

Word Processing using Core Knowledge

Special Area: Technology (6th Grade)

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Length of Unit: 9 lessons

I. ABSTRACT

This unit is comprised using the sixth grade Core Knowledge sequence. It is intended to incorporate the Core Knowledge curriculum to students who are learning basic text manipulation, editing skills, and other word processing applications.

II. OVERVIEW

This unit will provide lessons structured for students so that Core Knowledge will be connected throughout the curriculum including technology classes. Any word processing program can be utilized in connection with the lessons as it is structured to enhance student computer skills. A lab environment equipped with multimedia computers and printers is recommended. Unit should be on the network or on disk.

A. Concept Objectives for this unit:

1. The student will develop an awareness of technology through the use of computers.

B. Content covered from *Core Knowledge Sequence*:

1. Latin and Greek words that form common root words
2. Sayings and phrases
3. *Father William* by Lewis Carroll

C. Skills:

1. The student will remove one letter or more in each word to match its definition, use the mouse to move the cursor, and use the backspace or delete key to erase the errors.
2. The student will use the spell check function of the word processing program.
3. The student will use the delete key and insert words as indicated in the lesson.
4. The student will edit the paragraph, making punctuation and spelling corrections.
5. The student will use the tab, enter, and word wrap keys to write a paragraph in correct form.
6. The student will follow instructions to delete and insert the proper text to complete the saying or phrase.
7. The student will key the poem and enter text using his own words.
8. The student will learn how to use the underline, italics, and bold options in the word processing program.
9. The student will specifically format the poem using the edit and format menus in the word processing program.

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Hirsch, E.D. Jr. *What Your Sixth Grader Needs to Know*
2. Core Knowledge Foundation. *Core Knowledge Sequence*

B. For Students:

Students will need to have basic keyboarding skills and be able to key at least 10-20 words per minute. Familiarity with mouse control as well as saving documents to disk is a necessity for completing this unit.

IV. RESOURCES

- A. Caughlin, J. *Word Workshop for Teachers*. Tom Snyder Productions. 2000. Core Knowledge Foundation. *Core Knowledge Sequence. Content Guidelines for Grades K-8*. 1998.
- B. Hirsch, Jr. Dr. E. D. *What Your Sixth Grader Needs to Know*. New York: Bantam Doubleday Publishing, Inc., 1993.
- C. Pines, Minday. *Microsoft Word Simple Projects (Intermediate)*. Teacher Created Materials, Inc., 2000.
- D. Markham, C. *Autobiographical Poems*. July 1997. www.geocities.com/cponykid/pages/autobiopoems.html.
- E. Schrock, Kathleen. *Kathy Schrock's Guide for Educators*. 1 June 1995. <http://discoveryschool.com/schrockguide/>
- F. Sheffield Hallam University. *The Phrase Finder*. www.shu.ac.uk/web-admin/phrases/list.html.

V. LESSONS

Lesson One: Deleting Text (one or more characters)

- A. Daily Objectives
 - 1. Concept objective:
 - a. The student will develop an awareness of technology through the use of computers.
 - 2. Lesson Content:
 - a. Latin and Greek words that form common root words
 - 3. Skill objective:
 - a. The student will remove one letter or more in each word to match its definition, use the mouse to move the cursor and use the backspace or delete key to erase the errors.
- B. *Materials*
 - 1. Computer workstation with printer
 - 2. Word processing unit from the network or from disk
- C. *Key Vocabulary*
 - 1. Edit- to correct, revise, and prepare for publication; to change or make corrections in a document
 - 2. Delete- key on a keyboard that moves a cursor to the left one space at a time and, on some keyboards and with most word processing software, deletes characters
 - 3. Text- the main body of printed or written matter on a page
 - 4. Character- a symbol (as a letter or number) that represents information
 - 5. Cursor- a blinking line or shape on the screen that tells you where the character will go
 - 6. Aqua- water; Latin origin
 - 7. Photo- light; Greek origin
 - 8. Poly- many; Greek origin
 - 9. Decem- ten; Latin origin
 - 10. Mega- great; Greek origin
 - 11. Monos- one; Greek origin
 - 12. Video- see; Latin origin
 - 13. Omnis- all; Latin origin
 - 14. Therme- heat; Greek origin
 - 15. Astron- star; Greek origin

D. Procedures (see Appendix for lesson contents)

1. Direct students that they are going to work from a file that has been prepared for them.
2. Explain the word processing unit and its contents.
3. Introduce and demonstrate, using the TV monitor, how to correct errors in text using the mouse and backspace/delete keys.
4. Discuss the Greek and Latin roots and their meanings before students begin the lesson.
5. Students will complete lesson one, save their work, and print out a copy for their folder.

E. Evaluation/Assessment

1. Copy of completed student work
2. Teacher observation

Lesson Two: Spell Check

A. Daily Objectives

1. Concept objective:
- 2.

The student will develop an awareness of technology through the use of computers.

D. Lesson Content:

- a. Sayings and Phrases

E. Skill objective:

- a. The student will use the spell check function of the word processing program.

B. Materials

1. Computer workstation with printer
2. Word processing unit from the network or from disk

C. Key Vocabulary

1. Spell check- part of a word processing program that uses a disk-based dictionary to check and correct misspellings in a document

D. Procedures (see Appendix for lesson contents)

1. Direct students that they are going to work from a file that has been prepared for them.
2. Introduce and demonstrate, using the TV monitor, how to use the spell check function.
3. Discuss the sayings and phrases included in the lesson. Brainstorm the meaning of unfamiliar words and ask students to contribute others sayings they may be familiar with.
4. Students will complete lesson three, save their work, and print out a copy for their folder.

E. Evaluation/Assessment

1. Copy of completed student work
2. Teacher observation

Lesson Three: Delete and insert (replacing text)

A. Daily Objectives

1. Concept objective:
 - a. The student will develop an awareness of technology through the use of computers.
2. Lesson Content:
 - a. Sayings and Phrases
3. Skill objective:
 - a. Students will use delete and insert words of as indicated in the lesson.

B. Materials

1. Computer workstation with printer
2. Word processing unit from the network or from disk

C. Key Vocabulary

1. Insert- to add new material to the body of something, especially text

- D. *Procedures* (see Appendix for lesson contents)
 1. Direct students that they are going to work from a file that has been prepared for them.
 2. Introduce and demonstrate, using the TV monitor, how to delete and insert text.
 3. Discuss the sayings and phrases included in the lesson. Brainstorm on the meaning of unfamiliar words.
 4. Students will complete lesson two, save their work, and print out a copy for their folder.
- E. *Evaluation/Assessment*
 1. Copy of completed student work
 2. Teacher observation

Lesson Four: Punctuation and spacing

- A. *Daily Objectives*
 1. Concept objective:
 - b. The student will develop an awareness of technology through the use of computers.
 2. Lesson Content:
 - c. Sayings and Phrases
 3. Skill objective:
 - d. The student will edit the paragraph making punctuation and spelling corrections.
- B. *Materials*
 1. Computer workstation with printer
 2. Word processing unit from the network or from disk
- C. *Key Vocabulary*
 1. Punctuation- the act, practice, or system of inserting punctuation marks in written matter to make the meaning clear and to separate parts
 2. Spacing- the distance between any two objects in an arranged series
- D. *Procedures* (see Appendix for lesson contents)
 1. Direct students that they are going to work from a file that has been prepared for them.
 2. Introduce and demonstrate, using the TV monitor, how to edit punctuation and use spell check.
 3. Discuss the sayings and phrases included in the lesson. Brainstorm the meaning of unfamiliar words.
 4. Students will complete lesson four, save their work, and print out a copy for their folder.
- E. *Evaluation/Assessment*
 1. Copy of completed student work
 2. Teacher observation

Lesson Five: Create paragraphs

- A. *Daily Objectives*
 1. Concept objective: The student will develop an awareness of technology through the use of computers.
 2. Lesson Content:
 - a. Sayings and Phrases
 3. Skill objective: The student will use the tab, enter and word wrap keys to write a paragraph in correct form.
- B. *Materials*
 1. Computer workstation with printer
 2. Word processing unit from the network or from disk
- C. *Key Vocabulary*
 1. Tab- a key on the keyboard that causes the cursor to jump to a specific place such as to indent paragraphs or make columns

