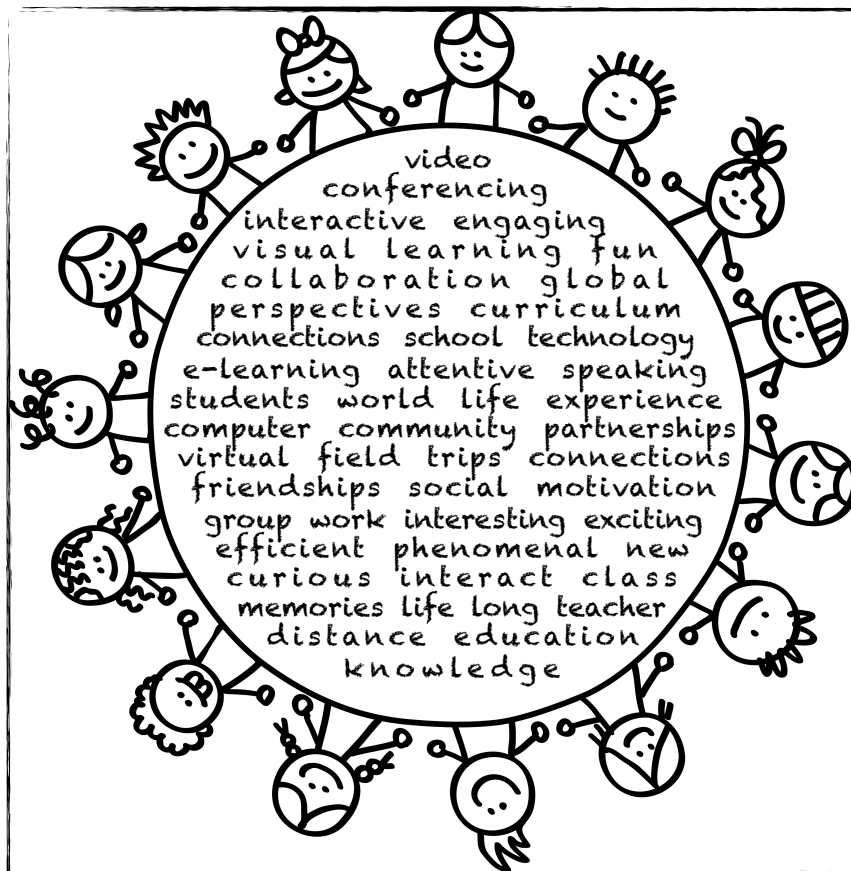


# VCN Support

Elementary  
School  
curriculum links  
for Video-  
Conferencing  
use in  
CLC Schools



## Funding for Content Provider Videoconferences 2010 – 11 is Available

### How to request a videoconference:

1. Register with CILC and reserve through them. Go to the CILC link (below the title of the videoconference). There is a link called "Request this Program Now" above the content provider name. Click on the link, then fill in the form, you will be asked to register (it is free)
2. Email the Content Provider (museum, etc) directly, the link can be found in the Contact Information on the description page for the videoconference.
3. Contact Michelle Fontaine (fontainem@cqsb.qc.ca) for assistance.

## Elementary Science

### The Material World

**Essential Knowledges:** Solid, liquid, gaseous state; phase changes (e.g. evaporation)

**States Of Matter: A Solid Lesson Where Liquids can be a Gas!**

<http://www.cilc.org/search/content-provider-program.aspx?id=2338>

**Program Description:** This lesson is an introduction to the states of matter, using your classroom as both a videoconference studio and active lab area! Be prepared for some wet and wild demonstrations as your students learn about how temperature can affect the physical properties of matter and relate this information to everyday experiences. Using simple materials in a kit sent to your school, you and the class explore the physical changes of matter as they transition from solid to liquid to gas and examine the properties of each phase of matter. Our Science Instructors will carry out the same experiments in the Museum studio, so students can compare our results with their own. Bring a towel (or two)!

### Living Things

**Essential Knowledges:** Plant growth (needs of a plant)

**Plants, Parts and Pumpkins**

<http://www.cilc.org/search/content-provider-program.aspx?id=2787>

**Program Description:** 1. We begin by discussing what a plant needs to survive and how this compares to our needs. 2. We look at a basic plant and identify its parts (leaf, stem, root, flower, seed, fruit). 3. Participants will play a game with the presenter recognizing plant parts of plants from different environments. 4. We'll look at a pumpkin and identify the parts and what their functions are. 5. Draw a pumpkin plant - can you remember all the parts?

**Objectives** - The participant will:

- engage in a discussion about what plants need to survive
- explore and identify different plant parts and their functions
- develop an appreciation that different plants inhabit different

### Systems and Interaction

**Essential Knowledges:** Simple machines (e.g. lever, inclined plane, screw, pulley, winch)

[http://www.cilc.org/program\\_provider\\_detail.aspx?id=310](http://www.cilc.org/program_provider_detail.aspx?id=310)

**Program Description:** Simple machines provide the basic tools to make almost any machine we use today. Join us to learn what the six simple machines are, how they work, and how they make our lives easier.

**Program Format:** • Define a simple machine • Identify the simple

### Earth and Space

**Essential Knowledges:** Canadian Space Agency, Free Videoconferences

<http://www.asc-csa.gc.ca/eng/educators/tele-learning/distance-lifescience.asp>

**Program Description:** Life science - grade 4 to 6, anatomy of robots.

**Physical science** - grade 4 to 6, building structures in space, gearing Up to space and leveraging all it has to offer-spacecraft design.

