Microsoft Word 2016

Module 1: Creating and Editing a Document

# A Guide to this Instructor’s Manual:

We have designed this Instructor’s Manual to supplement and enhance your teaching experience through classroom activities and a cohesive module summary.

This document is organized chronologically, using the same headings in **blue** that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, Teacher Tips, Classroom Activities, and Lab Activities. Pay special attention to teaching tips and activities geared towards quizzing your students, enhancing their critical thinking skills, and encouraging experimentation within the software.

In addition to this Instructor’s Manual, our Instructor’s Resources also contains PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

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# Module Objectives

Students will have mastered the material in this module when they can:

* Create and save a document
* Enter text and correct errors as you type
* Use AutoComplete and AutoCorrect
* Select text and move the insertion point
* Undo and redo actions
* Adjust paragraph spacing, line spacing,   
  and margins
* Preview and print a document
* Create an envelope
* Open an existing document
* Use the Spelling and Grammar task panes
* Change page orientation, font, font color, and font size
* Apply text effects and align text
* Copy formatting with the Format Painter
* Insert a paragraph border and shading
* Delete, insert, and edit a photo
* Use Word Help

# [Starting Word](#FM2)

LECTURE NOTES

* Demonstrate how to start Word.

TEACHER TIP

Explain to students that they can add not only text but also graphics to a Word document.

Discuss touch screens and demonstrate how to work in Touch Mode.

CLASSROOM ACTIVITIES

1. Class Discussion: What are the differences between Touch Mode and Mouse Mode? Which mode do you think you would prefer to use most often?

2. Quick Quiz:

* If you have a touch screen, you can work in Touch Mode, using a \_\_\_\_\_\_\_\_ instead of the mouse pointer. (Answer: finger)
* True/False: You can add the Touch/Mouse Mode button to the Quick Access Toolbar. (Answer: True)

LAB ACTIVITY

Have students work at their own computers. Ask them to open Word and scroll through Backstage view to get a preview of the types of documents that can be created with Word.

# Setting Up the Word Window

LECTURE NOTES

* Display the Word Window and point out the elements of the window that are labeled in Session 1.1 Visual Overview.

TEACHER TIP

Explain to students the importance of learning the parts of the Word window.

Point out to students that using nonprinting characters is helpful when editing documents.

CLASSROOM ACTIVITIES

1. Group Activity: Distribute copies of a screen capture of the Word window. Have students label as many of the screen elements as they can from memory.

2. Class Discussion: Have the class discuss nonprinting characters. Have them go through these characters, one by one, and discuss the purpose of each.

3. Quick Quiz:

* True/False: The Maximize button is located in the upper-left corner of the Word window. (Answer: False. The Maximize button is located in the upper-right corner of the Word window.)
* The \_\_\_\_\_\_\_\_ button is used to display nonprinting characters. (Answer: Show/Hide ¶)

# Saving a Document

LECTURE NOTES

* Demonstrate how to save a document.

TEACHER TIP

Explain the difference between Save and Save As.

Explain to students that there are many acceptable styles for a business letter and that which style they select is largely a matter of personal choice.

Point out to students that they should keep in mind the standards used in a particular business or organization when they are determining which style to use.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* True/False: Every time you click the Save button on the Quick Access Toolbar, Word displays the Save As screen in Backstage view. (Answer: False. Word displays the Save As screen the first time you save a document. After that, when you click the Save button, Word saves your document to the same location you specified earlier, and with the same name.)
* True/False: The first item in a block letter is the date. (Answer: True)
* True/False: The second item in a block letter, below the date, is the body of the letter.   
  (Answer: False, it is the inside address.)
* True/False: The block style letter format is the only style available for writing a letter.   
  (Answer: False)

2. Class Discussion: Ask students to explain the difference between save and save as.

# Entering Text

LECTURE NOTES

* Show how to enter text into a Word document.

TEACHER TIP

Explain to students that when the word feature AutoComplete is turned on it will automatically insert dates and other regularly used text and items.

Point out to students that AutoComplete may not make a suggestion about words that could have many possible options.

CLASSROOM ACTIVITIES

1. Quick Quiz

* A \_\_\_\_\_\_\_\_ is text or a graphic you can click to jump to another file or to somewhere else in the same file. (Answer: hyperlink)
* True/False: Hyperlinks are useful in printed documents. (Answer: False. Hyperlinks are useful in documents that you plan to distribute via email. In printed documents, you’ll usually want to convert a hyperlink back to regular text.)

