

Module 5

# Applying Word Processing

**Description:** The objective of this module is to have you apply your word processing skills to create one or more additional productivity tools that you can use in your classroom. You will also learn how to be a critical friend, showcase and share your work, view the work of others, and exchange ideas and practices.

## Pair and Share: Reflecting on Module 4

Share your answers to the Take-Home Exercise: Reflecting on Module 4 with a colleague and the whole group as directed. Record any new and good ideas on the lines that follow.

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## Exercise 1: Creating Word Processing Productivity Tools

### Step 1

Learn more about the four elective word processing activities—Weekly Lesson Planner, Newsletter, Diagram, and Certificate.

### Step 2

Determine which activity you want to do first. You can work alone to create a productivity tool that is uniquely meaningful and relevant for you in your classroom, or you may collaborate with a colleague who shares a similar interest or need.

### Step 3

Plan, do, review, and share the activity or activities as directed.

# Weekly Lesson Planner

When a teacher is absent, a lesson plan can help a substitute know what to teach and what work to assign students. In addition, some principals like to review and approve teachers' lesson plans. What information typically goes in a lesson plan? How could you use the computer to make a lesson plan?



## Plan It

Create a lesson plan that shows the material you will be teaching your students and the assignments they will be doing for each day of a given school week. Look at the following example:

Mr. Thompson's Weekly Lesson Plan May 14-18, 2007					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:00 a.m.</b>	Language Arts • Commas (pages 136-7) • Commas exercise A on page 138	Language Arts • More about commas (pages 139-40) • Commas exercise B on page 141	Language Arts • Commas quiz • Poetry introduction (pages 323-5)	Language Arts • Rhyme (pages 326-7) • Read and discuss the poem on page 328	Language Arts • Meter (pages 329-30) • Read and discuss the poem on page 331
<b>9:00 a.m.</b>	Math • Simplifying fractions (pages 231-3) • Complete exercise on page 234	Math • Multiplying fractions (pages 235-7) • Complete exercise on page 238	Math • Dividing fractions (pages 239-43) • Complete exercise on page 244	Math • Review fractions • Complete unit review exercise on pages 245-6	Math • Fractions test • Introduce decimals (pages 247-9)
<b>10:00 a.m.</b>	Break	Break	Break	Break	Break
<b>11:00 a.m.</b>	Science • Parts of a plant (pages 188-91) • Parts of plant handout	Science • Parts of a flower (pages 192-5) • Parts of flower handout	Science • Parts of a seed (pages 196-9) • Parts of seed handout	Science • Review parts of a plant, flower, and seed • Assign report on plants	Science • Begin writing report on plants • Plan diagrams to create on the computer next week
<b>12:00 p.m.</b>	Lunch	Lunch	Lunch	Lunch	Lunch

Lesson Plan Example (Page 1)

Applying Word Processing

<b>1:00 p.m.</b>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>Begin unit on Ancient Rome (pages 190-4)</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>More on Ancient Rome (pages 195-9)</li> <li>Answer and discuss questions on page 200</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>More on Ancient Rome (pages 195-9)</li> <li>Answer and discuss questions on page 200</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>Rome's democratic government (pages 201-6)</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>In-class essay about the effects of Rome's democratic government</li> </ul>
<b>2:00 p.m.</b>	<b>Music</b> <ul style="list-style-type: none"> <li>Learn new song for next month's graduation ceremony</li> </ul>	<b>Computers</b> <ul style="list-style-type: none"> <li>Create a timeline of important events in Ancient Rome</li> </ul>	<b>Library</b> <ul style="list-style-type: none"> <li>Pick a poetry book that students want to read for Language Arts</li> </ul>	<b>Computers</b> <ul style="list-style-type: none"> <li>Internet research for science report</li> </ul>	<b>Art</b> <ul style="list-style-type: none"> <li>Make posters for school recycling program</li> </ul>

**Lesson Plan Example (Page 2)**

Think about the following questions, and if working with a partner, discuss your ideas. Writing your ideas on a sheet of paper might be helpful.

- What time does the school day begin? What time does it end? If the schedule had a row for each hour of the school day, how many rows would be needed?
- How many days are in the school week? If you wanted a column for each day of the school week, how many columns would be needed?
- What school subjects do you teach? On what days of the week will you teach each subject? When will that teaching take place?
- What specific content will you teach for each subject? What specific assignments might you ask your students to complete?

For help on how to do certain tasks, look at the following groups in the Intel® Education *Help Guide*:

- **Word Processing Group 2:** Typing and Changing Words
- **Word Processing Group 3:** Changing the Look of Your Words
- **Word Processing Group 6:** Designing Your Pages
- **Word Processing Group 7:** Working with Tables

Develop a lesson plan that best suits your individual needs.



## Do It

1. Start the word processing software, and open a new, blank document.
2. Change the page setup to landscape orientation so it will print sideways.
3. If needed, zoom out so you can see the whole page on your screen.

