

# **Put Excitement into the Classroom Connect with Technology**

## **Session 2: Connect to Background Knowledge**

Participant Guide

12/2008

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## Activity 1: Overview of Game Templates


Game	Uses
<b>Are You Smarter Than a Fifth Grader</b>	Just insert questions and answers into the template to play this popular game.
<b>Buzzword Bingo</b>	Use <i>Buzzword Bingo</i> as a tool to aid recall and recognition of key words, terms, or phrases that are relevant to your subject matter. It is played much like the traditional Bingo game, except that in place of numbers in each square on the playing card, we use words or phrases. Whenever the instructor uses one of the words in the course lecture or discussion, the participant places an "X" through that square. When all the squares have been checked, the student yells out "Buzzword Bingo!"
<b>Correct Order</b>	<i>Correct Order</i> is a game to reinforce the correct sequence or flow of a process. Use this game when a process or sequence being discussed is exact.
<b>Diagram It!</b>	When you wish to visually render a process, variables or components that are part of a larger system, <i>Diagram It!</i> is your game!
<b>Flash Cards</b>	Flash cards are tools for helping learners to connect definitions with key words or concepts. A definition is shown to the learners and they must make the correct association of the definition to the word or concept it defines.
<b>Jeopardy</b>	Patterned after the popular TV game show, <i>Jeopardy</i> can be played with teams or individual contestants. We use it with teams because it sets the stage for team learning and dialogue. Rules for game set-up for teams are linked on this page.
<b>Multiple Choice</b>	This is the standard <i>Multiple Choice</i> game that we all remember from our school experience. The value of <i>Multiple Choice</i> is that it prompts learners to reflect on course material to come up with the best response from among multiple options, and it provides immediate feedback to the learner.
<b>Password</b>	The PowerPoint game is simple to setup. Just type in a vocabulary word on each slide in the subtitle textbox. Then press F5 on the keyboard to start the game.
<b>Scavenger Hunt</b>	<i>Scavenger Hunt</i> is an excellent game to play on-line or live when you want learners to be more self-directed about their learning. Patterned after the traditional scavenger hunt game, in which players are given a list of things to obtain from various places, this game can be quite useful in encouraging learners to look for things in their web environment or the workplace.
<b>Trivia</b>	Trivia is a very straightforward game that asks learners to access previously learned content. This is a very good tool to use as a refresher or to help students prepare for an exam on the subject matter.
<b>Triples</b>	This game uses sets of three words that are each tied to

	a single concept (such as style of leadership). The same word completes each of the phrases. <i>Triples</i> is a very simple game that works well when you want to encourage recognition of concepts.
<b>What Am I?</b>	<i>What Am I?</i> is a game in which the instructor provides a definition or core purpose of something and learners are asked to select what it describes.
<b>What Is the Truth?</b>	Like the Multiple Choice game, one of the key features of <i>What is the Truth?</i> is the immediate feedback it provides learners. We've simply taken the old "True and False" test and dressed it up!
<b>Who Wants to Be a Millionaire?</b>	Directly patterned after the TV game show, "Who Wants to be a Millionaire?" this game is multiple choice with a collaborative component. It can be played in teams or with individuals. The "lifelines" serve as a wonderful way to foster shared learning in a fun environment.
<b>Word Jumble</b>	Just as the name implies, in <i>Word Jumble</i> learners are given a word taken from topics from the course content. The word is jumbled, and participants must reflect on course content in order to be able to un-jumble the word.
<b>Word Search</b>	Learners are given a grid that contains letters, some of which spell out words that relate to the course content. The words can appear anywhere - - up, down, diagonally, etc. You can supply hints by highlighting a letter in the word.
<b>Wheel of Fortune</b>	Give each student an index card with a number from 1-8. Students are instructed to write a review question, math problem, or spelling word on their card. Click the Spin Button. When the wheel hits the number on the index card, the student chooses who will receive the question on their card.

## Activity 2: PowerPoint Storyboard

**Directions:** Indicate what text you will be including in your PowerPoint presentation and the location and name of graphics. Use the storyboard as a guide, but make changes where necessary.

Slide 1

Title of Presentation	
<hr/>	
By: _____	
For: _____	

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Slide 2

Title	
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Slide 3

Title	
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3	

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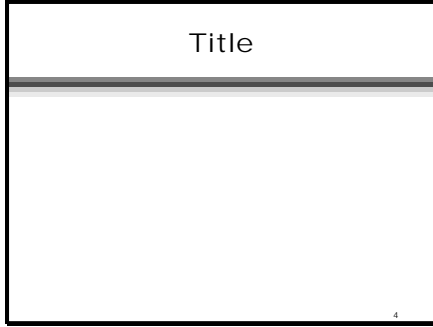
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Slide 4



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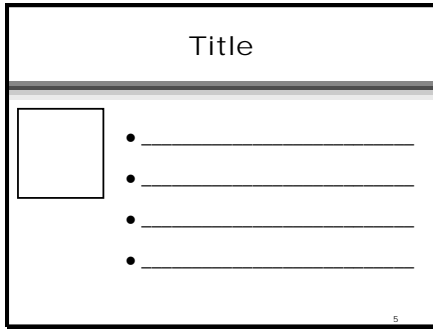
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Slide 5



