



## 1.7: Saving Files (cont. from 1.6)

### Prerequisite Skills and Knowledge

- ∞ Students need to have completed Lesson 6 prior to this lesson. They must have a Kidspiration document already saved on their computer and had at least that one experience of saving a document.

### Time Required

- ∞ Mini-lesson and guided practice: 15-20 minutes

### Materials

- ∞ Kidspiration software and student saved documents from Lesson 6.

### Intended Learning

- ∞ Students use Kidspiration to create a graphic organizer so that they can plan for creating a “how-to” document

### District Technology Standards

- ∞ Navigating
- ∞ Opens new files, navigates to existing files, and saves new work as required.
- ∞ Word Processing Skills
- ∞ Uses correct spacing, capitalization, punctuation.
- ∞ Typing matches conventional writing, including capitalization, punctuation and spacing

### Big Ideas from Literacy Guide - Unit 3, Writing

- ∞ Describe in appropriate sequence and with a few details, steps one must take to make or do a particular thing
- ∞ Use visualizing to plan steps of a how-to text.

### Mini-Lesson

Connection - preparing students' thinking

Remind students they created a document in Kidspiration the last time they were in the lab. Ask if they think it will still be on the computer today - why, how do they know?

Teaching - Mini Lesson

Ask students to tell their elbow partner how to save a document on the computer. Notice that some of the students will struggle with this as they have only done it once in the past. Suggest that the group help you chart the steps for saving a document on the computer. Chart the steps using the students language. Write large, use correct punctuation and spelling so students will have a model for their work.

### Notes

Then, with children seated on the floor in front of a demonstration screen, have students walk you through the steps of how to open a document in Kidspiration. At the Start-up screen, choose open a file, find the saved document from the previous lesson. Once you get to the saved document from the previous lesson, model how to click on a text box that says “How to and type in save a document. Then model how to save the existing document by only pressing save, without changing the name of the document. It will ask you about replacing the previous one with the same name and you must respond by clicking “replace.” This is a tough one for 1<sup>st</sup> Graders, you will have to make a big deal of it!

#### Active Engagement - Guided Practice

Have students discuss with their elbow partners what they would type in the box that says 1 - what is the first step in saving a document? - once they agree on the first sentence, have them share out with the group - then you demonstrate clicking on the box and typing in the sentence - explain about not using the return key - they text will “wrap” and fit in the box when they are finished - remind about spacing (1 space between words) capitalization and periods.

Link Students return to their desks and open Kidspiration and the saved document. Students continue working on typing in the steps for saving a document. Remind them to save their work at the end.

### Independent Practice

#### Teacher

- ∞ Walk around the lab and have students read what they have typed. You may want students who seem stuck to orally explain what the first step in saving a document and encourage them to use the chart you created together earlier in the lesson as a model.
- ∞ You may want a few students to dictate to you as you type to get them started.

#### Students

- ∞ Work on typing the steps for saving a document and then save their work.

### Sharing/Closure

- ∞ Students read their own sentences to a partner.

#### Differentiation:

- ∞ Students who are struggling should focus on the first sentence, sharing it orally with the teacher or writing it on a piece of paper before typing it.
- ∞ Students who excel can reread their sentences and look for correct capitalization and spacing.

### Assessment

- ∞ Progress monitor each student on your class list or spreadsheet with a score of 1-4, according to their proficiency during independent practice. A “3” in effort is earned by a student who is working responsibly and finishes 2 or 3 sentences before saving their work.

