

Division of Instructional Support

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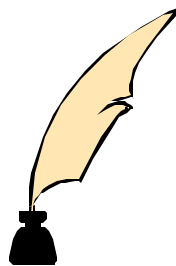
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Project Smart Schools Instructional Resource Guide For Middle School English Language Arts



Fall 2000

Draft Version 3.0

Draft

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Draft

sources- web sites and professional books.

Acknowledgements

This resource guide was developed by Robert Alessandro, Division of Instructional Support, Administrator and Anna Mendez, Project Smart Staff Developer. Special thanks given to Teresa Bader, Project Smart Staff Developer for her suggestions and contributions.

Draft

Feel free to modify these lessons to fit your needs. Better still, use them as templates to help you introduce more technology into your existing language arts program.

¹ See Resource section for descriptions of suggested web sites.

Activity: Genre Study

Standard 1: Reading

T
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t

- E1 a** Read twenty-five books of the quality and complexity illustrated in the sample reading list.
- E1 b** Read and comprehend at least four books on the same subject, or by the same author, or in the same genre.
- E1 c** Read and comprehend informational materials.

Materials: variety of books, Internet access

Development:

After studying the elements of a specific genre, students will read several examples from selected authors. They will then have an opportunity to analyze the texts and discuss how the different authors approached each element of the genre (literature circles). Some possible topics include: character development, plot structure, and use of dialogue. Students may work in groups to examine and discuss the individual works and report to the whole class.

Technology Skills: keyboarding, word processing, desktop publishing, navigating the Internet

Technology application:

Students can:


- use on-line resources to help identify works by particular authors and visit their web sites. They can also gather additional information through on-line chats. Students can keep a log of their questions and findings as they research.
- use a database to generate an annotated book log that includes their names, and titles, authors, genre, summaries, and comments of books they have read.
- respond in writing in the style of a selected genre.
- compare works/or elements of a genre using a graphic organizer.

Related Web Sites:

<http://web.nwe.ufl.edu/~jbrown/chauth.html>

Other Standards Addressed:

- E2 b** Produce a response to literature.
- E3 b** Participate in group meetings.
- c** Prepare and deliver an individual presentation.
- E5 b** Produce work in at least one genre that follows the conventions of the genre.

Author	Frances Minters	Number of Pages	
Title	Cinder-Elly-New York	Genre	Fiction ▼
Summary	Cinder-Elly lives in New York City with her parents and two older sisters. She has to do all the chores while her sisters watch t.v. One day they receive an invitation to a basketball game and Cinder-Elly is so excited until her sisters tell her she's not going because she has nothing to wear. Her mother even agreed that she was too young and had no money for clothes. On the day of the	Rating	Great ▼
	Date	1/20/99	Name of Reviewer

© ClarisWorks Database

Activity: Delivering a Speech

Standard 2: Writing

Target

E2 e Produce a persuasive essay.

Materials: Internet access, tape recorder, video/digital camera, sample speeches

Development

After studying the elements of effective public speaking, students will read, listen to, and analyze famous speeches. Students will then work in groups to evaluate the speeches. Included in the discussion should be how the reader was engaged, how the needs and interests of the audience were taken into consideration, evidence presented to support the argument set forth, and closure. As a group, students will write a speech for a candidate running for school or public office.

Technology Skills:

keyboarding, word processing, desktop publishing, navigating the Internet, use of peripheral devices (digital/video camera)

Technology Application:

Students can:

- use the Internet as a resource to find and listen to speeches both past and present for analysis;
- take notes and list the major points illustrated in the speeches;
- write and print out their own speeches;
- create posters/flyers promoting the candidate;
- create a slide show presentation using supporting evidence.



Related Web Sites:


www.historychannel.com/speeches

www.agric.gov.ab.ca/ruraldev/rurallea/rgvsp1.html

Other Standards Addressed:

- E1 c** Read and comprehend informational materials.
- d** Demonstrate familiarity with a variety of public documents and produce written or oral work.
- E3 b** Participate in group meetings.
- c** Prepare and deliver an individual presentation.
- E5 b** Produce work in at least one genre that follows the conventions of the genre.


ELECT

Student Name
"The Voice of Experience"
STUDENT BODY PRESIDENT

Frosh Class Treasurer Sophomore Class President Student Body Vice President Student Rep. to PTS Council Assistant Editor, Literary Magazine (2 yrs)		Marching Band (3 yrs) Orchestra (3 yrs) Jazz Band (2 yrs) Peer Counselor (2 yrs) Peer Health Clinic Volunteer (2 yrs)
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©Presswriter Flyer

Activity: Analyzing the Media

Standard 3: Speaking, Listening, and Viewing

Target

E3 d Make informed judgments about TV, radio, and film productions.

Materials: radio/television, newspapers, electronic media, Internet access, digital/video camera, tape recorder

Development

Students will follow a story in the news through radio and TV broadcasts. They will meet in groups to discuss each form of delivery and report the information gathered by both forms of media. The outcome of the discussion will identify which media they felt was a better choice for delivering the news. Next, they will write a feature article on an event and role play either a TV or radio newscaster.

