Digital Kids

Genius

TEACHER   CLASS   DATE

OVERVIEW

The general purpose of this lesson is for the students to learn the correct use of spacing options in characters, lines and paragraphs, to improve their documents.

OBJECTIVES

- To understand how to use character spacing for making a document more elegant.
- To distinguish the difference between the use of **Enter** and **Shift + Enter** in a document.
- To understand the use of non-printable characters in order to find possible spacing mistakes between characters.

SKILLS

- To apply characters spacing in a word or phrase.
- To use correctly **Enter** and **Shift+Enter** actions to insert a list and a new paragraph.

WHAT IS NEEDED

Prerequisites
Simple formatting of paragraphs and fonts.
Resources
- Digital Kids Genius Student's Book
- K.5.1.1_Worksheet_1.docx
- K.5.1.1_Worksheet_2.docx
- K.5.1.1_Worksheet_3.docx
- K.5.5.1_Evaluation_Sheet.docx
- K.5.1.1_Air_Pollution.docx
- K.5.1.1_Air_Pollution_Final.docx
- K.5.1.1_Air_pollution_for_teacher.docx
- K.5.1.1_Vision_test.docx
- K.5.1.1_Vision_test_final.docx

Tools & Equipment
Microsoft Word

LEARNING DIFFICULTIES

Advanced Formatting of characters
Sometimes students want to make a word or part of a text look clearer than the others. Usually students put a space between the characters.
Adding Line Breaks
Some students may not know the difference between changing a paragraph (Enter) and changing a line (Shift + Enter) or when we change paragraph and when we change lines.
Non-printable characters
Some students may not know that if they press the Show/Hide non-printable characters button, these symbols won't print.

LESSON DESCRIPTION

Preparation
Ensure that "*K.5.1.1_Air_Pollution.docx*" and "*K.5.1.1_Vision_test.docx*" files are placed in **Documents** folder on each student's PC.
Start – Investigation of knowledge
- Introduce the topic of the lesson, which is advanced formatting that can be applied to a text. Ask students how they could increase or decrease spacing between paragraphs or lines. Tell them that besides **Lines and Paragraph Spacing** button they already know, Word offers a more advanced way for changing spacing options.
- Using Students book help students understand what a character is and ask if they know a way to add space between characters. Explain to them why using the spacebar is not a good option.
- Show students what **Show/Hide** button does. Tell them that it's a good way to check their documents (by opening a random Word file) and see the spaces between words, where paragraphs change, where they have pressed tab, etc. Emphasize that these characters are not printable.

Implementation
- Seperate students to groups of **2-5**.
- Hand out the "*K.5.1.1_Worksheet_1.docx*" to students. Explain what they are going to do. Ask them to match the symbols with the characters.
- Hand out the "*K.5.1.1_Worksheet_2.docx*". Students have to open a Word file and change the font size and the character spacing. At this point explain what the space character is and why they shouldn't put many spaces between two words. The final form of the file should look like the file "*K.5.1.1_Vision_test_final.docx*". They can use Students book for help and guidance.
- Hand out the "*K.5.1.1_Worksheet_3.docx*". Explain them that sometimes basic formats are not enough for a document to look elegant. They need to make small changes that can make the text clearer by adding some space between characters. Point out that this is something that they can apply to words or phrases. Explain the difference between Enter and Shift + Enter. Explain that they should press Enter only when they want to change a paragraph or make lists. If they do so, the first letter of the sentence will be capitalized or a gap may be added between lines. Shift + Enter helps them solve these problems. The final form of the file should look like the file "*K.5.1.1_Air_pollution_final.docx*".

- Ask students to try different types of format until they achieve the desired results. Tell them that if they make a mistake they can always use the undo function. Remind them to save the document frequently.

Completion – Evaluation

After completing the activities, collect all the worksheets and file them in the class folder.

- Hand out an evaluation sheet to every student and ask them to complete it.
- Collect them and see if they understood all the objectives that we had for this lesson.
- Check which part of the lesson students didn't completely understand and make any changes required in the teaching process.

NOTES

TEACHER   CLASS   DATE

OVERVIEW

The general purpose of this lesson is for the students to learn how to use **Find** and **Find and Replace** tools in Microsoft Word.

OBJECTIVES

To distinguish the difference uses of Find and Find and Replace tools.

SKILLS

- To find a word or phrase in a document.
- To replace a word or phrase with another one.

