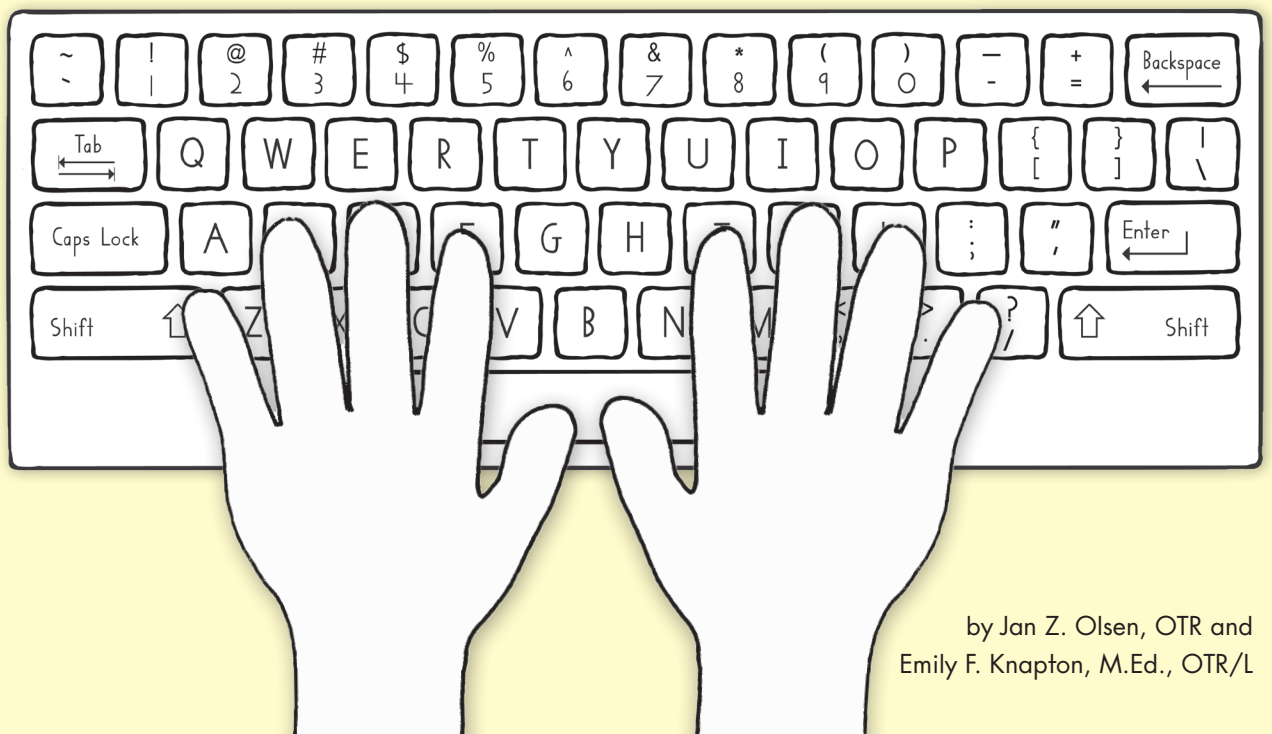


KEYBOARDING **Without Tears**®

1st Grade

Keyboarding Teacher's Guide

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



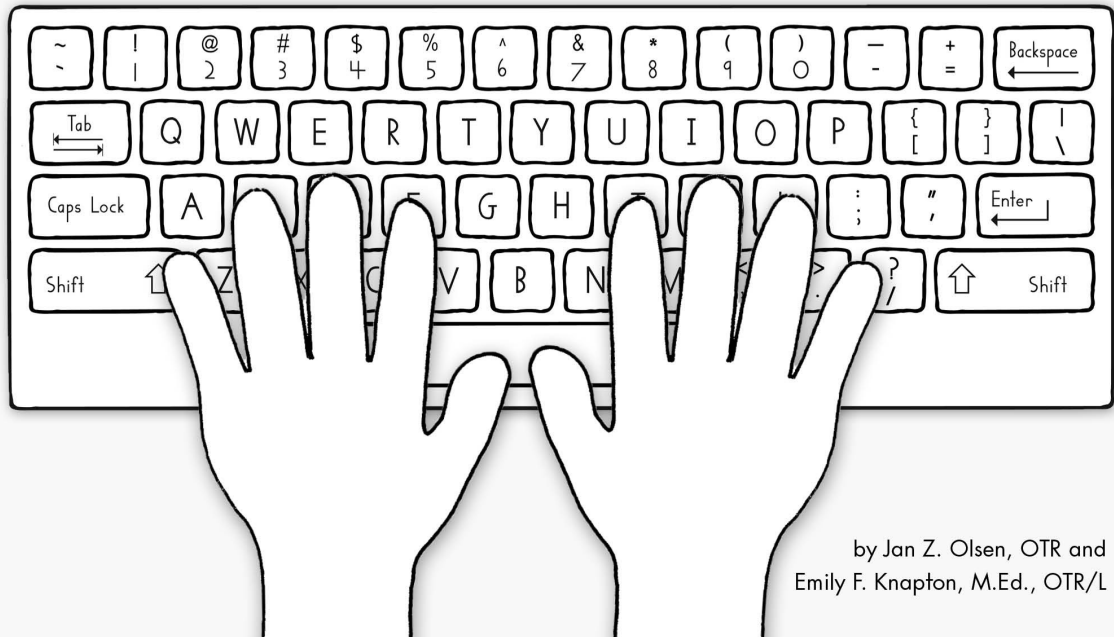
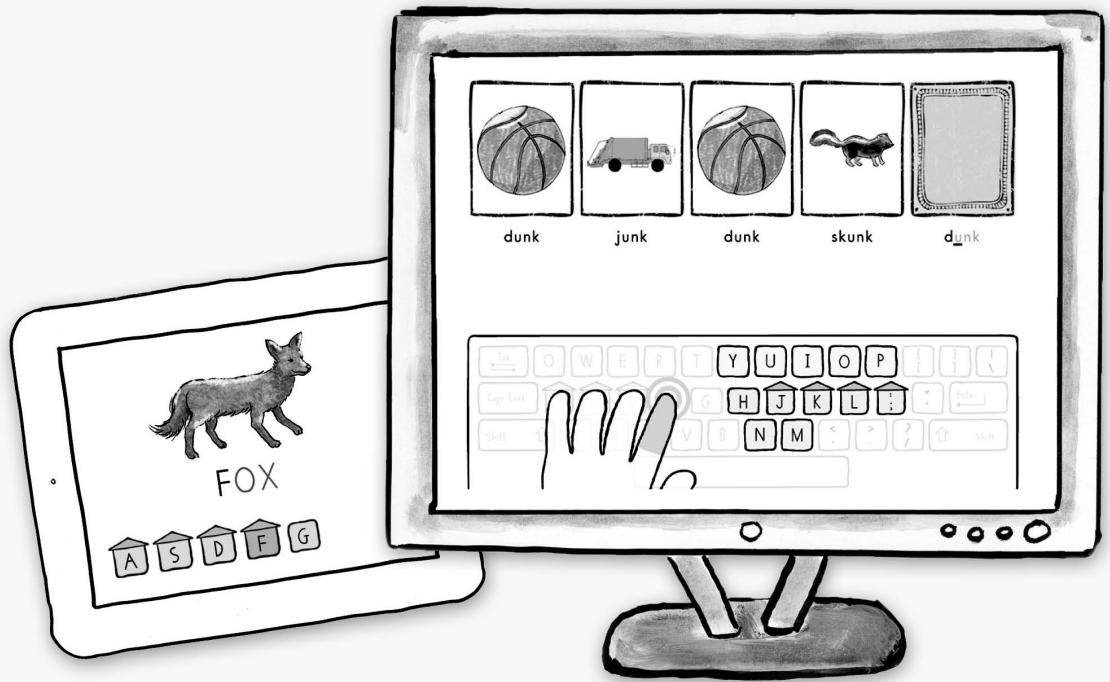
by Jan Z. Olsen, OTR and
Emily F. Knapton, M.Ed., OTR/L

KEYBOARDING **Without Tears**™

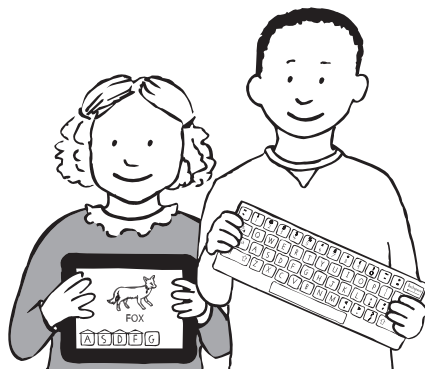
1st Grade

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.

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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 first 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 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 Emily F. Knapton



Get to Know Keyboarding Without Tears®

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:

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 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.

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 children 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 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 Ready to 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.

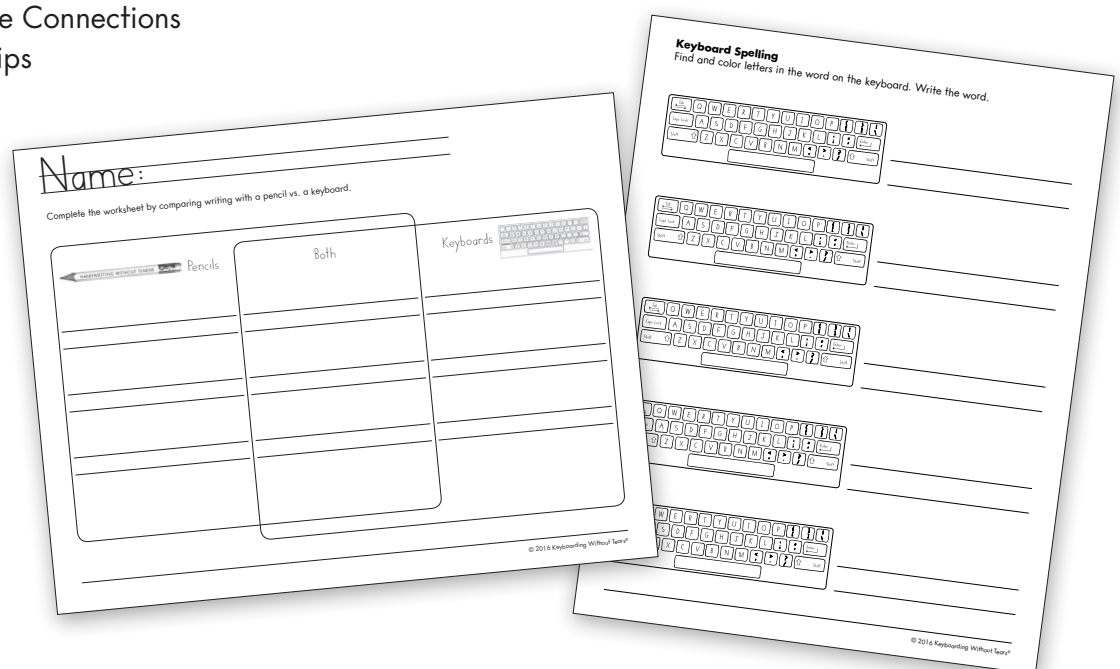
Fingers & Keys

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

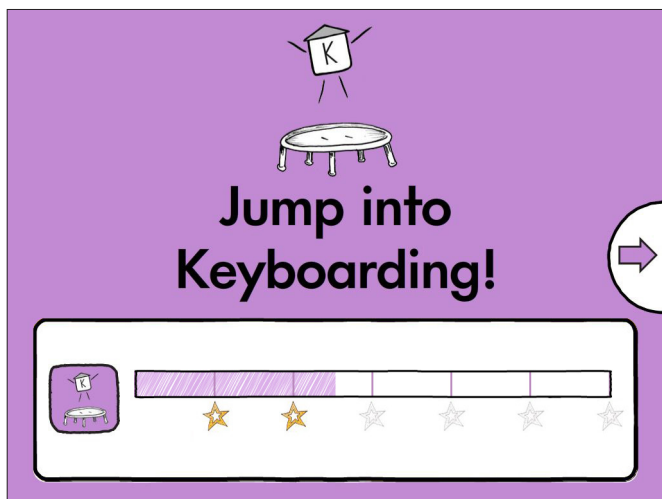
My Keying Board

Themes

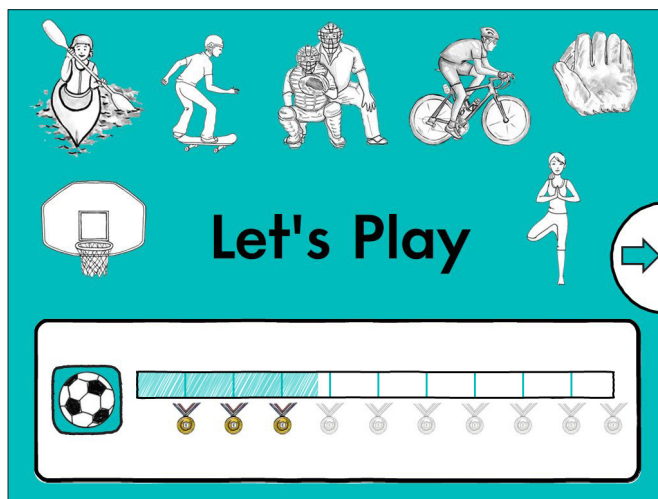
We change the themes of activities to provide variety in the content children are exposed to during the course of the 36 week curriculum. This keeps our game-based learning environment fresh and engaging.

All themes are generally self-explanatory and grade-level appropriate.

