

LESSON PLAN

Subject: Information Processing 10

Materials/Aids Required: warm up book, keyboarding book, technique checklist, candy for winners, keyboarding relay instructions

Unit	Module 2: Learning to Keyboard by Touch
Topic	Keyboarding
Content	2.2 To execute and practice the skill of touch keyboarding the alphabetic, numeric, punctuation and basic service keys.

Objectives: 1.) During the keyboarding relay, SWBAT demonstrate proper keyboarding technique.	Evaluation: 1.) I will circulate the room with the Keyboarding Technique Check Sheet to assess student's technique.
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CELS: TL PSVS	Where they are evident in the lesson: <ul style="list-style-type: none"> - Students will improve their skills on the computer. - Students will be able to work in teams cooperatively during the relay.
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Pre Requisite Learning: Touch operation of a keyboard including the alphabetic, punctuation, numeric and service keys. Students should know what the proper keyboarding techniques are.

Prep for Lesson:

Presentation	Classroom Management
Bell Work: (2 mins) Log into your computer and open the warm up book to page 12 to begin your warm up.	- take attendance while they are working
Set: (3 mins) Tell students that we are going to work on our keyboarding technique and operations. Tell them they already know how to use the alphabetic, punctuation, numeric and service keys so we will be practicing and developing those skills today.	- call students attention to the front of the class
Development: (30 mins) 1. Tell students we will be having a keyboarding relay. The relay will involve working in teams. They will be placed in teams with their horizontal row. 2. Explain how the relay works: We will be keying from our keyboarding notebooks. Each person will key the same page. When I say begin, you will begin keying the text as fast as you can in the 30 seconds given. Once the time is up, I will say STOP followed by rotate. You	- team work should be encourages within the teams - Stop means STOP, no typing after, if I hear or see typing, your team will have -1 line added to your score - During the rotation students

<p>will move quickly to the computer at your right, the end of the row will go to the other side. You must find where the previous student stopped keying and continue keying the text from that position for the duration of that interval.</p> <p>3. Tell them that this rotation will occur 10 times. They should be focusing on speed, not accuracy at this point.</p> <p>4. Have students open a new word document to start on. Ask them to open their keyboarding books to page 23. This is what we will be using to key from for the relay.</p> <p>5. Once all students are ready, say GO and start the 30 second timer. Once the 30 seconds is up, say stop and rotate. Encourage students to move quickly and get started as every second that passes is valuable. Continue this rotation 9 more times.</p> <p>6. When students are done, have them count the number of completed lines produced at their computer. Have the team total up the number of completed lines for their team.</p> <p>7. Ask each team for their total completed lines. The team with the most lines is declared the winner and will receive a candy prize.</p> <p>8. Ask students if they felt pressured while keying. Did it affect their speed? How do they think the relay went?</p>	<p>should do so in a quiet appropriate manner</p> <p>- remind students that they should be focusing on proper keyboarding technique during the relay.</p> <p>- as students work, circulate and use the technique checklist to assess their technique. Ensure you are keeping the time in mind as well.</p>
<p>Closure: (2 mins) Remind students that we will continue to practice our keyboarding skills as they are important to develop for daily and work life. Remind them that using the proper technique will reduce repetitive stress injuries.</p>	<p>- Make sure students log off the computers before going.</p>
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"> - Students can do a relay for speed and accuracy. The teams would calculate who had the best CWAM. 	

Target for Professional Development

1. How did I remind students that I want them to focus on the proper keyboarding technique?
2. How did I manage the clock and ensure students were stopping when I said stop?
3. How did I assess the students keyboarding technique? Was this an effective way? Why or why not?

Strategy Name: Drill and Practice

Explanation of Strategy

Drill-and-practice, like memorization, involves repetition of specific skills, such as addition and subtraction, or spelling. It promotes the acquisition of knowledge or skill through repetitive practice. Drills are usually repetitive and are used as a reinforcement tool.¹

Why This Strategy Works

As the saying goes, practice makes perfect. We shouldn't expect students to be perfect, but they can greatly increase their skills by practicing them over and over. In math classes, the reason you do so many questions is for repetition. The more we repeat steps or skills, the better they become ingrained in our memory and can eventually become second nature. Everyday examples of drill and practice include talking, driving, riding a bike, and doing simple mathematical equations. Those everyday examples should prove that drill and practice works.

Business Education Content that Could be Taught Using this Strategy

Accounting - 1.9 To prepare a Balance Sheet using proper format, showing its derivation from the accounting equation, and to identify it as the statement of financial position on a certain date.

- the more chances students get to prepare a balance sheet, the easier it will be for them to remember the parts that make up the balance sheet

Information Processing - 11.2 Explain and use the mathematical features characteristic of spreadsheet application software.

- using the functions of spreadsheets can be difficult and sometimes complicated, but the more students practice, the more comfortable they will become with using the functions.

¹ Saskatoon Public Schools, (2008). *What is drill & practice?*, Instructional Strategies Online. <http://olc.spsd.sk.ca/DE/PD/instr/strats/drill/index.html>