

# Table of Contents

---

## Introduction

Welcome! . . . . .	3
About the Projects . . . . .	3
About the CD-ROM. . . . .	4
About File Management. . . . .	5
About <i>Inspiration</i> Templates . . . . .	6
How to Move Symbols Libraries . . . . .	7
Adapting Projects to Meet Your Needs. . . . .	9
About the Version of <i>Inspiration</i> Used for This Book. . . . .	9
In Conclusion. . . . .	9

## English

Notes for a Newsletter . . . . .	10
Getting Set for Storytelling . . . . .	19
ABC Books in Any Content Area. . . . .	25
E-Letters for E-Pals . . . . .	31

## Mathematics

Number Patterns—Fun with the Fibonacci Sequence . . . . .	37
Making It Graphic . . . . .	40
Playing with Polygons . . . . .	48

## Society and Environment

Our Prime Ministers. . . . .	55
Happy Birthday, Countries! . . . . .	61
Who’s Minding the Map?. . . . .	69

## Science

Mammals on the Move. . . . .	74
The Water Cycle . . . . .	80
Phases of the Moon . . . . .	86

<b>CD-ROM Index . . . . .</b>	<b>93</b>
-------------------------------	-----------

## Welcome!

Welcome to *Inspiration: Simple Projects* (Intermediate). You hold in your hands a book that is designed to help you use *Inspiration* in the classroom with your students. It contains English, mathematics, society & environment, and science education projects that incorporate the use of *Inspiration*. The projects were developed for grade three to grade five teachers and their students.

*Inspiration* is a visual thinking and learning software application. It allows you to create a picture (diagram) of your ideas in the form of concept maps, idea maps, webs, storyboards and more. *Inspiration* also allows you to organise your ideas in an outline form. Then you can use this hierarchical structure to help you and your students compose reports and create presentations.

Perhaps you have seen *Inspiration* used at meetings or professional conferences. Even better, maybe you have created some of your own diagrams and outlines with your students at school or for your university course work.

If you are not familiar with the basics of using *Inspiration*, I recommend that you purchase and work through the lessons in Hawker Brownlow Education's *Inspiration for Terrified Teachers* first. *Inspiration for Terrified Teachers* provides you with step-by-step instructions for learning *Inspiration*. It also includes some great project ideas.

## About the Projects

In *Inspiration: Simple Projects* (Intermediate) you will find 13 projects that you can complete with your students. Each project is presented as follows:

### Project Description

In this section you are provided with a brief description of the project, allowing you a quick overview of the process and culminating product.

### Hardware and Software Needed

In this section you are provided information about the hardware and software you will need to complete the project. Sometimes optional hardware and software are also listed, allowing you to choose the method you prefer for working through the project with your students.

### Materials Needed

In this section all the materials and supplies you need to complete the project are listed, including those that apply to alternate methods.

### CD-ROM Files

In this section you are provided with a list of the graphic organisers, work sheets, answer keys, activity sheets, sample projects, project templates and more that are associated with the project. The list includes the filename of each piece so you can readily retrieve it from the CD-ROM.

# Notes for a Newsletter

---

## Project Description

In this project, students are introduced to the idea of publishing their own newsletter to inform others about their classroom activities. Students plan for the publication of their classroom newsletter by determining their intended audience, brainstorming and classifying the possible contents of their newsletter, and visually mapping their news story ideas in *Inspiration*.

## Hardware and Software Needed

For this project you will need your computer system and *Inspiration*. To publish the newsletter you will also need a word processing program, such as *Microsoft Word*, *WordPerfect*, *AppleWorks* (*ClarisWorks*) or *Microsoft Works*. If you have a desktop publishing program, you can use it to produce the newsletter as well.

## Materials Needed

To introduce this project, you will need sample newsletters to share with your students. Check the Additional Resources section of this project for related online resources.

## CD-ROM Files

Name	Description	Filename
<i>Editorials</i>	concept map	<i>editrls.ins</i>
<i>Our Newsletter Readers</i>	idea map	<i>newsread.ins</i>
<i>Our Newsletter Readers Template</i>	idea map template	<i>readtemp.ins</i>
<i>Our Newsletter Ideas</i>	content map	<i>newsidea.ins</i>
<i>Our Newsletter Ideas Template</i>	content map template	<i>newstemp.ins</i>
<i>Our Writing Process</i>	diagram	<i>writepro.ins</i>
<i>Our Writing Process Template</i>	diagram template	<i>writemp.ins</i>
<i>Our News Story</i>	idea map	<i>newstory.ins</i>
<i>Our News Story Template</i>	idea map template	<i>storytem.ins</i>
<i>Our Music Column Ideas</i>	content map	<i>musicolm.ins</i>
<i>Our Newsletter Column Ideas Template</i>	content map template	<i>colmtemp.ins</i>

## Stage 1—Introducing the Project

First, review with students why they write, eliciting appropriate responses such as to entertain, to persuade and to inform. Suggest to students that one way to inform others about their classroom activities is to publish a newsletter.

