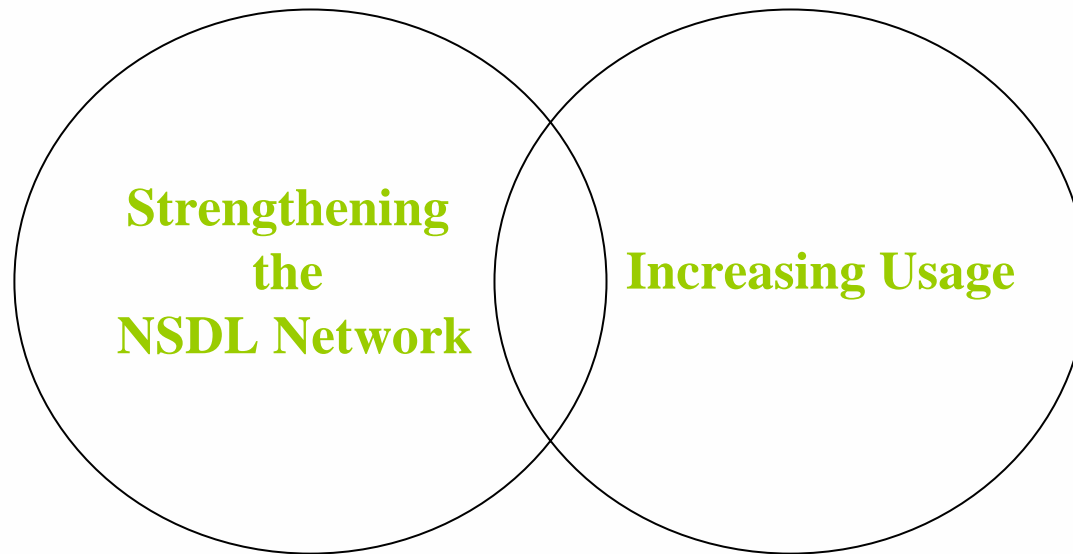
