



Kaleidoscope



A FOOD CRITIC'S GUIDE

www.ncwiseowl.org/kscope

A Food Critic's Guide to Kaleidoscope



a *comprehensive*, yet *selective* approach designed to
tempt as well as inspire,
excite as well as inform

In your search for the best content Kaleidoscope has to offer, imagine for a moment that you are a food critic in search of the best food to be found in Paris. You have an eye for quality ingredients, creative presentation, and overall impact on achievement, so may this guide serve as a starting point that permits you to sample a variety of teaching and learning opportunities.

Allow this scenario to unfold as you picture yourself . . .

- rising early to catch the pastry chef as he pulls the first batch of hot croissants from his wood-fired oven
- lingering with friends at an outdoor café over a thick cup of steaming café au lait
- discovering back streets and sleepy neighborhoods
- touring lively open-air markets
- climbing down rickety ladders into warm and cozy baking cellars
- basking in the aroma of freshly baked baguettes and pastries
- walking the streets, chatting with the city's men and women
- ending the day with a hearty meal

What better place than Paris, the gourmet capital of the world?

"Imagination is more powerful than knowledge."

-Einstein

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Cafés

CAFES

☼ outdoor spaces to start and end the day ☼ picture windows for observing contemporary life ☼ thick wedges of cheesecake ☼ lemony *madeleines* ☼ buttery *brioches* (a variety of croissant) ☼ steaming mugs of thick *café au lait* ☼ lingering conversation ☼ lively debate ☼ dreamy contemplation ☼ relevance ☼

Kaleidoscope is a comprehensive site for busy teachers striving to integrate technology into the daily fabric of classroom life and curricula. The resources and activities are constructed by using what we know about how children learn best to deliver authentic technology-rich learning opportunities. The lessons have **relevance** beyond the school day and are a **reflection of students' lives**, their **interests**, and their **academic needs**. They are designed to stimulate lively debate, contemplation, and lingering conversations. Disciplined inquiry allows students to delve deeply into information and apply their learning. Knowledge construction is the norm.

In the first nationwide study of computers in the classroom, researchers found that the most significant gains in test scores occurred in environments where “computers were used to apply higher order concepts and where teachers were actively involved facilitating and directing their students’ construction of knowledge.” (Education Week, 1999)

- ☞ Home Page: www.ncwiseowl.org/kscope
- ☞ For Students
- ☞ For Educators
- ☞ For Technology Facilitators
- ☞ For Parents (Internet Safety)
- ☞ For Media Coordinators
- ☞ For School Counselors
- ☞ For Administrators

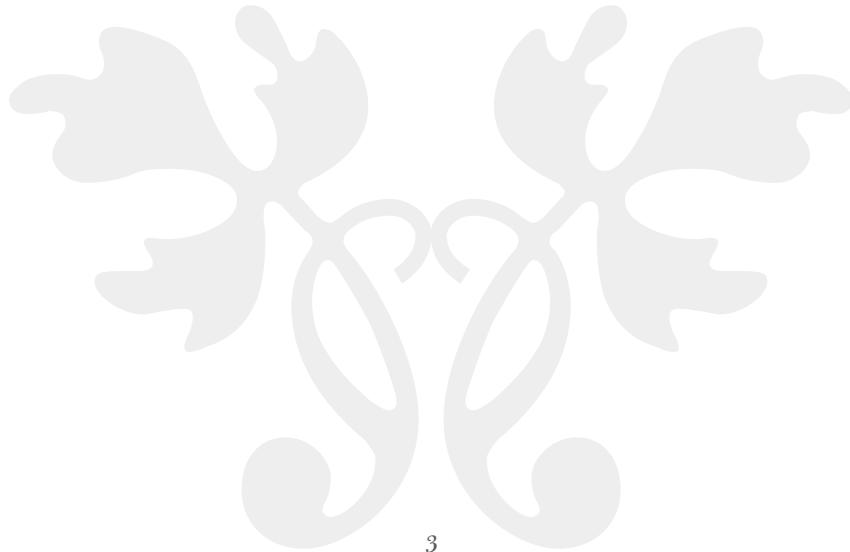
Salons de Thé

TEA SALONS

‡ quaint dwellings ‡ exotic aromas of bergamot, jasmine, orange peel and mint
‡ ruby red strawberry tarts ‡ multicolored miniature pastries ‡ ladies in veiled hats ‡ intimate conversation ‡ endless varieties of comfort in a cup ‡

