

Ultimate Guide to Keyboarding

4th Grade Student Workbook

by Ask a Tech Teacher

**ULTIMATE GUIDE TO KEYBOARDING
STUDENT WORKBOOK**

GRADE 4

by Ask a Tech Teacher©

ULTIMATE GUIDE TO KEYBOARDING—4TH GRADE WORKBOOK

Second Edition 2014

Part of the Structured Learning Technology for the Classroom series

*Visit the companion website at <http://askatechteacher.com> for more resources to teach
keyboarding to Kindergarten-Eighth Grade*

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INTRODUCTION

Your goal: Learn to type. You'll get there. We're going to help.

Just follow lessons in these workbooks and watch the videos (grades 3-8 only) if your teacher provides them. How much time will that take? Here's an estimate:

K-2 15-30 min. a week

3-8 30-60 min. a week

Are you surprised you can learn to keyboard in such a short amount of time? Wait till you see how much fun it is! We give you lots of choices. You can even work with a friend, both of you on laptops, Chromebooks, or desktops (no iPads unless you have an attached keyboard).

Follow the plan. Execute it faithfully. It works.

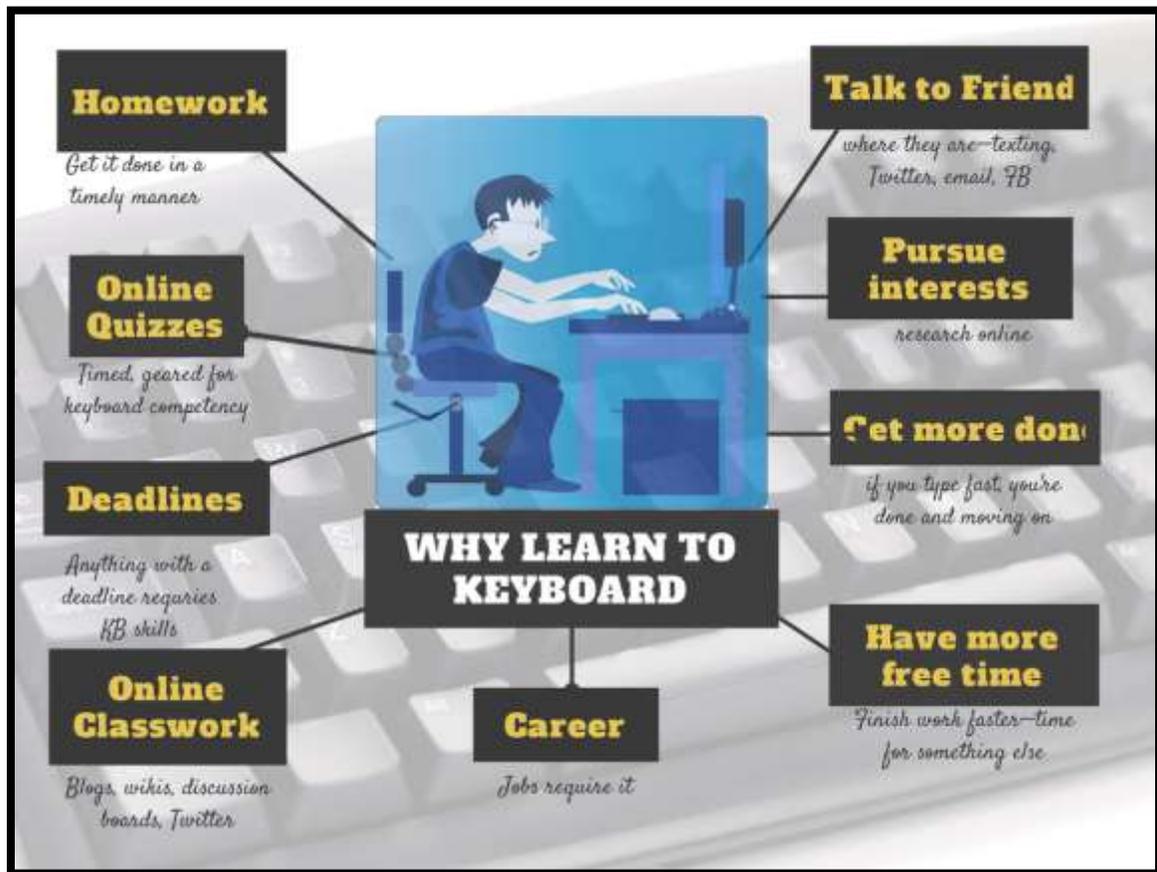
WHY LEARN KEYBOARDING?

