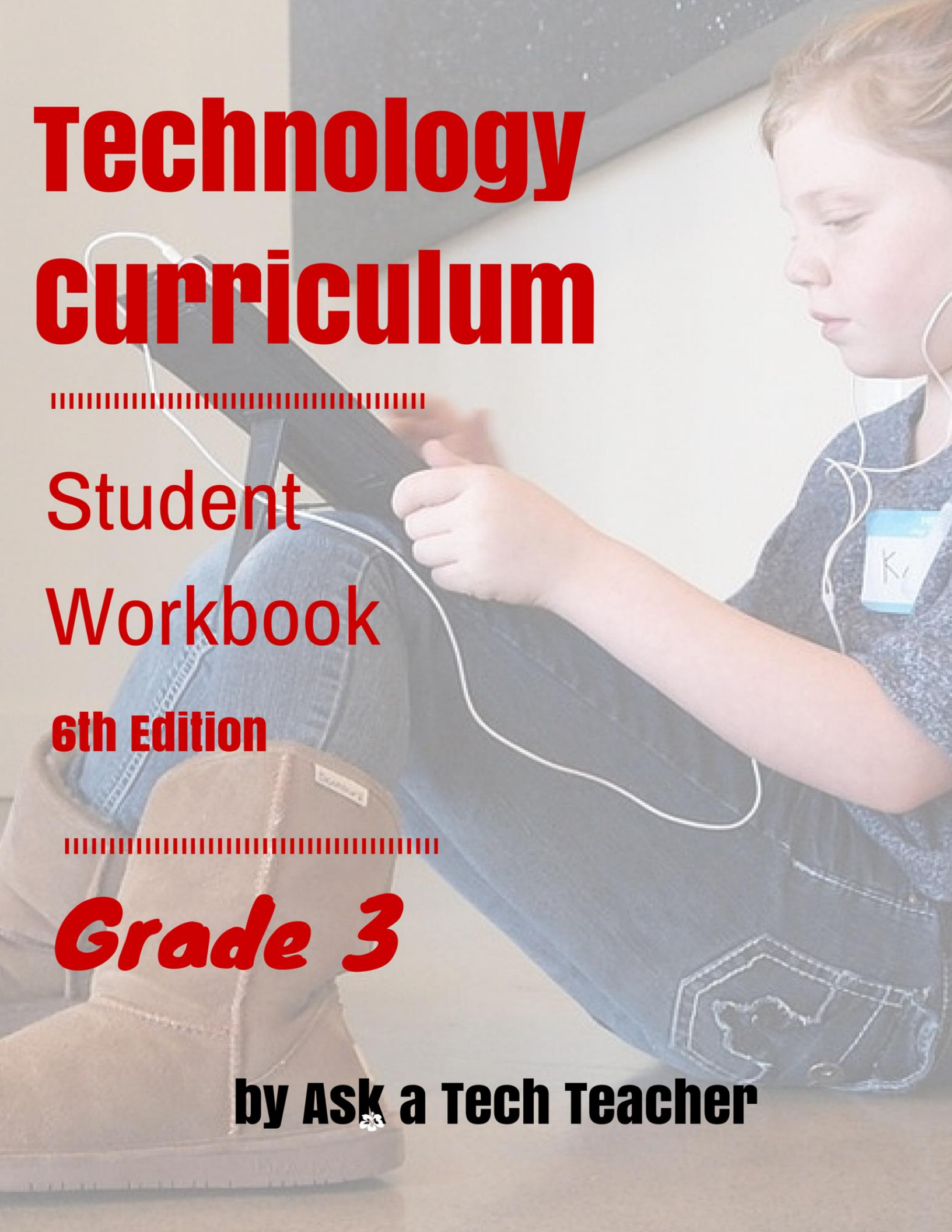
Technology Curriculum

Student Workbook

6th Edition

Grade 3

by Ask a Tech Teacher



TECHNOLOGY Curriculum
Student Workbook

Third Grade

By Ask a Tech Teacher

Part Four of Nine in the SL Technology Curriculum

V.6.3
2024

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Introduction

Technology in your classroom—what an exciting way to enhance your learning! You won't be memorizing tools and struggling through new programs. You'll learn them as you use them—authentically, as part of classroom activities. Your goal: Make school easier, more relevant, and more in tune with how you learn. We're going to help. All you need to do is follow this workbook.

How much time will that take? Here's an estimate:

Grades K-2	***15-30 min. a week***
Grades 3-8	***30-60 min. a week***

Are you surprised you can learn so much in such a short time? Wait till you see how much fun it is! We give you lots of choices. You can even work with a friend, both of you on laptops, Chromebooks, iPads (sometimes) or desktops, Windows or Macs.

Follow the plan. Execute it faithfully. It works.

Programs You'll Use

Programs used in this curriculum focus on those that serve the fullness of your educational journey. Free alternatives are included where possible:

General		K-2
Email	*Drawing tools*	*Productivity tools (Office, Google Docs)*
Google Earth	*Keyboard tools*	*Desktop publishing tools*
Web tools		*Photo editing tool(s)*

To become the person in *Figure 4* means you use technology as a learning tool. We'll show you how.

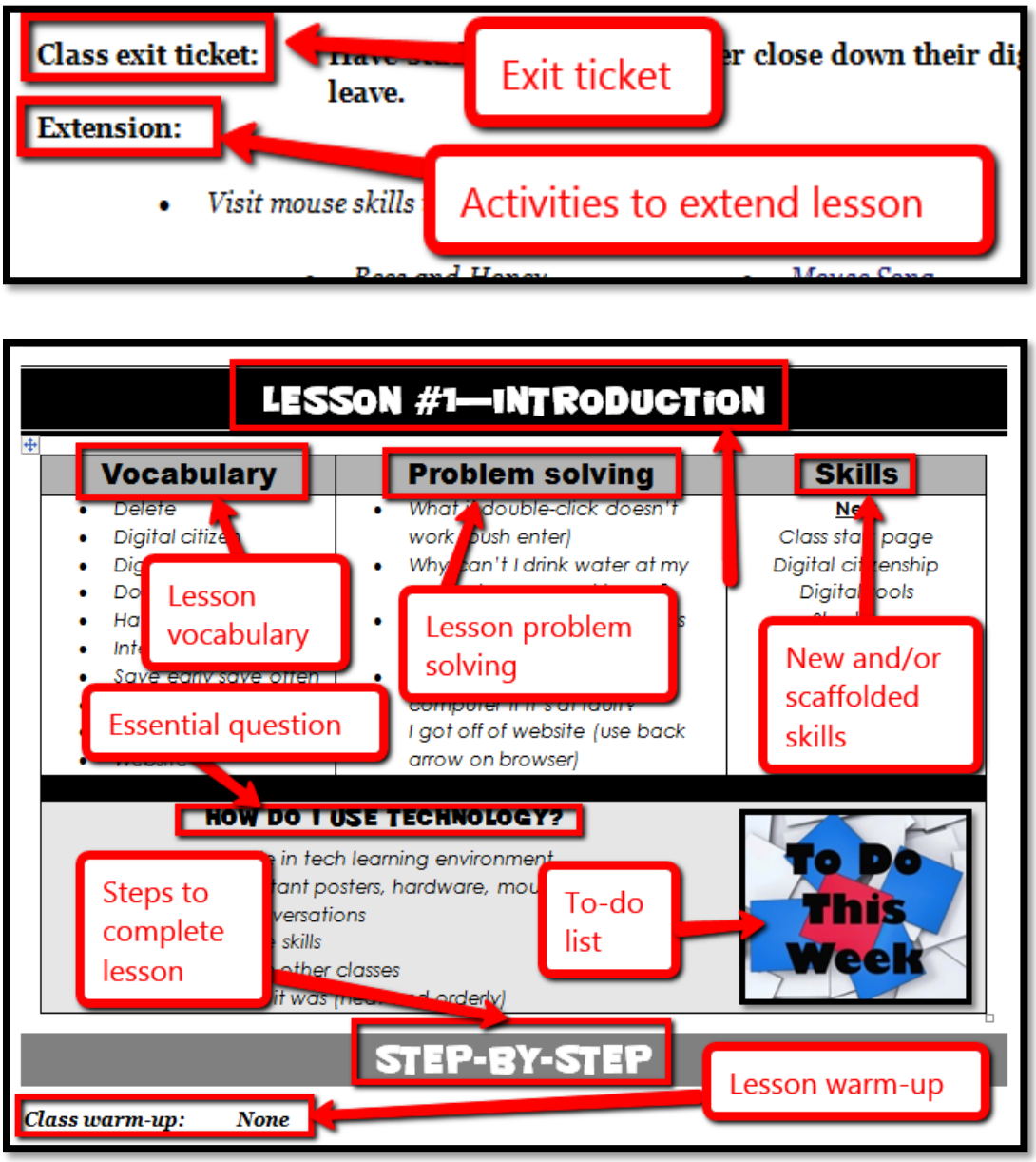
What's in this Workbook?

