

## Basic Computer Skills, Lesson 5 : Keyboard Keys

<b>Northstar Digital Literacy Standards</b> <i>This lesson aligns with the following standard/s.</i>	<b>Vocabulary</b> <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).	<b>Caps Lock</b> <b>Control/Command</b> <b>highlight</b> <b>Shift</b> <b>shortcut</b> <b>tab stop</b>

**Technology Concepts**  
*Important lesson background and teaching tips for instructors*

In this lesson, learners will be introduced to some important keys on the keyboard. By the end of the lesson, learners should be able to use **Shift** and **Caps Lock** to make capital letters. They should also be able to **highlight**, copy, and paste text using the mouse and the **Control/Command** keys.

**Teaching Tips:**

- If learners have a hard time identifying typing mistakes, show them how to change the text size to 20 or larger to make it easier for learners to see the typed text in a Word document.

<b>Teacher Prep Guide</b> <i>Follow these steps to prepare for teaching this lesson</i>	
General Prep	<input type="checkbox"/> Prepare to open a Word document on the projected screen and change the text size to 20. <input type="checkbox"/> Prepare to project <a href="#">Reference A</a> for Model & Explain 2. <input type="checkbox"/> Prepare to project <a href="#">Reference B</a> for Pair Explore.
Task	<input type="checkbox"/> Copy <a href="#">Handout A</a> for each learner (half sheet).
Vocabulary Work	<input type="checkbox"/> Copy <a href="#">Handout B</a> 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 keys on the board, or type and project: **Shift, Caps Lock, Tab, Control/Command**, Enter, Spacebar
- Have learners refer to their keyboards while considering the questions below.
- *Directions: Give two minutes to think about questions projected on screen, then discuss in pairs for two minutes, and finally share together as a class.*
  - Have you used these keys - **Shift, Caps Lock, Tab, Control/Command**, Enter, Spacebar - before?
    - ◆ Which keys have you used?
    - ◆ What do they do? If you have not used these keys before, what do you think they do?

## 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/symbols with **Shift**.
- make all letters capital with **Caps Lock**.
- move the cursor to the next **tab stop** with **Tab**.
- highlight** text to change or delete it.
- use special **commands** to undo previous actions.

## 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 with Shift

- Project screen and open a Word document.
- Demonstrate how to make capital letters with **Shift**.
- Say to learners:
  - ◆ “**Shift** is a good way to make capital letters when you are writing your name or starting a new sentence. To make a capital letter with **shift**, I need to hold down the **Shift** key + the letter key.”

### Capital Letters with Caps Lock

- Demonstrate how to make capital letters with **Caps Lock**.
- Say to learners:
  - ◆ “**Caps Lock** will make all the letters capital. It is useful if you need to type in all capital letters.”

## DO IT TOGETHER 1

*Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.*

- On a projected computer screen, type these two sentences into a Word document:
  - ◆ *The Golden Gate Bridge is in San Francisco.*
  - ◆ *DO NOT TOUCH! WET PAINT! If you see a problem, please call 555-1234.*
- Ask learners:
  - ◆ “What key should I use to help me type the first sentence?”
  - ◆ “What key should I use to help me type the second sentence?”

## 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.*

### Using Tab

- Project the sample document in [Reference A](#).
- Say to learners:
  - ◆ “You can see in this document how each paragraph starts with a large space called an indent. To make an indent you use **Tab**.”
- Show learners the indents in [Reference A](#).
- Project and open the Word document from Do it Together 1
- Show learners how **Tab** makes indents by adding indents to the sample sentences from Do it Together 1.
- Say to learners:
  - ◆ “The place where the cursor stops is called a **tab stop**.”

### Copying and Pasting Text

- Demonstrate how to **highlight text**.
- Show learners where the **Control (Ctrl)/Command** key is.
- Say to learners:
  - ◆ “**Control** is used for **shortcuts**. **Shortcuts** are an easy way to do something.”
- Show learners how to **highlight** and then use **Control+C** to copy and **Control+V** to paste text.

## DO IT TOGETHER 2

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- Project the computer screen.
- Ask learners the following questions, model again for learners, as they give you instructions.
  - ◆ “How do you move to the next **tab stop**?” (**Tab**)
  - ◆ “How do you copy text?” (**Control+C**)
  - ◆ “How do you paste text?” (**Control+V**).