2. Enter- a key on a computer keyboard that executes an instruction or begins a new line in text
3. Word wrap- a feature of word-processing programs in which a word that causes a preset line length to be exceeded is moved automatically to the beginning of the next line
4. Paragraph form- written in the format which includes paragraphs
5. Indent- a blank space left between the margin and the beginning of a line or row

D. Procedures (see Appendix for lesson contents)

1. Direct students that they are going to work from a file that has been prepared for them.
2. Introduce and demonstrate, using the TV monitor, how to use the tab key, enter key, and word wrap feature of the word processing program.
3. Demonstrate that the tab key moves the cursor over to indent a paragraph; the enter key moves the cursor to the next line; and the word wrap automatically moves the cursor to the next line when typing a paragraph.
4. Students will complete lesson five, save their work, and print out a copy for their folder.

E. Evaluation/Assessment

1. Copy of completed student work
2. Teacher observation

Lesson Six: Delete and insert (replacing text)

A. Daily Objectives

1. Concept objective:
 - a. The student will develop an awareness of technology through the use of computers.
2. Lesson Content:
 - a. Sayings and Phrases
3. Skill objective:
 - a. The student will follow instructions to delete and insert the proper text to complete the saying or phrase.

B. Materials

1. Computer workstation with printer
2. Word processing unit from the network or from disk

C. Key Vocabulary

1. Incessantly- going on and on; not stopping or letting up
2. Uncommonly- not ordinarily found or experienced
3. Somersault- a leap or roll in which a person turns heels over head
4. Supple- readily adaptable to new situations; able to bend and twist with ease
5. Shilling- a former unit of British money
6. Eel- a long, snakelike fish

D. Procedures (see Appendix for lesson contents)

1. Direct students that they are going to work from a file that has been prepared for them.
2. Introduce and demonstrate, using the TV monitor, how to delete and insert text using the mouse and backspace/delete keys.
3. Discuss the sayings. Brainstorm the meaning of unfamiliar words. Students will complete lesson six, save their work, and print out a copy for their folder.

E. Evaluation/Assessment

1. Copy of completed student work
2. Teacher observation

Lesson Seven: Entering text

A. *Daily Objectives*

1. Concept objective:
 - a. The student will develop an awareness of technology through the use of computers.
2. Lesson Content:
 - a. *Father William* by Lewis Carroll
3. Skill objective:
 - a. The student will key the poem and enter text using their own words.

B. *Materials*

1. Computer workstation with printer
2. Word processing unit from the network or from disk

C. *Key Vocabulary*

D. *Procedures* (see Appendix for lesson contents)

1. Direct students that they are going to work from a file that has been prepared for them.
2. Introduce and demonstrate, using the TV monitor, how to insert text using the mouse and keyboard.
3. Discuss *Father William* by Lewis Carroll. Brainstorm the meaning of unfamiliar words in the poem.
4. Students will complete lesson seven, save their work, and print out a copy for their folder.

E. *Evaluation/Assessment*

1. Copy of completed student work
2. Teacher observation

Lesson Eight: Underline, italics and bold

A. *Daily Objective*

1. Concept objective:
 - a. The student will develop an awareness of technology through the use of computers.
2. Lesson Content:
 - a. *Father William* by Lewis Carroll
3. Skill objective:
 - a. The student will learn how to use the underline, italics and bold options in the word processing program.

B. *Materials*

1. Computer workstation with printer
2. Word processing unit from the network or from disk

C. *Key Vocabulary*

1. Bold- type, fonts, or lettering with darker, thicker lines than is standard
2. Underline- a line drawn or typed under something
3. Italics- a printed letter that slopes to the right, or a font that uses such letters

D. *Procedures* (see Appendix for lesson contents)

1. Direct students that they are going to work from a file that has been prepared for them.
2. Introduce and demonstrate, using the TV monitor, how to use the underline, italics and bold features of the word processing program.
3. Discuss the poem *Father William* by Lewis Carroll included in the lesson. Brainstorm the meaning of unfamiliar words.
4. Students will complete lesson eight, save their work, and print out a copy for their folder.

