



1.8: Editing and Publishing

Prerequisite Skills and Knowledge

- ∞ Familiarity with Kidspiration
- ∞ Students need to know how to open and save a document
- ∞ Students need a basic understanding of editing and revising, including where to type a capital letter and period.
- ∞ Students need to have completed the graphic organizer from lessons 1.6 and 1.7.

Time Required

- ∞ Mini-lesson and guided practice: 20 minutes

Materials

- ∞ Kidspiration software
- ∞ “How to save” DOCUMENT from lessons 6 and 7.
- ∞ An example document of How to Save - that is missing capital letters and periods.

Intended Learning

- ∞ Students revise their writing by rereading and editing their documents checking for correct capitalization, spacing, and punctuation (focusing on the use of periods) so they can publish a document for future reference.

District Technology Standards Word Processing

- ∞ Edits, revises, and publishes work using a word processor.
- ∞ Typing matches conventional writing, including capitalization, punctuation and spacing

Big Ideas from Literacy Guide - Unit 3, Writing

- ∞ Students share and talk about their writing daily.
- ∞ Revise and edit how-to text.

Mini-Lesson

Connection - preparing students' thinking

Remind students of the graphic organizer document they produced about “How to Save” a document on the computer. Explain that today they will be editing that document like all authors do before they publish their writing.

Teaching - Mini Lesson

With students seated on the floor in front of a demonstration screen, have students describe how to open Kidspiration and the example document. Show how to click on the icon for the word processing document and notice with the students that the document changes how it looks from a graphic

Notes

VIP - This lesson should be done in the word processing function of Kidspiration rather than the graphic organizer function, so 1st show students how to click on the top tool bar the icon of the notecard and the pencil to get to the word processing function. In this function the document will act much more like a word document. Students can capitalize, add periods, etc on one sentence at a time - without having to retype it into Word.

organizer to a word processing document. Ask students to show you (with pointer) where a sentence begins and thus needs a capital letter. Follow this by having students show you where you need a period. You will also need to model where to find the period on the keyboard and may need to review how to type a capital letter.

Active Engagement - Guided Practice

Continue rereading, revising, and editing example sentences until you feel the majority of the class understands. Ask students to tell their partner what else on this document needs to be revised - have a few students share out what they noticed and demonstrate fixing it -

Link Tell students they will be revising and editing their own documents that they have saved. The next time they come to the lab, they will print their documents.

Independent Practice

Teacher

- ∞ Monitor the students' progress and checks off on progress monitoring spreadsheet (see assessment guide from report card below).
- ∞ Ask students to read a sample sentence and explain why they capitalized and typed a period where they did.

Students

- ∞ Work on capitalizing the first word in all sentences and typing a period at the end of each sentence.

Sharing/Closure

- ∞ Students should share with a neighbor something they edited on their document today.

Differentiation:

- ∞ Advanced students could experiment with the styling of text - color, size, font, etc.
- ∞ Struggling students may work in pairs to help each other.

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 Produces quality work represents a student who has 3 appropriate capital letters to begin each sentence and 3 periods to end sentences appropriately.