



1.14: Using a Digital Camera (continues in 1.15)

Prerequisite Skills and Knowledge

- ∞ Students need to be able to open Word, create a new document, and save that document. This is a good lesson to review these functions.

Time Required

- ∞ Mini-lesson and guided practice: 15-20 minutes [Independent practice could last as much as another 30 minutes and is scheduled in the next lesson.)

Materials

- ∞ Digital camera
- ∞ Copy of a short autobiography brought in by each student (writing journal) (3 or 4 sentences.) This could be done in the classroom or as a homework assignment. Plan ahead with the classroom teacher to have this short piece of writing ready to word process when the students come to the lab.
- ∞ Microsoft Word software
- ∞ Several books with author's pictures on the back cover or inside flap.

Intended Learning

- ∞ Students take pictures of each other with a digital camera so they can upload these pictures into a Word document to enhance their writing with a picture of the author.

District Technology Standards Uses Technology Effectively

- ∞ Uses a digital camera to take a photo.
- ∞ Typing matches conventional writing, including capitalization, punctuation and spacing.
- ∞ Uses correct spacing, capitalization, punctuation.
- ∞ Creates a word processing document for a variety of purposes (e.g., report, letter writing, fiction, poetry).

Big Ideas from Literacy Guide - Unit 5 Reading and Writing

- ∞ Use details, photos, pictures, diagrams, and other graphics to enhance information.
- ∞ View themselves as authors and members of a diverse community of readers and writers.

Mini-Lesson

Connection - preparing students' thinking

- Remind students of Mem Fox's website and also the flap "blurb" about the author. Tell the students today they will start to create their own "flap" document about the author they know best, themselves! Make a big deal out of them being authors!

Teaching - Mini Lesson

After students place their writing journals at their seats, have them meet you on the floor in front of a demonstration screen. Explain that they will typing their personal biography from their writer's journal onto a Word document

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and adding their own picture as an author photo. Have students orally walk you through how to open Word and start a writing document. One student can read you a sentence from their autobiography as you type it onto the screen as an example. Ask students to walk you through how to save their document (REFERING TO THEIR HOW TO DOCUMENT, IF NECESSARY). Then explain that while students are word processing, you will be calling two students at a time to take digital pictures of each other (author pictures). Show the camera(s) you will be using and briefly explain where important buttons are found. Emphasize holding the camera still while taking the picture and being respectful of the camera by handling it gently. Model with two students.

Active Engagement - Guided Practice -

Students share with a partner two things they just heard about using the digital camera.

Link Students take their writing journals and begin work on their Word document.

Independent Practice

Teacher

- ∞ Call two students at a time and have them take a picture of each other. You should let them view the picture to see how well it turned out.
- ∞ Upload pictures onto main computer and send them to a folder on each student's desktop. Label the folder 'author photos'

Students

- ∞ Work independently typing autobiography until called aside to take a picture of a classmate.

Sharing/Closure

- ∞ Ask students to share with a partner what they learned today about taking a digital photograph.

Assessment

- ∞ Progress monitoring with this lesson could be for effort.