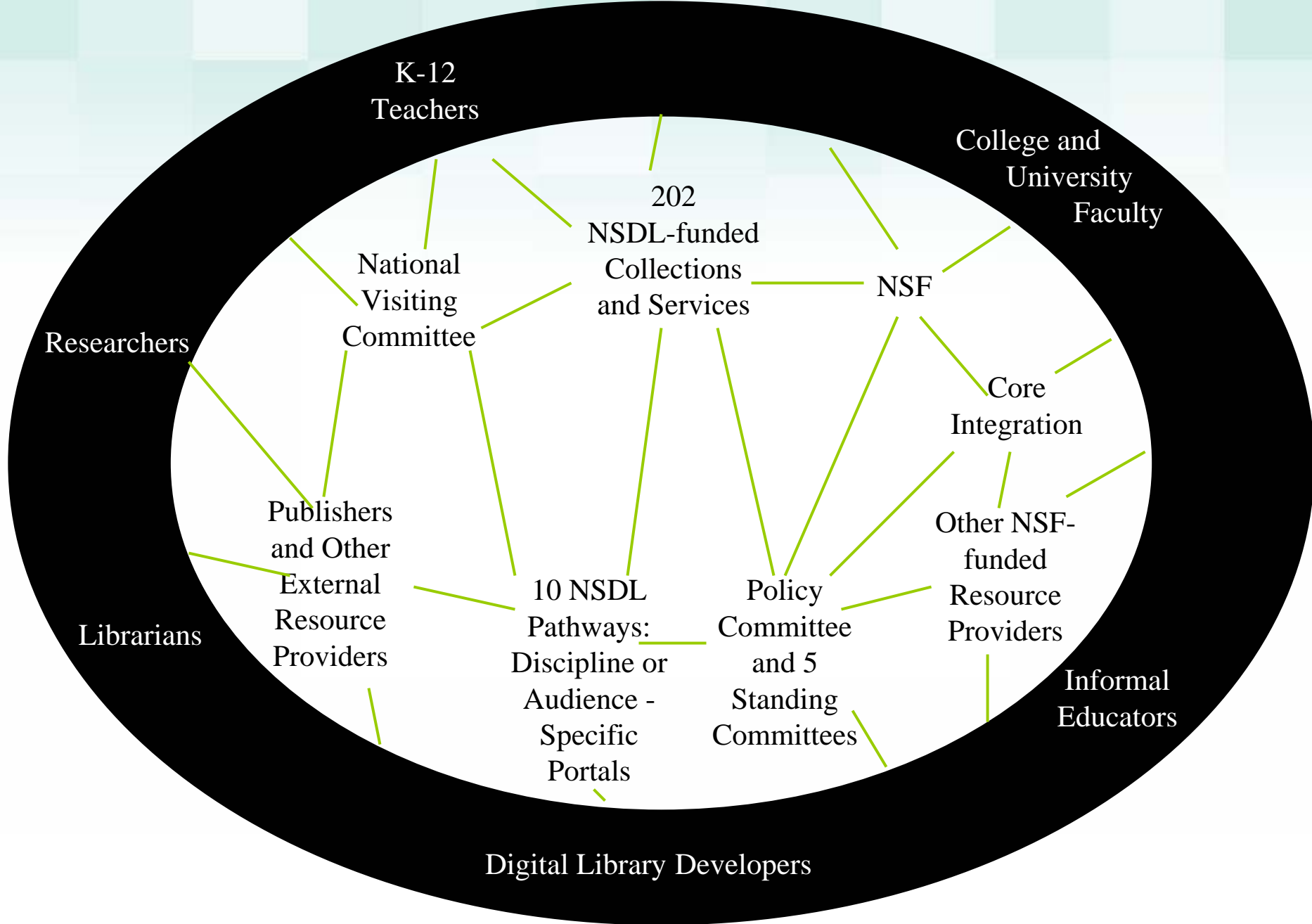


