

SLIDE MC5-1 NOTES

Welcome to the Making the Connections Technology Integration Modules, designed to help language arts teachers integrate technology into their lesson plans. This is Module Five, which means that when you complete this module you will have only one more to go in your quest to integrate technology fully into your lesson plans -- except that it is a never-ending quest, so there is no real halfway point. To remind you once again, there are three components: Slides, Slide Notes, and Handouts (each handout is numbered to coincide with the slide it connects to -- e.g., handout MC:54:A goes with Slide MC5-4). We suggest you print them out and place them in a binder of some sort (e.g., three-ring binder). As you do so, place the slide on the left-hand facing page and the Slide Notes on the right-hand facing page, so that both can be viewed at the same time. We also suggest that the handouts be laid alongside the binder as you read each module, because we will be referring to them as we go along. When completed, you can return the handouts to their rightful place in the binder.

SLIDE MC5-2 NOTES

As with Modules One through Four, this fifth module was designed to build upon the information from the previous module(s) but also can stand alone as an independent information source. In this module, you will be shown how to prepare your students to build their own web site, either independently or as a small group or class. We will also be continuing our focus on writing, and we'll present a number of lesson plans on screenwriting, which is particularly relevant because of the screenwriting conference that you have been a part of.

For this module's objectives, the reader will develop an understanding of:

1. student production activities.
2. general activities designed to help students develop media projects.
3. the Jigsaw cooperative learning technique.
4. how to integrate technology into a poetry lesson.
5. the editing stage of writing.
6. animation and its use.
7. how to use Adobe Illustrator to enhance presentations.
8. how to access the Internet for Illustrator tutorials.

SLIDE MC5-3 NOTES

We will continue to remind you of "SCT&Me," which stands for "Students, Curriculum, Technology, and Me (the teacher -- you)." As we mentioned, all four components of the framework work together as technology is successfully integrated into mini-lessons. The purposes of the framework are to identify the key components of technology integration and to provide a frame of reference as you proceed through each module.

SLIDE MC5-4 NOTES

The first component of the SCT&Me framework involves the students.

Brainstorming is a useful way of getting started by generating ideas. It can be done as a class, in small groups, or by individual students. **Handout MC5-4:A** is designed to help students become familiar with the process. They then can then use the technique on their own when they are stuck, revising work, or moving on to a new phase. You have undoubtedly used brainstorming in your classroom. How is this activity similar to dissimilar from what you have done in the past?

The purpose of the *Choosing a Topic* activity (see **Handout MC5-4:B**) is to help students "warm up" by generating a number of ideas before choosing a topic. In this exercise the students and teacher establish an understanding of what's important in a topic choice, brainstorm and discuss topic ideas, and explore several suggestions for making the project relevant to real-world situations. How might you use this activity in conjunction with the brainstorming activity presented previously?

Whether working in groups or independently, once students have chosen project topics they may have trouble getting started on the research. The exercise presented in **Handout MC5-4:C** will help students prepare a plan for researching their topics using brainstorming, group discussions, and progress updates (both oral and written).

Rapid prototyping (see **Handout MC5-4:D**) is a way of generating many different solutions in a short period of time. Often prototypes can illustrate what features of a project will work and what will not work in a short amount of time. Rapid prototyping can be thought of as brainstorming with materials, so this information can be compared to the first handout in this section. Can you see an advantage to rapid prototyping over conventional brainstorming?

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Handout MC5-4:A
Handout MC5-4:B
Handout MC5-4:C
Handout MC5-4:D

SLIDE MC5-4 NOTES (cont.)

In the *Making a Pitch* exercise (see **Handout MC5-4:E**), students make a persuasive presentation of their project plan as a way of organizing the pre-production work they've done so far, getting peer and teacher feedback, and assessing their readiness to proceed with the project. Can you think of any previously examined handouts that would accompany this handout for maximum benefit?

We have discussed *interviewing* several times in other modules. We have found that interviews can provide exciting links to real-world expertise and experiences. Students can use them as a background research tool or they can be incorporated into the project itself. The activity found in **Handout MC5-4:F** helps students plan for the interview process and assess their own efforts.

Throughout the modules, we have stressed the importance of *planning* as the first step in project development. The activity found in **Handout MC5-4:G** helps students to begin developing an overall plan for managing their project. This plan may include a schedule; division of labor; budget; research plan; and/or list of needed materials, equipment, and resources. Teachers will review plans and meet with students to provide feedback on the structure and contents of the project management plan. Early and late drafts will be used for reflection and assessment. Project management planning is also discussed in this handout.

Handout MC5-4:E
Handout MC5-4:F
Handout MC5-4:G

SLIDE MC5-5 NOTES

This slide transitions us to the Curriculum component of SCT&Me and re-introduces segments of the lesson plans and mini-lessons that will be presented.

In this module, we examine a poetry lesson that appears in the 4empowerment web site. We have adapted the lesson for our purposes (see **Handout MC5-5:A**). Think about how you can use some of the technology and media we have discussed in the previous modules to enhance the lesson further. Can PowerPoint be used? What about different graphics and text? Later, we will discuss Adobe Illustrator and provide an example of what can be done to enhance text. Can Illustrator be used with his lesson? Give it a try and let us know what you come up with. As we have reminded you many times, that is the purpose of the 4e-zine. Remember, practice, practice, practice.

