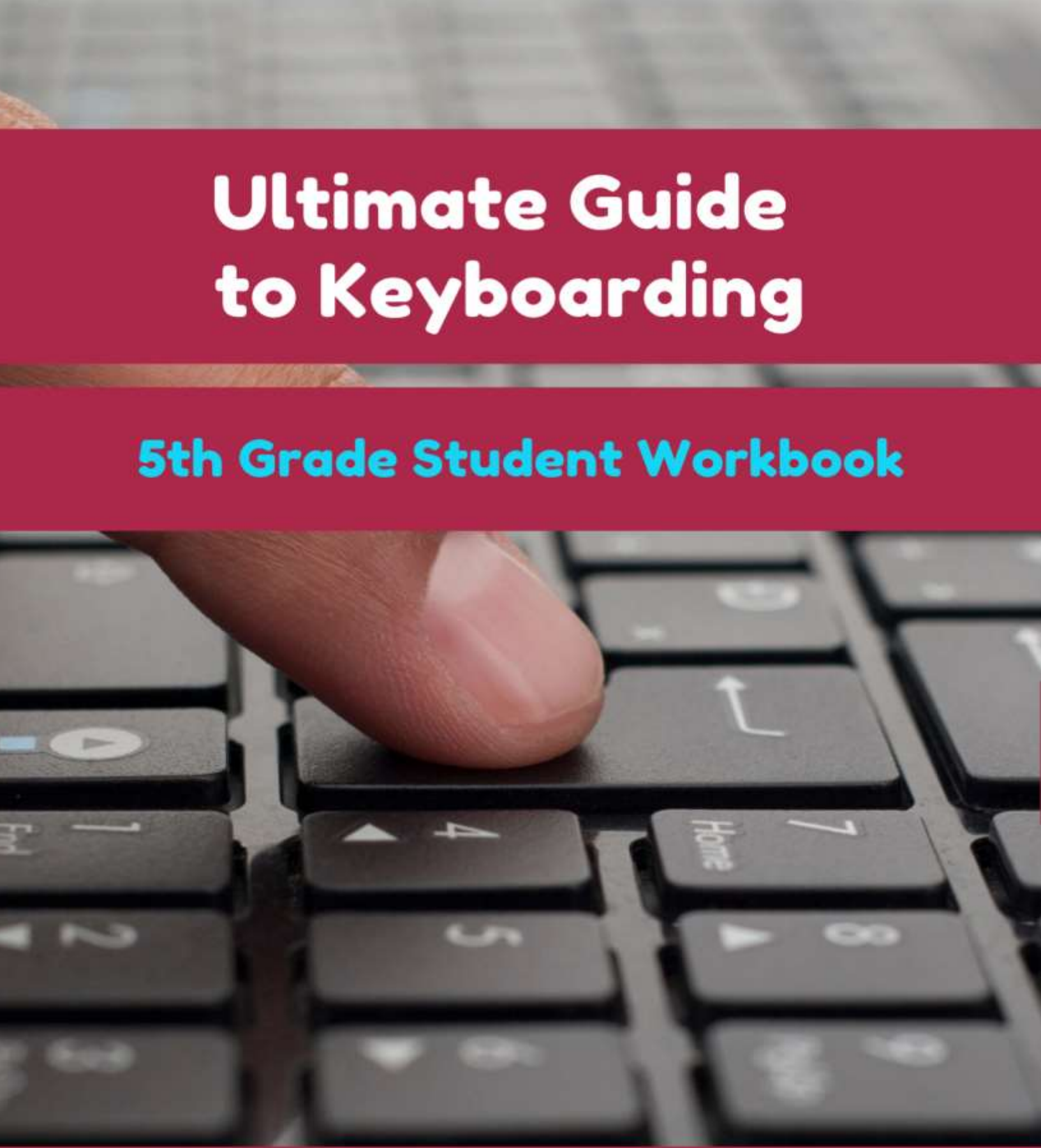
Ultimate Guide to Keyboarding

5th Grade Student Workbook



by Ask a Tech Teacher

ULTIMATE GUIDE TO KEYBOARDING STUDENT WORKBOOK

GRADE 5

by Ask a Tech Teacher©

Second Edition 2014
Part of the Structured Learning Technology for the Classroom series
Visit the companion website at http://askatechteacher.com for more resources to teach keyboarding to Kindergarten-Eighth Grade

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INTRODUCTION

Your goal: Learn to type. You'll get there. We're going to help.

Just follow lessons in these workbooks and watch the videos (grades 3-8 only) if your teacher provides them. How much time will that take? Here's an estimate:

Grades 3-8 ***30-60 min. a week***

Are you surprised you can learn to keyboard in such a short amount of time? Wait till you see how much fun it is! We give you lots of choices. You can even work with a friend, both of you on laptops, Chromebooks, or desktops (no iPads unless you have an attached keyboard).

Follow the plan. Execute it faithfully. It works.

