



4.13: Using PowerPoint (cont. from 4.12)

Prerequisite Skills and Knowledge

- ∞ Students should have notes taken on authors in previous lesson as well as images saved in a file on their computers.

Time Required

- ∞ Mini- Lesson and guided practice: 30 minutes, lesson may take several consecutive class times for students to complete.

Materials

- ∞ Computer lab with Microsoft PowerPoint on computers, students notes from previous lessons, LCD projector

Intended Learning

- ∞ Student will create a simple Powerpoint presentation using the information they have collected for their author study. They will insert text, images, and design the layout of a five slide presentation.

District Technology Standards Uses Technology Effectively

- ∞ Presentation Tools (Kidpix, Powerpoint)

Big Ideas from Literacy Guide - Unit 6, Reading & Writing

- ∞ Gather information from electronic and print sources
- ∞ Read information for specific purposes
- ∞ Identify and summarize main ideas
- ∞ Summarize information in own words
- ∞ Organize and develop facts and details in a way that helps readers learn about topics
- ∞ Support topics with important facts and interesting details
- ∞ Use organizational structure and report text features to locate information and answer questions

Mini-Lesson

Connection - preparing students' thinking

How can we showcase each author's life in a colorful, visual display using a computer application? What is Powerpoint?

Teaching - Mini Lesson

With students at computers, open up Microsoft Powerpoint on the LCD projector.

Tell students this is a presentation program for creating a slideshow. When the first slide appears tell students that they can choose to add text, images, or color to each slide just by using the INSERT toolbar. Model how to add text, change the font, size, color and placement on the slide. Remind students that each slide they

Notes

create is a part of the slideshow and they need to organize their information to include biographical data, books written, images, and works cited slides.

Model for students how to add slide design to just one slide or to all slides. Choose “View Show” to play the slides that you have created. In consecutive lessons, you can also model how to use Animation schemes or Slide Transitions to add movement to text or effects between slides.

Active Engagement - Guided Practice

Tell students to open Microsoft Powerpoint seated at their computers.

Remind them to use the notes they have taken to frame their slideshow.

Direct students to the toolbar at the top of their screens and have them use the pull down menu to locate the INSERT toolbar, review the text box tool and picture tool.

Next, have students locate the FORMAT toolbar and have them scroll down to the FONT, SLIDE DESIGN, and SLIDE LAYOUT options and experiment with each function.

Link

Tell students they will create their powerpoints using the tools you have introduced, and may explore other tools in the program as they work. They may need extra class sessions to complete this Project.

Independent Practice

Teacher

- ∞ Walk around and monitor each student on a class list for daily participation and progress during work session. Help students as necessary, answering questions, and sharing ideas.

Students

- ∞ Work independently, add text, images to slides and raise hands for help if needed.

Sharing/Closure

- ∞ Bring students back together as whole group and debrief with a question/answer period before class ends, what worked, what was difficult for students, any tips they can share to make the lesson easier.

Assessment

- ∞ Progress monitor each student on class spreadsheet for daily grade.
- ∞ When project is complete, students can be assessed using a rubric for their powerpoint. See attached rubric.

PowerPoint Appearance and Content: Beginning PowerPoint

CATEGORY	4	3	2	1
Sequencing of Information	Information is organized in a clear, logical way. All slides follow a logical order.	Most information is organized in a clear logical way. One slide or item of information seems out of place	Some information is logically sequenced. An occasional slide or item of information seems out of place	There is no clear plan for the organization of information
Spelling and Grammar	No misspellings or grammatical errors.	1-2 misspellings but no grammatical errors	1-2 grammatical errors but no misspellings	More than 2 grammatical and/or spelling errors.
Background	Background does not detract from text or other graphics. Choice of background is consistent from slide to slide and is appropriate to topic.	Background does not detract from text or other graphics. Choice of background is consistent from slide to slide.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Text-Font Choice of Formatting	Font formats (color, bold, italic...) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.

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