Each lesson includes:

- *activities to extend lessons*
- *class warm-up and exit ticket*
- *essential question*
- *examples, rubrics, images, printables*
- *problem solving*
- *skills—new and scaffolded*
- *steps to accomplish goals*
- *suggestions based on digital device*
- *to-do list*
- *vocabulary used*

Figure 1a-b shows what comes at the beginning of each lesson and the end:

Figure 1a-b—Detail of each lesson



How to Use This Book

Your teacher(s) (meaning the adults who direct your technology training) will work with you about forty-five minutes a week. You'll spend an additional fifteen-sixty minutes each week using tech skills—online, with software, teaching friends, for homework, or in class projects. If there is a skill you don't understand, get help, especially when you see it come up a second or third time. By the end of 8th grade, you'll have a well-rounded tech education that prepares you for college and career.

The curriculum map in *Figure 2* (zoom in if needed) shows what's covered in which grade. Where units are taught multiple years, teaching reflects increasingly less scaffolding and more student direction.

Figure 2—Curriculum Map—K-8

	Mouse Skills	Vocabulary - Hardware	Problem-solving	Platform	Keyboard	WP	Slide-shows	DTP	Spread-sheet	Google Earth	Search/ Research	Graphics/	Co-ding	WWW	Games	Dig Cit
K	☺	☺	☺	☺	☺					☺		☺	☺	☺		☺
1	☺	☺	☺	☺	☺			☺	☺	☺		☺	☺	☺		☺
2		☺	☺	☺	☺	☺	☺	☺	☺	☺		☺	☺	☺		☺
3		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
4		☺	☺		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
5		☺	☺		☺	☺		☺	☺	☺	☺	☺	☺	☺		☺
6		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
7		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺
8		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺

Figure 3 is a month-by-month map. Highlight each with your PDF annotation tool when you finish it.

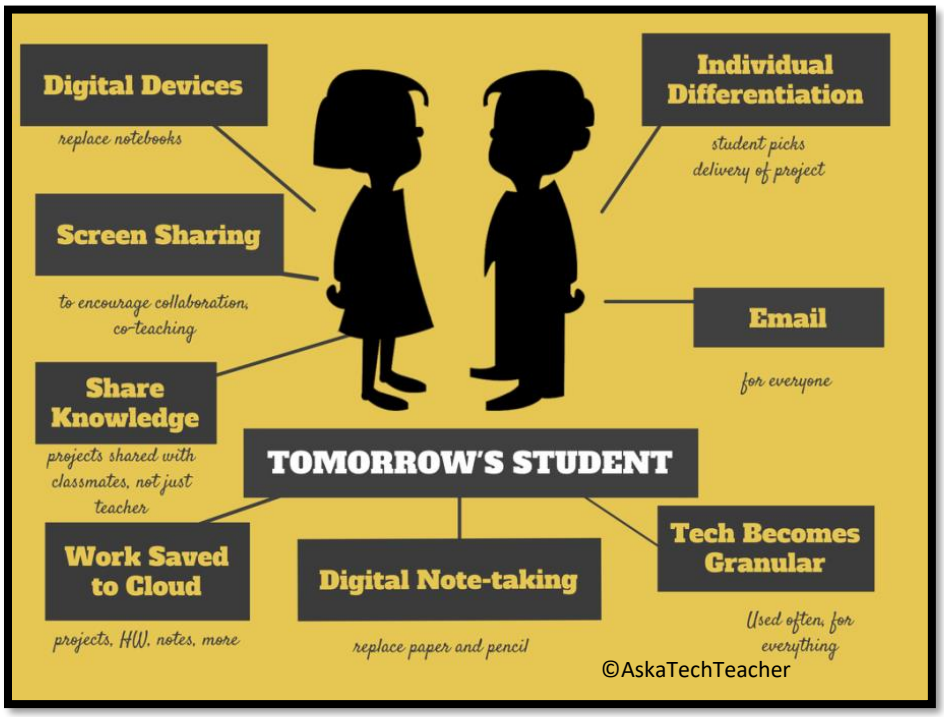
Figure 3—Curriculum Map—3rd grade, month-to-month

	Sept *Wk1-4*	**Oct** *Wk5-8*	**Nov** *Wk9-12*	**Dec** *Wk13-16*	**Jan** *Wk17-20*	**Feb** *Wk21-24*	**March** *Wk25-28*	**April** *Wk29-32*
Blogs		x						
Class mgmt tools	x	x			x			
Coding/Programming			x					
Communication		x			x	x	x	x
Computer etiquette				x				
Critical thinking		x	x		x	x	x	x
DTP				x	x			
Digital Citizenship	x	x	x	x	x	x	x	x
Google Earth				x				
Graphics						x	x	
Hardware	x						x	
Internet	x				x		x	
Internet privacy					x			
Keyboarding	x	x	x	x	x	x	x	x
Problem solving	x	x	x	x	x	x	x	x

Publishing/sharing		x		x	x			x
Research					x		x	
Slideshows							x	x
Speaking and Listening		x	x	x	x	x	x	x
Spreadsheets			x			x		
Visual learning			x	x				
Vocabulary	x	x	x	x	x	x	x	x
Webtools		x			x			
Word Processing		x	x	x				x

Here's where you're headed (*Figure 4*)—zoom in if necessary:

Figure 4—Tomorrow's student



Here are a few hints on how this workbook will get you there:

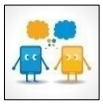
- You can use this workbook on the following digital devices:

A desktop PC, iMac, laptop, MacBook, Chromebook, iPad, or smartphone:

Figure 5a-h—Digital Devices for workbooks

…at school or at home

Figure 6—Use workbooks at school or home

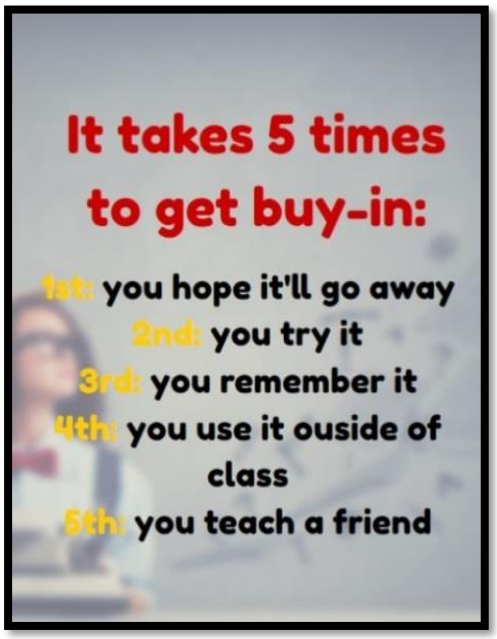
- Check with your teacher on which of these are available with your program license.
- At your grade level, expect to have help from a teacher, parent, or another adult as you work. When you see a section for 'Notes' at the end of some lessons, this is where you add your thoughts, ideas, comments, and suggestions.
- Each lesson starts with a *warm-up* to get you back into tech.
- Each class ends with an *Exit Ticket* to wrap up learning.
- Lessons include *Extensions*, in case you get done early.
- Zoom in or out of workbook pages to get exactly the size that works for your needs. Don't worry if the PDF reader is at 80% or 120%. Set it to fit your learning style.
- You can work at your own pace, try skills and ask for help when you need it. There's a lot of detail in the book to explain how to complete projects and lessons.
- Follow lessons in the order presented (grades K-5). Lessons introduce, reinforce, and circle back on concepts. Certain skills scaffold others so you want them solid before moving on.
- Use lesson vocabulary in class and out. You gain authentic understanding by doing so.
- This icon  means you'll work with a partner. Collaboration and working in groups is an important part of learning.
- This icon  means there is an activity that requires you to write something in the workbook. Your teacher will explain more.
- Focus on problems listed in lesson, but embrace all that come your way. Be a risk taker.
- Check off items you finish (on the _____ in front of each task) so you know what you've completed. It's fine if you don't get everything done. Return to it when you finish a lesson ahead of time. With adult assistance, use an annotator like Adobe Acrobat. You can also use these tools to add notes to the lessons.

- Your teacher will assess your work based on the weekly 'To Do' list. Be sure you've completed items and submitted in the manner required.
- Remember: It takes five times with a skill to get it—

    - *First:* *you hope it'll go away*
    - *Second:* *you try it*
    - *Third:* *you remember it*
    - *Fourth:* *you use it outside of class*
    - *Fifth:* *you teach a friend*

- When you finish each lesson, transfer knowledge to projects at school, home, the library, a club—wherever you use digital devices.
- At the end of each tech session, leave your station as you found it—organized and neat.
- If you have an idea on how to complete a lesson using a different tool, suggest it. Your teacher will probably be happy to accommodate you.

Figure 7—Tech use plan

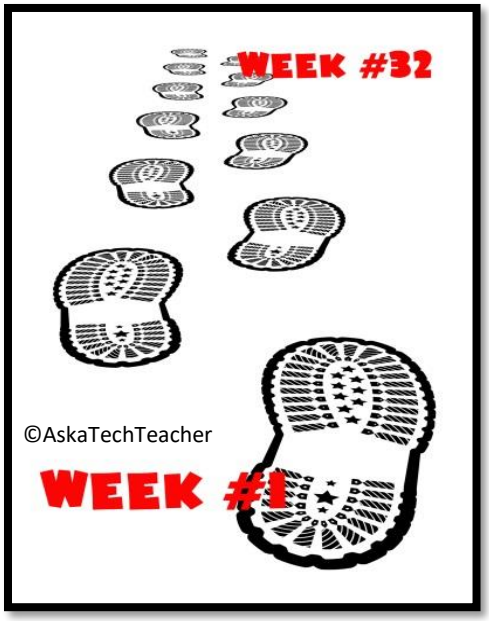


Typical Lesson

Each lesson requires about 45 minutes a week, either in one sitting or spread throughout the week, and can be unpacked:

- *In the grade-level classroom*
- *In the school's tech lab*

Figure 8—Keep lessons in order



Here's how a lesson will run in **the tech lab**:

- Find a **written schedule** for the day on class screen:

    - *Warm up*
    - *Main activity*
    - *Exit ticket*

  Start with the warm-up when you arrive to class.
- Complete **Board presentations** (grades 3-8).
- Occasionally, review skills accomplished.
- If starting a **new project, your teacher will review it**. If in the middle of one, you'll get the balance of class to work towards completion.
- Before leaving, **complete the class exit ticket**.

In your grade-level classroom, scatter the lesson pieces above throughout the week:

- ***3-10 minutes for the class warm-up—****at the start of the week*

- ***10-15 minutes keyboarding practice—****any day*
- ***10-15 minutes Board presentations—****any day*
- ***15-35 minutes for the project—****any day*
- ***2-3 minutes for class exit ticket****—to reinforce learning*

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About the Author

Ask a Tech Teacher *is a group of technology teachers who run an award-winning resource blog. Here they provide free materials, advice, lesson plans, pedagogical conversation, website reviews, and more to all who drop by. The free newsletters and website articles help thousands of teachers, homeschoolers, and those serious about finding the best way to maneuver the minefields of technology in education. They have published hundreds of ebooks, workbooks, articles, and have materials shared throughout the world.*

Table of contents

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Lesson #2 Parts of the Digital Device

Vocabulary	Problem solving	Skills
• *Cursor* • *Escape* • *F7* • *Heading* • *Icon* • *Network* • *Peripheral* • *Protocol* • *Right click* • *Toolbar* • *Transfer* • *USB port* • *Username* • *Wpm*	• *My mouse doesn't work (wake it up; plug it in)* • *My volume doesn't work (check control on systray)* • *Where's the right mouse? (that's the 'right mouse button')* • *How do I spell-check (right click; F7)* • *Where is word count for typing quiz?* • *What's my 'words per minute'?* • *My quiz wasn't graded (did you save to digital portfolio and share with teacher?)* • *I was sick during the quiz (retake without losing any credit)* • *Which USB port do I use?*	**New** *Digital device parts (i.e., Chromebook, iPad)* **Scaffolded** *Computer parts* *Computer hardware* *Problem solving* *Annotate workbook* *Keyboarding*

How do I use technology?

- *Completed hardware quiz*
- *Completed warm up and exit ticket*
- *Successfully annotated workbook*
- *Transferred knowledge from other classes*
- *Decisions followed class rules*
- *Joined class conversations*
- *Took note of upcoming keyboard quiz*
- *Left station as it was (neat and orderly)*

Step-by-step

Class warm-up: ***Keyboard homerow on any tool that focuses on one row. Pay attention to posture and hand position.***

_____You'll start class with the Hardware Assessment. This is a formative assessment, to determine what you know about digital device hardware. It will be one of the assessments at the end of this lesson, depending upon which digital device you use in class. You can use your class annotation tool and write directly on the assessment. When you're done, take a screen shot of it and share with your teacher.

_____You get 5-10 minutes to complete. Your teacher will tell you when to start and stop. Remember: Spelling counts.

_____When you're done with the assessment, as other classmates finish up, review mouse hold with a neighbor. Make sure they are holding the mouse as shown in Figure 16.

