Service-Learning Curriculum Unit Plan

Unit/Topic: Keyboarding	**Grade Level:** Kindergarten

Service Idea:
(Provide Description)

Students will learn about veterans who are in a hospital, and who feel neglected at Valentine's day. Students will view a variety of web pages citing the importance of recognizing today's heroes.
- http://www.lestweforget.org/
- http://www.military.com/veterans-report/valentines-for-veterans
- http://forum.anysoldier.com/forums/p/8665/52339.aspx
- http://www.roanoke.com/extra/wb/147711
- http://www.highbeam.com/doc/1G1-159302333.html
- http://www.vac-acc.gc.ca/general/sub.cfm?source=feature/valentine06/tips

Students will discuss the importance of the soldier's roles in our nation's history and create valentine's for veterans. Student representatives will present them to vets.

1. Content Standards/Grade Level Content Expectations:
(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.

   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 (e.g. 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 (e.g. word-processor, drawing, 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 (e.g. 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 fo safely using basic telecommunication tools (e.g. 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.

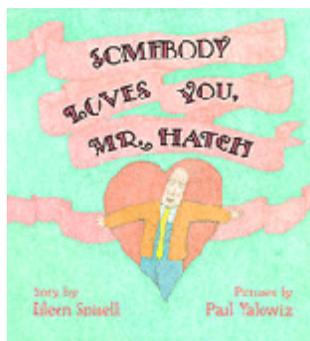| **2. Students will understand that….** (What are the enduring understandings?)	**3. Essential Questions to Guide Learning & Inquiry:** (Turn understandings into essential questions.)
- Keyboarding is a life skill. - The internet is a good source of information. - I can use the internet to research veterans and how other's valentines have impacted them.	- How can I use technology to create a valentine showing my appreciation of soldier's sacrifices? - What tools would be appropriate tools for creating a valentine? - Which keys would I use to spell valentine? - Which key would I use to make an upper case letter for spelling my name?
4a. Students will know.... (What is the content knowledge focus?) Students will know: - what a keyboard is. - how to sit at a keyboard. - how to find home row. - how to use the shift key to create an upper case letter. - which keys to use to spell valentine. - which tools would be appropriate to use in creating a valentine. - which keys are used to create his or her name.	**4b. Students will be able to do….** (What are the skills?) - a weekly timed test. - a self-guided rubric (as a class) to assess their progress.

Unit Template Adapted from the work of Grant Wiggins & Jay McTighe

Assessment Evidence	
5a. Performance Task: (What will students do to demonstrate their learning?) Students will create a valentine for a veteran using technology.	**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:	B. Notes for Teacher:
• 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**)	(What do you need to remember to do?) Contact local • Nursing homes • VA hospitals • Retirement villages for resident veterans. Obtain permission to deliver valentine cards to veterans on or near the 14th of February. Have community members view pictures of the process at School Board Meetings, Open Houses, and Conferences.

C. Materials Needed:
• Funding: transportation to areas where veterans are.
• Access to the internet
• Software to create valentines.
• Drawing paper, crayons, pencils, markers, or chalk.

D. Approximate Time for Unit:
The actual Valentine project will take one 45 minute period. The actual process of Kindergarten student's recognition of the keyboard will be an ongoing process dependent on individual development.

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E. Resources:

The children's Valentine's Day picture book *Somebody Loves You, Mr. Hatch* wonderfully illustrates the power of love and would make an excellent Valentine's Day gift for a four to eight year old child. The author is Eileen Spinelli, who has written more than 20 children's books. The illustrations are by Paul Yalowitz. His whimsical, textured artwork is, according to the publisher, "...first drawn with ebony pencil on bristol plate paper and then colored over with Derwent color pencils."
Web page: http://www.youthfilmproject.org/documents/tinkerbell_activityguide_FILM_004.pdf
Michigan Technology Grade Level Expectations
Growing With Technology Curriculum Level K (the orange books)

Lesson 1 of 5 Everybody Needs Somebody		
Lesson Essential Question(s): What is a veteran? How can we help our veterans? How can we let others know about this, so they can also become involved?	**Lesson Knowledge:** A veteran is someone who has served in the armed forces. We can help them with their loneliness by creating valentines. We can inform others about this issue. Key Terms: Veteran	**Lesson Skill(s)** Students list and organize needs of veterans. Subject Areas: Language Arts, Social Studies

