

HOW TO USE REVIEWING

Instructions: This is your lecture/activity for today's lesson. Students should consider this a lecture and take notes accordingly, although you will be asking them to participate like an activity.

STEP 1: Saving as a Version – Ask students to save their document (Essay #3) as a version. To do this they should go to the File menu and click on Versions. A box will open up in the middle of their screen. They should click on Save Now. Another box will open and the cursor will appear underneath comments. Have them type in their name and draft 1. Then click on ok. This will save their document as a version or draft. To check to make sure it has saved as a version, they should go to the File menu and click on Versions again. Now, when the box appears there will be a name, the date, the time and a comment that says their name and draft 1 for their document. The first name will not be their name unless it is their computer. Do not have them change the first name. Make sure they are taking notes today so that you do not have to teach this to each student again every time someone does not remember. Instead, you can refer them to their notes or tell them to look at someone else's notes.

STEP 2: Revising – Next, ask students to close their document and exchange their disk with their pre-assigned partner. If you are working on a network, have students close their document, write the title of their document and where they saved it on a sheet of paper, and have them give that sheet of paper to their pre-assigned partner. Tell them they will be revising their partner's essay today, using the Track Changes and Comments portion of the Word program. Tell them they must take notes about how to use this program. Anything you say, they should be writing down so that when they need to use it later they can refer to their notes.

1. Track Changes is a tool that will allow them to make changes on their partner's essay without deleting the information that exists. Instead, it will track the changes in a different color just like they have done in a different color pen or pencil previously on their hard copies during revision.
2. Ask them to point their mouse to the Tools portion of their menu bar. Then have them point to track changes. Next, ask them to click on Highlight Changes. Now, everything they type in or delete will be typed in a different color. They might use this tool if they wanted their partner to delete a sentence or to add a new sentence or word.
3. Comments – Ask students to use their mouse to point to the View portion of their menu. Next, ask them to point to Toolbars. Finally, ask them to point and click on the word Reviewing. A check should appear next to it. In the left hand section of their toolbar there should appear buttons that when pointed to say, Insert Comment, Edit Comment, Previous Comment, Next Comment, and Delete Comment (this also exposes the shortcuts icon for track changes right next to it. If you have time, you may want to point this out to students and let them play with it). Ask them what they think they might use these buttons for. If they cannot figure it out, tell them they will be inserting comments just like they have done in the past when they were revising. Tell them they must use their mouse to highlight the words or sentences they would like to comment on; then they should point and click on the Insert Comment button in their toolbar. At the bottom of the document, there will appear a box with a blinking cursor where they can type in their comment. When they are done, simply hit close. Their comment will then be highlighted in yellow that will indicate to the author that there is a comment. All they must do is place their mouse over the highlighted area and a box will appear with the comment. If they would like to edit their comment, they simply place their cursor at the beginning of the highlighted area, point to the Edit Comment button, and click on it. The computer will automatically open the comment box at the bottom of the document and the cursor will be blinking at the beginning of the corresponding comment in the comment box. Then they can change any portion of the comment they would like.
4. Tell students they will have 20 minutes to revise their partner's essay using the Reviewing Toolbar and their Essay #3 Requirements sheet STEP 3. At the end of 20 minutes call time. Ask all students to save their comments and track changes to the document in this way: a) Ask them to point to File in the menu bar, point to Versions, click on Save Now, under Comments in Versions type in their name and draft 2, and click on ok. This allows them to save it as a version so that the author could go back to the original and print that draft for credit if they wished so that the teacher could see their work. Or they might want the original to see the progress they have made. After saving the document as a version, have them close it. If they have saved it to the author's disk, have them give the disk back to the author. If they have saved it to the school's server, have them close the document.



STEP 3: MAKING CHANGES BASED ON A PARTNER'S SUGGESTIONS – Now, ask all students to open their document. Microsoft word automatically opens the latest version. So they will be able to see all of the comments and changes their partner has made. Ask them to make sure that Track Changes is turned OFF when they are accepting and rejecting changes or the computer will simply mark the changes they make. They can do this using the shortcut in their toolbar by going to View, Toolbars, and clicking on Reviewing. The tools for Reviewing will show up in the shortcuts of their toolbar. The first one they will see at the very left is the Comments button, then the Edit Comments button, Previous Comment, Next Comment, Track Changes, Previous Change, Next Change, Accept Change, and Reject change all in a row. They are going to learn how to accept changes, reject changes, delete comments (once they have read them and made any appropriate changes), use the Next Change button, and use the Previous Change button. They should be taking notes on how to do these things.

1. Have them place the cursor at the beginning of their document, the very first character on the very first page. Then have them point to the Next Change button in their toolbar. Tell them this will take them directly to the first change their partner made. It will highlight the entire change. Tell them to look at the change and decide if the change is a necessary one. If they believe it is, they should point to the Accept Change button in their toolbar and click it. This will accept the change as part of their document and will change the lettering to black. If they believe it is not necessary, they should click on the Reject Change button in their toolbar. This will get rid of the change and leave it the way it was before. Then they should point to the Next Change button and continue accepting and rejecting changes until they finish the entire document. Give them 10 minutes to do this.
2. Tell them to look at each of the comments that are highlighted in yellow by placing their mouse over the highlighted area. A box will pop up over the highlighted area that has the comment written in it. Tell them to think about the comment and insert any changes into their document accordingly. When they insert their changes, if the Track Changes button is still chosen, their changes will appear in a non-black color. To get rid of this so that they do not have to go through the whole process of accepting and rejecting their own changes, simply have them click on the Track Changes button in their toolbar. This turns it off and allows them to make their changes. When they have made their changes, they should get rid of the comment by pointing to the Delete Comment button in their toolbar, while making sure that their cursor is at the start of the comment in the document. Then they should click on the Delete Comment button. The highlight should disappear, getting rid of the comment. Give them the rest of the period to read each comment, make changes accordingly, and delete the comment.