - Save a StandAlone - saves your slide show by itself. It saves the slide show as an executable file, with a .exe extension. It will run without *Kid Pix Studio* software; however, you will not be able to edit.

Comparing Whales Lesson Plan – day 4 – page 21

Trainer Notes – For the purpose of Day 4 training the Whale-Animalia Lesson Plan and the Comparing Whales Lesson have been combined. Trainers should follow the training steps are the pages preceding this lesson.

Trainers should read through the lesson plan for understanding and resources.

Teachers may choose to use portions of this lesson in the classroom.

Comparing Whales

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: How do I use a multimedia CD in my classroom? How do I use Excel? How do I create a slideshow in KidPix?

		<p>Essential Question: How are baleen whales different than toothed whales? How big are whales? What are the names of some different whales?</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. An example is using all the language arts to prepare and present a unit project on a selected state or country.</p> <p>Mathematics Standard III.1: Elementary Collect and explore data through counting, measuring and conducting surveys and experiments.</p> <p>Mathematics Standard III.1: Elementary Present data using a variety of appropriate representations and explain the meaning of the data.</p> <p>Non-assessed:</p> <p>Science Standard I.1: Elementary Generate reasonable questions about the world based on observation. (<i>Key concepts: See Using Scientific Knowledge. Real-world contexts: See Using Scientific Knowledge.</i>)</p> <p>Materials: Whales Multimedia Literature CD (by MacMillian/McGraw-Hill), student reproducibles, Excel, Whale Cards, KidPix, Internet connection</p> <p>Technology Connections: Students will view information about whales on the Whales Multimedia Literature CD. Using that information, they will create a graph in Excel. They will research whales on the Internet and create a KidPix slide show to share with the class.</p>
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Comparing Whales Lesson Plan – day 4 – page 22

Trainer Notes – For the purpose of Day 4 training the Whale-Animalia Lesson Plan and the Comparing Whales Lesson have been combined. Trainers should follow the training steps are the pages preceding this lesson.

Trainers should read through the lesson plan for understanding and resources.

Teachers may choose to use portions of this lesson in the classroom.

Teaching Strategies Modeled	Technology Strategies Modeled	3-5 Procedures:
Whole Group Instruction	Whales Multimedia Literature CD	<p>3-5 Procedures:</p> <p>Introduction</p> <ol style="list-style-type: none"> 1. As a class look at the Whales Multimedia Literature CD. Follow the directions to create a KWL chart using the software. 2. Take students through the mural on the CD according to the directions that follow and add to the L column of your KWL chart as you learn information. 3. Show students the electronic version of Seymour Simon's <u>Whales</u> on the CD. Give each student both pages of the Whales fact-gathering sheet to complete with information they learn during the CD.
Individual Activity	Spreadsheet	<p>Graphing Whale Size</p> <ol style="list-style-type: none"> 4. Have students take the data that they gather about whale size on their fact-gathering sheet and put it into a spreadsheet according to the directions that follow. 5. Follow the directions to create a chart using the chart wizard in Excel.
Each One, Teach One	<p>Tips for Using Spreadsheets in the Classroom- http://yankee.sburl.k12.vt.us/district/ite/usingspreadsheets.htm</p> <p>ABC's of Excel- http://www.mindspring.com/~kadkins/ABC.htm</p>	<p>Researching Whales</p> <ol style="list-style-type: none"> 6. Explain that students are now going to be assigned a whale to learn more about. Each pair of students will be responsible for teaching the rest of the class about a particular whale. 7. In the morning before class, tape a whale card to the bottom of each student's seat. Make sure that you distribute two of each whale card. 8. On your signal, students are to reach under their chair and get their whale card. They need to find the other person who has the same whale. That will be their assigned partner.
Partner Activity	Internet- http://trackstar.hprtec.org/main/display.php3?option=frames&track_id=39790	<ol style="list-style-type: none"> 9. Show students the Trackstar at http://trackstar.hprtec.org/main/display.php3?option=frames&track_id=39790 Give each pair of students a Whale research sheet on which they can record facts about their whale. 10. Allow pairs of students to start looking for information

Comparing Whales Lesson Plan – day 4 – page 23

Trainer Notes – For the purpose of Day 4 training the Whale-Animalia Lesson Plan and the Comparing Whales Lesson have been combined. Trainers should follow the training steps are the pages preceding this lesson.

Trainers should read through the lesson plan for understanding and resources.

Teachers may choose to use portions of this lesson in the classroom.

