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## Purpose of the Book

Most of our students come to school from media-rich, digital, interactive environments. To these students, learning is dynamic and information presented to them in a static way does not do much to excite them about learning. When used well, the interactive whiteboard is a tool that can engage our 21st-century students in learning on many levels.

The intention of this book is to be a practical resource that provides teachers with effective ways to use an interactive whiteboard in their classroom to improve student learning. The book is designed in such a way as to allow teachers to start using the interactive whiteboard immediately, building their skills and confidence, one step at a time. The book provides the following:

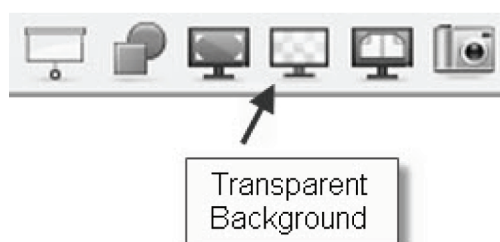
- ♦ Practical and realistic ways to start using the board immediately using existing media-rich and interactive resources.
- ♦ Ideas on how to start designing your own activities and lessons using the tools in the SMART Notebook software.
- ♦ Ideas on how to use the board as a tool for assessment in your classroom.
- ♦ Suggestions on how to get students creating and producing their own work using the board as a tool to share their work with an audience.

## Value of the Interactive Whiteboard in the Classroom

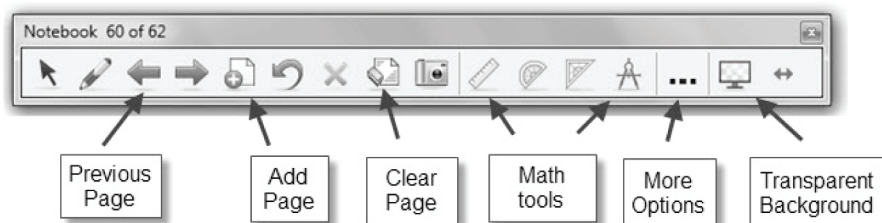
As with any technology, there are skeptics who will question the cost-to-benefit value of technological products, as any good consumer should. When interactive whiteboards are used well, they are very much worth their cost. However, for teachers who are provided a board but no quality training, who lack interest in learning the tool, or who generally do not have effective instructional strategies, the interactive whiteboard runs the risk

screen, but will not see the Notebook software itself. Clicking on the Transparent Background icon pops up a toolbar. The Transparent Mode Toolbar (Figure 1.15) provides the features shown in Figures 1.12 (page 13) and 1.13. The Transparent Mode icon is not available if you are working on a Macintosh.

**Figure 1.14. Transparent Background Tool**



**Figure 1.15. Transparent Background Floating Toolbar**



This toolbar gives you access to the maths and other visible tools for interacting with the website. The More Options icon, represented by the ... in the toolbar, allows you to access many other tools from the standard toolbar of Notebook, including the various pen and highlighter tools and tools to add lines, shapes and a screen shade, as well as the options to undo and redo performed actions. Any writing you do will appear on the page of the Notebook file when you leave the Transparent Background mode. If you are working with an Internet page that you would like to save, you will need to use the Capture tool to add the content to Notebook. Click on the red X in the toolbar or the Transparent Background icon to exit the Transparent Background mode.

## Conclusion

Sometimes the simplest uses of a tool can be the most powerful. This first chapter started with combining a good question to get students thinking and using basic tools of the interactive whiteboard like pens, highlighters and a spotlight to support the discussion process. Adding in the interactivity the board provides for examining Internet resources and the ability to easily cap-

