Gilbert Public Schools

Technology Guidebook for the English/Language Arts Classroom

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For your convenience I've included links in this document. You can click on a page number in the Table of Contents to jump to a specific project.

You can also print specific sections of pages. Instead of clicking on the printer icon, if you click on **File->Print** you then should have an option to print specific parts of the document. For example, to print the Table of Contents, click on the circle next to "From:" and type in 2 and 3 to print pages 2 and 3 only.
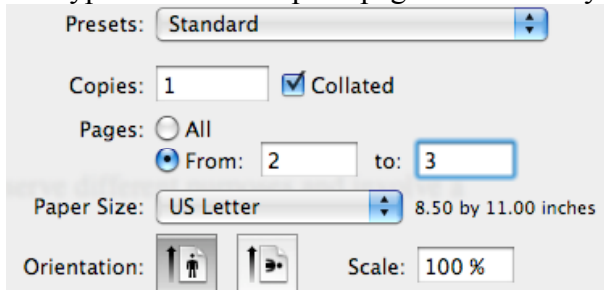
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The Purpose

What is this?

This guidebook is the result of conversations with teachers on my campus, specifically Language Arts and English teachers. There's a lot of great technology that we already own and that the students are excited to use. This guide is to help with creating standards-aligned assignments that use the current technology owned by the district.

Why technology?

Through efficient use of technology, students will have increased buy-in. Many students value growth in technology skills. When paired with English concepts, projects take on a real-world feel that the average classroom assignment sometimes cannot capture.

What if technology and I don't get along?

The biggest hang-up that I have run into with teachers using technology is that it seems like a lot more work than an average assignment. Sometimes it's tough to schedule time in a computer lab, other times it seems like all you're doing is trying not to break the computer. To help teachers out, I've streamlined processes as well as included some troubleshooting tips that we've done in the past to help students use the programs more effectively.

Can I modify these lessons?

Absolutely. I will be describing lessons that I did as an 8th grade teacher as well as lessons that I worked on with different teachers as a librarian. Each year the lessons get modified and fine-tuned to better address state standards. These projects become better through collaboration with my peers. If you modify a lesson, I'd love to hear about it simply to make my own lessons better.

Alignment to State Standards

These standards were created by the Arizona Department of Education. I most recently viewed these on June 24, 2008 on http://www.ade.state.az.us. At times when a teacher attempts to branch out and use current technology in a lesson, some criticize that the lessons are fluff or filler lessons. When used effectively and efficiently, technology can supplement what great teachers are already doing to engage students in meeting the state standards.

I taught primarily 8th grade Language Arts, so I present my lessons aligned to those standards. However, a skilled teacher can translate the lessons to their own grade level performance objectives, using the 8th grade standards as a jumping off point.

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

The review game using PowerPoint would be a great way to tackle either mini-vocabulary lessons, a review before a quiz each week, or a review product for differentiated instruction that students create before the final exam to demonstrate proficiency.

PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).

PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).

PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, contrast).

PO 4. *Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.*

PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

Concept 5: Fluency
Read fluently.

*PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression). **Movie trailers when used as a Literature Circle***

Concept 6: Comprehension Strategies
Employ strategies to comprehend text

PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

PO 2. Confirm predictions about text for accuracy.

PO 3. Generate clarifying questions in order to comprehend text.

PO 4. Use graphic organizers in order to clarify the meaning of the text.
Storyboards

PO 5. Connect information and events in text to experience and to related text and sources.
Radio Shows

PO 6. Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.
Storyboards, Digital Editing Workspace

PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.
Radio Shows

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature
Identify, analyze, and apply knowledge of the structures and elements of literature

PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved. **Movie Trailers, Radio Shows**

PO 2. Compare (and contrast) themes across works of prose, poetry, and drama. **Radio Shows**

PO 3. *Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.* **Movie Trailers, Radio Shows**

PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text. **Movie Trailers**

PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text. **Movie Trailers, Radio Shows**

PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.
Movie Trailers, Radio Shows

PO 7. Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse). **Poetry Portfolios**

Concept 2: Historical and Cultural Aspects of Literature
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1. *Describe the historical and cultural aspects found in cross-cultural works of literature.* **Movie Trailers, Radio Shows**

PO 2. *Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.* **Movie Trailers, Radio Shows**

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

Depending upon the subject matter, the movie trailers, radio shows, and PowerPoint portfolios can be modified for discussion of expository text.

PO 1. *Restate the main idea (explicit or implicit) and supporting details in expository text.*

PO 2. *Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.*

PO 3. *Distinguish fact from opinion in expository text, providing supporting evidence from text.*

PO 4. *Identify the author's stated or implied purpose(s) for writing expository text.*

PO 5 *Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.* (Connected to Research Strand in Writing)

PO 6. *Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (*Connected to Research Strand in Writing)

PO 7. *Differentiate between primary and secondary source materials. (*Connected to Research Strand in Writing)

PO 8. *Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text.* (Connected to Research Strand in Writing)

PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.

PO 10. *Make relevant inferences about expository text, supported by text evidence.*

PO 11. *Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.*

PO 12. *Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.*

Concept 2: Functional Text
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

Students will need an understanding of functional text to read the guidebook on how to run the different programs. An added review would be to have students summarize what steps they did, removing extraneous information.

PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.

PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.

PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions.

PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.

Concept 3: Persuasive Text
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1. Determine the author's specific purpose for writing the persuasive text.

PO 2. Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept, or object.

*PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses. **Movie Trailers***

PO 4. Identify specific instances of bias in persuasive text.

Strand 1: Writing Process
Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting
Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

*PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed materia or other sources). **Movie Trailers, Radio Shows, Poetry Portfolios, Comics***

*PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. **Movie Trailers, Radio Shows, Poetry Portfolios, Comics***

PO 3. Determine the intended audience of a writing piece. **Movie Trailers, Radio Shows, Poetry Portfolios, Comics**

PO 4. Establish a central idea appropriate to the type of writing. **Movie Trailers, Radio Shows, Comics**

*PO 5. Use organizational strategies (e.g., outlines, charts, tables, graphs, **Venn Diagrams**, webs, story map, plot pyramid) to plan writing.* **Movie Trailers, Radio Shows, Poetry Portfolios, Comics**

PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.

*PO 7. Use **time management strategies**, when appropriate, to produce a writing product within a set time period* ***Because of the nature of reserving computer labs, most of the projects in this guidebook require students to demonstrate effective time management to create a product they are proud of.***

Concept 2: Drafting
Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.

*PO 1. Use a **prewriting plan** to develop a draft with **main idea**(s) and supporting details.* **Storyboards, Radio Show Scripts**

PO 2. Organize writing into a logical sequence that is clear to the audience. **Storyboards, Radio Show Scripts**

Concept 3: Revising
Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)

PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)

PO 2. Add details to the draft to more effectively accomplish the purpose. **Movie Trailers, Radio Shows, Comics**

PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose. **Movie Trailers, Radio Shows**

PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style. **Movie Trailers**

*PO 5. Add **transitional words**, phrases and/or sentences to clarify meaning or enhance the writing style.* **Movie Trailers, Radio Shows**

*PO 6. Use a variety of sentence structures (i.e., **simple, compound, complex**) to improve sentence fluency in the draft.* **Radio Shows**

*PO 7. Apply appropriate tools or strategies (e.g., **peer review**, checklists, **rubrics**) to refine the draft.*

PO 8. *Use resources and reference materials to select more precise vocabulary.*

Concept 4: Editing
Editing includes proofreading and correcting the draft for conventions.

PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**
(See Strand 2)

PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**

PO 3. Apply **proofreading marks** *to indicate errors in conventions.* **Scripts for Radio Shows**

PO 4. Apply appropriate tools or strategies (e.g., **peer review***, checklists,* **rubrics***) to edit the draft.* **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**

Concept 5: Publishing
Publishing includes formatting and presenting a final product for the intended audience.

PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**

PO 2. Use margins and spacing to enhance the final product.

PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**

PO 4. Write legibly.

Strand 2: Writing Components

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are

developed by strong support and rich details. Purpose is accomplished.

PO 1. Use clear, focused ideas and details to support the topic. **Movie Trailers, Radio Shows, Comics**

PO 2. Provide content and selected details that are well-suited to audience and purpose. **Movie Trailers, Radio Shows, Comics**

PO 3. Develop a sufficient explanation or exploration of the topic. **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**

PO 4. Include ideas and details that show original perspective. **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**

Concept 2: Organization
Organization addresses the structure of the writing and integrates the central meaning and patterns

that hold the piece together.

PO 1. Use a structure that fits the type or writing (e.g., letter format, **narrative**, play, essay). **Movie Trailers, Radio Shows**
(See Strand 3)

PO 2. Develop a strong beginning or introduction that draws in the reader. **Movie Trailers, Radio Shows**

PO 3. Place details appropriately to support the **main idea**. **Movie Trailers, Radio Shows, Comics**

PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas). **Movie Trailers, Radio Shows, Poetry Portfolios**

PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).

PO 6. Create an ending that provides a sense of resolution or closure. **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**

Concept 3: Voice
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or

personal, depending on the audience and purpose.

PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience. **Movie Trailers, Radio Shows**

PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and application. **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**

PO 3. *Use language appropriate for the topic and purpose.* **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**

PO 4. *Choose appropriate voice (e.g., formal, informal, **academic discourse**) for the application.* **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**

Concept 4: Word Choice
Word choice reflects the writer's use of specific words and phrases to convey the intended message

and employs a variety of words that are functional and appropriate to the audience and purpose.

PO 1. *Use accurate, specific, powerful words that effectively convey the intended message.* **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**

PO 2. *Use words that consistently support style and type of writing.* **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**
(See R08-S2C1)

PO 3. *Use vocabulary that is original, varied, and natural.* **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**

PO 4. *Use **literal** and **figurative language** where appropriate to purpose.* **Movie Trailers, Radio Shows, Comics, Poetry Portfolios**
(See R08-S1C4-04)

Concept 5: Sentence Fluency
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and

length.

PO 1. *Write **simple**, **compound**, and **complex** sentences.*

PO 2. *Create sentences that flow together and sound natural when read aloud.* **Movie Trailers, Radio Shows**

PO 3. *Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.* **Movie Trailers, Radio Shows**

PO 4. *Use effective and natural **dialogue** when appropriate.* **Movie Trailers, Radio Shows, Comics**

Concept 6:Conventions
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

All of the products need to show a proficiency in conventions. Also, the PowerPoint review game can be used to quiz on conventions.

PO 1. Use capital letters correctly for:
- a. ***proper nouns***
  - *holidays*
  - *product names*
  - *languages*
  - *historical events*
  - *organizations*
  - *academic courses (e.g., algebra/Algebra I)*
  - *place*
  - *regional names (e.g., West Coast)*
- b. *words used as names (e.g., Grandpa, Aunt Lyn)*
- c. *literary titles (book, story, poem, play, song)*
- d. *titles*
- e. *abbreviations*
- f. ***proper adjectives***

PO 2. Use commas to correctly punctuate:
- a. *items in a series*
- b. *greetings and closings of letters*
- c. *introductory words and clauses*
- d. *direct address*
- e. ***interrupters***
- f. ***compound sentences***
- g. ***appositives***
- h. ***dialogue***

PO 3. Use quotation marks to punctuate:
- a. ***dialogue***
- b. *titles of short works (e.g., chapter, story, article, song, poem)*
- c. *exact words from sources*

PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).

PO 5. Use colons to punctuate business letter salutations.

PO 6. Use apostrophes to punctuate:
- a. *contractions*
- b. *singular possessives*
- c. *plural possessives*

PO 7. Spell high **frequency words** correctly.

PO 8. Use common spelling patterns/generalizations to spell words correctly.

*PO 9. Use **homonyms** correctly in context.*

PO 10. Use resources to spell correctly.

PO 11. Use paragraph breaks to indicate an organizational structure.

PO. 12. Use the following parts of speech correctly in **simple sentences**:
   a. nouns
   b. action/linking verbs
   c. personal pronouns
   d. adjectives
   e. adverbs
   f. conjunctions
   g. prepositions
   h. interjections

PO 13. Use subject/verb agreement in **simple, compound,** and **complex sentences**.

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

The projects described in the guidebook can be easily modified depending upon the subject matter.
Movie Trailers can become "How To" speeches and radio shows can become biographies.

