

Table of Contents

Introduction

What Research Says About Technology Use in the Classroom	4
<i>Microsoft PowerPoint</i> Skills	5
How to Use This Book	6
Correlation to Standards	11

Technology Skill Lessons

Inserting, Deleting, and Moving a Text Box . . .	14
One and More	15
Place Value Round Up	19
Two Ways to Split	23
Changing Text Appearance	27
What's the Price?	28
Arctic Animal	32
Vacation Hot Spot	36
Adding a Picture or Clip Art	40
Today's Weather	41
Mapping the Solar System	45
Author Study	49
Changing Borders and Backgrounds	53
Nursery Rhyme Collection	54
Down the Middle	58
A New Way to Save	62
Putting Slides in Order	66
Number Line Up	67
Moving Through Time	71
Change My Mind	75
Playing a Slide Show	79
Grow a Plant	80
Fact or Opinion?	84
Spending Spree	88
Inserting and Formatting a Table or Chart . . .	92
All in the Family	93
Comparing Tribes	97
The Votes Are In	101
Using Slide Transitions	105
The Inside Corner	106
With Certainty	110
Eco Trail	114

Animating a Picture or Text	118
Flying Rhymes	119
Forced Movement	123
Board Approved	127
Using Online and Animated Clips	131
Folktale Sequencing	132
Funny Papers	136
Fold Over	140
Including Audio	144
More Power to You	145
My Government	149
Powerful Influence	153
Using Hyperlinks	157
My State	158
Say It Like This	162
Mission: Equations	166

Project-Based Learning Activities

What Is Project-Based Learning?	170
PBL Activities	175
My Favorite Sense (K–2)	176
Pioneer Times or Present Day? (3–5)	182
Influential Inventions (3–5)	188
Homesteading Planets (6–8)	194

Appendices

Appendix A: Works Cited and Other References	202
Appendix B: Content-Area Index	203
Appendix C: Teacher Resource CD Index . . .	204
Appendix D: Learn & Use Series Description	206

How to Use This Book *(cont.)*

Components of the Program

	<p>Introduction</p> <ul style="list-style-type: none"> • Concise overview of effective use of technology in the classroom • Brief introduction to software and the 12 featured skills • Description of how to best utilize this product in the classroom • Correlation to standards
	<p>Summary Pages</p> <ul style="list-style-type: none"> • Brief description of new skill(s) being introduced • Detailed step-by-step instructions of new skill(s) • Multiple Windows screenshots to help guide instruction and offer support (Macintosh screenshots provided on Teacher Resource CD) • Quick Tip provides shortcut or alternate way of using application
	<p>Procedure Sections</p> <ul style="list-style-type: none"> • Brief description of content-based lesson including content standard and technology skills • Materials list • Suggestions for teacher preparation • Detailed step-by-step sequential instructions for teaching the lesson • Extension ideas for differentiation
	<p>Student Directions</p> <ul style="list-style-type: none"> • List of steps for students to use while at the computers • Help students complete the activity with little or no guidance
	<p>Rubrics</p> <ul style="list-style-type: none"> • Allow for standardized assessment of student work using specific criteria and a point grading scale • Include space for both teacher and student to assess completed work • Blank rubric on the Teacher Resource CD

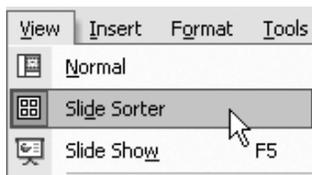
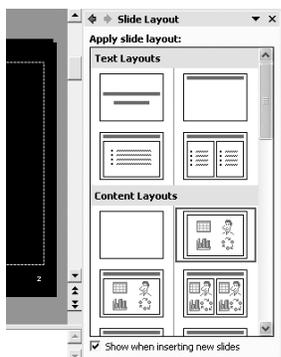
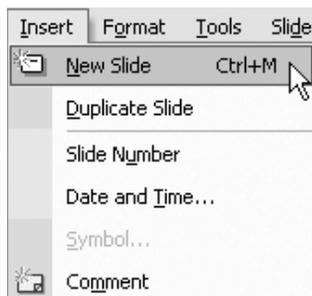
How to Use This Book (cont.)

Components of the Program (cont.)

