

NELSONNETBOOK Working with Groups - Teacher



Adding annotations to a Group

Sharing information with your students is easy through annotations via their eBook.

Step one

Go to the page in the eBook you wish to add an annotation to.

Select the settings icon.

NelsonNetBook : Welcome - Windows Internet Explorer

http://netbook.nelsonnet.com.au/Netbook/FlexReader/FlexReader.aspx?bookId=6&StartPageId=page1#currentPage=page112;orientation=pagefij

File Edit View Favorites Tools Help

Convert Select

Google Search Share More >>

NelsonNetBook : Welcome

Unit 5 Pure and Impure substances

Questions 5.3
What have you learnt?

WORKSPACE
What have you learnt? 5.3
SC0780160752

Understand

- Describe the difference between a suspension and a colloid.
- Describe two ways you could tell the difference between a solution, a suspension and a colloid in the laboratory.
- Identify whether each of the following statements is true or false. If false, rewrite the statement to make it true.
 - In a suspension, particles always fall to the bottom of the container.
 - All emulsions are colloids.
 - All colloids are emulsions.
 - The particles in a colloid are smaller than in a suspension but larger than in a solution.
 - A suspension cannot contain a solution.
 - Water-soluble paint is a solution.
- Look back again at your results from Activity 5.4 'Classifying mixtures' on page 92. Identify any mixtures that were suspensions, colloids or emulsions. Give your reasons in each case.

Apply

- Three white powders that are to be used for an experiment have had their labels removed. You know that they are chalk powder, baking soda and powdered milk. Describe a safe method you could use to determine which powder is which. Explain how the method allows their identification.
- Mary-Ann is testing three pure substances (A, B and C), which are all solids. She prepares three beakers, each with 100 mL of water of the same temperature. Mary-Ann adds 50 g of substance A (in 10 g amounts) to the first beaker and stirs the mixture. She repeats this for the other substances and beakers. Mary-Ann's observations are shown

In Table 5.1, Classify the types of mixtures she created when she added A, B and C to the water. Give reasons for each classification.

| Substance | Observations when mixed with 100 mL of water |
|-----------|---|
| A | As each 10 g amount is added, it dissolves instantly. After all the solid has been added, it is no longer visible. The mixture is transparent. |
| B | As each 10 g amount is added, the solid floats about in the water. After 20 minutes, the solid has settled to the bottom of the container. None of the solid has dissolved. |
| C | Each 10 g amount seems to mix immediately. The mixture is not transparent. It does not separate into layers. After 20 minutes, there is still only one cloudy layer. |

Table 5.1 Mixing substances with water

7 The hydrosphere refers to all the water on the surface of the Earth. Hydroelectricity uses water to produce electrical energy. A phobia is a fear of something. Use this information to describe why oil is called a hydrophobic substance.

8 The acrobat was suspended above the ground on a lightpole.
Compare the use of the word 'suspended' in the statement above with one or more mixtures that you have learnt about in this unit.

Synthesise

- Continue to add information that you have learnt to your lotus diagram.

Evaluate

- Why do you think that Isola, the Greek word for 'glue', led to the English word 'colloid'?

Common mixtures

Mixtures in the kitchen

Have you ever realised that cooking, in all its forms, is a scientific pastime? When you cook, you wear protective clothing such as oven mitts and aprons. You follow a set of instructions, just like a method, but call it a recipe. You use specialised equipment such as eggbeaters, mixing spoons and measuring cups. You make observations throughout the cooking process, follow safety rules, and clean and pack up your equipment when you are finished.

When preparing food, the recipe often requires you to mix two or more ingredients together in some way. However, the mixtures you make when cooking are not all the same. They may look different because they have different features or properties.




Figure 6.13 Many mixtures are created in the kitchen.

