

HPS TECH TIMES



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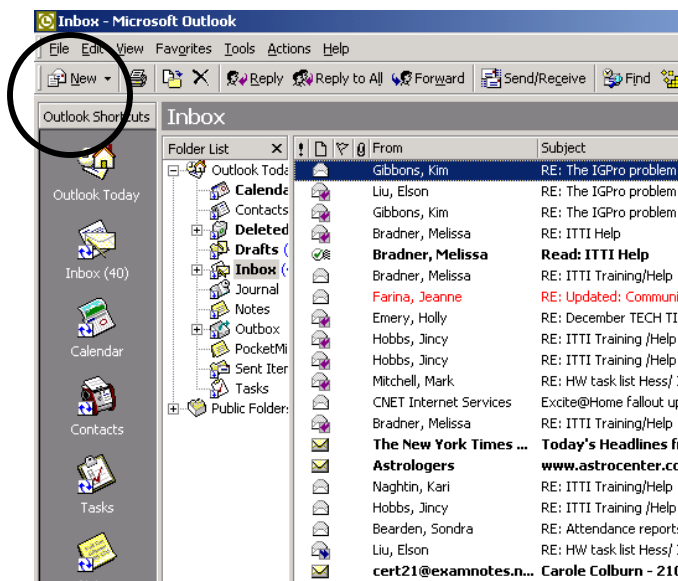
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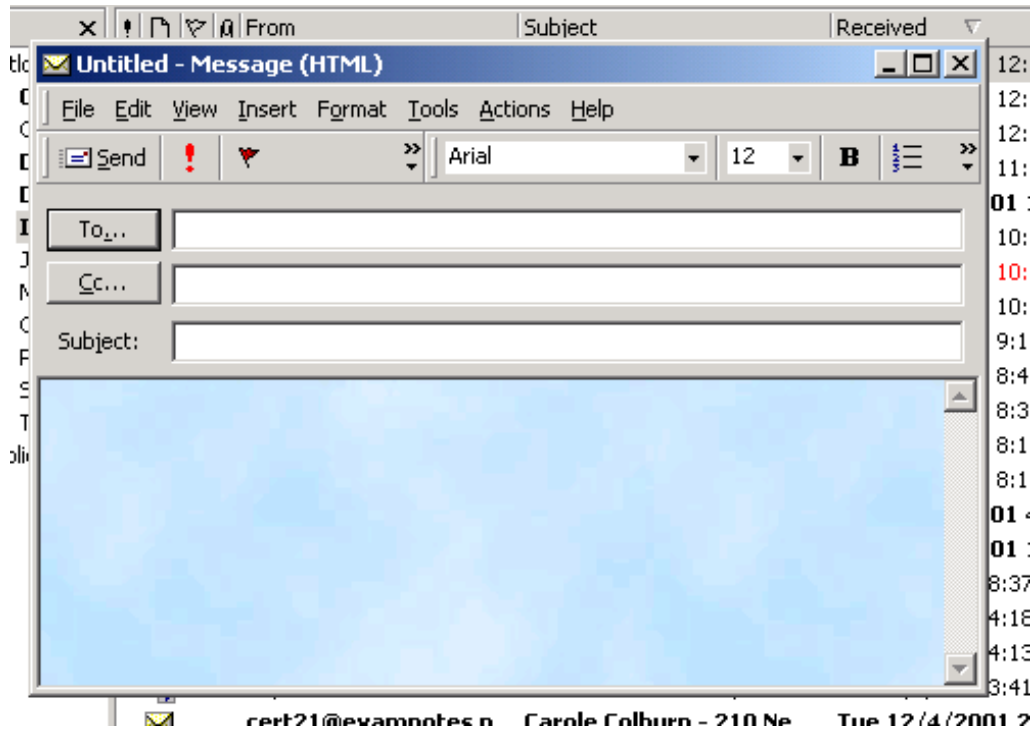
Creating Distribution Lists in Outlook: By Carole Colburn

A valuable feature of Outlook 2000 is the ability to create distribution lists. This allows you to send the same message to many people at the same time, without having to find each name in the global address field or in your contacts, or to type each name in the To: field individually. Essentially, you create a named list in your personal address book and then add the names of the people you want included in that list. Then, when you send the next e-mail, you send it to the distribution list so that all of the members of that list will receive the message. To create a distribution list follow the steps below.

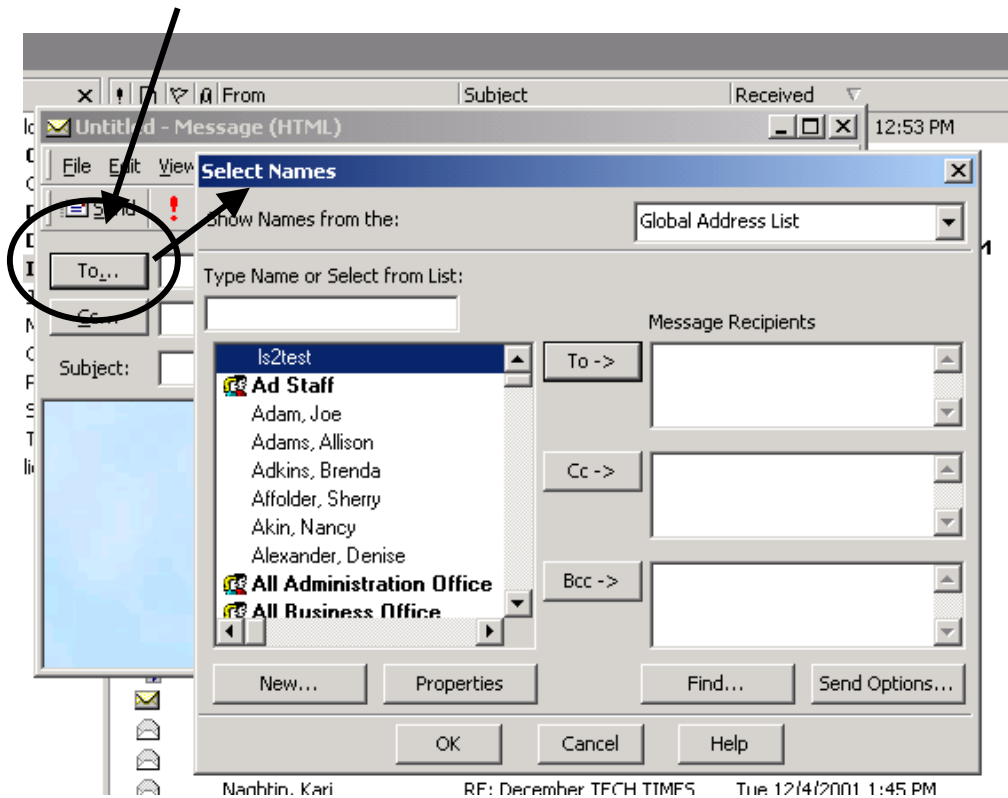
1. Click the **New Mail Message** Button as if you were going to send a new message. It looks like this.



