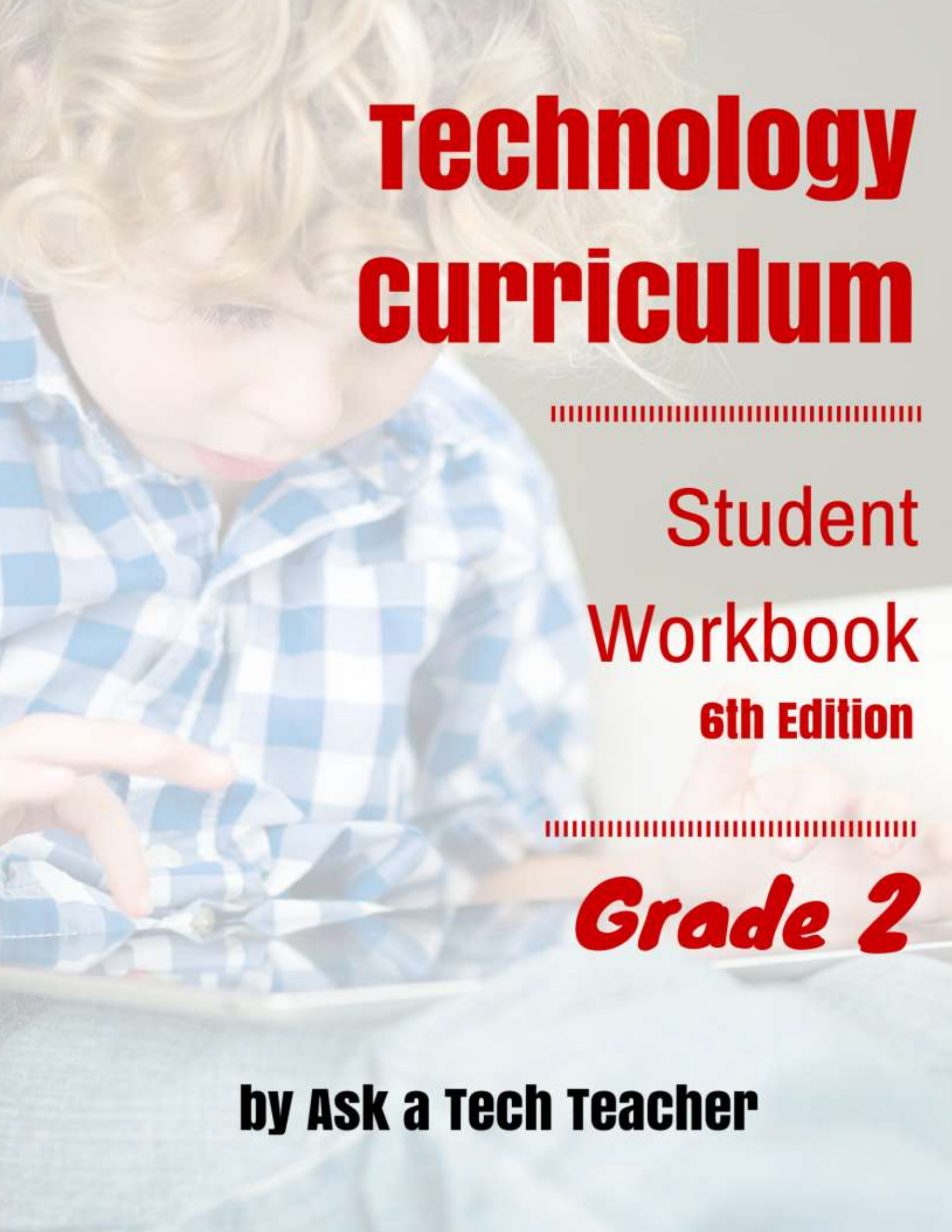

Technology Curriculum

Student Workbook

6th Edition

Grade 2

by Ask a Tech Teacher

TECHNOLOGY CURRICULUM STUDENT WORKBOOK

SECOND GRADE

SIXTH EDITION

By Ask a Tech Teacher©

Part Three of Nine in the SL Technology Curriculum

Sixth Edition 2016

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INTRODUCTION

Technology in your classroom—what an exciting way to enhance your learning! You won't be memorizing tools and struggling through new programs. You'll learn them as you use them—authentically, as part of classroom activities. Your goal: Make school easier, more relevant, and more in tune with how you learn. We're going to help. All you need to do is follow this workbook.

How much time will that take? Here's an estimate:

Grades K-2	***15-30 min. a week***
Grades 3-8	***30-60 min. a week***

Are you surprised you can learn so much in such a short 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, iPads (sometimes) or desktops, Windows or Macs.

Follow the plan. Execute it faithfully. It works.

PROGRAMS YOU'LL USE

Programs used in this curriculum focus on those that serve the fullness of your educational journey. Free alternatives are included where possible:

General		K-2
Email	*Drawing tools*	*Productivity tools (Office, Google Docs)*
Google Earth	*Keyboard tools*	*Desktop publishing tools*
Web tools		*Photo editing tool(s)*

To become the person in *Figure 4* means you use technology as a learning tool. We'll show you how.

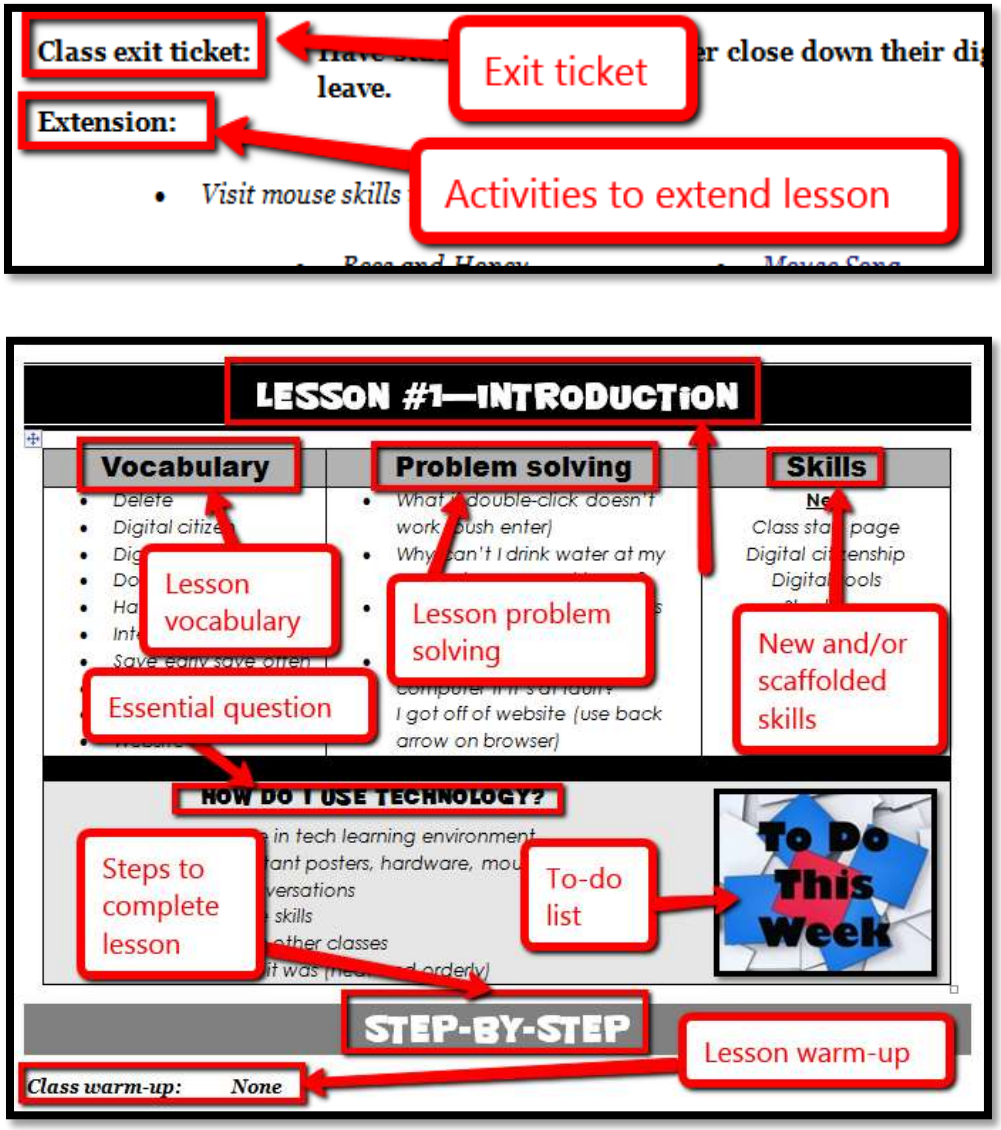
WHAT'S IN THIS WORKBOOK?

Each lesson includes:

- *activities to extend lessons*
- *class exit ticket*
- *class warm-up*
- *essential question*
- *examples, rubrics, images, printables*
- *problem solving*
- *skills—new and scaffolded*
- *steps to accomplish goals*
- *suggestions based on digital device*
- *supporting links*
- *to-do list*
- *vocabulary used*

Figure 1a-b shows what comes at the beginning of each lesson and the end:

Figure 1a-b—Detail of each lesson



How to use this book

Your teacher(s) (meaning the adults who direct your technology training) will work with you about forty-five minutes a week. You'll spend an additional fifteen-sixty minutes each week using tech skills—online, with software, teaching friends, for homework, or in class projects. If there is a skill you don't understand, get help, especially when you see it come up a second or third time. By the end of 8th grade, you'll have a well-rounded tech education that prepares you for college and career.

The curriculum map in *Figure 2* shows what's covered in which grade. Where units are taught multiple years, teaching reflects increasingly less scaffolding and more student direction.

