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EDUC 651: The Professional Educator

Unit Title: Keyboarding – Type to Learn 4

Subject Area: Business (Computer Applications)
Grade Level: 5th Grade Middle School

ISTE Benchmarks/National Educational Technology Standards

1. ***Creativity and Innovation-*** *Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:*
 - a. *apply existing knowledge to generate new ideas, products, or processes*
 - b. *create original works as a means of personal or group expression*
6. ***Technology Operations and Concepts-*** *Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:*
 - a. *understand and use technology systems.*
 - b. *select and use applications effectively and productively.*
 - c. *troubleshoot systems and applications.*
 - d. *transfer current knowledge to learning of new technologies.*

Day 1 Lesson Plan- Introduction to Type to Learn 4

Subject Area: Business (Computer Applications)
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Learning Goals/Targets/Objectives

1. *The student will be able to type all letters, numbers, and symbols, as well as properly use the numeric keypad, arrow keys, and keyboard commands/shortcuts.*
2. *The student will develop proficiency on the keyboard through muscle memory.*
3. *The student will increase their keyboarding speed.*
4. *The student will understand when to use word processing software and be able to create a word-processed document.*
5. *The student will be able to illustrate and communicate original ideas and stories using digital tools and media-rich resources.*
6. *The student will be able to practice injury prevention by applying a variety of ergonomic strategies when using TTL4 software.*

Materials

- Computer with Internet Access
- Type to Learn 4 Software

Anticipatory Set

Preview the content prior to critical input experience by reviewing the lesson goal, proper keyboarding technique, disinfecting the workspace, and giving a brief teacher summary.

Describe how students will launch TTL4 and show them the login screen.

“This year, we are going to learn keyboarding through a program called Type to Learn 4, and we access that by clicking this circle with “TTL4” on our desktops.” TTL4 is set up so that you’re an Agent of Information in training. We’re going to start by watching a quick video”

Login and have students watch the introduction video.

Have students launch TTL4 by clicking the TTL4 Icon on the desktop. Instruct students to login by entering their username and password and clicking “Ok”.

Username: Last name followed by the first letter of their first name (*Ex: sandagerr*)

Password: Same as the username

Have students turn their monitors off when they are logged in.

“Now that we know all about your mission, let’s turn on our monitors and launch TTL4. So remember, we need to click the icon that looks like a purple circle on the Desktop. When you are at the login screen, you will need to type in your username and password. BOTH your username and password are the same thing: your last name followed by the first letter of your first name. So, mine would be “Sandagerr” for BOTH my username and password. When you get logged in, you will see the same introduction video we just watched. When you’ve reached the main menu, please turn your monitors off.”

Instructional Input

Preview the Main Menu.

“Every time you login, you will be brought to the Main Menu, which is this screen. On the right half of the screen you will see a box with your name and rank and the lesson you are on.”

Preview the Options Menu.

“To the left of this, you have the options button, so if you click that, you are brought to the Options Menu screen. Here you can change your Agent to either a boy or a girl, change the color of the hands you see, turn on/of any sound, and adjust the volume.

*The last option you have is the change the Screen Resolution, but we do **NOT** want to change that at all because it’s already set to the right size.*

Once you’re happy with your changes, you can click “Save Changes” to return to the Main Menu.”

Preview the Access Medallion Menu.

“Another option you have is to select the Access Medallion “Go” button to bring up your Access Medallion. Your Access Medallion will fill in with a color each time you complete lessons and assessments, which are like check points. You can change the color of your Medallion by clicking the left or right arrows to see the color choices and then clicking “OK” to save your color choice and return to the Main Menu.”

Preview Call Agent Menu.

“If you ever have a question or need help, you can click the Call Agent button to bring up the Help Menu and any instructions for your screen.

You can also have the Help instructions read aloud if you click the speaker button in the top right corner of the screen. Then, just click “Close” to return to the Main Menu.”