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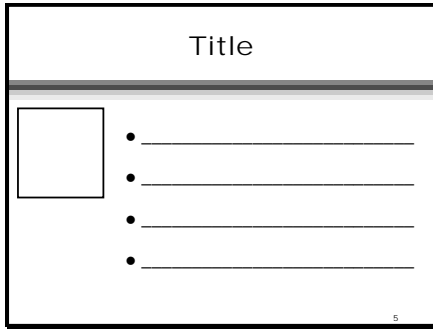
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Slide 6



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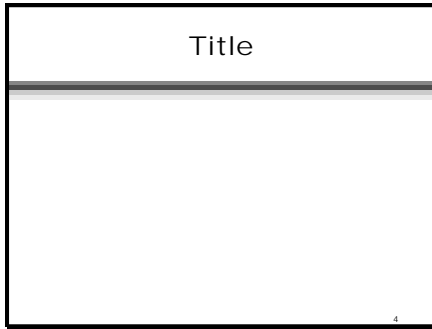
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Slide 7



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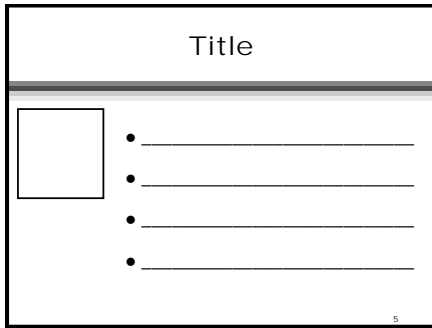
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Slide 8



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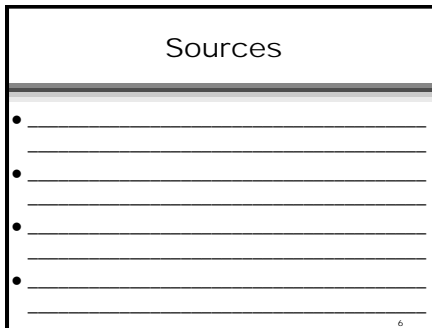
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Slide 9



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## Putting Power in Your PowerPoint

### Resources

The following are some websites to get you started. To locate more, just do a search using such phrases as: free animated gifs, free gifs, free audio, free clipart, free PowerPoint templates, etc. You can also complete a search using more specific terms for what you want, such as: free clip art + American flag.

#### Animation

Each of the following sites includes free animated GIFs that you can include in your PowerPoint.

##### Animation Central

<http://www.animation-central.com/>

##### Animation Station

<http://www.animation-station.com/>

##### ARG! Cartoon Animation

<http://www.artie.com/gif-anim.htm>

##### Best Animations.Com

<http://www.bestanimations.com/>

##### GIF Animation.Com

<http://www.gifanimations.com/>

##### GIFs.net

<http://www.gifs.net/>

#### Clip Art

Each of the following sites includes free clip art that you can download and add to your presentation. As a general rule – more is not better.

##### All Free Original Clipart

<http://www.free-graphics.com/>

##### Gif.Com

<http://gif.com/>

##### Microsoft Office Clip Art and Media

<http://office.microsoft.com/clipart/default.aspx?lc=en-us>

##### A+ Site for Teachers

[http://www.geocities.com/gradeone\\_ca/Lessons/links.html#clipart](http://www.geocities.com/gradeone_ca/Lessons/links.html#clipart)

##### Google Images

<http://images.google.com/imghp?hl=en&tab=wi>

## **Audio Files**

Each of the following sites includes free audio files that you can download and add to your presentation.

### **Free Audio Clips**

<http://www.freeaudioclips.com/>

### **Free Sounds and Sound Effects**

<http://www.webplaces.com/html/sounds.htm>

### **The FreeSite.Com**

[http://www.thefreesite.com/Free\\_Sounds/Free\\_WAVs/](http://www.thefreesite.com/Free_Sounds/Free_WAVs/)

### **WavSource**

<http://www.wavsource.com/>

## **Video Files**

Each of the following sites includes free video files that you can download and add to your presentation.

## **PowerPoint Templates**

Each of the following sites provides free PowerPoint templates that you can add to your collection.

### **Templates**

<http://www.soniacoleman.com/templates.htm>

### **Educators Menu of Free Downloads and Resources**

<http://www.brainybetty.com/MENUEducators.htm>

## Keyboard Shortcuts

One way to make your time online or at the computer more efficient is through the use of keyboard shortcuts. These are keystrokes that you use to perform frequent tasks rather than using the menus. They will save you time and make using the Internet and learning online a little bit easier.

Here is a list of the most frequently used keyboard shortcuts. When multiple keys are listed, press all keys at one time.