Teaching Strategies Modeled	Technology Strategies Modeled	
Partner Activity	Internet-Puzzlemaker	<p>about their whale using the sites listed on the Trackstar.</p> <p>11. When they have collected enough data, they can go on to the final step of the Trackstar and create a word puzzle in Puzzlemaker using 10 whale words that they learned in their research.</p>
Each One, Teach One	KidPix Studio	<p>Each One, Teach One</p> <p>12. Have students work together to create a KidPix slide show on the Whale storyboard. Make sure that they include the required elements on each slide.</p> <p>13. Show students how to copy and paste graphics from the Internet to use in their slide show.</p>
Partner Activity		<p>14. Follow the directions for creating your slide show.</p> <p>15. When all slide shows are complete, have students present their slide show to the class, teaching other students about their whale.</p>
Whole Group Presentations		<p>16. While students are presenting their slide shows classmates will fill out the Listening Record Sheet with basic information about each whale.</p>
		<p>Assessment: Students will be assessed on their presentation using the checklist at http://pblchecklist.4teachers.org/view.php3?id=1847. Their answers to the fact-gathering sheet and their spreadsheet will also be evaluated for accuracy.</p>
		<p>Extension: Have students take the information from their Listening Record Sheet and enter it into a whale database.</p>

Whale Fact Sheet - day 4 - page 24

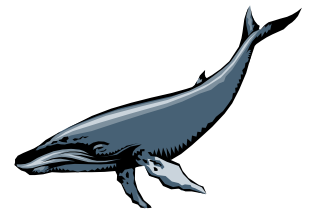
Trainer Notes -

Whale Fact Sheet

Name 3 different kinds of whales:



How do Whales breathe?



How do whales swim?



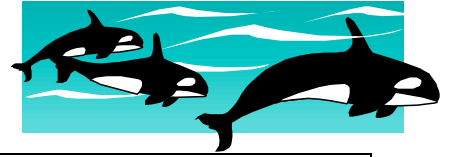
What's a fluke?

Draw a picture of a whale: (see page 12)

Whale Research Sheet - day 4 - page 25

Whale Research Sheet

Using the 5 different stations find information about your whale. Make sure you research all items at all stations. You may find conflicting information that needs to be resolved.



Be sure to find out the following information:

Baleen or Toothed:
Diet:
Body Size: (Adult) Length/Weight
Population-Endangered?
Habitat:
Migration pattern:
Interaction with humans:
Other Facts <i>(use other sheet if necessary)</i>

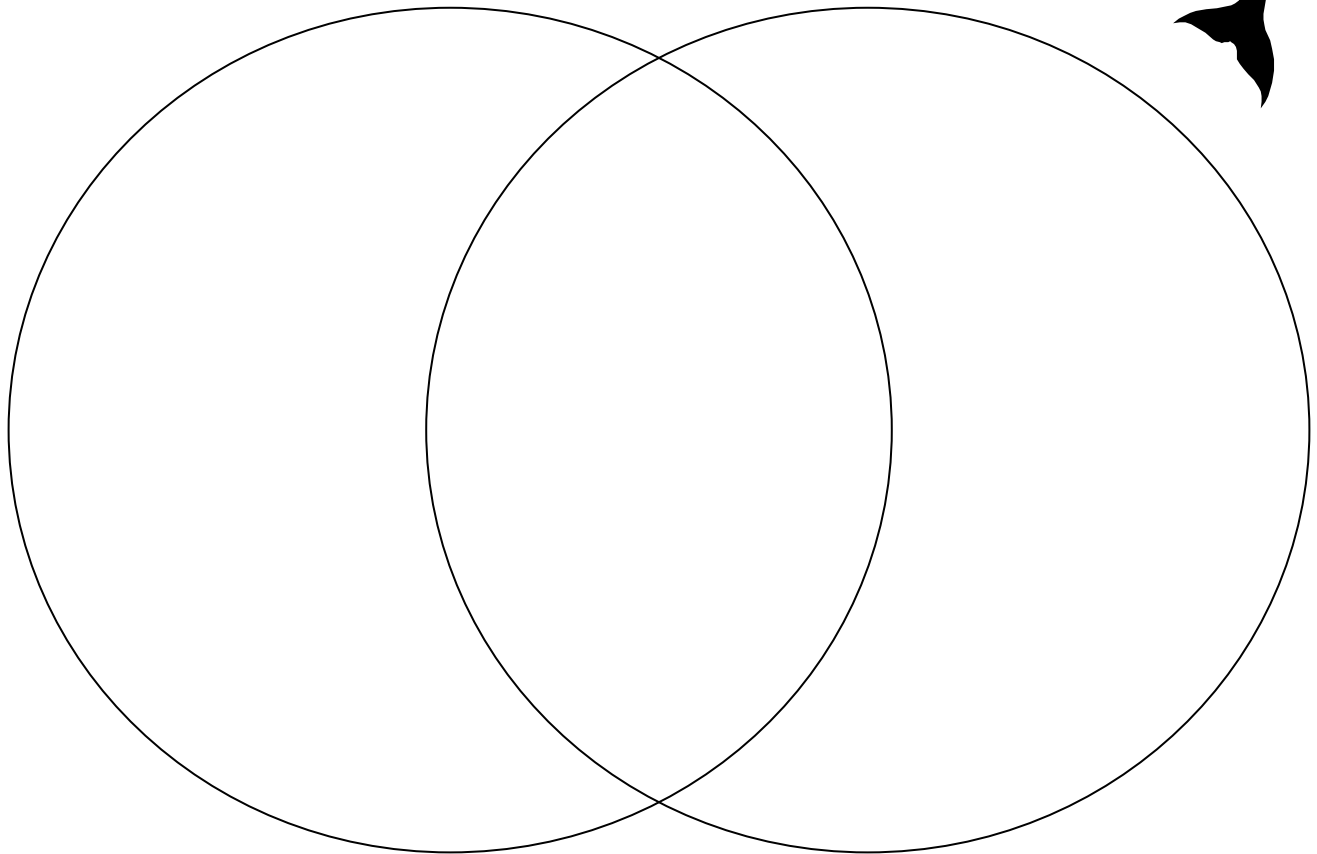
Whales Fact-Gathering Sheet - day 4 - page 26