Preview Lessons, Activities, and Final Challenge.

“So, if we look at our Lesson Menu, you’ll always see the lesson you’re on at the top. You can click “Review” or “Next” to cycle through your past lessons. Notice though, that I can only see the lessons I have completed.

*Each lesson will have the Begin, 5 Activities/Games, and the Final Challenge. You can only access the games once you complete your Begin or Final Challenge. You can tell if you’ve passed a section when your checkmark is filled-in and green. If your checkmark is empty, you have not completed that section of your lesson. Anytime you see a red X that means that activity is unavailable. You are **always** going to have a red X next to New Training, so you never need to worry about that section.*

When you’re ready to start your lesson, you would click “Begin”. This is the lesson screen. Notice on the left, you have your current goals for WPM and Accuracy. Does anyone know what WPM stands for?

WPM stands for words per minute, or how fast we type. Accuracy is the percentage of how many keys we typed correctly without making mistakes.

On the right, you can see your Access Medallion and your progress through your training.

On every Lesson, Activity/Game, or Final Challenge, you will see the keyboard at the bottom, and then you also have these buttons you can use to navigate to different activities.

The door button will bring you back to the Main Menu. The question mark button brings up our Help Menu, and then the 5 buttons over on the right correspond to each game. The light bulb brings you to Big Ideas, the blast brings you to Dig This, the steering wheel brings you to Drone Control, the little thought bubble brings you to Message Master, and the two arrows is Reconnect.”

Model/Guided Practice- I Do, We Do, You Do

Teach proper keyboarding technique to students by modeling in a chair in middle of the classroom. Have students turn on their monitors and explore TTL4.

“For the rest of the time, I’m going to let you explore TTL4. First, though we need to learn the proper keyboarding technique.

When we sit down to type, we need to sit up straight with our feet in front of us flat on the floor if they can reach. We want to look straight ahead at the screen, and we are going to place our left hand on the left side of the keyboard and our right hand on the right side. Our thumbs should be right in front of our belly buttons.

Our fingers go on “Home Row” which is the FDSA and JKL; keys. Your thumbs will go on the space bar. You should always be able to feel the little bumps on the J F key with your pointer fingers. This helps you know where to put your hands if you don’t remember.

*So, let’s review! How should we be sitting? Why?
Where do our hands go? If we forget, what can we feel for on the keyboard?*

Ok, the rest of the time is yours to explore TTL4. You can go in and change your options, start your lessons, play a game, and just have fun! So, you can turn on your monitors and try out all the buttons and menus. Remember to use the proper keyboarding technique we just went over!”

Check for Understanding- Wait time for 10 seconds

- At the end of each Menu preview, ask for questions.
- During guided practice/work time, walk around room checking student progress and providing feedback and assistance

Closure / Independent Practice

Have students return to the Main Menu. Describe how future classes will have a Lesson goal each time they meet, giving a brief teacher summary. Show students how to exit TTL4.

“Ok please return to the Main Menu—remember you can do that by clicking the door button.

How do you like TTL4 so far?—Thumbs up/Thumbs down?

Ok good! I’m seeing a lot of thumbs up. So, every day you come to class, you’ll come in and check the board to see what our lesson goal is for the day. Generally, we will have the goal to complete 1 lesson each class period.

Right now, we are almost out of time, so we need to exit TTL4, so you can click the “Exit” button at the bottom of the Lessons Menu. You can then click “Yes” on the box that comes up.”

