

## Toolbox Binder

ICT.1

### **TIME**

40 minutes

### **OVERVIEW**

Students assemble a single Toolbox Binder for their collaborative group. It contains all the information and communication technology (ICT) resources they need for ongoing support in their learning. Students apply the skills they acquired in OLE.1: Personal Binder Reminder to manage their group's Toolbox Binder. They also complete BLM ICT.1#3: Survey of Information and Communication Technology (ICT) Skills to self-assess the level of their ICT skills.

### **LEARNING OUTCOMES**

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

### **English Language Arts**

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.3 *Combine Ideas* — Search for ways to reorganize ideas and information to extend understanding.
- 3.1.4 *Create and Follow a Plan* — Create and follow a plan to collect and record information within a pre-established time frame.
- 3.3.1 *Organize Information* — Organize information and ideas using a variety of strategies and techniques [such as comparing and contrasting, classifying and sorting according to subtopics, sequences, order of priority or importance...].

### **ICT LITERACY SKILLS AND COMPETENCIES**

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- concept mapping
- ethical use of technologies
- word processing

### **SUGGESTED LEARNING RESOURCES**

#### **Software**

- word processing
- concept mapping
- spreadsheet

#### **Print**

- Appendix C: Index of Teaching and Learning Strategies and Tools

#### **BLMs**

- BLM ICT.1#1: Overview of Introductory Information and Communication Technology (ICT) Learning Experiences

- BLM ICT.1#2: Toolbox Binder Checklist
- BLM ICT.1#3: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.1#4: How Was Our Group Work?
- BLM ICT.1#5: Group Work Reflection

### **Materials**

- three-ring binder
- dividers
- lined loose-leaf paper and white paper

### **SUGGESTIONS FOR INSTRUCTION**

- **Note:**
  - The Toolbox Binder that students will assemble is similar to the Personal OLE Binder they have already set up (see OLE.1: Personal Binder Reminder); however, each collaborative group prepares only one Toolbox Binder.
  - Teach this ICT at the same time as ICT.4: Looks Like This so that students can use graphics skills to enhance their Toolbox Binder.

### **Preparation and Set-up**

- Ask students to complete BLM ICT.1#3: Survey of Information and Communication Technology (ICT) Skills to assess the level of ICT skills of students in the classroom. This information will be helpful in planning which ICT learning experiences students will need to complete.

### **Activating Strategies**

- Students complete BLM ICT.1#3: Survey of Information and Communication Technology (ICT) Skills. This helps them to think about the ICT skills they already have and to set goals for improving those skills. It also helps them in their brainstorming of ICT categories.
- Explain that the purpose of the Toolbox Binder is to create one binder for each collaborative group so that students can refer to it for assistance as they use ICTs in class.
- Students brainstorm categories of ICT tools and support material to be included in the Toolbox Binder (e.g., email, spreadsheet, Internet). Add other categories that should be included. Give each group a copy of BLM ICT.1#1: Overview of Introductory Information and Communication Technology (ICT) Learning Experiences. Students read the BLM and ask pertinent questions.

### **Acquiring Strategies**

- In collaborative groups, students assign various responsibilities for creating the Toolbox Binder. For example, individual students
  - jot down ideas for the titles of divider pages for each section  
(These pages will be created on the computer with graphics software in ICT.4: Looks Like This.)
  - create a table of contents  
(The list of contents can be created electronically using word-processing software or the Outline tool of concept-mapping software.)
  - assemble the binder
 Depending on the size of the group, some students may have more than one section to look after.
- Throughout the school year, the student responsible for an ICT section takes notes pertaining to that section and updates the Toolbox Binder accordingly, filling out BLM

ICT.1#2: Toolbox Binder Checklist in the process. Team members are responsible for bringing up points of interest that need to be included in each section of the binder. Some of these tips may come from other teams in the form of email through established distribution lists (see ICT.3: Riddle This).

### **Applying Strategies**

- Students update their group's Toolbox Binder as they discover pertinent information on ICTs or as they complete a related task.

### **Variation/Extension**

- When students have completed ICT.12: Chart This, they may use spreadsheet software to create a list of topics included in each section of the Toolbox Binder. The spreadsheet will allow them to alphabetize their list, thus creating an index. This skill will be helpful when creating an Electronic Collection (see OLE.10: Electronic Collection).

### **SUGGESTIONS FOR ASSESSMENT**

- Observe students' interactions in their collaborative groups.
- Periodically review students' BLM ICT.1#2: Toolbox Binder Checklist and write comments in the space provided.
- Students use BLM ICT.1#4: How Was Our Group Work? to assess their work as a group.
- Students self-assess their work within the group, using BLM ICT.1#5: Group Work Reflection.

