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Midterm Project: Lesson Incorporating Technology for

Keyboarding--6th Grade

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Keyboarding--6th Grade

Lesson 1: Preview of Touch Keyboarding: Home Row Keys.

Objectives:

- Students will be able to correctly demonstrate which fingers control each key on the keyboard by scoring at least 3 out of 4 on their assessment after being given instruction on the home row keys.
- Students will be able to locate and use the home row keys, the Space bar, and the Enter key to key lines at least one time with 100 percent accuracy after being given instruction with cooperative and independent practice.
- Students will be able to develop and perform correct keyboarding techniques by scoring 3 out of 4 on their collaborative assessment after being shown correct posture and position at the keyboard.

Materials:

- Entrance Slips (Bell Ringer Activity)
- Scissors and tape per student
- Chart Tablet and Stand with first sentence written on it.
- Computers with Office 2000 (MSWord)
- Keyboarding Connections textbooks (Glencoe) already opened to page 3 and placed on bookstands at the student workstation.

- Pencils
- Self-Assessment Rubrics

Preparation/Bell Ringer (5 minutes):

As students enter the class, greet them and hand them an entrance slip, a pair of scissors, and a roll of tape. Then direct students to their stations so that they can complete bell ringer activity. (5 minute activity) (Auditory, visual, and kinesthetic learners) (LD students will pair up with partners (previously assigned to complete activity) (Gifted students will assist in monitoring when they have finished activity.) See end of lesson for additional activities that cater to different learning styles.

Focus:

Tell students that they will be looking at the keys that comprise the HOME ROW. They will learn sentences to help them remember the keys. HOME ROW is vital to ACCURATE and FAST KEYBOARDING.

Teach/Model/Guided Practice: (20-25 minutes)

Go over the class rules.... "Rule 1 Class?" Wait for them to say the rule. Continue for the rest of the class rules (2-5).

- Have students look at their keyboards.
- Use the chart tablet with the sentence, "All Students Do Fantastic Just Keep Learning;" written on it to write the sentences that students came up with from their entrance slips/bell ringer activity.

- Have students hold up their hands and repeat the letters for the HOME ROW. (ASDF JKL;)
- You say: My turn: "The home row keys are ASDF JKL;", while bending down the appropriate fingers on each hand.
- Then say: "Your turn:" and wait for all students to say, "ASDF JKL;", while bending down the appropriate fingers on each hand. Repeat until firm.
- Call on individual students to repeat the home row keys while bending down the appropriate fingers. (Make sure the fingers are clear from the bell ringer activity.)
- If a student makes an error, call on the class to repeat the home row keys for them by saying... "Let's help (name of the student) out. Class, what are the home row keys?" When the class is finished you say, " Okay, (name of student who made the error) your turn." Wait for the student to call out the keys. Repeat with all students.
- Tell the students that they will learn PROPER FINGER MOVEMENTS and PACING in Sixth Grade in order to assist them in developing SPEED and ACCURACY as they learn to effectively keyboard to input data. Have the students open MSWord at their computer stations, (allow time to open up program) Have them look at page 3 of their text.
- Tell students: "Place the fingers of your left hand on the A S D and F keys. Use the illustration on page 3 of the text as a guide."

- Tell students: "Place your fingers of your right hand on the J K L and ; keys. Again, use the illustration as a guide." Say: "You will feel a raised marker on the F and J keys. These markers will help them keep your fingers on the home row keys."
- Say: "Curve your fingers."
- Say: "Using the correct fingers, key each letter as I say it and as you say it to yourself: a s d f j k l;"
- Say: "Remove your fingers from the keyboard and replace them on the home keys." (Pause for time)
- Say: "Key each letter again as I say it and you say it to yourself: a s d f j k l;"
- Say: "The SPACE BAR, located at the bottom of the keyboard, is used to insert spaces between letters and words, and after punctuation. Use the thumb of your writing hand (left or right) to press the SPACE BAR.
- Step 1: Say: "With your fingers on the home row keys, key the letters a s d f. Then press the SPACE BAR 1 time."
- Step 2: Say: "Key j k l; Press the SPACE BAR 1 time.
- Step 3: Say: "Key a s d f. Press the SPACE BAR 1 time; then key j k l;"
- Repeat Steps 1-3.
- Say: "The Enter key moves the insertion point to the beginning of a new line. Reach to the ENTER key with the

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Semi-colon finger. Lightly press the ENTER key. Return the
Semi-colon finger to home position.

