

HPS TECH TIMES



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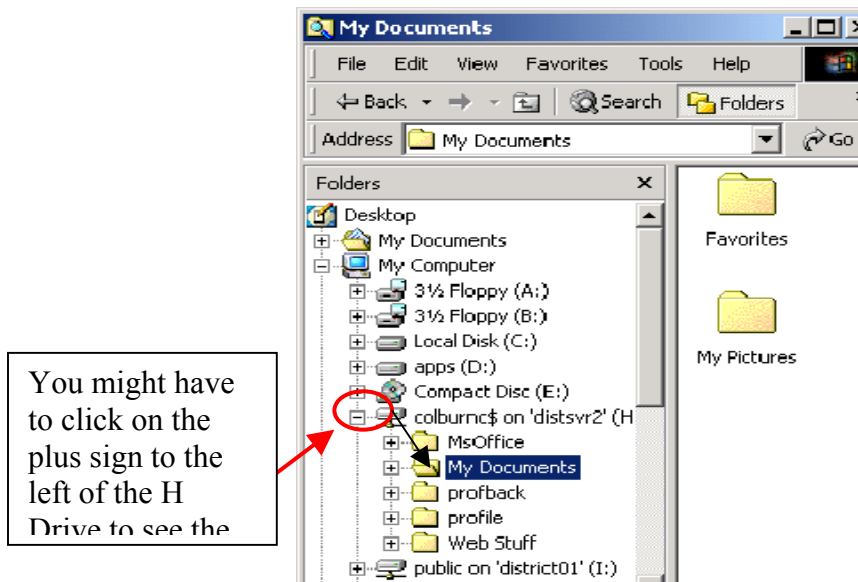
Happy St. Patrick's Day!

Creating New Folders in Windows Explorer

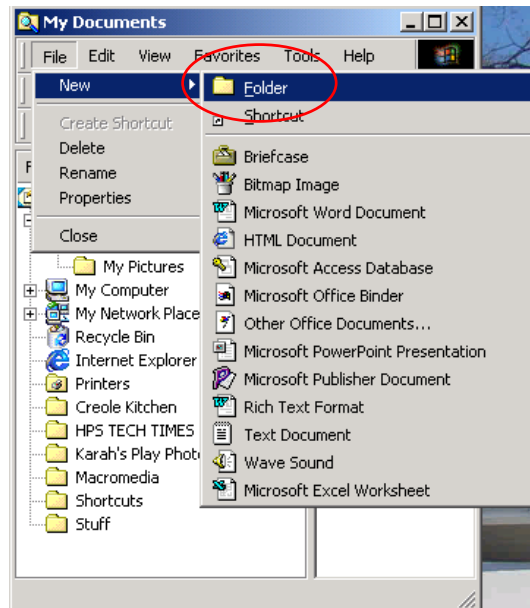
By: Carole L. Colburn

Managing your files in Windows Explorer will help to keep you organized in much the same way you would manage files in a filing cabinet. In a filing cabinet, you organize alphabetically so that you can easily locate a particular file when you need it. With Windows Explorer, you can organize in whatever way makes logical sense to you. For teachers, it may make perfect sense to create a folder for each subject and then sub-folders for certain items (i.e. lessons, parent letters, tests, homework worksheets, etc.) At home, if you share one computer with several family members, you may wish to create a folder for each person and then each person can create their own sub-folders. The idea is to use folders that make sense “logically” for you. To create folders in Windows Explorer, do the following:

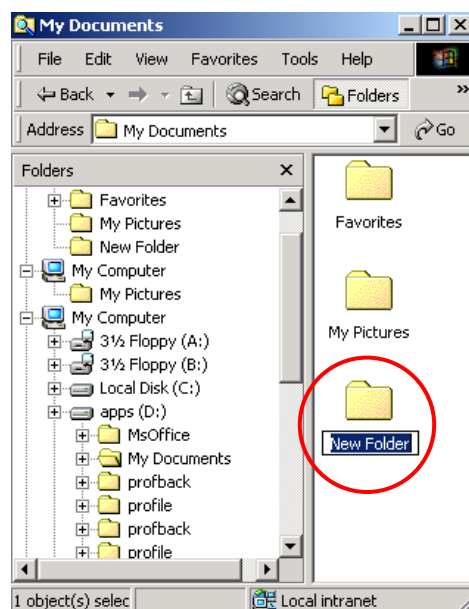
1. Click the Start button on the taskbar.
2. Scroll up to Programs and then over to Accessories and then over to Windows Explorer.
3. Click the Maximize button on the Windows Explorer window. It looks like a little square inside another square.
4. While you are in Windows Explorer, click on the My Documents folder under your H Drive. It looks like this:



- Next, click File from the menu bar, scroll to New and then over to Folder. Click on Folder. It looks like this:

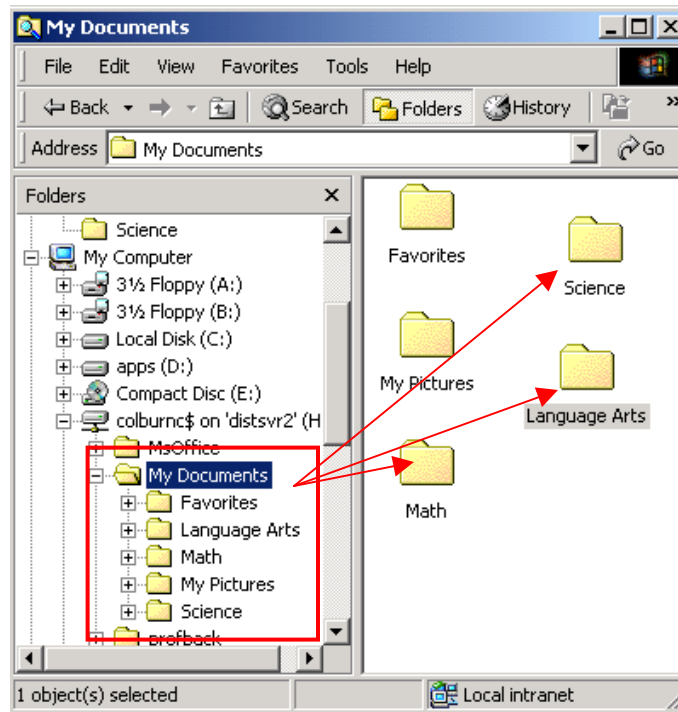


- Once you see the "New Folder" in the contents area of the window (on the right) you can give the folder any name you would like. You cannot have two folders the same exact name however, located on the same drive. (i.e., another My Documents folder located on the H Drive. You could name another folder My Documents and put it on the C drive.)

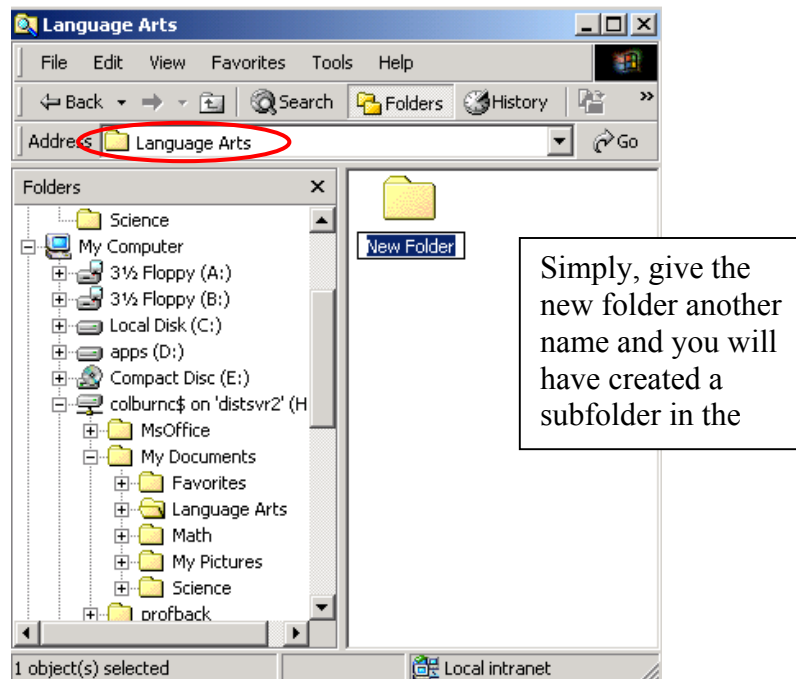


- You can create subfolders the same way. First click on the folder where you want the new subfolder to be placed. Example: You create a folder for each subject you teach (off

of the My Documents Folder on your H Drive) and these folders include Math, Science, Language Arts, etc. They would look something like this:



8. Click the Folder you want the new subfolder to be placed and then follow the same steps as you did for creating the original folders. Click File on the menu bar, scroll over to New and then to Folder. Once you see the new folder appear in the right hand side of your screen, you can simply give the new folder a different name. It will look something like this:



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FYI: Teachers who received TTI equipment will be asked to submit a follow up as soon as it becomes available on the MVU website. This survey should reflect what they put into their original tech plan and how they are using the equipment from the TTI program.

FYI: Recently, we experienced a day and half long Outlook "outage" on campus. Some of the off campus buildings were still able to receive e-mail within their own buildings, but all of the on-campus schools were completely without e-mail for about a day and a half. One of the main reasons that it took as long as it did to get us all up and running again was because we are reaching capacity on our mail server. Here are three ways you can help eliminate the problem:

1. Use Auto Archive. This feature will allow you to keep all of those messages you want to save on the C: Drive without taking up so much space on the mail server.
2. Delete! Delete! Delete! Do not be afraid to delete old messages, especially from your Sent Items Folder. This folder contains copies of each and every message you send from your Inbox.
3. Delete File Attachments. These files invariably are the ones that use so much space to begin with. Save those cute, funny video clips people send you all the time on your H: Drive.

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Lesson Plan of the Month

The following lesson plan comes from: <http://www.remc11.k12.mi.us/bstpract/bstpract/033/033.pdf>

**MAISA and the REMC Association of Michigan
Best Practices in Technology Integration Plan**

Title: Butterfly Wings & Technology: A flight Across a Continent
Subject(s): Science, Social Studies, and Language Arts
Intended Grade Level(s): 1, 2, 3 or Primary multi-age

Submitted By: Linda L. Dinan
School District: Mt. Pleasant Public Schools
School: Kinney Elementary School
Address: 720 N. Kinney, Mt. Pleasant, MI 4885880

Description:

In late summer and early fall among the multitudes of milkweed plants in the mid-Michigan landscape, teachers can find Monarch butterflies in various stages of their life

cycle and an almost perfect focus for a rich unit of study. The natural curiosity of young children about the insects in their environment and the unique behaviors of the Monarch can stretch our knowledge across the continent. Some of the learning experiences included in this unit are:

- Creation of group and individual inquiries about Monarchs
- A visitation to a local meadow to observe habitat of Monarch recorded with video and digital cameras
- Observations of Monarchs in various stages of their life cycle for classroom observations and data collection (daily entries in personal student "caterpillar diaries", caterpillar size changes measured in Cuisenaire rods, length of pupation period graphed)
- Experimentation with adult butterflies learning about color preferences, sugar solution preferences and tagging adults for migration to Mexico •collection of data tracking butterfly migration routes by marking classroom map with sightings found on web site
- Investigation of butterfly gardens and initiation of butterfly garden on school property
- Creation of songs, drama, and art created around information learned about Monarchs
- Addition to school web site of photos and information pertaining to Monarchs
- Participation in symbolic migration sponsored by Monarch Butterfly Sanctuary Foundation, which is working to preserve winter home of monarch by creating paper butterflies to be sent to Mexican children and by helping raise funds from pop can collections and popcorn sales

Curriculum Benchmarks:

(Note: All benchmarks are from *early elementary or elementary* strand)

Science

[SCI.I.1.E.1](#). Generate questions about the world based on observation

[SCI.III.2.E.3](#). Describe life cycle of familiar organisms

[SCI.III.2.E.1](#). Compare and classify familiar organisms on the basis of observable traits

[SCI.II.1.E.2](#). Explain common pattern of interdependence and interrelationships of living things

[SCI.II.1.E.2](#). Show scientific concepts interpreted through creative expression

[SCI.III.5.E.5](#). Describe positive and negative effect of humans on the environment

Language Arts (Early Elementary)

