

## **Teaching 2<sup>nd</sup> Graders to Type: A Comprehensive Lesson Plan**

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## INTRODUCTION/ OVERVIEW

The proposed project is designed to introduce a typing lesson tailored to second graders at Blythe Academy, recognizing their emerging typing needs and minimal background knowledge in this area. As technology increasingly becomes integrated the need to develop basic typing skills to effectively engage with digital resources and assignments. Blythe Academy, situated in a diverse urban community, serves as an ideal site for this project, aiming to address the specific needs of its young learners. The target audience, including 2<sup>nd</sup>-grade students, possesses varying levels of exposure to typing, with minimal background knowledge in this topic. Therefore, the project will focus on introducing fundamental typing concepts, such as hand placement, finger positioning, and letter and key recognition. By providing engaging and interactive lessons, the project aims to equip these young learners with essential typing skills that will support their academic growth and technological literacy in the digital age.

## ANALYSIS

**Purpose Statement:** The purpose of this typing lesson for second graders is to support a foundational understanding of keyboard skills, and to improve efficiency and productivity. Through engaging activities and interactive exercises, students will have the ability to navigate the keyboard fluently and be well-prepared for the challenges and opportunities in a technologically advanced society.

**Need for Instruction:** As students advance through their grades, they will use their Chromebooks more frequently. Simple tasks such as logging in or more complex ones like writing assignments will become common. Therefore, students should learn the basics of typing, including proper hand placement, finger positioning, and typing accuracy. Typing is an essential skill in today's digital age, and providing students with opportunities to learn and practice typing can greatly benefit their academic and professional development.

### Performance Assessment:

Actual Performance	Desired Performance	Possible Causes of Performance Discrepancy
Second-grade learners demonstrate limited typing skills. While most can log in to their Chromebooks, they lack familiarity with essential keys, such as shift, caps lock, and symbols above the numbers. This limits their ability to navigate and utilize digital resources effectively. The absence of foundational	The objective is for learners to demonstrate at least a 90% increase in typing proficiency, evidenced by more accurate and fluent use of keys, and an ability to complete typing tasks with minimal guidance. This improvement will be achieved by consistently implementing a structured lesson plan	Typing proficiency is essential for students' productivity and ease with digital assignments. Observations indicate that second graders often use microphone features for typing substitutes, highlighting difficulties in spelling and keyboard familiarity. Limited exposure to typing practice, combined with insufficient emphasis on keyboard navigation in early grades, contributes to the gap

typing skills restricts their engagement with classroom technology, often resulting in slower task completion and increased frustration.	focused on developing muscle memory for typing, understanding keyboard layout, and applying these skills confidently across class activities.	in skills. As students advance in grade levels, their reliance on Chromebooks and typing skills will increase for various assignments, making early typing proficiency crucial for academic success
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### Instructional Goals:

Upon completion of this training, should be able to:

- Demonstrate improved typing accuracy and speed by achieving a benchmark of 90% accuracy in their typing exercises, allowing for progress tracking and evaluation.
- Apply typing skills in practice and real-world digital tasks, ensuring skills transfer to everyday technology use.
- Use specific keyboard functions (shift, caps lock, backspace) to enhance typing efficiency and readiness for advanced tasks.

### Learner Analysis:

- Learner group: 2<sup>nd</sup> graders at Blythe Academy.
- Characteristics of the learners:
  - Chromebook use is a great motivation for my students, they will enjoy their time practicing on their Chromebooks.
  - Learning levels are different, there are students that they still don't know how log in. This will be a very beneficial class for those students.
- Audience size: 18 students.
- Average age (range): 7 – 8 years old.
- Primary role (e.g., student, sales rep, lifelong learner, etc.): Students
- Technical skills (High, average, low): low
- Learning delivery preference (e.g., self-paced, online, f2f): In person and hybrid.

