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Using This Book

Microsoft Word, as is the case with all 'word processors' on the market today, is not merely a word processor. It has the capabilities of the most powerful desktop publishing programs of just a few years ago. Today's *Word* can import graphics, sounds, graphs and movies. It can contain columns, free-floating text boxes and shadowed objects and tables. You can draw and colour a limitless variety of objects. It has a spell check, thesaurus and grammar check. The list goes on.

The lessons in this book are divided into four subject areas: English, science, maths and social studies. Each of the subject areas has several lessons. All the lessons have an accompanying template on the CD-ROM as well as completed examples. Any time you see a planning sheet in this book for the lesson, it is also included on the CD-ROM so that you can print it out and use it with your students. Some of the lessons require the students to print out after finishing on the computer and to complete the activity at their desks by drawing or illustrating with crayons, coloured pencils or textas.

As you look at the lessons and templates, you will probably get other ideas on how to use technology with your students. Specific techniques and management ideas for using and scheduling the lessons in this book can be found in the Introduction (pages 3–6).

As you explore and use these lessons with your students, directions are given on how to use the tools incorporated in each lesson. For a more complete treatise on using *Microsoft Word,* see the book *Microsoft Word for Terrified Teachers* by Paula G. Patton and Karla Neeley Hase (published by Hawker Brownlow Education).

Word Toolbars

Microsoft Word contains many toolbars, but we will be using two of them more often than the others – the formatting toolbar and the drawing toolbar. These two toolbars are discussed below with their various components.

The Formatting Toolbar

The icons from left to right on the formatting toolbar are: Style, Font, Font Size, Bold, Italic, Underline, Align Left, Centre, Align Right, Justify, Numbering, Bullet, Decrease Indent, Increase Indent, Outside Border, Highlight and Font Colour.

The Drawing Toolbar

The icons from left to right on the drawing toolbar are: Draw, Select Objects, Free Rotate, AutoShapes, Line, Arrow, Rectangle, Oval, Text Box, Insert WordArt, Fill Colour, Line Colour, Font Colour, Line Style, Dash Style, Arrow Style, Shadow and 3-D.

Using This Book *(cont.)*

Word Toolbars *(cont.)*

If you don't see the toolbars you want to use, you can view or hide them by pulling down the **VIEW** menu and selecting ***Toolbars***. There are many toolbars, probably more than most students would ever use!
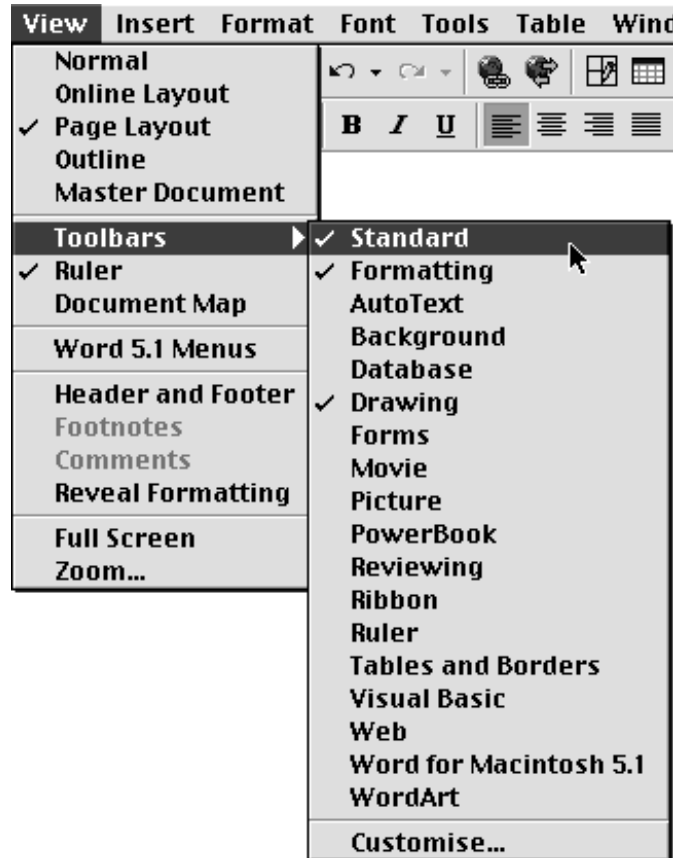
Large Screen Projecting

Before allowing your students to work on any of the lessons, familiarise yourself with the lesson and template. Conduct a lesson using a projection device, if one is available to you. The least expensive way to 'project' your computer screen so the entire class can see it is to use a television. These devices for doing this are quite common, so check with the technology or media person in your building – you might already have access to one! If you are buying one, make sure it is compatible with your make and model of computer and television.

