

Grade 4 Term 2, Week 3 LESSON PLAN

Name of Lesson	Information and Communications Technology: Creating a Word Document			
Learning Area/s	Technology and Livelihood Education (EPP - ICT)			
Designed by Teacher/s	Deped libre			
Designed for which Grade Level and Section	Grade 4			
No. of Sessions	Session 1: The Word Processing Interface	Session 2: Typing and Basic Formatting	Session 3: Inserting Images and Shapes	Session 4: Saving and Finalizing Documents
References (books, websites, toolkits, etc.)	MATATAG K to 10 Curriculum Guide; DepEd LR Portal - EPP 4; Microsoft Word/Google Docs Help Center; ICT for Grade 4 Textbook.	Microsoft Word Formatting Guide; Online Typing Tutorials; DepEd Module on ICT.	Digital Literacy Handbook; Creative Commons Image Search Guide.	DepEd Order on Digital Literacy; Computer Laboratory Manual.
Declaration of AI use	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with MATATAG competencies. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.			
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.			

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Learning Competency	Target Competency: Nakagagawa ng word document (Creates a word document). Performance Standard: The learner demonstrates knowledge and skills in using word processing software to create and edit documents.			
Learning Objectives	Identify the basic parts of a word processing application (e.g., Ribbon, Title Bar, Cursor).	Type short paragraphs and apply basic text formatting (font style, size, color, and alignment).	Enhance a document by inserting and resizing images and shapes.	Save documents with proper file names and perform basic proofreading.
Learner Context	Grade 4 learners are generally enthusiastic about technology. Some have access to mobile devices, but many have limited experience with physical keyboards and desktop software. They enjoy visual tasks and gamified learning. Potential barriers include limited computer-to-student ratios and varying levels of fine motor skills for mouse control.			
Learning Experience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.			
Pre-Lesson	Review the parts of a computer system (Monitor, Keyboard, Mouse, System Unit).	"Flash-Format": Show printed words in different colors and ask students to describe them.	"Pic-Connect": Show a storybook and ask what makes the pages interesting (images).	"File Hunt": Look at a list of file names and guess what's inside based on the name.
Flow	Introduction: Show a finished "About Me" poster and ask how it was made using a computer. Instructional Procedure: Demonstrate how to open the software and point out the Ribbon, Quick Access Toolbar, and Working Area. Activity: "Label Me": Students will go to their computers and point out parts of the screen as the teacher names them.	Introduction: Review the previous session. Ask: "How do we make our text look pretty?" Instructional Procedure: Demonstrate highlighting text, changing fonts, and using Bold/Italic/Underline buttons. Activity: "Rainbow Typing": Students type their full name five times, each in a different color and size.	Introduction: Ask students if they like pictures in books. Explain that Word can also hold pictures. Instructional Procedure: Show the "Insert" tab. Demonstrate how to add a shape and an image from a local folder. Activity: "Shape Art": Students will create a simple house using rectangles, triangles, and circles in Word.	Introduction: Ask: "What happens if the computer turns off and we didn't save?" Instructional Procedure: Show the "File" tab and "Save As." Explain naming conventions (Name_Activity_Date). Activity: "Final Project": Students create a "My Hero" page with text and one image, then save it to a specific folder.

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	Synthesis: Recapitulate the function of the "Cursor" as the starting point of typing.	Synthesis: Discussion on why we use different font sizes (e.g., for titles).	Synthesis: Explain why resizing images correctly (from corners) is important to avoid stretching.	Synthesis: The "Save" shortcut (Ctrl+S) and the importance of checking work before finishing.
Learning Resources	Desktop/Laptop computers, Word Processor (MS Word or LibreOffice), Projector.	Computer Lab, Keyboard Chart, Projector, Sample text files.	Clipart folder, Creative Commons images, Shape tool guide.	USB drives (optional), Computer network, rubric for word document.
Opportunities for integration	Language (English/Filipino) - Vocabulary building.	Arts - Color theory and design.	Mathematics - Geometric shapes and symmetry.	Values Education - Responsibility in naming and organizing files.
Formative Assessment	1. Which part of the Word window shows the file name? A. Status Bar B. Title Bar C. Scroll Bar D. Ribbon 2. What do you call the blinking line where you type? A. Pencil B. Pointer C. Cursor D. Marker 3. Where can you find the tools like Font and Size? A. Ribbon/Tabs B. Mouse C. Desktop D. Keyboard 4. What button minimizes the	1. What icon is used to make text darker/thicker (Bold)? A. I B. U C. B D. S 2. Which alignment puts text in the middle of the page? A. Left B. Right C. Center D. Justify 3. To change text, what must you do first? A. Delete it B. Highlight/Select it C. Turn off computer D. Close the app 4. What key is used to start a new	1. Which tab is used to add a picture? A. Home B. View C. Insert D. File 2. How do you resize an image without distorting it? A. Pull the top handle B. Pull the side handle C. Pull the corner handle D. Double click it 3. Where are the circles and squares located? A. Images B. Shapes C. Icons D. Charts 4. What happens when you	1. What is the keyboard shortcut for Save? A. Ctrl + C B. Ctrl + V C. Ctrl + S D. Ctrl + P 2. Which command is used to save a file with a NEW name? A. Save B. Save As C. Open D. New 3. What is the best file name for a school project? A. asdfghjkl.doc B. Project1.doc C. Juan_ICT_Project.doc D. Document1.doc 4. Before printing, what should you

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	window? A. X B. - C. + D. O 5. Which tool is used to see the rest of the page? A. Title Bar B. Scroll Bar C. Taskbar D. Menu Bar	line? A. Spacebar B. Shift C. Enter D. Esc 5. Which tool changes the appearance of letters? A. Font Style B. Page Layout C. Zoom D. Help	click an image? A. It disappears B. Selection handles appear C. It gets deleted D. The computer restarts 5. Can you change the color of a shape? A. Yes, using Shape Fill B. No, it is permanent C. Yes, by typing on it D. Only to black and white	check for? A. Spelling errors B. Proper alignment C. Correct images D. All of the above 5. Where do you find the "Print" option? A. Home Tab B. File Tab C. Insert Tab D. Review Tab
Ways Forward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.			
Extended learning opportunities	Encourage students to explore "WordPad" at home if MS Word is not available.	Practice typing "The quick brown fox jumps over the lazy dog" to master the keyboard.	Draw a simple map of their community on paper and try to recreate it using shapes in Word.	Help parents create a simple grocery list using a word processor.
Reflections	(To be filled out after the lesson) Reflection Prompt: Were the learners able to identify the basic parts of the software?	(To be filled out after the lesson) Reflection Prompt: Did the learners struggle more with typing speed or formatting commands?	(To be filled out after the lesson) Reflection Prompt: How effective was the demonstration of resizing images?	(To be filled out after the lesson) Reflection Prompt: Are the learners consistently using the prescribed file naming format?
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