### Resource Analysis:

**Content Resources:** worksheet (pre-made)

**Technology Resources:** Typetastic, Chromebooks, Canva slides, Pear Deck, Promethean board.

**Human Resources:** Paula Valencia – Teacher

**Visual Aid:** [Video](#) on how to log in to Typetastic and visual aids colored coded to support finger and hand positioning

**Extra support:** For early finishers <https://www.typing.com/>

***Instructional Facilities:***

- Location: Blythe Academy of Languages
- Classroom design: General Ed Classroom
- Available technologies: 1 to 1 Chromebooks.
- Additional needs: None.

***Potential Delivery Systems:****Option A: In person**Option B: hybrid*

	Option A	Option B
Analyze Phase	The teacher will spend three hours searching for data and information to ensure that the lesson is appropriate for second graders. Cost per hour: \$32.81	The teacher will spend three hours searching for data and information to ensure that the lesson is appropriate for second graders. Cost per hour: \$32.81
Design Phase	The teacher will spend three hours designing the lesson plan. Cost per hour: \$32.81	The teacher will spend 10-15 hours designing the lesson plan, creating and editing videos for the hybrid class Cost per hour: \$32.81
Develop Phase Development Additional Costs Software and materials- Hybrid class	Worksheets: .10 cents per page (18 pages)	Worksheets: .10 cents per page (18 pages) In case students don't have access to print. Licenses and Software are \$79.99 per three months.
Total	\$198.66	\$508.32
Estimated Costs	Range from \$160 -\$250	Range from \$510 - \$670

## Design

### Delivery System:

#### Day 1:

- The instructional delivery follows a gradual release model (I do, We do, You Do).
- During the "I do" part, the introduction of the importance of typing skills will be supported by Canva slides.
- Students will watch a series of slides emphasizing the importance of typing skills, common letters, and functions of the different keys. Throughout this part, students will participate by answering questions and engaging in collaborative learning.
- During the "We do" part, the whole class will practice logging into Typetastic. Step-by-step guidance on how to log in to the app will be provided, followed by 5 minutes for students to explore the app. Questions will be answered, and monitoring will take place during this time.
- During the "You do" part, students will complete level one on Typetastic, which provides immediate feedback. The teacher will check for correct finger positioning and letter accuracy.
- As differentiation teacher will pair intermediate students with advanced learners for buddy typing practice, allowing them to learn from their peers while practicing in a supportive setting.
- To conclude the lesson for day 1, students will complete a worksheet with a picture of the keyboard containing missing keys, and they will fill in the missing ones.

#### Day 2:

- The instructional delivery will continue to follow the gradual release model (I do, We do, You Do).
- During the "I do" part, a review of the previous day's slides will be conducted, including different depth of knowledge questions to check for understanding and goal attainment.
- During the "We do" part, the whole class will log into Pear Deck, an interactive presentation allowing real-time monitoring of student activities. For example, students will be asked to type the sentence: "My name is Paula Valencia" to check for proper capitalization. There will also be a series of questions requiring students to apply the functions of different keys and type sentences correctly.
- During the "You do" part, students will log back into the Typetastic app. small groups of students (at least 6 at a time) will be called to the teacher's table, prearranged based on their abilities. During this time, students will be directed to position their fingers on the correct keys, demonstrating proper hand positioning. Immediate feedback will be provided, and students will be assessed.

- To conclude the lesson for day 2, all students will be assessed, data will be recorded, and adjustments will be made as needed.
- Early finisher students can move through Typetastic levels or similar [typing programs](#) at their own pace, tracking their own progress with a digital or physical log to encourage self-assessment and goal setting.

**Timeline:**

Expected Time Frame	Brief Description
The day before the lesson plan	Ensure all Chromebooks are charged by sending an email to parents requesting them to send chargers or ensure Chromebooks are charged the night before.
9:30 am - 9:45 am	Prepare students after the math lesson, ensuring they have their Chromebooks and pencils ready for the typing lesson.
9:45 am - 10:00 am	Structure the typing lesson with 10-15 minutes for "I do" and "We do" parts, and the remainder for the "You do" part. Provide feedback to learners during the lesson.
10:00 am	Record data on student performance to identify areas needing support.

