NORTHSTAR DIGITAL LITERACY
A program of Literacy Minnesota

Windows 10, Lesson 4: Microsoft Programs

Northstar Digital Literacy Standards *This lesson aligns with the following standard/s.*	Vocabulary *This lesson focuses on the following digital literacy terms.*
5. Identify icons, functions, and any file extensions related to basic office software (Word, PowerPoint, and Excel) and default Windows programs (Microsoft Edge, Windows Defender, etc.).	**default** **Excel spreadsheet** **Edge internet browser** **file extension** **Microsoft** **PowerPoint slideshow** **Word document**

Technology Concepts
Important lesson background and teaching tips for instructors

In this lesson, learners will become familiar with the basic functions of **Microsoft** programs: **Word, PowerPoint, Excel,** and **Edge**. They will discuss different situations where each of these programs can be used.

Teaching Tips:
- In 2018, **Microsoft** updated the icons for many of their programs, but some computers still feature the icons from 2013. This lesson includes handouts for both versions, so consider using the version consistent with the computers in your lab (the Northstar assessments feature the 2013 icons). Also, consider showing your learners different versions of the icons and discussing some of the common features. For example, the icon for **Word** always has a blue W.
- If you do not use **Excel** frequently, consider practicing prior to teaching this lesson. Try making the **spreadsheet** featured in Model & Explain 2.
- Consider pre-making the demo **PowerPoint slideshow** featured in Model & Explain 2 prior to class.

Teacher Prep Guide
Follow these steps to prepare for teaching this lesson

General Prep	❏ Prepare to project Reference A for Model & Explain 1. ❏ Prepare to project Reference B for Model & Explain 2. ❏ Prepare to project Reference C for Pair Explore.
Task	❏ Copy Handout A.1 (2013 icons) or Handout A.2 (2018 icons) for each learner.
Vocabulary Work	❏ Copy Handout B.1 (2013 icons) or copy Handout B.2 (2018 icons) for each learner.

Warm Up
Find out what learners know and prime them for the work ahead.

Pair/Small Group Work (Think-Pair-Share)**:**
➔ Directions: Give two minutes to <u>think</u> about questions projected on the screen, then discuss in <u>pairs</u> for two minutes, and finally <u>share</u> together as a class.

◆ "What office supplies do you use for math homework?"
◆ "What office supplies do you use to write a paper?"
◆ "What office supplies do you use to draw a picture?"

We will Learn...
Sharing learner friendly objectives helps set goals for today's learning.

List objectives on board or project. Read through them together to set goals for today's learning.

We will learn to:

recognize and name important computer programs and identify their function (what the computer program helps you do).

recognize **file extensions** (letters that identify the program that created the file) for common **Microsoft** programs.

MODEL & EXPLAIN 1
Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, they should not work on their own computers at this time.

Microsoft Programs
➔ Say to learners:
◆ "Computers have office supplies, or tools. These tools are called programs. Programs are also called applications or apps."
◆ "You can use computer programs to do many things like writing letters, calculating math problems, and editing pictures."
◆ "**Microsoft** is a computer company. They make the Windows operating system. They also make tools used by many schools and businesses. These programs can be used on both Windows and Mac computers."
◆ "There are a few **Microsoft** programs you should know. These programs can help you create **documents** like letters and resumes, **slideshows** with pictures and words, and **spreadsheets** to organize numbers or make a budget. **Microsoft** also has a program to use the **internet**."

➔ Project **Reference A** and show learners the icons for **Microsoft** Programs: **Word**, **Excel**, **PowerPoint** and **Edge**.

Documents

➔ Say to learners:
  ◆ "One important program is **Microsoft Word**. **Word** makes **documents**. A **document** can be a letter, an essay, or a resume. You can print a **document** on paper."
  ◆ "For example, if I want to make a schedule for the computer lab that I can print and post. I can write it in **Word** and print it."
➔ Project and show learners:
  ◆ Open **'Word'**.
  ◆ Click on 'Blank **Document**'.
  ◆ Type a short schedule.
  ◆ Click 'File' and show learners the 'Print' button.
  ◆ Click on 'Save as'. Save the **document** to the desktop as "Schedule".
➔ Ask learners:
  ◆ "What are some other kinds of **documents** you could write using **Word**?"