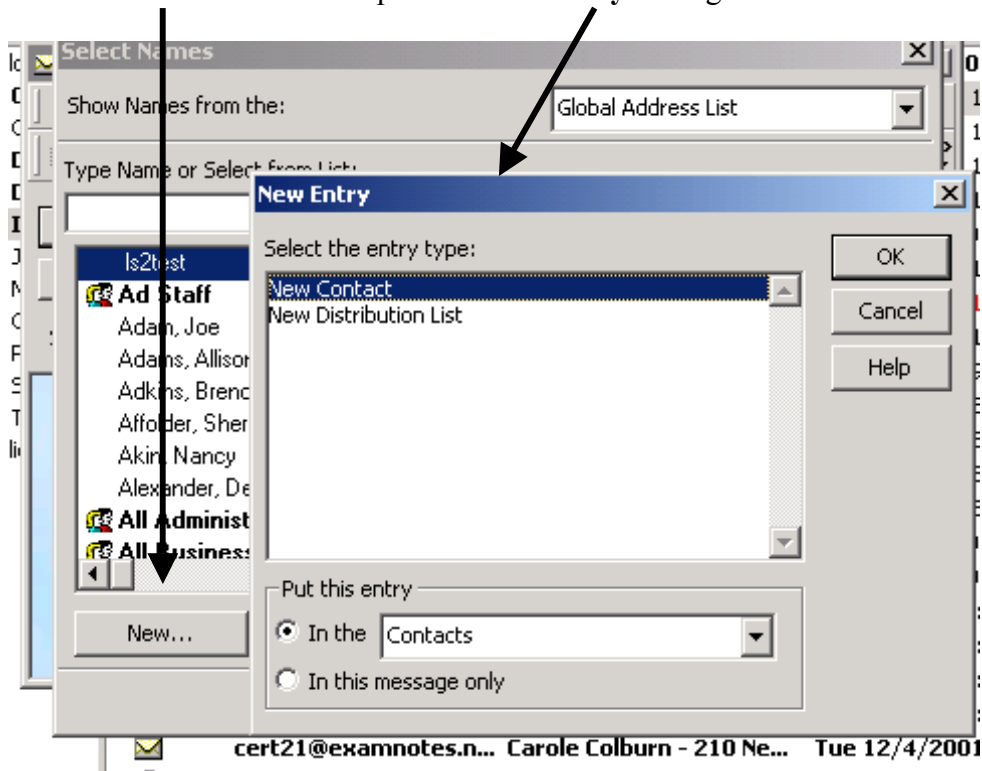
2. This will open a new **Untitled Message** window. It looks something like this.



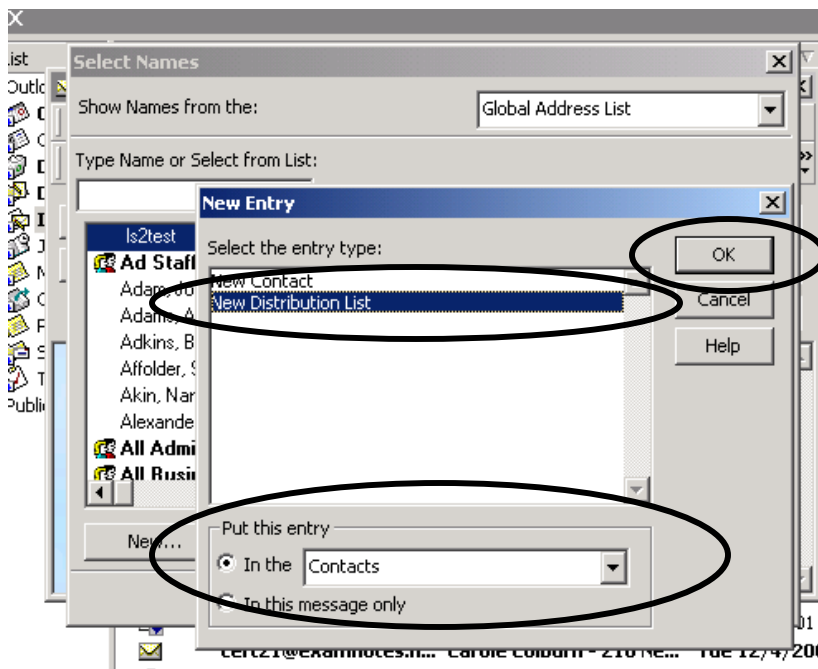
3. Click the **To:** Button to open the **Select Names** Dialog Box.