- Say: "Now we are going to practice using the ENTER key. Key each line 1 time, pressing the SPACE BAR where you see a space and pressing the ENTER key at the end of a line." Have students key lines from part D on page 5 of their text. After about 2 minutes, tell the students to stop. Say: "Now you are going to practice the keys f and j, d and k, s and l, and semi-colon." "Key each line 1 time from parts E, F, G, and H from your textbooks on pages 5 and 6.

Independent/Collaborative Practice: (10 minutes)

- Students are partnered with their neighboring classmate to complete activity and assessments of each other. Pass out self-assessment rubrics and explain to students that while one partner is typing, the evaluator is to complete the student assessment rubric.
- Remind students what is being assessed before starting the activity. Activity is the Technique Checkpoint exercise in the student textbook, Keyboarding Connections, pages 6-7.
- Say: "Technique Checkpoints enable you to practice new keys. They also give you and your partner a chance to evaluate your keyboarding techniques. Focus on the techniques listed in the margin, such as:
 - Use correct fingers.
 - Keep your eyes on the copy.

- Press ENTER without pausing.
 - Maintain correct posture.
 - Maintain correct arm, hand, and finger position."
- Say: "Now evaluators get your pencils ready, typers began keying lines 9-10 one time." The activity is timed for 5 minutes. Students make the switch and complete activity.
 - Students can try to use the correct fingers. Spend only a short time for this exploration so as not to develop habits that need to be changed.

Closure/Reflect/Relate and Revisit Content: (5 - 10 minutes)

Review the home row keys. Explain to them how our home is where we come when we want to be sure we are safe and doing the right thing. It anchors us. There's no place like home.... Just like in keyboarding, the home row keys keep us grounded and anchored so that we will know where to position our fingers when we reach for new keys. Ask a student to close the class with their explanation as to why keyboarding will be important to them. Tell them that the next lesson will focus on new keys H E and O. Their homework assignment is to know the home row keys. That will be their entrance slip to get into class for the next day. The exit slip for class is to hand in their assessment rubric that was completed by their partner.

Activities cater to different styles of learning.

LD Learners/ELL: Words in all caps in the textbook will be defined to help these students with any difficulty in meaning.

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Because of its fairly clear expectations and repetitive nature, keyboarding is a class in which ELL students do well. In some cultures, teachers give students little freedom, so they may be uncertain what American teachers expect of them. Setting definite goals can be helpful to ELL and all students.

Students Who Are Learning Disabled: Pair students to assist one another with correct posture techniques. As students help others, their own learning will be reinforced.

Kinesthetic Learners: Suggest that students identify each key with a particular muscle movement. This is referred to as "muscle memory."

Auditory Learners: Call out the home row letters. Have students say each key quietly to themselves as they press that key. Students may be helped by keying to music. This encourages a cadence. Pick an upbeat tune with an appropriate tempo (instrumentals only!)

Visual Learners: Explain the purpose of the keyboard illustrations. The keys are color-coded according to which finger is used. New keys are in white. Remind students that if they are unsure what finger to use for a particular key, they can glance at the illustrations in their books... not their keyboard (use the typing masks!)

Students with Limited Vision: Students may find it helpful to set the monitor to High Contrast. Go to Start→Control Panel→Accessibility Options, click Display tab, and select Use High Contrast.