**Task Inventory:**

<b>Instructional Goal</b>	<b>Objective</b>	<b>Assessment/Test Item</b>
By the end of this lesson, the students will be able to identify and locate letters, numbers, and common punctuation marks on the keyboard.	The student will be able to identify on a worksheet missing letters, numbers, and common punctuation keys with an 90 percent accuracy.	Worksheet – A picture of the keyboard with missing keys, students will have fill in the ones that are missing.
By the end of this lesson, students will be able to demonstrate proper hand positioning on the keyboard, and placing fingers.	The students will be able to demonstrate proper hand positioning and placing of their fingers correctly by matching letter keys with corresponding fingers. E.g., 1 for the left pinky on A, 2 for the left ring finger on S with an 80 percent accuracy.	Small Group Assessment: Students will be divided into small groups of 6. The teacher will call out a finger, and the students will be required to position it on the correct key, demonstrating proper hand positioning.
By the end of this lesson, students will be able to apply the functions of the different keys on the keyboard.	The students would be able to apply the functions of the different keys by completing a dictation of sentences with capital letters, punctuation marks, and common keys with accuracy and speed.	Whole class assessment: Using pear deck, the teacher will call out different keys and sentences for students to type. Student must apply the functions of different keys and type the sentences correctly.

**Lesson 1.**

<b>GOAL #</b>	<b>OBJECTIVES</b>	<b>LEARNING PROCEDURES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
By the end of this lesson, the students will be able to identify and locate letters, numbers, and common punctuation marks on the keyboard.	The student will be able to identify on a worksheet missing letters, numbers, and common punctuations keys with an 80 percent accuracy.	Gradual release model. (I do, We do, You do) The teacher will start by introducing the topic. (I do) Then, the teacher and the class will do an activity together Pear Deck slides. (We do) Finally, the students will do the final assessment during the small groups. (You do)	The students will be using typetastic to help them memorize the positioning of the letters.	Worksheet – A picture of the keyboard with missing keys, students will have fill in the ones that are missing.

**Lesson 2**

<b>GOAL #</b>	<b>OBJECTIVES</b>	<b>LEARNING PROCEDURES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
By the end of this lesson, students will be able to apply the functions of the different keys on the keyboard.	The students will be able to demonstrate proper hand positioning and placing of their fingers correctly by matching letter keys with corresponding fingers. E.g., 1 for the left pinky on A, 2 for the left ring finger on S with an 80 percent accuracy.	Gradual release model. (I do, We do, You do) The teacher will start by introducing the topic. (I do) Then, the teacher and the class will do an activity together Pear Deck slides. (We do) Finally, the students will do the final assessment during the small groups. (You do)	Pear Deck Slides. Student must apply the functions of different keys and type the sentences correctly.	Small Group Assessment: Students will be divided into small groups of 6. The teacher will call out a finger, and the students will be required to position it on the correct key, demonstrating proper hand positioning.



## Implementation

### Facilitator Plan:

<b>Identification</b>	<p>The teacher will have</p> <ul style="list-style-type: none"> <li>• An in-depth knowledge of all the keys on the keyboard.</li> <li>• An average typing speed of 40 words per minute.</li> <li>• An in-depth knowledge of hand positioning and posture.</li> </ul>												
<b>Schedule</b>	<p>The class will be in a general ed classroom will the following resources</p> <ul style="list-style-type: none"> <li>• Promethean board</li> <li>• Chromebooks</li> <li>• Chargers (if necessary)</li> <li>• Canva slides</li> <li>• Typetastic app</li> <li>• Pear Deck</li> <li>• Worksheets</li> </ul>												
<b>Train-the-Trainer</b>	<p>The teacher should be able to</p> <ul style="list-style-type: none"> <li>• Deliver engaging and informative instruction on the importance of typing skills and keyboard functions.</li> <li>• Provide individualized support during small group practice, ensuring that each student receives appropriate feedback.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">AGENDA</th></tr> <tr> <th>TIME</th><th>TOPIC</th></tr> </thead> <tbody> <tr> <td>9:30 AM</td><td>The class starts with an introduction to slides.</td></tr> <tr> <td>9:30-9:40 am</td><td>“I do” teacher will guide students throughout the lesson</td></tr> <tr> <td>9:40 -9:55 am</td><td>“We do, You do” students will be practicing on their own and completing their assessments.</td></tr> <tr> <td>9:55-10:00 am</td><td>Closure and review.</td></tr> </tbody> </table>	AGENDA		TIME	TOPIC	9:30 AM	The class starts with an introduction to slides.	9:30-9:40 am	“I do” teacher will guide students throughout the lesson	9:40 -9:55 am	“We do, You do” students will be practicing on their own and completing their assessments.	9:55-10:00 am	Closure and review.
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**Learner Plan:**

