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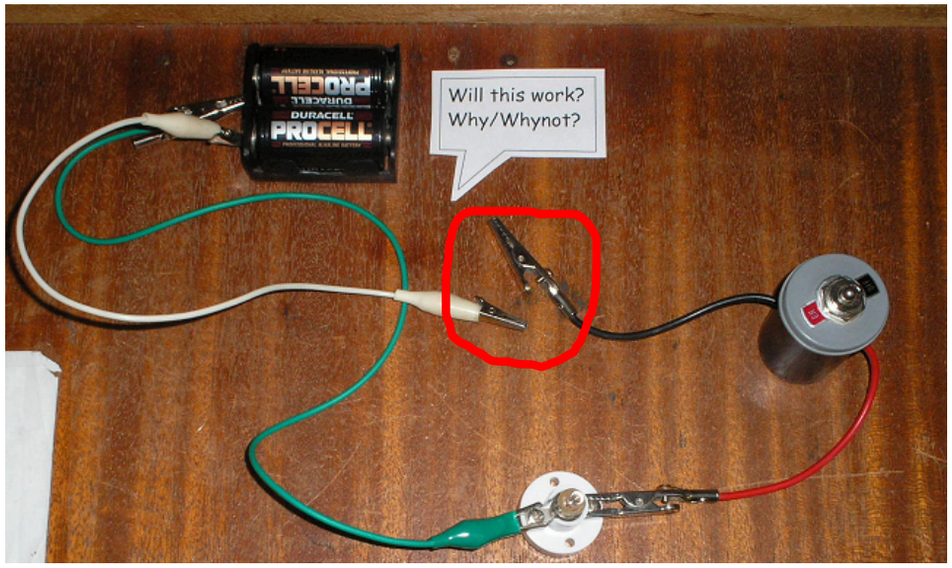
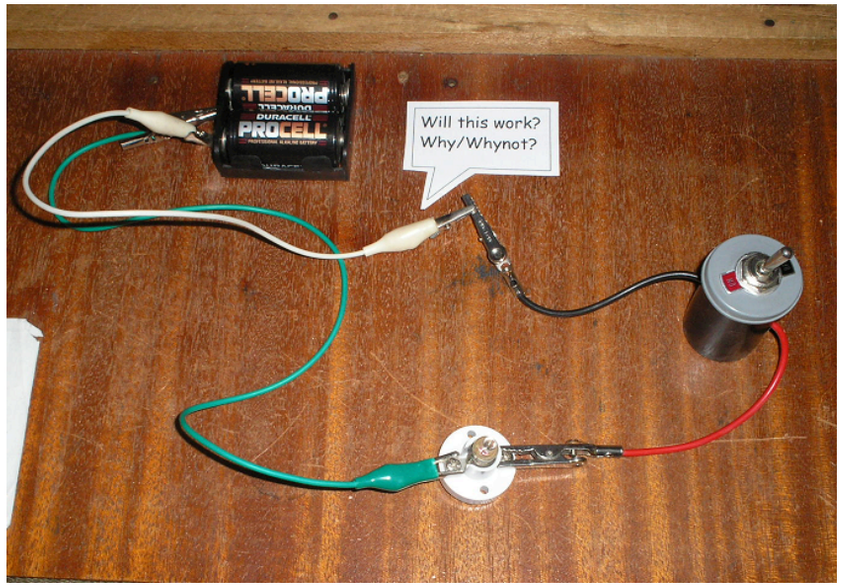
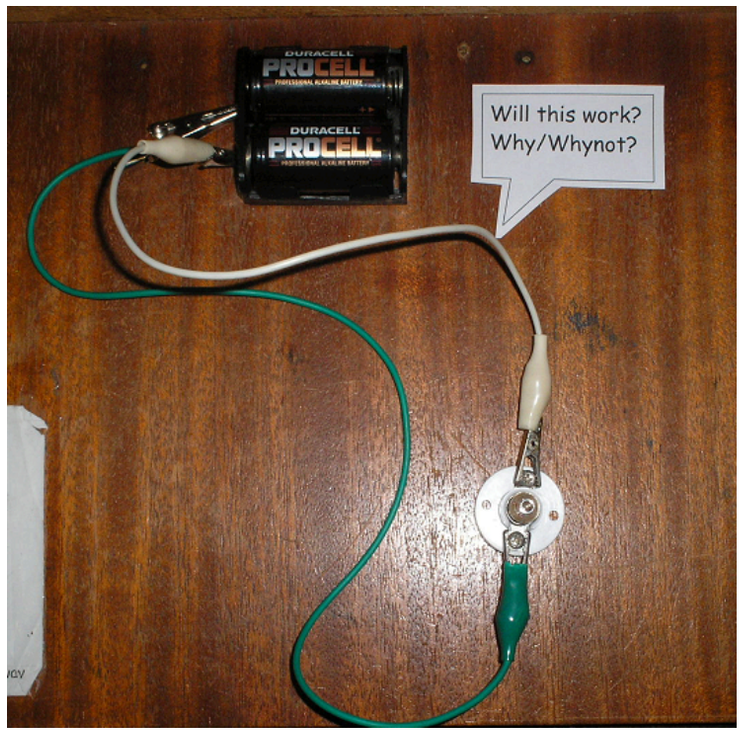
Photo stimulus-

Pupils use the images to discuss key ideas and can annotate the slide to explain.

Example - Working circuits





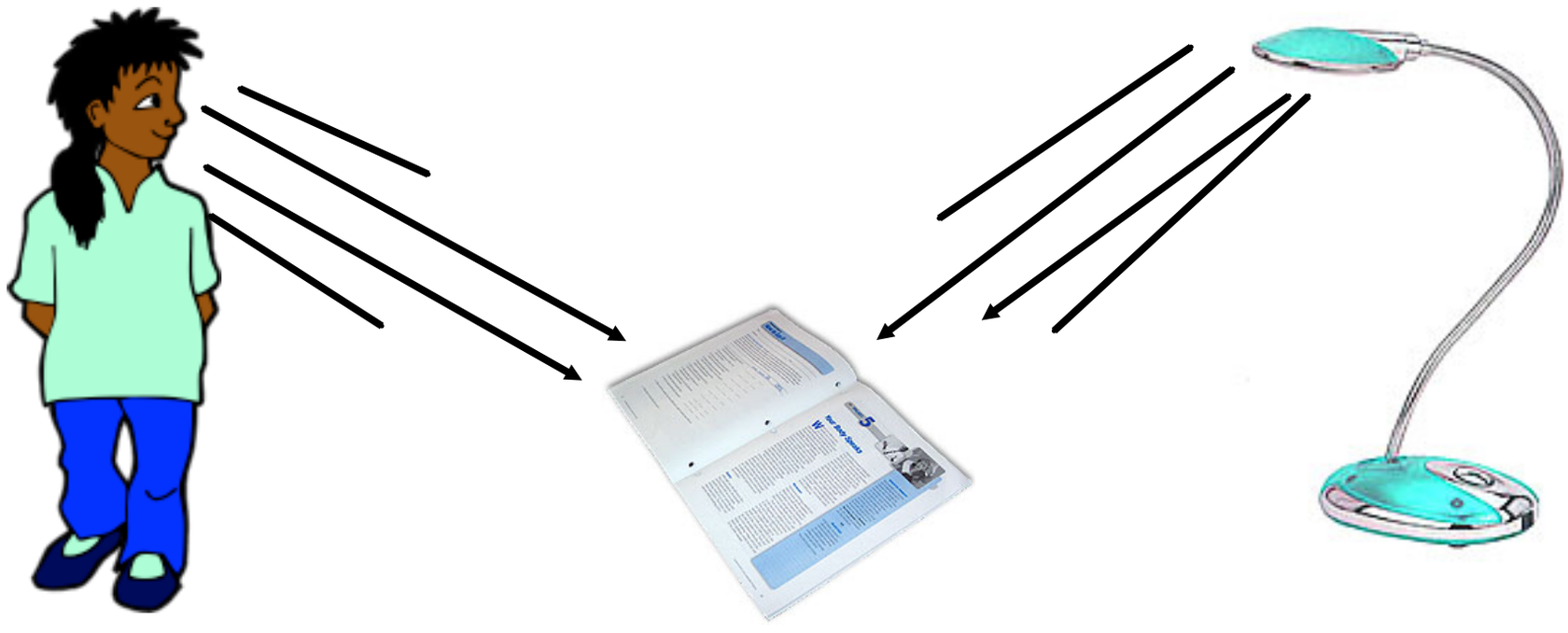


Annotating a diagram-
Pupils discuss how to modify the diagram and use a coloured pen to annotate their ideas
Example: Pupils explain how we see

How We See

Susan and Steve made this drawing.
What do you think about their ideas?
You can change the drawing or the writing if you want to.

The light shines on the book.
I look at the book and see the book because the light is shining on it.



