

Technology



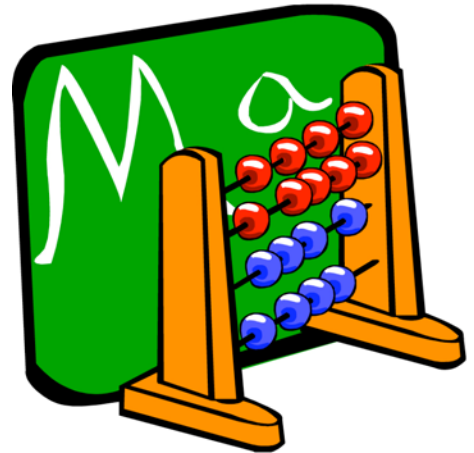


Technology in the Classroom: Ideas

1.

Title: Tracking My Scores
 Grade Level: Grade 5-8
 Subject Area: Math
 NET*S for Students: 1, 3, 4, 5, 6
 Required Technology: Microsoft Excel
 Source: Self

Description: Students will keep track of their scores in math for a specific period of time (a month). They will enter all their scores. They will put in categories according to what each letter grade stands for: (i.e. A=90-100; B=80-89, etc.) They will then develop a pie chart and a line graph showing where their scores placed.



2.

Title: Do More Wins Mean More Fans At The Park?
 Grade Level: Junior High School
 Subject Area: Math, Sports
 NET*S for Students: 1, 3, 4, 5, 6
 Required Technology: Internet
 Source: SCORE Mathematics

Description: After getting information from the past baseball season off the Internet, students will calculate an attendance-to-win ratio for each of the 28 major league teams and will then study the results to see if winning always leads to good attendance. Students will access the following addresses on the Internet and use the information to fill out the Attendance column and the Wins column on the worksheet found at the third Internet address:

MLB Attendance –
<http://sports.espn.go.com/mlb/attendance>,
<http://sports.espn.go.com/mlb/standings>, and
<http://score.kings.k12.ca.us/lessons/ballpark.htm>.

Calculate the Attendance/Wins Ratio for each team by using a calculator to divide the attendance by the number of wins and then round to the nearest whole number. Discuss what the results and ratios mean. Have students answer the questions on the worksheet. The teacher may want to guide the students through the process in class by doing the American League teams during a class period and then assigning the students to do the National League teams on their own.



3.

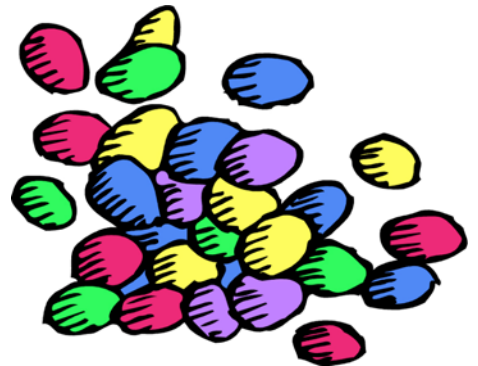
Title: My Library
 Grade Level: Grade 5+
 Subject Area: Library Science
 NET*S for Students: 1, 3, 4, 5, 6
 Required Technology: Excel
 Source: Self

Description: Students will use Excel and enter all of the books they own. One column will include the titles and the other column will include the authors. After students have entered all the titles and authors, they will sort them alphabetically according to title and then according to author. The teacher may assign other lists to be entered and sorted. Students will learn that they can use the sort tool for a variety of things.

4.

Title: M&M Counts
 Grade Level: Grade 3+
 Subject Area: Counting and tracking
 NET*S for Students: 1, 3, 4, 5, 6
 Required Technology: Excel, Overhead Projector, (M&M's)
 Source: Self

Description: Students will each open a bag of M&Ms and count the number of each color M&M. They will then put this into a spreadsheet. They will collectively put their information into one spreadsheet and create a pie chart and a line graph. Comparisons can be made of each separate bag and the total of all the bags.



5.

Title: My Portrait Gallery
 Grade Level: Middle & Junior High School
 Subject Area: Art & Language
 NET*S for Students: 1, 3, 4, 5, 6
 Required Technology: Word, Internet
 Source: Self

Description: Students will make a list of the 10 most important historical figures in the 20th century. Each will write a half-page biography of the highlights of each

Technology



person's life. After the biographies are finished, students are to use the internet and find a portrait of each of the 10 historical figures they chose. They are to place the portrait somewhere in the biography in a way that looks professional.

6.

Title: Let's Eat!
Grade Level: Junior High School
Subject Area: Circle Graphs
NET*S for Students: 1, 3, 4, 5, 6
Required Technology: Excel
Source: Self

Description: Students will take a survey of at least 30 people, asking them what their favorite food is. Students will select from the following list: Burger, Hot Dog, Pizza, Sandwich, and Salad. After the surveys have been taken, students will create a circle graph using the information gathered.

7.

Title: Count the News Story
Grade Level: Middle & Junior High School
Subject Area: Language & Math
NET*S for Students: 1, 3, 4, 5, 6
Required Technology: Excel
Source: Self

Description: Each student will read a newspaper article of approximately the same length. After reading the article, each student is to take his/her article and count how many times each letter in the alphabet was used. Then each student will put their totals into a spreadsheet. A line graph or other type of graph will be made. Each student will explain his/her results to the rest of the class.



8.

Title: My Neighbors
Grade Level: Middle School & Junior High School
Subject Area: Word Processing
NET*S for Students: 1, 3, 4, 5, 6
Required Technology: Word or Excel
Source: Self

Description: Each student will enter the name and address along with the zip code of at least 25 people s/he knows. It would be good if the number of people





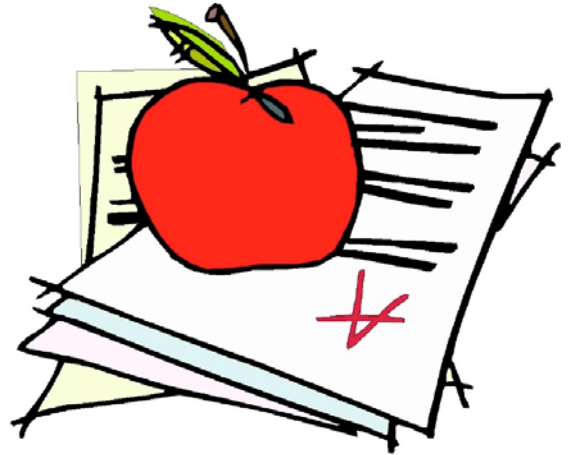
was larger. Only one name per household is to be entered. After entering the information, the student will sort by zip code. This will show who lives near whom. A printout or a graph or chart may be made from this information.

9.

Title: Using the computer for statistics
 Grade Level: Junior High School
 Subject Area: Math -- Statistics
 NET*S for Students: 1, 3, 4, 5, 6
 Required Technology: Computer, Excel
 Source: Mathematics in Action textbook

Description: Mr. Lomax teaches at Valley Junior High. Some of the students in his math class want to analyze and compare their test scores on several tests. They are particularly interested in the mean, median, mode, and range of their scores. They also want to find out how well they have to do on future tests in order to bring their averages up to a certain level.

Spreadsheets are very useful for organizing data, performing calculations on data, and exploring what happens when the data changes. In this activity you will use the computer to find the mean, median, mode, and range of several test scores for several students. Use a spreadsheet and the correct formulas necessary to answer the questions that follow.



1. On the first four tests, Beth's scores were 85, 92, 70, 85; Carl's scores were 77, 75, 88, 82; Dina's scores were 78, 86, 94, 86. Enter these values in columns B, C, and D.
2. Which student had the lowest mean score for the four tests? Which student had the greatest range in scores? What do you notice about the mean, median, and mode of Dina's four scores?
3. Can Beth bring her mean score up to 90 with the last two tests? What values should you try on the computer? Explain your reasoning.
4. Carl's score on the fifth test is 80. Does this raise or lower his mean score? How does it change his median score? Which value does not change?
5. Dina's score on the fifth test is 85, and her mean score for all six tests is 87. Experiment with different values until you find what her final test score is.
6. What is the lowest score that Carl can get on the sixth test to bring his mean score up to 82?



Answers: 2) Carl; Beth; they are the same. 3) No; try 100 for each of the last two tests. 4) Lowers mean; raises median; no change in range. 5) 93. 6) 90.

10.

Title:	Compound Interest
Grade Level:	Junior High School
Subject Area:	Math -- Interest
NET*S for Students:	1, 3, 4, 5, 6
Required Technology:	Excel, Knowledge of Excel formulas
Source:	Self



Description: When a person deposits money in a savings account, the bank pays interest for the use of the money. The interest on money deposited is called the *principal*, and the percent of the *principal* that the bank will pay each year is called the *rate of interest*.

Banks pay interest not only on the original principal, but also on interest that has been earned during the period of deposit. This is called compound interest. For example, if you deposit \$1,000 at an annual rate of interest of 6%, at the end of

the year your account will hold a total of \$1,060 (\$1,000 plus \$60 interest). The next year, the interest will be calculated using a complicated formula, or by consulting special tables.

You can use the computer spreadsheet to find out how a savings account in which you deposit \$100 can grow in size over a period of time.

1. Enter \$100 as the principal in column A. Enter 10% as the rate of interest in column B and 1 year as the period of deposit in column C. Now in column D use the correct formula to calculate the interest you will earn after one year. Now in column E add column D with column A to find the total amount you will have at the end of the first year. Now find the total interest earned after 2 years, at the same rate of interest. Why is more interest earned during the second year than during the first?
2. When the total interest reaches \$100 or more, you have doubled the size of your account. How many years do you think it would take to double your money at an annual rate of 15%? Enter 15% in column B and your estimate of the period of time in column C. Is the total interest close to \$100? Change your entry in column C until you find the least time it would take to earn more than \$100 in interest.



