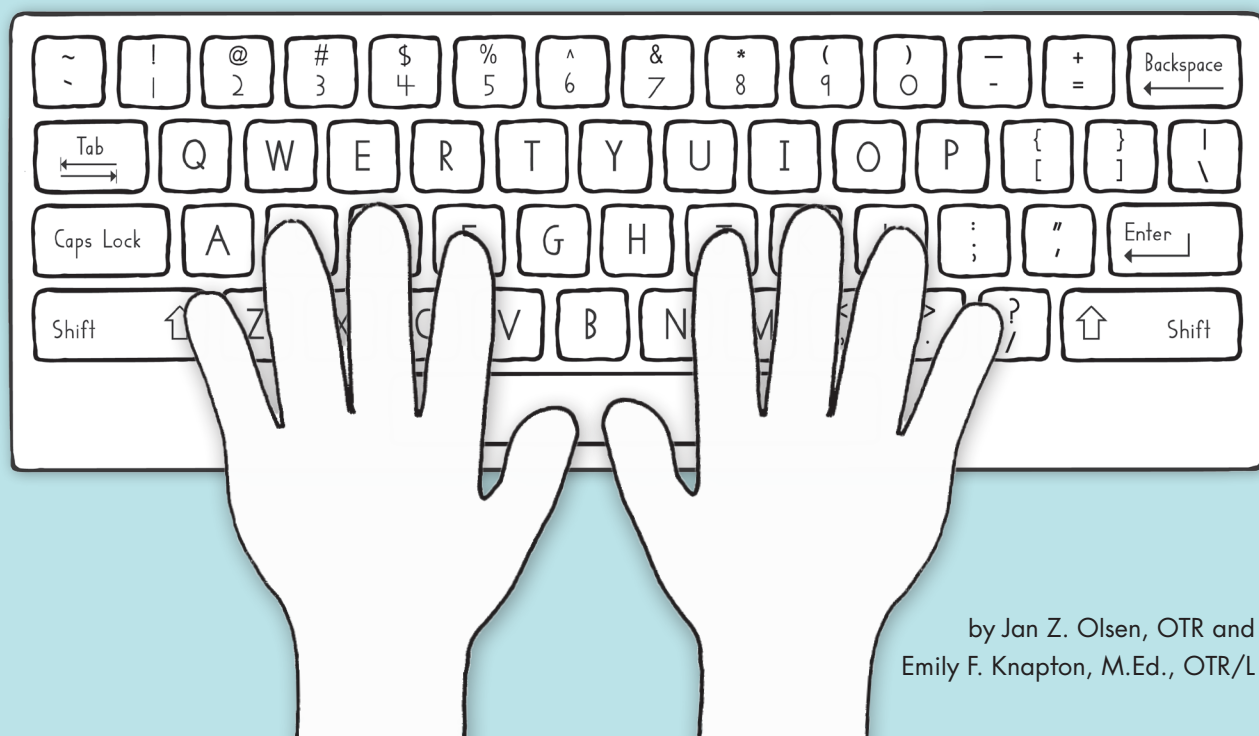


KEYBOARDING **Without Tears**®

2nd Grade

Keyboarding Teacher's Guide

Guide to Teacher-Led Lessons in Digital Citizenship, Literacy & Activities



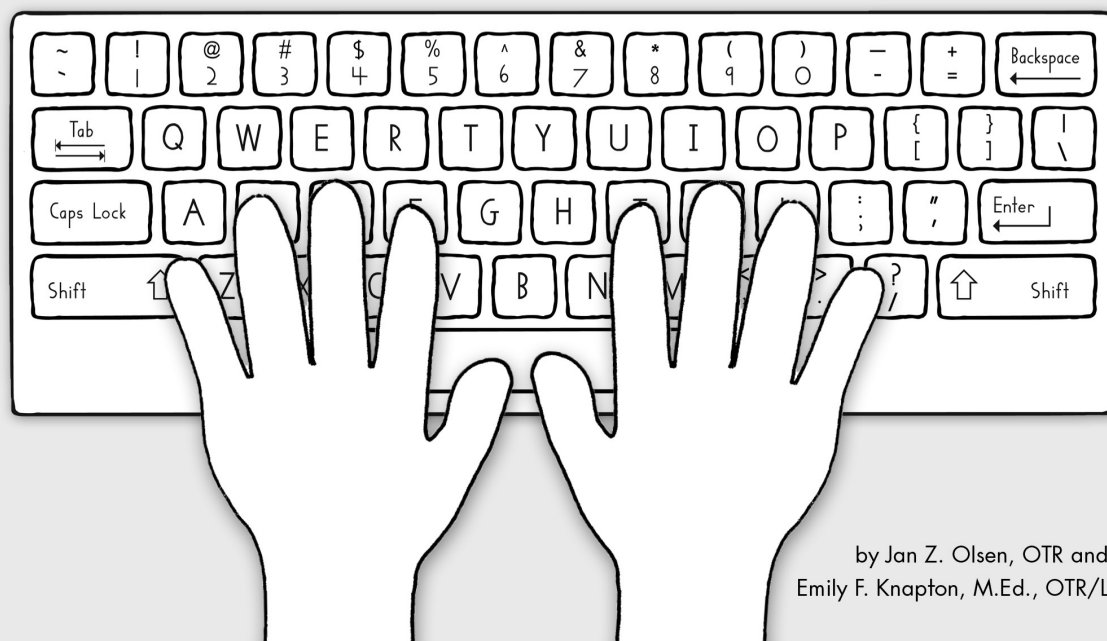
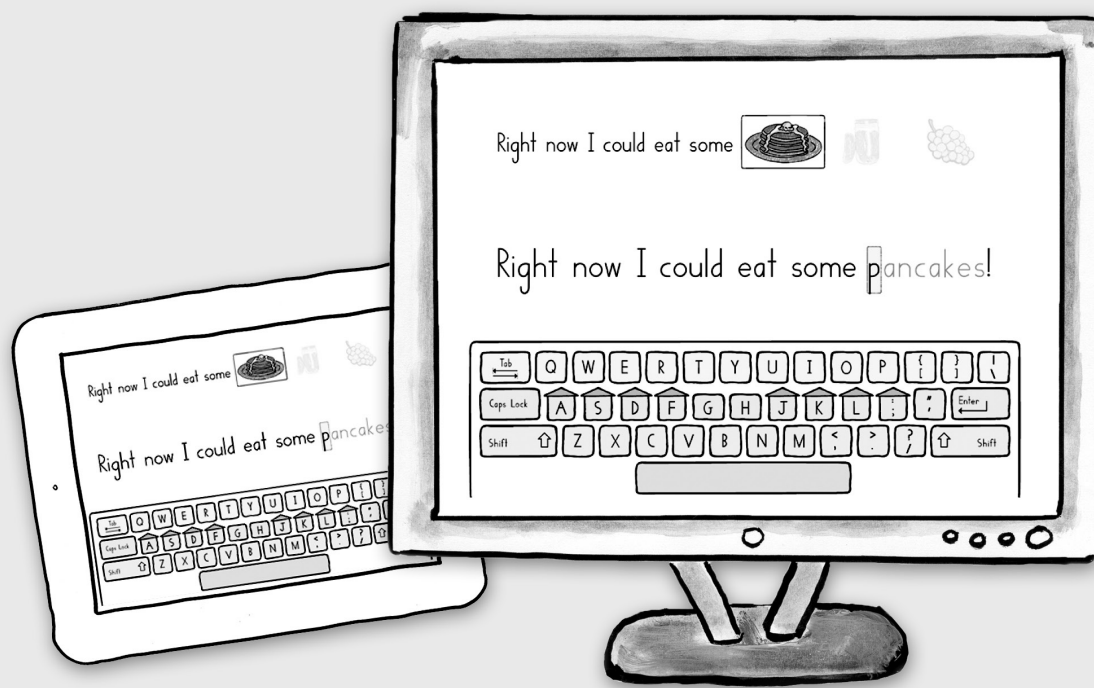
by Jan Z. Olsen, OTR and
Emily F. Knapton, M.Ed., OTR/L

KEYBOARDING **Without Tears**™

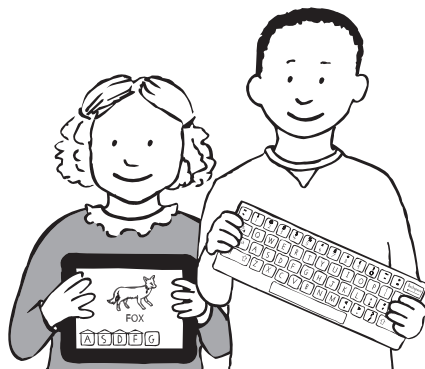
2nd Grade

Keyboarding Teacher's Guide

Guide to Teacher-Led Lessons in Digital Citizenship, Literacy & Activities



by Jan Z. Olsen, OTR and
Emily F. Knapton, M.Ed., OTR/L



KEYBOARDING **Without Tears®**

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The teaching methodology discussed in this book is Patent Pending.

Table of Contents

This teacher's guide will help you get started with Keyboarding Without Tears®! It provides you information and lessons to teach digital literacy, digital citizenship, and general computer readiness.

Jump to a specific section by clicking the section headers. Some sections also contain links to additional downloads. You can print a copy of this guide—just be sure to print out your extra activity downloads, too!

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Welcome

Welcome to Keyboarding Without Tears® and teaching keyboarding skills in second grade.

This effective, game-based curriculum for students in grades K–5 fits perfectly into the developmental progression of writing. It teaches pre-keyboarding and keyboarding skills, alongside computer readiness, digital citizenship, and digital literacy. This is your teacher's guide not only for the curriculum, but for a way of teaching keyboarding that is effective for students. Educators need to be able to connect to a student's online world to engage and motivate them, because they are a new and different type of learner (Larson et al. 2009). Your students will be learning technology foundation skills and touch typing skills they need to successfully navigate computer-based testing and produce written work in the classroom.

We began as a handwriting company in the 1970s, and we have evolved based on our continued and direct experience with students, teachers, occupational therapists, and administrators. We know that to be successful today, schools must effectively integrate different skills and technologies. In order for students to be successful writers, they must have a range of tools available to produce effective, written communication with ease. Our 35 years of experience and ongoing collaboration with educators brings unique solutions to the problems associated with teaching written production skills in a way that is joyful, effective, and innovative.

Keyboarding and handwriting are essential to student success, and are essential life-long skills that develop through proper instruction. The key is to teach developmentally, according to what students are ready to master at different levels.

Our lessons and activities make learning keyboarding a positive experience for students in just 5–10 minutes a day. You will help your students solidify strong technology foundation skills, typing skills, and muscle memory. We use rich and varied activities to teach keyboarding skills along with capitalization and punctuation practice, word and sentence practice, and common keyboarding and computer functions. Lessons include multisensory elements and can be easily connected to other subjects.

We hope you enjoy using our curriculum and we are excited for you to bring it to life in your classroom.

Jan Z. Olsen Emily F. Knapp



Get to Know Keyboarding Without Tears®

Our Philosophy

Keyboarding is one of the important skills students need to be successful in today's world. Our easy-to-teach, easy-to-learn curriculum enables you to teach keyboarding efficiently and well. With your guidance, students will develop grade-appropriate skills for using technology.

Our teaching of keyboarding is developmentally appropriate by grade. Keyboarding for the kindergarten student is quite different from keyboarding for a second or fifth grader. What is consistent across the grades is our simplified approach to letter location and learning to use fingers correctly. We use a specific teaching order to teach letters on the keyboard. This dynamic keyboard approach presents the keys in three color-coded rows to help students easily locate letters. These rows are further broken down into six units—three for the left hand, and three for the right. This enables us to build unit by unit, rather than teaching the entire keyboard all at once.

In kindergarten, activities begin with the use of fingers on the left and right hand separately. This is referred to as unilateral hand skills. By teaching unilateral hand skills first, students learn how to correctly move fingers on the keys around the Home Row. This prepares them to press keys and locate symbols when they begin typing with both hands.

In grades 1–2, students progress to typing frequently used letter combinations and words with both hands. At all levels, students enjoy a variety of games and activities to be sure they have the basic keyboarding skills and habits. In grades 3–5, lessons develop the fluency and skills students need for sentence and paragraph typing. We familiarize students with common practices from computer-based assessments, such as scrolling, dragging, and dropping. This promotes familiarity and success with computer literacy and digital fluency.

Keyboarding, like handwriting, is a complex skill that requires consistent practice and instruction over time. As young students memorize letter locations and type frequently used letter combinations, they're sharpening their letter and word skills. As older students type within a variety of activities, they're being exposed to interesting vocabulary and cross-curricular content. We teach effectively with joy and are excited to help your students develop the technology and keyboarding skills they need in each grade.

Principles of Effective Curriculum Design

Simply Smart Activities

We designed all of our activities and lessons to be intuitive, engaging, and developmentally appropriate. We've used our direct experience and knowledge of how students learn best to develop unique teaching materials that are easy and fun.

Active Teaching

We facilitate instruction that engages students. The curriculum provides different multisensory aspects to help you teach students of different learning abilities. You will immediately know the effect of your instruction and will be able to adjust, repeat, or vary the instruction for the best learning outcome.

Teacher Support

We believe that if you have knowledge of keyboarding, you will be empowered. We can answer your keyboarding questions and help you with your concerns. When are my students ready to type? Why do students find it difficult to type with two hands at once? We provide answers to help you understand and avoid those problems.

Activities & Lessons

All of the lessons and activities are designed to make learning keyboarding fun and easy. They each use specific features based on how students learn best:

Easy to Teach

- Grade-level appropriate lessons
- Developmental progression of skills
- Unique focus on pre-keyboarding motor skills

Easy to Learn

- Engaging, game-based activities
- Simplified approach to correct finger placement and two-handed typing
- Self-directed lessons with audio/video instructions

Programs by Grade Level

Kindergarten: Keys for Me introduces the keyboard and mouse functions while making sure young students use correct habits from the beginning. Activities support reading and handwriting skills, with a strong focus on letter recognition, blends, digraphs, and rhymes. Students practice these skills with engaging and changing themes: Let's Eat, Off to Work, and On the Go. Spot Checks are used to gauge student understanding of specific skills. Each Spot Check measures speed and accuracy.

First Grade: My Keying Board uses game-based lessons to develop finger dexterity and finger-key association for typing letters and words. As familiarity with the keyboard grows, students type word parts, frequently used words, and short sentences. Students practice these skills with engaging and changing themes: Let's Play, Wild About Animals, and Art Start. Spot Checks are used to gauge student understanding of specific skills. Each Spot Check measures a student's speed and accuracy.

Second Grade: Key Power introduces all of the letter and keyboarding skills from earlier grades, but at a faster pace. Muscle memory of the keyboard is developed with frequently used letter combinations. Students enjoy changing themes as they learn to type words and sentences. Students practice these skills with engaging and changing themes: Start the Music, Water, Water!, and Math Mix. Spot Checks are used to gauge student understanding of specific skills. Each Spot Check measures speed and accuracy.

Third Grade: Keyboarding uses activities to sharpen accuracy and fluency skills. With basic keyboarding well in hand, students practice with frequently rotating themes: Sing & Play, Famous Faces, Greek & Latin, Bones & Bodies, and Great Grammar. Spot Checks are used to gauge student understanding of specific skills. Each Spot Check measures speed and accuracy.

Fourth Grade: Keyboarding Success uses keyboarding games to promote muscle memory, accuracy, and speed. Students practice formatting and typing skills with engaging and changing themes: Oh, Look! (visual arts), Greek & Latin, Go Geography, and Words & Writers. Spot Checks are used to gauge student understanding of specific skills. Each Spot Check measures speed and accuracy.

Fifth Grade: Can-Do Keyboarding develops the accuracy and speed necessary to handle the demands of schoolwork and testing in higher grades. Formatting and typing skills are reinforced with engaging and changing themes: Start the Music, Super Words, People Power, and Water, Water! Spot Checks are used to gauge student understanding of specific skills. Each Spot Check measures speed and accuracy.

Teacher-Led Lessons

Active Teaching

This is your guide for building the foundations of technology and keyboarding. Each section has a mix of information, activities, and fun lessons for your class. Within the sections you'll find a variety of teaching options and lesson plans. We'll show you how to pace instruction and support your class for the best outcomes. Our teacher-led lessons occur once a week. They are an important part of instruction to help students learn about the basics of keyboarding, as well as how to safely navigate and understand the world of technology. You will find that our teacher-led lessons include interactive learning in the following areas.

Digital Citizenship & Literacy

Begin with the basics of technology. Teach students the vocabulary for the parts of a computer, parts of a laptop, parts of a tablet, and other devices. Activities focus on students becoming comfortable at their workstations and address technology rules and common technology terms. This section also includes fun activities about communication, including snail mail, email, and the Internet.

Ready, Set, Row: Getting Ready to Keyboard

This section is all about the keyboard. Fun activities help students learn the features of a keyboard. Students will learn correct finger placement on a keyboard. The section wraps up with a fun activity that has students "build a keyboard" with letters, numbers, action keys, and punctuation keys.

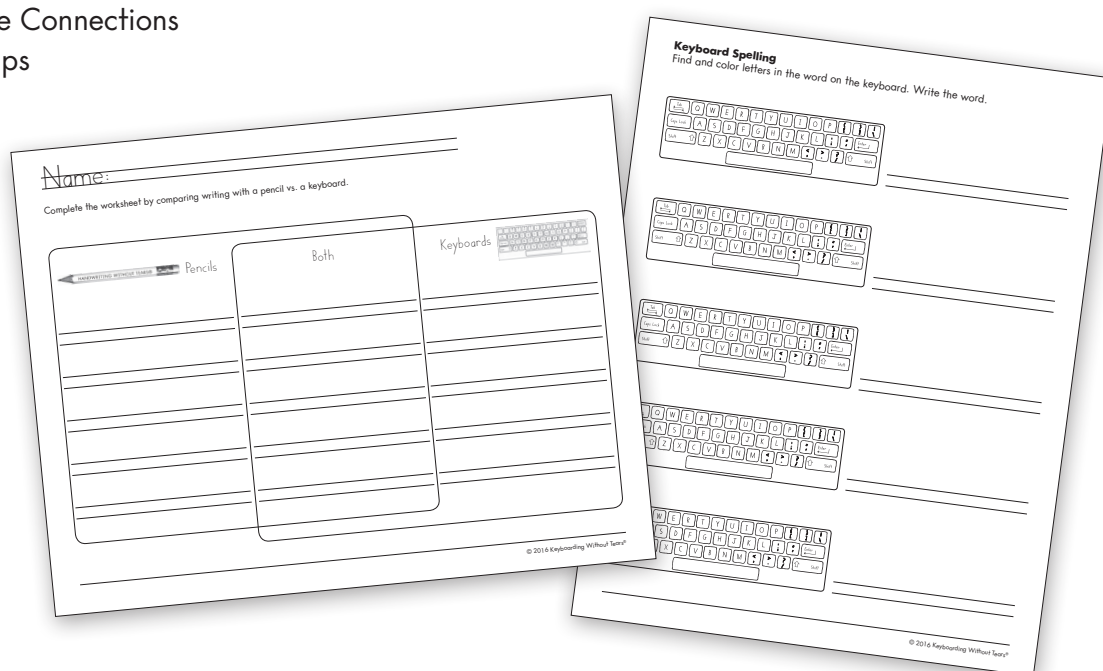
Fingers & Keys

Stretch out your hands and get ready for some fun! These supplemental activities promote correct finger and hand placement. Fun songs and rhymes will get your students moving and typing in no time.

Resources

In the back of this guide there are important resources to support your teaching throughout the year and help you guide, adjust, and monitor your instruction.

- Glossary
- School-to-Home Connections
- Remediation Tips
- Standards
- References



Live Insights®

+Live Insights is the digital dashboard that helps administrators and educators:

- Manage classrooms
- Access video support for set up
- Access your teacher guide(s) and lesson previews
- Preview interactive lessons
- Obtain student reports
- Monitor progress throughout the year
- Access unique features like Stop & Review and skip six weeks of foundation skills to help you control how the child moves through the program.

Access the +Live Insights dashboard at plusliveinsights.com. We recommend you bookmark this page!

Lessons & Certificate Downloads

Certificates and lessons are available in the teacher's guides in the Materials section of each lesson. Click on these links to access each download. Downloads can supplement your keyboarding instruction or be sent home to families to foster school-to-home connections.

Student certificates are available to celebrate success! They are easy to access: Once a student has completed the digital citizenship lessons, a "Digital Citizenship Certificate" can be downloaded. In addition, when students complete the program, teachers can create a "Certificate of Completion."

Differentiated Instruction

We have dedicated a section of this guide for remediation tips (p. 58). We'll show you how to spot any keyboarding difficulties and modify the curriculum to meet the needs of all your students.

Webinars

Join us for interactive exchanges with program experts and other education professionals. For more information, visit kwtears.com/learninglounge

E-Newsletters

Receive tips, resources, engaging articles, activities, and free downloads when you sign up for our newsletters. Topics include the entirety of written production from Pre-K readiness to handwriting to keyboarding. They will help you get the most out of our curricula. To register for *The Home Row* or all of our newsletters, visit kwtears.com/learninglounge

Professional Development

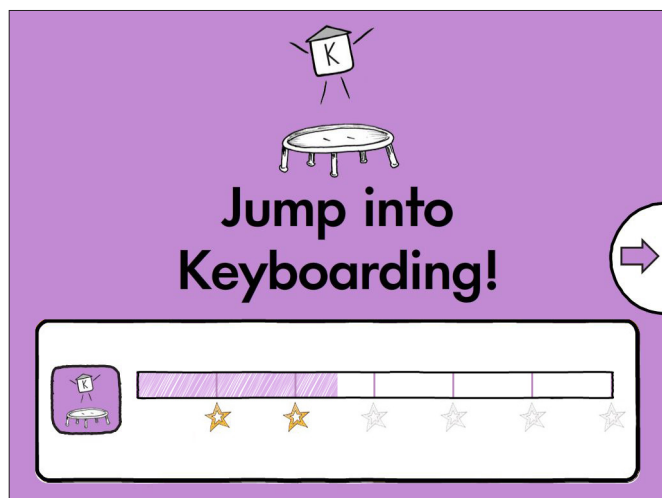
We are nationally recognized for our outstanding and engaging professional development workshops and continuing education opportunities. Educators benefit from the extensive support we offer. Our workshops come in a variety of subjects and use a fun, hands-on approach to instruction in the teaching methodology of written production from Pre-K through fifth grade. Our webinars and how-to videos are widely used by educators to support their teaching. To learn more, visit kwtears.com/training

Key Power

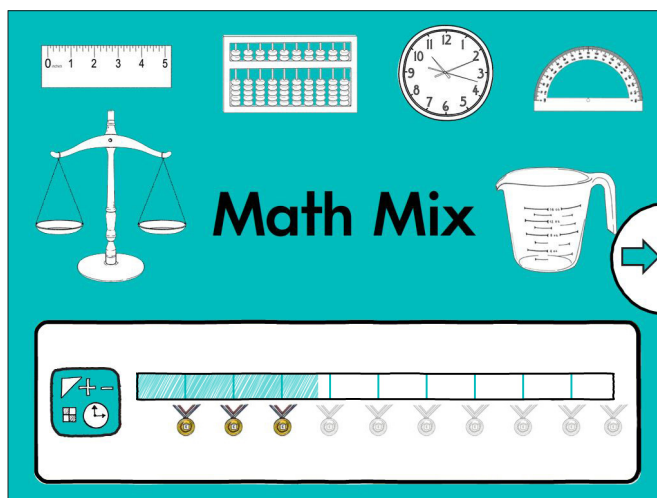
Themes

During the 36 week program, students are exposed to different themes. This keeps our game-based learning environment fresh and engaging. All themes are intuitive and grade-level appropriate.

