



Unit 4, Lesson 1: Keyboard Introduction

Note to Teacher: To ensure learners have a positive keyboarding experience, consider raising laptops on large textbooks and using external keyboards when available. Explicitly teach posture while practicing keyboarding. This can prevent lower back pain, eye strain, and neck pain. Consider a foot rest (or a rolled towel) under the toes for foot support as well.

Northstar Standards	Objectives/SWBAT
<p>Computer Basic Skills</p> <p>2. Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen).</p> <p>4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).</p>	<p>I can verbally identify the keyboard and its function.</p> <p>I can label the different rows of the keyboard: Function, Number, Top, Home, Bottom, and Command.</p> <p>I can place my fingers correctly on the home row for typing.</p>
<p>Seattle Digital Equity Initiative Skills Framework</p>	
<p>EF.5. Understand My Computer: Understanding computer and peripheral components; basic troubleshooting; using an OS</p>	

Materials to prepare:

- Unit 4 Lesson 1.Fingers and Keys(1 copy per student)
- Unit 4 All Lessons.Activity.Coloring the Keyboard (1 copy per student)
- Unit 4 Lesson 1.Student Lesson Guide
- Unit 4 Lesson 1.Example Keyboard, or laptops turned off so learners can practice typing, or corded keyboards that are not plugged in (on per student)
- Crayons, colored pencils, or markers for each student

Vocabulary & Concepts Introduced in Lesson

Key Type	Row Column	Function Notch
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Timing Notes

CASAS: ESL 3 (184) - ABE 6 (258)	CASAS: ABE 2 (204) - ABE 6 (262)
Timing Notes: 2.5 hrs	Timing Notes: 40 minutes

Lesson Plan:

1. Warm-up & Review
2. Keyboard Overview
3. Keyboard rows
4. Finger Placement
5. Evaluation

Review & Warm-up:

Instructor writes or projects these directions for students.

1. Find MS Word (or Wordpad) on your desktop.
2. Click and drag the app to the **top right corner** of the screen.
3. Click and drag the app to the **bottom right corner** of the screen.
4. Double click on the icon to open.
5. If on Word, click on “***new document***”.

Instructor floats to assist students.

Say: For our unit on the keyboard, we will be using this same word document to work on a project.

Instructor note: Students will not be able to save their documents at this time so make sure you go through and save each document at the end of class.

Keyboard Overview:

Say: Today we’ll start talking about the keyboard and all the different kinds of keys.

Ask: What does the keyboard look like?

Ask: What is the difference between the keyboard and a key? (the keyboard is the name for all the keys together)

Distribute [keyboard example handout](#) or provide physical keyboards for students to reference. If using computers, ask students not to turn them on yet.

Say: Look at the keyboard in front of you.

Ask: What are some things you see? (gather various responses)

Ask: What is the keyboard for? Why do we need it?

Say: The keyboard is a very important tool for communicating with a computer.

Say: Its main purpose is to help us write inside the keyboard. There is a special name for this action—Type.

- Type (v): to write with a computer keyboard.
- *Type* your name here. How fast can you *type*?

Say: To type and correctly talk to the computer, we need a lot of different keys.

Say: For the next several lessons, we'll be learning all about the different kinds of keys and how to use them.

Keyboard Rows:

Ask: What is a row?

- Row (n): a straight line of people or things that are next to each other. (across/horizontal)
- The teacher put the desks in rows.
- The bookstore has rows of books.

Ask: How many rows of keys does your keyboard have? (usually, 5 or 6 rows depending on brand & type)

Say: Each row on the keyboard has a name and a special job. Let's talk about them!

(Optional: Function Row on PCs)

Context: If the students are more **advanced** Digital Literacy learners, consider including this. There is the possibility of two actions per function row key based on the icon and the F number. These can be programmed in your setting to do a specific action.

Say: Let's start with the Function row.

Say: Look at the row at the top of your keyboard. This is the 1st row of keys.

Ask: Do you see anything that repeats on these keys? (F & numbers)

Say: On this row, there are a lot of keys that have the letter F and a number. F stands for Function.