Slideshows

➔ Say to learners:
  ◆ "Another important program is **Microsoft PowerPoint**. **PowerPoint** makes **slideshows**. A **slideshow** is a presentation you make with pictures and words. A **slideshow** is something people can look at while you are talking."
  ◆ "For example, I want to teach a lesson about elephants. I need a **slideshow** so I can show the class pictures and information to help them learn about elephants."
➔ Project and show learners:
  ◆ Open **'PowerPoint'.**
  ◆ Click on 'Blank Presentation' or pick a theme.
  ◆ In the title slide, type 'Elephants'.
  ◆ Click 'new slide'.
  ◆ In the new slide, type "Information about Elephants".
  ◆ In the text box, type:
    ● "Live in Africa and Asia"
    ● "Some have tusks"
    ● "Can live for 70 years"
  ◆ Click 'new slide'.
  ◆ In the new slide, insert a picture of an elephant:
    ● Click 'Insert' .
    ● Click 'Online Pictures', then search and insert a picture of an 'Elephant.'
  ◆ Save the **slideshow** on the desktop as "Elephants".
➔ Say to learners:

- ◆ "I can show the class this **PowerPoint slideshow**. They can look at the picture and words while I am teaching."
- ➔ Ask learners:
    - ◆ "How can a **slideshow** help people learn about a topic?"

DO IT TOGETHER 1

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- ➔ Ask learners the following aloud. Learners discuss in pairs before sharing answers as a class:
    - ◆ "What company makes the program **Word** and the **operating system Windows**?" (**Microsoft**)
    - ◆ "I want to make a handout for my class. I want to print it and give it to learners. What program can I use to make a **document**?" (**Word**)
    - ◆ "I want to make a **slideshow** so I can show my friends and coworkers pictures from my vacation. What program can be used to make a **slideshow**?" (**PowerPoint**)

MODEL & EXPLAIN 2

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, they should not work on their own computers at this time.

Spreadsheets

- ➔ Say to learners:
    - ◆ "The next important program is **Microsoft Excel**. **Excel** makes **spreadsheets**. In a **spreadsheet**, you can organize numbers for a home or business. A **spreadsheet** is like a calculator, but it can calculate lots of numbers at the same time."
    - ◆ "For example, if I have a restaurant, I can make a **spreadsheet** to write down numbers of how much money I spend each month."
- ➔ Project and show learners:
    - ◆ Open **'Excel'**.
    - ◆ Click on 'Blank Workbook'.
    - ◆ Type the information from the following table into the **spreadsheet**:

	A	B	C	D
1		Jan	Feb	March
2	Rent	2500	2500	2500
3	Food	500	620	710
4	Employees	1500	1800	1650
5	Total			

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➔ Say to learners:
   ◆ "I want to know how much money I spent in January. I can use **Excel** to find the answer quickly."
➔ Project and show learners:
   ◆ Click on cell B5 (in the 'Total' row in the 'Jan' column.)
   ◆ Click 'Autosum' (∑ symbol) and press Enter.
   ◆ 4500 should appear.
   ◆ Click and hold the corner of cell B5. Drag to the cells under 'Feb' and 'March' to auto-calculate the sums for those months.
   ◆ Save the **spreadsheet** on the desktop as "Budget".
➔ Ask learners:
   ◆ "What does **Excel** help you do? How could you use **Excel** in the future?"