**Challenge:** You might want to add a page border before you start adding your information. Feel free to change the color and the width of whatever style you pick. (See the Challenge Example at the end of this section.)

4. At the top of the page, type a title for your lesson plan. Then on the line below, type information about the time period the lesson plan covers.
5. Change the font, size, and style of the title and time period information. You might also want to change the text alignment.
6. Move the cursor down two lines. Then, insert a table with one column and one row more than the number of columns and rows you identified during your planning.
7. Zoom in to 100%.
8. Leave the first cell in the first row blank. Then, type the days of the school week in the other cells in the same row, across the top of the table.
9. Leave the first cell in the first column blank. Then, type the hours of the school day in the other cells in the same column along the left side of the table.
10. Refer to your planning ideas, and type the rest of the schedule information for each day of the school week. To save time, copy and paste any information that you use more than once.
11. If any lessons last more than one hour, merge together as many cells as you need in that day's column. Additionally, if any lessons last less than an hour, split cells into two cells.

**Step 6:** For further assistance with tables, refer to Word Processing Skill 7.6: To remove or delete a row or many rows, and Word Processing Skill 7.9: To add or insert a new row into a table.

**Step 11:** Although the processes of merging and splitting cells may seem difficult, they are fairly simple. If needed, refer to Word Processing Skill 7.13: To put two or more cells together, or to merge them, and Word Processing Skill 7.14: To divide or split a cell into many cells.

### Applying Word Processing

**Step 13:** Word Processing Group 7 contains information on many ways to change the row height and column width. Use the method that feels most comfortable.

**Step 16:** The process of saving a document as a template may be unfamiliar. If needed, refer to Word Processing Skill 10.4: To make and use your own document style, or template.

12. Change the look of the information as you wish so the lesson plan is easy to use. For example, you might want to make some words bold or a different color so they stand out. You might also want to create numbered or bulleted lists to make the information easier to read. (For help, refer to Word Processing Skill 4.6: To make a numbered list of information, and Word Processing Skill 4.7: To make a list of information with different symbols, or a bulleted list.)
13. To make the table look nice and even, change the table properties as needed so all of the rows are the same height and all of the columns are the same width. Then, change the placement or alignment of the words in the cells so the content all looks the same.
14. Remove the top and left borders from the empty cell in the top-left corner of the table. Change the width, color, and style of the borders of the other cells in your table. (For help, refer to Word Processing Skill 7.18: To make your own changes to the way your table looks.)
15. Change the look of the days of the school week in the first row and the times in the first column. To make the information stand out, fill the cells in the first row and the first column with a light shade of color.

**Challenge:** If your lesson plan flows onto a second page, consider inserting a page break to divide the table in an appropriate location. (For help, see Word Processing Skill 6.8: To end one page and start the next.) You might also want to insert a new row into the table at the top of the second page. Then, copy the column headings at the top of the table on page one and paste them into the first row of the table on page two. (See the Challenge Example at the end of this section.)

16. Save your lesson plan as a template so that a new schedule can be made quickly and easily next week.
17. To make sure the lesson plan template works, start a new document by picking your template file. Then, close the file without making or saving any changes.

**Mr. Thompson's Weekly Lesson Plan**  
May 14-18, 2006

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:00 a.m.</b>	Language Arts <ul style="list-style-type: none"> <li>Commas (pages 136-7)</li> <li>Commas exercise A on page 138</li> </ul>	Language Arts <ul style="list-style-type: none"> <li>More about commas (pages 139-40)</li> <li>Commas exercise B on page 141</li> </ul>	Language Arts <ul style="list-style-type: none"> <li>Commas quiz</li> <li>Poetry introduction (pages 323-5)</li> </ul>	Language Arts <ul style="list-style-type: none"> <li>Rhyme (pages 326-7)</li> <li>Read and discuss the poem on page 328</li> </ul>	Language Arts <ul style="list-style-type: none"> <li>Meter (pages 329-30)</li> <li>Read and discuss the poem on page 331</li> </ul>
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<b>10:00 a.m.</b>	Break	Break	Break	Break	Break
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<b>12:00 p.m.</b>	Lunch	Lunch	Lunch	Lunch	Lunch

Lesson Plan Challenge Example (Page 1)

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<b>1:00 p.m.</b>	Social Studies <ul style="list-style-type: none"> <li>Begin unit on Ancient Rome (pages 190-4)</li> </ul>	Social Studies <ul style="list-style-type: none"> <li>More on Ancient Rome (pages 195-9)</li> <li>Answer and discuss questions on page 200</li> </ul>	Social Studies <ul style="list-style-type: none"> <li>More on Ancient Rome (pages 195-9)</li> <li>Answer and discuss questions on page 200</li> </ul>	Social Studies <ul style="list-style-type: none"> <li>Rome's democratic government (pages 201-6)</li> </ul>	Social Studies <ul style="list-style-type: none"> <li>In-class essay about the effects of Rome's democratic government</li> </ul>
<b>2:00 p.m.</b>	Music <ul style="list-style-type: none"> <li>Learn new song for next month's graduation ceremony</li> </ul>	Computers <ul style="list-style-type: none"> <li>Create a timeline of important events in Ancient Rome</li> </ul>	Library <ul style="list-style-type: none"> <li>Pick a poetry book that students want to read for Language Arts</li> </ul>	Computers <ul style="list-style-type: none"> <li>Internet research for science report</li> </ul>	Art <ul style="list-style-type: none"> <li>Make posters for school recycling program</li> </ul>

