

Herzog Keyboarding Grades 3 through 5

Overarching Essential Questions

How will learning to keyboard help me with my academics today and my career tomorrow?

Introduction

The lessons in the Herzog Keyboarding material have been piloted and reviewed within the district.

Unit Overview		
Big Ideas	Essential Questions	Lessons
Basics	Why is it essential to learn how to keyboard?	1
Learning Keys	What is the importance of keyboarding using consistent technique?	2-6
Reinforcement	Why are correct keyboarding skills important in relation to productivity and accuracy?	7-10
Boosters	How can I improve my keyboarding skills?	

Unit Standard Overview		
Grade Level	Standard	Standard
Grade 3	Common Core	W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
	Technology	IT-A.4.1.5 Use common media and technology terminology and equipment: develop touch keyboarding techniques using both hands
		IT-A.4.3.2 Use a computer and productivity software to organize and create information: produce a document using a word processing program
Grade 4	Common Core	W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	Technology	IT-A.4.1.5 Use common media and technology terminology and equipment: develop touch keyboarding techniques using both hands
		IT-A.4.3.2 Use a computer and productivity software to organize and create information: produce a document using a word processing program
Grade 5	Common Core	W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
	Technology	IT-A.8.1.3 Use common media and technology terminology and equipment: demonstrate touch keyboarding skills at acceptable speed and accuracy levels
		IT-A.8.3.6 Use a computer and productivity software to organize and create information: compose a class report using advanced text formatting and layout styles

Unit at a Glance

Lessons 1 – 6					
Learning Keys	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Fundamentals	Letters A-G	Letters H-P	Letters Q - U	Letters V –Z
	Lesson 6				
	Punctuation & Function Keys				

Lessons 7-10					
Applied Reinforcement	Lesson 7	Lesson 8	Lesson 9	Lesson 10	
	Specific lessons per grade level	Specific lessons per grade level	Specific lessons per grade level	Review	

Booster Lessons					
Booster	Booster Review Option 1				
	Review Letters A-G	Review Letters H-P	Review Letters Q-U	Review Letters V-Z	Review Punctuation & Function Keys
	Booster Review Option 2				
	Review Letters A-G	Review Letters H-P	Review Letters Q-U	Review Letters V-Z	Review Punctuation & Function Keys
	Booster Review Option 3				
	Review letters A-Z	Letter Locations	Typing Duets	Letter Practice	Letter Practice

Things to Consider Prior to Teaching Keyboarding Unit...

Microsoft Word – Preferred program to use for the keyboarding unit. Be sure you can locate the program prior to the students entering the lab.

Here are some tips:

- Look in Microsoft Office folder on desktop
- Click on "Start", then type "Microsoft Word" in the search box, Select program from pop-up list



Saving Documents – For accountability purposes you may wish to have students save their work daily.

Saving Options: (ALWAYS SAVE TO THEIR M: DRIVE)

- Have students save their keyboarding work daily in a separate document. Document names can vary. Example: Date of lesson, Lesson Number, etc...
- Have students open the same document and add the new lesson to that document. Students can separate lessons within that document by keying the date or lesson number. Save initial document as Herzog or Keyboarding Lessons.

Capital Letters – The Herzog student book shows all lessons in capital letters. Therefore, you may wish to show your students the "Caps Lock" key on the keyboard during the first lesson. For consistency allow students to key using "Caps Lock" while learning the keys in Lessons 1-6. After Lesson 6 students should be following the rules of capitalization using the "Shift Keys".

Finger Gymnastics - Before each lesson you may choose to have students perform finger gymnastics. This is a great way to get your students into typing mode and have a little fun. Use the "Finger Gymnastics" video to lead your students in these exercises.

Wall Chart – A Herzog wall chart will be located in each computer lab for teacher/student reference. You may use this chart to introduce letters within the lesson. Be sure to reference the column number when learning each letter key.


Assignment Completion – Keyboarding lessons can be long for some students. Reassure your students that their goal is to type using the Herzog method to become faster and more accurate. If students do not get done with a lesson on that specific day they should not be penalized. Students will realize a connection between the amount of keyboarding practice and the gradual building of speed. We recommend that

students who are on-task but unable to complete an assignment not be required to complete it at a later time.

Typing Speed – Initially, typing speed is not the main focus of the learning process. The main goal for the student is to focus on the Herzog technique. The more practice/time on the computer typing, using this technique, the faster the student will become.