Alt + F4	Close program
Ctrl + C	Copy
Ctrl + V	Paste
Ctrl + X	Cut
Ctrl + D	Bookmark/Save to Favorites
Ctrl + F	Find on page
Ctrl + P	Print
Ctrl + S	Save
Ctrl + Z	Undo
Ctrl + Alt + Del	Computer restart
F1	Help

**Activity 3: How Can You Use a Cell Phone in Your Classroom**



#### Activity 4: AFK or BRB? – Time Out for Text Messaging

Be the first to decode the following common text message abbreviations by writing the phrase next to the abbreviation!

1. **AIMB**
2. **B2B**
3. **CU**
4. **CZIN**
5. **FCFS**
6. **G4I**
7. **HAGD**
8. **IDK**
9. **ISTM**
10. **JOOTT**
11. **PLS HD**
12. **RL**
13. **ROFL / ROTFL**
14. **TA**
15. **TAW**
16. **UG2BK**
17. **WTG**
18. **YW**
19. **YSK**

## The 5 Ws and an H of Web Site Evaluation

### Who

Who wrote the pages and are they experts?

Is a biography of the author included?

How can you find out more about the author?

### What

What does the author say is the purpose of the site?

What else might the author have in mind for the site?

What makes the site easy to use?

### When

When was the site created?

When was the site last updated?

### Where

Where does the information come from?

Where can I look to find out more about the producer/sponsor?

### Why

Why is this information useful for my purpose?

Why should I use this information?

Why is this page better than another?

### How

How will I use the information in the classroom to improve instruction?

How will my students use the site?

How will the information make a difference?

### Activity 5: What's My Favorite?

It's time to have some fun. Use your searching skills to locate a blog, a podcast, and a wiki that are of interest to you. Register for each and complete the following chart. Be prepared to share your selections with your cohort group.

	<b>My Selection</b>	<b>Reason</b>	<b>URL</b>
Blog			
Podcast			
Wiki			

# Complete the 3-2-1 Chart

**3 things I found out from this workshop**

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**2 things that interested me**

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**1 question I still have**

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### **My Assignment: Integrating My Activities**

- ▶ Revise and edit your Jeopardy game (you may wish to add questions that complement your PowerPoint presentation)
- ▶ Revise your PowerPoint presentation
- ▶ Identify one or more audio and video clips from the Internet
- ▶ Download the clips into your PowerPoint presentation
- ▶ Make sure that your PowerPoint, Jeopardy game and audio/video clips are all in one file folder
- ▶ Send the completed PowerPoint and files to:
  - [bv73008@aol.com](mailto:bv73008@aol.com)

**Put Excitement into the Classroom  
Connect with Technology**

## **Session 2: Resources**

## Safety on the Internet

Due to its very nature, the Internet is not a secure environment. It is an ever-changing one where anyone and everyone can voice their opinions, share their ideas, demonstrate new technologies, publish software applications, and connect with others. The World Wide Web offers great potential in education. However, there is also a need to safeguard both students and network systems due to the risks that it can pose. The following are some basic methods to implement in your program in order to keep your students safe and your networks secure.

### Acceptable Use Policies

Acceptable Use Policies or AUPs describe the privilege (not the right) of computer use and/or Internet access for students and teachers in the school, as well as some guidelines and penalties for violations of the agreement. Most AUPs also include both a definition of what is and is not acceptable use and a disclaimer releasing the school from certain liabilities.

An AUP will often begin with a statement about the district's philosophy regarding technology in education and perhaps the value of using the Internet in a school setting. There may be a statement addressing how and when students will have access to the Internet.

Outlined next are specific provisions of what is not allowable (copyright violations, commercial uses, violating other's rights, abusing resources, etc.) as well as behavioral expectations (treating the equipment with care, using good "netiquette").

Most schools include a provision in their AUPs that allows them to monitor network transmissions, such as e-mail. This helps ensure that equipment will not fall prey to viruses or other destructive situations. It also means that certain privacy rights are superseded in the interest of maintenance and safety. This is something for all users to keep in mind.

Finally, the AUP will have a signature section. It is to be reviewed and completed by the student, parent/guardian, and a district representative. By signing, all parties are showing that they understand their obligations and that usage rights can be revoked upon misuse.

### Firewalls and Network Security

Network security administrators in schools install software programs that monitor the information that is transmitted to and from the school servers (computers that act as the central "gateway" to the Internet and often the connector of computers on the local area network or LAN). This is commonly known as a firewall. Firewalls are often used to prohibit teachers or students from downloading free software, submitting certain information online, or opening e-mail attachments. Downloads and e-mail attachments can deliver viruses that can debilitate computer systems. They can also compromise the security of a school network, leaving students' and teachers' personal information like grades, names, addresses, and other private information open to hackers and other illegal entities. So, the next time you get blocked from saving or viewing an attachment, remember that it is for safety's sake.

### Filtering Software

A next step that many schools employ to keep students safe from inappropriate information is the use of filtering software. This restricts access to certain sites, based on keywords or phrases that are deemed unacceptable. This offers protection from some sites. However, the owners of these sites are now wise to blocking efforts and sometimes create innocuous sounding URLs that in fact promote material that is not appropriate for the school setting.

