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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Touch Systems and Data Entry |
| **Lesson/Unit Title** | Developing Accuracy on Keyboard |
| **TEKS Student Expectations** | **130.133. (c) Knowledge and Skills**(3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy:(A) The student is expected to demonstrate improvement in speed and accuracy. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Students will work toward developing their touch systems data entry skills in accuracy.***SWBAT (Student Will Be Able To) …**** engage in accuracy building drills
* determine areas of difficulty and strengths
* determine a plan of action on how to improve their individual accuracy
* chart progression
* analyze end of unit results
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| **Rationale** | In this lesson, students gauge and develop their touch systems data entry skills. The lesson includes activities that help students improve speed and accuracy on Keyboard. |
| **Duration of Lesson** | 5 days |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Teacher Preparation:*** Review and familiarize yourself with the terminology, website links, and proper keyboarding techniques.
* Have materials and websites ready to go prior to the start of the lesson.

**Instructional Aids:*** Textbook and/or Software Program
* Instructor Computer/Projection Unit
* Online Websites
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | The main purposes of this lesson are to help students* Provide information on how a student can work on improving their keying accuracy
* Develop and improve their keying accuracy
* Determine individualized areas of improvement
* Determine a plan of action to improve accuracy
* Analyze their end of unit (5 days) progress

**Remind** students that touch systems data entry (keying) is a skill that can be developed**Remind** students the variety of skills that people learn and develop.**Ask** students how developing and improving accuracy can help them.**Ask** students why being accurate is important - maybe brainstorm different examples.To test a student’s starting point, you can a variety of methods to get a basis from which to start. If you’re using a textbook, there are 1 -min, 2-min, 3-min, and so on drills. There are also a lot of websites that offer free online timed writings, such as [www.typingtest.com](http://www.typingtest.com/).This entire unit is on helping with accuracy, so this should be the focus whatever resource(s) is/are chosen. |
| **Direct Instruction \*** | Vocabulary/Personal Word Walls- Day 1 | Have students research key terms and create a word wall out of construction paper. |
| Question and Answer-Why Build Accuracy? -Day 1 | Students can add to their existing chart - the one used to chart speed. Determine what they/you want to know over the course of this week. |
| Chart Development-Day 1 | Students can add to their existing chart - the one used to chart speed. Determine what they/you want to know over the course of this week. |
| Pretesting-Timed Writing-Day 2 Use www.typingtest.com or any other method you like to use to get a baseline number on the number of errors made on a 3-minute timed writing. | As a class, start all students on a 3-minute timed writing (TW). Record the number of errors each has on your own chart. |
| Accuracy Building Drills-Days 2-5 | Have students work individually and work on building their accuracy with their own individualized drills/plan of action. They should be charting their progress each day, if possible. |
| Review-Timed Writing-Day 5Chart this information. | As a class, you can all start a 3-minute TW in order to determine improvement in accuracy since day 2. This should probably be the same copy students typed on Tuesday. |
| **Guided Practice \*** | * Day 1-Help students develop their personal charts.
* Day 2-Use a method to capture a student’s initial keying accuracy. You could do this along with them.
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Have students do individualized accuracy building drills
* Have students chart their progress (daily, if possible)
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| **Lesson Closure** | Have students take a final 3-minute TW (Timed Writing) and record their speed on their chart. Once they’ve recorded their final speed, they need to then analyze their results from them week. |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment (LSI Quadrant III):*** Check for participation
* Check for daily progress recordings
* Take sporadic ‘pop tests’ during the class period to check for improvement in speed

**Formal Assessment (LSI Quadrant III, IV):*** Final 3-Minute Timed Writing (best of 3)
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| **References/Resources/****Teacher Preparation** | * [www.dictionary.com](http://www.dictionary.com/)
* School adopted textbook or software program.
* <http://www.typingweb.com/tutor/courses/>(mostly free drills on improving speed/accuracy as well as individualized problem areas)
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English-English I*** 110.31(b) (1). Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.
* 110.3(b) (11). Reading/Comprehension of informational text/procedural texts. Students understand how to glean and use information in procedural texts and documents
* 110.31(b) (17). Oral and Written Conventions/Conventions. Students understand the function of and use of the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
* 110.31(b) (18). Oral and Written Conventions/Handwriting. Capitalization and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
* 110.31(b) (19). Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check spellings.

**Social Studies-World Geography*** 113.34(c) (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
* 113.34(c) (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.
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| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | Have students create their own electronic ‘how to’ guide for proper keyboarding technique. They can use whatever mode they would like to use (PowerPoint, Photostory, Flash, Movie Maker, poster board, infomercial, written/typed report, blog post, etc.) and need to email you their final product.Have students research and report different types of jobs/careers in the world of ergonomics. They can use whatever mode (PowerPoint, Photostory, Flash, Movie Maker, poster board, infomercial, written/typed report, blog post, etc.) and need to email you their final product. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of AmericaFuture Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)