[MI.ELA.10.EE.3](#). Use varied texts to identify and explore community issues

[MI.ELA.10.EE.1](#) Generate questions about important issues that affect them

Math (Early Elementary)

[MI.MAT.III.2.E.1](#). Locate objects on a map

[MI.MAT.III.1.E.1](#). Collect data through counting and measuring

[MI.MAT.III.1.E.2](#). Organize data using graphs Social Studies

[MI.SOC.II.5.EE.1](#). Describe world events that have an impact on local community

[MI.SOC.III.5.EE.2](#). Recognize that events in other countries can affect Americans

[MI.SOC.V.1.EE.2](#). Acquire information from observation of the local environment

Specific technology skills:

- Sharing knowledge in multimedia format
- Use telecommunications sources for research

Materials/Hardware/Software:

Technology: computers, modem, Internet software, disks, digital camera, video camera, VCR

Software:

Reference CD's: *Explorapedia*,
Encarta96, (Microsoft)
Encyclopedia of Nature

Production Software: *The Graph Club*, (Tom Snyder)
The Timeliner, (Tom Snyder)
KidPix Studio (Broderbund)

Internet Sites:

<http://www.Learner.org/jnorth>
<http://www.a-two-z.com>
<http://www.butterflyworld.com/>

Other materials: maps, butterfly specimen, butterfly cages, butterfly tagging kits, butterfly rearing kits, Cuisenaire rods, magnifying glasses, art materials

Activities/Procedures: To launch this study, at least one Monarch caterpillar and pictures of the Monarch "roosts" are introduced into the classroom. As a group, the class shares what they "know/assume" about Monarchs or other butterflies and what they would like to learn. This information is recorded on a KWL chart that will be in the classroom for the duration of the study.

(Throughout many of the activities of this unit, students in this multiage classroom will be put in groups of four with two older children and two younger children. In addition, an older "Study Buddy" from another classroom will be on call to help out with some of the activities that may require more sophisticated reading or writing abilities.)

In anticipation of the arrival of their own caterpillar (from local meadow and/or mail order sources), each group prepares a cage for a caterpillar from recycled materials. Information from books and videos is gathered on what will be needed to meet the basic needs of the caterpillars. After the arrivals of the caterpillars, groups of four students spend time closely observing the behavior of their caterpillar and generating information for the KWL chart. Students will regularly share their information in a group setting while the teacher records what they "know" and still "want to know" on the class chart.

As part of the observation process, each child keeps a caterpillar diary written as though the caterpillar was the author. (Models of this type of writing will be shared with students prior to doing this.) Time is to be spent each day carefully observing the behavior of the caterpillar. A timeline is kept for each caterpillar to highlight developmental stages, and the growth of each caterpillar is regularly measured with Cuisenaire cubes and recorded. The period of each butterfly's pupation is graphed on a group graph using *The Graph Club* computer program.

A field trip to a local meadow allows students to experience the natural habitat of the Monarchs. Milkweed plants are identified and closely examined for evidence of insect life. Other signs of fall are noted and recorded in pictures after returning to school. Both the digital and video cameras are used to document discoveries. These pictures are posted on our school web site and/or included in other projects. Throughout the observations of the Monarch, other insects are invited to visit the classroom.

Classification of the insects by colors, sizes, habitats, defenses, and mouth structures is done. This information is shared with others through posters or other projects. After the Monarchs emerge from their pupa stage, experiments with the appeal of various sugar/water food solutions, butterfly preferences in color, or other harmless experiments with the butterflies are conducted. Additional information about the protective coloration (aposematic) used by animals and insects will be gathered from books, CD's, laser discs and videos. Before the group launches the butterflies on their trip to Mexico, each butterfly will be tagged with tags purchased from the **Monarch Watch** web site that is sponsored by entomologists from the University of Kansas and the University of Minnesota. Information on any tagged butterflies found from Minnesota to Mexico will be posted on the web and each originating site will be notified of where the butterfly was found. Information on wintering over sites is gathered from the **Journey North** web site. The information on the destruction of Monarch habitats in Mexico is gathered and discussions about how that destruction will impact the butterflies from Michigan are held. Finally, songs are composed to sing the butterflies off on their journeys south. The songs can be posted on the web site sponsored by the Minnetonka, Minnesota Public Schools that is open to Monarch-related, kid-created materials. Each group of students will compose and share a presentation using *Kid Pix Studio* describing their experiences with Monarchs. Some of these may also be posted on Monarch sites.