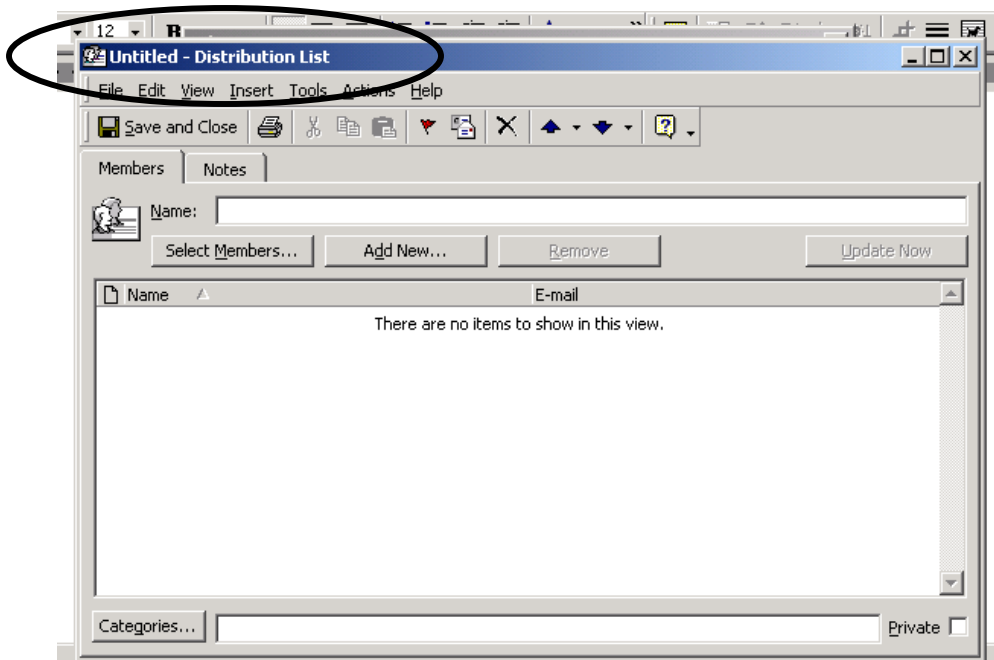
4. Click the **New...** Button to open the **New Entry** Dialog Box. It looks like this.



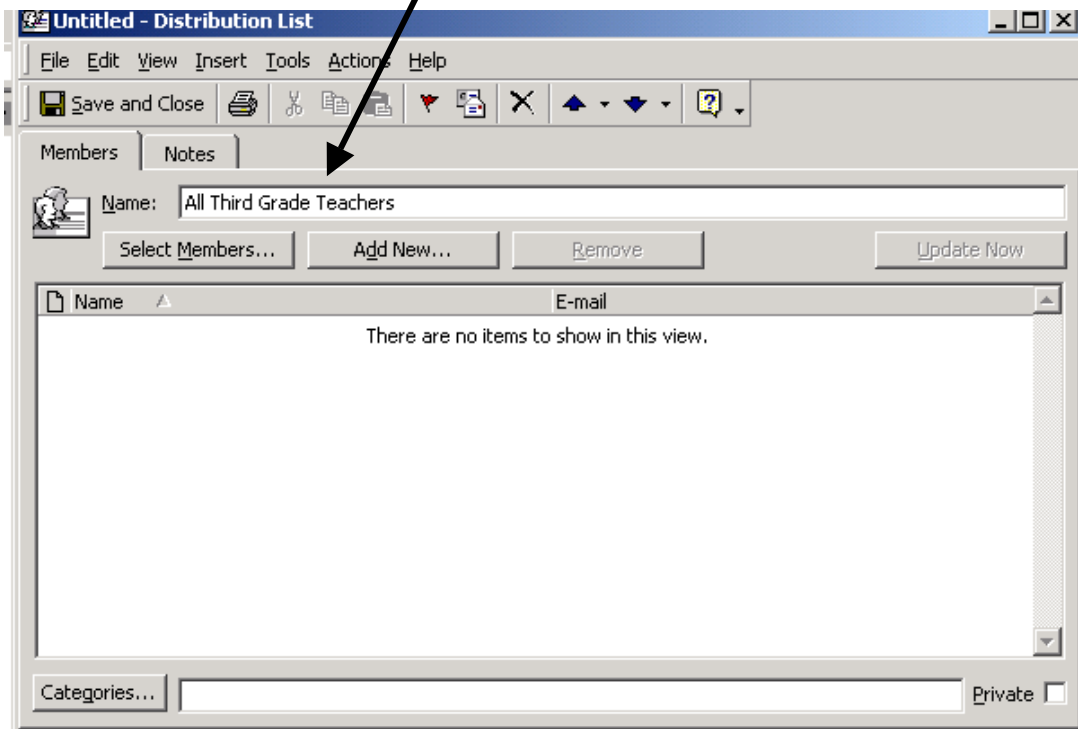
5. Make sure that **New Distribution List** is selected and that it says **Contacts** in the “Put this entry...in the field.” Then, click the **OK** Button.



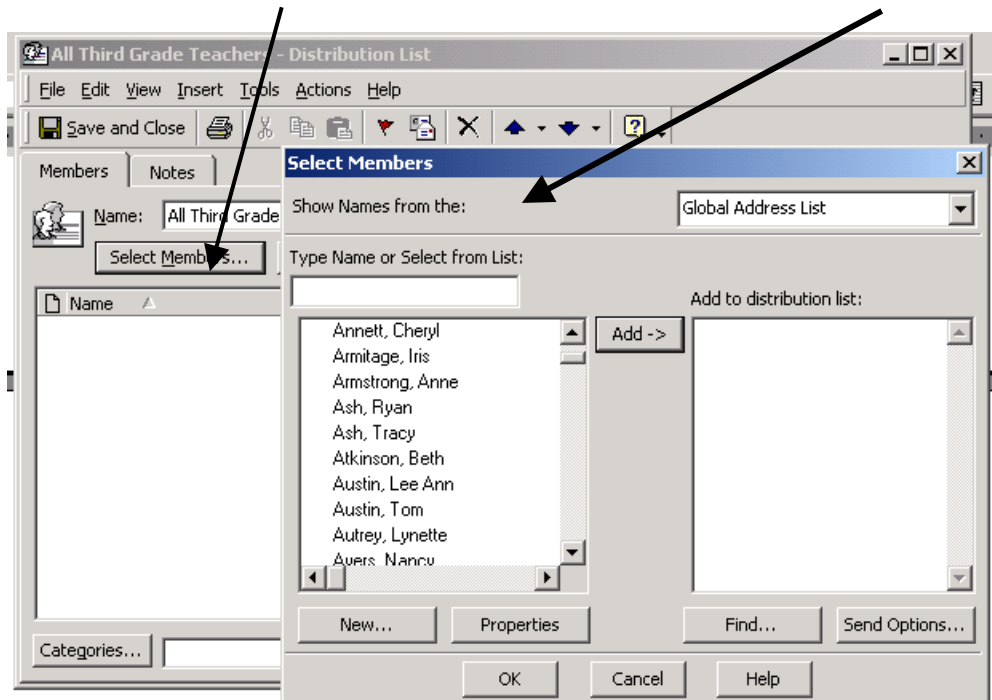
6. When you click the **OK** Button, this will open the **Untitled-Distribution List** window.



