



Chapter Three: Basic Word Processing

This chapter includes exercises and ideas for using basic word processing with your students. Some of these skills are useful for teacher productivity. However, creating tables, surveys, forms, newsletters, signs, etc. can also be done by the students themselves. At the end of the chapter, I've included some word basics for beginners. You may wish to purchase a word processing tutorial for your particular software program and operating system.



Word Exercise #1 - Using the Basic Tools

Useful Word Processing Exercise for your Students

1. Select file new and select blank document.
2. Write a paragraph (6-8 sentences, at least) describing yourself, your family, or anything you feel will help me get to know you.
3. Include: 3 misspelled words and at least 3 adjectives. Feel free to use boring adjectives because we are going to use the thesaurus to spark things up!
4. Highlight the entire paragraph by using the mouse (move cursor from beginning to end of text) or go to edit - select all.
5. Go to top file bar and select edit - copy
6. Move the cursor several lines after the text. (Use return or enter key).
7. Make sure cursor is in place and select edit - paste for the top file menu bar.
8. Leave the first paragraph untouched (including misspellings).
9. Go to the pasted paragraph and make the following changes:
 - a. From the tools menu - correct spelling and grammar
 - b. Highlight each of 3 different adjectives.
 - c. For each one - Go to tools menu and select language and then select thesaurus.
 - d. Change each adjective.
 - e. From the tools menu - select Word Count - and type that number at the bottom of the page.
 - f. Select different phrases and/or words and change fonts, colors, sizes, styles, etc.
 - g. Use at least 3 different fonts, 3 different colors, 3 different sizes, 3 different styles to emphasize keywords or phrases.
 - h. Center Align the second paragraph.
 - i. From the format menu - select paragraph and change line spacing to double.

Vocabulary Exercise for your Students

Try having students use the thesaurus for their vocabulary words. This exercise gives students an opportunity to coordinate the mouse, look for the cursor, use the top file menu bar functions, and understand word processing tools including edit, copy, paste, highlight, the thesaurus,

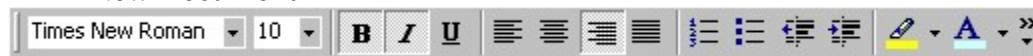
1. Type each vocabulary word, add a space, add = and then another space.
2. Highlight the word and select edit/copy (or use shortcut keys "control c" on Windows or "apple c" on MAC)
3. Move the cursor to the space after the = sign.
4. Go to the tools menu, select edit/paste (or "control v" or "apple v")
5. Highlight the copied vocabulary word and select tools/thesaurus.
6. Select the best synonym for the word.

Example

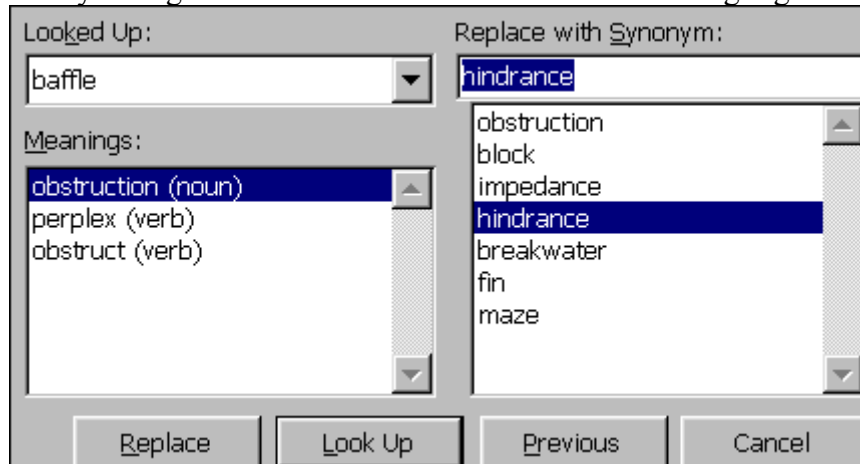


Top File Bar

New Document

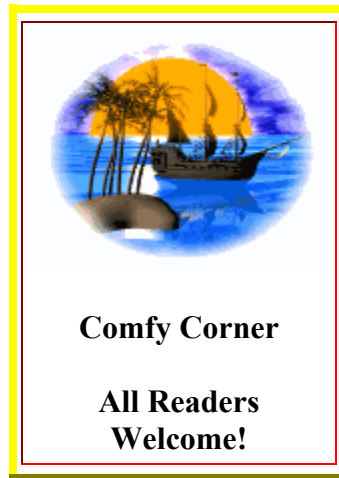
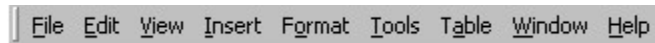


Font/Size/Style/Alignment/Decrease Indent/Increase Indent/Highlight/Font Color



Thesaurus

Graphics and Borders

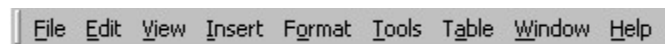


Create a sign with a page border and a centered graphic from the clip art menu. Teachers and students can enjoy creating signs, announcements, newsletters, bumper stickers, newspaper advertisements, etc. Think of language arts projects relating to literature, author, drama, etc. that your students could create - signs, posters, flyers. See the multiple intelligence curriculum ideas.

