

## Service-Learning Curriculum Unit Plan

<b>Unit/Topic: Keyboarding</b>	<b>Grade Level: First Grade</b>
<p><b>Service Idea:</b> (Provide Description) Students will learn about bird's fate in the winter time. Discuss the challenge that birds face as their hunting for food is hindered with snow covering. As a class, open <a href="http://www.yahooligans.com">www.yahooligans.com</a> . Type in birds + winter. Click on links that are described as sites addressing food availability in northern states in winter months. Show a variety of pictures (many are on the web) showing food scarcity. <a href="http://www.wbu.com/education/winterbirdfeeding.html">http://www.wbu.com/education/winterbirdfeeding.html</a> <a href="http://www.wbu.com/education/winterbirdfeeding.html">http://www.wbu.com/education/winterbirdfeeding.html</a></p> <p>NOTE: Students may have known the pangs of hunger themselves as poverty has become a sad reality to many in recent months. Be prepared for discussions (or emotional outbursts) that lean in that direction.</p>	
<p><b>1. Content Standards/Grade Level Content Expectations:</b> (Identify learning outcomes to be addressed) PK-2 TSE:MI1.b. Students are proficient in the use of technology PK-2 TSE:MI2.a. Students understand the ethical, cultural, and societal issues related to technology. PK-2 TSE:MI2.c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p> <ol style="list-style-type: none"><li>1. Students understand that technology is a tool to help them complete a task, and is a source of information, learning and entertainment.</li><li>2. Students identify places in the community where one can access technology.</li></ol> <p>PK-2 TSE:MI3. Technology productivity tools.</p> <ol style="list-style-type: none"><li>a. Students use technology tools to enhance learning, increase productivity, and promote creativity.<ol style="list-style-type: none"><li>1. Students know how to use a variety of productivity software (i.e. word processors, drawing tools, presentation software) to convey ideas and illustrate concepts.</li><li>2. Students identify the best type of productivity software to use for a certain age-appropriate tasks (i.e. word-processor, drawing, browser).</li></ol></li><li>b. students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.<ol style="list-style-type: none"><li>1. Students are aware of how to work together when using technology tools (i.e. word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project.</li></ol></li></ol> <p>PK-2 TSE:MI4 Technology communications tools.</p> <ol style="list-style-type: none"><li>a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.<ol style="list-style-type: none"><li>1. Students, with assistance from teacher, parents, or student partners, identify procedures for safely using basic telecommunication tools (i.e. e-mail, IM) to read or send electronic information.</li></ol></li></ol> <p>PK-2 TSE:MI5 Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p>	

<p><b>2. Students will understand that....</b> (What are the enduring understandings?)</p> <ul style="list-style-type: none"> <li>• Keyboarding is a life skill.</li> <li>• The internet is a good source of information.</li> <li>• I can use the internet to research bird's food scarcity.</li> <li>• I may be able to address this issue.</li> </ul>	<p><b>3. Essential Questions to Guide Learning &amp; Inquiry:</b> (Turn understandings into essential questions.)</p> <ul style="list-style-type: none"> <li>• How can I use technology to create an understanding of bird's winter food challenge?</li> <li>• Questions to ask when searching the web: <ul style="list-style-type: none"> <li>◦ Why is feeding birds in the winter an important act?</li> <li>◦ Is there a certain age group (i.e. elderly in nursing homes/home bound individuals) who might benefit from bird activities?</li> <li>◦ Is there a real problem in the winter for birds to get food?</li> </ul> </li> <li>• Can I follow the steps outlined on the screen to create a bird feeder?</li> </ul>
<p><b>4a. Students will know....</b> (What is the content knowledge focus?) Students will know: what a keyboard is.</p> <ul style="list-style-type: none"> <li>• How to sit at a keyboard.</li> <li>• How to find home row.</li> <li>• How to log on using the computer keyboard</li> <li>• How to open a web browser</li> </ul>	<p><b>4b. Students will be able to do....</b> (What are the skills?)</p> <ul style="list-style-type: none"> <li>• A weekly timed test.</li> <li>• A self-guided rubric (as a class) to assess their progress.</li> </ul>
<p><b>Assessment Evidence</b></p>	
<p><b>5a. Performance Task:</b> (What will students do to demonstrate their learning?) Students will create a peanut butter and bird seed covered pine cone to be hung by yarn in trees surrounding home bound residents.</p>	<p><b>5b. Other Assessment Evidence:</b> (Describe formative/on-going/other summative assessments.)</p> <ul style="list-style-type: none"> <li>• completion of weekly timed tests (form of formative assessment)</li> <li>• each time a test is passed, students will receive a sticker that will be put on a poster board indicating student success.</li> </ul>
<p><b>5a. Performance Criteria:</b> (Provide checklists, rubrics, or criteria.)</p> <p>Rubrics are used for peers to critique themselves (as a class) in an effort to sharpen skills.</p>	<p><b>5b. Other Assessments Criteria:</b> (Describe criteria for other assessments.)</p> <ul style="list-style-type: none"> <li>• Students will discover (as a class that has searched the web) that birds do indeed have a need in the winter time.</li> <li>• Using the correct letters to type in URL's, students will learn that this will help search the web successfully.</li> </ul>