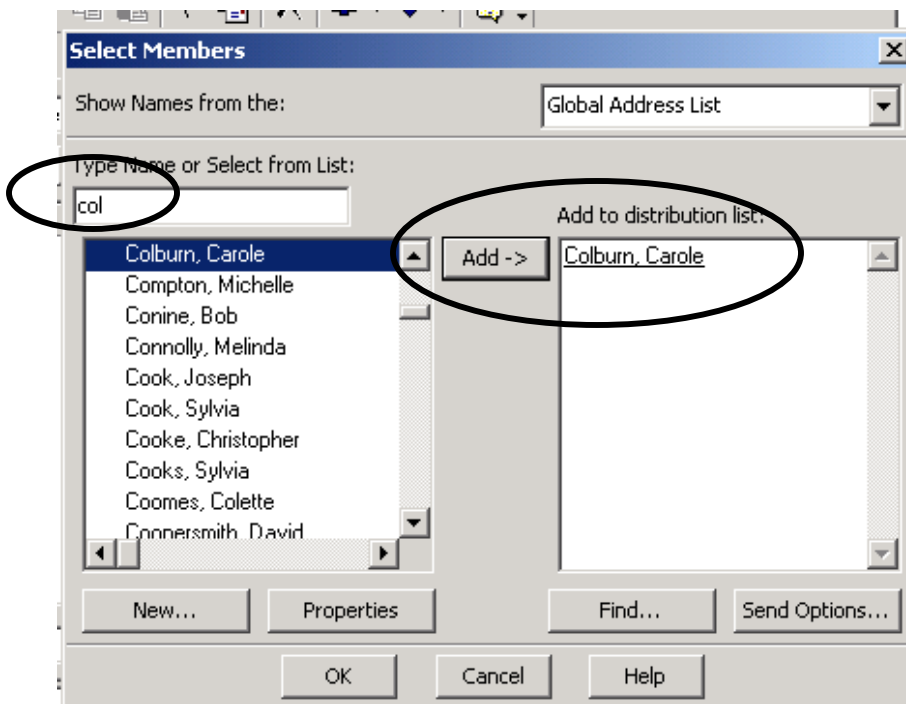
7. In this window, you will type a name for your distribution list (example: All Third Grade Teachers) in the **Name** field.



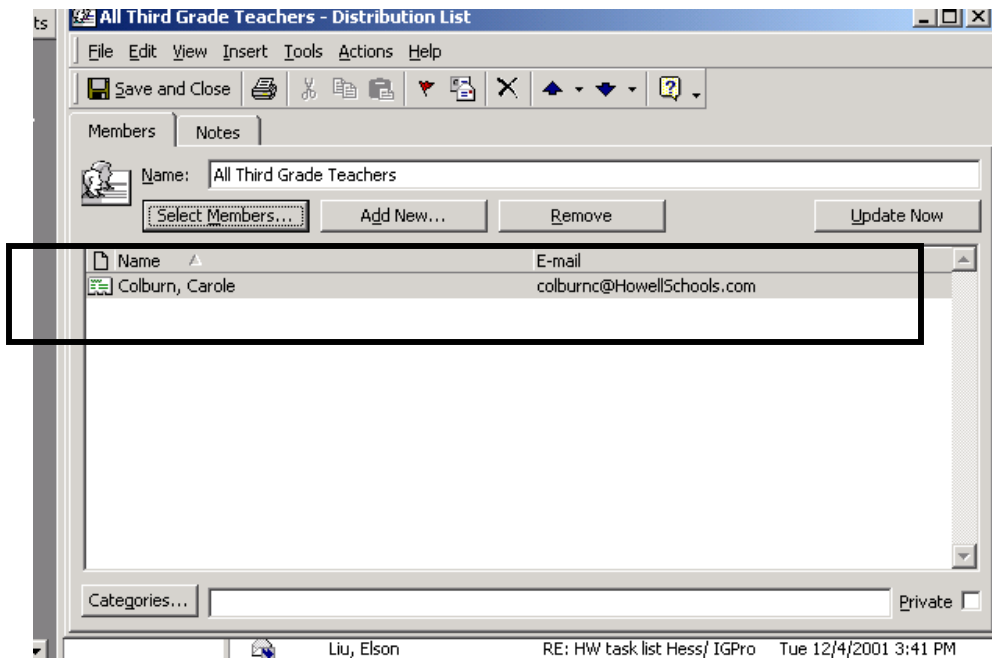
8. Next, click the **Select Members...** Button. This opens the **Select Members** Dialog box.