Navigational aids and printables, such as color posters, fun trading cards, tutorials, online slideshows, and outlines, are plentiful and help the user to make sense of Kaleidoscope’s endless variety of teaching and learning resources.

- Browse by Topic
- Printables (Blackline masters for reading strategies)
- Techknow Tutorial (Grade 5)
- Hovercraft Interactive Slide Show (Grades 6-8)
- Bird’s Eye View (Skills Matrix)
- Workshop-In-A-Box (Reflections & Hovercraft)
- Critical Thinking Tools (TK Power Thought Chamber)



Charcuteries

PREPARED FOODS TO GO

‡ earthy, hearty and aromatic ‡ mounds of assorted fragrant sausages
‡ a kitchen away from home ‡ hot or cold carry-out meals ‡ hanging brass racks
‡ carved marble counters ‡ *(established in 1475 when most Parisians lived
without rudimentary cooking facilities)* ‡

Take your pick from the abundant assortment of **classroom-ready content** area lessons and units designed to encourage teachers to become actively involved facilitating and directing students' construction of knowledge while using technology to apply higher order concepts.

- ⇒ Grade 5: Techknow Park (An entire year of technology-infused lessons)
- ⇒ The Juke Box of Computer Technology Skills
- ⇒ Grade 6: English Language Arts Goes to the Theatre
- ⇒ Grade 7: English Language Arts and Lockers of the Future
- ⇒ Grade 7: Science and Super Cells
- ⇒ Viruses, Vandalism, Intrusion: Crime Scene Scenario
- ⇒ The Great Database Page (Eye Poppin', Jaw Droppin' Databases)
- ⇒ Coasters and Countries (Grade 5 Databases)
- ⇒ Collaborative Online Projects (TechKnow TeleTrek)

Bistros et Bars à Vin

WINE BARS

⌘ a bustling, happy tasting and testing ground ⌘ simple platters of cheeses, breads, pâtés and meats designed to complement the house selection ⌘ old vintages ⌘ makeshift tables of old wine barrels ⌘ crocks of *terrine* (pate') and *cornichons* (pickled gherkins) ⌘ baskets of hearty *pain de campagne* (large crusty baguettes) ⌘

Skillful teachers handpick learning experiences to enrich instruction in a variety of ways. Kaleidoscope's clever collection of **teaching and learning aids** were created to provide teachers with an instructional framework for employing research-based strategies known to enhance achievement. They help students master memory strategies, take effective notes, focus, boost comprehension, relieve test anxiety, study smarter not harder, and most importantly, increase self-awareness of work and study habits. Just as wine is selected to complement a gourmet meal, teachers can select any one of these little powerhouses of best practice to *complete the online experience*.

- ⌘ The Text Transformer
- ⌘ The Express Reactor (For Recoding Information)
- ⌘ The Memory Booster
- ⌘ The Knowledge Constructor, The Surfer's Suitcase
- ⌘ The Study Hall (The Habit Detector)
- ⌘ The Panic Button (Hovercraft Dash)
- ⌘ The TK Power Thought Chamber (Critical Thinking)
- ⌘ The Pinnacle (For Teachers)
- ⌘ The Pop Quizzes (For Teachers)
- ⌘ Technology Management Tips (For Teachers)

* The effect of research on achievement depends largely upon the ability of teachers to understand, critique and directly apply the findings. (New Product Idea) Hemsley-Brown, J., & Sharp, C. (2003). The use of research to improve professional practice: A systematic review of the literature. *Oxford Review of Education* 29(4).

