

Connections to Literacy Guide: Unit 3	Computer Vocabulary, Word Processing, Navigation	Grade K
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K.8 Word Processing, Navigation of Desktop (cont. from K.7)

<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 - and another 10 minutes or more for the Independent practice time <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 ∞ Saved documents from K.7 ∞ Another good day to have volunteers or student helpers in the lab, but not as necessary as in the previous lesson <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.
<p style="text-align: center;">Mini-Lesson</p> <p>Connection - preparing students' thinking</p> <p>Remind students of the personal stationary they started making the last lesson. Ask them to share what they might do with personal stationary.</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</p>

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Teaching - Mini Lesson With the students gathered in a group meeting space, begin by reminding students how to find the saved document on the desktop, double click and open it to begin working.

- Demonstrate how to scroll through the stamps to find ones that show something you really like-
- Show them how to click and drag the sticker they want onto the grouper box - remind them not to cover up their names
- 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 to put stickers on their personal stationary

Active Engagement - Guided Practice

Ask students to tell a partner how to find the sticker they want and how to put it on their stationary.

Link

Students will go to their computers, find the document saved from last time on the desktop and continue creating their stationary with stamps.

Guided Practice

Teacher

- ∞ Circulate through the lab, monitoring students’ independent work, opening the saved document. Assist students who are struggling with the opening of the document. Encourage students to help each other.
- ∞ Remind students they are to choose stickers that represent things they really like. Help anyone who is having trouble with click and drag - make note for future instruction.

Students

- ∞ Students open the document and follow the instructions from the mini lesson to place a few stickers in their grouper box. Encourage students to help each other and to talk about what stickers they have found that represent something they like.

Sharing/Closure

- ∞ As students are finishing, send their document to the printer. Encourage them to share their stationary with their elbow partner.

themselves as writers before they will begin to take the risk of writing. This project gives Kindergarten students tangible evidence that they are writers 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.

Assessment		
∞ This lesson can be used for the Body Of Evidence of “Uses Technology		

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Effectively” for the Kdg. Progress Report. Record a “3” if the student is able to end up with personal stationery that includes his/her name and a few things that he/she likes stamped in the grouper box.	
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