💡 Lesson 1:
Introduction to Home Row

Recommended Lesson Timing:	Lesson Prep:
Before Home Row Lesson 1 on the Typesy Platform	Have student accounts created

Skill Focus:	Supplies:
Home Row **a s d f** and **j k l**	Post it notes, Document Camera, Keyboard Poster, Computer, Typesy Program, HomeRow Video

Warm up: Protect Your Password *Recommended Time 10 mins*

Before starting this game create simple passwords on post it notes or sheets of papers for each student to use.

Tell students that today they will be playing a game.

Divide the class into two groups. The groups will take turns playing each role.

In group 1 give each student a password. Tell them that this is a password for a new program you will be using later. They need to decide if and who they want to tell their password to.

The second group's job is to try to get as many passwords as they can get using their words. Tell students they will have 2 minutes to play the game.

After 2 minutes is up. Switch roles. Give the new group new passwords and the other group has to try and procure as many passwords as they can.

After the game is played sit everyone down and start a conversation. Ask students how many passwords they got? Why did people who had a password give them away? Should we give away passwords to programs we use?

After a discussion, explain to students that only parents and teachers should be given passwords when necessary. Students should not share passwords with friends, classmates or other adults. Explain that passwords are very private things that we do not share with many people because then they are able to access your documents, programs and even your video games. Once inside they can send fake messages, goof up your progress or even change your password so you cannot use it anymore.

Introduction to Home Row, *Recommended Time 10 mins*

Start the lesson by asking students if they have ever seen anyone (maybe themselves) type with one or two fingers. Ask students: do they think this is the fastest way to type? Explain to students that even though some people can go somewhat fast with only two fingers, using all five fingers is much faster especially when you start with the Home Row. Tell students that today they will be learning about the Home Row which is comprised of the **a s d f j k l**; keys. (**show on model keyboard**) Explain that you like to think of the Home Row as the home base or a place for your fingers to always go back to when using different keys on the keyboard. The Home Row is essential to learn how to type and will allow you to type faster as you learn new keys. This is important because most things we do nowadays involves some form of typing. Give a variety of examples such as writing for school, searching on the internet, chatting with friends in games, etc.

(**Use a document camera or the keyboard model provided**) Explain to students that you are going to model where your hands should be on the Home Row using a keyboard (**see possible options above**) and that they should follow along on their computer keyboard. You will place your left hand on the **a s d f** keys and your right hand on the **j k l**; **See picture below**. Ask students to do the same thing on their keyboard and to carefully look at their hands and make sure they are in the right place.

Show and tell students to feel the little notch on the **f** (left hand) and **j** keys (right hand) using their index fingers or the finger next to their thumb. This is a good way to make sure their hands are in the right position.

Explain to students that their hands are in the middle of the keyboard so that they can quickly reach every key and then come back to the Home Row or home base. Today students will be getting a chance to practice these Home Row keys and become fast typers! Display Typesy. Give a brief tour of how to login and how the website works. Have students type in typesy.com and click on the login button on the upper right hand corner. Enter the username and password exactly as they have it. Remind students to make sure to keep their password a secret. If possible have your students bookmark Typesy for easier access to the program. Direct student to push on the courses tab to get setup for typing.

Typing Time, *Recommended Time 15 mins*

Explain to students that during this time they will be getting a chance to practice what they have learned and to learn to type correctly and fast.

During typing time students should go onto Typesy.com and push on the Courses tab. Students should click on the next lesson (in this case the assessment) and follow the directions. Encourage students to do all parts of each lesson. Remind them that they can earn points but also that this practice will help with their typing speed and accuracy.

Data Time, *Recommended Time 5 mins*

Tell students to use the homepage and stats page to look at how they are progressing. Explain to students what WPM (words per minute) and Accuracy (how often they type the correct key) mean. Talk to students about how they can use this data to create goals for the next lesson. Model creating a goal such as: Today I typed 10 wpm with 85% accuracy. Next time I want to type 15 wpm with 90% accuracy. Students should make goals based on the data Typesy is providing.

Standards

CCSS.ELA-LITERACY.W.2.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.W.3.6
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCSS.ELA-LITERACY.W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CCSS.ELA-LITERACY.W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

💡 Lesson 2:
Introduction to Home Row

Recommended Lesson Timing:	Lesson Prep:
Before Lesson 8 on the Typesy Platform	Prepare a narrative story idea to model

Skill Focus:	Supplies:
Home Row **a s d f** and **j k l** Lower Grades- Plural Nouns Upper Grades- Similes	Computer, Typsey Program, Projector, HomeRow Video

Warm up: 21 Questions and Passwords, *Recommended Time 10 mins*

Today we will focus on password security as it is so important! Students will have a chance to guess another student's password! ***Disclaimer** - Students should not use their real Typesy password.

