

Connections to Literacy Guide: Unit 3	Computer Vocabulary, Word Processing, Navigation	Grade K
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K.7: Word Processing, Navigation of Desktop

<p style="text-align: center;">Prerequisite Skills and Knowledge</p> <ul style="list-style-type: none"> ∞ A basic understanding of using a mouse <p style="text-align: center;">Time Required</p> <ul style="list-style-type: none"> ∞ 10 minutes for the mini lesson - most of the project is completed as a guided practice - this will take about 20 more minutes. If you do not have 30 consecutive minutes, the project can be easily divided between steps - Kindergarten students will need adult help to save the document. <p style="text-align: center;">Materials</p> <ul style="list-style-type: none"> ∞ Computers with Kidspiration installed and available as an icon on the desktop ∞ Each child's first and last name on an individual paper for use by those who need it ∞ This is a great day to have parent volunteers in the lab (if available) or student helpers from grade 3 or above. If volunteers or helpers are not available just know that you will have to take this lesson slowly and deliberately. <p style="text-align: center;">Intended Learning</p> <ul style="list-style-type: none"> ∞ Students practice keyboarding and mouse navigation skills as they create personal stationary so they have motivation to write often. 	<p style="text-align: center;">District Technology Standards</p> <p style="text-align: center;">Uses Technology Effectively</p> <ul style="list-style-type: none"> ▪ Basic Vocabulary <ul style="list-style-type: none"> ▪ Uses appropriate vocabulary to identify: headphones, monitor, mouse, keyboard, quit, click, double-click, icon. ∞ Mouse Skills <ul style="list-style-type: none"> ∞ Uses correct hand position on mouse. ∞ Uses correct mouse position on table (e.g. cord at correct end.) ▪ Navigation <ul style="list-style-type: none"> ▪ Opens applications and documents. ▪ Word Processing <ul style="list-style-type: none"> ▪ Publishes work using a word processor. <p style="text-align: center;">Big Ideas from Literacy Guide - Unit 3 Reading and Writing</p> <ul style="list-style-type: none"> ∞ View themselves and perform as authors in a diverse and respectful community of writers ∞ Tell, draw, and write (as best they can) stories from their families, communities, and diverse cultural backgrounds.
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<p style="text-align: center;">Mini-Lesson</p> <p>Connection - preparing students' thinking</p> <p>Remind students that one of the things they are learning to do in Kindergarten is become readers and writers. Comment on how their teacher has shared with you what great writers they are becoming. Today they will all create something special for them to use when they write something particularly important - personal stationary.</p> <p>Teaching - Mini Lesson With the students gathered in a group meeting</p>	<p style="text-align: center;">Notes</p> <p>Encouraging Kindergarten students to think of themselves as writers is one of the biggest tasks of the educator of young children. They must view themselves as writers before they will begin to take the risk of writing. This project gives Kindergarten students tangible evidence that they are writers</p>
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space, begin by discussing the vocabulary “personal stationary” - help them understand that it is very special paper that shows their name and a few other special things about them. Writers use this kind of stationary when they are writing something special like a letter to their Dad or a special story for their Mom

- Demonstrate how to open Kidspiration using the icon on the desktop. (be certain to use the vocabulary you are teaching in Kindergarten (monitor, mouse, icon, click, double-click, keyboard) -
- Show them how to click on the picture icon on the splash screen
- Show students a completed version of “personal stationary” that you made (or the sample with this lesson) Discuss what you know about the person by looking at his stationary
- Explain to students that today they will all work step by step together to produce their own personal stationary.

as they produce their very own personal stationary. It can be used anytime throughout the year. However around Valentine’s Day when there is much talk about writing letters and special thoughts to special people is particularly meaningful. It is very important that when the project is complete you print out at least one copy (preferably 5 copies) for them to use for some special writing. Consider making them multiple (black and white copies) on the copy machine.

Active Engagement - Guided Practice

Ask students to tell a partner what color they want to use for their name on their stationary and one thing that they especially like that they will add to their personal stationary (soccer, cats, ice cream, etc.)

Link

Students will go to their computers, find the Kidspiration icon, open the application and choose “picture” on the splash screen and then wait to work through the project as a guided lesson.

Guided Practice

Teacher

- ∞ Circulate through the lab, monitoring students’ independent work, getting the application open to a picture document. When everyone is ready begin the step by step process: 1) students type their first name (and last if you are doing this second semester) in the center “main idea” area. 2) students select a size for their name by using the size arrow on the bottom tool bar - suggest they use a really big number 3) students select the background color for their name box by clicking on the current color in the bottom tool box and making a choice of their liking - they can do the same thing for the line color and the text color. 4) students click on the super grouper icon on the top tool bar (the box with the stars in it) select the rectangle, choose a background color and stretch it out to be a wide rectangle. 5) students drag the name box up into the grouper box.

Students

- ∞ Students follow directions in this step by step process. Encourage students to help each other, if they have problems. Move slowly and have the students check and help their neighbor before moving on to the next step.

Sharing/Closure

- ∞ Ask students to share their document on the screen with the person on each

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side of them, as the adults/helpers/teachers etc. save each for further work the next time.

Assessment	
<ul style="list-style-type: none"> ∞ 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 end up with a saved document with his/her name and a super grouper box. 	