Handout MC5-5:A

SLIDE MC5-6 NOTES

In our last module (Module Four), we briefly discussed information about group size and selection for cooperative learning groups. In this module, we provide you with information pertaining to one of our favorite cooperative learning grouping strategies: The Jigsaw Technique. We do so compliments of Dr. Elliot Aronson, who helped create the strategy here in Texas many years ago. Dr. Aronson has since moved to California, but he still has a warm place in his heart for Texas teachers. When we described our project and asked for permission to use information from his web site, he readily agreed.

Thus, we provide information about the Jigsaw Technique in three Handouts. **Handout MC5-6:A** provides a brief overview of the technique. As you read about the technique, think about your students and how they might be assigned to different groups.

Handout MC5-6:B covers Jigsaw in 10 Easy Steps and provides step-by-step directions for using the technique. Finally, **Handout MC5-6:C** provides a series of implementation tips that can be employed as Jigsaw is being used.

Now let's take a moment to see how the Jigsaw technique can be used in a Language Arts lesson that includes PowerPoint. Let us look back at **Handout MC5-5:A**, our lesson plan on poetry. What "roles" would students be required to assume if you had them work together in cooperative learning groups? How would the Jigsaw-ed groups work? How could each group gather information using the Internet? How would they record the information they find? How would they reconvene in their original groups, and what would happen then. You decide, and let us know your scenario(s) on the 4e-zine. Also, feel free to share your successes and challenges using the Jigsaw technique.

We thank Dr. Aronson for being so accommodating, and we hope that you find the information helpful.

Handout MC5-6:A
Handout MC5-6:B
Handout MC5-6:C
Handout MC5-5:A

SLIDE MC5-7 NOTES

Let us return now to the topic of writing instruction. The "recursive" process involves five stages of writing: Prewriting, Drafting, Revising, Editing, and Publishing. In this module, we are going to focus on the Editing recursive stage of writing.

Think about the nature and purposes of editing. Jot down your response to the following questions.

- What is editing?
- When should writers edit?
- Why teach editing skills?
- Who is responsible for editing?

After responding to these questions, examine **Handout MC5-7:A**. How do the responses here compare to those you came up with?

Students typically are not skilled at editing because they lack strategies for effectively scrutinizing their own work. Proofreading and editing are essential stages in the writing process. Writers protect their credibility by ensuring that the details of spelling, punctuation, and grammar are accurate. Teachers should communicate the importance of careful editing to students. Students should also be discouraged from relying solely on word processing programs' spelling and grammar features. A number of important editing skills are outlined in **Handout MC5-7:B**. What are some other skills that should be examined? Note these on the handout.

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Handout MC5-7:A
Handout MC5-7:B

SLIDE MC5-7 NOTES (cont.)

Editing for Struggling Writers

Clocking is an effective editing strategy. It is especially useful with struggling students. The procedures for clocking are as follows:

- Students sit facing each other in two concentric circles.
- All students have working drafts of their papers.
- A teacher-made editing form is provided, listing the area(s) to be edited (for example, spelling, punctuation). This form is clipped to each student draft (see **Handout MC5-7:C**).
- Students seated across from each other in each circle trade papers.
- Students look for and mark errors in the specific area being edited (for example, spelling).
- Student editors sign the editing form on the line beside the specified edit and return the paper to the author.
- Students on the outer circle move one seat to the right and the process continues with the next area to be edited.

Students must be aware that cooperative behavior is important for this process to work smoothly. The teacher may explain the process to a small group of students and have them model the process to the entire class.

For students with disabilities, the IEP guides the adaptations you make to this activity. This document should be consulted for information in dealing with all identified students. **Handout MC5-7:D**: “Editing for Struggling Writers: Student Editing Rules to Accomplish Clocking” can be used as a guideline when using clocking with struggling writers, whether they have or do not have identified disabilities.

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Handout MC5-7:C
Handout MC5-7:D

SLIDE MC5-7 NOTES (cont.)

Now look at **Handout MC5-7:E**. The tips found on the handout were synthesized from leading teachers and researchers and may be helpful for students as they continue the "cleaning up" process.

These tips were provided by teachers:

- The student should be the first editor of his or her own work, using checklists and other strategies. After modeling and collaborative practice, students should be able to apply editing skills to their own papers.
- Use peers as editors, after the teacher has modeled strategies and taught the students to make appropriate comments.
- Have students put a well-edited piece (edited by both self and a peer) in an editing basket for a final editing conference with the teacher. After reviewing the paper briefly, hold a conference with the student about one or two editing skills.
- Use mini-lessons to build knowledge and skills for the whole class or small groups of students.