Concept 1: Expressive
Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

PO 1. Write a **narrative** that includes:
   a. an engaging **plot** based on imagined or real ideas, observations, or memories of an event or experience
   b. effectively developed characters
   c. a clearly described **setting**
   d. dialogue, as appropriate
   e. **figurative language,** or descriptive words and phrases to enhance style and **tone**

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that, according to mode, employ:
   a. **figurative language**
   b. **rhythm**
   c. **dialogue**
   d. **characterization**
   e. **plot**
   f. appropriate format

Concept 2: Expository

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience.

PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.

PO 2. Write a summary based on the information gathered that include(s):
   a. *a topic sentence*
   b. *supporting details*
   c. *relevant information*
(See R08-S3C1-02)

PO 3. Write an **explanatory essay** that includes:
   a. a **thesis statement**
   b. supporting details
   c. introductory, body, and concluding paragraphs

Concept 3: Functional
Functional writing provides specific directions or information related to real-world tasks. This includes

letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific

content areas.

PO 1. Write a variety of functional texts (e.g., directions, recipes, procedures, **rubrics**, labels, posters,
graphs/tables).
(See R08-S3C2; M08-S2C1)

PO 3. Write a **friendly letter** that includes a:
   a. *heading*
   b. *salutation*
   c. *body*
   d. *closing*
   e. *signature*

PO 4. Write a formal letter that follows a conventional business letter format.

PO 5. Address an envelope for correspondence that includes:
   a. *an appropriate return address*
   b. *an appropriate recipient address*

Concept 4: Persuasive
Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and

expresses an opinion in order to convince an audience to agree with the opinion or to take a particular

action.

PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:
    a. *establishes and develops a **controlling idea***
    b. *supports arguments with detailed **evidence***
    c. *includes **persuasive techniques***
    d. *excludes irrelevant information*
    e. *attributes sources of information when appropriate*
(See R08-S3C3)

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a response to literature that:
    a. *presents several clear ideas*
    b. *supports **inferences** and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media*
    c. *relates own ideas to supporting details in a clear and logical manner*
    d. provides support adequate to the literary selection (e.g. short poem vs. novel)
(See R08-S2C1)

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The write locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes:
    a. *paraphrasing to convey ideas and details from the source*
    b. ***main idea**(s) and relevant details*
(See R08-S3C1-05, -06, -07, -08)

PO 2. Write an informational report that includes:
    a. *a focused topic*
    b. *appropriate facts and relevant details*
    c. *a logical sequence*
    d. *a concluding statement*
    e. *a list of sources used*
(See R08-S3C1-05, -06, -07, -08)

Writing Process Comics
with Microsoft Word

Lesson Outline

Comics will include:
1. A hero that has a step of the writing process in his/her name.
2. A power/ability/device that demonstrates the specific one of 6 Traits of Writing that goes with that step of the writing process.
3. Three examples of dialogue that demonstrate a knowledge of the details of that part of the writing process.

The Process

This lesson was first done with Diane Clerke's 7th grade Language Arts class to review parts of the writing process, to align the steps to the 6 Traits of Writing, and to practice effective dialogue.

Inserting Pictures

- Click on **Insert->Picture->From Clip Art**. Microsoft's Clip Art library should come up.
- Scroll through or keyword search for a picture that you like and click on the **Insert** button.

Formatting to Look Like a Comic Book

- Click on the picture in your Word document.
- To re-size, use the white squares (handlebars) to adjust the height and width.
- In your formatting palette (toolbar window), select **Wrapping->Style: Behind Text**. You'll now be able to freely drag the picture wherever you'd like.
- Comics have distinctive boxes as a part of their layout.
- With the picture still selected, in your formatting palette choose **Colors, Weights, and Fills**. Choose the solid line in the "Dashed:" option. Adjust the weight of that line to make your picture's border thicker.

Adding Dialogue

- To add dialogue, in your formatting palette select **Add Objects**. Click on the tab with the green square and the yellow circle (the AutoShapes).
- Click and drag whatever object you want onto the page.
- Use the **Insert->Text Box** to have greater control where text goes. Click where you want the text box to go. Start typing. When you're done, you can re-size and move your text box.
- You can also add WordArt/Text Shapes (the shiny 'W' in **Add Objects**) to give your comic that extra BAM/KAPOW!
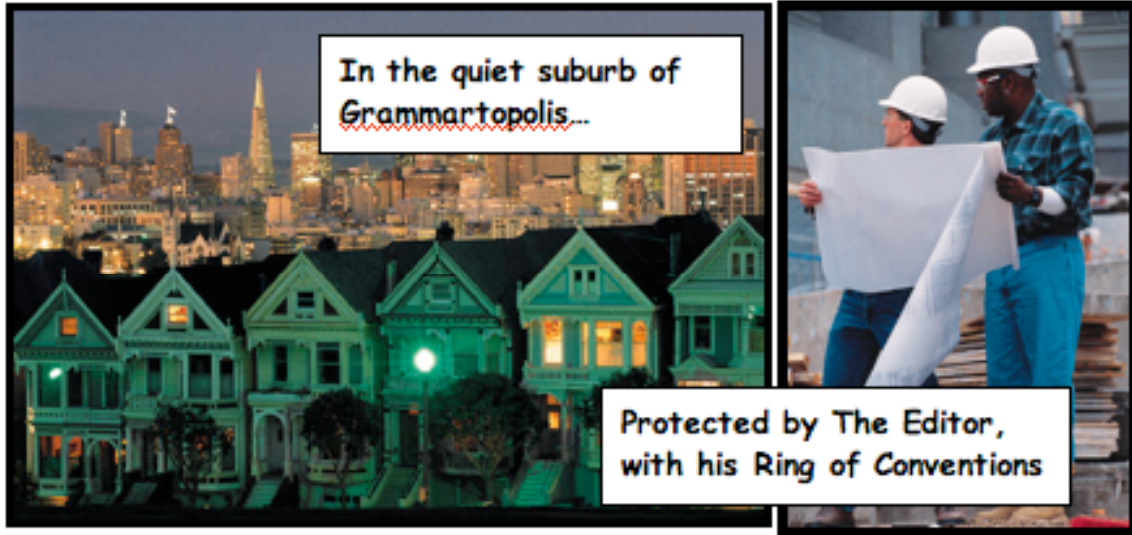
Poetry Portfolio
with PowerPoint

Students enjoyed this way of sharing their poems. Depending on the amount of poems that students write in a semester, you may have them choose their best ten poems to present. Another variation that we've done is using iMovie for presenting poems, using text titles for different parts of the poems set to music. Check out the *Movie Trailers using iMovie* section of this guidebook for more ideas.

Lesson Outline
1. Students write poetry rough drafts throughout the semester in a writer's notebook.
2. Students turn the poems into a PowerPoint presentation.

Getting Started
- Open Microsoft PowerPoint and create a Blank Presentation document.
- On the left is your presentation outline.
- On the right is your formatting palette (toolbar window). If the palette is not there, click on **View->Formatting Palette** or **View->Task Pane** depending on the version of Office that you have.
- In the middle is your work area.

Typing the Poems
- You will see a default title and subtitle that can be filled in. Students type in the name of their portfolio (example: Musings of a Librarian) in the "Click to add title" part.
- Students type in the subtitle their name, the date, teacher name, and class period.
- We'll worry about formatting later. Right now we need more content.
- Click on **Insert->New Slide**.
- In the formatting palette section, there are default slide layouts. The default title will work, but others may fit your assignment better. If you click on a slide in your outline on the left, you can select just that slide and then change the layout of just that slide.
- In this second slide students type their first poem. When I teach this, I have the students type their poems first before moving on to the formatting.

Formatting the Slides
- In the bottom right of your formatting palette, you should see squares of different colors and designs. If you click on a slide in your outline and then click on a design, it will change the background, font, and color scheme of your slide.
- You can also change the background by clicking on **Format->Background**. There's a dropdown menu that appears in a new window. You can select new colors or even new fill effects.
- If you click on **Fill Effects** you can select different gradients. You can also select a picture from a file saved to your computer.

Troubleshooting PowerPoint

- **I want my slides in a different order/I have slides I don't want.** In the bottom left of your PowerPoint screen there is a group of tiny icons. There's a projector screen icon and a four squares icon. Click on the four squares icon. You can now drag slides where you want them to go. You can also click on an unwanted slide and press **delete** to get rid of it.

Review Games
with PowerPoint

I did this lesson with my 8th grade Language Arts students to review grammar. It can be modified to make a review game for any topic. The big issue with this project is to make sure you keep track of which slides link to other slides.

Lesson Outline
1. Students create sentences to correct for punctuation and grammar.
2. Students turn the sentences into a PowerPoint with links for right and wrong answers.

The Process
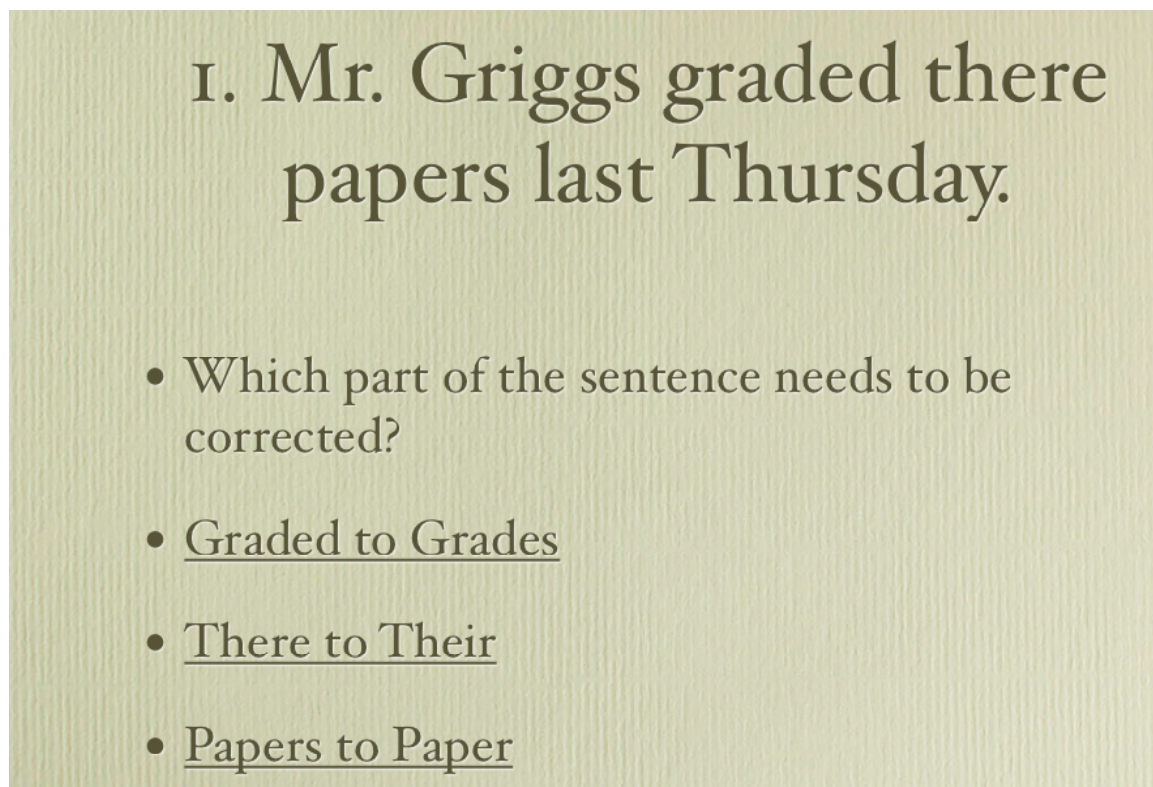
By the end, you'll have slides with sentences and multiple choice answers on them. The answers then link to other slides to give users feedback if their answers are right or not.

- Open PowerPoint to your default title slide.
- On the first slide students type in their name of the game, their name, and the class hour.
- To create the next slide, click on **Insert->New Slide**.
- Students can then type their question in the top section and type their multiple choice questions in the bottom section.