Activity 5.5
Making mixtures in the kitchen

| What are the risks in doing this activity? | How can you manage these risks to stay safe? |
|---|---|
| The science laboratory is not a safe place to prepare or eat food. Hot water can cause burns and scalds. | Do not prepare or eat in the science laboratory. If you do get burnt, tell your teacher and immediately place the burn under cold water. |

Before you start

Read through each method. The jelly will need to be made the day before so that it can set in the

glossary term

emulsifier
a substance that prevents liquids in an unstable emulsion from separating

Done

Internet | Protected Mode: Off

75%

Step two

Select the group you wish to save the annotations to from the drop down menu.

Click "OK"

Note: Each set of group notes must be created individually.

The screenshot shows a Windows Internet Explorer browser window displaying a NelsonNetBook page. The browser's address bar shows the URL: <http://netbook.nelsonnet.com.au/Netbook/FlexReader/FlexReader.aspx?bookId=6&StartPageId=page1#currentPage=page112;orientation=pageflj>. The page content includes sections like "Common mixtures", "Mixtures in the kitchen", and "An important mixture in the body". A "Settings" dialog box is overlaid on the page, titled "Settings". Inside the dialog, there is a section "Show these set of Notes" with a table:

| Show | Title |
|-------------------------------------|--------------|
| <input type="checkbox"/> | Science 7 |
| <input type="checkbox"/> | workshop2105 |
| <input checked="" type="checkbox"/> | workshop2205 |
| <input checked="" type="checkbox"/> | workshop2305 |
| <input type="checkbox"/> | workshop2405 |
| <input type="checkbox"/> | My Notes |

Below the table, there is a section "Add new Annotations to:" with a dropdown menu showing "workshop2105". There are also checkboxes for "Page Turning", "Show annotation descriptor dialog again" (checked), and "Warn about fullscreen limits". The "OK" button is highlighted with a red arrow. Another red arrow points to the "workshop2105" group in the dropdown menu.

Step three

Select the type of annotation you would like to share with your students.

The screenshot shows a web browser displaying a NelsonNetBook page. The browser address bar shows the URL: <http://netbook.nelsonnet.com.au/Netbook/FlexReader/FlexReader.aspx?bookId=6&StartPageId=page1#orientation=pageflip;currentPage=page1>. The page content includes:

- Questions 5.3**: "What have you learnt?"
- Table 5.1**: "Classify the types of mixtures she created when she added A, B and C to the water. Choose one for each substance." The table has three rows: A (solid dissolves instantly), B (solid floats), and C (solid settles in layers).
- Understand**: A list of 4 questions about suspensions and colloids.
- Apply**: A list of 3 questions about identifying substances.
- Synthesise**: A question about the word 'suspended'.
- Evaluate**: A question about the word 'colloid'.
- Common mixtures**: A section with a sub-heading "Mixtures in the kitchen". It includes text about cooking pasta, preparing food, and an image of a bowl with butter and whisk. A red arrow points from the left text to this section.
- Activity 5.5**: "Making mixtures in the kitchen". It includes a table with risks and safety management, a workspace section, and a glossary term for "emulsifier".

At the bottom of the page, there is a navigation bar with the NelsonNetBook logo, a page number "98-99 / 235", and various icons for navigation and settings. The footer also includes "Internet | Protected Mode: Off" and a zoom level of "100%".

Annotation tools include Notes, Sticky Notes, Weblinks, Links to other eBooks within NelsonNet and sound files.

Step four

Click on the spot where you would like to leave the note.
Make your notes.
Click "OK" to close.

The screenshot shows a Windows Internet Explorer browser window displaying the NelsonNetBook website. The page content includes a table with columns for 'Substance' and 'Observations when mixed with 100 ml of water', and sections for 'Common mixtures' and 'Mixtures in the kitchen'. A yellow 'Note' dialog box is open in the center, containing the text: 'Please bake a chocolate cake for homework noting the changes in the mixture as you add different ingredients. Make sure you bring it into class tomorrow so that we can see how the mixture combines and reacts to heat.' The dialog box has 'OK' and 'Cancel' buttons. A red arrow points from the text 'Click on the spot where you would like to leave the note.' to the top of the dialog box. Another red arrow points from the text 'Click "OK" to close.' to the 'OK' button. The browser's address bar shows the URL: http://netbook.nelsonnet.com.au/Netbook/FlexReader/FlexReader.aspx?bookId=6&StartPageId=page1#orientation=pageflip;currentPage=page11. The NelsonNetBook logo and page number '98-99 / 235' are visible at the bottom.

