TEACHER BLACK LINE MASTERS

Online Learning Experiences

TBLMs in Ongoing Learning Experiences (OLEs)
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TBLM OLE.2#1: Daily Edit Concept Chart

Concept	Reviewed in Mini-Lesson	Date Used in Daily Edit	Mastered	Comments (Note students who experience difficulties with concept/rule.)
Examples: • Punctuation: Use of commas • Capitalization rules				

TBLM OLE.2#2: Using the Spell-Checker

Overview
The **Spell-Checker** tool is available with most word-processing software. It allows the user to verify proper spellings of words. Teachers need to model its appropriate use in order for students to use it efficiently and effectively.

Advantages
The Spell-Checker tool can support student learning because it
- identifies most spelling and typing errors
- identifies where a space between two words may have been omitted during typing by suggesting that the word is a spelling mistake
- offers a list of suggested spellings, one of which may be the correct one

Disadvantages
Students cannot rely exclusively on the Spell-Checker in editing spelling errors because it
- does not differentiate homonyms (e.g., by – buy, their – there – they're, too – to – two), and so does not identify incorrect spelling of homonyms
- may identify proper nouns as spelling mistakes (proper names of persons or places are not in the Spell-Checker dictionary, just as they are not usually found in a conventional dictionary). In such an instance, students should select "Skip" or "Ignore" in the dialog box.
- identifies words as mistakes if they are spelled using a language form different than the program default—for example, Canadian spelling (e.g., colour) in an American default (e.g., color). In this case, inquire whether a Canadian dictionary can be installed as the default dictionary on the word-processor application.
- may not offer any alternative spelling if the student-written word contains too many errors
- may not offer any alternative spelling if the error is at the beginning of the word

Considerations
To make the most appropriate use of the Spell-Checker, consider the following:
- Teach the use of the Spell-Checker in the context of editing during the writing process. Encourage students to proofread their writing for spelling mistakes before using the Spell-Checker.
- Dictionary skills are essential. When using the Spell-Checker, students may have to look up words to verify the computer's suggestions in order to select the appropriate word.
- The first word in the list provided by the Spell-Checker is not necessarily the appropriate choice.
- Students may be taught how to add a word to the Spell-Checker dictionary. Verify that the word to be added is spelled correctly.

Variations/Extensions
- Explain and show students how to use the following tools or functions of the word processor:
  — **Grammar Checker:** Use of this function of the word processor helps identify grammatical errors such run-on sentences, problems in subject-verb agreement, and other mistakes.
Thesaurus: This tool of the word processor (or an online Thesaurus) can be used to choose more descriptive words for written text.

TBLM OLE.4#1: Roles of Group Members in Reading Circles

For the Reading Circle discussions, ensure that students are assigned particular roles with clear job descriptions. The roles should rotate weekly within the group so that all students experience all roles. Explain roles and job descriptions and give students time to practise the roles.

The following scenarios describe possible roles. Adapt the scenarios to suit the class size or needs. Print the selected scenarios and have students put a copy in their Personal OLE Binders.

Reading Circle Roles: Scenario 1	
Roles	**Responsibilities**
Group Leader	• Briefly summarize the selected text at the beginning of the Reading Circle discussion. • Encourage each group member to share the information or reaction she or he has prepared following the last discussion. • Pose the guiding question or activity for the day's discussion, after having discussed it with the teacher. • Summarize the agreed-upon reading and reactions to be completed for the next discussion.
Group Recorder	• Record the discussion with the help of group members.
Group Member	• Be prepared for the discussion. • Be sure to support statements with evidence from the text. • Listen attentively as other group members make their comments and add to the ideas presented. • Respect the opinions of others and speak one at a time.