1. Lesson Opener:
Background: All ages experience some form of loneliness. Students in Kindergarten may be experiencing this new emotion as they make the transition to an all-day school day. They may feel small and insignificant. Helping them realize there are adults who are lonely, and may be helped by a student's card, may have far reaching benefits. (Note: It may be helpful to assess the student's knowledge of loneliness and compare that of a veteran's to that of a student such as themselves).
Procedure: Steps for adults and youth to take with the guide "Tinker Bell: Discover Your Talent"
Step 1) Read the books and see the movie (preface the students by stressing that each of us has a talent(s) that can benefit others-no matter what our age).
The Books:
In conjunction with the movie *Tinker Bell,* Disney created the following books:
• *Tinker Bell: The Junior Novelization*
• *Tinker Bell: A Read-Aloud Storybook*
• *In the Realm of Never Fairies: Secrets of Pixie Hollow*
Tinker Bell is based on the character of the same name created by J.M. Barrie from the play *Peter Pan.* Tinker
Bell's original character can be also be explored in the books *Peter Pan* or *Peter and Wendy* by J. M. Barrie.
Reading any of these books with children either before or after viewing the movie encourages learning in
conjunction with the movie.
For tips about how to read aloud with children, visit ReadingRockets.org
The Movie:
Tinker Bell
By Walt Disney Studios Home Entertainment
Rated G
Run time: 78 minutes
Available exclusively on Disney DVD October 28, 2008.
Step 2) Interact and Participate
Engage youth in meaningful discussions and activities included in this guide that follow themes from the story
including:
• Preserving Nature
• Personal Gifts and Talents (i.e. students being able to cheer another human's loneliness)
• Helping Out in Your Community

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Step 3) Have Fun!
This Tinker Bell Activity Page at youthFILMproject.org/Tinker Bell.htm has downloadable activity pages, provided by Disney, for children to do on their own or with the help of an adult.

2. Transition:

Students are introduced to veterans (what the word means), their role in our society, and about Service Learning. An understanding will be built between students and the unsung/unknown heroes, and students can take pride in knowing how their efforts directly helped these men and women of the military. All students have experienced loneliness at one time or another, so making this a personal issue, may help bridge the gap to significant understanding. Students will learn the basic need of encouragement and how to use technology to convey it. Taking pictures of students as they complete their process will help in their reflection process, as they reflect as a class on the success of their projects.

3. Activity:
Read the book or watch the movie. Each fairy has a role to play. Each fairy has a part. To discover what your talent is. Just listen to your heart. Queen Clarion, Tinker Bell
From the moment each fairy is born in Pixie Hollow, each possesses a special talent. Some become water fairies, some become animal fairies and some, like Tinker Bell, become tinker fairies. There are many different types of fairies and many different types of jobs to be done. These fairies' special abilities are similar to the special abilities people have. Some people are very good at certain things, while other people are very good at entirely different things.
Use the following question prompts to discuss your youth's unique abilities and how they relate to the unique abilities of the fairies.
1) Discuss the different roles of each fairy and how each role is very special.
- What is Silvermist's special talent and how did she try to teach it to Tinker Bell?
- What is Iridessa's special talent?
- What special talent does Fawn have that she tried to share with Tinker Bell?
2) What are some of the things that you most like to do?
3) If you could be a fairy, what talent would you wish to have? Would you like to work with water, light, flowers,
animal, wind, or create special objects and tools for others to use? Why?
4) Did fairies in the story help each other feel less lonely?
5) Why didn't Tinker Bell want to be a tinker fairy? Was it because she didn't like to make things? Was it because she wasn't good at making things? Would you like to be a tinker fairy?
6) Everybody has a special talent and every talent, no matter what it is, is very important. Use the conversation
between Tinker Bell and Terrance as an example to discuss with your youth the importance of every talent,
no matter what it is. (This conversation can be found on page 46 of *Tinker Bell: A Read-Aloud Storybook* and
chapter 25, page 100 of *Tinker Bell: The Junior Novelization.*)
7) Most of the fairies in Tinker Bell are very kind. Which fairies demonstrate what it means to be a good friend?
How do they act?
While it is the fairies that bring each season about in *Tinker Bell*, it is important for your youth to realize that
they are capable of contributing their time and talents to help alleviate loneliness in their own

community. Use the following suggestions to get youth relating the inspired ideas from *Tinker Bell* to real life.
8) Stress the importance of encouraging one another. This will become important as students learn to log on and begin their keyboarding lessons.

4. Lesson Wrap-Up:
1. Read aloud the *Chapter 2: Getting Started with Keyboarding* Overview to the students (page 22).
2. Hold up the keyboard for the students to see and ask:
3. What part of the computer am I holding up?
4. What is it used for?
5. Isn't it helpful to learn about this with our classmates? It is encouraging to have others around us as we learn each step of the way.

