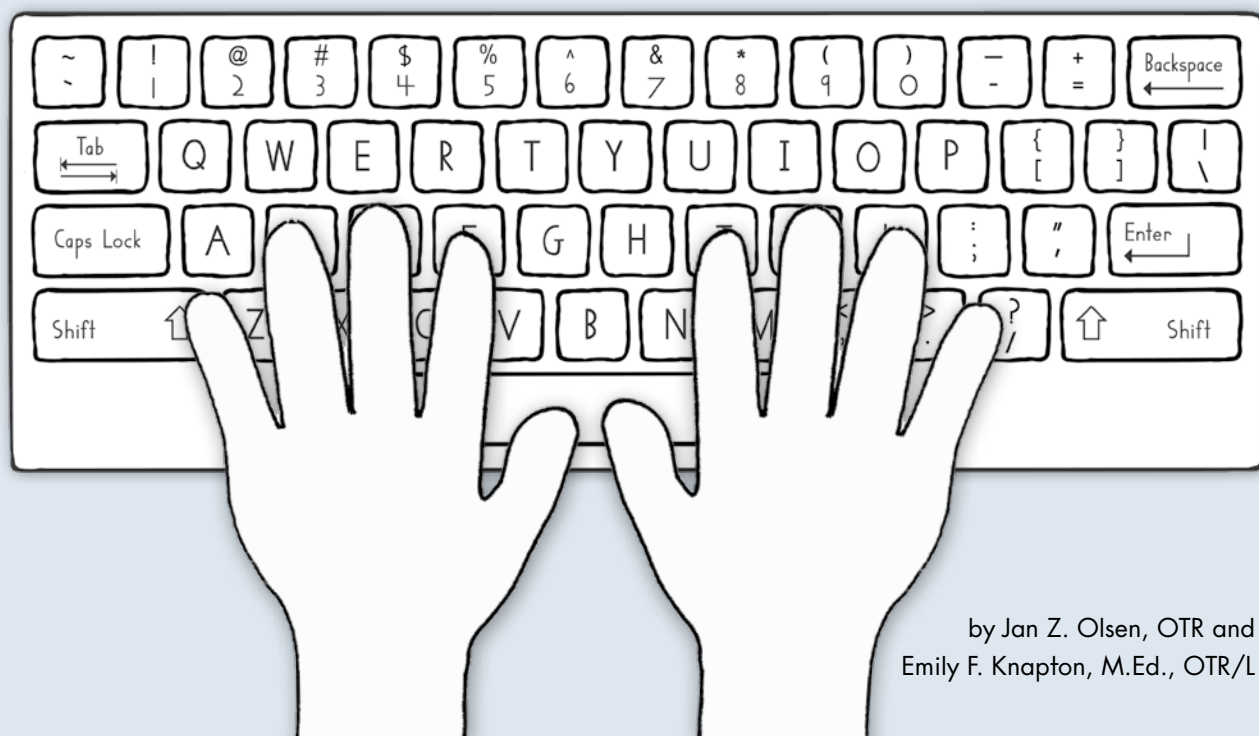


KEYBOARDING **Without Tears™**

# Educator's Guide

Guide to Multisensory Lessons and Activities



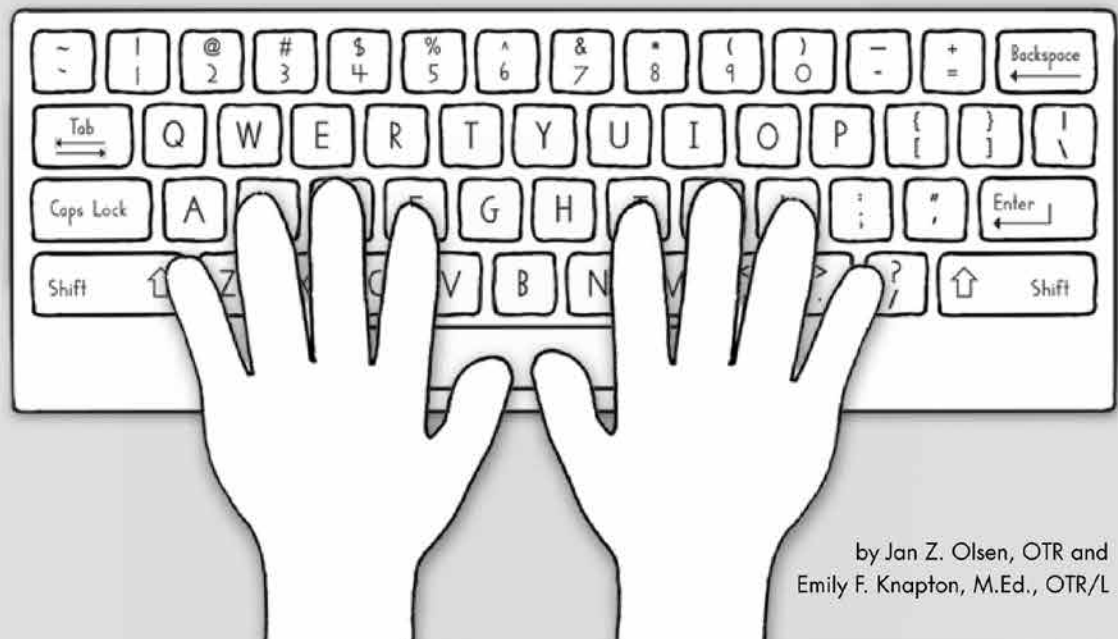
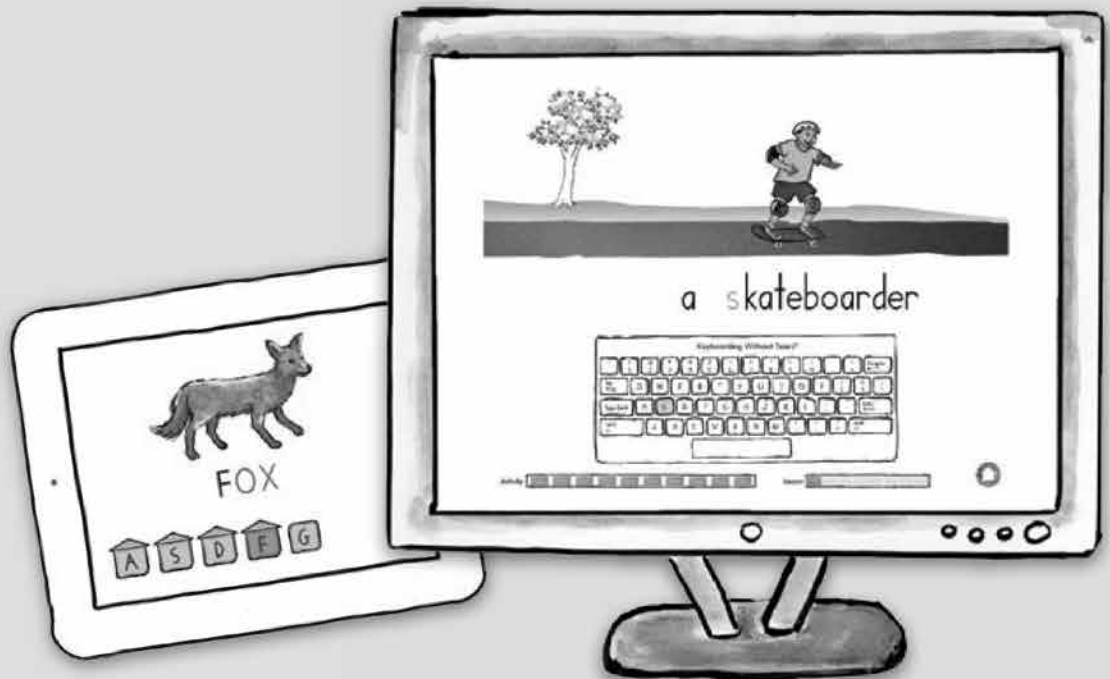
by Jan Z. Olsen, OTR and  
Emily F. Knapton, M.Ed., OTR/L



KEYBOARDING **Without Tears™**

# Educator's Guide

Guide to Multisensory Lessons and Activities



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





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This educator'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.

Click on a link below to jump to a specific section. 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 grades K–5.