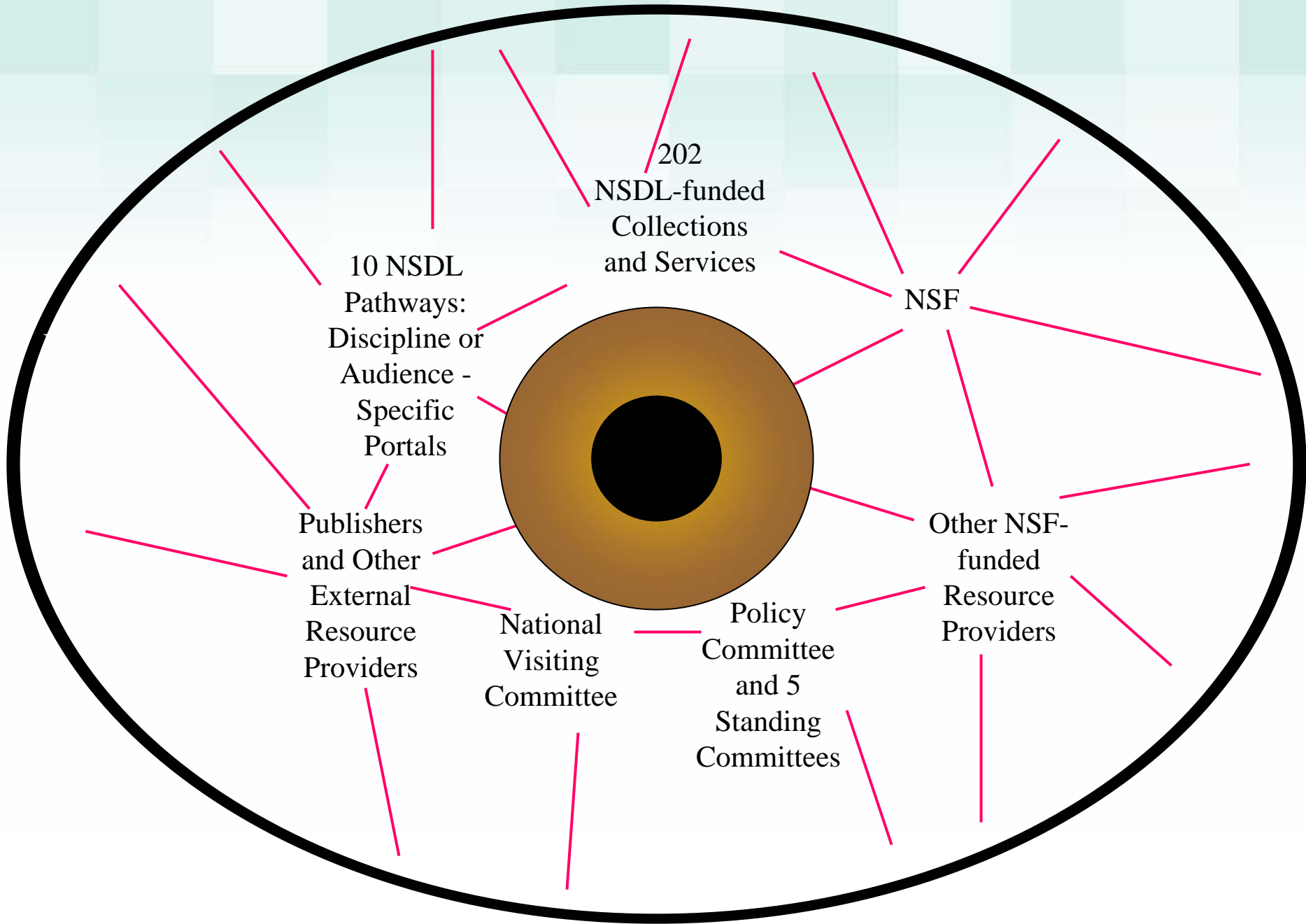
Strategic Partnerships

- Library building and awareness building have created a critical mass of value
- Enables a different kind of partnership building efforts



