

Inserting and Formatting Tables

60 minutes

ICT1: Introduction to the computer and word processing

Outcome M1.U2.2

WHAT THIS LESSON DOES

Learn how to insert tables into documents to organise structured information such as project materials and timelines. Adjust column widths, add or remove rows, apply styles and present details clearly so readers can scan facts quickly.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U2.2	Work with a word processing document, apply different formats and insert tables and images.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Create a table with rows and columns and adjust widths
- Add or remove rows and apply a simple table style
- Use a table to present structured project information
- Add a project table with a header row plus at least three data rows, and at least two columns, to the proposal

BEFORE THE BELL

- Confirm students can open 03_proposal_draft in Project Portfolio / 03_documents; the student page includes a recreate-if-missing note.
- Check that OneDrive or Google Drive opens on the classroom machines, and decide which platform branch of the step-by-step task you will project, since it carries the click-by-click menu paths for both Word Online and Google Docs.
- Students need cloud access to their Project Portfolio and 03_proposal_draft from earlier word-processing lessons.
- Word Online or Google Docs via browser; students open existing 03_proposal_draft in the Project Portfolio.
- No prep needed beyond confirming portfolio access.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
5 min	content	Key concepts
20 min	activity	Step-by-step task
5 min	content	Common issues
15 min	activity	Portfolio build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Demo insert, headings, and one data row on a shared screen before students work through fill, resize, add-row, delete-and-restore, and style.
- Run the warm-up as a short pair share (paragraph or table) before Key concepts.
- Pin or project the two stuck fixes (Tab vs Enter; click inside the table) during the 20-minute task; use the full Common issues table as a backup checklist.
- Circulate during the step-by-step task to offer immediate help with Tab vs Enter and trackpad right-click on Chromebooks.
- Use whole-class discussion in the reflection section; call on a few students to share.
- Emphasise authentic project information and the Key Assignment evidence role of 03_proposal_draft during portfolio build. The three heading sets are printed on the Portfolio build card, so students can choose from there rather than from the board.

WHAT TO WATCH FOR

- Pressing the Enter key inside table cells instead of navigating with Tab. Solution: Demonstrate the Tab key for moving between cells.
- Clicking outside the table before accessing style options. Solution: Instruct students to click within the table to activate formatting tools (Table tab or Table tools in Word Online).
- Struggling to locate the insert table command in the menu. Solution: Direct attention to the Insert tab or menu bar.
- Trackpad-only Chromebook users stalling on right-click. Solution: Show two-finger tap before the insert-row and delete-row steps.

DIFFERENTIATION

- Support: Let students who need it keep the step-by-step task open beside their document and work one instruction at a time rather than from your demo.
- Support: Allow a two-minute pair talk to list three real data rows before independent practice.
- Extension: Encourage creation of an additional table for project comparisons or timelines.