**Microsoft Word Day 9**

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| **Objectives** *Learners will be able to…* | **Materials** | |
| ***Computer skill:*** *change the space between lines*  ***Literacy skill:*** *follow steps to revise a partners Cover Letter*  ***Literacy Skill:*** *offer constructive criticism* | **Make Student Copies**   * **Microsoft Word: Exercise 9 (Tab 20)**   **Props, Technology or Other Resources**   * **Computers** * **Projectors** * **USB** | |
|  | | |
| **Lesson Plan** | | **Vocabulary** |
| **Warm up for today’s Lesson:** 15 minutes  Description: As students come into class, have them work on their cover letters.  Materials/Prep:  **Activity 1: What is Constructive Criticism? 30 minutes**  Description: explain ways to give helpful criticism, do not take more than 30 minutes on this  Materials/Prep: copies of **Microsoft Word Exercise 9: Constructive Criticism**  **Activity 2: Revising 30 Minutes**  Description: learners will pair up and revise a partners cover letter  Materials/Prep:  **Activity 3: Line Spacing 10 Minutes**  Description: briefly go over how to change the amount of space that appears between lines and explain desired spacing for Cover Letters  Materials/Prep:  **Activity 4: Editing**  Description: briefly go over how to change the amount of space that appears between lines and explain desired spacing for Cover Letters  Materials/Prep: | | * Revise * Constructive Criticism * Line spacing * Sandwich method * Edit |

For today, if there are many students who still have a lot of typing to do on their cover letters, go ahead and take this time to let them try to wrap up their letters. The priority for today is that students finish as much of their cover letters as possible. The revisions can be done by the teacher Day 10 or 11. Helpful documents include:

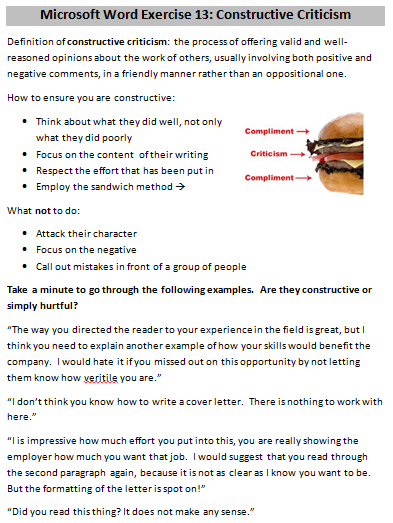
* Cover Letter Format from Day 7
* Good Cover Letter Examples from Day 8

If students work on their cover letters for most of the class, go ahead and skip Activity 1 and move on to Activity 2. **Do NOT skip activity 3;** it is going to be on the assessment students take Day 11.

**Teacher Directions: Activity 1: Constructive Criticism**

**-Microsoft Word Exercise 9: Constructive Criticism**

Step 1: Context

**Explain** that with the revising step, as we learned Day 8, often includes asking someone else to look over your work

Why important? When you bring in another pair of eyes they might catch things that you will not

**Explain** that an important part of working with a partner is **being able to trust** them to help you, but not make you feel dumb or insecure

Before we pair off, we are going to discuss ways to revise and offer suggestions for changes in a **constructive** way rather than a **demeaning** way

Step 2: What is Constructive Criticism?

**Ask** if anyone has heard the phrase “constructive criticism” before?

Does anyone know what it means? *Constructive criticism is the process of offering valid and well-reasoned opinions about the work of others, usually involving both positive and negative comments, in a friendly manner rather than an oppositional one.*

**Explain** that the key to being constructive is to remember that you are on the same team as the person who’s paper you are editing, you want them to succeed

Step 3: How to be constructive with your criticism

Hand out **Microsoft Word Exercise 9: Constructive Criticism**

Read through the first half of the document together

The bottom lists examples

Complete the first two examples as a class

Students should complete the last two, including reasons to justify their decision, and then review as a class

Step 4: Another Example

*The following is a section from a cover letter written by a gentleman who is applying for a management position at a landscaping company:*

“My organization skills will keep the company in track and prevent redundancies and mistakes and will be beneficial. These skills are important for any company, and ideal for a management position.”

**Teacher Directions: Activity 2: Revising**

Step 1: Review Revising

Ask students what goes into revising? What do they remember?

Write these questions to answer when revising on the board

* Are my details clear?
* Should I add or take out parts?
* Have I used the best ideas and words?
* Are all my sentences complete?
* Is my writing in a sensible order

Step 2: Pair students off

Put students into pairs

Ideal pair: one member is only a slightly more advanced English speaker than the other. Avoid putting two people with widely varied English skills together

Step 3: Print Cover Letter

Demonstrate the steps to print the Cover Letter and then instruct the students to do so

Step 4: Instructions

Students should give their partner their Cover Letter

The partner should read through it, answer the questions that are listed on the board, it might take a while

Remind students to keep in mind the **sandwich method**

Students can begin, circulate to answer questions

**Teacher Directions: Activity 3: Line Spacing**

Step 1: Demonstrate

Briefly go over how to change the spacing between lines

Highlight>locate line spacing button on ribbon>click desired number

Practice with students

Explain that **cover letters should be single-spaced**

**Teacher Directions: Activity 4: Editing**

**If you do not have time for this activity, note it in the lesson report. It will need to be discussed Day 11.**

Step 1:Review steps of writing process

**Ask** learners which steps of the writing process they have gone over already: *prewriting, drafting and revising*

Write them on the board

Ask what goes into each step

* Prewriting-brainstorming, determining what you will write about and coming up with details
* Drafting-organizing details and expanding them into sentences
* Revising-make sure details are clear and you are using the best words to describe your detail

Step 2: Editing

**Ask** if anyone remembers what is involved in the **editing** step?

* 1. Editing your spelling, capital letters and punctuation
  2. Make sure information is clear
  3. Check formatting
  4. Writing a neat final copy of your work

Step 3: Begin Editing

Instruct learners to begin editing their Cover Letters

**Microsoft Word Exercise 9: Constructive Criticism**

Definition of **constructive criticism**:  the process of offering valid and well-reasoned opinions about the work of others, usually involving both positive and negative comments, in a friendly manner rather than an oppositional one.

How to ensure you are constructive:

* Think about what they did well, not only what they did poorly
* Focus on the content of their writing
* Respect the effort that has been put in
* Be specific
* Employ the sandwich method 🡪

What **not** to do:

* Attack their character
* Focus on the negative
* Call out mistakes in front of a group of people

**Take a minute to go through the following examples. Are they constructive or simply hurtful?**

“The way you directed the reader to your experience in the field is great, but I think you need to explain another example of how your skills would benefit the company. I would hate it if you missed out on this opportunity by not letting them know how versatile you are.”

“I don’t think you know how to write a cover letter. There is nothing to work with here.”

“I is impressive how much effort you put into this, you are really showing the employer how much you want that job. I would suggest that you read through the second paragraph again, because it is not as clear as I know you want to be. But the formatting of the letter is spot on!”