



Grade 1 Computer Learning Associate (CLA)

Scheduling will determine whether you see students for two 30-minute sessions per A-E rotation, or for one 60-minute session per A-E rotation. Use **Brain Breaks** as needed to provide relief from screen time when you have hour-long classes. You will decide at what point in the lesson you may stop and then re-start content when two 30-minute sessions are scheduled. **This same information applies to grades 2-5.**

Objective	Lesson - Quarter 1/Week 1	Vocabulary	Resources
<p>Welcome</p> <p>Computer Lab Procedures</p> <p>Logging In</p> <p>Logging Off</p> <p>2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Show them the Welcome PPT and share your guidelines with them. You will add in your own information to the Welcome PPT (shell is on the CLA site). ┆ Explain to students that using the computers in your lab is a privilege and that they will always be expected to follow the rules. Review Computer Lab procedures. Have them either sign an agreement sheet (by class or grade level) or have a rules poster ready (each student should sign the whole-school poster, which you will always display in class). See CLA website for these documents. ┆ Explain that sometimes they will use headphones in your class. Demo how to use headphones/change volume. Establish a routine for using headphones (use and storage). ┆ Assign seats and hand out login cards. ┆ Review logging in (CLA website) and logging off. ┆ Have students sit at their assigned seats. ┆ After students successfully log in, have them locate and open ABCYa (Tizmos/K-2). Some students may need one-on-one help practicing logging in. ┆ Allow students five minutes at the end of class to log off. Depending on their comfort level, have them log off either as a group with your instruction, or individually. 	<p>Computer Lab Drills</p> <p>Assigned Seats</p> <p>Logging In</p> <p>Logging Off</p> <p>Username</p> <p>Password</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Practice drills today so students understand what they need to do. ✓ Practice lining up and coming into and exiting the lab. ✓ Make a special point to remind students to leave their computer areas neat and tidy by modeling pushing in their chairs, placing headphones back where they belong, etc. <p>Helpful Hint: Have login cards completed and ready to hand out before this lesson.</p> <p>Helpful Hint: Set a timer for the last five minutes of class to allow students time to log off.</p>



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Objective	Lesson Quarter 1/Week 2	Vocabulary	Resources
<p>Logging In</p> <p>Logging Off</p> <p>Keyboarding:</p> <p>Recognition</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Show them an enlarged copy of a keyboard on the screen (or on the wall if you have a display). Familiarize them with the layout of the keyboard. ┆ Demonstrate how to locate and open MS Word, and type your username and password five times (using enter after each time you type your name). Make some mistakes so you can show students how to use the backspace key to fix your mistakes. Show them the blinking cursor and explain what this is. Demonstrate how to exit out of the program and re-enter it to model this for students. ┆ Have them sit at their assigned seats, log in, locate and open MS Word, and practice typing their username and password five times. Make sure to tell them they will press enter each time they type their username/password combo. Have them show you their completed work. ┆ Have the students log off, and log in again for practice. ┆ Students may then locate and open ABCYa (Tizmos/K-2) for the remainder of class. ┆ Remind them to log off before class time is over. 	<p>Logging In</p> <p>Logging Off</p> <p>Username</p> <p>Password</p> <p>Microsoft Word</p> <p>Keyboard</p> <p>BackspaceEnter</p> <p>Space Bar</p> <p>Blinking Cursor</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Make up a username and password combo that looks like something the students would use for your demonstration.</p> <p>Helpful Hint: have the MS Word icon loaded on student computers before this lesson.</p>



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Objective	Lesson – Quarter 1/Week 3	Vocabulary	Resources
<p>Keyboarding:</p> <p>Recognition</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Review the layout of the keyboard. ┌ Review how to open MS Word and type a writing prompt. Review the vocabulary list and check for understanding. Exit out of the program and re-enter it to model this for students. ┌ Have students sit at their assigned seats, log in and open MS Word and practice writing the prompt. Once the assignment is completed and verified by you, have them choose an ABCYa (Tizmos/Keyboarding) keyboarding activity such as Keyboard Climber or Keyboard Climber 2. ┌ Remind them to log off before class time is over. 	<p>MS Word Keyboard Backspace Enter Space Bar Blinking Cursor Period Shift</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Writing prompt suggestion: My name is_____. I am in first grade. My teacher is_____. I go to school at_____. ✓ Remind students to sound the words out. ✓ If the writing prompt is too difficult, ask the classroom teacher for a list of the weekly spelling and vocabulary words. Have students type words using Enter after each word.