This will be a review of information they learned in Lesson 1.4.
1. Once the review is over, read the Lesson 2.1 narrative to the students. Challenge students to be "*Encouraging Fairies*" that help one another.
1. Emphasize that keyboarding may be difficult at first, but they will get much better with practice. Encourage students to encourage their computer partners

1. Evaluation: www.youthFILMproject.org/evaluations.htm.
2. List (as a class) at least four things that they learned that students AND veterans share (i.e. hunger, loneliness, fear, cold)
3. List (as a class) ways we can help our veterans

5. Additional Lesson Notes:
Display a variety of photos or drawings of students creating their valentine's cards. Allow students to reflect on their emotion as they helped alleviate someone's loneliness.

Extension Activity Suggestions (these suggestions are meant to help students see their own potential as a meaningful gift to others). Encourage and participate in fun and special activities that celebrate each season (doing this WITH an older person, possibly a veteran would enhance the understanding of the student).
- **Winter**
› Sledding
› Making a snowman
› Drinking hot chocolate
› Building a fire
› Getting out warm winter clothes
› Making paper snowflakes
› Doing crafts indoors
- **Spring**
› Planting gardens
› Going for a walk
› Riding a bike
› Taking nature hikes
› Playing outdoors
› Baking cookies
- **Summer**
› Swimming

› Going to camp
› Visiting friends and relatives
› Having a sleep over – no school!
› Eating ice cream
› Going to a baseball game
- **Fall**
› Jumping in piles of leaves
› Pressing fallen leaves in books
› Picking apples at an orchard
› Carving a pumpkin
› Planting bulbs for spring
› Getting school supplies
› Going to a football game

Lesson 2 of 5 Steps to Keyboard and Steps to Create Valentines		
Lesson Essential Question(s): Why is posture important in keyboarding? What steps do I need to follow to keyboard? What steps do I follow to create a Valentine to a veteran?	**Lesson Knowledge:** People using the computer need to have good posture. People follow steps when they use the keyboard. Key Terms: posture	**Lesson Skill(s)** Students will generalize that people need to have good posture at the keyboard. Students will compare steps needed to create good keyboarding to creating a valentine for a veteran. Subject Areas: Computer Science, Language Arts

1. Lesson Opener:
1. When creating a Valentine for veterans we need to follow steps. For example:
2. Get paper
3. Fold paper
4. Decorate the paper
5. Write on the valentine
6. Sign the valentine
7. Deliver the Valentine
8. To keyboard, we follow simple steps as well.
9. Using **Growing With Technology** (Grade K) Read aloud the Lesson 2.2 narrative to the students.
10. As you read steps 1 through 3 to the students, model the posture that is explained. Leave time between each step for students to assume the posture that is described.
11. Model appropriate posture at your computer.

2. Transition:
1. If students are working in groups, they need to share the computer time. After one student has completed the activity, that student should 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 await further instructions.

3. Activity:
1. Instruct students to move away from the computer and practice walking up to their computer, sitting properly in their chair and assuming the proper posture at the computer.
   - Sit improperly at your computer and ask the students to correct your posture. Observe students successfully completing the steps in the lesson.
   - Observe students assuming the proper computer posture. They must:
     -Sit up straight
     -Keep their feet on the floor
     -Place their wrists on the desk in front of the keyboard
1. Instruct the students to explain why it is so important to assume correct posture when using the computer.

4. Lesson Wrap-Up:

1. Instruct the students to draw a picture of themselves assuming the correct posture at a computer.

5. Additional Lesson Notes:
A great resource for students to visit for reinforcement of their computer classes is:
growing.course.com

Lesson 3 of 5 Space Bar is Special!		
Lesson Essential Question(s): What is the space bar?	**Lesson Knowledge:** Each person has an important job to do, just like the space bar.	**Lesson Skill(s)** Reading for perspective. Speak effectively (make announcement on school television) using a prop (dog biscuits and/or blankets and towels) to inform others about a public issue.

1. Lesson Opener:
1. We are each given a talent to use, like we learned about in the Tinker Bell movie. Just like the space bar, we've got an important job. Let's learn about the Space Bar. Read aloud the Lesson 2.5 narrative to the students.
   -Refer the students to the figure on page 30.
   -As you read steps 1 through 3 for the students, demonstrate the skills that are being described.

2. Transition:
1. Pause between each step so the students have time to complete the instructed activity.
2. As students are completing the steps, continue to emphasize that they should press lightly on each key once and then return their fingers quickly to their home row positioning.

3. Activity:
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.

4. Lesson Wrap-Up:
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 because this is practice time.

5. Additional Lesson Notes:
- Repeat each of the steps until students are comfortable with their hand positioning, keyboarding technique, and posture.
- Students may understand the space is like a character because it takes up room on the line but it is a 'space' character.
- Remind students that, like the 'space' we've each got a role to play---regardless of our age. We will be making valentines for veterans and each one of them will be very special to a veteran who may feel lonely.

