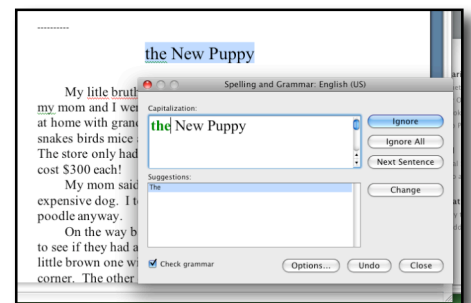
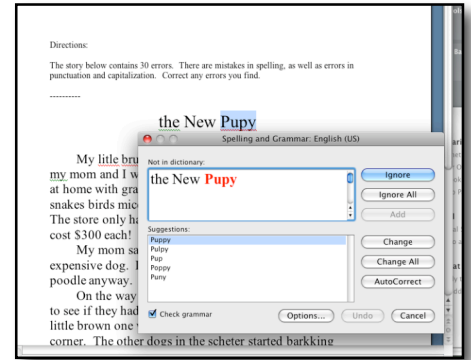


Grade 3 - Lesson 3

Makes attempt at spell checking writing

1. Using a prepared error-riddled document (see **Correcting Errors.doc**), students will first observe teacher modeling the use of the spell check feature before beginning to do so themselves. Using a common document allows you to discuss the best way to address each error that arises.
2. Point out the squiggly red and green lines (indicating possible spelling and grammar errors, respectively).
3. Pull down the **Tools** menu to **Spelling & Grammar...**
4. Point out the features of the window and all the buttons and make suggestions about the best one to choose in each situation. Be explicit with your directions. Most students may never have worked with spell-check before.
5. Direct students to complete the correction of errors independently, or with a partner. Point out that they will also come across grammar and spacing errors, which they can attempt to correct, or choose to ignore.
6. Let students know that this was only a practice exercise and did not contain their own writing. Have students **Quit** without saving any changes. If your students leave it unsaved, then other classes can use the same sample document for practice purposes. You can show students the *unpublished* shortcut **command-D** which simulates a click on the **Don't Save** button.



Grade 3 - Lesson 3 (Part 2)

Makes (independent) attempt at spell checking writing

1. Using a hand-written draft of at least two paragraphs, students will first use typical formatting and typing to create and save the document.
2. Students save changes before beginning spell check process.
3. Remind students that spell-check is not a completely dependable way to proofread a document. There are several errors that spell-check may not catch:
 - a. proper nouns, especially names
 - b. errors in capitalization, spacing, punctuation
 - c. homophones used incorrectly (there-their, would-wood, etc...)
4. Students work independently, but may ask for assistance of their neighbor.
5. Students will use established procedure to ask for help and to let teacher know when they are finished spell checking their document before printing, if applicable.
6. When students have completed their typing and spell-checking, remind them to manually proofread their work to check for the limitations of computerized spell checking.