



Digital Literacy Curriculum Resource

Module 2 Keyboarding



THE UNIVERSITY OF BRITISH COLUMBIA

Learning Exchange



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Learning Objectives

1. The QWERTY keyboard (most common keys used)
2. Correct finger placement
3. Hand / keyboard ergonomics (type in a healthy way)
4. Keyboarding / typing

Pre-requisite Skills

- Basic mouse skills: hold mouse correctly, left click, scroll
- Basic navigation: scroll, cursor shapes, where and how to place a cursor
- Can recognize alphabet and symbols

Preparation

- Set up the room with computers or laptops for each student.
- Make sure you open the following on each student computer and on the teacher computer before you start: Word or Google Docs or another word processing program.
- Put extra keyboards on each table.
- Read through the lesson outline and notes.
- Print the handouts for students.
- Turn on the projector or the interactive whiteboard or print visuals in large format to teach concepts.
- Optional: open the link to the typing tutor (typing.com) on each student computer.

Notes about the lesson:

- In the lesson, the --> symbol is used to give the answer when it's a part of the script. Otherwise, the word 'Answer' is used.
- Vocabulary: Don't spend time teaching vocabulary. Instead, demonstrate where things are on the computer and how they work.

Materials

- Keyboards connected to desktop computers or laptops
- Internet access (to access online practice)
- Extra keyboards, if available; one for teacher to demonstrate and one / table for students to share.
- Online typing tutor: typing.com
- Visuals for teaching: display on interactive whiteboard or enlarge to 11x17

Visuals

- Module 2-Literacy-CLB 1-Introduction to the Module-Visual
- Module 2-Literacy-CLB 1-Digital Skill 2-Practice-Visual A
- Module 2-Literacy-CLB 1-Digital Skill 2-Practice-Visual B
- Module 2-Literacy-CLB 1-Digital Skill 3-Learn-Visual A
- Module 2-Literacy-CLB 1-Digital Skill 3-Learn-Visual B
- Module 2-Literacy-CLB 1-Digital Skill 4-Review-Visual

Handouts

- Module 2-Literacy-CLB 1-Digital Skill 1-Part A-Practice-Handout A
- Module 2-Literacy-CLB 1-Digital Skill 1-Part A-Practice-Handout B
- Module 2-Literacy-CLB 1-Digital Skill 1-Part A-Your Turn-Handout A
- Module 2-Literacy-CLB 1-Digital Skill 1-Part A-Your Turn-Handout A-Answer Key
- Module 2-Literacy-CLB 1-Digital Skill 1-Part A-Your Turn-Handout B
- Module 2-Literacy-CLB 1-Digital Skill 1-Part B-Practice-Handout
- Module 2-Literacy-CLB 1-Digital Skill 4-Learn-Handout A
- Module 2-Literacy-CLB 1-Digital Skill 4-Learn-Handout B-Visual Steps

LESSON

Introduction to the Module

Approximate time:
2-3 mins

Elicit “type” using gestures and ask students:

What’s this? Answer: “type”

Do you type? (Students answer yes or no).

2 hands or 1 hand? (Show both ways on keyboard)

2 hands are good

Tell students:

Today we type.

Optional: display the following visual and show learners the outline of the whole Digital Literacy Curriculum Resource, the focus of each module:

Module 2-Literacy-CLB 1-Introduction to the Module - Visual

DIGITAL SKILL 1 Part A

Approximate
time 75-120 min

Learn the QWERTY keyboard – most common keys

Part A:

Keys covered: letters, Shift + letters, Caps Lock+ letters, Backspace, Delete, Spacebar, Enter

Information for the teacher:

Different keyboards are used around the world so not all students are familiar with the QWERTY keyboard. However, it is commonly used in many countries.

The QWERTY keyboard has the keys organized in a way to make typing easier, more efficient. It is not organized alphabetically.

NB: It’s not important that students remember the names of keys. It’s important that they know how to use them and where to find them.

Laptop keyboards: some can have 3-4 symbols on one key. However, the more commonly used symbols are also repeated on the other keys, as taught in this lesson.

You need to demonstrate as you use them what the different keys type.

Open either Microsoft Word or a Google Doc. on the teacher computer as well as on each student computer.

Google Docs are free for anyone with a Gmail account.

Objective

Students will be able to:

- identify the most commonly used keys on the QWERTY keyboard
- know their purpose
- know their location

Vocabulary

NB: For this level, don’t teach the definitions just demonstrate what the keys do and their location on the keyboard.