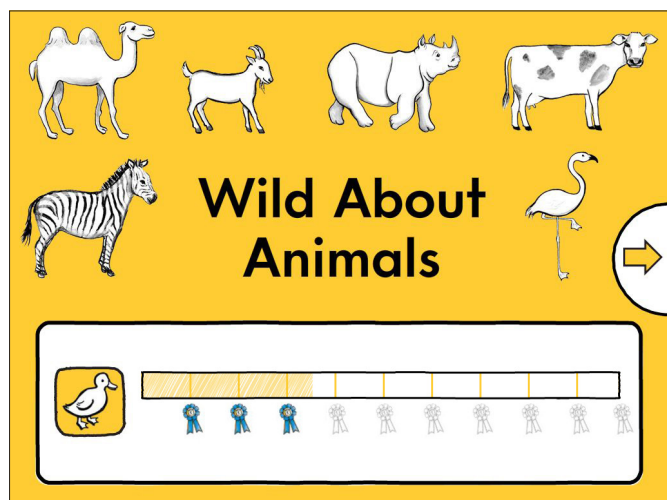
The activities in our first grade curriculum are organized into four themes: **Jump into Keyboarding!**, **Wild About Animals**, **Let's Play**, and **Art Start**. After completing six weeks of the **Jump into Keyboarding!** theme, the other three themes are generally taught in week long increments for the remaining 30 weeks.



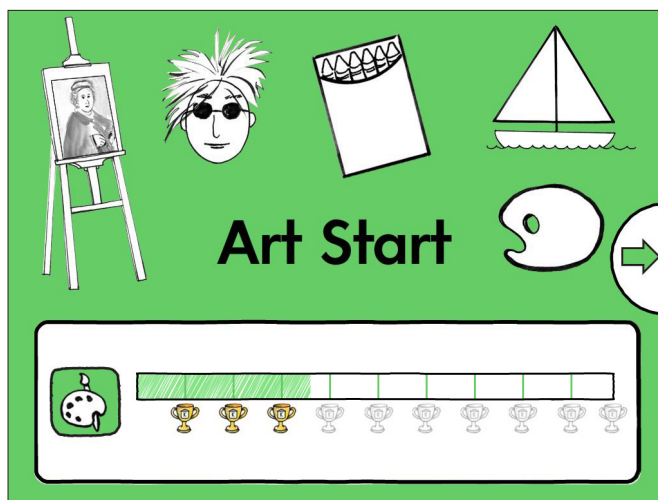
Jump into Keyboarding! is taught for six consecutive weeks. In this introductory theme, we include a wide variety of interesting subjects that will encourage first graders, capture their attention, and motivate them to learn as they practice fundamental skill building activities.



Let's Play focuses on a variety of sporting activities, including indoor sports and outdoor sports.



Wild About Animals includes fun and interesting images and vocabulary relating to a variety of animals.



Art Start includes images, vocabulary, and content related to things a child may encounter in an art class and art history.

Teaching Categories

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

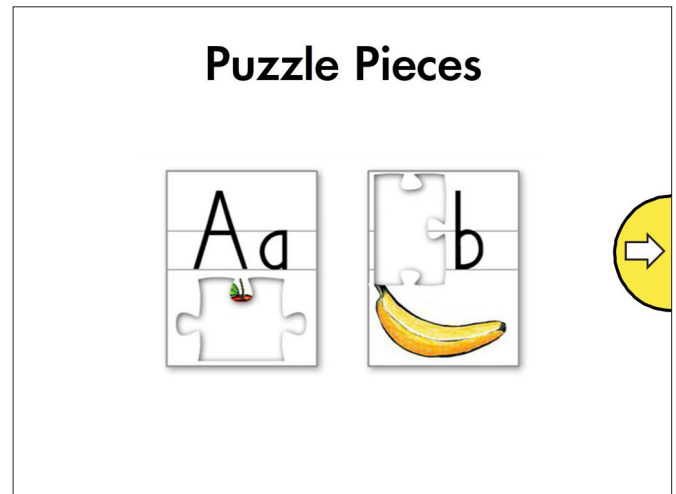
Drag & Drop

This teaching category focuses on pre-keyboarding skills and includes three types of activities: **Letters with Wood Pieces**, **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 **Letters with Wood Pieces**, students develop drag and drop skills along with building and recognizing letters using Wood Piece parts.

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.

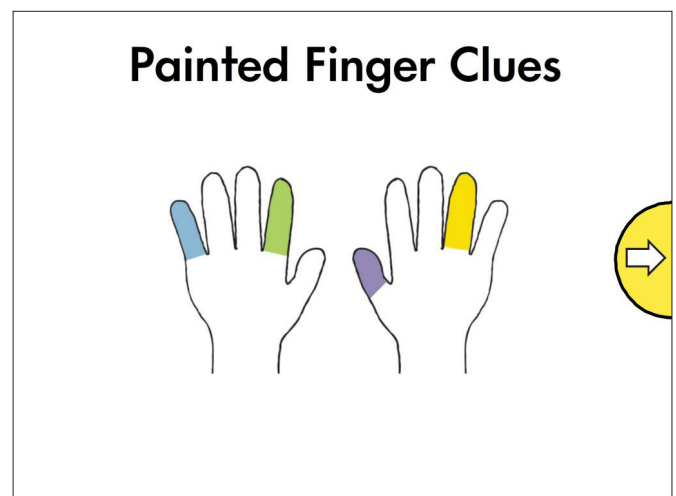


Finger Fitness

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 children to hold down one key with one hand while keyboarding with the other hand using our color-coded row-based teaching method.



My Keying Board

Discovering Keys

This teaching category focuses on pre-keyboarding skills and includes six types of activities in first grade: **Build a Keyboard**; **Find the Letter**; **Pick Me!**; **Puzzle Surprise**; **Shuffled Letters**; and **Zoom In, Zoom Out**.

In **Build a Keyboard**, the keyboard is broken apart into groups of row-based blocks. Children 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 a 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.

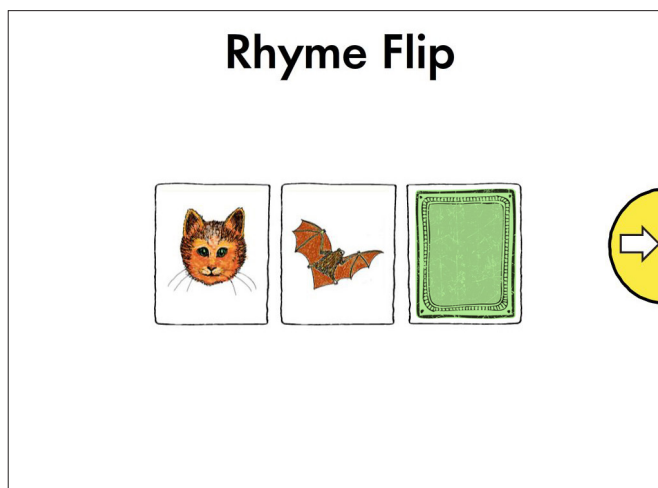
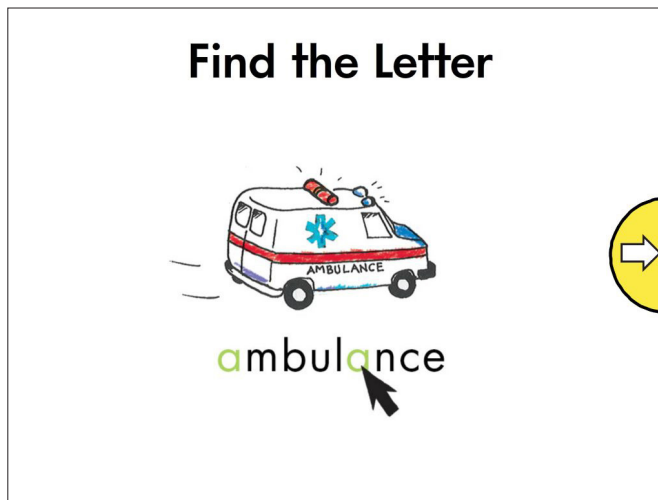
Letter Combos

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 type 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.

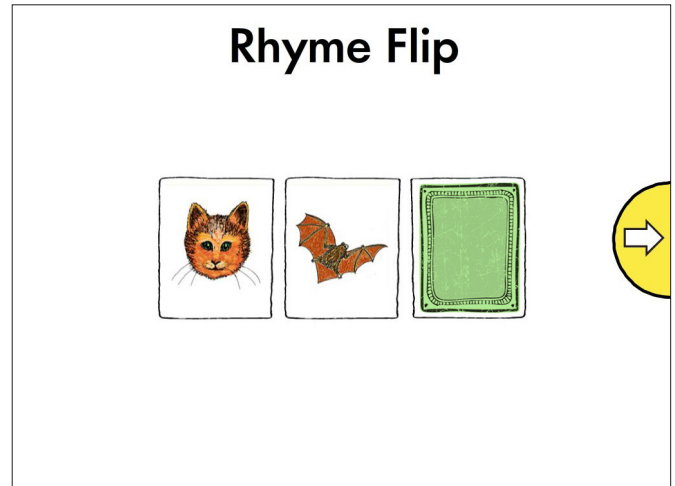
In **Curtain Call**, students type the displayed letter combination. Each time they type the letter combination, the curtain opens a little further to reveal an image related to the letter combination.

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.



Letter Combos (continued)

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.

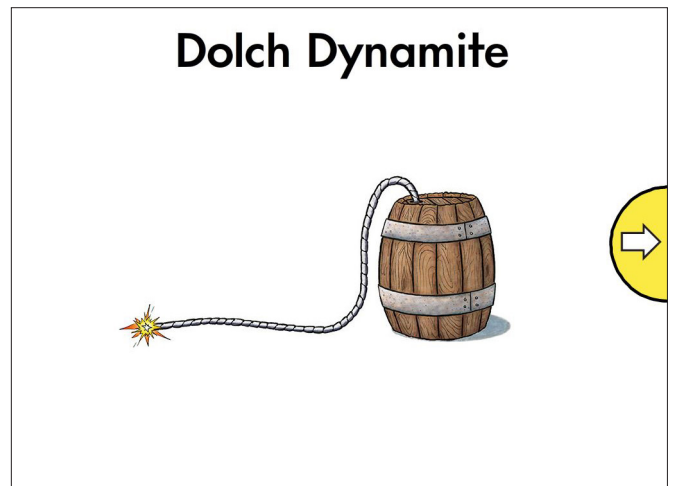


Key Words & Syllable Parts

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 a singular word and prompted to type words that describe the image. Then, students type the plural form to complete the activity. This helps students build fluency with typing groups of words and supports their understanding of 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.

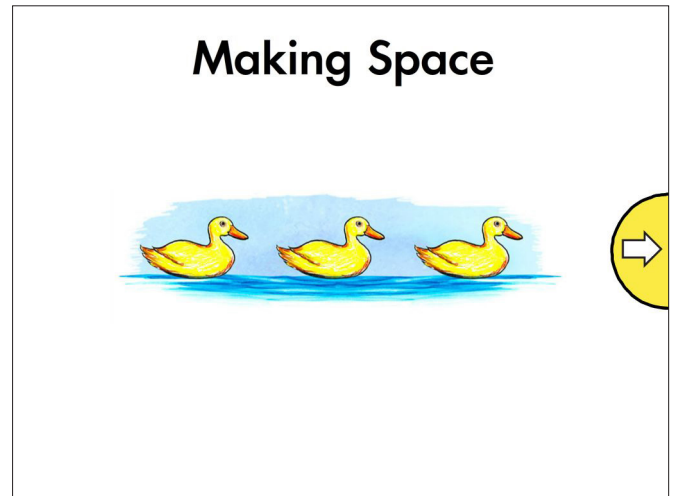
My Keying Board

Spacing Out

This teaching category focuses on our color-coded row-based keyboarding method and develops familiarity with the space bar. There 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.

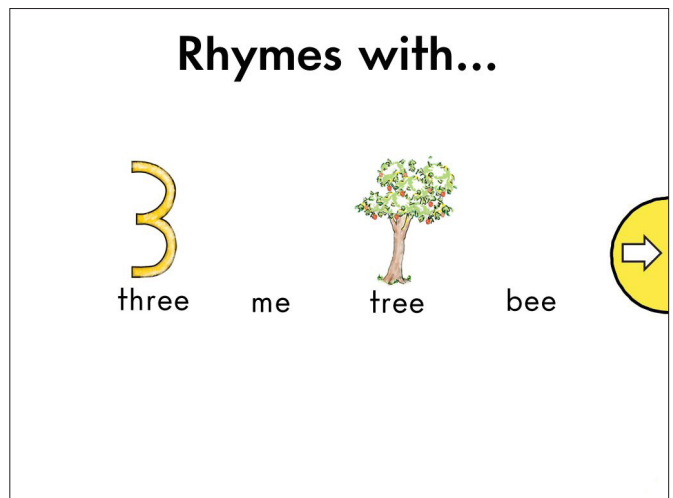


Words Up...

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 in first 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 students 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 students progress through the activity. This helps build typing fluency with various letter combinations and exposes students to additional vocabulary.

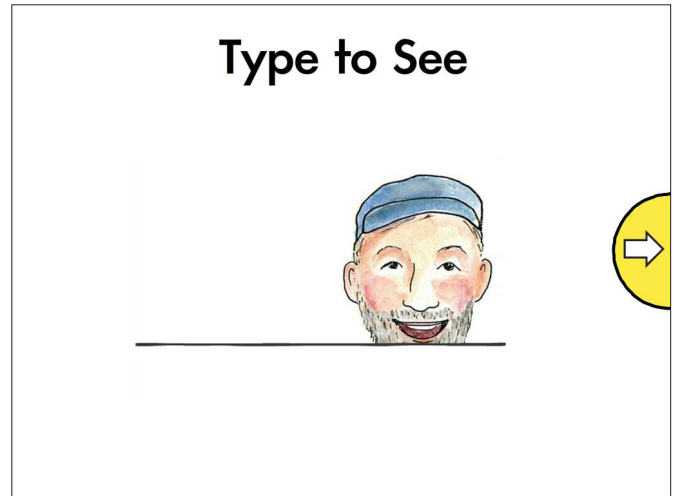


In **The Label Maker**, students have to drag and drop labels into their correct place. Then, they are prompted to type the word that appears on the label. Along with typing skills, this is a fun activity to help build students' vocabulary.