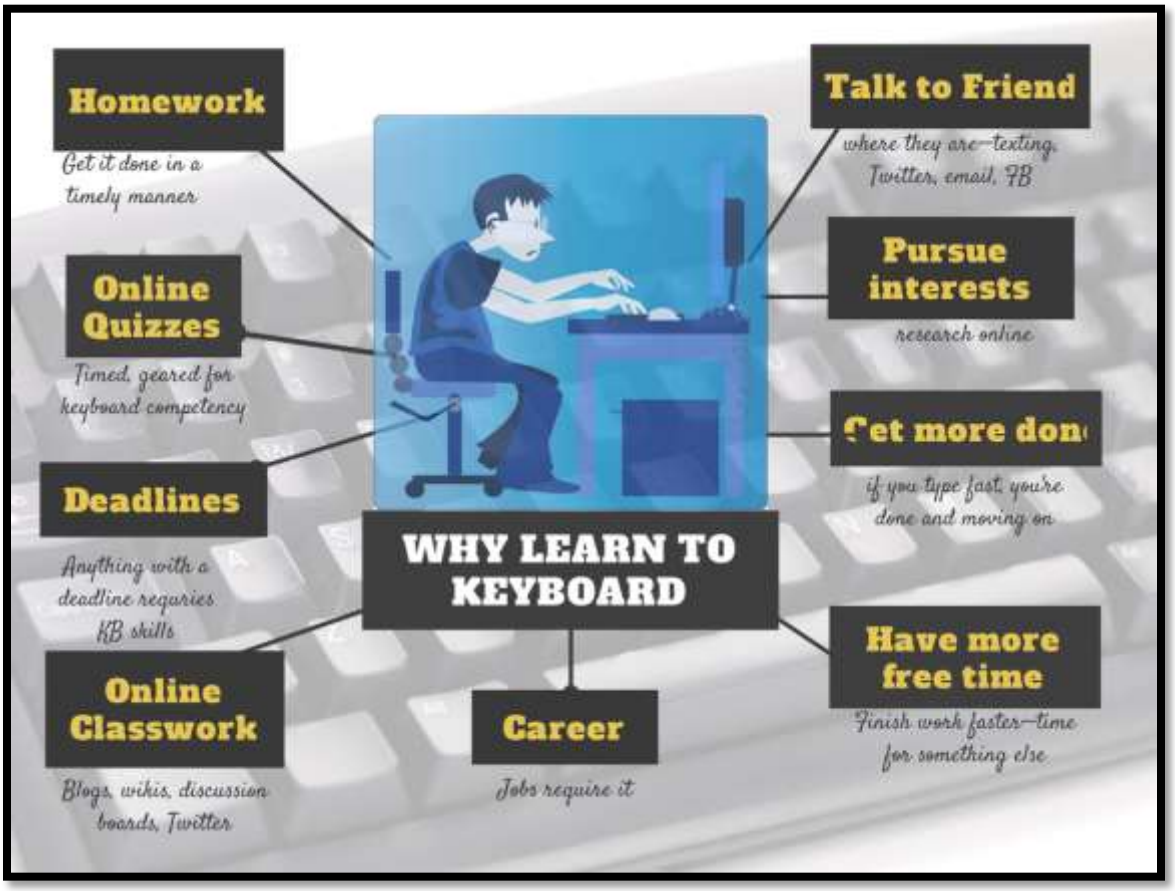
WHY LEARN KEYBOARDING?

If you've ever seen a friend struggle to type a web address or a book report when they don't know where the keys are, you know why you want to learn.

There are more reasons (see Figure 1):

- *to get homework done in a timely manner*
- *to take online quizzes and tests (more common every day)*
- *to complete online classwork—blogs, wikis, websites, discussion boards*
- *to finish timed work before the clock runs out*
- *to talk with friends—email, texting, Twitter, FB*
- *to find out more about what interests you (research online)*
- *to get more done in the 24 hours in each day*
- *to have more free time to do other stuff*
- *when you get a job, they'll expect you to know keyboarding*

Figure 1—Why Keyboard



To achieve these goals means you type fast enough to keep up with your thoughts. Follow the lessons in this series and it'll happen.

HOW TO USE THIS BOOK

- Each lesson takes 15 to 30 minutes, with an equal amount of home practice (3rd-8th grade). Your teacher will help you decide how long.
- Go month-by-month, in the order presented.
- Green highlighted words are vocabulary you want to learn and use (mostly in early grades).
- When using online sites, follow digital citizenship rules discussed in class.
- Because each monthly and weekly group of activities likely will take place over multiple time periods, lessons include an underscore (____) in front

of parts. Check off (in the manner allowed by your digital reader) what you complete and proceed from there next time you practice.

- As you finish each activity and/or skill, check it off on ***Ready to Move On*** (at the end of the month's activities) and the grade-level checklist. Don't go to a new month until everything is completed. Then, print the ***Ready to Move On*** list and hang it by your computer to remember what you know.
- Your teacher may expect you to self-evaluate your progress by updating a class spreadsheet to affirm completion of lessons. Figure 2 is an example:

Figure 2—Self-assessment

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1							KEYBOARDING MONTH															
2		Set-up					Month 1						Month 2						Month 3			
3		set up wiki pg	set up blog	dig note-tkg	Poll	ET	WPM	HW	TT	BKA	ET	NT	WPM	HW	TT	BKA	ET	NT	WPM	HW	TT	BKA
4	AISHA																					
5	ALOMNA																					
6	ANDY																					
7	CHIP																					
8	DAVIS																					
9	DELBERT																					
10	GEORGE																					
11	JASON																					
12	JO-ANNY																					
13	JUSTIN																					
14	JUTE																					
15	LAD																					
16	LEO																					
17	LUIZ																					
18	LUJA																					
19	MACIAS																					
20	MORRIS																					
21	PAULO																					
22	PETER																					

S/he'll provide more direction on this as well as a link to the location.

- Grades 3-8 have 12 videos to support keyboarding study (if your teacher opted for these). Your teacher will provide links and explain their use.
- Work at your own pace. Don't feel pressured to keep up or forced to slow down. If you can check it off the list, move on. If you finish the year early, ask your teacher what she'd like you to do.
- BTW—whenever we reference 'ask your teacher', we mean the person who started you on this self-directed keyboarding program.