- From insert menu on the top file bar in Word, select picture and then select clip art.
- Select library, highlight selection, and insert.
- Center on the top of the page.
- Right click on the graphic (or in MAC, select graphic and go to format object).
- Select format picture.
- Go to layout and select text wrap. (At times, it is best to select no wrap for your picture so you can move it around without the image following the text).
- Add text for your sign (any type of sign you might want to post in your classroom).
- Go to format on the top file bar menu and select borders and shading.
- Select page border on the top tabs in the box.
- Choose line style and size - or select from the art border menu.



Tables, Rubrics, and Forms



Insert Tables within a document.

- Create a Table using the "Insert" command under "Table" on the file menu bar.
- In the "table" menu, determine the number of rows and columns you will need.
- Try merging cells by clicking your cursor into the top row, selecting the row, and merging the cells (the title "Latin Roots").
- Use the "select" command under "Table" to select rows, columns, or the entire table for editing.
- Right clicks will allow you to change shading, borders, and other options.
- On a MAC, select table or cells and go to format menu to change borders, shading, fills, etc.
- View other Table Samples - Lesson Plan Framework, Schedule, Forms, etc.



Practice inserting tables into your word document. Re-create this table on Latin Roots

Example 1: Latin Roots

Latin Roots			
1	<u>aqua</u>	<u>water</u>	<u>aquatic</u>
2	<u>audio</u>	<u>To hear</u>	<u>audience</u>
3	<u>bene</u>	<u>well</u>	<u>benediction</u>
4	<u>cor, codis</u>	<u>heart</u>	<u>cordial</u>
5	<u>corpus, corporis</u>	<u>body</u>	<u>corporal</u>
6	<u>credo</u>	<u>To believe</u>	<u>credit</u>
7	<u>deus</u>	<u>God</u>	<u>deity</u>
8	<u>dominus</u>	<u>lord</u>	<u>dominate</u>
9	<u>ego</u>	<u>I, myself</u>	<u>egoist</u>
10	<u>Facio, factur</u>	<u>To do or act</u>	<u>fact</u>



Example 2: Re-create this Simple Calendar – 6 Rows and 5 Columns

You will use this kind of table to create the second page of your newsletter to parents in unit five assignments.

Month				
Monday	Tuesday	Wednesday	Thursday	Friday
4 Book Reports Due	5	6 Music Assembly	7 Parent Lunch	8
11	12 CIRCUS	13	14	15
18 Holiday	19	20	21 Field Trip	22
25	26	27	28 Limo Ride	29

Or - follow directions for the second page of the newsletter which you will do for Unit Five.



Calendar for January - 1999

Made by inserting table with 5 Rows and 5 Columns

Monday	Tuesday	Wednesday	Thursday	Friday
4	5	6	7	8
11	12 CIRCUS	13	14	15
18 Holiday	19	20	21 Field Trip	22
25	26	27	28 Limo Ride Students	29

Under format/ from this point forward - Change column format to 3 columns

Teacher Productivity - Creating Rubrics for Assessment Using Tables

What is a Rubric?

- A scoring guide for evaluating student performance
- Allows for a variety of criteria or categories to be evaluated on a sliding rating scale (not subject to one final percentage score as in testing)
- A way to measure real-life, authentic learning experiences in the classroom
- Provides a guide for students in determining expectations of assignments
- Shows students and parents how the teacher is judging student performance
- Allows teacher to focus on what expectations he/she have for student work
- Provides alternative grading system for performance assessment, portfolios, projects, web assignments, etc.
- Can measure a variety of categories in any content area
- Teacher can determine criteria and scale - rather than be subject to standardized testing scores.



- Edutopia (George Lucas Foundation) Instructional Modules on Assessment - <http://www.gleef.org/Assessment/index.html>
- Teacher Vision.com has a set of articles dedicated to how to create rubrics - <http://www.teachervision.com/lesson-plans/lesson-4521.html>
- Chicago Public Schools Intranet - http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html

Performance Assessment Resources



National Educational Technology Standards Examples of Rubrics

- Nonspecific Content Lesson Plan (Specific Criteria Format) (WEB)
- Multimedia Presentation or Project (WEB)
- Mini-Lesson (WEB)

Example of a Table: Research Report from the Rubistar Website

(<http://www.4teachers.org/techalong/erica4/index.shtml>)

Research Report:

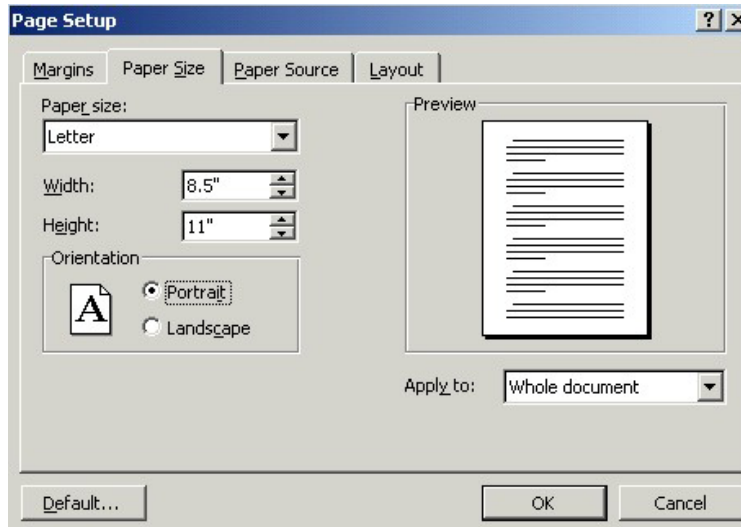
Teacher name:

Student Name _____

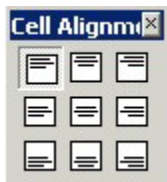
CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Amount of Information	All topics are addressed, and all questions answered, with at least 3 sentences about each.	All topics are addressed and most questions answered, with at least 3 sentences about each.	All topics are addressed, and most questions answered with 1-2 sentences about each.	All topics not addressed OR most questions answered with words or phrases instead of sentences.
Organization	Information is very well organized with headings that relate clearly to the material.	Information is organized with headings, but some material under the headings may be out of place.	Information is generally organized, but no headings are used.	There appears to be little organization of the material.
Quality of Information	Information gathered provides answers to the main questions along with several supporting details and/or examples for each.	Information gathered provides answers to main questions along with 1-2 supporting details and/or examples.	Information gathered provides answers to main questions, but no details and/or examples are given.	Information gathered has little or nothing to do with the questions posed.
Sources	Sources for information and graphics are documented in the designated format.	Most sources for information and graphics are documented in the designated format.	Sources for information and graphics are documented, but most are not in the correct format.	Some sources for information and graphics are not documented.

Tutorial: To create a basic rubric table in Word:

- Open Word and new document.
- Go to file menu and select page setup. You will want to decide if you are going to use portrait or landscape. In Windows, that is generally under paper size. On MAC, you can generally click on the image icon.
- You may want to type your title at the top of the page before inserting your table.



- After selecting page setup and typing your title, move the cursor down to where you want to insert your table.
- Click on the table menu on the top file bar.
- Select insert table.
- Select 5 rows and 5 columns.
- Your top row will include your rating scale. (Use description and point value)
- The left column will include your categories or criteria for grading.
- Include at least 4 rating scales in the top row and 4 categories or criteria in the left column.
- May wish to use bullets to list descriptions and criteria for each category under each rating scale.
- Give a complete explanation of your expectation with each category and level of proficiency.
- After completing the form, change fonts, backgrounds of cells, etc.
- You can adjust the text alignment in the cells. Select the cells you wish to align and right click or format cells.



Text Alignment in Cells

See this Rubric Template from San Diego State -
http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html

Example of 5 rows and 5 columns. Create your own categories and your own criteria or rating scale for grading.

Categories	Excellent = 4	Good = 3	Satisfactory = 2	Needs Improvement = 1
Category 1	Give the student a clear idea of what you expect in order to consider this category to be excellent. List several criteria present that justify an excellent rating.	Give the student a clear idea of what you expect in order to consider this category to be good, but indicate what is lacking that prevents it from being rated as excellent.	Give the student a clear idea of what is missing or inadequate in this category. Specify which criteria was met - but indicate what is lacking that prevents it from being scored higher.	List specific criteria that was not met with regards to this category and present reasons why the assignment can not be graded as satisfactory. What would you consider inadequate for this category?
Category 2	Give the student a clear idea of what you expect in order to consider this category to be excellent. List several criteria present that justify an excellent rating.	Give the student a clear idea of what you expect in order to consider this category to be good, but indicate what is lacking that prevents it from being rated as excellent.	Give the student a clear idea of what is missing or inadequate in this category. Specify which criteria was met - but indicate what is lacking that prevents it from being scored higher.	List specific criteria that was not met with regards to this category and present reasons why the assignment can not be graded as satisfactory. What would you consider inadequate for this category?
Category 3	Give the student a clear idea of what you expect in order to consider this category to be excellent. List several criteria present that justify an excellent rating.	Give the student a clear idea of what you expect in order to consider this category to be good, but indicate what is lacking that prevents it from being rated as excellent.	Give the student a clear idea of what is missing or inadequate in this category. Specify which criteria was met - but indicate what is lacking that prevents it from being scored higher.	List specific criteria that was not met with regards to this category and present reasons why the assignment can not be graded as satisfactory. What would you consider inadequate for this category?
Category 4	Give the student a clear idea of what you expect in order to consider this category to be excellent. List several criteria present that justify an excellent rating.	Give the student a clear idea of what you expect in order to consider this category to be good, but indicate what is lacking that prevents it from being rated as excellent.	Give the student a clear idea of what is missing or inadequate in this category. Specify which criteria was met - but indicate what is lacking that prevents it from being scored higher.	List specific criteria that was not met with regards to this category and present reasons why the assignment can not be graded as satisfactory. What would you consider inadequate for this category?

Example of a Table: READING RUBRIC

- Go to table. Select insert.
- Make 3 columns and 7 rows. Size the columns by clicking on the lines and moving
 - Select top row. Highlight and right click.
 - Select borders and shading and select shade value.
 - In the qualities column, use bullets for your points. Right click (or click on format in MAC) to change bullet style. Use check boxes.

Score	Level of Reader	Qualities
6	Exceptional Reader	<input type="checkbox"/> Reads and understands advanced materials <input type="checkbox"/> Enjoys pursuing own interests independently <input type="checkbox"/> Can summarize concisely <input type="checkbox"/> Makes inferences and uses text to support ideas <input type="checkbox"/> Uses wide range of strategies to deal with difficult tasks
5	Strong Reader	<input type="checkbox"/> Reads and understands books appropriate for grade level and above <input type="checkbox"/> Reads during silent reading <input type="checkbox"/> Selects appropriate books independently <input type="checkbox"/> Can summarize <input type="checkbox"/> Makes inferences <input type="checkbox"/> Has strategies to deal with unfamiliar material
4	Capable Reader	<input type="checkbox"/> Reads and understands books appropriate for grade level <input type="checkbox"/> Reads during silent reading <input type="checkbox"/> Selects appropriate books independently <input type="checkbox"/> Can re-tell a story <input type="checkbox"/> Begins to make inferences <input type="checkbox"/> Uses reading strategies for meaning

3	Developing Reader	<input type="checkbox"/> Reads and understands shorter books with simple narratives <input type="checkbox"/> Does not always read during silent reading <input type="checkbox"/> Relies on rereading familiar books <input type="checkbox"/> Needs help reading and understanding grade appropriate books independently
2	Limited Reader	<input type="checkbox"/> Reads and understands very easy and familiar material <input type="checkbox"/> Has difficulty with unfamiliar material <input type="checkbox"/> Rarely chooses to read for pleasure <input type="checkbox"/> Needs a great deal of support in all areas
1	Emergent Reader	<input type="checkbox"/> Teacher supplies appropriate descriptors.

CP-1/00

Rubric Generators, Ideas, Templates

- NETS Sample Rubrics ([PDF](#)) ([WEB](#))
- Rubistar Online Rubric Generator - <http://rubistar.4teachers.org/> or <http://www.4teachers.org/tecalong/erica4/index.shtml>
- Rubric Builder - http://landmark-project.com/classweb/tools/rubric_builder.php3
- Teach-nology Rubrics - http://teachers.teach-nology.com/web_tools/rubrics/
- Staffroom of Ontario Rubrics - <http://www.quadro.net/~ecoxon/Reporting/rubrics.htm>
- Kathy Schrock's Guide to Rubrics - <http://school.discovery.com/schrockguide/assess.html>
- Webquest Rubrics Template - http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html

Forms: Survey Forms or Checklist

Survey Exercise

- Create a form using the checkbox under the forms toolbar.
- Create a survey form for students concerning a topic for study, a classroom management program, a sports survey, a field trip survey, etc.

Under "View" on the top file bar menu - select toolbars and make sure that you have "forms" checked.

- Use checkboxes from that menu. Place your cursor where you want the checkbox placed and click on the checkbox.
- Use tabs to align boxes (or the increase indent arrow on your file menu bar.
- You may want to create the survey to go along with your curriculum project. See sample survey on School Readiness.
- Send this assignment through the student drop box under student tools.
- If you are trying to use a word processor other than Microsoft Word, you may not have the forms toolbar. You will have to create boxes as shapes or use lines or create the form in a table. Include an explanation of what program you used when you drop off the file in the dropbox basket.

School Readiness Survey

Form Example - School Readiness Survey
What Should Your Child Know Before Entering Kindergarten?

Dear Parents:
 As your child's kindergarten teacher, I would appreciate knowing more about his or her readiness for entering school. Please answer the following questions as best as you can. Thank you for working more effectively with your child.

1. Does your child know the following?

First and Last Name	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Age	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Address	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Telephone Number	<input type="checkbox"/> Yes	<input type="checkbox"/> No

2. Does your child:

Work independently on projects without supervision?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Work cooperatively in a group with other children?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Follow simple oral directions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Hold a crayon and draw a circle?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Cut with scissors?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

3. Reading Readiness

Does your child enjoy having you read to him or her?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does he or she recognize some letters you read?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does he or she identify the main idea of the story?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

How do you check in the box of each item listed in the list below for your child.

4. Letters and Words

<input type="checkbox"/> Identifies upper-case letters
<input type="checkbox"/> Identifies lower-case letters
<input type="checkbox"/> Matches upper-case letters with their lower-case forms
<input type="checkbox"/> Matches identical letter combinations or words
<input type="checkbox"/> Reads his or her own name
<input type="checkbox"/> Writes a picture having the same initial consonant as a spoken word
<input type="checkbox"/> Identifies spoken three-letter words
<input type="checkbox"/> Recognizes spoken consonant sounds

5. Vocabulary

<input type="checkbox"/> Identifies objects of a given category
<input type="checkbox"/> Identifies opposite illustrations describing the meaning of a spoken statement
<input type="checkbox"/> Identifies colors
<input type="checkbox"/> Identifies parts of the body

6. Mathematics

<input type="checkbox"/> Counts from 1 to 20
<input type="checkbox"/> Recognizes objects by size and by shape
<input type="checkbox"/> Recognizes numbers 1 - 10

(CP-1-00)

**Our Web Page Project
Student Evaluation**

Your Name: _____ School _____

Project Name: _____

I. What is the topic of your web project?

II. What was your job on your web development team?

III. Please check (✓) the box that best describes your response:

A. My time spent learning how to create a web page was worthwhile for my future.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree

B. I gained skills with technology by participating in the web project.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree

C. Working on the web project helped me learn my subject matter.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree

D. I improved my understanding of _____ by working on this project.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree

E. Working on the web project in class made me want to come to school.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree

F. I recommend that you do the web assignments with students in the next class.

Agree Somewhat Agree Neutral Somewhat Disagree Disagree

G. I rank our web project as:

Excellent Good OK Needs Work Poor

A good resource for an online checklist generator is: Project Based Learning Checklists - <http://www.4teachers.org/projectbased/checklist.shtml> . Please create your own form in Word for this assignment. However, you'll find this website a good resource for automatically generating checklists.

