

LESSON PLAN

Subject: Information Processing 10

Materials/Aids Required: Functions Assignment Answer Key, Teacher Notes, Functions Assignment, Microsoft Word Functions Handout

Unit	Module 8: Introductory Word Processing and Formatting
Topic	Word Processing Functions
Content	8.1 - Identify and demonstrate the use of a variety of word processing functions that may be used in word processing personal documents.

<p>Objectives:</p> <ol style="list-style-type: none"> 1. Given an assignment involving the basic functions of word, SWBAT apply the functions of Microsoft Word to achieve a mark of 8/8 on the assignment. 2. After experimenting with the different methods to execute word processing functions, SWBAT state which method they like best based on their own opinion. 	<p>Evaluation:</p> <ol style="list-style-type: none"> 1. Students will finish the given assignment and a mark will be distributed as explain on the answer key. 2. Students will state which method they like best and give the reason why. They will receive a mark for stating why they chose that method and which method it was.
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<p>CELS: TL</p>	<p>Evidence In Lesson: - students will work with technology to enhance their everyday use with the technology.</p>
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Pre Requisite Learning: Module 2. Use of a keyboard. Knowledge of writing style and page layouts will be useful. Some experience with Microsoft Word. Keyboarding skills.
 Prep For Lesson: Have the paragraph you will make changes to saved to the master drive on your computer.

Presentation	Classroom Management/Notes
<p>Bell Work: (2 mins) Try to imagine what word processing would be like without computers. Imagine having only typewriters to word process.</p>	<p>- make sure students are logged on to their computers</p>
<p>Set: (5 mins) Ask the students to think about how they would feel about word processing if they had to use a typewriter instead of the software today to write? Tell the students that they will be looking at the different functions Microsoft word has. Let them know that they will be discovering how and when to use the functions. The importance of the functions</p>	<p>- Use the teacher notes to facilitate this and provide background knowledge.</p>

<p>should also be discussed – used to format papers, can make something esthetically pleasing.</p>	
<p>Development: (40 mins)</p> <ol style="list-style-type: none"> 1. Ask students to open up Microsoft Word by double clicking on the Microsoft Word item on the desktop. 2. Tell students that you will be demonstrating some important functions of Microsoft Word and that they will watch first and then experience it themselves. 3. Begin by telling students that there are 3 different ways to go about using most functions. The three different ways to go about using the functions are menus, the toolbar and the keyboard. Some methods may be more efficient than others and deciding which method to use most is a personal preference. Students can be asked to list some menu names and toolbar pictures. 4. Demonstrate and explain how to use the functions following the directions on Microsoft Words Functions Sheet. You will be editing the paragraph attached that will already be saved on your computer. Go through each function step by step to show where the buttons or menus are located. Give students 30 seconds to try each function once you are done explaining. 5. Once all the functions have been demonstrated, hand out the assignment and the Microsoft Word Functions handout. This is when students will get to try the different functions on their own. The assignment involves writing and editing a paragraph using the given functions. 6. Give the students 20 minutes to work on the assignment. They can refer to their functions handout as a resource. When students are finished the assignment, they should print it out. If they finish early, have them practice them experiment with the functions some more for practice. 	<ul style="list-style-type: none"> - As you explain this, have students follow on their own computer screen as to where the toolbar and menus are located. - tell students to follow on the screen and ask any questions that they may have, tell them to interrupt in a respectful way if they do not understand - circulate the room while students are working, remind them of good keyboarding techniques and answer questions - When students print off the assignment, ensure there is no “hanging out” by the printer. - encourage student participation and

<p>7. After 20 minutes, call the attention to the front of the class. Ask students which method they liked best and why? Ask them which they think is the most efficient method.</p> <p>8. Bring the discussion to a close and ask if students think that editing with Word is easier than what it sounded like with a typewriter?</p>	<p>allow students to feel comfortable by accepting their answers and being supportive</p>
<p>Closure: (3 mins) Remind students that there are different ways to use each function. Tell them they will be learning more functions tomorrow. Some of the functions they will be learning are spell check, the help menu, and using numbers or bullets. All of the functions that they learn will be used in the future for creating word documents. Have students hand in their assignment on the way out.</p>	<p>- keyboard, toolbar, menu</p>
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"> - Have students work in groups to research and learn about the functions and create a presentation to teach the class how to use that function. 	

Target for Professional Growth – Explicit Learning

Please answer the following questions. State yes or no and provide information such as when I said it and what was said or done.

1. Did I set the stage for learning by providing why this information is useful and some background information on the subject? Yes____ No____
Provide an explanation.

2. Did I provide a clear explanation of how to use each function? Yes___ No ___
State which ones I explained that students needed clarification on and how I explained them.

3. Was 30 seconds long enough for the students to try use the functions themselves?
Yes___ No___ How did students react after the 30 seconds? Were they panicked and asking for more time? Explain how they acted.

4. Did I provide students with opportunities to use the functions? Yes____ No____
How did I provide these opportunities?

Teachers Notes – 8.1 Word Processing Functions

Set – typewriter functions

Mention that to underline, you had to type the word and then go back and hold the underscore key. Making corrections wasn't easy, you had to use white out or the correction key which place a white ribbon over the mistakes. There was no spell checker, and to make copies before there was a photo copier you had to place carbon paper between the 2 pieces of paper. There were no bold or italics keys, to bold font you had to retype over the word. There was no choice in font and the only the colors red or black.