Lesson Plan Challenge Example (Page 2)



#### Review It

Look over your lesson plan. Make sure it has the following elements:

- A title and words that explain what week the lesson plan is for
- A table with a column for each school day and a row for each hour of the day
- Column and row headings that explain what information is found in each column or row
- Information about the subjects you will teach and the assignments students will complete during each school day
- The page set up to print sideways

If any elements are missing, add them to the schedule now. You should also make other desired changes. Remember to save your work when you are finished.



#### Share It

Be prepared to discuss your answers to the following questions during sharing time:

- How might this lesson plan make your job as a teacher easier?
- What other types of information would you put in a table?
- Why might it helpful to save documents you might create over and over again as templates?

# Newsletter

As a teacher, you want to let your students' parents know what their children are learning and doing each week in school. To meet this need, you can create a newsletter that can go home to all your students' parents. What do newsletters usually look like? What types of information might your newsletter contain? How might computers be used to make a newsletter?



## Plan It

Create a newsletter that you or another teacher can use over and over again to make other newsletters in the future. Look at the following example:

### Class 7 News

By Mrs. Romero
April 28, 2007

**What Happened in Class This Week**

- Students learned about latitude and longitude in social studies.
- In math, students learned about linear equations. They made graphs for a range of real-life situations.
- Students also wrote and recited their own poems.

**What Will Happen in Class Next Week**

- Students' science reports on volcanoes are due on Wednesday. Make sure your child finishes on time!
- Students will begin work on a family tree project. Please help your child gather pictures and stories about your family members.
- We will have a classroom spelling bee on Thursday. Remind your child to practice.

**Remember!**

The school play will be on Saturday, May 12<sup>th</sup>. Bring the family!

Newsletter Example

### Applying Word Processing

When planning what to include in the newsletter, consider actual classroom events that happened in the past week and that may happen in the week ahead.

Think about the following questions, and if working with a partner, discuss your ideas. Writing your ideas on a sheet of paper might be helpful.

- What are two or three events from this past week that you might want to let parents know about? What are two or three events scheduled for the upcoming week that might be worth writing about?
- What type of big announcement might you want to make about a special school or class event? How could you make announcement information really stand out?
- What sorts of pictures might go with the written information?

For help on how to do certain tasks, look at the following groups in the *Help Guide*:

- **Word Processing Group 4:** Making Paragraphs and Lines of Words Look Good
- **Word Processing Group 5:** Adding Pictures to Your Pages
- **Word Processing Group 6:** Designing Your Pages
- **Word Processing Group 10:** Using Preset and Advanced Features



### Do It

**Step 2:** When the page margins are made smaller, the actual measurements of the margins are not critical. The real purpose is simply to introduce the skill.

**Step 5:** Setting and using tabs can be challenging. Refer to *Word Processing Skill 4.4: To set and use a tab to space your words from left to right.*

1. Start the word processing software, and open a new, blank document.
2. Make the page margins, or the empty spaces along the edges of the page, smaller so you have more room for your information. (For help, refer to *Word Processing Skill 6.5: To set the empty spaces or margins around the edges of a page.*)
3. Type a title for your newsletter at the top of the page. Change the look of the text so it looks like a title.
4. Below the title, make a text box that runs the width of the page.
5. Type "By" followed by your name. Then, set and use a right-aligned tab to move the cursor to the right side of the text box. Insert today's date, and pick whichever date format you like.
6. Change the look of the words inside the box. Then, change the line style, color, and width of the text box border. You can also fill the text box with color.

Applying Word Processing

7. Insert a section break below the text box. Then, format the page so the information below will split into two columns. You might want to add a vertical line between your columns.
8. Type a subtitle, or heading, for the newsletter section on last week's events.
9. Below the subtitle, write about the events that you decided on while planning individually or with a partner.
10. Change the look of that section's subtitle or heading so it stands out. Then, change the look of the lines of words so they are easy to read. You might want to change the amount of space between lines, indent the first line of each paragraph, or even make a bulleted list of items.
11. Save the look, or formatting, of your subtitle and the lines of words below as styles that you can use for the next section of the newsletter to save time.
12. Add a picture of one of the events that took place this last week. Change the text wrapping so the words flow tightly around the picture. Then, change the picture's size, and move it to the place you want.
13. Insert a column break. Then, type a subtitle for the section about what will happen in your class in the upcoming week. Below the subtitle, write about next week's events.
14. Use the formatting styles you just saved to quickly change the look of the subtitle and the lines of words below.
15. Add a picture of one of next week's events. Change the text wrapping so the words flow tightly around the picture. Then, change the picture's size, and move it to the place you want.