Let's use the sample:

1. Mr. Griggs graded there papers last Thursday.
Which part of the sentence needs to be corrected?
Graded to Grades
There to Their
Papers to Paper

- We need a new slide for when a student chooses the wrong answer. Click on **Insert->New Slide**.
- On this new slide, type: "Wrong. Please try again." This will be if students click on *Graded to Grades* or *Papers to Paper*.
- We should have three slides so far:
  Slide 1 – Main Title Slide
  Slide 2 – The first question
  Slide 3 – Wrong answer result
- In your presentation outline on the left-hand side, click on Slide 2.
- Now that we are back on the question slide, highlight one of the wrong answers. Let's use *Graded to Grades*.
- To create a link to Slide 3 (wrong answer result), with the wrong answer highlighted click on **Insert->Hyperlink**.
- You now have a lot of choices that will make more sense if we take it step by step.
- We want to link to a place inside this document. (We could link to outside sites if we wanted.)
- Click on **Place in this Document**.
- Now select **Slide 3** in this menu and click on **Ok**.
- You can preview this to see if it worked. Click on **Slide Show->View Show**. You should now see a fullscreen version of Slide 2 with one of the wrong answers underlined to show that it's a hyperlink. Click on the wrong answer and it should take you to Slide 3, the wrong answer result.
- We want students to be able to try again. On Slide 3, highlight *Please try again.* and click on **Insert->Hyperlink** to a **Place in this Document.** Connect it back to Slide 2 using the instructions above.
- Link the other wrong answers in Slide 2 to Slide 3.
- While Slide 3 is selected, click on **Insert->New Slide**.
- Here you can create your next question on Slide 4.
- Go back to your first question (Slide 2). Highlight the correct answer and insert a hyperlink to Slide 4.
- Your project flow should now be:
  Slide 1 – Title Slide
  Slide 2 – First Question – If students click on the wrong answer, it takes them to Slide 3. If the right answer is clicked, they are taken to the next question (Slide 4).
  Slide 3 – Students get a message that they clicked on the wrong answer and get a hyperlink back to Slide 2.
  Slide 4 – Second Question – If students clicked on the right answer on Slide 2, they are hyperlinked to Slide 4 where a new set of right and wrong answers will need to be linked to new slides.

- If you want students to start from the beginning for getting a wrong answer, link every wrong answer back to Slide 3. If you want them to immediately retry the question you'll need to create a new wrong result page on Slide 5.

Which slide went where?

When clicked on, the four square icon gives you a visual storyboard of what your slides look like, organized by number. It makes it easier to keep track of which slides involve questions and which ones are the wrong answer result pages.

Podcasts/Radio Shows
with GarageBand

Lesson Outline

1. Students read a class novel.
2. Students create a recording script in a group of 2-4 people.
3. Students record what they have written.
4. Students upload the podcast episode to a Virtual Classroom or other site.

The Process

The following is from a <u>Great Expectations</u> podcast first done by Cheryl Redfield at HJHS. She had her students discussing character traits, key thematic elements, and general book discussions about their class novel.

Students record what they wrote

- Click on **New Podcast Episode**

- Save the file with the project name (Example: GE Radio) and then your group number. Don't put your last name on it since it may go across the Internet. For our network, make sure to save to the **Shared** folder.
- The default set up should work with the podcast artwork track, male voice track, female voice track, jingles, and radio sounds.

- If you will have more than one voice from each gender, you can add more tracks by clicking on the menu at the top with **Track** and then **New Track**. Make it a **Real Instrument**, select **Vocals**, and then the appropriate speech filter.
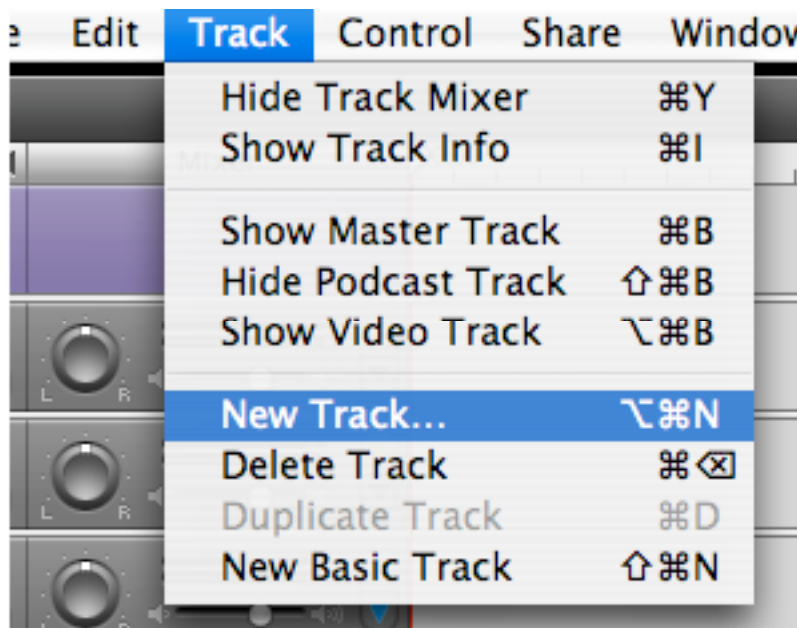
- Click on the Female (or Male) Voice Track. Click on the big red circle at the bottom of the screen to start recording. Get your content recorded first. Fancy jingles and zingers only go so far.
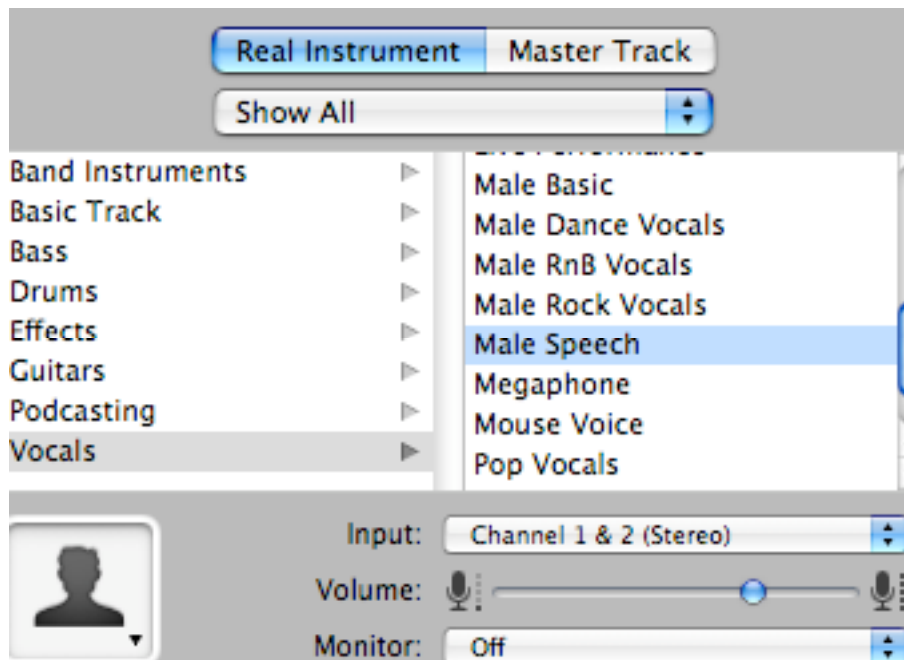
- As you perform, make sure to watch the audio levels to not "go hot" and crackle your voice. Keep the levels out of the red!

- Now click on the Jingles. Click on the Blue Eye in the bottom left of the window.
- Click on Jingles underneath the eye to then expand to different samples. Click on a theme song that fits your project.
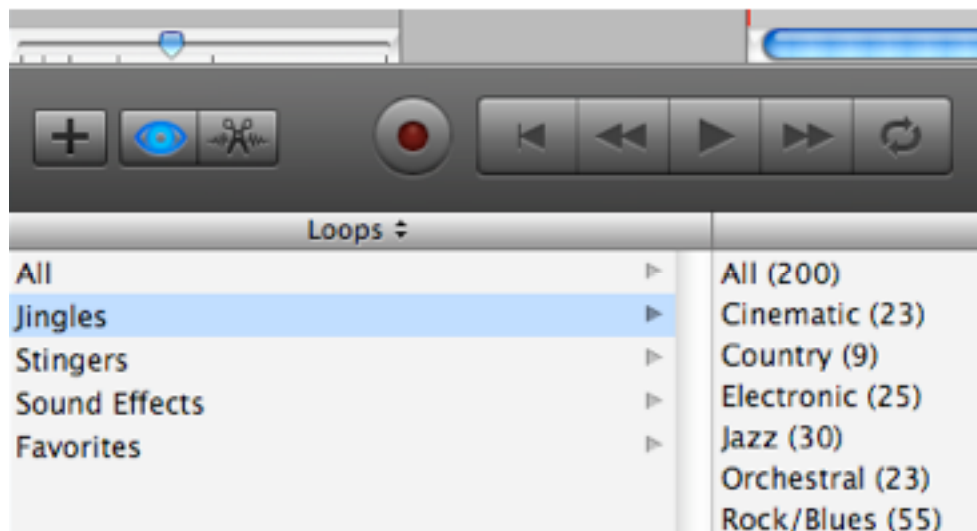
- Drag the jingle name onto the Jingles Track in your workspace.

- Hover your mouse on the end of the jingle. It will turn to a bar with an arrow. You can now click and drag to extend the length of the clip to match your podcast length.
- Click on Radio Sounds. Make sure the Blue Eye is selected so you can find a stinger/sound effect to appropriately match or emphasize what you are talking about.
- Click and drag any audio clip to move it where it best fits.
- If you want to trim any clip, click on the clip to select it, move your timeline marker at the top to match where you want to cut. At the top menu, select **Edit** and then **Split**. Now click on the chunk that you don't want and press **delete**.
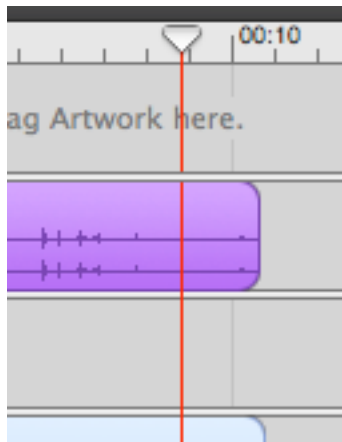
- Sometimes, if you have trouble selecting an audio clip, click on the gray part of the control panel to deselect everything and then click on your target clip.
- Move your purple triangle to the end of your podcast. If there is a lot of space between the end of the podcast and your purple triangle, there will be dead air when you export your podcast. *(I ruined many a podcast before I realized that. I pass on the experiential wisdom to you.)*
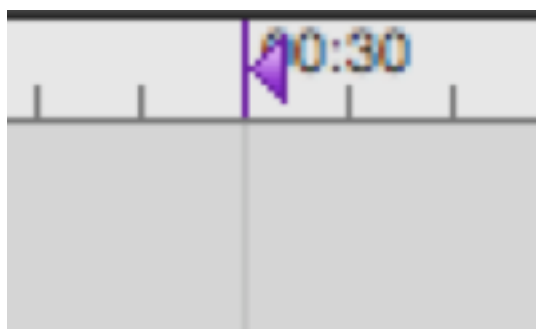
- For the photos: These are going to be published online. Make sure that the photos you choose are yours, stock photo, or open license. You can't just go steal photos from Google Images anymore.
- If any of the audio is too loud, you can adjust the individual track levels, measured in decibels. You can also adjust whether the track is in stereo or will come out of the left or right speaker. *(Which is really quite cool when you think about iPod headphones.)*

- Underneath the track/instrument name there's a triangle pointing down. If you click on it, it will reveal a line where you can adjust points on the track's volume. This allows you to have greater control of fades and balancing.

- The plus button in the bottom left (next to the Blue Eye) is a shortcut to add more tracks.

Students upload the podcast episode to a Virtual Classroom or other site

- In your GarageBand project, click on **Share** (in your top menu) and then **Export podcast to disk**. Remember where you save it, because you'll need to browse for the file later. (Sharing to iTunes doesn't send it to the iTunes Store. It only sends it to your personal iTunes, but you can build a playlist of your files and burn a CD.)
- Go to the podcasting virtual classroom with the teacher-provided URL.
- Log in with the same user name and password that you use to get onto the computers at school.
- If this is your first time visiting the virtual classroom, fill in the required profile information.
- Type in the enrollment key that you got from your teacher and click on the **Enroll Me** button.
- On the virtual classroom's main page, click on the link for your specific hour.

- This represents a student-made database of podcast files.

- Click on **Add Entry**.