**Learning Plan:**

(Develop a series of lessons/learning activities.)

(Give enough detail for another teacher to follow.)

(Consider the 5 Components of Service-Learning: **Investigation, Planning & Preparation, Action, Reflection, Demonstration of Results & Celebration.**)

**A. Steps for Students:**

- Lead Activity (Introduce desired results, ask essential question, connect with student experience, begin **investigation & pre-reflection**)
- Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion. Include **planning & preparation, action, & reflection**)
- Closure (Revisit enduring understanding/essential question. Include **reflection & demonstration of results & celebration**)

**B. Notes for Teacher:**

(What do you need to remember to do?)

- Contact local food pantry/grocers/cafe/teria for donation of peanut butter
- Contact local retirement villages/home bound resident who may enjoy a bird feeder around their home.
- Contact local DNR officers for suggestions of known bird locations
- Write a grant to acquire funds for remaining resources.
- Get a tax-exempt form from local merchant where purchase of supplies will take place.

**C. Materials Needed:**

- keyboards for students
- pine cones
- peanut butter
- bird seed
- yarn
- cookie sheets to roll bird seed in
- cookie sheets to roll peanut butter in
- buckets/containers in which to put finished bird feeders in, until time of distribution
- rubber gloves for students (1 glove per student is sufficient)
- volunteers to oversee pine cones, pans and students
- **“Growing With Technology Curriculum”** (Level 1)

**D. Approximate Time for Unit:**

The actual creating of the bird feeders can be complete in as an hour. The on-going keyboarding skills, enabling students to have a successful research understanding can last the entire school year.

**Note: This unit was set to be implemented in a rural school district.**

**E. Resources: Growing With Technology K-5 curriculum. (Level 1 – the light green book)**

Web access (ideally, a large screen works best so a large audience can search the web as a group).

**Lesson 1 of 5 Berry Birdie Benefit****F.I.L.M. Connections: No one is 'too little' not to help someone****Keyboarding Connections: Overview of the keyboard****Lesson Essential****Question(s):**

- What are needs of birds in the winter?
- Using the technical resources we have available, how can we learn more about the birds in our area?

**Lesson Knowledge:**

- Birds need nourishment from other sources in the winter due to dwindling availability of natural food resources.
- The world wide web is a resource to access information in the assistance of area birds.

Key Terms: World wide web, keyboarding, search engine

**Lesson Skill(s)**

- Students list and organize needs of birds in the winter using computers.

Subject Areas: Science, Language Arts, Environmental Education

**1. Lesson Opener:**

Students at this age can sometimes feel “too little” to have any impact on their world. Below is the outline summarizing the story “Everybody’s Hero.” Teachers are encouraged to read the book to students or view the movie prior to beginning this project.

Everyone’s Hero is a funny and touching animated film (also depicted in book form—see below) that raises a core question for children: What would you do if you had a chance to be a hero?

The story revolves around a boy with the last name Irving. When things go wrong for young Irving and his family, he sets out to make things right. Irving’s make-believe journey involves two buddies – a talking baseball named Screwie, and an extremely valuable baseball bat named Darlin’. Darlin’ is the famous lucky bat of baseball’s biggest star at the time, Babe Ruth.

The backdrop for the story is the Great Depression in America during the 1930s. It shows a time when people had to scrape by to put food on the table and clothe their children. Everything seems a little bit more precious and also harder to hold onto.

The story is ideal for children ages 6-10 because it engages them in thinking about the boundary between real life and make believe, it uses humor and cartoon images that will appeal to this age group, and offers them ideas about ways to stand up for oneself and one’s beliefs as well as ways to solve problems through perseverance and teamwork.

