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Project-Based Learning Activities



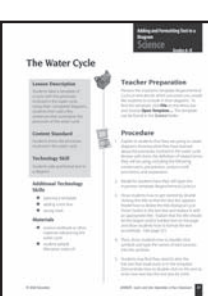


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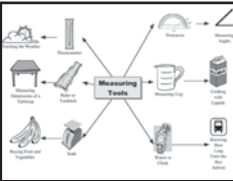

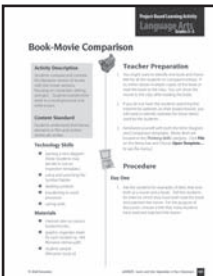



How to Use This Book *(cont.)*

Components of the Program

	<p>Introduction</p> <ul style="list-style-type: none"> • Concise overview of effective use of technology in the classroom • Brief introduction to software and the 18 featured skills • Description of how to best utilize this product in the classroom • Correlation to standards
	<p>Summary Pages</p> <ul style="list-style-type: none"> • Brief description of new skill(s) being introduced • Detailed step-by-step instructions of new skill(s) • Multiple Windows screenshots to help guide instruction and offer support (Macintosh screenshots provided on Teacher Resource CD) • Quick Tip provides shortcut or alternate way of using application
	<p>Procedure Sections</p> <ul style="list-style-type: none"> • Brief description of content-based lesson including content standard and technology skills • Materials list • Suggestions for teacher preparation • Detailed step-by-step sequential instructions for teaching the lesson • Extension ideas for differentiation
	<p>Student Directions</p> <ul style="list-style-type: none"> • List of steps for students to use while at the computers • Help students complete the activity with little or no guidance
	<p>Rubrics</p> <ul style="list-style-type: none"> • Allow for standardized assessment of student work using specific criteria and a point grading scale • Include space for both teacher and student to assess completed work • Blank rubric on the Teacher Resource CD

How to Use This Book *(cont.)*

Components of the Program *(cont.)*

	<p>Student Samples</p> <ul style="list-style-type: none"> • Provide examples of what each project will look like when completed • To be distributed or projected during the lesson to provide students with further instruction and guidance
	<p>Project-Based Learning Introduction</p> <ul style="list-style-type: none"> • Brief introduction to the project-based learning approach • Explanation of how project-based learning fits with technology and integrates different subject areas and standards • Description of how assessment is a critical piece of this learning process
	<p>Project-Based Learning Activities</p> <ul style="list-style-type: none"> • Allow students to apply everything they have learned throughout the book to real-life project-based activities • Lessons include: activity description, content standard, technology skills, materials list, suggested teacher preparation, detailed procedure steps, and extension ideas for differentiation
	<p>Graphic Organizers</p> <ul style="list-style-type: none"> • Included with each project-based learning activity • Allow students to organize text and data before entering it into <i>Inspiration</i> worksheets
	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Appendices</p> <ul style="list-style-type: none"> • Works Cited and Other References • Content-Area Index • Teacher Resource CD Index </div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 45%;"> <p>Teacher Resource CD</p> <ul style="list-style-type: none"> • Student Samples • Graphic Organizers • Data Collection Grids • Mac Screenshots • Blank Rubric </div> </div>

Using the Symbol Palette

Summary

When creating a graphic organizer or diagram in *Inspiration*, you can use the default oval-shaped symbols. However, sometimes you may want to better illustrate ideas and information visually. *Inspiration* provides over 1,000 images and pictures in the Symbol Palette that can be used in place of the default oval symbols. There is also a searchable online collection of over one million images.