1. Group Activities: Have the students open a Word document and begin typing a letter to themselves. Have them insert the date, inside address, and salutation. Have them pay attention to the paragraph spacing between these three items. Then have them continue on with the letter, entering the body of the text and paying close attention to how the text is automatically moved to a new line when it reaches the right margin.

3. Assign a Project: Have the students open a Word document and write a letter to a local bank asking them if they will sponsor a car wash that will be held to raise money for a local charity. Have students type their brief letter using the block style letter format.

# Using the Undo and Redo Buttons

LECTURE NOTES

* Demonstrate how to use the Undo and Redo buttons.

TEACHER TIP

Point out to students that clicking the Undo button will reverse the last action.

Explain to students that by continually clicking the Undo button, they will be able to undo more than just the last action.

CLASSROOM ACTIVITIES

1. Class Discussion: Lead a class discussion about the circumstances in which the Undo and the Redo buttons would be used. Why are the Undo and Redo buttons beneficial? Have students share when they personally have used either of these buttons when working in a Word document.

2. Quick Quiz:

* True/False: The Redo button reverses the action of the Undo button. (Answer: True)
* True/False: The Undo and Redo buttons can be found in the Quick Access Toolbar.   
  (Answer: True)

LAB ACTIVITY

Have the students open up a saved Word document and practice the various keystrokes for moving the insertion point. After they have practiced all of them, have them discuss with the rest of the class the keystrokes they found most preferable and why.

# Correcting Errors as You Type

LECTURE NOTES

* Demonstrate how to correct errors.

TEACHER TIP

Point out to students that in most cases Word’s AutoCorrect feature will fix errors automatically.

Explain to students that Word’s spelling checker will check the document against Word’s built-in dictionary for spelling errors.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* Punctuation errors, problems with possessives and plurals, and grammatical errors are marked with a wavy \_\_\_\_\_ line. (Answer: C)

A. Orange

B. Red

C. Blue

D. Green

* True/False: A wavy red line appears when a word doesn’t match the correct spelling in the built-in Word dictionary, or if the same word is typed twice in a row. (Answer: True)

2. Class Discussion: How do you correct an error marked with a wavy underline? Discuss the different ways to correct these errors.

3. Assign a Project: Have students write a Thank You letter to someone who has given them a gift recently or who has been kind or helpful in some way. Remind them to use what they have learned so far to correct errors as they compose the letter.

# Proofreading a Document

LECTURE NOTES

* Demonstrate how to proofread a document.

TEACHER TIP

Explain to students the importance of proofreading a finished document.

Point out to students that part of the process of proofreading a document involves removing all of the wavy lines by either correcting the underlined text or by telling Word to ignore the underlined text.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* True/False: The two ways to remove wavy underlines in a document when proofreading is by either correcting the underlined text or by telling Word to ignore the underlined text.   
  (Answer: True)
* If a word in a document is flagged as a misspelled word several times throughout the document, when in fact it is spelled correctly (such as a person’s last name), you can have Word recognize this as a non-issue by right clicking the word and then clicking \_\_\_\_\_\_\_\_. (Answer: C. Ignore All)

1. Format word
2. Ignore Once
3. Ignore All
4. Look up

2. Group Activity: Have students open a Word document and type in their names. Do their names appear with a wavy red line? If they do, have them remove the line by using the Ignore All option. Then have students add their names to the Word dictionary.

# Adjusting Paragraph and Line Spacing

LECTURE NOTES

* Demonstrate how to adjust paragraph and line spacing.

TEACHER TIP

Explain to students that when typing a letter they may need to adjust two types of spacing—paragraph spacing and line spacing.

Point out to students that the default line spacing setting is 1.08, which allows for a little more space between lines than the 1.0 single spacing.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ refers to the blank space that appears directly above and below a paragraph. (Answer: Paragraph spacing)
* True/False: A point is 1/72 of an inch. (Answer: True)
* The single spacing setting is a \_\_\_\_\_\_\_\_ setting and the double spacing setting is a \_\_\_\_\_\_\_\_ setting. (Answer: B)

1. 2.0, 3.0
2. 1.0, 2.0
3. 3.0, 1.0
4. 1.0, 4.0

2. Class Discussion: Have the class discuss when single spacing would be the best option for a document. Have them discuss when double spacing would be the best option. Have them type a few sentences using both spacing options.

LAB ACTIVITY

Have students practice the methods for selecting text described in this module.