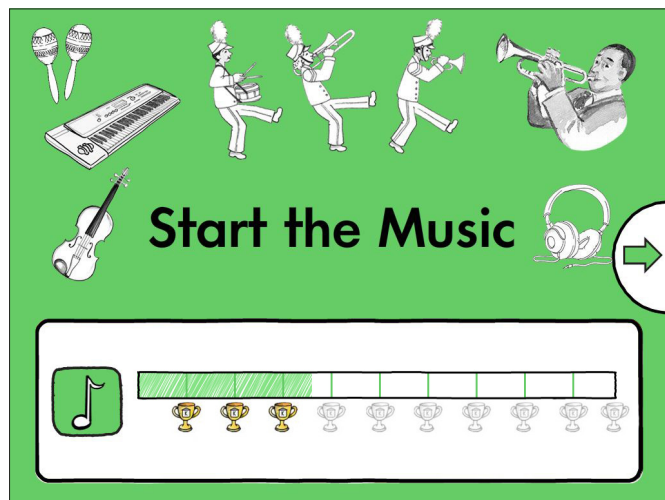
The activities in our second grade curriculum are organized into four themes: **Jump into Keyboarding!**, **Start the Music**, **Math Mix**, and **Water, Water!**. After completing six weeks of **Jump into Keyboarding!**, the other three themes are generally taught in week-long increments for the remaining 30 weeks.



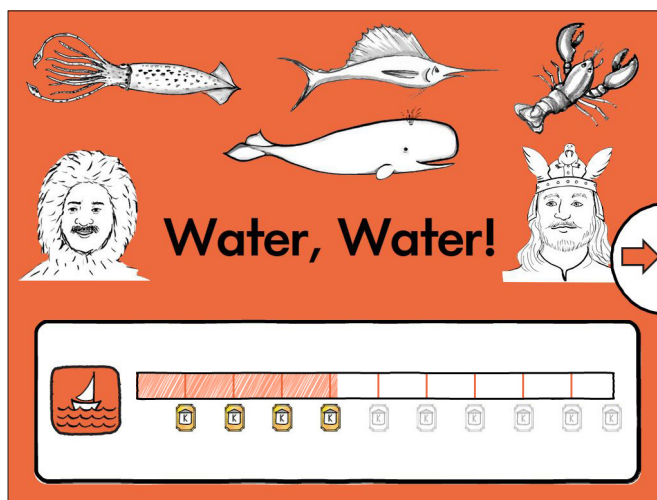
Jump into Keyboarding! is taught for the first six weeks. In this introductory theme, we include a wide variety of interesting subjects that will encourage second graders, capture their attention, and motivate them to learn as they practice activities that build foundation skills.



Math Mix focuses on all types of math-related subjects and activities from counting, to telling time, to measurements of distance and food.



Start the Music includes fun, interesting activities and vocabulary relating to music, including introducing students to a variety of instruments.



Water, Water! relates to all things water, like famous voyages on the sea, marine life, boats and ships, and swimmers and scuba divers.

Teaching Categories

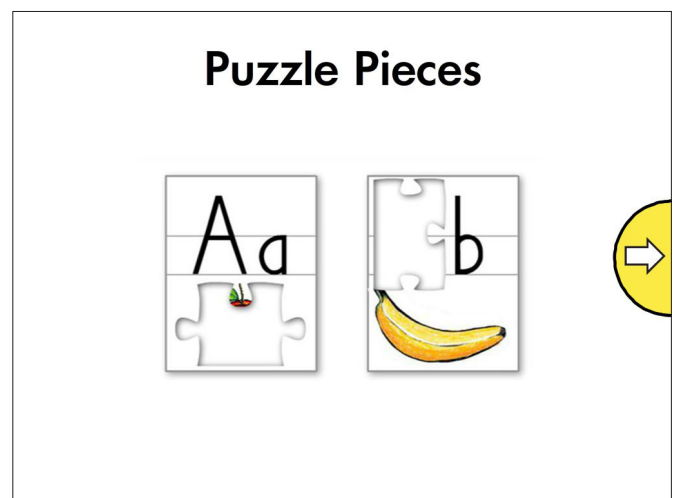
We break down the learning objectives for pre-keyboarding and keyboarding in our curriculum into 13 teaching categories, 12 of which are taught in second grade. They represent the skills our activities teach in a developmental and grade-appropriate way. The first three second grade teaching categories—**Drag & Drop**, **Finger Fitness**, **Discovering Keys**—address pre-keyboarding learning objectives. **Letter Combos**, **Key Words & Syllable Parts**, **Spacing Out**, **Action & Punctuation Keys**, **Words Up...**, **...Up to Sentences**, **Champions of Web & Test Layouts**, **Discovering Number Keys**, and **Spot Checks** round out the teaching categories in second grade. Each teaching category contains several types of activities that vary thematically.

Drag & Drop

This teaching category focuses on pre-keyboarding skills and includes two types of activities: **Mat Man® Match** and **Puzzle Pieces**. These activities teach students how to select an object on the screen, drag it, and drop it somewhere else on the screen. This is a basic skill required for digital literacy on any platform.

In **Mat Man® Match**, students practice shape recognition by matching shapes with Mat Man's body.

In **Puzzle Pieces**, students are required to match a missing puzzle piece to the correct puzzle. Students can practice drag and drop skills along with letter recognition skills.



Finger Fitness

This teaching category focuses on pre-keyboarding and keyboarding skills and includes two types of activities: **Painted Finger Clues** and **Target Practice**. These activities use row-based practice to teach unilateral hand skills and the association of specific fingers with specific keys.

In **Painted Finger Clues**, we develop the ability to associate specific fingers with specific keys. While the student's hands remain on the Home Row positions, we present them with color-coded hand images that indicate which finger they should use to type specific keys.

In **Target Practice**, we develop unilateral hand skills and associated finger-muscle movements by requiring students to hold down one key with one hand while keyboarding with the other hand using our color-coded, row-based teaching method.



Key Power

Discovering Keys

This teaching category focuses on pre-keyboarding skills and includes six types of activities in second grade: **Build a Keyboard**; **Find the Letter**; **Pick Me!**; **Puzzle Surprise**; **Shuffled Letters**; **Zoom In, Zoom Out**. These activities help build familiarity with the structure and spatial organization of the QWERTY keyboard, develop unilateral hand skills, and reinforce proper left-right hand positioning and finger movements.

In **Build a Keyboard**, the keyboard is broken apart into groups of row-based blocks. Students place the missing keys back where they belong on the keyboard.

In **Find the Letter**, students work on either mouse or touch skills depending on whether the student is working on a computer or tablet. The student locates and clicks on a designated letter in several words. After finding all instances of the letter, the student types the letter the same number of times.

In **Pick Me!**, the student is given the beginning of a sentence and a choice of three objects. The student chooses an object, learns the name of the object, and types it.

In **Puzzle Surprise**, students practice unilateral hand skills by holding down a key with one hand and typing a key with the other. They type the beginning letter of the image to reveal each piece of the puzzle.

In **Shuffled Letters**, students hold down one key with one hand, while selecting the correct key with the other hand based on the letter or image on the screen.

In **Zoom In, Zoom Out**, students practice unilateral hand and letter location skills by matching a letter on the keyboard with the object on the screen.

Letter Combos

This teaching category focuses on our color-coded row-based keyboarding method while teaching students to type commonly occurring letter combinations. There are four types of activities: **Bouncing Vowels**, **Curtain Call**, **Dump the Combo**, and **Rhyme Flip**.

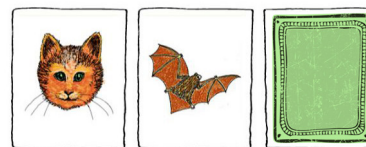
In **Bouncing Vowels**, students hold down one key with one hand as they keyboard with the other. When they successfully type the vowel combo on the screen, it drops down and bounces into the proper side to complete a word.

In **Curtain Call**, students type the displayed letter combination. Each time they type the letter combination, the curtain opens a little further to reveal an image related to the letter combination.

Find the Letter

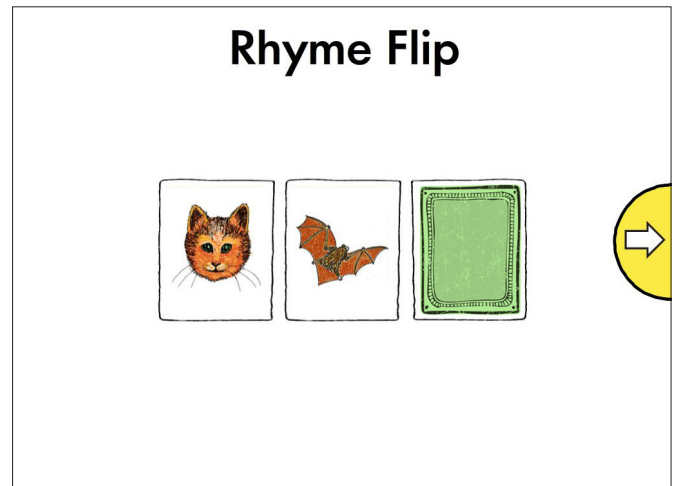


Rhyme Flip



In **Dump the Combo**, a dump truck travels across the screen and unloads common letter combinations to complete words. Students hold down one key with one hand as they type with the other.

In **Rhyme Flip**, students are presented with several words that rhyme. When they finish typing the word, an image associated with the word they typed is revealed.

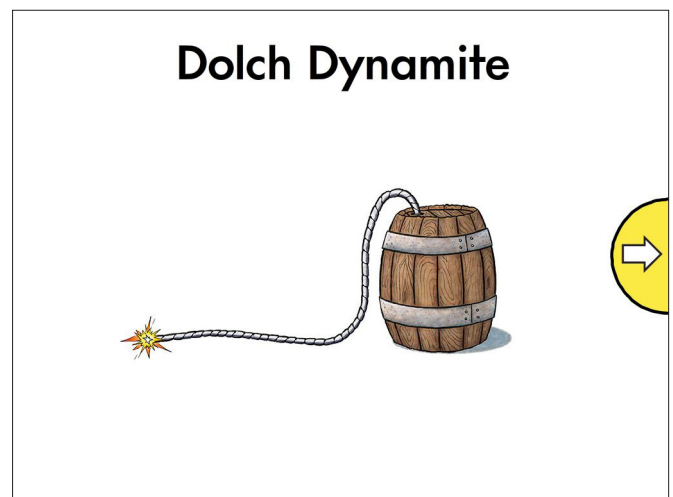


Key Words & Syllable Parts

This teaching category focuses on our color-coded row-based keyboarding method while teaching students to type grade-level appropriate vocabulary words and syllables. There are four types of activities: **Dolch Dynamite**, **One & More**, **Syllable Pop-Up**, and **Write My Name**.

In **Dolch Dynamite**, students practice typing common Dolch words that may require one or both hands. As students type, the fuse gets closer to the barrel. The barrel bursts when students successfully type all of the words.

In **One & More**, students compare singular and plural forms of words. They are shown the singular form of the word and prompted to type words that describe the image. Once typed, the plural form of the word appears. Then the words that describe the plural form appear. Students type the plural form to complete the activity. This helps students build fluency with typing groups of words and supports their understanding of the singular and plural forms of words.



In **Syllable Pop-Up**, a cartoon mole holds up a syllable for the student to type. The student types the syllables that may require one or both hands. The syllables make up a word for the student to type. Once correctly typed, they are asked to type a definition or fun facts to build vocabulary.

In **Write My Name**, the student is prompted to type his or her name. This activity can also be printed out and used for additional handwriting practice.

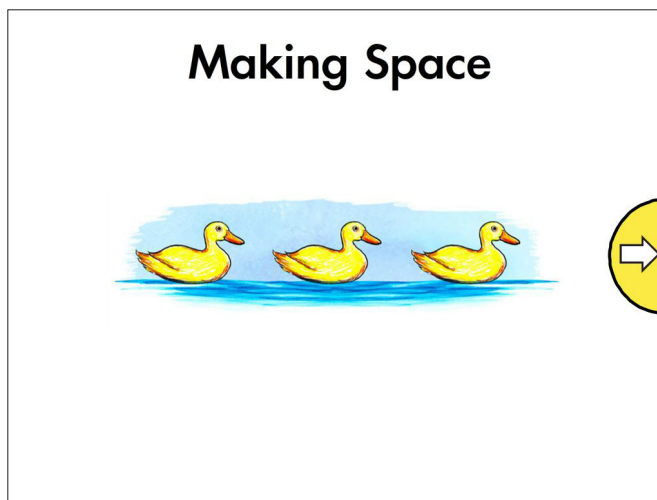
Key Power

Spacing Out

This teaching category focuses on our color-coded, row-based keyboarding method and develops familiarity with the space bar. There are two types of activities: **Dolch & Space** and **Making Space**.

In **Dolch & Space**, students are prompted to type short phrases that contain common Dolch words. Students also practice space bar skills.

In **Making Space**, students practice typing words and spaces to create sentences. The next word in the sentence is displayed when students use correct spacing.



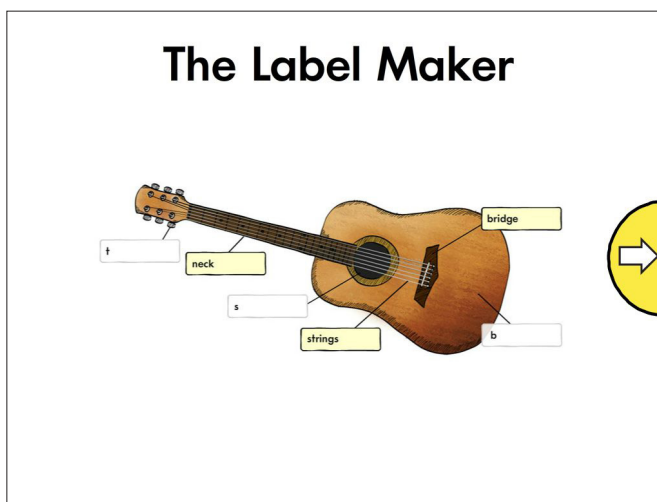
Words Up...

This teaching category focuses on developing keyboarding skills that help students make the transition from letter combos to typing words and short phrases. There are three types of activities used in second grade: **Rhymes With**, **Starts With**, and **The Label Maker**.

In **Rhymes With**, students are first presented with a word to type. Once typed, students advance to the next rhyming word using the space bar. Images associated with certain words are revealed as student's progress through the activity. This helps build typing fluency with various letter combinations and provides students with additional exposure to vocabulary and rhyming words.

In **Starts With**, students begin by typing a word that contains a specific letter combination. Using the space bar, students advance to the next word that starts with the same letter combination as the previous word. Images associated with certain words are revealed as student's progress through the activity. This helps build typing fluency with various letter combinations and exposes students to additional vocabulary.

In **The Label Maker**, students have to drag and drop labels in their correct place. They are then prompted to type the word that appears on the label. Along with typing skills, this is a fun activity to help build student's vocabulary.

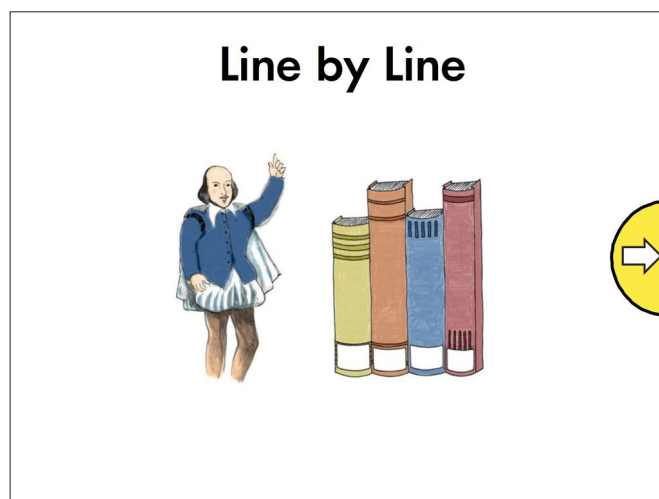


...Up to Sentences

This teaching category focuses on developing keyboarding skills that help students make the transition from typing words and short phrases to typing sentences. There are two types of activities in second grade: **Line by Line** and **Slide It Over**.

In **Line by Line**, students are presented with fun facts and information about a variety of subjects that they must type line by line.

In **Slide It Over**, students type lists of words, phrases, or sentences. As students successfully type each, the panel moves until the entire image is revealed.



Action & Punctuation Keys

This teaching category teaches our color-coded row-based keyboarding method while familiarizing students with the action and punctuation keys on the keyboard. The activities present students with keyboarding scenarios that require them to use these keys while maintaining good keyboarding form. There are three types of activities used in second grade: **Shift for Capitals**, **Shifty Targets**, and **Tab, You're It!**.

In **Shift for Capitals**, students focus on typing capitals and sentences. The activity starts by showing a sentence and associated image. In order to proceed, students must type a complete sentence that describes the image and uses capitals in a variety of ways. This activity builds fluency with typing capitals using the Shift key, typing complete sentences, and punctuating ends of sentences.

In **Shifty Targets**, students are shown a string of alternating capital and lowercase letters to type. In order to type the capital letters students must hold the "target" on the Shift key before typing the letter. This allows students to build an understanding of one way to form capital letters using a keyboard. Students also gain practice with the space bar by using it to advance between each group of letters.

In **Tab, You're It!**, students type rows of words. Each row contains three words. The Tab key is used to advance between each word. Once each row is completed the words populate at the bottom forming neatly organized columns of adjectives, irregular verbs, or compound words.



Key Power

Champions of Web & Test Layouts

This teaching category develops the grade-appropriate skills students need to perform well on computer-based standardized exams. There is one activity: **Build a Sentence**.

In **Build a Sentence**, students create unique sentences using drop down menus to choose a subject, verb, article, and object. After the sentence populates in the text box, students are prompted to type it.

Build a Sentence

Build your sentence.

I have the

I have the

Objects

- trumpets
- drums
- guitar
- violin
- piano
- kazoo



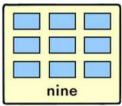
Discovering Number Keys

This teaching category focuses on developing familiarity with using the Number Row on the keyboard while maintaining good keyboarding form. There are two types of activities: **Math Masters** and **Math Sentences**.

In **Math Masters**, students are shown a grade-level appropriate math equation illustrated using both objects and numbers. Once students type the numerical part of the equation, four answer choices are provided at the bottom for students to select. After choosing the answer students are prompted to type the solution at the top to finish the equation. Solving the equations presented helps students discover the number and symbol keys.

In **Math Sentences**, students are shown a grade-level appropriate math equation. Beneath the equation, students are prompted to type sentences that illustrate the math equation by using numbers and words instead of symbols. This is a great activity for building student's math content vocabulary and provides number and punctuation key practice.

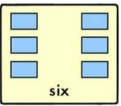
Math Masters



nine

9


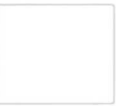
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Keyboarding Spot Checks

Keyboarding Spot Checks focus on evaluating pre-keyboarding and keyboarding skills at incremental stages throughout the curriculum. After students complete activities in the curriculum, they will be prompted to take a Spot Check to gauge their understanding of specific skills. After completing a Spot Check, students will get a chance to review their scores. They have the option to repeat the Spot Check up to two more times to beat their “best” score for speed and accuracy. As students view their results, live data is reported to the online dashboard, +Live Insights®, so educators can track the progress of each student. We measure letters per minute, words per minute, and accuracy throughout the assessments. There are three types of assessments used in second grade: **Spot Check: Letters**, **Spot Check: Words**, and **Spot Check: Sentences**.

In **Spot Check: Letters**, individual letter fluency is evaluated by having students hold down a target key with one hand while typing with the other hand. Speed is measured in Keys Per Minute (KPM), and accuracy is measured by the percentage of correct keys hit.

In **Spot Check: Words**, students use both hands simultaneously to type rows of grade-level appropriate, high-frequency words. Speed is measured in Words Per Minute (WPM), and accuracy is measured by the percentage of correct keys hit.

In **Spot Check: Sentences**, students are assessed on using both hands simultaneously to type individual sentences. This Spot Check measures accuracy with punctuation and use of the spacebar. Speed is measured in Words Per Minute (WPM), and accuracy is measured by the percentage of correct keys hit.







Scope & Sequence of Technology & Keyboarding

The Scope & Sequence of Technology & Keyboarding defines the content and order of instruction. The skills needed for technology knowledge and keyboarding develop as early as kindergarten. The secret to teaching technology and keyboarding in the early elementary years is to make learning easy, fun, and developmentally appropriate.

Type of Instruction

Teacher directed:	Introduce technology and digital citizenship with class activities
Curriculum directed:	Schedule and supervise student's time and progress through the online keyboarding curriculum

Digital Citizenship

 Digital Information:	Introduce technology by showing and explaining how computers and tablets are used
 Digital Protection:	Explain access and boundaries of technology for personal, home, and school use
 Digital Consideration:	Respect the work and words that belong to others; use respectful words in your own work
 Digital Communication:	Show different ways to communicate; choose the best way for different situations

Physical Approach

Hand Position:	Develop good habits with color coded home row keys and varied target key games
Posture:	Teach good habits and learn the effect of furniture size on student's posture
Finger Use:	Develop fine motor skills for individual hands and both hands together with varied activities

Pre-Keyboarding

Target:	See how the curriculum's unique target key activities develop fine motor skills and correct finger-key habits
Mouse Clicks:	Use a song and activities to teach mouse, cursor, and click functions
Key Identification:	Boost letter skills as students learn keyboard letter locations with a variety of fun games
Drag & Drop:	Extend hands-on puzzle play learning with drag and drop activities
L/R Home Row:	The green Home Row is taught with hands apart; left hand keys, then right hand keys
L/R Top Row:	The yellow Top Row is taught with hands apart; left hand keys, then right hand keys
L/R Bottom Row:	The blue Bottom Row is taught with hands apart; left hand keys, then right hand keys
L/R 2 Rows:	2 Rows: Home and Top Row, then Home and Bottom Row are taught with hands apart
L/R 3 Rows:	3 Rows: Top, Home and Bottom Rows are taught with hands apart





Keyboarding

2 Hands, 3 Rows:	3 Rows: Top, Home and Bottom Rows are taught with hands together
Punctuation Keys:	Punctuation keys are taught as part of sentence and word activities
Action Keys:	The space bar, left and right shift for capitals, and enter key are introduced with writing activities
Number Keys:	Numbers 1, 2, 3, 4, 5 are taught with the left hand, 6, 7, 8, 9, 0 with the right hand

Functional Use

Technology is changing the ways students learn and communicate. However, technology doesn't change student's basic developmental, educational, and social needs. This curriculum fits technology and keyboarding into what students need at different grades. Students need both handwriting and keyboarding to meet the written communication requirements of school and life.

SCOPE & SEQUENCE OF TECHNOLOGY & KEYBOARDING

	K	1st	2nd	3rd	4th	5th
TYPE OF INSTRUCTION						
Active						
Passive						
DIGITAL CITIZENSHIP						
 Digital Information						
 Digital Protection						
 Digital Consideration						
 Digital Communication						
PHYSICAL APPROACH						
Hand Position						
Posture						
Finger Use						
PRE-KEYBOARDING						
Target						
Mouse Clicks						
Key Identification						
Drag & Drop						
L/R Home Row						
L/R Top Row						
L/R Bottom Row						
L/R 2 Rows						
L/R 3 Rows						
KEYBOARDING						
2 Hands, 3 Rows						
Punctuation Keys	N/A					
Action Keys						
Number Keys						
Printing						
Text formatting skills	N/A	N/A	N/A			
Computer-based testing skills	N/A					
FUNCTIONAL USE						
Educational Activities						
Typing Letter Combinations						
Typing Words						
Typing Sentences	N/A					
Typing Paragraphs	N/A	N/A	N/A			
Typing Assigned Work Independently & Accurately	N/A	N/A	N/A			

KEY (Expected EOY fluency)

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Early Learning

Fluency

Student Navigation

Guide to how your students navigate through the keyboarding program.



Full Screen: Student selects to work in full screen mode.



Video Instruction: The first time a student encounters a new activity in the program, an instruction video will automatically pop up. Students can select to watch the video of the instruction at any time during the activity.



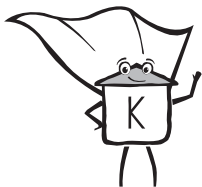
Restart: Allows student to restart an activity any time before they complete the activity.



Stop Sign: Logs the student out of the program.



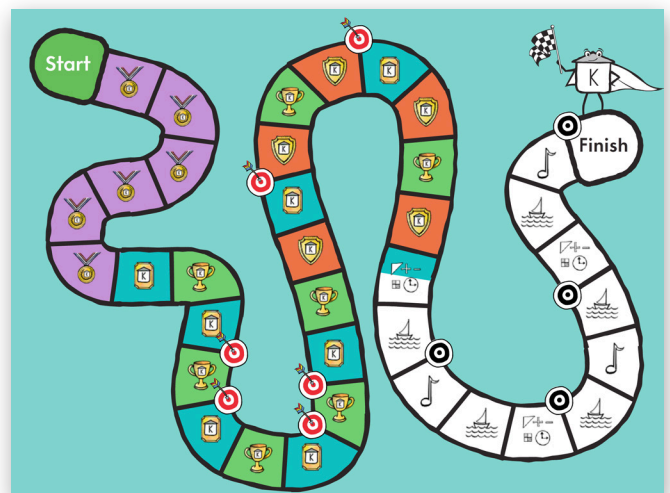
Spot Check: Indicates time to check speed and accuracy. Spot Checks are built in throughout the program.



Speedy Keyboard Kid: A student goes into Speedy Keyboard Kid mode if they get to the teacher-imposed "Stop & Review" point in the program, or if they finish all of the lessons in the program. Speedy Keyboard Kid indicates that the student has gone into extra practice mode. Students will repeat previously completed activities.



Progress Path: Students see where they are in the progress path after each activity and theme. They will start to collect rewards when each is completed.



Digital Citizenship Lessons

Digital citizenship lessons may be taught at the teacher's discretion. Each lesson covers one or more of the four areas of digital citizenship: information, protection, consideration, and communication. The lessons rotate throughout the four areas to give students exposure to all areas simultaneously. Because some students may have more exposure to technology than others, it is wise to consider teaching digital citizenship prior to starting the Keyboarding Without Tears® curriculum. This ensures that all students are familiar with the parts of technology as well as the rules required to be responsible digital citizens.



























Four Areas of Digital Citizenship:

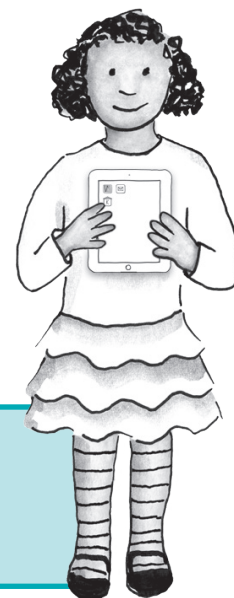
 Digital Information

 Digital Protection

 Digital Consideration

 Digital Communication

DIGITAL CITIZENSHIP LESSONS							
		K	1st	2nd	3rd	4th	5th
Area	Lesson						
	Follow the Rules	✓	✓	✓	✓	✓	✓
	Digital Detectives	✓	✓	✓			
	Privacy, Please!	✓	✓	✓	✓	✓	✓
 	STOP the Strange	✓	✓	✓	✓	✓	✓
 	Hike Around Safely	✓	✓	✓	✓	✓	✓
	Snail Mail vs. Email		✓	✓			
 	GPS			✓	✓		
	Getting to Know Netiquette				✓	✓	✓
 	Should I Share It?				✓	✓	✓
	My Digital Impression				✓	✓	✓
	Password, Privacy & Power				✓	✓	✓
	Offline, Online...Be Kind!				✓	✓	✓
 	Don't Be a Copy Cat				✓	✓	✓
	Where's the Access?				✓	✓	✓
	Care What You Share				✓	✓	✓
 	Where's the Money?				✓	✓	✓
	Other Ways to Chat				✓	✓	✓
 	My Digital Passport	✓	✓	✓			
	Digital Citizenship Certification	✓	✓	✓	✓	✓	✓



DIGITAL CITIZENSHIP

Being a good digital citizen is important. Digital citizenship is the understanding that we can teach individuals how to use technology so that everyone can get along in the digital world. Just as we raise our students to be productive members of society, we also need to extend our teachings into the online world. We know that when curriculum is designed to foster digital citizenship, it helps develop ethics in young people (Microsoft). Digital citizenship includes teaching not only students, but families (and even educators) what technology users must do in order to use technologies appropriately (Ribble 2011).

We teach developmentally, so we start digital citizenship lessons in second grade. At this young age, many students are not yet experienced with all the ins and outs of the online world. However, it's important to educate students about technology and give them exposure to the things they will experience. According to Ribble (2011), digital citizenship consists of nine elements: access, commerce, communication, literacy, etiquette, law, rights and responsibilities, health and wellness, and security.

We have created four topics that encompass lessons to support the nine elements of digital citizenship. The lessons can be taught at the teacher's discretion. Each lesson covers one or more of the four topics of digital citizenship: information, protection, consideration, and communication. The lessons rotate throughout the topics to give students exposure to all simultaneously. Because some students may have more exposure to technology than others, it is wise to consider teaching digital citizenship prior to starting the Keyboarding Without Tears® curriculum. This ensures that all students are familiar with the parts of technology, as well as the rules required to be responsible, digital citizens. Don't forget to start with a [K-W-L chart](#). You'll be amazed how much they'll learn along the way.

Four Areas of Digital Citizenship:

📄 Digital Information

💡 Digital Consideration

🔒 Digital Protection

💬 Digital Communication



Follow the Rules

Good digital citizens understand and follow rules. They know it's important to be safe and be respectful. This activity will teach your students how to be tech stars with only five simple rules!

Materials

- [Remember Your Tech Stars Sign](#)

Grouping

Whole class

Support/ELL

Explain difficult words, like "surf." Give examples of the multiple meanings of the word.

Activity

1. Discuss the meaning of rules. Rules are created to remind us how things are done.
2. Print Remember Your Tech Stars sign.
3. Hang the document on an easel and review the rules one at a time. Invite students to come forward and color the stars as rules are covered. Be sure to explain words like "respect," "surf," and "save."
4. Post the rules in the classroom and review occasionally as a reminder of how to be a tech star.

✓ Check

Observe students as you go over the rules. Can they give examples of the rules?

More to Learn

Create additional tech star rules. Just add to the list.

Remember Your Tech Stars



Surf Safely



Two Hands



Approved Apps Only



Respect Equipment



Stay Safe and Secure

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TECH TALK

Surf

Respect

Apps

Save

This fun activity will challenge your students to think about Internet safety while pretending to be detectives. Students listen to a series of choices made by two animals and then decide which animal is being the safest one online.

Materials

- [Digital Detective Cards](#)

Grouping

Whole class

Support/ELL

Review the terms “safe” and “not safe” so students understand the difference between the two.

Activity

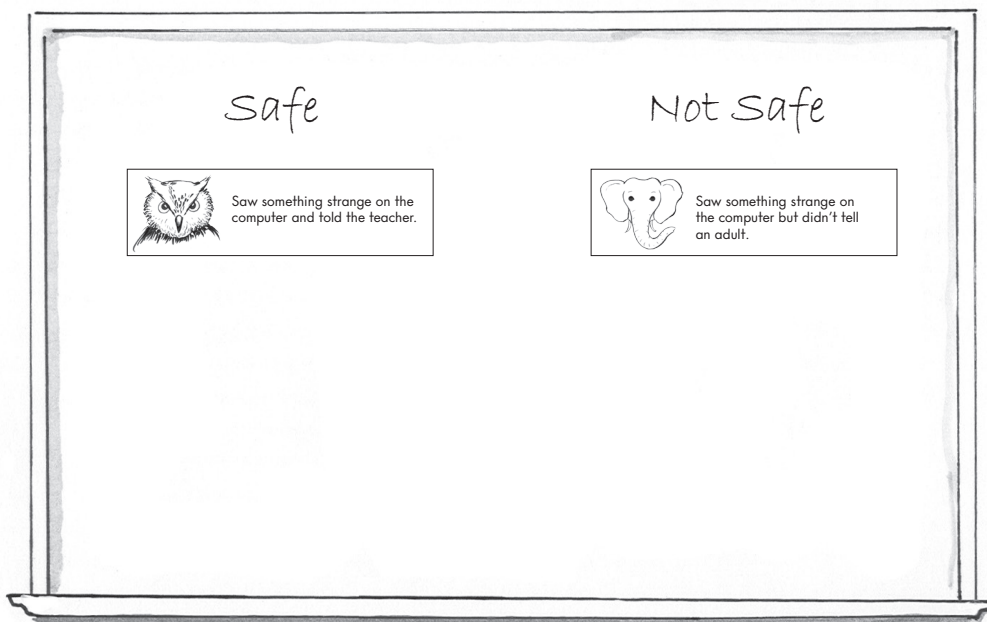
1. Download the Detective Cards. Print, laminate, and prepare them to post on an easel or magnetic board.
2. Explain to students that they will be “detectives,” and the job of a detective is to figure out a mystery. The mystery is to figure out which animal is being more safe online.
3. Prepare the board as seen in the illustration below.
4. Select cards randomly. Students decide if the animal is being safe or not safe. Place the card in the appropriate column.

✓ Check

Observe as students complete the activity. Can they identify the animal that is being the most safe online? Can they state why?

More to Learn

Download and complete the [Hike Around Safely](#) activity. Teach students how to bookmark a safe website.



TECH TALK

Online	Private
Password	
Username	

Privacy, Please!

Students take pride in learning information about themselves. They work hard to learn to write their name, say their phone number, and recite their address. In the world of technology, students need to learn that it's not always safe to share this information with others.

Materials

- [Privacy, Please!](#)

Grouping

Whole class

Support/ELL

Show students websites that require usernames. Make sure they understand that this is not their real name.

Activity

1. Discuss the meaning of personal information. Make a list on an easel or dry erase board (e.g., name, address, birthday, etc.).
2. Discuss the word "private."
3. Make two lists of times when it is safe and not safe to share private information. Discuss.
4. Discuss the word "public." Explain that usernames are public. Show students a website that requires a username and explain why. Discuss how we don't include our private information in a public username (give examples). Create safe usernames (e.g., use a favorite color, animal, etc.). Complete activity.

✓ Check

Observe as students complete their checklist. Do they check the boxes? Do they create a safe username? (Students may need help writing it.)

More to Learn

Compare a real name to a username. Discuss the differences.

Name: _____

Privacy, Please!

Today, we learned about keeping information private online. Just like we wouldn't tell a stranger where we live, we wouldn't share that information online.

My privacy checklist. Things NOT to share unless an adult is helping me.

- ☒ NAME
- ☒ ADDRESS
- ☒ PHONE NUMBER
- ☒ BIRTHDAY

We learned about safe usernames. This is a username I created!

My username: _____

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TECH TALK

Private
Public
Username

Even though we try to travel with students online, bookmark safe sites, and do all the things we can to set up safe situations, students may still encounter things that feel strange and unsafe. This lesson gives simple scenarios and quickly reminds students what to do if they encounter something strange online.

Materials

- [Stop the Strange Scenarios](#)
- [STOP Poster](#)

Grouping

Whole class

Support/ELL

Reinforce the meaning of the word “stop.”

Activity

1. Print the Stop the Strange Scenarios activity and STOP poster.
2. Share the poster with students and discuss the concept of “strange.” Explain to students that if something strange happens online, they should stop what they’re doing and tell an adult.
3. Play the Stop the Strange game. Read a scenario from the activity. If the situation feels strange, have students hold up their hands, palms out, and say, “Stop! That’s strange.”
4. Remind students that in those scenarios, they would leave the computer and go tell an adult.

✓ Check

Observe as students play the game. Are they identifying the situations correctly?

More to Learn

Have students color the [STOP Poster](#), and take them home to share with their families.



TECH TALK

Safe	Window	Username
Website	Online	Password
Privacy	Screen	Email Address



Hike Around Safely

In the real world, we never allow students to travel alone. The same is true in the online world. In order to stay safe when traveling online, we must teach students how to travel safely. This visit to a National Park will allow you to model safe travel on the Internet and share safe tips along the way.

Materials

- Computer with Internet capabilities
- [Hike Around Safely](#) (optional)

Grouping

Whole class

Support/ELL

Students may not understand terms used in the virtual world (e.g., bookmark). Explain that a bookmark can be used on a book to save your place and on a computer to mark a page.

Activity

1. Explain and show students the meaning of a website and being online. Discuss that there are a lot of places to travel online and just like in the real world, some places are safer than others.
2. Discuss the steps to hiking around the Internet safely: 1. Ask an adult before going online. 2. Ask an adult to help you find safe places or websites to visit. 3. Stop if something feels unsafe.
3. Visit a National Park online. Examples include:
pc.gc.ca
nps.gov
4. Explore the website together and discuss the things you see.

✓ Check

Review rules in step two with students. Can they identify three things to stay safe while hiking around online?

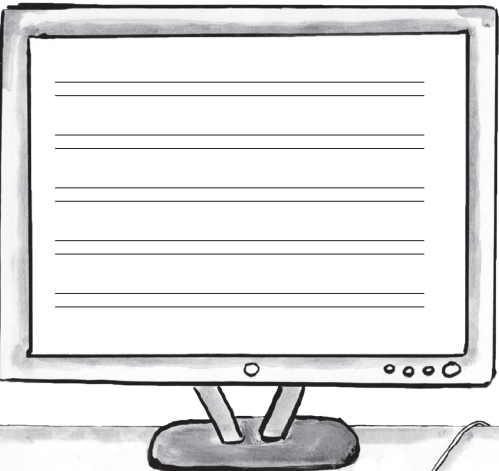
More to Learn

Download and complete the [Hike Around Safely](#) activity. Teach students how to bookmark a safe website.

Hike Around Safely

Name: _____

Today, we learned about hiking around the Internet safely. We learned to always go to sites that are child-friendly and to ask adults for help. We visited a national park, this is what I saw.



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TECH TALK

Website	Bookmark
Online	
Safe	

Snail Mail vs. Email

It's important to teach your students about the way we communicate. Some students may have experience receiving something in the mail. However, few may fully understand the concept of electronic mail. This lesson will give them experience with both.

Materials

- [Snail Mail vs. Email](#)
- Computer or tablet

Grouping

Whole class

Support/ELL

Explain the concept of physical mail traveling slowly, like snails travel slowly.

Activity

1. Show students samples of physical mail and discuss.
2. Ask students what they know about email. Compare the two using an easel or dry erase board.
3. Using a computer or tablet, show an example of an email. Discuss the parts of an email (e.g., to, from, address, subject, message, etc.).
4. Print the Snail Mail vs. Email activity. Complete the Venn diagram together comparing the two forms of communication.

✓ Check


Observe as students participate in discussion. Are they identifying the differences between the two forms of communication?

More to Learn


Discuss the speed of physical mail and email. On the board, list times when it would be better to use physical mail versus email or vice versa.

Name: _____

Complete the worksheet by comparing email to snail mail.



Email



Snail Mail

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TECH TALK

Email	Subject
Computer/Tablet	Message
Email Address	Snail Mail

GPS stands for Global Positioning System. This system helps us in our everyday lives to track the weather and different locations. We often use it to help us find our way in unfamiliar places. This activity is a fun spin-off on how you can help students make good choices online.

Materials

- [GPS Download](#)

Grouping

Whole group

Support/ELL

Explain to students the real meaning of GPS. Show them a GPS on a phone or on a computer.

Activity

1. Print the GPS download. Cut them so there is one per student.
2. Explain the real meaning of GPS and ask students if they have ever seen a GPS used.
3. Explain that in order to navigate the Internet safely, you discovered a new meaning of GPS. Discuss GPS as listed on their cards.
4. Allow students to decorate their cards and encourage them to hang their cards somewhere as a visual reminder.
5. Discuss good examples for each letter of the acronym GPS (safe places on the Internet, examples of nice photos, nice things people say to one another).

✓ Check

Listen to students' discussions. Can they identify the acronym GPS as related to Internet safety?

More to Learn

Encourage students to share their cards with others and to hang them in a good place as a reminder.

Go to safe places

Post nice photos

Say nice things

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TECH TALK

GPS



This is a fun way to celebrate students knowledge of online safety. It also serves as a reminder of all the things that are needed to stay safe while on the computer.

Materials

- [Digital Passport Badge](#)

Grouping

Whole class

Support/ELL

Explain the real meaning of the word "passport." Show students a real passport and explain how they are used.

Activity

1. Print the Digital Passport Badge.
2. Review with students the things they learned about online safety. The items are listed on the back of their badge.
3. Have students color their badges and place their names on them. Place a piece of yarn on the badge for students to wear.
4. Encourage students to share their badges with others.

✓ Check

Observe as students complete the activity. Can they identify ways to be safe online? Can they tell you three ways?

More to Learn

Have students share their badges with another student in a different grade. This allows them to review online safety and serves as a way to educate others.



TECH TALK

Privacy
Safety Rules
Passport



Digital Citizenship Certification

Students love to feel accomplished. Once you have completed the lessons of digital citizenship, hold a small ceremony. Discuss the things they have learned and present them with a certificate. Remind them that they will have more to learn about technology when they are older, but for now they are off to a safe start!

Materials

- [Digital Citizenship Certificate](#)

Grouping

Whole class

Support/ELL

When reviewing concepts, make sure to point to a physical device if it's available during discussion.

Activity

1. Revisit the K-W-L chart.
2. Review the things that students knew and the things they wanted to know.
3. In the final column, list and discuss all the things they learned.
4. Hand out certificates at the end of the lesson.

✓ Check

Observe students as you complete the chart. Were they able to list things they learned?

More to Learn

Have students speak with a friend and say three of their favorite things about technology.



TECH TALK

Teacher's Choice of Words



READY, SET, ROW

The first practical typewriter was invented in 1868 by Christopher Latham Sholes (Weller 1918). Although most of us learned to type in high school, the ever increasing demands of technology are requiring students to learn this skill much earlier. We believe in teaching touch typing in third grade. However, students in grades K–2 can gain a lot by being introduced to technology and the keyboard, too.

Teaching keyboarding should be grade specific. Keyboarding for the second grade student is quite different from keyboarding for a third or fifth grader. As we do with handwriting, we stress correct habits from the beginning. We do this by breaking keyboarding—or touch typing—into simple tasks, and then building developmentally until students are fluent. We have developed a simple system with color-coded rows. Students first learn the green Home Row keys. They learn to use the left hand and then the right hand correctly, letter by letter, row by row.

Keyboarding, like handwriting, is a complex skill that requires a few minutes of consistent practice and instruction over time. We have developed this section to give students exposure to a keyboard in a hands-on way. We believe that when students can touch, move, feel, and see something in a social environment that fosters engagement and fun, they will learn.

Parts of a Computer

First things first! Many students may be using a computer without actually understanding what they are using. This interactive activity teaches your class the basic parts of a computer and their functions.

Materials

- [Parts of a Computer Labels](#)

Grouping

Small group

Support/ELL

Let students touch the items as they say the names out loud.

Activity

1. Break students into small groups and assign them a computer in the technology lab.
2. Point to parts of the computer. Ask students if they know the names of any of the items and their functions.
3. Print the Parts of a Computer Labels and distribute one per group.
4. Have students cut out the labels and label the computer. Groups take turns presenting one part of their computer and explaining the function.

✓ Check

Observe students as they label their computers. Are they labeling them correctly?

More to Learn

Discuss the differences between a laptop and desktop computer.

Monitor	Monitor
Screen	Screen
Mouse	Mouse
Keyboard	Keyboard
Computer	Computer
Power	Power
Power	Power
Disc Drive	Disc Drive
USB Port	USB Port
Speakers	Speakers
Mouse Pad	Mouse Pad

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TECH TALK

Mouse	Disc Drive
Keyboard	Power
Monitor	

Parts of a Tablet

Students are increasingly being exposed to tablets. While some have experience, they may not necessarily understand the working parts of the device. Use this lesson to teach students how a tablet works.

Materials

- [Parts of a Tablet](#)

Grouping

Whole class

Support/ELL

Allow students to hold the tablet and experience how it works.

Activity

1. Show students a tablet in the classroom or technology lab.
2. Ask students what they know about tablets. Discuss.
3. Point to the items (e.g., front camera, screen, home button, etc.) and say the names together. Discuss their functions.
4. Print the Parts of a Tablet activity and distribute one per student.
5. Discuss activity and complete.

✓ Check

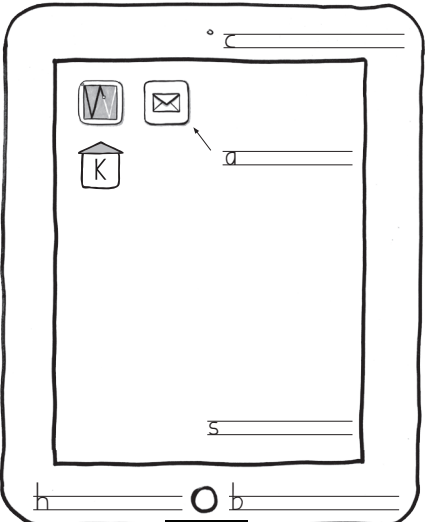
Observe students as they complete their activities. Are they labeling parts correctly?

More to Learn

Discuss the difference between a tablet and a computer.

Name: _____

Label the parts of the tablet.



The diagram shows a tablet with a large rectangular screen. Above the screen is a small circle representing the camera. Below the screen is a circular home button. On the screen, there are three app icons: a book, an envelope, and a house with the letter 'K'. An arrow points from the label 'a' to the envelope icon. At the bottom of the tablet, there is a dock with five icons: a screen, a camera, a home button, an app, and a dock connector. Labels 'd', 'c', 'h', 'O', and 'b' are placed above these icons respectively. The label 's' is placed below the screen.

screen camera home button app dock connector

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TECH TALK

Tablet
App
Parts of a Tablet

Let's Talk Technology

Instead of a Word Wall, have students discuss technology as a group or one-on-one activity. Use this activity throughout the year to increase your students' technology vocabulary. Of course, if you want to celebrate the words they know, put them on a wall.

Materials

- [Technology Word Cards](#)

Grouping

Whole class; one-on-one

Support/ELL

Show the physical object if it's available as students review cards.

Activity

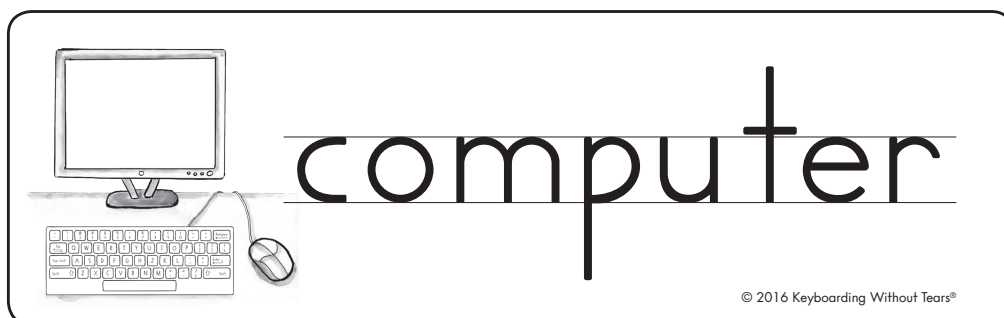
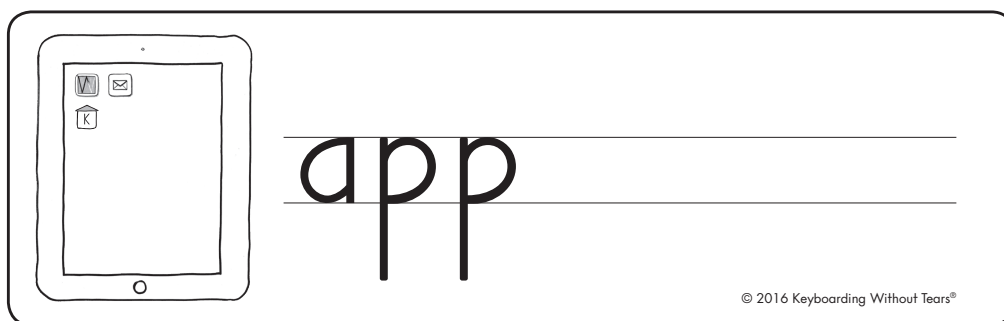
1. Print Technology Word Cards.
2. Select five cards to share with students. Say the first word, then allow them to share what they know about the word. Continue with other words.
3. Turn cards face down on floor. Allow one student to select a card and review the meaning of the word.

