Presentation Tools (PowerPoint)

Module Outline

1. Introduction: In this session we will explore how to use presentation tools (slideshows) to create a variety of student-centered instructional activities.

   Explain the common features of presentation tools (combination of text and images, sounds, and other forms of multimedia to present information in a linear and non-linear manner). Common presentation tools include: Kid Pix (K-2), AppleWorks slideshow, Microsoft PowerPoint, and mPower.

2. Discuss traditional (lecture) and non-traditional uses of presentation tools in the classroom. Share relevant non-traditional, student-centered project examples from Sample Project section.

   (Adaptation: If resources are available, divide the class into groups and assign them a project from the Sample Projects list in order for groups to collect digital image samples. As participants learn to use PowerPoint, they can insert the images they captured, modeling procedures needed to complete the classroom task/activity).

3. Skills Acquisition: Go over basic features of the presentation tool(s) of your choice. We recommend starting with PowerPoint as the knowledge participants gain can be transferred to other applications.
   - Creating a new project
   - Selecting a presentation design template
   - Selecting a layout
   - Typing and formatting text – menu bar and button options
   - Inserting a new slide
   - Adding images: from clip art, WWW, scanner, camera
   - Editing formatting images: cropping, adjusting colors
   - Different views: slide, sorter, notes, outline, slideshow
   - Deleting slides

4. Brainstorming: Have pairs brainstorm ideas for using presentation tools in their classroom. Ask participants to select one idea they would like to develop and use this as a basis for developing a sample slideshow project.

5. Extension: As groups enter the “open lab” working stage, you may introduce KidPix to the K-3 teachers and give them the option to develop their slideshow idea using this tool. Cover the following:
   - Opening a new blank page.
   - Using various drawing tools.
Saving a page (Use some type of naming convention. Unlike PowerPoint, each page in KidPix must be saved separately. Once all “pages” of the slideshow are created, you can open the “Slideshow” module to import files, create transitions, and record sounds.

6. Share ideas with the entire group.

Sample Projects

**Project: Book Creations/Alphabet Books**
**Grade Levels: K-2**
**Skill: Letter Recognition**
The *Butterfly Alphabet* by Kjell B. Sandved documents the entire alphabet reproduced in close-up photographs of the wings of various butterfly and moth species around the world. *Alphabet City* by Stephen T. Johnson is another excellent resource for emphasizing letter recognition. As the author describes in the book's introduction, "The idea for Alphabet City came to me while I was walking along a city street. I noticed an ornamental keystone that looked like the letter S. Then suddenly I saw the letter A in a construction sawhorse and the letter Z in fire escapes. At that moment, it became clear that in urban compositions I could discover the elements that form the letters of the alphabet."

Based on their knowledge of the letters they are studying, students can use digital cameras to find letters of the alphabet that are naturally occurring in their environment. Students insert these digital images into a slideshow tool to create their own alphabet books to share with the class.

**Project: Book Creations/Story Emulators**
**Grade Levels: K-3**
**Skill: Writer’s Workshop, Vocabulary Development**
Story emulators follow the basic outline and structure of a book, with substitutions to the content. This allows students to practice reading text, with the aid of scaffolding provided by familiar story structures. Examples include the following:

After reading *Brown Bear, Brown Bear* by Eric Carle, students can create their own books following this format, but replacing the main characters (e.g. Black cat, black cat, what do you see? I see a white mouse staring at me.) Other examples include the following:

After reading *That’s Good! That’s Bad!* by Margery Cuyler. Students can write and draw pictures to illustrate their own version of a That’s Good! That’s Bad! storybook. Students can share their finished product with the whole group and with other classes.
Do you have any books you’d like your students to emulate?

Project: Book Creations/Story Extenders
Grade Levels: K-3
Skill: Writer’s Workshop
Story extenders use the storyline of a book as a springboard for further development, to extend the plot or content of the original story. Examples include the following:

In Frank Ashe’s book *Popcorn*, Sam invites his friends to a Halloween party, and everyone ends up bringing popcorn. Students can contribute to a slideshow that builds on this story in the following manner: Sam is planning another Halloween party and you’ve been invited to join in the fun. Design a slide that illustrates the costume will you wear and the food you plan to take to the party.

Do you have any books you’d like your students to extend?

Project: Literature Springboards
Grade Levels: K-8
Skill: Writer’s Workshop
Develop creative activities based on books the class is reading. For example, *The Thousand Cranes* talks about the Japanese tradition of folding paper cranes to make wishes come true [check this]. Interview your family members and work in teams to create slideshows about what
your group has discovered about one another about common and unique customs.

**Project: Urban Safaris/Digital Documentaries**  
**Grade Levels: 2-8**  
**Skill: Observation, Oral Expression**

Urban safaris require students to use the digital camera to document and capture phenomena being studied. Here are some examples:

The Giver describes a society that operates by a different set of acceptable rules and consequences. Using a digital camera, document evidence of rules and consequences that are present in your everyday life. Construct a slideshow to share your findings.

After reading a book about the environment, students can use the digital camera and slideshows to present evidence of both positive and negative impact people have had on the environment in their community. To tie this into project-based learning or service-learning, students might present their findings to the school, and propose a plan for implementing an eco-friendly school project such as a creating a school garden, greenbelt, walking path, etc.

**Reflection and Brainstorming**

- Where might presentation tools be useful in your curriculum? How are students involved in your activity ideas?
- Have the activities described above given you some ideas for how you might use presentation tools in your classroom with your students to promote reading and writing?
- Jot some of your ideas below:

Teacher-created applications:

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________________________________________________________________________
Student-created applications:

Special Education Notes and Adaptations
Presentation programs are powerful tools that can be used to transform curriculum materials to make it easier for students with mild disabilities to understand the content. The following are just a few simple suggestions for using the multi-media power of these programs:

1. If something is written, provide an auditory alternative (have the program read the text or digitally record a reading of the section).
2. If an auditory cue or section is provided, then offer a text or visual alternative. For example, if digital speech is offered, provide a written version of the speech.
3. If a picture is displayed, provide a textual description of the picture with an option for it to be read.
4. Keep each screen simple—do not try to put too many concepts on one screen.
5. Keep fonts readable—simple and large.
6. Test the readability and contrast of all color combinations. Make sure that text is visible on certain backgrounds. (For example: avoid yellow text on white background.)
7. Make sure that colors are pleasing to the eye and not distracting (or hurt your eyes) to read. (For example, be careful with purple text on red backgrounds)

Consider using power point as a learning tool.
1. Provide the outline version of a power point presentation as an advanced organizer, similar to the skills discussed in the Inspiration section of this training outline.
2. Since power point is readily available on most home computers, consider e-mailing power point presentations to students (with or without disabilities) who may need more practice time.

Encourage the use of presentation tools as a tool for student expression
1. Encourage gifted and talented students to express their understanding of a topic by developing a power point (or hyperstudio, etc.) presentation that incorporates text, pictures, video and sound. Remember, gifted students need work that encourages creative and divergent thinking. They are turned off if simply given more work to do—and extra work sheet or similar extra work that they interpret as more of the same.

2. Allow students with writing difficulties to use presentation programs as a medium for book reports and class reports.

Sample NETS Connections
- Grades K–3: Awesome Authors, p.36
- Grades 3–5: You Were There!, p.48
- Grades 6–8: Birthstone Project with a Multimedia Twist, p. 52, Creating a Heroic Character, p. 56

Explore these Web Sites
Here are some sample sites, but be sure to check out Project Impact Resource site:  http://web.utk.edu/~impact/resources.html

- PowerPoint in the Classroom:  http://www.actden.com/pp/
- Power Point in the Classroom: http://www.velsoft.com/