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Objective	Lesson – Quarter 1/Week 4	Vocabulary	Resources
<p>Keyboarding:</p> <p>Application</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab and gather them around you. ┆ Demonstrate ABCYa Story Maker (Tizmos/K-2). You will show them how to use the paint and typing icons. Demonstrate how to print. ┆ Discuss printing procedures in your lab. Tell them that today they will be printing their projects in black and white. ┆ Have them sit at their assigned seats, log in, and locate and use ABCYa Story Maker to create their own art and text project (using one of the provided project prompts – or make up some of your own). Once completed, remind them how to use the print icon. Allow plenty of time for printing. ┆ Collect their creations and give them to the classroom teacher to send home to share with families. ┆ Log off. 	<p>Printing Icon</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Project Prompts:</p> <ul style="list-style-type: none"> - If you could have a superpower, what would it be and why? - If you could be any animal, what would it be and why? - If you won the lottery, how would you spend the money? <p>✓ You may opt to provide students with a pre-written story. Have copies ready to hand out for each student to have at their computer.</p> <p>Helpful Hint: Use a timer to help remind students when 10 minutes of class are left so they have time to print their projects.</p>



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Objective	Lesson – Quarter 1/Week 6	Vocabulary	Resources
<p>Technology Application</p> <p>Mousing Skills</p> <p>1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Tell students that technology will be with them throughout their lives. ┌ Show an Enrichment Video from choices provided on the CLA website/Resources/Videos. Have them stay seated on the floor while you watch the video. ┌ If time permits, discuss video concepts. ┌ Briefly review how to locate the Red Fish Soup program (Tizmos/Home). ┌ Have students sit at their assigned seats, log in and open Red Fish Soup. Give each student a different highlighted handout (same as last week). ┌ Each student will use their handout to locate the assigned activity and will explore it. Have them raise their hand to show or teach you (or a peer) how it works. They may choose another assignment handout for further exploration. ┌ Log off. 	<p>Icon</p> <p>Exit</p> <p>Tab</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Before your class arrives, make sure you have chosen which video you will share.</p> <ul style="list-style-type: none"> ✓ Enrichment Videos (CLA website/Resources/Videos). ✓ Remember to collect the Red Fish Soup handouts as students log off. You will use them with other classes!



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Objective	Lesson – Quarter 1/Week 8	Vocabulary	Resources
<p>MS Word:</p> <p>Review</p> <p>1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Explain that students will be practicing their MS Word skills, and type a writing prompt to share with their parents at upcoming Parent/Teacher Conferences. ┆ Re-demonstrate using MS Word (location, opening new file, etc.) if necessary. You may not need this step. ┆ Remind them of printing procedures for your lab. ┆ Have students log in, locate and open MS Word, and type answers to the writing prompt. Students need to also type their name and their teacher’s name at the top of the page. ┆ Once they have printed and turned in their assignment to you, they may choose to visit either Red Fish Soup (Tizmos/Home) for mousing practice or ABCYa (Tizmos/Home) for Internet navigation. ┆ Collect printed copies and give to the teacher to hand out during Parent/Teacher conferences. ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Suggested writing prompts: <li style="padding-left: 20px;">My name is_____. <li style="padding-left: 20px;">My teacher’s name is _____. <li style="padding-left: 20px;">In Computer Lab I have learned how to _____. ✓ You may make your own writing prompts, if desired. <p>Helpful Hint: print the writing prompt out ahead of time so each student has a copy in front of them for ease in typing.</p>