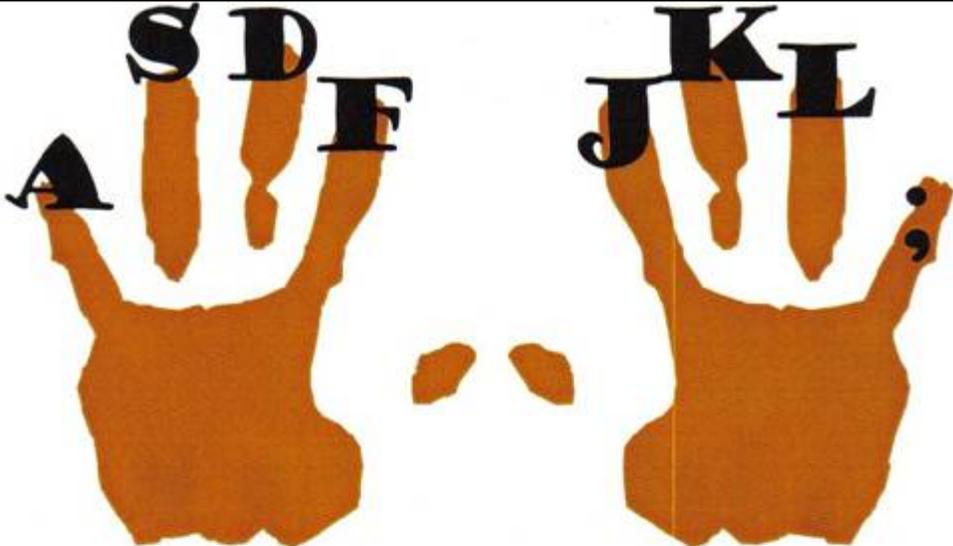
releasing keys, causing them to automatically repeat. Go to Start→
Control Panel→ Keyboard. Drag the Repeat delay slider toward Long.

Kinesthetic Learners: Have students count the letters that correspond to each finger. Ask, "How many keys are used by each finger?"

Assessment:

While students are completing their assessments of their partners, monitor and assist while completing the Unit Assessment. This assessment will be used for the whole unit, but for the lesson, complete only the indicated area.

Entrance Slip:



Directions:
Within 5 minutes, come up with a sentence to help you remember the home row keys. For example:
"All Students Do Fantastic Just Keep Learning;"

When you have a sentence, cut out the letters below and tape them to the appropriate finger on your hand. (Look at the picture above!)

A	S	D	F
J	K	L	;

ASSESSMENTS :



KEYBOARDING BASICS Unit 1

Each student will complete assessment for their partner.

Student Name: _____ Period: _____ Teacher: _____

Evaluator: _____

Criteria	4- Consistently Meets and at Times Exceeds	3- Meets Most of the Time	2- Meets Some of the Time	1- Continued Practice Needed
Upper Body Posture: Straight upper body. Body is within hand span of keyboard. Body centered in front of the "J" key.				
Lower Body Posture: Hips touch back of chair. Feet are flat on floor.				
Hand/Finger Position: Demonstrates correct hand position over home row. Strikes keys with tips of fingers.				
Palm Position: Keeps palms off desk and/or keyboard.				
Typing Rhythm: Maintains a steady timing rhythm.				
Accuracy: Finished work is at an accuracy rate of <u>95%</u> or better.				
Speed: Student maintains the average class keying pace of 25 words per minute with 2 or less errors.				
Effort: Student is on-task and focused.				
Add Up Overall Scores ----->				

Your Score _____
 Total Possible Score _____

Teacher Comments:



KEYBOARDING BASICS

Sections 1.1-1.20

Use this rubric to assess during monitoring and assisting of each student. Provide feedback.

