	Technology And Student Led Transition Meetings: Elementary to Middle School	

Lesson Planning Approach

Some learners perceive their "world" as a whole, where things are interconnected and dependent upon each other. These "integrated" students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as that they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures that do not regard their world as a sum of parts but as a blend of all they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional linear delivery of information, this lesson plan also includes some of the following strategies designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group or team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

This lesson was designed to allow students greater opportunity to participate in their transition meetings between elementary and middle school through technology. The students will create and present a PowerPoint presentation highlighting information they wish to share for a successful middle-school transition. Information to be included, but not limited to:

- ❖ Learning styles
- ❖ Helpful modifications and accommodations
- ❖ Strengths in learning
- ❖ Areas in need of additional support
- ❖ Social information such as friends and enjoyed activities
- ❖ Hobbies
- ❖ Subjects of interest

Lesson Objectives

Project Objectives: When students have completed this lesson, they will be able to…

- ❖ Create a PowerPoint presentation as part of the transition process from elementary school to middle school by completing the following sub objectives:
    - ❖ Create a simple four to five frame PowerPoint presentation using a pre-formatted template
    - ❖ Import photographs and clip art into a presentation
    - ❖ Add sound effects, motion and other customized features into the presentation
    - ❖ Present the PowerPoint slide show to a team composed of the student's parents, current teachers and future middle school teachers.
    - ❖ Highlight important aspects of the presentation

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to …

Reading: Read information from a template
                                Scan for choices
                                Read and locate icons
                                Follow written directions

Writing	Use bulleting to highlight text
	Change style of texts in printed material
	Use spell and grammar checks
Listening and Speaking	Follow verbal directions
	Present information to a group
	Listen to, interpret, and answer queries
Technology	Use the PowerPoint Program
	Use digital imaging to enhance work
Social/Emotional	Use critical thinking to self-evaluate
	Use self-advocacy skills
	Assist in developing goals for future

State/National Standards

Colorado Model Content Standards for Language Arts:
- ❖ Standard 1: Students will read and understand a variety of material.
- ❖ Standard 2: Students will write and speak for a variety of purposes and audiences.
- ❖ Standard 3: Students will write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- ❖ Standard 4: Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.

Colorado Model Content Standards for Access Skills: (Special Education)
- ❖ *Access Skills 3: Self-Advocacy / Self Determination: The process by which a student can access and support to get their needs met within the learning, working and living environment.*

Note: Other content area standards are addressed. The primary focus in this lesson is the language arts standards.

Websites

- ❖ Learning Styles: www.berghuis.co.n2/abiator/lsi/lsitest/
- ❖ Multiple Intelligences: www.ldpride.net/learningstyles.M1htm

Prerequisites

Prior to the teaching of this lesson Students should be able to:
- ❖ Have a basic knowledge of Microsoft Word
- ❖ An understanding of the concept of transitioning
- ❖ Be willing to speak in front of a group of adults knowing that the resource teacher will offer support as needed or requested

Required Materials

- ❖ Interest Inventory
- ❖ List of modifications and accommodations available (sample: see handout 2)
- ❖ Sample Transition Power Point Presentation
- ❖ Butcher paper

Required Equipment/Technology

- ❖ ***Computers equipped with the Power Point program (Office 2000)***
- ❖ Digital Camera
- ❖ Internet access
- ❖ A good clip art bank
- ❖ In Focus or similar machine used to project image on the wall

Handouts

- ❖ Handout 1: Project Checklist
- ❖ Handout 2: Possible Accommodations/Modifications List
- ❖ Handout 3: Outline (or word-web) for Power Point Presentation
- ❖ Handout 4: Checklist for Opening and Creating a Power Point Presentation
- ❖ Handout 5: Performance Assessment for inserting and designing new slides

