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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 Data Entry | |
| **Lesson/Unit Title** | Keyboarding Composition | |
| **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. The student is expected to:   1. develop the ability to proofread and edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate; 2. use the backspace key to correct errors; 3. apply speed and accuracy in production of documents   (4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:  (H) demonstrate mastery of basic grammar, including using punctuation marks, numbers and symbols, and capitalization correctly | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | The student will be able to:   * Explain what keyboarding composition is. * Compose original thought via the keyboard within a given time frame. * Demonstrate mastery of basic grammar including punctuation marks, capitalization, and Correct sentence structure. * Proofread and edit while entering data and/or the production of the final copy. * Help students realize the difference between informal composition and formal composition and Understand when it is acceptable to use both. | |
| **Rationale** | Students will learn, understand, and apply proofreading techniques. | |
| **Duration of Lesson** | This lesson should take 1 week. | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Compose**- to make or form by combining things, parts, or elements * **Original**- new, fresh, inventive, novel…arising or proceeding independently or anything else * **Via**- by a route that touches or passes through * **Time Frame**- a period of time during which something has taken or will take place * **Thought**- the product of mental activity * **Mastery**- command or grasp, as of a subject * **Grammar**- the study of the way the sentences of a language are constructed * **Punctuation Marks**- any of a group of conventional marks or characters used in punctuation such as the period, comma, semicolon, question mark, or dash * **Capitalization**- the act of writing or printing <or typing> in capital letters * **Sentence Structure**- the grammatical arrangement of words in sentences * **Final Copy**- an error free document ready for publication * **Publication**- the act of bringing before the public | |
| **Materials/Specialized Equipment Needed** | * Textbook and/or Software Program * Instructor Computer/Projection Unit * Online Websites * Sentence Starters | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * **Ask** students if they know what composing means. * **Ask** students the recently popular ways for composing (blogging, posting to social networks, texting,etc.). * **Brainstorm** with students a list of all the abbreviations and acronyms used in today’s informalcommunication. * **Brainstorm** with students a list of situations in which informal communication is acceptable and when formal communication is preferred. | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| I. Vocabulary/ Personal Word Walls- Day 1  II. Question and Answer- Keyboard Composition in both informal and formal setting.  III. Guided Practice- Keyboard Composition  IV. Independent Practice- Book of Questions  V. Review | * During the 1st week of school, students will have created personal, electronic Word Walls in which they will copy and paste any and all vocabulary terms and their definitions that are introduced to them. * Ask students questions listed in the Introduction section…along with others you find important. * Have students create a blank document. Have each student choose a particular font color/font size/font style. This is the same format they will use for this activity. * Give everyone a sentence starter at the same time…they will type this sentence starter at the top of their page. * Once everyone has finished typing the sentence starter, begin a timer and have each student start to compose an original story. At the end of the given time, say ‘switch’ and students will move to another computer. * Once there, they have a given amount of time to read the previous person’s composition and then start to add to the story. You can do few or several rotations of this. * Once you’ve determined the number of rotations, have students go back to their original seat, proofread and edit their stories, checking for consistency in grammar, tense, syntax, and proper voice.      * Have students create a new blank document. Use pre-selected questions from the ‘Book of Questions’ by Gregory Stock, PhD. (Link to free download provided in Resources) or any other questions you think would be good. The purpose is to have students create original compositions on their own without any guidance/help from you. * Have some or all students share their ‘team typing’ stories and/or share answers to their ‘Book of Questions’ answers with the class. |
| **Guided Practice \*** | Team Typing…details explained in notes section of the outline. | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | ‘Book of Questions’ by Gregory Stock. (Details explained in notes section of outline.) | |
| **Lesson Closure** | * Have students read aloud the compositions. * Reinforce the differences and similarities between informal composition (blogging, texting, social site postings) and formal composition. | |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment:**   * Check for participation * Team Typing document   **Formal Assessment:**   * ‘Book of Questions’ document   Accommodations for Learning Differences:  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. | |
| **References/Resources/**  **Teacher Preparation** | * School adopted textbook or software program * [www.dictionary.com](http://www.dictionary.com) | |
| **Additional Required Components** | | |
| **English Language Proficiency Standards (ELPS) Strategies** |  | |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  | |
| **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) | 1. Have students compose an adult’s guide to informal language among teens...with both teen translation (informal composition) and adult translation (formal composition). This can be done in any mode (Word, Excel, Power Point, etc.), but it needs to be composed at a keyboard. Email final documents to teacher. 2. Have students visit the site, <http://www.conversationstarters.com/generator.php>and choose five conversation starters. Record these conversation starters on index cards and bring to class the next day. | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | Business Professionals of America  Future 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)