3. Enter several different annual rates of interest between 3% and 20%. Experiment to find the least period of time to double your money at those rates.
4. If the total interest earned is \$200 or more, you have tripled the size of your savings account. What is the lowest rate of interest that would allow you to triple your money in 10 years?

Answers: 1) \$10.00; \$21.10; possible answer: The interest for the second year is calculated on the sum of the principal and the first year's interest. 2) The least time is 5 years. 3) Answers will vary. 4) 12%; rounded to the nearest 1%.

11.

Title: Monthly Cost of Living -- Food
Grade Level: Junior or Senior High School
Subject Area: Math, Family Life
NET*S for Students: 1, 3, 4, 5, 6
Required Technology: Internet
Source: SCORE Mathematics

Description: Students will learn how much it costs to feed a family. Students will be placed in an imaginary job situation where they are making \$2.00 per hour above minimum wage. From this they will find out how much money they are making per month. Each student will be given a Monthly Cost of Living Worksheet taken from <http://score.kings.k12.ca.us/lessons/food.html>; worksheet 1. Students will brainstorm in small groups to come up with 1 week's worth of menus. They will then breakdown what food items need to be bought at the store. After the breakdown of items, students will go to the Internet and shop, collecting the cost of each item, adding it all up for the week, then multiplying it by 4 for the month. Students should only spend between $\frac{1}{4}$ and $\frac{1}{3}$ of their monthly income for food. Two internet sources to use are: the Internet SuperCenter (<http://www.netgrocer.com>), and the foodstores.com (<http://thefoodstores.com>).





12.

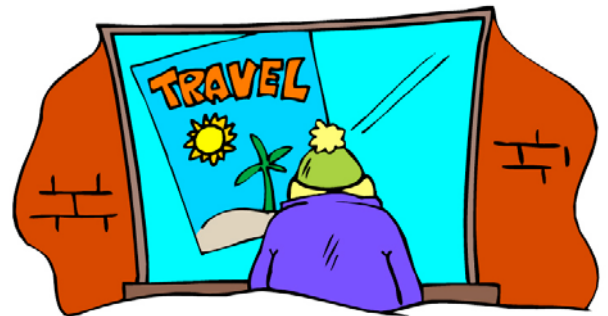
Title: Population Ratios
 Grade Level: Junior High School
 Subject Area: Math, Social Studies
 NET*S for Students: 1, 3, 4, 5, 6
 Required Technology: Internet
 Source: SCORE Mathematics

Description: Students access website Government Information Sharing Project (<http://score.kings.k12.ca.us/lessons/popratio.htm>) to get various population statistics pertaining to counties of their choice in the USA. Students then use this data to set up and solve ratios. Students compare data to make meaning of the numbers. On the same internet site, the teacher can download Government Information Sharing Project Worksheets. Students will be able to make real-life applications and meanings of the ratios they make. They may also make travel brochures for the counties they chose.

13.

Title: What In The World Would You Have?
 Grade Level: Junior High School or Senior High School
 Subject Area: Math, Social Studies
 NET*S for Students: 1, 3, 4, 5, 6
 Required Technology: Internet
 Source: SCORE Mathematics

Description: Money rate changes every day, depending on the economy of the country. The students can learn and reinforce multiplication skills from this. The teacher can teach how to convert rates of exchange. For instance, if the students were told that they had \$350 to spend on a trip to Australia, each student would have to, on October 6, 1998, multiply 350 times 1.69602. This would give the student 593.607 in Australian dollars to spend. After their trip they would need to convert back any money they had left over. Let's say they had 53 Australian dollars when they came back. They would need to convert it in the other direction: 53 times 0.589483. The student would then come home with \$31.24. Have the students plan a trip to a foreign country. Have them check prices for hotel, food, etc. in the country of their choice. Plan a one-week trip and



Technology



plan on taking \$1000 for spending. Convert the money before leaving and then on return.

14.

Title: Hollywood's Top Ten
Grade Level: Junior or Senior High School
Subject Area: Math, History
NET*S for Students: 1, 3, 4, 5, 6
Required Technology: Internet, Excel
Source: SCORE Mathematics

Description: Students will go to <http://www.movieweb.com/movie/alltime.html> and obtain data for the top 10 movies. They can work independently or with partners. After obtaining the information, have them set up a bar graph with the titles (and release years) along the horizontal axis and the receipts (in millions) along the vertical axis. (Discuss the scale that would be the best for the vertical axis=100s). Students may also set up a pictogram with the same data.

15.

Title: Eating On A Budget
Grade Level: Junior and Senior High School
Subject Area: Math, Family Life
NET*S for Students: 1, 3, 4, 5, 6
Required Technology: Internet
Source: SCORE Mathematics

Description: You have won a \$25.00 gift certificate to the restaurant of your choice for a dinner. You will choose an appetizer, salad, and beef or seafood for your dinner. The catch is, you'll need to stay within the 25.00 budget. Students will practice estimating. Some of the sites you may use to find menus are: Hard Rock Café-San Francisco, CA –

<http://hardrock.com/locations/cafes/Cafes.aspx?Lc=SANF>>, R.J. Grunt's –

http://www.studyworld.com/culinary/R.J.-Grunt_s.htm>, and Menu-OnLine – <http://www.onlinemenus.com/>>.

The student will need to find the URL listed on the Web. The students must read the menu and estimate the cost of foods selected from each section. The students must choose an appetizer, a salad, and a beef or seafood main dish. The students must then add the estimates to calculate their budget of \$25.00. Once the estimates come within \$25.00, then the actual costs will be added to prove that their meal does cost within the \$25.00 budget. This lesson will allow the students to practice



Technology



estimating, using problem-solving skills, and reviewing addition and subtraction.

16.

Title: Dream Car Math
Grade Level: Junior High School
Subject Area: Math
NET*S for Students: 1, 3, 4, 5, 6
Required Technology: Internet
Source: SCORE Mathematics

Description: Students will collect car cost comparison data from one of two web sites to use in problem solving and calculations related to math. The site is: Carwizard – <http://carwizard.com/>. Have students use the worksheet found at <http://score.kings.k12.ca.us/lessons/dreamcar.html>. Students will follow directions on this student page while on line. Have students find high and low price quotes. Based on the decisions they made on the web site, students will calculate the requested item on a worksheet.

17.

Title: Is The Statue of Liberty's Nose Too Long?
Grade Level: Junior High School
Subject Area: Math, Social Studies
NET*S for Students: 1, 3, 4, 5, 6
Required Technology: Internet
Source: Figure This: Math Challenges for Families

Description: Students need to find information about the size of the Statue of Liberty on the Internet. After finding the length of the arm of the Statue, the students will then figure how long her nose is. Scaling and proportion will help the students get the approximate answer. Hint: After the students find the length of the Statue's arm, they then find how long their own arms are. Then they will find how long their noses are. This gives them 3 of the 4 numbers needed for a proportion. Another hint to remember: the length of the Statue will be in feet, and the lengths of their own arms and noses will be in inches. Conversion to inches and then back to feet will be necessary. This is a fun activity to do in groups.





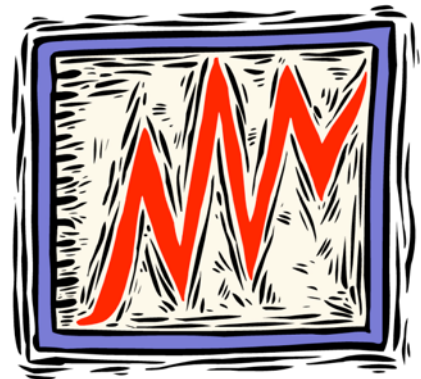
18.

Title: Bringing the Planets Closer to Home
 Grade Level: Grade 7-8
 Subject Area: Science & Math
 NET*S for Students: 1, 3, 4, 5, 6
 Required Technology: Word, Internet
 Source: Self

Description: Students will find information about the nine planets of our Solar System (possibly using <http://www.nineplanets.org/>) and will download pictures of each planet. They will then write a brief descriptive paragraph of each planet and place a picture of each planet in the appropriate paragraph. Students will learn how to download and inset pictures into text.

19.

Title: Graphing the Weather
 Grade Level: Middle School
 Subject Area: Math, Science
 NET*S for Students: 1, 3, 4, 5, 6
 Required Technology: Internet
 Source: Self



Description: Students will look up the 5-day forecast from the National Weather Services for any given area using either <http://www.nws.noaa.gov/> or <http://www.weather.com>. The students will then place the information on a graph they create. Then over the next five days, the students will keep track of the actual weather in the area chosen and will compare it to the predicted weather report. They may graph this new data over the predicted data to see the difference.

20.

Title: Are We Getting Faster & Stronger?
 Grade Level: Junior High School
 Subject Area: Math, Social Studies
 NET*S for Students: 1, 3, 4, 5, 6
 Required Technology: Internet, Microsoft Office
 Source: Self

Description: The students will compare the records of gold medal Olympic winners for the last 108 years and decide whether we are faster, stronger, and



better than we used to be. Students will need to have beginning graphing skills. They will produce a graph/chart which shows performance in a particular event over time. Write/discuss the possible causes for the changes seen. First the students will go to one or more of the following sites and choose an event: <http://www.cimt.plymouth.ac.uk/>; <http://www.hickoksports.com/history/olympix.shtml>; or <http://www.usswim.org/olympics/olymedme.htm>. Make a table/graph of year and record (time, distance, speed: what's appropriate depends on the event). Next, make note of any trends in performance. Lastly, discuss/write about the trend and speculate on its cause. Recommendation: A chart/graph with the year on the horizontal axis and the record (time, distance, etc.) on the vertical axis. Will you start at zero? Choose a scale appropriate to your data.





