Grade 2 - Lesson 1

Word Process a paragraph with proper capitals, punctuation, indentation, and centering of title

By the end of this lesson, students should know how to bring out the Formatting Palette, and how to change the Size of text, as well as Alignment and Spacing independently.

- * Fundamental word processing skills of setting up text size, spacing, typing own name in Header were covered in First Grade lessons (please review as necessary).
 - 1. Have students place their draft in a location where they can easily see it, without having to move their eyes far from the keyboard. On eMacs and newer iMacs, the page should be placed between the keyboard and monitor, folded if necessary.
 - 2. Have students spend a few minutes reading over their draft so that they can better type without looking. Tell students that they will be publishing this work, but that we want to improve our typing speed over last year.
 - 3. Describe, model, and practice the method of chunking the text. Rather than typing word by word, students will type 4 or 5
 - words without having to look back at their draft. Model this process using the projected example.
 - 4. Remind students of the pattern of one space after each word, one space after a comma, two spaces after a period, question mark, or exclamation point, but ensure that students do not put spaces before punctuation.



The New Puppy

My little brother Mario wanted a dog for his burthday, My mom and I went down to the pet store while he stayed at home with grandma. When we got to the pet store, we saw snakes, birds, mice, and fish. The dogs were in the back. The store only had finery poodles with curly hair, and they cost \$300 each!

My mom said that we could not afford to buy such an expensive dog. I told her that Mario wouldn't have liked a poodle anxway.

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On the way back home, we stopped at the animal shelter to see if they had any dogs up for adoption. There was a little brown one with black spots in a cage in the back corner. The other dogs there started barking when I walked by their cages, but it was real quiet. I put my hand next to the bars of the cage and the puppy slowly walked over to smell my hand. I could tell he had been hurt because one of his legs didn't work that well.

Even though it was small, his eyes were big. He stuck his tongue through the bars to lick my hand. I knew we had found my brother's birthday dog.

- 5. Review for students how a new document is set up, again using the projected computer, and ask clarifying questions along the way. This includes using the **Formatting Palette** to set up text and alignment. Once students are confident with what they are expected to do, allow them to begin working. Use proximity to ensure that all students are on task, stopping students along the way if you see difficulties.
- 6. If the students' drafts contain multiple paragraphs, also show students how to press the return key, then tab, in order to begin a new paragraph. If students' documents are likely to contain multiple pages, you can show them how to use the Header and enter the page numbering. View → Headers & Footers → (scroll page down to see footer space) → using the palette, click on icon with # sign → click on close button.
- 7. Save to a designated folder, print (if applicable), and clean up using established procedure (all discussed in earlier K-1 lessons).