Technology Skills: keyboarding, word processing, navigating the Internet, using peripheral devices (digital camera, microphone, tape recorder, etc.)

Technology Application:

Students can:

- use the Internet as a resource to find newspapers on-line that report an event;
- record or video tape a broadcast of the news;
- video tape their dramatizations of their newscast;
- write an editorial letter.

Related Web Sites:

National archives site: www.nara.gov

TIME for Kids: www.timeforkids.com/TFK/

Other Standards Addressed:

- E1 c** Read and comprehend informational materials.
- E2 b** Produce a report of information.
- E3 b** Participate in group meetings.
 - c** Prepare and deliver an individual presentation.
- E5 b** Produce work in at least one genre that follows the conventions of the genre.



©Time for Kids Web Page

Activity: Electronic Portfolio

Standard 4: Conventions, Grammar, and Usage of the English Language

Target

- E4 a** Independently and habitually demonstrate an understanding of the rules of the English language in written and oral work.
- E4 b** Analyze and subsequently revise work to improve its clarity and effectiveness.

Materials: video camera/tape recorder, dictionary, thesaurus, Internet access

Development

Students will keep a record of drafts of written and oral presentations in an electronic portfolio to share with teachers, parents, and peers. Students will review pieces of writing and revise/edit to improve clarity. Students will write a reflective commentary about their revisions.

Technology Skills: word processing, editing functions: spell check, thesaurus, cut and paste, find and replace, and save to a disk/CD ROM

Technology Application:

Students can:

- use the Internet as a resource to find suggestions on how to be a better writer, quotable quotes, thesaurus and dictionaries;
- keep a journal of reflections about pieces of writing or oral presentations;
- critique an oral presentation or the writing of peers;
- present the development of a piece of writing from first to final draft using a multimedia presentation;
- videotape an individual presentation on a prepared topic and write a reflective essay.

Related Web Sites:

Bartlett's Familiar Quotes: www.columbia.edu/acis/bartleby/barlett/

Roget's Thesaurus Online:

http://humanities.uchicago.edu/forms_unrest/Roget.html

Webster Online: www.webster.comnet.edu/HP/pages/darling/grammar.htm

Other Standards Addressed:

- E1e** Demonstrate a familiarity with a variety of functional documents and produce written or oral work.
- E2 a** Produce a report of information.

- d** Produce a narrative procedure.
- E3 a** Participate in one-to-one conferences with the teacher.
- b** Participate in group meetings.
- c** Prepare and deliver an individual presentation.
- e** Listen to analyze a public speaking performance.
- E5 a** Respond to non-fiction, fiction, poetry, and drama using interpretive and critical processes.
- b** Produce work in at least one genre that follows the conventions of the genre.

Activity: Book Advertisement

Standard 5: Literature

Target

E5 a Respond to non-fiction, fiction, poetry, and drama using interpretive and critical processes.

Materials: variety of books, newspapers, Internet access

Development:

Students will select a literary work to analyze and make critical judgements about its characters, theme, or the literary craft of the author. Students can look in the book review section of newspapers to read published reviews.

They will meet in groups to discuss the content and choose the design for an advertisement for that literary piece. Suggestions for advertisements include posters, brochures, or literary newsletters.

Technology Skills: word processing, navigating the Internet, e-mail, importing clip art

Technology Application:

Students can:

- use the Internet to compare reviews;
- write and e-mail a review to a teacher, parent, or peer;
- design posters, brochures, or newsletters to highlight “selling points” of the literary work.

Related Web Sites:

Children's Literature Web Guide: www.acs.ucalgary.ca/~dkbrown/aboutclwg.html

The Realm of Books and Dreams:

www.bconnex.net/~mbuchana/realms/page1/index.html

Other Standards Addressed:

- E1 c** Read and comprehend informational materials.
- E2 b** Produce a response to literature.
 - e** Produce a persuasive essay.

Activity: Annotated Catalog of Childhood Treasures

Standard 1: Reading

Target

E1 c Read and comprehend informational materials.

Materials: books, newspapers, Internet access.

Development:

Review the qualities of an effective catalog, such as clear descriptions and supporting illustrations. Discuss how creating a catalog can provide information in a pleasing format. Prior to class, direct students to bring in toys, artifacts, or collections. Discuss how students might organize, describe and inform others of their items in a class catalog. Students should take turns photographing and writing brief descriptions of the items. Students can then confer with peers and respond to the descriptions. They can read books related to their object.

Technology Skills: desktop publishing, word processing, navigating the Internet, importing graphics, using peripheral devices (digital camera)

Technology Application:

Students can:

- use the Internet to find the origins of their objects;
- design a catalog including original illustrations or photographs.

Related Web Sites:

Museum of the City of New York: www.mnyc.org/set3.htm

FAO Schwartz: www.faoschwartz.com

Other Standards Addressed:

E1 e Demonstrating a familiarity with functional documents.

