

Module 5

Applying Word Processing

Apply your word processing skills to create one or more additional productivity tools that you can use in your classroom.

Focus

- Word processing productivity tools

Outcomes

- Apply your word processing skills by selecting and completing at least one relevant elective activity
- Share your work with colleagues, and discuss and reflect on productivity and professional practices

Pair and Share: Reflecting on Module 4

Share your answers to the Take-Home Exercise: Reflecting on Module 4 with a colleague and the whole group as directed. Record any new and good ideas.

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Exercise 1: Creating Word Processing Productivity Tools

Step 1

Learn more about the four elective word processing activities—Weekly Lesson Planner, Newsletter, Diagram, and Certificate.

Step 2

Determine which activity you want to do first. You can work alone to create a productivity tool that is uniquely meaningful and relevant for you in your classroom, or you may collaborate with a colleague who shares a similar interest or need.

Step 3

Plan, do, review, and share the activity or activities as directed.

Weekly Lesson Planner

When a teacher is absent, a lesson plan can help a substitute know what to teach and what work to assign students. In addition, some principals like to review and approve teachers’ lesson plans. What information typically goes in a lesson plan? How could you use the computer to make a lesson plan?

Weekly Lesson Planner

Plan It

Create a lesson plan that shows the material you will be teaching your students and the assignments they will be doing for each day of a given school week. Look at the following example:

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Mr. Thompson's Weekly Lesson Plan May 14-18, 2007					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Language Arts • Consonants (pages 136-7) • Consonant exercise 4 on page 138	Language Arts • More about consonants (pages 136-40) • Consonant exercise 5 on page 141	Language Arts • Consonant quiz • Poetry introduction (pages 307-8)	Language Arts • Rhyme (pages 308-9) • Read and discuss the poem on page 308	Language Arts • Meter (pages 309-30) • Read and discuss the poem on page 310
9:00 a.m.	Math • Simplifying fractions (pages 211-3) • Complete exercise on page 214	Math • Multiplying fractions (pages 215-7) • Complete exercise on page 218	Math • Dividing fractions (pages 219-42) • Complete exercise on page 244	Math • Review fractions • Complete unit review exercise on pages 243-6	Math • Fractions test • Introduce decimals (pages 247-8)
10:00 a.m.	Break	Break	Break	Break	Break
11:00 a.m.	Science • Parts of a plant (pages 148-50) • Parts of plant handout	Science • Parts of a flower (pages 150-5) • Parts of flower handout	Science • Parts of a seed (pages 155-6) • Parts of seed handout	Science • Review parts of a plant, flower, and seed • Assign report on plants	Science • Begin writing report on plants • Plan diagrams to create on the computer next week
12:00 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch

Lesson Plan Example (Page 1)

1:00 p.m.	Social Studies • Begin unit on Ancient Rome (pages 280-5)	Social Studies • More on Ancient Rome (pages 280-5) • Answer and discuss questions on page 286	Social Studies • More on Ancient Rome (pages 280-5) • Answer and discuss questions on page 286	Social Studies • Roman democratic government (pages 281-4)	Social Studies • In-class essay about the effects of Rome's democratic government
2:00 p.m.	Music • Learn new song for next month's graduation ceremony	Computers • Create a timeline of important events in Ancient Rome	Library • Pick a poetry book that students want to read for Language Arts	Computers • Internet research for science report	Art • Make posters for school recycling program

Lesson Plan Example (Page 2)

Think about the following questions, and if working with a partner, discuss your ideas. Recording your ideas might be helpful.

- What time does the school day begin? What time does it end? If the schedule had a row for each hour of the school day, how many rows would be needed?
- How many days are in the school week? If you wanted a column for each day of the school week, how many columns would be needed?
- What school subjects do you teach? On what days of the week will you teach each subject? When will that teaching take place?

Some participants may be responsible for teaching all subjects in self-contained classrooms, while others may be subject-area teachers that teach the same content to different groups of students throughout the day. Each participant should develop a lesson plan that best suits the participant's individual needs.