Step-by-Step Directions

Displaying and Hiding the Symbol Palette

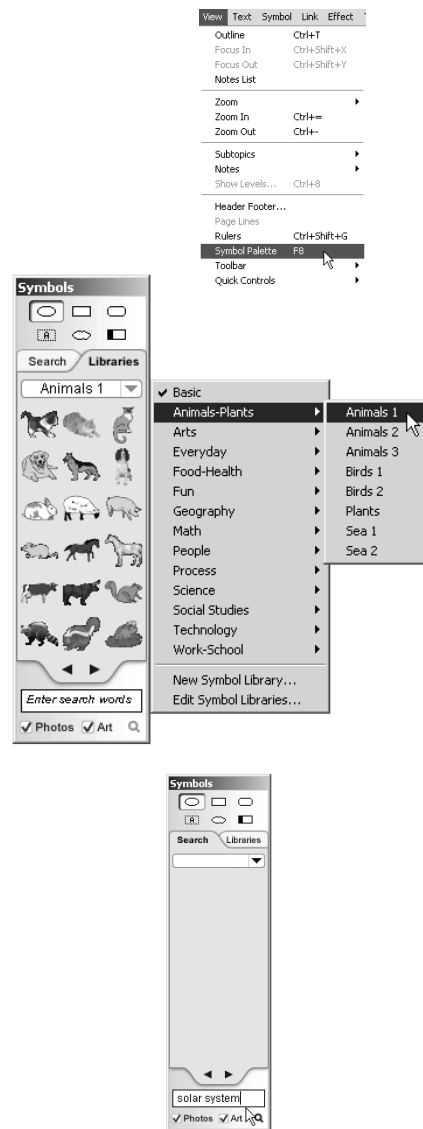
1. Click **View** on the Menu bar.
2. Click **Symbol Palette**. The Symbol Palette will appear on your screen.
3. To hide the Symbol Palette, click **View** on the Menu bar and choose **Symbol Palette** to deselect it.

Navigating the Symbol Palette

1. To move to the previous symbol library, click the **Previous Library** button (the arrow pointing to the left).
2. To move to the next symbol library, click the **Next Library** button (the arrow pointing to the right).
3. To go directly to another library, click the **Select Library** button (the downward pointing arrow).
4. Click the category you want. Then, click the library you want.

Searching the Symbol Palette

1. Type a key word in the **Search** box.
2. The results will appear in the Symbol Palette and can be navigated using the **Next** and **Previous Library** buttons.



Quick Tip

To determine whether or not students have access to the online collection, select or deselect the **Online Access** option by clicking **Utility** on the Menu bar and choosing **Preferences...**

All About Me

Lesson Description

Students create idea webs about themselves. Students use the Symbol Palette to insert symbols from multiple libraries in order to illustrate information about themselves.

Content Standard

Students identify possible topics by using idea webs.

Technology Skill

Students use the Symbol Palette.

Additional Technology Skills

- opening a new diagram
- inserting a linked symbol
- inserting a text box
- inserting text
- saving and printing work

Materials

- student sample
(filename: *meweb.isf*)



Teacher Preparation

1. Preview the Symbol Palette libraries and decide if you want to specify from which libraries students choose their symbols. For example, you may want to have them choose their favorite foods, the states in which they live, etc.
2. For *Inspiration* to search the online collection of symbols, the computer must have Internet access. Also, the **Online Access** option must be selected. Click **Utility** on the Menu bar and choose **Preferences...** to make sure that the **Online Access** option is selected.

Procedure

1. Explain to students that they are going to create a diagram about themselves. They will insert symbols to record ideas for possible information to include in a paragraph about themselves.
2. Model for students how they will open a new *Inspiration* diagram and get started by typing their names in the *Main Idea* symbol.
3. Show students how to navigate the Symbol Palette to find the libraries of symbols. Select the **Food-Health>** category. Then, show students how to choose a library and how to navigate by clicking on the left and right arrows at the bottom of the Symbol Palette. (See page 23.)