✓ Check

Observe students during step three. Do they define the word correctly? If the device is available, can they locate it?

More to Learn

If the device is available, consider allowing students to hang the card on the device.



TECH TALK

Teacher's Choice of Words

Perfect Posture

This simple activity will teach your students how to have great posture while sitting at a computer. It's important for students to learn this skill while young. As they get older, their time on a computer will increase. Poor posture can lead to problems if not addressed quickly. We can prevent bad habits early.

Materials

- [Perfect Posture](#)

Grouping

Small group

Support/ELL

Physically show students good posture. Model it for them at a computer.

Activity

1. Print the Perfect Posture activity, one per student.
2. Discuss the four steps to perfect posture. Model for students.
3. Allow students to color their page.

✓ Check

Observe as students color. Can they name the steps to good posture?


More to Learn

Model different types of posture at a computer. Have students tell you what you're doing correctly. Challenge them to identify things that are incorrect.

Name: _____

Today we learned about good posture while working on a computer.

1. Eyes face screen and are at a good level.
2. Hands rest on table and fingers on the Home Row keys.
3. Hips and knees are bent.
4. Feet rest flat on the floor.



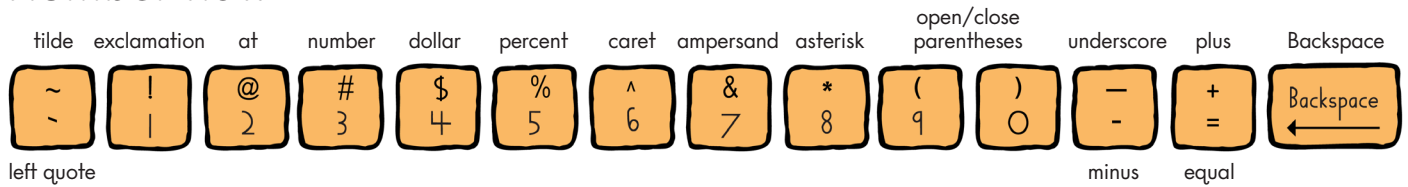
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TECH TALK

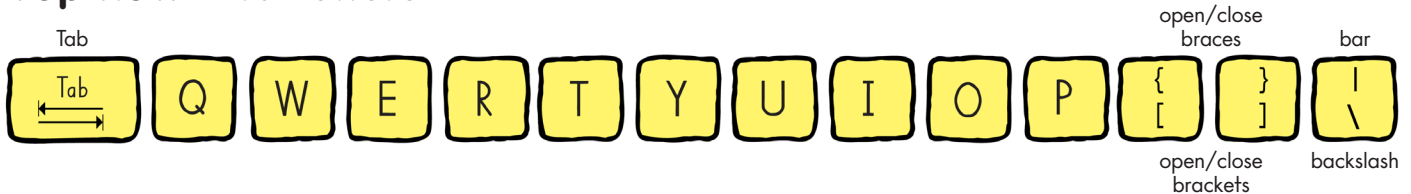
Posture
Screen

Keyboard Tour for Teachers

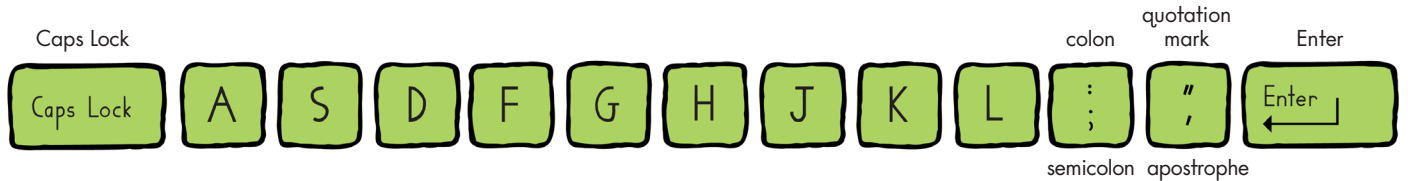
Number Row



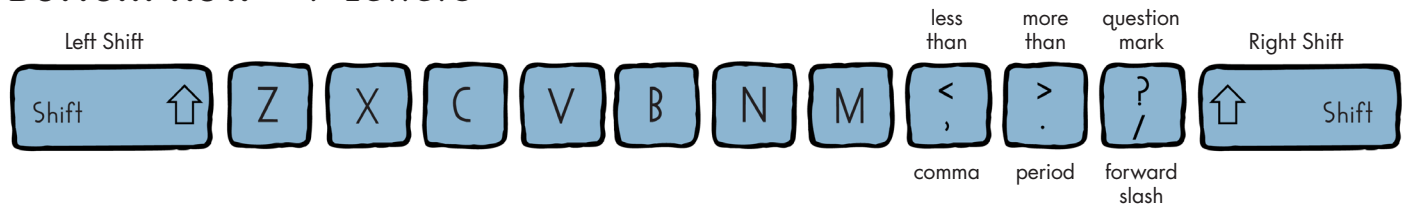
Top Row – 10 Letters



Home Row – 9 Letters



Bottom Row – 7 Letters



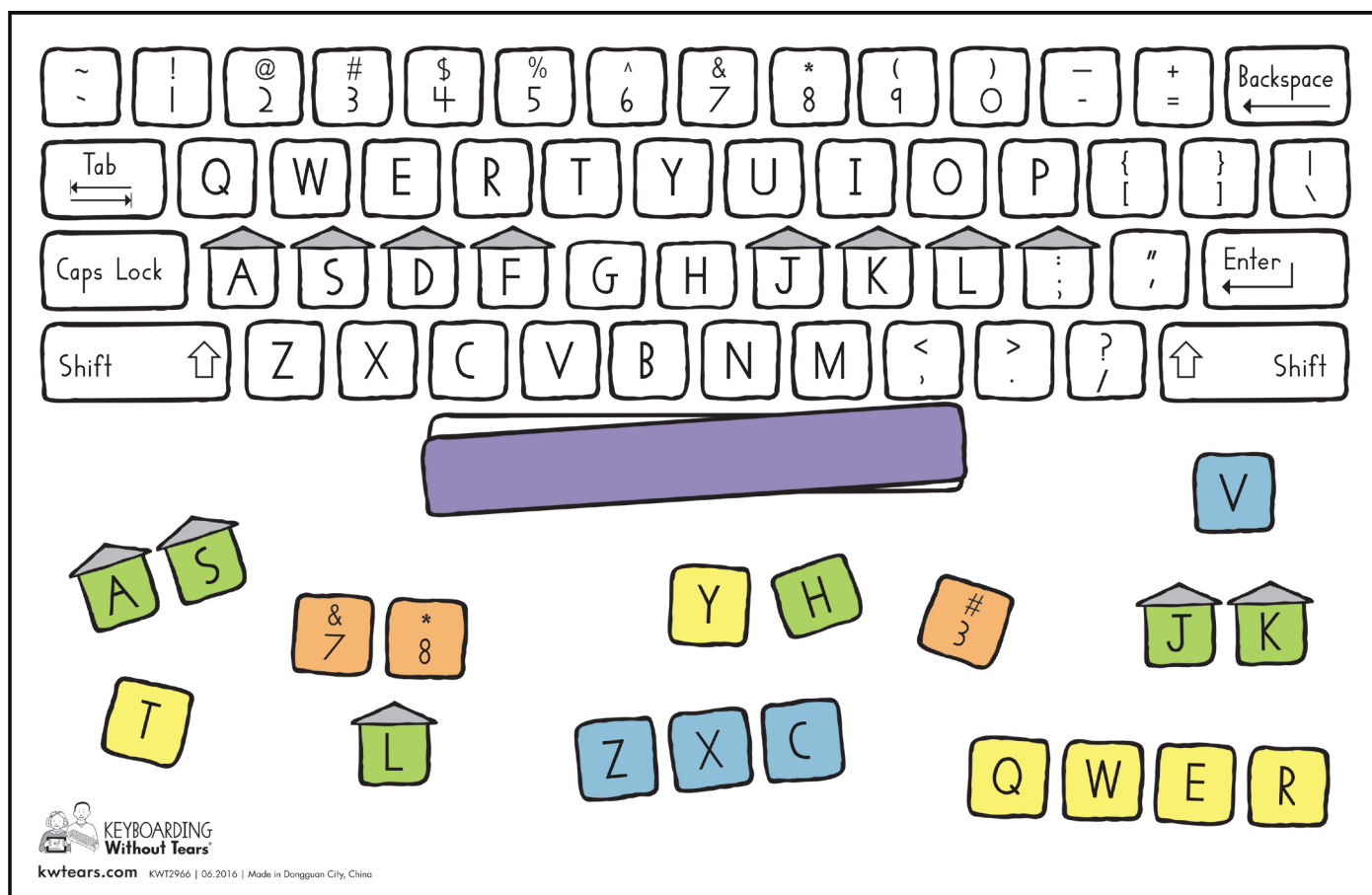
Here is some fun trivia about the QWERTY keyboard.

- It's a QWERTY keyboard if the Top Row keys spell **QWERTY**.
- You can type "secret" and "dessert" with just your left hand.
- Most fingers type three letters, pointer fingers type six, and one finger types just one. That's your right pinkie finger.
- Shifts give lifts! If you want a capital or a symbol on top, press and hold down Shift.
- The left hand can type **ABCDEFGH**. The right hand can type **HIJKLMN**.
- To make a smiley face, press Shift, colon, then press the close parenthesis key.
- Pointer fingers can type six letters each.
- The Top Row has all the vowels except **A**.
- The Top Row can type TOP ROW.
- The Q key asks, "Who are my neighbors?" The answer is, "WE R(are)."

More Than Visual Memory

In the skill of handwriting, students need to understand how a letter looks in order to form it with a pencil. This is a skill known as visual memory. It's essential to handwriting because if the brain can't visualize a letter, there is no way to form it. In keyboarding, students aren't forming letters, but locating them. In order to type with speed, we must train our brain and our fingers to know where to locate the keys. Keyboard building activities help students acquire visual location skills.

NEW! Build a Keyboard activity board



Use the magnetic Build a Keyboard to practice visual location skills with color-coded pieces. It's perfect for modeling and practicing pre-keyboarding lessons. Find out more about this product at kwtears.com.

Build a Keyboard

Your students will have a blast with this hands-on activity. You can teach the visual location of keys individually or as a group. Simply cut out the keys and let the building begin. Follow up the activity by building the keyboard online.

Materials

- Build a Keyboard (magnetic keyboard)
- or
- [Build a Keyboard Tiles](#)

Grouping

Whole class

Support/ELL

Have a real keyboard available as a reference.

Activity

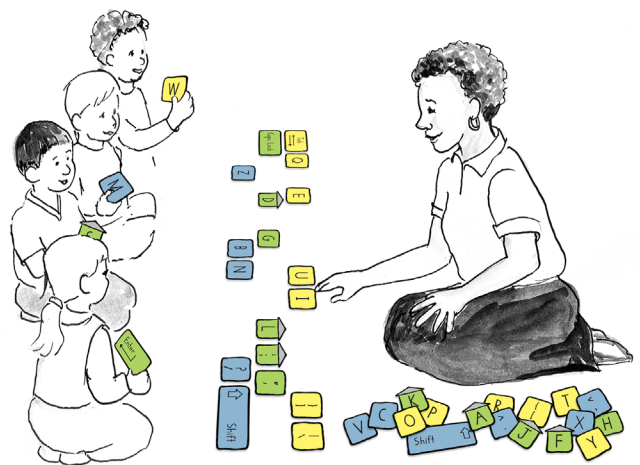
1. Print, copy, and laminate paper keys.
2. Distribute one per student (more if needed).
3. Build a keyboard in various ways:
 - By Home Row, Top Row, Bottom Row
 - With vowels only
 - By letter groups (**QWERTY**, **ASDF**, **JKL**;; punctuation keys, action keys)
 - In ABC order
4. Create new ways to build a keyboard.

✓ Check

Observe students participate in the activity. Can they find where their paper key is located?

More to Learn

Use the magnetic Build a Keyboard product for this activity. When teaching a larger group or on the floor, download and use the [Build a Keyboard](#) worksheet templates.



TECH TALK

Home Row Action Keys
Top Row
Bottom Row
Punctuation Keys

Keyboard Sort

There are many keys on a keyboard. Help students to familiarize themselves with a keyboard by doing a sorting activity. All you need is a large space and our Build a Keyboard Tiles. Students will have fun taking turns placing their tile in the right column.

Materials

- Build a Keyboard (magnetic keyboard)
- or
- [Build a Keyboard Tiles](#)

Grouping

Whole class

Support/ELL

Since this activity breaks the keyboard apart, have a real keyboard or a keyboard poster available as a visual reference.

Activity

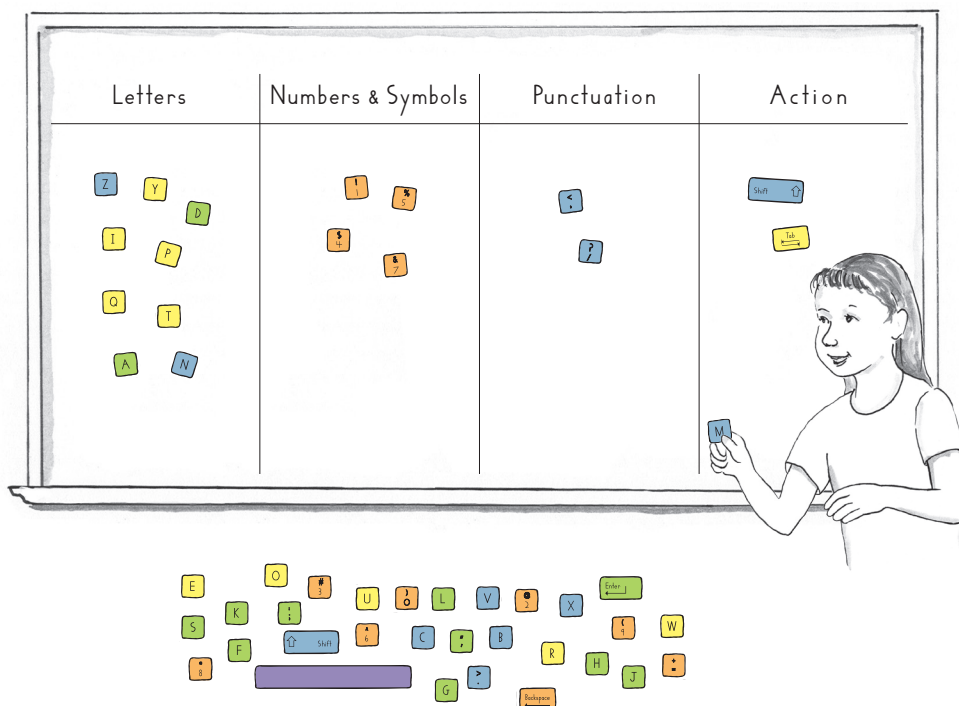
1. Prepare a large space (board or floor) with four columns. You'll need a column for letters, numbers and symbols, punctuation, and action keys. You may choose to challenge your students and place a special column for Home Row keys.
2. Prepare tiles. If available, use the magnetic keys from the Build a Keyboard activity board.
3. Give each student a tile and have them place their tile in the appropriate column. You will need to model the first attempt for each column.

✓ Check

Observe as students place their tiles on the board or floor. Do they place the tile in the correct column?

More to Learn

This is a great graphing activity. Discuss your findings. For example, which column has the most keys?



TECH TALK

Letter/Number Keys
Punctuation Keys
Action Keys

Introducing a Keyboard

There are several ways to introduce your students to a keyboard. The easiest way is to discuss the keyboard as a group and to introduce them to proper hand placement. This fun lesson gets every student off to the right start. They will love their own keyboard that is just right for the size of their hands.

Materials

- [Keyboard for Training Fingers](#)

Grouping

Whole class

Support/ELL

Show students the paper keyboard next to a real keyboard. Allow them to place their fingers on a real keyboard and find the Home Row keys.

Activity

1. Print Keyboard for Training Fingers activity, one per student.
2. Discuss the keyboard and the meaning of the Home Row.
3. Identify the Home Row keys and place fingers on these keys.
4. Explore other features:
 - Left hand, right hand
 - Top Row
 - Bottom Row
 - Individual finger movements (e.g., pointer fingers touch six different keys)

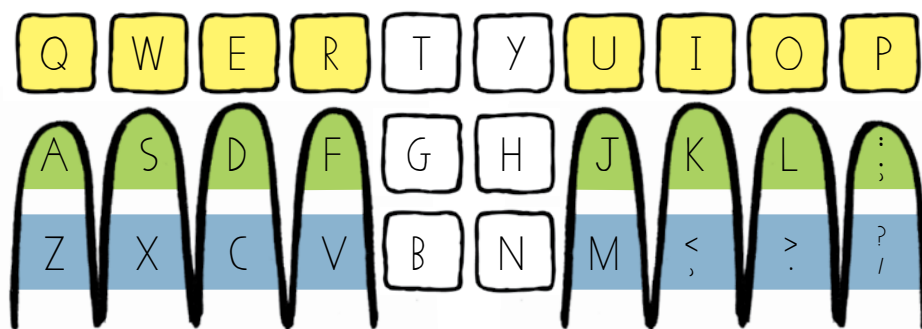
✓ Check

Observe students as they place their hands on the paper keyboards. Do they locate the Home Row and place their hands correctly?

More to Learn

Compare a paper keyboard with a real keyboard. Allow students to take turns placing their fingers on the Home Row.

Keyboard for Training Fingers



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TECH TALK

Keyboard Bottom Row
Home Row
Top Row

Home, Home on the Row

Students will know this tune! Bring the Home Row to life by singing about it. Students can place their fingers right on the paper to practice the correct finger placement. Repeat the song when they are sitting at computers.

Materials

- [Home, Home on the Row](#)

Grouping

Whole class

Support/ELL

Sing the song while placing fingers on a real keyboard.

Activity

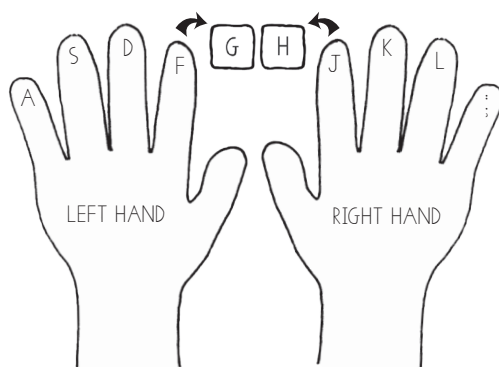
1. Download and print the Home, Home on the Row activity.
2. Model for your students by singing and placing fingers correctly on the paper.
3. Repeat the song allowing students to sing along when they feel comfortable.
4. Repeat a few times. Repetition is good.

✓ Check

Observe as students sing the song. Have they placed their fingers in the correct places? Can they identify the Home Row keys?

More to Learn

Repeat the activity using real keyboards, computers, screens, etc.



Home, Home on the Row

Tune: Home, Home On the Range

Home, home on the row
Where my left and my right fingers go
I have G H between
Where they can be seen
And my fingers are ready to go

Home, home on the row
Where my left and my right fingers go
I'm sitting up straight
My posture is great
And my fingers are ready to go

Home, home on the row
Where my left and my right fingers go
I'm watching the screen
Where my work can be seen
And my fingers are ready to go

Home, home on the row
Where my left and my right fingers go
I have G H between
Where they can be seen
And my fingers are ready to go

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TECH TALK

Home Row
Screen
Posture

Keyboard Spelling

Starting with CVC and sight words, students at a young age participate in activities to practice spelling words. You can use this activity as another way to get spelling practice for your students. They will have fun spelling their words on the keyboard before writing them. Allow them to fill the keys with fun colors.

Materials

- [Keyboard Spelling](#)

Grouping

Small group

Support/ELL

Spell the words with tiles before having the student find it on the keyboard. Color each letter in order of spelling and maybe even a different color.

Activity

1. Download and print the Keyboard Spelling activity, one per student.
2. Have words available for students to copy.
3. Model the first example so students understand how to fill in the keyboard and write the word.
4. Repeat for all words. You may choose to copy on both sides of the paper.


✓ Check


Observe as students complete the activity. Do they find the correct keys in each word? Do they write the word correctly?

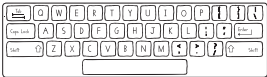
More to Learn


For added practice, have [Build A Keyboard Tiles](#) available for students to build the word, too.


Keyboard Spelling
Find and color letters in the word on the keyboard. Write the word.











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TECH TALK

Keyboard
Keys

Students love hearing your morning message. Instead of writing it with a pencil, try typing it in front of them and discuss the way a computer and keyboard work. If you make a mistake, be sure to discuss the action keys you use to correct your error.

Materials

- Interactive whiteboard

Grouping

Whole class

Support/ELL

Show students the keyboard that you are typing on. Press a key and have them watch the letter come to life on the board.

Activity

1. Set up your interactive whiteboard with a document that allows you to type text.
2. Type your morning message to students discussing the keyboard as you type.
3. Read the morning message. You might place a few errors and see if students can find the mistakes. Discuss ways to correct errors using a keyboard.

✓ Check

Observe as students discuss the keyboard. Can students tell you the difference between a typed morning message and one written by hand?

More to Learn

Compare and contrast writing and typing a morning message.

Good Morning, Class!

Today is Friday. I'm typing this message using a computer and a keyboard instead of writing it with a marker. Someday you will learn how to type on a keyboard. Today we have art and music. I'm happy you're at school today.

Sincerely,
Mrs. Smith

TECH TALK

Computer
Typing
Keyboard

Roll-A-Row

This engaging activity will have your class following directions, problem solving, counting, and learning the keyboard all at the same time. You may choose to do this as a class or in small groups.

Materials

- [Roll-A-Row](#)

Grouping

Whole/small group

Support/ELL

Show students a real die or pair of dice. Count the number of dots on the die/dice out loud.

Activity

1. Print and copy the Roll-A-Row activity, one per student.
2. If you have an interactive whiteboard, activate a die on the board. Otherwise, use a large number cube to roll in front of the class or a smaller number cube for small groups.
3. Follow the directions at the top of the activity per roll.

✓ Check

Observe as students participate in the activity. Can they follow directions and complete the items specified per roll?

More to Learn

Play the game in small groups. First group to complete a row wins.

Roll-A-Row

As a class, roll a number cube and follow the directions accordingly.



Color 3 number keys orange.



Color 2 home row keys green.



Find and point to an action key.



Color 3 letter keys on the top row yellow.

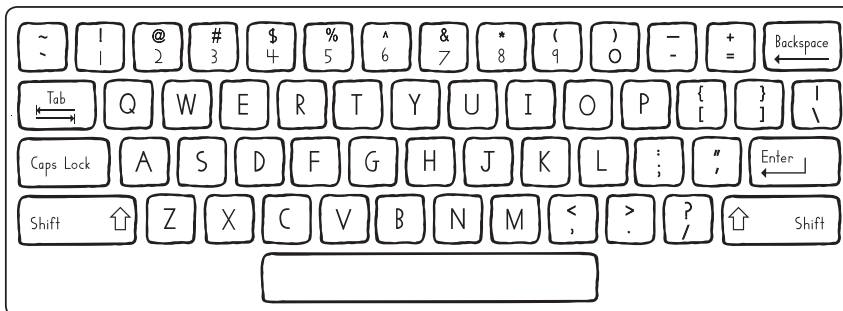


Color 3 keys on the bottom row blue.



Find and point to a punctuation key.

Name _____



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TECH TALK

Top Row	Action Keys
Home Row	Letter Keys
Bottom Row	Number Keys
Punctuation Keys	

Calendar Keyboard

Second Graders are learning about dates and calendars. Here's a keyboard activity to add as a treat. Children place letter tiles for the first letter in days of the week and months of the year. They also place number tiles for date of the month.