Figure 2—Curriculum Map—K-8

	Mouse Skills	Vocabulary - Hardware	Problem-solving	Platform	Keyboard	WP	Slide-shows	DTP	Spread-sheet	Google Earth	Search/ Research	Graphics/	Co-ding	WWW	Games	Dig Cit
K	☺	☺	☺	☺	☺					☺		☺	☺	☺		☺
1	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺	☺	☺		☺
2		☺	☺	☺	☺	☺	☺	☺	☺	☺		☺	☺	☺		☺
3		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
4		☺	☺		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
5		☺	☺		☺	☺		☺	☺	☺	☺	☺	☺	☺		☺
6		☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺		☺
7		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺
8		☺	☺	☺	☺	☺			☺	☺	☺	☺	☺	☺	☺	☺

Figure 3 is a month-by-month map. Highlight each with your PDF annotation tool when you finish it.

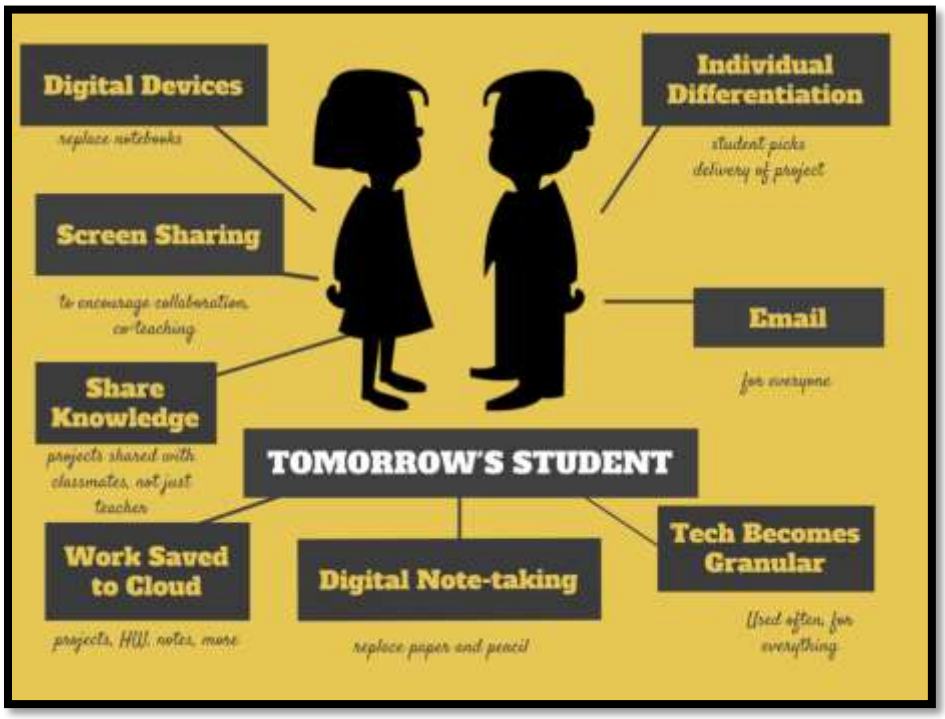
Figure 3—Curriculum Map—2nd grade, month-to-month

	Sept *Wk1-4*	**Oct** *Wk5-8*	**Nov** *Wk9-12*	**Dec** *Wk13-16*	**Jan** *Wk17-20*	**Feb** *Wk21-24*	**March** *Wk25-28*	**April** *Wk29-32*
Blogs								
Class mgmt tools	X							
Coding/Programming		X						
Communication		X	X	X	X	X		X
Computer etiquette	X							
Critical thinking	X		X					
DTP				X				
Digital Citizenship	X					X	X	
Google Earth		X						
Graphics			X	X	X	X		
Hardware	X	X						
Internet	X		X	X	X	X	X	
Internet privacy	X						X	
Keyboarding	X	X	X	X	X	X	X	X
Problem solving	X	X	X	X	X	X	X	X

Publishing/sharing			X				X	X
Research		X					X	X
Slideshows					X	X	X	X
Speaking and Listening								X
Spreadsheets								
Visual learning		X		X	X	X	X	X
Vocabulary	X	X	X	X	X	X	X	X
Webtools			X	X	X	X	X	X
Word Processing			X		X		X	

Here's where you're headed (*Figure 4*)—zoom in if necessary:

Figure 4—Tomorrow's student



Here are a few hints on how this workbook will get you there:

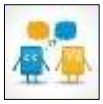
- You can use this workbook on the following digital devices:

  A desktop PC, iMac, laptop, MacBook, Chromebook, netbook, iPad, or smartphone:

Figure 5a-h—Digital Devices for workbooks

...at school or at home

Figure 6—Use workbooks at school or home

- Check with your teacher on which of these are available with your program license.
- At your grade level, expect to have help from a teacher, parent, or another adult as you work. When you see a section for 'Notes' at the end of some lessons, this is where you add your thoughts, ideas, comments, and suggestions.
- Each lesson starts with a *warm-up* to get you back into tech.
- Each class ends with an *Exit Ticket* to wrap up learning.
- Lessons include *Extensions*, in case you get done early.
- Zoom in or out of workbook pages to get exactly the size that works for your needs. Don't worry if the PDF reader is at 80% or 120%. Set it to fit your learning style.
- You can work at your own pace, try skills and ask for help when you need it. There's a lot of detail in the book to explain how to complete projects and lessons.
- Follow lessons in the order presented (grades K-5). Lessons introduce, reinforce, and circle back on concepts. Certain skills scaffold others so you want them solid before moving on.
- Use lesson vocabulary in class and out. You gain authentic understanding by doing so.
- This icon means there's a video to watch. **Be aware: Video links change**. Your teacher may replace the workbook links with others.
- This icon  means you'll work with a partner. Collaboration and working in groups is an important part of learning.
- This icon means there is an activity that requires you to write something in the workbook. Your teacher will explain more.
- Focus on problems listed in lesson, but embrace all that come your way. Be a risk taker.
- Check off items you finish (on the _____ in front of each task) so you know what you've completed. It's fine if you don't get everything done. Return to it when you finish a lesson ahead of time. With adult assistance, use an annotator like iAnnotate, Evernote, OneNote, Notability, or Adobe Acrobat. You can also use these tools to add notes to the lessons.

- Your teacher will assess your work based on the weekly 'To Do' list. Be sure you've completed items and submitted in the manner required.
- Remember: It takes five times with a skill to get it—

    - *First:* *you hope it'll go away*
    - *Second:* *you try it*
    - *Third:* *you remember it*
    - *Fourth:* *you use it outside of class*
    - *Fifth:* *you teach a friend*

Figure 7—Tech use plan

- When you finish each lesson, transfer knowledge to projects at school, home, the library, a club—wherever you use digital devices.
- At the end of each tech session, leave your station as you found it—organized and neat.
- If you have an idea on how to complete a lesson using a different tool, suggest it. Your teacher will probably be happy to accommodate you.
- 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 (if there are options). If that doesn't work, contact your teacher or ask us at Ask a Tech Teacher (with teacher permission). We'll help.

Typical Lesson

Each lesson requires about 45 minutes a week, either in one sitting or spread throughout the week, and can be unpacked:

- *In the grade-level classroom*
- *In the school's tech lab*

Figure 8—Keep lessons in order

Here's how a lesson will run in **the tech lab**:

- Find a **written schedule** for the day on class screen:

    - *Warm up*
    - *Main activity*
    - *Exit ticket*

    Start with the warm-up when you arrive to class.
- Complete **Board presentations** (grades 3-8).
- Occasionally, review skills accomplished.
- If starting a **new project, your teacher will review it**. If in the middle of one, you'll get the balance of class to work towards completion.
- Before leaving, **complete the class exit ticket**.

In your grade-level classroom, scatter the lesson pieces above throughout the week:

- ***3-10 minutes for the class warm-up—****at the start of the week*
- ***10-15 minutes keyboarding practice—****any day*
- ***10-15 minutes Board presentations—****any day*
- ***15-35 minutes for the project—****any day*
- ***2-3 minutes for class exit ticket****—to reinforce learning*

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About the Author

Ask a Tech Teacher *is a group of technology teachers who run an award-winning resource blog**. Here they provide free materials, advice, lesson plans, pedagogical conversation, website reviews, and more to all who drop by**. The free newsletters and website articles help thousands of teachers, homeschoolers, and those serious about finding the best way to maneuver the minefields of technology in education. They have published hundreds of ebooks, workbooks, articles, and have materials shared throughout the world.*

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LESSON #2 DIGITAL TOOLS IN THE CLASSROOM

Vocabulary	Problem solving	Skills
• *Annotation* • *Class start page* • *Decode* • *Desktop* • *Digital tool* • *Flying windows* • *Font* • *Icons* • *iPad* • *Menus* • *Network* • *Ribbons* • *Right click* • *Start button* • *Taskbar* • *Toolbar*	• *Monitor doesn't work (check power)* • *Shift doesn't work (check caps lock)* • *Can't find drawing program (use 'search' on Start button)* • *I've never used an iPad before (take it slowly and follow directions)* • *What color do I use to annotate?* • *How do I print (Ctrl+P)* • *Taskbar's gone (push flying windows)* • *I use Caps Lock to capitalize a letter (for one letter: Use Shift)* • *Why can't I touch neighbor's mouse? (provide help with your words)* • *Where's class internet start page (where was it last year?)* • *There are too many digital tools*	**New** *Log-ins* *Class website* *Annotation tools* **Scaffolded** *Digital citizenship* *Digital tools* *Digital portfolio* *Annotate workbooks*

HOW DOES TECH MAKE LEARNING EASIER?

- *Tried out all digital tools*
- *Reviewed mouse skills, log-in, toolbars*
- *Reviewed digital device hardware*
- *Completed exit ticket*
- *Successfully annotated workbook*
- *Tried to solve own problems*
- *Transferred knowledge from 1st grade*
- *Joined class conversations*
- *Tried extra websites (if time)*
- *Left station as it was (neat and orderly)*

STEP-BY-STEP

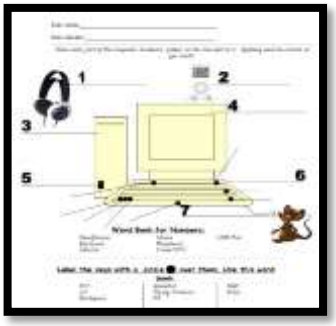
Class warm-up: ***None***

_____As a group or with a partner, review hardware on your digital device:

- *mouse buttons—left and right, double click, scroll; how to hold mouse*
- *CPU—power button, disk drives, connections*
- *monitor—power button, screen*
- *headphones—volume, port*
- *keyboard—separate or virtual*
- *peripherals—what are those?*

_____Find the parts listed in *Figure 15a, 15b,* or *15c*—depending upon which digital device you're using (fill in the relevant full-size assessments at the end of the lesson). For example, where are 'headphones'? Or mouse? USB Port? The microphone? And the charging dock on a desktop computer? What are the smartphone parts?