### **CONNECTION TO INVENTIONS, INNOVATIONS, AND DISCOVERIES**

- Students use the Toolbox Binder as a reference tool throughout the *Inventions, Innovations, and Discoveries* interdisciplinary unit and the whole school year.

## BLM ICT.1#1: Overview of Introductory Information and Communication Technology (ICT) Learning Experiences

ICT Learning Experience	Overview
<b>ICT.1: Toolbox Binder</b>	Collaborate with your group to assemble a single Toolbox Binder that contains all the ICT resources you need for ongoing support in your learning.
<b>ICT.2: Write This Down</b> (Word Processing)	Review word-processing skills you have previously acquired at school or at home, and become familiar with technical vocabulary and word-processing techniques you will use throughout the school year. Learn to use the Help function of word-processing software and learn to write technical tips in a step-by-step manner similar to that of Help files.
<b>ICT.3: Riddle This</b> (Email)	Using anonymous email accounts, learn to use the email software application or web-based email used by your school, while participating in a riddle activity to learn about each other.
<b>ICT.4: Looks Like This</b> (Graphics: Paint/Draw)	Use a graphics program (such as a Draw or Paint program) to create and print title/cover pages for your group's Toolbox Binder (see ICT.1: Toolbox Binder). Throughout the school year, continue to create images and graphics to illustrate your work. Also create electronic illustrations for insertion in multimedia presentations and on web pages.
<b>ICT.5: Roam Your ROM</b> (CD-ROMs)	Become familiar with the use of the CD-ROM resources available in the class. Practise being mentors to your classmates while explaining the use of a specific CD-ROM resource.
<b>ICT.6: Inspired</b> (Concept Mapping)	Use concept-mapping software to create a title page for your Personal OLE Binder or to organize information for a personal biography or a biography of a key pal.
<b>ICT.7: Caught in Action</b> (Digital Camera/ Video)	Use a digital camera and/or still shots from a digital video camera to take a picture of yourself and to create an identity card.
<b>ICT.8: Make Your Point</b> (Multimedia)	Create a short multimedia presentation about yourself or about a research topic in any unit of study.
<b>ICT.9: Look for It: Learning to Search the Internet</b> (Internet #1)	In this introductory Internet learning experience, you learn what you can expect to find on the World Wide Web, and learn how to search online effectively for pertinent, valid, and reliable information. Throughout the school year, search and locate appropriate websites for your inquiries in science or social studies, as well as websites that support your investigations within this interdisciplinary unit.
<b>ICT.10: Find It: Internet Scavenger Hunt</b> (Internet #2)	In this learning experience (designed to follow ICT.9: Look for It: Learning to Search the Internet), practise your searching skills as you find appropriate websites to support your investigations in science or social studies, or in this interdisciplinary unit. Select a favourite website and create a question to be used in an online scavenger hunt.
<b>ICT.11: Make It: Creating an Effective Web Page</b> (Internet #3)	In this learning experience (designed to follow ICT.9: Look for It: Learning to Search the Internet and ICT.10: Find It: Internet Scavenger Hunt), create an online scavenger hunt with your collaborative group. Then create a class website on which you post your group's scavenger hunt, as well as other school work throughout the year.
<b>ICT.12: Chart This</b> (Spreadsheet)	Use a spreadsheet to record and graph information about common characteristics, traits, and/or tastes of your classmates.

### BLM ICT.1#2: Toolbox Binder Checklist

Collaborative Group Members \_\_\_\_\_  
 \_\_\_\_\_

Section Title (e.g., Illustrate This) \_\_\_\_\_

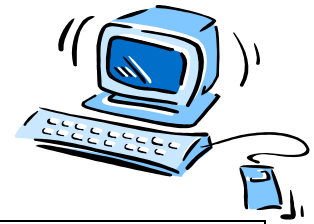
Additions to Toolbox Binder Section	Date Added	Page Number	Added to Section's Table of Contents
<i>Example:</i> Insert a web picture.	Sept. 28	3	✓

Each time you make an addition to a section of the Toolbox Binder, ask for teacher comments.

Teacher Comments	Date

### BLM ICT.1#3: Survey of Information and Communication Technology (ICT) Skills

Name \_\_\_\_\_ Date \_\_\_\_\_



Computer and Internet Access	Yes	No
• I have a computer at home.		
• I have Internet access on my computer.		

