Students need to understand computers, the Internet, multimedia, social media, and more—all while recognizing the importance of good digital citizenship. This new edition of The Computer Lab Teacher’s Survival Guide: K–6 Units for the Whole Year helps computer lab and other teachers responsible for technology education provide students with a strong foundation in technology. The book is divided into 10 units, each with three lessons, and can be used either to get teachers started or as a year-long curriculum.

Unit 6, “Internet Research and Creativity,” teaches students how to use the Internet for research—from learning research techniques, to processing the information, to presenting findings. Like all of the lessons in the book, the three lessons in this unit are divided into seven components: objective, materials and equipment, supplemental list, procedures, extension, remediation, and accommodation.
UNIT 6

Internet Research and Creativity

Unit Overview

This unit on Internet research and creativity includes three lessons: Internet Research, Slide Creation, and Research Presentations. This unit will instruct students in techniques for researching information, processing it, and presenting their findings to the class, thus creating an authentic learning experience. In the first lesson, Internet Research, students use the Internet to locate and record information on a particular topic. The Slide Creation lesson provides an opportunity to process the researched information and create a multimedia slide portraying the information in a creative manner. The Research Presentations lesson allows students to teach the class about the topic they researched using a multimedia slide show presentation.
Unit Goal

To allow students to conduct Internet research, process information, and report this information to the class using a multimedia slide show.

NETS*S Addressed

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
d. process data and report results

Unit Variations for Younger Students

Give younger students the opportunity to research information with teacher guidance and support. Even though the students may not be able to understand the reason for reading and processing the information, this lesson provides a foundation for future research projects. Completing the lessons in this unit will help younger students increase comprehension skills, expand their understanding of the Internet, and develop multimedia capabilities. You may need to shape the type of research and level of processing for younger students to meet their needs.

Examples

• To excite younger students and motivate them to learn, choose and focus on a primary theme such as farm animals, seasons, the rain forest, planets, dinosaurs, or children around the world.
• Have younger students complete the research as a class and then discuss as a group the information on the Internet.

Room Decorations

There are many ways to enhance the design of the computer lab to increase excitement and motivate learning. Draw on your own decorating style to focus the students’ attention on Internet research. Use the room decorations during the lessons to assign topics or introduce a new skill.
EXAMPLES

- If a theme is implemented for this unit, such as birds, the solar system, countries, or the rain forest, decorate the room with posters and other creative items related to the theme.
- Hang up posters focusing on research or the Internet.
- Design a bulletin board to display information concerning research on the Internet. Create letters or print a sign stating “Internet Research.” Print several of the slides that the students create for the multimedia slide presentation and display them on the bulletin board.
- To further enhance the computer lab, change the desktop background for the lab computers to a picture that represents the chosen theme.
- Bring in a caged bird to keep in the classroom during this unit. Allow students to look at the bird and discuss the bird’s behaviors.

Note: The supplements and examples for this theme are based on birds; however, the theme may be modified to suit your needs.
LESSON 1

Internet Research

Objective
Students will use the Internet to locate and record information on a particular topic.

Materials and Equipment
- paper and pencil for each student
- dry erase board and markers or chalkboard and chalk
- computer projection device
- Supplements 6A, 6B, 6C, 6D, 6E, 6F, and 6G

Supplement List
Below is a list of the lesson supplements that are on the accompanying CD, which is located in the back of this book. Use the CD to open the supplements and modify them, if desired.

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Procedures

Motivation

Begin this lesson with a fun activity to promote excitement and learning while using technology. This part of the lesson could be a compelling event or just a motivational inflection in your voice and gestures. A variety of methods could be used to focus the students’ interest concerning Internet research.

EXAMPLES

• Show a few sample slides to get students excited about the lesson (CD Supplement 6A). This will begin the unit with the end product in mind.
• If you have chosen a particular theme for this unit, such as birds, rain forests, nature, or weather, play sounds related to that theme. Links to bird audio samples are included on Bird Sounds (CD Supplement 6B).
• If you have decorated the room a certain way for this unit, have students take turns explaining the differences in the arrangement of the room.
• Play soft thematic music in the background as the students enter the room. Ask students to describe the music or sounds they hear.

Purpose

It is important to explain clearly the reason for the lesson so that students will understand its purpose and make the content their own. The students will be using technology to locate information on a particular topic, process the information, and share their information with the class. This lesson is very important in the Information Age because students need to learn how to narrow their focus and locate viable and appropriate resources. Point out that the research will be used to create a multimedia presentation during the next class.