Spécialités Gastronomiques

SPECIALTY SHOPS

⌘ old-fashioned candy shops ⌘ aromatic spices, coffees, teas from the world
over ⌘ varieties of honey ⌘ mustards made with Saint Pourcain wine
⌘ fresh black truffles ⌘

These quick and easy “**information-gathering**” tools are designed to make teachers and students more aware of their *specialities* – different strengths, interests, modalities, and personalities. Students crack learning personality codes on a journey to access online information sources while aliens lead the way to crafting authentic multimedia products. Higher-level reasoning skills are achieved **PRECISELY** when we allow students to learn and build upon their strengths.

- The Profile Puzzle: An Introduction
- Multiple Intelligences and Aliens
- Learning Personalities and Mysterious Caves



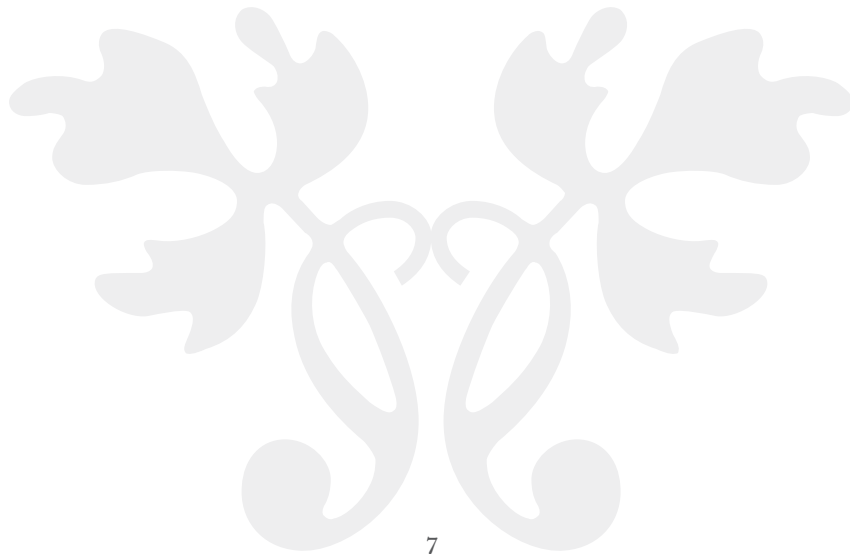
Boulangeries

BAKERIES

‡ roly-poly bakers in white tees with an “over-the-edge” passion for bread ‡
fragrant country-style loaves studded with walnuts and raisins ‡ oval-shaped
flatbreads ‡ mingled aromas of freshly baked bread, coffees and hot chocolate
‡ tedious work of mixing, kneading, rising and baking through the night ‡ hot
basements and labors of love ‡ persistence ‡

In our culture of instant gratification, “Children need to learn that real discovery often requires **persistence**. Invention and insight result from cultivation and care. Children must learn to go the distance. The ability to stick with a tough thinking or learning task over time will give students an important advantage in school and later on in life.” (*Jamie McKenzie*) Will students stick with any learning task if they consider it to be irrelevant, uninteresting or unimportant? No, but recognizing and nurturing students’ dreams can lead the way to persistence and the sweet taste of success.

- ⇒ Dream-Building, Persistence, and Real Discovery
- ⇒ The “I Can’t” Burial (To Eliminate Negative Thinking)
- ⇒ Acorns and Oaks (To Set Goals)
- ⇒ Students and Stress (To Achieve Balance)



Marchés

FRESH MARKETS

‡ lively open-air street markets ‡ a cluttered, colorful vibrant mosaic ‡ daily rituals ‡ the authentic fabric of society ‡ painstakingly arranged rows of produce ‡ booming voices ‡ shrill cries and amusing chatter ‡ the flower lady ‡ French merchants as philosophers, songsters & culinary counselors ‡

Leading students to become “active and creative locators, evaluators, and users of information to solve problems and to satisfy their own curiosity” is a critical learning goal for all 21st century students. (**Information Power, ALA*) Through real research children can develop and sustain at least one area of intellectual passion over time. It is this gathering and sifting and sorting of information that guides students to generate fresh new ideas, to draw conclusions and to ponder the “what ifs.” **Authentic research** is like selecting premium ingredients, and then blending them with great care in the preparation of a fine meal to be enjoyed by all.