E2 c Produce a narrative account.

E4 b **Analyze and subsequently revise work to improve its clarity and effectiveness.**

Activity: Character Portrait Trading Card

Standard 2: Writing

Target

E2 a Produce a report of information.

Materials: books, newspapers, Internet access, digital/video camera

Development :

Teachers should connect this activity to a content theme, a commonly read literary work, or students' personal experiences. Discuss with students why people collect trading cards. What kind of information can we get from these cards? How is the information presented on a trading card? Students should identify individuals (story characters, family members, historical or cultural figures, etc.) they would like to represent on their individual trading cards. With class input, create a template appropriate to the theme selected.

Technology Skills: keyboarding, importing clip art, sound files, using peripheral devices (digital/video camera)

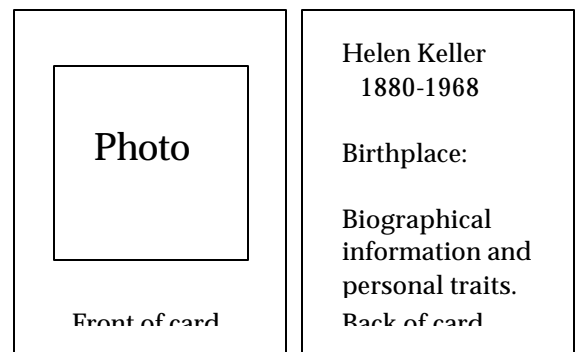
Technology Application:

Students can:

- navigate the Internet or electronic encyclopedias to research and evaluate information about the characters that would be appropriate for the class trading card template;
- create a multimedia presentation of their trading card by adding graphics, sound, or moving images;
- share their projects through oral presentations or bulletin board displays;
- use the information from their templates to write an expository essay focusing on one aspect of the character.

Other Standards Addressed:

- E1 c Read and comprehend informational materials.
E3 b Participate in group meetings.
c Prepares and delivers an individual presentation.



ACTIVITY: Word Bank Dictionary

Standard 4: Conventions, Grammar, and Usage of the English Language

Target

E4 a Independently and habitually demonstrate an understanding of the rules of the English language in written and oral work.

Materials: radio/television, newspapers, electronic media, Internet access, digital/video camera, tape recorder

Development:

Students will compile a content related dictionary of words/concepts from themes they have studied. Display an alphabet/encyclopedia fact book. Discuss with students the format of this type of book. What are some of the advantages/disadvantages of such a book? Select a word and model for students what a sample entry might look like (see sample). Direct students to work in groups and compile a listing of words/concepts, from their reading in class, to include in the group dictionary.

Technology Skills: keyboarding, entering data into a database

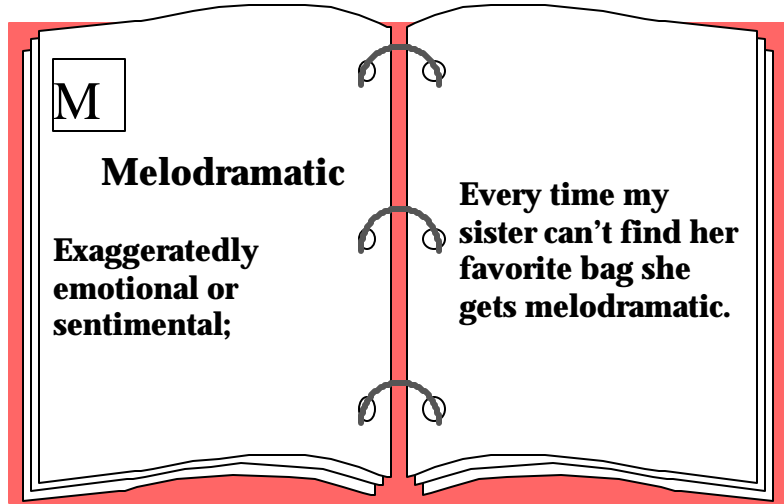
Technology Application:

Students can:

- use the Internet sites that provide word-a-day activities or on-line dictionaries;
- preview electronic multimedia encyclopedias to get an idea about layout;
- enter words and definitions in a database;
- create a mini-book of vocabulary words;
- illustrate or import graphics to clarify meaning whenever possible. Students may also import sound or video to create a multimedia dictionary.
- make copies of their dictionaries to share with other groups;
- use a puzzle-making web site to create a crossword using the selected words.

Other Standards Addressed:

- E1 c Read and comprehend informational materials.
- e Demonstrating a familiarity with functional documents.
- E2 c Produce a narrative account.
- E3 b Participate in group meetings.



ACTIVITY: Cooking Vignettes

Standard 2: Writing

Target

E2 d Produce a narrative account.

Materials: cookbooks

Development:

Students will record family stories related to food experiences.

Point out that food not only sustains or keeps us alive, it's connected to many memories. The aromas, the sights and the feel of foods reminds us of celebrations and other occasions. We can also learn more about our family heritage through food. Ask students to generate a list of foods and events or people associated with that particular food. As part of this assignment, students may also wish to speak to family members to gain more information or for clarification of a memory.