Whales Fact-Gathering Sheet



What are the two different types of whales?

Complete the Venn diagram with information about each type of whale.



Please list examples of each type:

Baleen

Toothed

Group Fact Sheet - day 4 - page 27

Trainer Notes -

Group Fact Sheet

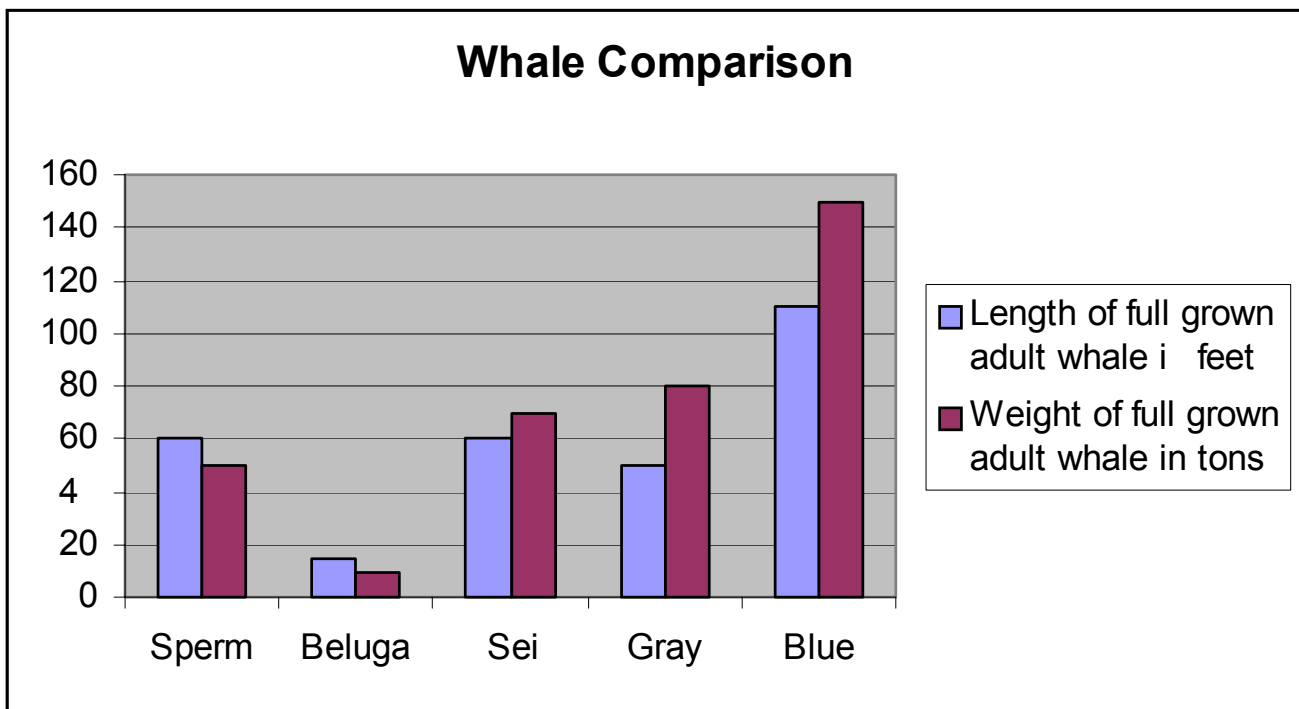
Name of Whale	Baleen or Toothed	Diet	Body Size	Migration Pattern	Human Interaction	Habitat
Sperm						
Beluga						
Sei						
Gray						
Blue						

Comparing Whales - day 4 - page 28

Trainer Notes -

Comparing Whales

Comparing Whales		
Name of Whale	Length of full-grown Adult Whale in feet	Weight of full-grown Adult Whale in tons
Sperm	60	50
Beluga	30	9
Sei	50	70
Gray	90	80
Blue	110	150
Average	68	71.8



