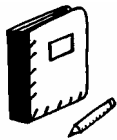


## Lesson 1



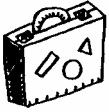
### Description

Today, the students begin their adventure as the new editors of a struggling computer magazine. Their first task is to learn and use desktop publishing skills to complete and improve a Letter from the Editor page describing the magazine and profiling the editors. To improve the appearance of this page, the children create, resize and move text boxes, and format and align text. While refining the magazine, the pupils learn how to launch a desktop publishing application; open, save and print pages; and use menus and icons to complete tasks.



### Materials

<b>Software</b>
<input type="checkbox"/> <i>Microsoft Publisher 2003</i>
<b>Handouts</b>
<input type="checkbox"/> <i>Handout 1.1 PI: Parent Letter</i> (HANDOUT 1-1 PI.DOC)
<b>Templates</b>
<input type="checkbox"/> MAGAZINE.PUB
<b>Other</b>
<input type="checkbox"/> Teacher-generated samples
<input type="checkbox"/> Computer magazines



## Preparation

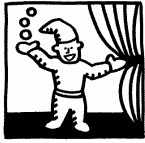
### General

- This unit was designed for students working in pairs. If this is not appropriate, please adjust as necessary.
- On the hard disk drive of each computer, create folders in which students can save their work. Place a copy of the *MAGAZINE.PUB* template in each folder. If hard disk drive space is a concern, distribute formatted floppy disks to each pupil at the beginning of the lesson.
- A folder containing useful computer-related clipart graphics has been bundled with the templates for this unit. Copy the Computer folder to the *Publisher* folder, which can be found on the computer's hard disk drive by opening the Microsoft Office folder and then opening the Clipart folder.
- To avoid unnecessary confusion and interruptions, disable the first-time help and saving reminders in *Microsoft Publisher 2003*.

### Letter from the Editor

- After the discussion about the foreground and background, demonstrate these concepts with a transparency and a blank piece of paper. Write on the transparency, place it on top of the blank piece of paper and ask the children what they see. Remove the transparency, leaving just the blank piece of paper and ask the students what they see. Next, write on the blank piece of paper. Place the transparency on top of the paper, making sure that the text on the transparency covers some of the text on the paper. Ask the pupils if they can see all of the text on the paper. Explain that in *Publisher*, the foreground is similar to the transparency and background is similar to the piece of paper, in that the background layer (the opaque piece of paper) is always present, even though some of its contents could be obscured by the foreground (transparency) layer.
- Write the words *Computer Bytes* and *Letter from the Editor* on the board. *Computer Bytes* is the title of the magazine the students will be working on. Also, write some suggestions of topics for the editorial profiles, such as name, age, city and country of birth, and favorite sports or hobbies.
- If time is running short, omit the activity where the students move through the document and confirm that the page number appears on every page. The students can also be directed to select a specific font size, such as 20, rather than to explore font sizes on their own. The class will have opportunities to perform the above tasks in future lessons.

- ❑ Display several examples of computer magazines, such as *Family PC*, *Wired*, *PC Magazine* and *Windows*, to give the class an idea of the type of magazine they are going to create.
- ❑ The MAGAZINE.PUB template will be used throughout Lessons 1 to 6. Be certain that the teams work on the same file throughout the lessons in order to have a completed project in Lesson 6. Have teams back up the file and have them save frequently in order to avoid a loss of work.



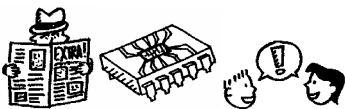
## Opening

Welcome the students to class and introduce them to the *Futurekids Media International* theme. Explain that during the next several months, the pupils will apply their knowledge of 10 computer technology areas: desktop publishing, databases, graphics, wordprocessing, spreadsheets, multimedia, Internet, operating environments, programming and applied technology. Skills in these areas will be required to complete projects relating to magazine, newspaper, television, radio and multimedia communication.