Reading Circle Roles: Scenario 2	
Discussion Director	Develop, with the help of the teacher, a list of questions to guide the Reading Circle discussion about the selected text. Help group members to talk about the big ideas in the reading selection and to share their reactions without worrying about small details. Usually the best discussion questions come from personal thoughts, feelings, and concerns related to the reading, which can be noted during the reading or as a reflection after the reading. At first, use general questions such as the following: What was going through your mind while you read? What questions did you have when you finished this section? Did anything in this section of the text surprise you? During the Reading Circle discussion, direct the discussion about the day's reading. First, call on the Summarizer to give a brief summary of the reading. Then lead the discussion with prepared questions.
Summarizer	Prepare and present a brief summary of the day's reading in a short (one or two minute) statement that conveys the key points, the main highlights, and/or the essence of the assignment. If there are several main ideas or events to remember, number the key points.

Reading Circle Roles: Scenario 2 *(Continued)*

Literary Luminary (For Fictional Text)	Identify a few special sections of the text that the group might like to hear read aloud. A passage may be selected for various reasons: it is important, surprising, funny, confusing, informative, controversial, well written, thought provoking, and so on. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. Decide which passages are worth hearing, and then jot plans for how they will be shared. Read passages aloud, ask someone else to read them, or have people read them silently, and then discuss that section with the group. Record the location of the reading passage, reason for the choice of reading passage, and the plan for reading, using BLM OLE.4#3: Reading Circle Discussion Notes.
Information Interpreter (For Informational Text)	Identify a few sections of the text that • are especially relevant to the topic • explain the subject concisely and clearly • shed new light on the issue • communicate information previously unavailable A passage may be chosen for various reasons: it is important, informative, clear, well written, controversial, thought provoking, and so on.
Connector	Find connections between the text and the real world. This means connecting the reading to • personal life • happenings at school or in the community • similar events at other times and places • other people or situations Identify possible connections between the text and other writings on the same topic, or by the same author. Because connections are personal, there are no right or wrong answers with this role.
Vocabulary Enricher	Be on the lookout for important words in the day's reading, or words that are puzzling or unfamiliar. Jot down the words while reading, and add their definition later. Look for familiar words that stand out in the reading (e.g., words that are repeated often, used in an unusual way, or key to the meaning of the text) and point them out to the group. Record the page number, word, definition, and plan for sharing, using BLM OLE.4#3: Reading Circle Discussion Notes.
Illustrator	Draw an illustration of something specifically discussed in or related to the text, or of a feeling experienced in reading the text. The illustration can be a sketch, cartoon, comic, diagram, flow chart, or stick-figure scene, and may be labelled. Show the illustration to others in the group without commenting on it. One at a time, group members speculate on the meaning of the illustration and connect it to their own ideas about the reading. After everyone has expressed his or her opinion, discuss the illustration, explaining how it came about or what it represents.
Recorder	Take notes of what all team members say about the text during the Reading Circle discussion. Synthesize the information, with the intention of writing a review of the text. Based on the ideas or facts presented during the discussion, write an opinion of why the text should be read. Post it on a suitable website (see IMYM Links Database) or on the book reviews page of the school or class website.

TBLM OLE.4#2: Variations for Reading Circles

Selecting the Text
- All students in the class read the same text.
- Each group reads a different text on the same theme. Texts can be of varied reading levels and related to the unit theme or concept.
- Each member of the group reads a different text of the same genre. Texts can be of various reading levels and related to the unit theme or concept.

Reading the Text Selection
- Students read the whole text selection before meeting in the Reading Circles.
- Students read an agreed-upon section of the text before meeting in the Reading Circles.
- Students read the text during the Reading Circle meeting, usually identifying some sections to be read independently the day before the next meeting.

Discussing the Text in Reading Circles
- At the beginning of each Reading Circle discussion, students record on a group chart (see BLM OLE.4#3: Reading Circles Discussion Notes) the page numbers of the text selection they are reading, and write a two- or three-sentence summary of what they have read to date.
- Assign a question for discussion at each Reading Circle, or construct questions specific to each title, as in a traditional novel study. The discussion can be videotaped or recorded by the group's recorder and edited by the group (OLE.2: Daily Edit).
- Give students a list of guiding questions to work through in sequence or according to the group's preference. The questions can be recorded by the group's recorder and edited by the group (OLE.2: Daily Edit).

Responding in Journals
- Assign questions for written response.
- Students write personal reactions to their reading, predict what will happen next, or comment on an issue raised in the text.
- Vary the responses at each session (e.g., vocabulary, setting, plot, character).

Comparing and Contrasting Texts
- Form new Reading Circles where each member of the group reads and shares a different text. This allows for sophisticated compare-and-contrast experiences, as well as critical thinking activities.

Posting a Book Review on the Internet
- See BLM OLE.4#1: Reading Circle Learning Centre.

TBLM OLE.4#3: Teacher Observation Checklist for Reading Circles

Date _____

Select a few items to focus on at each Reading Circle session or observe one Reading Circle group per session.

Observation Criteria	Student Names																
Reading Circle Discussion																	
• expresses ideas and opinions about the text and the author's purpose																	
• listens to others																	
• contributes ideas																	
• respects others																	
• stays on topic																	
• encourages others to share																	
Reading Response																	
• reads an appropriate number of pages of text each session																	
• writes an appropriate response																	
• shows understanding of text in response																	
• writes using proper mechanics																	
Comments																	

This page is best printed landscape style on legal-size paper. More columns may be added as needed.

TBLM OLE.4#4: Response Assessment Checklist

Date _____

Select a few items to focus on for each retelling.

Response Observed	Student Names																	
The student																		
• states the main idea or theme of the story																		
• describes the setting																		
• describes the main character and supporting characters																		
• states the goal or story problem																		
• describes the plot																		
• describes the resolution of a conflict, goal, or problem																		
• expresses a personal reaction or opinion																		
• relates ideas and opinions about the text																		
• relates ideas and opinions about the author's purpose																		
Comments																		

This page is best printed landscape style on legal size paper. More columns may be added as needed.

TBLM OLE.4#5: Assessing Active Listening*

Check the observed behaviours.

Active Listening Skills and Strategies	Student Names																
The student																	
• demonstrates attentiveness: — looks at the speaker — thinks about and tries to understand what the speaker is saying — controls personal activity level — encourages the presenter with non-verbal cues (e.g., nodding, smiling)																	
• shows appreciation for others' ideas																	
• recalls relevant information																	
• clarifies ideas																	
• provides feedback																	
• asks relevant questions																	

_____

TBLM OLE.5#1: Assessment Rubric for Oral Presentation

Name _____

Observe each student over time to get a profile of the student's oral presentation skills.

		Date	Date	Date	Date	Date
Content						
Organization	3. Is logically or creatively organized. 2. Is organized. 1. Demonstrates limited organization and structure.					
Preparation	3. Shows detailed preparation. 2. Shows evidence of preparation (cue cards/audiovisual equipment). 1. Shows minimal evidence of preparation.					
Material	3. Material is consistent with the topic. 2. Material, for the most part, is relevant to the topic. 1. Material is irrelevant to the topic or inappropriate.					
Language	3. Language is appropriate and interesting. 2. Language is appropriate. 1. Language is inappropriate.					
Creativity	3. Shows considerable creativity. 2. Shows some creativity. 1. Shows limited creativity.					
Visuals	3. Visuals are effective and add to the presentation. 2. Visuals are appropriate. 1. Visuals have limited effectiveness.					
Delivery						
Speech	3. All words are spoken clearly. 2. Many words are spoken clearly. 1. Many words are not spoken clearly.					
Volume	3. Volume is loud enough to be heard easily. 2. Volume is inconsistent. 1. Volume is too low.					
Interest	3. Displays enthusiasm for the topic. 2. Displays interest in the topic. 1. Exhibits minimal interest in the topic.					
Eye Contact*	3. Makes effective eye contact. 2. Makes some eye contact. 1. Makes no eye contact. (*Consider cultural appropriateness.)					