More Word Basics for Older Windows Versions

Useful Tools for Desktop Publishing

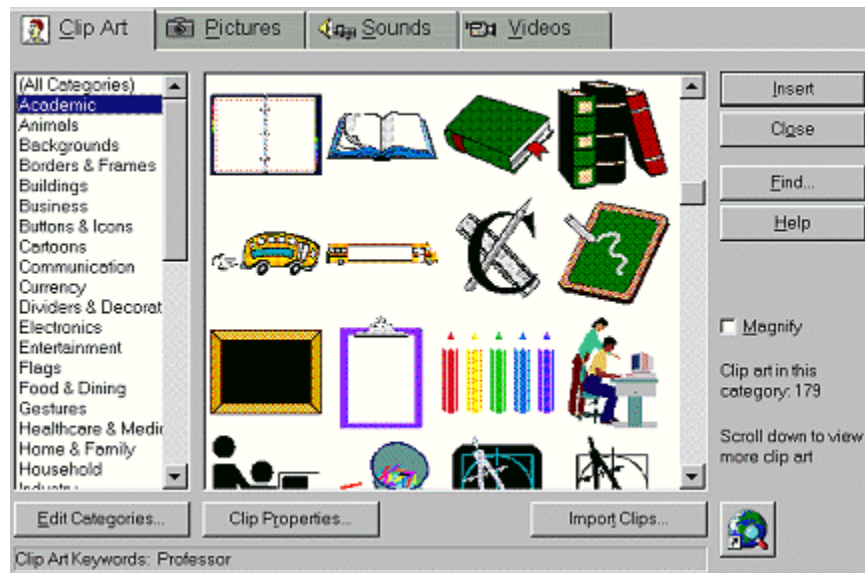
- Remember that graphic images may have to be formatted in order to work with text.
- On Windows - right click and select format picture.
- On MAC - click on image and go to the format menu on the top file bar.
- Select layout and pick text wrap configuration.
- When dealing with some layouts, you will want to have NO text wrap.
- Select behind text or in front of text so that you can move the picture around without it being linked to the text layout.
- At times you will want to wrap the text or you will want the picture to move with the text.
- If you are loading up a picture from your files, choose from file.
- Remember that you can right click and add text in autosshapes, text boxes, etc. You do not need another text box within the shape.
- On MAC - click on the box, then go to format on the top file bar.

Useful Graphic Effects

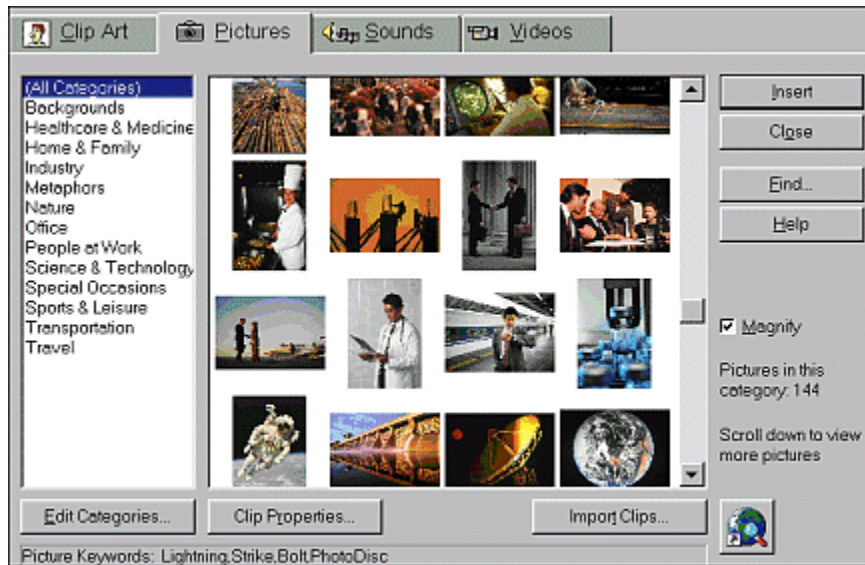


Autoshapes, Lines, Shapes, Text Box, Word Art, Lines, Arrows, Fill, Brush, Arrows, Shadow, 3-D

