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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 (CAI). 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 use CAI 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 maths. Each lesson has been assigned a curriculum area, but do not let that stop you. We have integrated topics and subjects. Learn maths as you study different cultures in 'Piñata Party'. Writing is done within the context of society and environment, English, and science topics.

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.

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 sheets 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 for each activity even easier to begin, try using 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.

Following the Project Guides

Each project has been divided into several components. Use this guide when explaining the activity to your students.

- Title/Content Area** states the name of the project and the curriculum area it addresses.
- This Project** gives a short description of the activity.
- Before Beginning** explains what prior content area knowledge and planning are necessary before starting the project.
- Computer Skills** explains what skills are necessary in order to complete this activity.
- Quick Steps** explains the project in general terms. This is useful to the more experienced computer users.
- Step by Step** are detailed directions that walk you through the project.
- Project Samples** let you see what the finished project might look like.
- Activity Cards** have short assignments that will guide your students as they work on a task.
- Planning Pages** are organisers to help your students get ready to complete their projects.
- Work Sheets** are work sheets for students to fill out prior to work on the computer.
- Teacher Task Cards** will help you prepare a template that will be used by your students as they work on the project.

What is a Text Makeover?

There will be times when you will be instructed to do a text makeover on the words that you have typed. This is not meant to be a one-day trip to your nearest spa; however, your printed page will come out looking like it has been refreshed. A text makeover includes changing the type of font that is used, the size of the font, and the style of the font. It is our way of telling you to make the words look special. Do something to make them look different from the rest of the text on the page.

When you are directed to do a text makeover, have fun. Explore the different possibilities. You do, however, need to be cautious. If you make too many changes or try to make everything look special, then chances are nothing will look special. Limit your text makeovers to only select parts of your document.

Bookmark Bibliography

This Project

In this project your students will create bookmarks that tell about some of their favourite books. Students will prepare a bibliography of books that they have enjoyed and then create bookmarks that tell about the books. These bookmarks can be used by other students when they read the recommended books.

Computer Skills

- word processing
- columns
- inserting graphics
- text makeovers

Before Beginning

- As a group, discuss with your class what qualities make a book enjoyable. Distribute a copy of the Book Winners chart, found on page 10, to each child. Explain to the class that they will each keep their own record of the books that they have enjoyed reading.
- Students should each select one book from their Book Winners lists. This is the book for which a bookmark will be made. Additional bookmarks can be created at another time.
- Cut strips of cardboard or heavy paper into 5 x 20 cm rectangles.

Quick Steps

- Open a new *ClarisWorks* word processing document.
- Change the page orientation to Landscape.
- Set the column indicator to three columns.
- Make the page have a 2.5 cm margin all around.
- Adjust the size of the columns to be 6 cm wide and 2.5 cm between each column.
- Make a text frame in the first column and type the title and author of the book that you have selected.
- Draw a picture that goes with the story or use a prepared graphic. Place this in the first column.
- Move to the second column. Write a short plot summary of the book. End by telling why you liked reading the book.
- Draw a vertical line in the centre of each column divider.
- Save and print your work.
- Carefully fold the paper in thirds, making sure that the blank column is in the inside and does not show.
- Insert a cardboard rectangle inside the folded papers.
- Use a laminating machine or use adhesive-backed clear plastic to cover your folded bookmark.

Bookmark Bibliography *(cont.)*

Step 1 Open a new *ClarisWorks* document. Select **Word Processing**. Click on the **OK** button.

Step 2 Pull down the **FILE** menu and select **Page Setup**. When the dialogue window is on the screen, choose a landscape **Orientation**. This is the one where the figure is facing sideways.



Notice that there are two ways that the paper can be placed when it is printed. Portrait places text and images vertically (like this book). Landscape places them horizontally.

Step 3 Move the mouse until the pointer is at the **Increase Columns** control button in the text ruler. Click the mouse button twice, until the column indicator shows that there are three columns. You will also see three columns on your page.

Step 4 Pull down the **FORMAT** menu and select **Document**. Adjust the top, bottom, left, and right margins so that each is 2.5 cm.

Step 5 Pull down the **FORMAT** menu and select **Section**. You want to work with the area called 'Columns'.

Step 6 Move the mouse so that the pointer arrow is in the box next to the words "Column width". Click the mouse button to place the I-beam there. Click twice to highlight the current (default) value. Type 5.8 to set the width of each column.

Step 7 Move the mouse so that the pointer arrow is in the box next to the words "Space between." Click the mouse button to place the I-beam there. Click twice to highlight the current (default) value. Type 2.5 to set the amount of blank space that will be left between each column. Click on the **OK** button to leave this dialogue box and return to your work page.

Step 8 Click on the *text* tool in the tool bar. Move the mouse until the I-beam is at the top of the first column. Hold the option key down as you press the mouse button and drag the mouse until you have made a text frame that goes from the left side of the column to the right side. Make the text frame about 2.5 cm tall.



The width of a text frame is more important than its height. As you type, the text frame will grow in height to allow all of your work to show; however, the width of the text frame will not change unless you resize it.

Step 9 Type the title of your book into the text frame. Press the return or enter key to move the cursor to a new line. Type the author's name.

Step 10 Drag the mouse over these two items while you are holding the mouse button down to select them. Click on the **Centre Alignment** button in the text ruler.

Bookmark Bibliography *(cont.)*

How to Add a Picture to Your Bookmark

Use Painting Tools

If you are feeling artistic, you might try your hand at using the painting tools to create a picture. Click on the *paint* tool in the tool bar. Place the paintbrush inside the column. Drag the mouse to the right and down until a painting frame is inside the column. Use the painting tools to create your picture.

Use Clip Art

Many companies sell prepared pictures called clip art. These can be placed in any *ClarisWorks* document. If you have clip art available to you, this is how you can add it to your bookmark. Click on the *pointer arrow* from the tool bar. Pull down the **FILE** menu and choose **Insert**. Skim through the folders until you locate the clip art. Choose the name of the picture that you want and click on it to select it. Click on the **Insert** button. Resize the graphic and place it where you want it to go.

Use Other Programs

Look in an electronic encyclopedia or other electronic reference source for a picture that meets your needs. Select the picture. Copy it to the computer's clipboard by pulling down the **EDIT** menu and choosing **Copy**. Return to the [Bookmark] file and click on the *pointer arrow* tool. Pull down the **EDIT** menu and select **Paste**. Move the picture to the first column by clicking the mouse anywhere inside the graphic and dragging the mouse while holding its button down. Resize the picture by dragging one of its corner handles.

Use a Scanner

If you have a scanner, you can use a picture from the book you are discussing. Use the scanner to make a digitised image of the picture. Save the scanned image according to the directions for your scanner. After you have scanned the image, open your [Bookmark] file and click on the *pointer arrow* tool. Pull down the **FILE** menu and select **Insert**. Choose the file for the picture that you scanned by clicking the mouse on it. Click on the **Insert** button to place the picture in the first column of your page. Resize and position the graphic to fit into the column.