If you've ever seen a friend struggle to type a web address or a book report when they don't know where the keys are, you know why you want to learn.

There are more reasons (see Figure 1):

- *to get homework done in a timely manner*
- *to take online quizzes and tests (becoming more common every day)*
- *to complete online classwork—blogs, wikis, websites, discussion boards*
- *to finish timed work before the clock runs out*
- *to talk with friends—email, texting, Twitter, FB*
- *to find out more about what interests you (research online)*
- *to get more done in the 24 hours in each day*
- *to have more free time to do other stuff*
- *when you get a job, they'll expect you to know keyboarding*

Figure 1—Why keyboard?



To achieve these goals means you type fast enough to keep up with your thoughts. Follow the lessons in this series and it'll happen.

HOW TO USE THIS BOOK

- This workbook is part of the K-8 curriculum your school selected to guide you through keyboarding. Each lesson takes 15-30 minutes with equal time devoted to home practice (3rd-8th grade).
- Go month-by-month, in the order presented.
- **Green highlighted words** are vocabulary you want to learn and use.
- Because each monthly and weekly group of activities likely will take place over multiple time periods, lessons include an underscore (____) in front

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of parts. Check off (in the manner allowed by your digital reader) what you complete and proceed from there next time you practice.

- As you finish each activity or skill, check it off *Ready to Move On* (at end of month's activities) and the grade-level checklist. Don't go to a new month until everything is completed. Then, print *Ready to Move On* and hang it by your computer to remember what you know.
- Your teacher may expect you to self-evaluate with a class spreadsheet which updates completion of lesson tasks. For example:

Figure 2—Self-assessment

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	KEYBOARDING MONTH																					
2	Set-up					Month 1					Month 2					Month 3						
3	set up wiki pg	set up blog	dig note-1kg	Polk	ET	WPM	HW	TT	BKA	ET	NT	WPM	HW	TT	BKA	ET	NT	WPM	HW	TT	BKA	
4	AISHA																					
5	ALOMNA																					
6	ANDY																					
7	CHIP																					
8	DAVIS																					
9	DELBERT																					
10	GEORGE																					
11	JASON																					
12	JO-ANNY																					
13	JUSTIN																					
14	JUTE																					
15	LAD																					
16	LEO																					
17	LUIZ																					
18	LUIA																					
19	MACIAS																					
20	MORRIS																					
21	PAULO																					
22	PETER																					
23	ROSA																					

S/he'll provide direction on this as well as a link to the location.

- Grades 3-8 have 12 videos to support keyboarding study (if your teacher uses them). Your teacher will provide links and explain how to use them.
- Work at your own pace. Don't feel pressured to keep up or forced to slow down. If you can check it off the list, move on. If you finish the year early, ask your teacher what she'd like you to do.
- BTW—whenever we reference 'ask your teacher', we mean the person who started you on this self-directed keyboarding program.

- If you need additional copies of this ebook or other years, contact zeke.rowe@structuredlearning.net.

You'll find a lot of links in this ebook, but know this: Links die. If a link doesn't work, try a different one (usually there are options). If that doesn't work, contact Zeke.Rowe at StructuredLearning.net. He'll help.

OVERVIEW OF THE KEYBOARDING JOURNEY

Here's an overview of K-8 keyboarding:

- K-1 Introduce mouse skills, keyboarding, key placement, posture*
- 2nd Work on keyboarding, key placement, posture, two-hand position*
- 3rd Reinforce basics. Work on accuracy and technique*
- 4-5 Continue accuracy, technique. Begin work on speed*
- 6-8 Work on technique, speed, accuracy*

Overview of K-8 Keyboarding

- K-1 Introduce mouse skills. key placement. posture*
- 2nd Work on. key placement. posture. two-hand position*
- 3rd Reinforce basics. Work on accuracy and technique*
- 4-5 Reinforce basics: continue accuracy. technique. Begin speed*
- 6-8 Perfect technique. speed.*

Lessons include lots of variety so you don't get bored. Here's a rundown of activities from kindergarten through eighth grade:

- *blank keyboard quizzes (grades 3-8)*
- *chart students who meet/exceed grade expectations (grades 3-8)*
- *chart students who type faster than they handwrite (grades 3-8)*
- *chart student progress through year*

- *finger exercises—keyboarding uses eight fingers and a thumb*
- *homework (grades 3-8)*
- *key placement using programs like [Big Brown Bear Typing](#) (K-1)*
- *keyboard covers (grades 3-8)*
- *keyboarding software*
- *keyboarding websites*
- *pre-keyboarding skills like posture, hand position, mouse skills (K/1)*
- *shortkeys to help keyboarding keep up with your thoughts*
- *speed/accuracy quizzes (grades 3-8)*
- *touch typing (start in 3rd grade)*

POSTURE

This is discussed each year because it's important to effective keyboarding.

PROBLEM SOLVING

This is addressed according to grade level. If you have a problem, think about how you've solved it in the past before asking for help.

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MONTH 1

INTRODUCTION

This month, review keyboarding, the internet, and good Digital Citizenship.

Focus on where keys are and posture, so you type fast and accurately.

MONTH ONE WEEK ONE

TERMINOLOGY THIS WEEK

No new words

KEYBOARDING SKILLS

Keyboarding requires proper posture and workstation arrangement. Pay attention to those every time you sit at the computer.

4th grade continues touch typing. This means:

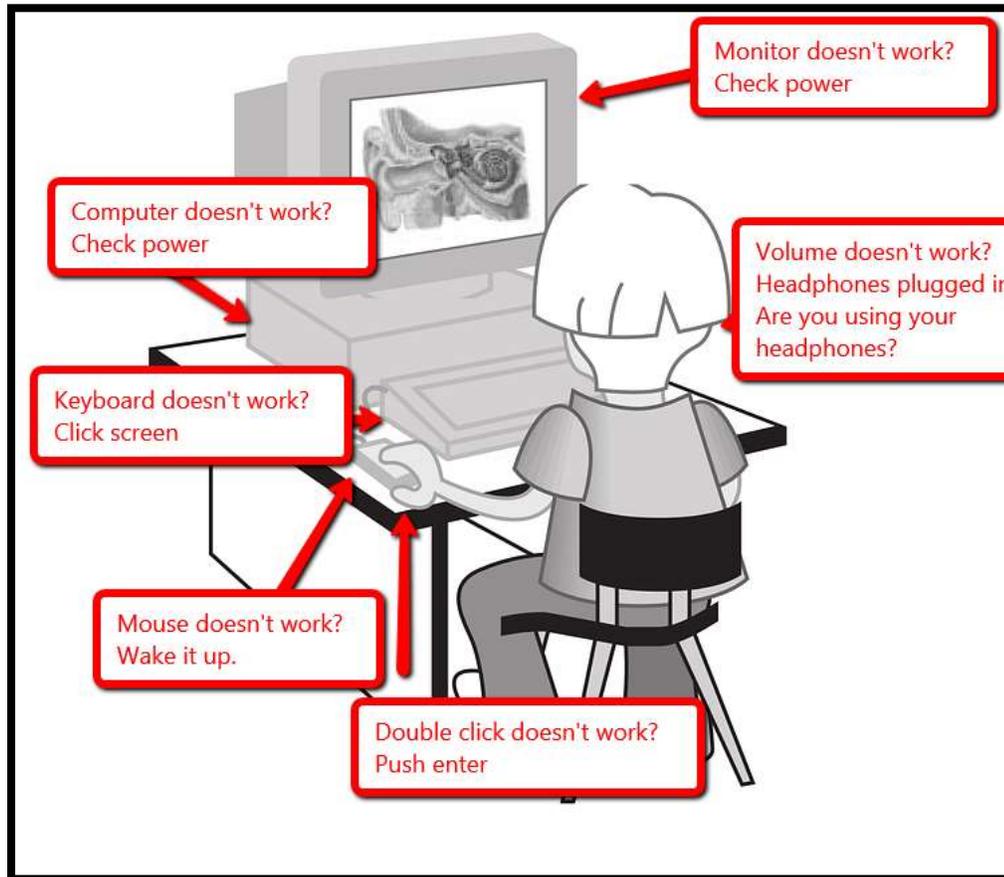
- *A certain finger is used for each key—finger closest to key*
- *Fingers reach while hands remain over home row*
- *Hands don't fly—they are poised over home row*
- *Right thumb keys spacebar*
- *Copy is placed to the left or right of keyboard, eyes on copy or screen—NOT keyboard*
- *Key with a steady even pace*

Use these skills whenever you sit at the computer, not just in tech class.