Step five

A new note icon appears on page

“Save” your annotations

Your students in the Group that you have selected will now see that icon in their eBook.

The screenshot shows a Windows Internet Explorer browser window displaying the NelsonNetBook website. The page content includes:

- Questions 5.3**: "What have you learnt?"
- WORKSPACE**: "What have you learnt? 5.3" (IC0791M0207)
- Understand**: A list of three questions about suspensions and solutions.
- Apply**: A list of three tasks involving powders and mixtures.
- Table 5.1**: "Mixing substances with water". It has two columns: "Substance" and "Observations when mixed with 100 mL of water".

| Substance | Observations when mixed with 100 mL of water |
|-----------|---|
| A | As each 10g amount is added, it dissolves instantly. After all the solid has been added, it is no longer visible. The mixture is transparent. |
| B | As each 10g amount is added, the solid floats about in the water. After 20 minutes, the solid has settled to the bottom of the container. If the solid has dissolved. |
- Common mixtures**: A section with sub-sections "Mixtures in the kitchen" and "An important mixture in the body".
- Activity 5.5**: "Making mixtures in the kitchen". Includes a table for risks and safety.
- WORKSPACE**: "Making mixtures in the kitchen" (IC0791M02012)
- glossary term**: "emulsifier" - a substance that prevents liquids in an unstable emulsion from separating.

Annotations and icons:

- A red arrow points to a small red square icon with a white pencil, located on the right side of the page near the table.
- Another red arrow points to a similar icon in the bottom right corner of the page's navigation bar.

Page footer includes "nelsonnetbook", "98-99 / 235", and "Internet | Protected Mode: Off".

Adding Focus Groups to your “My Groups” list.

Adding more Groups to your “My Groups” list allows you to subdivide your students into different ability groups, which allows you to focus on and personalize their progress.