- If you need to purchase additional copies of this ebook or other years, contact zeke.rowe@structuredlearning.net.

You'll find a lot of links in this ebook, but know this: Links die. If a link doesn't work, try a different one (usually there are options). If that doesn't work, contact Zeke.Rowe at StructuredLearning.net. He'll help.

OVERVIEW OF THE KEYBOARDING JOURNEY

Here's an overview of K-8 keyboarding:

K-1 *Introduce mouse skills, keyboarding, key placement, posture*

2nd *Work on keyboarding, key placement, posture, position*

3rd *Reinforce basics. Work on accuracy and technique*

4-5 *Continue accuracy, technique. Begin work on speed*

6-8 *Work on technique, speed, accuracy*

Overview of K-8 Keyboarding

K-1 *Introduce mouse skills. key placement. posture*

2nd *Work on. key placement. posture. two-hand position*

3rd *Reinforce basics. Work on accuracy and technique*

4-5 *Reinforce basics: continue accuracy. technique. Begin speed*

6-8 *Perfect technique. speed.*

Lessons include lots of variety so you don't get bored. Here's a rundown of activities from kindergarten through eighth grade:

- *blank keyboard quizzes (grades 3-8)*
- *chart students who meet/exceed grade expectations (grades 3-8)*
- *chart students who type faster than they handwrite (grades 3-8)*
- *chart student progress through year*
- *finger exercises—keyboarding uses eight fingers and a thumb*

- *homework (grades 3-8)*
- *key placement using programs like Big Brown Bear Typing (K-1)*
- *keyboard covers (grades 3-8)*
- *keyboarding software*
- *keyboarding websites*
- *pre-keyboarding skills like posture, hand position, mouse skills (K-1)*
- *shortkeys to help keyboarding keep up with your thoughts*
- *speed/accuracy quizzes (grades 3-8)*
- *touch typing (start in 3rd grade)*

POSTURE

This is discussed each year because it's important to effective keyboarding.

PROBLEM SOLVING

This is addressed according to grade level. If you have a problem, think about how you solved it in the past before asking for help.

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This year's focus: touch typing. Good keyboarding skills makes learning easier—typing projects, searching the internet, using online tools, filling in online forms. You want to type well enough it doesn't interfere with your thoughts.

INTRODUCTION

Keyboarding is cumulative. What can be effectively learned in one grade depends heavily on what is learned in earlier years. If hunt 'n peck habits become ingrained, it's difficult to keyboard effectively later.

You know the basics. You have good habits. In fifth grade, you continue to master the last critical skills in keyboarding—speed and accuracy. Your goals: 1) Type faster—much faster—than you can handwrite. 2) Make typing automatic, so you think and type at the same time; typing doesn't interfere with the ideas jumping around in your magnificent brain.

Speed and accuracy take time to develop. Practice 15-30 minutes a week at school, and 30 minutes at home (two sessions of 15 minutes each).

As you complete activities, check them off the list at the end of each month and the summative list at the end of Fifth Grade.

As you start a weekly lesson, remember learned skills from prior lessons.

TERMINOLOGY

Remember words learned prior years and learn new tech vocabulary—what your teacher calls 'domain specific'. At the end of each month, check the list provided to be sure you understand the words. There aren't as many in fifth grade as in earlier grades.

If you don't understand the green highlighted words, ask for help.

POSTURE

Use good posture and an organized work station as you keyboard. These won't change until you learn to type fast enough to keep up with your thoughts. Then, you can choose your own.

FOCUS ON DIGITAL CITIZENSHIP

You'll be on the internet a lot, which requires digital citizenship. Remember to follow rules pertaining to privacy, stay in the digital neighborhood, and be aware of both digital rights and responsibilities when you visit websites.

MONTH 1

INTRODUCTION

This month, review keyboarding, the internet, and good Digital Citizenship.

Focus on where keys are and posture, so you type fast and accurately.

MONTH ONE WEEK ONE

TERMINOLOGY THIS WEEK

No new words

KEYBOARDING SKILLS

Keyboarding skills include proper posture and workstation arrangement. Pay attention to those every time you sit at the computer.

5rd grade continues with touch typing. This means:

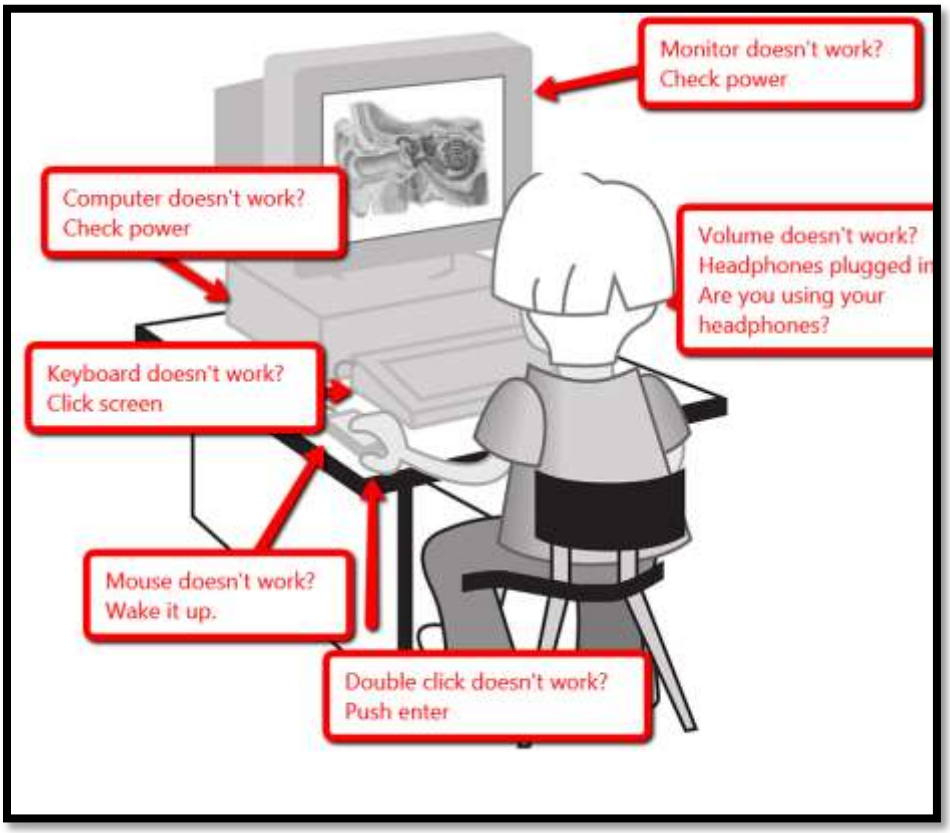
- *A certain finger is used for each key—the one closest to key*
- *Fingers reach while hands remain over home row*
- *Hands don't fly—they are poised over home row*
- *Right thumb keys spacebar*
- *Copy is placed to the left or right of keyboard, eyes on copy or screen—NOT keyboard*
- *Student keys with a steady even pace*

Use keyboarding skills whenever you sit at computer, not just tech class.

PROBLEM SOLVING

When you have a problem, try to solve it before asking for assistance. You know solutions to many problems, including (see Figure 3):

Figure 3—Common tech problems



- *Can't exit a program—push escape; push Alt+F4*
- *Can't find a program—check screen; check taskbar*
- *Can't find a tool? Use shortkeys*
- *Keyboard doesn't work—click on screen where you want to type*
- *Monitor doesn't work—is power on?*
- *Mouse doesn't work—move it around to wake it up*
- *Volume doesn't work—are headphones plugged in?*

By now you have a long list of problems you can solve. Here's a summary (Fig. 4):

Figure 4—Troubleshooting keyboarding problems

TROUBLESHOOTING COMPUTER PROBLEMS

	Problem	Why	Solution
1	**Deleted a file**	*Deleted by accident*	Open Recycle Bin—right-click--restore
2.	**Can't exit a program**	*Can't find X or Quit*	Alt+F4
3.	**Can't find a program**	*Shortcut moved*	Type 'Word' (or program name) into Search bar
4.	**Keyboard doesn't work**	*Unplugged, lost file*	Plug cord into back; reboot
5.	**Mouse doesn't work**	*Unplugged, lost file*	Plug cord into back, reboot
6.	**Start button is gone**	*Task bar gone*	Push Windows button
7.	**No sound**	*Mute on* *Volume down* *Unplugged headphones* *Lost file*	Unmute turn volume up plug headphones in Reboot
8.	**Can't find a file**	*Saved wrong, moved*	Start button—Search
9.	**Menu command grayed out**	*You're in another command*	Push escape 3 times
10.	**What's today's date?**	*You forgot!*	Hover over the clock
11.	**Taskbar gone**	*Student interference*	Push Windows button Drag border up to expose
12.	**Taskbar was moved**	*Student interference*	Drag it to the bottom of screen
13.	**Desktop icons messed up**	*Student interference*	Right click on screen—arrange icons Too small? Highlight and Ctrl+ to enlarge
14.	**Computer frozen**	*Mouse frozen*	Reboot
15.	**Program frozen**	*Dialog box open* *Not selected on taskbar*	Clear the dialog box Click program on taskbar
16.	**I erased my document/text**	*Ooops*	Ctrl+Z
17.	**Screen says "Ctrl-Alt-Del"**	*You rebooted*	Hold down Ctrl-Alt—push Delete
18.	**Program closed down**	*Ooops*	Is it open on the taskbar? If so—click on it Reopen program—see if it saved a back-up
19.	**Tool bar missing on www**	*Pushing F11 key*	Push F11 key
20.	**Internet window too small**	*Hard to read*	Ctrl+ to enlarge; Ctrl- to delarge (or Ctrl+mouse wheel)
21.	**Double click doesn't work**	*Who knows?*	Push enter
22.	**Shift key doesn't work**	*Caps lock on*	Push caps lock to disengage
23.	**I can't remember how to…**	*So many skills…*	Try a right click with the mouse
24.	**When I type, it types over**	*I want to insert text*	Push the 'insert' key
25.	**The document is 'read only'**	*I didn't do anything*	Just 'save-as' under a new name and all is fixed

INTERNET

When you use the internet, consider: *Am I doing this safely?*

WHAT TO DO—STEP-BY-STEP

If you use the video course, watch two videos this month. Complete all exercises (even if it takes longer). The program includes what is in this ebook in video format, timed, with the ability to pause and replay.

