

HPS TECH TIMES



Volume 3: Issue 2

October 2002

In This Issue

[Using Voting Buttons in Outlook](#)

[FYI](#)

[Lesson Plan of the Month](#)

[Carole's Training Corner](#)

[Tips and Tricks for Word and Excel 2000](#)

[Great "Back to School" Links to Try](#)



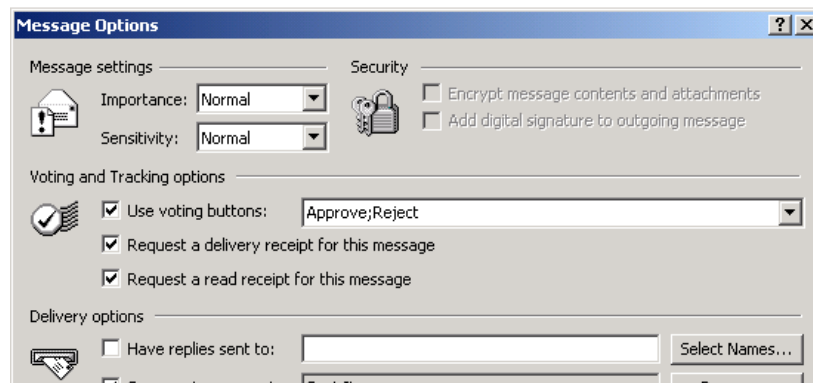
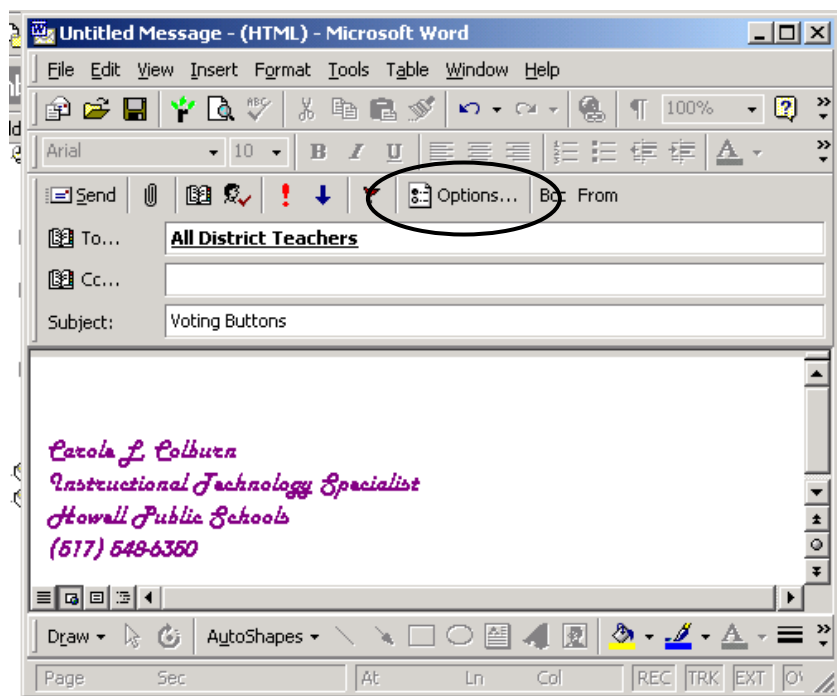
Happy Halloween!