Lesson 4 of 5 Insertion Point learns to be friends with other letters.		
Lesson Essential Question(s): • What does key stroke mean? • Which finger do we use to press the delete key? • What is the insertion point? • How is the insertion point like a soldier/veteran?	**Lesson Knowledge:** • When I press a key with a certain finger, it is called a key stroke. • We press the delete key with the semi finger. • When the enter key is pressed, the insertion point moves down a line. • The insertion point goes wherever the enter key directs it to. Key terms: insertion point, enter key, key stroke, veteran	**Lesson Skill(s)** • Participation in lesson to help understand the loneliness experienced by soldiers. • Identify the "aburptness" of living where one is directed, as exemplified by the insertion point and the enter key.

1. Lesson Opener:
1. The story of *Tinker Bell* has fairies helping one another. It is encouraging when we're learning something to have someone along side us. Loneliness is often a sad time. Soldiers who are new to a hospital (just like when we are new to a situation) need others to make them feel less alone. The insertion point we're learning about today is often by himself. Wherever the enter key tells the insertion point to go, he goes. The insertion point is only alone until we put other letters beside him Lets pretend to be fairies today, and help the insertion point make friends.
2. Read aloud the Lesson 2.6 narrative to the students.
3. Refer students to the figure on page 32.
4. As you read steps 1 through 5, demonstrate the skills described. Pause after each step to give students time to complete the skill.
5. As students are completing the steps, continue to emphasize that they should press lightly on 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.
   • 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 because this is practice time.
- When you press the ENTER/RETURN key what happens to the insertion point?
- What finger should be used to press the ENTER/RETURN key?

4. Lesson Wrap-Up
1. Observe students successfully completing the steps in the lesson.
2. Ask students to look at the keyboard (without the book) and find the ENTER/RETURN key.
3. Instruct the students to draw a picture of the keyboard and highlight the ENTER/RETURN key (use Tux Paint to do so).
4. As a class discuss how the insertion point goes where the enter key directs him to (just like a good soldier does). Compare the loneliness of a soldier to an insertion point. Discuss what steps we can take to help eliminate loneliness of a soldier.

Lesson 5 of 5 Very Cool Valentines for Veterans		
Lesson Essential Question(s): Which finger do we use for backspace? Which key do we use delete key? What do we follow as we make valentines and learn to keyboard?	**Lesson Knowledge:** The semi finger works best for the backspace key. The semi finger works best for the delete key. We follow directions (or steps) to create valentines and learn the keyboard.	**Lesson Skill(s)** Participate in a project to create bird feeders for veterans. Identify the needs of veterans. Identify ways to help veterans for feeling lonely and/or unappreciated.

1. Lesson Opener:
1. The soldiers/veterans have to follow a sequence of steps as they follow orders.
2. We follow a special order of steps as we learn to keyboard, and eventaully as we make our valentines for our veteran friends.
   - Create our valentine
   - Print our valentine
   - Decorate valentine with markers/crayons
   - Package the valentine in an envelope
   - Deliver the valentine to a very deserving veteran

2. Transition:
1. Using the **"Growing With Technology"** curriculum (level K) Read aloud the Lesson 2.7 narrative to the students.

3. Activity:

Refer the students to the figure on page 34.
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 should press lightly on 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.
5. 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 because this is practice time.

4. Lesson Wrap-Up:
We followed directions when we did our keyboard lesson today. We follow directions in many

areas of our lives. Remember when Mr. Fireman comes to visit? He tells us to Stop, Drop, and Roll.

Let's review the steps we followed today when we did the BACKSPACE key.

Comprehension Questions:
- Where is the BACKSPACE key located?
- What happens when you use the BACKSPACE key?

Additional Activities:
- Repeat each of the steps until students are comfortable with their hand positioning, keyboarding technique, and posture.
- While students are practicing lesson, rotate students through the stations of
    Choose an application to create valentine.
    Draw a valentine.
    Print the valentine.
    Decorate the valentine with markers/crayons
    Package the valentine for delivery.

5. Additional Lesson Notes:

1. Observe the students successfully completing the steps in the lesson.
2. Ask students to look at the keyboard (without the book) and find the DELETE/BACKSPACE key.
3. Instruct students to draw a picture of the keyboard and highlight the DELETE/BACKSPACE key.
4. Ask students to explain the function of the DELETE/BACKSPACE key. They should know:
5. The DELETE/BACKSPACE key erases the letter that is to the left of the insertion point.
6. If there are volunteers that help with this lesson, this is a great time to have students either:
   - Create a thank you card
   - Sign their name to a thank you card