Ask: What does Function mean?

- Function (n): the special purpose or activity for which a thing exists or is used for.

Say: These keys are advanced, so we won't be focusing on them. However, it's still important to know what they are and where they are so you can use them when that time comes.

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Say: Under the **Function row**, we have the 2nd (or 1st if your keyboard doesn't have a Function row) row of keys.

Ask: Do you see anything in common with the keys on this row? (numbers & symbols & punctuation)

Say: This row is called the **Number row** because it's the only row that has number keys. Label the number row on your Types of Keys worksheet.

Ask: What numbers does this row have? (1-9 and 0)

Ask: Why do they only have the numbers 0-9? (because you can make any number by putting them together)

Say: The next 3 rows all have some very important keys.

Ask: What do most of these keys have? (letters)

Say: These are the letter keys! Each key has only one capital letter.

Say: Since there are three different rows that have letter keys, we need a way to tell them apart.

Say: The 1st row of letter keys is called the **Top Letter Row**. Label this row on your worksheet.

Say: The 3rd is the **Bottom Letter Row**. Label this row on your worksheet.

Say: The middle row, however, is a bit special. We call the middle, the **home row**. Label this row on your worksheet.

Ask: Why do you think we call it home instead of middle?

Say: Just like our actual homes, we always come back to it. When we type, we always want to make sure our fingers 'live' in the home row and come back after they leave to push a different key.

Say: Our last row on the keyboard is very different from the rest of our keys.

Say: Most of these keys are for more advanced jobs.

Say: This row is called the **Computer Commands Row**. Label this row on your worksheet.

Ask: What is a command?

- Command (n): an instruction in the form of code (computer language) or signal that tells the computer to do something.

Say: These keys give the computer special commands to do an advanced action. We'll talk more about these in a later lesson.

Activity:

Instructor distribute the [Coloring the Keyboard](#) activity

Say: Today, we are going to locate the letter keys on our keyboards and color them in. Choose a color and color in all of the letter keys. You will keep this document and we will continue coloring it in with each lesson as we learn about different keys.

Finger Placement:

Say: Let's talk a little bit more about our hands when we type.

Optional Finger Name Review: Thumb, index/pointer, middle, ring, pinky/little finger. Instructor pronounces each finger's name and has students follow along with their own hands.

Say: A lot of times people like to type with only one finger pushing a key at a time. While that sort of gets the job done, it makes typing anything very slow and it makes it harder to use some of our more advanced keys.

Say: When we type, we want to make sure we have both hands on the keyboard and all fingers ready to type.

Say: Keyboards have a special finger placement to make typing easier.

Ask: What does placement mean?

- Placement (n): putting something in a particular place.

Ask: Where is the home row of letter keys?

Say: Our fingers (on both hands) need to live here. They can leave to push other keys, but they always should come back to the home row when they're done.

Say: Find the letter F key and feel the bottom of it. Is there something different on this key? (there's a small bump)

Ask: Now find the letter J key. Can you feel the bump on this key too?

Say: This bump has a special name. We call it a notch.

- Notch (n): a small bump or cut on an edge or surface.

Say: These notches are very important. They help us feel where we are on the keyboard.

Say: For the typing start position, your pointer fingers should be on letters F and J.

Say: The left pointer on F and the right pointer on J.

Say: Your thumbs should rest on the space bar.

Say: Each finger has a key to rest on.

Say: For the right hand:

- Pointer: J
- Middle: K
- Ring: L
- Pinky: ;

Say: For the Left hand:

- Pointer: F
- Middle: D
- Ring: S

- Pinky: A

Activity #1: [Fingers and Keys Worksheet Activity](#)

Activity #2: Finger Placement Practice

Directions: We will all start with our hands completely off the keyboard, resting in our laps. When I say “go”, move your hands so that your fingers are on the correct placement. Try to do this as quickly as you can! We will do this several times.

Extension: From hands rest in laps, say “Go” and then dictate what word or sentence learners should type.

Instructor walks around to see placement.

