

Basic Word Processing Skills

ISTE Standard: Creative Communicator (6a) - Students choose the appropriate platforms and tools to effectively create and communicate ideas.

A. GRADE LEVEL: 6th-7th

B. SUBJECT: STEM/Technology

C. DATE: [Insert Date]

D. DURATION: 3 days

E. LESSON FOCUS: Using Microsoft Word to create, format, and edit documents.

F. MATERIALS:

- Computers with Microsoft Word installed
- Projector or Smartboard for demonstration
- Sample text or handout for practice
- Internet access (optional for image search)

G. LESSON OBJECTIVES:

1. Understand the basic features of Microsoft Word.
 2. Create and save a new document.
 3. Format text using fonts, styles, and alignments.
 4. Insert and manipulate images within a document.
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H. PROCEDURES:

Day 1: Introduction to Microsoft Word Basics

1. **INTRODUCTION:** (15 minutes)
 - Discuss the importance of word processing in everyday tasks (e.g., school projects, resumes, letters).
 - Demonstrate how to open Microsoft Word and navigate the interface (e.g., Ribbon, toolbar, file menu).
 2. **EXPERIMENT:** (20 minutes)
 - Guide students to create a new document and type a short paragraph about themselves.
 - Show how to save the document in a specific folder.
 3. **OBSERVATION:** (10 minutes)
 - Have students explore the toolbar and identify key tools like Bold, Italic, Underline, and Text Alignment.
 4. **GENERALIZATION:** (10 minutes)
 - Discuss how formatting text makes documents look professional and easier to read.
 5. **ASSESSMENT:**
 - Ask students to format their paragraph using at least three different text tools (e.g., bold one word, change the font size, and align the text).
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Day 2: Formatting Text and Adding Images

1. **INTRODUCTION:** (10 minutes)
 - Review text formatting tools from Day 1.
 - Introduce inserting and resizing images.
2. **EXPERIMENT:** (25 minutes)
 - Students create a new document about their favorite hobby or topic.

- Add a title, format the text, and insert at least one image related to the topic.
 - 3. **OBSERVATION:** (10 minutes)
 - Observe how students adjust text and images to create a well-structured document.
 - 4. **GENERALIZATION:** (10 minutes)
 - Explain how combining text and visuals enhances communication.
 - 5. **ASSESSMENT:**
 - Students submit their document for review, ensuring it includes proper text formatting and an image.
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Day 3: Editing and Finalizing Documents

1. **INTRODUCTION:** (10 minutes)
 - Discuss the importance of reviewing and editing documents for errors.
 2. **EXPERIMENT:** (20 minutes)
 - Provide a sample document with intentional errors (e.g., formatting inconsistencies, spelling mistakes).
 - Students edit the document, correcting all errors.
 3. **OBSERVATION:** (15 minutes)
 - Monitor how students use tools like spell check and text alignment to finalize the document.
 4. **GENERALIZATION:** (10 minutes)
 - Discuss how editing ensures clarity and professionalism in communication.
 5. **ASSESSMENT:**
 - Students edit their hobby document from Day 2, focusing on spelling, grammar, and formatting.
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Note 1 (Safety):

Students must handle computers responsibly, ensuring proper posture to avoid strain and refraining from consuming food or drinks near the devices. Misusing tools or settings in Microsoft Word can cause unintended changes, so students should ask for help when needed.

Note 2 (Accommodations):

- For ELL students: Provide visual aids, simplified instructions, and glossaries of technical terms in their native language where possible.
- For ESE students: Allow additional time, use screen-reading software, and provide step-by-step printed instructions.
- For advanced learners: Encourage exploring advanced tools like tables or text wrapping.