...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 is one type of activity in first grade: **Type to See**.

In **Type to See**, students are presented with multiple sentences about a fun, interesting subject. As they complete the sentences, an image of that subject is revealed.



Action & Punctuation Keys

This teaching category teaches students our color-coded row-based keyboarding 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 two types of activities used in first grade: **Shifty Targets** and **Tab, You're It!**.

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.



My Keying Board

Pumped Up to Paragraphs

In this teaching category, we help hone students' keyboarding skills by typing paragraphs. They are required to type words, link them together into sentences, and then link multiple sentences together to form paragraphs. There is one type of activity used in first grade: **Sounds the Same**.

In **Sounds the Same**, students are presented with images and short paragraphs about words that sound the same but have different meanings. They first type the name of the objects, then sentences describing the objects.

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**.

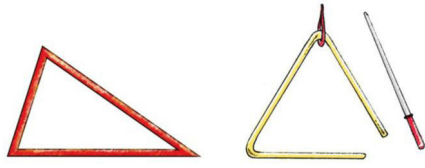
In **Build a Sentence**, students create unique sentences using drop down menus to choose a subject, verb, article, and object. After the sentence populates in the text box, students are prompted to type it.

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 used in first grade: **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 helps students discover the number and symbol keys.

Sounds the Same



The image shows two triangles. On the left is a solid red triangle. On the right is a yellow triangle with a mallet resting against it. To the right of the triangles is a yellow circle with a white arrow pointing right.

Build a Sentence

Build your sentence.

I have the

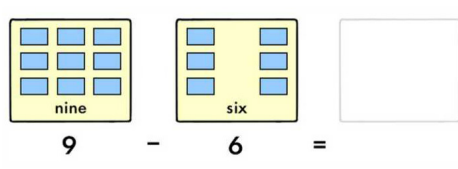


I | have | the | Objects

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

The image shows a text box with the sentence "I have the" and a violin illustration to the right. Below the text box are three dropdown menus for "I", "have", and "the". To the right is a dropdown menu for "Objects" with a list of instruments: trumpets, drums, guitar, violin, piano, and kazoo. A yellow circle with a white arrow pointing right is on the far right.

Math Masters



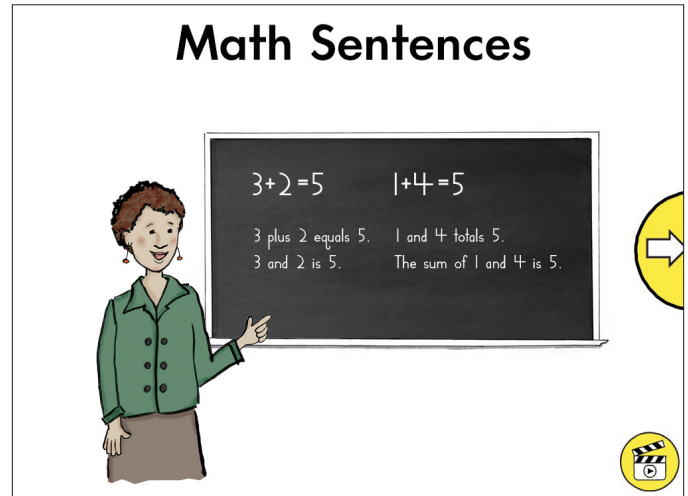
nine six

9 - 6 =

The image shows a math equation: 9 - 6 =. Above the number 9 is a 3x3 grid of blue squares labeled "nine". Above the number 6 is a 2x3 grid of blue squares labeled "six". To the right of the equation is a white rectangular box. A yellow circle with a white arrow pointing right is on the far right.

Discovering Number Keys (continued)

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 students' math content vocabulary and provides number and punctuation key practice.



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 first 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 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
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)

--	--	--	--	--	--

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.



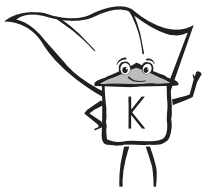
Restart: Allows student to restart an activity any time before they complete the activity.



Stop Sign: Logs the student out of the program.



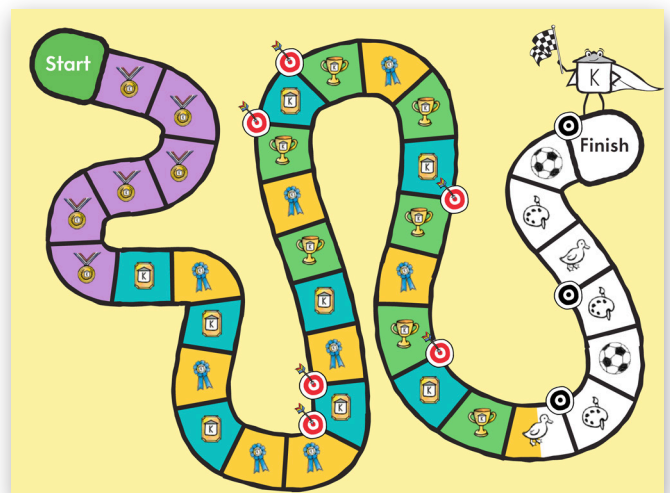
Spot Check: Indicates time to check speed and accuracy. Spot Checks are built in throughout the program.



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.





























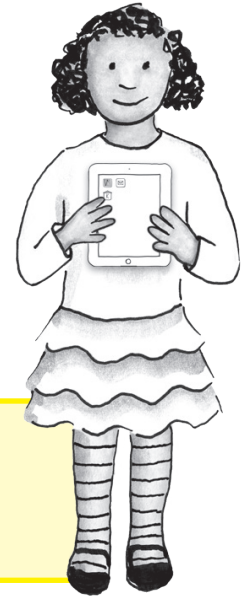
Digital Citizenship Lessons

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 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 2011). 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 with digital citizenship lessons. 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 at 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 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

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TECH TALK

Surf	Respect
Apps	
Save	

This fun activity will challenge your children to think about internet safety while pretending to be detectives. Children 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 children understand the difference between the two.

Activity

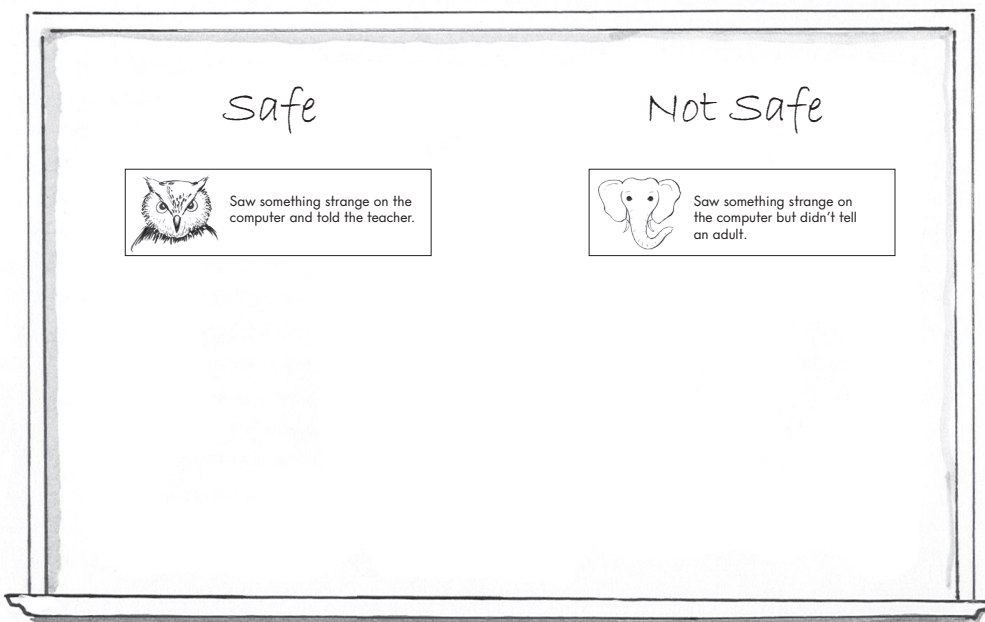
1. Download the Detective Cards. Print, laminate, and prepare them to post on an easel or magnetic board.
2. Explain to children that they will be "detectives," and the job of a detective is to figure out a mystery. The mystery is to figure out which animal is being more safe online.
3. Prepare the board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

✓ Check

Observe as children 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 children how to bookmark a safe website.



TECH TALK

Online Private
Password
Username

Privacy, Please!

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!](#)

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: _____

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TECH TALK

Private
Public
Username

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](#)
- [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, palms out, 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 Poster](#), and take them home to share with their families.



TECH TALK TECH TALK

Safe	Window	Username
Website	Online	Password
Privacy	Screen	Email Address

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](#) (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 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.



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TECH TALK

Website Bookmark
Online
Safe

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 vs. Email](#)
- Computer or tablet

Grouping

Whole class

Support/ELL

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

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TECH TALK

Email	Subject
Computer/Tablet	Message
Email Address	Snail Mail

My Digital Passport

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 children a real passport and explain how they are used.

Activity

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

✓ Check

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

More to Learn

Have children 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



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 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 children knew and the things they wanted to know.
3. In the final column, list and discuss all of 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



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 first grade 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.

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

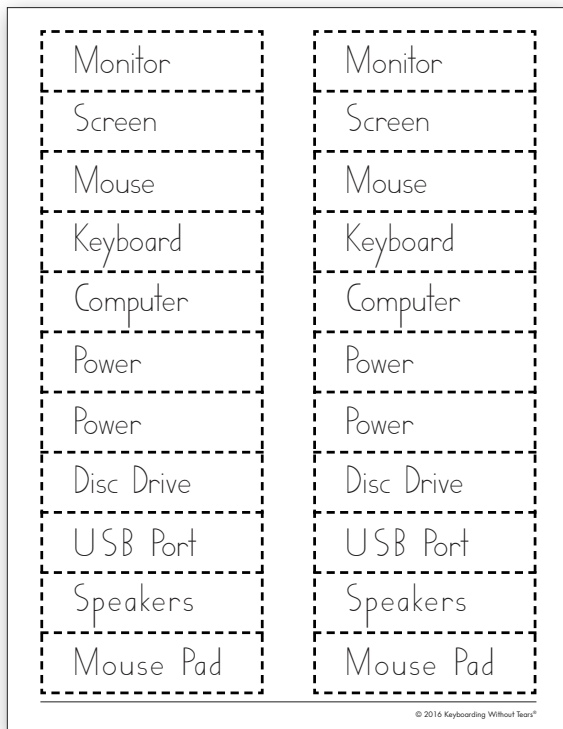
1. Break students into small groups and assign them a computer in the technology lab.
2. Point to parts of the computer. Ask students if they know the names of any of the items and their functions.
3. Print the Parts of a Computer labels and distribute one per group.
4. Have students cut out the labels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

✓ 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.



TECH TALK

Mouse	Disc drive
Keyboard	Power
Monitor	

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](#)

Grouping

Whole class

Support/ELL

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

Activity

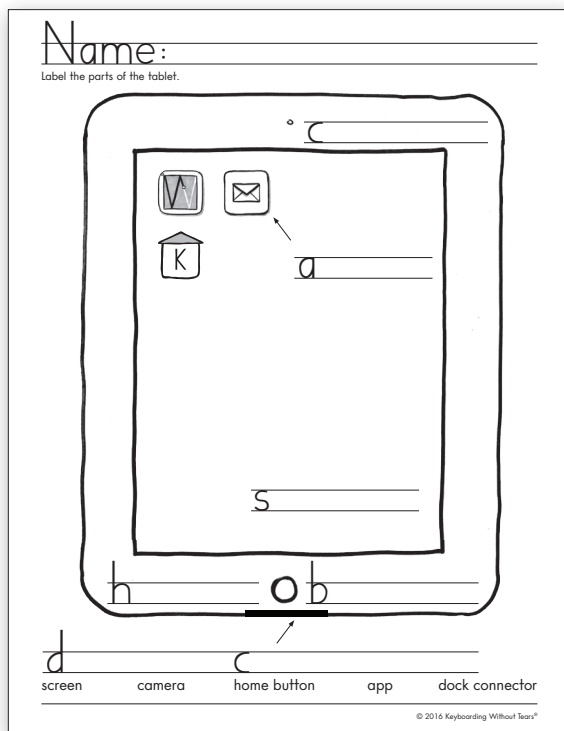
1. Show students a tablet in the classroom or technology lab.
2. Ask students what they know about tablets. Discuss.
3. Point to the items (e.g., front camera, screen, home button, etc.) and say the names together. Discuss their functions.
4. Print the Parts of a Tablet activity and distribute one per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



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 children review cards.