Technology Skills: keyboarding, word processing

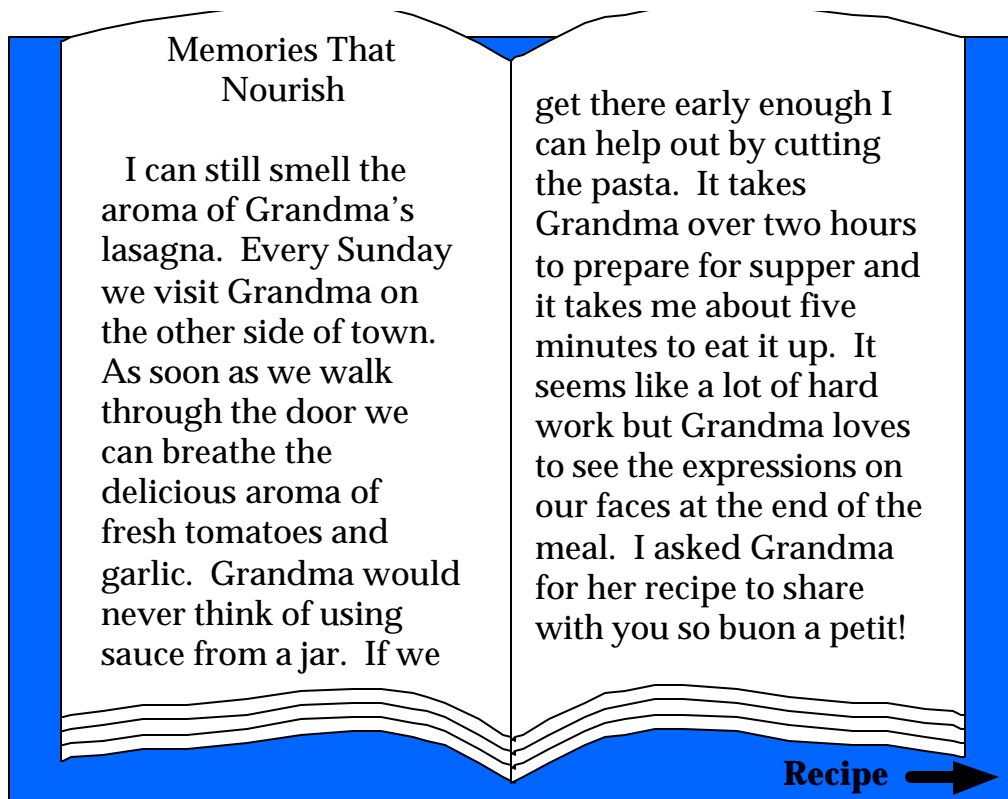
Technology Application:

Students can:

- research on the Internet for recipes or cookbooks;
- provide time for students to either share in pairs or in groups to clarify their ideas;
- pair up with a partner and make corrections in conventions, grammar and usage;
- add clip art or original art work to enhance the story. This may include free drawing, scanned photographs or imported graphics from any software program;
- include the recipe with step by step instructions;
- write a thank you-note to the cook.

Other Standards Addressed:

- | | |
|------|---|
| E1 e | Demonstrating a familiarity with functional documents. |
| E3 b | Participate in group meetings. |
| E4 a | Demonstrate an understanding of the rules of the English language in written and oral work. |



ClarisWorks Wordprocessing

ACTIVITY: Animated Narrative Procedure

Standard 2: Writing

Target

E2 d Produce a narrative procedure.

Materials: scanner, props, video/digital camera

Development:

Lead students to an understanding that a video is especially useful to demonstrate a procedure that may be unknown to the viewer. Ask students to think of a procedure that they are familiar with that could be made into a video. Students should make a list of materials needed to perform the procedure. Students should also be mindful of engaging the audience, anticipating problems, mistakes, and misunderstandings and providing closure. Discuss with students techniques to make an effective presentation such as lighting, background, voice, transitions, and so on. Discuss with students the qualities including playback, pausing, zooming, repeated viewing.

NOTE: Students may use a video camera (if available) or a still-shot camera for this assignment. Students may begin filming at home or in class depending upon type of procedure and/or availability of equipment.

Technology Skills: Digital/Video camera

Technology Application:

Students can:

- write the steps/script of the narrative procedure;
- videotape or create a slide presentation of their narrative procedure using props and visuals;
- evaluate narrative procedures of their peers using the criteria studied.

Other Standards Addressed:

E1 e Demonstrate familiarity with a variety of functional documents.

E3 a Participate in one-to-one conferences with the teacher.

b Participate in group meetings.

c Prepare and deliver an individual presentation.

E4 a Demonstrate an understanding of the rules of the English language in written and oral work.