Figure 9a—Parts of computer; 15b—iPad; 15c—Chromebook



_____Review how parts connect—behind CPU, under the table, in ports, or built in.

_____Discuss the proper care of a digital device. What rules should be added to the following list?

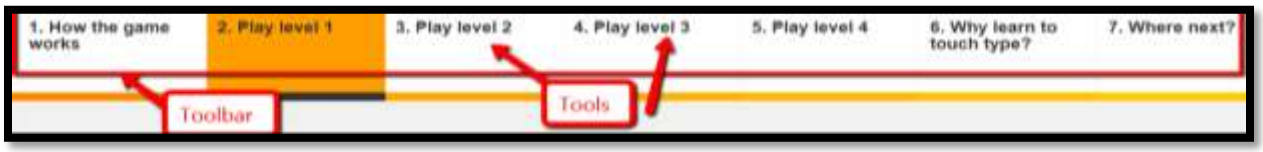
- *no food or drink around computer—not even water*
- *no banging on the keyboard, monitor or any other part of the computer*
- *use words to help neighbors; don't touch their computer*

_____Discuss the difference between:

- *menus (Figure 16a)*
- *ribbons (Figure 16b)*
- *toolbars (Figure 16b and 17a)*
- *taskbar (Figure 17b)*

Figure 10a—Menu bar; 16b—Toolbar; 16b—Ribbon

Figure 11a—Toolbar; 17b—Taskbar



_____These organizational techniques can be confusing (more on them in the lesson on *Tools and Toolbars*). Circle back on them often.

Log-ins

_____You may require log-ins for:

- *the digital device you use*
- *class etextbooks*
- *keyboarding program*
- *class website (with grades)*
- *class math and/or reading program*
- *online webtools*

_____Your teacher will tell you the user name and password before you start.
_____Volunteer to explain to classmates what you remember about logging into the computer and programs (see *Figure 18*):

Figure 12—How to log in

_____Have a method for tracking log-ins. It might be as simple as a 3x5 card (*Figure 19*):

- *Keep a physical copy by your seat or in your personal binder.*
- *Keep a digital copy in your digital portfolio.*
- *Take a snapshot to keep on your device for quick reference.*

Figure 13—Curation of log-ins

User Name/Passwords		
PROGRAM	UN	PASSWORD
Keyboarding Program		
Math Program		
Computer		
Class wiki		
Add'l		

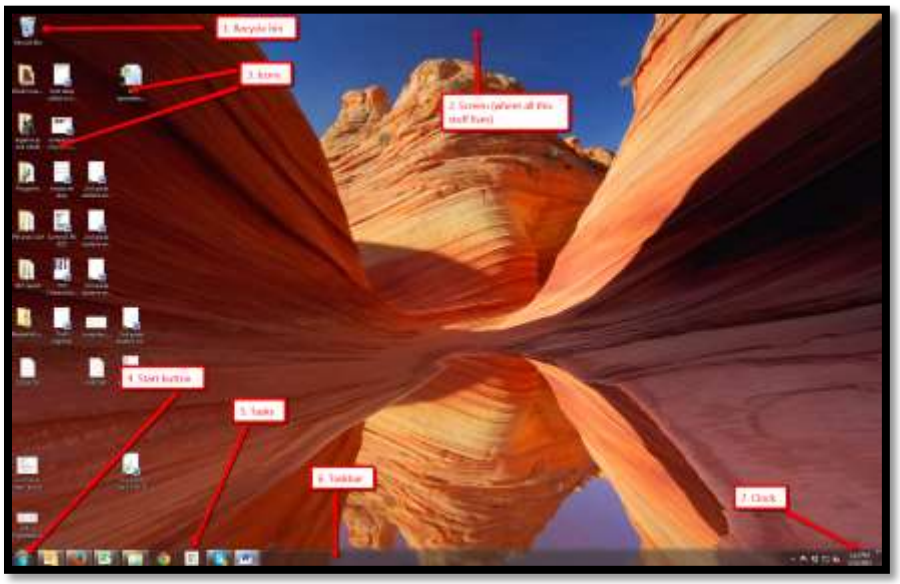
_____Log into as many of the digital tools you'll be using as you can.

Desktop

_____Your teacher will review your digital device's screen. For example, *Figure 20* is a Windows desktop and *Figure 21* is a Chromebook:

- *clock*
- *icons*
- *recycle bin*
- *screen*
- *start button*
- *taskbar*
- *tasks*

Figure 14—Desktop



_____Where are these Windows desktop parts on a Chromebook screen (*Figure 21*):

Figure 15—Chromebook desktop

Mouse skills

_____You learned how to hold a mouse in 1st grade (if you used the SL curriculum). Review mouse hold with a neighbor (see *Figure 22a*):

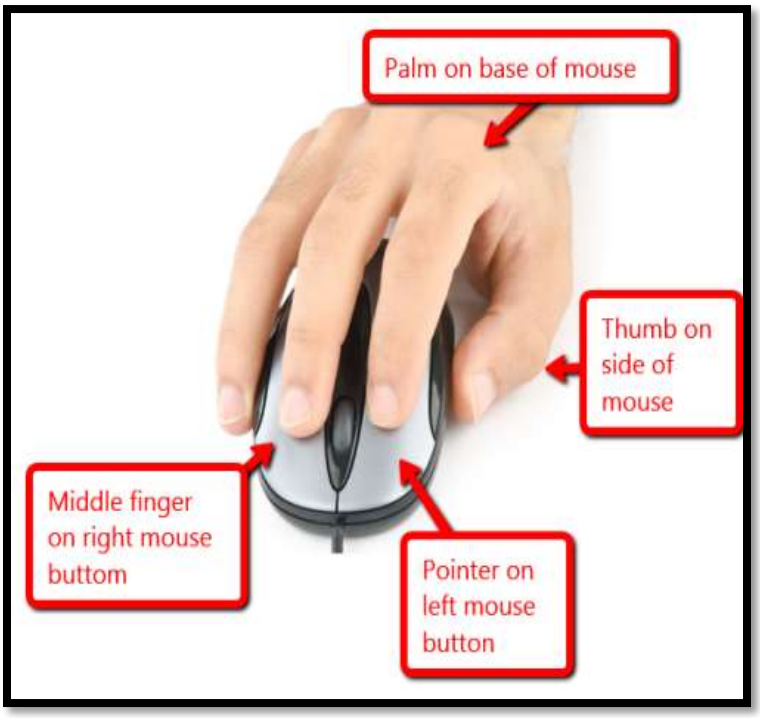
- *mouse hold (palm at bottom, thumb on side, fingers on buttons exposing wheel)*
- *left mouse button—use for 'click'*
- *right mouse button—use for 'right click' (may not happen until 2nd grade)*

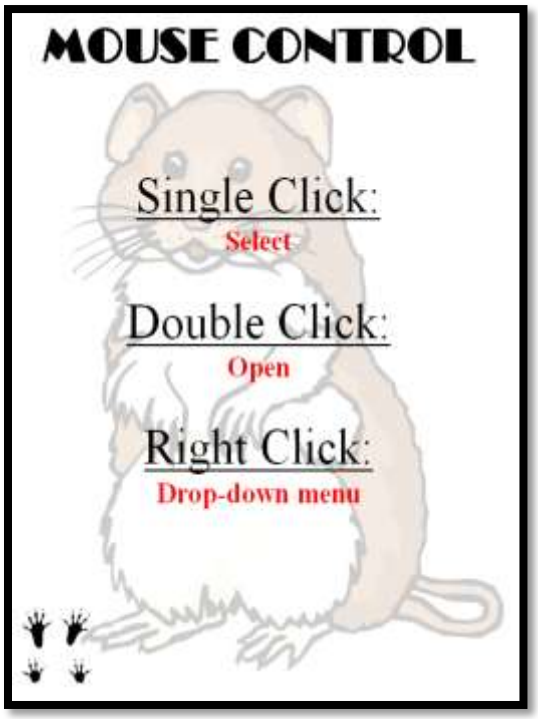
- *how to hover*
- *mouse wheel—use to scroll down a page, like a webpage*

_____Review mouse skills (*Figure 22b*):

- *single-click*
- *double click*
- *right click (when you're in 2nd grade)*

Figure 16a—Mouse hold; 22b—mouse skills





iPads

_____Discuss as a group what you know about iPads. It's a brand name for a tablet computer designed, developed and marketed by Apple. It has a virtual keyboard, but most people maneuver with finger taps and swipes.

_____It does less of some things than computers, but more of others:

- *It's instantly on—no booting up.*
- *It's big enough to watch videos, read a book (unlike a smart phone).*
- *It isn't a phone, but can make phone calls through Skype.*
- *It isn't a camera, but takes great pictures.*

_____What it doesn't do is run software. That requires apps.

_____Your teacher will pass out the class iPads. You might already be familiar with these devices so start by sharing your experiences and how you have used them in the past.

_____Take a tour (*Figure 23*):

- *dock*
- *front and back camera*
- *headphones jack*
- *home button*
- *microphone*
- *on/off button*
- *recharger*
- *screen*
- *volume*

Figure 17—iPad parts

_____Your teacher will demonstrate the parts as you try them out.

_____Brainstorm for best practices in using iPads (*Figure 24*—zoom in if necessary), proper care of device, things you can do but shouldn't at school. For example, don't change settings without permission, don't delete apps, and don't change the wallpaper.

- *always use headphones*
- *ask permission to use*
- *carry iPad with two hands*
- *don't change the wallpaper*
- *don't delete apps*
- *never bang on the iPad*
- *never purchase anything from the apps*
- *never run with the iPad*
- *no food or drink around iPad*
- *recharge iPad when finished for the day*
- *ask permission to change settings*
- *use iPad with clean hands*

_____Now take time to explore the apps that have been installed.

Figure 18—How to use an iPad

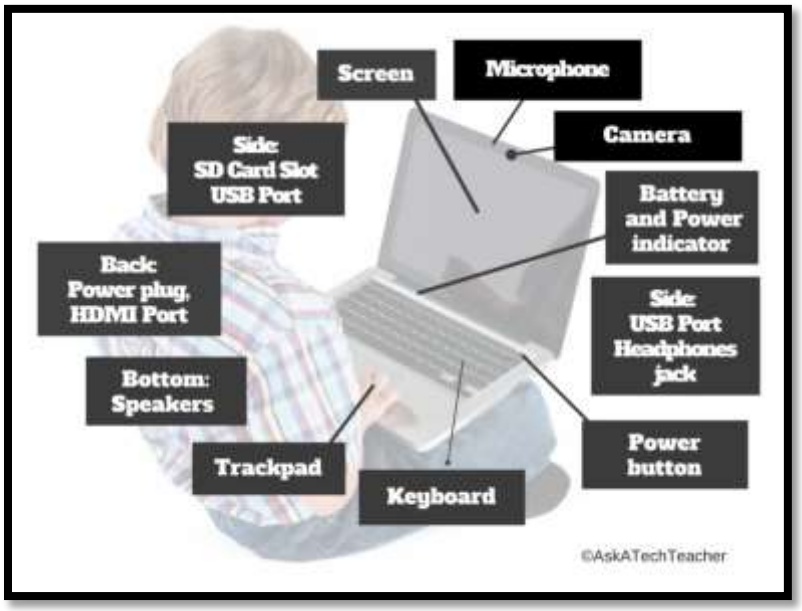
_____Your teacher will show you how to find the iPad book collection (iBooks, Subtext, Kindle, or another). Browse and choose one to read. This can be done in pairs.

_____At end of each class, follow a procedure for iPad 'shut down'—similar to how you take care of computer station. This can include wiping screen and plugging into cart.

Chromebooks

_____Your teacher will pass out Chromebooks if you use these. Take a tour (*Figure 25*—zoom in if necessary):

Figure 19—Tour of Chromebook



- *battery/power indicators*
- *camera*
- *HDMI port (maybe)*
- *headphones jack*
- *keyboard*
- *microphone*
- *power button*
- *power plug*
- *screen*
- *SD card slot (if necessary)*
- *second USB port*
- *speakers*
- *trackpad*
- *USB port*

_____Your teacher will demonstrate the parts and then you can try them out.

_____As a group, compare-contrast a Chromebook, a computer, and an iPad (*Figure 26*—zoom in if necessary):

Figure 20—Compare-contrast digital devices

	Desktop	Chromebook	iPad
Operating system	Windows or OS X	Chrome OS (Linux)	iOS
Maintenance	updates, software	Almost nothing	Almost nothing
Virus/malware issues	Require firewall, antivirus, malware	None	None
Boot-up time	Average	Fast	Fast
Speed	Depends upon install	Fast	Fast
Programs	Compatible with most	Online and through apps	Only apps
Learning curve	Moderate	Low	Low
Portability	None	Lightweight, durable; battery life varies	Lightweight, may be fragile; battery life varies
Software	Will take most	No	No
Operate where	Must be plugged in	Internet and battery	Requires WiFi and battery
Home/school use	Impossible	Excellent, but requires internet	Excellent, but requires WiFi

_____Brainstorm for best practices in using Chromebooks, proper care of device, and things you can do but shouldn't at school. For example, don't change settings without permission, don't delete apps, and don't change the wallpaper.

- *use only for educational purposes, not social media, games, or talking to friends*
- *use only assigned device*
- *when finished with a project, sign out*
- *in 1:1 program, always carry Chromebook and never leave it unattended*
- *carry with two hands*
- *no food or drinks around device*
- *never put anything on top of device*

_____Your teacher will give you time to explore the installed apps and programs.

Class Digital Tools

Student workbooks

_____Your teacher will introduce your student technology workbook. It includes:

- *assessments*
- *links to websites you'll be using*
- *links to digital tools used in class*
- *place to take notes*
- *full-color samples of projects*
- *checklists for activities*
- *extras to extend learning*
- *the ability to circle back on concepts already covered or spiral forward if you want to preview upcoming material*

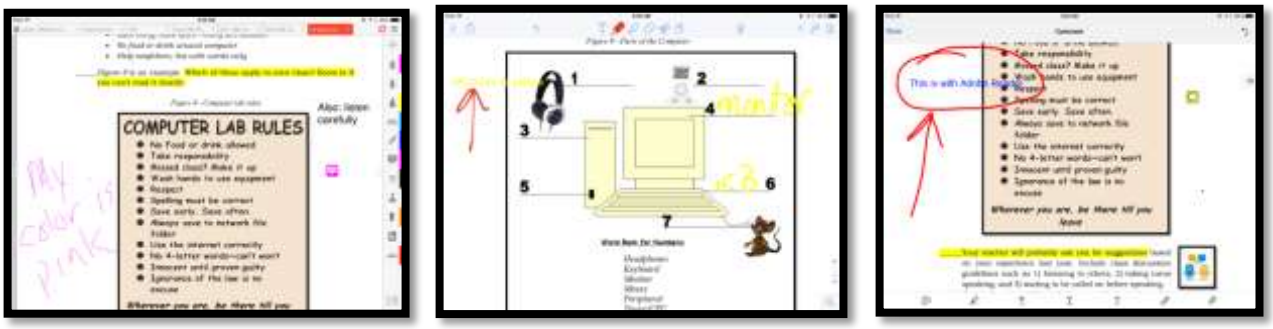
_____Experiment with as many of these as you have time for.

Annotation Tool

_____Your teacher will show you how to annotate your student workbook with a tool such as iAnnotate for iPads and Chromebooks (*Figure 27a*), Notability for iPads (*Figure 27b*), Notable for Chromebooks, Adobe Acrobat (*Figure 27c*)) or another tool available in your school.

_____If you're sharing a PDF (for example, it's loaded on a computer that multiple classes visit), you'll select a personal color that's different from other students.

Figure 21a—PDF annotation with iAnnotate; 27b—Notability; 27c—Acrobat



_____Your teacher will review options available in the annotation tool such as:

- *highlighting*
- *text or freeform*
- *notes*

Student digital portfolios

_____Remember digital portfolios from last year? Volunteer to review how they enable you to:

- *store work (in Cloud) required in other classes or at home*
- *interact, collaborate, and publish with peers, experts, or others*
- *contribute to project teams*
- *edit or review work in multiple locations*

- *submit class assignments*

_____Practice using yours by uploading something to it.

Class Calendar

_____Your teacher will demonstrate how to access and edit (if you are permitted to do this) the class calendar that tracks due dates, class events, and other important information.

Figure 22a—Class calendar with GAFE; 28b—Padlet; 28c—DTP

_____Your teacher may assign a student each month to add events to the calendar.

Google Apps (or Office 365)

_____If you have a one of these accounts, your teacher will show you how to access it, use the storage drive, and share documents with others.

Class Internet Start Page

_____You are familiar with the class internet start page from last year. It is a website that comes up when you open the internet. It organizes critical content into a single location and curates links you will use on a weekly basis.

_____*Figure 29* is an example using Protopage.com (zoom in if necessary):

Figure 23—Internet start page

Class website

_____If your class has a website, your teacher will show you how to access it.

Class Webtools

_____There are a wide variety of digital tools you will use this year to complete projects. Understand: Technology is as much student-driven as teacher-directed. If you have a suggestion for a tool you think will work well for a project, ask your teacher about it. S/he'll happily agree if the tool fulfills project needs. S/he'll ask you to provide evidence to build your case, compare-contrast your tool to her/his suggestion, and draw logical conclusions.

_____*Figures 30a-d* are examples of webtools you might use. These may include:

- *online math program (i.e., Khan Academy)*
- *digital keyboarding program (i.e., Type to Learn, Typing Web)*
- *an avatar creator for digital citizenship*
- *a badge to assess progress*
- *digital storytelling with a comic creator*
- *RAZ Kids for close reading*

Figure 24a—Avatar; 30b—DTP badge; 30c—digital storytelling; 30d—RAZ Kids

_____If any tool requires a log in, test yours.

Vocabulary Decoding Tools

_____Your teacher will show you how to access the native apps or webtools available on your digital devices used to decode vocabulary. Depending upon the device, these will be on the homepage, the browser toolbar, a shortkey, or a right click. S/he will show you how to quickly look up words rather than skipping over content that includes the word. Practice with several words in this lesson's *Vocabulary* list.

_____Options for dictionary tools include (click image or link to access website):

- *Kids Wordsmyth*
- *Merriam-Webster for Kids*
- *Picture Dictionary*

Figure 25a-c—Dictionary tools

- *right click in MS Word and select 'Look up'*
- *right click in Google Apps and select 'research'*

_____Attempt to access all school digital tools before leaving.

Class exit ticket: **Vote in a poll for which tool you think you'll use the most this year.**

Extension:

- *Visit websites that tie into class conversations on internet start page.*
- *Practice mouse skills (click the link or the image to start):*

- *Bees and Honey*
- *Mouse basics–video*
- *Mouse skills*
- *Mouse practice*
- *Mouse skills (more)*
- *Mouse Song*
- *Mouse Use Video*

Figure 26a-d—Mouse websites

- *Visit websites on computer safety (click image or link to access website):*

- *Computer basics*
- *Find the Technology*

Assessment 1—Hardware Quiz

HARDWARE—PARTS OF THE COMPUTER

Name each part of computer Draw your own lines for key names. Spelling must be correct to get credit