- **keyboard** – the part of the computer / laptop with all the keys
- **keys** – the buttons on the keyboard
- **letter keys** – all the keys with letters
- **number keys** – all the keys with numbers (along top of keyboard and on the right side)

- **enter / return** – used to move to the next line when typing
- **shift** – used (1) to make a letter capital; and (2) to use the top symbols on keys with 2 symbols
- **caps lock** – when you press this + letter keys, all the letters are capitals.
- **space bar** – used to make a space
- **delete** – used to remove text that is to the right of the cursor
- **backspace** – used to remove text that is to the left of the cursor
- **press** – means “push”. For example, we say “press Enter” (key).

Learn

Approximate
time 20-30 mins

Tell students:

Today we type.

Gather students at one computer or at a table using a loose keyboard. Elicit:

What’s this? --> keyboard

What are these? --> keys.

Repeat: keys --> keyboard

Get students to repeat “keyboard” and “keys” several times.

Continue to teach / elicit, as above, in this order:

Letter keys (pointing to all of the letter keys)

Number keys (pointing above the letters and on the right side)

Show me letter keys

Show me number keys

Elicit / Teach:

Shift

Write some capital and small letters on board: A a S s D d F f J j K k L l

Point to each and elicit /teach:

“Capital A”. “Small a”

Repeat with each letter (Aa Ss Dd Ff Jj Kk Ll). Get students to repeat “capital” “small”

Gather students (back) around one computer.

Open Word or another program to demonstrate typing (for e.g. Google Doc)

Demonstrate by typing a few small letters: aaaaaa ddddd kkkkk

Ask students:

What letters? Answer: a d k

Small a or capital a? Answer: small a

Small d or capital d? --> small d

Capital k or small k? --> small k

Type a capital A, D and K. Point to one of the Shift keys and demonstrate how to press and hold Shift and press A then shift+ D then shift + K

Press Shift+ A again, say and get students to repeat:

Capital A

Demonstrate letter A several times again with and without Shift: AaAaAa

Each time students repeat:

“Capital A”, “small A”

Repeat this with each of the letters: AaSsDdFfJjKkLl. Say:

Shift

Two shift keys.

One here and one here. (point to each on the keyboard)

NB: it's not important that students remember the names of keys. It's important that they know how to use them and where to find them.

Show students how to use the baby fingers on each Shift key.

Shift vs Caps Lock

Now demonstrate Caps Lock vs Shift keys

Point to Caps Lock and show how you press it once and it makes all letters capital

Type AAAAAA SSSSSSSS DDDDDDD etc. to show students

Say:

This key, all letters are capital. (Caps Lock)

Point to Shift. Show it makes only one letter capital at a time.

Say:

This key, one letter is capital. (Show students and say the letters as you do it: Shift + D then just dddd then DdDdDd)

Repeat to show students with 3-4 more letters (F f, J j, K k, L l)

Show how the light is on / off. Point as you do it. Say:

Caps Lock... press it... the light is on

ASDF

Press again... the light is off

asdf

Repeat a few times to show students clearly.

NB: common error for students new to keyboarding/ typing: pressing the Caps Lock too many times and not knowing when it is on and off.

Check understanding using gestures as you ask:

Capital D. What keys? --> Shift + D

Small d. What keys? --> D (no shift)

Review. Ask a stronger student:

Show me DdDdDd now Ffff

Show me DDDDDDDDD. LLLLLLLLLL

Backspace

Show the following on the interactive whiteboard as you type or write on the whiteboard: canada with a small c (make an error on purpose)

Ask:

Ok? --> No, Why? --> Canada, capital C

Elicit the idea of erasing by doing it on the whiteboard or using gestures.

Point to the keyboard and teach / elicit which key to use to erase.

Point to the left and ask:

What key? --> Backspace

Correct Canada typing it with a capital C saying as you do it:

Back, back, back ...

Point to the backspace key again and have students repeat "Backspace."

Repeat the above with another word: vancouver

Delete

Now show students another way to erase typing, by using the Delete key

Again type: canada (or your city with a small first letter, e.g. burnaby)

Ok? --> No, Why? --> Canada, capital C / Burnaby, capital B

Point to the Backspace key and elicit using gestures:

Backspace key

Number one, Backspace key

Now point to the Delete key and say:

Number two, Delete key

Backspace key goes left (gesture), back, back, back

Delete key goes right (gesture)

Now show how to use the mouse to move the cursor. (Students learned how to do this in Module 1)

Use the mouse.

Put the cursor *before* the c in canada. Show how it must be before the letter c, not after the c. (Put it before the n, then d then c to show correctly and incorrectly.)

Make sure students can see where the cursor is. Ask:

Where is the cursor? --> yes, here

Show how to press Delete to erase the small c. Elicit:

I need capital c.

What keys? (gesture) --> Shift + C

Then type a capital C

Model this again for students, as above, with the following:

Type burnaby (or your city)

Then do it again with your first name.

Space bar

Press the spacebar and show how it makes spaces.

Type the words "I live in Canada" and show how you use the spacebar to make spaces. Say "space" every time you use it.

I space live space in space Canada

Type: My first name is (your name) to show again how the spacebar makes spaces. Say "space" every time you use it:

My space first space name space is space (your name)

Type the words: First name

First space name

Now type Firstname (no space)

First name... One word or two words? --> two words

Elicit / Show how to use the mouse to put the cursor between t and n and say "space" when you make the space.

Use the mouse. Click. Letter T... click ... letter N

First...

(Pause and gesture to elicit the word "space" as you press the spacebar... name Model this again as above with another 2 words that need a space, myaddress

Enter

Point to the Enter key. Say:

Enter

Show how it moves the cursor down a line.

Press it 5 times and say "enter" each time you press it.

Type a list of 4 simple words. Choose things your students already know in English (for example food or school items)

Example list:

Milk

Eggs

Bananas

Bread

Go down two lines between each word. Each time you press the Enter key say, "enter enter".

Milk enter enter Eggs enter enter bananas enter enter bread enter enter

Alternatively use school items: Book Pen Paper Pencil etc.

Go down two lines between each word. Each time you press the Enter key say "enter".

Book enter enter Pen enter enter Paper enter enter Pencil etc.

Point to the Enter key again and ask:

What's this? --> Enter

REVIEW

Go over what you've covered so far:

Point to keys or elicit while using the keys and ask:

1 capital letter? Capital D? How? --> Shift + letter D

All capital letters? DDDDD How? --> Caps Lock + letter D

Go left/back and erase? How? --> Backspace

Go right and erase? How? --> Delete

Go down? (gesture) How? --> Enter

Space (gesture)? How? --> Spacebar

NB: It's not important that students can say the names of keys. It's important that they know how to use them and where to find them. So, if they just point to the correct keys that is fine.

Practice

*Approximate time:
40-60 mins*

Preparation: Make sure you have Word or a Google Doc open on each computer.

Students reinforce the keys taught in Learn while using individual computers. They practice typing the keys while copying from a handout.

Model the steps a few times before you give out:

Module 2-Literacy-CLB 1 Digital Skill 1-Part A-Practice-Handout A

Have students highlight the Caps Lock key in one colour and then the Shift key in a different colour on the handout.

Have them find the letter keys, number keys, Shift and Caps Lock keys on the handout and on a keyboard.

While students do that, open Word or a Google Doc on each student computer, for them. Click on Start and type: Word then click on Blank Document

NB: Do not teach student the steps of how to open a Word document at this point, as it will confuse them. Keep their focus on the typing skills they are learning.

Using the handout, model how to use Caps Lock and type the words, CANADA, BURNABY COMPUTER BC etc.

Say:

Caps Lock... capital C capital A capital N capital A capital D capital A

Point to the handout.

Then model how to use Shift and type the words on the next page of the handout. Canada New West Vancouver etc.

Point to the handout and the keyboard and say:

Capital C Shift C small a No Shift small n small a small d small a

etc.

More Practice-Delete and Backspace

Put on the interactive whiteboard or print the Handout for students to copy from: Module 2-Literacy-CLB 1-Digital Skill 1-Part A- Practice-Handout B

Have students colour the Backspace and the Delete keys in different colours on the keyboards on the handout.

Have students again use Word or a Google Doc. (see above)

Backspace

Using the handout, model how to use Backspace.

Follow the handout and type “loonei”, then spaces, then “loonei” again.

Keep the first misspelled word and change the second “loonei” using backspace to “loonie”.

Continue to model with the other words, keeping the first misspelled words and changing the second version to the correct spelling using backspace:

dollra --> dollar Vancouvre --> Vancouver Fridya --> Friday etc.

