

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 and learn to write technical tips in a step-by-step manner similar to that of Help files.

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* — Experiment with ambiguity in language [such as puns, jokes based on multiple meanings, poetry...] in a variety of contexts.
- 2.3.4 *Experiment with Language* — Alter words, forms, and sentence patterns to create new versions of texts for a variety of purposes [such as humour...]; explain ways in which figures of speech [such as similes, metaphors...] clarify and enhance meaning.
- 2.3.5 *Create Original Texts* — Create original texts [such as letters, short stories, media broadcasts, plays, poems, video presentations, Readers Theatre...] to communicate and demonstrate understanding of forms and techniques.
- 4.2.1 *Appraise Own and Others' Work* — Share own stories and creations at appropriate times during revision and use criteria to provide feedback for others and to revise and assess own work and presentations.
- 4.2.2 *Revise Content* — Revise to eliminate unnecessary information.
- 4.3.1 *Grammar and Usage* — Edit for subject-verb agreement, appropriate verb tense, and correct pronoun references.
- 4.3.2 *Spelling* — Know and apply spelling conventions using appropriate strategies. [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions to conventional spelling patterns.
- 4.3.3 *Punctuation and Capitalization* — Know and apply capitalization and punctuation conventions in compound sentences, titles, headings, salutations, and addresses 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 and Learning Strategies and Tools
- Manitoba Education and Training. *Grades 5 to 8 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See Grade 6-338.)

BLMs

- BLM OLE.4#6: Reading Circle Response Log
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?
- BLM ICT.1#3: 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.

Activating Strategies

- **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.
 - Students should have as many opportunities as possible to compose at the computer to take full advantage of features of a word processor, such as Cut, Copy, Paste, Delete, Tabs, and Indents. Consider setting up rotation schedules at the computer indicating the times when students are expected to produce a written product, thereby allowing all students opportunities to practise word-processing skills in a meaningful context.
- Ask students to 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.
- Review appropriate vocabulary during the presentations, and make a list of technical terms on chart paper. Post the list in the classroom and add to it periodically. Tell students that using appropriate terms is essential when looking up information about a program in Help files, in technical manuals, or on websites.

- Review the database of students' ICT skills, as expressed on BLM ICT.1#3: 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.

Acquiring Strategies

- Pull up the Help file from the main menu. Ask students to 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
- Use one of the skills described by students as a search term to introduce the Help function of the word-processing software. Describe the step-by-step approach. Ask students to identify technical terms used and have them add the terms to chart paper.
- Use BLM OLE.4#6 Reading Circle Response Log to review a few signal and transition words. For a more elaborate list, categorized by function, consult *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training, Grade 6-338).
- Based on observations made with TBLM ICT.2#1: Skill Know-How Checklist, identify students who can act as mentors for classmates who have no prior word-processing experience.

Applying Strategies

- Students create a section in their group's Toolbox Binder where the group member responsible for each software application files Help tips for that application.
- Students compose a Help tip for a word-processing skill with which they are familiar. Using the Think-Pair-Share strategy, students exchange tips with a partner and try each other's tips by following the written directions. Students improve on their text, print it, and place it in the group's Toolbox Binder.

Variations/Extensions

- Students use the word processor to write Help tips for word-processing software or any other application. They file these tip-sheets in the appropriate sections of the 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.

SUGGESTIONS FOR ASSESSMENT

- Review the text of each student's Help tip for appropriate use of signal and transition words.
- Assess the applications of this ICT in this interdisciplinary unit through performance assessment; that is, assess how well students can use the word processor in each LE.
- 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 INVENTIONS, INNOVATIONS, AND DISCOVERIES

- Students write step-by-step instructions in Mod.2.3: Rube Goldberg. Students use word-processing skills to set up lists, tables, or invitations, as well as to compose and write reports on the computer.

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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