DPI Typing Speed Recommendation	
*Formula for recommended speed = grade level x 5 words per minute	
3 rd Grade	3 x 5 = 15 words per minute
4 th Grade	4 x 5 = 20 words per minute
5 th Grade	5 x 5 = 25 words per minute

Following Lines – If students are having difficulties following the typing lines on the lessons/activities have them try one of the following options:

- Place a Post-It under the line they are currently typing. 
- Have a long slip of paper cut out and two paper clips. Paper clip the piece of paper under the line they are currently typing. (Colored Construction paper works great!)



Instructional Time

Trimester	Days and Minutes	Notes
1	10 Days - 30 minutes each lesson	Instructional days need to be close together
2	5 Days – 30 minutes each lesson	Instructional days need to be close together
3	5 Days – 30 minutes each lesson	Instructional days need to be close together

Instruction can be done within the computer lab or through the use of minis or ipads within the classroom.

Essential Questions

Why is it essential to learn how to keyboard?

Activities/Teaching Cues

- Why Teach Keyboarding? - Explain to students
 - Keyboarding is faster than handwriting
 - Using correct keyboarding skills is faster than "hunt and peck"
 - Keyboarding is an important life skill for school and work
- Keyboarding Layout
(Using the wall chart explain the keyboard)

"Your keyboard is divided into two sections, or zones. All the keys on the left are typed with the left hand. All the keys on the right are typed with the right hand. Pretend there is an invisible line between the left and right sections."

"There is a Number Row above the top row of letters. The numbers are in order from left to right: 1 2 3 4 5 6 7 8 9 0."

There are 10 columns of keys. Each column has four keys. The columns slant downward to the lower right. The number in the number row identifies each column. For example, the keys in column 1 are 1 Q A Z.

The columns are divided into left hand and right hand zones. Columns 1 2 3 4 5 are typed with the Left hand. Columns 6 7 8 9 0 are typed with the Right hand.

All the keys in each column are always operated by only one specific finger. Example: All the keys in column 1 are operated by the "Little" finger (or Pinky) of your left hand. (Use the wall chart to explain the color connection.)"

Using the same concept go down the columns and explain each finger with its corresponding color.

Column	Finger
2	Left Ring
3	Left Middle
4	Left Index (pointer)
5	Left Index (pointer)

Column	Finger
6	Right Index (pointer)
7	Right Index (pointer)

8	Right Middle
9	Right Ring
0	Right Little (pinky)

- **Hub Keys**

"To type accurately and fast, you must have your hands and fingers in accurate position on the keyboard. "The D key in column 3 and the K key in column 8 are called the Hub keys. If your Middle fingers are on D and K, then your hands and fingers are in accurate position, and you can type fast and accurately without looking at the keyboard. You should always have your middle fingers resting very lightly on these Hub keys. Then you are always in correct position to type accurately. With your middle fingers resting on these two keys, you can swing your hands around freely. We call that pivoting. Try it. "

- **Position Pointers - Top 6 countdown**

- Using the position pointers Top 6 count down document go over the following:

6 – Keyboard at edge of table

5 – Good Posture (note: sit up straight in chair)

4 – Good Distance away from the desk (Hint: Draw bridge)

3 – Middle fingers on hub keys D and K

2 – Wrists off the keyboard

1 - Ready, type

- **Speed Test**

- Have students navigate to <http://www.freetypinggame.net/>
- Select Tests tap at the top
- Go to the section that says "Free Certificate Tests"
- Select #9 Letters Only for 1 minute
- Select Start Test
- Upon completion have students print a certificate.

- **Color Coding Activity (this can be done outside of the lab)**

- Pass out the keyboard document.
- Have students color the keyboard following the color coding from the poster.
- Optional - Have students trace their hands onto a sheet of paper and then color the fingers in with the appropriate color coding from the poster. After the fingers are colored, have students write the names of the key's they tap with each finger onto the paper.

Essential Question

What is the importance of keyboarding using consistent technique?

Activities/Teaching Cues

- Review Position Pointers from Lesson 1 (Top 6)
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- Have the students turn to page 5 in the Herzog book.

"Today we are learning A B C D E F G which are all LEFT hand keys.

Find the letter **A** on your keyboard

A is in the **first** column and is **red** (point to the wall chart)

What finger do we use to tap the letter **A**?

Tap **A** with your **pinky** finger on your **left** hand."