Using Voting Buttons in Outlook 2000

By: Carole L. Colburn

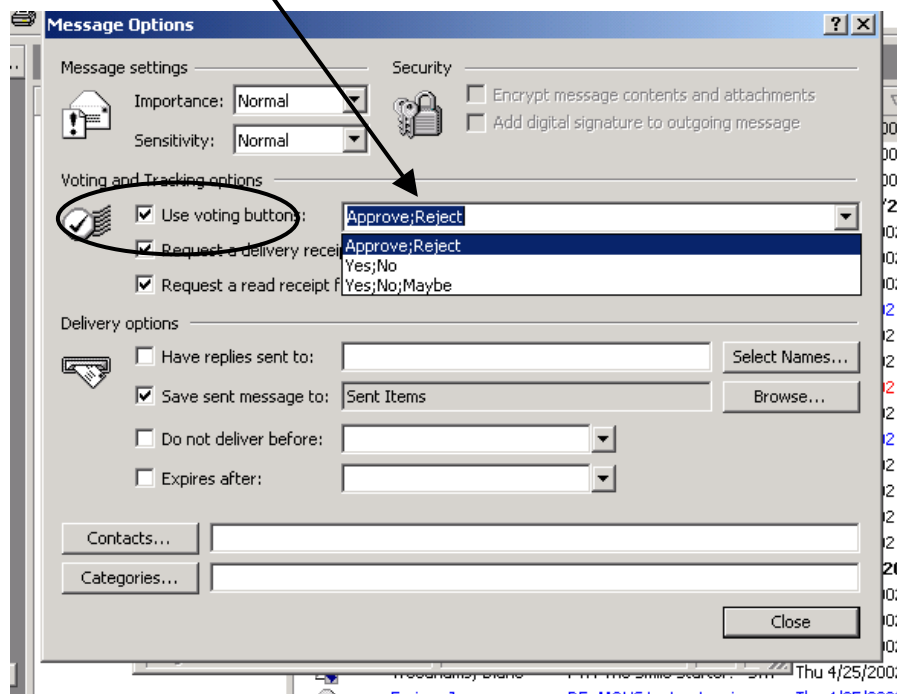
I send out quite a few messages through Outlook where I ask people to respond via clicking the voting buttons. I also get quite a few people who ask me afterwards how they can use voting buttons. So, this month's "How To..." article will show you, step-by-step, how to send a message using voting buttons and also how to respond to a message you get where voting buttons are present.

1. In a new mail message, click the "Options" button. This will open the Options Dialog Box.



2. Make sure there is a checkmark in the "Use Voting Buttons" check box.

3. Choose from the list of voting options or type your own options.



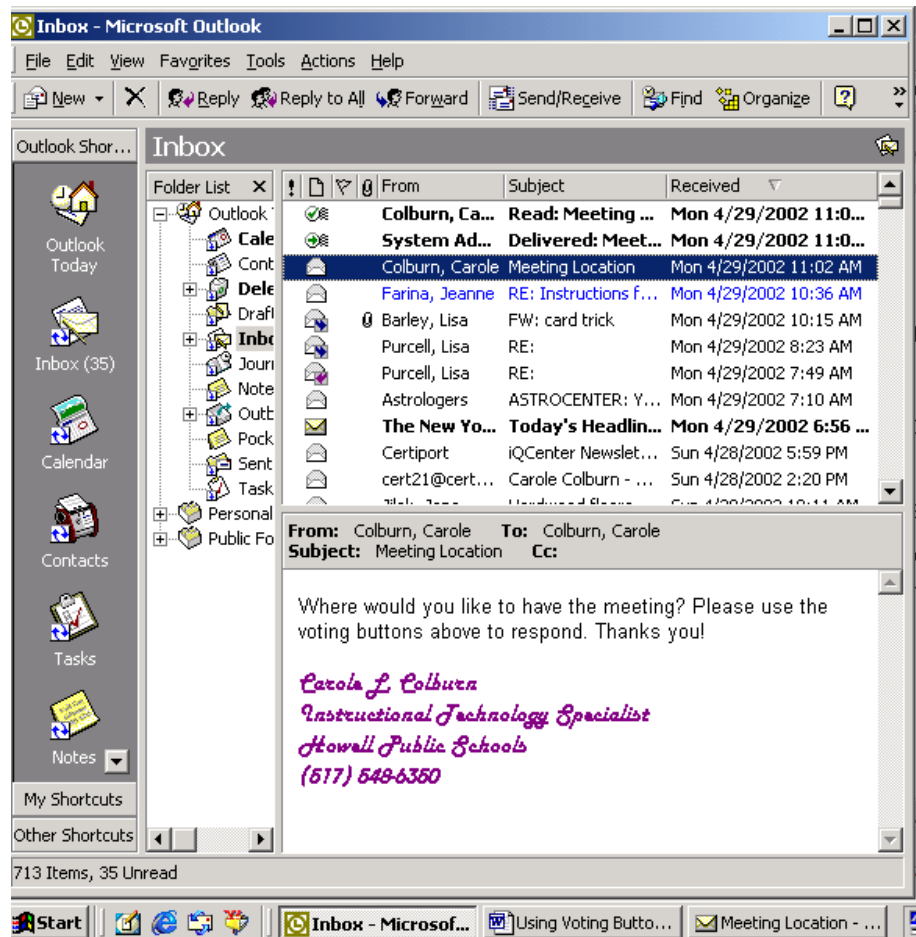
4. If you type your own voting choices, **you must separate each choice with the semi-colon. Using any other separator will create an error.**