Materials

- Build a Keyboard (magnetic keyboard)
- [Keyboard Poster](#)
- [Build a Keyboard Tiles](#)

Grouping

Whole class

Support/ELL

Let children take turns just finding and pointing to the letter of the month. After a few December days, it'll be easy to find D.

Activity

Hang the Keyboard Poster on your bulletin board. Prepare tiles by downloading and laminating. If available, you can use the Build a Keyboard magnetic keyboard in place of the Keyboard Poster.

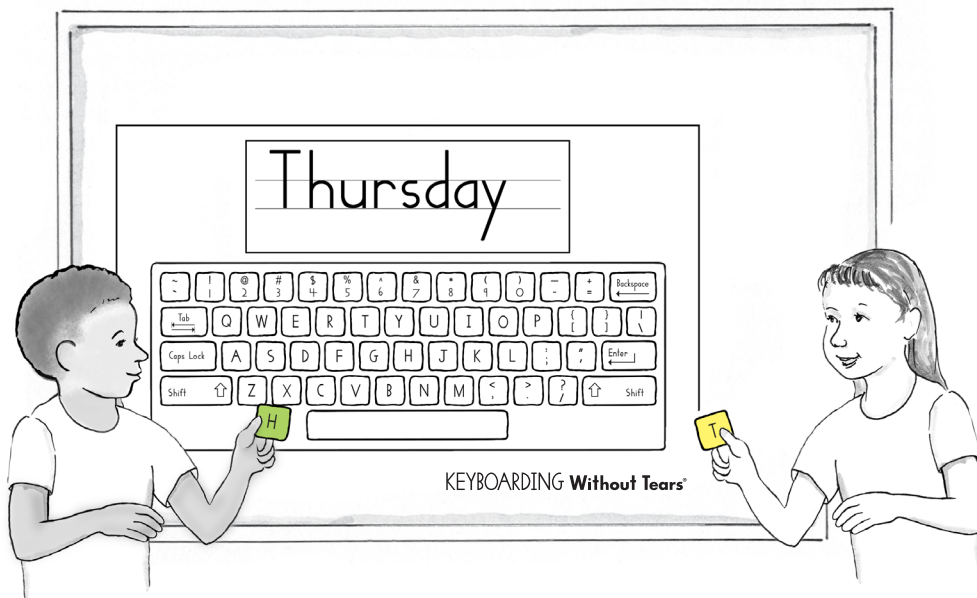
1. Day of the week – Example: **Today is Thursday. People use TH to distinguish Thursday from Tuesday. Where is T and where is H on the keyboard?** Let a child place **T** and another place **H**.
2. Month of the year – Example: **This month is December. December starts with D. Where is D on the keyboard?** Let a child place **D**.
3. Date of the month – Example: **This is the 13th day of December. Where is number 1 and 3 on the keyboard?** Let a child place **1** and another place **3**.

✓ Check

Observe children as they locate the keys. Can they find them on the poster?

More to Learn

Have children spell the entire day or month word.



TECH TALK

letter keys
keyboard

Shift It, Space It, Punctuate It!

You can never practice enough sentences. This lesson will not only teach sentence skills, it also gives students exposure to using the action and punctuation keys required to make sentences in the computer world.

Materials

- Interactive whiteboard

Grouping

Whole class

Support/ELL

Review the words “shift” and “space” with students.

Activity

1. Activate your interactive whiteboard.
2. Type a sentence placing errors in it.
3. Correct the sentence together. Model for students, by saying, “Shift it to make capital **I** (show them the shift key on your keyboard poster in your room), space it, between **I** and like, punctuate it with a period. The sentence is done!”
4. Repeat with a new sentence.

✓ Check

Observe as students participate in the activity. Do they know when to use the shift key, the spacebar, and when to punctuate?

More to Learn

Talk about spacing in handwriting and on a computer. Show students how the number of times you hit a spacebar will make the space between words bigger.

ilike ice cream

I like ice cream.

TECH TALK

shift
spacebar
backspace/delete

Pencils vs. Keyboards

It's important to teach your students about the ways we communicate. In today's classrooms, students use both pencils and keyboards. This activity will help your students compare the two and understand when one may be a better choice over the other.

Materials

- [Pencils vs. Keyboards](#)

Grouping

Whole class

Support/ELL

Show students a physical pencil and keyboard. Allow them to explore both.

Activity

1. Show students a pencil and a keyboard.
2. Ask students what they know about pencils. Discuss the parts of a pencil.
3. Using a computer or tablet, show an example of a keyboard. Discuss the parts of a keyboard. Compare the two using an easel or dry erase board.
4. Print the Pencils vs. Keyboards activity. Complete the Venn diagram together comparing the two forms of communication.

✓ Check



Observe as students participate in discussion. Are they identifying the differences between the two different tools used for communication?

More to Learn

Discuss the speed of using a pencil vs. a keyboard. On the board, list times when it would be better to use a pencil vs. a keyboard or vice versa.

Name: _____

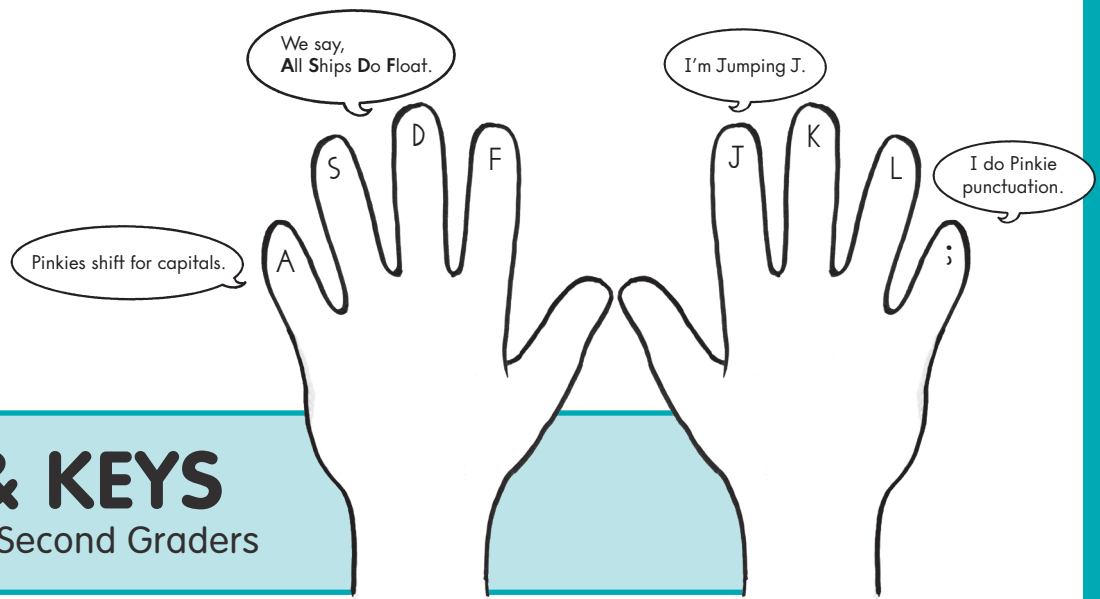
Complete the worksheet by comparing writing with a pencil vs. a keyboard.

 Pencils	Both	Keyboards 

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TECH TALK

Pencil
Keyboard



FINGERS & KEYS

Fun Activities for Your Second Graders

Stretch out your hands and get ready for some fun! The Fingers & Keys section is full of teacher-led lessons that focus on fun ways for your second graders to remember keys and finger placement. Activities like "Color the Rows" and "Pinkie Punctuation" help your second graders learn the location of keys and how their fingers relate to the keys. It's all about hand movement and getting familiar with the keyboard through clever lessons.

We start by teaching second graders color rows (especially the Home Row) and how to place their fingers on the Home Row. From there it's all about movement. Activities like "Jumping J" encourage the pointer finger to roam, but to always come back home. We've incorporated songs, rhymes, and hand motions for you to have fun in teaching your second graders. They're short, sweet, and easy to do.

We've recommended where to teach Fingers & Keys teacher-led lessons in your teaching guidelines.

Color the Rows

Keyboarding Without Tears® uses color rows to help students place their fingers correctly on a keyboard and easily find keys. The Home Row is green. The Top Row is yellow. The Bottom Row is blue. The **G**, **Y**, and **B** keys are in the center of the keyboard. This activity helps students get familiar with the color rows.

Materials

- [Keyboard for Training Fingers](#)

Grouping

Whole class

Support/ELL

Review the words for different colors.

Activity

Help students find **G**, **Y**, and **B** in the center of the keyboard.

G is for green. Put your left pointer in the air.
Point to **G** on the green Home Row.

Y is for yellow. Put your right pointer in the air.
Point to **Y** on the yellow Top Row.

B is for blue. Put your left pointer up in air.
Point to **B** on blue Bottom Row.

✓ Check

Observe as students point to the keys on the paper keyboard. Are students using the correct fingers for the specific keys?

More to Learn

Talk about the beginning letters of different colors.



Mnemosyne, the Greek goddess of memory, will help you remember **A**, **S**, **D**, and **F**.
Use the mnemonic: **All Ships Do Float** to remember the Home Row keys for the left hand.

Materials

- None

Grouping

Whole class

Support/ELL

Preview activity slowly with motions.

Activity

Teach students how to remember the Home Row keys **A S D F** for the left hand.

Have students hold left hands up in the air. They will touch pinkie to thumb and say **ALL** with you. Continue with each word and finger. Finish with **A, S, D,** and **F**.

A



1. Say, **All**
(left pinkie to thumb)

S



2. Say, **All Ships**
(left pinkie, ring finger to thumb)

D



3. Say, **All Ships Do**
(left pinkie, ring finger, middle finger to thumb)

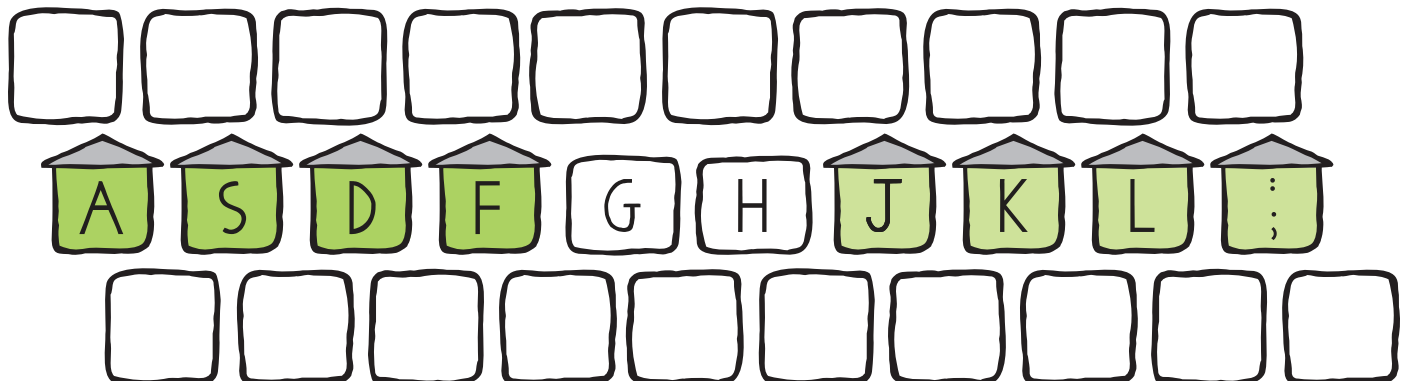
F



4. Say, **All Ships Do Float, A S D F**
(left pinkie, ring finger, middle finger, index finger to thumb)

✓ Check

Observe as students perform the motions. Are they using the correct fingers?
Can they say **A** is for **All**, **S** is for **Ships**, **D** is for **Do**, **F** is for **Float**?



Jumping J with H

Pointer fingers are workhorses! Pointer fingers type six letters, while other fingers type just one, two, or three. Jumping **J** is the home key for the pointer finger on the right hand. The Jumping J rhyme encourages the pointer finger to roam, but come back home.

Materials

- [Keyboard for Training Fingers](#)

Grouping

Whole class

Support/ELL

Teach right hand. That's the hand for shaking hands.

Activity

1. Teach the Jumping J rhyme below.

Jumping J, Jumping J

(Same rhythm as: Ladybug, Ladybug)

Jumping J, Jumping J, where do you roam?

Over to H and then back home!

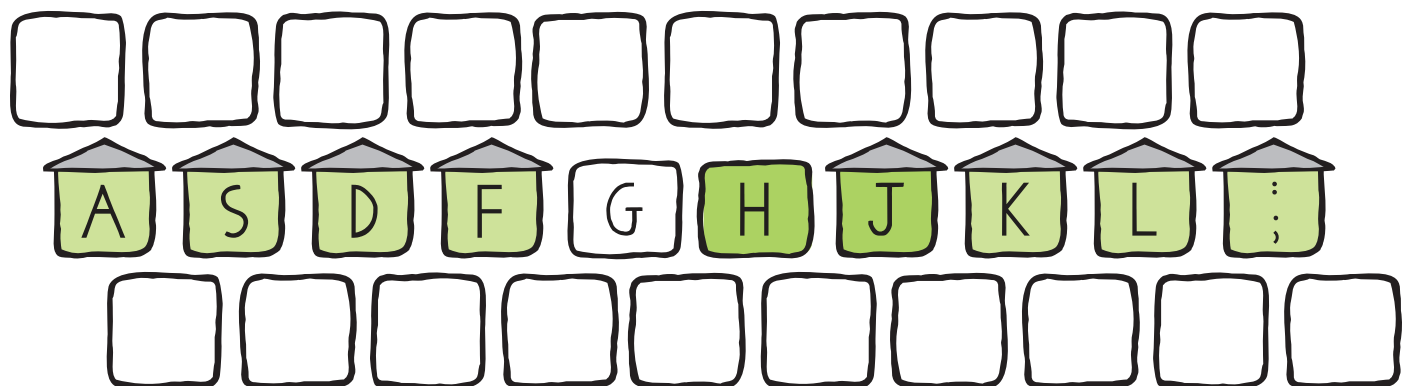
2. Add motions on keyboard.

Have students lightly tap **J** key on keyboard.

Move over to **H** and then back home.

✓ Check

Are they coming back to **J**?



J, **K**, **L**, and **semicolon** are the Home Row keys for the right hand. Use the mnemonic: **Just Keep Looking, Eyes Open, Eyes Wink**. It's fun to say **Eyes Open, Eyes Wink**. Plus, the semicolon key is used to make faces, too. Note that **J K L** are in alphabetical order.

Materials

- None

Grouping

Whole class

Support/ELL

Preview activity slowly with motions.

Activity

Teach students how to remember the Home Row keys **J K L ;** for the right hand.

Have students hold right hands up in the air. Explain that "Eyes Open" is for the colon and "Eyes Wink" is for the semi, or semicolon.

1. Say, **Just**
(right pointer to thumb)



2. Say, **Just Keep**
(right pointer, tall finger to thumb)



3. Say, **Just Keep Looking**
(right pointer, tall finger, ring finger to thumb)



4. Say, **Just Keep Looking, Eyes Open, Eyes Wink, J K L ;**
(right pointer, tall finger, ring finger, pinkie to thumb)

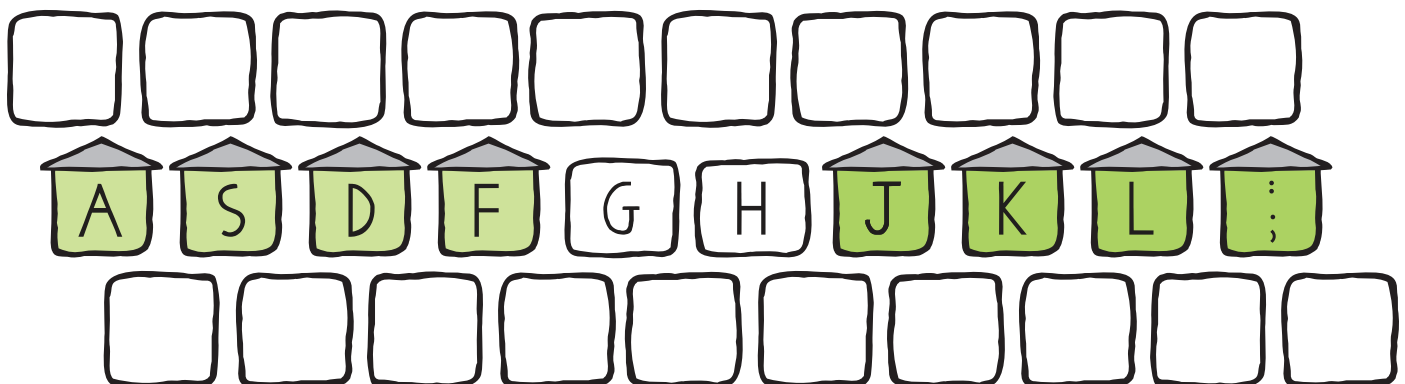


✓ Check

Observe as students perform the motions. Are they using the correct finger for each word and key?

More to Learn

Add an introduction to the mnemonic to make it a rhyme. *What's on my right hand, what do you think? Just Keep Looking, Eyes Open, Eyes Wink.*



Jumping J with U + Y

Pointer fingers are workhorses! Pointer fingers type six letters, while other fingers type just one, two, or three. Jumping **J** is the home key for the pointer finger on the right hand. This rhyme encourages the pointer finger to roam, but come back to the home key.

Materials

- [Keyboard for Training Fingers](#)

Grouping

Whole class

Support/ELL

Review the right hand. That's the hand for shaking hands.

Activity

1. Teach the Jumping J rhyme below.

Jumping J, Jumping J

(Same rhythm as: Ladybug, Ladybug)

Jumping J, Jumping J, where do you roam?

Up to U and then back home!

Jumping J, Jumping J, where *else* do you roam?

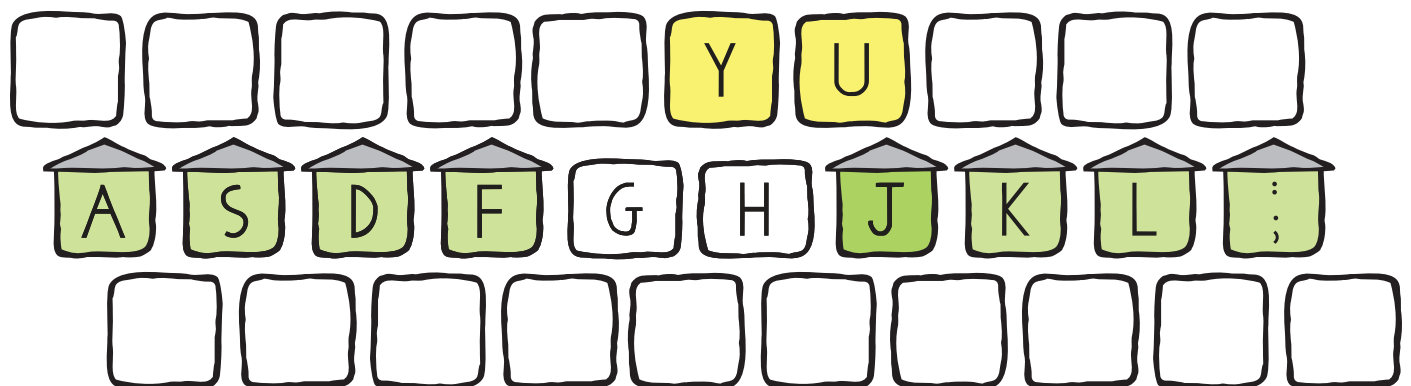
Up to Y and then back home!

2. Add motions on keyboard.

Have students lightly tap **J** key on keyboard. Move up to **U** and then back home. Lightly tap **J** key on keyboard. Move up to **Y** and then back home.

✓ Check

Are they coming back to **J**?



An abbreviation is a way to make a word or phrase shorter. **I O U** stands for "I owe you." The right hand types **I**, **O**, **U** and **YOU** on the top row. If you're using both hands, you can type "I owe you" on the top row.

Materials

- [Keyboard for Training Fingers](#)

Grouping

Whole class

Support/ELL

Model the act several times so students get comfortable with the movements.

Activity

1. Put your left hand on your head and your right hand on the Home Row.
IOU is an abbreviation for the term, "I owe you." We are going to type IOU using only our right hand on the top row.

2. From Home Row, reach up to type **IOU**.

Tall finger up to I.

Ring finger up to O.

Pointer finger up to U.

3. Next, type the word "you" in the Top Row.

Pointer finger up to Y.

Ring finger up to O.

Pointer finger up to U.

✓ Check

Observe as students complete the activity. Are they using the Home Row? Do they start from and go back to the Home Row?



Shift for Capitals

There are two Shift keys for a reason! It takes two hands to type a capital. The left pinkie holds Shift for right hand capitals. The right pinkie holds Shift for left hand capitals.

Materials

- Full keyboard

Grouping

Whole class

Support/ELL

Teach the nickname "pinkie" for the little finger.

Activity

1. Explain the Shift key.

Discuss how the keys show capitals, but they type in lowercase unless you hold down the Shift key.

2. Teach song.

Where Are the Shift Keys?

(tune: On Top of Old Smokey)

Oh, where are the Shift keys? Oh, where can they be?

Look on the bottom, near your pinkies!

I see the Shift keys, but what do they do?

They make the capitals, for me and for you.

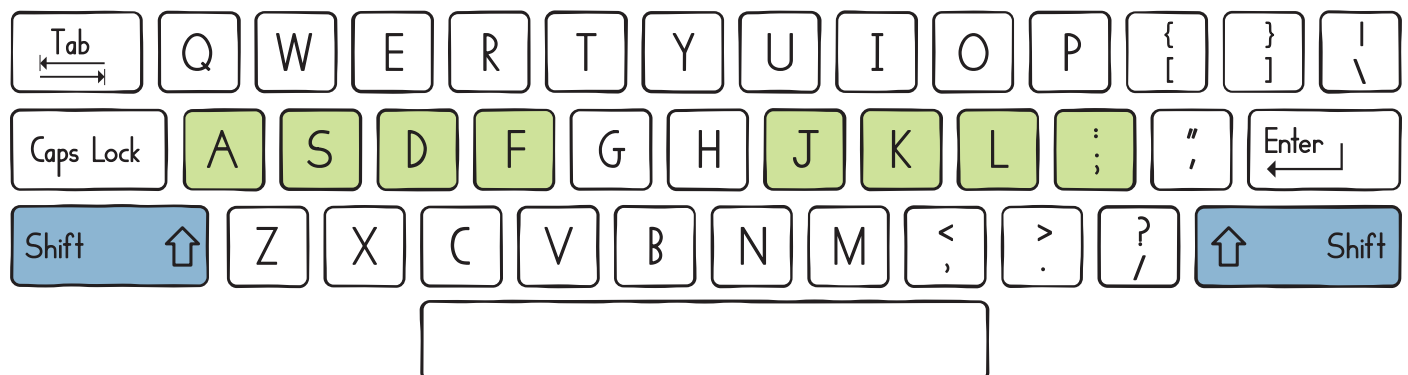
If I want a capital, oh, what should I do?

Hold down a Shift key and the letter, too.

3. Practice with the keyboard.

Left pinkie Shift → Right finger types letter

Right pinkie Shift → Left finger types letter



If the keys on the top row spell **QWERTY**, from left to right, it's a **QWERTY** keyboard. The **QWERTY** keyboard has English letters in this order: Top Row–**Q W E R T Y U I O P**, Home Row–**A S D F G H J K L**, Bottom Row–**Z X C V B N M**.

Materials

- [Keyboard for Training Fingers](#)

Grouping

Whole class

Support/ELL

Explain that QWERTY is just a keyboard word. Usually q words in English use q-u instead of q-w.

Activity

1. Discuss **QWERTY**.

Read the first six letters on the top row as a word. The word is **QWERTY**. **QWERTY** keyboards always have the same letters on each row.

