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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Information Technology |
| **Course Name** | Principles of Information Technology |
| **Lesson/Unit Title** | Using Text Effects |
| **TEKS Student Expectations** | **130.302. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (C) The student is expected to employ effective reading and writing skills  (7) The student applies word-processing technology.  (A) The student is expected to identify the terminology associated with word-processing software  (B) The student is expected to edit a variety of text documents using functions such as pagination, appropriate white space, tab settings, and font style, size, and color  (C) The student is expected to create professional documents such as memorandums, technical manuals, or proposals using advanced word-processing features |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective:**  Upon completion of this lesson, the student will be able to create a text document that demonstrates creativity utilizing all of the features of text effects.  **Specific Objectives:**   * Define terms associated with the lesson * Identify the options for text effects available in word-processing software * Determine a personal need for using text effects * Build a personal text document utilizing the options for text effects to convey a message * Evaluate the use of text effects |
| **Rationale** | This lesson introduces students to the concept of using text effects. Students will have the opportunity to practice using various text effects from fonts, colors, size, text art, etc. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | Instructional Aids:   * Text Effects Vocabulary (handout) * Text Effects Vocabulary Presentation * Text Effects Lesson Outline * Text Effects Vocabulary Review * Text Effects Outline Organizer (handout) * Text Effects Activities * Text Effects Assignment Instructions and Evaluation   Materials Needed:   * Word-processing software (this lesson specifically references a 2007 version of a popular professional word-processing application) * Instructional aids   Equipment Needed:   * Projector for Presentation * Computer Lab * Internet Access |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **ASK,** Did you know that there are some great ways for you to ‘spice’ up the text in your word-processing document? You can enhance the font, insert specialized text, and even use text ‘art’ to create some amazing text effects.  **SAY,** Today, we’re going to take a look at these tools, and you will have the opportunity to create your own text document using the text effect features we learn today to write a letter to a friend or loved one to ‘show off’ your new skills. |
| **Direct Instruction \*** | 1. Instructors can use the slideshow presentation, slides, handouts, and note pages in conjunction with the following outline. Be certain to review the “Text Effects Activities” document before presenting the lesson. 2. Define terms/concepts associated with the lesson (**NOTE:** Review the vocabulary terms previously given to the student using the “Text Effects Vocabulary Presentation”. Each slide will include a screen shot to illustrate the text effect being discussed. (\*Option – Students do not have to write in the definition on their organizer since they already have the vocabulary handout and will complete the “Text Effects Vocabulary Review” activity as part of the lesson summary.))    1. Ribbons – An organized group of related commands displayed by clicking its tab. Each collection of commands found in a ribbon is further grouped into sections.    2. Font Dialog Box – Main option on the ‘Home’ ribbon that provides you with font options such as font type, style, size, color, and text effects.    3. Font Type – There are hundreds of font types available (such as Times New Roman or Arial) that change the way a word appears and provide visual impact and style.    4. Font Size – Sizes range from very tiny to extremely large (with point sizes from 8 – 72) or customized sizes that you can type in (up to any size, but ~600 is about the largest you can go to fit on one side    5. Font Style – You have the choice of ‘Regular’, ‘Italic’, ‘Bold’, or ‘Bold Italic’ for the style of font.    6. Font Color – You can format your text in any color you choose. You will choose from a color grid or enter a custom color number.    7. Text Effects – This option makes letters ‘stand out’ with options such as embossing, engraving, and shadowing.    8. Text Art – Gives an ‘artsy’ feel to letters and words with flashy color and bold design. Allows you to format words horizontally and vertically as well as with other emphasizing options. 3. Discuss the relevance of using text effects    1. Enhancement of a message       1. Discuss how overwhelming straight text can be for a reader and how visual impact can be added to text to enhance the overall message.       2. Show example of a text document with just plain straight text. Then, show an example of a text document with text that is enhanced with visual impact using Text Art or Text Effects 4. Demonstrate implementing text effect options as students watch    1. Demonstrate using the following tools/features (see guided practice) (**NOTE:** Have the students complete the “Text Effects Outline Organizer” as you present II and III of this lesson.)       1. Navigate to the Font Dialog Box       2. Change the font type (show some of the more ‘unique’ options available)       3. Change the font style (demonstrate all four options)       4. Change the font size (very small to very large)       5. Change the font color (use your school colors or have the class choose a custom color)       6. Demonstrate all of the available text effects with the ‘preview’ option turned on       7. Insert a text art text block 5. Explain Independent Practice Activity (**NOTE**: Review the “Independent Document Creation” instruction with the students (See “Text Effects Activities” document). Give each student a copy of the “Text Effects Evaluation” Review the rubric with the students.)    1. Students will create their own text document using the text effects taught in this lesson to write a letter to a loved one. |
| **Guided Practice \*** | The teacher will demonstrate navigating to the font dialog box, changing the font type, changing the font style, changing the font size, changing the font color, using text effects, and inserting text art. Ask one or two volunteers to re-demonstrate in front of peers. Encourage students watching to peer-coach and evaluate the student demonstrator on model building techniques. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will complete the Independent Document Creation Activity (See “Text Effects Activities” document.) |
| **Lesson Closure** | **Q:** What are ribbons?  **A:** Ribbons are an organized group of related commands displayed by clicking its tab. Each collection of commands found in a ribbon is further grouped into sections.  **Q:** What are text effects?  **A:** This option makes letters ‘stand out’ with options such as embossing, engraving, and shadowing.  **Q:** Why is it important to add visual appeal to a text document?  **A:** A reader can be overwhelmed when trying to comprehend a large block of text without any visual emphasis.  **Q:** What’s the difference between font type and font style?  **A:** Font style includes the formatting options ‘Regular’, ‘Italic’, ‘Bold’, or ‘Bold Italic’ for the style of font, while font type changes the appearance and shape of the letters (e.g., Times New Roman or Arial).  **Text Effects Vocabulary Review Activity**  Students will use the “Text Effects Vocabulary Review” as a review of the lesson. Afterwards, the teacher will go through the worksheet with the class. |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**   * The teacher will observe student demonstrators and observers during guided practice to assess student understanding of concepts and techniques. Revision/re-teach will occur as needed before moving to the Independent Practice portion of the lesson. * The teacher will circulate through the lab as students work independently to redirect/re-teach as necessary.   **Formal Assessment**   * Teacher will use the “Text Effects Evaluation”. |
| **References/Resources/**  **Teacher Preparation** |  |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Incorporate good writing practice by setting requirements for grammar/spelling, length, and writing style in the letter. Allow students to print the letter (with a color printer if possible) to give to the recipient. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA  Technology Student Association |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)