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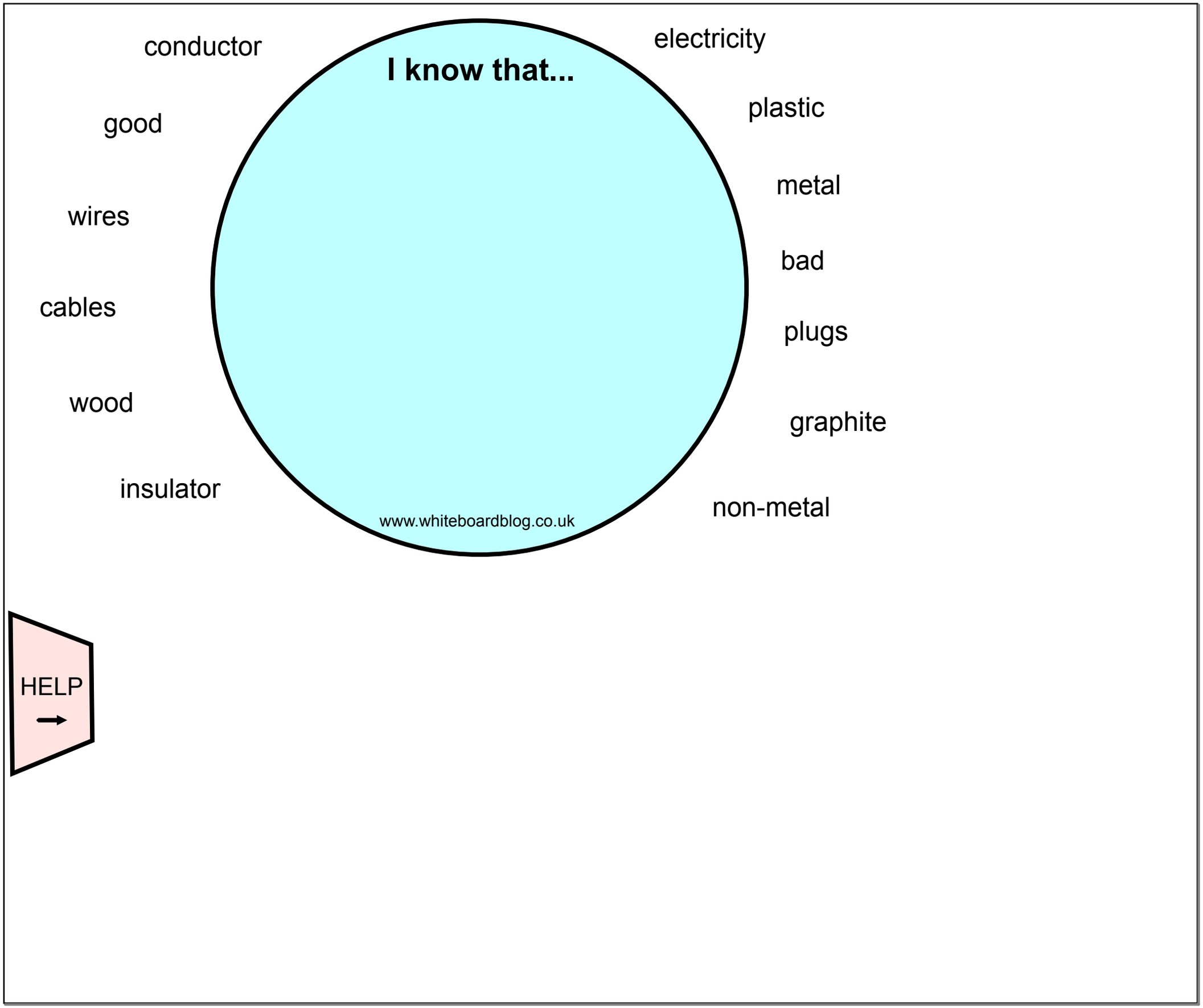
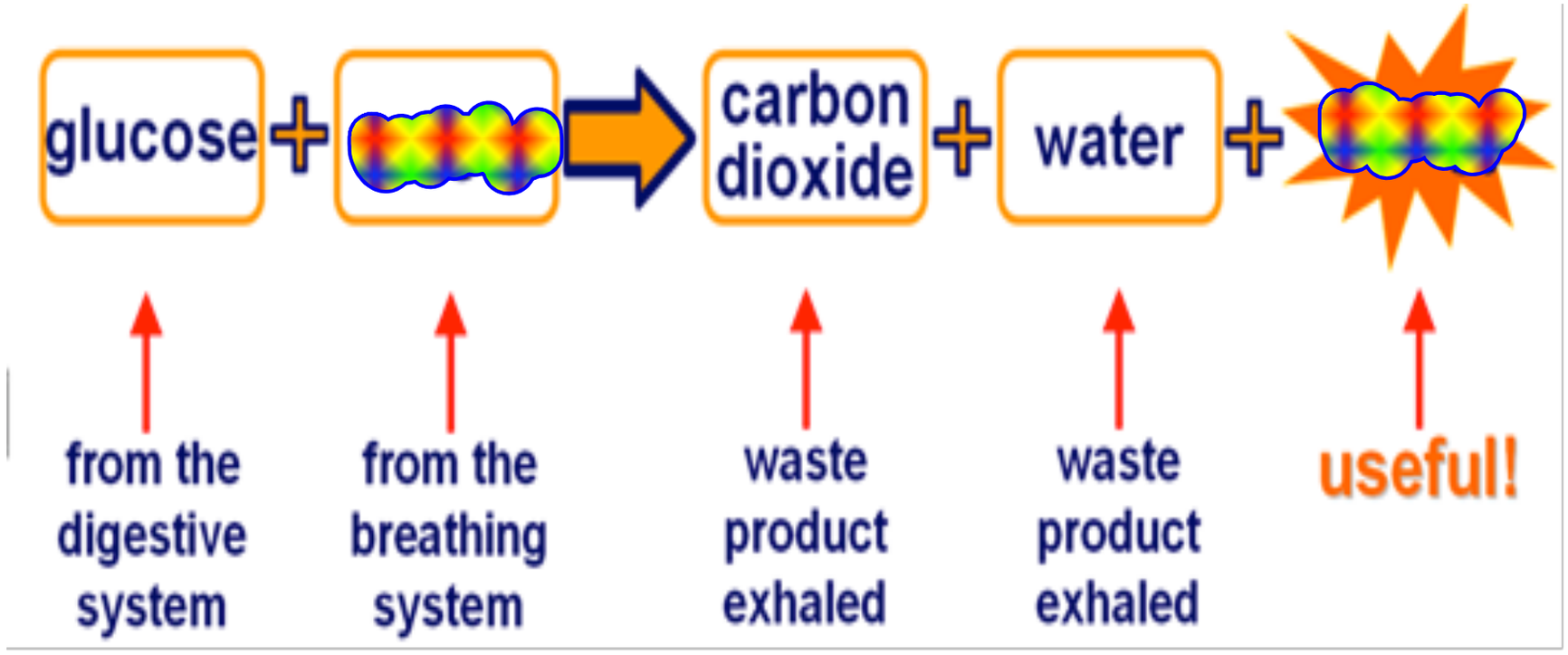


Rub away to reveal-

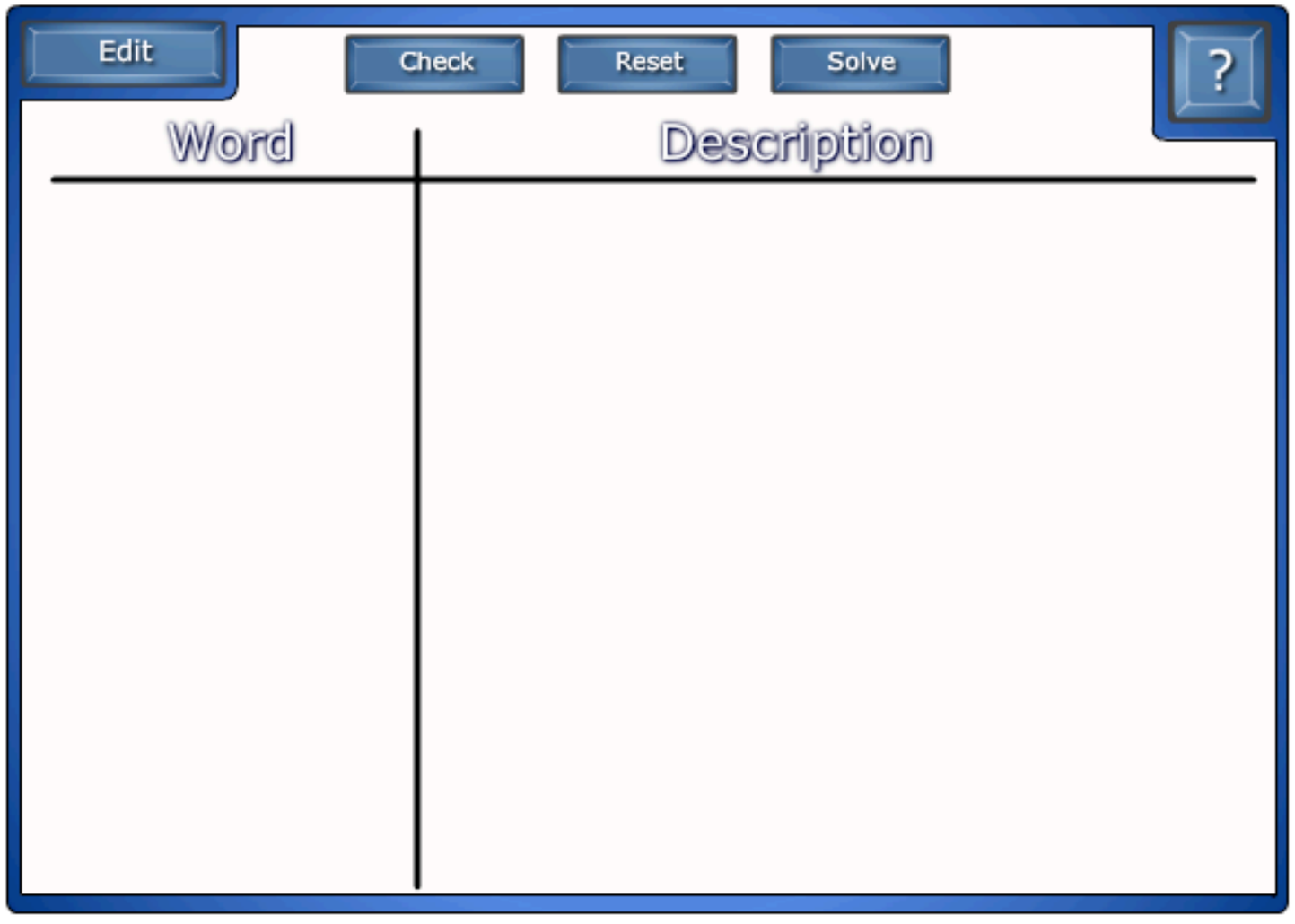
Pupils discuss possible missing answers and then rub away to reveal. Equally, pupils can create their own for other groups to solve.

Example: Rub to reveal elements of the equation

What are the missing elements in this equation for respiration?