Instructional Input

Determine an innovative method of instructing the classes in Internet research, taking into account their various learning styles and abilities. The length of time it takes to research and narrow the information should always be considered when deciding the method of instruction. Two popular ways of researching on the Internet are visiting a specific website or using a search engine, both of which are explained in the following paragraphs. You may assign some classes to a particular website for their research while allowing other classes to research on their own using a search engine.

EXAMPLES

Examples of Using a Particular Website

• Before class, select a website to be used by the students that suits the chosen theme. More than one informational website could be chosen and used by students to locate facts.
• Use the computer projector to explain the steps to opening and navigating the website.
Examples of Using a Search Engine

- Discuss a sample topic, such as an owl, and explain how to search the Internet for a website about owls.
- Open the search engine and type “owl facts” in the search box. Then click “Go.”
- Discuss the results of the search with the students and explain that reading the brief summary of the website will help determine whether the site is appropriate for this research activity.
- Require students to write down the uniform resource locator (URL) and bibliographic information for each website they visit when using a search engine.

Sample Search Engines

Check for Understanding

Creatively elicit student input to determine their understanding of the steps as well as research navigation techniques. Think of a fun way to include all students. If the students do not seem to understand the steps to researching on the Internet, explain the steps in a different manner.

EXAMPLES

- Ask the students to stand if they know the Internet research procedures. Call on one of these students to explain the steps to researching a particular topic.
- State a particular step, then tell the students to show a signal if they know the next step, such as giving a thumbs up or touching his or her own nose. Then call on one of these students to explain the next step.
- Let students take turns explaining the steps to the class. You or a student could write the steps on the board.

Guided Practice

This guided activity involves assigning topics for the students to research. Assign the topics using a fun and organized method, or let the students locate a particular topic from a general theme, such as natural disasters. Consider the various grade levels and classroom management strategies when deciding the manner for assigning topics. Students could work individually or with partners.

EXAMPLES

- Distribute to the students the Bird Topic Cards (CD Supplement 6C), which will show the students a particular bird to research.
• Assign topics and decorate the computer lab at the same time.
  1. Print, cut, and tape to each monitor a different picture related to the unit theme. For the bird theme, for example, display a picture of a different bird on each monitor.
  2. Explain that the picture on the monitor indicates the topic that the student will research. The name of the topic could also be on the card.
• Have students research a general theme to locate a particular topic that interests them personally. This will allow students to develop ownership for their topics.

Variations for Younger Students
Younger students may need a modified guided activity with more teacher assistance. Be sensitive to the needs of these students and design an activity for their ability level that clearly explains the topic they will research.

EXAMPLES
• Assign a class of younger students to the same activity, such as locating a picture of a robin.

Independent Practice
In this independent practice, students conduct Internet research and record information. The manner in which the students organize their research will determine the way the facts will be recorded. Decide the best way for each class to record the facts and clearly explain all that is expected of them. If the students sense that you are confident in their ability to conduct research and determine appropriate facts, they will probably be able to research independently and locate the proper information.

EXAMPLES
• Have students complete Research Worksheet I (CD Supplement 6D), noting the facts and drawing the illustration.
• Direct students to record the pertinent information in notes or create an outline on notebook paper or on a word processor.
• Ask students to draw an illustration on their assigned topic using paper or a graphics art program.

Variations for Younger Students
Younger students will need more structure and guidance. Strive to meet each student’s needs. Fledgling learners should be given the opportunity to make their own choices as much as possible when researching; this will engage their interest and promote higher achievement. The following list provides several examples of activities for younger students.
ExamplEs

• Have younger students complete Research Worksheet II (CD Supplement 6E), noting facts and drawing an illustration.

• After their research, have the younger students sit in a circle and take turns sharing the things they saw and learned on the website. Draw a simple picture on the board and write a word describing the picture. After hearing their classmates’ comments and seeing you draw a picture on the board, the students should be better prepared to complete the writing assignment.

• Have the class navigate the site using their own computers while you read the information to the students or have the students read chorally with you. Then instruct the class to navigate the website and view the pictures by themselves.

• Assign younger students a specific website to allow them to complete the lesson in a timely manner. It would be best to locate a website with audio for students who are still learning to read.