E. *Evaluation/Assessment*

1. Copy of completed student work
2. Teacher observation

Lesson Nine: Formatting

A. Daily Objectives

1. Concept objective:
 - a. The student will develop an awareness of technology through the use of computers.
2. Lesson Content:
 - a. *Father William* by Lewis Carroll
3. Skill objective:
 - a. The student will specifically format the poem using the edit and format menus in the word processing program.

B. Materials

1. Computer workstation with printer
2. Word processing unit from the network or from disk

C. Key Vocabulary

1. Highlight- to mark something, for example, parts of a text
2. Font- appearance of the text
3. Format- the way in which a document is organized and arranged

D. Procedures (see Appendix for lesson contents)

1. Direct students that they are going to work from a file that has been prepared for them.
2. Introduce and demonstrate, using the TV monitor, how to use the edit and format features of the word processing program.
3. Discuss the poem *Father William* by Lewis Carroll included in the lesson. Brainstorm the meaning of unfamiliar words.
4. Students will complete lesson nine, save their work, and print out a copy for their folder.

E. Evaluation/Assessment

1. Copy of completed student work
2. Teacher observation

VI. CULMINATING ACTIVITY

The students will compile each lesson and activity into a booklet to be placed on display. A power point presentation will be shown during a PTA meeting to describe and explain what the students have learned about word processing techniques.

VII. HANDOUTS/STUDENT WORKSHEETS

The Appendix contains lesson 1 through 9 for student use.

VIII. BIBLIOGRAPHY

Caughlin, J. *Word Workshop for Teachers*. Tom Snyder Productions. 2000.

Core Knowledge Foundation. *Core Knowledge Sequence. Content Guidelines for Grades K-8*. 1998.

Hirsch, Jr. Dr. E. D. *What Your Sixth Grader Needs to Know*. New York: Bantam Doubleday Publishing, Inc., 1993.

Pines, Minday. *Microsoft Word Simple Projects (Intermediate)*. Teacher Created Materials, Inc., 2000.

Appendix A

Lesson One

A. Editing Skills: Deleting Text (one character)

- Remove one letter or more in each word to match its definition.
- Use the mouse or the arrow keys to move the cursor.
- Use the backspace or delete key to erase the errors.

word	definition
Aqua	waiter
Photo	enlight
Poly	manly
Decem	stencil
Mega	greater
Monos	stone
Video	seem
Omnis	ball
Therme	sheath
Astron	starry

Extension Activity: Type one word using each of the prefixes above. You may use a dictionary. Indicate if the root word derived from Greek or Latin roots. Example: *photosynthesis*, Greek

Appendix A

Lesson Two

Editing Skills: Spell Check

Use the spell check function to find any errors in the sayings below.

1. Biet the duts.
2. Eta humble pei.
3. Pto calling the kettle blk.
4. The proof of the puding is in the etaing.
5. There's moe than one way to snki a cta.
6. A brid in the hand is worth two in the bshu.
7. Don't cut off your nsoe to sptie your fcae.
8. Moonney is the root of all vil.
9. Stirek while the iron is hto.
10. He who laufs last laufs best.

Appendix A

Lesson Three

Editing Skills: Delete and Insert (replace text)

A. Delete the incorrect word and insert the word that completes the saying.

1. Bite the *crust*.
2. *Drink* humble pie.
3. *Knife* calling the kettle black.
4. The proof of the pudding is in the *making*.
5. There's more than one way to skin a *buffalo*.
6. A bird in the hand is worth two in the *house*.
7. Don't cut off your *finger* to spite your face.
8. Money is the root of all *success*.
9. Strike while the iron is *cooling*.
10. He who laughs last laughs *loudest*.

Extension Activity: Use the paint program to illustrate a saying of your choice. Don't forget to include the saying using the text function.

Appendix A

Lesson Four

Punctuation and Spacing

Edit the sayings below making the following corrections:

- Use two spaces after a period,
- Use capital letters at the beginning of each sentence,
- Use one space after commas or between words.

F.

G. All for one and one for all

this saying means that all the members of a group must work for the good of each individual member, and each individual must work for the good of the group as a whole.

A fool and his money are soon parted

this saying means that a person who is foolish with his money won't hold on to it for very long. people usually say it as a warning.

