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# Overview

## How to Use This Book

In *Technology Learning Centres for Intermediate Classrooms*, a brief introduction is provided about using the Internet in your classroom. A list of Internet Safety Rules for Students (page 9) is provided and should be discussed with the entire class before starting any Internet related activities in the Technology section. This section should be used by teachers to incorporate different software applications into the classroom in English, science, maths, and study of society and environment. Some activities are specifically designed to incorporate the Internet and students. Researching on the World Wide Web and others provide teachers with Web sites that they can use to gather more information about the topic or activity. Many activities in this section suggest what type of software should be used by students.

This section begins with English activities. Create Your Own Advertisement (page 11) lets students use a drawing program or word processing software to create an advertisement for a school event. In Writing Good Descriptions (pages 12–14) students will be able to create a character for a story. To expand this activity, encourage students to write a story about their new character. More writing and creativity can further be enhanced by Computer Poetry (pages 15–19) which introduces students to different types of poetry and provides examples of each one. This activity lets students learn more about different word processing software and adding clip art from CD-ROMs.

The science activities in the Technology section begin with Properties of Matter (page 20). In this activity students determine whether different things are solid, liquid, or gas and then make a brochure explaining the different states of matter. The brochure may be created in either a program with special fold capabilities for brochures or a regular word processing program. (See the activity for details.) The topic about the characteristics of matter is further enhanced by Investigating Matter—Making Models (page 23) in which students design and create their own atomic models using a drawing program. There are Internet sites listed in the activity that will offer you and your students information and examples about atoms. The Nine Planets (page 25) activity also provides the opportunity for students to learn more information from the Internet. Each student will choose a planet to study and gather information about it. They will then type their information and add clip art to post in the centre bulletin board or to add to a classroom book about the nine planets.

A Year in the Life of a Tree (pages 26–33) is a *Kid Pix* project for students to complete on the computer. This activity is designed for students to follow the life of a deciduous tree through one full school year. If this activity won't work as a learning centre project, it can be part of your science unit on plants and trees. In either case, students will increase computer skills as well as knowledge of trees and seasons as they complete this project.

The maths activities begin with The Fraction Machine (pages 34 and 35). Using a drawing program, students will create fractions that reinforce their growing knowledge about fractions and how parts add up to make a whole. Fractions in a Box (pages 36 and 37) expands on the maths concepts introduced in The Fraction Machine by letting the students create different fraction boxes. In Mystery Squares (pages 38 and 39), students will create their own mystery squares which they can share with their classmates. This activity involves a drawing program that students will use to create their Mystery Squares.

Not Your Average Board Game (pages 40–42) is a maths game that challenges students to create a board game that they will use to practise finding averages. This is an activity that has specific directions on how the board game should be created and how it should be played. You may want to also use this activity as a prototype to create other maths concept games that will help students have fun while practising their maths skills.

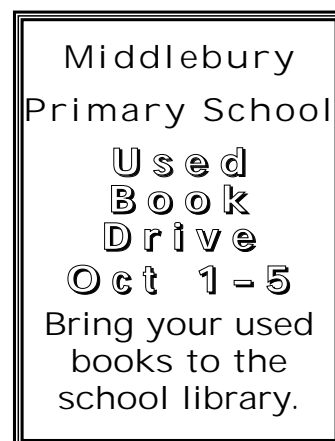
The Study of Society and Environment unit begins with Current Events (pages 43 and 44). For this activity, students become reporters and write news stories which they will present in class. This activity incorporates the Internet to help students gather information about their news story. Similarly, The Olympics (pages 46–48) is an activity that lets students research the history of the Olympics using different reference sources and the Internet. This activity can be incorporated into a unit of study about the Olympics and the different locations where past Olympics have been held. Egyptian Facts from the Internet (pages 49 and 50) also helps students delve into the culture and history of a different nation—Egypt. Students will use specific Internet addresses to gather information and create their own fact sheet about Egypt.

Some students may want to create a travel brochure for Egypt with the activity, Welcome to My Travel Agency (pages 51–55). This activity is designed for *Kid Pix* so students can create their own travel brochure about a country. Students will be choosing a destination and enticing others to visit by promoting its features. Have plenty of resources on hand so students may research the details of their destination. The finished products will make a wonderful display in the classroom. The activity includes some sample pages of what type of information and clip art could be incorporated.

# Create Your Own Advertisement!

## Objectives

- Creating an attractive advertisement
- Enlarging font size
- Changing font style and colour
- Accessing pictures from a CD-ROM
- Understanding correct proportions for a document



## Program Needed

Use a drawing program that is very flexible but also can make professional looking documents such as *AppleWorks*® (*ClarisWorks*) or *Microsoft Publisher*®.

