



K.1 Keyboarding, Using the Mouse

Prerequisite Skills and Knowledge

- ∞ Visual matching skills

Time Required

- ∞ 10 to 15 minutes for the lesson - Independent Practice could be sustained for 20 minutes or more.
- ∞ It would be advisable to repeat this lesson several times throughout at least the first half of the school year.

Materials

- ∞ Computers with internet access <http://www.starfall.com> should be on the desktop and the ABC “Getting Ready to Read” page should already be open on the desktop.
- ∞ Headphones for each student are best for this web-site because it has so much sound. However, this lesson can be taught without the use of headphones, if necessary.

Intended Learning

- ∞ Students will be able to type the letter key on the keyboard that matches the letter on the monitor so they can use the keyboard to increase their knowledge of the alphabetic principal.

District Technology Standards

Uses Technology Effectively

- Keyboarding
- Typing indicates letter recognition Basic Vocabulary
 - Uses appropriate vocabulary to identify: **headphones, monitor, mouse, keyboard, quit, click, double-click, icon.**
- ∞ Mouse Skills
 - Uses correct hand position on mouse.
 - Uses correct mouse position on table (e.g. cord at correct end.)

Big Ideas from Literacy Guide - Unit 1 Reading and Writing

- ∞ Use rituals, routines, and tools that are respectful of diverse cultures to work independently and with others

Mini-Lesson

Connection - preparing students’ thinking

Remind students that there are two main ways to “talk” to the computer i.e. keyboard and mouse. Today they are going to get a chance to practice using both the keyboard and the mouse.

Teaching - Mini Lesson

With the students gathered in a group meeting space, demonstrate using both the keyboard and the mouse to navigate the Alphabet page on Starfall.com - Be sure to use proper vocabulary as you demonstrate i.e. “monitor” “keyboard” and “mouse” -

- Begin by choosing a letter to use for demonstration (suggestion: use one that does NOT begin any of the students’ names in the class)

Notes

At the beginning of the Kindergarten year, literacy focus is on learning the names and sounds of the letters of the alphabet. Using the student’s own name makes the learning more personal and relevant. Students also like to explore their friend’s names and the letters associated with their names as well. This is a good time for kindergarten students to explore the keyboard as they practice these important literacy skills.

- Show students how if you press the letters on the keyboard, the computer responds by lighting up that letter
- Then you have to use the mouse and click to start the game with that particular letter.
- On each slide of the game, use the keyboard letter to get the game to say the sound of the letter and the word it goes with; but use the mouse to click the sparkling letter to go on to the next page.

Active Engagement - Guided Practice

Send students to their seats in pairs for the guided practice. Everyone should have a partner and the partners will help each other stay right with you as you do a guided practice. Choose another letter and have the pairs of students practice going through the games of that letter as you demonstrate i.e. use the appropriate letter on the keyboard to cause the computer to read the words and say the sound, use the mouse to click on the sparkling letter to go on to the next page.

Link

Now students will use what they have learned about using the keyboard and the mouse on this website to play the letter games that go with their own name. They should work independently on the computers at this point, if possible. They should begin with the first letter of their name and then proceed on to the other letters in their name.

Independent Practice

Teacher

- ∞ Circulate through the lab, monitoring students’ independent work, checking for understanding about using the letters on the keyboard for one job and the click of the mouse for the other job. Check for proper position of the mouse and remind students to watch the monitor as they play with the letters.
- ∞ Take anecdotal notes or mark on a class list the proficiency of the students at this task.

Students

- ∞ Independently choose the letters of their own name to “play” with. The student should use the proper key on the keyboard to activate the letter sounds and words and the click of the mouse to move on to the next page.

Sharing/Closure

- ∞ After removing their headphones students share with their neighbor their favorite letter activity from today.

Assessment				
<ul style="list-style-type: none"> ∞ This lesson can be used for the Body Of Evidence of “Uses Technology Effectively” for the Kdg. Progress Report. Record a “3” if the student is able to use both the keyboard and the mouse to navigate through one of the letter sequences independently. 	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Uses technology effectively.</td> </tr> <tr> <td style="text-align: center;">Produces quality work.</td> </tr> <tr> <td style="text-align: center;">Effort</td> </tr> </table>	Uses technology effectively.	Produces quality work.	Effort
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