Second, if you have samples of newsletters, share them with students. Identify and discuss the types of information provided in the newsletters, such as news stories, feature stories, columns and editorials. Define these components if students are not familiar with them. Definitions for the aforementioned components follow.

## Notes for a Newsletter (cont.)

*News stories* tell readers about something that has just happened, such as the excursion to the zoo. News stories may also tell about something that is just about to happen, such as an upcoming play.

*Feature stories* are more than news stories. Feature stories provide readers with interesting sidelights to news stories and columns. For example, one student may write a news story about the excursion to the zoo, and another student may write a feature story about the new baby animals that have been born at the zoo recently.

*Columns* are types of feature stories that appear in each issue of the classroom newsletter. For example, students may always write a music column or a computer column for their classroom newsletter. You may decide to have a teacher column so you have an opportunity to share information with readers too.

*Editorials* are the ‘voice’ of the classroom newsletter. They reflect the opinion of the entire class. There are four different kinds of editorials that students may write. They include editorials that explain, editorials that criticise, editorials that praise, and editorials that persuade. An editorial that explains may provide readers with background information they need to understand about the different tests that students take in the classroom. An editorial

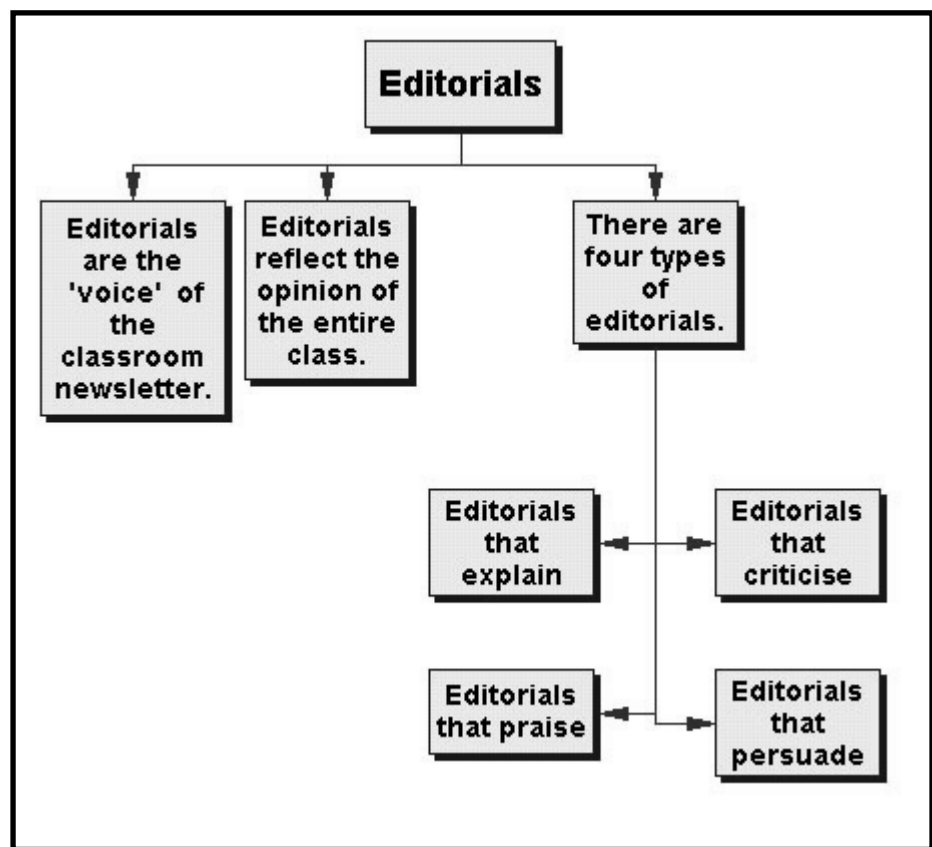


Fig. 1. *Editorials* Concept Map

that criticises may provide constructive criticism about how litter on the school grounds can be eliminated. An editorial that praises may provide students who participated in the science fair hearty congratulations for their efforts. An editorial that persuades may remind students about the importance of getting homework done first, before other after-school and evening activities that ‘eat up’ precious time. An *Editorials* concept map is shown on this page for you to use with your students (Fig. 1). It is available on the CD-ROM [filename: *editrls.ins*].