The end result: motivation, optimal performance, and the tempting aroma of engagement.

- ⇒ Authentic Research (The Knowledge Flow)
- ⇒ Critical Evaluation Skills
- ⇒ Organizational Skills and Time Management
- ⇒ Search Skills
- ⇒ Copyright, Citations, Permissions
- ⇒ Time Warp Machine (Using Primary Source Materials)
- ⇒ The TK Diner (Copyright Friendly Sources for Clip Art, Sounds, Movies, etc.)
- ⇒ Cranial Concoctions (Online Tools to Generate Products – Puzzlemakers, Map Generators, Web Page Builders, 3d Graphing Tools, and More!)

Chocolatiers

CHOCOLATE SHOPS

‡ smooth, rich, dark and velvety concoctions ‡ fine Madagascar vanilla ‡
expensive Dutch cocoa ‡ glass amphoras filled with pralines and cocoa-dusted
truffles ‡ fragile discs of bittersweetness ‡ black currant-filled squares
‡ simply irresistible ‡

Fill-in-the-blank activity sheets, worksheets, and crossword puzzles are simply irresistible to some teachers. Yet over-consumption of these worksheets, like too many chocolates, can lead to problems in the classroom. However, for those days when networks crash or equipment fails, **printable computer skills mini-posters and activity sheets** can save the day.

- ‡ The Juke Box (All Technology Skill Strands)
- ‡ TechKnow Disaster Preparedness Pages
- ‡ Answer Keys and Other Teacher Stuff
- ‡ The Content Coliseum (Hundreds of Interactive Web Sites Organized by Content Area)
- ‡ Glossaries (Computer Viruses, Vandals, and Hoaxes)
- ‡ Planning Sheets (Curiously Clever Web Search Planner)

Fromageries

CHEESE SHOPS

⌘ strong, spicy, creamy, elastic varieties of cheese ⌘ heady, pungent aromas
⌘ farm-fresh buttons of goat cheese infused with rosemary and thyme ⌘ humid and
cold underground aging cellars ⌘ daily turning and washing of maturing cheeses
⌘ heavy chunks maturing on beds of rye straw ⌘ hundreds of choices representing
the regional landscape and many kinds of soil, climate and vegetation ⌘

The availability of hundreds of instructional strategies, thousands of software programs, a gazillion Web links, and an assortment of gimmicks can lead to watered-down versions of **technology integration**. When the learning objectives are unclear and the focus of technology use is diffuse, technology is ineffective.

“A well-articulated focus unleashes individual and collective energy. A common focus clarifies understanding, accelerates communication, and promotes persistence and collective purpose.”
(*Rosenholtz, 1991*)

- ⇒ Curriculum Cork Boards
- ⇒ Quick Start Collaboration Form
- ⇒ Goal-Oriented, Data-Driven Collaboration



Le Spa.Calmé

SPA.CALM

✦ a calm, relaxing oasis ✦ peaceful surroundings ✦ healing experiences
✦ sanctuary ✦ revitalizing treatments ✦ escape ✦ rejuvenation ✦

It comes as no surprise that sixty-seven percent of teachers described their jobs as “extremely stressful” in a study published in the *International Journal of Stress Management*. (2000)

- ⇒ The Teacher Hut (Cover)
- ⇒ The Professional Edge
- ⇒ On a Personal Note (Spa.Calm: From Stress Management & Time-Savors to Sports & Hobbies)
- ⇒ For Students Only (The School of Fun)



