

Grade 4 - Lessons 1 - 3

Masters word processing (tools, pallets, shortcuts, spell-check, save, print); writes multiple paragraphs; saves file to designated location or media independently

*Before beginning with this lesson, be sure to review **all** of the previous lessons back to Kindergarten to ensure students have mastered the skills from the previous grades. If a majority of students show a need for one or more of the earlier lessons, please do those first.*

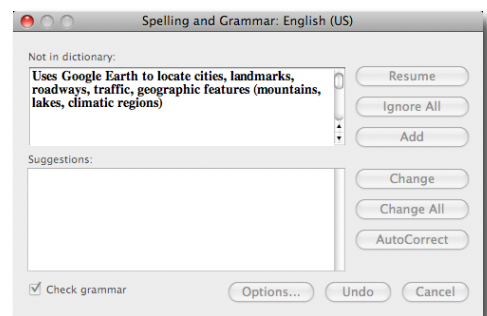
1. With an edited draft of a grade level writing assignment or end-of-unit OCR writing prompt, review the following before students begin to type text (it may be necessary to lead students through these, with their own text, to get document started):
 - a. viewing Formatting Palette
 - b. changing font size
 - c. using proper keyboarding hand position and posture
 - d. type standard heading that includes name, teacher name, date
 - e. text alignment (centering title, left align text, tab indents)
 - f. carriage returns for paragraphs (return key → tab key)

At this point, allow students 10-15 minutes to type a portion of their work.

2. Lead students through the process of saving work to designated location (folder on Desktop, on server, onto Flash Drive

At this point, allow students 10 more minutes to continue typing.

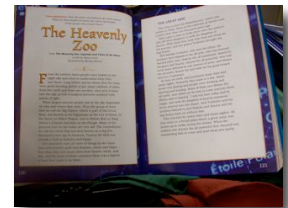
3. Using a student's completed document for demonstration purposes, project the work for all students to see and contribute answers.
4. Pull down the **Tools** menu to



Spelling and Grammar... As the dialog box opens and identifies the first **'questionable'** word, discuss why it came up in the window, and what the choices are in addressing each word that comes up.

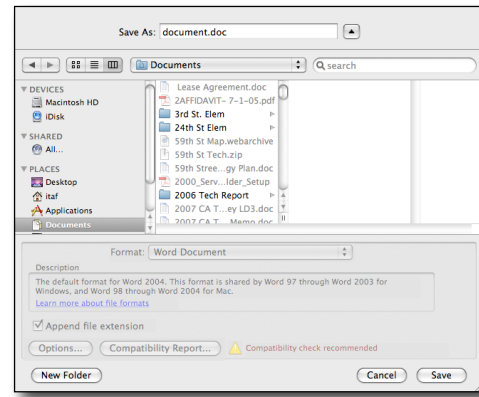
(*Questionable word* means that the word identified is not known to the computer's dictionary, either as a word that was included by the maker of the word processing program, or a new word added by a user of the computer. Proper nouns, like names often come up, especially names like Gonzalez, Kayla, or Chang. These words will often be underlined in red in the document. Let students know that these are not mistakes, but that the dictionary does not have them in it.)

5. Once students show they understand the process of spell-checking, they can do it on their own, or with a partner when their writing is finished.
6. Other refinements that can be made to the document are changing the font, size, color, and style of the title only. A good method of reinforcing this is to hold up an OCR student text and show how titles are always presented in a special way, whereas the body text is written in **Times** or **Arial** in the color black.

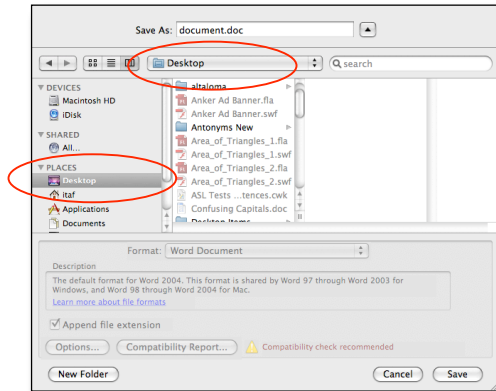


7. When all of the students have written and checked a substantial amount of their work, lead students through the saving process. Most students should have seen and followed these steps a number of times in previous grades, though you will also have students who are new to the school and may not have had the experience. This brings up an axiom that you may already employ, which is, assume nothing, and allow students to prove to you that they can do something: *walk in line politely, raise their hands, multiply to 12 mentally, etc...*

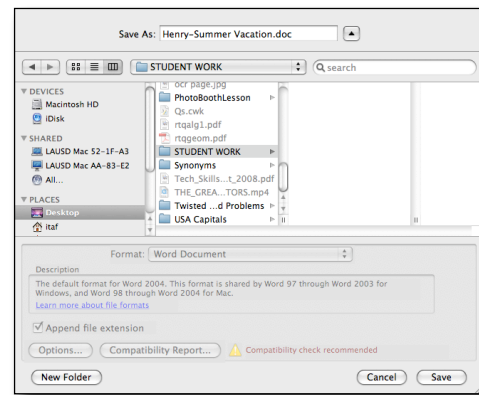
8. Have students pull down the **File** menu to **Save...**



9. Have students click on the word **Desktop** in the left sidebar, and the folder name at the top of the window changes to **Desktop**.



10. Have students scroll down to the **STUDENT WORK** folder. Change the file name in the **Save as:** field, leaving the suffix **.doc**. Finally, click on the **Save** button (or teach students to press the **return** key to complete the saving process).



11. Allow students to continue typing until time is up. Have students press **⌘-S**, then **⌘-Q** to quit.