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 educator's guide not only for the curriculum, but for a way of teaching keyboarding that is effective for children. 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 children 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*



# Get to Know Keyboarding Without Tears™

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## Our Philosophy

Keyboarding is one of the important skills children 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, children will develop grade-appropriate skills for using technology.

Our teaching of keyboarding is developmentally appropriate by grade. Keyboarding for the kindergarten child 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 children 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, children 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, children 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 children 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 children 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 children. The curriculum provides different multisensory aspects to help you teach children 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 children ready to type? Why do children 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 children learn best:

- Grade-Level Appropriate Curriculum
- Developmental Teaching Order
- Color-Coded Rows
- Dynamic Keyboard and Cursor
- Unilateral Hand and Finger Skills
- Theme-based, Cross-Curricular Content

## Programs by Grade Level

**Kindergarten:** Keys for Me introduces the keyboard and mouse functions while making sure young children 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, children 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, children 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.

# Active Teaching

## Educator's Guide: What You'll Find and How to Use It

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.

### Digital Citizenship & Literacy

Begin with the basics of technology. Teach children 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.

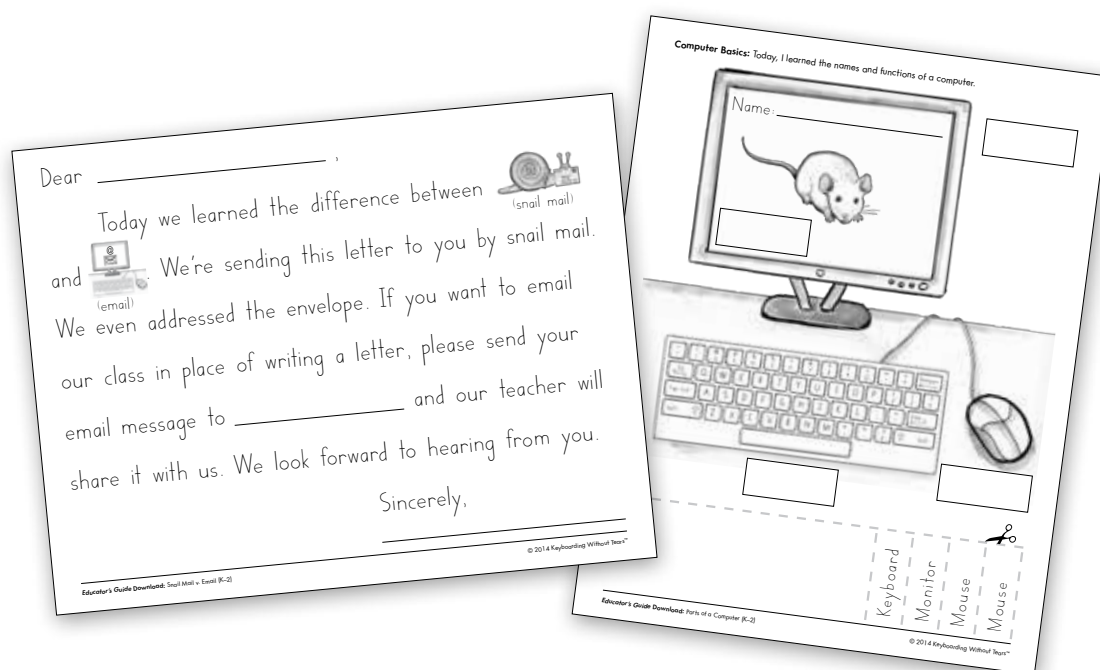
### Ready, Set, Row: Getting to Know the Keyboard

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

### 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



## Downloads

Throughout this educator's guide, you will see the digital citizenship icons. Click on these icons to access each download. If you're printing the guide, you will find all of the downloads on your +Live Insights dashboard, under the Downloads and Guides section. This password-protected site is a great resource exclusively for educator's guide users. You will find downloads to supplement your keyboarding instruction or to send home to families to foster school-to-home connections.

## +Live Insights™

+Live Insights is the digital dashboard that helps administrators and educators manage classrooms, obtain student reports, monitor progress throughout the year and access the Stop & Review feature. This feature allows you to set points in the curriculum where students review specific skills. You can also access all of your extra activity downloads in +Live Insights. Access this dashboard at [plusliveinsights.com](http://plusliveinsights.com). We recommend you bookmark this page!

## Differentiated Instruction

We have dedicated a section of this guide for remediation tips (p. 50). We'll show you how to spot any keyboarding difficulties and modify the curriculum to meet the needs of all your students.

## Webinars

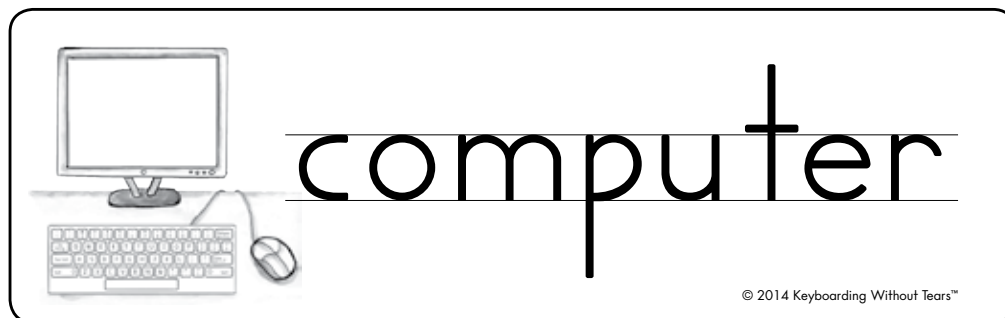
Join us for interactive exchanges with program experts and other education professionals. For more information, visit [kwtears.com/learninglounge](http://kwtears.com/learninglounge)

## 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 one or all of our newsletters, visit [kwtears.com/learninglounge](http://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.



# Scope & Sequence of Technology & Keyboarding

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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 children'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 children'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 children 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 children learn and communicate. However, technology doesn't change children's basic developmental, educational, and social needs. This curriculum fits technology and keyboarding into what children need at different grades. Children 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
<b>Type of Instruction</b>						
Active	✓	✓	✓	✓	✓	✓
Passive	✓	✓	✓	✓	✓	✓
<b>Digital Citizenship</b>						
 Digital Information	✓	✓	✓	✓	✓	✓
 Digital Protection	✓	✓	✓	✓	✓	✓
Safety, Security, Self	✓	✓	✓	✓	✓	✓
Commerce				✓	✓	✓
 Digital Consideration	✓	✓	✓	✓	✓	✓
Etiquette	✓	✓	✓	✓	✓	✓
Laws				✓	✓	✓
 Digital Communication	✓	✓	✓	✓	✓	✓
<b>Physical Approach</b>						
Hand Position	✓	✓	✓	✓	✓	✓
Posture	✓	✓	✓	✓	✓	✓
Finger Use	✓	✓	✓	✓	✓	✓
<b>Pre-Keyboarding</b>						
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	✓	✓	✓	✓	✓	✓
<b>Keyboarding</b>						
2 Hands, 3 Rows	✓	✓	✓	✓	✓	✓
Punctuation Keys	✓	✓	✓	✓	✓	✓
Action Keys	✓	✓	✓	✓	✓	✓
Number Keys	✓	✓	✓	✓	✓	✓
<b>Functional Use</b>						
Educational Activities	✓	✓	✓	✓	✓	✓
Typing Letter Combinations	✓	✓	✓	✓	✓	✓
Typing Words	✓	✓	✓	✓	✓	✓
Typing Sentences		✓	✓	✓	✓	✓
Typing Paragraphs				✓	✓	✓
Typing Assigned Work Independently & Accurately					✓	✓





## DIGITAL CITIZENSHIP: K-2

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 children 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 children, 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 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. 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.