# Adjusting the Margins

LECTURE NOTES

* Demonstrate how to adjust the margins.

TEACHER TIP

Point out to students that the default margin settings in a Word document are 1-inch margins on all sides.

Remind students that most printers can’t print to the edge of a document and that they should keep this in mind when choosing their margin settings.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* On the rulers, the margins appear in a dark \_\_\_\_\_ color. (Answer: D)

1. purple
2. yellow
3. blue
4. gray

* True/False: 1-inch margins are the default setting in a Word document. (Answer: True)
* True/False: The settings for changing the page margins are located on the PAGE LAYOUT tab on the Ribbon. (Answer: True)

1. Class Discussion: Discuss white space and how it relates to margins. How do margins affect the readability of the page?

LAB ACTIVITY

Instruct students to open an existing Word document and change the margins using the PAGE LAYOUT tab on the Ribbon. Have them switch the current margins to another predefined margin option. Then, have students click the Custom Margins command and define custom margins.

# Previewing and Printing a Document

LECTURE NOTES

* Demonstrate how to preview and print a document.

TEACHER TIP

Remind students to review a document in Backstage view before printing to make sure it will look right when printed.

Point out to students that they cannot edit a document in Backstage view.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* To display a full-page view of a document, click \_\_\_\_\_\_\_\_ on the File tab. (Answer: A)

1. Print
2. Save
3. Review
4. Reference

* True/False: A document can be edited while using Backstage view. (Answer: False)

2. Class Discussion: Have the class discuss proofreading. Before printing a document, what should students be looking for when reviewing the document? What types of changes would they need to make? Under what setting can they make these changes?

# Creating an Envelope

LECTURE NOTES

* Demonstrate how to create an envelope.

TEACHER TIP

Explain to students that to create a new document they can start with a blank document or use a template that contains formatting and generic text.

Point out to students that if they are using envelopes with a preprinted return address, they will need to adjust the setting in the Envelopes and Labels dialog box so it will not include a return address.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* Preformatted files, such as fax cover sheets or reports, are called\_\_\_\_\_\_\_. (Answer: B)

1. boxes
2. templates
3. envelopes
4. groups

* True/False: The Envelopes and Labels dialog box is where you type the address of the person to whom the letter will be mailed. (Answer: True)

2. Class Discussion: Have the class explore existing templates in Word. Have them decide which templates would be appropriate for a variety of purposes, such as a college recommendation letter, an informal note to a friend, an inquiry to their bank about a recent transaction, and a cover sheet for a fax that they are sending to a co-worker at their place of business.

LAB ACTIVITY

Have students choose a Word template to write a letter on the topic of their choice. Have them type appropriate text and adjust the margins of the template. Ask students to present their letters and discuss the reasons for choosing their template.

# Opening an Existing Document

LECTURE NOTES

* Demonstrate how to open an existing document.

TEACHER TIP

Remind students that if they need to edit an existing file, they should save the file with another name. This will allow the original document to be accessed, unchanged, if it is needed at a later time.

Point out to students that it is important to familiarize themselves with the overall structure of an existing document before revising it.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* True/False: Saving a file with a different filename creates a copy of the file and leaves the original file unchanged. (Answer: True)
* True/False: It is impossible to open and revise a file that has already been saved to your computer. (Answer: False)

2. Group Activity: Have students open an existing file and save the file with a new filename. Instruct half the students to edit parts of the new file. Then have the other half open both files, compare the two files, and note the changes that were made.

3. Critical Thinking: Have students explain the steps that should be taken when revising an existing file. Have them discuss the importance of making copies of these original files. Why are copies needed? In what situation might it be necessary to access the original file?

# Using the Spelling and Grammar Task Panes

LECTURE NOTES

* Demonstrate how to use the Spelling and Grammar Task Panes.

TEACHER TIP

Point out to students that when using the Spelling and Grammar task panes, they have the option to customize the settings to add or ignore certain types of errors.

Remind students that another way to check for spelling and grammatical errors is by using the AutoCorrect feature, which they learned about earlier in the module. Remind them that possible errors are marked with a wavy line.

CLASSROOM ACTIVITIES

1. Group Activity: Have students open a previously saved Word document. Have them scan the document looking for any text underlined with a wavy line. Then have students use the Spelling and Grammar task panes to check for and correct errors.