Technology

Technology Tips

In the last few years, resources on the web have skyrocketed. You need to do some exploring! All the major places, such as Microsoft, NASA, Discovery Channel, the Smithsonian, and so on, not only have information but lesson plans, units, teaching modules, Powerpoints, film clips, webquests, experiments and models.

Here are some sites to get you exploring. Remember, you can go directly to the site from the CD by putting your cursor over the address and pushing down the "CTRL" button as you click.

NASA

NASA has incredible things on its site. Check out Kids, Students, and Educators.

The screenshot shows the NASA website in a Windows Internet Explorer browser window. The address bar displays <http://www.nasa.gov/>. The page features the NASA logo and the text "National Aeronautics and Space Administration". There are navigation links for "ABOUT NASA", "LATEST NEWS", "MULTIMEDIA", "MISSIONS", "MY NASA", and "WORK FOR NASA". A search bar is visible with the text "FIND IT @ NASA :". Below the navigation, there are several sections: "For Kids", "For Students", "For Educators", "For Media & Press", "For Researchers", "For Industry", and "For Employees". A large banner reads "SEND A POSTCARD TO THE SPACE STATION CREW". Below the banner, there are three columns of news articles under the headings "LIFE ON EARTH", "HUMANS IN SPACE", and "EXPLORING THE UNIVERSE". The browser window also shows the Windows taskbar with the Start button and several open applications.

The address for NASA: <http://www.nasa.gov/>

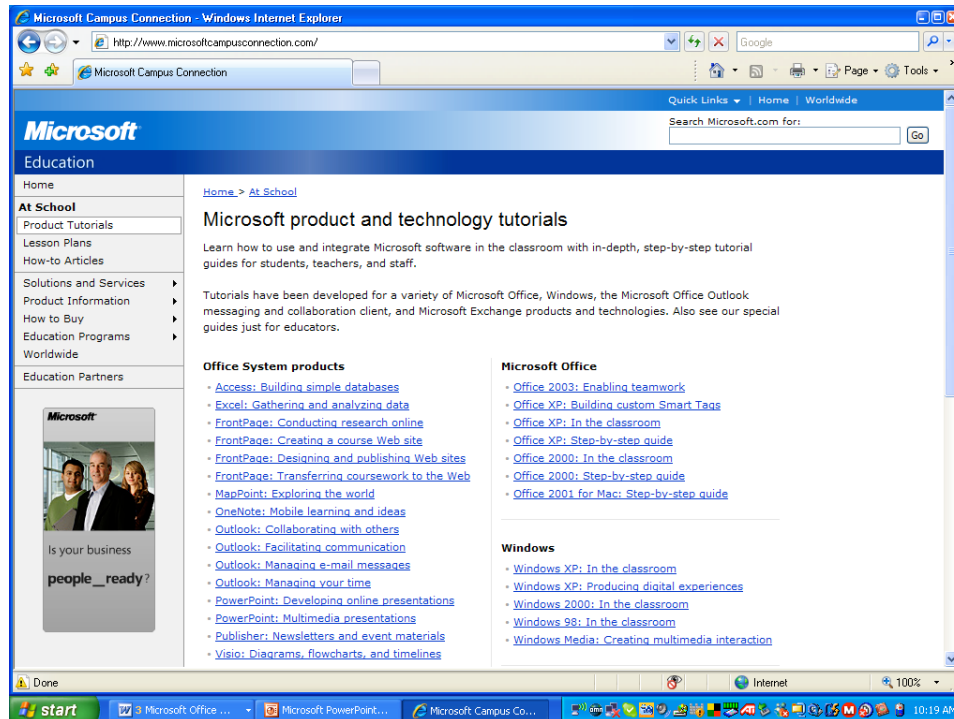




Technology

Microsoft

Microsoft has loads of tutorials for its products, free trial downloads of its products, lesson plans, how-to lessons, and handy printable quick guides. Really explore this site. And don't forget it has a program for free operating systems for donated computers.



This address will take you to the tutorial page:

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



Address for education page:

<http://www.microsoft.com/education/default.msp>

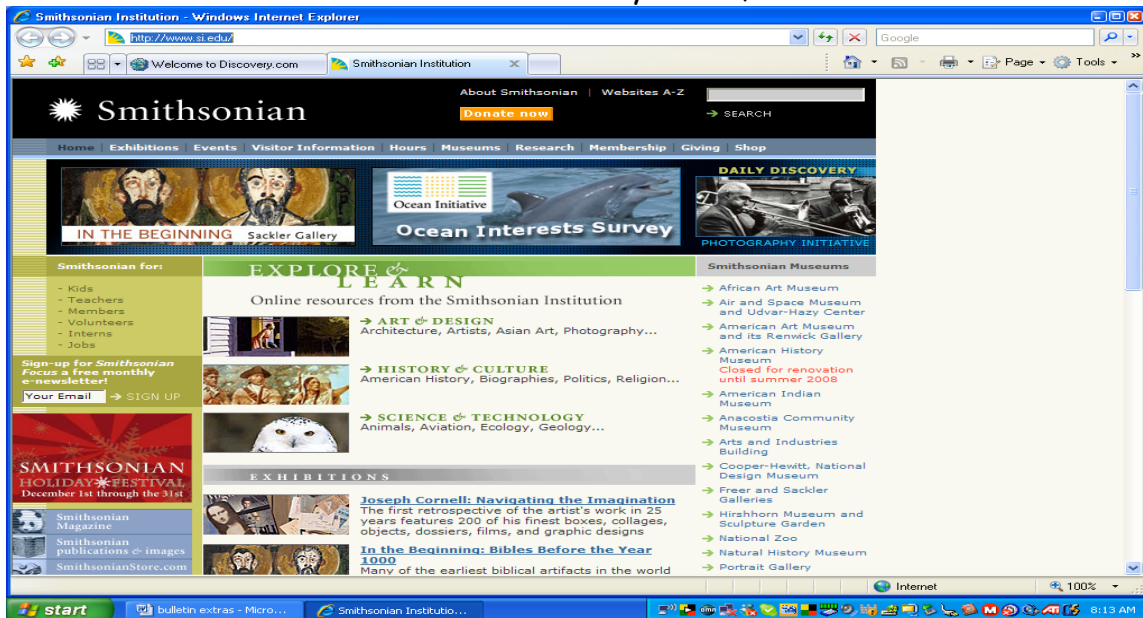




Technology

Smithsonian Institute

At least once in a lifetime, teachers should spend a week in Washington, DC, in the Smithsonian Institute's museums. But until then you can, use their site!



Address for Smithsonian Institute: <http://www.si.edu/>

Discovery Channel

Info from every program on Discovery Channel plus video clips, info, teachers' resources. Even though they work evolution into a lot of things, there is still plenty to use.



Address for Discovery Channel: <http://www.discovery.com/>





Technology

Howstuffworks

At first glance, you may think this site only deals with mechanics. But it covers autos, science, health, entertainment, travel, money, home, electronics and computers, and video. It has very clear diagrams that are often animated.

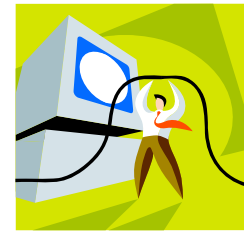


Address for Howstuffworks: <http://www.howstuffworks.com/>





Technology Tips



PROTECTING YOUR COMPUTER

If you haven't learned by now to protect your computer, perhaps it should be taken away from you.

The most important part of protecting your computer is frequent updates to your virus and spyware programs and **THEN RUNNING THEM** at least every two days. These programs will run in the background while you work, or can be set to run overnight or during an off time.

There are categories of websites that are almost guaranteed to have viruses or spyware on them. These include music download sites, places such as youtube and myspace, chat rooms, gambling and pornography sites. Some of this is relatively benign; the places that sponsor these sites merely want to sell you something. But there are plenty of vicious intruders that will cripple or destroy your computer. **PREVENTIVE** measures are much easier than fixing later.

These programs can be downloaded free:

A very good, free, virus protection program: **AVG free, by Grisoft.**

An excellent free, spyware program: **Spybot**

BACKING UP YOUR FILES

As computer experts say, it isn't if your computer will crash, it's when.

BACK UP FREQUENTLY!!!



Ways to back up:

1. Flashdrives: these are getting larger and less expensive all the time. Keep checking; it is possible to get 1 gig for under \$20.

2. Burn info to CDs or DVDs

3. Exterior hard drives: On the market right now are quite a few exterior hard drives. Some are extremely small, and run off the power on the USB ports. These come with built-in software. Plug it in, and it takes over. A 100-gig hard drive can be found for under \$100.



Technology

4. For pictures, it is possible to rent space online very inexpensively. These sites will keep all your pictures. Wal-Mart allows the uploading of pictures that will be stored for several months or longer if space is purchased.

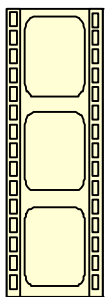


MAKING THE COMPUTER RUN BETTER

Never, ever order a computer with less than 512 megabytes of RAM. This is where the computer swaps programs. The more RAM the computer has, the faster and smoother you can switch from program to program, and the more programs you can have open at one time.

Many older computers can be given new life by putting in extra RAM. This is very easy to do, and usually costs less than \$50.

Many blame their computers for slow internet loading. This is usually not the problem. Even a dinosaur computer will download rapidly if it has cable access. It might seem expensive, but once you have used a fast connection and see the things available for use that you can now download rapidly, you will find the money for it.



MICROSOFT MOVIEMAKER

A well-kept secret is that built into Windows XP is a very easy to learn program called *MovieMaker*. It is under *Accessories*.

MovieMaker allows you to merge digital pictures, music clips, video clips, narration and text into movies. Its use can be learned in just a few hours.

HOW TO GET DIGITAL STUFF

The easiest way, of course, is to have a digital camera. But if you haven't quite made it there yet, use disposables and have the pictures put on CDs.