Have students tap the letter and the space bar after the letter. Go around and check that students are doing this correctly.

"Find the letter **B** on your keyboard

B is in the **fifth** column and is **yellow** (point to the wall chart)

What finger do we use to tap the letter **B**?

Tap **B** with your **pointer** finger on your **left** hand."

Have students tap the letter A, space bar, B, space bar and repeat. Go around and check that students are doing this correctly.

"Find the letter **C** on your keyboard

C is in the **third** column and is **green** (point to the wall chart)

What finger do we use to tap the letter **C**?

Tap **C** with your **middle** finger on your **left** hand."

Have students tap the letter A, space bar, B, space bar, C, space bar and repeat. Go around and check that students are doing this correctly.

"Find the letter **D** on your keyboard

D is in the **third** column and is **green** (point to the wall chart)

What finger do we use to tap the letter **D**?

Tap **D** with your **middle** finger on your **left** hand."

Have students tap the letter A, space bar, B, space bar, C, space bar, D, space bar, and repeat. Go around and check that students are doing this correctly.

“Find the letter **E** on your keyboard
E is in the **third** column and is **green** (point to the wall chart)
What finger do we use to tap the letter **E**?

Tap **E** with your **middle** finger on your **left** hand.”

Have students tap the letter A, space bar, B, space bar, C, space bar, D, space bar, E, space bar, and repeat. Go around and check that students are doing this correctly.

“Find the letter **F** on your keyboard
F is in the **fourth** column and is **yellow** (point to the wall chart)
What finger do we use to tap the letter **F**?

Tap **F** with your **pointer** finger on your **left** hand.”

Have students tap the letter A, space bar, B, space bar, C, space bar through F. Go around and check that students are doing this correctly.

“Find the letter **G** on your keyboard
G is in the **fifth** column and is **yellow** (point to the wall chart)
What finger do we use to tap the letter **G**?

Tap **G** with your **pointer** finger on your **left** hand.”

Have students tap the letter A, space bar, B, space bar, C, space bar through G. Go around and check that students are doing this correctly.

- Have the students turn to page 5 in the Herzog book. Ask students to type the online section lines 1 through 9.

Other suggested activities to do with this lesson:

- Dictated short words - Call out words that utilize only the letters learned to this point. Use the bank of words from the lesson book located in the online section.
- Visualize words - have students close eyes and visualize key locations as teacher calls out words to have students key.

Essential Question

What is the importance of keyboarding using consistent technique?

Activities/Teaching Cues

Review Position Pointers from Lesson 1 (Top 6)

Warm-up - Once students are logged in have them turn to page 6. Have them type the alphabet review at the top of the page. Repeat it if they finish early. Challenge option: Have them type it backwards as this will improve concentration and accuracy.

"Today we will be learning letters H through P which are all **Right** hand keys

Find the letter **H** on your keyboard

H is in the **sixth** column and is **yellow** (point to the wall chart)

What finger do we use to tap the letter **H**?

Tap **H** with your **pointer** finger on your **right** hand."

Have students tap the letter A, space bar, B, space bar, C, space bar through H. Go around and check that students are doing this correctly.

Find the letter **I** on your keyboard

I is in the **eighth** column and is **green** (point to the wall chart)

What finger do we use to tap the letter **I**?

Tap **I** with your **pointer** finger on your **right** hand."

Have students tap the letter A, space bar, B, space bar, C, space bar through I. Go around and check that students are doing this correctly.

Find the letter **J** on your keyboard

J is in the **seventh** column and is **yellow** (point to the wall chart)

What finger do we use to tap the letter **J**?

Tap **J** with your **pointer** finger on your **right** hand."

Have students tap the letter A, space bar, B, space bar, C, space bar through J. Go around and check that students are doing this correctly.

Find the letter **K** on your keyboard

K is in the **eighth** column and is **green** color (point to the wall chart)

What finger do we use to tap the letter **K**?

Tap **K** with your **middle** finger on your **right** hand."

Have students tap the letter A, space bar, B, space bar, C, space bar through K. Go around and check that students are doing this correctly.

Find the letter **L** on your keyboard
L is in the **ninth** column and is **blue** (point to the wall chart)
What finger do we use to tap the letter **L**?
Tap **L** with your **ring** finger on your **right** hand."
Have students tap the letter A, space bar, B, space bar, C, space bar through L. Go around and check that students are doing this correctly.