5. Once you have typed your choices, click the "Close" button.

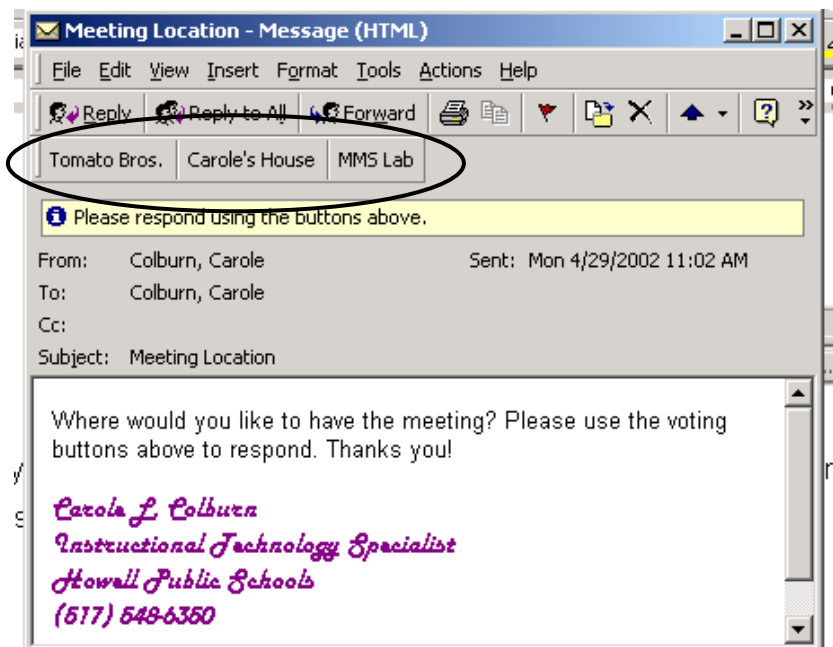
Receiving / Responding to a Voting Button Message

When receiving a message with voting buttons, you must do the following:

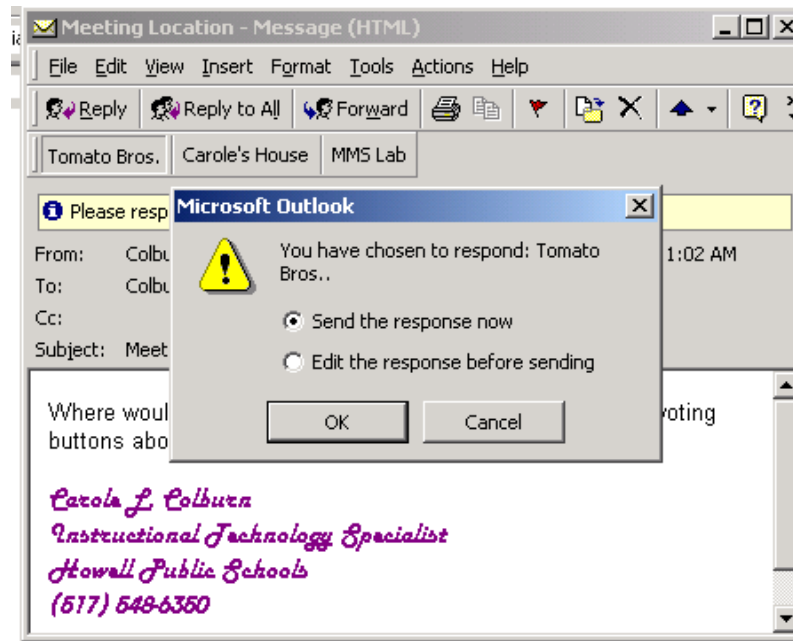
1. Double click to open the message. *****Very Important Note:** If you are reading messages through the Preview Pane (your screen looks like mine below), you **MUST Double click to open the message in order to be able to see the voting buttons.**



When you double click to open the message the message will look like this:



2. Click on any one of the voting buttons and you will see this dialog box, telling you what choice you have made and asking if you would like to send the response or edit the response before you send.



Click on any one of the voting buttons and you will see the

If you choose to send the response now, the sender will simply get a system-generated message tracking your choice. If you edit the response before sending, you have the chance to write an additional message to accompany the response.