There are other limitations to the effectiveness of filters. They may keep students from visiting legitimate sites that contain sensitive keywords. If students in a health class are researching cancer, they may be unable to view pages relating to breast cancer because of the filtering of the word "breast." Some filters prohibit the use of chat or even message boards and blogs due to inappropriate content and safety risks for students. Unfortunately, this also makes class participation in legitimate educational interactive sites virtually impossible.

### **Web Publishing Restrictions**

Internet safety goes beyond the scope of what you can access online. It also concerns what you can post or publish on a Web site. For example, school Web pages are certainly affected by security concerns. Some schools restrict the use of student photos on their pages. Others use photos, but no names. Still others may allow photos with first names only, but require parental permission. If you have questions about what you can publish on your class Web page, be sure to ask your school technology coordinator what the policy is in your district.

### **Teachers as Technology Role Models**

The most important rule to remember is that teachers are role models for students. It is a teacher's job, along with parents, to teach students about responsible Internet use. Modeling and class discussions about these issues are worth the time. A little work today will reap great rewards in the future as our students continue to become more technology literate and the curriculum changes to reflect that fact.

## **What Is a Blog?**

The term "blog" is the shortened form of "weblog" — a diary or journal on the Web. The "blogger" (or author) writes periodically about a certain topic of his or her choosing (personal experiences, thoughts, hobbies, political aspirations, etc.). The blogger can provide links to other websites that s/he thinks might interest the audience. S/he can also allow the readers of the blog to post comments and start discussions about the blog as a whole, or about a particular episode in the blog (one day's entry).

A blog is a Web publishing tool that allows authors to quickly and easily self-publish text, artwork, links to other blogs or Web sites, and a whole array of other content. An education blog can be a powerful and effective technology tool for students and teachers alike.

Blogs are set-up like conventional Web sites, with navigation links, and other standard Web site features. A blog is different from a typical Web site in that the primary content is comprised of a daily *posting*. Blog postings are text entries, similar to a diary or journal, which include a posting date. They include subsequent comments made by people other than the author. Postings are often short and frequently updated. They appear in reverse chronological order and can include archived entries. Blogs work well for students because they can be worked on at virtually any time, in any place with an Internet-enabled computer. Blogs are easy to use. They require minimum technical knowledge and are quickly and easily created and maintained.

### **Educational Benefits of Blogs**

In addition to providing teachers with an excellent tool for communicating with students, there are numerous educational benefits of blogs. Blogs are

- motivating to students, especially those who otherwise might not become participants in classrooms
- excellent opportunities for students to read and write.
- effective forums for collaboration and discussion.
- powerful tools to enable scaffolded learning or mentoring to occur.

## Using the Blog in the Classroom

As an educational tool, blogs may be integrated in a multi-faceted manner to accommodate all learners. Blogs can serve at least four basic functions.

1. **Classroom Management**

Class blogs can serve as a portal to foster a community of learners. As they are easy to create and update efficiently, they can be used to inform students of class requirements, post handouts, notices, and homework assignments, or act as a question and answer board.

2. **Collaboration**

Blogs provide a space where teachers and students can work to further develop writing or other skills with the advantage of an instant audience. Teachers can offer instructional tips, and students can practice and benefit from peer review. They also make online mentoring possible. For example, a class of older students can help a class of younger students develop more confidence in their writing skills. Students can also participate in cooperative learning activities that require them to relay research findings, ideas, or suggestions.

3. **Discussions**

A class blog opens the opportunity for students to discuss topics outside of the classroom. With a blog, every person has an equal opportunity to share their thoughts and opinions. Students have time to react to ideas and reflect on learning. Teachers can also bring together a group of knowledgeable individuals for a given unit of study for students to network and conference with on a blog.

4. **Student Portfolios**

Blogs present, organize, and protect student work as digital portfolios. As older entries are archived, developing skills and progress may be analyzed more conveniently. Additionally, as students realize their efforts will be published, they are typically more motivated to produce better writing. Teachers and peers may conference with a student individually on a developing work, and expert or peer mentoring advice can be easily kept for future reference.

## Blog Risks

School districts have guidelines and acceptable use policies (AUP) regarding the use of school and division-wide computer networks and the Internet. These terms and conditions identify acceptable online behavior and access privileges. Policies regarding the displaying of any student work must be adhered to strictly. Take the necessary steps to secure parental permission before using the blog in a participatory manner.

Blogs may be viewed publicly, as any other Web site. Students must be trained on issues regarding access, privacy, security, and free expression. As blogs have no publisher, producer, or editor, students must carefully consider the content of postings to avoid anything defamatory, libelous, or infringing upon the rights of others.

Blogs are created by individuals for various and assorted purposes. Content should be recognized as the opinion of the blogger, and, therefore, may not necessarily be factual.

## Preparing Students for Blogging

- Determine that all students' AUPs are in place and up to date.
- Inform parents of procedures and secure parental permission.
- Teach students safe, acceptable, and sensible behavior as online authors and readers.
- Review policies and guidelines pertaining to student access.
- Teach the non-posting rules of no complete names, e-mail accounts, or references to reveal location.

- Set clear expectations regarding tone, respect, and consequences.

