

Unit 3: Formatting Paragraphs & Editing Text

Powderpuff Football

Changing Paragraph Line Spacing

New Skills

- Changing Paragraph Line Spacing
- Using Show/Hide

Lesson Overview

Fall brings the time-honored tradition of Powderpuff Football to Jackson High School. Each November, the girls from all four classes assemble to see who can look the best while winning the coveted flag football trophy. You are in charge of promoting the Powderpuff Football game this year; however, before you start planning, you have to do a little research about the history of Powderpuff Football.

In this lesson, you will type some background information about Powderpuff Football to help explain the concept to new participants. Once you have completed your research, you will change your paragraph line spacing for easier reading.

Tools & Terms You'll Use

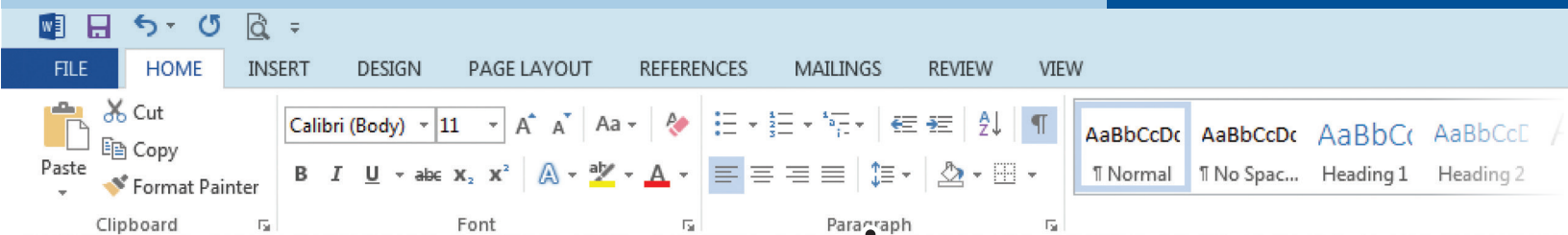
Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Line and Paragraph Spacing:**


Use this icon to choose how much space appears between lines of text or between paragraphs.

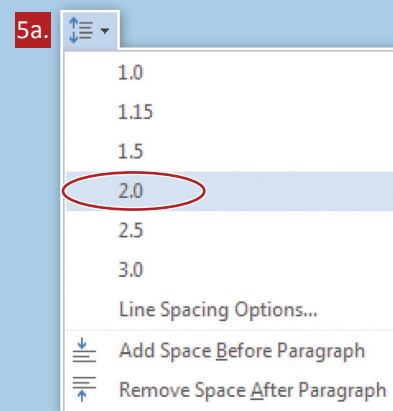
**Show/Hide:**

Use this icon to show/hide paragraph marks and other hidden formatting symbols.



Instructions

1. Using Microsoft Word 2013, create a new Blank document.
2. Save the file as *3.1 Powderpuff Football* in your **My Word Projects** folder.
3. At the top of the document, key the text as shown in *3.1 Source Doc. A*.
Ⓜ *Note: Use the tab key to separate the coaches' names on the last line.*
4. Make the following formatting changes to the title [Powderpuff Football] on the first line:
 - a. Change the font size to 24
 - b. Apply bold
 - c. Apply a pink text effect (of your choice)
5. From the **HOME** tab, **Paragraph** group, do the following:
 - a. Select all of the body text in the document (excluding the title) and change the **Line Spacing** to **2.0**
 - b. Use the tab key to indent each paragraph
 - c. Click the **Show/Hide** button to view the hidden formatting symbols 
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to *3.1 Source Doc. B*.
8. Print a copy if required.



3.1 Source Doc. A

Powderpuff Football

Powderpuff is a reference to the division of a traditionally male sport reserved for females regardless of the age of the participants.

Powderpuff football games are an annual tradition at many high schools and universities in the United States and Canada. The game usually puts girls from the junior class up against girls in the senior class or cross-town school rivals in a flag football or touch football contest. Boys from the classes, usually athletes, will be the cheerleaders. Funds from the ticket and concession sales for the game typically go to charity, the senior class, or toward a school dance.

The term originates from the powderpuff used in cosmetics for powdering. Typical female behavior at the time and in the place the term originated included repeatedly taking out a powderpuff and a small mirror to powder themselves in public. Many schools will create T-shirts that will be worn at different times during the school year. The games usually occur before homecoming.

This year's coaches will be as follows:

Mr. Ahn, Seniors → Mr. Burns, Juniors → Ms. Sanchez, Sophomores → Ms. Baxter, Freshmen

Powderpuff Football

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This year's coaches will be as follows:

Mr. Ahn, Seniors

Mr. Burns, Juniors

Ms. Sanchez, Sophomores

Ms. Baxter, Freshmen

Senior Prom Invitation

Applying Text Alignment

New Skills

- Changing Text Alignment
- Adding Borders
- Using a Hard Return

Lesson Overview

As a member of the Prom Committee, you have worked hard for the last several months planning for the Senior Prom. One of your final tasks is to design the prom invitation. This is an important task as most people will keep this as a souvenir to remember one of the last nights that the entire senior class was together.

In this lesson, you will design a prom invitation. Applying text alignment and borders will give the prom invitation a more professional look.

Tools & Terms You'll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Align Left:**

Use this icon to align your text to the left margin. Commonly used for body text, using left alignment makes the document easier to read.

**Center:**

Use this icon to horizontally center your text on the page. Center aligning text is often used with titles and cover pages.

**Align Right:**

Use this icon to align text to the right margin. Right aligning text is commonly used for page numbers or text in the header or footer of your document.