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- What specific content will you teach for each subject? What specific assignments might you ask your students to complete?

For help on how to do certain tasks, look at the following groups in the *Help Guide*:

- **Word Processing Group 2:** Typing and Changing Words
- **Word Processing Group 3:** Changing the Look of Your Words
- **Word Processing Group 6:** Designing Your Pages
- **Word Processing Group 7:** Working with Tables

Do It

1. Start the word processing software, and open a new, blank document.
2. Change the page setup to landscape orientation so it will print sideways.
3. If needed, zoom out so you can see the whole page on your screen.

Challenge: You might want to add a page border before you start adding your information. Feel free to change the color and the width of whatever style you pick. (See the Challenge Example at the end of this section.)

4. At the top of the page, type a title for your lesson plan. Then on the line below, type information about the time period the lesson plan covers.
5. Change the font, size, and style of the title and time period information. You might also want to change the text alignment.
6. Move the cursor down two lines. Then, insert a table with one column and one row more than the number of columns and rows you identified during your planning.
7. Zoom in to 100%.

Step 6: Although most of participants will feel confident about the number of columns needed, some participants may not be sure about the exact number of rows they want to include. Participants should make best guesses at this point. If needed, rows can be deleted or added later.

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- 8.** Leave the first cell in the first row blank. Then, type the days of the school week in the other cells in the same row, across the top of the table.
- 9.** Leave the first cell in the first column blank. Then, type the hours of the school day in the other cells in the same column along the left side of the table.
- 10.** Refer to your planning ideas, and type the rest of the schedule information for each day of the school week. To save time, copy and paste any information that you use more than once.
- 11.** If any lessons last more than one hour, merge together as many cells as you need in that day's column. Additionally, if any lessons last less than an hour, split cells into two cells. (For help, refer to Word Processing Skill 7.13: To put two or more cells together, or to merge them, and Word Processing Skill 7.14: To divide or split a cell into many cells.)
- 12.** Change the look of the information as you wish so the lesson plan is easy to use. For example, you might want to make some words bold or a different color so they stand out. You might also want to create numbered or bulleted lists to make the information easier to read. (For help, refer to Word Processing Skill 4.6: To make a numbered list of information, and Word Processing Skill 4.7: To make a list of information with different symbols, or a bulleted list.)
- 13.** To make the table look nice and even, change the table properties as needed so all of the rows are the same height and all of the columns are the same width. Then, change the placement or alignment of the words in the cells so the content all looks the same. (For help, refer to Word Processing Group 7 contains information on many ways to change the row height and column width. Participants should use the method that feels most comfortable for them.)
- 14.** Remove the top and left borders from the empty cell in the top-left corner of the table. Change the width, color, and style of the borders of the other cells in your table. (For help, refer to Word Processing Skill 7.18 To make your own changes to the way your table looks.)
- 15.** Change the look of the days of the school week in the first row and the times in the first column. To make the information stand out, fill the cells in the first row and the first column with a light shade of color.

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Challenge: If your lesson plan flows onto a second page, consider inserting a page break to divide the table in an appropriate location. (For help, refer to Word Processing Skill 6.8: To end one page and start the next.) You might also want to insert a new row into the table at the top of the second page. Then, copy the column headings at the top of the table on page one and paste them into the first row of the table on page two. (See the Challenge Example at the end of this section.)

- 16. Save your lesson plan as a template so that a new schedule can be made quickly and easily next week. (For help, refer to Word Processing Skill 10.4: To make and use your own document style, or template.)
- 17. To make sure the lesson plan template works, start a new document by picking your template file. Then, close the file without making or saving any changes.