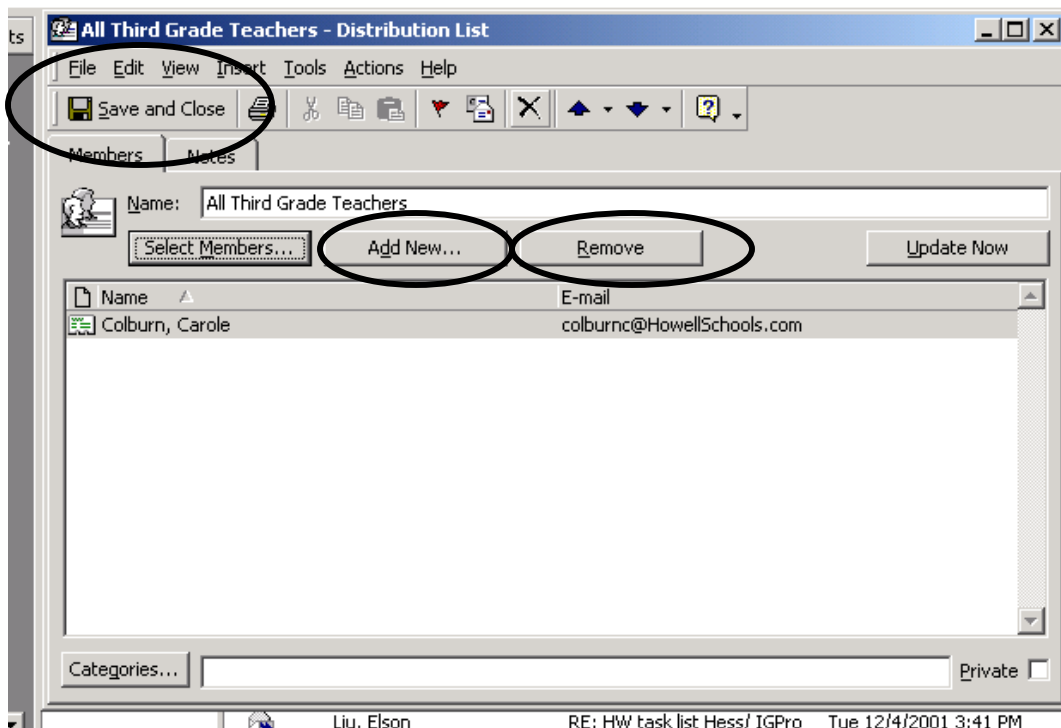
9. Now, **type the first few letters** of the person's last name (the person you wish to add to this list) and then **click** to select that person's name. Then, click the **Add->** Button to add the name to the "Add to distribution list" field on the right. Then, click the **OK** Button.



10. This places the person in that distribution list.

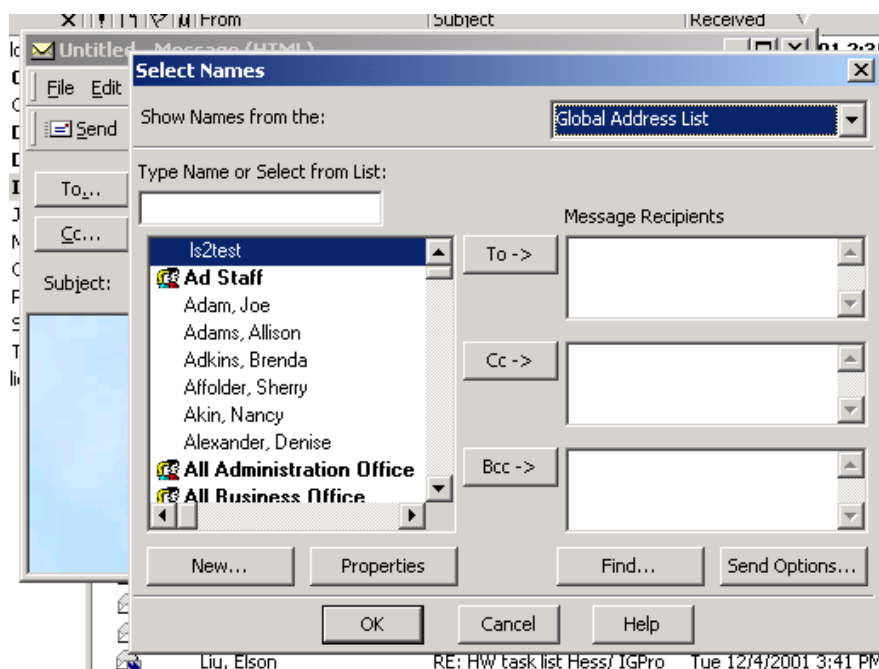


11. Finally, click the **Save and Close** button. You can add new members to the list at any time, by clicking the **Add New...** Button or remove any member by selecting the member you wish to remove and then clicking the **Remove** button.

