

Title of Session: K-3+ Resources - Ecology and Environment

Moderator: Susan Roseman

Guest Speaker: Renata Suzuki

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SusanR: Shall we start with intros.

RenataS: ok

DavidWe: I'm David Weksler. I'm in New Jersey and I support teachers using technology for teaching and learning. I'm a volunteer HelpDesker in Tapped In

GailH: I am Gail Hoskins in Columbus Ohio. I am a former math teacher and have been with ENC (Eisenhower National Clearinghouse) for all of its twelve years. We are www.enc.org.

SusanR: I am a K to 8 Occasional Teacher from Ontario Canada and K to 3 Great Resources presenter here at TI

RenataS: I'm the guest speaker tonight, from Japan,

BruceNe: I teach at a University in Kansas and am interested in how this resource at Tapped in works

VennyS: I'm Venny Su (Su, Cheng-chao) from Taipei, Taiwan.

FlintGst9: I'm a guest here by invitation as an observer.

SusanR: Japan, Taiwan, Canada, U.S. ...sounds like the Olympics

DavidWe: . o O (and New Jersey!)

RenataS: passing round gold medals for everyone

SusanR: Tonight's session is ecology and the environment.

RenataS: and laurel leaves

GailH: Is Renata a guest speaker FROM Japan or speaking from Japan now?

RenataS: I'm in Japan now

SusanR: I am honoured to have as our special guest, Renata Suzuki, an esl high school teacher in Japan who is currently teaching a University Economics English class.

SusanR: She has had considerable experience teaching primary students as well.

SusanR: Renata will present her one green leaf eco site, which I believe is very dear to her heart. I can see it readily being used in k to 3 classes with ease. I am using her site as a springboard to other great resources on the environment.

SusanR: So hang on to your seats! I will support Rena's presentation with an online track of 15 GREAT environmental and ecological resources.

RenataS: that's the best part!

SusanR: Over to you, Renata.

RenataS: Hi there, everyone, thanks for coming today and thank you Sue for inviting me to be a guest in your session. I'm beaming at everyone even if you can't see it: Feel the heat of that grin!

RenataS: Before we start I'd just like to say we'll be downloading mp3 files as part of my presentation, and listening to them with a program like Real Player or Media Player. Does everyone have those tools? If not you can download from <http://www.real.com>

RenataS: click on real player tab, avoid the ads and head for the FREE one. For English, for instance: <http://uk.real.com/player/?&src=ZG.uk.idx,ZG.uk.rp.rp.hd.def>

RenataS: Okay, structurally I thought we'd split the presentation up into looking over the onegreenleaf website, then focusing back here at TI in text chat, having a question and answer session, then listening to the songs at another homepage, returning here to talk some more, and finally looking at some materials I made and how I used the songs for projects at a photoblog, with a final discussion session to finish up. Is everyone ok with that?

BruceNe: I was in marching band once -- will try to follow along

RenataS: lol

DavidWe smiles

RenataS: raises her baton high and does a mental somersault

GailH: Fine with me.

RenataS: follow this

RenataS: If we look at cognitive processes, (I've been reading Peter Skehan's A Cognitive Approach to Language Learning lately..) the brain is always analyzing for meaning over form. It is a miracle of networks to explore and learn and make connections, make meaning. So it seemed best to me to explore English with kids through meaning-making, discovering and exploring a personal relationship with our planet.

DavidWe likes the idea

RenataS: So without further ado, please hold down the control key and click on <http://www.onegreenleaf.net> to go to the site and see what I'm talking about: explore! Please make sure you don't click on the ESL loop there or you leave One Green Leaf. Let's meet back here in five minutes.

SusanR nods

RenataS: but we can of course chat as we go

RenataS: particularly since there aren't so many people

DavidWe nods

RenataS: so, have you all clicked on the leaf?

GailH: I explored a bit before the event, b/c Sue's blurb had the url and I like to know what I will know about.