*“If I had influence with the good fairy who is supposed to preside over the christening of all children, I should ask that her gift to each child in the world be a sense of wonder so indestructible that it would last throughout life as an unfailing antidote against the boredom and disenchantment of later life, the sterile preoccupation with things that are artificial, the alienation from the sources of our strength... Once the emotions have been aroused – a sense of the beautiful, the excitement of the new and the unknown, a feeling of sympathy, pity, admiration or love – then we wish for knowledge about the object of our emotional response... Once found it has lasting meaning... **It is more important for a child to want to know than to put him on a diet of facts he is not ready to assimilate.**”*

(Selected passages from *The Sense of Wonder*, by Rachel Carson, 1965)



Our Favorite Classrooms

WHAT 7TH GRADERS SAY

- "...a teacher that is easy to relate to"
- "...a teacher that is open minded and cool"
- "Sitting beside best friends in class"
- "Acceptance"
- "We don't have to read out loud."
- "Fun and laughter"
- "We know we can speak out what we think and ask questions."
- "A good atmosphere "...a cozy room where you can work, but are still comfortable."
- "...allows us to talk in a tolerable voice."
- "Exciting and fast; full of energy"
- "I feel safe."
- "We get to draw and construct objects with boxes and cardboard."
- "...not too easy but not too complicated either."
- "The teacher explains things by using examples so it's easier to understand."
- "We can chew gum and pass notes, and she doesn't SEE!"
- "Not too much homework"
- "Having a room that is specially made for that subject, like a science lab."
- "Having choices"
- "Class discussions that you can relate to"
- "They (classrooms) are quiet. There are no troublemakers."
- "Teacher makes learning fun, "...and you learn while having fun."
- "When I talk to the teacher I'm not scared about looking her straight in the eye and talking. I feel comforted in her classroom."
- "Clean classrooms (spacious, bright and sunny classrooms)"
- "Classrooms that are not too cool or too hot"
- "We feel special."
- "Art activities"
- "Class work that is fun"
- "...a nice warm teacher who has a voice as sweet as honey."

"God didn't make me with parts to read."

