

Write This Down (Word Processing)

ICT.2

TIME

120 minutes

OVERVIEW

Students review word-processing skills they have previously acquired at school or at home, and become familiar with technical vocabulary and word-processing techniques they will use throughout the school year. Students learn to use the Help function of word-processing software.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 2.3.3 *Vocabulary*—Expand knowledge of words and word relationships [including homonyms, antonyms, and synonyms] using a variety of sources [such as print and electronic dictionaries, thesauri, people . . .].
- 2.3.5 *Create Original Texts*—Create original texts [such as murals, scripts for short plays, descriptive stories, charts, poems, beading, masks . . .] to communicate and demonstrate understanding of forms and techniques.
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.2.2 *Revise Content*—Revise to create an interesting impression and check for sequence of ideas.
- 4.3.1 *Grammar and Usage*—Edit for complete sentences and appropriate use of statements, questions, and exclamations.
- 4.3.2 *Spelling*—Know and apply spelling conventions using a variety of strategies [including phonics, structural analysis, syllabication, and visual memory] and resources [such as dictionaries, spell-check functions, classroom resources . . .] and spelling patterns when editing and proofreading.
- 4.3.3 *Punctuation and Capitalization*—Know and use conventions of basic capitalization and punctuation [including commas in series and quotation marks] when editing and proofreading.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- ethical use of technologies
- word processing

SUGGESTED LEARNING RESOURCES**Software**

- word processing

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?
- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills

TBLM

- TBLM ICT.2#1: Skill Know-How Checklist

Materials

- Read-Me files or online Help available for the software application
- chart paper

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Become familiar with the word-processing software available in the class. If the class computers are linked to the Intranet, determine how students will save their files throughout the school year.
- Become familiar with the Help function of the word-processing software.
- Review the database of students' ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.2: Write This Down.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students' skills.
- **Note:** The purpose of this LE is to review word-processing skills that students have likely acquired in previous years at school, or at home on their own. Students need to become familiar with a common vocabulary and technical terms to facilitate their work at the computer and enable better communication within the class. It is also helpful when all students perform certain computer-related tasks in a similar manner.

Activating Strategies

- Students share how-to information with the class, such as how to use word-processing functions and tools (e.g., Tabs, Indents, Copy and Paste, Bullets). Students describe the skill using the class computer and projection system. Using TBLM ICT.2#1: Skill Know-How Checklist, take note of the students who are experts and those who are not familiar with the skill being reviewed.
- Students review appropriate vocabulary shared during the presentations, and make a list of technical terms on chart paper. They post the list in the classroom and add to it periodically. Students discuss how the use of appropriate terms is essential when looking up information about a program in Help files, in technical manuals, or on websites.

Acquiring Strategies

- Students view the Help file from the main menu, and comment on what they see. They should be able to
 - note the organizational structure such as a table of contents and an index, as in a book
 - note the use of precise and concise language
 - identify bulleted lists
- Students become acquainted with the Help function of the word-processing software by selecting one word-processing skill to use as a search term. They work in pairs or small groups to describe in their own words the step-by-step approach to using the Help function. Students identify technical terms used and add the terms to chart paper.
- Students who demonstrate a strong understanding of word-processing skills act as mentors for classmates who have no prior word-processing experience.

Applying Strategies

- Students work in pairs or small groups to compose a Help tip for the word-processing skill they searched. Student groups exchange tips with a partner group and try each other's tips by following the written directions. Students improve on their text, print it, and place it in the class Toolbox Binder.
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home the journals each week.
- Students compose writing at the computer to take full advantage of features of a word processor, such as Cut, Copy, Paste, Delete, Tabs, and Indents. Students follow rotation schedules set up at the computer indicating the times when they are expected to produce a written product and times when they will do electronic daily edits to allow them to practise word-processing skills in a meaningful context.

SUGGESTIONS FOR ASSESSMENT

- Assess the applications of this ICT through performance assessment; that is, assess how well students can use the word processor in assigned tasks and in daily work.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students use word-processing skills throughout the *Community and Diversity* interdisciplinary unit.

TBLM ICT.2#1: Skill Know-How Checklist

Key 4 = Expert 3 = Able 2 = Hesitant 1 = Doesn't Know	Student Name													
Word-Processing Skill														
• Create tabs														
• Copy and paste														
• Use bulleted lists														
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Comments														

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