

5

Presentations

KEY FEATURES

- ❖ Collaborative presentations
- ❖ Cloud storage
- ❖ Share presentations with teachers, students, and parents
- ❖ Insert image and video
- ❖ Publish presentation to the world
- ❖ Slide transitions and animations

Google Presentations is a powerful presentation maker that is part of Google Apps for Education. Presentations has all of the features users have come to expect with traditional presentation software such as Microsoft PowerPoint and Apple's Keynote. Slide transitions, animations, inserting images, and video are all part of Google Presentations. The difference is in sharing, collaboration, and price. Special features like these will help students and teachers fulfill the requirements of the Common Core State Standards.

Many of the same tools that are used in Documents will be used in Presentations. Sharing, cloud-based storage, and download as other formats are available in the same manner as they were in Documents. For example, each presentation made in Google Presentations is given a unique Web address that when typed into a Web browser can be viewed or edited depending on the share settings. This is great for sharing student presentations. For an example of a collaborative presentation made by students, visit <http://goo.gl/GYqTD> or snap the quick-response (QR) code in Figure 5.1 to view the presentation on your smartphone or tablet.

Figure 5.1 is a QR code. Using a smartphone or tablet QR code reader application follow the link to view the presentation on a mobile device. Common Core State Standards demand students be ready for college and a career. Accessing information with increased mobility will be a necessary skill. Read more about QR codes in Chapter 11.

Figure 5.1 QR Code Student Presentation



COMMON CORE STANDARDS AND PRESENTATIONS

Presentations are key in communication. College- and career-ready students will present information to classmates and coworkers routinely. Preparing students to make high-quality presentations in the early grades will hone in their skills as they progress in school. In the Common Core State Standards, presenting information in clear, concise ways will prepare students for the rigors of communicating to specific audiences. The Common Core State Standards for Speaking and Listening demand that students have an extensive set of skills in presenting information. The standards on page 8 of the English Language Arts Standards

report, “Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.”

Google Presentations meets this requirement by allowing collaborative work and the ability to easily share that information with peers, parents, and teachers. The standards say that it is the responsibility of all teachers to make sure students are able to speak and listen with clarity in their particular content areas. Grades K–5 do not separate the speaking and listening standards into content categories like in Grades 6–12. In Grades 6–12, the speaking and listening standards are broken down to English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

Anchor Standard 5 for Speaking and Listening found in Table 5.1 embodies Google Presentations. For example, students may make visually stunning displays that capture the attention of the audience. Animations and video may be added to presentations as well as representations of data such as graphs, tables, or charts. All of this can be done in collaboration and can be shared with the world through share settings. Google Presentations offer a unique opportunity for students to create, collaborate, and share their work. Presenting about concepts studied is one of the best learning strategies. It provides a forum for students to research the content, summarize the information, display data in the form of charts, tables, or graphs, and create visual representations of content with video and images. Making presentations can teach the student how to organize information, letting it flow seamlessly to the viewer. The Common Core State Standards believe that it is an important skill to become ready for life after high school. The Anchor Standard in Table 5.1 addresses digital media and displays of data when making presentations.

Table 5.1 Anchor Standard 5 for Speaking and Listening

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Consider the standards in Table 5.2. Each one can be directly linked to Google Presentations. In Table 5.2, the fifth-grade example, multimedia and visual displays are explicitly mentioned. Fifth-grade teachers not only must teach their subject, but also must imbed technology by using presentations to meet the standards.

Table 5.2 Fifth-Grade Speaking and Listening Standard SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Table 5.3 Reading Standard for Literacy in Science and Technical Subjects 6–12

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Table 5.3 explores the writing standards for History, Social Studies, Science, and Technical subjects for Grades 6–12. These standards increase with complexity over the years, ending with the creation of living presentations in Grades 11 and 12. Creating living presentations requires students not only to use the Internet to produce and publish writing, but also to update individual or shared projects with feedback from teachers, peers, and professionals in the field. Students are no longer expected to turn in a dead assignment that is meant for only the teacher's eyes. Common Core prepares students to create work that matters and that can contribute to the knowledge base of the topic. Graduating seniors who are college and career ready can use collaborative writing and presenting tools like Google Apps for Education to meet the needs they face in the 21st century and beyond.

Table 5.4 displays writing standards for other subjects. The Common Core State Standards hold all accountable for reading and writing. It is clear that using Google

Table 5.4 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

6–8

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

9–10

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

11–12

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Apps for Education can meet the challenges set forth in the new Common Core State Standards.

Same Great Features

All of the programs in Google Docs, Presentations, Documents, Spreadsheets, Drawings and Forms have the same great features. This chapter will focus on these programs plus Presentation-specific features that make this software ideal for implementing Common Core State Standards.

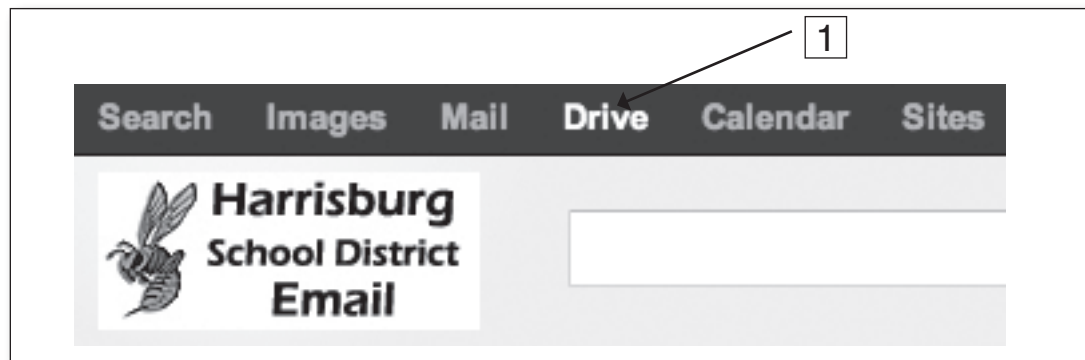
- Sharing
- Collaboration
- Publish to the Web
- Embed
- Every Doc has a unique URL
- All Docs are stored in Google Drive cloud-based storage

Accessing Presentations

All of the Google Docs share a common pathway to be accessed. Follow the steps here to start working with Presentations. When the user is logged into her Google Apps account, Figure 5.2 will be at the top left of the page. Alternatively, the user may type in any Web browser's address bar drive.google.com/a/yourschool.org (replace yourschool.org with your school's domain address) to access the Documents List without going through Gmail. To access Presentations, follow these steps:

1. Click on **Drive** located at the top of the screen as denoted in Figure 5.2 to access the users Documents List.

Figure 5.2 Accessing Drive



2. Click the red **Create** CREATE button on the left-hand side of the page as shown in Figure 5.3 to reveal the drop-down menu displaying all of the Google Docs software.
3. Click **Presentation** to access the presentation editor.

After clicking on Presentations, the next screen will ask the user to choose a theme for the background of the slides. When working collaboratively on presentations, take note that when a theme is chosen, it is applied to all slides. For example, if a group of students is working on a collaborative presentation and each student is responsible for a particular set of slides, then if any of the group members changes or chooses a theme on the shared presentation, it is applied to all slides. Look at Figure 5.4 to see an example of theme choices.