- Introduce the *Futurekids Media International* theme

In *Premiere Issue*, the students will use their desktop publishing skills to save a struggling computer magazine. As editors, their job is to finish writing incomplete articles, eliminate irrelevant information and enhance the appearance of the publication. To accomplish this task, the students will learn to use the computer to manipulate words and pictures to create polished page designs that are pleasing to the reader. In order to create an informative and exciting magazine, the editors will also learn about some fundamentals of computer technology, such as the computer startup sequence, the names and functions of some computer components and the features of some types of printers.

- Introduce *Premiere Issue*



## Letter from the Editor

Ask the students to name some of their favorite magazines. What do these magazines have in common? What are the differences between these magazines? Do all of the magazines have names? What does the name of the magazine say about its contents? Share sample computer magazines with the students and tell them they will be referring to these publications for ideas throughout the unit. Explain that magazines contain information about various subjects, such as news, music and sports. The name of the magazine usually reflects the content of the publication.

- Discuss magazine content

- Share magazines

Tell the students that they will be working on a magazine called *Computer Bytes*. Point to the name of the magazine on the board and ask the children what kind of articles they think will be found in this magazine. Confirm that the articles should contain information about computers. What do magazines contain in

- Introduce the *Computer Bytes* magazine
- Discuss the components of a magazine

addition to words? Magazines combine pictures, also known as graphics, with words, or text, in stories about particular subjects.

Ask the class whether they know the name of the computer process in which words and pictures are combined to create a polished presentation that tells a story. Tell them that **desktop publishing** is the name of this process. What are some examples of projects that can be created using desktop publishing? Examples include posters, banners, newsletters, cards and magazines.

- Define and discuss **desktop publishing**

In this unit, a desktop publishing application called *Microsoft Publisher 2003* will be used to redesign the *Computer Bytes* magazine. Direct the students' attention to the PUBLISHER icon on the desktop. Explain that icons are small pictures that represent applications or files. Have the pupils double-click the icon to launch *Publisher*. Have the students view the types of publications that are listed on the New Publication Task Pane. Allow them to click the publication types to see the choices for each type. Explain that these choices are called templates. A **template** contains the basic design of a regularly used document, eliminating the need to create the layout from the beginning. What is the benefit of a template? It saves time. The *Publisher* built-in templates are designed to be easily customized by using wizards. A **wizard** is a Help feature that guides the user through a multistep process in order to complete common tasks and projects.

- Introduce *Microsoft Publisher 2003*

- Launch *Publisher*

- Define **template**

- Define **wizard**


Explain that former editors have already created a draft copy of *Computer Bytes*. Ask the class why they might want to improve upon the former editorial staff's edition of the magazine rather than to create it from the beginning. By using the file that the former editors already created, the students will save valuable time producing their first edition of the magazine.

- Discuss why the magazine is not being created from the beginning

The draft copy of the magazine is contained in a *Publisher* file called MAGAZINE.PUB. Inform the students that a **file** is a named container in which a computer application stores data. Related files can be organized in **folders**. A **menu** is a list of commands that can be chosen to determine what the computer will do next. Since the MAGAZINE.PUB file has already been created, have the students click FROM EXISTING PUBLICATION. Assist the pupils in navigating to the folder containing the MAGAZINE.PUB template, and have them open the file. Click YES if prompted to update any embedded objects.

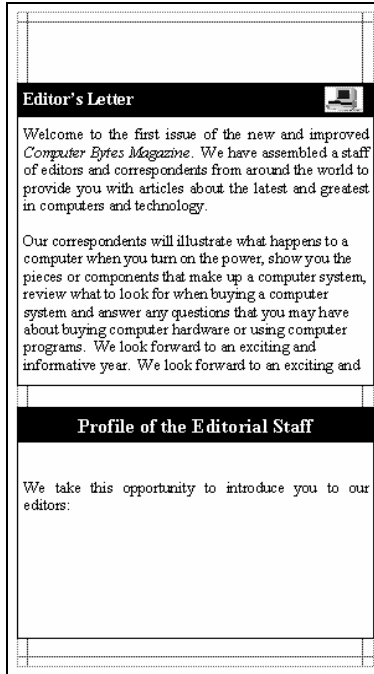
- Define **files** and **folders** and **menus**