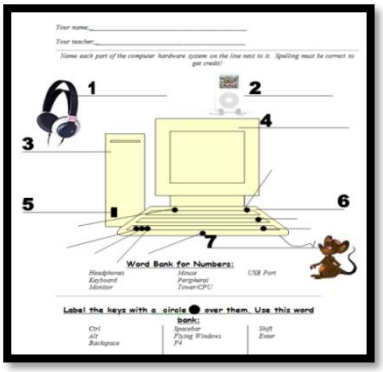
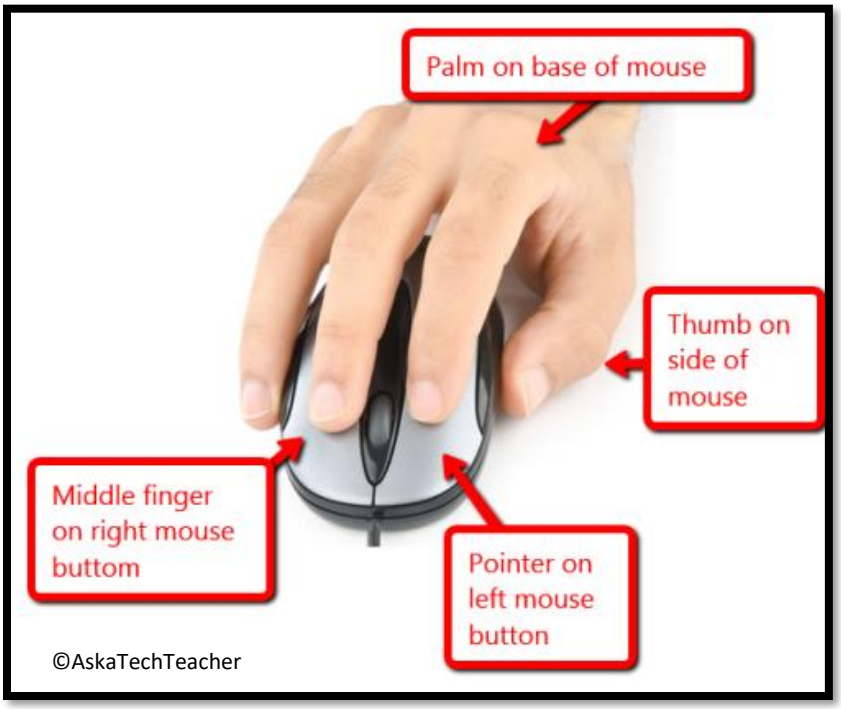
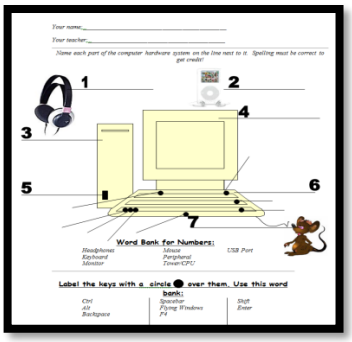


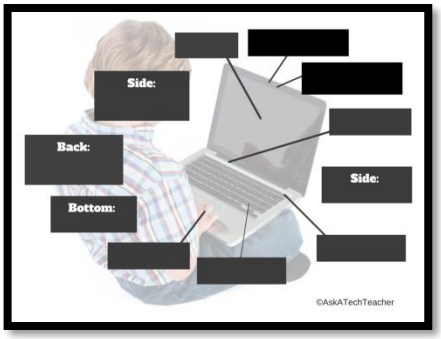
Figure 9—Mouse hold



_____Now, review digital device parts.

Figure 10a—Parts of a computer; 17b—Parts of an iPad; 17c—Parts of Chromebook





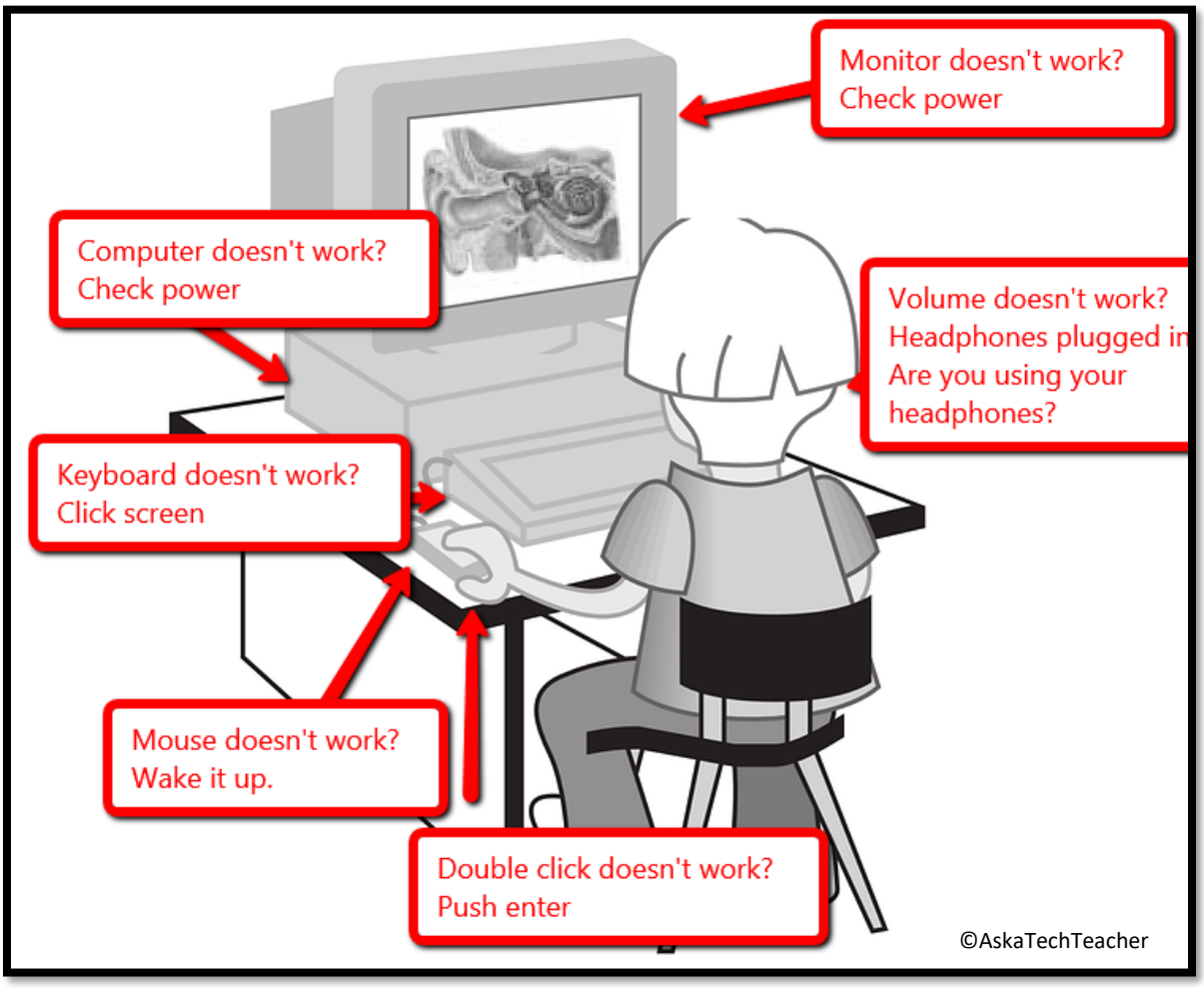
- *mouse buttons—left and right, double click, wheel in the center*
- *CPU—power button, USB port*
- *monitor—power button, screen, station number*
- *headphones—volume, size adjustment, connection to CPU*
- *keyboard—home row, F-row, enter, spacebar, ctrl, alt, shift*

_____Find the parts listed in *Figures 17a-c* on your school's devices (full-size assessments at the end of the lesson). For example, where are the 'headphones'? Or mouse? How about a USB Port? Where is the microphone? How about the charging dock? What are the smartphone parts?

_____Review how parts connect—behind CPU, under table, in ports, built in. Adapt these to your digital device at school and home, whether it's a laptop, Chromebook, iPad, tablet, or desktop.