### **Steps for Getting Started on Blogs**

There are a number of free blogging tools available.

1. Go to one of the available free blogging sites
2. Provide the necessary information requested. (user name, password)
3. Create a title for your blog.
4. Accept terms and select a template.
5. Publish!

## **What Is a Podcast?**

Many students carry iPods and other portable music devices everywhere they go, so it's a great technology to use with many students.

A podcast is simply an audio and/or video file that you can download from the Internet and listen to on your computer's media or your MP3 player (like an iPod). You can listen to it right away, or you can save it for later and listen to it on the train, on a bus, while walking, etc.

You can choose to download any podcast that looks interesting to you, or you can subscribe to a podcast that is broadcasted regularly and have it sent to your computer. It's just like subscribing to a newspaper or magazine — the podcast is sent to your computer when it becomes available, and you can choose to listen to it (or not) any time you want.

To download the podcast and listen to it immediately, you can just click on the audio file, which will open the media player on your computer. If you want to download the file as an MP3 file and play it on your personal listening device, you can usually just right click on the file and choose "Save as..." After that, you have to upload the file to your MP3 player.

### **Educational Benefits of Podcasting**

Podcasting benefits students because it is a hands-on activity. Podcasts are excellent means

- To motivate students because they use devices that are part of the students' experience
- To talk about and practice speaking skills
- For students to use the process of writing
- For students to work collaboratively

### **Using Podcasts in the Classroom**

There are many reasons for using podcasting in the classroom. Some of these reasons are to:

1. distribute key points of lectures that students need to review. When students miss class, they can download the lecture their teacher has posted on iTunes or another Web site.
2. work collaboratively to produce a podcast project.
3. present information
4. create a student portfolio because the information can be burned onto a cd

## What Is a Wiki?

Most educators are familiar with the most popular wiki on the internet, Wikipedia. This giant wiki is a public encyclopedia that anyone can edit, within certain guidelines. Thousands of editors constantly update entries to give readers the most current information on any given topic.

You can create your own online classroom journal or wiki where your students can contribute and edit the content on any topic selected. Wikis can be used in the classroom in many different ways.

- **Group projects:** Students work together in one place to research, outline, draft, and edit projects within the wiki.
- **Assignments:** Post homework, course materials, study guides, and more.
- **Resource Collections:** Organize articles, websites, videos, and other resources for students.
- **Peer Review:** Post questions for student brainstorming, or have students post papers for peer feedback.
- **Group FAQ:** Students and/or teachers post and respond to questions on a given topic.
- **Online Newspaper:** Create a student-published online newspaper.





# Text Messaging Dictionary

*Text Messaging* has evolved its own language abbreviations and Shorthand. Here are examples of the most commonly used text lingo.

:-)	happy face
:(	sad face
:/	confused
:-D	surprised
@	at
1	one
2	to/two
2 B	to be
2DAY	today
2MORO	tomorrow
2NITE	tonight
3SUM	threesome
4	for/four
4EVER	forever
AFAIK	as far as I know
AFK	away from keyboard
ASAP	as soon as possible
ATB	all the best
ATTN	attention
B	be, bee
B2B	back to back
B4	before
BAW	bells and whistles
BBL	be back later
BCAME	became
BCNU	be seeing you
BG	big grin
BION	believe it or not
BLVD	boulevard
BN	being
BOT	back on topic
BRB	be right back
BROS	brothers
BTW	by the way
BWD	backward
BYE	goodbye
C	see, sea
CEO	Chief Executive Officer
CN	can
CJ	see you
CJL	see you later
CYA	see ya
CZIN	season
D	the
DAT	that
DIS	this/these
DOIN	doing

DTSL	don't talk so loud
EG	evil grin
F	if
F2T	free to talk
FCFS	first come, first served
FM	from memory
FQAF	friend of a friend
FONE	phone
FWD	forward
FYA	for your amusement
FYI	for your information
GFC	going for coffee
GIV	give
GIVZA	give us a
GONA	going to
GRB	great
GUDAM	good morning
GUDNITE	good night
GUDPM	good afternoon/good evening
HS	hate
HAV	have
HHOJ	ha ha only joking
HRU	How are you?
HTH	hope this helps
HV	have
I	I/aye/eye
IAE	in any event
IMCO	in my considered opinion
IMHO	in my humble opinion
IMO	in my opinion
IOW	in other words
K	okay
KISS	keep it simple and stupid
LB	late
LBR	later
LCH	lunch
LO	hello
LOL	laughing out loud
LUV	love
LUVU	I love you
MHOTY	my hat's off to you
MOB	mobile
MOB	moment
MSG	message
MTNG	meeting
N	an/and/in
NE	any

