Service-Learning Curriculum Unit Plan

Unit/Topic: Keyboarding	Grade Level: Second Grade

Service Idea:
(Provide Description)
Students will learn about the public library and its functions. Students will discuss their elementary library and compare it to the public library. Using a kid-friendly search engine (such as www.yahooligans.com) view a variety of web pages that show resources available at most public libraries (such as: genres of books, free access to resources like online libraries in large metropolitan cities, etc.). As a class, students will learn that having a free resource such as the public library, we should encourage our friends to go there, by enticing them with free bookmarks. Using computers, students will create bookmarks with motivational logos encouraging reading. These bookmarks will be donated to public libraries for use (and distribution to) their clientele

1. Content Standards/Grade Level Content Expectations:
(Identify learning outcomes to be addressed)
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.

    1. Students understand that technology is a tool to help them complete a task, and is a source of information, learning and entertainment.

    2. Students identify places in the community where one can access technology.

PK-2 TSE:MI3. Technology productivity tools.

a. Students use technology tools to enhance learning, increase productivity, and promote creativity.

    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.

    2. Students identify the best type of productivity software to use for a certain age-appropriate tasks (i.e. word-processor, drawing, and browser).

b. students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

    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.

PK-2 TSE:MI4 Technology communications tools.

a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

    1. Students, with assistance from teacher, parents, or student partners, identify procedures of safely using basic telecommunication tools (i.e. e-mail, IM) to read or send electronic information.

PK-2 TSE:MI5 Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

2. **Students will understand that….** (What are the enduring understandings?)	3. **Essential Questions to Guide Learning & Inquiry:** (Turn understandings into essential questions.)
• Keyboarding is a life skill. • The internet is a good source of information. • I can use the computer to create motivational bookmarks for the public library.	• How can I use technology to create a bookmark that will both show my appreciation of our public library, and motivate other students to tap into its resources? • What tools would be appropriate tools for creating a bookmark? • Which keys would I use to spell library? • Which tools would I use to create a logo (such as Word Art/Gallery/Fontwork)
4a. Students will know.... (What is the content knowledge focus?)	**4b. Students will be able to do….** (What are the skills?)
• 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	• A weekly timed test. • A self-guided rubric (as a class) to assess their progress.

Assessment Evidence	
5a. Performance Task: (What will students do to demonstrate their learning?) Students will create a motivational bookmark for donation to the public library. This bookmark will be given to visitors, free of charge, just for making use of the library.	**5b. Other Assessment Evidence:** (Describe formative/on-going/other summative assessments.) Keyboard recognition and later timed tests will be evidence of on-going assessment.
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.	**5b. Other Assessments Criteria:** (Describe criteria for other assessments.) • 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.

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?)

C. Materials Needed:

- Web access
- Public library
- Paper
- Software with word processing capabilities
- Markers

D. Approximate Time for Unit:

This unit's culmination product is the bookmark. The keyboarding that has to take place as a means of recognizing proper keys and keystrokes to use in the creation of bookmarks is intended to last throughout the school year.

E. Resources:

Growing With Technology Curriculum- Level 2 (the light blue books).

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s)
- What are the benefits of participating in public library? - Using the technical resources we have available, how can we learn more about the public library in our area and how it came to be? - Can I look at the keyboard (without the book) and find the numeric keypad and the NUM LOCK key? - Can I look at the keyboard (without the book) and find the number row and symbol keys? - Can I type the following numbers and symbols using numeric keypad and the number row: Numeric Keypad 123 4567 890 250 427 5 Number Row $500 *45 #5 2@$4	- The public library is a free-use institution, in which individuals obtain books for a time without charge. - The World Wide Web is a resource to access information regarding our local library. Key Terms: Public library, librarians, periodicals, Hope (a wish; positive spirit; faith that good things will happen), Determination (purpose; guts; "stick-with-it-ness;" focus; staying power; strength of mind) Persistence (see determination)	- Students list and organize - Purpose of library - Motivation to get others in our community to make use of this resource - Students will be able to better recognize their own inspiration and determination - 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:
KEY: Small Group or Large Group

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.

The Crane family had come into hard times. They did not have enough money to keep their land

and had to sell off their family farm acre-by-acre to be able to run their household. Ben Crane, Cale's father, knew that he could not afford to spend tens of thousands of dollars, or more, to buy a race horse. Instead, he took a chance to bring Soñador, an injured horse, back to health so that he could breed her and raise her foal. He did this with the hope that the foal would be a highly competitive, valuable race horse that he could sell for a lot of money. This was a goal he set for himself, his family and his crew.