_____Discuss how understanding hardware helps to solve tech problems (*Figure 18*). This will come up again in the lesson on Problem Solving.

Figure 11—Hardware and problem solving



_____**Keyboard quiz** is next week—no preparation required. It will be a benchmark of where your speed/accuracy is at the beginning of this year.

Class exit ticket: **Post one hardware problem and its solution on a virtual wall loaded on class screen.**

Extension:

- *Visit class internet start page for websites that tie into classwork.*
- *Volunteer to add next week's speed quiz to class calendar.*
- *Volunteer to add homework due date to calendar—once a month.*

"Error, no keyboard — press F1 to continue."

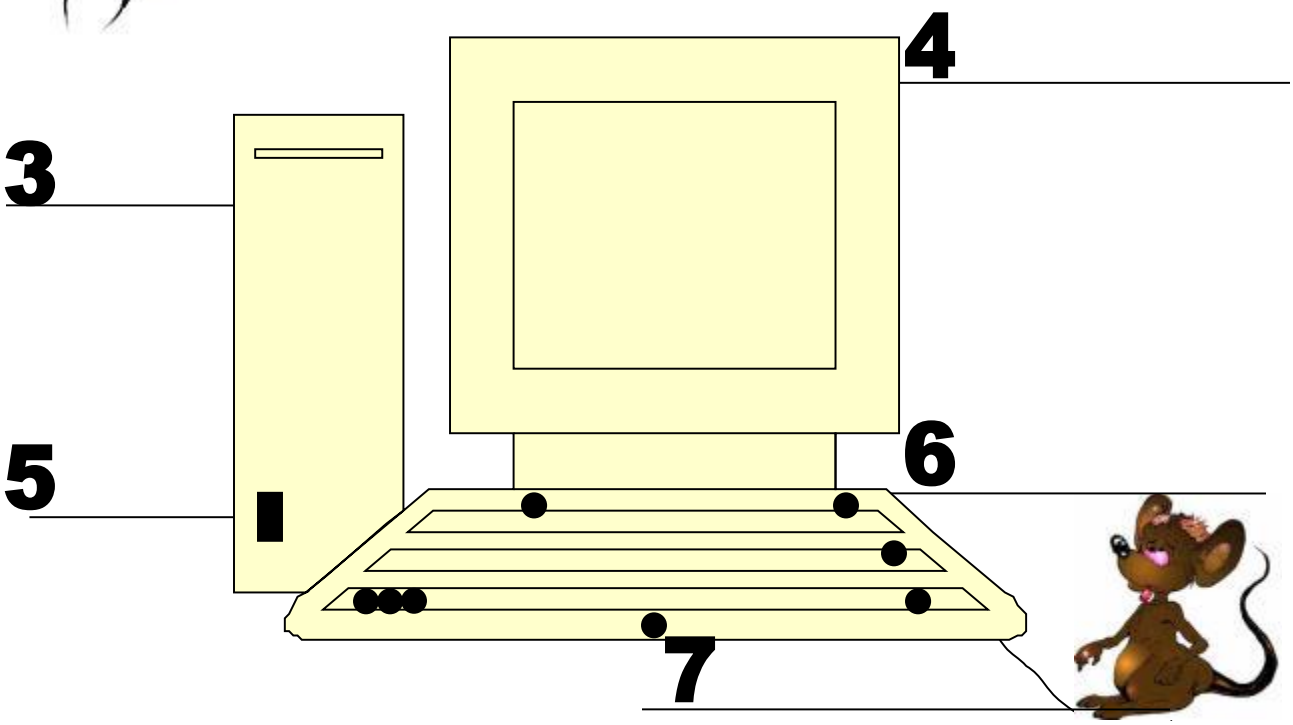
Assessment 1—Hardware Quiz

HARDWARE—PARTS OF THE COMPUTER

Name each part of computer Draw your own lines for key names. Spelling must be correct to get credit

1 _____

2 _____



3 _____

4 _____

5 _____

6 _____

7 _____

Word Bank:

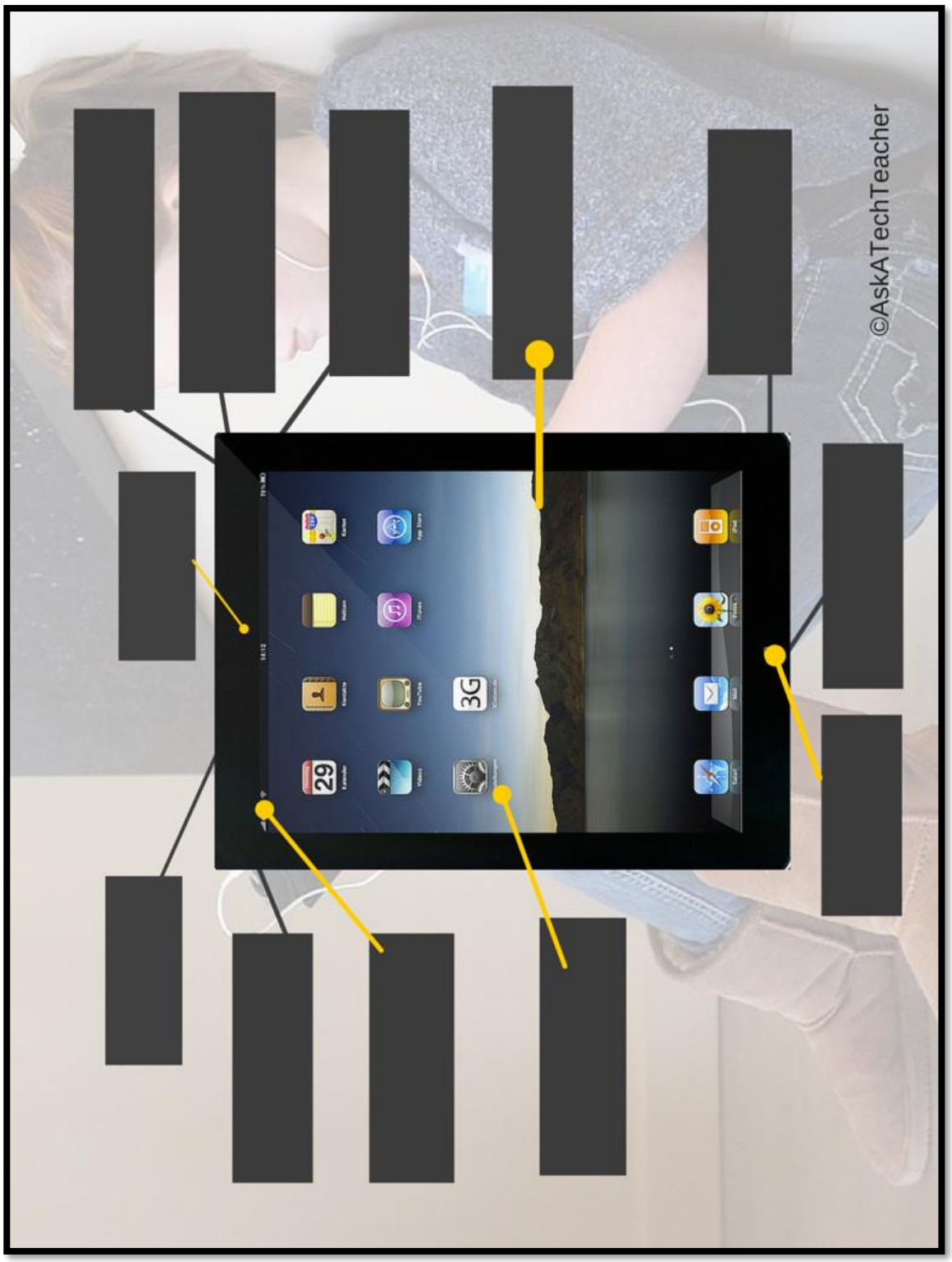
Headphones	*Mouse*	*USB Port*
Keyboard	*Peripheral*	
Monitor	*Tower/CPU*	