<b>Learner Identification</b>	<p>The audience for this trainer is:</p> <ul style="list-style-type: none"><li>• Class size 18 students.</li><li>• 2<sup>nd</sup> graders at Blythe Academy</li></ul>
<b>Schedule</b>	<ul style="list-style-type: none"><li>• Total number to be trained 1 hour in two 30-minute sessions.</li><li>• Training classroom 208 second floor at Blythe Academy</li><li>• Two-day lesson plan 9:30 – 10:00 am</li></ul>
<b>Notification</b>	<p>The parents will get an email regarding Chromebooks will need to be charge for the lesson.</p> <p>Upon completion of the lesson the students will be able to:</p> <ul style="list-style-type: none"><li>• identify and locate letters, numbers, and common punctuation marks on the keyboard.</li><li>• demonstrate proper hand positioning on the keyboard, and placing fingers.</li><li>• to apply the functions of the different keys on the keyboard.</li></ul>
<b>Tracking</b>	<p>Students will turn in their worksheet in the turn in basket once there are done.</p> <p>Typetastic will provide a detail description on what level and skills the students are mastering.</p> <p>The teacher will collect data from the small group assessment.</p>

## Evaluation

### Activities and Assessments

Worksheet Assessments - [Missing Keys](#)

Activities - [Typetastic](#) Students will need to log in through backpack to save their progress.

### Evaluation Plan:

#### Formative Assessment:

**Observational Assessment:** During the guided practice (We do) session, I will observe students' engagement and progress as they explore Typetastic, noting their level of comfort with finger position and letter accuracy.

**Small Group Assessment:** During the small group (You do) session, I will provide individualized feedback on finger positioning and hand placement, assessing students' performance of typing skills.

#### Summative Assessment:

**Typetastic Level Completion:** The completion of specific levels on Typetastic will serve a summative assessment, evaluating students' overall proficiency in typing skills and keyboard functions.

**Worksheet Completion:** The completion of the worksheet with a picture of the keyboard and the key banks, containing missing keys will provide a summative assessment of students' ability to identify and apply keyboard function.

#### Other Types of Assessments:

**Depth of Knowledge Questions:** Using different levels of DOK questions during the review I can assess understanding, and connect questions to other subjects.

#### Success/Feedback:

**Feedback Collection:** At the end of each class, I will incorporate an exit ticket (e.g., a Google Form) to gather immediate feedback from students on their learning experience. Questions like, "Which tool did you like better?" or "What was your favorite part?" will provide quick insights into which tools are effective and highlight areas where students may need additional support.

**Incorporating Student Input:** During the design phase, I will actively include student feedback on learning tools and activities, such as Typetastic and Pear Deck apps. This will ensure that the lesson content aligns with student preferences and engagement levels.

**Self-Assessment Reflection:** I will develop a self-assessment reflection log for personal evaluation, helping to monitor progress and pinpoint areas for improvement based on feedback and instructional outcomes.

**Promoting Learner-Centered Instruction:** By engaging students in providing feedback through exit tickets and direct input on tools, the instructional approach will be more learner-centered and responsive to individual needs.

**Making Feedback Actionable:** After analyzing the feedback, if multiple students are struggling with a specific key or function, I will create a targeted mini-lesson focusing on that key. This lesson could use gamification or a customized level within one of the learning platforms to reinforce skills.