- Open the MAGAZINE.PUB template

The first task for the new editors is to modify the Letter from the Editor page, which is the second page of the magazine. Ask the students how they can move to the second page of the magazine. Direct the students' attention to the PAGE NAVIGATION control in the bottom-left corner of the window and instruct them to click the PAGE 2 button .

- Discuss moving between pages
- Go to page 2 of the template

### Magazine.pub template



The page may be difficult to read. What can be done to make it easier to read? Identify the Zoom box  on the Standard toolbar at the top of the screen. Instruct the students to click the ZOOM drop-down arrow and to choose 75% from the drop-down menu that appears.

- Use the Zoom function

What can be done to move page 2 to the middle of the computer screen? Direct the pupil's attention to the horizontal and vertical scroll bars. Use the scroll bars to move the Letter from the Editor page to the center of the screen.

- Use the scroll bars to center page 2 on the screen

Ask the students to assume their role as editors and to identify improvements for the Letter from the Editor page. Would a page number be beneficial? A page number would enable the reader to refer to a page without having to describe the page in detail.

- Identify possible improvements
- Suggest adding a page number

What is the name of the layer in which words and pictures appear in the same location on every page of a desktop publishing document? Tell the students that text and images, including

page numbers, appearing in the same location on every page are placed in the **background**. What is the name of the layer in which text and images that vary from page to page are positioned? Confirm that text and images that vary from page to page in a desktop publishing document are positioned in the **foreground**.

- Define **background**
- Define **foreground**

A *Publisher* page contains two layers. The top layer is the foreground and the bottom layer is the background. The foreground is transparent, allowing background text and images to be visible on the foreground page. What happens when foreground words and pictures cover the words and pictures located in the background? Foreground text and images may block text and images in the background, making the background images difficult or impossible to see. In *Publisher*, the background layer is accessed by viewing a special page called a master page.


- Discuss the layering of the foreground and background

Where should the page number be placed so that it appears on every page? Tell the students to select VIEW • MASTER PAGE. Can any words or pictures be seen? Why not? No words or pictures have yet been placed on the master page, and the foreground text and images are hidden when the master page is showing. Select VIEW • MASTER PAGE again to view both layers simultaneously. The hidden text reappears. Return to the master page and zoom to 75%.

- View the master page
- View the foreground page again
- Return to the master page
- Zoom to 75%

Ask the students whether they know the term for the boxes that are placeholders for text on a page. Text in *Publisher* is contained in boxes called **text boxes**, which can be moved and resized. The location of text on the page is a factor that will affect the overall appearance of the *Computer Bytes* magazine. Inform the students that a text box must be created before any text can be created.

- Define **text boxes**

Direct the students' attention to the toolbar and remind them that it is a group of icons that can be used to access frequently used commands. Which tool on the toolbar might be used to create a text box? Select the TEXT BOX tool  from the toolbar. When the cursor changes into an addition sign, position the cursor at the bottom-center of the page just above the bottom margin guideline. Drag the mouse upwards and to the right to create a text box.

- Discuss toolbars

- Create a text box

How might text boxes be deleted? While the text box is still selected, choose EDIT • DELETE OBJECT. Notice that the text box is now gone. Create a new text box at the bottom center of the page,

- Delete a text box
- Create a text box to replace

immediately above the margin guidelines, to replace the deleted text box.

the deleted box

Select INSERT • PAGE NUMBERS. Make sure that CURRENT TEXT BOX is selected in the Position list and click OK. A number sign (#) appears in the text box. Explain to the students that they need to use a small font size for page numbers. They will be learning more about text size later in the activity. Be certain that “10”, which is the default, appears as the text size.

