**Welcome to 5th and 6th Grade Keyboarding**

This program has been developed and adjusted over the years to be:  **Progressive**, *Interactive and* Individualized

5th grade is utilized as an introductory year exposing students to the basic QWERTY keyboarding system with an emphasis on learning proper posture, finger placement and learning the letter locations. In 6th grade we review the basics from the prior year and work more toward mastery as well as applying our skills with integration into more programs.

***Grading*** is acquired in a variety of methods and is modified for 5th vs 6th grade.

 ***Written*** ***Tests***- consist of filling in the appropriately missing letters on the keyboard, writing an explanation of a process we utilize, identifying 5 words that utilize the specific focus letters and completing questions asking about matching fingers to letters. Tests are done AFTER each ROW has been completed for a total of 3 tests.

***Written Quizzes***- are done the 2nd day of the following cycle (with some exemptions such as Mondays) and are ONLY based on filling in the missing letters of the keyboard. Students also begin working to think about what words would assist them in practicing the given letters. Quizzes are done at least every other cycle for a total of 5.

***Classwork***- Consists of a compilation of our daily activities. Students record their progress from the multitude of sites we utilize to practice and improve our skills in a variety of ways. Areas of focus are WPM, ERRORS, % accuracy and Time in Sec. Students utilize a SPREAD SHEET so at the end they are able to SORT the data and see how they have improved over time. This is utilized for self-reflection only and their grade is NOT impacted by the amount of growth. We also practice utilizing a header and shading to signify the different sessions on their spread sheet. Each session is worth approximately 20 pts and there are 8 sessions. THIS IS CUMULATIVE, so even if a student does not earn all 20 in one lesson, they are able to get caught up in a future lesson or during their free time.

***Homework***- The only assignment is bringing in a folder to keep info together and making up any missed classes.

***OUR CLASS TIME***

The First 2 weeks are set up for learning school navigation process, introducing to 5th grade and reviewing for 6th grade the posture and finger to key combinations and setting up our documents to utilize throughout the quarter.

Each week thereafter there are assignments based on the focus letters and review work for the prior letters. These include some websites that provide scores that are recorded as well as others that are not. We have a Print Out Document we complete about every 2 weeks as well as an independent site that students sign into, Alfa Typing, for personal monitoring and progression based on their needs.

We work on a word document in which we highlight words that only utilize the focus letters for that session and incorporate aspects of word processing with this activity. This is updated and checked approximately every 2 weeks after the mid-term.

We work on a spread sheet to record our daily events and the capability of sorting the data to show how the scores have improved over the quarter. The goal is to have this updated and checked each cycle.

***Curricular Goals***:

 Proper Keyboarding Technique- finger to letter key placement, arm positioning

 Proper Posture Practices- sitting in chairs properly, utilizing floor risers as needed, stretching every 20 min

 Navigating the school system- accessing and utilizing their slice of our cyber world (directory space)

 Saving their work properly- creating folders for organization and formatting

 Opening New and Saved Documents-multiple ways to achieve same task

 Adding Headers to documents- placing name, date, and assignments digitally on work so all pages are claimed

Printing their work properly-utilizing the correct printer, printing multiple pages per page to conserve resources

Meeting the National Technology Literacy Standards of Digital Citizenship and Technology Concepts and Operations

***Web Site Resources:***

|  |  |
| --- | --- |
| Site name and Link | Brief Description |
| [Peter's Online Typing Course](http://www.typing-lessons.org/preliminaries_1.html) | Provides information for purpose of keyboarding skills and how and why to use fingers for which letters. We will work with 9 lessons. |
| [VisiBone Touch-Typing](http://www.visibone.com/type/) | Simple practice and timed activity to monitor accuracy and speed, promotes proper finger placement and usage. |
| [Free Typing Game](http://www.freetypinggame.net/free-typing-lesson.asp) | Provides basic information on how and why to use fingers for which letters. Simple practice and timed activity to monitor accuracy and speed, promotes proper finger placement and usage. We work with 16 lessons and are able to change the rate. |
| [Online Free Touch Typing](http://www.sense-lang.org/typing/tutor/index.php?lang=EN) | Simple practice and timed activity to monitor accuracy and speed, promotes proper finger placement and usage. There are over 16 lessons to work from. |
| [Krazy Keyboarding for Kids](http://webinstituteforteachers.org/~gammakeys/Lesson/Lesson1.htm) | Provides information for purpose of keyboarding skills and how and why to use fingers for which letters. Practice phases throughout. No score or time trial. |
| [Free Typing Tutor](http://www.alfatyping.com/index.php?action=logout) | Self- paced, computer monitored site which automatically calculates and records the student’s progress and moves them on to the next lesson as their abilities reflect. Requires individual sign in. |
| [Library Think Quest](http://library.thinkquest.org/18709/data/Type.html) | There is an available colored finger placement chart. Each of the 8 sessions have 8 lessons to focus on the main keys and a description on how and why the letters are grouped the way they are. Simple practice and timed activity to monitor accuracy and speed with 3 lines for each practice session.  |
| [Mr. Kent's](http://www.mrkent.com/typingtutor/index.htm) | Practice sessions to monitor accuracy and speed with the ability to change the amount of time, focus letters and skill level. |
| [Game Arcade](http://www.freewebarcade.com/game/typing-game-collection/) | Be sure to allow for the download, click play and then select the appropriate lesson or activity. Provides practice as well as testing ability after you click the clock to get a score. |
| [Dance Mat](http://www.bbc.co.uk/schools/typing/flash/stage1.shtml) | Very energized and exciting site to practice focus groups of keys. 4 separate sessions broken into 4 separate lessons. Student’s progress at their own pace to reach as far as they can in the time allotted.  |
| [Power Typing](http://www.powertyping.com/qwerty/lessonsq.html) | Practice activity with the ability to set goals. Lessons based on letter focus. |
| [Typing Web](http://www.typingweb.com/tutor/) | Very individualized site which records and documents each student’s strengths and needs. Access it by CLICKING RED X to close log in window, then select the row of letters for that week’s focus. Progress as far as you can in the time allotted. RECORD YOUR SCORES |
| [Keyboarding Practice](http://www.davis.k12.ut.us/cjh/appliedtech/business/keyboarding/Index.html) | Students work on focus letters to complete a page that is printed out. They type the provided text in all lower case letters the first time and then all capital letters the second time for each of the provided "sentences". |
| [Quick Keys](http://keybr.com/) | Students work to improve their time and accuracy. NO SCORE PROVIDED |
| [Typing Exercise](http://gwydir.demon.co.uk/jo/typing/index.htm) | Students work to improve their time and accuracy after selecting designated key selection, and length of time. NO SCORE PROVIDED |

