

# Lesson Notes for Microsoft Word

## Lesson 7: Working with Illustrations

Slide	Topic/Exercise Heading	Obj	Instructor Notes	Timing (mins)
	<b>The Microsoft Office Specialist Exam Objectives listed at the right are covered in this lesson.</b>	<b>5.1.1</b> <b>5.1.2</b> <b>5.1.3</b> <b>5.1.4</b> <b>5.1.5</b> <b>5.1.6</b> <b>5.2.1</b> <b>5.2.2</b> <b>5.2.3</b> <b>5.2.4</b> <b>5.2.5</b> <b>5.2.6</b> <b>5.3.1</b> <b>5.3.2</b> <b>5.3.3</b> <b>5.4.1</b> <b>5.4.2</b> <b>5.4.3</b>	<b>Insert shapes</b> <b>Insert pictures</b> <b>Insert 3D models</b> <b>Insert SmartArt graphics</b> <b>Insert screenshots and screen clippings</b> <b>Insert text boxes</b> <b>Apply artistic effects</b> <b>Apply picture effects and picture styles</b> <b>Remove picture backgrounds</b> <b>Format graphic elements</b> <b>Format SmartArt graphics</b> <b>Format 3D models</b> <b>Add and modify text in text boxes</b> <b>Add and modify text in shapes</b> <b>Add and modify SmartArt graphic content</b> <b>Position objects</b> <b>Wrap text around objects</b> <b>Add alternative text to objects for accessibility</b>	
3	Lesson Objectives		Review the objectives on Slide 3 with students so they know what will be covered in the lesson.	5-10
4	Inserting Images	5.1.2	Briefly discuss the different types of graphic image formats that Word recognizes as picture files, and when some of these might be best to use versus others (for example, JPGs are smaller than TIFFs).	10-15
5	– Inserting Picture Files		Students need to know where a picture file is saved to insert that picture into a document.  If students are struggling with navigating between drives or folders, you may need to spend time with them regarding the navigation process.	10-15
6	– Inserting Online Pictures		Remind students about copyright laws and how to cite appropriate sources in the document (references are discussed in Lesson 8).	10-15
	<b>Learn to insert pictures</b>	5.1.2	<b>Students add a picture from a file.</b>	<b>5-10</b>
7	– Inserting Screenshots	5.1.5	This is a quick and simple method to insert a screen you want to use only once, such as to show an error or to “copy” something from a web site.  Remind students to press ESC if they realize they are on the wrong screen or need to adjust the screen in	10-15

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			the background. They can then go back to Word and reactivate the Screenshot command.	
	<b>Learn to insert a screenshot and screen clip</b>	5.1.5	Students insert a screenshot and a screen clipping into a document.	10-15
8	– Manipulating Pictures	5.4.1	<p>Take a few moments to review the groups on the Picture Tools Ribbon so students can see the flexibility that Microsoft provides for manipulating pictures in an Office program.</p> <p>Ensure that students understand the difference between an inline graphic and a floating one.</p> <ul style="list-style-type: none"> <li>• They should be able to recognize the difference when they see how the text wraps around the image when it is first inserted.</li> </ul> <p>Remind students that they can use the Reset Picture button to restore the picture to its original settings.</p>	5-10
9-10	– Sizing a Picture – Scaling the Picture	5.2.4	<p>When students resize a picture within a Word document, they are scaling the picture to a specific size.</p> <ul style="list-style-type: none"> <li>• When students size a picture, they have the ability to change the size of the picture file itself by using the Compress command.</li> </ul> <p>Students can click the dialog box launcher for the Size group to display the Layout dialog box where they can select options that can change how they size or scale the picture, as well as how to set the position of the image.</p>	10-15
11-14	– Cropping the Picture	5.2.4	<p>Students should understand that cropping a picture hides portions of the picture rather than actually cutting portions away.</p> <ul style="list-style-type: none"> <li>• This makes it possible to reposition the crop area and show various portions of the image on the page.</li> <li>• There is also an option to edit the anchor (yellow handle) to create a different effect for the shape.</li> </ul> <p>In your demonstration, be sure to show how you can move the picture or the crop area to control how much of the picture appears.</p>	15-20

