



## 2.5 Using Kidspiration

### Prerequisite Skills and Knowledge

- ∞ Know how to use Kidspiration
- ∞ Keyboarding
- ∞ Word processing
- ∞ Get a book from the classroom teacher that has been read in the classroom more than once

### Time Required

- ∞ 15-20 minutes to read story
- ∞ 5 minutes for mini lesson

### Materials

- ∞ Fiction story of choice that has a definite beginning, middle, and end
- ∞ Student computers with Kidspiration
- ∞ Story summary template saved on student computers (Story summary template follows this lesson)

### Intended Learning

- ∞ Students retell a story with a simple narrative structure, so they further develop reading comprehension.

### District Technology Standards Uses Technology Effectively

- ∞ Keyboarding
- ∞ Typing matches conventional writing, including capitalization, punctuation and spacing.
- ∞ Word Processing Skills
  - Uses correct spacing, capitalization, and punctuation.
- ∞ Graphic Organization Tools (Kidspiration)
- ∞ Uses a graphic organizer to web and map ideas and writing plans.

### Produces Quality Work

- ∞ Presentation Tools (Kidspiration, PowerPoint, KidPix)
- ∞ Communicates information by using a form of multimedia technology.

### Big Ideas from Literacy Guide - Unit 2 Reading

- ∞ Use sequence of events to retell story with simple narrative structure
- ∞ Answer questions to understand a story
- ∞ Discuss important characters in a story

Mini-Lesson

Notes

**Connection - preparing students' thinking**

- ∞ Remind students how they have summarized stories in class and they have read this particular book in class.

Teaching - Mini Lesson

- ∞ Teacher reviews/explains the different parts of the retelling.
- ∞ Teacher goes through the story and leads students through the process of summarizing the story orally as teacher types in the summary template. Teacher reminds students they will be writing in the peach-colored bubbles-not the gray ones.

Active Engagement - Guided Practice

- ∞ Students are listening attentively to the story.
- ∞ Next they are actively participating with the teacher summarizing the story orally as well as on their computers filling in the summary template.

**Independent Practice**

Teacher-

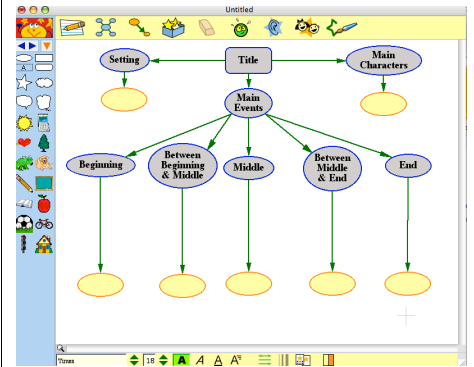
Reads another story and then monitors students working in pairs as they complete the summary template.

Students

- ∞ Listen to the story and then summarize the story while working in pairs. When students are finished, they will need to save and print their final products.

**Sharing/Closure**

- ∞ Pairs can share their summaries with other pairs or to the whole group.



**Assessment**

- ∞ Teacher collects summaries. A “3” for “uses technology effectively” and “produces quality work” would include no spelling, capitalization, or punctuation errors. It would also accurately include all components of the story summary.