



## 4.10: Using AutoShapes in Word

### Prerequisite Skills and Knowledge

- ∞ Students should know how to open a new blank document in Microsoft Word, and be familiar with the Drawing Toolbar, particularly AutoShapes and Line Tools. Students will be using a character they select from a literature book to use for this character study.

### Time Required

- ∞ Mini-lesson and guided practice: 20 minutes

### Materials

- ∞ Computer Lab (preferably) , printer, copy paper, Microsoft Word, LCD projector, template made before class with 6 autoShape circles in a Microsoft Word document.

### Intended Learning

- ∞ Students will be able to use Microsoft Word to make a graphic organizer that describes a book character, someone from history, or someone in real life.

### District Technology Standards Uses Technology Effectively

- ∞ Word Processing
- ∞ Creates documents for a variety of purposes

### Big Ideas from Literacy Guide - Unit 5, Reading & Writing

- ∞ Develop characters by including their feelings and actions.
- ∞ Use dialogue to show characters' personalities
- ∞ Use descriptive and literary language
- ∞ Make inferences to understand characters

### Mini-Lesson

#### Connection - preparing students' thinking

Think of a character from one of the literature books you have read. How can you describe this character to create a picture in someone else's mind so that they could visualize this person? How can we use a computer application to make a visual organizer about this character?

#### Teaching - Mini Lesson

With students seated at computers, open the template with 6 circles made before class. Tell students this is an example of the character study they will create. Show students how to enlarge the circles, and add textboxes inside the shapes.

Using the line tool, draw lines between the circles to show

### Notes

how they are connected.

Tell students to use the following descriptive phrases in their textboxes: Physical description, Personality, Character Name, Character’s strengths and/or weaknesses, Characters’s actions, Difficulties this character has to overcome.

You can write these on the board for student reference, (or these can be printed before class and handed out)

**Active Engagement - Guided Practice**

Students should open up a new blank document in Microsoft Word. Tell them to locate the tab, “View” at the top of their screen and select “Toolbars” then “Drawing” to add the toolbar to their document.

Remind students that “Autoshapes” and the “Line” tool are both located on this toolbar. Tell students they will create their own templates, and can change the color, size, and autosshapes they use. They may also choose to select another font type and color for their work.

**Link**

Students will create their own templates for a character study, and then add text to describe one of the characters they choose.

**Independent Practice**

**Teacher**

- ∞ Progress monitor each student on your class list using a class roster for daily participation, circulate and help students as needed. Evaluate finished products.

**Students**

- ∞ Work independently, raise hand to ask questions if needed. When finished, raise hand to print document.

**Sharing/Closure**

- ∞ Students may share their finished work, by reading the character traits on their organizers, and having other students guess who the character was, either in a pair/share or whole group activity.

**Differentiation:**

Students who excel may add graphics from clipart to their character study or be peer helpers for students who need extra help.

Students who are struggling may receive individual help or additional time to complete the project

**Assessment**

- ∞ Monitor each student for daily work/participation on your class spreadsheet and use a rubric 1-4 for their finished character study. A score

of “4” would be given for a document containing all the required shapes, textboxes, and connecting lines, with clearly stated details describing the character they selected.