____Set up your workspace and posture (see Figure 5 and 6):

Figure 5—Computer workspace

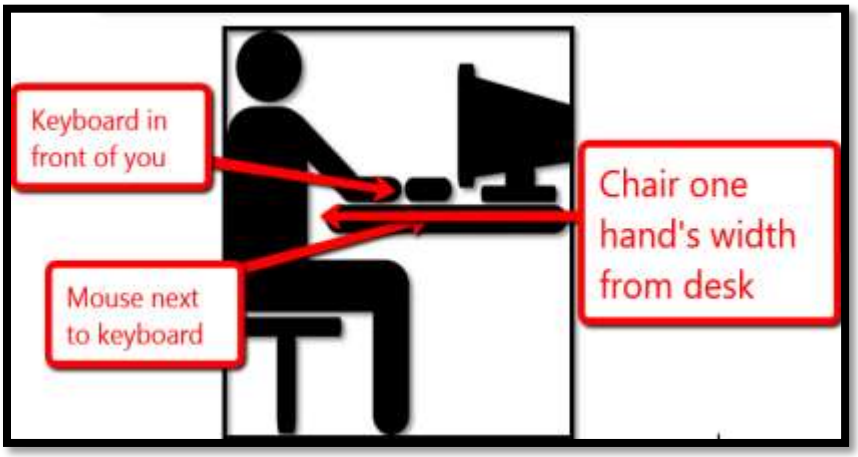
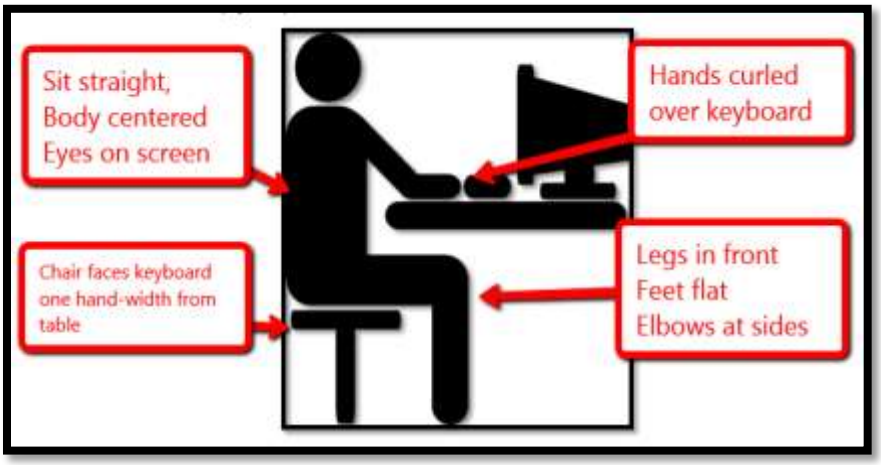
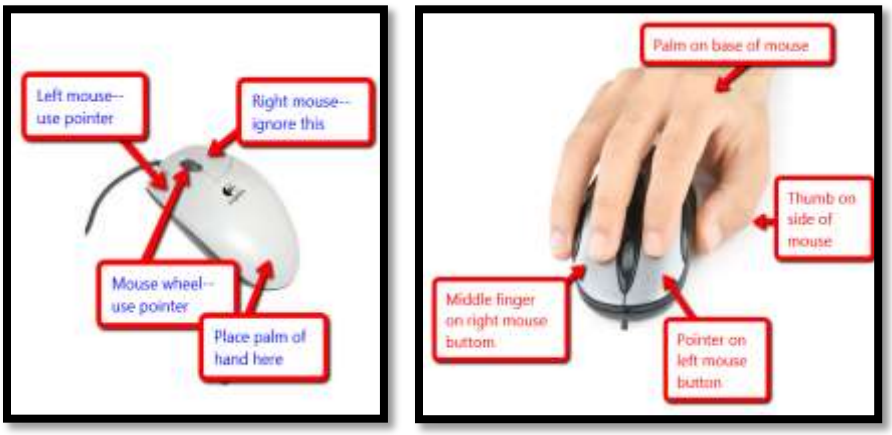


Figure 6—Computer posture



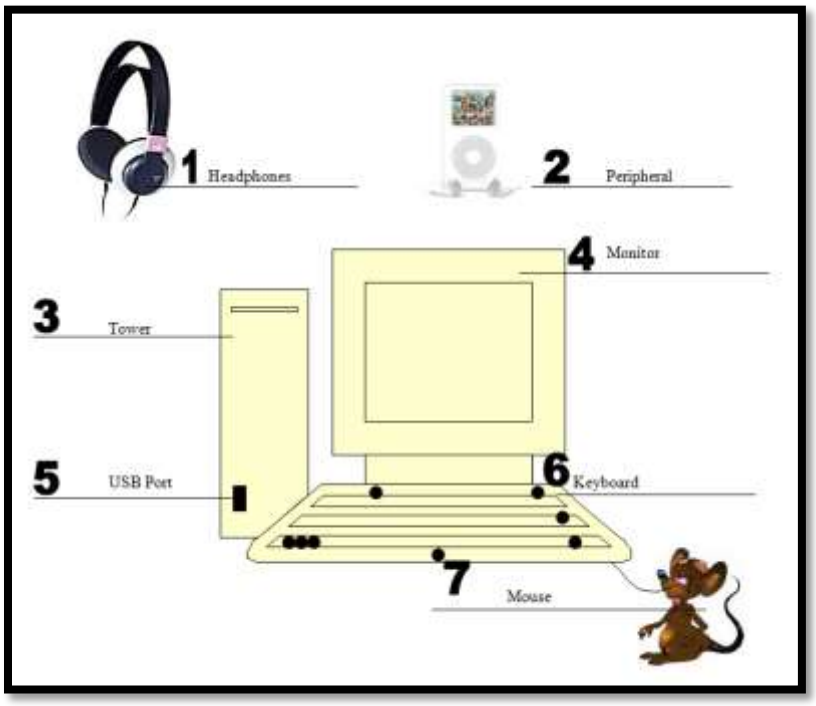
____Review how to hold the mouse (see Figure 7):