Mr. Thompson's Weekly Lesson Plan May 14-18, 2006					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Language Arts • Comma (pages 130-1) • Comma exercise A on page 130	Language Arts • Miss about comma (pages 130-40) • Comma exercise B on page 130	Language Arts • Comma spot • Poetry introduction (pages 132-3)	Language Arts • Rhyme (pages 130-1) • Read and discuss the poem on page 130	Language Arts • Rhyme (pages 130-1) • Read and discuss the poem on page 130
9:00 a.m.	Math • Simplifying fractions (pages 230-3) • Complete exercise on page 234	Math • Multiplying fractions (pages 230-1) • Complete exercise on page 230	Math • Dividing fractions (pages 230-40) • Complete exercise on page 244	Math • Review fractions • Complete unit review exercise on page 240-0	Math • Fractions test • Introduce decimals (pages 240-0)
10:00 a.m.	Break	Break	Break	Break	Break
11:00 a.m.	Science • Parts of a plant (pages 130-0) • Parts of plant handout	Science • Parts of a flower (pages 130-0) • Parts of flower handout	Science • Parts of a seed (pages 130-0) • Parts of seed handout	Science • Review parts of a plant, flower, and seed • Assign report on plants	Science • Begin writing report on plants • Plan diagrams to create on the computer next week
12:00 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch

Lesson Plan Challenge Example (Page 1)

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	Monday	Tuesday	Wednesday	Thursday	Friday
1:00 p.m.	Social Studies • Begin and on Ancient Rome (pages 292-6)	Social Studies • Read on Ancient Rome (pages 292-6) • Answer and discuss questions on page 293	Social Studies • Read on Ancient Rome (pages 292-6) • Answer and discuss questions on page 293	Social Studies • Discuss democratic government (pages 303-4)	Social Studies • In-class essay about the effects of Rome's democratic government
2:00 p.m.	Music • Listen and sing for next month's graduation ceremony	Computers • Create a timeline of important events in Ancient Rome	Library • Pick a poetry book that students want to read for Language Arts	Computers • Internet research for science report	Art • Make posters for school recycling program

Lesson Plan Challenge Example (Page 2)**Review It**

Look over your lesson plan. Make sure it has the following elements:

- A title and words that explain what week the lesson plan is for
- A table with a column for each school day and a row for each hour of the day
- Column and row headings that explain what information is found in each column or row
- Information about the subjects you will teach and the assignments students will complete during each school day
- The page set up to print sideways

If any elements are missing, add them to the schedule now. You should also make other desired changes. Remember to save your work when you are finished.

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Share It

Be prepared to discuss your answers to the following questions during sharing time:

- How might this lesson plan make your job as a teacher easier?
- What other types of information would you put in a table?
- Why might it helpful to save documents you might create over and over again as templates?

Newsletter

As a teacher, you want to let your students’ parents know what their children are learning and doing each week in school. To meet this need, you can create a newsletter that can go home to all your students’ parents. What do newsletters usually look like? What types of information might your newsletter contain? How might computers be used to make a newsletter?

Plan It

Create a newsletter that you or another teacher can use over and over again to make other newsletters in the future. Look at the following example:

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**Newsletter Example**

Think about the following questions, and if working with a partner, discuss your ideas. Writing your ideas on a sheet of paper might be helpful.

- What are two or three events from this past week that you might want to let parents know about? What are two or three events scheduled for the upcoming week that might be worth writing about?
- What type of big announcement might you want to make about a special school or class event? How could you make announcement information really stand out?
- What sorts of pictures might go with the written information?

When you plan what to include in your newsletter, you should consider actual classroom events that happened in the past week and that may happen in the week ahead.

Exercise 1: Creating Word Processing Productivity Tools

For help on how to do certain tasks, look at the following groups in the *Help Guide*:

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- **Word Processing Group 4:** Making Paragraphs and Lines of Words Look Good
- **Word Processing Group 5:** Adding Pictures to Your Pages
- **Word Processing Group 6:** Designing Your Pages
- **Word Processing Group 10:** Using Preset and Advanced Features

