I. **Apply the touch method in operating the keyboard and numeric keypad.**
   A. Implement proper keyboarding technique.
      1. Keying position
      2. Start/Closing procedures
   B. Execute the touch method in operating the alphabetic keys.
      1. Introduce Home Row Keys.
      2. Introduce remaining alphabetic keys.
      3. Begin timed writings on alphabetic material.
<table>
<thead>
<tr>
<th>R. Bruton</th>
<th>ALL CLASSES</th>
<th>Introduction/Approaches to Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Kid Friendly Objective:** What do I want them to Know Understand & be able to Do?  

<table>
<thead>
<tr>
<th>Essential Question of the day: What question should they be able to answer by the end of this lesson?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>Know the rules and procedures and what is expected of them in the class.</td>
</tr>
<tr>
<td>Do the student information sheet, review the classroom rules and procedures and play and introduction game to get to know the other students.</td>
</tr>
<tr>
<td>Students will also learn how to log on to “Think gate as well as Edmodo and how to maneuver throughout the software.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Writing Assignment:</strong> Why is it important to follow classroom rules and procedures through the school?</td>
</tr>
<tr>
<td>After reading informational text (syllabus) on classroom rules and procedures, write an essay that argues the causes of the consequences as a result of NOT following the classroom rules and procedures and the impact it will have on the class. What conclusions can you draw? Support your discussion with evidence from the texts.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>WARM UP:</strong> 5-10 minutes max</td>
</tr>
<tr>
<td><strong>What will the students do as soon as they enter the classroom?</strong></td>
</tr>
<tr>
<td>Students will enter quietly and begin to complete the student information sheet. They are NOT to touch the computers until told to do so.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>I DO:</strong> Focus Lesson (15-20 minutes)</td>
</tr>
<tr>
<td><strong>How will you model today’s new learning? What information will be taught &amp; how?</strong></td>
</tr>
<tr>
<td>Teacher will start with introduction and tell a little about myself. We will go over classroom rules and procedures and what is expected of the students and how to be successful in class. Teacher will introduce/explain the “I am…” activity and will also demonstrate how to review her Wiki page.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>WE DO:</strong> Guided Instruction (10-15 minutes)</td>
</tr>
<tr>
<td><strong>Working with teacher on targeted objectives (preferably with small groups of students, based on assessment data).</strong></td>
</tr>
<tr>
<td>Teacher and students will complete an introduction pp/video. Each student will tell their name what school they attended last year and something interesting about themselves. We will then write an interesting fact about ourselves on a piece of paper and after mixing them up we will pick an interesting fact and try to guess who that...</td>
</tr>
</tbody>
</table>
person is. This will help the students get to know each other while in a fun and relaxed environment.

**YOU DO TOGETHER: Collaborative learning (20-30 minutes)**

<table>
<thead>
<tr>
<th>Apply learning from focus lesson and guided instruction. Independent products from group collaboration. Can also be think-pair-share throughout the lesson?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be given additional instructions on completing the student information sheet and individual questions will be answered.</td>
</tr>
</tbody>
</table>

**YOU DO ALONE/COOL DOWN: Independent Tasks (10-15 minutes)**

<table>
<thead>
<tr>
<th>Individual application of information taught: opportunity to use their knowledge to produce new products.</th>
<th>IB: How will they apply the AoI in this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will complete the student information sheet and “Get to know you” activity. The AoI is Approaches to Learning, where the students must understand what is expected of them in order to be successful.</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**

<table>
<thead>
<tr>
<th>How will I know that they know? “If I taught this lesson to my students well, what question should they be able to answer to prove to me that they got the big idea?” Usually an exit ticket, reflection, summarization of today. (assessment should also occur throughout the lesson: thumbs up, thumbs down; sticky notes; give me 3, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will be assessed by answering questions in “Polls in Edmodo about the classroom procedures through out the lesson. They will also be given a policy sheet that will be returned for a formal grade stating the student and their parents/guardians understand the expectations for the class.</td>
</tr>
</tbody>
</table>

**CLOSURE**

<table>
<thead>
<tr>
<th>Cool Down (last block)</th>
<th>Home Fun with coaching support (examples &amp; solutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will make sure their area is clean and neat with the keyboard and mouse secure on the table before exiting.</td>
<td>Have policy sheet signed and complete “About Me” powerpoint.</td>
</tr>
</tbody>
</table>