This comprehensive approach to feedback and evaluation aims to enhance the learning experience and foster continuous improvement for both students and the teacher.

### Updates

**Instructional Goals:** The changes clarify what success looks like for students if align with more practical outcomes, making the lesson more on real-world problems and having measurable skills.

**Add Measurable Outcomes:** Including performance benchmarks (e.g., 90% accuracy) makes the goals clearer and provides a way to assess progress. It sets a tangible target for what students should achieve.

**Real-World Application:** Specifying that students will use these skills in both practice and real-world digital tasks ensures that learning is directly tied to their everyday use of technology, making the goals more practical.

**Include Specific Keyboard Functions:** Adding key functions (shift, caps lock, backspace, etc.) gives more depth to the goals by ensuring that students aren't just typing letters but also utilizing more advanced keyboard functions that will help them in real assignments.

**Budget:** This has been a burden for me, I would appreciate any help regarding these changes.

**More Detail in Development Costs:** Add clear distinctions for technology costs such as video production or software licenses, especially for Option B. Videos and licenses for hybrid teaching (Zoom or Pear Deck Pro) should be reflected in the budget as these are real costs in delivering a hybrid lesson plan.

**Clarify Additional Costs:** In Option B, hybrid learning may require additional development time or costs related to providing printed materials if students don't have tech access. This should be accounted for in the budget.

### Updated Total Estimated Costs:

Option A (In-Person Only): \$198.66 (cost-efficient, traditional model).

Option B (Hybrid): \$510.00 (includes extra costs for hybrid learning materials and software).

**Success/Feedback:** These changes will make the feedback process more meaningful and ensure improvements in the learning experience and teaching effectiveness.

**Feedback Collection:** The lesson could have an exit ticket at the end of the class. For example, ask students to answer a quick question like Which tool you like better? What was your favorite part? This allows for immediate insights into what students are struggling with or which tool is more effective. Based on this, the lesson could be adjusted to provide additional support.

**Make Feedback Actionable:** After reviewing the feedback, if many students are struggling with using a specific key. The lesson could be modified by creating a mini-lesson on using the key. These can be by gamification or, creating a customized level using one of the platforms.

**Performance Assessment** This structure enhances the assessment's clarity by connecting current challenges with specific goals and causes, creating a foundation for a targeted intervention plan.

**Detailing the Actual Performance:** Expanding the “Actual Performance” section highlights specific challenges students face, such as limited navigation skills and how this impacts task completion. This provides a clearer picture of current skill gaps and the practical implications of these gaps in the classroom.

**Clarifying Desired Performance:** Adjusting the “Desired Performance” description clarifies measurable outcomes and introduces methods (e.g., structured lesson plans, muscle memory development). This ensures that the desired outcome isn't just quantitative (90% proficiency increase) but also qualitative, demonstrating the impact on overall digital fluency.

**Root Causes of Performance Discrepancy:** By adding context, such as reliance on microphone features due to keyboard difficulties, the analysis now addresses the practical reasons behind these gaps. This addition gives a clearer understanding of environmental factors and early-grade habits that might limit typing skill acquisition, setting up for targeted instructional interventions.

**Differentiation Strategies:** Include targeted differentiation techniques based on skill levels.

**Visual aids:** [Video](#) on how to log in to Typetastic and visual aids colored coded to support finger and hand positioning. **Added to the Resource Analysis section.**

**Group Practice and Peer Support:** Pair intermediate students with advanced learners for buddy typing practice, allowing them to learn from their peers while practicing in a supportive setting. **Added to day one.**

**Self-Paced Learning with Progress Tracking:** Allow advanced students to move through Typetastic levels or similar typing programs at their own pace, tracking their own progress with a digital or physical log to encourage self-assessment and goal setting. **Added to day two.**

**Flexible Grouping:** Create small groups based on students' skill levels, rotating them through different stations focused on various aspects of typing, such as hand positioning, letter accuracy, and speed. This enables tailored support without segregating by skill. **Added to day two.**