**Justify:**

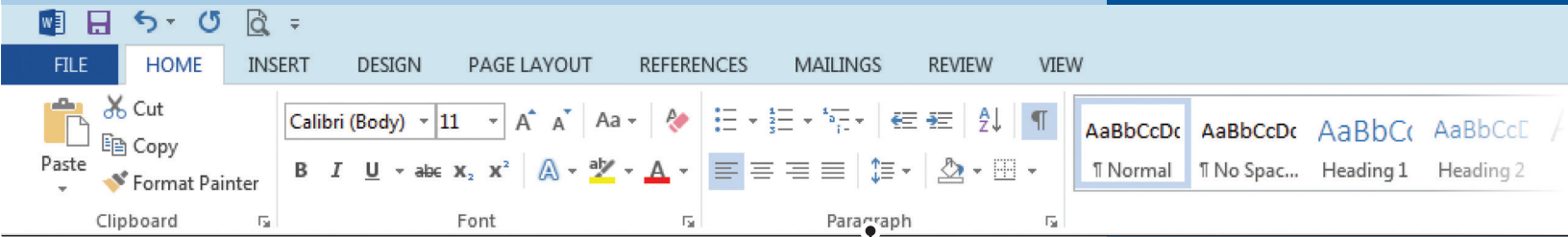
Use this icon to distribute your text evenly between the left and right margin. Justified text gives your document clean, crisp edges so it looks more polished.

**Borders:**

Use this icon to add or remove borders from your selection.

**Hard Return:**

To create a hard return, hold down the Shift key and hit Enter. This will move your cursor to the next line without using the word wrap feature at the end of the line.




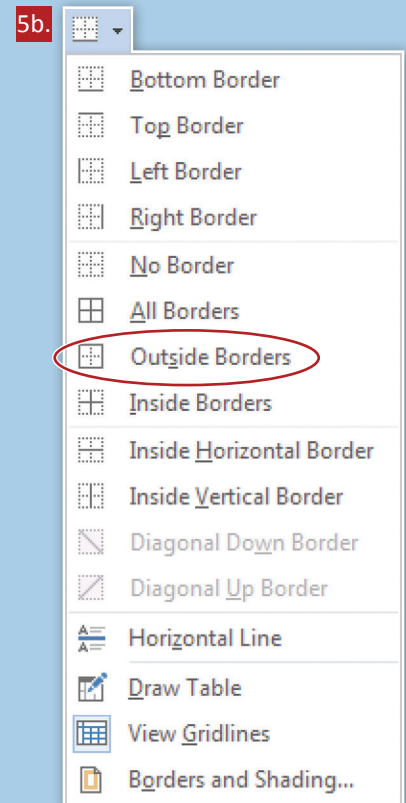
Instructions

- Using Microsoft Word 2013, create a new Blank document.
- Save the file as *3.2 Prom Invitation* in your **My Word Projects** folder.
- At the top of the document, key the text as shown in *3.2 Source Doc. A*.
 ☞ *Note: Enter a **hard return** before typing the first line of text and after typing the last line of text.*

☞ *Hint: Use the Shift and Enter key.*



- Apply the font Lucida Calligraphy and font size 16 to the entire invitation text.
- From the **HOME** tab, **Paragraph** group, do the following:
 - Center align** the entire invitation text 
 - Select the text and click **Outside Borders** from the borders drop-down menu to add an outside border
- Proofread your document for accuracy and format, then resave the file.
- Print preview. Your document should look similar to *3.2 Source Doc. B*.
- Print a copy if required.





3.2 Source Doc. A

The Senior Class of
Jackson High School
Cordially invites you to
“A Night Under the Sea” Senior Prom

Saturday, May 28, 20XX
At seven o’clock in the evening

The Palms Mansion
Newport, Rhode Island

RSVP to Mrs. McCarthy by May 1, 20XX

*The Senior Class of
Jackson High School
cordially invites you to
“A Night Under the Sea” Senior Prom*

*Saturday, May 28, 20xx
At seven o’clock in the evening*

*The Palms Mansion
Newport, Rhode Island*

RSVP to Mrs. McCarthy by May 1, 20xx

Unit 3: Formatting Paragraphs & Editing Text

25 Best iPhone Apps of 2013

Using Indents and Lists

New Skills

- Changing Paragraph Indents
- Changing Spacing Between Paragraphs

Lesson Overview

There are hundreds of thousands of cell phone applications in existence today. Creating a new app can be both easy and lucrative if you have an original idea. Your assignment in class today is to brainstorm ideas for creating an app. App is short for applications.

In this lesson, you will put together a list of the 25 Best iPhone Apps of 2013 to help you come up with an idea for your own app. Hopefully, yours will make the 2014 list. You will learn to use indents and create lists in this assignment.

Tools & Terms You'll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.



Decrease Indent:

Use this icon to move your paragraph closer to the margin.



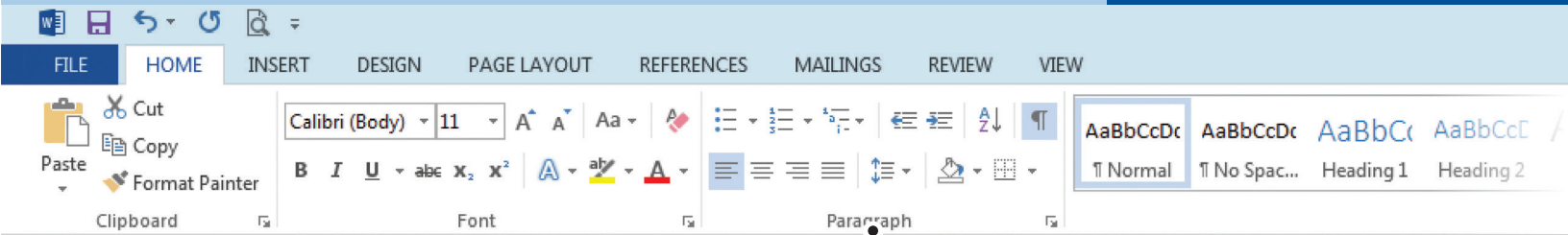
Increase Indent:

Use this icon to move your paragraph farther away from the margin.




