

DREYFOUS & ASSOCIATES

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Course Overview

# **TECHNO** Kids

Junior Projects

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<b>Subject:</b> TECHNOKids	<b>Grade:</b> 4-6
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<b>Course:</b> Junior
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<b>Project:</b> TECHNOCorrespondent 2016	<b>Code:</b> C984G0EU13L00 - C984G0EU13L07
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***Project Overview***

Introduction to TECHNOCorrespondent

In this project, students assume the role of a correspondent. Reporting from a distant location, they write an article about a famous landmark. Their news story includes essential facts, as well as a reason it is a "must see" location. By applying their knowledge of word processing and photo editing, they produce an authentic looking publication.

Students complete the following tasks:

- **C984G0EU13L01-** In session 1, students are introduced to newspaper terminology. Once familiar with the parts of an article, they open the program Microsoft Word to edit a story about the Blarney Stone in Ireland. They format the flag, dateline, byline, headline, lead, and key facts using various menu options. The editing activity offers a solid introduction to the word processing skills students require to produce their own authentic article in upcoming sessions.
- **C984G0EU13L02-** In session 2, students learn about landmarks. A landmark is a building or site that is important because it marks a time or event in history. To begin, students learn about landmarks from around the world and in their own city. Afterwards, they select a landmark for their article. Using the Internet, they research to learn about the location, date of construction, builder, history, dimensions, and other interesting facts. This information will be used in upcoming sessions to write a newspaper article.
- **C984G0EU13L03-** In session 3, students gather images for their article. Using the Internet they collect several pictures of the landmark and a map of its location. Afterwards, they take digital photos of themselves posing as if they were "live on the scene". These pictures will be used in their article.
- **C984G0EU13L04-** In session 4, students take the facts they collected about their landmark and write an article. To make the story seem authentic a flag, dateline, byline, headline, and lead are included. Once the article is complete it is formatted to look like a real piece from a newspaper.
- **C984G0EU13L05-** In session 5, students superimpose a picture of themselves over top of a picture of the landmark. This makes it look like they are "live on the scene". To create this image they erase the background around their digital photograph using Remove Background in Microsoft Word. The edited photograph is then placed over top of a picture of the landmark.
- **C984G0EU13L06-** In session 6, students put the finishing touches on their articles. To start, they insert pictures and add a caption below each one. The layout is then edited to make the article fit on one page. The article is then edited for spelling and grammar. Once all the necessary corrections are made, the document is previewed. With everything perfect, the article is sent to the printer. The published article is then shared with classmates.

### **Teacher Resources**

- **C984G0EU13L00**- The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.
- **C984G0EU13L07**- In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

### **Project Software**

To complete the session activities it is necessary to install the following project software on each computer workstation to be used by a student.

- Microsoft Internet Explorer
- Microsoft Word 2016
- Adobe Reader (install at [www.adobe.com](http://www.adobe.com))

**This project is available for the Office 2010 and Office 2013 version.**

- TechnoCorrespondent 2010 - C984G0EU01L00 to C984G0EU01L07.
- TechnoCorrespondent 2013 - C984G0EU11L00 to C984G0EU11L07

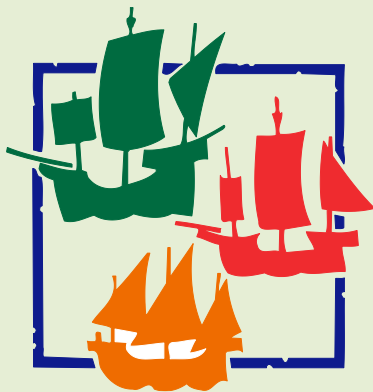
**Some exercises may vary depending on the version of the Office.**

<b>Subject:</b> TECHNOKids	<b>Grade:</b> 4-6
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<b>Course:</b> Junior
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<b>Project:</b> TECHNOExplorer	<b>Code:</b> C984G0EU02L00 - C984G0EU02L07
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***Project Overview***



Introduction to TECHNOExplorer

In this project, students learn about the Internet by taking part in a fun adventure:

TechnoBit and TechnoByte were surfing the Internet finding all kinds of cool websites. They were having so much fun clicking around, that they are now lost in Cyberspace. Students must voyage through the Internet on their ship "Explorer" to find the two missing Internet explorers. This exploration will teach students about the history of the Internet, Internet safety, email, inter-relay chat, technical terminology, and how to navigate on the World Wide Web.