PROBLEM SOLVING

When you have a problem, try to solve it yourself before asking for assistance. You know solutions to many problems, including (see Figure 3):

Figure 3—Common tech problems



- *Can't exit a program—push escape; push Alt+F4*
- *Can't find a program—check screen; check taskbar*
- *Computer doesn't work—is power on?*
- *Double click doesn't work—push enter*
- *Keyboard doesn't work—click on screen where you want to type*
- *Mouse doesn't work—move it around to wake it up*
- *Volume doesn't work—are headphones plugged in?*

INTERNET

When you use the internet, pause and consider: *Am I doing this safely?*

WHAT TO DO—STEP-BY-STEP

If you use the video keyboarding course, watch two videos this month. Complete all exercises (even if it takes longer). The program includes what is in this ebook in video format, timed, with the ability to pause and replay.



___ Set up your workspace (Figure 4) and posture (Figure 5):

Figure 4—Computer workspace

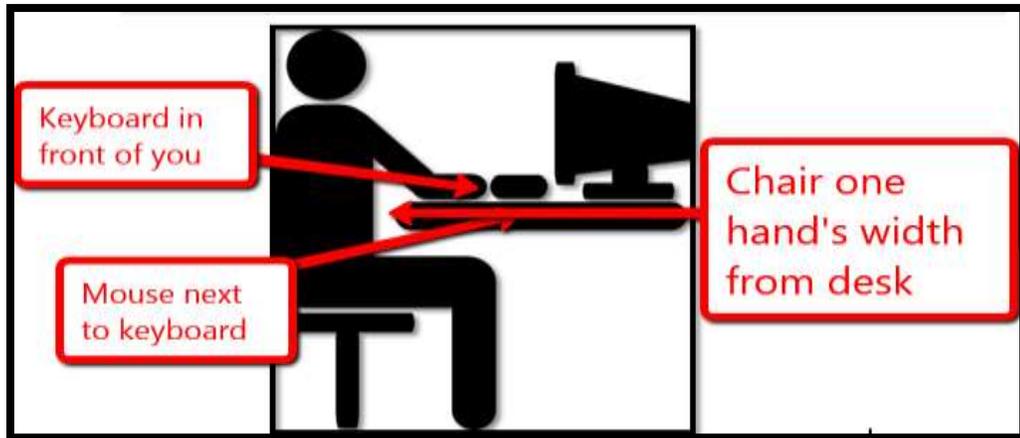
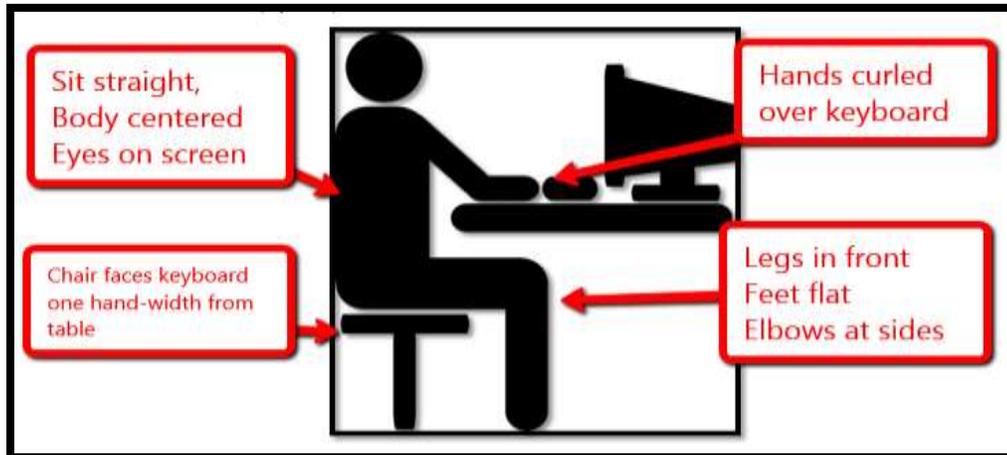