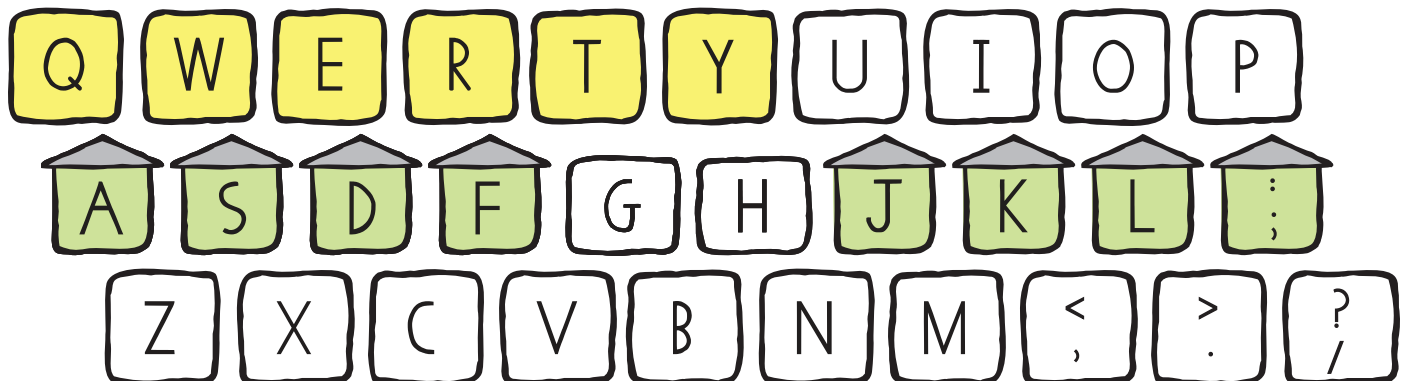
2. Type **QWERTY**. Start with both hands in Home Row position.

Type with your left hand first:

Pinkie finger up to **Q**.
Ring finger up to **W**.
Tail finger up to **E**.
Pointer finger up to **R**.
Pointer finger over to **T**.

Now use your right hand.

Pointer finger up to **Y**.



Jumping J with M + N

It's time to add on to the Jumping J rhyme! Pointer fingers are workhorses! Pointer fingers type six letters, while other fingers type just one, two, or three. Jumping **J** is the home key for the pointer finger on the right hand. This rhyme encourages the pointer finger to roam, but come back to the home key.

Materials

- [Keyboard for Training Fingers](#)

Grouping

Whole class

Support/ELL

Review the difference between left and right hands.
Review the term "pointer finger."

Activity

1. Teach the Jumping J rhyme below.

Jumping J, Jumping J

(Same rhythm as: Ladybug, Ladybug)

Jumping J, Jumping J, where do you roam?

Down to M and then back home!

Jumping J, Jumping J, where *else* do you roam?

Down to N and then back home!

2. Add motions on keyboard.

Have students lightly tap **J** key on keyboard.

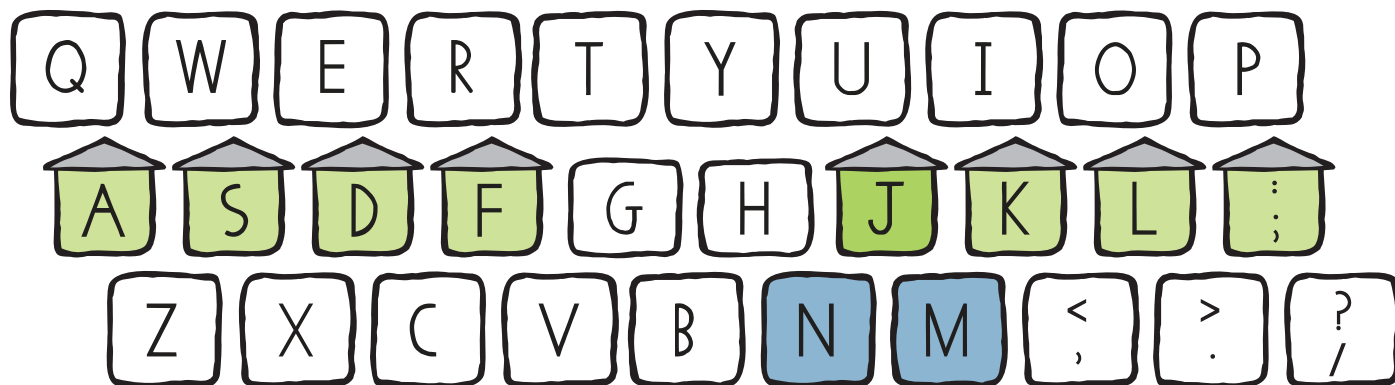
Move down to **M** and then back home. Lightly tap **J** key on keyboard.
Move up to **N** and then back home.

✓ Check

Observe as students are rhyming. Are they coming back to **J**?

More to Learn

Jumping **J** types the first three letters in the word "jump." Type **P** with the pinkie finger for "jump."



Period. Question Mark?

The right hand types periods and question marks. The period and the question mark are neighbors on the Bottom Row. The ring finger types the period. It takes two pinkies to type a question mark. The left pinkie types the Shift. The right pinkie types the ?.

Materials

- None

Grouping

Whole class

Support/ELL

Show periods and question marks in text.

Activity

1. Teach motions for **period** at the table.

Students rest their fingertips on table edge (as if on home keys).

Say, **period**.

Students move right ring finger down to leg.

2. Teach motions for **?** at the table.

Students rest their fingertips on the table edge.

Say, **?**.

Students move both pinkies down to legs.

3. Practice motions for **period** and **?** at the table.

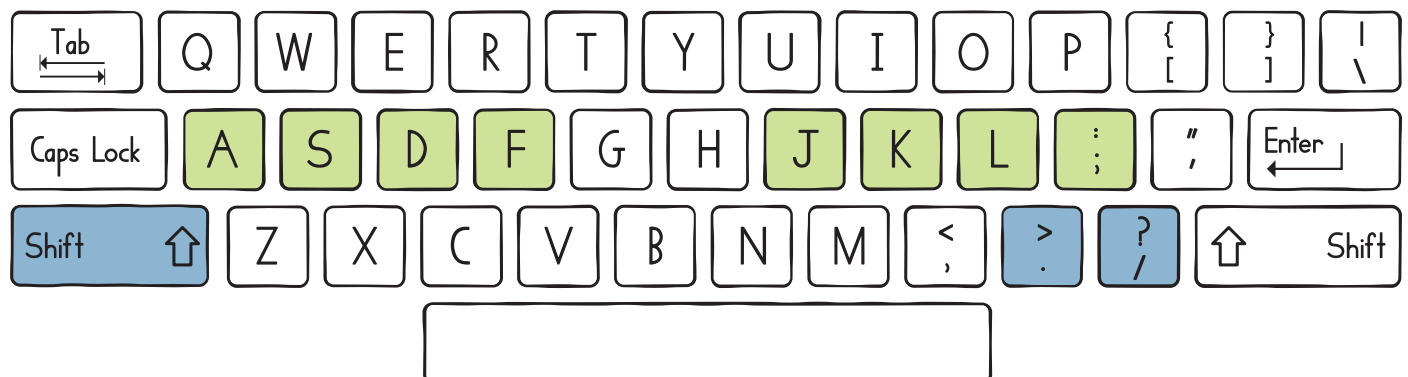
Randomly call out **period** or **?**.

(Example: **period, period, question, period, question**).

Students rest their fingertips on the table, and make moves as called.

More to Learn

Make a statement or ask question to see if the class will give you the right motions and punctuation.



Pinkie Punctuation ; ?

Teach students that **P** is for punctuation and pinkie. The right pinkie types the semicolon on the Home Row, **P** on the Top Row, and question mark on the Bottom Row. Typing a question mark requires two pinkies.

Materials

- Full keyboard

Grouping

Whole class

Support/ELL

Teach nickname “pinkie” for the little finger.

Activity

1. Teach the P for Punctuation rhyme below.

P for Punctuation

(Same rhythm as: This Little Piggie)

My right pinkie types semi, semi, semi

My right pinkie types P

My right pinkie types semi, semi, semi

And a question mark for me

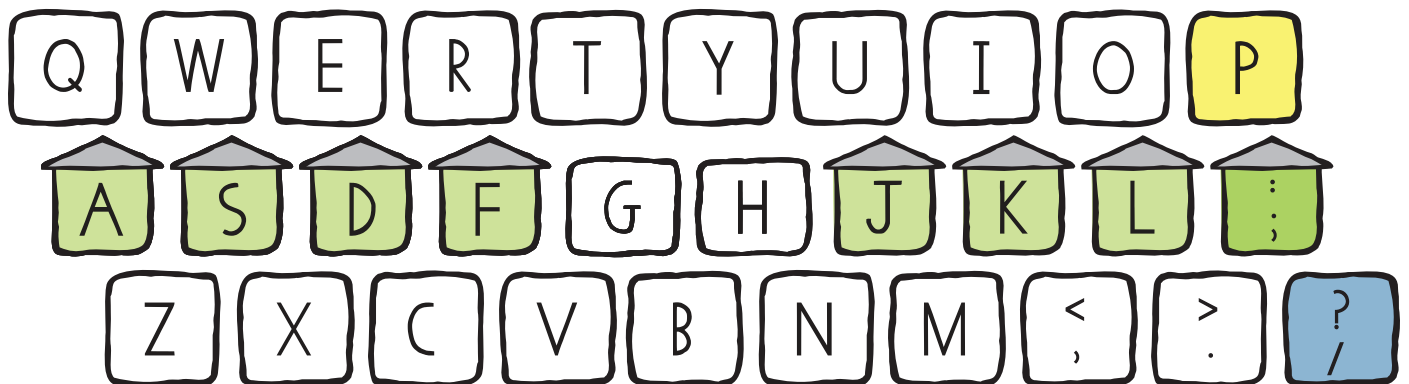
2. Add motions on keyboard.

Have students lightly tap **semi, semi, semi**, on keyboard.

Move up to **P** and then back home. Lightly tap **semi, semi, semi**, on keyboard. Move down to **?** and then back home.

✓ Check

Observe as students are rhyming. Are they using the Home Row? Do they start from and go back to the Home Row?



Left Hand: A B C D E F G

The left hand can type the beginning of the alphabet all by itself. It's a big stretch from **A** to **B**, but then **C D E** march right up the keyboard alphabetically. The pointer finger finishes with Home Row **F** and its neighbor **G**.

Materials

- [Keyboard for Training Fingers](#)

Grouping

Whole class

Support/ELL

Use an ABC chart to review saying the alphabet from A to G.

Activity

1. Model the activity.

Put your right hand on your head and your left hand on the keys, **A S D F**. Watch what your left hand can do. It can type the beginning of the alphabet.

2. Show how to type **A B C D E F G** with your left hand.

A
pinkie

B
pointer

A

B

and

C

tall finger

D

tall finger

E

tall finger

A

B

C

D

E

and

F

pointer

G

pointer

A

B

C

D

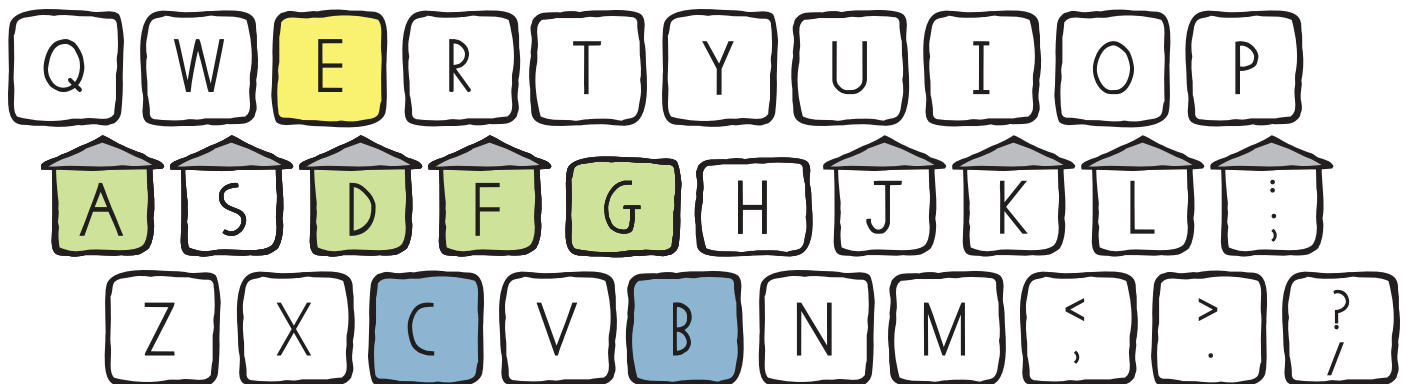
E

F

G

✓ Check

Observe as students follow your motions. Do they have their right hands on their heads? Can they type all of the letters with their left hand?



Right Hand: H I J K L M N O P

The right hand can type the middle of the alphabet all by itself. Prove it by putting your left hand on your head. Say “hi” (H-I) to the middle of the alphabet. Then type **J K L** on the Home Row, **M N** on the Bottom Row, and **O P** on the Top Row. It’s easy and fun.

Materials

- [Keyboard for Training Fingers](#)

Grouping

Whole class

Support/ELL

Use an ABC chart to review saying the alphabet from H to P.

Activity

1. Model the activity.

Put your left hand on your head and your right hand on the Home Row keys **J K L** ;. **Watch what your right hand can do. It can type the middle of the alphabet.**

2. Show how to type H I J K L M N O P with your right hand.

H **I**
pointer tall finger

H **I** and **J** **K** **L**
pointer tall finger ring

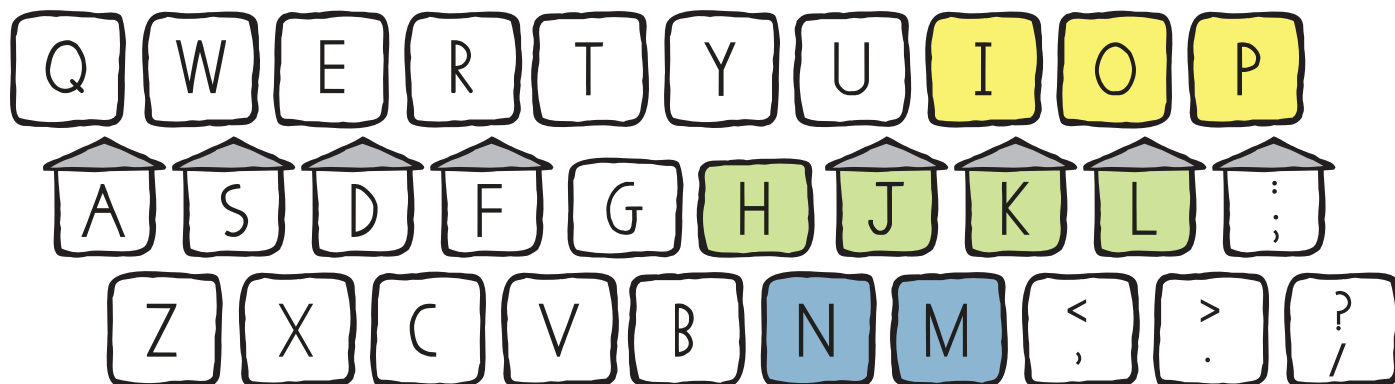
H **I** **J** **K** **L** and **M** **N**
pointer pointer

H **I** **J** **K** **L** **M** **N** **O** **P**
ring pinkie

H **I** **J** **K** **L** **M** **N** **O** **P**

✓ Check

Observe as students follow your motions. Do they have their left hands on their heads? Can they type all of the letters?



It's time for the left pinkie to show off! The left pinkie can answer questions all by itself. The activity below helps students practice typing with their left pinkie.

Materials

- [Keyboard for Training Fingers](#)

Grouping

Whole class

Support/ELL

Model the act slowly a few times before completing the activity.

Activity

1. Discuss the left pinkie.

Your left pinkie is so smart! It can answer questions.

2. Have a Q&A with your left pinkie.

1. **What is the first letter in the alphabet?**

Left pinkie types **A**.

2. **What is the last letter in the alphabet?**

Left pinkie goes down to **Z** and then back home.

3. **What is the first letter in the word, "question?"**

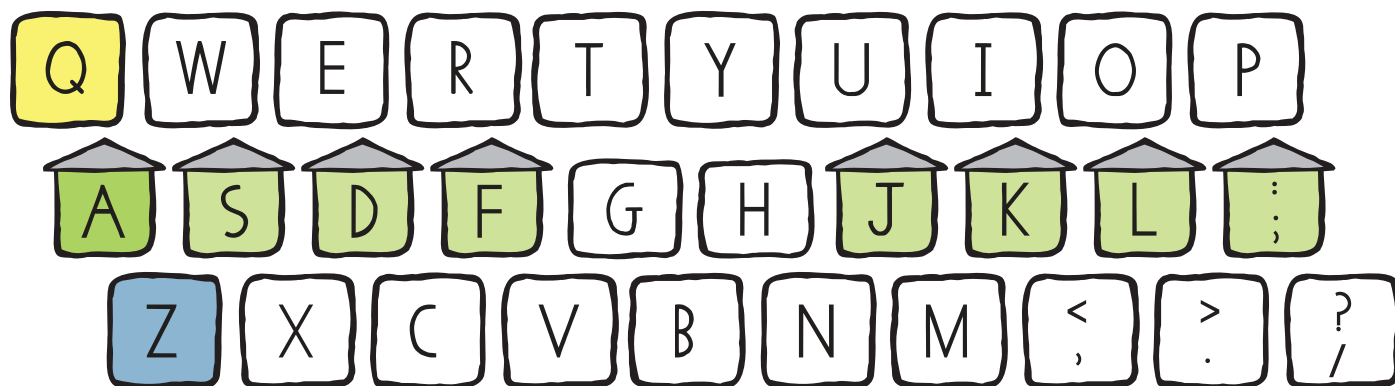
Left pinkie goes up to **Q** and then back home.

4. **What is the first letter in the word, "answer?"**

Left pinkie types **A**.

✓ Check

Observe as students use the Home Row. Do they start from the Home Row? Are they returning to the Home Row position?



Question Mark?

To get a **question mark**, you have to hold the left Shift down while typing the **?** with the right pinkie. Have you ever noticed the up arrow on the Shift keys? They remind you that the Shift key gives you the symbol that is on top.

Materials

- Full Keyboard

Grouping

Whole class

Support/ELL

For Spanish speakers explain that in English, the question mark comes only at the end of a sentence.

Activity

1. Teach the Question Mark song below.

Question Marks

(tune: Yankee Doodle)

Question Marks are fun to type
But you will need two pinkies
Make the Left one hold the Shift
The Right one types the ?

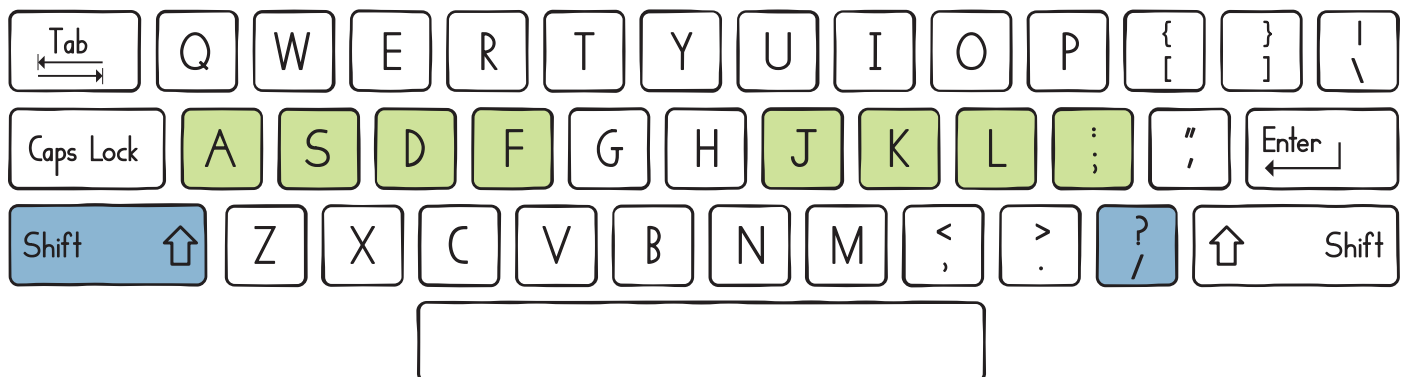
Pinkie, pinkie, Left and right
Pinkie, pinkie, Left and right
Pinkie, pinkie, Left and right
Two pinkies for a ?

2. Add motions on the keyboard.

Start in the Home Row position. Move left pinkie down to Shift. Move right pinkie down to the **question mark**.

✓ Check

Are they holding the **Shift** key while typing the **question mark** key?



Pinkie Punctuation with Enter

Here's the Enter key! It's next to the apostrophe on the Home Row. The right pinkie moves over to the apostrophe to type the Enter key. Compare it to a checker move that jumps over.

Materials

- Full Keyboard

Grouping

Whole class

Support/ELL

Show a poem with lines.

Activity

Teach the P for Punctuation + Enter below.

P for Punctuation + Enter

(rhyme: This Little Piggie)

My right pinkie types semi, semi, semi

My right pinkie types P

My right pinkie types semi, semi, semi

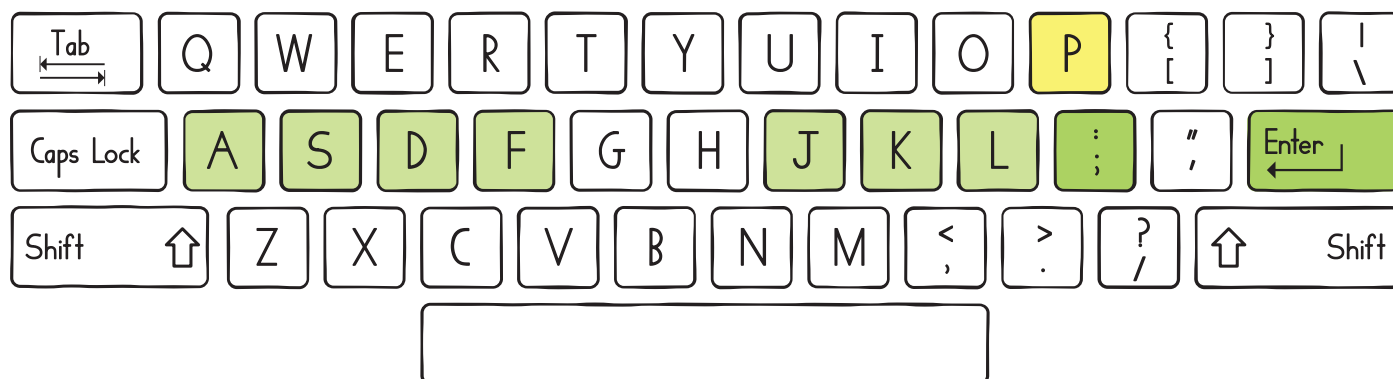
And the Enter Key for me

The Enter Key! What does it do?

Enter starts new lines for you!

More to Learn

Show old-fashioned typewriters with a carriage and return lever. The Enter key works in the same way as the return lever. You can show a video of an old-fashioned typewriter.



Tab & Spacebar

What does the Tab key do? The Tab key makes big spaces. Tab comes from "table" and making columns for tables. Play "Mother, May I?" to teach the Spacebar and Tab keys. The Spacebar takes a small step. The Tab key takes a huge step.

Materials

- Full Keyboard *(optional)*

Grouping

Four to six students in a group, one student is "Mother"

Support/ELL

Demonstrate taking one Space and one Tab.

Activity

1. Divide the class into groups of four to six students. One is "Mother." The others are "children." "Children" line up facing "Mother." They take turns asking.

2. Play game below.

Mother, May I?

Children ask:

"Mother, may I take ____?"

Children may ask to take one Space (one step) or one Tab (huge step).

