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## Project-Based Learning Activities


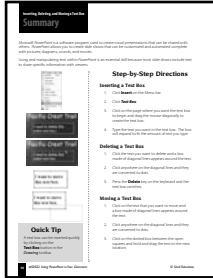
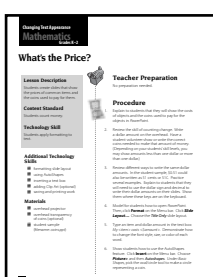
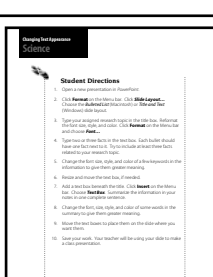
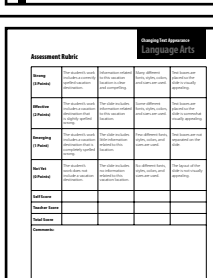
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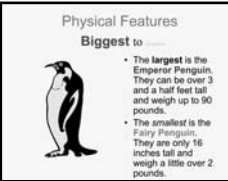
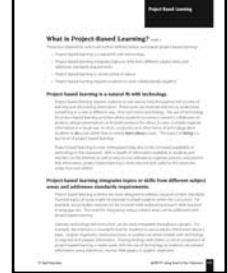
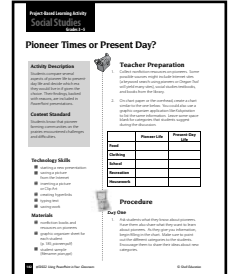
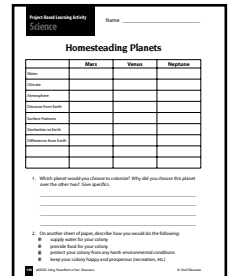
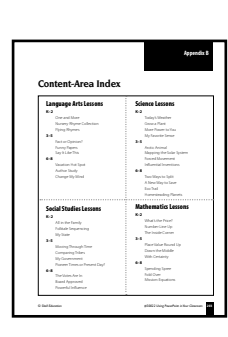

# How to Use This Book *(cont.)*

## Components of the Program

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

## How to Use This Book (cont.)

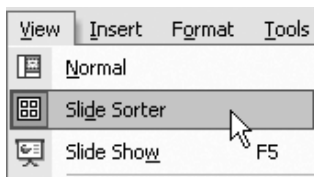
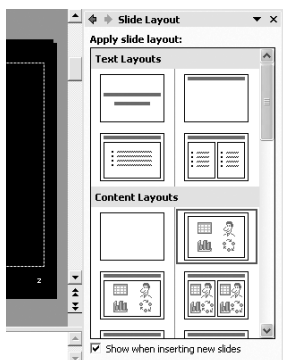
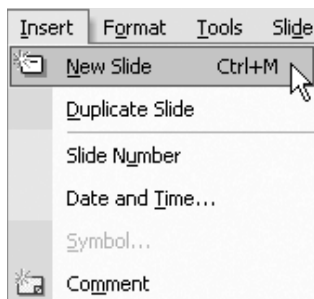
### Components of the Program (cont.)

 <p><b>Physical Features</b> <b>Biggest to ...</b></p> <ul style="list-style-type: none"> <li>The largest is the Emperor Penguin. They can be over 3 and a half feet tall and weigh up to 90 pounds.</li> <li>The smallest is the Fairy Penguin. They are only 16 inches tall and weigh a little over 2 pounds.</li> </ul>	<h4>Student Samples</h4> <ul style="list-style-type: none"> <li>Provide examples of what each project will look like when completed</li> <li>To be distributed or projected during the lesson to provide students with further instruction and guidance</li> </ul>																																								
 <p><b>What is Project-Based Learning?</b></p> <p>Project-based learning is a method of instruction that allows students to learn by working on a project that is meaningful to them.</p>	<h4>Project-Based Learning Introduction</h4> <ul style="list-style-type: none"> <li>Brief introduction to the project-based learning approach</li> <li>Explanation of how project-based learning fits with technology and integrates different subject areas and standards</li> <li>Description of how assessment is a critical piece of this learning process</li> </ul>																																								
 <p><b>Pioneer Times or Present Day?</b></p> <p><b>Activity Description</b></p> <p><b>Teacher Preparation</b></p> <p><b>Content Standard</b></p> <p><b>Technology Skills</b></p> <p><b>Materials</b></p> <p><b>Procedure</b></p>	<h4>Project-Based Learning Activities</h4> <ul style="list-style-type: none"> <li>Allow students to apply everything they have learned throughout the book to real-life project-based activities</li> <li>Lessons include: activity description, content standard, technology skills, materials list, suggested teacher preparation, detailed procedure steps, and extension ideas for differentiation.</li> </ul>																																								
 <p><b>Homesteading Planets</b></p> <table border="1"> <thead> <tr> <th>Planet</th> <th>Mass</th> <th>Volume</th> <th>Diameter</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"> <li>locate water for your colony</li> <li>provide food for your colony</li> <li>protect your colony from the harsh environmental conditions</li> <li>keep your colony happy and prosperous (recreation, etc.)</li> </ol>	Planet	Mass	Volume	Diameter	Mercury				Venus				Earth				Mars				Jupiter				Saturn				Uranus				Neptune				Pluto				<h4>Graphic Organizers</h4> <ul style="list-style-type: none"> <li>Included with each project-based learning activity</li> <li>Allow students to organize text and data before entering it into PowerPoint worksheets</li> </ul>
Planet	Mass	Volume	Diameter																																						
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 <p><b>Content-Area Index</b></p> <p><b>Language Arts Lessons</b></p> <p><b>Science Lessons</b></p> <p><b>Social Studies Lessons</b></p> <p><b>Mathematics Lessons</b></p>	<h4>Appendices</h4> <ul style="list-style-type: none"> <li>Works Cited and Other References</li> <li>Content-Area Index</li> <li>Teacher Resource CD Index</li> <li>Learn &amp; Use Series Description</li> </ul> <div data-bbox="841 1633 1058 1852" style="text-align: center;">  <p><b>Learn &amp; Use Series</b> <b>PowerPoint</b> in Your Classroom</p> <p>For use with other Macintosh® or Windows®</p> <p><b>SHELL EDUCATION</b> STEP 40002 UT88</p> <p>K-5</p> <p>This CD contains reproducible teacher resource materials including student samples, graphic organizers, data collection grids, Macintosh screenshots, and a blank rubric.</p> </div> <h4>Teacher Resource CD</h4> <ul style="list-style-type: none"> <li>Student Samples</li> <li>Graphic Organizers</li> <li>Data Collection Grids</li> <li>Mac Screenshots</li> <li>Blank Rubric</li> </ul>																																								

# Summary

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

<b>Strong (3 Points)</b>	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.
<b>Effective (2 Points)</b>	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.
<b>Emerging (1 Point)</b>	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.
<b>Not Yet (0 Points)</b>	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.
<b>Self Score</b>				
<b>Teacher Score</b>				
<b>Total Score</b>				

**Comments:**