RenataS: oh grand

BruceNe: yes

RenataS: the best thing I like about the site is the no frills aspect

RenataS: so that it is easy to view

RenataS: on any system

RenataS: Perhaps the original introduction to the book is of interest, as it explains some of the basic concepts: <http://homepage.mac.com/deibuyagi/renata/pages/intro.html>

FlintGst9: Renata...as you know I've cheated a bit and fully explored that site already

RenataS: ok, so you all kind of know where it's at then?

SusanR: I like the teacher notes that accompanies each song

RenataS: The counter only went on the site about a month ago, which means about ten visitors a day on average...Ok, does anyone have a question, a comment?

GailH: I find the song names appealing. Kids will love the Two Poops, for example.

SusanR: great ideas for cross curricular integration

DavidWe looks for Two Poops

RenataS: Two Poops was a contestant for the title of the book

SusanR: Can we listen to Two Poops, Renata?

DavidWe: Renata, at what age do children typically start learning English in Japan?

RenataS: sure, should we just skip to listening

RenataS: I started teaching baby classes

RenataS: around two years old

RenataS: but

RenataS: some mothers actually go with one-year olds

BruceNe: can children learn two languages at a very young age without confusing them together?

RenataS: the new ministry of education is working to start increasing English at elementary school

RenataS: but nationally it's at junior high, age 11-12

DavidWe: I believe it is very easy for children to do that

RenataS: that's a good question, Bruce

RenataS: they can learn loads,

SusanR: maybe we should start teaching French as a second language at earlier age..we start in four year old kindergarten

RenataS: mixing the two languages as a phenomenon

FlintGst9: it's been my experience that children from dual language households have little difficulty coping with both languages together and don't confuse the two

RenataS: called code-switching is

RenataS: part of exploring

DavidWe: I started in 3rd grade (8 years old) learning French in England - and was so far ahead of my classmates when I came back to the States for 4th grade

BruceNe: so they don't wind up speaking "Spanlish" -- mixture of two languages

RenataS: they may for a while, as they exploit the best bits of both

GailH: My French teacher (I was in college in GA) was Greek, so I spoke a funny sounding French with a verrry southern drawl.

RenataS: but kids always tailor to the listener too, you'll notice

SusanR: French Immersion is popular here. 60% of the instructional day is devoted to second language teaching

FlintGst9: they may learn phrases like " hasty lumbago"but only humorously...lol

RenataS: Ok, so maybe time to actually listen: hold down the control key and click on this link: <http://sun.ntjcpa.edu.tw/renata/>

RenataS: there you can choose a song you want to listen to

DavidWe: Got to be "Two Poops..."

RenataS: When you click on your MP3s that they are just snippets of longer songs: internet hosting of audio files can eat up a good deal of space...

RenataS: Venny is so kind as to host these

DavidWe bows to Venny

RenataS: I think of these songs as kids colored blocks, or those giant lego chunks, they're not actually finished products, and you can't do anything wrong with them. They're so basic, they invite you to improve, expand, change, bawl, warble, play, move and explore. You have the power!

VennyS: It's our opensource server

BruceNe: I saw the river smile

DavidWe: . o O (neat, Venny)

FlintGst9: waiting while my slow dial up service completes the buffering process

DavidWe: I'm also on a slower connection, tonight

GailH: Counting poops!

RenataS: oh dear, here's some more edu babble then to keep your eyes occupied

DavidWe smiles

RenataS: Singing is an incredibly healthy thing to do, breathing, and celebrating being alive in one go. And of course voice has magic, healing, chanting, conjuring. Kids have a natural bent to magic.

DavidWe: good teaching is akin to magic, I think

VennyS: Renata, is that really your voice with guitar?

DavidWe believes so

RenataS: yes, all me

BruceNe: I think it all about relationships which can be lost in our mass-production model of education

RenataS: the background rattling is the cicadas

RenataS: I'm afraid I just used the mike on my laptop

DavidWe: Wonderful cicadas

RenataS: and forgot to close the window

BruceNe: yes

DavidWe: Great song, Renata!

VennyS bows to a great singer.

DavidWe also bows

RenataS: blushes happily

VennyS: . o O (teachers = good performers?!)

RenataS: now if Flint gets out his harmonica

GailH: I was trying to listen and see the words. I got window-confused. But I love it.

RobertWB joined the room.

DavidWe waves to Robert

RenataS: hello Bob, we're all listening to the music right now

RobertWB: Sorry to be so late.

FlintGst9: Renata..I've printed out the songs from that site before but it's a pleasure to hear you singing them, an option I've never had before.

DavidWe: It's great to hear the song with the cicadas in the background

GailH: so the link TO the songs to hear is not ON the site??

BruceNe: We are here Robert <http://sun.ntjcpa.edu.tw/renata/>

SusanR: Kids karaoke

DavidWe grins

RobertWB: Thanks.

RenataS: not yet, Gail, this is a first thanks to Venny and Karen for this presentation

SusanR: Many schools have environmental clubs..wonderful for presentation

RenataS: thanks Bruce

RenataS: okay, Many Japanese Mums see only dirt in earth, and visions of a pile of washing. Insects are sometimes seen as scary or yucky, something to be sprayed to death.

Pouring chemicals into toilets and drains is accepted wisdom here. The air conditioning bans any sense of season the Japanese used to possess...

RenataS: so I kind of thought it was important to speak also to the parents through working with the kids

RenataS: Kids are much more honest and sensible about the human need to really explore and make meaning on all levels, touching, tasting, laughing, seeing, moving, thinking and feeling with all their six senses. They interact and link to others with language as one tool in that process. I intended the songs and activities to support and encourage that.

BruceNe: here almost everything seems to come from Walmart on its way to the landfill

BruceNe: very sad

RenataS: oh dear, sounds much like Japan

DavidWe is surprised that Japan sounds much like the US

RenataS: That's where a song like let's swap comes in

RenataS: Let's take a look at how I used some of the songs for projects at my photoblog <http://grankageva.buzznet.com/user/>

RenataS: I'll be here if you need help to navigate the site, basically just scroll down and click on the galleries on the right, the names correspond to the song names, and click on a picture to read the text, starting from the bottom right and clicking along. A slideshow will not give you the text.

RenataS: so for let's swap, you get a suggestion for a photoblog show and tell

RenataS: For a Sustainable Conversation

RenataS: A book I really recommend is Joseph Cornell's 'Sharing Nature with Children' ISBN 0-916124-14-2 A lot of the activities are very simple and can easily be combined with the songs. For instance a Microhikes to explore the insect world can be done anywhere, going well with the song, a sustainable conversation. (no audio, sorry).

RenataS: and the photoblog has pics of a word share activity

RenataS: With a song like The Resource Song, that's about real things, small things you can do every day, and if you don't know this book, then there are a lot of suggestions in there for just that.

RenataS: http://www.amazon.com/exec/obidos/tg/detail/-/0836223012/qid=1093388790/sr=1-1/ref=sr_1_1/102-3063639-1155312?v=glance&s=books

RenataS: 50 Simple Things Kids Can Do to Save the Earth

RenataS: by Michele Montez, Earthworks Group, Earth Works Group

VennyS: the flowers are beautiful!

RenataS: only you don't need to click now, it takes you to Amazon

RenataS: oh, Venny thanks, scroll down, the song stuff is below

GailH: scroll down on which page?

RenataS: hello Susan

RenataS: the photoblog

RenataS: help somebody with the url pls

SusanR: I recommend The Lorax by Dr. Seuss.

RenataS: <http://grankageva.buzznet.com/user/>

SusanR: <http://grankageva-springflowersinjapan.buzznet.com/user/>

RenataS: if you scroll down on the right, you have galleries

VennyS: ohh, Licca is soooo cute!

RenataS: to match the songs

RobertWB: Am I missing a link to the songs on the photoblog pages?

RenataS: I'm afraid I didn't set that up

RenataS: we listened to the songs earlier

RenataS: if you open multiple pages, you can orchestrate it yourself...P

RobertWB: But if you have it on a laptop...you can download the MP3s first then play the photoblog to go along.

FlintGst9: lol

GailH: So, there is the music and the words, and the place to play the music, and the photoblogs gallery--three different parts, right?

RenataS: yep

RenataS: exactly :)

DavidWe wonders if Renata knows about the UN Environment Programme and a contest for a photograph representing environmental awareness

RenataS: oh, no , I didn't David

RenataS: tell me about it later, ok?