NE1	anyone
NETHNG	anything
NO1	no one
NUTN	nothing
OFIS	office
OIC	oh I see
OTOH	on the other hand
PCM	please call me
PLS	please
PMJI	pardon me for jumping in
Q	queue
R	are
RCVD	received
RGDS	regards
ROTFL	rolling on the floor laughing
RTFM	read the flipping manual
RJOK	are you ok
S	is
SCNR	sorry could not resist
SEZ	says
STRA	stray
SUM1	someone
T	tea, tee
THNQ	thank you
THX	thanks
TIA	thanks in advance
TNX/TY	thanks/thank you
TXTME	text me
U	you
UR	you're / your
W	with, were, where
W/D	without
WAN2	want to
WB	write back
WEN	when
WENJA	when do you
WERJA	where do you
WK	week
WKND	weekend
WL	will
WRFJ	where are you
XFER	transfer
XING	crossing
XLNT	excellent
XMAS	Christmas
XOXOX	hugs and kisses
XTRA	extra

## EL Civics and Citizenship

The Internet provides wonderful resources for the teacher in all areas of EL Civics and Citizenship. From online videos to sample citizenship tests to lesson plans to games to worksheets, the following websites are useful when developing lessons.

All websites reviewed November 2008.

<b>Citizenship Games</b> <i>Quia</i>	Quia is filled with games and activities for students. This site provides two games that can be used with adult students who are studying citizenship topics.	<a href="http://www.quia.com/shared/search">http://www.quia.com/shared/search</a>
<b>Citizenship Handbook</b>	Updated handbook for 2008 test from the Catholic Immigration Network. Handbook has materials for use in the classroom and sample test items.	<a href="http://cliniclegal.org/Refugee/citzhandbook.html">http://cliniclegal.org/Refugee/citzhandbook.html</a>
<b>Civics Education for Adult English Language Learners</b>	Center for Adult Education Language Acquisition (CAELA), Center for Applied Linguistics (CAL) Comprehensive compilation of curricular and instructional resources for citizenship, English Literacy (EL)/Civics, and ESL instructors and tutors. Includes articles, reports, teacher reference books, learner textbooks, newsletters, links to national and regional organizations, policy information, listservs, and other resources.	<a href="http://www.cal.org/caela/esl_resources/collections/civics.html">http://www.cal.org/caela/esl_resources/collections/civics.html</a>
<b>Civic Participation and Citizenship Collection</b> <i>New England Literacy Resource Center</i>	One of several online collections offered by the New England Literacy Resource Center. Provides annotated list of websites and original resources that address civics for ESL and adult basic education learners, citizenship preparation, professional development, research, and legislation. Includes citizenship teachers' reflections on classroom activities, resources for students, and materials for teachers.	<a href="http://www.nelrc.org/cpcc/prep.htm">http://www.nelrc.org/cpcc/prep.htm</a>
<b>Constitutional Rights Foundation, Online Lessons</b> <i>Constitutional Rights Foundation (CRF)</i>	Part of the Constitutional Rights Foundation website, offers free, online civics and citizenship lessons covering a range of topics, such as Foundations of Our Constitution. Each subject has several lesson plans, as well as links to other resources. Also includes access to current and	<a href="http://www.crf-usa.org/">http://www.crf-usa.org/</a>

	archived editions of Bill of Rights in Action newsletter, with an option to sign up for a free subscription.	
<b><i>DiscoverySchool.com</i></b>	Designed by the Discovery Channel for K-12 teachers and students, this website can be adapted for use with adult ESL learners. Provides resources and lesson plans in a variety of content areas, including U.S. history. Examples of lesson plans include: Understanding Government; We the People: A History; The American Revolution; the Civil Rights Movement; Immigration to the United States; and World War II: Causes and Consequences. Offers accompanying videos for purchase and free lesson planning and puzzle-making tools.	<a href="http://school.discoveryeducation.com">http://school.discoveryeducation.com</a>
<b><i>EDSITEment "We the People" Lessons</i></b>	The "We the People" initiative of the National Endowment for the Humanities aims to strengthen the teaching, study, and understanding of American history and culture. As part of this initiative, EDSITEment offers a full range of lesson plans for K-12 teachers on the important ideas, events and figures of American history, civics and government.	<a href="http://edsitement.neh.gov/special_features_view.asp?id=1">http://edsitement.neh.gov/special_features_view.asp?id=1</a>
<b><i>EL/Civics Activities Packet</i></b>	Colorado Department of Education, Spring Institute for Intercultural Learning, 2002 Developed for the Colorado Department of Education's Center for At-Risk Education, Adult Education, and Family Literacy, this comprehensive packet of activities includes EL/Civics competencies and teaching and assessment activities. Topics cover community services; consumer economics; employment and housing; health; and transportation/directions. Includes resources for each life skill area. Activities grouped by listening, speaking, reading/vocabulary, and writing skills.	<a href="http://www.cde.state.co.us/cdeadult/ELCivicsACPac.htm">http://www.cde.state.co.us/cdeadult/ELCivicsACPac.htm</a>
<b><i>EL Civics "How-To" Manual</i></b>	J. A. Napper and E. Rosenbaum, Bronx Community College and the City University of New York, 2003 Developed as part of the U.S. Department of	<a href="http://www.bcc.cuny.edu/ELCivics/EL_CIVICS_HOW_TO_MANUAL.pdf">http://www.bcc.cuny.edu/ELCivics/EL_CIVICS_HOW_TO MANUAL.pdf</a>

