

# **TECHNOLOGY-10**

## **ESSENTIAL UNIT 1 (E01)**

(Keyboarding)  
(July 2017)

**Unit Statement:** The student will demonstrate proper keyboarding technique. Proper technique forms the foundation for successful touch keyboarding. The goal at this stage is proper typing technique, not typing speed. Technique should be observed and closely monitored whenever students are operating a keyboard. Given the importance of developing good keyboarding habits the teacher is encouraged to open this unit at the beginning of the year and spend a few minutes each class reinforcing the ideas herein.

**Essential Outcomes:** (must be assessed for mastery)

1. The Student Will demonstrate correct keyboarding techniques (see checklist).
2. TSW use the correct hand for special purpose keys.
3. TSW accurately key the symbol keys using proper technique.
4. TSW develop speed and accuracy on the keyboard reaching a speed on a one-minute timed writing of 15 to 20 gross words per minute.
5. TSW develop proofreading and editing skills.
6. TSW demonstrate the proper care and handling of equipment and/or software.

**Suggested Materials/Software:**

- Keyboarding Software (for example Mavis Beacon or Typing Tutor) or consider using [Typingweb.com](http://Typingweb.com) as a typing program.
- Saskatchewan Education's document [\*A Handbook for Educators: Keyboarding\*](#) provides a "starter kit" of activities beginning on page 16.

**Suggested Websites:**

- [www.typing.com](http://www.typing.com) - Free accounts for students that track the progress (tests, drills, games, certificates)
- [http://www.learninggamesforkids.com/keyboarding\\_games.html](http://www.learninggamesforkids.com/keyboarding_games.html)
- <http://www.typingtest.com/games.html>
- <http://www.kidztype.com/browse-typing-games.html>
- [Destiny Webpath Express](#) (found on QSI schools Library site) use this search engine to find age-appropriate websites that align with this unit.

## **Suggested Activities, Assessment Tools and Strategies:**

(TSW 1) Videotape students so they can evaluate their own technique.

(TSW 2-3) Show a film or a video illustrating proper technique while keyboarding. High school students could model and develop the video. Here is a sample of a video that explores the techniques required to type properly on the keyboard. It also identifies the benefits of proper keyboarding, and proper finger placement.:

<https://www.youtube.com/watch?v=BqKm9piu0Ro>

(TSW 2-4) Demonstrate proper and improper technique while keyboarding. Technique is extremely important in the development of keyboarding skill and must be continuously encouraged. Keyboarding should not be taught sitting down but rather by moving around the room motivating and praising students. Written evaluations of students' techniques are important, but verbal encouragement and reinforcement of good technique on a daily basis will be beneficial to learners.

(TSW 2-5) Make use of brightly colored wall charts and/or overheads when teaching touch keyboarding.

When introducing a new key, have students find it on their keyboards. Encourage them to look down at their hands only during the introductory phase of each new key. Vocalize the strokes while the students key, using rhythm and a suitable pace. For example, call out "J space J" or "J U J" as the students key. For a change of pace, have students be the "callers" as they key. For the purposes of key location, allow your students to look down at their hands during the keying of one or two introductory lines accompanying each new key. Once the new key has been located, extensive drill work is required with "eyes on copy" to promote key security.

(TSW 2-5) The overhead or the board can be used effectively to ensure students are keeping their eyes on their copy while keyboarding. Putting the alphabet on the board or on flash cards, writing a list of "backwards" words (keyed from right to left, such as "deer" and "reed"), and keying the names of class members keep students interested and challenged.

(TSW 2-5) Use simple "art typing" designs to add interest and to assist the student with manipulation of the keyboard. Art typing is the creation of a diagram or graphic on the screen using a variety of keys such as x, /, \*, etc.

(TSW 2-5) Have students work in pairs if the number of keyboards is limited. One student could complete a simple checklist of each partner's technique, and then roles could be reversed.

(TSW 2-5) During the readiness phase of keyboarding (before touch keyboarding is introduced), encourage students to use the index finger of the left hand for keys on the left side of the keyboard. Alpha-numeric keys to be keyed with the left hand include the following: 1, 2, 3, 4, 5, q, w, e, r, t, a, s, d, f, g, z, x, c, v, and b. Alpha-numeric keys to be keyed with the index finger of the right hand include: 6, 7, 8, 9, 0, y, u, i, o, p, h, j, k, l, semi-colon (;), colon (:), apostrophe ('), quotation marks ("), n, and m. The right hand will also be used for the period, comma, question mark, and diagonal (/) keys.

(TSW 2-5) Time the students for one minute while they copy a passage in longhand. At the end of the keyboarding program, their keyboarding speed should be at least equal to

their handwriting speed. This will emphasize the usefulness of keyboarding to the young learner.

(TSW 2-5) Use a coloring activity to help your students with key location. Use the keyboarding chart showing both the left and the right hand at the bottom of the keyboard. Each finger has the name of a color on it. Have your students color the fingernail of each of the fingers with the appropriately colored crayon. For example, the fingernail of the baby finger will be red; the ring finger will be blue, and so on.

(TSW 2-5) Now ask your students to outline the home row keys (a, s, d, f, j, k, l, and ;) in black. The next step is to color the home row key the same color as the finger that is used to strike the key. For example, the "a" key will be red; the "s" key will be blue, and so on. The space bar is struck with the thumb; the suggested color is black. As more keys are added to the list of learned keys, they can be colored the appropriate color as well. The growing number of colored keys will give your students a sense of accomplishment in addition to helping with key security.