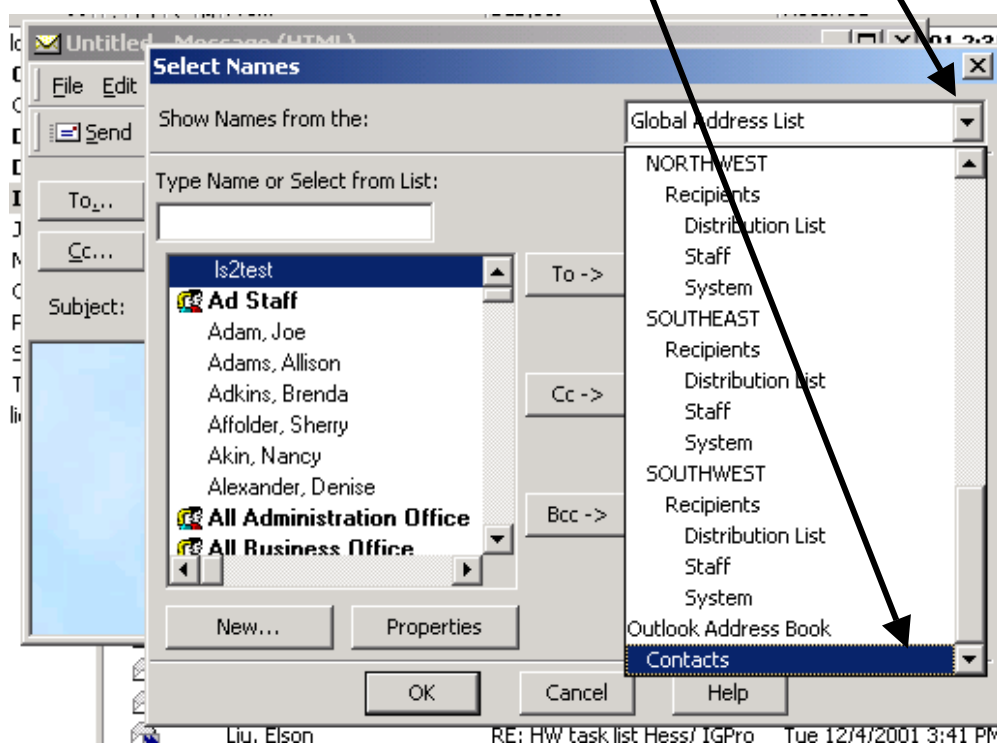


Accessing the Distribution List

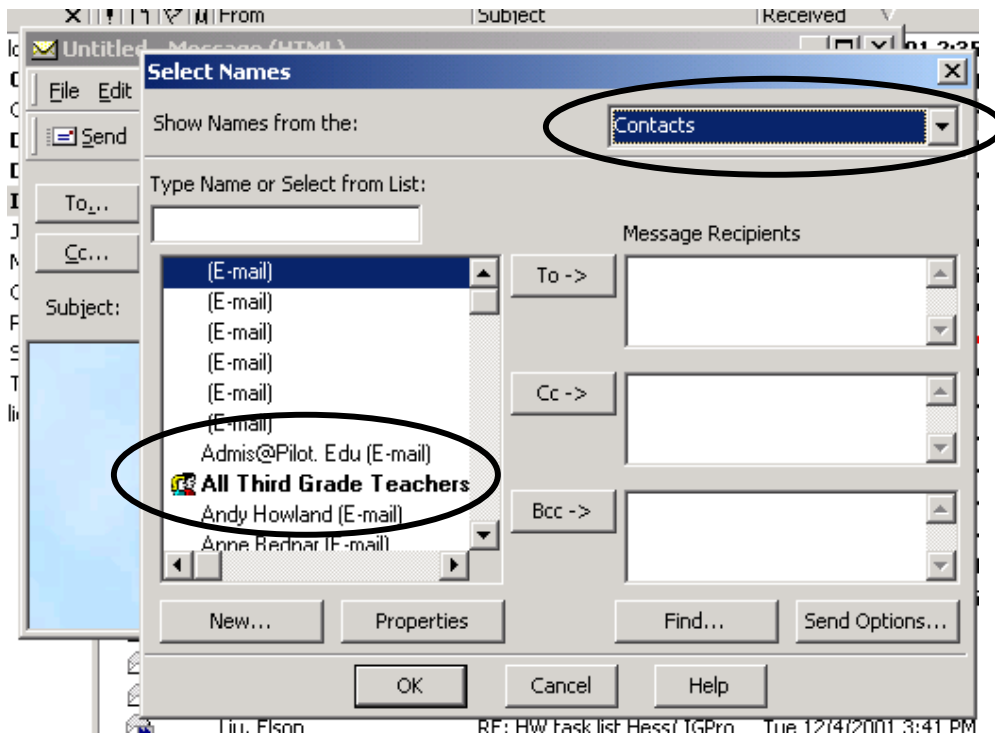
1. Open a new mail message window and then click the **To:** Button. This opens the **Select Names** dialog Box.



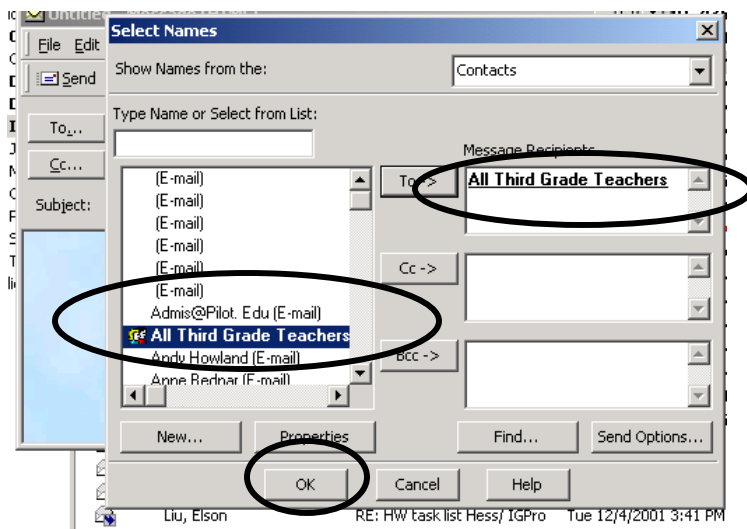
2. Click the drop down arrow next to where it says, **“Global Address List”** and then scroll to the bottom where it says **“Contacts.”**

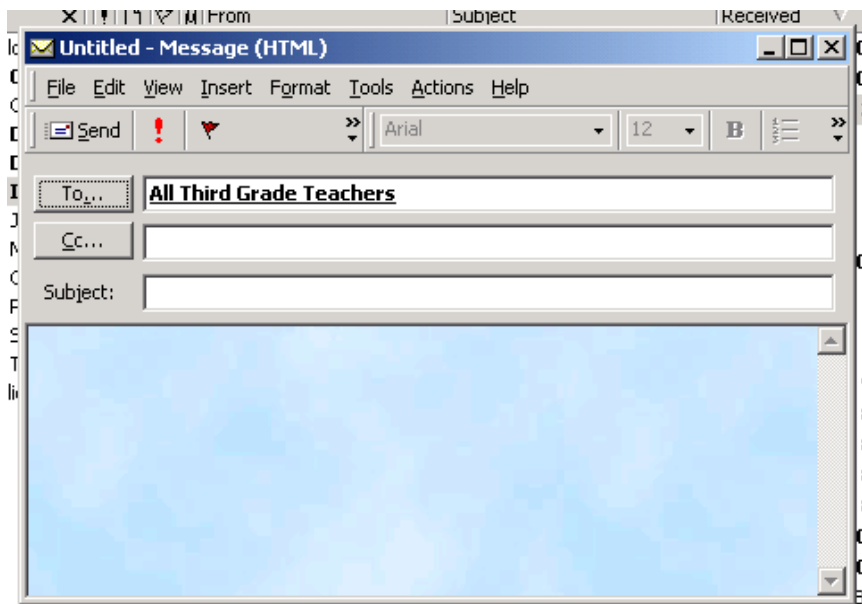


- When you click “**Contacts**” this will show you all of the people you have in your Contacts component of Outlook. If you have not put any names in this portion of the program, you will only see the bolded distribution list you just created.