	<p>Education's Civics Education Demonstration Project, this manual includes information on establishing and managing an EL/Civics program. It addresses goals and objectives, staffing, recruitment, student assessment and placement, staff development, student accountability, evaluation, curriculum development, and instructional strategies. Provides sample flyers, intake forms, self-assessments, lesson plans, and other helpful resources.</p> <p>Download/view PDF</p>	
<p><b>ESL-Civics Curriculum Designed for Very Beginning ESL Learners</b></p>	<p>Illinois' Bright Ideas curriculum focuses on developing oral English communication skills and providing opportunities for learners to use these skills inside the classroom and outside in the community. Each unit contains step-by-step instructions for the teacher, lessons for the students, and visual support materials to facilitate learning for students who have few literacy skills in English and in the native language. Units may be downloaded free.</p>	<p><a href="http://www.clese.org/brightideas_eslcurric.htm">http://www.clese.org/brightideas_eslcurric.htm</a></p>
<p><b>EL/Civics Modules</b> <i>City College of San Francisco, 2006</i></p>	<p>Offers two EL/Civics modules: (1) Using Emergency Services and (2) Job Search Skills. Each provides a lesson plan, learning objectives, assessment strategies, suggested texts and units corresponding to the learning objectives, activity sheets that can be printed out for classroom use, and a list of the language competencies to be acquired via the module.</p>	<p><a href="http://www.ccsf.edu/Resources/Teacher_Resource_Center/civics/modules.html">http://www.ccsf.edu/Resources/Teacher_Resource_Center/civics/modules.html</a></p>
<p><b><u>EL Civics Website for ESL Students</u></b></p>	<p>Created by an adult education teacher in Garden Grove, California, this website for students includes a picture tour of the Statue of Liberty, Washington, D.C., and the American Bald Eagle. It also has free downloadable worksheets and crossword puzzles.</p>	<p><a href="http://www.elcivics.com/">http://www.elcivics.com/</a></p>
<p><b>English Literacy/Civics Lesson Plan Index</b> <i>Literacy Volunteers of America, Roanoke Valley</i></p>	<p>Provides ready-to-use lesson plans on the following topics: Civics and Consumer Skills, Health, Employment, Technology, and Everyday English (which includes such topics as taxes, housing,</p>	<p><a href="http://www.lvarv.org/el-civics/NewLessonPlan%20Index.htm">http://www.lvarv.org/el-civics/NewLessonPlan%20Index.htm</a></p>

	utilities, family life, directions, verb tenses, and others). Lesson plans are introduced by a brief description and contain specific behavioral objectives, a timeframe, materials, classroom activities, and assessment tools.	
<b>History Channel</b>	The History Channel® has developed a fun and engaging program called The Citizenship Quiz which has a video game, lesson plans, etc. for the 2008 Citizenship Test.	<a href="http://www.history.com/minisite.do?content_type=mini_home&amp;mini_id=57028">http://www.history.com/minisite.do?content_type=mini_home&amp;mini_id=57028</a>
<b>Immigration: Stories of Yesterday and Today</b> <i>Scholastic Publishing</i>	This is a collection of online activities and lesson plans, as well as teachers' guides, for use in the classroom or independently by adult learners. These activities are sponsored by the Scholastic publishing company.	<a href="http://teacher.scholastic.com/activities/immigration/index.htm">http://teacher.scholastic.com/activities/immigration/index.htm</a>
<b>New Naturalization Self Test for 2008</b> <i>U.S. Citizenship and Immigration Services, Office of Citizenship</i>	Test questions for the new test, flash cards, lessons, and more. All study tools are developed for immigrants applying for naturalization and for teachers and volunteers to use in the classroom. The flash cards reinforce learners' understanding of U.S. history and government. Flash cards and other materials can be easily downloaded from this website.	<a href="http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnnextoid=2de5bece24e7b110VgnVCM1000004718190aRCRD&amp;vgnnextchannel=2de5bece24e7b110VgnVCM1000004718190aRCRD">http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnnextoid=2de5bece24e7b110VgnVCM1000004718190aRCRD&amp;vgnnextchannel=2de5bece24e7b110VgnVCM1000004718190aRCRD</a>
<b>Practitioner Toolkit: Working with Adult English Language Learners</b> <i>National Center for Family Literacy (NCFL) and the National Center for ESL Literacy Education (NCLE), Center for Applied Linguistics (CAL), 2004</i>	Designed to support adult education and family literacy instructors serving adult English language learners and their families in rural, urban, and faith- and community-based programs. Toolkit provides guidance on lesson planning and instructional strategies and offers sample lesson plans, activities, and learner needs assessments. Features materials designed to help learners prepare for permanent residency and citizenship.	<a href="http://www.cal.org/caela/tools/instructional/prrac_toolkit.html">http://www.cal.org/caela/tools/instructional/prrac_toolkit.html</a>
<b>Verizon Literacy Campus</b>	Offers an array of free online courses on ESL, adult education, family literacy, volunteering, and program management topics. Citizenship: What Volunteers Need to Know (ProLiteracy Worldwide and the National Center for Family Literacy, 2004) is a course offering a step-by-step introduction to the naturalization process. Other relevant courses	<a href="http://www.literacycampus.org/Free-Online-Courses.28.0html?&amp;no_cache=1">http://www.literacycampus.org/Free-Online-Courses.28.0html?&amp;no_cache=1</a>

	include Citizenship: Preparing Students for the Interview, and Citizenship: Teaching US Civics for the Exam. Also includes a library of online and print resources on related topics, including adult literacy, English language instruction, and family literacy.	
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## Online Science Museums

