

# ALL ABOUT ME

**Project Description:** Lesson Plan using Corel Presentations

“All About Me” - Students research their interests and hobbies and create an autobiographical slide show to present to the class.

**Subject(s)/Strand(s) Covered:** Language - Writing/Oral and Visual Communication/Technology

**Grade Level:** - 6

**Estimated Time Frame:** 2-3 weeks

**Computer Time Required:** 6 periods (40 minutes each)

**Computer Program(s) Used:** Corel Presentations, Inspirations or Kidspirations (optional)

**Prerequisite skills:** Corel Presentations, Keyboarding, Word Processing, Internet searching, use of a digital camera and/or scanner

<b>NETS COVERED</b>	
	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 behaviours when using information and technology, and discuss consequences of misuse. (2)
✓	4. Use content-specific tools, software, and simulations (eg., 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)
✓	10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems (2, 5, 6)

<b>MINISTRY EXPECTATIONS COVERED</b>		
	<b>Subject/Strand</b>	<b>Expectation</b>
6e1	<b>Writing</b>	<ul style="list-style-type: none"> <li>• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);</li> </ul>
6e2		<ul style="list-style-type: none"> <li>• use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);</li> </ul>
6e17		<ul style="list-style-type: none"> <li>– use a variety of resources (e.g., computer spell check) to confirm spelling of common exceptions to spelling patterns;</li> </ul>
6e21		<ul style="list-style-type: none"> <li>– accurately use appropriate organizers (e.g., table of contents, index);</li> </ul>
6e22		<ul style="list-style-type: none"> <li>- integrate media materials (e.g., computer graphics) into their writing to enhance their message.</li> </ul>
6e49	<b>Oral and Visual Communication</b>	<ul style="list-style-type: none"> <li>• communicate a main idea about a topic and describe a sequence of events;</li> </ul>
6e48		<ul style="list-style-type: none"> <li>• ask and answer questions to obtain and clarify information;</li> </ul>
6e58		<ul style="list-style-type: none"> <li>– speak correctly, observing common grammatical rules such as subject-verb agreement, noun-pronoun agreement, and consistency of verb tense;</li> </ul>
6e63		<ul style="list-style-type: none"> <li>– identify questionable strategies (e.g., exaggerated claims, one-sided presentation of information) presenters use to influence an audience;</li> </ul>

## **Teaching/Learning (Lesson Outline)**

1. Give students the project outline and Technology evaluation rubric. Discuss the evaluation criteria for the assignment. Explain that the project will be marked for content as well as for the use of technology.
2. PRE-WRITING - Brainstorm acceptable categories or sub-topics (i.e. sports, favourite music groups/singers, family, animals, etc.). Students work individually to select sub-topics for their project. Using a pen and paper or a graphic organizer such as Inspirations or Kidspirations, students outline or storyboard for the assignment based on their chosen categories. The outline should include the main ideas to be covered on each slide and the pictures and/or sounds to added to each. Submit the finished outline to the teacher for assessment.
3. Review the basic concepts of the program, Corel Presentations (see skills list at [www.tvdsb.on.ca/charles/nets](http://www.tvdsb.on.ca/charles/nets) - go to software and choose Corel Presentations from the drop-down menu. Click on Skills Checklist).
4. PRE-WRITING - Allow students time to research their interests and gather information and resources such as pictures (from a digital camera, regular pictures to be scanned or pictures from an Internet site), quotes and related Internet sites. Students should use Word Perfect to list the resources being used. Remind students about plagiarism and review note-taking skills.
5. DRAFT WRITING - Allow students computer time to design their slide show with teacher assistance when necessary.
6. REVISION - Discuss self-revision and peer-revision to ensure that students are comfortable with this process. Students work to self-revise their project. When they are finished, they work in teams of two or three to complete peer revision.  
Note: the teacher may wish to view the project at the end of this process and add suggestions for improvement.
7. EDITING - Discuss self-editing and peer-editing as well as the use of Spell-Check and its limitations. Have students work through this process.
8. Use a tracking check list to record the student's progress. Inform students of the project expectations on a daily basis.
9. Students present their shows to the class. You may wish to evaluate the technology aspect of the project during this presentation and have students critique the use of technology and/or the content of the project. Positive techniques in critiquing work should be identified and reinforced.
10. Give students the opportunity to make one last set of revisions based on the response of the teacher and class. If possible, present the projects to parents and other classes.

### **Suggested Extension Activity:**

1. Insert a video, create a web site, add additional graphics and animations or a show on the go from slide show.
2. Present to other classes.

## All About Me: Project Outline

You will produce an autobiographical slide show about yourself choosing at least four of the sub-topics discussed in class. The final project will be presented to the class. Marks will be given for Writing, Oral and Visual Communication and the use of Information Technology.