- Type in your podcast title and a short description.
- At the bottom of the screen is a place to upload the actual podcast file. **Browse** for the file and then make sure to **Save and view**.

- Now you can view other groups' podcasts.

Podcasts/Radio Shows
with Audacity

Lesson Outline
1. Students read a class novel.
2. Students create a recording script in a group of 2-4 people.
3. Students record what they have written.
4. Students upload the podcast episode to a Virtual Classroom or other site.

The Process
Our first podcast at HJHS was done by Cheryl Redfield about <u>Great Expectations</u>. She had her students discussing character traits, key thematic elements, and general book discussions about their class novel. We used GarageBand, but if you can't get GarageBand on your computer, Audacity is good for a free, open source alternative.

Students record what they wrote
- Before starting the program you'll have to make sure that you have a microphone plugged in. (Most Windows machines do not have microphones built in.) You'll also need to check in the Control Panel to see if your audio settings are correct. Double click on the speaker icon in your taskbar to open up your volume settings. Make sure that the Mic or Line In is not muted.
- Open Audacity.
- If this is your first time running Audacity, choose the language that you want to work with.
- In your preferences, click on the **Audio I/O** tab.

- If you're using this on a Mac, it has a built-in microphone that's already set up. For Windows machines, you'll need to select **Line In**. Check that your microphone is plugged into your soundcard. It's usually the pink input in your soundcard on the back or front of your CPU tower.
- When you first open Audacity you are presented with controls at the top of your screen and a workspace at the bottom.
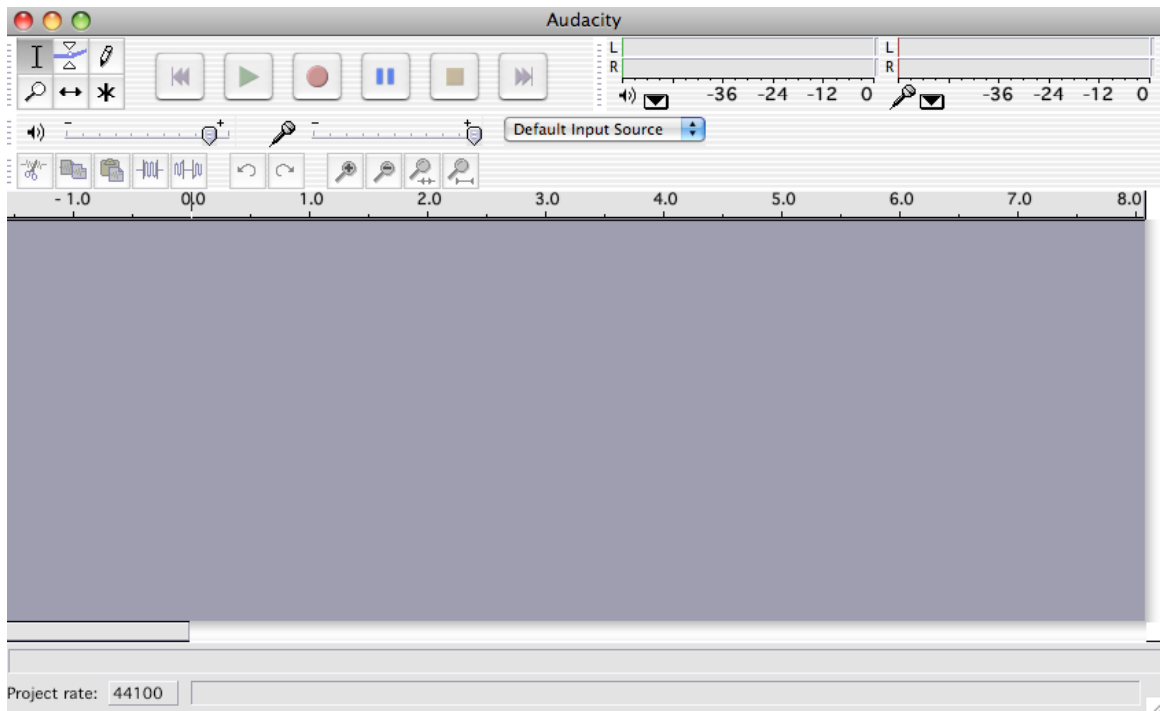
- For the first person who will talk, click on the red button to record and then start talking.
- Audacity creates a new track every time you click on the red button.
- If there are parts that you don't want, like dead air or a mess up, highlight the part that you don't want and click on the scissors icon to cut it.
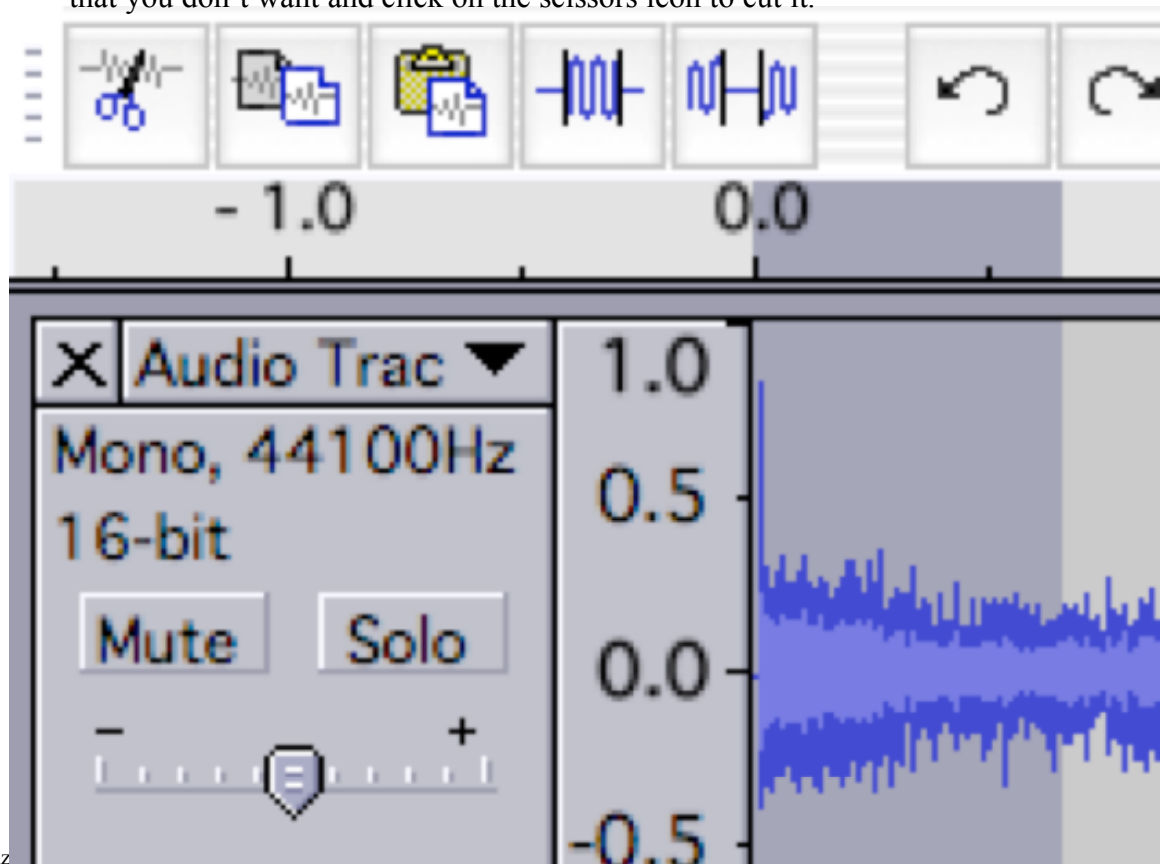
- If there's a part of your recording that is too loud, you can use the envelope tool to adjust different volume levels.
- To use the envelope tool, click on the two white triangles pointing towards each other in your tool palette (where the *I bar* and the pencil are).

- Every time that you click on your audio track using the envelope tool, it creates two white dots where you can adjust the volume level.
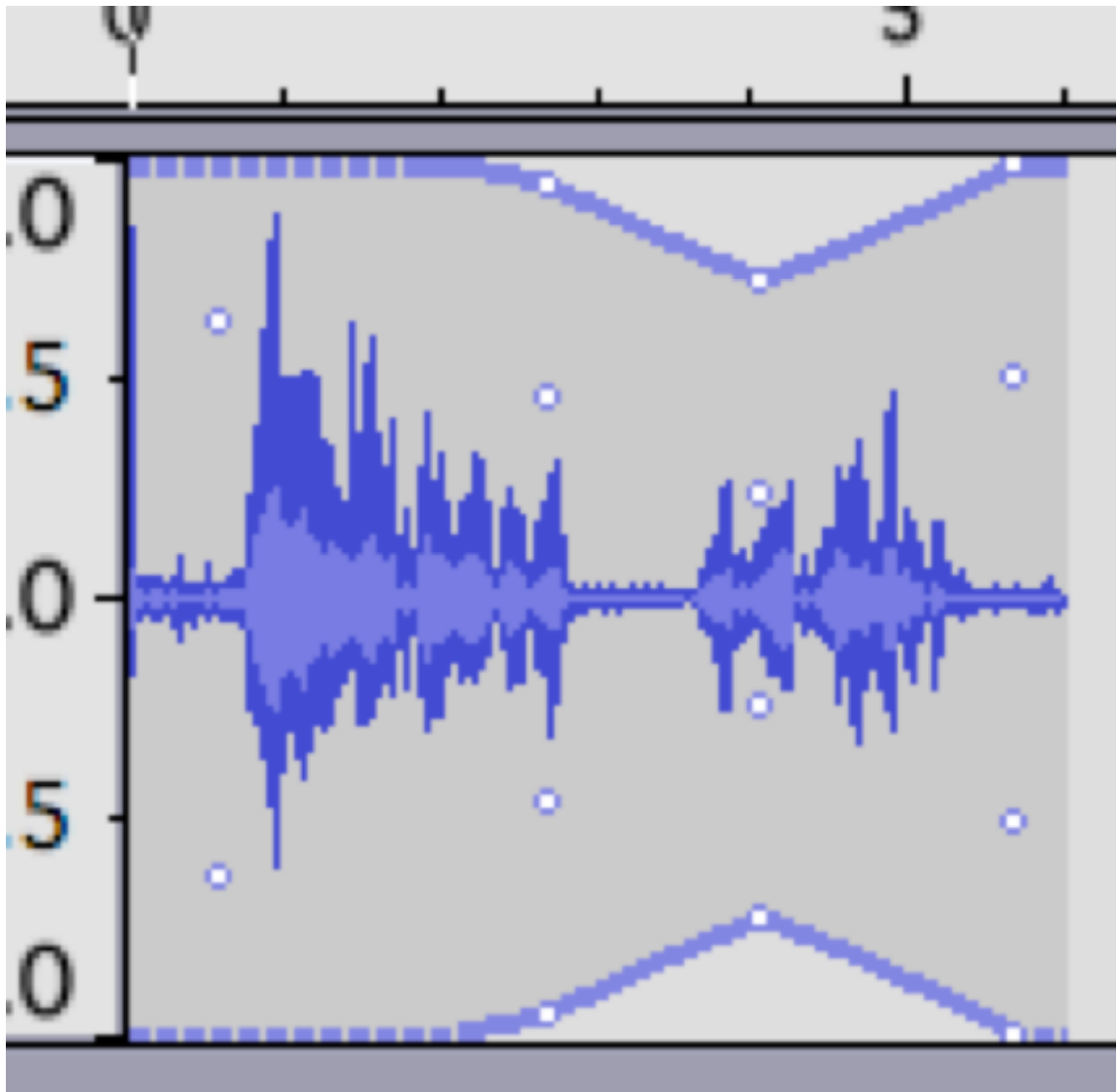
- You can then click and drag the white dots to adjust track volumes on certain sections.
- You can also adjust fades in and out by highlighting a section and clicking on **Effects->Fade In** or **Fade Out**.

- Each person can record their part using the red record button.
- You can shift where the audio goes by using the time shift tool.

- With the time shift tool selected, click and drag audio to where you want it to go.
- You can add effects (e.g. echo, boost the bass, etc.) to the audio tracks. Highlight the track using the *I bar* and then click on **Effect**. Choose from a list of effects how to best modify your audio track.