**Space Exploration** - grade 4 to 6 - A universe to discover - Challenges of Mars exploration - Getting to know Mars - Using science fiction to teach

**Science Facts** - Weather on Mars

## How To Get Reimbursed...

After viewing the videoconference, fill in the evaluation form and send the bill to Paule Langevin at Learn Quebec, see your CLC coordinator for more information and a copy of the evaluation form.

### Social Sciences - Voyageur Songs and Dances

<http://www.cilc.org/search/content-provider-program.aspx?id=1509>

**Primary Disciplines:** Social Sciences, Fine Arts, Foreign/World Languages, Performing Arts

**Program Description:** Visit with an authentically clad French voyageur and learn some of the activities, songs, and dances done by fur traders during the 17th and 18th centuries in the Great Lakes region. On this e-field trip you will get to practice paddling a canoe as a Voyageur, learn about other kinds of work they did, what their living conditions were like, and what happened when they wanted to relax or just let off some steam!

Three different songs will be learned, along with accompanying movement/dances, and first-hand interpretation of the life of the voyageur will be related to your students as they imagine themselves in a nearby place, long ago, when adventure was waiting around every new bend in the river or over every roll of the horizon.

**Program Format:** 1) Introduction of Voyageur and the Fur Trade industry: showing a historic map of Great Lakes region. 2) Class simulates activity/movement of voyageurs in canoes and sings the song ?Rame?(?Paddle On?). 3) Discussion and illustration of the hard work and life the voyageur had, and other kinds of work typically done in the 18th century. 4) Song ?Bien Travailler? (?We Like Our Work?) is taught and students make up movements to illustrate the different kinds of work necessary in the Fur Trade era. 5) Discussion and illustration of the progression of a Voyageur?s life: settlement in the frontier and intermarriage with Indian women; also recreation and celebration that the Voyageur practiced. 6) Learn and practice the ?Red River Jig?, a French Canadian dance done by Voyageurs and M?tis. 7) Time allowed for questions and answers.

### ERC - World Religions

#### A Kid's Guide to World Religion

<http://www.cilc.org/search/content-provider-program.aspx?id=2342>

Content Provider Adora Svitak (joyce@adorasvitak.com)

Phone: (425) 882-1603

Target Audience: Grades - 4, 5, 6,

**Program Description:** In this unbiased presentation about world religion, eleven-year-old published author Adora Svitak teaches students about different types of religions from around the world, basic tenets of each, and the role religion plays in different countries around the world. Using fun visuals and engaging slideshows, she gets kids excited about learning.

**Objectives:** Learn about world religion, understand basic tenets of world religions walk away with an understanding of the diversity of religion, learn to respect all beliefs.

### Math - Probability

#### In all Probability

<http://www.cilc.org/search/content-provider-program.aspx?id=3122>

**Target Audience:** Grades - 3,4,5,6

**Program Description:** Join us for this activity-filled video conference that helps your 3-5 grade student understand and practice the basic concepts of experimental probability. Enjoy a graphic rich, motivating lesson that will have your students actively practicing the probability of a series of experiments. Students will be mailed a packet of materials, and the teacher will also need M&M's as part of this video conference. This program begins with an explanation and examples of probability and continues with several practice events and 2 probability activities.

#### Objectives the students will:

1. demonstrate understanding of probability, its definition and the way to display it
2. practice probability by taking what they know and applying it to a practice game
3. define probability
4. display probability as a fraction

### Art

#### Learning to Look

<http://www.cilc.org/search/content-provider-program.aspx?id=1228>

**Primary Disciplines:** Fine Arts, Social Studies/History

**Program Description:** Develop visual perception skills and learn specific strategies for looking at and understanding works of art.

**Program Format:** Our lessons are highly interactive and participatory learning experiences. Throughout each lesson, our educators engage students with thoughtful questions that stimulate critical thinking. Together with the students, they examine the ideas, cultures, and societies that influenced artists in their creative endeavors. Students are encouraged to construct their own interpretations and understandings of the artwork. All of our lessons are designed to be interactive and student-centered; our educators deeply value questions and comments from both students and teachers.

**Objectives:** Students will use perception and critical thinking skills to look at, compare, and discuss works of art from different parts of the Museum's collection. Students learn about an discuss various artistic approaches and methods.

### Math - Fractions

#### Fraction Interactions

<http://www.cilc.org/search/content-provider-program.aspx?id=2132>

**Target Audience:** Grades - 3, 4, 5

**Program Description:** It's the fraction game show! Students will find out how much they know about fractions as they work together to survive three rounds while constructing, observing, and dancing to solve math problems. Fractions can be fun!

**Program Format** I. Introduction to Game Show and categories: Show Me the Pie, Tally Task, Down with Denominators II. Round One (tasks depend on choice of category): Use pie pieces to construct fractions III. Round Two (tasks depend on choice of category): Observe how you make fractions by performing a simple task IV. Round Three (tasks depend of choice of category): Step, twirl, and twist to position fractions

V. Conclusions and Questions

**Objectives:** To arrange manipulatives to demonstrate fractions, to express fractions using your body, to identify common fractions

### Contact Information

#### Craig Bullett

VCN Coordinator

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#### Paule Langevin

CLC Coordinator

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#### Michelle Fontaine

VCN Consultant

418-688-8730 ext 280

[fontainem@cqsbc.qc.ca](mailto:fontainem@cqsbc.qc.ca)

## Tips For Getting Started

- 1) Discuss your objectives for the lesson with the presenter.
- 2) Test connect with content provider.
- 3) Utilize the content provider's pre-conference materials and activities. Students get more out of a videoconference when they are prepared.
- 4) If there are no pre-conference materials, research the topic with your class. Again, it's important for students to be prepared.
- 5) Prepare questions for the expert.