*No time for a class field trip? Is your nearest science museum too far away? Are you looking for a simple way to integrate technology into your science curriculum? If you answered “yes” to any of these questions, then consider sending students to a virtual science museum that they can explore individually or in small groups. Following are some beginning sites to start your museum tours. All websites reviewed November 2008.*

<p><b>Exploratorium: The Museum of Science, Art, and Human Perception</b></p>	<p>This famous San Francisco museum hosts a variety of online exhibits on topics ranging from biodiversity and frogs, to weather, sports, and basic scientific curiosity. They also offer online activities; step-by-step instructions for hands-on activities; webcasts; and an online magazine. From the home page, click on the “Explore” tab at the top left.</p>	<p><a href="http://www.exploratorium.edu">www.exploratorium.edu</a></p>
<p><b>Marian Koshland Science Museum of the National Academy of Sciences</b></p>	<p>This museum, opened just four years ago in Washington, D.C., shares many of its exhibits online. Here, students can explore how DNA analysis can catch criminals and stop epidemics, witness the potential effects of global warming, and glimpse the frontiers of scientific research. To browse their topics, click on the black “ALL EXHIBITS” button at the top left of the home page.</p>	<p><a href="http://www.koshland-science-museum.org">www.koshland-science-museum.org</a></p>
<p><b>Ology</b></p>	<p>The American Museum of Natural History (AMNH) hosts this award-winning site for students to study and explore “ologies” of interest. Sectors currently include archaeology, astronomy, biodiversity, Earth, Einstein, genetics, marine biology, paleontology, and water. Site navigation is intuitive and kid-friendly.</p>	<p><a href="http://ology.amnh.org">http://ology.amnh.org</a></p>
<p><b>Oregon Museum of Science and Industry</b></p>	<p>From their home page, click on “Science Online” at the top right portion of the menu bar. There you’ll find links to online activities, exhibits, podcasts, and other online resources. This section also includes “Science Whatzit”—a place for students to conduct their own inquiry-based research and find answers to their questions.</p>	<p><a href="http://www.omsi.edu">www.omsi.edu</a></p>

<b>Resources for Learning</b>	Another site from AMNH, this one offers over 1,000 online resources for students from Grade 6 and up. These resources contain activities, articles, evidence and analysis, and more in anthropology, astronomy, biology, Earth science, and paleontology. Their collection is highly searchable and can also be browsed by topic, subtopic, and/or grade level.	<a href="http://www.amnh.org/education/resources">www.amnh.org/education/resources</a>
<b>Science Museum of Minnesota</b>	A little digging is all that's needed to find a wealth of interactive enrichment activities. Many of their online exhibits, such as Wild Music and Tissues for Life, include hands-on activities for home or school. From the home page, click on "Learn" at the top menu bar. Then click on "Learn more" in the Online Activities section.	<a href="http://www.smm.org">www.smm.org</a>
<b>Smithsonian Institution</b>	The world's largest museum complex hosts an equally impressive Web site. At the left-hand menu of their home page, click on "Smithsonian for Kids." From there, students can explore, discover, and learn about science through activity sheets, idea labs, and more. Have students click on the "Science & Nature" topic for a suite of links to Smithsonian exhibits and activities on anatomy, squids, flight, light, Earth history, and other topics.	<a href="http://www.si.edu">www.si.edu</a>
<b>Tech Museum of Innovation</b>	The Tech Museum currently has two online exhibits: one on genetics and the human genome; the other on robotics. Both exhibits are packed with interesting facts and features, including interactive questions. To find them, look for "Online Fun" at the bottom right of the page.	<a href="http://www.thetech.org">www.thetech.org</a>
<b>The Franklin Institute Science Museum</b>	Click on the green "Resources for Science Learning" tab at the top left of the home page. In the new window that opens, click the "For Learners" tab at the top. From there, the Franklin Institute's resources are easily navigated. Students can explore The Case Files, a unique repository of the history of science; the human heart; the brain; and links to pre-reviewed outside sites.	<a href="http://www2.fi.edu">www2.fi.edu</a>

<b>TryScience</b>	Last but by no means least, this partnership effort between the New York Hall of Science, the Association of Science-Technology Centers, and IBM Corporation is an innovative way for students to investigate, discover, and try science for themselves. Here, students can conduct online experiments, take online field trips, and participate in virtual scientific adventures. Fun graphics and high quality multimedia make this a stimulating, user-friendly site.	<a href="http://www.tryscience.com">www.tryscience.com</a>
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**Notes and Doodles**