# Parts of a Computer

First things first! Many children 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 activity](#)

## Grouping

Whole class

## Support/ELL

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

## Activity

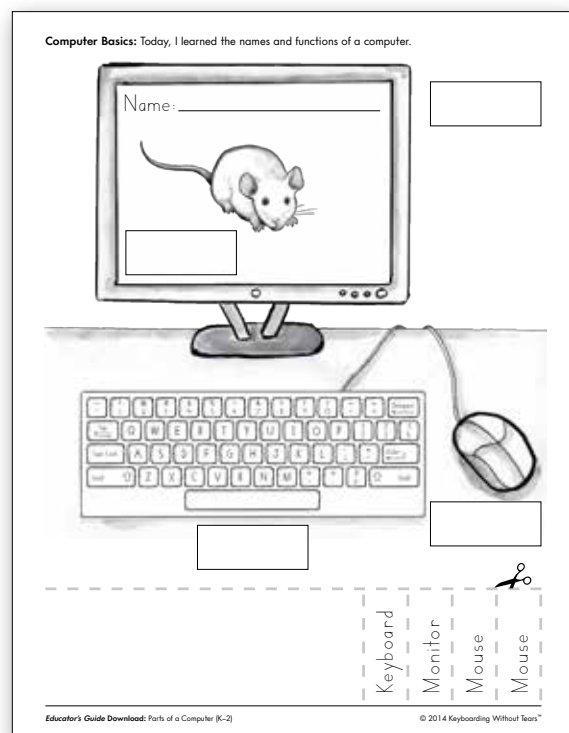
1. Show students a computer in the classroom or technology lab.
2. Ask students if they know the names of any of the items and their functions.
3. Point to the items (i.e., monitor, keyboard, mouse) and say the names together. Discuss their functions.
4. Print the Parts of a Computer activity and distribute one per child.
5. Read labels one at a time and point to the items on the worksheet. Children cut, label, and color worksheet.

## ✓ Check

Observe children as they label their activity. Are they labeling parts correctly?

## More to Learn

Discuss the differences between a real mouse and a computer mouse.



## TECH TALK

Mouse	Cursor
Keyboard	
Monitor	

It's important to teach children about the way we communicate. Young children may be aware of email, but have never sent or received one, unlike a physical piece of mail. However, few children may understand the concept of electronic mail. This lesson will give them experience with both.

## Materials

- Envelope and stamp
- [Snail Mail v. Email activity](#)
- Pen
- Computer or tablet

## Grouping

Whole class

## Support/ELL

Explain how physical mail travels slowly, just like real snails.

## Activity

1. Show children samples of physical mail and discuss.
2. Ask children what they know about email. Using an easel or dry erase board, compare the two.
3. Show an example of an email on a computer or tablet. Discuss the parts of an email (e.g., to, from, address, subject, message, etc.).
4. Print the Snail Mail v. Email activity and read aloud. Choose a person to send the letter to and fill in an email address. Mail the letter and wait for a response.



## ✓ Check

Observe as children participate in discussion. Can they identify how to send email versus how to send physical mail?

## More to Learn

Discuss the speed of physical mail and email.

Dear \_\_\_\_\_,

Today we learned the difference between  (snail mail) and  (email). We're sending this letter to you by snail mail. We even addressed the envelope. If you want to email our class in place of writing a letter, please send your email message to \_\_\_\_\_ and our teacher will share it with us. We look forward to hearing from you.

Sincerely,

Educator's Guide Download: Snail Mail v. Email (K-2)

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## TECH TALK

Email  
Computer/tablet  
Email address

# Parts of a Tablet

Children 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 children how a tablet works.

## Materials

- [Parts of a Tablet activity \(K\)](#)
- OR
- [Parts of a Tablet activity \(1–2\)](#)

## Grouping

Whole class

## Support/ELL

Allow children 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, based on grade, and distribute one per child.
5. Discuss activity and complete.

## ✓ Check

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

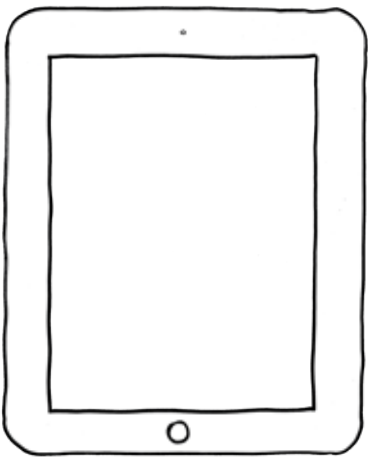
## More to Learn

Discuss the difference between a tablet and a computer.

Name: \_\_\_\_\_

Color the parts of the tablet with your teacher. Draw something on the screen.

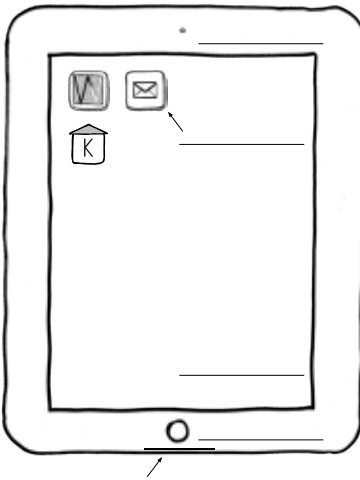
power button = blue  
camera = red  
volume = green  
home button = orange



Educator's Guide Download: Parts of a Tablet (K) © 2014 Keyboarding Without Tears™

Name: \_\_\_\_\_

Label the parts of the tablet.



screen   camera   home button   app   dock connector

Educator's Guide Download: Parts of a Tablet (1–2) © 2014 Keyboarding Without Tears™

## TECH TALK

Tablet  
App  
Parts of a tablet

Children 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, children need to learn that it's not always safe to share this information with others.

## Materials

- [Privacy, Please! activity](#)

## Grouping

Whole class

## Support/ELL

Show children 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 children 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 children complete their checklist. Do they check the boxes? Do they create a safe username? (Children 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: \_\_\_\_\_

### TECH TALK

Private

Public

Username

# 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 \(K-2\)](#)

## Grouping

Whole class; one-on-one

## Support/ELL

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

## Activity

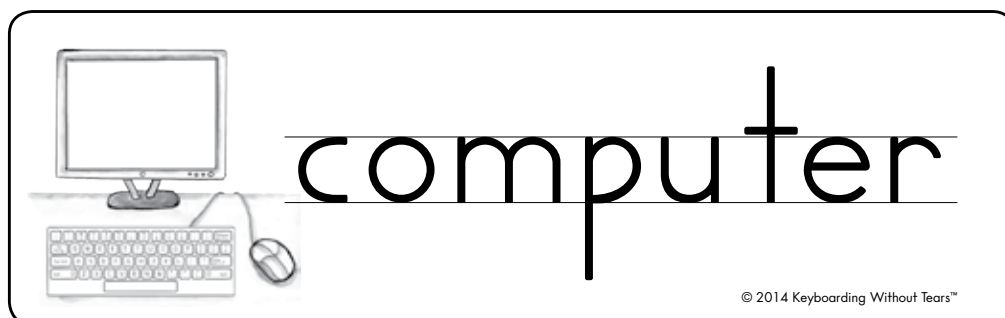
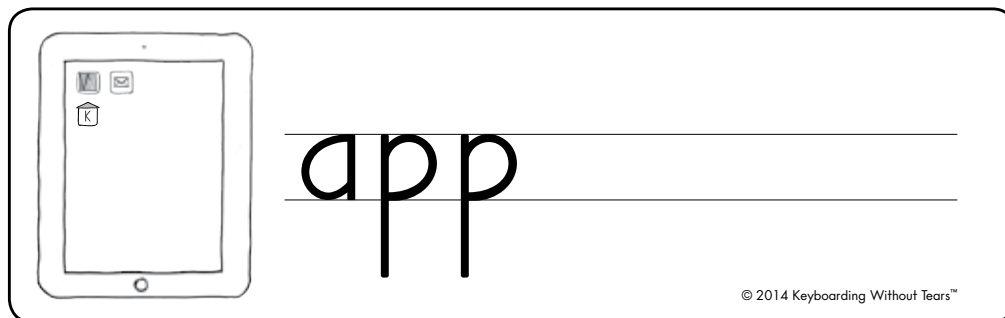
1. Print Technology Word Cards (K-2).
2. Select five cards to share with students. Say the first word, then allow them to share what they know about the word. Continue with other words.
3. Turn cards face down on floor. Allow one student to select a card and review the meaning of the word.

## ✓ 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 children to hang the card on the device.



## TECH TALK

Teacher's choice of words



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 children 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 children 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

Educator's Guide Download: Remember Your Tech Stars (K-2)

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## TECH TALK

Surf  
Apps  
Save



# Hike Around Safely

In the real world, we never allow children to travel alone. The same is true in the online world. In order to stay safe when traveling online, we must teach children 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 activity](#) (optional)

## Grouping

Whole class

## Support/ELL

Children 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 children 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 children. Can they identify three things to stay safe while hiking around online?