• Ask the younger students to draw a picture on the assigned topic on paper or draw it using a simple paint program.

Assessment

Many assessment methods could be used. You must determine the best manner to evaluate each class. During the lesson, explain the assessment method to give the students the best opportunity to succeed.

ExamplEs

• Give a similar research assignment for homework, and assign the Bird Worksheet (CD Supplement 6F), where students will write the name of their bird, habitat, migration, diet, life cycle, interesting facts, and websites. You may want to re-distribute the Bird Topic Cards (CD Supplement 6C) to reassign a bird to each student.

• Collect and grade Research Worksheet I and Research Worksheet II. (CD Supplements 6D and 6E). These could be evaluated based on the extent of their completion.

• Observe the students to determine their level of participation during instruction and Internet research.

Closure

Closure is an important part of the lesson because it allows students to process the information learned. Students should feel proud of their work when they have put forth their best effort. The closure could be a quick statement, or it could take a couple of minutes. This is also a great time to remind and motivate the students about the upcoming multimedia lesson.
EXAMPLES

- Have students take turns sharing various research techniques or hints for quickly navigating the websites. This will allow the students to claim these techniques as their own while helping others learn new gathering tactics.
- Ask students to share one fact they learned about their assigned topic.
- Remind the students that in the next class they will be creating a multi-media slide show on the gathered information.
- Ask students to explain ways that the research concepts learned in this lesson could be useful in the classroom when completing a research project.

Extension

Students are innately inquisitive, and this curiosity may prompt them to research new ideas once they have experienced independent research. Students’ access to worlds of information on the Internet with the freedom to explore it will inspire them to generate ideas and think of innovative concepts. Encourage students not only to use the Internet to search for answers, but to help them think about ideas as well. Students will become self-motivated to research more often because it is simple to find the answer to questions when searching online. Think of ways to inspire students to use the Internet research skills learned during this lesson. The following extensions may help.

EXAMPLES

- Suggest that students use other types of media for research, such as encyclopedias on CD-ROM or educational software.
- If a student completes the assignment early, have the student choose a second topic to research or ask this student to help other students complete their research.
- Direct a student who finishes early to create a scavenger hunt on a website for the class to complete. The student types the questions, and then the class uses the website to locate the answer. This scavenger hunt could be on the theme for the unit or on a different topic that the student researched.
- Students could use Google Earth or another map navigation application to locate their bird’s habitat or migration patterns around the world.
- Ask the self-motivated student to do a research project on an interesting topic.
- Allow students to go outside to find birds, or look out the window for them, and talk to the students about the birds that live around your area.
Remediation

Some students may require extra assistance throughout the lesson. In addition, students in each class will have various reading, writing, and comprehension levels. Allow students to work at their individual levels while being challenged to learn as much as possible. There are several ways to give students the help they need. Consider the following methods.

**EXAMPLES**

- Use the Internet Research worksheet (CD Supplement 6G) to give students extra practice and guidance using search engines to locate information on the Internet.
- If students are having difficulties, write on paper the steps to opening and navigating a specific website or just remind them of the steps while working.
- If a student is having trouble using a search engine, provide extra assistance by suggesting phrases to type in the search box.
- Pair students having trouble with students who understand navigation techniques.
- Allow students who are behind on the assignment to complete it as homework or to complete a section of the assignment.

Accommodation

Be sensitive to students with special needs or disabilities and make modifications to the lesson depending on individual needs. Consider the best ways to modify the lesson to provide the least restrictive environment for these students.

**EXAMPLES**

- Do not require students with special needs to complete the worksheet. Have them draw a picture of the topic instead.
- Ask students with special needs to locate just one fact on the assigned topic.
- If a student is unable to read the text, locate a website that has audio.
Lesson 2

Slide Creation

Objective

Students will process their researched information and create a multimedia slide portraying the research in a creative manner.

Materials and Equipment

- bird puppet (optional)
- children’s picture books (optional)
- slide show presentation software (see CD Supplement 6H)
- floppy disks or portable storage device (optional)
- computer projection device
- Supplements 6A, 6B, 6D, 6E, and 6H

Supplement List

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Motivation
Consider a fun activity that will excite students and bring their attention to the lesson for the day. The motivation could include an interesting manipulative, music, or a thought-provoking question. Think about and plan various activities to spark the interest of students of various grade levels.