Activity

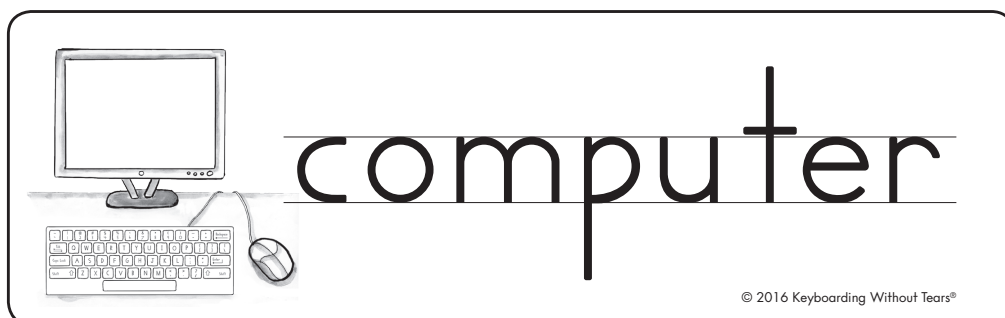
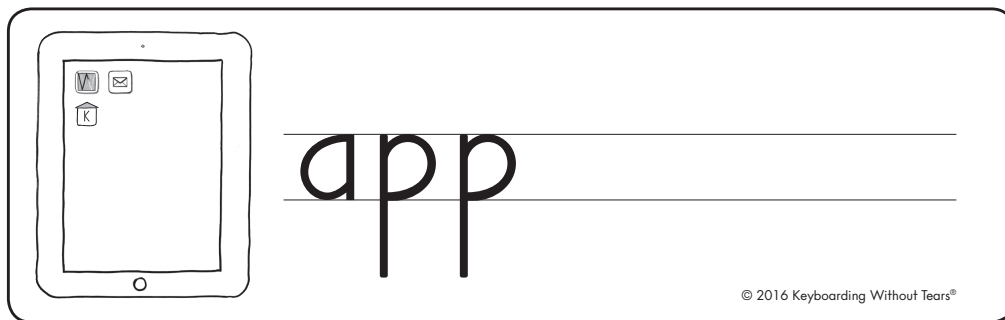
1. Print Technology Word Cards.
2. Select five cards to share with students. Say the first word, then allow them to share what they know about the word. Continue with other words.
3. Turn cards face down on floor. Allow one student to select a card and review the meaning of the word.

✓ 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 children to hang the card on the device.



TECH TALK

Teacher's Choice of Words

This simple activity will teach your children how to have great posture while sitting at a computer. It's important for children 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 children good posture. Model it for them at a computer.

Activity

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

✓ Check

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


More to Learn

Model different types of posture at a computer. Have children 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.



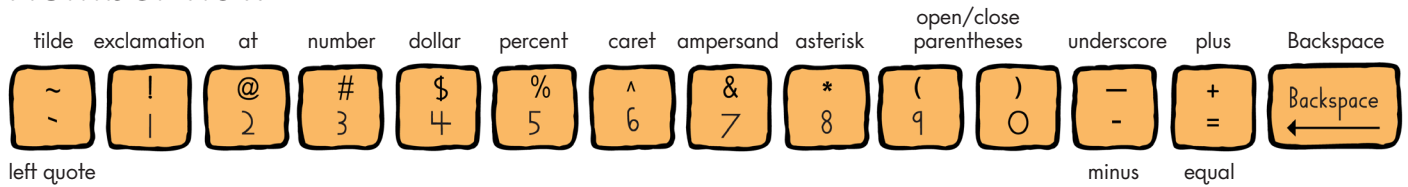
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TECH TALK

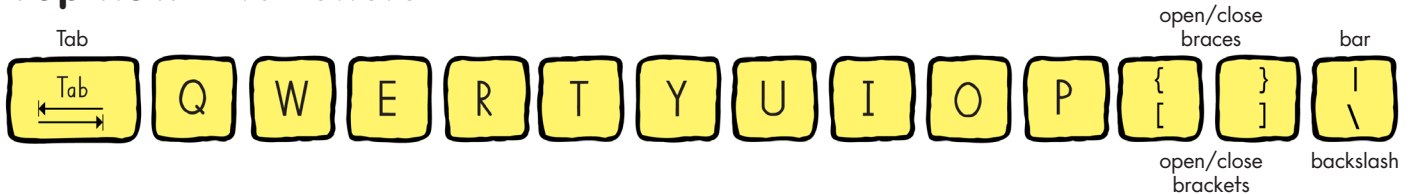
Posture
Screen

Keyboard Tour for Teachers

Number Row



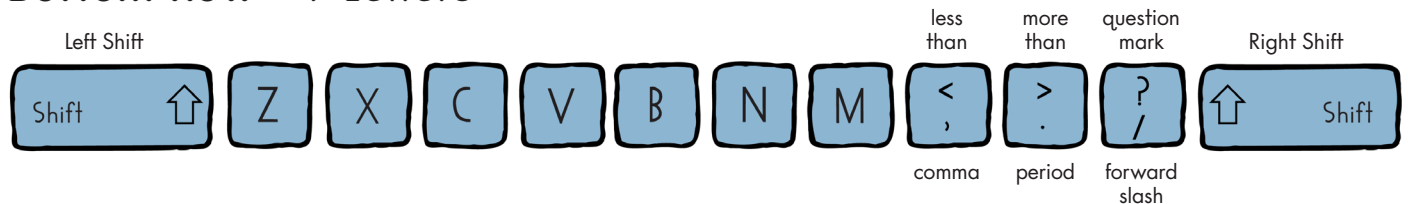
Top Row – 10 Letters



Home Row – 9 Letters



Bottom Row – 7 Letters



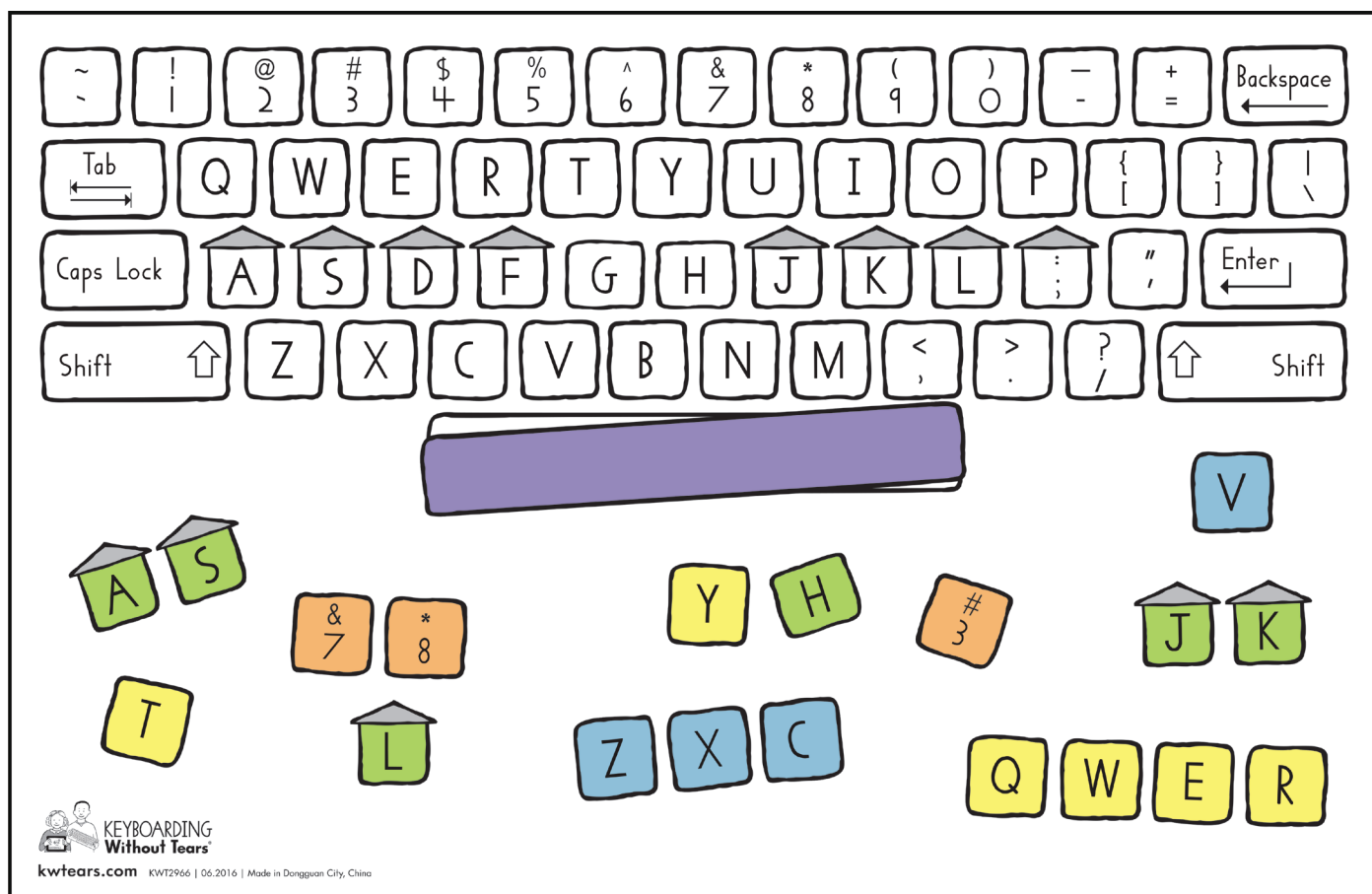
Here is some fun trivia about the QWERTY keyboard.

- 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

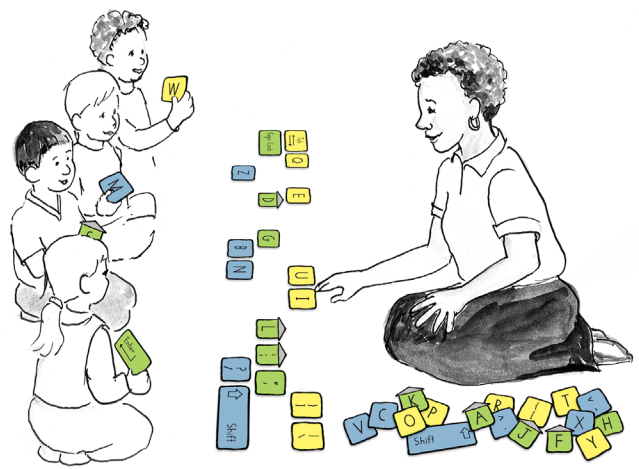
1. Print, copy, and laminate paper keys.
2. Distribute one per child (more if needed).
3. Build a keyboard in various ways:
 - By Home Row, Top Row, Bottom Row
 - With vowels only
 - By letter groups (**QWERTY**, **ASDF**, **JKL;**, punctuation keys, action keys)
 - In ABC order
4. Create new ways to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

✓ Check

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

More to Learn

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 children to familiarize themselves with a keyboard by doing a sorting activity. All you need is a large space and our Build a Keyboard Tiles. Children 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

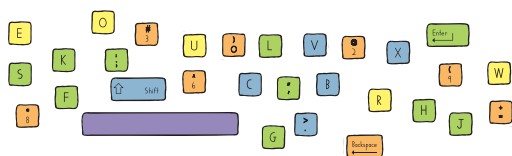
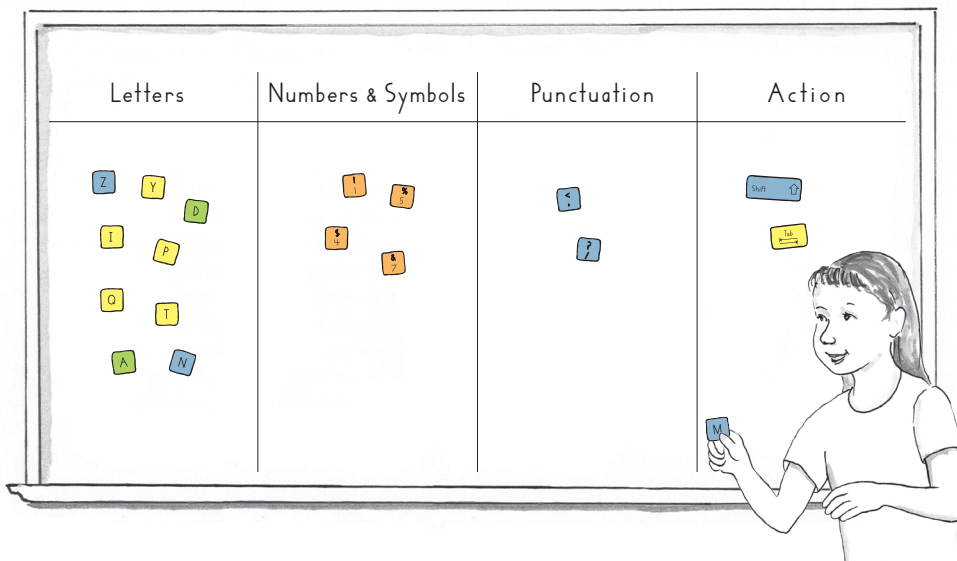
1. Prepare a large space (board or floor) with four columns. You'll need a column for letters, numbers and symbols, punctuation, and action keys. You may choose to challenge your students and place a special column for Home Row keys.
2. Prepare tiles. If available, use the magnetic keys from the Build a Keyboard activity board.
3. Give each child 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 children 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 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](#)

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 activity, 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., pointer fingers touch six different keys)

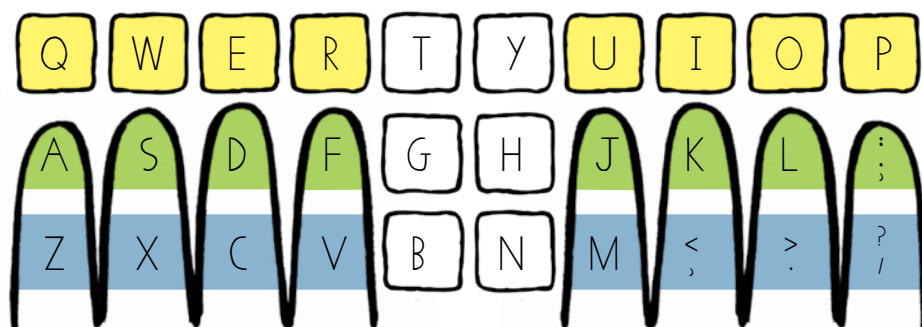
✓ Check

Observe children 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

Children will know this tune! Bring the Home Row to life by singing about it. Children 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

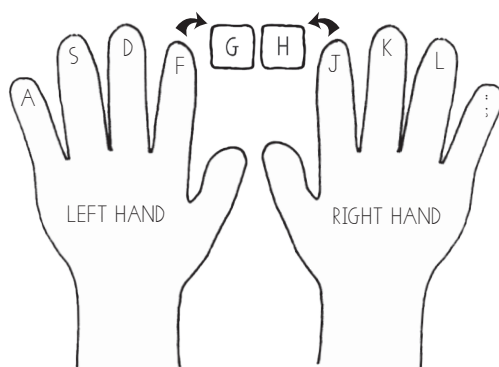
1. Download and print the Home, Home on the Row activity.
2. Model for your students by singing and placing fingers correctly on the paper.
3. Repeat the song allowing children to sing along when they feel comfortable.
4. Repeat a few times. Repetition is good.

