

WORD PROCESSING REVIEW

Computer Components – Before they ever turn on their computer, write out the following terms: Monitor, CPU (computer), Keyboard, Mouse, A: Drive (Pronounce like the letter “a.” Only review this term if it is necessary to have students save their work to a disk. Otherwise, come back to it later.) Tell students they will be defining these terms, as you will be using them frequently and so will they. For each term, before you write the definition, ask if anyone knows what it is and what it does. When students have finished giving answers, write the correct definition next to the word.

MONITOR The screen

CPU Central Processing Unit – This is the brains of your computer, where all of your information is stored. It is like the filing cabinet for your computer. (This is normally what people mean when they speak of the “computer”.)

KEYBOARD Your typing pad that allows you to tell the computer what to do.

MOUSE A tool for communication with and navigation of your computer.

A: DRIVE Accessible through a small slot where you place a floppy disk, this is where you save info onto your portable filing cabinet—your floppy disk.

Powering Up – Now students are ready to turn on their computers. To turn on a PC (used to refer to any computer that is not a Macintosh), the students will have to press the power buttons on both the monitor and on the computer itself. When the Windows screen comes up, explain first that what they're looking at is what's known as the *desktop*. The function of the desktop is just what it sounds like—they can imagine that they're sitting at a desk, and any files or documents they open, they'll open on their desktops. Write *desktop* on the board and have students write, too. The two tools they use to work on this desktop—instead of a pen or pencil—the *keyboard* and the *mouse*. If any students are not familiar with using a mouse, explain that the two buttons at the top of a PC mouse (ignore the middle one for now if there are three buttons) serve two different functions. The one on the left is the normal button, the one students will use to choose the things they want to do. Clicking the left button one time will select whatever the arrow (of the mouse) is pointing at on the screen. Clicking it twice (double-clicking) will choose it. For example, if you see the name of a file you want to open, double-click it to open it. If you just want to select it, say you want to drag it somewhere, just click it once with the left mouse button and you'll see that it becomes highlighted. Do not introduce the functions of the right button right now; have them get comfortable using the left button first.

Open a Document – Depending on the version of Office you have (95, 97, 2000, or XP), some things here may be a bit different. The first thing students should do is open a new document—like taking out a blank piece of paper—by clicking on the *Start* button in the bottom left corner of the screen. Then, when the roll-up menu appears in the corner where the start button is, have them move the pointer of the mouse over the word *Programs*. Then move the mouse over to the next roll down screen and point to the words *Microsoft Word*. Microsoft Word should be highlighted. Students should click once on *Microsoft Word*. A blank page will appear with the *cursor* (the vertical line that tells you where you will be typing) blinking in the top left-hand corner of the page. This tells students the computer will begin typing letters or characters there.

Save – Once the new document is open, immediately teach them to save it and explain that they should save every few minutes or they will be very sorry on many occasions.

** You may want to create a folder that has your name and have the students save their work to your folder. You should do this prior to class so that each computer will have access to your folder or have a copy of it. Talk to your technology person about the best way to save data at your school site. It is to your benefit to be as knowledgeable about basic computer skills as possible, prior to this lesson. Go to the lab and talk to your technology support team. Ask your tech team the following questions:

1. Are the computers networked?
2. If computers are networked, will the tech team create a teacher folder with an individual folder for each class?
3. Will they teach you how to save to the system folder so you can teach your class?
4. If your computers are not networked, will the technology team provide disks for your students to save their work?
5. And if they do not provide disks free, would they be willing to make them available to the students for a nominal fee (e.g., 50 cents or a dollar per disk)?

If your tech team cannot provide you with a systematic means to save student work, save all student work to a floppy disk—A Drive. This is often the easiest way to ensure that all student work is saved. You can hold the disks in a box for the students or you can have your students be responsible for their own disks. You know your students best. Decide on their level of responsibility (now, not what you're working toward for the end of the year). Then make a clear decision about who will carry the disks, you or the students. Pass that decision on to your students at the beginning of class in the computer lab and hand out the disks or have students buy them (unless they brought their own with them). Explain as you hand them out either that they must give them back to you before they leave the lab or ALL WILL BE LOST!, or that they must take them when they leave and bring

them back to the lab with them the next day or ALL WILL BE LOST! If you choose to buy the disks yourself, you can get them at any wholesale store, member or non-member.

Where to Save – The first time they save a document they have to both give it a name, so they'll be able to find it again, and tell the computer where to put it, so they'll be able to... find it again. (This is the same thing as putting their name on a piece of paper, putting it in the file with, e.g., *3rd period English 2* on the tab of the file, then filing the file in a drawer of a filing cabinet. When they want to find the paper/document again, they'll open the drawer marked Mr./Mrs. So-n-so's English classes, find the file with their class period, then open it to find their paper.) To save their document and give it a name on the computer, they click on *File* in the upper left corner of their screen, move the cursor down to the words *Save As*, and click. What's called a *dialogue box*—or a box that the computer uses to ask you questions so it's sure it knows what you want—opens in the middle of the screen. In the middle of the box is a list of files in the drawer named at the top. The box asks two things: *Save in:* which means where do you want to save this document? and *File Name:* which means what do you want to call this document? Have students save it in the file you have decided upon with your technology person. The easiest name to have a student give their documents is the first letter of their first name, followed by the first 5 digits of their last name and the number one for the first document. Make sure there are no spaces in between (i.e., *jsmith1*). Each time students save THIS document after this, they only have to click *File*, then *Save*. (Two shortcuts: To save, after the file is named, hold the button marked *Ctrl* on the keyboard down while you press the *s* button. This will save. Also, they can use the mouse to left click, once, the icon at the top of the screen that looks like a floppy disk.) Students may come back to this document at any time and edit/make changes to the content.

Name the Document – At this point, it is extremely important to let students know that each time they create a new document; they must give it a new name. If they open a new document and give it an old name in order to save it, they will delete all their old work. For example, if they save this assignment as *jsmith1*, and next week they open a new document to begin a new assignment, but forget and give it the name *jsmith1*, the computer will ask if they want to replace an already existing document in that name. Students should say no. If they say yes, all of their old work in that document will be deleted. So make sure that the new document is saved as *jsmith2* and so on for each new assignment. You will want to reinforce this at the beginning of each new computer assignment.

Typing Basics – If the students have typed before, let them go ahead and get started on their essays. If not, you may want to review some of the basics of typing on the computer with them. Tell them to hold the button marked *Shift* down while they type a letter if they want to type a capital letter. Tapping the blank, long bar across the bottom of the keyboard places a space after the last letter typed, so tap it between words. Tab automatically indents five spaces at the beginning of paragraphs. If you would like to allow students to use different fonts and font sizes, have them point to the word *Format* at the top of their screen and click on it. A roll-down menu will appear underneath the word *Format*. Have them point to the word *Font*. A dialogue box will open in the middle of their screen with the word *font* at the top. Students will see the words *Font*, *Font Style*, and *Size* written across the top of the box. Underneath the word *Font* will be a window with two arrows to the right. Students can point either of the arrows to scroll up or down the list of fonts in the window. When they have decided on a font, they should point to it and click on it. In the box at the bottom of the window is a preview of what that font will look like on their page. If they don't like it, they can change it by repeating the steps above. They can do the same for *Font Style* and *Size*. When all three have been decided upon, students should click the okay button in the top right hand corner of the box. You may want to check for legibility of fonts prior to allowing students to actually use one. Or it may be a class discussion point about why fonts should be standardized for formal papers (e.g. readability). Letting them have access to different fonts to begin with sets the stage for this discussion and class agreement. Use the same procedure for font size and font style.