



Lesson Plan

Preparing and Making a Presentation

for

All Language Learners

In Grades

Third Through Eighth

Lesson Overview

Grade Level:	3-8
Language Level:	Advanced
Content Category:	Technology
Content Subcategory:	Presentations
Materials Needed:	Internet Access
Technology Tool:	See the Lesson Tools section for this lesson in the Teacher Management Area of the K to 8 technology curriculum
Lesson Summary:	This lesson will discuss guidelines for making a presentation.
Lesson Objectives:	At the end of the lesson, the student will be able to: <ul style="list-style-type: none">• Describe the basic principles for making a presentation• List common mistakes made when making a presentation• List the different types of presentation
Academic Content:	Technology
Technology Skills:	See the following sections of the lesson plan for a detailed list of skills covered in this lesson: <ul style="list-style-type: none">• Standards: NETS - Performance Indicators• Activity Instructions & Rubric

Lesson Plan

Lesson and Student Activity Details:

This is an informational lesson and is to be used in conjunction with the PowerPoint lessons.

Lesson Plan

Extension Activities:

None.

Multiple Intelligences

- Logical/Mathematical

Questions & Answers

Lesson Assessment

Before you begin gathering information for a presentation you will need to know:

Presentation Length

Web site locations

Where your library is located

Who you can interview

Which of the following is NOT a type of presentation?

Persuasive

Argumentative

Informative

Entertaining

What type of presentation is used to change an audience's mind?

Humorous

Entertaining

Persuasive

Informative

Which type of presentation is used for amusement?

Informative

Persuasive

Entertaining

Argumentative

The best type of topic for your presentation is one that:

You know something about

Would be interesting to your audience

All of these

You are interested in

Which of the following is NOT true?

Information from the Internet is always reliable

Questions & Answers

The library is a source of good information
Interviews can be used to gather information
A school library is a good place to gather information

To organize your thoughts, it is good to:

Search the Internet
Make an outline
Use lots of graphics on each page
Proofread your work

Which of the following is NOT part of an outline?

Topic Subject
Introduction
Body
Summary or Conclusion

Another word for a story is:

Pros and Cons
PowerPoint
Narrative
Text

Your presentation font size should be at least:

24 Point
12 Point
15 Point
96 Point

One page of a presentation should contain no more than:

6 Bullet points
8 Graphics
3 Words
6 Paragraphs

Questions & Answers

Interactive Games

Two games are played during this lesson. A Word Search game is played that contains many of the terms used in this lesson.

Dino Drop game is played before the assessment. This game contains many of the questions used in the assessment.

Standards

English Language Arts Standards

(From the National Council of Teachers of English)

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Standards

NETS - Technology Foundation Standards for Students

(From the International Society for Technology in Education)

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

3. Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

5. Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Standards

NETS - Performance Indicators

(From the International Society for Technology in Education)

Grade 3 to Grade 5

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)

Standards

9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Standards

NETS - Performance Indicators

(From the International Society for Technology in Education)

Grade 6 to Grade 8

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)

Standards

10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)