Delete

Using the handout, model how to use the mouse to place the cursor before “D” and then press the Delete key.

Type CanaDA, then CanaDa again and then change the second CanaDA to Canada. Keep the first misspelled word.

Model a few more of the words on the handout, BurnaBY etc

When students are clear what to do, have them practice on their computer.

NB: students have not learned the arrow keys yet. They are in Part B.

They need to use the mouse to place the cursor. However, just to put the cursor in the correct place will be difficult for some students.

Your turn

*Approximate
time: 15-30 mins*

Display the visual on the interactive whiteboard or use 11X17 paper copy of Module 2-Literacy-CLB 1-Keyboarding-Digital Skill 1-Part A-Your Turn-Handout A

Give students a copy of this.

Have them fill in the blanks by looking at a keyboard.

Students can check with the Answer Key.

Module 2-CLB 4-Keyboarding-Digital Skill 1-Part A-Your Turn-Handout A-Answer Key

Post this around the room or display on interactive whiteboard for students to self-correct. Double check each student’s work.

Go over each item:

Show me ‘Enter’, Show me ‘Shift’ etc.

Students practice / say the words in pairs.

More Practice:

Display and hand out the following:

Module 2-Literacy-CLB 1-Keyboarding-Digital Skill 1-Your Turn-Handout B

NB: For lower students: Fold or cut the handout and only give part of it

Before students start, model how to use the handout.

Now let’s practice.

Look. Copy. Type

Point to the computers and say:

Sit at a computer please.

Look. Copy. Type

Monitor each student and give support.

DIGITAL SKILL 1 Part B

Approximate
time 40-60 min

Learn the QWERTY keyboard – most common keys

Information for the teacher:

Part B:

Keys covered: Arrow keys, dot/ period, @, Question mark

Objectives

Students will be able to:

- identify the most commonly used keys on the QWERTY keyboard
- know their purpose
- know their location

Vocabulary

- **arrow keys** – 4 keys that move the cursor up, down, left or right
- **@** – called “at” in English. Used for email addresses
- **period / dot** – called “period” at the end of sentences or dot in email addresses
- **?** – **question mark** – used at the end of questions

Learn

Approximate time:
20-30 mins

Continue to elicit / teach in a similar way to Digital Skill 1 Part A with the keys listed below:

Arrow keys

Point to the cursor on the screen.

Point to the arrow keys and show students how the cursor moves, say:

Up down right left... up down right left... up down right left

Left left left... right right right... up up up... down down down

Make sure students see how the cursor moves.

Say:

Arrow keys

Ask:

Erase? --> No

Point to Delete and Backspace. Ask:

Erase? --> Yes

Type a word and show students again how both Delete and Backspace erase typing but the arrow keys only move the cursor.

Multi-symbol keys:

. Period

@ at

? question mark

Point to a few keys that have 2 symbols (period and >). (2 and @) and point to each of the symbols on the key say 1 2 1 2 to convey the idea that some keys have 2 symbols.

Dot/ period

Write a dot on the board and google.com. Point to the dots and ask:

What's this? --> dot

Say as you write on the board or type and display on the interactive whiteboard:

issbc.org (issbc dot org)
google.com (google dot com)

On the keyboard, show which key has the dot symbol. Type lots of dots as you say
dot dot dot...

If a student asks how dot and period differ, model a sentence and say “period” as you write one at the end.

@

Write this symbol on the board. @ Ask students:

What’s this? --> at
Repeat please “at” “at”
It’s for emails

Write on board: info@issbc.org and say:

info at i s s b c dot org

Write don.davies@parl.gc.ca and say:

Don dot davies at p a r l dot g c dot c a

Point to the keyboard and ask:

Where is @? --> above #2

Press the key and show students they only get 222222

Press Shift + @ and show them they get @@

Show them as you say:

2@2@2@

Question Mark?

Write a question mark on the board. Ask

What’s this? --> question mark

Point to the keyboard. Ask:

Where is it?

Point to the two symbols on that key and as you point to each symbol say

1, 2

Do this twice. Press the key and show that you get //

Press Shift + ? and show them they get ?????

Students use loose keyboards at tables or sit at individual computers again and T reviews by eliciting orally:

Show me the question mark key.

Where is the @ key? Shift or no shift? --> Shift + @

(Students point on their keyboard)

Review all keys done so far in a similar way:
Period @ Question mark Arrow keys

Optional:

Review from Part A: Shift Backspace Delete Enter Spacebar Caps Lock

Practice

Approximate time:
15-30 mins

Students reinforce the keys taught in Part B while using individual computers. They practice typing with the keys while copying from a handout.

Put on the interactive whiteboard or print the handout for students to copy from. Use **Module 2-Literacy-CLB 1-Digital Skill 1-Part B-Practice-Handout**. NB: For lower skilled students: Fold or cut the handout and only give part of it.

Before students start, model how to use the handout.

Let's practice.

Look. Copy. Type

Point to the computers and say:

Sit at a computer please.

Look. Copy. Type

Give the handout and then monitor each student and give support.

DIGITAL SKILL 2

Approximate
time: 30-60 mins

Correct Finger Placement on the Keyboard

Information for the teacher:

Many students likely use only 1 finger (hunt and peck method).

Important to convey to students that if you use the correct fingers on the keys, you type better. If they want to use a computer for work, this is very important.

The hunt and peck method is not healthy as it causes neck and shoulder pain.

Spacebar: You can use either thumb to press it but usually people use the thumb of the hand they write with.

Students who are learning to type will look at the keyboard while typing. Remind them to look at the screen, not the keyboard, as much as possible. Encourage them to keep practicing!

Useful website for teacher:

<https://www.wikihow.com/Position-Hands-on-a-Keyboard>

Objectives

Students will be able to

- identify the home keys
- understand where to place their fingers on the home keys
- practice using some of the home keys

Vocabulary

- **home keys** – ASDF ;LKJ -the keys where we put our fingers when we start typing. We always bring our fingers back there.
- **bump** – the “F” and “J” keys have a bump on them, so they are easy to find
 - finger
 - thumb
 - left / right
- **spacebar** – the key that makes a space

Learn

Use a loose keyboard to demo at one table with students gathered around or display the keyboard on the interactive whiteboard. Or have students at individual computers.

Type something and ask:

What's this? --> type

Demonstrate typing with one finger /one hand vs. using both hands and all fingers.

Ask:

1 hand or 2 hands? --> 2 hands

1 hand is very slow.

2 hands, 10 fingers is fast.

Today, we type with 2 hands.

As you press each key say:

A S D F ; L K J

Place your fingers on the home keys and say:

Home keys A S D F ; L K J Home keys

Take your hands off the keyboard. Then put them back on the home keys. Say:

Typing. Start here.

Take your hands off the keyboard again. Then ask:

Where are the home keys?

Wait for students to tell you, then put fingers on them again

Hold up your left hand and ask

Left hand or right hand? --> left hand

As you press the keys say:

Left hand ASDF (keys)

Hold up your right hand and ask

Left hand? --> No, right hand

As you press the keys say:

Right hand; LKJ (keys)

Point to the spacebar and ask

What this? --> spacebar

Fingers or thumb? --> thumb

Show that you can use either thumb to press it. Say:

Right thumb ok. Left thumb ok.

Review: take your hands off the home keys and then check:

Show me the home keys

Students show you. Then put your fingers back on them and ask:

Spacebar. Fingers or thumbs? --> thumbs

Show them the 2 keys with bumps, F and J and how these help you find the home keys without looking.

No looking. Feel the bumps. F and J have bumps.

D and K no bumps.

Practice

*Approximate time:
10-20 mins*

Display this visual on interactive whiteboard or enlarged on 11x17 paper:
Module 2-Literacy-CLB 1- Keyboarding-Digital Skill 2-Practice-Visual A

Point to the computers and say:

Please sit at the computer.

Tell students:

Home keys ASDF;LKJ

Take your fingers off.

Put your fingers back. ASDF;LKJ

Review:

Ask students:

What are the home keys? --> ASDF;LKJ

Where are the bumps? --> on F and J keys

Show your thumbs and ask:

Where are your thumbs? --> on the space bar.

Point to the Enter key and say:

Enter. What finger do you use? --> baby finger on the right hand.

Point to the Delete key and ask:

What key? --> delete. What finger? --> the baby finger on the right hand.

Point to Caps Lock and say:

Caps Lock. What finger? --> baby finger of the left hand

Optional: Refer to Module 2-Literacy-CLB 1- Keyboarding-Digital Skill
2-Practice-Visual A

As you gesture to the keys on the keyboard and your hands say:

Look at this picture. Some keys we use the left hand. Some keys we use the right hand.

