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# Introduction

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Any experienced teacher can tell you that trends in education, in which we're all expected to jump onto the bandwagon, are common. Often, these trends have nothing to do with what really works well with students. Sometimes they do. When computers first became the "thing," I was cynical. After all, I'd been through the rejection of phonics and its replacement by whole language, only to return to phonics, this time more sanely as a part of an overall program. I'd also seen the replacement of computation drills by calculator-assisted problem solving only to return to computation drills as part of an overall math program.

At first, I resented the hype about technology. It angered me to see so much money spent on computers and software that could be used only by a few students at a time when there weren't enough books for each student in my classroom. I resisted computers. However, I soon discovered how word processing made my life easier, saving hundreds of hours of rewrites. As a teacher, I appreciated how much easier it was to keep student records and how I could save my lesson plans. Not only could I revise and reuse my lessons year after year, but if you ever saw how messy my handwriting is, not to mention how disorganized my desk and file cabinets are, you'd understand how much I've benefited from learning to use computers.

Not one to jump onto bandwagons though, I spent twice as much energy resisting using computers with my students in the classroom than figuring out ways to use them until I had a particularly difficult class with some students who had histories of delinquency, truancy and failing grades. They weren't the type of students who completed their assignments because they wanted to please their teachers. But when I took these students to the computer lab or let them use the single computer in back of my classroom, I noticed that they stayed on task, and on their chairs, and when they talked to one another, it was about the work. If there was anything I could use to make my job easier, I was going to use it. That's when I started really thinking about how I could get the most from using computers in the classroom. What I discovered holds true for all classes I've had since, not just with at-risk students who may have behavior problems, but with motivated, average, and gifted students as well. I didn't even have to change what I taught or how I taught it. Students take to computers naturally. They enjoy working at them. Accordingly, computers make teachers' jobs easier, the students' jobs more fun and the atmosphere more positive. At the same time the students are gaining computer skills which today are necessary to secure practically every kind of job.

The activities in this book are designed to support, not change, what you already do. They are appropriate for students both in the computer lab or at a single computer in the classroom. They support the skills you are already teaching while students learn how to use some of the many features of *Microsoft Word*. They are designed to be merely a part of a well-rounded, well-planned curriculum.

*Simple Projects for Microsoft Word* includes curriculum-centered activities in four major curricular areas: language arts, social studies, science, and math. Each lesson is assigned to a particular area, but very easily adapted to other areas. Most lessons have templates provided on the CD-ROM for use with *Microsoft Word 97 for Windows* and *Word 98 for Macintosh*. Though *Simple Projects for Microsoft Word* was written mostly for the latest version of *Word*, many of the same tools, features, and instructions apply to previous versions of *Word*. In the "Appendix", we offer tips on how to save documents for use in different versions of *Word*. We also offer tips on using many features, specifically helpful to teachers, about which you may be unaware. *Simple Projects for Microsoft Word* was designed to make your job easier and your students' jobs more fun. Enjoy!

# Using this Book

The **Toolbar** illustrations below should help you locate the tools and buttons you'll need to follow the instructions given in *Simple Projects for Microsoft Word*. For more detailed instructions on how to use *Microsoft Word*, see *Microsoft Word for Terrified Teachers* by Paula G. Patton and Karla Neeley Hase, which was also published by Hawker Brownlow Education.

The top of your screen should appear similar to the illustration below. There may be some variance, depending upon your version of *Microsoft Word*, computer platform, and operating system.



## Menu Bar

(icons from left to right)

File, Edit, View, Insert, Format, Font, Tools, Table, Window, Work, and Help

## Standard Toolbar

(icons from left to right)

New, Open, Save, Print, Print Preview, Spelling and Grammar Check, Cut, Copy, Paste, Format Painter, Undo Typing, Redo Clear, Insert Hyperlink, Web Toolbar, Tables and Borders, Insert Rows, Insert Microsoft Excel Worksheet, Columns, Drawing, Document Map, Show/Hide, Zoom and Office Assistant

## Formatting Toolbar

(icons from left to right)

Style, Fonts, Font Size, Bold, Italic, Underline, Align Left, Center, Align Right, Justify, Numbering, Bullet, Increase Indent, Decrease Indent, Outside Border, Highlight, and Font Color



## Drawing Toolbar

Icons from left to right: Draw, Select Objects, Free Rotate, AutoShapes; Line, Arrow; Rectangle, Oval, Text Box, Insert WordArt, Fill Color, Line Color, Font Color, Line Style, Dash Style, Arrow Style, Shadow, and 3-D

Note: If the Drawing Toolbar is not already at the bottom of your screen, pull down the VIEW menu, select Toolbars, then Drawing from the drop-down menu.

# Blue Ribbon Award Describing Positive Qualities

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## This Project

In this project your students will create an award certificate for a classmate to acknowledge his or her positive qualities. This project can also be adapted to acknowledge historical figures from social studies or a character in a literature book.

**Note:** If you use the template (*Ribbon*) provided on the CD-ROM, direct your students to follow the prompts to fill in the requested information.



## Computer Skills

- word processing
- importing clip art

## Before Beginning

- Students should talk about finding positive qualities in others. They should select a classmate about whom they will acknowledge some positive qualities.
- Students should complete the planning sheet on Page 8.



# Blue Ribbon Award

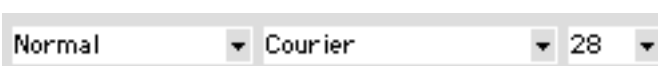
## Describing Positive Qualities *(Cont.)*

**Step 1** Open a new document.

**Step 2** From the VIEW menu, choose **Toolbars**, then **Formatting** from the drop-down menu, if it is not already selected.

**Step 3** Press the **Center** button. 

Select a font and size (26 to 36 points.)



Type “**Blue Ribbon goes to**”.

Press the **Enter** or **Return** key.

**Step 4** Type the person’s name for the award. Double-click on the name to highlight it.

Select **Bold** font style.



**Step 5** Click at the end of the name. Press the **Enter** or **Return** key.

**Step 6** From the **INSERT** menu, choose **Picture**, then **Clip Art** from the drop-down menu.

**Step 7** In the **Microsoft Clip Gallery**, select **Entertainment** under the **Clip Art** tab. Choose the **Blue Ribbon** graphic. Click on the **Insert** button.



**Step 8** Move the ribbon by clicking inside and dragging it to line up with the text on top. Size the blue ribbon by dragging the handles around the graphic.

**Step 9** Click outside of the ribbon. Press the **Enter** or **Return** key a few times until the cursor appears under the ribbon.

**Step 10** Click on the **Bold** button to deactivate the function. Type the word “**for**”. Press the **Enter** or **Return** key.

**Step 11** Type some positive qualities of this person that you want to acknowledge.

**Step 12** Save and print your document.

# Blue Ribbon Award Describing Positive Qualities *(Cont.)*

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## Planning Sheet

Select a classmate for whom you will acknowledge some positive qualities. Design and present an award.

Name of this person: \_\_\_\_\_

What are the positive qualities of this person that you want to acknowledge?

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