Name the Presentation

The next step in creating a Google Presentation is to give the presentation a name. Students need to be aware that naming Google Docs they create ensures that they can easily retrieve the file. To give a Presentation or any other Google Doc names, follow these steps:

1. Click on the words **Untitled presentation** as shown in Figure 5.5.
2. Type your new title of the presentation in the box in Figure 5.6.
3. Click the box **OK** when finished.

Figure 5.3 Accessing Presentation Editor

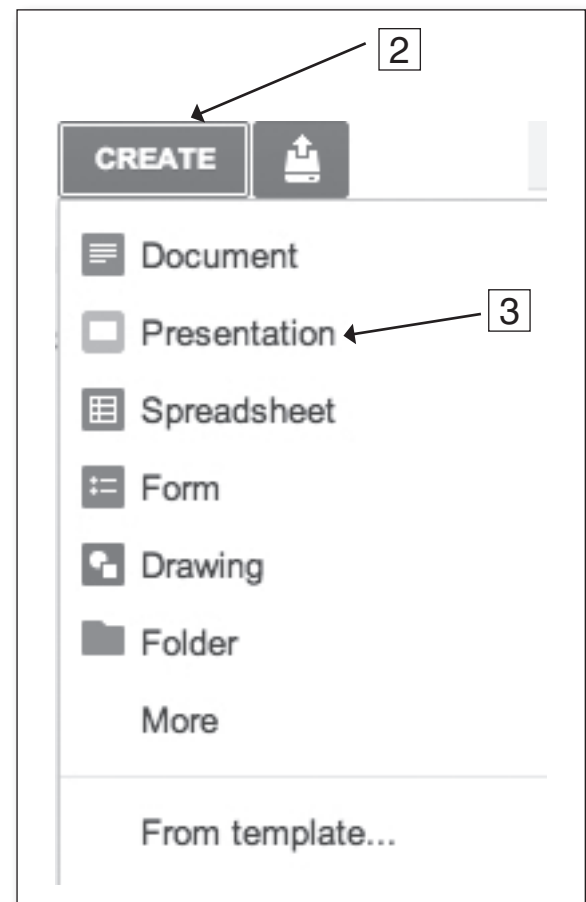
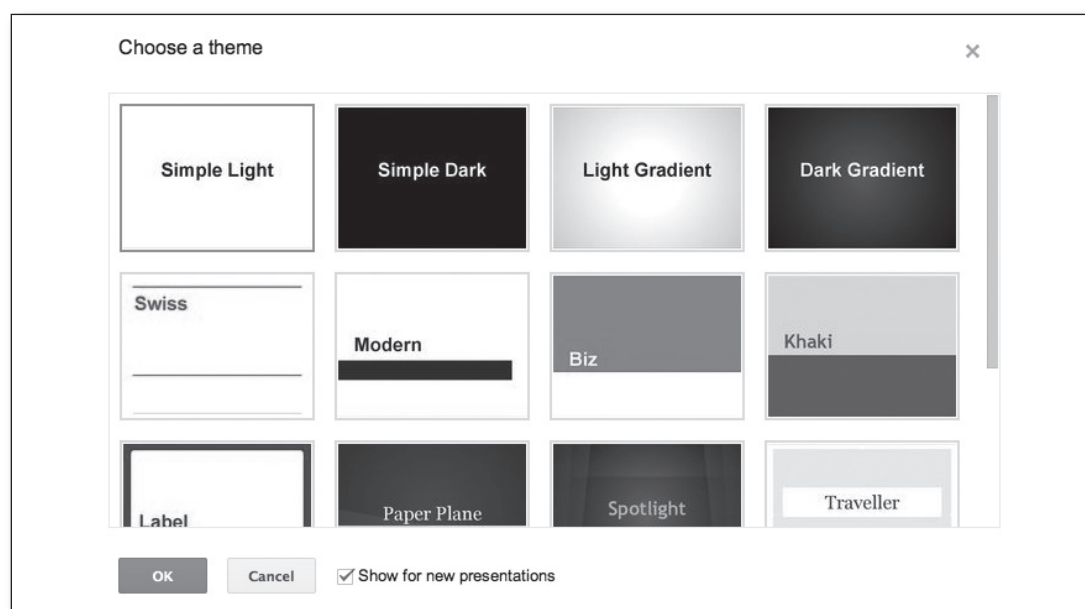


Figure 5.4 Accessing Drive



TECHNOLOGY-INFUSED TEACHING TIP

Instruct students to give names to their work based on a predefined formula. Students will create a massive amount of digital content over their lifetimes, and it will most likely be saved in a cloud storage space like in Google Drive. It is important for students to learn how to manage the content they create. Managing student's quality of work over time could be a valuable part of a student's electronic portfolio. It is imperative that the information be easy for the student to recall years later. Giving the documents searchable names that follow a formula will make it easy. For example, the student Marcy Tolbert will name documents she creates by defining what type of assignment and adding her name (e.g., "Marcy Tolbert History of NASA Presentation"). Teachers should require this or a similar naming convention to be able to search for Marcy's documents for grading, and later in her school career, she can access these documents to see her progress over time. Students need to be aware that organizing their digital life is an important task. Students who are college and career ready realize that digital organization will be a skill that is in demand in the professional world. A recent *Time* magazine article on learning reports that when students are asked questions, they tend not to think of a particular class. Instead, they think of where the nearest device is located to search for the information. Students and adults alike are thinking in terms of search rather than being able to instantly recall the fact. Learning to search the massive amount of digital content that the user produces or others produce is more important than the futile attempt to memorize it.

Figure 5.5 Giving the Presentation a Title

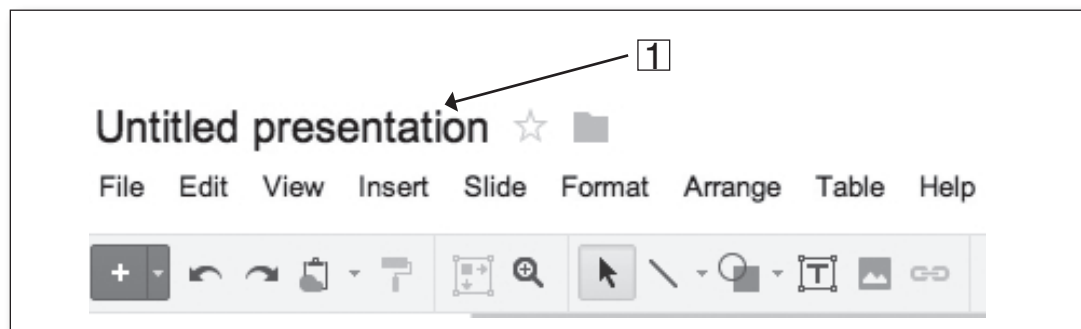
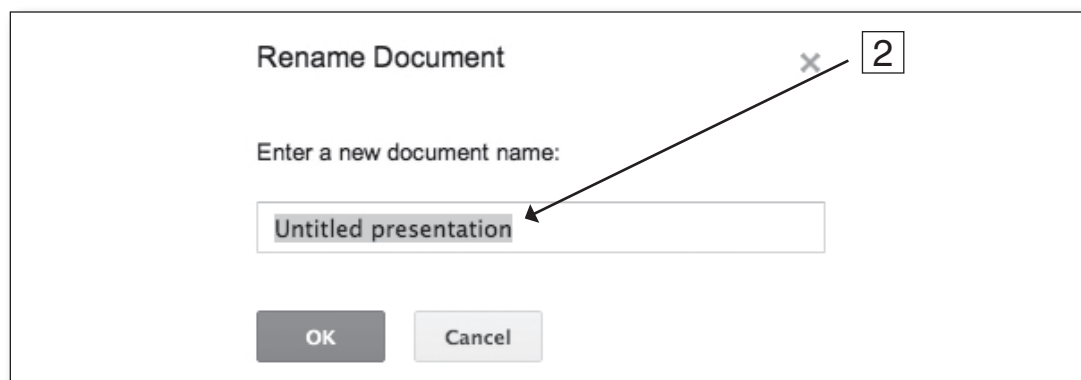