Students complete the following tasks:

- **C984G0EU02L01-** In session 1, the search begins for TechnoBit and TechnoByte, two missing Internet explorers. Before students start to look for their friends, they learn more about the Internet to ensure the voyage is safe. The introduction to the Internet includes history, terminology, and safety tips. Once students are prepared, they are assigned their first task – to search web pages that have things that TechnoBit and TechnoByte like. These items are saved to a folder for use later in an email message attachment.
- **C984G0EU02L02-** In session 2, students obtain an email account which they will use to contact TechnoBit and TechnoByte. To begin, they learn about how email is sent from one person to another. Then they discuss tips for staying safe when mailing electronically. Afterwards, they send and respond to email messages.
- **C984G0EU02L03-** In session 3, students apply their knowledge of email to continue to search for TechnoBit and TechnoByte. Students send an email bulletin to their friends with an attachment of the things TechnoBit and TechnoByte like. With luck and some clever detective work, the two missing Internet explorers will be found somewhere on the World Wide Web.
- **C984G0EU02L04-** In session 4, students continue to learn about the wonderful things available on the Internet from TechnoBit and TechnoByte. A new email from the missing Internet Explorers includes an ecard. Students view the card and then send their own electronic greetings to family and friends. Once they are familiar with this form of communication, students then learn how to use search engines to find web pages on the World Wide Web. Students apply this knowledge to find web pages that have free ecards.
- **C984G0EU02L05-** In session 5, students continue to have fun exploring the World Wide Web. They receive another email from TechnoBit and TechnoByte. This message tells them about the online games that they can play on the Internet. Students follow the instructions in the message to play fun online games. Afterwards, they apply their knowledge to find other web pages that have online activities for kids. They bookmark these web pages in their own folder so that they can return to them later. These bookmarked web pages are so great that students send an

email to their friends telling them about the game and copy the web address right into the message. This will ensure their friends can have fun too!

- **C984G0EU02L06-** In session 6, knowledge of the Internet grows as students learn about inter-relay chat. To begin, they discuss tips for staying safe when using chat. Afterwards, they log into Windows Live Messenger to chat with their friends. With any luck TechnoBit and TechnoByte will show up!

#### **Teacher Resources**

- **C984G0EU02L00-** The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.
- **C984G0EU02L07-** In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

#### **Project Software**

- Windows Internet Explorer
- Windows Live Messenger
- Adobe Reader (download from [www.adobe.com](http://www.adobe.com))

<b>Subject:</b> TECHNOKids	<b>Grade:</b> 4-6
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<b>Course:</b> Junior
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<b>Project:</b> TECHNOEzine 2016	<b>Codes:</b> C984G0EU14L00 - C984G0EU14L07
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### ***Project Overview***

#### **Introduction to TECHNOEzine**

In this project, students publish an electronic teen magazine called an ezine. The ezine will contain a front cover, movie review, music article, and trend report. To create the content of the ezine students learn advanced word processing skills. The publication is made interactive by bookmarking locations in the magazine and creating hyperlinks to those locations. Teenagers are going to enjoy reading this fabulous publication.

Students complete the following tasks:

- **C984G0EU14L01-** In Session 1, students learn about ezines, or electronic magazines. To start, they study a sample magazine made in Microsoft Word and consider the benefits and disadvantages to this form of digital publication. The examination continues, when students use the Internet to rate the content, layout, and design of popular teen magazines. Once students have gained an understanding about ezines they plan the content of their own publication.
- **C984G0EU14L02-** In Session 2, students edit a movie review for their ezine. To prepare for this activity, they create folders to organize their work. Next, they open Microsoft Word and study the program window and ribbon to learn about the parts. Once familiar with the environment, students open a template and practice using commands on the Home tab to change the appearance of text. They apply these skills to edit a movie review by improving the layout of the content and design of the article. The goal is to make the movie review into a story that teens will want to read.
- **C984G0EU14L03-** In Session 3, students learn how to draw and format shapes, text boxes, WordArt, and clip art. To start, students explore the options for drawing and customizing the appearance of shapes. Next, they experiment with the options for creating text boxes and WordArt. Finally, students insert clip art and recolor the pictures, as well as alter the style to produce interesting effects. This knowledge is applied in the next session, when students write an article about a musical talent.
- **C984G0EU14L04-** In Session 4, students write a music article for their ezine. To prepare for this article, students research a popular musician or band using the Internet. Afterwards, they organize the collected information and pictures to produce an article that teens will enjoy to read. To make certain the article attracts attention, students apply their knowledge of shapes, text boxes, WordArt, and clip art to produce an eye-catching layout and design.
- **C984G0EU14L05-** In Session 5, students write an article about popular and outdated trends. Teen readers will want to know about the latest fads, coolest hobbies, and favorite pastimes, as well as what is no longer "hip." The article will be interactive. When a reader clicks on a picture of a trend, a description will be displayed. To create this type of article, students learn how to insert a table and format the appearance. Afterwards, pictures of each trend are inserted into the table cells. Students then write a description about each trend on a new page. They bookmark each trend description. A hyperlink is then added to each picture to connect it to the bookmarked trend description.