Downloading pictures from the web is easy. Use the *Google Image Search*, and put in the search. Open the picture, and then right-click the mouse. To place a picture directly into the document, simply copy and place. To save it for later, use "save image as".

Scanning student work or a picture is another way to get resources.



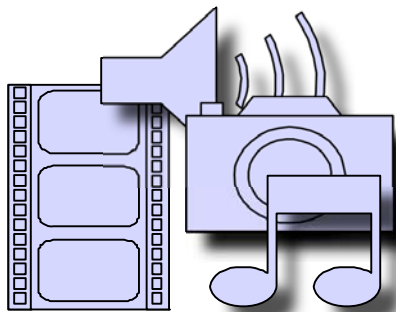


LASER PRINTERS

It's time. Stop wasting money on that inkjet. Have a can drive and get a laser printer. They are now under \$150 and most print *at least 10 times the number of pages for the same amount of money*. The prices for color lasers have also dropped below \$400, and some good ones are available for under \$300.

LOCAL NEIGHBORHOOD CHILD COMPUTER FIEND

When you are in trouble with a computer, first ask the students in your class. Chances are good somebody knows what to do. Then try your neighborhood. Most kids will work for cookies. Installing RAM, for instance, is only a 5-minute job. Staples will charge you \$75. The local neighborhood child will work for cookies and the feeling of superiority that comes from helping a clueless adult.



MIDI files

There are a many sites that offer free music files. Do a search for the category and add + free to your search. Most have themes, such as "Civil War", "1800's", "Folk Music", "Old TV Show Themes" and so on. Many of these can be downloaded and used in presentations or just to enrich teaching. Students enjoy hearing and singing authentic songs from an era.

There is also an on-going project to put the SDA hymnal on the web. Listening to the midis is a great way to learn new hymns.



FREE STUFF

Let's face it. A lot of us are merely using our computers as giant, expensive typewriters. It does not take a rocket-science computer to do this. There are plenty of suitable cheap or free computers that will work for us. And Microsoft has a free program to make them legal.

Unless you are planning to do heavy-duty gaming, a Pentium II is more than sufficient.

Don't be afraid to ask questions or to appear dumb. It is amazing how much information you can pry out of a child computer fiend. Or the Staples or Best Buy or Radio Shack employee. If you are annoying enough, they will usually teach you something just so you will leave quickly. Sometimes they will give you stuff. This really works well if you still have an old computer. They, after all, have the absolute latest stuff and feel sorry for you, the pathetic old person with the Etch-a-Sketch.

Local computer repair guys usually have a cache of old computer parts that they are willing to give away. Memorize a few terms like "heat sink", "dual processor", "RAM" etc. You will dazzle them, they will be less inclined to cheat you, and you may get a date. As tekkies move into flat screens, there are monitors available for the asking.

Check with NAD for information on the Corel products that are available free.



Technology Links

Top 6 Sites

www.nadadventist.org

The home page of the North American Division of Seventh-day Adventists

www.nadeducation.org

The home page of the North American Division Education Department. This website is full of announcements, resources, information, etc. You name it - it's here.

www.nadtdec.org

NAD Technology Distance Education Committee website

Check this site for resources in the areas of publications, professional development, curriculum, technology, and more. Investigate to see how you can win a scholarship or grant.

<http://www.nadtdecblog.org/blog>

The BLOG site of TDEC. Join the community of individuals interested in technology in all directions. Visit often for recommended websites. Need help with an issue? Post your situation on the blog and see what happens!

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

Subscribe to this website to stay current with the latest education/technology news. A free subscription to Classroom News is also available through this site.

<http://www.internet4classrooms.com/>

A website dedicated to helping teachers use the Internet effectively.



A Closer Look at Search Engine

Academic Reference and Research Index - Tens of thousands of academic reference and research sites

<http://www.academicindex.net/>

AllTheWeb claims that you can "find it all" using their service. **Caution:** This search site is blocked by the Tennessee content filter.

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

AltaVista allows searches for documents in a specific language and provides a topical index.

<http://www.altavista.com/web/default>

AOL Search is a search engine powered by Excite.

<http://search.aol.com/>

Ask.com image search -

<http://www.ask.com/#subject:img|pg:1>

Beaucoup - the ultimate source for free information

<http://beaucoup.com/>

BublLink: Catalogue of Internet Resources - Selected Internet resources covering *all academic subject areas*

<http://bubl.ac.uk/link/>

Clusty - Like Vivisimo but with a "prettied-up" interface (same great results!)

<http://clusty.com/>

Cyber Dewey - This is not a search engine but it is a really cool way to present a directory of sites.

<http://www.anthus.com/CyberDewey/CyberDewey.html>

Ditto - The premier visual search engine. If you are searching for an image, you will probably find it here.

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

Dogpile searches by accessing several search engines. If you have been using the search engine MetaFind, you are now automatically routed to Dogpile.

<http://www.dogpile.com/info.dogpl/>





Technology

Findelio - a global meta search engine with a WHOIS lookup listed with each search result (great for checking authenticity of a site) on 9/4/06

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

FindSounds.com is a search engine for finding sound effects on the Web.

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

FindSpot has links to several search engines

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

Google ranks the quality of sites based on the quality of sites that link to it.

<http://www.google.com>

Google Custom Search Engine - Create your own search engine on specific topics and limit it to just the web sites you want students to use.

<http://www.google.com/coop/cse/>

Google Maps - This is a beta feature of Google right now, but they apparently have a huge database to pull from. Try this one.

<http://maps.google.com/>

Google Web Search Features - from the Google Help Center

<http://www.google.com/help/features.html>

Grokker - A new way to look at search

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

HotBot allows you to define the search, narrow the search by time (items posted within the last...), or by domain (.com, .net, .edu...). Be sure to use the Advanced search options.

<http://www.hotbot.com>

Infoseek is now a member of the Go network and has completely changed the way their engine searches. I now get fewer results using Excite.

<http://infoseek.go.com>

Internet Public Library - The mission of this site is to provide library services to the Internet community, to learn and teach what librarians have to contribute in a digital environment, to promote librarianship and the importance of libraries, and to share interesting ideas and techniques with other librarians.

<http://www.ipl.org/>





Technology

Librarians Index to the Internet - searchable, annotated subject directory of more than 6,200 Internet resources selected and evaluated by librarians for their usefulness to users of public libraries. It's meant to be used by both librarians and non-librarians as a reliable and efficient guide to described and evaluated Internet resources.

<http://www.lii.org/>

LookSmart is a search engine powered by AltaVista.

<http://search.looksmart.com/>

Lycos provides almost two dozen Web Guides of topics such as Education, Kids, Space/Sci-Fi and more.

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

Mamma.com- The Mother of All Search Engines - When you enter a query at the Mamma.com web site, Mamma's powerful proprietary technology simultaneously queries 10 of the major Search Engines and properly formats the words and syntax for each source being probed. Mamma then creates a virtual database, organizes the results into a uniform format and presents them by relevance and source.

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

MetaCrawler search for a word or a phrase

<http://www.metacrawler.com/index.html>

MetaEureka - a simple text based meta search engine

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

The Mining Company is not really a search engine, but they provide an excellent directory.

<http://home.miningco.com/>

PlanetSearch has an interesting color bar system to indicate which terms in your search are found on a page in the results of a search. You may customize the page if you wish, and PlanetSearch has links to telephone and Email listings.

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

Partners in Rhyme provides a huge database of sounds to search.

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

QueryServer - Ten general purpose Internet search engines are queried, and the results are combined and categorized according to the options you choose. Federated Query Server is a piece of search middleware that takes a user's query, translates and broadcasts it to multiple HTTP-enabled content repositories, reformats, sorts, merges and clusters the query results, and returns them to the user in a single HTML page.

<http://www.queryserver.com/default.htm>





Raging is a simple text-only search engine which produces results fast (powered by Alta Vista).

<http://www.altavista.com/web/text?raging=1>

Search.com posted by c|net and powered by Excite. Their topical index is in the form of a pull-down menu, or a listing of topics they call Specialty Searches.

www.search.com

Search Tools for Kids - Search engines designed for use by children accompanied by screened sites just for kids

<http://www.rcls.org/ksearch.htm>

Soople - makes many of Google's features much easier to use

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

Speegle - The worlds first talking search using PanaVox Speech Technology

<http://www.speegle.co.uk/>

Teach the Children Well - Teach the Children Well is a collection of links to sites carefully selected by a teacher for students as well as their parents and teachers. The site was designed for elementary grades but many of the sites will also be of interest to older students.

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

TekMom's favorite research tools on the Web. The tools on this page will provide first-level access to only a subset of Web resources.

<http://www.tekmom.com/search/index.html>

Thomas - (as in Thomas Jefferson) Legislative Information on the Internet "Acting under the directive of the leadership of the 104th Congress to make Federal legislative information freely available to the Internet public, a Library of Congress team brought the THOMAS World Wide Web system online in January 1995." - Thanks John!

<http://thomas.loc.gov/>

Visual Thesaurus - Really cool way to look up synonyms. It is just a trial version but you can look up a few words at a time without paying.

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

Vivisimo - A search engine which performs multi-queries and clusters the results into subdirectories. Try this one first. Try an activity comparing your favorite search engine to Vivisimo

<http://www.vivisimo.com>



WebCrawler has a clean new look. No ads, No Banners, No Pop-Ups.

<http://www.webcrawler.com/info.wbcrl/>

Wayback Machine - Browse through 55 billion web pages archived from 1996 to a few months ago.

<http://www.archive.org/web/web.php>

Yahoo features a topical index as well as a search function. The topical index provides pre-defined search results.

<http://www.yahoo.com>

Zapmeta - I like this one almost as much as I like Vivisimo, and that is saying a lot. I really do like their Quick View feature, give it a try. Although this meta search engine does give a small, manageable number of resources, the first sites listed are commercial sites.