✓ Check

Observe as children 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

Find My Name

Children are proud of their names. The letters in a child's name are the first letters they learn. In this activity, the teacher names the letters in each row as children underline the letter. Naturally, children will notice the letters that belong to them! After writing their names, children color in the keys in their names.

Materials

- [Find My Name](#)
- Yellow, green, and blue crayons

Grouping

Small group

Support/ELL

Give children a model of their name to work from. Some children may need help visualizing the letters in their name.

Activity

1. Print the Find My Name activity. You'll need one per child.
2. Help children name and underline the letter keys.
Use a yellow crayon, Q is on the Top Row. Underline Q with yellow, W etc. Use a green crayon, A is on the Home Row. Underline A with green, S etc. Use a blue crayon, Z is on the Bottom Row. Underline Z with blue, X etc.
3. Model correct letter formations in the child's name. You may use the top line to model for the student. They will imitate on the second line.
4. Children find each letter in their names on the keyboard. When they find each letter, they color in that key.

✓ Check

Observe as children find letters in their name. Are they locating them correctly? Can they write their name on the lines below the keyboard?

More to Learn

Repeat the activity for children's last names.

Find My Name
Find and color letters in your name on the keyboard. Write name below.

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TECH TALK

Keys

Keyboard Spelling

Starting with CVC and sight words, children 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 child 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 child.
2. Have words available for children to copy.
3. Model the first example so children 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 children 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 children 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

Find It, Color It, Write It

Challenge children to locate the keys, color them, and write the matching lowercase letter. This activity gives children a chance to become familiar with the keyboard while practicing lowercase letter association.

Materials

- [Find It, Color It, Write It](#)
- Yellow, green, and blue crayons

Grouping

Whole class

Support/ELL

Help the child start with correct color crayon for each row. Save step 4 until child is ready for writing lowercase letters.

Activity

1. Print the Find It, Color It, Write It activity. You'll need one per child.
2. Color the keyboard rows.
Color the Top Row keys yellow.
Color the Home Row keys green.
Color the Bottom Row keys blue.
3. Color the alphabet keys.
Find the letter on the keyboard.
Color the key the correct row color (A is green, B is blue, etc.).
4. Write the lowercase letter beside each capital.

✓ Check

Observe as children color. Are they matching the letters to the keyboard? Are they writing the matching lowercase letter?

Find It, Color It, Write It!
Find the letter on the keyboard, color it, write the letter in lowercase.

Name: _____

Note: This lesson is about visual location, exploration of keys, and writing lowercase letters.
Children color the keys with row colors: Top Row-yellow, Home Row-green, Bottom Row-blue.

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TECH TALK

Keyboard
Keys

Children 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 children 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 children discussing the keyboard as you type.
3. Read the morning message. You might place a few errors and see if children can find the mistakes. Discuss ways to correct errors using a keyboard.

✓ Check

Observe as children discuss the keyboard. Can children 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 children 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 child.
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 children participate in the activity. Can they follow directions and complete the items specified per roll?

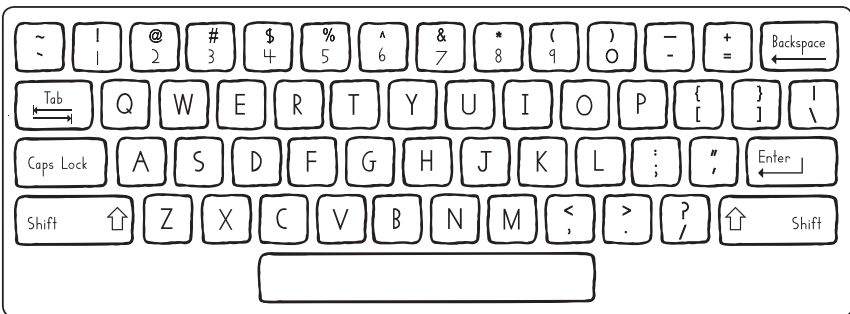
More to Learn

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

First Graders enjoy morning meeting. If your meeting includes calendar time, 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 place number tile/s 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 October days, it'll be easy to find O.

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.

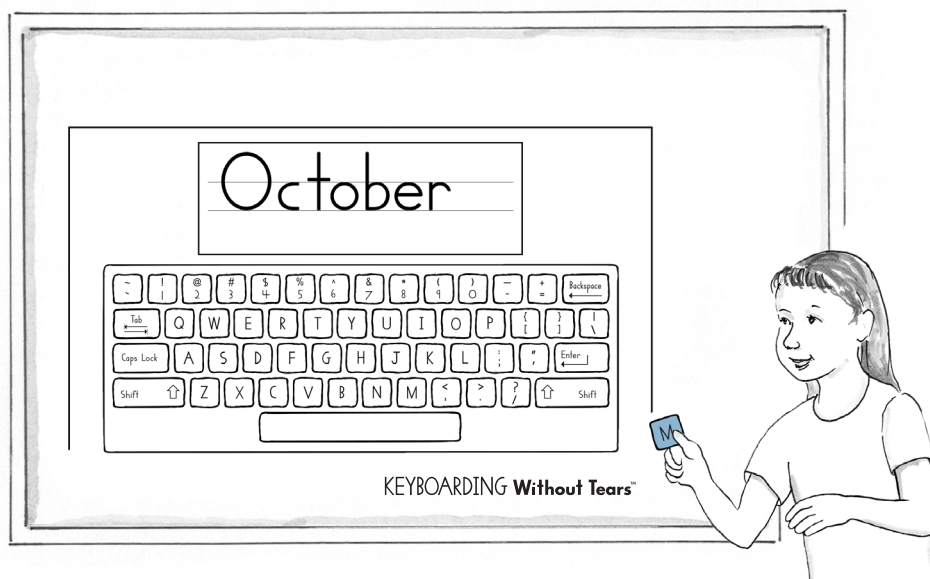
1. Day of the week – Example: **Today is Tuesday. Tuesday starts with T. Where is T on the keyboard?** Let a child place T.
2. Month of the year – Example: **This month is October. October starts with O. Where is O on the keyboard?** Let a child place O.
3. Date of the month – Example: **This is the 3rd day of October. Where is 3 on the keyboard?** Let a child 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 children 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 children.

Activity

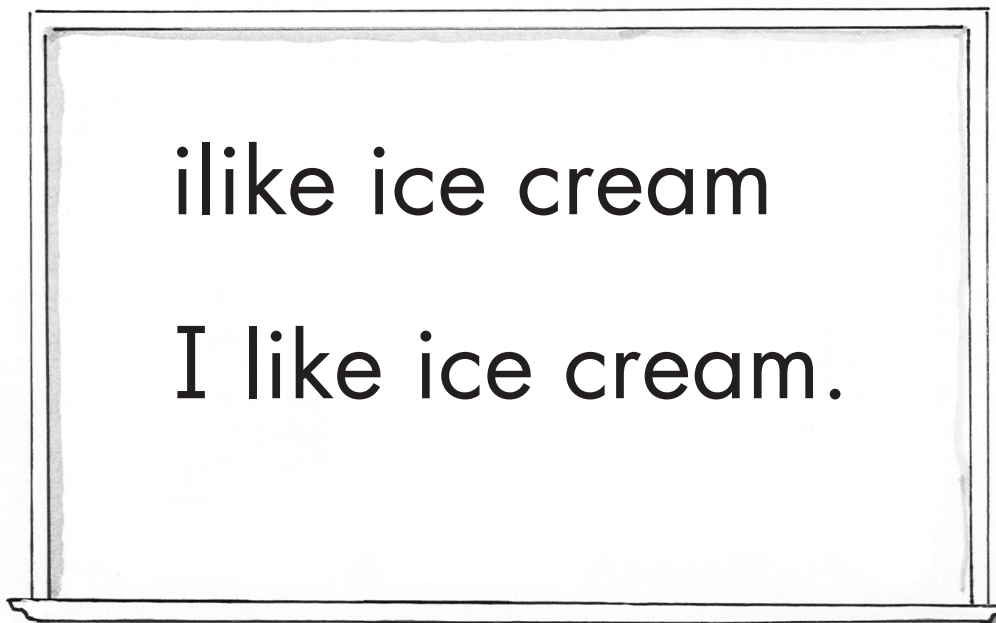
1. Activate your interactive whiteboard.
2. Type a sentence placing errors in it.
3. Correct the sentence together. Model for children, by saying, “Shift it to make capital **I** (show them the shift key on your keyboard poster in your room), space it, between **I** and like, punctuate it with a period.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

✓ Check

Observe as children 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 children how the number of times you hit a spacebar will make the space between words bigger.



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, children 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 children a physical pencil and keyboard. Allow them to explore both.

Activity

1. Show children a pencil and a keyboard.
2. Ask children 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 children 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: _____

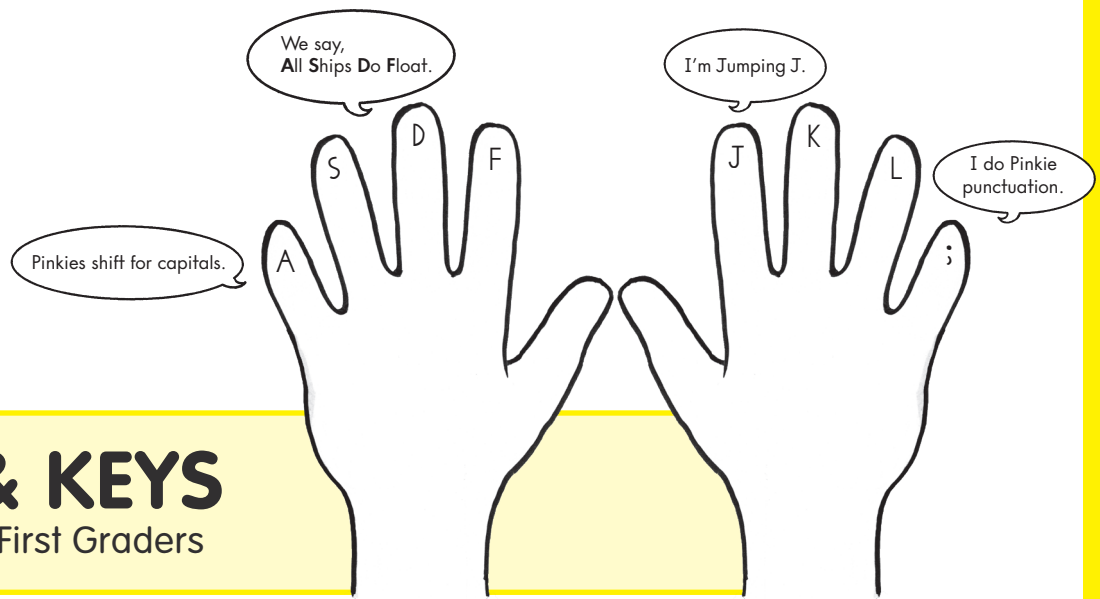
Complete the worksheet by comparing writing with a pencil vs. a keyboard.

 Pencils	Both	 Keyboards

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TECH TALK

Pencil
Keyboard



FINGERS & KEYS

Fun Activities for Your First 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 first graders to remember keys and finger placement. Activities like “Color the Rows” and “Pinkie Punctuation” help your first 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 first 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 teaching your first 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 children 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 children get familiar with the color rows.

Materials

- [Keyboard for Training Fingers](#)

Grouping

Whole class

Support/ELL

Review the words for different colors.

Activity

Help children 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 air.
Point to Y on the yellow Top Row.**

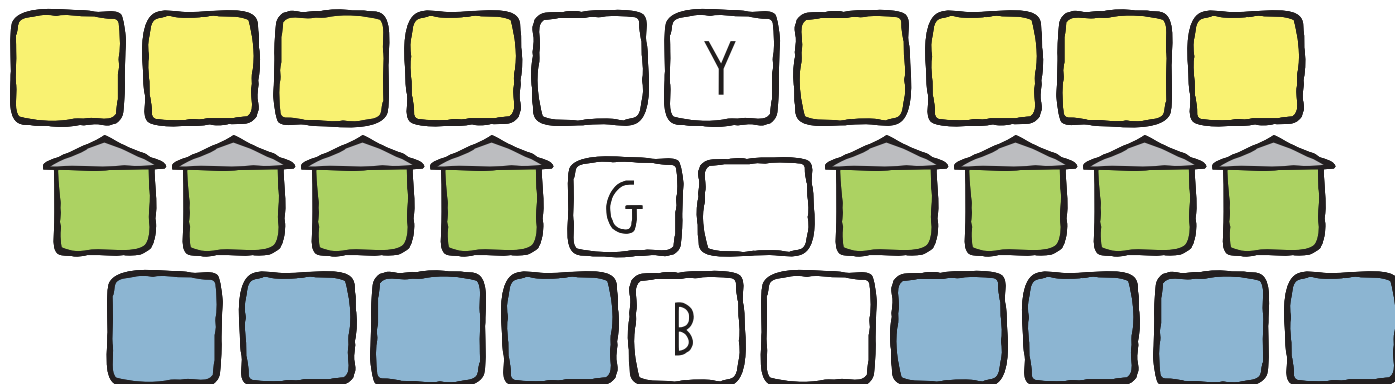
**B is for blue. Put your left pointer up in air.
Point to B on blue Bottom Row.**

✓ Check

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

More to Learn

Talk about the beginning letters of different colors.



