**Word Unit: Day 5**

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| **Objectives** *Learners will be able to…* | **Materials** |
| ***Computer Skill:*** *spell check*  ***Computer Skill:*** *open previously saved document*  ***Literacy Skill:*** *Journal Entry* | **Make Student Copies**   * Microsoft Exercise 3: Spell Check **(Tab 12)**   Non-copy materials   * Day 5 Warm-up SWAT Questions and Pictures **(Tab 13)**   **Props, Technology or Other Resources**   * Computers * Projector * **USB Drives** |
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| **Lesson Plan** | |
| **Warm up for today’s Lesson:**  Description: divide the class into two teams. One member from each team will come up to the front and stand in front of the board. Teacher will ask the pair a question, first one to touch the answer (with a fly swatter/marker/etc. wins a point for their team. Two more members come up from opposing teams to answer questions until you have done them all.  Materials/Prep: get the **Day 5 Warm-up SWAT Questions**, **cut apart the icons** and words so they are each on their own piece of paper (this might already be done and in the binder)  **Activity 1: Spell Check**  Description: students will be introduced to using spell check and the difficulties that often come along with it  Materials/Prep: copies of **Microsoft Word Exercise 3: Spell Check**  **Activity 2: Opening Previously Saved Documents**  Description: students will learn how open documents that have already been created  Materials/Prep:  **Activity 3: Journal, Literacy**  Description:students should write about their skills  Materials/Prep: | **Vocabulary:**   * Spell Check * Folder * Ribbon * Menu Tabs |

**Teacher Directions: Activity 1: Spell Check - Microsoft Word Exercise 3: Spell Check**

Step 1:

For Teacher: It is likely that this issue has already some up in class, but take the time to truly explain it.

Step 2: Context

Spell a word incorrectly on the board and then draw a red squiggly line under the word. **Ask** students if they have ever seen this on Word before

**Explain** that Word is telling you it does not recognize the word you are trying to type, that there is likely a spelling error

**Explain** that there might also be a green line, this indicates a grammar issue

Step 3: Demonstrate using the Menu Tabs

Learners should have their **EYES FORWARD AND HANDS OFF OF THEIR COMPUTERS**

Go into Word and type “chiar”.

**Point out** the red line

**Use hovering skill** to locate the Spelling and Grammar button on the ribbon

Click on it and go through how to change a word to the correct spelling

Step 3: Demonstrate using Right-Click

**Type** “My anme is”

**Right click** over incorrect spelling

**Ask** if students see anything that might help change the word

**Explain** that if you right-click on a word identified as being incorrect, Word will automatically give you options for correct spelling

Step 4: Controlled Practice

Instruct students to type the follow sentence:

Ask them which word is marked as incorrect? How do we fix it? **Use both methods**

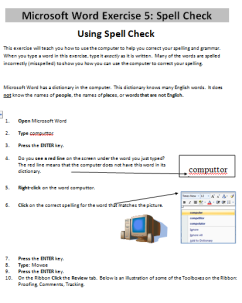
Instruct students to type the following sentence:

There were ate people at the show.

Ask if word is acknowledging any mistakes? No. Is there a mistake? Yes.

Explain that word will only recognize words that are spelled incorrectly, so you might use a real word in a sentence, but it is not the one you intended.

Importance of going through and rereading what you typed before you submit documents to anyone.



Step 4: Individual Practice

***Disclaimer! Much of Exercise 3 is based off of having Windows 7. If you do NOT, decide between two options. 1. Go through as a class. 2. Make edits to remove Windows 7 References i.e. Steps 10, 11 and 12.***

Handout **Microsoft Word Exercise 3: Spell Check**

Students should read the whole exercise and go through step by step

Circulate to answer questions

**Teacher Directions: Activity 2: Opening a Previously Saved Document**

Step 1: Demonstrate Opening a Document

Learners should have their **EYES FORWARD AND HANDS OFF OF THEIR COMPUTER**

Click on File>click on open>Click on My Computer>Click on (E: ) Drive> Locate Journal Entry

Click on Open

Review these steps

Step 2: Controlled Practice

Learners should now go through the steps with the teacher

Do this a couple of times

**Teacher Directions: Activity 3: Journal Entry**

Step 1: Prompt

Learners should have their previously saved journal entry open

Instruct them enter two lines after their previous entry

Type the date right-aligned

Hit enter and left align the text on a new line

**Prompt:** Write about your skills. What skills do you have and how they might prove beneficial in a work environment?

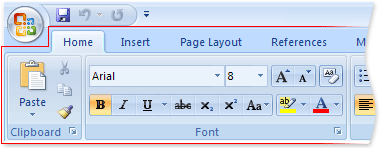
Step 2: Save

Ask if students should click Save As or just the Save button? *Save button*

Why? Simply changing content, not where it is saved or what it is named

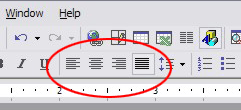
**Word Day 5 Warm-up: SWAT**

1. When someone changes the look of text, it is called: *formatting*
2. When you format the text to become thicker you click: *bold*
3. When you add a line under words you click: *underline button*
4. When you want to move the alignment of text to the right click: *right align button*
5. When you want to take something from where it is and move it somewhere else you want to: *cut it*
6. This is the icon you click if you cut text: *scissors*
7. This is the icon you click when you want to paste text: *clipboard*
8. Before you can copy, cut, paste, or format text you have to do what to the text you wish to change: *highlight it*
9. If you want to make a grocery list, in no specific order, what button do you click: *bullet points*
10. If you want to create a step by step list, what button should you click: *numbering button*
11. If you want to keep a file and come back to it, what do you have to do: *save it*
12. This is the button you look for if you want to make two of something: *double sheet, for copying*
13. This is the button you click if you want to undo a mistake you made: *backwards arrow*
14. The toolbars can be found on the: *ribbon*
15. This is the button you click if you want to change the font of something: *Ariel button*