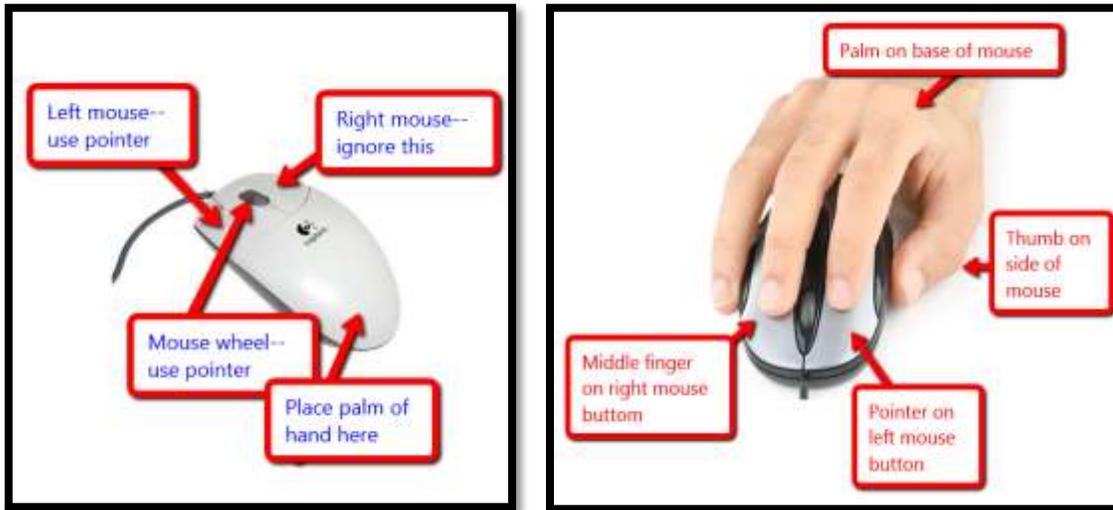
Figure 5—Computer posture



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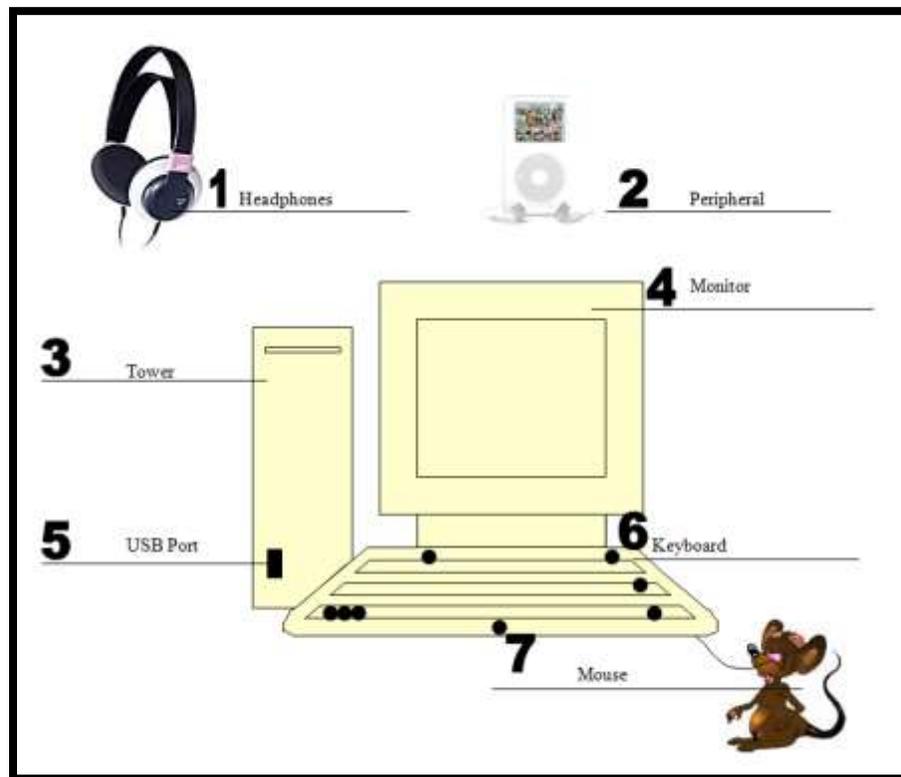
____ Review mouse hold (see Figure 6):

Figure 6—Mouse hold



____ Review parts of the computer (see Figure 7):

Figure 7—Hardware



- ___ Adapt these to your computer at school and home, whether it's a laptop, Chromebook, or desktop. Which parts can you find on an iPad?
- ___ Review how to log in (Figure 8):

Figure 8—Log in



- ___ Discuss the meaning of 'technology'. What's a computer (all the parts, not just the keyboard or monitor). Do you own a computer at home? What do you use it for? What do your siblings/parents use it for?
- ___ Complete the self-assessment (if your teacher requires this) with the link provided by your teacher. This may connect to your Google Apps account (if you have one) or somewhere else. Your teacher will explain this step more thoroughly.

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MONTH 2

INTRODUCTION

This month starts keyboarding assessment and focuses on QWERTY row.

Each month, 1) practice finger exercises, 2) update the month-end and year-end checklist, 3) use keyboarding in class projects.

MONTH TWO WEEK ONE

TERMINOLOGY THIS WEEK

No new words

KEYBOARDING SKILLS

No new keyboarding skills

PROBLEM SOLVING

No new problems



INTERNET

When you use the internet, consider: *Am I doing this safely?*

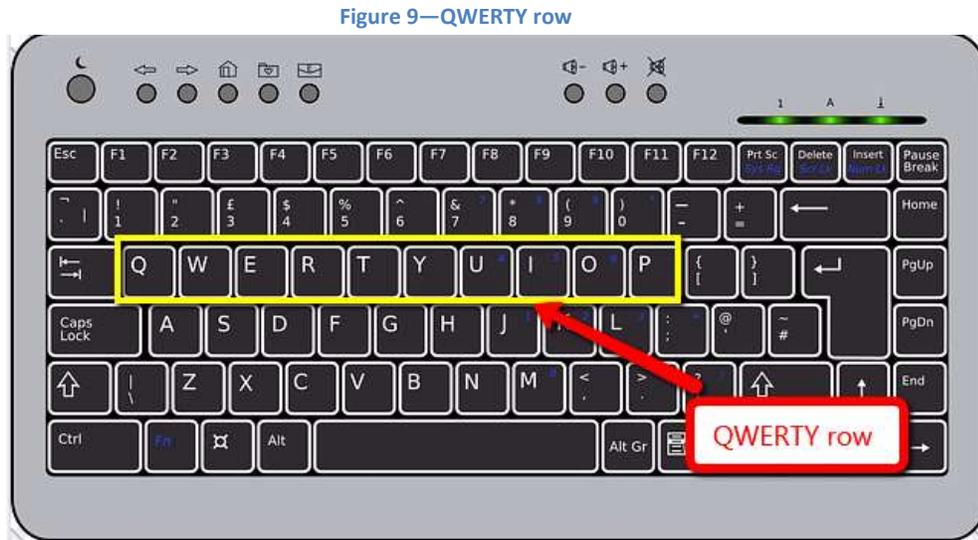
WHAT TO DO—STEP-BY-STEP

If you are using the video keyboarding course, watch two videos this month. Complete all exercises (even if it takes longer). Videos include what is in the ebook, just in video format, timed, with the ability to pause and replay.



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- ___ Warm up on DanceMat Typing, to prepare for today's assessment.
Focus on QWERTY row this month (see Figure 17):



- ___ This three-five minute keyboarding assessment is Part 1 of 2 (the second part will be next week). It can be completed with a word processing program like MS Word or Google Docs, a sample provided by your teacher, or an online site like TypingTest.com.
- ___ You'll assess keyboarding speed and accuracy every grading period. Your teacher might switch between methods to adapt for different strengths among your classmates.
- ___ This first of the year is a baseline; it indicates your starting point so you can calculate improvement over the year.
- ___ Do several finger exercises to prepare for today's keyboarding. Use the ones we've discussed in prior lessons.
- ___ As you type, don't stop to correct errors—that will be done later. Your teacher will observe you and classmates so she can point out strong and weak points and help you improve.
- ___ After the quiz, you get one minute to correct spelling errors. If you don't know how to do this, ask a classmate or your teacher for help.