- Insert page numbers
- Select a 10-point text size

What is the name for the small black squares on the edges of the newly created text box? What is their purpose? Confirm that the small black squares are called **handles** and are used to drag, size or scale a selected object.

- Define **handles**

With the text box still selected, place the cursor on one of its handles. When the pointer takes the shape of a double arrow labeled RESIZE, drag the handle until the text box is slightly larger than the number sign within it.

- Resize the text box

Ask the pupils how they would add a page number to the page on the right. Is there an easier way to place a page number on this page than by repeating the steps to create a new page number? Suggest that the students copy the previously created page number text box and choose EDIT • COPY. Tell the students that when a text box is copied, a copy of the text box is placed in a temporary place called the Clipboard. Ask the class how they think that they might retrieve this text box from the Clipboard. Selecting EDIT • PASTE will paste a copy of the text box into the *Publisher* document.

- Copy and paste the left page number text box onto the right page
- Review copying and pasting to and from the Clipboard

Where did *Publisher* paste the text box? The copy of the text box is placed on top of the original text box. To move the copied page number text box to page 3 of the magazine, position the cursor on one of the edges of the box until the cursor becomes a small moving truck. Drag the box to the center of the right page, page 3, above the *layout guides* on the bottom of the page. **Layout guides** are nonprinting lines that can be useful to align text and graphics within a document. In this case, the area outside the layout guides is the document’s margin. Verify that a text box containing a number sign is visible at the bottom of both the left and right pages, pages 2 and 3.

- Move the text box
- Define **layout guides**



Ask the students what they think they will see in the newly created text boxes. Have the students select VIEW • MASTER PAGE. The page number, not the number sign, appears on the page. (**Note:** If the students cannot see page numbers when they return to the foreground page, return to the master page and assist the pupils in placing the page number text box directly above the margin guidelines.) Explain that *Publisher* replaces the number sign with the appropriate page number when a foreground page is viewed or when the magazine is printed. Move from page to page to confirm that the appropriate page number appears on every page of the magazine, then return to page 2.

- Return to the foreground page
- Confirm that page numbers replaced the number signs

Ask the children what captures their attention and causes them to read articles in their favorite magazines. Titles attract readers' attention and inform them about an article's contents. A magazine may have page titles as well as article titles. Ask the students what they think is missing from page 2 of the magazine. This page is missing a page title.

- Discuss the purpose of page and article titles

How should a page title be added? To enter text in a *Publisher* document, a text box must be created. Create a text box in the area immediately above the *Editor's Letter* box. Resize the box so that its left and right sides are aligned with the left and right sides of the *Editor's Letter* box. Direct the children's attention to the words *Letter from the Editor* written on the board. Have them enter this text in the text box.

- Create, move, resize and enter text into a text box

Ask the students to suggest what steps could be taken to improve the appearance of the title text? Magazine editors change the style and size of letters, numbers and symbols to draw the reader's attention to different areas of the page. The title is important because it entices the reader to read the contents of the article. The students should keep in mind, however, that too many variations in size and style may distract the reader.




- Discuss the format of the title

Ask the class if they know the term for the shape and design of letters. Tell them that a **font** is a set of letters, numbers and punctuation marks that have a unique shape and design. Highlight the words *Letter from the Editor*. Now, click the Font drop-down menu on the Formatting toolbar and select ARIAL. Notice that the shape and design of the letters have changed. The font may also be changed by selecting FORMAT • FONT, choosing the appropriate font from the menu and clicking OK. Recommend using Times New Roman for the body text and Arial for the title text.


- Define **font**

Another way to emphasize the title is to change the size of the text. With the text still highlighted, select the Font Size drop-down menu and use the scroll bar to locate and select the number 72. What happened to the text? Text that is too large for a text box will disappear from view until the text box is enlarged or the text size is reduced. Change the text size to 20. The text size may also be changed by choosing **FORMAT • FONT**.