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Objective	Lesson – Quarter 2/Week 1	Vocabulary	Resources
<p>MS Word:</p> <p>Review</p> <p>Save As</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>2.a. Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Explain the H Drive. Show the students how to access the different drives that are available and how to locate their H Drive. ┌ Review and demonstrate MS Word vocabulary (see Vocabulary column). ┌ Show the students a completed alphabet assignment. Explain that they will create a similar document and save it in their H Drive. ┌ Demonstrate creating a new document and show the students how to “Save As.” See Resources column for instructions. ┌ Have the students log in, locate and open MS Word, and complete the alphabet assignment. As they finish, have them minimize the assignment and visit Red Fish Soup (Tizmos/Home). ┌ Ten minutes before the end of class, stop everyone and have the students maximize their MS Word alphabet document. Walk through the steps of saving together as a group, instructing students to Save As “Alphabet.” ┌ Log off. 	<p>MS Word</p> <p>Caps Lock</p> <p>Space Bar</p> <p>Num Lock</p> <p>Shift</p> <p>Enter</p> <p>Cursor</p> <p>Backspace</p> <p>H Drive</p> <p>Save As</p> <p>Minimize</p> <p>Maximize</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hints: Have a premade document with the entire alphabet exercise completed (Aa Bb Cc, etc.). Include the letters A-Z.</p> <p>Helpful Hint: Use “Save As” for this lesson. While using “Save” will prompt the typist to create a file name, using “Save As” is a safer way to ensure that the document is correctly saved to a specific location.</p> <p>How to “Save As:”</p> <ol style="list-style-type: none"> 1. Select “Save As” 2. When options come up, select “Browse,” click on “Computer,” then double click on “H Drive.” 3. Point out to students that an automatic file name appears and may be changed. 4. Select “Save.” <p>Helpful Hint: Have a timer handy, or use an online timer so you are ready for the “group save” and have 10 minutes available to save and log off.</p>



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Objective	Lesson – Quarter 2/Week 2	Vocabulary	Resources
<p>MS Word:</p> <p>Font Color</p> <p>Opening a Saved Document</p> <p>Save As</p> <p>Save</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Demonstrate how to locate and open the Alphabet document in MS Word they saved the class before. ┆ Introduce new vocabulary. ┆ Demonstrate how to select a group of letters (Aa Bb Cc, etc.) in the document, and how to change the font color. Demonstrate how to save the document. This time make sure to show them that the second (and subsequent) time they save a document they will use Save. ┆ Briefly discuss the difference between Save and Save As. ┆ Instruct students to log in, locate and open MS Word. ┆ Walk students through opening a document together. ┆ Have students change each letter group to a different color. ┆ Have students minimize their work and go to Red Fish Soup (Tizmos/Home) as they complete the assignment. ┆ The last 10 minutes of class, have students maximize their document and save together as a class. You may need to remind them to use Save. ┆ Log off. 	<p>MS Word</p> <p>Ribbon</p> <p>Tabs</p> <p>Groups</p> <p>Font Color</p> <p>Open</p> <p>H Drive</p> <p>Clicking and Dragging</p> <p>Selecting</p> <p>Save</p> <p>Minimize</p> <p>Maximize</p>	<p>Brain Breaks:</p> <p>http://bit.ly/kq11</p> <p>Helpful Hint: Use “Save” for this lesson. Because the file was originally saved with a file name of “Alphabet” there is no need to use Save As for a new file name.</p> <p>Helpful Hint: Have a timer handy, or use an online timer so you are ready for the “group save” and have 7-10 minutes available for this and individually logging off.</p>