Over the course of the story Irving develops a sense of the “hero inside” of himself. With the help and support of several characters—imaginary and real, children and adults—Irving finds that he possesses strength and determination, and that he is able to make a big positive contribution to help others.

**Everyone’s Hero: The Movie Storybook, Tracey West, Price Stern Sloan, 2006**

- Keep on Swinging!: Everyone’s Hero, Tracey West, Price Stern Sloan, 2006
- Screwie’s Adventure: Everyone’s Hero, Tracey West, Price Stern Sloan, 2006

Go to [www.youthFILMproject.org](http://www.youthFILMproject.org) for more information on the film and books.

## 2. Transition:

The activities in this lesson are designed to help children understand how valuable it is to stick with activities, to take risks and to learn. They will also develop an understanding of the ways that positive self-care, self-confidence and giving positive support to others help to create better conditions for learning and achieving one's goals.

Some children may not realize that they have the power to assert themselves, to be treated with respect and to have their ideas, their person and property treated with positive regard. Therefore, the activities in this lesson focus on enabling young people to recognize and exercise social problem-solving and self-advocacy skills. Therefore, youth begin to learn that they can influence how others treat them and can promote helpful connections among their peers, between youth and adults, and in their larger communities. These are critical understandings and behaviors for sticking with something (like keyboarding), and empowering other creatures (like making bird feeders).

## 3. Activity:

### Just Keep Swinging! Partner Role Play Activity

#### Instructions

1. Brainstorm activities that are very hard to do for the first time, such as climbing a rope to the ceiling of a high gymnasium, learning to play a musical instrument, keyboarding, learning the keyboard, helping animals find food in the winter, speaking in another language, diving off a high diving board.
2. Have the children pair off.
3. Ask each pair to choose an activity that is difficult to learn, where each of them will act out their attempt to do it. Tell them that they have to show what it is like to try something, but not quite be able to do it...because they are still learning and need to practice. Note: This may be a prime time to suggest keyboarding as one of those challenging, yet necessary skills that we need to learn.
4. And, there is an important rule: While each child is acting out their attempt to do the difficult activity, the partner may only say encouraging things—like “don’t give up,” or “there, you almost got it” or “that was good.”
5. Have them switch so that each person gets to act out a scene.

Afterwards, ask the children to reflect on how they felt during the role plays. Talk about how we become good at doing difficult things. Being good at anything takes **practice** and patience. It also means that you have to keep on going, or to “just keep swinging” until you improve.

This sometimes takes courage because learning something new can look foolish or funny.

It also takes a **positive attitude** and **support** from other people who help you learn and help you to stay positive.

### Create Your Own Storyboard

When making a movie, the director of a film may block out ideas for action or scenes in the movie on a “storyboard.” Here’s your chance to make your own storyboard by drawing pictures of an important way that you would like to set things right. Like Irving, the main character in *Everyone’s Hero*, you

can be the star of your own story.

Think about a few examples of problems that you could solve in your story. Perhaps something is lost. How would you find it? Perhaps something is broken. How would you fix it?

By filling in the storyboard captions, you will be able to describe what is happening in each scene. Afterwards, share your idea with your friends and family.

Here I am before the problem happens.	Here's my problem. It is: _____
Here's how I felt:	Here's how other people felt.
Here's how I set things right and solved the problem:	Success! Here's how we all felt afterward.

**Note:** It may be best that this is discussed at the beginning of the school year as students will be embarking on their first lessons on the keyboards. Up until now, students have only been introduced to the keyboard, and gotten familiar with certain key locations on it. At this point, students have advanced to the point of keyboard dictation. Students will need the "**Growing With Technology**" book, to wrap up this lesson up.

#### 4. Lesson Wrap-Up:

1. Just like Irving in our story had to begin some where, let's begin keyboarding by looking at our books. Read aloud the *Chapter 2: Getting Started with Keyboarding Overview* to the students (page 27).
2. Hold up the keyboard for the students to see and ask:
  - What part of the computer am I holding up?

- Once the review is over, read the Lesson 2.1 narrative to the students.
- 1. Emphasize that keyboarding may be difficult at first, but they will get much better with practice (just like Irving in our story).

**5. Additional Lesson Notes: (Note: these questions can act as both assessment and reflection as students re-cap what they've learned and what they will continue to learn)**

- Ask each student individually to explain what a keyboard is and why it is important. They should know:
- The *keyboard* is the part of the computer with the letters.
- The *keyboard* is used to enter data.
- Ask students to name the keys that make up the home row: A, S, D, F, J, K, L, ;
- Break the students into groups of three to four and have them work together to come up with an answer to the following questions:
  - Why is good posture important when using the computer?
  - Can I “keep swinging” as I keep learning the keyboard?
  - If I choose to make a bird feeder, I'm going to have to be patient with myself, take my time, and do a good job. With keyboarding, I have to be patient with myself. I can only do my best. Do I feel like I can do that for myself?

## Lesson 2 of 5 Investigation, Planning

### F.I.L.M. Connections: We each have our own place in 'society's keyboard'

#### Keyboarding Connections: SPACE BAR

##### Lesson Essential

##### Question(s):

- What is home row?
- To erase text what key can we use?
- Where is the SPACE BAR located?
- Why is it important?
- When you look at the keyboard, how is the SPACE BAR different from the other keys?
- Is one key more important than another?

##### Lesson Knowledge:

- Home row is the row of keys where my fingers "operate from."
- Once text is highlighted we can delete text by using the delete text.
- Space bar is at the bottom of the keyboard.
- Space bar is important because it

##### Key terms: **Racial**

**discrimination** (to prevent a person from having basic freedoms and opportunities because of hatred based on differences in race, ethnic background and/or skin color and appearance)

**Color barrier** (a limit or blockade based on race, skin color and/or appearance; often refers to the limits on equal rights of African Americans)

##### Lesson Skill(s)

Students list and organize the function of

- Home row
- SPACE BAR
- JUST LIKE ON OUR KEYBOARD, THERE IS NO ONE KEY BETTER THAN ANOTHER, SO IT IS IN OUR SOCIETY. NO RACE IS SUPERIOR TO ANY OTHER.

Subject Areas: Science, Language Arts, Environmental Education

### 1. Lesson Opener:

1. Read aloud the Lesson 2.2 narrative to the students.
2. Refer the students to the figure on page 30.
3. As you read steps 1 through 3 for the students, demonstrate the skills that are being described. Pause between each step so the students have time to complete the instructed activity.
4. As students are completing the steps, continue to emphasize that they lightly should press each key once and then return their fingers quickly to their home row positioning.

### 2. Transition:

1. The first time through each lesson, students probably will have difficulty completing each skill. To clear a computer screen of incorrect letters you have several options: You may highlight all of the text to be erased by clicking and dragging the mouse pointer over the text. Once the text is highlighted, press the DELETE key. Another option is to open a new, blank document by clicking File on the menu bar and then clicking New. Students should be allowed to repeat each lesson until they have mastered the skills.

### 3. Activity:

1. If students are working in groups, they need to share the computer time. After one student has completed the activity, that student should delete their work and allow the next student in

the group to attempt the activity.

2. Once students have completed the activity, shared computer time with the other members of their groups, and been assessed, instruct them to close the program. They will click the Close button in the top corner of the screen. Students do not need to save their work since this is practice time.

#### 4. Lesson Wrap-Up

On our keyboard, we've noticed that space bar and home row keys play different roles on the keyboard, however each one is important. That's what we learn from our "Everyone's Hero" story. In Everyone's Hero, Irving meets up with a gutsy girl, named Marti Brewster, who helps him stand up to a bunch of bullies. Not only is she gutsy, Marti is really good at pitching a ball.

As it turns out, Marti's father is a ball player. He's so famous that Irving knows his name. But, Marti's father cannot play in the championship series with Babe Ruth. He is talented enough, but at that time in American history some players—like Marti's father—were kept out of the professional leagues, because of **racial discrimination**. African Americans, like all Americans, loved baseball. Then, as now, there were many excellent black players. In fact, some of the top baseball players of all time have been African American.

More than a hundred years ago, African Americans formed their own baseball teams and their own leagues. As long ago as 1862, a newspaper sports reporter looking for a game between two white teams stumbled upon a game between black teams and reported on the game for his paper.

Several leagues were formed for African American players over many years, owned by both white and black businessmen. There were teams in many U.S. cities and hundreds of highly skilled African American players who organized their own African American championship series. There was also an all-star team that traveled throughout the country to play.

By the 1940s, there was a lot of discussion about bringing African American players onto the same teams as white players. Because there were so many tremendously strong players among the African American teams, it was clear that the white professional teams would be improved by including them. Still there were many people who were against allowing black and white players on the same team.

In 1945, Jackie Robinson, a 26 year-old African American baseball star, was signed by a professional team in Brooklyn, New York. Then in 1946, the same team signed four more black players - Roy Campanella, Don Newcombe, John Wright and Roy Partlow.

In April 1947, when the Brooklyn team opened their season against the Boston team, Jackie Robinson was on first base. With that game's first pitch, Robinson became the first black man to play in the professional leagues, breaking the **color barrier** that had surrounded baseball. In his first season, Robinson was named Rookie of the Year. In 1949, he won the batting title and he went on to be voted the League's Most Valuable Player and to lead Brooklyn to the championship. Robinson appeared in six All-Star Games and six championship games with Brooklyn. He was elected to the Baseball Hall of Fame in 1962.

Comprehension Questions:

- Where is the SPACE BAR located?
- Why is it important?
- When you look at the keyboard, how is the SPACE BAR different from the other keys?
- Repeat each of the steps until students are comfortable with their hand positioning, keyboarding technique, and posture.

**Lesson 3 of 5 planning & preparation**

**F.I.L.M. Connections: Each person has a special function in Service Learning**

**Keyboarding Connections: Function of the keyboard**

**Lesson Essential**

**Question(s):**

- What is the keyboard?
- What is the keyboard used for?
- If the keyboard is important, is there an important role for me to play in this Service Learning project?

**Lesson Knowledge:**

- The keyboard is an input device.
- We use the home row as a “home base” for our hands to rest on.
- Just like the keyboard has a part to play in the keyboarding process, each student's contribution is important and valuable in Service Learning.

**Lesson Skill(s)**

Students list and organize the function of

- Keyboard
- Individual abilities and his/her contribution to the Service Learning project.

Subject Areas: Science, Language Arts, Environmental Education

**1. Lesson Opener:**

1. Read aloud the *Chapter 2: Getting Started with Keyboarding Overview* to the students (page 42).
2. Remind students of the Irving story. Stress the importance of his strength and determination to contribute. (*Reminder: Over the course of the story Irving develops a sense of the “hero inside” of himself. With the help and support of several characters—imaginary and real, children and adults—Irving finds that he possesses strength and determination, and that he is able to make a big positive contribution to help others.*)

**2. Transition:**

1. Hold up the keyboard for the students to see and ask:
  - What part of the computer am I holding up?
  - What is it used for?

**3. Activity:**

1. This will be a review of information they learned in Lesson 1.4.
  - Once the review is over, read the Lesson 2.1 narrative to the students or call on individual students to read it aloud to the class.
  - Emphasize that keyboarding may be difficult at first, but they will get much better with practice.

**4. Lesson Wrap-Up:**

- 1 As you read aloud steps 1 and 2 for the students, demonstrate the skills that are being described. Pause between each step so the students have time to complete the instructed activity.
  - Refer the students to the figure on page 44.
  - As you read aloud steps 3 through 5 for the students, demonstrate the skills that are being described. Pause between each step so the students have time to complete the instructed activity.
  - Refer the students to the figures on pages 45 and 46.
  - As you read aloud step 6 for the students, demonstrate the skills that are being

described. Pause after the step so the students have time to complete the instructed activity.

**Link to the Film: After computers are shut down, engage students in this activity, capitalizing on the idea that each 'person' plays a part, and each role is important.**

*Note: This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.*

A big part of the fun in the film, *Everyone's Hero*, is that there are objects—specifically a baseball named Screwie and a bat named Darlin' that have been given human qualities. Some of their qualities include emotions, desires, physical gestures and expressions, and powers of speech, among others. This is called **personification**.

Throughout human history, personification has been widely used in poetry and all other art forms—including storytelling, drawing and painting and movie-making. In movies and TV shows, as well as in books, most of us have seen animals and objects that can talk and conduct themselves like humans.

As an added bonus, the objects in *Everyone's Hero* also have super-human qualities. They can do things that humans cannot do. For instance, Screwie can bounce very high or roll under the furniture. These are his “ball” qualities—that are added to his human qualities. This makes him more unique and funny. Darlin' can fit into a suitcase, be mistaken for a long loaf of French bread, or hit a baseball far into the outfield—these are her “baseball bat” qualities that are added in with her human qualities. They make her more interesting.

Many imaginative and creative artists and filmmakers use personification to give life to animals or objects.

### **Think and Share Activity**

#### **Instructions**

1. Ask the children to think for a moment about some of their favorite stories or TV shows. Ask them, how many of these programs use personification? Have them share those that they think of with the group.
2. Then choose an everyday object (anything in the room, or something you have brought to the group meeting) and ask the children to help you plan how the object could act more like a person. Have them also consider the ways in which the object would also keep some of its original qualities. Personify the object!
3. Ask the children to describe or act out ways that the object would “behave.”

#### **5. Additional Lesson Notes:**

1. Refer the students to the figure on page 47.
2. If students are working in groups, they need to share the computer time. After one student has completed the activity, that student should delete their work and allow the next student in the group to attempt the activity.
3. Once students have completed the activity, shared computer time with the other members of their groups, and been assessed, instruct them to close the program. They will click the Close button in the top corner of the screen. Students do not need to save their work since this is practice time.

**Lesson 4 of 5 planning & preparation**  
**F.I.L.M. Connections: Practice makes us better**  
**Keyboarding Connections: File→New→Close (Menu navigation)**

<b>Lesson Essential</b>	<b>Lesson Knowledge:</b>	<b>Lesson Skill(s)</b>
<b>Question(s):</b> <ul style="list-style-type: none"> <li>• Where is the delete key on the keyboard?</li> <li>• What is the delete key?</li> <li>• Which finger do you use for the delete key?</li> <li>• Is my contribution important to a classroom project?</li> </ul>	<ul style="list-style-type: none"> <li>• The keyboard is an input device.</li> <li>• We use the home row as a “home base” for our hands to rest on.</li> <li>• Just like the keyboard has a part to play in the keyboarding process, each student’s contribution is important and valuable in Service Learning.</li> </ul>	<p>Students list and organize the function of</p> <ul style="list-style-type: none"> <li>• delete</li> <li>• keyboard</li> <li>• individual abilities and his/her contribution to the Service Learning project.</li> </ul> <p>Subject Areas: Science, Language Arts, Environmental Education</p>

- 1. Lesson Opener:**
1. Read aloud the Lesson 2.2 narrative to the students.
  2. Refer the students to the figure on page 30.
  3. As you read steps 1 through 3 for the students, demonstrate the skills that are being described. Pause between each step so the students have time to complete the instructed activity.
  4. As students are completing the steps, continue to emphasize that they lightly should press each key once and then return their fingers quickly to their home row positioning.
  5. The first time through each lesson, students probably will have difficulty completing each skill. To clear a computer screen of incorrect letters you have several options: You may highlight all of the text to be erased by clicking and dragging the mouse pointer over the text. Once the text is highlighted, press the DELETE key. Another option is to open a new, blank document by clicking File on the menu bar and then clicking New. Students should be allowed to repeat each lesson until they have mastered the skills.
- 2. Transition:**
1. Read aloud the Lesson 2.7 narrative to the students.
  2. Refer the students to the figure on page 40.
- 3. Activity:**
1. As you read steps 1 through 5 to the students, demonstrate the skills described. Pause after each step to give students time to complete the step individually.
  2. As students are completing the steps, continue to emphasize that they lightly should press each key once and then return their fingers quickly to their home row positioning.
  3. The first time through each lesson, students probably will have difficulty completing each skill. To clear a computer screen of incorrect letters you have several options: You may highlight all of the text to be erased by clicking and dragging the mouse pointer over the text. Once the text is highlighted, press the DELETE key. Another option is to open a new, blank document by clicking File on the menu bar and then clicking New. Students should be allowed to repeat

each lesson until they have mastered the skills.

4. If students are working in groups, they need to share the computer time. After one student has completed the activity, that student should delete their work and allow the next student in the group to attempt the activity.

Once students have completed the activity, shared computer time with the other members of their groups, and been assessed, instruct them to close the program. They will click the Close button in the top corner of the screen. Students do not need to save their work since this is practice time

#### **4. Lesson Wrap-Up:**

1. Observe the students successfully completing the steps in the lesson.
2. Instruct students to type the following words with spaces between them:
  - had
  - gas
  - dash
  - fads
  - fall

#### **5. Additional Lesson Notes:**

Comprehension Questions:

- Typing words on the computer can be hard. It takes practice. Can you think of other things in your life you needed to practice so you would become better?
- Keyboarding, base ball, piano playing, soccer-all of these involve skills we need to practice to get better. There are steps we follow to “get better.” Let’s list the steps we use to “get better.”
- Another “process” we learn about, is when we see someone (or something) that needs improvement. We’ve discussed how birds need food in the winter time due to snow and ice. We’ve also discussed how sometimes home bound people can’t get out in the winter time due to snow and ice. Let’s make a list of the steps we’ll need to create our bird feeders. (As a class, list the steps to be followed)

**Lesson 5 of 5 action,& reflection**

**F.I.L.M. Connections: Each person can help another person.**

**Keyboarding Connections: We follow steps in keyboarding, we follow steps/stations in bird feeder creation**

<p><b>Lesson Essential Question(s):</b></p> <ul style="list-style-type: none"><li>• What could the role of a student be in:<ul style="list-style-type: none"><li>◦ Helping a home bound individual find a sense of purpose in the winter time?</li><li>◦ Aiding the food supply of winter birds?</li></ul></li></ul>	<p><b>Lesson Knowledge:</b></p> <ul style="list-style-type: none"><li>• Each person is unique.</li><li>• Each person can help another person.</li><li>• Students as young as 1<sup>st</sup> grade can aid a home bound person in their sense of purpose.</li><li>• Students can help create a food source for winter birds.</li><li>• Though there are steps to follow in the creating of a bird feeder each bird feeder will be as unique and different as its creator.</li></ul>	<p><b>Lesson Skill(s)</b></p> <p>Students list and organize the</p> <ul style="list-style-type: none"><li>• Reasons people may be home bound in the area.</li><li>• Reasons that birds may be short on food during winter months</li><li>• Benefit to home bound people having birds to watch</li><li>• Benefits to birds who's winter source food is increased</li></ul> <p>Subject Areas: Science, Language Arts, Environmental Education</p>
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<p><b>1. Lesson Opener:</b></p> <ol style="list-style-type: none"><li>1. Greet students and volunteers.</li></ol> <p><b>2. Transition:</b></p> <ol style="list-style-type: none"><li>1. Create stations<ul style="list-style-type: none"><li>◦ Station 1:<ul style="list-style-type: none"><li>▪ Yarn tying tie yarn to pine coons</li><li>▪ each student will get one pine cone with yarn</li></ul></li><li>◦ Station 2:<ul style="list-style-type: none"><li>▪ Glove acquisition</li><li>▪ Each student will need one glove for one hand.</li><li>▪ Each student will need to roll their pine cone in peanut butter.</li></ul></li><li>◦ Station 3:<ul style="list-style-type: none"><li>▪ Roll pine cone in peanut butter</li></ul></li><li>◦ Station 4:<ul style="list-style-type: none"><li>▪ Roll pine cone in bird seed</li></ul></li><li>◦ Station 5:<ul style="list-style-type: none"><li>▪ Place pine cone/bird feeder in storage unit until date of distribution.</li></ul></li></ul></li></ol> <p><b>3. Activity:</b></p> <ol style="list-style-type: none"><li>1. Have students complete their work at each station.</li></ol>
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- Station 1:
  - Yarn tying: tie yarn to pine coons
  - each student will get one pine cone with yarn
- Station 2:
  - Glove acquisition
  - Each student will need one glove for one hand.
  - Each student will need to roll their pine cone in peanut butter.
- Station 3:
  - Roll pine cone in peanut butter
- Station 4:
  - Roll pine cone in bird seed
- Station 5:
  - Place pine cone/bird feeder in storage unit until date of distribution.

#### **4. Lesson Wrap-Up:**

It's important that the students appreciate the work of the volunteers. Be sure to have thank you cards ahead of time that students can decorate/sign.

The Level 1 Rubric for Keyboarding is one venue of assessing this unit. The Service Learning components are better assessed through reflective means (example: drawing a picture of the feeling they got preparing, participating, and finishing the bird feeder project.

#### **5. Additional Lesson Notes:**

Students at this age can sometimes feel “too little” to have any impact on their world. Summarize the story “Everybody's Hero.” Remind students that they have (and can potentially in the future) a BIG impact on their world. Don't let this be the last event where they can intervene to enhance the lives of others.

Reflection is an important part of Service Learning. As they contribute their part to the Thank You cards, be sure to take the time to have them write (or have someone scribe for them) a “one-sentence” synopsis of their experience. Student synopses may be: “you helped make my bird feeder-making an experience I'll never forget!”