EXAMPLES
- Motivate students and generate excitement by showing a few sample slides (CD Supplement 6A).
- Play soft thematic nature sounds or music in the background as the students enter the room, or play a few bird sounds using links found in Bird Sounds (CD Supplement 6B).
- Use a puppet based on the unit theme, such as a bird puppet, and talk to the students about creating a multimedia slide.
- Ask the students if anyone remembers the activity for today’s lesson, which was explained during the previous class.

Purpose
When students realize that they will create their own multimedia presentation, they will probably be thrilled. Explain that students will use the information from the research worksheets and develop it into a single slide. Students will feel a sense of achievement when they create their own project using individual research and ideas. Each student’s personality and unique talents will be expressed by creating individual slides. Explain that this slide will be shared with the entire class upon completion of the project.

Instructional Input
Determine the students’ level of expertise when instructing them on creating a slide show. This could be done by simply asking the students if they have ever created a slide show presentation. Be sure to teach the lesson in a way that both includes the students who have already created a presentation and instructs the students who have never created one. Keep in mind the various learning styles: visual, auditory, and kinesthetic. Clearly explain the steps of creating a slide and repeat the steps several times, if necessary.

EXAMPLES
- Use the computer connected to the projector to show the steps of creating a slide. Use Multimedia Slide Show Help (CD Supplement 6H), if necessary.
- Ask the students to repeat the instructions aloud, such as “File—Save As,” while teaching the steps of creating a slide.
• To help the students learn the procedure for creating a slide, do a few steps together, with each student using his or her mouse. This will help students process the steps in their minds.

• Have students assist with instruction. A student could use the computer projector connected to a computer to show the class the steps as you explain.

• Go through the process of opening the multimedia application together as a class, so that as you teach, students are able to view the icons and toolbars and follow the steps on their individual monitors as well as on the large screen.

• Use the following steps when instructing students on creating a multimedia presentation.

  **Step 1. Create a new presentation.** Have students open the application and create a new presentation. If a shared folder is used, have each student open the template and save his or her slide show in a subfolder specified by you.

  *Note:* If you are planning on making the slides into a class slide show, it is easier to use a shared folder. Members of each class should save their presentations to a specific folder on the network, and then when you create a class presentation, all of the slides will be in the same folder. If you do not have a network and you would like to create a class presentation, you could require each student to save his or her slide to a portable storage device or disk. When you create the class presentation, you could open the students’ slides using their disks and put them into one class presentation.

  **Step 2. Type information.** Students type their name and the information from Research Worksheet I and Research Worksheet II (CD Supplements 6D and 6E). If students have the skill, they could insert a title. The students should consider the font size, color, and style to create an appealing slide.

  **Step 3. Insert graphics.** Students insert graphics to illustrate their slides. The graphics should complement the slide information. You may show the students the process of going online to locate a certain graphic. Show the students several examples from a book to illustrate that the slides should look proportional.

  **Step 4. Use multimedia—animations, transitions, sounds, and backgrounds.** Students may animate or add other multimedia elements to one graphic or the text on their slide. Offer guidelines for the amount and type of multimedia effects added to the presentation.

**Variations for Younger Students**

Carefully monitor the countenance of younger students to determine their levels of understanding. Teach the steps at a pace that promotes achievement for all students.
EXAMPLES

- Review the steps several times and have students repeat them to ensure comprehension. If the steps are repeated several times during instruction, many of the younger students will be able to visualize the process.
- Create a song to a familiar tune to teach the steps of creating a slide.

Check for Understanding

Students should now have a clear understanding of all that is expected of them as they create their slides. Throughout the lesson, be aware of the students’ level of understanding and work to assist the students needing help whenever possible. Think of a creative way to ensure that students understand the steps of completing a slide. If the students do not seem to understand the steps, you may need to teach the lesson again in a different way.

EXAMPLES

- Throughout the lesson, watch and listen to the students and keep a mental record of students who seem to understand and students who may require extra assistance during independent practice.
- Ask a few questions to determine the comprehension of the class.

Guided Practice

Consider the best method for modeling the steps of creating a slide for each class. Individual students or groups of students could teach the class to create a slide; this will reinforce the process of creating a presentation. The guided practice may be implemented throughout the lesson by asking various students to use the mouse connected to the computer projector to demonstrate.

