

# Unit 02: Mouse, Keyboard Skills, and Logging In Review

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

### New Jersey Student Learning Standards

#### Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

#### Technology / Integration of Computer Science and Design Thinking

#### Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

LA.RF.1	Reading Foundation Skills Print Concepts
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed

	under Kindergarten foundation skills.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Fluency
LA.K-12.NJSLSA.L	Language
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension. Conventions of Standard English
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy** **New Section**

see Crosswalks

---

## **21st Century Life and Careers**

---

## **Stage I: Desired Results**

## **Transfer/Overview/Rationale**

---

### **Transfer / Overview / Rationale**

#### Unit Rationale

The purpose of this unit...

Students will be able to independently use their learning to control the computer mouse, successfully use keyboarding skills, and log in to a website using a user name and password.

## **Meaning**

---

## **Essential Questions**

---

### Essential Questions

- In a world of constant change, what skills should we learn?
- How can we demonstrate a sound understanding of the nature and operation of technology systems?
- How can we become proficient in the use of technology?
- What problem solving skills/strategies can we use to solve technology issues?

## **Enduring Understanding/Indicators of Understanding**

---

### Enduring Understanding/Indicators of Understanding

- Use computer terms: menu, icon, scroll bar, cursor, etc.
- Log into a website using a user name and password.
- Use mouse skills (single-, double-right/left clicks).
- Locate/use basic keyboard keys, such as enter, space bar, shift, arrows, backspace, etc.

## **Acquisition (Student Learning Objectives)**

---

## Knowledge

---

### Knowledge

Students will know...

- Computer terms: menu, icon, scroll bar, cursor, etc.
- Identification of input devices: keyboard and mouse.
- Location of basic keyboard keys, such as enter, space bar, shift, arrows, backspace, etc.

## Skills

---

### Skills

Student will be skilled at ...

- Logging in with a user name and password.
- Demonstrating mouse skills (single-, double-right/left clicks).
- Use of basic keyboard keys, such as enter, space bar, shift, arrows, backspace, etc.

## Stage 3: Learning Plan

---

## Resource and Mentor Texts

---

### Resources and Mentor Texts

- Web browser (e.g. Google Chrome)

[Boowa and Kwala - Mouse and Keyboarding Skills](#)

[Teach Your Monster To Read - Literacy Skills](#)

[Pinky Dinky Doo - Literacy Skills](#)

[Starfall - Literacy Skills](#)

## Formative Assessment Strategies

---

### Formative Assessment Strategies

- Hand signals
- Web or concept map

- Misconception check
- Student conference
- Observation
- Choral response
- Debriefing
- Oral questioning
- Quiz
- Think-pair-share
- Ticket to leave
- Turn to your partner

## **Learning Activities/Unit of Study**

---

### Learning Activities/Unit of Study

- Review logging in
  - Students will discuss logging in with user name and password.
  - Students will practice logging into a website and/or computer system.
- Mouse skills and keyboarding activities
  - Students will reinforce and review mouse skills, keyboarding, and literacy skills through various activities.

## **Modifications and/or Accommodations**

---

### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs

students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.