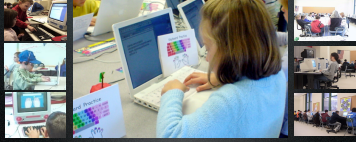


ABC's and 123's



Keyboarding Strategies for K-8

Why teach keyboarding?

- NETs and MA State Standards ask/tell us to...
- We all use computers
and
- Keyboard is still the primary input device for computers

NETS Standards

Technology productivity tools

- Students use technology tools to communicate, enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

NETS keyboarding details

- Demonstrate proper hand, finger, & body position
- Use correct finger reaches from home row to top/bottom row keys
- Perform "touch typing" or "keyboarding"
- Demonstrate proper use of special keys (Spacebar, Enter/Return, Shift, Tab, Delete, Backspace, arrow keys, Caps Lock, Ctrl, Alt, Home, Insert, and so forth)
- Use the top row of the keyboard for numeric keying
- Use the numeric keypad to key numbers

When should we begin?

- When kids begin to use computers?
- When kids are “ready?”
- When they reach middle school?
- When they reach high school?

How should we teach this?

- Hunt and Peck
- Familiarity
- “Touch Typing” output
- Keyboarding as “input”



Industrial Age vs Information Age



output vs input

touch typing vs keyboarding

Who should teach keyboarding?

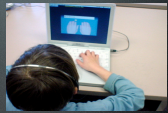
1. Business educators
2. Classroom teachers
3. Computer specialists
4. Parents
5. Self paced student directed
6. All of the above

Where should we learn keyboarding?

1. School
2. Computer Lab
3. Classroom
4. Home
5. All of the above
6. None of the above

Main Methods

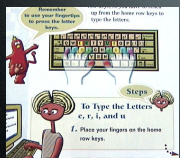
- Textbooks
- Software
- Online
- Diana Hanbury King Method



Purpose for Keyboarding

- primary input device
- familiarize young students with:
 - letters, numbers, special purpose, and function keys
 - develop personal use touch keyboarding skills for confidence and enjoyment
 - integrate touch keyboarding into other subject areas

Textbooks

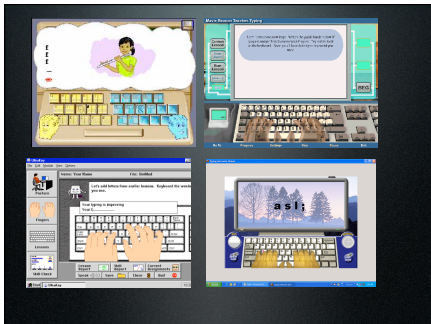


- input? concepts
- copy from text to screen
- finger oriented



Strengths of Software

- They all work
- They have “game like” interfaces
- They make practice fun
- 20 +/- lessons - small steps
- They are visual
- Some are also auditory

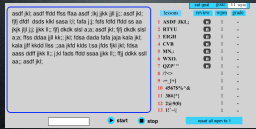


Weaknesses of texts and software

- Must “want” to learn to keyboard
- Need “watchful eye” of teacher or parent
 - to avoid bad habits of looking at fingers and incorrect fingering
- Earphones - necessary for software?
- Keyboard Masks - helpful!

Online

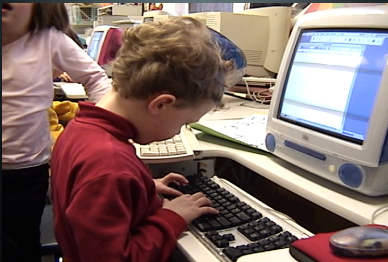
- output and input
- copy from screen
- finger oriented
- 13 or more lessons



Diana King Method Alphabet Poem

- alphabet/ hand oriented (not finger)
- multi-sensory many learning styles
- 2-4 lessons whole keyboard - immediate
- get to familiarity stage in days - hours
- framework / context makes sense
- more output oriented
 - composing...
 - thinking...
 - doing...

1st Grader



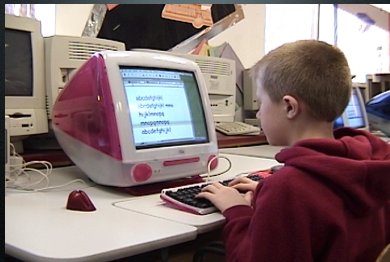
2nd Grader



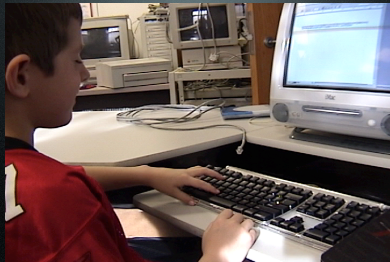
2nd Grader



3rd Grader



3rd Grader



4th Grader



5th Grader



6th Graders



6th Graders



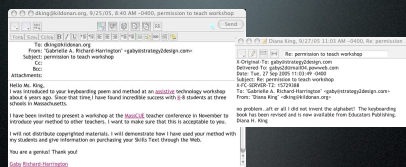
7th Graders



8th Graders



Permissions



Diana Hanbury King



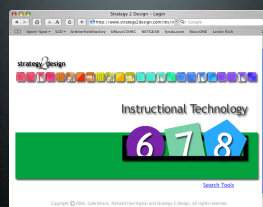
Diana Hanbury King

- Founder of Kildonan and Dunnabeck
- extraordinary work with students with dyslexia and dysgraphia
- www.kildonan.org



Keyboarding Skills 2nd Edition
by Diana Hanbury King
Grades - Ungraded \$20

My class web pages:
<http://www.strategy2design.com/ms>



Resources

- My Class Site: <http://www.strategy2design.com/ms>
- <http://www.aboutonehandtyping.com/introduction.html>
- <http://www.crews.org/curriculum/ex/compsci/keyboarding/>
- http://websites.swlearning.com/index_school.html
- ****<http://www.growing.course.com/index.html>
- <http://www.usoe.k12.ut.us/ate/keyboarding/Articles/Whowhen.htm>
- <http://www.sasked.gov.sk.ca/docs/midkey/>
- <http://www.pitt.edu/~edindex/infoAge5frame.html>
- <http://www.4teachers.org/jesimonvkgathers/index.shtml>
- <http://www.tcaliunt.edu/START/instruct/general/kb-ip.htm>
- <http://www.sasked.gov.sk.ca/docs/elemkey/compint.html#additional>