How the World Views Us: The Net of the NSDL Network





202
NSDL-funded
Collections
and Services

NSF

10 NSDL
Pathways:
Discipline or
Audience -
Specific
Portals

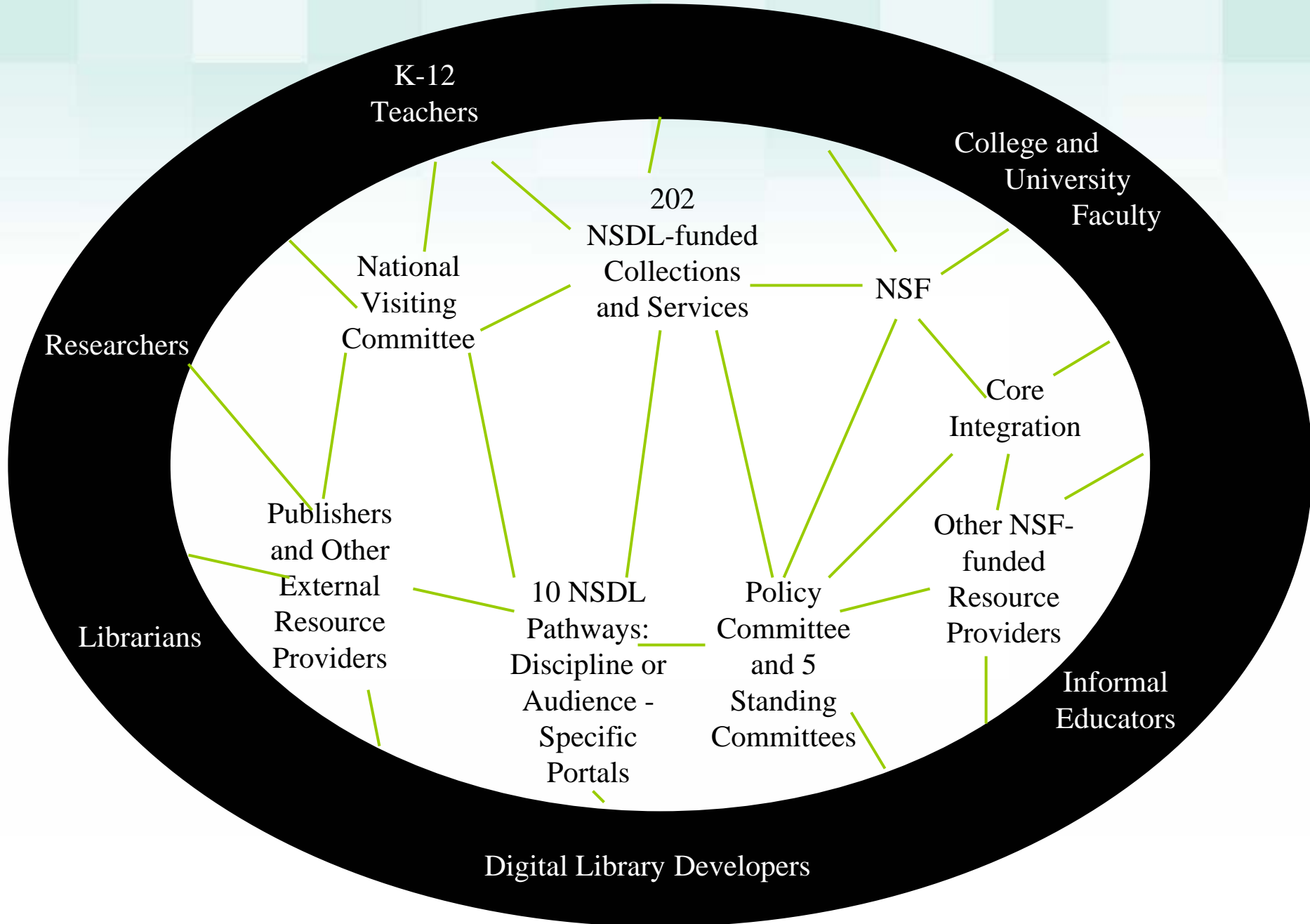
Publishers
and Other
External
Resource
Providers