## More to Learn

Download and complete the Hike Around Safely activity. Teach children 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.



Educator's Guide Download: Hike Around Safely (K-2) © 2014 Keyboarding Without Tears™

## TECH TALK

Website	Bookmark
Online	
Safe	

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

## Materials

- [Stop the Strange Scenarios activity](#)
- [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 children and discuss the concept of “strange.” Explain to children 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 children hold up their hands in an X and say, “Stop! That’s strange.”
4. Remind children that in those scenarios, they would leave the computer and go tell an adult.

## ✓ Check

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

## More to Learn

Have children color the STOP posters, and take them home to share with their families.



## TECH TALK

Safe  
Website  
Privacy



# Digital Citizenship Certification

Children 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 Citizen Certificate \(K\)](#)
- [Digital Citizen Certificate \(1\)](#)
- [Digital Citizen Certificate \(2\)](#)

## 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 children 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 children as you complete the chart. Were they able to list things they learned?

## More to Learn

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



## TECH TALK

Teacher's choice of words







## DIGITAL CITIZENSHIP: 3–5

Being a good digital citizen is important. Digital citizenship is the understanding that we can teach individuals how to use technology in a way so that everyone can get along 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 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 children, 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 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. Ninety-three percent of teens in the U.S. are regularly online (Lenhard et al. 2010). Now, more than ever, it is essential that students are learning how to handle technology appropriately. 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 created to teach digital citizenship may be taught at your 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.

# 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 children 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.\*

\*Fourth and fifth graders can skip the labeling and focus on the function of each part and the explanation.

## ✓ Check

Observe children 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

Educator's Guide Download: Parts of a Computer [3-5] © 2014 Keyboarding Without Tears™

## TECH TALK

Mouse	Disc drive
Keyboard	Power
Monitor	



# Password, Privacy & Power

Students need to know that it's important to keep information online private. This lesson will teach them the importance of privacy and how to create strong passwords that don't contain personal information.

## Materials

- [My Favorite Passwords activity](#)

## Grouping

Whole class

## Support/ELL

Show students an example of passwords online. Show them how and where they are required.

## Activity

1. Discuss the meaning of the word "private." List the reasons it's important to keep personal information private online on an easel or dry erase board.
2. Discuss personal information that should not be shared with others (e.g., name, birthday, address, phone number, etc.). Discuss passwords and how these are also personal and should be kept private.
3. Print My Favorite Passwords activity and distribute one per student.
4. Read directions and have students complete.

## ✓ Check

Observe as students complete their worksheet. Are they creating strong passwords?

## More to Learn

Discuss the difference between a username and password. Explain that people can see your username, so it's often important to keep your real name as private as your password.

### My Favorite Passwords

Activity by Nettie C. Knapton

Choose one item from each column and then put them together.

Favorite color	Lucky number	Favorite candy
Favorite animal	Happy place	Favorite season
Future job	Favorite subject	Your age
Favorite food	Favorite sport	Special date
Favorite character	Favorite object/toy	Pet's name

_____	_____	_____	_____
_____	_____	_____	_____
_____ + _____	+ _____	= _____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Educator's Guide Download: Password, Privacy & Power (3-5)

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## TECH TALK

Private  
Password  
Username



# Offline, Online...Be Kind!

There is good and bad everywhere. Children will learn that just as people can be unkind in real life, there are also ways they are unkind online. Through discussion and problem solving, children will make a brochure to teach others about being kind.

## Materials

- [Offline, Online...Be Kind brochure template](#)

## Grouping

Small group

## Support/ELL

Show children a real brochure so they can understand the concept.

## Activity

1. Discuss what it means to be kind and unkind. List ways that people are unkind both in the real world and online.
2. Discuss the term "bully" and ways you can take a stand against bullying (e.g., tell an adult, stand up for others, be kind, accept others, etc.).
3. Print the Offline, Online...Be Kind brochure template and distribute one per group.
4. Students plan and create a brochure to teach others about kindness.

## ✓ Check

Observe children as they participate in small group discussions. Are they designing their brochures with information and tips about being kind?

## More to Learn

Have students present or share their brochures with others. Have groups trade brochures and read what the other created.



## TECH TALK

Bullying/cyberbullying  
Kind  
Unkind

It's important to teach your students about the way we communicate. Some children 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 v. Email activity](#)
- Computer or tablet

## Grouping

Whole class

## Support/ELL

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

## Activity

1. Show children samples of physical mail and discuss.
2. Ask children 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 v. Email activity. Complete the Venn diagram together comparing the two forms of communication.

## ✓ Check


Observe as children 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

Educator's Guide Download: Snail Mail v. Email (3-5) © 2014 Keyboarding Without Tears™

## TECH TALK

Email  
Computer/tablet  
Email address

# Parts of a Tablet

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

## Materials

- [Parts of a Tablet activity \(3–5\)](#)

## Grouping

Whole class

## Support/ELL

Allow children to hold a 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 child.
5. Discuss activity and complete.

## ✓ Check

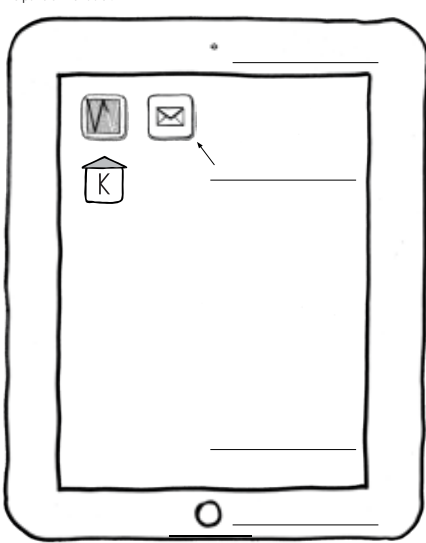
Observe children as they complete their worksheets. Are they labeling them correctly?

## More to Learn

Discuss the difference between a tablet and a computer.

Name: \_\_\_\_\_

Label the parts of the tablet.



screen   camera   home button   app   dock connector

Educator's Guide Download: Parts of a Tablet (3–5)   © 2014 Keyboarding Without Tears™

## TECH TALK

Tablet  
App  
Parts of a tablet

In the world of technology, children need to learn that it's not always safe to share personal information with others. By third grade, many children have more opportunities to be online. This activity will teach children when it's safe to share their personal information.

## Materials

- [Privacy, Please! activity](#)

## Grouping

Whole class

## Support/ELL

Show children 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., their name, address, birthday, etc.).
2. Discuss the meaning of the word "private."
3. Make two lists of times when it is safe and not safe to share private information. Discuss.
4. Show children a website that requires a username. Discuss how we don't include private information in a username (give examples).
5. As a class, discuss ways to make safe usernames (e.g., use a favorite color, animal, etc.). Complete worksheet.

## ✓ Check

Observe children as they complete their personal information. Do they list private information correctly? Do they create a safe username?

## More to Learn

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

Privacy, Please!

Name: \_\_\_\_\_

Write five things you can share about yourself online that are safe.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Educator's Guide Download: Privacy, Please! (3-5) © 2014 Keyboarding Without Tears™

## TECH TALK

Private  
Username



# Don't Be a Copycat

The internet is full of information that can be helpful to those researching a topic. It's important for children to understand that information online is created by others. This lesson will teach children the importance of respecting other's work. Children will learn about how to cite information to prevent plagiarism.

## Materials

- [Don't Be a Copycat activity](#)

## Grouping

Whole class

## Support/ELL

Explain the different meanings of the word "copy."

## Activity

1. Discuss the meaning of the word "plagiarism."
2. Give an example of how to research a topic, use the information, and correctly cite the source.
3. Review your school's rules regarding plagiarism. Explain that there are consequences associated with plagiarism.
4. Print the Don't Be a Copycat activity and distribute one per child. Complete.

## ✓ Check

Observe as children research their topics. Are they able to use the information they find appropriately? Do they cite the source?

## More to Learn

Discuss the difference between online research versus library research. Compare the two.