Connecting to the world

To follow the butterflies to Mexico we use the Internet and the two sites where butterfly information is posted daily throughout the fall. Reports are copied and posted in the classroom and the building. Currently there is a conflict in region of Mexico where the butterflies spend much of the winter between the people who use the forests where the butterflies roost to provide a livelihood for their families and the butterflies. The Mexican government started a project in 1986 to protect the area, but additional help is needed. The Monarch Butterfly Sanctuary Foundation (MBSF) fund is working to compensate loggers for not cutting trees. As part of this projects, students determine how they might earn money to support these efforts. Pop can collections and selling popcorn are organized.

Another effort to help the children and adults of the United States and Mexico unites in their efforts to protect the Monarch and their habitats are a symbolic migration, which was begun in the fall of 1996. Children from all over the United States made butterflies and sent them to the MBSF in Minnesota. There they were bundled and shipped via UPS (which could be tracked on the web) to Mexico where they were distributed by the Children's Museum of Mexico City to children who kept them during the time the Monarchs were in Mexico. When the Monarchs started their north, the butterflies where sent back to the students who had sent them with notes from their Mexican friends. Each child will prepare a butterfly according to the specific directions listed on the web site to be included the process. Any funds collected to help preserve the roosting sites will also be sent to MBSF. Our school is currently involved in an on-going project to improve the landscaping of the building, because it has been neglected for many years. A master gardener is currently working with a

group of parents, teachers, and students to add natural beauty to our campus. As part of this ongoing project, the Master Gardener will speak to the class about butterfly gardens and show us the kind of plants to which butterflies are attracted. Each student will design a garden using these flowers and submit it to the Landscaping Committee for consideration. A butterfly garden on school property will be a goal.

Sharing what we learned:

The day before the paper butterflies leave for Minnesota, parents and students are invited to the **Butterfly Fair**, which culminates the unit. During the ninety-minute block, parents and others are invited to see our *Kid Pix* stories, our butterfly diaries, our butterflies, which will be leaving for Mexico, and the web site where the butterflies' migratory progress is accessed. Each group is responsible for setting up a "booth" where they will teach parents and other students about some aspect of our study.

These 10-15 stations include the following:

1. How to find a spot on the map using latitude and longitude
2. How to tell a spider from an insect and a moth from a butterfly
3. How the symbolic migration will work
4. Our classroom reports posted on the Internet
5. How to tag a butterfly, where the migration routes are and where
9. Monarchs are currently sighted.
6. The work of the MBSF in Mexico
7. How to read a graph (line, bar, picture, pie) with butterfly data included
8. How insects eat
9. Habitat for butterflies
10. How aposematic coloration helps keep Monarch safe from predators
11. Life cycle of butterflies

Finally, nectar (juice) and butterfly cookies decorated in symmetrical (non-poisonous) designs are served.

Assessment/Evaluation:

Rubrics are used to evaluate Kid Pix productions, illustrations of life cycles, "Butterfly Diaries," and graphs. In addition, students are responsible for creating a learning booth for a classroom Butterfly Fair. Artifacts created and photographs taken during this unit will be added to each individual child's portfolio. Videotapes of each pair of student learning fair project will also be available.

Assessment Rubric for description of the life cycle of the Monarch butterfly:

- 4 Contains recognizable illustrations of the four stages of the butterfly life cycle (egg, larva, pupa, adult). Each illustration is labeled with appropriate term and the life cycle is explained completely in writing or verbally.
- 3 Contains recognizable illustrations of the four stages of the butterfly life cycle. Some of the labels may appear and most of the life cycle is explained in writing or verbally.

- 2 Three of the four stages are illustrated. No labels and the description of the life cycle is incomplete
- 1 Two or fewer illustrations are given. No labels appear. Description is incomplete.
- 0 No recognizable illustrations. No labels. No explanation

Follow-up Activities:

As follow-up for this fall study, classes may track the appearance of tulips on the same web site that will track the Monarchs in the fall (Journey North). This will allow the group to see seasonal changes moving toward their location and allow practice in using longitude and latitude to locate sites.