- If you select “**All Third Grade Teachers**” and click the Add-> Button, this will place “All Third Grade teachers” in the **Message Recipients** field on the right. Click the **OK** button and this will place “All Third Grade Teachers” in the “**To:**” field of your new message. All of the people who are included in this Distribution list will receive this message.





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FYI: ABACUS training will be taking place at each of the schools during the months of January and February. ABACUS is the curriculum management component to SASI xp and is a great tool for teachers to use to correlate lessons with the state standards and benchmarks. Look at the Training Calendar link at <http://www.howellschools.com/~training/index.html> to see the days and times training will be offered at your building.

FYI: If you have something you want to advertise (house for sale, free kittens, looking for a ride, etc.) please use the HPS BIG BOARD, located on the Public Folders List in Outlook. Thanks! ☺

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Lesson Plan of the Month

The following lesson plan comes from: *Linking and Learning-Technology Integrated Planning Steps*

Submitted By:

Name: Cathy McCarthy

School District: Parchment School District

School: North Elementary

A Study of Vertebrates 1

Best Practices of Technology Integration

Title: A Study of Vertebrates 1

Subjects(s): Science

Intended Grade Level(s): 4

Description:

The purpose of this project is to introduce students to the world of vertebrates. By the end of their study, students should know vertebrates are animals that have backbones as part of their skeletons and skull bones for support and protection. Students will know where various vertebrates live, what they eat, how they reproduce, and why they are an important part of the environment. They will know there are seven main vertebrate groups. Students will know the characteristics of each vertebrate group. Fish live in water and are the simplest vertebrate group. The three groups of fish are the jawless fish, cartilage fish, and bony fish. Fish are cold blooded, have scales, gills, and a heart with two chambers. Most fish have fins. Amphibians live part of their life in water and part on land. They are cold-blooded, have moist skin, no scales, and most young breath with gills and live in the water. They change into adults gradually (metamorphosis) and breathe with lungs. They have three heart chambers, and lay their many eggs in water. Reptiles live mainly on land and are more complex than fish or amphibians. Reptiles are cold-blooded, have dry, scaly skin and most (excluding snakes) have two pairs of legs with five toes on each leg. They breathe with well-developed lungs, have hearts with three chambers, and reproduce by laying eggs with tough, protective shells. Reptile babies resemble reptile adults. Reptiles include turtles, lizards, alligators, and snakes. Birds are vertebrates with feathers and wings, and they are warm-blooded. Birds' hearts have four chambers. Most birds have wings, build nests in which to lay hard-shelled eggs, and they care for their young until they can find food and survive on their own. Mammals are the most complex group of animals. They have body coverings of hair or fur, are warm-blooded, have hearts with four chambers, and have more complex brains than other animals, more complex body systems. Most mammals give birth to live young, and females have special organs that produce milk to feed their young.

A Study of Vertebrates 2

Once students have learned about vertebrates and recorded their learning's in a science journal, students will be divided up into seven groups and each group will produce a HyperStudio presentation about their vertebrate group. Once the HyperStudio presentation is completed, the final project will be presented to the rest of the class using the LCD panel. It will also be saved on the computer to be used for science night and future students who need reteaching in a manner other than traditional teaching methods.

Curriculum Benchmarks:

[MI.SCI.III.2.EL.1](#)

Compare and classify familiar organisms on the basis of observable physical characteristics

[MI.SCI.III.2.EL.2](#)

Describe vertebrates in terms of observable body parts and characteristics

[MI.SCI.III.2.EL.3](#)

Describe life cycles of familiar organisms

[MI.SCI.III.2.EL.4](#)

Compare and contrast food and environmental needs of selected organisms

[MI.SCI.III.3.EL.1](#)

Give evidence that characteristics are passed from parents to young

[MI.SCI.III.4.EL.2](#)

Explain how physical characteristics of organisms help them to survive in their environments

Technology Benchmarks:

MI.WP.EL.4

File Menu, open, close, save as, edit menu undo, copy, cut, paste, select all, font type and size

MI.DP.EL.3

Picture menu,

MI.DP.EL.4

Access template, know optional border and color

MI.OLT.EL.

Access through signing on and off, learn acceptable communication

MI.MM.EL.3

Create text, image, and record sound

MI.MM.EL.4

Organize and arrange information for a multimedia presentation, create and import images from a variety of sources, create and use sound from a variety of sources, knowledge of currently available software

A Study of Vertebrates 3

Materials/Hardware/Software:

To complete this project, the students should have access to the following:

Computer, either PC or MAC

HyperStudio software program for Windows or MAC, Roger Wagner, Pub.

Various trade and text books, CD's dealing with science topics, a science journal, pencil

Teacher with knowledge of above materials

LCD Panel and overhead projector

Access to the Internet for research

Group of students to work together

Patience

Some Internet resources:

Vertebrate Pests home Page: <http://web.css.orst.edu/topics/pests/Vertebrate/index.html>:
<http://www.med.stanford.edu/creatures/infoframes/vertebrates>
<http://www.ucmp.berkeley.edu/vertebrates/vertintro.html>

Teacher Preparation:

Prior to the HyperStudio project beginning, students will have extensive instruction in the area of vertebrates. Using their science journals, students will take accurate notes and be prepared to discuss these notes with their class as the instruction progresses. These notes will also be used in review work prior to the start of each day's presentation. A teacher aide will work with students to find articles or information about different types of vertebrates.

Prerequisite Student Skills:

Knowledge of HyperStudio®.

Activities/Procedures:

Students will be divided up into seven groups to design a HyperStudio® presentation for each vertebrate group. The groups may be divided by having each student write down two groups they would like to be involved with, or the teacher may select to do co-operative group selection, making sure a leader, a follower, a scripter, and some supportive, encouraging student is in each group. Next, the students, who are already familiar with HyperStudio® from third grade work done on that software, will sit down and discuss how they want their final part of the project to look. Each group will take a turn on the computer working on their project. The first group will do their presentation on the jawless fish, then the cartilage fish group will put their work onto a stack, followed by bony fish, amphibians, reptiles, the bird group and finally the mammal group. Once finished, the entire presentation will be shown to the group using the LCD display board. This presentation will be carefully saved and will be pulled out for open house, teacher conferences, or science night. It will also be made available to other classrooms, should they wish to observe our learning.