[Back to Top of Page](#)

FYI: All middle and high school teachers have an opportunity to participate in T4: Tomorrow's Technology/Today's Teachers during October. Class will be held October 18-19, 25-26. The Friday sessions will run from 5:00 PM to 9:00PM and the Saturday's will go from 9:00 AM to 5:00PM. Register by sending an email message to Carole Colburn. colburnc@howellschools.com no later than Friday, October 11th.

[Back to Top of Page](#)

Lesson Plan of the Month

The following lesson plan comes from: <http://www.remc11.k12.mi.us/bstpract/bpIII/002/002.PDF>

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

Title: Pictorial Portfolio

Subject(s): All Subjects and Extra Curricular Activities

Intended Grade Level(s): High School Special Education, but could be used at any grade level

Name: Cathy Kamminga

School District: Wyoming Public Schools

School: Rogers High School

Address: 1350 Prairie Parkway SW

Wyoming, MI 49509

Description:

The purpose of this unit is to allow students a chance to develop a pictorial portfolio of important assignments, projects, and activities through their high school years. They will learn to use a camera and decide what makes a “good” photograph. They will then have to organize their photos into a portfolio that they can share with their teachers, parents, and friends.

Curriculum Benchmarks:

MI.ELA.2.MS.1 Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.

MI.ELA.2.LE.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.

MI.ELA.2.MS.4 Select and use appropriate language conventions when editing text.

Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.

MI.ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively.

MI.ELA.4.EE.4 Become aware of, and begin to experiment with different ways to express the same idea.

MI.ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes.

MI.ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities.

MI.ELA.6.LE.2 Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audience.

MI.ELA.7.MS.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning and develop strategies to deal with new communication needs.

MI.ELA.7.MS.4 Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of text for specific purposes.

[MI.ELA.8.EE.4](#) Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically.

[MI.ELA.12.LE.2](#) Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.

[MI.ELA.12.MS.4](#) Create a collection of personal work based on individual, shared, and academic standards reflecting on the merit of each selection.

[MI.ELA.12.EE.5](#) Recognize that the style and substance of a message reflect the values of a communicator.

Materials/Hardware/Software:

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

Cameras

Film / Processing

Binders

Protective Covers

Paper

Markers, Crayons, or Colored Pencils

Stickers

Glue Stick

Glitter Glue

Scissors- plain and Paper Edgers (Fiskars)

Activities/Procedures:

Cameras and film need to be made available for students to use anytime.

Teachers and students can create a checkout sheet to use the cameras. If a roll of film is not completely used, on the checkout sheet or another piece of paper list the number of photos used with the students name (John photos 1-15, Mary photos 16-24). A lesson on camera use and how to take “good” photographs is a must. You may want to invite a local photographer into your class to explain this concept. Students take pictures of their projects, assignments, activities, or anything that may be of interest to them and then they are developed. The students must then decide which pictures to use in their portfolio and why. Encourage student creativity when creating their portfolio by providing markers, colored pencils, crayons, different colored paper, and glitter glue. Students should generate captions for their photos and written portfolio assessments could be utilized. The pages should be placed in the protective sheets and placed into a binder or notebook.

Assessment/Evaluation:

A final presentation of the student’s portfolio at the end of the year may serve as an evaluation tool to determine if they have mastered the outcomes and objectives of this project. They should reflect on: how they worked together to develop a method to share cameras, the process of taking a picture from actually working the camera, the arrangement of people or objects to be photographed, lighting, to what makes a creative and interesting picture; why they chose the photos they did to put into their portfolio; arranging the album in a sequential and pleasing manner; what would they do differently next time. Their portfolio could be presented to teachers, administrators, parents, or other students.

Follow-up Activities:

This pictorial portfolio could be added to year after year.

*****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.**

[Back to Top of Page](#)



Carole's Training Corner

Happy October! WOW! Is it just me, or does the time just fly by? October brings cooler weather (thankfully), Halloween and T4 Follow-up sessions for those who participated in the course last summer. Each person is entitled to two hours of additional technology-related help during the weeks of September 30th to October 17th. I am in the process of scheduling those meetings now. October also brings another opportunity for teachers to take part in the T4 program. The next class will be offered October 18-19, 25-26. The Friday sessions will run from 5:00 PM to 9:00 PM and the Saturday's will go from 9:00AM to 5:00 PM. This class CAN BE TAKEN (IF DESIRED) for two college credits offered through Spring Arbor University. There is no obligation to take the class for credit and if you opt not to get the credits, the course is FREE! ☺

Continue to check out my website for training updates: <http://www.howellschools.com/~training>

Remember to keep smiling ~Carole ☺

[Back to Top of Page](#)

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.