Student Name: _____ Period: _____ Teacher: _____

Criteria	4- Consistently Meets and at Times Exceeds	3- Meets Most of the Time	2- Meets Some of the Time	1- Continued Practice Needed
Demonstrates correct posture and position at the keyboard. (1.1)				
Learns the "Home Row" (A,S,D,F,J,K,L,;), SPACE BAR, and ENTER keys. (1.1) (NETS 1b)				
Demonstrates correct touch-system techniques for alphabetic keys. (1.2-1.20) (NETS 1b)				
Learns the H, E, and O keys. (1.2) (NETS 1b)				
Learns the M, R, and I keys. (1.3) (NETS 1b)				
Learns the T, N, and C keys. (1.5) (NETS 1b)				
Learns the V, RIGHT SHIFT, and period (.) keys, and spacing with the period. (1.6) (NETS 1b)				
Determines speed in words per minute (WPM). (1.6)				
Learns the W, comma (,), G keys, and spacing with a comma. (1.7) (NETS 1b)				
Improves speed and accuracy. (1.8) (NETS 1b)				
Strengthens reaches to third, home and bottom rows. (1.8)				
Learns the B, U, and LEFT SHIFT keys. (1.9) (NETS 1b)				
Learns the Q and / (slash or diagonal) keys. (1.10) (NETS 1b)				
Learns the apostrophe (') and the quotation mark (") keys. (1.11) (NETS 1b)				
Improves keyboarding skills. (1.12) (NETS 1b)				
Learns the P and X keys. (1.13) (NETS 1b)				
Learns the Y and TAB keys. (1.14) (NETS 1b)				

Criteria	4- Consistently Meets and at Times Exceeds	3- Meets Most of the Time	2- Meets Some of the Time	1- Continued Practice Needed
Learns the Z and colon (:) keys. (1.15) (NETS 1b)				
Keys WPM 25/11/2e (25 words per minute for 1 minute with 2 errors) or better. (1.16) (NETS 1b)				
Learns the ? key. (1.17) (NETS 1b)				
Uses the CAPS LOCK key for all-capital letters. (1.17) (NETS 1b)				
Demonstrates the ability to compose at the keyboard. (1.17) (NETS 2b)				
Learns the hyphen (-) and underscore (_) keys. (1.18) (NETS 1b)				
Keys WPM 25/11/2e or better. (1.18) (NETS 1b)				
Uses correct spacing before and after punctuation. (1.19 and 1.20) (NETS 1b)				
Keys WPM 25/11/2e or better. (1.20) (NETS 1b)				

Your Score _____

Total Possible Score _____

Teacher Comments:

Standards :

National Educational Technology Standards for Students

The National Educational Technology Standards for Students is designed to provide teachers, technology planners, teacher preparation institutions, and educational decision-makers with frameworks and standards to guide them in establishing enriched learning environments supported by technology.

The following rubrics have been aligned to these standards indicated by NETS 1a, b, and so on.

1. **Basic operations and concepts**
 - a. Students demonstrate a sound understanding of the *nature* and *operation of technology systems*.
 - b. Students are *proficient* in the *use of technology*.
2. **Social, ethical, and human issues**
 - a. Students understand the *ethical, cultural, and societal issues related to technology*.
 - b. Students practice *responsible use of technology systems, information, and software*.
 - c. Students develop *positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity*.
3. **Technology productivity tools**
 - a. Students use technology tools to *enhance learning, increase productivity, and promote creativity*.
 - b. Students use productivity tools to collaborate in constructing *technology-enhanced models, prepare publications, and produce other creative works*.
4. **Technology communications tools**
 - a. Students use *telecommunications* to collaborate, publish, and interact with peers, experts, and other audiences.
 - b. Students use a *variety of media and formats* to communicate information and ideas effectively to multiple audiences.
5. **Technology research tools**
 - a. Students use technology *to locate, evaluate, and collect information from a variety of sources*.
 - b. Students use technology tools to *process data and report results*.
 - c. Students evaluate and *select new information resources and technological innovations based on the appropriateness for specific tasks*.
6. **Technology problem-solving and decision-making tools**
 - a. Students use technology resources for *solving problems and making informed decisions*.
 - b. Students *employ technology in the development of strategies for solving problems in the real world*.