<p>Physical Features Biggest to ...</p> <ul style="list-style-type: none"> The largest is the Emperor Penguin. They can be over 3 and a half feet tall and weigh up to 90 pounds. The smallest is the Fairy Penguin. They are only 16 inches tall and weigh a little over 2 pounds. 	<h4>Student Samples</h4> <ul style="list-style-type: none"> Provide examples of what each project will look like when completed To be distributed or projected during the lesson to provide students with further instruction and guidance 																																								
<p>What is Project-Based Learning?</p> <p>Project-based learning is a method of teaching that emphasizes student learning through active exploration of real-world issues and problems.</p>	<h4>Project-Based Learning Introduction</h4> <ul style="list-style-type: none"> Brief introduction to the project-based learning approach Explanation of how project-based learning fits with technology and integrates different subject areas and standards Description of how assessment is a critical piece of this learning process 																																								
<p>Pioneer Times or Present Day?</p> <p>Activity Description</p> <p>Teacher Preparation</p> <p>Content Standard</p> <p>Technology Skills</p> <p>Procedure</p>	<h4>Project-Based Learning Activities</h4> <ul style="list-style-type: none"> Allow students to apply everything they have learned throughout the book to real-life project-based activities Lessons include: activity description, content standard, technology skills, materials list, suggested teacher preparation, detailed procedure steps, and extension ideas for differentiation. 																																								
<p>Homesteading Planets</p> <table border="1"> <thead> <tr> <th>Planet</th> <th>Mass</th> <th>Volume</th> <th>Density</th> </tr> </thead> <tbody> <tr> <td>Mercury</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Venus</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Earth</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mars</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Jupiter</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Saturn</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Uranus</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Neptune</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pluto</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1. Which planet would you choose to colonize? Why did you choose this planet over the other ones? Give details.</p> <p>2. On another sheet of paper, describe how you would do the following:</p> <ol style="list-style-type: none"> locate your planet provide food for your colony build your colony from the best environmental conditions keep your colony happy and prosperous (education, etc.) 	Planet	Mass	Volume	Density	Mercury				Venus				Earth				Mars				Jupiter				Saturn				Uranus				Neptune				Pluto				<h4>Graphic Organizers</h4> <ul style="list-style-type: none"> Included with each project-based learning activity Allow students to organize text and data before entering it into PowerPoint worksheets
Planet	Mass	Volume	Density																																						
Mercury																																									
Venus																																									
Earth																																									
Mars																																									
Jupiter																																									
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Uranus																																									
Neptune																																									
Pluto																																									
<p>Content-Area Index</p> <p>Language Arts Lessons</p> <p>Social Studies Lessons</p> <p>Mathematics Lessons</p> <p>Science Lessons</p>	<h4>Appendices</h4> <ul style="list-style-type: none"> Works Cited and Other References Content-Area Index Teacher Resource CD Index Learn & Use Series Description <div data-bbox="1052 1591 1349 1625" style="text-align: right;"> <h4>Teacher Resource CD</h4> <ul style="list-style-type: none"> Student Samples Graphic Organizers Data Collection Grids Mac Screenshots Blank Rubric </div> <p>The CD contains reproducible teacher resource materials including student samples, graphic organizers, data collection grids, Macintosh screenshots, and a blank rubric.</p>																																								

Slide shows that are created with *PowerPoint* must be organized appropriately so that an audience can follow along and understand the information that is presented. When creating slides, you may want to move the order of your slides around as you go. You also may want to delete or add a slide. *PowerPoint* has a feature that helps you do this.

The directions below will help you learn to delete and insert a slide. There are also directions for editing the order of the slides in a particular slide show.



Quick Tip

Double-clicking on a slide in **Slide Sorter** view will change the view to **Normal** view and allow you to work on the selected slide.

Step-by-Step Directions

Inserting a Slide

1. Click **View** on the Menu bar. Click **Normal**. In that view, click on the slide that will precede the inserted slide.
2. Click **Insert** on the Menu bar. Click **New Slide**.
3. Choose a slide layout from the **Slide Layout** task pane.

Deleting a Slide

1. Click **Edit** on the Menu bar.
2. Click **Delete Slide**.

[Note: You may also change to **Normal View**. In that view, click the slide you want to delete. And, press the **Delete** key on the keyboard.]

Reordering Slides

1. Click **View** on the Menu bar. Click **Slide Sorter**.
2. Click and drag the slide you want to move to the correct place. The slide will be placed to the right of the grey line.

Copying Slides

1. Click **View** on the Menu bar. Click **Slide Sorter**.
2. Click the slide you want to copy.
3. Click **Insert** on the Menu bar. Click **Duplicate Slide**.

Moving Through Time

Lesson Description

Students create slides to show the chronological development of transportation.

Content Standard

Students know that different forms of transportation have developed over time.

Technology Skill

Students sort and reorder slides.