1 _____

2 _____

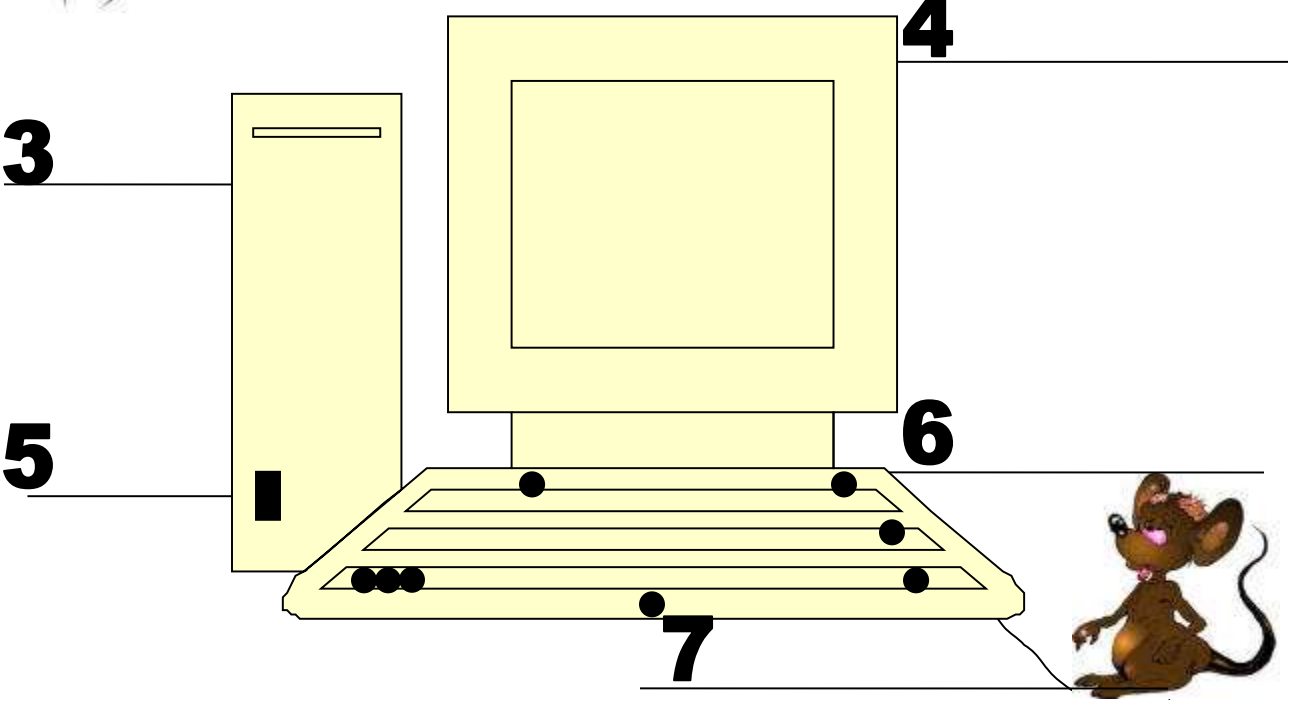
3 _____

4 _____

5 _____

6 _____

7 _____



Word Bank:

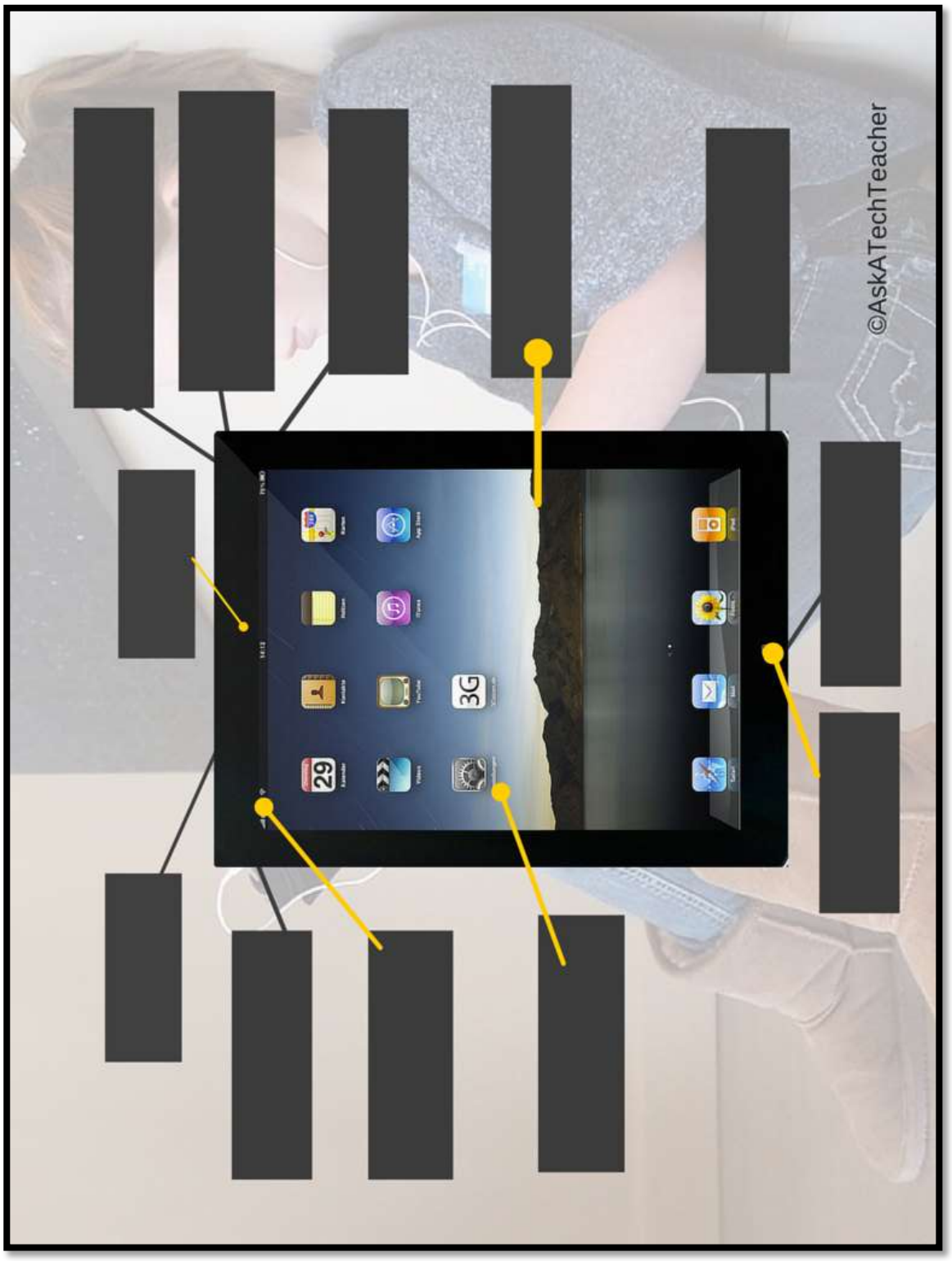
Headphones	*Mouse*	*USB Port*
Keyboard	*Peripheral*	
Monitor	*Tower/CPU*	

Label the keys with a circle ● over them. Use this word bank:

Ctrl	*Spacebar*	*Shift*
Alt	*Flying Windows*	*Enter*
Backspace	*F4*	

Assessment 2—Parts of an iPad

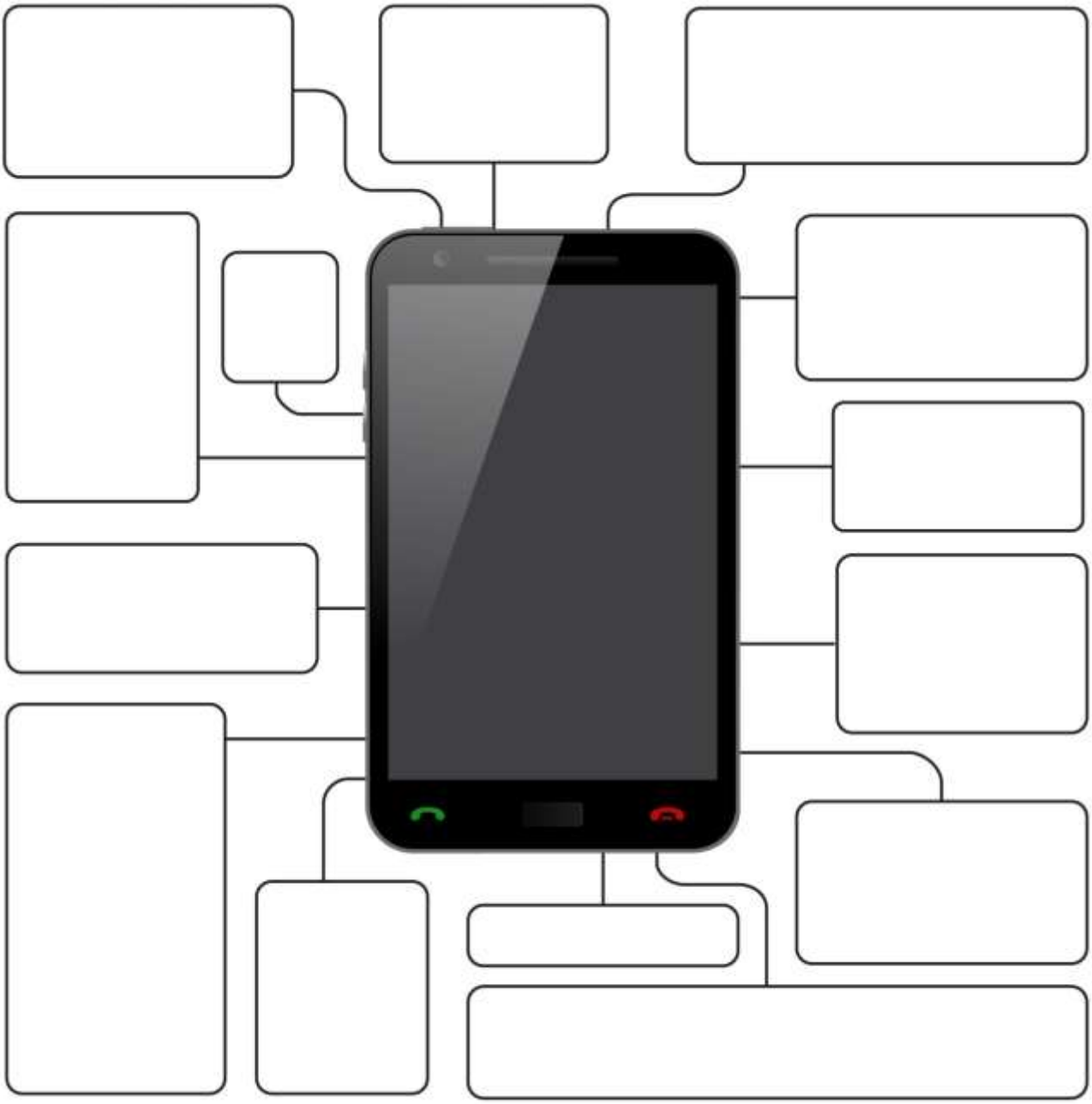
Parts of an iPad



Assessment 3—Parts of a Smartphone

PARTS OF THE SMARTPHONE

Adapt this to your needs



LESSON #4 KEYBOARDING

Vocabulary	Problem solving	Skills
• *Ctrl+P* • *Digital* • *Enter* • *Flying windows* • *Home row* • *Indent* • *Log-on* • *Shortkey* • *Tab* • *Toolbar* • *Touch typing*	• *DanceMat won't play flash version (does digital device allow Flash?)* • *Why shortkeys (they're faster, easier)* • *How fast should I type?* • *I can't type (that's OK. It takes time)* • *I don't know where the keys are (that's why you practice)* • *I type fine with two fingers (have you tried all fingers?)* • *How do I type non-letter keys (with the closest finger)*	**New** *Which finger, which key?* *keyboarding* **Scaffolded** *Pre-keyboarding* *Typing posture* *Digital citizenship* *Problem solving*

HOW CAN A KEYBOARD SHARE IDEAS?