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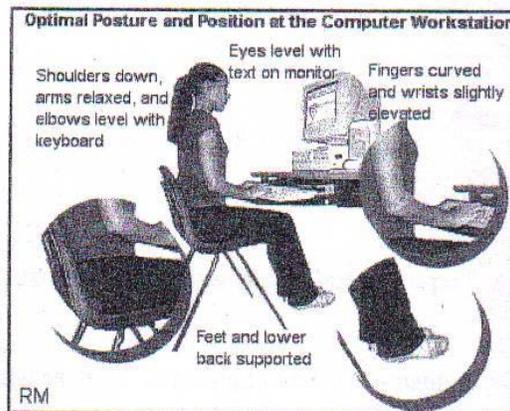
Alabama Course of Study Technology Education Standards:

SIXTH GRADE-EIGHTH GRADE

By the end of eighth grade students will:

Basic Operations and Concepts

1. Demonstrate optimal posture and position at the computer workstation.
 - Eyes level with the text on the monitor
 - Shoulders down, arms relaxed
 - Elbows level with keyboard
 - Feet and lower back supported
 - Fingers curved
 - Wrists slightly elevated
2. Communicate regarding technology using developmentally appropriate and accurate terminology.
3. Demonstrate keyboarding proficiency in technique and posture while building speed.
4. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
5. Utilize an operating system efficiently.
Examples: proper shut down, file management



TIP Checklist (Roblyer, 2006):

Phase 1: Determine Relative Advantage—Why Use Technology?

- Topic is not difficult for me to teach since this Keyboarding is my subject area. However I do have topics, curriculum objectives and insights for teaching this lesson.
- This is a good match for a technology-based solution.

- The relative advantage of the keyboarding lesson is that students will learn the correct fingering positions for keyboarding while working on the computers using MS Word.
- The relative advantage is sufficient to justify the effort and expense of using the solutions.

Phase 2: Decide on Objectives and Assessments—How Will I know Students Have Learned?

- The outcomes I expect for students after instruction to show me they have learned will be implicated on their assessment rubrics.
- The best way for me to assess students learning is through teacher observations, collaborative and self-assessments using rubrics.
- The assessment instruments rubrics were provided in the student and teacher editions of Glencoe Keyboarding Connections: Projects and Applications.

Phase 3: Design Integration Strategies—What Teaching Strategies Will Work Best?

- The instruction is single subject: Keyboarding
- Students will work in combination as individuals and collaborate in pairs, and whole class.
- There will be a combination of direct and constructivist activities.

- There are strategies to encourage diverse learners.
- The lesson plan provides the sequence of activities I will teach.
- Students had enough time to learn the technologies before I begin grading this lesson as they were given instruction in previous lessons.
- Demonstrations of equipment and the software skills students need were given in previous lessons.

Phase 4: Prepare the Instructional Environment—Are Essential Conditions in Place to Support Technology Integration?

- 18-20 computers with MS Word installed are needed to carry out the activities.
- 22 computers with MS Word installed are available to carry out the activities.
- The technology resources will be needed for the whole school year as this is the computer technology elective.
- I do not need to schedule time in a separate lab or media center as my class is a computer technology classroom.
- I have my own projection devices and large screen Destination TV for demos.
- Other equipment and resources that is necessary for the lesson is listed under the materials section of the lesson plan.

- The uses I am planning are legal according to copyright laws and meets National Educational Technology Standards (NETS).
- Provisions are made for students' privacy and safety.
- N/A...there are no students with physical disabilities.
- I am familiar with troubleshooting procedures specific to the hardware and software and have backup computers ready to use.
- The morning of lesson will be used to check necessary equipment and to log on to the network for student access to software installed.
- Students will not need to save their work, but they will print their work for assessment.
- I do have a backup plan if I cannot use the resources available as planned. I have a separate classroom with individual desks and textbooks of an alternate lesson should computers fail.

