

Basic Computer Skills, Lesson 4: Fixing Typos

Northstar Digital Literacy Standards <i>This lesson aligns with the following standard/s.</i>	Vocabulary <i>This lesson focuses on the following digital literacy terms.</i>						
4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;">Arrow Keys</td> <td style="width: 50%; padding: 5px;">Enter</td> </tr> <tr> <td style="padding: 5px;">Backspace</td> <td style="padding: 5px;">Shift</td> </tr> <tr> <td style="padding: 5px;">cursor</td> <td style="padding: 5px;">Spacebar</td> </tr> </table>	Arrow Keys	Enter	Backspace	Shift	cursor	Spacebar
Arrow Keys	Enter						
Backspace	Shift						
cursor	Spacebar						

Technology Concepts

Important lesson background and teaching tips for instructors

In this lesson, learners will practice recognizing important keys on the keyboard and when to use them appropriately. This is an important skill to master in order to accurately type text. At the end of the lesson, learners should be able to use **Backspace** to delete letters, use the keyboard to write and edit text with support from an instructor, and move the **cursor** with the mouse and **Arrow Keys**.

Teaching Tips:

- If you notice learners use two hands to press **Shift** and a number key to make a symbol, show them how to use their pinky finger to press **Shift** to better facilitate typing.
- If learners find it challenging to identify extra spaces or spelling mistakes, use the magnifying lens tool to zoom in on the screen. Windows: hold start menu key and press plus sign key (+) | Mac: Command Option 8
- Demonstrate how text will automatically move to a new line as you type. Pressing **Enter** at the end of every line is not necessary.
- Encourage learners to use both the mouse and the **Arrow Keys** to move the **cursor**.

Teacher Prep Guide

Follow these steps to prepare for teaching this lesson

General Prep	<input type="checkbox"/> Prepare to project a Microsoft Word document. <input type="checkbox"/> Prepare to project Reference A for Do it Together 1.
Task	<input type="checkbox"/> Copy Handout A.1 and Handout A.2 for each learner.
Vocabulary Work	<input type="checkbox"/> Copy Handout B for each learner.

Warm Up

Find out what learners know and prime them for the work ahead.

Pair/Small Group Work (Think-Pair-Share):

→ Write these sentences on the board:

- ◆ *The Statue of Liberty is in New York City.*
- ◆ *Tickets @ the Statue of Liberty are \$25.50 (or \$16 for children!)*

→ Directions: Give two minutes to think about questions below projected on screen, then discuss in pairs for two minutes, and finally share together as a class.

- ◆ What symbols do you notice in these sentences?
- ◆ How many capital letters do you see?
- ◆ What special keyboard keys would you need to type these sentences?

We will Learn...

Sharing learner friendly objectives helps set goals for today's learning.

List objectives on board or project. Read through them together to set goals for today's learning.

We will learn to:

make capital letters and symbols with **Shift**.

use **Enter** to make new lines.

edit text and fix your mistakes using the mouse, **Arrow Keys**, and **Backspace**.

MODEL & EXPLAIN 1

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, learners should not work on their own computers at this time.

Capital Letters

- Project and open a Word document.
- Demonstrate how to make capital letters using **Shift** by typing the following sentence:
 - ◆ *The Statue of Liberty is in New York City.*
- Show learners how **Enter** can make a new line.

Symbols

- Project [Reference A](#).

- On the keyboard diagram on [Reference A](#), show learners how some keys have two characters like 4 and \$.
- Demonstrate how **Shift** makes the top character on number keys (and other keys) by typing the following sentence:
 - ◆ *Tickets @ the Statue of Liberty are \$25.50 (or \$16 for children!).*

DO IT TOGETHER 1

Teacher asks the class to explain the steps to complete the digital literacy skills or task modeled. This time, teacher prompts with questions to learners.

- Project the computer screen.
- Ask learners the following questions, model again for learners, as they give you instructions. Encourage learners to use sequence words first, next, then, etc.
 - ◆ “How do you open a Word Document?”
 - ◆ “How do you change the text size to 20 or larger?”
 - ◆ “What key do you use to make capital letters?”
 - ◆ “Tell me a few keys that have two characters. What key helps make the top character?”
- Now, have learners open a Word document.
- Ask learners to copy the sentences below from the projected computer screen or board.
 - ◆ **The Statue of Liberty is in New York City.**
 - ◆ **Tickets @ the Statue of Liberty are \$25.50 (or \$16 for children!)**

MODEL & EXPLAIN 2

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, learners should not work on their own computers at this time.

