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ClarisWorks for Terrified Teachers will support you as you master using the *ClarisWorks* program. We will steer you along as you learn how to use the various components of the program. We will explain how to do what you want to do, what special tricks will make your job easier, and how to stay in control. After all, nobody likes that shaky feeling you get when your bicycle is about to tumble over. Fear not, we will help you to remain steady.

ClarisWorks for Terrified Teachers has been written with you in mind. You have a computer in your classroom and you know how to turn it on. You know how to select a program to use, but what do you do next? How can you use this computer to enhance your classroom lessons? How will this technology be used in conjunction with your curriculum? How can you teach your students when there is so much for you to learn? Who is going to give you support so that you do not fall?

Part One of *ClarisWorks for Terrified Teachers* introduces you to the *ClarisWorks* program. You will be guided through the various components of the software. With one hand on your shoulder and another hand on the handle bars—or in this case, on the mouse — you will be cruising before you know it. You will learn how to create a document, save it to a disk, and print your work on paper. As you follow the step-by-step guides, you will learn the special tricks and magic that you, your computer, and *ClarisWorks* can do. In short, by the end of Part One, you will be zooming along. Your students will also find the activities in Part One to be a helpful guide in learning how to use *ClarisWorks*.

Part Two begins with the assumption that you have mastered Part One. So, if you are already comfortable with *ClarisWorks*, feel free to jump ahead. In fact, if at any time you hear yourself saying, “I knew that,” don’t hesitate to turn the page. Skipping pages, or sections, is okay. Use this book as your own personal trainer. It should help you with the areas in which you feel you need help.

You might even find yourself returning to a section that you have already passed for a quick refresher. Remember, just like riding a bicycle, practice makes perfect. The more you use your *ClarisWorks* program, the more competent you will become. After a short absence from the computer, you might feel like you have forgotten everything. Again, like riding a bicycle, once you know how to, you never forget. It just might feel that way, but fear not. Once you get started, it will all come back to you.

The second part of *ClarisWorks for Terrified Teachers* has been designed especially for you, the classroom teacher. Several projects are presented for your use. These activities come complete with preteaching activities, step-by-step directions, planning sheets, and diagrams to show you what your work should look like, if all is going well. These curriculum-centred projects are designed so that your students can work independently at the computer. We will give you the concept, in-depth instructions and a guiding hand to assist you in creating an interesting document. All you have to do is add the specific curriculum topic that matches your classroom lesson.

Take a deep breath, flex your fingers, stretch out your shoulders, and get ready to begin. You are about to enter the world of *ClarisWorks*. When you have completed the journey, you will wonder how you ever functioned without its assistance. You will no longer be among the terrified computer-using teachers. Welcome to the world of technology-using educators.

Word Processing

Entering Text

The first thing that needs to be done when creating a written document is to type the words into a computer. This is called *entering the text*. Look at your blank word processing screen. Notice the grey border around the screen. The area within the border is your writing area. The entire screen represents the whole paper, so your margins are already built in.

In a word processing program, the pointer arrow does not look like an arrow at all. It resembles a capital I. This is called an *insertion beam* or *I-beam*. Move the mouse around and the I-beam moves too. Look for the small, blinking vertical line. This is the *cursor*. The place where you see the cursor is the spot where your typed words will appear. As you begin a new word processing document, the cursor will be in the upper left-hand corner of the screen.

To begin your first word processing document, type in the following sentences. If you happen to make a mistake, that is okay. You will practise correcting errors in the next section. When you want to type a capital letter, hold the shift key down as you type that letter.

Here I am trying to create my first word processing document. It does not seem as hard as I thought it would be. In fact, I did not receive any electrical shocks when I pressed the computer's keys. Computing really does not hurt after all.

When you reach the end of the line, just keep typing. The computer will automatically move the cursor to the next line. When you want to begin a new paragraph, you have to send the cursor to a new line. To do this, press the return or enter key. If you are typing in block format, press return or enter twice to start a new paragraph. The first return will move the cursor to a new line, and the second one will create a blank line.

After you have typed a full stop or comma, press the space bar once to leave one blank space. You may be used to leaving two spaces after the full stop; however, when using a computer, just one blank space is needed.

Inserting and Deleting Text

Nothing is carved in stone on a computer. Text can be added at any place in your document. This process is called *inserting text*. Text can also be removed; just delete it.

Once you have typed in some text, the cursor can be positioned at any location by moving your mouse. Move the I-beam to the spot directly after the word 'press' in the passage that you have just typed. When the I-beam is in the correct position, click your mouse button. The cursor has moved to this new spot. Repositioning the cursor allows you to go back and revise what you have already written. What we really wanted to do was type the word 'pressed.' Once you have repositioned the cursor, simply type the letters that you want to add (ed). New text can be added to a document by moving the I-beam to the desired position, clicking the mouse button, and typing the additional letters. Inserting text is one of the ways that you can revise what you have written.

Another method of changing your text is to take out words or letters. Deleting text is accomplished by placing the cursor in the space directly after or before the letter that you want to remove, depending on the type of computer you are using.

Move the I-beam to the space after the word 'to' in the sentence that begins, 'Here I am, trying to create . . .' and click your mouse button. The cursor should be to the right of the letter 'o.' Press the delete key, and the 'o' is gone. Continue to press delete until the words 'trying to' have been erased.

Are you feeling good about deleting text? You should be, except for the fact that the sentence no longer makes sense. Move the I-beam to the space after the 'e' in the word 'create.' Delete the 'e' and insert 'ing.'