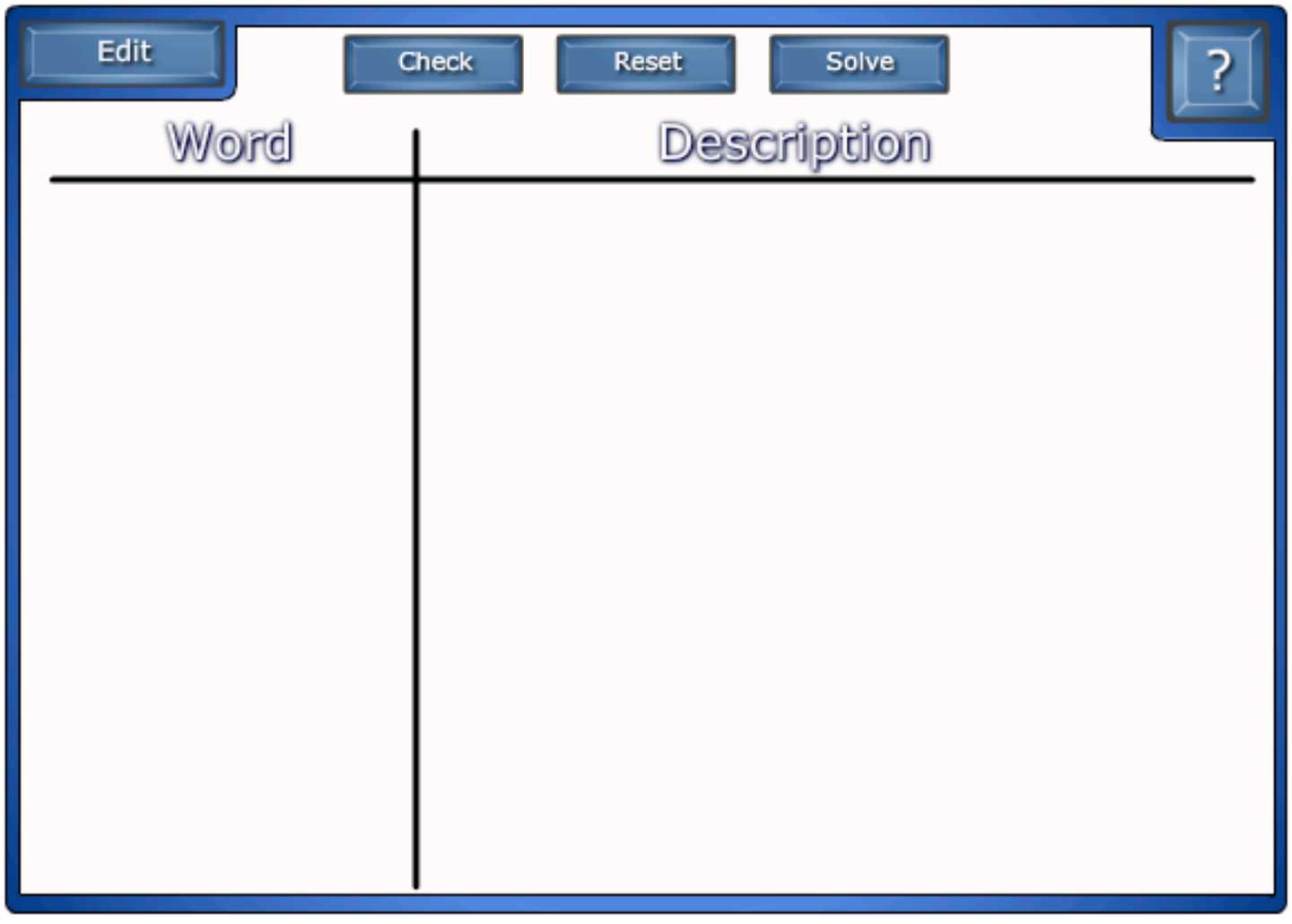


Press 'Edit' to modify this example and create your own.
Type your words and definitions and choose whether you would like it to comment
'Well done'/'Try again' or give a tick/cross by clicking in the cicrle/



Word definitions - In this example pupils might discuss and match-up the description to the key word. Following discussion, definitions can then be added to/amended or deleted and re-worded.

This can be found in Gallery, Lesson Activity Toolkit 1.0, Activities, Keyword match



L.O. To know the names and uses of rooms in the house of a rich Tudor.

Edit | Check | Reset | Solve | ?

Room	What was room used for?	
	Place where servants slept.	Parlour
	Butter & cheese made here.	room Withc
	Sitting room near kitchen.	Entrance Hall
	Eating meals made by servants.	Gallery
	Guests went here after meal.	Attic Room
	Playing games in bad weather.	Buttery
	Important vistors arrived here.	Great Chamber
	Bedroom for important guest.	Chamber B

To make a Magic Window / Box / Handbag / Other!

This creates suspense by allowing teacher or learners to sort objects, words or text phrases according to their properties, eg correct answers to a question, True/False, or categorising prime numbers or metaphors or addictive substances will be correctly categorised when dropped into the box / other shape or a window is dragged over them:

- Draw or pull into the flipchart a rectangle shape, 3-D box (Essentials for Educators Gallery has one) or other simple image
- *Fill* it in a light colour using *Properties* menu, outline it in another colour if using a rectangle
- Create objects (graphical images or text boxes) to be categorised
- Objects to be revealed when dropped into box or when window is dragged over them: choose *Send to Front* from *Order* menu
- Objects to be concealed: choose *Send to Back* from *Order* menu

The moon of truth

The moon appears to change shape because it is sometimes in the shadow of the Earth

A lunar eclipse happens when the Earth stops the light from the sun reaching parts of the moon

The moon is a secondary source of light

We always see the same side of the moon; this means it doesn't rotate on its own axis

'Box of truth' Activity - In this example pupils might discuss what shape they think is behind the box based on whether the clues are shown to be true (when dragged are on top of the box) or false (when dragged are behind the box). The green box can then be moved to reveal the mystery shape.

What shape is behind the box?

it has 5 sides

it has 3 sides

it has 4 sides

it has right angles

it has no straight sides

all sides are equal

2 sides are equal

'Box of truth' Activity - Edit this activity by inserting a shape behind the box from the above shape menu and 'locking' it in place.

Write clues in the correct circle based on whether the clue is 'True' or 'False'. Double click to add text. Group the shape and text together by pressing Ctrl and clicking on each. Ctrl g will then group it together so it moves as one object.

What shape is behind the box?

False

True

False

True

False

False

True

The tortoise of truth -

In this example, the tortoise only speaks the truth so statements can be dragged over the speech bubble but will only show if they are true.

Example - Maths, Area ideas

Area is calculated using 'Length x Width'

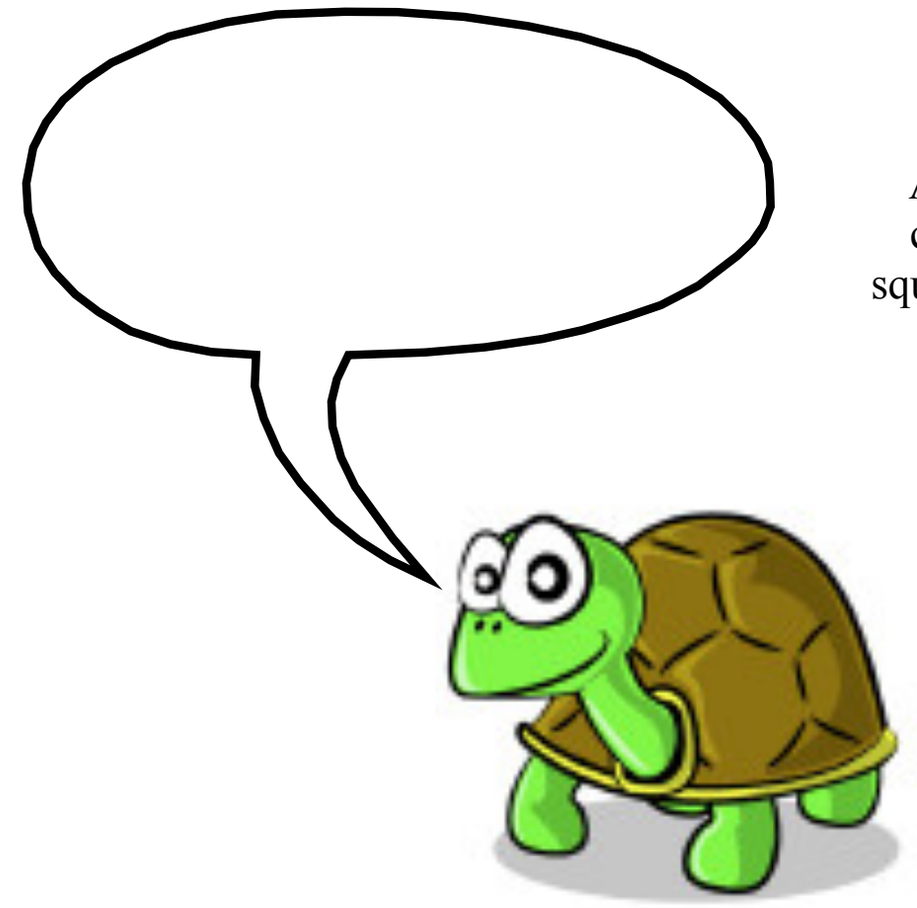
Area is measured in cm

Area of the classroom would be measured in cm^2

Area is the same as length

Area of a rectangle can be calculated by counting the squares covered but there is an easier method