- Discuss text size options and change the text size

Like font and size, style can be used to distinguish text. For example, letters can be made **bold**, *italic* or underlined. Select the title text and choose **FORMAT • FONT**. Select the Font Style drop-down menu, select **BOLD** and choose **OK**. The style of the text can also be changed by selecting the text and choosing the **BOLD** , **ITALIC**  or **UNDERLINE**  buttons on the Formatting toolbar.


- Make the title bold
- Discuss using buttons to change the text style

Color choice can also emphasize or distinguish the text. Highlight the words *Letter from the Editor*, select **FORMAT • FONT** and choose **BLUE** from the Color drop-down menu. Click the cursor anywhere on page 3 to see the blue text. Text color can also be changed by selecting the text, clicking the **FONT COLOR** button  and choosing a color. Students will explore these formatting options further in following lessons.

- Add color to text

The title is positioned along the left side of the text box. Is that the best position for a title? The page title would look better centered. Ask the students if they know the term for the positioning of text along the left side, in the center or on the right side of a document. Tell them that it is called **alignment**. To center the page title, click the cursor anywhere on the title *Letter from the Editor* and choose the **CENTER** button  from the Formatting toolbar.

- Discuss text alignment
- Define **alignment**
- Center the title text

Select the text box below the *Editor's Letter* box. Is something wrong with this box? Look at the last line of text. It appears that the article continues beyond the bottom of the text box. Direct the students' attention to the **TEXT IN OVERFLOW** button  at the bottom-right corner of the text box. What does this icon of the letter A followed by an ellipsis represent? The letter A represents text and the icon indicates that there is more text than the selected box can hold. The extra text is currently hidden from view.

- Discuss the **TEXT IN OVERFLOW** button

What happens when the text box is made bigger? Enlarge the text box until the TEXT IN OVERFLOW button disappears, indicating that all of the text in the selected box is visible. Notice that the last sentence of the paragraph is identical to the sentence prior. Delete the last sentence.

- Enlarge the text box
- Delete the duplicate sentence

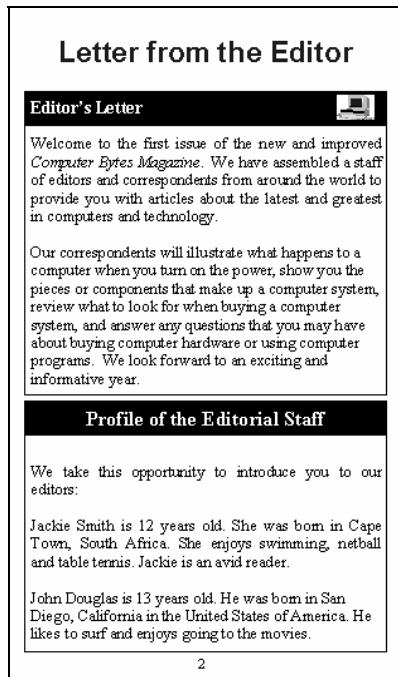
Scroll to the box with the *Profile of the Editorial Staff* title. What is the purpose of this box? This box provides information about the editors' backgrounds and experience.

- Discuss the Profile of the Editorial Staff box

Direct the children's attention to the suggested topics for the editorial profiles on the board, such as name, age, city and country of birth and favorite sports or hobbies. Share a teacher-generated sample.

- Direct attention to the board
- Share the sample with the class

**Magazine.pub sample**



Instruct one of the partners to position the cursor on the line following the sentence *We take this opportunity to introduce you to our editors*. Have the student enter the name of his or her partner. Have the other team member do the same. Resize and reposition the text box if required.


- Enter the profile information

Have the students look again at the *Letter from the Editor* page. Can the page be further improved? Suggest that they apply a colorful border to the title text box. Click the title text box so that the cursor appears within the box. Choose the LINE/BORDER STYLE button on the Formatting toolbar and click MORE STYLES. On the LINE BORDER tab, select a width, choose a color and click OK. If the border obscures the text, reduce the border line width or resize the text box.