## Notes for a Newsletter (cont.)

Third, launch *Inspiration* while discussing with students the importance of identifying the intended audience for their newsletter. Within *Inspiration*, create a simple idea map that displays who students think will read their classroom newsletter. A sample of an idea map of *Our Newsletter Readers* is provided below (Fig. 2) and on the CD-ROM [filename: *newsread.ins*]. An *Our Newsletter Readers Template* is available on the CD-ROM for you to use with your students [filename: *readtemp.ins*].

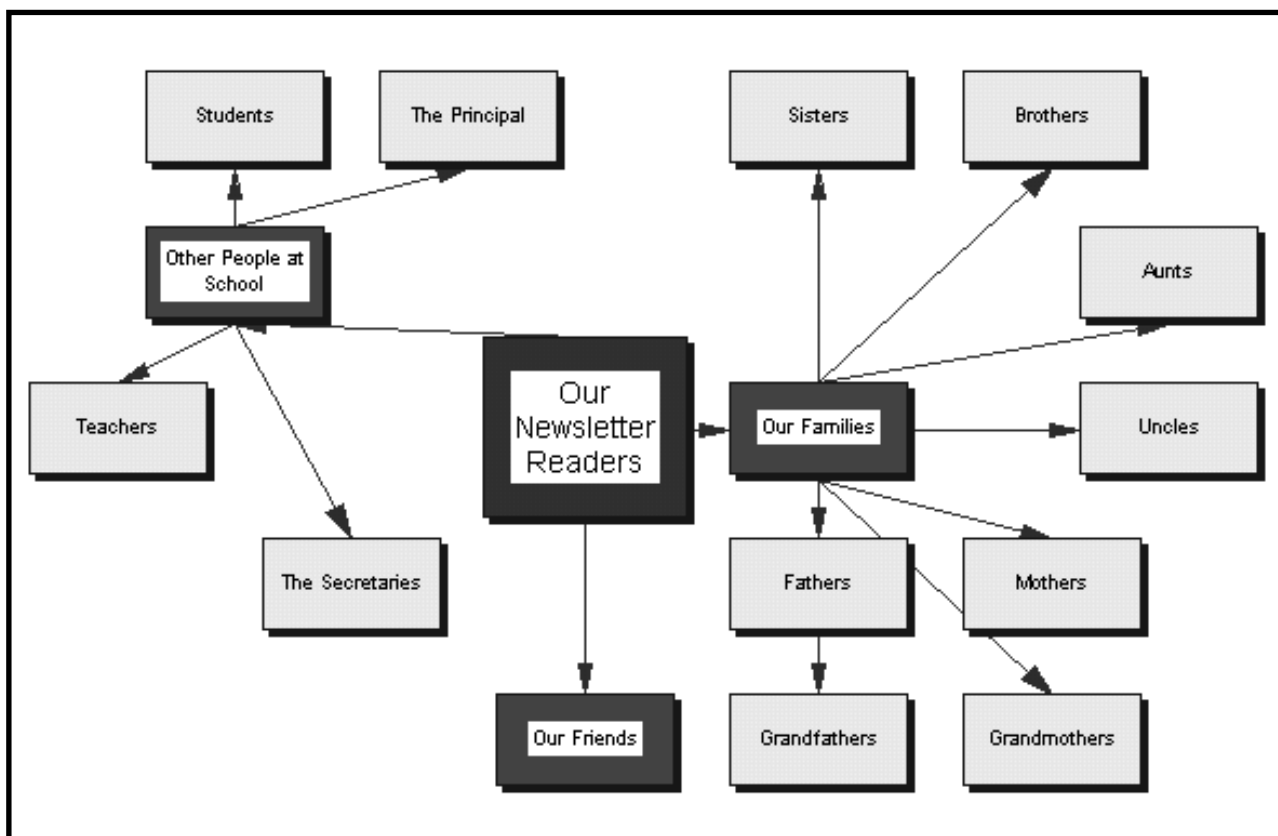


Fig. 2. *Our Newsletter Readers* Sample Idea Map

### Stage 2—Producing the Project

Provide students with a structure within which they can brainstorm content ideas for their classroom newsletter. Using *Inspiration*, begin a newsletter content map. Have students identify the major content components of their newsletter, such as news stories, feature stories, columns and editorials. Then have students generate several ideas for each component. A sample of *Our Newsletter Ideas* content map is provided on the following page (Fig. 3) and on the CD-ROM [filename: *newsidea.ins*]. An *Our Newsletter Ideas Template* is also available on the CD-ROM for you to use with your students [filename: *newstemp.ins*].

Once students have identified their readers and brainstormed several news stories, feature stories, columns and editorials for their newsletter, they will have to determine which ones they want to write for their first issue. Have students (individually, in pairs, or small groups) select the pieces they will write.