Figure 5.6 Rename the Document



After clicking OK, the file will appear in the user's Drive folder with the appropriate name given to it in the Documents List. Notice the star in Figure 5.5 next to the file name. If the user clicks the star, the document is given special significance and will appear in the starred list in Google Drive. The user could star documents that are important or frequently worked on, making them easier to access. Starring a document is the same as starring an e-mail in Gmail.

Previously Detailed Features

In Chapter 4, many of the same commands were discussed. Please refer back to Chapter 4 to learn how to perform the actions in the following list. This section will focus only on Presentation-specific commands, and some may overlap.

- Share
- New
- Rename
- Make a Copy
- Revision History
- Language
- E-mail Collaborators
- E-mail as Attachment
- Print Options

FILE MENU

The **File** menu is usually the first menu that computer users come into contact with. Most word-processing programs have similar features, but Google Presentations provides some pleasant surprises that other programs can't compete with. Read this section to become familiar with Google's presentation maker.

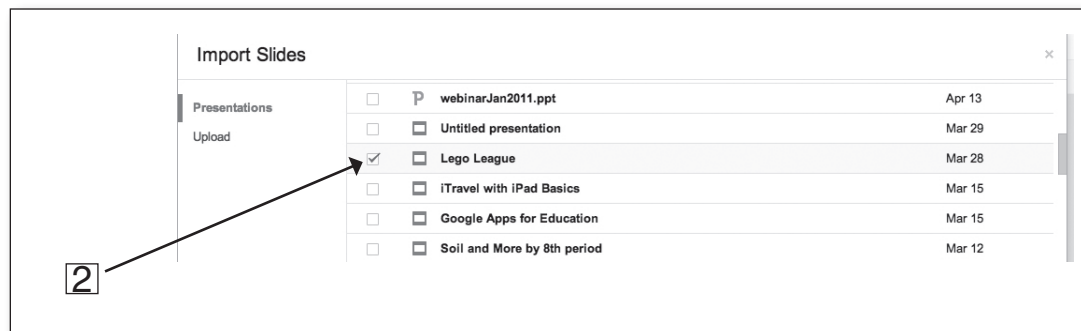
Import Slides

Import slides is a command that will let the user import slides from any Google Presentation and/or Microsoft PowerPoint files that are located on the user's Google Drive or on the computer's hard drive. Google recognizes the ubiquity of Microsoft Office and wants to make using Google Docs an easy and compatible experience. Teachers will find this helpful with the transition to Google Presentations because, just like with Documents, users can upload any file type to store in their cloud storage space, Google Drive. Teachers may have created many PowerPoint presentations in the past that are useful for their classes. To use them, teachers can convert them to Google Presentations or insert specific slides from Google Presentations or Microsoft PowerPoint into Google Presentations. Remember, working with Google Docs allows the user to store and edit work from any computer with Internet access. Students in the new economy of the 21st century will most likely not be required to learn only one piece of software. The Common Core State Standards or the Next Generation Assessment consortia have not endorsed any software as of yet, and there is doubt that they will. It is key for the college- and career-ready student to be able to be adaptive in any software to do the job. That is why Google Docs is so important. It has all of the basic features of the mainstream office packages, but it has

the ability to use the Internet to create, collaborate, and share, plus it is free. If a student can be comfortable with Google Docs' toolbars, then he or she can master any program the testing companies or their future bosses can throw at them.

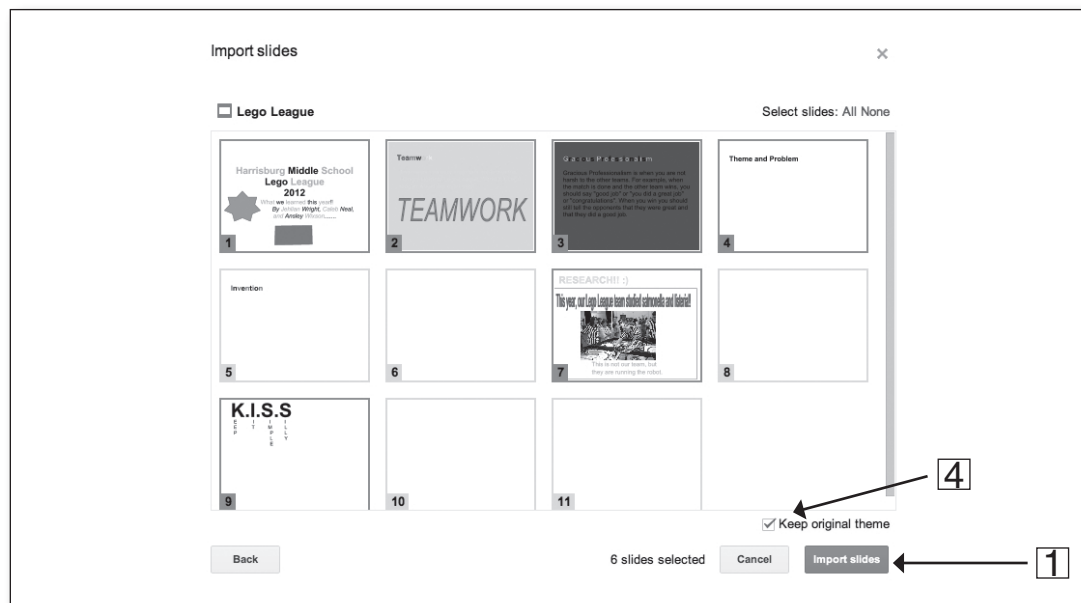
Follow the steps below to import slides from other presentations, including Microsoft PowerPoint, from the user's Google Drive.

Figure 5.7 Importing Slides



1. Click **Import slides** from the **File** menu in the upper right-hand corner of Presentations to reveal the window in Figure 5.7.
2. Select the Google Presentation or the Microsoft PowerPoint presentation that the user wants to import by placing a check mark in the box as in Figure 5.7.
3. Click on which slides to import as shown in Figure 5.8.
 - a. Slides selected will appear highlighted like in Figure 5.8.
4. Select **Keep original theme** to import backdrop, colors, and other features.
5. Click at the bottom of Figure 5.8.