Paragraph to Manipulate

Today we are learning about functions of Microsoft Word. These functions can enhance your word processing documents. The proper use of these functions can help make your editing easier. Some of the functions we will be learning today are how to manipulate the font size and style, how to align items, and how to bold, underline or italicize words.

Functions of Microsoft Word

Selecting Text

1. CLICK and DRAG the mouse over the selected text.
2. DOUBLE CLICK in the middle of a WORD to select it.
3. TRIPLE CLICK on a PARAGRAPH to select.
4. CTRL and CLICK in the middle of a SENTENCE to select.

Changing Font

1. Select text to change then click on FORMAT, FONT. Then choose font, font style or size from the given lists
2. Select text to change, then click on the arrow beside TIMES NEW ROMAN in the tool bar. Choose the font to change it to. To change the size, click on the arrow beside the number and choose new size.

Bolding

- Select text to bold then

1. Choose FORMAT, FONT. Then choose bold from the font style list.
2. Click on the B icon on the tool bar.
3. CTRL + B on the keyboard

Underlining

- Select the text that you wish to underline

1. FORMAT, FONT. Select the arrow under the UNDERLINE STYLE MENU and select the style.
2. Click on U on the tool bar.
3. CTRL + U keyboard press.

Italicize

- Select text to italicize

1. FORMAT, FONT. Then choose italics from the font style list.
2. Click the *I* icon
3. CTRL + I on keyboard

Alignment

- Click on the text to align.

1. Click FORMAT, PARAGRAPH. The INDENTS AND SPACING menu should be open. Under the GENERAL section there is an ALIGNMENT MENU, select the arrow to choose where you want to align.
2. Choose the Left, Right, Center or Justification icons from the tool bar. (Located beside the B / U).

Copy Text

- Select the text that you wish to copy.
 1. RIGHT CLICK the mouse and select COPY.
 2. Click on the COPY icon.
 3. CTRL + C on the keyboard.

Move/Paste Text

- Place the cursor where you want to move the text to.
 1. RIGHT CLICK, select PASTE
 2. Click on PASTE icon
 3. CTRL + V on keyboard

Functions Assignment

Information Processing 10

Date:

Complete the following on a word processing document.

1. Key the following sentences onto the document.

Hello, my name is (your name). I am taking Information Processing 10 and I am in grade (your grade). My favorite color is (your favorite color). I am (your age) years old. I like to (your hobbies) in my spare time.

2. Using the menu method, change the font of the first sentence. /1
3. using the tool bar method, change the font size of the second sentence. /1
4. Bold the grade that you are in using the keyboard. /1
5. Underline your favorite color using the menu method. /1
6. Using the tool bar, italicize the Information Processing 10. /1
7. Use the menu method to align the paragraph to the center. /1
8. At the end of the last sentence key the enter key twice. Copy and paste the first sentence below the first paragraph using the method of your choice. /1
9. Use the tool bar to align the new paragraph to the right. /1
10. Save the file as Functions Assignment
11. Print a copy of the assignment and hand it in.

12. After using the different methods to use functions, which do you prefer to use? Why? Write this on the bottom of your printed sheet and hand this in.

Functions Assignment Answer Key

Hello, my name is Ashley Dejaegher. **I am in *Information Processing 10* and I am in grade 10.** My favorite color is blue. I am 15 years old. I like to play hockey and travel in my spare time.

Hello, my name is Ashley Dejaegher.

Mark Distribution

- 1 – Different font for the first sentence
- 1 - Second sentence is smaller or larger than the rest
- 1 – Bold grade
- 1- Underlined color
- 1- Italicized information processing 10
- 1 – First paragraph is aligned in the center
- 1 – First sentence is copied and pasted 2 spaces below the first paragraph
- 1 – Second paragraph is aligned right

Strategy Name: Demonstration

Explanation of Strategy

Demonstrations are used help to introduce or present new concepts or topics, show students how to perform tasks, how to use equipment, or how to approach an assignment or project. They also help breakdown the skill into easy steps or stages.¹ Teachers should state what they are going to demonstrate and its purpose. Demonstrations should be given clearly and all students should be following along.

Why This Strategy Works

This gives students a chance to see how each step of a process or set of skills is done. By breaking the process down into smaller pieces, it allows students to build on previous information. It also helps because they get to watch the demonstration and then do the steps on their own.

Business Education Content that Could be Taught Using this Strategy

Information Processing - 7.5 Apply the principles of ergonomics and time management by demonstrating their use in information processing activities and other daily activities.

- you can demonstrate how ergonomics are important in the office or classroom

Information Processing - 2.1 To recognize and demonstrate the elements of good touch keyboarding technique.

- each aspect of proper keyboarding techniques can be demonstrated by you

¹ Regina Public Schools and Saskatchewan Learning, (2003). *Demonstrations*, Best Practices: Instructional Strategies and Techniques. Online. http://www.saskschools.ca/curr_content/bestpractice/demo/index.html