Creating a Whale Graph in Excel - day 4 - page 29

Trainer Notes -

Creating a Whale Graph in Excel

1. Click and drag over cells A1-C1. Click the Merge and Center button on the top toolbar.
2. Type in the title "Comparing Whales" in the enlarged cell. Select those words and change the size to 18, and click on the Bold button.
3. In cell A2, type the words "Name of Whale". In cell B2, type the words "Length of full-grown Adult Male in Feet". In cell C2, type the words "Weight of full-grown Adult Male in Tons".
4. Click and drag over cells A2-C2 to select them. Change the size to 12 points.
5. With those cells selected, click on Format and Cells. Then click on the Alignment tab at the top. Click on Wrap text under the Text Control heading. Click OK.
6. Select those cells again, and click on the center button on the top toolbar.
7. Then size your columns to the desired width by clicking and dragging between the gray column headings.
8. Click in cell A3. Type in the name of the first whale. In column A, continue to enter the names of each whale on the fact gathering sheet.
9. In column B, enter the length of each and in column C, enter the weight.
10. In cell A8, type the words "Average". Make it bold.
11. To create a formula to average columns B & C, click in cell B8. Then click on Insert and move down and click on Function. Choose the word average from the column at the right and click OK. Check to make sure that Excel has chosen the correct range for your average. If not, you'll need to click and drag to select the correct range of cells. Click OK. The average will appear in the cell.
12. Repeat step 11 for cell C8.
13. Create your graph. Click and drag to select cells A2-C7. Do not include the averages in your selection.
14. Click on the Chart Wizard button on the top toolbar. It's the one with the three colored bars.
15. Choose your chart type. Choose column graph.
16. Click Next. Then click Next again. Click Next and then Finish.
17. Your graph will now appear on your spreadsheet. Click and drag the border of the graph to place it in the desired location on your spreadsheet.
18. Print your spreadsheet. Click on File and Print Preview. Click on Setup, then on the Sheet Tab. Click in the box beside the word gridlines to print the lines with your spreadsheet. Then click on Print.

Software Helpers - day 4 - page 30 - 39

Trainer Notes - Software Helpers

The following Software Helpers are provided for Trainer and Participants:

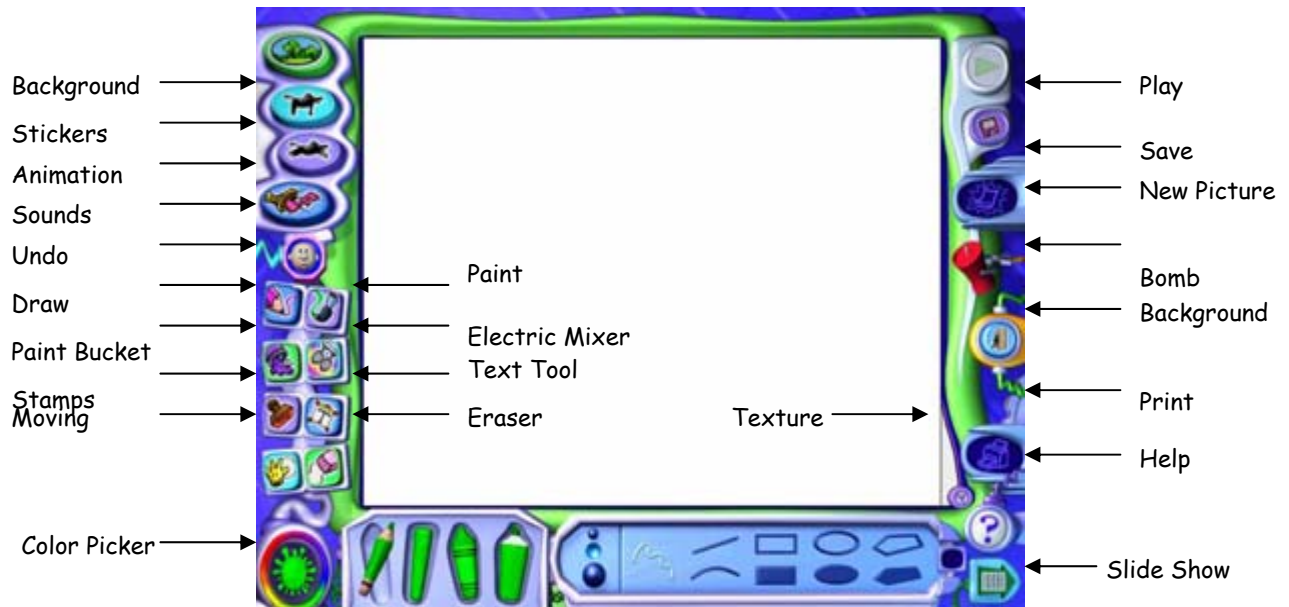
- KidPix 3
- Spreadsheets with Microsoft Excel

Software Helpers

Software Helper

Kid Pix 3

Using KidPix Deluxe 3



When you open up the program, the Paint Zone is revealed. Here is an overview of the tools in the Paint Zone and how to use each one to create picture files.