Your turn

*Approximate time:
10-20 mins*

Have students come to tables. Hand out black or red Sharpies and yellow highlighters to each pair/ group. Use the handout from Digital Skill 1 that students already have: Module 2-Literacy-CLB 1-Keyboarding-Digital Skill 1-Your Turn-Handout. Hold it up and say:

Use this paper.

the yellow highlighter pen and ask:

What colour? --> yellow

As you do it say:

Colour the home keys yellow ASDF;LKJ

Use the black or red Sharpie and as you draw a line separating them say:

Left hand keys... Right hand keys

Alternatively, if you prefer not to use the same handout, give another handout: **Module 2-Literacy-CLB 1- Keyboarding-Digital Skill 2-Practice-Visual B**
 This already has the home keys marked on it. Have students highlight the home keys in yellow. Then have them draw the line separating the left and right hand keys. (See above)

DIGITAL SKILL 3

*Approximate time:
10-20 mins*

Hand / Keyboard Ergonomics

Information for the teacher:

Don't teach the word "ergonomics" as it's not a common word.
 It's important that students learn a healthy way to position their hands and wrists when using the keyboard. Incorrect positions can lead to wrist and hand pain that could become chronic.

Objective

Students will learn

- how to use a keyboard in a healthy way so they take care of their wrists and hands.

Vocabulary

- wrist
- hand
- healthy
- sit
- feet
- arms

Learn

*Approximate time:
10-15 mins*

Review from Module 1 the best way to sit at the computer.
 Display this visual on Smartboard or enlarge on 11x17
Module 2-Literacy-CLB 1-Digital Skill 3-Learn-Visual A

Model and elicit

Sit.

Model bad ways to sit: Slouch in the chair, lean too far forward etc. Ask:

Ok or not ok? --> not ok

How do you sit?

Have them look at the visual and using few words demonstrate the following:
 Chair: Adjust your chair and show them a correct height for the computer table.

Your chair? Like this.

Feet: Show them how the feet should be flat on the floor.

Your feet like this.

Arms: Show them how the arm should be at 90 degrees.
 Show them how arm support is good.

Your arms like this.

Display this visual: **Module 2-Literacy-CLB 1-Digital Skill 3-Learn-Visual B**

Look at the pictures.

Demonstrate poor and correct hand / wrist position and ask:
Is this ok or not ok? etc. Is this good or not good? etc.

Show poor wrist position and typing:
Like this. It's not good. Your hands will hurt.

Practice

Approximate time:
5-10 mins

Ask students:

Now please sit at the computer

Pair students up.

Show your partner.

Good sitting and good hands on the keyboard.

Go around and check each student is sitting correctly and also using correct hand and wrist position.

DIGITAL SKILL 4

Approximate time:
1.25-2 hours

Keyboarding / Typing

Information for the teacher:

There are various free online typing tutor programs. [Typing.com](https://www.typing.com) has a clean interface.

NB: Students don't have to register in order to use [typing.com](https://www.typing.com). However, if students register, the program will track their progress and give feedback.

Get familiar with [typing.com](https://www.typing.com) before you use it with students including how to access it from a browser.

Objective

Students will:

- start to learn how to type with correct finger placement using an online typing tutor program
- Optional (recommended): register for the program so they can log in anywhere and continue to work at their personal skill level

Vocabulary

NB: Important! For this level, don't teach the definitions; just demonstrate what the keys do and their location on the keyboard.

- **click**
- **mouse**
- **cursor**
- **scroll**
- **arrow**
- **hand**
- **l**
- **up**
- **down**
- **left**
- **right**
- **sign up** – another way to say “register”
- **username** – To use some computers or programs you need this. It's the name or word that you need to type together with a password.
- **password** – a secret word only you know. Use it to get into your email or into

- some programs on the internet (online programs)
- **log in** – what you need to do to get into / access a computer program online/ on the internet
- **log out** – what you need to do to get out of a computer program online/ on the internet

Review

Approximate time:
10-15 mins

- Some of the basic mouse skills taught in Module 1: click / left click/ scroll
- Some of the basic navigation skills taught in Module 1: cursor shapes, recognize a link, know where to click

Information for the teacher:

Students only need the mouse and navigation skills required to access and (if doing so) to register for typing practice online.