Figure 5.8 Selecting Slides to Import



To upload slides from a presentation that is not in the user's Google Drive, but located on the user's computer, follow these steps:


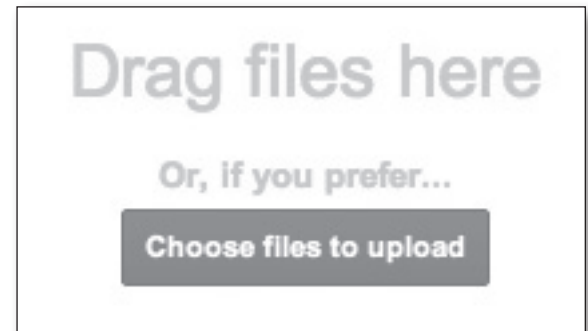
1. Click **Upload** under Presentations as seen in Figure 5.7.
2. Drag Google Presentation or Microsoft PowerPoint files only from your computer into the box to upload them, or press the  button to select files manually from your hard drive to import.

Figure 5.9 Upload Slides From Computer



More Reasons Google Presentations Work

Using Google Docs is perfect in a school setting. Google Docs are device neutral. It doesn't matter if the computer lab has iMacs and the mathematics teachers have PCs, no software has to be purchased, and no programs have to be downloaded. Students can move from device to device without the worry of losing information or not having the right program.

Teachers who want to avoid creating "dead" presentations can convert their existing PowerPoint presentations to Google Presentations or at least start making presentations exclusively in Google Docs. A dead presentation refers to the information being locked into one saved file on one storage device like doing a Microsoft PowerPoint. Revive presentations by converting them into a Google Doc. This gives life to the work because the information is stored in the cloud: the user can edit the information from any computer or share it with anyone in the world. No longer do teachers and students have to be chained to a physical hard drive.

If users don't want to convert documents but still want to share them the Google Docs way, they can upload the file and click share just like sharing a Google Doc. This is another way that Google strives to make it easy on users.

Download As

Download as is the command that lets the user download the Google Presentation as any of the supported file formats. Presentations supports the following file types for download.

- PNG
- JPEG
- SVG
- PPTX
- PDF
- TXT

Students who want to submit presentations as part of a science fair or other public events may be required to have specific formats other than the Google Docs format. Some formats such as PDF are very difficult to edit, unless you have expensive software. This would be ideal for teachers and students who do not want their information changed on the presentation when they share a digital copy with the public.

Publish to the Web

Publish to the Web allows the user to publish the presentation directly to the Web, giving it a unique URL. This option will make the presentation easy to share with anyone with Internet access. Teachers may use this option when presenting to a class; they need only to get the presentation's unique URL and copy and paste it into an e-mail to share the presentation with students. When the user clicks on the link, the presentation will appear in the browser. The URL is long and confusing. Use Google's URL Shortener, <http://goo.gl>, to shorten the link. This makes it easy for the user to share the presentation. This is helpful when the presenter does not have the e-mail of the participants but wants to share the presentation with a group. The participants will type the shortened URL into a browser's address bar to view the presentation.

Another dazzling way to access Google Presentations or any documents created in Google Docs on the Web is through the use of QR codes. QR codes allow the user to access the information on smartphones or tablets without typing in the URL. See QR codes and Google URL Shortener in Chapter 11 for more details.

INSERT MENU

The **Insert** menu gives users many options to make their presentations come alive. Read the next section to become familiar with inserting graphic design elements to make your presentations stand out.

Video

Videos can be uploaded from YouTube into Google Presentations. There is not an upload from hard drive option for videos. Teachers and students could create a YouTube account to upload videos. Some domain administrators allow students and teachers to link their YouTube and Google Apps accounts, allowing them to fully use this feature in presentations. Some districts may not feel that it is in the best interest of their students and faculty to have this option because of inappropriate content. Google owns YouTube, making integration with Google Apps easy. The only problem is that the district domain administrator must allow YouTube for Schools to be turned on in the Google Apps domain. Contact your domain administrator and ask him or her to allow YouTube for Schools. It is understandable that some schools may opt out of giving students access to the YouTube site. Alternatively, there is YouTube for Schools. In this version, all comments and advertisements are taken off the site. If YouTube for Schools is unblocked for students, they can post their own videos into their Google Presentations. If your school has this capability, follow the steps in the following two options to insert existing YouTube videos into presentations.

Option 1: Insert YouTube Video From Search



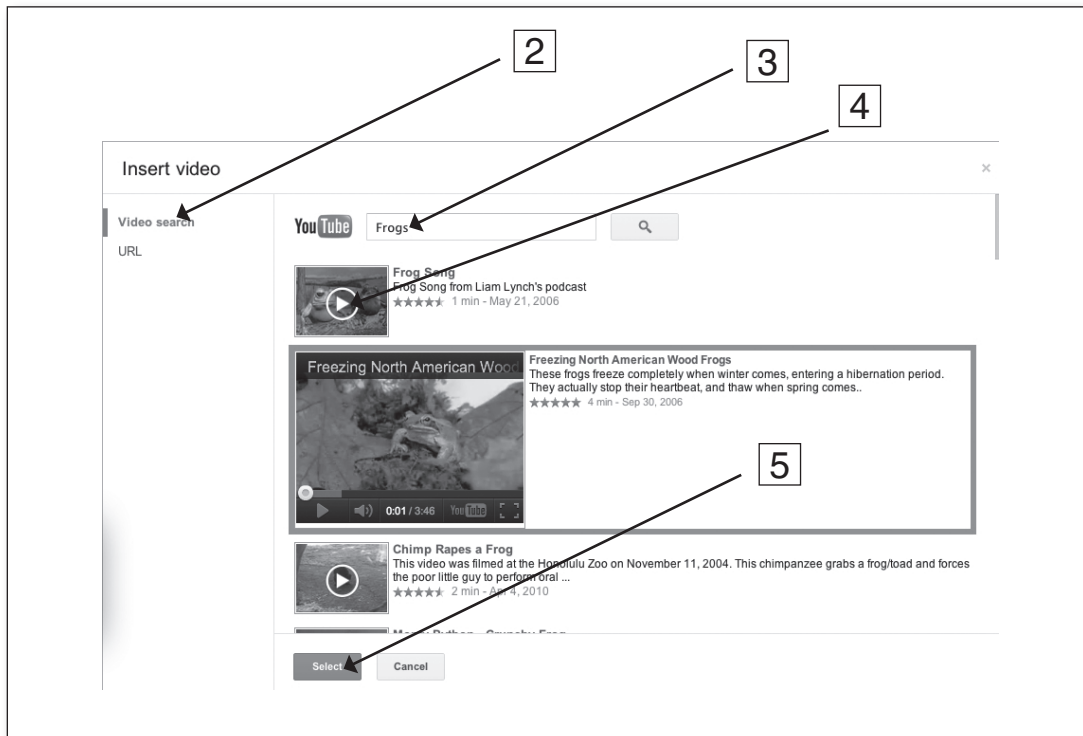
1. Select **Video** from the **Insert** menu in the upper left side of Presentations.
2. Click **Video search** as indicated in Figure 5.10.
3. Enter a search term into the search box.
4. Press the play icon  in the middle of the video thumbnail to preview.
5. Click  to choose that video to be inserted in the presentation.