Some further tips from research include:

- Teach one skill at a time.
- Do not expect students to proofread for conventions that have not been taught. Students can keep a list of conventions for which they are expected to proofread. This list will grow over the course of the year.
- Use selective marking to focus on the particular kinds of errors that the teacher has tried to help the student eliminate.
- Place a check mark at the end of the line with the error and ask the writer to find and correct it.
- Don't just assign editing. Teach the necessary skills, strategies, and symbols. By following these tips, teachers can avoid many of the frustrations associated with teaching editing.

Several strategies for helping students during "cleaning up" are found in **Handout MC5-7:F**. Space is provided at the bottom of the handout for adding specific strategies that you have found helpful when working with students. As always, feel free to share these strategies with your colleagues.

SLIDE MC5-8 NOTES

In Module One, we noted that each module would contain information about a particular media category. This module's focus will be on animation, which is generally regarded as the most sophisticated form of medium. *Animations* are graphic files that include movement. Animations can add excitement to multimedia projects; however, they can also be time-consuming to develop. **Handout MC5-8:A** outlines two different types of animations (path and frame) and discusses some animation procedures used in HyperStudio and on the Web.

If you are unfamiliar with HyperStudio, consider how your students can tinker with animation using PowerPoint slides. They can use pictures on multiple slides and quickly advance the slide show to simulate animation. **Handout MC5-8:B** demonstrates how this can be done. Remember, we strongly urge you to keep it simple and proceed from where you are, media-wise. So this activity, however simplistic, at least allows us to grasp the concept of animation.

Handout MC5-8:A
Handout MC5-8:B

SLIDE MC5-9 NOTES

In this section, we provide information about different technology tools. Module Five will focus on using Adobe Illustrator, the industry-standard vector graphics software

To quote the manufacturer, "Adobe Illustrator CS software is an essential tool for anyone who needs to express ideas visually in print, on the Web, and in any other medium. With powerful new 3D features, advanced typographical controls, smooth Adobe Portable Document Format (PDF) integration, enhanced printing options, and faster performance, this indispensable design tool helps you explore your creative vision and efficiently publish your artwork anywhere."

<<http://www.adobe.com/products/illustrator/main.html>>

In **Handout MC5-9:A**, we provide a short tutorial for using Illustrator to make shapes. This is a very basic tutorial, designed for beginners who want to get their feet wet, so to speak. Several additional tutorials can be found on the next page, and also at www.thinkdan.com, where we got this one. Have fun with Illustrator, and think about how your students can use this software to enhance their projects. Have fun with this!

Handout MC5-9:A

SLIDE MC5-10 NOTES

As always, the final piece of the puzzle is "Me" -- or you, actually, the language arts teacher. For this module, we have selected tutorials for Adobe Illustrator.

We'll start with Adobe's site:

<http://www.adobe.com/products/tips/illustrator.html>

When you go to this site, you will find the following links:

- **Anti-aliasing for Web graphics**
To anti-alias or not to anti-alias? You can control how anti-aliasing is applied in Web graphics saved from Illustrator.
- **Web banners made easy**
Design and slice Web banners in Illustrator, and then save them as SVG files to finish up in GoLive.
- **Creating rollovers for buttons**
Design Web buttons in Illustrator; then use the Rollovers palette in ImageReady to create rollover states viewers will appreciate.
- **Make Web objects consistent and flexible**
With Illustrator variables and GoLive Smart Objects, you can modify multiple versions of the same graphic without the headaches.
- **Combine objects into editable compounds**
Use the Pathfinder palette to create a compound shape. In Illustrator 10, compounds are live so you can edit the entire shape or modify the objects you used to build it.

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SLIDE MC5-10 NOTES (cont.)

At <http://www.sketchpad.net/illustrator.htm>, you'll find information on:

- Illustrator Drawing Basics Tutorials
- The Anatomy of a Vector Illustration - Part 1
- The Anatomy of a Vector Illustration - Part 2
- The Anatomy of a Vector Illustration - Part 3
- The Anatomy of a Vector Illustration - Part 3A
- The Anatomy of a Vector Illustration - Part 4
- Working with Primitives
- Keyboard Shortcuts for the Pen
- Keyboard Shortcuts for the Pen - Examples
- Practice Templates for Illustrator 7-9
- Illustrator Tutorials
- Creating Multiple Page Documents in Illustrator
- A Rainbow of Gel Buttons in Illustrator 9 -- New! -- 14-Part Series

This is my favorite site, although it is a little dated. It has all the information you need to get started with Illustrator.

Another great site is : <http://thetechnozone.com/bbyc/Illustrator.htm>

Finally, you'll find multiple links from one of our favorite sites, www.about.com, at:

<http://graphicssoft.about.com/cs/illustratorbasics/>

SLIDE MC5-10 NOTES (cont.)

This concludes the fifth module. Let us take a moment to reexamine the objectives we set forth in the beginning of this module.

For this module's objectives, the reader will develop an understanding of:

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How many of these objectives do you feel were met? How many were not? Why? Feel free to share with us your ideas concerning how the module could be improved.

Finally, we have noted several times in the module our desire that you share information with us and your colleagues using the 4e-zine. We'd like to take this opportunity to once again remind you to do so. See you next time, and don't forget to **INTEGRATE TECHNOLOGY INTO YOUR LESSON PLANS!**