A Study of Vertebrates 4

Assessment/Evaluation:

A final evaluation will be administered to students using the district's outcome test for vertebrates. At least 90% of the students should pass the test, but for those that don't, this presentation can be viewed by those students for reteaching. Once they feel they are ready for retesting, an aide will give them the retest.

Follow-up Activities:

This presentation on vertebrates can be a station at science night, can be shown at parent teacher conferences, or at open house activities. It may

also be shown to the Parent Teacher Organization at one of their meetings, as they love this type of activity and for even more publicity of what fourth grade students can accomplish, this presentation could be shown to the School Board when they meet in our building. (Our school board meets at the Middle School for most of their meetings, but they do rotate through all five buildings in our district and when they are in your building, what is happening in our school is really stressed. They would love seeing how we used technology since they have recently made a big commitment to technology.)

******If you have a technology-rich lesson that you would like to share with others, please send it to colburnc@howellschools.com no later than the last Monday of the month.***

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Carole's Training Corner

Happy New Year! Welcome to 2002! It is almost unbelievable to say 2002 when it seems like just yesterday the big talk was about Y2K!

Well, January and February are ABACUS months for me. That is, I will be scheduling ABACUS training at all of the schools and if you have not yet received a notice that I will be at your school, look for one soon via e-mail to let you know when I will be there. You can also check out the days and times at: <http://www.howellschools.com/~training/TrainingCalendarPage.htm> For those of you who are not aware of ABACUS, it is the curriculum management component to SASI xp which allows you to access the HPS District curriculum that is correlated to state standards and benchmarks. Many teachers worked last summer to create curriculum maps. These trainings will give you a chance to see and learn how to use the fruits of all of their hard work.

Beyond February, I will be looking at offering T4: Tomorrow's Technology, Today's Teachers again, possibly as a Friday night/Saturday, Friday night/Saturday class. This technology integration workshop

was a great success last summer and teaches both basic skills and integration techniques. Look for further information in a later edition of the HPS TECH TIMES.

Again, Happy New Year and all best wishes to each of you for a healthy and happy year! ~Carole

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Tips & Tricks

The following Tips & Tricks come from: www.wordtipsgold@vitalnews.com/ You can have these tips e-mailed to you directly each day by signing up at the above mentioned site.

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UNDERSTANDING THE HOT ZONE

When Word hyphenates your document, it checks to see how much of a word could be moved to the previous line if it was hyphenated. To do this, it uses what is referred to as a *hot zone* or a *hyphenation zone*. This is an area that is eligible for hyphenation at the right side of each line. You set the hot zone when you choose Hyphenate from the Tools menu. If you choose a hot zone of 1/2 inch, then Word will not hyphenate a word if the space on the previous line is less than 1/2 inch. Setting a small hot zone results in more hyphenating, whereas a larger hot zone results in faster operation of the hyphenation tool.

VIEWING YOUR DOCUMENT FULL-SCREEN

There may be times when you want to see as much of your document as possible. You can quickly maximize your document to replace virtually everything else on your screen by choosing Full Screen from the View menu. When you are done working with Word in this manner, click on the on-screen button to restore the regular Word view, or simply press the Esc key.

In addition, if you move the mouse cursor off the top of the screen when viewing your document in full-screen mode in Word 97 or Word 2000, then the menu bar appears and you can use it to manipulate your document.

QUICKLY DISPLAYING THE PAGE SETUP DIALOG BOX

When you are working in Page Layout view, Word provides a quick and easy way to access the Page Setup dialog box. To access the Page Setup dialog box, simply position the mouse cursor anywhere on the gray portions of the rulers (either horizontal or vertical) and then double-click. You can then make your changes and have them immediately reflected in what you see on the screen.

EDITING A TEMPLATE

Templates are a guide for Word as to how your document and working environment should appear. Templates contain information on the AutoText entries, macros, styles, and default text, custom toolbar and command settings. Editing a template is much like editing a regular document; the

only difference is that the file is saved with a DOT filename extension (instead of DOC).

To load an existing template so you can edit it, do the following:

1. Choose Open from the File menu, or click on the Open tool on the toolbar. You will see the Open dialog box.
2. In the List Files of Type box, select Document Templates (*.dot). The filename display will be changed to show only template files.
3. Change to the directory where the template is stored.
4. Select the template file you want to edit.
5. Click on OK.

When you are done making changes to your template, you can save it the same as any other document. (Just click on the Save tool or choose Save from the File menu.)

SELECTING A TEXT BLOCK

When working with some forms of data in Word (particularly tabular columns of information), it is often helpful to select non-sequential text in a block. For instance, you might want to select the tenth through thirtieth characters on each of five lines, ignoring everything else. Word makes this easy to do, using either the keyboard or the mouse. If you want to select a block of text using the keyboard, follow these steps:

1. Position the insertion point at the position that defines the upper-left corner of the block.
2. Press Ctrl+Shift+F8. The letters COL appear on the status bar.
3. Use the cursor control keys to extend the block to include all the text desired.

If you would rather use the mouse to block the text, you can do so by simply holding down the Alt key as you make your selection.

Once your text block is selected, you can take any action desired. For instance, if you press the Del key, then the block of text is deleted.

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Great Lesson Plan Links For You to Try...

<http://thegateway.org/>

http://www.umsl.edu/~sahambr/teacher_toolbox.html

<http://www.nearctica.com/educate/lesson/elink.htm>

<http://www.openhere.com/edu/k-through-12/educators/teaching-resources/lesson-plans/>

http://www.bangorvikings.org/dano/ins/inet_ins.html

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For suggestions or questions regarding TECH TIMES, contact: colburnc@howellschools.com

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