### Don't Be a Copycat

Research anything about cats online. Be sure to write about what you find and cite at least one source.

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Reference:

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Educator's Guide Download: Don't Be a Copycat (3-5)



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## TECH TALK

Plagiarism  
Research  
Citation  
Bibliography



Some of your students may have greater access to technology than others. Regardless of how much access they have, it's good for all children to understand where they can access technology in order to make their research efforts and academic work more productive.

## Materials

- [Where's the Access? activity](#)

## Grouping

Whole class

## Support/ELL

Explain the word "mobile."

## Activity

1. Discuss meaning of the word "access." Explain that technology can be used in a lot of different places.
2. Make a list of all the places where technology can be available on the easel or dry erase board.
3. Print the Where's the Access? activity. Distribute one per child.
4. Review handout. Encourage children to take the handout home to share with their families.

## ✓ Check

Observe children during discussion. Can they identify a place where they can access technology if it's not readily available for them at home?

## More to Learn

Discuss mobile technology and the concept of Wi-Fi. People can access technology even on the go (e.g., libraries, restaurants, etc.).

## 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       | • Coffee shop       |
| • School library       | • Copy centers      |
| • Classroom            | • Restaurant        |
| • Friend's home        | • Bookstore         |
| • Family member's home | • Public library    |
| • Church               | • Community college |



## TECH TALK

Access  
Wi-Fi

# Let's Talk Technology

Allow students to discuss technology and the things they know as a group or one-on-one. This activity can be used throughout the year to increase your students' technology vocabulary.

## Materials

- [Technology Word Cards \(3–5\)](#)

## Grouping

Whole class; one-on-one

## Support/ELL

As students review cards, show the physical object if it's available.

## Activity

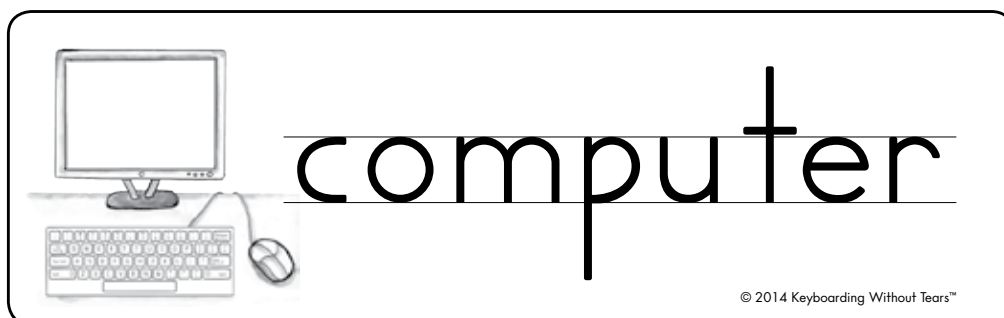
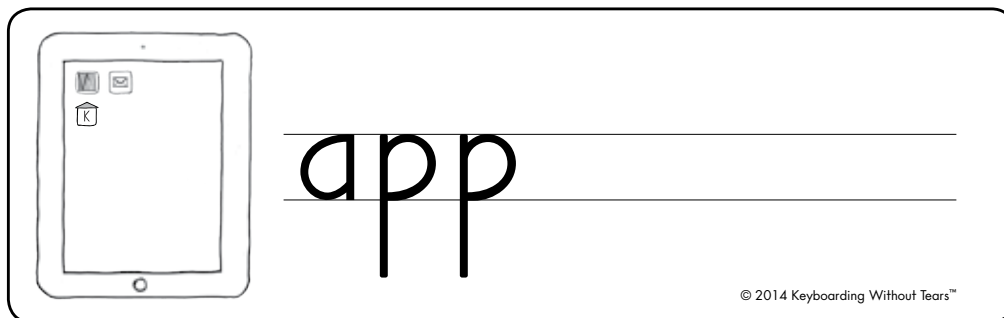
1. Print Technology Word Cards (3–5).
2. Select five cards to share with students. Say the first word, then allow them to share what they know about the word. Continue with other words.
3. Turn cards face down on floor. Allow one student to select a card and review the meaning of the word.

## ✓ Check

Observe students during step three. Do they answer with the correct meaning of the word? If the device is available, can they locate it?

## More to Learn

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



## TECH TALK

Teacher's choice of words



You can't emphasize enough how important it is to be thoughtful when sharing and communicating online. Children eventually learn that as they surf and post things in the online world, they create a digital imprint or trail. It's important to keep this trail full of good information.

## Materials

- [Billboard activity](#)

## Grouping

Whole class

## Support/ELL

Explain the meaning of the word "billboard." Show examples of billboards online. Explain that they are used to advertise.

## Activity

1. Discuss the many things that are shared online (e.g., photos, text messages, different forms of communication, etc.).
2. Discuss and make a list of all the reasons why it's important to be thoughtful about what you share online.
3. Discuss the meaning of the concept digital trail/imprint (i.e., a trail we create that shows the places we visit and things we do online).
4. Print the Billboard activity. Explain the meaning of the word "billboard." Explain to students that if the information they post online could be printed on a billboard, then it's safe to post online. Complete.

## ✓ Check

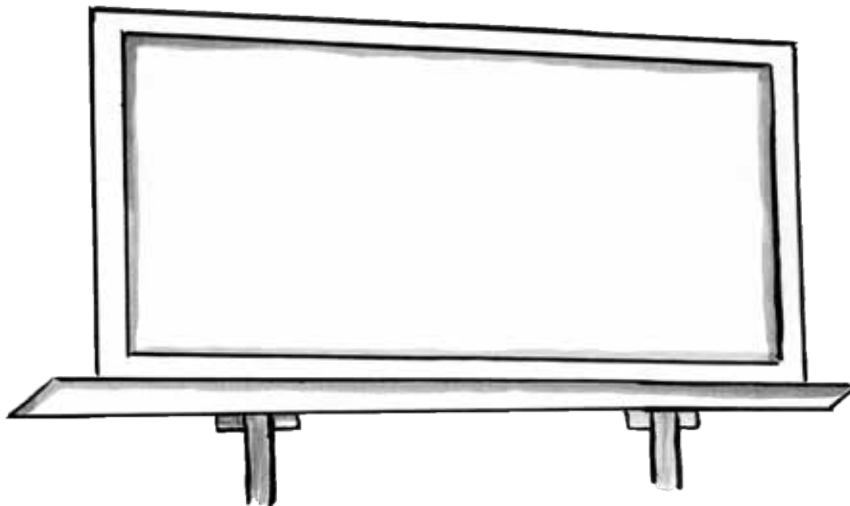
Observe children as they create their billboards. Are they creating things that would be appropriate to share online?

## More to Learn

Discuss the consequences of sharing things that are inappropriate. Make a list of examples of things to avoid.

### Care What You Share

Billboards are used to advertise and to tell the world about something! The things you post online also reach a lot of people. If you wouldn't post your picture, text, or message on this billboard, then you shouldn't post it online. Draw a picture of something that is safe to post or say online.



Educator's Guide Download: Care What You Share (3-5)

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## TECH TALK

Digital trail/imprint



# 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 children to come forward and color the stars as rules are covered. Be sure to explain words like "respect," "surf," and "save."
4. Post rules in the classroom and review occasionally as a reminder of how to be a tech star.

## ✓ Check

Observe children as you go over the rules. Can they give examples of what the rules mean?

## More to Learn

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

### Remember Your Tech Stars



Surf Safely



Think Before You Write



Approved Apps Only



Respect Equipment and Other's Work



Stay Secure and Private

Educator's Guide Download: Remember Your Tech Stars (3-5)

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## TECH TALK

Email  
Computer/tablet  
Email address

# Where's the Money?



At a young age, children are still too young to purchase things online. Regardless, it's important to expose them to the difference between online shopping versus real shopping. In time, children will need to know how to purchase things online responsibly, as well as learn how to be smart digital consumers.

## Materials

- [Where's the Money? activity](#)
- Computer or tablet

## Grouping

Whole class

## Support/ELL

Show children the difference between physical money and a credit card. Explain that in a online world, physical money isn't used.

