

# MS OFFICE – PUBLISHER IDEAS IN THE CURRICULUM

RICHARDSON INDEPENDENT SCHOOL DISTRICT  
INSTRUCTIONAL TECHNOLOGY  
RICHARDSON, TEXAS



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Revised by GPISD Instructional Staff 2005

## **Texas Essential Knowledge and Skills Technology Applications Correlation**

A primary goal of these training modules for classroom teachers is to build their technology competencies as described and outlined in the Texas Essential Knowledge and Skills (TEKS) for Technology Applications, K-5 and 6-8. Obtaining this goal will better prepare the classroom teachers to incorporate these skills into their curriculum and instructional strategies. This course incorporates and introduces the following knowledge and skills:

### **K-5 TEKS**

#### **(2) Foundations.**

The student uses data input skills appropriate to the task.

The student is expected to:

- (D) produce documents at the keyboard, proofread, and correct errors.

#### **(7) Solving problems.**

The student uses appropriate computer-based productivity tools to create and modify solutions to problems.

The student is expected to:

- (A) use software programs with audio, video, and graphics to enhance learning experiences.
- (B) use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases, spreadsheets, simulations, and multimedia.
- (C) use a variety of data types including text, graphics, digital audio, and video.

#### **(8) Solving problems.**

The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge.

The student is expected to:

- (A) use communication tools to participate in group projects.

#### **(10) Communication.**

The student formats digital information for appropriate and effective communication.

The student is expected to:

- (A) use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience.
- (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays, Internet documents, and printed materials.

#### **(11) Communication.**

The student delivers the product electronically in a variety of media, with appropriate supervision.

The student is expected to:

- (A) publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents, and video.

# Texas Essential Knowledge and Skills Technology Applications Correlation

## 6-8 TEKS

### (2) Foundations.

The student uses data input skills appropriate to the task.

The student is expected to:

(D) develop strategies for capturing digital files while conserving memory and retaining image quality.

### (3) Foundations.

The student complies with the laws and examines the issues regarding the use of technology in society.

The student is expected to:

(B) demonstrate proper etiquette and knowledge of acceptable use while in an individual classroom, lab, or on the Internet and intranet.

### (5) Information acquisition.

The student acquires electronic information in a variety of formats, with appropriate supervision.

The student is expected to:

(A) identify, create, and use files in various formats such as text, bitmapped/vector graphics, image, video, and audio files.

### (7) Solving problems.

The student uses appropriate computer-based productivity tools to create and modify solutions to problems.

The student is expected to:

(A) plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs and ruler settings.

(D) demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics.

(E) create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats.

(F) differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications.

(G) integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphics, graphics from paint or draw programs, and mail merge.

## **Texas Essential Knowledge and Skills Technology Applications Correlation**

### **6-8 TEKS**

#### **(8) Solving problems.**

The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge.

The student is expected to:

- (A) participate with electronic communities as a learner, initiator, contributor, and teacher/mentor.
- (C) use groupware, collaborative software, and productivity tools to create products.
- (D) use technology in self-directed activities by sharing products for defined audiences.
- (E) integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

#### **(10) Communication.**

The student formats digital information for appropriate and effective communication.

The student is expected to:

- (D) demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate.

#### **(11) Communication.**

The student delivers the product electronically in a variety of media, with appropriate supervision.

The student is expected to:

- (B) design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics.

# Publisher Ideas in the Curriculum

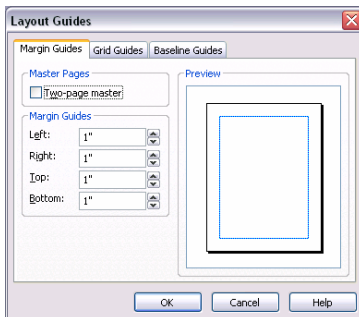
## Posters

A quick easy start, you can introduce basics like:

- Inserting graphics from the web
- Picture placement and wrapping
- Changing fonts
- Word Art
- Web Research and Citation
- White space

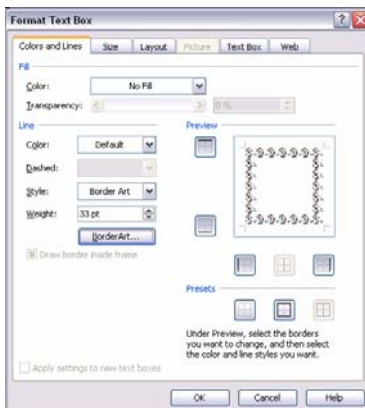
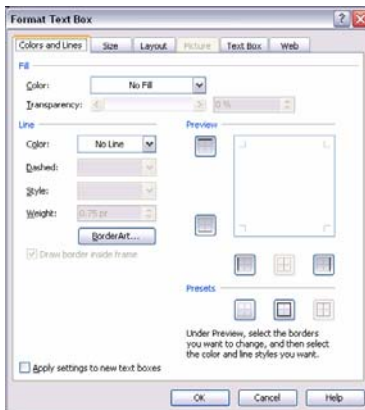
### Curricular Uses

- Short biographies: Black History Month, historical novels, authors, students
- Background reports for a novel or time period in history
- More:



## Posters

1. Open a new blank print publication
2. Under Arrange, choose Layout Guides.
3. Change all margins to .5".
4. To create text boxes, tables, Word Art or to insert pictures, lines or shapes use the tool bar.
5. Use Word Art for headlines or titles.
6. To create a border around a text box, go to the **Format**, **Format Text Box**. On the **Colors and Lines** tab, choose **Border Art**.
7. If the design you want is not available in **Available Borders** list, choose the **Create Custom** button and **Select Picture**. This gives you access to all the Microsoft clipart installed on your computer searchable by keyword.
8. You will need to adjust the weight to have an appropriately sized border.
9. A picture border can also be added around a photo or other art by choosing the picture, then using the **Format** menu. The menu item will now read **Format Picture**. Follow steps 6-8 above.
10. Items can be moved. Select an item then hover the mouse above the edge until the moving van appears. Click and hold on the edge and drag. Alternatively after clicking on the object, you can use the arrow keys to nudge an object.



## Publisher Ideas in the Curriculum

### Flip Cards

Beginning skills such as

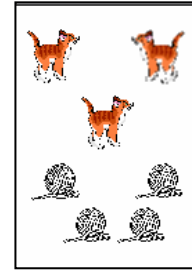
Word Art

Inserting graphics

Curricular Uses

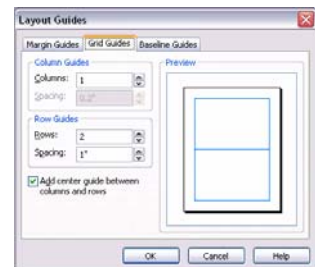
Flash cards (math, vocabulary, etc.)

More:



### Flip Cards (half page style)

1. Open a new blank print publication – click on **Publication Tab**, select **Full Page**, click **Create**
2. Under **Arrange, Layout Guides, Margin Guides -** Change all Margin Guides to 0.5”
3. Under **Arrange, Layout Guides, Grid Guides -** Change to 2 rows
4. For Tall Cards:
  - a. Between steps 1 and 2: under **File, Page Setup** – change to Landscape
  - b. Follow above except in step 5 use columns instead of rows.
5. After the card is designed, the cards can be
  - a. Printed single sided, folded and laminated
  - b. Printed double sided and cut



### Flip Cards (quarter page style)

1. Open a new blank print publication
2. Under **File, Page Setup** – change to Landscape
3. Under **Arrange, Layout Guides**, choose the **Margin Guides** tab.
4. Change all Margin Guides to 0.5”
5. Under **Arrange, Layout Guides**, choose the **Grid Guides** tab.
6. Change to 2 rows and 2 columns with 1” spacing (gutter)
7. After the card is designed, the cards can be
  - a. Printed single sided, folded and laminated
  - b. Printed double sided and cut

### Flip Cards General Hints

There are 2 options for printing.

1. print single sided, fold and laminate.
2. print double sided on thick paper or card stock and cut.

See also: <http://www.microsoft.com/education/default.asp?ID=WordFlipper>

# Publisher Ideas in the Curriculum

## Bookmarks

Advanced skills such as

Columns, gutters

Front/back

Grouping/duplicating

Practice: word art, borders, sizing graphics

Curricular Uses

Book reports, background reports

Short reports, biographies,

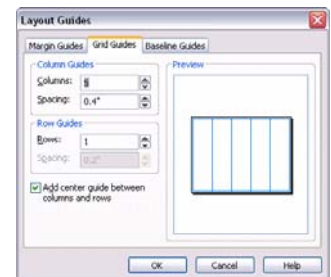
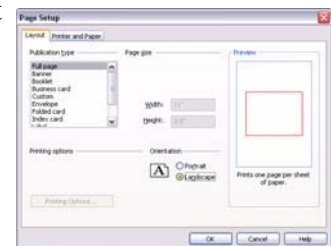
Endangered species/plants

More:



## Book Marks

1. Open a new blank print publication – click on **Publication Tab**, select **Full Page**, click **Create**
2. Under the **File** menu, open the **Page Setup** dialog box. At the bottom, change the **Orientation** to **Landscape**.
3. Open the **Arrange** menu and the **Layout Guides** dialog box.
4. Under **Margin Guides**, change all the margins to 0.2”.
5. Under the **Grid Guides**, create 4 or 5 columns.
6. If creating 2-sided book marks, **Insert a Page**. Just click **OK** to accept the defaults.
7. Create one bookmark within one column.
8. Group the items, then copy, paste and move into the other columns.
9. If creating 2-sided book marks, repeat 7 & 8 on page 2 for the back.
10. After the book marks are designed, print and cut.



## Book Marks Hints

- Both 4 and 5 book marks per page give sufficient space without being too wide or too narrow. Choose by the number of students (if trading) or amount of information and graphics desired.
- Encourage the use of frames and graphics.
- If creating 2-sided book marks, practice with plain paper to test how the paper goes back into the printer before using the thicker paper or cardstock.
- Test your printer. Some printers (especially ink jet) need a little room all around for rollers and a little more on the bottom that it just cannot print on.



# Publisher Ideas in the Curriculum

## Trading Cards

More complex skills such as

Columns and rows

Grouping/duplicating

Review: text formatting, condensing information, white space

Curricular Uses

“hero” cards

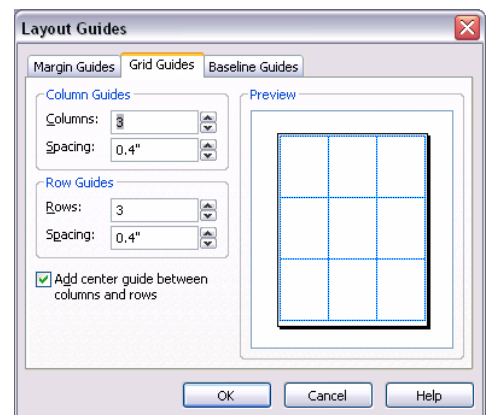
background research on historical novels or time periods

More:



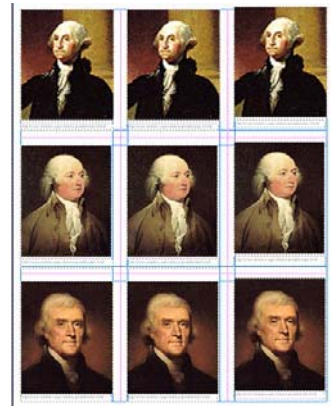
## Trading Cards

1. Open a new blank print publication – click on **Publication Tab**, select **Full Page**, click **Create**
2. Open the **Arrange** menu and the Layout Guides dialog box.
3. Under **Margin Guides**, change all the margins to 0.2”.
4. Under the Grid Guides tab, create 3 columns and 3 rows.
5. **Insert** a **Page**. Just click **OK** to accept the defaults.
6. After the cards are designed, print and cut. See hints below.



## Trading Cards Hints

- Have the students create either 1 or 3 or 9 different cards.
  - The same image on all the cards is by far the simplest and best if trading.
  - When creating 3 different cards, have students do the same image across the page. This makes it easier when creating the back side.
  - When creating 9 different cards, review using a real paper how the line up is opposite on the reverse side.
- Practice with plain paper to test how the paper goes back into the printer before using the thicker paper or cardstock.
- Find a rotary paper cutter rather than the long arm style and allow the kids to cut their own.
- Test your printer. Some printers (especially ink jet) need a little room all around for rollers and a little more on the bottom that it just cannot print on.



# Publisher Ideas in the Curriculum

## Mini-books

Review of skills such as

Word Art

White space

Continuity

Curricular Uses

Alphabet/number books

People or places

Fact or fiction

“Select-A-Quest” (group project)

Ask your Librarian about placing copies in the Library

More:

## Mini-Books

1. Open a new blank print publication – click on **Publication Tab**, select **Full Page**, click **Create**
2. Open the **Arrange** menu and the Layout Guides dialog box.
3. Under **Margin Guides**, Change all margins to 0.8”. You may want to increase the left margin for binding.
4. Under **Arrange, Layout Guides**, choose the **Grid Guides**.
5. Change to 2 rows and 2 columns
6. After the students have designed the book, make sure there are page numbers before you print and cut the book.
7. Assemble the book in order and staple along the left margin.

## Mini-Books Hints

- Binding can be done with a stapler. To make it a little fancier, cut colored paper in halves until you get a strip about 1.5” wide and as tall as the quarter page. Fold in half then fold the edges to the center. Insert pages into the center and staple.
- Ask the Librarian if your class can share copies of their books in the Library.
- Create books for a younger class.
- Put in page numbers

# Publisher Ideas in the Curriculum

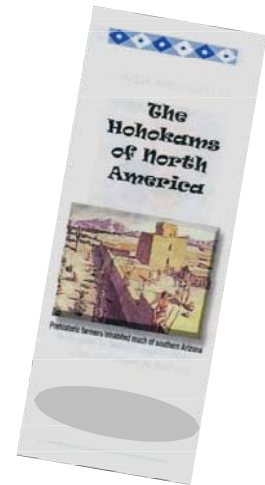
## Brochures

Use of the templates makes this a simple task. Used basic and advanced skills

- Working with pictures and captions
- Working with set space/dividing text into sections
- Uniform look and feel

### Curricular Uses

- Book reports or background report for a novel
- geography country reports
- Foreign language country or travel brochures
- Historical time period reports
- Any subject reports
- More:

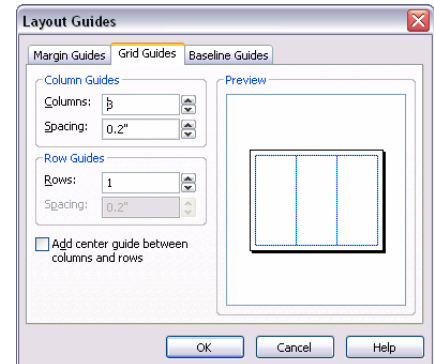


## Brochures from Template

In XP, use the **New from Design** in the New Publication task pane and choose one of the available brochures.

## Brochures from Scratch

1. Open a new blank print publication – click on **Publication Tab**, select **Full Page**, click **Create**
2. Under **File**, choose **Page Setup**. Select **Landscape**.
3. Under **Arrange**, choose **Layout Guides**.
4. On the Margin Guides, change all margins to .5”.
5. On the Grid Guides, make three columns. The XP version also allows you to change the “gutter” or **Spacing**. Increase the spacing to .8”.
6. Insert a new page (Insert / Page / accept defaults / click OK). To switch between pages, use the page icons at the bottom of the page.



## Brochures Hints

- *Always* sketch out the design on a blank folder paper first.
- Try a brochure using portrait setup.
- Experiment with legal sized page in both tri- and quad-folds.
- Emphasize the chunking of information.

# Publisher Ideas in the Curriculum

## Newsletters

More advanced skills such as

Mastheads, headlines, subheadings,

Styles

Columns, continued stories,

Captions

Working within a set space

Multi-page documents

Curricular Uses

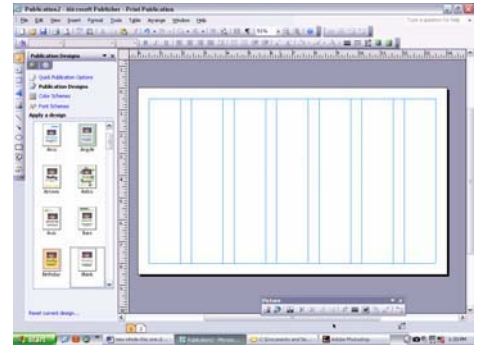
Novel units,

Local events

More:

## Legal-Sized Folded Newsletters

1. Open a new blank print publication – click on **Publication Tab**, select **Full Page**, click **Create**
2. Under **File, Page Setup** change the orientation to landscape
3. Under **File, Print Setup** change the paper size to legal
4. Set up 7 columns under **Arrange, Layout Guides**. The center column will be the fold and margins leaving three for each page.
5. **Insert a New Page.** (Insert / Page / accept defaults / click OK). To switch between pages, use the page icons at the bottom of the page.



## Newsletters General Hints

- Use an odd number of columns and mix the column widths. For example, with a 3-column underlying grid, you can use 2 columns for the main story and the other for pull quotes, pictures index or short stories.
- Sketch the general design first.
- Use Word Art for the masthead.
- Write the stories in Word. It has better spelling and grammar applets. Import the story using the File menu then Import Word Document or copy and paste into a text box.
- **Continuing columns:** *If the text overflows the current text box an A... will appear. You need to create the text box where the story will continue, then click back on the original box. In the tools bar click on the chain link. The cursor then turns into a cup. Move to the target box and click.*