## Instructions

1. Students will be creating advertisements for a particular event at school, such as a musical or collecting canned food for a food drive. Assign students a topic and provide for them the who, what, where, and when facts.
2. Show students effective advertisements in a newspaper and compare those to poor advertisements.
3. Students will then construct their slogans or advertisements, remembering to include the important details. (Words should be highly visible and easy to read.)
4. Students may want to add a border or create their own.
5. Students should add appropriate clip art, probably from a CD-ROM. (This would be a good time to explain to students how to access the perfect picture from a CD-ROM.)
6. Finally, proof work and print.

## Extension Ideas

A teacher could run a contest for the best advertisement, which would be voted on by students or staff members. Also, a teacher could post a list of posters or advertisements which need to be made for other teachers or the administration. Students could earn community service hours upon completion of a project. Students could also create posters depicting the main characters from a novel read in class.



# Not Your Average Board Game

During this activity, students will be creating a board game that can be used to learn the process of finding averages. Students will work with rating scales.

- Grade Level:** three to five
- Duration:** 90–120 minutes on the computer
- Materials:** computer, clip art, game pieces, Not Your Average Board Game Score Sheet (page 42)
- Software:** *AppleWorks (ClarisWorks), MSWorks, Kid Pix* or other drawing software
- Internet Links:** <http://www.blueberry.co.uk/thehill/nonshocked/games/index.html>  
<http://www.astro.virginia.edu/~eww6n/math/math.html> (go to Search and type Mean)

## Before the Computer

- In the event that some students have never seen a board game before, teachers might want to show them a few samples of popular games.
- During this activity, students will be creating a board game by following very specific directions. Part of the assessment will take into consideration how well they followed those directions. Teachers can easily illustrate the importance of step-by-step directions by bringing in directions for assembling many different kinds of items that are sold unassembled today.

## On the Computer

- Follow each of these steps in order. Try to do them exactly as they are written.
- On a blank drawing screen, create a square shape that is 12.5 cm x 12.5 cm. If the program has an ‘Auto Grid’ function, one that automatically sets the lines at defined intervals, students should use it.
- From each corner draw a straight line 2.5 cm in from the outside edge of the square.
- The shape should now look like figure A.
- At 2.5 cm intervals, students are now going to fill in the shape along the outside edge. The four corners will later become special places.
- Their drawings should now look something like the one pictured in Figure B.
- They can add colour to the corners by using a Fill tool. Students will also notice that some graphics have been added in the centre of the game board as well as a title.

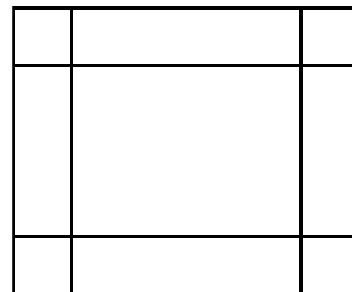


Figure A

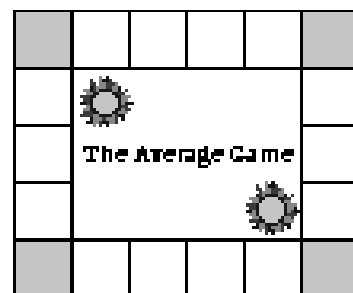


Figure B

# Not Your Average Board Game *(cont.)*

## On the Computer *(cont.)*

- Now students are ready to add their special places at the corners. Make one corner the Start location. This can be done by placing a large S at this location. Here is what the other three corners will say:

1. Roll Again—roll the dice again.
2. Skip a Turn—skip your turn this time; you cannot score a point.
3. Earn a Free Point—earn a free point.

- Later, students can change these corner titles to something else if they wish. The game board should now look something like the first example on this page.

ROLL A TURN					EARN A FREE POINT
	The Average Game				
ROLL A TURN					←

- The last thing that needs to be done is to fill in the numbers that will be used on the game board. If students want to make this board reusable, they should laminate it first so that students who use it later can change the numbers if they wish. They will need to use a marker or pen that is erasable.

ROLL A TURN	23	17	62	7	EARN A FREE POINT
62	The Average Game				53
21					9
19					73
ROLL A TURN	84	6	41	92	←

- Younger students may want to stick with only one and two digit numbers, such as 7, 24, 54, and 9. Make sure that every blank space has a number. Students in grades 4 and 5 should use numbers with 2, 3, and 4 digits, such as 24, 487, 3,278, and 44.
- The board should now look like the second example, and students will be ready to play once they have printed it out and read the rules on page 42.
- Students will need one die. In order to check and score answers, students may want to have either a computer calculator or a desktop one available.

## Follow-up Activities

- Without making any modification, this same activity could be used for addition, number sequence (from greatest to least, from least to greatest), fractions (regular or irregular), and ratio/proportion. The numbers will need to be changed to fit the skill on which students wish to work.
- Now that students have some experience in creating a computer maths game, see if they can come up with other designs. Then have them write clear directions for the use of their creations.
- Self-assessment, which was used in this activity, is a good way to find out what students think and how they feel about their work. This kind of strategy can be used in some of the other activities found in this book.