Figure 5.10 Insert YouTube From Search

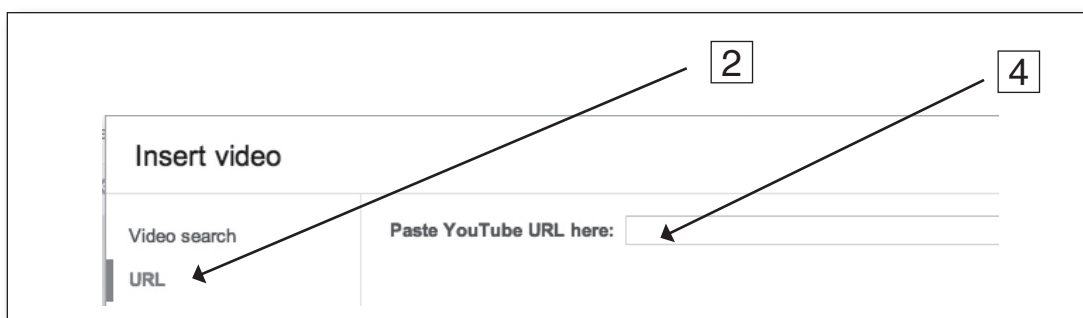


Option II: Insert YouTube Video From URL

Each YouTube video has its own unique URL, exactly like every Google Doc and Google Calendar. To place specific videos into presentations, follow these steps:

1. Select **Video** from the **Insert** menu in the upper left of presentations.
2. Click on the initials **URL** as shown in Figure 5.11.
3. Copy the URL from the YouTube website.
4. Paste the URL into the space provided.
5. Press to insert the video.

Figure 5.11 Insert YouTube Video From URL

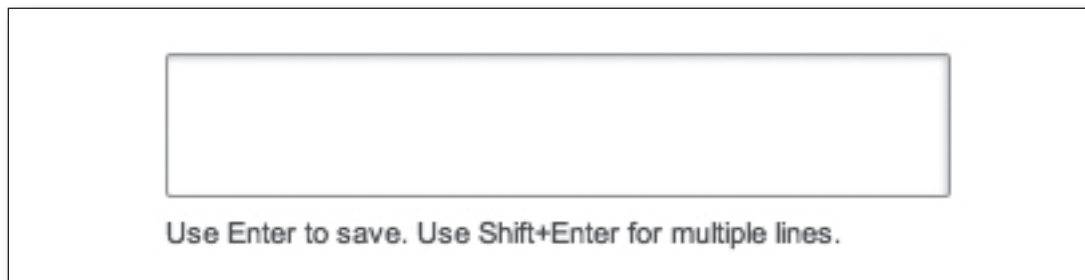


Word Art





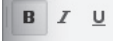
Word art is a way for students and teachers to add creativity to their presentations. To insert Word Art into Presentations, follow these steps:

1. Select **Word Art** from the **Insert** menu in Presentations.
2. Enter text into the Word Art text box as shown in Figure 5.12.
3. Enter multiple lines by holding **Shift+Enter**.
4. Press **Enter** when finished to insert the Word Art.

Figure 5.12 Inserting Word Art



Word Art can be edited for the following designs by selecting the drop-down menu when the Word Art is highlighted on the slide.

- Fill color 
- Line color 
- Line weight 
- Line dash 
- Font Arial | 48
- Bold, italic, underline 

These options allow users to express their unique style. View Google's Demo Slam video at <http://goo.gl/Fvsev> to see what is possible with presentations with respect to Word Art, lines, shapes, and other media.

Animate

Animations are a great way to give life to a presentation. The Common Core State Standards encourage the use of multimedia as detailed in the fifth-grade standard shown in Table 5.5. This Common Core standard pushes students to use multimedia components to enrich concepts being presented. Teaching appropriate style

Table 5.5 Speaking and Listening Standard 5.SL.5

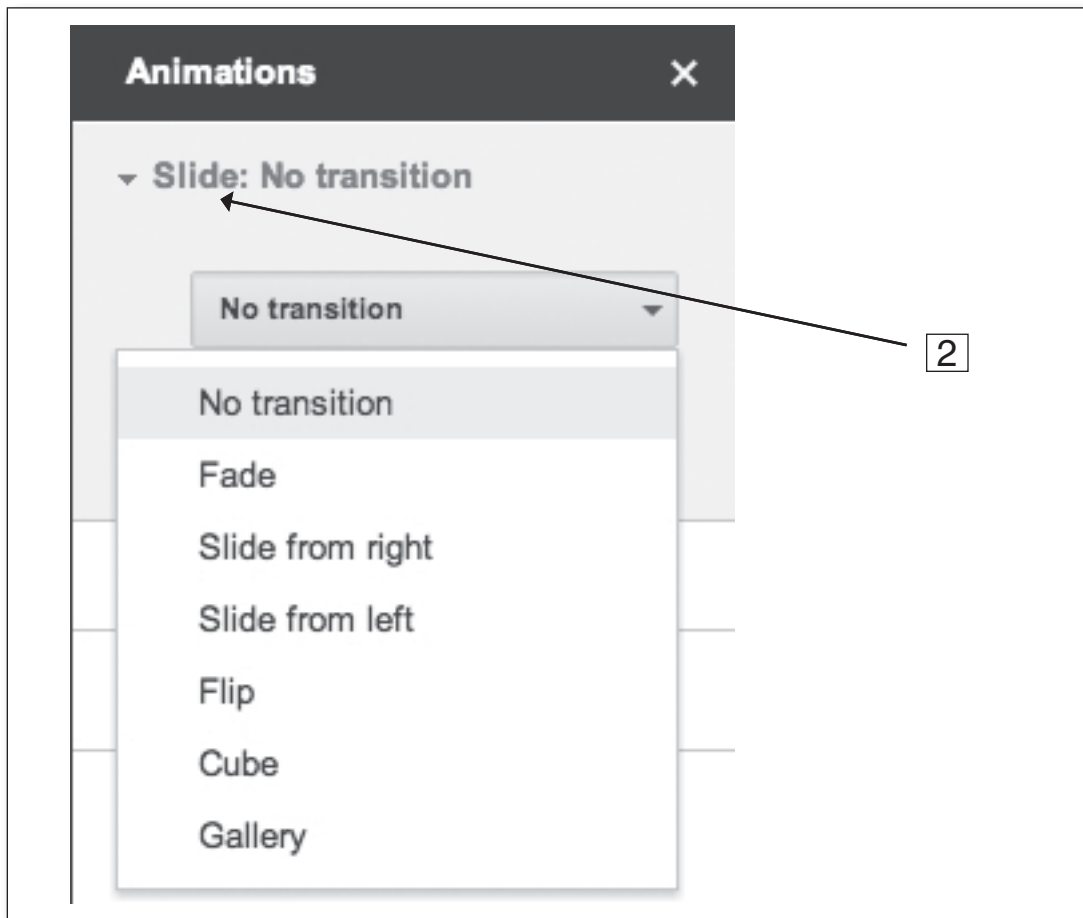
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

is essential for college and career success. Students must recognize audience and present in a style appropriate to the task.

Follow the steps below to add slide transitions in Google Presentations.