- *Anecdotal observation*
- *Completed warm-up and exit ticket*
- *Practiced using several keyboarding sites*
- *Found all 'important keys' on keyboard*
- *Tried several shortkeys*
- *Transferred knowledge from 1st grade*
- *Joined class conversations*
- *Left station as it was (neat and orderly)*

STEP-BY-STEP

Class warm-up: ***Keyboard homerow using Popcorn Typer, Dance Mat Typing, or another tool that focuses on one row.***

_____This lesson introduces keyboarding (which is different from the pre-keyboarding you've followed in kindergarten and 1st grade). Relevant keyboarding information is collected into this one place so you know where to look when you need it.

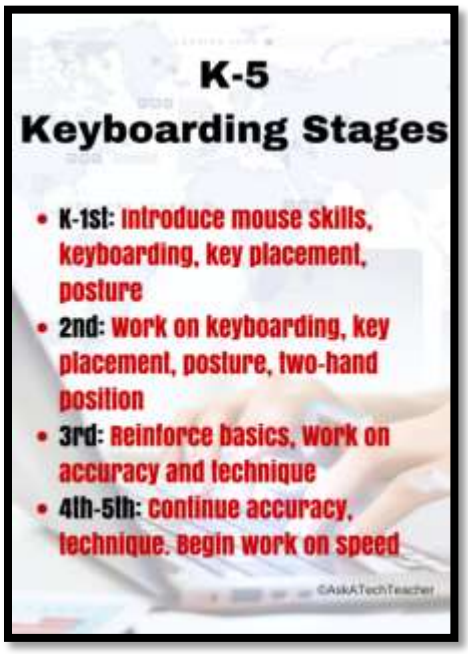
_____Here are topics you'll cover:

- *Keyboarding overview*
- *Keyboard shortkeys*
- *Keyboarding assessments (2)*

Keyboarding Overview

_____Talk as a class about why you learn keyboarding. Compare your list of reasons to *Figure 41a*:

Figure 27a—Why learn to keyboard? 41b—Keyboard curriculum map



_____This lesson builds on the pre-keyboarding skills started in kindergarten, preparing you for two-hand typing and increasing technology demands of education (*Figure 41b*—zoom in if needed).
_____Try these two programs that focus on one row at a time:

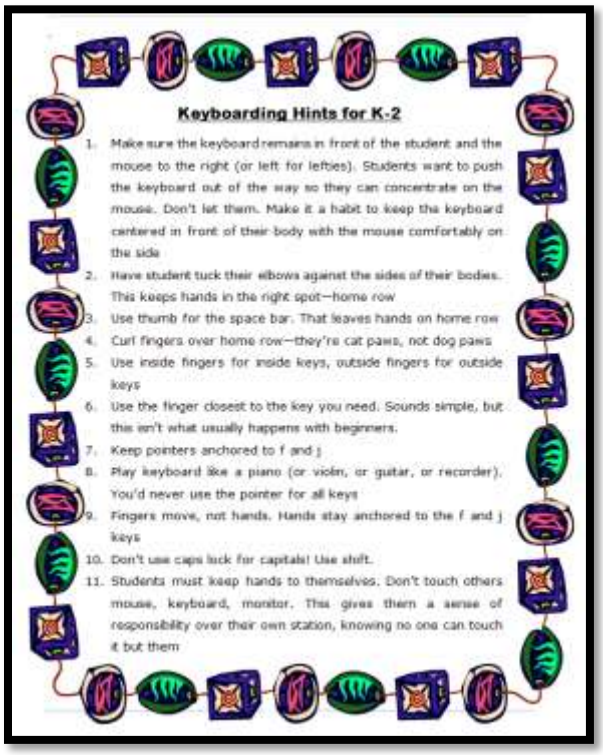
- *Popcorn Typer*
- *Dance Mat Typing (homerow only)*

_____For the first three months of school, you'll spend one month on each row. For months four through the end of the school year, you'll practice all keys.
_____Your teacher will show you proper hand position. *Figure 42* is what you'll look like in 5th grade:

Figure 28—Hand position

_____Use not only correct hand position, but keep legs in front and elbows at side (*Figure 43a*).

Figure 29a—Keyboard posture; 43b—Keyboarding hints



Keyboarding Hints for K-2

1. Make sure the keyboard remains in front of the student and the mouse to the right (or left for lefties). Students want to push the keyboard out of the way so they can concentrate on the mouse. Don't let them. Make it a habit to keep the keyboard centered in front of their body with the mouse comfortably on the side
2. Have student tuck their elbows against the sides of their bodies. This keeps hands in the right spot—home row
3. Use thumb for the space bar. That leaves hands on home row
4. Curl fingers over home row—they're cat paws, not dog paws
5. Use inside fingers for inside keys, outside fingers for outside keys
6. Use the finger closest to the key you need. Sounds simple, but this isn't what usually happens with beginners.
7. Keep pointers anchored to f and j
8. Play keyboard like a piano (or violin, or guitar, or recorder). You'd never use the pointer for all keys
9. Fingers move, not hands. Hands stay anchored to the f and j keys
10. Don't use caps lock for capitals! Use shift.
11. Students must keep hands to themselves. Don't touch others mouse, keyboard, monitor. This gives them a sense of responsibility over their own station, knowing no one can touch it but them

_____As you complete projects throughout the year that require keyboarding (i.e., the slideshow and the word processing report), use proper posture and other good keyboarding habits. Occasionally, review the keyboarding hints in *Figure 43b*—zoom in if needed.

Keyboard Shortkeys

_____Shortkeys—keyboard shortcuts—for many students are an easier, more efficient method of accomplishing a task. Shortkeys use the keyboard rather than the mouse and tools/toolbars. Many of them work on a variety of platforms—Chromebooks, PCs, Macs, and the internet—meaning once you've learned the shortkey, that knowledge is transferrable to a variety of situations.

_____Review shortkeys in *Figure 45* (at the end of this Lesson). Every year, you will learn more of these until by the end of 5th grade, you'll know all of them.

Keyboarding Assessment

_____Your teacher does not expect touch typing in 2nd grade. The earliest will be late fourth/early fifth grade, after several years of keyboarding practice.

_____If you have just started to practice keyboarding, your teacher will select only a few criteria from *Assessment 4* to grade. If you use iPads for keyboarding, s/he will adapt this list to that digital device.

_____Your teacher will informally assess your keyboarding progress once a month or a few times during the grading period, using criteria such as those in *Assessment 4* (zoom in to see better):

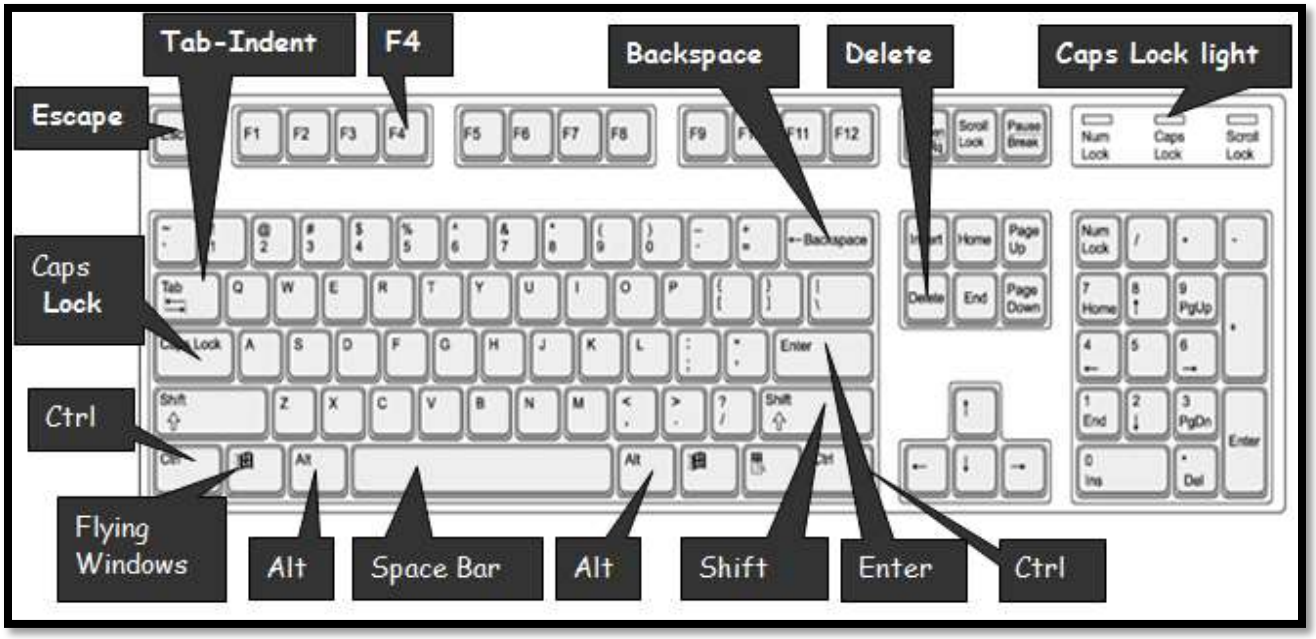
Assessment 4—Keyboarding technique

Technique	Date	Date	Date	Date	Date
Feet placed for balance and sits up straight.					
Body centered to the middle of keyboard.					
Eyes on the screen.					
Types with correct fingering.					
Types with a steady, even rhythm.					
Keeps fingers on home row keys.					
Has a good attitude and strives for improvement.					
WPM (words per minute)					
Accuracy percent					

Key Knowledge Assessment

_____Besides letter keys, you should begin remembering placement of important non-letter keys, such as those in *Figure 44*:

Figure 30—Important non-letter keys



Class exit ticket: **Take three minutes with a neighbor and try to name as many of the fifteen important keys as possible without looking at the keyboard.**

Extension: **Visit class internet start page for websites that tie into keyboarding.**

"Error, no keyboard — press F1 to continue."