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Objective	Lesson – Quarter 2/Week 3	Vocabulary	Resources
<p>MS Word:</p> <p>Font Size</p> <p>Font Style</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Re-demonstrate how to open their MS Word Alphabet document. ┆ Introduce new vocabulary; review MS Word vocabulary as needed for understanding. ┆ Demonstrate how to select a group of letters (Aa Bb Cc, etc.) and change the font style and size. Demonstrate how to save the document. ┆ Instruct students to log in, locate and open MS Word. ┆ Walk students through opening a document together. ┆ Have students change each letter group to a different font size and style. ┆ Have students minimize their work and go to Red Fish Soup (Tizmos/Home) as they complete the assignment. ┆ The last 10 minutes of class, have students maximize their MS Word document and save together as a class. ┆ Log off. 	<p>Ribbon</p> <p>Tabs</p> <p>Groups</p> <p>Font Style</p> <p>Font Size</p> <p>Open</p> <p>H Drive</p> <p>Clicking and Dragging</p> <p>Selecting</p> <p>Save</p> <p>Minimize</p> <p>Maximize</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Have a timer handy, or use an online timer so you are ready for the “group save” and have 10 minutes available for this and individually logging off.</p>



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Objective	Lesson – Quarter 2/Week 4	Vocabulary	Resources
<p>Keyboarding:</p> <p>Recognition</p> <p>Punctuation Keys</p> <p>MS Word:</p> <p>Save As</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Project an enlarged keyboard graphic on the screen. Review the layout of the keyboard. Introduce exclamation point and comma punctuation keys, explaining the use of the shift key. ┆ Review how to open MS Word and type the writing prompt they will use for this lesson. ┆ Review “Save As.” (See Week 1 for instructions). Tell students that they will use the document they save today again during their next lesson. ┆ Have students log in, locate and open MS Word and practice writing the prompt. Once the assignment is completed and verified by you, have the students Save As “Snowman” for use next week. ┆ Students who complete the assignment may go to an ABCYa keyboarding activity (Tizmos/K-2). ┆ Log off. 	<p>Period</p> <p>Exclamation Point</p> <p>Comma</p> <p>Shift</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Create a writing prompt that incorporates the punctuation you want the students to practice, or use the one below. ✓ Writing prompt suggestion: I love winter! The first time it snows, I will build a snowman. <p>Helpful Hint: You need to explicitly demonstrate how to use the shift key to make the punctuation mark.</p>



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Objective	Lesson – Quarter 2/Week 5	Vocabulary	Resources
<p>MS Word:</p> <p>Online Pictures</p> <p>2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>	<ul style="list-style-type: none"> ┌ Welcome students to the Computer Lab. Have them sit on the floor near you. ┌ Re-demonstrate how to locate and open the MS Word Snowman document they completed in the previous class, using your document as an example. ┌ Show the students how to use the Insert Tab. ┌ Demonstrate how to locate and insert online pictures (photos and clip art), using the MS Word automatic Bing Creative Commons results. ┌ Explain Creative Commons: the online photos and clip art that appear using the Bing search are copyright free and available for anyone to use. Other photos and clip art that appear in a Google search, for example, may have special “rights” attached to them and require that students tell who made them. With the Bing Creative Commons images, they may use them without needing any type of permission. ┌ Show students how to search for, select, and insert a picture of a snowman. ┌ Demonstrate how to wrap text using the Picture Tools Tab and the Floater Menu. ┌ Demonstrate how to click and drag the mouse in order to move the picture. ┌ Demonstrate how to resize a picture using the resize handles. ┌ Re-demonstrate Save (using Save because they already used Save As when they first created the document). ┌ Have students to log in, locate and open MS Word. They should locate and open their Snowman document and insert an online picture, following the instruction you provided them. ┌ If time permits, students may add additional text to the writing prompt or add more online pictures. ┌ At the end of class, students should Save their work. ┌ Log off. 	<p>Bing</p> <p>Online Photos or Clip Art</p> <p>Wrap Text</p> <p>Insert Tab</p> <p>Creative Commons</p> <p>Picture Tools Tab</p> <p>Clicking and Dragging</p> <p>Resize Handles</p>	<p>Brain Breaks:</p> <p>http://bit.ly/kq11</p> <p>Helpful Hint: If you aren’t familiar with Bing online pictures image searching via MS Word, take a few moments to use this feature so you’ll be comfortable with locating results and teaching this concept to students.</p>