Approaches

In the following section, you will find a list of the New York City Performance Standards and some suggested activities that illustrate how technology can make learning experiences more meaningful for students. Because technology is changing rapidly, the suggestions included in this section are designed as a starting point. As new technology, software and web sites are developed you will find new ways to incorporate technology into your language arts curriculum.

Keep in mind that no one standard is done in isolation. In fact, elements of several standards need to be taught and learned in order for students to meet one particular standard. For example, Standards E4 a and b, which address the conventions of English, are part of every writing standard. In addition, many reading and writing activities are interconnected. For example, reading fiction and non-fiction books (E1a) can lead to writing a book review (E2 b).

Technology Applications to the English Language Arts Performance Standards Middle School

Standard 1: Reading

E1 a Read twenty-five books of the quality and complexity illustrated in the sample reading list.

- Use **Databases** to log titles, authors, genre, and comments.
- Use **Telecommunications** with other students and readers through an on-line book club (e-mail/chat).
- Use **Telecommunications** to access articles and stories.

E1 b Read and comprehend at least four books on the same subject, or by the same author, or in the same genre.

- Use **Databases** to enter, sort, and analyze characters, plots, settings and words frequently used by specific writers.
- Use **Drawing** tools to create a graphic organizer such as a Venn diagram to organize information on a subject or compare and contrast an author's works.

E1 c Read and comprehend informational materials.

- Use **Desktop Publishing** to create a magazine containing essays that advocate single, opposing, or multiple viewpoints.
- Visit an **On-line Bulletin Board** or explore an **On-line Forum** to develop, refine and post a response.
- Use **Interactive Electronic Multimedia** to access CD libraries and encyclopedias.

E1 d Demonstrate familiarity with a variety of public documents.

- Use **Telecommunications** to access government and commercial sites to review various documents (laws, regulations, and bulletins).

E1 e Demonstrate familiarity with a variety of functional documents.

- Use **Desktop Publishing** to design flyers, catalogues, and directories.

Standard 2: Writing

E2 a Produce a report of information.

- Use keywords to narrow a search on the **Internet** for the purpose of gathering appropriate facts on a particular topic.
- Import or scan **Graphics** such as pictures and charts to support information presented in the report;
- Use **Desktop Publishing** to prepare written work.

E2 b Produce a response to literature.

- Use **Multimedia** to create and illustrate original stories using a piece of literature as a model.
- Use **Desktop Publishing** to publish book reviews in a class literary newsletter.

E2 c Produce a narrative account (fictional or autobiographical).

- Use **Drawing** tools to create graphic organizers, such as an outline, as part of the pre-writing process.
- Use **Multimedia** to create a family album using digitized pictures and sounds.
- Use **Clip Art** libraries and imported photographic images to enhance personal writing.

E2 d Produce a narrative procedure.

- Use **Graphics** (clip art, arrows, shapes) to illustrate steps in a procedure.
- Use **Word Processing** formatting tools to change font size, style and to help create a visual hierarchy.
- Use **Multimedia** to import video clips to help clarify points in a procedure.

E2 e Produce a persuasive essay.

- Use appropriate **CD-ROM libraries**, **Electronic Encyclopedias** and **Online Forums** to develop, revise, and publish a position paper.
- Use a **Spreadsheet** to represent data that supports a viewpoint.

Standard 3: Speaking, Listening and Viewing

E3 a Participate in one-to-one conferences with the teacher.

- Use **Multimedia** to present and discuss a book review, report or interview.

E3 b Participate in group meetings.

- Use **Telecommunications** to participate in live author conferences.

E3 c Prepare and deliver an individual presentation.

- Use **Multimedia** to develop a slide show presentation for a report, review or persuasive essay.
- Use **Desktop Publishing** applications such as clip art, graphics, and scanned photographic images to create a document for a presentation.

E3 d Make informed judgments about TV, radio, and film.

- Use **Telecommunication** to access and evaluate reviews from various sources, such as out-of-town newspapers and national magazines.

Standard 4: Conventions, Grammar, and Usage of the English Language

E4 a Demonstrate an understanding of the rules of the English language in written and oral work.

- Use the **Spell Check** feature of a word-processing program.
- Use the **Thesaurus** feature of a word-processing program.

E4 b Analyze and subsequently revise work to improve its clarity and effectiveness.

- Maintain and modify original word processing documents (text files) using **Editing** and **Formatting** functions such as cut/paste, font size, style and bullets.

Standard 5: Literature

E5 a Respond to non-fiction, fiction, poetry, and drama using interpretive and critical processes.

- Use **Desktop Publishing** to create a class literature review magazine.
- Use **Multimedia** to create a presentation in order to share personal reactions, responses or reflections about works of fiction, poetry, non-fiction or drama.

E5 b Produce work in at least one genre that follows the conventions of the genre.

- Use **Word Processing** to create an original work in a particular genre using graphics and **formatting tools** to illustrate themes or actions in the work.
- Use **Multimedia** to transform an original work of nonfiction, fiction, poetry or drama into a slide show, using sounds and graphics.