Area of carpet need for a room would be measured in m^2



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The tortoise of truth

Double click to add a 'False' statement

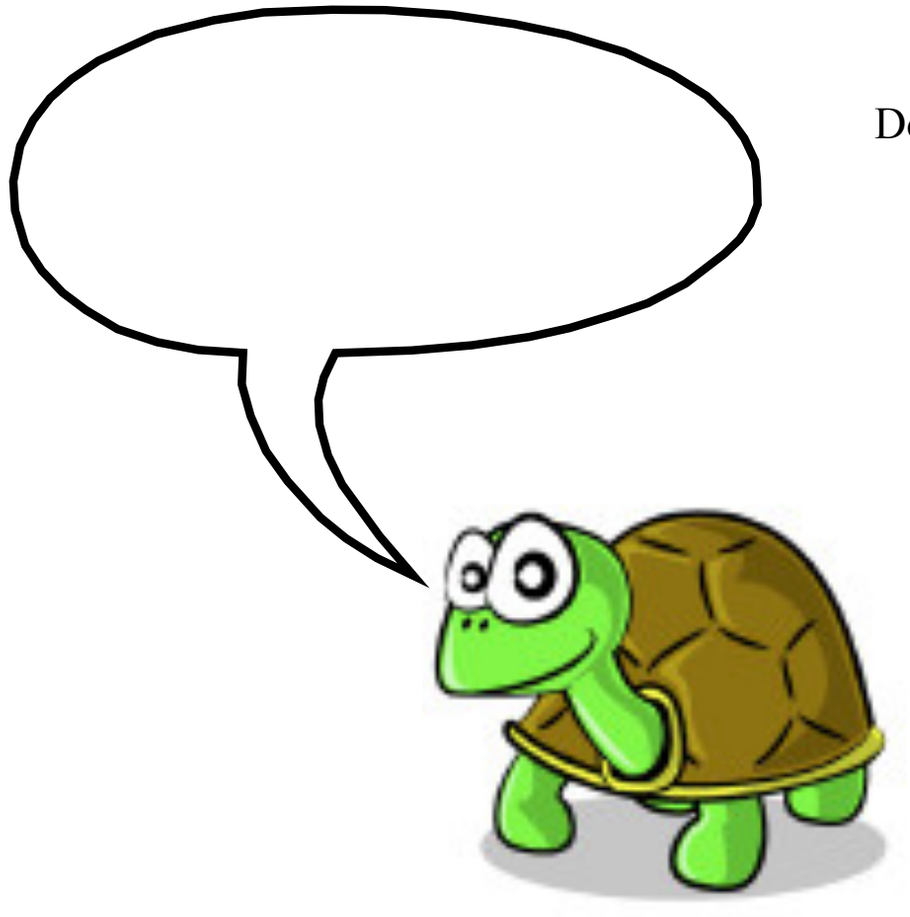
Double click to add a 'True' statement

Double click to add a 'False' statement

Double click to add a 'False' statement

Double click to add a 'True' statement

Double click to add a 'True' statement

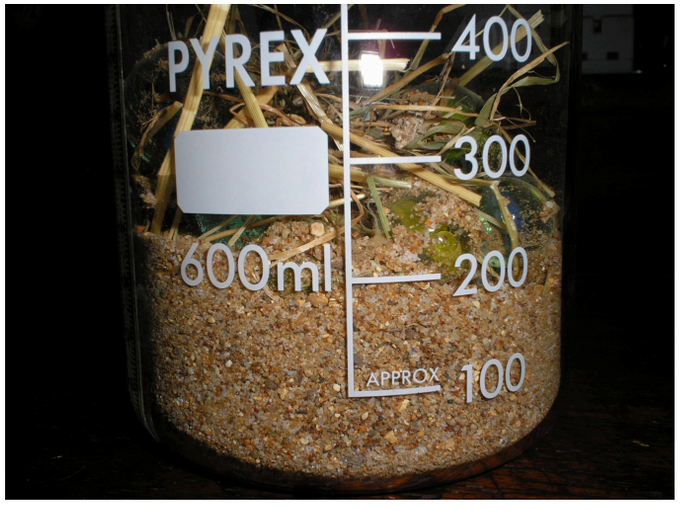


Scrolling banner -

This example shows how the scrolling banner can be used as a stimulus for a 'Talk task'.

This can be found in Gallery, Lesson Activity Toolkit 1.0, Tools, Scrolling banner

Talk Task - How



How will t

Scrolling banner -

This can be found in Gallery, Lesson Activity Toolkit 1.0, Tools, Scrolling banner

rt and stop scrolling. Double-click to edit text.

Cartoon strip - Pupils work in teams to record in images what they have learnt.
Other pupils can add/amend/delete ideas as they develop the cartoon strip.

Draw a cartoon strip (3 boxes) showing something that you learnt today!

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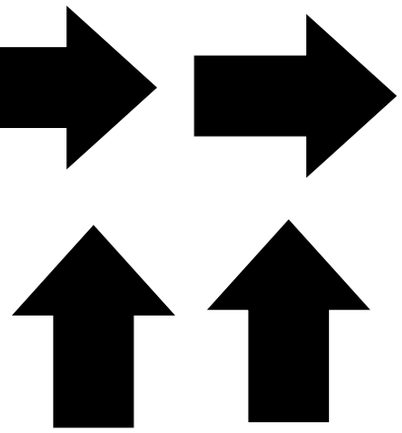
Draw a cartoon strip (3 boxes) showing something that you learnt today!

Explanations -

Using the Gallery/Notebook page to support explanation, pupils drag arrows/key terms to support their explanation. Additional ideas can be freely scribed on the page.

Use the following to explain the process of 'Convection':



Key words to use:

Expands

Heated

Current

Dense

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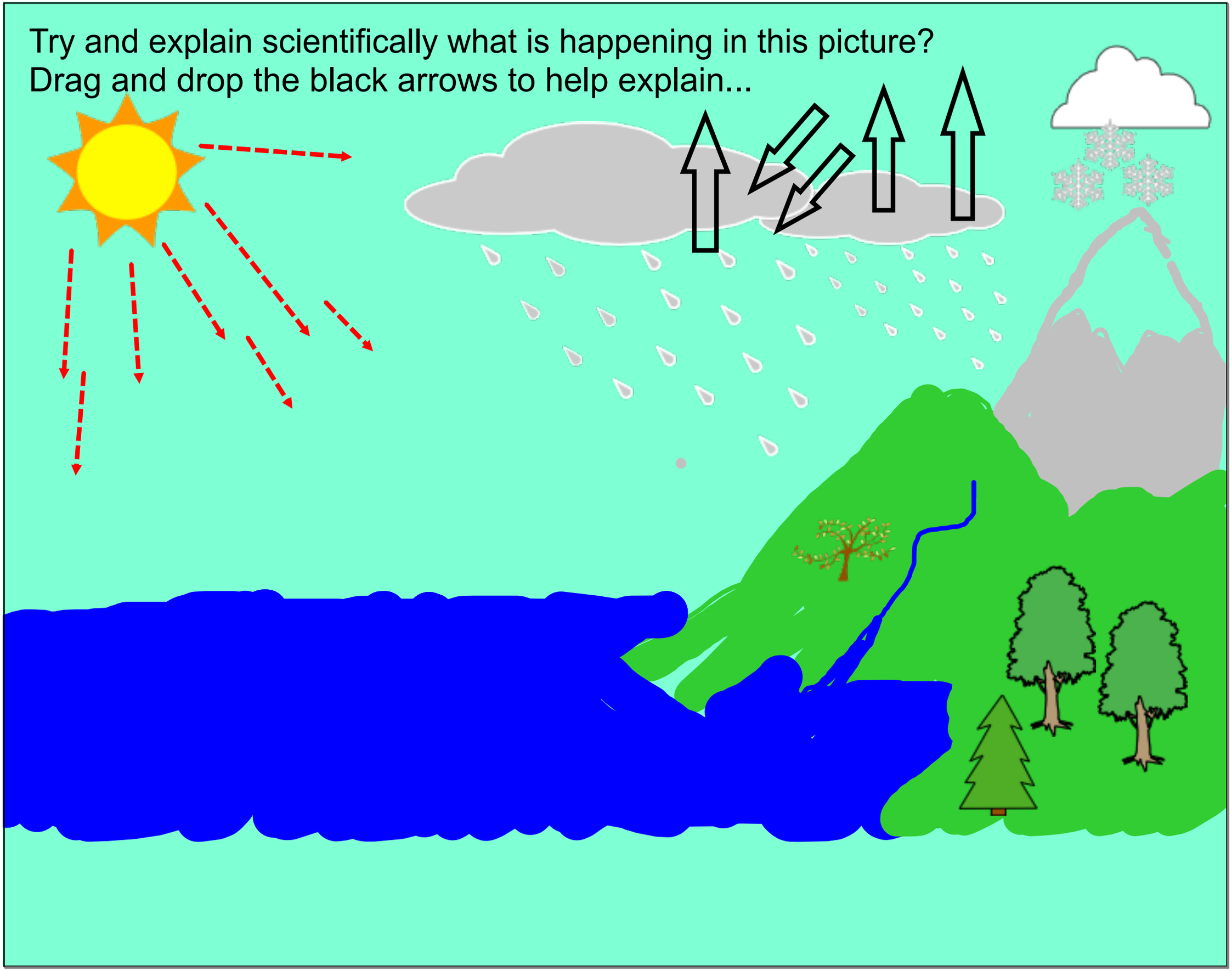
Try and explain scientifically what is happening in this picture?
Drag and drop the black arrows to help explain...



Sorting objects -

Pupils discuss how to correctly sort the images and add their own to a prepared table.

Example: Pupils explain which are light sources/reflectors of light.

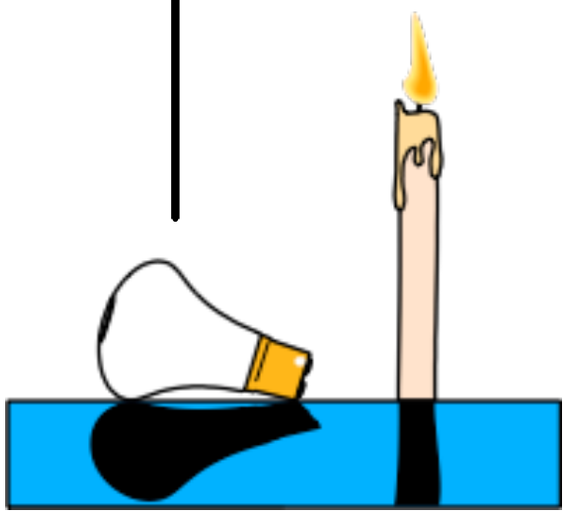
Let there be light!