Procedure *(cont.)*

4. Show students how to insert a linked symbol. Then, change that symbol to a new symbol from the Symbol Palette. Choose a symbol that represents your favorite food.
5. Explain to students that they need to choose at least five or more symbols from at least three different libraries. Students may also use the **Search** box in the Symbol Palette to find symbols. (See page 23.)
6. You may want to either continue to finish your example or show students the sample (filename: *meweb.isf*) found on the Teacher Resource CD before they begin working independently. This finished sample can give them ideas about how to format their own idea webs.
7. Make sure that students know how and where to save their finished work.
8. Give students sufficient time to complete their webs.
9. Once students have finished their webs, they can use those ideas to write short paragraphs. Show students how to enter text boxes below their idea webs and how to type succinct paragraphs about themselves that include details from their webs. To enter a text box, click the **Change draw tool** button on the **Formatting** toolbar and choose **Text Box**. Draw a text box with the cursor. (See page 32.)
10. When students are finished writing their paragraphs, give them time to share their webs and paragraphs. You may have students work in pairs. Place together students who do not know each other very well. Alternatively, you may have students work in small groups to share their work.
11. Let students give feedback to one another about this project. Did the process of making idea webs make writing the paragraphs easier? If so, how? Was there information that students wanted to include in their webs but were limited because of the symbols provided by *Inspiration*? Did they learn something new about their classmates? Could they use this tool to help organize ideas about other topics?
12. Use the rubric provided on page 27 to assess this lesson.



Extension Ideas

Have students change the *Main Idea* symbol to a symbol of a boy or girl.

Have students add text to each symbol they added to further describe the images or their relationships to them.

Have students create similar maps about characters from books they are reading.



Student Directions

1. Open a new diagram in *Inspiration*.
2. Type your name in the *Main Idea* symbol.
3. If you do not see the Symbol Palette on your screen, click **View** on the Menu bar. Choose **Symbol Palette**. The Symbol Palette will appear.
4. Click the **Select Library** button (the downward facing arrow near the top right corner of the Symbol Palette).
5. Select the **Food-Health** category and then choose the library you want to use. Once you are in a library, you may navigate by clicking on the left and right arrows at the bottom of the Symbol Palette. If you do not see a symbol you want, type it in the **Search** box at the bottom of the Symbol Palette.
6. Insert your favorite food.
7. Continue to navigate the Symbol Palette and/or use the **Search** box to find four more symbols that represent what you like to do, where you live, and other information about yourself. Be sure to choose symbols from at least three different libraries.
8. Make sure that your diagram has links going from your name (the *Main Idea* symbol) to the five or more symbols you have inserted. Save your work.
9. Insert a text box below your diagram. Click the **Change draw tool** button on the **Formatting** toolbar. Choose **Text Box**. Draw a text box with your cursor.
10. In the text box, write a short paragraph about yourself. Choose at least three details from your idea web to include when describing yourself.
11. Save your work. Print your idea web and paragraph to share with your classmates.

Assessment Rubric

Strong (3 Points)	The student correctly typed his or her name in the <i>Main Idea</i> symbol.	The student added five or more appropriate symbols from at least three different libraries.	The layout of the web is clear with appropriate links pointing in the right direction.	The student wrote a short and clear paragraph that included at least three details from his or her web.
Effective (2 Points)	The student correctly typed his or her name in the <i>Main Idea</i> symbol with little support.	The student added three or four appropriate symbols from at least two different libraries.	The layout of the web is clear with most of the links pointing in the right direction.	The student wrote a short paragraph that included at least two details from his or her web.
Emerging (1 Point)	The student typed his or her name in the <i>Main Idea</i> symbol with support.	The student added one or two appropriate symbols from at least one library.	The layout of the web is not very clear with most of the links missing or pointing in the wrong direction.	The student wrote a short paragraph that only included one detail from his or her web.
Not Yet (0 Points)	The student did not type his or her name in the <i>Main Idea</i> symbol.	The student did not add any appropriate symbols.	There are no links to additional symbols.	The student did not write a short paragraph.
Self Score				
Teacher Score				
Total Score				
Comments:				