Label the keys with a circle ● over them. Use this word bank:

Ctrl	*Spacebar*	*Shift*
Alt	*Flying Windows*	*Enter*
Backspace	*F4*	

Assessment 2—Parts of an iPad

Parts of an iPad



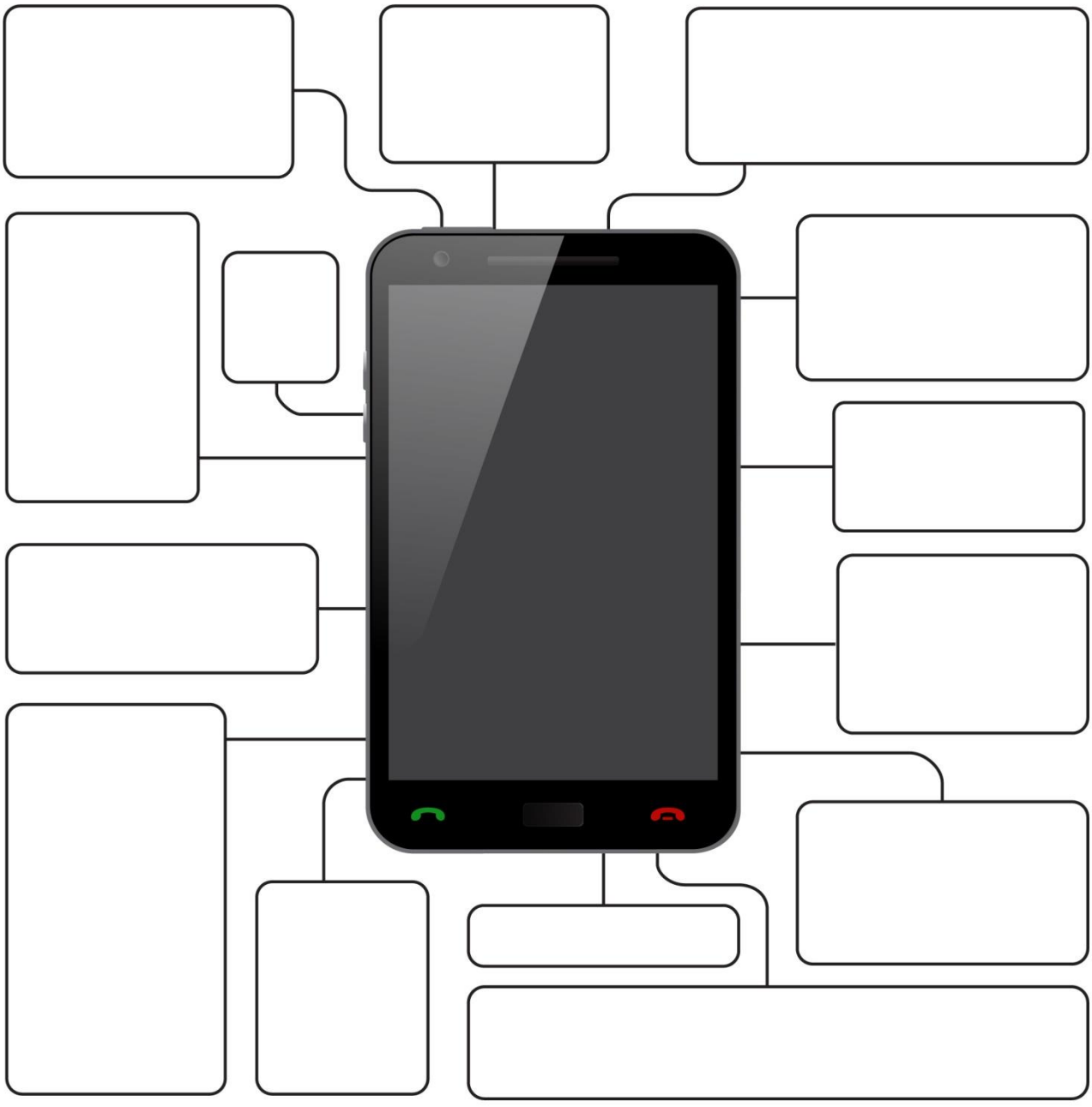
Assessment 3—Parts of an iPad

Parts of a Chromebook

Assessment 4—Parts of a Smartphone

PARTS OF THE SMARTPHONE

Adapt this to your needs



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Lesson #4 Internet and Digital Citizenship

Vocabulary	Problem solving	Skills
• *Address* • *Alt+F4* • *Back button* • *Bling* • *Dialogue box* • *Digital Citizenship* • *Digital Neighborhood* • *Links* • *Tabbed browsing* • *Toggle*	• *I can't exit program (Alt+F4)* • *Screen froze (Is dialogue box open?)* • *My document disappeared (check taskbar)* • *Got off website (use back arrow or Start Page tab on browser)* • *'Back' doesn't work (if it's greyed out, it means you're at beginning)* • *Forgot my presentation (move to another week if there's an opening)*	**New** *Plagiarism* *Digital footprint* *Fair use* *Public domain* *Image copyrights* **Scaffolded** *Digital citizenship* *Digital privacy*

How do I use the Internet safely?

- *Shared evidence of learning*
- *Completed warm-up and exit ticket*
- *Successfully annotated workbook*
- *Used internet as a good digital citizen*
- *Transferred knowledge from K-2*
- *Decisions followed class rules*
- *Joined class conversations*
- *Watched required videos and visited websites*
- *Left station as it was (neat and orderly)*

Step-by-step

Class warm-up: ***Keyboard homerow focusing on Home row.***

_____Homework due last day of the month. Any questions?

_____Your teacher will review the results of last week's speed quiz. Besides grading speed/accuracy, you were anecdotally observed for keyboarding habits (good posture and hand position, eyes on the monitor, no flying hands/fingers, and elbows at sides).

_____**Mulligan Rule** (that allows students to retake a quiz at your discretion) applies for speed quiz.

_____Once a month, share evidence of learning on the Evidence Board. You get 5-10 seconds to share your use of technology outside of class.

_____Topics covered in this lesson include:

- *Internet*
- *Digital neighborhood*
- *Digital citizenship*

Internet

_____Explain the **meaning of 'Internet'**. Is it *Figure 26a* or *26b*?

Figure 12a-b—the Internet

_____Discuss how people use the internet.

_____Discuss browsers (like Chrome and Firefox). Compare the internet toolbar to others you've used (i.e., MS Word and Google Docs). Explore it.

_____Discuss the purpose of 'links' within webpages. Explore what happens when you click a link. Where do you think it takes you?

_____Open class start page and click a site. Notice how it opens in a tab—called 'tabbed browsing' (*Figure 27*). Show how tabs toggle between class start page and website.

Figure 13—How to use tabbed browsing

_____With your teacher approval, watch an interactive tutorial on internet use.

Digital Neighborhood

_____Before diving into the internet, as a class, discuss '**digital neighborhood**'. What are your thoughts on safe internet use? Have they changed between kindergarten and this year? Discuss *Figure 28*—zoom in if needed.