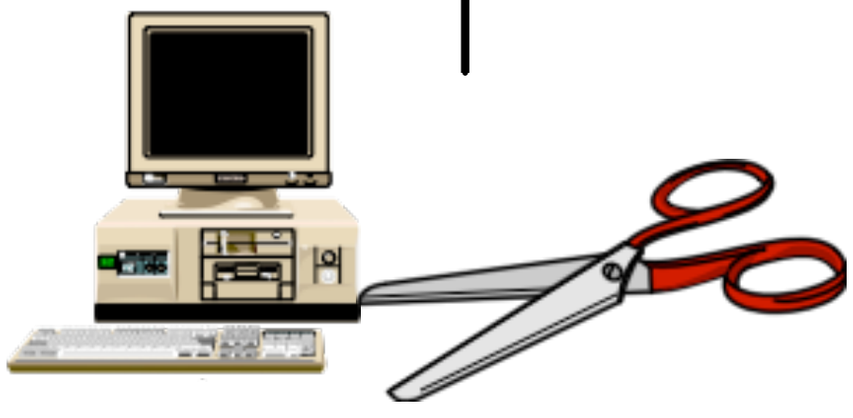
Some objects give out light. These are light _____.

Which are light sources?

Sort the following pictures. Can you add your own examples?

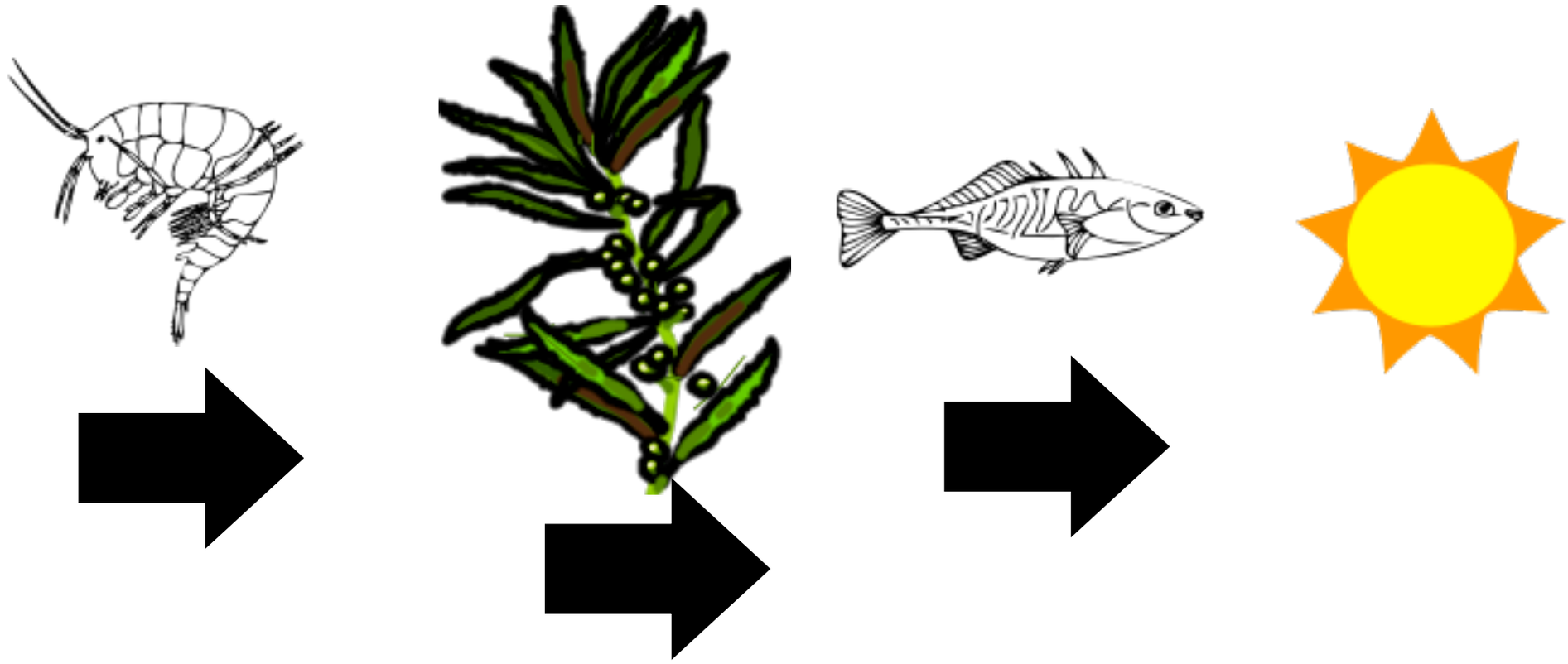
Light Sources	Reflectors of Light





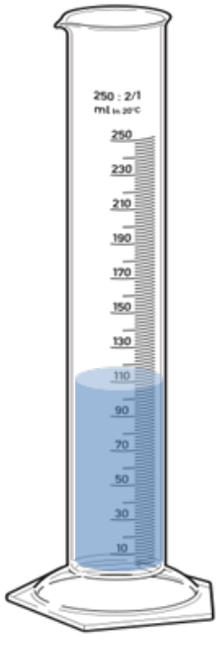
Drag and drop activity -
Use a series of images to stimulate discussion as pupils drag and drop images/shapes in place.

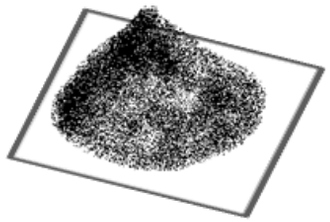
Example: Drag and drop the following to make a successful food chain.

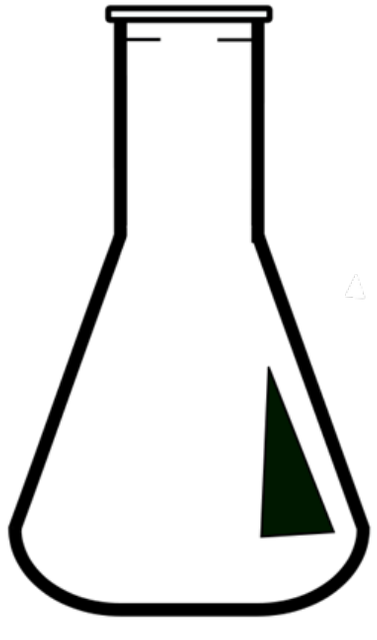


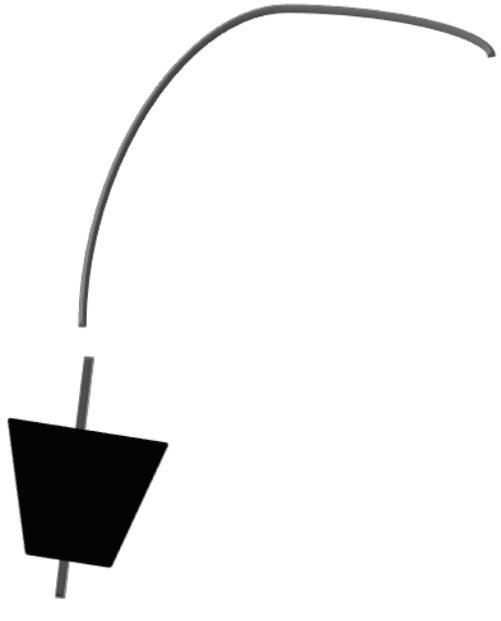
Move & Explain

Students are asked to drag and drop different objects shown in the IWB to show a design of an experimental set-up that they were told to perform. Then, they are asked to argue their proposal and discuss it with the whole class.









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True	Iffy	False	Don't know
A- The product of two numbers is a whole number	F- When you square a number the answer is positive	K- The sum of two numbers is greater than their difference	O- Dividing by a number less than one gives a larger number
B - Adding zero to a number multiplies it by 10	G- dividing by two then by 10 is the same as the opposite	L- Perfect squares have only 3 factors	P- Multiplying two numbers gives an answer bigger than either
C- The square root of a number is smaller than the number itself	H- two fifths of a number is the same as dividing by 5 then multiplying by 2	M- product of three whole numbers is never same as sum	Q- sum of two odd numbers can sometimes be odd
D- The product of two odd numbers is odd	I- Prime numbers are odd	N- The product of a positive and a negative is negative	R- The cube of a number is bigger than square
E- Square numbers have an odd number of factors	J- The sum of the digits of a multiple of 3 is divisible by 3		

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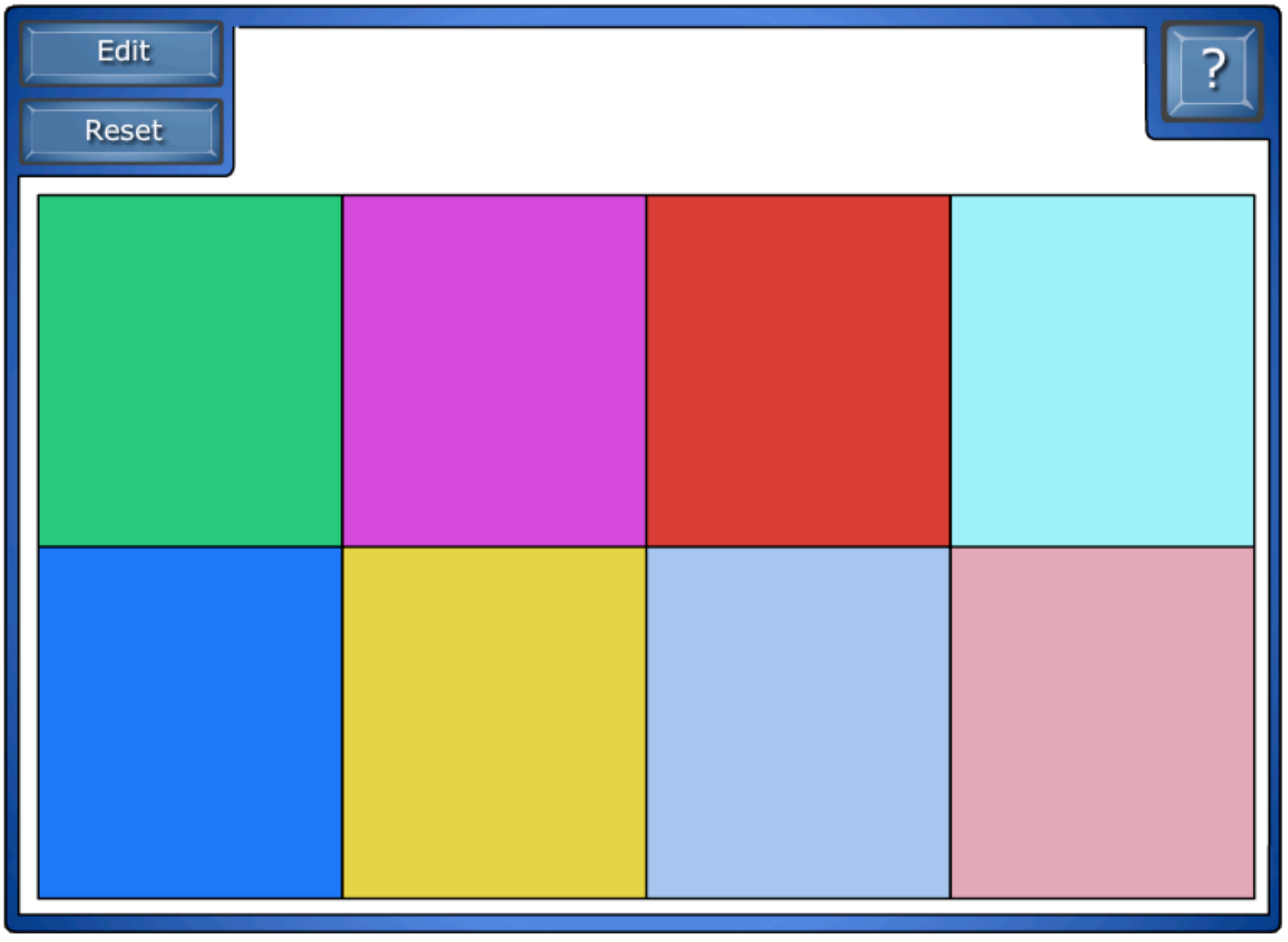
True	False	Iffy	Don't know