Do It

1. Start the word processing software, and open a new, blank document.
2. Make the page margins, or the empty spaces along the edges of the page, smaller so you have more room for your information. (For help, refer to Word Processing Skill 6.5: To set the empty spaces or margins around the edges of a page.)
3. Type a title for your newsletter at the top of the page. Change the look of the text so it looks like a title.
4. Below the title, make a text box that runs the width of the page.
5. Type "By" followed by your name. Then, set and use a right-aligned tab to move the cursor to the right side of the text box. Insert today's date, and pick whichever date format you like. (For help, refer to Word Processing Skill 4.4: To set and use a tab to space your words from left to right.)
6. Change the look of the words inside the box. Then, change the line style, color, and width of the text box border. You can also fill the text box with color.
7. Insert a section break below the text box. Then, format the page so the information below will split into two columns. You might want to add a vertical line between your columns.
8. Type a subtitle, or heading, for the newsletter section on last week's events.
9. Below the subtitle, write about the events that you decided on while planning individually or with a partner.
10. Change the look of that section's subtitle or heading so it stands out. Then, change the look of the lines of words so they are easy to read. You might want to change the amount of space between lines, indent the first line of each paragraph, or even make a bulleted list of items.
11. Save the look, or formatting, of your subtitle and the lines of words below as styles that you can use for the next section of the newsletter

Step 2: When the page margins are made smaller, the actual measurements of the margins are not critical. The real purpose is simply to introduce the skill.

Step 7: If you have trouble inserting a section break, click the **Insert** menu and choose the appropriate options from the menu. In addition, when formatting **Step 10** information below for the text, create new columns, make sub-headers and select the optional look and feel. Check the form that print every four columns, the title and styles that may be forced later (see Step 14). This process may be new to many participants.

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to save time.

- 12.** Add a picture of one of the events that took place this last week. Change the text wrapping so the words flow tightly around the picture. Then, change the picture's size, and move it to the place you want. To add a picture to your newsletter, you can insert appropriate clip art or use the drawing tools in the word processing software. When changing the text wrapping, you may need to try a few different options to determine which works best for your particular picture.
- 13.** Insert a column break. Then, type a subtitle for the section about what will happen in your class in the upcoming week. Below the subtitle, write about next week's events.
- 14.** Use the formatting styles you just saved to quickly change the look of the subtitle and the lines of words below.
- 15.** Add a picture of one of next week's events. Change the text wrapping so the words flow tightly around the picture. Then, change the picture's size, and move it to the place you want.

Challenge: You might want to add shadows to the pictures. Feel free to change the shadow's direction and color. (See the Challenge Example at the end of this section.)

- 16.** Make a text box in an empty space on the page. Type the information about the big announcement. Change the look of the words and the text box to make this information really stand out.

Challenge: You might want to add a catchy phrase or slogan at the bottom of the newsletter in the document's footer. Feel free to change the look of your words. (See the Challenge Example at the end of this section.)

- 17.** Save the newsletter as a document template so that you, and other teachers, can use it over and over again to quickly and easily make newsletters in the future.
- 18.** To make sure the newsletter template works, start a new document by picking your template file. Then, close the file without making or saving any changes.

Challenge: Depending on the method you used to add pictures to your newsletter, adding shadows might be challenging. If you inserted clip art or pictures that you created in a different application, you should not have any trouble. However, you may have difficulty adding shadows to any pictures that you created with the drawing tools in the word processing software. **Steps 17 and 18:** Some participants may not be familiar with the process of saving and using document templates. For help, refer to Word Processing Skill 10.4: To make and use your own document style, or template.

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Newsletter Challenge Example

Review It

Look over your newsletter. Make sure it has the following elements:

- A title that explains what sort of information is in the newsletter
- Your name and the date in a text box with a fill and a border
- Information and a picture about last week's and next week's eventA text box with information about a big announcement

If any elements are missing, add them to the newsletter now. You should also make other desired changes. Remember to save your work when you are finished.

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Be prepared to discuss your answers to the following questions during sharing time:

- How does the newsletter let parents know about what their children are learning in your class?
- Of the new skills you learned today, which is the most useful? Why?
- How does saving your formatted words and paragraphs as styles help you to format documents with lots of written information?
- How might saving a finished newsletter as a template make your job easier?

