



**How to use...**

**Ask a Tech Teacher™**

**3**

**Presentation Boards**

*In your classroom*

**How to use...**

**3 Presentation  
Boards**

**In your classroom**

***Ask a Tech Teacher™***

## Presentation Boards

Vocabulary	Problem solving	Common Core
<ul style="list-style-type: none"> <li>• 3D</li> <li>• Dialogue box</li> <li>• Doc</li> <li>• Download</li> <li>• Evidence</li> <li>• Fly to</li> <li>• Geek</li> <li>• Help files</li> <li>• Image</li> <li>• Perspective</li> <li>• Placemark</li> <li>• Problem solving</li> <li>• Ruler</li> <li>• SignUp Genius</li> <li>• Wonders of World</li> </ul>	<ul style="list-style-type: none"> <li>• <i>I forgot my notes. (Start; you'll probably remember. Take a deep breath, smile and go!)</i></li> <li>• <i>Can't find Sign Up sheet on internet (look through your notes; ask a classmate)</i></li> <li>• <i>How do I edit a placemark (right click&gt;properties)</i></li> <li>• <i>I can't find the answer (how did you try to find it?)</i></li> <li>• <i>My word isn't in the dictionary (what dictionary did you use?)</i></li> <li>• <i>My word has the wrong definition (dig deeper)</i></li> </ul>	<p>CCSS.ELA-Literacy.CCRA.W.2,4,7-9                      CCSS.ELA-Literacy.CCRA.L.1,2,6                      CCSS.ELA-Literacy.CCRA.SL.3-6                      CCSS.ELA-Literacy.SL.6.1a-d,3-6                      CCSS.ELA-Literacy.W.4.2-4,6,710                      CCSS.ELA-Literacy.W.5.2-4,6-8,10                      CCSS.ELA-Literacy.W.6.2-4,6-10                      CCSS.ELA-Literacy.W.7.2-4,6-10                      CCSS.ELA-Literacy.SL.4.1-6                      CCSS.ELA-Literacy.SL.5.1-67                      CCSS.ELA-Literacy.SL.6.1-6                      CCSS.ELA-Literacy.SL.7.1-6                      CCSS.ELA-Literacy.L.4.1-4,6                      CCSS.ELA-Literacy.L.5.1-4,6                      CCSS.ELA-Literacy.L.6.1-4,6                      CCSS.ELA-Literacy.L.7.1-4,6                      CCSS.Math.Practice.MP1-8                      CCSS.ELA-Literacy.RST.6-8.1,3                      CCSS.ELA-Literacy.WHST.6-8.2,4-10</p>
<p><b><u>Time</u></b> 10 min. (+prep)</p>	<p><b><u>NETS-S Standards</u></b> 2.c, 3.b</p>	<p><b><u>Grade Level</u></b> 4-7</p>

### Essential Question

*Why are short, focused research skills essential to academic success?*

### Overview

**Summary**

Students research topics quickly, finding the right information strategically and effectively, then share results with classmates. Topics include solutions to the most common tech problems, meaning of domain-specific vocabulary, and wonders of the world available through Google Earth. Everyone comes away feeling accomplished and tech savvy.

**Big Ideas**

Conduct short research projects based on focused questions, demonstrating understanding of subject.

**Materials**

Internet, presentation board assessments and materials

**Teacher Preparation**

- Have presentation individuals and dates available online
- This lesson plan can be done in the classroom or tech lab. Consider co-teaching.

- Something happen you weren't prepared for? No worries. Common Core is about critical thinking and problem solving. Show students how you fix the emergency with a positive attitude.

## Steps

**Required skill level: Intro to Google Earth, computer basics, several years of tech classes.**

Before beginning, put backchannel device onto Smartscreen ([Today's Meet](#), [Socrative](#), [Padlet](#), class Twitter account, GAFE form) to track student comments throughout class. Show students how to access it if necessary.

This lesson discusses three presentations:

- 1. Google Earth Board (share a fascinating fact about a Google Earth location)**
- 2. Problem Solving Board (teach classmates how to solve most common tech problems)**
- 3. Speak Like a Geek (teach each other domain-specific tech vocab)**

All three require quick research on focused questions. Remind students these topics are expected to be researched quickly, but effectively, in a nominal amount of time. Despite the short timeframe, students are expected to demonstrate understanding of the subject.

**Can students take as long as they want? No.** The purpose of these is to force students to work quickly, but effectively. This is a skill that will be valuable as they make choices and prioritize obligations throughout life.

Sign up for presentation board via:

- *Google Forms*
- *Google Calendar*
- [Sign-up Genius](#)

Research can be accomplished by scaffolding already-learned materials. This project can be a summative assessment for a unit that has ended or a pre-assessment to determine how much students know before beginning. Wherever students acquire the information, they should assess credibility and accuracy. Provide source credit where necessary.