- **C984G0EU14L06-** In Session 6, students prepare their ezine for publication. They apply their word processing skills to make an interactive magazine cover with hyperlinks to each article. Afterwards, they proofread the ezine for grammar and spelling errors. They also preview the layout of each article to make sure that each page looks great. Once editing is complete, the ezine is shared with teen readers.

### **Teacher Resources**

- **C984G0EU14L00-** The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.
- **C984G0EU14L07-** In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

### **Project Software**

- Microsoft Office Word 2016
- Internet Explorer
- Adobe Reader (install at [www.adobe.com](http://www.adobe.com))

**This project is available for the Office 2010 version.**

- TechnoEzine 2010 - C984G0EU03L00 to C984G0EU03L07.

**Some exercises may vary depending on the version of the Office.**



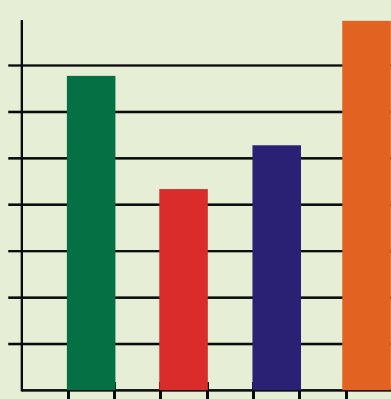
**Subject:** TECHNOKids

**Grade:** 4-6

**Course:** Junior

**Project:** TECHNOBiz 2016

**Code:** C984G0EU07L00 - C984G0EU07L07



### ***Project Overview***

Introduction to TECHNOBiz

The Yum-Yum Candy Factory is losing sales. Their number one candy is no longer number one. A study of the problem shows that children like the taste of the candy, but they say it is boring to eat because the colors are not fun. Students conduct a survey to learn about color preferences and study the contents of the candy package. They organize their data in Microsoft Excel which helps them to formulate a plan. Their ideas are written into a report that contains graphs to illustrate each point.

Students complete the following tasks:

- **C984G0EU07L01-** In Session 1, students are introduced to Microsoft Excel and spreadsheet terminology. To learn about the program, students play Excel Bingo. This game has students identify cell references, navigate in a worksheet, enter data, fill cells with color, and select multiple cells. It is a fun way to learn essential spreadsheet skills.
- **C984G0EU07L02-** In Session 2, students are given a problem to solve. The Yum-Yum Candy Factory is losing sales. Their number one candy is no longer number one. A study of the problem shows that children like the taste of the candy, but they say it is boring to eat because the colors are not fun. Students conduct a survey to learn more about what colors kids like. The survey results are entered into a Microsoft Excel spreadsheet. The data will be analyzed in upcoming sessions.
- **C984G0EU07L03-** In Session 3, students produce a graph of their survey results. They make a bar graph. The color of the bars, chart area, and titles are then formatted to look attractive. Upon completion, students print the worksheet so that they have a complete record of their survey results. They will use this information in upcoming sessions to develop a plan to make the candy at Yum-Yum Candy Factory number one again.
- **C984G0EU07L04-** In Session 4, students continue gathering information for the Yum-Yum Candy Factory by studying candy packaging. Students estimate the number of colored candies contained in the average package of a chosen candy and record their predictions in a spreadsheet. Students then count and record the actual data. Using the sorting features of Microsoft Excel, data is displayed in different views. Furthering their spreadsheet skills, students customize text within cells and add ClipArt to create a professional looking document.
- **C984G0EU07L05-** In Session 5, students make a comparison chart of the candy packaging research results. Using the skills learned in previous sessions, they make a bar graph. Once it is finished they format the bar color, background, and labels so it looks great. Students then study the graph and summarize the results.

- **C984G0EU07L06-** In Session 6, students develop a plan to make the candy number one again. They write their idea into a report for the Yum-Yum Candy Factory. The report summarizes the research findings and outlines a solution to the problem.

### **Teacher Resources**

- **C984G0EU07L00-** The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.
- **C984G0EU07L07-** In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

### **Project Software**

Install the following software on workstation(s).

