



## K.5: Word Processing, Mouse Skills (cont. from K.4)

### Prerequisite Skills and Knowledge

- ∞ A basic understanding of using the mouse.
- ∞ A basic knowledge of numbers 1-10

### Time Required

- ∞ 10 minutes for the lesson - Independent Practice could be sustained for 20 minutes or more.

### Materials

- ∞ Computers with Internet access. Have a link to the stapleless book interactive resource from Read, Write and Think on the desktop - <http://www.readwritethink.org/materials/stapleless/index.html>
- ∞ The students' graphic organizer from Lesson 4
- ∞ This is a great day for parent volunteers or older student helpers, if possible.

### Intended Learning

- ∞ Students will use a plan to create and publish a number book so they experience themselves as 21<sup>st</sup> century authors.

### District Technology Standards

#### Uses Technology Effectively

- Basic Vocabulary
  - Uses appropriate vocabulary to identify: headphones, **monitor**, **mouse**, **keyboard**, **quit**, **click**, **double-click**, **icon**.
- ∞ Mouse Skills
  - Uses correct hand position on mouse.
  - Uses correct mouse position on table (e.g. cord at correct end.)
- Navigation
  - Opens applications and documents.

#### Standard 2: Produces Quality Work

- Word Processing
  - Publishes work using a word processor.

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

- ∞ Tell, draw and write (as best they can) stories from their families, communities and diverse cultural backgrounds
- ∞ Continue to understand common elements of books across cultures to “make stuff” in Writing Workshop
- ∞ Build oral language and vocabulary

### Mini-Lesson

#### Connection - preparing students' thinking

Remind students about the graphic organizer they created in the previous lesson. Ask them to explain to you why they did that, what was the purpose?

#### Teaching - Mini Lesson

### Notes

Kindergarten classes often have an older class in the building as their “book buddies.” This is a perfect activity for the book buddies to do together. Just remind the older students to keep in

With the students gathered in a group meeting space, ask students to remind you how to be safe on the Internet, because they will be using the Internet today. Then ask them to remind you how to open a link from the desktop. (If you don't get the word "icon" from the students' description - use the word for them.) Demonstrate the process being used today to create their little number book.

- First we say what our book is about - Numbers - demo how to click into the title box and type the word numbers - they should copy it from their plan
- Next we tell that we are the authors of this book by clicking in the second box and typing our name.
- Then we click the orange Next Page indicator at the top of the page.
- Demonstrate how on each page they will choose a page template. They must choose either of the templates that has the picture on it so they have space to put in the objects they planned for on their Graphic Organizer. They can choose either the one with the words on the top and the picture on the bottom or vice versa and they can make a different decision each time, if they wish. After all, they are the authors.
- Once you have clicked on the template, demonstrate how the picture place holder looks and type the number from your plan in the text box. Repeat through several pages. Be sure to give directions for how they know when they are finished (when they have put all the numbers from their plan in to the book.)
- Tell students when they have put all their numbers from their plan into the book, they need to raise their hand for help from you. (You will have to go around, click finished and print to send the books to the printer.)

mind that this project belongs to the Kindergarten students and the Kindergarten students should be running the computer with only very limited assistance from them.

### Active Engagement - Guided Practice

As you are doing this demonstration, stop after EACH step and have the students tell a buddy how to do that step.. (Kindergarten students need this self-talk to help them remember how to complete the task. Do not skip this part.)

### Link

Now students will use what they have learned to create their number book. They should work independently on the computers at this point, if possible. They should be encouraged to talk to each other about what they are doing and to help each other.

### Independent Practice

### Teacher

- ∞ Circulate through the lab, monitoring students' independent work, checking for understanding about the making of the number book and the use of the Interactive tool.
- ∞ Take anecdotal notes or mark on a class list the proficiency of the students at

this task.

**Students**

- ∞ Independently make a number book. They should be using their plan from the previous lesson They should click and type for each page.

**Sharing/Closure**

- ∞ As students get their little book, ask them to draw in the objects they had planned to use in their Kidspiration document. You will have to fold the book for the students.

**Assessment**

- ∞ This lesson can be used for the Body Of Evidence of “Uses Technology Effectively” for the Kdg. Progress Report. Record a “3” if the student is able to get to the website and create the little book from his/her plan.