<http://www.zapmeta.com>





Search Engines for Kids

It has always been a good recommendation that teachers should search for Internet resources they want their students to use and design lessons/projects/units so that the Internet sites to be used are clearly defined. However, if you plan to send your students searching, use one of the Kid-Safe search engines below:

Ask Jeeves for Kids - Just type in a question and click Ask! Actually a word or two works just as well as a whole question.

www.ajkids.com

CyberSleuth Kids - an Internet guide for K-12 kids (warn your students about the ads)
Kids Click: A web guide and search tool for kids put together by librarians. Fifteen major categories each with several subcategories, this site has a look similar to Yahoo.
ithaki.net - a powerful internet metasearch engine developed for kids (age group targeted, kids above 10)

<http://cybersleuth-kids.com>

Kids.Net - Search engine just for kids & children - Searching safe & clean sites.

www.kids.net.au/

Kids' Search Tools - Search here for words, information or web sites with this all-inclusive page that includes a dictionary, thesaurus, encyclopedias, kid safe search engines and more.

<http://www.rcls.org/ksearch.htm>

Super Kids - Super Cool Guide to Finding Stuff on the Web

www.super-kids.com



More Links

[Resources for Creating Web Sites](#)

Help with HTML, Java, and Web page design.

<http://home.mcom.com/home/how-to-create-web-services.html>

[National Center for Technology Planning](#)

Full-text of state, district, and school technology plans and full-text articles on developing plans and fostering use of technology.

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

[The Technology Coordinator's Web Site](#)

Professional development resource for technology coordinators.

<http://www.wvu.edu/~kenr/TCsite/contents.html>

[Technology Coordinator Resources](#)

Links to educational technology resources.

<http://www.minot.com/~nansen/>

[OAK Software Repository](#)

Repository of MS-DOS and Windows applications and utilities.

<http://openresource.com/archives/P/OAK.shtml>

[Plugged In Home Page](#)

A non-profit group dedicated to bringing the educational opportunities created by new technologies to children and families from low-income communities.

<http://www.pluggedin.org/>

[National Computational Science Alliance](#)

Offers high-performance computing and communications resources, serving over 6000 users at more than 380 universities and corporations.

<http://www.ncsa.uiuc.edu/>



Technology

[Pittsburgh Supercomputing Center](#)

The Pittsburgh Supercomputing Center Web site provides information about their projects, including educational efforts.

<http://www.psc.edu/>

[Cornell Theory Center Home Page](#)

Supercomputing center offers a variety of information, including educational programs appropriate for elementary and secondary level science education.

<http://www.tc.cornell.edu/>

Safekids.com

Your family's guide to making the Internet and technology fun, safe and productive.

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

Rules in Cyberspace

<http://www.cybercrime.gov/rules/kidinternet.htm>

Cyberethics for Teachers, Parents, and Kids – a lesson plan

<http://www.cybercrime.gov/rules/lessonplan1.htm>

Cyberbullying – Not Just Name Calling

<http://www.cybercrime.gov/rules/lessonplan1.htm>

Tutorials

<http://www.edzone.net/%7Emwestern/tutorials.html>

adapted from - <http://www.ncrel.org/sdrs/areas/te0cont.htm>





New Kids on the Blog

Students and teachers are chatting it up on Web logs—the latest best thing since the overhead projector.

When Maeve, a Maine fifth-grader with a mammoth conscience, hears some troubling information about the Mars cocoa farms in West Africa, she doesn't whisper it across the lunch table—she announces it on her blog. Within minutes, her classmates furiously respond, hunting for the M's on their keyboard. "I am never going to buy M&M's again!" types one young activist. "Thank you for this information," writes another.

Junk-food discourse, summer vacation advice, and Red Sox statistics all fly across the wires in Lisa Plourde's writing workshop at the Connors-Emerson School in Bar Harbor, using fresh technology called Web logs or "blogs." A blog is a Web site that allows its author to type, type, type, and then receive comments from readers in a sort of digital conversation.

Rosie O'Donnell has one, as does NBC weatherman Al Roker. But so do Ally, Emma, Amethyst, Nick, Rebecca, Hadley, and the rest of Maeve's classmates in Bar Harbor, as well as thousands of teachers across the country.

"It's something that teachers really are starting to get their brains around," says Will Richardson, tech guru at Hunterdon Central Regional High School in New Jersey, and author of the premiere blog on blogging—www.weblogg-ed.com. "There are as many uses for this tool as your imagination can think of."

Get blogging!

Many teacher blogs look like personal diaries and serve as virtual lounges, a place to kvetch and share inspiration with colleagues (see page 35 for more.) But the collaborative nature of Web logs also make them valuable instructional tools to connect students and teachers, and provide a new place to create Web-based content.

Post assignments, point kids to current events, and get them psyched about their studies—Richardson did all that as a journalism teacher with a daily Web log. (Read it at <http://central.hcrhs.k12.nj.us/journ1/> .)

Give online quizzes on it, as one precalculus teacher in Canada does. Or actually transfer some of your classroom discussions to a virtual room, as some English teachers do.





Technology

You know your kids regularly chat it up in cyberspace. So catch that online enthusiasm and steer it toward topics you prefer—such as *Catcher in the Rye*. "It might just be me," writes one teen to his classmates and teacher, "but it seems like everyone, especially teenagers, are just as critical of other people as Holden [the main character] is, or at least in the same ballpark." (Check it out at <http://period5english10h.blogspot.com/> .)

In Lisa Plourde's classroom, the point is to get kids writing, and the blog does just that. With teens accounting for half of all bloggers, according to one study, this kind of assignment "speaks their language," says Richardson.

Plourde believes it's the public and immediate nature of blogging that so motivates her kids. "It's like writing in the clouds," she says. Anybody on Earth can read it, although usually it's just Alexa in the other fifth-grade class or Yuxi's mom.

"They don't consider it work!" Plourde marvels.

Plourde would never call herself a techie—she relies on Connors-Emerson's technology teacher Rick Barter to dot her coms. But setting up a blog is simple stuff, he says. You don't need to speak HTML or any other computer dialect. Just visit a Web site like www.blogger.com, walk through its three-step process to setting up a free account, and start writing.

Making It Work

Keep in mind that blogs are public and, if you're allowing students to post entries, you'll want to take precautions that adults wouldn't consider. At Connors-Emerson, all entries and responses are first sent to Plourde, who reviews the content, offers tips on grammar and clarity, and makes sure her students haven't revealed their home address or other personal information.

For Plourde, it's actually easier and quicker than lugging home a tote bag full of papers to correct, she says. Plus, their writing is "self-propelled," on topics they prefer, and in styles of their own choosing. Sean writes persuasively about Alaskan malamutes because he has one; but Bradley, who enjoys historical narratives, pens diary entries as if he's a Victorian girl, the daughter of the Duke of Divaulyn, reluctantly traveling to India with "fabulous gowns."

"Please write more!" Emma (virtually) shouts out. "You are really good at writing from someone's point of view," writes Sarah. (But when Bradley sits down at his desk a few days later, after posting an unrelated poem, he's dismayed. "Nobody commented on my poem!" he complains aloud.)





Their enthusiasm is infectious, but Richardson encourages teachers to move beyond online diaries, like the ones at Connors–Emerson, and consider using Web logs as thinking tools. In his old journalism class, no trees were killed—every assignment was paperless. And, in a growing number of classrooms, particularly at the secondary level, many teachers are discovering that a Web log serves as the perfect catalyst for critical debate.

One kid posts, another responds, a third jumps in with a link to more evidence on the Web. It's a 21st century conversation, and it prepares students for a future where they work with other people, take and give feedback.

When you write on paper, your words are self-contained—"It's on paper and it doesn't go anywhere," Richardson reflects. But when you ask students to blog, "you're asking them to go somewhere."

A Techno-tionary

blog: A blog is a Web site where you can write whatever you want, and then visitors to your site can add comments, if they like. Many look like personal diaries. Some have political content.

podcast: This is similar to an audioblog—a person can create audio files and then their listeners can download the file and listen to it whenever they have time. Check out www.podcast.net for a long list of available podcasts.

wiki: A wiki is sort of like a blog. Both are on the Internet and both provide a casual way to write about stuff, but a wiki is written by many people who can edit any part of it. A great example is www.wikipedia.org.

Turn it up!

Every iMac in the Connors–Emerson lab comes equipped with software called Garageband. It is basically what it sounds like—a venue for amateur musicians to make a little noise.

When Lisa Plourde's students have finished blogging, they start mixing rhythms and instrumental lines to create songs. Take a little piano, something in a George Winston vein, and combine it with a cowbell. (Or not.) Lay down the drums, add an electric guitar line, up the tempo—all right, now we're cooking!

Lest we forget, this is still a writing workshop. So Plourde encourages her young writers to combine their compositions—poetry and music—into single productions. Last year, they completed an audio poetry project, reading aloud their ruminations while their own songs played in the background.

Check it out at <http://blue1.emerson.u98.k12.me.us/magazine/audiopoetry05> .



Blogging on

The stories your colleagues could tell... and do! More than ever, under the anonymous cover of the Internet, teachers are downloading their daily frustrations, aggravations, and occasional satisfactions.

"It's the first thing I do when I get home," says La Maestra, author of *A Contar*, the daily tale of a bilingual educator in Texas. (At <http://acontar.blogspot.com/>—But be warned: La Maestra gets an R-rating from us for language!)

For La Maestra or Ms. Frizzle or Posthipchick, the blog isn't just a teaching tool, aimed at motivating students. It's a way to remember the details of their jam-packed day, turn on their inner comedian, and activate their politics. After a day spent basically alone—well, except for those 34 kids—the blog serves as a welcome way to decompress, says the pseudonymous Ms. Frizzle, who writes at <http://msfrizzle.blogspot.com/>.

