

### Objectives

- ✓ Experience as students how Microsoft Word can be used to support literacy skills.
- ✓ Experience a “three-day” project that is replicable and standards-based.
- ✓ Practice basic desktop publishing skills

### Needs

- ✓ Computer Lab that will seat the entire staff with either a computer-teacher ratio of 1:1 or 1:2. (Internet access preferred)
- ✓ Paper and pen for drafting and revising
- ✓ Picture book
- ✓ Copies of project for each participant

### Skills and Concepts – Michigan: Language Arts

**Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.**

#### State Standards

1. Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters.
  2. Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety, and genre. (Lower Elementary)
- OR**
2. Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization. (Upper Elementary)

#### Student-Friendly Description

- ✓ Self-reflective writers: practice self-editing and peer conferencing (3 and 4)
  - ✓ Understand the writing process (3 and 4)
  - ✓ Compose a meaningful paragraph. Make a statement, then support with follow-up facts or examples. (1 and 2)
  - ✓ Practice MS Word skills: saving files, creating tables, font editing, inserting images, using text boxes, Word Art, templates, Find & Replace, Spell Check, Grammar Check, and Tracking. Voice recording from Windows.
3. Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others.
  4. Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods.

## Lessons

1. Introduction:  
Presenting expectations, guidelines, and example.
2. Read the Picture Book
3. Reflective Writing and Discussion  
**MI LA 2.1**
  - a. Compose a three-minute fast write on what you liked or disliked about the story. Site an example. You may refer to topics such as the plot, story flow, author techniques (imagery, phrasing, etc.), character development, or illustrations.
  - b. Use notes for group discussion (groups of 3, followed by whole class)
4. Drafting  
**MI LA 2.1, 2.2, 2.3**  
Write a one-paragraph review of the Picture Book. State whether you recommend the book. Then using an example, explain your reason.
5. Revising Skills using MS Word techniques  
**MI LA 2.2, 2.3, 2.4**  
Writers recognize problems in sense making, logical flow, awkward phrasing, and missing words by reading aloud and listening to others read the draft.

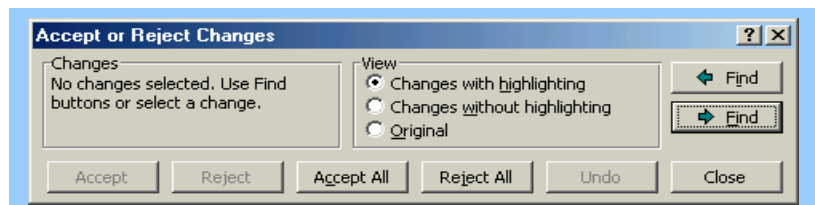
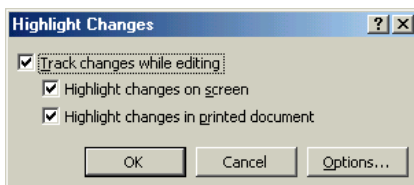
- a. Record voice reading (or One foot voice)  
(Start ⇒ Programs ⇒ Accessories ⇒ Entertainment ⇒ Sound Recorder)

Recording allows for both reading and listening for revision by the writer. It is an opportunity for self-reflective and editing skills.



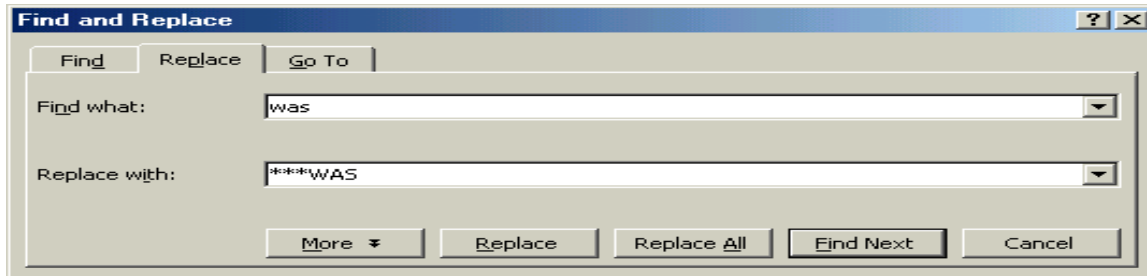
Confidence in one's own judgment is developed.

- b. Tracking (Tools menu ⇒ Track Changes ⇒ Highlight Changes)  
In this mode, additions appear in a different color; deletions appear striked through with a line. Teacher and writer can monitor the revision process, and understand the thinking behind the editing.



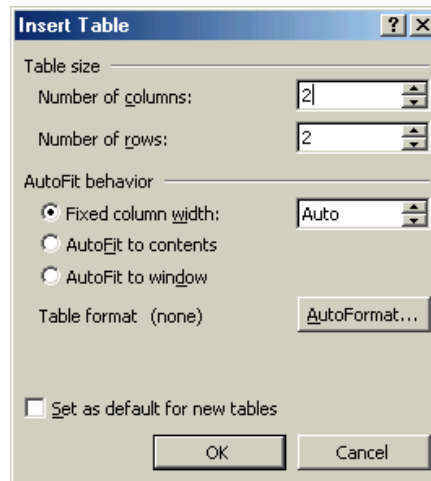
c. Find & Replace (Edit menu ⇒ Replace)

Identify passive voice and overuse of words such as “I” or “was.” Replace the same word with asterisks and the word in all caps. Then click “Replace All.” The asterisks and caps make the word stand out so that it is easy to note amount, and patterns such as clustering.



d. Round Robin Conferencing (Table menu ⇒ Insert ⇒ Table)

Half of the writers stay at their station with their draft that includes a two column table (as seen below). The other half rotates to an author to read aloud then comment on the draft. As the reader comments, the writer takes notes in each column. In any conference focus, the reader remarks about something that worked well first. The writer enters the comment in the first column. The second comment addresses something to improve or a request for more information regarding a specific point. For short pieces, 5 to 10 minutes may be enough before the readers rotate to another writer. Eventually the groups are reversed.



