



1.5: Using Presentation Tools (cont. from 1.4)

Prerequisite Skills and Knowledge

- ∞ Students need to know how to use mouse and follow cursor on screen.
- ∞ Students should have already had a chance to explore TuxPaint in Lesson 5 or at another time. This lesson should NOT be their first contact with the software.

Time Required

- ∞ Mini-lesson and guided practice: 20 minutes - The independent Practice will take another 30 minutes and could be spread into another session, if necessary.

Materials

- ∞ TuxPaint is a perfect tool for creating an illustration about a special small moment. Students can paint it on the computer with no mess, no fuss, but lots of creativity! It is a free download from <http://www.tuxpaint.org> or use Kidpix or any other child friendly drawing software.
- ∞ Students need to bring a “small moment” writing from their classroom, if possible. If not, they will have to be given a chance to think of a small moment in their life to use as the basis of this project.
- ∞ Be prepared with a small moment from your life that you can illustrate quickly

Intended Learning

- ∞ Students create an illustration with details focused on a small moment from their life.

District Technology Standards Uses Technology Effectively

- Keyboarding
 - Typing matches conventional writing, including capitalization, punctuation and spacing.
- Word Processing Skills
 - Typing matches conventional writing, including capitalization, punctuation and spacing.
- Navigation
 - Opens new files.

Big Ideas from Literacy Guide - Unit 2, Reading and Writing

- ∞ Tell, draw, and write personal stories
- ∞ Focus on small moments rather than bed-to-bed stories
- ∞ Add details to pictures

Mini-Lesson

Connection - preparing students' thinking

Ask the students to recall the tools in TuxPaint and how they can be used to create an illustration.

Teaching - Mini Lesson

With students seated on the floor in front of a demonstration screen, model using TuxPaint to create an illustration of a small moment in your life. Ask them to watch and listen closely as you think aloud. Tell them they are to be sure you have used at least 5 tools when you create your illustration. Be sure to model using the text tool to put your name on the page and again to type the Title of the story. “A cover of a book almost always has a title, an author and an illustration” you will remind the students.

Notes

Collaborate with the classroom teacher with this lesson. Perhaps the illustration they create with their name and title could be the front cover of a personal narrative book they are writing in the classroom.

Active Engagement - Guided Practice

After the demonstration ask students to share with a partner what 5 tools they observed you using and what 5 tools they plan to use.

Link

Instruct students to go to their computers and create an illustration with details, a title and an author on their document.

Independent Practice

Teacher

- ∞ Walk around and monitor student progress, helping individuals as necessary.
- ∞ Help students print their document as they finish. Watch for details - don't print until they have used 5 tools, put their name on and a title of some sort.
- ∞ Use a class list or spreadsheet (can be found on Infinite Campus) to progress monitor the standards for future progress reports and intervention needs.

Students

- ∞ Create a book cover or other single page illustration about a small moment story. The document should contain an illustration, a title, and an author.

Sharing/Closure

- ∞ Have students share their document with 3 other people, after you have helped them print it.

Assessment

- ∞ Progress monitor each student on your class list or spreadsheet with a score of 1-4, according to their proficiency during independent practice. Today produces quality work and/or uses technology effectively can be assessed, with a '3' being the student who has created a document with all the essential parts.