Introducing Microsoft Word

Outcomes
Introduce word processing by having students open a new document and use at least 3 to 5 commands within the program.

GED Descriptors
Language Arts-Reading
Social Studies
Science
Mathematics
Language Arts-Writing

Roles
Family Worker Community

Program Type
ABE	Urban
GED	Rural
ESOL	Homeless
Family Literacy	Institutional
Workplace	Corrections

Learner Level
1-6

Keywords
1151: **Science** > technology

Lesson Designer Name Tawna Eubanks
Program Hamilton ABLE
Email Emmirg@aol.com
Phone 513-887-5021

Technology Integration
Microsoft Word Program
Skill Assessment Forms http://clc.unhny.org/resources/assess/assessix.cfm

Standard Use Information and Communication Technology

COPS	Activity Addresses Components
Determine the purpose for using information and communications technology.	Students realize they need a working knowledge of basic word processing skills to use in their personal and work experiences.
Select the technology tool(s) and resources appropriate for the purpose.	Students will use the computer to work with a word processing program. They will use common commands to begin to manage information for the work force.
Apply technological knowledge, skills, and strategies to use technology tool(s) to locate, process, or communicate information.	Word processing commands will be introduced and practiced to gain more knowledge about entering and changing text with in a document.
Monitor own ability to use the tool(s) and the effectiveness of the tool(s) in achieving the purpose, and if needed, use strategies to overcome barriers to achieving goals.	Immediate feedback is given on the screen to check accuracy. Corrections can be made in an ongoing method to complete their document.

INTRODUCING MICROSOFT WORD

OUTCOMES	**STUDENT GOALS**	MATERIALS Microsoft Word Program **NRS EFL 1-6** TIME FRAME 45 – 60 minutes
Introduce word processing by having students open a new document and use at least 3 to 5 commands within the program.	Students need a basic working knowledge of word processing to qualify for entry level work positions. Students will develop their word processing skills by using common commands that will allow them to respond to and meet new work challenges.	

STANDARD	LEARNER PRIOR KNOWLEDGE
Use Information and Communication Technology	What do they know? Individually or in a large group have students express what they are familiar with involving word processing. Have they ever used a word processing program? What did they create? What do they want to be able to do using a word processing program?

COPS	**ADDRESS COMPONENTS**	**ACTIVITIES/CURRICULAR RESOURCES [REAL-LIFE APPLICATIONS]**	**ASSESSMENT/EVIDENCE**
Determine the purpose for using information and communications technology. Select the technology tool(s) and resources appropriate for the purpose. Apply technological knowledge, skills, and strategies to use technology tool(s) to locate, process, or communicate information. Monitor own ability to use the tool(s) and the effectiveness of the	Students realize they need a working knowledge of basic word processing skills to use in their personal and work experiences. Students will use the computer to work with a word processing program. They will use common commands to begin to manage information for the work force. Word processing commands will be introduced and practiced to gain more knowledge about entering and changing text with in a document. Immediate feedback is given on the screen to check accuracy.	Step 1 - Learners will locate the Microsoft Word icon on the desktop and double click, using the left button on the mouse to open the program. Once the program is open give students a few minutes to look at the screen. Point out some commonly used symbols and answer any questions that might be posed. Encourage students to ask questions about new vocabulary (icon, font, desktop, landscape, highlight, menu, page setup, portrait, menu bar, tool bar, drop down menu) throughout the lesson. Occasionally, ask questions such as "What's landscape?" On chart paper, keep a list of computer terminology that students have questions about along with student-generated definitions. Step 2 - Ask students to use their cursor to point to the word **File** in the top left hand side of the screen on the **menu bar**. Left click to access the dropdown menu. Have them locate **Page Setup** within the menu and ask them to left click on the word. A popup window will appear. On the **Margin Tab** page have them left click on the **Landscape** icon to change the layout of the paper. Finally, have them click on the **OK** button. Step 3 - Now, have each student type their first and last name on the page. Explain that they will be changing the size and look of their typing. Each student will need to left click to the left of their fist name, hold in the button and drag to the right until they get to the end of their name. Then, release the mouse button and their name	Evidence will be the printed document with each student's name printed in Lucida Handwriting, font size 72, and green.

tool(s) in achieving the purpose, and if needed, use strategies to overcome barriers to achieving goals.	Corrections can be made in an ongoing method to complete their document.	should be highlighted. Explain that this is how they will begin to make any changes to typed text on their page. They have now learned click, drag, and highlight in Microsoft Word. Once their name is highlighted have them locate the word **Format** on the **menu bar**. Ask them to left click on the word which will access the drop down menu. Have students locate the word **Font** and click on it. The Font window will appear. Explain they can choose any of the fonts by clicking on the name of the font. Have them locate **Lucida Handwriting** and click on it. Once this is done have them click on the **OK** button. With their name still highlighted have them locate the **Font Size** button on the **Tool Bar** and click on the arrow next to the number. Ask them to change the size of their type by choosing a different number from the drop down menu. Once they have had time to explore the font size button have them select size **72** for their names. If their names are still not highlighted, have them highlight their names and look for the letter **A** on the **Tool Bar.** Ask them to left click on the arrow next to the **A.** A pop up window will appear with choices of colors. Have them select a green color and left click on that color. They will need to left click one more time to see their color change of their name. Once they have chosen the **Lucida Handwriting Font, Size 72, and Green Color** have them print their final copy. Point to File on the **Menu Bar**, left click, point to print, left click, and then click on **OK**. Printing should begin and students should have a final printed copy that demonstrates their newly learned skills. Students and teacher may choose to use the Skill Assessment Forms http://clc.unhny.org/resources/assess/assessix.cfm as an informal evaluation of commands. Step 4 - Conclude with a discussion about what students have learned or how this information might be useful in the future. Students may also want to reflect in their journals about the benefits of technology.	
REFLECTION/EVALUATION *I tried this lesson with a small group of students that ranged from level 2 to level 5. The upper level students said they would have liked to have had the instructions written down instead of given verbally. (A great opportunity to look at the Read With Understanding Standard) The*		PURPOSEFUL & TRANSPARENT Students are interested in obtaining jobs that will pay a wage they feel is fair. They recognize they will need basic computer skills to compete in the job market today. CONTEXTUAL Working with a computer program commonly used in the workforce moves their learning to the context of job training.	

Level 2 and 3 students thought hearing the instructions made it easier to understand. They felt they could ask questions at the exact moment they came up instead of working on trying to figure out the reading and then asking questions. *All thought they learned something they did not know before. They wanted to do more activities to practice what they had learned as well as learn more about the word processing program.* NEXT STEPS Other programs, such as spreadsheets, presentation programs, and Internet usage.	BUILDING EXPERTISE Students will need to use any previous knowledge about computers to help complete this activity. They will need to recall newly learned vocabulary to give action to commands.