It's cheap therapy—and it's particularly valuable for new teachers. You might not want to tell Mrs. Delaney in the next room that you dearly wish you'd looked twice at an accounting degree—but you can freely tell your tales of woe to strangers, who often offer a bit of nonjudgmental advice.

But many bloggers hope "civilians" are logging on too—if only so they can hear what it's really like to teach. "Everyone in the world has an opinion on education and the state of the public schools, but how many people have been in one recently?" writes Ms. Frizzle. "I blog not to provide definitive answers but to give one teacher's inside perspective."

Echoes the Ramblin' Educat, a young Oklahoma teacher (and building rep for her high school!) who writes at <http://educat.blogspot.com/> — "I want to show that in a political climate where educators are derided for 'not working hard enough' or 'choosing an easy road,' my friends and I work hard!"

Many teacher Web logs are more overt about their advocacy—they serve to point a wagging finger at the No Child Left Behind law, shout about vouchers, and encourage debate on all sorts of issues. (Check out <http://folkbum.blogspot.com/>, www.shutupandteach.org, and www.assortedstuff.com/ .)

But almost all are just plain entertaining, as your colleagues go whole blog...

Sample Blogs within the Seventh-day Adventist Circle:

Adventist Mission <http://www.adventistmission.org/article.php?id=345>

NADTDEC <http://www.nadtdecblog.com>

<http://julie3588.blogspot.com/> - a blog-based Senior English assignment

Adapted from: <http://www.nea.org/neatoday/0510/blogging.html?mode=print>

Author - Mary Ellen Flannery



Technology Integration Made Easy

Are you anxious to integrate technology into your curriculum, but are intimidated by the time and tech savvy necessary to plan technology activities or participate in technology projects? Today, Education World offers 20 easy and painless ways to integrate technology into your daily routine. **Included: Twenty activities and nearly 50 Web sites.**

Integrating technology into the curriculum is a priority -- if not a mandate -- in most schools today. Most educational technology experts agree, however, that technology should be integrated, not as a separate subject or as a once-in-a-while project, but as a tool to promote and extend student learning on a daily basis. The challenge, of course, is in finding ways to use technology -- and to help students use it -- that don't take time away from core subjects.

For many teachers, a lack of personal experience with technology, presents an additional challenge. In order to incorporate technology-based activities and projects into their curriculum, those teachers first must find the time to learn to use the tools and understand the terminology necessary for participation in those projects or activities.

Used properly, however, technology can be a tool for teachers as well as for students. To help teachers new to technology gain experience in using it, and to help tech-savvy teachers incorporate technology more fully into their daily routines, Education World offers the following 19 easy ways in which you can seamlessly integrate technology into your daily and weekly classroom routines. Be sure to bookmark the recommended sites, so you can find them easily and use them regularly.

- Access an online weather forecast. Most elementary grade teachers begin each school day with a discussion of the date and local weather. Why not take an extra minute to visit a site such as [UM Weather](#), [The Weather Channel](#), or [USA Today Weather](#) to find out what the rest of the day might bring? If you have a few extra minutes, check out weather in other parts of the country as well.
- Include URLs in your monthly calendar. Each month, Education World provides a printable coloring calendar for classroom use. Before distributing copies of the calendar to your students, add the URLs of a few sites that will add to their understanding of the month's events -- and encourage them to visit those sites. The [October calendar](#), for example, might offer links to sites about Christopher Columbus, daylight savings time, and Halloween. (A kid-friendly search engine such as [Yahooligans](#) will help you locate appropriate sites.) Or, students can find the sites themselves as they complete a [Months of the Year Project](#).





- Access online weather forecasts in French, German, or Spanish. Begin foreign language classes with a discussion of the day's weather. [The Weather Channel](#) provides weather information for Brazil, Germany, France, and Latin America in the native language of each country.
- Challenge students with online mathematics problems. Add a daily or weekly mathematics challenge to your seatwork assignments, math lessons, or extra credit activities. The Math Forum's [Math Problem of the Week](#) offers word problems in five categories -- math fundamentals, pre-algebra, algebra, geometry, and pre-calculus. The [AIMS Puzzle Corner Math Challenge of the Month](#) provides a monthly math-related puzzle that's appropriate for students in upper elementary grades and middle school. Most include printable worksheets. [Aunty Math's Math Challenges for K-5 Learners](#) offers biweekly word problems for younger students, while high school students will enjoy the news-related math problems at [Math Counts](#). Don't like today's problem? Not to worry! Most of the sites listed also include extensive archives. If you teach grades 3-8, extend your students' online math experience and encourage them to match wits with students around the world by participating in the [Abacus International Math Challenge](#).
- Provide a URL in place of a quote. Do you write a quote on the board each day for students to reflect on and discuss? Instead of writing out the quote, provide students with the URL and have them locate the day's quote themselves. [Quote of the Day](#), [Quotes of the Day](#), and [Quote A Day](#) are all excellent sources of funny, inspirational, or thought-provoking quotes.
- Introduce a word of the day. Extend students' vocabulary by including an online word of the day in opening activities, seatwork assignments, or language arts lessons. The Daily Buzzword at [Word Central](#) provides a word of the day and related activity appropriate for upper elementary students. [Vocabulary Builder](#) offers words and definitions for students in grades 4-6 and grades 6-9. The words and definitions at [A Word a Day](#) and [Word of the Day](#) are best for students in middle and high school. In addition, students in grades K-8 can safely extend their online experience by submitting phony definitions to [Fake Out](#).
- Keep them spelling. Spelling isn't a subject that should die in elementary school. Prove it to your middle and high school students by adding spelling to language arts lessons or extra credit assignments. Each week, [Carolyn's Corner](#) offers a new list of "Paideia Words of the Week" from the study booklet for the Scripps Howard National Spelling Bee. Invite your students to compete with the nation's best spellers!



- Make history real. For many kids, history is only a subject in a book; one that's unrelated to real people, real events, or today's news. Personalize history lessons for those students by beginning each history lesson with a quick visit to [Today in History](#) or [This Day in History](#).
- Utilize online worksheets. Are you worn out from trying to come up with new and creative seatwork assignments day after day after day? Make life easier on yourself by including a few online worksheets. Each week, Education World provides an original printable [Scavenger Hunt](#) and a [Writing Bug](#) creative writing activity. In addition, [Teach-nology](#) offers lots of work sheets in a variety of curriculum areas. Or add to the variety of your seatwork assignments by having students complete a weekly [WebQuest](#).
- Offer online SAT practice. College-bound high school students always can benefit from additional PSAT and SAT practice. SuperKids provides a PSAT and SAT [Vocabulary Builder](#) in the form of a word of the day.
- Beef up your history lessons. Primary source materials add interest to any history lessons; reading Thomas Jefferson's notes on the U.S. Constitution provides insights into U.S. history that a mere reading of the Constitution cannot. When planning U.S. history lessons, visit the Library of Congress's [American Memory Collections search engine](#) to locate primary source material for whatever topic you're tackling. Encourage students to include primary source materials in their history papers as well.
- Provide online reading comprehension practice. Add a fun reading comprehension activity to your students' language arts curriculum. Each month, The Comenius Group provides a new [Fluency Through Fables](#) lesson. Designed for students of English as a second language, the activity is appropriate for English-speaking students in elementary and middle school as well. The lesson includes a brief fable and four categories of related activities; vocabulary matching exercises, vocabulary completion exercises, multiple choice comprehension exercises, and written discussion exercises.
- Incorporate online news sources into discussions of current events. Don't limit students' current events contributions to print newspapers; encourage them to search online media as well. [CNN](#) and [MSNBC](#) are excellent places to start looking for national and international news. Or, check out [Online Newspapers](#) to find your local newspaper online. [The Internet Public Library](#) also provides links to local news sources by country and, for the United States, by state.



- Make the news a learning tool. Help students better understand current events and connect today's news to their own lives by encouraging them to further explore the issues of the day. [The Why Files](#), for example, uses news and current events as the basis for science, health, and technology lessons. What caused the tornado that devastated the Midwest or the hurricane that hit Florida? How does war affect those living in battle zones? What vote-counting technique is most accurate? The Why Files will explain it all. [How Stuff Works](#) also is an extensive site with information on a vast number of topics. Today's students, for example, might want to learn [How Stinger Missiles Work](#), [How Stem Cells Work](#), or [How Hybrid Cars Work](#).
- Spice up your grammar lessons. Explore Daily Grammar's [Lesson Archive](#) to find a new grammar lesson every day. The site features nearly 450 lessons on topics ranging from adjectives and apostrophes to prepositional phrases and verbs!
- Make science a daily event. With the current emphasis on reading and math in schools, getting in a daily -- or even weekly -- science lesson can be difficult. If you're having trouble finding time for a more formal science lesson, take a minute to discuss NASA's [Astronomy Picture of the Day](#) or Goddard Space Center's [Earth Science Picture of the Day](#), both of which include a brief explanation of the day's photo. You might also briefly discuss a scientist or a scientific event from [Today in Science History](#) or explore a [Science Question of the Week](#).
- Sign up for a science experiment of the week. If you have the time for the science lesson, but not enough time to research and find a steady supply of really engaging science experiments, sign up for a science [Experiment of the Week](#). Each week, a new science experiment will be e-mailed to you.
- Make geography a daily event. For most kids, geography has something to do with maps -- and maps are boring! Extend students' geography awareness by challenging them to answer the five daily questions posed at [GeoBee Challenge](#). The questions are taken from the National Geographic Geography Bee. Maybe your students will get good enough to compete in this year's event! Looking for a quicker lesson? Find the distance between any two cities in the world at [How Far Is It?](#) By the way, National Geographic's [Map Machine](#) can even make maps fun!
- Keep 'em guessing! It's Friday afternoon, and most students have their eyes on the clock and their minds on a weekend of freedom. If you have access to enough computers so that students can work individually or in small groups, try to keep the learning going with some stimulating online games. Each week, Houghton Mifflin poses new, primarily math-related [Brain Teasers](#) at three different grade levels -- 3-4, 5-6, and 7-8. Solving the problems at [Mystery Net](#) generally demands more logic than Math. That site's features include Get-a-Clue, a daily mystery appropriate for



Technology

younger students; See-n-Solve, a weekly mystery featuring USA TV's Detective Monk; and Solve-it!, a monthly mystery in which students read a mystery and then solve the crime. The latter two activities are best for older students. Or simply reward students for a week of hard work by allowing them a few minutes to play some of the online [Logic Games](#) at SuperKids. Games include Battleship, checkers, tic-tac-toe, BreakOut, and more.