Self-Assessment of ICT Skills	
Circle the letter that best describes your skill level in each of the following ICT areas. If the level does not describe your skill exactly, then circle the one closest to it.	Write down one skill you are good at and can help others with.
<b>1. Basic Computer Operation</b> a. I do not use a computer. b. I use a computer to play games or to look up songs or movies on the Internet. c. I can set up my computer, load software, print, and use most of the operating system tools. I can run two programs at the same time.	
<b>2. File Management</b> a. I do not save any files I create using the computer. b. I save files I have created but I cannot always find them. I do not know how to copy files to a floppy disk. c. I have a filing system for organizing my files and can locate files quickly and reliably. I back up my files regularly.	
<b>3. Word Processing</b> a. I do not use a word processor. b. I occasionally use a word processor for simple documents. I am not sure how to make the documents look attractive. c. I use a word processor to present projects. I can edit, spell-check, and change the format of a document.	
<b>4. Email</b> a. I do not use electronic mail. b. I occasionally send email to family or key pals. c. I use email to request information and I check and use my email account regularly.	
<b>5. Graphics</b> a. I do not use graphics in my word processing or presentations. b. I can open and create simple graphics with Paint and Draw programs or with the Draw tool of my word processor. c. I use both clip art and simple original graphics in my word-processed documents. I can use most Draw tools.	

(continued)

<b>Self-Assessment of ICT Skills (continued)</b>	
<p><b>6. Concept Mapping</b></p> <p>a. I have never created an electronic concept map.</p> <p>b. I have created an electronic concept map using various symbols and links. I can work with the Outline View of my concept map.</p> <p>c. I have used an electronic concept map to present ideas. I can “adopt” other concept maps into my own. I can insert Internet links into my concept map.</p>	
<p><b>7. Digital Camera or Video Camera</b></p> <p>a. I have never used a digital camera or a digital video camera.</p> <p>b. I am able to connect a digital camera to a VCR and television to transfer a video clip. I can connect a digital camera to a computer and download digital images and video.</p> <p>c. I have used video-editing software to clip and sequence video. I am able to paste stills and capture video into multimedia presentations and/or web pages.</p>	
<p><b>8. Multimedia</b></p> <p>a. I have not created my own multimedia presentation.</p> <p>b. I have created a simple multimedia presentation using text and graphics.</p> <p>c. I have authored multimedia presentations that include actions, animations, audio, and video.</p>	
<p><b>9. Web Browser Operation and Internet Research</b></p> <p>a. I do not use the Internet.</p> <p>b. I can use the Internet to access songs, movie trailers, or information about a favourite celebrity.</p> <p>c. I can use the Internet to find information for research projects.</p>	
<p><b>10. Web Page Creation</b></p> <p>a. I have never created a web page.</p> <p>b. I have created simple web pages using a web editor.</p> <p>c. I have designed and created web pages using HTML and uploaded them to the Internet.</p>	
<p><b>11. Spreadsheet</b></p> <p>a. I do not use a spreadsheet.</p> <p>b. I understand the use of a spreadsheet and can navigate within one. I can create a simple spreadsheet that adds a column of numbers.</p> <p>c. I have used a spreadsheet for several purposes, including simple database applications. I can add labels, formulas, and cell references, and can change column widths and text style. I can make a simple graph or chart.</p>	

### BLM ICT.1#4: How Was Our Group Work?

Name \_\_\_\_\_ Date \_\_\_\_\_

Group Members \_\_\_\_\_  
 \_\_\_\_\_

Assessment of Group Work	Yes	No	Reflection on Group Work
• We contributed ideas.			In our group, we did very well in: • • • •  Our goals for the next time are: • • • •  The steps we need to take to reach our goals are: • • • •  The resources (whom and what) we need to achieve our goals are: • • • •
• We listened to others.			
• We asked questions.			
• We encouraged others.			
• We disagreed politely.			
• We stayed on task.			
• We paraphrased others' ideas.			
• We elaborated on others' ideas.			
• We summarized our ideas.			
• We reflected on our progress in group work.			

**How Was Our Group Work?** Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training BLM-39).



### BLM ICT.1#5: Group Work Reflection

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Give two examples from your work showing that you and your group were on task.

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2. If your group was off task, tell what happened.

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If your group was always on task, skip questions 2 and 3.

3. What did you or your group do to get back on task? Did it work?

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4. How would you rate your group's work today?

↑	↑	↑	↑	↑
Great! Right on task.		On task most of the time.		Off task most of the time.
↓	↓	↓	↓	↓

**Group Work Reflection:** Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training BLM-40).