Evaluation:

Directions: The teacher will model by creating their own document as they go through the following directions.

Say: Navigate back to your Microsoft word (or word pad) document. At the top, type your first and last name and then press “enter” several times.

Say: Then, you are going to type, “My keyboard has ____ rows” with the correct number filled in. After a period, type, “My pointer fingers should be on the ___ key and the ____ key” with the correct letters filled in.

Instructor floats and helps students.

(optional: Save the word document onto desktops or flash drives for students to come back to in the next lesson.)

Note: Learner’s who completed the pilot reported they wanted more typing practice. This is a great time to incorporate typing practice into class time or as homework. I recommend using typingclub.com or Typing.com to create a class, assign courses, and track progress. Remind students that it's OK to make mistakes! Mistakes show us that we are learning and mistakes are a part of the learning process. We can't compare our learning journey to another's. We are at different points in our own learning.



Unit 4 Lesson 1: Student Lesson Guide

1. How many rows does the keyboard have?

2. What kind of keys does each row have?

1st Row: _____

2nd Row: _____

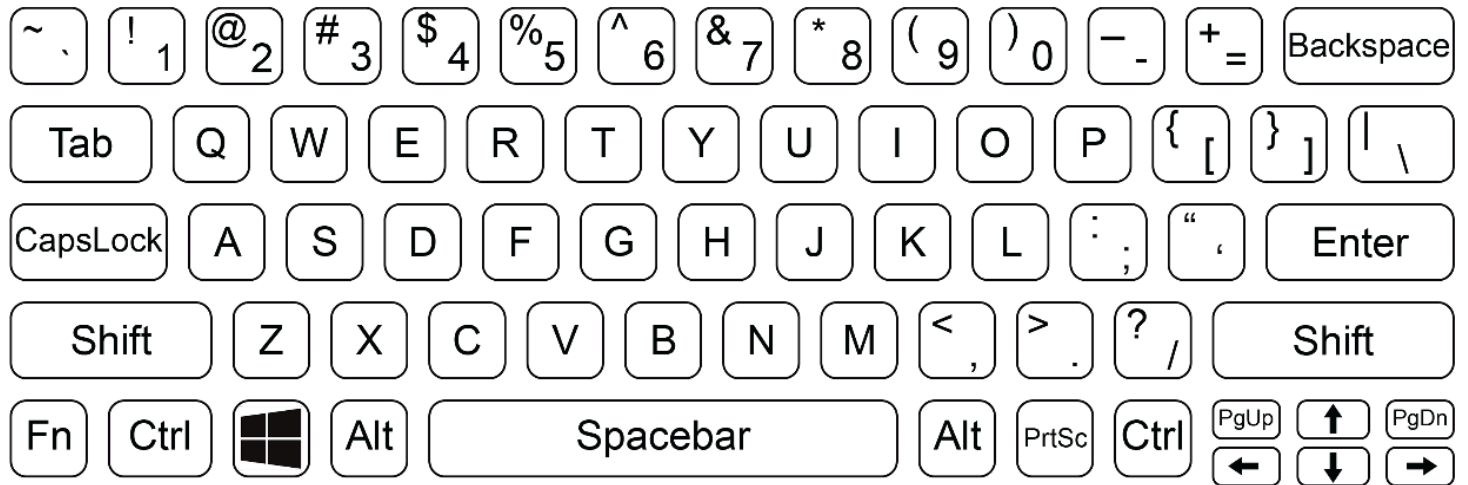
3rd Row: _____

4th Row: _____

5th Row: _____

3. Most of the keyboard rows have names.

Label the rows of the keyboard below.