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Objective	Lesson – Quarter 2/Week 6	Vocabulary	Resources
<p>MS Word:</p> <p>Page Layout Tab</p> <p>Insert Tab</p> <p>Home Tab</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Re-demonstrate how to create a new document in MS Word. ┆ Using your new blank page, show students how to use the Page Layout Tab and demonstrate how to change the layout from portrait to landscape. ┆ Type your name, demonstrating how to change the font, size and color. ┆ Re-demonstrate how to insert online photos or clip art. Remind students that they need to use Wrap Text to be able to move pictures. Show them how to change sizes of images so they fit on one page. ┆ Ask students how they would save a new document like the one you just created. Check for Save As/Save understanding. ┆ Have students log in, locate and open MS Word. Their assignment is to create their fancy name following the instructions your provided. ┆ When the assignment is completed, students should save their document using Save As “Fancy Name.” ┆ If students finish early, they may explore activities in ABCYa (Tizmos/K-2). ┆ Log off. 	<p>New Document</p> <p>Page Layout Tab</p> <p>Portrait</p> <p>Landscape</p> <p>Insert Tab</p> <p>Online Pictures</p> <p>Home Tab</p> <p>Font Size</p> <p>Font Style</p> <p>Font Color</p> <p>Save As</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Have a completed “Fancy Name” model to show the students after you have demonstrated the skills they will need to use to make their own Fancy Name. ✓ You may wish to provide students with a simple checklist rubric stating project requirements: type name, change font size and color, inserts online pictures, save as, etc.



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Objective	Lesson – Quarter 2/Week 7	Vocabulary	Resources
<p>Pre-Coding Logic Activities</p> <p>4.c. Students develop, test, and refine prototypes as part of a cyclical design process.</p> <p>4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Tell students that today they will begin learning how to code. Coding is a way of making your brain solve puzzles. Some people do coding as a profession! ┆ Solving puzzles is both fun and hard work. Sometimes we make mistakes. Sometimes the programs do not work right the first time. It is okay to make mistakes and to have to start over! Remind students they will need to keep trying. ┆ Partner students up in pairs, and have each group log in to one computer. The student who logs in will get to be the driver. The other student will be the director and help brainstorm character and object movements to solve the puzzles. ┆ Have students locate and open Snoring (Tizmos/Coding), and work as a team to navigate and solve the logic problems. ┆ If time permits, students may explore other Snoring activities (Tizmos/Coding). ┆ Log off. 	<p>Coding Trial and Error Keep Trying</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Make sure you practice using the Snoring game(s) before class so you understand how the program works!</p> <p>There are a variety of different Snoring coding activities stored in Tizmos/Coding.</p>



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Objective	Lesson – Quarter 2/Week 8	Vocabulary	Resources
<p>Pre-Coding Logic Activities</p> <p>4.c. Students develop, test, and refine prototypes as part of a cyclical design process.</p> <p>4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Tell students that today they will be learning how to be animators. Check for understanding of what animation is. ┆ Show students how to locate Animate in ABCYa (Tizmos/K-2). ┆ Demonstrate the program, showing the background options, paint/drawing tools and illustration options. Show the students how to copy the frame. Demonstrate how to run the animation when they are finished. Show how to loop and show different speeds for viewing. ┆ Have students log in, locate and open Animate and work individually to create their own short video. If they finish the assignment, allow them to create another video. They may show the videos to their classmates if you choose. ┆ Log off. 	<p>Animation Loop Viewing Speed Illustrations Background Copy Frame Frame Paint Tools Drawing Tools</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Preview the ABCYa Animate (Tizmos/K-2) activity before you use it with students.</p> <p>✓ As you are demonstrating how to use the program, create a short animation so that students can see an example of a finished product.</p>