SusanR: for any latecomers that missed the list of ecosongs

<http://homepage.mac.com/deibuyagi/renata/>

DavidWe nods to Renata

RenataS: Another great book for you to look at is:

http://www.amazon.com/exec/obidos/tg/detail/-/0887510353/qid=1093389644/sr=1-1/ref=sr_1_1/102-3063639-1155312?v=glance&s=books

RenataS: Strands in the Web by Roger Smith, The ISBN is 0-88751-035-3 K4-9, but choc a bloc with ideas for more sort of scientific type stuff if you want to lead kids into that direction. It includes many activities which could easily be turned into Science Fair projects.

BruceNe: do children listen and then sing the songs themselves?

RenataS: yeah, well they tend to kind of sing along right from the start

RenataS: and then I encourage them to change bits

BruceNe: in their second language

RenataS: asking for their experience

SusanR: They could extend the song by creating their own verses, Bruce.

BruceNe: I see

RenataS: for instance the song, a sustainable conversation talks about drawing insects

RenataS: so they can choose their own insects that they like

RenataS: and make a new verse with the new word

SusanR: They could also create their own jazz chants.

RenataS: and then show how they draw it

BruceNe: it would be neat if they could sing with other children in other locations using the Web somehow

RenataS: wow global chorus

FlintGst9: interesting idea, Bruce

RenataS: absolutely

RenataS: cool

RenataS: I love it

DavidWe . o O (a little bandwidth...)

FlintGst9: it would require a double duplex sound card and quiet a bit of bandwidth

RenataS: Okay, and there you have it, and I hope it will prove useful! I am available through my office in TI, called Renata's Ocean Dreaming, or on yahoo and messenger as grankageva, anytime you want to get in touch. And share those mp3s of your personal versions! And new ecoblogs! Thanks very much for exploring with me. Back to you, Susan.

DavidWe grins at Flint

RenataS: you tech wizards

RenataS: you set it up

SusanR: They could produce their own CD or Tape

DavidWe agrees

DavidWe . o O (CD)

RobertWB: Well, even the bandwidth might not be a problem...if you put the first song in as a wav file....and send it to a class....say the teacher plays the chords....the second class

RobertWB: records over the chords...

DavidWe grins

RobertWB: and third class records voice over the chords and rhythm.

RenataS: wow, this is really taking off! grins happily

RobertWB: Then a fourth class sings a second round and so on....

RobertWB: then they send back around to each other.

DavidWe nominates Bob to take the lead on this

SusanR: I can see a myriad of uses for these songs, Renata.

GailH: A problem I run into when I work with teachers in US is they are so under-the-gun of test scores that they don't feel they can justify learning like this, often.

DavidWe sadly agrees with Gail

RobertWB: Renata and I discussed the use of free drum rhythms that exist already on the net...

RenataS: yes, that is a problem

RobertWB: lays down a nice beat then add to it.

SusanR: Can they make it fit their standards, Gail?

RobertWB: I agree Gail..

FlintGst9: Renata, please don't tell these fine people that I play harmonica.

BruceNe: lol

RobertWB: Harmonica....wow....we need a harmonica player...

DavidWe: That's a challenge, Susan

RobertWB: does anyone play comb with tissue paper.

FlintGst9: lol

VennyS: I'd like to join

GailH: Making it fit the standards isn't the issue--they are so pressured to have kids PERFORM well on the tests, that can rule over other stuff.

BruceNe: In Web services they talk about orchestration

DavidWe . o O (someone in Texas MUST play comb with tissue paper)

RobertWB: I had Venny's class sing to me one night on MSN.

DavidWe: cool!

SusanR: We are facing the same problem in Ontario, Gail.
RenataS: It's a kind of backwash effect
RenataS: the tests....
RobertWB: I had a music teacher once that had a whole orchestra of comb and tissue players.
VennyS: Renata, can you teach us to sing now?
DavidWe: in Texas, Bob?
RobertWB: Yup.
RenataS: we don't have sound right here, Venny
VennyS: yahoo messenger or LT room?
RenataS: we'd have to move,....
RobertWB: I believe it was in yahoo messenger where you class sang opera to me one night Venny.
SusanR: Thanks Renata, an inspiring session.
VennyS nods to Bob
RenataS: Susan was going to intro the trackstar, I think
DavidWe: Downloading .mp3 files will challenge a good number of teachers
SusanR: Listen up!
BruceNe: but not the students
RobertWB: With the windows media recorder you can record over and over and over...and keep all the sounds.
VennyS: David, IE can download files.
DavidWe agrees with Bruce
DavidWe: oh, sure, Venny
RobertWB: Then you can copy them and lay them down end to end, and the song is twice as long....
RobertWB: then lay that down and the song is four times as long.
GailH: It's not the technical part that is as challenging as being able to with their firewalls and other issues in place.
RenataS: shhhh, listen, Susan is talking
SusanR: If you are looking for resources to complement Renata's sites do take a look at this online track of environmental resources
SusanR: <http://snipurl.com/ecology>
SusanR: many of these sites are aligned to state standards
DavidWe looks
RenataS: if you're like me you press control and click
RenataS: is busy exploring the sites Susan has collected for us
RobertWB: I wanted to ask Susan how these align with State standards...what is there about them that causes them to be approved.
RobertWB: Does anyone else know.
GailH I like the green squad-- it looks like it would appeal to upper elem. students.
RobertWB: Susan, I am not a public school teacher...what is there about these sites that make them approved.
DavidWe: I think, Bob, you show how they correlate with published state standards, e.g. students will learn how the environment is affected by pollution

SusanR: I previewed them and thought they might be suitable for K to 3 students and teachers

GailH: EcoKids is darling too!

VennyS: ecoKids is interesting!

VennyS grins at Gail

GailH: Good taste!

SusanR: I would use these in my planning..many of them are interactive and would consolidate environmental skills

RobertWB: Lets s say Renata wants to get her songs approved....what would she need to do.

RenataS: the bug hunt is great

GailH: I forget where you are Robert? The use of the word approved puzzles me.

RobertWB: This is probably a dumb question, but I am just being curious.

RenataS: hunting for ladybugs now

RobertWB: I'm in Texas.

SusanR: would that be approved for classroom use, Robert

RenataS: ooh no I'm out of play time

RobertWB: Not approved....meets State standards..

SusanR: I wouldn't have trouble in Ontario, Canada

RobertWB: Are there higher sets of standards that a teacher who uses the net can adhere to that pretty well assures that there work would meet whatever standards exists.

GailH: There is nothing that would "assure" that kind of thing, for web or books or other things, in my opinion.

BruceNe: what are the standards intended to screen out -- objectionable content or relatively low quality resources?

RenataS: bug hunting avidly...eco kids is cool

RobertWB: Renata wants to take her work and make it available to a broad swath of students world wide. What is the best approach for her to take to make sure that the most students possible can access and use her work.

GailH: Standards are intended to state what the students should be learning--not learning objectives.

SusanR looks to Gail and David and BJ for the answers

GailH: Have it listed on ENC site???

RobertWB: I'm not trying to trick anyone, I am just curious if there are standards that we should shoot for when we do things like this....or are the standards just very disorganized and sometimes they work and sometimes they don't.

RenataS: sitting listening quiet as a mouse...

GailH: Teachers, at least those I work with, really want and need a front door that lets them get to all the parts -- the songs, the words, etc., from one place.

DavidWe wonders if Susan received a satisfactory answer

DavidWe agrees with Gail

MelindaKB: The standards, per se.. are (in most cases) building blocks... each standard builds on the last

DavidWe: Needs to be packaged with easy to open pull-tabs

RobertWB: The idea of disruptive technology keep rolling through the back of my mind. That a lot of us are working with technology in such ways that much of the world just doesn't know how to handle us.

VennyS: on a disk is better

RobertWB: and I agree with Gail's answer....

DavidWe: . o O (or a web page - one web page)

GailH: Find some good really good sites, and see what they do.

<http://www.enc.org/features/dd/about/>

RenataS: That's an important point, Gail, I need to link up all the materials now

RenataS: to one page

RobertWB: One web site would be nice, but I know a lot of you are working with bare wall budgets.

SusanR: We are given the standards and suggested ways to implement them. There is room for creativity depending on students needs

DavidWe: offers to help Renata if she needs it

GailH: But I am just saying an entry page that has links to the parts, and each can link back. Not anything revolutionary. Sometimes the smallest stuff is make-or-break.

RobertWB: When David and I first talked about this....David was kind enough to convince me that a WMA file left a smaller print than a MP3..

RenataS: to me, being here on the net today is part of creating the need for that, as it were

RobertWB: I hope I said that right, David.

DavidWe: isn't sure he convinced Bob of this, but is glad if it is true

FlintGst9: It's my opinion that "standards" vary by location and no set of standards exist that would please all overseeing bodies.

VennyS: has to leave for family and typhoon for a while, and will be idle.

BruceNe: Shockwave files are also useful because they are relatively small

RenataS: and I'd really like to thank TI and Susan for putting the site out there

RobertWB: Then Sunday, Vance showed me how to make sure that all the play back resources on my machine play MP3s.

DavidWe: They vary state to state, although not by much, I would guess

RenataS: thank you for coming, Venny

RobertWB: There is so much Multimedia out there, that some of it is like hopscotch.

SusanR: These resources support our implementation of standards

http://www.ocdsb.edu.on.ca/Teacher_Res/asp/strmatrix.asp?Subject=ST

RobertWB: Shockwave is small, but the devices needed to do it are proprietary, and again lots of schools can't afford even the software.

SusanR: a super session, Renata. Let's do another!

GailH: The national standards (for use in US) would be a place to start.

<http://www.enc.org/professional/standards/>

VennyS: Thanks!

GailH: Wonderful resource Renata.

RobertWB: I am trying to stay as close to open source as I can....and much like Renata's work, open source means you are going to have to find different things in different places.

DavidWe: I'm sure that Project 2061 has some good environmental teaching benchmarks

VennyS hopes Renata can teach us to sing together lively online

DavidWe agrees with Venny

RenataS: yes let's!

RobertWB: Terrific job Renata....keep; it up...

RenataS: beams happily at everyone again...

RobertWB: Is it ok if I play the comb instead of singing....

GailH: claps for Renata.

RenataS: in fact never stopped smiling all along, thank you all so much for coming today

DavidWe hopes Renata feels accomplished after finishing her first ASO session

SusanR: and you are even going overtime, Renata

RobertWB: Yes, Susan, I hope you will offer another session....

DavidWe: Most welcome, Renata

FlintGst9: thank you for the invitation , Renata..very interesting

RenataS: I love Susan's trackstar

GailH: Feel free to get in touch with me at <mailto:ghoskins@enc.org>

RobertWB: I want to go back over the transcript and look at some of the resources.

GailH invites David to join her in her office in a minute?

BruceNe: this has been wonderful thanks to all

RobertWB: Thank you every one for great information....

SusanR: Thank you for your participation. Hope to see you all next month.

RenataS: thank you for coming, Bruce, Bob,

GailH: Thanks, Susan, for setting this up.

RenataS: David and Gail

RobertWB: Susan, I hope I didn't put you one the spot with my questions about standards...I really do not know about them....they are all knew to me...

RobertWB: I teach adults.

SusanR: I would use the web to support and extend my teaching..at the same time paying attention to standards and expectations for the grade levels

GailH hopes Robert knows we are all OK with talking about this stuff.

SusanR . o O (love the debate)

GailH waves good night.

RenataS: it's something you can't get around, it's part of being employed really, isn't it?

DavidWe: I believe that it is, with the current education "environment"

GailH left the room.

DavidWe . o O (UN Environmental Programme photo contest....)

RobertWB: Thanks Gail,,,I am retired and my intent is to teach adults who wish to be life long learners...I don't think they are near as interested in outcomes...they are much more likely to be constructivist.

RenataS: I think there's still scope for individual stuff, you just have to have faith that it's going to create the enthusiasm which will carry students through grademania

RenataS: I sort of power into the exam stuff and then create extra space to go awol in between

BJ waves goodnight. Thanks, Renata and Sue. Great job