Group Discussion
Ben had to do things differently to achieve his goal of helping Soñador (whose nickname is Sonya) to heal, so that she could stand and walk again after she broke her leg. Ben had to do some things that may have been difficult for him, such as:

• Ask others for help.
• Keep going, even when others (his father, Pop Crane, and his old boss, Palmer) put down his idea.
• Work extra hard.
• Sleep in the barn with the horse.
• Study veterinary records.
• Learn about another horse that had been through the same injury.
• Be creative and inventive (rigging up a harness that could lift Sonya off her feet).

These are action steps that Ben took day-by-day. Each step was part of the pathway to his dream, of once again owning a valuable race horse by helping Sonya to heal.

Ben's story in Dreamer shows us that the action steps on the way to achieving a goal are very important. It also shows us how difficult taking action toward a goal can be. He had to **risk** failure and he made some mistakes. All life challenges and goals require us to try new things; and have ups and downs.

By sticking with his goal and taking action, Ben was able to dramatically affect his entire life – and that of his family. His **persistence** in helping Sonya brings him closer to his daughter, Cale, heals his relationship with his father, restores his self-confidence and, ultimately, improves the lives of his family and co-workers.

2. Transition:
What we decide to do, with keyboarding, is going to require challenges. We may have to risk failure, but all life challenges and goals require us to try new things; and have ups and downs.

3. Activity:
At a glance, we all know what a keyboard's function is. We've worked with it, used it, we are familiar with it.
How many of us have been to the public library? Do you know all of the resources that are available to you when you use it?

Check out:

1. www.awesome**library**.org/
2. www.madison**publiclibrary**.org/
3. http://www.encyclopedia.com/doc/1G1-57010794.html
4. There are even resources on the internet for students: The *Internet Public Library* (IPL)

features a searchable, subject-categorized directory of authoritative websites; links to online texts, newspapers, www.ipl.org/div/**kids**pace

4, Lesson Wrap Up

If time allows, using a projected screen, use a kid-friendly search engine (i.e. www.yahooligans.com) to search for kid-friendly resources in the library.

5. Additional Lesson Notes:
Stress the correlation between familiarity with the keyboard (and yet learning of its potential); and that of seeing the public library in a new light (as understanding of new resources surface).

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s):

• Where are the keys: Q, W, O, and P?
 • What does Inspiration mean?
 • What does self-confidence mean?
 • What is a poem?
	• The keys: q, w, o, and p are above home row on the keyboard.
	 • Inspiration (excitement; motivation; joy; meaning; "going for it!")
	 • Self-Confidence (belief in oneself; certainty; coolness)
	 • A poem is a literary work.
		• Students list and organize
		    o Purpose of library
		    o Motivation to get others in our community to make use of this resource
		    o Students will be able to better recognize their own inspiration and determination
		    o 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:

In the movie, *Dreamer*, Cale's grandfather, Pop Crane, shares a favorite poem with Cale. The poem, "The Way to Victory," is told from the point of view of a horse's owner talking to his/her champion race horse—before a big race—to inspire the horse to win and boost the horse's self-confidence.

The Way to Victory
You are a great champion,
when you run the ground shakes,
and the sky opens,
and mere mortals part
part the way to victory,
where you will meet me in the winner's circle,
and I'll put a blanket of flowers on your back.
© DreamWorks Pictures, Gatins, John, et. al. Final shooting script, 09-13-04, p. 103

As we begin our keyboarding today, and learn about their placement on the keyboard, we may think this is a small and even insignificant idea. The dream that Cale had was small, but because she kept focused on it, she found that it was achievable. Using our keyboard today, let's write our own poem or song of encouragement for someone else.

Note; In a computer lab environment you can do this as a class (as described below) or have this template loaded onto individual student accounts so they can access them to accomplish this task.

3. Activity:

As a class, fill in each line.

Title to (person's name)_____

BODY OF THE POEM
You are (describe the person's big success . . .)
_____
_____

When you (describe the actions he/she takes to success, how it looks, who helps, what problems or obstacles he/she overcomes, etc.)
_____
_____
_____

And, I'll meet you at the (describe the celebration of this person's big success . . .)
_____
_____

4. Lesson Wrap-Up:
Using individual computer stations, allow students to create a poem of their own. Keeping their hands on home row, and their eyes on the monitor, they can create a poem of encouragement to someone else.
In your poem, start by imagining a big success or accomplishment. Describe it and how it happens, including details about how things look, as well as all the wonderful emotions that you and others feel. The person who is the subject of your poem can be powerful—and larger than life—just like Pop Crane's champion race horse! Afterwards, perhaps, you will share your poem with others.