Part 1: Gathering Information
Preparation

Activity	Instructor Notes
Students discuss the purpose of the transition meeting.	Introduce the concept of transitioning. Discuss why receiving teachers find it beneficial to know about the students they will be working with. Discuss the concept of a learning team composed of students, parents and teachers. Try to gage students' attitudes towards the coming transition to middle school.
Students are introduced to the Power Point program through a sample Transition Power Point developed for this lesson plan.	Run through the sample transition Power Point. Discuss how a student would find the program helpful. Discuss how parents and teachers would find this program helpful. Brainstorm what the students found helpful about the program and what they found distracting.
Students brainstorm what information to include in their Power Point Presentations that may be of benefit for middle school teachers to know.	Encourage all students to respond to the brainstorming activity. Keep the generated list posted for quick reference.

Presentation

Activity	Instructor Notes
Students locate learning styles sites on the net.	Guide students through the internet search. Some students may need additional support in locating the site. www.berghuis.co.n2/abiator/lsi/lsitest/ www.ldpride.net/learningstyles.M1htm
Students complete the inventory and print the results.	Complete the survey on-line and print the results. Remember to be aware of student confidentiality issues such as using full names. Some students may need to have the survey read to them or may need assistance in understanding the questions. This step may need to be completed in a one on one situation.
Students complete a survey of modifications and accommodations that are helpful to them.	Distribute handout 2. Assist students in completing the checklist. Again, be aware of and teach to students individual learning needs.

Performance and Practice:

Activity	Instructor Notes
Students create an outline	Distribute handout 3. Assist students in completing

(or word web) of material to be included in their Power Point presentation.	the outline (or word-web) for the Power Point presentation. Each major topic will be a slide. Refer back to the brainstorming lesson for suggestions of topics for slides. Be sure to include information from both the accommodation modification survey as well as the interest inventory printout.

Part 2: Creating the Power Point Presentation Text
Preparation

Activity	Instructor Notes
Students will use digital cameras to take pictures of each other.	Use the digital camera to take pictures of students. Let them take pictures of each other. Use candid pictures of the students working or interacting with their peers. This helps the viewers of the presentations put the students in context with their learning.
Students will save their pictures to a disc.	Go through the "save as" process to save the image to a disc. This will allow for easy access when completing the presentation.

Presentation

Activity	Instructor Notes
Students access the Power Point Program on the computer.	Use handout 4 to guide the process of getting started with the program. Steps are repeated for each additional slide added to the program.
Students choose a pre-programmed background from the different choices available.	Pre-programmed backgrounds are found under the "Design Template" section when the Power Point program is opened. Show students how they can change the colors of a particular template by going into the format pull down. The colors can be changed under slide color scheme. Kids love to experiment with this step, so allow for extra time. This is also a good time to teach "control z" as a restore option.
Students choose a slide design for the first introductory slide.	Model the procedure for creating a slide. The students choose the title slide as their first slide. This is a good introductory slide to complete as a group because it will be the same general information for all students.
Students complete first slide with their full name and the name they go by at school.	Students type their full name in the title section of the template. They then type the name they wish to be known by at school as a subtitle. Students may use word art to further enhance their slide.
Students import the picture	Students insert their picture into the slide. See

to complete the frame.	handout 4 for steps.

Performance and Practice:

Activity	Instructor Notes
Students create additional slides to correspond with the outlines already developed from previous lessons.	Using handout 4 and their outlines, students continue to create additional slides to complete the presentation. Demonstrate how to choose different layouts for each additional slide. As students move through the presentation, they will become increasingly adept at using the Power Point program. Students may also add word art to enhance their slide.

Part 3: Developing the Presentation
Preparation

Activity	Instructor Notes
Students will watch the prepared presentation (included) and take note of illustrations and special effects.	Replay the Power Point Presentation. Have students take note of illustrations, sound effects, and "motions" included in the presentation.