## Activity

1. List examples of real shopping on a dry erase board or easel.
2. Ask children what they know about online shopping. Compare the two.
3. Using a computer or tablet, show an example of online shopping. Discuss the parts of the online shopping experiences (e.g., research, selecting items, shopping cart, checkout, and credit card).
4. Print the Online Shopping v. Real Shopping activity. Complete the Venn diagram together comparing the two forms of shopping.

## ✓ Check


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

## More to Learn


Have children research an item to purchase. See if they can find the lowest price for the item by visiting three different sites.

Name: \_\_\_\_\_

Complete the worksheet by comparing shopping online versus shopping in real life.



Online Shopping



Real Shopping

Educator's Guide Download: Where's the Money? (3-5) © 2014 Keyboarding Without Tears™

## TECH TALK

Online shopping  
Credit cards  
Cash

# Other Ways to Chat

Your students will encounter many different ways to socialize and communicate with others online. It's important to teach children that their communication should always be thoughtful. It is also important to teach children that different social media sites use different forms of language.

## Materials

- [K-W-L chart](#)
- [Other Ways to Chat handout and Family Letter](#)

## Grouping

Whole class

## Support/ELL

Discuss the differences between socializing in real life versus online. List how they are different.

## Activity

1. Download and print the K-W-L chart.
2. As a class, discuss all the things children have discovered or heard about socializing online. List them on the chart. Remind children that most social media sites require you to be 13 years old.
3. Discuss the things children would like to learn about social media.
4. Visit social media sites and provide examples of how people communicate using social media.
5. Discuss the Other Ways to Chat handout. Encourage children to share it with their families, using the Family Letter on the back of the handout.

## ✓ Check

Observe children as they are completing their activity. Are they creating a social post that is thoughtful and accurate?

## More to Learn

Discuss the difference between socializing in real life versus socializing online.

### Other Ways to Chat

When you are older, you may use social media. Complete a post that would be appropriate for a social media site. Make sure you are using happy and thoughtful words.

Educator's Guide Download: Other Ways to Chat (3-5)© 2014 Keyboarding Without Tears™

## TECH TALK

Social media



In the real world, we never allow children to travel alone. The same is true in the online world. In order to stay safe when traveling online, we must teach children 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
- Internet
- [Hike Around Safely activity](#) (optional)

## Grouping

Whole class

## Support/ELL

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

## Activity

1. Explain and show children 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 children. Can they identify three ways to stay safe while hiking around online?

## More to Learn

Download and complete the Hike Around Safely activity. Teach children how to bookmark a safe website.

**Hike Around Safely**

Name: \_\_\_\_\_

Today, you learned about hiking around the internet safely. You learned to always go to sites that are child-friendly and to ask adults for help. Visit [nps.gov/yell](#) and answer the following questions:

1. Where is Yellowstone National Park located?

\_\_\_\_\_

2. Name one thing you learned about bear safety?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Search for the word "geyser." Briefly explain how they work.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Name one of the geysers at Yellowstone.

\_\_\_\_\_

\_\_\_\_\_

Educator's Guide Download: Hike Around Safely (3-5)

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## TECH TALK

Email  
Computer/tablet  
Email address

# **STOP the Strange**

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

## **Materials**

- [Stop the Strange Scenarios activity](#)
- [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 poster with children 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 children hold up their hands in an X and say, "Stop! That's strange."
4. Remind students that they would leave the computer and go tell an adult.

## **✓ Check**

Observe as children play the game. Are they selecting the situations correctly?

## **More to Learn**

Have children color STOP posters, and take them home to share with their families.



## **TECH TALK**

Safe  
Website  
Privacy

# Digital Citizenship Certification

Children 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 Citizen Certificate \(3\)](#)
- [Digital Citizen Certificate \(4\)](#)
- [Digital Citizen Certificate \(5\)](#)

## 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 children 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 children as you complete the chart. Were they able to list things they learned?

## More to Learn

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




## TECH TALK

Teacher's choice of words

# Digital Citizenship Lessons

These lessons created to teach digital citizenship 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						
	Parts of a Computer	✓	✓	✓	✓	✓	✓
	Password, Privacy & Power				✓	✓	✓
	Offline, Online...Be Kind!				✓	✓	✓
	Snail Mail v. Email	✓	✓	✓	✓	✓	✓
	Parts of a Tablet	✓	✓	✓	✓	✓	✓
	Privacy, Please!	✓	✓	✓	✓	✓	✓
 	Don't Be a Copycat				✓	✓	✓
	Where's the Access?				✓	✓	✓
	Let's Talk Technology	✓	✓	✓	✓	✓	✓
	Care What You Share				✓	✓	✓
	Follow the Rules	✓	✓	✓	✓	✓	✓
 	Where's the Money?				✓	✓	✓
	Other Ways to Chat				✓	✓	✓
 	Hike Around Safely	✓	✓	✓	✓	✓	✓
 	STOP the Strange	✓	✓	✓	✓	✓	✓
	Digital Citizen Certified	✓	✓	✓	✓	✓	✓









## READY, SET, ROW

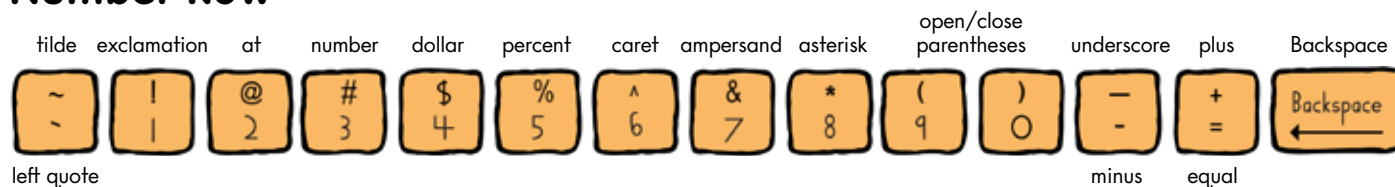
The first practical typewriter was invented in 1868 by Christopher Latham Sholes (Weller 1918). Although most of us learned to type in high school, the ever increasing demands of technology are requiring children to learn this skill much earlier. We believe in teaching touch typing in third grade. However, 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 kindergarten child is quite different from keyboarding for a second 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 children are fluent. We have developed a simple system with color-coded rows. Children 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.

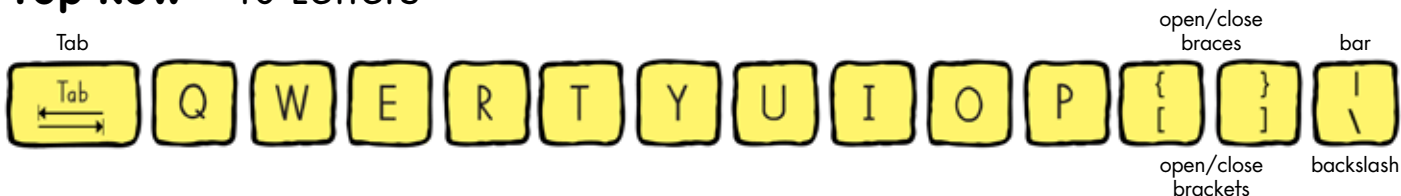
Keyboarding, like handwriting, is a complex skill that requires a few minutes of consistent practice and instruction over time. We have developed this section to give children exposure to a keyboard in a hands-on way. We believe that when children can touch, move, feel, and see something in a social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

# Keyboard Tour for Teachers

## Number Row



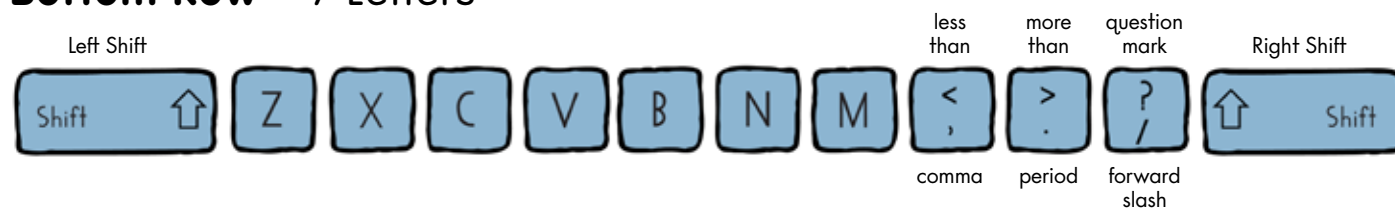
## Top Row – 10 Letters



## 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 pinky 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)."

# 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 child 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 download](#)