Unlike GarageBand, Audacity does not come with sample tracks and loops to be used freely. Audacity can import other audio files, but make sure that you are within the RIAA's requirements for copyright. Check with your librarian/media specialist for current fair use requirements.

- When you are ready to publish, select **Export** and then the file type that you want. If you want to put it online, it needs to be MP3 for smaller file size. The person who installed Audacity on your server needs to also make sure that the libmp3lame.dylib file is linked properly to Audacity. You can export as WAV, but the file may be large depending upon the length of the project. It can still be brought into iTunes or Windows Media Player to be burned onto a CD.

Movie Trailers
with iMovie '06

Lesson Outline

1. Students read a novel as a group.
2. Students create a storyboard detailing shots that they will film.
3. Students film based on their storyboards.
4. Students import what they film into the computer.
5. Students edit their footage and add titles/transitions on the computer.
6. Students export their final copy and the teacher/librarian makes a class DVD.

The Process

- Storyboard

Shot #:_____ of _____
Audio:_____
Description:_____
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Shot #:_____ of _____
Audio:_____
Description:_____
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Shot #:_____ of _____
Audio:_____
Description:_____
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Shot #:_____ of _____
Audio:_____
Description:_____
_____

Students import what they filmed

- Find on the camera where the cables plug in.

Audio/Video is your traditional red, white, yellow component cables to plug into a VCR.

VCR Method

If you were to do this method, make sure that the VCR is on the right input channel (INPUT 2 in the example). Press record on the VCR and play on the videocamera. This is if you filmed something from start to finish that you don't need to fine-tune.

Digital Method

For our movie trailers, we want our students to experience polishing their work through the editing process. We're going to use a firewire cable (that's just the name of it; it's different than the red, white, yellow cables or a USB cord) to plug the camera into the computer.

- Plug the small end of the firewire into the DV port on your camera.
- Plug the larger end of the firewire into the side/back of your computer. (The icon that marks where you'll plug it in resembles the Flux Capacitor from *Back to the Future*.)

- Click on the iMovie HD icon in the dock. **Create a New Project.**
- Name it with the assignment name, your class period, and your last name. (Example: 'trailer-4th-griggs'). Save it to the hard drive by selecting **Macintosh HD->Users->Shared** and then click **Save**

> **IMPORTANT!** We save to the hard drive of the computer because video projects take up a lot of space. We don't want to bog down school servers with huge files, so we store them locally. The only downside is that students must sit at that computer for the duration of the project (since the file is saved on the physical hard drive of the computer).

- Turn your videocamera on to VCR mode. (This will look different for each camera.)
- iMovie should recognize that your camera is connected. A blue screen will pop up saying that your camera is connected. (If it doesn't, try turning the camera on and off, checking the connection on the firewire, or restarting iMovie.)
- Make sure that iMovie is in importing mode. The slider will be flipped to the camera icon.
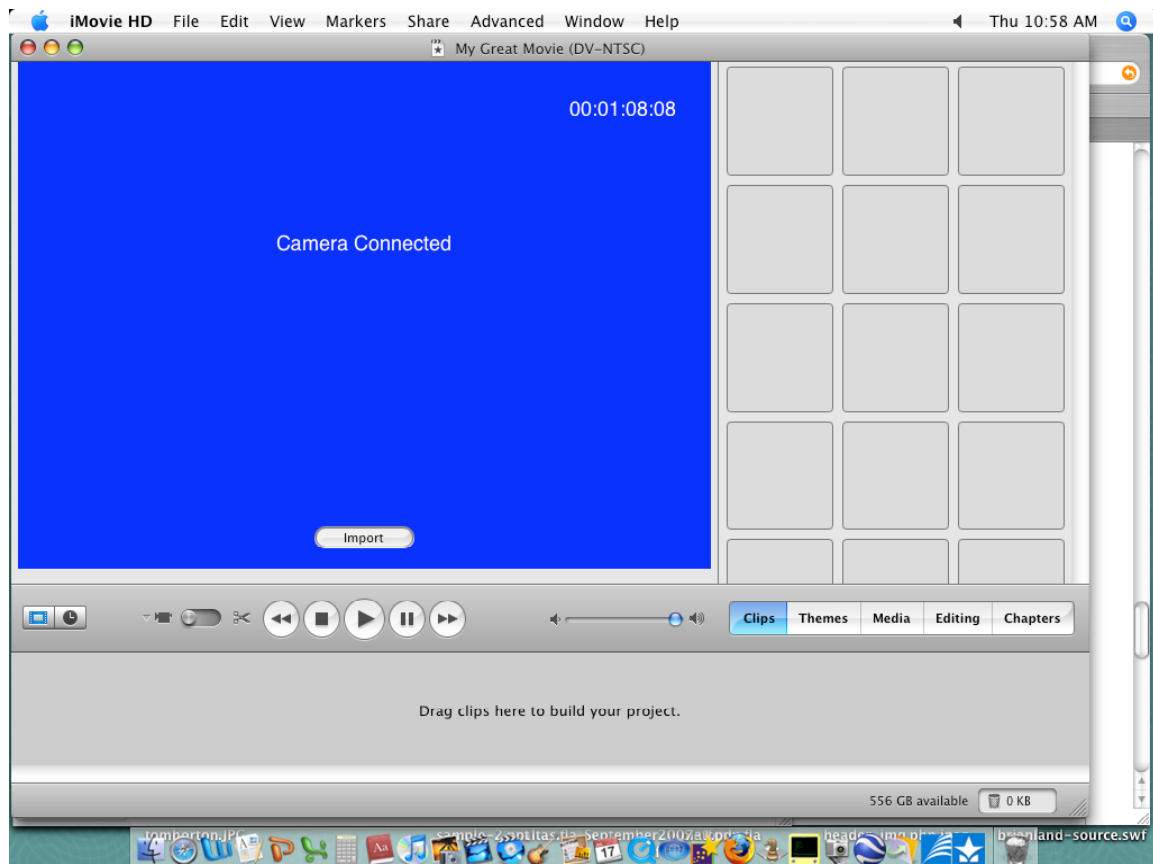
What you're looking at: The top left is your preview area, top right are your 'on deck' clips, and at the bottom is your project timeline/work area.

- Click on the play button in iMovie to make sure that the tape is where you need it. (Click on and hold the rewind or fast forward buttons in iMovie to search through your tape quickly.)
- Click on **Import** to start recording from the camera onto the computer.
- Don't touch the computer while your footage is playing or you may create jumps in your footage.
- Once the footage is done, click **Import** to stop the import.
- Save your project! You don't want to have to re-import footage.

Students edit their footage and add titles/transitions on the computer

Lesson planning tip: Capturing/importing footage is a lengthy process. While one group transfers footage, other groups can work on their titles. The beauty of digital is that they can work on different sections and then re-organize how they best see fit.

- Click on **Editing** just below the clips in your workspace. Then click on **Titles** to add your text.
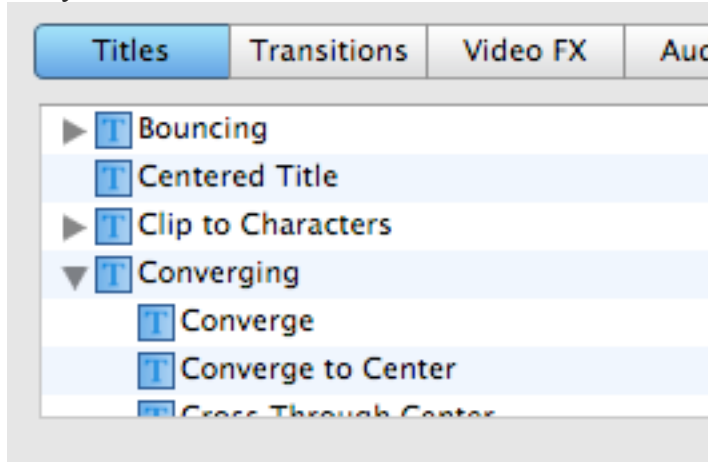

- Click on a title style that you like. 'Centered Title' is my favorite.
- Make sure that your text is big enough to read on our TVs. You will probably need to split up your sentences into smaller phrases.
- Type single words as titles for emphasis.
- You can use the slide to adjust how many seconds the animation takes and how long it pauses.
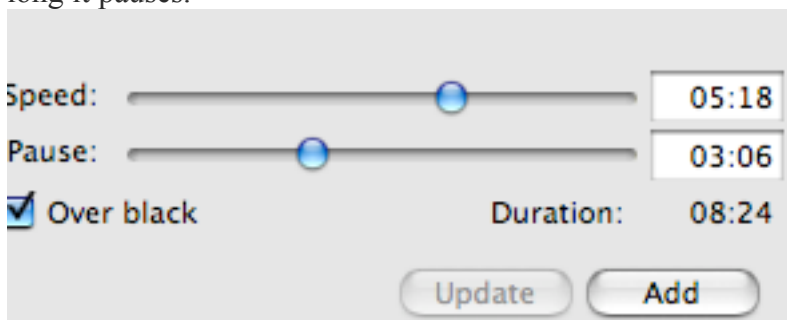
- Click **Add** to put the title onto your work area.
- For pictures, drag your image from the desktop/documents onto the timeline/clip view.
- To change the animation, click on the photo to select it. Click on **Media->Photos** and then **Show Photo Settings**

- With the Ken Burns Effect on, the photo will slide in/zoom out in many different ways. Drag the top slide bar to zoom in and out. Drag the bottom one to make the animation speed up or slow down.
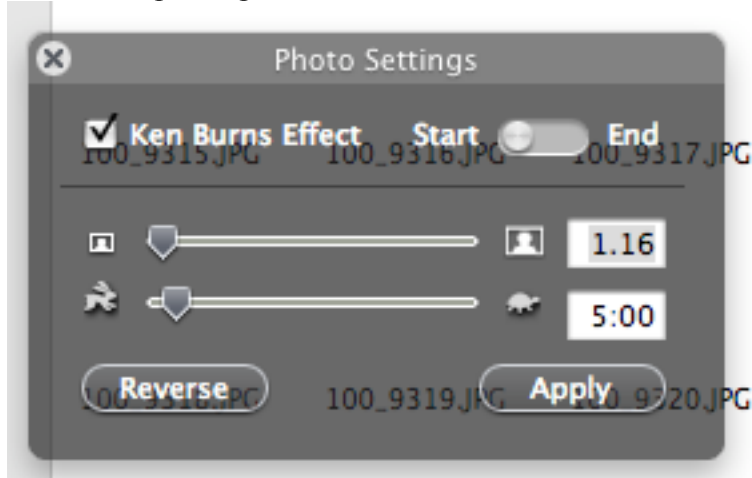

- Your Preview bar has its own animation timeline. Click on the animation timeline to select which place to zoom in.
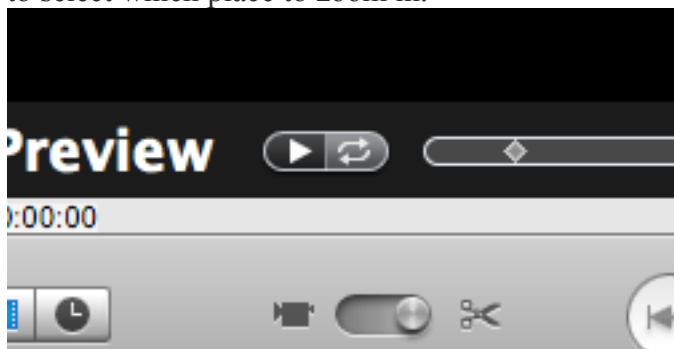

