

NOTE: This is a computer lab lesson. Make sure you have scheduled computer lab time in advance.
***** This lesson requires extensive teacher preparation. Please read at least a week in advance of teaching.**

TITLE OF LESSON

English 1 Unit 1 Lesson 19 and 20 Mac – Mythology: Introduction to Word Processing for Mac Users

TIME ESTIMATE FOR THIS LESSON

Approximately two class periods, depending upon your students' computer skills and experience

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1, 1.3, 2.6; W2.1-2; W/O1.0-5; L/S1.1

MATERIALS

computer lab time
dry erase board with markers and eraser or blackboard with chalk and eraser
floppy disks if necessary

LESSON OBJECTIVES

- To learn basic word processing skills necessary in future lessons
 - To learn and use standards, particularly visual standards, of presentation
 - To familiarize students with basic computer lab protocol
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FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Check to make sure students have their folders with all 5 of their Writing through the Senses pieces or you may want to just bring their folders to the lab and pass them out now. Pass back graded assignments and have students place them in their folders.
 - 2) **Agenda** – Have students copy the agenda you have posted on the front board.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Computer Protocol – Have each student choose a computer and sit down. Tell them, "DO NOT TURN ON THE COMPUTER!" You may have students who turn it on anyway, as they may be more experienced with the computer. Ask them to turn it off, as they will be taking notes today regardless of their experience levels. If students persist, you may want to walk over and turn off their monitor. Remind students of the computer lab protocol you have established for your class and the consequences for any misbehavior.
2. **Notetaking** – Have students take out their notebooks, as they will be taking notes. Have them title their page Basic Word Processing Skills. You may want to take notes on the board – chalk or dry erase – as you have them write it in their notebooks, or if you have a Mac hooked up to a Television monitor or an on-screen projector, you can take the notes on your own computer and it will appear on the screen just as it appears on your computer monitor.
3. **Vocabulary** – 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

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| 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. |
| FLOPPY DISK 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. |
- Getting Started – Now students are ready to turn on their computers. To turn on a Mac, the students will have to press the power buttons on both the monitor and on the computer itself, unless it is an iMac, in which case, there is only one power button just below the monitor to the right. When the Mac screen appears on the monitor, 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 it, too. The two tools they use to work on this desktop – instead of a pen or pencil – are 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 mouse 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 and holding it down (not necessary with newer Macs) will select whatever the arrow (of the mouse) is pointing at on the screen. Clicking it twice – or 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.
 - Opening a Document – Depending on the Macintosh computer and operating system you have (Power Mac, iMac or even the old Apples), 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. To do this, they will need to first point to the Hard Drive icon (an icon is any image, not text, that appears on the desktop or in your folders) which is normally in the top left hand corner or their desktop (this icon usually looks like a little computer and will probably say HD or Hard Drive below it). They should double click on this icon. 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 desktop. It should have a folder titled *Applications* in it. Have them point to the Applications folder and double click. Inside this folder, they will find a file folder called *Word*. Students should point to the icon that looks like a sheet of paper with a big, blue W on it and the words "Word for Windows and Macintosh" written underneath and double click it. It is entirely possible that the actual application is in a different folder titled "Microsoft " inside the Applications folder. That's okay. Simply have students point to the folder that has the word "Microsoft" written underneath it and double click. This will open the folder and students should be able to find the icon that looks like a sheet of paper with a big, blue W inside. Have them double click this icon. A blank page will appear with the cursor blinking in the top left-hand corner of the page. This tells students the computer will begin typing letters or characters there.
 - Saving – 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 or tech person 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 tech 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 can not 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 the students be responsible for them. 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! Also, if you choose to buy the disks yourself, you can get them at any wholesale store, member or non-member.

