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Introduction

When computers were first introduced into the classroom, we wanted our students to learn how to program them. Teachers could often be heard telling their students that they were the bosses of their computers. They were the ones who would tell the computer what to do. They were in control. A computer was nothing unless somebody directed it. We taught LOGO and BASIC. In addition to learning the way of the future, we were teaching our students how to think logically. We would be prepared for the future. We would know how to program computers.

Time passed and things changed. We realised that programming computers was a very important task, but knowing how to use one was more important. Not everybody who drove a car knew how to fix it. Not everybody who used a computer had to know how to program it. Out went programming, and in came computer assisted instruction. Now students could use computers to help them practise their subject matter. Computers were motivating ways to reinforce what had been taught in the classroom. Students would be challenged and stimulated. Work would be enriching and remedial. Computers were the future, and we were on our way there.

As with any new philosophy, time brings change. Computers are no longer the future. They are the present. They are here today, integral parts of our classrooms. While we may still teach programming and computer assisted instruction, and might still use them to reinforce subject matter, we are seeing another transition. Computers are toolboxes to use in the classroom. Each computer offers a wealth of tools to use in conjunction with classroom activities. They are as much a part of the school environment as blackboards, pens, and books. Students are no longer limited by their school's resources. The world is theirs. They can go places without leaving the classroom. The Internet provides the highway; the computer is their vehicle.

Simple Projects for ClarisWorks is meant to serve as your guidebook to exciting curriculum centred computer activities. The projects that are presented within this book use the resources of the computer to augment your curriculum. The activities are based on content area topics in the four major curriculum areas: English, society and environment, science, and mathematics. Each lesson has been assigned a curriculum area, but do not let that stop you. We have integrated topics and subjects. If you are studying weather, you might want to try a maths lesson that relates to hours of daylight. Writing is done within the context of society and environment, English, and science topics.

Do not feel limited by the subject area that is included in each project. Start where we begin, but allow your creative talents, and those of your students, to flourish.

For those of you who want a cookbook—easy-to-follow directions listed in a step-by-step format—we are here for you too. Each activity is carefully spelt out. You or your students can follow the steps and complete each project with little outside help. Once your students have mastered the skills that are necessary for each activity, the step-by-step instructions will guide them along, leaving you free to work with other students on different activities.

Introduction *(cont.)*

In addition to the directions for each project, we have included work sheets, task cards, and planning pages. The work sheets that are included are meant to introduce the concepts on which some of the projects are based. Some activities include planning pages to help your students organise the information that they will use in the project. Teacher task cards are there to guide you in setting up a template file for your students to use. To make the simple projects even easier to begin, try using for each activity the templates that are found on the CD-ROM disk included with this book.

Now that the future is here and computer technology is a part of your classroom, we hope that *Simple Projects for ClarisWorks* helps you make a smooth transition in integrating technology into your curriculum. Allow the computer to work for you, and the resulting products will be fabulous.

Wanted Posters

This Project

In this project your students will identify key persons from history. They will explain what it is that has made this person noteworthy. What events or aspects of this person's life have made him/her somebody about whom we want to know more? Wanted Posters are a way for your students to share what they have learnt about each individual with their classmates.

Computer Skills

- drawing program
- importing graphics
- changing text size, font, and style (text makeover)

Before Beginning

- Prepare a list of candidates for your Most Wanted List. Include people who are important in the history unit that your class is studying. Leave room for your students to include some people of their own choosing.
- Allow groups of two students to select the person about whom they would like to learn more.
- Students will be responsible to research pertinent information about the person whom they have chosen. This may be done independently, or you might want to allot class time for the research.
- Use the Work Sheet on page 12 to help your students organise their research.
- Use the Teacher Task Card on page 10 to create a template for this project.

Quick Steps

- Open the ClarisWorks file called *Wanted*.
- Create a text frame across the top of the page.
- After entering the selected person's name, adjust the font size to 48 points. Change the font and style so that it looks appealing to you. Centre the text on the page.
- Draw a square with an 8 centimetre side just below the name. Centre the square on the page. Adjust the width, pattern, and colour of the square frame.
- Create another text frame beneath the square that you have just drawn. Write a short paragraph that explains who your person is and why she/he is famous. Adjust the font size to 18 points and do a text makeover.
- Place a picture in the square frame that you drew. Use the instructions on page 9 to help you place a picture in your Wanted Poster.
- Save the file with the person's name as the file name.
- Print a copy of your Wanted Poster.
- Display all of the posters on a bulletin board called (*Your school's name*)'s *Most Wanted List*.

Present Your Passport

This Project

In this project your students will design passports from a country or geographic region that they have studied. They will include information about each country in its passport, including such facts as population, area, type of government, and capital.

Computer Skills

- word processing
- working with columns
- font makeovers

Before Beginning

- Your students should understand the various facts that will be listed on each passport. Use the chart on page 30 to identify and explain what information will be needed for each category.
- Divide the class into groups of two for this project. Assign each group a country for which they will create a passport.
- Each group of students should complete the Planning Page on page 30 with information about the country that has been assigned to them. Students might find the necessary facts in an atlas, a CD-ROM atlas, on the Internet. A good website to look at is *The World Factbook*. Go to www.odci.gov/cia/publications/nsolo/wfb-all.htm to find some interesting information about every country in the world.

Quick Steps

- Open a new *ClarisWorks* word processing document.
- Make the page setup landscape.
- Choose a two-column page.
- Make a text frame in the right column. Type—*Passport*
Name of Country
Issued to
Your Name
- Do a font makeover and centre the text on the page.
- Insert a page break.
- Use the left column of page two to discuss information about the country, including facts and events from its history.
- Use the right column on page two to explain what sights there are to see and things there are to do in this country.
- Do a text makeover for this text.
- Put a border around each column of both pages.
- Save the file with the file name *Passport*.
- Print a copy of the file, using only one piece of paper.

Let's Talk About It

This Project

In this project your students will transform a narrative into a dialogue. After reading a short story or essay, they will identify the principal characters, decide what role each person played in the story, and write the script for a dialogue that might have occurred.

Computer Skills

- word processing
- indent markers
- text makeovers

Before Beginning

- Use the work sheet on page 56 to practise identifying characters, theme, and point of view.
- Select pieces of literature that your students will use for this project. They might want to choose an excerpt from a book that they have read, or you might want to provide material that is appropriate to your classwork.
- Place your students into groups of three or four. The planning sheet on page 57 will help them organise their dialogues.

Quick Steps

- Open a new *ClarisWorks* word processing document.
- Write a brief description that sets the time and place of the story. Italicise the entire paragraph.
- Adjust the left margin so that it is at the 4 centimetre marker.
- Adjust the right margin so that it is at the 18 centimetre marker.
- Type in the name of the character who speaks first, followed by a colon (:).
- Enter the words that she/he will say.
- Begin the text for each new speaker on a new line. Start with his/her name, followed by a colon.
- Do a text makeover on the words that will be spoken. Create an individual text style for each speaker.
- Save the file with the file name *Let's Talk About It*.
- Print a copy of the dialogue.
- Perform the play for your class.