Presentation

Activity	Instructor Notes
Students will add pictures to their presentations.	Use the first slide (not the title slide) to demonstrate how to insert pictures. Refer to Handout 4 for procedures. Caution students on balance in their frames. Be aware of the tendency to "over use" clip art. Apply pictures to all frames as necessary. For more advanced students, allow them to import appropriate pictures off the internet.
Students will change color schemes of their clip art.	Demonstrate how to change clip art colors using Handout 4 and the first slide (not title slide). Have the students apply the technique to all slides. Allow additional time for experimentation. You may wish to limit color changes to several pictures, as this process can be tedious and time consuming.
Students will add sounds to slides.	Demonstrate how to add sound effects to the slides using handout 4 and the title slide. Have the students apply the technique to all slides. Allow additional time for experimentation. Caution students to avoid using the same sounds over and over.
Students will add motion to slides	Demonstrate how to add motion to the slides using handout 4 and the title slide. Have the students

	apply the technique to all slides. Allow additional time for experimentation.

Performance and Practice

Activity	Instructor Notes
Students add a final slide that "sums up" their presentation.	This activity can serve as a performance assessment (Handout 5). Observe how well the student is able to create a new slide, add information, and customize effects for the slide.

Part 4: The Presentation
Preparation

Activity	Instructor Notes
Students will observe the teacher presenting the sample Power Point presentation.	As students observe, they take note of how the presenter presents the Power Point. Students brainstorm a list of important elements to include. For example: an introduction of themselves, a statement of purpose, a loud speaking voice, good pacing, good eye contact etc. Collect the information on a large sheet of butcher paper for future reference.

Presentation

Activity	Instructor Notes
Students will operate the In Focus to project their Power Point presentation on a screen.	Demonstrate how to operate the In Focus machine. Students take turns running the machine until they are familiar with how it works.
Students will locate and open their presentation in the slide show mode.	Using handout 4, demonstrate how students open and run a slide show presentation. Students then practice with their own presentations.
Students will practice their presentation.	Students practice presenting their presentations to each other. Refer back to the brainstormed list of good presentation observations from the preparation section of part 4. Allow students at this level the option of allowing the teacher complete the presentation for the student if they are uncomfortable speaking in front of a group of adults.

Performance and Practice

Activity	Instructor Notes
Students will present their Power Point presentations	During the transition meeting, allow time for the student to present their presentation. After the

during a transition to middle school meeting.	presentation is completed, leave the first frame with the students picture on the screen. It helps to keep the team focused on the student being considered.

Preparation, Presentation, and Overall Implementation (Instructor)

1. How can I address the particular learning needs of my students?
2. Am I familiar with how to create a Power Point presentation and communicate this knowledge to my students? Keep in mind that we all learn be teaching others.
3. Did I check to see that my Power Point Program has all the features I need for this to be successful?
4. How adept am I at guiding my students to be more aware of their own learning needs?

Performance and Practice (Students)

1. What are areas of strengths, needs and interests of my students that can be addressed through this Power Point presentation?
2. How well prepared and willing are my students to complete their presentations in front of a group of adults?
3. How much support will my student need in completing this project?
4. What are my students time constraints in the completion of this project?

Technology
1. Is the technology able to support such an endeavor?
2. What is the student's comfort level in using the technology?
3. What is the teacher's comfort level in using the technology?
4. What are the "real world" applications for this project?

Transition Project Checklist (Handout 1)

Activity:	Completed:
Part 1: Gathering the Information	
Students will use digital cameras to take pictures of each other.	
Students are introduced to the Power Point program through a sample Transition Power Point developed for this lesson plan.	
Students brainstorm what information to include in their Power Point Presentations that may be of benefit for middle school teachers to know.	
Students locate learning styles sites on the net.	
Students complete the inventory and print the results.	
Students complete a survey of modifications and accommodations that are helpful to them.	
Students create an outline (or word web) of material to be included in their Power Point presentation.	
Students will use digital cameras to take pictures of each other.	
Students will save their pictures to a disc.	
Part 2: Creating the Text	
Students access the Power Point Program on the computer.	
Students choose a pre-programmed background from the different choices available.	
Students choose a slide design for the first introductory slide.	
Students complete first slide with their full name and the name they go by at school.	
Students import the picture to complete the frame.	