**Challenge:** You might want to add shadows to the pictures. Feel free to change the shadow's direction and color. (See the Challenge Example at the end of this section.)

**Step 7:** If you have trouble inserting a section break, click the **Insert** menu and choose the appropriate options from the menu. In addition, when formatting the information below the text box as two columns, make sure you select the options that apply the columns from that point forward. Otherwise, the title and text box may be forced into the two-column layout also. Refer to Word Processing Skill 6.6: To set up a page with two columns, like a newspaper or magazine.

**Step 11:** The goal is to create a newsletter with subtitles and paragraphs that all look the same. Save formatted text as styles that can be used later (see Step 14). Refer to Word Processing Skill 10.6: To make and use short-cuts to change the look of words.

**Step 12:** To add a picture to the newsletter, insert appropriate clip art or use the drawing tools in the word processing software. When changing the text wrapping, try a few different options to determine which works best for the particular picture.

**Challenge:** Depending on the method used to add pictures to the newsletter, adding shadows might be challenging. If inserted clip art or pictures were created in a different application, there should be no trouble. However, adding shadows to any pictures that were created with the drawing tools in the word processing software may be difficult.

Applying Word Processing

**Challenge:** You may have trouble accessing the document's footer. Refer to Word Processing Skill 6.16: To add repeated information at the top and bottom of pages, or to add headers and footers.

**Steps 17 and 18:** For help, refer to Word Processing Skill 10.4: To make and use a document style, or template.

- 16. Make a text box in an empty space on the page. Type the information about the big announcement. Change the look of the words and the text box to make this information really stand out.

**Challenge:** You might want to add a catchy phrase or slogan at the bottom of the newsletter in the document's footer. Feel free to change the look of your words. (See the Challenge Example at the end of this section.)

- 17. Save the newsletter as a document template so that you, and other teachers, can use it over and over again to quickly and easily make newsletters in the future.
- 18. To make sure the newsletter template works, start a new document by picking your template file. Then, close the file without making or saving any changes.

**Class 7 News**

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**By Mrs. Romero** **April 28, 2007**

**What Happened in Class This Week**

- Students learned about latitude and longitude in social studies.
- In math, students learned about linear equations. They made graphs for a range of real-life situations.
- Students also wrote and recited their own poems.

**Remember!**  
The school play will be on Saturday, May 12<sup>th</sup>.  
Bring the family!

**What Will Happen in Class Next Week**

- Students' science reports on volcanoes are due on Wednesday. Make sure your child finishes on time!
- Students will begin work on a family tree project. Please help your child gather pictures and stories about your family members.
- We will have a classroom spelling bee on Thursday. Remind your child to practice.

*Thank you for supporting your child's learning!*

Newsletter Challenge Example



## Review It

Look over your newsletter. Make sure it has the following elements:

- A title that explains what sort of information is in the newsletter
- Your name and the date in a text box with a fill and a border
- Information and a picture about last week's and next week's events
- A text box with information about a big announcement

If any elements are missing, add them to the newsletter now. You should also make other desired changes. Remember to save your work when you are finished.



## Share It

Be prepared to discuss your answers to the following questions during sharing time:

- How does the newsletter let parents know about what their children are learning in your class?
- Of the new skills you learned today, which is the most useful? Why?
- How does saving your formatted words and paragraphs as styles help you to format documents with lots of written information?
- How might saving a finished newsletter as a template make your job easier?

# Diagram

A diagram is a picture with labels that name and explain the items shown in the picture. Diagrams can help students understand various types of information. What types of diagrams have you seen? What information was found in the diagrams? What topics might your students understand better if you used a diagram?



## Plan It

Create a diagram that you or another teacher can use to teach a specific topic. Look at the following example:

In an actual classroom setting, teachers could delete the label text and ask students to write the information themselves.