- The hand lets you control the position of the photo. Click on the picture and drag to move the camera's focus.
- To add sound, make sure that you are in the project's timeline mode first. Click on the clock to switch from clip mode to timeline mode.
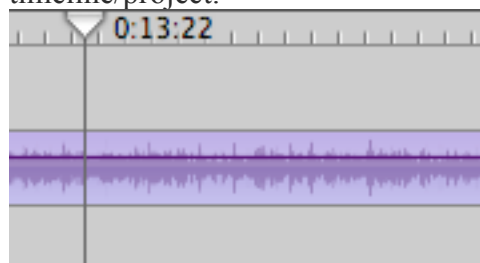
- Click on **Audio** to view your iTunes library, GarageBand songs, and Skywalker sound effects.
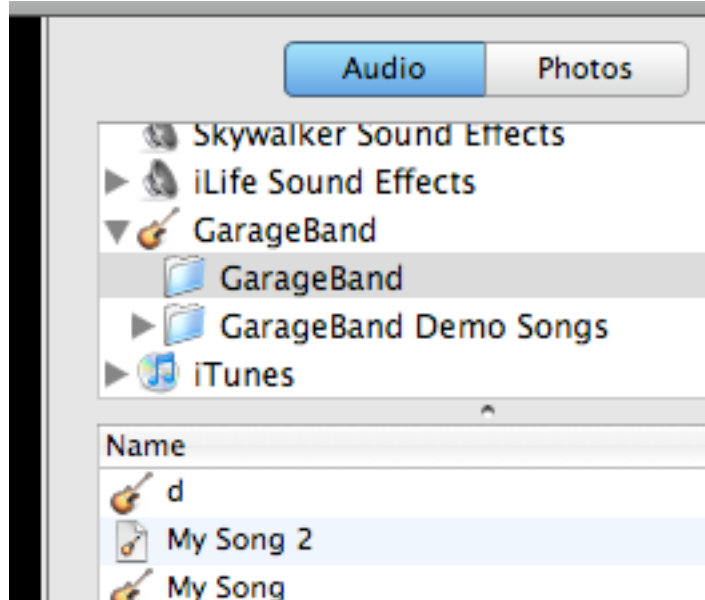
- Click on a song and drag it to the second line in the timeline.
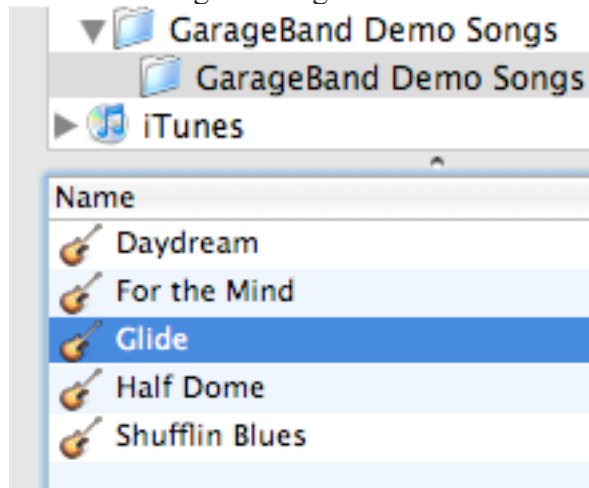
- Click on the triangle/playhead and drag it to go to different parts of the timeline/project.

- The thin purple line represents the clip's volume. Drag it down to bring down the volume. You can make multiple points on the purple line to have greater control of the fade. (If you don't have the thin purple line, click on **View->Show Clip Volume Levels**.)

- To shorten a clip, click on it to highlight it, move the triangle to where you want to cut it, select from the top menu **Edit->Split Clip** to make the cut.
- Click off of the clips to deselect both, then click back on the clip that you don't want. Press the **delete** key to get rid of it.
- Click on **Editing->Transitions** or **Editing->Video FX** to make your presentation more professional. With transitions, make sure that if it's supposed to involve two clips that both clips are selected. (If it won't let you add the transition, that may be your problem.)

Students export their final copy and the teacher/librarian makes a class DVD

- Click on **Share->Quicktime.** Change it to **Full Quality.** (Full quality for a DVD. If you want to put the video onto a CD for playback only on a computer or if you want to share online, select those compression types. The downside is that the video resolution is smaller, resulting in grainy, YouTube-type quality.)
- When students save, make sure that they save to the **Users->Shared** folder so that their student account disk quota is not being used up.

Movie Trailers
with Windows Movie Maker 5.1

Lesson Outline
1. Students read a novel as a group.
2. Students create a storyboard detailing shots that they will film.
3. Students film based on their storyboards.
4. Students import what they film into the computer.
5. Students edit their footage and add titles/transitions on the computer.
6. Students export their final copy and the teacher/librarian makes a class DVD.

The Process
- Storyboard

Shot #:_____ of _____
Audio:_____
Description:_____
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Shot #:_____ of _____
Audio:_____
Description:_____
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Shot #:_____ of _____
Audio:_____
Description:_____
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Shot #:_____ of _____
Audio:_____
Description:_____
_____
_____

Students import what they filmed

- Find on the camera where the cables plug in.

Audio/Video is your traditional red, white, yellow component cables to plug into a VCR.

VCR Method

If you were to do this method, make sure that the VCR is on the right input channel (INPUT 2 in the example). Press record on the VCR and play on the videocamera. This is if you filmed something from start to finish that you don't need to fine-tune.

Digital Method

For our movie trailers, we want our students to experience polishing their work through the editing process. We're going to use a firewire cable (that's just the name of it; it's different than the red, white, yellow cables or a USB cord) to plug the camera into the computer.

- Plug the small end of the firewire into the DV port on your camera.
- Plug the larger end of the firewire into the side/back of your computer. (The icon that marks where you'll plug it in resembles the Flux Capacitor from *Back to the Future*.)
- Open Movie Maker
- On the left you should see a list of movie tasks, on the right is a black area that is your preview section, and at the bottom you have your workspace. For right now make sure that it is set to Storyboard. If it's a timeline, click on **Show Storyboard**.
- We need to capture video to the computer. Click on **Capture from video device**.
- Movie Maker will ask you what you want to name your captured video and where you want to save your captured video. Name it something that describes the scene of footage you are importing. When saving video, make sure that you save to a location that has plenty of space (greater than 5 GB for larger projects) and that you have access to.
- Click **Next**.
- Choose the video quality you want to save as. DVD quality would best be saved as DV-AVI. The default "Best quality for playback on my computer" is if you

will only display it on your computer screen. It will be at lower video resolution and will look chunky as you enlarge the picture.
- Click **Next**.
- Leave "Create clips" checked. Don't worry about capture time limit unless you have space limitations.
- Click on **Start Capture**.
- Let it play through your footage, saving it to the computer.
- Click on **Stop Capture** at the end of your footage.
- Click on **Finish**.

> **My footage stopped before I was ready!**
> Check how much estimated disk space is available. If it is in the megabytes (MB), you may need to choose a new place to capture your footage when Movie Maker asked you where to save your captured footage.

- Once you've captured your different scenes, you can click on **Finish**.

Students edit their footage and add titles/transitions on the computer

- Your scenes should now appear in the collection in the middle of your screen.
- Drag a scene to a storyboard square.
- On the right, in your preview section, you should see your clip. If not, click on the storyboard square that your scene occupies.
- In your preview you can move the playhead scrollbar to scroll through your scene.
- If you have parts that you want to cut, scroll the scrollbar to where you want to cut the footage. Click on the button with the dotted line in-between two clip icons. (The button should be next to the camera icon.)
- When you split clips, they occupy the next storyboard square. Click on unwanted clips in the storyboard and press **Delete** to get rid of them.
- You can add transitions between your clips click on **Edit Movie** in your Movie Task section and then click on **View video transitions**.
- Drag a transition to the tinier square in-between storyboard squares.
- You can add titles by clicking on **Make titles or credits**.
- You have the option of adding titles before, after, or on clips. You can even tack on titles at the very beginning or very end of the movie. Click on the appropriate clip in the storyboard and then click on what type of title that you want to make.

Students export their final copy and the teacher/librarian makes a class DVD

- Click on **Finish Movie** in the Movie Tasks section.
- Make sure that you click on **Save to my computer**. Don't worry about the other options unless you'll be using an LCD projector to play straight from the computer.
- Choose where to save the final copy of the video project.
- Click **Next**.
- Click on **Other settings** and choose **DV-AVI(NTSC)** for best quality for DVD playback.
- Click **Next**. Movie Maker will now save your project.

Creating a DVD for Classroom Playback

Now that you have a video that works well for showing off student work or for illustrating a certain performance objective, you now need to be able to show it off in class. One way is to hook up an LCD projector to your computer, but sometimes there's not one available. You can make a DVD for playback and archiving through the years.

With iDVD

- Locate where your video project is saved.
- In iMovie you can share to iDVD, but sometimes you want more than one video file on a DVD. A single-layer DVD-R can hold 4GB worth of information (roughly two hours of film footage).
- Open up iDVD and create a new project. When you choose where to save it, save your DVD project to **Macintosh HD->Users->Shared**. It's going to be a big file and we don't want to slow down the server.

Widescreen DVD Fun

For most instances, you will be authoring a 4:3 aspect ratio project. This is approximately the size of a standard, fullscreen TV set for a school.

But what if you have a widescreen TV and want to have some fun?

Choose 16:9 for widescreen. This really adds a spark to classroom dramas and productions. Read more in the *Advanced iMovie* section.

- Drag your movie file into the left-hand preview section of iDVD. (You'll see a green circle with a plus inside of it when you can drop your file into the DVD project.)

- Your movie filename should be displayed. You can add multiple movie files to one menu.
- You can change themes/appearances by clicking on them in the menu on the right side of your screen. Make sure to keep the aspect ratio when it asks.
- You can rename the movie name and menu name by clicking once on the text and typing in the new names. (If you double click it'll activate whatever you click on. Double click on the movie and it will start playing.)
- Want to make a scene selection menu? Single click on your movie file. Then click on **Advanced->Create Chapter Markers** to choose the intervals of your chapters.

More control over chapter markers

For the longest time I thought iDVD only did the automatic chapter intervals. But what if I want to jump to the start of the next group's presentation? In iMovie you can add chapter markers that iDVD will honor. Read more in the *Advanced iMovie* section.

- Drop Zones are places where you can drag pictures or short movies into them to add some style and establish mood.
- You can preview what your project would look like playing in a DVD player by clicking on the play button. The buttons on the right simulate a DVD player's remote control.
- If everything is how you like it, click on the burn icon (next to the play button). It will render/encode all of the frames and then write the disc. I would recommend not trying to run any other processes on the computer so there are no permanent jumps in the disc that you are creating. Depending on the length of the project and the speed of your computer, it may take a bit of time.

Troubleshooting iDVD

- **It says my project is too big for the disc.** Click on **Project->Project Info** and change the encoding from **Professional Quality** to **Best Performance**.
- **I have more video clips than can fit on the menu.** Click on **Project->Insert Submenu** to add a new submenu. Single click on it to change it from the default name to something like "Next". Double click on it and it will take you to the new submenu. Now you can drag more movie files over.
- **My computer doesn't have a DVD burner/Super Drive!** Two options:
  1. Bring in an external DVD burner from the front office/computer/industrial tech class.
  2. Or you can instead save it as a disc image. Then you can burn the disc image on any computer with a burner using a program called Disk Utility. The benefit of a disc image is that once it's encoded and saved, the disc image (the file ends in a .img or .dmg) is the only file you need to transport. With iDVD projects, you need to make sure your video files stay in the same place so there isn't a broken link.

- **My DVD looks like it's cutting off a significant part of my movie frame.**
  Make sure that your DVD project was 4:3 or turn off the pan and scan option
  (different options for different DVD players) to see more of the picture on the
  screen.

# Advanced iMovie

Creating Chapter Markers for iDVD
- In clip view, click on the clip that you want the DVD chapter to start on. Click on
  Marker->Add Chapter Marker .
- In your timeline (the clock view) you can move the playhead (the triangle) to the
  exact spot where you want a DVD chapter marker.

Removing audio from a video clip
- Click on the video clip that you want to strip of audio. Click on **Advanced->
  Extract Audio**. This will separate the audio from the video. The video remains on
  the top track but the bottom two tracks are audio. You can now click on the audio
  clip and delete it or split the audio clip (**Edit->Split Audio Clip**) to trim out just
  one bad part of the audio (like if a plane is flying overhead).
- You can have two layers of audio to mix sound effects, voice-overs, and
  soundtracks. You can do voice-overs by clicking on **Media->Audio** and then
 clicking on the red record button.

