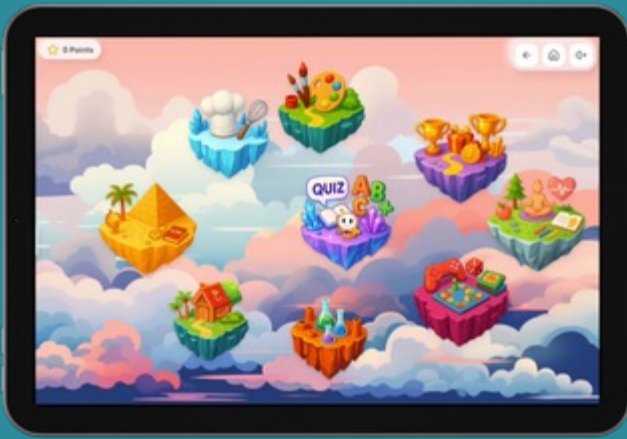


Sukindi

— LEARNING —

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Working with Word Processors - Year 4

Table of Contents	
Presentation: Working with Word Processors	
Display: Word Processor Workflow	
Display: Shortcut Toolkit	
Game: Shortcut Sprint	
Activity: Format Fix-Up Relay	
Worksheet: Feature Finder 1	
Worksheet: Feature Finder 2	
Worksheet: Shortcut Logic	
Worksheet: Word Processor Glossary	
Worksheet: Formatting for Purpose	
Worksheet: Edit and Improve	
Worksheet: Multimodal Publishing Plan	
Worksheet: Word Processor Word Search	
Checklist: Ready to Publish	
Quiz: Working with Word Processors	
Assessment: Publish a Community Notice	
Rubric: Working with Word Processors Rubric	



WORD PROCESSOR WORKFLOW

1. PLAN

Decide your purpose, audience and key ideas.



2. CREATE

Draft your text and add useful visual features.



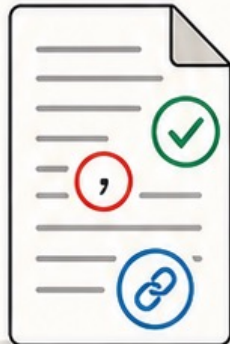
3. EDIT

Improve meaning, order and word choices.



4. CHECK

Fix spelling, punctuation, layout and links.



5. PUBLISH

Save clearly, preview and share responsibly.



Use the cycle again whenever your work can improve.

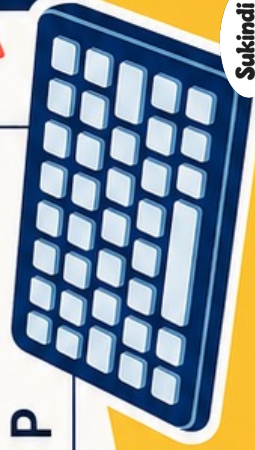




SHORTCUT TOOLKIT



FUNCTION		MAC	WINDOWS
	Select All	⌘ + A	Ctrl + A
	Save	⌘ + S	Ctrl + S
	Copy	⌘ + C	Ctrl + C
	Cut	⌘ + X	Ctrl + X
	Paste	⌘ + V	Ctrl + V
	Undo	⌘ + Z	Ctrl + Z
	Redo	Shift + ⌘ + Z	Ctrl + Y
	Bold	⌘ + B	Ctrl + B
	Italics	⌘ + I	Ctrl + I
	Underline	⌘ + U	Ctrl + U
	Print	⌘ + P	Ctrl + P



Shortcuts may vary slightly between programs.



SHORTCUT SPRINT



START →

1

2

3

4

5

6

7

8



SAVE



UNDO

9

10

11

12

13

14

15

16



BONUS



SAVE

17

18

19

20

21

22

23

24



UNDO



BONUS



FINISH

HOW TO PLAY

- 1 Work in teams of 2-4. Place a counter at START.
- 2 Take a Challenge Card. Say the best function and shortcut for the situation.
- 3 Correct function and shortcut: move 2 spaces. Correct function only: move 1 space. Correct shortcut only: move 1 space.
- 4 The first team to reach FINISH wins.



Use Command on a Mac or Ctrl on Windows.

SHORTCUT SPRINT — CHALLENGE CARDS

Say the best function and its Mac or Windows shortcut.

1

You changed the wrong heading colour and want to reverse it.



2

You want a second copy of a sentence in another paragraph.



3

You want to move a paragraph to a new position.



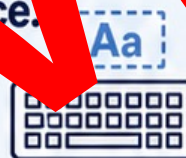
4

You want to make a heading darker and stronger.



5

You want to select every word in the document at once.



6

You want to protect your latest changes.



7

You want to place clipboard content at the cursor.



8

You want to remove selected text and store it on the clipboard.



9

You want to print the finished document.



10

You want to slant a book title.



11

You want to place a line under a heading.



12

You want to restore an action you just undid.





FORMAT FIX-UP RELAY



HOW TO PLAY

1. Teams take one Task Card.
2. Discuss the purpose and audience.
3. Choose the clearest heading, body font, alignment and visual feature.
4. Explain one choice on the Team Mat.
5. When approved, collect the next card. The first team to complete four cards wins.



TASK NUMBER

PURPOSE

AUDIENCE

OUR CHOICES

Heading	Body text	Alignment	Visual feature

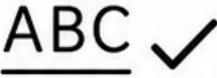
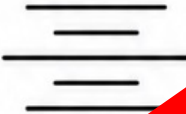
WHY OUR CHOICES



Name: _____

FEATURE FINDER 1 – MATCH TOOLS TO JOBS

Write the matching tool letter beside each job. Then explain two choices.

A. Save 	B. Copy 	C. Cut 	D. Paste 
E. Undo 	F. Spell Check 	G. Centre Align 	H. Bullet Points 

- ☐ 1. Protect your latest changes.
- ☐ 2. Make a second version of selected content without removing the original.
- ☐ 3. Remove selected content and store it on the clipboard.
- ☐ 4. Place clipboard content at the cursor.
- ☐ 5. Reverse the most recent action.
- ☐ 6. Find and correct spelling errors.
- ☐ 7. Place text equally between the left and right margins.
- ☐ 8. Turn a list into clear separate points.

Explain choice 1: _____

Explain choice 2: _____

Name: _____ **ANSWERS**

FEATURE FINDER 1 – MATCH TOOLS TO JOBS

Write the matching tool letter beside each job. Then explain two choices.

A. Save 	B. Copy 	C. Cut 	D. Paste 
E. Undo 	F. Spell Check 	G. Centre Align 	H. Bullet Points 

- A** 1. Protect your latest changes.
- B** 2. Make a second version of selected content without removing the original.
- C** 3. Remove selected content and store it on the clipboard.
- D** 4. Place clipboard content at the cursor.
- E** 5. Reverse the most recent action.
- F** 6. Find and correct spelling errors.
- G** 7. Place text equally between the left and right margins.
- H** 8. Turn a list into clear separate points.

Explain choice 1: _____

— **Save protects the newest changes in the file.** _____

Explain choice 2: _____

— **Paste places clipboard content at the cursor.** _____

Name: _____

FEATURE FINDER 2 — CHOOSE THE BEST TOOL

Write the best tool or tools for each situation. Explain why your choice works.

Save • Undo • Copy • Cut • Paste • Bullet Points • Centre Align • Bold • Spell Check



1. You want to protect your changes before closing the document.

Tool(s): _____

Why: _____



2. You accidentally deleted a heading.

Tool(s): _____

Why: _____



3. You need the same school name in two different places.

Tool(s): _____

Why: _____



4. You need to move a paragraph to a better position.

Tool(s): _____

Why: _____



5. You want an equipment list to be easier to scan.

Tool(s): _____

Why: _____



6. You want a title centred between the page margins.

Tool(s): _____

Why: _____



7. You want a heading to stand out from the body text.

Tool(s): _____

Why: _____



8. You want the program to flag likely misspellings.

Tool(s): _____

Why: _____

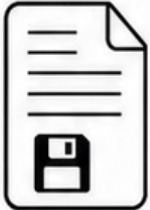
Name: _____

ANSWERS

FEATURE FINDER 2 — CHOOSE THE BEST TOOL

Write the best tool or tools for each situation. Explain why your choice works.

Save • Undo • Copy • Cut • Paste • Bullet Points • Centre Align • Bold • Spell Check



1. You want to protect your changes before closing the document.

Tool(s): Save

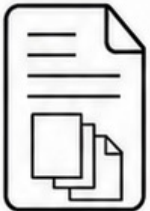
Why: It keeps the latest changes in the file.



2. You accidentally deleted a heading.

Tool(s): Undo

Why: It reverses the accidental deletion.



3. You need the same school name in two different places.

Tool(s): Copy + Paste

Why: Copy leaves the original; Paste places a duplicate.



4. You need to move a paragraph to a better position.

Tool(s): Cut + Paste

Why: Cut removes the paragraph; Paste moves it.



5. You want an equipment list to be easier to scan.

Tool(s): Bullet Points

Why: They separate items so the list is easy to scan.



6. You want a title centred between the page margins.

Tool(s): Centre Align

Why: It places the title between the left and right margins.



7. You want a heading to stand out from the body text.

Tool(s): Bold

Why: It makes the heading stand out.



8. You want the program to flag likely misspellings.

Tool(s): Spell Check

Why: It flags words that may be misspelled.

Name: _____

SHORTCUT LOGIC – COMPLETE AND APPLY

PART A – Complete each missing key.

FUNCTION	MAC	WINDOWS
1. Save	⌘ +	Ctrl + S
2. Copy	⌘ + C	Ctrl +
3. Cut	⌘ +	Ctrl + X
4. Paste	⌘ + V	Ctrl +
5. Undo	⌘ +	Ctrl +
6. Bold	⌘ + B	Ctrl +
7. Select All	⌘ +	Ctrl + A
8. Print	⌘ + P	Ctrl +

PART B – Write the function and both shortcuts.

1. Protect your latest work.

Function(s): _____

Mac: _____

Windows: _____

2. Perform a formatting mistake.

Function(s): _____

Mac: _____

Windows: _____

3. Move selected text to a new position.

Function(s): _____

Mac: _____

Windows: _____

4. Duplicate selected text in a new position.

Function(s): _____

Mac: _____

Windows: _____

Some actions need two functions in sequence.

Name: ANSWERS

SHORTCUT LOGIC – COMPLETE AND APPLY

PART A — Complete each missing key.

FUNCTION	MAC	WINDOWS
1. Save	⌘ + S	Ctrl + S
2. Copy	⌘ + C	Ctrl + C
3. Cut	⌘ + X	Ctrl + X
4. Paste	⌘ + V	Ctrl + V
5. Undo	⌘ + Z	Ctrl + Z
6. Bold	⌘ + B	Ctrl + B
7. Select All	⌘ + A	Ctrl + A
8. Print	⌘ + P	Ctrl + P

PART B — Write the function and both shortcuts.

1. Protect your latest work.

Function(s): Save

Mac: ⌘ + S

Windows: Ctrl + S

2. Prevent forming a mistake.

Function(s): Undo

Mac: ⌘ + Z

Windows: Ctrl + Z

3. Move selected text to a new position.

Function(s): Cut, then Paste

Mac: ⌘ + X, then ⌘ + V

Windows: Ctrl + X, then Ctrl + V

4. Duplicate selected text in a new position.

Function(s): Copy, then Paste

Mac: ⌘ + C, then ⌘ + V

Windows: Ctrl + C, then Ctrl + V

Some actions need two functions in sequence.

Name: _____

WORD PROCESSOR GLOSSARY 1 — FILE AND EDITING TERMS

Write the matching term letter beside each definition. Then use one term in a sentence.

A. Document



B. Cursor



C. Save



D. File Name



E. Folder



F. Select



G. Clipboard



H. Undo



- ☐ 1. Temporary storage for copied or cut content.
- ☐ 2. A blinking marker showing where the typing will appear.
- ☐ 3. A location used to organize files.
- ☐ 4. Reverse the most recent action.
- ☐ 5. Word used to identify a file.
- ☐ 6. A digital file containing text and other elements.
- ☐ 7. Store the current changes in a file.
- ☐ 8. Highlight text or an object before changing it.

Use one glossary term in a clear sentence:

ANSWERS

WORD PROCESSOR GLOSSARY 1 — FILE AND EDITING TERMS

Write the matching term letter beside each definition. Then use one term in a sentence.

A. Document



B. Cursor



C. Save



D. File Name



E. Folder



F. Select



G. Clipboard



H. Undo



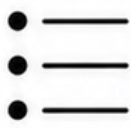
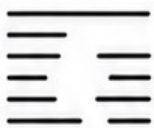
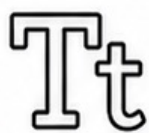
- G** 1. Temporary storage for copied or cut content.
- B** 2. A blinking marker showing where typing will appear.
- E** 3. A location used to organize files.
- H** 4. Reverse the most recent action.
- D** 5. Word used to identify a file.
- A** 6. A digital file containing text and other elements.
- C** 7. Store the current changes in a file.
- F** 8. Highlight text or an object before changing it.

Use one glossary term in a clear sentence:

I used Undo to reverse my most recent action.

Name: _____

WORD PROCESSOR GLOSSARY 2 – FORMATTING AND PUBLISHING



Write the matching term letter beside each definition. Then explain how two terms help an audience.

A. Font

B. Alignment

C. Bullet Points

D. Page Orientation

E. Hyperlink

F. Caption

G. Spell Check

H. Publish

☐ 1. Clickable text or an object that opens another document.

☐ 2. The design style of letters and numbers.

☐ 3. Complete and share finished work.

☐ 4. The position of text between the page margins.

☐ 5. Short text that explains an image.

☐ 6. The direction of a page: portrait or landscape.

☐ 7. Symbols that organise a list.

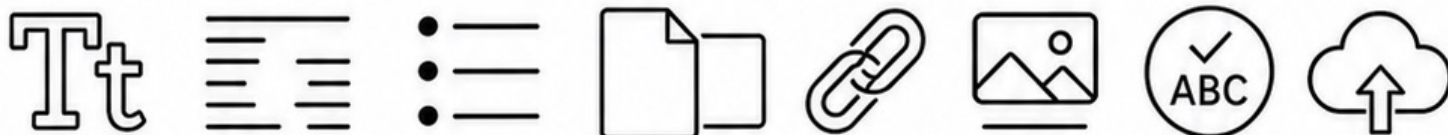
☐ 8. A tool that flags possible misspellings.

Term 1 — How it helps:

Term 2 — How it helps:

ANSWERS

WORD PROCESSOR GLOSSARY 2 – FORMATTING AND PUBLISHING



Write the matching term letter beside each definition. Then explain how two terms help an audience.

A. Font

B. Alignment

C. Bullet Points

D. Page Orientation

E. Hyperlink

F. Caption

G. Spell Check

H. Publish

E 1. Clickable text or an object that opens another document.

A 2. The design style of letters and numbers.

H 3. Complete and share finished work.

B 4. The position of text between the page margins.

F 5. Short text that explains an image.

D 6. The direction of a page: portrait or landscape.

C 7. Symbols that organise a list.

G 8. A tool that flags possible misspellings.

Term 1 — How it helps:

A caption helps readers understand an image.

Term 2 — How it helps:

Bullet points make a list easier to scan.

FORMATTING FOR PURPOSE 1 – READABILITY CHOICES

Name: _____

Circle the best choice for each text. Then explain how it helps the reader.



1. SCHOOL NOTICE

A. Tiny decorative heading;
one long centred paragraph;
no key details highlighted.

B. Large bold heading;
short left-aligned sentences;
date, time and place in
bullet points.

- Date: 12 June
- Time: 2:30 pm
- Place: School Hall

Best choice: A / B Why? _____



2. STORY

A. Readable story font;
left-aligned paragraphs;
a larger title; paragraph
breaks when the scene
changes.

B. Every sentence in a
different font;
all in CAPITALS;
no paragraph breaks.

Best choice: A / B Why? _____



3. INFORMATION REPORT

A. Clear heading and
subheadings;
labelled image;
facts grouped into
short paragraphs.

B. A huge picture with
no caption;
facts scattered around
the page; body text in
a very small font.

Best choice: A / B Why? _____

4. PURPOSE CHECK

Choose one feature from above. Explain how it should change for a different audience.

Circle the best choice for each text. Then explain how it helps the reader.



1. SCHOOL NOTICE

A. Tiny decorative heading;
one long centred paragraph;
no key details highlighted.

B. Large bold heading;
short left-aligned sentences;
date, time and place in
bullet points.

- Date: 12 June
- Time: 2:30 pm
- Place: School Hall

Best choice: A / B Why?

The heading stands out and the bullet points make key details easy to find.



2. STORY

A. Readable story font;
left-aligned paragraphs;
a larger title; paragraph
breaks on the same
lines.

B. Every sentence in a
different font;
all in CAPITALS;
no paragraph breaks.

Best choice: A / B Why?

Readable font and paragraph breaks help the story flow.



3. INFORMATION REPORT

A. Clear heading and
subheadings;
labelled image;
facts grouped into
short paragraphs.

B. A huge picture with
no caption;
facts scattered around
the page; body text in
a very small font.

Best choice: A / B Why?

Headings group the facts, and the labelled image adds useful information.

4. PURPOSE CHECK

Choose one feature from above. Explain how it should change for a different audience.

For younger readers, I would use a larger body font and shorter paragraphs.

FORMATTING FOR PURPOSE 2 — BUILD A CLEAR PAGE

Use the source notes to plan a clear one-page notice.

SOURCE NOTES

Community Garden Open Day

Saturday 14 September, 10 am–1 pm

Riverside Community Garden, 8 Banksia Street

Plant seedlings, meet a gardener and take home herb seeds.

Bring a hat and water bottle. Entry is free.

1. BUILD THE HIERARCHY

Largest text — heading:

Medium text — subheading:

Smaller text — body details:

2. ORGANISE THE DETAILS

Which details would you use as bullet points?

List:

- ---
- ---

3. MAKE DESIGN CHOICES

Alignment for the heading: _____

One important detail to bold: _____

One useful image: _____

A short caption for the image: _____

4. QUICK LAYOUT SKETCH

heading

subheading

image + caption

key details

☐ Clear order

☐ Easy to scan

☐ Readable fonts

☐ Useful visual

Formatting choices should guide the reader.

FORMATTING FOR PURPOSE 2 — BUILD A CLEAR PAGE

Use the source notes to plan a clear one-page notice.

SOURCE NOTES

Community Garden Open Day

Saturday 14 September, 10 am–1 pm

Riverside Community Garden, 8 Banksia Street

Plant seedlings, meet a gardener and take home herb seeds.

Bring a hat and water bottle. Entry is free.

1. BUILD THE HIERARCHY

Largest text — heading:

Community Garden Open Day

Medium text — subheading:

Free family event at Riverside Community Garden

Smaller text — body details:

Saturday 14 September, 10 am–1 pm • 8 Banksia Street

2. ORGANISE THE DETAILS

Which details would you use as bullet points?
List

Plant seedlings

- **Meet a gardener**
- **Take home herb seeds**

3. MAKE DESIGN CHOICES

Alignment for the heading: **Centred**

One important detail to bold: **Entry is free**

One useful image: **Seedlings in a garden bed**

A short caption for the image: **Plant and grow at our open day.**

4. QUICK LAYOUT SKETCH

Community Garden Open Day

heading

Free family event at Riverside Community Garden

subheading



seedlings

image + caption

- **Saturday 14 September, 10 am–1 pm**
- **8 Banksia Street**
- **Entry is free**

key details

☒ Clear order

☒ Easy to scan

☒ Readable fonts

☒ Useful visual

Formatting choices should guide the reader.

EDIT AND IMPROVE 1 – REPAIR THE DRAFT

Name: _____

Read the draft. Fix its order, repeated word, capitals, punctuation and unclear ideas.

DRAFT: OUR GARDEN VISIT

1. last saturday our class visited the riverside community garden
2. First, we watered the empty garden beds.
3. Next, we filled the beds with soil.
4. Then, we planted planted herb seedlings.
5. The gardener showed us how to care for them.
6. It was good.

A. PROOFREAD

- a) Write the three words that need capital letters: _____
- b) Add the missing punctuation mark to line 1: _____
- c) Cross out the repeated word in line 4: _____

B. REPAIR THE ORDER

Lines 2 and 3 are in the wrong order. Write the correct two sentences.

C. MAKE THE MEANING CLEAR

Revise line 5 so the reader knows what 'them' means.

Replace 'good' in line 6 with a precise sentence that tells how the class felt and why.

D. EDITOR'S CHECK

- ☐ Capitals ☐ Punctuation ☐ Order ☐ No repetition ☐ Clear meaning

Strong editors check both accuracy and meaning.

Read the draft. Fix its order, repeated word, capitals, punctuation and unclear ideas.

DRAFT: OUR GARDEN VISIT

1. last saturday our class visited the riverside community garden.
2. First, we watered the empty garden beds.
3. Next, we filled the beds with soil.
4. Then, we planted ~~planted~~ herb seedlings.
5. The gardener showed us how to care for them.
6. It was good.

A. PROOFREAD

- a) Write the three words that need capital letters: Last Saturday, Riverside
- b) Add the missing punctuation mark to line 1: full stop
- c) Cross out the repeated word in line 4.

B. REPAIR THE ORDER

Lines 2 and 3 are in the wrong order. Write the corrected two sentences.

First, we filled the beds with soil.

Next, we watered the garden beds.

C. MAKE THE MEANING CLEAR

Reword line 5 so the reader knows what 'them' means.

The gardener showed us how to care for the herb seedlings.

Replace 'good' in line 6 with a precise sentence that tells how the class felt and why.

The class felt proud because we helped the garden grow.

D. EDITOR'S CHECK

- ☒ Capitals
 ☒ Punctuation
 ☒ Order
 ☒ No repetition
 ☒ Clear meaning

Strong editors check both accuracy and meaning.

EDIT AND IMPROVE 2 — CLIPBOARD DECISIONS

Name: _____

Choose the best command or command sequence. Explain one choice.

TOOL BANK



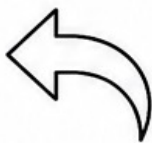
CUT — removes
and stores



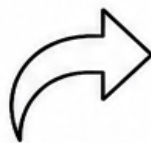
COPY — duplicates
and stores



PASTE — places
stored content



UNDO — reverses
the last action



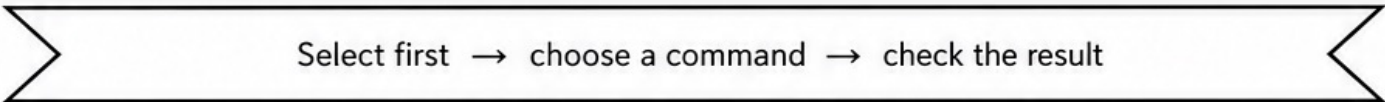
REDO — repeats
an undone action

1.	You want the same title on page 2 and page 3. Best command(s): _____
2.	A paragraph belongs under a different subheading, and it should not stay in its old place. Best command(s): _____
3.	You accidentally delete a sentence you still need. Best command(s): _____
4.	You undo a bold heading, then decide the bold heading was better. Best command(s): _____
5.	A photo is already copied. You need to place it below the text. Best command(s): _____
6.	A fact is in the wrong section. Move it without creating a second copy. Best command(s): _____

EXPLAIN YOUR THINKING

Choose one scenario. Explain why your command is safer or more efficient than retyping.

CLIPBOARD RULE



☐ I kept needed content

☐ I avoided duplicates

☐ I checked my result

EDIT AND IMPROVE 2 — CLIPBOARD DECISIONS

ANSWERS

Choose the best command or command sequence. Explain one choice.

TOOL BANK



CUT — removes
and stores



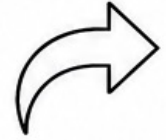
COPY — duplicates
and stores



PASTE — places
stored content



UNDO — reverses
the last action



REDO — repeats
an undone action

1. You want the same title on page 2 and page 3.

Best command(s): Copy, then Paste

2. A paragraph belongs under a different subheading, and it should not stay in its old place.

Best command(s): Cut, then Paste

3. You accidentally delete a sentence you still need.

Best command(s): Undo

4. You undo a bold heading, then decide the bold heading was better.

Best command(s): Redo

5. A photo is already copied. You need to place it below the text.

Best command(s): Paste

6. A fact is in the wrong section. Move it without creating a second copy.

Best command(s): Cut, then Paste

EXPLAIN YOUR THINKING

Choose one scenario. Explain why your command is safer or more efficient than retyping.

Scenario 2: Cut removes the selected paragraph from its old place. Paste moves the same text to the correct section, so no second copy or retyping error is created.

CLIPBOARD RULE

Select first → choose a command → check the result

☒ I kept needed content

☒ I avoided duplicates

☒ I checked my result

MULTIMODAL PUBLISHING PLAN 1 — PURPOSE, AUDIENCE AND IDEAS

Plan a one-page text for your school community before opening a word processor. Name: _____

1 CHOOSE YOUR PURPOSE

- ☐ Imaginative — entertain
- ☐ Informative — explain
- ☐ Persuasive — convince

My topic: _____

2 KNOW YOUR AUDIENCE

Who will read it? _____

What do they already know? _____

What should they think, feel or do after reading? _____

3 STATE YOUR MAIN MESSAGE

Write the one sentence you most want your audience to remember.

4 CHOOSE YOUR KEY IDEAS

① Key idea 1

② Key idea 2

③ Key idea 3

Useful linking words: because • also • however • for example • therefore

5 PLAN A VISUAL FEATURE

Visual type: image / diagram / icon / other _____

What will it show? _____

How will it help the reader? _____

Draft caption: _____

A useful visual adds meaning. It does not just decorate the page.

MULTIMODAL PUBLISHING PLAN 2 — LAYOUT AND EDITING PLAN

Name: _____

Plan how your page will look, then prepare to create, edit and publish.

1. SET UP THE FILE

File name: _____

Folder: _____

Page orientation: ☐ portrait ☐ landscape

Save shortcut: Mac _____ Windows _____

2. PLAN THE VISUAL HIERARCHY

Largest text will be: _____

A subheading will help by: _____

Body text alignment: left / centre / right

Information to show as bullet points:

- _____
- _____
- _____

3. MAP THE PAGE

heading

subheading

body text

source or link

_____ where each part will go. Show clear reading order.

4. EDIT IN THREE PHASES

☐ **MEANING** — _____ are linked, wording suits purpose and audience

☐ **MECHANICS** — capital, punctuation, tense and spelling are correct

☐ **DESIGN** — elements are readable; spacing and visual features help meaning

One change I expect to make after feedback:

5. PUBLISH SAFELY

☐ Check image source or permission

☐ Test any hyperlink

☐ Save the final version

☐ Open the final file and recheck it

Final format: _____

Create → Edit → Check → Publish

Name: _____

WONDERFUL WORD PROCESSOR WORD SEARCH

Find and circle the 12 word-processing words. Words run across from left to right.

C	U	R	S	O	R	A	B	C	D	E	F	G	H	I
J	K	D	O	C	U	M	E	N	T	L	M	N	O	P
Q	R	S	A	V	E	T	U	V	N	W	X	Y	Z	A
B	C	C	O	P	Y	D	E	F	G	H	I	J	K	L
M	N	P	A	S	T	E	O	P	Q	R	S	T	U	V
W	X	U	N	D	O	Y	Z	A	B	C	D	E	F	G
H	I	F	O	N	T	J	K	L	M	N	O	P	Q	R
T	H	E	A	D	I	N	G	U	V	W	X	Y	Z	A
B	C	I	M	A	G	E	D	F	G	H	I	J	K	L
L	M	L	I	N	K	N	O	P	Q	R	S	T	U	V
W	X	E	D	I	T	Z	A	B	C	D	E	F	G	H
H	I	P	U	B	L	I	S	J	K	L	M	N	O	P
P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C	D
E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
T	U	V	W	X	Y	Z	A	B	C	D	E	F	G	H

WORD BANK

CURSOR
DOCUMENT
SAVE
COPY

PASTE
UNDO
FONT
HEADING

IMAGE
LINK
EDIT
PUBLISH

BONUS: Choose two words and explain what each one means.

1. _____

2. _____

Check each word in the bank when you find it.

WONDERFUL WORD PROCESSOR WORD SEARCH

Find and circle the 12 word-processing words. Words run across from left to right.

C	U	R	S	O	R	A	B	C	D	E	F	G	H	I
J	K	D	O	C	U	M	E	N	T	L	M	N	O	P
Q	R	S	A	V	E	T	U	V	N	W	X	Y	Z	A
B	C	C	O	P	Y	D	E	F	G	H	I	J	K	L
M	N	P	A	S	T	E	O	P	Q	R	S	T	U	V
W	X	U	N	D	O	Y	Z	A	B	C	D	E	F	G
H	I	F	O	N	T	J	K	L	M	N	O	P	Q	R
T	H	E	A	D	I	N	G	U	V	W	X	Y	Z	A
B	C	I	M	A	G	E	D	F	G	H	I	J	K	L
L	M	L	I	N	K	N	O	P	Q	R	S	T	U	V
W	X	E	D	I	T	Z	A	B	C	D	E	F	G	H
H	I	P	U	B	L	I	S	H	J	K	L	M	N	O
P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C	D
E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
T	U	V	W	X	Y	Z	A	B	C	D	E	F	G	H

WORD BANK

✓ CURSOR
✓ DOCUMENT
✓ SAVE
✓ COPY

✓ PASTE
✓ UNDO
✓ FONT
✓ HEADING

✓ IMAGE
✓ LINK
✓ EDIT
✓ PUBLISH

BONUS: Choose two words and explain what each one means.

1. **CURSOR** — a marker showing where typing will appear. _____

2. **PUBLISH** — to complete and share finished work. _____

Check each word in the bank when you find it.

READY TO PUBLISH — STUDENT CHECKLIST

Name: _____

Title of my text: _____

Complete each check before you share or submit your work.

1. MEANING AND STRUCTURE

- ☐ My purpose is clear.
- ☐ My ideas suit my audience.
- ☐ Related ideas are grouped together.
- ☐ Linking words connect my ideas.
- ☐ My ending gives the reader a clear final message.

2. EDITING AND ACCURACY

- ☐ Sentences begin with capital letters.
- ☐ Punctuation helps the reader.
- ☐ Verb tense stays consistent.
- ☐ Multisyllabic words are spelled correctly.
- ☐ Spell check suggestions were reviewed, not accepted blindly.

3. READABLE DESIGN

- ☐ The heading is easy to find.
- ☐ Fonts are readable and used consistently.
- ☐ Alignment and spacing guide the reading of the text.
- ☐ Bullet points are used only where they help.
- ☐ The page is not crowded.

4. VISUALS, LINKS AND SOURCES

- ☐ Each visual adds useful meaning.
- ☐ Every image has a helpful caption if needed.
- ☐ Image permission or source is recorded.
- ☐ Any hyperlink opens the correct place.

5. FILE AND FINAL CHECK

- ☐ The file name is specific and sensible.
- ☐ The latest version is saved in the correct folder.
- ☐ I opened the final file and checked every part.
- ☐ I used Undo or Redo carefully when editing.
- ☐ I am ready to publish or submit.

One final change I made:

Plan → Create → Edit → Check → Publish

ASSESSMENT — PUBLISH A COMMUNITY NOTICE

PAGE 1 — BRIEF AND SUCCESS CRITERIA

Name: _____

Date: _____

Class: _____

YOUR CHALLENGE

The school library team needs a one-page multimodal notice for a community book swap. Use a word processor to plan, create, edit and publish a notice that gives families accurate information and encourages them to take part.

AUDIENCE AND PURPOSE

Audience:	students, parents, carers and other school community members
Purpose:	inform the audience and persuade families to participate

FINAL PRODUCT

One clear, polished page with written information, a useful visual feature, a caption and a sensible file name. Submit it in the folder chosen by your teacher.

SUCCESS CRITERIA

- ☐ A clear title and an inviting opening message
- ☐ Every essential fact from the source notes
- ☐ Related ideas grouped in a logical order
- ☐ Linked ideas are accurately, varied sentences
- ☐ Vocabulary that suits families in the school setting
- ☐ A relevant visual feature with a helpful caption
- ☐ Readable fonts, spacing, alignment and visual hierarchy
- ☐ Correct capital, punctuation, tense and spelling
- ☐ Image permission or source checked where needed
- ☐ Final file saved, opened and rechecked

WORKFLOW



ASSESSMENT CONDITIONS

- Use the supplied source notes and planning page.
- Complete the final notice independently unless your teacher approves support.
- Keep your working file so your editing decisions can be reviewed.

☐ I understand the task and am ready to begin.

ASSESSMENT — PUBLISH A COMMUNITY NOTICE

PAGE 2 — SOURCE NOTES AND DRAFT REQUIREMENTS

Name: _____

Date: _____

Transform these notes into a clear notice. Do not simply copy the list.

COMMUNITY BOOK SWAP — SOURCE NOTES

Event:	Riverside Primary Community Book Swap
Date:	Wednesday 23 October
Time:	3:30 pm–5:00 pm
Place:	School library courtyard
Bring:	Up to five children's books in good condition
Swap:	Each accepted book earns one token
Choose:	Use one token to choose one book
Donate:	Families may donate books without swapping
Extra books:	Donated to classroom libraries
Welcome desk:	Books are checked before tokens are given
Families:	Everyone is welcome; younger children attend with an adult
Questions:	Contact the library teacher through the school office

DRAFT REQUIREMENTS

1. Write an inviting opening sentence.
2. Include the date, time and place so readers can find them quickly.
3. Explain how bringing, swapping, earning and using tokens work.
4. Group related details instead of repeating the source-note order.
5. Use at least one complex sentence and two useful linking words.
6. Add a relevant visual and a caption that adds information.
7. Finish with a clear action for the reader.

VISUAL AND SOURCE NOTE

You may create your own simple book illustration or use a teacher-approved image.
Record permission or the source if the image is not your own.

VOCABULARY OPTIONS

community

participate

donate

accepted

exchange

collection

welcome

condition

My strongest opening sentence:

Accurate details build trust with the audience.

ASSESSMENT — PUBLISH A COMMUNITY NOTICE

PAGE 3 — PLANNING AND SELF-CHECK

Name: _____

Date: _____

1. PURPOSE AND MESSAGE

The main action I want families to take:

My inviting opening message:

2. GROUP THE INFORMATION

WHEN AND WHERE

HOW THE SWAP WORKS

WHO CAN JOIN

FINAL ACTION

3. LAYOUT SKETCH

Show the reading order and where each feature will go

heading

opening

key details

visual + caption

final action

4. LANGUAGE PLAN

Two linking words I will use: _____ and _____

A precise verb: _____

A synonym that improves repetition: _____

My planned complex sentence:

5. FINAL SELF-CHECK

- ☐ All source facts are accurate
- ☐ Purpose and audience are clear
- ☐ Ideas are linked and ordered
- ☐ Spelling and punctuation are checked
- ☐ Fonts and spacing are readable
- ☐ Visual and caption add meaning
- ☐ File name and folder are correct
- ☐ Final file opens correctly

The best choice I made: _____

One change I made after checking or feedback: _____

☐ This is my final checked work.

WORKING WITH WORD PROCESSORS — ASSESSMENT RUBRIC

Student: _____ Date: _____ Teacher: _____

Task: Publish a Community Notice

CRITERIA	BEGINNING — 1	DEVELOPING — 2	ACHIEVING — 3	CONFIDENT — 4	EXCEEDING — 5	
PLANNING AND CONTENT	Includes few required facts; purpose or audience is unclear.	Includes some facts; ideas have some order.	Includes all essential facts; purpose, audience and order are clear.	Selects and links facts well; sentences and vocabulary are varied.	Creates a precise, engaging and highly coherent message for the audience.	☐ /5
EDITING AND ACCURACY	Frequent errors make meaning difficult to follow.	Some capitals, punctuation, tense and spelling are correct.	Capitals, punctuation, tense and spelling are mostly accurate.	Careful editing improves accuracy, sentence control and word choice.	The text is polished, precise and consistently accurate.	☐ /5
FORMATTING AND READABILITY	Layout is crowded or inconsistent; reading order is unclear.	Some formatting is readable; hierarchy is limited.	Fonts, spacing, alignment and headings create a readable document.	Visual hierarchy and formatting choices strongly support meaning.	Formatting is exceptionally controlled, balanced and audience-aware.	☐ /5
VISUAL FEATURE AND SOURCE USE	Visual is missing or unrelated; source is not checked.	Visual is relevant; caption or source record is incomplete.	Visual and caption meaning; purpose or source checked.	Visual is integrated purposefully and source details are complete.	Visual design deepens understanding and is fully, accurately credited.	☐ /5
FILE AND PUBLISHING SKILLS	File name or location is unclear; final work is not rechecked.	File is saved with support; final checks are limited.	File is named, opened and rechecked correctly.	Editing commands, links and final checks are used appropriately.	File management, editing and publishing are independent and assured.	☐ /5

TOTAL: _____ / 25

Strength: _____

Next step: _____

Overall judgement is based on the complete final product and the student's editing process.

Working with Word Processors



Learning Goals

Explain how word processing supports writing.
Use file, editing and formatting tools accurately.
Plan, create, edit, check and publish for an audience.



What Is a Word Processor?

A word processor is a digital tool for creating and changing text. It can combine words, images, captions and links. Examples include Microsoft Word and Google Docs.

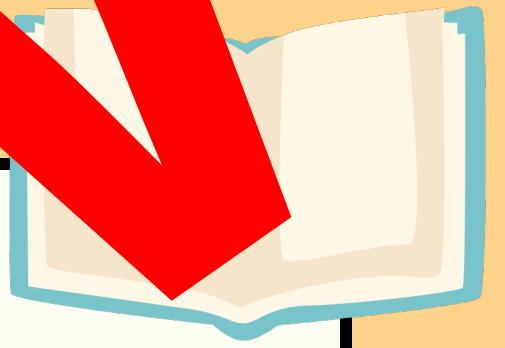


Choose the Right Tool

Use a word processor for reports, stories, notices and letters.

Use presentation software when ideas belong on slides.

Use a spreadsheet when numbers and formulas are the main focus.



The Publishing Cycle

PLAN purpose and audience • CREATING a draft
EDIT meaning and words • CHECK accuracy and layout
PUBLISHING saving, exporting or submitting



Meet the Workspace

Toolbar or ribbon commands
Cursor. More types appear
Document structure pane
Status bar page and other information



File Actions

New creates a blank file. Open finds an existing file.
Save keeps changes. Save As makes a named copy.
Print Export creates a printable final version.



Useful File Names and Folders

A useful name tells about the file and what version it is.

Example: Book_Swap_Notice_Final

Store related files in one clearly named folder.



Shortcuts Save Time

Mac uses Command (⌘). Windows uses Control (Ctrl).

Save S • Copy C • Cut X • Paste V • Undo Z

Select All A • Print P



Copy, Cut and Paste

Copy duplicates selected content but removes and stores it.

Paste moves stored content at the cursor.

Select first, use the command, then check the result.

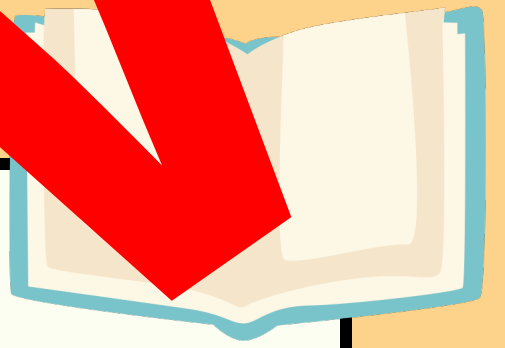


Undo and Redo

Undo reverses the most recent action.
Redo repeats an action you just undid.
Use them one step at a time to check your page.



Formatting for Meaning



Make headings larger than body text.
Use one or two readable fonts consistently.
Bold important details; avoid bolding every word.

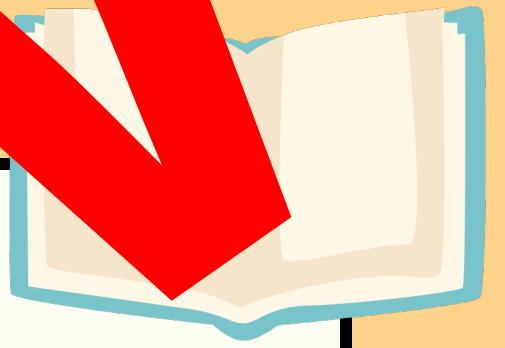


Paragraph Tools

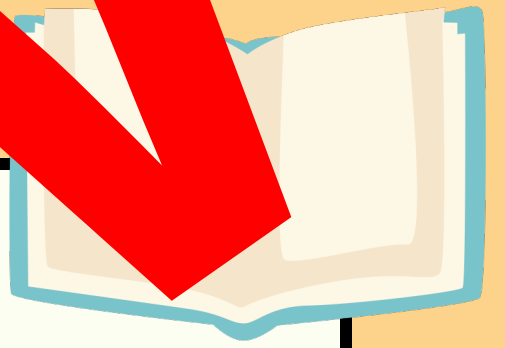
Left alignment is easiest and most common text.

Bullets help readers scan lists.

Paragraphs mark group relationships and add white space.



Spelling, Grammar and Synonyms



Spell check flags possible errors - does not decide for you.
Grammar tool suggests changes - read every suggestion.
Use a thesaurus for a precise synonym - then check its meaning.



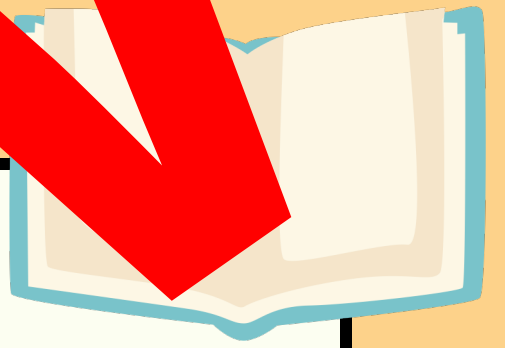
Insert a Useful Image

Choose a visual that conveys information.
Resize it without stretching and place it near related text.
Write a caption explaining what the reader should notice.



Add a Link and Record the Source

A hyperlink connects text or an object to another location.
Use descriptive link words, not only “click here”.
Test the link and record the name of the information source.



Choose Page Orientation

Portrait is taller than it is wide; suits letters and notices.

Landscape is wider than it is tall; suits broad tables or diagrams.

Choose orientation before changing the page.



Purpose and Audience

Audience affects vocabulary, detail, font size, and visual choices.

Purpose may be to entertain, inform or persuade.

Every choice should help the reader understand or act.



Mini Publishing Challenge

Create a one-page notice for your school community.
Include a clear heading, link to facts, a useful visual and caption.
Edit in three passes: meaning, accuracy, then design.





Well Done!



DRIVE

Working with Word Processors Quiz



Question 1

Which tool is best for a one-page community page?

- A. Spreadsheet
- B. Word processor
- C. Music editor
- D. Calculator



Answer 1

B. word processor

It is designed for creating, editing, formatting and publishing text with visual features.



Question 2 – True or False

Paste usually uses Command + V on a Mac or Control + P on Windows.



Answer 2

False.

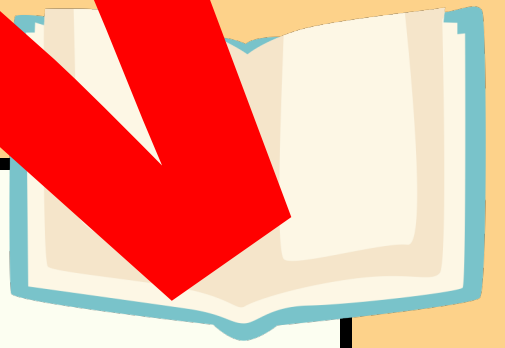
Paste is Command + V or Control + V.

Command + P or Control + P usually Print.



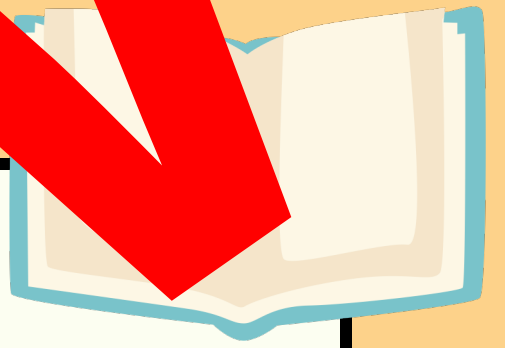
Question 3 – Short Answer

Name two checks you should complete before publishing a document.



Answer ?

Possible answers include checking naming, spelling, punctuation, links, image sources, layout, file name, the actual saved file.



Question 11

How should you move a paragraph without creating a duplicate?

A. Copy, then paste

B. Cut then paste

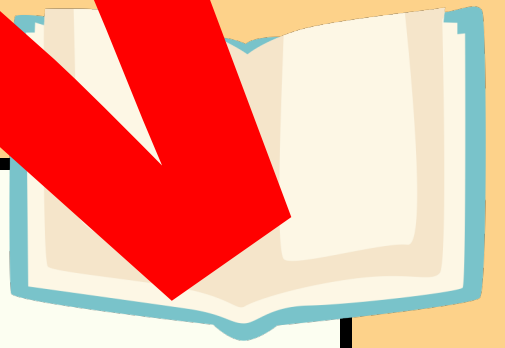
C. Move

D. Save As



Answer II

But then paste
Cut removes and stores the selected paragraph. Paste places it in the new location.



Question 5 – True or False

Every spell-check suggestion is automatically correct.



Answer 5

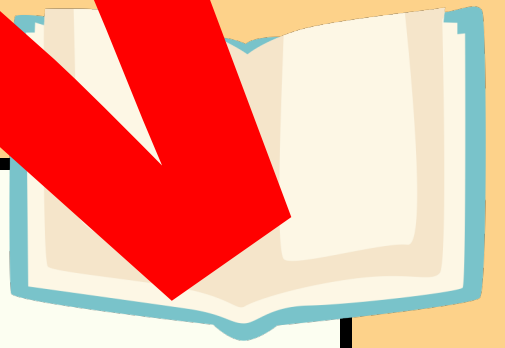
False.

Spell check flags possibilities. The writer must read each suggestion and decide whether it fits the situation.



Question 6 – Short Answer

What is the difference between Copy and Cut?



Answer 6

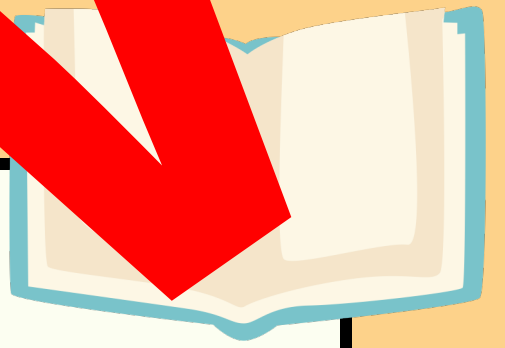
Copy duplicates selected content and keeps the original in place.
Cut removes selected content while storing it for pasting.



Question 7

Which layout is easiest to read?

- A. Tiny decorative font everywhere
- B. One long, unbroken paragraph
- C. Clear heading, left-aligned body and subheadings
- D. Every line in bold



Answer 7

C. Clear heading, left-aligned body and headings
This creates a clear visual hierarchy and a clear reading order.



Question 8 – True or False

A visual feature should add meaning, not only decorate the page.



Answer 8

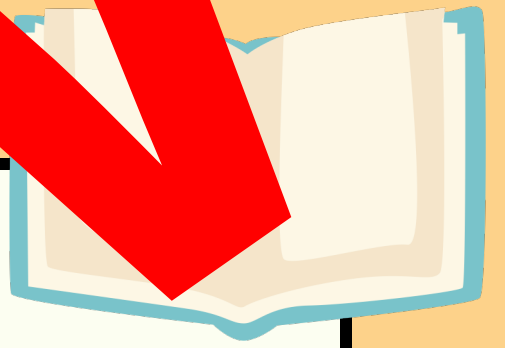
True.

A useful image, diagram or chart helps the audience understand important information.



Question 9 – Short Answer

Give a specific, sensible name for a fictional community book-swap notice.



Answer a

Example: `Swap_Notice_1.1`

A useful file name identifies component and version clearly.



Question 10

Which sequence shows a strong publishing workflow?

- A. Publish → Edit → Create → Check
- B. Create → Check → Plan → Publish → Edit
- C. Plan → Create → Edit → Check → Publish
- D. Edit → Publish → Plan → Check → Create



Answer 10

C. Plan → Create → Edit → Check → Publish

The steps build purposeful, accurate and readable final text.





Well Done!



DRIVE