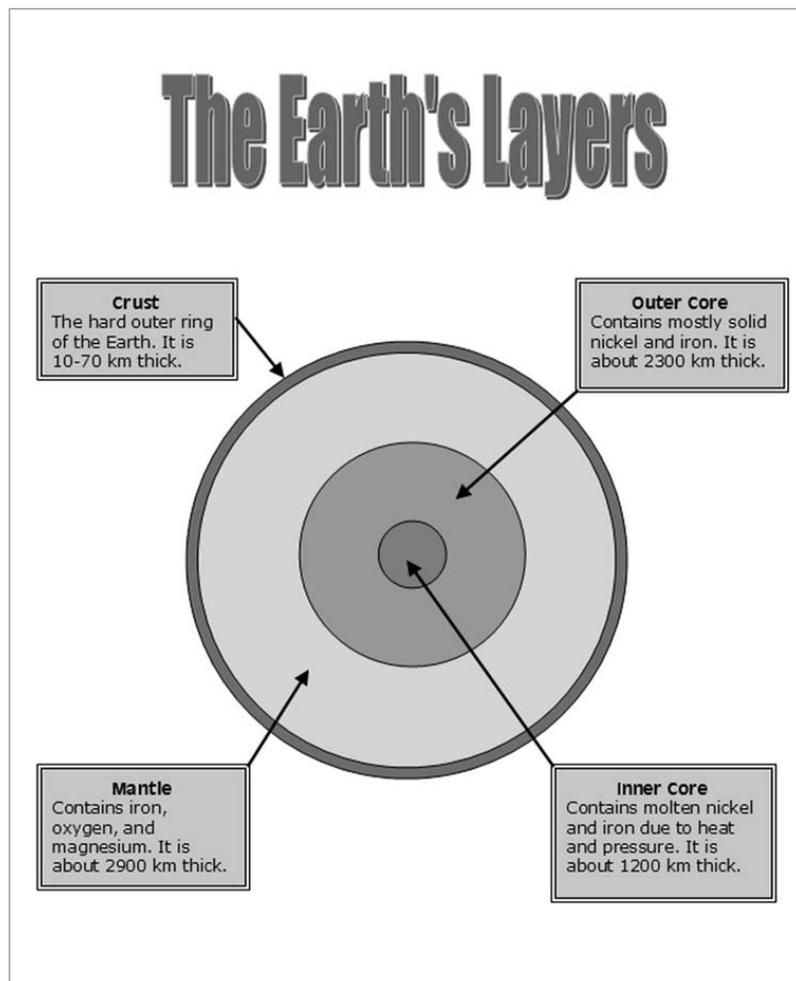


Diagram Example

## Applying Word Processing

Think about the following questions, and if working with a partner, discuss your ideas. Writing your ideas on a sheet of paper might be helpful.

- What specific topic do you want to feature in your diagram? How might this diagram help students understand the subject better?
- What type of picture might you use in the diagram? Where might you locate a picture that you can use? How might you use the computer to make your own picture?
- What individual parts in the picture should be labeled? How might each part be explained or described so students can understand?

When deciding on specific topics for diagrams, think about the subjects you teach and consider any diagrams in students' books.

For help on how to do certain tasks, look at the following groups in the *Help Guide*:

- **Graphics Group 5:** Using the Drawing Tools
- **Graphics Group 6:** Changing the Look of Lines and Shapes
- **Graphics Group 7:** Adding Words to Your Drawings
- **Graphics Group 8:** Working with Objects in Your Drawings
- **Word Processing Group 5:** Adding Pictures to Your Pages
- **Word Processing Group 6:** Designing Your Pages



## Do It

1. Start the word processing software, and open a new, blank document.
2. To help you size and place the objects in your diagram, make sure the rulers are shown. Also, turn on the page grid so it shows on the screen, and set the grid properties so that objects snap to the grid and to other objects. (For help, see Word Processing Skill 6.3: To use the page grid to place and size objects.)
3. Add a picture in the desired location on the page. You might insert a clip art picture or use a picture that you copied from a Web site. (For help, see Word Processing Skill 5.1: To add pre-made computer pictures, or clip art, and Word Processing Skill 5.3: To add a picture you have copied from a Web site or another document.) Or if you prefer, you can use the drawing tools to create your own picture.

**Step 3:** Depending on the shape and size of the picture, consider changing the page orientation. Refer to Word Processing Skill 6.4: To set up a document to print sideways, or landscape.

### Applying Word Processing

**Challenge:** There are multiple ways to customize artful titles. Use the buttons on the WordArt or Fontwork toolbar to explore the possibilities. Use the **Undo** function to undo your last action if needed.

**Step 9:** Copy and paste text boxes by selecting the appropriate commands from the Edit menu, by right-clicking and choosing the desired commands on the shortcut menu, or by using the **CTRL+C** and **CTRL+V** keys. Use the most comfortable method .

4. Change the picture's text wrapping, and resize and move the picture as needed. (**Note:** If you used the drawing tools to create your own picture, you may not need to change the text wrapping. However, you might need to resize and move the individual shapes and lines.)
5. Add an artful title, such as WordArt or Fontwork, in an empty place in the diagram. Make sure the title explains what the diagram is. You might also change the text wrapping so you can easily move the artful title.

**Challenge:** Change the style, color, and shape of the artful title. (See the Challenge Example at the end of this section.)

6. Create a text box for the first item you want to label. Type a word or phrase that labels the item. Then on the line below, type a sentence that explains or describes the item.
7. Change the font, size, and color of the word or phrase that labels the item so that text stands out. Then, change the font, size, and color of the sentence that explains or describes the item. You might also want to change the alignment and line spacing.
8. Fill the text box with color, and change the border width, color, and style.

**Challenge:** You might want to add a shadow effect or apply a light gradient to the text box. (**Note:** Adding a shadow effect to a text box may be challenging in OpenOffice.org Writer\*.) (See the Challenge Example at the end of this section.)