EXAMPLES

- Select a student or students to model the steps of creating a multimedia slide using the computer projector. One student could explain the steps while another student uses the mouse connected to the computer projector to model the steps.
- Pull names from a hat or call out a number. Have the person with that number on the attendance or roll sheet show the class a particular step using the computer connected to the projector.

Independent Practice

As students create their slides in this independent practice, encourage them to be creative and produce a slide that represents the research completed on the worksheets. They will be excited to begin creating a slide that portrays their own ideas and understandings of previously researched material. Students should complete Steps 1–4 as
well as choose appropriate colors, fonts, graphics, and backgrounds to illustrate their research. Requiring the students to consider the style of their slide will help them to process their researched information on a higher level. Students are not only writing facts but are processing information verbally and aesthetically, as if drawing a picture.

**Step 1.** Create a new presentation

**Step 2.** Type information

**Step 3.** Insert graphics

**Step 4.** Use multimedia: animations, transitions, sounds, and backgrounds

**EXAMPLES**

- Instruct students to complete Steps 1–4 to create their slide. Students type their name, write one or more facts from their research, and then insert a picture. The class could also insert a title, if time allows.
- Direct students to make up a sentence based on the worksheet facts, or type in the fact directly from their worksheet or notes, depending upon the way the facts were recorded.
- Before they animate their slides (Step 4), instruct students to ask another student to read their sentences to check for accuracy.
- Require the students to think about the design of their slides, picture it in their minds, and then begin creating. Choose a children’s picture book based on the theme for this unit, and show the pictures to the class. Lead a class discussion on the layout and style of the sentences and pictures. The students could talk about the way the colors and pictures make them feel.

**Variations for Younger Students**

Think about the abilities of the younger students in the class. Consider ways to stretch their abilities and require them to do all that you feel they can do.

**EXAMPLES**

- Have younger students insert their name and pictures only.
- Before the younger students begin, have them circle the fact they want to use in their slide. This will help them stay focused when typing.

  *Note:* This step may need to be spread out over a few classes, depending upon the various abilities of the students.

**Assessment**

There will be many opportunities for students to demonstrate their knowledge of creating a slide. Think about which assessment method to use for each class. Explain to the students your expectations so that they will have the best chance to succeed.
EXAMPLES

- Observe the class for evaluation and use a mental or written record of student participation.
- If a student was required to check a friend’s slide for misspelled words and grammar errors, have the student sign or write his or her name at the bottom of the research record. Collect these sheets and require that each student have a signature on his or her paper for part of the grade.
- Print the slides and grade the students on successful insertion of the information required for their particular grade level.
- Write requirements for the slide or create a worksheet that includes all that should be included on the slide.

Closure

Students will feel proud of the multimedia slide created in class knowing they have done their best work. Give encouragement and compliments to students on a job well done. Provide students with a few moments to reflect on all they have accomplished and learned. Contemplate a way to close this lesson appropriately and prepare students for the upcoming research presentations.

EXAMPLES

- Congratulate the students and give an award to the most enthusiastic learner during the lesson.
- Have students print their slides to be hung on the Internet Research bulletin board.
- Encourage students to share one thing they learned about creating a slide.
- If the students seem to want to create more presentations, explain that in a few months the students will be writing an entire story and creating more than one slide using a multimedia application.

Extension

Think of ways to motivate and inspire students in your classes to exceed the lesson requirements. Students will probably ask if they can create more multimedia shows because they had so much fun creating this one. It is useful and rewarding to get the students’ ideas because these contributions can be implemented in an extended class activity on multimedia slides.

EXAMPLES

- Have students learn more about the presentation software used during this lesson using a website from Multimedia Slide Show Help (CD Supplement 6H).
- Have students use HyperStudio or Kid Pix (www.mackiev.com), or a different multimedia slide show application, to create slides.
• If students complete the slide early, encourage them to explore other aspects of the presentation application. These students could then share with the class what they learned.

• Ask the students about the types of multimedia adjustments they would like to be able to do with their slides. This could generate a variety of fun extended activities for the students using different multimedia elements.

• Students could locate and insert the sound of their particular bird to be played when their slide show is played.

Remediation

Throughout the lesson, continually monitor the students to determine whether any are having difficulties with the lesson content. If possible, work with these students to fill in the gaps during the lesson. Sometimes students need to be removed from distractions and focus on the instruction to be successful. There may be students who listen and seem to understand, but when it is time to work they need to be gently reminded of a few steps.

