

# Grade 1 Technology Unit 2: Intro to Google Suite

Content Area: **Technology**  
Course(s): **Technology Grade 1**  
Time Period: **MP2**  
Length: **7 days**  
Status: **Published**

## **NJSLS - Computer Science and Design Thinking**

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CS.K-2.8.1.2.DA.1 Collect and present data, including climate change data, in various visual formats.  
CS.K-2.8.1.2.DA.2 Store, copy, search, retrieve, modify, and delete data using a computing device.

## **Rationale and Transfer Goals**

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Students will learn to create, type, print and share a document on a word processing program. Specific keyboarding skills such as proper spacing, capitalization, and punctuation will also be taught. Students will also get the opportunity to decorate their work and copy their work into other online formats. Word processing is an essential skill that students will require in the coming years in school as well as later on in life. Students will be able to fill out a form to help create a class data chart to be analyzed.

## **Enduring Understandings**

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Word processing programs can allow students to quickly and neatly complete written projects with various options to display their finished work.

Displaying data in visually appealing formats makes it easier to understand.

## **Essential Questions**

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How can you display and interpret data?

How can computers help us work faster and neater?

## **Content - What will students know?**

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- Creating and sharing a new document.
- Formatting document for printing.
- Location of letters and numbers on their keyboard.
- Capitalization in typing.
- Copying and pasting completed projects.
- Display and interpret data.

## **Skills - What will students be able to do?**

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- Open a new document and share their progress.
- Change font, font size, and font color.
- Correctly place their hands on the keyboard for typing.
- Locate all letters and numbers on the keyboard.
- Use the shift key to capitalize letters.
- Use correct keys and key combinations to make punctuation marks.
- Copy and paste word processing contents from one location to another.
- Participate in filling out a Google Form to create a pie chart and bar graph.

## **Activities - How will we teach the content and skills?**

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- Whole class demonstration, completing a partner letter alphabet activity using a word processing program.
- Whole class demonstration with smartboard, allowing students to create their own patterns of color in their completed partner letter document, demonstrating how to print a document.
- I Have Who Has alphabet game, Whole class demonstration, use of practice printed keyboards, playing various typing games.
- Whole class demonstration with students using practice printed keyboards, typing lists of classmates' names.

- Whole Class Demonstration, [www.abcya.com](http://www.abcya.com) word clouds app.
- Show different data charts using a presentation and discuss what is being interpreted.

### **Evidence/Assessments - How will we know what students have learned?**

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- Completed copy of their partner letter alphabet activity.
- Printed copy of their partner letter activity with proper colors and decorations.
- Completion of Keyboarding Without Tears or equivalent module.
- Completion of class name list.
- Completed and printed copy of class word cloud.
- Class discussion interpreting class results from the Google Form data.

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
Creating and sharing a new document  Formatting document for printing  Location of letters and numbers on their keyboard  Capitalization in typing	Completing a word processing pretest	It will be pointed out to students that each activity, including the typing games, partner letters and classroom names, will help them become more independent typists.

### **Key Resources**

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Keyboarding Without Tears

Google Docs

Google Forms

Abcya.com word cloud app

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

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WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

## **Career Readiness, Life Literacies, & Key Skills**

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TECH.9.4.2.TL.2

Create a document using a word processing application.

TECH.9.4.2.TL.3

Enter information into a spreadsheet and sort the information.

TECH.9.4.2.IML.3

Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

## **Interdisciplinary Connections/Companion Standards**

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Literacy and language arts in the technology context: writing, programming, word processing, and creativity with language

Science: understanding of computer components, operations of touchscreens and other user devices

Social Studies: Computers in the context of society; our relationships to computers as a tool

Health: Limits to screen time and healthy relationships with technology, online technologies

SCI.K-2-ETS1-1

Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.