2. Quick Quiz:

* True/False: The Spelling and Grammar task panes check a document word by word for a variety of errors. (Answer: True)
* True/False: The Spelling and Grammar task panes will catch every grammatical error. (Answer: False. They won’t always catch every error in a document, and they sometimes flag “errors” that are actually correct.)

# Changing Page Orientation

LECTURE NOTES

* Demonstrate how to change the page orientation.

TEACHER TIP

Point out to students that a document has two available page orientations: portrait and landscape.

Remind students that a document’s default page orientation is portrait orientation.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* When a page is taller than it is wide, it is positioned in \_\_\_\_\_\_\_\_ orientation. (Answer: portrait)
* True/False: When a Word document is opened, the default orientation is landscape. (Answer: False. The default orientation is portrait.)

2. Class Discussion: Lead a class discussion about which types of documents are best suited for portrait orientation and which types of documents are best suited for landscape orientation. Have students open an existing Word document and change the document’s current orientation from landscape to portrait or from portrait to landscape. Then, have the students discuss which orientation looks better for that particular document.

# Changing the Font and Font Size

LECTURE NOTES

* Demonstrate how to change the font and font size.

TEACHER TIP

Point out to students that in a Word document, the default font is Calibri and the default font size is 11 point.

Explain to students that they can utilize Live Preview to help them decide which fonts and font sizes are appropriate for a document.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* True/False: The default font size in a Word document is 12 point. (Answer: False. The default size is 11.)
* True/False: Calibri is the default font in a Word document. (Answer: True)

2. Critical Thinking: Instruct students to explore the different fonts available. Lead a class discussion regarding which fonts are appropriate for a variety of documents, including a school history paper, a formal letter to a law firm, a poster advertising a Halloween party, and a flyer advertising a Wild West-themed amusement park.

# Applying Text Effects, Font Colors, and Font Styles

LECTURE NOTES

* Demonstrate how to apply text effects, font colors, and font styles.

TEACHER TIP

Remind students that there are a variety of ways a font can be modified so it stands out in a document, including using the Text Effects option and changing the font color and style.

Point out to students that the Font group on the HOME tab is where you can access options such as text effects, font colors, and font styles.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* \_\_\_\_\_\_\_\_ are special visual enhancements such as outlines, shading, shadows, and reflections that you can add to enhance text. (Answer: C)

1. Word templates
2. File tabs
3. Text effects
4. Format Painters

* True/False:Using font styles such as bold or italics are two ways to make text stand out. (Answer: True)

2. Class Discussion: Lead a class discussion about the various types of text effects. Ask students to give an example of a type of document in which each text effect would be an appropriate choice.

LAB ACTIVITY

Have students work at their own computers. Instruct students to open a blank Word document, and create a poster advertising a circus that is coming to town. The title of the poster should read, “Introducing the Williams Brothers Circus.” Have students use text effects to make this title exciting and get the reader’s attention. Instruct students to be creative and to add other information including the date, time, place, and cost of the event, using appropriate fonts, font sizes, font styles, and text effects to balance maximum readability and appropriate excitement.

# Aligning Text

LECTURE NOTES

* Demonstrate how to align text in a document.

TEACHER TIP

Point out to students that the default alignment in a Word document is along the left margin.

Explain to students that to assign an alignment to a paragraph, they can click anywhere in that paragraph and then click the appropriate alignment button.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* What are the four available types of alignment in a Word document? (Answer: left alignment, right alignment, center alignment, and justified alignment)
* True/False: When a Word document is first opened, the default alignment setting is the justified alignment. (Answer: False. The default alignment is the left alignment setting.)

2. Class Discussion: Lead the class in a discussion of left, right, centered, and justified alignment. Where have they seen each of these styles of alignment used? In what other cases would each of these alignment choices be appropriate?

# Adding a Paragraph Border and Shading

LECTURE NOTES

* Demonstrate how to add paragraph borders and shading.

TEACHER TIP

Point out to students that paragraph borders can appear around an entire paragraph or on just one side.

Explain to students that they can apply shading to one or more paragraphs and that they can use shading in conjunction with borders.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* A(n) \_\_\_\_\_\_ border is an outline that appears around one or more paragraphs in a document. (Answer: C)

1. shading
2. alignment
3. paragraph
4. tab

* True/False: A paragraph border and shading cannot be applied simultaneously to the same paragraph. (Answer: False)

2. Group Activity: In small groups, have students open an existing Word document and apply paragraph borders to the text. Instruct each group to work together to select which sides of the paragraph will get a border. Have them choose the line weight and line color of the border as well as apply a shade to the paragraph. Ask each group to elect a leader to present the work to the class.