WHAT IS NEEDED

Prerequisites
Open a Word document.
Resources
- Digital Kids Genius Student's Book
- K.5.1.2_Worksheet_1.docx
- K.5.1.2_Worksheet_2.docx
- K.5.1.2_Worksheet_3.docx
- K.5.1.2_Evaluation_Sheet.docx
- K.5.1.2_Timetable.docx
- K.5.1.2_Blake_Tyger.docx
- K.5.1.2_Alex_Morgan.docx

Tools & Equipment
Microsoft Word

LEARNING DIFFICULTIES

Searching for a word or phrase
Some students believe that the highlighted text (the results of **Find** search) will remain so. Explain that this function will stop if they close the Find window. In other cases, students want to search for a word in a document but they have difficulty finding it because they may have made spelling mistakes.

Replacing a word or phrase with another one
Students may find it difficult to distinguish the difference between using **Replace** and **Replace All** actions. Help them understand that the Replace action replaces text once. Replace All action replaces text in all document.

LESSON DESCRIPTION

Preparation
Ensure that "*K.5.1.2_Blake_Tyger.docx*," "*K.5.1.2_Alex_Morgan.docx*" and "*K.5.1.2_Timetable.docx*" files are placed in **Documents** on each student's PC.
Start - Brainstorming
- Introduce the topic of the lesson which is the use of the Find and Find and Replace tools. Ask students how they could find a specific word in

a document with many pages without reading it. Ask them if they ever had such a problem in a document or if they know how to solve it.

- Discuss with students about issues where some words in a document need replacement. For example after completing a document, they may realize that one word has grammar or spelling mistakes. To search each line of the document for the mistakes would take much time. Ask students if they know a better way and inform them about the Find and Find and Replace actions.

Investigation of knowledge - Implementation
- Seperate students to groups of **2-5**.
- Hand out the "*K.5.1.2_Worksheet_1.docx*". Ask students to read the introduction on the worksheet and match the shortcuts with the proper function:

Ctrl + H	>	Find and replace
Ctrl + F	>	Find
Ctrl + Z	>	Undo

- Then, hand out the "*K.5.1.2_Timetable.docx*" and replace the word "Volleyball" with the word "Athletics". Tell students they can use the Students book for help and guidance.
- Hand out the "*K.5.1.2_Worksheet_2.docx*". The students have to open the file "*K.5.1.2_Blake_Tyger.docx*" and fill in the table with the number of times that the words "Tyger", "what", "forests" appear in the document. First ask them to count them, fill in the box with the number and then use the Find command to see if the numbers match. As there is a spelling mistake with the word "Tyger", ask them to replace it with the correct spelling, "Tiger".
- Finally, hand out the "*K.5.1.2_Worksheet_3.docx*"and ask them to complete the activity. Here, they have to use the Find and Replace command in order to:
  - o Replace the word "he" with the word "she".
  - o Replace the word "his" with the word "her".
  - o Replace the word "him" with the word "her".
  - o Replace two spaces with a single space.

Completion – Evaluation
After completing the activities, collect all the worksheets and file them in the class folder.
- Hand out an evaluation sheet to every student and ask them to complete it.
- Collect them and see if they understood all the objectives that we had for this lesson.

- Check which part of the lesson students didn't completely understand and make any changes required in the teaching process.

NOTES

TEACHER   CLASS   DATE

OVERVIEW

The general purpose of this lesson is for the students to be able to add and format tables in a document.

OBJECTIVES

To present data in tables, which are modified in the students' personal style.

SKILLS

- To create a table.
- To apply a new style in a table.
- To add shadings and borders in a table.
- To add a row or a column to an existing table.
- To delete a row or a column from an existing table.

WHAT IS NEEDED

Resources
- Digital Kids Genius Student's Book
- K.5.1.3_Worksheet_1.docx
- K.5.1.3_Worksheet_2.docx
- K.5.1.3_Worksheet_3.docx
- K.5.1.3_Evaluation_Sheet.docx
- K.5.1.3_My_school_schedule.docx

Tools & Equipment
Microsoft Word

LEARNING DIFFICULTIES

Adding a new row or column
Students may have difficulties as to where they should place the mouse or which cells to select in order to add a new row or column. Help them understand that following Students book steps will cause adding a single row or column. On the other hand, if they first select the cells, it will cause adding multiple rows or columns, as many as the cells they selected.

Selecting parts of a table
Students may have difficulties when trying to select parts of a table, such as some cells or rows. Ensure you help them placing the mouse cursor in the correct position to select an entire row or column. If they want to select cells of a table, help them understand the difference between selecting cells and selecting the content of the cells.