TBLM OLE.6#1: Group-Participation Observation Checklist

Group Task _____

Rating Scale: 4 = Always   3 = Usually   2 = Sometimes   1 = Rarely

Student Names	Stays on Task	Listens to the Group's Ideas	Participates in Group Discussion	Encourages Group Members	Exhibits Positive Attitude

TBLM OLE.7#1: Speak Ye! Hear Ye! Roles

The content of each cell can be cut and pasted on a "Role Description" index card.

* Essential role.

Chairperson* - fills in the agenda with names of speakers before the meeting (BLM OLE.7#6: Chairperson's Agenda) - keeps the meeting running smoothly - introduces each speaker, other than the keynote speaker, when it is his or her turn to speak - thanks the speakers - makes a closing comment after each report	**Secretary*** - prepares a report using information on the agenda (BLM OLE.7#5: Secretary's Report Form) - fills in the details of the Secretary's Report Form during the meeting - files the report in the Speak Ye! Hear Ye! binder at the end of the meeting - prepares to read the report at the next Speak Ye! Hear Ye! session (see Previous Secretary role)
Previous Secretary - rehearses ahead of time by reading BLM OLE.7#5: Secretary's Report Form of the previous meeting - presents the minutes of the previous meeting - makes changes if necessary and asks for approval of the minutes	**Guest Speaker Seeker** - identifies a suitable guest speaker from outside the school and invites this person to talk about a topic related to the unit of study - writes a letter or email inviting the guest speaker - tells the guest speaker how much time he or she has to speak - knows the correct pronunciation of the speaker's name - asks the speaker for facts about his or her speech and some interesting biographical information for the introduction - introduces and thanks the guest speaker
Keynote Speaker (Student) - prepares, in advance, a one- to two-minute speech on any topic related to the unit of study, using BLM OLE.7#1: Speech Delivery Assessment Form - rehearses the speech - delivers the speech	**Keynote Speaker Introducer** - asks the keynote speaker for facts about his or her speech and some biographical information for the introduction - knows the topic on which the speaker will speak - plans and delivers a short, entertaining introduction to the keynote speaker

Speak Ye! Hear Ye! Roles (*continued*)

Keynote Speech Evaluator
- prepares, using BLM OLE.7#1: Speech Delivery Assessment Form
- fills out the form
- gives an oral assessment, speaking personally to the speaker
- thanks the speaker, reflecting briefly on one thing learned during the presentation
- writes a thank you card to the speaker and presents the card after the presentation

Other

Additional Suggested Roles

News Reporter
- prepares by researching interesting current news related to the current unit of study (see also OLE.5: Share the Learning and OLE.9: Newspapers)
- reports the news
- identifies the news location on a map

Pollster
- creates a survey question (or questionnaire)
- identifies a survey group and surveys the group
- interprets survey data
- presents data and interpretation of data using BLM OLE.7#3: You Are the Pollster

Book Talker
- prepares an oral report using BLM OLE.7#4: Book Talk as a guide
- writes the book title and the author's name on the board prior to the meeting
- presents the book talk

Poetry Reader
- chooses or writes a short poem (less than one minute) related to the current unit of study
- memorizes the poem
- recites the poem

Joker
- selects three appropriate jokes
- shares the jokes with the teacher
- rehearses telling the jokes
- tells the jokes, pausing for laughter

Timer
- becomes familiar with the time allotted for each speaker
- signals the speaker when 15 seconds is remaining
- records the length of each speech on a class list

Internet Site Reviewer
- selects one website of the week
- prepares a one-minute review of the website
- creates a link to the website on the class computers
- includes the website on the class website

Active Listener (three or more students)
- listens and observes during the Speak Ye! Hear Ye! session
- completes BLM OLE.7#2: Self-Assessment of Active Listening
- submits the completed form to the teacher who comments and gives it back to the student(s)

continued

Speak Ye! Hear Ye! Roles (*continued*)

Meeting Set-up Organizer
- arranges the classroom furniture in a circle or another style that is conducive to discussions and presentations
- checks with the chairperson to see whether any items need copying or whether equipment needs to be set up
- ensures room is straightened up after the meeting