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Objective	Lesson – Quarter 2/Week 9	Vocabulary	Resources
<p>Pre-Coding Logic Activities</p> <p>4.c. Students develop, test, and refine prototypes as part of a cyclical design process.</p> <p>4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p>	<ul style="list-style-type: none">┆ Welcome students to the Computer Lab. Have them sit on the floor near you.┆ Re-demonstrate, as needed, how to locate and use Snoring (Tizmos/Coding) activities and the Animate (Tizmos/K-2) program.┆ Have students log in, and self-select a pre-coding logic activity. They may choose a Snoring activity or use Animate again.┆ Log off.		<p>Brain Breaks: http://bit.ly/kq11</p>



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Objective	Lesson – Quarter 3/Week 1	Vocabulary	Resources
<p>Computer Lab Procedures Review</p> <p>Mousing Skills</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Review Computer Lab rules and classroom agreements. ┆ Tell students that they will practice logging in and logging off today, and will also work on their mousing skills. ┆ Have students log in and self-select activities in either <i>Red Fish Soup</i> (Tizmos/Home) or <i>ABCYa</i> (Tizmos/K-2). ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Revisit the same procedures and routines that you established during the first week of school. ✓ If students are coming back to school after a quarterly password change, you may wish to have new login cards available for them for this initial log in.



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Objective	Lesson – Quarter 3/Week 2	Vocabulary	Resources
<p>MS Word:</p> <p>Review</p> <p>Keyboarding:</p> <p>Review</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Explain to them that today they are going to play an online game quiz to see how well they remember what they have learned this year. ┆ Demonstrate how to open a Kahoot login screen (Tizmos/Home). Demonstrate how to use the displayed PIN, inputting this into their Kahoot screens, and then entering a first name. ┆ Have students log in, open the Kahoot login page from Tizmos (Home), and enter the displayed PIN and their first name. ┆ When all students are logged in, and have entered their game PINs, explain how to answer a question (by selecting the color that corresponds to the correct answer). ┆ Run the First Grade Kahoot MS Word and Keyboarding review (CLA website). ┆ If there is time remaining, students may complete a keyboarding activity (Tizmos/Keyboarding). ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: If necessary, re-familiarize yourself with Kahoot. https://getkahoot.com/</p> <ul style="list-style-type: none"> ✓ You may choose to give a prize to the top winners of each class.



Grade 1 Computer Learning Associate (CLA)

Objective	Lesson – Quarter 3/Weeks 3-8	Vocabulary	Resources
<p>Keyboarding:</p> <p>Introduction to Dance Mat Typing</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Explain that they will begin to learn how to improve their typing skills on the keyboard this quarter. ┆ Explain what the Home Row is. Feel free to use a fun mnemonic to help them remember where to place their fingers. ┆ Introduce Gary the Goat on Dance Mat Typing (Tizmos/Keyboarding). ┆ Watch the introduction together as a class. ┆ Have students log in, locate and open Dance Mat Typing. ┆ Have students complete <i>Level One, Stage One</i>. ┆ If they finish early, they move on to the next level. <p>Week 4: All students should complete Level One, Stage Two, even if they completed it the week before.</p> <p>Week 5: All students should complete Level One, Stage Three, even if they completed it the week before.</p> <p>Week 6: All students should complete Level Two, Stage Four, even if they completed it the week before.</p> <p>Week 7: All students should complete Level Two, Stage Five, even if they completed it the week before.</p> <p>Week 8: All students should complete Level Two, Stage Six, even if they completed it the week before.</p>	<p>Home Row Touch Typing</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ See CLA website for mnemonic suggestions. ✓ If the students complete a level early, they may move on to the next level. As a class, they will always start on the same assigned level; those students moving ahead receive additional practice.