Phase 5: Evaluate and Revise Integration Strategies—What Worked Well? What Should Be Improved?

- In previous years objectives were always achieved. Evidence of success are rubrics provided and open discussion of the lesson with students.

- I have solicited feedback from students about how to improve activities. It was from student feedback that the collaborative assessment evolved. They also were helpful in suggesting the sentences to help them remember the home row keys. Overall improvement of academic success improved from 90 percent knowing the home row keys after the lesson to 100 percent accuracy.
- Open discussion at the end of the lesson will provide additional feedback from students for improvements of the lesson. Comments put on the collaborative assessments will help students meet performance standards and teacher assessment rubric will provide feedback in regard to whether students need continued practice or if they meet performance standards in actual keying of text.
- Information from the past did indicate changes were necessary to improve outcomes. The integration of technology with collaborative learning and entrance slip activity improved the overall motivation and academic success of students.
- There are other ways to arrange technology resources and activities to improve results. These activities will be added after the students have learned the basic skills necessary to begin keyboarding.

Rationale:

Technology education is designed to teach students the touch method of typewriting, and to also introduce students to valuable tools and current methods useful to them in this constantly changing world of technology. Students will develop a lifelong skill while learning word processing applications, which will enable them to prepare properly formatted documents for school and personal use. Students will learn proper methods for keying both personal and business letters, term papers, outlines, tables, resumes, and much more. Emphasis is placed on proper techniques as well as speed and accuracy.

Evaluation:

Using technology is a daily occurrence for me in my classroom. I truly believe that my students have benefited from this lesson and others. My students responded well in the past to this lesson mainly due to the entrance slip and creating sentences to help them remember the home row keys. I have used this same lesson during an observation and did very well. My principal was engrossed in the students' responses and could see they were actively engaged and had high time on task. During this lesson, every style of learning was touched. Students liked the constant reminders and help from their peers through collaboration. They liked the fact that they could cut out the squares and give

themselves a visual reminder as they initially learned the home row keys. By the time they got to the actual keying of text, they were thoroughly engaged in the lesson and ready to put to use their newly acquired skills. They were motivated to learn because of the "home" analogy and understood the reasoning behind the lesson. Objectives were met. Lesson was aligned with state and national standards for technology education.

References

- Roblyer, M. D. (2006). Chapter 2 foundations of effective technology integration models: Theory and practice. *Integrating educational technology into teaching* (4th ed., pp. 33-70). Upper Saddle River, NJ: Pearson Education, Inc.
- Zimmerly, A. (2003). *Glencoe keyboarding connections: Projects and applications*. New York: McGraw-Hill.

Technology Lesson Plans. Whether you are looking for technology lessons for your classroom or computer lab, The Teacher's Corner has organized some great lessons and resources around the following: management, integration, keyboarding, and more. Make sure your students are developing their 21st Century skills. Your creativity can help other teachers. Submit your technology lesson plan or activity today. Don't forget to include any additional resources needed. We also love to get photos! Technology Lesson Plans and Classroom Activities. This indicates resources located on The Teacher& Incorporating Technology into Math. by Melanie Gonzales. Loading Melanie's other lessons. Reading Fun. 1. You're currently using one or more premium resources in your lesson. Only premium resources you own will be fully viewable by all students in classes you share this lesson with. Yes, share it. Back to lesson. Reminder. In order to share the full version of this attachment, you will need to purchase the resource on Tes. Purchase resource. Back to lesson. Clicking 'Purchase resource' will open a new tab with the resource in our marketplace. Purchase resource. midterm project - part i - Free download as PDF File (.pdf), Text File (.txt) or view presentation slides online. Education 214 Monday October 24, 2016 Midterm Part I: Integrating Technology into the Classroom Curriculum. Application. Web Address. Word Processing http://www.educationworld.com/a_lesson/02/lp28503.shtml. http://mercury.educ.kent.edu/niflprojects/integration/documents/u2l2p1_wpcheck.htm. Spreadsheets.