Cursor

- Point out the blinking **cursor** in the Word document.
- Say to learners:
 - ◆ “The blinking line is called the **cursor**. The **cursor** marks where your text (letters or words) will appear as you type.”
- Demonstrate two ways to move the **cursor**:
 - ◆ with the mouse.
 - ◆ with the **Arrow Keys**.

Backspace

- Show how **Backspace** deletes characters to the left of the cursor within the sentence.
- Then, undo your deleted words with Ctrl+Z.
- At several points, move the **cursor** to a place where it will delete a space or at the beginning of a new line of text.

- Show learners that **Backspace** also deletes spaces caused by the **Spacebar** and **Enter**.

DO IT TOGETHER 2

Teacher asks the class to explain the steps to complete the digital literacy skills or task modeled. This time, teacher prompts with questions to learners.

- Move the **cursor** in the projected sentences to different places and ask learners:
 - ◆ “Where is the **cursor**?”
 - ◆ Example: learners may answer: “It is in *New!*”
- Ask learners to use their **Arrow Keys** to move the **cursor** to specific words in the text.
 - ◆ For example, say to learners “Move the **cursor** to *Statue*.”
- Move the **cursor** to specific points in the document and ask learners:
 - ◆ “What will **Backspace** delete?”
 - ◆ Example: learners answer “It will delete *t*,” “it will delete a period,” “it will delete a space.”
- Ask learners to delete specific letters in their word documents.
 - ◆ “Delete the *S* in *Statue*.”

PAIR EXPLORE

Teacher has modeled the skills, and skills have been practiced together. Now, allow learners time to explore these skills with a partner **without step-by-step guidance from the teacher**. *Refer to the “How to Facilitate Pair Explore” for teacher support.

- Write this list on the board or project. Then, with a partner learners try to:
 - ◆ Type some equations using numbers and symbols. For example, $1+1=2$
 - ◆ Use **Enter** key to make a new line.
 - ◆ Type your address.
 - ◆ Move the **cursor** using only the **Arrow Keys**.

Task

Learners practice skills by completing an authentic task/s.

- Help learners highlight and delete everything in their Word documents.
- Give learners [Handout A.1](#).
- Learners copy the text.
- Assist learners one-on-one with fixing their errors and encourage learners to ask their classmates for editing assistance.
- Help learners first identify their errors. Then, help them fix them.
- Some learners may not finish the story during class time. The main goal is to practice how to identify and fix errors.
- If learners finish typing the story error-free, give them [Handout A.2](#) for additional practice.

Vocabulary Work

Learners practice vocabulary presented within the lesson.

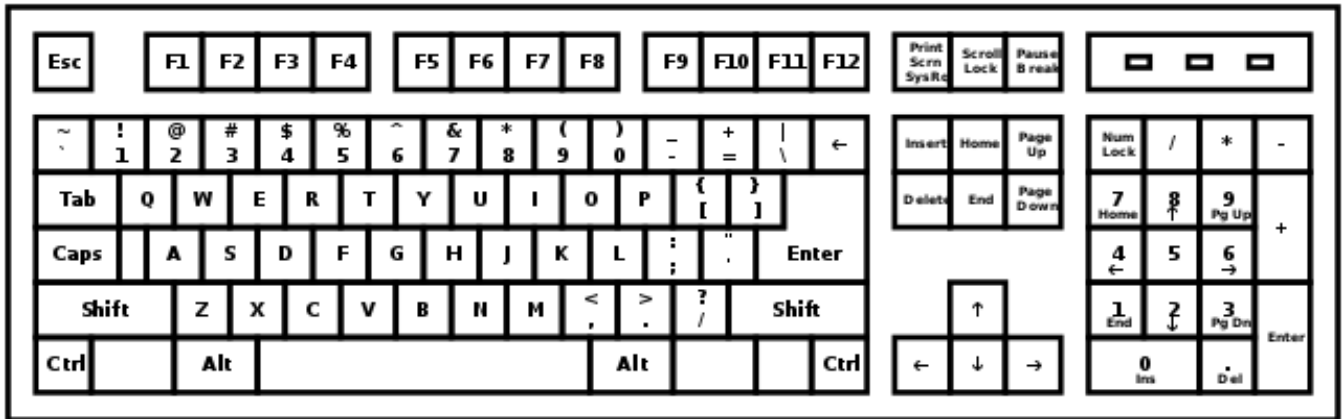
- Give learners [Handout B](#).
- Learners follow instructions to match the vocabulary with the definitions.
- Answers:
 - ◆ **Spacebar**: makes a space.
 - ◆ **Cursor**: the blinking line that writes or deletes letters.
 - ◆ **Arrow keys**: move the **cursor**.
 - ◆ **Shift**: makes capital letters or the top character on a key.
 - ◆ **Enter**: makes a new line.
 - ◆ **Backspace**: deletes characters to the left of the **cursor**.
- Check answers together as a class.