More expensive television alternatives (with higher resolution) for projecting your computer screen include the LCD (liquid crystal display) panels. Remember to make sure you have an overhead projector that is compatible with the panel. The most expensive alternative is the computer projector. The best projectors can be used with the lights on in the room (using an LCD panel requires all lights to be off) and offer superior resolution. You can also gather your students around a computer monitor to demonstrate a lesson, but here it is better to have a larger monitor (at least 17 inches) and a small class.

Tomorrow's Alphabet

Any study of letters and sounds should include the book *Tomorrow's Alphabet* by George Shannon. In this project, the students will create their own *Tomorrow's Alphabet* class book.

Materials:

- a traditional alphabet book such as *ABC* by Jan Pienkowski or *The Alphabet Book* by P. D. Eastman
- *Tomorrow's Alphabet* by George Shannon. Another good alphabet book along the same lines is *Q Is for Duck: An Alphabet Guessing Game* by Mary Elting, et al.
- (*Alphabet.doc*) template from the CD-ROM
- copies of the **Tomorrow's Alphabet** planning sheet – page 18 (on the CD-ROM as *Alphapl.doc*)
- A website with student work using the *Tomorrow's Alphabet* idea: **http://www.beavton.k12.or.us/Greenway/leahy/98-99/tomorrow/tomorrow.htm**

Before the computer:

- Read a traditional alphabet book to your students before reading *Tomorrow's Alphabet* by George Shannon. After reading both books, elicit discussion with your students with questions such as:
    - 'Which book did you like best? Why?'
    - 'Which one do you think would be hardest to write? Why?'
    - 'Which book do you think would have been the most fun to write? Why?'
- Assign each student in the class a letter of the alphabet. As a whole class, have students come up with ideas for several letters to get them started. For example, *B* is for *flour . . .* tomorrow's bread).
- Have the students fill out the planning sheets to take to the computers with them. They should illustrate their words on the planning sheets as drafts. They will complete their final copy after they print out their completed templates.

On the computer:

- Open the (*Alphabet.doc*) template from the CD-ROM.
- Delete the red text (*Type your name here*) and type in your name.
- Delete the red text (*Type your letter here*) and type in your letter.
- Delete the red text (*type your word here*) and type in your first word.
- Delete the red text (*type the word that begins with your letter here*) and type in your word.
- Delete the text in the boxes so that you will be able to illustrate your words after you print.

Extensions:

- Have the students make flashcards of their *Tomorrow's Alphabet* sayings with the answers on the back. They could then use them for a guessing game with their classmates.
- Cover up the words on the print-outs, and see if the students can guess the sayings from the illustrations.

Tomorrow's Alphabet *(cont.)*

Step-by-Step Instructions

Step 1

Open the (*Alphabet.doc*) template from the CD-ROM.

Step 2

Make sure you have your planning sheet to look at as you work at the computer. Select the first line of red text by clicking, holding and dragging the cursor over the text. Make sure you only select the red text.

By (Type your name here)

Step 3

Type your name to replace the red text. As long as you have selected the text, your typed text will replace the red text.

Step 4

Select the red text that says (*Type your letter here*).

(Type your letter here)

Step 5

Now type your letter of the alphabet to replace the red text.

Step 6

Select the red text that says *(type your word here)*.

is for (type your word here)

Step 7

Type your first word to replace the red text.

Step 8

Select the red text at the bottom of the page that says (*type the word that begins with your letter here*).

(type the word that begins with your letter here).

What's in a Face?

A Drama Activity

Explore with your students the wide range of emotions the face can portray. In this project, students will look at pictures of their classmates' faces and write descriptive words or sentences to describe them. Students will gain experience inserting pictures into documents and practise keyboarding skills.

Materials:
- *Faces* by Shelly Rotner (or any book or video that depicts faces in a range of emotions)
- digital camera for photographing students' faces (or regular photographs and a scanner)
- chart paper on which to record a brainstorming session
- (*Face.doc*) template from the CD-ROM

Before the computer:
- Read the book *Faces* by Shelly Rotner (or any book that depicts faces in a range of emotions). Before reading the book, ask students to make predictions about the story.
- After reading the book, brainstorm with the students a list of emotions that people can show with their faces. Narrow the list to a reasonable number (6–10).
- As a group, have the students make faces to illustrate the feelings from the list.
- Allow each student to choose a feeling and photograph his or her face while he or she acts out the feeling. Make sure each feeling from the list is represented.
- The digital photographs can all be stored in the same folder on your hard drive. You could also import them into a custom clip art gallery (see pages 11–14). Make sure you name the pictures using the emotion depicted.

On the computer:
- Open the (*Face.doc*) template from the CD-ROM.
- Using either the **INSERT** – *Picture* or **INSERT** – *Clip Art* menu (if a custom clip art gallery was created), insert a picture of a face into your document.
- Re-size the picture so it fits into the banner, and drag it to the centre.
- Type a word, phrase or sentence in the text box telling about the face.

Extensions:
- Have the students place several pictures in a row, and then tell a story that corresponds to the emotions depicted by the faces.