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___ Everyone gets 100% on this first quiz. Future grades are based on improvement test-to-test:

- *20% improvement* *10/10*
- *10-20% improvement* *9/10*
- *1-10% improvement* *8/10*
- *No improvement* *7/10*
- *Slowed down* *6/10*

___ Grade level standards are:

<i>3rd Grade: 15 wpm</i>	<i>6th Grade: 35wpm</i>
<i>4th Grade: 25 wpm</i>	<i>7th Grade: 40 wpm</i>
<i>5th Grade: 30 wpm</i>	<i>8th Grade: 45 wpm</i>

___ In the next few weeks, look for a list of 'keyboard speedsters' on the class website of students who reached the grade level standard.

___ Complete the self-assessment (if your teacher requires this) with the link provided by your teacher. This may connect to your Google Apps account (if you have one) or somewhere else. Your teacher will explain this step more thoroughly.

HOMework

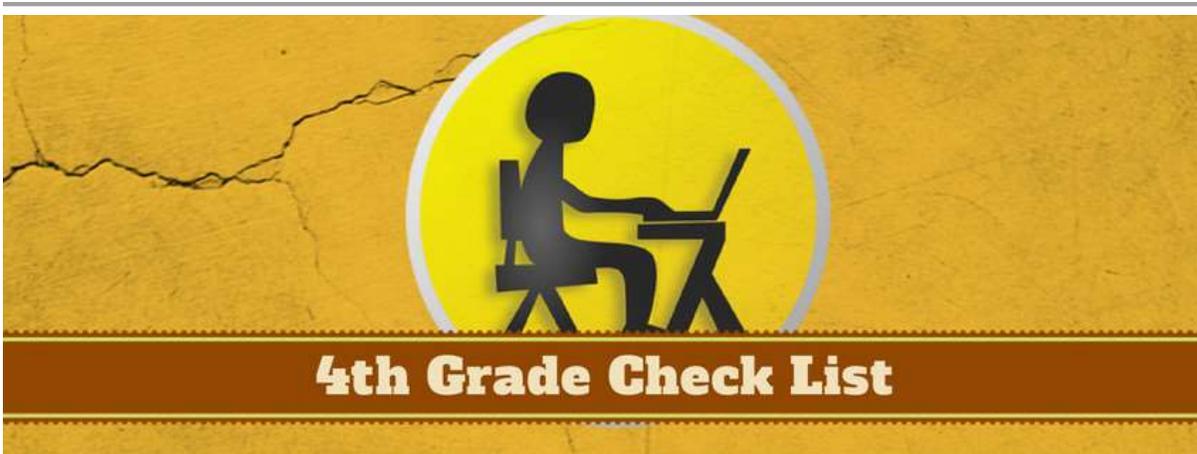
Type 15 minutes, three times a week, QWERTY row, hands covered if you're ready, on [DanceMat Typing](#). The goal: type without looking at the keys.

Homework

- *15 min. DMT, 3x a wk*
- *Cover hands for typing*
- *Submit homework*

Your teacher will tell you how to submit homework.

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To graduate from Fourth Grade keyboarding, you accomplished the following skills. Make sure each is checked off (Ask your teacher if this list is online):

TERMINOLOGY

Ctrl+F

Visual organizer

POSTURE

- Legs in front, body in front, elbows at sides, feet flat on floor*
- Chair positioned facing keyboard one hand-width from table*
- Posture straight, body centered, eyes on screen*

KEYBOARDING SKILLS

- Reviewed mouse skills*
- Kept keyboard one inch off edge of table*
- Curled hands over keyboard (not flat), pointers on f and j*
- Used proper log-on/log-off procedures*
- Demonstrated proper care and handling of keyboard, mouse*
- Know location of important non-letter keys*
- Know difference between backspace and delete*

- ___ *Used right thumb to spacebar*
- ___ *Practiced keyboarding*
- ___ *Used school software and online sites for keyboarding*
- ___ *Practiced finger exercises*
- ___ *Learned useful shortcuts (i.e., Ctrl+S, Ctrl+C)*
- ___ *Memorized all letter keys*
- ___ *Keyboarded with hands covered—doesn't matter how successfully, just that you tried*
- ___ *Used proper keyboarding skills every time you sat at computer*
- ___ *Evaluated your handwriting vs. keyboarding speed*
- ___ *Participated in Team Keyboarding Challenge*

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For other keyboarding grade levels
(Kindergarten-Middle School)

contact:

Zeke.Rowe@structuredlearning.net

For teacher manual, [click here](#)