Overview:

- *Student selects presentation date from online site. At the same time, student selects problem, vocabulary word, Google Earth location to share with classmates.*
- *Student researches answer via Help files, family, friends, internet, or teacher as last resort. Student is encouraged to be inquirer, curious about solutions, creative in finding the means to this end.*
- *Student is prepared on specified date to share knowledge with classmates. Notes allowed.*

### Problem Solving Strategies

- Use Help files
- Try to solve problems before asking for help
- Think logically
- Never say 'can't'
- Apply inductive reasoning
- Break problem into parts
- Distinguish between relevant and irrelevant information
- Draw a diagram
- Guess and check
- Find patterns
- Try, fail, try again
- Use conjecture and evidence
- Use what has worked in past
- Work backwards

- *Student presents in a focused manner with pertinent descriptions, facts, details, examples. Student uses appropriate eye contact, adequate volume, and clear pronunciation. Student adapts speech to audience, context and task.*
- *Student avoids nervous movements (i.e., stuttering, giggling, playing with hair), wasted words like ‘umm’, ‘you know’ that demonstrate nervousness.*
- *Student avoids slang—presentation is a more formal style.*
- *Student takes questions. It is audience responsibility to make sure presenter makes sense. Student attempts to answer even questions outside of what was researched. You as teacher can pitch in when possible.*
- *Student and audience follow speaking and listening guidelines (see [Common Core](#)).*
- *Student summarizes his/her presentation in one of three ways: blog post, Twitter tweet, audio embed into student/class blog or website. Include a picture (screenshot, picture of student presenting taken by a classmate, how-to picture, other). This should be simple, quick, following agreed-upon rules for writing (see Common Core writing Anchor Standards). Use a different tool in each of the three Board presentations (Google Earth, Problem Solving, Speak Like a Geek).*
- *Student is graded on knowledge, presentation, confidence as well as part s/he plays as ‘audience’ in the presentations of classmates.*

\_\_\_\_\_ Entire presentation takes about three minutes. Research may take minutes or hours, depending upon student’s ability to focus on strategic solutions and transfer prior knowledge.

\_\_\_\_\_ Demonstrate a presentation.

### **Google Earth Board**

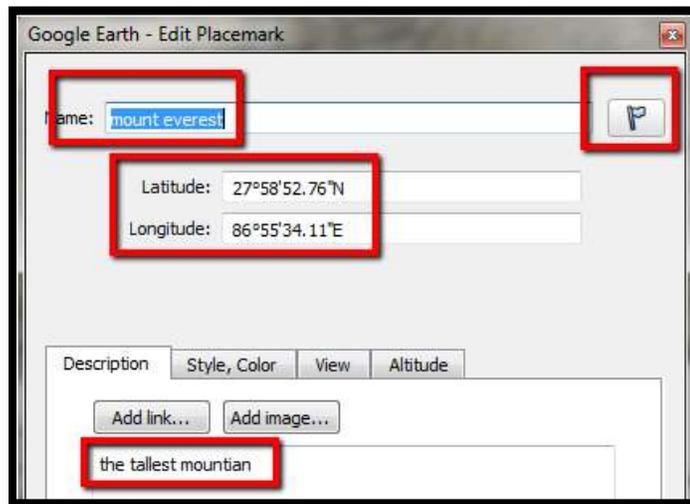
\_\_\_\_\_ Student finds a Google Earth location, refines it (perspective, distance, 3D view, etc.), and shares it on Smartscreen during class presentation.

\_\_\_\_\_ Student researches location and finds one Fascinating Fact about it to share with peer group.

\_\_\_\_\_ Preparation time is limited (see earlier discussion).

\_\_\_\_\_ During presentation, classmates open Google Earth on Smartscreen, find location, and placemark it. In Placemark dialogue box (see *Figure 1*), student adds name of place and Fascinating Fact. Optional: customize placemark by clicking on it (right side icon) and selecting from options or one student uploads themselves).

Figure 1



\_\_\_\_\_ This Placemark (as well as those of classmates) is saved in My Places file folder with student name.

\_\_\_\_\_ Popular Google Earth locations you can use for Presentation Board:

- *Locations students go during class*
- *Locations of student homes or their ancestral homeland*
- *Locations of the setting in their favorite literary book*
- *Locations of historic events—showing these places as they are today*
- *Student choice*

\_\_\_\_\_ For each presentation, student opens Google Earth, finds the location being shared by classmate, and saves as a placemark to personal file folder.

\_\_\_\_\_ At end of class: Remind student to back up their Google Earth file by saving to digital portfolio.

**Balance of Lesson intentionally left out—  
this is a Preview**

# **Other Singles from Structured Learning**

- Bridge Building
- Debate
- Gamification
- Genius Hour
- Google Apps
- Khan Academy
- Note-taking
- Service Learning
- Write an Ebook

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