Spacing Between Paragraphs:

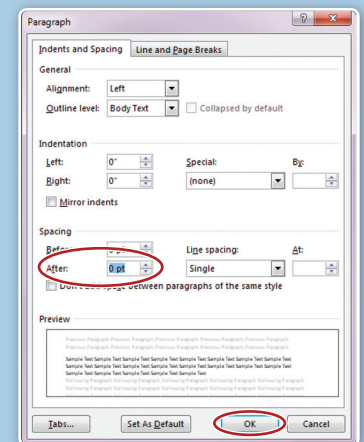
Use this icon to launch the Paragraph group dialog box. This option allows you to choose how much space appears before and after paragraphs.



Instructions

1. Using Microsoft Word 2013, create a new Blank document.
2. Save the file as *3.3 25 Best iPhone Apps of 2013* in your **My Word Projects** folder.
3. At the top of the document, key the text as shown in *3.3 Source Doc. A*.
4. From the **HOME** tab, **Paragraph** group, do the following:
 - a. Select the list and **Increase Indent** by .5 inches (click the Increase Indent icon only one time) 

ⓘ *Note: Do not select the title for this list*
 - b. Select only the list and, using the **Paragraph group dialog box launcher**, apply **0 pt [After]** spacing and click **OK**
5. Make the following formatting changes:
 - a. Change the font of the title to Arial, 16, and bold
 - b. Italicize the text [iPhone] in the title
 - c. Center align the title
 - d. Change the font of the list to Arial, 12
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to *3.3 Source Doc. B*.
8. Print a copy if required.



3.3 Source Doc. A

25 Best iPhone Apps of 2013

Waze

Songza

Mailbox

Zeebox

IFTTT

Great Food Nearby

Lumosity Mobile

Umano

Burner

Bump

LogMeIn

Shopular Coupons

Happier

Google Maps

RunKeeper

Catalog Spree

Redfin Real Estate

Springpad

Yelp

DuckDuckGo

Find My iPhone

Instagram

Team Stream

Kayak

MyPermissions

25 Best *iPhone* Apps of 2013

Waze
Songza
Mailbox
Zeebox
IFTTT
Great Food Nearby
Lumosity Mobile
Umano
Burner
Bump
LogMeIn
Shopular Coupons
Happier
Google Maps
RunKeeper
Catalog Spree
Redfin Real Estate
Springpad
Yelp
DuckDuckGo
Find My iPhone
Instagram
Team Stream
Kayak
MyPermissions

New Skills

- Using Bullets

Letter of Recommendation

Creating a Bulleted List

Lesson Overview

The deadline for college applications is rapidly approaching. Your high school guidance counselor has known you for almost four years now and would be the ideal person to write you a letter of recommendation. As you will be applying to more than one college, the same letter can be used more than once.

In this lesson, you will write a letter to your guidance counselor requesting a letter of recommendation to be sent to five different colleges. In this letter, you will create a bulleted list of colleges you are interested in attending.

Tools & Terms You'll Use

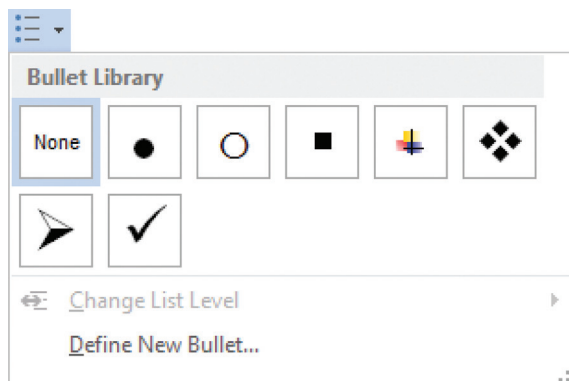
Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

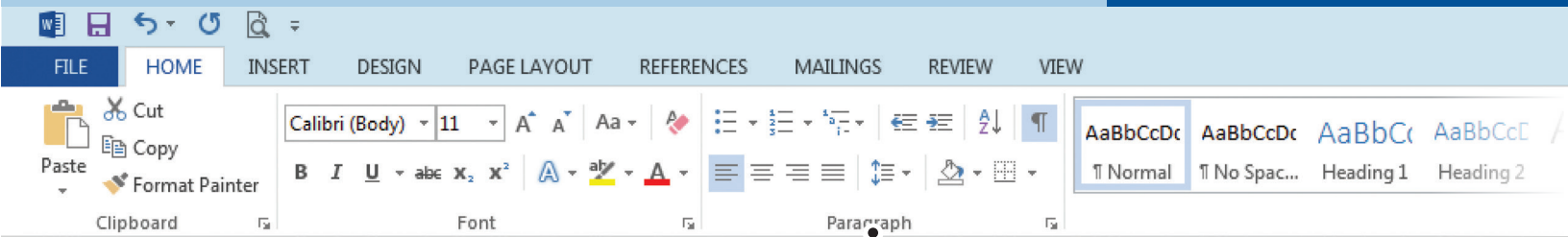


Bullets:


Use this icon to create a bulleted list.