## 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.

- Project [Reference B](#).
- Write this list on the board or project. Then, with a partner learners try to:
  1. Copy these sentences:
    - The Golden Gate Bridge is in San Francisco.
    - DO NOT TOUCH! WET PAINT!
  2. **Highlight** one sentence.
  3. Try copying and pasting.
  4. Move your names to the next **tab stop** with **Tab**.

## Task

Learners practice skills by completing an authentic task/s.

- Give learners the top half of [Handout A](#).
- Learners copy the sentences.
- As learners finish, give the second half of [Handout A](#).
- Learners should use copy and paste to complete the Task.

## Vocabulary Work

Learners practice vocabulary presented within the lesson.

- Give learners [Handout B](#).
- Learners match keys with their definitions.
- Check answers together as a class.

Answers:

- **Shift**: makes capital letters or the top character on a key
- **Caps Lock**: makes all the letters capital letters until you press it again.
- **Tab**: moves the cursor to the next **tab stop**.
- **Highlight**: Select text to change or delete.
- **Command/Control**: Use special **shortcuts** (**Control+C** - copy, **Control+V** - paste)

## Wrap-Up

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

- Project these two sentences:
  1. **Taste of Napoli Italian Restaurant.**
  2. **CLOSED FOR REMODELING.**
- Read each question below aloud, have learners turn and talk and then share out:
  1. “Which key should be used to make capital letters in sentence 1?”
  2. “Which key should be used to make capital letters in sentence 2?”

## Reference A

### My Story

written by Martin Alexander Villalobos River, 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.

Reference B

*Directions: Complete the following steps.*

1. Copy these sentences:

The Golden Gate Bridge is in San Francisco.  
DO NOT TOUCH! WET PAINT!

2. Highlight one sentence.
3. Try copying and pasting.
4. Move the sentences to the next tab  
stop with Tab.

Handout A

*Directions: Type these sentences.*

The was started in 1868.

The was finished in 1883.

The was started in 1930.

The was opened in 1931.

Brooklyn Bridge

Empire State Building



Handout A

*Directions: Now, use copy (Ctrl+C) and paste (Ctrl+V) to make these sentences.*

The Brooklyn Bridge was started in 1868.

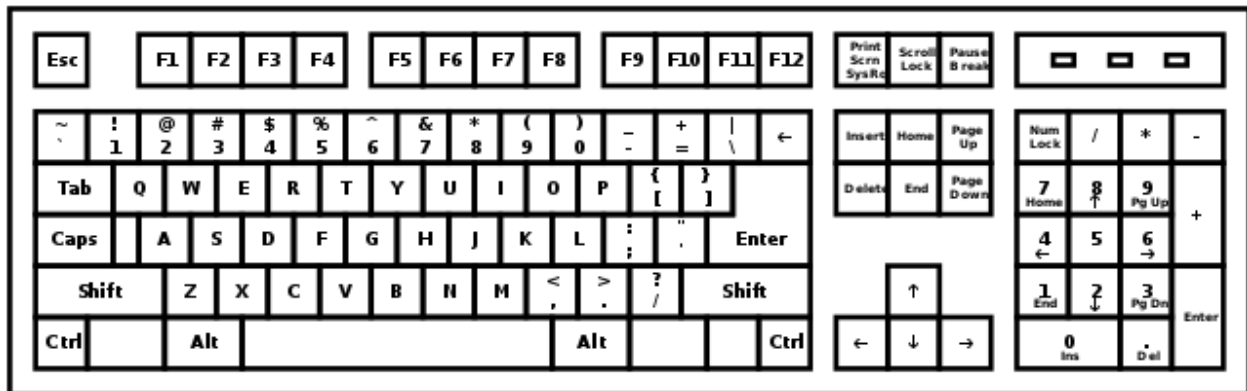
The Brooklyn Bridge was finished in 1883.

The Empire State building was started in 1930.

The Empire State building was opened in 1931.



## Handout B



### Match the words and definitions

Directions: Draw a line to connect the key with its purpose.

KEY

PURPOSE

Shift

makes all the letters capital until you press it again

Caps Lock

Use special shortcuts (Control+C - copy, Control+V - paste)

Highlight

Moves the cursor to the next tab stop

Control/  
Command

Makes capital letters or the top character on a key

Tab

Select text to change or delete