*****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

Welcome to March! If you received a digital camera from the TTI program (or even if you own a different model) and are interested in learning more about editing those great photos, you will want to attend a "Digital Camera Help" session at your building sometime this month. Check your e-mail for notification on when I will be in your building for this session. You can also check class dates and times at my website. <http://scnc.hps.k12.mi.us/%7Etraining/>

I will also be coming to your buildings in March to offer Word 2000 Basics sessions These classes will focus on such features as: Quick and Easy Formatting Tips, AutoCorrect and AutoText as well as giving you a chance to ask questions.

In March and April look for me at your staff meetings, where Elson Liu and I will talk about T4: Tomorrow's Technology, Today's Teachers. This technology integration workshop was a great success last summer and teaches both basic skills and integration techniques. Last year, the class was only

offered to elementary and middle schoolteachers. This year the class will be available for high school teachers as well. Look for further information in a later edition of the HPS TECH TIMES.

Remember to keep smiling ~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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USING SOFT RETURNS IN WORD

Soft returns are used to end a line before it would normally end. Soft returns go by many names in different word processors. At times they are called new lines in Word. When you use a soft return, Word still considers that you are working in the same paragraph as the previous line; you simply ended the line early. You can use soft returns by holding down the Shift key as you press Enter.

QUICKLY ACCESSING SPELLING AND GRAMMAR OPTIONS IN WORD

Exactly how Word performs a spell check or a grammar check is controlled by the settings on the Spelling & Grammar tab in the Options dialog box. To display the proper tab you normally choose Tools, then Options, and finally click on the Spelling & Grammar tab.

Word provides a quick way to pull up the spelling and grammar options, however: Simply right-click on the "open book" icon in the status bar, and then choose Options from the resulting Context menu. The Spelling & Grammar tab is displayed, alone, in its own dialog box. You can quickly make changes, dismiss the dialog box, and get on with other editing tasks.

UNDERSTANDING AT LEAST LINE SPACING IN EXCEL

There are several methods Word can use for line spacing. Typically, the default spacing type (as specified in the Line Spacing field of the Paragraph formatting dialog box) is Auto. This means line spacing will be adjusted, automatically, based on the largest font size or element on each individual line. This means that if you end up with a line that has nothing but small type on it, then the spacing for that line will be less than for the other lines in the paragraph. If you don't want this to occur, you can use the At Least line spacing setting. This allows you to set the minimum line spacing

for the paragraph. Word is free to increase spacing beyond what you specify, but it cannot reduce it.

DISPLAYING ROW AND COLUMN LABELS IN EXCEL

When you develop a worksheet you often add a row or two of labels at the top of each column, and perhaps a column of labels to the left of each row. If your worksheet becomes quite large, it is not unusual for the row and column labels to scroll off the screen so that you can no longer see them.

To keep row and column labels visible, consider "freezing" the rows and columns in which the labels are located. For instance, you could easily freeze the first four rows of a worksheet along with the first column. Then, when you scroll the worksheet the rows and columns will remain on the screen--only the unfrozen portion of the screen will scroll.

You specify what rows and columns you want to freeze by selecting the cell immediately below and to the right of the area to be frozen. For instance, if you want to freeze rows 1 through 4 and column A, you would select the cell at B5. Then, to freeze the rows and columns, you select Freeze Panes from the Window menu. Excel places a thicker black line above and to the left of the current cell to indicate the rows and columns frozen.

If you no longer need to use the frozen panes, simply choose "Unfreeze Panes" from the Window menu.

QUICKLY DISPLAYING THE PAGE SETUP DIALOG BOX IN WORD

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.

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Great “St. Patrick’s Day Project” Links For You to Try...

<http://hometown.aol.com/KidFun101/KidsParties/HolidayFunPg8Pat.html>

<http://www.marvelicious.com/stpatrick.html>

<http://www.geocities.com/Heartland/Forest/8483/stpatclass.html>

<http://www.atozteacherstuff.com/themes/stpatricksdays.shtml>

<http://homeschooling.about.com/library/blmar17a.htm>

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

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