Teacher Preparation

1. Write one type of transportation on each separate note card: *train, street car, automobile, hot air balloon, zeppelin, bicycle, sailing ship, airplane, bus, steamboat, submarine, cable car, motorcycle, rocket, space shuttle, hovercraft, ambulance, bullet train, diesel truck, and tractor*. Place the cards in a pocket chart.
2. Make a set of *PowerPoint* slides, each stating a different mode of transportation. Exclude the years of their invention. Place these slides in random order.
3. Place students in groups of two or three.

Additional Technology Skills

- inserting slides
- formatting slide layout
- inserting, moving, and resizing a text box
- changing text appearance
- adding Clip Art
- changing backgrounds
- saving and printing work

Materials

- note cards
- pocket chart
- transportation reference materials, encyclopedias, and/or online research tools
- student sample (filename: *transp.ppt*)
- overhead projector



Procedure

1. Explain to students that they will create slides to show the history of transportation.
2. Ask students to name types of transportation that are not included in the pocket chart. Create new cards for their ideas. Add them to the pocket chart.
3. Assign one mode of transportation to each group until all the modes are assigned. After each mode of transportation is assigned, each group should choose additional modes of transportation so that each group has five modes to research.
4. Allow time for the groups to work at the computers. The first task for each group is to make a slide for each mode of transportation on its list.

Procedure *(cont.)*

5. Tell students how and where to save their projects.
6. Allow the groups time to research their modes of transportation. They should find the year of each mode's invention or the year of its initial journey.
7. Use the slides started in Teacher Preparation Step 2. Review how to add a text box. (See page 14.) Type the years of the inventions on each slide. Move the text boxes to desirable locations on the slides.
8. Demonstrate how to change the view to **Slide Sorter** and move the slides to show them in order by the year they were invented. (See page 66.)
9. Demonstrate how to add a **Title Only** slide at the beginning of the presentation. Type *Transportation Time Line, Moving Through Time*, or another suitable title the class suggests.
10. Review how to change font size and style. (See page 27.) Change the text to better suit the slide.
11. Add Clip Art. (See page 40.) Change the slides' backgrounds, if desired. (See page 53.)
12. You may want to show students the sample (filename: *transp.ppt*) found on the Teacher Resource CD before they begin working. This finished sample can give students ideas about how to format their own slides.
13. Tell students how and where to save their finished work.

14. Give groups sufficient time to complete this activity. When all the groups have completed their slides, have them share their work.
15. Use the rubric provided on page 74 to assess this lesson.



Extension Idea

Have students complete similar slide shows for any number of chronological events related to topics of study (wars, famous people, expansion, specific eras, personal growth, etc.).



Student Directions

1. Open a new presentation in *PowerPoint*.
2. Click **Format** on the Menu bar. Click **Slide Layout...** Choose a *Title Only* slide.
3. Type a mode of transportation in the title box.
4. Add Clip Art to support this mode of transportation. Click **Insert** on the Menu bar. Choose **Picture>** and then **Clip Art...**
5. Insert four additional slides. Type a different mode of transportation in each title box. Add a Clip Art image to each slide.
6. Insert a new text box on each slide. Click **Insert** on the Menu bar. Choose **Text Box**. In those text boxes, type the year each mode of transportation was invented.
7. Click **View** on the Menu bar. Choose **Slide Sorter**. Your job is to move the slides into the correct order, like a time line. Click and drag the slides to the correct places.
8. Insert a new **Title Slide** at the beginning of the presentation. Type a title for this project. Include each team member's name.
9. Change the font sizes and styles. Move the text boxes to better locations on the slides.
10. Check your work. Use the **Slide Sorter** view. Your slides should be in chronological order with the title slide at the beginning.
11. Save your work.

Assessment Rubric

Strong (3 Points)	The project includes at least five modes of transportation and a title slide.	All of the slides show the correct years of the inventions.	All transportation slides are in chronological order.	Text boxes and font sizes are appropriate for the slide layout.
Effective (2 Points)	The project includes three or four modes of transportation.	Some of the slides show the correct years of the inventions.	Some transportation slides are in chronological order.	Text boxes and font sizes are mostly appropriate for the slide layout.
Emerging (1 Point)	The project includes two modes of transportation.	Few of the slides show the correct years of the inventions.	Few transportation slides are in chronological order.	Text boxes and font sizes are somewhat appropriate for the slide layout.
Not Yet (0 Points)	The project includes one or no modes of transportation.	The slides do not show the years of the inventions.	The transportation slides are not in chronological order.	Text boxes and font sizes are not appropriate for the slide layout.
Self Score				
Teacher Score				
Total Score				

Comments: