

INTRODUCTION TO BOOK CREATOR

Course Name: Library

Time Frame (in minutes): 25

Unit/Theme: Research and Nonfiction Writing

Grade Level: 2nd Grade

CONTENT AND SKILLS
Learning Objectives: <ul style="list-style-type: none"> Students will be able to create a new book in Book Creator Students will be able to add text to pages in their book Students will be able to navigate between pages of their book
Essential Questions (optional): <ul style="list-style-type: none"> How can I create a book to share my new knowledge?
Students I can statements . . . <ul style="list-style-type: none"> I can make a new book in Book Creator. I can add a text box to my book. I can type words and sentences in a text box.
How will you meet the needs of SWD and ENL students? <ul style="list-style-type: none"> Voice to text - Book Creator has a voice to text function, so students who have difficulty typing can use that to dictate their words.
Content Standards List all standards and how learners will meet the standard
<ul style="list-style-type: none"> Empire State Information Fluency Continuum:1.1 - Product and Presentation: Uses emergent writing and drawing to express facts and simple answers to questions ESIFC: 1.1 - Product and Presentation: Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and /or written language) ESIFC: 3.3 - Safe and Ethical Use of Technology: Creates and uses effective username that protects private information ESIFC: 3.3 - Safe and Ethical Use of Technology: Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology
NYS Computer Science and Digital Fluency Standards List all standards
<ul style="list-style-type: none"> 2-3.IC.4 - Identify public and private digital spaces 2-3.IC.6 - Identify and discuss factors that make a computing device or software application easier or more difficult to use 2-3.CT.8 - Identify steps within a task that should only be carried out under certain precise conditions 2-3.CT.9 - Identify and debug errors within an algorithm or program that

includes sequencing or repetition

- 2-3.CY.3 - Identify why someone might choose to share an account, app access, or devices
- 2-3.DL.4 - Use a variety of digital tools and resources to create digital artifacts

NYS SEL BENCHMARKS -

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- 1A.1a - Recognize and name their basic emotions, where they feel them in their bodies, and describe situations that may evoke these emotions.
- 1A.1b - Identify their emotions and make choices to support their well-being, including simple self regulation techniques such as belly breathing).
- 2B.1b - Express respectful curiosity about the history and lived experiences of others

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

Introduction -

- *Discuss:* We are finished with our research and are ready to create our own digital books! Today will focus on logging in to Book Creator, joining our classroom library, and adding text to our book.

Direct Instruction - Teacher will demonstrate how to access Book Creator and log in with their username/password.

- Open Book Creator
- Teach learners how to log in with Google
 - Click Sign in with Google
 - Click on email IF it appears, type email on from login card if it doesn't - Emails SHOULD appear, but occasionally do not
 - Type in password from login card
 - *Discuss:* Usernames and passwords are private and are not to be shared with friends - Only trusted adults at school and at home. After the initial setup, their login will be saved on their personal iPad **(2-3.IC.4, 2-3.CY.3, 2-3.IC.6)**.

Independent Practice - Learners will follow the steps modeled by the teacher to login to Book Creator, and can put their iPad on the desk screen down to indicate that they are ready for the next step **(2-3.DL.4)**.

Direct Instruction - Teacher will demonstrate how to join a classroom using the code on the board.

- Discuss the need for a password protected online classroom -
 - Allows the teacher to see their work
 - Allows them to keep their work private from classmates until they are ready to share it
 - Keeps our work and information safe from strangers
- If a learner has used Book Creator before -
 - Click the "sandwich"
 - Click "Join a New Library"

- Type in the code on the board
- If a learner has not used Book Creator before -
 - Type in the code on the board

Independent Practice - Learners will follow the steps modeled by the teacher to join the Book Creator library, and can put their iPad on the desk screen down to indicate that they are ready for the next step **(2-3.DL.4)**.

Direct Instruction - Teacher will demonstrate how to create a new book in Book Creator and select a layout.

- Click "+ New book"
 - *Discuss:* Any time you want to add something new in the program, you click the plus button. This is easy to remember because of math class (
- Select landscape format, as it looks best when printed.

Independent Practice - Learners will follow the steps modeled by the teacher to create a new book in landscape layout, and can put their iPad on the desk screen down to indicate that they are ready for the next step.

Direct Instruction - Teacher will demonstrate how to add a text box in Book Creator.

- Book Creator only has 2 main buttons - + (for adding new) and i (inspector - for changing what you already have)
 - *Discuss:* This is a good program to start digital writing with, as there are only 2 buttons to use! It is also easy to change or delete things when mistakes are made **(2-3.IC.6)**.
- Click "+"
- Click "Text"
- Type their name in the text box, as the author of the book
- Click "Done"
- Repeat this process with the title of their book
 - *Discuss:* Advantages/disadvantages of one text box versus multiple - Font size/style/color, location on page. Title is usually at the top of the cover and is bigger, the author's name is usually at the bottom, so we need separate text boxes.
- *Discuss:* Common errors and how to fix them **(2-3.CT.9)**
 - Adding a text box by mistake or on the wrong page
 - Changing an existing text box once you clicked "done"

Independent Practice - Learners will follow the steps modeled by the teacher to create 2 text boxes on the cover of their book. When they are finished, they can close their iPad and move on to book exchange time **(2-3.CT.8, 2-3.CT.9)**.

Assessment:

- Teacher can check books either over the shoulder or in the digital library to make sure each student has two boxes with the appropriate information in them.

BACKGROUND OR PRIOR KNOWLEDGE

- Graphic organizer with notes: Prior classes had been spent conducting research on a person of their choice

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- Student iPads
- Login cards
- [Graphic organizers](#)
- Smartboard