9. Copy and paste the text box as needed so you have one box for each item that you want to label. Move the boxes as needed, and refer to the rulers and the page grid to line up the boxes neatly.
10. Change the label text and the descriptive sentences as required. You might want to make the boxes bigger or smaller, depending on the amount of information inside.
11. Draw an arrow from each text box to the part of the diagram that you want to label. Change the style, width, and color of the arrows.
12. When you have finished your diagram, hide the page grid. Then, save your work as directed.

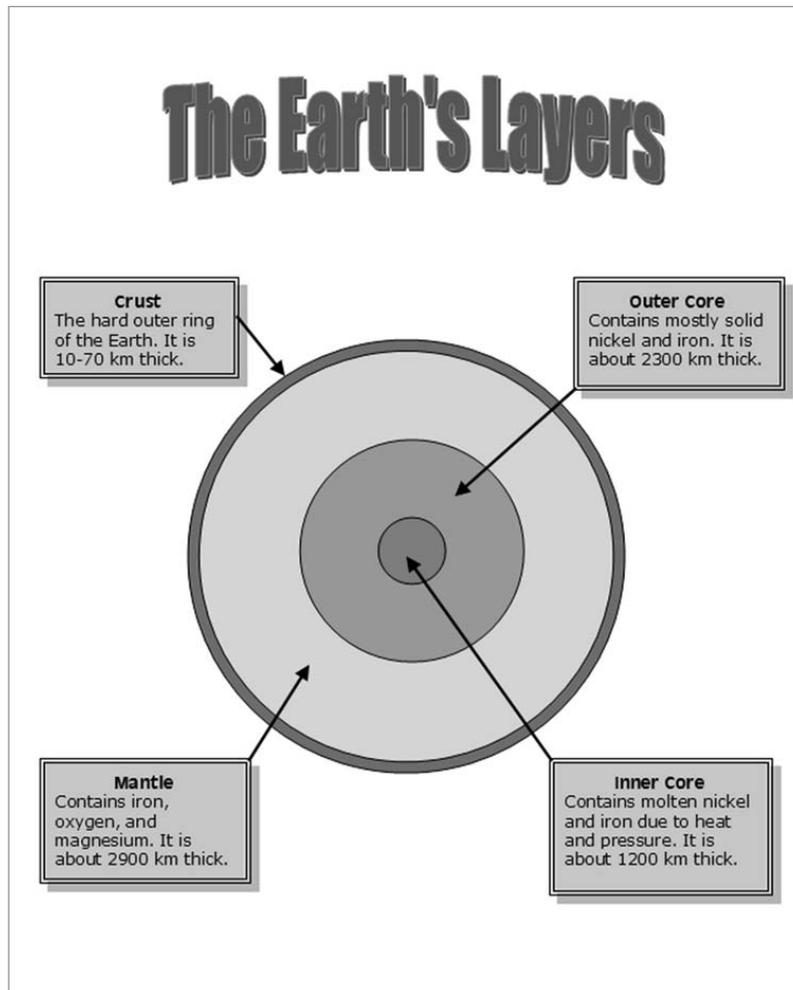


Diagram Challenge Example



## Review It

Look over your diagram. Make sure it has the following elements:

- An artful title that explains what the diagram is
- An appropriate picture for the topic
- Text boxes with labels that identify the individual parts in the picture and with sentences that describe or explain each part
- Arrows that connect each text box to the part that it labels

If any elements are missing, add them to the diagram now. You should also make other desired changes. Remember to save your work when you are finished.



### Share It

Be prepared to discuss your answers to the following questions during sharing time:

- How might diagrams improve student learning?
- What specific topic might your students understand better if they had a diagram?
- What might you do differently to create a diagram handout that students can complete on their own?
- Of the new skills that you just learned, which is the most valuable? How might you use that skill in the future?

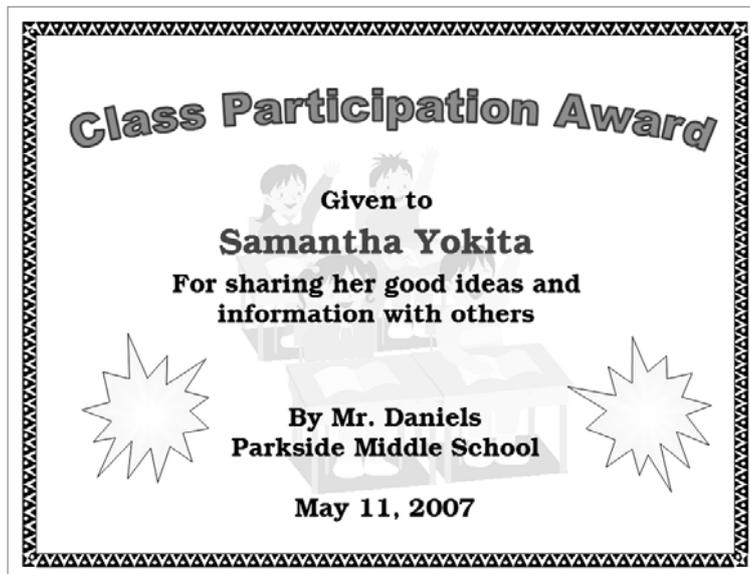
# Certificate

As a teacher, you want to reward your students for their hard work and success. One way teachers celebrate their students' achievements is to give them certificates. Have you or someone you know ever given a certificate? What was the certificate for? What did the certificate say? How could you use the computer to make a certificate?