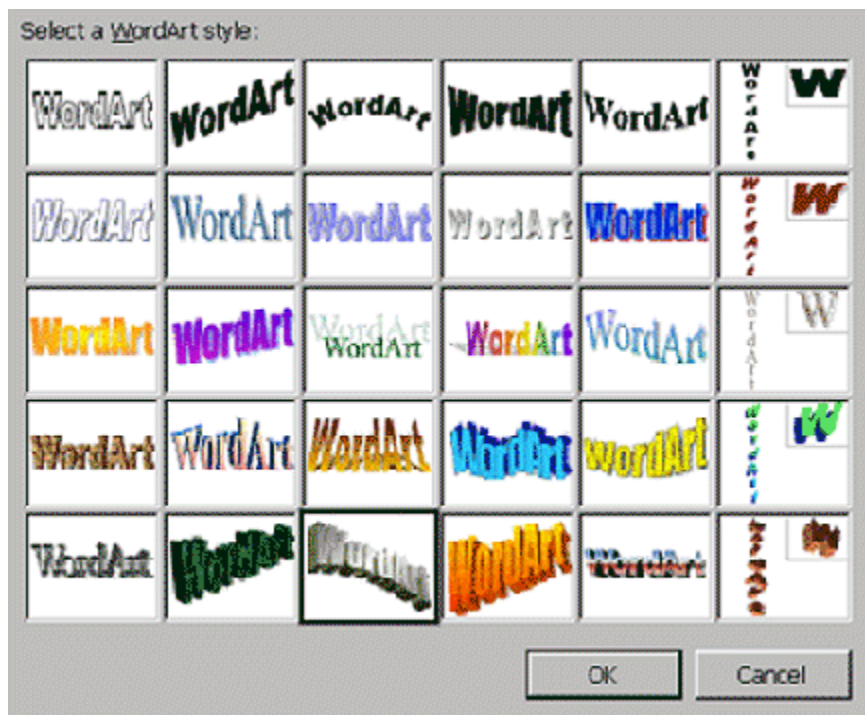
Drawing File Menu Bar



Insert Pictures - Clip Art

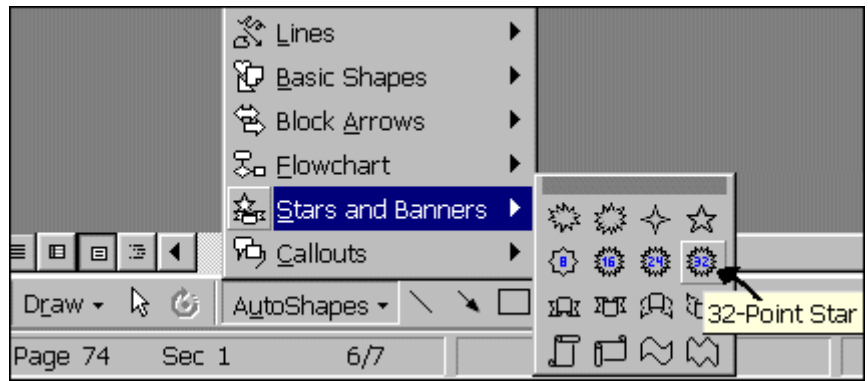


Insert Pictures/Photos

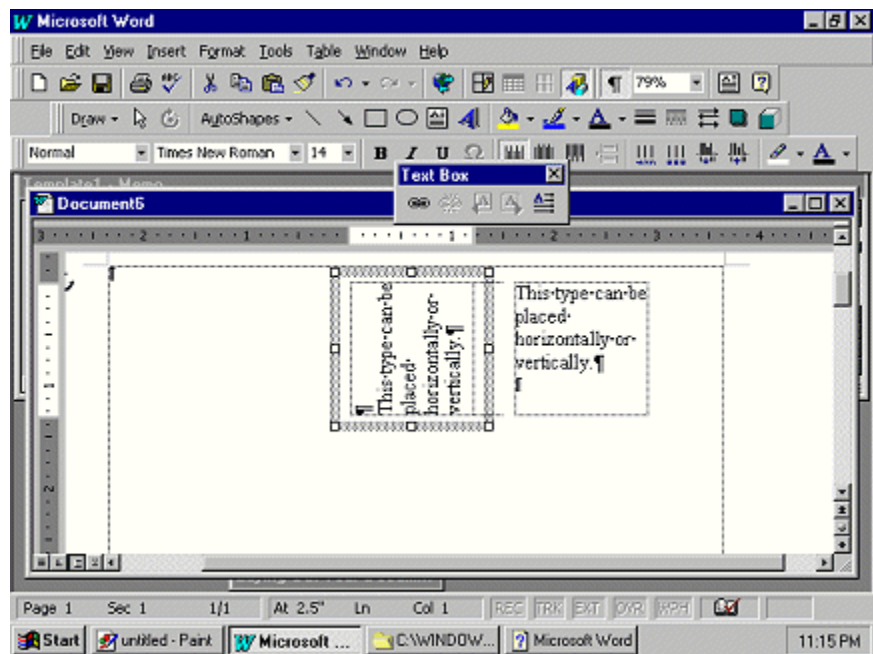


Word Art





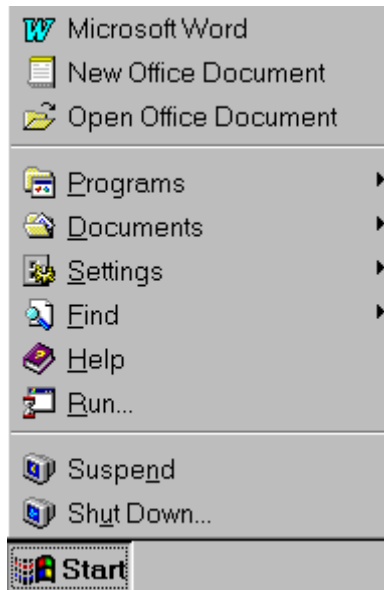
Auto Shapes - Add Text



Text Boxes

Can fill, add and edit text, change borders, or have no lines. Change alignment and direction.

