



1.9: Publish

Prerequisite Skills and Knowledge

- ∞ Students need to have a saved the lesson from Lesson 8 or some other word processing document in order to print and share their writing during this lesson.
- ∞ Students need to know how to open an existing file.

Time Required

- ∞ Mini-lesson and guided practice: 10-15 minutes

Materials

- ∞ Saved word document (from Lesson 8 or other documents created and saved on the computer)
- ∞ Printer

Intended Learning

- ∞ Students print their word processing document so they can share their writing with classmates.

District Technology Standards Word Processing

- ∞ Publish work using a word processor
- ∞ Opens new files, navigates to existing files and saves new work as required.
- ∞ Typing matches conventional writing, including capitalization, punctuation and spacing.
- ∞ Uses correct spacing, capitalization, punctuation.
- ∞ Edits, revises and publishes work using a word processor

Big Ideas from Literacy Guide - Unit 3, Writing

- ∞ Share and talk about their writing daily.
- ∞ View themselves as authors and members of a community of writers
- ∞ Continue to develop strategies for hearing and recording sounds, using known words, leaving spaces between words, and being a spelling risk-taker

Mini-Lesson

Connection - preparing students' thinking

Pose questions to students such as:

- With whom would you like to share your writing?
- How can we share writing that is on the computer?

Notes

Teaching - Mini Lesson

With students seated on the floor in front of a demonstration screen, have them walk you through the steps to opening an existing document (one of the examples listed in materials). Explain that they will be printing their document today so they can share it with others. Model the steps of clicking on 'File', 'Print', 'Print', making sure that only 1 copy will print. Demonstrate how to find your printed material on the lab printer. Remind students that frequently, because of the large quantity of papers being printed, they must be patient for their documents to print. Remind them to not print again, but to ask the teacher if their paper does not print.

Active Engagement - Guided Practice

Have students share with a partner the 3 important steps involved in printing.

Link Students return to their desks to open, finish editing and print their saved document.

Independent Practice

Teacher

- ∞ Circulate in the lab to find students who have finished editing and are ready to print. Instruct students to print a few at a time as they finish editing, so the printer does not become overloaded.
- ∞ Progress monitor students.

Students

- ∞ Edit especially for periods and spacing and capitalization. Print document as directed by teacher.

Sharing/Closure

- ∞ Share papers with classmates in the lab as time allows (or take back to class).

Differentiation:

- ∞ Students who quickly print their first document may use the time to create a new document of their own choice in Kidspiration or Word, or they may help other students edit their documents.
- ∞ Students who are struggling with the editing may get help from a finished student.

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 Uses technology effectively would be student who is able to print out their document.