Diagram

A diagram is a picture with labels that name and explain the items shown in the picture. Diagrams can help students understand various types of information. What types of diagrams have you seen? What information was found in the diagrams? What topics might your students understand better if you used a diagram?

Plan It

Create a diagram that you or another teacher can use to teach a specific topic. Look at the following example:

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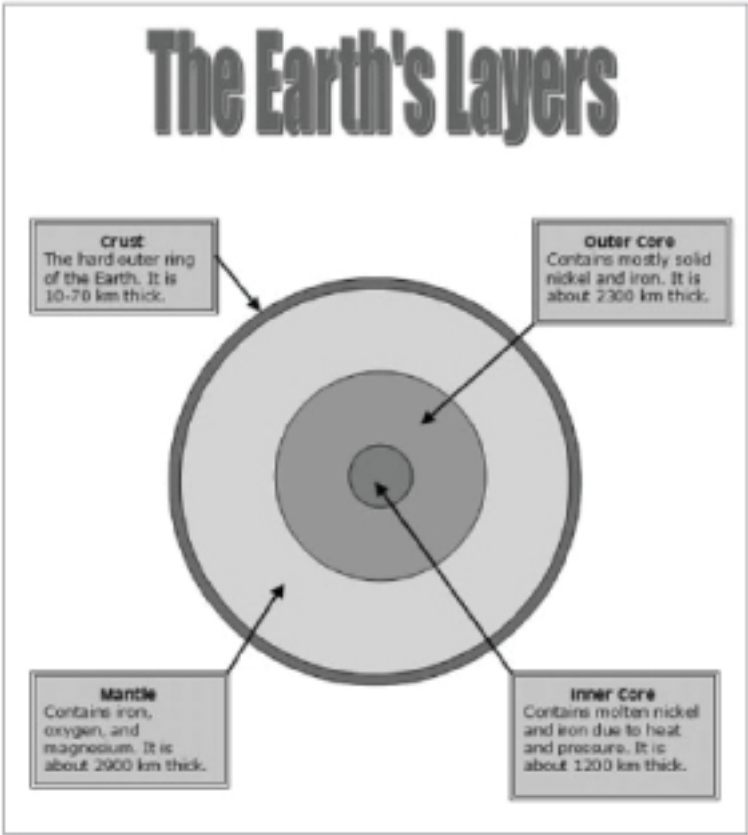


Diagram Example

Think about the following questions, and if working with a partner, discuss your ideas. Writing your ideas on a sheet of paper might be helpful.

- What specific topic do you want to feature in your diagram? How might this diagram help students understand the subject better?
- What type of picture might you use in the diagram? Where might you locate a picture that you can use? How might you use the computer to make your own picture?
- What individual parts in the picture should be labeled? How might each part be explained or described so students can understand?

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For help on how to do certain tasks, look at the following groups in the *Help Guide*:

- **Graphics Group 5:** Using the Drawing Tools
- **Graphics Group 6:** Changing the Look of Lines and Shapes
- **Graphics Group 7:** Adding Words to Your Drawings
- **Graphics Group 8:** Working with Objects in Your Drawings
- **Word Processing Group 5:** Adding Pictures to Your Pages
- **Word Processing Group 6:** Designing Your Pages

Do It

1. Start the word processing software, and open a new, blank document.
2. To help you size and place the objects in your diagram, make sure the rulers are shown. Also, turn on the page grid so it shows on the screen, and set the grid properties so that objects snap to the grid and to other objects. (For help, see Word Processing Skill 6.3: To use the page grid to place and size objects.)
3. Add a picture in the desired location on the page. You might insert a clip art picture or use a picture that you copied from a Web site. (For help, see Word Processing Skill 5.1: To add premade computer pictures, or clip art, and Word Processing Skill 5.3: To add a picture you have copied from a Web site or another document.) Or if you prefer, you can use the drawing tools to create your own picture.