Using the drop-down menu allows for selection of different bullet options from the Bullet Library.





Instructions

1. Using Microsoft Word 2013, create a new Blank document.
2. Save the file as *3.4 Letter of Recommendation* in your **My Word Projects** folder.
3. At the top of the document, key the text as shown in *3.4 Source Doc. A*.
4. From the **HOME** tab, **Paragraph** group, do the following:
 - a. Indent the five colleges
 - b. Select the five colleges and create a **Bulleted List** 
5. Make the following formatting changes:
 - a. Italicize the bulleted list
 - b. Bold [November 15] in the first paragraph of the letter
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to *3.4 Source Doc. B*.
8. Print a copy if required.

3.4 Source Doc. A

100 Post Road
Providence, RI 02903
October 20, 20XX

Mr. James McCarthy
Guidance Department
Jackson High School
125 Main Street
Providence, RI 02903

Dear Mr. McCarthy:

As you know, I am getting ready to send out my applications to the top five colleges I have chosen. My last item to complete is to get a letter of recommendation from my high school guidance counselor. I would appreciate it if you would write a letter on my behalf. The letter would need to be completed by November 15.

In order to help you write the letter, I wanted to provide you with a brief explanation of some of the highlights of my high school career. I have been a member of the following clubs and organizations for all four years: Future Business Leaders of America, Math Club, Ski Club, and Class Treasurer. I was an Honor Roll student and a member of Jackson High School Varsity Soccer and Softball teams all four years as well. I would appreciate a letter of recommendation to be sent to the following schools:

Babson College
Bentley University
Bryant University
University of Connecticut
University of Rhode Island

Please let me know if you need any other information to complete my request. I appreciate all of the time and effort you have spent guiding me through this application process. You will be one of the first to know what school I decide to attend.

Sincerely,

Sarah E. Gendron

100 Post Road
Providence, RI 02903
October 20, 20XX

Mr. James McCarthy
Guidance Department
Jackson High School
125 Main Street
Providence, RI 02903

Dear Mr. McCarthy:

As you know, I am getting ready to send out my applications to the top five colleges I have chosen. My last item to complete is to get a letter of recommendation from my high school guidance counselor. I would appreciate it if you would write a letter on my behalf. The letter would need to be completed by **November 15**.

In order to help you write the letter, I wanted to provide you with a brief explanation of some of the highlights of my high school career. I have been a member of the following clubs and organizations for all four years: Future Business Leaders of America, Math Club, Ski Club, and Class Treasurer. I was an Honor Roll student and a member of Jackson High School Varsity Soccer and Softball teams all four years as well. I would appreciate a letter of recommendation to be sent to the following schools:

- *Babson College*
- *Bentley University*
- *Bryant University*
- *University of Connecticut*
- *University of Rhode Island*

Please let me know if you need any other information to complete my request. I appreciate all of the time and effort you have spent guiding me through this application process. You will be one of the first to know what school I decide to attend.

Sincerely,

Sarah E. Gendron

Unit 3: Formatting Paragraphs & Editing Text

College To Do List

Applying Background Shading

New Skills

- Shading Background of Text

Lesson Overview

Applying to college can be one of the most stressful times in a young person's life. The key to helping reduce the amount of stress is organization. Breaking steps down into numbered list items lets you focus on doing one item at a time, rather than worrying about 10 items at once.

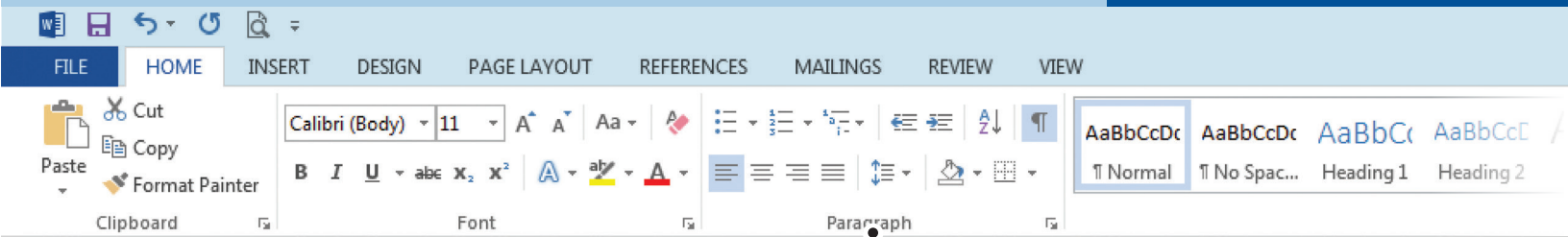
In this lesson, you will create a list of the 10 Things To Do When Applying to College. Adding numbers to this list is the first step to getting organized. Applying background shading to this list is one way to make the list easier to read.

Tools & Terms You'll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

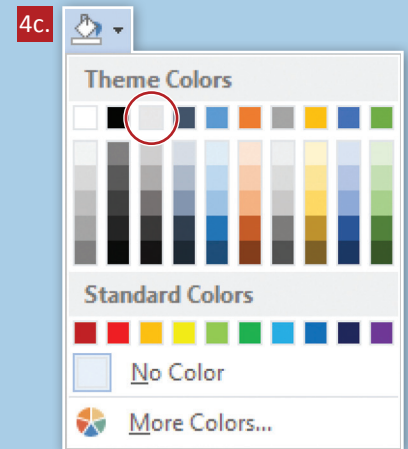
**Shading:**

Use this icon to change the color behind the selected text, paragraph, or table cell.



Instructions

1. Using Microsoft Word 2013, create a new Blank document.
2. Save the file as *3.5 College To Do List 1* in your **My Word Projects** folder.
3. At the top of the document, key the text as shown in *3.5 Source Doc. A*.
- 4.** From the **HOME** tab, **Paragraph** group, do the following:
 - a. Select the first list and create a numbered list
 Ⓢ *Hint: Do not select the title for this list*
 - b. Select the second list and create a numbered list
 Ⓢ *Hint: Do not select the title for this list*
 - c.** Starting with the second item in each list, apply gray **shading** to every other row
5. Make the following formatting changes:
 - a. Center align the text [Preparing for College] and change the font size to 20
 - b. Change the font size of the title of each list to 16
 - c. Put a border underneath the text [Preparing for College]
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to *3.5 Source Doc. B*.
8. Print a copy if required.



3.5 Source Doc. A, page 1

- Preparing For College
- 10 Things To Do When Applying To College
- Visit the campus
- Talk to current students
- Review transcript
- Get letters of recommendation
- Take entrance exams
- Research tuition and fees
- Apply for financial aid
- Complete all questions on applications
- Complete essay
- Prepare for admission interview

3.5 Source Doc. A, page 2

- 20 Things To Bring To College
- Laptop
- iPad
- Headphones
- Speakers
- iHome
- Television
- Microwave
- Refrigerator
- School Supplies
- USB Flash Drives
- Sheets
- Pillows
- Blanket
- Comforter
- Towels
- Wastebasket
- Storage Bins
- Iron
- Ironing Board
- Laundry Basket

Preparing For College

10 Things To Do When Applying To College

1. Visit the campus
2. Talk to current students
3. Review transcript
4. Get letters of recommendation
5. Take entrance exams
6. Research tuition and fees
7. Apply for financial aid
8. Complete all questions on applications
9. Complete essay
10. Prepare for admission interview

20 Things To Bring To College

1. Laptop
2. iPad
3. Headphones
4. Speakers
5. iHome
6. Television
7. Microwave
8. Refrigerator
9. School Supplies
10. USB Flash Drives
11. Sheets
12. Pillows
13. Blanket
14. Comforter
15. Towels
16. Wastebasket
17. Storage Bins
18. Iron
19. Ironing Board
20. Laundry Basket

Unit 3: Formatting Paragraphs & Editing Text

Company Memo

Using Find & Replace

New Skills

- Using Find & Replace

Lesson Overview

There are times when changing the wording of your document is necessary. This usually makes the document easier to read by using more appropriate word choices. Using Find & Replace allows you to make the same word choice change more than once so you can be confident that you stay consistent in your document wording.

In this lesson, you will edit a company memo by using the Find & Replace commands.

Tools & Terms You'll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.



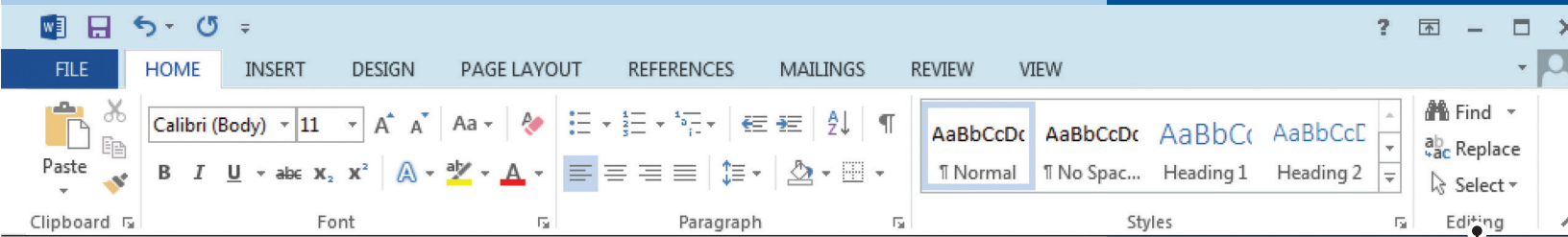
Find:

Use this icon to find text or other content within the document.



Replace:

Use this icon to search for text you would like to change, and replace it with something else.



Instructions

- Using Microsoft Word 2013, create a new Blank document.
- Save the file as *3.6 Company Memo* in your **My Word Projects** folder.
- At the top of the document, key the text as shown in *3.6 Source Doc. A*. Be sure to hit enter twice at the end of each paragraph.

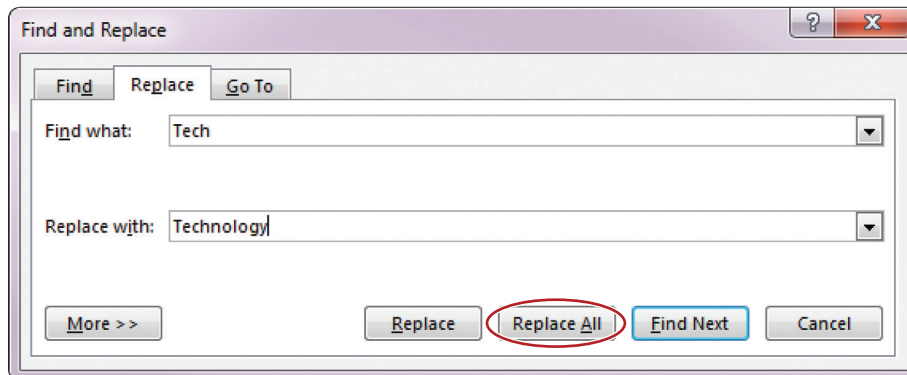
4. From the **HOME** tab, **Editing** group, do the following:

- Use the **Replace** icon to find the word [Tech] in the document and replace it with the word [Technology]



- Click Replace All (as shown below)

Note: If done successfully, there are seven replacements.



- Make the following formatting changes:
 - Bold and center the text [Memorandum] and change to UPPERCASE
 - Insert a double space after the text [MEMORANDUM, TO:, FROM:, DATE:, and SUBJECT:]
 - Increase the indent of the entire second paragraph
- Proofread your document for accuracy and format, then resave the file.
- Print preview. Your document should look similar to *3.6 Source Doc. B*.
- Print a copy if required.

3.6 Source Doc. A

Memorandum

TO: All Employees
FROM: Your Full Name, CEO, Software Innovations
DATE: [Insert Current Date]
SUBJECT: Company Visit

As you know, our company is in the process of acquiring one of our competitors, Tech Solutions. Starting next week, representatives from Tech Solutions will be visiting a different department each day. The following is the schedule of visits from Tech Solutions as well as a brief description of what they will be discussing.

On Monday, the team from Tech Solutions will be visiting the Human Resources Department to discuss benefits and compensation packages. On Tuesday, they will be visiting the Finance Department to discuss the different positions available. On Wednesday, they will be visiting the Sales Department to discuss current and future accounts. On Thursday, they will be visiting the Marketing Department to learn our successful marketing strategies. Finally, on Friday, they will be visiting the Tech Department to identify any overlap we may have in staffing.

I know that you will all help me to welcome Tech Solutions to our company. Please be available on the above days to answer any questions they may have. I hope that together we can make this transition as seamless as possible for our new employees from Tech Solutions.

MEMORANDUM

TO: All Employees

FROM: Your Full Name, CEO, Software Innovations

DATE: [Insert Current Date]

SUBJECT: Company Visit

As you know, our company is in the process of acquiring one of our competitors, Technology Solutions. Starting next week, representatives from Technology Solutions will be visiting a different department each day. The following is the schedule of visits from Technology Solutions as well as a brief description of what they will be discussing.

On Monday, the team from Technology Solutions will be visiting the Human Resources Department to discuss benefits and compensation packages. On Tuesday, they will be visiting the Finance Department to discuss the different positions available. On Wednesday, they will be visiting the Sales Department to discuss current and future accounts. On Thursday, they will be visiting the Marketing Department to learn our successful marketing strategies. Finally, on Friday, they will be visiting the Technology Department to identify any overlap we may have in staffing.

I know that you will all help me to welcome Technology Solutions to our company. Please be available on the above days to answer any questions they may have. I hope that together we can make this transition as seamless as possible for our new employees from Technology Solutions.

Unit 3: Formatting Paragraphs & Editing Text

Homonyms

Proofing Your Document

Lesson Overview

One of the most important skills to have is proofreading. Many people type without looking at the screen. While this method of touch typing is to be commended, it sometimes leads to a false sense of security when proofreading. It is easy to assume that a quick run of the spell check will find all errors in a document. However, spell check will not catch homonyms. A homonym is another way of spelling a similar sounding word.

In this lesson, you will type a paragraph with several mistakes. Using the spelling and grammar check will find your typographical mistakes, but you will have to carefully review the paragraph to identify the other types of mistakes. In addition, you will use the thesaurus to find alternate words and word count to keep track of how many words you type.

New Skills

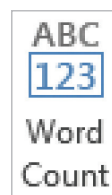
- Using Spelling & Grammar Check
- Using the Thesaurus
- Using Word Count

Tools & Terms You'll Use

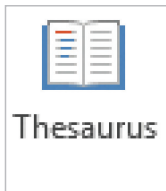
Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.



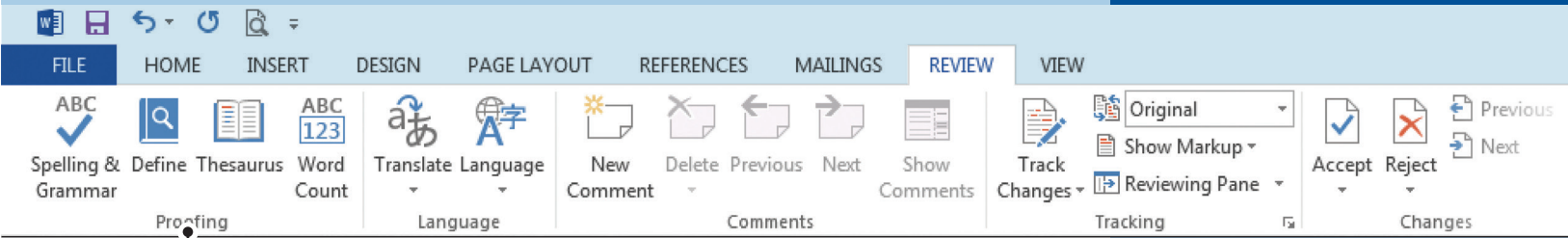
Spelling & Grammar:
Use this icon to check for spelling and grammar errors in your document.



Word Count:
Use this icon to keep track of the number of words, characters, paragraphs, and lines in your document.



Thesaurus:
Use this icon to find alternate words or synonyms to say what you mean.



6.

Instructions

1. Using Microsoft Word 2013, create a new Blank document.
2. Save the file as *3.7 Homonyms* in your **My Word Projects** folder.
3. At the top of the document, key the text **exactly** as shown in *3.7 Source Doc. A*.
4. Print a copy of *3.7 Homonyms* and carefully proofread the document for errors. Circle all errors that you find.
 ☞ *Hint: In addition to any typos, you should find that there are 20 homonyms that will need to be corrected.*
5. Using the correct homonym, key the corrections to the document accordingly. Underline the 20 homonyms that you find.

6. From the **REVIEW** tab, **Proofing** group, do the following:

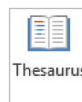
a. Click **Spelling & Grammar**



b. Make any necessary changes

c. Click OK when spelling & grammar check is complete

d. Select the word [locate] in the fourth sentence, click on **Thesaurus** to review other options, then change the word [locate] to [find]

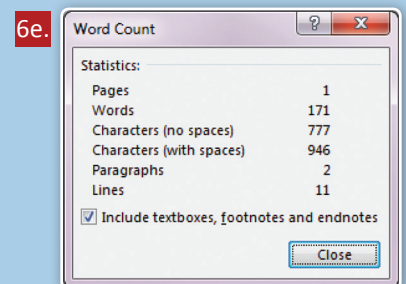
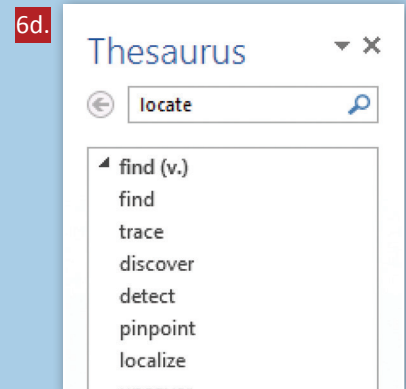
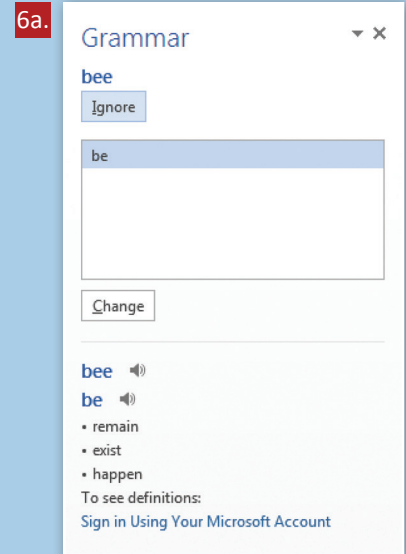


e. Click on **Word Count** to review the paragraph statistics



f. At the end of the paragraph, hit enter and key [Word Count:] and the number of words in the paragraph in bold

7. Proofread your document for accuracy and format, then resave the file.
8. Print preview. Your document should look similar to *3.7 Source Doc. B*.
9. Print a copy if required.



3.7 Source Doc. A

WINTER WEATHER

Winter in Knew England can only mean won thing too most school children...snow daze! Yes, it is that thyme of year again when school children are only to happy too wake up early to here that school has ben cancelled do to bad whether and they are now aloud to sleep late. Nothing makes students listen to the evening news moor than the possibility that snow may be coming. Meteorologists suddenly become fan favorites as students change the channel to locate all three local forecasts to confirm the impending storm totals. Keeping there eyes and ears open and pealed to the screen even replaces the playing of electronic games for a few minutes. It is hard to remember, however, that these days due have to be maid up buy the end of the school year. Sadly, during the month of June, the formerly friendly weather reporters do not share the same good news when they report that it will bee sunny and warm in June during hour makeup days.

3.7 Source Doc. B

WINTER WEATHER

Winter in New England can only mean one thing to most school children...snow days! Yes, it is that time of year again when school children are only too happy to wake up early to hear that school has been cancelled due to bad weather and they are now allowed to sleep late. Nothing makes students listen to the evening news more than the possibility that snow may be coming. Meteorologists suddenly become fan favorites as students change the channel to find all three local forecasts to confirm the impending storm totals. Keeping their eyes and ears open and peeled to the screen even replaces the playing of electronic games for a few minutes. It is hard to remember, however, that these days do have to be made up by the end of the school year. Sadly, during the month of June, the formerly friendly weather reporters do not share the same good news when they report that it will be sunny and warm in June during our makeup days.

Word Count: 174

Unit 3: Formatting Paragraphs & Editing Text

Preschool Posters

Applying Text Styles

New Skills

- Applying Text Styles

Lesson Overview

The child development teacher has asked for your help. Her new students will be arriving next week, and she wants some new posters of the alphabet to decorate her walls. She would like you to create a poster with different ways to present the alphabet to her students.

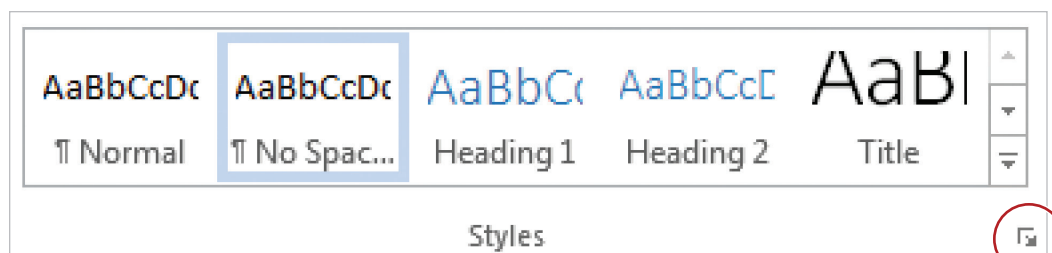
In this lesson, you will create a poster of the alphabet using uppercase and lowercase letters on the poster.

Tools & Terms You'll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

Applying Text Styles:

A style is a predefined combination of font style, color, and size. Use this option to preview, manage, and customize the various text-style options.





Instructions

1. Using Microsoft Word 2013, create a new Blank document.
2. Save the file as *3.8 Preschool Posters* in your **My Word Projects** folder.
3. At the top of the document, key the text as shown in *3.8 Source Doc. A*.
4. From the **HOME** tab, **Styles** group, do the following:
 - a. Select the document and apply the **Subtle Emphasis** Style
5. Make the following formatting changes:
 - a. Bold and center align the title
 - b. Change the font size of the title to 28
 - c. Change the font size of the body to 22
 - d. Underline the text [UPPERCASE, Lower Case, and Upper and Lower Case]
 - e. Change the font color of the UPPERCASE section to red
 - f. Change the font color of the Lower Case section to green
 - g. Change the font color of the Upper and Lower Case section to purple
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to *3.8 Source Doc. B*.
8. Print a copy if required.

3.8 Source Doc. A

The Alphabet

UPPERCASE

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

Lower Case

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

Upper and Lower Case

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

3.8 Source Doc. B

The Alphabet

UPPERCASE

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

Lower Case

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

Upper and Lower Case

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww Xx Yy Zz

Unit 3: Formatting Paragraphs and Editing Text

Ultimate Chocolate Chip Cookies

Reinforcement Lesson

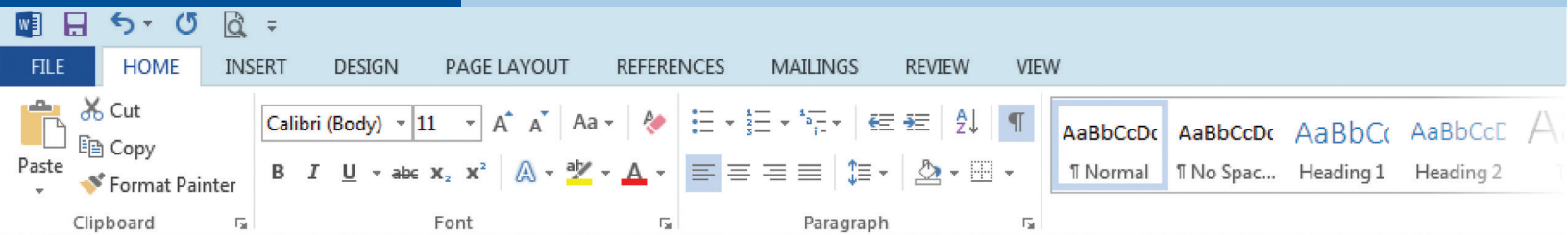
New Skills

There are no new skills being introduced in this lesson.

Lesson Overview

One of the first things you must learn in culinary class is how to properly read a recipe. When reviewing your latest recipe, you decide to use your formatting skills to make it easier to follow.

In this lesson, you will create a recipe, and use your previously learned skills to format and edit the text.



Instructions

1. Using Microsoft Word 2013, create a new Blank document.
2. Save the file as *3.9 Recipe* in your **My Word Projects** folder.
3. At the top of the document, key the text **exactly** as shown in *3.9 Source Doc. A*.
4. Make the following formatting changes:
 - a. Use find and replace to change the word [tablespoon] to [teaspoon] in the Ingredients section only
 - b. Apply the check mark bullet to the list of Ingredients
 - c. Apply numbering to the list of Directions
 - d. Change the line spacing of the Ingredients section to 1.5
 - e. Center align the title and change the font size to 18
 - f. Italicize the text [Ingredients:] and [Directions:] and change the font size to 14
 - g. Bold the list of Directions
 - h. Using Word Count, key [Word Count:] and the number of words in the recipe at the end of the document
5. Proofread your document for accuracy and format, then resave the file.
6. Print preview. Your document should look similar to *3.9 Source Doc. B*.
7. Print a copy if required.

Ultimate Chocolate Chip Cookies

Ingredients:

- ¾ cup granulated sugar
- ¾ cup packed brown sugar
- 1 cup butter or margarine, softened
- 1 tablespoon vanilla
- 1 egg
- 2 ¼ cups all-purpose flour
- 1 tablespoon baking soda
- ½ teaspoon salt
- 1 cup coarsely chopped nuts
- 1 package (12 ounces) semisweet chocolate chips (2 cups)

Directions:

Heat oven to 375 degrees F.

Mix sugars, butter, vanilla, and egg in large bowl. Stir in flour, baking soda, and salt (dough will be stiff). Stir in nuts and chocolate chips.

Drop dough by rounded tablespoons about 2 inches apart onto ungreased cookie sheet.

Bake 8 to 10 minutes or until light brown (centers will be soft). Cool slightly; remove from cookie sheet. Cool on wire rack.

3.9 Source Doc. B

Ultimate Chocolate Chip Cookies

Ingredients:

- ✓ ¾ cup granulated sugar
- ✓ ¾ cup packed brown sugar
- ✓ 1 cup butter or margarine, softened
- ✓ 1 teaspoon vanilla
- ✓ 1 egg
- ✓ 2 ¼ cups all-purpose flour
- ✓ 1 teaspoon baking soda
- ✓ ½ teaspoon salt
- ✓ 1 cup coarsely chopped nuts
- ✓ 1 package (12 ounces) semisweet chocolate chips (2 cups)

Directions:

1. Heat oven to 375 degrees F.
2. Mix sugars, butter, vanilla, and egg in large bowl. Stir in flour, baking soda, and salt (dough will be stiff). Stir in nuts and chocolate chips.
3. Drop dough by rounded tablespoons about 2 inches apart onto ungreased cookie sheet.
4. Bake 8 to 10 minutes or until light brown (centers will be soft). Cool slightly; remove from cookie sheet. Cool on wire rack.

Word Count: 133