

# **Baldwin County Public Schools**

## **K-8 Keyboarding Plan**



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**Appreciation to**

**Saskatchewan Education in Regina Saskatchewan Canada for granting permission for  
Baldwin County Public Schools  
to adapt their keyboarding plan to meet Baldwin County local needs.**

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## MISSION STATEMENT

The mission of K-8 Keyboarding Education is for all Baldwin County Public School System students to possess keyboarding competence before entering high school. Proper keyboarding instruction begins in kindergarten with age-appropriate activities provided through grade 3. Grade 4 is where emphasis will be placed on using touch keyboard techniques. Skill building and reinforcement activities are included for grades 5-8. This plan will enable all students to achieve the proficiency necessary to successfully operate a keyboard.

## INTRODUCTION

### Purpose

Traditionally, touch-typing was taught at the high school level to students who had never before used a keyboard. Now, with the arrival of computers both at home and in our elementary schools, we find that very young students are being exposed to the computer keyboard. The purpose in presenting these guidelines is threefold:

- to familiarize young students with the keyboard layout, including alphabetic, special purpose, and function keys;
- to give Elementary Level students the opportunity to learn and develop a personal-use touch keyboarding skill with alphabetic keys which can be used with confidence and enjoyment; and,
- to integrate touch keyboarding into other subject areas in which keyboards/computers are used as a tool.

Business educators have long recognized that instruction in touch keyboarding should be provided **before** students become involved in computer applications requiring extensive keyboarding. For example, when computers are used for language arts activities involving the writing process, it becomes necessary for the students to key more than a simple one letter response such as a “Y” for yes or an “N” for no. The student who keyboards by touch can enter data using all ten fingers while concentrating on the text, enjoying the task, and achieving success at the same time. The alternative to touch keyboarding is the use of the “hunt and peck” method in which students develop their own random and incorrect finger patterns. Creative ideas are lost as the “hunt and peck” typist is constantly searching for the correct letter either in the source document or on the keyboard. Frustration occurs for the student who wishes to enter his/her story into the computer but does not have the touch keyboarding skills required to accomplish the task with proficiency.

The bad habits associated with the “hunt and peck” method of keyboarding become ingrained, making it very difficult for the students to develop competency in touch keyboarding when they do reach their first formal keyboarding course. **As keyboarding is a cumulative skill, what can be perfected at one level is heavily dependent upon what has been refined at a previous level.**

At a time when the use of technology at home and at work is constantly growing, proficiency in keyboarding is becoming a necessary skill. Quality instruction at an early age enables students to become competent and confident in their ability to use the computer keyboard before they begin extensive use of the computer as a learning tool.

### Additional Benefits for the Elementary Level Student

The computer is an especially useful writing tool for the student who knows touch keyboarding. Positive outcomes may include improved independent reading, superior listening and organizational skills, and improved attention span.

In addition, some educators suggest that young students prefer writing on a computer as opposed to writing in longhand because it is more fun and because recopying is not required. Students are stimulated to compose when they can work quickly, and the ability to touch type helps their hands keep up with their minds (Daiutte, 1985). Students in the first grade who learn to keyboard were found to have increased motivation to learn spelling. In addition, spelling achievement improved dramatically for low achieving students when keyboarding was added to the direct spelling instruction format (McClendon, 1989).

Keyboarding provides many positive benefits for students who have difficulty learning. First of all, keyboarding improves the writing ability of these learners as it does for all young students. Students can compose more quickly and do not have to worry about correct letter formation. Eye-hand coordination tasks may distract from the creative thought and writing process. Students with eye-hand coordination problems often experience frustration when their writing is disorganized, poorly spaced, and poorly formed. Written documents that are neat, legible, and readable help improve the confidence and self-esteem of these students. This in turn may encourage students to do more writing; an accompanying benefit is that they may also read more, which has the potential to improve both reading **and** writing skills. A spell checker can encourage spontaneity, reduce the stress of worrying about correct spelling, and further enhance the writing process. Keyboarding may help these students become better organized, improve fine motor coordination and eye-hand coordination, and their ability to self-correct. See the resource bibliography for support.

## **Recommendations**

The Division of Instructional Support recognizes the need for quality instruction of keyboarding skills in the elementary grades. The following recommendations should be considered:

- Touch keyboarding is provided in the elementary grades so that students can transfer their keyboarding skills thereby making efficient use of computers in all subject areas. Production aspects of the traditional typewriting courses such as proper formatting of correspondence, tabulations, and manuscripts should not be taught extensively until students reach higher grades.
- Quality instruction in touch keyboarding skills should take place before students are expected to make extensive use of the keyboard or typewriter in language arts, science, mathematics, or any other area of study.
- The skill of touch keyboarding should be integrated across the curriculum and applied whenever students are required to use or have access to the computer/typewriter.
- Adequate practice time is necessary to make the students comfortable with all aspects of touch keyboarding before integration of the skill across the curriculum.
- During keyboarding instruction, activities should be varied and should be changed frequently.
- Once the formal lessons in touch keyboarding have been completed, review lessons in touch keyboarding are recommended in order to reinforce and maintain the skill.
- A working knowledge of the entire alphabetic keyboard at the fourth grade level is recommended. A readiness phase is suggested from kindergarten to grade 3 and a review and reinforcement phase in grades 5-8.
- Elementary computer instructors should be trained in the proper techniques for teaching keyboarding.
- Proper technique is vital to future success in touch keyboarding. Good keyboarding technique is the foundation for later increases in keyboarding speed and accuracy ability. Technique should be constantly monitored during all phases of the elementary keyboarding program and whenever the skill is used in other areas of study. The teacher should be constantly circulating when students are keyboarding to monitor technique, to offer suggestions for improvement, and to give words of encouragement and praise.
- During the keyboarding component, technique should be stressed as the most important element. Speed and accuracy will be developed in grades 5-8.
- Formal grading at the Elementary Level is neither desirable nor necessary. However, a report card insert indicating the skill level obtained by the student during keyboarding instruction is required. The

insert will report competency as Good, Satisfactory, or Needs Improvement. See Appendix for the required insert. Continuous observation and assessment of progress is suggested with the primary emphasis on technique and integration of the skill into other areas of study. A certificate may be awarded to each student upon completion of the keyboarding component for each grade. The certificates could be for proficiency or completion. Students should feel positive about themselves and about their keyboarding achievements.

### **Length of Course**

The ideal situation would be to offer touch keyboarding on a daily basis to every student in grade 4. The following options are available for addressing the keyboarding requirement:

- The students should attend keyboarding class for a minimum of 30 minutes per day each day of the week for 6 weeks.
- Students should attend keyboarding class for a minimum of 30 minutes, 3 days per week for 9 weeks.
- Students should attend keyboarding class for a minimum of 30 minutes at least one day per week for the entire school year during their regularly scheduled computer lab time.

### **Students CANNOT be pulled from core subjects or physical education for keyboarding.**

Although the skill of touch keyboarding on the computer can be used in virtually all subject areas, it is most often applied across the curriculum in the area of written communications. Touch keyboarding can enhance or facilitate further development in writing, spelling, and grammar and can be extended to all areas of the curriculum.

### **Equipment**

Most students in fourth grade will have access to a computer lab that provides one computer for each student to utilize for the recommended training. Just as the role of computers as a learning, living, and working tool will undoubtedly expand, the future use and availability of computers in our elementary schools will also grow. The guidelines provided in this document are prepared with the future in mind.

### **Materials**

The district has provided each school with the following instructional materials:

- *Keyboarding for Success* student textbooks
- *Keyboarding for Success* teacher editions
- Keyboarding chart

Keyboarding software and online sites may be used only as a **supplement** to direct teacher instruction using materials provided by the district.

## DISTRICT KEYBOARDING GUIDELINES

*Keyboarding is a necessary skill to enable students to maximize available technology and connect it to learning both in and out of the classroom. Implementing a keyboarding program is no longer an option, but a necessity if we are to keep pace with technological advances and assure success for our students.*

### **Goal:**

All exiting fourth graders will know the value of keyboarding and demonstrate its proper use by developing proficiency in the following:

- composing and editing a paragraph using proper keyboard techniques
- using arrow keys and proper keyboarding technique to make revisions on a document

### **Overview:**

The following competencies focus on keyboarding knowledge and skills. As keyboarding is a cumulative skill, the success at one level is highly dependent upon the success attained at the previous level.

Competencies at each level should be studied and modified to suit the student's age, maturity and physical capabilities; to match the availability of personnel, time, and equipment; to take into account students' previous keyboarding experience, and to assist in accomplishing their new keyboarding skills.

Due to the cumulative nature of acquiring keyboarding skill, the competencies stated in kindergarten are also included in grades one through six. For example, kindergarten students will learn a brand new set of competencies in their keyboarding module. When that student reaches grade one, those learned competencies will be reviewed, reinforced, and improved upon and new competencies will be introduced as part of the grade one module. These new competencies are printed in bold type to allow for the easy separation of the old and the new at each grade level. The content of the grade two keyboarding module will include all the keyboarding skills that the student learned in kindergarten and grade one along with additional new competencies. Once again, the new competencies are bolded. This review and reinforcement of learned skills occurs throughout the entire program allowing students to gain confidence and improve their keyboarding ability.

In addition, the repetition of learned skills at each grade level allows for flexibility in the implementation of the elementary keyboarding guidelines. Although it is recommended that instruction in keyboarding begin with a readiness phase at the kindergarten level, that may not be possible or desirable in all situations. If a school decides to commence keyboarding instruction at the grade four level, the competencies listed at that level will include all that have been stated for kindergarten through grade four. The exact grade level at which touch keyboarding is instituted is not as important as providing students with a useful skill before they begin using keyboards extensively.

Throughout the program, students should strive to build and maintain a positive attitude and develop the ability to follow both oral and written instructions.

The following are cumulative recommendations for each grade level.

### **Learning Competencies:**

**By the end of Kindergarten**, the student should be able to:

- **Identify the basic parts of the computer/typewriter and demonstrate the proper care and handling of equipment and/or software;**
- **Identify left hand keys and right hand keys**
- **Locate and use space bar and the return (enter) key. On computer keyboards, students will also locate and use the correct *hand* for the cursor (arrow) keys and the escape key; and,**
- **Demonstrate proper technique, with particular emphasis on body posture (see checklist).**

**By the end of Grade One**, the student should be able to:

- Identify the basic parts of the computer/typewriter and demonstrate the proper care and handling of equipment and/or software;
- Demonstrate proper technique, with particular emphasis on body posture (see checklist);
- **Use the correct hand for the following keys: cursor (arrow) keys, escape key, caps lock key, control key;**
- **Key the following using the correct *finger* of the correct hand: space bar, return or enter key, shift keys (both left and right); and,**
- Key all of the alphabetic keys using the correct hand.

**By the end of Grade Two**, the student should be able to:

- Identify the basic parts of the computer/typewriter and demonstrate the proper care and handling of equipment and/or software;
- Demonstrate proper technique (see checklist);
- Use the correct hand for the following special purpose keys: cursor (arrow) keys, escape key, backspace key, caps lock key, control key, insert key, delete key, break key;
- Key the following using the correct finger of the correct hand: space bar, return or enter key, shift keys (both left and right).

**By the end of Grade Three**, the student should be able to:

- Identify the basic parts of the computer/typewriter and demonstrate the proper care and handling of equipment and/or software;
- Use the correct hand for the following special purpose keys: cursor (arrow) keys, escape key, backspace key, caps lock key, control key, insert key, delete key, break key;
- Demonstrate proper technique with emphasis on body posture.
- **Introduce the home row keys (a, s, d, f, j, k, l, and semicolon) by touch using the correct finger of the correct hand. Continue to key all other alphabetic and keys using the correct hand**

**By the end of Grade Four**, the student should be able to:

- Identify the basic parts of the computer/typewriter and demonstrate the proper care and handling of equipment and/or software;
- **Key the alphabetic keyboard by touch, using the correct finger of the correct hand;**
- **Reinforce and further develop the skill of touch keyboarding;**
- **Apply this new skill to all areas of study whenever possible;**
- Use the correct hand for special purpose keys to include: cursor (arrow) keys, escape key, backspace key, caps lock key, control key, insert key, delete key, and the break key;
- **Demonstrate proper technique;**
- **Develop and enhance the ability to compose at the keyboard;**
- **Develop proofreading and editing skills;**

**By the end of Grade Five**, the student should be able to:

- Identify the basic parts of the computer/typewriter and demonstrate the proper care and handling of equipment and/or software;
- Key the alphabetic keyboard by touch using the correct finger of the correct hand;
- Reinforce and further develop the skill of touch keyboarding;
- Apply this new skill to all areas of study whenever possible;
- Use the correct hand for special purpose keys to include: cursor (arrow) keys, escape key, backspace key, caps lock key, control key, insert key, delete key, and the break key;
- Demonstrate proper technique
- Develop and enhance the ability to compose at the keyboard;
- Develop proofreading and editing skills;
- **Develop speed and accuracy on the keyboard.**

**Objectives:**

The intent of a formal approach to teaching keyboarding is not to produce a skilled typist/but rather to help the student become more efficient in using the computer. It is designed to teach proper keyboarding techniques and familiarize the student with the location of various alphabetical characters/numbers and some computer function keys. Efficient keyboarding is essential for using word processing/database/desktop publishing/telecommunications/multi-media/and other applications. It is important that children learn proper manipulation of the keyboard to increase their proficiency and motivation in daily computer applications. Keyboarding is a crucial component of using computers as an integrated learning tool.

**Rationale:**

Students need instruction and practice in keyboarding to be more proficient users of technology.

The K-8 Keyboarding Committee recommendations regarding keyboarding instruction for each student are as follows:

- O: Observing Teacher Modeling of Skills
- P: Practicing Skills With Teacher Guidance
- U: Utilizing Skills With Teacher Support
- A: Applying Skills Independently

<b>Objectives:</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>
1. Understand that the keyboard is a data input device.	P	P	U	A	A	A	A	A	A
2. Identify keys on the right and left side of the keyboard	O/ P	P/U	U/A	U/A	A	A	A	A	A
3. Recognize letters on the keyboard as capital letters.	O/ P	P/U	U/A	A	A	A	A	A	A
4. Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	O	P/U	U/A	A	A	A	A	A	A
5. Learn the location and function of these keys: Enter/Return, Esc, Spacebar, Shift, Arrows, and Backspace	O	P/U	U/A	A	A	A	A	A	A
6. Learn the location and function of the Tab Key.	O	O	O/P	U/A	A	A	A	A	A
7. Identify and properly use the mouse.	O/ P	P/U	U/A	A	A	A	A	A	A
8. Use correct posture.	O/ P	P/U	U/A	U/A	A	A	A	A	A
9. Use “single-click,” “double click,” and “click-and-drag” functions of the mouse.	O/ P	P/U	U/A	U/A	A	A	A	A	A
10. Locate, identify and use letter, number, and punctuation keys.	O/ P	O/P	U	U	A	A	A	A	A
11. Use left hand on the left side of the keyboard.	O	O/P	P	P/U	A	A	A	A	A
12. Use the right hand on the right side of the keyboard.	O	O/P	P	P/U	A	A	A	A	A
13. Use both hands simultaneously on the keyboard.	O	O/P	O/P	P	P/ U/ A	A	A	A	A
14. Use the thumb on the spacebar.	O	O	P/U	P/U	A	A	A	A	A
15. Use correct hand-finger, homerow, and pairing of fingers.	O	O	O/P	P	U/ A	A	A	A	A
16. Use correct technique for key striking and keying by touch.	O	O	O	O/P	P/ U/ A	U/A	A	A	A

## Kindergarten Objectives

**Rationale:** Students need instruction and practice in keyboarding to be more proficient users of technology.

The K-5 Keyboarding Committee recommendations regarding keyboarding instruction for each student are as follows:

- O: Observing Teacher Modeling of Skills
- P: Practicing Skills With Teacher Guidance
- U: Utilizing Skills With Minimal Teacher Support
- A: Applying Skills Independently

<b>Objectives:</b>	<b>K</b>
Learn the location and function of the Tab Key.	O
Use left hand on the left side of the keyboard.	O
Use the right hand on the right side of the keyboard.	O
Use both hands simultaneously on the keyboard.	O
Use the thumb on the spacebar.	O
Use correct hand-finger, homerow, and pairing of fingers.	O
Use correct technique for key striking and keying by touch.	O
Learn the location and function of these keys: Enter/Return, Esc, Spacebar, Shift, Arrows, and Backspace and other special keys.	O
Understand that the keyboard is a data input device.	O/P
Identify keys on the right and left side of the keyboard.	O/P
Recognize letters on the keyboard as capital letters.	O/P
Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	O/P
Identify and properly use the mouse.	O/P
Use correct posture.	O/P
Use "single-click," "double click," and "click-and-drag" functions of the mouse.	O/P
Locate, identify and use letter, number, and punctuation keys. (. & ?)	O/P

## First Grade Objectives

**Rationale:** Students need instruction and practice in keyboarding to be more proficient users of technology.

The K-5 Keyboarding Committee recommendations regarding keyboarding instruction for each student are as follows:

- O: Observing Teacher Modeling of Skills
- P: Practicing Skills With Teacher Guidance
- U: Utilizing Skills With Minimal Teacher Support
- A: Applying Skills Independently

<b>Objectives:</b>	<b>1st</b>
Learn the location and function of the Tab Key.	O
Use the thumb on the spacebar.	O
Use correct hand-finger, homerow, and pairing of fingers.	O
Use correct technique for key striking and keying by touch.	O
Locate, identify and use letter, number, and punctuation keys.	O/P
Use left hand on the left side of the keyboard.	A/P
Use the right hand on the right side of the keyboard	A/P
Use both hands simultaneously on the keyboard.	O/P
Learn the location and function of these keys: Enter/Return, Esc, Spacebar, Shift, Arrows, and Backspace.	O/P
Understand that the keyboard is a data input device.	P
Identify keys on the right and left side of the keyboard.	P/U
Recognize letters on the keyboard as capital letters.	P/U
Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	P/U
Identify and properly use the mouse.	P/U
Use correct posture.	P/U
Use "single-click," "double click," and "click-and-drag" functions of the mouse.	P/U

## Second Grade Objectives

**Rationale:** Students need instruction and practice in keyboarding to be more proficient users of technology.

The K-5 Keyboarding Committee recommendations regarding keyboarding instruction for each student are as follows:

- O: Observing Teacher Modeling of Skills
- P: Practicing Skills With Teacher Guidance
- U: Utilizing Skills With Teacher Support
- A: Applying Skills Independently

<b>Objectives:</b>	<b>2nd</b>
Use correct technique for key striking and keying by touch.	O
Learn the location and function of the Tab Key.	O/P
Use both hands simultaneously on the keyboard.	O/P
Use left hand on the left side of the keyboard.	P
Use the right hand on the right side of the keyboard.	P
Use the thumb on the spacebar.	P
Understand that the keyboard is a data input device.	U
Locate, identify and use letter, number, and punctuation keys.	U
Identify keys on the right and left side of the keyboard.	U/A
Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	U/A
Learn the location and function of these keys: Enter/Return, Esc, Spacebar, Shift, Arrows, and Backspace.	U/A
Identify and properly use the mouse.	U/A
Use correct posture.	U/A
Use "single-click," "double click," and "click-and-drag" functions of the mouse.	U/A
Recognize letters on the keyboard as capital letters.	U/A

### Third Grade Objectives

**Rationale:** Students need instruction and practice in keyboarding to be more proficient users of technology.

The K-5 Keyboarding Committee recommendations regarding keyboarding instruction for each student are as follows:

- O: Observing Teacher Modeling of Skills
- P: Practicing Skills With Teacher Guidance
- U: Utilizing Skills With Minimal Teacher Support
- A: Applying Skills Independently

<b>Objectives:</b>	<b>3rd</b>
Use correct technique for key striking and keying by touch.	O/P
Use both hands simultaneously on the keyboard.	P
Use of correct hand-finger, homerow keys.	O/P
Use of left hand on the left side of the keyboard.	P/U
Use the right hand on the right side of the keyboard.	P/U
Use the thumb on the spacebar.	P/U
Locate, identify and use letter, number, and punctuation keys.	U
Identify keys on the right and left side of the keyboard.	U/A
Learn the location and function of the Tab Key.	U/A
Use correct posture.	U/A
Use "single-click," "double click," and "click-and-drag" functions of the mouse.	U/A
Understand that the keyboard is a data input device.	A
Recognize letters on the keyboard as capital letters.	A
Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	A
Learn the location and function of these keys: Enter/Return, Esc, Spacebar, Shift, Arrows, and Backspace.	A
Identify and properly use the mouse.	A

## Fourth Grade Objectives

**Rationale:** Students need instruction and practice in keyboarding to be more proficient users of technology.

The K-5 Keyboarding Committee recommendations regarding keyboarding instruction for each student are as follows:

- O: Observing Teacher Modeling of Skills
- P: Practicing Skills With Teacher Guidance
- U: Utilizing Skills With Minimal Teacher Support
- A: Applying Skills Independently

<b>Objectives:</b>	<b>4th</b>
Use both hands simultaneously on the keyboard.	P/U/A
Use correct technique for key striking and keying by touch of homerow keys.	P/U/A
Understand that the keyboard is a data input device.	A
Identify keys on the right and left side of the keyboard.	A
Recognize letters on the keyboard as capital letters.	A
Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	A
Learn the location and function of these keys: Enter/Return, Esc, Spacebar, Shift, Arrows, and Backspace.	A
Learn the location and function of the Tab Key.	A
Identify and properly use the mouse.	A
Use correct posture.	A
Use "single-click," "double click," and "click-and-drag" functions of the mouse.	A
Locate, identify and use letter, number, and punctuation keys.	A
Use left hand on the left side of the keyboard.	A
Use the right hand on the right side of the keyboard.	A
Use the thumb on the spacebar.	A

## Fifth Grade Objectives

**Rationale:** Students need instruction and practice in keyboarding to be more proficient users of technology.

The K-5 Keyboarding Committee recommendations regarding keyboarding instruction for each student are as follows:

O: Observing Teacher Modeling of Skills

P: Practicing Skills With Teacher Guidance

U: Utilizing Skills With Minimal Teacher Support

A: Applying Skills Independently

<b>Objectives:</b>	<b>5th</b>
Use correct technique for key striking and keying by touch.	U/A
Understand that the keyboard is a data input device.	A
Identify keys on the right and left side of the keyboard.	A
Recognize letters on the keyboard as capital letters.	A
Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	A
Learn the location and function of these keys: Enter/Return, Esc, Spacebar, Shift, Arrows, and Backspace.	A
Learn the location and function of the Tab Key.	A
Identify and properly use the mouse.	A
Use correct posture.	A
Use "single-click," "double click," and "click-and-drag" functions of the mouse.	A
Locate, identify and use letter, number, and punctuation keys.	A
Use left hand on the left side of the keyboard.	A
Use the right hand on the right side of the keyboard.	A
Use both hands simultaneously on the keyboard.	A
Use the thumb on the spacebar.	A
Use correct hand-finger, homerow, and pairing of fingers.	A

## Sixth Grade Objectives

**Rationale:** Students need instruction and practice in keyboarding to be more proficient users of technology.

The K-5 Keyboarding Committee recommendations regarding keyboarding instruction for each student are as follows:

O: Observing Teacher Modeling of Skills

P: Practicing Skills With Teacher Guidance

U: Utilizing Skills With Minimal Teacher Support

A: Applying Skills Independently

<b>Objectives:</b>	<b>6th</b>
Use correct technique for key striking and keying by touch.	A
Understand that the keyboard is a data input device.	A
Identify keys on the right and left side of the keyboard.	A
Recognize letters on the keyboard as capital letters.	A
Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	A
Learn the location and function of these keys: Enter/Return, Esc, Spacebar, Shift, Arrows, and Backspace.	A
Learn the location and function of the Tab Key.	A
Identify and properly use the mouse.	A
Use correct posture.	A
Use "single-click," "double click," and "click-and-drag" functions of the mouse.	A
Locate, identify and use letter, number, and punctuation keys.	A
Use left hand on the left side of the keyboard.	A
Use the right hand on the right side of the keyboard.	A
Use both hands simultaneously on the keyboard.	A
Use the thumb on the spacebar.	A
Use correct hand-finger, homerow, and pairing of fingers.	A

## Seventh Grade Objectives

**Rationale:** Students need instruction and practice in keyboarding to be more proficient users of technology.

The K-5 Keyboarding Committee recommendations regarding keyboarding instruction for each student are as follows:

O: Observing Teacher Modeling of Skills

P: Practicing Skills With Teacher Guidance

U: Utilizing Skills With Minimal Teacher Support

A: Applying Skills Independently

<b>Objectives:</b>	<b>7th</b>
Use correct technique for key striking and keying by touch.	A
Understand that the keyboard is a data input device.	A
Identify keys on the right and left side of the keyboard.	A
Recognize letters on the keyboard as capital letters.	A
Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	A
Learn the location and function of these keys: Enter/Return, Esc, Spacebar, Shift, Arrows, and Backspace.	A
Learn the location and function of the Tab Key.	A
Identify and properly use the mouse.	A
Use correct posture.	A
Use "single-click," "double click," and "click-and-drag" functions of the mouse.	A
Locate, identify and use letter, number, and punctuation keys.	A
Use left hand on the left side of the keyboard.	A
Use the right hand on the right side of the keyboard.	A
Use both hands simultaneously on the keyboard.	A
Use the thumb on the spacebar.	A
Use correct hand-finger, homerow, and pairing of fingers.	A

## **Eighth Grade Objectives**

**Rationale:** Students need instruction and practice in keyboarding to be more proficient users of technology.

The K-5 Keyboarding Committee recommendations regarding keyboarding instruction for each student are as follows:

O: Observing Teacher Modeling of Skills

P: Practicing Skills With Teacher Guidance

U: Utilizing Skills With Minimal Teacher Support

A: Applying Skills Independently

<b>Objectives:</b>	<b>8th</b>
Use correct technique for key striking and keying by touch.	A
Understand that the keyboard is a data input device.	A
Identify keys on the right and left side of the keyboard.	A
Recognize letters on the keyboard as capital letters.	A
Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.	A
Learn the location and function of these keys: Enter/Return, Esc, Spacebar, Shift, Arrows, and Backspace.	A
Learn the location and function of the Tab Key.	A
Identify and properly use the mouse.	A
Use correct posture.	A
Use "single-click," "double click," and "click-and-drag" functions of the mouse.	A
Locate, identify and use letter, number, and punctuation keys.	A
Use left hand on the left side of the keyboard.	A
Use the right hand on the right side of the keyboard.	A
Use both hands simultaneously on the keyboard.	A
Use the thumb on the spacebar.	A
Use correct hand-finger, homerow, and pairing of fingers.	A

## Keyboard Activities K-3

### **Kindergarten**

Students find letters in the alphabet on the keyboard using an all uppercase alphabet strip as a guide.

Students find the bumps on the F & J keys with eyes closed. Introduce the Home Row as a part of a neighborhood called the keyboard. Their fingers will find their home on the keys next to F & J. All are neighbors.

Differentiate between right & left sides of keyboard with a red line drawn down center of keyboard. Hands cannot cross the line when typing.

Keyboard Bingo game in which teacher shows or says a letter, number or symbol. Students find the key on a paper keyboard, then cover it with a “marker” or color it.

Teacher uses the correct terminology for parts of the computer & encourages students do the same.

Teacher prepares a poster for each side of the keyboard with the letters, numbers & symbols found on that side of the keyboard. Each poster is a different color. Students are given a paper keyboard colored to correspond to the posters. (i.e. right side green, left side yellow) Students are given a letter, number or symbol from the keyboard. Student finds the key on paper keyboard, shows its location on poster and places it in a box marked left side or right side.

### **First Grade**

Review all K activities.

Emphasizing the use of right hand and left hand simultaneously on the appropriate side of the keyboard:

Type identical sentences, changing only one word in each sentence.

The dog is black.

The cat is black.

-or-

The dog is black.

The dog is red.

The dog is blue.

Type the vowels.

Type the consonants.

Type your first & last name using Shift to make capital letters.

Type name & address using numbers at the top of the keyboard. (Provide index card with information for student to use at beginning of the year.)

Add phone number and teacher's name as student masters previous steps. (Include title in teacher's name with correct punctuation.)

Type spelling words.

Type sentence with one noun, verb, and adverb from lists of words provided by teacher.

Emphasize the use of uppercase letters to being a sentence using Shift instead of Caps Lock.

Emphasize use of punctuation to end a sentence.

Discuss spacing after a period. Use one space when using a computer. Two spaces if using a typewriter.

Locate +, -, & =. Write number sentences using these symbols.

## **Second Grade**

Reinforce K-1 skills

Emphasizing the use of right hand and left hand simultaneously on the appropriate side of the keyboard:

Type sentences written on paper.

Class composes a poem together on the board. Students type poem.

Type sentences using only one side of the keyboard and the appropriate hand.

Difference between : and ;

Write number sentences without answers. Print & trade papers with a partner. Complete the word sentences.

Keyboard Vocabulary Bingo- students cover the key that corresponds to the clue given by the teacher.

Tab-key used to indent a paragraph.

Home row-where your fingers begin & end when typing.

Shift-Key used to make a capital letter.

Enter-moves your cursor to a new line.

Backspace-erases what you just typed.  
Space-makes a space between letters, words, or sentences.  
Caps Lock-makes all letters that you type capitals.  
Question Mark-ends a sentence that asks.  
Period-ends a sentence that tells.  
Exclamation mark-ends an “excited” sentence.  
Letters-Key that will begin/end the word \_\_\_\_\_.  
Etc.

Use tab to indent.

### **Third Grade**

Reinforce K-2 skills.

Emphasizing the use of right hand and left hand simultaneously on the appropriate side of the keyboard:

Continue to type from a previously written work.

Compose at the keyboard. (i.e. type a story as you make it up.)

Introduce finger used for each key. Have students trace hands on paper. Write the letters that are typed using each finger on the correct finger.

Locate \* & /. Discuss the use of these symbols when typing number sentences. Write number sentences for multiplication & division using these symbols.

Give students a blank keyboard. Students will fill in the keyboard using the real keyboard as a guide.

Introduce using number pad to type phone numbers and math equations.

Practice typing home row in order.

Introduce home row only practice exercises.

Emphasize using the right hand and left hand simultaneously on the appropriate side of the keyboard.

## Suggested Activities for Any Grade

- Develop a bulletin board display illustrating proper care and handling of the equipment (hardware) and/or software students will be using.
- Develop a display illustrating the basic parts of the equipment.
- Show a film or a video illustrating proper technique while keyboarding. High school students could model and develop the video.
- 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.
- Videotape students so they can evaluate their own technique.
- 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.
- Identify and use appropriately a variety of resources including textbooks, examples of other copy material (such as handwritten drafts, overhead, chalkboard) guest speakers and demonstrators, video/film and software. The resources should be evaluated for their appropriateness and to ensure they are free of sexism, racism, etc. Check the school library for print and audiovisual resources which support keyboarding.
- 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.
- 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.

- Have students work in pairs if the number of keyboards is limited. One student could complete a simple checklist of each partner's technique, then roles could be reversed.
- In the early grades, it may be helpful to physically divide the keyboard in "half" for the students to help them discern which half of the keyboard to use with their left hand and which half to use with their right hand. Insert a narrow piece of tin foil or a piece of brightly colored yarn between the keys separating the left side of the keyboard from the right. Explain that the index or the "pointer" finger of the left hand should be used for keys on the left side of the keyboard while the index or "pointer" finger of the right hand is for keys on the right side of the keyboard. The thumb of the right hand is the preferred choice for the space bar. Mastering the use of the correct hand to key the alphabetic and numeric keys will go a long way to enhance the development of the skill of touch keyboarding.
- 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.
- 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.
- 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 finger nail of each of the fingers with the appropriately colored crayon. For example, the finger nail of the baby finger will be red, the ring finger will be blue, and so on.
- 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. charts. These charts and others serve as templates/masters for classroom activities.

- Use Word Family Lists for using Left Hand only, Right Hand only, and both hands for additional practice. See example word list below.

<b>Word Lists</b>					
<b>Left hand words</b>					
be	far	we	dare	fed	ear
bee	car	wet	care	red	fear
beet	tar	wear	rare	sad	gear
beat	bar	were	stare	bad	gave
bed	star	was	are	fad	rave
<b>Right hand words</b>					
no	ill	in	hum	loop	pony
pop	pill	inn	lump	up	pull
hop	mill	pin	pump	pup	poll
mop	hill	you	jump	puppy	hook
plop	I'll	your	bumpy	yummy	look
<b>Words Using Both Hands</b>					
may	hit	fun	still	show	eat
lay	sit	sun	spill	know	seat
ray	mitt	bun	fill	blow	neat
pay	kit	run	pill	flow	meat
say	knit	pun	thrill	throw	heat

## Word Processing Activities

Teaching keyboarding in conjunction with word processing allows students to transfer their touch keyboarding skills to all areas of the curriculum. Once a student has learned to key by touch, the skill of touch keyboarding can be integrated in many areas of the curriculum. Here are just a few suggestions.

- \* In conjunction with word processing, keyboarding skills can be used for any writing activity. The class may key journal entries, a passage from a favourite story, a poem or book possibly with illustrations, and present it to the class.
- \* Use students' spelling and vocabulary words for practice during keyboarding drills. Keyboard rhyming words, synonyms, antonyms, or homonyms. Complete "story starters" such as "It was a dark and stormy night. Suddenly...." Have students key the days of the week, months of the year, all the holidays they can think of in a certain time period, favourite colours, etc.
- \* Explore current issues or topics that concern your students. Plan learning activities related to one of these topics that will include researching, composing, keying, and printing a document.
- \* Plan a classroom newsletter with students. Once "reporters" have researched and interviewed as necessary, have them compose individual newsletter articles at the keyboard. This could be tied, for example, to science where students are asked to interview scientists or technologists. Students could also interview "elders", transcribe and report histories relevant to their environment. They will be proud of the results, and they will have a chance to demonstrate their skills!
- \* Plan a Working World Newsletter with students. Assist them to prepare a short list of relevant questions to ask working people about their careers. Depending upon the classroom, students could work in groups or pairs for this activity. After the interviews have taken place, the students may write about what they discovered. Use the same procedure to introduce your students to the concept of entrepreneurship by preparing a class project entitled Owing Your Own Business.
- \* Assign grade 4 or 5 students the task of preparing a simple biography. The subject of the biography is to be of a kindergarten or grade 1 student in the same school. Entitle the document, The Life Story of ..... The older students may utilize the keyboard in the preparation of this documentation. In addition to information about topics such as family, hobbies, favorite things, and birth information, include pictures, photographs, and perhaps a section "About the Author." Print the biographies.

### Keyboarding Practice

Welcome to online Keyboarding Practice, a series of 17 drills to help you improve your keyboarding technique and speed.

- 1) [Home Row Keys](#)
- 2) [New Keys: H and E](#)
- 3) [New Keys: I and R](#)
- 4) [Review](#)
- 5) [New Keys: O and T](#)
- 6) [New Keys: N and G](#)
- 7) [New Keys: Left Shift and Period \(.\)](#)
- 8) [Review](#)
- 9) [New Keys: U and C](#)
- 10) [New Keys: W and Right Shift](#)
- 11) [New Keys: B and Y](#)
- 12) [Review](#)
- 13) [New Keys: M and X](#)
- 14) [New Keys: P and V](#)
- 15) [New Keys: Q and Comma \(,\)](#)
- 16) [Review](#)
- 17) [New Keys: Z and Colon \(:\)](#)

Keyboarding Practice correlating to keyboarding textbook that can be used to provide additional practice or to allow a student entering the course late to learn keys that have been previously taught.

<http://www.davis.k12.ut.us/cjh/appliedtech/business/keyboarding/index.html>

Student \_\_\_\_\_

Teacher \_\_\_\_\_

## Student Technique Checklist

	Wk1	Wk3	Wk6	WK9
<b>Date of evaluation</b>				
<b>CORRECT POSTURE&amp; POSITION:</b>				
Feet on the floor, slightly apart				
Upper arm and forearm at right angle				
Body centered in front of the keyboard				
Wrists held low, bottom of hands not touching the keyboard				
<b>CORRECT KEY STROKING:</b>				
Fingers curved and lightly on the home keys				
Upright fingers, not leaning over onto little fingers				
Quick snappy keystrokes				
Hands almost motionless, fingers do the reaching				
Use correct finger for each key reach				
Keep eyes on screen or textbook copy				
<b>CORRECT SHIFT KEY:</b>				
Use the appropriate little finger				
Use 3 steps (1)shift(2)strike key(3)release				
Other fingers remain on home row				
<b>CORRECT RETURN</b>				
Use little finger of the right hand				
Make a quick reach from home key to ENTER and back				
Do not pause before or after the ENTER motion				
Other fingers remain on home row				

Recommended Codes:

P=Practicing

G=Good

E=Excellent

## Proper Keyboard Technique

Name:

Homeroom:

Student Behaviors Observed	Rating Periods								
	1	2	3	4	5	6	7	8	9
1. Supports feet									
2. Sits directly in front of keyboard									
3. Keeps elbows at sides									
4. Wrists are off table and keyboard									
5. Keeps fingers curved over home keys									
6. Eyes are level with text on monitor									
7. Uses thumbs to strike space bar									
8. Strikes Enter with right little finger									
9. Keeps eyes on copy and monitor while typing									
10. Shifts with little fingers									
<b>Total</b>									

## **Resources**

### **Keyboard Charts (\$65)**

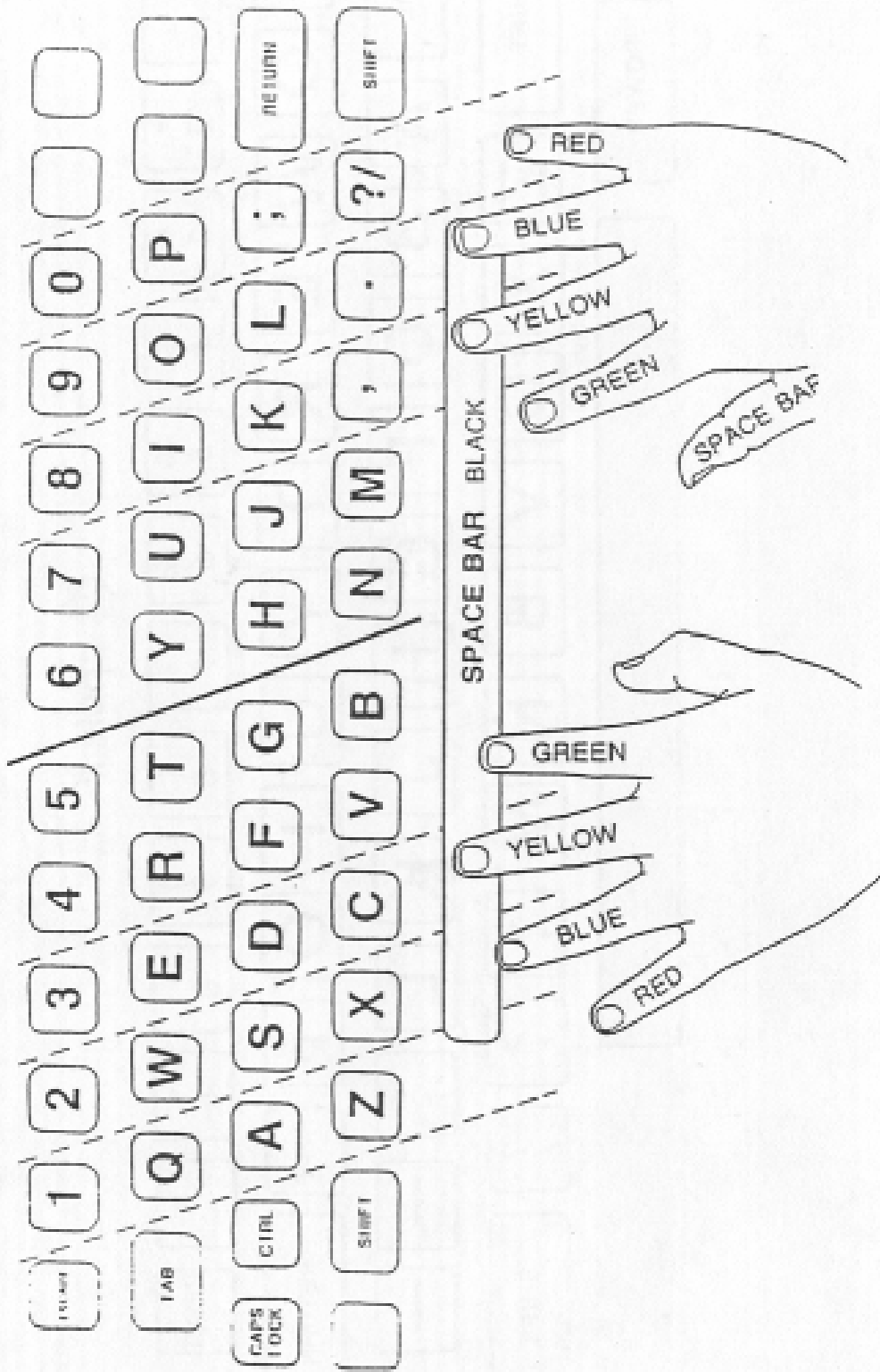
ISBN 0538-699566

Thompson Publishing

FAX: 800-487-8488



# Keyboard chart



## Research Data

- Supports state recommendations as to age, experience of the instructor, and consistency of scheduling.
- Order of the presentation and practice of the keys is important.
- Speed should not be emphasized.
- Once students have begun keyboarding instruction, other teachers should require proper techniques when appropriate.
- Keyboarding is a psychomotor skill. Software often does not take into account that the fine motor muscles must respond to the brain's instructions for successful mastery of touch keyboarding.
- **NO computer program can judge if a student is using the proper techniques.**
- Software may introduce words too soon.
- Touch keyboarding skill must be developed over time with consistent practice and use.

## Research Sources

Education World, "Teaching Keyboarding—When? Why? How?"

Education World, "Keyboarding Skills: When Should They Be Taught?"

Typewriting: Learning and Instruction, "Methods of Instruction for Teaching Keyboarding"

"General Keyboarding Recommendations," [www.sasked.gov](http://www.sasked.gov)

"Keyboarding – Middle Grades," [www.ncpublicschools.org](http://www.ncpublicschools.org)

"Keyboarding, 6th Grade – Nine Weeks," <http://chelesa.k-12.mi.us>

"Keyboarding Plan Update," MMSD Elementary School

## **METHODS OF INSTRUCTION FOR TEACHING KEYBOARDING**

Excerpts from Typewriting: Learning and Instruction  
Robinson, Erickson, Crawford, Beaumont, and Ownby  
Southwestern Publishing Co, 1979

From the findings of skill-learning research and studies of time and motion in human performance, technique or form has come to be considered a prerequisite to skilled performance of motor tasks. Without correct technique, the skill cannot be performed with speed, precision, and minimum effort. Technique underlies and becomes the essential basis for the development of keyboarding speed and accuracy.

### **Attitude Toward Learning A New Task**

Some students will approach the study of keyboarding with interest and desire to learn the task. They appear to regard it as a relevant and desirable thing to learn. Others approach it as a duty or requirement. They expect to learn it, but with relatively little enthusiasm. Others approach the task with evident discomfort. They have some fear or trepidation and expect only negative things to ensue from this task and the judgments they expect from teachers, parents, and peers. It is the responsibility of the teacher to present the new learning task in a positive manner and show its relevance in their lives. The teacher must also watch carefully for evidence of excessive anxiety and manipulate the goals and challenges of learning activities for individuals so that appropriate tension results. Excessive tension can be created by the demand for "a perfect copy of each exercise" or by the setting of speed goals that are unrealistically high in relation to the students' current levels of performance. Appropriate tension can be established by setting realistic individual goals and pacing students in their attempts to reach them. Anxiety or tension is also affected by competition within a group of students. Competition is a powerful influence in learning: Improperly used, however, it can also be very destructive, particularly for those who are "destined to lose." Some ways to minimize the negative aspects of competition and to reduce excessive anxiety are:

Encourage students to compete against themselves.

Have each pupil set his/her own goals and keep a private progress chart.

Try to give each pupil some experience with success by arranging situations in which all students have a fairly equal chance in a variety of situations.

Make use of group competitive situations that stress fun rather than winning.

Keep a separate folder for each student rather than a grade book that indicates only relative performance.

Keyboarding is learned by appropriate and purposeful practice. Of paramount importance in guiding the practice is the teacher. Not only must teachers know the whole constellation of sub skills that make up the total skill, but they must also be able to demonstrate the whole skill in its entire smooth performance as well as its individual and involved parts. Further, the teacher must be able to observe the students' weaknesses and strengths as they practice, and he or she must be able to capitalize on the strengths to aid students in overcoming the weaknesses. The teacher has the responsibility, also, to know the best methods of teaching

the various keyboarding skills and how the student can best practice to insure maximum skill growth in the time allocated to the learning.

The behavior of the teacher in the formal learning environment is conditioned by his or her knowledge of learning theory and principles. The ability to apply this knowledge in the firing-line experience of the keyboarding classroom determines in large measure the students' success. Providing Appropriate Kinds and Amounts of Guidance Classroom evidence indicates that individual students need different kinds and amounts of guidance as they learn to key. The progression of learning is from complete teacher guidance, to teacher/student guidance, to student self-guidance. Teachers must know what is important and what is unimportant in keyboarding, and the unimportant should be eliminated from the learning events. The teaching goal in any teaching situation should be to help each learner when he or she needs help but eventually to help each one become a true self-learner who can work without teacher guidance.

### **Reinforcement**

Regular reinforcement (reinforcing a high percentage of appropriate responses) seems to make for fast learning. Intermittent reinforcement (skipping reinforcement sometimes as students gain skill) seems to make for long remembering. Reinforcement serves two primary functions: (1) it helps to sustain motivation and (2) it provides information feedback about the adequacy of the performance. Reinforcement is believed to be most effective in skill learning if it is (a) positive rather than negative, (b) constructive rather than destructive, and (c) immediate rather than delayed. For learner behavior to be properly directed, individual keyboarding students need to know how they are doing. What they are doing correctly should continue. What they are doing that needs to be changed, improved, or eliminated should be brought to their attention.

The answer to the question, "How am I doing?" is known variously as reinforcement, information feedback, and knowledge of results, and it has a powerful influence on motivation and positive learner behavior. In the keyboarding classroom, knowledge of results is much more than knowing the keying rate or the number of errors made. Far more important is the feedback the teacher provides than analysis of the student as he or she keys. This analysis should be followed by positive suggestions for changing the way in which the student practices or by teacher demonstration of the correct way with student imitation of the demonstration. There is a distinct difference between observing and grading. In learning any psychomotor skill, an essential component of the learning process is an active teacher who observes and evaluates the process of learning and provides feedback in the form of correctives (comments and demonstrations) to help the learner improve. Herein lies a major difference between teaching and grading. In the early stages of learning any new task, evaluation should be of the process not of the product. Only after the process has been mastered should the evaluation of the product (what the student keys) occur.

### **Group Instructional Procedures**

The demonstration method involves showing students the response pattern to be made and having them imitate what they see and hear. It is perhaps the most important single method of providing instruction in keyboarding because good form is so essential in maximizing skill development. In teaching good keyboarding form "an ounce of showing is worth a pound of discussing". It might also be said that "a gram of demonstration is worth a kilogram of discovery" as far as learning the procedural elements of keyboarding is concerned, for "discovery" or trial-and-error methods are uneconomical and inefficient in complex skill learning. The demonstration method is a "must" in teaching beginning keyboarding students, and it should also be used liberally throughout the entire keyboarding program. It may be used effectively to teach almost any new technique or procedure as well as to give remedial instruction. Students of all ability levels learn rapidly as a result of its frequent use, especially those whose reading levels are low. Demonstrations are preferably given by a "live" teacher rather than video tape. Live demonstrations should be:

Easily perceived, organized, and remembered by viewers;  
Capable of approximate imitation by the students;  
Accompanied with simple, but pertinent, verbal instructions that are specific to the task;  
followed up by student imitation and teacher observation and confirming or corrective comments.

The follow-up activity to a good demonstration includes not only student imitation, but also observation and analysis of the quality of that imitation. This analysis can be made more accurately by a competent observer than by the performer. The result of this analysis determines the kind and amount of additional demonstration and practice that seem necessary. Expecting students to make decisions of these kinds, particularly in the early stages of learning each new task, is usually quite unrealistic. The success or failure of instruction, whatever its format or substance, is determined by the degree to which teachers perform these activities well. No "canned" program of hardware-software can perform them; only the "teacher in residence" can do so. Excellence of learning materials is essential in maximizing learning and skill development. Equally important, however, is how those materials are used by the teacher as well as by the student. So long as teachers properly fulfill their role of matching the right methods, materials, and media to the right students at the right time, "packaged" systems of instruction cannot replace them.

### **Keyboarding Learning/Mastery**

Keyboarding is a psychomotor skill, for its learning and performance involve mental processes as well as finely coordinated muscular movements. It is also a perceptual-motor skill in that stimuli to sensory receptors (eyes, ears, fingertips, muscles, tendons, and joints) are screened, transformed, and organized by a neural process known as "selective perception" into modified mental "images" of the original stimuli. It is these modified "images" that are further processed mentally which trigger muscular responses. These descriptions suggest that keyboarding is a complex skill made up of finely discriminated movement patterns that depend upon interrelated sensory, perceptual, mental, and motor inputs and outputs which must occur "close together in time". Basically, keyboarding is "internally" monitored and controlled although it is "externally" performed.

There are three phases of learning keyboarding skills. Phase 1 involves learning the nature of the keying task. This process includes learning the spatial arrangement of the keyboard, how to strike the right keys in the right way in response to letters seen in the copy or heard from dictation, and how to operate efficiently the machine parts used for spacing, shifting for capital letters, and using the return/enter key. Phase 2 is characterized by improved "reading-for-keying" skills, by increasingly refined responses, and by the shortening of between keystroke time intervals. It includes the development of "chaining," when individual letter stimuli are perceived and responded to as combinations and the improvement of continuity. Phase 3 is marked by an increase in the degree of response stability, increased accuracy of stimulus and increased spontaneity of responses both to individual letters and to letter combinations.

### **Technique Emphasis**

In developing keyboarding skill, stress technique first, speed second, and accuracy last. Skillful technique is the best guarantee of combined speed and accuracy. In order to be trained efficiently, students must be guided progressively through a series of movements of eye, arm, hand, and finger sequences which culminate in the movements or motion patterns they are expected to use in keying. The position of the keyer's body serves the simple function of consistently keeping the arms, hands, and fingers in correct relationship to the keyboard. Consistent position permits all motions to be made from a relatively fixed rather than a constantly variable starting point. Correct position is natural, easy, and relaxed.

### **Observing, Confirming, and Correcting**

Knowing what to look for is imperative so that appropriate feedback and additional demonstrations can be provided. The critical things to check during observations are:

The body should be reasonably erect, not leaning over the keyboard.

The fingers should be well curved and upright, the fingertips lightly touching the home keys.

The wrists should be low and relaxed; there should be little or no evidence of tension in the backs of the hands.

Each finger should move independently to its target key with a continuous motion to the key and back to home key position.

The thumb should remain in a relaxed position just touching the space bar until needed for spacing.

The shift keys should be operated using "shift-key-release" movements.

The return/enter key should be tapped with the right pinkie.

The hands should remain relatively stationary.

The eyes of students should be on the printed copy.

#### **Introducing New Keys**

Students should be guided by the teacher in 1) locating by sight the new key on a keyboard chart, 2) finding by sight the key on their keyboard, 3) reaching the controlling finger to the key and back to home position by sight (after appropriate teacher demonstration), 4) striking

and releasing the key by sight, 5) striking by sight the key in combination with other keys previously learned, and 6) have students key from dictation or printed copy without looking at their fingers.

### **Concluding Statement**

The continuous development of each keyboarding student to the maximum of his or her potential should be the goal of our instruction.

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<http://www.usoe.k12.ut.us/ate/keyboarding/Articles/methodology.htm>

## **Glossary of Terms used in Keyboarding Plan**

**Alphabetic Keyboard** includes all letters of the alphabet, plus the following punctuation keys: semicolon, colon, apostrophe, quotation mark, comma, period, the tab key, and the question mark.

**GWAM (Gross Words A Minute)** is the calculation of keyboarding speed by taking the total words keyed and dividing by the time allowed. For example, keyboarding a total of 90 words in a three minute timing would mean  $90/3 = 30$  gross words per minute or 30 GWAM. **There is no deduction for errors when calculating GWAM.** GWPM (Gross Words Per Minute) is exactly the same as GWAM. The terms can be used interchangeably.

Look for an Elementary Level text that makes it easy for the student to calculate the number of words keyed in a given time. Word indicator scales should be clearly defined and distinct from the practice material. The idea of "student-friendly" calculations are presented in a variety of texts. Straight copy material (text that is to be keyed during the timed writing) is clearly presented. Each line of the straight copy material may have several superior or raised figures placed as required above the straight copy itself. These raised figures are smaller than the straight copy material and are often different in colour. When the designated time has elapsed, the student searches the straight copy material in the text, locating the word that he/she has keyed last. The student needs only to find the coloured and raised figure above his/her last keyed word. That raised figure is the GWAM that the student has keyed during that particular timing. In some instances, the student ends up "between" raised figures. That being the case, the student should use the figure "passed last."

**Home Row Position** involves placing each finger on a designated "home" key. The fingers reach upward or downward as needed to depress the other keys, but each finger always returns to the "home" position after a key is struck.

**Keyboarding** is the development of the ability to input data by touch using the alphabetic and numeric keys on a computer and/or typewriter keyboard.

**Touch Method** of keyboarding involves striking the correct key with the correct finger without looking at the keyboard.

**WAM (Words A Minute)** is calculated in the following manner. First calculate the GWAM rate. Then have students proofread their timings, circling any words that contain an error such as an incorrect letter keyed, letters have been transposed, etc. It should be noted that one word can count for a maximum of one error, so that if the student keyed every letter of a word incorrectly, this still only counts as one error. **There is a deduction for errors when calculating WAM.** Once the number of errors has been determined, subtract the number of errors from the previously-determined GWAM or cut off the gross words after so many errors. The result is the WAM rate. WPM (Words Per Minute) is exactly the same as WAM. The terms can be used interchangeably.

KEYBOARD EXCERPTS FROM THE  
COS FOR TECHNOLOGY EDUCATION IN K-12

## KINDERGARTEN-SECOND GRADE

**1.) Demonstrate optimal posture and position at the computer workstation.**

- Eyes level with the text on the monitor
- Shoulders down, arms relaxed
- Elbows level with keyboard
- Feet and lower back supported
- Fingers curved
- Wrists slightly elevated
- TC200200020000018.gif

**2.) Communicate about technology using developmentally appropriate and accurate terminology.**

Examples: "press," not "hit," keys; open file, save

**3.) Identify the basic parts of a computer.**

Examples: keyboard, monitor, printer

**4.) Use input, output, and storage devices to successfully operate computers, VCRs, audiotapes, and other technologies.**

Examples: input-mouse, remote control; output-monitor, printer, speakers, headphones; storage-floppy disks, compact disks (CDs)

**5.) Use developmentally appropriate keyboard techniques.**

Examples: left hand for left side keys and right hand for right side keys, special keys such as space bar, enter/return, backspace, shift, delete

**6.) Demonstrate correct procedures for opening, closing, and saving files using menu options and commands in grade-appropriate software.**

KEYBOARD EXCERPTS FROM THE  
COS FOR TECHNOLOGY EDUCATION IN K-12

**THIRD GRADE-FIFTH GRADE**

**1.) Demonstrate optimal posture and position at the computer workstation.**

- Eyes level with the text on the monitor
- Shoulders down, arms relaxed
- Elbows level with keyboard
- Feet and lower back supported
- Fingers curved
- Wrists slightly elevated
- TC200203050000018.gif

**2.) Communicate about technology using developmentally appropriate and accurate terminology.**

**3.) Use common input and output devices efficiently and effectively.**

**4.) Use developmentally appropriate keyboard techniques.**

Example: home row finger placement

**5.) Describe correct procedures for troubleshooting simple hardware and software problems.**

Examples: adding printer paper, rebooting system, following classroom troubleshooting guides

KEYBOARD EXCERPTS FROM THE  
COS FOR TECHNOLOGY EDUCATION IN K-12

**SIXTH GRADE-EIGHTH GRADE**

**.) Demonstrate optimal posture and position at the computer workstation.**

- Eyes level with the text on the monitor
- Shoulders down, arms relaxed
- Elbows level with keyboard
- Feet and lower back supported
- Fingers curved
- Wrists slightly elevated
- TC200206080000018.gif

**2.) Communicate regarding technology using developmentally appropriate and accurate terminology.**

**3.) Demonstrate keyboarding proficiency in technique and posture while building speed.**

**4.) Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.**

**5.) Utilize an operating system efficiently.**

Examples: proper shut down, file management

## **KEYBOARDING PLAN TIMELINE**

### **May 2002**

- Keyboarding Plan Draft
- Textbook for pilot is ordered

### **June 2002**

- Keyboarding Class Draft

### **August 2002**

- Training for Computer Lab Instructor at PILOT school

### **August-December 2002**

- Keyboard instruction at Loxley Elementary

### **December 2002**

- Evaluation of pilot program

### **January-May 2003**

- Keyboarding plan is updated based on the pilot program
- Textbooks are ordered
- Planning for pre and post keyboarding instruction is completed.

### **Summer 2003**

- Computer lab instructors are trained for the 2003-2004 School Year

### **2003-2004 and 2004-2005**

- Keyboarding Plan is implemented in Grades K-5
- Fifth grade students are taught touch keyboarding techniques

### **May 2005**

- Keyboarding Plan revised

### **Summer 2005**

- Workshop for keyboarding instructors

### **2005-2006**

- Keyboarding Plan is expanded to include Grades 6-8
- Keyboarding instruction continues in Grades K-5

### **April 2006**

- Keyboarding Instruction changed to Grade 4.

### **May 2006**

- Keyboard Plan Rewritten to reflect change to Instruction in Grade 4.

## **Keyboarding Links**

(Online currently at <http://teacherweb.com/AL/OrangeBeachElementary/MrsG/Links2.stm>)

Explanation of Keys

<http://www.jegsworks.com/Lessons/lesson3/lesson3-2.htm>

Keyboard History

<http://home.earthlink.net/~dcrehr/>

Smith Premier Typewriter, 1896

<http://home.earthlink.net/~dcrehr/SP.html>

Why are the keys arranged the way they are on a QWERTY keyboard?

<http://computer.howstuffworks.com/question458.htm>

Keyboard Posture

<http://teacherweb.com/AL/OrangeBeachElementary/MrsG/Gallery2.stm>

Ergonomics Vocabulary

<http://www.oro sha.org/cergos/vocabulary.html>

Computer Workstation setup – please visit both the Teacher and Student areas

<http://www.oro sha.org/cergos/wrksetup.html>

Good Work Habits at Your Computer Workstation

<http://www.oro sha.org/cergos/goodhabt.html>

Computer Workstation Ergonomics

<http://www.osha.gov/SLTC/etools/computerworkstations/index.html>

Limb and Body Exercises

[http://www.nimblefingers.com/a\\_exer.htm](http://www.nimblefingers.com/a_exer.htm)

Ergonomics (If not automatically directed to the "ergonomics" page, please click the link along the left side of the page.)

<http://www.typingpal.com/Ergonomics/>

How Computer Keyboards Work

<http://computer.howstuffworks.com/keyboard.htm>

Standard Windows Keyboard Layout - Windows Natural Keyboard

<http://www.seoconsultants.com/windows/keyboard/>

A User-Friendly Workstation

<http://uhs.berkeley.edu/facstaff/ergonomics/computer/erguser.shtml>

Krazy Keyboarding for Kids

<http://webinstituteforteachers.org/~gammakeys/worksheets/worksheets.htm>

Rules & Tools

<http://www.crews.org/curriculum/ex/compsci/keyboarding/questions.htm>

Technique Quiz

<http://www.quia.com/pop/6901.html>

Workspace Evaluation

[http://www.3m.com/us/office/myworkspace/workspace\\_eval.html](http://www.3m.com/us/office/myworkspace/workspace_eval.html)

Good Working Conditions

<http://www.osha.gov/SLTC/etools/computerworkstations/positions.html>

Technique Checklist

<http://www.sasked.gov.sk.ca/docs/elemkey/technique.html>

Printable Keyboard

<http://www.teachnet.com/lesson/tech/keyboarding110900.html>

A Clue for Keyboarding

<http://teachers.net/lessons/posts/1656.html>

Utah State Office of Education K-12 Keyboarding – offers assessment, research, resources, software and tips for keyboarding with students in Kindergarten through 12th grade

<http://www.usoe.k12.ut.us/ate/keyboarding/key.htm>

Computer Workstation Ergonomics – This link directs you to the main Computer Ergonomics for Elementary School Students (CergoS) Web site. The site will show you some simple and affordable ways to make sure that your body is safe and comfortable while using a computer.

<http://www.orosha.org/cergos/index.html>

Keyboarding Rubric – create a customized rubric (scroll down to see your options)

[http://www.teach-nology.com/web\\_tools/rubrics/keyboard/](http://www.teach-nology.com/web_tools/rubrics/keyboard/)

Printable Keyboard

<http://teachnet.com/powertools/neattools/keyboard/>

Keyboard covers/protectors

<http://protectcovers.com/>

Keyboard Poem/Rap - Here is a poem (rap) to help you remember the keys.

<http://www.tcet.unt.edu/START/instruct/general/kb-rap.htm>

Typing Exercise

<http://gwydir.demon.co.uk/jo/typing/index.htm>

Learn to Type Online

<http://www.kidsdomain.com/brain/computer/type.html>

Word Families: Use as practice exercises for keyboarding practice.

<http://www.enchantedlearning.com/rhymes/wordfamilies/>

Keyboarding Activities – Teacher guided activities to add variety to practice

<http://www.madison.k12.wi.us/tnl/langarts/activities.htm>

Keyboarding Practice

<http://www.hornell.wnyric.org/interweb/keyboarding.htm>

Keyboarding Practice correlating to keyboarding textbook

<http://www.davis.k12.ut.us/cjh/appliedtech/business/keyboarding/index.html>

Instruction and Practice

<http://sense-lang.org/typing/>

Krazy Keyboarding for Kids-Lessons

<http://webinstituteforteachers.org/~gammakeys/Lesson/Lesson1.htm>

Test typing skills

<http://www-2.cs.cmu.edu/~rvirga/TypingTutor.html>

Test Your Typing Skills

<http://www.typingpal.com/test/>

Measure your typing speed

<http://kids.learn2type.com/TypingTest>

Typing Test

[http://www.computerlab.kids.new.net/typing\\_test.htm](http://www.computerlab.kids.new.net/typing_test.htm)

Keyboarding Jigsaw Puzzle-Easy

<http://www.davis.k12.ut.us/etc/paul/sample/Keyboard/Keyboardeasy.htm>

Keyboarding Jigsaw Puzzle-Medium

<http://www.davis.k12.ut.us/etc/paul/sample/Keyboard/keyboard.htm>

Keyboarding Jigsaw Puzzle-Hard

<http://www.davis.k12.ut.us/etc/paul/sample/Keyboard/keyboardhard.htm>

Typing Master – settings can be changes to include all lower case, lower and upper case, and numeric keys

[http://www.typingmaster.com/index.asp?go=bubbles\\_start](http://www.typingmaster.com/index.asp?go=bubbles_start)

**Keyboard Charts** (\$65)

ISBN 0538-699566

Thompson Publishing

FAX: 800-487-8488

**SAMPLE PARENT/STUDENT SCHOOL HANDBOOK**  
**KEYBOARDING STATEMENT**

The mission of K-8 Keyboarding Education is for all Baldwin County Public School System students to possess keyboarding competence before entering high school. Proper keyboarding instruction begins in kindergarten with age-appropriate activities provided through grade 3. Grade 4 is where emphasis will be placed on using touch keyboard techniques. Skill building and reinforcement activities are included for grades 5-8.

*(Please select the appropriate statement below, replace line with the name of your school, and delete the remaining options.)*

Students at \_\_\_\_\_ will attend keyboarding class for a minimum of 30 minutes per day each day of the week for 6 weeks. Parents will receive a report card insert reporting student's competency.

Students at \_\_\_\_\_ will attend keyboarding class for a minimum of 30 minutes, 3 days per week for 9 weeks. Parents will receive a report card insert reporting student's competency.

Students at \_\_\_\_\_ will attend keyboarding class for at least one day per week for the entire year during their regularly scheduled computer lab time, a minimum of 30 minutes. Parents will receive a report card insert reporting student's competency.

BALDWIN COUNTY PUBLIC SCHOOLS  
KEYBOARDING SKILL SUMMARY

\_\_\_\_\_  
Date

Student\_\_\_\_\_

School\_\_\_\_\_

The intent of keyboarding instruction is to teach proper keyboarding techniques and familiarize the student with the location of alphabetic, punctuation, and some function keys. It is important that students learn proper manipulation of the keyboard to increase their proficiency and motivation in daily computer applications. Keyboarding is a crucial component of using computers as an integrated learning tool.

The student named above has obtained the following skill level during keyboarding instruction:

\_\_\_\_ Good

\_\_\_\_ Satisfactory

\_\_\_\_ Needs Improvement

## Keyboarding Course Syllabus

School: \_\_\_\_\_

Instructor: \_\_\_\_\_

**Purpose:** Keyboarding will no longer be taught in Baldwin County high schools. This course will satisfy the Alabama Course of Study for Technology Education: specifically Alphabetic Keyboarding. Keyboarding will be a requirement of all fourth grade students in Baldwin County.

### ***Specific Learning Objectives:***

This course will address the following keyboarding areas:

- Demonstrate optimal posture and position at the computer workstation.
- Key the alphabetic keyboard by touch, using the correct finger of the correct hand
- Use developmentally appropriate keyboard techniques
- Develop and enhance the ability to compose at the keyboard
- Identify the basic parts of the computer and demonstrate the proper care and handling of equipment and/or software

### **Format and Procedures:**

The following options are available for addressing the keyboarding requirement:

- a) Students should attend keyboarding class for a minimum of 30 minutes per day each day of the week for 6 weeks.
- b) Students should attend keyboarding class for a minimum of 30 minutes, 3 days per week for 9 weeks.
- c) Students should attend keyboarding class for a minimum of 30 minutes at least one day per week for the entire school year during their regularly scheduled computer lab time.

Students will be assigned to a computer to use while in class. Students will be expected to be in class on time and ready to work. Every student will be expected to show respect to all students and faculty. Each student in the course is expected to abide by the Baldwin County Public Schools code of Student Behavior. Students failing to abide by this code will receive a discipline referral as outlined in the student handbook.

### **Grading Procedures:**

There should be no grades recorded for this instruction. A school will use the Baldwin County Public Schools Keyboarding Skill Summary to report student progress using a scale of G/S/N. The Summary will be sent to parents along with the report card for the grading period keyboarding is taught.

### **Textbook:**

The Fourth Grade keyboarding course uses *Keyboarding for Computer Success* and selected Web sites for guiding the instruction. Software may be used for reinforcement of teacher-directed instruction.

### **Role of the Classroom Teacher:**

The classroom teacher should attend the keyboarding class with students (unless the keyboarding class is scheduled during the teacher's preparation time). Classroom teachers should also encourage students to use proper keyboarding techniques when working with appropriate assignments using a computer and word processing.