Day 5 Warm-up Swat: Cut up each icon or word and tape to the board

**Formatting**

**B U Cut**



http://www.sacmeq.org/statplanet/images/icon_copy.pnghttp://www.dplot.com/help/tool_cut.png  **Highlight**

**Save**

**Ribbon**

**Microsoft Word Exercise 3: Spell Check**

**Using Spell Check**

This exercise will teach you how to use the computer to help you correct your spelling and grammar. When you type a word in this exercise, type it *exactly* as it is written. Many of the words are spelled incorrectly (misspelled) to show you how you can use the computer to correct your spelling.

Microsoft Word has a dictionary in the computer. This dictionary knows many English words. It does **not** know the names of **people**, the names of **places**, or **words that are not English.**

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| 1. **Open** Microsoft Word | | | | | | | |  | |
| 1. **Type** computtor | | | | | | | |  | |
| 1. **Press** the **ENTER** key. | | | | | | | |  | |
| 1. Do you **see a red line** on the screen under the word you just typed? The red line means that the computer does not have this word in its dictionary. | | | | | | | |  | |
| 1. **Right-click** on the word computtor. | | | | | | | |  | |
| 1. j0285750**Click** on the correct spelling for the word that matches the picture. | | | | | | | |  | |
| 1. **Press** the **ENTER** key. 2. **Type**: Mowse 3. **Press** the **ENTER** key. | | | | | | | |  | |
| 1. On the Ribbon **Click** the **Review** tab. Below is an illustration of some of the Toolboxes on the Ribbon: Proofing, Comments, Tracking. | | | | | | | | | |
| 1. What are the other three toolboxes? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| 1. In the **Proofing** toolbox, **Click** on the **SPELLING & GRAMMAR** button. | | | | | | | | | | |
| 1. The word mowse has a red line, because the computer does not have this word in its dictionary. | | | | | | | | | | |
| 1. MPj03163460000[1]**Click** on the correct spelling for the word that matches the picture. It should say “mouse”. |  | | | | | | | | 1. **Click** the **CHANGE** button. | |
| 1. **Click** the **OK** button. 2. **Type**: Kibor. 3. **Press** the **ENTER** key. | |  | | | | | | | | |
| 1. In the Proofing toolbox, **Click** on the **SPELLING & GRAMMAR** button. | | | | | | | | | | |
| 1. The dialog box provides suggestions for the word “kibor” which is not in the computer’s dictionary. **Use** the S**croll bar** under *Suggestions* to make sure the correct spelling is not on the list.   j0396944**It is supposed to say “keyboard”** | |  | | | | | | | | |
| 1. If the spelling is very wrong, the computer cannot find the correct spelling for you. **Highlight** the word in the dialog box and **Type** the correct spelling: **keyboard**. 2. **Click** the **CHANGE** button. 3. **Click** the **OK** button. 4. **Type**: Mukta and **Press** the **ENTER** key. | |  | | | | | | | | |
| 1. Mukta is a woman’s name. The computer does not know the names of people. **Click** on the **SPELLING & GRAMMAR** button. 2. The name is underlined in red, because the computer does not know this word. **Click** the **IGNORE ONCE** button. 3. Now the computer knows that **Mukta** is not a mistake. **Click** the **OK** button. | | | | | | MPj02277090000[1] | | | |
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| 1. **Type**: Salsa verde 2. **Press** the **ENTER** key. 3. **Right-click** on the word verde. 4. **Click** on **IGNORE** (or Ignore All). | | | http://lisamariebabik.com/ks/images/salsaverde.jpg | | | | | | |
| 1. **Type**: his name George. he is eating 2. **Press** the **ENTER** key. 3. Sometimes the computer will automatically change the first letter of a sentence to a capital letter. Look at the last two sentences. Is the first letter capitalized? If not, **Capitalize** ***his*** and ***he***. 4. **Click** on the **SPELLING & GRAMMAR** button. | | | | | | | MPj01849270000[1] | | | |
| 1. “His name George.” is a fragment; it is not a complete sentence. **Click** between “name” and “George. 2. **Type**: is 3. **Click** the **CHANGE** button. 4. When the spell check is complete, **Click** the **OK** button**.** | | | | |  | | | | | |
| 1. Spell check cannot find all mistakes. There is a problem with the last sentence. Every sentence should have a punctuation mark of some kind at the end. In this case is should be a period. **Click** after the word “eating” **Type** a period. | | | | | | | | | | |
| 1. **Type**: Please turn on the lamb. 2. **Press** the **ENTER** key. There are no red or green lines, but there is a problem. | | | | | | | | | | |
| j0316429 | | | | | j0439317 | | | | | |
| 1. The correct word is *lamp* | | | | | NOT *lamb.* | | | | | |
| The computer did not show a red line under the word, because *lamb* is in the English dictionary. But it is not the correct word for this sentence.   1. **Delete** the word “lamb.” **Type**: lamp. Remember, spelling and grammar check is very useful, but you still need to look carefully at what you type and use your brain! | | | | | | | | | | |
| 1. **Ask** a teacher to check your work. The teacher will sign in the box on the right. | | | |  | | | | | | |
| 1. **Close** the document. Do not save. | | | | |  | | | | | |