

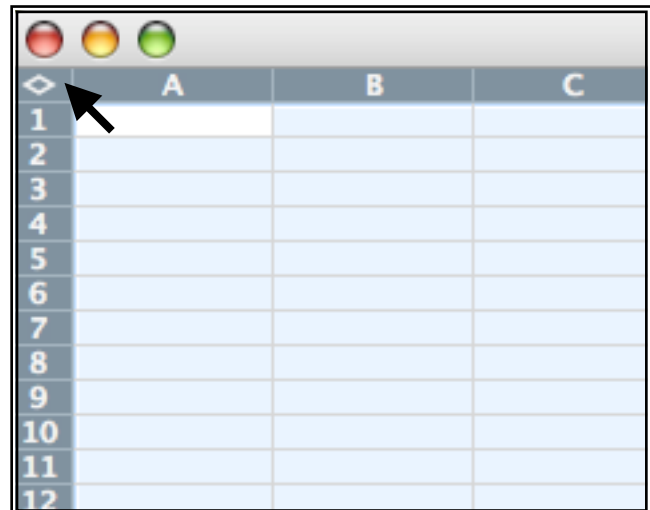
Spreadsheets for Teachers
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CCSF Workshop, Fall 2006

Goals:

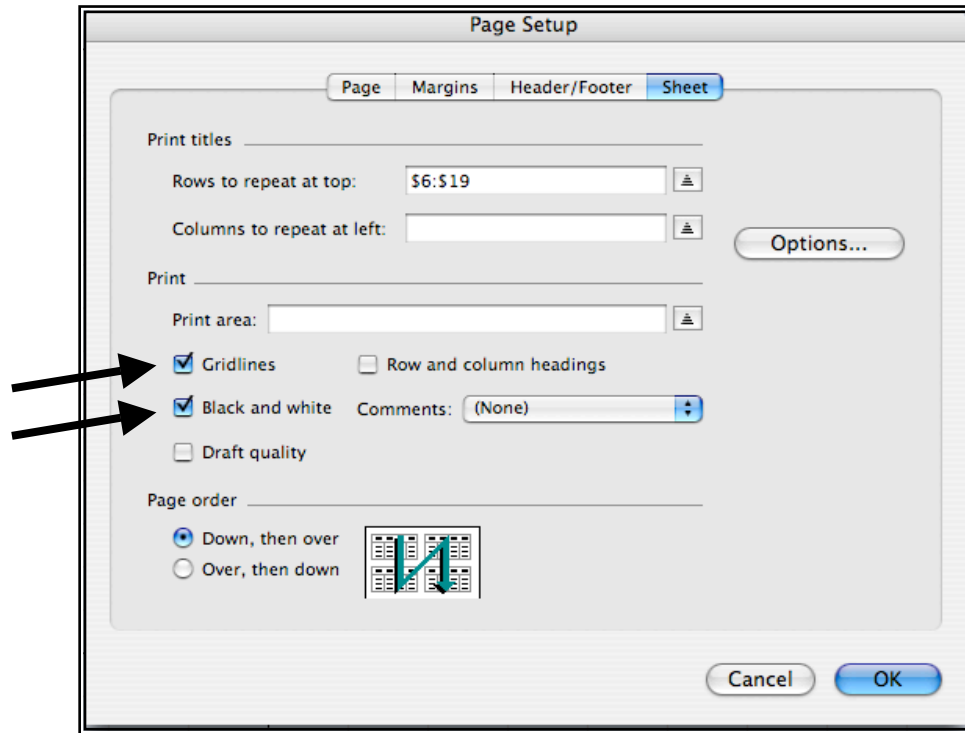
1. Become more familiar with the basic spreadsheet layout, columns, rows, and cells.
2. Practice moving around inside a spreadsheet.
3. Customize the size and the printed appearance of an Excel spreadsheet.
4. Practice using "Fill tool" to make pronunciation, listening or info gap handouts.
5. Imagine ways you could use spreadsheets for your curriculum handouts.

Practice:

1. Open an Excel spreadsheet. Change the column and row size with mouse movements.
2. Select all by clicking on the diamond in the corner between row 1 and column A.
3. Click and drag on the column and row gridlines to change the width or height.
4. Set the Font Size and Font.



5. Set the gridlines. Open File menu. Choose Page set up. Select Sheet. Click on Gridlines and Black and White. Since we don't check Row and Column Headings, we see these while we work, **but they do not show on printed page!**



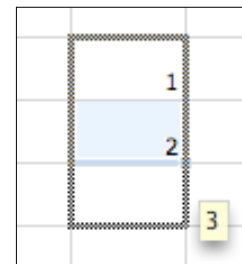
6. Pronunciation spreadsheet: Practice using Fill.

7. In Cell A2, Type 1.

8. In Cell A3, Type 2.

9. Shift and click on both cells. This tells your program to look for a pattern.

10. Move your mouse over the lower right corner of cell A3 to get the fill tool. It will fill as you pull the mouse down the column, and it will insert the info when you release.



This is tricky to “feel” but it gets easier and hopefully fun and at least much faster.

11. Fill column A2 to A3 with numbers 1-10 with this mouse move.

12. In B2, type *ell*. In C2 type *all*. Click and select both cells with your mouse. Drag down, using the lower right fill tool. Make a spreadsheet that looks like this one.

	A	B	C
1			
2	1	ell	all
3	2	ell	all
4	3	ell	all
5	4	ell	all
6	5	ell	all
7	6	ell	all
8	7	ell	all
9	8	ell	all
10	9	ell	all
11	10	ell	all

13. For a minimal pair exercise, you need space in front of these letters. Click on A and B to select the columns. Then click the right alignment icon and all moves to the right.



14. With this “spreadsheet” you can have your class listen and write phonemes: bell/ball, well/wall. Next re-read and students circle just one. In the third column, students copy the one you have just pronounced. Very good for final consonant sounds too. Endless possibilities!

	A	B	C
1			
2	1	ell	all
3	2	ell	all
4	3	ell	all
5	4	ell	all
6	5	ell	all
7	6	ell	all
8	7	ell	all
9	8	ell	all
10	9	ell	all
11	10	ell	all

15. You can fill with many patterns. For example here is a time pattern for a listening exercise. You can use dates, money. Whatever pattern you choose will be repeated in your fill down the column.

	A	B	C
1			
2	1	1:15	1:50
3	2	2:15	2:50
4	3	3:15	3:50
5	4	4:15	4:50
6	5	5:15	5:50
7	6	6:15	6:50
8	7	7:15	7:50
9	8	8:15	8:50
10	9	9:15	9:50
11	10	10:15	10:50

16. Practice: Try a fill with dates, days of the week, or money.

Here is an idea for an info gap exercise. How was this made? How would you delete info to make an info gap for question practice?

	A	B	C	D
1	Who	When	What time	What room?
2	John	Monday	5:00	400
3	Jan	Tuesday	6:00	415
4	Jean	Wednesday	7:00	430
5	Jim	Thursday	8:00	445
6	Jane	Friday	9:00	460
7	Jenny	Saturday	10:00	475
8	Jimmy	Sunday	11:00	490
9	Jude	Monday	12:00	505