5. Additional Lesson Notes:
Students may find these examples helpful:

> • A poem to encourage a friend to do well with a difficult challenge.
> • A poem to your sister or brother about who they hope to be as an adult.
> • A poem to encourage yourself to achieve an important goal.

Lesson 3 of 5 Preparation
F.I.L.M. Connection Taking inventory of what I can do
Keyboarding Connection: Taking Inventory of Keys and Recognizing their Individual Functions

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s):
- What is another term for capital letters? - What happens if you type a letter while holding the shift key? - Where is the caps lock key located? - What does toggle mean? - How do you know whether the caps lock is activated?	'Upper case' is another term for capital letters. - If you type a letter while holding down the SHIFT key the letter will be upper case. CAPS LOCK is located on the left side of the keyboard, next to the 'A' key. Users know if the CAPS LOCK is on, when the CAPS LOCK light is on.	- Students list and organize: - The use of capital letters - What will happen if a letter is typed while the shift key is depressed - the meanings of 'toggle' - Where the CAPS LOCK key is located and what indicates whether it is on or off. - Students will be able to better realize their own dreams - Students will be able to identify ways to commit to their dreams - Students will learn to embrace their own sense of power to act on their dreams Subject Areas: Science, Language Arts, Environmental Education

1. Lesson Opener:
1. Ask students to locate the two shift keys and the caps lock key on the keyboard.
2. Once every student has been able to successfully locate these keys, read aloud the Lesson 2.4 narrative to the students or call on individual students to read it aloud to the class.
3. Refer the students to the figure on page 59.
4. As you read steps 1 through 3, demonstrate the skills described. Pause after each step to allow students time to complete the step. Refer the students to the figures on page 60.
5. As you read steps 4 through 9, demonstrate the skills described. Pause after each step to allow students time to complete the step.

6. Refer the students to the figures on pages 61 through 63.
7. 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.
8. 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

2. Transition:
- Repeat the steps in the lesson until students are comfortable with their technique for typing capital letters.
- Instruct students to locate the light on the keyboard that indicates whether the caps lock key is activated.
- Instruct the students to type the following sentences:
  - I like school (using the shift key)
  - I LIKE SCHOOL (using the caps lock key)

Instruct students to develop lists of words they have used in the classroom that start with capital letters. Possible answers:
  - 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

3. Activity:
We have set a goal for 2nd graders an achievable goal of "five words per minute." There are other goals in keyboarding too:
- using the CAPS LOCK without using my eyes
- using the SHIFT KEY without using my eyes
- keeping my eyes on the monitor and not on the keyboard
For the last few minutes, let's share our goals with our computer lab partner.

In order for something to be a goal:
- It has to be important to you, personally.
- It has to be within your power to make it happen through your own actions.
- It has to be something you have a reasonable chance of being able to do.
- You must be able to picture your success or see in advance what it will be like to meet your goal.

THINK about your goal, on your own
Figure out if it is possible. Not every wish or dream can be a goal. You may wish you could live forever, but since there is nothing you can do to make that happen, it cannot be a goal. What goal can you make happen?

My goal focuses on (circle one):
- School
- Something I want to learn
- Sports
- Helping others
- Friendship
- Something else
- Money

Once I meet my goal, what I will have achieved is:

4. Lesson Wrap-Up:
Share this with your partner.

5. Additional Lesson Notes:

Lesson 4 of 5 Working Together
F.I.L.M. Connection: Individual uniqueness
Keyboarding Connection: Each Key has an Important Role to Play

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s)
- Can I look at the keyboard (without the book) and find the numeric keypad and the num lock key? - Can I look at the keyboard (without the book) and find the number row and symbol keys? - Can I type the following numbers and symbols using numeric keypad and the number row: Numeric Keypad 123 4567 890 250 427 5 Number Row $500 *45 #5 2@$4	- Students will attempt to look at the keyboard (without the book) and find the numeric keypad and the num lock key? - Students will attempt to look at the keyboard (without the book) and find the number row and symbol keys? - Students will attempt to type the following numbers and symbols using numeric keypad and the number row: Numeric Keypad 123 4567 890 250 427 5 Number Row $500 *45 #5 2@$4	- Students list and organize - the use of the shift key. - the different key combinations to create symbols and numbers. - Students will be able to better realize their own dreams - Students will be able to identify ways to commit to their dreams - Students will learn to embrace their own sense of power to act on their dreams Subject Areas: Science, Language Arts, Environmental Education

1. Lesson Opener:
   1. Ask the students to locate the numbers on the keyboard. Many keyboards have numbers in two places. Explain to the students that the number row on the keyboard also has symbols with the numbers. In this lesson, students will learn how to type numbers and symbols using the num lock key and the shift keys.
   2. Refer the students to the figure on page 64.