This game is a combination of a Hangman like game and 21 Questions. The game is played as follows:

You should select a student to come up to the board and write a password of their choosing on the board in blanks. Encourage students to have relatively simple passwords. For example, if my password was dogs12 I would write _ _ _ _ _ _ on the board (like hangman). Ask students ahead of time what their password is before allowing them to come to the boardboard to ensure it is appropriate.

The rest of the students should come up with yes or no questions to ask the password protecting student. For example:

Is your password just letters?

Letters and numbers?

Is it your name?

Does it have letter _ in it?

As students correctly guess clues the password holder should fill in the corresponding parts of their password. Allow students 21 Questions or 3 minutes to guess so that other students can try and be the password holder.

After the activity reflect on what made a good password hard to guess. Discuss how making difficult passwords to crack are important, but remembering your password can be just as important. Discuss good and bad examples of passwords.

Home Row Typing Application, *Recommended Time 10 mins*

Start the lesson by reminding students of some of the tricks and tips to help them succeed in typing quickly and accurately within the Home Row:

Remind students to feel the little notch on the **f** (left hand) and **j** keys (right hand) using their index fingers or the finger next to their thumb. This is a good way to make sure their hands are in the right position.

Home Row is your resting position or in other words your home base for your typing fingers.

Lower Grades (2/3)- Today we will focus on writing narrative stories about ourselves. We will focus our writing/application on using the **s** key on the Home Row to turn singular regular nouns into plural nouns. Lead a brief discussion on the difference between singular and plural nouns.

Model/discuss with students how to turn singular nouns into plural nouns. Ask students where we can find the key to make regular singular nouns into plural nouns. Challenge students to think about nouns that end in "es". Where/how can we use the keyboard to form these other plural nouns. Hint: at the Top Row (lesson to come soon).

Model/discuss quickly brainstorming a list of ideas for your narrative story (stories about places, people, times you were happy or sad etc.) and then choosing one to "quick draft" When modeling your draft (while typing if possible) try to use as many regular plural nouns using the s key.

Upper Grades (4/5) - Today we will focus on writing narrative stories about ourselves. We will focus our writing/application on using similes (focusing on "as" but still using "like"). Discuss with students why, when and how to use similes in their writing.

Model for students how to use similes in your writing. Ask students where we can find the keys to make the word "as". Challenge students to think about how to write a simile using the word "like" (with keys in the Top Row as well).

Model/discuss quickly brainstorming a list of ideas for your narrative story (stories about places, people, times you were happy or sad etc.) and then choosing one to "quick draft". When modeling your draft (while typing if possible) try to use many similes using "as" in your writing.

Typing Time, *Recommended Time 15 mins*

Students should use the open/blank Typesy typing interface to generate their narrative stories. Students should focus on using the correct typing technique when typing Home Row keys. Remind students to return to the resting or Home Row position as they type.

or

During typing time students should go onto Typesy.com and push on the Courses tab. Students should click on the next lesson (in this case the assessment) and follow the directions. Encourage students to do all parts of each lesson. Remind them that they can earn points but also that this practice will help with their typing speed and accuracy.

Data Time, *Recommended Time 5 mins*

Tell students to use the homepage and stats page to look at how they are progressing. Explain to students what WPM (words per minute) and Accuracy (how often they type the correct key) mean. Talk to students about how they can use this data to create goals for the next lesson. Model creating a goal such as: Today I typed 10 wpm with 85% accuracy. Next time I want to type 15 wpm with 90% accuracy. Students should make goals based on the data Typesy is providing.

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With guidancsupe and port from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.W.3.6
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCSS.ELA-LITERACY.L.3.1.B
Form and use regular and irregular plural nouns

CCSS.ELA-LITERACY.W.3.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CCSS.ELA-LITERACY.L.4.5.A
Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

CCSS.ELA-LITERACY.W.4.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CCSS.ELA-LITERACY.W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CCSS.ELA-LITERACY.L.5.5.A
Interpret figurative language, including similes and metaphors, in context.

CCSS.ELA-LITERACY.W.5.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.