1st. _____

2nd. _____

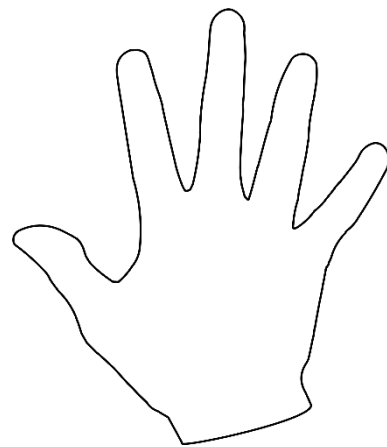
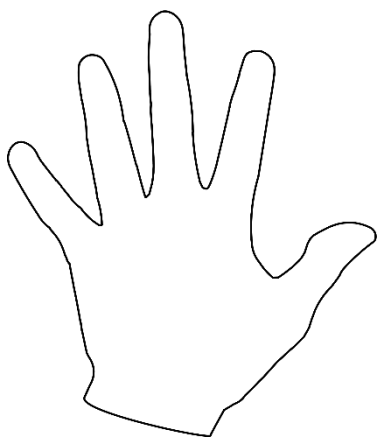
3rd. _____

4th. _____

5th. _____

4. What are the most important letter keys?
Why are they important? How can you tell they're important?

5. What is the starting hand position for typing?
Label what letter each finger should be on.



Unit 4 All Lessons Activity: Coloring the Keyboard

Directions: Pick a color for each type of key we've talked about so far. Color each key in that type with that color. We've done all the letter keys for you; you do the rest!



Letter Keys



Number keys



Character keys



Spatial keys



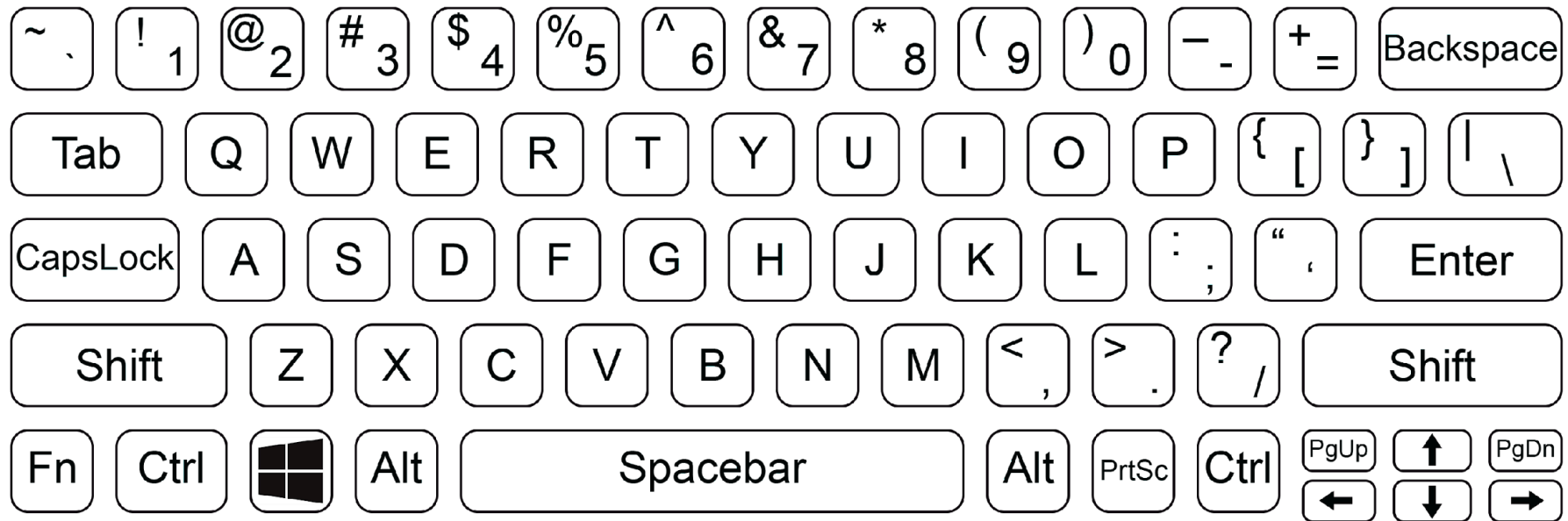
Modifier keys



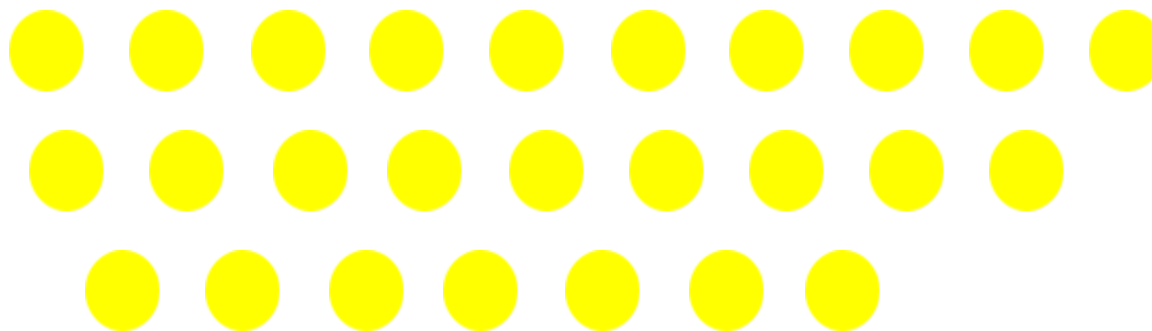
System Command keys



Navigation key



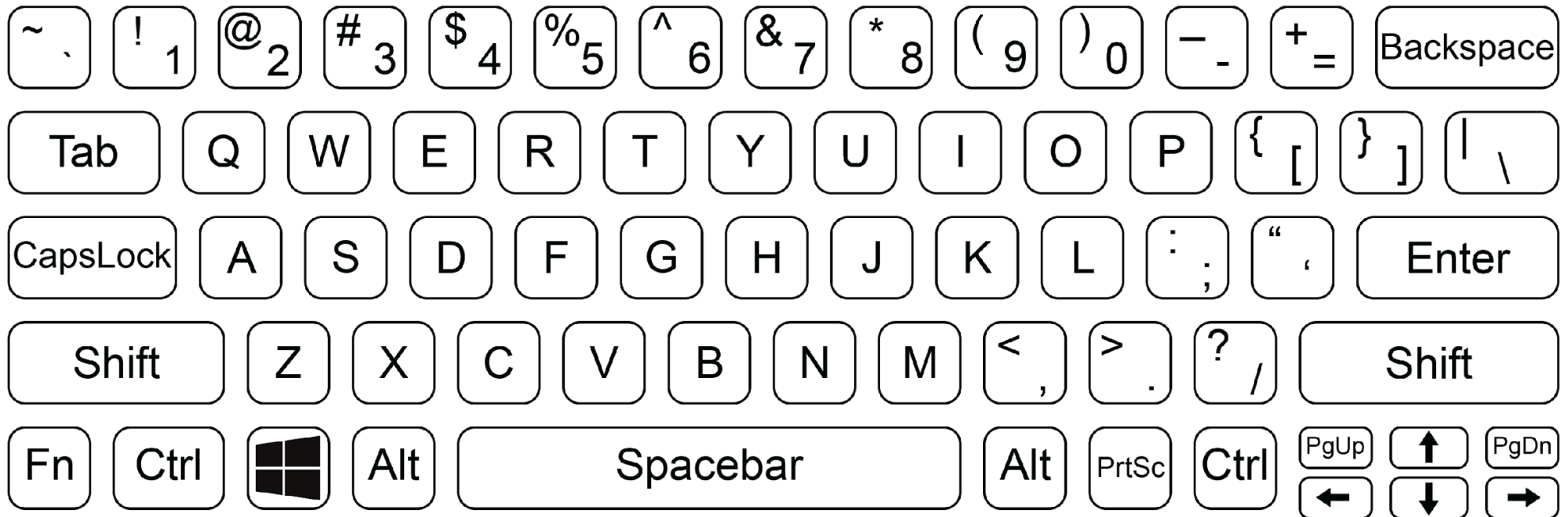
Name: _____





Name: _____

Unit 4 Lesson 1: Example Keyboard

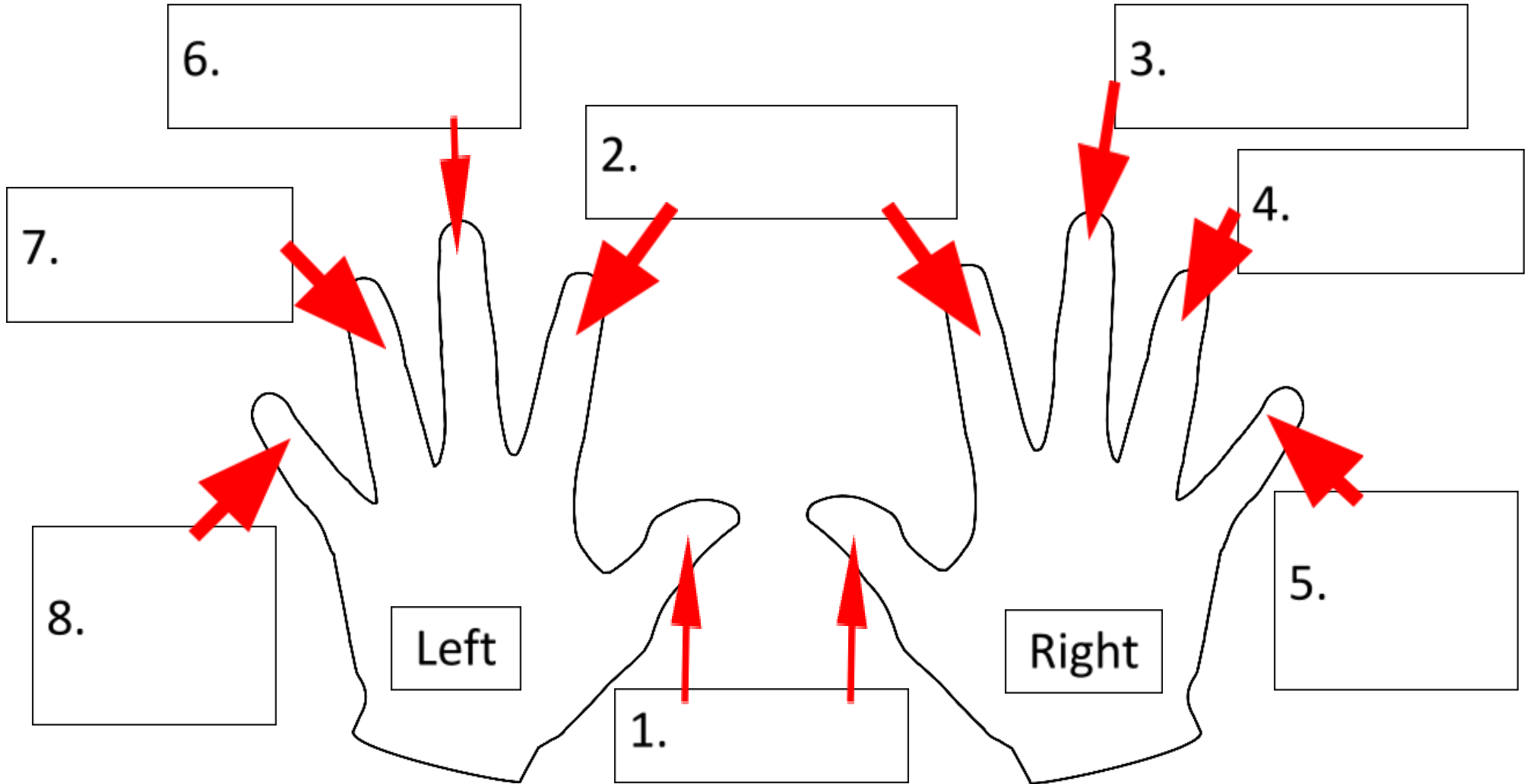




Name: _____

Unit 4 Lesson 1 Activity: Fingers & Keys

Directions: Write the name of each finger on the left and right hand.



Directions: On the left and right hands, color the pointer fingers blue, the middle fingers yellow, the ring fingers green, and the pinky fingers blue. Then color the keys you should push with those fingers with the same color.