Movie Critic
- selects an appropriate movie that is either currently at the theatres or on video
- shares the selection with the teacher
- prepares a one-minute review of the movie
- presents the movie review

Biographer
- selects a famous person related to the current unit of study
- writes a brief biography of the person and finds related resources where interested students can get more information
- presents the biography

Demonstrator
- selects an item (real or fictional) related to the current unit of study, such as those used in M1.1: Plants, Animals, and People
- designs a demonstration that shows how the item works, explaining its purpose and its strengths
- supplies all materials needed for the demonstration
- cleans up after the demonstration

Telephone Interviewer
- selects a person whose job is (or whose interests are) related to the current unit of study
- writes interview questions
- telephones the interviewee, asking the set of questions
- writes a report that summarizes the telephone interview
- presents the report

Environment Tipster
- researches to find at least one environmental tip that students can readily use
- creates a poster to display the tip
- posts the tip on the class website or bulletin board

Advertiser
- selects an item (real or fictional) related to the current unit of study
- creates a commercial advertising the item's uses and strengths
- presents the commercial

Storyteller
- selects an interesting story or legend related to the current unit of study
- practises telling the story
- tells where he or she got the story and what nation or community it comes from
- tells the story, using a clear voice and an appropriate pace

Other

Other

TBLM OLE.7#2: Speak Ye! Hear Ye! Teacher Assessment

Date of Meeting _____

Use the following rating scale to assess students' participation during their Speak Ye! Hear Ye! presentation.

Rating Scale: 4 = Always   3 = Usually   2 = Sometimes   1 = Rarely

	Student Names												
The Student													
• was prepared with all necessary materials													
• presented all that was required													
• kept content on topic													
• kept content flowing smoothly													
• kept to the time limit (when one is set)													
• spoke clearly													

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TBLM OLE.7#3: Role-Selection Wheel