Organizing Writing
with Inspiration

As a Graphic Organizer
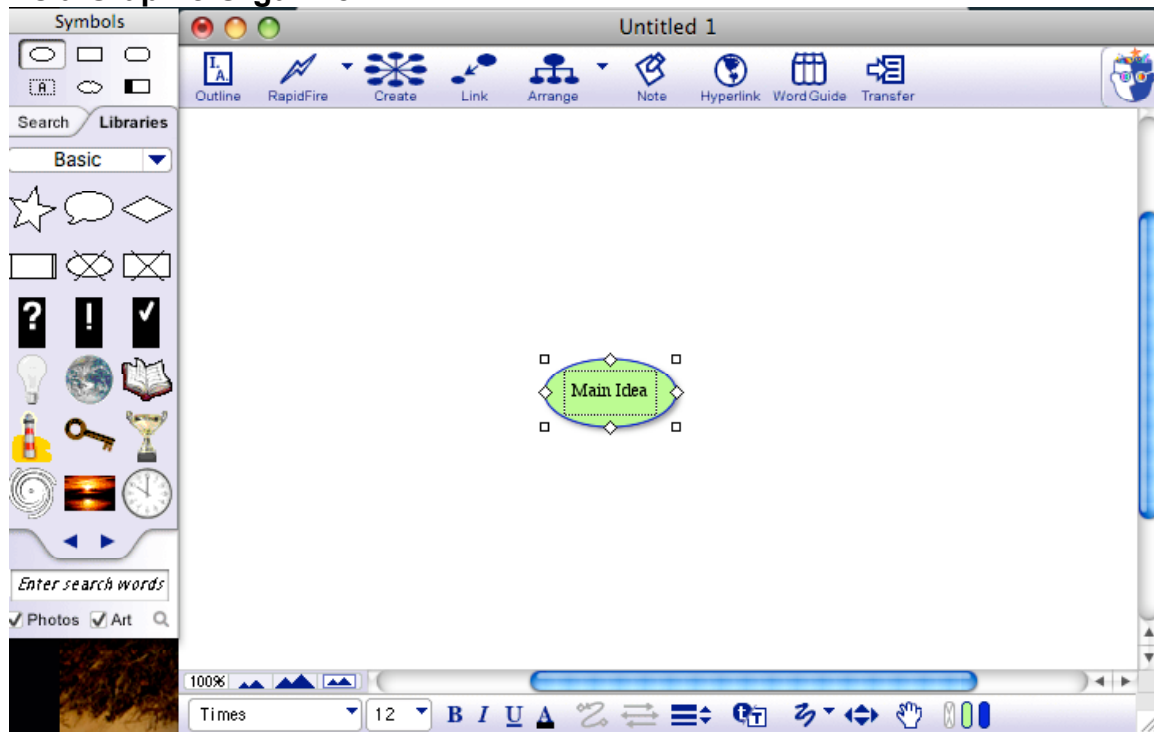
- When you open Inspiration (the icon with the yellow star on it), you are presented with the default document and a green circle in the middle. This green circle is your main idea that you'll be writing about.
- Let's say that you're going to be writing about the Pillars of Character demonstrated by Mr. Frank in the dramatized version of <u>The Diary of Anne Frank</u>: Trustworthiness, Fairness, and Caring.
- Double click on the words "Main Idea". Change them to "Mr. Frank's Pillars of Character".
- We need to branch off now with his different Pillars. You can choose which way to branch off for each Pillar. Click on the **Create** button that branches off to the bottom-left.
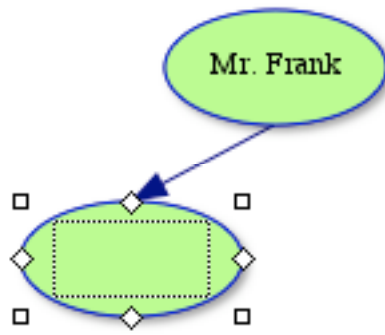
- You should now have two green circles, "Mr. Frank's Pillars of Character" with an arrow pointing to a new circle.
- In the new circle type "Trustworthiness".
- Select the "Mr. Frank" circle again. You'll know it's selected by the white handlebars that are around it.
- Branch off with the "Fairness" circle by click on the **Create** button with the circle pointing down.
- Select the "Mr. Frank" circle and then click on the **Create** button branching to the bottom-right. Change the text inside the green circle to "Caring".
- From here you can now branch off with your supporting details that give evidence for each Pillar of Character. Make sure that the specific Pillar circle is selected before you branch off with evidence about that Pillar.
- To speed things up, you can select a circle and then hit **Rapid Fire**. Each time you press enter a new circle will be created.

## Can I use more than just green circles?

- If you select a circle and then click on a clip art icon on the left, it will change to the image that you selected.
- If you don't have the clip art pane on your left, click on **View->Symbol Palette**.
- You can use the blue arrows to scroll through the different images.

Change the Organizer into an Outline

- If you click on the outline button in the top left of your document, it will automatically convert your graphic organizer into an outline.

- If the Roman numerals don't line up correctly, check which way the arrows flow in the diagram mode.
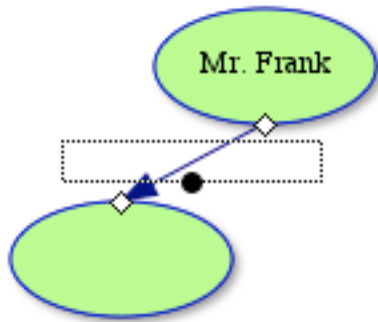
- You can click on an arrow and delete it. If you click on the **Link** button you can draw a new arrow from one circle to the other.

Online Book Reviews
with Destiny

Lesson Outline

1. Students review books that they have read.
2. Students can then search book reviews in the library catalog to help them select new books.

The Process

- Go to http://destiny1.gilbert.k12.az.us
- Click on your school.
- In the top-right corner of the screen, there is a login button. Students log in the same way they log in to their regular computer account.
- Click on the **Catalog** tab.
- Search for a book that you want to review and click on the appropriate title.
- In the top-right corner there is a tab that says **Reviews**. Click on it.
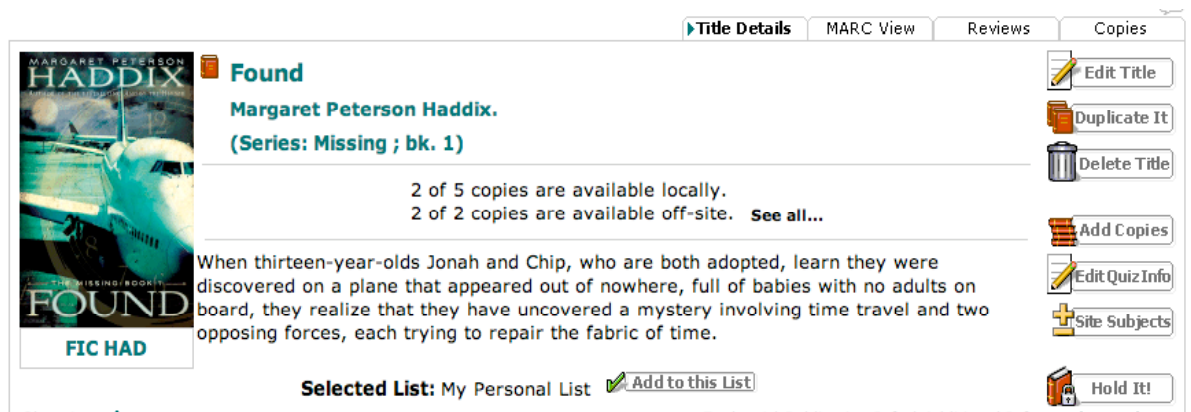
- Click on **Add Review**.

- You can type in your review and add a certain amount of stars. Make sure to click on **Save** when you are finished.
- You can click on the **Reviews** tab to view other readers' thoughts.
- By default reviews are anonymous. Make sure to have the students print off their reviews if they want to receive credit.

Book Transactions
with Destiny

- Go to http://destiny1.gilbert.k12.az.us
- Click on your school.
- In the top-right corner of the screen is a login button. Students log in the same way they log in to their regular computer account.
- Click on the **Catalog** tab.
- Search for a book that you want and click on the appropriate title.
- Click on the **Hold It!** icon.

- Click on the **My Info** tab to see which books you have on hold, which books are ready for checkout, which books you've checked out, and which books are due.
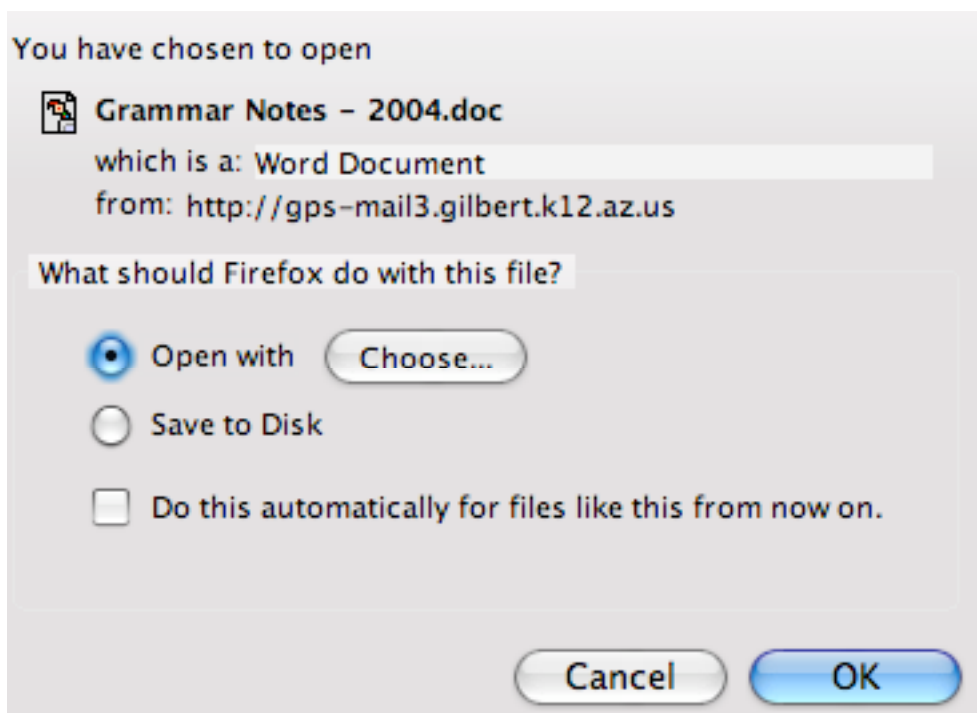
General Computer Use
with LotusNotes Webmail

Opening an E-mail Attachment
- When you double click on a message to read it, if the message has a paperclip icon, it means that the e-mail has an attachment.
- At the bottom of your open message you should see the word "Attachments" with a list of files attached to the e-mail.

Attachments: (Click the filename to launch)

2534.pdf
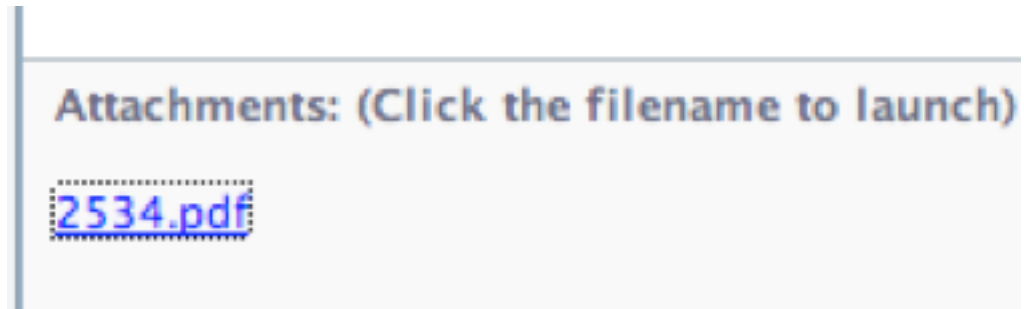
2.az.us /mail/briangriggs.nsf/0/5C66776C43E9

- **<u>Only open attachments when you are sure of who sent them to you.</u>**
- Click on the filename to open the attachment.
- LotusNotes will ask you if you want to open or save your attached file. If you know what type of file it is, click on **open**. If you need to look at it closer to see what it is, click **save**.
- If you chose **open**, you can choose from a list of programs that you can try to open the file with.

You have chosen to open

Grammar Notes – 2004.doc

which is a: Word Document

from: http://gps-mail3.gilbert.k12.az.us

What should Firefox do with this file?

○ Open with   Choose...

○ Save to Disk

☐ Do this automatically for files like this from now on.

Cancel   OK

- If the file ends in .doc, .rtf, .txt, try Word. If it ends in .xls, try Excel.