LESSON DESCRIPTION

Start - Brainstorming
Introduce the purpose of the lesson to attract students' interest in creating and formatting tables.
- At the beginning, introduce students the concept of using tables to organize information. Ask them if they have ever draw tables to organize different tasks during a day or week. Give them examples of using tables in daily life such as score and ratings tables for sports and events.
- Then, ask them if they have ever used tables in Microsoft Word. If so, for what purpose? Ask them to share their expeciences.

Implementation
- Seperate students to groups of **2-5**.
- Hand out the "*K.5.1.3_Worksheet_1.docx*" and ask students to match each action with the proper button in Word. They can open a Word file and insert a new empty table in order to do this activity correctly.
- Then, hand out the "*K.5.1.3_Worksheet_2.docx*". Students will learn how to create their own crossword in Word using a table. Firstly they should decide on a theme and 6 related words. They can note them on paper. It will be helpful if they draw the crossword on paper and then start creating it in Word.
- More specifically, students will learn how to:
  o add a new table
  o add new rows/columns
  o delete rows/columns
  o use shadings
  o use borders
- At the end of the activity, remind students to save their work and print their crossword in order to hand it out to their classmates.
- After completing this activity, hand out the "*K.5.1.3_Worksheet_3.docx*".The students will create a school schedule and they will give it the style based on their preference. They can use Students book as a guide. Encourage students to discuss amongst themselves about any questions they have or ask for your help if necessary.
- At the end of this activity, remind students to save their work and print their school schedule.

Completion – Evaluation
After completing the activities, collect all the worksheets and file them in the class folder.
- Hand out the evaluation sheet to every student and ask them to complete it.
- Collect sheets and see if the students understood all the objectives of the lesson.
- Check which part of the lesson students didn't completely understand and make any changes required in the teaching process.

TEACHER _____ CLASS _____ DATE _____

OVERVIEW

The general purpose of this lesson is for students to switch between the different viewing modes, as well as to zoom in and out.

OBJECTIVES

Choosing the best Document view, according to our needs.

SKILLS

- Switch between different viewing modes.
- Making a document smaller or larger on screen.

WHAT IS NEEDED

Prerequisites

Basic knowledge of Microsoft Word.

Resources

- Digital Kids Genius Student's Book
- K.5.1.4_Worksheet_1.docx
- K.5.1.4_Worksheet_2.docx
- K.5.1.4_Worksheet_3.docx
- K.5.1.4_Evaluation_Sheet.docx
- K.5.1.4_Milky_Way.docx

Tools & Equipment

Microsoft Word

LEARNING DIFFICULTIES

Reason of using different Document views

Students may have difficulties understanding why and when we use different Document views in Microsoft Word. Explain that each view has a specific function and help students understand the different cases they can use them. The most commonly used view is the Print Layout that is the default view for Microsoft Word.

LESSON DESCRIPTION

Preparation

Before the lesson starts, ensure that "*K.5.1.4_Milky_Way.docx*" is placed in **Documents** of each computer

Start – Brainstorming

- At the start of the lesson, introduce the reasons for which different Document views are necessary.

Implementation

- Seperate students to groups of **2-5**.
- Then, hand out the "*K.5.1.4_Worksheet_1.docx*" and ask students to match the icons with the correct name. Tell them, they can open a Word file to help them identify the different icons and experiment with the different views.
- Hand out the "*K.5.1.4_Worksheet_2.docx*". Ask

students to answer the questions. If students have difficulties completing the activity, help them remind them examples for using each Document view, from Lesson Introduction. For example, Web Layout view is perfect in order to see how our document will appear in a website. Give such examples also for the rest of Document views.

- Hand out the "*K.5.1.4_Worksheet_3.docx*". Students have to open an existing file but also create a new one and make some changes in view mode and zoom. Ask them to switch between the different views modes and zoom in and out.
- They should draw conclusions about the different views and realize when to use each one.
- Encourage discussion amongst themselves and let them experiment with the different view types.
- Inform students they can use Students book for help and guidance.

Completion – Evaluation

After completing the activities, collect all the worksheets and file them in the class folder.

- Hand out the evaluation sheet to every student and ask them to complete it.
- Collect the sheets and see if the students understood all the objectives that we had for this lesson.
- Check which part of the lesson students didn't completely understand and make any changes required in the teaching process.

NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____