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!

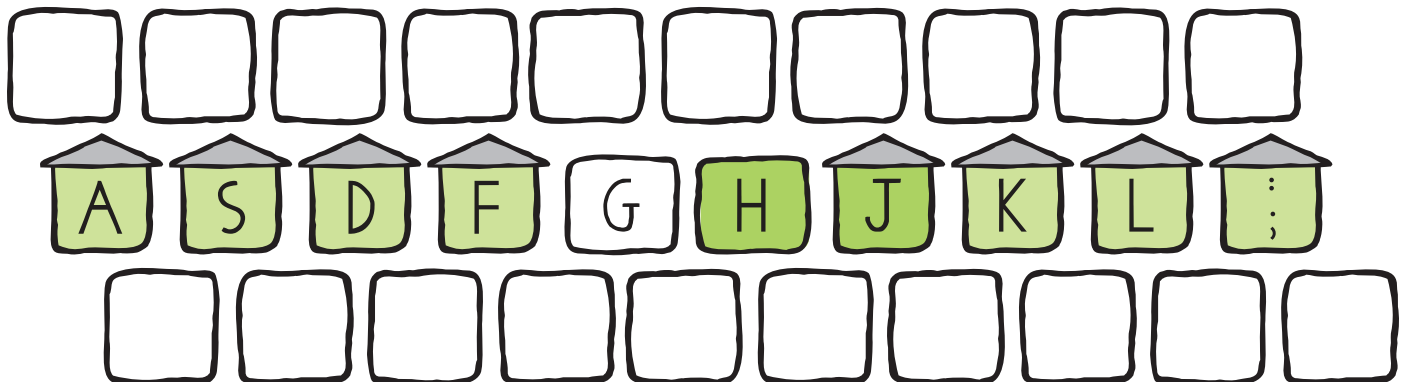
2. Add motions on keyboard.

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

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

✓ **Check**

Are they coming back to **J**?



A S D F Mnemonic

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

Have children 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 children 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**?



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

Have children 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)



J

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



K

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



L

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



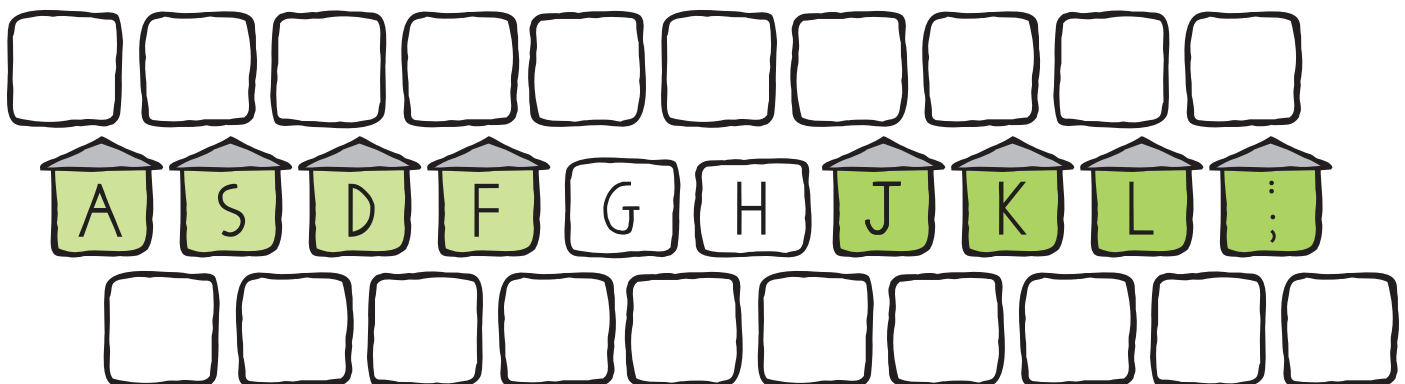
**:
;**

✓ Check

Observe as children 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

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 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 children 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**?



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.

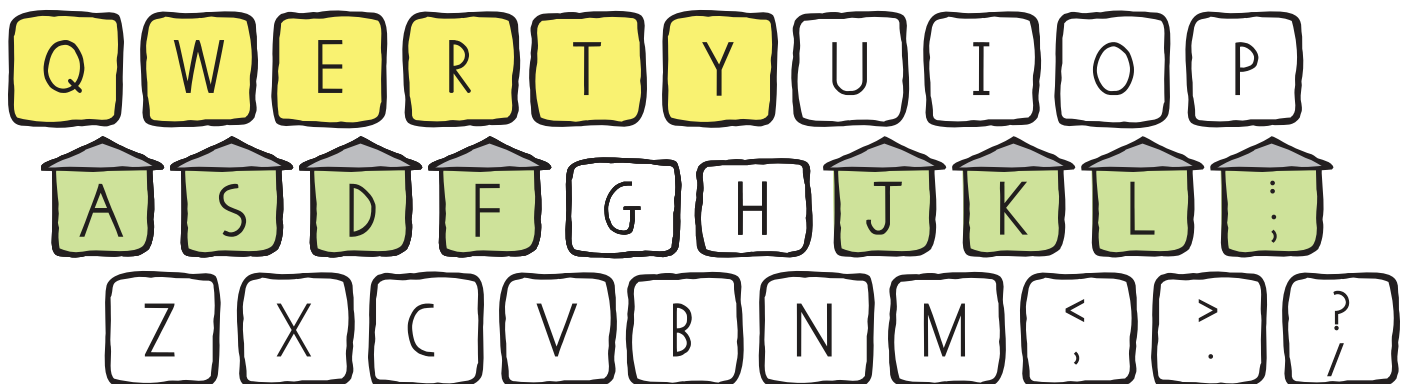
2. Type **QWERTY**. Start with both hands in Home Row position.

Type with your left hand first:

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

Now use your right hand.

Pointer finger up to **Y**.



I O U + YOU

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 children get comfortable with the movements.

Activity

1. Put your left hand on your head and your right hand on the Home Row. **I O U** is an abbreviation for the term, "I owe you." We are going to type **I O U** using only our right hand on the top row.
2. From Home Row, reach up to type **I O U**.
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 children 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.

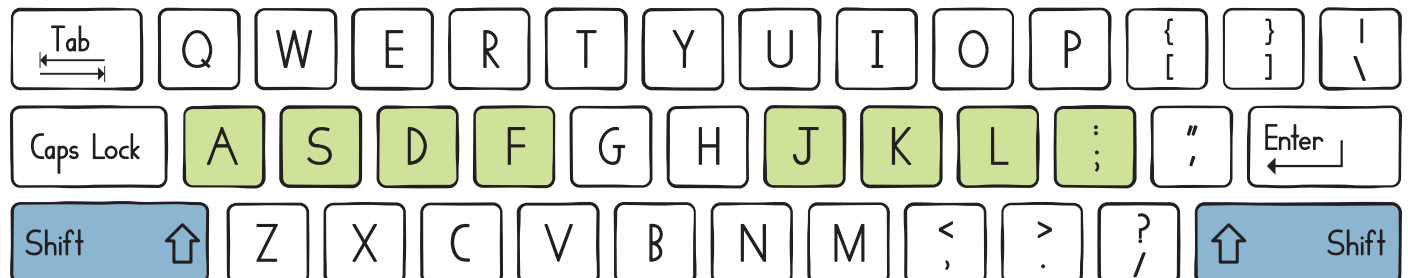
If I want a capital, oh, what should I do?

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



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.

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

Say, **period**.

Children move right ring finger down to leg.

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

Children rest their fingertips on the table edge.

Say, **?**.

Children move both pinkies down to legs.

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

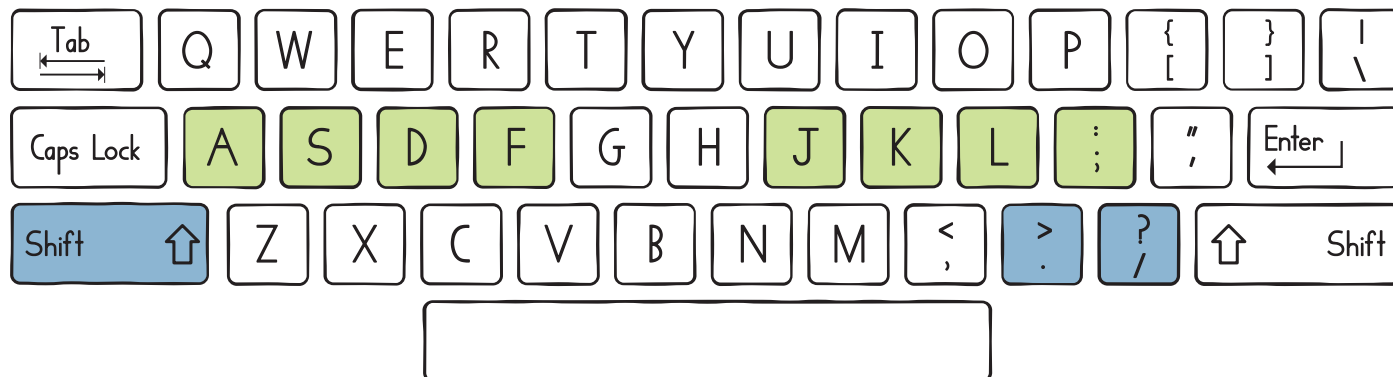
Randomly call out **period** or **?**.

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

Children 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.



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 children lightly tap **J** key on keyboard.

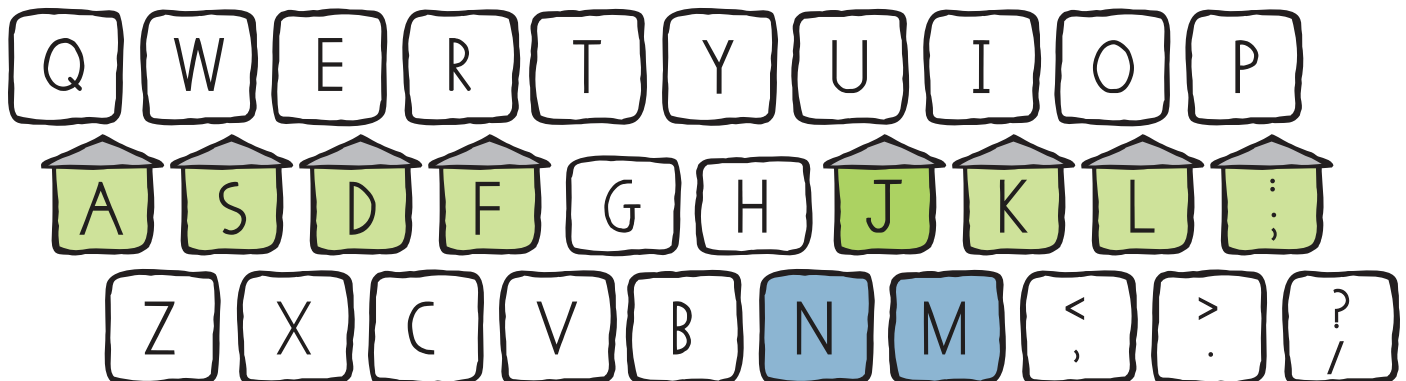
Move down to **M** and then back home. Lightly tap **J** key on keyboard.
Move up to **N** and then back home.

✓ **Check**

Observe as children 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."



Pinkie Punctuation ; ?

Teach children 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

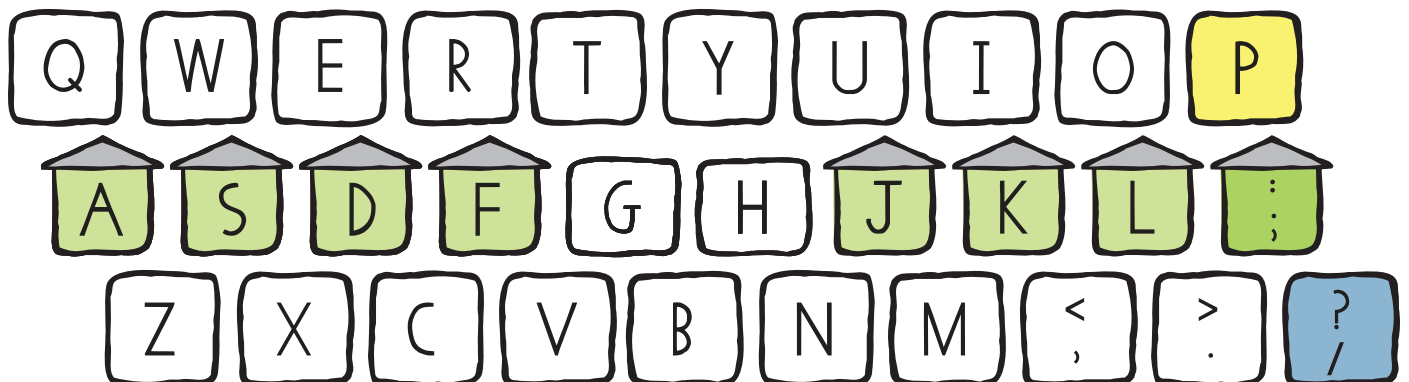
2. Add motions on keyboard.

Have children 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 children are rhyming. Are they using the Home Row? Do they start from and go back to the Home Row?