- Stevie, 2nd Grade

Our (Not So) Favorite Classrooms

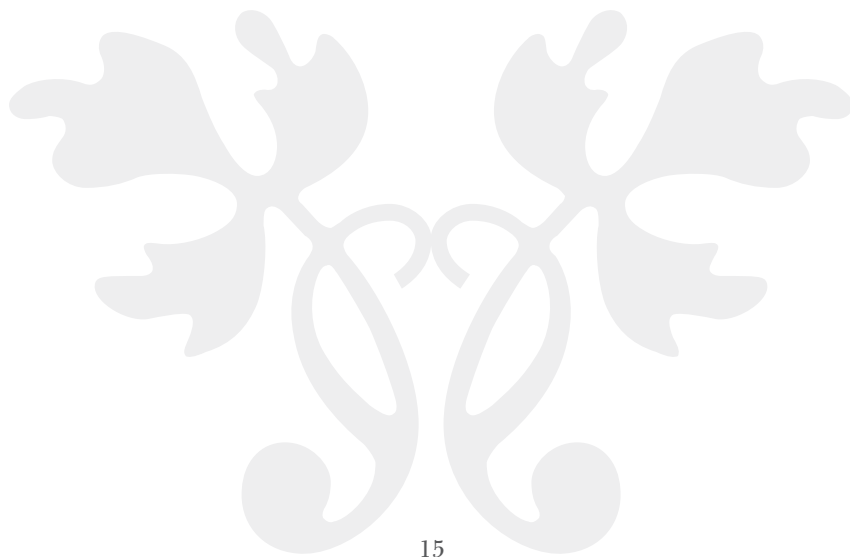
WHAT 7TH GRADERS SAY

- "The teacher is sarcastic and the atmosphere feels hostile."
- "She goes way too fast on lessons where you can't understand them and it really seems like she wants to go home. She needs some decorations for her room."
- "The mood is tense. I have to sit straight up and answer her fast."
- "She (the teacher) yells a lot because we don't always do things right."
- "When one student makes a mistake the whole class has to suffer."
- "It is hard and you have to remember all these dates and people and stuff about history."
- "It's boring. We're always taking notes or doing hard, hard worksheets."
- "We have to go up to the board. That's awful!"
- "The teacher is always giving a lecture about why we should listen and be quiet."
- "The teacher is always trying to talk over somebody."
- "I know the teacher hates me."
- "The teacher I just do not think is fair and some of the students are constantly getting innocent people in trouble."
- "The teacher is always yelling, but never explaining the work. It is way too confusing."
- "Gosh! They (the teachers) can be so mean with voices that cackle like a witch."
- "I just don't like it when it's too hard or too boring. I don't know why I do not like math!"
- "Rude teacher and rude students ... never working in groups."
- "There's fussing all the time."
- "They don't have anything on the walls."
- "After you get done with the work, you just sit there and stare at the walls."
- "All you do is copy pages and pages of notes."
- "You never get any time to communicate with others."
- "...out of control kids that talk back to teachers..."
- "The teacher gives us tons and tons of work, but won't help us out at all!"
- "I sit there and listen to the teacher explaining how to do it (math) but I don't understand all the numbers and the problems."
- "The teacher doesn't answer your questions."
- "The teacher is nice and all, but goes too fast for me to understand anything."
- "Sometimes the furniture is arranged in a way that makes us uncomfortable."
- "Not having some of my friends in class with me."

Our (Not So) Favorite Classrooms, Continued

WHAT 7TH GRADERS SAY

- "Some classrooms make you feel uncomfortable as soon as you walk in. Or even being yelled at for speaking my thoughts or for not getting something (understanding) what the teacher is teaching."
- "It is dull and slow, with lots of work. The teacher is good but the room is sterile. There are no friends, just a bunch of loud mouths in the room."
- "Having hard seats and no foot room is a real problem."
- "Math. It is just at the wrong time of day for me."
- "It is too harsh and we feel like the teacher hates us. There is too much homework, too much class work and we never get to have an activity."
- "The teacher is very loud which makes it uncomfortable and hard to think. The people in this class are always trying to start a conversation about something completely off the subject."
- "The way the teacher represents the subject. Either they ramble on about nothing important or the teacher really doesn't understand what they are teaching or they don't know how to do it."
- "Gym is my not-so-favorite class because we hardly every do anything except play basketball."