- Microsoft Excel 2016
- Microsoft Word 2016
- Adobe Reader (download at [www.adobe.com](http://www.adobe.com))

**This project is available for the Office 2010 and Office 2013 version.**

- TechnoBiz 2010 - C984G0EU04L00 to C984G0EU04L07.
- TechnoBiz 2013 - C984G0EU12L00 to C984G0EU12L07

**Some exercises may vary depending on the version of the Office.**

<b>Subject:</b> TECHNOKids	<b>Grade:</b> 4-6
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<b>Course:</b> Junior
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<b>Project:</b> TECHNOMovie	<b>Code:</b> C984G0EU05L00 - C984G0EU05L07
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***Project Overview***



**Introduction to TECHNOMovie**

In this project, students become moviemakers creating a fun film about a wacky and wonderful adventure. Their animated production tells the story of a child who journeys into another world and the events that occur during their travels. In the tradition of such stories as *Alice in Wonderland*, *The Lion, the Witch and the Wardrobe*, and *The Wizard of Oz*, the character leaves the world they know and enters a mystical place. Using digital photographs, video clips, and animated gifs, this fabulous story comes to life including a voice narration explaining each exciting event.

Students complete the following tasks:

- **C984G0EU05L01-** In session 1, students are the stars of their own movie. After viewing a completed sample movie, *Lost in Outer Space*, students plan their own mystical adventure. Students have their 10 seconds of fame as they record their interpretation of passing through a portal to a new world. Digital photographs are taken to capture the hero of the story in various dramatic poses.
- **C984G0EU05L02-** In session 2, students begin creating their animated story. To begin, they produce the title slide that contains a background, movie title, and director credit. Afterwards, they format the appearance of text on the slide to make it look eye-catching. Once the slide looks great, they insert a new blank slide to use as their “portal slide”. A clip art and video footage are added to the slide to show the character entering a strange new world.
- **C984G0EU05L03-** In session 3, students learn how to edit a photograph digitally to remove the background from the picture. This will prepare the images for placement in the movie in upcoming sessions. As a result, there will be actual photos of the student included in their animated story.
- **C984G0EU05L04-** In session 4, the excitement continues as students create two slides illustrating the adventures that occur in the magical world. Using clip art, the background scenery is created. The digital photo is then inserted onto the slide to place each student “on the scene”. Afterwards, motion clips are added to the foreground to create fun action sequences.
- **C984G0EU05L05-** In session 5, students are "on the move" as they bring their presentations to life. Animation is added to slide objects to add action. Throughout this step, students focus upon telling the story effectively. Instead, of adding effects to everything, they selectively apply animations to only certain items, paying particular attention to the type of effect to ensure it enhances the story telling.
- **C984G0EU05L06-** In session 6, students prepare for “TechnoMovie Matinee” The finishing touches are put on their presentations with the addition of narration explaining each event. Students practice what they will say using various techniques before recording begins. When they are ready, students narrate the action. Upon completion, a “TechnoMovie Matinee” is held to allow viewers to see these elaborate digital stories.

### **Teacher Resources**

- **C984G0EU05L00-** The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.
- **C984G0EU05L07-** In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

### **Project Software**

Install the following software on workstation(s).

- Microsoft Power Point 2010
- Microsoft Word 2010
- Adobe Reader (download at [www.adobe.com](http://www.adobe.com))

<b>Subject:</b> TECHNOKIDS	<b>Grade:</b> 4-6
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<b>Course:</b> Junior
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<b>Project:</b> TECHNOReport 2016	<b>Code:</b> C984G0EU15L00 - C984G0EU15L07
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### ***Project Overview***

#### Introduction to TECHNO Report



In this project, students write a report for the environmental newsletter “Friends of the Planet”. They acquire word processing skills enabling them to write a report about an endangered species. To begin, they acquaint themselves with the Microsoft Word environment, specifically the ribbon, which allows them to edit the appearance of a report. Selecting an endangered species to research, students gather relevant facts about the threats against wildlife. Using this information, they produce a report identifying the problem and possible solutions to the diminishing populations. To complete this project the document is formatted to appear like a newspaper, with columns, pictures, and eye-catching text.

*It is time to raise awareness. Write a report on an endangered species!*



Students complete the following tasks:

- **C984G0EU15L01** - In session 1, students prepare to write a report on an endangered species. To begin, they learn about wildlife at risk of extinction. Afterwards, they examine Microsoft Word to become familiar with how to use the ribbon to perform basic word processing tasks. They apply this knowledge to edit a report on the Giant Panda, an animal who is at risk of becoming extinct.
- **C984G0EU15L02** - In session 2, students expand their awareness of endangered species around the world by visiting several bookmarked sites using Internet Explorer. Selecting a topic to study, students gather relevant data to be used to write a report for the "Friends of the Planet" newsletter. As a class, the issues of plagiarism are discussed. Students are then taught the importance of citing the source of information.
- **C984G0EU15L03** - In session 3, students continue their online research. They collect three images of their topic. Learning how to cite the source of a picture, they continue to record the location of data gathered.
- **C984G0EU15L04** - In session 4, students write their report about an endangered species. To begin, they practice rewording text to put it into their own words by editing the report about the pallid bat. Once this activity is complete, students apply their newfound skills to reword the facts to produce their own report.
- **C984G0EU15L05** - In session 5, students improve the appearance of their report. The report begins to take on the look of a newspaper article by changing the paragraph formatting to columns. Students then customize the appearance of text by setting the alignment, as well as to format the font, style, size, and color.
- **C984G0EU15L06** - In session 6, students add the final element to their report – pictures! With the inclusion of visual media, students learn about text wrap. Things are wrapped up after the changes have been saved and the document is sent to the printer. These contributions to the “Friends of the Planet” newsletter will surely educate readers about endangered species.

### **Teacher Resources**

- **C984G0EU15L00** - The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.
- **C984G0EU15L07**- In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc

### **Project Software**

- Microsoft Word 2016
- Adobe Reader (Download from [www.adobe.com](http://www.adobe.com))

**This project is available for the Office 2010 version.**

- TechnoReport 2010 - C984G0EU06L00 to C984G0EU06L06.

**Some exercises may vary depending on the version of the Office.**

<b>Subject:</b> TECHNOKIDS	<b>Grade:</b> 4-6
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<b>Course:</b> Junior
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<b>Project:</b> TECHNOpoet	<b>Code:</b> C984G0EU09L00- C984G0EU09L07
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***Project Overview***



Introduction to TECHNO Poet

In this project, students become poets. They create a booklet of poetry by editing, writing, and illustrating a wide range of poems. Word processing skills such as how to format text, insert clip art, change text wrap, apply picture styles, add WordArt, adjust object order, and spell check a document are taught. Students use these skills to compose rhyming poems, picture poems, descriptive verse, and tongue twisters. The collection of poetry is then shared with others in a poetry reading.

Students complete the following tasks:

- **C984G0EU09L01** - In session 1, students decorate the cover of the book *Pocketful of Poems*. To start, students discuss poetry and poems they like to read. Next, they open a template and add their name to the document. Afterwards, they apply a border to make each page look fancy. Students then learn how to change the appearance of text on the cover by formatting the font, size, style, effect, and color. Upon completion, students save the book in a poetry folder.
- **C984G0EU09L02** - In session 2, students learn about text wrap and picture styles. These skills are taught using poetry. A rhyming verse has been written about each of these commands. Students insert clip art, and then change the text wrap, and picture style to illustrate each verse. Once familiar with these commands, students compose their own rhyming verse by writing two poems about "What Bugs Me". These fun poems about snoring, chores, and being late for school are written by filling in the blanks with a word or phrase that rhymes with the line above it. Students then use their word processing skills to make each poem look great.
- **C984G0EU09L03** - In session 3, students compose "picture poems". A picture poem is a vivid description of an object paired with the actual image itself. The activity has three purposes. The first is to review text wrap and how to insert pictures; the second is to introduce the skill of adding WordArt and formatting object order; and the third is to prepare students for writing descriptive verse in the following session.
- **C984G0EU09L04** - In session 4, students compose descriptive verse. Using the thesaurus, students find synonyms to help them write vibrant lines of poetry. Students begin by editing the poem *Computers*. Once complete, students write their own free verse that describes an object. Students then apply their word processing skills to format the appearance of the text as well as create an illustration that complements the poem.
- **C984G0EU09L05** - In session 5, students write a *tongue twister*. A tongue twister is a group of words that are difficult to read aloud quickly because many of the words begin with similar sounds. Students first discuss tongue twisters that they already know such as *Peter Piper picked a peck of pickled peppers*. They then write their own tongue twister about themselves. Once complete, students enhance the appearance of text and add pictures, creating an illustration to accompany their poem.
- **C984G0EU09L06** - In session 6, students complete their *Pocketful of Poems* poetry collection. The Spelling command is used to proofread the document for misspelled words. Confident that the poetry is error free, students print the book. Then they share their poems with their classmates in a poetry reading.

### Teacher Resources

- **C984G0EU09L00**- The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.

### Project Software

- Microsoft Word
- Adobe Reader (Download from [www.adobe.com](http://www.adobe.com))