Students create additional slides to correspond with the outlines already developed from previous lessons.	
Part 3: Developing the Presentation	
Students will watch the prepared presentation (included) and take note of illustrations and special effects.	
Students will add pictures to their presentations.	
Students will change color schemes of their clip art.	
Students will add sounds to slides.	
Students will add motion to slides.	
Students add a final slide that "sums up" their presentation.	
Part 4: The Presentation	
Students will observe the teacher presenting the sample Power Point presentation.	
Students will practice their presentation.	
Students will present their Power Point presentations during a transition to middle school meeting.	
Students will locate and open their presentation in the slide show mode.	
Students will operate the In Focus to project their Power Point presentation on a screen.	

Modifications and Accommodations (Handout 2)

Content Modifications:

Reading:
- ❏ Use material I can read and understand on my own.
- ❏ Allow someone to read to me (either a peer tutor or a teacher.
- ❏ Shorten the length of the reading assignment.
- ❏ Tape-record material for me to listen to instead of read.

Math:
- ❏ Allow me to use a calculator for some of my math.
- ❏ Shorten the length of the assignment.
- ❏ Let me use counters to solve math problems.
- ❏ Let me work with a peer tutor to complete assignments.

Writing:
- ❏ Shorten the length of the assignment.
- ❏ Note my errors in conventions, but do not grade them.
- ❏ Give me extra time to write during class.
- ❏ Allow a peer tutor to scribe for me.
- ❏ Let me find other ways to show my learning.
- ❏ Allow me to use the word processor for written work.
- ❏ Note my errors on handwriting and spelling, but do not grade.

Other:
- ❏ Let me use study guides.
- ❏ Give me a list of the vocabulary prior to the lesson.
- ❏ Frequently check my understanding of the material.
- ❏ Teach me to use an assignment notebook.

Environmental Modifications:

- ❏ Make sure the room is fairly quiet so I can work.
- ❏ Help me keep away from distracting students.
- ❏ Sit me close to someone who is a good peer model.
- ❏ Let me move to a quiet space if I need to.
- ❏ Let me move around some if I get tired of sitting.
- ❏ Let me sit by myself rather than in the group.

❑ Let me take breaks from the demands of the classroom.
❑ Teach me skills so I can learn to modify my own behavior.

Assessment Modifications:

❑ Let me have extra time to complete tests and quizzes.
❑ Let me take tests without writing down the information.
❑ Let me use my notes for a test.
❑ Let me take a shorter exam.
❑ Let me work on the test at home.
❑ Let me have a sample test on which to practice.

My Responsibilities:

❑ I will let teachers know my learning style.
❑ I will ask for help when I need it.
❑ I will help keep up with my assignment notebook.
❑ I will ask to use the computer when I need to.
❑ I will ask for help from the LSR when I need addition help with assignments
❑ I will move away from other students who are distracting me from my work.
❑ I will ask for alternative assignments when I need to.

Outline for Power Point Slides (Handout 3)

Slide One: Introduction to Presentation

- ❖ Student's full name:

- ❖ Student's common name:

- ❖ Photograph of student:

Slide Two: Student's Areas of Interest (from the inventory)

- ❖ Sports:

- ❖ Hobbies:

- ❖ Activities outside of school:

- ❖ Academic interests:

- ❖ Social Interests:

- ❖ Other:

Slide Three: Student's Areas of Strength

- ❖ Learns best by:

- ❖ Enjoys these school activities:

❖ Academic strength:

❖ Social strengths:

❖ Other:

Slide Four: Student's Areas in need of support

❖ Needs support in learning:

❖ Does not care for these school activities:

❖ Struggles with these subject areas:

❖ Needs support socially with:

❖ Other:

Slide Five: Accommodations and modifications that help the student be successful

❖ Accommodations in the environment

❖ Accommodations in organization

❖ Accommodations/ Modifications in assignments

❖ Accommodations in social areas

❖ What are the best ways teachers can help you learn?