EXCEPTIONS

• Patiently work with students who need extra help during independent practice. Some students listen and try to understand but are unable to focus or comprehend the concepts.

• If students seem to be talking or playing, rearrange their positions in the classroom before they begin work.

• Have students who complete their slides help students who needs assistance. Throughout the lesson, encourage students to help others sitting around them.

Accommodation

Be sensitive to students with special needs or disabilities and make modifications to the lesson depending on individual needs. Consider the best ways to modify the lesson to provide the least restrictive environment for these students.

EXCEPTIONS

• Type the research information on the slide to help students with special needs.

• Assign partners to assist students with disabilities during the creation of the slide. Require these students to complete only certain sections of the slide.

• Instruct students with special needs to watch another class’s multimedia presentation if unable to type or work independently.

• Implement the appropriate assistive devices to give students needing accommodation the best opportunity to succeed.
LESSON 3

Research Presentations

Objective

Students will first practice and then present their multimedia slide shows on their chosen topics.

Materials and Equipment

- pencil for each student
- sign language book (optional)
- computer projection device
- Supplements 6I, 6J, and 6K

Supplement List

Below is a list of the lesson supplements that are on the accompanying CD, which is located in the back of this book. Use the CD to open the supplements and modify them, if desired.

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Procedures

Motivation

The students will probably be excited about the opportunity to share their presentations with the class. Think of ways to channel that enthusiasm toward learning, using music, hand motions, sign language, or some other creative activity related to making presentations.
EXAMPLES

• Begin the class in a unique way by using sign language, which will quickly capture the students’ attention. The students will be interested and watch intently while trying to figure out the meaning of the signs. Then translate the signs and explain that each student will have a chance to present his or her information using pictures, written words, and sounds (i.e., ways to communicate besides speaking) to create a multimedia slide show. You could also teach them the sign for “bird.”

• Act out a simple skit to get the students to think about presentation skills. First, act like a shy and nervous student presenter who is scared to speak in front of the class. Then, act like a confident skilled speaker who speaks clearly and looks the audience in the eyes. Lead a class discussion on proper presentation techniques.

Purpose

Teach this lesson in a way that promotes individuality among students. This will encourage the students’ personalities to come forth in their slides and presentations. Explain that each student will present his or her Internet research findings to the class while reading and discussing the information on the multimedia slide. The multimedia research presentations are a great opportunity for students to express themselves and learn new facts from classmates.

Instructional Input

This instructional input involves explaining presentation techniques. Plan a creative way to allow the students to share their slides with the entire class. The students will present their slides using different methods, depending on their grade levels. Clearly explain methods for sharing the information with the class before the presentations begin. The students should be aware of all that is expected of them when presenting.

EXAMPLES

• Distribute the Presentation Checklist (CD Supplement 6I). This will help students prepare for their presentations. Explain this sheet to the students to make sure they understand the steps.

• Discuss with the class the proper presentation techniques and proper audience behavior.

• Have students stand at the front of the classroom or sit at the computer connected to the projector while presenting.

Check for Understanding

Ensure that students understand your expectations during the presentations. The students should be made aware of the need to listen and respond appropriately during the presentations. The students should also understand that they will rehearse their presentations using the presentation checklist before presenting to the class. If the students do not seem to understand the way to present or listen, teach the concepts again using a different method.
EXAMPIES

• Have students explain the procedures for presenting to the class. Select a student to exhibit the correct presentation practices.
• Direct students to explain appropriate behavior during the slide presentations.

Guided Practice

During this guided activity, students will practice presenting their individual slides using the presentation checklist. Observe students by walking around the room while they are rehearsing at their individual computers. Students should need only a few minutes to practice, depending upon the grade level of the class.

EXAMPIES

• To get the students motivated, pass out their original research worksheets. Allow them to review their original notes and drawings, which will refresh their memories on the information they learned during the research. This may help the students during their presentations.
• Think of an innovative method of assigning partners, or have the students pair up with a student sitting next to them in class to practice their presentation.

Independent Practice

The slide show presentations make up this independent practice. Encourage students to relax, have fun, and do their best while presenting. The class should be attentive and focus on the presentation. Remind the students of the Golden Rule, “Treat others as you want them to treat you.” Provide structure for the presentations but also allow freedom for the students to express themselves. Remember to be sensitive to students who may be intimidated when speaking in front of the class. Assign a class learning activity based on the presentations.