Find the letter **M** on your keyboard
M is in the **seventh** column and is **yellow** (point to the wall chart)
What finger do we use to tap the letter **M**?
Tap **M** with your **pointer** finger on your **right** hand."
Have students tap the letter A, space bar, B, space bar, C, space bar through M. Go around and check that students are doing this correctly.

Find the letter **N** on your keyboard
N is in the **sixth** column and is **yellow** (point to the wall chart)
What finger do we use to tap the letter **N**?
Tap **N** with your **pointer** finger on your **right** hand."
Have students tap the letter A, space bar, B, space bar, C, space bar through N. Go around and check that students are doing this correctly.

Find the letter **O** on your keyboard
O is in the **ninth** column and is **blue** (point to the wall chart)
What finger do we use to tap the letter **O**?
Tap **O** with your **ring** finger on your **right** hand."
Have students tap the letter A, space bar, B, space bar, C, space bar through O. Go around and check that students are doing this correctly.

Find the letter **P** on your keyboard
P is in the **zero** column and is **red** (point to the wall chart)
What finger do we use to tap the letter **P**?
Tap **P** with your **pinky** finger on your **right** hand."
Have students tap the letter A, space bar, B, space bar, C, space bar through P. Go around and check that students are doing this correctly.

Turn to page 6 in the Herzog book. Have students type lines 1 through 14.

Other suggested activities to do with this lesson:

- Dictated short words - Call out words that utilize only the letters learned to this point. Use the bank of words from the lesson book located in the online section.
- Visualize words - have students close eyes and visualize key locations as teacher calls out words to have students key.
- Dictation with partner – Have students pair up and dictate a practice line from the book to their partner. Have the partner observe student fingerings and provide constructive feedback/reinforcement.

Essential Question

What is the importance of keyboarding using consistent technique?

Activities/Teaching Cues

Review Position Pointers from Lesson 1 (Top 6)

Warm-up - Once students are logged in have them turn to page 7. Have them type the alphabet review at the top of the page. Repeat it if they finish early. Challenge option: Have them type it backwards as this will improve concentration and accuracy.

"Today we will be learning letters Q through U which are both right and left handed letters.

Find the letter **Q** on your keyboard

Q is in the **first** column and is **red** (point to the wall chart)

What finger do we use to tap the letter **Q**?

Tap **Q** with your **pinky** finger on your **left** hand."

Have students tap the letter A, space bar, B, space bar, C, space bar through Q. Go around and check that students are doing this correctly.

Find the letter **R** on your keyboard

R is in the **fourth** column and is **yellow** (point to the wall chart)

What finger do we use to tap the letter **R**?

Tap **R** with your **pointer** finger on your **left** hand."

Have students tap the letter A, space bar, B, space bar, C, space bar through R. Go around and check that students are doing this correctly.

Find the letter **S** on your keyboard

S is in the **second** column and is blue (point to the wall chart)

What finger do we use to tap the letter **S**?

Tap **S** with your **ring** finger on your **left** hand."

Have students tap the letter A, space bar, B, space bar, C, space bar through S. Go around and check that students are doing this correctly.

Find the letter **T** on your keyboard

T is in the **fifth** column and is **yellow** (point to the wall chart)

What finger do we use to tap the letter **T**?

Tap **T** with your **pointer** finger on your **left** hand."

Have students tap the letter A, space bar, B, space bar, C, space bar through Q. Go around and check that students are doing this correctly.

Find the letter **U** on your keyboard
U is in the **seventh** column and is **yellow** (point to the wall chart)
What finger do we use to tap the letter **U**?
Tap **U** with your **pointer** finger on your **right** hand."

Have students tap the letter A, space bar, B, space bar, C, space bar through U. Go around and check that students are doing this correctly.

Turn to page 7 in the Herzog book. Have students type lines 1 through 14.

Other suggested activities to do with this lesson:

- Dictated short words - Call out words that utilize only the letters learned to this point. Use the bank of words located in the lesson book from the online section.
- Visualize words - have students close eyes and visualize key locations as teacher calls out words to have students key.
- Dictation with partner – Have students pair up and dictate a practice line from the book to their partner. Have the partner observe student fingerings and provide constructive feedback/reinforcement.

Essential Question

What is the importance of keyboarding using consistent technique?

Activities/Teaching Cues

Review Position Pointers from Lesson 1 (Top 6)

Warm-up - Once students are logged in have them turn to page 8. Have them type the alphabet review at the top of the page. Repeat it if they finish early. Challenge option: Have them type it backwards as this will improve concentration and accuracy.

“Today we will be learning letters V through Z which are both right and left handed letters.

Find the letter **V** on your keyboard

V is in the **fourth** column and is **yellow** (point to the wall chart)

What finger do we use to tap the letter **V**?

Tap **V** with your **pointer** finger on your **left** hand.”

Have students tap the letter A, space bar, B, space bar, C, space bar through V. Go around and check that students are doing this correctly.

Find the letter **W** on your keyboard

W is in the **second** column and is **blue** (point to the wall chart)

What finger do we use to tap the letter **W**?

Tap **W** with your **ring** finger on your **left** hand.”

Have students tap the letter A, space bar, B, space bar, C, space bar through W. Go around and check that students are doing this correctly.

Find the letter **X** on your keyboard

X is in the **second** column and is **blue** (point to the wall chart)

What finger do we use to tap the letter **X**?

Tap **X** with your **ring** finger on your **left** hand.”

Have students tap the letter A, space bar, B, space bar, C, space bar through X. Go around and check that students are doing this correctly.

Find the letter **Y** on your keyboard

Y is in the **sixth** column and is **yellow** (point to the wall chart)

What finger do we use to tap the letter **Y**?

Tap **Y** with your **pointer** finger on your **right** hand.”

Have students tap the letter A, space bar, B, space bar, C, space bar through Y. Go around and check that students are doing this correctly.

Find the letter **Z** on your keyboard
Z is in the **first** column and is **red** (point to the wall chart)
What finger do we use to tap the letter **Z**?
Tap **Z** with your **pinky** finger on your **left** hand."

Have students tap the letter A, space bar, B, space bar, C, space bar through Z. Go around and check that students are doing this correctly.

Turn to page 8 in the Herzog book. Have student's type lines 1 through 14.

Other suggested activities to do with this lesson:

- Dictated short words - Call out words that utilize only the letters learned to this point. Use the bank of words located in the lesson book from the online section.
- Visualize words - have students close eyes and visualize key locations as teacher calls out words to have students key.
- Dictation with partner – Have students pair up and dictate a practice line from the book to their partner. Have the partner observe student fingerings and provide constructive feedback/reinforcement.

Essential Question

What is the importance of keyboarding using consistent technique?

Activities/Teaching Cues

Review Position Pointers from Lesson 1 (Top 6)

Warm-up - Once students are logged in have them turn to page 9. Have them type the alphabet review at the top of the page. Repeat it if they finish early. Challenge option: Have them type it backwards as this will improve concentration and accuracy.

NOTE: In today's lesson you are only covering some of the punctuation marks covered within the book.

"Today we will be learning punctuation which are right handed keys.

Find the comma key (,) on your keyboard

Comma key is in the **eighth** column and is **blue** color (point to the wall chart)

What finger do we use to tap the **comma**?

Tap **comma** with your **middle** finger on your **right** hand."

Have students tap the comma key on the keyboard.

Find the period key (.) on your keyboard

period is in the **ninth** column and is **blue** (point to the wall chart)

What finger do we use to tap the period key with?

Tap **period** with your **ring** finger on your **right** hand."

Have students tap the period key on the keyboard.

Find the quotation mark (") on your keyboard

Question mark is in the **tenth** column and is **red** (point to the wall chart)

What finger do we use to tap the **question mark** ?

Tap **question mark** with your **pinky** finger on your **right** hand."

Have students tap the question mark key on the keyboard.

Turn to page 10 in the Herzog book.

Find the **apostrophe** (') key on your keyboard
apostrophe is in the **eleventh** column and is **red** (point to the wall chart)
What finger do we use to tap the **apostrophe** ?
Tap **apostrophe** with your **pinky** finger on your **right** hand."

Have students tap the apostrophe key on the keyboard.

"Find the shift key on your keyboard
Shift is on the left and right side of the keyboard.
It is **red** (point to the wall chart)
What finger do we use to tap the shift?
We tap the **shift** key with our pinky finger on both hands. Always use the opposite shift
from the hand you are typing a letter with. Never hit two keys with the same hand."

Have student tap the Shift key on the keyboard to capitalize letters. Practice by typing
there name in all caps. Watch that they are using the correct shift key.

Find the **quotation mark**(") key on your keyboard
quotations is in the **eleventh** column and is **red** (point to the wall chart)
What finger do we use to tap the quotations mark ?
Tap **quotations** with your **pinky** finger on your **right** hand while holding down the **left shift**
key"

Have students tap the quotations key on the keyboard. Practice putting words in
quotations.