## Idea 5: Use Online Resources

Learning is both more fun and more interesting when students can interact with the material they are learning. Quality interactive online resources that appeal to your students are a way to engage them while using the interactive whiteboard in whole-class and small-group learning experiences. Every day more interactive online resources are added to the Internet. The rate at which this collection of resources grows is both astounding and, at times, overwhelming. This chapter samples the types of resources that are available to facilitate interactive instruction in your classroom using these web-based resources. It is up to you to look at the resources for your particular discipline and evaluate their usefulness for your students. Some may work well for whole-group instruction, whereas others may meet the needs of a smaller group of your students. Although many of the resources in this chapter may continue to develop and stay current, some may not. The intention of the included links is to give you a place to start and give you a sense of the kinds of resources that are available. To keep up with regularly updated resources online you may want to follow Richard Byrne on his site: [www.freetech4teachers.com/](http://www.freetech4teachers.com/). You may also want to check out José Picardo's updates to his Resources section of his website: [www.boxoftricks.net/](http://www.boxoftricks.net/). There are, of course, many other awesome online resources, but the Byrne and Picardo sites provide a starting point. The resources provided in this book are as follows:

- ♦ Presentational Resources
  - Presentation Sharing Sites
  - Interactive Whiteboard Lesson Sharing Sites
- ♦ Research and Discovery Resources
  - Virtual Explorations
  - Primary Source Documents and Images
  - Government-Sponsored Resources

- ♦ Skills Practice Resources
  - Interactive Web Resources
  - Online Books and Stories
  - Websites to Create your own Content
- ♦ Global Connection Resources
  - Skype
  - Google Earth
  - Epals

## **Presentational Resources**

### ***Presentation Sharing Sites***

To find existing resources for presenting new topics to students, you can certainly use your favourite search engine to perform a specific search for the materials you need. You can also use presentation sharing sites. Remember that although you can use the sites to find, create and share instructional resources, students can also use them to share their own work with an authentic audience. Because these sharing sites are accessed and contributed to globally, you can use them to find resources created by people with different cultural perspectives and in different languages. Sharing your own presentations is a way to contribute your work to the global community and another way to support student learning outside of class, as it allows students another opportunity to review the material. An additional benefit of the presentation sharing sites is that you can store your work online and access it from anywhere with Internet access. A few places for presentation sharing are listed below.

- ♦ [www.pppst.com/](http://www.pppst.com/)

Pete's PowerPoint Station has PowerPoint presentations for many subject areas and topics. It also includes links to interactive games.

- ♦ [www.slideshare.net](http://www.slideshare.net)

This sharing site is one of the best known and as a result has a large selection of presentation resources.

- ♦ [www.prezi.com](http://www.prezi.com)

This sharing tool organises presentational information a bit differently than your standard linear presentation sharing site. Check into a free educator account.

sentation materials to them to have at their desk. Another thing to consider is making sure to choose fonts that are easy to read. There are many fun and fancy fonts available; those are best used sparingly. Reserve them for titles on pages or something you want to accent or highlight. Using too many fonts on a page can be distracting as well. It may be a good idea to pick a font that you want to use as your standard font and stay with it in most cases. Use the font colour, size and style to your advantage to draw students' attention where you would like it to go.

Another consideration when working with text is how you will display it on a page and how much text you will put on any one page. Putting too much text on a page can be counterproductive, as it may clutter the space and confuse students as to where the important content is. Trying to fit too much on a page may also force you to use a smaller font size than what is optimal for students to be able to see. When in doubt, it is likely better to just create another page and split up the content.

## **Basic Skills for Working with Text and Objects**

There likely will be times when you will want to hide text so students will not immediately see an answer to a question. There are various ways to hide text using the Notebook tools. The following are some basic skills you will need in order to use all of the text-hiding features explained in this chapter:

- ♦ Locking
- ♦ Grouping
- ♦ Customising and Filling Objects
- ♦ Cloning
- ♦ Ordering Objects and Text
- ♦ Aligning Objects and Text

These skills are explained first and then followed by explanations of the various ways to hide text.

