Grade 3 - Lesson 1, 2, 5

Competently uses Microsoft Word™; masters capitalizing, punctuation, indenting, centering; uses basic formatting tools and pallets

Students will need to have an edited, hand-written draft to do this lesson. The writing sample should include a title and multiple paragraphs.

1. Have students place their draft between the monitor and keyboard at the workstation where they are sitting. Have students spend a few minutes reading their drafts silently.

2. Tell students, that in order to type efficiently, they will need to keep their fingers over the Home Row keys and 'chunk' the text as they go. (Chunking text refers to having students read and internalize several words in sequence that they would then type, rather than typing one word at a time.)

3. Open MS Word, make sure Formatting Palette is visible (if not, assist students in brining it out, either with the menu **View → Formatting Palette**, or through the toolbar). Have students change the size of their text to **18**

4. Direct students to type their heading (Name, Teacher's Name, Date) in the upper left hand corner of their document, pressing **return** after each line.

5. Direct students to change their line spacing to 1.5 (second icon under Alignment & Spacing). Have students choose **Centered Text**.

6. Have students type their title with capital letters in the appropriate places. **Press return twice after title**.

7. Direct students to indent their first paragraph using the **tab key**. Remind students to press return only after a paragraph is completed, and then to press the tab key to indent each successive paragraph. 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 mark.*

8. After giving students 15-20 minutes to type independently as you use

proximity to ensure that all students are on task and working efficiently, have students stop typing in order to save their work thus far.

9. Walk students through the saving process. Ask prompting questions along the way to help model for students the thinking process as they encounter dialog boxes and do the important navigation to the correct saving location:

"When you see this dialog box, what options do you have? What are the most important parts that you need to respond to? What would be a good name for the document we are working on? Why would it be a good idea to include your name? What key can you press instead of using the mouse to click the **Save** *button?*
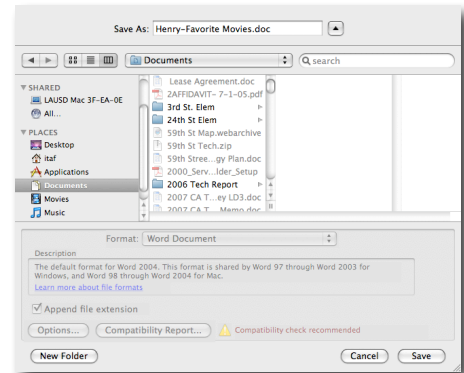
10. Have students continue typing until their work is complete, or until the lab time is over, in which case, the work can be completed next time. It is a good idea, as a practice, to have students carry a folder of completed hand-written drafts to the lab so that they will always have other work that they can type if they finish before other students. This will undoubtedly happen as you will have students whose typing speed varies as well as on-task behavior.

11. Direct students, at the conclusion of the lesson, to confirm that their documents were saved to the intended location. If the document cannot be found where it was expected, first check the **Documents** folder (the default location), and if it is not found, try using **Spotlight** (the magnifying glass in the right corner of the menu bar) to search for the document by name.