1. Make a circle, using heavy paper stock.
2. Make another circle, half the size of the first.
3. Pin the two circles together at the centre (the smaller one on top of the other), so that they can rotate.
4. Draw as many diameter lines as there are students in the class.
5. On the inside pie pieces, write the names of roles, alternating harder and easier roles.
6. On the outside pie pieces, write the names of students.
7. Students play the role identified in the pie piece beside their names.
8. Rotate the inside circle one pie piece over to determine which student will play which role at the next session.
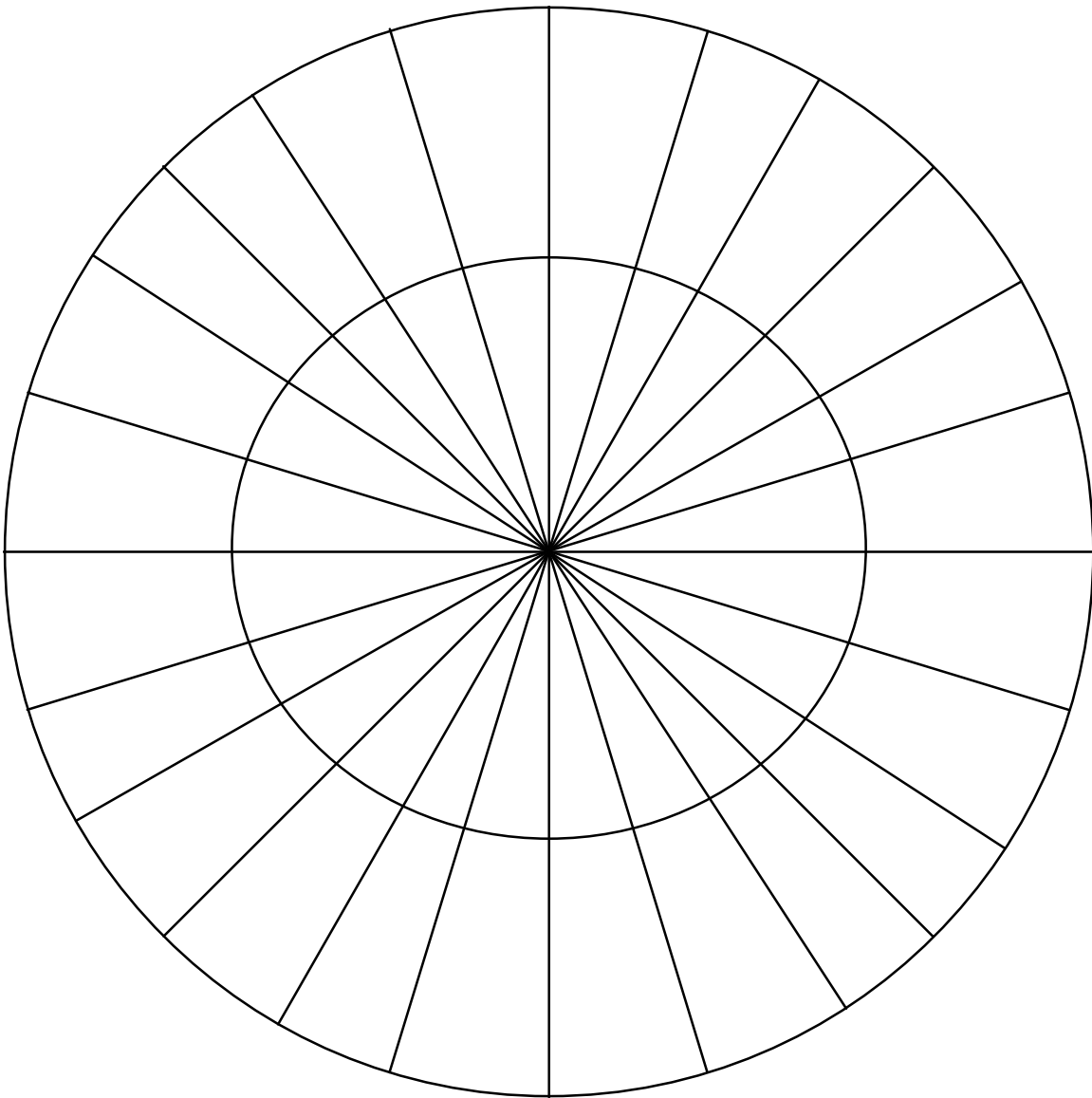
TBLM OLE.7#4: Observation Checklist for
Speaking and Listening Skills*

Form A: For Individual Student Over Time

Student Name	Date			
Student as Speaker				
• Uses voice appropriately.				
• Uses pauses effectively.				
• Uses sentences in oral communication.				
• Maintains topic.				
• Speaks fluently and talks for an appropriate length of time.				
• Uses gestures effectively.				
• Responds to the audience on request.				
Student as Audience				
• Listens attentively.				
• Asks questions or offers comments.				
• Takes turns during discussion.				

Continued

_____

Speaking and Listening Skills *(Continued)**

Form B: For Class Use

Speaking and Listening Skills	Student Names											
Student as Speaker												
• uses voice appropriately												
• uses sentences in oral communication												
• maintains topic												
• speaks fluently and talks for an appropriate length of time												
• responds to audience on request												
Student as Audience												
• listens attentively												
• asks questions or offers comments												
• takes turns												

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*   Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation.* Winnipeg, MB: Manitoba Education and Training, 1998. BLM–95.

TBLM OLE.9#1: Suggested Activities to Familiarize Students with Newspapers

1. Compare news headlines on the same day in two local newspapers. Discuss the slant each newspaper has taken, and which one is more effective, more sensational, more respectful of the people involved, and more accurate.

2. Provide students with a newspaper headline and ask them to predict what the article might be about. Then provide them with the article. Was the headline accurate? What would have been a better one?

3. Have students
   - calculate the area covered by advertisements on a page or in a section of a newspaper. What is the equivalent in percentage?
   - calculate the number of pages devoted to chosen sections, such as Sports, World Events, Local Events, and Arts and Entertainment. What percentage of the whole newspaper is devoted to each section? How does this percentage range between local, national, and online newspapers?