### ***Locking***

Once you have the text in place on your page where you want it to be, you will want to lock it in place. You will want to lock objects in place because when students come to the board to interact with the information, any text or objects that are not locked in place will be mobile. To lock the text in place, right-click on the text and from the drop-down menu that appears, select Locking. Notice that there is a shortcut command (Ctrl+K for PCs and Ctrl+L

Tool and Description	Ideas for Use
<p>1. <i>Balloon Pop</i> Pop the balloon to reveal the answer behind it.</p>	<ul style="list-style-type: none"> <li>♦ Practise any topic that has an answer.</li> </ul>
<p>2. <i>Anagram</i> Unscramble the word(s).</p>	<ul style="list-style-type: none"> <li>♦ Practise spelling and word recognition.</li> </ul>
<p>3. <i>Category Sort</i> Sort words or terms into 1 to 3 categories.</p>	<ul style="list-style-type: none"> <li>♦ Sort numbers by your choice of classification.</li> <li>♦ Categorise parts of the circulatory system vs. the respiratory system.</li> <li>♦ Categorise nouns, verbs and adjectives.</li> </ul>
<p>4. <i>Category Sort: Image</i> Sort images into 1 to 3 categories.</p>	<ul style="list-style-type: none"> <li>♦ Categorise images into their correct food group.</li> <li>♦ Sort pictures that represent 2 different cultures into the right category.</li> </ul>
<p>5. <i>Hot Spots</i> Identify the correct spot. Built-in templates include a world map, human body, grid for graphing, Venn diagram and a customise option.</p>	<ul style="list-style-type: none"> <li>♦ Identify the location of the vocabulary terms you choose.</li> <li>♦ Note: If you use the customise option, insert the object you want students to identify things on first, send it to the back and then add the identification labels.</li> </ul>
<p>6. <i>Image Arrange</i> Put the images in the correct sequence.</p>	<ul style="list-style-type: none"> <li>♦ Put images of the development of a caterpillar in order.</li> <li>♦ Order images of historical events.</li> <li>♦ Put pictures of a morning routine in order.</li> </ul>
<p>7. <i>Image Match</i> Match 1 to 5 images to their description.</p>	<ul style="list-style-type: none"> <li>♦ Match the image to the word it represents.</li> <li>♦ Match the image to a short definition of it.</li> <li>♦ Match the image to a short question or statement about it.</li> </ul>

Tool and Description	Ideas for Use
<p><b>49. Spinner</b></p> <p><i>This tool will spin and land on a colour. There may be up to 12 colours that you can choose. Each section of the spinner also allows text.</i></p>	<ul style="list-style-type: none"> <li>◆ <i>Use the spinner to play games. The colour or word the spinner lands on can correspond to a type of question students need to answer. The spinner can also be paired with a game board and be used to determine to what colour spot on the board you can move. At that spot students can answer a question.</i></li> <li>◆ <i>Use the spinner for verb conjugation practice for world-language classes. Put the subject pronouns in as the text, one per slice of the spinner. Give students different verbs to conjugate on their dry erase board to hold up for you to check.</i></li> <li>◆ <i>Use the spinner for vocabulary practice. In each spinner section put things like a sentence, picture, definition, question, antonym, synonym, etc. Provide students with a word. Each time they spin they must provide what is on the spinner section for the word identified by the teacher. You can also use a second spinner or the Random Text Tool as another way to generate the words.</i></li> </ul>
<p><b>50. Text Splitter</b></p> <p><i>This tool will split the text you put in the box. If you put in a word, it will split it into its individual letters and inject them onto your workspace. If you put in a sentence, it will split the sentence into its individual words.</i></p>	<ul style="list-style-type: none"> <li>◆ <i>See how many words you can make with the letters in the split words.</i></li> <li>◆ <i>Enlarge the text that comes out and use for a word or sentence unscramble activity.</i></li> <li>◆ <i>Unscramble the sentence and then add at least 2 adjectives and a connecting word to it to make it more interesting and complex.</i></li> </ul>
<p><b>51. Vote Tool</b></p> <p><i>This tool will keep track of votes on one topic.</i></p>	<ul style="list-style-type: none"> <li>◆ <i>Take hot lunch count.</i></li> <li>◆ <i>Use 2 Vote tools and label each with a topic. Students can vote for their preference. Results can be used for a class discussion or debate when students have to provide a reason for why they voted the way they did.</i></li> </ul>