Wrap-Up

A final check in with learners. An opportunity to review, reflect, or check for understanding.

- Type and project this sentence on the board: *My name is (your name) and I am learning computer skills at (name of your school/location).*
- Learners copy the sentence on their computers (with their names).

Reference A



Handout A.1

Task: Typing Practice, Story 1

Directions: Type this story. Try to fix your mistakes when you are done.

My Story by Martin Alexander Villalobos Rivera, St. Paul

My name is Martin, and I was born in September, 1998. I was born in Honduras. I finished college in Honduras. I'm in electricity. My school in Honduras is called Institute Modelo. I came to the USA six months ago. I lived in Houston, Texas for one month. Now I live in St. Paul, Minnesota. Now I live with my father, his wife, and my two brothers. My youngest brother is one year old and my two other brothers are 16 years old.

Story from "[Journeys](#) an Anthology of Student Writing, 2017" published by Literacy Minnesota.

Handout A.2

Task: Typing Practice, Story 1

Directions: Type this story. Try to fix your mistakes when you are done.

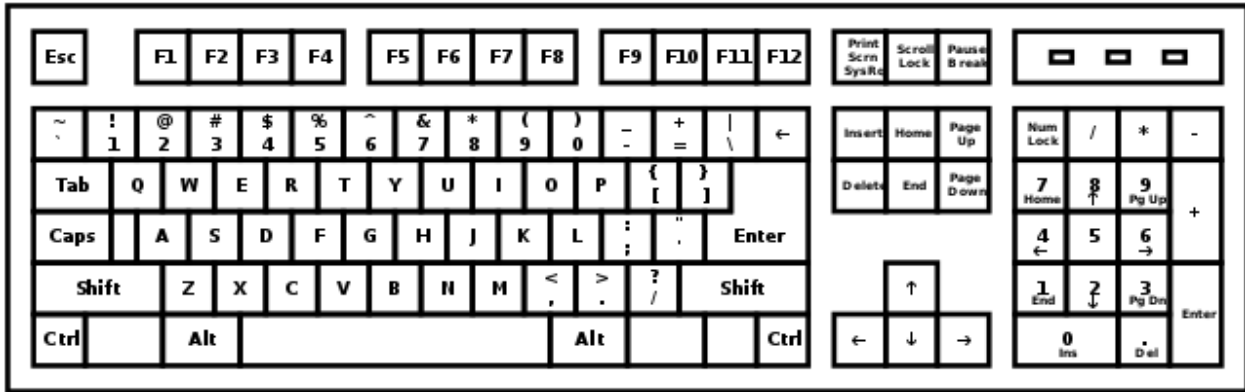
Thankful to Be in America by Abdirizak Jama, St. Paul

After 25 years of struggling to survive, I came to the USA to start a new life. On Thanksgiving, my family and I gave thanks for our life in America. Thanksgiving is one of the biggest holidays in the USA, and this year was really the best ever for my family, because of the good weather. We enjoyed visiting our relatives, shopping, and fun activities for our six children. We started our celebration by going to a restaurant in Columbia Heights, Filfila, which means ginger restaurant. After eating as much as we could, we went shopping at the Mall of America. After shopping we went to a movie. We had planned to go bowling the next day, but it was closed, so we visited more relatives. I am thankful for the Hubbs Center, all my teachers, and the American people. Thanksgiving 2016 was the best!

Story from "[Journeys](#) an Anthology of Student Writing, 2017" published by Literacy Minnesota.

Handout B

Keyboard Keys



Directions: Draw a line to match the **function** (what it does) to its **key**.

Function	Key
Makes a new line	1) Spacebar
Makes capital letters or the top character on a key	2) Shift
The blinking line that writes or deletes letters	3) Enter
Deletes characters to the left of the cursor	4) cursor
Makes a space	5) Arrow Keys
Moves the cursor	6) Backspace