

**LEARNING OBJECTIVES:** Explore the various basic features and functions of Microsoft Word that can enhance the quality and efficiency of creating and editing documents. The accessibility tools, such as Immersive Reader, Dictate, and Editor, that can support diverse learners and languages will be highlighted.

**TECH SKILL:**

- Use a word processing application to write, edit, print and save assignments.
- Highlight, copy and paste text within a document or from an outside source.
- Use the menu/tool bar functions to format, edit and print a document.
- Proofread and edit writing using built-in resources.
- Share documents to work collaboratively with others.
- Use selection tools to copy, paste, move and modify work.
- Use shortcuts and gestures to operate devices. Use learning tools to help with word processing – dictate, immersive reader, editor

**COMPETENCIES:**

**Applied Skills**

Students will develop their skills and add new ones through play and collaborative work.

**Applied Technologies**

Students will explore the use of simple, available tools and technologies to extend their capabilities.

**Communication: Acquiring and presenting information**

Students will use this lesson to communicate by receiving and presenting information. They will inquire into topics of interest and topics related to their studies. They will acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information. They will present information for many purposes and audiences, and their presentations often feature media and technology.

**MATERIALS:** Laptops; Accessing Word by Icon Teacher Handout; Mystery Message Teacher Handout; Name Card Teacher Outline; Name Card Student Handout

**INSTRUCTIONS:**

**Introduction to Word**

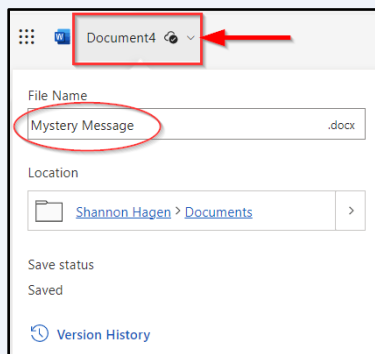
Microsoft Word is a program that allows users to type and save documents. It also allows users to insert content to make their documents more interesting such as pictures, videos, icons. Users can also use the format feature to change colour, font, size, shape of the text they typed. Students in SD71 can use word from the desktop or laptops as well as from online at home or at school (from office.com using their @learn71.ca email address.)

**Part One - Accessing Word**

1. Navigate to **Word Online** using the [Interacting with Word with Icons](#) teacher handout instructions.
2. If a folder has not been created for this grade, do this now. (Refer back to the OneDrive lesson for more information on this).
3. Open the folder. Create a new word document. Name it “Mystery Message”.



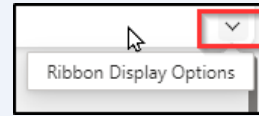
To rename, click on dropdown arrow next to “Document” name at the top left -> type in “Mystery Message” -> press enter.



4. Change the ribbon from “Single Line Ribbon” to “Classic Ribbon”.



Click on expanding arrow located at the top right of the ribbon.  
Click on “Classic Ribbon”. A check mark will be displayed.



5. Take some time to click on each of the Menu headings in the ribbon to demonstrate the different options located in each. Make note that the “active” ribbon menu is blue in colour.

Some things to highlight:



- *Font and Paragraph* from the **HOME TAB**.
- *Dictate* from the **HOME TAB** -> try it out. Turn it on and have the students “speak” to their computer. (You may have to “allow” microphone if this is the first time using it)
- The various options in the **INSERT TAB**. *Pictures (the various locations); Drawing, Links, Videos, Emojis.*
- *Immersive Reader* from the **VIEW TAB**. Have the students try it out. Read the message they dictated in the above step. More information on Immersive Reader and Dictate can be located at: <https://learn71.ca/inclusion-resources/assistive-technology-accessibility/>

6. Go to: <https://t.ly/message71> Locate to the text,

**“The process of learning to type may seem hard at first. With practice, it will get easier. Take my word for it.”**

7. Have the students copy and paste the mystery message from the webpage to the new document they have created. *Students could also use the dictate tool to dictate the message into word.*

Note: This is a good time to introduce the steps to copy and paste. This can be done using the keyboard:



Highlight text by click/hold/highlight with the mouse -> CTRL C on keyboard  
Navigating to location text is to be placed, click so cursor is visible -> CTRL V on the keyboard.

8. Once the message has been copied, use the “Mystery Message Teacher Handout” to walk the students through completing a number of formatting steps to reveal the mystery message.

<http://learn71.ca/wp-content/uploads/2023/12/Word-101-Mystery-Message.pdf>

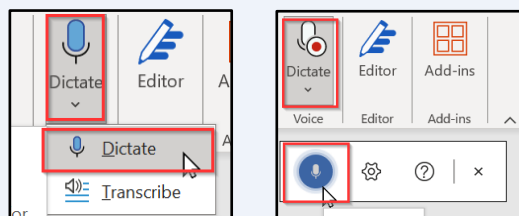
## Part Two - Microsoft Learning Tools (Accessibility Tools)

- 1 Partner the students up but have them working on their own laptops. Create a new document (using the Interacting with Word with Icon Teacher Handout instructions.) Title the file “Student learning tools”.
- 2 Post basic questions or co-create them with students to ask each other (What is your favorite food? What animals do you like?... ) or they can come up with their own.
- 3 Show students how to use [Dictate](#) (blue microphone button on the Home Tab or Windows + H on the keyboard).



On the Home tab, click on the blue microphone (far right) to open dictate. (You may have to “allow” the microphone the first time). Select “dictate”.

The Microphone will appear blue AND the red record button will be displayed. To stop the dictation, click on the microphone again.



*Dictation: This tool allows students to speak their text instead of typing it. It can be helpful for students who struggle with typing or have difficulty with spelling.*

- 4 Have the students go back and forth “asking” and answering (in whole sentences) each other's questions using “Dictate”.
- 5 Show the students how to use [Immersive Reader](#).



Click on the “View tab” -> Immersive Reader”.

This will open the text up in a new window where specific setting can be adjusted to customize the user’s interface.

Click on the “Read Aloud” icon to have the text read aloud.

Click on the “Close Immersive Reader” icon to close this screen and return to the normal screen.



*Immersive Reader: This tool provides a variety of reading, comprehension and translation supports. It can read text aloud, highlight words as they are read, and offer options for adjusting font size, spacing, background color, line focus tools to improve readability.*

- 6 Have the students listen to their questions and answers and try out the Immersive Reader settings.
- 7 Show the students how to use Editor: This tool provides grammar and spelling suggestions as students type. It can help students identify and correct errors in their writing.

### Part Three – Creating a Name Card - Using the Insert Tab

1. Go to <https://learn71.ca/integrating-technology/cybersafety/grade-4-digital-literacy/word-basics/>
2. Click on the “Name Card Activity – Teacher Outline” and “Name Card Activity Student Handout” link to download the file (s).
3. This can either be a teacher directed activity using the Teacher Outline OR a student directed activity by either downloading the Student Handout or printing/projecting it.
4. Complete the activity using the list of instructions provided.