Turn to page 9 in the Herzog book. Have student's type lines 1 through 14.

Essential Question

Why are correct keyboarding skills important in relation to productivity and accuracy?

Activities/Teaching Cues

The focus of these lessons will be to reinforce the keys learned. Listed below each grade level there are three activities to choose from. It is the teacher's choice which activities the students complete for your grade level. Students should complete two of the three activities within the grade level by the end of the three days.

Grade 3

- Recess
- Meet _____
- A Day At The Zoo

Grade 4

- Sentence Completion
- Wisconsin Facts
- Mad Libs

Grade 5

- Mad Libs
- English is a Pain
- Screen Scenes

Essential Question

Why are correct keyboarding skills important in relation to productivity and accuracy?

Activities/Teaching Cues

- Review Position Pointers from Lesson 1 (Top 6)
- Speed test
Students will take a speed test to see how they have improved throughout the year. Students may take the test more than once. Have students print a certificate.
 - Have students navigate to <http://www.freetypinggame.net/>
 - Select Tests tap at the top
 - Go to the section that says "Free Certificate Tests"
 - Select #9 Letters Only for 1 minute
 - Select Start Test
 - Upon completion have students print a certificate.
- Practice
After students have finished the practice test they can play the typing games located on the website (www.freetypinggame.net) These games allow students to practice typing words while also building speed.

Boosters:

In Trimesters 2 and 3 a booster that involves a full re-teaching of letters should be taught. Boosters are designed to reteach keyboarding technique and skill along with building proficiency. The booster will be conducted over five thirty minute instructional time periods. Below are three options for booster re-teaching. Based on your students' needs, select the most appropriate grouping of boosters.

Booster Series Option 1	
Booster Lessons	Content
Key emphasis A-G	Reteach lesson 2 from initial instruction
Key emphasis H-P	Reteach lesson 3 from initial instruction
Key emphasis Q-U	Reteach lesson 4 from initial instruction
Key emphasis V-Z	Reteach lesson 5 from initial instruction
Key emphasis Punctuation	Reteach lesson 6 from initial instruction

Booster Series Option 2	
Booster Lessons	Content
Key emphasis A-G	See lesson plan with directions
Key emphasis H-P	See lesson plan with directions
Key emphasis Q-U	See lesson plan with directions
Key emphasis V-Z	See lesson plan with directions
Key emphasis Punctuation	See lesson plan with directions

Booster Series Option 3	
Booster Lessons	Content
All Keys	Review Letters A-Z
All Keys	Letter Locations
All Keys	Typing Duets
All Keys	Letter Practice
All Keys	Letter Practice

Essential Question

How can I improve my keyboarding skills?

Activities/Teaching Cues

This booster series is divided into five lessons. Each lesson reviews specific keyboarding letters.

Lesson	Content	Page Number
1	Key emphasis A-G	8-9
2	Key emphasis H-P	10-11
3	Key emphasis Q-U	12-13
4	Key emphasis V-Z	14-15
5	Key emphasis Punctuation	16-17

Below is a general outline for each lesson:

Step 1: Review the Top 6 countdown each day. Variations – Have students introduce and explain the countdown.

Top 6 countdown:

- #6 – Keyboard at edge of table
- #5 – Good distance away from the desk
- #4 – Good posture (note: sit upright in chair)
- #3 – Middle fingers on hub keys D and K
- #2 – Wrists off the keyboard
- #1 – Ready, type

Step 2: Each day go back to the original lesson series and re-teach the letters for the day. See above chart for letter breakdown per lesson.

Step 3: Select one of the below options to work on keyboarding review:

- Herzog Book - Select a section from the Herzog book on pages 11 thru 21 to have students type. Each day select a different section.
- Content text - Select appropriate text related to current learning content to have students discuss.

Essential Questions

How can I improve my keyboarding skills?

Activities/Teaching Cues

This booster series is divided into five lessons. Each lesson reviews select keyboarding letters.