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

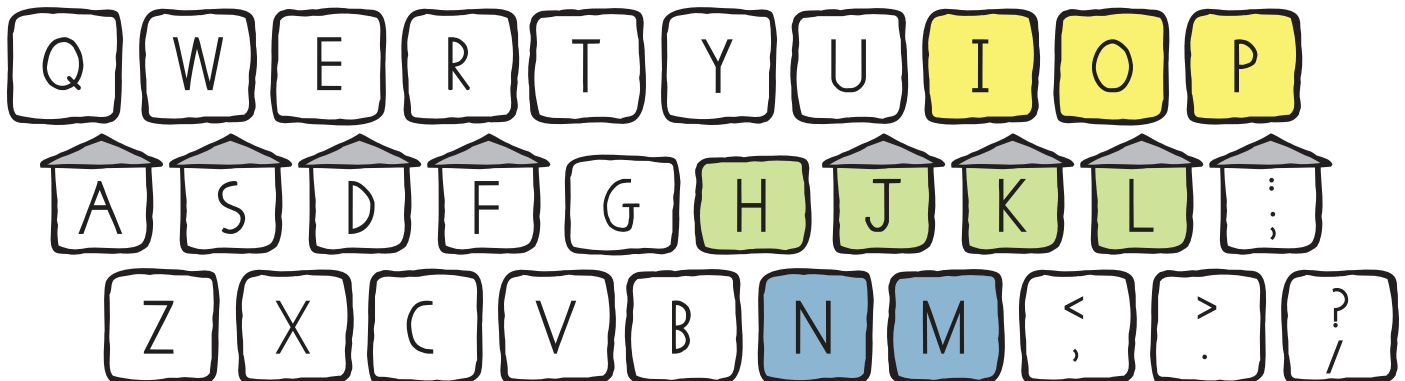
H **I** **J** **K** **L** and **M** **N**
pointer pointer

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

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

✓ Check

Observe as children 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 children 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?"**

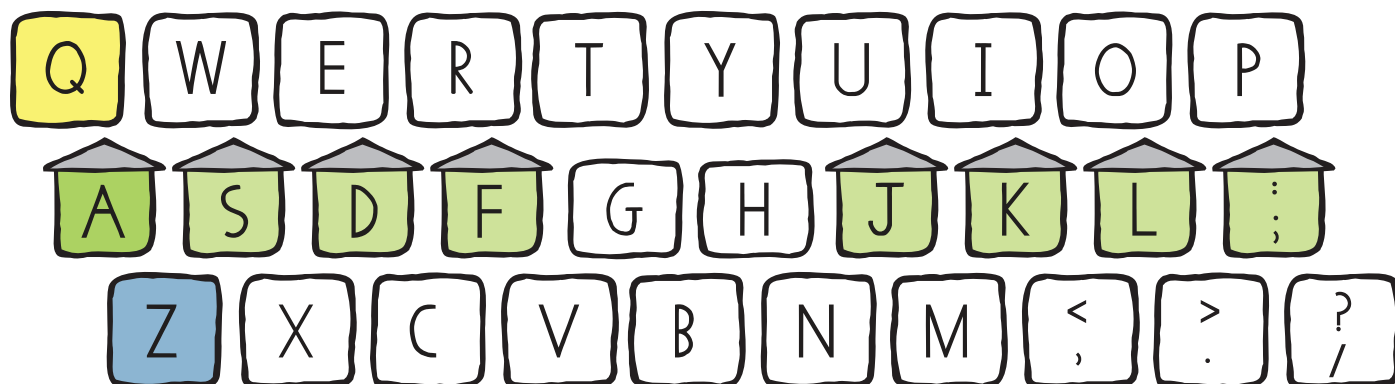
Left pinkie goes up to **Q** and then back home.

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

Left pinkie types **A**.

✓ Check

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



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.

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

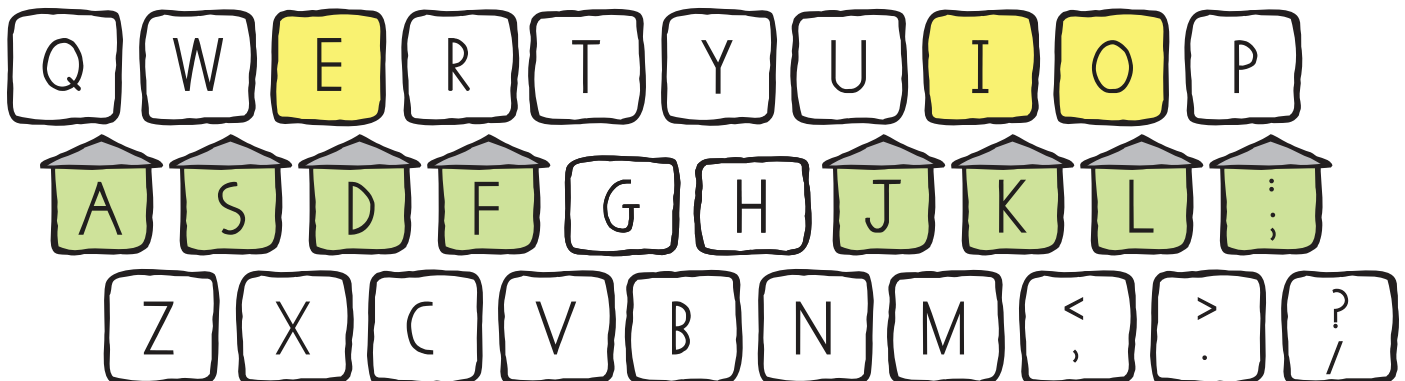
Left tall finger for **E**.

Right tall finger for **I**.

Right ring finger for **O**.

✓ Check

Observe as children 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 children 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 children how the finger is positioned using a real keyboard or a poster in your room.

Activity

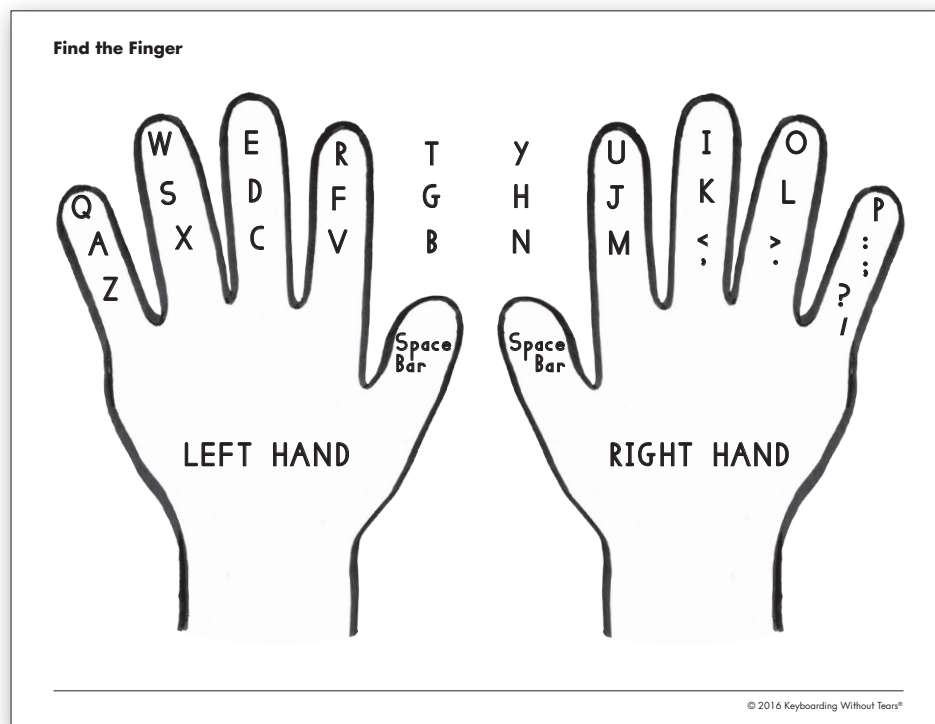
1. Download and print the Find the Finger activity. You'll need one per child.
2. Have children place their sheet on the floor and hold their fingers above it (not on top of it).
3. Review the names of the fingers (thumb, pointer, tall finger, ring, pinkie).
4. Call out a letter and children respond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

✓ Check

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

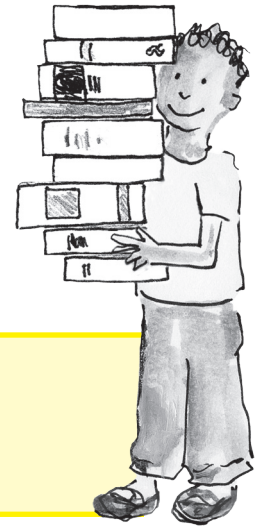
More to Learn

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



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.









1st Grade Teaching Guidelines

	THEME/WEEK	KEYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DIGITAL CITIZENSHIP & TEACHER-LED LESSONS							
 Follow the Rules Color the Rows	 1 Jump In		Puzzle Pieces Letters with Wood Pieces	Mat Man® Match Build a Keyboard Target Practice	Letters with Wood Pieces Build a Keyboard	Puzzle Pieces Letters with Wood Pieces	Build a Keyboard Target Practice
Parts of a Computer	 2 Jump In		Puzzle Pieces Letters with Wood Pieces	Mat Man® Match Build a Keyboard Target Practice	Letters with Wood Pieces Build a Keyboard	Puzzle Pieces Letters with Wood Pieces	Build a Keyboard Target Practice
Digital Detectives 	 3 Jump In		Puzzle Pieces Letters with Wood Pieces	Mat Man® Match Build a Keyboard Target Practice	Letters with Wood Pieces Build a Keyboard	Puzzle Pieces Letters with Wood Pieces	Build a Keyboard Target Practice
Parts of a Tablet Jumping J with H	 4 Jump In		Puzzle Pieces Letters with Wood Pieces	Mat Man® Match Build a Keyboard Target Practice	Letters with Wood Pieces Build a Keyboard	Puzzle Pieces Letters with Wood Pieces	Build a Keyboard Target Practice
 STOP the Strange ASDF Mnemonic	 5 Jump In	ASDFG	Puzzle Pieces Letters with Wood Pieces Painted Finger Clues	Mat Man® Match Build a Keyboard Shuffled Letters	Letters with Wood Pieces Build a Keyboard Painted Finger Clues Find the Letter	Puzzle Pieces Letters with Wood Pieces Zoom In, Zoom Out	Build a Keyboard Shuffled Letters Find the Letter
Perfect Posture JKL; Mnemonic	 6 Jump In	HJKL	Puzzle Pieces Letters with Wood Pieces Painted Finger Clues	Mat Man® Match Build a Keyboard Shuffled Letters	Letters with Wood Pieces Build a Keyboard Painted Finger Clues Find the Letter	Puzzle Pieces Letters with Wood Pieces Zoom In, Zoom Out	Build a Keyboard Shuffled Letters Find the Letter
Let's Talk Technology Privacy, Please! 	 7 Let's Play	ASDFG	Mat Man® Match Painted Finger Clues Zoom In, Zoom Out	Build a Keyboard Shuffled Letters	Letters with Wood Pieces Painted Finger Clues Find the Letter	Build a Keyboard Puzzle Surprise	Shuffled Letters Find the Letter
Keyboard Tour	 8 Wild About	HJKL	Mat Man® Match Painted Finger Clues Zoom In, Zoom Out	Build a Keyboard Shuffled Letters	Letters with Wood Pieces Painted Finger Clues Find the Letter	Build a Keyboard Puzzle Surprise	Shuffled Letters Find the Letter









1st Grade Teaching Guidelines

	THEME	KEYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DIGITAL CITIZENSHIP & TEACHER-LED LESSONS							
Hike Around Safely Snail Mail vs. Email	9 Let's Play	QWERT	Mat Man® Match Painted Finger Clues Zoom In, Zoom Out	Build a Keyboard Shuffled Letters	Letters with Wood Pieces Painted Finger Clues Find the Letter	Build a Keyboard Puzzle Surprise	Shuffled Letters Find the Letter
Build a Keyboard Jumping J with U + Y	10 Wild About	YUIOP	Mat Man® Match Painted Finger Clues Zoom In, Zoom Out	Build a Keyboard Shuffled Letters	Letters with Wood Pieces Painted Finger Clues Find the Letter	Build a Keyboard Puzzle Surprise	Shuffled Letters Find the Letter
My Digital Passport	11 Let's Play	ZXCVB	Mat Man® Match Painted Finger Clues Zoom In, Zoom Out	Build a Keyboard Shuffled Letters	Letters with Wood Pieces Painted Finger Clues Find the Letter	Build a Keyboard Puzzle Surprise	Shuffled Letters Find the Letter
Keyboard Sort I O U + YOU	12 Wild About	NM	Mat Man® Match Painted Finger Clues Zoom In, Zoom Out	Build a Keyboard Shuffled Letters	Letters with Wood Pieces Painted Finger Clues Find the Letter	Build a Keyboard Puzzle Surprise	Shuffled Letters Find the Letter
QWERTY Digital Citizenship Certification	13 Wild About	QWERT ASDFG	Build a Keyboard Shuffled Letters Curtain Call	Painted Finger Clues Find the Letter Bouncing Vowels Write My Name	Shuffled Letters Puzzle Surprise Rhyme Flip Dump the Combo	Puzzle Pieces Painted Finger Clues Making Space	Find the Letter Zoom In, Zoom Out Dolch Dynamite Spot Check: Letters
Introducing a Keyboard	14 Let's Play	YUIOP HJKL	Build a Keyboard Shuffled Letters Curtain Call Dump the Combo	Painted Finger Clues Find the Letter Bouncing Vowels Write My Name	Shuffled Letters Puzzle Surprise Rhyme Flip Dump the Combo	Puzzle Pieces Painted Finger Clues Making Space	Find the Letter Zoom In, Zoom Out Dolch Dynamite Spot Check: Letters
Home, Home on the Row	15 Wild About	ASDFG ZXCVB	Build a Keyboard Shuffled Letters Curtain Call Dump the Combo	Painted Finger Clues Find the Letter Bouncing Vowels Write My Name	Shuffled Letters Puzzle Surprise Rhyme Flip Dump the Combo	Puzzle Pieces Painted Finger Clues Making Space	Find the Letter Zoom In, Zoom Out Dolch Dynamite
Period. Question? Jumping J with M + N	16 Let's Play	HJKL NM	Build a Keyboard Shuffled Letters Dump the Combo	Painted Finger Clues Write My Name	Shuffled Letters Puzzle Surprise	Puzzle Pieces Painted Finger Clues	Zoom In, Zoom Out Dump the Combo