Mother Answers:

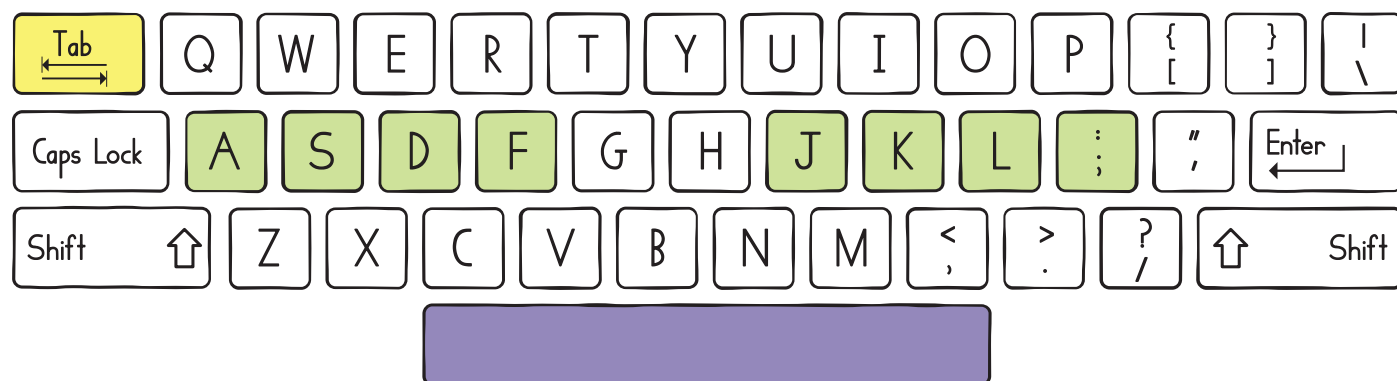
"Yes, you may take ____"

or

"No, you may not, but you may take ____"

Mother may increase the number of Spaces or Tabs.

Note: The first student to reach the Mother becomes the new Mother.



Mostly Left: Q R S T U V W X Y Z

The left hand types the end of the alphabet except, for **U** and **Y**. The right pointer finger types those letters.

Materials

- [Keyboard for Training Fingers](#)

Grouping

Whole class

Support/ELL

Use an ABC chart. Review saying alphabet from Q to Z

Activity

1. Put right hand on head. (Right hand will come off head to type **U** and **Y**.)

2. Left hand types **Q R S T U V W X Y Z**, except for **U** and **Y**.

Q pinkie **R** pointer

Q **R** and **S** ring **T** pointer

Q **R** **S** **T** and **U** right pointer

Q **R** **S** **T** **U** and **V** pointer

Q **R** **S** **T** **U** **V** and **W** ring **X** ring

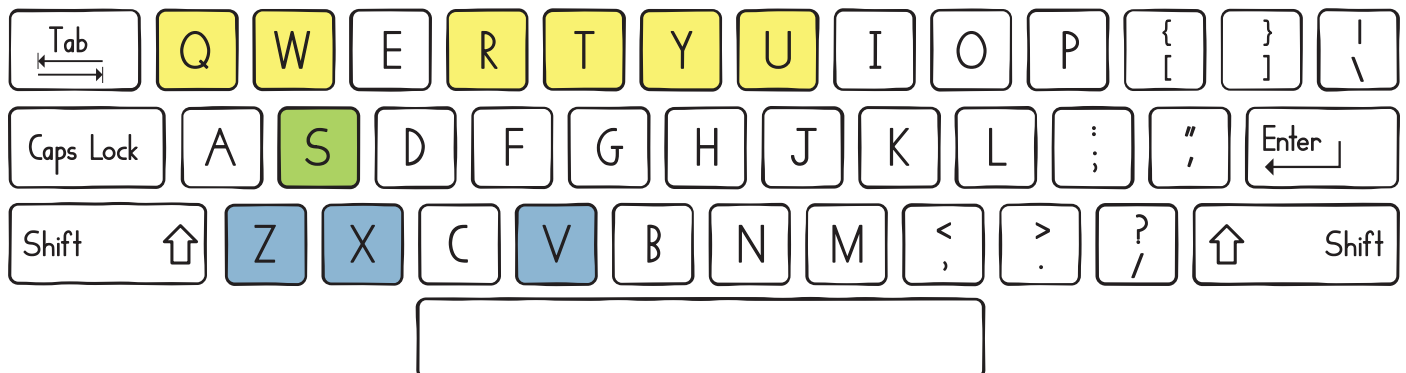
Q **R** **S** **T** **U** **V** **W** **X** and **Y** right pointer

Q **R** **S** **T** **U** **V** **W** **X** **Y** and **Z** pinkie

Q **R** **S** **T** **U** **V** **W** **X** **Y** **Z**

More to Learn

Here's a trick. Say that you can type the alphabet from **A** to **Z** with just the left pinkie!
Here's how: Type **A** and down to **Z**.



E-I, E-I, O

Did you know that all the vowels except **A** are on the Top Row? Old MacDonald's **E-I, E-I, O** is great for teaching correct finger placement. Use the tall finger of each hand to type **E-I**. Then the ring finger types **O**.

Materials

- [Keyboard for Training Fingers](#) (optional)

Grouping

Whole class

Support/ELL

Model the song a few times before adding motions.

Activity

1. Teach the Old MacDonald Vowels song below.

Old MacDonald Vowels

(tune: Old MacDonald had a Farm)

Old MacDonald had some vowels, E-I, E-I, O. With an E-E here and an E-E there. Here an E, there an E, everywhere an E-E.

Old MacDonald had some vowels, E-I, E-I, O. With an I-I here and an I-I there. Here an I, there an I, everywhere an I-I.

Old MacDonald had some vowels, E-I, E-I, O. With an O-O here and an O-O there. Here an O, there an O, everywhere an O-O.

2. Add motions on the keyboard.

Reach both hands up in the air. Move fingers for air typing of **E-I, E-I, O**.

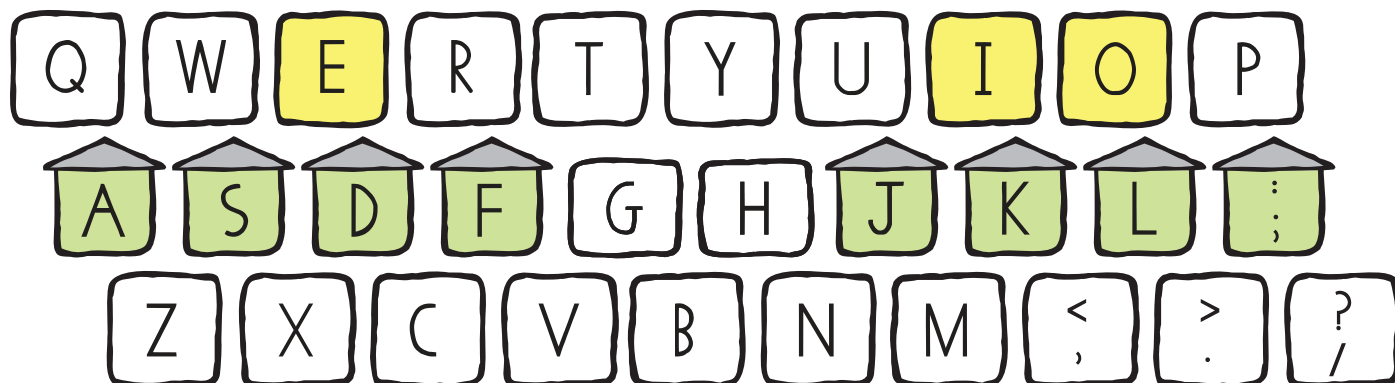
Left tall finger for **E**.

Right tall finger for **I**.

Right ring finger for **O**.

✓ Check

Observe as students add motions. Are they following the left-right pattern for **E-I, E-I, O**? Are they using the ring finger for **O**?



Find the Finger

This activity reviews finger to key associations. It's a good visual representation to show students which fingers do the most work on the keyboard. It's also a great lesson in problem solving and following directions.

Materials

- [Find the Finger](#)

Grouping

Small or whole group

Support/ELL

After finding the finger, show students how the finger is positioned using a real keyboard or a poster in your room.

Activity

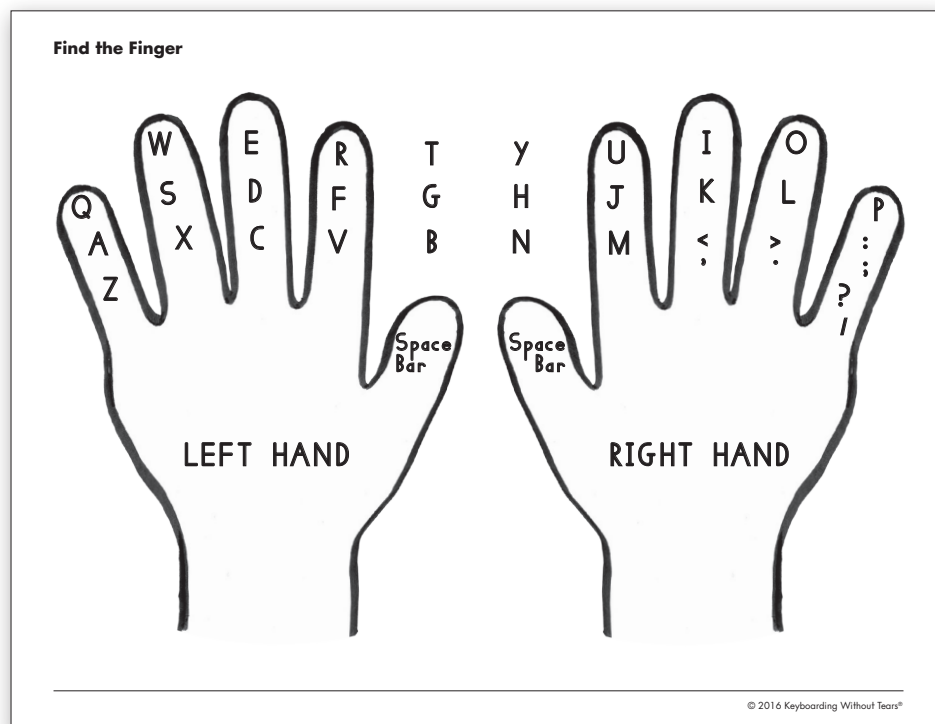
1. Download and print the Find the Finger activity. You'll need one per student.
2. Have students place their sheet on the floor and hold their fingers above it (not on top of it).
3. Review the names of the fingers (thumb, pointer, tall finger, ring, pinkie).
4. Call out a letter and students respond by telling you what finger types it (i.e., "Find the finger that types G." Students respond, "Pointer!").

✓ Check

Observe students participating in the activity. Are they calling out the right finger to match the letter?

More to Learn

To challenge students, have them add the words, "right hand, left hand" (i.e., for P they would say, "pinkie on the left hand.")



TECH TALK

Spacebar

Left Numbers

Here are numbers for the left pinkie and pointer finger. The left pinkie that types **A**, also types **1**. The left pointer finger that types **F**, also types **4** and **5**. This activity associates the home keys **A** and **F** with the numbers **1**, **4**, and **5**.

Materials

- Full Keyboard

Grouping

Whole class

Activity

Your left pinkie reaches up from **A** to **1**. Your left pointer reaches up from **F** to **4** or **5**. You can answer these questions with letters **A** and **F** or numbers **1**, **4**, **5**.

- | | |
|--|-----------|
| 1. What letter does FIRST start with? | F |
| 2. What is 2 plus 2? | 4 |
| 3. What is 2 plus 3? | 5 |
| 4. What letter does FIVE start with? | F |
| 5. What is the first letter in ANSWER? | A |
| 6. What is the first number on the number row? | 1 |
| 7. What letter starts an A-B-B pattern? | A |
| 8. What number comes after 4? | 5 |
| 9. What is 9 times 5? | 45 |
| 10. What is 9 times 6? | 54 |

✓ Check

Are students using the Home Row? Do they start from the Home Row?
Are they returning to the Home Row position?



Right Numbers

Here are numbers for the right pointer and pinkie. The **J** pointer reaches up to type **6** and **7**. The **semi** pinkie reaches up to type **0**. This activity associates the home keys **J** and **;** with the numbers **6**, **7**, and **0**.

Materials

- Full Keyboard

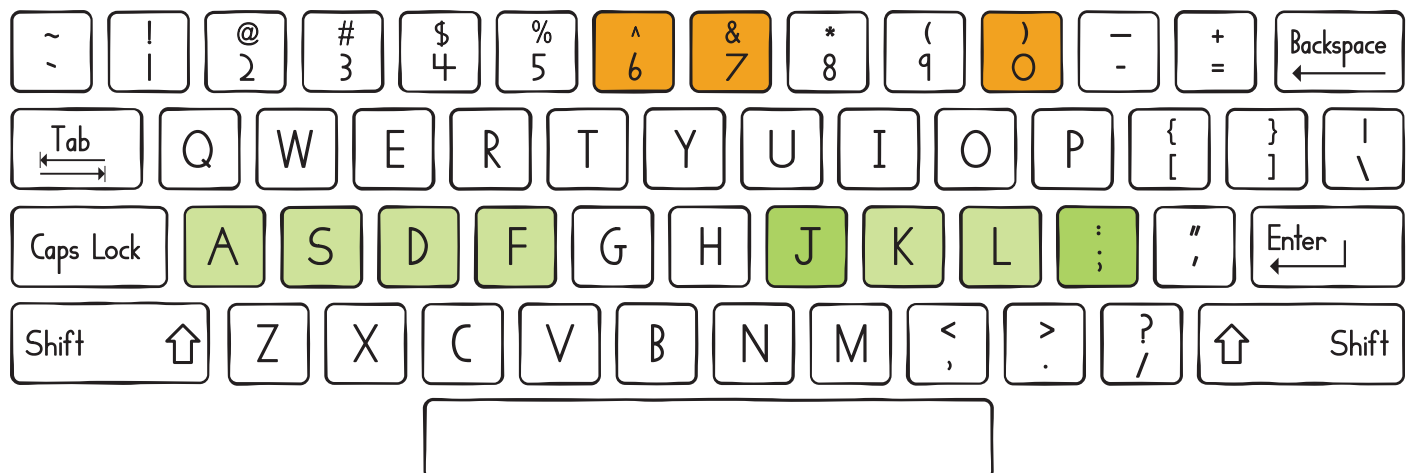
Grouping

Whole class

Activity

Use your right pointer **J** to type **6** and **7**. Use your right pinkie to type **semi** and **O**. Reach up to the number row when the answer is a number.

- | | |
|---|-----------|
| 1. What letter does July start with? | J |
| 2. What number month is July? | 7 |
| 3. What letter does June start with? | J |
| 4. What number month is June? | 6 |
| 5. What is 7 times 10? | 70 |
| 6. What is 11 times 6? | 66 |
| 7. What punctuation does the pinkie type? | ; |
| 8. What is 7 minus 7? | 0 |
| 9. What letter does January start with? | J |
| 10. How many days are there in a week? | 7 |



Left Addition

Students use their left hands to answer addition problems. They use correct fingers to answer.

Materials

- Full Keyboard

Grouping

Whole class

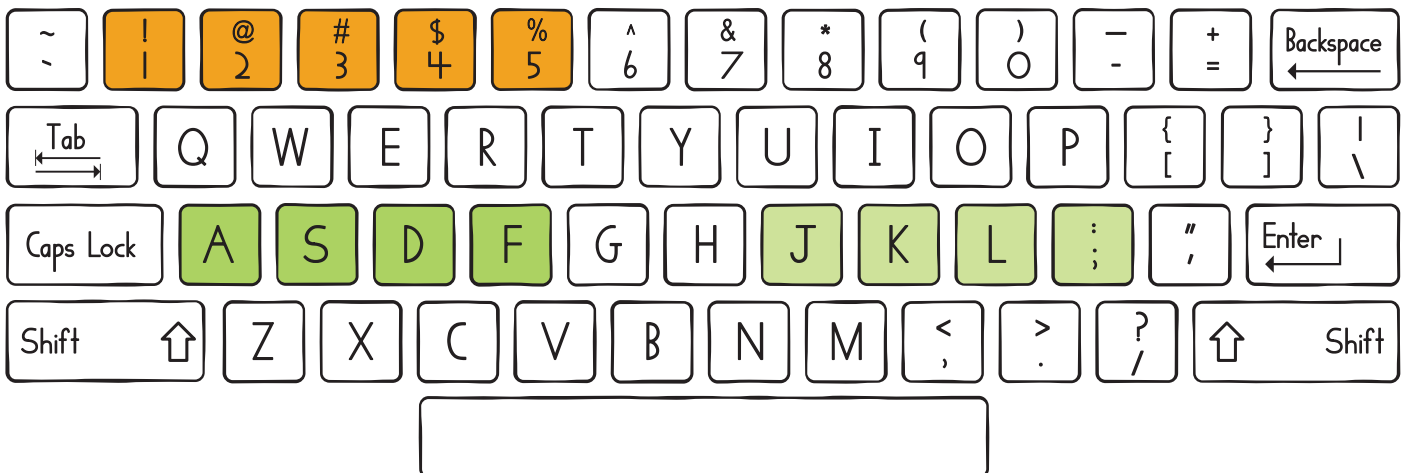
Activity

Put your right hand on your head. Put your left hand on the Home Row keys A S D F. Now, use your left hand to answer the questions.

- | | |
|------------------------|------------------------------------|
| 1. What is 0 plus 11? | Pinkie finger answers 11 . |
| 2. What is 11 plus 11? | Ring finger answers 22 . |
| 3. What is 22 plus 11? | Tall finger answer 33 . |
| 4. What is 33 plus 11? | Pointer finger answers 44 . |
| 5. What is 44 plus 11? | Pointer finger answers 55 . |

✓ Check

Are students using the correct fingers? Are they returning to the Home Row position?



Right Addition

Students add 11 to a number to practice typing numbers with the right hand.

Materials

- Full Keyboard

Grouping

Whole class

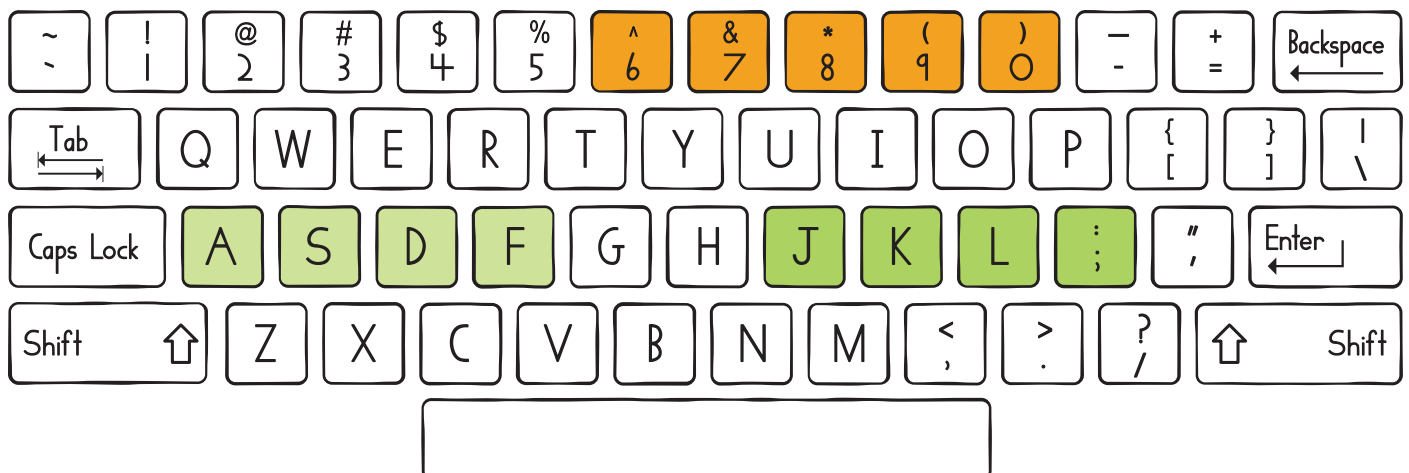
Activity

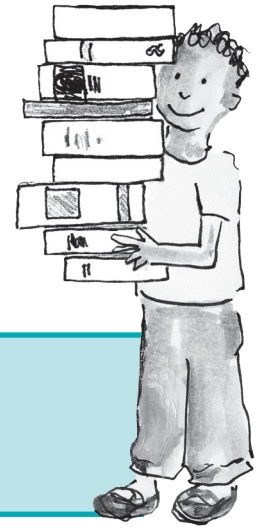
Put your left hand on your head and your right hand on the Home Row keys, J K L ;. Now, reach up to the number keys, 6 7 8 9, to answer the questions.

- | | |
|------------------------|--|
| 1. What is 55 plus 11? | Pointer finger answers 66 . |
| 2. What is 56 plus 11? | Pointer finger answers 67 . |
| 3. What is 66 plus 11? | Pointer finger answers 77 . |
| 4. What is 67 plus 11? | Pointer and tall finger answer 78 . |
| 5. What is 77 plus 11? | Tall finger answers 88 . |
| 6. What is 78 plus 11? | Tall and ring finger answer 89 . |
| 7. What is 88 plus 11? | Ring finger answers 99 . |

✓ Check

Are students using the correct fingers? Are they returning to the Home Row position?




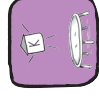
























TEACHING GUIDELINES

We're delighted that you're using Keyboarding Without Tears® and we want to support you throughout the year. We'll suggest activities along the way, but you set the pace. Please think of these guidelines as a sequence, rather than a schedule. You can still complete the year's worth of activities whether you practice five to ten minutes a day or once a week.