2. Transition:
1. Once every student has been able to locate the numbers and symbols, read aloud the Lesson 2.5 narrative to students.
2. Refer the students to the figure on page 65.
3. As you read aloud steps 1 through 3, demonstrate the skills described. Pause after each step to allow students time to complete the step.
4. Refer the students to the figures on the top and bottom of page 66.

3. Activity:
1. As you read aloud steps 4 and 5, demonstrate the skills described. Pause after each step to allow students time to complete the step.
2. Refer the students to the figures on the bottom of page 67.
3. As you read aloud steps 6 through 9, demonstrate the skills described. Pause after each step to allow students time to complete the step.
4. Refer the students to the figures on pages 68 and 69.
5. 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.

4. Lesson Wrap-Up:
1. 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.
2. Have you noticed that the numbers and symbols required key combinations? It takes both keys to create a symbol. The keyboard is an excellent example of team work. Each key has its own function, but alone keys can't accomplish the same goals as when they work together. So it is seen in Dreamer.
3. One person had the dream, but the whole team worked together to accomplish it.
4. View (as a class) the rubric. Discuss what areas have improved in this unit, and areas of weakness. Hopefully, students will see that they themselves have improved, not just their keyboarding skills.

5. Additional Lesson Notes:

Note; It may be helpful to jot down answers to the last two billeted items below, for reflection purposes. Keep a "class journal" where comments and memories can be captured and posted in future sessions.

- Where are the symbols located on the keyboard?
- You press the 8 key while holding the shift key, what will appear on the screen? What if you type the 8 key without pressing the shift key?
- If you press the 4 key while holding the shift key, what will appear on the screen? What if you type the 4 key without pressing the shift key?
- Where is the num lock key located?
- How do you know if the num lock key is activated?
- Since we have the dream to make bookmarks for our library, what people will we be working with?
- Will we possibly have criticism from adults who see our bookmarks, or even other

classmates?

When it comes to Service Learning, it may help to remind participants of these tips:

3 Tips for Kids Working with Adults
> 1. Most adults have good intentions. Remember, they are simply not used to working in partnership with young people.
> 2. When adults criticize you, it doesn't necessarily mean they are putting you down or don't value your contribution, it may mean the adult is treating you the same way he/she would another adult.
> 3. Adults may not be aware of the capabilities of young people. Show them what you know.

3 Tips for Adults Working with Kids
> 1. Share the responsibility of leadership. Provide guidance, but avoid total control. Be sure to share decision-making.
> 2. Listen carefully to youth and try to understand their perspectives, without interrupting or reinterpreting.
> 3. Share all work activities, even the tedious ones.

Lesson 5 of 5 Action and Reflection
F.I.L.M. Connection: Meeting a goal
Keyboarding Connection: Completion of a Task

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s):
- Can create a book mark that will motivate people to read? - Can I look at book marks that my classmates have created without criticizing their work? - Can I be positive in my comments to others about their work?	- Students will attempt to create bookmarks motivating others to read. - Students will attempt to look at other's bookmarks without criticizing their work. - Students will attempt to be positive in their comments to others about their work.	- Students will create bookmarks motivating people to read. - Students will be able to better realize their own dreams - Students will be able to identify ways to commit to their dreams - Students will learn to embrace their own sense of power to act on their dreams Subject Areas: Science, Language Arts, Environmental Education

1. Lesson Opener:
In our last four class times we've discussed the importance of working together, and appreciating each other's uniqueness. We've discussed how the computer keyboard is a great example of team work. Together keys can accomplish much more than alone.

2. Transition:
Today we're going to create bookmarks that will hopefully motivate people in our community to visit our wonderful library.
- Review uniqueness
- Review how we are careful what we say of other's work.
- Pass out paper
- Pass out markers/crayons
- Pass out scissors if it's necessary to cut them out.

3. Activity:
- Allow students time to create their book marks.
- Collect book marks
- If there's been an adult volunteer, have students sign a thank you card for them.

4. Lesson Wrap-Up:
- If time allows, show student book marks (only of those wishing to do so).
- Discuss uniqueness.
- Discuss how so many more book marks were created than if only one person had attempted this dream.
- Allow students time to reflect on their project, by drawing a picture or typing a reflection on a word processing application.
- Once their reflection piece is done, discuss the Level 2 Rubric Keyboarding, as a class. Discuss what has been accomplished and the next steps we should take for future

achievement.

5. Additional Lesson Notes:

We've discovered that our libraries can expect longer 'life-spans' for the book marks if they're laminated. It may be in your best interest to involve a parent or the parent's club for this portion of the project.