Resources

The resources listed are designed to help you use technology to assist student learning and your professional development. Included are suggested web sites, print material, and software programs. Since technology and resources are constantly changing, this resource guide will be periodically updated on-line. Even so, be sure to preview software, sites and books to make certain that they are relevant.

Feel free to submit any sites, lessons, or suggestions that might be helpful to teachers. www.nycenet.edu/oit/

Language Arts Web Sites

New York City Board of Education: NYCENET

This is the official New York City Board of Education web site which provides information such as programs and policies related to public education in the city. It also provides educational resources and links to both public and private sectors.

<http://www.nycenet.edu>

National Council of Teachers of English

NCTE is devoted to improving the teaching of English and the language arts at all levels. It also publishes position papers, teaching ideas, and other documents on professional concerns such as professional standards.

<http://www.ncte.org>

International Reading Association

Resources for teachers, reading specialists, tutors, and others concerned about literacy. Learn about books, journals, videos, and multimedia products about reading comprehension and literacy.

<http://www.ira.org>

Educational Resources Information Center

A national information network of education information from all sources. ERIC offers a variety of publications and AskERIC, an electronic question-answering service for teachers.

<http://www.ed.gov/EdRes/EdFed/ERIC.html>

International Society for Technology in Education

ISTE helps K-12 teachers and administrators share effective methods for enhancing student learning through the use of new classroom technologies.

<http://www.iste.org>

National Educational Computing Association

NECA sponsors The National Educational Computing Conference(NECC) that provides workshops, forums, discussions with key industry speakers and the largest vendor exhibition of its kind. Participants have the opportunity to discover and share what they need to develop for the appropriate use of technology in their classroom, districts, and universities.

<http://www.neccsite.org>

U.S. Department of Education

Features current news and events, publications and products, technology, and links to a variety of other online educational resources.

<http://www.ed.gov/>

New York State Education Department

This site provides resources and current news about the policies, initiatives, standards and assessments applicable to the New York State educational system.

<http://www.nysed.gov>

The Children's Literature Web Guide

Compiled by David K. Brown, Director of the Doucette Library of Teaching Resources at the University of Calgary. The guide has links to children's literature, as well as lesson plans, discussion boards and quick reference lists of award-winning and best-selling books for kids.

<http://www.acs.ucalgary/~dkbrown/>

Children's Literature Authors and Illustrators

Information on over one hundred children's authors and illustrators. In addition, there are links to related pages such as children's books online, publishers, author's and illustrators' birthdays, and so forth.

<http://www.ucet.ufl.edu/~jbrown/chauth.html>

Global Show and Tell

Primary and elementary students can share with others what they have written or drawn about their favorite possessions, projects, and accomplishments including home pages.

<http://www.telenaut.com/gst/>

Internet Public Library Hour

A small collection of children's stories that is available in both plain text and illustrated/audio format.

<http://ipl.org/youth/StoryHour/>

Blue Web'n

Blue Web'n is a searchable database of over 1000 outstanding Internet learning sites categorized by subject area, audience, and type (lessons, activities, projects, resources, references, & tools). Blue Web'n does not attempt to catalog all educational sites, but only the most useful sites -- especially online activities targeted at learners.

<http://www.kn.pacbell.com/wired/bluwebn/index.html>

KidPub

A place where children can get their stories published. The site includes a program where schools may get their students involved. Children can collaborate together to create stories online.

<http://en-garde.com/kidpub/>

Online Book Initiative

OBI is a project to make a large collection of freely distributable texts available in a generic format for others to do as they wish. A directory listing of nearly 100 Grimm fairy tales are available for viewing or downloading.

[gopher://ftp.std.com:70/11/obi/book](ftp://ftp.std.com:70/11/obi/book)

Tales of Wonder

Tales of Wonder is a collection of folk and fairy tales from around the world. These international stories come from Russia, Siberia, Central Asia, China, Japan, the Middle East, Scandinavia, Scotland, England, Africa, and India. Native American stories are also featured.

<http://www.ece.ucdavis.edu/~darsie/tales.html>

ACE Kids

This site includes a contest page where children can answer riddles, enter their writings and win prizes for getting good grades. Teachers can use this site to publish student work and encourage creative and critical thinking of their students.

<http://www.acekids.com/contests.html>

Cyberkids

The Cyberkids web site contains links to games and puzzles, a reading room, and a young composers section.

<http://www.cyberkids.com>

Scholastic Network

This site offers resources for teachers, parents, and children. The kids section includes links to different book series such as the *Babysitters Club*, and *Goosebumps*. The teacher's sections have information about book fairs, book clubs, and classroom magazines. The section for parents includes sites for children, *Parent and Child Magazine Online*, scholastic software selections, Internet safety tips, and tips on helping children learn to read.

<http://www.scholastic.com>

The Guide to Grammar and Writing

This site contains links to contests, grammar quizzes, a section on composition and grammar tips.

<http://www.webster.commnet.edu/HP/pages/darling/grammar.htm>

A Word A Day

The word a day home page allows users to subscribe and receive words and their definition daily. The site also includes a link to the previous day's word.