Tiles Activity - In this example pupils might discuss what these scientific terms mean and then the tiles can be clicked to reveal a definition which pupils can add to, amend or delete and re-write.

This can be found in Gallery, Lesson Activity Toolkit 1.0, Activities, Tiles



Press 'Edit' to modify this example and create your own.
'Tiles' tab - double click to change the key words.
'Images' tab - Click on the definition and 'unlock'. Double click to highlight and then re-word.
Click on the 'drop-down' arrow to 'lock' back into position.

Edit

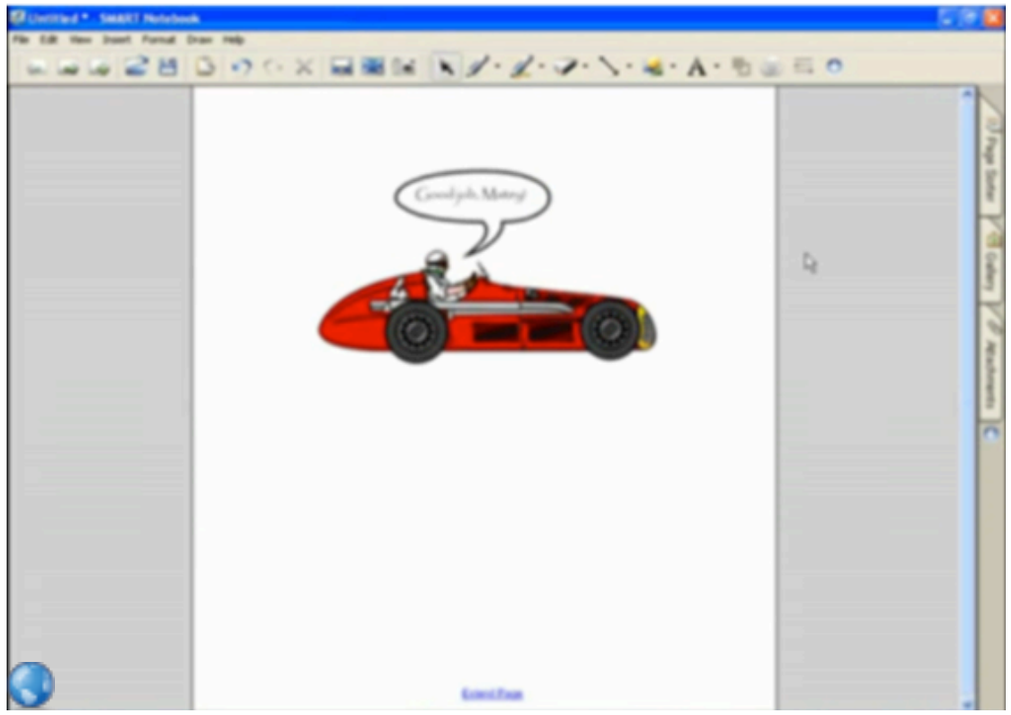
Reset

?

Acid Rain	Adapted	Aerobic Respiration	Ammeter	Amniotic fluid
Balanced diet	Balanced forces	Biological weathering	Biomass	Blood vessel
Capillaries	Carnivore	Cell	Chemical energy	Chemical weathering

Recording and attaching sound to a notebook object/Audiacity

Click on the 'globe image' below which is a hyperlink to a YouTube video which explains how to add sound.



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Inserting video into a Smart Notebook

Click on the paperclip tab on the right which links to a document to explain how to insert a video clip to a notebook. →

Inserting Video into SMART Notebook 10

SMART Notebook 10 has the capability to embed flash video files directly onto the Notebook page. First you will need a video file. There are several places to download videos on the Internet. Here are just a few:

http://streaming.discoveryeducation.com/index.cfm (with subscription to Discovery Education/United Streaming)

http://www.teachertube.com/

http://www.schooltube.com/

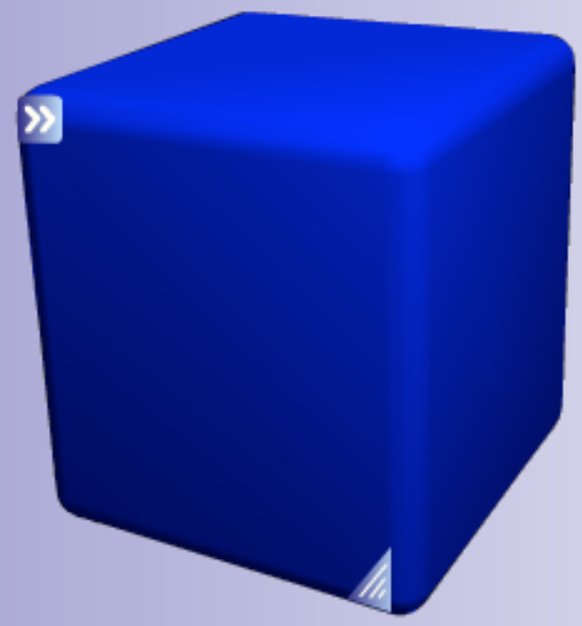
http://www.youtube.com/

Download a United Streaming video by right clicking on the blue disk and choosing "Save Target As".

Click on the dice to roll it and share 'team' to feedback.
This resource can be used to encourage pupils to take responsibility in groups for productive and purposeful discussion.

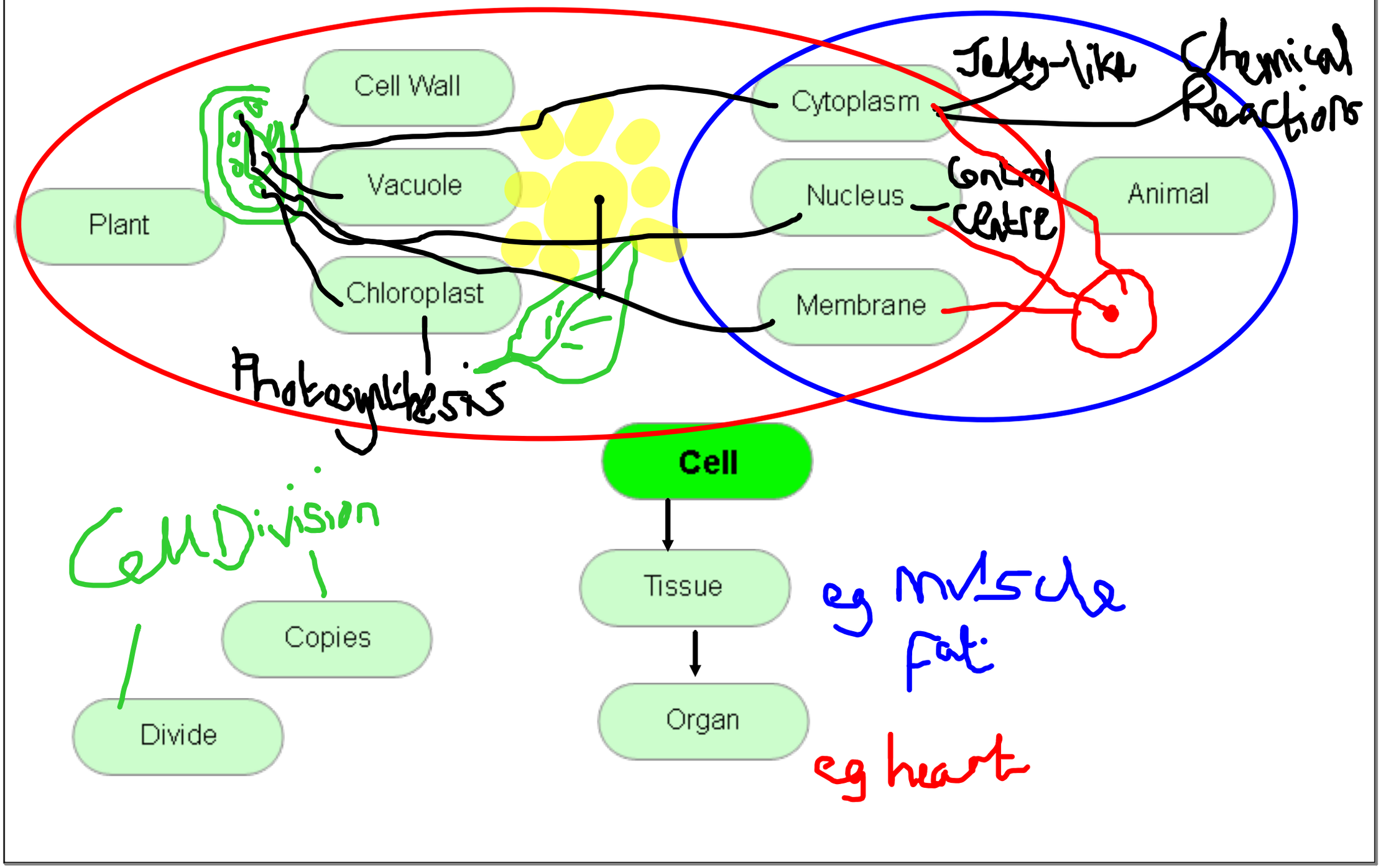
Pupils know that one team will be chosen at random to feedback and they need to be prepared to be accountable for discussion and share outcomes.