Step 3: Depending on the shape and size of the picture, you may want to change the page orientation.

Change the picture's text wrapping, and resize and move the picture as needed. (**Note:** If you used the drawing tools to create your own picture, you may not need to change the text wrapping. However, you might need to resize and move the individual shapes and lines.)

4. Add an artful title, such as WordArt or Fontwork, in an empty place in the diagram. Make sure the title explains what the diagram is. You might also change the text wrapping so you can easily move the artful title.

Challenge: Change the style, color, and shape of the artful title. (See the Challenge Example at the end of this section.) You can customize your artful title in many ways. Use the buttons on the WordArt or Fontwork toolbar to explore the possibilities. Remember, you can use the Undo function to undo your last action.

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5. Create a text box for the first item you want to label. Type a word or phrase that labels the item. Then on the line below, type a sentence that explains or describes the item.
6. Change the font, size, and color of the word or phrase that labels the item so that text stands out. Then, change the font, size, and color of the sentence that explains or describes the item. You might also want to change the alignment and line spacing.
7. Fill the text box with color, and change the border width, color, and style.

Challenge: You might want to add a shadow effect or apply a light gradient to the text box. (**Note:** Adding a shadow effect to a text box may be challenging in OpenOffice.org Writer*.) (See the Challenge Example at the end of this section.)

Step 9: You can copy and paste your text boxes by selecting the appropriate commands from the Edit menu, by right-clicking and choosing the desired commands on the shortcut menu, or by using the CTRL+C and CTRL+V keys. Use the method most comfortable for you.

8. Copy and paste the text box as needed so you have one box for each item that you want to label. Move the boxes as needed, and refer to the rulers and the page grid to line up the boxes neatly.
9. Change the label text and the descriptive sentences as required. You might want to make the boxes bigger or smaller, depending on the amount of information inside.
10. Draw an arrow from each text box to the part of the diagram that you want to label. Change the style, width, and color of the arrows.
11. When you have finished your diagram, hide the page grid. Then, save your work as directed.

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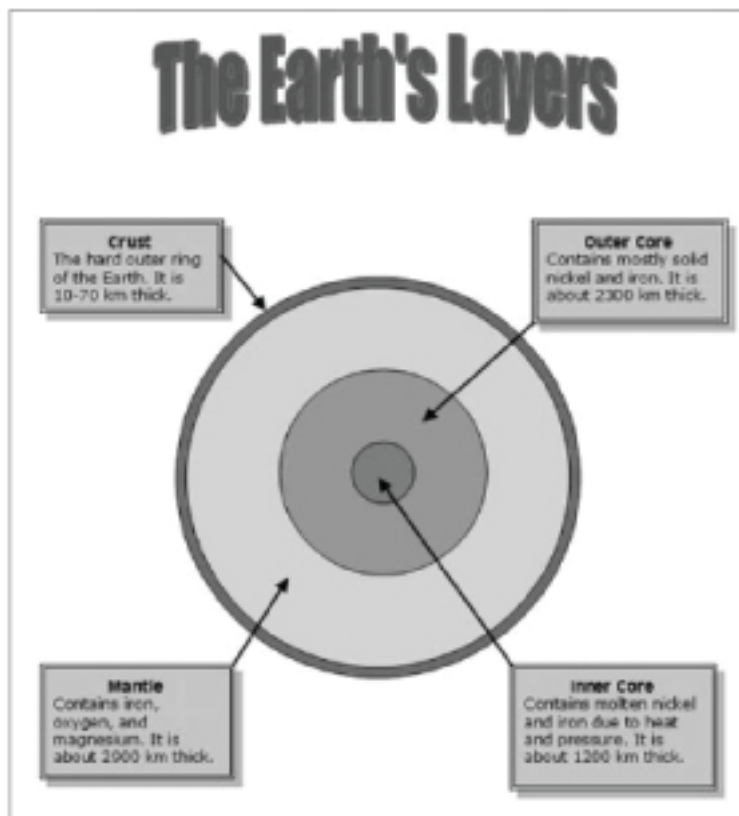


Diagram Challenge Example

Review It

Look over your diagram. Make sure it has the following elements:

- An artful title that explains what the diagram is
- An appropriate picture for the topic
- Text boxes with labels that identify the individual parts in the picture and with sentences that describe or explain each part
- Arrows that connect each text box to the part that it labels

If any elements are missing, add them to the diagram now. You should also make other desired changes. Remember to save your work when you are finished.