Have a website open on the teacher computer. Choose one that lets you demonstrate the 3 different cursor shapes: arrow, I-Beam and hand (For example: Workbc.ca).

Demonstrate and elicit / teach:

Point to the cursor and ask:

What's this? Answer: cursor

Move the cursor around the screen. Point to the cursor and ask:

What is it? Answer: an arrow.

Draw one on the board.

Move the mouse and show how it moves the cursor around the screen.

Review scroll wheel

What's this? Answer: scroll.

Move the scroll and show how it moves the screen up and down. Pause to elicit:

Up... down... up... down

Open a browser and then a website (Workbc.ca is good) on the teacher computer and move the cursor over a link and ask:

What is it? Answer: a hand

Draw a hand on the board under the arrow you drew before.

A hand? We can click and open (a link).

Show them a few places where the cursor is a hand and what happens when you click.

Go back and then move the mouse so the cursor is an arrow and try to click and open. Ask:

What is it? --> an arrow

An arrow. Can we click and open? --> No

Move the mouse until the cursor becomes a hand again.

Can we click and open? --> Yes

Show them again how you can click and open a link.

Move the cursor to the search bar or another space where you get an I-beam and ask:

What is it? a hand? --> No. an "I"

Draw this on the board under the arrow and hand.

An "I" means you can type.

Display the visual of common cursor shapes:

Module 2-Literacy-CLB 1-Digital Skill 4-Review-Visual

Learn

Have students sit at their own computers and copy you as you demonstrate.

Use the following (cut up into strips for students to copy from more easily):

Module 2-Literacy-CLB 1-Digital Skill 4-Learn-Handout A

Show students how to open and use the [typing.com](https://www.typing.com) program

This is a typing program. Use it at home.

Option A: (preferred)

Registering on www.typing.com then using the site:

This will take about 20 mins longer than just having the students use the program.

Use: Module 2-CLB 4-Digital Skill 4-Learn-Handout B

Visual steps

Show students how to register / sign up.

Point to Google Chrome.

Click

Point to the address bar.

Click here (in the address bar)

Type: [typing.com](https://www.typing.com)

Press Enter

Point to Sign up Now

Click here

Student signup. Click

Type a username and password. Something easy to remember.

Model this with your first name and birth year

Your username is private. Your password is private.

Don't tell me

Teach how to make a note of /write down their username and password. Model this by writing your own in your notebook.

Show students how to click on the boxes below except: "I consent to receive information and updates from [typing.com](https://www.typing.com) (you can unsubscribe at any time!)"

Sign up. Click

Guide students on using the program.

Start (J, F and Space)

Click on Skip Video

Click

Use the home keys.

Look and copy.

Practice

Option B: (less preferred)

Using the site without registering:

Point to Google Chrome.

Click

Click here (in the address bar). Type www.typing.com

Click on Students

Click on Typing Lesson

Click on Start (J, F and Space)

Click on Skip Video

Click

Use the home keys

Look and copy

Practice

Practice

*Approximate time:
15-30 mins*

Review with the whole group how to log in and sign up as you help a few students in turn do it. Repeat the steps in Learn above. Elicit as you do it.

Have all students copy in their notebooks: typing.com and their username and password so they can use the program again at home.

Your turn

*Approximate time:
30-45 mins*

Let students work at their own pace using the typing.com program

Let's practice

Point to a clock and write the end time on the board so students know how long they can practice. Go around and support them as needed.

They should be able to use the program quite independently.

10-15 minutes before the end of class, take time to show students how to log out (and log in again) and for them to practice both.

Finished? --> Close / Log out

Students using www.typing.com as registered users (with an account):

Point to the username in the top right.

Click

Point to Log out

Click

Close the program.

Click X. Closed

Important: Have students practice logging in and out several times. This helps them remember their username and password as well as the process.

Students using www.typing.com without registering:

Point to the X on the tab

Click

It is closed.

Practice

*Approximate time:
30 mins*

What did you learn today?

Review a few of the skills learned and practiced in this module.

Ask concept-check questions. For example:

Show me the home keys. Answer: ASDF;LKJ

Show me Shift and Caps Lock

Where's the spacebar?

Show me delete, backspace, arrow keys.

What are you going to do to practice on your own?

Remind them:

At home, use www.typing.com for 15 minutes every day.

Study handouts

Use the Extra Practice Activity (interactive)

NB: you will need to show students how to use this.

Build in 15-20 mins for demonstration.