Daily Lesson Plan- Letter and Number Keys, Symbols, Numeric Keypad, Arrow Keys, Keyboard Commands/Shortcuts

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Learning Goals/Targets/Objectives

7. *The student will be able to type all letters, numbers, and symbols, as well as properly use the numeric keypad, arrow keys, and keyboard commands/shortcuts.*
8. *The student will develop proficiency on the keyboard through muscle memory.*
9. *The student will increase their keyboarding speed.*
10. *The student will understand when to use word processing software and be able to create a word-processed document.*
11. *The student will be able to illustrate and communicate original ideas and stories using digital tools and media-rich resources.*
12. *The student will be able to practice injury prevention by applying a variety of ergonomic strategies when using TTL4 software.*

Materials

- Computer with Internet Access
- Type to Learn 4 Software
- Keyboard Cover
- Green, Yellow, Red Cards
- Microsoft Word
- Extension Packet

Anticipatory Set

Preview the content prior to critical input experience by reviewing the lesson goal, proper keyboarding technique, disinfecting the workspace, and giving a brief teacher summary.

Have lesson goal and any other reminders up on SMART board planner. Students should know the procedure to take a keyboard cover when they enter the room, sit down, login to TTL4, and get to work.

“Good morning GROUP NAME! Did everyone remember to disinfect his or her workspace? If not, you can grab a disinfecting wipe from up here. Today’s goal is to complete lesson __. As we type, what is one thing we need to remember with our proper keyboarding technique?”

Allow students to answer, repeating, confirming, and demonstration technique for:

Sit up straight, feet in front, flat on the floor (if they can reach)

Look straight ahead at the screen—no looking down!

Left hand goes on the left side of the keyboard, right hand on the right side

Thumbs should be in front of our belly buttons
Hands on home row—remember to feel for the bumps on the F and J keys if you forget

Introduce Green/Yellow/Red cards

“Everyday, I am going to pass out green cards for everyone that say ‘I used the correct keyboarding form all hour!’ That means you’re doing all the proper keyboarding techniques we just reviewed. If I catch you using incorrect form or looking down, I will give you a yellow warning card that says ‘I was caught once, but will work hard to use the correct form from now on.’ If I catch you more than once, you will get a red card that says ‘I need to remember to use the correct form all hour.’

*Your green card is your ticket out of class. Therefore, anyone with a yellow card has to wait for all the green cards to leave, and anyone with a red card has to wait for all the green and yellow cards to leave. I will **not** write a pass for yellow or red cards—it is up to you to behave properly all hour!*

So, remember the proper keyboarding technique. Our goal again is to finish lesson _____. I’ll be coming around with your green cards.”

Instructional Input

TTL4 is a self-guided program. Every lesson starts with students clicking “Begin”, which reviews previous keys and teaches the new keys. The lesson is made up of 5 steps:

1. Home Row Reminder
2. Warm Up
3. Security Check
4. Learn New Keys
5. Exercises 1-3 or 4

A student’s WPM and Accuracy goals are displayed on screen, as well as a progress bar showing students the progress they’re making through the current lesson.

Students must meet their goal minimums in order to pass their lesson. Goal minimums are automatically set by TTL4 to be -10% of WPM or -7 WPM below the student’s goal, and 85% accuracy. Therefore, if a student’s goals are 20 WPM and 90% accuracy, they can still pass by achieving 13 WPM and 85% accuracy on their lesson.

If a student achieves below their goal minimum, remediation is automatically provided, and they must repeat and pass their lesson.

Model/Guided Practice

There are 5 practice activities/games corresponding to the keys learned in the lesson. Each activity/game teaches a specific keyboarding skill.

All activities/games have a variety of cross-curricular payoffs once the student completes that activity. Payoff content covers topics such as science, language and literature, music, social studies, astronomy, inventions, architecture, and other common knowledge.

Each activity has numerous payoffs, so students can play and replay the activities in each lesson and still get a variety of cross-curricular learning.

1. Big Ideas Activity – Left/Right Hand Coordination

This is a timed activity focusing on left and right hand coordination. Students type the words they see inside thought bubbles to save the ideas from being lost forever. All thought bubbles are on the left or right side of the screen and contain content typed with either the left or right hand exclusively.

The speed of the thought bubbles is related to the student's WPM goal. Students get a point for each correctly typed character. Their WPM and accuracy are recorded at the end of the activity.