EXAMPIES

• Instruct students to complete an entry on the Presentation Record (CD Supplement 6J) between each presentation. This will keep the students focused and provide an opportunity for all students to be involved and learn. After each presentation, give the students a few minutes to fill out the Presentation Record, which will allow the next presenter a few minutes to prepare.
• Determine a creative way to call on students to give their presentations, or choose volunteers.
• Invite parents, grandparents, teachers, or administrators to view the class multimedia presentations.
Variations for Younger Students

Younger students will need more guidance and structure when presenting. While considering the abilities and skills in a younger class, think of a way for each student to share his or her information.

EXAMPLES

• Create a class presentation and program the slides to move automatically from one slide to the next. Have the younger students stand or raise their hands when their slide appears in the presentation.

• Direct younger students to read the sentence on the slide from their seats when their slide appears, or have the entire class read the sentence.

Assessment

There are a variety of ways to assess the students during this lesson. Be imaginative when deciding which method to implement. Be sure to inform the students of the assessment method so they will know all that is expected of them. The assessment could be based on their work as well as on their behavior and attitude during the presentations.

EXAMPLES

• Use the Presentation Grading Sheet (CD Supplement 6K) to assess students during and after their presentations.

• Compare Research Worksheet I or Research Worksheet II (CD Supplements 6D and 6E) with the completed slide to make sure that the students used the appropriate information.

• Include student participation during the lesson as well as behavior during the presentations in the grade.

Closure

Conclude this lesson and unit by promoting a sense of accomplishment and achievement for all that the students have learned. The students should feel proud of completing the research, the slide, and finally, the presentation. Each student should have learned something new and experienced a new concept. Take a few minutes to recap by allowing students to share, or choose a different closing activity.

EXAMPLES

• Encourage students to share some of things they liked best about the presentations using the Presentation Record (CD Supplement 6J).

• Have each student draw a star on the Presentation Record (CD Supplement 6J) next to the student’s presentation he or she liked the best, or use another method to vote for the most creative slide. Distribute an award or certificate to the student voted by the class as having the best presentation.
• Hang up a few of the best slides on the Internet Research bulletin board and allow students from other classes to view these slides. Students could look at the slides upon entering or exiting the classroom and discuss the differences.
• Compare the final slides’ similarities and differences with the original research worksheet.

Extension
This activity has probably excited most of the students in the class; many students will want to create more multimedia presentations. Encourage the students to keep practicing their multimedia presentation skills and learn all they can about the multimedia technology that interests them. Take the time to talk to students who show a real gift for graphic design. Think of creative ways to build technology skills using multimedia presentations.

EXAMPLES
• Encourage students to create their own slides on a fun topic, such as family, dogs, the beach, or anything else that interests them. They could do this at home or at a specific time in the computer lab.
• Start a technology club one day a week devoted to multimedia presentations. Students will enjoy creating these presentations and developing new skills.
• If time allows, share various slide shows from other classes.
• Go on a field trip to the zoo or a local bird sanctuary to view and study birds.

Remediation
There may be students in the class who need a little extra assistance during this lesson. Try to notice these students throughout the lesson and help them when needed. Be resourceful and incorporate other students in the class to assist, if possible.

EXAMPLES
• Pair students who need extra assistance with other students during the presentations. Assist students with their presentations, if needed.
• Allow students having difficulties ample time to practice and prepare themselves before presenting.
Accommodation

Be sensitive to students with special needs or disabilities and make modifications to the lesson depending on individual needs. Consider the best ways to modify the lesson to provide the least restrictive environment for these students.

Give students with special needs the opportunity to participate as much as possible throughout this lesson. Be watchful and sensitive to these students and make adjustments to the lesson to include them.

EXAMPLES

- Read the information on the slide during the presentation.
- Do not require students with special needs to complete the assessment sheets and checklists.
- Allow students with disabilities to use the arrow keys to advance the animation if they are unable to click the mouse.
- Do not require students with special needs to present in front of the class.
Author Holly Poteete draws on her experience and inspiration from more than 10 years working in elementary and middle schools across the United States. She also leads technology classes for teachers and parents. Poteete, author of two ISTE books, provides web-based lesson plans that integrate technology with core curriculum standards, many of which have been published by the Georgia Department of Education.

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