National
Visiting
Committee

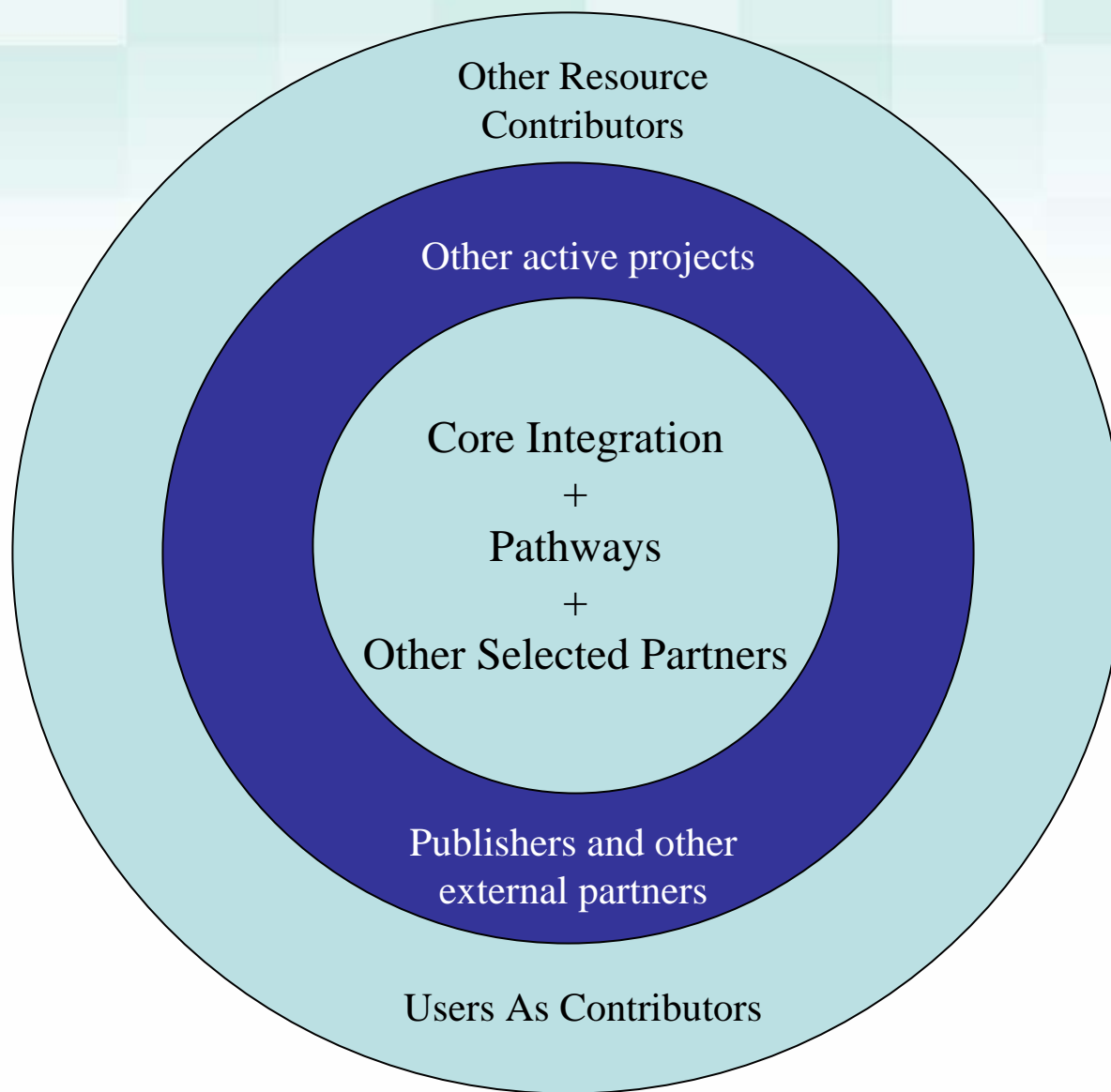
Policy
Committee
and 5
Standing
Committees

Other NSF-
funded
Resource
Providers

How the World Views Us: The Net of the NSDL Network



The Work of the NSDL Network



Moving Forward

Greater Coordination of:

- Image
- Message
- User Experience
- Outreach and Communications Activities
- Partnership Building Efforts

Strengthening the Network

- Improving the user experience
- Enhancing educational utility
- Aiding sustainability
- Creating centralized tools and services
- Engaging new network members

Increasing Usage

- User awareness
- Improving usability and utility, removing barriers
- Teacher and faculty professional development
- Evaluation
- Leveraging existing networks of trust

What Partners Want from NSDL

The power of the network

- Quality content
- Technology
- Dissemination
- Reputation, including connection to NSF

Partnership Development Activities

- American Museum of Natural History
- Apple
- EOT-EPIC
- Fedora
- A major K-12 textbook publisher
- National Science Teachers Association
- Net Day / Project Tomorrow
- NRCEN
- State Departments of Education (PA and CO)
- TryScience, ASTC, IEEE
- Yahoo!

2 Teach

Read Together and Learn

Read/Find Skill Summarize Retell the most important ideas from the reading selection.



Graphic Organizer 2, p.18180

What is weather?

Early Finisher LX_Wrap_HdD

Main Idea Weather can be observed and described. Before reading, ask children to describe weather.

After reading together, ask:

- What was the weather like when you came to school this morning?

Have children look outside to see if the weather has changed. Encourage children to think about what the weather will be like when they go home. Ask:

- Why is it important to know what the weather will be like? **Possible answer:** to dress appropriately for the temperature

Science Background

Weather Weather is caused by interactions among the air temperature or pressure, the amount of moisture in the air, and the speed and direction of the wind. These changes affect the movement of air masses, which in turn cause weather.

See Science Yellow Pages, in the Teacher Resources section, for background information.