<u>**File Extensions**</u>

➔ Say to learners:
   ◆ "**Documents**, **slideshows**, and **spreadsheets** are different kinds of files. There are many other kinds of files, such as pictures, movies, and songs."
   ◆ "Every file has a name. For example, I made a **document** named "Schedule", a **slideshow** named "Elephants", and a **spreadsheet** named "Budget"."
   ◆ "Sometimes, after the file name, you will see three or four letters. These letters tell the computer file type. For example, a file that has .jpg is a picture. A file with .mp3 is a song. These letters are **file extensions**. **File extensions** show what kind of file it is."
➔ Project and show learners:
   ◆ The top half of **Reference B**. Point out the example file icons and their **file extensions**.
➔ Ask learners while referring to **Reference B**:
   ◆ "These are three file names. One is a **Word document**, one is a **PowerPoint slideshow**, and one is an **Excel spreadsheet**."
   ◆ "What kind of file are they? Try and guess by looking at the **file extension**."
➔ Say to learners:
   ◆ "I can find the **file extension** of any file by looking at the file properties."
➔ Project and show learners:
   ◆ On the desktop, right click on the icon for the **Word document** "Schedule" created in Model & Explain 1.
   ◆ Click 'Properties'.
   ◆ Show learners the **file extension** (at the top next to 'Type of file').

<u>**Internet Browsers**</u>

➔ Say to learners:
   ◆ "**Microsoft** also makes a program to use the **internet**. A program to use the **internet** is called an **internet browser**."
   ◆ "Windows computers have a **default Windows internet browser**. It is called **'Edge'**."

- ◆ "**Default** means something that comes with your computer automatically. For example, if you buy a Windows computer, it will always have **Edge** as the computer's **default internet browser**. If you want to use a different **internet browser**, you will need to put it on your computer."
- ➔ Project and show learners:
  - ◆ Open **'Edge'**.
  - ◆ Navigate to a few websites learners may be familiar with, such as Amazon or Gmail.
- ➔ Ask learners:
  - ◆ "What is the **default internet browser** for Windows called?"

DO IT TOGETHER 2

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- ➔ Ask learners the following aloud. Learners discuss in pairs before sharing answers as a class:
  - ◆ "I want to use the **internet** to look for jobs. Which **Microsoft** program can I use?" (**Edge**)
  - ◆ "I want to make a **slideshow** about Mexican history to show my class. My **slideshow** will need pictures and words. What **Microsoft** program can I use?" (**PowerPoint**)
  - ◆ "I have a business. I need a program to write down how much money I make each month. What **Microsoft** program can I use?" (**Excel**)
  - ◆ "Someone sent me a file with the **file extension** .pptx. What kind of file is it?" (**PowerPoint slideshow**)

PAIR EXPLORE

*Teacher has modeled the skills, and skills have been practiced together. Now, allow learners time to explore these skills with a partner **without step-by-step guidance from the teacher**. *Refer to the "How to Facilitate Pair Explore" for teacher support.*

- ➔ Project **Reference C** on the board for learners. Then, in pairs sharing a computer, learners try to:
  1. Open **Word**.
  2. Type your names.
  3. Close **Word** (click 'don't save').
  4. Open **PowerPoint**.
  5. Type your favorite food.
  6. Click 'New slide'.
  7. On the new slide, type the date.
  8. Close **PowerPoint** (click 'don't save').
  9. Open **Excel**.
  10. Type the days of the week.
  11. Close **Excel** (click 'don't save').

Task

Learners practice skills by completing an authentic task/s.

- ➔ Give learners **Handout A.1** or **Handout A.2**.

- ➔ Learners read each situation in <u>Handout A</u> and decide which program is best for each situation - **Word**, **PowerPoint**, or **Excel**.
- ➔ Check answers as a class.
- ➔ Answers:
    1. **Word**
    2. **Excel**
    3. **PowerPoint**

Vocabulary Work
Learners practice vocabulary presented within the lesson.

- ➔ Give learners **Handout B.1** or **Handout B.2**.
- ➔ First, learners draw lines to connect the program name with its icon and function.
- ➔ Then, learners finish the sentences below with their own words.
- ➔ Check answers as a class.
- ➔ Suggested answers (part two):
    - ◆ You can use a **document** to...make flyers, write letters, write resumes, make schedules.
    - ◆ You can use a **spreadsheet** to...calculate numbers, calculate grades, make a budget.
    - ◆ You can use a **slideshow** to...show pictures, share information, teach.

Wrap-Up
A final check in with learners. An opportunity to review, reflect, or check for understanding.