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Objective	Lesson – Quarter 3/Week 9	Vocabulary	Resources
<p>Technology Application</p> <p>1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Explain that 3-D printers are now being used in many schools and businesses. Ask them if any of them have seen a 3-D printer and what it can do. Tell them they will view a video that explains one way a 3-D printer can be helpful in our world. ┆ Show the students a 3-D printer video (Enrichment Videos). ┆ Discuss the application of a 3-D printer. ┆ Have students log in, locate and open MS Word, and complete the writing prompt (use the one provided or make up one of your own). ┆ Students should Save As “Writing Prompt” (See refresher instructions in the Resources column). ┆ Optional: If students complete the writing prompt early, they may open Paint and draw a representation of what they would print with a 3-D printer. ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Enrichment Videos (CLA website/Resources/Videos/Enrichment Activities). ✓ Writing Prompt Suggestion: <p style="padding-left: 40px;">3-D printers are amazing! If I had a 3-D printer, I would print a _____ so I can _____.</p> <p>Helpful Hint: You may choose to provide each student with a copy of the writing prompt to facilitate typing at their computer. Make copies ahead of time.</p>



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Objective	Lesson – Quarter 4/Week 1	Vocabulary	Resources
<p>Internet Safety</p> <p>2.a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Explain that they will be viewing a video about Internet safety. ┆ Show <i>Router’s Birthday Surprise</i> [25 min.]. (CLA website or Netsmartz site). ┆ Using the provided discussion prompts (see Resources column), discuss <i>Router’s Birthday Surprise</i>. ┆ If time permits, have students explore the <i>Clicky</i> Internet Safety activities on the Netsmartz website (Tizmos/Internet Safety /Matching and Puzzles). 	<p>Internet Trusted Adult Outlaws Netiquette</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: See CLA website for video discussion prompts for <i>Router’s Birthday Surprise</i>.</p>



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Objective	Lesson – Quarter 4/Week 2	Vocabulary	Resources
<p>Internet Safety</p> <p>2.a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Explain that they will be viewing a video about Internet safety. ┆ Show the <i>It's Okay to Tell</i> [8 min.] and <i>Bad Netiquette Stinks</i> [7 min.] videos. (CLA website or Netsmartz site). ┆ Compare and contrast the video themes; use the provided question prompts or create your own. ┆ Make sure you discuss the Netsmartz <i>Internet Safety Rules</i> (CLA website). ┆ Optional: give a copy of the rules to teachers to send home. ┆ Optional: If time permits, have students log in and explore the Internet safety program: <i>Cyber Five</i> (Tizmos/K-2). ┆ Log off. 	<p>Netiquette Trusted Adult Outlaws Cyberbullying Internet</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Suggested video discussion prompts:</p> <ol style="list-style-type: none"> 1. What is an example of bad netiquette? 2. How would it make you feel if you were a receiver of bad netiquette use? 3. What should you do if you see bad netiquette being used?



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Objective	Lesson – Quarter 4/Week 3	Vocabulary	Resources
<p>Pre-coding Logic Activities</p> <p>4.c. Students develop, test, and refine prototypes as part of a cyclical design process.</p> <p>4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Tell students that today they will continue working with Coding. Remind them that Coding is a way of making your brain solve puzzles. Some people do coding as a profession! ┆ Reteach the concept that solving puzzles is both fun and hard work. Sometimes we make mistakes. Sometimes the programs do not work right the first time. It is okay to make mistakes and to have to start over! Remind students they will need to keep trying. ┆ Explain that Coding is like practicing a sport – in order to get better at coding you need to work at it over and over. ┆ Re-demonstrate a Snoring activity (Tizmos/Coding). Focus on a different one than you demonstrated during Quarter 2. ┆ Have students work together as partners in groups of two, sitting at one computer. ┆ Have one student log in and the other student select a Snoring activity for practice. ┆ Log off. 	<p>Coding Trial and Error Keep Trying</p>	<p>Brain Breaks: http://bit.ly/kq11</p>