## Grouping

Whole class

## Support/ELL

Show children 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 download, one per child.
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., index fingers touch six different keys)

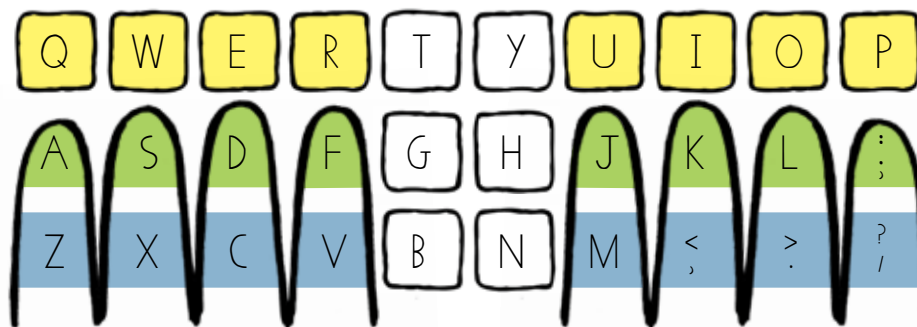
## ✓ Check

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

## More to Learn

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

### Keyboard for Training Fingers



## TECH TALK

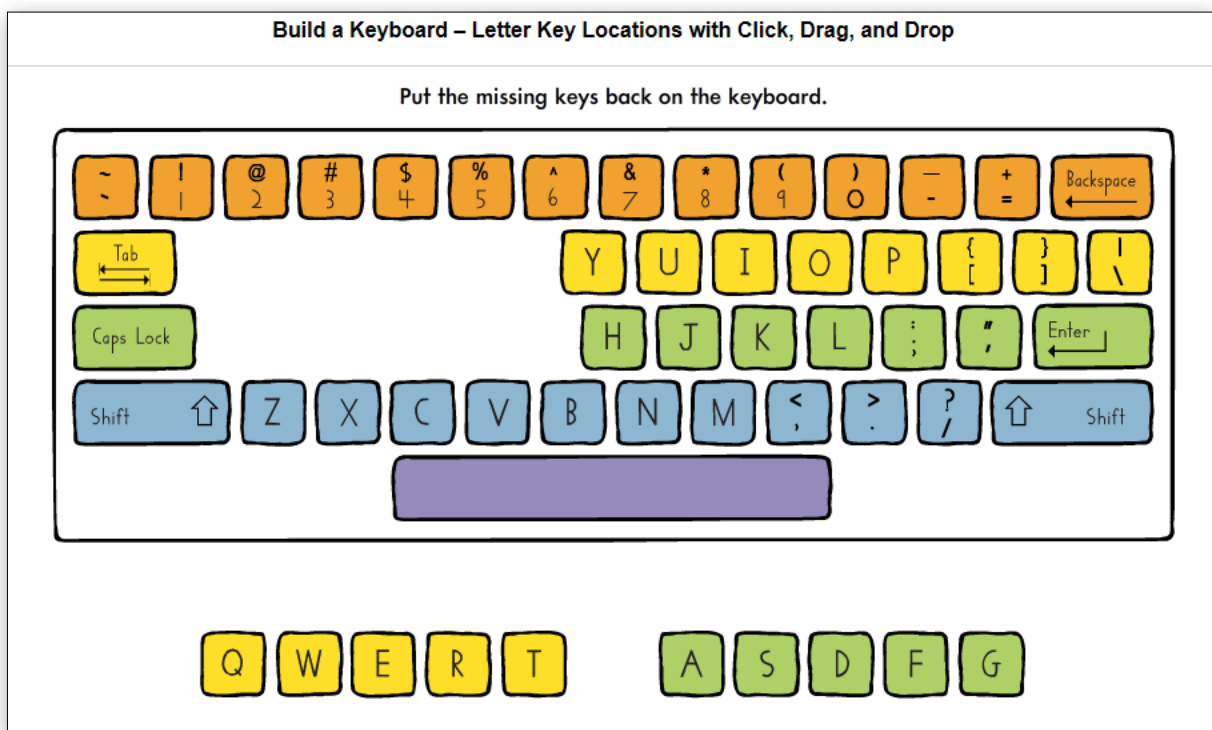
Keyboard      Bottom Row  
Home Row  
Top Row

## More Than Visual Memory

In the skill of handwriting, children 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, children 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. Building keyboard activities help children acquire visual location skills.



Once children have participated in hands-on learning, consider building the keyboard online with Keyboarding Without Tears™.



# 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 Tiles](#)

## Grouping

Whole class

## Support/ELL

Have a real keyboard available as a reference.

## Activity

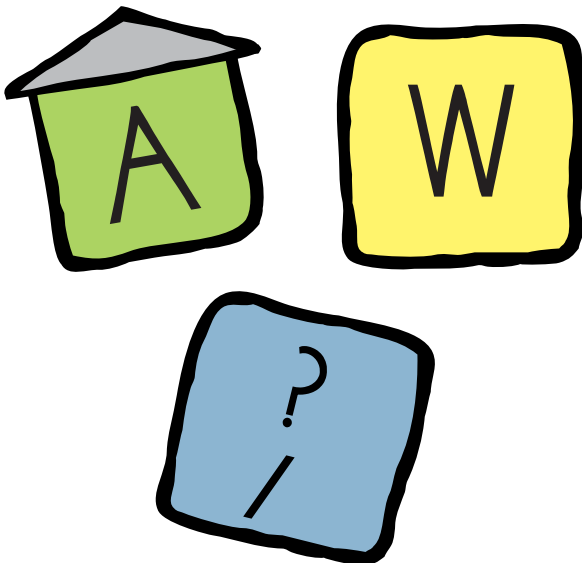
1. Print, copy, and laminate paper keys.
2. Distribute one per child (more if needed).
3. Build a keyboard in various ways:
  - By Home Row, Top Row, Bottom Row
  - With vowels only
  - By letter groups (**QWERTY**, **ASDF**, **JKL**;; punctuation keys, action keys)
  - In ABC order
4. Create new ways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

## ✓ Check

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

## More to Learn

Download and complete the [Build a Keyboard activity](#).

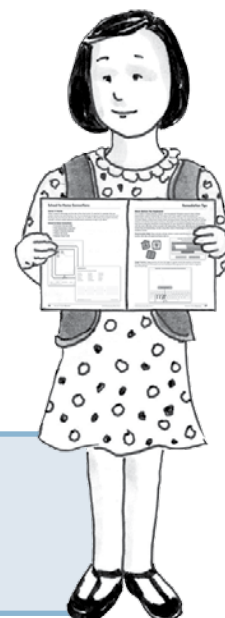


## TECH TALK

Home Row	Action keys
Top Row	
Bottom Row	
Punctuation keys	







# RESOURCES

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

# Glossary

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This is a quick glossary of terms you might find helpful as you and your students use Keyboarding Without Tears™ and the *Educator'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 children, 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 children 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 children move through our K–5 curriculum.