# Copying Formatting with the Format Painter

LECTURE NOTES

* Demonstrate how to copy formatting with the Format Painter.

TEACHER TIP

Point out that the Format Painter is a time saver, allowing you to copy all the formatting of a paragraph at once and then apply it to another paragraph.

Explain to students that the spacing between paragraphs can be increased or decreased.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* The Format Painter button is located in the \_\_\_\_\_\_ group on the HOME tab. (Answer: C)

A. Font

B. Paragraph

C. Clipboard

D. Styles

* True/False: You can copy formatting to multiple sections of nonadjacent text by double-clicking the Format Painter button. (Answer: True)

2. Class Discussion: Lead a class discussion about how the Format Painter might be used to save time. Have students give examples of ways the Format Painter could be used in various documents.

# Working with Pictures

LECTURE NOTES

* Demonstrate how to insert, delete, resize, and add a style to a photo.

TEACHER TIP

Remind students that in order to work with a photo or another type of picture in a document, they must first select the photo or picture by clicking on it.

Point out to students that once the photo or picture is selected, the PICTURE TOOLS FORMAT tab appears on the ribbon. This tab contains options for moving, resizing, editing, and formatting the selected photo.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* The \_\_\_\_\_\_\_\_ FORMAT tab appears in the ribbon when a picture or photo is selected or highlighted. (Answer: C)

1. PAGE LAYOUT
2. NEW WINDOWS
3. PICTURE TOOLS
4. Arrange All

* True/False: To insert a new photo or other type of picture, you can use the Picture button in the Illustrations group on the INSERT tab. (Answer: True)

2. Assign a Project: Instruct students to work in small groups to create an adoption page for the animal shelter using one of the dog photos available in this module. Students should insert one of the photos, resize it, and add any other appropriate effects. Ask them to be creative and work together to write information about the dog, including his name, age, weight, personality, and any other information that would be helpful to a potential adoptive family. Remind students to apply what they have learned about formatting, editing, and fonts. Have the students elect a group leader to present the page to the class.

3. Critical Thinking: What is the purpose of adding photos to documents? How do they affect the document? File size? What about copyright? Brainstorm a list of general guidelines to follow when using photos in documents.

# Getting Help

LECTURE NOTES

* Demonstrate how to use Word Help.

TEACHER TIP

Point out to students that to get the most out of Help, they must be connected to the Internet.

Remind students that Word Help is a great way to learn more about Word’s many features.

CLASSROOM ACTIVITIES

1. Quick Quiz:

* The \_\_\_\_\_\_\_\_ FORMAT tab appears in the ribbon when a picture or photo is selected or highlighted. (Answer: C)

A. PAGE LAYOUT

B. NEW WINDOWS

C. PICTURE TOOLS

D. ARRANGE ALL

* True/False: To insert a new photo or other type of picture, you can use the Picture button in the Illustrations group on the Insert tab. (Answer: True)

2. Group Activity: Instruct students to explore Word Help by browsing the articles or by typing in a search word, such as photos, fonts, or formatting. Ask them to learn a new fact or technique and report it to the class.

**End of Module Material**

* **Review Assignments:** Review Assignments provide students with additional practice of the skills they learned in the module using the same module case, with which they are already familiar. These assignments are designed as straight practice and do not include anything of an exploratory nature
* **Case Problems:** A typical NP module has four Case Problems following the Review Assignments. Short modules can have fewer Case Problems (or none at all); other modules may have five Case Problems. The Case Problems provide further hands-on assessment of the skills and topics presented in the module, but with new case scenarios. There are five types of Case Problems:
* **Apply**. In this type of Case Problem, students apply the skills that they have learned in the module to solve a new problem.
* **Create**. In a Create Case Problem, students are either shown the end result (such as a finished Word document) and asked to create the document based on the figure provided, or, students are asked to create something from scratch in a more free-form manner.
* **Challenge**. A Challenge Case Problem involves one or more Explore steps. These steps challenge students by having them go beyond what was covered in the module, either with guidance in the step or by using online Help as directed.
* **Research**. A Research Case Problem requires students to find information on the Internet to help solve a problem or to include in the file they are creating.
* **Troubleshoot**. In this type of Case Problem, certain steps of the exercise require students to identify and correct errors that are intentionally placed in the files. Completing these steps helps to promote problem solving and critical thinking.

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