Figure 31—Keyboard shortkeys

KEYBOARD SHORTKYEYS

Windows

Maximize window	Double click title bar
Quick Exit	Alt+F4
Date and Time	Shift+Alt+D = Date Shift+Alt+T = Time
Show taskbar	WK (Windows key)
Show desktop	WK+M

Ctrl Key

CTRL+

C: Copy

CTRL+X: Cut

CTRL+V: Paste

CTRL+Z: Undo

CTRL+B: Bold

CTRL+U: Underline

CTRL+I: Italic

CTRL+P: Print

CTRL+K: Add hyperlink

CTRL+E: Center align

CTRL+L: Left align

CTRL+R: Right align

CTRL+P: Print

CTRL+ : Zoom in Internet

CTRL- : Zoom out Internet

Fun Keyboard Shortcuts

<+=+> = ⇔

—+> = →

:+) = ☺

Add Your Favorite:

LESSON #22 MY BODY

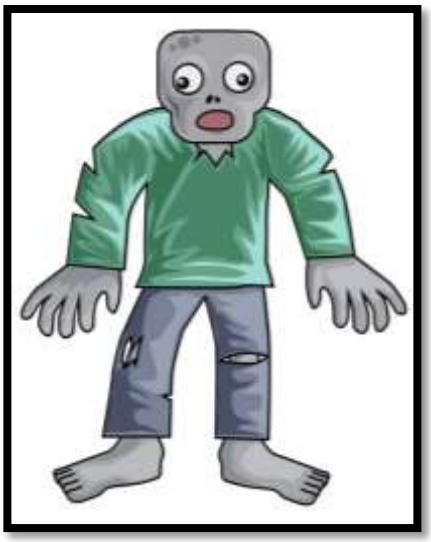
Vocabulary	Problem solving	Skills
• *Back button* • *Digital citizenship* • *Digital student* • *Habits of Mind* • *Landscape* • *Poll* • *Portrait* • *Select-do* • *Shortkey* • *Start page* • *Tech-infused* • *Website*	• *I got off assigned website (click start page tab)* • *Why do we need rules?* • *Why can't I eat at the computer? I can at home* • *I can't find the class internet start page (do you remember instructions?)* • *I can't find the suggested websites (where did teacher say they were?)* • *What's the difference between learning to draw and communicating with drawings?*	**<u>New</u>** *Shortkeys* *Digital tools* **<u>Scaffolded</u>** *Class internet start page* *Tech rules* *Digital citizenship* *Visiting websites*

HOW CAN FORMS RECORD INFO?

- *Completed project*
- *Used good keyboarding habits*
- *Completed warm-up*
- *Tried to solve own problems*
- *Followed directions*
- *Successfully annotated workbook*
- *Decisions followed class rules*
- *Joined class conversations*
- *Tried computer websites (if time)*
- *Left station as it was (neat and orderly)*

STEP-BY-STEP

Class warm-up: ***Keyboard on class typing program.***



_____For this lesson, you will label a digital document. In past lessons, we added names to the world's continents. In this lesson, we use the human body. Instead, your teacher might decide to use a life cycle, parts of a story, or other topics being studied in class.

_____Before beginning to label, your teacher will introduce the unit this drawing will support. For the human body, watch with this BrainPop video and answer questions at the end as a group. If you don't have BrainPop, try one of these other human body websites.

_____This lesson includes three activities:

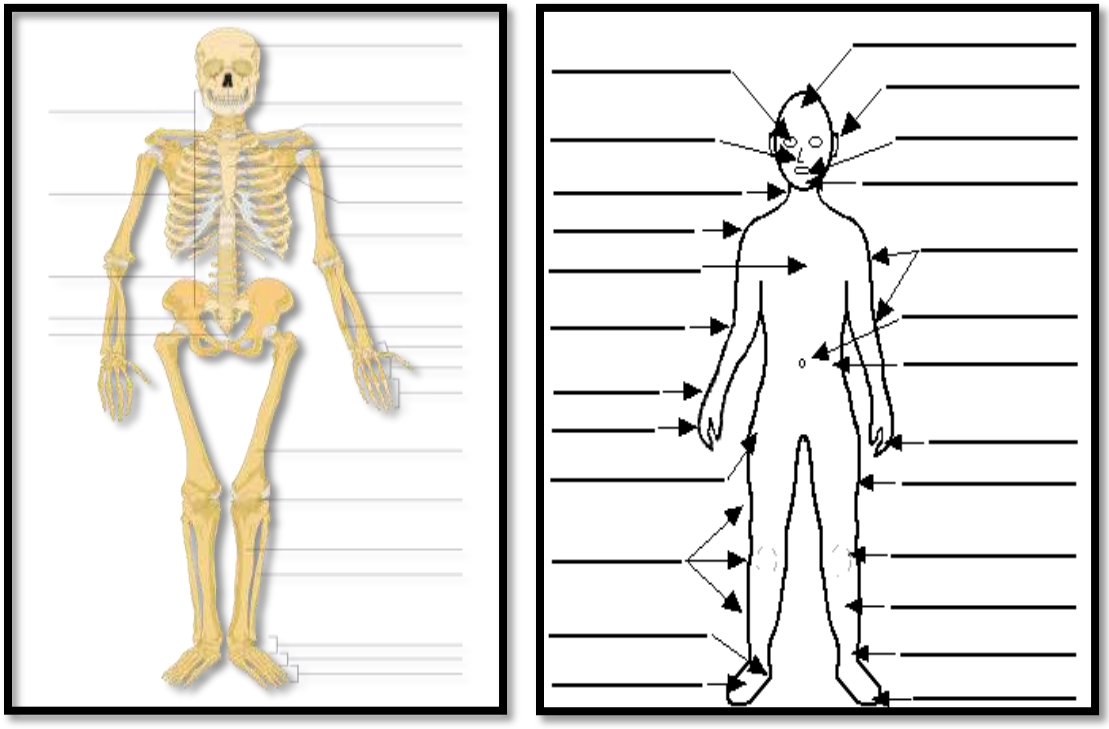
- *Fill-in-the-blank template*

- *Label student picture*
- *Label an avatar*

Fill-in-the-blank Template

_____Your teacher will provide a digital fill-in-the-blanks worksheet similar to *Figures 123a-b*. You will find these in the common files folder or another place your teacher uses.

Figure 32a-b: Fill in the blank templates of human body



_____If you have desktop computers, you might use KidPix, Paint, or Google Draw. You can even use a word processing program like Google Docs or MS Word.
_____If you're a Chromebook school, try these:

- *ABCYa Paint*
- *SumoPaint*

_____If you're an iPad school, try these:

- *ScreenChomp*
- *Drawp*

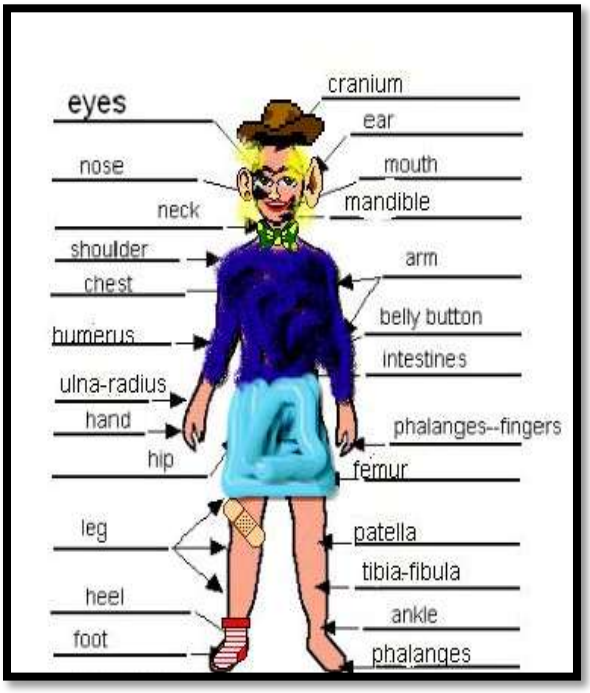
_____Or, you can fill in the blank rubric at the end of this lesson (*Assessment 14*) using your class annotation tool.
_____Your teacher will demonstrate how to complete the worksheet. It will be similar to the globe template you filled out earlier this year:

- *Open drawing program that allows you to write on an imported image.*
- *Find the template on the server and bring it into program.*

- *Fill in the blanks. Use body part words from class.*
- *Use default font, but resize as needed and move the text box if necessary to align correctly on the worksheet.*
- *Decorate with the paint bucket, paint brush, and stamps if these are available in your tool.*

_____Now complete yours as independently as possible. Your teacher will tell you how many body parts you need to name.

Figure 33—Completed human body template



_____If you finish early, format the picture with stickers, stamps, or other widgets available on the digital program you're using (*Figure 124*).

Label Student Picture

_____Partner with another classmate and take each other's picture against a white background using your iPad camera or another one provided by your teacher. The picture might end up like *Figure 125a*.