Background- Click on the *Background* button to see a variety of backgrounds displayed. Choose a category using the up and down arrows that appear under the main screen and then click and drag the background of your choice to the middle of the screen. To see more backgrounds from within that category, click on the up and down arrows that appear to the right of the background selections.

Stickers- Click on the *Sticker* button to see categories of stickers displayed. Choose a category using the up and down arrows that appear under the main screen and then click and drag the sticker of your choice and place it on the middle of the screen. To see more stickers from within that category, click on the up and down arrows that appear to the right of the sticker selections. The stickers can be sized and altered using the handles that appear around the sticker. The pink arrow boxes that appear in the upper left and lower right hand corners allow you to click and drag the graphic to size. The other pink handles in the lower left and upper right hand corners allow you to change the orientation of the graphic. Clicking in the center of the graphic allows you to drag and move it to various places on the picture.

Animation- Clicking on the *Animation* button allows you to choose animated stickers to add to your picture. Choose a category using the up and down arrows that appear under the main screen and then click and drag the animated sticker of your choice and place it on your picture. To see more animations from that category, click on the up and down arrows that appear to the right of the animation selections. The animations can be sized and viewed by using the handles that appear around the outside of the graphic. The pink arrow boxes that appear in the upper left and lower right hand corners allow you to click and drag the graphic to size. The pink handle in the lower left corner plays the animation, while the handle in the upper right hand corner allows you to stop the animation. Clicking in the center of the graphic allows you to drag and move it to various locations on your picture.

Sounds- Click on the *Sounds* button to choose a sound to add to your picture. Choose a category using the up and down arrows that appear under the main screen and then click and drag the sound picture of your choice and place it on your picture. To see more sounds displayed in that category, click on the up and down arrows that appear to the right of the sound selections. Hear your sound by clicking on the *Play* button in the upper right hand corner.

Undo- Click on this button to undo the last thing that you did to your picture.

Draw- Clicking on the pencil tool brings up a set of drawing tools at the bottom of the screen.

Drawing tools from left to right:

- The Pencil Tool draws solid lines and shapes.
- The Chalk Tool draws smooth lines and shapes.
- The Crayon Tool draws fuzzy lines and shapes.
- The Marker Tool draws tinted lines and shapes.
- The three dots in the middle change the thickness of the line you draw.
- The squiggly line allows you to draw freely.
- The other tools on the left hand side allow you to draw various shapes, either open or filled with the selected color.

To use the drawing tools, simply click and draw or click and drag on the screen. To change the color, click on the large splotch in the lower left hand corner of the screen and select the color of your choice.

Paint- Clicking on the *Paint* button enables you to paint with the paint brush, sound art, or spray can tools found at the bottom of the screen.

Painting tools from left to right:

- ❑ The Paint Brush tool allows you to add realistic and wacky paint to your picture. Choose the tools displayed on the menu on the right to choose the style of paint. Click on the colored shapes button in the center to see Wacky Paint brush options. The three dots in the center change the size of the line that you draw.
- ❑ The Sound Art tool allows you to add paint to your picture using your voice and/or the computer mouse. Click on the various tools on the right hand side of the menu to choose different options.
- ❑ The Spray Can tool allows you to spray shapes or moving paint onto your picture. Click on the various tools on the right hand side of the menu to choose different options and shapes.



Paint Bucket- Clicking on the *Paint Bucket* enables you to fill areas with colors or patterns using the tools displayed at the bottom of the screen.

Paint Bucket tools from left to right:

- ❑ The first bucket fills an area with the selected color and pattern.
- ❑ The second bucket fills an area with a blend of colors. Hold down the mouse button when you add colors, then move the mouse to get the blend you want.
- ❑ The third bucket fills an area with a multicolor pattern.



Clicking on each paint bucket reveals various choices to the right of the buckets. Use the up and down arrows on the right hand side to scroll through the different options.

Electric Mixer- Clicking on this tool will enable you to transform all or part of your picture.

Mixer tools from left to right:

- ❑ The first mixer enables you to transform your whole picture with one mouse click.
- ❑ The second mixer wand enables you to smudge, smear, warp, or twist your picture.

Clicking on each mixer reveals various choices to the right of the buckets. Use the up and down arrows on the right hand side to scroll through the different options.

Stamps- Clicking on this tool will allow you to add rubber stamps to your picture. Choose a category from the bottom left hand side to see different stamps revealed. Use the arrows on the right hand side to scroll up or down to browse the collection. Click and drag on the stamp of your choice to see it displayed on the screen. Use the three dots in the

center to determine the size of the stamp. The pencil tool enables you to customize the stamp and choose alternative colors.