4. Give students a newspaper article and ask them to highlight the 5Ws (When? Who? What? Where? Why?). Ask them to list the 5Ws in their favourite children's story, nursery rhyme, or fairy tale, and write a short news event article about it. (See BLM OLE.9#3: 5Ws + H Chart.)

5. Give students a newspaper article and ask them to record the 5Ws on a separate piece of paper. Students exchange the papers and write an article based on the 5Ws. Compare the articles written by the students with the original article. (See BLM OLE.9#3: 5Ws + H Chart.)

6. Have students use the Classified section of a newspaper to find materials or services that would assist them in getting past the following challenges:
   - a barbed wire fence
   - a hungry lion
   - a 6-metre deep moat filled with piranhas
   - a 15-metre vertical cliff
   - a locked steel door

7. Give each group an envelope filled with articles and ask students to categorize them and label each category. Groups report on the categories they identify. Are there common groupings?

8. Give each group an envelope with 10 articles, with the headlines cut off and placed in a separate envelope. Students match the headline with the article it describes. Students reflect on which details helped them to complete the match. Were they correct in their assumptions?

9. Have students examine and use newspaper vocabulary.
   - Students scan a newspaper to find an adjective for each letter of the alphabet. They write the sentence in which the adjective was found, and then write a new sentence with the same adjective.
   - Students find and highlight signal or transition words in a newspaper article.
   - Students find 10 words used in the newspaper with which they are not familiar. They record each word in their Vocabulary Database, along with a definition and an example of the word used in a sentence. (See OLE.2: Daily Edit.)

10. For one week, groups of students search for stories, photographs, display advertisements, and classifieds describing random acts of kindness. Students put their selections in a group scrapbook and make a presentation about the one that was most meaningful to them. The group can vote for the random act of kindness of the week. If students are writing a class or school newspaper, they report random acts of kindness in the school or local community.

For more ideas, search the Internet using the terms "newspaper in education" and "newspaper teaching units."

TBLM OLE.9#2: Newsworthiness

Why are certain events selected to be in the news and others are not? Newspaper editors judge the newsworthiness of events and stories according to several factors. The most common ones are listed below:

- **Timeliness:** A story that just happened is more newsworthy than a story that happened last week.
- **Relevance:** A story that unfolds in a community will be more newsworthy to that community than a story from an outside community.
- **Significance:** The bigger an event is, or the larger the number of participants, the more newsworthy the event is considered to be. A hailstorm in a small town may be considered less important than a hailstorm in a large city where many houses and cars are damaged.
- **Impact:** The more people are affected by an event, the more important it is. A concert attended by 50 000 people is typically more newsworthy than a school concert.
- **Unusual:** A unique or unusual occurrence has a greater chance than a commonplace event of being newsworthy. A teacher's willingness to kiss a goat if his or her students read x number of books may be newsworthy, if this has not been done before.
- **Prominence:** The actions of someone important or well known are of interest to many people. A famous hockey player coming to the city to play in a special game or help with a fundraising event will likely be newsworthy.

Human Interest: Stories of courage, honesty, caring, love, or daring are likely to be newsworthy.

TBLM OLE.10#1: Suggestions for Organizing and Displaying Electronic Collections

The three most common means of organizing and displaying Electronic Collections are
- a folder directory
- a multimedia presentation
- a web page or website

In deciding which option is the most suitable for their needs, students consider the following:

1. **Folder Directory**
   - A folder directory is by far the simplest choice, as students do not have to hyperlink any files or update links if the files are moved or deleted.
   - It is the least time consuming option. (Once fields are saved, little or no other work needs to be done.)
   - The directory is identical to the organizational concept map created at the time of the set-up.
   - As the concept map is updated or edited, the folder directory can easily be updated or edited accordingly.
   - When the folder is complete, the Electronic Portfolio can be burned onto a CD-ROM. Alternatively, students can represent the Electronic Portfolio using a multimedia presentation or a web page.