1. Select **Animate** from the **Insert** menu in the toolbar of Google Presentations.
2. Select the drop-down arrow next to the word **Slide** as shown in Figure 5.13 to add

Figure 5.13 Adding Slide Animations/Transitions

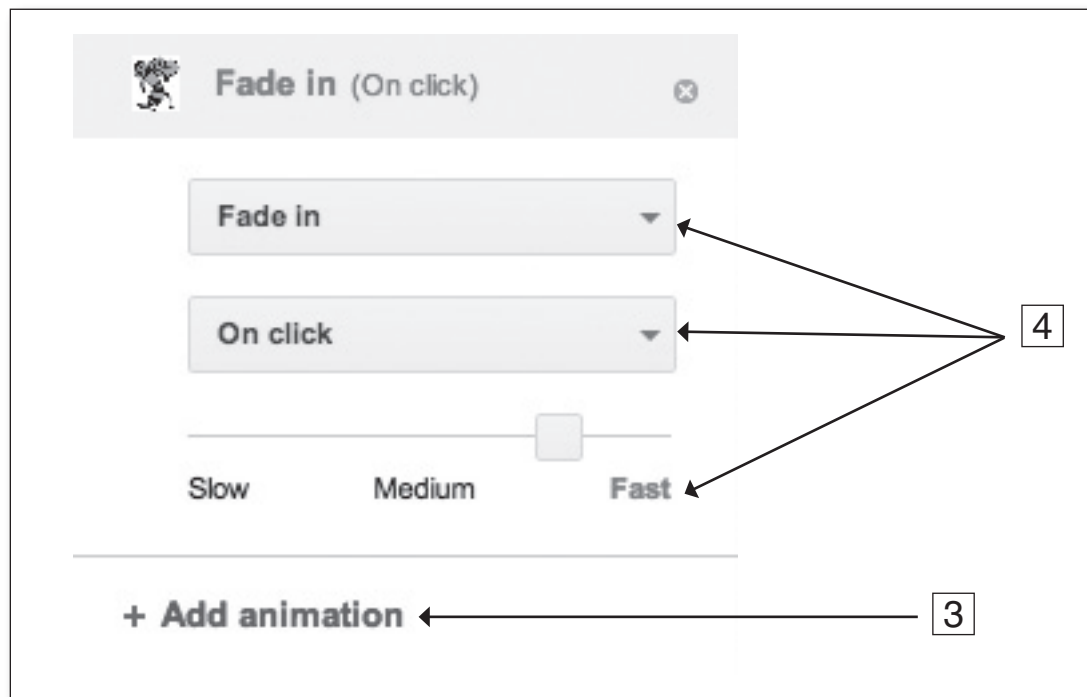


slide transition to the current slide.

3. Choose from the list of animations in Figure 5.13.
To animate a particular object on the slide, follow these steps:
 1. Select **Animate** from the **Insert** menu in the toolbar of Google Presentations.
 2. Select an object to animate on the slide.
 - Graphics
 - Images
 - Word Art
 - Text boxes

3. Click **+Add Animation** to reveal the options located in the drop-down menu in Figure 5.14.
4. Choose which animation style and command to place on the object shown in Figure 5.14.
5. Repeat Steps 2–4 to select additional objects for animation.
6. Select underneath **+Add Animation** to preview animations you have selected.

Figure 5.14 Animate an Object



Line

Inserting lines into presentations is a great way for students to express themselves artistically while exploring geometry concepts. For example, the type of line called Polyline is great for learning shapes and their names in early grades math classes. Polyline is used to make polygons. Common Core State Standards for geometry in the third grade directs students to analyze and create shapes. For example, students could draw polygons on their slides, name them accordingly, and share them with other students. One idea is to create databases of study materials organized in folders stored on the teacher's Google Drive. An example of a database would be slides with explanations and drawings of polygons. These databases could be shared with students when studying a particular shape and its properties. This is a great way to review for a test or send home as a study guide. Once the slideshow is shared with the class, students can access it anywhere they have connection to the Internet. In a perfect world, students would study their materials from their smartphone as they ride home on the school bus. Take this idea one step further by collaborating with other classes or other schools. Since

Common Core is a national initiative, sharing relevant materials with classes all over the country could help.

To insert lines into Presentations, follow these steps:

1. Select **Line** from the **Insert** menu at the top of Presentations to reveal the drop-down menu containing the types of lines that may be inserted as shown in Figure 5.15.
2. Click on which type of line to insert.
3. Edit the line.
4. Highlight the line by clicking on it to reveal the toolbar and drop-down menus that can change:






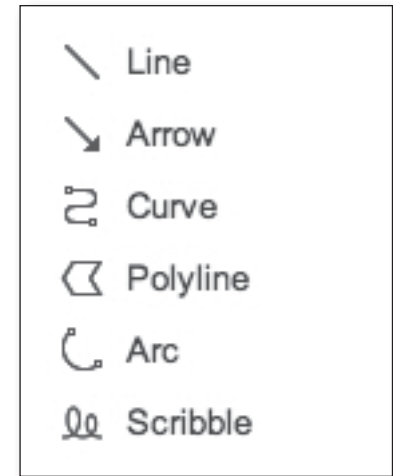
- Fill color 
- Line color 
- Line weight 
- Line dash 
- Arrowheads ; these are placed at the beginning and end of the line to give it direction

Figure 5.15 Types of Lines



LESSON IN FOCUS

Classroom Activity With Lines

Students in third grade must “reason with shapes and their attributes.” This mathematics standard wants students to understand that shapes have similarities and differences. For example, a student learning this standard could make a presentation. The teacher may prepare slides in advance that have the names of shapes on them. Follow the steps laid out here to make the lesson a reality in your classroom.

The teacher will . . .

1. Create a Google Presentation with each slide containing names of various shapes students are studying.
2. Share the premade presentation with the students.

The students will . . .

3. Make a copy of the presentation by selecting **File**, then **Make a copy**.
This step lets the student take ownership of the shared document. Any further edits that the student makes to the document will not appear on the original.
4. Rename the presentation using the naming convention selected by the teacher.
5. Research on the Internet properties of the shapes and their appearance.
6. Use Polyline to draw the shapes, then name them appropriately.
7. Use the Internet to give research information about the shapes to summarize on the slide.
8. Re-share the new presentation with the teacher for scoring.

TECHNOLOGY-INFUSED TEACHING TIP

Writing on slides in the lower grades is important. It may be difficult for a third grader to write in the large white space of a traditional document. Working with slides gives the students a smaller space with a defined area to work in. This is great way to build skills of producing content with technology using the Internet.

TECHNOLOGY-INFUSED TEACHING TIP

Students who are college and career ready will be prepared to write in many different mediums. Documents such as Microsoft Word, Apple's Pages, or Google Documents are not the only way to present formal writing. Websites, blogs, wikis, Twitter, Facebook, and countless other not-yet-invented formats in which people consume information will be important. Promote other formats; students who are versatile will be college and career ready. The standard in Table 5.6 seeks to expand students' ability to read and write in diverse media.