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15-17	– Rotating the Picture	5.2.4	<p>Emphasize how easy it is to rotate a picture using the green handle versus setting a precise angle measurement.</p> <ul style="list-style-type: none"> <li>Remind students of the visual clue that appears to verify you are in rotate mode.</li> </ul>	10-15
18-20	– Removing the Background	5.2.3	<p>Allow extra time for this feature because it can be interesting and frustrating at the same time</p> <ul style="list-style-type: none"> <li>Students must be able to recognize where to click to ensure that a portion of the background is removed without removing other portions of the picture.</li> <li>Be sure to use a simple picture to allow students to practice selecting the areas to be removed.</li> <li>Remind them to zoom in to the picture so they can see specific areas that need to be removed.</li> </ul>	10-15
21-23	– Wrapping Text Around a Picture	5.4.2	<p>The first indication of whether an image is inline or floating is how the text wraps around the image.</p> <ul style="list-style-type: none"> <li>If the picture lines up with the baseline of text, the picture uses inline text wrapping.</li> <li>All other options will either wrap around or through the text, making the picture a floating image.</li> </ul>	10-15
24	– Moving a Picture	5.4.1	<p>Have students try moving an inline picture first to see the mouse cursor that appears (this is the same cursor that appears when they drag selected text).</p> <p>Then try moving a floating picture so they can see the difference.</p> <ul style="list-style-type: none"> <li>The cursor that appears when moving a floating picture is the same as the cursor that appears when they select and drag text to a new position.</li> </ul> <p>Students can also nudge a floating picture using the arrow direction keys if they want to try and align the image more precisely.</p>	5-10
25-26	– Applying Quick Styles	5.2.2	<p>Introduce the Picture Styles Gallery as you demonstrate how to apply styles to a picture</p> <ul style="list-style-type: none"> <li>Point out the preview option</li> <li>Point out how fast and easy it is to change the appearance of a picture by using quick styles</li> </ul>	5-10

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27-28	– Adjusting the Picture's Color	5.2.2	Students often get excited about these features because they can see immediate effects on images without having to use a dedicated graphics design program.  Available options may vary from one picture to another.	5-10
29	– Applying an Artistic Effect	5.2.1		5-10
30	– Inserting Alternative Text	5.4.3	Explain the benefits of using alternative text. <ul style="list-style-type: none"> <li>Descriptive text can be read aloud by screen readers or other text-to-speech tools to help those who are visually impaired to understand the purpose or meaning of those objects.</li> </ul>	5-10
	<b>Learn to manipulate pictures</b>	5.2.1 5.2.2 5.2.3 5.2.4 5.4.1 5.4.2 5.4.3	Students insert and manipulate pictures.	15-20
31	Working with Shape Objects	5.1.1	Provide examples of when students might want to add a shape in their document, for example: <ul style="list-style-type: none"> <li>Students can draw an arrow to point to a specific value in a report.</li> <li>Students can create a simple drawing such as a logo.</li> </ul> Introduce the drawing canvas as a quick way to keep a number of shapes contained in one area <ul style="list-style-type: none"> <li>The drawing canvas is ideal for keeping inserted pictures and labels or other call-outs for the inserted pictures grouped together.</li> </ul>	10-15
32-33	– Drawing Shapes	5.1.1 5.3.2	Use the gridlines as a guide for aligning shapes and other objects.	15-20
34	– Using Text Boxes	5.1.6 5.3.1	Ensure students understand there are two different methods to create text boxes; choose the appropriate method for the document. <ul style="list-style-type: none"> <li>If the document requires a quick text box for a quote or "simple" text entry, consider using the Text Box option from the Insert tab.</li> </ul>	10-15