Beginning Word



START MENU

Go through each of the following steps. Select Word (from Program Menu)

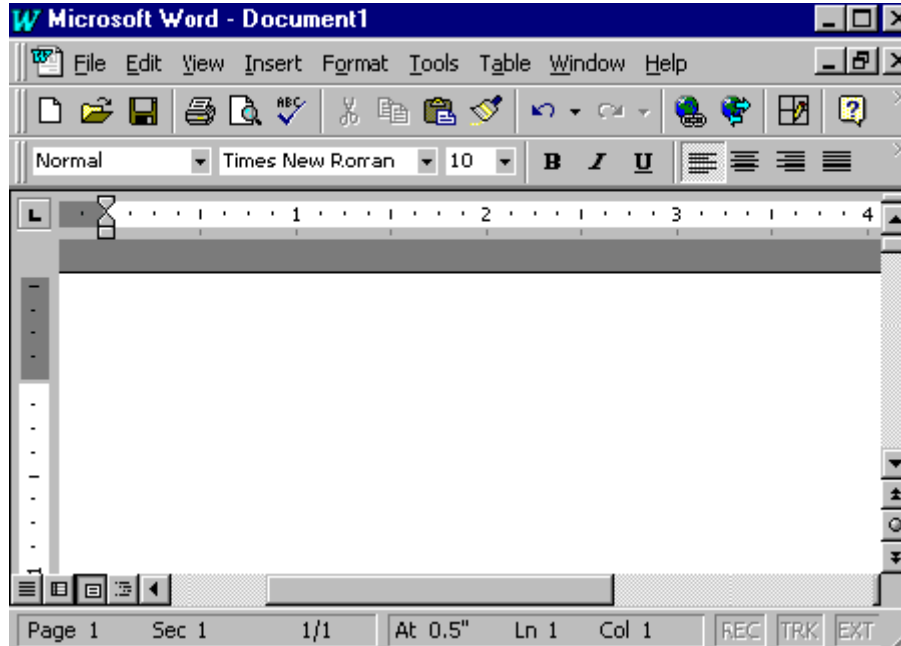


New Document

From Start Menu - Select Programs - Microsoft Word

Select New Document under File Menu

Typical View of New Document



View each item on the top file menu.

Use File to Open, Save, Print

Use View to Select Toolbars

Use Insert to Select Pictures (Clip Art, From File, Charts, AutoShapes, Wordart)

Use Format to Select Paragraph, Fonts, Bullets, Borders and Shading, etc.

Use Tools for Spellcheck, Thesaurus, Word Count, Mail Merge, etc.

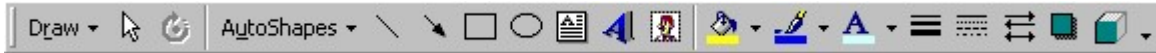
Use Table Menu to Insert and Edit Table

Go to View Menu and Select Toolbars - Normal Text with Drawing



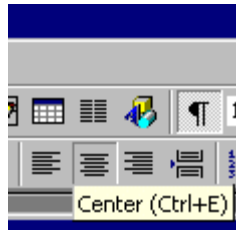
Text Menu

Font, Size, Style, Alignment, Numbers, Bullets, Paint, Text Color, etc.



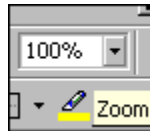
Draw Menu

Autoshapes/Lines/Arrows/Shapes/Text Box/WordArt/Clipart/Fill/Brush/Text Color/Line Shape/Arrow Style/Shadow/3-D