## Attaching a File to E-mail

- When you click on 'New' to start a new message, you can attach a file to your e-mail. Click on the paperclip icon to add an attachment.
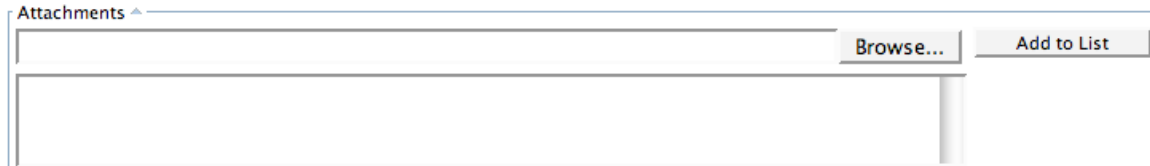

- At the bottom of your new message you'll have a chance to browse for your file. Click on browse and find where your file is saved.
- Add the file that you found to the list of attached files by clicking on 'Add to List'.
- Depending on how big your file is it may take longer to attach and send.

Backing up Files
with Mac OSX

- Put a CD-R in your computer
- Choose **Open in Finder** and select **Ok**
- In the finder, click on your home folder (the house icon) and single click on your documents folder.
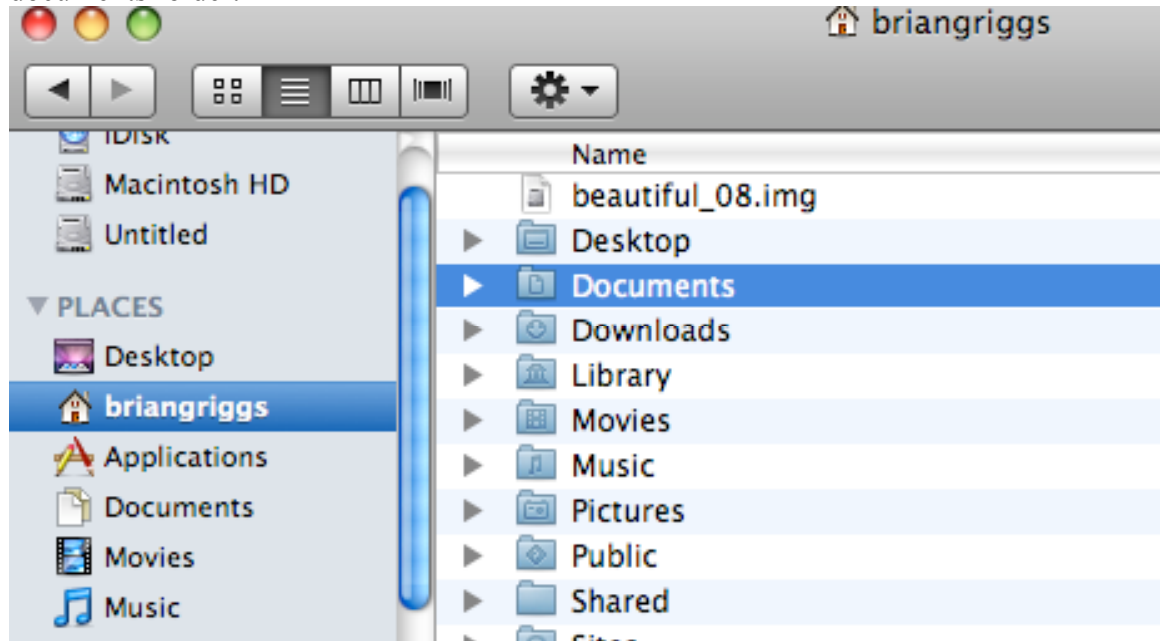
- Drag your documents folder to the CD burn folder.
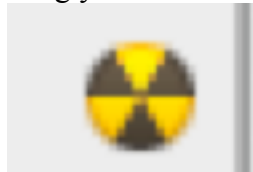
    You can also add files from your Desktop, Pictures folder, Movie folder, etc. by dragging them to the CD burn folder. Just remember that CDs can usually hold between 650 and 700MB of file size.
- Click on the CD burn folder and click **Burn CD**
- Name it **Docs** and then the school year (e.g. Docs2008) and click **Burn.**
- Don't touch anything while it burns.

A faster approach that also can hold more files is to get a USB flash/thumb drive and put it in the USB slot in your keyboard or main unit. It will show up in the Finder and then you can just drag your files over as if the flash/thumb drive was a folder or hard drive on your computer. Make sure to click on the eject button when you are done to not mess up the file synchronization.

Backing up Files
with Windows XP

- Put a CD-R in your computer
- Right click on the file you want sent to a CD. You can also do an **Edit->Select All** or even right click on a folder to send multiple files to a CD.
- Once you right click on a file, select **Send to->CD Drive**
- Just remember that CDs can usually hold between 650 and 700MB of file size.
- A message will say "You have files waiting to be written to the CD."
- Left click on that message.
- Click on **Write these files to CD.**
- You can name your CD. I recommend **Docs** and the school year (e.g. Docs2008).
- Leave everything else as the default and click on **Burn**.
- Don't touch anything while it burns.

A faster approach that also can hold more files is to get a USB flash/thumb drive and put it in the USB slot in your CPU tower. It will show up in My Computer and then you can just drag your files over as if the flash/thumb drive was a folder or hard drive on your computer. Make sure to click on the **Safely Remove Hardware** button in your taskbar when you are done to not mess up the file synchronization.

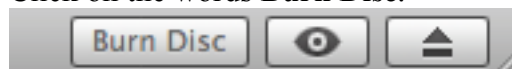# Burning an Audio CD
with iTunes

- Put a blank CD-R in your computer.
- Open iTunes.
- At the bottom of your screen should be a toolbar.
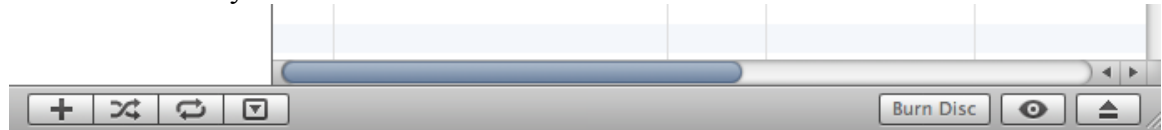
- Click on the + to create a new playlist.
- Name your new playlist.
- Click on your music library.
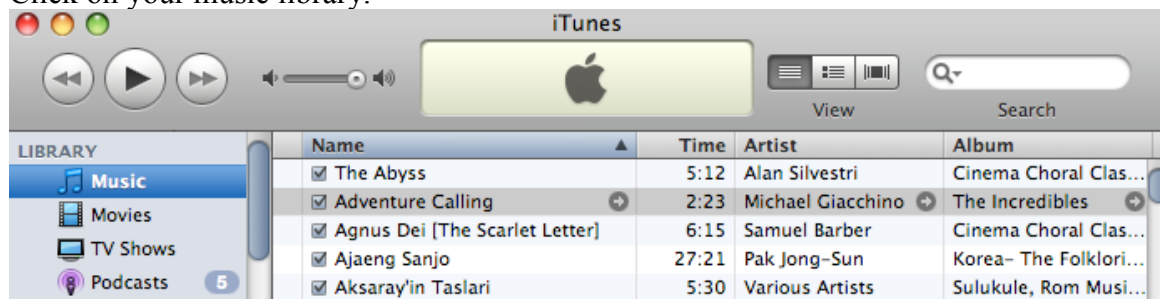
- Drag your songs from your library to your new playlist.
- Click on the playlist.
- Click on the words **Burn Disc**.

> If you have an iPod or other MP3 player and have it plugged in, you can drag your playlist over to your device manually. You can play that specific playlist or use other play options like by Artist or Genre. This method saves you from burning CDs.
> You can also synchronize just playlists automatically on an iPod using the synchronization options.

Burning an Audio CD
with Windows Media Player

- Put a blank CD-R in your computer.
- Open Windows Media Player
- Click on **Now Playing**
- Click on **New List->Playlist**
- Use the Contents pane on the left to find your music.
- Select your song.
- Click on the green play button with the plus on it and choose **Add to Playlist**. You can also try dragging the music file onto your playlist.
- Click on your playlist.
- Click on **Start Burn.**

## General Troubleshooting
Mac OSX

"What is going on with my computer?"

Here are some quick things to try before calling the district help desk.

- **My screen is a negative color!** (Like undeveloped film.)
  Press **Control**, **Option**, **Apple**, and **8** at the same time.
- **My screen's dark!**
  Press **F15** to lighten the screen. Press **F14** to darken the screen. If adjusting the contrast doesn't work, call the district help desk because it may be a monitor issue.
- **My computer's talking to me!**
  Press **Apple** and **F5** at the same time to turn off the voiceover.
- **My computer's zoomed in!**
  Press **Option**, **Apple**, **8** to turn off Zoom.
- **Where's my dock/bar of computer icons?**
  Press **Option**, **Apple**, and **D** to reveal the dock.

Keyboard Shortcuts
MacOSX

- **Set aside (without minimizing or closing) all windows to see the desktop quickly**
  Press **F11.**
- **See all windows open for a particular program**
  (like if you want to see all Word documents that are open)
  Press **F10**. You can then click on a document to jump straight to it. This helps especially when you have a lot of Internet windows open.
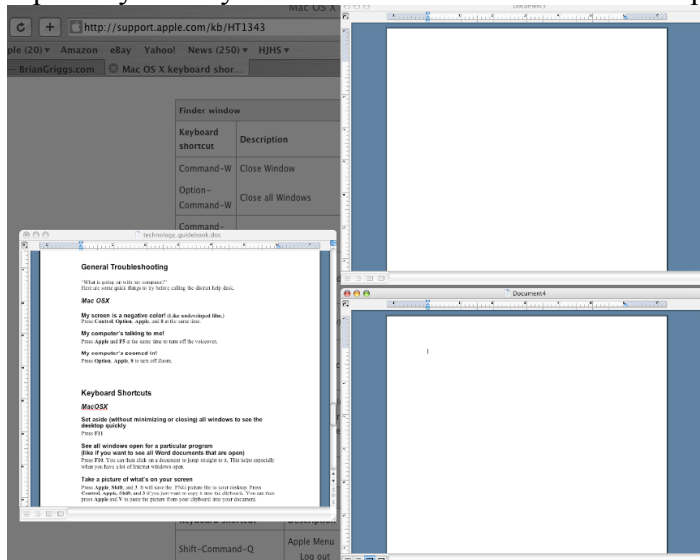
- **See every window that you have open**
  Press **F9**. Click on a window to jump to it.
- **Cycle through open applications**
  Hold down **Apple** and then press **Tab**.
- **Take a picture of what's on your screen.**
  Press **Apple**, **Shift**, and **3**. It will save the .PNG picture file to your desktop. Press **Control**, **Apple**, **Shift**, and **3** if you just want to copy it into the clipboard. You can then press **Apple** and **V** to paste the picture from your clipboard into your document.
- **Take a picture of a section of your screen.**
  Press **Apple**, **Shift**, and **4**. A crosshair will appear. Click and drag to draw a box around what you want a snapshot of. Release the mouse to snap the photo. It will save the .PNG picture file to your desktop. Press **Control**, **Apple**, **Shift**, and **4** if you just want to copy it into the clipboard. You can then press **Apple** and **V** to paste the picture from your clipboard into your document. (That's how I did most of the photos in this guidebook. It really helps for instructions for students.)
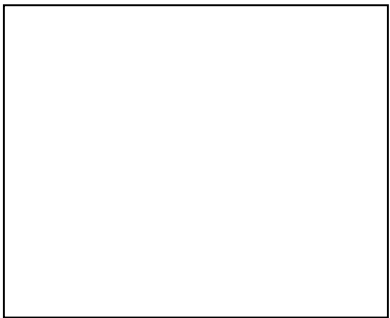
Shot #:_____ of _____
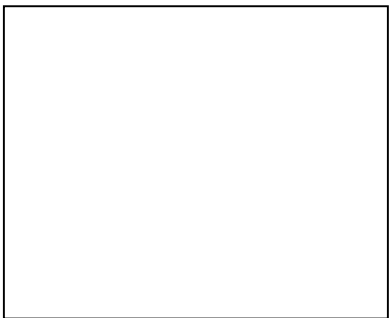
Audio:_____

Description:_____

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Shot #:_____ of _____

Audio:_____

Description:_____

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