- Send them away with a smile. Finally, end a successful week with Education World's [Joke of the Day!](#)





Free Software

Word Processing

OpenOffice.org is a [multiplatform](#) and [multilingual office suite](#) and an [open-source](#) project.

Animation

[Anim8tor](#)

[About.com's](#) list of free animation software

Computer Protection

[Ad-Aware Personal Edition](#) - free for home use. "Ad-Aware Personal provides advanced protection from known data-mining, aggressive advertising, Trojans, dialers, malware, browser hijackers, and tracking components."

[Spybot Search & Destroy](#) privacy software

AVG Anti-Virus Free Edition

<http://free.grisoft.com/freeweb.php/doc/2/>

A free anti-virus protection tool developed by GRISOFT for home use. We invite you to join the millions of satisfied customers worldwide who have downloaded the software and now enjoy the benefits of AVG Anti-Virus Free.

Multi-media

Microsoft Photo Story 3 for Windows XP

[Photo Story 3 for Windows XP](#) - Add stunning special effects, soundtracks, and your own voice narration to your photo stories. Then, personalize them with titles and captions.

PDF Conversion

<http://www.cutepdf.com/> (Freeware)

Create professional quality PDF files from almost any printable document. **FREE** for personal and commercial use! No watermarks! No popup Web advertisements! Now supports 64-bit Windows.



Computer User Policy

Dear Parent(s) or Guardian(s):

Your son or daughter will have the opportunity to use computers and to get access to a worldwide network called the Internet through our computers at ***Your School Name Here ***. The reason for using the Internet is to participate in curriculum projects developed by some of your child's teachers.

***Your School Name Here *** has established an Acceptable Use Policy (AUP) for using its computers. The policy is attached. Please review the policy with your child. After carefully reading through the policy, please sign the contract portion and return it to your child's homeroom teacher. Your child will not have access to any of the computers on our campus until the contract portion of this document has been returned with all necessary information and signatures.

Please contact your child's teacher should you have any questions regarding Internet curriculum activities or contact either of the system administrators listed below should you have any questions regarding the school's expectations on using the computers.

Sincerely,

** Your system administrator's name here **
System Administrator



All students and teachers are encouraged to use ***Your School Name Here *** computers to improve learning and teaching through research, collaboration, and dissemination of successful educational practices, methods and materials available through use of the computer.

The network is protected with software which restricts access to objectionable sites on the Internet and eliminates a vast majority of potential problem situations. Students are expected to abide by all the rules established for computer use. Should a student lose his/her computer privileges, he/she must find other sources or avenues to complete the required class work assignment(s). The loss of privileges may not be used as an excuse for not completing assigned class work. The terms and conditions for use of the schools computers are listed below:

1. Privileges - Using computers during school time is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Based upon the Acceptable Use guidelines outlined in this document, the system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may deny a student the use of the school's computer at any time. The administration, faculty, and staff Browning/SLA may request the system administrator to deny, revoke, or suspend specific students use of the computers. All school and personal computers are for school related work only. Students who violate this agreement will lose their computer privileges. Personal computers may be subject to the electronic device clause of the handbook.
2. User Account and Password should not be shared with any other individual. Violation of this rule will result in loss of account privileges.
3. The following are not permitted:
 - Damaging computers, computer systems, or computer networks
 - Tampering with, adding to, deleting, or reconfiguring or in any other way adjusting the desktop screen, programming or networking of school computers
 - Sending or displaying pictures
 - Using obscene language
 - Harassing, insulting, or attacking others
 - Damaging computers, computer systems, or computer networks
 - Violating copyright laws
 - Using another's password
 - Trespassing in another's folders, work, or files
 - Intentionally wasting limited resources, including the use of "chain letters" and messages broadcasted to mailing lists or individuals
 - Employing the network for commercial purposes
 - Revealing the personal address or phone number of yourself or any other person without permission from your teacher



4. The school's "Acceptable Use Policy" does not allow anyone to publish texts, images, or any other information about ***Your School Name Here *** and its students, faculty, or staff without the permission of the school's administration. Regardless of where a student accesses the Internet--at home, at school, or in any other place--the student is in violation of the school's policy if the student violates this prohibition.
5. Netiquette – You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
 - a. Be polite. Do not write or send abusive messages to others.
 - b. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
 - c. Do not reveal personal addresses or phone numbers of students or employees of ***Your School Name Here ***.
 - d. Note that electronic mail (email) is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - e. Do not use the network in such a way that you would disrupt the use of the network by other users (e.g., downloading huge files during primetime; sending mass email messages; annoying other users).
 - f. All communications and information accessible via the network should be assumed to be private property.
6. Vandalism – Vandalism will result in cancellation of computer privileges. For this policy, vandalism is defined as any malicious attempt to harm, disrupt, or destroy data, ***Your School Name Here *** computers, or its network. This includes, but not limited to, the uploading or creation of computer viruses. In addition to losing computer privileges, disciplinary action will be followed according to the school handbook.
7. Installation Restrictions – No software of any kind is to be loaded on a computer's hard drive without prior approval from a system administrator.



COMPUTER ACCEPTABLE USE POLICY CONTRACT PORTION

****IMPORTANT NOTICE****

Be sure you have read the school's Computer Acceptable Use (AUP) policy before signing.

STUDENT:

I have read the ***Your School Name Here *** Acceptable Use Policy (AUP). I understand and will abide by the stated Terms and Conditions for using the school's computers as outlined in this policy. I further understand that violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken.

Student Name (please print):

Student Signature: _____ Date: _____

PARENT OR GUARDIAN:

As the parent/guardian of this student, I have read the terms and conditions for ***Your School Name Here *** Acceptable Use Policy (AUP). I understand that this access is designed for educational purposes and that ***Your School Name Here *** has taken available precautions to eliminate controversial material. However, I also recognize it is impossible for Browning/SLA to restrict access to all controversial materials and will not hold them responsible for materials acquired on the network. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct.

Parent/Guardian's Name (please print):

Parent/Guardian's Signature: _____ Date: _____

Daytime Phone Number _____ Evening Phone Number _____



NETWORK LOGIN ACCOUNT FORM

In order to establish a computer account at *****Your School Name Here *****, you will need to complete an Acceptable Use Policy (AUP) as well as this Network Login Account form.

Your login account will be established using your first initial followed by your last name. Example: jsmith would be John Smith's login name. You will also require a password. This password, which is chosen by you, can be any combination of numbers and letters, with a minimum of 5 characters or more. This password cannot contain any spaces. Choose something that is easy to remember, but not something that is obvious, since it is your key to accessing the computers. Also, if you forget your password, it cannot be recovered, so choose it wisely and don't forget it.

Do not allow anyone else to use your login account to access the computers. Doing so could result in your account being cancelled, which would mean you would no longer have computer access at *****Your School Name Here *****. If you lose access to your account, this loss cannot be used as an excuse for not completing assignments. You will need to find another means to computer access.

A login account will also provide you with a private directory on the network to save documents, reports, etc. Your directory will be P:\. You will have 5 MB of directory space.

On the two lines below, write your login name and your password. **Remember your login name is your first initial and your last name with no space.** Return this form to your homeroom teacher so your account can be activated.

Student's Full Name (please print clearly)

Student's Current Grade Level

Password (please print clearly)
(minimum 5 characters with no spaces)

(Detach here before returning form for your information)

Login Name (please print clearly)

Password (please print clearly)
(minimum 5 characters with no spaces)





7 Tips to Help You Reduce or Stop Spam

1. Use a separate email address when you post messages to any public forum, such as newsgroups and mailing lists. Never use your personal email address for this purpose -- or you'll be flooded with spam. Then, you can quickly go through the email in this account to see what's spam and what isn't. And your main personal email address won't be as clogged with spam.

For example, AOL users can set up a special user name for free, and use that for their postings. Then, they can just discontinue that account if they start to get too much spam.

2. Consider acquiring multiple email addresses for different purposes. This helps you to identify different sources and senders, and lets you filter more effectively.

For instance, you may have one for personal use only by friends, family or colleagues that is never used to request information or to subscribe to newsletters, discussion lists, etc.

Another might be used just for sales inquiries or orders, or for making online purchases. This can be arranged through your ISP, web host or through any number of online email service providers.

Even free mail services like Yahoo! Mail and GMail can be used for this purpose.

3. You can subscribe to services online that provide you with disposable addresses that can be deleted if they begin to attract spam messages.

You can create a unique address for each email newsletter or forum you subscribe to. Then, when an email address begins getting spam, you 'throw it away' and start using another email address.

This works because the disposable email addresses actually forward to a real email address of yours. The software lets you track which addresses are getting spam, and you can just resubscribe using a new, spam-free address.

For information on what you need to know about disposable addresses, visit:
<http://email.about.com/library/weekly/aa072002a.htm>



Our favorite company that offers disposable email accounts is Sneakemail. It even has a free version:
<http://sneakemail.com>

4. Remove your email address from your website. If you list or link to your email address, you can expect to be spammed.

Address-harvesting robots will spider your site and extract them. So remove them wherever possible and use web-based forms instead. This will drastically cut down the amount of spam you receive if you have a website.