1st Grade Teaching Guidelines

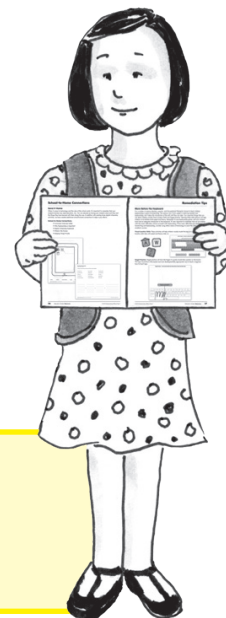
	THEME/WEEK	KEYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DIGITAL CITIZENSHIP & TEACHER-LED LESSONS							
Left Hand: ABCDEFG	 17 Art Start	QWERT ASDFG ZXCVB	Find the Letter Shuffled Letters	Bouncing Vowels Dolch Dynamite Painted Finger Clues	Curtain Call Dump the Combo	Build a Keyboard Shuffled Letters	Find the Letter Dump the Combo
Pinkie Punctuation ; ?	 18 Wild About	YUIOP HJKL; NM,.	Shuffled Letters Write My Name Dump the Combo	Find the Letter Bouncing Vowels Painted Finger Clues	Dolch Dynamite Shuffled Letters	Build a Keyboard Dump the Combo Dolch & Space	Find the Letter Rhyme Flip
Q&A	 19 Art Start	QWERT ASDFG ZXCVB	Bouncing Vowels Find the Letter	Dump the Combo Painted Finger Clues	Curtain Call Shuffled Letters	Build a Keyboard Dolch Dynamite Rhyme Flip	Shuffled Letters Dump the Combo Spot Check: Letters
Right Hand: HIJKLMN OP	 20 Let's Play	YUIOP HJKL; NM,.	Write My Name Dump the Combo	Bouncing Vowels Painted Finger Clues	Zoom In, Zoom Out Dolch Dynamite	Dump the Combo Build a Keyboard	Shuffled Letters Rhyme Flip Spot Check: Letters
Shift for Capitals	 21 Wild About	QWERT ASDFG ZXCVB	Find the Letter Puzzle Surprise	Bouncing Vowels Painted Finger Clues	Build a Keyboard Dump the Combo	Dolch Dynamite Shuffled Letters	Dump the Combo Find the Letter
Find My Name	 22 Art Start	YUIOP HJKL; NM,.	Dump the Combo Rhyme Flip	Bouncing Vowels Painted Finger Clues	Find the Letter Shuffled Letters	Dump the Combo Dolch Dynamite	Dolch & Space Build a Keyboard
Keyboard Spelling	 23 Art Start	All Keys	Puzzle Surprise Find the Letter Tab, You're It!	Bouncing Vowels Painted Finger Clues Starts With	Shuffled Letters Dump the Combo Type to See	Dolch Dynamite Build a Keyboard Starts With	Rhyme Flip Dump the Combo Making Space
Find It, Color It, Write It E-I, E-I, O	 24 Let's Play	All Keys	Bouncing Vowels Painted Finger Clues Tab, You're It!	Find the Letter Dump the Combo Build a Sentence Starts With	Curtain Call Tab, You're It! Making Space	Build a Keyboard Dolch Dynamite Dump the Combo	Dolch & Space Rhyme Flip Tab, You're It! Spot Check: Words

1st Grade Teaching Guidelines

	DIGITAL CITIZENSHIP & TEACHER-LED LESSONS	WEEK	KEYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Type It! Find the Finger	 25 Art Start	All Keys	Dolch & Space Rhyme Flip Tab, You're It!	Dump the Combo Painted Finger Clues	Shuffled Letters Bouncing Vowels	Build a Keyboard Dolch Dynamite Starts With	Dump the Combo Math Masters Type to See Spot Check: Words	
Roll-A-Row	 26 Wild About	All Keys	Pick Me! Making Space The Label Maker Tab, You're It!	Bouncing Vowels Painted Finger Clues Rhymes With	Sounds the Same Curtain Call Build a Sentence Starts With	Dolch Dynamite Build a Keyboard Math Masters Making Space	Syllable Pop-Up Curtain Call Rhyme Flip Tab, You're It!	
Calendar Keyboard	 27 Art Start	All Keys	Pick Me! Puzzle Surprise Shifty Targets	Bouncing Vowels Dump the Combo Type to See	Shuffled Letters Rhymes With Math Masters	Dolch Dynamite Build a Keyboard Making Space	Find the Letter Puzzle Surprise Rhyme Flip Spot Check: Words	
Shift It, Space It, Punctuate It!	 28 Let's Play	All Keys	Dump the Combo Making Space The Label Maker	Pick Me! Bouncing Vowels One & More Tab, You're It!	Sounds the Same Curtain Call Math Masters Shifty Targets	Dolch Dynamite Dolch & Space Build a Keyboard	Syllable Pop-Up Rhyme Flip Rhymes With Making Space	
Pencils vs. Keyboards	 29 Art Start	All Keys	Puzzle Surprise One & More Type to See	Bouncing Vowels Pick Me! Making Space Starts With	Shuffled Letters Rhymes With Build a Sentence	Build a Keyboard Dolch Dynamite Shifty Targets	Dump the Combo Puzzle Surprise Math Sentences	
	 30 Wild About	All Keys	Making Space Pick Me! The Label Maker Rhymes With Tab, You're It!	Bouncing Vowels Syllable Pop-Up One & More Math Masters	Curtain Call Sounds the Same The Label Maker Making Space	Dolch Dynamite Build a Keyboard The Label Maker Shifty Targets Tab, You're It!	Syllable Pop-Up One & More Rhyme Flip Making Space Spot Check: Words	
	 31 Art Start	All Keys	Making Space Puzzle Surprise Rhymes With Shifty Targets	Bouncing Vowels Dump the Combo One & More Type to See	Shuffled Letters Sounds the Same The Label Maker	Pick Me! Dolch Dynamite Build a Keyboard Math Sentences	Syllable Pop-Up Rhyme Flip The Label Maker	
	 32 Let's Play	All Keys	Making Space Pick Me! The Label Maker	Syllable Pop-Up Bouncing Vowels One & More	Curtain Call Sounds the Same Math Masters Rhymes With	Dolch Dynamite The Label Maker Shifty Targets	Syllable Pop-Up The Label Maker Rhyme Flip Making Space	

1st Grade Teaching Guidelines

DIGITAL CITIZENSHIP & TEACHER-LED LESSONS	THEME/WEEK	KEYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	 33 Art Start	All Keys	Puzzle Surprise Pick Me! The Label Maker	Bouncing Vowels Syllable Pop-Up One & More Making Space	Sounds the Same Making Space Rhymes With	Dolch Dynamite Puzzle Surprise Build a Sentence The Label Maker	Dump the Combo Syllable Pop-Up Math Sentences Shifty Targets Spot Check: Sentences
	 34 Wild About	All Keys	Making Space Pick Me! The Label Maker One & More	Bouncing Vowels Syllable Pop-Up Build a Sentence Making Space	Sounds the Same Curtain Call One & More Rhymes With	Dolch Dynamite The Label Maker Math Masters Shifty Targets	Syllable Pop-Up Rhyme Flip One & More Making Space Starts With
	 35 Art Start	All Keys	Making Space Puzzle Surprise The Label Maker	Syllable Pop-Up Bouncing Vowels One & More Rhymes With	Dump the Combo Sounds the Same Shifty Targets	Dolch Dynamite The Label Maker Starts With	Syllable Pop-Up Rhyme Flip Math Sentences
	 36 Let's Play	All Keys	Making Space Pick Me! The Label Maker	Syllable Pop-Up Bouncing Vowels Shifty Targets	Sounds the Same Curtain Call Build a Sentence	Dolch Dynamite The Label Maker Rhymes With	Syllable Pop-Up Rhyme Flip Math Masters Making Space 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 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 Handwriting & Keyboarding Are Important](#)
- [Digital Citizenship Explained](#)
- [Where's the Access?](#)
- [Keeping Things Private](#)

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 is taught in the beginning of elementary school and is mastered toward the end of elementary years. Keyboards are increasingly being introduced in the elementary environment, generally in third or fourth grade, with fluency expected in middle elementary years. Both handwriting and keyboarding are essential, lifelong skills that develop through proper instruction over time.

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

The milestones for written production start in kindergarten. Pre-K students are working on letter recognition and developing the fine motor skills for effectively working on letter recognition and developing the fine motor skills. Through computer work should be limited to pre-keyboarding and mouse skills. Through 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 printing, and personalization and speed with cursive, combine keyboarding with letter recognition and hand-eye coordination. Activities in third grade or higher provide a developmentally appropriate way to help reinforce classroom learning and develop fine motor skills.

Berlinger, Virginia, Robert Abbott, A transcription modes in children
Cook, Charles, and Lindsey Bennett
Journal of Developmental Psychology
Goldberg, Arnie, Michael Russell, et al.
of studies from 1992 to 2001

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...

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

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



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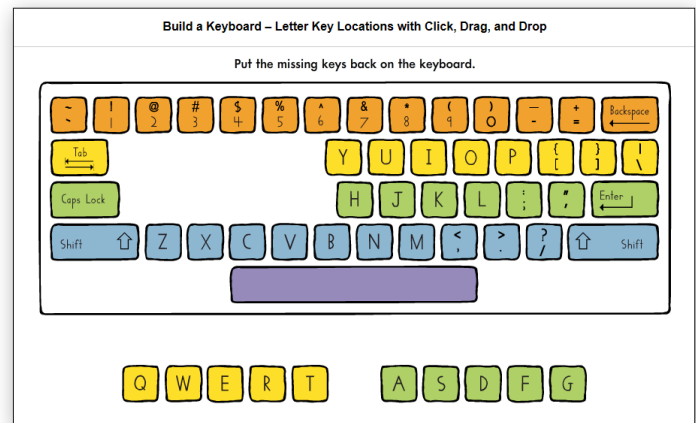
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Remediation Tips

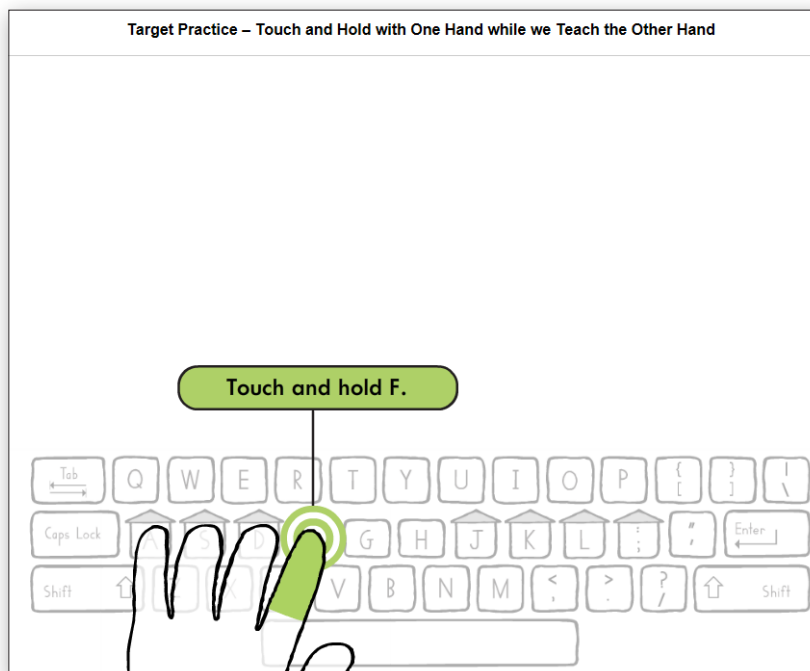
More Before the Keyboard

For a number of reasons, teachers, parents, and occupational therapists choose to teach 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).

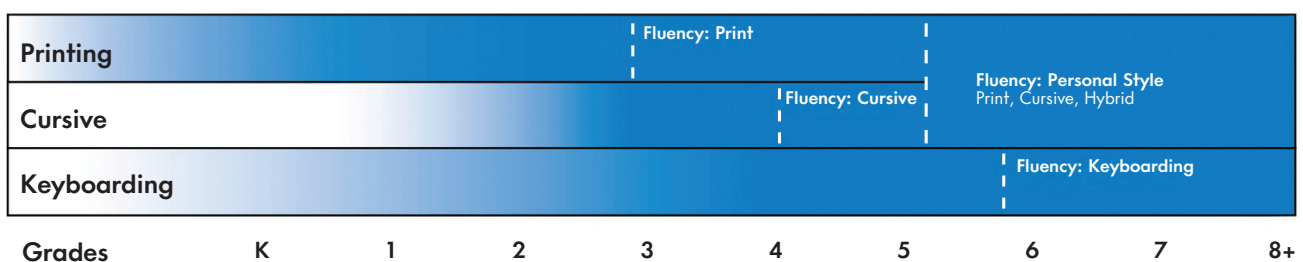
As a rule, research states that learning how to write by hand before keyboarding is a necessary motor exercise as it helps develop eye-hand coordination motor skills (Saperstein 2012, James 2006 and 2012, Berninger 2012). Handwriting is a foundation skill that needs to be developed first and will influence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

Where Handwriting & Keyboarding Intersect



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