



### 3.3 Formatting Text in Word (cont. from 3.2)

#### Prerequisite Skills and Knowledge

- ∞ Students should have basic mouse and typing skills.
- ∞ Lesson 3.2 Beginning Editing Skills

#### Time Required

- ∞ Mini-lesson and guided practice: 15 minutes for mini-lesson; 20-25 minutes for guided practice

#### Materials

- ∞ Computer lab, Microsoft Word, LCD projector
- ∞ Color in our World Poem students saved from last lesson
- ∞ 2 books with very different font, size, color, etc. (to be used as examples, not to read)

#### Intended Learning

- ∞ Students will select, drag, and drop text and use the formatting palette or formatting toolbar to complete a poem about colors. **They will save this poem, and it will be used with the next lesson.**

#### District Technology Standards Uses Technology Effectively

- ∞ Word Processing Skills
  - Changes font, text size, alignment; use underline, italics and bold attributes.
- ∞ Vocabulary
  - Selecting, bold, underline, italics, align, text size, formatting toolbar/formatting palette

#### Big Ideas from Literacy Guide - Unit 1 - 6, Writing

- ∞ Take an idea through writing cycle to a published piece of writing.
- ∞ Use classroom rituals and routines to work independently and with others.
- ∞ • Apply spelling, grammar, and punctuation strategies daily to their writing.

#### Mini-Lesson

Connection - preparing students' thinking

#### Notes

Have you ever noticed that different pieces of writing we read have different styles or look different? Let's compare these 2 texts. How are they the same? How are they different? Why is it important?

Have the students compare the texts.

#### Teaching - Mini Lesson

With students seated in front, explain that today they will be learning how to format their Colors in our World poem using the following attributes: bold, italicize, underline, alignment, text font and size.

Model for students where to locate the saved poem and open it. Next, show students how to locate the formatting toolbar (view>toolbars>formatting) or the formatting palette.

Next, show them how to select the text and then align it in the center or right or left. Show them how to select text and make it bold, how to underline, and italicize. Model how to change font and size. Explain how each feature changes the text (bold makes the text darker, etc).

**Emphasize vocabulary: align center, align right, align left, bold, underline, italics, font, text size.**

Review how to correct mistakes by using "edit>undo typing."

Students will save the poem when they are finished.

#### Active Engagement - Guided Practice

Seated at computers, students will open the saved color poem. They will format the poem changing alignment, bold, underline, italics, font, and text size.

#### Link

Students should work independently and use the formatting toolbar/formatting palette to complete the assignment. They should complete the poem, and then save.

### Independent Practice

#### Teacher

- ∞ Circulate and answer individual questions, progress check for daily participation on class spreadsheet.

#### Students

- ∞ Work independently, format poem, save finished work, and ask for help when necessary.

### Sharing/Closure

- ∞ Ask students to share their poem with a partner. Have 2 or 3 share how they formatted their poems.

- ∞ Ask for any difficulties they encountered. What was easy? What was difficult?

**Assessment**

- ∞ Progress/Monitor for daily participation using a checklist as you walk around and observe students. Using a rubric with a score of 1-4, a “3” is given for a complete assignment, following the directions given.