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Share It

Be prepared to discuss your answers to the following questions during sharing time:

- How might diagrams improve student learning?
- What specific topic might your students understand better if they had a diagram?
- What might you do differently to create a diagram handout that students can complete on their own?
- Of the new skills that you just learned, which is the most valuable? How might you use that skill in the future?

Certificate

As a teacher, you want to reward your students for their hard work and success. One way teachers celebrate their students’ achievements is to give them certificates. Have you or someone you know ever given a certificate? What was the certificate for? What did the certificate say? How could you use the computer to make a certificate?

Plan It

Design a certificate that you can print and give to your students. Look at the following example:

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**Certificate Example**

Think about the following questions, and if working with a partner, discuss your ideas. Writing your ideas on a sheet of paper might be helpful.

- For what reason might you or another teacher decide to give your students a certificate? How could you say this in a certificate title?
- Who do you think should receive a certificate? What information, other than the title and student's name, might you include? What sort of picture might you add?
- Where might the words and pictures appear on the certificate?

For help on how to do certain tasks, look at the following groups in the *Help Guide*:

- **Graphics Group 5:** Using the Drawing Tools
- **Graphics Group 6:** Changing the Look of Lines and Shapes
- **Word Processing Group 5:** Adding Pictures to Your Pages

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- **Word Processing Group 6:** Designing Your Pages

Do It

1. Start the word processing software, and open a new, blank document.
2. Change the page setup to landscape orientation so it will print sideways.
3. To help you size and place the objects in your diagram, make sure the rulers are shown. Also, turn on the page grid so it shows on the screen, and set the grid properties so that objects snap to the grid and to other objects. (For help, see Word Processing Skill 6.3: To use the page grid to place and size objects.) Then, zoom out so you can see the whole page on your screen.
4. Add a colorful page border.
5. Add an artful title, such as a WordArt or Fontwork title, to the top of the certificate. Make sure the title explains what the certificate's is for.

Challenge: If desired, you can change the shape and color of your artful title. (See the Challenge Example at the end of this section.)

6. Add a clip art picture that helps to show what the certificate is for. Change the picture's text wrapping so you can drag it to the middle of the page. Make the picture bigger so it covers most of the space inside the page border.
7. Turn the picture into a watermark. (For help, see Word Processing Skill 5.12: To add a light background picture, or a watermark.) If the watermark picture is too light or hard to see, try adding more contrast. (For help, see Word Processing Skill 5.10: To make a picture brighter or darker.) If the watermark picture includes many colors, you might want to recolor the picture to be shown in grayscale. (For help, see Word Processing Skill 5.11: To turn a color picture into a grayscale or black-and-white picture.)
8. Make a text box and type one of the pieces of information you decided on during your planning time. Change the look of the words.
9. Remove the border and fill color from the text box so you can see the watermark picture behind it.
10. Copy and paste the text box for the other pieces of information you want to type. Make the boxes bigger or smaller as needed, and use the rulers to help you put each box in a place that looks good. You can also change the look of the words in each box.

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11. To complete the certificate, draw a decorative shape, such as a star or a banner, in an empty space. Add a texture, pattern, or gradient fill effect to the shape. You can also rotate the shape if you think it will look nice.

Challenge: You might want to add a shadow effect to your shape. (See the Challenge Example at the end of this section.) (For help, see Graphics Skill 9.7: To add a shadow to an object.)