5. NEVER buy anything from a company that spams. Don't visit their sites or ask for more information. (If you respond to their spams, you're encouraging them to continue spamming -- they only need a tiny fraction of responses to be profitable.)

There's another reason not to buy anything from a company that spams: **over 95% of spam offers are scams!** In fact, not responding to spam is the single most effective way to not get scammed on the Internet.

6. Filter your email. Using filters is key to managing your email effectively. It may take a short time to figure out how to do this, but it's definitely worthwhile.

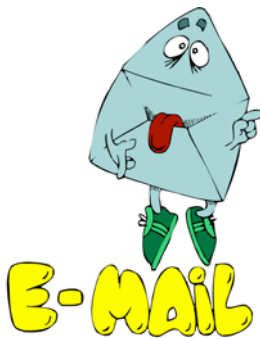
For more anti-spam filtering information, visit:
<http://email.about.com/cs/spamfiltering/>

For more on negative spam filtering, visit:
<http://email.about.com/library/howto/htnegativespamfilter.htm>



7. Consider subscribing to a spam prevention service. We're not enthusiastic about these services, but many people find them invaluable. They range from the good to the bad to the downright ugly, and from free to fee-based.

Many of these services are "challenge response" services. This means they require that people who send you email respond by clicking, visiting a website, and/or typing in a code that only a human (not a spam bot) could do correctly.



Unfortunately, many people -- and most newsletter publishers -- simply refuse to participate. That's because it requires people who are sending you legitimate email to take THEIR time to ensure YOU get email.

In fact, many of us consider it rude for you to even ask.

Imagine a newsletter publisher like ScamBusters with 100,000+ subscribers. If even 20% installed this kind of system, that would mean the publisher would have 20,000 challenge/response requests. If each took only half a minute, that would be 167 hours -- or more than four weeks to reply!

Not very likely...

Tip: Make sure that any software or system you select gives YOU control of which email you get (and doesn't automatically erase messages).

On a related note, safeguard your newsletter and discussion list subscriptions. If you, your ISP or web host use spam filters or white lists, be sure to let them know that you want to receive messages from any newsletters or discussion lists that you subscribe to.

Do it as soon as you sign up... otherwise, it's very easy not to notice that you're not receiving them.

While these 7 tips may not actually stop spam, they will certainly help you drastically reduce the amount of spam you get.

Courtesy of www.scambusters.org



Ideas for the One Computer Classroom

Room Arrangement

- Easy student access
- Easy teacher access for presenting, modeling, and process writing etc.
- Away from direct sunlight, water, magnets, and chalk dust
- Easily supervised
- Provide enough space for small group interaction

Management / Scheduling

- Consider equity
- Sample methods are:
 - Use 3 x 5 recipe card file with student names to identify computer users for each day. Have students cycle through to complete project. (Color coding Monday through Friday with student names may be helpful.)
 - Take weekly schedule and assign open blocks to students.
- Consider the project when allowing computer time. Some projects may take more time than others.
- Be creative when seeking additional available computers.
- Provide opportunities for cooperative learning.
- Post computer rights and responsibilities, guidelines for help, and expectations for behavior near computer station.
- Display posters using computer terms and commands.
- Emphasize the importance of preplanning so that time on the computer is efficiently used.
- Create two folders, one for completed projects and one for work in progress. Have a checklist available so that, after each session, students can indicate whether the project is complete or additional time is needed.





- Use peer partnership/mentors/volunteers
 - Consider having students work in pairs or small groups.
 - Consider computer skill and specific assignment when pairing students
 - Change partnerships according to needs.
- Students need time away from the computer for brainstorming, planning, and revising projects.
- Peer critiquing of computer projects is a key.
- The use of "trained experts" among class members is helpful.
- Consider the use of computer buddies to introduce new computer skills.
- Trained parent and community volunteers can provide assistance with more involved projects.

Classroom modeling

- Model computer project for the week.
- Provide a sample of the completed work for that session.
- Provide students with a step by step checklist. Have students sign and attach the checklist to each completed project. Be sure to include a proofreading checklist.
- When teaching a computer skill, templates can be very valuable. When using a template, each student or team can rotate through the activity; and the original will not be altered or lost. This allows for a more self-guided lesson.

Courtesy of Joan Peebles, at Instructional Technologies



The Internet: Teacher's Resource

The Internet has fast become the most extensive resource tool available to teachers and learners across the globe. From printable offline resources to interactive Articles, the Internet medium provides enriching activities that can be used to enhance K-12 teaching and learning.

Lesson Plans

Teachers have been sharing knowledge of successful lessons for as long as we can imagine. Teachers in the same school or maybe even district often share ideas to help them improve their teaching practice. The Internet has taken the sharing of knowledge to a whole new level. Today, a teacher from Los Angeles, California may come up with a wonderful idea and share it with teachers across the globe via the Internet. This one simple exchange could most likely be seen by thousands of teachers within a few short weeks.

You will find two types of invaluable sites for lesson plans on the Internet: Lesson Plan Depots and Lesson Plan Directories.

Lesson Plan Depots- This category would include websites that have large collections of exclusive or original lesson plans.

Exemplary Web Sites include:

1. [AskERIC Lesson Plans- http://www.eduref.org/Virtual/Lessons/](http://www.eduref.org/Virtual/Lessons/)
2. [Lesson Plans Page- http://www.lessonplanspage.com](http://www.lessonplanspage.com)
3. [NY Times Lesson Plan Archive- http://www.nytimes.com/learning/teachers/lessons/archive.html](http://www.nytimes.com/learning/teachers/lessons/archive.html)

Lesson Plan Directories- This category includes websites that have been reviewed or have recommended links to outside lesson plan sites.

Technology



Exemplary Web Sites include:

1. [Lesson Plan Search- http://www.lessonplansearch.com](http://www.lessonplansearch.com)
2. [Lesson Planz- http://lessonplanz.com](http://lessonplanz.com)
3. [Teachnology- http://www.teach-nology.com/teachers/lesson_plans/](http://www.teach-nology.com/teachers/lesson_plans/)



Rubrics

Rubrics have been becoming more popular in the educational world as the need for alternative assessment grows. The Internet can provide you with a variety of example rubrics for just about any content or skill area as well as the tools for creating your own customized rubrics.

Exemplary Web Sites include:

1. [Makeworksheets- http://makeworksheets.com](http://makeworksheets.com)
2. [Rubric Generators- http://www.teach-nology.com/web_tools/rubrics/](http://www.teach-nology.com/web_tools/rubrics/)
3. [RubricStar- http://rubistar.4teachers.org](http://rubistar.4teachers.org)
4. [Why Rubrics?- http://www.teach-nology.com/Articles/teaching/rubrics/](http://www.teach-nology.com/Articles/teaching/rubrics/)



Learning Games

Students can learn best when they are motivated. Educational games can keep students engaged for hours. The Internet has the wonderful ability to produce learning challenges that connect multiple levels of intelligence through the use of multimedia.

Technology provides the medium to stimulate today's generation of visual learners.

Exemplary Web Sites include:

1. [Brain Pop- http://www.brainpop.com](http://www.brainpop.com)
2. [ExamBuddy - http://www.exambuddy.com](http://www.exambuddy.com)
3. [Fun Brain- http://www.funbrain.com](http://www.funbrain.com)



Web Quests

A Web Quest is an inquiry-based activity where students are given a task and are provided with access to on-line resources to help them complete the task. It is an ideal way to deliver a lesson using the web. Web Quests are discovery learning tools; they are usually used to either begin or finish a unit of study. Over the last five years, the TeAchnology.com staff has seen a great deal of Web Quests.

Exemplary Web Sites include:

1. [ExamBuddy - http://www.exambuddy.com](http://www.exambuddy.com)
2. [IWebQuest- http://www.iwebquest.com](http://www.iwebquest.com)
3. [The Web Quest Page- http://webquest.sdsu.edu](http://webquest.sdsu.edu)
4. [Web Quest Generator- http://www.teach-nology.com/web_tools/web_quest/](http://www.teach-nology.com/web_tools/web_quest/)

Worksheets

Printable worksheets have long been a staple in the teaching profession. The Internet is filled with worksheets. Many worksheets can be found in a high quality format ranging from Kindergarten levels through the college ranks.

Exemplary Web Sites include:

1. [Getworksheets- http://getworksheets.com](http://getworksheets.com)
2. [Makeworksheets- http://makeworksheets.com](http://makeworksheets.com)
3. [Teachervision- http://www.teachervision.com/lesson-plans/](http://www.teachervision.com/lesson-plans/)
4. [Teachnology- http://www.teach-nology.com/worksheets/](http://www.teach-nology.com/worksheets/)

Newsletters

Many wonderful free resources are available to teachers over the Internet. Daily, weekly, and monthly electronic newsletters are available by simply supplying your email address to the writers of the newsletter.





Regardless of the grade level the newsletter targets, newsletters can provide many good ideas. We often receive comments from users telling us that even though they are secondary teachers, they find a great number of ideas from elementary teacher newsletters and vice versa.

Exemplary Web Sites include:

1. [Education World- http://www.education-world.com/maillist.shtml](http://www.education-world.com/maillist.shtml)
2. [Preschool Education- http://www.preschooleducation.com/newsletter.shtml](http://www.preschooleducation.com/newsletter.shtml)
3. [Teachnology- http://www.teach-nology.com/newsletters/](http://www.teach-nology.com/newsletters/)

A Final Thought

This is only but a sampling of resources that are easily accessible and easy to use. However, as teachers have better access to the Internet, educational resources will continue to grow and reach higher levels of sophistication. The future of educational technology seems endless!

