

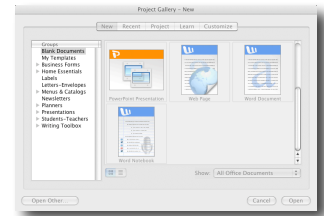
## K - Lesson 6

### Can visually compare own screen with instructor's; open basic programs

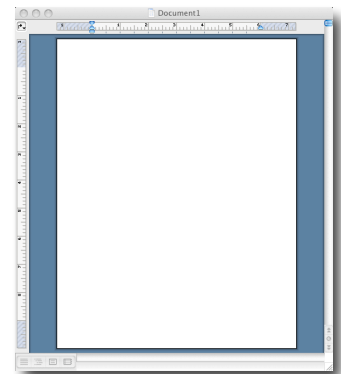
In this lesson, along with standard review of your open and closing procedures, students will begin to learn a little bit of MS Word™ while working with the alphabet.

1. Tell students they will be using a computer application to begin writing using a computer. Let them know that our goal for future lessons will be for them to write their full names, words, sentences, and when they get bigger... stories.

2. Open MS Word™ (or other word processing application) using icon in the Dock, or from a window. Students will notice there are choices for the type of document they want to open. Walk students through each step, comparing their screen with your demo screen to confirm they are with you.

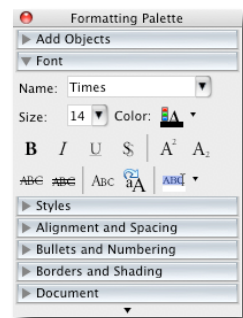


3. Once students have window with blank page, have them stop and place their hands in their lap. Hold up a blank piece of paper and help students understand that what they are looking at on their screens represents a blank page, and that they will be typing letters onto the page.



4. Direct students to type a letter **a** using their keyboards (model this using demo keyboard). Ask students if the size of the **a** is okay, or if it is too small. Once students confirm that the letter size is too small, direct them to delete the letter using the **delete** key (again modeling).

5. Direct students to locate the **Formatting Pallet** (or other location in your word processor) to change the size of the text. Be explicit in pointing out the various parts of the Formatting Pallet. Have students change the text size to **36**. Ask students to confirm with you by holding up three fingers (or some other established method) that they have successfully changed the text size. Have students type a letter **a** again. Ask them if they think this is a better size to read.



6. Show students the space bar. Explain that this is used to put space between words in stories, but that today we will be using it to put spaces between the letters. After students have found the space bar and pressed it, direct them to type a letter **b**.
7. Follow same procedure, using hand signals and proximity to check. Point out sound/spelling cards on wall (or other alphabet reference visual in the room). Have students begin to work independently (or with partner, if sharing) to type entire alphabet in lower case letters. Point out to students that as they type their letters and spaces, at some point, the **insertion point** will move down to the next line, ready to type letters there (you may want to model that as well, so students will know what to expect).
8. If all students finish this task before time is up, they can be directed to type their alphabet in capital letters, or even their numbers in sequence (see next lesson).