12. Copy and paste the shape if you want another one in your design. Move and rotate it as you see fit.

13. Save your work as directed.



Certificate Challenge Example

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Review It

Look over your certificate. Make sure it has the following elements:

- A title and a watermark picture that help show what the certificate is for
- The page is set up so it prints sideways
- A colorful page border
- Text boxes without borders and fill colors
- A shape of a star or banner with a colorful fill effect

If any elements are missing, add them to the certificate now. You should also make other desired changes. Remember to save your work when you are finished.

Share It

Be prepared to discuss your answers to the following questions during sharing time:

- How will your certificate help you or another teacher celebrate your students’ hard work and success?
- For what other reasons might you present certificates to your students?
- What is your favorite part of the certificate you designed? Why?
- Which of the computer skills that you learned today might you use again? For what types of tasks might you use those skills?

Exercise 2: Being a Critical Friend

Throughout the planning, doing, reviewing, and sharing process, you often solicit advice from others. Think of a time when a colleague asked your opinion about something he or she said or did. Did you like or approve of what was said or done? Giving constructive feedback is easy when you like or approve of what was said or done. However, being a critical friend can be difficult when you do not like or approve of what was said or done. Knowing how to give feedback without hurting another person's feelings is an important skill.

As a critical friend, the feedback that you give must be presented in way that is helpful and kind. Before giving feedback, think about the following questions:

- Did I listen well?
- Do I understand all the ideas and information?
- Do I need to ask any questions before I give feedback?
- What specific aspects do I like?
- How might the ideas or product be improved? Should any elements be changed or added?
- How can I make my comments sound positive?

While giving feedback, you should start by saying what you like about someone's work. You might begin your statements in the following manner:

- *I like how you...*
- *You did a really great job with...*
- *I was really impressed with...*

After you say what you like about someone's work, you can nicely say what you do not like. The best way is to offer specific suggestions about how the ideas or product could be improved. You might consider starting your statements with phrases such as:

- *I am not sure I understand...*
- *I see what you are trying to do, but you might want to...*
- *I would have liked it better if you had...*

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Remember that your opinion is only one opinion, and others may have different opinions. Most importantly, be kind when giving feedback. Think about how you would feel if you were hearing your feedback about your ideas or product. Consider the following:

- Could your tone of voice or choice of words make a difference?
- Why should you say what you like about someone's work before saying what you think could be improved?
- What other suggestions do you have for being a critical friend?

Exercise 3: Showcasing Word Processing Productivity Tools

After you complete the activities for each technology area, you will have an opportunity to select a product that you have created and share it with others during a showcase. A showcase is a time for you to give and receive feedback, share ideas, and compliment each other on the work that has been completed.

Step 1

Before the Showcase Begins

1. Decide by yourself or with a colleague about which elective word processing product you would like to share with others.
2. Determine your answers to the following questions:
 - How might the product increase your productivity in the classroom?
 - How did others help you create this product?
 - What new technology skills did you learn? What was one problem you had? How did you solve it?

Step 2:

When It Is Your Turn to Share

1. Show your product to others.
2. Tell others:
 - How the product might increase your productivity in the classroom
 - How others helped you create the product
 - What new technology skills you learned
 - One problem you had and how you solved it
3. After you finish answering the questions, ask your colleagues the following questions:
 - What do you like about the product? Why?
 - What suggestions do you have to make the product better?
4. Thank your colleagues for their comments and suggestions.

Take-Home Exercise: Reflecting on Module 5

Reflect on the exercises, activities, skills, and approaches addressed in this module. Record your answers to the following questions and be prepared to share your answers at the beginning of the next module.

- 1. Reflect on the products shared during the showcase. Which ones might you want to create or learn more about? How might those products enhance your productivity in the classroom?

- 2. How might teaching your students about being critical friends and having them participate in showcases help to improve their critical thinking and collaboration?

Module 5 Summary

Step 1

What did you accomplish in this module?

Step 2

What key points are addressed in this module?

Step 3

Ask any questions and share any comments. Learn about and prepare for Module 6: Discovering Multimedia.