Figure 7—Mouse hold



____Review parts of the computer (see Figure 8):

Figure 8—Hardware



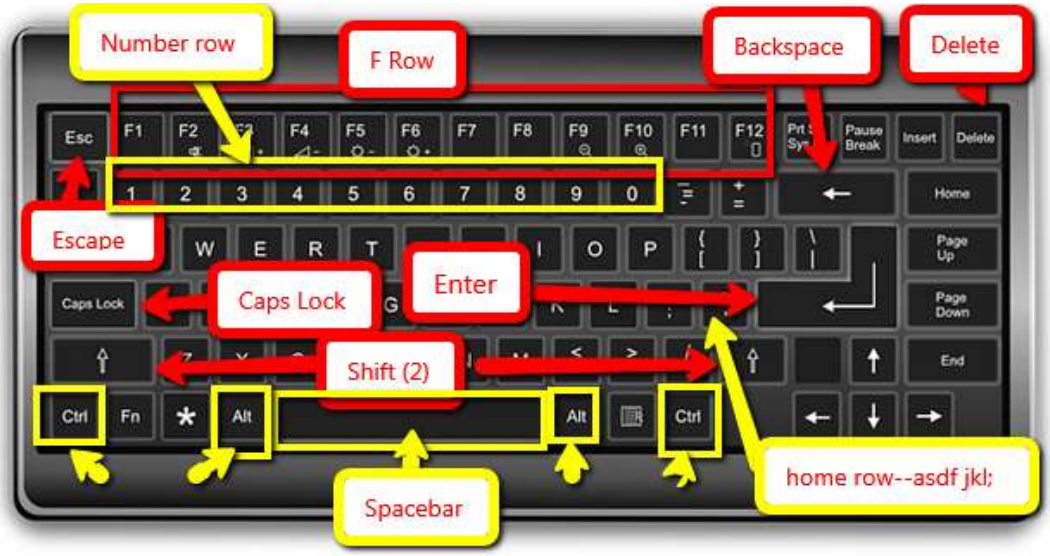
____Adapt these to your computer at school and home, whether it's a laptop, Chromebook, or desktop. Which parts can you find on an iPad?

____Review how to log in (see Figure 9):

Figure 9—Log in

____Review important non-letter keys. Try to find all twelve in twelve seconds. (see Figure 10):

Figure 10—Important keys



____Discuss the meaning of 'technology'. What's a computer (all the parts, not just the keyboard or monitor)? Do you own a computer? What do you use it for?

____Self-assess using the link provided by your teacher. This may connect to your Google Apps account (if you have one) or somewhere else. Your teacher will explain this step more thoroughly.

PAGES INTENTIONALLY SKIPPED

MONTH 6

INTRODUCTION

It is habit to sit correctly at the computer with your workspace arranged for best keyboarding. You are comfortable using keyboarding terms. When you keyboard, you use all fingers, hands hovering over home row.

Each month, you 1) practice finger exercises, 2) update the checklist at the month- and year-end, 3) use keyboarding in class projects.

MONTH SIX WEEK ONE-FOUR

TERMINOLOGY THIS WEEK

No new words

KEYBOARDING

Work on all rows

PROBLEM SOLVING

No new problems to solve

INTERNET

When you use the internet, consider: *Am I doing this safely?*

WHAT TO DO—STEP-BY-STEP

If using videos, watch one video. Complete all exercises (even if it takes longer). The videos include what is in this ebook in video format, timed, able to pause and replay.

____Continue practicing using Type to Learn or a free online keyboarding program like Typing Web or Typing Club.

____This is the hand look you strive for (Figure 33):

Figure 11—Proper hand position for typing

____As you practice, pay attention to the following:

- *Tuck elbows against the sides of body.*
- *Use thumb for space bar.*
- *Keep hands on their own side of the keyboard.*
- *Keep fingers on home row, pointers on 'f' and 'j'.*

____Twice a month: Do finger exercises with friends, classmates, teacher.

____This month: Assess your **typing speed vs. handwriting speed**. Do you remember results last year—most students handwrote and typed at the same speed? Do you think this has changed? Share your thoughts with classmates and your teacher.

____Circle back on science class and the scientific method (Figure 34):

Figure 12—Scientific Method

Note: There are varying examples of the scientific method used in schools. Talk to your science teacher and adapt this experiment to the one s/he uses.

____Discuss its steps, applicability to general problem solving (such as this issue).

____Now follow these steps:

- **Ask a question**: Is handwriting or keyboarding faster?
- **Do background research:** Discuss with classmates whether you think you handwrite faster/slower than they type. Why do you think this is true (that you handwrite/type faster than the other approach)? Review results from last year at different grade levels.

- **Construct a hypothesis:** State your informed conclusion: i.e.,: *Fifth graders in Mr. X's class handwrite faster than they type.*
- **Test hypothesis**: Do an experiment to see if handwriting or typing is faster. Your teacher will pass out the typing speed quiz you took. Handwrite it for the same length of time you typed it earlier (three-five minutes).

Figure 13—Handwriting vs. keyboarding

- **Analyze data:** Compare your handwriting speed to your typing speed from the last typing test. Which is faster? Discuss classmates' data with them. Why do some students type faster and others slower? Or the reverse? What were some of the problems faced in handwriting for three-five minutes:

    - *Pencil lead broke*
    - *Eraser gone*
    - *Hands got tired*
    - *It got boring*

- **Draw conclusions**: Determine what you can decide based on the results of all students' personal tests.
- **Communicate results:** If possible, share your results with 5th - 8th grade. What are their results? What grade level do students

consistently type faster than they handwrite? Why? Are students surprised by the answer?