Lesson	Content
1	Key emphasis A-G
2	Key emphasis H-P
3	Key emphasis Q-U
4	Key emphasis V-Z
5	Key emphasis Punctuation

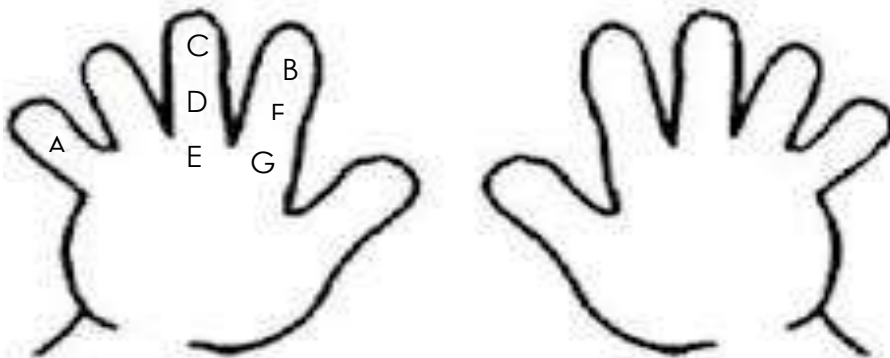
Below is a general outline for each lesson:

Step 1: Review the Top 6 Countdown each day. Variations – Have students introduce and explain the countdown.

Top 6 Countdown:

- #6 – Keyboard at edge of table
- #5 – Good distance away from the desk (hint: Draw Bridge)
- #4 – Good posture (note: sit upright in chair)
- #3 – Middle fingers on hub keys D and K
- #2 – Wrists off the keyboard
- #1 – Ready, type

Step 2: Review the correct finger placement for letters of the day. (example: lesson one – letters A – G, lesson two – letters H-P) Options would include showing finger graphic completed, or fill in the finger graphic via individual, partner, or large group sharing/discussion.



Step 3: Have students type the review lines. Teacher description of any combination of the following to accomplish this practice—dictation, individual practice, or a combination of these are options.

Essential Question

How can I improve my keyboarding skills?

Activities/Teaching Cues

This booster series is divided into five lessons. Each lesson reviews all letters learned.

Lesson	Content/Activity
1	Review Letters A-Z
2	Letter Locations
3	Typing Duets
4	Letter Practice
5	Letter Practice

Day 1 –

Step 1: Review all keys & Top 6 Countdown technique

Step 2: Have students fill in keyboard online utilizing the online activity:

<http://www.abcya.com/keyboard.htm>

Step 3: When students complete filling out the keyboard have them move to practice typing utilizing one of the games below. The goal of this activity is to work on accuracy and speed while using correct technique.

- o http://www.abcya.com/keyboard_invasion.htm
- o http://www.abcya.com/keyboarding_chase.htm
- o http://www.abcya.com/retro_typer.htm
- o http://www.abcya.com/typing_race_cars.htm
- o http://www.abcya.com/typing_rocket.htm

Day 2 –

Step 1: Review all keys & Top 6 Countdown technique

Step 2: Have students practice individual letters using one of the following games:

- o http://funschool.kaboose.com/fun-blaster/games/game_super_hyper_spider_typer.html
- o http://www.abcya.com/cup_stack_typing_game.htm

The goal of this activity is to work on individual letter locations.

Step 3: Create Alphabet cards (a piece of paper or index cards can be used) with one letter on each card. You can also create punctuation cards if desired. Divide students into groups and hand each group a set of alphabet and punctuation cards. Using the floor, without looking at any keyboards, have students put the letters and punctuation marks in the order of the keyboard.

Day 3 –

Select a poem or content text from your classroom that students can type for this activity. You could also select a piece of text from the Herzog book.

For this activity students will type in Duets. Have each student choose a partner and sit next to him or her (or even share a chair if they prefer). One person is the right hand the other is the left and they have to type sentences in a book or activity together. (Lines/Paragraphs can be used from the Herzog book) This is a great drill to get them to type with a sense of rhythm. At first they will want to call the letters out loud to help tell each other where they are in the word. After a few times, tell them they have to do it silently and watch them start tapping their feet or bobbing their heads!

Day 4 and 5 –

The goal of Day 4 and 5 is to work on mastery of key locations which will gradually help students to increase speed. This work can be done utilizing any text. Options for the days:

- Have students type using the online typing games
 - http://www.abcya.com/keyboard_invasion.htm
 - http://www.abcya.com/keyboarding_chase.htm
 - http://www.abcya.com/retro_typer.htm
 - http://www.abcya.com/typing_race_cars.htm
 - http://www.abcya.com/typing_rocket.htm
- Have students type a nursery rhyme
- Select other text that is appropriate for students to type.