Let's share our thoughts...



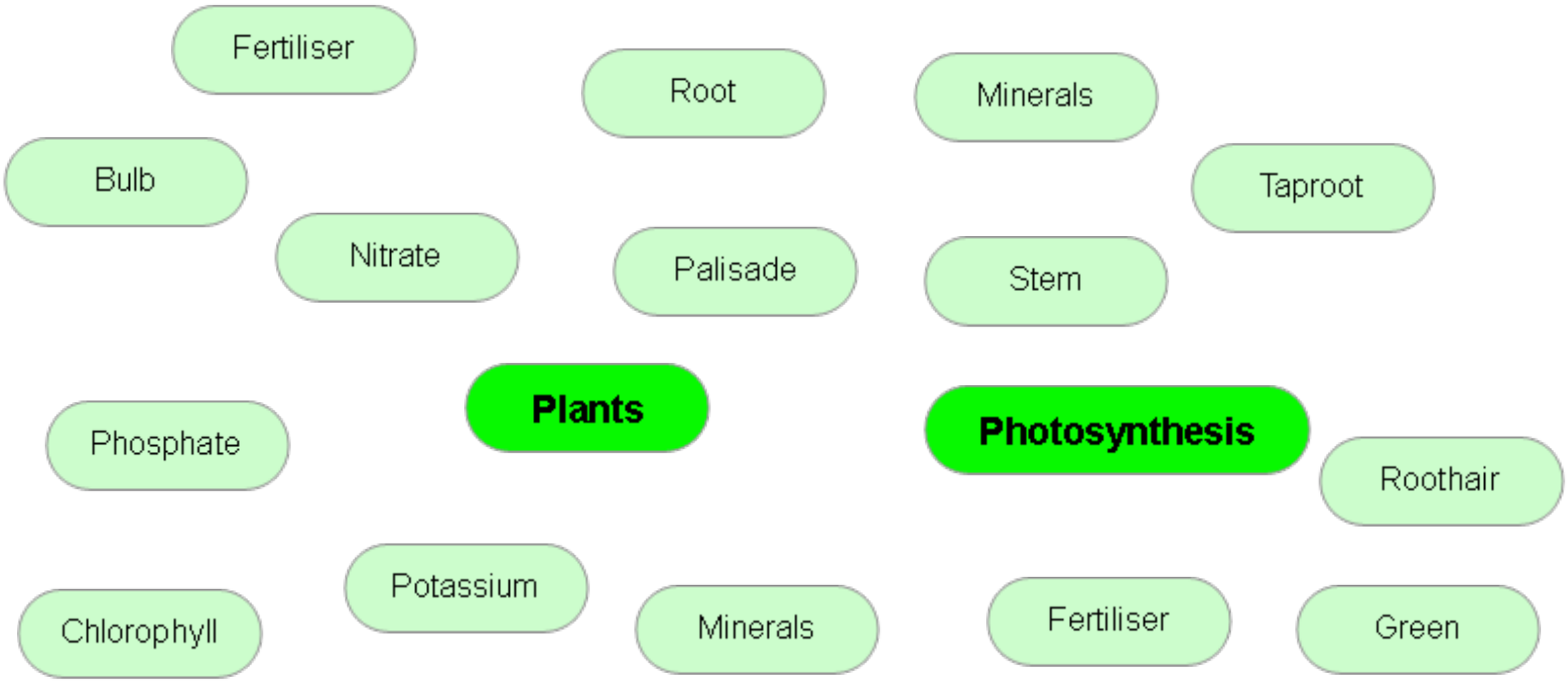
Mind Mapping -
Pupils use the key terms and drag and drop words/draw arrows/add text to make connections and explain key ideas about a topic.

Example - Cells



Mind Mapping -
Pupils use the key terms and drag and drop words/draw arrows/add text to make connections and explain key ideas about a topic.

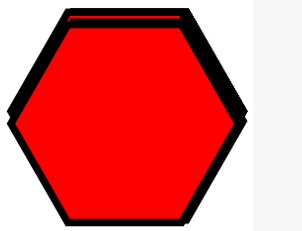
Example - Plants and Photosynthesis

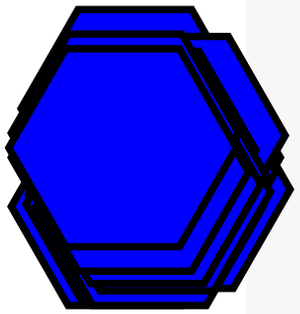


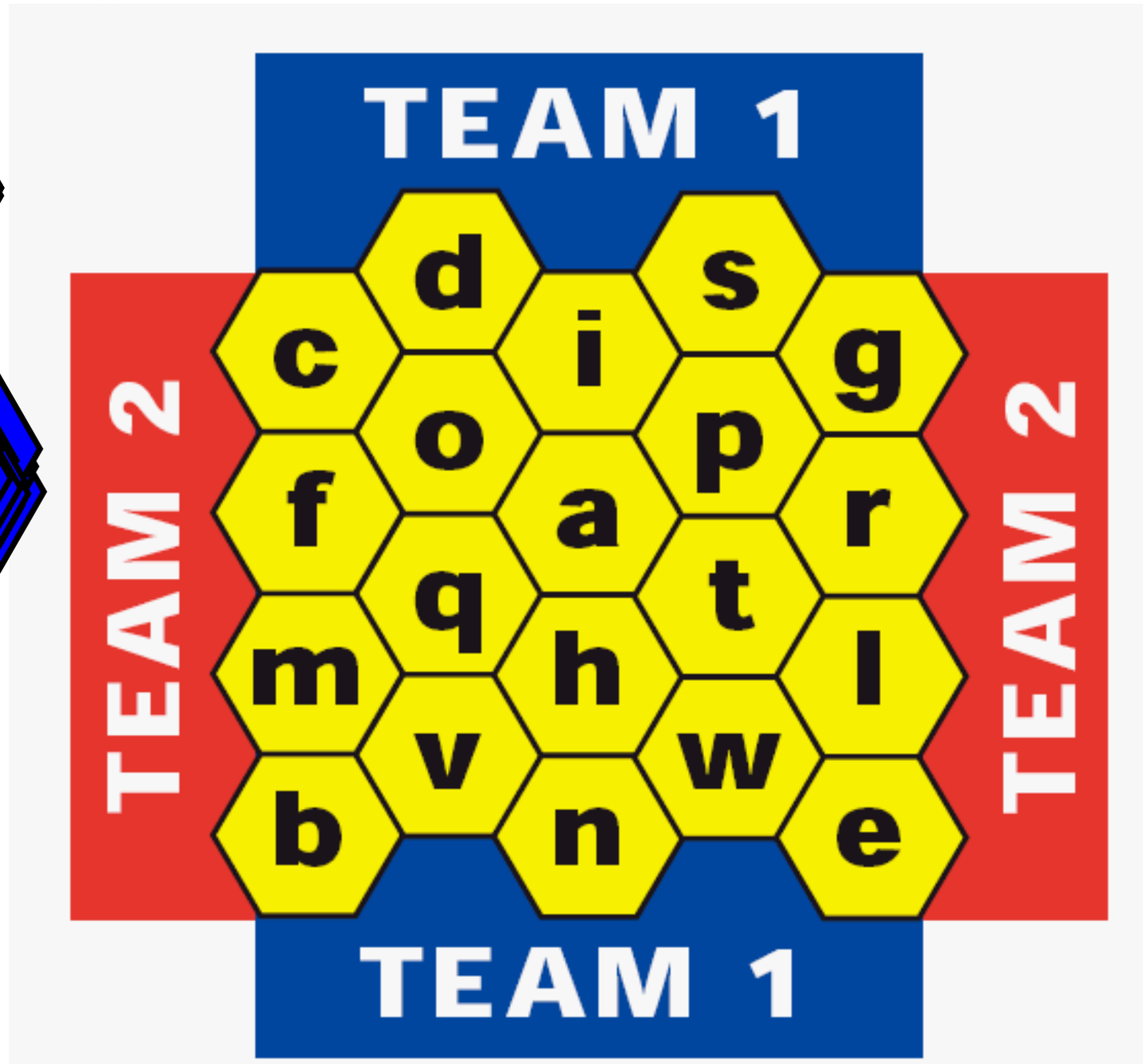
Blockbusters -

This example shows the template for a 'Blockbusters' games which could be used to stimulate a 'Talk task' as teams create questions based on a particular topic/theme.

The blue team must make a vertical line and the red team a horizontal line. The counters can be dragged and dropped on the board.







Edit
?
Press Edit to begin
Reset

Sorting Activity - In this example pupils might discuss whether the features of a cell belong to a plant cell only or plant and animal cells. Pupils then come to the IWB and drag and drop the terms into the correct position. If they are incorrect the vortex 'spits out' the key term.

This can be found in Gallery, Lesson Activity Toolkit 1.0, Activities, Vortex sort.