- Apply a colorful border to the title text box

### Magazine.pub sample

## Letter from the Editor

**Editor's Letter** 

Welcome to the first issue of the new and improved *Computer Bytes Magazine*. We have assembled a staff of editors and correspondents from around the world to provide you with articles about the latest and greatest in computers and technology.

Our correspondents will illustrate what happens to a computer when you turn on the power, show you the pieces or components that make up a computer system, review what to look for when buying a computer system, and answer any questions that you may have about buying computer hardware or using computer programs. We look forward to an exciting and informative year.

### Profile of the Editorial Staff

We take this opportunity to introduce you to our editors:

Jackie Smith is 12 years old. She was born in Cape Town, South Africa. She enjoys swimming, netball and table tennis. Jackie is an avid reader.

John Douglas is 13 years old. He was born in San Diego, California in the United States of America. He likes to surf and enjoys going to the movies.

2



## Review



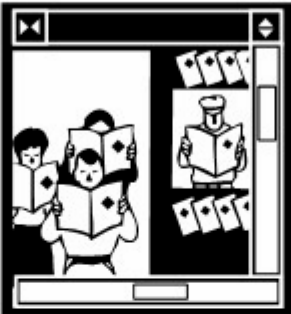



After the teams finish editing the Letter from the Editor page, they must print their work and save the file in the appropriate location. Select FILE • PRINT. Direct the pupils' attention to the ALL radio button. This is the default choice, which means that if an alternate button is not selected, all of the pages of the document will be printed. As the students have only completed editing page two of the magazine, have them print only page 2 by selecting a range from page 2 to page 2 before selecting OK. The children can take the printed page home with them.

Instruct the class to choose FILE • SAVE. Remind the pupils that they will be using this file again in the remaining five lessons. Select FILE • CLOSE, then exit *Publisher*.

Review the vocabulary, objectives and activities from this lesson, and answer any questions. Distribute the parent letters. Preview the next lesson.

- Explain printing options and print the Letter from the Editor page
- Save and close the publication
- Exit *Publisher*
- Review the lesson
- Distribute the parent letters
- Preview the next lesson

## Handout 1.1 PI: Parent Letter

<b>Futurekids Media International</b>		
	FMI	
Information Technology at Your Fingertips		Unit 1: Premiere Issue
<p><b>Futurekids Media International</b></p> <p>During the next several months, your child will apply knowledge of 10 technology areas: desktop publishing, databases, graphics, wordprocessing, spreadsheets, multimedia, Internet, operating environments, programming and applied technology.</p> <p>These skills will be required to complete projects relating to magazine, newspaper, television, radio, multimedia and Web production.</p> <p>In <b>Premiere Issue</b>, the first unit, the students are responsible for improving the appearance and updating the content of a computer magazine for children.</p>	<p><b>Premiere Issue</b></p>  <p><b>In the next seven weeks your child will learn how to:</b></p> <ul style="list-style-type: none"> <li>▪ Crop an image</li> <li>▪ Create and modify WordArt</li> <li>▪ Display or hide positioning grids</li> <li>▪ Modify layout guides and rulers</li> <li>▪ Create text and graphics frames</li> <li>▪ Identify computer components</li> <li>▪ Link text frames</li> <li>▪ Insert graphics</li> <li>▪ Identify input and output ports</li> <li>▪ Layer text and graphics frames</li> </ul>	<p><b>Technology Foci</b></p>  <p><b>Desktop Publishing</b> turns the computer into an inexpensive production system for creating brochures, magazines, posters and other publications.</p>  <p>The <b>Operating Environment</b> comprises the electronic components, boards, operating system and peripherals of a computer system. This is the foundation from which software applications are launched and used.</p> <p><b>Academic Focus</b></p>  <p><b>Language Arts</b></p>
	<p><b>Premiere Issue Software Title</b></p> <p><i>Microsoft Publisher 2003</i></p>	