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			<ul style="list-style-type: none"> <li>If you need a larger area or multiple areas to enter text, the best option is to insert a text box shape. The latter method is available from both the Text Box menu as well as from the Shapes menu.</li> <li>Emphasize that, once a text box has been created, it can be modified in the same manner as other shapes (discussed in the next section).</li> </ul>	
35-36	– Manipulating Shapes	5.2.4	<p>Walk students through using the Selection pane.</p> <ul style="list-style-type: none"> <li>It is especially handy if they need to select objects that are too close to each other to select easily with the mouse, or too difficult to distinguish from one another visually.</li> <li>As you have students draw several different objects, instruct them to try the different methods for selecting one, multiple, or all shapes and objects.</li> </ul>	10-15
37	– Customizing Shapes		<p>Students often spend a long time during the exam trying to find a particular option (such as Grey, Accent 1 Lighter 80%).</p> <p>Students are not required to know the name of each palette</p> <ul style="list-style-type: none"> <li>Emphasize that students need to understand the logic behind which command to use to find a particular feature, such as setting a “temperature” for the color of a picture.</li> </ul>	10-15
	<b>Learn to draw and modify shapes</b>	5.1.1 5.1.6 5.2.4 5.3.1 5.3.2	Students draw, modify, move, and format shapes as well as insert text boxes.	15-20
38	Using SmartArt	5.1.4	<p>This feature has not changed from earlier versions of PowerPoint (other than a slight change in the colors).</p> <p>In your demonstration, try to choose a chart other than the organization chart so students can see how the charts follow the same process, regardless of the diagram type.</p>	10-15
39	– Using the Text Pane	5.3.3	Demonstrate how the Text Pane can be turned on or off, as required.	5-10

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			<ul style="list-style-type: none"> <li>Using this feature can be very handy when students want to copy text instead of retyping the entries individually.</li> </ul> <p>Students should notice that the process to move one or more text items within the Text Pane is similar to how they would promote or demote a line of text when using automatic numbering.</p>	
40-46	– Manipulating the SmartArt	5.2.5 5.3.3	<p>Ensure students recognize that they need to select the SmartArt box where they want the changes to take effect.</p> <p>Many of the options in the SmartArt Tools Ribbon are similar to those found in the Picture Tools or Drawing Ribbons.</p>	10-15
	<b>Learn to create SmartArt</b>	5.1.4 5.2.5 5.3.3	<i>Students use SmartArt to create, resize, and format an organization chart.</i>	10-15
47-48	Working with 3D Models – Inserting 3D Models	5.1.3	<p>Explain that 3D models are similar to online pictures, except students can rotate the image within the image perimeter to view it in different angles.</p> <ul style="list-style-type: none"> <li>Students may find this feature exciting and fun and may want to spend a lot of timing inserting different models.</li> <li>Remind students about respecting others' rights, such as copyright.</li> </ul>	10-15
	<b>Learn to insert 3D models</b>	5.1.3	<i>Students insert a 3D model.</i>	5-10
49-50	– Formatting 3D Models	5.2.6	<p>Experiment with the different views on the 3D Table Tools Format tab.</p> <ul style="list-style-type: none"> <li>Show students they can manually change the image view within the image itself using the rotate icon.</li> </ul> <p>Explain that you can use the Arrange buttons and the Layout options button to change the image placement in the same way you can with other images.</p> <p>The Pan &amp; Zoom feature is tricky to work with and your mouse needs to be in the correct area of the magnifying glass to work properly.</p>	10-15

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	<b>Learn to format 3D models</b>	5.2.6	Students format a 3D model and add alternative text to it.	5-10
51	Lesson Summary		Review the objectives with students to remind them of what was covered in the lesson. Provide a short summary of the features and give students a chance to complete exercises if they did not complete them earlier.	5-10
			<b>Total (Hours)</b>	<b>5.0-8.0</b>