Text Tool- Click on this tool to add words to your page, then click on the page to get a text box for typing. The pink handles in the corner of the text box enable you to click and drag the text box to size. The blue bar across the top will allow you to click and drag the text into position.

Text tools from left to right:



- ❑ Change the font, size, style, and justification using the menu in the lower left section.
- ❑ The Scissors allows you to cut a selected text box. You can place the cut text in a new text box by clicking on the Paste tool to the right.
- ❑ The two smiley faces indicate the Copy tool. Select the text and click on the Copy tool. Create a new text box and click on the Paste button below to see the text repeated in your new text box.
- ❑ The Speech button reads the selected words on your page out loud. Choose the preferred voice from the menu to the right.

Moving Tool- Clicking on the *Moving* tool enables you to grab, cut, and move parts of your picture around.



Moving tools from left to right:

- ❑ The gloved hand moves stickers, animations, and text boxes around. Click on the glove and simply move the objects to the desired location.
- ❑ The scissors enables you to cut, copy, and paste selected parts of your picture. Click on the scissors, then click and drag around the area you wish to select. Use the Copy, Delete, and Paste tools on the right to perform the desired action. Other shapes are displayed to the right that can be used to select areas of your picture.

Eraser Tool- Click on the *Eraser* to erase all or part of your picture.

Eraser Tools from left to right:

- ❑ The mini eraser allows you to erase part of your picture by hand.
- ❑ The big eraser clears your whole picture with one click. Choose the way that you wish for your page to be erased from the choices give on the right.

Color Picker- Click on the *Color Picker* to choose a color. Click on a color swatch, or use the eyedropper tool to pick up any color from your picture to use with the art tools.

Slide Show- Click on this button to go to the slide show feature. Before going to the slide show, you must have your pictures saved to a disk or your hard drive.

Help- Click on this button and then click on any part of the screen that you need help with.

Printer- Click here to print your picture. Choose from full page or poster printing.

Exit- Click here to exit the program.

Bomb- Click on this button, then on the screen to erase your whole picture.

Texture Tool- Click on the texture tool to change the paper texture. Use the chalk, crayon, or marker to see the paper texture when you draw.

New Picture- Click on this button to begin a new picture.

Save- Click on this button to save your picture to a disk or your hard drive.

Creating a Slide Show in KidPix Deluxe 3

Multimedia Slide Shows are simple to create! Below are the directions for creating your own multimedia wonders!



Steps for creating your slide show:

1. Create all of the pictures that you wish to add to the slide show in the Paint Zone and save each one.
2. Enter the Slide Show Creator. Click on the green button under the first slide. Locate your saved picture file, click on the file name, and click *Open* to place the slide on the slide show creator.
3. Click on the movie camera to choose the effects that you wish to include in your slide show. Click on the large red arrow that appears between each slide and choose the transition and sound that you would like to see as each slide is displayed. Once you have made your selection, click on the *Preview* button to see your slide displayed. Click on the *OK* button when you are satisfied with your choice.
4. Next, click on the yellow box under each slide to choose the Page Advance options. Set the timer if you prefer for your slides to automatically advance. Click on *Mouse Click* if you would like to advance the slide by clicking with the mouse. Choosing *Key Down* enables you to control the progression of the slides using the down arrow on your keyboard. *Read Text Done* advances the slide after all text has been read aloud. Click *OK* when you have made your selection.
5. Finally, click on the speaker button under each slide to set the Audio Options. This feature allows you to play sound, read the text, or a combination of both. Click *OK* when you have made your selection.
6. You can quickly reorder your slides by clicking on the center of the thumbnail slide and dragging it to the desired location.
7. To save your slide show, click on the disk button and type in a file name. After your file has been saved, you should see it appear in the blue menu at the bottom of the screen.
8. To delete a slide or an entire slide show, click on the slide or slide show file icon at the bottom of the screen and drag it to the trash can.
9. You can print a copy of the slides in your show by clicking on the print button. You are given several printing options:
 - Print a full page with one slide on each page
 - Print it as a comic book with up to six slides per page
 - Print as a foldable card or booklet with up to four slides per page
 - Print a thumbnail version of the show with up to 24 slides per page.Select whether you wish the page to be portrait or landscape, then how many slides you wish to include in the printing command. You can only print enough slides to fill one page at a time. Click *OK* when you are ready to proceed.
10. To play your slide show, click on the green arrow on the right hand side.
11. To return to the Paint Zone, click on the arrow with the purple splotch.

Software Helper

Spreadsheets with Microsoft Excel

Vocabulary:

Workbooks- Excel files are called workbooks. Each workbook contains three worksheets. Tabs at the bottom of the screen separate them.