2. Dig This – Accuracy and Smooth Typing Cadence

This activity focuses on accuracy and typing to a beat to encourage a smooth typing cadence. Students type the text displayed accurately to carefully break the ice or stone and uncover what's hidden underneath. An optional metronome beat helps them type in a cadence.

WPM and accuracy are recorded at the end of the activity.

3. Drone Control – Speed

This is a timed activity focusing on speed as well as accuracy. Students type the text commands displayed as quickly as possible to pilot an unmanned drone vehicle to move through dangerous terrain and deliver important information. They must reach their destination before time runs out.

The amount of text commands provided to the student during this game depends on their individual WPM goal. Students must type fast enough to meet their WPM goal in the time allotted in order to successfully reach their destination.

WPM and accuracy are recorded at the end of the activity.

4. Message Master – Accuracy, Dictation, and Original Writing

This activity provides 3 different tasks depending on what lesson the student has reached. Students send important messages by typing text, dictation, and original writing prompts.

In lessons 1-7, the student types the text displayed on the screen.

In lessons 8-20, the student hears dictation of what to type. They can click the speaker button to repeat what they heard.

In lesson 21-34, the student hears a writing prompt and must write a few original sentences in response to the prompt. They can click the speaker button to hear the prompt repeated. Students must write a minimum number of words before they can submit their original writing.

WPM and accuracy are recorded at the end of the activity.

5. Reconnect – Shift Keys

This activity focuses on using the Shift key for capital letters, symbols, and punctuation. Students use the Shift keys to type the displayed text lines of secret code, including capital letters, symbols, and punctuation, to rebuild and reconnect important infrastructure such as electrical cables, water pipes, and air ducts.

As students type correctly and reconnect the pieces, the environment changes—the dry ground gets greener as it is watered, the dark city lights up, and the airless warehouse gets brighter.

WPM and accuracy are recorded at the end of the lesson.

Check for Understanding- Wait time for 10 seconds

- During guided practice/work time, walk around room checking student progress and providing feedback and assistance

Closure

Students complete their lesson by finishing the Final Challenge. The Final Challenge is a short quiz students must pass in order to progress to the next lesson.

The student can try the final challenge without completing the lesson itself. If they pass, they can proceed to the next lesson after completing all the activities. This helps move advanced students ahead quickly, while still being based on merit.

Students must meet their goal minimums in order to pass their lesson. Goal minimums are automatically set by TTL4 to be -10% of WPM or -7 WPM below the student's goal, and 85% accuracy. Therefore, if a student's goals are 20 WPM and 90% accuracy, they can still pass by achieving 13 WPM and 85% accuracy on their lesson.

If a student achieves below their goal minimum, remediation is automatically provided, and they must repeat and pass their lesson.

When a student passes each Final Challenge or Assessment, they receive a certificate congratulating them on their completed lesson or newly earned rank in the Agent's society. Each certificate displayed the student's WPM and Accuracy scores.

Independent Practice

Inform students when there is 5-10 minutes of class time left to finish their current lesson, activity, or final challenge. Remind them that the goal was to finish lesson _____, and if they didn't, it is their "homework" to make it up.

Have students return to the Main Menu, exit TTL4, log off their computers, put away their keyboard covers, and push in their chairs.

“Ok we have about __ minutes left of class, so please finish whatever lesson or activity you are on, return to the Main Menu, and exit TTL4.

You can then log off your computer and put away your keyboard cover. Please remember to push in your chairs.

Remember that our goal was to finish lesson _____ today. How many people reached their goal? Good job! If you did not finish lesson _____, you can always come in during Advisory or after school to work. Also, remember that you have the option to access TTL4 at home and complete your lessons there. You can download TTL4 from our website.”

Allow green cards to exit, followed by yellow cards, and then red cards. Do not allow yellow/red cards to exit until all green cards have left and so forth.