**Vocabulary of Interest**:

computer, mouse, keyboard, printer, projector, interactive board

Pinky, Ring, Middle, Index/Pointer, Thumb, Fingers, Wrists, Forearms, Elbows, 90 degree, floor raiser, parallel,

Home Row, Top Row, Bottom Row, Right & Left

directory, drive, network, open, print, save, save as, header, spread sheet, data, word processing, user name, log on, log in, password, log off, log out, shut down

**Teacher Contact Information:**

Mrs. Catherine Mentzer

School phone: 642-2005

School E-Mail: mentzerc@fairfield.k12.pa.us

Teacher’s School Web Site:

<http://www.fairfieldpaschools.org/13982010618260670/site/default.asp?13982010618260670Nav=|&NodeID=600>

This is accessed by progressing from the District page to the Middle School page to Teachers Page to Mentzer, Catherine courses are listed in the left hand menu option then

**Documents of interest:**

* Tests & Quizzes
* Create a Word
* Lesson Statistics

***Example of Schedule of class:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 1. Intro to Keyboarding | 2. Intro to Keyboarding | 3. Explore Programs practice log on | PHYS ED | 4. Posture Info and Outline creation |
| 5. Presentation of SITES | 6. Lesson Stat.& Create a Word Doc created & Saved | Phys Ed | 7. Presentation of WEB SITES | 8. Working with Header and begin Web Site Work |
| 9. Review posture, finger to key combination, logging in and opening work | Phy Ed | 10. Session 1 Day 1ASDFLeft HandHome Row | 11. Session 1 Day 2ASDFLeft HandHome Row | 12. Session 1 Day 3ASDFLeft HandHome Row |
| PHYS ED | 13. Session 2 Day 1JKLRight HandHome Row | 14. Session 2 Day 2JKLRight HandHome Row | 15. Session 2 Day 3QUIZ 1JKLRight HandHome Row | Phys Ed |
| 16. Session 3 Day 1ENTIRE HOME ROW | 17. Session 3 Day 2ENTIRE HOME ROW | 18. Session 3 Day 3TEST 1ENTIRE HOME ROW | Phys Ed | 19. Session 4 Day 1ENTIRE HOME ROW & LT HAND TOP ROWQWERT |

**Class Expectations:**

* Arrive on Time, when the door shuts the teacher sees the hall is clear and all students should be in the room
* Bring required materials to class: writing utensil, folder, agenda
* Students remain in the room unless it is an emergency; use the facilities PRIOR to arriving.
* Students are allowed and encouraged to help and assist their neighbors when the teacher is not instructing. HOWEVER, helping is NOT doing for another person, helping and assisting does NOT require one student to touch another student’s work station. Explaining, showing, demonstrating are all good methods of helping someone learn for themselves.
* There are not assigned seats unless the students prove the need by being disruptive or interfering with the academic environment of another or not demonstrating the ability to progress at a reasonable pace so the teacher may monitor individually to try and ascertain a reason for the delay. This aids in proving that the students are able to properly navigate the school network system and save their work accordingly. This is also done so that students are able to demonstrate the ability to choose responsibly by sitting next to people whom will allow them to complete their work.
* Computer settings are to remain as they have been set prior to the class. If there is an issue on the computer or with any of the equipment (headphones) the students need to let the instructor know so it may be dealt with accordingly.