- ➔ Ask learners the following aloud. Learners discuss in pairs before sharing answers as a class:
    - ◆ "Which program can you use to make **documents**?" (**Word**)
    - ◆ "Which program can you use to make **slideshows**?" (**PowerPoint**)
    - ◆ "Which program can you use to make **spreadsheets**?" (**Excel**)
    - ◆ "Which program is the **Windows internet browser**?" (**Edge**)
    - ◆ "You see a file name that ends with the **file extension** .docx. What kind of file is it?" (**Word document**)

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Microsoft Programs

Word	PowerPoint
Edge	Excel

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Word	PowerPoint
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File Extensions

File type: picture **File extension:** .jpg	**File type:** song **File extension:** .mp3

Microsoft File Extensions

Directions: Read the file names below. What kind of file do you think they are? Why?

Word
document

PowerPoint
slideshow

Excel
spreadsheet

class_presentation.pptx
resume.docx
taxes.xlsx

File Extensions

File type: picture **File extension:** .jpg	**File type:** song **File extension:** .mp3

Microsoft File Extensions

Directions: Read the file names below. What kind of file do you think they are? Why?

Word
document

PowerPoint
slideshow

Excel
spreadsheet

class_presentation.pptx
resume.docx
taxes.xlsx

Pair Explore

Directions: Complete the following steps:

1. Open **Word**.

2. Type your names.

3. Close **Word** (click 'don't save').

4. Open **PowerPoint**.

5. Type your favorite foods.

6. Click 'New Slide'.

7. On the new slide, type the date.

8. Close **PowerPoint** (click 'don't save').

9. Open **Excel**.

10. Type the days of the week.

11. Close **Excel** (click 'don't save').

Microsoft Programs

Directions: Read the following situations. Which program is best for each situation?

Word
document

PowerPoint
slideshow

Excel
spreadsheet

Situation one: Sujin is having a bake sale at her school. She wants to make an ad for her bake sale. The ad will have the location of her sale, the time, prices, and a picture of the food. She wants to print the ad and give it to friends.

What program should she use? _____

Situation two: Nenglor is helping Sujin with her bake sale. Sujin is selling food for three days. Nenglor wants to write down how much food Sujin sold each day and how much money she made. He needs a program to write down the numbers and add them.

What program should he use? _____

Situation three: Luis is Nenglor's and Sujin's teacher. He took a lot of pictures of their bake sale. Luis wants to show the rest of the school how well the bake sale went. He needs a program to make a slideshow that will have pictures of the bake sale and information about how much food they sold.

What program should he use? _____

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Microsoft Programs

Directions: Read the following situations. Which program is best for each situation?

Word
document

PowerPoint
slideshow

Excel
spreadsheet

Situation one: Sujin is having a bake sale at her school. She wants to make an ad for her bake sale. The ad will have the location of her sale, the time, prices, and a picture of the food. She wants to print the ad and give it to friends.

What program should she use? _____

Situation two: Nenglor is helping Sujin with her bake sale. Sujin is selling food for three days. Nenglor wants to write down how much food Sujin sold each day and how much money she made. He needs a program to write down the numbers and add them.

What program should he use? _____

Situation three: Luis is Nenglor's and Sujin's teacher. He took a lot of pictures of their bake sale. Luis wants to show the rest of the school how well the bake sale went. He needs a program to make a slideshow that will have pictures of the bake sale and information about how much food they sold.

What program should he use? _____

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Microsoft Programs

*Directions: Draw a line to match the **program's** name, to its icon, and to its function.*

Program Name	Icon	Function
Word		slideshows
Excel		internet
PowerPoint		spreadsheets
Edge		documents

Directions: Complete the sentences below with your own words.

You can use a **document** to _____

_____.

You can use a **spreadsheet** to _____

_____.

You can use a **slideshow** to _____

_____.

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Microsoft Programs

*Directions: Draw a line to match the **program's** name, to its icon, and to its function.*

Program Name	Icon	Function
Word		slideshows
Excel		internet
PowerPoint		spreadsheets
Edge		documents

Directions: Complete the sentences below with your own words.

You can use a **document** to _____

_____ .

You can use a **spreadsheet** to _____

_____ .

You can use a **slideshow** to _____

_____ .