.....

JUMPING TO A SECTION

You can use the Go To function of Word to jump to a specific section in your document. Of course, this will only have value if you use multiple sections in your document. You can jump to a section by following these steps:

1. Choose Go To from the Edit menu, or press F5. You will see the "Go To" tab of the Find and Replace dialog box.
2. On the left side of the dialog box, make sure Section is selected.
3. If you just want to jump to the next section, you can simply click on "Next."
4. In the Enter Section Number box, enter the section number.
5. Click on the Go To button.

NO-BORDER TEXT BOXES BY DEFAULT

When you insert a text box into your document, Word makes some assumptions about how that text box should appear. By default, the text box includes a border. If you normally remove the border, you may be wondering how you can instruct Word to not include the border, by default.

Well, there is good news and there is bad news. The good news is that you can instruct Word to not include the border by default. Just follow these general steps:

1. Insert a text box into your document.
2. Format the text box as desired.
3. When the text box looks just like you want it, right-click on the text box. Word displays a Context menu.
4. Choose Set AutoShape Defaults from the Context menu.

Now, whenever you create a text box, it will have the formatting attributes you specified. This affects every text box you create in the current document.

FORMATTING PAGE NUMBERS

In Word you can format page numbers just as you would format any other text in your document. (This assumes, of course, that you have already inserted the page numbers.) For instance, you can make the page numbers bold, italic, change their size, etc.

If you are working in Page Layout view, you can double-click on the header or footer, select the page number, and manually format them. If you are working in Normal or Outline view, you will have to make the header or footer visible in order to format the page numbers. This is done in the following manner.

1. Position the insertion point in the section whose page numbers you wish to format.
2. Choose Header and Footer from the View menu. You will see the Header and Footer dialog box.

3. Use the tools in the dialog box to display the header or footer, as desired.
4. Select the page number in the header or footer and format it as you would normal text in your document.
5. Click on Close.

DISPLAYING TWO WORKSHEETS AT ONCE IN EXCEL

There are times when it would be helpful to view two worksheets at the same time. There is no intrinsic Excel command to do this, but you can use the following steps to accomplish this feat:

1. Make sure you have only a single workbook open.
2. Choose New Window from the Window menu. This opens a second instance of the same workbook.
3. Choose Arrange from the Window menu. Excel displays the Arrange Window dialog box.
4. Choose the method Excel should use to arrange your windows. (I like the Horizontal option for this tip.)
5. Click on OK. Excel arranges the windows as you directed.

In each of the windows you can display different worksheets, even though they are part of the same workbook. When you are done, simply close one of the windows.

SPELL CHECKING YOUR WORKSHEET

Excel provides a built-in spelling checker you can use to proof (double-check) your worksheets. This tool works in much the same way as the spelling checker does in other Office applications. To run the spelling checker, follow these steps:

1. Select the worksheet or worksheets that you want to be included in the spelling check.
2. Choose Spelling from the Tools menu, or press F7. Word begins to check the spelling of your worksheet, displaying the Spelling dialog box as it discovers potential errors.
3. Respond to the spelling suggestions as appropriate.

You don't have to spell check an entire worksheet; you can run the spelling checker on a range of cells, as well. To run the spelling checker on a range, do the following:

1. Select the cells you want to be checked.
2. Choose Spelling from the Tools menu, or press F7.
3. Respond to the spelling suggestions as appropriate.

When the spelling check of the selection is complete, Excel displays a dialog box asking if you want to have the rest of your worksheet checked. Click on No to end the spelling check.

[Back to Top of Page](#)



Great “Halloween Projects” Links For You to Try...

<http://www.kidsdomain.com/craft/Hallo.html>

http://rats2u.com/halloween/halloween_crafts.htm

http://www.freekidscrafts.com/halloween_projects.htm

<http://familycrafts.about.com/mbody.htm>

<http://www.essortment.com/in/Crafts.Holiday/>

[Back to Top of Page](#)

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

[Back to Top of Page](#)