Worksheets- A spreadsheet in a workbook.

Cell- The "boxes" in a spreadsheet.

Formula- A formula tells Excel to perform a calculation. A formula must begin with an equal sign.

Entering and Editing Information:

Entering Information: Click a cell to make it active. You can move the cursor by clicking with your mouse or with your arrows on the keyboard.

Enlarging Columns and Rows- Click between the column or row headings and drag. Double-click for the column or row to automatically resize.

Copying data: If you need to enter the same data into a number of cells, select all of the cells in which you want the data to appear. Enter the information in the top cell and press Ctrl+Enter for windows or Code+Enter for Mac.

Editing Information: To change information in the cell, click on that cell and edit it in the formula bar at the top.

AutoFill: To automatically fill in numbers from a series, click on the cell and fill in at least two cells with the numbers you want entered. Select both cells and drag down the fill box to include the desired cells. AutoFill will automatically fill in the selected cells with consecutive numbers.

Adding comments: You can set comments for each cell by selecting the cell and choosing Comment from the Insert box. Enter the text for your comment in the text box. Click on any cell when you are finished. The cell will not have a small red triangle in the upper-right corner to show that the cell contains a comment. When you place your cursor over the cell, you will be able to view the comment.

Spell Check- You can check your spelling by clicking on Tools and Spelling or clicking the check ABC button on the top tool bar.

AutoFormatting- Choose a pre-set autoformat by selecting the cells that you wish to format and clicking on Format and Autoformat.

Aligning Cell Contents- You can change the alignment of the information in the cells by selecting the cells that you wish to align and clicking on format and Cells.

Background colors and patterns- Select the cells that you wish to change. Choose Cells from the Format menu. Click on Patterns and choose a color.

Merging Cells- To create a title for your spreadsheet or to merge two or more cells, select the cells that you wish to merge and click on the merge and center button on the top toolbar.

Inserting Rows and Columns- Click on the row or column heading where you wish to have the cells inserted. A row will be inserted below where you have a cell selected, and a column is inserted to the right of where you have a cell selected.

Working with Worksheets

Inserting and Renaming Worksheets- Choose Worksheet from the Insert menu and a new worksheet will be added to the bottom. To change the name of a worksheet, right click on the tab (Control + click for the Mac) and choose rename.

Freezing Rows and Columns- Freeze rows or columns when you want to see the same rows and columns as you move anywhere else in your worksheet. Move your cell pointer to the right of the column that you want to freeze and below the row that you want to freeze. Choose Freeze Panes from the Windows menu.

Sorting a list- You can sort a list based on the list's values. You can rearrange rows in ascending or descending order. Move the cell pointer to the column you want to sort. Click the sort ascending button or the sort-descending button.

Formulas

Entering Formulas manually- All formulas must begin with an equal sign. Select the cell where you want to place your formula. Start your formula with an equal sign and type in

the formula (ex. =C1+C2+C3). Make sure that you do not leave any spaces. Press enter and the formula will appear in your box.

Using built-in formulas: There are several ways to calculate the same problem using formulas. =C1+C2+C3 can also be expressed this way: =SUM(C1:C3).

To use the formulas built in to Excel: Click in the formula bar and type in an equal sign. Click beside the formula in the box where it says SUM and choose your function. The beginnings of a formula will appear. Click on the cells that you wish to include or click and drag to include a range. Press enter on your keyboard.

Charting

Creating a Chart- Select the data that you want to use in your chart. Include the labels in your selection. Click on the Chart Wizard button or choose chart from the Insert menu. Go through the Options provided to create your chart.

Adding new data to a chart- Enter the new data on the spreadsheet. Click on the chart to select it and click on Chart and Add Data. Move the window out of the way and select the new data that you want to add. The range will now appear in the box in that new window. Click OK and the new data will be added to your chart.

Changing the Chart type- Activate the chart by clicking on it. Select Chart Type from the Chart menu.

Moving a Chart Element- Click on the element within the chart that you want to move and drag it to another location.

Printing

To print Grid Lines- Click on File and Print Preview, Setup and Sheet. Click in the box next to Gridlines.

To change the Orientation- Click on File and Page Setup. Click Portrait or Landscape.

Notes Page

Supplemental Lesson Plans - day 4 - page 40 - 45

Trainer Notes - Supplemental Lesson Plans

Charting Whale Migration is a supplemental lesson provided for use on this day or with other training. If you are going to model this lesson, follow the step-by-step procedures and make use of the story boards and assessments.

Supplemental Lesson Plans

Charting Whale Migration

Teaching Strategies Modeled	Technology Strategies Modeled	Instruction
		Essential Questions for Teachers: How do I use e-mail in the classroom for peer editing? How do I create a time line using TimeLiner? How do I create a postcard in Microsoft Word?