Professional Development For more Science Background and resources from **NSDL** visit www.macmillanmh.com/nsdl/

Read Together and Learn

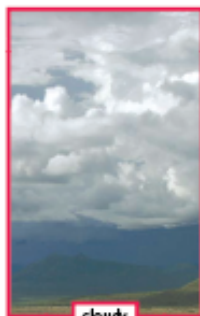
Vocabulary
weather
temperature
wind

What is weather?

It's time to wake up and get dressed for school. Will you need a coat? How will you choose what to wear?



sunny



cloudy

128
129

FACT Snow is one kind of frozen water.

ELL Support

Use Labels Describe a type of weather shown on pp. 128-129. Ask children to point to the picture showing the type of weather and read the label. Have children make their own pictures of weather and label them.

BEGINNING Encourage children to use the labels on pp. 128-129 to label their own pictures. Ask them to verbally identify weather elements, such as rain, sun, or clouds, in their pictures.

INTERMEDIATE Have children label their pictures and verbally describe them.

ADVANCED Ask children to write a sentence about their picture and describe it verbally using complete sentences.

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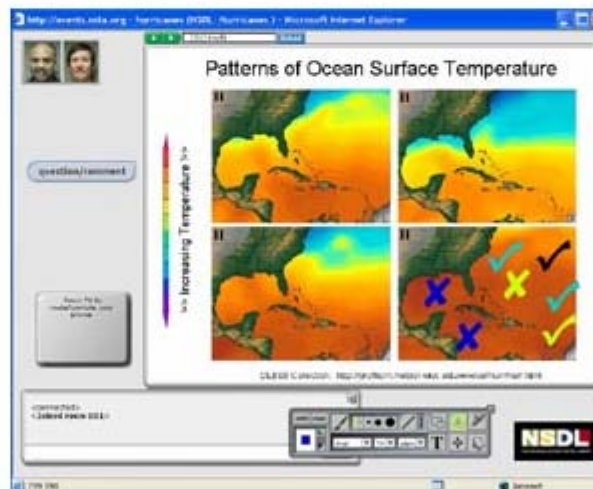


NSDL/NSTA Web Seminar 1: Hurricanes

Resources at NSDL and Hurricanes!

The first [Web Seminar](#) produced in collaboration with the National Science Digital Library (NSDL) on the topic of Hurricanes was held on Tuesday, May 16, 2006, from 6:30 p.m. to 8:00 p.m. Eastern time. The presenters were Susan Van Gundy, Director of Education and Outreach at NSDL and Robert Payo, Education and Outreach Specialist also from NSDL. The presentation focused on resources available at the NSDL and hurricanes, how they form, how scientists study them, and how they predict their occurrence.

The session started with a general overview of the NSTA Web Seminar tools and how they can be used to facilitate interaction between the participants and the presenters. Fifty-nine participants were present in addition to the presenters and the NSTA staff. Participating educators represented the states of Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Kentucky, Louisiana, Maine, Massachusetts, Missouri, Nevada, New Jersey, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Texas, Virginia, and Wisconsin.



Susan Van Gundy started the presentation talking about the NSDL and the resources available at the library. She shared reasons why teachers should use the digital library over other search engines, for example, NSDL offers resources from trusted providers, peer reviewed collections, variety of interfaces for discovery, context, tools and services, and community. The featured digital library for this program was DLESE. This acronym stands for Digital Library for Earth System Education. Mr. Payo continued the presentation talking about the ingredients for storms such as hurricanes. As he went through the list of ingredients, he shared tools available in DLESE that educators can use with their students to learn about hurricanes. Payo talked about air and water temperature, pressure, and Earth's rotation axis.

