

Grade: 4	Strand: Writing	Concept: Developing and practising editing skills
Description of Task:	Students correct misspelled words in a story using a spell checker.	
Expectations:	4e7 revise and edit their work, using feedback from the teacher and their peers; 4e8 proofread and correct their final drafts, focusing on grammar, punctuation, and spelling; 4e9 use and spell correctly the vocabulary appropriate for this grade level; 4e10 use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below). 4e19 use a dictionary and thesaurus to confirm spelling;	
Software Type:	Word Processor AppleWorks 6	
Computer Skills Prerequisite	Students should be able to: <ul style="list-style-type: none"> • Locate and open the template file • Type in text boxes • Save and print their work 	
Student Instructions: (for teacher)	1. Present some (anonymous) samples of student work for the students to edit. 2. Discuss some of the reasons editing your own work might be difficult. 3. Discuss some of the methods you can use to edit your work (e.g. peer editor, spell checker). 4. Discuss some of the difficulties with each method and how practice can make this process easier. 5. Explain that the students are going to practise this process on a writing sample. 6. Tell them to focus on homophones and review some samples of homophones if necessary.	
Teacher Notes:	A class lesson on using a dictionary and spell checker should precede this task. Students are to spell check a paragraph and make corrections. There are twelve errors but for two there are no suggestions that will require student decision making. One is a homonym that the spell checker will not pick up. Students should be reminded not to rely totally on the spell checker. Related offline activities: Students can complete the activity using pencil and paper. (A print version is provided in 4W2_spell_check_print.cwk) Students can write their own paragraphs and trade them to correct one another's errors. Students can make a database with good and poor writing samples to compare to their own work. Students who completed the activity off-line could compare their work to those who completed it using a pencil and paper to examine the strengths and weaknesses of both methods. A corresponding activity is provided for the students who are not using computers to spell check. They may use a dictionary. You may compare the results of the computer versus the non computer students' assignments and have the students discuss the pros and cons of both methods.	
	Activity Template File: Y ✓ N <input type="checkbox"/> Student Instruction BLM: Y ✓ N <input type="checkbox"/>	
Assessment:	Did the students find all of the errors and correct them appropriately? (curriculum) Did the students recognize common homophones? (curriculum) Were the students able to compare their methods accurately? (curriculum) Do the students strive to achieve excellence in their own work, and support these qualities in the work of others when editing and revising each other's work? (cge) Are students able to use the functions of the spell checker effectively? (ict)	