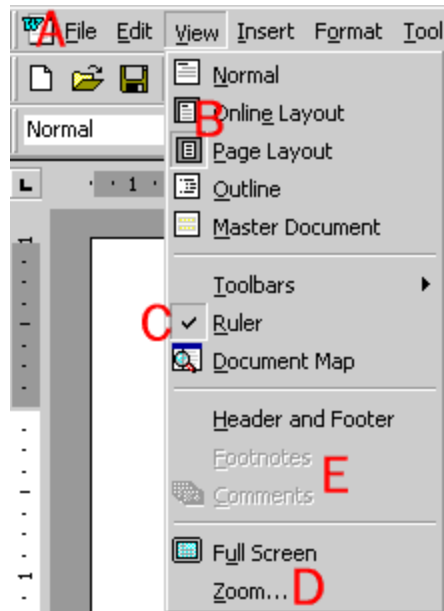
Alignment

Note increase and decrease as well as paragraph marker



Zoom for View

Decrease to view more of the page



View Page - Normal

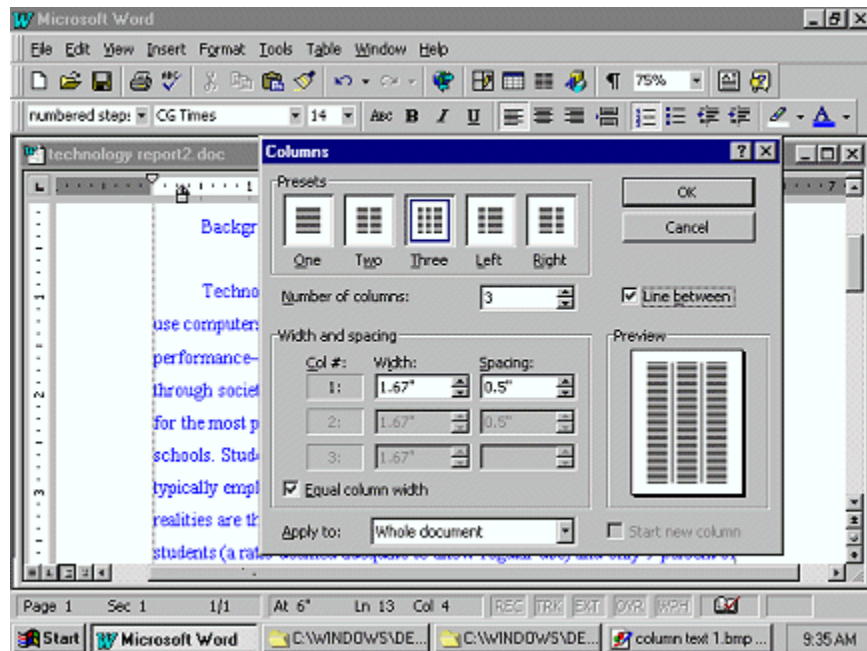
A - File Menu

B - Layout Choices

Go to Toolbars if you are missing a view on the file menu bar

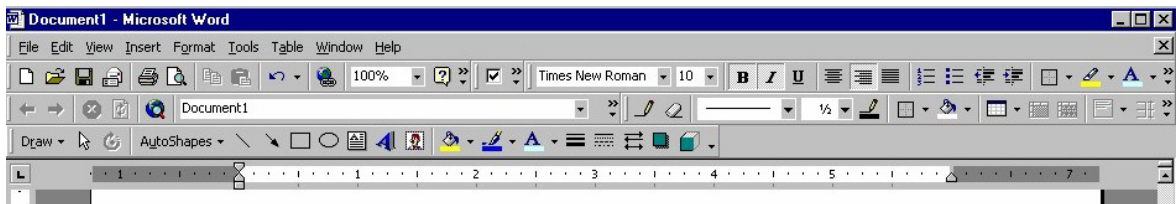
C - Add ruler

D - Zoom



Columns

Note that you can apply to whole document or choose to have columns from the point of your cursor on.



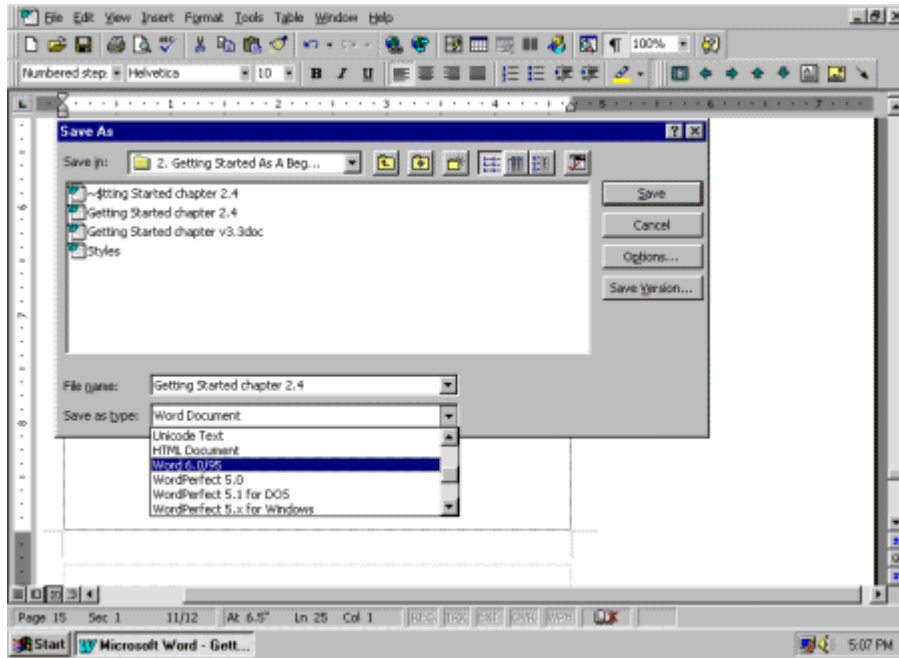
Toolbar Menu

Add Toolbars from View Menu - Forms, Tables, Alignment, Web, Word Art, Text Boxes, AutoShapes, Lines, etc.



Click on Disk Icon to Save - Will save in default folder - My Documents - if you have not saved it previously with a particular name. It is good to go to save as, locate your folder for saving, and name the document first. From then on you can save using the disk.

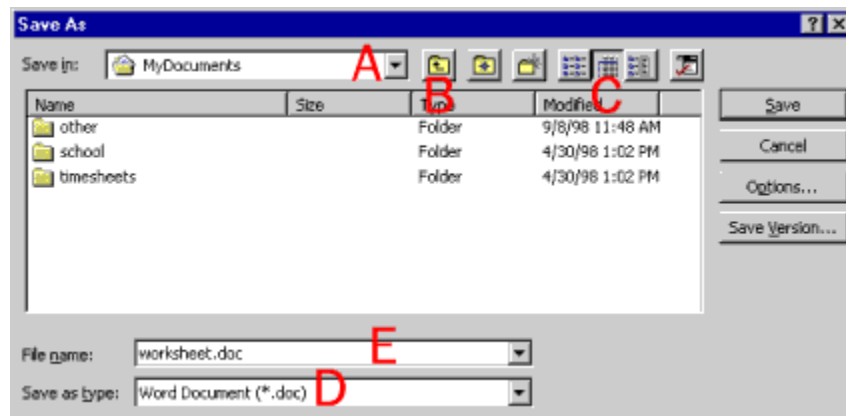
or Go to File Menu for Save As - Select Save As and Go to your disk on a: drive or your folder in c: drive. Save as a Word document or a Word 95/6.0 document if you are on MAC.



Use file save as:

Save in a folder in the c: harddrive or on the a: floppy disk.

Use the default .doc extension - or look for the extension that your word processor reads.



More on Save as:

Use arrows to view c:/hard drive, a: and b: floppy drive, d: CD or Zip Drive, etc.

Folders

Folder with up arrow takes you up in the directory

Folder with the star - makes new folder