## Dynamic Keyboard

This refers to the small units taught to help children easily locate letters on the keyboard. The dynamic keyboard is separated into three color-coded rows to help children 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

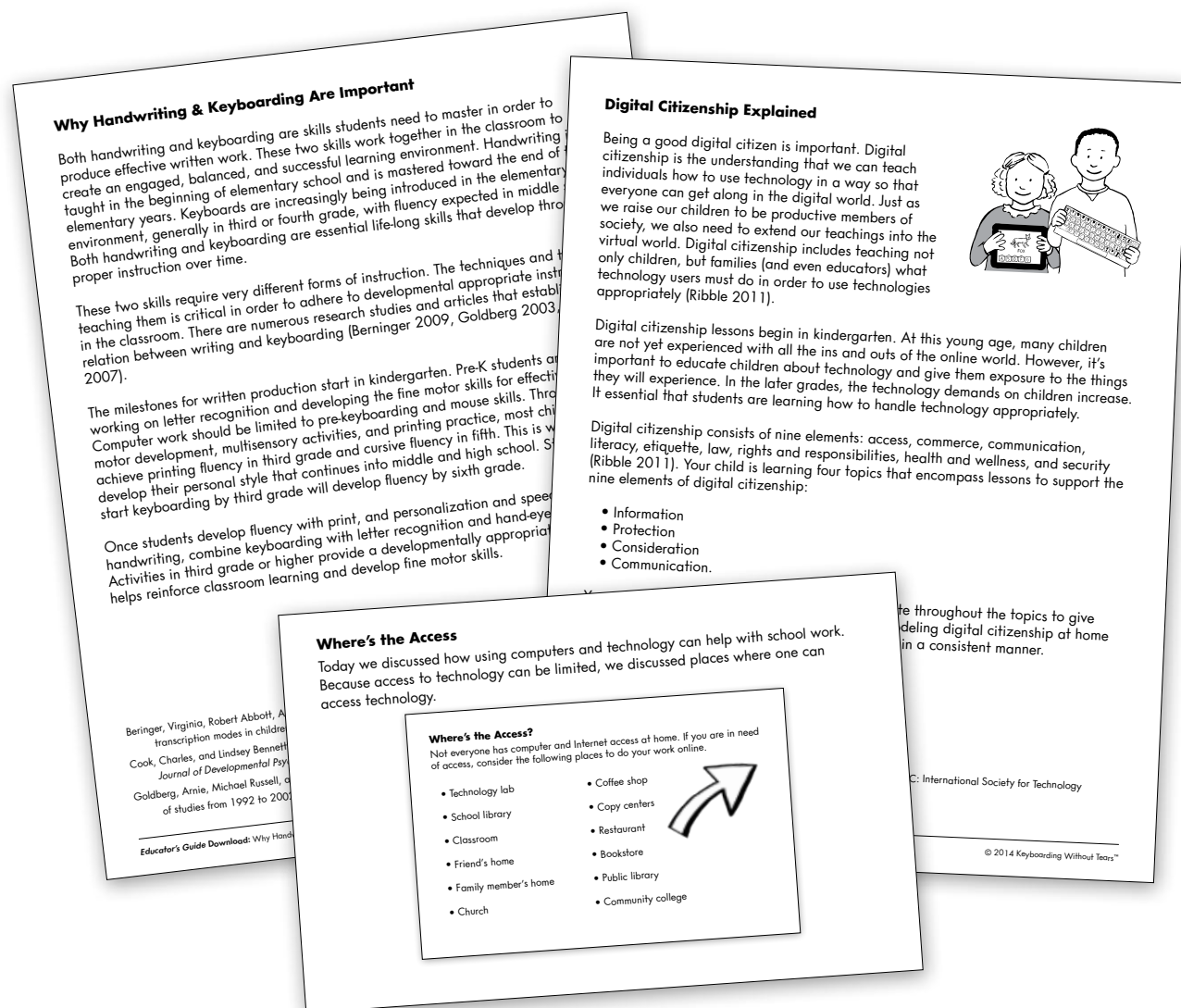
This term refers to the use of the left and right hand separately. By teaching unilateral hand skills first, children learn how to correctly move fingers on the keys around the Home Row. This prepares them to press keys and locate symbols when they begin typing with both hands.

## 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 Keyboarding Is Important](#)
- [Digital Citizenship Explained](#)
- [Where's the Access?](#)
- [Keeping Things Private](#)

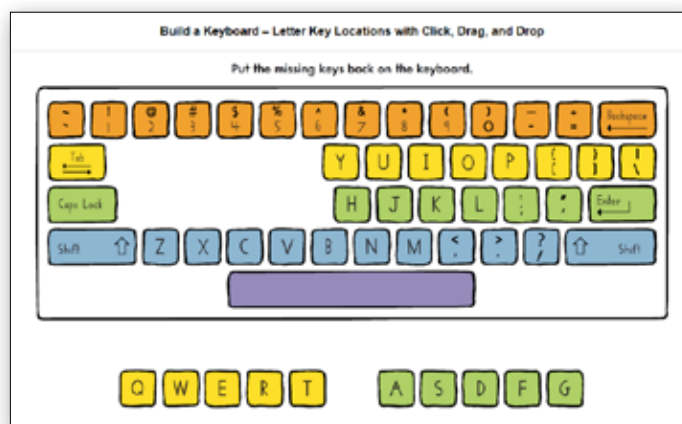


# Remediation Tips

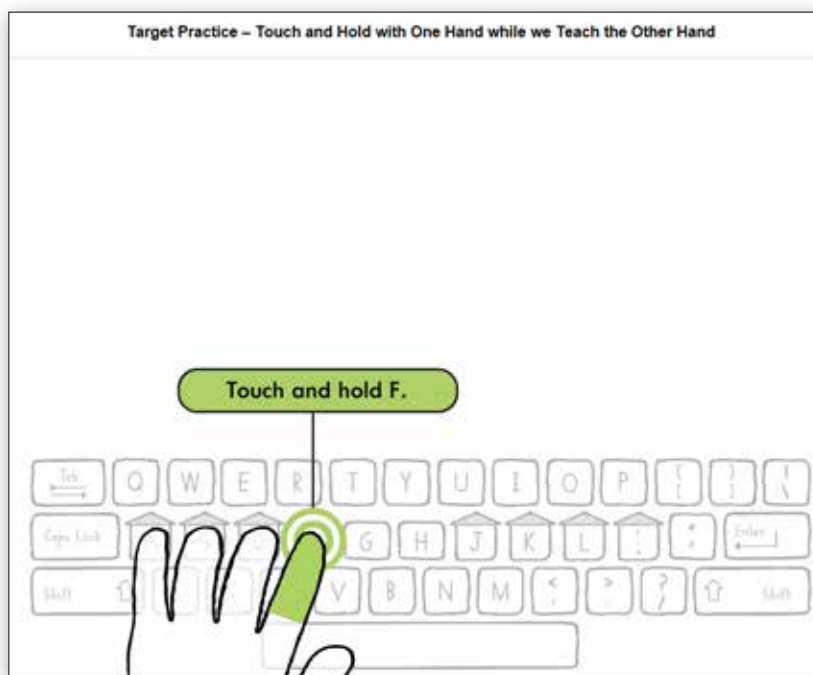
## More Before the Keyboard

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

**Visual Location Skills:** These activities will help children 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 children 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).

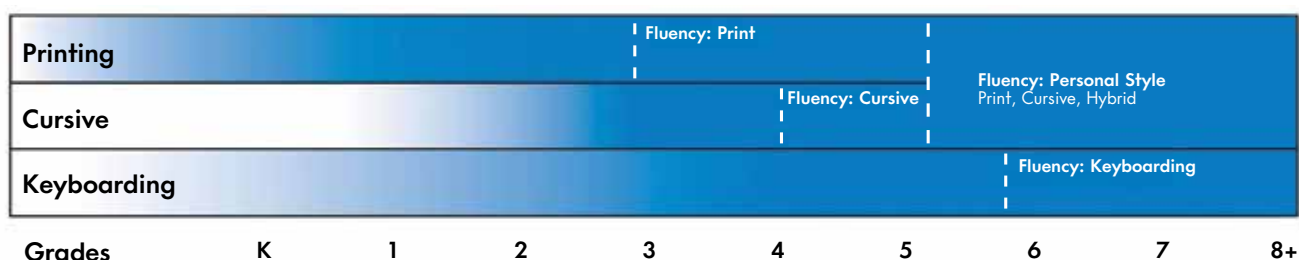
As a rule, research states that learning how to write by hand before keyboarding is a necessary motor exercise as it helps develop eye-hand coordination motor skills (Saperstein 2012, James 2006 and 2012, Berninger 2012). Handwriting is a foundation skill that needs to be developed first and will influence 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 children 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](http://hwtears.com/whyitworks)

### Where Handwriting & Keyboarding Intersect

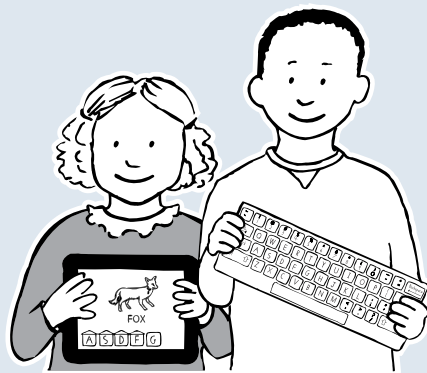


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