Power Point Checklist (Handout 4)

Activity:	Completed:
To begin program:	
Open Power Point Program.	
Choose "Design Template option. Title slide will appear automatically.	
Type in full name in the title text box.	
Type in nickname and purpose for the presentation in the sub-title text box.	
Optional: Change fonts, size and colors of letters.	
To insert digital image:	
Save image from digital camera to disc or on the desktop if option exists.	
Insert disc into disc drive.	
Select "Insert".	
Select "Picture" option.	
Select "From File".	
Choose location of image, either the desktop or the disc.	
Select the image to be imported. Select OK.	
To Add New Slides:	
Choose "control m" to add a new slide or go to "Insert" and select new slide.	
Select layout for the next slide.	
Add information from the outline for student's areas of interest.	
Continue with the remainder of the slides following the above procedures and the developed outline.	
To Insert Clip Art:	
Select the slide into which the clip art will be added.	
Select "Insert".	
Select "Picture".	
Select "Clip Art".	
Make selection of image. Choose the top icon to import image.	

Power Point Checklist (Handout 4 cont.)

Clip on and drag picture to desired location.	
Resize image by clicking on the image and dragging the arrows to fill the space.	
To Customize Images:	
Select "Slide Show" option from tool bar.	
Choose "Custom Animation".	
Select "Effects" option.	
Select "Entry Effects and Sounds".	
Select "Preview" to see effects as they are added.	
To Present Slide Show:	
Select "Slide Show".	
Select "Slide Transition". Set transition setting.	
Select "View Show".	

	0	1	2	3
Student opens Power Point Program.	Not evident at this time.	Student opens Power Point with continuous support from the teacher.	Student opens Power Point Program with occasional verbal cueing from teacher.	Student opens program independently.
Student chooses a design template.	Not evident at this time.	Student chooses a design template with continuous support from the teacher.	Student chooses a design template with occasional verbal cueing from teacher.	Student chooses a design template independently.
Student inserts a digital image.	Not evident at this time.	Student inserts a digital image with continuous support from the teacher.	Student inserts a visual image with occasional verbal cueing from teacher.	Student inserts a digital image independently.
Student inserts new slide.	Not evident at this time.	Student inserts new slide with continuous support from the teacher.	Student inserts new slide with occasional verbal cueing from teacher.	Student inserts new slide independently.
Student selects layout for the next slide.	Not evident at this time.	Student selects layout for the next slide with continuous support from the teacher.	Student selects layout for the next slide with occasional verbal cueing from teacher.	Student selects layout for the next slide independently.

Performance Assessment (Handout 5 cont)

	0	1	2	3
Student inserts Clip Art.	Not evident at this time.	Student inserts Clip Art with continuous support from the teacher.	Student inserts Clip Art with occasional verbal cueing from teacher.	Student inserts Clip Art independently.
Student resizes image by clicking and dragging.	Not evident at this time.	Student resizes image by clicking and dragging continuous support from the teacher.	Student resizes image by clicking and dragging with occasional verbal cueing from teacher.	Student resizes image by clicking and dragging.
Student customizes images by adding sound effects.	Not evident at this time.	Student customizes images by adding sound effects with continuous support from the teacher.	Student customizes images by adding sound effects with occasional verbal cueing from teacher.	Student customizes images by adding sound effects independently.
Student customizes images by adding visual effects.	Not evident at this time.	Student customizes images by adding visual effects with continuous support from the teacher.	Student customizes images by adding visual effects with occasional verbal cueing from teacher.	Student customizes images by adding visual effects independently.
Student presents Power Point Presentation.	Not evident at this time.	Student presents Power Point Presentation with continuous support from the teacher.	Student presents Power Point Presentation with occasional verbal cueing from teacher.	Student presents Power Point Presentation independently.