What Matters to Us

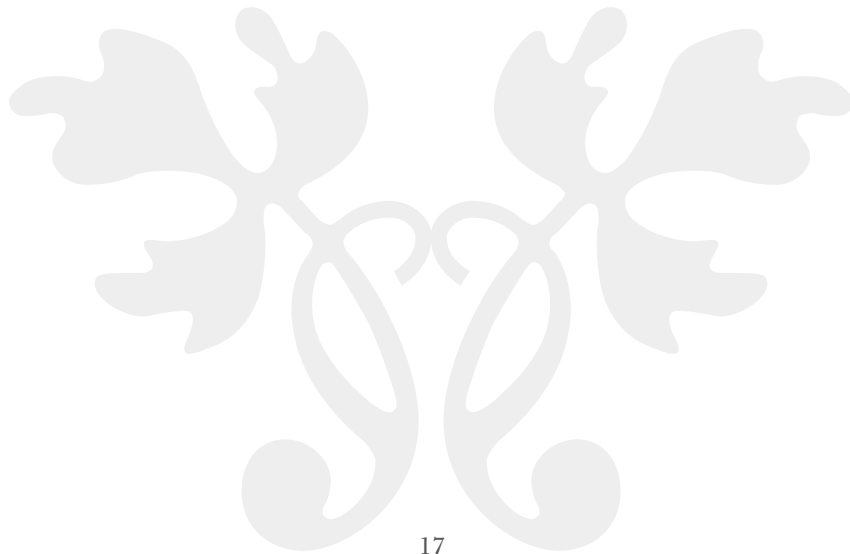
WHAT 7TH GRADERS SAY

- "...that I am loved."
- "God"
- "The love and the support of our family "Your family is always going to be there when no one else is."
- "I need attention."
- "Having my own personal space."
- "That I can understand what my teacher is talking about."
- "Being respected"
- "Staying out of trouble"
- "My locker"
- Moms, dads, "... and shockingly, sisters and brothers!"
- "Friends and family that come in and out of our lives"
- "My cat Topaz. He is very dear to me. He always curls up and sleeps with me."
- "Everyone loves everyone in my home. It is relaxed and you can turn on music without being yelled at. It's not the book's cover; it's the pages inside."
- Belongings ... "They keep us from dying of boredom and doing anything stupid."
- "My favorite teddy bear, Cuddles."
- "Making good grades"
- "A good clean school"
- "Time to talk, relax, and have fun"
- "Time to myself to pray and think"
- "Not getting grounded"
- "Junk food"
- "The recliner"
- "Passing notes"
- "Sitting at lunch with friends"
- "Erasers"
- Books "...so you can read and learn."
- "A clean room at home"
- "Video games"
- "Art, drawing"

What Matters to Us, Continued

WHAT 7TH GRADERS SAY

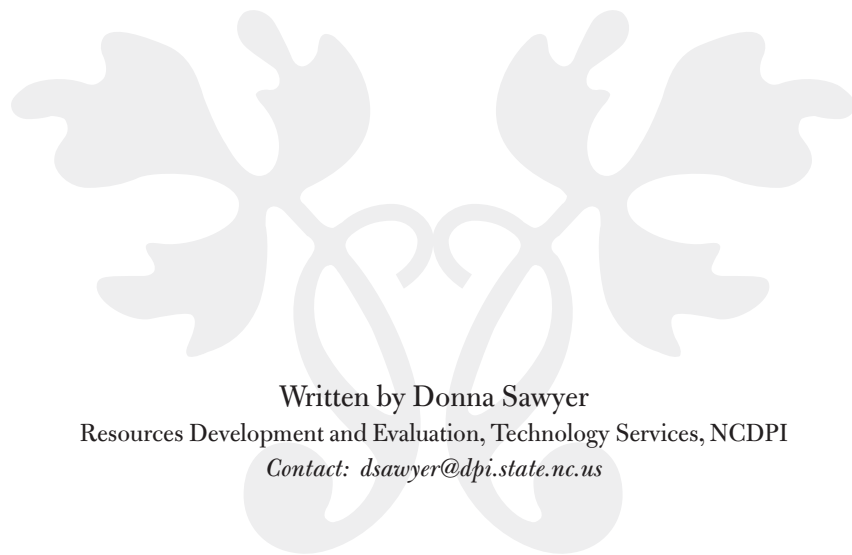
- "Fun is something every kid wants! It is something everybody needs, but most of all family fun."
- "Music"
- "The lunch ladies"
- "The way my hair looks"
- "The Internet because it links us to people, cultures and beliefs all over the world."
- "Clothes, shoes"
- "Sports"
- "Collections"
- "Having teachers that care."
- "Keeping up with your stuff at school"
- "EOG"
- "I want to pass and go on to the next grade."
- "Writing Test"
- "Trustworthiness"
- "If I didn't have friends, I would hate school."
- "You can never have too many friends."
- "Having your own phone line"
- "Popularity, reputation"
- "Safety"
- "Boys, cause you can't live with them but you can't live without them."



Unfailing Antidote Against Boredom

“We’ve learned that helping kids find out who they really are—what they are good at and what they love to do—is the most important way of maintaining natural curiosity and an eagerness to learn. We need to stop drawing attention to what kids can’t do and start emphasizing what they can do.”

(Willis & Hodson, 1999)



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