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Objective	Lesson – Quarter 4/Week 4	Vocabulary	Resources
<p>Coding:</p> <p>Hour of Code</p> <p>4.c. Students develop, test, and refine prototypes as part of a cyclical design process.</p> <p>4.d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Introduce the concept of “Hour of Code.” ┆ Show one of the introduction videos from the Hour of Code website to introduce concepts. ┆ Show students how to locate Angry Birds (Tizmos/Coding). Demonstrate Angry Birds. Allow students to see you make mistakes and to correct your mistakes. ┆ Have the students log in, locate and open the Hour of Code Angry Birds program. ┆ If students finish early, they may select a Snoring activity (Tizmos/Coding) or redo a favorite level in Angry Birds (Tizmos/Coding). ┆ Log off. 	<p>Hour of Code</p> <p>Coding</p> <p>Sequencing</p> <p>Coding</p> <p>Trial and Error</p> <p>Keep Trying</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <ul style="list-style-type: none"> ✓ Hour of Code introductory video for students: https://hourofcode.com/us Select: Watch the Video *note: there are several videos that would also be suitable for showing; explore the Hour of Code site. ✓ Hour of Code “How To” for instructors: https://hourofcode.com/us/how-to



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Objective	Lesson – Quarter 4/Week 5	Vocabulary	Resources
<p>MS Word:</p> <p>Review</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Review MS Word concepts from Quarter 2. ┆ Review Save As v. Save and printing procedures. ┆ Have students log in, open MS Word and write a short thank-you note to a parent or a teacher, counselor, principal, or specialist. You may opt to use the suggested writing prompt (Resources column); create one of your own; or allow students to create their own sentences for the letter. ┆ Have students Save As “Thank You” and print their letters. ┆ Collect, review, and place in staff mailboxes or send with the teacher to send home (if letters are for a parent). 	<p>MS Word New File Save As Printing</p>	<p>Brain Breaks: http://bit.ly/kq11</p> <p>✓ Suggested writing prompt:</p> <p>Dear _____,</p> <p>This year you helped me to _____ . I like that you _____ . Next year I hope you will _____ .</p> <p>Thank you,</p> <p style="text-align: right;">- (student’s name)</p>



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Objective	Lesson – Quarter 4/Week 6	Vocabulary	Resources
<p>MS Word:</p> <p>Review</p> <p>Keyboarding:</p> <p>Review</p> <p>1.d. Students understand fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<ul style="list-style-type: none"> ┆ Welcome students to the Computer Lab. Have them sit on the floor near you. ┆ Tell students that today they will take a fun Kahoot quiz to see how well they have learned concepts in computer class. ┆ Review how to locate and join a Kahoot quiz (Tizmos/Home). Remind students how to answer questions using the color options. ┆ Have students log in and join the First Grade EOY Review Kahoot (CLA website), using the displayed PIN. ┆ Play the Kahoot. ┆ If time permits, have students complete a Keyboarding or Coding activity from Tizmos (Tizmos/Keyboarding or Tizmos/Coding). ┆ Log off. 		<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: If necessary, re-familiarize yourself with Kahoot. https://getkahoot.com/</p> <ul style="list-style-type: none"> ✓ You may choose to give a prize to the top winners of each class.



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Objective	Lesson – Quarter 4/Week 7-9	Vocabulary	Resources
Refocus and Review	<ul style="list-style-type: none">┆ Welcome students to the Computer Lab. Have them sit on the floor near you.┆ The last three sessions for this quarter are often interrupted by end-of-year activities.┆ Use your discretion to choose from these options for refocusing and reviewing:<ul style="list-style-type: none">○ Online Field Trips (Tizmos/Online Field Trips)○ Re-teach a favorite activity<ul style="list-style-type: none">○ Review a needed concept○ Choose an Enrichment Video.		<p>Brain Breaks: http://bit.ly/kq11</p> <p>Helpful Hint: Have a plan in place and enjoy the flexibility of these last few weeks of school!</p> <p>✓ Enrichment Videos (CLA website/Resources/Videos).</p>