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- Board of Directors
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- Project Tomorrow Home Page
- NetDay Home Page



Project Tomorrow-NetDay News

- [Project Tomorrow Announces Innovation Summit and Awards](#)
- [Project Tomorrow and NetDay have merged](#)
- [NetDay Speak Up 2005 Report Highlights Students as Trend Setters](#)
- [Honoring America's Top 100 Schools](#)

Orange County, CA Projects

- [Invitation to Participate: Expansion of Project Tomorrow's "Science Docent Program" \(2006-07 School Year\)](#)
- [Project Tomorrow's Innovation in Education Summit](#)
- [Project Tomorrow's Innovation in Education Awards](#)

National Projects

- [NetDay Speak Up 2006](#)
- [NetDay Speak Up 2005](#)
- [Invitation to Participate – Project TestDrive: National Science Digital Library \(2006-07 School Year\)](#)
- [Student Voices Resource Center](#)

Partnership Development Activities

- American Museum of Natural History
- Apple
- EOT-EPIC
- Fedora
- Macmillan/McGraw-Hill
- National Science Teachers Association
- Net Day / Project Tomorrow
- NRCEN
- State Departments of Education (PA and CO)
- TryScience, ASTC, IEEE
- Yahoo!

Partnership Development Activities

■ Publishers

Data Processing phase:

Scientific American
Oxford University Press Journals
HighWire Press
McGraw-Hill Higher Education
Springer
Elsevier (books)
John Wiley
Blackwell
Tool Factory
Cambridge University Press Books
Cambridge University Press Journals
Houghton-Mifflin/McDougal-Littel
Nature Publishing Group
Tom Snyder
BioOne
National Academy Press

Negotiation phase:

Bedford, Freeman & Worth
Oxford University Press Books
Taylor & Francis
SAGE Publications
O'Reilly Media/Safari

Pre-negotiation phase:

American Psychological Association
Riverdeep Interactive Learning

New and renewed discussions

Lawrence Erlbaum Associates
Institute of Physics Publishing
American Physical Society

Possible Priorities

- Combined campaign
- Evaluation agenda
- Bundling tools and services
- NSF plan
- Partnership plan

- Others?

Near Term Initiatives

- Co-branding
 - Portals, print material, crediting, centralized services (e.g., toolbars), articles, message, communications, conference presence
- Audience Pages at nsdl.org
 - K-12, Higher Ed, Libraries + Informal Ed, Researchers, others?
 - RSS, podcasts, other content/ tools/ services
- State level packages
- Workshops
 - Pathways Workshops, NSTA Web Seminars
- Expert Voices
- Publisher Partnerships

Grade 5: Earth Science

INVESTIGATING WEATHER SYSTEMS

Students learn how heat energy from the Sun and other factors affect the cycling of water and weather.

Students will demonstrate an understanding that

1. location on Earth and the times of day and year determine the amount of energy from the Sun a place receives [4.4B] by
 - using data to show that water and land surfaces heat differently
 - describing the general pattern of how temperature changes over 24 hours
 - explaining the difference between direct and indirect light
 - modeling how the tilt of the earth affects whether a location receives direct or indirect light.
 - explaining how the tilt of the earth influences the seasons
 - explaining the temperature patterns for cities that are near water and for ones that are far from water
 - using data to describe how air temperatures change from lower to higher elevations

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• Librarians

• NSDL Community

• University Faculty

• First Time Users

News**Publications****AskNSDL****About NSDL****SEARCH NSDL****Welcome K-12 Teachers**

NSDL resources and information organized especially to fit the interests of teachers, media specialists, and others working with K-12 students.

Featured Resource

[Hurricane Resource Links from the NSDL](#)

NSDL has developed a [companion resource](#) to its Hurricanes web seminar delivered on May 16, 2006 through the National Science Teachers Association (NSTA) Web Seminar Series. The companion resource list was developed using the [Instructional Architect](#) tool available through NSDL from Utah State University, and features links to maps, simulations, interactives, and other materials discussed during the seminar. An archive of the seminar is available through the [NSTA website](#).

[Read More](#)

Teacher Resources

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Get Involved

[Recommend a Resource to NSDL](#)

[View and Request Outreach Materials](#)

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 - RSS, podcasts, other content/ tools/ services
- State level packages
- Workshops
 - Pathways Workshops, NSTA Web Seminars
- Expert Voices
- Publisher Partnerships

Topics for Dinner Discussion?