## Plan It

Design a certificate that you can print and give to your students. Look at the following example:



### Certificate Example

Think about the following questions, and if working with a partner, discuss your ideas. Writing your ideas on a sheet of paper might be helpful.

- For what reason might you or another teacher decide to give your students a certificate? How could you say this in a certificate title?
- Who do you think should receive a certificate? What information, other than the title and student's name, might you include? What sort of picture might you add?
- Where might the words and pictures appear on the certificate?

### Applying Word Processing

For help on how to do certain tasks, look at the following groups in the *Help Guide*:

- **Graphics Group 5:** Using the Drawing Tools
- **Graphics Group 6:** Changing the Look of Lines and Shapes
- **Word Processing Group 5:** Adding Pictures to Your Pages
- **Word Processing Group 6:** Designing Your Pages



### Do It

1. Start the word processing software, and open a new, blank document.
2. Change the page setup to landscape orientation so it will print sideways.
3. To help you size and place the objects in your diagram, make sure the rulers are shown. Also, turn on the page grid so it shows on the screen, and set the grid properties so that objects snap to the grid and to other objects. (For help, see Word Processing Skill 6.3: To use the page grid to place and size objects.) Then, zoom out so you can see the whole page on your screen.
4. Add a colorful page border.
5. Add an artful title, such as a WordArt or Fontwork title, to the top of the certificate. Make sure the title explains what the certificate's is for.

**Challenge:** If desired, you can change the shape and color of your artful title. (See the Challenge Example at the end of this section.)

6. Add a clip art picture that helps to show what the certificate is for. Change the picture's text wrapping so you can drag it to the middle of the page. Make the picture bigger so it covers most of the space inside the page border.
7. Turn the picture into a watermark. (For help, see Word Processing Skill 5.12: To add a light background picture, or a watermark.) If the watermark picture is too light or hard to see, try adding more contrast. (For help, see Word Processing Skill 5.10: To make a picture brighter or darker.) If the watermark picture includes many colors, you might want to recolor the picture to be shown in grayscale. (For help, see Word Processing Skill 5.11: To turn a color picture into a grayscale or black-and-white picture.)
8. Make a text box and type one of the pieces of information you decided on during your planning time. Change the look of the words.

**Step 7:** Depending on the type of clip art picture inserted, creating a watermark might be problematic because some watermarked images may be too light to see clearly. Others might be too dark, which can make the text layered in front of it hard to read. If either of these problems occur, first try to adjust the contrast by following the steps in Word Processing Skill 5.10: To make a picture brighter or darker. If the watermark is still too light or too dark, consider converting it into a grayscale by following the steps in Word Processing Skill 5.11: To turn a color picture into a grayscale or black-and-white picture. The contrast may then need to be readjusted after converting the picture to grayscale.

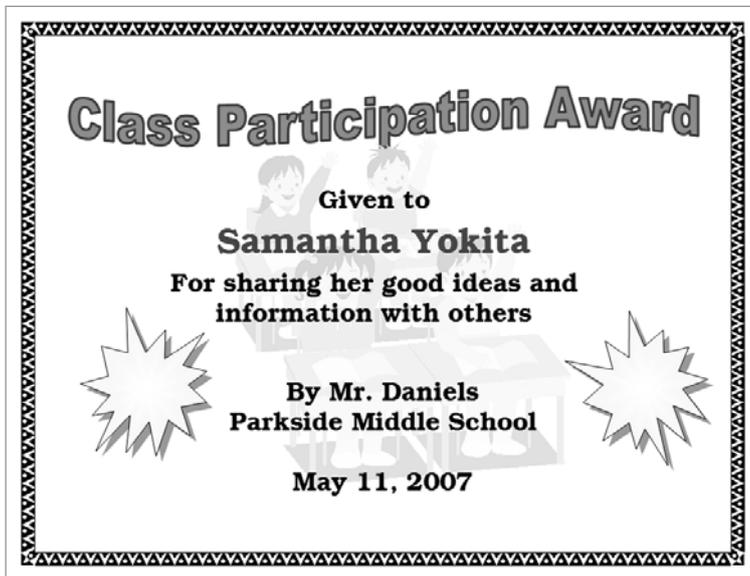
Applying Word Processing

9. Remove the border and fill color from the text box so you can see the watermark picture behind it.
10. Copy and paste the text box for the other pieces of information you want to type. Make the boxes bigger or smaller as needed, and use the rulers to help you put each box in a place that looks good. You can also change the look of the words in each box.
11. To complete the certificate, draw a decorative shape, such as a star or a banner, in an empty space. Add a texture, pattern, or gradient fill effect to the shape. You can also rotate the shape if you think it will look nice.