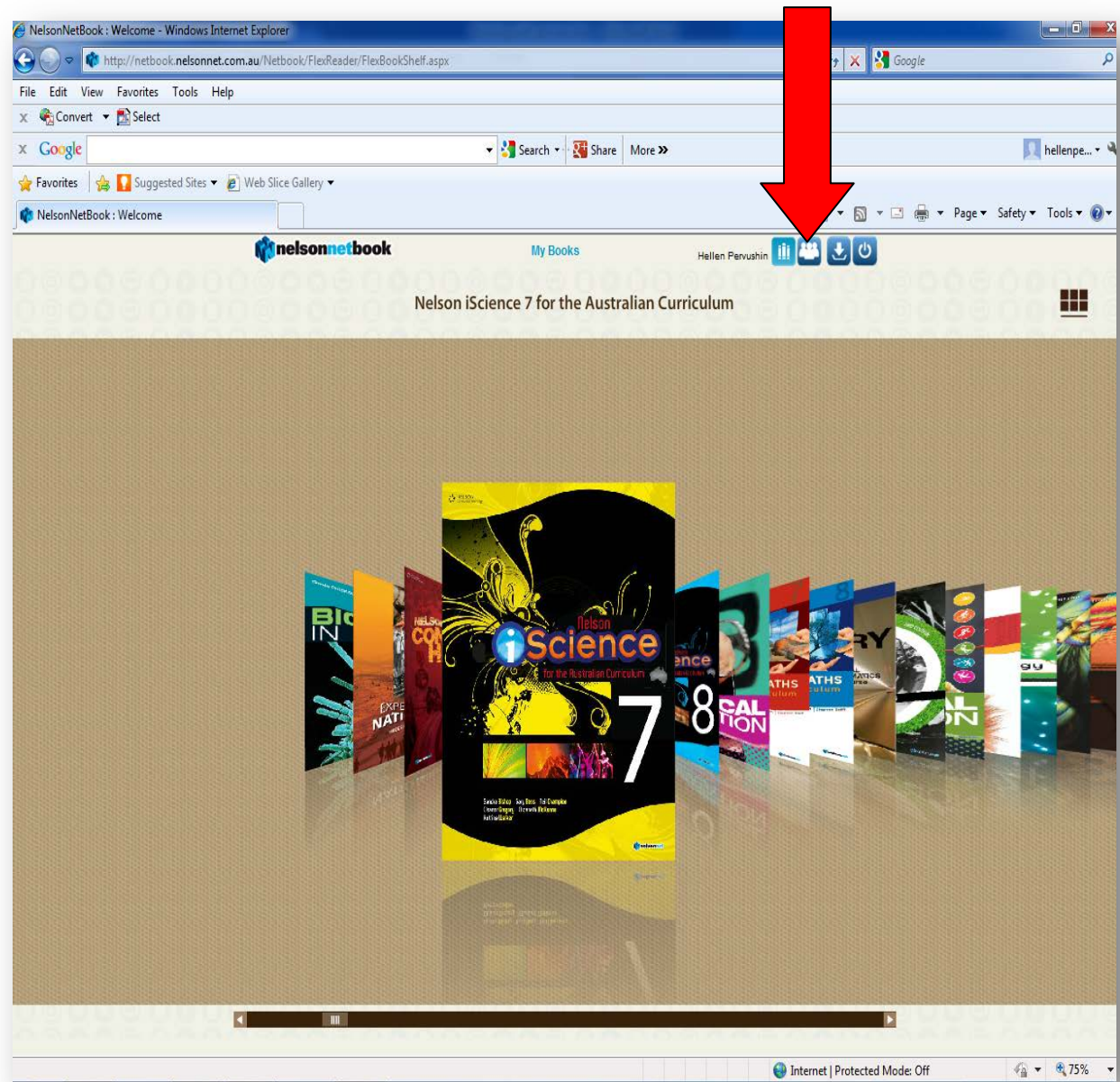
Step one

Select “My Books” from the bottom tool bar.



Step two

Select the **“My Groups”** icon.



The screenshot shows a Windows Internet Explorer browser window displaying the NelsonNetBook website. The address bar shows the URL <http://netbook.nelsonnet.com.au/Netbook/FlexReader/FlexBookShelf.aspx>. The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The search bar contains the text "Google". The website header features the NelsonNetBook logo, a "My Books" link, and a user profile for "Hellen Pervushin" with icons for home, groups, and power. A large red arrow points to the "My Groups" icon. The main content area displays "Nelson iScience 7 for the Australian Curriculum" with a carousel of book covers. The central book cover is for "Nelson iScience 7 for the Australian Curriculum" and includes the authors' names: Sandra Biles, Kay Biles, Ted Curran, Owen Dwyer, Steven Haines, and Helen Haines. The browser's status bar at the bottom shows "Internet | Protected Mode: Off" and a zoom level of 75%.

Step three

Select the book that you would like to add a group to from the “My Groups” view.



The screenshot shows a Windows Internet Explorer browser window displaying the NelsonNetBook website. The address bar shows the URL 'http://netbook.nelsonnet.com.au/Netbook/Teacher/MyBooks.aspx'. The page title is 'NelsonNetBook: Welcome'. The main content area is titled 'My Groups' and features a grid of book covers. A red arrow points to the 'Science' book cover in the first row. Below each book cover is a 'Groups' button, with a green checkmark indicating that a group has been added for most books. The books visible include 'Science', 'NELSON THINK MATHS', 'NELSON CONNECT HISTORY', 'EXPERIENCE OF NATIONHOOD', 'NEW CENTURY MATHS', 'BIOLOGY IN FOCUS', 'PHYSICAL EDUCATION', and 'WORLD WAR I'. The user's name 'Hellen Pervushin' is visible in the top right corner of the page.