Don't look a gift horse in the mouth

this saying means that you shouldn't fault something that is given to you or criticize the giver. it comes from the practice of checking a horse's teeth and gums before buying it to see how healthy it is.

A friend in need is a friend indeed

some people are your friends when you are happy but avoid you when you are having trouble. this proverb explains that a true friend is the one who sticks around when you are in need of help, comfort, or anything else.

Extension Activity: Use one graphic from clip art. Create callout bubbles coming from the clip art character. Type a saying in the bubble. Save and print your work.

Appendix A

Lesson Five

Paragraph form

- Use two spaces after a period.
- Use capital letters at the beginning of each sentence.
- Use one space after commas or between words.
- Tab at the beginning of each paragraph.

All for one and one for all

this saying means that all the members of a group must work for the good of each individual member, and each individual must work for the good of the group as a whole.

A fool and his money are soon parted

this saying means that a person who is foolish with his money won't hold on to it for very long. people usually say it as a warning.

Don't look a gift horse in the mouth

this saying means that you shouldn't fault something that is given to you or criticize the giver. it comes from the practice of checking a horse's teeth and gums before buying it to see how healthy it is.

A friend in need is a friend indeed

some people are your friends when you are happy but avoid you when you are having trouble. this proverb explains that a true friend is the one who sticks around when you are in need of help, comfort, or anything else.

Appendix A

Lesson Six

Delete and insert (replacing text)

Directions:

1. Delete the blank lines.
2. Insert a word that completes the saying.

All for ____ and ____ for all.

A ____ in the hand is worth ____ in the bush.

The leopard doesn't change his ____.

____ is the root of all evil.

It's never ____ til it's ____.

____ calling the ____ black.

____ wasn't built in a day.

A ____ and his money are soon parted.

He who ____ lasts ____ best.

Hitch your ____ to a star.

He who hesitates is ____.

A ____ in need is a friend ____.

Extension Activity: Type a paragraph using correct paragraph form. You may use a writing activity completed in social studies, science, math, or language arts.

Appendix A

Lesson Seven

Enter text

Directions: Enter the poem exactly how it appears.

Father William by Lewis Carroll

“You are old, Father William,” the young man said,
 “And your hair has become very white;
And yet you incessantly stand on your head
 Do you think, at your age, it is right?”

“In my youth,” Father William replied to his son,
 “I feared it might injure the brain;
But now that I’m perfectly sure I have none;
 Why, I do it again and again.”

“You are old,” said the youth, “as I mentioned before,
 And have grown most uncommonly fat;
Yet you turned a back somersault in at the door--
 Pray, what is the reason of that?”

“In my youth,” said the sage, as he shook his gray locks,
 “I kept all my limbs very supple
By the use of this ointment--one shilling the box—
 Allow me to sell you a couple.”

“You are old,” said the youth, “and your jaws are too weak
 For anything tougher than suet;
Yet you finished the goose, with the bones and the beak—
 Pray, how did you manage to do it?”

“In my youth,” said his father, “I took to the law,
 And argued each case with my wife;
And the muscular strength which it gave to my jaw
 Has lasted the rest of my life.”

“You are old,” said the youth, “one would hardly suppose
 That your eye was as steady as ever;
Yet you balanced an eel on the end of your nose—
 What made you so awfully clever?”

“I have answered three questions, and that is enough,”
 Said the father, “don’t give yourself airs!
Do you think I can listen all day to such stuff?
 Be off, or I’ll kick you down stairs!”

Appendix A

Lesson Eight

Underline, bold, italic

Underline the word “father”; **bold** the word “youth”; *italicize* the word “old” using the poem *Father William* by Lewis Carroll.

Appendix A

Lesson Nine

Formatting the poem *Father William* by Lewis Carroll.

Follow these directions:

1. Highlight the title: "Father William".
2. Change the font to Marigold, 14 point, bold, and center the title.
3. Highlight the entire body of the poem.
4. Change the font to Arial Black, 12 point.
5. Highlight each time you see the word "father" and use italics.
6. Highlight each time you see the word "youth" and use italics.

Extension Activity: Compose a poem of your own. Underline the title. Bold and underline your name, italicize teacher's name and date.