**Challenge:** You might want to add a shadow effect to your shape. (See the Challenge Example at the end of this section.) (For help, see Graphics Skill 9.7: To add a shadow to an object.)

**Step 11:** For guidance on how to apply different fill effects, refer to Graphics Skill 6.11: To fill a shape with a colorful pattern, Graphics Skill 6.12: To fill a shape with an interesting texture effect, and Graphics Skill 6.13: To fill a shape with colors that blend together, or a gradient. For information about how to rotate an object, refer to Graphics Skill 8.6: To spin or rotate an object in a drawing.

12. Copy and paste the shape if you want another one in your design. Move and rotate it as you see fit.
13. Save your work as directed.



Certificate Challenge Example



#### Review It

Look over your certificate. Make sure it has the following elements:

- A title and a watermark picture that help show what the certificate is for
- The page is set up so it prints sideways
- A colorful page border
- Text boxes without borders and fill colors
- A shape of a star or banner with a colorful fill effect

If any elements are missing, add them to the certificate now. You should also make other desired changes. Remember to save your work when you are finished.



#### Share It

Be prepared to discuss your answers to the following questions during sharing time:

- How will your certificate help you or another teacher celebrate your students' hard work and success?
- For what other reasons might you present certificates to your students?
- What is your favorite part of the certificate you designed? Why?
- Which of the computer skills that you learned today might you use again? For what types of tasks might you use those skills?

## Exercise 2: Being a Critical Friend

Throughout the planning, doing, reviewing, and sharing process, you often solicit advice from others. Think of a time when a colleague asked your opinion about something he or she said or did. Did you like or approve of what was said or done? Giving constructive feedback is easy when you like or approve of what was said or done. However, being a critical friend can be difficult when you do not like or approve of what was said or done. Knowing how to give feedback without hurting another person's feelings is an important skill.

As a critical friend, the feedback that you give must be presented in way that is helpful and kind. Before giving feedback, think about the following questions:

- Did I listen well?
- Do I understand all the ideas and information?
- Do I need to ask any questions before I give feedback?
- What specific aspects do I like?
- How might the ideas or product be improved? Should any elements be changed or added?
- How can I make my comments sound positive?

While giving feedback, you should start by saying what you like about someone's work. You might begin your statements in the following manner:

- *I like how you...*
- *You did a really great job with...*
- *I was really impressed with...*

After you say what you like about someone's work, you can nicely say what you do not like. The best way is to offer specific suggestions about how the ideas or product could be improved. You might consider starting your statements with phrases such as:

- *I am not sure I understand...*
- *I see what you are trying to do, but you might want to...*
- *I would have liked it better if you had...*

### Applying Word Processing

Remember that your opinion is only one opinion, and others may have different opinions. Most importantly, be kind when giving feedback. Think about how you would feel if you were hearing your feedback about your ideas or product. Consider the following:

- Could your tone of voice or choice of words make a difference?
- Why should you say what you like about someone's work before saying what you think could be improved?
- What other suggestions do you have for being a critical friend?

### Exercise 3: Showcasing Word Processing Productivity Tools

After you complete the activities for each technology area, you will have an opportunity to select a product that you have created and share it with others during a showcase. A showcase is a time for you to give and receive feedback, share ideas, and compliment each other on the work that has been completed.

#### Step 1

##### Before the Showcase Begins

1. Decide by yourself or with a colleague about which elective word processing product you would like to share with others.
2. Determine your answers to the following questions:
  - How might the product increase your productivity in the classroom?
  - How did others help you create this product?
  - What new technology skills did you learn?
  - What was one problem you had? How did you solve it?

**Step 2**

**When It Is Your Turn to Share**

1. Show your product to others.
2. Tell others:
  - How the product might increase your productivity in the classroom
  - How others helped you create the product
  - What new technology skills you learned
  - One problem you had and how you solved it
3. After you finish answering the questions, ask your colleagues the following questions:
  - What do you like about the product? Why?
  - What suggestions do you have to make the product better?
4. Thank your colleagues for their comments and suggestions.

**Take-Home Exercise: Reflecting on Module 5**

Reflect on the exercises, activities, skills, and approaches addressed in this module. Record your answers to the following questions and be prepared to share your answers at the beginning of the next module.

1. Reflect on the products shared during the showcase. Which ones might you want to create or learn more about? How might those products enhance your productivity in the classroom?

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2. How might teaching your students about being critical friends and having them participate in showcases help to improve their critical thinking and collaboration?

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## Module 5 Summary

### Step 1

What did you accomplish in this module? List your ideas and those of others as directed on the lines that follow.

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### Step 2

What key points are addressed in this module? List your ideas and those of others as directed on the lines that follow.

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### Step 3

Ask any questions and share any comments. Learn about and prepare for Module 6: Discovering Multimedia.