<http://www.wordsmith.org/awad/index.html>

American Literary Classics

Each day a different chapter from a classic American novel is posted for visitors to read. Students can vote on the next novel to be read or comment and ask questions about the current work.

<http://www.americanliterature.com/MAIN.HTML>

KidNews

A free news and writing service for students and teachers around the world. Anyone may use the stories for their classrooms, and anyone may submit stories.

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

Project Bartleby Archive

This site is a cyberspace library of the greatest works of literature as well as other public documents.

<http://www.columbia.edu/acis/bartleby>

The Lingua Center Grammar Safari

This site is designed to help students begin experiencing English as it occurs in its natural surroundings. Students can search for conjunctions, gerunds, infinitives, dangling prepositions, and more in documents on the World Wide Web.

<http://deil.lang.uiuc.edu/web.pages/grammarsafari.html>

English as a Second Language

This site is for ESL educators who want to enhance their lesson and projects using the Web. Sample lesson plans, and activities as well as a chat area can be found on this site.

<http://granny.lang.uiuc.edu/r-li5/esl/>

Teaching with Electronic Technology

At this site learn how technology is being applied to the teaching and learning in some schools. You'll also find links to the latest technological resources, studies, conferences, publications, surveys, and projects.

<http://www.wam.umd.edu/~mlhall/teaching.html>

Internet Poetry Archive

Students can download and listen to writers reading some of their poems.

<http://metalab.unc.edu/ipa/index.html>

Poet's Corner

This site offers teachers and students the opportunity to read famous and anonymous poems that have been indexed by subjects. A great place for students to study author styles and cultural influences in writing.

<http://www.geocities.com/Athens/Acropolis/2012/poems/z-holida.html>

Professional Books

Allen, Janet and Gonzalez, Kyle. There's Room For Me Here. Stenhouse Publishers, 1998.

Describes how one middle school teacher set up her literacy classroom, offered intervention and support for struggling students, and assessed their progress. Includes record keeping forms, extensive bibliographies of literature for shared and independent reading.

Cohen, Barbara. Social Studies Resources on the Internet, A Guide for Teachers. Heinemann, 1997.

This book focuses on websites. It explains first how to get started and then annotates over 1,200 of the most useful resources. The book is divided into sections corresponding to traditional social studies courses.

Crotchett, Kevin. A Teacher's Project Guide to the Internet. Heinemann, 1999.

Written by a teacher for teachers, this book walks readers through the Internet, step by step, suggesting a host of creative and exciting classroom projects.

Garfield, Gary and McDonough, Suzanne. Creating a Technologically Literate Classroom. Teacher Created Materials, Inc., 1996.

This book is a guide how to actively engage students using technology as one of the building blocks of learning. Suggested resources are provided.

Jensen, Ceil. Internet Lesson Plans for Teachers—Bridging the Gap Between Education & Technology (Secondary School Version) Brighter Paths

15 ready-to-use lesson plans that will excite a classroom. Students will learn to critique a Web site, research criteria for designing a postage stamp, or create ASCII art for creative writing projects. Lesson plans include subject area, objectives, ideas for classroom management, grading criteria, Web links, worksheets and more. CD-ROM is included to teach basic Internet skills to those with little or no experience.

Insinnia, Elaine and Cleary, Skarecki, Educators Take Charge—Teaching in the Internet Revolution. ISTE, 1999

An insightful examination of how the Internet can be used to rejuvenate a lesson plan, a school activity, a student—or a teacher. Practical and inspiring anecdotes make important points while exploring the issues a teacher will encounter when the Internet hits the classroom.

Lamb, Annette, Building Treehouses for Learning—Technology in Today's Classroom, Second Edition. ISTE, 1999

This book discusses the design and development of effective informational and instructional materials and techniques for managing a technology-rich classroom. Concrete ideas for using educational software, Internet applications, video, and laserdiscs in your classroom add value to each technology. Includes an extensive glossary, reference list, appendix, index, and a wealth of creative and effective activities to integrate into a lesson plan or inspire original ideas.

Monroe, Rick. Writing and Thinking with Computers: A Practical and Progressive Approach. National Council of Teachers of English, 1993.

This book offers examples, sample lessons, and practical advice about how to teach students to use computers to enhance their writing and thinking.

Moursund, David. Project -Based Learning Using Information Technology. ISTE, 1999.

This book offers a methodical approach to implementing long-term, technology-assisted learning projects that invite students to use their minds to maximum potential. This approach to challenging, multi-disciplinary learning takes education to exciting and stimulating levels of real-world purpose and meaning. In this constructivist environment, students gain skills and expertise that will remake them into independent, self-sufficient, lifelong learners—scholars, in the most basic sense of the word. Each chapter includes suggested activities.

Owston, Ron. Making the Link: Teacher Professional Development on the Internet. Heinemann, 1998.