7. Saving 2 – 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 World Literature' 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 point to *File* in the upper left corner of their screen, click on *File* and hold the button on their mouse down as they move their pointer (this is called dragging) down to the words *Save As*. If they do this correctly, they will see that they have highlighted the words. At this point, students should release the button. This will automatically select the highlighted words. A new dialogue box opens in the middle of the screen. In the middle of the box is a list of files in the folder named at the top. Have students save it in the file you have decided upon with your tech person. To get to the folder you want, simply point to the folder at the top of the box. When you do this a roll-down menu of choices will appear. Choose the folder you have decided upon with your tech person prior to class. MAKE SURE you know before class how to find the folder if it is not in the initial roll-down menu. This you can do with your tech person. Be sure to map this process out for the students as you go and have them take notes so they will remember where and how they have saved their work on the computer. Also in the box it will say, "Save current document as:" This is where students should type in the name they will give their document. The easiest way to have students name their documents is: the first letter of their first name, followed by the first 5 digits of their last name and the number 1 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 with the apple symbol 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 -- only if their Mac has a version of Microsoft Office.) Now, have students point to the word save in the box and click on it. At the top of their blank page, the name they have given to their paper should appear, assuring them that they have indeed just saved their document. However, make sure students know this will not appear as a title on the page when it is printed. This is simply a way for students to identify their documents on the computer. Students may come back to this document at any time and edit/make changes to the content, making sure that each time they make any changes they save their document again to ensure the computer remembers the changes.
8. Naming a 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.
9. Basics of Typing – If the students have typed before, let them go ahead and get started. If not, you may want to review some of the basics of typing on the computer with them. Tell them to hold down the button marked *Shift* 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, holding down on their mouse button and pointing to the word *Font*. Once the word *Font* is highlighted, students should release the button on their mouse. A box will appear 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 left. 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 before allowing students to actually use them. 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 a class agreement.

10. Typing Drafts – Have students begin typing their Writing through the Senses. It will be your job to circulate, as students always have questions and problems while using computers. If you are an inexperienced computer user, it would be to your benefit to ask your technology person to be present in the lab the first day the students use it as he or she can help you with the students.
11. Spell Check – As students finish typing their assignments, have them spell check the entire document. They can do this by pointing and clicking on the ABC icon at the top of their computer screen or they can point to *Tools* and click on the word *Spelling*. Explain to students that a spelling check does not always mean the computer is right. It simply makes suggestions. It is up to the student to decide which one of the computer's suggestions is accurate, if any.
12. Print – Next, students are ready to print (after making sure their name is at the top of the document and that they have given their piece of writing an original title). Have students point to *File* at the top of their screen, holding down the button on their mouse. In the roll over bar that appears, they should still be holding down the button on their mouse, while they point to the word *Print* and release the button. The computer will show a box in the middle of the screen. Students should make sure that where it asks how many copies, the computer reads 1. Then they should point to the word *Print* and click the button on their mouse. The computer will print. If the printer is not printing, make sure to contact your technology team (another good reason to have someone present for this first exercise!). Usually it is the communication between your computer and your printer that is at fault. DO NOT allow students to print more than once since the computer holds the command to print in its memory as many times as the student gives it which can make for some amazingly large numbers of copies. Also, remember to allow enough time for all students to print before the end of class. The last five minutes of class should not be used to print (Imagine 30 students printing at the same time!). If you get to the last five minutes of class and students have not printed, either make sure all students save their work and set another time to come back to the lab, or have students come in after school or during lunch – on their own time to finish up.
13. Save Again – Ten minutes before the end of class, remind all students to save their work. Have them make sure they are saving it to the correct place (Desktop first and then to the icon of the floppy disk with their name on it, if it is a floppy disk you would like them to save to).
14. Clean Up – Leave the last five minutes of class to do the following:

As a courtesy to all classes using the computer lab after your class, teach all students to shut down their computers properly. (If students are using floppy disks, they must first point to the disk icon on the left-hand side of their computer screen, hold down the button on their mouse and drag the disk to the trash. This will automatically eject the disk.) The correct way to shut the computers down is to have students point to *File* at the top of their screen. A roll-down menu will appear. Have students find the word *Quit*, point to it, and click. This will close their documents and take them back to the desktop. They should close all open windows on their computer screen by pointing to the small, blank box in the top left-hand corner of the open windows. Next have them point to the word *Special* at the top of their screen. A roll-down menu will appear. Have students point and click on the words *Shut Down*. A box in the center of the computer will appear that says "It is now safe to switch off your Macintosh." However, students are not finished yet ... they must turn off the power button on the CPU and the monitor of their computers, make sure their mouse and mouse pads are to the right of their keyboards and push in their chairs. Have students check to make sure they have collected all papers, pencils, and trash around their work station. If they were working on a floppy disk and you are holding them for the students, don't forget to remind students to turn them in. Now, when the bell rings, they are free to leave.

GROUP ROLES

Students will be working individually during this lesson.

DOCUMENTATION FOR PORTFOLIO

Creation Myth

Students should put the work they type into their classroom folders. They may choose, when they select their work for their portfolio, to put one or more of these into their portfolio.