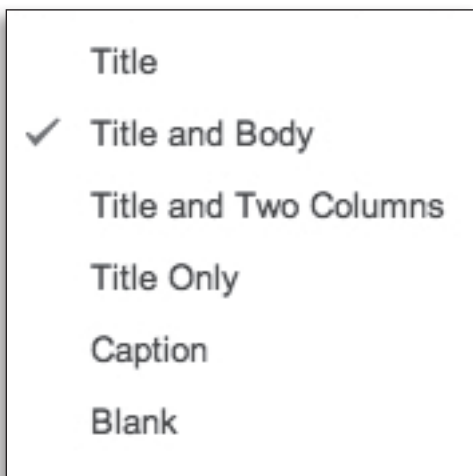
Table 5.6 Integration of Knowledge and Ideas Anchor Standard 7 for Reading


Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

New Slide

To insert a new slide, follow these steps:

Figure 5.16 New Slide Layouts



1. Click the  icon in the left side of Presentations.
2. Click the drop-down arrow next to the red plus sign to select from the slide layouts shown in Figure 5.16.

The slide layouts shown in Figure 5.16 pertain to what type of text and object boxes will appear on the slide for the particular layout. For example, the Title and Body slide will have a text box for the title of the slide and a separate text box for the body of the slide. If the user wants to create his or her own text and object boxes select the **Blank** layout.

Concerns With Collaborative Work in Presentations

When working collaboratively, students need to be aware of which slides they have permission in which to

work. Many times in collaborative presentations, students will be assigned a specific slide number for their contribution. For example, if a student added a slide to the middle of the groups' presentation and every student was assigned a slide number in which to work, then the slide numbers would be changed, causing confusion. If the teacher predefines the slides and does not allow adding slides to the middle of the presentation, then the confusion can be averted. To help avoid the bewilderment, use the chat feature built into every Google Doc. This helps if a small group is working on a presentation project. Users can chat about whatever they need to on the side. This helps collaborators be organized when unexpected changes occur in the making of the presentation. Google Docs chat is automatically turned on even if chat in Gmail is disabled. This is great because the domain administrator would have to disable all of Google Docs features to keep students from collaborating. Learn how to chat in Presentations by reading the next section.

Chat in Google Docs

Chat in Docs is located in the upper right-hand corner of any Google Doc. When others are viewing, the users can chat with each other. This is helpful when working collaboratively. They are able to talk with each other, discussing the presentation and ideas that they have to make it better. Collaboration is one of the key features of the Common Core State Standards. The word *collaboration* is mentioned 39 times in the Mathematics and English language arts standards. Whether the student is working on a math proof in Presentations or using the space to create online notecards to study with a friend, collaboration is at the heart of Google Apps for Education. The chat feature can make this collaboration a reality. To access chat in Google Docs, follow these steps:

1. Click the drop-down arrow denoting how many viewers are collaborating on the document located under the comments and share buttons as shown in Figure 5.17.
 - a. The names of the viewers are located here with a colored box.
 - b. The color box represents their cursor color on the document.
2. Type text in the chat box, then press **Enter**.
 - a. Chat will automatically pop up in the other viewers' windows.

Google Presentations for Research Notecards

Consider this Common Core State Standard in Table 5.7 when planning long-term or short-term writing projects with students.

Presentations can be used in more ways

Figure 5.17 Chat in Docs

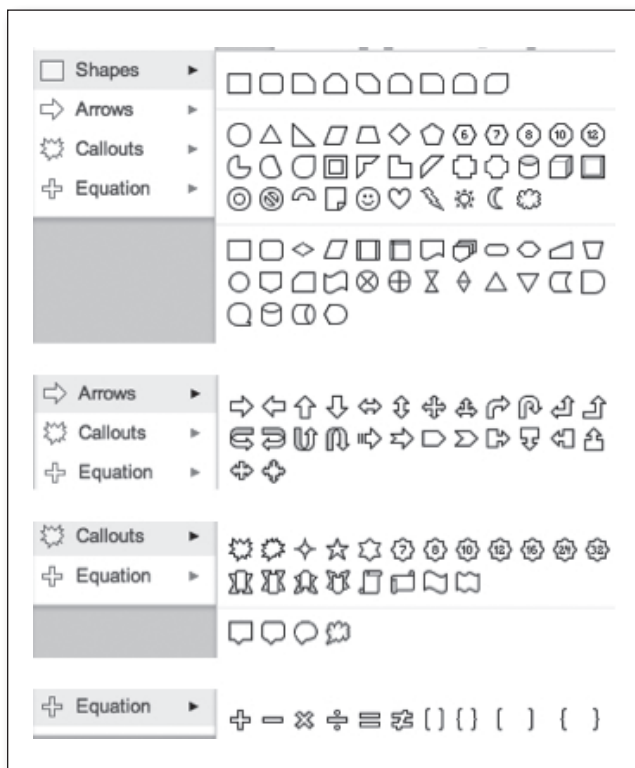


Table 5.7 Anchor Standard 10 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

than a simple performance of conveying knowledge to a formal group of spectators. For example, a student researching information about certain historical figures for a history/social studies research paper would find presentations a useful tool for organization. The student will undoubtedly find many resources in print and digital formats as the Common Core State Standards express routinely. Taking notes on traditional note cards does not pave the way into the 21st century. Using Google Presentations as research notecards is both efficient and convenient. The content created in Presentations is always stored in the cloud and accessed anywhere there is an Internet connection. Students are able to modify their research with their smartphone or home computer. The research will be shared with the teacher so the teacher can give feedback in the form of comments. Comments are used in Documents, Spreadsheets, Presentations, and Drawings as a way for teachers to grade or leave feedback on assignments. Presentations allows the teacher to guide the student in the writing process from research to final draft.

Figure 5.18 Insert Shapes




Other Uses for Presentations

- Flash cards
- Note-taking
- Writing projects for elementary students
- Teacher presentations for content
- Student presentations for content

Shapes

In Presentations, users may insert various shapes, arrows, callouts, and equation elements that enhance the presentation. Look at Figure 5.18 for the full collection of shapes that may be inserted into a presentation. Encourage students to use these transitional elements to make eye-catching flowcharts and graphics. To insert shapes, follow these steps:

1. Select **Shapes** from the **Insert** menu located in the toolbar in Presentations.
2. Hover the mouse over the arrow pointing to the right beside **Shape**  to reveal the objects available for insert as shown in Figure 5.18.
3. Click the object to insert and edit it accordingly.