____Go through the same process with non-written text. Your teacher will give you a prompt. Remember how to construct a five-paragraph essay (or your school's writing guidelines)—1) introduction, 2-4) one paragraph per point, 5) conclusion. Take a minute to think through the prompt with these guidelines in mind. Then, follow steps for the scientific method, writing from memory rather than a sheet.

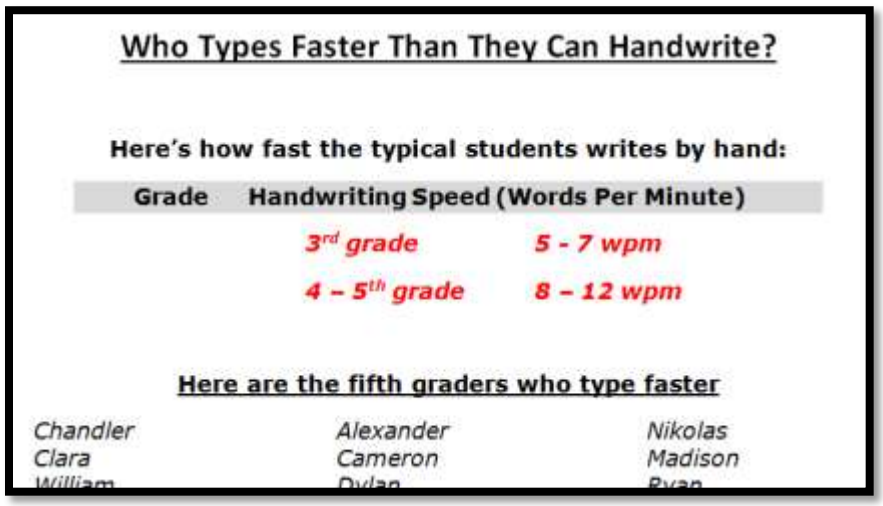
Figure 14--Click image to start 5 minute timer on YT

____BTW, five-minute timers are all over the internet. Fig. 36 is on YouTube.

____It takes time to think and then handwrite or type. Did it change results?

____Check the class bulletin board for a list of students who type faster than they handwrite. Figure 37 is a sample.

Figure 15—Handwriting vs. typing—class results



____Check Middle School list. Are you surprised so many students type faster than they handwrite? What do you think that means? Ask them why they think this is true? Can they give hints to improve your typing?

____Self-assess using the link provided by your teacher. This may connect to your Google Apps account (if you have one) or another location used in your school. Your teacher will explain this more thoroughly.

HOMEWORK

Type 15 minutes, three times a week, hands covered, on typing program used in your classroom. The goal: Type without looking at hands.

Your teacher will tell you how to submit homework.

Homework

- *15 min. keyboarding, 3x a wk*
- *Cover hands for typing*
- *Submit homework*

READY TO MOVE ON THIS MONTH

If you're ready for Month 7, here's what you have accomplished:

- ***If you're using video training, you completed one video and required projects.***
- *You use keyboarding terms daily, and practice weekly*
- *You sit at computer and arrange workspace correctly*
- *You know where important keys are*
- *When you have a problem, you try to solve it yourself*
- *You know the parts of a computer and a website*
- *You are a good digital citizen*
- *You did finger exercises several times this month*
- *You completed assessments and submitted homework*
- *You updated 5th grade checklist*

MONTH 7

INTRODUCTION

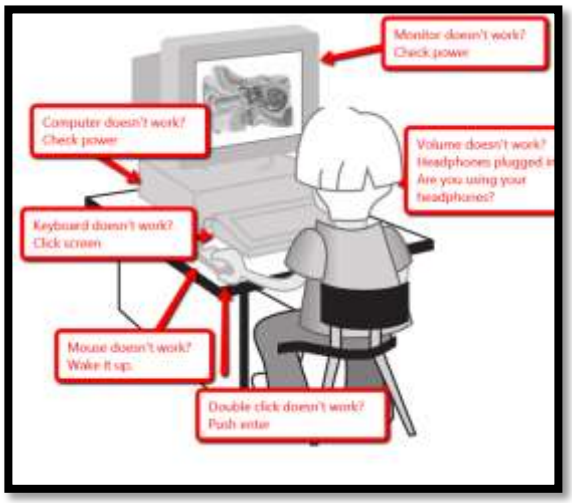
It is habit to sit correctly with your workspace arranged for best keyboarding. You are comfortable with keyboarding terms. When you keyboard, you use all fingers, hands hovering over home row.

Each month, you 1) do finger exercises, 2) update month- and year-end checklist, 3) use keyboarding in class projects.

MONTH SEVEN WEEK ONE-FOUR

TERMINOLOGY THIS WEEK

No new words



KEYBOARDING

Work on all rows

PROBLEM SOLVING

No new problems to solve

INTERNET

When you use the internet, consider: *Am I doing this safely?*

WHAT TO DO—STEP-BY-STEP

If using videos, watch one. Complete all exercises (even if it takes longer). The videos include what is in this ebook, timed, able to pause and replay.