Furniture

Edit

?

straw mattress

tapestries

simple woo ...

wooden stool

4 poster bed

dresser

embroidere...

carved oak ...

wooden sto...

silver plates

Reset

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'KWL' Grid -

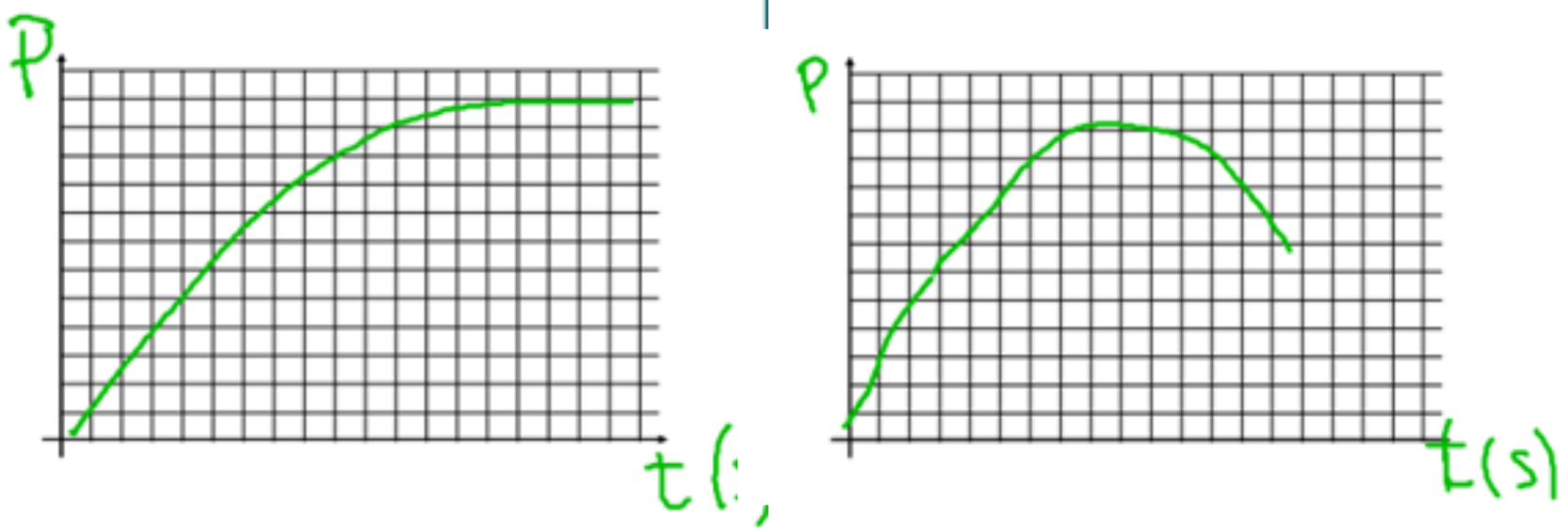
Pupils discuss what they 'Know', 'Want to know' and return to the grid at the end of the topic/lesson and add what they 'Learned'.

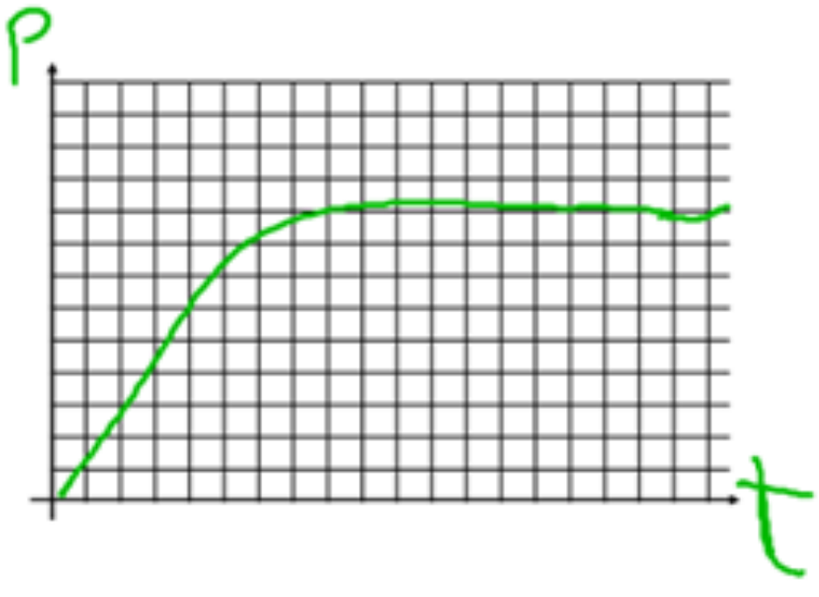
What I **K**now	What I **W**ant to know	What I **L**earned

Discussing experimental predictions

Students are asked to draw on the IWB their predictions about an experiment before carrying it out.

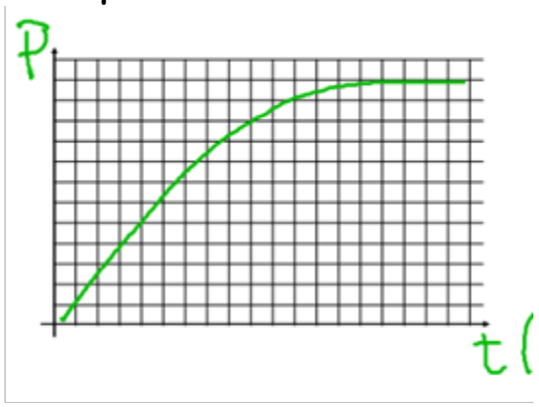
For example: How will pressure vary with time?

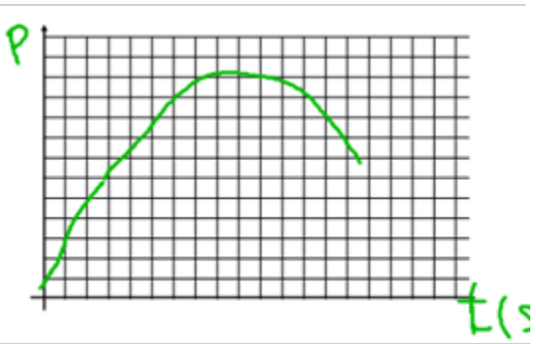


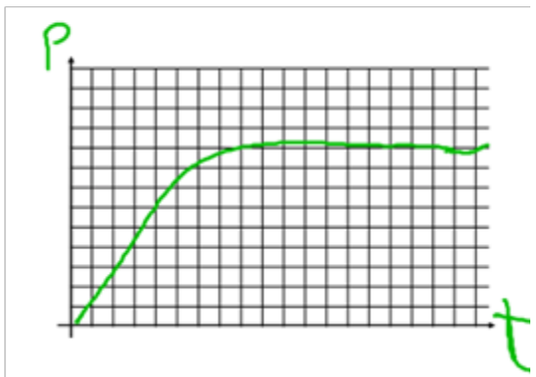


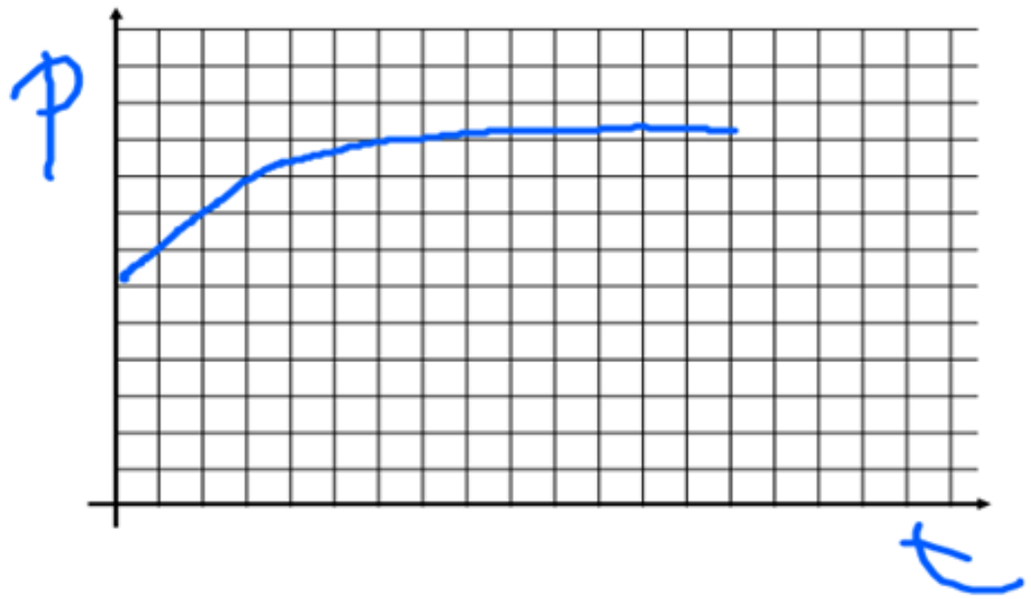
Revisiting and comparing experimental predictions with real acquired data

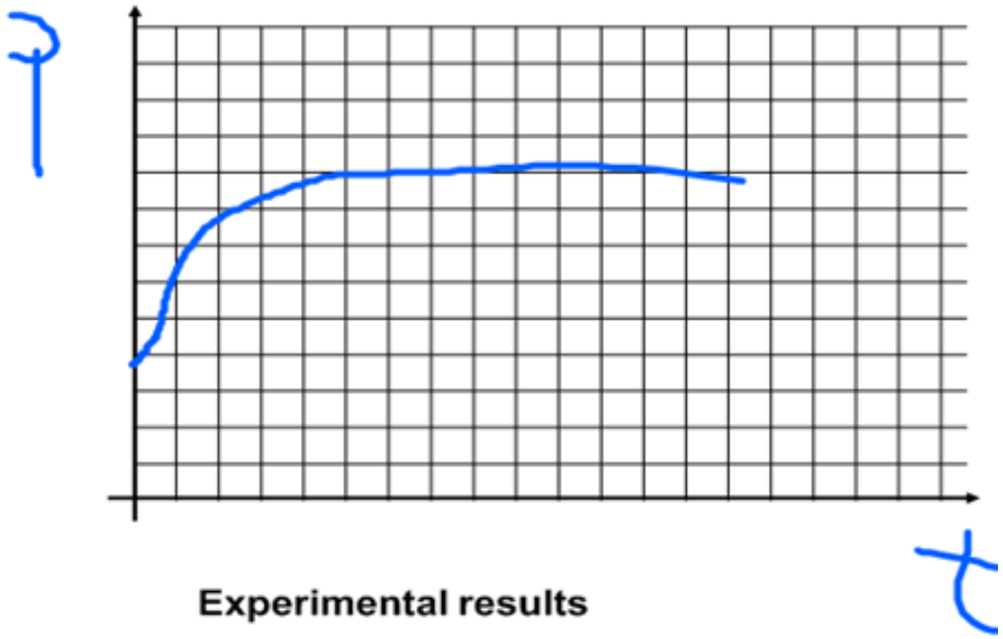
After performing experimental work, students are asked to compare real acquired data with their previous predictions.











Experimental results