“I noticed...” (Share a positive. What worked?)	“I wonder...” (Share a question that proposes a “possible” improvement)
✓ “I noticed the main idea is specific, not vague. ✓	✓ “I wonder how the supporting example could better match the main idea. ✓

6. Polish using MS Word Skills: Part I

**MI LA 2.4**

- a. Saving files (File menu ⇒ Save or Save As)
- b. Font editing (Format menu ⇒ Font)
- c. Spell (**red** squiggly underline) and Grammar (**green** squiggly underline) Check (Tools menu ⇒ Spelling and Grammar)

7. Online Publication (If Internet is available)

**MI LA 2.1**

Once revised, publishing work gives instant recognition and self-value for the writer's efforts. Publication occurs after the companies review the response. Amazon has a Youth review option that requires no personal information. Borders and Barnes & Nobles require an email address, although it is not published.

- a. Amazon ([www.amazon.com](http://www.amazon.com))
- b. Borders ([www.borders.com](http://www.borders.com))
- c. Barnes & Nobles ([www.bn.com](http://www.bn.com))

8. Polish using MS Word Skills

**MI LA 2.2 and 2.4**

- a. Inserting images (Insert menu ⇒ Picture ⇒ Clipart or From File)
- b. Using text boxes (Insert menu ⇒ Text Box)
- c. Word Art (Insert menu ⇒ Picture ⇒ Word Art)

9. Class Publication

**MI LA 2.1**

- a. Templates (File menu ⇒ New)
- b. Booklet

10. Process Experience

## Sample Work

The First Forest by John Gile

Review by John McCarthy

The story teaches about being kind and unselfish. I recommended it highly. In one scene, a few trees hog all the sun and grow bigger. The rest of the trees weaken or die. This shows how selfishness hurts others.

### Editing with the Tracking Tool

I highly recommend the book to all ages. The story teaches about being kind and unselfish. ~~I recommended it highly.~~ In one scene, a few trees hog all the sun. ~~They and~~ grow bigger, ~~and~~. ~~The rest of the trees weaken or die.~~ The Tree Maker was sad when he saw the destruction. This shows how selfishness hurts others.

### Result of 1<sup>st</sup> Revision

I highly recommend the book to all ages. The story teaches about being kind and unselfish. In one scene, a few trees hog all the sun. They grow bigger, and the rest of the trees weaken or die. The Tree Maker was sad when he saw the destruction. This shows how selfishness hurts others.

### Result of voice recording

I ~~highly~~ strongly recommend the book to all ages. The story teaches about being kind and unselfish. In one scene, a few trees battle the others to hog all the sun. They grow ~~bigger~~, and many other trees the rest of the trees ~~weaken or die~~ were badly injured. The Tree Maker was sad ~~when he saw the destruction~~ at the greedy fight. This shows how selfishness hurts others.

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# The First Forest





by John Gile

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**Rubric**

				
<b>Content</b>	The paragraph is well developed. The main idea is stated clearly. A detail and example follow that supports and enhance the main idea.	The paragraph is developed; although the main idea may be stated clearly or is vague due to wordiness or lack of words. A detail and example follow that may partially support and/or enhance the main idea.	The paragraph is on its way to being developed. The main idea may be vague or unclear. A detail or example is present but may partially support and/or enhance the main idea.	The paragraph needs more work. The main idea is not clear, or missing. A detail and/or example may not be present, or may not have supported the main idea.
<b>Writing Process</b>	The work has completed the writing process. The first draft includes revision notes by the writer and comments from peers regarding content and grammar. Final draft incorporates much of the notes and some comments. A draft was published.	The work has completed the writing process. The first draft includes revision notes by the writer and comments from peers, but these may be few. Final draft may incorporate much or some of the notes. Some or no comments may be included. A draft was published.	The work may not have completed the writing process. The first draft may include revision notes or comments from peers, but these may be few. Final draft may incorporate few notes or comments. A draft may be published, even if the work needed further conferencing.	The work has not completed the writing process. The first draft may not include notes by the writer and/or comments from peers. Or comments may be minimal. Final draft may incorporate few or no notes and/or comments. A draft need more conferencing, even if the author chose to publish.
<b>Grammar</b>	The paragraph is well written. All sentences are complete, begin with a capital letter and end with correct punctuation such as periods.	The paragraph is developed. Most sentences are complete, begin with a capital letter and end with correct punctuation.	The paragraph is on its way to being developed. Some sentences are complete, begin with a capital letters and/or end with correct punctuation.	The paragraph needs more work. Much or all sentences may not be complete. Sentences may not begin with a capital letter and/or end with correct punctuation.