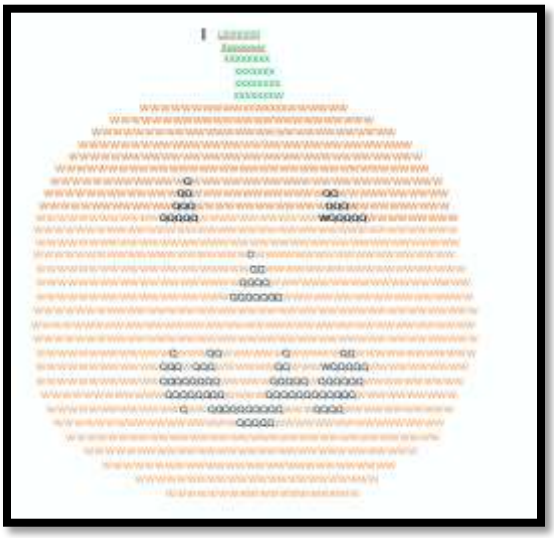
____Type 10-15 minutes on Type to Learn or a free online keyboarding program like Typing Web or Typing Club. Cover your hands with a light cloth as you type to test your memory of where keys are. Do you remember?

____After you've practiced, go to TypingTest.com to test your speed and accuracy. Your teacher will tell you how long to make the automated test (say, three minutes) and how many times to repeat it (two).

____Twice a month: Do finger exercises.

____One week: Your teacher will introduce ASCII art—the amazing drawings where keyboard letters become a picture. This this into a subject you're discussing in class or just for fun. See Figure 38, 39, 40:

Figure 16—ASCII Art 1



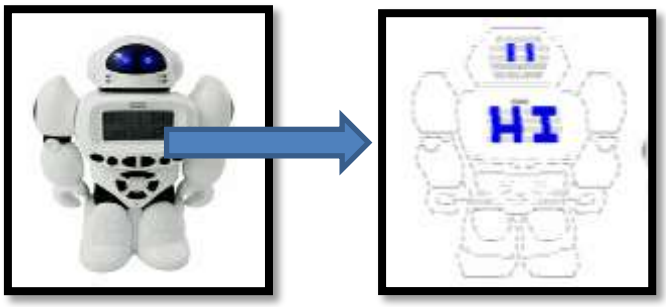
____Done well, ASCII Art never fails to impress friends with your consummate keyboarding.

____Here's a simple way to do this (using a word processing program):

- *Add a picture watermark. A single image works best—without a background (see Fig. 39a):*
- *Type over it with letters (you can pick a variety of letters, numbers and symbols to provide depth)—see Fig. 39b:*

Figure 17a and 39b—ASCII Art of President Lincoln

Figure 18a and 40b—ASCII Art—robotics



- *Highlight appropriate letters/symbols and change their color to fit the image.*
- *Delete watermark from the page. Now all that's left is the letters/numbers/symbols you typed (see Fig. 39b and 40b)*
- *Takes about twenty minutes.*
- *Figure 39 could be used in a class Civil War report or President Lincoln biography, Figure 40—a robotics unit.*

____ASCII Art can be simple or sophisticated.

____Notice how your typing is improving as you use it.

____Self-assess using the link provided by your teacher. This may connect to your Google Apps account (if you have one) or another location used in class. Your teacher will explain this thoroughly.

HOMEWORK

Type 15 minutes, three times a week, hands covered, on the typing program used in your classroom. The goal: type without looking at fingers.

Homework

- *15 min. keyboarding, 3x a wk*
- *Cover hands for typing*
- *Submit homework*

Your teacher will tell you how to submit homework.

READY TO MOVE ON THIS MONTH

If you're ready to go to Month 8, here's what you have accomplished:

- ***If you're using video keyboard training, you completed one video and required projects***
- *You use keyboarding terms daily as you keyboard*
- *You sit at a computer, workspace arranged correctly*
- *You know where important keys are on the keyboard*
- *When you have a problem, you try to solve it yourself*
- *You know the parts of a computer and websites.*
- *You are a good digital citizen*
- *You practiced keyboarding several times*
- *You did finger exercises this month*
- *You submitted your homework*
- *You used keyboarding in a class project.*
- *You tested a hypothesis about handwriting vs. keyboarding speed.*
- *You updated 5th grade checklist.*

PAGES INTENTIONALLY SKIPPED

To graduate from fifth grade keyboarding, you must have the following skills accomplished (this may be online. Check with your teacher):

POSTURE

____*Legs in front, feet flat on floor, body in front, elbows at sides*

____*Chair positioned facing keyboard one hand-width from table*

____*Posture straight, body centered, eyes on screen*

KEYBOARDING SKILLS

____*Reviewed mouse skills*

____*Kept keyboard one inch off edge of table*

____*Curled hands over keyboard (not flat), pointers on f and j*

____*Used proper log-on/log-off procedures*

____*Demonstrated proper care and handling of keyboard, mouse*

____*Know location of important keys*

____*Know difference between backspace and delete*

____*Used right thumb to spacebar*

____*Practiced keyboarding*

____*Practiced finger exercises*

____*Learned useful shortkeys (i.e., Ctrl+S, Ctrl+C)*

_____*Memorized all letter keys*

_____*Keyboard with hands covered—doesn't matter how successfully you typed, just that you tried*

_____*Evaluated your handwriting speed vs. keyboarding speed*

_____*Participated in Annual Team Challenge—Keyboarding*

PROBLEM-SOLVING SKILLS

_____*Can't exit a program*

_____*Can't find program*

_____*Computer doesn't work*

_____*Double click doesn't work-*

_____*Monitor doesn't work*

_____*Program disappeared*

_____*Volume doesn't work*

_____*Know parts of the computer*

_____*Know parts of a website*

_____*Know how to maximize window*

_____*Know how to show taskbar*

PAGES INTENTIONALLY SKIPPED

For other keyboarding grade levels (Kindergarten-Middle School) contact:

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For teacher manual, click here