2. **Multimedia Presentation** (See ICT.7: Make Your Point)
   - A multimedia presentation tends to be linear, although hyperlinks can be made between various parts of the electronic file in order to access slides in a different order.
   - The multimedia presentation may be
     — saved online within a web page, although the result is not as smooth as a document created originally as a web page
     — burned onto a CD-ROM and become portable. (Yearly portfolios can be added to the CD-ROM if the session is not closed.)
     — viewed only if the application that created the presentation is available. (Newer versions of the application will usually open older files.)
   - The content of slides is layered, including background, text, and illustrations.

3. **Web Page**
   - A web page may be
     — multi-layered by using hyperlinks to connect all contents in any chosen order
     — saved online. Consider safety issues and school/division policies when posting student work online (i.e., save the file using a URL that is not hyperlinked from another page and that can only be accessed using its own address).
     — burned onto a CD-ROM and viewed off-line using any web browser when online access is difficult

No computer at home?
Record the Electronic Collection on videotape by running a cable from the computer video-out to the VCR video-in. Use a separate microphone to add the student's oral commentary.

For more information, see "Frequently Asked Questions (FAQs)," on the Department's IMYM website at <www.edu.gov.mb.ca/k12/tech/imym/faqs/imym-model.html>.

TBLM OLE.10#2: Content and Structure of Electronic Collections

Selecting Work Samples for the Electronic Collection
The potential for a huge, unmanageable collection exists if choices are not made from the start. Eventually, each category could become so large with contents that it would have to be subdivided, increasing the workload and forcing the student to spend more time in regrouping and backtracking on work previously done.

Consider whether students should be directed to
1. use only electronic documents and files
2. scan and use all work they create
3. scan or photograph only artwork or work that cannot be created electronically such as calligraphy or three-dimensional artwork (see ICT.6: Caught in Action)

In addition to encouraging students to select their favourite samples, advise the class that, for the purpose of the *Community and Diversity* interdisciplinary unit, each student should include similar sections, as outlined below:

1. **Title Page**
   The title page should include the title of the Electronic Collection, such as *Community and Diversity* (or any suitable title chosen by the student), the student's name, the year, and the teacher's name. It might also include a picture or a video of the student. Look at the title page of several books for ideas on layout and contents. The title page can be used in a multimedia presentation. It can also become the home page of a website.

2. **Table of Contents**
   This component shows the contents of the Electronic Collection at a glance. Look at the table of contents of several books as examples and review the outline created from the organization of work samples to create the final table of contents. A table of contents can easily be created using the Outline tool of concept-mapping software (see ICT.5: Inspired). When the outline is complete, students can select the diagram presentation for the outline. When the diagram is arranged in a "top down" or "right tree" format, a site map is created and can be kept as an additional element of the Electronic Collection (see BLM OLE.10#1b: Sample Concept Map—Top-Down Tree).

3. **Index**
   This is a single alphabetical listing of all the files in the Electronic Collection. It could also include keyword entries (e.g., a file for Stewardship and Sustainability in the News could be listed under "Articles," a Photo Story file for Diversity of Manitoba could be listed under "Presentations"). An index can be time-consuming to produce, but useful when locating a file with a non-descriptive title.

4. **Suggested Contents**
   Contents of the Electronic Collection may include samples of
   - writing (electronic or scanned)
   - reading (recorded oral reading)
   - artwork (computer generated or scanned)
   - mathematics and/or problem solving (scanned)
   - journal entries (word processed)
   - other ICT projects (linked directly to these)

Students use BLM OLE.10#4: Electronic Collection Checklist to keep their Electronic Collection updated. At the end of the year, students can burn onto a CD-ROM the whole Electronic Collection or the Electronic Portfolio containing selections from the Electronic Collection.

For more information, see "Frequently Asked Questions (FAQs)," on the Department's IMYM website at <www.edu.gov.mb.ca/k12/tech/imym/faqs/imym-model.html>.