✓	Component	Date Completed
	PRE-WRITING - project outline (story-board) clearly states the point to be made for each slide and the desired pictures, sounds etc. - outlines at least 10 slides with a minimum of 4 sub-topics (i.e. favourite foods, hobbies, family)	
	Title slide - should be eye-catching and clearly state the title of the project. It should also include the author's name, the date, the subject and the Teacher's name.	
	At least 8 information slides covering four sub-topics. Information should be relevant, well-written and informative. Recommendations: - use a variety of slide types - include a variety of pictures (scanned or from a digital camera, graphics and sounds - take care that the content is not overwhelmed by distracting animations etc - for continuity, use similar transitions, fonts and colours within the show	
	An ending slide entitled About the Author	
	Self-revise and peer revise your work	
	Self-edit and peer edit the project. Use Spell check, but this is not enough.	
	Minimum of 5 points, written in paragraph form or bulleted list form per content slide. This does not include the title slide.	
	Integration of appropriate graphics (minimum of 2 per slide)	
	Use bullets, graphics and graphic animation to enhance the presentation but avoid overdoing the animations.	
	Evidence of research - list of resources kept with Project Outline	
	Integrate sound files. Included should be at least one voice recording and 2 or more sound effects from the sound file or from the Internet. You may choose to record all of your information so that it can be read to the viewer. If so, set the recording to begin on a mouse click so the reader can choose to listen to the recording or not.	
	Oral Presentation - Present the show to the class. Use the show as a tool to enhance your presentation. The speaker should be clear concise and able to answer questions on the topic	

Assessment:

## Project Evaluation - Technology

Mark	Component	Comment
	Project Storyboard or Outline - clearly outlines the necessary information, graphics, transitions, animations etc in a logical format - meets the requirements listed in the project outline	
	Title Slide - includes a title, student name, date and related graphic(s) - is eye catching - clearly expresses the purpose of the project	
	Sub-topic slides (at least 8) - text does not overpopulate the slide - key ideas are included with sufficient point form information - related graphics, videos, sounds are included	
	About the Author slide - scanned or digital camera picture is included - brief detail about the author is interesting	
	Spelling and Grammar	
	Integration of appropriate graphics, sounds, animations etc - all are directly related to the slide on which they reside and do not “take over” the show - a variety of graphics, photos, sounds, videos etc are included	
	Originality - layout of the show is eye-catching and expands beyond the basic structures demonstrated in class	
	Continuity of slide show - Slide transitions, fonts, colours etc follow a pattern and do not distract from the content of the show.	
	Use of a variety of slide types such as title, bulleted list, graphics, text	
	Oral presentation	

## **Suggested Information Technology Report Card Comments:**

### Level 4

Joe Student made full use of presentation software to produce an outstanding multimedia slide show that enhanced their autobiographical Language Arts project. Technology was used to present information in a logical, interesting a creative way.

### Level 3

Joe Student made use of presentation software to produce a very good multimedia slide show that enhanced their autobiographical Language Arts project. Technology was used to present information in a logical and interesting way.

### Level 2

Joe Student is working to use presentation software to produce a multimedia slide show that enhances an oral presentation. Continued efforts to include complete information in a logical sequence is recommended.

### Level 1

Joe Student is beginning to develop skills in using presentation software to present information. Their autobiographical Language Arts project did not include sufficient detail and lacked organization. Continued practice with the software is recommended.

## Rubric for Use of Information Technology

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Technical</b>	-show does not run satisfactorily	-show runs with a few problems	show runs adequately	show runs perfectly with no technical problems
<b>Multimedia Elements (transitions, animated text, graphics, sound)</b>	very few enhancements are present and do not convey the intended message	limited enhancements are evident but do not always convey the intended message	most enhancements are evident and are used appropriately to convey the intended message	all enhancements are evident and contribute significantly to convey the intended message
<b>Content</b>	information is incomplete and contains unfinished elements -sequence of information is not logical	information is incomplete and does not contain all the necessary elements -sequence of information is somewhat logical	information is complete with all necessary elements -sequence of information is logical	information is complete with extra elements -sequence of information is logical and intuitive
<b>Originality</b>	shows no evidence of originality and inventiveness	shows little evidence of originality and inventiveness	shows evidence of originality and inventiveness	shows significant evidence of originality and inventiveness
<b>Oral Presentation</b>	unclear voice and had difficulty capturing audience's attention -does not have grasp of information and can not answer questions	read slides but did not capture audience's attention -is uncomfortable with information and is able to answer only rudimentary questions	clear voice that captures the audience's attention -is at ease with expected answers to all questions but fails to elaborate	clear, enthusiastic voice that captures the audience's attention -demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration