

Service-Learning Curriculum Unit Plan

Unit/Topic: Keyboarding	Grade Level: Third Grade
<p>Service Idea: (Provide Description) Students will</p> <ul style="list-style-type: none"> • Learn about an area homeless shelter • Discuss the needs of residents <ul style="list-style-type: none"> ◦ Make a list ◦ Why these needs would be needs • Discuss how they could provide a temporary solution to these needs <ul style="list-style-type: none"> ◦ Where could they find these toiletries? ◦ Is there a sponsor who would donate these items? • Set a list of items needed • Set a collection date 	
<p>1. Content Standards/Grade Level Content Expectations: (Identify learning outcomes to be addressed)</p> <p>Students are proficient in the use of technology.</p> <ul style="list-style-type: none"> • Students know proper keyboarding positions and touch-typing techniques. • 	
<p>2. Students will understand that.... (What are the enduring understandings?)</p> <ul style="list-style-type: none"> • Keyboarding is a life skill. • The internet is a good source of information. 	<p>3. Essential Questions to Guide Learning & Inquiry: (Turn understandings into essential questions.)</p> <ul style="list-style-type: none"> • How can I use my understanding of keyboarding to positively influence my community? • How can I use the internet as a resource to prompt me to positive solutions in my community?
<p>4a. Students will know.... (What is the content knowledge focus?)</p> <ul style="list-style-type: none"> • What a keyboard is • Where home row is located • How to open a(n) Open Office/Word Processing document • How to insert text • Create word art • How to edit word art 	<p>4b. Students will be able to do.... (What are the skills?)</p> <ul style="list-style-type: none"> • A weekly timed test. • A self-guided rubric (as a class) to assess their progress.

Assessment Evidence	
<p>5a. Performance Task: (What will students do to demonstrate their learning?) They will create toiletry totes for the homeless in the area.</p>	<p>5b. Other Assessment Evidence: (Describe formative/on-going/other summative assessments.)</p> <ul style="list-style-type: none"> • Completion of weekly timed tests (form of formative assessment) • Each time a test is passed, students will receive a sticker that will be put on a poster board indicating student success.
<p>5a. Performance Criteria: (Provide checklists, rubrics, or criteria.) Rubrics are used for peers to critique themselves (as a class) in an effort to sharpen skills.</p>	<p>5b. Other Assessments Criteria: (Describe criteria for other assessments.)</p> <ul style="list-style-type: none"> • Completion of weekly timed tests (form of formative assessment) • Each time a test is passed, students will receive a sticker that will be put on a poster board indicating student success.
<p>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.)</p>	
<p>A. Steps for Students:</p> <ul style="list-style-type: none"> • 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) 	<p>B. Notes for Teacher: (What do you need to remember to do?)</p> <ul style="list-style-type: none"> • Contact the director of the homeless facility in the area. Ask for suggestions of things that may be in need of, so students could collect. • Contact the parent organization to enlist help of the parent club. • This activity may require regular classroom time. Be sure to keep the lines of communication open to enlist their help. •

C. Materials Needed:

- Ziplocs to collect toiletry items
- collect toiletries to assemble into totes for distribution to the homeless

D. Approximate Time for Unit:

It culminates with this project that is estimated to last one hour, if well-organized. The keyboarding portion is intended to last all year long.

E. Resources:

- Growing With Technology Curriculum-Level 3 (the dark blue books)
- Web access
- Parent volunteers
- Funding for purchase of Ziploc bags and miscellaneous toiletries
- F.I.L.M. gives a free, downloadable resource for leaders.
 - Steps for Youth to Take with the *Charlotte's Web*:

Become a True Friend Program

STEP 1) SEE THE FILM AND READ THE BOOK

The Movie: *Charlotte's Web*, a Paramount Pictures, Nickelodeon Movies, Kerner Entertainment and Walden

Media live-action/CG animation film, opens in theaters on December 15, 2006. Youth may also see the movie when it becomes available on DVD. Also available for rental or purchase is an older animated version of the story

(*Charlotte's Web* 1973).

The Book: *Charlotte's Web* by E.B. White (first published in 1952), is a Newbery Medal Honor winner. It is widely available in libraries and book stores.

STEP 2) PARTICIPATE

Take part in exciting reading, writing and role-play activities that address themes such as:

- The qualities of true friendship
- Generosity
- Appreciating diversity
- Dealing with change and coping with loss
- Learning about farm life

STEP 3) TAKE THE LEAD TO HELP OTHERS

Using examples of the kindness demonstrated by the movie's lead characters, Fern, Wilbur and Charlotte, young people are urged to learn to take on responsibility by designing and conducting a service project that reaches out to people or animals in need of friendship.

Use the free, downloadable service-learning supplement to assist in the planning and managing of *Charlotte's Web* service projects. Please visit www.youthfilmproject.org to download the supplement.

Lesson 1 of 5 Investigation

F.I.L.M. Components: BEING A TRUE FRIEND

Keyboarding Components: Small Actions: Big Rewards

Lesson Essential

Question(s):

- Why is there a need for a homeless facility in our area?
- Using the technical resources we have available, how can we learn more about the homeless shelter, and what we can do to help them?
- What are the needs of clients at the facility?

Lesson Knowledge:

- There is a need for a homeless shelter in our area due to the jobs loss in our current economy.
- The World Wide Web is a resource to access information regarding needs of the homeless.
- A personal interview with the shelter's administrator would aid in 'need discovery.'

Key Terms: homeless, unemployed

Lesson Skill(s)

- Students list and organize purpose of homeless shelter.
- Students will be able to better recognize their own inspiration and determination to aide another human being
- Students will be able to better use their personal power as a resource to achieve their goals and dreams

Subject Areas: Science, Language Arts, Environmental Education

1. Lesson Opener:

How many of you have had a pet? Have any of you seen the pet pass away? It is a sad time. Some things happen in our lives, and they change us unexpectedly.

Many of our parents have jobs. Sometimes people lose their jobs unexpectedly. When this happened to some folks, they may lose their homes and everything. We're going to see clips of the movie Charlotte's Web. Just like when we learn a new key stroke (either accidentally or intentionally) it can change the way we keyboard; we're going to learn how changes can bring about good things

1. Refer to Growing with Technology, level 3, page 39. The 2nd chapter is about keyboarding, and refers in large part to the mechanics of keyboarding.
2. Stress the importance of small actions that have big results.
3. Charlotte's desire to help Wilbur (in the beginning of the story) had HUGE results.
4. Our thoughts and feelings that lead to action can have big results too.
- 5.

2. Transition:

- Students learned about proper posture, finger positioning and typing mechanics in this lesson. Break the students into groups of three to four and have them brainstorm other activities that have specific rules or procedures. Possible answers:
 - Playing sports
 - Playing a musical instrument
 - Doing chores around the house
 - Tying your shoes

3. Activity:

Link to the Film

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.

Each animal in *Charlotte's Web* has different personality traits, just like human beings. Charlotte the spider and Templeton the rat have especially different personalities. Charlotte is very **generous** and **selfless**. The kindness she displays towards Wilbur comes from her desire to help others, especially a friend in need. She bravely sacrifices her personal time and energy to spin miraculous webs of words. Despite her tremendous effort, Charlotte's webs do not provide her with personal fame and glory. The attention purposefully goes to her friend Wilbur, who needs to stand-out as being extraordinary in order to be spared from the smokehouse. But, Charlotte's selflessness puts her in danger, too – because of her focus on Wilbur she nearly loses her egg nest in the county fair. Templeton the rat represents another personality extreme. He is very **selfish** and self-centered. Charlotte is willing to do anything for a friend without a returned favor. Templeton, however, will only put forth effort for another if it results in a material gain for himself. He has to be convinced by the barnyard animals that a favor for Charlotte or Wilbur will result in food or junk for himself. As a result of his selfish behaviors, Templeton does not have close, dependable friends.

4. Lesson Wrap-Up:

Key Questions

- How does Charlotte demonstrate generosity in the first example from the script? Why does she offer to help Wilbur?
- How does Templeton display selfishness in the second example from the script? Why do you think he cares so much about himself?
- Is it possible for someone to be too generous and selfless? What can this result in?
- Are there instances when it is important to be a little selfish and think about your own needs? Give some examples.
- Why do you think it's easier to make friends when you are generous?
- Do you think Templeton might actually care a little about Wilbur and Charlotte? Why or why not?
- Do you think we could find a group of people feel less lonely? *(Note to facilitator: Lead discussion toward homeless shelter).*
- Could you think of a way that we could help these people? Could we get on the web and learn more about these people? *(Note to leader: write their discussion for pre-reflection later)*

5. Additional Lesson Notes:

It's important for the class to recognize that every choice we make affects others, just like the seemingly insignificant posture we keep can affect our keyboarding.

Lesson 2 of 5 Investigation/pre-reflection

F.I.L.M. Components: APPRECIATING DIVERSITY AND EMBRACING CHANGE

Keyboarding Components: Caps Lock, Shift Key

Lesson Essential

Question(s):

- Why is the shift key necessarily?
- When should we use the CAPS LOCK?
- How do I know that the CAPS LOCK is on? Ask students to look at the keyboard (without the book) and locate the two SHIFT keys and the CAPS LOCK key.
- What happens when we press a shift key and a letter?
- How do you use the toggle key?

Lesson Knowledge:

- Ask students what the SHIFT key and the CAPS LOCK key are used for. They should know:
 - If you press the *SHIFT* key at the same time that you press a letter, the letter will be a capital.
 - The *CAPS LOCK* key allows you to type in all capital letters.
- You press a *toggle key* to turn it on.
- A *toggle key* stays on until you press it again.

Key Terms: Diversity (the presence of a wide range of variation in the qualities or attributes under discussion)
Stereotype (a negative or mistaken belief about a certain type of person that is applied to everyone in that group)

Lesson Skill(s)

- Youth will realize the importance of diversity among animals and keys on the keyboard.
- Youth will gain an understanding of the passing of time and the changing of seasons
- Youth will converse about loss and death as they relate to *Charlotte's Web*

Subject Areas: Science, Language Arts, Environmental Education

1. Lesson Opener:

Below is a chart of the four seasons through the eyes of Wilbur. Here are some of the sights and sounds Wilbur experiences and emotions he feels with each passing season.

SPRING

- buds on trees
- a lot of rain and mud
- croaking frogs and singing crickets
- new life everywhere
- Gussy, the goose, sits on her eggs
- Wilbur is born during springtime and happily
- spends most of his days with Fern
- During his second spring, Wilbur is joyful with the

SUMMER

- trees full of green leaves
- plenty of warmth and sunshine
- 4th of July fireworks
- Fern and Avery are out of school
- corn fields with tall green stalks
- a lot of bugs for Charlotte to eat
- Gussy's babies are born
- berries for sale at the farm
- Wilbur is relieved and happy to know that

<ul style="list-style-type: none"> • birth of Charlotte’s spiders 	<p>Charlotte is helping him survive with her web</p> <ul style="list-style-type: none"> • Wilbur watches groups of people arrive to see him • and Charlotte’s webs
<p>AUTUMN</p> <ul style="list-style-type: none"> • leaves begin to change to red, orange and yellow • leaves eventually fall from the trees • cranberries and apples are picked • crisp autumn air • the County Fair takes place • Wilbur is excited and nervous about being judged at the fair • Wilbur’s happiness from winning a medal turns into sadness when he realizes that Charlotte is about to die. 	<p>WINTER</p> <ul style="list-style-type: none"> • snow flakes • cold air • quiet, still nights • Fern and Avery go sledding • Christmas on the farm • Wilbur dreads the thought of winter because he thinks he will be killed in the smokehouse • Wilbur is thrilled when he is spared from the smokehouse and lives to experience the first snows <p>of winter</p>

2. Transition:

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.

When Wilbur is born he is small and scraggly – he cannot feed from his mother pig and Mr. Arable watches him struggle. Mr. Arable’s daughter, Fern, a young 8-year-old girl, bravely steps in to save Wilbur from being killed by her dad. Not only does she save Wilbur, but she becomes his care-provider and dearest friend. Fern’s parents worry that she spends too much time with this small pig and not enough time with other children her age. They do not understand her close connection with Wilbur, even though he is an animal. As Wilbur grows in size, Fern realizes that she cannot keep Wilbur forever. However, her uncle who lives next door, Homer Zuckerman, agrees to buy Wilbur and keep him in the family barn with the other farm animals.

Fern promises to visit Wilbur everyday, but Wilbur is overcome with loneliness, sadness and fear. The other animals, which include cows, a horse, sheep, geese and a rat are not friendly towards Wilbur and refuse to play with him. Wilbur wonders why the animals do not play with one another. The excerpt to the right shows that friendship requires more than simply sharing the same physical space with others. Although Wilbur shares the same barn with a variety of animals, they do not reach out to him with kindness. Wilbur is lucky to meet Charlotte, the barnyard spider, just when he needs a friend the most. Despite her frightening exterior appearance, Wilbur learns that Charlotte has a heart of gold. The friendship that develops between Wilbur and Charlotte is one that reveals true devotion. Wilbur and Charlotte help one another when they need it most, not because they expect something in return, but because they deeply care for one another as friends. Charlotte’s ability to weave words into her cobwebs helps turn Wilbur from an ordinary pig into a miraculous, extraordinary pig. This saves him from going to the

Wilbur
But – you’re all friends, right?

Gussy
Of course we are! Been here together our whole lives.

Wilbur
I’m not sure being in the same place is the same as being friends... Which is too bad, really, ‘cause I could sure use a friend right now.

Adapted from *Charlotte’s Web* screenplay by Susannah Grant, The Kerner Entertainment Company, 07-16-04 pp. 19-20

smokehouse. Unknowingly, Wilbur returns her kindness by saving Charlotte's egg nest and securing a future for her children.

- Discuss with class that this trait of "helping one another" is not a "sometimes key." It's not a "toggle key" as we see in our text book. It's a trait that we should always have. The seasons changed, in *Charlotte's Web*, and different things happened. One thing that should never change is "helping one another."
- Discuss how Charlotte was not only caring to other spiders. She was kind to all the farm animals. We don't want to only be nice to third graders. We can be kind to those who are homeless, jobless, and lonely. Our shift key makes upper case and symbols, when it's used with other keys. It has the ability to change others (by making symbols or upper case letters). We have the ability to help others too, by choosing to be caring.

3. Activity:

- Refer to lesson 2.5 (page 61-65)
- Instruct students to develop lists of words they have used in the classroom that start with capital letters. Possible answers:
 - The names of teachers, students, school staff, and the name of the school and town
 - Social Studies – historical figures, places (countries, cities)
 - Science – historical figures, specific equipment
 - Gym – athletes, team names

4. Lesson Wrap-Up:

- Discuss the importance of caring for others.
- Discuss the influence we can have on others (no matter what our age is). Point out that there are always others watching us, and learning from our choices.
- Discuss the homeless in the community, and get the group thinking of what they could do to help them.
- For reflection sake, jot these ideas down on a prominent place where the discussion can be continued in the future.

5. Additional Lesson Notes:

- Contact the local homeless shelter.
- Discuss with the administrator the age of your group
- Discuss how they would like to contribute to the homeless community.
- Get ideas from the administrator for ideas for "toiletry totes"
- Some ideas might be trial size:
 - shampoo
 - toothpaste
 - conditioner
 - deodorant
 - body wash
- Contact local hotels for donations of supplies
- Put a list of suggestions for toiletries in weekly newsletters
 - *(note: ideally, this would begin several months prior to the date of the creation of the actual totes).*

Lesson 3 of 5 Planning & Preparation, Action,& Reflection

F.I.L.M. Components: FARM LIFE

Keyboarding Components: *SHIFT* key, exclamation point, question mark.

Lesson Essential Question(s):

- What is the resulting symbol when pressing the *SHIFT* key and number 1 key?
- What is the resulting symbols of the *SHIFT* key and the ? and / key?
- !?.!?.!?.
- What key do you press to create a symbol and/or upper case letter?
- What is the term used to describe the *SHIFT* key.

Lesson Knowledge:

- The exclamation mark is the result of the *SHIFT* key and number 1 key.
- A question mark is the result of the *SHIFT* key and the ? And / key.
- You press a *SHIFT* key to create a symbol and/or upper case.
- *Toggle* is the term used to describe the shift key.

Key Terms: Exclamation point, *toggle*

Lesson Skill(s)

Students will use the exclamation point and question mark to describe in story form (using their imagination):

- to describe how animals might have human-like actions.
- how in real life different types of animals might be friends with one another

Subject Areas: Science, Language Arts, Environmental Education

1. Lesson Opener:

Link to the Film

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.

Charlotte's Web is a special story that gives human emotion to barnyard animals. Even though the animals do not have super-powers or the physical capabilities of human beings, they have very human emotions such as love, loneliness, sadness, happiness, and fright. We do not usually think of different types of animals being able to communicate with one another and develop friendships. However, through the imagination of E.B. White, these connections happen in *Charlotte's Web*. Wilbur is overjoyed when he realizes he will be spared from the smokehouse and overcome with grief when his best friend Charlotte dies.

2. Transition:

- Refer to lesson 2.7 (page 75-79)
- Discuss
 - What are the three punctuation marks used to end sentences?
 - What key or keys must you press to type an exclamation point? A period? A question mark?

3. Activity:

Write a Short Story from a Farm Animal's Perspective

Either on your own or with a partner, write a short story from the perspective of a farm animal.

Examples of farm animals include:

Pigs	Sheep
Geese	Chickens

Horses	Goats
Cows	turkeys

Pick your animal and do a little research on their real life characteristics and lifestyle. For example: What does the animal look like? What does the animal eat?

To learn more about your farm animal, visit the farm animals web page of the Humane Society at www.hsus.org/farm/resources/animals/

Next, give the animal a human name and personality traits, just like the kindness of Wilbur or the intelligence and generosity of Charlotte. This is where you can get creative! You can also create barnyard friends for your animal.

Use the chart below to help you get started:
My farm animal is a

His/her name is

Three words to describe the personality of him/her are:

_____, _____, and _____.

Once you have written your short story, share it with others. Be sure to use ! and / and . See if you can act-out your stories as well.

Have fun!

4. Lesson Wrap-Up:

- If time permits allow those finished stories to be 'acted out' impromptu.
- Discuss how and show the actor/actress what kind of inflection to use in their voices.

5. Additional Lesson Notes:

If these steps haven't been started, it would be beneficial to begin these:

- Contact the local homeless shelter.
- Discuss with the administrator the age of your group
- Discuss how they would like to contribute to the homeless community.
- Get ideas from the administrator for ideas for "toiletry totes"
- Some ideas might be trial size:
 - Shampoo
 - Toothpaste
 - Conditioner
 - Deodorant
 - Body wash
- Contact local hotels for donations of supplies
- Put a list of suggestions for toiletries in weekly newsletters

(Note: ideally, this would begin several months prior to the date of the creation of the actual totes).

Lesson 4 of 5 planning & preparation, action, & reflection
F.I.L.M. Components: REACH OUT TO OTHERS
Keyboarding Components: implementation of skills learned

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s)
<ul style="list-style-type: none"> • Can I find the TAB key without looking? • How do I explain the need for the TAB .key? • How many spaces does the TAB key move the insertion point? • When else can the TAB key also can be used? 	<ul style="list-style-type: none"> • Ask students to look at the keyboard (without the book) and find the TAB key. • Ask students to explain the TAB key and when you should use the TAB key. <p>They should know:</p> <ul style="list-style-type: none"> • The TAB key moves the insertion point five spaces to the right. • It should be used when beginning to write paragraphs. • The TAB key also can be used to move the insertion point when writing in text boxes or inserting text into a picture. <p>Key Terms: TAB key</p>	<ul style="list-style-type: none"> • Students will attempt to find the TAB key without looking. • Students will explain the TAB key and when it should be used. <ul style="list-style-type: none"> ◦ The TAB key moves the insertion point five spaces to the right. ◦ It should be used when beginning to write paragraphs. • Students will know the TAB key can be used to move the insertion point when writing in text boxes or inserting text into a picture. <p>Subject Areas: Science, Language Arts, Environmental Education</p>

Note to leader:
This module allows youth to explore actions they can take as individuals and in groups to reach out to people and animals in need of companionship. The activity is designed to heighten youth awareness of how they can have immediate as well as lasting positive impact on the recipients of their generosity. As young people develop throughout the preteen years of 8 -12, they benefit greatly from experiencing their own personal power, capabilities and talents. Parents, educators, youth leaders and child development specialists know that the best way for youth to learn responsibility is to take on responsibility. This process is captured in both the book and the movie, *Charlotte's Web*, in the character of Fern. She takes on the responsibility of saving and caring for her beloved pig, Wilbur. The following activity will encourage youth to act on their beliefs and to communicate effectively with adults.

1. Lesson Opener:
So far we've learned about the importance of caring to others. Let's use our computer and list on it, as a group, what we can collect for our homeless friends.

2. Transition:
Leader: it may be beneficial for the implementation of the new skills if students created their own list on their own work stations.

3. Activity:

Leader, remember the administrator's list, and recall those for this time.

- Toothpaste
- Conditioner
- Deodorant
- Body wash
- Where these items could be found?
 - Could students collect them from home?
 - Could local hotels donate some?
- Collect Ziplocs to put toiletries in.
- Set a date to create the totes
- Could we get the word out for the toiletry totes by putting it in the newsletter?

(Note: ideally, this would begin several months prior to the date of the creation of the actual totes).

- Set the date for distribution of toiletry totes.

4. Lesson Wrap-Up:

- Contact local parent groups and enlist their help
 - For names of volunteers to assist in the creation of the totes
 - Financially

5. Additional Lesson Notes:

If these steps haven't been started, it would be beneficial to begin these:

- Contact the local homeless shelter.
- Discuss with the administrator the age of your group
- Discuss how they would like to contribute to the homeless community.
- Get ideas from the administrator for ideas for "toiletry totes"
- Some ideas might be trial size:
 - Shampoo
 - Toothpaste
 - Conditioner
 - Deodorant
 - Body wash
- Contact local hotels for donations of supplies
- Put a list of suggestions for toiletries in weekly newsletters

(Note: ideally, this would begin several months prior to the date of the creation of the actual totes).

Lesson 5 of 5 Include Reflection & Demonstration of Results & Celebration
F.I.L.M. Components: Reaching out
Keyboarding Components: Apply Your Knowledge

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s)
<ul style="list-style-type: none"> Using the Level 3 Chapter 2 Rubric, as a class were we able to attain a successful level of understanding? Can we work as a team to help encourage the homeless in our area? 	<ul style="list-style-type: none"> Using Level 3 Chapter 2 Rubric, the class will evaluate their level of understanding. As a class, students will attempt team work as they create toiletry totes. 	<p>Keyboarding Knows that the keyboard is an input device. Knows the home row keys. Knows the space bar. Knows the enter/return keys. Uses the correct posture while sitting at the computer.</p> <p>Typing the Letters t, y, b, n Uses left pointer finger to press t. Uses right pointer finger to press y. Uses left pointer finger to press b. Uses right pointer finger to press n.</p> <p>Typing the Letters e, r, i, u Uses left middle finger to press e. Uses left pointer finger to press r. Uses right middle finger to press i. Uses right pointer finger to press u.</p> <p>Typing the Letters q, w, o, p Uses left little finger to press q. Uses left ring finger to press w. Uses right ring finger to press o. Uses right little finger to press p.</p> <p>Typing Capital Letters Understands the term capital/uppercase letters. Understands the term toggle. Recognizes the caps lock key and knows what it does. Recognizes the shift keys</p>

		<p>and know what they do. Successfully types words with capital letters: POP UP FRED</p> <p>Typing Numbers and Symbols Knows and uses the numeric keypad. Understands the purpose of the num lock key. Uses shift and number keys to type numbers and symbols: ! @ # \$ %</p> <p>Uses NUM LOCK key and numeric keypad to type numbers: 1234567890</p> <p>Typing Punctuation Marks Understands the term punctuation mark. Uses right ring finger to press period key. Uses right little finger to press semicolon key. Uses right little finger to press question mark key. Uses right little finger to press shift key while using left little finger to press exclamation mark key. Successfully types sentences including punctuation marks: How old are you? I like peas, beans, and pop. Do not fall!</p> <p>Typing Letters z, x, c, v, m Uses left little finger to press z. Uses left ring finger to press x. Uses left middle finger to press c.</p>
--	--	--

		<p>Uses left pointer finger to press v. Uses right pointer finger to press m.</p> <p>Backspace Key Knows the term delete. Uses right little finger to press the backspace key.</p> <p>Tab Key Knows the term tab. Knows the term word wrap. Knows that the tab key moves the insertion point five spaces to the right. Uses left little finger to press the tab key.</p>
--	--	---

1. Lesson Opener:
 We've been talking about our toiletries. We need to create stations for creating our totes. Wouldn't it be special if we could be able to insert a special note of encouragement in our tote?

2. Transition:

- Set up station
- Students will log on to computer stations
- Open Word Processing applications for creation of letters of encouragement and friendship

3. Activity:

- With volunteers in their stations, begin creation of toiletry totes
- When students complete totes they can return to their computer stations to write letters of encouragement and friendship to the homeless. Tell them about Charlotte's friendship and caring events in *Charlotte's Web*.

4. Lesson Wrap-Up:

- Students insert their letters of encouragement in their totes
- Collect student signatures on thank you cards for volunteers, thanking them for their time and effort

5. Additional Lesson Notes:
 As a class, review the rubric to see what level of understanding was achieved.

Reflect with students their impression(s) of their project:

- Did they feel helpful?
- Was their work meaningful?
- What did they like best?
- What did they like least?
- What would they recommend for next year's class (or someone else completing this same task)?

CHARLOTTE'S WEB POST PROGRAM EVALUATION

FACILITATORS OF THE CHARLOTTE'S WEB: BECOME A TRUE FRIEND PROGRAM

Please take a few moments to answer the questions below. It should only take about 5 minutes. One you have submitted the survey you will be entered to win a copy of the DVD, book and an activity guide. Good Luck!

Organization _____ City/State: _____

Contact Name: _____ Contact Email: _____

Organization Website: _____

Approximately how many youth does your organization serve? _____

How do you classify your organization?

- School Based
- Library or Museum
- Faith Based
- Child Care
- After School
- Community Based
- Out of School
- Unsure
- Parks and Recreation
- Other (please specify) _____

Approximately how many youth completed one or more steps in the *Charlotte's Web* program?

Steps include: See the Movie and Read the Book, Participate in Activities from the Activity Guide, Complete a Service Project

What age range participated in the program? _____

Please give us any additional feedback and/or suggestions you have to help us improve our future F.I.L.M. Programs. _____

May we contact you for additional information? Yes No

If yes, what is the best way to contact you? _____

5 Useful and appropriate for my organization

4

3 Moderately useful

2

1 Not at all useful or appropriate for my organization

Please rate your overall impression of the activity guide.

Comments: _____

Return to F.I.L.M. Evaluation 1319 F Street NW Suite 402, Washington, DC 20004 or fax to (202) 393-4517