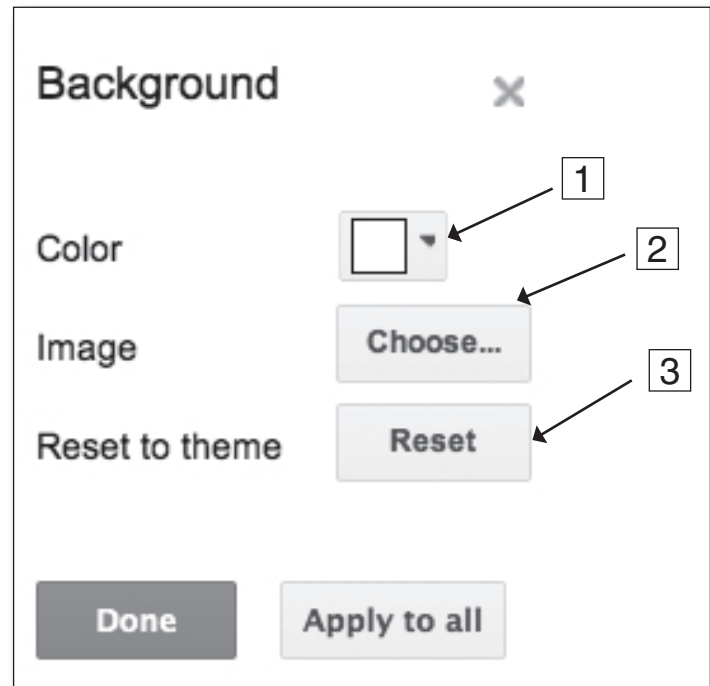
SLIDE MENU

Many of the features in the **Slide** menu are offered in other presentation makers and are self-explanatory. We will learn only about the background option in depth.

Background

Under the **Slide** menu in the toolbar is background. Background is different than theme. The background refers to the color or image on the background of the slide, and it can be applied to all slides or a particular slide. Theme refers to the arrangement of text boxes, titles, and body of the slide. When students are working on collaborative projects, they may change the background color or image to their preference without changing the group's background as a whole. Teach the students to be aware of the **Apply All** button. To change the background, follow these steps:

Figure 5.19 Change Background



1. Select **Background** under the **Slide** menu in the toolbar to reveal Figure 5.19.
2. Click the drop-down arrow next to the box to change the color .
3. Click to select an image from your Google Drive, search the Web, or upload from your hard drive.
4. Click to reset the theme to default.
5. Click **Done** or **Apply to all**.

TECHNOLOGY-INFUSED TEACHING TIP

Changing the layout and theme will affect the entire presentation. When working on collaborative presentations, make sure to seek the advice of the group before applying a new motif to the presentation. Use the convenient chat or comment features to consult group members.

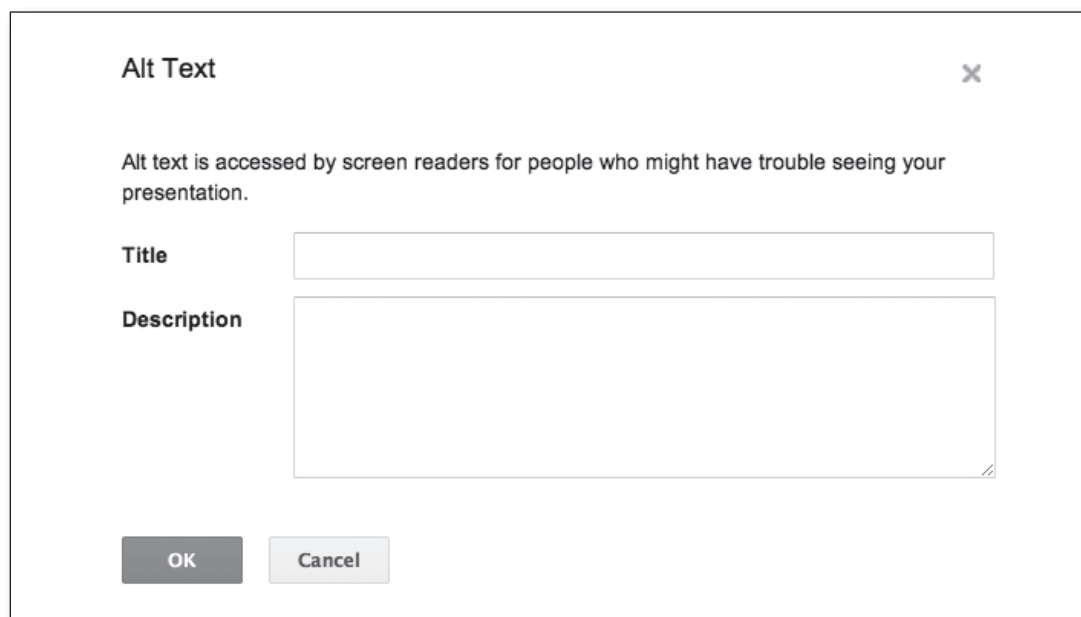
FORMAT MENU

Format refers to the style of text, paragraphs, line spacing, and options like bold, italic, and underline. These are common in most office software. One exception in Google Docs that makes it stand out from other presentation- or document-creating

software is the **Alt Text** utility. This feature will help students with special needs who have difficulty seeing or reading the text on the presentation. Alt Text works with third-party screen-reader software to deliver text to speech for individuals with text deficiencies. Some of these third-party software programs will work with Google Docs to print in Braille. Google Presentations can help everyone learn regardless of their learning or physical disability. If you have access to the screen-reader technology, try it for your students. To access Alt Text, follow these steps:

1. Select a piece of text on the slide.
2. Select **Alt Text** from the **Format** menu in the toolbar.
3. Title and describe the Alt Text as shown in Figure 5.20.

Figure 5.20 Alt Text



The image shows a dialog box titled "Alt Text" with a close button (X) in the top right corner. Below the title, there is a line of text: "Alt text is accessed by screen readers for people who might have trouble seeing your presentation." Underneath this text, there are two input fields: a "Title" field and a "Description" field. The "Description" field is a larger text area with a small cursor icon in the bottom right corner. At the bottom of the dialog box, there are two buttons: "OK" and "Cancel".

Example of Student Work

In this example, students are using presentations to create collaborative slide shows about soil in eighth-grade science class. The teacher, Ms. Jacquie Dubrava, prepared ahead of time a presentation titled "Soil." The presentation she shared had one title page and one individual slide for each student in the class. She shared the presentation with the entire class period easily by using the share settings and selecting the sixth-period group that she had previously created (see Chapter 3: Gmail). In the first slide, Ms. Dubrava gave directions and slide assignments to the students. Students were assigned to create a slide covering an aspect of what they have learned about soil within the unit of study. Students were assigned which topics to cover in their slide. Each student was given a particular slide number in which to work. All students in the class were working on the presentation at the same time.

By the end of the class period, the students had created a full collaborative presentation covering every aspect of soil that they have learned about. Follow the link <http://goo.gl/NJwQ1> to see an example from her seventh-period class.

SUMMARY

Presentations are one more component of Google Apps for Education that will help students and teachers meet the rigor of the Common Core State Standards. The standards addressed in this chapter undoubtedly can be met with the use of presentations. Moving forward, each part of Google Docs will become increasingly familiar. Start to think how you can use these great tools for collaboration in your classroom to exceed the expectations of the Common Core State Standards.

RESOURCE LINK

Lesson Plans

| <i>Grade Level</i> | <i>Lesson Plan Title</i> | <i>Digital copy found at the link. Lesson plans with numbers are in order in the resource section.</i> | |
|--------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------|
| Elementary School | Biomes by Ronna Van Veghel | http://goo.gl/ILJ3V | Online Only |
| Middle School | Peter Pan by Betsy Davis | http://goo.gl/I9XmX | #6 |
| High School | Introduction to the Salem Witch Trials by Heather Eggers | http://goo.gl/wmf7h | #7 |

For additional resources, including lesson plans, videos, and video tutorials, access this link:

- <http://goo.gl/aFR1q>