		<p>Essential Question: What is migration? Why do whales migrate? How far does the Gray Whale migrate? Where does it travel?</p> <p>Learning Standards (State of Michigan):</p> <p>Assessed:</p> <p>English Language Arts Standard 7: 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, such as informing, persuading, entertaining, and inspiring.</p> <p>Social Studies Standard II.2: Later Elementary Explain basic ecosystem concepts and processes.</p> <p>Non-assessed:</p> <p>Science Standard I.1: Elementary Develop solutions to unfamiliar problems through reasoning, observation, and/or experiment. (<i>Key concepts: See Using Scientific Knowledge. Real-world contexts: See Using Scientific Knowledge.</i>)</p> <p>Materials: Imagination Express: Ocean, student reproducibles, Internet connection, TimeLiner software, Microsoft Word, e-mail access</p> <p>Technology Connections: Students will learn about whale migration using the Imagination Express: Ocean CD. They will then conduct research on the Internet and create a time line. Finally, they will make a postcard in Microsoft Word.</p>
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<p>Teaching Strategies Modeled</p> <p>Whole Group</p>	<p>Technology Strategies Modeled</p> <p>Imagination Express: Ocean</p>	<p>3-5 Procedures:</p> <p>Introduce the students to Whale migration with Imagination Express: Ocean. To access the information, open the program. Sign in and click on the Fact Book. Click on Animal Migration. Read the information to students. Then click on the movie camera to see animation. Click on the Stop sign to exit.</p>
<p>Whole Group Instruction</p>	<p>Internet- http://www.ocreger.com/science/features/seaview/whales/migration/new_migration_shock.shtml Scan Converter</p>	<p>Charting Grey Whale Migration:</p> <ol style="list-style-type: none"> 1. Give each student a copy of the map. Go to http://www.ocreger.com/science/features/seaview/whales/migration/new_migration_shock.shtml. Show this site on the scan converter for all students to see. Look at the map on the site and have them chart the migration of the Grey Whale on their map with a red crayon or marker. 2. As a group, write positional clues that describe where the Grey Whale can be found each month using the locator on the site. Simply change the month and the day. Begin with January 1 and have students record it in the chart on their paper. Then enter February 1 and so on, until you get to December 1. For example: January 1, Off the Northern Coast of Canada. 3. Now, take that information and create a time line using TimeLiner software. Follow the directions for creating your time line. Allow each student to print his/her time line.
<p>Individual Work</p>	<p>TimeLiner TimeLiner Teacher Tips- http://www.tomsnyder.com/classroom/timelineronline/tt.html</p>	<p>Postcard Home</p> <ol style="list-style-type: none"> 4. Have students pretend that they are Grey Whales. Ask them to create a postcard to his friends "back home". Include information about his current location and other relevant facts.
<p>Individual Work</p>	<p>Microsoft Word E-mail</p>	<ol style="list-style-type: none"> 5. Follow the directions to demonstrate how to create a postcard in Microsoft Word. 6. Have students e-mail their completed postcards to a peer for editing. Ask the peer to make any comments and reply to the e-mail. 7. Show students how to print their postcards and display in the room. 8. Have students fill out a self-assessment of their completed postcard.

Teaching Strategies Modeled	Technology Strategies Modeled Using E-mail in the Language Arts Classroom- http://www.techlearning.com/db_area/archives/WCE/archives/chooseck.htm	Assessment: Students will be assessed on their completed postcards using a rubric. Extension: Have student's research the migratory patterns of another whale and compare it to that of the Grey Whale.
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Charting the Migration of the Grey Whale

Date	Where they will be...



Creating your Migration Time Line

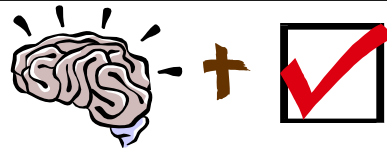
1. Open TimeLiner program.
2. Click on New. Then click on Floating.
3. Double-click on the word Monthly, then on OK.
4. Begin to enter your information in the boxes. Hit the enter key on your keyboard to create a new entry.
5. Click on View and Banner.
6. To change the font size, click on Edit and Select all Events. Then click on Format and Set Event Font. Change the size to 14 point.
7. To size the event flags, click on the flag to select it, then click on the black box to the right of the flag.
8. To move your flags around, click and drag them to the desired location.
9. To change the look of your flags, click on the flag to select it. Then click on the grayed section to the left of the flag and choose a style.
10. Change those events in which the whales are traveling south to black flags. Leave those in which the whales are traveling north white.
11. Print your time line.

Notes Page

Brain Check - page 50

Trainers Notes - Brain Check

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



1. Name the 2 Web based tools that help guide our research on whales?
2. How do you select multiple cells in MS Excel?
3. Name 3 of the tools in KidPix?
4. I can import almost any picture into KidPix. True/False
5. How do you save an attachment to your computer from an email?

Daily Closure

Trainer Notes -

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