This book attempts to help teachers take the “next step” with the Internet – to use it as a tool for their personal professional growth. The book is organized into five main sections: 1. The Internet and Its Essential Tools 2. Creating an Action Plan 3. Building Virtual Professional Communities 4. Doing Research on the Internet. 5. Ahead to Tomorrow.

Pace, Glennellen. Whole Learning in the Middle School: Evolution and Transition. Christopher-Gordon Publishers, Inc., 1995

This book attempts to help teachers break away from the fragmented curriculum to the interdisciplinary projects curriculum. Provided are reflections and actual classroom practices at the middle school level.

Strickland, James. From Disk to Hard Copy, Teaching Writing with Computers. Heinemann, 1997.

Suggestions on how to make sense of the information computers give concerning surface correctness-spelling, grammar, punctuation, and word choice-while ensuring that student writers retain control over their text and its meaning.

Wresch, William. The English Classroom in the Computer Age: Thirty Lesson Plans. National Council of Teachers of English, 1991.

This provides lesson plans for teaching writing using school computers. The essays are arranged in three groups for students with varying levels of computer skills and contain suggestions for adaptation to various computer facilities that a school may have. Many lessons contain handouts and instructions that can be easily reproduced for classroom use.

Zemelman, Steven; Daniels, Harvey, and Arthur Hyde. Best Practice, New Standards for Teaching and Learning in America's Schools. Heinemann, 1999.

Descriptions of progressive teaching in six subject areas: reading, writing, mathematics, science, social studies, and the arts.

Language Arts Software

Inspiration

Inspiration Software, Inc

Grade Level: 4 & up

This software allows students to create graphic organizers which helps students develop and organize their ideas. Students have the option of brainstorming their ideas in either outline or map formats with clip art.

Imagination Express

EDMARK

Grade Level: K-8

Imagination Express comes in a series of titles (Castle, Rain Forest, Neighborhood, Pyramids, Ocean, Time Trip, USA) to inspire students to write and create interactive stories and printed books. Each title includes a fact book, clip art and a library of sounds reflective of the title.

Storybook Weaver DELUXE

The Learning Company

Grade Level: 1-6

Storybook Weaver DELUXE is a creative writing tool which incorporates music, hundreds of graphics, and sound effects that offer children new ways to help tell their stories. The program also lets students write in either English or Spanish with bilingual spell checkers and a flexible text-to-speech feature that reads aloud in either language (Text-to-speech not available in Windows 3.1 version.)

Included are options to drop in scanned photos, record voices, and save stories as web documents.

Timeliner Collection

Tom Snyder Productions

Grade Level: K-12

This collection includes *Timeliner 4.0* and seventeen data disks that include research time lines. *Timeliner* lets you quickly and easily organize events into a timeline. Data can be viewed in a banner, list or table format. Students can import graphics or capture a graphic "snapshot" for a school newspaper or the web.

Student Writing & Research Center

The Learning Company

Grade Level: 5-12

Student Writing & Research Center combines and integrates *Student Writing Center* and *Compton's Concise Encyclopedia* to make writing high-quality, thoroughly researched, and well-referenced reports easier and more exciting. It contains a 25-volume encyclopedia, including thousands of articles, more than 8,000 full-color and black & white pictures, over 75 full-motion videos, interactive atlas and illustrated timelines, dictionary and thesaurus, and easy printing of articles, maps, and pictures.

CornerStone Reading Comprehension

The Learning Company

Grade Level: 5-8

CornerStone Reading Comprehension uses thematic content area reading passages and activities that promote understanding of main idea, sequencing, cause and effect, prediction, author's purpose, inference, and important details. Graphic organizers and other tools teach students ways to organize what they read.

Reading Galaxy

Broderbund

Grade Level: 4-8

This program challenges students to develop reading comprehension skills by competing with a panel of interstellar guest celebrities. Students read and/or listen to passages from contemporary Newbery Award-winning books and favorite children's classics. The passages include synopses, actual excerpts, and facts about the authors.

The Printshop PressWriter

Broderbund

Grade Level: 3-12

The Printshop PressWriter gives students all the tools they need to create "real world" writing projects including newsletters, brochures, booklets, reports, letters, resumes, or flyers.

GLOSSARY OF TERMS

- CD-ROM:** compact disk-read only memory
- Clip art:** pre-drawn art work that can be placed in a document
- Database:** a document that is used to sort, organize and store information
- Desktop Publishing:** process of creating printed documents that look professionally produced
- Drawing:** the creation of original or customized graphics
- Graphic:** an electronic picture or design
- Interactive Electronic Multimedia:** the creation and reading of messages using sound and pictures, either separately or in combination
- Internet:** a global network of computers that uses hypermedia to jump from one computer to the next
- Multimedia:** a computer presentation that involves still images, moving video, sound, animation, art, or a combination of all of these
- On-line:** a computer user connected to the Internet
- Spreadsheet:** software program for financial or other number-related information processing
- Telecommunications:** communicating with other computers via modem
- Word Processor:** software applications that allow a user to type documents but with a variety of tools to make work time easier and more efficient