



## Unit 4, Lesson 3: Fixing Mistakes

**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><b>Computer Basic Skills</b></p> <p>4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).</p> <p>6. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), I-beam (text), arrow (basic clicking), hand pointer (clickable links)).</p> | <p><b>I can</b> point out the blinking cursor.</p> <p><b>I can</b> move the blinking cursor with the mouse and/or the arrow keys.</p> <p><b>I can</b> use delete to fix a misspelled word.</p> |
| <p><b>Seattle Digital Equity Initiative Skills Framework</b></p>   |  |
| <p>EF.5. Understand My Computer: Understanding computer and peripheral components; basic troubleshooting; using an OS</p>  |  |

### Materials to prepare:

- [Fix Spelling Mistakes](#) [Download onto students' computers]

### Vocabulary to Review Before the Lesson

1. *Blink (v)*: to flash; to shine with a light that goes on and off.

### Vocabulary & Concepts Introduced in Lesson

|                 |                      |  |
|-----------------|----------------------|--|
| Blinking cursor | Delete vs. backspace |  |
|-----------------|----------------------|--|

### Timing Notes

|                                  |                                  |
|----------------------------------|----------------------------------|
| CASAS: ESL 3 (184) - ABE 6 (258) | CASAS: ABE 2 (204) - ABE 6 (262) |
| Timing Notes: 2-3 hours          | Timing Notes: No notes available |

### Lesson Plan:

1. Review & Warm-up
2. Making mistakes
3. The Blinking Cursor
4. Moving the Cursor
5. Delete vs. Backspace
6. Evaluation

### **Review & Warm-up:**

*Community Building:* Circle up. Ask and answer: What's your name? What did you do last weekend? What will you do this weekend? What do you want to learn in this class? How have your goals changed? Alternative question(s): What did we do in class last session? What predictions can you make about the next steps in using a computer?

**Say:** Turn and talk to a partner and describe at least 3 different types of keys. Identify one example of a spatial key and describe what it does.

*Challenge:* Identify a character key that you use. When and why do you use it?

### **Making Mistakes:**

**Say:** Making mistakes is very normal and it happens all the time to everyone—especially when it comes to typing on a computer. We cannot expect ourselves to be experts when we are new to learning something!

**Say:** It takes years of practice to become proficient in typing.

**Say:** Today we're going to learn about what to do when we make a mistake (or "typo") when we're typing.

**Say:** When we use a pencil and a piece of paper to write, it's easy to fix mistakes.

**Ask:** What do you do if you misspelled a word? (erase it using an eraser)

**Say:** We can't use an eraser on a computer, so we need to tell the computer to erase exactly what we want to erase.

**Say:** But before we get to any erasing, we need to talk about a very important part of typing on the computer.

### **The Blinking Cursor:**

**Project** a class computer and open the model Word/Wordpad document.

**Say:** Take a look at my screen. I have an app open that allows me to type on the computer as if I'm writing on a piece of paper.

\*Zoom in on the blinking cursor so students can see it.\* Use the zoom in the toolbar

100% ▾ or a trackpad gesture to zoom in

**Ask:** Do you see this small up & down line that keeps flashing?

**Say:** This is called **the Blinking Cursor**.

**Say:** Imagine this line is like the tip of a pencil on your computer screen.

**Say:** This blinking line, like the pencil tip, shows us where our words will appear when we type. Just like a pencil touching paper before you write something down.

**Say:** The blinking cursor is very important. It's our guide, telling us the place where our next letter or word will go, just like a pencil tip guides us when we write on paper. Without it, we might not know where our words will land!

**Point** to the blinking cursor on the computer screen

**Say:** See this blinking line? That's where our words will show up. Let's watch it move as I type.

**Demonstrate** typing while pointing out the blinking cursor's behavior.

### **Activity:**

Tell students to open their computers and double click on the [Fix Spelling Mistakes](#) document. Ask students to point out the blinking cursor on the screen.

## **Moving the Cursor:**

**Say:** When we move the mouse and click, we can make the blinking cursor (our typing guide) go wherever we want in our writing.

**Say:** Using the mouse to move the cursor is super helpful. It helps us put our words exactly where we want them in our writing, just like when we point with a pencil or a finger to show where things are.

**Say:** Look at the screen and find the first mistake (pen).

**Ask:** What letter is wrong? (a)

**Say:** Move your mouse to the right of the wrong letter and click.

**Ask:** What happened? (The blinking cursor moved to the right of a.)

### **Arrow Keys:**

**Say:** Arrow keys are special keys that look like arrows. They're usually in the bottom right corner of the keyboard.

**Ask:** Can you find the four arrow keys?

**Say:** When we press them, they move the blinking cursor. Each arrow key moves the line in that direction - up, down, left, or right.

**Say:** The arrow keys can help us make small movements when we need to move around a page or need to fix a mistake.

**Say:** Now let's practice moving our blinking cursors.

### **Move the cursor activity**

As a group, point to a place in the [Fix Spelling Mistakes](#) document and tell students to move their blinking cursors to the same spot on their computer. Do not use a blank document, as learners would have to use tab and enter to move the blinking cursor. Encourage students to use both the mouse and the Arrow keys to navigate the document. Repeat as needed.

### **Delete vs. Backspace:**

**Say:** Now, let's explore two special keys on the keyboard: Delete and Backspace.

**Say:** Imagine them as helpers that remove words or letters in different ways, just like using different tools for different tasks.

**Say:** **Delete** erases to the **right** of the cursor and **backspace** erases to the **left** of the cursor.

### **Optional metaphor:**

**Say:** The Delete key is like an eraser for the future—it removes things **after** the blinking line.

**Say:** On the other hand, the Backspace key is like a rewind button—it erases things **before** the blinking line.

**Say:** Usually, most people don't need to use the delete key, but it can be helpful at times.

**Say:** For the most part, people will use the word "delete" the same way as "erase".

**Say:** When someone tells you to "delete" something, it's usually much easier to just use Backspace to erase something you've just written.

**Say:** For the most part, we'll be using the Backspace key to fix mistakes instead of delete.

**Demonstrate** and practice using Backspace to erase letters on the Fix Spelling Mistakes document. Consider writing a word on the whiteboard and using the physical eraser to model the difference between backspace and delete.

### **Fix Spelling Mistakes**

Direct students back to their Fix Spelling Mistakes document on the class computers. Students should use the mouse or the navigation keys to move the blinking cursor and use Backspace to fix the letters for each line.

### ***Evaluation:***

#### **Directions:**

Direct students to either open a new document or type the following sentences below the table on the [Fix Spelling Mistakes](#) document.

**Say:** Copy the following sentences exactly as typed on my computer (or written on the board).

I go to skool.

I learn Englisch.

*Challenge sentence:* On Satirdays, I relax.

Instructor waits for students to type; floats to help.

**Say:** There is one word that is spelled wrong in each sentence. You might even be able to see a red line below it, which is your computer's way of telling you it is spelled wrong. Move your cursor to the misspelled word to delete the mistake and add the correct letter.

Instructor floats.

*Optional Extension:* If possible, print out the document learners have each been working in. The learner should take the document home and type it up a second time, possibly on a different computer for the typing practice. Encourage learners to explore their local resources like community centers and libraries.