## Notes for a Newsletter (cont.)

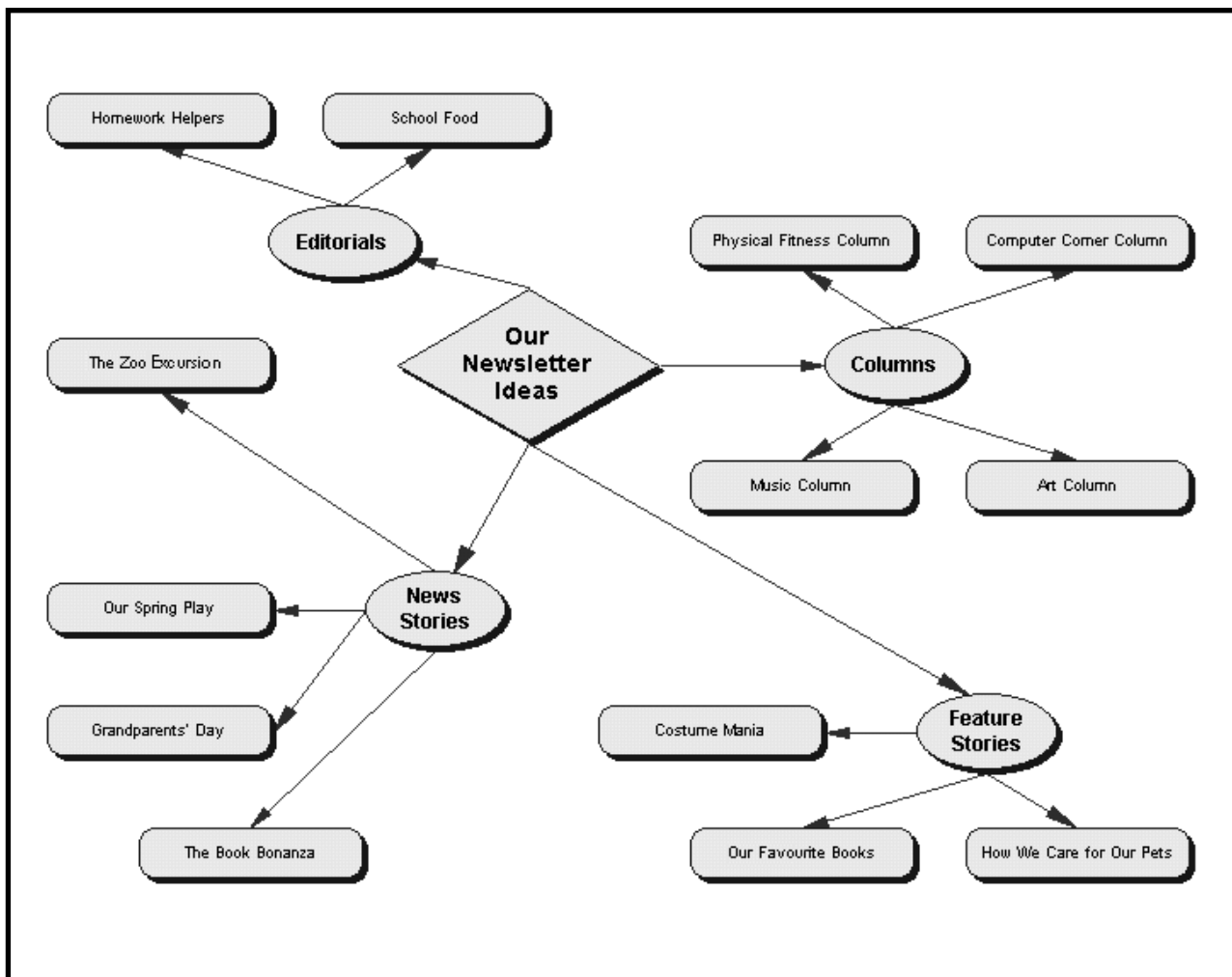


Fig. 3. *Our Newsletter Ideas* Sample Content Map

Discuss with students the writing process they will use to complete their newsletter assignments. Elicit from students the steps in the writing process, displaying their responses in *Inspiration*. Depending upon the writing process that you use in your classroom, steps may include prewriting, drafting, editing, revising, proofreading and publishing. You may also include substeps within the writing process diagram to help clarify each step for students.

A sample diagram or process map of *Our Writing Process* is provided on the following page (Fig. 4) and on the CD-ROM [filename: *writepro.ins*]. An *Our Writing Process Template* is also available on the CD-ROM for you to use with your students [filename: *writemp.ins*]. A partial outline of *Our Writing Process* is also displayed on page 15 (Fig. 5). This outline or the one you generate from using the *Our Writing Process Template* can also be used as a checklist as students complete their writing assignments.