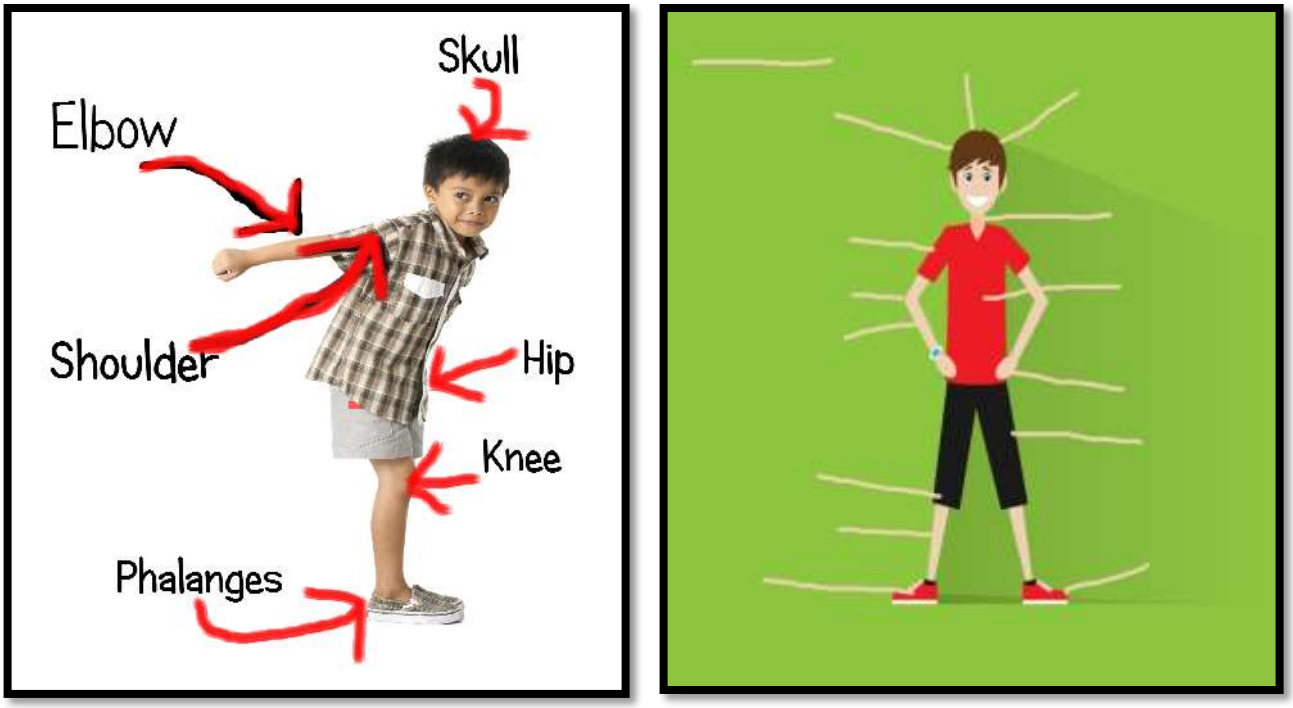
_____Then, use an iPad app like Doodle Buddy to label as many parts in the picture as you can.

_____If your class uses Chromebooks, laptops, or desktop computers, open the photo in a program like SumoPaint and then use a text tool and paint brush to label it.

_____If you have Google Apps, you can open your picture in Google Draw and annotate with PicMonkey.

_____Or, simply fill in *Assessment 14* with your class annotation tool, and then take a screenshot and share.

Figure 34a-b—Label student picture



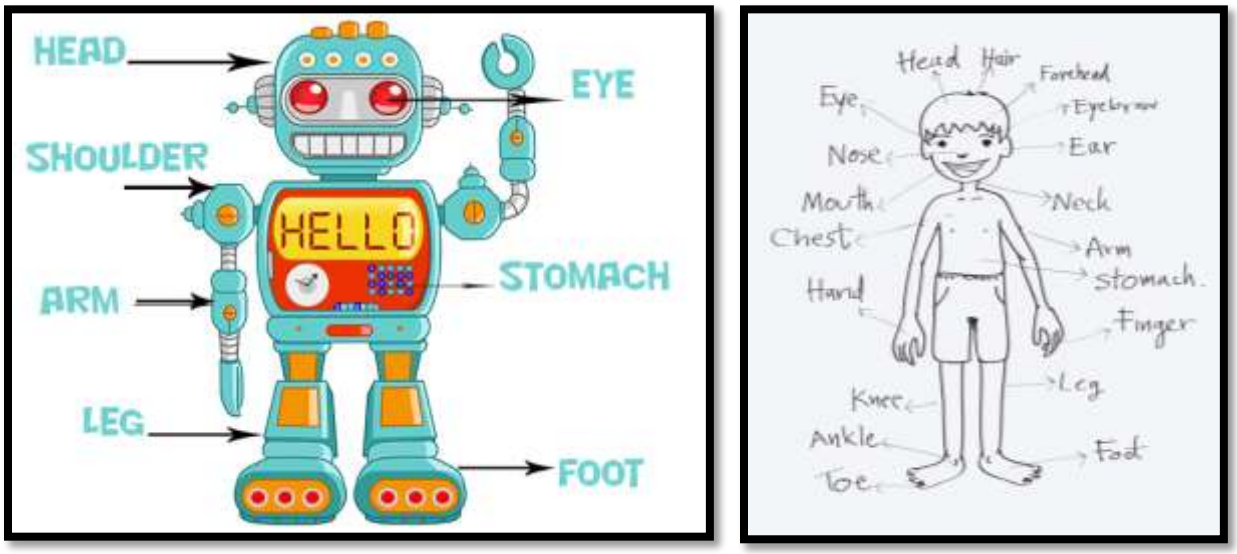
Label an Avatar as Though It is Human

_____This is a great activity to use to circle back on digital citizenship and the importance of privacy on the internet. Why are avatars a good personal representation rather than a photograph?

_____You can either draw an avatar or select one you've used before. Load the avatar onto the computer, Chromebook, or iPad.

_____Then, label the avatar with the text tool and draw the arrows with the paint brush. *Figures 126a-b* are examples:

Figure 35a-b—Label avatar bodies



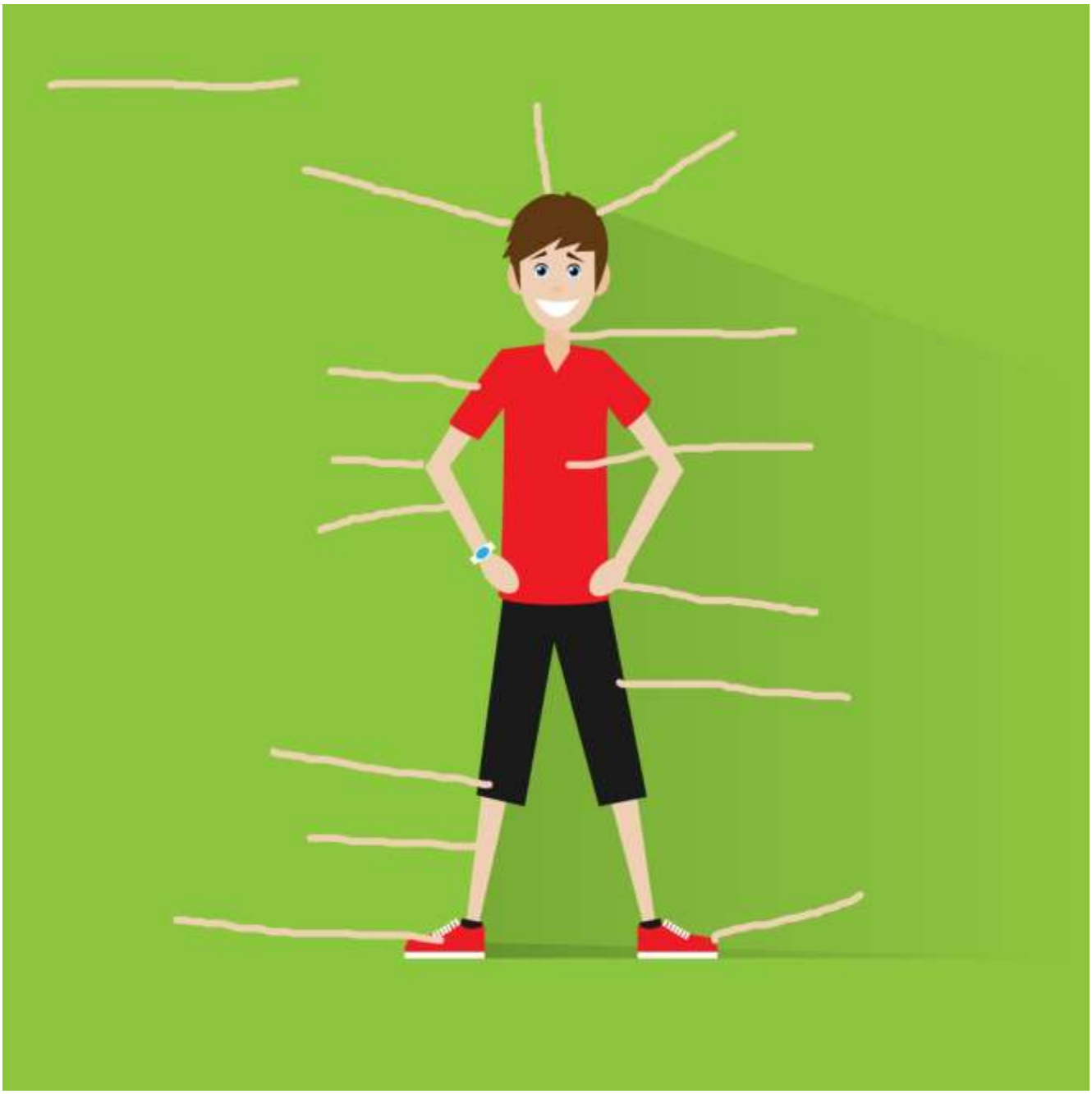
_____When done, export/save/publish/share without assistance. Print if desired.

_____Done? Practice keyboarding on class typing tool.

Class exit ticket: **None**

Extension: **Visit Human Body websites listed on the class start page.**

Assessment 5—Parts of human body template



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