Figure 14—Digital neighborhood

- *Stay on assigned websites.*
- *Don't click ads.*
- *Don't get distracted by bling.*
- *Don't talk to strangers.*
- *Follow netiquette rules.*

_____Watch an Internet safety video suggested by your teacher. Take quiz as a group (if available). If you don't know how to play the video, ask for help.

_____Bring up one of the website's you've used today. Where is the digital neighborhood on this site? Point out the warnings discussed in *Figure 29* to your neighbor—zoom in if needed:

Figure 15—Website safety

_____Try out several links on the class internet start page. Test their forward and back arrows and the home button.

Digital Citizenship

_____Discuss **digital citizenship**. As a group, throughout the school year where relevant, you'll discuss the topics listed in *Figure 30* under **3** (for 3rd grade—zoom in if needed). If you haven't covered topics listed under K-2, you'll discuss those first.

Figure 16—Digital Citizenship topics

Digital Citizenship Topics	K	1	2	3	4	5	6
Cyberbullying	x	x	x	x	x	x	x
Digital citizenship	x	x	x	x	x	x	x
Digital commerce					x		x
Digital communications				x		x	x
Digital footprint and Online presence			x	x	x	x	x
Digital law				x		x	x
Digital privacy				x	x	x	x
Digital rights and responsibilities	x	x	x	x	x	x	x
Digital search and research				x	x	x	x
Fair use, Public domain			x	x	x	x	x
Image copyright			x		x	x	x
Internet safety	x	x	x	x	x	x	x
Netiquette		x	x	x	x	x	x
Online Plagiarism				x	x	x	x
Passwords	x	x	x	x	x	x	
Social media						x	x
Stranger Danger	x	x	x				

_____Your teacher will preview any of the following topics s/he thinks are important to your class:

General discussion of Digital Citizenship

- Review last year's digital citizenship discussion. Share your ideas with classmates.
- Discuss Twitter and hashtags—watch a video suggested by your teacher.
- Discuss blogs and texting. Watch a video on texting suggested by your teacher.

Cyberbullying

- What is **cyberbullying**? Define 'cyber' (online). How is it the same/different from bullying?
- Watch several videos suggested by your teacher on cyberbullying.

Digital footprint

- Discuss. Why is a Digital Footprint important? How much are we influenced by what we find on a digital footprint?
- Watch a video suggested by your teacher on digital footprints.

Digital privacy

- Introduce **Digital Privacy**. Discuss how **passwords** protect privacy. Remember to never share passwords, even with friends.
- Discuss password guidelines and rules.
- Watch a video on passwords suggested by your teacher.

Digital rights and responsibilities

- What are the **digital rights and responsibilities** of a third grader? Watch a video on this subject suggested by your teacher. Discuss:

    - *Don't share personal information. Don't ask others for theirs.*
    - *Anonymity doesn't protect you.*
    - *Share knowledge online.*
    - *If someone is 'flaming', stop it if possible or walk away.*

Netiquette

- What is '**netiquette**' (*Figure 31a*—zoom in if needed)?

Online search/research

- covered in other lessons

Plagiarism

- What does '**plagiarism**' mean? Why give credit to original authors/artists?
- Watch a video on plagiarism suggested by your teacher.
- Discuss copyrights, fair use, public domain.

_____Can you find the pyramid in *Figure 31b* in your classroom. Every time you've discussed a topic, volunteer to mark it off on the poster.

Figure 17a—Netiquette; 31b—DigCit topics poster

Class exit ticket: **Using a virtual wall like Padlet (*Figure 32*), add an important fact from this lesson. No two students can contribute the same fact.**

Extension:

- *Visit class internet start page for websites that tie into digital citizenship.*
- *Volunteer to add homework due dates to class calendar.*

Figure 18—Virtual wall

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Lesson #16 Google Earth Lats and Longs

Vocabulary	Problem solving	Skills
• *Drill down* • *Geek* • *Graphic* • *Lat and long* • *Magnetic North* • *Mulligan Rule* • *Network* • *Prime meridian* • *Touch typing* • *True north*	• *Keyboard won't type (Program blinking on taskbar? Click)* • *How do I print (Ctrl+P)* • *Can't see lats/longs in Google Earth (bring up 'grid')* • *Can't drag globe (try arrow keys)* • *I forgot to print (did you save?)* • *My keyboard didn't work during quiz (Mulligan Rule)* • *Do I have to touch type? (4th grade)*	**New** *Lats and longs* **Scaffolded** *Google Earth* *Keyboarding* *Speaking and listening*

How can I find anywhere on Earth?

- *Completed presentation*
- *Completed keyboard quiz*
- *Completed GE worksheet*
- *Completed warm-up and exit ticket*
- *Successfully annotated workbook*
- *Transferred knowledge from earlier GE lessons*
- *Decisions followed class rules*
- *Joined class conversations*
- *Left station as it was (neat and orderly)*

Step-by-step

Class warm-up: ***Keyboard all keys on class typing tool. Pay attention to good posture, hand position, elbows at sides, and finger reach.***

_____Any transfer of knowledge to share with classmates? Remember to put a badge on the Evidence Board when you're done.

_____Speak Like a Geek Board Presentations start today (or after holiday). Your teacher will review grading, which is the same as the Problem Solving Board.

_____Speed Quiz today. Remember goal of 15 wpm by end of year. See earlier *Keyboarding* lesson for speed quiz guidelines. Besides grade for speed/accuracy, you are anecdotally observed for correct keyboarding habits (good posture, hand position, eyes on monitor, no flying hands/fingers, and elbows at sides).

_____Before quiz, you and classmates will do finger exercises to remind you that all fingers type—even the pinkies. You'll love these. See *Figures 90a-e* for detail:

Figure 19a-e—Images of finger exercises

_____Mulligan Rule applies for speed quiz.
_____When you're done, open Google Earth.
_____What do you remember about Google Earth from prior years—if you've used the SL tech curriculum. (*Figure 91a* is kindergarten, *Figure 91b* 1st grade; *Figure 91c* 2nd grade).

Figure 20a-c—Google Earth projects in K-2

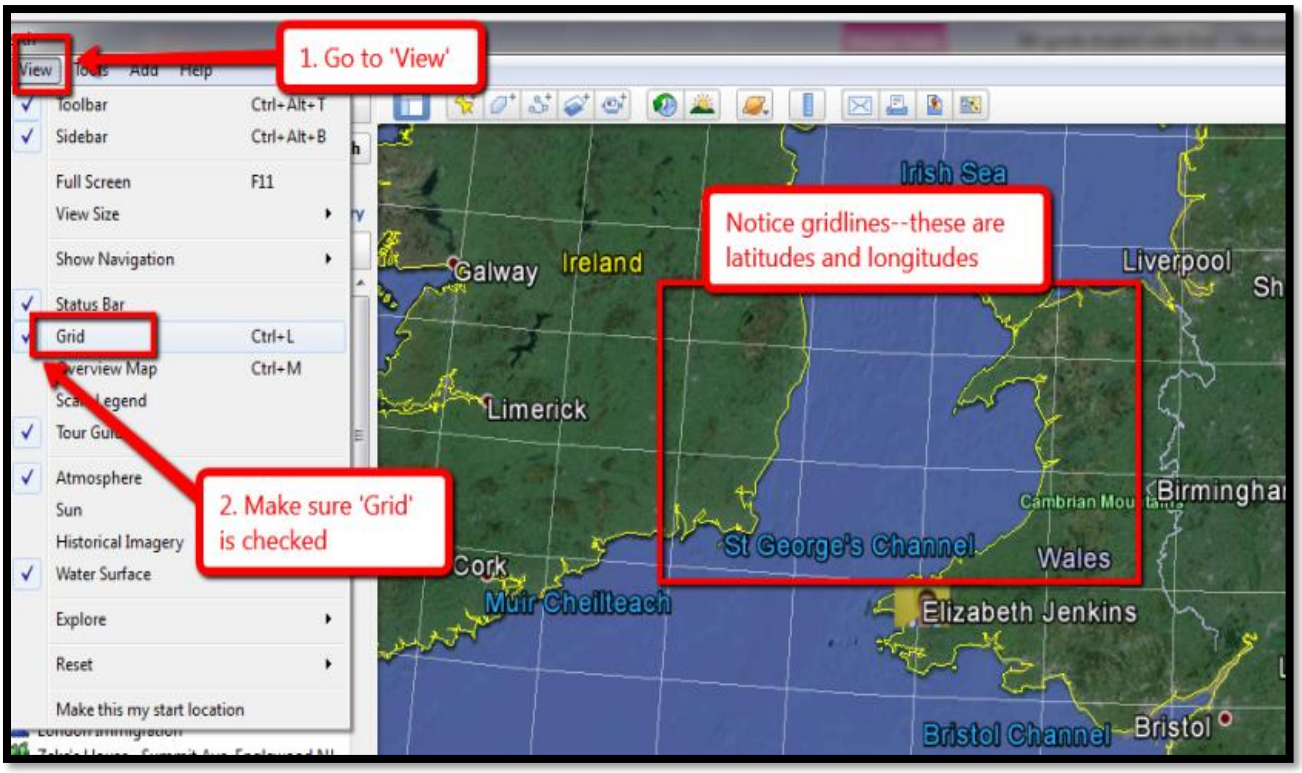
_____Volunteer to review what you remember using the class screen. Include how to:

- *maneuver*
- *move around with arrow keys*
- *access layers*
- *search for a specific location*
- *zoom in and out*
- *add 3D buildings*

_____Take a few minutes to reacquaint yourself with this program.
_____Discuss latitudes and longitudes—nicknamed 'lats' and 'longs'. What have you discussed about these in class? What are they (*Hint: a way to find anything on the planet*)?
_____Your teacher will show you how to activate Google Earth lats and longs (*Figure 92*).

_____Notice the prominent yellow grid lines—equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, and Prime Meridian.
_____What's the difference between 'True North' and 'Magnetic North'? Where's Santa/North Pole?

Figure 21—How to display GE gridlines



_____With a partner, find two countries on each latitude and fill out *Assessment 15*. Here are hints:

- *be sure 'Borders and Labels' layer is active*
- *be sure 'Grid' has been checked (see #2 in Figure 92)*
- *be sure 3D Buildings layer is active to better show local highlights*
- *zoom in or out until you can read the place location name*
- *if zoomed in too far, you may not find the geopolitical label*
- *drag globe until you find the place name*
- *know what color Google Earth uses for country, local, or other designations*

_____When you're done:

- *Add each team member's name to the Assessment.*
- *Save a screenshot of the Assessment to your digital portfolio. If you don't know how to do that, check instructions at the end of this lesson or ask for help.*
- *Share the screenshot with your teacher.*

_____Print/publish/share the worksheet, as is the custom in your class. Watch spelling!
_____Mulligan Rule in effect for this project.

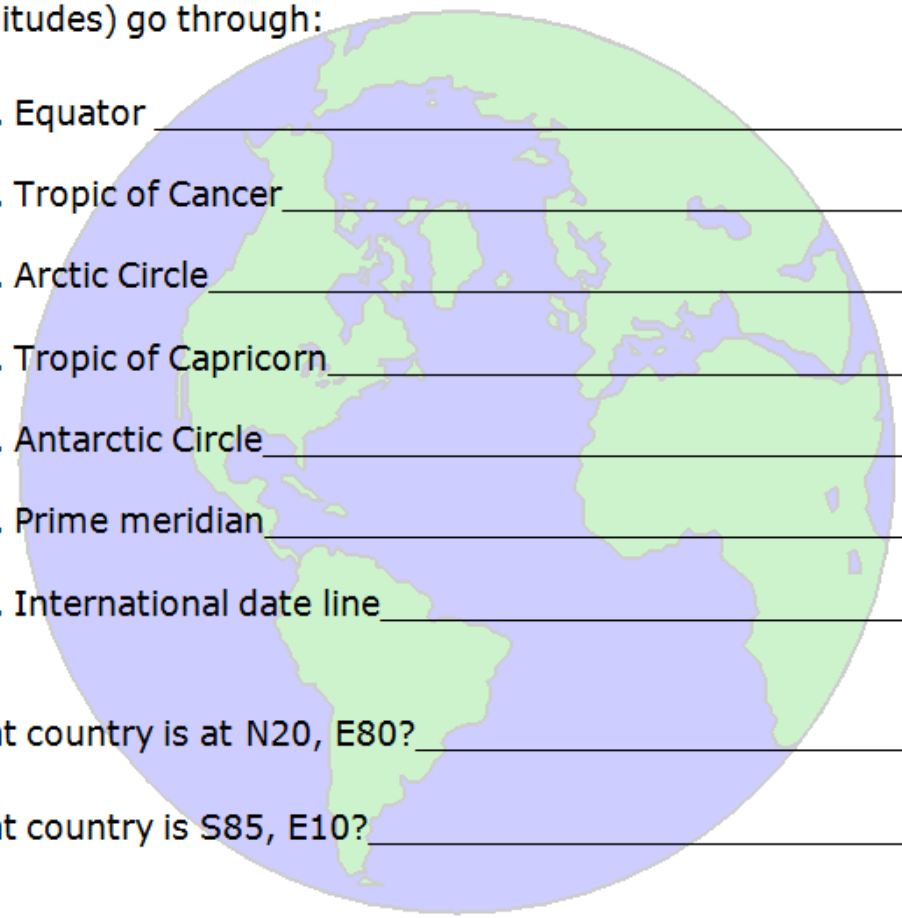
Assessment 5—GE assessment

GOOGLE EARTH LATITUDE/LONGITUDES

Name: _____

Teacher: _____

Find two countries that each of the major lats and longs (latitudes and longitudes) go through:



1. Equator _____
2. Tropic of Cancer_____
3. Arctic Circle_____
4. Tropic of Capricorn_____
5. Antarctic Circle_____
6. Prime meridian_____
7. International date line_____

What country is at N20, E80?_____

What country is S85, E10?_____

Class exit ticket: **Your teacher will give you a list of features, continents, and/or locations that tie into class discussions and that you will visit this year. Find one and share a screenshot with classmates via your blog or another method suggested by your teacher. Depending upon your digital devices, here are ideas for taking screenshots:**

- ***Windows****: the Snipping Tool*
- ***Chromebook:*** *hold down the control key and press the window switcher key*

- ***Mac**: Command Shift 4 to take a partial screenshot*
- ***Surface tablet**: hold down volume and Windows button at the same time*
- ***iPad**: hold Home button and power button at same time*
- ***Online**: a screenshot tool*

Extension:

- *Visit class internet start page for websites that tie into geography.*
- *Find the lats and longs of countries being discussed in class.*
- *Find lat and long of your house.*
- *Find lat and long of school.*
- *Find the name of a location based on its lat and long.*
- *Volunteer to post the list of presentation board dates to class website or blog.*
- *Volunteer to add Google Earth lat-long project to class calendar.*

Chaos reigns within.
Reflect, repent, and reboot.
Order shall return.

Program aborting:
Close all that you have worked on.
You ask far too much.

Your file was so big.
It might be very useful.
But now it is gone.

The Web site you seek
Cannot be located, but
Countless more exist.

Intentionally deleted