This can be taken a step further by the purchase of colored sticky dots from a stationery store. Allow the students to put a red sticky dot on their baby fingers, a blue one on each ring finger, etc.

(TSW 6) Develop a bulletin board display illustrating proper care and handling of the basic parts of the equipment (hardware) and/or software students will be using.

*ASSESSMENT RUBRIC AND CHECKLISTS FOUND ON FOLLOWING PAGES...*

**Assessment Rubric – E01 – Keyboarding**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)  
To receive an ‘A’, the student must show ‘A’ level mastery on 4 of 6 available and ‘B’ level mastery on all remaining TSW’s.**

<b>TSW</b>	<b>‘A’ Level Mastery</b>	<b>‘B’ Level Mastery</b>	<b>‘P’ Comments</b>
1. <b>The Student Will</b> demonstrate correct keyboarding techniques (see checklist).	Demonstrates correct keyboarding techniques at all times for the keys learned.	Demonstrates correct keyboarding techniques most of the time for the keys learned.	
2. <b>Use</b> the correct hand for special purpose keys.	The student can use the correct hand for special purpose keys all of the time.	The student can use the correct hand for special purpose keys most of the time.	
3. <b>Key</b> the symbol keys using proper technique.	Exceptional ability to key the symbol keys using proper technique.	Consistent ability to key the symbol keys using proper technique.	
4. <b>Develop</b> speed and accuracy of 15-20 gross wpm.	Exceptional development of speedy touch-typing. A student speed-test score is 18 -20 WPM.	Consistent development of speedy touch-typing. A student speed-test score is 15-17 WPM.	
5. <b>Develop</b> proofreading and editing skills.	Noteworthy ability proofread and edit.	Consistent ability to proofread and edit.	
6. <b>Demonstrate</b> the proper care and handling of equipment and/or software.	Exceptional ability to care and handle equipment and/or software.	Consistent ability to care and handle equipment and/or software.	

## Assessment of Keyboarding Techniques – 10 YOC

Name \_\_\_\_\_ Date \_\_\_\_\_

	All the time	Needs Improvement	Some of the time
<b>Correct Body Posture</b>			
● Spine is straight, against back of chair, leaning slightly forward from the waist.			
● Sitting centered in front of the keyboard (body directly in front of the “J” Key?)			
● Sitting a hand-span from the keyboard?			
● Feet are flat on the floor, slightly apart for body balance?			
<b>Correct Arm and Hand Position</b>			
● Arms are relaxed with elbows close to their sides?			
● Forearms nearly parallel with slope of keyboard?			
● Fingers curved, tips of fingers resting lightly on keys?			
● Hands close enough together to “lock” thumbs? Fingers upright, not leaning toward little fingers			
● Hands and wrists “quiet,” almost motionless?			
<b>Correct Keystroking</b>			
● Beginning and ending all keystrokes at home row position?			
● Keying each key with the correct finger?			
● Keying the space bar with the thumb of the right hand?			
● Shifting with the appropriate “little” finger?			
● Using the “little” finger of the right hand for the enter or return key?			
● Keeping eyes on copy (text, screen, board, etc.) rather than the keyboard, once a key has been learned?			

## Student Self-Assessment For Keyboarding Techniques

Name \_\_\_\_\_

Date \_\_\_\_\_

Read each skill below and rate yourself by circling the number that best describes your current skill level.

<b>Keyboarding Skills</b>	<b>S e l d o m</b>	<b>S o m e o f t h e t i m e</b>	<b>M o s t o f t h e t i m e</b>	<b>A l w a y s</b>
1. My eyes glance at the keyboard and back at the monitor. When I am copying work, my eyes form a triangle from the copy to the monitor to the keyboard.	1	2	3	4
2. I keep my feet flat on the floor.	1	2	3	4
3. My wrists do not touch the table or keyboard.	1	2	3	4
4. My body is a hand-span from the keyboard and squarely in front of the "J".	1	2	3	4
5. I sit up straight.	1	2	3	4
6. I keep my fingers curved and resting on the HOME ROW.	1	2	3	4
7. I keep my arms relaxed and my elbows close to my sides.	1	2	3	4



## Cumulative Keyboarding Progress

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

The cumulative keyboarding report below is designed to be used continuously throughout the Elementary Level. When a student has achieved a particular competency, indicate that achievement and record the date. Additional information may include the student's current grade level and the teacher's name.

Competency	Achieved	Date
Use both hands on the keyboard.		
Use the correct <b>hand</b> to key the space bar, return (enter) key, cursor (arrow) keys and the escape key.		
Demonstrate proper technique (see checklist).		
Use the correct finger of the correct hand for the space bar; return (enter) key, and shift keys.		
Use the correct hand to key all alphanumeric keys.		
Use the correct <b>hand</b> for the control keys and caps lock.		
Key the following by touch: space bar, return (enter) key, and shift keys.		
Use the correct <b>hand</b> for the following keys: cursor (arrow), backspace, escape, caps lock, control, insert, delete, and break.		
Key the home row keys (a, s, d, f, j, k, l, and semicolon) by touch.		
Key the alphabetic keyboard by touch.		
Demonstrate the ability to compose at the keyboard.		
Key the numeric keys by touch.		
Reinforce and further develop touch-keyboarding skill.		
Develop and enhance ability to compose at the keyboard.		
Develop proofreading and editing skills.		
Key the symbol keys by touch.		