

Supplemental Teacher Resources

Resource

Counting Errors

Golf and tennis require you to develop skills; skills require you to use muscles and judgment. A vital part of any skill development is not to overlook errors, but to learn from them.

Keyboarding is also a skill. As in golf or tennis, keyboarding errors provide guidelines for improvement. First, you must know how to determine what is an error.

Hands-On Activity

This activity reviews keyboarding rules concerning errors. Read "Counting Errors" on page 26 in your textbook. Then read each numbered rule and follow the directions for each item.

1. Count as an error any word that contains an incorrect character or capitalization. Read the first line below, comparing it to the second line, which is correct. As you proofread, put a check mark above each incorrect character in the first line.

Dt. hart asked ne to clal her.
Dr. Hart asked me to call her.

2. The second rule is to count a word as an error if the spacing after the word is incorrect. Put a check mark above each word in the first line below that has a spacing error. The second line is correct.

Mark asked her to review this .
Mark asked her to review this.

3. Count a word as an error if the punctuation mark after the word is incorrect or missing. Put a check mark above each word in the first line below that has an error.

Alice, my manager has a copy.
Alice, my manager, has a copy.

4. Count a word as an error if it contains a space. Put a check mark above each word in the first line below that has an error.

Sen d this copy to Mr. Win ston.
Send this copy to Mr. Winston.

5. Count each word that is omitted as an error. Put a check mark above each word in the first line below that has an error.

Send me one revised copy.
Send me only one revised copy.

6. Count each word that is repeated as an error. Put a check mark above each word in the first line below that has an error.

Steven has has the original lease.
Steven has the original lease.

7. Count each set of transposed words as an error. Underline any transposed words in the first line below and put a check mark above each set.

Daniel the needs new release.
Daniel needs the news release.

8. Count each failure to follow directions in spacing, indenting, and so on, as an error. Put a check mark above each word in the first line that has an error.

David sent his checks on time.
¶ David sent his checks on time.

9. Count only 1 error against a word, no matter how many errors it contains. Put a check mark above each word in the first line below that has an error.

Ted is plan ign to go to roem .
Ted is planning to go to Rome.

Resource

Teaching Emoticons

Students can invent their own versions of keyboarding shorthand called emoticons. Emoticons are a series of common symbols used to represent feelings expressed while writing. Some common emoticons are listed here:

: -)	happy, smiling
: -D	laughing
; -)	wink
: -(sad, disappointed face
< : -O	"Eeek!"
: '-(user is crying
-)	hee hee
-D	ho ho
: ->	hey hey

Hands-On Activity

Create a list of words used to express emotions on the board, and invite students to invent emoticons using keyboarding symbols.

Resource

Teaching Acronyms

Students can also invent their own keyboarding acronyms. Acronym language is especially useful while using Glencoe's Instant Messaging. Have students devise a list of frequently used expressions and invent a corresponding acronym for each. Here are some commonly used keyboarding acronyms:

afk	away from keyboard
bak	back at keyboard
bbi	be back later
bfm	bye for now
brb	be right back
btdt	been there, done that
btw	by the way
ftf	face to face
fitb	fill in the blank
jam	just a minute
l8r	later
lol	laughing out loud
rof	rolling on the floor
rofl	rolling on the floor laughing
rotfl	rolling on the floor laughing
ttyl	talk to you later
tfn	ta-ta for now
thx	thank you very much
u	you
xd	laughing hilariously

<G>	Grinning
<J>	Joking
<L>	Laughing
<S>	Smiling

Hands-On Activity

Create a list of expressions on the board, and invite students to invent acronyms using letters.

Resource

Changing Font Styles and Sizes

A font refers to a set of characters that have the same general shape. There are many different fonts. The printer and software being used help determine what fonts are available on each computer. Fonts are given names such as Arial, Times New Roman, and Courier New.

The height of a font is measured in points. One point (abbreviated pt) is $1/72$ of an inch. An 8-point font is $8/72$ or $1/9$ of an inch high. Below are some examples of different fonts and font sizes.

8-pt Arial
10-pt Arial
12-pt Arial

28-pt Arial

8-pt Times New Roman
10-pt Times New Roman
12-pt Times New Roman

28-pt Times New Roman

8-pt Courier New
10-pt Courier New
12-pt Courier New

28-pt Courier New

Hands-On Activity

Students can also invent their own styles using various font styles and font sizes. Have students create a flyer for a fund-raising car wash using different fonts.

Resource

Changing Text Style

Text style refers to how one displays a font. There are four main text styles: Normal, Bold, Underline, and Italic.

NORMAL.

Plain text without any special style.

This is normal text.

BOLD.

Darkened text.

This is bold text.

ITALIC.

Slanted, slightly lightened text.

This is italicized text.

UNDERLINED.

Line drawn under text.

This is underlined text.

Hands-On Activity

Have students experiment with text styles. They can use these to create variation while working on the flyer for a fund-raising car wash using different fonts.



Certificate of Achievement

has achieved proficiency in keyboarding.

Signature

Date