



## 4.19: Putting Clipart into Word Documents

### Prerequisite Skills and Knowledge

- ∞ Students should be familiar with a variety of poetry styles. Basic skills in Microsoft Word, and copy/paste clipart as well as opening multiple applications

### Time Required

- ∞ Mini-Lesson and guided practice: 15-20 minutes

### Materials

- ∞ Computer lab, Microsoft Word, Microsoft Clipart, notebook paper, pencils

### Intended Learning

- ∞ Students will create a poem in poetry format at least four stanzas long, that is centered in a Word document with images inserted from Microsoft clipart or from the Internet.

### District Technology Standards Produces Quality Work

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

### Big Ideas from Literacy Guide - Unit 4, Reading & Writing

- ∞ Use techniques to craft poetry, including line breaks, literacy language, and imagery
- ∞ Select language carefully to create images, mood, and impressions.
- ∞ Make inferences about poem language and structure to understand the message
- ∞ Understand poetry elements, including word choice, rhythm, rhyme, imagery, metaphor, and visual design.
- ∞ Develop awareness of sounds of words and rhythm of phrases

### Mini-Lesson

Connection - preparing students' thinking

What would it be like if you were in charge of the school? What changes could you make and would the school look like? You will need to take a few minutes to brainstorm some of the changes you would make and write them on your notebook paper.

Teaching - Mini Lesson

With students at computers review some of the kinds

### Notes

of poetry you have studied.

Tell students that the assignment they will complete today is making a poem in response to the above question.

Model opening up Microsoft Word to a new blank document for an example.

They will need to create a four stanza poem that is centered on the page with clipart or images.

Show students how to use the Center Alignment icon on the toolbar to center their title.

They will all type the same title, "If I Were in Charge of the School." Press Enter to go to the next line.

Explain to students the meaning of the Tab key and show them how to use it. Stress to students the Tab key should be used instead of the space bar key. Although a document may appear aligned on the monitor, tell students that when a person uses the space bar key to indent, the document [will not print out](#) aligned.

Review how to copy/paste images in their document both from Microsoft Clipart and from an image search using Google.

Ask students to return to their notebook paper and write down at least four ideas they could use in their poem.

#### Active Engagement - Guided Practice

Students will open up Microsoft Word at their computers and first of all put their heading on their document. Name, date and subject in the upper left hand corner.

Tell them to press Enter twice to space down and type their title.

They should then use the tab key to begin typing the stanzas of their poem.

Remind them that these are poems they are writing, and they may want to use rhyming words at the end of lines, but it can also be free verse.

#### Link

Students will work independently at their computers in Microsoft Word, creating and typing their poems. When they are finished with the poems they may

copy/paste clipart or images from Google into their documents. They should ask permission to print when finished.

### Independent Practice

#### Teacher

- ∞ Walks around the classroom, giving individual help/ideas as needed.
- ∞ Using a checksheet for daily participation, gives students checks if they are completing the project, making use of the time allotted, and following directions.

#### Students

- ∞ Work independently, finish their poem, follow the guidelines, insert images or clipart, and print finished work.

### Sharing/Closure

- ∞ Students should share out some of the poems, either in a pair/share, or volunteers to read their poems to the class.
- ∞ Ask students to review how to use the Tab Key and why we used it to space over and center our poem on the page.

**Differentiation:** Students who are excelling can help as peer tutors, or add stanzas or more clipart to their poem. Students who are struggling can be worked with individually by the teacher, or use a peer tutor to help with poem development or questions about the assignment

### Assessment

- ∞ Progress monitor each student with a checksheet as you circulate in the room for daily participation, effort, problems they encounter.
- ∞ Use a rubric with a 1-4 score for finished products. A "4" would be given for a poem that is written according to the guidelines, has clipart or images, is creative and shows effort and understanding.