Step four

When the Groups Dialogue Screen opens

Select "New Group"

The screenshot shows the NelsonNetBook Groups dialog box in Internet Explorer. The dialog has a title bar "Nelson Science 7 for the Australian Curriculum - Groups" and a "Close" button. It is divided into several sections:

- My Groups:** A table listing existing groups with their names, member counts, and delete buttons.
- Group Details:** A form for creating a new group, including fields for Group name, Group description, and Group code.
- Members:** A list of users with checkboxes to add them to the group.

A red arrow points to the "New Group" button located at the bottom right of the dialog box.

| Group Name | Member(s) | Action |
|--------------|-------------|--------|
| Science 7 | 2 Member(s) | Delete |
| workshop2105 | 2 Member(s) | Delete |
| workshop2205 | 2 Member(s) | Delete |
| workshop2305 | 1 Member(s) | Delete |
| workshop2405 | 1 Member(s) | Delete |

| Username | Full Name |
|--|-------------------|
| <input type="checkbox"/> hellensudent@engage.com | Hellen Student |
| <input type="checkbox"/> rosemary@academiccooks.com.au | Rosemary Halliday |
| <input type="checkbox"/> jackstar@jack.com.au | Jack Star |
| <input type="checkbox"/> Killen.Rosalie.A@edumail.vic.gov.au | Rosalie Killen |
| <input type="checkbox"/> rathjen.jonathan.t@edumail.vic.gov.au | Jon Rathjen |

Step five

Name your Group, Add a Brief Description, Create a Group Code

Click "Save"

The screenshot shows a Windows Internet Explorer browser window displaying the NelsonNetBook website. The address bar shows the URL: <http://netbook.nelsonnet.com.au/NetBook/Teacher/MyBooks.aspx>. The page title is "NelsonNetBook: Welcome".

The main content area displays a "My Groups" section with a search bar and a list of existing groups:

| Group Name | Members | Action |
|--------------|-------------|--------|
| Science 7 | 2 Member(s) | Delete |
| workshop2305 | 1 Member(s) | Delete |
| workshop2405 | 1 Member(s) | Delete |

Below the list is a "New Group" button. To the right of the list is a "Group Details" form for creating a new group. The form includes the following fields:

- Owner: Hellen Pervushin
- Group name:
- Group description (Maximum 500 characters):
- Group code:

Below the form, there is a "Save" button. A red arrow points from the "Group name" field to the "Save" button.

The background of the page shows various educational resources, including book covers for "PHYSICAL EDUCATION", "Psychology", "Information technology", "CHEMISTRY 12", and "CHEMISTRY 34".

Step six

The screenshot shows the NelsonNetBook interface in a Windows Internet Explorer browser. The page title is "NelsonNetBook: Welcome" and the URL is "http://netbook.nelsonnet.com.au/Netbook/Teacher/MyBooks.aspx". The user is logged in as "Hellen Pervushin".

The main content area is titled "My Groups" and contains a list of groups and a "Group Details" form for the selected group "Science 7".

My Groups List:

| Group Name | Members | Action |
|--------------|-------------|--------|
| Science 7 | 2 Member(s) | Delete |
| workshop2105 | 2 Member(s) | Delete |
| workshop2205 | 2 Member(s) | Delete |
| workshop2305 | 1 Member(s) | Delete |
| workshop2405 | 1 Member(s) | Delete |

Group Details for "Science 7":

Owner: Hellen Pervushin

Group name: Science 7

Group description (Maximum 500 characters): Yr 7 science

Group code: Testing

Members:

| Users | Full Name |
|--------------------------|--|
| <input type="checkbox"/> | hellenstudent@orange.com Hellen Student |
| <input type="checkbox"/> | rosemari@academiccooks.com.au Rosemary Hailloy |
| <input type="checkbox"/> | jackstar@jack.com.au Jack Star |
| <input type="checkbox"/> | Killen.Rosalie.A@edumail.vic.gov.au Rosalie Killen |
| <input type="checkbox"/> | jon.ratjen@edumail.vic.gov.au Jon Ratjen |

Buttons: Add, Remove

From here you can move your students into the groups you have created for them.