2nd Grade Teaching Guidelines

DIGITAL CITIZENSHIP & TEACHER-LED LESSONS	THEME/WEEK	KEYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 Follow the Rules Color the Rows	 1 Jump In		Puzzle Pieces Build a Keyboard Mat Man® Match	Mat Man® Match Target Practice	Puzzle Pieces Target Practice	Build a Keyboard Mat Man® Match	Target Practice Build a Keyboard Mat Man® Match
	 2 Jump In		Puzzle Pieces Build a Keyboard Mat Man® Match	Mat Man® Match Target Practice	Puzzle Pieces Target Practice	Build a Keyboard Mat Man® Match	Target Practice Build a Keyboard
	 3 Jump In	ASDFG	Puzzle Pieces Build a Keyboard Zoom in, Zoom Out	Puzzle Pieces Mat Man® Match Target Practice	Puzzle Pieces Zoom In, Zoom Out Puzzle Surprise	Build a Keyboard Zoom In, Zoom Out	Target Practice Puzzle Surprise
 Jumping J with H Privacy, Please!	 4 Jump In	HJKL	Puzzle Pieces Build a Keyboard Zoom in, Zoom Out	Puzzle Pieces Mat Man® Match Target Practice	Puzzle Pieces Zoom In, Zoom Out Puzzle Surprise	Build a Keyboard Zoom In, Zoom Out	Target Practice Puzzle Surprise
	 5 Jump In	ASDFG	Build a Keyboard Shuffled Letters Puzzle Surprise	Puzzle Pieces Painted Finger Clues Find the Letter	Target Practice Shuffled Letters	Build a Keyboard Painted Fingers Clues Zoom In, Zoom Out	Target Practice Find the Letter
	 6 Jump In	HJKL	Build a Keyboard Shuffled Letters Puzzle Surprise	Puzzle Pieces Painted Finger Clues Find the Letter	Target Practice Shuffled Letters	Build a Keyboard Painted Fingers Clues Zoom In, Zoom Out	Target Practice Find the Letter
 Perfect Posture STOP the Strange	 7 Math Mix	QWERT ASDFG	Build a Keyboard Shuffled Letters Puzzle Surprise	Puzzle Pieces Painted Finger Clues Find the Letter	Target Practice Shuffled Letters	Build a Keyboard Painted Fingers Clues Zoom In, Zoom Out	Target Practice Find the Letter
	 8 Start the Music	YUIOP HJKL	Build a Keyboard Shuffled Letters Puzzle Surprise	Puzzle Pieces Painted Finger Clues Find the Letter	Target Practice Shuffled Letters	Build a Keyboard Painted Fingers Clues Zoom In, Zoom Out	Target Practice Find the Letter
	 Jumping J with U + Y Hike Around Safely						









2nd Grade Teaching Guidelines

DIGITAL CITIZENSHIP & TEACHER-LED LESSONS	THEME	KEYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Build a Keyboard GPS 	 9 Math Mix	ASDFG ZXCVB	Build a Keyboard Shuffled Letters Puzzle Surprise	Puzzle Pieces Painted Finger Clues Find the Letter	Target Practice Shuffled Letters	Build a Keyboard Painted Fingers Clues Zoom In, Zoom Out	Target Practice Find the Letter Spot Check: Letters
I O U + YOU Shift for Capitals	 10 Start the Music	HJKL NM	Build a Keyboard Shuffled Letters Puzzle Surprise	Puzzle Pieces Painted Finger Clues Find the Letter	Target Practice Shuffled Letters	Build a Keyboard Painted Fingers Clues Zoom In, Zoom Out	Target Practice Find the Letter Spot Check: Letters
QWERTY My Digital Passport 	 11 Math Mix	QWERT ASDFG ZXCVB	Build a Keyboard Shuffled Letters Curtain Call Painted Finger Clues	Painted Finger Clues Find the Letter Bouncing Vowels Write My Name	Shuffled Letters Zoom In, Zoom Out Rhyme Flip Dump the Combo	Puzzle Pieces Painted Finger Clues Making Space	Find the Letter Puzzle Surprise Dolch Dynamite
Snail Mail vs. Email Jumping J with M + N 	 12 Start the Music	YUIOP HJKL; NM,.	Build a Keyboard Shuffled Letters Curtain Call Painted Finger Clues	Painted Finger Clues Find the Letter Bouncing Vowels Write My Name	Shuffled Letters Zoom In, Zoom Out Rhyme Flip Dump the Combo	Puzzle Pieces Painted Finger Clues Making Space	Find the Letter Puzzle Surprise Dolch Dynamite Dump the Combo
Period. Question? Introducing a Keyboard	 13 Math Mix	QWERT ASDFG ZXCVB	Build a Keyboard Shuffled Letters Dump the Combo Painted Finger Clues	Painted Finger Clues Find the Letter Bouncing Vowels Write My Name	Shuffled Letters Zoom In, Zoom Out Rhyme Flip Dump the Combo	Puzzle Pieces Painted Finger Clues Making Space	Find the Letter Puzzle Surprise Dolch Dynamite Spot Check: Letters
Digital Citizenship Certification  Pinkie Punctuation ; ?	 14 Start the Music	YUIOP HJKL; NM,.	Build a Keyboard Shuffled Letters Dump the Combo Painted Finger Clues	Painted Finger Clues Find the Letter Bouncing Vowels Write My Name	Shuffled Letters Zoom In, Zoom Out Rhyme Flip Dump the Combo	Puzzle Pieces Painted Finger Clues Making Space	Find the Letter Puzzle Surprise Dolch Dynamite Spot Check: Letters
Home, Home on the Row Left Hand: ABCDEFG	 15 Math Mix	All Keys	Painted Finger Clues Bouncing Vowels Pick Me!	Build a Keyboard Dump the Combo Painted Finger Clues	Find the Letter Rhyme Flip Making Space	Painted Finger Clues Zoom In, Zoom Out Dolch & Space	Shuffled Letters Syllable Pop-Up
Right Hand: HIJKLMN OP	 16 Start the Music	All Keys	Painted Finger Clues Bouncing Vowels Pick Me!	Build a Keyboard Dump the Combo Painted Finger Clues	Find the Letter Rhyme Flip Making Space	Painted Finger Clues Zoom In, Zoom Out Dolch & Space	Shuffled Letters Syllable Pop-Up Tab, You're It!


2nd Grade Teaching Guidelines

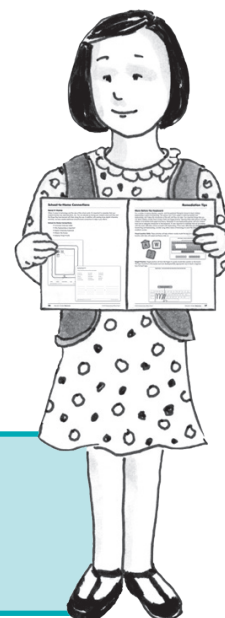
DIGITAL CITIZENSHIP & TEACHER-LED LESSONS	THEME/WEEK	KEYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Q&A	 17 Water, Water!	All Keys	Painted Finger Clues Bouncing Vowels Rhymes With Find the Letter	Build a Keyboard Dump the Combo Dolch & Space Painted Finger Clues	Find the Letter Rhyme Flip Making Space	Painted Finger Clues Zoom In, Zoom Out Dolch & Space Rhymes With	Shuffled Letters Syllable Pop-Up Dolch & Space Math Masters
Question Mark?	 18 Math Mix	All Keys	Painted Finger Clues Bouncing Vowels Rhymes With Math Masters	Build a Keyboard Painted Finger Clues Math Sentences Dump the Combo	Find the Letter Rhyme Flip Making Space Rhymes With	Painted Finger Clues Zoom In, Zoom Out Dolch & Space Starts With	Shuffled Letters Syllable Pop-Up Math Sentences Tab, You're It! Spot Check: Words
Pinkie Punctuation with Enter	 19 Water, Water!	All Keys	Build a Keyboard Shuffled Letters Rhymes With Shifty Targets	Painted Finger Clues Dump the Combo Dolch & Space Tab, You're It!	Shuffled Letters Starts With Syllable Pop-Up Pick Me!	Bouncing Vowels Rhymes With Curtain Call	Syllable Pop-Up Dolch & Space Pick Me! Math Masters
Tab & Spacebar	 20 Start the Music	All Keys	Build a Keyboard Shuffled Letters Rhyme Flip Rhymes With	Making Space Dump the Combo The Label Maker Find the Letter	Shuffled Letters Starts With Dolch Dynamite Tab, You're It!	Making Space Curtain Call Line by Line Shifty Targets	Find the Letter Pick Me! Syllable Pop-Up Math Masters One & More
Mostly Left: QRSTUVWXYZ	 21 Water, Water!	All Keys	Build a Keyboard Rhyme Flip Rhymes With	Painted Finger Clues Dolch & Space Find the Letter Making Space	Syllable Pop-Up Pick Me! Find the Letter Shifty Targets	Bouncing Vowels Making Space Dump the Combo Math Sentences	Dolch & Space Pick Me! Syllable Pop-Up Tab, You're It! Spot Check: Words
E-I, E-I, O Find the Finger	 22 Math Mix	All Keys	Build a Keyboard Rhyme Flip Rhymes With Tab, You're It!	Math Sentences Find the Letter Syllable Pop-Up Shifty Targets	Rhymes With Dump the Combo Dolch Dynamite Math Masters	Curtain Call Start With Syllable Pop-Up	Pick Me! Math Sentences Find the Letter One & More
Left Numbers	 23 Water, Water!	All Keys	Build a Keyboard Dump the Combo Pick Me!	Dolch & Space Making Space Rhymes With	Starts With Curtain Call Syllable Pop-Up Tab, You're It!	Bouncing Vowels Making Space Shifty Targets	Pick Me! Dolch & Space Syllable Pop-Up
Keyboard Spelling Right Numbers	 24 Start the Music	All Keys	Build a Keyboard Rhyme Flip Rhymes With	Dump the Combo Making Space Tab, You're It!	Starts With Dolch Dynamite Curtain Call Shifty Targets	Making Space Line by Line Build a Sentence One & More	Syllable Pop-Up Pick Me! Math Masters Spot Check: Sentences

2nd Grade Teaching Guidelines

DIGITAL CITIZENSHIP & TEACHER-LED LESSONS	WEEK	KEYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Type It!	 25 Water, Water!	All Keys	Rhymes With Pick Me! Dump the Combo Tab, You're It!	Making Space The Label Maker Shifty Targets	Find the Letter Syllable Pop-Up Rhyme Flip	Bouncing Vowels Making Space	Pick Me! Syllable Pop-Up Build a Sentence
Roll-A-Row	 26 Math Mix	All Keys	Build a Keyboard Rhyme Flip Rhymes With Tab, You're It!	Math Sentences Dolch Dynamite Build a Sentence	Rhymes With Dump the Combo Syllable Pop-Up Shifty Targets	Starts With Curtain Call Math Masters	Pick Me! Math Sentences Syllable Pop-Up One & More
Calendar Keyboard	 27 Water, Water!	All Keys	Dump the Combo Shift for Capitals Rhymes With	Making Space The Label Maker Shifty Targets	Starts With Curtain Call Find the Letter One & More	Making Space Shift for Capitals Tab, You're It!	Find the Letter Syllable Pop-up Spot Check: Words
Shift It, Space It, Punctuate It!	 28 Start the Music	All Keys	Shift for Capitals Rhyme Flip Rhymes With Tab, You're It!	Dump the Combo Making Space Math Masters	Shift for Capitals Dolch Dynamite Line by Line	Curtain Call Making Space Starts With Shifty Targets	Syllable Pop-Up Pick Me! Build A Sentence One & More
Pencils vs. Keyboards	 29 Water, Water!	All Keys	Shift for Capitals Rhyme Flip Rhymes With	Making Space The Label Maker Shifty Targets	Find the Letter Dump the Combo Tab, You're It!	Making Space Shift for Capitals	Find the Letter Syllable Pop-Up One & More
Left Addition	 30 Math Mix	All Keys	Build a Keyboard Rhyme Flip Rhymes With One & More	Math Sentences Dolch Dynamite Tab You're It	Rhymes With Dump the Combo Syllable Pop-Up Math Masters	Curtain Call Starts With Build a Sentence	Pick Me! Math Sentences Syllable Pop-Up Shifty Targets Spot Check: Sentences
Right Addition	 31 Water, Water!	All Keys	Shift for Capitals Dump the Combo	Making Space The Label Maker Shifty Targets	Starts With Curtain Call Build a Sentence	Making Space Shift for Capitals Tab, You're It!	Find the Letter Syllable Pop-Up One & More
	 32 Start the Music	All Keys	Build a Keyboard Rhyme Flip Shift for Capitals	Making Space Rhymes With Dolch Dynamite Shifty Targets	Line by Line Starts With Curtain Call Math Masters	Slide It Over Making Space Shift for Capitals	Syllable Pop-Up Pick Me! Dump the Combo One & More

2nd Grade Teaching Guidelines

DIGITAL CITIZENSHIP & TEACHER-LED LESSONS	THEME/WEEK	KEYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	33  Water, Water!	All Keys	Dump the Combo Shift for Capitals One & More	Making Space The Label Maker Shifty Targets	Find the Letter Syllable Pop-up	Making Space Shift for Capitals One & More	Rhyme Flip Find the Letter Tab, You're It! Spot Check: Words
	34  Math Mix	All Keys	Build a Keyboard Rhyme Flip Rhymes With Shifty Targets	Math Sentences Dolch Dynamite Tab, You're It!	Rhymes With Dump the Combo Syllable Pop-Up	Starts With Curtain Call Math Masters	Pick Me! Syllable Pop-Up Build a Sentence One & More
	35  Water, Water!	All Keys	Shift for Capitals Syllable Pop-Up Tab, You're It!	Making Space The Label Maker Shifty Targets	Curtain Call Starts With Build a Sentence	Making Space Shift for Capitals	Rhyme Flip Dump the Combo One & More
	36  Start the Music	All Keys	Build a Keyboard Shift for Capitals Rhyme Flip One & More	Making Space Rhymes With Dolch Dynamite	Starts With Line by Line Curtain Call Shifty Targets	Making Space Slide It Over Shift for Capitals	Syllable Pop-Up Pick Me! Dump the Combo Math Masters Spot Check: Sentences



RESOURCES

Glossary
School-to-Home Connections
Remediation Tips
Standards for the Production & Presentation of Writing
References

Glossary

This is a quick glossary of terms you might find helpful as you and your students use Keyboarding Without Tears® and the *Teacher's Guide*.

Color-Coded Rows

Keyboarding Without Tears uses color-coded rows to help visually organize the keyboard in a child-friendly way.

Digital Citizenship

Digital citizenship is the appropriate and responsible behavior with the use of technology to teach students, so everyone can get along in the digital world.

Digital Literacy

Digital literacy is the ability to use technology and communication tools to find, evaluate, create, and communicate information.

Dynamic Cursor

Our grade-appropriate dynamic cursor lets students know where to type and whether they have typed the correct letter, number, or symbol through different color cues. The cursor changes shape in a developmental sequence in a way that reduces the role of color in cuing letter location as students move through our K–5 curriculum.

Dynamic Keyboard

This refers to the small units taught to help students easily locate letters on the keyboard. The dynamic keyboard is separated into three color-coded rows to help students easily locate letters. These rows are further broken down into six units—three for the left hand, and three for the right.

License

Our Keyboarding Without Tears products are available through licenses. All licenses are good for one-year for one student. Each grade-level product has its own license.

Quick Start Guide

The purpose of the Quick Start Guide is to provide you with step-by-step guidance for allocating licenses, setting up Keyboarding Without Tears on desktops and laptops, creating your own classes and students, and managing requests for more licenses.

Speedy Keyboard Kid

The Speedy Keyboard Kid is a character that appears throughout the keyboarding program in areas such as Stop & Review and Spot Checks.

Spot Check

Keyboarding Spot Checks focus on evaluating pre-keyboarding and keyboarding skills at incremental stages throughout the curriculum. We measure letters per minute, words per minute, and accuracy throughout the assessments. There are four types of Spot Checks—Spot Check: Letters, Spot Check: Words, Spot Check: Sentences, and Spot Check: Paragraph.

Stop & Review

Stop & Review allows educators to set a point in the curriculum where they want students to stop and review certain skills. It can be accessed through +Live Insights.

Unilateral Hand Skills

This term refers to the use of the left and right hand separately. By teaching unilateral hand skills first, students learn how to correctly move fingers on the keys around the Home Row. This prepares them to press keys and locate symbols when they begin typing with both hands.

School-to-Home Connections

Send It Home

When it comes to technology and the rules of the online world, it's important to remember that your students' families may need education, too. You can help educate them by having your students share activities and the things they have learned with them along the way. In addition to sending home digital citizenship activities, we have created additional School-to-Home Connections to help in your efforts.

School-to-Home Connections:

- [Curriculum Overview Letter](#)
- [Why Handwriting & Keyboarding Are Important](#)
- [Digital Citizenship Explained](#)
- [Where's the Access?](#)
- [Keeping Things Private](#)

Why Handwriting & Keyboarding Are Important

Why Handwriting & Keyboarding Are Important

Both handwriting and keyboarding are skills students need to master in order to produce effective written work. These two skills work together in the classroom to create an engaged, balanced, and successful learning environment. Handwriting taught in the beginning of elementary school and is mastered toward the end of elementary years. Keyboarding are increasingly being introduced in the elementary environment, generally in third or fourth grade, with fluency expected in middle school. Both handwriting and keyboarding are essential, lifelong skills that develop through proper instruction over time.

... studies and articles that establish the relation bet
2003 Crook 2007]. The

Both handwriting and keyboarding require proper instruction over time.

There are numerous research studies and articles that establish the relation between writing and keyboarding (Berninger 2009, Goldberg 2003, Cook 2007). These skills require very different forms of instruction. The techniques and timing for the two are critical in order to adhere to developmentally appropriate instruction in the classroom.

...test in kindergarten. Pre-K students are ... skills for effective

The milestones for written production start in kindergarten. Pre-K students are working on letter recognition and developing the fine motor skills for effective computer work should be limited to pre-keyboarding and mouse skills. Third grade Computer work should be limited to keyboarding and printing practice, most child motor development, multisensory activities, and printing fluency in fifth. This is where achieve printing fluency in third grade and cursive fluency in fifth. This is where develop their personal style that continues into middle and high school. Start keyboarding by third grade will develop fluency by sixth grade.

With printing, and personalization of space and hand-eye coordination.

Once students develop fluency with printing, and personalization and space, combine keyboarding with letter recognition and hand-eye coordination. Activities in third grade or higher provide a developmentally appropriate helps reinforce classroom learning and develop fine motor skills.

Digital Citizenship Explained

Being a good digital citizen is important. Digital citizenship is the understanding that we can teach individuals how to use technology properly in the digital world. Just as we raise our children to be productive members of society, we also need to extend our teachings into the virtual world. Digital citizenship includes teaching not only children, but families (and even educators) what technology users must do in order to use technologies appropriately (Ribble 2011).



Digital citizenship lessons begin in kindergarten. At this young age, many children are not yet experienced with all the ins and outs of the online world. However, it's important to educate children about technology and give them exposure to the things they will experience. In the later grades, the technology demands on children increase. It is essential that students are learning how to handle technology appropriately.

Digital citizenship consists of nine elements: access, commerce, communication, literacy, etiquette, law, rights and responsibilities, health and wellness, and security (Ribble 2011). Your child is learning four topics that encompass lessons to support the nine elements of digital citizenship:

- Information
- Protection
- Consideration
- Communication

Your child will be learning:

Where's the Access?

Where's the Access?

Not everyone has computer and Internet access at home. If you are in need of access, consider the following places to do your work online.

- Technology lab
- School library
- Classroom
- Friend's home
- Family member's home
- Bus/train station
- Coffee shop
- Airport
- Restaurant
- Bookstore
- Public library
- Community college



Berlinger, Virginia, Robert Abbott, A transcription modes in children
Cook, Charles, and Lindsey Bennett
Journal of Developmental Psychology
Goldberg, Arnie, Michael Russell, and
of studies from 1992 to 2000

te throughout the topics to give modeling digital citizenship at home in a consistent manner.

C: International Society for Technology

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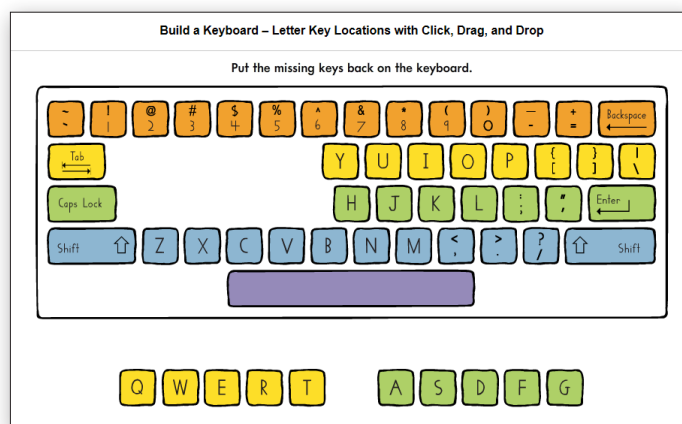
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Remediation Tips

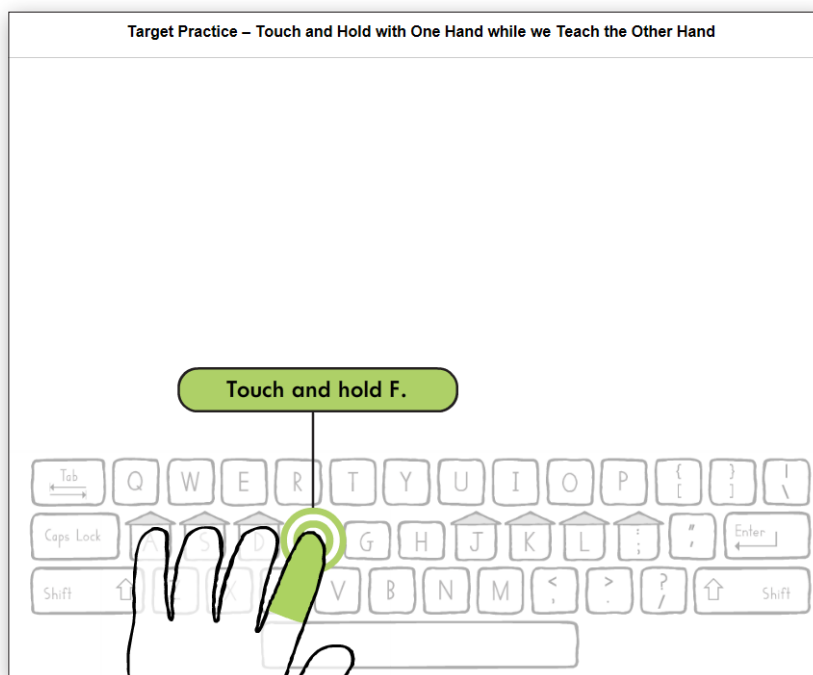
More Before the Keyboard

For a number of reasons, teachers, parents, and occupational therapists choose to teach students keyboarding in place of handwriting. If you suspect a student may benefit from keyboarding, don't delay the introduction of the skill until they are older. Two important things that you can teach students include visual location skills and target practice. Teaching these skills early on will help students of all abilities build speed and fluency. Remember to save keyboarding games until your students have had an adequate introduction to the keyboard. It's also important to remember that not all students with fine motor difficulties will be successful with keyboarding. If fine motor difficulties are interfering with handwriting and keyboarding, consider using other means of technology to assist the student with their academic success.

Visual Location Skills: These activities will help students visually locate the keys on a keyboard. Visual location skills help with speed and fluency later on.



Target Practice: Target practice will train the fingers to quickly locate their position on the board. This type of practice is the easiest and most developmentally appropriate way to teach a beginner how to touch type.



Handwriting & Keyboarding: Standards for the Production & Presentation of Writing

Both handwriting and keyboarding are skills students need to master and produce effective written work. These two skills work together in the classroom to create an engaged, balanced, and successful learning environment. Handwriting is taught in the beginning of elementary school and is mastered toward the end of the elementary years. Keyboards are increasingly being introduced in the elementary environment, generally in third or fourth grade, with fluency expected in middle school. Both handwriting and keyboarding are essential life-long skills that develop through proper instruction over time.

With the introduction of the Common Core State Standards, which require students to have “sufficient command of a keyboard by fourth grade” along with legible handwriting in earlier grades, schools are trying to determine what is appropriate by grade level in terms of both writing skills. These two skills require very different forms of instruction. The techniques and timing for teaching them is critical in order to adhere to developmental appropriate instruction in the classroom. There are numerous research studies and articles that establish the relation between writing and keyboarding (Berninger 2009, Goldberg 2003, Cook 2007).

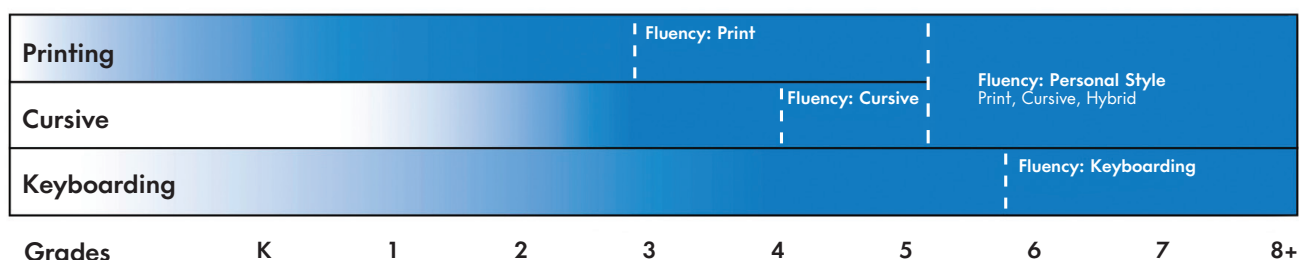
As a rule, research states that learning how to write by hand before keyboarding is a necessary motor exercise as it helps develop eye-hand coordination motor skills (Saperstein 2012, James 2006 and 2012, Berninger 2012). Handwriting is a foundation skill that needs to be developed first and will influence students’ reading, writing, language use, and critical thinking. The milestones for written production start in kindergarten. Pre-K students are still working on letter recognition and developing the fine motor skills for effective printing. Computer work should be limited to pre-keyboarding and mouse skills.

Through fine motor development, multisensory activities, and printing practice, most students achieve printing fluency in third grade and cursive fluency in fifth. This is when they develop their personal style that continues into middle and high school. Students who start keyboarding by third grade will develop fluency by sixth grade.

Once students develop fluency with print and personalization and speed with cursive handwriting, combine keyboarding with letter recognition and hand-eye coordination. Activities in third grade or higher provide a developmentally appropriate skill that helps reinforce classroom learning and develop fine motor skills.

To view the complete set of standards visit: hwtears.com/whyitworks

Where Handwriting & Keyboarding Intersect



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