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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** | Proper Keyboarding Technique |
| **TEKS Student Expectations** | **130.113. (c) Knowledge and Skills**   1. The student applies the proper keyboarding technique to input data when using the computer    1. The student is expected to apply the correct touch-system techniques for operating alphabetic keys    2. The student is expected to demonstrate the correct touch-system techniques for operating numeric and symbol keys    3. The student is expected to operate the correct touch-system techniques for operating the ten-key numeric pad    4. The student is expected to correct use the command and function keys |
| **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 . . .   * Learn how to properly key the alphabetic keys, numeric keys, and numeric keypad keys in a specific progression (based on your program software or textbook guidelines) * Practice the keys * Improve on familiarity of the keys * Improve on comfort level of the keys (individually, or with verbal direction from teacher) * Reinforce keying skills of the keys |
| **Rationale** | The main purposes of this lesson are to help students:   * Learn to properly key the alphabetic keys with the correct fingers * Develop and improve their keying skills * Reinforce their keying skills   Students will learn to touch key the main parts of the keyboard with the appropriate fingers, as well as learn the purpose and function of the function/command keys. |
| **Duration of Lesson** | This will take several days (estimated 6 total). |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Progression**-the act of progressing; forward or onward movement.  **Guidelines**-any guide or indication of a future course of action.  **Skills**-the ability, coming from one’s knowledge, practice, aptitude, etc. to do something well.  **Familiarity**-thorough knowledge or mastery of a thing, subject, etc.  **Comfort**-relief in affliction.  **Guided Practice**-an activity that provides students the opportunity to grasp and developconcepts or skills and requires teachers to monitor students.  **Skill Building**-the act of building your skills.  **Reinforce**-something that strengthens.  **Idiosyncrasy**-a characteristic, habit, or mannerism that is peculiar to an individual. |
| **Materials/Specialized Equipment Needed** | * School adopted textbook and/or software program * Instructor Computer/Projection Unit * Online Website(s) * Blank Keyboard Template * Assessment Labeling the Keyboard |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Ask** students if they have ever learned the proper keying techniques for the alphabetic keys…whichfingers type which keys.  **Ask** those students who have prior instruction, what kind of instruction…home row only, alphabeticonly, entire keyboard, etc.  **Ask** students if they have any particulars, when it comes to their ‘setup’ around their computerplacement of copy, how far chair is away from keyboard, computer screen angle, etc.  **Ask** students if they have any idiosyncrasies when it comes to data entry.  **Remind** students they should always be aware of the proper keyboarding techniques discussed inLesson 1.01 and understand these techniques will be monitored and graded throughout the course. |
| **Direct Instruction \*** | Teacher Note: During the 1st week of school, students will have created personal, electronic Word Walls in which they will copy and paste all vocabulary terms and their definitions that are introduced to them.  Learning how to key the alphabetic keys with guided practice, then drill and reinforce.  Teacher Note: Use whatever program method (textbook, software program, website, and combination) your district uses.  REPEAT for numeric/symbol/keypad keys.  REPEAT for function/command keys.  Teacher Note: Some teachers like to call out the lines to students (if using the textbook) and time the sections. The software programs are now designed for learning on their own with very little teacher interaction. |
| **Guided Practice \*** | This will be determined by you and/or the textbook/software program you use. It may be best to say out loud the keys being learned on that particular day, but that is up to the teacher and the flow of the classroom.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will learn keys on their own either through use of the textbook, the software program, or a combination of the two. This is done through introduction, guided practice, skill building, reinforcement exercises, and sometimes games.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Lesson Closure** | Review learned new keys at the end of the period and keep students on track (if working completely independently) as to how many lessons should be covered per day. |
| **Summative / End of Lesson Assessment \*** | Test students over the following:   * The order of the keys on a blank keyboard template * Which fingers type which keys   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **References/Resources/**  **Teacher Preparation** | * [www.dictionary.com](http://www.dictionary.com/) * School adopted textbook and/or software program |
| **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. |
| **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 research careers that require touch system-data entry as a basic skill. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | FBLA-PBL, BPA |
| **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)