



3.13 Publishing our Research (cont. from 3.10)

Prerequisite Skills and Knowledge

- ∞ Students should have basic mouse and typing skills.
- ∞ Lessons 3.10 Research lesson #1, 3.11 Research lesson #2, and 3.12 Research lesson #3
- ∞ Basic printing skills

Time Required

- ∞ Mini-lesson and guided practice: 15 minutes for mini-lesson; 25-30 minutes for guided practice; additional time may be needed to complete the paragraph.

Materials

- ∞ Computer lab, Microsoft Word, LCD projector, Kidspiration
- ∞ Saved research facts from previous lessons. If students worked in pairs for the previous lesson, they will need to continue to do so for this lesson.

Intended Learning

- ∞ Students will export the research facts from Kidspiration into MS Word so they will learn how to format and edit a well-developed paragraph.

District Technology Standards Uses Technology Effectively

- ∞ Word Processing Skills
 - Changes font, text size, alignment; use underline and bold attributes.
 - Writes in paragraph structure.
- ∞ Vocabulary
 - Selecting, bold, underline, italics, align, text size, formatting toolbar/formatting palette

Uses Technology Effectively

- ∞ Word Processing
 - Creates word processing documents for a variety of purposes.
 - Edits and revises work using a word processor.

Big Ideas from Literacy Guide- Unit 6 -Writing

- ∞ Engage readers with strong leads and conclusions
- ∞ Organize and develop facts and details in a way that helps readers learn about topics.
- ∞ Support topics with important facts and interesting details.

Mini-Lesson

Notes

Connection - preparing students' thinking

What are the elements of a well-developed paragraph? (Lead, details, conclusion)

Teaching - Mini Lesson

With students seated in front, explain that today they will be learning how to export research facts in Kidspiration into MS word. They will edit and revise their paragraph to the proper structure. They will also format the paragraph using the following attributes: bold, alignment, text font and size.

Model for students where to locate the saved research facts in Kidspiration and open it. Show students how to change to "Go to Writing." Next show them how to export their document to Word (file>export>word), and then save it desired location. Last, have them quit Kidspiration.

Explain how to locate and open the Word document. Show students how to locate the formatting toolbar (view>toolbars>formatting) or the formatting palette.

Next, show them how to:

- ∞ Move the sentences down so they can add a title and their name, and how to center them
- ∞ Type a lead sentence and a conclusion sentence
- ∞ Select/highlight, drag, and drop sentences into correct order
- ∞ Click in front of each sentence and press delete/backspace to put sentences into one paragraph instead of a sentence on each line
- ∞ Use tab to indent
- ∞ Select/highlight paragraph to change font, size, etc.

Emphasize vocabulary: align center, align right, and align left, bold, underline, font, and text size.

Review how to correct mistakes by using "edit>undo typing."

Students will save and print the paragraph when they are finished.

Active Engagement - Guided Practice

Seated at computers, students will open the saved research facts and then export it into Word. They will format the sentences into a well-developed paragraph.

Link

Students should put the sentences together, add title, name, lead and conclusion sentences, and then format it to produce a well-developed paragraph.

Independent Practice

Teacher

- ∞ Circulate and answer individual questions, progress check for daily participation on class spreadsheet. Assist students as needed. Teacher will collect published paragraphs.

Students

- ∞ Students will open the saved research facts and then export it into Word. They will add a title, their names, a lead and conclusion sentences. They will format the sentences into a well-developed paragraph. When they finish, they will save and then print.

Sharing/Closure

- ∞ Ask students to share their paragraph with a partner. Have 2 or 3 share how they formatted their poems.
- ∞ Ask for any difficulties they encountered. What was easy? What was difficult?

Assessment

- ∞ Progress/Monitor for daily participation using a checklist as you walk around and observe students. Using a rubric with a score of 1-4, a “3” is given for a complete assignment, following the directions given.
- ∞ Teacher will assess published paragraphs. Using a rubric with a score of 1-4, a “3” is a paragraph that includes a title, lead and conclusion sentences, as well as 6 detail fact sentences (2 facts for each source: Nettekter, Ask.com, and Britannica Encyclopedia).